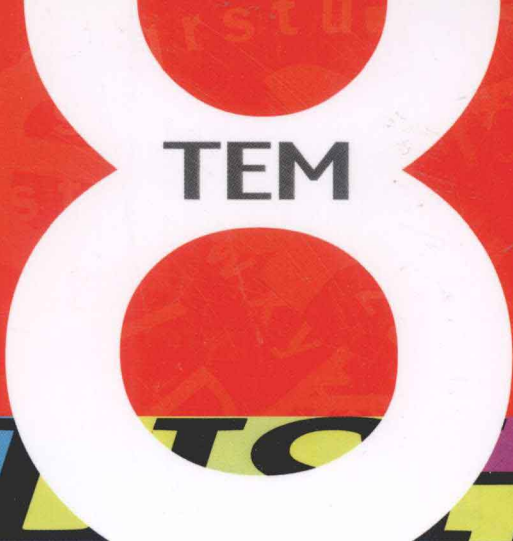




环球时代

Greatness can be prepared.

北京环球时代学校英语
专业八级考试指定用书



总主编◎吴中东 宫玉波



英语专业八级考试

培训教程

模拟题详解

主 编◎张立新 李 青



 中国人民大学出版社

英语专业八级考试培训教程

总主编 吴中东 宫玉波

模拟题详解

主 编 张立新 李 青
编 者 高 静 张 磊

中国人民大学出版社

· 北京 ·

图书在版编目 (CIP) 数据

英语专业八级考试培训教程. 模拟题详解 / 吴中东, 宫玉波总主编; 张立新, 李青分册主编.
—北京: 中国人民大学出版社, 2012.8

ISBN 978-7-300-16231-7

I. ①英… II. ①吴… ②宫… ③张… ④李… III. ①大学英语水平考试—题解 IV. ①H310.42

中国版本图书馆 CIP 数据核字 (2012) 第 185120 号

英语专业八级考试培训教程

总主编 吴中东 宫玉波

模拟题详解

主 编 张立新 李 青

编 者 高 静 张 磊

Moniti Xiangjie

出版发行 中国人民大学出版社

社 址 北京中关村大街31号

邮政编码 100080

电 话 010-62511242 (总编室)

010-62511398 (质管部)

010-82501766 (邮购部)

010-62514148 (门市部)

010-62515195 (发行公司)

010-62515275 (盗版举报)

网 址 <http://www.crup.com.cn>

<http://www.ttrnet.com> (人大教研网)

经 销 新华书店

印 刷 北京市鑫霸印务有限公司

规 格 170 mm × 228 mm 16 开本

版 次 2012 年 8 月第 1 版

印 张 16.5

印 次 2012 年 8 月第 1 次印刷

字 数 307 000

定 价 31.00 元 (附赠光盘)

版权所有 侵权必究

印装差错 负责调换

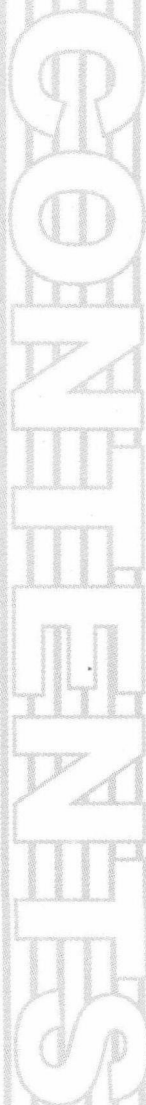
前 言

“英语专业八级考试培训教程”之《模拟题详解》是针对英语专业八级考试考生量身定做的考前辅导用书。全书包括 8 套精心命制的模拟试题，其内容、难度和编排在最大程度上贴近八级考试真题。试题的题源和八级真题相同，均出自国外原始材料，并注意包括不同的话题。听力访谈部分来自美国和英国电视台的访谈节目，内容真实有趣。文化和改错部分严格按照真题的出题思路：每套试题的文化考题部分选取 4 道文化题、3 道文学题和 3 道语言学题目，考查点全面；每个改错的 10 道题目都会包括词组搭配、易混词、逻辑关系等各考点的题目。写作的题目选取时下热门的话题，如人工智能、计划生育制度等等。

