**2017年12月大学英语四级考试真题(第1套)**

**Part Ⅰ Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write a short easy on* ***how to best handle the relationship between doctors and patients****. You should write at least* ***120*** *words but no more than* ***180*** *words.*

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

**Section A**

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

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

1. A) Her grandfather. C) Her friend Erika.

B) Her grandmother. D) Her little brother.

2. A) By taking pictures for passers-by. C) By working part time at a hospital.

B) By selling lemonade and pictures. D) By asking for help on social media.

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

3. A) Testing the efficiency of the new solar panel.

B) Providing clean energy to five million people.

C) Generating electric power for passing vehicles.

D) Finding cheaper ways of highway construction.

4. A) They are made from cheap materials.

B) They are only about half an inch thick.

C) They can be laid right on top of existing highways.

D) They can stand the wear and tear of natural elements.

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

5. A) The lack of clues about the species.

B) Inadequate funding for research.

C) Endless fighting in the region.

D) The hazards from the desert.

6. A) To observe the wildlife in the two national parks.

B) To study the habitat of lions in Sudan and Ethiopia.

C) To identify the reasons for the lions’ disappearance.

D) To find evidence of the existence of the “lost lions”.

7. A) Lions walking. C) Some camping facilities.

B) Lions’ tracks. D) Traps set by local hunters.

**Section B**

**Directions:** *In this section, you will hoar 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 hoar 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) Her ‘lucky birthday’. C) Her wedding anniversary.

B) A call from her dad. D) A special gift from the man.

9. A) Gave her a big model plane. C) Took her on a trip overseas.

B) Bought her a gold necklace. D) Threw her a surprise party.

10. A) The gift her husband has bought.

B) The trip her husband has planned.

C) What has been troubling her husband.

D) What her husband and the man are up to.

11. A) He will be glad to be a guide for the couple’s holiday trip.

B) He will tell the women the secret if her husband agrees.

C) He is eager to learn how the couple’s holiday turns out.

D) He wants to find out about the couple’s holiday plan.

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

12. A) They are sensitive to the dynamics of a negotiation.

B) They see the importance of making compromises.

C) They know when to adopt a tough attitude.

D) They take the rival’s attitude into account.

13. A) They know how to adapt. C) They know when to make compromises.

B) They know when to stop. D) They know how to control their emotion.

14. A) They are patient. C) They are good at expression.

B) They learn quickly. D) They uphold their principles.

15. A) Clarify items of negotiation. C) Get to know the other side.

B) Make clear one's intentions. D) Formulate one's strategy.

**Section C**

**Directions:** *In this section, you will hoar three passages. At the end of each passage, you will hoar 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) How space research benefits people on Earth.

B) When the International Space Station was built.

C) How many space shuttle missions there will be.

D) When America's earliest space program started.

17. A) They tried to make best use of the latest technology.

B) They tried to meet astronauts' specific requirements.

C) They developed objects for astronauts to use in outer space.

D) They accurately calculated the speed of the orbiting shuttles.

18. A) They are expensive to make. C) They were first made in space.

B) They are extremely accurate. D) They were invented in the 1970s.

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

19. A) Everything was natural and genuine then.

B) People had plenty of land to cultivate then.

C) It marked the beginning of something new.

D) It was when her ancestors came to America.

20. A) They were known to be creative. C) They had all kinds of entertainment.

B) They enjoyed living a life of ease. D) They believed in working for goals.

21. A) Chatting with her ancestors. C) Furnishing her country house.

B) Doing needlework by the fire. D) Polishing all the silver work.

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

22. A) Sit down and try to calm yourself.

B) Call your family or friends for help.

C) Use a map to identify your location.

D) Try to follow your footprints back.

23. A) You may end up entering a wonderland.

B) You may get drowned in a sudden flood.

C) You may expose yourself to unexpected dangers.

D) You may find a way out without your knowing it.

24. A) Walk uphill. C) Start a fire.

B) Look for food. D) Wait patiently.

25. A) Check the local weather. C) Prepare enough food and drink.

B) Find a map and a compass. D) Inform somebody of your plan.

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

**Section A**

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

**Questions 26 to 35 are based on the following passage.**

A rat or pigeon might not be the obvious choice to tend to someone who is sick, but these creatures have some 26 skills that could help the treatment of human diseases.

Pigeons are often seen as dirty birds and an urban 27 , but they are just the latest in a long line of animals that have been found to have abilities to help humans. Despite having a brain no bigger than the 28 of your index finger, pigeons have a very impressive 29\_\_ memory. Recently it was shown that they could be trained to be as accurate as humans at [detecting breast cancer](http://www.bbc.co.uk/news/science-environment-34878151) in images.

Rats are often 30 with spreading disease rather than 31 it, but this long-tailed animal is highly 32 . Inside a rat's nose are up to 1,000 different types of *olfactory receptors* （嗅觉感受器）, whereas humans only have 100 to 200 types. This gives rats the ability to detect \_\_33 smells. As a result, some rats are being put to work to detect *TB*（肺结核）. When the rats detect the smell, they stop and rub their legs to 34 a sample is infected.

Traditionally, a hundred samples would take lab technicians more than two days to 35 , but for a rat it takes less than 20 minutes. This rat detection method doesn't rely on specialist equipment. It is also more accurate — the rats are able to find more TB infections and, therefore, save more lives.

A) associated F) preventing K) superior

B) examine G) prohibiting L) suspicious

C) indicate H) sensitive M) tip

D) nuisance I) slight N) treated

E) peak J) specify O) visual

**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.***

**Do In-Class Exams Make Students Study Harder?**

*Research suggests they may study more broadly for the unexpected rather than search for answers.*

[A] I have always been a poor test-taker. So it may seem rather strange that I have returned to college to finish the degree I left undone some four decades ago. I am making my way through Columbia University, surrounded by students who quickly supply the verbal answer while I am still processing the question.

