

「英语四级」  
历年试题

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2016年6月四级考试试题

**Part I Writing (30minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to write a letter to **express your thanks to your parents or any family members upon making memorable achievement**. You should write at least 120 words but no more than 180 words.*

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

**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) The International Labor Organization's key objective.  
B) The basic social protection for the most vulnerable.  
C) Rising unemployment worldwide.  
D) Global economic recovery.
2. A) Many countries have not taken measures to create enough jobs.  
B) Few countries know how to address the current economic crisis.  
C) Few countries have realized the seriousness of the current crisis.  
D) Many countries need support to improve their people's livelihood.

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

3. A) Serve standardized food nationwide.    B) Put calorie information on the menu.  
C) Increase protein content in the food.    D) Offer convenient food to customers.
4. A) They will be fined.    B) They will be closed.  
C) They will get a warning.    D) They will lose customers.

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

5. A) Inability to implement their business plans.  
B) Inability to keep turning out novel products.  
C) Lack of a successful business model of their own.  
D) Failure to integrate innovation into their business.
6. A) It is the secret to business success.    B) It is the creation of something new.  
C) It is a magic tool to bring big rewards.    D) It is an essential part of business culture.
7. A) Its hardworking employees.    B) Its flexible promotion strategy.  
C) Its innovation culture.    D) Its willingness to make investments.

## Section B

### Directions:

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

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

- |   |  |
|---|--|
| 8. A) He's got addicted to technology.    | B) He is not very good at socializing. |
| C) He is crazy about text-messaging.      | D) He does not talk long on the phone. |
| 9. A) Talk big.                           | B) Talk at length.                     |
| C) Gossip a lot.                          | D) Forget herself.                     |
| 10. A) He thought it was cool.            | B) He needed the practice.             |
| C) He wanted to stay connected with them. | D) He had an urgent message to send.   |
| 11. A) It poses a challenge to seniors.   | B) It saves both time and money.       |
| C) It is childish and unprofessional.     | D) It is cool and convenient.          |

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

- |   |                                       |
|---|---------------------------------------|
| 12. A) He wants to change his job assignment.         |                                       |
| B) He is unhappy with his department manager.         |                                       |
| C) He thinks he deserves extra pay for overtime.      |                                       |
| D) He is often singled out for criticism by his boss. |                                       |
| 13. A) His workload was much too heavy.               |                                       |
| B) His immediate boss did not trust him.              |                                       |
| C) His colleagues often refused to cooperate.         |                                       |
| D) His salary was too low for his responsibility.     |                                       |
| 14. A) He never knows how to refuse.                  | B) He is always ready to help others. |
| C) His boss has a lot of trust in him.                | D) His boss has no sense of fairness. |
| 15. A) Put all his complaints in writing.             | B) Wait and see what happens next.    |
| C) Learn to say no when necessary.                    | D) Talk to his boss in person first.  |

## 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) The importance of sleep to a healthy life. | B) Reasons for Americans' decline in sleep. |
| C) Some tips to improve the quality of sleep.     | D) Diseases associated with lack of sleep.  |
| 17. A) They are more health-conscious.            | B) They are changing their living habits.   |

- C) They get less and less sleep. D) They know the dangers of lack of sleep.  
 18. A) Their weight will go down. B) Their mind function will deteriorate.  
 C) Their work efficiency will decrease. D) Their blood pressure will rise.

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

19. A) How much you can afford to pay.  
 B) What course you are going to choose.  
 C) Which university you are going to apply to.  
 D) When you are going to submit your application.  
 20. A) The list of courses studied. B) The full record of scores.  
 C) The references from teachers. D) The personal statement.  
 21. A) Specify what they would like to do after graduation.  
 B) Describe in detail how much they would enjoy studying.  
 C) Indicate they have reflected and thought about the subject.  
 D) Emphasize that they admire the professors in the university.

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

22. A) It was equipped with rubber tyres. B) It was built in the late 19th century.  
 C) It was purchased by the Royal family. D) It was designed by an English engineer.  
 23. A) They consumed lots of petrol. B) They took two passengers only.  
 C) They were difficult to drive. D) They often broke down.  
 24. A) They were produced on the assembly line. B) They were built with less costly materials.  
 C) They were modeled after British cars. D) They were made for ordinary use.  
 25. A) It made news all over the world. B) It was built for the Royal family.  
 C) It marked a new era in motor travel. D) It attracted large numbers of motorists.

**Part III Reading Comprehension (40minutes)**  
**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.*

Physical activity does the body good, and there's growing evidence that it helps the brain too. Researchers in the Netherlands report that children who get more exercise, whether at school or on their own, 26 to have higher GPAs and better scores on standardized tests. In a 27 of 14 studies that looked at physical activity and academic 28, investigators found that the more children moved, the better their grades were in school, 29 in the basic subjects of math, English and reading.

The data will certainly fuel the ongoing debate over whether physical education classes should

be cut as schools struggle to \_\_\_30\_\_\_ on smaller budgets. The arguments against physical education have included concerns that gym time may be taking away from study time. With standardized test scores in the U.S. \_\_\_31\_\_\_ in recent years, some administrators believe students need to spend more time in the classroom instead of on the playground. But as these findings show, exercise and academics may not be \_\_\_32\_\_\_ exclusive. Physical activity can improve blood \_\_\_33\_\_\_ to the brain, fueling memory, attention and creativity, which are \_\_\_34\_\_\_ to learning. And exercise releases hormones that can improve \_\_\_35\_\_\_ and relieve stress, which can also help learning. So while it may seem as if kids are just exercising their bodies when they're running around, they may actually be exercising their brains as well.

- |                 |              |                 |            |
|-----------------|--------------|-----------------|------------|
| A) attendance   | E) dropping  | I) mood         | M) review  |
| B) consequently | F) essential | J) mutually     | N) survive |
| C) current      | G) feasible  | K) particularly | O) tend    |
| D) depressing   | H) flow      | L) performance  |            |

## 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**.*

### Finding the Right Home—and Contentment, Too

[A] When your elderly relative needs to enter some sort of long-term care facility—a moment few parents or children approach without fear—what you would like is to have everything made clear.

[B] Does assisted living really mark a great improvement over a nursing home, or has the industry simply hired better interior designers? Are nursing homes as bad as people fear, or is that an out-moded *stereotype*(固定看法)? Can doing one's homework really steer families to the best places? It is genuinely hard to know.

[C] I am about to make things more complicated by suggesting that what kind of facility an older person lives in may matter less than we have assumed. And that the characteristics adult children look for when they begin the search are not necessarily the things that make a difference to the people who are going to move in. I am not talking about the quality of care, let me hastily add. Nobody flourishes in a gloomy environment with irresponsible staff and a poor safety record. But an accumulating body of research indicates that some distinctions between one type of elder care and another have little real bearing on how well residents do.

[D] The most recent of these studies, published in *The Journal of Applied Gerontology*, surveyed 150 Connecticut residents of assisted living, nursing homes and smaller residential care homes (known in some states as board and care homes or adult care homes). Researchers from the University of Connecticut Health Center asked the residents a large number of questions about their quality of life, emotional well-being and social interaction, as well as about the quality of the facilities.



[E] “We thought we would see differences based on the housing types,” said the lead author of the study, Julie Robison, an associate professor of medicine at the university. A reasonable assumption—don't families struggle to avoid nursing homes and suffer real guilt if they can't?

[F] In the initial results, assisted living residents did paint the most positive picture. They were less likely to report symptoms of depression than those in the other facilities, for instance, and less likely to be bored or lonely. They scored higher on social interaction.

[G] But when the researchers plugged in a number of other variables, such differences disappeared. It is not the housing type, they found, that creates differences in residents' responses. “It is the characteristics of the specific environment they are in, combined with their own personal characteristics—how healthy they feel they are, their age and marital status,” Dr. Robison explained. Whether residents felt involved in the decision to move and how long they had lived there also proved significant.

[H] An elderly person who describes herself as in poor health, therefore, might be no less depressed in assisted living (even if her children preferred it) than in a nursing home. A person who had input into where he would move and has had time to adapt to it might do as well in a nursing home as in a small residential care home, other factors being equal. It is an interaction between the person and the place, not the sort of place in itself, that leads to better or worse experiences. “You can't just say, 'Let's put this person in a residential care home instead of a nursing home—she will be much better off,’” Dr. Robison said. What matters, she added, “is a combination of what people bring in with them, and what they find there.”

[I] Such findings, which run counter to common sense, have surfaced before. In a multi-state study of assisted living, for instance, University of North Carolina researchers found that a host of variables—the facility's type, size or age; whether a chain owned it; how attractive the neighborhood was—had no significant relationship to how the residents fared in terms of illness, mental decline, hospitalizations or mortality. What mattered most was the residents' physical health and mental status. What people were like when they came in had greater consequence than what happened once they were there.

[J] As I was considering all this, a press release from a respected research firm crossed my desk, announcing that the five-star rating system that Medicare developed in 2008 to help families compare nursing home quality also has little relationship to how satisfied its residents or their family members are. As a matter of fact, consumers expressed higher satisfaction with the one-star facilities, the lowest rated, than with the five-star ones. (More on this study and the star ratings will appear in a subsequent post.)

[K] Before we collectively tear our hair out—how are we supposed to find our way in a landscape this confusing?—here is a thought from Dr. Philip Sloane, a *geriatrician* (老年病学专家) at the University of North Carolina: “In a way, that could be liberating for families.”

[L] Of course, sons and daughters want to visit the facilities, talk to the administrators and residents and other families, and do everything possible to fulfill their duties. But perhaps they don't have to turn themselves into private investigators or Congressional subcommittees. “Families can look a bit more for where the residents are going to be happy,” Dr. Sloane said. And involving the future resident in the process can be very important.

[M] We all have our own ideas about what would bring our parents happiness. They have their ideas, too. A friend recently took her mother to visit an expensive assisted living/nursing home near my town. I have seen this place—it is elegant, inside and out. But nobody greeted the daughter and mother when they arrived, though the visit had been planned; nobody introduced them to the other residents. When they had lunch in the dining room, they sat alone at a table.

[N] The daughter feared her mother would be ignored there, and so she decided to move her into a more welcoming facility. Based on what is emerging from some of this research, that might have been as rational a way as any to reach a decision.

36. Many people feel guilty when they cannot find a place other than a nursing home for their parents.

37. Though it helps for children to investigate care facilities, involving their parents in the decision-making process may prove very important.

38. It is really difficult to tell if assisted living is better than a nursing home.

39. How a resident feels depends on an interaction between themselves and the care facility they live in.

40. The author thinks her friend made a rational decision in choosing a more hospitable place over an apparently elegant assisted living home.

41. The system Medicare developed to rate nursing home quality is of little help to finding a satisfactory place.

42. At first the researchers of the most recent study found residents in assisted living facilities gave higher scores on social interaction.

43. What kind of care facility old people live in may be less important than we think.

44. The findings of the latest research were similar to an earlier multi-state study of assisted living.

45. A resident's satisfaction with a care facility has much to do with whether they had participated in the decision to move in and how long they had stayed there.

## Section C

### Directions:

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

### Passage One

**Questions 46 to 50 are based on the following passage.**

As Artificial Intelligence (AI) becomes increasingly sophisticated, there are growing concerns that robots could become a threat. This danger can be avoided, according to computer science professor Stuart Russell, if we figure out how to turn human values into a programmable code.

Russell argues that as robots take on more complicated tasks, it's necessary to translate our morals into AI language.

For example, if a robot does chores around the house, you wouldn't want it to put the pet cat in the oven to make dinner for the hungry children. "You would want that robot preloaded with a good set of values," said Russell.

Some robots are already programmed with basic human values. For example, mobile robots have been programmed to keep a comfortable distance from humans. Obviously there are cultural differences, but if you were talking to another person and they came up close in your personal space, you wouldn't think that's the kind of thing a properly brought-up person would do.

It will be possible to create more sophisticated moral machines, if only we can find a way to set out human values as clear rules.

Robots could also learn values from drawing patterns from large sets of data on human behavior. They are dangerous only if programmers are careless.

The biggest concern with robots going against human values is that human beings fail to do sufficient testing and they've produced a system that will break some kind of *taboo*(禁忌).

One simple check would be to program a robot to check the correct course of action with a human when presented with an unusual situation.

If the robot is unsure whether an animal is suitable for the microwave, it has the opportunity to stop, send out *beeps*(嘟嘟声), and ask for directions from a human. If we humans aren't quite sure about a decision, we go and ask somebody else.

The most difficult step in programming values will be deciding exactly what we believe in moral, and how to create a set of ethical rules. But if we come up with an answer, robots could be good for humanity.

46. What does the author say about the threat of robots?

- A) It may constitute a challenge to computer programmers.
- B) It accompanies all machinery involving high technology.
- C) It can be avoided if human values are translated into their language.
- D) It has become an inevitable peril as technology gets more sophisticated.

47. What would we think of a person who invades our personal space according to the author?

- A) They are aggressive.
- B) They are outgoing.
- C) They are ignorant.
- D) They are ill-bred.

48. How do robots learn human values?

- A) By interacting with humans in everyday life situations.
- B) By following the daily routines of civilized human beings.
- C) By picking up patterns from massive data on human behavior.
- D) By imitating the behavior of property brought-up human beings.

49. What will a well-programmed robot do when facing an unusual situation?

- A) Keep a distance from possible dangers.
- B) Stop to seek advice from a human being.
- C) Trigger its built-in alarm system at once.
- D) Do sufficient testing before taking action.

50. What is most difficult to do when we turn human values into a programmable code?

- A) Determine what is moral and ethical.
- B) Design some large-scale experiments.
- C) Set rules for man-machine interaction.
- D) Develop a more sophisticated program.

## Passage Two

Questions 51 to 55 are based on the following passage.

Why do some people live to be older than others? You know the standard explanations: keeping a moderate diet, engaging in regular exercise, etc. But what effect does your personality have on your *longevity*(长寿)? Do some kinds of personalities lead to longer lives? A new study in the *Journal of the American Geriatrics Society* looked at this question by examining the personality characteristics of 246 children of people who had lived to be at least 100.

The study shows that those living the longest are more outgoing, more active and less *neurotic* (神经质的) than other people. Long-living women are also more likely to be sympathetic and cooperative than women with a normal life span. These findings are in agreement with what you would expect from the evolutionary theory: those who like to make friends and help others can gather enough resources to make it through tough times.

Interestingly, however, other characteristics that you might consider advantageous had no impact on whether study participants were likely to live longer. Those who were more self-disciplined, for instance, were no more likely to live to be very old. Also, being open to new ideas had no relationship to long life, which might explain all those bad-tempered old people who are fixed in their ways.

Whether you can successfully change your personality as an adult is the subject of a longstanding psychological debate. But the new paper suggests that if you want long life, you should strive to be as outgoing as possible.

Unfortunately, another recent study shows that your mother's personality may also help determine your longevity. That study looked at nearly 28,000 Norwegian mothers and found that those moms who were more anxious, depressed and angry were more likely to feed their kids unhealthy diets. Patterns of childhood eating can be hard to break when we're adults, which may mean that kids of depressed moms end up dying younger.

Personality isn't *destiny*(命运), and everyone knows that individuals can learn to change. But both studies show that long life isn't just a matter of your physical health but of your mental health.

51. The aim of the study in the *Journal of the American Geriatrics Society* is \_\_\_\_\_.

- A) to see whether people's personality affects their life span
- B) to find out if one's lifestyle has any effect on their health
- C) to investigate the role of exercise in living a long life
- D) to examine all the factors contributing to longevity

52. What does the author imply about outgoing and sympathetic people?

- A) They have a good understanding of evolution.
- B) They are better at negotiating an agreement.
- C) They generally appear more resourceful.
- D) They are more likely to get over hardship.

53. What finding of the study might prove somewhat out of our expectation?
- A) Easy-going people can also live a relatively long life.
  - B) Personality characteristics that prove advantageous actually vary with times.
  - C) Such personality characteristics as self-discipline have no effect on longevity.
  - D) Readiness to accept new ideas helps one enjoy longevity.
54. What does the recent study of Norwegian mothers show?
- A) Children's personality characteristics are invariably determined by their mothers.
  - B) People with unhealthy eating habits are likely to die sooner.
  - C) Mothers' influence on children may last longer than fathers'.
  - D) Mothers' negative personality characteristics may affect their children's life spans.
55. What can we learn from the findings of the two new studies?
- A) Anxiety and depression more often than not cut short one's life span.
  - B) Longevity results from a combination of mental and physical health.
  - C) Personality plays a decisive role in how healthy one is.
  - D) Health is in large part related to one's lifestyle.

## Part IV

## Translation

(30minutes)

### 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**.*

功夫(Kong Fu) 是中国武术(martial arts)的俗称。中国武术的起源可以追溯到自卫的需要、狩猎活动以及古代中国的军士训练。它是中国传统体育运动的一种，年轻人和老年人都练。它已逐渐演变成了中国文化的独特元素。作为中国的国宝，武术有上百种不同的风格，是世界上练得最多的武术形式。有些风格模仿了动物的动作，还有一些则受到了中国哲学思想、神话和传说的启发。



2016年12月四级考试试题

**Part I**

**Writing**

**(30minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to write an essay. Suppose you have two options upon graduation: one is to take a job in a company and the other to go to a graduate school. You are to make a choice between the two. Write an essay to explain the reasons for your choice. You should write at least 120 words but no more than 180 words.*

**Part II**

**Listening Comprehension**

**(25minutes)**

**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 to 2 are based on the news reports you have just heard.**

- |                                     |  |
|-------------------------------------|--|
| 1. A) It was dangerous to live in   | B) It was going to be renovated.       |
| C) He could no longer pay the rent. | D) He had sold it to the royal family. |
| 2. A) A strike.                     | B) A storm.                            |
| C) A forest fire.                   | D) A terrorist attack.                 |

**Questions 3 to 4 are based on the news reports you have just heard.**

- |  |   |
|--|---|
| 3. A) They lost contact with the emergency department. | B) They were trapped in an underground elevator.  |
| C) They were injured by suddenly falling rocks.        | D) They sent calls for help via a portable radio. |
| 4. A) They tried hard to repair the elevator.          | B) They released the details of the accident.     |
| C) They sent supplies to keep the miners warm.         | D) They provided the miners with food and water.  |

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

- |  |  |
|--|--|
| 5. A) Raise postage rates.                         | B) Improve its services.                 |
| C) Redesign delivery routes.                       | D) Close some of its post offices.       |
| 6. A) Shortening business hours.                   | B) Closing offices on holidays.          |
| C) Stopping mail delivery on Saturdays.            | D) Computerizing mail sorting processes. |
| 7. A) Many post office staff will lose their jobs. | B) Many people will begin to complain.   |
| C) Taxpayers will be very pleased.                 | D) A lot of controversy will arise.      |

## 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 conversations and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

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

8. A) He will be kept from promotion.                      B) He will go through retraining.  
    C) He will be given a warning.                         D) He will lose part of his pay.
9. A) He is always on time.                                 B) He is a trustworthy guy.  
    C) He is an experienced press operator.             D) He is on good terms with his workmates.
10. A) She is a trade union representative.             B) She is in charge of public relations.  
    C) She is a senior manager of the shop.            D) She is better at handling such matters.
11. A) He is skilled and experienced.                    B) He is very close to the manager.  
    C) He is always trying to stir up trouble.         D) He is always complaining about low wages.

