

○ 严格依据新考纲编写

英语专业八级 备考指南

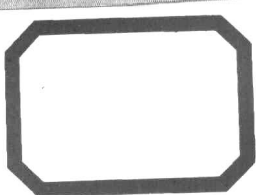
主 审：张伯香 总主编：陈毅平

TEM8

模拟试题分册

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



各依据新考纲编写

第(1)

英语专业八级 备考指南

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前 言

随着英语专业八级考试(TEM 8)的权威性及社会影响的不断提高,近年来参加考试的人数也急遽增加。为了帮助广大考生在较短时间内熟悉 TEM 8 并提高应试技能,我们根据《英语专业八级考试大纲》(2004 年新版)的基本精神及要求编写了此书。

本书由十套试题组成,并提供答案、题解、参考译文、参考作文和听力录音稿。试题依照最新考纲样题的形式精心编写,其难度与考纲样题相仿。试题选材广泛、新颖,题解简明扼要、切中要点,参考译文准确、流畅,参考作文实用性强,可供考生借鉴。

根据《高校英语专业八级考试大纲》(2004 年新版),八级考试分六个部分:听力理解、阅读理解、人文知识、改错、翻译和写作。考试时间为 185 分钟。试卷的题型、题数、计分、比重和时间详见下表:

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%	25
		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					
		A 汉译英	主观题	1	10	10%	60
		B 英译汉	主观题	1	10	10%	
VI		写作	主观题	1	20	20%	45
合计				40+23	100	100%	185

与旧考纲规定的考试内容相比,新大纲有了明显的变化。首先,以往考试分“试卷一”和“试卷二”,现在所有考试内容都集中到一套试卷,更显连贯与完整,使用也更简便。其次,考试内容进行了合理的压缩,时间也由原来的 215 分钟缩减为 185 分钟。这些都更好地体现了 TEM8 的科学性,提高了该考试的效度和信度,更有利于考查学生的真实水平。考试内容和时间主要有以下变化:

“听力理解”原有四部分,依次为:Talk, Conversation or Interview, News Broadcast,

Note-Taking and Gap-Filling。现改为三部分,依次为:Mini-lecture, Conversation or Interview, News Broadcast。原来的第一部分被删除,原来的第四部分调到第一部分,改换了名称,但内容不变。听力理解的考试题量减少,时间也由原来的 40 分钟压缩到 25 分钟。

“阅读理解”删除了原有的快速阅读部分,题量减少,时间也由 40 分钟减为 30 分钟。

“人文知识”是新加的内容,以检测考生对主要英语国家历史、地理、社会、文化等背景知识的了解以及对英语文学、语言学基本知识的掌握,从而体现了国家对 21 世纪外语人才的要求,即“扎实的基本功,宽广的知识面,一定的专业知识,较强的能力和较好的素质”(《高等学校英语专业英语教学大纲》)。

“翻译”也作了相应改变,原来不管是汉译英还是英译汉,都提供一段较长的文字,其中只有带下划线的文字需要翻译。现在只出现一段需要翻译的文字,不提供上下文。

“写作”这一部分的考试形式不变,但要求提高了。原来是 60 分钟写“300 词左右的说明文或议论文”,现在改为 45 分钟按要求撰写 400 词左右的“各类体裁的文章”。

希望以上介绍对迎接按新考纲命题的 TEM8 的考生有所帮助,更希望我们按新考纲精心编写的这本模拟试题能够帮助广大考生取得理想的成绩。

本书在编写和出版过程中,得到外语教学与研究出版社的领导和编辑的多方关心和大力协助,得到武汉大学英文系张伯香教授的热情支持和悉心指导,在此一并表示衷心的感谢。

编者

目 录

第一部分 试题、答题卷和参考答案与题解

试题一	1
主观题答题卷	16
参考答案与题解	18
.....	
试题二	24
主观题答题卷	40
参考答案与题解	43
.....	
试题三	48
主观题答题卷	64
参考答案与题解	67
.....	
试题四	72
主观题答题卷	88
参考答案与题解	90
.....	
试题五	95
主观题答题卷	111
参考答案与题解	114
.....	
试题六	118
主观题答题卷	134
参考答案与题解	137
.....	
试题七	142

主观题答题卷	157
参考答案与题解	160
 试题八	 165
主观题答题卷	180
参考答案与题解	182
 试题九	 187
主观题答题卷	203
参考答案与题解	206
 试题十	 211
主观题答题卷	227
参考答案与题解	230

第二部分 听力录音稿

试题一听力录音稿	235
试题二听力录音稿	240
试题三听力录音稿	245
试题四听力录音稿	251
试题五听力录音稿	256
试题六听力录音稿	261
试题七听力录音稿	267
试题八听力录音稿	272
试题九听力录音稿	277
试题十听力录音稿	282

第一部分 试题、答题卷和参考答案与题解

试题一

PRACTICE TEST 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.