[B] Since there is no way for me to avoid exams, I am currently questioning what kind are the most taxing and ultimately beneficial. I have already sweated through numerous in-class midterms and finals, and now I have a professor who issues take-home ones. I was excited when I learned this, figuring I had a full week to do the research, read the texts, and write it all up. In fact, I was still rewriting my midterm the morning it was due. To say I had lost the thread is putting it mildly.

[C] As I was suffering through my week of anxiety, overthinking the material and guessing my grasp of it, I did some of my own polling among students and professors. David Eisenbach, who teaches a popular class on U.S. presidents at Columbia, prefers the in-class variety. He believes students ultimately learn more and encourages them to form study groups. “That way they socialize over history outside the class, which wouldn’t happen without the pressure of an in-class exam,” he explained. “Furthermore, in-class exams force students to learn how to perform under pressure, an essential work skill.”

[D] He also says there is less chance of cheating with the in-class variety. In 2012, 125 students at Harvard were caught up in a scandal when it was discovered they had cheated on a take-home exam for a class entitled “Introduction To Congress.” Some colleges have what they call an “honor code,” though if you are smart enough to get into these schools, you are either smart enough to get around any codes or hopefully, too ethical to consider doing so. As I sat blocked and clueless for two solid days, I momentarily wondered if I couldn’t just call an expert on the subject matter which I was tackling, or someone who took the class previously, to get me going.

[E] Following the Harvard scandal, Mary Miller, the former dean of students at Yale, made an impassioned appeal to her school’s professors to refrain from take-home exams. “Students risk health and well being, as well as performance in other end-of-term work, when faculty offers take-home exams without clear, time-limited boundaries,” she told me. “Research now shows that regular quizzes, short essays, and other assignments over the course of a term better enhance learning and retention.”

[F] Most college professors agree the kind of exam they choose largely depends on the subject. A quantitative-based one, for example, is unlikely to be sent home, where one could ask their older brothers and sisters to help. Vocational-type classes, such as computer science or journalism, on the other hand, are often more research-oriented and lend themselves to take-home testing. Chris Koch, who teaches “History of Broadcast Journalism” at Montgomery Community College in Rockville, Maryland, points out that reporting is about investigation rather than the memorization of minute details. “In my field, it’s not what you know—it’s what you know how to find out,” says Koch. “There is way too much information, and more coming all the time, for anyone to remember. I want my students to search out the answers to questions by using all the resources available to them.

[G] Students’ test-form preferences vary, too, often depending on the subject and course difficulty. “I prefer take-home essays because it is then really about the writing, so you have time to edit and do more research,” says Elizabeth Dresser, a junior at Barnard. Then there is the stress factor. Francesca Haass, a senior at Middlebury, says, “I find the in-class ones are more stressful in the short term, but there is immediate relief as you swallow information like mad, and then you get to forget it all. Take-homes require thoughtful engagement which can lead to longer term stress as there is never a moment when the time is up.” Meanwhile, Olivia Rubin, a sophomore at Emory, says she hardly even considers take-homes true exams. “If you understand the material and have the ability to *articulate* (说出) your thoughts, they should be a breeze.”

[H] How students ultimately handle tests may depend on their personal test-taking abilities. There are people who always wait until the last minute, and make it much harder than it needs to be. And then there those who, not knowing what questions are coming at them, and having no resources to refer to, can freeze. And then there are we rare folks who fit both those descriptions.

[I] Yes, my advanced age must factor into the *equation* (等式), in part because of my inability to access the information as quickly. As another returning student at Columbia, Kate Marber, told me, “We are learning not only all this information, but essentially how to learn again. Our fellow students have just come out of high school. A lot has changed since we were last in school.”

[J] If nothing else, the situation has given my college son and me something to share, When I asked his opinion on this matter, he responded, “I like in-class exams because the time is already reserved, as opposed to using my free time at home to work on a test,” he responded. It seems to me that a compromise would be receiving the exam questions a day or two in advance, and then doing the actual test in class with the ticking clock overhead.

[K] Better yet, how about what one Hunter College professor reportedly did recently for her final exam: She encouraged the class not to stress or even study, promising that, “It is going to be a piece of cake.” When the students came in, sharpened pencils in hand, there was not a blue book in sight. Rather, they saw a large chocolate cake and they each were given a slice.

36. Elderly students find it hard to keep up with the rapid changes in education.

37. Some believe take-home exams may affect students' performance in other courses.

38. Certain professors believe in-class exams are ultimately more helpful to students.

39. In-class exams are believed to discourage cheating in exams.

40. The author was happy to learn she could do some exams at home.

41. Students who put off their work until the last moment often find the exams more difficult than they actually are.

42. Different students may prefer different types of exams.

43. Most professors agree whether to give an in-class or a take-home exam depends on the type of course being taught.

44. The author dropped out of college some forty years ago.

45. Some students think take-home exams will eat up their free time.

**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.**

That people often experience trouble sleeping in a different bed in unfamiliar surroundings is a phenomenon known as the “first-night” effect. If a person stays in the same room the following night they tend to sleep more soundly. Yuka Sasaki and her colleagues at Brown University set out to investigate the origins of this effect.

Dr. Sasaki knew the first-night effect probably has something to do with how humans evolved. The puzzle was what benefit would be gained from it when performance might be affected the following day. She also knew from previous work conducted on birds and dolphins that these animals put half of their brains to sleep at a time so that they can rest while remaining alert enough to avoid *predators* (捕食者). This led her to wonder if people might be doing the same thing. To take a closer look, her team studied 35 healthy people as they slept in the unfamiliar environment of the university’s Department of Psychological Sciences. The participants each slept in the department for two nights and were carefully monitored with techniques that looked at the activity of their brains. Dr. Sasaki found, as expected, the participants slept less well on their first night than they did on their second, taking more than twice as long to fall asleep and sleeping less overall. During deep sleep, the participants’ brains behaved in a similar manner seen in birds and dolphins. On the first night only, the left *hemispheres* (半球) of their brains did not sleep nearly as deeply as their right hemispheres did.

