

TEM8

新题型全解系列

英语专业八级考试 模拟试题集



主 编 李战子
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总 序

英语专业四、八级考试(Test for English Majors,简称 TEM)是我国自主开发的一个考试系列。四级考试对象为在校的二年级英语专业学生,八级考试对象是四年级英语专业学生。TEM 考试根据《高等学校英语专业本科教学质量国家标准(征求意见稿)》的培养规格以及《高等学校英语专业英语教学大纲》规定的教学要求,阶段性检查学生的英语语言运用能力(包括语言知识)。

TEM 考试从 2016 年起按照高校外语专业教学测试办公室的《关于英语专业四、八级考试题型调整的说明》命题和实施。

TEM4 考试的题型、题数、计分、比重和时间列表如下:

序号	题号	各部分名称	题型	题数	计分	比重	考试时间(分钟)
I		听写	作答题	1	10	10%	10
II	(1)-(10) 1-10	听力理解 A 讲座 B 会话	作答题 选择题	10 10	20	20%	20
III	11-30	语言知识	选择题	20	20	20%	10
IV	31-40	完型填空	选择题	10	10	10%	10
V	41-55 (41-50) (51-55)	阅读理解 A 选择题 B 简答题	选择题 作答题	15	20	20%	35
VI		写作	作答题	1	20	20%	45
合计				67	100	100%	130

TEM8 考试的题型、题数、计分、比重和时间列表如下:

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					25
		A 讲座	作答题	15	15	15%	
		B 会话	选择题	10	10	10%	
II	11-24 25-32	阅读理解		22	30	30%	45
		A 选择题	选择题				
		B 简答题	作答题				
III	(B1)-(B10)	语言知识	作答题	10	10	10%	15
V		翻译	作答题	1	15	15%	20
VI		写作	作答题	1	20	20%	45
合计				59	100	100%	150

TEM 考试开考至今已有二十余年。据统计,2016 年 TEM4 考试人数为 24 万左右,参考学校 900 所。TEM8 考试人数超过 20 万左右,参考学校 800 余所。目前,TEM 考试的权威性不断提高,在教学中的评估功能也不断凸现,已成为各校英语专业本科教学评估的一项重要指标。

本系列按照高校外语专业教学测试办公室的《关于英语专业四、八级考试题型调整的说明》要求编写,旨在向考生、教师和其他有关人员全面、系统地介绍 2016 年起 TEM 考试的性质、目的、内容等,使读者熟悉和了解考试的基本项目和所涉及的语言技能和能力。本书通过翔实的项目介绍、考生错误辨析及具有针对性的练习,提高学生的语言水平,使单纯的应试准备转变为训练与提高语言运用能力的过程。

来自全国多所著名(外语)高校的专家和教授参与了本系列的编写工作。他们在英语专业教学与研究方面颇有建树,其中大部分编者还在不同时期参与了英语专业考试大纲的修订、阅卷等项工作。本系列是他们多年教学研究和实践的结晶。

在编写过程中,我们得到了高校外语专业教学测试办公室的大力支持,在此表示衷心的感谢。

上海外语教育出版社

2017 年 7 月

前 言

全国高等学校英语专业高年级阶段考试(TEM8)是由高等学校外语专业指导委员会主持实施的全国性考试。考试的目的是帮助各高校和有关部门了解执行《高等学校英语专业英语教学大纲》的情况,检查学生的实际语言应用能力,并为各高校和有关部门提供信息反馈,为教学过程提供参考依据。

2015年8月,高校外语专业教学测试办公室发布公告,外语专业教学测试专家委员会经过讨论,通过了英语专业八级考试(TEM8)题型调整方案,并决定从2016年起对TEM8考试的试卷和测试试题作局部调整。

