

新版

根据高校英语专业八级考试大纲（2004年版）编写

· 英语专业八级考试辅导丛书 ·

快速通关

综合模拟试题分册

丛书主编：陈开顺

本册主编：陈开顺

本册作者：王立非

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总 序

承蒙广大读者厚爱,英语专业考试辅导丛书《快速通关》自1999年问世以来一直反映良好。这次出版的《新版快速通关》是对以前版本的修订,目的是与时俱进,紧跟变化,更准确地反映四、六级试题的情况。

英语专业四级和八级考试是我国高等教育英语专业的标准化水平考试,英语专业四级考试在二年级阶段进行,英语专业八级考试在四年级阶段进行。两种考试都是每年上半年举行一次,由国家教育部下属的英语专业教学指导委员会组织实施,考试合格者由国家教育部颁发统一的水平证书,因而具有相当高的权威性。

我国高等教育英语专业的学制为四年,一共八学期,英语水平分为八级,每学期一级。四级考试属于中期考试,检测学生在基础阶段四个学期所达到的水平。英语专业八级是我国英语技能教育的最高水平,八级考试的目的是检测学生通过四年八个学期所达到的水平。两种考试都按照国家教育部高等院校外语专业教学指导委员会所制定的《高等学校英语专业英语教学大纲》进行,目的都是检验考生是否达到大纲所规定的要求,特别是大纲规定要达到的综合语言技能、语言交际能力和人文知识水平。

为了满足考生提高英语水平和备考四级和八级的需要,我们先后编写了两套丛书。1999年,我们编写了英语专业八级考试辅导丛书《快速通关》,包括听力、英译汉、汉译英、写作、阅读与改错、综合模拟试题六个分册。该《丛书》受到广大考生的欢迎,并于2003年再版。2004年,我们又编写了英语专业四级考试辅导丛书

《快速通关》，包括阅读、语法和词汇与完型填空、写作、听力、综合模拟试题五个分册。

2004年，国家教育部颁布了新的考试大纲，对全国英语专业四、八级的考试内容和要求作了修改和调整。此次变动主要体现在以下五个方面：第一，大纲重视听、说、读、写、译等英语基本技能和词汇、句法、语篇这三个层次的基本知识，根据新的形势适当增加了考题的难度；第二，突出了专业特征，在试题中增加了人文知识一项内容，以反映英语专业大学教育对英语知识之外的社会文化知识的要求；第三，为反映综合能力，简化了部分考试项目，如将阅读部分的速读融合到阅读理解之中，不再单独测试；第四，为缩短考试时间、减少试题篇幅和简化考试程序，简化了试题的编排，削减了听力理解部分的长度，减少了阅读量，缩短了听力、阅读和写作的时间。这种变化在四级样题中并不是很明显，但在八级样题中比较突出，使八级考试的时间从原来的215分钟减少到185分钟；第五，对试题各部分的顺序作了部分调整。

根据考试大纲和样题的变化，我们在较短时间内对原《快速通关》丛书再次进行了修订，并将这次修订后的《快速通关》定名为《新版快速通关》。另外，为了便于四级读者学习，我们还在《丛书》中增加了英语专业四级《语法精讲与练习分册》一书。两套《丛书》的目的都是对考生进行系统、全面的训练辅导，使他们尽快通过英语专业四级和八级考试。本套《丛书》由中国宇航出版社宋兆武编审策划，解放军国际关系学院二系主任陈开顺教授担任主编，十几位有丰富教学经验的教师参编，整个编写过程做到层层把关，确保了《丛书》的质量。

新版英语专业四级考试辅导丛书包括以下六个分册：1.《阅读分册》，陈开顺主编；2.《语法、词汇与完形填空分册》，徐清平主编；

3.《英文写作分册》，何星主编；4.《听力分册》，高含菊主编；5.《语法精讲与练习分册》，孙明智主编；6.《综合模拟试题分册》，陈开顺主编。该《丛书》主要对象是高等院校英语专业基础阶段的学生，难度略大于大学英语四级，与大学英语六级相当，但考试内容由于教学大纲的要求不同而有所不同。本《丛书》直接为英语专业学生备考四级考试服务，但也适合其他已具备初、中级英语水平的广大读者，特别是高等院校非英语专业备考四、六级的学生和毕业后参加工作的青年学者们。由于《丛书》强调的是英语基础知识，所以也适合 TOEFL, GRE, GMAT 和 IELTS 考生用于自学提高。

