**2019年6月大学英语四级考试真题（第1套）**

**Part I Writing (30 minutes)**

**Directions:** *For this part, you are allowed 30 minutes to write* ***a news report to your campus newspaper*** *on a visit to a local farm organized by your Student Union. 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 reports, you will hear two or three questions. Both the news reports 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 conversation you have just heard.**

1. A) He visited a prison located on a faraway island.

B) He swam around an island near San Francisco.

C) He celebrated his ninth birthday on a small island.

D) He set a record by swimming to and from an island.

2. A) He set him an example. C) He had the event covered on TV

B) He doubled the reward. D) He cheered him on all the way.

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

3. A) To give people more tune to travel. C) To encourage late marriage.

B) To increase working efficiency. D) To end the one-child policy.

4. A) They will not come into immediate effect. C) They will help to popularize early marriage.

B) They will boost China's economic growth. D) They will not be welcomed by young people.

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

5. A) Cleaning service in great demand all over the world.

B) A new company to clean up the mess after parties.

C) Two ladies giving up well-paid jobs to do cleaning.

D) Cleaners gainfully employed at nights and weekends.

6. A) It leaves the house in a mess. C) It makes party goers exhausted.

B) It takes a lot of time to prepare. D) It creates noise and misconduct.

7. A) Visit the U.S. and Canada C) Expand their business.

B) Hire an Australian lawyer. D) Settle a legal dispute.

**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 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) He passed the driver's road test. C) He got his driver's license.

B) He took the driver's theory exam. D) He had a driving lesson.

9. A) He was not well prepared. C) He did not get to the exam in time.

B) He was not used to the test format. D) He did not follow the test procedure.

10. A) They are too short. B) They are tough. C) They are costly. D) They are helpful.

11. A) Earn enough money for driving lessons. C) Test-drive a few times on highways.

B) Find an experienced driving instructor. D) Pass his road test the first time.

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

12. A) The acceptance rate at Leeds. C) How to apply for studies at a university

B) Where the woman studies. D) Leeds' tuition for international students.

13. A) Pursue postgraduate studies. C) Apply to an American university.

B) Do research on higher education. D) Perform in a famous musical.

14. A) His unique experience. C) His outstanding musical talent.

B) His academic excellence. D) His favorable recommendations.

15. A) Travel widely. C) Do a master's degree.

B) Teach overseas. D) Settle down in England.

**Section C**

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

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

16. A) Many species remain unknown to scientists.

B) Only a few species cause trouble to humans.

C) They help farmers keep diseases in check

D) They live in incredibly well-organized colonies.

17. A) They like to form colonies in electrical units.

B) They can survive a long time without water.

C) They can cause damage to people's homes.

D) They are larger than many other species.

18. A) Refrain from eating sugary food. C) Keep doors and windows shut.

B) Destroy their colonies close by. D) Deny them access to any food.

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

19. A) The function of the human immune system.

B) The cause of various auto-immune diseases.

C) The change in people's immune system as they get older.

D) The viruses that may infect the human immune system.

20. A) Offer blood samples. C) Act as research assistants.

B) Help to interview patients. D) Report their illnesses.

21. A) Strengthening people's immunity to infection.

B) Better understanding patients' immune system.

C) Further reducing old patients' medical expenses.

D) Helping improve old people's health conditions.

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

22. A) A group of kids were playing chess after school.

B) His students were struggling to follow his lessons.

C) A lot of kids stayed at school to do their homework.

D) His students had trouble getting on with each other.

23. A) Join the school's chess team. C) Receive training for a chess competition.

B) Visit a chess team in Nashville. D) Participate in a national chess competition.

24. A) Many have become national chess champions.

B) Most of them come from low-income families.

C) A couple of them have got involved in crimes.

D) Many became chess coaches after graduation.

25. A) Think twice before taking action. C) Take action before it gets too late

B) Actions speak louder than words. D) Translate their words into action.

**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.*

The center of American automobile innovation has in the past decade moved 2,000 miles away. It has

**26**  from Detroit to Silicon Valley, where self-driving vehicles are coming to life.

In a **27**  to take production back to Detroit, Michigan lawmakers have introduced **28**  that could make their state the best place in the country, if not the world, to develop self-driving vehicles and put them on the road.

"Michigan's **29**  in auto research and development is under attack from several states and countries which desire to **30**  our leadership in transportation. Mike Kowall, the lead **31** of four bills recently introduced.

If all four bills pass as written, they would **32**  a substantial update of Michigan's 2013 law that allowed the testing of self-driving vehicles in limited conditions. Manufacturers would have nearly total freedom to test their self-driving technology on public roads. They would be allowed to send groups of self-driving cars on cross-state road trips, and even set up on-demand **33**  of self-driving cars, like the one General Motors and Lyft are building.

Lawmakers in Michigan clearly want to make the state ready for the commercial application of self-driving technology. In **34** , California, home of Silicon Valley, recently proposed far more **35** rules that would require human driving technology.

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| --- | --- | --- | --- |
| A) bid | E) fleets | I) replace | M) significant |
| B) contrast | F) knots | J) represent | N) sponsor |
| C) deputy | G) legislation | K) restrictive | O) transmitted |
| D) dominance | H) migrated | L) reward |  |

**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****.*

**How Work Will Change When Most of Us Live to 100**

A) Today in the United States there are 72,000 *centenarians* (百岁老人). Worldwide, probably 450,000. If current trends continue, then by 2050 there will be more than a million in the US alone. According to the work of Professor James Vaupel and his co-researchers, 50% of babies born in the US in 2007 have a life expectancy of 104 0r more. Broadly the same holds for the UK, Germany, France, Italy and Canada and for Japan 50% of 2007 babies can expect to live to 107.

B) Understandably, there are concerns about what this means for public finances given the associated health and pension challenges. These challenges are real, and society urgently needs to address them. But it is also important to look at the wider picture of what happens when so many people live for 100 years. It is a mistake to simply equate *longevity*(长寿) with issues of old age. Longer lives have implications for all of life, not just the end of it.

C) Our view is that if many people are living for longer, and are healthier for longer, then this will result in an inevitable redesign of work and life. When people live longer, they are not only older for longer, but also younger for longer. There is some truth in the saying that "70 is the new 60" or "40 the new 30." If you age more slowly over a longer time -period, then you are in some sense younger for longer.

D) But the changes go further than that. Take, for instance, the age at which people make commitments such as buying a house, getting married, having children, or starting a career. These are all fundamental commitments that are now occurring later in life. In 1962, 50% of Americans were married by age 21. By 2014, that *milestone*（里程碑） had shifted to age 29.

E) While there are numerous factors behind these shifts, one factor is surely a growing realization for the young that they are going to live longer. Options are more valuable the longer they can be held. So if you believe you will live longer, then options become more valuable, and early commitment becomes less attractive. The result is that the commitments that previously characterized the beginning of adulthood are now being delayed, and new patterns of behavior and a new stage of life are emerging for those in their twenties.

F) Longevity also pushes back the age of retirement, and not only for financial reasons. Yes, unless people are prepared to save a lot more, our calculations suggest that if you are now in your mid 40s, then you are likely to work until your early 70s; and if you are in your early 20s, there is a real chance you will need to work until your late 70s or possibly even into your 80s. But even if people are able to economically support a retirement at 65, over thirty years of potential inactivity is harmful to *cognitive*(认知的） and emotional vitality. Many people may simply not want to do it.

G) And yet that does not mean that simply extending our careers is appealing. Just lengthening that second stage of full-time work may secure the financial assets needed for a 100-year life, but such persistent work will inevitably exhaust precious intangible assets such as productive skills, vitality, happiness, and friendship.

H) The same is true for education. It is impossible that a single shot of education, administered in childhood and early adulthood, will be able to support a sustained, 60-year career. If you factor in the projected rates of technological change, either your skills will become unnecessary, or your industry outdated. That means that everyone will, at some point in their life, have to make a number of major reinvestments in their skills.

I) It seems likely, then, that the traditional three-stage life will evolve into multiple stages containing two, three, or even more different careers. Each of these stages could potentially be different. In one the focus could be on building financial success and personal achievement, in another on creating a better work/life balance, still another on exploring and understanding options more fully, or becoming an independent producer, yet another on making a social contribution. These stages will span sectors, take people to different cities, and provide a foundation for building a wide variety of skills.

J) Transitions between stages could be marked with *sabbaticals* (休假) as people find time to rest and recharge their health, re-invest in their relationships, or improve their skills. At times, these breaks and transitions will be self-determined, at others they will be forced as existing roles, firms, or industries cease to exist.

K) A multi-stage life will have profound changes not just in how you manage your career, but also in your approach to life. An increasingly important skill will be your ability to deal with change and even welcome it. A three-stage life has few transitions, while a multi-stage life has many. That is why being self-aware, investing in broader networks of friends, and being open to new ideas will become even more crucial skills.

L) These multi-stage lives will create extraordinary variety across groups of people simply because there are so many ways of sequencing the stages. More stages mean more possible sequences.

