

大学英语四六级

历年真题+标准题库



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大学英语四级考试

2012 年 12 月真题(一)

COLLEGE ENGLISH TEST

— Band Four —

试 题 册

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注意事项

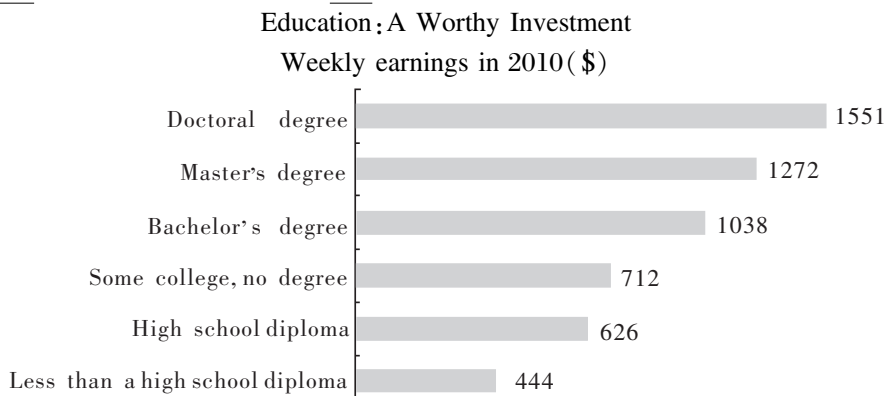
- 一、将自己的校名、姓名、准考证号写在答题卡 1 和答题卡 2 上。将本试卷代号划在答题卡 2 上。
- 二、试卷册、答题卡 1 和答题卡 2 均不得带出考场。考试结束,监考员收卷后考生才可离开。
- 三、仔细读懂题目的说明。
- 四、在 30 分钟内做完答题卡 1 上的作文题。30 分钟后,考生按指令启封试题册,在接着的 15 分钟内完成快速阅读理解部分的试题。然后监考员收取答题卡 1,考生在答题卡 2 上完成其余部分的试题。全部答题时间为 125 分钟,不得拖延时间。
- 五、考生必须在答题卡上作答,凡是写在试题册上的答案一律无效。
- 六、多项选择题每题只能选一个答案;如多选,则该题无分。选定答案后,用 HB-2B 浓度的铅笔在相应字母的中部划一条横线。
正确方法是:[A] ~~[B]~~ [C] [D]。
使用其他符号答题者不给分。划线要有一定的粗度,浓度要盖过字母底色。
- 七、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按规定重新答题。
- 八、在考试过程中要注意对自己的答案保密。若被他人抄袭,一经发现,后果自负。

Part I

Writing

(30 minutes)

Directions: For this part, you are allowed 30 minutes to write a short essay entitled **Education Pays** based on the statistics provided in the chart below (Weekly earnings in 2010). Please give a brief description of the chart first and then make comments on it. You should write at least **120** words but no more than **180** words.



Source: US Bureau of Labor Statistics

Education Pays

Part II

Reading Comprehension (Skimming and Scanning)

(15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer Sheet 1**. For questions 1 – 7, choose the best answer from the four choices marked A), B), C) and D). For questions 8 – 10, complete the sentences with the information given in the passage.

The Magician

The revolution that Steve Jobs led is only just beginning

When it came to putting on a show, nobody else in the computer industry, or any other industry for that matter, could match Steve Jobs. His product launches, at which he would stand alone on a black stage and produce as if by magic an “incredible” new electronic *gadget* (小器具) in front of an amazed crowd, were the performances of a master showman. All computers do is fetch and work with numbers, he once explained, but do it fast enough and “the results appear to be magic”. Mr Jobs, who died recently aged 56, spent his life packaging that magic into elegantly designed, easy-to-use products.

The reaction to his death, with people leaving candles and flowers outside Apple stores and politicians singing praises on the internet, is proof that Mr Jobs had become something much more significant than just a clever money-maker. He stood out in three ways—as a technologist, as a *corporate* (公司的) leader and as somebody who was able to make people love what had previously been impersonal, functional gadgets. Strangely, it is this last quality that may have the deepest effect on the way people live. The era of personal technology is in many ways just beginning.

As a technologist, Mr Jobs was different because he was not an engineer—and that was his great strength. Instead he was keenly interested in product design and *aesthetics* (美学), and in making advanced technology simple to use. He repeatedly took an existing but half-formed idea—the mousedriven computer, the digital music player, the smartphone, the *tablet computer* (平板电脑)—and showed the rest of the industry how to do it properly. Rival firms competed with each other to follow where he led. In the process

he brought about great changes in computing, music, telecoms and the news business that were painful for existing firms but welcomed by millions of consumers.