调整后的TEM8考试的试卷的题型、题数、计分、比重和考试时间如下表所示。

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)—(A15) 1—10	听力理解					25
		A 讲座	作答题	15	15	15%	
		B 会话	选择题	10	10	10%	
II	11—24 25—32	阅读理解		22	30	30%	45
		A 选择题	选择题	14	14	14%	
		B 简答题	作答题	8	16	16%	
III	(B1)—(B10)	语言知识	作答题	10	10	10%	15
IV		翻译 汉译英	作答题	1	15	15%	20
V		写作	作答题	1	20	20%	45
合计				59	100	100%	150

TEM8 考试经过多年的实践,事实证明其具有一定的科学性和权威性。为了帮助广大高校师生了解 TEM8 考试的目的是和内容,考试所要求的语言文化知识和语言运用能力等,

我们编写了此书。

参与编写此书的同志均为多年来参与 TEM8 考试培训和试题研究的高校教师,在理论和实践上具有相当丰富的经验。

本书分为四大部分。

第一部分为 2016 年和 2017 年考试真题,为使用者提供全真的考试体验。

第二部分为模拟试题。该部分包括八套 TEM8 考试的模拟题,根据 TEM8 题型调整方案编制,难度、内容、题量等方面与 TEM8 考试要求相仿。

第三部分为录音文字。该部分包括两套真题和八套模拟题的录音稿,为使用者进一步熟悉听力理解的内容提供参照。

第四部分为试题题解。该部分为真题和每套模拟题提供了标准答案、翻译参考译文和答案的详尽解释,供使用者参考。

在编写本书过程中,我们得到了上海外国语大学邹申教授的大力支持,在此表示衷心的感谢。

由于水平有限,不妥之处在所难免,恳请广大读者批评指正。

编者

2017 年 7 月

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第一部分 英语专业八级考试真题

2017 年真题

TEST FOR ENGLISH MAJORS (2017) GRADE EIGHT

TIME LIMIT: 150 MIN

PART I LISTENING COMPREHENSION

[25 MIN]

SECTION A MINI-LECTURE

In this section you will hear a mini-lecture. You will hear the mini-lecture ONCE ONLY. While listening to the mini-lecture, please complete the gap-filling task on ANSWER SHEET ONE and write NO MORE THAN THREE WORDS for each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may use the blank sheet for note-taking.

You have THIRTY seconds to preview the gap-filling task.

Now listen to the mini-lecture. When it is over, you will be given THREE minutes to check your work.

SECTION B INTERVIEW

In this section you will hear TWO interview. At the end of each interview, five questions will be asked about what was said. Both the interview and the questions will be spoken ONCE ONLY. After each question there will be a ten-second pause. During the pause, you should read the four choices of A, B, C and D, and mark the best answer to each question on ANSWER SHEET TWO.

You have THIRTY seconds to preview the questions.

Now listen to the first interview. Questions 1 to 5 are based on the first interview.

1. A. Comprehensive. B. Disheartening. C. Encouraging. D. Optimistic.
2. A. 200. B. 70. C. 10. D. 500.
3. A. Lack of international funding.
B. Inadequate training of medical personnel.

- C. Ineffectiveness of treatment efforts.
 D. Insufficient operational efforts on the ground.
4. A. They can start education programs for local people.
 B. They can open up more treatment units.
 C. They can provide proper treatment to patients.
 D. They can become professional.
5. A. Provision of medical facilities. B. Assessment from international agencies.
 C. Ebola outpacing operational efforts. D. Effective treatment of Ebola.

Now listen to the second interview. Questions 6 to 10 are based on the second interview.

6. A. Interpreting the changes from different sources.
 B. Analyzing changes from the Internet for customers.
 C. Using media information to inspire new ideas.
 D. Creating things from changes in behavior, media, etc.
7. A. Knowing previous success stories. B. Being brave and willing to take a risk.
 C. Being sensitive to business data. D. Being aware of what is interesting.
8. A. Having people take a risk. B. Aiming at a consumer level.
 C. Using messages to do things. D. Focusing on data-based ideas.
9. A. Looking for opportunities. B. Considering a starting point.
 C. Establishing the focal point. D. Examining the future carefully.
10. A. A media agency. B. An Internet company.
 C. A venture capital firm. D. A behavioral study center.

