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冲击波系列

英语专业8级

知名报刊

阅读题源100篇

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- 分类词汇 突出重点延伸阅读

主编 张艳莉 禹一奇



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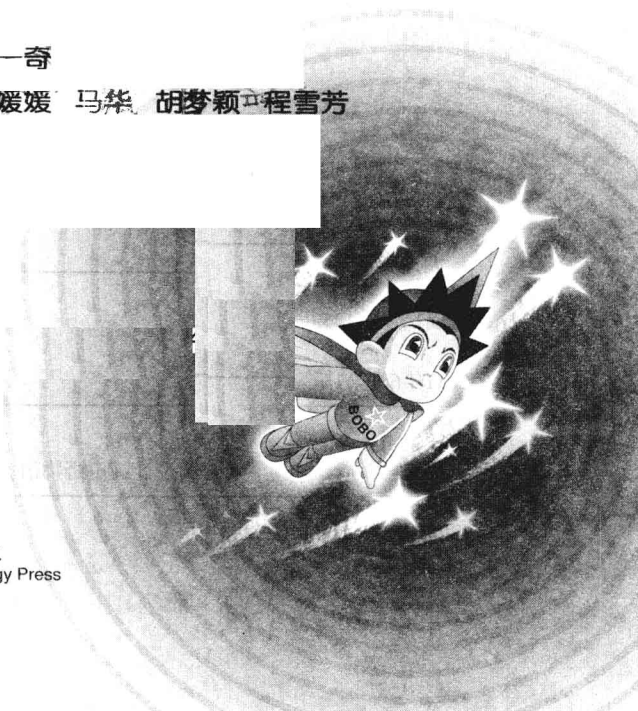
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编者 禹一奇 郑媛媛 马华 胡梦颖 程雪芳

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Preface

前言

全国高等院校英语专业高年级阶段考试, 即TEM8 (Test for English Majors Band 8), 是由高等院校外语专业指导委员会主持实施的全国性考试。其目的是检查各高校执行英语专业高年级教学大纲的情况, 促进高校之间的合作与交流, 以及为教育管理部门、教师和学生提供有关信息反馈。

随着该考试的权威性与社会影响的不断扩大, 参加这一代表我国英语教育最高水平测试的考生也从上世纪90年代初的数千人增长到2011年的二十万人。

在过去的二十年里, 英语专业教学大纲历经两次修订和颁布, 目前所采用的是于2000年由上海外语教育出版社与外语教学与研究出版社出版的《高等学校英语专业英语教学大纲》。同样, 作为检查教学大纲执行情况的考试大纲, 也经历了两次修订和颁布, 目前指导八级考试的纲领性文件是2004年出版的《高校英语专业八级考试大纲》, 它对考试的性质、内容、题型和命题过程等都做出了具体而详尽的说明。

根据该考纲, 八级考试属于标准参照性考试, 考试范围为《教学大纲》所规定的听、读、写、译四个方面的能力以及英语专业知识(另有英语专业八级口试测试口语能力)。其具体构成如下表:

英语专业八级考试试卷构成总表

序号	题号	各部分名称	题型	题数	计分	比重	考试时间 (分钟)
I	(A1) — (A10) 1—10	听力理解					
		A 讲座	主观题	10	10	10%	35+10
		B 会话	客观题	5	10	10%	
		C 新闻	客观题	5			
II	11—30	阅读理解	客观题	20	20	20%	30
III	31—40	人文知识	客观题	10	10	10%	10
IV	(B1) — (B10)	改错	主观题	10	10	10%	15
V		翻译					60
		A 汉译英	主观题	1	10	10%	
		B 英译汉	主观题	1	10	10%	
VI		写作	主观题	1	20	20%	45
合计				63	100	100%	195



TEM8考试只限于高校英语专业四年级在校生参加，其他年级学生不能提前或推迟参加考试，该考试于每年三月上旬的某个周六（英语专业第八学期）举行（具体日期每年略有不同），试卷各部分采用记权方式，折算成百分制，以60分为及格标准。考试合格者可获得由国家教育部高等院校外语专业教学指导委员会颁发的证书。根据考试成绩，证书分合格（60~69分）、良好（70~79分）和优秀（80分及以上）三个等级。当年未通过者可在次年获得最多一次的补考机会，补考通过后只能获得合格证书。

