

2007英语专业八级考试标准阅读100篇

严格按照最新考试大纲最新题型编写

上海外国语大学四、八级考试命题研究组 组编

- 标准选材 模拟实战考场
- 分阶练习 能力稳步提升
- 详尽解析 科学分级指导

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使用说明

专八阅读是专八考试中的难点,本书从以下几个方面帮助考生攻克这个难题!

标准选材,模拟专八实战

本书选取的文章题材广泛,难度 与专八真题相当,体裁上与专八真 题完全相同,充分考虑近年来专八 真题的走向,每单元主要以议论文 和说明文为主,文学性的文章兼而 有之。

分阶训练,能力逐步提高

本书前5单元是真题实战篇;之后10单元是标准阅读篇,难度与专八接近,供考生熟悉题型、打好基础;最后10个单元难度略高于专八,供考生巩固技巧、提高能力。

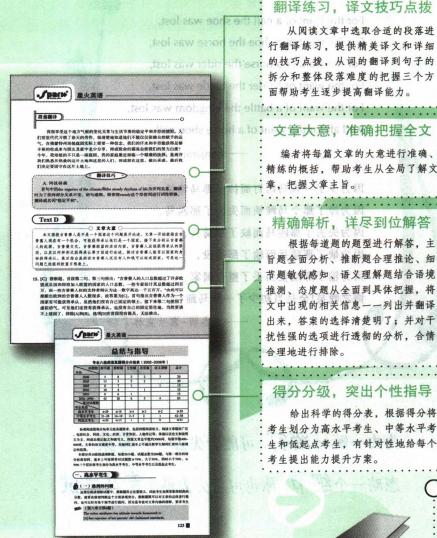
词汇注释,加深文章理解

将每篇文章中出现的核心词、超 纲词、重点短语在文中的意思用中英 文注释出来,帮助考生加深对文章的 理解,并结合具体语境掌握词汇。





科学训练,全面提升



翻译练习,译文技巧点拨

从阅读文章中选取合适的段落进 是Olaswood add 50: 行翻译练习,提供精美译文和详细 的技巧点拨,从词的翻译到句子的 拆分和整体段落难度的把握三个方 面帮助考生逐步提高翻译能力。

文章大意。准确把握全文

编者将每篇文章的大意进行准确、 精练的概括,帮助考生从全局了解文 章,把握文章主旨。

精确解析, 详尽到位解答

根据每道题的题型进行解答,主 旨题全面分析、推断题合理推论、细 节题敏锐感知、语义理解题结合语境 推测、态度题从全面到具体把握,将 文中出现的相关信息一一列出并翻译 出来,答案的选择清楚明了;并对干 扰性强的选项进行透彻的分析,合情 合理地进行排除。

得分分级,突出个性指导

给出科学的得分表,根据得分将 考生划分为高水平考生、中等水平考 生和低起点考生,有针对性地给每个 考生提出能力提升方案。



For the want of a nail the shoe was lost,
For the want of a shoe the horse was lost,
For the want of a horse the rider was lost,
For the want of a rider the battle was lost,
For the want of a battle the kingdom was lost,
And all for the want of a horse shoe nail.

---Benjamin Franklin

因为少了一颗马蹄钉而掉了那马蹄铁, 因为掉了那个马蹄铁而失去了那匹马, 因为失去了那匹马而缺了那骑兵, 因为缺了那骑兵而输了那战役, 因为输了那战役而丢了整个国家, 悔之晚矣!全是当初少了一颗马蹄钉。

给出科学的得分表、根据

——本杰明·富兰克林

失去一颗马蹄钉,可能会失去一个国家; 忽略一个细节,你也可能失去整个专八考试。

以总体上把握文章。

设 读在专八考试中所占比重很大,近两年来随着考纲的变化,其难度也有所上升,而备考八级的学生面临毕业时间紧、任务多,一般没有充足的时间来进行阅读训练。根据这些情况,我们通过研究历年真题,分析近年专八考试的新动向,按照2004年新出台的《英语专业八级考试大纲》,编写了这本专门对考生进行阅读训练的考前指导用书,本书有如下特点:

一、选材标准, 题材新颖, 命题仿真

本书编者通过研究历年真题选材规律,精心选编了25套试题,其中20篇真题文章,80篇与专八真题阅读题材和难度相仿的文章,题材涵盖社会、文化、教育、经济、科普、文学、日常知识、人物传记等多方面的内容;体裁上,由于专八真题阅读部分近两年来出现了新的命题趋势,如文学体裁的文章有所增加,我们紧跟这一趋势,选取了与真题相同比例的文章;命题上,本书根据专八题型结构,每单元设置的题目,如细节题、推断题、态度题、主旨题、语义理解题等,也与专八真题的构成比例相同。

二、难度进阶, 训练渐进, 能力渐升

本书将100篇阅读练习分成三个层次:考虑到真题对下次考试的决定性指导作用,我们将近5年来的专八阅读真题收在本书的第一部分"真题实战篇",并配有精确的解析,让考生熟悉真题的选材倾向和命题规律,了解自己与真题要求的差距,带着目标去进行后面的有效练习。"标准训练篇"包括40篇阅读文章,本部分文章在选材上尽量接近专八真题,难度以不超过专八真题阅读为原则,可供考生在备考阶段进行初级的答题训练。

"能力提升篇"的40篇文章在难度上略高于专八真题,在试题设置上加重了令考生失分较多的主旨题、态度题等的比例,以供考生在备考后期掌握一定的答题技巧之后针对弱项,强化训练,在前一阶段的基础上更上一层楼。俗话说,站得高看得远,备考专八时也是如此,对专八真题的难度了解之后做一些比真题难度更高的题目,再做专八真题时也就更能把握文章意思,理解出题者的意图了。

) 三、难词注释, 英汉双解, 强化记忆

专八阅读文章里面有一些单词虽在《大纲》规定范围之内,但考生在平常阅读中并不常见,因此碰到它们时往往会感到困惑,为此,本书将每篇文章中出现的这类常见重点词汇用中英文注释出来,让考生结合文章在具

体语境中掌握词汇,这无疑是最科学的记词方法; 超纲词在文中出现的不 多,但出现的地方往往是最容易对考生造成迷惑的内容点,因此本书将每篇 文章里全部的超纲词注释出来,帮助考生更准确地理解文意和猜测词义。

四、文章大意,精练概括,深化理解

专八文章的难度是不容小觑的,为了帮助考生更充分地了解文章主旨,避免只见树木不见森林的情况,我们对每篇文章都进行了精练的概括,让考生从总体上把握文章,以此为起点再去掌握文中的具体题目,事半功倍。

五、解析到位, 难点疑点, 一一破解

解释答案时我们力争做到丝丝人扣,按照主旨题、态度题、推断题、细节题、语义理解题五类题型,根据各类题型不同的考查方法和目的进行详尽的解析,将文中跟题目相关的所有信息——列出,对长难句进行翻译,对迷惑点加以分析,把答案的选择理由解释得清晰明了,将干扰性强的选项排除得合情合理。

) 六、翻译技巧,同步训练,一箭双雕

翻译能力在专八考试中占了很大的比重,而翻译的前提是读懂,在进行阅读练习时考生已经对文章内容进行了初步的了解,在此基础之上再将文中的重点段落翻译出来,既可节省考生寻找翻译练习文章的时间,又能使阅读的效果得以巩固,同时还提高了考生对与专八难度相同的文章的翻译能力,可谓一举多得!译文后的技巧点拨把段落翻译中用到的具体翻译方法提炼出来,告诉考生遇到一类翻译情况为什么要这样做,这样做的好处,以及在以后的翻译中应该怎样运用这个技巧。

七、实用理论, 分层分级, 个性指导

在每一章的最后我们都进行了总结,根据本章的内容、难度和不同水平考生在本章遇到的问题,制定得分分级表,根据得分多少将考生分成不同的层次,就各层次考生所欠缺的阅读能力和在各类题型中的失分情况进行指导,让考生针对性地提高自己的能力。

希望本书能够对即将走出大学校门的考生通过专八提供一定的帮助, 有任何不足之处,欢迎您的指正!

