

# 2025 年 12 月大学英语四级考试真题（第 1 套）

## Part I Writing (30 minutes)

**Directions:** Suppose the student union of your university is collecting opinions on improving its work for the coming year. You are now to write a response by suggesting how it can better enrich student life. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

## Part II Listening Comprehension (25 minutes)

### Section A

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

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

- |   |   |
|---|---|
| 1. A. Outside the office of a charity foundation. | C. Under the engine cover of a man's car.     |
| B. Inside the car of David King's neighbour.      | D. At the gate of a grade school in Kent.     |
| 2. A. It got reunited with its owner.             | C. It became a pet of Mr King's grandson.     |
| B. It was injured during the rescue.              | D. It was placed in the care of a UK charity. |

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

- A. The 100th anniversary celebration of Methodist University.

B. The first important political event in the next five years.

C. The opening of the Special Olympics Spring Games.

D. The reunion of this year's Olympic gold medalists.
- A. Volunteers visit the Games' website to sign up.

B. Athletes with special needs triumph in the Games.

C. Organizers devote their time and energy to the Games.

D. Children play in a fun tent and enjoy themselves fully.

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

- A. Destroy its imitation chocolate rabbits.

B. Change the wrapping of its commodities.

C. Compensate for the Swiss manufacturer's loss.

D. Defend itself in the country's commercial court.
- A. It could be rewrapped and sold by the budget supermarket.

B. It could be reshaped into animals other than rabbits.

C. It could be resold cheaper to avoid waste.

D. It could be reused in other products.
- A. To be fair to the German supermarkets.

B. To protect chocolate retailers' interests.

C. To boost the growth of the chocolate industry.

D. To prevent consumers' possible confusion.

## Section B

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

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

- |   |  |
|---|--|
| 8. A. Return the handbook to him.                         | C. Pass a book to him.                 |
| B. Make a vegetable dish.                                 | D. Meet his sister's boyfriend.        |
| 9. A. It doesn't seem to be a balanced diet.              | C. It would do harm to one's muscles.  |
| B. It would reduce one's protein intake.                  | D. It doesn't sound practical for her. |
| 10. A. To improve his health.                             | C. To follow a trendy lifestyle.       |
| B. To protect animal rights.                              | D. To stick to his religious belief.   |
| 11. A. The torture and distress dolphins suffer in parks. |  |
| B. The necessity of having zoos and eating meat.          |  |
| C. The gloomy environments animals are kept in.           |  |
| D. The urgency of joining an animal rights group.         |  |

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

- |  |   |
|--|---|
| 12. A. The part about getting over jetlag.                   | C. The part about not eating on board the plane.  |
| B. The part about air travel in the past.                    | D. The part about avoiding sleeping on the plane. |
| 13. A. Take a nap to adjust to a new time zone.              |   |
| B. Have meals as usual to stay away from hunger.             |   |
| C. Concentrate on reading articles recommended by experts.   |   |
| D. Try following the advice given by the expert on the show. |   |
| 14. A. She does not have any problem flying.                 | C. She does not have to worry about jetlag.       |
| B. She can spend a lot of time vacationing.                  | D. She has been well treated when traveling.      |
| 15. A. It has caused heavy losses to many airlines.          | C. It has long been ignored by many experts.      |
| B. It impacts female travelers more seriously.               | D. It affects twenty-five percent of people.      |

## 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. Learning from skilled designers. | C. Joining a 6-month training camp. |                  |                |
| B. Obtaining real-world experience.     | D. Anticipating actual challenges.  |                  |                |
| 17. A. Core skills.                     | B. Higher education.                | C. Adaptability. | D. Capability. |
| 18. A. Start anywhere.                  | C. Pursue roles in teams.           |                  |                |
| B. Face challenges.                     | D. Follow their own path.           |                  |                |

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

- |   |
|---|
| 19. A. To respond actively to students' requests.           |
| B. To engage students more in their learning.               |
| C. To enable teachers to interact more with their students. |

- D. To allow students more freedom in their academic work.
20. A. Using new furniture to create a comfortable environment.  
 B. Shifting from traditional teaching to task-based learning.  
 C. Adopting a variety of different seating options.  
 D. Rearranging most traditional chairs and desks.
21. A. A win for all people involved.  
 B. A strengthened effect of its discipline.  
 C. A harmonious relationship among its students.  
 D. A change to teachers' opinion of their students.

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

22. A. They weren't informed of the school's updated rules.  
 B. They arrived late for their first day of school.  
 C. They answered their headteacher's email in an impolite way.  
 D. They didn't wear the shoes required by the school's new policy.
23. A. Riots.                                      B. Anger.                                      C. Disputes.                                      D. Panic.
24. A. They strengthened the school's discipline and order.  
 B. They improved student behavior and performance.  
 C. They enhanced the positive image of the school.  
 D. They rendered the school unique in the district.
25. A. Turn to her parents for help.                                      C. Borrow £65 from her friend.  
 B. Tighten her monthly budget.                                      D. Postpone paying her other bills.

**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.

People tend to want as many choices as possible. They believe this will maximize their 26 of making the best decision. But research shows that, when it comes to actually making a 27 from all of these choices, people can become 28 and avoid making a decision altogether. Even worse, when people finally do decide, they are generally less satisfied with their decision and feel more regretful over whatever choice they made.

Why does this happen? Research shows that when people choose from many options, they 29 more in the decision, but feel less confident in their ability to decide well. In other words, when we are 30 with more choices, making the "right" or "correct" decision begins to feel more 31 and, at the same time, more difficult to do. This may contribute to the deep fear that we will make the wrong decision.