Curious if the left hemispheres were indeed remaining awake to process information detected in the surrounding environment, Dr. Sasaki re-ran the experiment while presenting the sleeping participants with a mix of regularly timed *beeps* (蜂鸣声) of the same tone and irregular beeps of a different tone during the night. She worked out that, if the left hemisphere was staying alert to keep guard in a strange environment, then it would react to the irregular beeps by stirring people from sleep and would ignore the regularly timed ones. This is precisely what she found.

46. What did researchers find puzzling about the first-night effect?

A) To what extent it can trouble people. C) What circumstances may trigger it.

B) What role it has played in evolution. D) In what way it can be beneficial.

47. What do we learn about Dr. Yuka Sasaki doing her research?

A) She found birds and dolphins remain alert while asleep.

B) She found birds and dolphins sleep in much the same way.

C) She got some idea from previous studies on birds and dolphins

D) She conducted studies on birds’ and dolphins’ sleeping patterns.

48. What did Dr. Sasaki do when she first did her experiment?

A) She monitored the brain activity of participants sleeping in a new environment.

B) She recruited 35 participants from her Department of Psychological Sciences.

C) She studied the differences between the two sides of participants’ brains.

D) She tested her findings about birds and dolphins on human subjects.

49. What did Dr. Sasaki do when re-running her experiment?

A) She analyzed the negative effect of irregular tones on brains.

B) She recorded participants’ adaptation to changed environment.

C) She exposed her participants to two different stimuli.

D) She compared the responses of different participants.

50. What did Dr. Sasaki find about the participants in her experiment?

A) They tended to enjoy certain tones more than others.

B) They tended to perceive irregular beeps as a threat.

C) They felt sleepy when exposed to regular beeps.

D) They differed in their tolerance of irregular tones.

**Passage Two**

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

It’s time to reevaluate how women handle conflict at work. Being overworked or over-committed at home and on the job will not get you where you want to be in life. It will only slow you down and hinder your career goals.

Did you know women are more likely than men to feel exhausted? Nearly twice as many women than men ages 18-44 reported feeling “very tired” or “exhausted”, according to a recent study.

This may not be surprising given that this is the age range when women have children. It's also the age range when many women are trying to balance careers and home. One reason women may feel exhausted is that they have a hard time saying "no." Women want to be able to do it all--volunteer for school parties or cook delicious meals--and so their answer to any request is often “Yes, I can.”

Women struggle to say “no” in the workplace for similar reasons, including the desire to be liked by their colleagues. Unfortunately, this inability to say "no" may be hurting women's heath as well as their career.

At the workplace, men use conflict as a way to position themselves, while women often avoid conflict or strive to be the peacemaker, because they don't want to be viewed as aggressive or disruptive at work. For example, there’s a problem that needs to be addressed immediately, resulting in a dispute over who should be the one to fix it. Men are more likely to face that dispute from the perspective of what benefits them most, whereas women may approach the same dispute from the perspective of what's the easiest and quickest way to resolve the problem--even if that means doing the boring work themselves.

This difference in handling conflict could be the deciding factor on who gets promoted to a leadership position and who does not. Leaders have to be able to delegate and manage resources wisely--including staff expertise. Shouldering more of the workload may not earn you that promotion. Instead, it may highlight your inability to delegate effectively.

51. What does the author say is the problem with women?

A) They are often unclear about the career goals to reach.

B) They are usually more committed at home than on the job.

C) They tend to be over-optimistic about how far they could go.

D) They tend to push themselves beyond the limits of their ability.

52. Why do working women of child-bearing age tend to feel drained of energy?

A) They struggle to satisfy the demands of both work and home.

B) They are too devoted to work and unable to relax as a result.

C) They do their best to cooperate with their workmates.

D) They are obliged to take up too many responsibilities.

53. What may hinder the future prospects of career women?

A) Their unwillingness to say “no”. C) An underestimate of their own ability.

B) Their desire to be considered powerful. D) A lack of courage to face challenges.

54. Men and woman differ in their approach to resolving workplace conflicts in that\_\_\_\_\_\_.

A) women tend to be easily satisfied C) men tend to put their personal interests first

B) men are generally more persuasive D) women are much more ready to compromise

55. What is important to a good leader?

A) A dominant personality. C) The courage to admit failure.

B) The ability to delegate. D) A strong sense of responsibility.

**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.***

华山位于华阴市，据西安120公里。华山是秦岭的一部分，秦岭不仅分割陕南与陕北，也分隔华南与华北。与从前人们常去朝拜的泰山不同，华山过去很少有人光临，因为上山的道路极其危险。然而，希望长寿的人却经常上山，因为山上生长着许多草药，特别是一些稀有的草药。自上世纪90年代安装缆车以来，参观人数大大增加。

**2017年12月大学英语四级考试真题(第2套)**

**Part Ⅰ Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write a short easy on* ***how to best handle the relationship between parents and children****. You should write at least* ***120*** *words but no more than* ***180*** *words.*

**PartⅡ Listening Comprehension (25 minutes)**

**Section A**

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

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

1. A) It tries to entertain its audience. C) It wants to catch people’s attention.

B) It tries to look into the distance. D) It has got one of its limbs injured.

2. A) It was spotted by animal protection officials. C) Its videos were posted on social media.

B) It was filmed by a local television reporter. D) Its picture won a photography prize.

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

3. A) The distance travelled. C) The spending on gas.

B) The incidence of road accidents. D) The number of people travelling.

4. A) Fewer people are commuting. C) Job growth is slowing down.

B) Gas consumption is soaring. D) Rush-hour traffic is worsening.

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

5. A) He told a stranger the sad story about himself.

B) He helped a stranger to carry groceries to his car.

C) He went up to a stranger and pulled at his sleeves.

D) He washed a stranger’s car in return for some food.

