

# 高等学校 英语

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about Your English!

## 专业8级 考试

历年真题全解

主编：张顺生 苏 勇

H319.6  
210

# 高等学校英语专业8级 考试历年真题全解

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中国电力出版社

[www.sjdf.com.cn](http://www.sjdf.com.cn)

图书在版编目(CIP)数据

高等学校英语专业8级考试历年真题全解/韩霆一主编.

北京:中国电力出版社,2005

(无忧英语考试系列)

ISBN 7-5083-2718-7

I. 英… II. 韩… III. 英语-高等学校-水平考试-解题

IV. H319.6

中国版本图书馆CIP数据核字(2004)第114871号

## 高等学校英语专业8级考试历年真题全解

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出版发行:中国电力出版社

社 址:北京市西城区三里河路6号(100044)

网 址:<http://www.sjdf.com.cn>

印 刷:北京地矿印刷厂

开本尺寸:185mm×260mm

印 张:18.5

字 数:475千

版 次:2004年11月第1版 2004年11月第1次印刷

书 号:ISBN 7-5083-2718-7

定 价:19.80元

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# 前言



本书根据最新《高等学校英语专业八级考试大纲》结合历年真题编写而成。全书共收集了从1996年至2004年9套试题,每套试题都有“答案”、“考点”、“解析”、“文章概述”、“提示”等详细内容。本书突出试题的答题技巧和方法,旨在提高学生综合运用英语的水平和能力,以期达到事半功倍的效果。

本书信息量大,考点突出,具有很强的考前辅导针对性和可操作性,便于学生自学和查阅,适合应试者提高专业八级水平及广大英语爱好者学习使用。

本书具体在编纂方面有如下特点:

一、题型全面:本书囊括了近年TEM8的测试题型:听力理解(演讲、会话、新闻)、阅读理解、改错、翻译(汉译英、英译汉)、写作。

二、详解精辟:本书对所有试题进行了详细透彻的解析,与同类书相比,对试题的解析更全面更具体,尤其是阅读理解和写作方面更有长处。短文写作方面的写作技巧能够让学生掌握英语作文的写作技巧。

三、版式实用:本书编排版式设计新颖独特,有利于学生进行自我测试,使用方便,可免除在书中前后翻找答案之劳和看错答案之误,同时又节省了学生的宝贵时间。

四、解析权威:参加本书试题解析的人员全部是多年从事大学英语教学工作的教师,他们融合多年的教学经验和应试技巧,把素质教育和应试技能有机结合,通过分析历年专业八级考试考点,解读经典试题,对相关试题进行了系统详实的讲解。

五、五步作文:写作部分不仅提供参考范文,而且提供了一种解题思路,独创五步写作法,对考生非常实用。这一点在各类试题的解析中还是独一无二的。“授人以鱼,不如授人以渔。”我们的出发点就是“授人以渔”。

本书在编写过程中征求了全国著名英语专家和教授的意见,得到数十所大学领导和师生的支持,并在教学中进行了实验,得到了广大师生的支持和认可,深受师生们的喜爱。书中如有疏漏与错误之处,恳请广大读者及同仁批评指正。预祝广大考生取得好成绩。

编 者



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# 2004 年高等学校英语专业八级考试试卷

	总得分	听力理解	阅读理解	改错	翻译	短文写作
卷面分值	100	25	25	10	20	20
得分						

## Part I Listening Comprehension (40 minutes)

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 75 seconds to answer the questions.

Now listen to the talk.

