

014010447

H319.6
396



TEM-8

赵建昆 主编

英语专业八级 历年真题 集中赢

赠送MP3光盘

历年真题全面覆盖 名师点穴深入剖析



北航

C1697453

中国石化出版社

[HTTP://WWW.SINOPEC-PRESS.COM](http://www.sinopec-press.com)

教·育·出·版·中·心

722010210

图书在版编目 (CIP) 数据

英语专业八级历年真题集中赢/赵建昆主编.
—北京: 中国石化出版社, 2013. 10
ISBN 978-7-5114-2433-4

I. ①英… II. ①赵… III. ①大学英语水平考试-题
解 IV. ①H319.6

中国版本图书馆 CIP 数据核字 (2013) 第 239472 号

未经本社书面授权, 本书任何部分不得被复制、抄袭, 或者以任何形式或任何
方式传播。版权所有, 侵权必究。

中国石化出版社出版发行

地址: 北京市东城区安定门外大街 58 号

邮编: 100011 电话: (010) 84271850

读者服务部电话: (010) 84289974

<http://www.sinopec-press.com>

E-mail: press@sinopec.com

北京科信印刷有限公司印刷

全国各地新华书店经销

*

787×1092 毫米 16 开本 14.5 印张 402 千字

2013 年 11 月第 1 版 2013 年 11 月第 1 次印刷

定价: 35.00 元 (赠送 MP3 光盘)

前 言

英语专业八级考试是由高等学校外语专业教学指导委员会主办的(非教育部主办),对英语专业高年级学生英语水平进行衡量的一种外语水平考试,是目前我国体现最高英语水平的等级考试。它在每年的三月份举办一次,随着考试的日益正规化,参考人数的不断增加,专业八级考试(TEM-8)的权威性及社会影响也在不断地提高。

在考试复习过程中,如果找不到最好的、最合适自己的技巧,那么将会导致复习的效率事倍功半,浪费宝贵的复习时间,最后可能因为英语不过关而全盘皆输,那将是非常可惜的。在攻克专八考试的过程中,最好的复习资料就是历年真题。研究真题到底为什么有如此重要的作用呢?它究竟有何神秘之处呢?

1. 权威性。相信没有任何的辅导书或者模拟试题,在权威性上能超越真题。真题是考试英语命题组的各位老师,根据学生知识水平、国际化要求以及科研能力要求进行综合研究后得出的,在复习中权威性最大。

2. 接近性。真题和真题的接近性,绝对要比模拟题和真题之间的距离要近。考生们要想检验自己的知识水平,用真题是最好的工具。

3. 指导性。真题在广大考生理解考试大纲的时候有很强的指导作用。很多考生不能理解词汇怎么去复习,而真题用最直接的方式告诉大家,是在阅读还是写作中用到,而且用的是哪种形式,可以通过哪种方式出题考查等。

4. 全面性。真题在涵盖大纲指定内容上具有全面性。一份试卷,看上去内容不多,但是大纲涉及考查的词汇、语法、句型都有包含。一句话可能考查考生很多的知识点。

因此,为帮助考生充分体会历年考题的命题思路,对自己面临的任务和需要解决的问题获得清醒的认识,提高应试能力,我们特别编写了这本《英语专业八级历年真题集中赢》。全书对2004年至2013年的英语专业八级试题进行了详细的题解,解题中注重揭示命题角度,注意总结归纳一些应试技能及理解文章和题意的办法。同时,为了帮助考生全面、透彻理解文章与句子,还为听力、翻译部分提供了听力原文和翻译。我们认为,本书不仅是考生在开始复习时应该首先阅读的书之一,更是考生在整个复习过程中需要始终参考的一本书。如果把真题吃透,融汇贯通,那么专八的复习就会达到立竿见影的效果。

在整个复习中自始至终认真研究真题,从真题中找方法、找差距,是英语专业八级考试复习中不可忽视的一个重要方法。我们相信通过使用本书,广大考生一定能进一步巩固语言知识,很快掌握事半功倍的学习方法,轻松地掌握应试技能,从而在专八考试中取得满意的成绩。

