

**Part II****Listening Comprehension****(30 minutes)****Section A**

**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 1 to 4 are based on the conversation you have just heard.**

1. A) He really likes listen to folk music.  
B) He has read lots of news about music.  
C) He is an employee in the music industry.  
D) He wants to be an expert of popular music.
2. A) It is varying significantly.  
B) It is booming in recent days.  
C) Its growth confronts with difficulties.  
D) It gains popularity among youngsters..
3. A) By going to concerts.  
B) By paid subscription.  
C) By purchasing music CDs.  
D) By downloading illegally.
4. A) They can make non-famous singers have chance to be known to all.  
B) They are beneficial to both famous musicians and ordinary people.  
C) They should get great support from the public.  
D) They should be seriously punished by related laws.

Questions 5 to 8 are based on the conversation you have just heard.

5. A) Diligence. C) Inclusion.  
B) Innovation. D) Self-doubt.
6. A) It is a consolation prize for those less talented.  
B) It is a source of success or achievements.  
C) It can bring us a mass of unexpected wealth.  
D) It can stimulate individuals' potential..
7. A) In old age. C) During holidays.  
B) In youth. D) During working period.
8. A) Come up with a theme. C) Interact with team members.  
B) Do fashion research. D) Know the need of consumers.

## Section B

**Directions:** *In this section, you will hear two 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 9 to 11 are based on the passage you have just heard.

9. A) Beautifying a man's external image.  
B) Enhancing a man's social connections.  
C) Contributing to a man's success in career.  
D) Weakening the pain of the jaw hit by a fist.

10. A) Beauty. C) Strength.  
 B) Manhood. D) Bravery.
11. A) A decoration for attracting female attention.  
 B) A critical part for fighting against diseases.  
 C) A major factor to be a handsome man.  
 D) A symbol of an intelligent individual.

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

12. A) The destruction of Australia's coasts.  
 B) The discovery of underwater rivers.  
 C) The material in the shallow ocean.  
 D) The seafood in the deep water bay.
13. A) Evaporation. C) Drought.  
 B) Earthquake. D) Rainfall.
14. A) During the fall and winter months.  
 B) Between late spring and hot summer.  
 C) In time of ocean at high tides.  
 D) After a heavy wind and rain.
15. A) The Australian ocean boasts the largest number of fishes.  
 B) The hidden rivers could withstand strong winds and high tides.  
 C) Streams could be critical for moving material to the ocean.  
 D) Shallow waters are rich in nutrients for ocean animals to feed.

**Section C**

**Directions:** *In this section, you will hear three recordings of lectures or talks followed by three or four questions. The recordings will be played 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 recording you have just heard.**

16. A) Women's education level had nothing to do with divorce rates.  
B) The marital pay gap played an important role in divorce rates.  
C) A poor communication between couples contributed to higher divorce rates.  
D) Women's higher education is no longer the reason for higher divorce rates.
17. A) Women's status had little influence on men's gender identity.  
B) Women were not primarily responsible for making money.  
C) Women occupied a higher position than men in the family.  
D) Women were bored with doing housework all the time.
18. A) Men are usually more highly-educated than women.  
B) Women spent much more time in education than men.  
C) Harmonious marital relationship helps get more income.  
D) Well-educated couples are more likely to lead a happy life.

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

19. A) They are more inclined to do intense exercise.  
B) They will be faced with more work pressure.  
C) They got less income in their early thirties.  
D) They will be more optimistic than others.

20. A) Lack of persistence. C) Bad temper.  
B) No confidence D) Mental disorder.
21. A) Self-distrust. C) Physical attack.  
B) Aimlessness. D) Poor education.

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

22. A) They fail to follow the safety advice to use rear-facing car seats for their kids.  
B) They are accustomed to keeping children's car seats in a rear-facing position.  
C) They are reluctant to use safety seats for their children until age two.  
D) They employed the latest technology in the child's safety car seats.
23. A) They can communicate with their children better.  
B) They prefer to seeing the faces of their children.  
C) They think seating in forward-facing seat is safer.  
D) They are concerned about the child's mental health.
24. A) Parents prefer to follow the guidelines to raise their children.  
B) An increasing number of parents can afford to baby walkers.  
C) Much more parents like to take their children to have self-driving trips.  
D) Less parents turned babies to face forward before their specific ages.
25. A) Natural disasters. C) Mental illnesses.  
B) Car accidents. D) Physical diseases.

