



环球时代
Greatness can be prepared.

北京环球时代学校英语
专业八级考试指定用书

总主编◎吴中东 宫玉波



英语专业八级考试

培训教程 真题详解

主 编◎吴中东 柳 青



中国人民大学出版社

英语专业八级考试培训教程

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真题详解

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前言

2005年出版的《高等学校英语专业英语教学大纲》(以下简称为《大纲》)规定,高等学校英语专业高年级阶段的主要教学任务是:“继续打好语言基本功,学习英语专业知识和相关专业知识,进一步扩大知识面,增强对于文化差异的敏感性,提高综合运用英语进行交流的能力。”《大纲》同时指出,“为了帮助各校和有关部门了解执行本教学大纲的情况,教育部委托高等学校外语专业教学指导委员会英语组在第八学期举行全国英语专业八级统一考试。”

英语专业八级考试旨在全面检查已完成英语专业核心课程的学生是否已经达到《大纲》所规定的各项英语专业技能要求。全真试题可以帮助考生很好地把握英语专业八级考试命题脉络及考试重点,为八级考试做好充分的准备。历年真题是考生在备考过程中的良师益友。

本书搜集了自2005年新大纲出版以来至2012年的英语专业八级考试的八套全真试题,供学生检测自己的水平。本书共分为两部分:第一部分为英语专业八级全真试题;第二部分为全真试题参考答案及详解,其中包括解题思路、参考译文、核心词汇以及录音原文。

该套试题是环球时代学校名师多年来对于专八教学经验的总结,力求体现三大特点:

第一,绝对真实试题 真题的优势在于实用性、权威性和科学性。在备考过程中,真题无疑是最珍贵的参考资料,许多资深教授更是把真题作为讲课的必备材料。该书搜集了2005年—2012年的八套全真试题,配以环球时代名师从实战角度对于每一道题的详尽的分析与解释,使得真题更具有针对性。

第二,深度考情分析:本书选取的八套历年真题从考点、重点、难点进行了详尽的、启发式的分析点评,介绍新的解题方法,帮助考生理清思路,培养正确高效的思维方法,让每位考生对于专八考试做到心中有数。

第三，预测考试走向：环球时代名师利用自身对于专八考试多年的教学经验以及对于专八考试的总体把握，对每道题的答案都经过了深入的论证、精心的解析，从而帮助考生精准地预测考点，锻炼考生对于试题的把握能力，做到处变不惊，从容应答。

最后，预祝所有考生在英语专业八级考试中取得优异的成绩！

由于编者水平有限，本书中不足之处在所难免，恳请有关专家和读者批评和指正！

编 者

2012年6月

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TEST FOR ENGLISH MAJORS (2012)

-GRADE EIGHT-

TIME LIMIT: 195 MIN

PART I LISTENING COMPREHENSION

[35 MIN]

SECTION A MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the lecture ONCE ONLY. While listening, take notes on the important points. Your notes will not be marked, but you will need them to complete a gap-filling task after the mini-lecture. When the lecture is over, you will be given two minutes to check your notes, and another ten minutes to complete the gap-filling task on ANSWER SHEET ONE. Some of the gaps may require a maximum of THREE words. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may refer to your notes while completing the task. Use the blank sheet for note-taking.

Observation

People do observation in daily life context for safety or for proper behaviour. However, there are differences in daily life observation and research observation.

A. Differences

— daily life observation

— casual

— (1) _____

(1) _____

— dependence on memory

— research observation

— (2) _____

(2) _____

— careful record keeping

B. Ways to select samples in research

— time sampling

— systematic: e.g. fixed intervals every hour

— random: fixed intervals but (3) _____ (3) _____

Systematic sampling and random sampling are often used in combination.

— (4) _____ (4) _____

— definition: selection of different locations

— reason: humans' or animals' behaviour (5) _____ (5) _____

across circumstances

— (6) _____: more objective observations (6) _____

C. Ways to record behaviour (7) _____ (7) _____

— observation with intervention

— participant observation: researcher as observer and participant

— field experiment: research (8) _____ over conditions (8) _____

— observation without intervention

— purpose: describing behaviour (9) _____ (9) _____

— (10) _____: no intervention (10) _____

— researcher: a passive recorder

SECTION B INTERVIEW

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the best answer to each question on ANSWER SHEET TWO.

Questions 1-5 are based on an interview. At the end of the interview you will be given 10 seconds to answer each of the following five questions. Now listen to the interview.

