

征服英语专业四、八级

英语专业八级 阅读163训

A Guide to Reading
Comprehension of **TEM-8**

◎ 常骏跃 主编



大连理工大学出版社

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前 言 Foreword

英语专业八级统考是目前我国衡量高层次英语专业学生语言水平层次最高、规模最大、科学性最强、可信度最高的英语水平测试。顺利通过专业八级统考是学生语言综合运用能力的重要标志,它现在已经成为我国各用人单位了解应聘人英语语言技能的重要参考因素。在某种意义上讲,通过八级统考便取得了谋职的一张通行证。

八级考试为什么在社会上赢得这么高的信誉而且还在不断升温呢?这与考试本身的内容设置及考核方式有密切关系。八级考试涉及听力、阅读、改错、翻译、写作共五大方面。而且每一项都有它区别于其他英语考试的重要形式。听力不仅涉及常见的 A、B、C、D 选择,而且还要求学生具备听懂录音、快速记录、处理加工英语声音信息的能力;阅读不仅难度高于我国目前组织的其他英语考试,而且对阅读速度、阅读技巧有很高的要求;改错要求考生具备正确理解篇章内容,准确把握句子结构、时态、语态、语汇等多方面的语言能力;翻译要求考生具备准确理解英语与汉语,恰当并准确地表达英汉双语运用能力;写作要具备理解作文要求,根据文体要求合理组织材料,得体运用英语的能力。对付这么高难度的考

试,没有一定的语言基础不行,具备了一定的语言基础还需要进行足够的训练,提高解题的速度及准确性,在考卷上充分体现出自己的语言运用能力。

本套丛书重在基本功的训练,培养考生语言的综合运用能力,同时注意适当对应试技巧进行点拨。同学们可以针对各自语言技能的薄弱环节有选择地使用本套书。

本套丛书的特点如下:

1. 作者队伍有特色

本套丛书作者聚集了大学本科阶段四、八级统考的佼佼者、研究生阶段的精英、而且现在都在从事英语语言的教学与研究。他们既有备考的实际经验和体会,还能站在教学研究人员的角度审视考试的特点、选材特色以及同学的实际需要。

2. 材料选择有特色

本套丛书不是历年考题的罗列,而是根据考试的特点认真选材,充分考虑内容的题材和体裁,考虑了材料的信息含量和难度,使材料真正起到帮助同学打基础、练技巧的作用。

3. 注释详细有针对性

到了专业学习的第四年,同学都具备了一定的分析问题和解决问题的能力,但考虑到同学们八级考前阶段非常特殊且时间非常紧迫,我们特根据各题的特点为练习提供了注释。有讲解,有新词短语,有解题技巧说明,有听力原文,有参考译文,有写作范文。这样既能节省同学们不少时间还能最大限度地吸收知识,打牢自己的语言基础。

4. 技巧点拨到位且适度

八级考试有自身的要求和特点。丛书为同学们提供了详细的解

题技巧说明(但决不夸大应试技巧的作用),对往届考试认真地进行了解析,总结出八级考试的一些特点和规律供同学们备考时参考。

5. 训练量、信息量大

为了让同学们得到更多的训练,本套丛书根据题目特点,利用有限的版面提供了大量的练习。分项练习少则 18 套,多则 100 套,就连《英语专业八级三站式直通车》也为各项提供了足足 10 套练习,而且无论是综合训练还是单项训练,同样的练习内容不重复。

希望我们的努力能有助于各位同学打好语言技能基础,提高应试技能,成功通过八级考试,拿到这张谋职的通行证!

因为水平所限,错误在所难免,衷心希望各位对书中的问题批评指正。

编 者

于大连外国语学院英语学院

2003.9



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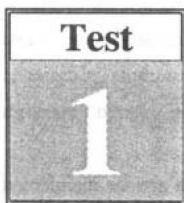
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上 篇**阅读理解 & 答案与思路点拨****阅 读 理 解****SECTION A READING
COMPREHENSION [30 MIN.]**

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

Text A●

Anthrax is an infectious disease caused by spore-forming bacteria. It most commonly occurs in wild and domestic cattle, sheep, goats, camels, antelopes and other

herbivores. Several countries have “weaponized” the disease into a highly lethal inhaled form.

Anthrax is a single bacterium but can infect people in three ways. Pulmonary anthrax is contracted from inhaling thousands of tiny spores. Those can germinate in the lungs, spread to chest tissue and produce toxins that enter the bloodstream. This form is usually lethal without quick treatment. Intestinal anthrax most often comes from eating contaminated meat. This form is 25 percent to 60 percent lethal. Cutaneous anthrax is the least lethal and most common form. Infection occurs when bacteria enters an abrasion on the skin.