良好的阅读能力是英语专业高年级学生的重要语言能力之一，无论在教学还是测试中，阅读都是十分重要的内容。同时阅读能力的提高，也为听力、写作等其他技能的提高打下基础。因此，为了帮助英语专业学生提高阅读能力，在八年级考试中提高成绩，我们特别编写了本套丛书，共分四级和八级两本。

本书的编写以专业八级考试大纲为指导，选材力求新颖、真实，大多来源于《新闻周刊》、《经济学家》、《时代周刊》、《国家地理》、《国际先驱》、《财富》和CNN等的节选或改写；难度力求与专八相等，关键词汇不超大纲；每篇文章基本控制在650~800字左右，题材广泛，包括了社会、科技、文化、文学作品、政治、经济、时事评论、国际关系、日常知识、书评、人物、历史传记等。题材也力求多样，并且对每篇文章都注明了原文出处、字数、建议阅读时间等。除了对答案进行详细解析外，还增加了篇章解析，重点、难点词汇，重点句型和扩展词汇，供考生根据情况有针对性地练习和记忆。

在本书编写过程中，我们得到了外语专业教学指导委员会测试办公室的大力支持，在此表示衷心的感谢。

本书是专为英语专业准备参加八级考试的学生所编写，但也可供成人教育及高等教育自学考试英语专业本科以及其他具有相当水平的学生使用。

由于时间仓促，加上水平有限，书中难免存在一些问题和错误，敬请读者批评指正。

张艳莉

2011年5月

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Science and Technology

科学技术类

1

Empathizing and Systemizing

感性的女性和理性的男性

702 words

Time for reading: 4 minutes

You may be surprised to learn that there are 412 different human emotions. But if you're a woman this may be obvious.

Women are said to be better at distinguishing between the fleeting expressions that cross our faces every day. According to Professor Simon Baron Cohen at the Autism Research Center, Cambridge University, this is because empathy comes naturally to women while men are wired to understand how things work.

Men are typically systemizers. That is they're better at investigating how a system works. They like to get deeply involved in activities such as car repair, computing or building up an extensive music collection.

On average women are empathizers. They are better at accurately guessing other people's emotions and responding appropriately. They would be more likely to comfort you in a time of crisis.

The Sex ID test asked questions about people's enjoyment of reading maps, caring for other people, talking about politics and how truthful they are to their friends. People's answers reveal whether they have a female "empathizing brain" or a male "systemizing brain". Baron-Cohen has shaped his theory by using similar tests.

Baron-Cohen isn't saying that one sex can do things that the other cannot. He's saying that on average there are significant differences between the sexes — one tends to be more empathic and the other more systematic.

However, many men and women have a brain that differs from their sex. Baron-Cohen's laboratory has found that about 17% of men have a female "empathizing brain" and 17% of women have a male "systemizing brain".

A significant number of people have a "balanced brain" which is equally good (or bad) at both empathizing and systemizing.

Studies of human behavior support Baron-Cohen's theory. For example, it has been found that baby girls look longer at faces, particularly people's eyes while boys are more likely to look at inanimate objects.

Some scientists believe that there may be an evolutionary explanation of empathizing and systemizing.

In prehistoric times, a man's vision may have been more narrowly focused and he would have to have been good at judging space and distance in order to be a good hunter. These skills could be related to the ability to focus on the laws governing a system. Women, on the other hand, spent



more time foraging for food and watching over their children. These jobs would require wide vision and the ability to differentiate nuances of tone — skills that would help them sense another person's emotions. It may sound crude and there's no scientific proof, but it's plausible.

Baron-Cohen believes that an "extreme male brain", one that is very good at systemizing but very poor at empathizing, may lead to the condition known as autism, a severe mental illness that makes one unable to respond to other people. It affects more men than women.

Exposure to abnormally high levels of testosterone has been linked to autism. This is what Baron-Cohen terms "the extreme male brain theory of autism". The Sex ID test is not detailed enough to diagnose autism, only detailed examination by a qualified doctor can do that.