1. Which of the following statements about creativity is INCORRECT?

A. Creativity stems from human beings' novel thinking.

B. The duration of the creative process varies from person to person.

C. Creative people focus on novel thinking rather than on solutions.

D. The outcome of human creativity comes in varied forms.

2. The interviewee cites the Bach family to show that creativity

A. appears to be the result of the environment.

B. seems to be attributable to genetic makeup.

C. appears to be more associated with great people.

- D. comes from both environment and genetic makeup.
3. How many types of the creative process does the interviewee describe?
- A. One. B. Two.
C. Three. D. Four.
4. Which of the following features of a creative personality is NOT mentioned in the interview?
- A. Unconventional. B. Original.
C. Resolute. D. Critical.
5. The interviewee's suggestion for a creativity workout supports the view that
- A. brain exercising will not make people creative.
B. most people have diversified interests and hobbies.
C. the environment is significant in the creative process.
D. creativity can only be found in great people.

SECTION C NEWS BROADCAST

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the best answer to each question on ANSWER SHEET TWO.

Question 6 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

6. What is the news item mainly about?
- A. U.S. astronauts made three space walks.
B. An international space station was set up.
C. A problem in the cooling system was solved.
D. A 350-kilogram ammonia pump was removed.

Questions 7 and 8 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions. Now listen to the news.

7. In which country would parents often threaten to punish children by leaving them outside?
- A. India. B. The Philippines.
C. Egypt. D. Not mentioned.

8. What is the main purpose of the study?
- A. To reveal cultural differences and similarities.
 - B. To expose cases of child abuse and punishment.
 - C. To analyze child behaviour across countries.
 - D. To investigate ways of physical punishment.

Questions 9 and 10 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions. Now listen to the news.

9. According to the news item, Japan's economic growth in the second quarter was _____ less than the first quarter.
- A. 0.6 percent
 - B. 3.4 percent
 - C. 4 percent
 - D. 3 percent
10. How many reasons does the news item cite for Japan's slow economic growth?
- A. 2.
 - B. 3.
 - C. 4.
 - D. 5.

PART II READING COMPREHENSION

[30 MIN]

In this section there are four reading passages followed by a total of 20 multiple-choice questions. Read the passage and then mark the best answer to each question on ANSWER SHEET TWO.

TEXT A

I used to look at my closet and see clothes. These days, whenever I cast my eyes upon the stacks of shoes and hangers of shirts, sweaters and jackets, I see water.

It takes 569 gallons to manufacture a T-shirt, from its start in the cotton fields to its appearance on store shelves. A pair of running shoes? 1,247 gallons.

Until last fall, I'd been oblivious to my "water footprint", which is defined as the total volume of freshwater that is used to produce goods and services, according to the Water Footprint Network. The Dutch nonprofit has been working to raise awareness of freshwater scarcity since 2008, but it was through the "Green Blue Book" by Thomas M. Kostigen that I was able to see how my own actions factored in.

I've installed gray-water systems to reuse the wastewater from my laundry, machine

and bathtub and reroute it to my landscape—systems that save, on average, 50 gallons of water per day. I've set up rain barrels and infiltration pits to collect thousands of gallons of storm water cascading from my roof. I've even entered the last bastion of greendom—installing a composting toilet.

Suffice to say, I've been feeling pretty satisfied with myself for all the drinking water I've saved with these big-ticket projects.

Now I realize that my daily consumption choices could have an even larger effect—not only on the local water supply but also globally: 1.1 billion people have no access to freshwater, and, in the future, those who do have access will have less of it.

To see how much virtual water I was using, I logged on to the “Green Blue Book” website and used its water footprint calculator, entering my daily consumption habits. Tallying up the water footprint of my breakfast, lunch, dinner and snacks, as well as my daily dose of over-the-counter uppers and downers—coffee, wine and beer—I'm using 512 gallons of virtual water each day just to feed myself.

In a word: alarming.

Even more alarming was how much hidden water I was using to get dressed. I'm hardly a clotheshorse, but the few new items I buy once again trumped the amount of water flowing from my faucets each day. If I'm serious about saving water, I realized I could make some simple lifestyle shifts. Looking more closely at the areas in my life that use the most virtual water, it was food and clothes, specifically meat, coffee and, oddly, blue jeans and leather jackets.