How can we solve this problem? I believe this fear could be tempered by putting decisions into perspective. It might help to remember that many of the choices you make, such as what to have for lunch, will not 32 much in the future and that, even more important choices, like accepting a new job, can 33 be changed. It could also help to 34 these situations with clear guidelines and ideas of

what you want from the 35 of options, which can narrow the possible choices, and also make you more confident about your ability to make the right decision.

|                  |              |               |
|------------------|--------------|---------------|
| A. approximately | F. deposited | K. range      |
| B. case          | G. enter     | L. regular    |
| C. chance        | H. invest    | M. seize      |
| D. confused      | I. matter    | N. selection  |
| E. crucial       | J. presented | O. ultimately |

## Section B

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

### The battle over bike lanes needs a mindset shift

- A. Five years ago, the city of Queens, New York, announced that it would be putting bike lanes onto a stretch of Skillman Ave — and removing 116 parking spots. Cyclists loved the plan, but local business owners got very angry. Taking out those parking spots, as they argued at protests and in letters to the city council, would ruin stores and restaurants along Skillman. “Parking here is already a nightmare,” one shouted at a protest rally.
- B. But the bike lanes were a done deal, and soon they were in place. Early this year, Jesse Coburn — an investigative writer with Streetsblog New York — wondered whether those predictions of economic collapse came true. So he asked the city’s Department of Finance to give him a few years’ worth of sales figures for that stretch of Skillman Ave. How had the businesses on that street fared?
- C. Quite well, it turns out. In the year after the bike lanes arrived, businesses on Skillman saw sales rise by 12 percent, compared to 3 percent for Queens in general. What’s more, that section of road saw new businesses open, while Queens overall had a net loss.
- D. The thing is, the actual merchants along Skillman? They didn’t believe it. When Coburn spoke to them and described what he’d found, only a few store owners admitted the lanes had helped. Many still insisted the lanes were killing their part of the city. And emotions ran hot: Someone scattered tacks (大头钉) on the bike lane.
- E. This little story turns out to be a fascinating glimpse at the challenges cities face as they try to update their urban infrastructure — to clean up the air, reduce greenhouse emissions, and speed up travel by making towns more bike-friendly. There’s a rising amount of data showing that installing bike lanes and making streets more pedestrian-friendly boosts the economic fortunes of a place. Removing cars and parking spots works. But the folks who run local businesses simply aren’t convinced, even when their own street performs. Given that sort of mess, can political fights over bike lanes ever end?
- F. In 2013, researchers at New York City’s Department of Transportation studied seven stretches of road that had installed bike lanes or created pedestrian-friendly areas. The city analyzed the data for businesses along those routes and found that by the third year, sales grew faster on five of the streets than in the district overall, on average — up to five times faster, in fact.
- G. Beyond New York, a survey of research from 23 cities found that bike lanes and pedestrian-friendly design didn’t hurt local retail and food stores. (“Fears of disastrous consequences for local businesses are

unfounded,” the researchers concluded.) More recent work has shown roughly the same.

- H. The truth is that in fairly dense areas, bikes are more efficient at moving people around. You might lose one car driver’s business — but you gain shoppers who now can arrive more easily on bikes. “Cyclists and pedestrians are consumers too,” notes Professor Susan Handy. Plus, streets redesigned for bikes and pedestrians tend to become more pleasant places to hang around, so “in a lot of cases, that’s created much nicer environments that are really good for those businesses.”
  - I. Mom-and-pop shops are usually pretty quick at recognizing situations that will help their bottom lines. So why the blind spot here? Perhaps it’s that attention focuses on horror stories — and some merchants do get hit when bike lanes come in.
  - J. I spoke to Cindy Hughes, a hairdresser (理发师) in Cambridge, Massachusetts. She said business fell by at least 40 percent when the city removed nearby parking to put in a bike lane. The majority of her customers drive, with many coming from nearby towns. Only a very few have shifted to cycling, and even those almost certainly won’t cycle in Boston’s snowy winters. So while Hughes supports bike lanes — “cyclists deserve to be safe” — she sees the parking loss as an existential risk. “Look, 90 percent of my customers drive,” she told me. “For our business, the bike lanes are way worse than Covid was.”
  - K. For others, the pushback is cultural, says Henry Grabar, a writer for the Slate Magazine. Small business owners are frequently drivers who commute from other parts of the city by car, Grabar points out. They’re also often longtime locals. “They tend to be people with deep roots in the city, who have hung around since before the neighborhood became what it is today,” he adds. Driving around town in a car is so normal to them that cycling seems weird and unusual — despite its boost from Covid, when bike sales exploded by 75 percent.
  - L. Psychology beats all! Who knew, right? The fierce divide between store owners and bike-lane advocates seems similar to our larger culture wars over climate change. If we’ve learned anything about culture wars, it’s that data isn’t much good at changing minds.
  - M. When Janette Sadik-Khan was the head of New York City’s Transportation Department back in the early 2000s, she oversaw a rollout (推出) of bike lanes — and got angry blowback from residents and business owners who claimed there weren’t enough cyclists to justify installing lanes. Now, she notes ironically, the lanes are so full of activity that opponents have turned to claiming the problem is the opposite: There are too many cyclists getting in the way of cars.
  - N. Maybe bike lanes will always be charged with emotion, until enough of the public is finally concerned about climate change — and it seems reckless (鲁莽的) to not have them.
  - O. Crises, after all, have a way of opening people’s eyes to possibilities. During Covid, restaurants and cafés lost so much business that cities nationwide began allowing them to build curbside seating areas where people could sit, safely, in the open air. It greatly reduced parking — but because, well, shop owners didn’t see any way around it. Customers loved the outdoor seating so much that cities are making it permanent: A New York City study of several streets closed during Covid found storeowners making more than before, and diners enjoying the outdoor lifestyle. If data won’t change minds, customers might.
- 36. An increasing amount of data indicates that installing bike lanes raises local business revenues.
  - 37. According to a magazine writer, some small business owners’ resistance to bike lanes arises from cultural factors.
  - 38. A stretch of Skillman Ave witnessed not only a big increase in sales but also the opening of new businesses.



39. When people have no way out in crises, they are more likely to embrace changes.
40. According to one survey, city design with bike lanes and pedestrian space did not negatively impact local businesses.
41. Despite increased business activity on Skillman Ave, many store owners insisted the bike lanes were destroying their area.
42. In a war of culture, data does not help much in changing people's minds.
43. A businesswoman said her business dropped sharply when parking space gave way to a bike lane, because most of her customers came by car.
44. Local business owners on Skillman Ave argued that their businesses would be ruined when parking spots were replaced by bike lanes.
45. People may find it more pleasant to wander around streets redesigned for cycling and walking.

### 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.**

All living organisms on Earth are exposed to a 24-hour day-night cycle. This cycle is the reason why people rest at night and are active during the day. Consequently, all human body functions also follow this daily rhythm, and the timing of behaviors like exercise or food intake can significantly influence your health. For example, eating at night can lead to weight gain over time because food intake at night leads to increased fat storage.