In the Sex ID survey people's verbal fluency were also tested by asking people to list as many words possible that related to the terms "grey" and "happy". Women have regularly scored higher than men in scientific studies using similar tasks.

There is no evidence of vocabulary sizes differing between men and women, but women have demonstrated the ability to recall more related words under a time constraint.

Women's verbal skills appear to begin early in life. Studies of children's behavior have found that girls speak earlier, have larger vocabularies and are better at spelling and reading.

Research has also shown that young girls are less likely than boys to use dominant, imperative language "Stop it," "Don't do that," instead preferring to say "Would you mind not doing that?"

Baron-Cohen suggests that because women tend to be better empathizers, the language they use is more emotive. For example, if a woman disagrees with someone, she would often soften the blow by saying "You're right, but maybe it could be..." Whereas a man's response is more likely to be "I'm sorry but you're wrong," or even more direct "You're wrong."

(From BBC, October 2010)

- ① According to the passage, a woman is likely to _____.
 - A. know there are 412 different human emotions
 - B. share another person's feelings and emotions
 - C. have fleeting expressions crossing her face every day
 - D. understand how things work
- ② In the Sex ID test, the questions were about the following aspects EXCEPT _____.
 - A. people's enjoyment of reading maps
 - B. people's enjoyment of looking after other people
 - C. people's enjoyment of talking about politics
 - D. people's enjoyment of friends' truthfulness
- ③ Which of the following statements is NOT correct?
 - A. Many people are equally good or bad at both empathizing and systemizing.
 - B. Men and women have a brain that differs from their sex.
 - C. Baby girls look longer at people's eyes while baby boys are more liable to look at lifeless objects.



D. Evolution may contribute to the explanation of empathizing and systemizing.

④ According to Baron-Cohen, one that is very good at systemizing but very poor at empathizing may _____.

A. influence his verbal fluency

B. have smaller vocabularies and be worse at spelling and reading

C. cause mental problem

D. use dominant, imperative language instead of emotive one

⑤ The author's description of empathizing brain and systemizing brain is _____.

A. subjective

B. objective

C. critical

D. skeptical

答案与解析

1. 答案: B

【试题分析】细节理解题

【详细解答】题干的意思是“根据文章的内容，女性更易于……”。参考文章第一段的内容可知，人类有412种不同的感情，也许你会吃惊于这一事实，但是如果你是女性，也许这对你来说是显而易见、容易理解的。这说明女性很感性，但是并不表示女人更易于知道人类有412种不同的感情。第二段进一步说明女性的感性具体表现在擅长于区分稍纵即逝的表情（the fleeting expressions），而男性擅长问题的解决（how things work）。由此可知，选项B为正确答案。

2. 答案: D

【试题分析】细节理解题

【详细解答】参考第五段的第一句话可以判断选项D是与原文意义不符的，故选之。

3. 答案: B

【试题分析】细节理解题

【详细解答】参考第八段可知，很多人的头脑感性和理性的程度相同；参考第九段可知，女婴与男婴相比较，女婴会更长时间地看人的眼睛，而男婴更倾向于无生命的物体；参考第十段可知，对于感性和理性的解释，进化也起了一定的作用，所以选项A、C和D是正确的。参考第七段第一句话可以得知不是所有人的头脑都与其性别不同，所以选项B与原文不符，故选之。

4. 答案: C

【试题分析】细节理解题

【详细解答】参考第十二段可以判断选项C是正确答案。

5. 答案: B

【试题分析】概括题

【详细解答】整篇文章对感性和理性以一种很客观的态度进行描述，并提供了相应的测试及结果，所以选项B是正确答案。

篇章解析

这篇文章主要针对男性和女性的不同进行了阐述。首段就提出了人类有412种不同的感情，女性比较感性，容易对人和物产生共鸣，或者喜欢感情移入，而男性则擅长处理系统化的事情，并从进化的角度对这一现象进行讨论，之后介绍了the Sex ID这一测试方式以及相应的测试结果，如从对孩子行为的研究发现：女孩子说话要早一些，掌握更多的词汇，更擅长拼写和阅读；男孩子更易于运用控制、命令的语言等等。