英语专业八级考试辅导丛书包括六个分册：1.《阅读、改错与人文知识分册》，孟庆凯、王立非主编；2.《英文写作分册》，张辉、何树、叶建军主编；3.《听力分册》，庆学先主编；4.《英译汉分册》，张光明主编；5.《汉译英分册》，杨晓荣主编；6.《综合模拟试题分册》，陈开顺主编。该《丛书》主要是为高等院校英语专业三、四年级学生编写，但对于已具备中高级英语水平的广大读者，特别是已通过英语六级水平考试的高等院校非英语专业的高年级学生和毕业后参加工作的青年学者们进一步提高英语水平，也是大有裨益的。本《丛书》也适合 TOEFL, GRE, GMAT, IELTS 考生用于自学提高。

我们衷心希望《新版快速通关》能够成为广大考生备考四、八级过程中的益师良友，帮助大家进一步提高英语水平，尽快通过英语专业四、八级考试。由于水平有限和时间仓促，书中难免存在漏错之处，敬请广大读者批评指正。

陈开顺

2004 年 9 月于南京

新版前言

本书系英语专业八级考试辅导丛书(新版)《快速通关》中的综合模拟试题分册。本书的目的是:在分项强化练习的基础上,进行综合模拟练习,提高语言水平,适应八级考试的题型和方法,以便顺利通过全国英语八级考试。

本书的编写以国家教育部的专业英语八级水平为标准,以几年来的八级试题为基础,以教育部最新考试样题为样本。全书共包括 10 套模拟试卷,每份试卷包括听力理解、听力填空、阅读理解、人文知识、校对改错、汉译英、英译汉和英文写作等 8 项内容,全部按实际考试编写。书后附有听力文字材料、各题答案、参考译文和写作范文,便于读者自学自测。

由于编者水平有限,错误之处难免,敬请广大读者批评指正。

编 者

2004 年 10 月

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模 拟 试 题 1

MODEL TEST ONE FOR ENGLISH MAJORS GRADE EIGHT

(TIME LIMIT: 185 MIN)

PART I LISTENING COMPREHENSION (25 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 on ANSWER SHEET ONE after the mini-lecture. Use the blank sheet for note-taking.

Now listen to the mini-lecture.

Now, you have 2 minutes to check your notes, and then complete the gap-filling task on ANSWER SHEET ONE in 10 minutes.

(a 2-minute interval)

Now complete the gap-filling task. Some of the gaps below 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.

(a 12-minute interval)

The Urgency Of Creating A Global Network For Peace

As the international society is confronted by international 1,

there is an urgent need to create a global network for peace.

Though the use of force is necessary, it can only respond to the 2 of conflict. In truth, it may plant further 3 of hatred in regions already torn by strife.

No efforts will gain 4 of people or succeed in bringing about lasting stability and peace without a spirit based on 5, an acute awareness of the humanity of others-something that I consider to be the very 6 of civilization.

Since it is probably unrealistic to expect 7 on the part of the terrorists, those who oppose them must put priority to considering and understanding the position of the "8." This effort must take precedence over the use of hard power.

Equally essential are the courage and vision to address the underlying conditions of 9 that are enabling factors in terrorism. Only in this way can we express genuine proof of civilization. Our words need to be grounded in the willingness to learn from the example of others and correct our 10 accordingly.

In Sections 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 answer sheet.

SECTION B INTERVIEW

Questions 1 to 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. When did the man know what he wanted to do for a living?

A. When he was only a kid.

- B. When he attended the Medical University of China.
 - C. When he came to the U.S.
 - D. After he graduated from the Medical University of China.
2. Where was the man brought up?
- A. At a village in China.
 - B. In Beijing.
 - C. In the U.S.
 - D. At a big town near Beijing.
3. How did the man do at school?
- A. He didn't like to have classes.
 - B. He often paid some kids to do his homework.
 - C. He was his teachers' headache
 - D. He was an excellent student
4. What was the man's weakest subject at school?
- A. History.
 - B. Music.
 - C. Language.
 - D. Geography.
5. How does the man think about the changes in China?
- A. China is becoming stronger.
 - B. China is becoming more prosperous.
 - C. People in China now have all the modern conveniences that people in America have.
 - D. The living environment in China is severely polluted, though the people live are richer than before.