Within the wider business world, a man who liked to see himself as a *hippy* (嬉皮士), permanently in revolt against big companies, ended up being hailed by many of those corporate giants as one of the greatest chief executives of his time. That was partly due to his talents: showmanship, strategic vision, an astonishing attention to detail and a dictatorial management style which many bosses must have envied. But most of all it was the extraordinary *trajectory* (轨迹) of his life. His fall from grace in the 1980s, followed by his return to Apple in 1996 after a period in the wilderness, is an inspiration to any businessperson whose career has taken a turn for the worse. The way in which Mr Jobs revived the failing company he had co-founded and turned it into the world's biggest tech firm (bigger even than Bill Gates's Microsoft, the company that had outsmarted Apple so dramatically in the 1980s), sounds like something from a Hollywood movie.

But what was perhaps most astonishing about Mr Jobs was the absolute loyalty he managed to inspire in customers. Many Apple users feel themselves to be part of a community, with Mr Jobs as its leader. And there was indeed a personal link. Apple's products were designed to accord with the boss's tastes and to meet his extremely high standards. Every iPhone or MacBook has his finger-prints all over it. His great achievement was to combine an emotional spark with computer technology, and make the resulting product feel personal. And that is what put Mr Jobs on the right side of history, as technological *innovation* (创新) has moved into consumer electronics over the past decade.

As our special report in this issue (printed before Mr Jobs's death) explains, innovation used to spill over from military and corporate laboratories to the consumer market, but lately this process has gone into reverse. Many people's homes now have more powerful, and more flexible, devices than their offices do; consumer gadgets and online services are smarter and easier to use than most companies' systems. Familiar consumer products are being adopted by businesses, government and the armed forces. Companies are employing in-house versions of Facebook and creating their own "app stores" to deliver software to employees. Doctors use tablet computers for their work in hospitals. Meanwhile, the number of consumers hungry for such gadgets continues to swell. Apple's products are now being snapped up in Delhi and Dalian just as in Dublin and Dallas.

Mr Jobs had a reputation as a control *freak* (怪人), and his critics complained that the products and systems he designed were closed and inflexible, in the name of greater ease of use. Yet he also empowered millions of people by giving them access to cutting-edge technology. His insistence on putting users first, and focusing on elegance and simplicity, has become deep-rooted in his own company, and is spreading to rival firms too. It is no longer just at Apple that designers ask: "What would Steve Jobs do?"

The gap between Apple and other tech firms is now likely to narrow. This week's announcement of a new iPhone by a management team led by Tim Cook, who replaced Mr Jobs as chief executive in August, was generally regarded as competent but uninspiring. Without Mr Jobs to shower his star dust on the event, it felt like just another product launch from just another technology firm. At the recent unveiling of a tablet computer by Jeff Bezos of Amazon, whose company is doing the best job of following Apple's lead in combining hardware, software, content and services in an easy-to-use bundle, there were several attacks at Apple. But by doing his best to imitate Mr Jobs, Mr Bezos also *flattered* (抬举) him. With Mr Jobs gone, Apple is just one of many technology firms trying to arouse his uncontrollable spirit in new products.

Mr Jobs was said by an engineer in the early years of Apple to emit a "reality *distortion* (扭曲) field", such were his powers of persuasion. But in the end he created a reality of his own, channelling the magic of computing into products that reshaped entire industries. The man who said in his youth that he wanted to "put a ding in the universe" did just that.

1. We learn from the first paragraph that nobody could match Steve Jobs in _____.
A) intelligence
B) showmanship
C) magic power
D) persuasion skills
2. What did Steve Jobs do that most deeply affected people's way of life?

- A) He invented lots of functional gadgets. B) He kept improving computer technology.
- C) He started the era of personal technology. D) He established a new style of leadership.
3. Where did Mr Jobs's great strength lie?
 - A) His profound insight about consumers' needs in general.
 - B) His keen interest in designing elegant and user-friendly gadgets.
 - C) His firm determination to win in the competition against his rivals.
 - D) His rich knowledge as a computer scientist and electronic engineer.
4. Many corporate giants saw Steve Jobs as _____.
 - A) one of the greatest chief executives of his time
 - B) a dictator in the contemporary business world
 - C) an unbeatable rival in the computer industry
 - D) the most admirable hippy in today's world
5. For those who have suffered failures in business, Steve Jobs's life experience serves as _____.
 - A) a symbol B) a standard
 - C) an ideal D) an inspiration
6. What was the most astonishing part of Mr Jobs's success?
 - A) He turned a failing company into a profitable business.
 - B) He set up personal links with many of his customers.
 - C) He commanded absolute loyalty from Apple users.
 - D) He left his fingerprints all over Apple products.
7. What is mentioned in this issue's special report about innovation nowadays?
 - A) It benefits civilians more than the military.
 - B) New products are first used in the military.
 - C) Many new ideas first appear on the internet.
 - D) It originates in the consumer market.
8. In spite of the user-friendliness of Apple products, critics complained that they were _____.
9. Amazon, by having hardware, software, content and services _____ in an easy-to-use bundle, did the best job in following Apple's lead.
10. By channelling the magic of computing into products, Steve Jobs had succeeded in _____.

