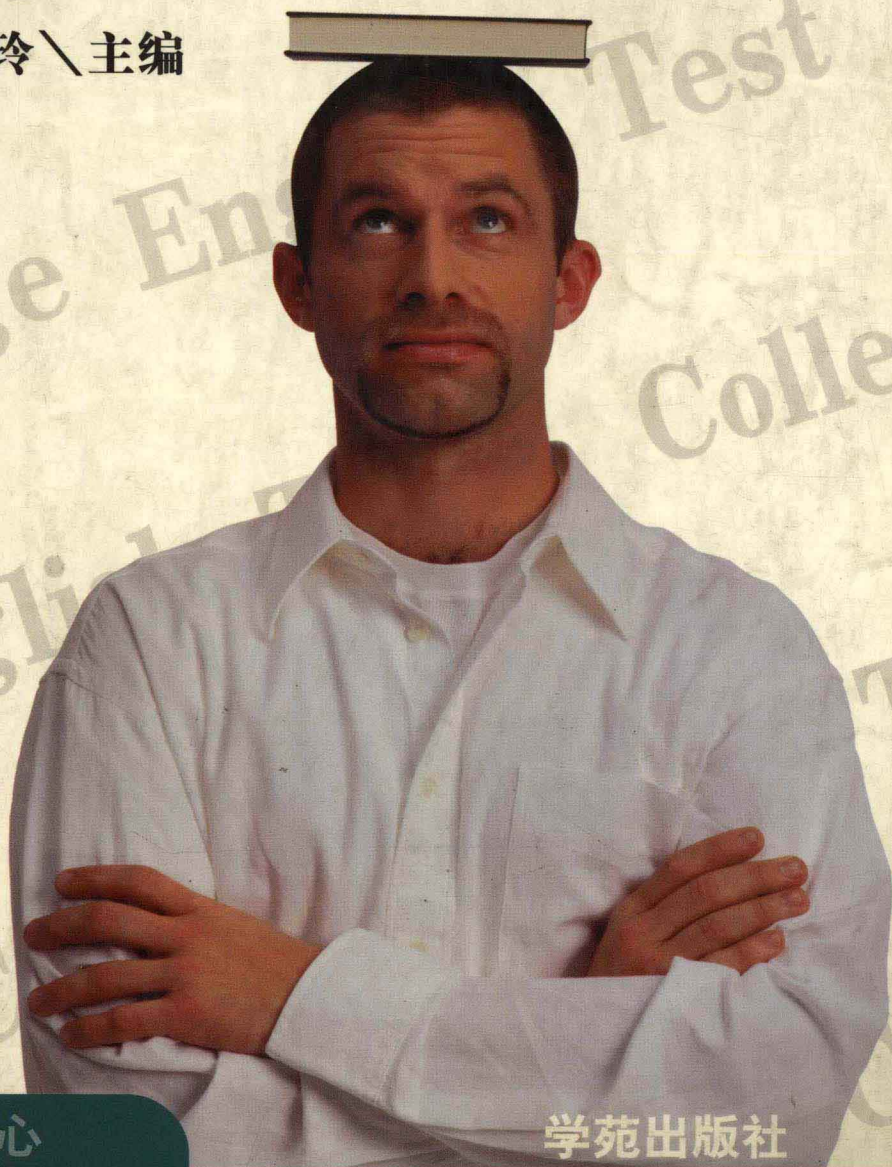题型分类 文章导读 重点突破 全面提高

TEST FOR ENGLISH MAJORS Band 8

英语专业八级考试历年真题详解

(1993~2002)

⊙刘香玲＼主编

族文化中心

学苑出版社

英语专业八级考试
历年真题详解

（1993－2002）

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前　言

　　通过英语专业八级考试是每位英语学习者的梦想。因其代表着目前我国英语考试的最高水平,其权威性也得到了社会的公认。现在有许多用人单位(特别是外企)都提升了用人标准,明确提出只有通过专八的人员才给予考虑。鉴于此,我们特编写了这本《英语专业八级考试历年真题详解》(1993 – 2002),供广大考生进行考前训练,掌握解题技巧。本书有以下特点:

真题训练　把握规律

　　精选近十年的专八考试真题,供考生进行考前训练。真题训练有利于考生把握考试趋势,掌握解题技巧,消除对专八考试的陌生感和恐惧感。考生大量地进行真题训练,能高效的准备专八考试,达到事半功倍的效果。

解析权威　着重听力

　　本书对真题中出现的所有题型如:听力、阅读理解、改错进行了详尽、启发式的讲解。对翻译和作文分别提供了译文和范文。这里值得一提的是听力解析。大多数人认为听力是跟着感觉走的,模模糊糊说不清楚。其实不然,任何事都是有规律可循的。本书从考生的角度出发,巧妙地点破每道题的考点这样有利于考生抓住重点,摸清考试中出现频率较高的问题。最后提供听力原文,可供考生练习中对照。

排版独特　重点突出

　　任何事物都不断变化,专八也不例外。为了方便考生掌握近年考试趋势,我们特意把 2002 年的真题放在最前面,由此类推至 1993 年的真题。每套题后除参考答案外,还编有简明扼要、全面准确的解析,分析了命题规律及考生常犯的错误,力图使考生能举一反三,触类旁通。

　　相信各位考生在认真做完本书的十套真题后,能很快巩固原有知识,及时查缺、补漏,提高应试能力和考试水平,在专业八级考试中得心应手,一举成功!

　　本书虽经过长时间的酝酿,但因作者的水平有限,难免有不足之处,望广大读者批评指正。

<div align="right">

编　者

2003 年 1 月

</div>

高校英语专业八级考试大纲(修订版)

(SYLLABUS FOR TEM 8)

总　则

国家教委《高等学校英语专业高年级英语大纲》规定,高等学校英语专业高年级英语的教学是"继续打好语言基本功,进一步扩大知识面,重点应放在培养英语综合技能,充实文化知识,提高交际能力上。"

同时,《大纲》也指出,"大纲的执行情况主要通过统一测试进行检查。""测试和评分应力求尽快达到标准化和电脑化,使其具有科学性、客观性和可行性。"

根据《大纲》中的上述规定,英语专业八级考试大纲规定了以下原则及考试内容:

一.考试目的:

本考试的目的是检查大纲执行情况,特别是大纲所规定的八级水平所要达到的综合语言技能和交际能力,藉以促进大纲的进一步贯彻,提高教学质量。

二.考试的性质与范围:

本考试是一种测试应试者单项和综合语言能力的参照性标准化考试。考试的范围包括大纲所规定的听读写译四个方面的技能。由于大规模口试的条件目前尚不具备,所以有关说的技能暂缓测试。

三.考试时间与命题:

英语专业八级考试于每年三月份举行。由英语专业学生八级考试命题小组负责命题与实施。

四.考试形式:

为了较好地考核学生运用语言技能的综合能力,既照顾到科学性、客观性,又照顾到可行性及高级英语水平测试的特点,本考试的形式采取客观试题与主观试题相结合,单项技能测试与综合技能测试相结合的方法。从总体上来说,客观试题占总分的百分之四十,主观试题占总分的百分之六十。客观试题与主观试题在各项试题中的具体分布见"考试内容一览表"。

五.考试内容:

本考试包括五个部分:听力理解,校对与改错,阅读理解,翻译,写作。该五部分分成两份试卷。试卷一(Paper One)包括前三部分;试卷二(Paper Two)包括后两个部分。

Ⅰ.听力理解:(Part Ⅰ:Listening Comprehension)

1.测试要求:

(1)能听懂交际场合中各种英语会话和讲话。

(2)能听懂 VOA 或 BBC 节目中有关政治、经济、历史、文化教育、科技等方面的记者现场报道。

1.测试要求

汉译英项目要求应试者运用汉译英的理论与技巧,翻译我国报刊杂志上的论述文和国情介绍,以及一般文学作品的节录。速度为每小时约250汉字。译文必须忠实原意,语言通顺。英译汉项目要求应试者运用英译汉的理论与技巧,翻译英、美报刊杂志上的有关政治、经济、历史、文化等方面的论述以及文学原著的节录。速度为每小时约250词。译文要求忠实原意,语言流畅。

3.题型

本题为两项:Section A 及 Section B。考试时间共计60分钟。

Section A:

A 项由一段300词左右的汉语短文所组成,其中有一个150词左右的段落被底线划出。要求根据上下文将此段译成英语。

Section B:

B 项由一段300词左右的短文所组成,其中有一个150词左右的段落被底线划出。要求根据上下文将此段译成汉语。

Ⅴ.写作;(Part Ⅴ:Writing)

1.测试要求

学生能根据所给题目及要求撰写一篇300词左右的说明文或议论文。该作文必须语言通顺,用词得体,结构合理,文体恰当,具有说服力。

2.题型

题型由题目及要求两部分组成。要求应试者按题撰写。考试时间为60分钟。

<div align="center">**答题和计分**</div>

本考试分为试卷一和试卷二。试卷一(Ⅰ,Ⅱ,Ⅲ)除Ⅰ.Section D 与Ⅱ.校对与改错外,要求考生从每题所给的A,B,C,D四个选择项中选出一个最佳答案,并按规定用2B铅笔在答题纸上划线,做在试卷上的答案无效。每题只能选择一个答案,多选作废。多项选择题只计算答对的题数,答错不扣分。多项选择题由机器阅卷。听力理解中的 Section D 与第二部分校对与改错做在另外的答题纸上。做在试卷上的答案一律作废。试卷二(Ⅳ和Ⅴ)为主观试题,要求考生用钢笔或圆珠笔把翻译和作文直接写在答题卷上。主观试题按统一的评分标准评分。试卷各部分采用计权的方法,折算成百分制。以60分为及格标准。

目　　录

TEST FOR ENGLISH MAJORS（2002）
– GRADE EIGHT –

PAPER ONE   TIME LIMIT：95 MIN

PART I LISTENING COMPREHENSION (40 min)

In Sections A , B and C you will hear everything ONCE ONLY . Listen carefully and then answer the questions that follow . Mark the correct answer to each question on your coloured answer sheet .

❖ *SECTION A TALK*

Questions 1 **to** 5 **refer to the talk in this section** . *At the end of the talk you will be given* 15 *seconds to answer each of the following five questions . Now listen to the talk .*

1. According to the passage, during the 18th and 19th centuries cities were small in size mainly because ＿＿＿ .

   A. the urban population was stable   B. few people lived in cities

   C. transport was backward   D. it was originally planned

2. Cities survived in those days largely as a result of ＿＿＿ .

   A. the trade activities they undertook

   B. the agricultural activities in the nearby areas

   C. their relatively small size

   D. the non-economic roles they played

3. City dwellers were engaged in all the following economic activities EXCEPT ＿＿＿ .

   A. commerce   B. distribution   C. processing   D. transportation

4. Urban people left cities for the following reasons EXCEPT ＿＿＿ .

   A. more economic opportunities   B. a freer social and political environment

   C. more educational opportunities   D. a more relaxed religious environment

5. Why did the early cities fail to grow as quickly as expected throughout the 18th century?

   A. Because the countryside attracted more people .

   B. Because cities did not increase in number .

   C. Because the functions of the cities changed .

   D. Because the number of city people was stable .

❖ *SECTION B INTERVIEW*

Questions 6 **to** 10 **are based on an interview** . *At the end of the interview you will be given* 15 *seconds to answer each of the following five questions . Now listen to the interview .*

6. According to Janet, the factor that would most affect negotiations is ＿＿＿ .

A. English language proficiency   B. different cultural practices

C. different negotiation tasks   D. the international Americanized style

7. Janet's attitude towards the Americanized style as a model for business negotiations is _____.

   A. supportive   B. negative

   C. ambiguous   D. cautious

8. Which of the following can NOT be seen as a difference between Brazilian and American negotiators?

   A. Americans prepare more points before negotiations.

   B. Americans are more straightforward during negotiations.

   C. Brazilians prefer more eye contact during negotiations.

   D. Brazilians seek more background information.

9. Which group of people seems to be the most straightforward?

   A. The British.   B. Germans.   C. Americans.   D. Not mentioned.

10. Which of the following is NOT characteristic of Japanese negotiators?

    A. Reserved.   B. Prejudiced.   C. Polite.   D. Prudent.

❖ *SECTION C NEWS BROADCAST*

   Question 11 *is based on the following news . At the end of the news item , you will be given* 15 *seconds to answer the question . Now listen to the news .*

