

英语专业八级 阅读特训

金利 编著

- ✓ 真题自测知识探底，专八大纲全面解读
- ✓ 基础技能系统讲解，阅读技巧全面点拨
- ✓ 题材体裁科学分类，主题词汇拓展延伸
- ✓ 历年真题层层剖析，仿真模拟强化训练



西安交通大学出版社
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前言

如何提高阅读速度？如何有选择性地跳读？
遇到生词如何猜词义？遇到难句如何应付？
怎样才能在规定时间内读完文章、答对题目？
.....

这一个个疑问都是编者在进行专八英语教学及研究过程中最常听到的问题，很多专八考生常常在备考时倍感压力，甚至产生放弃阅读拿高分的念头。然而，阅读理解在专八考试中一直处于非常重要的地位，是决定分数高低的关键所在，所以不可轻言放弃。近几年的专八阅读无论是在篇幅上，还是在难度上都有所增加，因此如何在新趋势下有效提高阅读能力是很多学生关注的问题。

本书是编者根据多年来对英语专业八级考试的研究，精心策划、编写而成。全书紧扣最新专八考试大纲，深入剖析专八阅读考试的特点、难点，以全新的视角、全新的理念带领考生进入全新的专八备考模式。

真题自测知识探底，专八大纲全面解读

真题自测 + 点评，掌握最新考试动态，知晓个人薄弱环节

本书在第一章安排了一套专八阅读真题，供考生进行自我测试，考生可以在了解考题的基础上，检测自己的水平，以便更好、更有针对性地使用本书。在点评部分，编者就文章词数、体裁、题材、主题、题目设置、难易度等方面做了全面、细致的分析。

测试要求、测试形式、选材原则大公开，知己知彼百战不殆

本书从大纲着眼，为考生解读专八阅读的要求与选材原则，给出分析表格及总结概括，让考生可以及早从容准备，以强大的实力赢得阅读大战！

基础技能系统讲解，阅读技巧全面点拨

如师在侧，讲解推测词义、破解疑难长句、定位答案和辨识选项的技巧

通过构词法及上下文推测词义：基础讲解，从词根词缀和上下文两个方面为考生讲解推测词义的技巧。

通过分析句子主干**破解疑难长句**：基础逐步延伸，从分析句子主干入手逐步攻破长句、难句。

通过**定位快速寻找答案**：定位技巧，6类定位信息逐一剖析，为考生提供最准确、最高效的答案定位方法，让考生在有限的时间里更准确、更高效地定位答案出处。

通过**辨识选项解答题目**：答题技巧，从出题者角度分析正确选项和错误选项的特点，让考生在答题时轻松排除干扰项，提高答题正确率。

3大答题步骤：专八阅读文章长、题目难，而考试时间短，鉴于此，我们为考生制定了一套最科学、最有效的答题步骤。用科学的步骤答题可以达到事半功倍的效果。

历年真题层层剖析，题材题型逐一解读

7类题材全面扫描，8种题型深度剖析

本书将专八历年阅读真题题材分为7大类：人物故事、社会、文化、经济、政治、教育和健康。每类题材都附有对其分析的表格及主题词汇，清晰明了地揭示出专八阅读的选材特点及趋势。

真题强化训练 + 全真模拟集训

在本书第三章和第四章，编者还精心编排了真题强化训练和高仿真模拟题。考生通过大量的训练，既可提高阅读能力，也可改善心理素质，达到完美的临场状态。答案解析详尽、准确、到位，力求从考生做题的角度来分析题目，引导考生按合理的步骤解题，解开做题时遇到的困惑。同时，在解答中启发考生的解题思路，使其在遇到类似题目时能够触类旁通，轻松应对。

毋庸置疑，英文实力是提升考场竞争力的关键因素，而阅读实力则是提升专八考试分数的重要环节。提高专八阅读的实力，可以让你轻松跨越专八考试的门槛，在考场中脱颖而出。我们精心打造这本书的目的就在于，让所有考生都能在最短的时间里，迅速掌握阅读技巧，结合充分的练习提升英语阅读能力，顺利通过英语专业八级测试。

本书得以顺利完成，要特别感谢汇智博纳工作室的金利、蒋志华、何静、李岩岩、白敏、陈娜、李山丽、肖琦等老师。他们对英语教学和研究的热爱与投入使得本书能在第一时间与考生见面。

最后预祝即将参加专八考试的各位考生马到成功！

编者

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第一章

真题自测与大纲解读

第一节 真题自测

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 passages and then mark the best answer to each question on ANSWER SHEET TWO.