6. A) He ordered a lot of food for his family. C) He raised a large sum of money for him.

B) He gave him a job at his own company. D) He offered him a scholarship for college.

7. A) He works hard to support his family. C) He is very good at making up stories.

B) He is an excellent student in school. D) He has been disabled since boyhood.

**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) Attend an economic lecture. C) Had a drink at Queen Victoria.

B) Taken a walk on Charles Street. D) Had dinner at a new restaurant.

9. A) Treat a college friend to dinner. C) Attend his brother’s birthday party.

B) Make preparations for a seminar. D) Visit some of his high school friends.

10. A) Gather statistics for his lecture. C) Meet with Jonathan’s friends on the weekend.

B) Throw a surprise birthday party. D) Join him in his brother’s birthday celebration.

11. A) By car. B) By train. C) By taxi. D) By bus.

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

12. A) Taking a vacation abroad. C) Saving enough money for a rainy day.

B) Reviewing for his last exam. D) Finding a better way to earn money.

13. A) Preparing for his final exams. C) Working part time as a writer.

B) Negotiating with his boss for a raise. D) Helping the woman with her courses.

14. A) Finish her term paper. C) Learn a little bit of Spanish.

B) Save enough money. D) Ask her parents’ permission.

15. A) He has rich sailing experience. C) He is also eager to go to Spain.

B) He speaks Spanish fluently. D) He is easy to get along with.

**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) She went to the same university as her mother.

B) She worked as a nurse in the First World War.

C) She won the Nobel Prize two times.

D) She was also a Nobel Prize winner..

17. A) She fought bravely in a series of military operations.

B) She developed X-ray facilities for military hospitals.

C) She helped to set up several military hospitals.

D) She made donations to save wounded soldiers.

18. A) Both died of blood cancer. C) Both won military medals.

B) Both fought in World War I. D) Both married their assistants.

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

19. A) They were the first settlers in Europe.

B) They were the conquerors of Norway.

C) They discovered Iceland in the ninth century.

D) They settled on a small island north of England.

20. A) It was some five hundred miles west of Norway.

B) It was covered with green most time of the year.

C) It was the Vikings’ most important discovery.

D) It was a rocky mass of land covered with rice.

21. A) The Vikings’ ocean explorations. C) The Vikings’ everyday life.

B) The making of European nations. D) The Europeans’ Arctic discoveries.

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

22. A) Work hard for a better life. C) Dream about the future.

B) Make mistake now and then. D) Save against a rainy day.

23. A) Teach foreign languages for the rest of his life.

B) Change what he has for his past imaginary world.

C) Exchange his two-story house for a beach cottage.

D) Dwell on the dreams he had dreamed when young.

24. A) Criminal law. C) Oriental architecture.

B) City planning. D) International business.

25. A) Dream and make plans. C) Be content with what you have.

B) Take things easy in life. D) Enjoy whatever you are doing.

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

**Section A**

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

**Questions 26 to 35 are based on the following passage.**

We all know there exists a great *void* (空白) in the public educational system when it comes to \_\_\_26\_\_\_ to STEM (Science, Technology, Engineering and Mathematics) courses. One educator named Dori Roberts decided to do something to change this system. Dori taught high school engineering for 11 years. She noticed there was a real void in quality STEM education at all \_\_27\_\_ of the public educational system. She said, “I started Engineering For Kids (EFK) after noticing a real lack of math, science and engineering programs to \_ \_28\_ my own kids in.”

She decided to start an afterschool program where children \_\_\_29\_\_\_ in STEM-based competitions. The club grew quickly and when it reached 180 members and the kids in the program won several state \_\_\_30\_\_\_, she decided to devote all her time to cultivating and \_\_\_31\_\_\_ it. The global business EFK was born.

Dori began operating EFK out of her Virginia home, which she then expanded to \_\_\_32\_\_\_ recreation centers. Today, the EFK program \_\_\_33\_\_\_over 144 branches in 32 states within the United States and in 21 countries. Sales have doubled from $5 million in 2014 to $10 million in 2015, with 25 new branches planned for 2016. The EFK website states, “Our nation is not \_\_\_34\_\_\_ enough engineers. Our philosophy is to inspire kids at a young age to understand that engineering is a great \_\_\_35\_\_\_.”

A) attracted F) enroll K) interest

B) career G) exposure L) levels

C) championships H) feasible M) local

D) degrees I) feeding N) operates

E) developing J) graduating O) participated

**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.***

**Why aren’t you curious about what happened?**

1. “You suspended Ray Rice after our video,” a reporter from TMZ challenged National Football League Commissioner Roger Goodell the other day. “Why didn’t you have the curiosity to go to the *casino*(堵场) yourself?” The implication of the question is that a more curious commissioner would have found a way to get the tape.
2. The accusation of incuriosity is one that we hear often, carrying the suggestion that there is something wrong with not wanting to search out the truth. “I have been bothered for a long time about the curious lack of curiosity,” said a Democratic member of the New Jersey legislature back in July, referring to an insufficiently inquiring attitude on the part of an assistant to New Jersey Governor Chris Christie who chose not to ask hard questions about the George Washington Bridge traffic scandal. “Isn’t the mainstream media the least bit curious about what happened?” wrote conservative writer Jennifer Rubin earlier this year, referring to the attack on Americans in Benghazi, Libya.
3. The implication, in each case, is that curiosity is a good thing, and a lack of curiosity is a problem. Are such accusations simply efforts to score political points for one’s party? Or is there something of particular value about curiosity in and of itself?
4. The journalist Ian Leslie, in his new and enjoyable book *Curious: The Desire to Know and Why Your Future Depends on It*, insists that the answer to that last question is ‘Yes’. Leslie argues that curiosity is a much-overlooked human virtue, crucial to our success, and that we are losing it.
5. We are suffering, he writes, from a “serendipity deficit.” The word “serendipity” was coined by Horace Walpole in an 1854 letter, from a tale of three princes who “were always making discoveries, by accident, of things they were not in search of.” Leslie worries that the rise of the Internet, among other social and technological changes, has reduced our appetite for aimless adventures. No longer have we the inclination to let ourselves wander through fields of knowledges, ready to be surprised. Instead, we seek only the information we want.

