

严格按照最新修订的考试大纲编写

上海外国语大学海冰 主审

FOLLOW
ME 风华英语

英语专业八级 全真题详解

Tests for English Majors (Grade Eight)

丛书总编/陈开顺 丛书策划/茅风华

外语专业教学与测试研究中心 编写

主编◎茅风华

- 历年典型全真试卷——解析权威
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TEM-8

W 世界图书出版公司

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孟庆凯 祝 良 徐清平

世界图书出版公司

上海·西安·北京·广州

图书在版编目 (CIP) 数据

英语专业八级全真题详解 / 茅风华主编. —

上海: 上海世界图书出版公司, 2004.11

ISBN 7-5062-7351-9

I. 英... II. 茅... III. 英语—高等学校—水平考试—解题

IV. H319.6

中国版本图书馆CIP数据核字 (2004) 第105305号

英语专业八级全真题详解

茅风华 主编

上海世界图书出版公司出版发行

上海市尚文路185号B楼

邮政编码200010

广州市番禺时代文化印刷厂印刷

如发现印装质量问题, 请与印刷厂联系调换

(质检科电话: 020-84844132)

各地新华书店经销

开本: 787×1092 1/16 印张: 14.25 字数: 620千字

2004年11月第1版 2005年4月第2次印刷

ISBN 7-5062-7351-9/H·588

定价: 18.00元

本书另配磁带, 建议选购

<http://www.wpcsh.com.cn>

英语专业四级和八级考试每年举行一次，由国家教育部下属的英语专业教学指导委员会组织实施，考试合格者由国家教育部颁发统一的水平证书，因而具有相当高的权威性，其中八级证书更是代表我国英语技能教育的最高水平。

近年来，随着改革开放的逐步深入，代表我国英语最高水平的英语专业教育也在稳步发展，具体表现为规模不断扩大、层次逐步齐全、教学质量不断提高、测试更加规范化。国家教育部在全国范围内组织的四级和八级考试由过去的鲜为局外人所知，变成现在的考生人数迅猛增加，并开始向社会开放。越来越多的人注意到专业英语四、八级证书的含金量，越来越多的学生想要通过四、八级考试。

为了满足考生提高英语水平、备考四级和八级的需要，我们组织了南京国际关系学院一批具有丰富教学经验的英语专业教师编写了这套《英语专业等级考试轻松应试系列丛书》。南京国际关系学院从1990年英语专业教学指导委员会开展英语专业四级和八级考试试点和正式考试以来，每年都组织大批师生备考参考，在15年间屡获佳绩，已指导了上万考生顺利过级，通过率在全国各英语专业院校中名列前茅，取得了丰富的教学和应试经验。在此基础上，我们调集了学院中对专业四、八级考试研究最深刻的师资力量，既有多年战斗在教学与研究前沿的资深教授、博导，也有近年来参与到英语专业教学行列的中青年骨干教师，组成了强大的《丛书》编撰阵容。在编写过程中我们总结整理了对专业四、八级考试多年研究的结果，还广泛听取了往届和应届考生们的意见和建议，力争使这套《丛书》成为是教学经验的结晶和对以往考题进行认真研究的结果，从而赋之以很强的针对性。

这套丛书的编写参照了国家教育部高等院校外语专业教学指导委员会所制定的《高等学校英语专业英语教学大纲》和《高等学校英语专业英语考试大纲》，尤其是国家教育部于2004年颁布的新的考试大纲。

新的考试大纲对英语专业四、八级考试的内容和要求都作了修改和调整，主要体现在以下五个方面：第一，大纲重视听、说、读、写、译等英语基本技能和词汇、句法、语篇这三个层次的基本知识，根据新的形势适当增加了考题的难度。第二，突出了专业特征，在试题中增加了人文知识一项内容，以反映英语专业大学教育对英语知识之外的社会文化知识的要求。第三，为反映综合应用能力，简化了部分考试项目，如将阅读部分的速读融合到阅读理解之中，不再单独测试。第四，为缩短考试时间、减少试题篇幅和简化考试程序，简化了试题的编排，削减了听力理解部分的长度，减少了阅读量，缩短了听力、阅读和写作的时间。这种变化在四级样题中并不是很明显，但在八级样题中比较突出，使八级考试的时间从原来的215分钟减少到185分钟。第五，对试题各部分的顺序作了部分调整。以上五个方面的变化在丛书中都得到体现，如果利用丛书进行认真学习和练习，不但能提高英语水平，而且有助于通过四级和八级考试。