**重点、难点词汇**

1. **fleeting** *adj.* 短暂的; 稍纵即逝的
2. **empathy** *n.* 同感, 共鸣; 感情移入
3. **systematize** *v.* 将……加以系统化, 体制化
4. **inanimate** *adj.* 无生命的; 无活力的
5. **forage** *v.* 搜寻; 翻寻
6. **differentiate** *v.* 区分; (使) 不同; 构成……间的差别
7. **nuance** *n.* 细微差异
8. **crude** *adj.* 天然的; 粗制的

重点句型

This is what Baron-Cohen terms “the extreme male brain theory of autism”. 这句话中包含一个由what引导的表语从句, 在整个句子中作表语, what相当于something that。在what引导的表语从句中, 动词term后面跟有双宾语, 直接宾语是 “the extreme male brain theory of autism”, 而其间接宾语是what。

扩展词汇

1. **autism** *n.* 我向思考; 自我中心主义; 孤独症
2. **autist** *n.* 我向思考者; 自我中心主义者; 孤独症者
3. **id** *n.* 伊德, 本我
4. **ego** *n.* 自我; 自尊心
5. **egoism** *n.* 利己主义; 自我主义
6. **egoist** *n.* 利己主义者; 自我主义者
7. **superego** *n.* 超我

2**The Kids Can't Help It**

青少年脑部发育及其影响

786 words

Time for reading: 4 minutes

What new research reveals about the adolescent brain—from why kids bully to how the teen years shape the rest of your life. They say you never escape high school. And for better or worse, science is lending some credibility to that old saw. Thanks to sophisticated imaging technology and a raft of longitudinal studies, we're learning that the teen years are a period of crucial brain development subject to a host of environmental and genetic factors. This emerging research sheds light not only on why teenagers act the way they do, but how the experiences of adolescence—from rejection to binge drinking—can affect who we become as adults, how we handle stress, and the way we bond with others.

One of the most important discoveries in this area of study, says Dr. Frances Jensen, a neuroscientist at Harvard, is that our brains are not finished maturing by adolescence, as was previously thought. Adolescent brains “are only about 80 percent of the way to maturity,” she said at the annual meeting of the Society for Neuroscience in November. It takes until the mid-20s, and possibly later, for a brain to become fully developed.

An excess of gray matter (the stuff that does the processing) at the beginning of adolescence makes us particularly brilliant at learning—the reason we're so good at picking up new languages starting in early childhood—but also particularly sensitive to the influences of our environment, both emotional and physical. Our brains' processing centers haven't been fully linked yet, particularly the



parts responsible for helping to check our impulses and considering the long-term repercussions of our actions. “It’s like a brain that’s all revved up not knowing where it needs to go,” says Jensen.

It’s partially because of this developmental timeline that a teen can be so quick to conjure a stinging remark, or a biting insult, and so uninhibited in firing it off at the nearest unfortunate target—a former friend, perhaps, or a bewildered parent. The impulse to hurl an insult is there, just as it may be for an adult in a stressful situation, but the brain regions that an adult might rely on to stop himself from saying something cruel just haven’t caught up.

In a paper published last year in the *Journal of the American Academy of Child & Adolescent Psychiatry*, Dr. Jay Giedd, a scientist at the Child Psychiatry Branch of the National Institutes of Mental Health, wrote that, according to brain scans conducted over several years, gray-matter volume peaks around or just before the beginning of puberty, and then continuously declines. In contrast, white matter (the stuff that helps connect areas of the brain) increases right up to, and beyond, the end of puberty.

These adolescent brain developments don’t happen to all parts of the brain at the same time. “The order in which this maturation of connection goes, is from the back of the brain to the front of the brain,” says Jensen.

And one of the last parts to mature is the frontal lobe, a large area responsible for modulating reward, planning, impulsiveness, attention, acceptable social behavior, and other roles that are known as executive functions. It’s thanks in part to the frontal lobe that we are able to schedule our time with any sort of efficiency, plan in advance to arrange for a designated driver on a night out (or stop drinking before one is over the legal limit), and restrain ourselves from getting into fights any time we get involved in an argument. Unfortunately, it’s just these sorts of behaviors that teenage brains are not fully endowed to deal with—and the consequences are potentially fatal when it comes to high-risk behavior like drinking and driving.