TEXT A

My class at Harvard Business School helps students understand what good management theory is and how it is built. In each session, we look at one company through the lenses of different theories, using them to explain how the company got into its situation and to examine what actions will yield the needed results. On the last day of class, I ask my students to turn those theoretical lenses on themselves to find answers to two questions: First, How can I be sure I'll be happy in my career? Second, How can I be sure my relationships with my spouse and my family will become an enduring source of happiness? Here are some management tools that can be used to help you lead a purposeful life.

1 USE YOUR RESOURCES WISELY. Your decisions about allocating your personal time, energy, and talent shape your life's strategy. I have a bunch of "businesses" that compete for these resources: I'm trying to have a rewarding relationship with my wife, raise great kids, contribute to my community, succeed in my career, and contribute to my church. And I have exactly the same problem that a corporation does. I have a limited amount of time, energy and talent. How much do I devote to each of these pursuits?

Allocation choices can make your life turn out to be very different from what you intended. Sometimes that's good: Opportunities that you never planned for emerge. But if you don't invest your resources wisely, the outcome can be bad. As I think about people who inadvertently invested in lives of hollow unhappiness, I can't help believing that their troubles relate right back to a short-term perspective.

When people with a high need for achievement have an extra half hour of time or an extra ounce of energy, they'll unconsciously allocate it to activities that yield the most tangible accomplishments. Our careers provide the most concrete evidence that we're moving forward. You ship a product, finish a design, complete a presentation, close a sale, teach a

class, publish a paper, get paid, get promoted. In contrast, investing time and energy in your relationships with your spouse and children typically doesn't offer that same immediate sense of achievement. Kids misbehave every day. It's really not until 20 years down the road that you can say, "I raised a good son or a good daughter." You can neglect your relationship with your spouse, and on a daily basis it doesn't seem as if things are deteriorating. People who are driven to excel have this unconscious propensity to underinvest in their families and overinvest in their careers, even though intimate and loving family relationships are the most powerful and enduring source of happiness.

If you study the root causes of business disasters, over and over you'll find this predisposition toward endeavors that offer immediate gratification. If you look at personal lives through that lens, you'll see the same stunning and sobering pattern: people allocating fewer and fewer resources to the things they would have once said mattered most.

2 CREATE A FAMILY CULTURE. It's one thing to see into the foggy future with acuity and chart the course corrections a company must take. But it's quite another to persuade employees to line up and work cooperatively to take the company in that new direction.

When there is little agreement, you have to use "power tools"—coercion, threats, punishment, and so on, to secure cooperation. But if employees' ways of working together succeed over and over, consensus begins to form. Ultimately, people don't even think about whether their way yields success. They embrace priorities and follow procedures by instinct and assumption rather than by explicit decision, which means that they've created a culture. Culture, in compelling but unspoken ways, dictates the proven, acceptable methods by which members of a group address recurrent problems. And culture defines the priority given to different types of problems. It can be a powerful management tool.

I use this model to address the question: How can I be sure my family becomes an enduring source of happiness? My students quickly see that the simplest way parents can elicit cooperation from children is to wield power tools. But there comes a point during the teen years when power tools no longer work. At that point, parents start wishing they had begun working with their children at a very young age to build a culture in which children instinctively behave respectfully toward one another, obey their parents, and choose the right thing to do. Families have cultures, just as companies do. Those cultures can be built consciously.

If you want your kids to have strong self-esteem and the confidence that they can solve hard problems, those qualities won't magically materialize in high school. You have to design them into your family's culture, and you have to think about this very early on. Like employees, children build self-esteem by doing things that are hard and learning what works.