配合模拟试题，书中提供了试题的答案、解析、作文参考范文和听力原文。详尽地解析勾勒出了专业八级考试的出题思路和规律，可以帮助考生更深入地了解考试。各部分的讲解各有特色：听力部分采用实考原声录音，着重教考生如何有重点地记笔记，并做好听前预测；语法与词汇部分对常考语法要点进行总结，有助于考生边练边记；写作部分重思路点拨，并提供多篇立意不同的范文，帮助考生拓宽写作思路。

本书最适合即将参加英语专业八级考试的考生使用，亦可作为英语专业高年级学生提高英语水平的练习册。

目录



TEST ONE.....	1
TEST ONE 答案.....	19
TEST TWO.....	35
TEST TWO 答案.....	52
TEST THREE.....	67
TEST THREE 答案.....	85
TEST FOUR.....	100
TEST FOUR 答案.....	117
TEST FIVE.....	133
TEST FIVE 答案.....	151
TEST SIX.....	166
TEST SIX 答案.....	182
TEST SEVEN.....	195
TEST SEVEN 答案.....	212
TEST EIGHT.....	225
TEST EIGHT 答案.....	242



TEST ONE

-GRADE EIGHT-

TIME LIMIT: 195 MIN

PART I LISTENING COMPREHENSION [35 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 after the mini-lecture. When the lecture is over, you will be given two minutes to check your notes, and another ten minutes to complete the gap-filling task on ANSWER SHEET ONE. Some of the gaps 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 while completing the task. Use the blank sheet for note-taking.

Creative Writing

I. Introduction of creative writing

A. Definition: production of aesthetic texts

B. Form:

1. mostly poems or stories
2. other genres such as letters, journal entries, blogs, etc.

C. Features of creative writing

1. Use more (1) _____, observation, imagination, (1) _____
and personal memories than expository writing
2. Playfully engage language
—Not a lax and unregulated use of language
—requires (2) _____ to the “rules” of the sub-genre (2) _____

II. Benefits of creative writing for learners

A. Aid language development at all levels

—Learners (3) _____ language at a deeper level. (3) _____

—Learners gain progress in grammar, lexicon, and sensitivity to paralinguistic features.

B. Enhance 2nd language acquisition with language play

—Children encounter language while (4) _____. (4) _____

—L2 learners are encouraged to play with language and (5) _____: (5) _____

Learning takes place during the process.

C. Balance between logical and intuitive faculties

—Emphasize the (6) _____ of the brain (6) _____

D. Increase self-confidence and self-esteem

—Learners (7) _____ about the language and themselves. (7) _____

—Personal and linguistic growth is promoted.

E. Increase (8) _____ (8) _____

—Learners realize their ability of writing in a foreign language.

—(9) _____ are experienced in the process. (9) _____

F. Improve reading abilities

■. Benefits of creative writing for teachers

A. Set up an example for the students

B. Keep teachers' English fresh and vibrant

C. Enhance (10) _____ with students (10) _____

D. Improve the teaching of writing

Section B Interview

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on ANSWER SHEET TWO.

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. Why "time-out" is NOT suggested as a means to stop children from doing something?
 - A. Because children won't always respond to it.
 - B. Because the word is not consistent.

- C. Because it is a corporal punishment.
D. Because it is not popular anymore.
2. On which of the following occasions should the “no” be used according to Julie?
A. When a child is playing with a socket.
B. When a child is using a dime.
C. When a child is climbing on the floor.
D. When a child is playing with a safety pin.
3. The “I-message” used by parents can convey all the meanings to a child EXCEPT _____.
A. the parents should be respected
B. the parents are in control of the house
C. the parents set the rules
D. the parents respect the child
4. Why should “if” sentence be used less by parents?
A. Because “if” is threatening.
B. Because children tend to rebel against the parents’ requests.
C. Because children don’t want to be challenged.
D. Because “if” will encourage children.
5. What does Julie want to show by the example of his son?
A. The rules are not applicable to thirteen-year-olds.
B. Her son doesn’t meet her requests.
C. We should be consistent in educating the children.
D. The rules can be used on children of different ages.