**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.

Meet Spot—the 26 dog that can open doors, run up and down stairs, and take a hearty kick to the ribs without missing a beat. Spot is a good boy. And now, Spot can be your good boy for the low, low price of \$74,500, which is equivalent to 62.08 federal stimulus checks or a year’s worth of paychecks from five minimum-wage jobs.

Spot is a 27 of Boston Dynamics, a robotics company that has been perfecting their 28 *quadruped* (四足动物) for more than five years. A steady stream of videos has 29 Spot navigating through cracks and 30 to heights that most wheeled robots cannot access to, earning him jobs on New Zealand sheep farms, in Boston hospital wards and even at NASA.

According to a June 16 statement from the company, the new “explorer” version of the dog is “31 to go where other robots can’t go and to perform a broad 32 of tasks.” At this time, Spot is 33 being marketed to businesses, which are money-making operations that used to employ humans for wages.

More than 100 businesses have already used Spot robots for tasks such as 34 construction progress with a *head-mounted* (头戴式的) camera, monitoring hazardous environments and enforcing social-distancing regulations in Singapore, the statement said.

According to Boston Dynamics, Spot is the first member of the company’s mechanical animals to be available for sale. The robotics company is also well known for its mechanical giant Atlas, a humanlike robot that can run, jump over obstacles and, according to a 2017 tweet from Elon Musk, probably 35 the entire human race. Atlas is not for sale at this time.

- |                |               |
|----------------|---------------|
| A) product     | I) mechanical |
| B) destroy     | J) primarily  |
| C) ascending   | K) random     |
| D) designed    | L) masses     |
| E) contrarily  | M) number     |
| F) generated   | N) autonomous |
| G) launch      | O) shown      |
| H) documenting |               |

## 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**.*

### **Sustainable Agriculture Practices Are the “Win-Win-Win Option”**

- [A] Rattan Lal just won a quarter of a million dollars for his scientific research on dirt. Or as he prefers to call it, “soil.” And in fact, soil and money have something in common, says Lal, the newly named 2020 World Food Prize Laureate. Think of the ground as similar a bank account. If you want to improve your bank account balance, you have to deposit more money than you withdraw. The same goes for soil. You have to make deposits to keep it healthy.
- [B] The most valuable stuff in there is organic matter content—basically, nutrients such as carbon, nitrogen, and hydrogen that a seed needs to grow into a plant. These nutrients need only be present in small amounts; healthy soil is about four percent organic matter content.

- [C] Unfortunately, most soil around the world does not have enough of these nutrients. Decades of erosion and unsustainable farming practices have depleted the soil, leaving just half a percent of organic matter content. According to the Food and Agriculture Organization of the United Nations, about a third of the planet's soil is "moderately to highly degraded." When the nutrients in soil are gone, crop yields are lower and the plants that are grown are less healthy. This is bad news for farmers, who are having a harder time producing enough food to feed an ever-growing population.
- [D] Over the course of his 50-year career, Lal, a professor of soil science and the director of the Carbon Management and Sequestration Center at Ohio State University, has pioneered farming techniques that prevent soil from losing these vital nutrients and even put nutrients back into soil. Lal's approach, which he calls "soil-centric," not only boosts organic matter content but can also help prevent deforestation, mitigate climate change and increase biodiversity.
- [E] Lal's interest in soil began as a child on his family's small farm in rural, northwestern India. His family's lives and livelihoods revolved around maintaining their five-acre plot of land: managing weeds, collecting *manure* (粪肥) from the cattle and spreading it across the fields, and plowing the land by hand in the 120-degree, *pre-monsoon* (雨季前) Indian summer. "I was very familiar with the problems of drought, of dust storms, of low crop yields," Lal recalls. "I remember my father plowing the fields. That was a very hard job. Those images are still there, of hardship. The question was why. Why do you have to have that?"
- [F] Those experiences and questions propelled Lal to study agriculture at the Punjab Agricultural University in India and then to receive his Ph.D. in soil science from Ohio State University. Two years after graduating, Lal accepted a position as a soil physicist at the International Institute of Tropical Agriculture, in Ibadan, Nigeria. It was April 1970. The local soils had been depleted of their nutrients, and farmers were struggling to grow food on the land they had, so they were cutting down nearby forests to create more farmland. Lal set out to fix the problem. For months, the then 25-year-old Lal studied the



soil, observing how crops didn't grow well in soil that was hot to the touch, how storms washed away huge swaths of dirt, how days after a heavy rain the plants would still dry up and wither.