11. According to the author, the key to successful allocation of resources in your life depends on whether you _____.
 - A. can manage your time well
 - B. have long-term planning
 - C. are lucky enough to have new opportunities
 - D. can solve both company and family problems
12. What is the role of the statement "Our careers provide the most concrete evidence that we're moving forward." with reference to the previous statement in the paragraph?
 - A. To offer further explanation.
 - B. To provide a definition.
 - C. To present a contrast.
 - D. To illustrate career development.
13. According to the author, a common cause of failure in business and family relationships is _____.
 - A. lack of planning
 - B. short-sightedness
 - C. shortage of resources
 - D. decision by instinct
14. According to the author, when does culture begin to emerge?
 - A. When people decide what and how to do by instinct.
 - B. When people realize the importance of consensus.
 - C. When people as a group decide how to succeed.
 - D. When people use "power tools" to reach agreement.
15. One of the similarities between company culture and family culture is that _____.
 - A. problem-solving ability is essential
 - B. cooperation is the foundation
 - C. respect and obedience are key elements
 - D. culture needs to be nurtured

TEXT B

It was nearly bedtime and when they awoke next morning land would be in sight. Dr. Macphail lit his pipe and, leaning over the rail, searched the heavens for the South Cross. After two years at the front and a wound that had taken longer to heal than it should, he was glad to settle down quietly at Apia (阿皮亚, 西萨摩亚首都) for twelve months at least, and he felt already better for the journey. Since some of the passengers were leaving the ship next day they had had a little dance that evening and in his ears hammered still the harsh notes of the mechanical piano. But the deck was quiet at last. A little way off he saw his wife in a long chair talking with the Davidsons, and he strolled over to her. When he sat down under the light and took off his hat you saw that he had very red hair, with a bald patch on the crown, and the red, freckled skin which accompanied red hair; he was a man of forty, thin, with a pinched face, precise and rather pedantic; and he spoke with a Scots accent in a very low, quiet voice.

Between the Macphails and the Davidsons, who were missionaries, there had arisen the intimacy of shipboard, which is due to proximity rather than to any community of taste. Their chief tie was the disapproval they shared of the men who spent their days and nights in the smoking-room playing poker or bridge and drinking. Mrs. Macphail was not a little flattered to think that she and her husband were the only people on board with whom the Davidsons were willing to associate, and even the doctor, shy but no fool, half unconsciously acknowledged the compliment. It was because he was of an argumentative mind that in their cabin at night he permitted himself to carp (唠叨).

‘Mrs. Davidson was saying she didn’t know how they’d have got through the journey if it hadn’t been for us,’ said Mrs. Macphail, as she neatly brushed out her transformation (假发). ‘She said we were really the only people on the ship they cared to know.’

‘I shouldn’t have thought a missionary was such a big bug (要人、名士) that he could afford to put on frills (摆架子).’

‘It’s not frills. I quite understand what she means. It wouldn’t have been very nice for the Davidsons to have to mix with all that rough lot in the smoking-room.’

‘The founder of their religion wasn’t so exclusive,’ said Dr. Macphail with a chuckle.

‘I’ve asked you over and over again not to joke about religion,’ answered his wife. ‘I shouldn’t like to have a nature like yours, Alec. You never look for the best in people.’

He gave her a sidelong glance with his pale, blue eyes, but did not reply. After many years of married life he had learned that it was more conducive to peace to leave his wife with the last word. He was undressed before she was, and climbing into the upper bunk he settled down to read himself to sleep.

When he came on deck next morning they were close to land. He looked at it with greedy eyes. There was a thin strip of silver beach rising quickly to hills covered to the top with luxuriant vegetation. The coconut trees, thick and green, came nearly to the water’s edge, and among them you saw the grass houses of the Samoans (萨摩亚人); and here and there, gleaming white, a little church. Mrs. Davidson came and stood beside him. She was dressed in black and wore round her neck a gold chain, from which dangled a cross. She was a little woman, with brown, dull hair very elaborately arranged, and she had prominent blue eyes behind invisible pince-nez (夹鼻眼镜). Her face was long, like a sheep’s, but she gave no impression of foolishness, rather of extreme alertness; she had the quick movements of a bird. The most remarkable thing about her was her voice, high, metallic, and without inflexion; it fell on the ear with a hard monotony, irritating to the nerves like the pitiless clamor of the pneumatic drill.