(35 minutes)

Directions: *In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.*

11. A) He needs another week for the painting.
C) The building won't open until next week.
12. A) Go camping.
C) Rent a tent.
13. A) She talked with Mr. Wright on the phone.
C) She will see Mr. Wright at lunch time.
14. A) He is actually very hardworking.
C) He needs to spend more time in the lab.
15. A) Rules restricting smoking.
C) Smokers' health problems.
16. A) He is out of town all morning.
- B) The painting was completed just in time.
D) His artistic work has been well received.
- B) Decorate his house.
D) Organize a party.
- B) She is about to call Mr. Wright's secretary.
D) She failed to reach Mr. Wright.
- B) He has difficulty finishing his project.
D) He seldom tells the truth about himself.
- B) Ways to quit smoking.
D) Hazards of passive smoking.
- B) He is tied up in family matters.

- C) He has been writing a report.
- 17. A) He is not easy-going.
- C) He is not at home this weekend.
- 18. A) Take a break.
- C) Ask the way.
- D) He has got meetings to attend.
- B) He is the speakers' boss.
- D) He seldom invites people to his home.
- B) Refuel his car.
- D) Have a cup of coffee.

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

- 19. A) They are as good as historical films.
- C) They have greatly improved.
- 20. A) The effects were very good.
- C) The plot was too complicated.
- 21. A) They triumphed ultimately over evil in the battle.
- B) They played the same role in War of the Worlds.
- C) They are popular figures among young people.
- D) They are two leading characters in the film.
- B) They give youngsters a thrill.
- D) They are better than comics on film.
- B) The acting was just so-so.
- D) The characters were lifelike.

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

- 22. A) It is scheduled on Thursday night.
- C) It takes place once a week.
- 23. A) To make good use of her spare time in the evening.
- B) To meet the requirements of her in-service training.
- C) To improve her driving skills as quickly as possible.
- D) To get some basic knowledge about car maintenance.
- 24. A) Participate in group discussions.
- C) Listen to the teacher's explanation.
- 25. A) Most of them are female.
- C) They plan to buy a new car.
- B) It is supposed to last nine weeks.
- D) It usually starts at six.
- B) Take turns to make presentation.
- D) Answer the teacher's questions.
- B) Some have a part-time job.
- D) A few of them are old chaps.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some 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 2** with a single line through the centre.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

- 26. A) She is not good at making friends.
- C) She enjoys company.
- 27. A) Their similar social status.
- C) Their common interest.
- 28. A) Invite Pat to a live concert.
- C) Help take care of Pat's kids.
- 29. A) It can develop between people with a big difference in income.
- B) It can be maintained among people of different age groups.
- C) It cannot last long without similar family background.
- D) It cannot be sustained when friends move far apart.
- B) She is not well off.
- D) She likes to go to concerts alone.
- B) Their interdependence.
- D) Their identical character.
- B) Buy some gifts for Pat's kids.
- D) Pay for Pat's season tickets.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) Priority of students' academic achievements.
B) Equal education opportunities to all children.
C) Social equality between teachers and students.
D) Respect for students' individuality.
31. A) Efficient. B) Complicated.
C) Lengthy. D) Democratic.
32. A) To help them acquire hands-on experience.
B) To try to cut down its operational expenses.
C) To provide part-time jobs for needy students.
D) To enable them to learn to take responsibility.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) The best way to work through a finger maze.
B) Individuals doing better in front of an audience.
C) Researchers having contributed greatly to psychology.
D) Improvements on the classification of human behavior.
34. A) When you feel encouraged by the audience.
B) When you try to figure out a confusing game.
C) When you already know how to do something.
D) When you complete with other people in a group.
35. A) Practicing constantly. B) Working by oneself.
C) Learning by doing. D) Using proven methods.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

Americans today have different eating habits than they had in the past. There is a wide (36) _____ of food available. They have a broader (37) _____ of nutrition (营养), so they buy more flesh fruit and (38) _____ than ever before. At the same time, Americans (39) _____ increasing quantities of sweets and sodas.

Statistics show that the way people live (40) _____ the way they eat. American lifestyles have changed. There are now growing numbers of people who live alone, (41) _____ parents and children, and double-income families. These changing lifestyles are (42) _____ for the increasing number of people who must (43) _____ meals or sometimes simply go without them. Many Americans have less time than ever before to spend preparing food. (44) _____. Moreover, Americans eat out nearly four times a week on average.

It is easy to study the amounts and kinds of food that people consume. (45) _____. This information not only tells us what people are eating, but also tells us about the changes in attitudes and tastes. (46) _____. Instead, chicken, turkey and fish have become more popular. Sales of these foods have greatly increased in recent years.

Part IV**Reading Comprehension(Reading in Depth)****(25 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 47 to 56 are based on the following passage.

French fries, washed down with a pint of soda, are a favorite part of fast-food lunches and dinners for millions of American youngsters. But 47 a cue from health experts, a group of 19 restaurant companies are pledging to offer more-healthful menu options for children at a time when 48 is growing over the role of fast food in childhood *obesity*(肥胖症).