M) With this variety will come the end of the close association of age and stage. In a three-stage life, people leave university at the same time and the same age, they tend to start their careers and family at the same age, they proceed through middle management all roughly the same time, and then move into retirement within a few years of each other. In a multi-stage life, you could be an undergraduate at 20, 40, or 60; a manager at 30, 50, or 70; and become an independent producer at any age.

N) Current life structures, career paths, educational choices, and social norms are out of tune with the emerging reality of longer lifespans. The three-stage life of full-time education, followed by continuous work, and then complete retirement may have worked for our parents or even grandparents, but it is not relevant today. We believe that to focus on longevity as primarily an issue of aging is to miss its full implications. Longevity is not necessarily about being older for longer. It is about living longer, being older later, and being younger longer.

**36.** An extended lifespan in the future will allow people to have more careers than now.

**37.** Just extending one's career may have both positive and negative effects.

**38.** Nowadays, many Americans have on average delayed their marriage by some eight years.

**39.** Because of their longer lifespan, young people today no longer follow the pattern of life of their parents or grandparents.

**40.** Many more people will be expected to live over 100 by the mid-21st century.

**41.** A longer life will cause radical changes in people's approach to life.

**42.** Fast technological change makes it necessary for one to constantly upgrade their skills.

**43.** Many people may not want to retire early because it would do harm to their mental and emotional well-being.

**44.** The close link between age and stage may cease to exist in a multi-stage life.

**45.** People living a longer and healthier life will have to rearrange their work and life.

**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.**

In the classic marriage *vow* (誓约), couples promise to stay together in sickness and in health. But a new study finds that the risk of divorce among older couples rises when the wife—not the husband—be-comes comes seriously ill.

"Married women diagnosed with a serious health condition may find themselves struggling with the impact of their disease while also experiencing the stress of divorce," said researcher Amelia Karraker.

Karraker and co-author Kenzie Latham analyzed 20 years of data on 2,717 marriages from a study conducted by Indiana University since 1992. At the time of the first interview, at least one of the partners was over the age of 50.

The researchers examined how the *onset*（发生）of four serious physical illnesses affected marriages. They found that, overall, 31% of marriages ended in divorce over the period studied. The incidence of new *chronic*(慢性的) illness onset increased over time as well, with more husbands than wives developing serious health problems.

"We found that women are doubly vulnerable to marital break-up in the face of illness," Karraker said. "They're more likely to be widowed, and if they're the ones who become ill, they're more likely to get divorced."

While the study didn't assess why divorce is more likely when wives but not husbands become seriously ill, Karraker offers a few possible reasons. "Gender norms and social expectations about caregiving may make it more difficult for men to provide care to sick spouses," Karraker said."And because of the imbalance in marriage markets, especially in older ages, divorced men have more choices among prospective partners than divorced women."

Given the increasing concern about health care costs for the aging population, Karraker believes policymakers should be aware of the relationship between disease and risk of divorce.

"Offering support services to spouses caring for their other halves may reduce marital stress and prevent divorce at older ages," she said. "But it's also important to recognize that the pressure to divorce may be health-related and that sick ex-wives may need additional care and services to prevent worsening health and increased health costs."

**46.** What can we learn about marriage vows from the passage?

A) They may not guarantee a lasting marriage.

C) They are not taken seriously any more.

B) They are as binding as they used to be.

D) They may help couples tide over hard times.

**47.** What did Karraker and co-author Kenzie Latham find about elderly husbands?

A) They are generally not good at taking care of themselves.

B) They can become increasingly vulnerable to serious illnesses.

C) They can develop different kinds of illnesses just like their wives.

D) They are more likely to contract serious illnesses than their wives.

**48.** What does Karraker say about women who fall ill?

A) They are more likely to be widowed. C) They are less Likely to receive good care.

B) They are more likely to get divorced. D) They are less likely to bother their spouses.

**49.** Why is it more difficult for men to take care of their sick spouses according to Karraker?

A) They are more accustomed to receiving care.

B) They find it more important to make money for the family.

C) They think it more urgent to fulfill their social obligations.

D) They expect. society to do more of the job.

**50.** What does Karraker think is also important?

A) Reducing marital stress on wives. C) Providing extra care for divorced women.

B) Stabilizing old couples' relations. D) Making men pay for their wives' health costs

***Passage Two***

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

If you were like most children, you probably got upset when your mother called you by a *sibling's* (兄弟姐妹的) name. How could she not know you? Did it mean she loved you less?

Probably not. According to the first research to tackle this topic head-on, misnaming the most familiar people in our life is a common *cognitive*（认知的）error that has to do with how our memories classify and store familiar names.

The study, published online in April in the journal *Memory* and *Cognition*, found that the "wrong" name is not random but is invariably fished out from the same relationship pond: children, siblings, friends. The study did not examine the possibility of deep psychological significance to the mistake, says psychologist David Rubin, "but it does tell us who's in and who's out of the group."

The study also found that within that group, misnamings occurred where the names shared initial or internal sounds, like Jimmy and Joanie or John and Bob. Physical resemblance between people was not a factor. Nor was gender.

The researchers conducted five separate surveys of more than l,700 people. Some of the surveys included only college students; others were done with a mixed-age population. Some asked subjects about incidents where someone close to them—family or friend—had called them by another person's name. The other surveys asked about times when subjects had themselves called someone close to them by the wrong name. All the surveys found that people mixed up names within relationship groups such as grandchildren, friends and siblings but hardly ever crossed these boundaries.

In general, the study found that undergraduates were almost as likely as old people to make this mistake and men as likely as women. Older people and women made the mistake slightly more often, but that may be because grandparents have more grandchildren to mix up than parents have children. Also, mothers may call on their children more often than fathers, given traditional gender norms. There was no evidence that errors occurred more when the misnamer was frustrated, tired or angry.

**51.** How might people often feel when they were misnamed?

A) Unwanted. B) Unhappy. C) Confused. D) Indifferent.

**52.** What did David Rubin's research find about misnaming?

A) It is related to the way our memories work.

B) It is a possible indicator of a faulty memory.

C) It occurs mostly between kids and their friends.

D) It often causes misunderstandings among people.

**53.** What is most likely the cause of misnaming?

A) Similar personality traits. C) Similar physical appearance.

B) Similar spellings of names. D) Similar pronunciation of names.

**54.** What did the surveys of more than l,700 subjects find about misnaming?

A) It more often than not hurts relationships.

B) It hardly occurs across gender boundaries.

C) It is most frequently found in extended families.

D) It most often occurs within a relationship group.

**55.** Why do mothers misname their children more often than fathers?

A) They suffer more frustrations.

B) They become worn out more often.

C) They communicate more with their children.

D) They generally take on more work at home.

**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****.*

舞狮作为中国传统民间表演已有2000多年历史。在狮子舞中，两位表演者同披一件狮子服，一个舞动头部，另一个舞动身体和尾巴。他们熟练配合，模仿狮子的各种动作。狮子是兽中之王，象征幸福和好运，所以人们通常在春节和其他节日期间表演狮子舞。狮子舞也可能出现在其他重要场合，如商店开业和结婚典礼.往往吸引许多人观赏。

**2019年6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 news report to your campus newspaper*** *on a visit to a Hope elementary school organized by your Student Union. 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 reports, you will hear two or three questions. Both the news reports 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 conversation you have just heard.**

1. A) Heavy floods. C) Bad economy.

B) Safety concerns. D) Workers’ strikes.

2. A) It is competitive with its numerous tourist destinations.

B) It provides many job opportunities for French people.

C) It is the biggest concern of the French government.

D) It plays an important role in the nation's economy.

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

3. A) To carry out a scientific survey. C) To rescue two sick American workers.

B) To establish a new research station. D) To deliver urgent medical supplies.

4. A) The darkness and cold. C) The biting winds.

B) The heavy snow and fog. D) The ice all around.

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

5. A) By tying it to a door handle. C) With a remote control craft.

B) By shaking it back and forth. D) With a full-sized helicopter.

6. A) He has lots of fans on Facebook.

B) He has rich experience in flying.

C) He often suffers from toothaches.

D) He has learned to pull teeth from a video.

7. A) Spend more time together. C) Do something fun and creative.

B) Tell them adventure stories. D) Play with them in a safe place.

**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 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.*

**Questions8 to 11 are based on the conversation you have just heard.**

8. A) To confirm an urgent appointment. C) To ask the woman to sign a document.

B) To collect a package from the woman. D) To arrange the delivery of a package.

9. A) She is doing shopping. C) She is not at home.

B) She is visiting a friend. D) She is not feeling well.

10. A) He will be off duty the whole day. C) He will have to have his car repaired.

B) He will be working somewhere else. D) He will be too busy to spare any time.

11. A) Sign her name. C) Pay a small fee.

B) Confirm online. D) Show up in person.

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

12. A) Vacation in Italy. C) Throe a farewell party.

B) Study abroad. D) Go to a fashion show in Milan.

13. A) Quite sleepy. C) Rather depressed.

B) Very excited. D) Nearly exhausted.

14. A) He has to attend a party. C) He has to make a presentation.

B) He has to meet a friend. D) He has to finish an assignment.

15. A) Say goodbye to the woman at the airport. C) Drive the woman to the airport.

B) Meet the woman at the Black Cat Cafe. D) Have lunch with the woman.