Section C News Broadcast

In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the correct answer to each question on your colored answer sheet.

Question 6 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

6. What is the main message of the news item?
A. The Australian government’s environmental plans didn’t get through the parliament.

- B. The Australian government is determined to cut greenhouse emission.
- C. The environmental plan will harm Australian economy.
- D. There are fierce political rivalries in Australia.

Questions 7 and 8 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions. Now listen to the news.

7. Where will the first ceremony be held this year?
- A. At Gdansk.
 - B. On the Westerplatte Peninsula.
 - C. At Dawn.
 - D. On the Baltic peninsula.
8. Which of the following statements is true according to the passage?
- A. Seventy top officials will be present at the 70th anniversary.
 - B. Many attendees have participated in such event before.
 - C. Russian president Putin will address at the ceremony.
 - D. The event will last for two days.

Questions 9 and 10 are based on the following news. At the end of the news item, you will be given 20 seconds to answer the questions. Now listen to the news.

9. What is the precondition of receiving bailout plan for Greek?
- A. Cutting spending and increasing taxes.
 - B. Reconstructing the government.
 - C. Fulfilling its financial obligations.
 - D. Winning the support of the public.
10. The major difference between the ruling parties and a field of smaller parties lies in _____.
- A. the bailout plan
 - B. the austerity measures
 - C. the willingness to form a coalition government
 - D. the managerial style

PART II READING COMPREHENSION

[30 MIN]

In this section there are four reading passages followed by a total of 20 multiple-

choice questions. Read the passage and then mark the best answer to each question on ANSWER SHEET TWO.

TEXT A

In London some generations ago people didn't go to the cinema, they went to the "pictures". A trip was a grand event, a reason to don glad rags and make a night of it. Amid live music and variety acts, people would meet, mingle, eat and drink before settling down to watch the feature film.

This sense of grandeur has largely disappeared among cinema-goers. The Other Cinema, a new endeavour from Future Cinema (the pioneers behind Secret Cinema and the Future Shorts film festival), is an attempt to restore it. "The idea of a local cinema is lacking today," says Fabien Riggall, founder of Future Cinema. His new concept is an attempt to recreate that traditional feel. The plan is to screen films as part of a themed night that brings together like-minded locals and gets them talking.

The launch event in February was a five-night run of *Brief Encounter*, a romantic film to coincide with Valentine's Day at the Troxy, a stunning art-deco theatre in east London. In typical Future Cinema style, notice of the event was spread through word of mouth and social-networking sites, lending it the gloss of exclusivity by the time tickets went on sale. Young and old attendees were united by a desire for something different, and open-minded enough to follow the instructions delivered some days before: wear black tie and "bring a flower for a lover or a stranger". At £20, tickets weren't cheap, but trips to the cinema rarely are these days, and this event promised more than a plush seat and a big screen.

On arrival we were greeted by usherettes in 1940s caps with neat updos and scarlet lips. They seated us at round tables facing the stage under hazy red lighting as a jazz band got our toes tapping. While we ate and drank we were kept amused by wartime entertainment—a sing-along of "Maybe it's because I'm a Londoner", The Lady Greys dance troupe twirling around in flouncy chiffon and a farce performed by the ushers—all of which was slightly baffling to a 21st-century audience (but in-keeping with the 1940s theme). By the time *Brief Encounter* began flickering on screen, a feeling of bonhomie filled the room. Giggles greeted the lovers' genteel gestures and the hammy accents of the supporting cast. But Noel Coward's script is as witty as ever.

The Other Cinema subverts the anonymity experienced in multiplexes today.

Mr Riggall believes that film “can be as important as politics”, potentially uniting people and challenging their views. His picks are those he believes “you should see”, from classics to new films which have yet to enjoy wide distribution. Future Cinema is looking for partners to create a network of events hosted on the same night each month across the world (a formula they have already used for their annual Future Shorts film festival). The London team will manage the concept—they will choose the film, devise the theme and provide the marketing materials. He says they have already had 250 enquiries from around Britain as well as the Philippines and Bangladesh.