1. The parallel between waltzing and language use lies in \_\_\_\_\_.
  - A. the coordination based on individual actions
  - B. the number of individual participants
  - C. the necessity of individual actions
  - D. the requirements for participants
2. In the talk the speaker thinks that language use is a(n) \_\_\_\_\_ process.
  - A. individual
  - B. combined
  - C. distinct
  - D. social
3. The main difference between personal and nonpersonal settings is in \_\_\_\_\_.
  - A. the manner of language use
  - B. the topic and content of speech
  - C. the interactions between speaker and audience
  - D. the relationship between speaker and audience

【提示】这部分包括 A、B、C 3 个部分,每部分只播放一遍,听录音回答问题,把正确答案写在彩色答题纸上。

#### 1. 【答案】A【考点】细节题

【解析】问题是“跳华尔兹舞与语言运用的相似点在于什么?”从录音中我们听到语言运用是一种 joint action,人们使用语言时,“... perform their individual actions in coordination.”,因此 A 正确。

#### 2. 【答案】B【考点】细节题

【解析】录音中有“ It is the joint action... that language use incorporates both individual and social processes.”后面也有“ In the past... an individual process... entirely a social process. For me, I suggest that it belongs to both.”,故 B 对。

#### 3. 【答案】C【考点】细节题

【解析】根据录音:对话属于 personal settings,它们涉及到参与者的自由交流,而独白属于 nonpersonal settings,它很少有或没有与观众交流的机会。因此, personal settings 与 nonpersonal settings 之间

4. In fictional settings, speakers \_\_\_\_\_.  
A. hide their real intentions  
B. voice others' intentions  
C. play double roles on and off stage  
D. only imitate other people in life
5. Compared with other types of settings, the main feature of private setting is \_\_\_\_\_.  
A. the absence of spontaneity  
B. the presence of individual actions  
C. the lack of real intentions  
D. the absence of audience

### 【听力原文】

Language is used for doing things. People use it in everyday conversation for transacting business, planning meals and vacations, debating politics, and gossiping. Teachers use it for instructing students, and comedians use it for amusing audiences. All these are instances of language use, that is, activities in which people do things with language. As we can see, language use is really a form of joint action.

What is joint action? I think it is an action that is carried out by a group of people doing things in coordination with each other. As simple examples, think of two people waltzing, or playing a piano duet. When two dancers waltz, they each move around the ballroom in a special way. But waltzing is different from the sum of their individual actions. Can you imagine these two dancers doing the same steps, but in separate rooms, or at separate times? So waltzing is, in fact, the joint action that emerges as the two dancers do their individual steps in coordination — as a couple.

Similarly, doing things with language is also different from the sum of the speaker speaking and the listener listening. It is the joint action that emerges when speakers and listeners, or writers and readers, perform their individual actions in coordination, as ensembles. Therefore, we can say that language use incorporates both individual and social processes. Speakers and listeners, writers and readers, must carry out actions as individuals, if they are to succeed in their use of language. But they must also work together as participants in the social units I have called ensembles. In the example I mentioned just now, the two dancers perform both individual actions, moving their bodies, arms, and legs, and joint actions, coordinating these movements, as they create the waltz. In the

的主要区别在于讲话者与观众之间的相互交流。

#### 4. 【答案】B【考点】细节题

【解析】录音材料以《飘》为例，句子 "... vocalizing words prepared by someone else..." 告诉我们，书中的讲话者表达的是别人（如作家、作曲家）为之准备的话，故答案为 B。

#### 5. 【答案】D【考点】细节题

【解析】与其他背景相比，私人背景的主要特征是什么？在 private setting 中，"... people speak for themselves without actually addressing anyone else..."，因而其主要特征为没有观众。



past, language use has been studied as if it were entirely an individual process. And it has also been studied as if it were entirely a social process. For me, I suggest that it belongs to both. We cannot hope to understand language use without viewing it as joint actions built on individual actions. In order to explain how all these actions work, I'd like to review briefly settings of language use. By settings, I mean the scene in which language use takes place, plus the medium — which refers to whether language use is spoken or written. And in this talk, I'll focus on spoken settings.