Many drug targets in the body follow a 24-hour cycle, too. This means that the specific proteins a drug is designed to modify can react differently to the medicine over the course of a 24-hour time period. Because how the body responds to a drug can differ depending on the time it is taken, it logically follows that taking medicines at specific times could help increase their effectiveness and reduce unwanted side effects.

When doctors prescribe medicine for people, they rarely consider the best time to take it. There are two main reasons for that oversight. First, many physicians are not aware that some drugs work better during a specific time of the day. And second, most drugs have not been studied for possible different effects during a 24-hour cycle. Therefore, patients are directed to take most drugs during the morning or evening primarily to ensure compliance.

Over 50 years ago, researchers found that the cholesterol drug simvastatin is more effective at lowering cholesterol levels when taken at night rather than during the day. This is because the liver enzyme (酶) these drugs target is more active at night.

Taking medicine at the wrong time can even cause harm. My colleagues and I wondered whether midazolam, the most common sedative (镇静剂) used in surgical procedures worldwide, might interfere with the internal clock that protects the heart at night. Currently, there are no guidelines regarding when midazolam should be administered.

More research is needed to determine the best times to administer treatments for different diseases. I believe taking drug timing into account could help make treatments more effective and help more people worldwide.

46. What do we learn from the passage about the timing of our behaviors?
- A. It has a considerable impact on our health.
  - B. It confines us to a 24-hour day-night cycle.
  - C. It requires us to follow a particular rhythm.
  - D. It holds the key to all human body functions.
47. What does the author say about the proteins in our body?
- A. They can modify the effects of medicines in different ways.
  - B. They can reduce unwanted side effects of certain medicines.
  - C. Their reaction to medicines changes during the day-night cycle.
  - D. Their design determines how differently they react to medicines.
48. What do doctors do when prescribing medicine for people?
- A. They give little thought to the time of taking it for maximum effect.
  - B. They rarely consider which medicine works better for which patient.
  - C. They tell patients its possible side effects during a period of 24 hours.
  - D. They tell patients to comply with the directions of drug manufacturers.
49. Why do doctors advise patients to take most drugs in the morning or in the evening?
- A. To discourage them from making complaints.
  - B. To ensure they take the drugs as instructed.
  - C. To comply with new research findings strictly.
  - D. To guarantee the maximum effect of the drugs.
50. What does the author suggest near the end of the passage?
- A. Considering drug-taking timing when prescribing drugs for patients.
  - B. Making treatments less complex by taking drug timing into account.
  - C. Conducting more studies to find out the best timing for treating different diseases.
  - D. Finding out the most effective drugs for treating diseases through further research.

## Passage Two

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

Katharine Abraham, an economics professor, was chatting with her hairdresser (理发师) about retirement plans. The economist said she plans to continue working because she wants to. The hairdresser agreed but for a different reason: She needs the money.

Both scenarios (情况) are contributing to a big increase in the number of people in the U.S. working into their 70s. Over the past 20 years, the share of Americans working in their 70s has risen from less than 10% to nearly 15%.

In addition to people being healthier and living much longer, economists say that a combination of financial considerations such as years of slow rise in real wages and a shift away from traditional pensions in the private sector are some of the reasons people delay retirement. The decline of manufacturing and the increase in the number of people working in less labor-intensive occupations also has contributed to the trend, says Abraham, who researches work and retirement decisions of older Americans.

“Which matters more depends on what your history up until that point has been in the type of work you’re doing,” Abraham says.

The overall trend is hitting Americans of all different levels of educational attainment, although the

percentages vary by category. The share of Americans with bachelor's degrees who were working into their 70s reached nearly 20% in 2018. For those with a high school degree or less, the proportion of those working in their 70s had risen to around 10%, while those with some college education were in the middle at around 15%.

Martin Neil Baily, an economist who is leading a research project on retirement security, notes that quitting a career can lead to feelings of isolation and loneliness, particularly for men. He suggests that many college-educated workers are choosing to stay in the labor force more for social benefits than for financial reasons. They're also more likely to be in professional occupations where they tend to enjoy their work more.

Workers in more physical jobs, meanwhile, may be more likely to look forward to retiring, Baily says, suggesting those who stay on are more likely doing so for financial reasons.

51. What do we learn from the passage about the economics professor and her hairdresser?
  - A. They differ in their reasons for continuing to work.
  - B. They are both committed to working into their 70s.
  - C. They are happy about their current financial situation.
  - D. They hold different views about postponing retirement.
52. What is one of the reasons for people to delay retirement?
  - A. More and more people have switched to less intellectually challenging jobs.
  - B. The number of jobs suitable for older people has increased in the private sector.
  - C. The rate of wage increase in terms of purchasing power has slowed down for years.
  - D. More and more people in the workplace find it hard to rely on traditional pensions.
53. What is the general trend in people delaying retirement?
  - A. The higher their earnings, the more likely they are tempted to delay retirement.
  - B. Those who have more job satisfaction tend to retire later than those who have less.
  - C. More men than women are likely to stay in the labor force until their late seventies.
  - D. The higher their educational level, the more likely they are to delay retirement.
54. What is the chief reason for college-educated workers delaying retirement according to an economist?
  - A. Enjoying financial security.
  - B. Staying connected socially.
  - C. Contributing more professionally.
  - D. Increasing social security payments.
55. What does the passage say about people doing manual work?
  - A. They are eager to enjoy life after retiring.
  - B. They are likely to have financial troubles.
  - C. They generally don't enjoy doing it.
  - D. They tend to anticipate retirement.

#### 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**.

近年来, 中国政府高度重视民营经济 (private economy) 的发展, 出台了一系列政策支持民营企业。截至 2025 年 3 月底, 全国民营企业数量超过 5700 万家, 占企业总量的 92.3%。民营企业不仅数量稳步增长, 质量和结构也在不断提升。民营企业的研发投入不断增加, 在新一代信息技术、人工智能等领域发展迅速。民营企业核心竞争力的增强为中国经济的高质量发展提供了有力支撑。



# 2025 年 12 月大学英语四级考试真题（第 2 套）

## Part I

## Writing

(30 minutes)

**Directions:** Suppose it is proposed that all university students should be required to learn academic writing. You are now to write a response by stating what you think of the proposal. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

## Part II

## Listening Comprehension

(25 minutes)

### Section A

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

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

1. A. It has gone up sharply. C. It has risen because of bird flu.  
B. It has been fluctuating. D. It has been consumers' concern.
2. A. They don't want to abandon their eggs.  
B. They don't know they will be heavily fined.  
C. They don't know they are forbidden to bring eggs.  
D. They don't declare their eggs during the inspection.