编 者

目 录

第一部分 历年真题	1
TEST FOR ENGLISH MAJORS(2004)	1
TEST FOR ENGLISH MAJORS(2005)	13
TEST FOR ENGLISH MAJORS(2006)	25
TEST FOR ENGLISH MAJORS(2007)	37
TEST FOR ENGLISH MAJORS(2008)	50
TEST FOR ENGLISH MAJORS(2009)	62
TEST FOR ENGLISH MAJORS(2010)	75
TEST FOR ENGLISH MAJORS(2011)	88
TEST FOR ENGLISH MAJORS(2012)	101
TEST FOR ENGLISH MAJORS(2013)	114
 第二部分 历年真题听力原文、答案与详解	127
2004 年真题听力原文、答案与详解	127
2005 年真题听力原文、答案与详解	137
2006 年真题听力原文、答案与详解	146
2007 年真题听力原文、答案与详解	156
2008 年真题听力原文、答案与详解	166
2009 年真题听力原文、答案与详解	176
2010 年真题听力原文、答案与详解	186
2011 年真题听力原文、答案与详解	198
2012 年真题听力原文、答案与详解	207
2013 年真题听力原文、答案与详解	216

第一部分 历年真题

TEST FOR ENGLISH MAJORS (2004)

—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. Use the blank sheet for note-taking.

Conversational 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.

I. Skill to ask questions

- A. Be aware of the human nature: readiness to answer other's questions regardless of (1) _____; (1) _____
- B. Start a conversation with some personal but unharmed question,
—questions about one's (2) _____ job, (2) _____
—question about one's activities in the (3) _____; (3) _____
- C. Be able to spot signals for further talk.

II. Skill to (4) _____ for answers (4) _____

- A. Don't shift from subject to subject,
—sticking to the same subject; signs of (5) _____ in conversation; (5) _____
- B. Listen to (6) _____ of voice, (6) _____
—if people sound unenthusiastic, then change subject.

III. Skill to laugh

Effect of laughter.

- ease people's (7) _____; (7) _____
—help start (8) _____ (8) _____

IV. Skill to part

- A. Importance: open up possibilities for future friendship or contact;
B. Ways:

- men; a smile, a (9) _____; (9) _____
 —women: same as (10) _____ now; (10) _____
 —how to express pleasure in meeting someone.

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 your coloured answer sheet.

Questions 1 to 5 are based on an interview. At the end of the interview you will be given 10 seconds to answer the questions. Now listen to the interview.

1. 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.
2. 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.
3. 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
4. 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.
5. 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

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 coloured answer sheet.

Questions 6 to 8 are based on the following news. At the end of the news item, you will be given 10 seconds to answer the questions. Now listen to the news.

6. 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.
7. According to the news, which country will experience small life expectancy drop?
 A. Burma. B. Botswana. C. Cambodia. D. Thailand.
8. The countries that are predicted to experience negative population growth are mainly in _____.
 A. Asia B. Africa C. Latin America D. The Caribbean

Questions 9 and 10 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.

9. The trade dispute between the European Union and the U. S. was caused by _____.
 A. U. S. refusal to accept arbitration by WTO
 B. U. S. imposing tariffs on European steel
 C. U. S. refusal to pay compensation to EU
 D. U. S. refusal to lower import duties on EU products
10. 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.

PART II 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 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 that gives American farmers \$ 190 billion over the next 10 years, or \$ 83 billion more than they had been scheduled to get, and pushes U. S. agricultural support close to crazy European levels. Bush said the step was necessary to "promote farmer independence and preserve the farm way of life for generations". It is also designed to help the Republican Party win control of the Senate in November's mid-term elections.

Agricultural production in most poor countries accounts for up to 50 % of GDP, compared to only 3 % in rich countries. But most farmers in poor countries grow just enough for themselves and their families. Those who try exporting to the West find their goods whacked with huge tariffs or competing against cheaper subsidized goods. In 1999 the United Nations Conference on Trade and Development concluded that for each dollar developing countries

receive in aid they lose up to \$ 14 just because of trade barriers imposed on the export of their manufactured goods. It's not as if the developing world wants any favours, says Gerald Sendawula, Uganda's Minister of Finance. "What we want is for the rich countries to let us compete."