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Chapter 1

第一章

真题实战篇



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2006 年真题与详解

Part I Reading Comprehension



Text A

The University in Transformation, edited by Australian futurists Sohail Inayatullah and Jennifer Gidley, presents some 20 highly varied outlooks on tomorrow's universities by writers representing both Western and non-Western perspectives. Their essays raise a broad range of issues, questioning nearly every key assumption we have about higher education today.

The most widely discussed alternative to the traditional campus is the Internet University—a voluntary community to scholars/teachers physically scattered throughout a country or around the world but all linked in cyberspace. A computerized university could have many advantages, such as easy scheduling, efficient delivery of lectures to thousands or even millions of students at once, and ready access for students everywhere to the resources of all the world's great libraries.

Yet the Internet University poses dangers, too. For example, a line of franchised courseware, produced by a few superstar teachers, marketed under the brand name of a famous institution, and heavily advertised, might eventually come to dominate the global education market, warms sociology professor Peter Manicas of the University of Hawaii at Manoa. Besides enforcing a rigidly standardized curriculum, such a "college education in a box" could undersell the offerings of many traditional brick and mortar institutions, effectively driving them out of business and throwing thousands of career academics out of work, note Australian communications professors David Rooney and Greg Hearn.

On the other hand, while global connectivity seems highly likely to play some significant role in future higher education, that does not mean greater uniformity in course content—or other dangers—will necessarily follow. Counter-movements are al-



so at work.

Many in academia, including scholars contributing to this volume, are questioning the fundamental mission of university education. What if, for instance, instead of receiving primarily technical training and building their individual careers, university students and professors could focus their learning and research efforts on existing problems in their local communities and the world? Feminist scholar Ivana Milojevic dares to dream what a university might become "if we believed that child-care workers and teachers in early childhood education should be one of the highest (rather than lowest) paid professionals?"

Co-editor Jennifer Gidley shows how tomorrow's university faculty, instead of giving lectures and conducting independent research, may take on three new roles. Some would act as brokers, assembling customized degree-credit programmes for individual students by mixing and matching the best course offerings available from institutions all around the world. A second group, mentors, would function much like today's faculty advisers, but are likely to be working with many more students outside their own academic specialty. This would require them to constantly be learning from their students as well as instructing them.

A third new role for faculty, and in Gidley's view the most challenging and rewarding of all, would be as meaning-makers: charismatic sages and practitioners leading groups of students/colleagues in collaborative efforts to find spiritual as well as rational and technological solutions to specific real-world problems.

Moreover, there seems little reason to suppose that any one form of university must necessarily drive out all other options. Students may be "enrolled" in courses offered at virtual campuses on the Internet, between—or even during—sessions at a real-world problem-focused institution.

As co-editor Sohail Inayatullah points out in his introduction, no future is inevitable, and the very act of imagining and thinking through alternative possibilities can directly affect how thoughtfully, creatively and urgently even a dominant technology is adapted and applied. Even in academia, the future belongs to those who care enough to work their visions into practical, sustainable realities.

1. When the book reviewer discusses the Internet University,

[A] he is in favour of it.

he is slightly critical of it.

B his view is balanced.

[D] he is strongly critical of it.

| 2. | Which of | the | following | is | NOT | seen | as | a | potential | danger | of | the | Internet |
|----|------------|------------|-----------|----|-----|------|----|---|-----------|--------|----|-----|----------|
| | University | y ? | | | | | | | | | | | |

[A] Internet-based courses may be less costly than traditional ones.