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

3. A. It is no longer critical of younger customers.  
B. It has banned kids under 10 from dining there.  
C. It is no longer as noisy and crowded as before.  
D. It has implemented a decision to expand business.
4. A. It is fully aware of frequent customers' feelings.  
B. It caters to the tastes of different customers.  
C. It is entitled to adopt any rules it wants.  
D. It should announce its decisions online.

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

5. A. A missing pet. C. A huge animal skin.  
B. A grown-up snake. D. A snake specialist.
6. A. In a government office. C. At a local zoo.  
B. In a deserted house. D. At a construction site.
7. A. Figuring out where it came from. C. Protecting its babies against harm.  
B. Curing it of any possible diseases. D. Determining how to catch it safely.

### Section B

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

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

8. A. The man doesn't agree Hannah is poor.  
B. The man doesn't believe what she says.  
C. The man doesn't think she can be a millionaire.  
D. The man doesn't consider her to be trustworthy.
9. A. She no longer has any money left.  
B. She has been betrayed by her family.  
10. A. Fortune.  
11. A. Divorce her.  
B. Leave home.
- C. She can no longer hold on to her job.  
D. She has been robbed of 5 million Euros.  
C. Harmony.  
D. Happiness.  
C. Buy her a more expensive model.  
D. Let the best thing happen to them.

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

12. A. He is not outstanding in Science and Math.  
B. He does not have a strong academic record.  
C. He is not yet mature enough to live on his own.  
D. He does not like Westwood Elementary School.
13. A. It is too far away.  
B. It is newly opened.  
14. A. It has a beautiful campus.  
B. It is within walking distance.
- C. It lacks outdoor sports facilities.  
D. It has too few first-class teachers.  
C. It has a wonderful arts program.  
D. It is helpful to Jake's breathing problems.
15. A. Asking Jake which school he himself prefers to enroll in.  
B. Thinking twice about what is best for Jake's education next year.  
C. Consulting her mother about which school Jake is to attend.  
D. Sending Jake to the school near the home of the man's mother.

**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 is time consuming.  
B. It is unfit for crucial issues.  
17. A. Depend on digital technology.  
B. Make assumptions and guesses.
- C. It relies too much on solid data.  
D. It dulls a leader's sense of urgency.  
C. Ignore others' thoughts and ideas.  
D. Lay emphasis on thinking flexibly.
18. A. Maximizing the advantage of available resources.  
B. Minimizing the possibility of a wrong decision.  
C. Discovering new potential markets.  
D. Perfecting promotional strategies.

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

19. A. She is one of the world's best-known pianists.  
B. She celebrated her 110th birthday this April.
- C. She moved to the U.S. at a young age.  
D. She is the world's oldest individual.

20. A. Being always active on social media. C. Playing the piano from a young age.  
 B. Doing regular and vigorous exercise. D. Following a specific diet every day.
21. A. Eating as little as one can possibly manage.  
 B. Having the ability to forget things selectively.  
 C. Figuring out the positive properties of each food item.  
 D. Knowing how to remember major events in one's life.

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

22. A. The ability to learn. C. How teachers perceive them.  
 B. The first day of school. D. Where they sit in the classroom.
23. A. They often received close attention from the instructors.  
 B. They obtained the highest grade average in their class.  
 C. They actually wanted a clear vision of the blackboard.  
 D. They scored higher than students sitting behind them.
24. A. A higher grade average among all students of a class.  
 B. A better connection between instructors and students.  
 C. A stronger support for a student-centered teaching approach.  
 D. A more favorable atmosphere for effective classroom learning.
25. A. They may experience some unwanted stress.  
 B. They may try hard to show their preparedness.  
 C. They may receive extra attention from the instructor.  
 D. They may feel helpless when called on by the instructor.

### 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.

Some music inspires you to move your feet, some inspires you to get out there and change the world. In any case, it's 26 to say that music moves people in special ways.

If you're especially into a piece of music, your brain does something called Autonomous Sensory Meridian Response (ASMR), which 27 to you like a sting in your brain.

It turns out that ASMR is pretty special. According to a 28 published study in *The Journal of Prevention of Alzheimer's Disease*, the part of your brain responsible for ASMR doesn't get lost to Alzheimer's. Alzheimer's 29 to put people into layers of confusion, and the study confirms that music can sometimes 30 lift people out of the Alzheimer's haze and bring them back to (at least a likeness of) normality ... if only for a short while. ASMR is powerful stuff!

This phenomenon has been 31 several times but rarely studied properly. One of the most famous examples of this is the story of 92-year-old Henry Dryer, who comes out of dementia (痴呆) while listening to songs from his youth.

Jeff Anderson, associate professor in Radiology at the University of Utah and 32 author on the study,

says “In our society, the diagnoses of dementia are 33 resources to the maximum. No one says playing music will be a cure for Alzheimer’s disease, but it might make the symptoms more 34, decrease the cost of care and improve a patient’s 35 of life.”

|                 |               |             |
|-----------------|---------------|-------------|
| A. actually     | F. manageable | K. quality  |
| B. consequently | G. mends      | L. recently |
| C. contributing | H. observed   | M. taxing   |
| D. fair         | I. phase      | N. tends    |
| E. feels        | J. plotting   | O. yielded  |

## Section B

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

### Can playing video games help you get a better job?

- A. The gaming industry is larger than films and music combined, yet few of us are likely to list our achievements in playing computer games as work experience in our résumé. But why not? Businesses are waking up to the skills gamers can bring to the workplace.
- B. One start-up is convinced that the skills learned by playing games — hard-won through years of training and battle — can be applied to real-life work situations. And Game Academy reckons its belief is backed up by hard data. Do you enjoy unusual puzzle games like Portal, or tower defence games like Defense Grid? The team has found that IT workers play those more than average. But if you prefer Civilization, Total War, or X-Com, where strategy and resource management are key, then you might have more in common with managers.
- C. Game Academy’s idea is simple: analyse gamers’ habits from their online gaming profile, and offer courses in valuable skills that reflect their aptitudes — skills they can practise and refine in-game. And there is already a growing acceptance that gaming skills are transferable.
- D. Even the military is hiring gamers. “The ability to absorb information, react swiftly and coordinate actions whilst remaining calm under pressure are often attributes of people that are good at gaming,” according to a Royal Air Force spokesperson. Those skills are part of what the Royal Air Force is looking for “in a variety of roles”. “Skills acquired through gaming can be very relevant to certain areas.”
- E. “There are plenty of soft skills that gamers can utilise in a professional setting, such as teamwork, problem solving and strategic planning,” says Ryan Gardner, a regional director with Hays recruitment. But does that really mean your top 100 ranking in Overwatch should go down in your résumé? “It’s about how you either make it relevant to the job you are applying for, or how it makes you more interesting as a potential employee,” Mr Gardner says.
- F. Two years ago, a Glasgow University study made headlines for suggesting gaming could make students more successful. But “the research hasn’t really changed minds, at least not yet,” says one of the authors of the study, Dr Matthew Barr. He’s now writing a book on the topic. “For now, I think the negative reputation around games means that telling someone you’re a determined gamer is more likely to harm your chances of getting a job. But if someone can explain how they’ve led a team in an online game, for example, they may be able to persuade an employer that this is useful,” says Dr Barr.