Anthrax spores themselves are too small to see. If the spores are mass-produced, then dried, they may resemble a fine powder when concentrated. If anthrax were pumped into a building ventilation system and dispersed, it would be undetectable to the eye.

You might not know. Flu-like symptoms set in one to six days after anthrax is inhaled. Those symptoms may even appear to improve over a few days. Then, suddenly, someone infected would experience difficult breathing, heavy sweating, blue-colored skin and shock. Death follows in 24 ~ 36 hours. Intestinal anthrax causes nausea, loss of appetite, fever, abdominal pain and severe diarrhea. Cutaneous anthrax is easier to spot. At first, it looks like an insect bite, but in one or two days the infection becomes a painless ulcer with a black area in the center.

There is no evidence of person-to-person transmission. Clothes can be disinfected with a mixture of bleach and water. But anthrax spores can survive in soil, water and other materials for years. Disinfectant doesn't kill them. Contaminated surfaces must be steam-cleaned. Another concern is livestock. In a biological attack, animals such as sheep and cattle could be infected and could potentially transmit the disease to humans.

Inhaled anthrax used to be considered 100 percent lethal, but a U.S. Army study showed infected monkeys could be effectively treated with antibiotic therapy when the therapy began one day after exposure. This implies that humans could be treated with drugs such as ciprofloxacin, but only if they're aware they've been exposed and seek treatment immediately. Other types of anthrax require similar antibiotic therapy.

Only custom-fitted gas masks with special filters are effective against inhaled anthrax. Those cost hundreds of dollars and must be worn during exposure to anthrax

spores. Many experts have said it's unlikely people would know they are being exposed until it's too late to don a mask.

Ciprofloxacin, or Cipro, does not make people immune to the disease. Taking it may lower one's ability to fight other illnesses and could even hamper doctors from diagnosing an anthrax infection. Federal health officials say they can fly ample supplies of ciprofloxacin to anywhere in the United States within 12 hours of an outbreak.

The anthrax vaccine was licensed by the FDA in 1970 for at-risk veterinary and laboratory workers and livestock handlers. The Department of Defense also reserves a stockpile of the vaccine for military use. The military began vaccinating all soldiers on active duty in 1998 but has since slowed the program because the company that produces the vaccine, BioPort, has ceased production. The company's facilities didn't meet FDA requirements. The vaccine is effective if started at least four weeks before exposure. It consists of six doses with yearly booster shots. Up to 35 percent of those vaccinated experience rashes, muscle aches, headaches and other flu-like symptoms.

Anthrax is fairly easy to acquire. It can be stored in dry, powder form and remain potent for decades. With enough expertise, the spores can be dispersed in the air and inhaled by unprotected troops and civilians. Infection from inhaled spores is highly lethal, and spores that are not inhaled remain in the soil for many years. The U.S. military developed a strain of anthrax so lethal, just 8 gallons could kill everyone on earth.

A terrorist would need detailed knowledge and sophisticated facilities to mass-produce anthrax spores or even find the most potent strains of the bacteria. Only extremely fine, dry anthrax powders can make it to the lungs. And distributing is difficult. Iraq failed to adapt crop dusters to spread the spores during the Gulf War. The Japanese cult Aum Shinrikyo released anthrax ineffectively on several occasions in the 1990s. Anthrax spores are even vulnerable to the sun's ultraviolet rays and weather conditions.

1. *Which of the following statements about anthrax is NOT true?*

- A. Anthrax is highly contagious.
- B. Animals feeding on grass are most likely to be infected.
- C. Infection occurs when bacteria enter through a cut on the skin in the case of pulmonary anthrax.

- D. People can survive anthrax infection if they get quick treatment.
2. *Anthrax infection is hard to detect in the first few days, because _____.*
- A. people infected have no signs of being sick
 - B. anthrax infection is very likely to be mistaken for flu
 - C. people's health condition may even improve in the first few days
 - D. the infection looks just like an insect bite
3. *One might have cutaneous anthrax if he had which of the following symptoms?*
- A. Cough.
 - B. Bleeding.
 - C. An ulcer with a black area in the center.
 - D. Red-colored skin.
4. *All the following statements are wrong EXCEPT that _____.*
- A. ciprofloxacin is a type of antibiotic therapy and can make people immune to anthrax
 - B. the biggest problem with custom-fitted gas masks is that they are too expensive to be available to ordinary people
 - C. the anthrax vaccine is effective as long as it is given before exposure to anthrax
 - D. vaccination can bring side effects to about a third of the people vaccinated
5. *From the passage, we can infer that _____.*
- A. terrorists use anthrax as a weapon because it's easy to acquire
 - B. up to now, there is no satisfying way of preventing and curing the disease
 - C. right now, people can do nothing to fight against anthrax attack from terrorists
 - D. there is no need to worry, because we can prevent infection by vaccinating every citizen

Text B

In the 1991 Gulf War it was Patriot missiles, smart bombs and stealth technology that helped win the day. If and when the U.S. fights in the region again, it will be with an even bigger arsenal of cutting-edge weaponry.