Agriculture is one of the few areas in which the Third World can compete. Land and labour are cheap, and as farming methods develop, new technologies should improve output. This is no pie-in-the-sky speculation. The biggest success in Kenya's economy over the past decade has been the boom in exports of cut flowers and vegetables to Europe. But that may all change in 2008, when Kenya will be slightly too rich to qualify for the "least-developed country" status that allows African producers to avoid paying stiff European import duties on selected agricultural products. With trade barriers in place, the horticulture industry in Kenya will shrivel as quickly as a discarded rose. And while agriculture exports remain the great hope for poor countries, reducing trade barriers in other sectors also works; American's African Growth and Opportunity Act, which cuts duties on exports of everything from handcrafts to shoes, has proved a boon to Africa's manufacturers. The lesson: the Third World can prosper if the rich world gives it a fair go.

This is what makes Bush's decision to increase farm subsidies last month all the more depressing. Poor countries have long suspected that the rich world urges trade liberalization only so it can wangle its way into new markets. Such suspicions caused the Seattle trade talks to break down three years ago. But last November members of the World Trade Organization, meeting in Doha, Qatar, finally agreed to a new round of talks designed to open up global trade in agriculture and textiles. Rich countries assured poor countries, that their concerns were finally being addressed. Bush's handout last month makes a lie of America's commitment to those talks and his personal devotion to free trade.

11. By comparison, farmers _____ receive more government subsidies than others.
A. in the developing world B. in Japan
C. in Europe D. in America
12. In addition to the economic considerations, there is a _____ motive behind Bush's signing of the new farm bill.
A. partisan B. social C. financial D. cultural
13. What is the purpose of the passage mentioning "the biggest success in Kenya's economy over the past decade" (Paragraph 3)?
A. To show that the Third World can compete with developed countries if there are no trade barriers.
B. To show that huge tariffs trade barriers can not keep the third world from developing fast.
C. To show that Kenya was treated fairly in the last 10 years by European countries.
D. To show that the third world needs help from the developed countries if it wants to prosper.
14. The message the writer attempts to convey throughout the passage is that _____.

- A. poor countries should be given equal opportunities in trade
 B. "the least-developed country" status benefits agricultural countries
 C. poor countries should remove their suspicions about trade liberalization
 D. farmers in poor countries should also receive the benefit of subsidies
15. The writer's attitude towards new farm subsidies in the U. S. is _____.
 A. favourable B. ambiguous C. critical D. reserved

TEXT B

Oscar Wilde said that work is the refuge of people who have nothing better to do. If so, Americans are now among the world's saddest refugees. Factory workers in the United States are working longer hours than at any time in the past half-century. America once led the rich world in cutting the average working week—from 70 hours in 1850 to less than 40 hours by the 1950s. It seemed natural that as people grew richer they would trade extra earnings for more leisure. Since the 1970s, however, the hours clocked up by American workers have risen, to an average of 42 this year in manufacturing.

Several studies suggest that something similar is happening outside manufacturing: Americans are spending more time at work than they did 20 years ago. Executives and lawyers boast of 80-hour weeks. On holiday, they seek out fax machines and phones as eagerly as Germans bag the best sun-loungers. Yet working time in Europe and Japan continues to fall. In Germany's engineering industry the working week is to be trimmed from 36 to 35 hours next year. Most Germans get six weeks' paid annual holiday; even the Japanese now take three weeks. Americans still make do with just two.

Germany responds to this contrast with its usual concern about whether people's aversion to work is damaging its competitiveness. Yet German workers, like the Japanese, seem to be acting sensibly: as their incomes rise, they can achieve a better standard of living with fewer hours of work. The puzzle is why America, the world's richest country, seems things differently. It is a puzzle with sinister social implications. Parents spend less time with their children, who may be left alone at home for longer. Is it just a coincidence that juvenile crime is on the rise?