The spoken setting mentioned most often is conversation — either face to face, or on the telephone. Conversations may be devoted to gossip, business transactions or scientific matters, but they're all characterized by the free exchange of terms among the two or more participants. I'll call these *personal settings*. Then we have what I would call *nonpersonal settings*. A typical example is the monologue. In monologues, one person speaks with little or no opportunity for interruption, or turns by members of the audience. Monologues come in many varieties too, as when a professor lectures to a class, or a student's giving a presentation in a seminar. These people speak for themselves, uttering words they formulated themselves for the audience before them, and the audience isn't expected to interrupt. In another kind of setting which is called institutional settings, the participants engage in speech exchanges that look like ordinary conversation, but they are limited by institutional rules. As examples, we can think of a government official holding a news conference, a lawyer cross-questioning a witness in court, or a professor directing a seminar discussion. In these settings, what is said is more or less spontaneous, even though turns at speaking are allocated by a leader, or are restricted in other ways.

The person speaking isn't always the one whose intentions are being expressed. We have the clearest examples in fictional settings. Vivian Leigh plays Scarlett O'Hara in "Gone with the Wind", Frank Sinatra sings a love song in front of a live audience — the speakers are each vocalizing words prepared by someone else, for instance, a playwright or a composer — and are openly pretending to be speakers expressing intentions that aren't necessarily their own. Finally, there are private settings in which people speak for themselves without actually addressing anyone else. For example, I like to explain silently to myself, or talk to myself about solving a research problem, or rehearsing what I'm about to say in a seminar tomorrow. What I say isn't intended to be recognized by other people; it is only of use to myself. These are the features of private settings.

## Section B Interview

Questions 6 to 10 are based on an interview. At the end of the interview you will be given 75 seconds to answer the questions.  
Now listen to the interview.

6. What was education like in Professor Wang's days?
- A. Students worked very hard.
  - B. Students felt they needed a second degree.
  - C. Education was not career-oriented.
  - D. There were many specialized subjects.
7. According to Professor Wang, what is the purpose of the present-day education?
- A. To turn out an adequate number of elite for the society.
  - B. To prepare students for their future career.
  - C. To offer practical and utilitarian courses in each programme.
  - D. To set up as many technical institutions as possible.
8. In Professor Wang's opinion, technical skills \_\_\_\_\_.
- A. require good education
  - B. are secondary to education
  - C. don't call for good education
  - D. don't conflict with education
9. What does Professor Wang suggest to cope with the situation caused by increasing numbers of fee-paying students?
- A. Shifting from one programme to another.
  - B. Working out ways to reduce student number.
  - C. Emphasizing better quality of education.
  - D. Setting up stricter examination standards.
10. Future education needs to produce graduates of all the following categories EXCEPT \_\_\_\_\_.
- A. those who can adapt to different professions
  - B. those who have a high flexibility of mind
  - C. those who are thinkers, historians and philosophers
  - D. those who possess only highly specialized skills

## 6. 【答案】C【考点】细节题

【解析】由 "We were always made to feel that... and we had such a good time." 可知那时的教育并非是为工作作准备的,它是一般性的教育 (general education)。

## 7. 【答案】B【考点】细节题

【解析】问题是“据王教授看来,目前教育的目的是什么?”根据录音 "And universities today are... rather than on a general education or on personal development." 可知如今的大学更关注为毕业生未来的工作作准备。C 有些绝对化,故不正确。

## 8. 【答案】C【考点】细节题

【解析】从访谈中,我们听到: "With technical changes, ... to become very well educated." 意思是 technical skills 不需要有很好的教育,故 C 对。

## 9. 【答案】C【考点】细节题

【解析】问题是“对于因付费学生数量的增加而造成情形,王教授提出了什么解决建议?”根据录音: "Yet, if we are concerned... the quality of education." 可知王教授意指我们要提高教育质量。

## 10. 【答案】D【考点】推断题

【解析】问题是“下面哪个不是今后教育应该培养的毕业生?”选项 A、B、C 都可在会谈中听到,是王教授所赞同的,而且句子 "... that can adapt to any changing situation." 也表明那些仅仅有技能的毕业生,不是今后教育要培养的对象。

## 【听力原文】

W: Good evening, I'm Nancy Johnson. The guest on our radio talk this evening is Professor Wang Gongwu. Hello, Professor Wang.

M: Hello.

W: Professor Wang, you're now professor emeritus of Australia National University, and in your long academic career, you've worn many hats as tutor, lecturer, department head, dean, professor, and vice chancellor. However, as I know, you're still very fond of your university days as a student.