Being a motorcyclist, I own an unusually large amount of leather—boots and jackets in particular. All of it is enormously water intensive. It takes 7,996 gallons to make a leather-jacker, leather being a byproduct of beef. It takes 2,866 gallons of water to make a single pair of blue jeans, because they're made from water-hogging cotton.

Crunching the numbers for the amount of clothes I buy every year, it looks a lot like my friend's swimming pool. My entire closet is borderline Olympic.

Gulp.

My late resolution is to buy some items used. Underwear and socks are, of course, exempt from this strategy, but I have no problem shopping less and also shopping at *Goodwill*. In fact, I'd been doing that for the past year to save money. My clothes' outrageous water footprint just reinforced it for me.

More conscious living and substitution, rather than sacrifice, are the prevailing ideas

with the water footprint. It's one I'm trying, and that's had an unusual upside. I had a hamburger recently, and I enjoyed it a lot more since it is now an occasional treat rather than a weekly habit.

(One gallon = 3.8 litres)

11. According to the passage, the Water Footprint Network
 - A. made the author aware of freshwater shortage.
 - B. helped the author get to know the "Green Blue Book".
 - C. worked for freshwater conservation for nonprofit purposes.
 - D. collaborated with the "Green Blue Book" in freshwater conservation.
12. Which of the following reasons can best explain the author's feeling of self-satisfaction?
 - A. He made contribution to drinking water conservation in his own way.
 - B. Money spent on upgrading his household facilities was worthwhile.
 - C. His house was equipped with advanced water-saving facilities.
 - D. He could have made even greater contribution by changing his lifestyle.
13. According to the context, "...how my own actions factored in" means
 - A. how I could contribute to water conservation.
 - B. what efforts I should make to save fresh water.
 - C. what behaviour could be counted as freshwater-saving.
 - D. how much of what I did contributed to freshwater shortage.
14. According to the passage, the author was more alarmed by the fact that
 - A. he was having more meat and coffee.
 - B. his clothes used even more virtual water.
 - C. globally there will be less fresh water.
 - D. his lifestyle was too extravagant.
15. "My entire closet is borderline Olympic" is an example of
 - A. exaggeration.
 - B. analogy.
 - C. understatement.
 - D. euphemism.
16. What is the tone of the author in the last paragraph?
 - A. Sarcastic.
 - B. Ironic.
 - C. Critical.
 - D. Humorous.

TEXT B

In her novel of *Reunion, American Style*, Rona Jaffe suggests that a class reunion “is more than a sentimental journey. It is also a way of answering the question that lies at the back of nearly all our minds. Did they do better than I?”

Jaffe’s observation may be misplaced but not completely lost. According to a study conducted by social psychologist Jack Sparacino, the overwhelming majority who attend reunions aren’t there invidiously to compare their recent accomplishments with those of their former classmates. Instead, they hope, primarily, to relive their earlier successes.

Certainly, a few return to show their former classmates how well they have done; others enjoy observing the changes that have occurred in their classmates (not always in themselves, of course). But the majority who attend their class reunions do so to relive the good times they remember having when they were younger. In his study, Sparacino found that, as high school students, attendees had been more popular, more often regarded as attractive, and more involved in extracurricular activities than those classmates who chose not to attend. For those who turned up at their reunions, then, the old times were also the good times!

It would appear that Americans have a special fondness for reunions, judging by their prevalence. Major league baseball players, fraternity members, veterans groups, high school and college graduates, and former Boy Scouts all hold reunions on a regular basis. In addition, family reunions frequently attract blood relatives from faraway places who spend considerable money and time to reunite.

Actually, in their affection for reuniting with friends, family or colleagues, Americans are probably no different from any other people, except that Americans have created a mind-boggling number and variety of institutionalized forms of gatherings to facilitate the satisfaction of this desire. Indeed, reunions have increasingly become formal events that are organized on a regular basis and, in the process, they have also become big business.

Shell Norris of Class Reunion, Inc., says that Chicago alone has 1,500 high school reunions each year. A conservative estimate on the national level would be 10,000 annually. At one time, all high school reunions were organized by volunteers, usually female homemakers. In the last few years, however, as more and more women have entered the labour force, alumni reunions are increasingly being planned by specialized companies rather than by part-time volunteers.

The first college reunion was held by the alumni of Yale University in 1792.

Graduates of Pennsylvania, Princeton, Stanford, and Brown followed suit. And by the end of the 19th century, most 4-year institutions were holding alumni reunions.