Some explanations for America's time at work fail to stand up to scrutiny. One blames weak trade unions that leave workers open to exploitation. Are workers being forced by cost-cutting firms to toil harder just to keep their jobs? A recent study by two American economists, Richard Freeman and Linda Bell, suggests not: when asked, American actually want to work longer hours. Most German workers, in contrast, would rather work less.

Then, why do Americans want to work harder? One reason may be that the real earnings of many Americans have been stagnant or falling during the past two decades. People work longer merely to maintain their living standards. Yet many higher-skilled workers, who have enjoyed big increases in their real pay, have been working harder too. Also, one reason for the slow growth of wages has been the rapid growth in employment—which is more or less where the argument began.

Taxes may have something to do with it. People who work an extra hour in America are allowed to keep more of their money than those who do the same in Germany. Falls in marginal tax rates in America since the 1970s have made it all the more profitable to work longer.

None of these answers really explains why the century-long decline in working hours has gone into reverse in America but not elsewhere (though Britain shows signs of following America's lead). Perhaps cultural differences—the last refuge of the defeated economist—are at play. Economists used to believe that once workers earned enough to provide for their basic needs and allow for a few luxuries, their incentive to work would be eroded, like lions relaxing after a kill. But humans are more susceptible to advertising than lions. Perhaps clever marketing has ensured that “basic need” for a shower with built-in TV, for a rocket-propelled car—expand continuously. Shopping is already one of America's most popular pastimes. But it requires money—hence more work and less leisure.

Or try this: the television is not very good, and baseball and hockey keep being wiped out by strikes. Perhaps Wilde was right. Maybe American have nothing better to do.

16. In the United States, working longer hours in _____.
 - A. confined to the manufacturing industry
 - B. a traditional practice in some sectors
 - C. prevalent in all sectors of society
 - D. favoured by the economists
17. According to the third paragraph, which might be one of the consequences of working longer hours?
 - A. Rise in employees' working efficiency.
 - B. Rise in the number of young offenders.
 - C. Rise in people's living standards.
 - D. Rise in competitiveness.
18. Which of the following is NOT used by the economists to account for Americans wanting to work longer hours?
 - A. Weak trade unions.
 - B. Increased real earnings.
 - C. Tax policy.
 - D. Cultural differences.
19. Which of the following is true about American workers according to the passage?
 - A. They are more diligent than those from other developed countries.
 - B. They earn more than those from other developed countries.
 - C. They prefer to spend more time with their children but are forced to work long hours.
 - D. Tax policies make it profitable for American workers to work extra time.
20. Which of the following is the cause of working longer hours stated by the writer?
 - A. Expansion of basic needs.
 - B. Cultural differences.
 - C. Increase in real earnings.
 - D. Advertising.

TEXT C

The fox really exasperated them both. As soon as they had let the fowls out, in the early summer mornings, they had to take their guns and keep guard; and then again as soon as evening began to mellow, they must go once more. And he was so sly. He slid along in the deep grass; he was difficult as a serpent to see. And he seemed to circumvent the girls

deliberately. Once or twice March had caught sight of the white tip of his brush, or the ruddy shadow of him in the deep grass, and she has let fire at him. But he made no account of this.

The trees on the wood-edge were a darkish, brownish green in the full light—for it was the end of August. Beyond, the naked, copper-like shafts and limbs of the pine trees shone in the air. Nearer the rough grass, with its long, brownish stalks all agleam, was full of light. The fowls were round about—the ducks were still swimming on the pond under the pine trees. March looked at it all, saw it all, and did not see it. She heard Banford speaking to the fowls in the distance—and she did not hear. What was she thinking about? Heaven knows. Her consciousness was, as it were, held back.

She lowered her eyes, and suddenly saw the fox. He was looking up at her. His chin was pressed down, and his eyes were looking up. They met her eyes. And he knew her. She was spellbound—she knew he knew her. So he looked into her eyes, and her soul failed her. He knew her, he was not daunted.