M: That's right. That was in 1949. The university that I went to was a brand new university then, and the only one in the country at that time. When I look back, it was an amazingly small university, and we knew everybody.

W: How did the students like you, for example, study then?

M: We did not study very hard, because we did not have to. We didn't have all this fantastic competition that you have today. We were always made to feel that getting a first degree in the Arts faculty was not preparation for a profession. It was a general education. We were not under any pressure to decide on our careers, and we had such a good time. We were left very much on our own, and we were encouraged to make things happen.

W: What do you see as the most striking difference in the present day university education since then?

M: University education has changed dramatically since those days. Things are very specialized today.

W: Yes, definitely so. And, in your subsequent career experience as an educator and later administrator in various institutions of higher education in Asia and elsewhere, Professor Wang, you have repeatedly noted that one has to look at the development of education in one particular country in a broad context. What do you mean by that?

M: Well, the whole world has moved away from elite education in universities to meet the needs of mass education, and entering universities is no longer a privilege for the few. And universities today are more concerned with providing jobs for their graduates in a way that universities in our time never had to be bothered about. Therefore, the emphasis of university programs today is now on the practical and the utilitarian, rather than on a general education or on personal development.

W: Do you think that is a welcome development?

M: Well, I personally regret this development. But the basic bachelor's education now has to cater to people who really need a piece of paper to find a decent job.

W: So you're concerned about this development.

**M:** Yes, I'm very concerned. With technical changes, many of the things that you learn are technical skills, which don't require you to become very well educated. Yet, if you can master those skills, you can get very good jobs. So the technical institutions are going to be increasingly popular at the expense of traditional universities.

**W:** Professor Wang, let's look at a different issue. How do you comment on the current phenomenon that more and more universities admit students because of the fees they pay?

**M:** Well, once you accept students on financial grounds, one wonders whether you have to pass them as well. But this is the development in education that we have to contend with. Yet, if we are concerned about maintaining standards, what we can do is to concentrate on improving the quality of education.

**W:** Yes, you're right. A university is judged by the quality of education it offers. Professor Wang, let's turn to the future. What type of graduates, in your view, the universities of the future need to produce, if they are to remain relevant?

**M:** I think their graduates must be able to shift from one profession to another, because they are trained in a very independent way. If you can do that, you raise the level of the flexibility of the mind. Today's rapid changes in technology demand this adaptability. And you see the best universities in the world are already trying to guarantee that their students will not only be technically trained, but can be that kind of people that can adapt to any changing situation.

**W:** I guess many people would agree with you on that point. University education should focus on both professional and personal intellectual development of students. But still some might believe there is a definite place for education in a broader sense — that is to say, in personal intellectual development.

**M:** No doubt about that. We need people who will think about the future, about the past, and also people who will think about society. If a society doesn't have philosophers, or people who think about the value of life, it's a very sad society indeed.

**W:** Professor Wang, my last question: do you see any common ground in education between your generation and the young generation now?

**M:** Adapting to new challenges is perhaps the true cornerstone of our generation's legacy to education. And the future of education in a country rests not so much on the construction of better buildings, labs, etc., but on the development of an ever-adaptable mind.

**W:** That's true. The essence of education is the education of the mind. Okay, thank you very much, Professor Wang, for talking to us on the show about the changing trends in education.

**M:** You're welcome.

## Section C News Broadcast

Questions 11 to 13 are based on the following news. At the end of the news item, you will be given 45 seconds to answer the questions.

Now listen to the news.

11. Which of the following regions in the world will witness the sharpest drop in life expectancy?
  - A. Latin America.
  - B. Sub-Saharan Africa.
  - C. Asia.
  - D. The Caribbean.
  
12. According to the news, which country will experience small life expectancy drop?
  - A. Burma.
  - B. Botswana.
  - C. Cambodia.
  - D. Thailand.
  