SECTION C NEWS BROADCAST

Questions 6 to 8 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each question.

Now listen to the news.

6. Which of the following is not true about Charles Taylor?
- A. He was Liberia's president.
 - B. He is responsible for the 14-year-long civil war.
 - C. He is taking asylum in Nigeria.
 - D. Liberian economy developed steadily under his leadership.
7. When was the agreement signed?
- A. One week after Charles Taylor stepped down.
 - B. When President Moses Blah served out his term in office.
 - C. In mid-October.
 - D. Not mentioned in the news
8. What's the agreement?
- A. Peacefully resolving the conflict between Liberian rebel and government.
 - B. Ending the 14-year-long fighting.
 - C. Setting up a transitional government to supervise the coming elections.
 - D. Setting up a power-sharing government

Question 9 to 10 are based on the following news. At the end of the news item, you will be given 10 seconds to answer each question.

Now listen to the news.

9. How many people have died at a result of the heat?
- A. Several thousands of people.
 - B. As many as 5000.
 - C. About 4000
 - D. The death toll has not been known.
10. Which of the following is true about the wave of the heat?
- A. It began in late June.

- B. People are not satisfied at the way the government handling the wave.
- C. There was a lack of medical staff to help deal with the situation.
- D. Prime Minister Raffarin called for an international aid.

PART II READING COMPREHENSION (30min.)

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

TEXT A

On a February morning in 1966 Gleva Backster made a discovery that changed his life and could have far-reaching effects on ours. Backster was at that time an interrogation specialist who left the CIA to operate a New York school for training policemen in the techniques of using the polygraph, or "lie detector". This instrument normally measures the electrical resistance of the human skin, but on that morning he extended its possibilities. Immediately after watering an office plant, he wondered if it would be possible to measure the rate at which water rose in the plant from the root to the leaf by recording the increase in leaf-moisture content on a polygraph tape. Backster placed the two psychogal-vanic-reflex (PVR) electrodes on either side of a leaf of *Dracaena massangeana*, a potted rubber plant, and balanced the leaf into the circuitry before watering the plant again. There was no marked reaction to this stimulus, so Backster decided to try what he calls "the threat-to-well-being principle", a well-established method of triggering emotionality in human. In other words he decided to torture the plant. First of all he dipped one of its leaves into a cup of hot coffee, but there was no reaction, so he decided to get a match and burn the leaf properly. "At the instant of this decision, at 13 minutes

and 55 seconds of chart time, there was a dramatic change in the PVR tracing pattern in the form of an abrupt and prolonged upward sweep of the recording pen. I had not moved, or touched the plant, so the timing of the PVR pen activity suggested to me that the tracing might have been triggered by the mere thought of the harm I intended to inflict on the plant."

Backster went on to explore the possibility of such perception in the plant by bringing some live brine shrimp into his office and dropping them one by one into boiling water. Every time he killed a shrimp, the polygraph recording needle attached to the plant jumped violently. To eliminate the possibility of his own emotions producing this reaction, he completely automated the whole experiment so that an electronic randomizer chose odd moments to dump the shrimp into hot water when no human was in the laboratory at all. The plant continued to respond in sympathy to the death of every shrimp and failed to register any change when the machine dropped already dead shrimp into the water.

Impressed by the plant's apparent sensitivity to stress, Backster collected specimens of other species and discovered that a philodendron seemed to be particularly attached to him. He no longer handles this plant with anything but the greatest care, and whenever it is necessary to stimulate it in order to produce a reaction, his assistant, Bob Henson, "plays the heavy". Now the plant produces an agitated polygraph response every time Henson comes into the room, and seems to "relax" when Backster comes near or even speaks in an adjoining room. Enclosing the plant in a Faraday screen or a lead container has no effect, and it seems that the signals to which it responds do not fall within the normal electromagnetic spectrum. In more recent experiments Backster has found that fresh fruit and vegetables, mold cultures, amoebae, paramedia, yeast, blood, and even scrapings from the roof of a man's mouth all show similar sensitivity to

other life in distress.