- G. Playing games casually is unlikely to help your career prospects. But part of Game Academy's suggestion is to transform casual gamers into "conscious" ones, applying critical thinking to developing their skills. "We see gameplay as a resource of talent," says co-founder David Barrie. "Why can't we put in our résumé our gaming victories and achievements?" he asks. "If they say they want leadership — why can't I point to my years of leading World of Warcraft raids?"
- H. There are already plenty of gamers out there who know that their hobby has made them who they are. Earlier this year, Matthew Ricci told gaming site Kotaku: "If you're playing EVE Online you basically already have an MBA." Often made fun of in gaming circles as a "spreadsheet simulator (电子表格模拟)", the economy of the fictional EVE universe is driven by real market principles. If you want to build a new spaceship, the raw material has to be mined by another player. Manufacturing costs come into effect, and commodities fluctuate in price based on demand and the distance to haul the commodity.
- I. Mr Ricci, who had always dreamed of being the boss of his own company, ran an in-game corporation comprising hundreds of players. Eventually, he realised he could transfer his skills to real-life business — instead of doing it for free. He restructured Zentech, once a taxation vehicle for his father's business, and it is now in its fourth year helping international brands enter the Canadian market. EVE teaches skills like creativity, leadership, organisation, and conflict resolution, he maintains. He credits his success to his family, his strong desire to run his own business — and "a damn good company in Iceland that made a damn good game".
- J. Digital entrepreneur and business consultant Mia Bennett says: "In more traditional settings, gaming is still imagined to be the pursuit of teenage boys — a waste of time." But there are some links to skills like "decision-making, the ability to anticipate and future planning," she says. "It also helps with meta-skills — learning how to learn, experimentation, and creative thinking."
- K. Twelve years into his career, Mark Long, a radiotherapy physicist with the NHS in Surrey, doesn't get as much gaming time as he used to. "I would love to say that my gaming skills allow me to destroy cancer using linear accelerators like photon (光子) blasters, but that's not quite the reality." Instead, he credits old-school games like Palace of Magic with exposing him to computers. Every new gaming upgrade improved his knowledge of how they worked. Gaming also encouraged a competitive spirit — and that, he believes, translates. "When creating treatment plans, the aim is to optimise the radiation dose to the tumour and restrict it as much as possible to healthy surrounding tissues and organs," he says. It's about "repeating the process, but each time doing something slightly different to improve the result". Not unlike achieving a high score or a perfect run. "Most videogames are essentially puzzles to solve," he says. "And problem-solving is a big part of my job."
- L. "Over at Game Academy, Mr Barrie is aware they still have a mountain to climb. The employer community will need the science," he says, but confesses he only became a true believer when he started asking players about their biggest in-game achievements. "The scale and scope of their answers were amazing," he says. "But ask them the same about their work, and they don't know." "The engagement and powerful skills that people get playing a game — why can't work be like that?" he asks.



36. Certain gaming skills meet the requirements of the armed forces in Britain.
37. One veteran player has applied his gaming skills to his real-world business and owes his success partly to a game company.
38. According to a researcher, bad reputation about games will probably limit a gamer's chances of landing a job.
39. Businesses are beginning to realise gaming skills are applicable to their employees' work.
40. A physicist admits gaming has contributed to his computer knowledge and skills of solving problems.
41. Game Academy proposes to help gamers develop their skills using critical thinking.
42. One who enjoys playing games that require management skills to win might possess more qualities of a manager.
43. In more conventional views, gaming is a time-wasting activity pursued by young boys.
44. It is suggested that gaming skills be included in a résumé if they enhance a job applicant's appeal.
45. Many gamers know their passion for playing games has shaped their identity.

## 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.**

Junk food is now a staple of many Americans' diets. Advertising campaigns from the snack food companies, often featuring sports stars, send the message that we can neutralize any negative effects of consuming their products simply by getting more physical exercise. But recent studies show a lack of exercise is not to blame for rising obesity rates. Bad diets are.

Interventions (干预) to help reduce junk food consumption are especially important for children and teenagers. Prevention is better than cure because obesity is so difficult to treat. Unfortunately, while health education has shown some success among young children, teens have been harder to reach.

Now a large-scale study has tried an innovative approach to change teenagers' attitudes towards healthy eating, and the results are promising. The researchers argued that previous interventions have probably been unsuccessful because of a major flaw: they focused on a future, healthier you and assumed that this would be enough motivation for teenagers. In contrast, the new intervention cleverly exploits teenagers' instinct for rebelliousness and autonomy, and the value they place on social justice.

To do this, researchers had students read an article on the food industry. It revealed a secret about the manipulative and deceptive strategies used to make junk food more addictive and characterize the products as healthy. The article also explained how advertising campaigns specifically target very young and poor people, causing harm for these vulnerable groups. Afterwards, the participants read a fictional survey of teens who wanted to "fight back against the companies by buying and eating less processed food"

After the intervention, participants associated healthy eating with autonomy and social justice. The teenagers also rated healthy eating as being more appealing. Importantly, there were also some promising effects of the new intervention on actual behavior. A day later the students were offered a choice of snacks and drinks in a seemingly unrelated context. The teens chose healthy snacks and drinks (such as fruit or water) more often over unhealthy options (like biscuits and soda). Apparently associating a healthy diet with teenagers' own values seems to be a promising avenue to prevent obesity.