- [B] Teachers in traditional institutions may lose their jobs.
- [C] Internet-based courseware may lack variety in course content.
- The Internet University may produce teachers with a lot of publicity.

3. According to the review what is the fundamental mission of traditional university education?

- (A) Knowledge learning and career building.
- [B] Learning how to solve existing social problems.
- [C] Researching into solutions to current world problems.
- [D] Combining research efforts of teachers and students in learning.

4. Judging from the three new roles envisioned for tomorrow's university faculty university teachers

- are required to conduct more independent research.
- B] are required to offer more courses to their students.
- (C) are supposed to assume more demanding duties.
- [D] are supposed to supervise more students in their specialty.

5. Which category of writing does the review belong to?

[A] Narration.



B Description. [C] Persuasion.



[D] Exposition.

Text B

Every street had a story, every building a memory. Those blessed with wonderful childhoods can drive the streets of their hometowns and happily roll back the years. The rest are pulled home by duty and leave as soon as possible. After Ray Atlee had been in Clanton (his hometown) for fifteen minutes he was anxious to get out.

The town had changed, but then it hadn't. On the highways leading in, the cheap metal buildings and mobile homes were gathering as tightly as possible next to the roads for maximum visibility. This town had no zoning whatsoever. A landowner could build anything with no permit, no inspection, no notice to adjoining landowners, nothing. Only hog farms and nuclear reactors required approvals and paperwork. The result was a slash-and-build clutter that got uglier by the year.

But in the older sections, nearer the square, the town had not changed at all. The

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long shaded streets were as clean and neat as when Ray roamed them on his bike. Most of the houses were still owned by people he knew, or if those folks had passed on the new owners kept the lawns clipped and the shutters painted. Only a few were being neglected. A handful had been abandoned.

This deep in Bible country, it was still an unwritten rule in the town that little was done on Sundays except go to church, sit on porches, visit neighbours, rest and relax the way God intended.

It was cloudy, quite cool for May, and as he toured his old turf, killing time until the appointed hour for the family meeting, he tried to dwell on the good memories from Clanton. There was Dizzy Dean Park where he had played Little League for the Pirates, and there was the public pool he'd swum in every summer except 1969 when the city closed it rather than admit black children. There were the churches—Baptist, Methodist, and Presbyterian—facing each other at the intersection of Second and Elm like wary sentries, their steeples competing for height. They were empty now, but in an hour or so the more faithful would gather for evening services.

The square was as lifeless as the streets leading to it. With eight thousand people, Clanton was just large enough to have attracted the discount stores that had wiped out so many small towns. But here the people had been faithful to their downtown merchants, and there wasn't a single empty or boarded-up building around the square—no small miracle. The retail shops were mixed in with the banks and law offices and cafes, all closed for the Sabbath.

He inched through the cemetery and surveyed the Atlee section in the old part, where the tombstones were grander. Some of his ancestors had built monuments for their dead. Ray had always assumed that the family money he'd never seen must have been buried in those graves. He parked and walked to his mother's grave, something he hadn't done in years. She was buried among the Atlees, at the far edge of the family plot because she had barely belonged.

Soon, in less than an hour, he would be sitting in his father's study, sipping bad instant tea and receiving instructions on exactly how his father would be laid to rest. Many orders were about to be given, many decrees and directions, because his father (who used to be a judge) was a great man and cared deeply about how he was to be remembered.

Moving again, Ray passed the water tower he'd climbed twice, the second time with the police waiting below. He grimaced at his old high school, a place he'd never

visited since he'd left it. Behind it was the football field where his brother Forrest had romped over opponents and almost became famous before getting bounced off the team.