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

12. A) Open.     B) Friendly.  
    C) Selfish.     D) Reserved.
13. A) They stay quiet.                                     B) They read a book.  
    C) They talk about the weather.                    D) They chat with fellow passengers.
14. A) She was always treated as a foreigner.  
    B) She was eager to visit an English castle.  
    C) She was never invited to a colleague's home.  
    D) She was unwilling to make friends with workmates.
15. A) Houses are much more quiet.                    B) Houses provide more privacy.  
    C) They want to have more space.                 D) They want a garden of their own.

## Section C

### Directions:

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

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

16. A) They don't have much choice of jobs.  
    B) They are likely to get much higher pay.  
    C) They don't have to go through job interviews.  
    D) They will automatically be given hiring priority.



17. A) Ask their professors for help. B) Look at school bulletin boards.  
 C) Visit the school careers service. D) Go through campus newspapers.
18. A) Helping students find the books and journals they need.  
 B) Supervising study spaces to ensure a quiet atmosphere.  
 C) Helping students arrange appointments with librarians.  
 D) Providing students with information about the library.

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

19. A) It tastes better. B) It is easier to grow.  
 C) It may be sold at a higher price. D) It can better survive extreme weathers.
20. A) It is healthier than green tea. B) It can grow in drier soil.  
 C) It will replace green tea one day. D) It is immune to various diseases.
21. A) It has been well received by many tea drinkers.  
 B) It does not bring the promised health benefits.  
 C) It has made tea farmers' life easier.  
 D) It does not have a stable market.

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

22. A) They need decorations to show their status.  
 B) They prefer unique objects of high quality.  
 C) They decorate their homes themselves.  
 D) They care more about environment.
23. A) They were proud of their creations. B) They could only try to create at night.  
 C) They made great contributions to society. D) They focused on the quality of their products.
24. A) Make wise choices. B) Identify fake crafts.  
 C) Design handicrafts themselves. D) Learn the importance of creation.
25. A) To boost the local economy. B) To attract foreign investments.  
 C) To arouse public interest in crafts. D) To preserve the traditional culture.

**Part III Reading Comprehension (40minutes)**  
**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.*

Many men and women have long bought into the idea that there are “male” and “female” brains, believing that explains just about every difference between the sexes. A new study 26 that belief, questioning whether brains really can be distinguished by gender.

In the study, Tel Aviv University researchers 27 for sex differences throughout the entire

human brain.

And what did they find? Not much. Rather than offer evidence for 28 brains as “male” or “female,” research shows that brains fall into a wide range, with most people falling right in the middle.

Daphna Joel, who led the study, said her research found that while there are some gender-based 29 , many different types of brain can't always be distinguished by gender.

While the “average” male and “average” female brains were 30 different, you couldn't tell it by looking at individual brain scans. Only a small 31 of people had “all-male” or “all-female” characteristics.

Larry Cahill, an American *neuroscientist* (神经科学家) , said the study is an important addition to a growing body of research questioning 32 beliefs about gender and brain function. But he cautioned against concluding from this study that all brains are the same, 33 of gender.

“There's a mountain of evidence 34 the importance of sex influences at all levels of brain function,” he told *The Seattle Times*.

If anything, he said, the study 35 that gender plays a very important role in the brain — “even when we are not clear exactly how.”

- |               |             |                 |                 |
|---------------|-------------|-----------------|-----------------|
| A) abnormal   | B) applied  | C) briefly      | D) categorizing |
| E) challenges | F) figure   | G) percentage   | H) proving      |
| I) regardless | J) searched | K) similarities | L) slightly     |
| M) suggests   | N) tastes   | O) traditional  |                 |

## 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.*

### Can Burglars Jam Your Wireless Security System?

[A] Any product that promises to protect your home deserves careful examination. So it isn't surprising that you'll find plenty of strong opinions about the potential vulnerabilities of popular home-security systems.

[B] The most likely type of *burglary* (入室盗窃) by far is the unsophisticated crime of opportunity, usually involving a broken window or some forced entry. According to the FBI, crimes like these accounted for roughly two-thirds of all household burglaries in the US in 2013. The wide majority of the rest were illegal, unforced entries that resulted from something like a window being left open. The odds of a criminal using technical means to bypass a security system are so small that the FBI doesn't even track those statistics.

[C] One of the main theoretical home-security concerns is whether or not a given system is vulnerable to being blocked from working altogether. With wired setups, the fear is that a *burglar* (入

室盗贼) might be able to shut your system down simply by cutting the right cable. With a wireless setup, you stick battery-powered sensors up around your home that keep an eye on windows, doors, motion, and more. If they detect something wrong while the system is armed, they'll transmit a wireless alert signal to a base station that will then raise the alarm. That approach will eliminate most cord-cutting concerns—but what about their wireless equivalent, jamming? With the right device tuned to the right frequency, what's to stop a thief from jamming your setup and blocking that alert signal from ever reaching the base station?

[D] Jamming concerns are nothing new, and they're not unique to security systems. Any device that's built to receive a wireless signal at a specific frequency can be overwhelmed by a stronger signal coming in on the same frequency. For comparison, let's say you wanted to “jam” a conversation between two people—all you'd need to do is yell in the listener's ear.

[E] Security devices are required to list the frequencies they broadcast on—that means that a potential thief can find what they need to know with minimal Googling. They will, however, need to know what system they're looking for. If you have a sign in your yard declaring what setup you use, that'd point them in the right direction, though at that point, we're talking about a highly targeted, semi-sophisticated attack, and not the sort forced-entry attack that makes up the majority of burglaries. It's easier to find and acquire jamming equipment for some frequencies than it is for others.

[F] Wireless security providers will often take steps to help combat the threat of jamming attacks. SimpliSafe, winner of our Editor's Choice distinction, utilizes a special system that's capable of separating incidental RF interference from targeted jamming attacks. When the system thinks it's being jammed, it'll notify you via push *alert* (推送警报) . From there, it's up to you to sound the alarm manually.

[G] SimpliSafe was singled out in one recent article on jamming, complete with a video showing the entire system being effectively bypassed with handheld jamming equipment. After taking appropriate measures to contain the RF interference to our test lab, we tested the attack out for ourselves, and were able to verify that it's possible with the right equipment. However, we also verified that SimpliSafe's anti-jamming system works. It caught us in the act, sent an alert to my smartphone, and also listed our RF interference on the system's event log. The team behind the article and video in question make no mention of the system, or whether or not it detected them.

[H] We like the unique nature of that software. It means that a thief likely wouldn't be able to Google how the system works, then figure out a way around it. Even if they could, SimpliSafe claims that its system is always evolving, and that it varies slightly from system to system, which means there wouldn't be a universal magic formula for cracking it. Other systems also seem confident on the subject of jamming. The team at Frontpoint addresses the issue in a blog on its site, citing their own jam protection software and claiming that there aren't any documented cases of successful jam attack since the company began offering wireless security sensors in the 1980s.

[I] Jamming attacks are absolutely possible. As said before, with the right equipment and the right know-how, it's possible to jam any wireless transmission. But how probable is it that someone will successfully jam their way into your home and steal your stuff?

[J] Let's imagine that you live in a small home with a wireless security setup that offers a functional anti-jamming system. First, a thief is going to need to target your home, specifically. Then, he's going

to need to know the technical details of your system and acquire the specific equipment necessary for jamming your specific setup. Presumably, you keep your doors locked at night and while you're away, so the thief will still need to break in. That means defeating the lock somehow, or breaking a window. He'll need to be jamming you at this point, as a broken window or opened door would normally release the alarm. So, too, would the motion detectors in your home, so the thief will need to continue jamming once he's inside and searching for things to steal. However, he'll need to do so without tripping the anti-jamming system, the details of which he almost certainly does now have access to.

[K] At the end of the day, these kinds of systems are primarily designed to protect against the sort of opportunistic smash-and-grab attack that makes up the majority of burglaries. They're also only a single layer in what should ideally be a many-sided approach to securing your home, one that includes common sense things like sound locks and proper exterior lighting at night. No system is impenetrable, and none can promise to eliminate the worst case completely. Every one of them has vulnerabilities that a knowledgeable thief could theoretically exploit. A good system is one that keeps that worst-case setting as improbable as possible while also offering strong protection in the event of a less-extraordinary attack.

36. It is possible for burglars to make jamming attacks with the necessary equipment and skill.
37. Interfering with a wireless security system is similar to interfering with a conversation.
38. A burglar has to continuously jam the wireless security device to avoid triggering the alarm, both inside and outside the house.
39. SimpliSafe provides devices that are able to distinguish incidental radio interference from targeted jamming attacks.
40. Only a very small proportion of burglaries are committed by technical means.
41. It is difficult to crack SimpliSafe as its system keeps changing.
42. Wireless devices will transmit signals so as to activate the alarm once something wrong is detected.
43. Different measures should be taken to protect one's home from burglary in addition to the wireless security system.
44. SimpliSafe's device can send a warning to the house owner's cellphone.
45. Burglars can easily get a security device's frequency by Internet search.

## Section C

### Directions:

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

### Passage One

**Questions 46 to 50 are based on the following passage.**

As a person who writes about food and drink for a living. I couldn't tell you the first thing about Bill Perry or whether the beers he sells are that great. But I can tell you that I like this guy. That's because he plans to ban tipping in favor of paying his servers an actual living wage.

I hate tipping.

I hate it because it's an obligation disguised as an option. I hate it for the post-dinner math it requires of me. But mostly, I hate tipping because I believe I would be in a better place if pay decisions regarding employees were simply left up to their employers, as is the custom in virtually every other industry.

Most of you probably think that you hate tipping, too. Research suggests otherwise. You actually love tipping! You like to feel that you have a voice in how much money your server makes. No matter how the math works out, you persistently view restaurants with voluntary tipping systems as being a better value, which makes it extremely difficult for restaurants and bars to do away with the tipping system.

One argument that you tend to hear a lot from the pro-tipping crowd seems logical enough: the service is better when waiters depend on tips, presumably because they see a benefit to successfully veiling their contempt for you. Well, if this were true, we would all be slipping a few 100-dollar bills to our doctors on the way out their doors, too. But as it turns out, waiters see only a tiny bump in tips when they do an exceptional job compared to a passable one. Waiters, keen observers of humanity that they are, are catching on to this; in one poll, a full 30% said they didn't believe the job they did had any impact on the tips they received.

So come on, folks: get on board with ditching the outdated tip system. Pay a little more upfront for your beer or burger. Support Bill Perry's pub, and any other bar or restaurant that doesn't ask you to do drunken math.

46. What can we learn about Bill Perry from the passage?
- A) He runs a pub that serves excellent beer.
  - B) He intends to get rid of the tipping practice.
  - C) He gives his staff a considerable sum for tips.
  - D) He lives comfortably without getting any tips.
47. What is the main reason why the author hates tipping?
- A) It sets a bad example for other industries.
  - B) It adds to the burden of ordinary customers.
  - C) It forces the customer to compensate the waiter.
  - D) It poses a great challenge for customers to do math.
48. Why do many people love tipping according to the author?
- A) They help improve the quality of the restaurants they dine in.
  - B) They believe waiters deserve such rewards for good service.
  - C) They want to preserve a wonderful tradition of the industry.
  - D) They can have some say in how much their servers earn.
49. What have some waiters come to realize according to a survey?
- A) Service quality has little effect on tip size.

- B) It is in human nature to try to save on tips.
  - C) Tips make it more difficult to please customers.
  - D) Tips benefit the boss rather than the employees.
50. What does the author argue for in the passage?
- A) Restaurants should calculate the tips for customers.
  - B) Customers should pay more tips to help improve service.
  - C) Waiters deserve better than just relying on tips for a living.
  - D) Waiters should be paid by employers instead of customers.

### Passage Two

Questions 51 to 55 are based on the following passage.

In the past, falling oil prices have given a boost to the world economy, but recent forecasts for global growth have been toned down, even as oil prices sink lower and lower. Does that mean the link between lower oil prices and growth has weakened?

Some experts say there are still good reasons to believe cheap oil should heat up the world economy. Consumers have more money in their pockets when they're paying less at the pump. They spend that money on other things, which stimulates the economy.

The biggest gains go to countries that import most of their oil like China, Japan, and India. But doesn't the extra money in the pockets of those countries' consumers mean an equal loss in oil producing countries, cancelling out the gains? Not necessarily, says economic researcher Sara Johnson. "Many oil producers built up huge reserve funds when prices were high, so when prices fall they will draw on their reserves to support government spending and *subsidies* (补贴) for their consumers."

But not all oil producers have big reserves. In Venezuela, collapsing oil prices have sent its economy into free-fall.

Economist Carl Weinberg believes the negative effects of plunging oil prices are overwhelming the positive effects of cheaper oil. The implication is a sharp decline in global trade, which has plunged partly because oil-producing nations can't afford to import as much as they used to.

Sara Johnson acknowledges that the global economic benefit from a fall in oil prices today is likely lower than it was in the past. One reason is that more countries are big oil producers now, so the nations suffering from the price drop account for a larger share of the global economy.

Consumers, in the U.S. at least, are acting cautiously with the savings they're getting at the gas pump, as the memory of the recent great recession is still fresh in their mind. And a number of oil-producing countries are trimming their gasoline subsidies and raising taxes, so the net savings for global consumers is not as big as the oil price plunge might suggest.

51. What does the author mainly discuss in the passage?
- A) The reasons behind the plunge of oil prices.
  - B) Possible ways to stimulate the global economy.
  - C) The impact of cheap oil on global economic growth.
  - D) The effect of falling oil prices on consumer spending.
52. Why do some experts believe cheap oil will stimulate the global economy?

- A) Manufacturers can produce consumer goods at a much lower cost.
  - B) Lower oil prices have always given a big boost to the global economy.
  - C) Oil prices may rise or fall but economic laws are not subject to change.
  - D) Consumers will spend their saving from cheap oil on other commodities.
53. What happens in many oil-exporting countries when oil prices go down?
- A) They suspend import of necessities from overseas.
  - B) They reduce production drastically to boost oil prices.
  - C) They use their money reserves to back up consumption.
  - D) They try to stop their economy from going into free-fall.
54. How does Carl Weinberg view the current oil price plunge?
- A) It is one that has seen no parallel in economic history.
  - B) Its negative effects more than cancel out its positive effects.
  - C) It still has a chance to give rise to a boom in the global economy.
  - D) Its effects on the global economy go against existing economic laws.
55. Why haven't falling oil prices boosted the global economy as they did before?
- A) People are not spending all the money they save on gas.
  - B) The global economy is likely to undergo another recession.
  - C) Oil importers account for a larger portion of the global economy.
  - D) People the world over are afraid of a further plunge in oil prices.

## Part IV

## Translation

(30minutes)

### Directions:

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

在中国文化中，红色通常象征着好运、长寿和幸福。在春节和其他喜庆场合，红色到处可见。人们把现金作为礼物送给家人或亲密朋友时，通常放在红色信封里。红色在中国流行的另一个原因是人们把它与中国革命和共产党相联系。然而，红色并不总是代表好运和快乐。因为从前死者的名字常用红色书写，用红墨水书写中国人名被看成是一种冒犯行为。







## Section B

### Directions:

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

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

8. A) The airport is a long way from the hotel.                      B) His flight is leaving in less than 2 hours.  
C) He has to check a lot of luggage.                                D) The security check takes time.
9. A) In cash.    B) By credit card.  
C) With his smart phone.    D) With a traveler's check.
10. A) Look after his luggage.    B) Find a porter for him.  
C) Give him a receipt.    D) Confirm his flight.
11. A) Posting a comment on the hotel's webpage.  
B) Staying in the same hotel next time he comes.  
C) Signing up for membership of Sheraton Hotel.  
D) Loading her luggage onto the airport shuttle.

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

12. A) He becomes tearful in wind.                                    B) He is the only boy in his family.  
C) He is his teacher's favorite student.                            D) He has stopped making terrible faces.
13. A) Warn him of danger by making up a story.                    B) Give him some cherry stones to play with.  
C) Do something funny to amuse him.                                D) Tell him to play in her backyard.
14. A) They could knock people unconscious.                        B) They could fly against a strong wind.  
C) They could sometimes terrify adults.                            D) They could break people's legs.
15. A) One would have curly hair if they ate too much stale bread.  
B) One would go to prison if they put a stamp on upside down.  
C) One would have to shave their head to remove a bat in their hair.  
D) One would get a spot on their tongue if they told a lie deliberately.

## 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) Everything seemed to be changing.  
B) People were formal and disciplined.  
C) People were excited to go travelling overseas.



The method for making beer has changed over time. *Hops* (啤酒花), for example, which give many a modern beer its bitter flavor, are a 26 recent addition to the beverage. This was first mentioned in reference to brewing in the ninth century. Now, researchers have found a 27 ingredient in *residue* (残留物) from 5,000-year-old beer brewing equipment. While digging two pits at a site in the central plains of China, scientists discovered fragments from pots and vessels. The different shapes of the containers 28 they were used to brew, filter, and store beer. They may be ancient “beer-making tools,” and the earliest 29 evidence of beer brewing in China, the researchers reported in the *Proceedings of the National Academy of Sciences*. To 30 that theory, the team examined the yellowish, dried 31 inside the vessels. The majority of the grains, about 80%, were from cereal crops like *barley* (大麦), and about 10% were bits of roots, 32 lily, which would have made the beer sweeter, the scientists say. Barley was an unexpected find: the crop was domesticated in Western Eurasia and didn't become a 33 food in central China until about 2,000 years ago, according to the researchers. Based on that timing, they indicate barley may have 34 in the region not as food, but as 35 material for beer brewing.