Burger King, the nation's second-largest fast food chain, for instance, will 49 automatically including French fries and soda in its kids' meals starting this month, although they will still be 50. Instead, the company said Tuesday, its employees will ask parents whether they 51 such options as milk or sliced apples before assembling the meals. "we're asking the customers to 52 what they want," said Craig Prusher, the chain's vice president of government relations. Other participating chains, with a 53 of menu options, include Denny's, Chili's, Friendly's and Chevy's.

As part of the Kids Live Well campaign—expected to be announced 54 Wednesday—participating restaurants must promise to offer at least one children's meal that has fewer than 600 *calories*(卡路里), no soft drinks and at least two 55 from the following food groups: fruits, vegetables, whole grains, lean proteins or low-fat dairy. Among other requirements, they must offer a side dish that meets similar 56, with fewer than 200 calories and less than 35% of its calories from sugar.

- | | |
|---------------|-----------------|
| A) adapt | I) prefer |
| B) available | J) recommending |
| C) begin | K) species |
| D) concern | L) specify |
| E) criteria | M) stop |
| F) items | N) taking |
| G) nationwide | O) variety |
| H) possible | |

Section B

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 57 to 61 are based on the following passage.

As you are probably aware, the latest job markets news isn't good: Unemployment is still more than 9 percent, and new job growth has fallen close to zero. That's bad for the economy, of course. And it may be especially discouraging if you happen to be looking for a job or hoping to change careers right now. But it actually shouldn't matter to you nearly as much as you think.

That's because job growth numbers don't matter to job hunters as much as job *turnover*(人员更替) data. After all, existing jobs open up every day due to promotions, resignations, *terminations*(解雇), and retirements. (Yes, people are retiring even in this economy.) In both good times and bad, turnover creates

more openings than economic growth does. Even in June of 2007, when the economy was still moving ahead, job growth was only 132,000, while turnover was 4.7 million!

And as it turns out, even today—with job growth near zero—over 4 million job hunters are being hired every month.

I don't mean to imply that overall job growth doesn't have an impact on one's ability to land a job. It's true that if total employment were higher, it would mean more jobs for all of us to choose from and compete for. And it's true that there are currently more people applying for each available job opening, regardless of whether it's a new one or not.

But what often distinguishes those who land jobs from those who don't is their ability to stay motivated. They're willing to do the hard work of identifying their valuable skills; be creative about where and how to look; learn how to present themselves to potential employers; and keep going, even after repeated rejections. The Bureau of Labor Statistics data shows that 2.7 million people who wanted and were available for work hadn't looked within the last four weeks and were no longer even classified as unemployed.

So don't let the headlines fool you into giving up. Four million people get hired every month in the US. You can be one of them.

57. The author tends to believe that high unemployment rate _____.

- A) deprives many people of job opportunities
- B) prevents many people from changing careers
- C) should not stop people from looking for a job
- D) does not mean the US economy is worsening

58. Where do most job openings come from?

- A) Job growth.
- B) Job turnover.
- C) Improved economy.
- D) Business expansion.

59. What does the author say about overall job growth?

- A) It doesn't have much effect on individual job seekers.
- B) It increases people's confidence in the economy.
- C) It gives a ray of hope to the unemployed.
- D) It doesn't mean greater job security for the employed.

60. What is the key to landing a job according to the author?

- A) Education.
- B) Intelligence.
- C) Persistence.
- D) Experience.

61. What do we learn from the passage about the unemployment figures in the US?

- A) They clearly indicate how healthy the economy is.
- B) They provide the public with the latest information.
- C) They warn of the structural problems in the economy.
- D) They exclude those who have stopped looking for a job.

Passage Two

Questions 62 to 66 are based on the following passage.

Our risk of cancer rises dramatically as we age. So it makes sense that the elderly should be routinely screened for new tumors—or doesn't it?

While such *vigilant* (警觉的) tracking of cancer is a good thing in general, researchers are increasingly questioning whether all of this testing is necessary for the elderly. With the percentage of people over age 65 expected to nearly double by 2050, it's important to weigh the health benefits of screening against the risks and costs of routine testing.

In many cases, screening can lead to surgeries to remove cancer, while the cancers themselves may be slow-growing and may not pose serious health problems in patients' remaining years. But the message that everyone must screen for cancer has become so deep-rooted that when health care experts recommended that women under 50 and over 74 stop screening for breast cancer, it caused a riotous reaction among doc-

tors, patients and advocacy groups.

It's hard to uproot deeply held beliefs about cancer screening with scientific data. Certainly, there are people over age 75 who have had cancers detected by routine screening, and gained several extra years of life because of treatment. And clearly, people over age 75 who have other risk factors for cancer, such as a family history or prior personal experience with the disease, should continue to get screened regularly. But for the remainder, the risk of cancer, while increased at the end of life, must be balanced with other factors like remaining life *expectancy* (预期寿命).

A recent study suggests that doctors start to make more objective decisions about who will truly benefit from screening—especially considering the explosion of the elderly that will soon swell our population.

It's not an easy calculation to make, but one that makes sense for all patients. Dr. Otis Brawley said, "Many doctors are ordering screening tests purely to cover themselves. We need to think about the rational use of health care."