**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) It has kept growing over the centuries.

B) Its top is hidden in clouds of volcanic smoke.

C) Its height changes with each volcanic eruption.

D) It has a recorded history of 1500 years.

17. A) They are now a tourist destination.

B) They attract a lot of migrating birds.

C) They provide shelter for the farmers.

D) They make good fields for farming. .

18. A) They nest on the volcano's slopes. C) They compete with each other for food.

B) They feed on certain small mammals. D) They match large mammals in strength.

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

19. A) He is self-employed. C) He studies talent.

B) He is a career advisor. D) He owns a magazine.

20. A) Doing what they like best. C) Making no excuses for failures.

B) Loving the work they do. D) Following their natural instinct.

21. A) It does not come to anything without hard work.

B) It may prove to be quite different from hard work.

C) It is a natural gift only some special people can possess.

D) It does not come to you until something special happens.

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

22. A) It is a bit difficult to learn. C) It is a traditional type of ballet.

B) It was popular in New Zealand. D) It evolved in the mid-1970s.

23. A) She wanted her to be a ballet dancer. C) She hated to see her idling about.

B) She used to be a ballet dancer herself. D) She was too busy to look after her.

24. A) After she started teaching English. C) When she moved to New York city.

B) Before she left for New Zealand. D) Once she began to live on her own.

25. A) It has renewed her passion for life. C) It has helped her make new friends.

B) It has made her happy and energetic. D) It has enabled her to start a new career.

**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.*

Ships are often sunk in order to create underwater reefs（暗礁）perfect for scuba diving（水肺式潜泳）and preserving marine  **26** . Turkish authorities have just sunk something a little different than a ship, and it wouldn't normally ever touch water, an Airbus A300. The hollowed-out A300 was **27**  of everything potentially harmful to the environment and sunk off the Aegean coast today. Not only will the sunken plane  **28**  the perfect skeleton for artificial reef growth, but authorities hope this new underwater attraction will bring tourists to the area.

The plane **29**  a total length of 54 meters, where experienced scuba divers will **30**  be able to venture through the cabin and around the plane's **31**  . Aydin Municipality bought the plane from a private company for just under US$100,000, but they hope to see a return on that **32**  through the tourism industry. Tourism throughout Turkey is expected to fall this year as the country has been the **33** of several deadly terrorist attacks. As far as sunken planes go, this Airbus A300 is the largest **34**  sunk aircraft ever.

Taking a trip underwater and **35**  the inside of a sunken A300 would be quite an adventure, and that is exactly what Turkish authorities are hoping this attraction will make people think. Drawing in adventure seekers and experienced divers, this new artificial Airbus reef will be a scuba diver's *paradise* (天堂).

|  |  |  |  |
| --- | --- | --- | --- |
| A) create | E) exploring | I) intentionally | M) stripped |
| B) depressed | F) exterior | J) investment | N) territory |
| C) eventually | G) habitats | K) revealing | O) victim |
| D) experiences | H) innovate | L) stretches |  |

**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****.*

**Make Stuff, Fail, And Learn While You're At It**

A) We've always been a hands-on, do-it-yourself kind of nation. Ben Franklin, one of America's founding fathers, didn't just invent the lightning rod. His creations include glasses, innovative stoves and more.

B) Franklin, who was largely self-taught, may have been a genius, but he wasn't really an exception when it comes to American making and creativity.

C) The personal computing revolution and philosophy of disruptive innovation of Silicon Valley grew, in part, out of the creations of the Homebrew Computer Club, which was founded in a garage in Menlo Park, California, in the mid-1970s. Members—including guys named Jobs and Wozniak—started making and inventing things they couldn't buy.

D) So it's no surprise that the Maker Movement today is thriving in communities and some schools across America. Making is available to ordinary people who aren't tied to big companies, big defense labs or research universities. The maker philosophy echoes old ideas advocated by John Dewey, Montessori, and even ancient Greek philosophers, as we pointed out recently.

E) These maker spaces are often outside of classrooms, and are serving an important educational function. The Maker Movement is rediscovering learning by doing, which is Dewey's phrase from 100 years ago. We are rediscovering Dewey and Montessori and a lot of the practices that they pioneered that have been forgotten or at least put aside. A maker space is a place which can be in a school, but it doesn't look like a classroom. It can be in a library. It can be out in the community. It has tools and materials. It's a place where you get to make things based on your interest and on what you're learning to do.

F) Ideas about learning by doing have struggled to become mainstream educationally, despite being old concepts from Dewey and Montessori, Plato and Aristotle, and in the American context, Ralph Emerson, on the value of experience and self-reliance. It's not necessarily an efficient way to learn. We learn, in a sense, by trial and error. Learning from experience is something that takes time and patience. It's very individualized. If your goal is to have standardized approaches to learning, where everybody learns the same thing at the same time in the same way, then learning by doing doesn't really fit that mold anymore. It's not the world of textbooks. It's not the world of testing.

G) Learning by doing may not be efficient, but it is effective. Project-based learning has grown in popularity with teachers and administrators. However, project-based learning is not making. Although there is a connection, there is also a distinction. The difference lies in whether the project is in a sense defined and developed by the student or whether it's assigned by a teacher. We'll all get the kids to build a small boat. We are all going to learn about X, Y, and Z. That tends to be one form of project-based learning.

H)I really believe the core idea of making is to have an idea within your head—or you just borrow it from someone—and begin to develop it, repeat it and improve it. Then, realize that idea somehow. That thing that you make is valuable to you and you can share it with others. I'm interested in how these things are expressions of that person, their ideas, and their interactions with the world.

I) In some ways, a lot of forms of making in school *trivialize*（使变得无足轻重）making. The thing that you make has no value to you. Once you are done demonstrating whatever concept was in the textbook, you throw away the pipe cleaners, the straws, the cardboard tubes.

J) Making should be student-directed and student-led, otherwise it's boring. It doesn't have the motivation of the student. I'm not saying that students should not learn concepts or not learn skills. They do. But to really harness their motivation is to build upon their interest. It's to let them be in control and to drive the car.

K) Teachers should aim to build a supportive, creative environment for students to do this work. A very social environment, where they are learning from each other. When they have a problem, it isn't the teacher necessarily coming in to solve it. They are responsible for working through that problem. It might be they have to talk to other students in the class to help get an answer.

L) The teacher's role is more of a coach or observer. Sometimes, to people, it sounds like this is a diminished role for teachers. I think it's a heightened role. You're creating this environment, like a maker space. You have 20 kids doing different things. You are watching them and really it's the human behaviors you're looking at. Are they engaged? Are they developing and repeating their project? Are they *stumbling* (受挫)? Do they need something that they don't have? Can you help them be aware of where they are?

M) My belief is that the goal of making is not to get every kid to be hands-on, but it enables us to be good learners. It's not the knowledge that is valuable, it's the practice of learning new things and understanding how things work. These are processes that you are developing so that you are able, over time, to tackle more interesting problems, more challenging problems—problems that require many people instead of one person, and many skills instead of one.

N) If teachers keep it form-free and student-led, it can still be tied to curriculum and an educational plan. I think a maker space is more like a library in that there are multiple subjects and multiple things that you can learn. What seems to be missing in school is how these subjects integrate, how they fit together in any meaningful way. Rather than saying, 'This is science, over here is history,' I see schools taking this idea of projects and looking at: How do they support children in higher level learning?

O) I feel like this is a shift away from a subject matter-based curriculum to a more experiential curriculum or learning. It's still in its early stages, but I think it's shifting around not what kids learn but how they learn.

**36.** A maker space is where people make things according to their personal interests.

**37.** The teachers' role is enhanced in a maker space as they have to monitor and facilitate during the process.

**38.** Coming up with an idea of one's own or improving one from others is key to the concept of making.

**39.** Contrary to structured learning, learning by doing is highly individualized.

**40.** America is a nation known for the idea of making things by oneself.

**41.** Making will be boring unless students are able to take charge.

**42.** Making can be related to a project, but it is created and carried out by students themselves.

**43.** The author suggests incorporating the idea of a maker space into a school curriculum.

**44.** The maker concept is a modern version of some ancient philosophical ideas.

**45.** Making is not taken seriously in school when students are asked to make something meaningless to them based on textbooks.

**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.**

Most kids grow up learning they cannot draw on the walls. But it might be time to unlearn that training—this summer, a group of culture addicts, artists and community organizers are inviting New Yorkers to write all over the walls of an old house on Governor's Island.

The project is called Writing On It All, and it's a participatory writing project and artistic experiment that has happened on Governor's Island every summer since 2013.

"Most of the participants are people who are just walking by or are on the island for other reasons, or they just kind of happen to be there," Alexandra Chasin, artistic director of Writing On It All, tells Smithsonian.com.

The 2016 season runs through June 26 and features sessions facilitated by everyone from dancers to domestic workers. Each session has a theme, and participants are given a variety of materials and prompts and asked to cover surfaces with their thoughts and art. This year, the programs range from one that turns the house into a collaborative essay to one that explores the meanings of exile.