PART II READING COMPREHENSION

[45 MIN]

SECTION A MULTIPLE-CHOICE QUESTIONS

*In this section there are several passages followed by fourteen multiple-choice questions. For each question, there are four suggested answers marked A, B, C, and D. Choose the one that you think is the best answer and mark your answers on **ANSWER SHEET TWO**.*

PASSAGE ONE

(1) It's 7 pm on a balmy Saturday night in June, and I have just ordered my first beer in I Cervejaria, a restaurant in Zambujeira do Mar, one of the prettiest villages on Portugal's south-west coast. The place is empty, but this doesn't surprise me at all. I have spent two weeks in this area, driving along empty roads, playing with my son on empty beaches, and staying in B&Bs where we are the only guests.

(2) No doubt the restaurant, run by two brothers for the past 28 years, is buzzing in July and August, when Portuguese holidaymakers descend on the Alentejo coast. But for the other 10 months of the year, the trickle of diners who come to feast on fantastically fresh seafood reflects the general pace of life in the Alentejo: sleepy, bordering on comatose.

(3) One of the poorest, least-developed, least-populated regions in western Europe, the

Alentejo has been dubbed both the Provence and the Tuscany of Portugal. Neither is accurate. Its scenery is not as pretty and, apart from in the capital Evora, its food isn't as sophisticated. The charms of this land of wheatfields, cork oak forests, wildflower meadows and tiny white-washed villages, are more subtle than in France or Italy's poster regions.

(4) To travel here is to step back in time 40 or 50 years. Life rolls along at a treacly pace; there's an unnerving stillness to the landscape. But that stillness ends abruptly at the Atlantic Ocean, where there is drama in spades. Protected by the South West Alentejo and Costa Vicentina national park, the 100km of coastline from Porto Covo in the Alentejo to Burgau in the Algarve is the most stunning in Europe. And yet few people seem to know about it. Walkers come to admire the views from the Fisherman's Way, surfers to ride the best waves in Europe, but day after day we had spectacular beaches to ourselves.

(5) The lack of awareness is partly a matter of accessibility (these beaches are a good two hours' drive from either Faro or Lisbon airports) and partly to do with a lack of beachside accommodation. There are some gorgeous, independent guesthouses in this area, but they are hidden in valleys or at the end of dirt tracks.

(6) Our base was a beautiful 600-acre estate of uncultivated land covered in rock-rose, eucalyptus and wild flowers 13km inland from Zambujeira. Our one-bedroom home, Azenha, was once home to the miller who tended the now-restored watermill next to it. A kilometre away from the main house, pool and restaurant, it is gloriously isolated.

(7) Stepping out of the house in the morning to greet our neighbours — wild horses on one side, donkeys on the other — with nothing but birdsong filling the air, I felt a sense of adventure you normally only get with wild camping.

(8) "When people first arrive, they feel a little anxious wondering what they are going to do the whole time," Sarah Gredley, the English owner of estate, told me. "But it doesn't usually take them long to realize that the whole point of being here is to slow down, to enjoy nature."

(9) We followed her advice, walking down to the stream in search of terrapins and otters, or through clusters of cork oak trees. On some days, we tramped uphill to the windmill, now a romantic house for two, for panoramic views across the estate and beyond.

(10) When we ventured out, we were always drawn back to the coast — the gentle sands and shallow bay of Farol beach. At the end of the day, we would head, sandy-footed, to the nearest restaurant, knowing that at every one there would be a cabinet full of fresh seafood to choose from — bass, salmon, lobster, prawns, crabs, goose barnacles, clams ... We never ate the same thing twice.