13. The countries that are predicted to experience negative population growth are mainly in \_\_\_\_\_.
  - A. Asia
  - B. Africa
  - C. Latin America
  - D. The Caribbean

## 【听力原文】

A new data shows that the global AIDS epidemic will cause a sharp drop in life expectancy in dozens of countries, in some cases, declines of almost three decades. Several nations are losing a century of progress in extending the length of life. Nations in every part of the world, 51 in all, are suffering declining life expectancies because of an increasing prevalence of HIV infection. The impact is occurring in Asia, Latin America, and the Caribbean, but is the greatest in sub-Saharan Africa, a region with only 10% of the world's population but 70% of the world's HIV infections. Seven African countries have life expectancies of less than 40 years. For example, in Botswana, where 39% of the adult population is infected with HIV, life expectancy is 39 years. But by 2010, it will be less than 27 years. Without AIDS, it would have been 44 years. Life expectancy throughout the Caribbean and some Central American nations will drop into the 60's by 2010, when they would otherwise have been

## 11. 【答案】B【考点】细节题

【解析】问题是“在世界上，下述哪个地区寿命缩短得最厉害？”由句子“Nations in every part of the world... is greatest in sub-Saharan Africa”，可知受影响最严重的地方是 Sub-Saharan Africa，故选 B。

## 12. 【答案】D【考点】细节题

【解析】问题是“根据这条新闻，哪个国家寿命下降率较小？”由句子“Even in countries where... forecast.”可知在上述几个国家中，选项中出现 Thailand，故选 D。

## 13. 【答案】B【考点】细节题

【解析】本题问题为“预计将出现人口负增长的国家主要在哪里？”由句子“In less than 10 years, ... including South Africa, Mozambique, Lesotho, Botswana and Swaziland.”可知提到的国家主要集中在非洲，故选 B。

in the 70's without AIDS. In Cambodia and Burma, they are predicted to decline to around 60 years old, for what would have been in the mid 60's. Even in countries where the number of new infections is dropping, such as Thailand, Uganda, and Senegal, small life expectancy drop is forecast. Back in the early 1990's, we never would have suspected that population growth would turn negative because of AIDS mortality. In less than 10 years, we expect that 5 countries will be experiencing negative population growth because of AIDS mortality, including South Africa, Mozambique, Lesotho, Botswana and Swaziland.

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. The trade dispute between the European Union and the US was caused by \_\_\_\_\_.  
 A. US refusal to accept arbitration by WTO  
 B. US imposing tariffs on European steel  
 C. US refusal to pay compensation to EU  
 D. US refusal to lower import duties on EU products
15. Who will be consulted first before the EU list is submitted to WTO?  
 A. EU member states.  
 B. The United States.  
 C. WTO.  
 D. The steel corporations.

### 【听力原文】

The European Union has drafted a list of US products to be hit with import taxes in retaliation for tariffs the US has imposed on European steel. EU member governments will review the list before the EU submits it to the World Trade Organization, which arbitrates international trade disputes. EU officials will not say which American products will be hit by the EU sanctions. But diplomats monitoring the most recent trans-Atlantic trade dispute say they include textiles and steel products.

Earlier this month, the Bush administration imposed tariffs of up to 30 percent on some steel imports, including European products.

The EU has appealed to the World Trade Organization to get those duties overturned. But a WTO decision on the matter could take up to a year or more. EU officials say that, under WTO rules, the EU has the right to impose retaliatory measures in June. But they say the US can avoid the EU's possible countermeasures if it pays more than two billion dollars in compensation to the EU for imposing the steel tariffs in the first

### 14. 【答案】B【考点】主旨题

【解析】本题问题为“欧盟和美国之间的贸易纠纷主要由什么引起?”新闻在一开始就表明为报复美国对欧洲钢材征收的关税,欧盟拟增加一系列美国产品的进口税,故选 B。

### 15. 【答案】A【考点】细节题

【解析】本题问题为“在欧盟将清单提交给 WTO 之前应先与谁协商?”由新闻可知欧盟各国政府将先审核清单,故选 A。

place. The officials say Washington could also escape retaliations by lowering US import duties on other EU products.