Governor's Island is a national historic landmark district long used for military purposes. Now known as "New York's shared space for art and play," the island, which lies between Manhattan and Brooklyn in Upper New York Bay, is closed to cars but open to summer tourists who flock for festivals, picnics, adventures, as well as these “*legal graffiti*（涂鸦）” sessions.

The notes and art *scribbled*（涂画）on the walls are an experiment in self-expression. So far, participants have ranged in age from 2 to 85. Though Chasin says the focus of the work is on the activity of writing, rather than the text that ends up getting written, some of the work that comes out of the sessions has stuck with her.

"One of the sessions that moved me the most was state violence on black women and black girls," says Chasin, explaining that in one room, people wrote down the names of those killed because of it. "People do beautiful work and leave beautiful messages."

**46.** What does the project Writing On It All invite people to do?

A) Unlearn their training in drawing.

B) Participate in a state graffiti show.

C) Cover the walls of an old house with graffiti.

D) Exhibit their artistic creation in an old house.

**47.** What do we learn about the participants in the project?

A) They are just culture addicts. C) They are writers and artists.

B) They are graffiti enthusiasts. D) They are mostly passers-by.

**48.** What did the project participants do during the 2016 season?

A) They were free to scribble on the walls whatever came to their mind.

B) They expressed their thoughts in graffiti on the theme of each session.

C) They learned the techniques of collaborative writing.

D) They were required to cooperate with other creators.

**49.** What kind of place is Governor's Island?

A) It is a historic site that attracts tourists and artists.

B) It is an area now accessible only to tourist vehicles.

C) It is a place in Upper New York Bay formerly used for exiles.

D) It is an open area for tourists to enjoy themselves year round.

**50.** What does Chasin say about the project?

A) It just focused on the sufferings of black females.

B) It helped expand the influence of graffiti art.

C) It has started the career of many creative artists.

D) It has created some meaningful artistic works.

***Passage Two***

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

Online programs to fight depression are already commercially available. While they sound efficient and cost-saving, a recent study reports that they are not effective, primarily because depressed patients are not likely to engage with them or stick with them.

The study looked at computer-assisted *cognitive* (认知的) behavioral therapy (CBT) and found that it was no more effective in treating depression than the usual care patients receive from a primary care doctor.

Traditional CBT is considered an effective form of talk therapy for depression, helping people challenge negative thoughts and change the way they think in order to change their mood and behaviors. However, online CBT programs have been gaining popularity, with the attraction of providing low-cost help wherever someone has access to a computer.

A team of researchers from the University of York conducted a *randomized* (随机的) control trial with 691 depressed patients from 83 physician practices across England. The patients were split into three groups: one group received only usual care from a physician while the other two groups received usual care from a physician plus one of two computerized CBT programs. Participants were balanced across the three groups for age, sex, educational background, severity and duration of depression, and use of *antidepressants*(抗抑郁药).

After four months, the patients using the computerized CBT programs had no improvement in depression levels over the patients who were only getting usual care from their doctors.

"It's an important, cautionary note that we shouldn't get too carried away with the idea that a computer system can replace doctors and therapists," says Christopher Dowrick, a professor of primary medical care at the University of Liverpool. "We do still need the human touch or the human interaction, particularly when people are depressed."

Being depressed can mean feeling "lost in your own small, negative, dark world," Dowrick says. Having a person, instead of a computer, reach out to you is particularly important in combating that sense of isolation. "When you're emotionally vulnerable, you're even more in need of a caring human being," he says.

**51.** What does the recent study say about online CBT programs?

A) Patients may not be able to carry them through for effective cure.

B) Patients cannot engage with them without the use of a computer.

C) They can save patients trouble visiting physicians.

D) They have been well received by a lot of patients.

**52.** What has made online CBT programs increasingly popular?

A) Their effectiveness in combating depression.

B) The low efficiency of traditional talk therapy.

C) Their easy and inexpensive access by patients.

D) The recommendation by primary care doctors.

**53.** What is the major finding by researchers at the University of York?

A) Online CBT programs are no more effective than regular care from physicians.

B) The process of treating depression is often more complicated than anticipated.

C) The combination of traditional CBT and computerized CBT is most effective.

D) Depression is a mental condition which is to be treated with extreme caution.

**54.** What is Professor Dowrick's advice concerning online CBT programs?

A) They should not be neglected in primary care.

B) Their effectiveness should not be overestimated.

C) They should be used by strictly following instructions.

D) Their use should be encouraged by doctors and therapists.

**55.** What is more important to an emotionally vulnerable person?

A) A positive state of mind.

B) Appropriate medication.

C) Timely encouragement.

D) Human interaction.

**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****.*

剪纸是中国民间艺术的一种独特形式，已有2000多年历史。剪纸很可能源于汉代，继纸张发明之后。从此，它在中国的许多地方得到了普及。剪纸用的材料和工具很简单：纸和剪刀。剪纸作品通常是用红纸做成的，因为红色在中国传统文化中与幸福相联。因此，在婚礼、春节等喜庆场合，红颜色的剪纸是门窗装饰的首选。

**2019年6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 news report to your campus newspaper***

*on a volunteer activity organized by your Student Union to assist elderly people in the*

*neighborhood. You should write at least 120 words but no more than 180 words.*

**Part II Listening Comprehension (25 minutes)** （本次四级考试全国共考两套听力，故本套试题不重复出现第1套或第2套的听力内容。）

**Section A**

**Directions:** *In this section, you will hear three news reports. At the end of each news reports, you will*

*hear two or three questions. Both the news reports 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 conversation you have just heard.**

1. A) How college students can improve their sleep habits.

B) Why sufficient sleep is important for college students.

C) Why college students are more likely to have stress problems.

D) How college students can handle their psychological problems.

2. A) It is not easy to improve one's sleep habits.

B) It is not good for students to play video games.

C) Students who are better prepared generally get higher scores in examinations

D) Making last-minute preparations for tests may be less effective than sleeping.

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

3. A) Whether more airports should be built around London.

B) Whether adequate investment is being made to improve airport facilities.

C) Whether the British Airports Authority should sell off some of its assets.

D) Whether the Spanish company could offer better service.

4. A) Inefficient management. C) Lack of innovation and competition.

B) Poor ownership structure D) Lack of runway and terminal capacity.

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

5. A) Report the nicotine content of their cigarettes.

B) Set a limit to the production of their cigarettes.

C) Take steps to reduce nicotine in their products.

D) Study the effects of nicotine on young smokers.

6. A) The biggest increase in nicotine content tended to be in brands young smokers like.

B) Big tobacco companies were frank with their customers about the hazards of smoking.

C) Brands which contain higher nicotine content were found to be much more popular.

D) Tobacco companies refused to discuss the detailed nicotine content of their products.

7. A) They promised to reduce the nicotine content in cigarettes.

B) They have not fully realized the harmful effect of nicotine.

C) They were not prepared to comment on the cigarette study.

D) They will pay more attention to the quality of their products.

**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 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.*

**Questions8 to 11 are based on the conversation you have just heard.**

8. A) Indonesia. B)Holland. C) Sweden. D)England.

9. A) Getting a coach who can offer real help. C)Learning a language where it is not spoken.

B) Talking with her boyfriend in Dutch. D)Acquiring the necessary ability to socialize.

10. A) Listening to language programs on the radio. C)Making friends with native speakers.

B) Trying to speak it as much as one can. D)Practicing reading aloud as often as possible.

11. A)It creates an environment for socializing. C)It trains young people's leadership abilities.

B) It offers various courses with credit points. D)It provides opportunities for language practice.

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

12. A) The impact of engine design on road safety. C)A sense of freedom driving gives.

B) The role policemen play in traffic safety. D)Rules and regulations for driving.

13. A) Make cars with automatic control. C)Make cars that are less powerful.

B) Make cars that have better brakes. D)Make cars with higher standards.

14. A) They tend to drive responsibly. C)They keep within speed limits.

B) They like to go at high speed. D)They follow traffic rules closely.

15. A) It is a bad idea. C) It is as effective as speed bumps.

B) It is not useful. D) It should be combined with education.

**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 card got damaged. C) The card reader failed to do the scanning.

B) The card was found invalid. D) The card reader broke down unexpectedly.

17. A) By covering the credit card with a layer of plastic.

B) By calling the credit card company for confirmation.

C) By seeking help from the card reader maker Verifone.

D) By typing the credit card number into the cash register

18. A) Affect the sales of high-tech appliances.

B) Change the lifestyle of many Americans.

C) Give birth to many new technological inventions.

D) Produce many low-tech fixes for high-tech failures.

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

19. A) They are set by the dean of the graduate school.

B) They are determined by the advising board.

C) They leave much room for improvement.

D) They vary among different departments.

20. A) By consulting the examining committee. C) By contacting the departmental office.

B) By reading the Bulletin of Information. D) By visiting the university's website.

21. A) They specify the number of credits students must earn.

B) They are harder to meet than those for undergraduates.

C) They have to be approved by the examining committee.

D) They are the same among various divisions of the university.

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

22. A) Students majoring in nutrition. C) Ph.D. candidates in dieting.

B) Students in health classes. D) Middle and high school teachers.

