

2020 年 7 月大学英语四级考试真题组合卷

Part I

Writing (30 minutes)

Directions: For this part, you are allowed 30 minutes to write an essay on the use of translation apps. You can start your essay with the sentence "The use of translation apps is becoming increasingly popular." 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) Watch the weather forecast.
B) Evacuate the area with the orange alert.
C) Avoid travel on Wednesday.
D) Prepare enough food and drink.
2. A) Pay more attention to the roads.
B) Stay at a safer place.
C) Bring more mobile phones.
D) Take a train home.

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

3. A) There is only one ecosystem in Europe.
B) Romania's wetlands thrive again.
C) The wildlife in Romania isn't well protected.
D) There are 200 species of birds in Romania's wetlands.
4. A) Block the waterways.
B) Restore the fishing ban.
C) Use monitoring equipment.
D) Prohibit fishing in the next 10 years.

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

5. A) He had a car accident.
B) He attended his graduation ceremony.
C) He had a heart attack.
D) He gave a performance in the auditorium.
6. A) What happened to him.

- B) What date it was.
 - C) When the graduation ceremony was.
 - D) Where he was.
7. A) He was really touched by his classmates.
- B) He didn't know what happened at all.
 - C) He couldn't remember what to say.
 - D) His parents wore caps and gowns.

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) Her children's disruption.
- B) Quiet atmosphere.
 - C) A sense of isolation.
 - D) Longer working hours.
9. A) It doesn't offer coffee.
- B) It's too quiet.
 - C) It doesn't have free Wi-Fi.
 - D) It lacks the material he needs.
10. A) The sense of being out in the world.
- B) The coffee it provides.
 - C) The coffee table.
 - D) The comfortable working condition.
11. A) People don't order anything.
- B) People bring their laptops and paperwork.
 - C) People occupy valuable table space in quiet times.
 - D) People of two occupy a table for six.

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

12. A) She is not satisfied with the salary.
- B) She is not capable of the job.
 - C) She often works overtime.
 - D) She's received a job offer from another company.
13. A) They may be considered as less loyal.
- B) They won't get the promotion opportunities.
 - C) They should take more responsibility at work.
 - D) They will be given hiring priority.
14. A) She might have to do extra work everyday.
- B) She might not get a pay rise.

- C) She might not get enough vacation.
 - D) She might not gain more experience.
15. A) Experience.
- B) Confidence.
 - C) Fortune.
 - D) Opportunity.

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's a horrible feeling.
- B) It can be a blessing.
 - C) It's boring and dangerous.
 - D) It's the most comfortable state.
17. A) To be active.
- B) To meet up with your friends.
 - C) To travel abroad.
 - D) To seek advice from others.
18. A) It provides a chance for people to think deeply.
- B) It makes us treasure the time.
 - C) It enables one to identify true friends.
 - D) It helps us take care of problems more efficiently.

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

19. A) He is a harsh person.
- B) He is mean to others.
 - C) He is very demanding in his work.
 - D) He usually works very late.
20. A) He moved out and divorced.
- B) It was plagued by drugs and gang violence.
 - C) He lived there for 20 years.
 - D) His parents would move into his new house.
21. A) He was only responsible for unloading food.
- B) He had to sign his name on every label.
 - C) It was a hard and tedious job.
 - D) He was required to work at Friday night.

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

22. A) By recording the time people spend on TV.
- B) By tracking people's living habits.

- C) By using memory and fluency tests.
D) By scanning people's brains.
23. A) Watching television for hours.
B) Playing video games.
C) Reading books and magazines.
D) Surfing the Internet.
24. A) Television viewing may be a potential factor for Alzheimer's disease.
B) Alzheimer's patients tend to watch television more than 3 hours a day.
C) Some research has confirmed the link between them.
D) Television watching is beneficial to Alzheimer's patients.
25. A) Watch television no more than 3 hours each day.
B) Balance television viewing with other contrasting activities.
C) Watch some educational TV programs.
D) Take more physical exercise.

Part II

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.

“Science and everyday life cannot and should not be separated.” Those were the words uttered by pioneering British scientist Rosalind Franklin, who firmly believed that the pursuit of science should be __26__ to all.

As a woman working in the first half of the 20th century, Franklin's contributions to some of the greatest scientific discoveries of our time including the structure of DNA-were sadly __27__ in her lifetime.