(11) A kilometre or so from I Cervejaria, on Zambujeira's idyllic natural harbour is O Sacas, originally built to feed the fishermen but now popular with everyone. After eating platefuls of seafood on the terrace, we wandered down to the harbour where two fishermen, in wetsuits, were setting out by boat across the clear turquoise water to collect goose barnacles. Other than them, the place was deserted — just another empty beauty spot where I wondered for the hundredth time that week how this pristine stretch of coast has remained so undiscovered.

11. The first part of Para. 4 refers to the fact that _____.
- A. life there is quiet and slow B. the place is little known
C. the place is least populated D. there are stunning views
12. "The lack of awareness" in Para. 5 refers to _____.
- A. different holidaying preferences
B. difficulty of finding accommodation
C. little knowledge of the beauty of the beach
D. long distance from the airports
13. The author uses "gloriously" in Para. 6 to _____.
- A. describe the scenery outside the house
B. show appreciation of the surroundings
C. contrast greenery with isolation
D. praise the region's unique feature
14. The sentence "We never ate the same thing twice" in Para. 10 reflects the _____ of the seafood there.
- A. freshness B. delicacy C. taste D. variety
15. Which of the following themes is repeated in both Paras. 1 and 11?
- A. Publicity. B. Landscape. C. Seafood. D. Accommodation.

PASSAGE TWO

(1) I can still remember the faces when I suggested a method of dealing with what most teachers of English considered one of their pet horrors, extended reading. The room was full of tired teachers, and many were quite cynical about the offer to work together to create a new and dynamic approach to the place of stories in the classroom.

(2) They had seen promises come and go and mere words weren't going to convince them, which was a shame as it was mere words that we were principally dealing with. Most teachers were unimpressed by the extended reading challenge from the Ministry, and their lack of enthusiasm for the rather dry list of suggested tales was passed on to their students and everyone was pleased when that part of the syllabus was over. It was simply a box ticking exercise. We needed to do something more. We needed a very different approach.

(3) That was ten years ago. Now we have a different approach, and it works. Here's how it happened (or, like most good stories, here are the main parts. You have to fill in some of yourself employing that underused classroom device, the imagination.) We started with three main precepts:

(4) First, it is important to realize that all of us are storytellers, tellers of tales. We all have our own narratives — the real stories such as what happened to us this morning or last night, and the ones we have been told by others and we haven't experienced personally. We could say that our entire lives are constructed as narratives. As a result, we all understand and instinctively feel narrative structure. Binary opposites — for example, the tension created between good and bad together with the resolution of that tension through the intervention of time, resourcefulness and virtue — is a concept understood by even the youngest children.

Professor Kieran Egan, in his seminal book “Teaching as Storytelling” warns us not to ignore this innate skill, for it is a remarkable tool for learning.

(5) We need to understand that writing and reading are two sides of the same coin: An author has not completed the task if the book is not read; the creative circle is not complete without the reader, who will supply their own creative input to the process. Samuel Johnson said: A writer only begins a book. A reader finishes it. In teaching terms, we often forget that reading itself can be a creative process, just as writing is, and we too often relegate it to a means of data collection. We frequently forget to make that distinction when presenting narratives or poetry, and often ask comprehension questions which relate to factual information — who said what and when, rather than speculating on “why”, for example, or examining the context of the action.

(6) The third part of the reasoning that we adopted relates to the need to engage the students as readers in their own right, not simply as language learners; learning the language is part of the process, not the reason for reading. What they read must become theirs and have its own special and secret life in their heads, a place where teachers can only go if invited.

(7) We quickly found that one of the most important ways of making all the foregoing happen was to engage the creative talents of the class before they read a word of the text. The pre-reading activities become the most important part of the teaching process; the actual reading part can almost be seen as the cream on the cake, and the principle aim of pre-reading activities is to get students to want to read the text. We developed a series of activities which uses clues or fragments from the text yet to be read, and which rely on the students’ innate knowledge of narrative, so that they can build their own stories before they read the key text. They have enough information to generate ideas but not so much that it becomes simply an exercise in guided writing; releasing a free imagination is the objective.