She struggled, confusedly she came to herself, and saw him making off, with slow leaps over some fallen boughs, slow, impudent jumps. Then he glanced over his shoulder, and ran smoothly away. She saw his brush held smooth like a feather, she saw his white buttocks twinkle. And he was gone, softly, soft as the wind.

She put her gun to her shoulder, but even then pursed her mouth, knowing it was nonsense to pretend to fire. So she began to walk slowly after him, in the direction he had gone, slowly, pertinaciously. She expected to find him. In her heart she was determined to find him. What she would do when she saw him again she did not consider. But she was determined to find him. So she walked abstractedly about on the edge of the wood, with wide, vivid dark eyes, and a faint flush in her cheeks. She did not think. In strange mindlessness she walked hither and thither...

As soon as supper was over, she rose again to go out, without saying why.

She took her gun again and went to look for the fox. For he had lifted his eyes upon her, and his knowing look seemed to have entered her brain. She did not so much think of him: she was possessed by him. She saw his dark, shrewd, unabashed eye looking into her, knowing her. She felt him invisibly master her spirit. She knew the way he lowered his chin as he looked up, she knew his muzzle, the golden brown, and the greyish white. And again she saw him glance over his shoulder at her, half inviting, half contemptuous and cunning. So she went, with her great startled eyes glowing, her gun under her arm, along the wood edge. Meanwhile the night fell, and a great moon rose above the pine trees.

21. At the beginning of the story, the fox seems to be all EXCEPT _____.

- A. cunning B. fierce C. defiant D. annoying

22. As the story proceeds, March begins to feel under the spell of _____.

- A. the light B. the trees C. the night D. the fox

23. Gradually March seems to be in a state of _____.

- A. blankness B. imagination C. sadness D. excitement

24. At the end of the story, there seems to be a sense of _____ between March and the fox.

A. detachment B. anger C. intimacy D. conflict

25. The passage creates an overall impression of _____.

A. mystery B. horror C. liveliness D. contempt

TEXT D

The banners are packed, the tickets booked. The glitter and white overalls have been bought, the gas masks just fit and the mobile phones are ready. All that remains is to get to the parties.

This week will see a feast of pan-European protests. It started on Bastille Day, last Saturday, with the French unions and immigrants on the streets and the first demonstrations in Britain and Germany about climate change. It will continue tomorrow and Thursday with environmental and peace rallies against President Bush. But the big one is in Genoa, on Friday and Saturday, where the G8 leaders will meet behind the lines of 18,000 heavily armed police. Unlike Prague, Gothenburg, Cologne or Nice, Genoa is expected to be Europe's Seattle, the coming together of the disparate strands of resistance to corporate globalization.

Neither the protesters nor the authorities know what will happen, but some things are predictable. Yes, there will be violence and yes, the mass media will focus on it. What should seriously concern the G8 is not so much the violence, the numbers in the streets or even that they themselves look like idiots hiding behind the barricades, but that the deep roots of a genuine new version of internationalism are growing.

For the first time in a generation, the international political and economic condition is in the dock. Moreover, the protesters are unlikely to go away, their confidence is growing rather than waning, their agendas are merging, the protests are spreading and drawing in all ages and concerns.

No single analysis has drawn all the strands of the debate together. In the meantime, the global protest "movement" is developing its own language, texts, agendas, myths, heroes and villains. Just as the G8 leaders, world bodies and businesses talk increasingly from the same script, so the protesters, once disparate political and social analyses are converging. The long-term project of governments and world bodies to globalize capital and development is being mirrored by the globalization of protest.

But what happens next? Governments and world bodies are unsure which way to turn. However well they are policed, major protests reinforce the impression of indifferent elites, repression of debate, overreaction to dissent, injustice and unaccountable power.

Their options—apart from actually embracing the broad agenda being put to them—are to retreat behind even higher barricades, repress dissent further, abandon global meetings altogether or, more likely, meet only in places able to physically resist the masses.

Brussels is considering building a super fortress for international meetings. Genoa may be the last of the European super-protests.