- |                |              |               |               |
|----------------|--------------|---------------|---------------|
| A) arrived     | E) including | I) relatively | M) suggest    |
| B) consuming   | F) inform    | J) remains    | N) surprising |
| C) direct      | G) raw       | K) resources  | O) test       |
| D) exclusively | H) reached   | L) stable     |               |

## Section B

### Directions:

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

### The Blessing and Curse of the People Who Never Forget

*A handful of people can recall almost every day of their lives in enormous detail—and after years of research, neuroscientists (神经科学专家) are finally beginning to understand how they do it.*

[A] For most of us, memory is a mess of blurred and faded pictures of our lives. As much as we would like to cling on to our past, even the saddest moments can be washed away with time.

[B] Ask Nima Veiseh what he was doing for any day in the past 15 years, however, and he will give you the details of the weather, what he was wearing, or even what side of the train he was sitting on his journey to work. “My memory is like a library of video tapes, walk-throughs of every day of my life from waking to sleeping,” he explains.

[C] Veiseh can even put a date on when those tapes started recording: 15 December 2000, when he met his first girlfriend at his best friend's 16th birthday party. He had always had a good memory, but the thrill of young love seems to have shifted a gear in his mind: from now on, he would start recording his whole life in detail. “I could tell you everything about every day after that.”

[D] Needless to say, people like Veiseh are of great interest to neuroscientists hoping to

understand the way the brain records our lives. A couple of recent papers have finally opened a window on these people's extraordinary minds. And such research might even suggest ways for us all to relive our past with greater clarity.

[E] “Highly superior autobiographical memory” (or HSAM for short) first came to light in the early 2000s, with a young woman named Jill Price. Emailing the neuroscientist and memory researcher Jim McGaugh one day, she claimed that she could recall every day of her life since the age of 12. Could he help explain her experiences?

[F] McGaugh invited her to his lab, and began to test her: he would give her a date and ask her to tell him about the world events on that day. True to her word, she was correct almost every time.

[G] It didn't take long for magazines and documentary film-makers to come to understand her “total recall”, and thanks to the subsequent media interest, a few dozen other subjects (including Veiseh) have since come forward and contacted the team at the University of California, Irvine.

[H] Interestingly, their memories are highly self-centred: although they can remember “autobiographical” life events in extraordinary detail, they seem to be no better than average at recalling impersonal information, such as *random* (任意选取的) lists of words. Nor are they necessarily better at remembering a round of drinks, say. And although their memories are vast, they are still likely to suffer from “false memories”. Clearly, there is no such thing as a “perfect” memory—their extraordinary minds are still using the same flawed tools that the rest of us rely on. The question is, how?

[I] Lawrence Patihis at the University of Southern Mississippi recently studied around 20 people with HSAM and found that they scored particularly high on two measures: fantasy *proneness* (倾向) and absorption. Fantasy proneness could be considered a tendency to imagine and daydream, whereas absorption is the tendency to allow your mind to become fully absorbed in an activity—to pay complete attention to the *sensations* (感受) and the experiences. “I'm extremely sensitive to sounds, smells and visual detail,” explains Nicole Donohue, who has taken part in many of these studies. “I definitely feel things more strongly than the average person.”

[J] The absorption helps them to establish strong foundations for recollection, says Patihis, and the fantasy proneness means that they revisit those memories again and again in the coming weeks and months. Each time this initial memory trace is “replayed”, it becomes even stronger. In some ways, you probably go through that process after a big event like your wedding-day, but the difference is that thanks to their other psychological tendencies, the HSAM subjects are doing it day in, day out, for the whole of their lives.

[K] Not everyone with a tendency to fantasise will develop HSAM, though, so Patihis suggests that something must have caused them to think so much about their past. “Maybe some experience in their childhood meant that they became *obsessed* (着迷) with calendars and what happened to them,” says Patihis.

[L] The people with HSAM I've interviewed would certainly agree that it can be a mixed blessing. On the plus side, it allows you to relive the most transformative and enriching experiences. Veiseh, for instance, travelled a lot in his youth. In his spare time, he visited the local art galleries, and the paintings are now lodged deep in his autobiographical memories.

[M] “Imagine being able to remember every painting, on every wall, in every gallery space,

between nearly 40 countries , ” he says. “That’s a big education in art by itself.” With this comprehensive knowledge of the history of art, he has since become a professional painter.

[N] Donohue, now a history teacher, agrees that it helped during certain parts of her education: “I can definitely remember what I learned on certain days at school. I could imagine what the teacher was saying or what it looked like in the book.”

[O] Not everyone with HSAM has experienced these benefits, however. Viewing the past in high definition can make it very difficult to get over pain and regret. “It can be very hard to forget embarrassing moments,” says Donohue. “You feel the same emotions—it is just as raw, just as fresh... You can’t turn off that stream of memories, no matter how hard you try.” Veiseh agrees. “It is like having these open wounds—they are just a part of you,” he says.

[P] This means they often have to make a special effort to lay the past to rest. Bill, for instance, often gets painful “flashbacks”, in which unwanted memories intrude into his consciousness, but overall he has chosen to see it as the best way of avoiding repeating the same mistakes. “Some people are absorbed in the past but not open to new memories, but that’s not the case for me. I look forward to each day and experiencing something new.”

36. People with HSAM have the same memory as ordinary people when it comes to impersonal information.

37. Fantasy proneness will not necessarily cause people to develop HSAM.

38. Veiseh began to remember the details of his everyday experiences after he met his first young love.

39. Many more people with HSAM started to contact researchers due to the mass media.

40. People with HSAM often have to make efforts to avoid focusing on the past.

41. Most people do not have clear memories of past events.

42. HSAM can be both a curse and a blessing.

43. A young woman sought explanation from a brain scientist when she noticed her unusual memory.

44. Some people with HSAM find it very hard to get rid of unpleasant memories.

45. A recent study of people with HSAM reveals that they are liable to fantasy and full absorption in an activity.

## Section C

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

### Passage One

**Questions 46 to 50 are based on the following passage.**

The phrase almost completes itself: midlife crisis. It’s the stage in the middle of the journey when people feel youth vanishing, their prospects narrowing and death approaching.

There’s only one problem with the *cliche* (套话). It isn’t true.

“In fact, there is almost no hard evidence for midlife crisis other than a few small pilot studies

conducted decades ago,” Barbara Hagerty writes in her new book, *Life Reimagined*. The bulk of the research shows that there may be a pause, or a shifting of gears in the 40s or 50s, but this shift “can be exciting, rather than terrifying”.

Barbara Hagerty looks at some of the features of people who turn midlife into a rebirth. They break routines, because “autopilot is death”. They choose purpose over happiness—having a clear sense of purpose even reduces the risk of Alzheimer’s disease. They give priority to relationships, as careers often *recede*(逐渐淡化).

*Life Reimagined* paints a picture of middle age that is far from gloomy. Midlife seems like the second big phase of decision-making. Your identity has been formed; you’ve built up your resources; and now you have the chance to take the big risks precisely because your foundation is already secure.

Karl Barth described midlife precisely this way. At middle age, he wrote, “the sowing is behind; now is the time to reap. The run has been taken; now is the time to leap. Preparation has been made; now is the time for the venture of the work itself.”

The middle-aged person, Barth continued, can see death in the distance, but moves with a “measured haste” to get big new things done while there is still time.

What Barth wrote decades ago is even truer today. People are healthy and energetic longer. We have presidential candidates running for their first term in office at age 68, 69 and 74. A longer lifespan is changing the narrative structure of life itself. What could have been considered the beginning of a descent is now a potential turning point—the turning point you are most equipped to take full advantage of.

46. What does the author think of the phrase “midlife crisis”?

- A) It has led to a lot of debate.
- B) It is widely acknowledged.
- C) It is no longer fashionable.
- D) It misrepresents real life.

47. How does Barbara Hagerty view midlife?

- A) It may be the beginning of a crisis.
- B) It can be a new phase of one’s life.
- C) It can be terrifying for the unprepared.
- D) It may see old-age diseases approaching.

48. How is midlife pictured in the book *Life Reimagined*?

- A) It can be quite rosy.
- B) It can be burdensome.
- C) It undergoes radical transformation.
- D) It makes for the best part of one’s life.

49. According to Karl Barth, midlife is the time \_\_\_\_\_.

- A) to relax
- B) to mature
- C) to harvest
- D) to reflect

50. What does the author say about midlife today?

- A) It is more meaningful than other stages of life.
- B) It is likely to change the narrative of one’s life,
- C) It is more important to those with a longer lifespan.
- D) It is likely to be a critical turning point in one’s life.

### Passage Two

Questions 51 to 55 are based on the following passage.

In spring, chickens start laying again, bringing a welcome source of protein at winter's end. So it's no surprise that cultures around the world celebrate spring by honoring the egg.

Some traditions are simple, like the red eggs that get baked into Greek Easter breads. Others elevate the egg into a fancy art, like the heavily jewel-covered "eggs" that were favored by the Russians starting in the 19th century.

One ancient form of egg art comes to us from Ukraine. For centuries, Ukrainians have been drawing complicated patterns on eggs. Contemporary artists have followed this tradition to create eggs that speak to the anxieties of our age: Life is precious, and delicate. Eggs are, too.

"There's something about their delicate nature that appeals to me," says *New Yorker* cartoonist Roz Chast. Several years ago, she became interested in eggs and learned the traditional Ukrainian technique to draw her very modern characters. "I've broken eggs at every stage of the process—from the very beginning to the very, very end."

But there's an appeal in that vulnerability. "There's part of this sickening horror of knowing you're walking on the edge with this, that I kind of like, knowing that it could all fall apart at any second." Chast's designs, such as a worried man alone in a tiny rowboat, reflect that delicateness.

Traditional Ukrainian decorated eggs also spoke to those fears. The elaborate patterns were believed to offer protection against evil.

"There's an ancient legend that as long as these eggs are made, evil will not prevail in the world," says Joan Brander, a Canadian egg-painter who has been painting eggs for over 60 years, having learned the art from her Ukrainian relatives.

The tradition, dating back to 300 B.C., was later incorporated into the Christian church. The old symbols, however, still endure. A decorated egg with a bird on it, given to a young married couple, is a wish for children. A decorated egg thrown into the field would be a wish for a good harvest.

51. Why do people in many cultures prize the egg?
- A) It is a welcome sign of the coming of spring.
  - B) It is their major source of protein in winter.
  - C) It can easily be made into a work of art.
  - D) It can bring wealth and honor to them.
52. What do we learn about the decorated "eggs" in Russia?
- A) They are shaped like jewel cases.
  - B) They are cherished by the rich.
  - C) They are heavily painted in red.
  - D) They are favored as a form of art.
53. Why have contemporary artists continued the egg art tradition?
- A) Eggs serve as an enduring symbol of new life.
  - B) Eggs have an oval shape appealing to artists.
  - C) Eggs reflect the anxieties of people today.
  - D) Eggs provide a unique surface to paint on.
54. Why does Chast enjoy the process of decorating eggs?
- A) She never knows if the egg will break before the design is completed.
  - B) She can add multiple details to the design to communicate her idea.
  - C) She always derives great pleasure from designing something new.



D) She is never sure what the final design will look like until the end.

55. What do we learn from the passage about egg-painting?

- A) It originated in the eastern part of Europe.
- B) It has a history of over two thousand years.
- C) It is the most time-honored form of fancy art.
- D) It is especially favored as a church decoration.

## Part IV

## Translation

(30minutes)

### 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**.*

黄河是亚洲第三、世界第六长的河流。“黄”这个字描述的是其河水浑浊的颜色。黄河发源于青海，流经九个省份，最后注入渤海。黄河是中国赖以生存的几条河流之一。黄河流域 (river basin) 是中国古代文明的诞生地，也是中国早期历史上最繁荣的地区。然而，由于极具破坏力的洪水频发，黄河曾造成多次灾害。在过去几十年里，政府采取了各种措施防止灾害发生。





7. A) He has helped with the rescue effort.                      B) He is being investigated by the police.  
C) He was drowned with the passengers.                      D) He is among those people missing.

## 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) At a shopping centre.    B) At a community college.  
C) At an accountancy firm.    D) At an IT company.
9. A) Helping out with data input.                                      B) Arranging interviews.  
C) Sorting application forms.    D) Making phone calls.
10. A) He enjoys using computers.                                      B) He needs the money badly.  
C) He wants to work in the city centre.                              D) He has relevant working experience.
11. A) Purchase some business suits.                                      B) Learn some computer language.  
C) Improve his programming skills.                                      D) Review some accountancy terms.

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

12. A) They are keen on high technology.  
B) They are poor at technology skills.  
C) They often listen to National Public Radio.  
D) They feel superior in science and technology.
13. A) Japanese.    B) Germans.  
C) Poles.    D) Americans.
14. A) Emailing.    B) Texting.  
C) Science.    D) Literacy.
15. A) It is undergoing a drastic reform.                                      B) It lays emphasis on creative thinking.  
C) It has much room for improvement.                                      D) It prioritizes training of practical skills.

## Section C

### Directions:

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

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

16. A) They have small roots.    B) They grow white flowers.  
C) They taste like apples.    D) They come from Central Africa.
17. A) They turned from white to purple in color.



Questions 26 to 35 are based on the following passage.

As if you needed another reason to hate the gym, it now turns out that exercise can exhaust not only your muscles, but also your eyes. Fear not, however, for coffee can stimulate them again. During 26 exercise, our muscles tire as they run out of fuel and build up waste products. Muscle performance can also be affected by a 27 called "central fatigue," in which an imbalance in the body's chemical messengers prevents the central nervous system from directing muscle movements 28. It was not known, however, whether central fatigue might also affect motor systems not directly 29 in the exercise itself, such as those that move the eyes. To find out, researchers gave 11 volunteer cyclists a *carbohydrate* (碳水化合物的) 30 either with a moderate dose of *caffeine* (咖啡因), which is known to stimulate the central nervous system, or as a *placebo* (安慰剂) without, during 3 hours of 31. After exercising, the scientists tested the cyclists with eye-tracking cameras to see how well their brains could still 32 their visual system. The team found that exercise reduced the speed of rapid eye movements by about 8%, 33 their ability to capture new visual information. The caffeine, the equivalent of two strong cups of coffee, was 34 to reverse this effect, with some cyclists even displaying 35 eye movement speeds. So it might be a good idea to get someone else to drive you home after that marathon.

- |                |               |              |            |
|----------------|---------------|--------------|------------|
| A) cautiously  | B) commit     | C) control   | D) cycling |
| E) effectively | F) increased  | G) involved  | H) limited |
| I) phenomenon  | J) preventing | K) sensitive | L) slowing |
| M) solution    | N) sufficient | O) vigorous  |            |

## 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.*

### Team spirit

[A] Teams have become the basic building blocks of organizations. Recruitment advertisements routinely call for "team players". Business schools grade their students in part on their performance in group projects. Office managers knock down walls to encourage team building. Teams are as old as civilization, of course: even Jesus had 12 co-workers. But a new report by Deloitte, "Global Human Capital Trends", based on a survey of more than 7,000 executives in over 130 countries, suggests that the fashion for teamwork has reached a new high. Almost half of those surveyed said their companies were either in the middle of restructuring or about to *embark on* (开始) it; and for the most part, restructuring meant putting more emphasis on teams.

[B] Companies are abandoning conventional functional departments and organising employees into cross-disciplinary teams that focus on particular products, problems or customers. These teams are

gaining more power to run their own affairs. They are also spending more time working with each other rather than reporting upwards. Deloitte argues that a new organisational form is on the rise: a network of teams is replacing the conventional *hierarchy* (等级体制) .

[C] The fashion for teams is driven by a sense that the old way of organising people is too rigid for both the modern marketplace and the expectations of employees. Technological innovation places greater value on *agility* (灵活性) .John Chambers, chairman of Cisco Systems Inc., a worldwide leader in electronics products, says that “we compete against market *transitions* (过渡) , not competitors. Product transitions used to take five or seven years; now they take one or two.” Digital technology also makes it easier for people to co-ordinate their activities without resorting to hierarchy. The “*millennials*” (千禧一代) who will soon make up half the workforce in rich countries were raised from nursery school onwards to work in groups.

[D] The fashion for teams is also spreading from the usual corporate suspects (such as GE and IBM) to some more unusual ones. The Cleveland Clinic, a hospital operator, has reorganised its medical staff into teams to focus on particular treatment areas; consultants, nurses and others collaborate closely instead of being separated by *speciality* (专业) and rank. The US Army has gone the same way. In his book, *Team of Teams* ,General Stanley McChrystal describes how the army’s hierarchical structure hindered its operations during the early stages of the Iraq war. His solution was to learn something from the rebels it was fighting: decentralising authority to self-organising teams.

[E] A good rule of thumb is that as soon as generals and hospital administrators *jump on a management bandwagon* (追随一种管理潮流) , it is time to ask questions. Leigh Thompson of Kellogg School of Management in Illinois warns that, ‘Teams are not always the answer—teams may provide insight, creativity and knowledge in a way that a person working independently cannot; but teamwork may also lead to confusion, delay and poor decision-making.’ The late Richard Hackman of Harvard University once argued, “I have no question that when you have a team, the possibility exists that it will generate magic, producing something extraordinary... But don’t count on it.”

[F] Hackman (who died in 2013) noted that teams are hindered by problems of co-ordination and motivation that chip away at the benefits of collaboration. *High-flyers* (能干的人) who are forced to work in teams may be undervalued and free-riders empowered. Group-think may be unavoidable. In a study of 120 teams of senior executives, he discovered that less than 10% of their supposed members agreed on who exactly was on the team. If it is hard enough to define a team’s membership, agreeing on its purpose is harder still.

[G] Profound changes in the workforce are making teams trickier to manage. Teams work best if their members have a strong common culture. This is hard to achieve when, as is now the case in many big firms, a large proportion of staff are temporary contractors. Teamwork improves with time: America’s National Transportation Safety Board found that 73% of the incidents in its civil-aviation database occurred on a crew’s first day of flying together. However, as Amy Edmondson of Harvard points out, organisations increasingly use “team” as a verb rather than a noun: they form teams for specific purposes and then quickly disband them.

[H] The least that can be concluded from this research is that companies need to think harder about managing teams. They need to rid their minds of *sentimentalism* (感情用事) : the most successful teams have leaders who are able to set an overall direction and take immediate action. They need to

keep teams small and focused: giving in to pressure to be more “inclusive” is a guarantee of dysfunction. Jeff Bezos, Amazon’s boss, says that “If I see more than two pizzas for lunch, the team is too big.” They need to immunize teams against group-think: Hackman argued that the best ones contain “deviants” (离经叛道者) who are willing to do something that maybe upsetting to others.