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. The interviewee has a salary _____.
A. below £15,000
B. £15,000-£35,000
C. over £40,000
D. over £35,000
2. The interviewee mainly watches TV _____.
A. in the early morning
B. around midday
C. in the afternoon
D. in the early evening

- SECTION C NEWS BROADCAST**

Now listen to the news.

- Now listen to the news.*

- Now listen to the news.*

10. What did Giacconi contribute to the physical world?
- A. Detecting X-rays on the ground from the Sun.
 - B. Confirming that the Sun is the result of nuclear fusion.
 - C. Identifying that neutrinos is a byproduct of solar fusion.
 - D. Developing tools that created X-ray astronomy.

PART II READING COMPREHENSION [30 MIN.]

In this section there are several 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

"We are observing more and more that other languages are taking over the Internet," said Victor Montviloff, who is responsible for information policy in the communication and information sector at the United Nations Educational, Scientific and Cultural Organization.

"Languages like German, Russian and Spanish are spreading at rapid speed on the Web," Mr. Montviloff said. "French has lagged relatively behind, because France until now has seemed more preoccupied with protecting its language against foreign invasion than promoting it. But now, the number of French-language sites also is fast multiplying."

Because the Internet makes it possible, other languages are also starting to challenge the hegemony of English in distance education. The Internet is helping to revive minority languages and cultures by bringing together widely scattered linguistic communities.

An estimated 320 million people speak English as a mother tongue—fewer than those who speak Spanish or Mandarin—and demographic trends indicate that native English speakers will decline as a proportion of the world's population. Probably more than 1 billion people speak English with varying degrees of proficiency as a second language.

David Graddol, a language researcher and lecturer at the Open University in Britain, said that, on the one hand, English is becoming a language of everyday usage in some countries in Northern Europe. "Something like 70 percent of the Dutch population claim now that they can hold a conversation in English quite comfortable," Mr. Graddol said. "For them, it is not a textbook-based foreign exercise. They are already exposed to English in the environment. People have learned a little bit of it before they even get to school, and they can see immediately that it has some use in their lives. In countries like the Netherlands, Sweden or Denmark you need English to complete your education."

"In other countries, however, English is more truly a foreign language," said Mr. Graddol, whose consulting firm, The English Company, produced a worldwide report titled "The Future of English" for the British Council a few years ago. "In some countries, there

is not very much English in the environment and people may be learning it from teachers who may not speak English very well themselves."

In some countries, like India and Nigeria where English has been used a long time, distinct local varieties of the language are emerging, complete with their own dictionaries, textbooks and literature.

"English is so important in these countries that people use it in part to create their own social and even national identity," Mr. Graddol said. "When that happens, the language starts going its own way. The variety of English that proficient speakers in such countries are learning may not be terribly useful in an international context."

Bertrand Menciassi, of the European Bureau for Lesser Used Languages in Europe, said the use of a world language both helps and hinders linguistic diversity. People can use English for their outside contacts, while cultivating their own tongue or dialect for use at home. On the other hand, he added, English is tending to push European national languages like Dutch or Danish into a corner.

Maintaining linguistic diversity is an important aim of the European Commission, which is concerned that the increasing acceptance of English as the European lingua franca should not detract from the vitality of other languages. The commission argues that the ability to speak two or three tongues will give the Europeans economic and technical advantages over their monolingual American rivals in the world of diversity, and is about to kick off "The European Year of Languages".