F) Why is this a problem? Because without curiosity we will lose the spirit of innovation and entrepreneurship. We will see unimaginative governments and dying corporations make disastrous decisions. We will lose a vital part of what has made humanity as a whole so successful as a species.

G) Leslie presents considerable evidence for the proposition that the society as a whole is growing less curious. In the U.S. and Europe, for example, the rise of the Internet has led to a declining consumption of news from outside the reader’s borders. But not everything is to be blamed on technology. The decline in interest in literary fiction is also one of the causes identified by Leslie. Reading literary fiction, he says, makes us more curious.

H) Moreover, in order to be curious, “you have to be aware of a gap in your knowledge in the first place.” Although Leslie perhaps paints a bit broadly in contending that most of us are unaware of how much we don’t know, he’s surely right to point out that the problem is growing: “Google can give us the powerful illusion that all questions have definite answers.”

I) Indeed, Google, for which Leslie express admiration, is also his frequent *whipping boy* (替罪羊). He quotes Google co-founder Larry Page to the effect that the “perfect search engine” will “understand exactly what I mean and give me back exactly what I want.” Elsewhere in the book, Leslie writes: “Google aims to save you from the thirst of curiosity altogether.”

J) Somewhat *nostalgically* (怀旧地), he quotes John Maynard Keynes’s justly famous words of praise to the bookstore: “One should enter it vaguely, almost in a dream and allow what is there freely to attract and influence the eye. To walk the rounds of the bookshops, dipping in as curiosity dictates, should be an afternoon’s entertainment.” If only!

K) Citing the work of psychologists and *cognitive* (认知的) scientists, Leslie criticizes the received wisdom that academic success is the result of a combination of intellectual talent and hard work. Curiosity, he argues, is the third key factor—and a difficult one to preserve. If not cultivated, it will not survive: “Childhood curiosity is a collaboration between child and adult. The surest way to kill it is to leave it alone.”

L) School education, he warns, is often conducted in a way that makes children incurious. Children of educated and upper-middle-class parents turn out to be far more curious, even at early ages, than children of working class and lower class families. That lack of curiosity produces a relative lack of knowledge, and the lack of knowledge is difficult if not impossible to compensate for later on.

1. Although Leslie’s book isn’t about politics, he doesn’t entirely shy away from the problem. Political leaders, like leaders of other organizations, should be curious. They should ask questions at crucial moments. There are serious consequences, he warns, in not wanting to know.

N) He presents as an example the failure of the George W. Bush administration to prepare properly for the after-effects of the invasion of Iraq. According to Leslie, those who ridiculed former Defense Secretary Donald Rumsfeld for his 2002 remark that we have to be wary of the “unknown unknowns” were mistaken. Rumsfeld’s idea, Leslie writes, “wasn't absurd—it was smart.” He adds, “The tragedy is that he didn't follow his own advice.”

O) All of which brings us back to Goodell and the Christie case and Benghazi. Each critic in those examples is charging, in a different way, that someone in authority is intentionally being incurious. I leave it to the reader's political preference to decide which, if any, charges should stick. But let’s be careful about demanding curiosity about the other side’s weaknesses and remaining determinedly incurious about our own. We should be delighted to pursue knowledge for its own sake—even when what we find out is something we didn't particularly want to know.

36. To be curious, we need to realize first of all that there are many things we don’t know.

37. According to Leslie, curiosity is essential to one’s success.

38. We should feel happy when we pursue knowledge for knowledge’s sake.

39. Political leaders’ lack of curiosity will result in bad consequences.

40. There are often accusations about politicians’ and the media’s lack of curiosity to find out the truth.

41. The less curious a child is, the less knowledge the child may turn out to have.

42. It is widely accepted that academic accomplishment lies in both intelligence and diligence.

43. Visiting a bookshop as curiosity leads us can be a good way to entertain ourselves.

44. Both the rise of the Internet and reduced appetite for literary fiction contribute to people’s declining curiosity.

45. Mankind wouldn’t be so innovative without curiosity.

**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.**

Aging happens to all of us, and is generally thought of as a natural part of life. It would seem silly to call such a thing a “disease.”

On the other hand, scientists are increasingly learning that aging and biological age are two different things, and that the former is a key risk factor for conditions such as heart disease, cancer and many more. In that light, aging itself might be seen as something treatable, the way you would treat high blood pressure or a vitamin deficiency.

Biophysicist Alex Zhavoronkov believes that aging should be considered a disease. He said that describing aging as a disease creates incentives to develop treatments.

“It unties the hands of the pharmaceutical (制药的) industry so that they can begin treating the disease and not just the side effects,” he said.

“Right now, people think of aging as natural and something you can’t control,” he said. “In academic circles, people take aging research as just an interest area where they can try to develop interventions. The medical community also takes aging for granted, and can do nothing about it except keep people within a certain health range.”

But if aging were recognized as a disease, he said, “It would attract funding and change the way we do health care. What matters is understand that aging is curable.”

“It was always known that the body accumulates damage,” he added. “The only way to cure aging is to find ways to repair that damage. I think of it as preventive medicine for age-related conditions.”

Leonard Hayflick, a professor at the University of California, San Francisco, said the idea that aging can be cured implies the human lifespan can be increased, which some researchers suggest is possible. Hayflick is not among them.

“There’re many people who recover from cancer, stroke, or heart disease. But they continue to age, because aging is separate from their disease,” Hayflick said. “Even if those causes of death were eliminated, life expectancy would still not go much beyond 92 years.”

46. What do people generally believe about aging?

A) It should cause not alarm whatsoever.