[I] A new study of 12,000 workers in 17 countries by Steelcase, a furniture-maker which also does consulting, finds that the best way to ensure employees are “engaged” is to give them more control over where and how they do their work—which may mean liberating them from having to do everything in collaboration with others.

[J] However, organisations need to learn something bigger than how to manage teams better: they need to be in the habit of asking themselves whether teams are the best tools for the job. Team-building skills are in short supply: Deloitte reports that only 12% of the executives they contacted feel they understand the way people work together in networks and only 21% feel confident in their ability to build cross-functional teams. Loosely managed teams can become hotbeds of distraction—employees routinely complain that they can’t get their work done because they are forced to spend too much time in meetings or compelled to work in noisy offices. Even in the age of open-plan offices and social networks some work is best left to the individual.

36. Successful team leaders know exactly where the team should go and are able to take prompt action.
37. Decentralisation of authority was also found to be more effective in military operations.
38. In many companies, the conventional form of organisation is giving way to a network of teams.
39. Members of poorly managed teams are easily distracted from their work.
40. Teamwork is most effective when team members share the same culture.
41. According to a report by Deloitte, teamwork is becoming increasingly popular among companies.
42. Some team members find it hard to agree on questions like membership and the team’s purpose.
43. Some scholars think teamwork may not always be reliable, despite its potential to work wonders.
44. To ensure employees’ commitment, it is advisable to give them more flexibility as to where and how they work.
45. Product transitions take much less time now than in the past.

## 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.**

Shoppers in the UK are spending less money on toilet paper to save money, research has shown. Penny-pinching UK consumers choose cheaper products from discounters such as Aldi and Lidl



rather than luxury alternatives.

This has wiped 6% off the value of the soft tissue paper market in the UK. It has shrunk from £1.19 billion in 2011 to £1.12 billion in 2015, according to a new report from market research company Mintel. Furthermore, the future of the market looks far from rosy, with sales expected to fall further to £1.11 billion in 2016.

In the last year alone, despite an increase in the UK population and a subsequent rise in the number of households, sales of toilet paper fell by 2%, with the average household reducing their toilet roll spending from £43 in 2014 to £41 in 2015.

Overall, almost three in five people say they try to limit their usage of paper—including facial tissue and kitchen roll—to save money. “Strength, softness and thickness remain the leading indicators of toilet paper quality, with just a small proportion of consumers preferring more luxurious alternatives, such as those with flower patterns of perfume,” said Mintel analyst Jack Duckett. “These extra features are deemed unnecessary by the majority of shoppers, which probably reflects how these types of products are typically more expensive than regular toilet paper, even when on special offer.”

While consumers are spending less on toilet paper, they remain fussy—in theory at least—when it comes to paper quality. Top of Britons’ toilet paper wish list is softness (57%) followed by strength (45%) and thickness (36%) .

One in 10 buyers rank toilet rolls made from recycled paper among their top considerations, highlighting how overall the environment is much less of a consideration for shoppers than product quality. In a challenge for manufacturers, 81% of paper product users said they would consider buying recycled toilet tissue if it were comparable in quality to standard paper.

46. The market sales of toilet paper have decreased because \_\_\_\_\_ .

- A) Britons have cut their spending on it
- B) its prices have gone up over the years
- C) its quality has seen marked improvement
- D) Britons have developed the habit of saving

47. What does the author think of the future of the tissue paper market in the UK?

- A) It will expand in time.
- B) It will remain gloomy.
- C) It will experience ups and downs.
- D) It will recover as population grows.

48. What does Jack Duckett say about toilet paper?

- A) Special offers would promote its sales.
- B) Consumers are loyal to certain brands.
- C) Luxurious features add much to the price.
- D) Consumers have a variety to choose from.

49. What do we learn about Britons concerning toilet paper?

- A) They are particular about the quality of toilet paper.
- B) They emphasize the strength of toilet paper the most.
- C) They prefer cheap toilet paper to recycled toilet paper.

D) They reject using toilet paper with unnecessary features.

50. What can we infer from the last paragraph?

- A) More and more Britons buy recycled toilet paper to protect the environment.
- B) Toilet paper manufacturers are facing a great challenge in promoting its sales.
- C) Toilet paper manufacturers compete with one another to improve product quality.
- D) Environmental protection is not much of a concern when Britons buy toilet paper.

## Passage Two

Questions 51 to 55 are based on the following passage.

“One of the reasons I find this topic very interesting is because my mom was a smoker when I was younger, ” says Lindson-Hawley, who studies tobacco and health at the University of Oxford.

By studying about 700 adult smokers, she found out that her mom quit the right way—by stopping abruptly and completely.

In her study, participants were *randomly* (随机地) assigned to two groups. One had to quit abruptly on a given day, going from about a pack a day to zero. The other cut down gradually over the course of two weeks. People in both groups used *nicotine* (尼古丁) patches before they quit, in addition to a second form of nicotine replacement, like gum or spray. They also had talk therapy with a nurse before and after quit day.

Six months out, more people who had quit abruptly had stuck with it—more than one-fifth of them, compared to about one-seventh in the other group. Although these numbers appear low, it is much higher than if people try without support.

And the quit rates were particularly convincing given that before the study started, most of the people had said they’d rather cut down gradually before quitting. “If you’re training for a marathon, you wouldn’t expect to turn up and just be able to run it. And I think people see that for smoking as well. They think, ‘Well, if I gradually reduce, it’s like practice,’” says Lindson-Hawley. But that wasn’t the case. Instead of giving people practice, the gradual reduction likely gave them *cravings* (瘾) and withdrawal symptoms before they even reached quit day, which could be why fewer people in that group actually made it to that point. “Regardless of your stated preference, if you’re ready to quit, quitting abruptly is more effective,” says Dr. Gabriela Ferreira. “When you can quote a specific number like a fifth of the patients were able to quit, that’s compelling. It gives them the encouragement, I think, to really go for it,” Ferreira says.

People rarely manage to quit the first time they try. But at least, she says, they can maximize the odds of success.

51. What does Lindson-Hawley say about her mother?

- A) She quit smoking with her daughter’s help.
- B) She succeeded in quitting smoking abruptly.
- C) She was also a researcher of tobacco and health.
- D) She studied the smoking patterns of adult smokers.

52. What kind of support did smokers receive to quit smoking in Lindson-Hawley’s study?

- A) They were given physical training.
- B) They were looked after by physicians.

- C) They were encouraged by psychologists.  
 D) They were offered nicotine replacements.
53. How does Dr. Gabriela Ferreira view the result of Lindson-Hawley's experiment?  
 A) It is idealized.  
 B) It is unexpected.  
 C) It is encouraging.  
 D) It is misleading.
54. The idea of "a marathon" (Line 2, Para. 5) illustrates the popular belief that quitting smoking \_\_\_\_\_.  
 A) is something few can accomplish  
 B) needs some practice first  
 C) requires a lot of patience  
 D) is a challenge at the beginning
55. What happens when people try to quit smoking gradually?  
 A) They find it even more difficult.  
 B) They are simply unable to make it.  
 C) They show fewer withdrawal symptoms.  
 D) They feel much less pain in the process.

## 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**.*

长江是亚洲最长、世界上第三长的河流。长江流经多种不同的生态系统，是诸多濒危物种的栖息地，灌溉了中国五分之一的土地。长江流域(river basin)居住着三分之一的人口。长江在中国历史、文化和经济上起着很大的作用。长江三角洲(delta) 产出多达 20% 的中国国民生产总值。几千年来，长江一直被用于供水、运输和工业生产。长江上还坐落着世界最大的水电站。



2018年6月四级考试试题

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

**Directions:**

*For this part, you are allowed 30minutes to write a short essay on **the importance of reading ability and how to develop it**. You should write at least 120 words but no more than 180 words.*

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

**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) The return of a bottled message to its owner's daughter.  
 B) A New Hampshire man's joke with friends on his wife.  
 C) A father's message for his daughter.  
 D) The history of a century-old motel.
2. A) She wanted to show gratitude for his kindness.  
 B) She wanted to honor her father's promise.  
 C) She had been asked by her father to do so.  
 D) She was excited to see her father's handwriting.

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

3. A) People were concerned about the number of bees.  
 B) Several cases of Zika disease had been identified.  
 C) Two million bees were infected with disease.  
 D) Zika virus had destroyed some bee farms.
4. A) It apologized to its customers.  
 B) It was forced to kill its bees.  
 C) It lost a huge stock of bees.  
 D) It lost 2.5 million dollars.

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

5. A) It stayed in the air for about two hours.  
 B) It took off and landed on a football field.  
 C) It proved to be of high commercial value.  
 D) It made a series of sharp turns in the sky.
6. A) Engineering problems.  
 B) The air pollution it produced.  
 C) Inadequate funding.  
 D) The opposition from the military.
7. A) It uses the latest aviation technology.  
 B) It flies faster than a commercial jet.





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.

An office tower on Miller Street in Manchester is completely covered in solar panels. They are used to create some of the energy used by the insurance company inside. When the tower was first 26 in 1962, it was covered with thin square stones. These small square stones became a problem for the building and continued to fall off the face for 40 years until a major renovation was 27 . During this renovation the building's owners, CIS, 28 the solar panel company, Solar century. They agreed to cover the entire building in solar panels. In 2004, the completed CIS tower became Europe's largest 29 of vertical solar panels. A vertical solar project on such a large 30 has never been repeated since.

Covering a skyscraper with solar panels had never been done before, and the CIS tower was chosen as one of the "10 best green energy projects". For a long time after this renovation project, it was the tallest building in the United Kingdom, but it was 31 overtaken by the Mill bank Tower.

Green buildings like this aren't 32 cost-efficient for the investor, but it does produce much less pollution than that caused by energy 33 through fossil fuels. As solar panels get 34 , the world is likely to see more skyscrapers covered in solar panels, collecting energy much like trees do. Imagine a world where building the tallest skyscraper wasn't a race of 35 , but rather one to collect the most solar energy.

- |               |                |                |               |
|---------------|----------------|----------------|---------------|
| A) cheaper    | E) constructed | I) eventually  | M) range      |
| B) cleaner    | F) consulted   | J) height      | N) scale      |
| C) collection | G) dimension   | K) necessarily | O) undertaken |
| D) competed   | H) discovered  | L) production  |               |

## 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**.

### Some College Students Are Angry That They Have to Pay to Do Their Homework

[A] Digital learning systems now charge students for access codes needed to complete coursework, take quizzes, and turn in homework. As universities go digital, students are complaining of a new hit to their finances that's replacing—and sometimes joining—expensive textbooks: pricey online access



codes that are required to complete coursework and submit assignments.

[B] The codes—which typically range in price from \$ 80 to \$ 155 per course—give students online access to systems developed by education companies like McGraw Hill and Pearson. These companies, which long reaped big profits as textbook publishers, have boasted that their new online offerings, when pushed to students through universities they partner with, represent the future of the industry.

[C] But critics say the digital access codes represent the same profit-seeking *ethos* (观念) of the textbook business, and are even harder for students to opt out of. While they could once buy second-hand textbooks, or share copies with friends, the digital systems are essentially impossible to avoid.

[D] "When we talk about the access code we see it as the new face of the textbook *monopoly* (垄断), a new way to lock students around this system," said Ethan Senack, the higher education advocate for the U.S. Public Interest Research Group, to BuzzFeed News. "Rather than \$250 (for a print textbook) you're paying \$ 120," said Senack. "But because it's all digital it eliminates the used book market and eliminates any sharing and because homework and tests are through an access code, it eliminates any ability to opt out."

[E] Sarina Harpet, a 19-year-old student at Virginia Tech, was faced with a tough dilemma when she first started college in 2015—pay rent or pay to turn in her chemistry homework. She told BuzzFeed News that her freshman chemistry class required her to use Connect, a system provided by McGraw Hill where students can submit homework, take exams and track their grades. But the code to access the program cost \$ 120—a big sum for Harper, who had already put down \$ 450 for textbooks, and had rent day approaching.

[F] She decided to wait for her next work-study paycheck, which was typically \$ 150- \$ 200, to pay for the code. She knew that her chemistry grade may take a dive as a result. "It's a balancing act," she said. "Can I really afford these access codes now?" She didn't hand in her first two assignments for chemistry, which started her out in the class with a failing grade.

[G] The access codes may be another financial headache for students, but for textbook businesses, they're the future. McGraw Hill, which controls 21% of the higher education market, reported in March that its digital content sales exceeded print sales for the first time in 2015. The company said that 45% of its \$ 140 million revenue in 2015 "was derived from digital products."

[H] A Pearson spokesperson told BuzzFeed News that "digital materials are less expensive and a good investment" that offer new features, like audio texts, personalized knowledge checks and expert videos. Its digital course materials save students up to 60% compared to traditional printed textbooks, the company added. McGraw Hill didn't respond to a request for comment, but its CEO David Levin told the Financial Times in August that "in higher education, the era of the printed textbook is now over."

[I] The textbook industry insists the online systems represent a better deal for students. "These digital products aren't just mechanisms for students to submit homework, they offer all kinds of features," David Anderson, the executive director of higher education with the Association of American Publishers, told BuzzFeed News. "It helps students understand in a way that you can't do with print homework assignments."

[J] David Hunt, an associate professor in sociology at Augusta University, which has rolled out

digital textbooks across its math and psychology departments, told BuzzFeed News that he understands the utility of using systems that require access codes. But he doesn't require his students to buy access to a learning program that controls the class assignments. "I try to make things as inexpensive as possible," said Hunt, who uses free digital textbooks for his classes but designs his own curriculum. "The online systems may make my life a lot easier but I feel like I'm giving up control. The discussions are the things where my expertise can benefit the students most."

[K] A 20-year-old junior at Georgia Southern University told BuzzFeed News that she normally spends \$ 500-\$ 600 on access codes for class. In one case, the professor didn't require students to buy a textbook, just an access code to turn in homework. This year she said she spent \$ 900 on access codes to books and programs. "That's two months of rent," she said. "You can't sell any of it back. With a traditional textbook you can sell it for \$ 30 - \$ 50 and that helps to pay for your new semester's books. With an access code, you're out of that money. "

[L] Benjamin Wolverton, a 19-year-old student at the University of South Carolina, told BuzzFeed News that "it's ridiculous that after paying tens of thousands in tuition we have to pay for all these access codes to do our homework." Many of the access codes he's purchased have been required simply to complete homework or quizzes. "Often it's only 10% of your grade in class." he said. "You're paying so much money for something that hardly affects your grade—but if you didn't have it, it would affect your grades enough. It would be bad to start out at a B or C." Wolverton said he spent \$ 500 on access codes for digital books and programs this semester.

[M] Harper, a *poultry* (家禽) science major, is taking chemistry again this year and had to buy a new access code to hand in her homework. She rented her economics and statistics textbooks for about \$ 20 each. But her access codes for homework, which can't be rented or bought second-hand, were her most expensive purchases: \$ 120 and \$ 85.

[N] She still remembers the sting of her first experience skipping an assignment due to the high prices. "We don't really have a missed assignment policy," she said. "If you miss it, you just miss it. I just got zeros on a couple of first assignments. I managed to pull everything back up. But as a scared freshman looking at their grades, it's not fun."

36. A student's yearly expenses on access codes may amount to their rent for two months.

37. The online access codes may be seen as a way to tie the students to the digital system.

38. If a student takes a course again, they may have to buy a new access code to submit their assignments.

39. McGraw Hill accounts for over one-fifth of the market share of college textbooks.

40. Many traditional textbook publishers are now offering online digital products, which they believe will be the future of the publishing business.

41. One student complained that they now had to pay for access codes in addition to the high tuition.

42. Digital materials can cost students less than half the price of traditional printed books according to a publisher.

43. One student decided not to buy her access code until she received the pay for her part-time job.

44. Online systems may deprive teachers of opportunities to make the best use of their expertise for their students.

45. Digital access codes are criticized because they are profit-driven just like the textbook business.

## 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.

Losing your ability to think and remember is pretty scary. We know the risk of dementia (痴呆症) increases with age. But if you have memory slips, you probably needn't worry. There are pretty clear differences between signs of dementia and age-related memory loss.

After age 50, it's quite common to have trouble remembering the names of people, places and things quickly, says Dr. Kirk Daffner of Brigham and Women's Hospital in Boston.

The brain ages just like the rest of the body. Certain parts shrink, especially areas in the brain that are important to learning, memory and planning. Changes in brain cells can affect communication between different regions of the brain. And blood flow can be reduced as blood vessels narrow.

Forgetting the name of an actor in a favorite movie, for example, is nothing to worry about. But if you forget the plot of the movie or don't remember even seeing it, that's far more concerning, Daffner says.

When you forget entire experiences, he says, that's "a red flag that something more serious may be involved." Forgetting how to operate a familiar object like a microwave oven, or forgetting how to drive to the house of a friend you've visited many times before can also be signs of something going wrong.

But even then, Daffner says, people shouldn't panic. There are many things that can cause confusion and memory loss, including health problems like temporary stoppage of breathing during sleep, high blood pressure, or depression, as well as medications (药物) like antidepressants.

You don't have to figure this out on your own. Daffner suggests going to your doctor to check on medications, health problems and other issues that could be affecting memory. And the best defense against memory loss is to try to prevent it by building up your brain's cognitive (认知的) reserve, Daffner says.

"Read books, go to movies, take on new hobbies or activities that force one to think in novel ways," he says. In other words, keep your brain busy and working. And also get physically active, because exercise is a known brain booster.

46. Why does the author say that one needn't be concerned about memory slips?

- A) Not all of them are symptoms of dementia.
- B) They occur only among certain groups of people.
- C) Not all of them are related to one's age.

- D) They are quite common among fifty-year-olds.
47. What happens as we become aged according to the passage?
- A) Our interaction skills deteriorate.
  - B) Some parts of our brain stop functioning.
  - C) Communication within our brain weakens.
  - D) Our whole brain starts shrinking.
48. Which memory-related symptom should people take seriously?
- A) Totally forgetting how to do one's daily routines.
  - B) Inability to recall details of one's life experiences.
  - C) Failure to remember the names of movies or actors.
  - D) Occasionally confusing the addresses of one's friends.
49. What should people do when signs of serious memory loss show up?
- A) Check the brain's cognitive reserve.
  - B) Stop medications affecting memory.
  - C) Turn to a professional for assistance.
  - D) Exercise to improve their well-being.
50. What is Dr. Daffner's advice for combating memory loss?
- A) Having regular physical and mental checkups.
  - B) Taking medicine that helps boost one's brain.
  - C) Engaging in known memory repair activities.
  - D) Staying active both physically and mentally.

## Passage Two

Questions 51 to 55 are based on the following passage.