"This war is really high tech," says L-3 Communications CEO Frank Lanza—and he should know. Lanza's \$4-billion-dollar firm is one of the military's leading suppli-

ers of advanced technology, selling everything from secure communication equipment to attack aircraft simulators.

"The deployment now is a lot on intelligence resources, reconnaissance resources, communications, the buildup of our smart munitions, and that's a big change over what the focus was in '90 and '91, which was really on people and munitions," says Lanza.

In the next Gulf War, improved spy satellites from TRW will allow U.S. air and naval forces to see more clearly through bad weather than they could a decade ago.

Unmanned aerial vehicles from Northrop Grumman will be used to monitor enemy troop movements and strike elusive targets. Smart weapons will be even smarter, guided to their targets by an advanced global positioning system made by Boeing.

But the most powerful and most sophisticated weapon of all will be the ability to link a variety of intelligence and surveillance assets together to see and share a real time picture of the battlefield.

"In the future, the United States military does not believe that a bigger tank for example is going to win the war," says Andrew Koch of Jane's Defense Weekly. "Information... is going to win the war. Knowing where your enemy is and knowing where your friend is very precisely and being able to share that information in real time... is going to be the vast difference in winning a war and losing a war."

Technology is changing the military from what analysts call a platform-centric fighting force of separate weapon systems to a network-centric structure based on information and communication.

It's also improving the capabilities of fighting forces on the ground. Take advanced ceramics in the '91 Gulf War—this technology created the radar-evading skin of the stealth fighter; today, it's being used to make body armor plates for U.S. troops.

"This is the way the plate comes out; this is very light weight; it's the lightest ceramic; it's the hardest ceramic and we're making them by the thousands really," says Ceradyne CEO Joel Moskowitz.

California-based Ceradyne has just received a big order from the military for its ceramic chest and back plates which can stop multiple rounds from a 30-to 50-caliber machine gun at point blank range.



"We did about \$ 45 million in shipments sales last year and this year we've already come very close to that in the first 9 months," says Moskowitz.

While hundreds of smaller defense suppliers with advanced technology are seeing a boost in business from the latest military buildup, industry watchers say most of the military's money is flowing to the major contractors like Boeing, Lockheed Martin and Northrop Grumman.

6. *According to the passage, in modern time, _____ is the decisive factor in winning a war.*
- A. munitions
 - B. information and communication
 - C. strategy and tactics
 - D. soldier's morale
7. *Improvements in the next Gulf War will be the following EXCEPT that _____.*
- A. the focus will be shifted from people and munitions to intelligence resources, communication resources, etc.
 - B. a platform-centric fighting force of separate weapons systems will be turned into a network-centric structure based on information and communication
 - C. ground fighting forces will be reinforced
 - D. soldiers can remote control everything and need not go to the battle field.
8. *From the passage, we can tell that _____.*
- A. all the military supplies are benefiting enormously
 - B. in Gulf War, the U.S. failed for lack of advanced weapons
 - C. the increase of the U.S. military power is owing to high-tech
 - D. the author thinks that the U.S. should not spend so much money on military supplies

Text C



Today's excellent college students may find this startling, but there was actually a time when students failed courses or got less than a B. Then grade increase kicked in. Starting in the late 1960s, many students, professors and college administrators began

viewing grades as artificial measurements and irrelevant obstacles in the anything-goes culture. Also, sympathetic professors didn't want to lock out students who faced the prospect of fighting in Vietnam. In 1970, Stanford University abolished D's and F's and allowed students to withdraw from classes without tainting their transcripts. The mood, recalled English professor Ronald Rebholz, was "Let's encourage people to explore many possibilities without endangering their grades".

Admirable, but there went the grading curve. At Stanford these days, less than 10 percent of the students receive anything below a B grade. Are students smarter? Nah, that's Gen X myth No.8. It's time, say many faculties suddenly discovering the joys of standing upright, to restore some meaning to the grading system. Last week Stanford's faculty took the bold step of voting to restore the F. Predictably, the gesture was misnamed; the F will henceforth be termed an NP, for "no pass". Call it what they might, it was an admission that policies had grown too vacuous. "Many of the faculty truly felt comfortable bringing things back to a more central position." said Gail Mahood, a geology professor and overseer of the changes.