11. The news item is mainly about _____.

    A. a call for research papers to be read at the conference

    B. an international conference on traditional Tibetan medicine

    C. the number of participants at the conference and their nationalities

    D. the preparations made by the sponsors for the international conference

   Questions 12 *and* 13 *are based on the following news . At the end of the news item , you will be given* 30 *seconds to answer the questions . Now listen to the news .*

12. The news item mainly concerns _____ in Hong Kong.

    A. Internet centres   B. an IBM seminar

    C. e-government   D. broadcasting

13. The aims of the three policy objectives include all the following EXCEPT _____.

    A. improvement of government efficiency   B. promotion of e-commerce

    C. integration of service delivery   D. formulation of Digital 21 Strategy

   Questions 14 *and* 15 *are based on the following news . At the end of the news item , you will be given* 30 *seconds to answer the questions . Now listen to the news .*

14. Which of the fomllowing records was the second best time of the year by Donovan Bailey?

    A. 9.98.   B. 9.80.   C. 9.91.   D. 9.95.

15. The record shows that Bailey was _____.

    A. still suffering from an injury   B. getting back in shape

    C. unable to compete with Greene   D. less confident than before

❖ *SECTION D NOTE-TAKING & GAP-FILLING*

Fill in each of the gaps with ONE word . You may refer to your notes . Make sure the word you fill in is both grammatically and semantically acceptable .

Study Activities in University

In order to help college and university students in the process of learning, four key study activities have been designed and used to encourage them to make knowledge their own.

1. **Essay writing**: central focus of university work esp. in the humanities,

    e.g. (1)_____ .   (1)_____

       benefits: 1) helping to select interesting content in books and to express understanding.

                2) enabling teachers to know progress and to offer(2)_____ .   (2)_____

                3) familiarizing students with exam forms.

2. **Seminars and classroom discussion**: another form to internalize knowledge in specialized contexts.

       benefits: 1) (3)_____ enables you to know the effectiveness of and   (3)_____

                others' response to your speech immediately.

                2) Within the same period of time, more topics can be

                dealt with than in (4)_____ .   (4)_____

                3) The use of a broader range of knowledge is encouraged.

3. **Individual tutorials**: a substitute for group discussion.

       format: from teacher (5)_____ to flexible conversation.   (5)_____

       benefit: encouraging ideas and interaction.

4. **Lectures**: a most (6)_____ used study activity.   (6)_____

       disadvantages: 1) less (7)_____ than discussions or tutorials.   (7)_____

                      2) more demanding in note-taking.

       advantages: 1) providing a general (8)_____ of a subject under discussion.   (8)_____

                   2) offering more easily understood versions of a theory.

                   3) updating students on (9)_____ developments.   (9)_____

                   4) allowing students to follow different(10)_____ .   (10)_____

PART II PROOFREADING & ERROR CORRECTION (15 min)

The passage contains TEN errors . Each indicated line contains a maximum of ONE error . In each case , only ONE word is involved . You should proofread the passage and correct it in the following way:

For a <u>wrong</u> word,	underline the wrong word and write the correct one in the blank provided at the end of the line.
For a <u>missing</u> word,	mark the position of the missing word with a " ∧ " sign and write the word you believe to be missing in the blank provided at the end of the line.
For an <u>unnecessary</u> word,	cross the unnecessary word with a slash "/" and put the word in the blank pro-

vided at the end of the line.