A letter written by Charles Darwin in 1875 has been returned to the Smithsonian Institution Archives (档案馆) by the FBI after being stolen twice.

"We realized in the mid-1970s that it was missing," says Effie Kapsalis, head of the Smithsonian Institution Archives. "It was noted as missing and likely taken by an intern (实习生), from what the FBI is telling us. Word got out that it was missing when someone asked to see the letter for research purposes," and the intern put the letter back. "The intern likely took the letter again once nobody was watching it."

Decades passed. Finally, the FBI received a tip that the stolen document was located very close to Washington, D.C. Their art crime team recovered the letter but were unable to press charges because the time of limitations had ended. The FBI worked closely with the Archives to determine that the letter was both authentic and definitely Smithsonian's property.

The letter was written by Darwin to thank an American geologist, Dr. Ferdinand Vandever Hayden, for sending him copies of his research into the geology of the region that would become Yellowstone National Park.

The letter is in fairly good condition, in spite of being out of the care of trained museum staff for so long. "It was luckily in good shape," says Kapsalis, "and we just have to do some minor things in order to be able to unfold it. It has some glue on it that has colored it slightly, but nothing that will

prevent us from using it. After it is repaired, we will take digital photos of it and that will be available online. One of our goals is to get items of high research value or interest to the public online."

It would now be difficult for an intern, visitor or a thief to steal a document like this. "Archiving practices have changed greatly since the 1970s," says Kapsalis, "and we keep our high value documents in a safe that I don't even have access to."

51. What happened to Darwin's letter in the 1970s?
  - A) It was recovered by the FBI.
  - B) It was stolen more than once.
  - C) It was put in the archives for research purposes.
  - D) It was purchased by the Smithsonian Archives.
52. What did the FBI do after the recovery of the letter?
  - A) They proved its authenticity.
  - B) They kept it in a special safe.
  - C) They arrested the suspect immediately.
  - D) They pressed criminal charges in vain.
53. What is Darwin's letter about?
  - A) The evolution of Yellowstone National Park.
  - B) His cooperation with an American geologist.
  - C) Some geological evidence supporting his theory.
  - D) His acknowledgement of help from a professional.
54. What will the Smithsonian Institution Archives do with the letter according to Kapsalis?
  - A) Reserve it for research purposes only.
  - B) Turn it into an object of high interest.
  - C) Keep it a permanent secret.
  - D) Make it available online.
55. What has the past half century witnessed according to Kapsalis?
  - A) Growing interest in rare art objects.
  - B) Radical changes in archiving practices.
  - C) Recovery of various missing documents.
  - D) Increases in the value of museum exhibits.

## Part IV

## Translation

(30minutes)

### 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**.*

过去，乘飞机出行对大多数中国人来说是难以想象的。如今，随着经济的发展和水平的提高，越来越多的中国人包括许多农民和外出务工人员都能乘飞机出行。他们可以乘飞机到达所有大城市，还有很多城市也在筹建机场。航空服务不断改进，而且经常会有廉价机票。近年来，节假日期间选择乘飞机外出旅游的人数在不断增加。





C) Government regulation.

D) Diminishing investment.

## 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) Informative. B) Inspiring.  
C) Dull. D) Shallow.
9. A) She types on a keyboard. B) She does recording.  
C) She takes photos. D) She takes notes.
10. A) It keeps her mind active. B) It makes her stay awake.  
C) It enables her to think hard. D) It helps her kill time.
11. A) It enables her to improve her pronunciation.  
B) It helps her better remember what she learns.  
C) It turns out to be an enjoyable way of learning.  
D) It proves to be far more effective than writing.

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

12. A) To spend her honeymoon.  
B) To try authentic Indian food.  
C) To take photos of the Taj Mahal.  
D) To trace the origin of a love story.
13. A) In memory of a princess.  
B) In honor of a great emperor.  
C) To mark the death of an emperor of the 1600s.  
D) To celebrate the birth of a princess's 14th child.
14. A) It looks older than expected.  
B) It is built of wood and bricks.  
C) It stores lots of priceless antiques.  
D) It has walls decorated with jewels.
15. A) Their streets are narrow.  
B) Each one has a unique character.  
C) They are mostly crowded.  
D) Life can be tedious in some places.

## Section C

### Directions:

*In this section, you will hear three passages. At the end of each passage, you will hear three or four questions. Both the passage and the questions will be spoken only once. After you hear a question,*



*you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 1** with a single line through the centre.*

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

16. A) They help spread the latest technology.  
B) They greatly enrich people's leisure life.  
C) They provide residents with the resources they need.  
D) They allow free access to digital books and videos.
17. A) By helping them find jobs.  
B) By keeping them off the streets.  
C) By inspiring their creativity.  
D) By providing a place of relaxation.
18. A) Their interaction with teenagers proved fruitful.  
B) They used libraries less often than teenagers.  
C) They tended to visit libraries regularly.  
D) Their number increased modestly.

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

19. A) It is the cleverest cat in the world.  
B) It is an unusual cross breed.  
C) It is the largest cat in Africa.  
D) It is a large-sized wild cat.
20. A) They are as loyal as dogs.  
B) They are fond of sleeping in cabinets.  
C) They have unusually long tails.  
D) They know how to please their owners.
21. A) They shake their front paws.  
B) They shower with them.  
C) They teach them to dive.  
D) They shout at them.

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

22. A) Contented and relieved.  
B) Anxious and depressed.  
C) Proud but a bit nervous.  
D) Excited but somewhat sad.
23. A) It starts the moment they are born.  
B) It is depends on their parents for success.  
C) It is gaining increasing public attention.  
D) It is becoming parents' biggest concern.
24. A) Choose the right school for them.  
B) Help them to learn by themselves.  
C) Read books and magazines to them.  
D) Set a good example for them to follow.

25. A) Their intelligence.                      B) Their home life.  
C) The quality of their school.          D) The effort they put in learning.

### Part III                                      Reading Comprehension                                      (40minutes)

#### 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.*

Millions die early from air pollution each year. Air pollution costs the global economy more than \$5 trillion annually in welfare costs, with the most serious 26 occurring in the developing world.

The figures include a number of costs 27 with air pollution. Lost income alone amounts to \$225 billion a year.

The report includes both indoor and outdoor air pollution. Indoor pollution, which includes 28 like home heating and cooking, has remained 29 over the past several decades despite advances in the area. Levels of outdoor pollution have grown rapidly along with rapid growth in industry and transportation.

Director of Institute for Health Metrics and Evaluation Chris Murray 30 it as an “urgent call to action.”“One of the risk factors for premature deaths is the air we breathe, over which individuals have little 31,”he said.

The effects of air pollution are worst in the developing world, where in some places lost-labor income 32 nearly 1% of GDP. Around 9 in 10 people in low-and middle-income countries live in places where they 33 experience dangerous levels of outdoor air pollution.

But the problem is not limited 34 to the developing world. Thousands die prematurely in the U.S. as a result of related illnesses. In many European countries, where diesel(柴油) 35 have become more common in recent years, that number reaches tens of thousands.

A) ability	B) associated	C) consciously	D) constant
E) control	F) damage	G) described	H) equals
I) exclusively	J) innovated	K) regularly	L) relates
M) sources	N) undermine	O) vehicles	

#### 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**.

### Food-as-Medicine Movement Is Witnessing Progress

[A] Several times a month, you can find a doctor in the aisles of Ralph’s market in Huntington Beach, California, wearing a white coat and helping people learn about food. On one recent day, this doctor was Daniel Nadeau, wandering the cereal aisle with Allison Scott, giving her some idea on how to feed kids who persistently avoid anything that is healthy. “Have you thought about trying fresh juices in the morning?” he asks her. “The frozen oranges and apples are a little cheaper, and fruits are really good for the brain. Juices are quick and easy to prepare, you can take the frozen fruit out the night before and have it ready the next morning.”

[B] Scott is delighted to get food advice from a physician who is program director of the nearby Mary and Dick Allen Diabetes Center, part of the St. Joseph Hoag Health alliance. The center’s ‘Shop with Your Doc’ program sends doctors to the grocery store to meet with any patients who sign up for the service, plus any other shoppers who happen to be around with questions.

[C] Nadeau notices the pre-made *macaroni* (通心粉) -and-cheese boxes in Scott’s shopping cart and suggests she switch to whole grain macaroni and real cheese. “So I’d have to make it?” she asks, her enthusiasm fading at the thought of how long that might take, just to have her kids reject it. “I’m not sure they’d eat it. They just won’t eat it.”

[D] Nadeau says sugar and processed foods are big contributors to the rising diabetes rates among children. “In America, over 50 percent of our food is processed food,” Nadeau tells her. “And only 5 percent of our food is plant-based food. I think we should try to reverse that.” Scott agrees to try more fruit juices for the kids and to make real macaroni and cheese. Score one point for the doctor, zero for diabetes.

[E] Nadeau is part of a small revolution developing across California. The food-as-medicine movement has been around for decades, but it’s making progress as physicians and medical institutions make food a formal part of treatment, rather than relying solely on *medications* (药物). By prescribing nutritional changes or launching programs such as ‘Shop with your Doc’, they are trying to prevent, limit or even reverse disease by changing what patients eat. “There’s no question people can take things a long way toward reversing diabetes, reversing high blood pressure, even preventing cancer by food choices,” Nadeau says.

[F] In the big picture, says Dr. Richard Afbale, CEO and president of ST. Joseph Hoag Health, medical institutions across the state are starting to make a philosophical switch to becoming a health organization, not just a health care organization. That feeling echoes the beliefs of the Therapeutic Food Pantry program at Zuckerberg San Francisco General Hospital, which completed its pilot phase and is about to expand on an ongoing basis to five clinic sites throughout the city. The program will offer patients several bags of food prescribed for their condition, along with intensive training in how to cook it. “We really want to link food and medicine, and not just give away food,” says Dr. Rita Nguyen, the hospital’s medical director of Healthy Food Initiatives. “We want people to understand what they’re eating, how to prepare it, the role food plays in their lives.”

[G] In Southern California, Loma Linda University School of Medicine is offering specialized

training for its resident physicians in Lifestyle Medicine — that is a formal specialty in using food to treat disease. Research findings increasingly show the power of food to treat or reverse diseases, but that does not mean that diet alone is always the solution, or that every illness can benefit substantially from dietary changes. Nonetheless, physicians say that they look at the collective data and a clear picture emerges: that the salt, sugar, fat and processed foods in the American diet contribute to the nation’s high rates of obesity, diabetes and heart disease. According to the World Health Organization, 80 percent of deaths from heart disease and stroke are caused by high blood pressure, tobacco use, elevated cholesterol and low consumption of fruits and vegetables.

[H] “It’s a different *paradigm* (范式) of how to treat disease,” says Dr. Brenda Rea, who helps run the family and preventive medicine residency program at Loma Linda University School of Medicine. The lifestyle medicine specialty is designed to train doctors in how to prevent and treat disease, in part, by changing patients’ nutritional habits. The medical center and school at Loma Linda also has a food cupboard and kitchen for patients. This way, patients not only learn about which foods to buy, but also how to prepare them at home.

[I] Many people don’t know how to cook, Rea says, and they only know how to heat things up. That means depending on packaged food with high salt and sugar content. So teaching people about which foods are healthy and how to prepare them, she says, can actually transform a patient’s life. And beyond that, it might transform the health and lives of that patient’s family. “What people eat can be medicine or poison,” Rea says. “As a physician, nutrition is one of the most powerful things you can change to reverse the effects of long-term disease.”

[J] Studies have explored evidence that dietary changes can slow *inflammation* (炎症), for example, or make the body inhospitable to cancer cells. In general, many lifestyle medicine physicians recommend a plant-based diet—particularly for people with diabetes or other inflammatory conditions.

[K] “As what happened with tobacco, this will require a cultural shift, but that can happen,” says Nguyen. “In the same way physicians used to smoke, and then stopped smoking and were able to talk to patients about it, I think physicians can have a bigger voice in it.”

36. More than half of the food Americans eat is factory-produced.

37. There is a special program that assigns doctors to give advice to shoppers in food stores.

38. There is growing evidence from research that food helps patients recover from various illnesses.

39. A healthy breakfast can be prepared quickly and easily.

40. Training a patient to prepare healthy food can change their life.

41. One food-as-medicine program not only prescribes food for treatment but teaches patients how to cook it.

42. Scott is not keen on cooking food herself, thinking it would simply be a waste of time.

43. Diabetes patients are advised to eat more plant-based food.

44. Using food as medicine is no novel idea, but the movement is making headway these days.

45. Americans’ high rates of various illnesses result from the way they eat.

## 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 and 50 are based on the following passage.**

California has been facing a drought for many years now, with certain areas even having to pump freshwater hundreds of miles to their distribution system. The problem is growing as the population of the state continues to expand. New research has found deep water reserves under the state which could help solve their drought crisis. Previous drilling of wells could only reach depths of 1,000 feet, but due to new pumping practices, water deeper than this can now be *extracted* (抽取). The team at Stanford investigated the *aquifers* (地下蓄水层) below this depth and found that reserves may be triple what was previously thought.

It is profitable to drill to depths more than 1,000 feet for oil and gas extraction, but only recently in California has it become profitable to pump water from this depth. The aquifers range from 1,000 to 3,000 feet below the ground, which means that pumping will be expensive and there are other concerns. The biggest concern of pumping out water from this deep is the gradual settling down of the land surface. As the water is pumped out, the vacant space left is compacted by the weight of the earth above.

Even though pumping from these depths is expensive, it is still cheaper than *desalinating* (脱盐) the ocean water in the largely coastal state. Some desalination plants exist where feasible, but they are costly to run and can need constant repairs. Wells are much more reliable sources of freshwater, and California is hoping that these deep wells may be the answer to their severe water shortage.

One problem with these sources is that the deep water also has a higher level of salt than shallower aquifers. This means that some wells may even need to undergo desalination after extraction, thus increasing the cost. Research from the exhaustive study of groundwater from over 950 drilling logs has just been published. New estimates of the water reserves now go up to 2,700 billion cubic meters of freshwater.

46. How could California's drought crisis be solved according to some researchers?

- A) By building more reserves of groundwater.
- B) By drawing water from the depths of the earth.
- C) By developing more advanced drilling devices.
- D) By upgrading its water distribution system.

47. What can be inferred about extracting water from deep aquifers?

- A) It was deemed vital to solving the water problem.
- B) It was not considered worth the expense.
- C) It may not provide quality freshwater.
- D) It is bound to gain support from the local people.



- B) Computers have unmatched potential.  
 C) Computers are man's potential rivals.  
 D) Computers can become highly intelligent.
52. What does the author mean by AI machines acting ethically?  
 A) They are capable of predicting possible risks.  
 B) They weigh the gains and losses before reaching a decision.  
 C) They make sensible decisions when facing moral dilemmas.  
 D) They sacrifice everything to save human lives.
53. What is said to be the bigger challenge facing humans in the AI age?  
 A) How to make super-intelligent AI machines share human feelings.  
 B) How to ensure that super-intelligent AI machines act ethically.  
 C) How to prevent AI machines doing harm to humans.  
 D) How to avoid being over-dependent on AI machines.
54. What do we learn about Microsoft's "chatbot" Taylor?  
 A) She could not distinguish good from bad.  
 B) She could turn herself off when necessary.  
 C) She was not made to handle novel situations.  
 D) She was good at performing routine tasks.
55. What does Eric Schmidt think of artificial intelligence?  
 A) It will be far superior to human beings.  
 B) It will keep improving as time goes by.  
 C) It will prove to be an asset to human beings.  
 D) It will be here to stay whatever the outcome.

## Part IV

## Translation

(30minutes)

### 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.*

由于通信网络的快速发展，中国智能手机用户数量近年来以惊人速度增长。这极大地改变了许多人的阅读方式。他们现在经常智能手机上看新闻和文章，而不买传统报刊。大量移动应用程序(apps)的开发使人们能用手机读小说和其他形式的文学作品。因此，纸质书籍的销售受到了影响。但调查显示，尽管能手机阅读市场稳步增长，超半数成年人仍喜欢读纸质书。





2019年12月四级考试试题（一）

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

**Directions:**

*For this part, you are allowed 30 minutes to write a letter to a foreign friend who wants to teach English in China. Please recommend a city to him. You should write at least 120 words but no more than 180 words.*

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

**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).*

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

1. A) Many facilities were destroyed by a wandering cow.  
 B) A wandering cow knocked down one of its fences.  
 C) Some tourists were injured by a wandering cow.  
 D) A wandering cow was captured by the police.
2. A) It was shot to death by a police officer.      C) It became a great attraction for tourists.  
 B) It found its way back to the park's zoo.      D) It was sent to the animal control department.

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

3. A) It is the largest of its kind.      C) It is displaying more fossil specimens.  
 B) It is going to be expanded.      D) It is starting an online exhibition.
4. A) A collection of bird fossils from Australia.      C) Some ancient wall paintings from Australia.  
 B) Photographs of certain rare fossil exhibits.      D) Pictures by winners of a wildlife photo contest.

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

5. A) Pick up trash.      C) Deliver messages.  
 B) Amuse visitors.      D) Play with children.
6. A) They are especially intelligent.      C) They are quite easy to tame.  
 B) They are children's favorite.      D) They are clean and pretty.
7. A) Children may be harmed by the rooks.      C) Children may contract bird diseases.  
 B) Children may be tempted to drop litter.      D) Children may overfeed the rooks.

**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) .

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

8. A) It will be produced at Harvard University. C) It will cover different areas of science.  
B) It will be hosted by famous professors. D) It will focus on recent scientific discoveries.
9. A) It will be more futuristic. C) It will be more entertaining.  
B) It will be more systematic. D) It will be easier to understand.
10. A) People interested in science. C) Children in their early teens.  
B) Youngsters eager to explore. D) Students majoring in science.
11. A) Offer professional advice. C) Help promote it on the Internet.  
B) Provide financial support. D) Make episodes for its first season.

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

12. A) Unsure. C) Concerned.  
B) Helpless. D) Dissatisfied.
13. A) He is too concerned with being perfect. C) He is too ambitious in achieving goals.  
B) He loses heart when faced with setbacks. D) He takes on projects beyond his ability.
14. A) Embarrassed. C) Miserable.  
B) Unconcerned. D) Resentful.
15. A) Try to be optimistic whatever happens. C) Always learn from others' achievements.  
B) Compare his present with his past only. D) Treat others the way he would be treated.