That means making some difficult decisions with elderly patients, and going against the misguided belief that when it comes to health care, more is always better.

62. Why do doctors recommend routine cancer screening for elderly people?

- A) It is believed to contribute to long life.
- B) It is part of their health care package.
- C) The elderly are more sensitive about their health.
- D) The elderly are in greater danger of tumor growth.

63. How do some researchers now look at routine cancer screening for the elderly?

- A) It adds too much to their medical bills.
- B) It helps increase their life expectancy.
- C) They are doubtful about its necessity.
- D) They think it does more harm than good.

64. What is the conventional view about women screening for breast cancer?

- A) It applies to women over 50.
- B) It is a must for adult women.
- C) It is optional for young women.
- D) It doesn't apply to women over 74.

65. Why do many doctors prescribe routine screening for cancer?

- A) They want to protect themselves against medical disputes.
- B) They want to take advantage of the medical care system.
- C) They want data for medical research.
- D) They want their patients to suffer less.

66. What does the author say is the general view about health care?

- A) The more, the better.
- B) Prevention is better than cure.
- C) Better early than late.
- D) Better care, longer life.

Part V

Cloze

(15 minutes)

Directions: There are 20 blanks in the following passage. For each blank there are four choices marked A), B), C) and D) on the right side of the paper. You should choose the ONE that best fits in to the passage. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

Try to imagine what it is like to live without electricity. It is boring, 67 one thing—no television, no MP3 player, no video games. And you feel 68 and disconnected as well—no computer, no Internet, no mobile phone. You can read books, of course—69 at night you won't have light, other than the *flicker* (闪烁) of firewood. And about that firewood—you or someone in your family had to 70 it during

- 67. A) about B) with
- C) as D) for
- 68. A) loney B) tedious
- C) ignored D) tough
- 69. A) so B) but
- C) since D) if
- 70. A) transfer B) select
- C) assemble D) gather
- 71. A) relative B) massive

the day, taking you away from more 71 work or schooling, and in some parts of the world, exposing you 72 danger. That same firewood is used to cook dinner, 73 smoke that can turn the air inside your home far more 74 than that breathed in an industrial city. You may lack access to modern drugs 75 the nearest hospital does not have continuous 76 to keep the medicine refrigerated. You are 77 poor—and the lack of electricity helps to 78 that you'll stay that way.

That is life for the 1.3 billion people around the 79 who lack access to the *grid* (电网). It is a 80 problem of the developing world and the countryside—more than 95% of 81 without electricity are either in sub-Saharan Africa or developing Asia, and 84% live in rural areas. 82 it hasn't gotten the attention that 83 problems like HIV/AIDS and water shortage have 84 in recent years, lack of power remains a major 85 to any progress in the world's development.

“Lacking access to electricity 86 health, well-being and income,” says Fatih Birol, the chief economist of the International Energy Agency. “It's a problem the world has to pay attention to.”

- | | |
|--------------------|------------------|
| C) productive | D) extensive |
| 72. A) to | B) of |
| C) amid | D) under |
| 73. A) seeking out | B) giving up |
| C) throwing off | D) carrying away |
| 74. A) harmful | B) aggressive |
| C) visible | D) allergic |
| 75. A) although | B) whereas |
| C) while | D) because |
| 76. A) strength | B) power |
| C) source | D) force |
| 77. A) desperately | B) oddly |
| C) marvelously | D) vastly |
| 78. A) engage | B) insist |
| C) ensure | D) induce |
| 79. A) continent | B) location |
| C) territory | D) planet |
| 80. A) solemn | B) severe |
| C) compound | D) comparable |
| 81. A) that | B) which |
| C) those | D) ones |
| 82. A) Unless | B) Though |
| C) Until | D) Before |
| 83. A) global | B) fashionable |
| C) grand | D) famous |
| 84. A) commanded | B) withdrawn |
| C) offered | D) received |
| 85. A) solution | B) target |
| C) obstacle | D) retreat |
| 86. A) interrupts | B) affects |
| C) halts | D) suspends |

Part VI

Translation

(5 minutes)

Directions: Complete the sentences by translating into English the Chinese given in brackets. Please write your translation on **Answer Sheet 2**.

87. David turned away and walked quickly down the street, _____
(完全无视她的存在).
88. It is man's intellect _____
(才使他区别于其他高等动物).
89. I read the book last week, but now it is _____
(哪儿也找不到了).
90. Hardly had John finished his introductory remark _____
(他就被听众打断了).
91. If the reaction were to take place, _____
(巨大的能量就会被释放出来).