46. What do we learn about advertising campaigns from the snack food companies?
- A. They convey the idea that their products are ok if consumers exercise more.
  - B. They send the message that bad diets are responsible for Americans' obesity.
  - C. They usually feature sports stars to emphasize the benefits of their snack foods.
  - D. They claim that lack of exercise is to blame for the increasing obesity rates.
47. What does the passage say about health education?
- A. It has shed light on teens' instinct for rebellion and autonomy.
  - B. It has placed much more emphasis on cure than on prevention.
  - C. It has contributed little to the campaigns against obesity.
  - D. It has largely failed to turn teens away from junk food.
48. What is a major flaw in previous interventions to help reduce junk food consumption?
- A. They motivated teens to stay away from junk food only temporarily.
  - B. They focused on the benefits young people would reap in the future.
  - C. They were based on the assumption that motivation was the only key.
  - D. They were incapable of appealing to teens' instinct for rebelliousness.
49. In what way is the new intervention innovative?
- A. It emphasizes people's sense of social responsibility.
  - B. It cleverly exploits teenagers' personal weaknesses.
  - C. It takes advantage of teenagers' natural inclination.
  - D. It promises immediate rather than future benefits.
50. What conclusion can be drawn from the new research?
- A. A totally different approach could be adopted to combat advertising campaigns for snack food.
  - B. An effective intervention has to be found to persuade teenagers to switch to a healthier lifestyle.
  - C. Obesity can be hopefully prevented by building links between teenagers' values and healthy eating.
  - D. An innovative way to beat obesity is to expose food companies' manipulative and deceptive practices.

## Passage Two

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

Adults dream during REM (rapid eye movement) sleep and infants have loads of REM. So, it might be fair to assume that babies have tons of dreams.

But scientists believe REM serves a completely different purpose for newborns and infants than dreaming. When babies are in REM, it allows their brain to develop pathways, connections, and eventually, learn languages.

Since your baby doesn't dream at this stage of brain development, it's safe to assume babies do not have nightmares, either. Nightmares stem from exposure to trauma (创伤), an overactive imagination, and the normal stresses of everyday life.

Are you wondering, what do babies dream about? Good question, but the answer is nothing!

So, when do babies start dreaming? The general consensus is that they start dreaming around the age of two. Psychologist David Foulkes studies children (from very small kids to teens) to bring the secrets of their dreams to the light of day. In his lab, he lets kids fall asleep and then wakes them 3 times a night and asks them to describe what they recall.

Foulkes' findings are unsurprising. Basically, little kids have little dreams. But exactly what kids see

while dreaming depends on their age. As children develop and grow, their dreams do too.

Dreams of very small kids are usually just snapshots (快照), looking much more like a slideshow than a movie, when compared to the dreams of adults. They heavily feature animals and other familiar sights, like images of people eating. According to Foulkes, “Children’s dream life...seems to be similar to their waking imagination and narration.” Kids ages 5 – 9 begin seeing moving images and characters in action. Dreams now include multiple events strung together, one after the other. They also start developing greater ability to remember dreams. Still, that’s not always the case: When roused during REM sleep, 25% of the kids in Foulkes’ studies had no recollection of dreaming, a trend that continues through age 9.

So, if your baby seems to be in a stressful state while sleeping or is upset upon waking, there may be other factors at play.

51. What do scientists think of REM?

- A. It is a sign of dreaming in adults and infants alike.
- B. It is essential to human beings’ language learning.
- C. It determines the formation of connections in the brain.
- D. It performs a different function in babies than in adults.

52. What can we infer about nightmares from the passage?

- A. They occur often in people with an active imagination.
- B. They occur in people suffering from emotional stress.
- C. They vary in different stages of brain development.
- D. They appear in the sleep of both adults and infants.

53. What is the aim of psychologist David Foulkes’ study?

- A. To reveal the secrets of children’s dreams.
- B. To see if children start dreaming at age two.
- C. To solve the mystery of dreaming and brain growth.
- D. To confirm the general consensus on when kids dream.

54. What are Foulkes’ findings about kids’ dreams?

- |                                     |                                    |
|-------------------------------------|------------------------------------|
| A. They feature strange animals.    | C. They grow and evolve with age.  |
| B. They are unsurprising to adults. | D. They reflect kids’ waking life. |

55. What can we assume about babies who appear upset upon waking?

- A. They have been roused against their will.
- B. They have been disturbed by a nightmare.
- C. They have trouble recollecting the images of their dreams.
- D. They have been affected by something other than dreaming.

## 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**.

近年来,“城市漫步 (city walk)” 在中国的年轻人中悄然兴起,已成为一种旅游新潮流。与传统旅游不同,城市漫步不追求在短时间内游览尽可能多的景点。而是随意行走或按照主题路线漫步在城市的大街小巷。漫步者品尝地道小吃,欣赏特色建筑,了解当地生活方式。他们还用相机或手机记录城市的风景和人物。这种旅游方式能让城市漫步者更深入地了解城市的历史与文化。

# 2025 年 12 月大学英语四级考试真题（第 3 套）

## Part I Writing (30 minutes)

**Directions:** Suppose your university is organizing a forum on how students can make the best use of on-campus resources for academic development. You are now to write an essay to express your view. You will have 30 minutes to write the essay. You should write at least 120 words but no more than 180 words.

## Part II Listening Comprehension (25 minutes)

提示：2025 年 12 月四级全国只考两套听力，本套听力内容与第一、二套相同，故本套未重复显示。

## 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.

Earth Day is an annual celebration that honors the achievements of the environmental movement and raises awareness of the need to protect Earth's natural resources for future generations. Earth Day is celebrated on April 22 in the United States and on either April 22 or the day the spring equinox (春分) occurs throughout the 26 of the world.

Environmental activism during the 1960s 27 Wisconsin Senator Gaylord Nelson to create a 28 celebration uniting the environmental movement. With the help of Denis Hayes, a graduate student at Harvard University, Nelson organized the first Earth Day on April 22, 1970, educating participants in the 29 of environmental protection. Attended by 20 million people across the United States, the event 30 support for legislation such as the Clean Air Act and the Endangered Species Act.

In 1990, Hayes organized a global Earth Day, with more than 200 million participants in 140 countries. Earth Day now brings 31 citizens and activists from around the world to raise awareness and take action regarding such environmental 32 as global warming and renewable energy.