B) They just cannot do anything about it.

C) It should be regarded as a kind of disease.

D) They can delay it with advances in science.

47. How do many scientists view aging now?

A) It might be prevented and treated. C) It results from a vitamin deficiency.

B) It can be as risky as heart disease. D) It is an irreversible biological process.

48. What does Alex Zhavoronkov think of “describing aging as a disease”?

A) It will prompt people to take aging more seriously.

B) It will greatly help reduce the side effects of aging.

C) It will free pharmacists from the conventional beliefs about aging.

D) It will motivate doctors and pharmacists to find ways to treat aging.

49. What do we learn about the medical community?

A) They now have a strong interest in research on aging.

B) They differ from the academic circles in their view on aging.

C) They can contribute to people’s health only to a limited extent.

D) They have ways to intervene in people’s aging process.

50. What does Professor Leonard Hayflick believe?

A) The human lifespan cannot be prolonged.

B) Aging is hardly separable from disease.

C) Few people can live up to the age of 92.

D) Heart disease is the major cause of aging.

**Passage Two**

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

Female applicants to postdoctoral positions in geosciences were nearly half as likely to receive excellent letters of recommendation, compared with their male counterparts. Christopher Intagliata reports.

As in many other fields, gender bias is widespread in the sciences. Men score higher starting salaries, have more *mentoring*(指导), and have better odds of being hired. Studies show they’re also perceived as more competent than women in STEM (Science, Technology, Engineering, and Mathematics) fields. And new research reveals that men are more likely to receive excellent letters of recommendation, too.

“Say, you know, this is the best student I’ve ever had,” says Kuheli Dutt, a social scientist and diversity officer at Columbia University’s Lamont campus. “Compare those excellent letters with a merely good letter: ‘The candidate was productive, or intelligent, or a solid scientist or something that’s clearly solid praise,’ but nothing that singles out the candidate as exceptional or one of a kind.”

Dutt and her colleagues studied more than 1,200 letters of recommendation for postdoctoral positions in geoscience. They were all edited for gender and other identifying information, so Dutt and her team could assign them a score without knowing the gender of the student. They found that female applicants were only half as likely to get outstanding letters, compared with their male counterparts. That includes letters of recommendation from all over the world, and written by, yes, men and women. The findings are in the journal Nature Geoscience.

Dutt says they were not able to evaluate the actual scientific qualifications of the applicants using the data in the files. But she says the results still suggest women in geoscience are at a potential disadvantage from the very beginning of their careers starting with those less than out-standing letters of recommendation.

“We're not trying to assign blame or criticize anyone or call anyone consciously sexist. Rather, the point is to use the results of this study to open up meaningful dialogues on implicit gender bias, be it at a departmental level or an institutional level or even a discipline level.” Which may lead to some recommendations for the letter writers themselves.

51. What do we learn about applicants to postdoctoral positions in geosciences?

A) There are many more men applying than women.

B) Chances for women to get the positions are scarce.

C) More males than females are likely to get outstanding letters of recommendation.

D) Male applicants have more interest in these positions than their female counterparts.

52. What do studies about men and women in scientific research show?

A) Women engaged in postdoctoral work are quickly catching up.

B) Fewer women are applying for postdoctoral positions due to gender bias.

C) Men are believed to be better able to excel in STEM disciplines.

D) Women who are keenly interested in STEM fields are often exceptional.

53. What do the studies find about the recommendation letters for women applicants?

A) They are hardly ever supported by concrete examples.

B) They contain nothing that distinguishes the applicants.

C) They provide objective information without exaggeration.

D) They are often filled with praise for exceptional applicants.

54. What did Dutt and her colleagues do with the more than 1,200 letters of recommendation?

A) They asked unbiased scholars to evaluate them.

B) They invited women professionals to edit them.

C) They assigned them randomly to reviewers.

D) They deleted all information about gender.

55. What does Dutt aim to do with her study?

A) Raise recommendation writers’ awareness of gender bias in their letters.

B) Open up fresh avenues for women post-doctors to join in research work.

C) Alert women researchers to all types of gender bias in the STEM disciplines.

D) Start a public discussion on how to raise women’s status in academic circles.

**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****.*

黄山位于安徽省南部。它风景独特，尤以其日出和云海著称。要欣赏大山的宏伟壮丽，通常得向上看。但要欣赏黄山美景，就得向下看。黄山的湿润气候有利于茶树生长，是中国主要产茶地之一。这里还有许多温泉，其泉水有助于防治皮肤病。黄山是中国主要旅游目的地之一，也是摄影和传统国画最受欢迎的主题。

**2017年12月大学英语四级考试真题(第3套)**

**Part Ⅰ Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write a short easy on* ***how to best handle the relationship between teachers and students****. You should write at least* ***120*** *words but no more than* ***180*** *words.*

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

**说明：由于2017年12月四级考试全国共考了2套听力，本套真题听力与前2套内容完全一样，只是顺序不一样。因此在本套真题中不再重复出现。**

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

**Section A**

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

**Questions 26 to 35 are based on the following passage.**

Technological changes brought dramatic new options to Americans living in the 1990s. During this decade new forms of entertainment, commerce, research, and communication became commonplace in the U.S. The driving force behind much of this change was a(n) 26 popularly known as the Internet.

The Internet was developed during the 1970s by the Department of Defense. In the case of an attack, military advisers suggested the 27 of being able to operate one computer from another terminal. In the early days, the Internet was used mainly by scientists to communicate with other scientists. The Internet 28 under government control until 1984.

One early problem faced by Internet users was speed. Phone lines could only transmit information at a 29 rate. The development of *fiber-optic* (光纤) cables allowed for billions of bits of information to be received every minute. Companies like Intel developed faster microprocessors, so personal computers could process the 30 signals at a more rapid rate.