Future Cinema plans to have its global partners on board in time for its next event in April. The film will be *Benda Bilili*, a 2010 documentary about a group of disabled Congolese musicians. Mr Riggall hopes that cinema-goers watching this at the same time around the world will conduct a discussion across social-networking sites and across cultures. This may be a grand vision, but at a time when the multiplex delivers an unflinching anodyne experience, it is gratifying to know that something different is being injected into the mix. (From *The Economist*; 603 words)

11. According to the passage, what is Future Cinema planning to do?
 - A. To organize two film festivals.
 - B. To open a new cinema.
 - C. To use films to bring local people together.
 - D. To create a new cinema tradition.
12. Which of the following is NOT used by Future Cinema as a strategy to attract people to the event?
 - A. Showing the movie around Valentine’s Day.
 - B. Publicizing through the Internet.
 - C. Requiring the attendees to wear special garment.
 - D. Providing comfortable seats and big screen.
13. The movie viewers to the “Brief Encounter” did all the following before the movie started EXCEPT _____.
 - A. listening to Jazz
 - B. watching a farce
 - C. dancing with Lady Greys
 - D. singing a song

14. What kind of film will most probably be chosen by Mr Riggall to show in the event?
- A. Newly released blockbuster.
 - B. Classical movie that didn't receive widespread publicity.
 - C. Documentaries about politics.
 - D. Films that will trigger public debate.
15. What is the writer's attitude towards the event organized by Future Cinema?
- A. Favorable.
 - B. Antagonistic.
 - C. Doubtful.
 - D. Grateful.

TEXT B

The parliament of Nepal voted overwhelmingly in March to legalize abortion in that country up to 12 weeks of pregnancy and as late as 18 weeks in cases of rape or incest. The Nepali action continues the worldwide trend toward liberalization of countries' abortion laws. Other than Poland, which reversed its long-standing policy in 1997 and outlawed abortion in most circumstances, no country has restricted its abortion law in any significant way in many years. Currently, more than six in ten of the world's women live in countries where abortion is legal under most circumstances. This includes more than half of women in developing countries and almost nine in ten women in developed countries.

The new law is a radical departure from past policy: Abortion had been banned completely for any reason in Nepal, and having an illegal abortion was a criminal act. Indeed, the first test of the government's commitment to the new law will be its decision whether or not to free the some 65 women who are currently imprisoned in Nepal for that very reason. The law does not address their plight, but legal and political efforts are underway on behalf of these women and their children, who in some cases live in prison with them.

Nepal has one of the highest maternal mortality rates in the world, and it is estimated that half of those deaths result from illegal abortion. Indigenous nongovernmental organizations (NGOs) pushed for abortion law reform in part as a public health imperative. It is also significant, however, that the new abortion law is paired with provisions that for the first time, ban child marriage and polygamy and grant Nepali women some measure of

property rights as well. Accordingly, the broad coalition of Nepali NGOs and government officials who for the past seven years have campaigned for these changes view the entire package as a major advance for women's human rights.

In a related development, a referendum will be conducted in Switzerland in June, in which the government will submit to the Swiss public its recommendation that abortion be legalized through the first 12 weeks of pregnancy. Referendum voters will have the option of supporting an alternative ballot measure, sponsored by antiabortion groups, which would ban abortion altogether. Dating from 1942, Switzerland's existing law deems abortion a criminal offense except when necessary to preserve a woman's health. Expectations are that the government's position, which closely reflects longtime abortion practice in Switzerland, will prevail.