[G] At his research institute, Lal cleared a small plot of farmland and planned an experiment. Remembering his childhood burden of plowing his family's farm and pondering the scientific necessity of the process which was meant to soften the soil and prevent weeds, Lal decided to skip the step altogether, an approach called no-till agriculture, which had, at the time, only been pondered by scientists in literature but never widely practiced or studied.

[H] Lal then covered the land with mulch and plant debris, such as leaves and corn stalks; he reasoned this would keep the soil cooler and prevent heavy rains from washing away the soil's nutrients. After the harvest season, Lal planted and grew another round of crops, but instead of picking them, he let the plants die. This practice, called crop cover agriculture, worked like a bank loan: The crops borrowed the nutrients as they grew, but those nutrients were returned when the plants decomposed. And because he was locking up these nutrients in cover crops, the rainwater and wind couldn't carry them away.

[I] Over time, the amount of nutrients in Lal's plot of land went up. He had proven that you could reuse the same farmland without nutrient loss, thereby eliminating the need to cut down forests, as long as farmers followed the right practices.

[J] Lal traveled across Africa, Asia, Australia and South America repeating his experiments with similar success. Lal's soil-centric farming techniques were revolutionary. No-till and crop cover farming helped pioneer the then-emerging field of conservation agriculture, which focuses on improving soil health and reducing the environmental impact of farming.

[K] "Lal was really the first person to put soil science on the map," says Marco Ferroni of CGIAR, a global agricultural research group. Lal went on to publish over a thousand scientific papers detailing his research. He also worked with hundreds of scientists and

farmers worldwide to adapt these practices to various climates, cultures and economies. In the late 1970s, Lal and his colleagues realized that this soil-centric approach to farming could do more than just bolster nutrients in the soil. It could help fight climate change.

[L] According to Lal, conservation agriculture alongside other land restoration efforts, such as cleaning up coal mining sites and reforesting land impacted by timber harvesting, could remove two to three billion tons of carbon dioxide from the atmosphere, offsetting approximately 15% of global carbon dioxide emissions—all while making soil healthier. Three United Nations Climate Change Conferences backed Lal’s practices as a way to combat climate change, and in 2007, Lal’s work with the Intergovernmental Panel on Climate Change helped the organization to share the year’s Nobel Prize.

[M] Despite the promise of Lal’s farming practices and other conservation agriculture approaches, only about 25 to 30 percent of farmers practice some version of no-till and crop cover agriculture today. The challenges of implementing Lal’s techniques vary across the globe. The plant debris and mulch that Lal encourages farmers to cover their farmland with can be used to feed cattle in Asia and Africa or, in the US, sold to make *ethanol* (乙醇) fuel. In order to grow crops in the off-season, farmers have to purchase and plant seeds but won’t reap the benefits of harvesting and selling those crops. Simply put, these practices require the world’s farmers to make investments that will benefit the planet but won’t put any money back in their pockets.

[N] Lal’s solution is for governments to fund farmers who provide “ecosystem services.” At approximately \$16 per acre per year, according to Lal’s calculations, that would amount to about \$64 billion globally. Although the price tag seems high, several countries have experimented with implementing it on a small scale. “If we expect farmers to do good things for the planet, we should pay them for it,” Lal explains.

[O] Lal believes sustainable agriculture practices are the “win-win-win option” as the world confronted with the urgent challenges of climate change and food scarcity. “My philosophy has always been that the health of soil, plants, animal, people, and the

environment is one indivisible,” Lal says.