《英语专业等级考试轻松应试系列丛书》包括专业四级和专业八级两个部分，专业四级部分现有以下分册：1.《英语专业四级作文与便条写作》，祝良主编，陆丹云参编；2.《英语专业四级

听写与听力理解》，庆学先主编；3.《英语专业四级阅读理解》，史正永主编，陈开骥参编；4.《英语专业四级完形·语法·词汇》，徐清平主编；5.《英语专业四级全真题详解》，茅风华主编，徐清平、丛丽君参编；6.《最新英语专业四级考试指南》，徐清平主编，张延续、陈开骥参编。这些书的主要对象是高等院校英语专业基础阶段的学生，难度略大于大学英语四级，与大学英语六级相当，但考试内容由于教学大纲的要求不同也有所不同。本丛书直接为英语专业学生备考四级考试服务，但也适合其他已具备初、中级英语水平的广大读者，特别是高等院校非英语专业备考四、六级的学生和毕业后参加工作的青年学者们。由于丛书强调的是英语基础知识，所以也适合 TOEFL, GRE, GMAT 和 IELTS 考生用于复习备考。

专业八级部分现有以下分册：1.《英语专业八级写作指南》，何树主编；2.《英语专业八级听力理解》，庆学先主编；3.《英语专业八级阅读理解》，孟庆凯主编；4.《英语专业八级人文知识及改错》，何树主编，孟庆凯、李尚杰、王彦兴参编；5.《英语专业八级英汉汉英互译》，张光明主编；6.《英语专业八级全真题详解》，茅风华主编，丛丽君、朱姝婷参编；7.《最新英语专业八级考试指南》，张光明主编，孙晔参编。该丛书主要是为高等院校英语专业三、四年级学生们编写，但对于已具备中高级英语水平的广大读者，特别是已通过英语六级水平考试的高等院校非英语专业的高年级学生和毕业后参加工作的青年学者们进一步提高英语水平，也是大有裨益的。本丛书也适合 TOEFL、GRE、GMAT 考生用于自学提高。

英语学习需要勤学苦练，英语的基础需要逐渐积累，我们由衷地希望这两套丛书能在两个不同的阶段成为大家进行练习和积累的好材料，能够成为广大考生备考四、八级过程中的益师良友，帮助大家进一步提高英语水平，尽快通过英语专业四、八级考试。

由于时间仓促，书中难免存在错漏之处，敬请广大读者批评指正。

陈开顺

2004年9月于南京

前言

全国高等学校英语专业基础阶段考试 (TEM8) 是由全国高等学校外语专业指导委员会主持实施的全国性考试。随着改革开放的深化和中国的入世, 英语作为一门工具和交流的语言, 其地位益发显得重要。用人单位对毕业生英语的要求已有显著的提高, 学校和考生亦意识到了这种趋势, 逐渐加大了对英语专业八级考试的重视, 并且意识到该考试已逐渐成为检验一个人英语能力的标准, 考生人数逐渐上升。同时, 为了进一步加强考试的公正性、科学性, 考试大纲修订小组也于 2004 年出台了新的修订方案, 并在 2005 年高校英语专业八级考试中执行了新大纲。

在此背景下, 为了更好地帮助同学们在短时间内全面正确地掌握全真试题的命题原则、题型设计和应试策略, 我们特邀长期从事英语专业四、八级考试的资深教授配合我们对本书进行了修订, 并特别收录了 2005 年英语专业八级考试试题, 还有 2005 年高校英语专业八级考试新大纲, 以期为读者提供最新的考试信息和解题思路。

为了让同学们更清楚考试内容, 下面对新旧提纲进行一个比较:

考试时间由 215 分钟改为 185 分钟; 考试内容由五部分增加为六部分: Listening Comprehension、Reading Comprehension、General Knowledge、Proofreading & Error Correction、Translation、Writing; 增加了 10 题人文知识 (General Knowledge); 听力部分的 Talk 被删掉; 阅读部分的 Skimming and Scanning 被取消。

按照新大纲的规定, 2005 年英语专业八级考试的题型已有所改变, 但对知识点的考查变化不大, 历年全真题仍然是英语专业八级考试备考前的良师益友。在此, 编者提醒广大考生, 全真题的效度 (Validity) 要远远超过模拟题, 大凡英语专业过级的高分获得者在交流高分经验时, 都谈到历年全真题是最主要的参考资料, 资深教授更是把全真题作为讲课的必备资料。