23. A) Its overestimate of the effect of dieting. C) Its changing criteria for beauty.

B) Its mistaken conception of nutrition. D) Its overemphasis on thinness.

24. A) To illustrate her point that beauty is but skin deep.

B) To demonstrate the magic effect of dieting on women.

C) To explain how computer images can be misleading.

D) To prove that technology has impacted our culture.

25. A) To persuade girls to stop dieting.

B) To promote her own concept of beauty.

C) To establish an emotional connection with students.

D) To help students rid themselves of bad living habits.

**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.*

Just because they can't sing opera or ride a bicycle doesn't mean that animals don't have culture. There's no better example of this than killer whales. As one of the most **26** *predators*(食肉动物), killer whales may not fit the **27** of a cultured creature. However, these beasts of the sea do display a vast range of highly  **28**  behaviors that appear to be driving their genetic development.

The word "culture" comes from the Latin "colere", which **29**  means "to cultivate." In other words, it refers to anything that is **30**  or learnt, rather than instinctive or natural. Among human populations, culture not only affects the way we live, but also writes itself into our genes, affecting who we are. For instance, having spent many generations hunting the fat marine mammals of the Arctic, the Eskimos of Greenland have developed certain genetic **31**  that help them digest and utilize this fat-rich diet, thereby allowing them to **32**  in their cold climate.

Like humans, killer whales have colonized a range of different **33**  across the globe, occupying every ocean basin on the planet, with an empire that **34**  from pole to pole. As such, different populations of killer whales have had to learn different hunting techniques in order to gain the upper hand over their local *prey*（猎物）. This, in turn, has a major effect on their diet, leading scientists to **35**  that the ability to learn population-specific hunting methods could be driving the animals' genetic development.

|  |  |  |  |
| --- | --- | --- | --- |
| A) acquired | E) expressed | I) image | M) speculate |
| B) adaptations | F) extends | J) literally | N) structure |
| C) brutal | G) habitats | K) refined | O) thrive |
| D) deliberately | H) humble | L) revolves |  |

**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****.*

**Living with parents edges out other living arrangements for 18- to 34-year-olds**

A) Broad *demographic* (人口的) shifts in marital status, educational attainment and employment have transformed the way young adults in the U.S. are living, and a new Pew Research Center analysis highlights the implications of these changes for the most basic element of their lives—where they call home. In 2014, for the first time in more than 130 years, adults ages 18 to 34 were slightly more likely to be living in their parents' home than they were to be living with a spouse or partner in their own household.

B) This turn of events is fueled primarily by the dramatic drop in the share of young Americans who are choosing to settle down romantically before age 35. Dating back to 1880, the most common living arrangement among young adults has been living with a romantic partner, whether a spouse or a significant other. This type of arrangement peaked around 1960, when 62% of the nation's 18- to 34-year-olds were living with a spouse or partner in their own household, and only one-in-five were living with their parents.

C) By 2014, 31.6% of young adults were living with a spouse or partner in their own household, below the share living in the home of their parent(s) (32.1%). Some 14%of young adults lived alone, were a single parent or lived with one or more roommates. The remaining 22% lived in the home of another family member (such as a grandparent, in-law or *sibling* (兄弟姐妹)， a non-relative, or in group quarters like college dormitories.

D) It's worth noting that the overall share of young adults living with their parents was not at a record high in 2014. This arrangement peaked around 1940, when about 35% of the nation's 18- to 34-year-old lived with mom and/or dad (compared with 32% in 2014). What has changed, instead, is the relative share adopting different ways of living in early adulthood, with the decline of romantic coupling pushing living at home to the top of a much less uniform list of living arrangements.

E) Among young adults, living arrangements differ significantly by gender. For men ages 18 to 34, living at home with mom and/or dad has been the dominant living arrangement since 2009. In 2014, 28% of young men were living with a spouse or partner in their own home, while 35% were living in the home of their parent (s). Young women, however, are still more likely to be living with a spouse or romantic partner (35%) than they are to be living with their parent(s) (29%).

F) In 2014, more young women (16%) than young men (13%) were heading up a household without a spouse or partner. This is mainly because women are more likely than men to be single parents living with their children. For their part, young men (25%) are more likely than young women (19%) to be living in the home of another family member, a non-relative or in some type of group quarters.

G) A variety of factors contribute to the long-run increase in the share of young adults living with their parents. The first is the postponement of, if not retreat from, marriage. The average age of first marriage has risen steadily for decades. In addition, a growing share of young adults may be avoiding marriage altogether. A previous Pew Research Center analysis projected that as many as one-in-four of today's young adults may never marry. While cohabitation (同居) has been on the rise, the overall share of young adults either married or living with an unmarried partner has substantially fallen since 1990.

H) In addition, trends in both employment status and wages have likely contributed to the growing share of young adults who are living in the home of their parent (s), and this is especially true of young men. Employed young men are much less likely to live at home than young men without a job, and employment among young men has fallen significantly in recent decades. The share of young men with jobs peaked around 1960 at 84%. In 2014, only 71% of 18- to 34-year-old men were employed. Similarly with earnings, young men's wages (after adjusting for inflation) have been on a downward *trajectory* (轨迹) since 1970 and fell significantly from 2000 to 2010. As wages have fallen, the share of young men living in the home of their parent(s) has risen.

I) Economic factors seem to explain less of why young adult women are increasingly likely to live at home. Generally, young women have had growing success in the paid labor market since 1960 and hence might increasingly be expected to be able to afford to live independently of their parents. For women, delayed marriage—which is related, in part, to labor market outcomes for men—may explain more of the increase in their living in the family home.

J) The Great Recession (and modest recovery) has also been associated with an increase in young adults living at home. Initially in the wake of the recession, college enrollments expanded, boosting the ranks of young adults living at home. And given the weak job opportunities facing young adults, living at home was part of the private safety net helping young adults to weather the economic storm.

K) Beyond gender, young adults' living arrangements differ considerably by education—which is tied to financial means. For young adults without a bachelor's degree, as of 2008 living at home with their parents was more prevalent than living with a romantic partner. By 2014, 36% of 18- to 34-year-old who had not completed a bachelor's degree were living with their parent(s) while 27% were living with a spouse or partner. Among college graduates, in 2014 46% were married or living with a partner, and only 19% were living with their parent(s). Young adults with a college degree have fared much better in the labor market than their less-educated counterparts, which has in turn made it easier to establish their own households.

**36.** Unemployed young men are more likely to live with their parents than the employed.

**37.** In 2014, the percentage of men aged 18 to 34 living with their parents was greater than that of their female counterparts.

**38.** The percentage of young people who are married or live with a partner has greatly decreased in the past three decades or so.

**39.** Around the mid-20th century, only 20 percent of 18- to 34-year-old lived in their parents' home.

**40.** Young adults with a college degree found it easier to live independently of their parents.

**41.** Young men are less likely to end up as single parents than young women.

**42.** More young adult women live with their parents than before due to delayed marriage.

**43.** The percentage of young men who live with their parents has grown due to their decreased pay in recent decades.

**44.** The rise in the number of college students made more young adults live with their parents.

**45.** One reason for young adults to live with their parents is that they get married late or stay single all their lives.

**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.**

According to the majority of Americans, women are every bit as capable of being good political leaders as men. The same can be said of their ability to dominate the corporate boardroom. And according to a new Pew Research Center survey on women and leadership, most Americans find women indistinguishable from men on key leadership traits such as intelligence and capacity for innovation, with many saying they're stronger than men in terms of being passionate and organized leaders.

So why, then, are women in short supply at the top of government and business in the United States? According to the public, at least, it's not that they lack toughness, management talent or proper skill sets.

It's also not all about work-life balance. Although economic research and previous survey findings have shown that career interruptions related to motherhood may make it harder for women to advance in their careers and compete for top executive jobs, relatively few adults in the recent survey point to this as a key barrier for women seeking leadership roles. Only about one-in-five say women's family responsibilities are a major reason why there aren't more females in top leadership positions in business and politics.

Instead, topping the list of reasons, about four-in-ten Americans point to a double standard for women seeking to climb to the highest levels of either politics or business, where they have to do more than their male counterparts to prove themselves. Similar shares say the *electorate*(选民) and corporate America are just not ready to put more women in top leadership positions.

As a result, the public is divided about whether the imbalance in corporate America will change in the foreseeable future, even though women have made major advances in the workplace. While 53% believe men will continue to hold more top executive positions in business in the future, 44% say it's only a matter of time before as many women are in top executive positions as men. Americans are less doubtful when it comes to politics: 73% expect to see a female president in their lifetime.

**46.** What do most Americans think of women leaders according to a new Pew Research Center survey?

A) They have to do more to distinguish themselves.

B) They have to strive harder to win their positions.

C) They are stronger than men in terms of willpower.

D) They are just as intelligent and innovative as men.

**47.** What do we learn from previous survey findings about women seeking leadership roles?

A) They have unconquerable difficulties on their way to success.

B) They are lacking in confidence when competing with men.

C) Their failures may have something to do with family duties.

D) Relatively few are hindered in their career advancement.

**48.** What is the primary factor keeping women from taking top leadership positions according to the recent survey?

A) Personality traits. C) Family responsibilities

B) Gender bias. D) Lack of vacancies.