This phenomenon, which Backster calls "primary perception", has been substantiated by repetition of his work in other laboratories. It raises awesome biological and moral questions; since thinking about it, I for one have had to give up mowing lawns, for instance.

11. Backster's experiment was first designed to find out _____
 - A. how the plant would react to ill-treatment.
 - B. if the polygraph was capable of working with vegetable organisms.
 - C. if the polygraph would indicate the effect of the plant being watered.
 - D. whether there were parallels between the electrical resistance of human skin and leaves.
12. The plant reacted to Backster's stimulus when he _____
 - A. burned one of its leaves.
 - B. decided to try the 'threat-to-well-being' principle.
 - C. dipped one of its leaves into a cup of hot coffee.
 - D. made up his mind to burn the leaf.
13. Backster automated his experiment with shrimp because he wanted to find out if the plant _____
 - A. only responded to the deaths of shrimp if a regular pattern was followed.
 - B. was only responsive to live shrimp being dropped in the water.
 - C. was responding to him, rather than the shrimp.
 - D. would respond to the death of each individual shrimp.
14. Backster's experiments with the philodendron proved that it _____
 - A. could be taught to respond to different human patterns of behaviour.
 - B. could only be stimulated by him personally.

- C. recognized that he was less aggressive by nature than his assistant.
D. was also sensitive to different human patterns of behaviour.
15. The ability to pick up distress signals from other forms of life appears to belong _____
- A. only to complete life forms.
B. only to vegetable organisms.
C. to all forms of life, other than human beings.
D. to all living cells.

TEXT B

The last days of my childhood were also the days of the village. I belonged to that generation which saw, by chance, the end of a thousand years' life. The change that came late to our Cotswold valley didn't really show itself till the late 1920s; I was twelve by then, but during that handful of years I witnessed the whole thing happen.

Myself, my family, my generation, were born in a world of silence; a world of hard work and necessary patience, of backs bent to the ground, hands massaging the crops, of waiting on weather and growth; of villages like ships in the empty landscape and the long walking distances between them; of white narrow roads, rutted by hooves and cartwheels, innocent of oil or petrol, down which people passed rarely, and almost never for pleasure, and the horse was the fastest thing moving. Man and horse were all the power we had—abetted by levers and pulleys. But the horse was king, and almost everything grew around him: fodder, smithies, stables, paddocks, distances, and the rhythm of our days. His eight miles an hour was the limit of our movements, as it had been since the days of the Romans. That eight miles an hour was life and death, the size of our world, our prison.

This was what we were born to, and all we knew at first. Then, to the

scream of the horse, the change began. The brass-lamped motorcar came coughing up the road, followed by the clamorous charabanc; the solid-tyred bus climbed the dusty hills and more people came and went. Chickens and dogs were the early sacrifices, falling demented beneath the wheels. The old folk, too, had strokes and seizures, faced by speeds beyond comprehension, then scarlet motor-bikes, the size of five-barred gates, began to appear in the village, on which our youths roared like rockets up the two-minute hills, then spent weeks making repairs and adjustments.

These appearances did not immediately alter our lives; the cars were freaks and rarely seen, the motor-bikes mostly in pieces, we used the charabancs only once a year, and our buses at first were experiments. Meanwhile Lew Ayres, wearing a bowler-hat, ran his wagonette to Stroud twice a week. The carriage held six, and the fare was twopence, but most people preferred to walk. Mr. West, from Sheepscombe, ran a cart every day, and would carry your parcels for a penny, but most of us still did the journey on foot, heads down to the wet Welsh winds, ignoring the carters—whom we thought extortionate and spending a long hard day at our shopping.

But the car-shying horses with their rolling eyes gave signs of the hysteria to come. Soon the village would break, dissolve, and scatter, become no more than a place for pensioners. It had a few years left, the last of its thousand, and they passed almost without our knowing. They passed quickly, painlessly, in motor-bike jaunts, the shadows of the new picture-palace, in quick trips to Gloucester (once a foreign city) to gape at the jazzy shops. Yet right to the end, like the false strength that precedes death, the old life seemed as lusty as ever.

16. The world the writer was born into was silent because _____

A. everyone had so much work to do in order to survive.