Today, the Earth Day Network, which rallies more than 20,000 33 and organizations in 190 countries, supports the Earth Day mission year-round. This mission is founded on the proposition that all people, regardless of race, gender, income, or 34, have a moral right to a healthy, sustainable environment. The Earth Day Network 35 this mission through education, public policy, and activism campaigns.

|               |              |                 |
|---------------|--------------|-----------------|
| A. concerns   | F. imposed   | K. pursues      |
| B. expansion  | G. inspired  | L. rescues      |
| C. forth      | H. national  | M. rest         |
| D. geography  | I. partners  | N. strengthened |
| E. importance | J. potential | O. together     |

## 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**.*

### Looking for a job after 45

- A. Ageism and long-term unemployment are most damaging for those in the second half of their careers. Changing careers is hard. Getting back into work after you've been laid off is even harder. Those over 45 make up the bulk of the long-term unemployed, in America and elsewhere. Hiring managers admit they are reluctant to hire those over 40 or 45, arguing they probably won't be a good "fit," their experience won't be relevant to the workplace, and they'll be unable or unwilling to learn new skills.
- B. But the one thing that can really make a difference? More education and training. These are the results from a new study by Generation, a nonprofit founded by former McKinsey consultants. They've just published a global survey on midcareer employment, based on surveys of over 5,000 workers and managers in seven countries.
- C. "Older midcareer workers ... make up the bulk of the long-term unemployed in many countries," Generation's analysts write in their report. Those over 45 comprise over 40% of the long-term unemployed, for example. And if you're out of work past the age of 45, there's nearly a two in three chance you'll be out of work for over a year, they find. "Midcareer individuals are finding it harder to get jobs," they write. "People age 45+ face persistent and rising pressure in the global job market. They are unemployed for much longer than the average, and their age is indeed one of the greatest barriers to their finding a job."
- D. A substantial part of this, they report, is "widespread ageism" on the part of hiring managers. Although such managers admit that post-45 hires turn out on average to be just as good as or better than younger workers, they still don't want to hire them. "Hiring managers have a strong perception bias against 45+ job candidates — they believe that members of this age group have poor skills and low adaptability," Generation's analysts report.
- E. The survey results are remarkable. Hiring managers are three times as likely to rate job applicants age 35 – 44 as a better "fit" than those over 45. They rate the post-45 job seekers lower on average on all three measures — even experience — than those ages 18 to 34. This is true even though nearly nine managers in 10 also said their post-45 workers were as good as or better than younger employees in the same jobs.
- F. Their biggest fears about hiring those over 45? Managers said they worry that older hires will be reluctant to try new technologies, and will be unable to learn new skills. Besides, the majority of hiring managers are under 45 — and seem reluctant to hire people older than themselves.
- G. But here's the good news. Older workers who've actively engaged in more education and training relevant to their jobs turn this pretty much on its head. Three-quarters of hiring managers said they'd be more likely to hire an over-45 who had relevant education, training or credentials (文凭). Among those over 45 who'd successfully switched careers, 74% said training helped them get their new job.
- H. "Midcareer switchers overwhelmingly say that training enabled them to shift to a new career path," the analysts write. And when they asked over-45 candidates about their attitudes, they found that "those who are excited by training are unemployed for less time, receive more job offers, and are more satisfied by the job offers they receive."



- I. Hiring managers said training was three times more likely to get them to hire applicants over age 45 than, say, government subsidies (补贴). What training are we talking about? Obviously it depends on the job. And, yes, managers are most likely to be impressed by industry qualifications you get in school. These things cost money, and time. But these aren't the only things helpful. Those who had successfully changed careers after 45 told Generation that education and training had been a big help — and that included in-person, on-the-job training, “informal learning,” and online courses — with or without certification.
  - J. If they think we're too old to learn new skills after we're 45, just learning some new skills may have an effect on its own. There's a downside to this. The people least interested in retraining are more likely to come from historically disadvantaged communities, more likely to have low incomes, and are more likely to have the least schooling after getting their high-school diploma or earlier. On average, post-45 job switchers with higher incomes participate in 2.5 training programs each. Those with lower incomes: 0.9 programs on average.
  - K. Many years ago, I wrote about a study which found that employers are much more likely to hire a college graduate who has some work experience in the industry than a college graduate who took the “right” degree. A bank is more likely to hire a literature graduate who spent their summers working in their local bank than a finance or economics graduate who spent their summers surfing or traveling around Italy. They've learned through long experience. The person who worked in the bank is more likely ready, willing and able to be part of the team and do the job from day 1.
  - L. We can rail against “ageism” all we like. It gets us nowhere. And it's easy to forget that employers, like everyone else, are under time pressure and are just trying to solve problems. Any and all “training,” including inexpensive and informal training, is going to help resolve their worries about hiring someone over 45. And it has never been easier or cheaper to gain instruction in new skills, thanks to the internet. Online schools like Udemy and *Lynda.com* offer sweet deals at sign-up. And courses on YouTube are free.
  - M. Bottom line? Yes, it really can be difficult getting a new job after age 45, let alone changing careers. One of the best things we can do to help ourselves is to go online and learn new, relevant skills. Sadly, the people who most need the help are least likely to take it — which raises a challenge for society as a whole. Not only do we not want to see lives go to waste, but we all benefit if more people are working and fewer are unemployed.
- 36. Hiring managers believe unemployed workers over 45 lack good skills and are less adaptable.
  - 37. Switching to a new career is difficult and getting reemployed after a layoff is even tougher.
  - 38. People from poor neighborhoods tend to have the least interest in retraining.
  - 39. Hiring managers who are not yet 45 years old seem unwilling to hire people their senior.
  - 40. Some analysts find age 45+ jobless workers are most likely to be unemployed for more than a year.
  - 41. People who had succeeded in career change after 45 told a nonprofit organization they owed a great deal to the education and training they had received.
  - 42. Older workers who actively pursue more education and training have a good chance of being hired.
  - 43. A new study finds that more education and training helps midcareer individuals find a new job.
  - 44. Owing to the internet, it is now more convenient than ever to receive training in new skills.
  - 45. People over 45 stimulated by training suffer shorter periods of unemployment, get more job offers and have greater satisfaction in them.

## 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.**

New York's Eleven Madison Park has become the first vegan (素食主义的) restaurant to be awarded three Michelin stars.

The fine dining establishment received its first three-star Michelin rating in 2011 when the menu was famed for its fancy animal-based dishes.