大学英语四级考试

2012 年 12 月真题(二)

COLLEGE ENGLISH TEST

— Band Four —

试 题 册

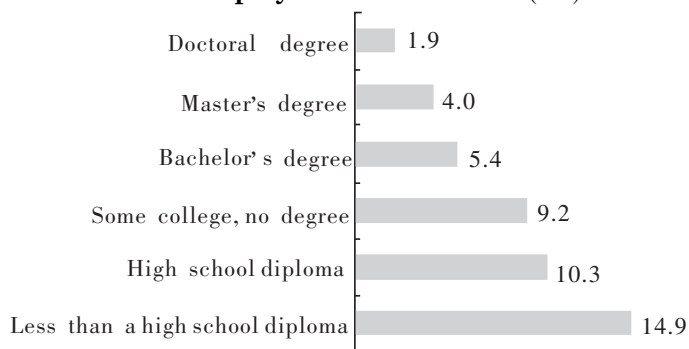
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注意事项

- 一、将自己的校名、姓名、准考证号写在答题卡 1 和答题卡 2 上。将本试卷代号划在答题卡 2 上。
- 二、试卷册、答题卡 1 和答题卡 2 均不得带出考场。考试结束,监考员收卷后考生才可离开。
- 三、仔细读懂题目的说明。
- 四、在 30 分钟内做完答题卡 1 上的作文题。30 分钟后,考生按指令启封试题册,在接着的 15 分钟内完成快速阅读理解部分的试题。然后监考员收取答题卡 1,考生在答题卡 2 上完成其余部分的试题。全部答题时间为 125 分钟,不得拖延时间。
- 五、考生必须在答题卡上作答,凡是写在试题册上的答案一律无效。
- 六、多项选择题每题只能选一个答案;如多选,则该题无分。选定答案后,用 HB-2B 浓度的铅笔在相应字母的中部划一条横线。
正确方法是:[A] ~~[B]~~ [C] [D]。
使用其他符号答题者不给分。划线要有一定的粗度,浓度要盖过字母底色。
- 七、如果要改动答案,必须先用橡皮擦净原来选定的答案,然后再按规定重新答题。
- 八、在考试过程中要注意对自己的答案保密。若被他人抄袭,一经发现,后果自负。

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

Directions: For this part, you are allowed 30 minutes to write a short essay entitled **Education Pays** based on the statistics provided in the chart below (Unemployment rate in 2010). Please give a brief description of the chart first and then make comments on it. You should write at least **120** words but no more than **180** words.

Education: A Worthy Investment**Unemployment rate in 2010 (%)**

Source: US Bureau of Labor Statistics

Education Pays**Part II****Reading Comprehension (Skimming and Scanning)****(15 minutes)**

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on **Answer Sheet 1**. For questions 1–7, choose the best answer from the four choices marked A), B), C) and D). For questions 8–10, complete the sentences with the information given in the passage.

Should Sugar Be Regulated like Alcohol and Tobacco?

Sugar poses enough health risks that it should be considered a controlled substance just like alcohol and tobacco, argue a team of researchers from the University of California, San Francisco (UCSF).

In an opinion piece called “The *Toxic* (毒性的) Truth About Sugar” published Feb. 1 in *Nature*, Robert Lustig, Laura Schmidt and Claire Brindis argue that it’s wrong to consider sugar just “empty calories.” They write: “There is nothing empty about these calories. A growing body of scientific evidence is showing that *fructose* (果糖) can trigger processes that lead to liver toxicity and a host of other chronic diseases. A little is not a problem, but a lot kills—slowly.”

Almost everyone’s heard of—or personally experienced—the well-known sugar high, so perhaps the comparison between sugar and alcohol or tobacco shouldn’t come as a surprise. But it’s doubtful that Americans will look favorably upon regulating their favorite vice. We’re a nation that’s sweet on sugar; the average US adult downs 22 teaspoons of sugar a day, according to the American Heart Association, and surveys have found that teens swallow 34 teaspoons.

To counter our consumption, the authors advocate taxing sugary foods and controlling sales to kids under 17. Already, 17% of US children and teens are *obese* (肥胖的), and across the world the sugar intake (摄入) has increased three times in the past 50 years. The increase has helped create a global obesity plague that contributes to 35 million annual deaths worldwide from noninfectious diseases including cancer, heart disease and diabetes. Linda Matzigeit, a senior vice president at Children’s Healthcare, said “We have to do something about this or our country is in danger. It’s not good if your state has the second-

highest obesity rate. Obese children turn into obese adults.”

“There are good calories and bad calories, just as there are good fats and bad fats, good *amino acids* (氨基酸) and bad amino acids,” Lustig, director of the Weight Assessment for Teen and Child Health program at UCSF, said in a statement. “But sugar is toxic beyond its calories.”

The food industry tries to imply that “a calorie is a calorie,” says Kelly Brownell, director of the Rudd Center for Food Policy and Obesity at Yale University. “But this and other research suggests there is something different about sugar.” says Brownell.

The UCSF report emphasizes the *metabolic* (新陈代谢的) effects of sugar. Excess sugar can alter metabolism, raise blood pressure, affect the signaling of hormones and damage the liver—outcomes that sound suspiciously similar to what can happen after a person drinks too much alcohol. Schmidt, co-chair of UCSF’s Community Engagement and Health Policy program, noted on CNN: “When you think about it, this actually makes a lot of sense. Alcohol, after all, is simply made from sugar. Where does vodka come from? Sugar.”