EXAMPLE

When ∧ art museum wants a new exhibit,	(1) _____an_____
it never buys things in finished form and hangs	(2) __never__
them on the wall. When a natural history museum	(3) ___✓___
wants an <u>exhibition</u>, it must often build it.	(4) __exhibit__

There are great ~~impediments~~ to the general use of a standard	
in pronunciation comparable to that existing in spelling	
(<u>orthography</u>). One is the fact that pronunciation is learnt	
'naturally' and unconsciously,_and_ orthography is learnt	*while* (1) *while*
deliberately and consciously. Large nu<u>mb</u>ers of us, in fact,	
remain throughout our lives quite unconscious <u>with</u> what our	*of* (2) _____
speech sounds like when we speak, out, and it often comes as a	*out* (3) _____
shock when we <u>firstly</u> hear a recording of ourselves. It is not a	*first* (4) _____
voice we recognize at once, whereas our own handwriting is	
something <u>which</u> we almost always know. We begin the	*that* (5) _____
natural' learning of pronunciation long before we start learning	
to read or write, and in our early years we <u>went</u> on <u>unconsciously</u>	*go* *sub—ly* (6) _____
imitating and practicing the pronunciation of those around us for	
many more hours per every day than we ever have to spend	*per* (7) _____
learning even our difficulty English spelling. (This is 'natural',	*It* (8) _____
therefore, that our speech-sounds should be those of our	
immediate circle; after all, as we have seen, speech operates as a	
means of holding a community, and giving a sense of	*together* (9) _____
'belonging'. We learn quite early to recognize a 'stranger',	
someone who speaks with an accent of a different community-	
perhaps only a few miles _far_.	*away.* (10) *away*

PART III READING COMPREHENSION (40 min)

❖ *SECTION A READING COMPREHENSION* (30 *min*)

   In this section there are four reading passages followed by a total of fifteen multiple-choice questions. Read the passages and then mark your answers on your coloured answer sheet.

TEXT A

   Do you ever feel as though you spend all your time in meetings?

   Henry Mintzberg, in his book *The Nature of Managerial Work*, found that in large organizations managers spent 22 per cent of their time at their desk, 6 per cent on the telephone, 3 per cent on other activities, but a

whopping 69 per cent in meetings.

There is a widely-held but mistaken belief that meetings are for "solving problems" and "making decisions." For a start, the number of people attending a meeting tends to be inversely proportional to their collective ability to reach conclusions and make decisions. And these are the least important elements.

Instead hours are devoted to side issues, playing elaborate games with one another. It seems, therefore, that meetings serve some purpose other than just making decisions.

All meetings have one thing in common: role-playing. The most formal role is that of chairman. He sets the agenda, and a good chairman will keep the meeting running on time and to the point. Sadly, the other, informal, role-players are often able to gain the upper hand. Chief is the "constant talker", who just loves to hear his or her own voice.

Then there are the "can't do" types who want to maintain the status quo. Since they have often been in the organization for a long time, they frequently quote historical experience as an excuse to block change: "It won't work, we tried that last year and it was a disaster." A more subtle version of the "can't do" type, the "yes, but...," has emerged recently. They have learnt about the need to sound positive, but they still can't bear to have things change.

Another whole sub-set of characters are people who love meetings and want them to continue until 5:30 pm or beyond. Irrelevant issues are their speciality. They need to call or attend meetings, either to avoid work, or to justify their lack of performance, or simply because they do not have enough to do.

Then there are the "counter-dependents", those who usually disagree with everything that is said, particularly if it comes from the chairman or through consensus from the group. These people need to fight authority in whatever form.

Meetings can also provide attenders with a sense of identification of their status and power. In this case, managers arrange meetings as a means of communicating to others the boundaries of their exclusive club: who is "in", and who is not.

Because so many meetings end in confusion and without a decision, another game is played at the end of meetings, called reaching a false consensus. Since it is important for the chairman to appear successful in problem-solving and making a decision, the group reaches a false consensus. Everyone is happy, having spent their time productively. The reality is that the decision is so ambiguous that it is never acted upon, or, if it is, there is continuing conflict, for which another meeting is necessary.

In the end, meetings provide the opportunity for social intercourse, to engage in battle in front of our bosses, to avoid unpleasant or unsatisfying work, to highlight our social status and identity. They are, in fact, a necessary though not necessarily productive psychological sideshow. Perhaps it is our civilized way to moderating, if not preventing, change.