**49.** What does the passage say about corporate America in the near future?

A) More and more women will sit in the boardroom.

B) Gender imbalance in leadership is likely to change.

C) The public is undecided about whether women will make good leaders.

D) People have opposing opinions as to whether it will have more women leaders.

**50.** What do most Americans expect to see soon on America's political stage?

A) A woman in the highest position of government.

B) More and more women actively engaged in politics.

C) A majority of women voting for a female president.

D) As many women in top government positions as men.

***Passage Two***

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

People have grown taller over the last century, with South Korean women shooting up by more than20cm on average, and Iranian men gaining 16.5cm. A global study looked at the average height of 18-year-old in 200 countries between 1914 and 2014.

The results reveal that while Swedes were the tallest people in the world in 1914, Dutch men have risen from 12th place to claim top spot with an average height of 182.5cm. Latvian women, meanwhile, rose from 28th place in 1914 to become the tallest in the world a century later, with an average height of 169.8cm.

James Bentham, a co-author of the research from Imperial College, London, says that the global trend is likely to be due primarily to improvements in nutrition and healthcare. "An individual's genetics has a big influence on their height, but once you average over whole populations, genetics plays a less key role," he added.

A little extra height brings a number of advantages, says Elio Riboli of Imperial College. "Being taller is associated with longer life expectancy," he said. "This is largely due to a lower risk of dying of *cardiovascular* (心血管的) disease among taller people."

But while height has increased around the world, the trend in many countries of north and sub-Saharan Africa causes concern, says Riboli. While height increased in Uganda and Niger during the early 20th century, the trend has reversed in recent years, with height decreasing among 18-year-olds.

"One reason for these decreases in height is the economic situation in the 1980s," said Alexander Moradi of the University of Sussex. The nutritional and health crises that followed the policy of structural adjustment, he says, led to many children and teenagers failing to reach their full potential in terms of height.

Bentham believes the global trend of increasing height has important implications "How tall we are now is strongly influenced by the environment we grew up in," he said "If we give children the best possible start in life now, they will be healthier and more productive for decades to come."

**51.** What does the global study tell us about people's height in the last hundred years?

A) There is a remarkable difference across continents.

B) There has been a marked increase in most countries.

C) The increase in people's height has been quickening.

D) The increase in women's height is bigger than in men's.

**52.** What does James Bentham say about genetics in the increase of people's height?

A) It counts less than generally thought.

B) It outweighs nutrition and healthcare.

C) It impacts more on an individual than on a population.

D) It plays a more significant role in females than in males.

**53.** What does Elio Riboli say about taller people?

A) They tend to live longer.

B) They enjoy an easier life.

C) They generally risk fewer fatal diseases.

D) They have greater expectations in life.

**54.** What do we learn about 18-year-old in Uganda and Niger?

A) They grow up slower than their peers in other countries.

B) They are actually shorter than their earlier generations.

C) They find it hard to bring their potential into full play.

D) They have experienced many changes of government.

**55.** What does James Bentham suggest we do?

A) Watch closely the global trend in children's development.

B) Make sure that our children grow up to their full height.

C) Try every means possible to improve our environment.

D) Ensure our children grow up in an ideal environment.

**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****.*

灯笼起源于东汉，最初主要用于照明。在唐代，人们用红灯笼来庆祝安定的生活。从那时起，灯笼在中国的许多地方流行起来。灯笼通常用色彩鲜艳的薄纸制作，形状和尺寸各异。在中国传统文化中，红灯笼象征生活美满和生意兴隆，通常在春节、元宵节和国庆等节日期间悬挂。如今，世界上许多其他地方也能看到红灯笼。

**2019年6月大学英语四级考试真题听力原文及参考答案（第1套）**

**Part I Writing**

Last Sunday, the Student Union organized 50 students to visit a local farm last Saturday, which is situated in the suburb of the city, surrounded with mountains, as a famous tourist destination.

When the students arrived, they were captivated by the beautiful scenery — pure blue sky and endless green grassland. Then, the students wandered around the farm and took a close look at sheep and cows with the guidance of the farm’s owner. When dinner came, they tasted local cuisines like organic vegetables and a variety of snacks. What’s more, the students saw the process of the production of milk, which broadened their horizons.

In a word, this trip would always be memorized for the lessons it taught and the great experience in the nature it brought to the students. It would be better to see more of this activity to be held in the future.

**Part II Listening Comprehension**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.D | 2.B | 3.C | 4.A | 5.B |
| 6.A | 7.C | 8.B | 9.A | 10.C |
| 11.D | 12.D | 13.A | 14.C | 15.B |
| 16.B | 17.C | 18.D | 19.C | 20.A |
| 21.D | 22.A | 23.D | 24.B | 25.A |
| **Part III Reading Comprehension** | | | | |
| 26.H | 27.A | 28.G | 29.D | 30.I |
| 31.N | 32.J | 33.E | 34.B | 35.K |
| 36.I | 37.G | 38.D | 39.N | 40.A |
| 41.K | 42.H | 43.F | 44.M | 45.C |
| 46.A | 47.D | 48.B | 49.A | 50.C |
| 51.B | 52.A | 53.D | 54.D | 55.C |

**Part IV Translation**

The lion dance, a form of Chinese traditional folk performance, has a history of over 2,000 years. In the lion dance, two performers wear one lion costume, one waving its head and another moving its body and tail. They cooperate with each other perfectly, imitating different motions of lions. The lion, the king of all the animals, is a symbol of happiness and good luck, so people usually perform the lion dance during the Spring Festival and other festivals. The lion dance may also appear on other important occasions such as the opening ceremony of stores and the wedding ceremony, which tends to attract many people to watch.

**听力原文**

**Section A**

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

A 9-year-old Central California boy braved strong currents and cold water to swim from San Francisco to Alcatraz Island and back. A California television station in Fresno reported Tuesday that James Savage set a record as the youngest swimmer to make the journey to the former prison.

The TV station reported that by completing the swim, the fourth-grade student from Los Banos broke a record previously held by a 10-year-old boy. James said that waves in the San Francisco Bay hitting him in the face 30 minutes into his swim made him want to give up. His father said he had offered his son $100 as a reward; to encourage his struggling son, he doubled it to $200. James pushed forward, making it to Alcatraz Island and back in a little more than two hours. Alcatraz is over a mile from the mainland.

1. What did the boy from Central California do, according to the report?

2. What did the father do to encourage his son?

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

On l January, new regulations will come into effect which eliminate an annual leave bonus for people who put off marrying until the age of 23 for women, and 25 for men, the South China Morning Post reports.

The holiday bonus was designed to encourage young people to delay getting married in line with China's one-child policy. But with that policy now being abolished, this holiday incentive is no longer necessary, the government says.

In Shanghai, a young couple at a marriage registration office told the paper that they decided to register their marriage as soon as possible, to take advantage of the existing policy, because an extra holiday was a big deal for them. In Beijing, one registration office had about 300 couples seeking to get married the day after the changes were announced, rather than the usual number of between 70 and 80. But one lawyer tells the paper that the changes still have to be adopted by local governments and these procedures take time. So people who are rushing to register for marriage can relax.

3. What was the purpose of the annual leave bonus in China?

4. What do we learn about the new regulations?

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

Everyone loves a good house party but the cleaning up the next morning isn't as enjoyable. Now, however, a New Zealand-based startup company aims to bring messy homes-and even splitting headaches-back to normal. The properly-named Startup Morning-After Maids was launched about a month ago in Auckland by roommates Rebecca Foley and Catherine Ashurst.

Aside from cleaning up, the two will also cook breakfast and even get coffee and painkillers for recovering merrymakers. Although they're both gainfully employed, they fit cleaning jobs into their nights and weekends (which is when their service is in most demand anyway). Besides being flooded with requests from across the country, Foley and Ashurst have also received requests from the U.S. and Canada to provide services there. They are reportedly meeting with lawyers to see how best to take the business forward.

5. What is the news report mainly about?

6. What is a common problem with a house party?

7. What are Rebecca Foley and Catherine Ashurst planning to do?

**Section B**

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

**Conversation *One***

**W:** Kale, how did your driver’s theory exam go? It was yesterday, right?

**M:** Yes. I prepared as much as I could. But I was so nervous since it was my second try. The people who work at the test center were very kind though. We had a little conversation which calmed me down a bit and that was just what I needed. Then after the exam they printed out my result. But I was afraid to open it until I was outside. It was such a relief to pass.

**W:** Congratulations! I knew you could do it. I guess you underestimated how difficult it would be the first time didn't you? I hear a lot of people made that mistake and go in underprepared. But good job in passing the second time, I'm so proud of you. Now all you have to do next is your road test. Have you had any lessons yet?

**M:** Yes, thanks. I'm so happy to be actually on the road now. I've only had two driving lessons so far and my instructor is very understanding. So I'm really enjoying it and can't wait for my next session although the lessons are rather expensive. Twenty pounds an hour and the instructor says I'll need about 30 to 40 lessons in total. That's what? Six to eight hundred pounds. So this time I'll need to make a lot more effort and hopefully will be successful the first time.