11. Mr. Montviloff may believe that over the Internet _____.
 - A. English won't be as popular as before
 - B. English will be replaced by other languages sooner or later
 - C. French is the most promising Internet language
 - D. many languages are competing for prime Internet language
12. We may draw a conclusion from the report "The Future of English" that _____.
 - A. Dutch people may not need to study English at school
 - B. English teachers in some countries are not qualified
 - C. Indian English may not be understood in international communication
 - D. None of the above
13. The purpose of "The European Year of Languages" is most probably to _____.
 - A. advertise for European language
 - B. decide on a common official European language
 - C. challenge American English
 - D. promote multilingualism

TEXT B

The test of a great book is whether we want to read it only once or more than once, and every additional time that we read it we find new meanings and new beauties in it. A book that a person of education and good taste does not care to read more than once is quite possibly not worth much. Some time ago there was a discussion going on regarding the art of the great French novelist, Zola; some people claimed that he possessed absolute genius; others claimed that he had only talent of a very remarkable kind. The argument brought out some strange extravagances of opinion. But suddenly a very great critic simply posed this question: "How many of you have read, or would care to read, one of Zola's books a second time?" There was no answer; probably no one would read a book by Zola more than once. The fact was settled.

Shallow or false any book must be, that, although bought by a hundred thousand readers, is never read more than once. But we cannot consider the judgment of a single individual infallible. The opinion that makes a book great must be the opinion of many. For even the greatest critics are apt to have certain dullness, certain inappreciations. Carlyle, for example, could not endure Browning; Byron could not endure some of the greatest of English poets. A man must be many-sided to utter a trustworthy estimate of many books. (We may doubt the judgment of the single critic at times, but there is no doubt possible in regard to the judgment of generations.) Even if we cannot at once perceive anything good in a book which has been admired and praised for hundreds of years, we may be sure that by trying, by studying it carefully, we shall at last be able to understand the reason of this admiration and praise. The best libraries for a poor man would be a library composed entirely of such great works.

This, then, should be the most important guide for us in our reading choice. We should read only the books that we want to read more than once, nor should we buy any others, unless we have some special reasons for so investing money. The second fact is the general character of the value that lies hidden within all such great books: they never become old; their youth is immortal. A great book is not apt to be comprehended by a young person at the first reading except in a superficial way. Only the surface, the narrative, is absorbed and enjoyed. No young man can possibly see at first reading the qualities of a great book. Remember that it has taken humanity, in many cases, hundreds of years to discover all that there is in such a book. But according to a man's experience of life, the text will unfold new meanings to him. The book that delighted us at eighteen, if it be a good book, will delight us much more at twenty-five, and it will prove like a new book to us at thirty years of age. At forty we shall re-read it, wondering why we never saw how

beautiful it was before. At fifty or sixty years of age the same facts will repeat themselves. A great book grows exactly in proportion to the growth of the reader's mind. It was the discovery of this extraordinary fact by generations of people long dead that made the greatness of such works as those of Shakespeare, of Dante, or of Goethe. Perhaps Goethe can give us at this moment the best illustration. He wrote a number of little stories in prose, which children like, because to children they have all the charm of fairy-tales. But he never intended them for fairy-tales; he wrote them for experienced minds. A young man finds very serious reading in them; a middle-aged man discovers an extraordinary depth in their least utterance; and an old man will find in them all the world's philosophy, all the wisdom of life.

14. What may the author think of the art of the great French novelist, Zola?
 - A. There is no great genius in his works.
 - B. It has been settled that Zola's works are indisputable.
 - C. He possesses absolute genius.
 - D. There has been an exaggeration about his works.
15. According to the author, what's the best of all libraries for a poor man?
 - A. A library with books that have passed the test of time.
 - B. A library with books that have been praised by critics.
 - C. A library with books that many people have commented on.
 - D. A library with books that have been studied carefully.
16. It can be inferred from the passage that _____.
 - A. we can never trust the comments made by critics
 - B. it is unnecessary for us to buy the books that we don't want to read a second time
 - C. a young man should not read a great book until he is mature and sophisticated enough
 - D. we shall read a book repeatedly in our life so as to testify whether it is a great book
17. Who may best appreciate Goethe's little stories in prose?
 - A. Children.
 - B. Young men.
 - C. Middle-aged men.
 - D. Old men.

TEXT C

Ever thought you were really clever but just didn't have the exam results to back it up? Anyone who has ever felt academically thick can let out a sigh of relief, because IQ does not, and cannot, predict success in life, says a new book by Steven Stein and Howard Book called *The EQ Edge—Emotional Intelligence (EI) and Your Success*.