**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).*

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

16. A) They have a stronger sense of social responsibility.  
B) They are more likely to succeed in the humanities.  
C) They are more likely to become engineers.  
D) They have greater potential to be leaders.
17. A) Praise girls who like to speak up frequently.  
B) Encourage girls to solve problems on their own.  
C) Insist that boys and girls work together more.  
D) Respond more positively to boys' comments.
18. A) Offer personalized teaching materials. C) Place great emphasis on test scores.  
B) Provide a variety of optional courses. D) Pay extra attention to top students.

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

19. A) It often rains cats and dogs. C) It does not rain as much as people think.  
B) It seldom rains in summer time. D) It is one of the most rainy cities in the US.
20. A) They drive most of the time. C) They have got used to the rain.

- B) The rain is usually very light. D) The rain comes mostly at night.

21. A) It has a lot of places for entertainment.  
 B) It has never seen thunder and lightning.  
 C) It has fewer cloudy days than any other coastal city.  
 D) It has mild weather both in summer and in winter.

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

22. A) It occurs when people are doing a repetitive activity.  
 B) It results from exerting one's muscles continuously.  
 C) It happens when people engage in an uncommon activity.  
 D) It comes from straining one's muscles in an unusual way.
23. A) Blood flow and body heat increase in the affected area.  
 B) Body movements in the affected area become difficult.  
 C) They begin to make repairs immediately.  
 D) They gradually become fragmented.
24. A) About one week. C) About ten days.  
 B) About two days. D) About four weeks.
25. A) Apply muscle creams. C) Have a hot shower.  
 B) Drink plenty of water. D) Take pain-killers.

**Part III Reading Comprehension (40minutes)**  
**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. You may not use any of the words in the bank more than once.*

When travelling overseas, do you buy water in plastic bottles or take your chances with tap water? Imagine you are wandering about on a Thai island or 26 the ruins of Angkor. It's hot so you grab a bottle of water from a local vendor. It's the safe thing to do, right? The bottle is 27, and the label says "pure water". But maybe what's inside is not so 28. Would you still be drinking it if you knew that more than 90 percent of all bottled water sold around the world 29 microplastics?

That's the conclusion of a recently 30 study, which analysed 259 bottles from 11 brands sold in nine countries, 31 an average of 325 plastic particles per litre of water. These microplastics included a 32 commonly known as PET and widely used in the manufacture of clothing and food and 33 containers. The study was conducted at the State University of New York on behalf of Orb Media, a journalism organisation. About a million bottles are bought every minute, not only by thirsty tourists but also by many of the 2.1 billion worldwide who live with

unsafe drinking water.

Confronted with this 34, several bottled-water manufacturers including Nestle and Coca-Cola undertook their own studies using the same methodology. These studies showed that their water did contain microplastics, but far less than the Orb study suggested. Regardless, the World Health Organisation has launched a review into the 35 health risks of drinking water from plastic bottles.

A) adequate	E) evidence	I) natural	M) sealed
B) admiring	F) instant	J) potential	N) solves
C) contains	G) liquid	K) released	O) substance
D) defending	H) modified	L) revealing	

## 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.*

### The quiet heroism of mail delivery

[A] On Wednesday, a polar wind brought bitter cold to the Midwest. Overnight, Chicago reached a low of 21 degrees Fahrenheit below zero, making it slightly colder than *Antarctica* (南极洲), Alaska, and the North Pole. Wind chills were 64 degrees below zero in Park Rapids, Minnesota, and 45 degrees below zero in Buffalo, North Dakota, according to the National Weather Service. Schools, restaurants, and businesses closed, and more than 1,000 flights were canceled.

[B] Even the United States Postal Service (USPS) suspended mail delivery. “Due to this arctic outbreak and concerns for the safety of USPS employees,” USPS announced Wednesday morning, “the Postal Service is suspending delivery Jan. 30 in some 3-digit ZIP Code locations.” Twelve regions were listed as unsafe on Wednesday; on Thursday, eight remained.

[C] As global surface temperatures increase, so does the likelihood of extreme weather. In 2018 alone, wildfires, volcanic eruptions, hurricanes, mudslides, and other natural disasters cost at least \$49 billion in the United States. As my colleague Vann Newkirk reported, Puerto Rico is still confronting economic and structural destruction and resource scarcity from 2017’s Hurricane Maria. Natural disasters can wreck a community’s infrastructure, disrupting systems for months or years. Some services, however, remind us that life will eventually return, in some form, to normal.

[D] Days after the deadly 2017 wildfires in Santa Rosa, California, a *drone* (无人机) caught *footage* (连续镜头) of a USPS worker, Trevor Smith, driving through burned homes in that familiar white van, collecting mail in an affected area. The video is striking: The operation is familiar, but the scene looks like the end of the world. According to Rae Ann Haight, the program manager for the national-preparedness office at USPS, Smith was fulfilling a request made by some of the home owners to pick up any mail that was left untouched. For Smith, this was just another day on the job. “I followed

my route like I normally do,” Smith told a reporter. “As I came across a box that was up but with no house, I checked, and there was mail—outgoing mail—in it. And so I picked those up and carried on.”

[E] USPS has sophisticated emergency plans for natural disasters. Across the country, 285 emergency-management teams are devoted to crisis control. These teams are trained annually using a framework known as the three Ps: people, property, product. After mail service stops due to weather, the agency’s top priority is ensuring that employees are safe. Then it evaluates the health of infrastructure, such as the roads that mail carriers drive on. Finally, it decides when and how to re-open operations. If the destruction is extreme, mail addressed to the area will get sent elsewhere. In response to Hurricane Katrina in 2005, USPS redirected incoming New Orleans mail to existing mail facilities in Houston. Mail that was already processed in New Orleans facilities was moved to an upper floor so it would be protected from water damage.

[F] As soon as it’s safe enough to be outside, *couriers* (邮递员) start distributing accumulated mail on the still-accessible routes. USPS urges those without standing addresses to file change-of-address forms with their new location. After Hurricane Katrina hit in 2005, mail facilities were set up in dozens of locations across the country in the two weeks that USPS was unable to provide street delivery.

[G] Every day, USPS processes, on average, 493.4 million pieces of mail—anything from postcards to Social Security checks to medicine. Spokespeople from both USPS and UPS told me all mail is important. But some mail can be extremely sensitive and timely. According to data released in January 2017, 56 percent of bills are paid online, which means that just under half of payments still rely on delivery services to be completed.

[H] It can be hard to identify which parcels are carrying crucial items such as Social Security checks, but USPS and UPS try their best to prioritize sensitive material. They will coordinate with the Social Security Administration to make sure that Social Security checks reach the right people in a timely fashion. After Hurricane Florence and Hurricane Michael last fall, USPS worked with state and local election boards to make sure that absentee ballots were available and received on time.

[I] Mail companies are *logistics* (物流) companies, which puts them in a special position to help when disaster strikes. In a 2011 USPS case study, the agency emphasized its massive infrastructure as a “unique federal asset” to be called upon in a disaster or terrorist attack. “I think we’re unique as a federal agency,” USPS official Mike Swigart told me, “because we’re in literally every community in this country...We’re obligated to deliver to that point on a daily basis.”

[J] Private courier companies, which have more dollars to spend, use their expertise in logistics to help revitalize damaged areas after a disaster. For more than a decade, FedEx has supported the American Red Cross in its effort to get emergency supplies to areas affected by disasters, both domestically and internationally. In 2012, the company distributed more than 1,200 MedPacks to Medical Reserve Corps groups in California. They also donated space for 3.1 million pounds of charitable shipping globally. Last October, the company pledged \$1 million in cash and transportation support for Hurricanes Florence and Michael. UPS’s charitable arm, the UPS Foundation, uses the company’s logistics to help disaster-struck areas rebuild. “We realize that as a

company with people, trucks, warehouses, we needed to play a larger role,” said Eduardo Martinez, the president of the UPS Foundation. The company employs its trucks and planes to deliver food, medicine, and water. The day before I spoke to Martinez in November, he had been touring the damage from Hurricane Michael in Florida with the American Red Cross. “We have an obligation to make sure our communities are thriving,” he said.

[K] Rebuilding can take a long time, and even then, impressions of the disaster may still remain. Returning to a normal life can be difficult, but some small routines—mail delivery being one of them—may help residents remember that their communities are still their communities. “When they see that carrier back out on the street,” Swigart said, “that’s the first sign to them that life is starting to return to normal.”

36. The United States Postal Service has a system to ensure its employees’ safety.

37. One official says USPS is unique in that it has more direct reach to communities compared with other federal agencies.

38. Natural disasters can have a long-lasting impact on community life.

39. Mail delivery service is still responsible for the completion of almost half of payments.

40. The sight of a mailman on the street is a reassuring sign of life becoming normal again.

41. After Hurricane Katrina interrupted routine delivery, temporary mail service points were set up.

42. Postal service in some regions in the U.S. was suspended due to extreme cold weather.

43. Private postal companies also support disaster relief efforts by distributing urgent supplies.

44. A dedicated USPS employee was on the job carrying out duties in spite of extreme conditions.

45. Postal services work hard to identify items that require priority treatment.

## 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).*

### Passage One

**Questions 46 to 50 are based on the following passage.**

Professor Ashok Goel of Georgia Tech developed an artificially intelligent teaching assistant to help handle the enormous number of student questions in the online class, Knowledge-Based Artificial Intelligence. This online course is a core requirement of Georgia Tech’s online Master of Science in Computer Science program. Professor Goel already had eight teaching assistants, but that wasn’t enough to deal with the overwhelming number of daily questions from students.

Many students drop out of online courses because of the lack of teaching support. When students feel isolated or confused and reach out with questions that go unanswered, their motivation to continue begins to fade. Professor Goel decided to do something to remedy this situation and his solution was to create a virtual assistant named Jill Watson, which is based on the IBM Watson platform.

Goel and his team developed several versions of Jill Watson before releasing her to the online

forums. At first, the virtual assistant wasn't too great. But Goel and his team sourced the online discussion forum to find all the 40,000 questions that had ever been asked since the class was launched. Then they began to feed Jill with the questions and answers. After some adjustments and sufficient time, Jill was able to answer the students' questions correctly 97% of the time. The virtual assistant became so advanced and realistic that the students didn't know she was a computer. The students, who were studying artificial intelligence, were interacting with the virtual assistant and couldn't tell it apart from a real human being. Goel didn't inform them about Jill's true identity until April 26. The students were actually very positive about the experience.

The goal of Professor Goel's virtual assistant next year is to take over answering 40% of all the questions posed by students on the online forum. The name Jill Watson will, of course, change to something else next semester. Professor Goel has a much rosier outlook on the future of artificial intelligence than, say, Elon Musk, Stephen Hawking, Bill Gates or Steve Wozniak.

46. What do we learn about Knowledge-Based Artificial Intelligence?
- A) It is a robot that can answer students' questions.
  - B) It is a course designed for students to learn online.
  - C) It is a high-tech device that revolutionizes teaching.
  - D) It is a computer program that aids student learning.
47. What problem did Professor Goel meet with?
- A) His students were unsatisfied with the assistants.
  - B) His course was too difficult for the students.
  - C) Students' questions were too many to handle.
  - D) Too many students dropped out of his course.
48. What do we learn about Jill Watson?
- A) She turned out to be a great success.
  - B) She got along pretty well with students.
  - C) She was unwelcome to students at first.
  - D) She was released online as an experiment.
49. How did the students feel about Jill Watson?
- A) They thought she was a bit too artificial.
  - B) They found her not as capable as expected.
  - C) They could not but admire her knowledge.
  - D) They could not tell her from a real person.
50. What does Professor Goel plan to do next with Jill Watson?
- A) Launch different versions of her online.
  - B) Feed her with new questions and answers.
  - C) Assign her to answer more of students' questions.
  - D) Encourage students to interact with her more freely.

## Passage Two

Questions 51 to 55 are based on the following passage.

Thinking small, being engaging, and having a sense of humor don't hurt. Those are a few of the traits of successful science crowdfunding efforts that emerge from a recent study that examined

nearly 400 campaigns. But having a large network and some promotional skills may be more crucial.

Crowdfunding, raising money for a project through online appeals, has taken off in recent years for everything from making movies to producing water-saving gadgets. Scientists have tried to tap Internet donors, too, with mixed success. Some raised more than twice their goals, but others have fallen short of reaching even modest targets.

To determine what separates science crowdfunding triumphs from failures, a team led by science communications scholar Mike Schäfer of the University of Zurich examined the content of the webpages for 371 recent campaigns.

Four traits stood out for those that achieved their goals, the researchers report in *Public Understanding of Science*. For one, they use a crowdfunding platform that specializes in raising money for science, and not just any kind of project. Although sites like Kickstarter take all comers, platforms such as Experiment.com and Petridish.org only present scientific projects. For another, they present the project with a funny video because good visuals and a sense of humor improved success. Most of them engage with potential donors, since projects that answered questions from interested donors fared better. And they target a small amount of money. The projects included in the study raised \$4,000 on average, with 30% receiving less than \$1,000. The more money a project sought, the lower the chance it reached its goal, the researchers found.

Other factors may also significantly influence a project's success, most notably, the size of a scientist's personal and professional networks, and how much a researcher promotes a project on their own. Those two factors are by far more critical than the content on the page. Crowdfunding can be part of researchers' efforts to reach the public, and people give because "they feel a connection to the person" who is doing the fundraising—not necessarily to the science.

51. What do we learn about the scientists trying to raise money online for their projects?
- A) They did not raise much due to modest targets.
  - B) They made use of mixed fundraising strategies.
  - C) Not all of them achieved their anticipated goals.
  - D) Most of them put movies online for the purpose.
52. What is the purpose of Mike Schäfer's research of recent crowdfunding campaigns?
- A) To create attractive content for science websites.
  - B) To identify reasons for their different outcomes.
  - C) To help scientists to launch innovative projects.
  - D) To separate science projects from general ones.
53. What trait contributes to the success of a crowdfunding campaign?
- A) The potential benefit to future generations.
  - B) Its interaction with prospective donors.
  - C) Its originality in addressing financial issues.
  - D) The value of the proposed project.
54. What did the researchers think of the financial targets of crowdfunding projects?
- A) They should be small to be successful.
  - B) They should be based on actual needs.
  - C) They should be assessed with great care.
  - D) They should be ambitious to gain notice.



55. What motivates people to donate in a crowdfunding campaign?
- A) The ease of access to the content of the webpage.
  - B) Their desire to contribute to the cause of science.
  - C) The significance and influence of the project itself.
  - D) Their feeling of connection to the scientists themselves.

**Part IV**

**Translation**

**(30minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

中国家庭十分重视孩子的教育。许多父母认为应该努力工作，确保孩子受到良好教育。他们不仅非常情愿为孩子的教育投资，而且花很多时间督促他们学习。多数家长希望孩子能上名牌大学。由于改革开放，越来越多的家长能送孩子到国外学习或参与国际交流项目，以拓宽其视野。通过这些努力，他们期望孩子健康成长，为国家的发展和繁荣作出贡献。



2019年12月四级考试试题（二）

**Part I**

**Writing**

(30minutes)

**Directions:**

*For this part, you are allowed 30 minutes to write a letter to a foreign friend who wants to learn Chinese. Please recommend a place to him. You should write at least 120 words but no more than 180 words.*

**Part II**

**Listening Comprehension**

(25minutes)

**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).*

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

1. A) The number of nurses has dropped to a record low.  
 B) There is a growing shortage of medical personnel.  
 C) There is discrimination against male nurses.  
 D) The number of male nurses has gone down.
2. A) Cultural bias.  
 B) Inadequate pay.  
 C) Educational system.  
 D) Working conditions.

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

3. A) He fell out of a lifeboat.  
 B) He lost his way on a beach.  
 C) He was almost drowned.  
 D) He enjoyed swimming in the sea.
4. A) The beach is a popular tourist resort.  
 B) The emergency services are efficient.  
 C) The beach is a good place to watch the tide.  
 D) The lifeboats patrol the area round the clock.

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

5. A) It became an online star.  
 B) It broke into an office room.  
 C) It escaped from a local zoo.  
 D) It climbed 25 storeys at one go.
6. A) Send it back to the zoo.  
 B) Release it into the wild.  
 C) Return it to its owner.  
 D) Give it a physical checkup.
7. A) A raccoon can perform acts no human can.  
 B) A raccoon can climb much higher than a cat.  
 C) The raccoon became as famous as some politicians.  
 D) The raccoon did something no politician could.

## 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).*

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

8. A) She got a well-paying job in a bank.                      C) She received her first monthly salary.  
    B) She received a bonus unexpectedly.                    D) She got a pay raise for her performance.
9. A) Several years ago.    C) Right after graduation.  
    B) Two decades ago.     D) Just last month.
10. A) He sent a small check to his parents.                    C) He immediately deposited it in a bank.  
      B) He took a few of his friends to a gym.                 D) He treated his parents to a nice meal.
11. A) Buy some professional clothes.                          C) Join her colleagues for gym exercise.  
      B) Budget her salary carefully.                             D) Visit her former university campus.

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

12. A) He has a difficult decision to make.                    C) He has just quarreled with his girlfriend.  
      B) He has been overworked recently.                    D) He has just too many things to attend to.
13. A) Give priority to things more urgent.                    C) Think twice before making the decision.  
      B) Turn to his girlfriend for assistance.                 D) Seek advice from his family and advisor.
14. A) His parents and advisor have different opinions.  
      B) He is not particularly keen on the job offered.  
      C) He lacks the money for his doctoral program.  
      D) His girlfriend does not support his decision.
15. A) They need time to make preparations.                  C) They haven't started their careers yet.  
      B) They need to save enough money for it.              D) They haven't won their parents' approval.

## 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).*

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

16. A) Acquiring information and professional knowledge.  
      B) Using information to understand and solve problems.  
      C) Enriching social and intellectual lives.  
      D) Expressing ideas and opinions freely.
17. A) Improving mind-reading strategies.                    C) Playing games that challenge one's mind.  
      B) Reading classic scientific literature.                 D) Traveling to different places in the world.

18. A) Give others freedom to express themselves.  
 B) Expose themselves to different cultures.  
 C) Discard personal biases and prejudices.  
 D) Participate in debates or discussions.

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

19. A) The nature of relationships between dogs. C) Why dogs can be faithful friends of humans.  
 B) The reason a great many people love dogs. D) How dogs feel about their bonds with humans.
20. A) They have an unusual sense of responsibility.  
 B) They can respond to humans' questions.  
 C) They can fall in love just like humans.  
 D) They behave like other animals in many ways.
21. A) They have their own joys and sorrows. C) They help humans in various ways.  
 B) They experience true romantic love. D) They stay with one partner for life.