**W:** Well, good luck.

8. What did the man do yesterday?

9. Why did he fail the exam the first time?

10. What does the man say about his driving lessons?

11. What does the man hope to do next?

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

**Conversation *Two***

**M:** Emma, I got accepted to the university of Leeds. Since you are going to university in England, do you know how much it is for international students to study there?

**W:** Congratulations! Yes, I believe for international students you'll have to pay around 13,000 pounds a year. It's just a bit more than the local students.

**M:** OK. So that's about 17,000 dollars for the tuition and fees. Anyway, I'm only going to be there for a year, doing my Master's. So it's pretty good. If I stay in the US, it takes two years and costs at least 50,000 dollars in tuition alone. Also, I have a good chance of winning a scholarship at Leeds which will be pretty awesome-a benefit of being a music genius.

**W:** Yeah, I heard you're a talented piano player. So you're doing a postgraduate degree now? I'm still in my last year, graduating next June. FinallyI'll be done with my studies and could go on to earning loads of money.

**M:** Are you still planning on being a teacher? No money in that job then.

**W:** You'd be surprised. I 'm still going to be a teacher. But the plan is to work at an international school overseas after I get a year or so of experience in England. It's better paid and I get to travel which reminds me I'm late for my class. And I've got some documents I need to print out first. I'd better run.

12. What does the man want to know?

13. What is the man going to do?

14. What might qualify the man for a scholarship at Leeds University?

15. What is the woman planning to do after graduation?

**Section C**

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

***Passage One***

Scientists have identified thousands of known ant species around the world—and only a few of them bug humans. Most ants live in the woods or out in nature. There, they keep other creatures in check, distribute seeds, and clean dead and decaying materials from the ground. A very small percentage of ants do harm to humans. But those are incredibly challenging to control. They're small enough to easily slip inside your house, live in colonies that number in the tens of thousands to the hundreds of thousands, and reproduce quickly. That makes them good at getting in, and hard to kick out. Once they settle in, these insects start affecting your home. In addition to biting ants, other species can cause different kinds of damage. Some, like carpenter ants. can undermine a home's structure, while others interfere with electrical units. Unfortunately, our homes are very attractive to ants, because they provide everything the colony needs to survive, such as food, water, and shelter. So how can we prevent ants from getting into our homes? Most important of all, avoid giving ants any access to food, particularly sugary food, because ants have a sweet tooth. We also need to clean up spills as soon as they occur, and store food in airtight containers. Even garbage attracts ants, so empty your trash as often as possible, and store your outside garbage in a lidded can, well away from doors and windows.

16. What does the passage say about ants?

17. What do we learn from the passage about carpenter ants?

18. What can we do to prevent ants from getting into our homes?

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

***Passage Two***

My research focus is on what happens to our immune system as we age. So the job of the immune system is to fight infections. It also protects us from viruses and from auto-immune diseases. We know that as we get older, it's easier for us to get infections; so older adults have more chances of falling ill. This is evidence that our immune system really doesn't function so well when we age. In most of our work when we're looking at older adults who've got an illness, we always have to have health controls; so we work very closely with a great group of volunteers called "The 1,000 Elders". These volunteers are all 65 0r over but in good health. They come to the University to provide us with blood samples, to be interviewed, and to help us carry out a whole range of research. The real impact of our research is going to be on health in old age. At the moment we're living much longer, life expectancy is increasing at two years for every decade; that means an extra five hours a day. I want to make sure that older adults are still able to enjoy their old age and that they're not spending time in hospital with infections. feeling unwell and being generally weak. We want people to be healthy even when they are old.

19. What is the focus of the speaker's research?

20. What are the volunteers asked to do in the research?

21. What does the speaker say will be the impact of his research?

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

***Passage Three***

When Ted Komada started teaching 14 years ago at Killip Elementary, he didn't know how to manage a classroom and was struggling to connect with students. He noticed a couple of days after school that a group of kids would get together to play chess." I know how to play chess. Let me go and show these kids how to do it." he said. Now Komada coaches his school's chess team. The whole program started as a safe place for kids to come after school. And this week dozens of those students are getting ready to head out to Nashville, Tenn., to compete with about 5,000 other young people at the SuperNationals of chess. The competition only happens every four years and the last time the team

went, they won the third place in the nation. Komada says chess gives him, and his students, control. The school has the highest number of kids from low-income families. Police frequent the area day and night. As two months ago, a young man was shot just down the street. Komada likes to teach his students that they should think about their move before they do it. The lesson proves valuable outside the classroom as well. Many parents see these lessons translate into the real world. Students are more likely to think about their actions and see whether they would lead to trouble.

22. What did Ted Komada notice one day after he started teaching at Killip Elementary?

23. What are dozens of students from Komada's school going to do this week?

24. What do we learn about the students of Killip Elementary?

25. What have the students learned from Komada?

**2019年6月大学英语四级考试真题听力原文及参考答案（第2套）**

**Part I Writing**

On May 18th, the Student Union organized a visit to a Hope Primary School, which is situated in poverty-stricken mountainous areas.

Upon volunteers’ arrival, students in this primary school showed warmest welcome to them, and respectfully, volunteers presented the students with books. Volunteers then conducted a cordial and interactive exchange with the teachers who insisted on the education posts in the mountainous areas. They learned about the difficulties in primary school education of mountainous areas: daily safety in mountainous campuses, student accommodation arrangements, teaching subjects and curriculum arrangements. Finally, the volunteers went deep into the classroom to conduct internship teachings in subjects such as art, music, English, Chinese, mathematics, etc., and brought a variety of classroom teachings to the mountainous students.

This volunteer trip made the young volunteers of our school realize the difficulties of education in the mountainous areas and the selfless dedication of the teachers. Many students felt deeply that they would devote themselves to the education of mountainous areas in the future, adding a new dimension to the mountainous education.

**Part II Listening Comprehension**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1.B | 2.D | 3.C | 4.A | 5.D |
| 6.B | 7.C | 8.D | 9.C | 10.B |
| 11.A | 12.B | 13.C | 14.D | 15.A |
| 16.C | 17.D | 18.B | 19.A | 20.B |
| 21.A | 22.D | 23.C | 24.A | 25.B |
| **Part III Reading Comprehension** | | | | |
| 26.G | 27.M | 28.A | 29.L | 30.C |
| 31.F | 32.J | 33.O | 34.I | 35.E |
| 36.E | 37.L | 38.H | 39.F | 40.A |
| 41.J | 42.G | 43.N | 44.D | 45.I |
| 46.C | 47.D | 48.B | 49.A | 50.D |
| 51.A | 52.C | 53.A | 54.B | 55.D |

**Part IV Translation**

Paper cutting, with a history of 2,000 years, is a unique form of Chinese folk arts. It probably originated from Han Dynasty after the invention of the paper. Since then, it has gained popularity in many parts of China. The material and the tool used for paper cutting are very simple: paper and scissors. The paper-cutting artwork is usually made of the red paper, because the color red is connected with happiness in traditional Chinese culture. Therefore, the red paper-cutting is the first option of the door and window decoration in joyous occasion such as weddings and the Spring Festival.

**听力原文**

**Section A**

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

France is facing potentially more than $1 billion in lost revenue this year due to huge declines in tourism Safety concerns have been one of the biggest reasons why the country has lost over half a billion in revenue already in the first six months of 2016. The terror attacks in Paris last November were called Europe's worst in the past decade. Besides violence, workers' strikes and heavy floods are said to have also been why international tourists have stayed away. So far in the Paris region, there has been a 46 percent decline in Japanese visitors, 35 percent fewer Russians and 27 percent fewer Italians. American travelers seem the least affected. Their numbers have only dropped by roughly 5 percent. According to the French government, the country is the No. 1 tourist destination in the world, and tourism is extremely important to the French economy. The sector represents roughly 9 percent of its GDP. The head of Paris' tourism board said it's time to realize that the tourism sector is going through an industrial disaster..

1. What counts most for the huge declines in tourism in France?

2. What do we learn from the report about tourism in France?

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

A small plane with two sick US workers arrived safely in Chile late Wednesday after leaving Antarctica in a daring rescue mission from a remote South Pole research station. After making a stop for a few hours at a British station on the edge of Antarctica, the two workers were flown to the southernmost Chilean city of Punta Arenas. In a chaotic two days of flying, the rescue team flew 3,000 miles roundtrip from the British station Rothera to pick up the workers at the U.S. Amundsen-Scott station at the South Pole. "The two patients aboard will be transported to a medical facility that can provide a level of care that is not available at Amundsen-Scott," says its spokesperson. Normally planes don't go to the polar post from February to October because of the dangers of flying in the pitch-dark and cold. "Antarctica creates a hostile environment," said the operations director for the British Antarctic Survey. "If you are not careful, it will come around and bite you.".