But there are also other areas of impact that researchers have investigated: the effect of sugar on the brain and how liquid calories are interpreted differently by the body than solids. Research has suggested that sugar activates the same reward pathways in the brain as traditional drugs of abuse like morphine or heroin. No one is claiming the effect of sugar is quite that strong, but, says Brownell, “it helps confirm what people tell you sometimes, that they hunger for sugar and have withdrawal symptoms when they stop eating it.”

There’s also something particularly tricky about sugary drinks. “When calories come in liquids, the body doesn’t feel as full,” says Brownell. “People are getting more of their calories than ever before from sugared drinks.”

Other countries, including France, Greece and Denmark, impose soda taxes, and the concept is being considered in at least 20 US cities and states. Last summer, Philadelphia came close to passing a 2-cents-per-ounce soda tax. The Rudd Center has been a strong advocate of a more modest 1-cent-per-ounce tax. But at least one study, from 2010, has raised doubts that soda taxes would result in significant weight loss: apparently people who are determined to eat—and drink—unhealthily will find ways to do it. Teens—no surprise—are good at finding ways to get the things they can’t have, so state policies banning all sugar-sweetened drinks from public schools and providing only water, milk or 100% fruit juices haven’t had the intended effect of steering kids away from drinking sugared drinks: the average teen consumes about 300 calories per day—that’s nearly 15% of his daily calories—in sweetened drinks, and the food and drink industry is only too happy to feed this need.

Ultimately, regulating sugar will prove particularly tricky because it goes beyond health concerns; sugar, for so many people, is love. A plate of cut-up vegetables just doesn’t pack the same emotional punch as a tin of home-made chocolate chip *cookies* (饼干), which is why I took my daughter out for a cupcake and not an apple as an after-school treat today. We don’t do that regularly—it’s the first time this school year, actually—and that’s what made it special. As a society, could we ever reach the point where we’d think apples—not a cupcake—are something to get excited over? Says Brindis, one of the report’s authors and director of UCSF’s Philip R. Lee Institute for Health Policy Studies: “We recognize that there are cultural and celebratory aspects of sugar. Changing these patterns is very complicated.”

For *inroads* (进展) to be made, say the authors in their statement, people have to be better educated about the hazards of sugar and agree that something’s got to change:

Many of the *interventions* (干预) that have reduced alcohol and tobacco consumption can be models for addressing the sugar problem, such as imposing special sales taxes, controlling access, and tightening licensing requirements on *vending machines* (自动售货机) and snack-bars that sell high sugar products in schools and workplaces.

“We’re not talking prohibition,” Schmidt said. “We’re not advocating a major imposition of the government into people’s lives. We’re talking about gentle ways to make sugar consumption slightly less convenient, thereby moving people away from the concentrated dose. What we want is to actually increase

people's choices by making foods that aren't loaded with sugar comparatively easier and cheaper to get."

1. Why do some researchers think sugar should be considered "a controlled substance"?
 - A) It contains nothing but empty calories.
 - B) It is as harmful as morphine and heroin.
 - C) It works the same way as alcohol and tobacco in the human body.
 - D) Excessive intake of sugar results in liver toxicity and various diseases.
2. What might be Americans' attitude towards government regulation of sugar consumption?
 - A) Enthusiastic.
 - B) Indifferent.
 - C) Disapproving.
 - D) Supportive.
3. What is a consequence of excessive sugar intake worldwide?
 - A) It contributes to 35 million noninfectious disease-related deaths a year.
 - B) It has increased the death toll nearly three times in the past 50 years.
 - C) It contributes to the rise of prices of sugar and sugary foods.
 - D) It has increased the global obesity rate to some 17 percent.
4. The food industry tries to relieve the public worry about sugar intake by suggesting that _____.
 - A) sugar is no more than a source of energy
 - B) sugar is not harmful like alcohol or tobacco
 - C) the hazard of sugar to the body is exaggerated
 - D) the consumption of sugar is easily controllable
5. According to Brownell, liquid sugar _____.
 - A) is especially attractive to young children
 - B) is much easier and quicker to absorb than solid sugar
 - C) effectively stimulates people's appetite
 - D) increases your calorie intake without your knowing it
6. What does the author think of the practice of imposing sugar taxes?
 - A) It will harm the food and drink industry.
 - B) It is unlikely to yield the intended effect.
 - C) It is likely to alter people's eating habits.
 - D) It can steer kids away from sugary foods.
7. Regulating sugar will prove tricky because _____.
 - A) people consume sugar in large quantities
 - B) nothing has been found to replace sugar
 - C) sugar may convey a sense of love
 - D) many foods will become tasteless
8. In order to reduce sugar consumption, education should be conducted to raise people's awareness of its _____.
9. To address the sugar problem, the author suggests that the licensing requirements on vending machines and snack-bars selling high sugar products be _____.
10. A gentle way to steer people away from sugar is to make inexpensive, low-sugar foods _____.