More than 60 years after Franklin's death, we are __28__ living in a different world, where women play an important part in every echelon (阶层) of our society-not least in science, innovation, higher education and research. UK universities are world leaders when it comes to advancing and __29__ gender equality.

In the past decade, we have seen a __30__ increase in England in the number of women accepted on to full-time undergraduate degrees in science, technology, engineering and maths (Stem subjects). And in the last academic year, women __31__ for more than half of all Stem postgraduates at UK universities.

Data shows us the __32__ to success gets harder for women to climb the further up they go. Although women make up the majority of undergraduates in our

universities, just under half of academic staff are female. At __33__ levels, only a quarter of professors are women, and black women make up less than 2% of all female academic staff.

There are also stark differences in pay across grades. The gender pay gap based on median salaries across the sector in 2016-2017 was 13.7%, __34__ there is still some way to go to ensure women are rising through the ranks to higher grade positions and being paid __35__.

A) accessible

B) accounted

C) adaptation

D) appropriately

E) considerable

F) effective

G) ladder

H) misread

I) nomination

J) overlooked

K) promoting

L) senior

M) submission

N) suggesting

O) thankfully

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 Perfect Essay

A) Looking back on too many years of education, I can identify one truly impossible teacher. She cared about me, and my intellectual life, even when I didn't. Her expectations were high-impossibly so. She was an English teacher. She was also my mother.

B) When good students turn in an essay, they dream of their instructor returning it to them in exactly the same condition, save for a single word added in the margin of the final page: "Flawless." This dream came true for me one afternoon in the ninth grade. Of course, I had heard that genius could show itself at an early age, so I was only slightly taken aback that I had achieved perfection at the tender age of 14. Obviously, I did what any professional writer would do; I hurried off to spread the good news. I didn't get very far. The first person I told was my mother.

C) My mother, who is just shy of five feet tall, is normally incredibly soft-spoken, but on the rare occasion when she got angry, she was terrifying. I am not sure if she was more upset by my hubris (得意忘形) or by the fact that my English teacher had let my ego get so out of hand. In any event, my mother and her red pen showed me how deeply flawed a flawless essay could be. At the time, I am sure she thought she was teaching me about mechanics, transitions (过渡), structure, style and voice. But what I learned, and what stuck with me through my time teaching writing at Harvard, was a deeper lesson about the nature of creative criticism.

D) First off, it hurts. Genuine criticism, the type that leaves a lasting mark on you as a writer, also leaves an existential imprint (印记) on you as a person. I have heard people say that a writer should never take criticism personally. I say that we should never listen to these people.

E) Criticism, at its best, is deeply personal, and gets to the heart of why we write the way we do. The intimate nature of genuine criticism implies something about who is able to give it, namely, someone who knows you well, enough to show you how your mental life is getting in the way of good writing. Conveniently, they are also the people who care enough to see you through this painful realization. For me it took the form of my first, and I hope only, encounter with writer's block—I was not able to produce anything for three years.

F) Franz Kafka once said: "Writing is utter solitude (独处), the descent into the cold abyss (深渊) of oneself." My mother's criticism had shown me that Kafka is right about the cold abyss, and when you make the introspective (内省的) descent that writing requires you are not always pleased by what you find. But, in the years that followed, her sustained tutoring suggested that Kafka might be wrong about the solitude. I was lucky enough to find a critic and teacher who was willing to make the journey of waiting with me. "It is a thing of no great difficulty," according to Plutarch, "to raise objections against another man's speech, it is a very easy matter; but to produce a better in its place is a work extremely troublesome." I am sure I wrote essays in the later years of high school without my mother's guidance, but I can't recall them. What I remember, however, is how she took up the "extremely troublesome" work of ongoing criticism.

G) There are two ways to interpret Plutarch when he suggests that a critic should be able to produce "a better in its place." In a straightforward sense, he could mean that a critic must be more talented than the artist she critiques (评论). My mother was well covered on the count. But perhaps Plutarch is suggesting something slightly different, something a bit closer to Marcus Cicero's claim that one should "criticize by creation, not by finding fault." Genuine criticism creates a precious opening for an author to become better on his own terms—a process that is often extremely painful, but also almost always meaningful.