However, last year, the restaurant's co-owner and famous chef, Daniel Humm, made the bold decision to remove meat from the menu, citing our unsustainable food system. While cow milk is still served for tea and coffee, the menu is almost 100 percent vegan.

At the time, Humm acknowledged the move was risky, admitting that "it wasn't clear if guests would come", but called the gamble "a risk worth taking."

"In view of the climate crisis, I didn't want to open the same restaurant," Humm told the *Financial Times* in an interview. "If we can show the possibilities of eating plant-based food in this setting, it can open a lot of doors" for others to follow.

Now, this impressive new accomplishment validates Eleven Madison Park's decision to take meat off the menu and embrace plant-based foods, with Michelin's 2022 New York guide branding it 'a bold vision of luxury dining'.

"We took the jump to transform Eleven Madison Park into a plant-based fine dining restaurant knowing in our hearts this is what we believed in," stated Humm on Instagram. "Last night, we were honored to be awarded three Michelin stars for the 11th year in a row. I am so grateful to the team members who contributed through its nearly 25-year history. We are also grateful to our guests and partners who believed in our vision and encouraged us to push harder."

Three Michelin stars is the highest award, given to chefs who are at the peak of their profession. "Their cooking is elevated to an art form and some of their dishes are destined to become classics," reads Michelin's website, in a clear nod to plant-based foods' growing significance in the culinary (烹饪的) world.

"I think luxury companies have a real role to play and a responsibility," says Humm. "The more creative we are, the more beautiful and delicious our future will be."

46. What do we learn about New York's Eleven Madison Park?

- A. It is the first vegan restaurant to receive the highest Michelin rating.
- B. It is the first restaurant in the city to remove meat from its menu.
- C. It was famed throughout the U.S. for its fancy regional dishes.
- D. It was established as a three-star Michelin restaurant in 2011.

47. Why did Daniel Humm decide to remove meat from the menu of his restaurant?

- A. To encourage more customers to be vegan.
- B. To contribute to a sustainable food system.
- C. To show the appeal of a plant-based menu.
- D. To strive for the three-star Michelin rating.

48. What did Daniel Humm think of his move to a meat-free menu?
- A. It was a worthwhile effort even though he was unsure of its success.
  - B. It would set a model for many more restaurants to follow.
  - C. It was a mad gamble few chefs in the fine dining world would risk taking.
  - D. It would prove a right step to take in today's catering business.
49. What does Michelin's 2022 New York guide say about Eleven Madison Park's decision?
- A. It elevates the restaurant's cooking to an art form.
  - B. It proves the validity of ratings awarded by Michelin.
  - C. It shows a daring foresight regarding future fine dining.
  - D. It is an effort to transform the restaurant into a luxury one.
50. What does the awarding of three Michelin stars to Eleven Madison Park indicate?
- A. An optimistic vision of vegan foods becoming mainstream.
  - B. A greater responsibility for the culinary world to undertake.
  - C. A strong incentive for more restaurants to offer healthier foods to their customers.
  - D. An explicit recognition of the rising importance of restaurants serving vegan foods.

## Passage Two

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

With genetic testing becoming increasingly popular, many people are left wondering exactly how accurate it is. Whether you are taking a DNA test to build your extended DNA family tree, or want precise information on inborn (先天的) health conditions, it is important to understand how accurate genetic tests are, and what information we can rely upon.

How accurate DNA tests are relies greatly upon the kind of test being taken, on the specific question you ask, and on how complex the genetics behind a trait (特征) is. For example, tests for traits that depend on a single gene provide much more reliable results, because you can see whether a disease-causing trait is present.

Ancestry tests claim to reveal our genetic identities. But saying you are 30 percent East Asian or American hardly reflects your real ancestry.

What about using DNA tests to discover distant family members? There are tools to compare one's DNA with others' to find distant relatives based on their genetic identification. These kinds of applications are generally accurate. It's relatively easy to tell whether two DNA samples belong to close relatives. With distant relatives, results become hazier.

Genetic health tests claim to be able to detect certain hereditary (遗传的) diseases, or other health conditions. While certain rare diseases can be easily identified, most potential health conditions cannot be identified by genetic testing alone. The large majority of our traits and diseases also depend upon non-genetic factors, such as lifestyle, the environment, and many others.

Genetic tests for multi-factorial traits are often very tricky to interpret. Height, for example, depends on hundreds of genes, each contributing a little to the outcome, together with a bunch of environmental factors. A test can look at many genes at once, but it's difficult to predict how they will play together. Then you should also account for non-genetic factors that are not written in the DNA.

Tests that offer to find your perfect romantic match and those claiming to predict personality or talents based on your DNA are pure nonsense. At the moment, the scientific bases for these applications are non-existent or incredibly weak.

51. What does the passage say is of importance regarding genetic tests?
- A. Knowing their accuracy.
  - B. Evaluating their applicability.
  - C. Utilizing the information they provide.
  - D. Weighing the consequences they have.
52. What kind of genetic tests tend to be comparatively reliable?
- A. Those complex enough to reveal the genetics behind a trait.
  - B. Those looking for traits responsible for certain diseases.
  - C. Those focusing on the specific questions being asked.
  - D. Those looking for traits determined by a single gene.
53. What do we learn about genetic health tests from the passage?
- A. They are unable to identify certain hereditary diseases by themselves.
  - B. They are generally unable to separate genetic and non-genetic factors.
  - C. They cannot independently identify the majority of potential diseases.
  - D. They cannot tell apart the impact of lifestyle and that of the environment.
54. What makes genetic tests for multi-factorial traits tricky to interpret?
- A. The challenge in determining the role of each individual gene.
  - B. The difficulty of foretelling how the various genes will interact.
  - C. The difficulty of telling genetic factors from environmental ones.
  - D. The enormous work to identify the hundreds of genes involved.
55. What does the passage say about DNA tests to predict personality or talents?
- A. They are solid scientific bases for application.
  - B. They are helpful in finding a romantic match.
  - C. They do not look promising at the moment.
  - D. They do not make any sense at present.

#### 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**.

中国政府十分重视绿色经济的发展。通过加强森林资源保护、加大污染治理力度等一系列措施,许多地区的生态环境得到了显著改善。绿水青山 (lucid waters and lush mountains) 促进了当地的旅游、健康等产业的发展,创造了可观的经济效益。如今,生态环境与人类社会和谐共存的观念在中国已深入人心。绿色经济的推进不仅能为中国可持续发展做出贡献,也为全球环境保护提供了宝贵经验。