(8) Moving from pre-reading to reading, we may introduce textual intervention activities. “Textual Intervention” is a term used by Rob Pope to describe the process of questioning a text not simply as a guide to comprehension but as a way of exploring the context of the story at any one time, and examining points at which the narrative presents choices, points of divergence, or narrative crossroads. We don’t do this for all texts, however, as the shorter ones do not seem to gain much from this process and it simply breaks up the reading pleasure.

(9) Follow-up activities are needed, at the least, to round off the activity, to bring some sense of closure but they also offer an opportunity to link the reading experience more directly to the requirements of the syllabus. Indeed, the story may have been chosen in the first place because the context supports one of the themes that teachers are required to examine as part of the syllabus — for example, “families”, “science and technology”, “communications”, “the environment” and all the other familiar themes. For many teachers this is an essential requirement if they are to engage in such extensive reading at all.

(10) The whole process — pre-, while and post reading — could be just an hour’s activity, or it could last for more than one lesson. When we are designing the materials for exploring stories clearly it isn’t possible for us to know how much time any teacher will have

available, which is why we construct the activities into a series of independent units which we call kits. They are called kits because we expect teachers to build their own lessons out of the materials we provide, which implies that large amounts may be discarded. What we do ask, though, is that the pre-reading activities be included, if nothing else. That is essential for the process to engage the student as a creative reader.

(11) One of the purposes of encouraging a creative reading approach in the language classroom is to do with the dynamics we perceive in the classroom. Strategic theorists tell us of the social trinity, whereby three elements are required to achieve a dynamic in any social situation. In the language classroom these might be seen as consisting of the student, the teacher and the language. Certainly from the perspective of the student — and usually from the perspective of the teacher — the relationship is an unequal one, with the language being perceived as placed closer to the teacher than the student. This will result in less dynamic between language and student than between language and teacher. However, if we replace “language” with narrative and especially if that is approached as a creative process that draws the student in so that they feel they “own” the relationship with the text, then this will shift the dynamic in the classroom so that the student, who has now become a reader, is much closer to the language — or narrative — than previously. This creates a much more effective dynamic of learning. However, some teachers feel threatened by this apparent loss of overall control and mastery. Indeed, the whole business of open ended creativity and a lack of boxes to tick for the correct answer is quite unsettling territory for some to find themselves in.

16. It can be inferred from Paras. 1 and 2 that teachers used to _____.
- A. oppose strongly the teaching of extended reading
 B. be confused over how to teach extended reading
 C. be against adopting new methods of teaching
 D. teach extended reading in a perfunctory way
17. The sentence “we all understand and instinctively feel narrative structure” in Para. 4 indicates that _____.
- A. we are good at telling stories
 B. we all like telling stories
 C. we are born story-tellers
 D. we all like listening to stories
18. Samuel Johnson regards the relationship between a writer and a reader as _____.
- A. independent
 B. collaborative
 C. contradictory
 D. reciprocal
19. In Para. 7, the author sees “pre-reading” as the most important part of reading because _____.
- A. it encourages student’s imagination
 B. it lays a good foundation for reading
 C. it can attract students’ attention
 D. it provides clues to the text to be read
20. “Textual Intervention” suggested by Rob Pope in Para. 8 is expected to fulfill all the following EXCEPT _____.
- A. exploring the context
 B. interpreting ambiguities
 C. stretching the imagination
 D. examining the structure

PASSAGE THREE

(1) Once again, seething, residual anger has burst forth in an American city. And the riots that overtook Los Angeles were a reminder of what knowledgeable observers have been saying for a quarter-century: America will continue paying a high price in civil and ethnic unrest unless the nation commits itself to programs that help the urban poor lead productive and respectable lives.

(2) Once again, a proven program is worth pondering: national service.

(3) Somewhat akin to the military training that generations of American males received in the armed forces, a 1990s version would prepare thousands of unemployable and undereducated young adults for quality lives in our increasingly global and technology-driven economy. National service opportunities would be available to any who needed it and, make no mistake, the problems are now so structural, so intractable, that any solution will require massive federal intervention.