Under Stanford's current policy, students who fail a class receive an NC, for "no credit", which appears only on internal records, not on the students' official transcripts. Much of Stanford's campus shrugged off the change. Few students truly deserve to flunk, and besides, says engineering professor Jeffery Koseff, those teachers who aren't giving C's and D's aren't going to start handing out NP's. Mahood argued that the policy will restore the honor—and frequency—of the C grade by placing it again in the acceptable middle range.

More controversial was Stanford's decision to get rid of its ask-no-questions withdrawal policy. That had allowed students to drop courses right up to the time of the final exam—without blemishing their records. Now they will have only until the fourth week to drop the course. Some students and professors contended the change will restrain the educational risk-taking that Stanford encourages. "College is basically the last time that you are going to have a chance to try out a lot of these things and explore." said student leader Nawwar Kasrawi.

But Kasrawi evidently thinks that exploration must be risk-free. A student might dare to take a class in biochemistry—not an easy course even at well-known West Coast universities—and evidently expect to be rewarded with at least a guaranteed B. This is

the spirit that made America great?

Skeptics say that professors and colleges have much to gain from grade increase. "A lot of institutions have felt pressed for students," says Whitla, not including Harvard, of course, among them. "They don't want to give out lousy grades." Others claim grade increase goes arm in arm with high tuition. Says Norman Wessells, dean at the University of Oregon: "The students are telling us, 'I pay so much to go to school here—you can't give me D's and F's!'"

Consumer fraud can take many forms.

9. *Which of the following is NOT true?*

- A. Stanford's change of policy is not as thorough as it's supposed to be.
- B. Stanford has encouraged students to drop courses.
- C. Some Stanford students considered dropping courses as a form of exploration.
- D. According to some skeptics, high tuition accounts for grade increase.

10. *The last sentence of this passage indicates that _____.*

- A. it is hard not to be victimized as customers since there are so many types of consumer cheating
- B. it is an unusual form of consumer fraud that students, as consumers of colleges, should ask to be cheated with false grade rather than be given the real one
- C. universities cheated students for the students' own good which should be considered as a special form of consumer fraud
- D. giving students false grade is only one form of consumer fraud, and there are many more

11. *The author's tone towards grade increasing in colleges is _____.*

- A. ironical and disapproving
- B. indifferent
- C. approving
- D. detached

Text D

The improved standard of living, smaller family size, maternity benefits, protective legislation, unions, and new jobs comprised the most important changes in the lives

of urban working-class women between the 1870s and the 1920s. Compared to these changes, the impact of World War I (1914-1918) on these women's lives was relatively minor. While middle- and upper-class women often reported that the war freed them from nineteenth-century attitudes limiting both work and personal life, working-class women's lives changed relatively little. Unlike more privileged women, working-class women were used to earning income outside the home, and their entry into war work was more likely to be exploitative than liberating. Unlike more privileged women, working-class women and girls had rarely been shielded by a "double standard" of sexual behavior for women and men; rather, working-class women made the maintenance of the double standard possible for men of property. For working-class women in the cities, the growth of the new white-collar job was one new trend fostered by the war which was not reversed afterward. Otherwise, World War I brought only a temporary suspension of the normal conditions of work outside the home, and traditional patterns returned in the postwar era.

As soon as the war broke out, European governments moved to suspend protective legislation for women for the duration. Just as nations expected working-class men to serve in the military, they exhorted working-class women to serve in the factories, taking the places of the men who had joined the armed forces. Drawn by high wages as well as patriotism, women thronged into these new, previously male jobs...

Governments initially insisted that women receive equal pay for doing a job formerly done by a man, but this policy was largely ineffective: factories tended to divide up jobs into smaller operations and pay women at a lesser rate. Women's industrial wages rose during the war, both relative to men's and absolutely, but they still remained measurable as a percentage of male earnings. In Paris, women in metallurgy earned only 45 percent of what men earned before the war; by 1918, the women earned 84 percent of what men earned. In Germany, women's industrial earnings relative to men's rose by about 5 percent. Both women and men seemed to view the changes brought by the war as temporary. After the war, the men would return to their jobs, the women would leave men's work, and all would return to normal...

As soon as the war was over, all belligerent governments acted quickly to remove women from "men's" jobs. In England, these women were made "redundant" and let go; in France, they were offered a bonus payment if they left factory work; and in Ger-