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

22. A) A cow bone. C) A historical site.  
 B) A rare animal. D) A precious stone.
23. A) Measuring it. C) Dating it.  
 B) Preserving it. D) Identifying it.
24. A) The site should have been protected. C) The boy should have called an expert.  
 B) The boy's family had acted correctly. D) The channel needs to interview the boy.
25. A) Search for similar fossils elsewhere. C) Conduct a more detailed search.  
 B) Ask the university to reward Jude. D) Seek additional funds for the search.

**Part III Reading Comprehension (40minutes)**  
**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. You may not use any of the words in the bank more than once.*

Finally, some good news about airplane travel. If you are on a plane with a sick passenger, you are unlikely to get sick. That is the 26 of a new study that looked at how *respiratory* (呼吸道) viruses 27 on airplanes. Researchers found that only people who were seated in the same row as a passenger with the flu, for example—or one row in front of or behind that individual—had a high risk of catching the illness. All other passengers had only a very 28 chance of getting sick, according to the findings. Media reports have not necessarily presented 29 information about the risk of getting infected on an airplane in the past. Therefore, these new findings should help airplane passengers to feel less 30 to catching respiratory infections while traveling by air.

Prior to the new study, little was known about the risks of getting 31 infected by common

respiratory viruses, such as the flu or common cold, on an airplane, the researchers said. So, to 32 the risks of infection, the study team flew on 10 different 33 in the U.S. during the flu season. The researchers found that passengers sitting within two seats on 34 side of a person infected with the flu, as well as those sitting one row in front of or behind this individual, had about an 80 percent chance of getting sick. But other passengers were 35 safe from infection. They had a less than 3 percent chance of catching the flu.

- |               |                 |            |               |
|---------------|-----------------|------------|---------------|
| A) accurate   | E) evaluate     | I) nearby  | M) summit     |
| B) conclusion | F) explorations | J) respond | N) vividly    |
| C) directly   | G) flights      | K) slim    | O) vulnerable |
| D) either     | H) largely      | L) spread  |               |

## 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.*

### Is Breakfast Really the Most Important Meal of the Day?

[A] Along with old classics like “carrots give you night vision” and “Santa doesn’t bring toys to misbehaving children”, one of the most well-worn phrases of tired parents everywhere is that breakfast is the most important meal of the day. Many of us grow up believing that skipping breakfast is a serious mistake, even if only two thirds of adults in the UK eat breakfast regularly, according to the British Dietetic Association, and around three-quarters of Americans.

[B] “The body uses a lot of energy stores for growth and repair through the night,” explains diet specialist Sarah Elder. “Eating a balanced breakfast helps to up our energy, as well as make up for protein and calcium used throughout the night.” But there’s widespread disagreement over whether breakfast should keep its top spot in the *hierarchy* (等级) of meals. There have been concerns around the sugar content of cereal and the food industry’s involvement in pro-breakfast research—and even one claim from an academic that breakfast is “dangerous”.

[C] What’s the reality? Is breakfast a necessary start to the day or a marketing tactic by cereal companies? The most researched aspect of breakfast (and breakfast-skippin) has been its links to obesity. Scientists have different theories as to why there’s a relationship between the two. In one US study that analysed the health data of 50,000 people over seven years, researchers found that those who made breakfast the largest meal of the day were more likely to have a lower body mass index (BMI) than those who ate a large lunch or dinner. The researchers argued that breakfast helps reduce daily calorie intake and improve the quality of our diet—since breakfast foods are often higher in fibre and nutrients.

[D] But as with any study of this kind, it was unclear if that was the cause—or if breakfast-skippers were just more likely to be overweight to begin with. To find out, researchers designed a study in

which 52 obese women took part in a 12-week weight loss programme. All had the same number of calories over the day, but half had breakfast, while the other half did not. What they found was that it wasn't breakfast itself that caused the participants to lose weight: it was changing their normal routine.

[E] If breakfast alone isn't a guarantee of weight loss, why is there a link between obesity and breakfast-skipping? Alexandra Johnstone, professor of appetite research at the University of Aberdeen, argues that it may simply be because breakfast-skippers have been found to be less knowledgeable about nutrition and health. "There are a lot of studies on the relationship between breakfast eating and possible health outcomes, but this may be because those who eat breakfast choose to habitually have health-enhancing behaviours such as regular exercise and not smoking," she says.

[F] A 2016 review of 10 studies looking into the relationship between breakfast and weight management concluded there is "limited evidence" supporting or *refuting* (反驳) the argument that breakfast influences weight or food intake, and more evidence is required before breakfast recommendations can be used to help prevent obesity.

[G] Researches from the University of Surrey and University of Aberdeen are halfway through research looking into the mechanisms behind how the time we eat influences body weight. Early findings suggest that a bigger breakfast is beneficial to weight control. Breakfast has been found to affect more than just weight. Skipping breakfast has been associated with a 27% increased risk of heart disease, a 21% higher risk of type 2 diabetes in men, and a 20% higher risk of type 2 diabetes in women. One reason may be breakfast's nutritional value—partly because cereal is *fortified* (增加营养价值) with vitamins. In one study on the breakfast habits of 1,600 young people in the UK, researchers found that the fibre and micronutrient intake was better in those who had breakfast regularly. There have been similar findings in Australia, Brazil, Canada and the US.

[H] Breakfast is also associated with improved brain function, including concentration and language use. A review of 54 studies found that eating breakfast can improve memory, though the effects on other brain functions were inconclusive. However, one of the review's researchers, Mary Beth Spitznagel, says there is "reasonable" evidence breakfast does improve concentration—there just needs to be more research. "Looking at studies that tested concentration, the number of studies showing a benefit was exactly the same as the number that found no benefit," she says. "And no studies found that eating breakfast was bad for concentration."

[I] What's most important, some argue, is what we eat for breakfast. High-protein breakfasts have been found particularly effective in reducing the longing for food and consumption later in the day, according to research by the Australian Commonwealth Scientific and Industrial Research Organisation. While cereal remains a firm favourite among breakfast consumers in the UK and US, a recent investigation into the sugar content of 'adult' breakfast cereals found that some cereals contain more than three-quarters of the recommended daily amount of free sugars in each portion, and sugar was the second or third highest ingredient in cereals.

[J] But some research suggests if we're going to eat sugary foods, it's best to do it early. One study recruited 200 obese adults to take part in a 16-week-long diet, where half added dessert to their breakfast, and half didn't. Those who added dessert lost an average of 40 pounds more—however,

the study was unable to show the long-term effects. A review of 54 studies found that there is no consensus yet on what type of breakfast is healthier, and concluded that the type of breakfast doesn't matter as much as simply eating something.

[K] While there's no conclusive evidence on exactly what we should be eating and when, the consensus is that we should listen to our own bodies and eat when we're hungry. "Breakfast is most important for people who are hungry when they wake up," Johnstone says. "Each body starts the day differently—and those individual differences need to be researched more closely," Spitznagel says. "A balanced breakfast is really helpful, but getting regular meals throughout the day is more important to leave blood sugar stable through the day, which helps control weight and hunger levels," says Elder. "Breakfast isn't the only meal we should be getting right."

36. According to one professor, obesity is related to a lack of basic awareness of nutrition and health.

37. Some scientists claim that people should consume the right kind of food at breakfast.

38. Opinions differ as to whether breakfast is the most important meal of the day.

39. It has been found that not eating breakfast is related to the incidence of certain diseases in some countries.

40. Researchers found it was a change in eating habits rather than breakfast itself that induced weight loss.

41. To keep oneself healthy, eating breakfast is more important than choosing what to eat.

42. It is widely considered wrong not to eat breakfast.

43. More research is needed to prove that breakfast is related to weight loss or food intake.

44. People who prioritise breakfasts tend to have lower calorie but higher nutritional intake.

45. Many studies reveal that eating breakfast helps people memorise and concentrate.

## 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).*

### Passage One

**Questions 46 to 50 are based on the following passage.**

Textbooks represent an 11 billion dollar industry, up from \$8 billion in 2014. Textbook publisher Pearson is the largest publisher—of any kind—in the world.

It costs about \$1 million to create a new textbook. A freshman textbook will have dozens of contributors, from subject-matter experts through graphic and layout artists to expert reviewers and classroom testers. Textbook publishers connect professors, instructors and students in ways that alternatives, such as open e-textbooks and open educational resources, simply do not. This connection happens not only by means of collaborative development, review and testing, but also at conferences where faculty regularly decide on their textbooks and curricula for the coming year.

It is true that textbook publishers have recently reported losses, largely due to students renting or buying used print textbooks. But this can be chalked up to the excessively high cost of their books—



which has increased over 1,000 percent since 1977. A restructuring of the textbook industry may well be in order. But this does not mean the end of the textbook itself.

While they may not be as dynamic as an iPad, textbooks are not passive or lifeless. For example, over the centuries, they have *simulated* (模拟) dialogues in a number of ways. From 1800 to the present day, textbooks have done this by posing questions for students to answer *inductively* (归纳性地). That means students are asked to use their individual experience to come up with answers to general questions. Today's psychology texts, for example, ask: "How much of your personality do you think you inherited?" while ones in physics say: "How can you predict where the ball you tossed will land?"

Experts observe that "textbooks come in layers, something like an onion." For an active learner, engaging with a textbook can be an interactive experience. Readers proceed at their own pace. They "customize" their books by engaging with different layers and linkages. Highlighting, Post-It notes, dog-ears and other techniques allow for further customization that students value in print books over digital forms of books.

46. What does the passage say about open educational resources?
- A) They contribute to teaching as much as to learning.  
 B) They don't profit as much as traditional textbooks do.  
 C) They can't connect professors and students as textbooks do.  
 D) They compete fiercely for customers with textbook producers.
47. What is the main cause of the publishers' losses?
- A) Failure to meet student need.                      C) Emergence of e-books.  
 B) Industry restructuring.                              D) Falling sales.
48. What does the textbook industry need to do?
- A) Reform its structures.                                  C) Find replacements for printed textbooks.  
 B) Cut its retail prices.                                    D) Change its business strategy periodically.
49. What are students expected to do in the learning process?
- A) Think carefully before answering each question.  
 B) Ask questions based on their own understanding.  
 C) Answer questions using their personal experience.  
 D) Give answers showing their respective personality.
50. What do experts say about students using textbooks?
- A) They can digitalize the prints easily.              C) They can purchase customized versions.  
 B) They can learn in an interactive way.            D) They can adapt the material themselves.

## Passage Two

Questions 51 to 55 are based on the following passage.

When we think of animals and plants, we have a pretty good way of dividing them into two distinct groups: one converts sunlight into energy and the other has to eat food to make its energy. Well, those dividing lines come crashing down with the discovery of a *sea slug* (海蛞蝓) that's truly half animal and half plant. It's pretty incredible how it has managed to hijack the genes of the *algae*

(藻类) on which it feeds.

The slugs can manufacture chlorophyll, the green *pigment* (色素) in plants that captures energy from sunlight, and hold these genes within their body. The term *kleptoplasty* is used to describe the practice of using hijacked genes to create nutrients from sunlight. And so far, this green sea slug is the only known animal that can be truly considered solar-powered, although some animals do exhibit some plant-like behaviors. Many scientists have studied the green sea slugs to confirm that they are actually able to create energy from sunlight.

In fact, the slugs use the genetic material so well that they pass it on to their future generations. Their babies retain the ability to produce their own chlorophyll, though they can't generate energy from sunlight until they've eaten enough algae to steal the necessary genes, which they can't yet produce on their own.

"There's no way on earth that genes from an alga should work inside an animal cell," says Sidney Pierce from the University of South Florida. "And yet here, they do. They allow the animal to rely on sunshine for its nutrition. So if something happens to their food source, they have a way of not starving to death until they find more algae to eat."

The sea slugs are so good at gathering energy from the sun that they can live up to nine months without having to eat any food. They get all their nutritional needs met by the genes that they've hijacked from the algae.

51. What is the distinctive feature of a sea slug?

- A) It looks like both a plant and an animal.    C) It lives half on animals and half on plants.  
B) It converts some sea animals into plants.    D) It gets energy from both food and sunlight.

52. What enables the sea slug to live like a plant?

- A) The genes it captures from the sea plant algae.  
B) The mechanism by which it conserves energy.  
C) The nutrients it hijacks from other species.  
D) The green pigment it inherits from its ancestors.

53. What does the author say about baby sea slugs?

- A) They can live without sunlight for a long time.  
B) They can absorb sunlight right after their birth.  
C) They can survive without algae for quite some time.  
D) They can produce chlorophyll on their own.

54. What does Sidney Pierce say about genes from an alga?

- A) They are stolen from animals like the sea slug.  
B) They can't function unless exposed to sunlight.  
C) They don't usually function inside animal cells.  
D) They can readily be converted to sea slug genes.

55. What do we learn about sea slugs from the passage?

- A) They behave the way most plant species do.  
B) They can survive for months without eating.  
C) They will turn into plants when they mature.

D) They will starve to death without sunlight.

**Part IV**

**Translation**

**(30minutes)**

**Directions:**

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

中国的家庭观念与其文化传统有关。和睦的大家庭曾非常令人羡慕。过去四代同堂并不少见。由于这个传统，许多年轻人婚后继续与父母同住。今天，这个传统正在改变。随着住房条件的改善，越来越多年轻夫妇选择与父母分开住。但他们之间的联系仍然很密切。许多老年人仍然帮着照看孙辈。年轻夫妇也抽时间探望父母，特别是在春节和中秋节等重要节日。



2020年9月四级考试试题

**Part I**

**Writing**

(30minutes)

**Directions:**

*For this part, you are allowed 30 minutes to write an essay on online libraries. You can start your essay with the sentence “Online libraries are becoming increasingly popular”. You should write at least 120 words but no more than 180 words.*

**Part II**

**Listening Comprehension**

(25minutes)

**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) .*

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

1. A) Ship traffic in the Atlantic.                      C) Exhaust from cars in Europe.  
    B) Warm currents in the ocean.                  D) Particles emitted by power plants.
2. A) They need to be taken seriously.              C) They might be causing trouble to air flights.  
    B) They have a huge effect on fishery.          D) They may be affecting the world’s climate.

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

3. A) To appeal for higher wages.                    C) To call for a permanent security guard.  
    B) To demand better health care.                D) To dismiss the bad-tempered supervisor.
4. A) It had already taken strong action.            C) It would take their appeal seriously.  
    B) It would put customers’ needs first.          D) It was seeking help from the police.

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

5. A) The road was flooded.                            C) The road was frozen with snow.  
    B) The road was blocked.                          D) The road was covered with spilled gas.
6. A) A truck plunged into a pool of liquid chocolate.  
    B) The heavy snow made driving very difficult.  
    C) The truck driver dozed off while driving.  
    D) A truck hit a barrier and overturned.
7. A) It was a long time before the cleanup was finished.  
    B) It was a hard task to remove the spilled substance.  
    C) It was fortunate that no passenger got injured.  
    D) It was difficult to contact the manufacturer.

## 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).*

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

8. A) She wanted to save for a new phone.                      C) She could enjoy discounts with cash.  
B) She found it much safer to use cash.                      D) She had been cheated using phone apps.
9. A) They can save a lot more time and trouble.  
B) They find it less difficult to make purchases.  
C) They derive greater pleasure from buying things.  
D) They are less aware of the value of their money.
10. A) More valuable items.                                      C) Everyday necessities.  
B) More non-essential things.                                  D) Electronic devices.
11. A) It can improve shopping efficiency.                      C) It may lead to excessive spending.  
B) It is altering the way of shopping.                          D) It appeals more to younger people.

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

12. A) He wanted to order some wooden furniture.  
B) He had to change the furniture delivery time.  
C) He had a problem with the furniture delivered.  
D) He wanted the furniture store to give him a refund.
13. A) Send the furniture back to the store.                      C) Collect the furniture he ordered.  
B) Describe the furniture he received.                          D) Buy another brand of furniture.
14. A) Correct their mistake.                                      C) Apologize to his wife.  
B) Improve their service.    D) Give the money back.
15. A) She recommended a new style.                              C) She apologized to the man once more.  
B) She offered some gift to the man.                          D) She checked all the items with the man.

## 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).*

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

16. A) Reading books of wisdom.                                  C) Sharing with others.  
B) Tidying up one's home.                                      D) Donating to charity.
17. A) Things that make one happy.                                  C) Things that occupy little space.  
B) Things that are becoming rare.                              D) Things that cost a lot of money.



financial difficulties for many.

The third type of stress and 29 the least known is inherited financial stress, which is the most destructive. It is experienced by those who have grown up in households where their parents regularly 30 and fought about money. Money therefore becomes a stressful topic, and so the thought of sitting down and planning is an unattractive 31.

Those suffering inherited financial anxiety 32 to follow one of two patterns. Either they put their head in the sand: they would 33 examining their financial statements, budgeting, and discussing financial matters with those closest to them. Alternatively, they would go to the other 34, and micro-analyze everything, to the point of complete 35. They're convinced that whatever decision they make will be the wrong one.

A) appearance	E) definitely	I) normal	M) statement
B) argued	F) extreme	J) possibly	N) tend
C) avoid	G) inaction	K) proposition	O) traditional
D) considerable	H) incredibly	L) rebelled	

## 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.*

### Doctor's orders: Let children just play

[A] Imagine a drug that could enhance a child's creativity and critical thinking. Imagine that this drug were simple to make, safe to take, and could be had for free. The nation's leading *pediatricians* (儿科医生) say this miracle compound exists. In a new clinical report, they are urging doctors to prescribe it liberally to the children in their care.

[B] "This may seem old-fashioned, but there are skills to be learned when kids aren't told what to do," said Dr. Michael Yogman, a Harvard Medical School pediatrician who led the drafting of the call to arms. Whether it's rough physical play, outdoor play or pretend play, kids derive important lessons from the chance to make things up as they go, he said.

[C] The advice, issued Monday by the American Academy of Pediatrics, may come as a shock to some parents. After spending years *fretting* (烦恼) over which toys to buy, which apps to download and which skill-building programs to send their kids to after school, letting them simply play—or better yet, playing with them—could seem like a step backward. The pediatricians insist that it's not. The academy's guidance does not include specific recommendations for the dosing of play. Instead, it asks doctors to advise parents before their babies turn two that play is essential to healthy development.

[D] "Play is not silly behavior," the academy's report declares. It fosters children's creativity, cooperation, and problem-solving skills—all of which are critical for a 21st-century workforce.



When parents engage in play with their children, it builds a wall against the harmful effects of all kinds of stress, including poverty, the academy says. In the pediatricians' view, essentially every life skill that's valued in adults can be built up with play. "Collaboration, negotiation, decision-making, creativity, leadership, and increased physical activity are just some of the skills and benefits children gain through play," they wrote. The pediatricians' appeal comes as kids are being squeezed by increasing academic demands at school and the constant invasion of digital media.