The Bush administration says it will not pay compensation.

### Section D Note-Taking and Gap-Filling

*In this section you will hear a mini-lecture. You will hear the lecture ONCE ONLY. While listening to the lecture, take notes on the important points. Your notes will not be marked, but you will need them to complete a 15-minute gap-filling task on ANSWER SHEET ONE after the mini-lecture. Use the blank sheet for note-taking.*

### Conversation Skills

People who usually make us feel comfortable in conversations are good talkers. And they have something in common, i. e. skills to put people at ease.

#### 1. Skill to ask question

- 1) be aware of the human nature: readiness to answer other's questions regardless of (1) \_\_\_\_\_
- 2) start a conversation with some personal but unharmed questions; e. g. questions about one's (2) \_\_\_\_\_ job, questions about one's activities in the (3) \_\_\_\_\_
- 3) be able to spot signals for further talk

#### 2. Skill to (4) \_\_\_\_\_ for answers

- 1) don't shift from subject to subject  
— sticking to the same subject:  
signs of (5) \_\_\_\_\_ in conversation
- 2) listen to (6) \_\_\_\_\_ of voice — If people sound unenthusiastic, then change subject.
- 3) use eyes and ears — steady your gaze while listening

#### 3. Skill to laugh

- Effects of laughter:
- ease people's (7) \_\_\_\_\_
  - help start (8) \_\_\_\_\_

#### 4. Skill to part

- 1) importance: open up possibilities for future friendship or contact
- 2) ways: — men: a smile, a (9) \_\_\_\_\_  
— women: same as (10) \_\_\_\_\_ now
- 3) — how to express pleasure in meeting someone.

### 【听力原文】

Good morning. Today's lecture will focus on how to make people feel at ease in conversations. I guess all of you sitting here can recall certain people who just seem to make you feel comfortable when they are

【提示】这部分是一段小演讲。此演讲只播放一遍，边听边做笔记，然后完成填空任务。

#### (1)【答案】shyness

【考点】听力理解与应用

【解析】录音中提到 "Almost anyone, no matter how shy, will answer a question."，此处应用名词，故用 shyness。

#### (2)【答案】first【考点】听力理解

【解析】抓住关键词 "personal but unharmed questions"，根据录音提到的第 1 个例子 "For example, once a famous American TV presenter... by asking him about his first job." 可得知本题答案。

#### (3)【答案】morning【考点】听力理解

【解析】抓住关键词 "personal but unharmed questions"，根据录音提到的第 2 个例子 "Another example, one prominent woman executive confesses that at business lunches, 'I always ask people what they did that morning.'" 可得知本题答案。

#### (4)【答案】listen【考点】听力理解

【解析】由录音的第 2 点 "Second, once good talkers have asked questions, they listen for answers." 可知。

#### (5)【答案】interest【考点】听力理解

【解析】录音中提到 "... if someone sticks to one topic, you can assume that he or she is really interested in it." 此处填名词，故填 interest。

#### (6)【答案】tones【考点】听力理解

【解析】由录音 "Another component of real listening is listening not just to words but to tones of voice." 可知应填 tones。

around. You spend an hour with them and feel as if you've known them half your life. These people who have that certain something that makes us feel comfortable have something in common, and once we know what that is, we can go about getting some of that something for ourselves. How is it done? Here are some of the skills that good talkers have. If you follow the skills, they will help you put people at their ease, make them feel secure, and comfortable, and turn acquaintances into friends.