This blast of teen-brain change is compounded by profound social and psychological shifts. Of particular importance is that adolescence is the time when we develop stronger social connections with our peers, and more independence from our parents.

“Before the transition to adolescence, kids’ interactions with one another, and the kinds of friendships that they have, are substantially different,” explains Dr. Mitch Prinstein, professor and director of clinical psychology, at the University of North Carolina, Chapel Hill. “After adolescence they can really confide in friends, they turn to them as first sources of social support. Kids tell us all the time they are more likely to tell their friends about things going on in their lives, and stressors, than any adult.”

This cuts both ways. Healthy relationships have a positive effect on how an adolescent navigates through a tumultuous period of life. But at the same time, this reliance on friends makes young people susceptible to the influence of peer pressure, even when it is indirect.

(From News Week, December 2010)



- ① One of the most important discoveries in the adolescent brain is that adolescent brains _____.
A. have become fully developed
B. are mainly affected by environmental and genetic factors
C. are particularly sensitive to activities such as drinking
D. remain immature
- ② Teenagers are likely to _____.
A. hurt the people closest to them
B. be indifferent to their environment
C. have bewildered parents
D. try to stop themselves from saying something cruel
- ③ Which of the following statements is correct?
A. At the begining of adolescence, our brains' processing centers have been fully linked.
B. White matter volume peak just before the beginning of puberty.
C. All parts of the adolescent brain do not develop at the same time.
D. The maturation of connection goes from the front of the brain to the back of the brain.
- ④ With the maturity of the frontal lobe, teenagers _____.
A. can deal with high-risk behavior like drinking and driving
B. will avoid arguing
C. never get into fights
D. schedule their time efficiently
- ⑤ The author's attitude towards kids' reliance on their friends is _____.
A. positive B. objective C. subjective D. skeptical

答案与解析**1. 答案: D**

【试题分析】细节题

【详细解答】文章的第二段指出青少年的大脑只有80%成熟, 25岁左右甚至更晚一些发育才能完全成熟, 所以选择D。

2. 答案: A

【试题分析】细节题

【详细解答】文章的第四段指出青少年很容易向自己最亲近的人肆无忌惮地发火, 这是因为他们大脑没有发育成熟, 还不能像成年人那样控制自己的情绪, 因此选择A。

3. 答案: C

【试题分析】细节题

【详细解答】文章的第三段指出在青少年时期的最开始阶段, 我们善于学习, 并对周围环境的影响很敏感, 但是我们大脑中的加工处理中心还没有完全连接起来, 尤其是负责帮助我们抑制冲动并考虑我们行为产生的长远后果的这部分, 因此选项A错误; 文章的第五段指出Dr. Jay Giedd发表过一篇论文, 论文中指出灰色物质的峰值大概是在青春期或者刚刚开始之前, 而白色物质则是在青春期结束或者结束之后, 因此选项B错误; 文章的第六段第一句话就提出大脑各个部分的发



育并不是同时进行的，因此选项C正确；这段还提出大脑是从后部向前部发育并成熟的，因此选项D错误。综上所述所以选择C。

4. 答案：D

【试题分析】细节题

【详细解答】文章的第七段指出随着frontal lobe的成熟，青少年能够有效地安排自己的时间，提前计划安排自己晚上出去或者控制饮酒的量，并且发生争吵时能控制自己以免打架，但是青少年的大脑发育得还不足以应对这些行为，因此后果有可能是致命的，比如说酒后驾驶。综上所述所以选择D。

5. 答案：B

【试题分析】细节题

【详细解答】在文章的最后三段中，作者指出青少年时期他们逐渐独立于父母，与同辈们发展了更亲近的关系，然而，这是一把双刃剑：一方面这种关系对青少年会有好的影响，但是这也会使他们容易受到朋友的影响。综上所述所以选择B。