36. Lal was initially keen on the soil in his early age on his family small farm.
37. Lal reproduced his success across several different continents.
38. Lal demonstrated the possibility of reusing the same farmland without losing nutrients after his successful research.
39. The application of Lal’s techniques is confronted with different challenges around the world.
40. Farmers had large problems to grow food on the land without enough nutrients, so they started deforestation to expand more farmland.
41. The worthiest substance in soil is organic matter content for a seed to grow into a plant.
42. The soil-centric approach proposed by Lal is beneficial to forests, biodiversity and lessening the severity of problems related to climate change.
43. Researchers have found that this soil-centric approach is not limited to increasing nutrients in the soil.
44. Considering his childhood experiences in farm and scientific farming process, Lal made an unprecedented practice in studying the no-till agriculture approach.
45. Only half a percent of nutrients left in soil due to erosion and unsustainable farming activities for decades .

## 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.

Dolphins learn special *foraging* (觅食) techniques from their mothers—and it's now clear that they can learn from their partners as well. Take the clever trick that some dolphins use to catch fish by trapping them in seashells. It turns out that they learn this skill by watching their fellows do the job. The discovery, reported in the journal *Current Biology*, helps reveal how groups of wild animals can transmit learned behaviors.

“Dolphins are indeed very clever animals. So it makes sense that they are able to learn from others,” says Sonja Wild, a researcher at the University of Konstanz in Germany. She says young dolphins spend years in close association with their mothers and naturally tend to adopt their mothers' ways, but this study shows that “dolphins are not only capable, but also motivated to learn from their peers.”

They use a variety ways of finding food. Some dolphins, for example, use *sponges* (海绵动物) as tools. The dolphins break a *conical* (圆锥形的) sponge off the seafloor, and then wear it almost like a protective cap on their long nose, or beak. This apparently helps them probe into the rough sand of the rocky seafloor and search for buried prey. Research done over a decade ago shows that this behavior gets passed down almost exclusively from mother to child. “So, at some point, one of the dolphins figured out how to use these sponges for foraging,” says Wild. After that, it was passed on to her descendants through the maternal line.

Now, Wild and her colleagues have closely examined how dolphins learn another strategy for catching fish—one that involves using the empty shells of large sea snails. A dolphin will chase a fish into one of these shells, says Wild, “and then they insert their beak into the shell, bring the whole thing up to the surface, and then shake it up above the water surface to drain

the water out of the shell until the fish basically falls into their open mouth.”

“It’s a very remarkable behavior,” says Scott Witlin, one of Wild’s colleagues. “Seeing it is really sensational.” When he and Wild tracked which dolphins used this so-called “shelling” technique, they figured out that “the shelling behavior doesn’t spread between mother and offspring, but spreads between peers. “Being able to learn from peers may help animal populations survive in a changing environment. Because while knowledge from previous generations has been tested by time, certain behaviors may become less useful if conditions change,” Witlin said.

46. What does the discovery published in the journal *Current Biology* reveal?

- A) The transmission modes of animals’ acquired behaviors.
- B) The changing trends of animals’ foraging techniques.
- C) The risk of extinction of rare wild animals.
- D) The unique foraging behaviors of dolphins.

47. What does this study show about young dolphins?

- A) They observe where the prey often appears.
- B) They tend to invent their own manners to prey.
- C) They are stimulated to learn from their partners.
- D) They are the cleverest animals among mammals.

48. What is the benefit of using sponges as tools for dolphins’ foraging?

- A) Helping them to search for buried prey.
- B) Protecting their long noses or beaks.
- C) Keeping them away from exposure.
- D) Softening the hurt by their predators.

49. What are Wild and her colleagues currently researching about?

- A) How dolphins’ mothers pass down foraging practices to descendants.
- B) How environmental factors influence dolphin’s foraging behaviors.
- C) How dolphins acquire the ability of using the shelling behavior to catch fish.

- D) How the shelling technique transmits among other groups of wild animals.
50. What did Scott Witlin say about dolphins' learning behavior from their fellows?
- A) It contributes to dolphins' survival in unstable environment.
- B) It is a product of the evolution of the species of dolphins.
- C) It is impossible to happen among previous generations.
- D) It hinders the connection between mother and offspring.