[E] The trends have been a long time coming. Between 1981 and 1997, detailed time-use studies showed that the time children spent at play declined by 25 percent. Since the adoption of sweeping education reforms in 2001, public schools have steadily increased the amount of time devoted to preparing for standardized tests. The focus on academic "skills and drills" has cut deeply into *recess* (课间休息) and other time for free play.

[F] By 2009, a study of Los Angeles kindergarten classrooms found that five-year-olds were so burdened with academic requirements that they were down to an average of just 19 minutes per day of "choice time," when they were permitted to play freely with blocks, toys or other children. One in four Los Angeles teachers reported there was no time at all for "free play." Increased academic pressures have left 30 percent of U.S. kindergarten classes without any recess. Such findings prompted the American Academy of Pediatrics to issue a policy statement in 2013 on the "crucial role of recess in school."

[G] Pediatricians aren't the only ones who have noticed. In a report titled "Crisis in the Kindergarten," a group of educators, health professionals and child advocates called the loss of play in early childhood "a tragedy, both for the children themselves and for our nation and the world." Kids in play-based kindergartens "end up equally good or better at reading and other intellectual skills, and they are more likely to become well-adjusted healthy people," the Alliance for Childhood said in 2009. Indeed, new research demonstrates why playing with blocks might have been time better spent, Yogman said. The trial assessed the effectiveness of an early mathematics *intervention* (干预) aimed at preschoolers. The results showed almost no gains in math achievement.

[H] Another playtime thief: the growing proportion of kids' time spent in front of screens and digital devices, even among preschoolers. Last year, Common Sense Media reported that children up through age eight spent an average of two hours and 19 minutes in front of screens each day, including an average of 42 minutes a day for those under two. This increase of digital use comes with rising risks of obesity, sleep deprivation and *cognitive* (认知的), language and social-emotional delays, the American Academy of Pediatrics warned in 2016.

[I] "I respect that parents have busy lives and it's easy to hand a child an iPhone," Yogman said. "But there's a cost to that. For young children, it's much too passive. And kids really learn better when they're actively engaged and have to really discover things."

[J] The decline of play is a special hazard for the roughly 1 in 5 children in the United States who live in poverty. These 14 million children most urgently need to develop the *resilience* (韧劲) that is cultivated with play. Instead, Yogman said, they are disproportionately affected by some of the trends that are making play scarce: academic pressures at schools that need to improve test scores, outside play areas that are limited or unsafe, and parents who lack the time or energy to share in playtime.

[K] Yogman also worries about the pressures that squeeze playtime for more affluent kids. "The

notion that as parents we need to schedule every minute of their time is not doing them a great service,” he said. Even well-meaning parents may be “robbing them of the opportunity to have that joy of discovery and curiosity—the opportunity to find things out on their own.”

[L] Play may not be a hard sell to kids. But UCLA pediatrician Carlos Lerner acknowledged that the pediatricians’ new prescription may meet with *skepticism* (怀疑) from parents, who are anxious for advice on how to give their kids a leg up in the world. They should welcome the simplicity of the message, Lerner said. “It’s liberating to be able to offer them this advice: that you spending time with your child and letting him play is one of the most valuable things you can do,” he said. “It doesn’t have to involve spending a lot of money or time, or joining a parenting group. It’s something we can offer that’s achievable. They just don’t recognize it right now as particularly valuable.”

36. Increased use of digital devices steals away children’s playtime.

37. Since the beginning of this century, an increasing amount of time has been shifted in public schools from recess to academic activities.

38. It has been acknowledged that while kids may welcome pediatricians’ recommendation, their parents may doubt its feasibility.

39. According to some professionals, deprivation of young children’s playtime will do harm not only to children themselves but to the country and the world.

40. By playing with children, parents can prevent them from being harmed by stress.

41. Playing with digital devices discourages kids from active discovery, according to pediatrician Dr. Michael Yogman.

42. The suggestion of letting children simply play may sound like going backwards to parents who want to help build their children’s skills.

43. Dr. Michael Yogman believes the idea that parents should carefully schedule children’s time may not be helpful to their growth.

44. One quarter of teachers in an American city said that children in kindergartens had no time for playing freely.

45. According to a pediatrician, no matter what kind of play children engage in, they are learning how to create things.

## 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).*

### Passage One

**Questions 46 to 50 are based on the following passage.**

Americans spend billions of dollars each year trying to change their weight with diets, gym memberships and plastic surgery.

Trying to live up to the images of “perfect” models and movie heroes has a dark side: anxiety, depression, as well as unhealthy strategies for weight loss or muscle gain. It also has a financial cost.

Having an eating disorder boosts annual health care costs by nearly US \$2,000 per person.

Why is there both external and internal pressure to look “perfect”? One reason is that society rewards people who are thin and healthy-looking. Researchers have shown that body mass index is related to wages and income. Especially for women, there is a clear penalty at work for being overweight or obese. Some studies have also found an impact for men, though a less noticeable one.

While the research literature is clear that labor market success is partly based on how employers and customers perceive your body image, no one had explored the other side of the question. Does a person’s own perception of body image matter to earnings and other indicators of success in the workplace?

Our recently published study answered this question by tracking a large national random sample of Americans over a critical time period when bodies change from teenage shape into adult form and when people build their identities.

As in other research, women in our sample tend to over-perceive their weight—they think they’re heavier than they are—while men tend to under-perceive theirs.

We found no relationship between the average person’s self-perception of weight and labor market outcomes, although self-perceived weight can influence *self-esteem* (自尊心), mental health and health behaviors.

While the continued gender penalty in the labor market is frustrating, our finding that misperceived weight does not harm workers is more heartening.

Since employers’ perception of weight is what matters in the labor market, changing discrimination laws to include body type as a category would help. Michigan is the only state that prohibits discrimination on the basis of weight and height. We believe expanding such protections would make the labor market more fair and efficient.

46. What does the author say may have an adverse impact on people?

- A) Undergoing plastic surgeries in pursuit of beauty.
- B) Imitating the lifestyles of heroes and role models.
- C) Striving to achieve perfection regardless of financial cost.
- D) Attempting to meet society’s expectation of appearance.

47. What have researchers found out about people’s earnings?

- A) They are closely related to people’s social status.
- B) They have to do with people’s body weight and shape.
- C) They seem to matter much less to men than to women.
- D) They may not be equal to people’s contributions.

48. What does the author’s recent study focus on?

- A) Previous literature on indicators of competitiveness in the workplace.
- B) Traits that matter most in one’s pursuit of success in the labor market.
- C) Whether self-perception of body image impacts one’s workplace success.
- D) How bosses’ perception of body image impacts employees’ advancement.

49. What is the finding of the author’s recent research?

- A) Being overweight actually does not do much harm to the overall well-being of employees.

- B) People are not adversely affected in the workplace by false self-perception of body weight.
  - C) Self-esteem helps to combat gender inequality in the workplace.
  - D) Gender inequality continues to frustrate a lot of female employees.
50. What does the author think would help improve the situation in the labor market?
- A) Banning discrimination on the basis of employees' body image.
  - B) Expanding protection of women against gender discrimination.
  - C) Helping employees change their own perception of beauty.
  - D) Excluding body shape as a category in the labor contract.

## Passage Two

### Questions 51 to 55 are based on the following passage.

The work-life balance is dead. By this, I'm not advocating that you should give up your pursuit of having a fulfilling career and a thriving personal life, and I'm definitely not saying that you have to give up one to have the other. I also acknowledge that we have a work-life problem, but I'm arguing that the concept of balance has never been helpful, because it's too limiting. You see, our language makes a difference, and how we refer to things matters because it affects our thinking and therefore our actions.

At the minimum, most of us work because we want to be able to support ourselves, our families, and the people around us. In the ideal world, we're all doing work that we're proud of and that provides meaning and purpose to us. But even if your job doesn't give you shivers of joy each new day, working is a part of what each of us does and the contribution we make to society. When you separate work and life, it's a little bit harder to make that connection. But when you think of work as part of a full life and a complete experience, it becomes easier to see that success in one aspect often supports another.

Losing your balance and falling isn't pleasant. A goal to balance suggests that things could quickly get off balance, and that causes terrible outcomes. It's more constructive to think of solutions that continue to evolve over shifts in life and work. Rather than falling or failing, you may have good days or better days or not-so-good days. These variations are normal, and it's more useful to think of life as something that is ever evolving and changing, rather than a high-risk enterprise where things could go wrong with one misstep.

How we talk to ourselves matters, and how we talk about issues makes a difference. Let's bury "work-life balance" and think bigger and better about work-life fulfillment to do a little less balancing and a lot more living.

51. What does the author suggest by saying "The work-life balance is dead"?
- A) The hope of achieving a thriving life is impossible to realize.
  - B) The pursuit of a fulfilling career involves personal sacrifice.
  - C) The imbalance between work and life simply doesn't exist anymore.
  - D) The concept of work-life balance contributes little to a fulfilling life.
52. What does the author say about our use of language?
- A) It impacts how we think and behave.
  - C) It reflects how we communicate.

- B) It changes with the passage of time.                      D) It differs from person to person.
53. What does the author say we do in an ideal world?  
A) We do work that better the lives of our families and friends.  
B) We do work that gives us bursts of joy each new day.  
C) We do meaningful work that contributes to society.  
D) We do demanding work that brings our capacity into full play.
54. What does the author say about life?  
A) It is cyclical.    C) It is fulfilling.  
B) It is dynamic.    D) It is risky.
55. What does the author advise us to do?  
A) Make life as simple as possible.                                      C) Balance life and work in a new way.  
B) Talk about balance in simpler terms.                                D) Strive for a more fulfilling life.

## Part IV

## Translation

(30minutes)

### Directions:

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

茅台 (Moutai) 是中国最有名的白酒，在新中国成立前夕，被选为国宴用酒。

据说赤水沿岸的村民四千年前就开始酿造茅台。在西汉时期，那里的人们生产出了高质量的茅台，并把它献给皇帝。自唐朝开始，这种地方酒通过海上丝绸之路运往海外。

茅台味道柔和，有一种特殊的香味，适量饮用可以帮助缓解疲劳，有镇静作用，因而广受国内外消费者的喜爱。



2021年6月四级考试试题

**Part I**

**Writing**

(30minutes)

**Directions:**

*For this part, you are allowed 30 minutes to write an essay titled “Are people becoming addicted to technology?”. The statement given below is for your reference. You should write at least 120 words but no more than 180 words.*

*Numerous studies claim that addiction to technology is real and it has the same effect on the brain as drug addiction.*

**Part II**

**Listening Comprehension**

(25minutes)

**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).*

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

1. A) Enrol him in a Newcastle football club.      C) Forbid him to draw in his workbook.  
B) Send him to an after-school art class.      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.      C) Identify the suspect on the security video.  
B) Beg for help from the police.      D) Post pictures of her pet dog on social media.
4. A) It is suffering a great deal from the incident.      C) It is bringing the case to the local district court.  
B) It is helping the police with the investigation.      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.      C) Help eliminate class difference in his area.  
B) Help people connect with each other.      D) Provide customers with first-class service.
6. A) It does not supervise its employees.      C) It does not use volunteers.  
B) 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).*

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

8. A) A surprise party for Paul's birthday.                      C) Preparations for Saturday's get-together.  
    B) Travel plans for the coming weekend.                    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.                              C) It is more spacious and less crowded.  
      B) It is quite close to her house.                            D) It sells local wines and soft drinks.
11. A) Cook a dish for the party.                                C) Prepare a few opening remarks.  
      B) Arrive 10 minutes earlier.                                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.                                    C) For getting around in Miami.  
      B) For long-distance travel.                                    D) For convenience at weekends.
13. A) They are reliable.    C) They are spacious.  
      B) They are compact.    D) They are easy to drive.
14. A) Buy a second-hand car.                                    C) Seek advice from his friend.  
      B) Trust her own judgment.                                    D) Look around before deciding.
15. A) He sells new cars.    C) He is starting a business.  
      B) He can be trusted.    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).*

### 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.            C) They cause much environmental pollution.  
      B) They break up nature's food supply chain.            D) They carry a great many diseases.
18. A) They lived peacefully with wild pigs.                    C) They fell victim to eagles.



- B) They ran out of food completely. 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. C) Develop a new strain of coffee bean.  
 B) Roast coffee beans in outer space. D) Use a pressurised tank to brew coffee.  
 20. A) They can easily get burned. C) They have to be heated to 360°C.  
 B) They float around in the oven. 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. C) They come to clean the Iditarod Trail.  
 B) A race passes through it annually. D) It is when the villagers choose a queen.  
 23. A) Its children's baking skills. C) Its tasty fruit pies.  
 B) Its unique winter scenery. D) Its great food variety.  
 24. A) The contestants. C) Jan Newton and her friends.  
 B) The entire village. D) People from the state of Idaho.  
 25. A) She owned a restaurant in Idaho. C) She went to Alaska to compete in a race.  
 B) She married her husband in 1972. D) She helped the village to become famous.

### Part III Reading Comprehension (40minutes)

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

## 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.*

### The start of high school doesn't have to be stressful

[A] This month, more than 4 million students across the nation will begin high school. Many will do well. But many will not. Consider that nearly two-thirds of students will experience the “ninth-grade shock,” which refers to a dramatic drop in a student’s academic performance. Some students cope with this shock by avoiding challenges. For instance, they may drop difficult coursework. Others may experience a hopelessness that results in failing their core classes, such as English, science and math.

[B] This should matter a great deal to parents, teachers and policymakers. Ultimately it should matter to the students themselves and society at large, because students’ experience of *transitioning* (过渡) to the ninth grade can have long-term consequences not only for the students themselves but for their home communities. We make these observations as research psychologists who have studied how schools and families can help young people thrive.

[C] In the new global economy, students who fail to finish the ninth grade with passing grades in college preparatory coursework are very unlikely to graduate on time and go on to get jobs. One study has calculated that the lifetime benefit to the local economy for a single additional student who completes high school is half a million dollars or more. This is based on higher earnings and avoided costs in health care, crime, welfare dependence and other things.

[D] The consequences of doing poorly in the ninth grade can impact more than students’ ability to find a good job. It can also impact the extent to which they enjoy life. Students lose many of the friends they turned to for support when they move from the eighth to the ninth grade. One study of ninth-grade students found that 50 percent of friendships among ninth graders changed from one month to the next, signaling striking instability in friendships.

[E] In addition, studies find the first year of high school typically shows one of the greatest increases in depression of any year over the lifespan. Researchers think that one explanation is that ties to friends are broken while academic demands are rising. Furthermore, most adult cases of clinical depression first emerge in *adolescence* (青春期). The World Health Organization reports that

depression has the greatest burden of disease worldwide, in terms of the total cost of treatment and the loss of productivity.

[F] Given all that's riding on having a successful ninth grade experience, it pays to explore what can be done to meet the academic, social and emotional challenges of the transition to high school. So far, our studies have yielded one main insight: Students' beliefs about change—their beliefs about whether people are stuck one way forever, or whether people can change their personalities and abilities—are related to their ability to cope, succeed academically and maintain good mental health. Past research has called these beliefs “*mindsets* (思维模式),” with a “fixed mindset” referring to the belief that people cannot change and a “growth mindset” referring to the belief that people can change.

[G] In one recent study, we examined 360 adolescents' beliefs about the nature of “smartness”—that is, their fixed mindsets about intelligence. We then assessed biological stress responses for students whose grades were dropping by examining their stress *hormones* (荷尔蒙). Students who believed that intelligence is fixed—that you are stuck being “not smart” if you struggle in school—showed higher levels of stress hormones when their grades were declining at the beginning of the ninth grade. If students believed that intelligence could improve—that is to say, when they held more of a growth mindset of intelligence—they showed lower levels of stress hormones when their grades were declining. This was an exciting result because it showed that the body's stress responses are not determined solely by one's grades. Instead, declining grades only predicted worse stress hormones among students who believed that worsening grades were a permanent and hopeless state of affairs.

[H] We also investigated the social side of the high school transition. In this study, instead of teaching students that their smartness can change, we taught them that their social standing—that is, whether they are bullied or excluded or left out—can change over time. We then looked at high school students' stress responses to daily social difficulties. That is, we taught them a growth mindset about their social lives. In this study, students came into the laboratory and were asked to give a public speech in front of upper-year students. The topic of the speech was what makes one popular in high school. Following this, students had to complete a difficult mental math task in front of the same upper-year students.

[I] Experiment results showed that students who were not taught that people can change showed poor stress responses. When these students gave the speech, their blood vessels contracted and their hearts pumped less blood through the body—both responses that the body shows when it is preparing for damage or defeat after a physical threat. Then they gave worse speeches and made more mistakes in math. But when students were taught that people can change, they had better responses to stress, in part because they felt like they had the resources to deal with the demanding situation. Students who got the growth mindset *intervention* (干预) showed less-contracted blood vessels and their hearts pumped more blood—both of which contributed to more oxygen getting to the brain, and, ultimately, better performance on the speech and mental math tasks.

[J] These findings lead to several possibilities that we are investigating further. First, we are working to *replicate* (复制) these findings in more diverse school communities. We want to know in which types of schools and for which kinds of students these growth mindset ideas help young people adapt to the challenges of high school. We also hope to learn how teachers, parents or school counselors

can help students keep their ongoing academic or social difficulties in perspective. We wonder what would happen if schools helped to make beliefs about the potential for change and improvement a larger feature of the overall school culture, especially for students starting the ninth grade.

36. The number of people experiencing depression shows a sharp increase in the first year of high school.

37. According to one study, students' academic performance is not the only decisive factor of their stress responses.

38. Researchers would like to explore further how parents and schools can help ninth graders by changing their mindset.

39. According to one study, each high school graduate contributes at least 500,000 dollars to the local economy.

40. In one study, students were told their social position in school is not unchangeable.

41. It is reported that depression results in enormous economic losses worldwide.

42. One study showed that friendships among ninth graders were far from stable.

43. More than half of students will find their academic performance declining sharply when they enter the ninth grade.

44. Researchers found through experiments that students could be taught to respond to stress in a more positive way.

45. It is beneficial to explore ways to cope with the challenges facing students entering high school.

## 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).*

### 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 answer.

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 21st-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 work 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 IT system.
  - D) By offering them regular in-service training.

## Part IV

## Translation

(30minutes)

### Directions:

*For this part, you are allowed 30 minutes to translate a passage from Chinese into English.*

铁观音 (Tieguanyin) 是中国最受欢迎的茶之一，原产于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。