篇章解析

这篇文章阐释了青少年脑部发育的问题：大脑发育最早的部分，主要负责的是人们基本的生活需要，而最后发育成熟的部分负责思考和推理。青少年的大脑只有80%成熟，25岁左右甚至更晚一些发育才能完全成熟，这就解释了为什么青少年容易出现极端情绪、过激行为等不成熟的表现。人在成长过程中，大脑也经历了一个从后部向前部逐渐成熟的过程，最后成熟的部分是位于大脑前端的突出部。作者最后指出青少年时期他们逐渐独立于父母，与同辈们发展了更亲近的关系，然而，这是一把双刃剑：一方面这种关系对青少年会有好的影响，但是这也会使他们容易受到朋友的影响。

重点、难点词汇

1. bully *v.* 横行霸道
2. credibility *n.* 可靠性；可信性
3. saw *n.* 格言；谚语
4. a raft of 一大堆；大量
5. be subject to 取决于
6. shed light on 说明；解释
7. binge drinking 狂饮
8. pick up 习得
9. repercussion *v.* 影响；后果
10. rev up 使加速；使更加活跃
11. conjure *v.* 想象；想起
12. uninhibited *adj.* 不受约束的；尽情的
13. hurl *v.* 气势汹汹地口吐（骂人的话）
14. modulate *v.* 调节；调整
15. endow *v.* 赋予
16. blast *n.* 突然的影响
17. tumultuous *adj.* 混乱的；骚动的
18. susceptible *adj.* 易受影响的

重点句型

One of the most important discoveries in this area of study, says Dr. Frances Jensen, a neuroscientist at Harvard, is that our brains are not finished maturing by adolescence, as was previously thought. 句中包含由as引导的非限制性定语从句，意思为“正如……一样”。

扩展词汇

1. hemispheres *n.* 大脑半球
2. sensory nerves 感觉神经
3. brainstem *n.* 脑干
4. motor nerves 运动神经
5. drug abuse 嗜用麻醉毒品
6. addiction *n.* 吸毒成瘾；沉溺



7. alcohol abuse 酗酒

8. rebel v. 叛逆

9. questionable kids 问题少年

10. skip school 逃学

11. hang out with... 和……出去

12. commit crime 犯罪

13. commit suicide 自杀

3

Elderly Parents and Technology

老年人与科技产品

773 words

Time for reading: 4 minutes

Conversations about elderly parents and technology usually center on safety, in particular on devices designed to alert a call center in case of trouble. But our parents are more than the sum of their maladies. Instead of keeping them safe, can't some of these devices help keep them happy?

Experts say the key to making tech work for Mom and Dad is not to buy the newest cool thing, but to look for a device or software that fulfills a basic need, that does something they particularly want to do. And it's helpful if the learning curve involves an element or two already familiar to them.

"The question is, what's the carrot at the other end, what's the motivation?" said Dr. Gary Small, director of the Center on Aging at the University of California, Los Angeles, and author of "iBrain: Surviving the Technological Alteration of the Modern Mind."

"For technology to become 'sticky' with the older generation, we have to get into their heads and understand what would make them think this is fun," he added. "The bells and whistles that might attract us are too often counterintuitive."

Dr. Small says that device for the elderly should answer three criteria, in this order: simplicity of use, availability of phone assistance and hardware that's easy to manipulate. Once installation and set-up are complete—likely the responsibility of a tech-savvy adult child—enjoyment has to outweigh effort. Beyond that, it's important to evaluate how large a technology leap an aging parent will be willing to take. Those who know their way around a VCR or DVD player will be likelier to embrace a device that requires new equipment or an occasional call to a help number.

Dr. Small likes single-application devices that meet a personal need for the technological newcomer—like ones that send and receive e-mail, making it easier to stay in touch with family and see those digital photos of a new grandchild. Reading devices like the Kindle are also popular with older users, because they make an enjoyable, lifelong activity easier by replacing a heavy book with a lightweight tablet. A reader can be ideal for a parent who travels and wants to take more than one book along.

The right motivation can overcome a parent's doubt or anxiety about adopting new technology, and Dr. Small has firsthand proof: His father, a practicing physician in his 80s, avoided technology until the hospital where he worked switched to electronic records. Suddenly he had no choice. If he wanted to continue to work, he had to wade in.

Dr. Cartensen says that electronics manufacturers have failed to develop products for older users "because of stereotypes which suggest that older people aren't interested, even when they might be," and because marketers think "they can simply wait until younger cohorts grow old, knowing the problem will be solved."