‘This must seem like home to you,’ said Dr. Macphail, with his thin, difficult smile.

‘Ours are low islands, you know, not like these. Coral. These are volcanic. We’ve got another ten days’ journey to reach them.’

'In these parts that's almost like being in the next street at home facetiously.

'Well, that's rather an exaggerated way of putting it, but one differently in the South Seas. So far you're right.'

Dr. Macphail sighed faintly.

16. It can be inferred from the first paragraph that Dr. Macphail _____.
A. preferred quietness to noise
B. enjoyed the sound of the mechanical piano
C. was going back to his hometown
D. wanted to befriend the Davidsons
17. The Macphails and the Davidsons were in each other's company because they _____.
A. had similar experience
B. liked each other
C. shared dislike for some passengers
D. had similar religious belief
18. Which of the following statements BEST describes Mrs. Macphail?
A. She was good at making friends.
B. She was prone to quarrelling with her husband.
C. She was skillful in dealing with strangers.
D. She was easy to get along with.
19. All the following adjectives can be used to depict Mrs. Davidson EXCEPT _____.
A. arrogant
B. unapproachable
C. unpleasant
D. irritable
20. Which of the following statements about Dr. Macphail is INCORRECT?
A. He was sociable.
B. He was intelligent.
C. He was afraid of his wife.
D. He made fun of the Davidsons.

TEXT C

Today we make room for a remarkably narrow range of personality styles. We're told that to be great is to be bold, to be happy is to be sociable. We see ourselves as a nation of extroverts—which means that we've lost sight of who we really are. One-third to one-half of Americans are introverts—in other words, one out of every two or three people you know. If you're not an introvert yourself, you are surely raising, managing, married to, or coupled with one.

If these statistics surprise you, that's probably because so many people pretend to be extroverts. Closet introverts pass undetected on playgrounds, in high school locker rooms, and in the corridors of corporate America. Some fool even themselves, until some life event—a

layoff, an empty nest, an inheritance that frees them to spend time as they like—jolts them into taking stock of their true natures. You have only to raise this subject with your friends and acquaintances to find that the most unlikely people consider themselves introverts.

It makes sense that so many introverts hide even from themselves. We live with a value system that I call the Extrovert Ideal—the omnipresent belief that the ideal self is gregarious, and comfortable in the spotlight. The archetypal extrovert prefers action to contemplation, risk-taking to heed-taking, certainty to doubt. He favors quick decisions, even at the risk of being wrong. She works well in teams and socializes in groups. We like to think that we value individuality, but all too often we admire one type of individual—the kind who’s comfortable “putting himself out there.” Sure, we allow technologically gifted loners who launch companies in garages to have any personality they please, but they are the exceptions, not the rule, and our tolerance extends mainly to those who get fabulously wealthy or hold the promise of doing so.

Introversion—along with its cousins sensitivity, seriousness, and shyness—is now a second-class personality trait, somewhere between a disappointment and a pathology. Introverts living under the Extrovert Ideal are like women in a man’s world, discounted because of a trait that goes to the core of who they are. Extroversion is an enormously appealing personality style, but we’ve turned it into an oppressive standard to which most of us feel we must conform.

The Extrovert Ideal has been documented in many studies, though this research has never been grouped under a single name. Talkative people, for example, are rated as smarter, better-looking, more interesting, and more desirable as friends. Velocity of speech counts as well as volume: we rank fast talkers as more competent and likable than slow ones. Even the word introvert is stigmatized—one informal study, by psychologist Laurie Helgoe, found that introverts described their own physical appearance in vivid language, but when asked to describe generic introverts they drew a bland and distasteful picture.

But we make a grave mistake to embrace the Extrovert Ideal so unthinkingly. Some of our greatest ideas, art, and inventions—from the theory of evolution to van Gogh’s sunflowers to the personal computer—came from quiet and cerebral people who knew how to tune in to their inner worlds and the treasures to be found there.