So what is emotional intelligence? Occupational psychologist and management consultant Chris Watkins describes it as "the capacity to recognise your own feelings and those of other people, to be able to motivate yourself, and to manage emotions in yourself

and in your relationships”.

Psychologist and author Anne Dickson also talks of it at length in *Trusting the Tides: Self-Empowerment Through Emotions*. “Emotional intelligence is about using emotions to learn and understand. To use them the way we use thought. Feelings are too often dismissed as messy, irrational and childish and most of the time we try and suppress them because they embarrass us and because we fear that they are uncontrollable. Often we end up swallowing them down or else they just erupt. For too long and unfortunately, intelligence has too often been associated with the cognitive and rational which are distinctively unemotional.” Says Dickson.

How and why have we been ignoring our emotions? Educational establishments do not appear to teach us what to do with our feelings. Apart from the odd spurt of expression in the nativity play or a heated debate on the relationship between Jane Eyre and Mr. Rochester, emotions, on the whole, are largely unaddressed by the national curriculums. Instead of paying heed and learning from the constant dialogue of emotions inside us, we are led to believe that intelligence is swotting for high school graduation exams, and then going through several years of fast food-eating poverty to get that lauded degree.

But it is the world of work which has finally realised the way to motivate, lead and manage people. And it is not by the traditional method of employing some dusty dysfunctional Ivy League graduate with a list of exam results, but rather someone who has strong people skills. “With regard to IQ’s relevance in the workplace, studies have shown that it can serve to predict between 1% and 20% (the average is 6%) of success in a given job. EQ, on the other hand, has been found to be directly responsible for between 27% and 45% of job success depending on which field was under study.” says the book.

And if you need further evidence, a survey of 733 multimillionaires in the US revealed that when asked to rate the factors that were most responsible for their success, the top five answers were: being honest with all people; being well-disciplined; getting along with people; having a supportive spouse; working harder than most people, it’s the simple thing really. You probably want to know where you can get some emotional intelligence? No, you can’t buy it and, no, it can’t be emailed or sent in a text message to your mobile phone. EI is about going inwards, taking a good hard look at the black hole inside us which we tend to avoid at all cost.

Dickson offers some words of advice. “Drugs and alcohol are too often used as a way of suppressing emotions. There’s an awful lot of people struggling with socially negative feelings while pretending they are not. It’s about understanding that all feelings are OK. There’s no such thing as good or bad feelings. By understanding what you are feeling, you will begin to understand how to deal with them. ”

18. Psychologist and author Anne Dickson may agree that _____.
 A. we need to use drugs and alcohol to suppress our feelings
 B. we can use emotions to set us thinking
 C. since all feelings are OK, we can hold them inside us
 D. the more we understand our feelings, the better we may handle them
19. Which of the following is NOT the traditional view about intelligence?
 A. Intelligence can predict academic achievements.
 B. Intelligence has little to do with emotions.
 C. Intelligence means you don't need to study hard for exams.
 D. Intelligence involves the process by which one knows, understands and learns something.
20. According to the passage, which of the following is true about EQ and IQ?
 A. EQ can always predict more accurately one's success than IQ can.
 B. In schools we need to pay more attention to IQ while in workplaces EQ should be given priority.
 C. One's IQ may not be necessarily in proportion to one's EQ.
 D. EQ concerns motivating oneself while IQ concerns motivating others.
21. The survey of 733 multimillionaires is mentioned to show that _____.
 A. it is simple to become a millionaire
 B. emotions may help with success
 C. EQ can predict one's success
 D. successful people have something in common with each other

TEXT D

Charles Dickens, author, editor and social reformer is known for the vivid picture he painted of life in England in the early 19th century. London was featured in many of his novels. The city of London aroused in him many emotions—love, pity, frustration and excitement. Novels such as *Great Expectations*, *The Old Curiosity Shop*, *Little Dorrit* and *A Tale of Two Cities* move from the problems of people living in London in the early 1800's to those of people in cities almost anywhere.

Yet if Dickens were to return to the London of the 1980's, would he be able to recognise it? What would have changed?

There is one aspect of London life in the 1800's which is very noticeable in his novels—a pervading atmosphere of smoky gloom and dirt, of evil smells and grimy decay. Whatever one may think of London air today, with its traffic fumes and occasional smog, the Smoke Abatement Acts of the 19th century and the Clean Air of the 20th century have ensured that Dickens would find the London air had improved considerably.