In the early 1990s, the World Wide Web was developed, in large part, for 31 purposes. Corporations created home pages where they could place text and graphics to sell products. Soon airline tickets, hotel 32 , and even cars and homes could be purchased online. Universities 33 research data on the Internet, so students could find 34 information without leaving their dormitories. Companies soon discovered that work could be done at home and 35 online, so a whole new class of telecommuters began to earn a living from home offices unshaven and wearing *pajamas* (睡衣).

A) advantage F) innovation K) posted

B) commercial G) limited L) remained

C) conservation H) local M) reservations

D) equipped I) maintained N) submitted

E) incoming J) occupations O) valuable

**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 Health Benefits of Knitting**

[A] About 15 years ago, I was invited to join a knitting group. I agreed to give it a try.

[B] My mother had taught me to knit at 15, and I knitted in class throughout college and for a few years thereafter. Then decades passed without my touching a knitting needle. But within two Mondays in the group, I was hooked, not only on knitting but also on *crocheting* (钩织), and I was on my way to becoming a highly productive crafter.

[C] I’ve made countless baby blankets, sweaters, scarves, hats, mittens, caps for newborns. I take a knitting project with me everywhere, especially when I have to sit still and listen. As I discovered in college, when my hands are busy, my mind stays focused on the here and now.

[D] It seems, too, that I’m part of a national renewal of interest in needle and other *handicrafts* (手工艺). The Craft Yarn Council reports that a third of women ages 25--35 now knit or crochet. Even men and schoolchildren are swelling the ranks, among them my friend’s three small grandsons. Last April, the council created a “Stitch Away Stress” campaign in honor of National Stress Awareness Month. Dr. Herbert Benson, a pioneer in mind/body medicine and author of *The Relaxation Response*, says that the repetitive action of needlework can induce a relaxed state like that associated with *meditation* (沉思) and yoga. Once you get beyond the initial learning curve, knitting and crocheting can lower heart rate and blood pressure.

[E] But unlike meditation, craft activities result in tangible and often useful products that can enhance self-esteem. I keep photos of my singular accomplishments on my cellphone to boost my spirits when needed.

[F] Since the 1990s, the council has surveyed hundreds of thousands of knitters and crocheters, who routinely list stress relief and creative fulfillment as the activities’ main benefits. Among them is the father of a prematurely born daughter who reported that during the baby’s five weeks in the intensive care unit, “learning how to knit infant hats gave me a sense of purpose during a time that I felt very helpless. It’s a hobby that I’ve stuck with, and it continues to help me cope with stress at work, provide a sense of order in *hectic* (忙乱的) days, and allows my brain time to solve problems.”

[G] A recent email from the *yarn* (纺纱) company Red Heart titled “Health Benefits of Crocheting and Knitting” prompted me to explore what else might be known about the health value of activities like knitting. My research revealed that the rewards go well beyond replacing stress and anxiety with the satisfaction of creation.

[H] For example, Karen Hayes, a life coach in Toronto, conducts knitting therapy programs, including Knit to Quit to help smokers give up the habit, and Knit to Heal for people coping with health crises, like a cancer diagnosis or serious illness of a family member. Schools and prisons with craft programs report that they have a calming effect and enhance social skills. And having to follow instructions on complex craft projects can improve children’s math skills.

[I] Some people find that craftwork helps them control their weight. Just as it is challenging to smoke while knitting, when hands are holding needles and hooks, there’s less snacking and mindless eating out of boredom.

[J] I’ve found that my handiwork with yarn has helped my *arthritic* (患关节炎的) fingers remain more *dexterous* (灵巧的) as I age. A woman encouraged to try knitting and crocheting after developing an autoimmune disease that caused a lot of hand pain reported on the Craft Yarn Council site that her hands are now less stiff and painful.

[K] A 2009 University of British Columbia study of 38 women with an eating disorder who were taught to knit found that learning the craft led to significant improvements. Seventy-four percent of the women said the activity lessened their fears and kept them from talking about their problem.

[L] Betsan Corkhill, a wellness coach in Bath, England, and author of the book *Knit for Health & Wellness*, established a website, Stitchlinks, to explore the value of what she calls therapeutic knitting. Among her respondents, 54 percent of those who were clinically depressed said that knitting made them feel happy or very happy. In a study of 60 self-selected people with chronic pain, Ms. Corkhill and colleagues reported that knitting enabled them to redirect their focus, reducing their awareness of pain. She suggested that the brain can process just so much at once, and that activities like knitting and crocheting make it harder for the brain to register pain signals. Perhaps most exciting is research that suggests that crafts like knitting and crocheting may help to keep off a decline in brain function with age. In a 2011 study, researchers led by Dr. Yonas Geda at the Mayo Clinic in Rochester interviewed a *random* (随机的) sample of 1,321 people ages 70--89, most of whom were *cognitively* (在认知方面) normal, about the cognitive activities they engaged in late in life. The study, published in the *Journal of Neuropsychiatry & Clinical Neurosciences*, found that those who engaged in crafts like knitting and crocheting had a diminished chance of developing mild cognitive disorder and memory loss.

[M] Although it is possible that only people who are cognitively healthy would pursue such activities, those who read newspapers or magazines or played music did not show similar benefits. The researchers speculate that craft activities promote the development of nerve pathways in the brain that help to maintain cognitive health.

[N] In support of that suggestion, a 2014 study by Denise C. Park of the University of Texas at Dallas and colleagues demonstrated that learning to quilt or do digital photography enhanced memory function in older adults. Those who engaged in activities that were not intellectually challenging, either in a social group or alone, did not show such improvements.

[O] Given that sustained social contacts have been shown to support health and a long life, those wishing to maximize the health value of crafts might consider joining a group of like-minded folks. I for one try not to miss a single weekly meeting of my knitting group.