## Passage Two

Questions 51 to 55 are based on the following passage.

The forests of today will not be the forests of tomorrow. Rising temperatures, deforestation, development and climate-induced disasters are transforming the very makeup of Earth's forests, new research published in the journal *Science* finds.

Older, bigger trees—features in their respective ecosystems are withering away at an alarming rate, making the planet's collective forests shorter and younger. The shift is being driven at different rates by different causes in different places, the study's authors say, but the consequences will be global. Old growth forests absorb and store massive amounts of climate-warming carbon dioxide. They provide habitat for rare and critically endangered species and foster rich biodiversity. And they're disappearing fast. Researchers found that the world lost roughly one-third of its old growth forest between 1900 and 2015. In North America and Europe, where more data was available, they found that tree mortality has doubled in the past 40 years.

Warming temperatures, wildfires, logging and insect outbreaks were among the many causes of the decline, says Nate McDowell, the study's lead author. "Perhaps more concerning is that the track of all these disturbances are generally increasing over time and are expected to continue increasing into the future," he says.

McDowell, who works with the U.S. Department of Energy's Pacific Northwest National Laboratory, is a tree physiologist by training. His focus is on how trees are affected by rising temperatures, arguably the biggest driver of forest change. To get a broader understanding of how forests are changing globally though, he brought in more than 20 other researchers with varying expertise. Together, they examined carefully more than 160 previous studies about

tree mortality and its global causes, applying current satellite data and modeling to create perhaps the most comprehensive look at Earth's shifting forests to date.

Just in the past year, the world has watched as massive wildfires tore across Siberia, the Amazon and Australia. Deforestation and illegal logging in Southeast Asia and Brazil continue at a intense pace. "Human-driven climate change is also making it difficult for many forests to fully recover from the type of natural disturbances—wind events, flooding or fire—that would normally occur," says McDowell. The researchers did find evidence that increased carbon dioxide in the atmosphere could increase tree growth in some places, but not to an extent where it would outweigh the harm being done by increased temperatures. The *overriding* (压倒一切的) trend was one of loss.

"I would recommend that people try to visit places with big trees now, while they can, with their kids," McDowell says. "Because there's some significant threat, that might not be possible sometime in the future."

51. What can we learn from the new research published in the journal *Science*?
- A) The makeup of Earth's forests is too complicated to be researched by human beings.
  - B) Rising temperatures may cause the disastrous consequences to today's forests.
  - C) Forests play a critical part for humankind to survive and thrive on the earth.
  - D) Climate-related disasters and human activities are changing the forest composition.
52. What can we know about old growth trees?
- A) They are dying out at an amazing speed.
  - B) Their mortality has tripled in recent years.
  - C) Their disappearance are all caused by climate change.
  - D) They are rich in North American and European areas.
53. What is more concerning according to McDowell?
- A) Adverse factors to old forests' survival will continue to increase.
  - B) Logging will cause the serious erosion of farmlands.
  - C) The decline of older and bigger trees is inevitable.
  - D) The increase of world population may double in twenty years.

54. What did McDowell partly do to get a broader understanding of how forests are changing globally?
- A) Introduce many other well-known forest experts.
  - B) Investigate previous studies about trees' growth.
  - C) Enrich his own expertise on forests.
  - D) Apply existing satellite information.
55. What does McDowell say about human-driven climate change?
- A) It has an overwhelming influence on Earth's shifting forests.
  - B) It plays a leading role in bringing about massive wildfires.
  - C) It adds complexity to the forests' recovery from natural disasters.
  - D) It needs easing through joint efforts of authorities and the public.

#### 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**.

太极拳是以中国传统儒道（Confucianism and Taoism）哲学中的太极、阴阳辩证理念（dialectic）为核心思想的汉族传统拳术。它被广泛认为是一种优雅的，慢动作的治疗艺术和健身方式，有助于身心健康。太极拳已经成为东方文化的一种符号象征，是促进东西方文化交流的重要桥梁和纽带。太极拳的创编，也是继“四大发明”之后汉民族伟大创造力的又一次展示。继承和保护太极拳，对于弘扬中国传统文化和提高人们生活质量具有十分重要的意义。