The variety of college reunions is impressive. At Princeton, alumni parade through the town wearing their class uniforms and singing their alma mater. At Marietta College, they gather for a dinner-dance on a steamship cruising the Ohio River.

Clearly, the thought of cruising on a steamship or marching through the streets is usually not, by itself, sufficient reason for large numbers of alumni to return to campus. Alumni who decide to attend their reunions share a common identity based on the years they spent together as undergraduates. For this reason, universities that somehow establish a common bond—for example, because they are relatively small or especially prestigious—tend to draw substantial numbers of their alumni to reunions. In an effort to enhance this common identity, larger colleges and universities frequently build their class reunions on participation in smaller units, such as departments or schools. Or they encourage “affinity reunions” for groups of former cheerleaders, editors, fraternity members, musicians, members of military organizations on campus, and the like.

Of course, not every alumnus is fond of his or her alma mater. Students who graduated during the late 1960s may be especially reluctant to get involved in alumni events. They were part of the generation that conducted sit-ins and teach-ins directed at university administrators, protested military recruitment on campus and marched against “establishment politics.” If this generation has a common identity, it may fall outside of their university ties—or even be hostile to them. Even as they enter their middle years, alumni who continue to hold unpleasant memories of college during this period may not wish to attend class reunions.

17. According to the passage, Sparacino’s study
 - A. provided strong evidence for Jaffe’s statement.
 - B. showed that attendees tended to excel in high school study.
 - C. found that interest in reunions was linked with school experience.
 - D. found evidence for attendees’ intense desire for showing off success.
18. Which of the following is NOT mentioned as a distinct feature of U.S. class reunions?
 - A. U.S. class reunions are usually occasions to show off one’s recent success.
 - B. Reunions are regular and formal events organized by professional agencies.
 - C. Class reunions have become a profitable business.
 - D. Class reunions have brought about a variety of activities.

19. What mainly attracts many people to return to campus for reunion?

- A. The variety of activities for class reunion.
- B. The special status their university enjoys.
- C. Shared experience beyond the campus.
- D. Shared undergraduate experience on campus.

20. The rhetorical function of the first paragraph is to

- A. introduce Rona Jeffe's novel.
- B. present the author's counterargument.
- C. serve as prelude to the author's argument.
- D. bring into focus contrasting opinions.

21. What is the passage mainly about?

- A. Reasons for popularity and (non)attendance for alumni reunions.
- B. A historical perspective for alumni reunions in the United States.
- C. Alumni reunions and American university traditions.
- D. Alumni reunion and its social and economic implications.

TEXT C

One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasn't. Mr. Cattanzara, a stocky, bald-headed man who worked in a change booth on an IRT station, lived on the next block after George's, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading *The New York Times* in the light of the shoemaker's window. He read it from the first page to the last, then went up to sleep. And all the time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge.

Once in a while Mr. Cattanzara came home drunk, but it was a quiet drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk he looked the same as always, except for his tight walk, the quietness, and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighbourhood. He asked different questions than the others when he met you, and he seemed to know what went on in all the newspapers. He

read them, as his fat sick wife watched from the window.

“What are you doing with yourself this summer, George?” Mr. Cattanzara asked. “I see you walkin’ around at night.”

George felt embarrassed. “I like to walk.”

“What are you doin’ in the day now?”

“Nothing much just now. I’m waiting for a job.” Since it shamed him to admit that he wasn’t working, George said, “I’m reading a lot to pick up my education.”

“What are you readin’?”

George hesitated, then said, “I got a list of books in the library once and now I’m gonna read them this summer.” He felt strange and a little unhappy saying this, but he wanted Mr. Cattanzara to respect him.

“How many books are there on it?”

“I never counted them. Maybe around a hundred.”

Mr. Cattanzara whistled through his teeth.

“I figure if I did that,” George went on earnestly, “it would help me in my education. I don’t mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean.”

The change maker nodded. “Still and all, one hundred books is a pretty big load for one summer.”

“It might take longer.”

“After you’re finished with some, maybe you and I can shoot the breeze about them?” said Mr. Cattanzara.

“When I’m finished,” George answered.

Mr. Cattanzara went home and George continued on his walk. After that, though he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighbourhood and liked it more, though not so much he would want to live in it forever. He had never exactly disliked the people in it, yet he had never liked them very much either. It was the fault of the neighbourhood. To his surprise, George found out that his father and his sister Sophie knew about his reading too. His father was too shy to say anything about it—he was never much of a