21. According to the author, there exists, as far as personality styles are concerned, a discrepancy between _____.

- ☐ A. what people say they can do and what they actually can
- ☒ B. what society values and what people pretend to be
- ☐ C. what people profess and what statistics show
- ☐ D. what people profess and what they hide from others

22. The ideal extrovert is described as being all the following EXCEPT _____.
A. doubtful C. determined
B. sociable D. bold
23. According to the author, our society only permits _____ to have whatever personality they like.
A. the young C. the artistic
B. the ordinary D. the rich
24. According to the passage, which of the following statements BEST reflects the author's opinion?
A. Introversion is seen as an inferior trait because of its association with sensitivity.
B. Extroversion is arbitrarily forced by society as a norm upon people.
C. Introverts are generally regarded as either unsuccessful or as deficient.
D. Extroversion and introversion have similar personality trait profiles.
25. The author winds up the passage with a _____ note.
A. cautious C. positive
B. warning D. humorous

TEXT D

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turned out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia (痴呆) in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators and policy makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function—a command system that directs the attention processes that we use for planning, solving problems and performing various

other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another and holding information in mind—like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals in completing monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but also did so with less activity in parts of the brain involved in monitoring, indicating that they were efficient at it.

The bilingual experience appears to influence the brain from infancy to old age, and there is reason to believe that it may also apply to those who learn a second language later in life.

26. According to the passage, the more recent and old views of bilingualism differ mainly in _____.

- | | |
|-----------------------------|-------------------------------|
| A. its practical advantages | C. perceived language fluency |
| B. its role in cognition | D. its role in medicine |

27. The fact that interference is now seen as a blessing in disguise means that _____.

- A. it has led to unexpectedly favourable results
- B. its potential benefits have remained undiscovered
- C. its effects on cognitive development have been minimal
- D. only a few researchers have realized its advantages

28. What is the role of Paragraph Four in relation to Paragraph Three?

- A. It provides counter evidence to Paragraph Three.
- B. It offers another example of the role of interference.
- C. It serves as a transitional paragraph in the passage.
- D. It further illustrates the point in Paragraph Three.

29. Which of the following can account for better performance of bilinguals in doing non-inhibition tasks?
- A. An ability to monitor surroundings. C. An ability to perform with less effort.
B. An ability to ignore distractions. D. An ability to exercise suppression.
30. What is the main theme of the passage?
- A. Features of bilinguals and monolinguals. C. Bilinguals and monitoring tasks.
B. Interference and suppression. D. Reasons why bilinguals are smarter.

答案速查

11~15	BABAD	16~20	ACBDA	21~25	CADBB	26~30	BADAD
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第二节 真题点评

1 篇章分析

TEXT A

第1段首先介绍了作者在哈佛商学院的课程所涉及的管理理论，引出后文“如何像管理好企业一样管理好自己的生活”这一话题。从全文来看，作者也一直秉承着这种类比的思维。

第2-5段阐述了第一种管理方法：明智地使用你的资源。

第6-9段阐述了第二种管理方法：营造家庭文化。

TEXT B

第1-2段揭示了故事发生的地点：船上，并引出故事的主要人物：麦克费尔夫妇和戴维森夫妇。

第3-8段为麦克费尔夫妇关于戴维森夫妇的对话。

第9-14段描写了第二天早晨看到陆地时麦克费尔博士的心情，随后对戴维森太太进行了细致入微的刻画，最后以他们二人不太顺畅的对话结束。

TEXT C

第1段作者陈述了一个与人们的一般印象相反的事实：三分之一到一半的美国人都是性格内向的人。

第2-3段阐述了这一现象并揭示了产生这种现象的原因。

第4-6段对内向和外向性格进行了对比，论述了“外向理想型性格”，并得出结论：我们如此信奉这种性格其实犯了严重的错误。

TEXT D

第1段总述观点：双语的优势不仅限于扩大交流对象的范围，还有许多更根本、意义更重大的优势，例如对大脑产生深刻影响。

第2-3段指出早先的相关研究所得出的结论：第二语言对于第一语言来说是一种干扰。作者先是肯定了这种干扰，随即指出，这种干扰反而会使讲双语者受益。