3. What was the small plane's mission to Antarctica?

4. What makes flying to Antarctica dangerous from February to October?

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

A pilot from Virginia removed his son's loose tooth using a helicopter. Rick Rahim, from Virginia, flies helicopters for a living, and when his 7-year-old son's tooth became loose he did not waste time by tying it to a door handle. Instead, Mr Rahim tied one end of a string around his son's tooth, and the other end to his full-sized commercial helicopter. The father of four posted a video clip of his playful adventure on Facebook, advising parents to do fun and creative stuff with their kids. The video shows him launching the helicopter into the air and flying just far enough to successfully remove the loose tooth. At the end of the video, Mr Rahim assures watchers that the circumstances were safe, and that he has 13 years of helicopter flying experience behind him. "You've got to do everything safe in life, and that's what I did today," he said. Mr Rahim later said that although some parents have used remote control helicopters to pull teeth before, he might be the first to use a full-sized aircraft, as he can't find evidence that it has been done before.

5. How did Rick Rahim remove his son's loose tooth?

6. What does the news report say about Rick Rahim?

7. What did Rick Rahim advise parents to do with their kids?

**Section B**

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

**Conversation *One***

**W:** Hi, Emma speaking. Who's this?

**M:** Hi, Emma. I'm Paul from Hermes Delivery Service. Here's a package for you. Are you at home to collect it?

**W:** Oh, sorry, Paul. I'm out at the moment. Can you put it in my mailbox?

**M:** I'm afraid I can't do that. Sorry, the package is too big and it needs a signature to confirm you have received it. So I would need to deliver it at a time when you're in.

**W:**  OK. Well I'm out all day today. But I should be in tomorrow morning before I go out for lunch and then I will be at home again later in the afternoon Will either of those times be convenient for you?

**M:** They are not, unfortunately. I'm sorry. I won't be in the area tomorrow as I have some other deliveries to make on the other side of town. I could come the day after if that suits you.

**W:** OK, yes. That should be fine. I have a friend coming round in the afternoon, but I would be at home. So the day after tomorrow will be great. Do I need to pay for the package?

**M:**  No, you don't. It says here that you paid for it when you ordered it online.

**W:** Oh, yes, I did. I got mixed up.

**M:** So you just need to sign the form to say you've received it.

**W:** OK great! See you the day after tomorrow then.

**M:** Yes, see you then.

8. Why is the man making the phone call?

9. Why can't the woman meet the man today?

10. Why is the man unable to see the woman tomorrow?

11. What should the woman do to receive her purchase?

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

**Conversation *Two***

**M:** Hi, Emily. I hear you are leaving for Italy soon. Do you plan to have a going-away party before you disappear? It'd be really nice for us to hang out together before you go.

**W:**  I'm not sure. I'm leaving in just 2 more days and I'm going to miss all my friends here, and especially this place. Why don't you come over I'm feeling rather sad actually. I'm currently sitting alone at a table outside the Black Cat café, listening to the rain and watching people passing by.

**M:** I'm sorry. I can't just now. I need to get this assignment finished by Monday and I'm way behind. Anyhow, cheer up, you're not leaving for good and you'll absolutely love Italy.

**W:**  Yeah, you are right. But I just feel like I'm not quite ready to go and studying in a foreign country seems a bit overwhelming.

**M:** Just think of your life in Milan. In the mornings, you can go down to a small local cafe, soaking up the sun's rays and drinking coffee. I envy you! You can buy a lot of gorgeous Italian clothes.

**W:** That does sound nice, and of course, I can keep in touch with everyone through Facebook Maybe you can all come visit me.

**M:** Of course we will. When is your flight?

**W:** On Saturday, after lunch at l:45.

**M:** OK, I’ll try and come to the airport on Saturday to see you off. I will give you a call that morning no matter what.

12. What is the woman going to do?

13. How does the woman feel at the moment?

14. Why can't the man meet the woman now?

15. What will the man possibly do on Saturday?

**Section C**

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

***Passage One***

Mount Etna is one of the most active volcanoes on Earth. The mountain has been in a state of near continuous eruption for half a million years. Exploring the Etna geographical area reveals a history written in fire. Before the eruptions, it was covered by forests of pine trees. Located in southern Italy, Etna is the highest active volcano in Europe. However, its height often changes when volcanic material accumulates during eruptions and subsequently collapses.

Few volcanoes in the world have an eruption history so thoroughly documented by historical records—Etna's eruption history dates back as far as 1500 B.C. Some 200 eruptions have been recorded down through the centuries, but compared with other volcanoes most of its eruptions have so far been fairly light in terms of death and destruction. Only about 100 deaths have been attributed to the volcano. The mountain hasn't been entirely harmless, however; in 1928 it destroyed the town of Mascali.

Over the centuries, Etna's lowest slopes have been shaped by human hands to take advantage of rich soils for growing grapes, apples and nuts. Local people have also carved out over two hundred caves in the soft rock and used them for everything from sacred burial places to food storage. Large mammals once wandered the volcano's slopes but today foxes, wild cats, rabbits, and mice are more common. Some of those small mammals help to sustain such big birds as golden eagles.

16. What does the speaker say about Mount Etna?

17. What do we learn about the lowest slopes of Mount Etna?

18. What does the speaker say about big birds like golden eagles at Mount Etna?

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

***Passage Two***

My name is Brendan Lenard. And I'm an author, magazine writer, filmmaker, and public speaker. I'm self-employed, which means I work for myself and I do what I love. We have a popular saying in America, which goes, "Do what you love and you'll never work a day in your life." But I'm here to tell you that instead of focusing on doing what we love, I think we should focus on loving what we do.

In my line of work, you hear a lot about talent, which is an idea we've mostly invented to give ourselves an excuse to be lazy. Here's why: if you see someone doing something really well, you would say it's because they're talented, you think they're somehow special. You discount the tremendous amount of work they've done to get to where they are.

Research has shown that talent is nothing without hard work. I choose to believe in hard work, but not so much in talent. There are no special people, just people who put in enough hard work until something special happens. I can promise you one thing: whatever you choose to do for a career, if you work hard at it, eventually, special things will happen. They may not happen as quickly as you'd like them to, and they may turn out to be completely different from the special things you imagined at the beginning, but they will happen.

19. What do we learn about the speaker?

20. What is the speaker's advice to his audience?

21. What does the speaker say about talent?

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

***Passage Three***

A question we often ask others and are also frequently asked by others is "What do you normally do after school or work?" Some commonplace answers are, “Well, I go to the gym” “ Um, I just go home and watch TV.”“I meet my friends for dinner.” or “I just go to bed because it's so late and I'm tired” Unlike any of these typical responses, I'm proud to say that I love to dance salsa after a long and tiring day of work.

Salsa is a kind of dancing that evolved in the mid-1970s in New York. My dancing life began not because I want to do it, but my mother was sick and tired of seeing me running around after school doing nothing. So she enrolled me into a ballet course when l was six. I fell in love with it instantly and continued with ballet dancing for about ten years.

Then, I left my native country of New Zealand to start my career as an English teacher, which eventually brought my dancing life to a halt. It wasn't until I rediscovered salsa in a lovely studio while working in Asia that I renewed my passion for dancing. Since then, I have been trying to attend dancing classes twice a week after work. It's a peat way for me to relieve stress and pressure and dance my way towards feeling energetic and happy again..

22. What does the speaker say about the dance, salsa?

23. Why did the speaker's mother enroll her in a ballet course?

24. When did the speaker's dancing life come to a halt?

25. In what way has salsa dancing benefited the speaker?

**2019年6月大学英语四级考试真题参考答案（第3套）**

**Part I Writing**

To cultivate the traditional virtue respecting the elderly, the Student Union organized a volunteer activity in a nursing home located in Hangzhou on June 14th, which was highly appraised by the elderly there.

Upon the students’ arrival, tears of joy glistened in the seniors’ eyes when the young students presented them with well-prepared gifts. Then, the students talked to them one-on-one with kindness. Both the youth and the aged were willing to share their life stories, immersing in an atmosphere of joy. When it was time for the youngsters to leave, the elderly thanked them over and over again. And the volunteers expressed that they learned a lot and were all stunned by the optimism their elderly friends had for their future.

According to Winston Churchill, a British statesman, “we make a living by what we get, but we make a life by what we give.” The visit not only enriches the seniors’ daily life, but also provides the youth with an opportunity to learn some important life lessons from the elderly residents.

**Part II Listening Comprehension**

（本次四级考试全国共考两套听力，故本套试题不重复出现第1套或第2套的听力答案。）

**Part III Reading Comprehension**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 26.C | 27.I | 28.K | 29.J | 30.A |
| 31.B | 32.O | 33.G | 34.F | 35.M |
| 36.H | 37.E | 38.G | 39.B | 40.K |
| 41.F | 42.I | 43.H | 44.J | 45.G |
| 46.D | 47.C | 48.B | 49.D | 50.A |
| 51.B | 52.C | 53.A | 54.B | 55.D |

**Part IV Translation**

Lanterns originated from the Eastern Han Dynasty and they were originally mainly used for lighting. During the Tang Dynasty, people used red lanterns to celebrate peaceful life. Since then, lanterns had become popular in many parts of China. Lanterns are usually made of thin paper with bright colors and come in different shapes and sizes. In traditional Chinese culture, red lanterns symbolize a happy life and prosperous business. They are usually hung during festivals such as Spring Festival, Lantern Festival and National Day. Nowadays, red lanterns can also be seen in many other parts of the world.