First of all, good talkers ask questions. Almost anyone, no matter how shy, will answer a question. In fact, according to my observation, very shy persons are often more willing to answer questions than extroverts. They are more concerned that someone will think them impolite if they don't respond to the questions. So most skillful conversationalists recommend starting with a question that is personal, but not harmful. For example, once a famous American TV presenter got a long and fascinating interview from a notoriously private billionaire by asking him about his first job. Another example, one prominent woman executive confesses that at business lunches, "I always ask people what they did that morning. It's a dull question, but it gets things going." From there, you can move on to other matters, sometimes to really personal questions. Moreover, how your respondent answers will let you know how far you can go. A few simple catchwords like "Really?" "Yes?" are clear invitations to continue talking. Second, once good talkers have asked questions, they listen for answers. This point seems obvious, but it isn't in fact. Making people feel comfortable isn't simply a matter of making idle conversation. Your questions have a point. You're really asking, "What sort of person are you?" and to find out, you have to really listen. There are at least three components of real listening. For one thing, real listening means not changing the subject. If someone sticks to one topic, you can assume that he or she is really interested in it. Another component of real listening is listening not just to words but to tones of voice. I once mentioned D. H. Lawrence to a friend. To my astonishment, she launched into an academic discussion of the imagery in Lawrence's works. Midway through, I listened to her voice. It was, to put it mildly, unanimated, and it seemed obvious that the imagery monologue was intended solely for my benefit, and I quickly changed the subject. At last, real listening means using your eyes as well as your ears. When your gaze wanders, it makes people think they're boring you, or what they are saying is not interesting. Of course, you don't have to stare, or glare at them. Simply looking attentive will make most people think that you think they're fascinating.

Next, good talkers are not afraid to laugh. If you think of all the people you know who make you feel comfortable, you may notice that all of them laugh a lot. Laughter is not only warming and friendly, it's also a good way to ease other people's discomfort. I have a friend who might

(7)【答案】discomfort

【考点】听力理解

【解析】由录音的第3点“Laughter is not only warming and friendly, it's also a good way to ease other people's discomfort.”可知。

(8)【答案】conversations

【考点】听力理解

【解析】根据录音的第3点做总结。人们开始谈话时还不太了解,适时的笑声能使谈话更容易进行。

(9)【答案】handshake

【考点】听力理解

【解析】录音中提到:“Men... have done it with a smile, and a good firm handshake.”所以应填入 handshake。

(10)【答案】men

【考点】听力理解与应用

【解析】由录音“... women have started to take over that custom as well between themselves or with men...”可知。



enjoy watching at gathering of other people who do not know each other well. The first few minutes of talk are a bit uneasy and hesitant, for the people involved do not yet have a sense of each other. Invariably, a light comment or joke is made, and my friend's easy laughter appears like sunshine in the conversation. There is always then a visible softening that takes place. Other people smile, and loosen in response to her laughter, and the conversation goes on with more warmth and ease.

Finally, good talkers are ones who cement a parting. That is, they know how to make use of parting as a way to leave a deep impression on others. Last impressions are just as important as first impressions in determining how a new acquaintance will remember you. People who make others really feel comfortable take advantage of that parting moment to close the deal. Men have had it easier. They have done it with a smile, and a good firm handshake. What about women then? Over the last several years, women have started to take over that custom well between themselves or with men. If you're saying goodbye, you might want to give him or her a second extra hand squeeze. It's a way to say, I really enjoyed meeting you. But it's not all done with body language. If you've enjoyed being with someone, if you want to see that person again, don't keep it a secret. Let people know how you feel, and they may walk away feeling as if they've known you half their life.

Okay, just to sum up. Today, we've talked about four ways to make people feel at ease in conversations. These skills are important in keeping conversations going, and in forming friendships later on. Of course, these skills are by no means the only ones we can use. The list is much longer. I hope you will use these four skills, and discover more on your own in your conversations with other people.

## Part II Reading Comprehension (40 minutes)

### Section A Reading Comprehension (30 minutes)

*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

Farmers in the developing world hate price fluctuations. It makes it hard to plan ahead. But most of them have little choice: they sell at the price the market sets. Farmers in Europe, the U.S. and Japan are luckier: they receive massive government subsidies in the form of guaranteed prices or direct handouts. Last month U.S. President Bush signed a new farm bill

【提示】本部分有4篇短文及相关的15个问题。仔细阅读短文并在答题纸上写出你的答案。

【文章概述】本文讲述了在不同国家,政府对农产品的政策倾斜力度,以及在国际市场中为了销售本国农产品,各国政府间的斗争情况。