Finally, on another note, Irish voters by a razor-thin margin rejected a government-backed referendum in March that would have narrowed Ireland's already highly restrictive abortion law even further. Abortion is banned entirely in Ireland except when continuing a pregnancy would endanger the woman's life. The government and the Catholic hierarchy had wanted to close a "loophole" in the law under which the threat of suicide is considered a life-endangering situation. In a 1992 ruling in a case that involved a 14-year-old who sought an abortion after being raped by a family friend, the Irish Supreme Court held that the law's life-endangerment provision did, indeed, encompass suicide threats. Ireland's voters in the referendum turned back the government's attempt to tighten the law with 50.4% of the vote. (From www.guttmacher.org; 540 words)

16. What do we learn from the first paragraph?

- A. Polish laws used to allow abortion.
- B. Nepali women can end their pregnancy between 12 to 18 weeks of conception.
- C. Globally there has been a trend to restrict abortion.
- D. Developed countries are more liberal than developing countries.

17. What might be the biggest challenge of Nepal's government to implement the new law on abortion?

- A. To release the women imprisoned for taking abortion.
- B. To make more legal and political efforts.
- C. To help women and children living in prison.
- D. To decide whether abortion is a criminal act.

18. What is NOT a reason for the legalization of abortion in Nepal?
- A. To increase the social status of Nepali women.
 - B. To help women who might die from abortion.
 - C. To improve the public welfare system.
 - D. To increase the human rights condition in the country.
19. What will most likely be the outcome of the June's referendum in Switzerland?
- A. Abortion will not be allowed unless the mother is endangered.
 - B. Abortion will be completely banned.
 - C. Abortion will be allowed completely in Switzerland.
 - D. Abortion in early period of pregnancy will be legalized.
20. Under the present Irish law, abortion is legal only _____
- A. when the woman commits suicide.
 - B. when the woman is older than 14 years old.
 - C. when the woman's life is jeopardized by pregnancy.
 - D. when the woman is conceived after a rape.

TEXT C

Of the world's 774 million illiterate adults two-thirds are women, a share that has remained unchanged for the past two decades. In rich countries pretty much everyone, male or female, can read and write (though employers sometimes wonder). In developing regions such as South Asia, sub-Saharan and North Africa and the Middle East, men are still much more likely to be literate than women. But girls everywhere are beginning to catch up. Across the emerging world, 78% of them are now at primary school, an only slightly smaller proportion than boys (82%). At secondary level enrolment remains lower and girls are further behind, but things are getting better there too.

Education for girls in poor countries has all sorts of desirable consequences: not only the likelihood of a better job with higher pay, but also of better health, a later marriage, fewer children and being able to provide better care for the family. Aid donors are making a special effort to give girls' education a push. Robert Zoellick, president of the World Bank, has taken to saying that investing in girls is not just a good thing but a smart thing to do.

The big surprise of the past few decades has been women's huge advance into tertiary education. Across rich countries the share of those aged over 25 who have had

some form of higher education is now 33%, against 28% of men in the same age group. Even in many developing regions they make up a majority of students in higher education.

It is too soon to feel sorry for men. Although women now earn more first degrees, they mostly still get fewer PhDs (though in America they seem to have caught up), and if they stay on in academia they are promoted more slowly than men. Many of them are put off by the way the academic promotion system works, explains Lotte Bailyn, a professor at MIT Sloan School of Management. To get ahead, young hopefuls have to put in a huge amount of time and effort just when many women start to think about having a family, so they do not apply for senior posts. Ms Bailyn approvingly notes the recent decision by America's National Science Foundation, which funds a big chunk of the universities' basic research, to allow grant recipients to take a break.

Crucially, women's lead at first-degree level does not so far seem to have translated into better job opportunities. In a paper published earlier this year Ina Ganguli, Ricardo Hausmann and Martina Viarengo of Harvard's Kennedy School of Government concluded that the achievement of educational parity is a "cheque in the mail" that may presage more women joining the labour force, but lots of other factors—such as cultural attitudes and the availability of child care—also play a part. On its own, educational parity—even superiority—is not enough.

Women may not be helping themselves by concentrating heavily on subjects that set them apart from men. In rich countries they account for over 70% of degrees in humanities and health, whereas the vast majority of degrees in mathematics and engineering go to men. Women with humanities degrees are less likely to be in demand for jobs in high-tech industries, which tend to pay well. At postgraduate level the gap between subjects gets even bigger. And on MBA courses, the classic avenue to senior corporate jobs, women make up only about a third of the students.