16. On role-playing, the passage seems to indicate that chairman _B_.

   A. talks as much as participants   B. is usually a "constant talker"

   C. prefers to take the role of an observer   D. is frequently outshone by participants

17. Which of the following is NOT a distinct characteristic of the three types of participants?

   A. Submissiveness.   B. Stubbornness.

C. Disobedience.　　　　　　　　　　D. Lack of focus.

18. The passage suggests that a false consensus was reached at the end of a meeting in order to _____ .

A. make room for another meeting　　　B. bring an illusory sense of achievement

C. highlight the importance of a meeting　D. go ahead with the agreed programme

TEXT B

Cooperative competition. Competitive cooperation. Confused? Airline alliances have travellers scratching their heads over what's going on in the skies. Some folks view alliances as a blessing to travellers, offering seamless travel, reduced fares and enhanced frequent-flyer benefits. Others see a conspiracy of big businesses, causing decreased competition, increased fares and fewer choices. Whatever your opinion, there's no escaping airline alliances: the marketing hype is unrelenting, with each of the two mega-groupings, Oneworld and Star Alliance, promoting itself as the best choice for all travellers. And, even if you turn away from their ads, chances are they will figure in any of your travel plans. By the end of the year, Oneworld and Star Alliance will between them control more than 40% of the traffic in the sky. Some pundits predict that figure will be more like 75% in 10 years.

But why, after years of often ferocious competition, have airlines decided to band together? Let's just say the timing is mutually convenient. North American airlines, having exhausted all means of earning customer loyalty at home, have been looking for ways to reach out to foreign flyers. Asian carriers are still hurting from the region-wide economic downturn that began two years ago-just when some of the airlines were taking delivery of new aircraft. Alliances also allow carriers to cut costs and increase profits by pooling manpower resources on the ground (rather than each airline maintaining its own ground crew) and code-sharing-the practice of two partners selling tickets and operating only one aircraft.

So alliances are terrific for airlines-but are they good for the passenger? Absolutely, say the airlines: think of the lounges, the joint FFP (frequent flyer programme) benefits, the round-the-world fares, and the global service networks. Then there's the promise of "seamless" travel: the ability to, say, travel from Singapore to Rome to New York to Rio de Janiero, all on one ticket, without having to wait hours for connections or worry about your bags. Sounds utopian? Peter Buecking, Cathay Pacific's director of sales and marketing, thinks that seamless travel is still evolving. "It's fair to say that these links are only in their infancy. The key to seamlessness rests in infrastructure and information sharing. We're working on this." Henry Ma, spokesperson for Star Alliance in Hong Kong, lists some of the other benefits for consumers: "Global travellers have an easier time making connections and planning their itineraries." Ma claims alliances also assure passengers consistent service standards.

Critics of alliances say the much-touted benefits to the consumer are mostly pie in the sky, that alliances are all about reducing costs for the airlines, rationalizing services and running joint marketing programmes. Jeff Blyskal, associate editor of Consumer Reports magazine, says the promotional ballyhoo over alliances is much ado about nothing. "I don't see much of a gain for consumers: alliances are just a marketing gimmick. And as far as seamless travel goes, I'll believe it when I see it. Most airlines can't even get their own connections under control, let alone coordinate with another airline."

Blyskal believes alliances will ultimately result in decreased flight choices and increased costs for consum-

ers. Instead of two airlines competing and each operating a flight on the same route at 70% capacity, the allied pair will share the route and run one full flight. Since fewer seats will be available, passengers will be obliged to pay more for tickets.

The truth about alliances and their merits probably lies somewhere between the travel utopia presented by the players and the evil empires portrayed by their critics. And how much they affect you depends on what kind of traveller you are.

Those who've already made the elite grade in the FFP of a major airline stand to benefit the most when it joins an alliance: then they enjoy the FFP perks and advantages on any and all of the member carriers. For example, if you're a Marco Polo Club "gold" member of Cathay Pacific's Asia Miles FFP, you will automatically be treated as a valuable customer by all members of Oneworld, of which Cathay Pacific is a member-even if you've never flown with them before.

For those who haven't made the top grade in any FFP, alliances might be a way of simplifying the earning of frequent flyer miles. For example, I belong to United Airline's Mileage Plus and generally fly less than 25, 000 miles a year. But I earn miles with every flight I take on Star Alliance member — All Nippon Airways and Thai Airways.

If you fly less than I do, you might be smarter to stay out of the FFP game altogether. Hunt for bargains when booking flights and you might be able to save enough to take that extra trip anyway. The only real benefit infrequent flyers can draw from an alliance is an inexpensive round-the-world fare.