In *Our Mutual Friend* Dickens portrays the River Thames as a dangerous place polluted with filth, rats and corpses. He would be surprised to know that salmon now swim up the river into the pool of London and that thousands of Londoners relax by the river's banks. Londoners also join tourists on pleasure trips to view the warehouses and wharves of the dockland areas past the Tower of London. It is Dickens's description of these areas in his own time that gives such a powerful impression of a city swarming with poverty, commerce and crime in *Oliver Twist* and *Little Dorrit*.

Some parts of London described by Dickens changed as a result of public reaction to the vivid pictures he portrayed. Some of the worst slums disappeared in his lifetime. People are no longer imprisoned for debt in England today.

Dickens's experience of poverty and later of riches in London developed what modern writers might call his love/hate relationship with the city. Dickens himself refers to "the attraction of repulsion" which he felt for London as a child when he was working long hours in a blacking factory. In the streets of London, and in its society, Dickens with his reporter's eye and reformer's heart, found precisely what he needed to develop as a novelist and as a public figure.

One change which would be unlikely to surprise Dickens is the way in which London has developed into a sprawling metropolis, devouring places such as Finchley, Hampstead and Camden Town which were villages and suburbs in Dickens's time. He would have expected the increase in London's commuter population. Long before the coming of commuter railways in the 1860's, as many as two hundred thousand individuals came daily into the city on foot or by omnibus from the rich houses bordering the Thames out to Chelsea. As the city developed, the advantages of suburban living were extended to the middle classes. Wemmick in *Great Expectations* extols the pleasures of his small "Castle" and garden in Walworth, the upkeep of which depends on his work in the city of London and his dubious connections there.

The sprawling, exciting ferment of organised chaos which London appears to be, still contains buildings familiar to Dickens. Just outside Bush House, the home of the BBC's External Services, is the Church of St. Mary-le-Strand where Dickens's parents were married in 1809. Across the roads is the supposedly Roman bath where he bathed as a child and which he later used in *David Copperfield*. Not far away in Bloomsbury in 48 Doughty Street, Dickens wrote most of the *Pickwick Papers* and *Oliver Twist*. It is now the home of the Dickens House Museum. At his own request there is no public memorial to Charles Dickens, but the Dickens House Museum is a centre for all those to whom his characters are more "real" than many in history.

22. Which of the following changes might be expected of London by Dickens?

A. There would be less and less polluted air over the sky of London.

- B. The River Thames might accommodate the fish again.
 - C. London might develop into an even bigger city.
 - D. Londoners would be rid of poverty.
23. It can be inferred from the passage that _____.
 A. Dickens's hatred toward London grew with his age
 B. Dickens's works contributed to some of the changes of London
 C. Dickens liked to portray only the dark sides of London
 D. Dickens, a social reformer, was devoted to the changes of London
24. Wemmick, in *Great Expectation*, might work in the city of London and _____.
 A. live in suburbs
 B. spend weekends in suburbs
 C. enjoy his vacations in suburbs
 D. maintain his estate in suburbs
25. The main idea of the last paragraph is that _____.
 A. London still keeps buildings familiar to Dickens so as to commemorate him
 B. many places in London offered inspirations to Dickens
 C. a museum has been set up in honour of Dickens
 D. for all the drastic changes, some places are still reminiscent of London in Dickens's time

TEXT E

Former First Lady Betty Ford has once again performed an enormous public service by focusing the nation's attention on a major medical problem—the accidental addiction to prescribed medications and the perilous consequences of combining drugs and alcohol. Mrs. Ford's courageous admission of her own dependence on Valium and alcohol has created a public awareness which will affect the lives of millions.

It is estimated that one in every five women may be accidentally addicted to her medications. Legally prescribed drugs, taken in dangerous combinations or with alcohol, are causing greater physical damage and death than any of the illegal drugs generally associated with drug abuse.

Prescription drugs have now become the mainstay of medical care. A staggering number of medications have been developed to treat pains and discomforts of every kind and almost without exception they all affect the brain to some degree. Depending on the user's physical or emotional state, metabolism, hormonal balance, age and frequency of use, they may produce various side effects. All are potentially habit-forming. The trouble is the user has no sure way of knowing any of these possibilities.