H) My mother said she would help me with my writing, but first I had to help myself. For each assignment, I was to write the best essay I could. Real criticism is not meant to find obvious mistakes, so if she found any—the type I could have found on my own—I had to start from scratch. From scratch. Once the essay was "flawless," she would take an evening to walk me through my errors. That was when true criticism, the type that changed me as a person, began.

I) She criticized me when I included little-known references and professional jargon (行话). She had no patience for brilliant but irrelevant figures of speech. "Writers can't bluff (虚张声势) their way through ignorance." That was news to me—I would need to find another way to structure my daily existence.

J) She trimmed back my flowery language, drew lines through my exclamation marks and argued for the value of restraint in expression. "John," she almost whispered. I leaned in to hear her: "I can't hear you when you shout at me," So I stopped shouting and bluffing, and slowly my writing improved.

K) Somewhere along the way I set aside my hopes of writing that flawless essay. But perhaps I missed something important in my mother's lessons about creativity and perfection. Perhaps the point of writing the flawless essay was not to give up, but to never willingly finish. Whitman repeatedly reworked "Song of Myself" between 1855 and 1891. Repeatedly. We do our absolute best with a piece of writing, and come as close as we can to the ideal. And, for the time being, we settle. In critique, however, we are forced to depart, to give up the perfection we thought we had achieved for the chance of being even a little bit better. This is the lesson I took from my mother: If perfection were possible, it would not be motivating.

36. The author was advised against the improper use of figures of speech.

37. The author's mother taught him a valuable lesson by pointing out lots of flaws in his seemingly perfect essay.

38. A writer should polish his writing repeatedly so as to get closer to perfection.

39. Writers may experience periods of time in their life when they just can't produce anything.

40. The author was not much surprised when his school teacher marked his essay as "flawless".

41. Criticizing someone's speech is said to be easier than coming up with a better one.

42. The author looks upon his mother as his most demanding and caring instructor.

43. The criticism the author received from his mother changed him as a person.

44. The author gradually improved his writing by avoiding fancy language.

45. Constructive criticism gives an author a good start to improve his writing.

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.

It's nice to have people of like mind around. Agreeable people boost your confidence and allow you to relax and feel comfortable. Unfortunately, that comfort can hinder the very learning that can expand your company and your career.

It's nice to have people agree, but you need conflicting perspectives to dig out the truth. If everyone around you has similar views, your work will suffer from confirmation bias(偏颇).

Take a look at your own network. Do your contacts share your point of view on most subjects? If yes, it's time to shake things up. As a leader, it can be challenging to create an environment in which people will freely disagree and argue, but as the saying goes: From confrontation comes brilliance.

It's not easy for most people to actively seek conflict. Many spend their lives trying to avoid arguments. There's no need to go out and find people you hate, but you need to do some self-assessment to determine where you have become stale in your thinking. You may need to start by encouraging your current network to help you identify your build sports.

Passionate, energetic debate does not equine anger and hard feelings to be effective. But it does require moral strength. Once you have worthy opponents, set some ground rules so everyone understands responsibilities and boundaries. The objective of this debating game is not to win but to get to the truth that will allow you to move faster, father, and better.

Fierce debating can hurt feelings, particularly when strong personalities are involved. Make sure you check in with your opponents so that they are not carrying the emotion of the battles beyond the battlefield. Break the tension with smiles and humor to reinforce the idea that this is friendly discourse and that all are working toward a common goal.

Reward all those involved in the debate sufficiently when the goals are reached. Let your sparring partners (拳击教练) know how much you appreciate their contribution. The more they feel appreciated, the more they'll be willing to get into ring next time.

46. What happens when you have like-minded people around you all the while?

- A) It will help your company expand more rapidly.
- B) It will create a harmonious working atmosphere.
- C) It may prevent your business and career from advancing.
- D) It may make you feel uncertain about your own decisions.

47. What does the author suggest leaders do?

- A) Avoid arguments with business partners.
- B) Encourage people to disagree and argue.
- C) Build a wide and strong business network.
- D) Seek advice from their worthy competitors.

48. What is the purpose of holding a debate?

- A) To find out the truth about an issue.
- B) To build up people's moral strength.
- C) To remove misunderstandings.
- D) To look for worthy opponents.

49. What advice does the author give to people engaged in a fierce debate?

- A) They listen carefully to their opponents' views.
- B) They show due respect for each other's beliefs.