26. According to the context, the word "parties" at the end of the first paragraph refers to _____.
- A. the meeting of the G8 leaders B. the protests on Bastille Day
C. the coming pan-European protests D. the big protest to be held in Genoa
27. According to the passage, what is most characteristic of the protest against the G8 meetings in Genoa?
- A. It started last Saturday and will last a long time.
B. It involves much violence with a great number of protesters.
C. It takes thousands of heavily armed police to protect the G8 leaders.
D. It symbolizes the merging of disparate global protest.
28. When the author says that "the international political and economic condition is in the dock" (Paragraph 4), it means that it _____.
- A. is criticized B. is improved C. is assessed D. is ignored
29. According to the passage, economic globalization is paralleled by _____.
- A. the emerging differences in the global protest movement
B. the disappearing differences in the global protest movement
C. the growing European concern about globalization
D. the increase in the number of protesters
30. According to the last paragraph, what is Brussels considering doing?
- A. Meeting in places difficult to reach. B. Further repressing dissent.
C. Accepting the protesters agenda. D. Abandoning global meetings.

PART III GENERAL KNOWLEDGE (10 MIN)

There are ten multiple-choice questions in this section. Choose the best answer to each question. Mark your answers on your answer sheet.

31. The 1920s in the United States has been described as a period of _____.
- A. culture revival
B. loss of purpose
C. development in America
D. material success and spiritual frustration
32. The largest river in America is _____.
- A. the Ohio River B. the Columbia
C. the Mississippi River D. the Colorado
33. In the year of _____ that Columbus discovered the New World.
- A. 1492 B. 1592 C. 1591 D. 1491
34. The first English permanent settlement in America was founded in 1607 in _____.
- A. New Mexico B. Hawaii C. California D. Virginia
35. Mark Twain's works are characterized by all the following EXCEPT _____.
- A. sense of humor B. egotism C. jokes D. tall tales

36. Which of the following is a tragedy written by Shakespeare?
 A. *Hamlet* B. *Dr. Faustus*
 C. *Frankenstein* D. *Sense and Sensibility*
37. *Sons and Lovers* was written by _____.
 A. George Bernard Shaw B. D.H. Lawrence
 C. Virginia Woolf D. James Joyce
38. In semantic studies, _____ refers to the inherent meaning of the linguistic form.
 A. sense B. synonym C. homonym D. reference
39. The duality of the language is _____.
 A. letters and sounds B. sounds and symbols
 C. symbols and meaning D. sounds and meaning
40. Of all the speech organs, the _____ is/are the most flexible.
 A. lips B. mouth C. tongue D. vocal cords

PART IV PROOFREADING & ERROR CORRECTION (15 MIN)

The passage contains TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved. You should proofread the passage and correct it in the following way:

For a wrong word, underline the wrong word and write the correct one in the blank provided at the end of the line.

For a missing word, mark the position of the missing word with a “^” sign and write the word you believe to be missing in the blank provided at the end of the line.

For an unnecessary word, cross the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

Example

When ^ art museum wants a new exhibit, (1) an
 It ~~never~~ buys things in finished form and hangs (2) never
 them on the wall. When a natural history museum
 wants an exhibition, it must often build it. (3) exhibit

One of the most important non-legislative functions of the U.S. Congress is the power to investigate. This power is usually delegated to committees—either standing committees, special committees set for a specific (1) _____
 purpose, or joint committees, consisted of members of both houses. (2) _____

Investigations are held to gather information on the need for _____
 future legislation, to test the effectiveness of laws already passed,
 to inquire into the qualifications and performance of members and
 officials of the other branches, and in rare occasions, to lay the (3) _____
 groundwork for impeachment proceedings. Frequently, committees
 rely outside experts to assist in conducting investigative hearings. (4) _____

- and to make out detailed studies of issues. (5) _____
- There are important corollaries to the investigative power. One is the power to publicize investigations and its results. Most committee hearings are open to public and are reported widely in the mass media. Congressional investigations nevertheless represent one important tool available to lawmakers to inform the citizenry and to arouse public interests in national issues. Congressional committees also have the power to compel testimony from unwilling witnesses, and to cite for contempt of Congress witnesses who refuse to testify and for perjury these who give false testimony. (10) _____

PART IV TRANSLATION (60 MIN)

SECTION A CHINESE TO ENGLISH

Translate the underlined part of the following text into English. Write your translation on ANSWER SHEET THREE.