(4) In his much quoted book, "The Truly Disadvantaged," sociologist William Julius Wilson wrote that "only a major program of economic reform" will prevent the riot-prone urban underclass from being permanently locked out of American economic life. Today, we simply have no choice. The enemy within and among our separate ethnic selves is as daunting as any foreign foe.

(5) Families who are rent apart by welfare dependency, job discrimination and intense feelings of alienation have produces minority teenagers with very little self-discipline and little faith that good grades and the American work ethic will pay off. A military-like environment for them with practical domestic objectives could produce startling results.

(6) Military service has been the most successful career training program we've ever known, and American children born in the years since the all-volunteer Army was instituted make up a large proportion of this targeted group. But this opportunity may disappear forever if too many of our military bases are summarily closed and converted or sold to the private sector. The facilities, manpower, traditions, and capacity are already in place.

(7) Don't dismantle it; rechannel it.

(8) Discipline is a cornerstone of any responsible citizen's life. I was taught it by my father, who was a policeman. Many of the rioters have never had any at all. As an athlete and former Army officer, I know that discipline can be learned. More importantly, it must be learned or it doesn't take hold.

(9) A precedent for this approach was the Civilian Conservation Corps that worked so well during the Great Depression. My father enlisted in the CCC as a young man with an elementary school education and he learned invaluable skills that served him well throughout his life. The key was that a job was waiting for him when he finished. The certainty of that first entry-level position is essential if severely alienated young minority men and women are to keep the faith.

(10) We all know these are difficult times for the public sector, but here's the chance to add energetic and able manpower to America's workforce. They could be prepared for the

world of work or college — an offer similar to that made to returning GIs after World War II. It would be a chance for 16- to 21-year-olds to live among other cultures, religions, races and in different geographical areas. And these young people could be taught to rally around common goals and friendships that evolve out of pride in one's squad, platoon, company, battalion — or commander.

(11) We saw such images during the Persian Gulf War and during the NCAA Final Four basketball games. In military life and competitive sports, this camaraderie doesn't just happen; it is taught and learned in an atmosphere of discipline and earned mutual respect for each other's capabilities.

(12) A national service program would also help overcome two damaging perceptions held by America's disaffected youth: that society just doesn't care about minority youngsters and that one's personal best efforts will not be rewarded in our discriminatory job market. Harvard professor Robert Reich's research has shown that urban social ills are so pervasive that the upper 20 percent of Americans — the “fortunate fifth” as he calls them — have decided quietly to “secede” from the bottom four-fifths, and the lowest fifth in particular. We cannot accept such estrangement on a permanent basis. And what better way to answer skeptics from any group than by certifying the technical skills of graduates from a national service training program?

(13) Now, we must act decisively to forestall future urban unrest. Republicans must put aside their aversion to funding programs aimed at certain cultural groups. Democrats must forget labels and recognize that a geographically isolated subgroup of Americans — their children in particular — need systematic and substantive assistance for at least another 20 years.

(14) The ethnic taproots of minority Americans are deeply buried in a soil of faith and loyalty to traditional values. With its emphasis on discipline, teamwork, conflict resolution, personal responsibility and marketable skills development, national service can provide both the training and that vital first job that will reconnect these Americans to the rest of us. Let's do it before the fire next time.

21. According to the author, “national service” is comparable to “military training” because they both cultivate youngsters' _____.
- A. good grades B. self-discipline C. mutual trust D. work ethic
22. The author cites the example of his father in order to show _____.
- A. the importance of discipline B. the importance of education
C. the necessity of having strong faith D. the effectiveness of the program
23. According to the author, a national service program can bring the following benefits to America's youngsters EXCEPT _____.
- A. increase in income B. a sense of responsibility
C. confidence and hope D. practical work skills
24. According to the context, what does “the fire” refer to (Para. 14)?
- A. Discrimination. B. Anger. C. Riots. D. Aversion.