- C) They present their views clearly and explicitly.
D) They take care not to hurt each other's feelings.
50. How should we treat our rivals after a successful debate?
- A) Try to make peace with them.
B) Try to make up the differences.
C) Invite them to the ring next time.
D) Acknowledge their contribution

Passage Two

Questions 51 to 55 are based on the following passage.

It's late in the evening: time to close the book and turn off the computer. You're done for the day. What you may not realize, however, is that the learning process actually continues—in your dreams.

It might sound like science fiction, but researchers are increasingly focusing on the relationship between the knowledge and skills our brains absorb during the day and the fragmented, often bizarre imaginings they generate at night. Scientists have found that dreaming about a task we've learned is associated with improved performance in that activity (suggesting that there's some truth to the popular notion that we're “getting” a foreign language once we begin dreaming in it). What's more, researchers are coming to recognize that dreaming is an essential part of understanding, organizing and retaining what we learn.

While we sleep, research indicates, the brain replays the patterns of activity it experienced during waking hours, allowing us to enter what one psychologist calls a neural(神经的) virtual reality. A vivid example of such replay can be seen in a video researchers made recently about sleep disorders. They taught a series of dance moves to a group of patients with conditions like sleepwalking, in which the sleeper engages in the kind physical movement that does not normally occur during sleep. They then videotaped the subjects as they slept. Lying in bed, eyes closed, one female patient on the tape performs the dance moves she learned earlier.

This shows that while our bodies are at rest, our brains are drawing what's important from the information and events we've recently encountered, then integrating that data into the vast store of what we already know. In a 2010 study, researchers at Harvard Medical School reported that college students who dreamed about a computer maze(迷宫) task they had learned showed a 10-fold improvement in their ability to find their way through the maze compared with participants who did not dream about the task.

Robert Stickgold, one of the Harvard researchers, suggests that studying right before bedtime or taking a nap following a study session in the afternoon might increase the odds of dreaming about the material. Think about that as your head hits the pillow tonight.

51. What is scientists' finding about dreaming?
- A) It involves disconnected, weird images.

- B) It resembles fragments of science fiction.
C) Dreaming about a learned task betters its performance.
D) Dreaming about things being learned disturbs one's sleep.
52. What happens when one enters a dream state?
A) The body continues to act as if the sleeper were awake.
B) The neural activity of the brain will become intensified.
C) The brain behaves as if it were playing a virtual reality video game.
D) The brain once again experiences the learning activities of the day.
53. What does the brain do while we are sleeping?
A) It systematizes all the data collected during the day.
B) It substitutes old information with new data.
C) It processes and absorbs newly acquired data.
D) It classifies information and places it in different files.
54. What does Robert Stickgold suggest about enhancing learning?
A) Having a little sleep after studying in the day.
B) Staying up late before going to bed.
C) Having a dream about anything.
D) Thinking about the odds of dreaming about the material.
55. What can be inferred about dreaming from the passage?
A) We may enhance our learning through dreaming.
B) Dreaming improves your language ability.
C) All sleepwalkers perform dance moves when they are sleeping.
D) Taking a nap after learning can help you find the way through the maze.

Part V

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.

在中国，火锅已有 2,000 多年的历史，最早流行于最寒冷的地区，然后在很多地区盛行，出现了具有地方特色的种类。吃火锅时，家人和朋友围坐在桌边，桌子中间放着热腾腾的火锅。吃火锅时，人们可以根据自己的口味放肉、海鲜、蔬菜和其他配料，自己烹饪。人们可以一边尽情地聊天，一边享受美餐。

2020 年 7 月大学英语四级考试真题组合卷参考答案

Listening comprehension

1-5 CABDA 6-10 BACBA 11-15 DAABA

16-20 BADCB 21-25 CCAAB

Reading Comprehension

26-30 AJOKE 31-35 BGLND 36-40 ICKEB

41-45 FAHJG 46-50 CBADD 51-55 CDCAA

Translation

Hot pot has a history of more than 2,000 years in China. It first enjoyed popularity in the coldest regions, and then prevailed greatly in many regions with the emergence of many varieties of local features. When having hot pot, family members and friends sit around the table, with a boiling hot pot in the middle. When enjoying hot pot, people can add meat, seafood, vegetables and other ingredients according to their own taste and cook by themselves. People could be free to chat with each other while enjoying a good meal.