在人际关系问题上我们不要太浪漫主义。人是很有趣的，往往在接触一个人时首先看到的都是他或她的优点。这一点颇像是在餐馆里用餐的经验。开始吃头盘或冷碟的时候，印象很好。吃头两个主菜时，也是赞不绝口。愈吃愈趋于冷静，吃完了这顿宴席，缺点就都找出来了。于是转喜为怒，转赞美为责备挑剔，转首肯为摇头。这是因为，第一，开始吃的时候你正处于饥饿状态，而饿了吃糠甜如蜜，饱了吃蜜也不甜。第二，你初到一个餐馆，开始举筷时有新鲜感，新盖的茅屋三天香，这也可以叫做“陌生化效应”吧。

SECTION B ENGLISH TO CHINESE

Translate the underlined part of the following text into Chinese. Write your translation on ANSWER SHEET THREE.

For me the most interesting thing about a solitary life, and mine has been that for the last twenty years, is that it becomes increasingly rewarding. When I can wake up and watch the sun rise over the ocean, as I do most days, and know that I have an entire day ahead, uninterrupted, in which to write a few pages, take a walk with my dog, read and listen to music, I am flooded with happiness.

I'm lonely, only when I am overtired, when I have worked too long without a break, when for the time being I feel empty and need filling up. And I am lonely sometimes when I come back home after a lecture trip, when I have seen a lot of people and talked a lot, and I am full to the brim with experience that needs to be sorted out.

Then for a little while the house feels huge and empty, and I wonder where myself is hiding. It has to be recaptured slowly by watering the plants and perhaps, by looking again at each one as though it were a person.

It takes a while, as I watch the surf blowing up in fountains, but the moment comes when the world falls away, and the self emerges again from the deep unconscious, bringing back all I have recently experienced to be explored and slowly understood.

PART V WRITING (45 MIN)

It was reported in the press some time ago that a few second and third-year students in a provincial university decided to try their hands at business in order to get prepared for the future. They opened six small shops near their university. Their teachers and classmates had different opinions about this phenomenon. Some thought that the students' business experience would help them adapt better to society after graduation, while others held a negative view, saying that running shops might occupy too much of the students' time and energy which should otherwise be devoted to their academic study. When do you think? Write a composition of about 300 words on the following topic:

Should University Students Go in for Business?

In the first part of your writing you should present your thesis statement, and in the second part you should support the thesis statement with appropriate details. In the last part you should bring what you have written to a natural conclusion or a summary.

Marks will be awarded for content, organization, grammar and appropriacy. Failure to follow the above instructions may result in a loss of marks.

Write your composition on ANSWER SHEET FOUR.

TEST FOR ENGLISH MAJORS (2005)

—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. Use the blank sheet for note-taking.

Writing a Research Paper

I. Research Papers and Ordinary Essay

A. Similarity in (1) _____: e. g. _____ (1) _____

—choosing a topic

—asking questions

—identifying the audience

B. Difference mainly in terms of (2) _____ (2) _____

1. research papers: printed sources

2. ordinary essay: ideas in one's (3) _____ (3) _____

II. Types and Characteristics of Research Papers

A. Number of basic types: two

B. Characteristics:

1. survey-type paper:

—to gather (4) _____ (4) _____

—to quote

—to (5) _____ (5) _____

The writer should be (6) _____ (6) _____

2. argumentative (research) paper:

a. The writer should do more, e. g.

—to interpret

—to question, etc.

b. (7) _____ varies with the topic, e. g. _____ (7) _____

—to recommend an action etc.

III. How to Choose a Topic for a Research Paper

In choosing a topic, it is important to (8) _____ (8) _____