Such differences between males and females show up quite early in life. In the OECD's annual study of educational performance, the Programme for International Student Assessment (PISA), girls score better in reading in all countries even at primary level, and much better by the time they are 15. In maths and science boys and girls perform much the same at primary school, but at age 15 boys do rather better than girls in maths (though not science).

However, these disparities are not nearly big enough to explain the huge differences in the choice of subject at university level. The OECD's PISA researchers conclude

that the choices have little to do with ability and may well be influenced by ingrained stereotypes. That would help to explain why they vary so much from country to country. In Japan women are awarded only 11% of all degrees in engineering, manufacturing and construction; in Indonesia their share is exactly half. (From *The Economist*; 732 words)

21. What can be learned from the first paragraph?
- A. Employers in developed countries are doubtful about the literacy rate in their country.
 - B. The world's illiterate rate has remained the same for the past twenty years.
 - C. Men received more education than women in developing countries.
 - D. Developed countries invest more on education than developing countries.
22. What does Robert Zoellick mean by saying that investing in girls is not just a good thing but a smart thing to do?
- A. Investment on female education is highly profitable.
 - B. Education on girls can improve the overall literacy rate of the population.
 - C. The improvement of girls can make the population more intelligent.
 - D. Better educated girls can contribute a lot to the family and society.
23. Why are women promoted more slowly than men in the academic field?
- A. Because young women tend to put more energy in family life.
 - B. Because they are less ambitious than men.
 - C. Because bias against women exists in academia.
 - D. Because the academic system doesn't allow it.
24. According to the passage, why is the achievement of educational parity a "cheque in the mail"?
- A. Educational equality can promise a lot.
 - B. It needs time to see the changes that women education brings to the society.
 - C. Women education needs a lot of investment.
 - D. The achievements of women education can be turned into money.
25. According to the passage, the larger proportion of women with humanities degrees is mainly due to _____.
- A. innate capacity
 - B. personal preference
 - C. academic ability
 - D. social stereotypes

TEXT D

On his bench in Madison Square Soapy moved uneasily. When wild geese honk high of nights, and when women without sealskin coats grow kind to their husbands, and when Soapy moves uneasily on his bench in the park, you may know that winter is near at hand.

A dead leaf fell in Soapy's lap. That was Jack Frost's card. Jack is kind to the regular denizens of Madison Square, and gives fair warning of his annual call. At the corners of the four streets he hands his pasteboard to the North Wind, footman of the mansion of All Outdoors, so that the inhabitants thereof may make ready.

Soapy's mind became aware of the fact that the time had come for him to resolve himself into a singular Committee of Ways and Means to provide against the coming rigour. And therefore he moved uneasily on his bench.

The hibernatorial ambitions of Soapy were not of the highest. In them there were no considerations of Mediterranean cruises, of Southern skies drifting in the Vesuvian Bay. Three months on the Island was what his soul craved. Three months of assured board and bed and congenial company, safe from Boreas and bluecoats, seemed to Soapy the essence of things desirable.

For years the hospitable Blackwell's had been his winter quarters. Just as his more fortunate fellow New Yorkers had bought their tickets to Palm Beach and the Riviera each winter, so Soapy had made his humble arrangements for his annual hegira to the Island. And now the time was to come. On the previous night three Sabbath newspapers, distributed beneath his coat, about his ankles and over his lap, had failed to repulse the cold as he slept on his bench near the spurting fountain in the ancient square. So the Island loomed big and timely in Soapy's mind. He scorned the provisions made in the name of charity for the city's dependents. In Soapy's opinion the Law was more benign than Philanthropy. There was an endless round of institutions, municipal and eleemosynary, on which he might set out and receive lodging and food accordant with the simple life. But to one of Soapy's proud spirit the gifts of charity are encumbered. If not in coin you must pay in humiliation of spirit for every benefit received at the hands of philanthropy. As Caesar had his Brutus, every bed of charity must have its toll of a bath, every loaf of bread its compensation of a private and personal inquisition. Wherefore it is better to be a guest of the law, which though conducted by rules, does not meddle unduly with a gentleman's private affairs.