It was twenty minutes before five, Sunday, May 7. Time for the family meeting.

| 6. | From the first pa | aragraph, we get the | e impression that | |
|----|-------------------|-----------------------|-------------------|------------------------|
| | Ray cherishe | d his childhood mem | ories. | |
| | [B] Ray had som | ething urgent to take | care of. | |
| | (C) Ray may not | have a happy childh | ood. | |
| | [D] Ray cannot r | emember his childho | od days. | |
| 7. | Which of the foll | owing adjectives do | es NOT describe I | Ray's hometown? |
| | Lifeless. | [B] Religious. | [C] Traditional. | [] Quiet. |
| 8. | | | | ween Ray and his par |
| | ents was | | | |
| | close. | (B) remote. | [C] tense. | [D] impossible to tell |
| 9. | | d from the passage | | |
| | (A) considerate. | [B] punctual. | [C] thrifty. | [D] dominant. |
| | | | | |

Text C

Campaigning on the Indian frontier is an experience by itself. Neither the landscape nor the people find their counterparts in any other portion of the globe. Valley walls rise steeply five or six thousand feet on every side. The columns crawl through a maze of giant corridors down which fierce snow-fed torrents foam under skies of brass. Amid these scenes of savage brilliancy there dwells a race whose qualities seem to harmonize with their environment. Except at harvest-time, when self-preservation requires a temporary truce, the Pathan tribes are always engaged in private or public war. Every man is a warrior, a politician and a theologian. Every large house is a real feudal fortress made, it is true, only of sun-baked clay, but with battlements, turrets, loopholes, drawbridges, etc. complete. Every village has its defence. Every family cultivates its vendetta; every clan, its feud. The numerous tribes and combinations of tribes all have their accounts to settle with one another. Nothing is ever forgotten, and very few debts are left unpaid. For the purposes of social life, in addition to the convention about harvest-time, a most elaborate code of honour has been established and is on the whole faithfully observed. A man who knew it and observed it faultlessly might pass unarmed from one end of the frontier to another. The slightest technical slip would, however, be



fatal. The life of the Pathan is thus full of interest; and his valleys, nourished alike by endless sunshine and abundant water, are fertile enough to yield with little labour the modest material requirements of a sparse population.

Into this happy world the nineteenth century brought two new facts; the rifle and the British Government. The first was an enormous luxury and blessing; the second, an unmitigated nuisance. The convenience of the rifle was nowhere more appreciated than in the Indian highlands. A weapon which would kill with accuracy at fifteen hundred yards opened a whole new vista of delights to every family or clan which could acquire it. One could actually remain in one's own house and fire at one's neighbour nearly a mile away. One could lie in wait on some high crag, and at hitherto unheard-of ranges hit a horseman far below. Even villages could fire at each other without the trouble of going far from home. Fabulous prices were therefore offered for these glorious products of science. Rifle-thieves scoured all India to reinforce the efforts of the honest smuggler. A steady flow of the coveted weapons spread its genial influence throughout the frontier, and the respect which the Pathan tribesmen entertained for Christian civilization was vastly enhanced.

The action of the British Government on the other hand was entirely unsatisfactory. The great organizing, advancing, absorbing power to the southward seemed to be little better than a monstrous spoil-sport. If the Pathan made forays into the plains, not only were they driven back (which after all was no more than fair), but a whole series of subsequent interferences took place, followed at intervals by expeditions which toiled laboriously through the valleys, scolding the tribesmen and exacting fines for any damage which they had done. No one would have minded these expeditions if they had simply come, had a fight and then gone away again. In many cases this was their practice under what was called the "butcher and bolt policy" to which the Government of India long adhered. But towards the end of the nineteenth century these intruders began to make roads through many of the valleys, and in particular the great road to Chitral. They sought to ensure the safety of these roads by threats, by forts and by subsidies. There was no objection to the last method so far as it went. But the whole of this tendency to road-making was regarded by the Pathans with profound distaste. All along the road people were expected to keep quiet, not to shoot one another, and above all not to shoot at travellers along the road. It was too much to ask, and a whole series of quarrels took their origin from this source.