The bottom line: for all the marketing hype, alliances aren't all things to all people-but everybody can get some benefit out of them.

19. Which is the best word to describe air travellers' reaction to airline alliances?

    A. Delight.   B. Indifference.   C. Objection.   D. Puzzlement.

20. According to the passage, setting up airline alliances will chiefly benefit _____ .

    A. North American airlines and their domestic travellers

    B. North American airlines and their foreign counterparts

    C. Asian airlines and their foreign travellers

    D. Asian airlines and their domestic travellers

21. Which of the following is NOT a perceived advantage of alliances?

    A. Baggage allowance.   B. Passenger comfort.

    C. Convenience.   D. Quality.

22. One disadvantage of alliances foreseen by the critics is that air travel may be more expensive as a result of

    _____ .

    A. less convenience   B. higher operation costs

    C. less competition   D. more joint marketing

23. According to the passage, which of the following categories of travellers will gain most from airline alliances?

    A. Travellers who fly frequently economy class.

    B. Travellers who fly frequently business class.

C. Travellers who fly occasionally during holidays.

D. Travellers who fly economy class once in a while.

TEXT C

It is nothing new that English use is on the rise around the world, especially in business circles. This also happens in France, the headquarters of the global battle against American cultural hegemony. If French guys are giving in to English, something really big must be going on. And something big is going on.

Partly, it's that American hegemony. Didier Benchimol, CEO of a French e-commerce software company, feels compelled to speak English perfectly because the Internet software business is dominated by Americans. He and other French businessmen also have to speak English because they want to get their message out to American investors, possessors of the world's deepest pockets.

The triumph of English in France and elsewhere in Europe, however, may rest on something more enduring. As they become entwined with each other politically and economically, Europeans need a way to talk to one another and to the rest of the world. And for a number of reasons, they've decided upon English as their common tongue.

So when German chemical and pharmaceutical company Hoechst merged with French competitor Rhone-Poulenc last year, the companies chose the vaguely latinate Aventis as the new company name—and settled on English as the company's common language. When monetary policymakers from around Europe began meeting at the European Central Bank in Frankfurt last year to set interest rates for the new Euroland, they held their deliberations in English. Even the European Commission, with 11 official languages and a traditionally French-speaking bureaucracy, effectively switched over to English as its working language last year.

How did this happen? One school attributes English's great success to the sheer weight of its merit. It's a Germanic language, brought to Britain around the fifth century A. D. During the four centuries of French-speaking rule that followed Norman Conquest of 1066, the language morphed into something else entirely. French words were added wholesale, and most of the complications of Germanic grammar were shed while few of the complications of French were added. The result is a language with a huge vocabulary and a simple grammar that can express most things more efficiently than either of its parents. What's more, English has remained ungoverned and open to change—foreign words, coinages, and grammatical shifts—in a way that French, ruled by the purist Academic Francaise, has not.

So it's a swell language, especially for business. But the rise of English over the past few centuries clearly owes at least as much to history and economics as to the language's ability to economically express the concept win-win. What happened is that the competition— first Latin, then French, then, briefly, German—faded with the waning of the political, economic, and military fortunes of, respectively, the Catholic Church, France, and Germany. All along, English was increasing in importance: Britain was the birthplace of the Industrial Revolution, and London the world's most important financial centre, which made English a key language for business. England's colonies around the world also made it the language with the most global reach. And as that former colony the U.S. rose to the status of the world's preeminent political, economic, military, and cultural power, English became the obvious second language to learn.

In the 1990s more and more Europeans found themselves forced to use English. The last generation of

business and government leaders who hadn't studied English in school was leaving the stage. The European Community was adding new members and evolving from a paper-shuffling club into a serious regional government that would need a single common language if it were ever to get anything done. Meanwhile, economic barriers between European nations have been disppearing, meaning that more and more companies are beginning to look at the whole continent as their domestic market. And then the Internet came along.

The Net had two big impacts. One was that it was an exciting, potentially lucrative new industry that had its roots in the U.S., so if you wanted to get in on it, you had to speak some English. The other was that by surfing the Web, Europeans who had previously encountered English only in school and in pop songs were now coming into contact with it daily.