36. When the author was a college student, she found that knitting helped her concentrate.

37. Knitting can help people stay away from tobacco.

38. Even men and children are now joining the army of knitters.

39. Being a member of a crafts group enhances one’s health and prolongs one’s life.

40. Knitting diverts people’s attention from their pain.

41. The author learnt to knit as a teenager, but it was not until she was much older that she became keenly interested.

42. When people are knitting, they tend to eat fewer snacks.

43. Survey findings show that knitting can help people relieve stress.

44. According to a study, knitters and crocheters are less likely to suffer mild cognitive damage.

45. The products of knitting can increase one’s sense of self-respect.

**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.**

Nobody really knows how big Lagos is. What is indisputable is that it’s growing very quickly. Between now and 2050, the urban population of Africa could triple. Yet cities in sub-Saharan Africa are not getting richer the way cities in the rest of the world have. Most urban Africans live in *slums* (贫民窟); migrants are often not much better off than they were in the countryside. Why?

The immediate problem is poverty. Most of Africa is urbanising at a lower level of income than other regions of the world did. That means that there is little money around for investment that would make cities liveable and more productive. Without upgrades and new capacity, bridges, roads and power systems are unable to cope with expanding populations. With the exception of South Africa, the only light rail metro system in sub-Saharan Africa is in Addis Ababa, Ethiopia. Traffic jam leads to expense and unpredictability, things that keep investors away.

In other parts of the world, increasing agricultural productivity and industrialisation went together. More productive farmers meant there was a surplus that could feed cities; in turn, that created a pool of labour for factories. But African cities are different. They are too often built around consuming natural resources. Government is concentrated in capitals, so is the money. Most urban Africans work for a small minority of the rich, who tend to be involved in either *cronyish* (有裙带关系的) businesses or politics. Since African agriculture is still broadly unproductive, food is imported, consuming a portion of revenue.

So what can be done? Though African countries are poor, not all African cities are. In Lagos, foreign oil workers can pay as much as $65,000 per year in rent for a modest apartment in a safe part of town. If that income were better taxed, it might provide the revenue for better infrastructure. If city leaders were more accountable to their residents, they might favour projects designed to help them more. Yet even as new roads are built, new people arrive. When a city’s population grows by 5% a year, it is difficult to keep up.

46. What do we learn from the passage about cities in sub-Saharan Africa?

A) They have more slums than other cities in the world.

B) They are growing fast without becoming richer.

C) They are as modernized as many cities elsewhere.

D) They attract migrants who want to be better off.

47. What does the author imply about urbanization in other parts of the world?

A) It benefited from the contribution of immigrants.

B) It started when people’s income was relatively high.

C) It benefited from the accelerated rise in productivity.

D) It started with the improvement of people’s livelihood.

48. Why is sub-Saharan Africa unappealing to investors?

A) It lacks adequate transport facilities. C) It is on the whole too densely populated.

B) The living expenses there are too high. D) The local governments are corrupted.

49. In what way does the author say African cities are different?

A) They have attracted huge numbers of farm labourers.

B) They still rely heavily on agricultural productivity.

C) They have developed at the expense of nature.

D) They depend far more on foreign investment.

50. What might be a solution to the problems facing African cities?

A) Lowering of apartment rent. C) More rational overall planning.

B) Better education for residents. D) A more responsible government.

**Passage Two**

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

For the past several decades, it seems there’s been a general consensus on how to get ahead in America: Get a college education, find a reliable job, and buy your own home. But do Americans still believe in that path, and if they do, is it attainable?

The most recent National Journal poll asked respondents about the American dream, what it takes to achieve their goals, and whether or not they felt a significant amount of control over their ability to be successful. Overwhelmingly, the results show that today, the idea of the American dream—and what it takes to achieve it—looks quite different than it did in the late 20th century.

By and large, people felt that that their actions and hard work—not outside forces—were the deciding factor in how their lives turned out. But respondents had decidedly mixed feelings about what actions make for a better life in the current economy.

In the last seven years, Americans have grown more pessimistic about the power of education to lead to success. Even though they see going to college as a fairly achievable goal, a majority—52 percent—think that young people do not need a four-year college education in order to be successful.

Miguel Maeda, 42, who has a master’s degree and works in public health, was the first in his family to go to college, which has allowed him to achieve a sense of financial stability his parents and grandparents never did.

While some, like Maeda, emphasized the value of degree rather than the education itself, others still see college as a way to gain new perspectives and life experiences.

Sixty-year-old Will Fendley, who had a successful career in the military and never earned a college degree, thinks “personal drive” is far more important than just going to college. To Fendley, a sense of drive and purpose, as well as an effective high-school education, and basic life skills, like balancing a checkbook, are the necessary ingredients for a successful life in America.

51. It used to be commonly acknowledged that to succeed in America, one had to have .

A) an advanced academic degree C) a firm belief in their dream

B) an ambition to get ahead D) a sense of drive and purpose

52. What is the finding of the latest National Journal poll concerning the American dream?

A) More and more Americans are finding it hard to realize.

B) It remains alive among the majority of American people.

C) Americans’ idea of it has changed over the past few decades.

D) An increasing number of young Americans are abandoning it.

53. What do Americans now think of the role of college education in achieving success?

A) It still remains open to debate. C) It is no longer as important as it used to be.

B) It has proved to be beyond doubt. D) It is much better understood now than ever.

54. How do some people view college education these days?

A) It promotes gender equality. C) It adds to cultural diversity.

B) It needs to be strengthened. D) It helps broaden their minds.

55. What is one factor essential to success in America, according to Will Fendley?

A) A desire to learn and to adapt.

B) A strong sense of responsibility.

C) A willingness to commit oneself.

D) A clear aim and high motivation.

**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.***

泰山位于山东省西部。海拔1500余米，方圆约400平方公里。泰山不仅雄伟壮观，而且是一座历史文化名山，过去3000多年一直是人们前往朝拜的地方。据记载，共有72位帝王曾来此游览。许多作家到泰山获取灵感，写诗作文，艺术家也来此绘画。山上因此留下了许许多多的文物古迹。泰山如今已成为中国一处主要的旅游景点。