Part III

Listening Comprehension

(35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

11. A) Find a shortcut to the park.
 - C) Plant trees in the east end of town.
 - B) Buy some roses from the market.
 - D) Go to the park to enjoy the flowers.
12. A) She has been invited to give a talk.
 - C) She cannot attend the presentation.
 - B) She is going to meet the man at 9:30.
 - D) She cannot work because of her toothache.
13. A) He is a very successful businessman.
 - C) He is making plans to expand his operation.
 - B) He has changed his business strategy.
 - D) He was twenty when he took over the company.
14. A) She has every confidence in Susan.
 - C) She is a little bit surprised at the news.
 - B) She has not read the news on the Net.
 - D) She is not as bright and diligent as Susan.

15. A) It is more comfortable and convenient to take a bus.
 B) It is worth the money taking a train to Miami.
 C) It is not always cheaper going by bus.
 D) It is faster to go to Miami by train.
16. A) Antiques can improve their image.
 B) Preservation of antiques is important.
 C) The old furniture should be replaced.
 D) They should move into a new office.
17. A) All roads were closed because of the flood.
 B) The man stayed at the lab the whole night.
 C) The man got home late due to the storm.
 D) The storm continued until midnight.
18. A) Many children feel bored when left alone.
 B) The woman's sons might enjoy team sports.
 C) The woman's kids can play soccer with his son.
 D) Children should play sports at least once a week.

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

19. A) Make phone calls to promote sales.
 B) Arrange business negotiations.
 C) Handle complaints from customers.
 D) Take orders over the phone.
20. A) They had different business strategies.
 B) Customers often mistook one for the other.
 C) Conflicts between them could not be properly solved.
 D) Customers' questions could not be answered on the same day.
21. A) They each take a week.
 B) They like to spend it together.
 C) They have to take it by turns.
 D) They are given two weeks each.

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

22. A) At a road crossing.
 B) Outside a police station.
 C) Near a school.
 D) In front of a kindergarten.
23. A) He drove too fast to read it.
 B) He did not notice it.
 C) It says 45 miles an hour.
 D) It is not clearly visible.
24. A) It should have been renewed two months ago.
 B) It actually belongs to somebody else.
 C) It is no longer valid.
 D) It is not genuine.
25. A) He got a ticket.
 B) He was fined \$35.
 C) He had his driver's license canceled.
 D) He had to do two weeks' community service.

Section B

Directions: *In this section, you will hear 3 short passages. At the end of each passage, you will hear some 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 2** with a single line through the centre.*

Passage One

Questions 26 to 29 are based on the passage you have just heard.

26. A) They care more about an item's price than its use.
 B) They grab whatever they think is a good bargain.
 C) They become excited as if they had never been there.
 D) They behave as if their memories have failed totally.
27. A) Those with a VIP card.
 B) Those with 15 items or less.
 C) Those needing assistance.
 D) Those paying in cash.
28. A) Go back and pick up more items.
 B) Take out some unwanted purchases.
 C) Change the items they have picked up.
 D) Calculate the total cost of the groceries.

29. A) It calls for carefulness. B) It requires tolerance.
C) It needs a good knowledge of math. D) It involves communication skills.

Passage Two

Questions 30 to 32 are based on the passage you have just heard.

30. A) A package of ideas formally presented. B) A short presentation clearly delivered.
C) A natural and spontaneous style of speech. D) A clever use of visual aids in presentation.
31. A) The skillful use of gestures and facial expressions.
B) Differences in style between writing and speaking.
C) Different preferences of audiences.
D) The importance of preparation.
32. A) The differences between American and Asian cultures.
B) The significance of cross-cultural communication.
C) The increasing importance of public speaking.
D) The key to becoming a good speaker.

Passage Three

Questions 33 to 35 are based on the passage you have just heard.

33. A) By comparing his performance with others'. B) By being repeatedly corrected by adults.
C) By observing what their teachers do. D) By being given constant praise.
34. A) The best students are usually smart by nature. B) It is only natural for children to make errors.
C) Children cannot detect their own mistakes. D) All children should have equal opportunities.
35. A) It is favorable to knowledge accumulation. B) It is beneficial to independent children.
C) It is unhealthy to students' upbringing. D) It is unhelpful to students' learning.

Section C

Directions: *In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.*

Time is, for the average American, of utmost importance. To the (36) _____ visitor, Americans seem to be more concerned with getting things (37) _____ on time (according to a predetermined schedule) than they are with developing deep (38) _____ relations. Schedules, for the American, are meant to be planned and then followed in the smallest (39) _____.

It may seem to you that most Americans are completely (40) _____ by the little machines they wear on their wrists, cutting their discussions off (41) _____ to make it to their next appointment on time.

Americans' language is filled with (42) _____ to time, giving a clear (43) _____ of how much it is valued. Time is something to be "on," to be "kept," "filled," "saved," "wasted," "gained," "planned," "given," "made the most of," even "killed."

The international visitor soon learns that (44) _____.

Time is so valued in America because by considering time to be important one can clearly achieve more than if one "wastes" time and doesn't keep busy. This philosophy has proven its worth. (45) _____ . Many American *proverbs* (谚语) stress the value of guarding time, using it wisely and setting and working toward specific goals. (46) _____.