None of this means English has taken over European life. According to the European Union, 47% of Western Europeans(including the British and Irish)speak English well enough to carry on a conversation. That's a lot more than those who can speak German(32%) or French (28%), but it still means more Europeans don'n speak the language. If you want to sell shampoo or cell phones, you have to do it in French or German or Spanish or Greek. Even the U.S. and British media companies that stand to benefit most from the spread of English have been hedging their bets—CNN broadcasts in Spanish; the Financial Times has recently launched a daily German-language edition.

But just look at who speaks English:77% of Western European college students,69% of managers, and 65% of those aged 15 to 24. In the secondary schools of the European Union's non-English-speaking countries,91% of students study English, all of which means that the transition to English as the language of European business hasn't been all that traumatic, and it's only going to get easier in the future.

24. In the author's opinion, what really underlies the rising status of English in France and Europe is _____.

    A. American dominance in the Internet software business

    B. a practical need for effective communication among Europeans

    C. Europeans' eagerness to do business with American businessmen

    D. the recent trend for foreign companies to merge with each other

25. Europeans began to favour English for all the following reasons EXCEPT its _____.

    A. inherent linguistic properties   B. association with the business world

    C. links with the United States   D. disassociation from political changes

26. Which of the following statements forecasts the continuous rise of English in the future?

    A. About half of Western Europeans are now proficient in English.

    B. U.S. and British media companies are operating in Western Europe.

    C. Most secondary school students in Europe study English.

    D. Most Europeans continue to use their own language.

27. The passage mainly examines the factors related to _____.

    A. the rising status of English in Europe

    B. English learning in non-English-speaking E.U. nations

    C. the preference for English by European businessmen

    D. the switch from French to English in the European Commission

TEXT D

As humankind moves into the third millennium, it can rightfully claim to have broken new ground in its age-old quest to master the environment. The fantastic achievements of modern technology and the speed at which scientific discoveries are translated into technological applications attest to the triumph of human endeavour.

At the same time, however, some of these applications threaten to unleash forces over which we have no control. In other words, the new technology Man now believes allows him to dominate this wider cosmos could well be a Frankenstein monster waiting to turn on its master.

This is an entirely new situation that promises to change many of the perceptions governing life on the planet. The most acute challenges facing the future are likely to be not only those pitting man against his fellow man, but those involving humankind's struggle to preserve the environment and ensure the sustainability of life on earth.

A conflict waged to ensure the survival of the human species is bound to bring humans closer together. Technological progress has thus proved to be a double-edged sword, giving rise to a new form of conflict: a clash between Man and Nature.

The new conflict is more dangerous than the traditional one between man and his fellow man, where the protagonists at least shared a common language. But when it comes to the reactions of the ecosystems to the onslaught of modern technology, there is no common language.

Nature reacts with weather disturbances, with storms and earthquakes, with mutant viruses and bacteria—that is, with phenomena having no apparent cause and effect relationship with the modern technology that supposedly triggers them.

As technology becomes ever more potent and Nature reacts ever more violently, there is an urgent need to rethink how best to deal with the growing contradictions between Man and Nature.

For a start, the planet, and hence all its inhabitants, must be perceived as an integral whole, not as a dichotomous mass divided geographically into the rich and developed and the poor and underdeveloped.

Today, globalization encompasses the whole world and deals with it as an integral unit. It is no longer possible to say that conflict has shifted from its traditional east-west axis to a north-south axis. The real divide today is between summit and base, between the higher echelons of the international political structure and its grassroots level, between governments and NGOs, between state and civil society, between public and private enterprise.

The mesh structure is particularly obvious on the Internet. While it is true that to date the Internet seems to be favouring the most developed sectors of the international community over the less developed, this need not always be the case. Indeed, it could eventually overcome the disparities between the privileged and the underdeveloped.

On the other hand, the macro-world in which we live is exposed to distortions because of the unpredictable side-effects of a micro-world we do not and cannot totally control.

This raises the need for a global system of checks and balances, for mandatory rules and constraints in our dealings with Nature, in short, for a new type of veto designed to manage what is increasingly becoming a