本书收集了从 1996 年至 2005 年 10 套全真考题。共分两大部分: 第一部分为英语专业八级全真试题; 第二部分为全真题的参考答案、每题的解题思路及录音原文。在第二部分对历年英语专业八级试题中的考点进行了详尽的、启发式的点评, 旨在帮助考生提高综合做题的能力, 培养正确、高效的思维方式。

本书配有四盒录音带, 可配套使用, 考生可熟悉考试听力部分的速度和内容, 了解新闻用语, 在应试的同时提高自己的听力。

预祝广大同学们顺利通过英语专业八级考试!

由于编者水平有限, 本书中值得商榷乃至谬误的地方在所难免, 恳切读者批评指正!

编者
2005 年 4 月

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2005年高校英语专业八级考试大纲

2004年公布的高校英语专业八级考试大纲明确了2005年考试内容共有六部分:听力理解、阅读理解、人文知识、改错、翻译、写作。整个考试需时185分钟。

具体内容为:

I. 听力理解 (Part I Listening Comprehension) 20题 20分

1. 测试要求:

- 能听懂真实实际场合中的各种英语会话和讲话。
- 能听懂VOA、BBC或CNN等国外媒体节目中有关政治、经济、文化、教育、科技等方面的专题报道。
- 能听懂有关政治、经济、历史、文化、教育、语言文学、科普方面的演讲及演讲后的问答。
- 考试时间约25分钟。

2. 测试形式:

本部分采用填空题和多项选择题形式,分三节:Section A、Section B和Section C,共20题

Section A: Mini-lecture

本部分由一个约900个单词的讲座和一项填空任务组成。要求学生先边听边做笔记,然后完成填空任务。答题时间10分钟。本部分共10题。

Section B: Conversation or Interview

本部分由一个约800个单词的会话组成。会话后有5道多项选择题。

Section C: News Broadcast

在若干段新闻报道后有5道多项选择题。

Sections B&C的每道多项选择题后有10秒的间隙。

要求学生从所给的4个选项中选出一个最佳答案。

听力理解部分的录音语速为每分钟约150个单词,念一遍。

3. 测试目的:

测试学生获取口头信息的能力。

4. 选材原则:

- 讲座部分的内容与英语专业知识课程相关。
- 对话部分的内容与学生的日常生活、工作和学习活动相关。
- VOA和BBC新闻材料为学生所熟悉的一般新闻报道、短评或讲话等。
- 听力材料中所出现的词语原则上不超出《大纲》规定的范围。

II. 阅读理解 (Part II Reading Comprehension) 20题 20分

1. 测试要求:

- 能读懂一般英美报刊杂志上的社论和书评。
- 能读懂有一定难度的历史传记和文学作品。
- 能理解所读材料的主旨大意,分辨出其中的事实和细节;能理解字面意义和隐含意义;能根据所读材料进行判断和推理;能分析所读材料的思想观点、语篇结构、语言特点和修辞手法。
- 能在阅读中根据需要自觉调整阅读速度和阅读技巧。
- 考试时间30分钟。

2. 测试形式:

本部分采用多项选择题,由数篇阅读材料组成。阅读材料约含3 000个单词。每篇材料后有若干道多项选择题。学生应根据所读材料内容,从每题的4个选择项中选出一个最佳答案。共20题。

3. 测试目的:

阅读理解部分测试学生通过阅读获取有关信息的能力,考核学生掌握相关阅读策略和技巧的程度。既要求准确性,也要求一定的速度。阅读速度为每分钟150个单词。

4. 选材原则:

- 题材广泛,包括社会、科技、文化、经济、日常知识、人物传记等。
- 体裁多样,包括记叙文、描写文、说明文、议论文、广告、说明书、图表等。
- 关键词汇基本上不超出《大纲》规定的范围。

III. 人文知识 (Part III General Knowledge) 10题 10分

1. 测试要求:

- (a) 能基本了解主要英语国家的地理、历史、现状、文化传统等。
- (b) 能初步具备英语文学知识。
- (c) 能初步具备英语语言学知识。
- (d) 考试时间10分钟。

2. 测试形式:

本部分采用多项选择题形式,要求学生从每题的4个选择项中选出一个最佳答案,共10题。

3. 测试目的:

人文知识部分测试学生对主要英语国家社会与文化、英语文学与英语语言学基本知识的掌握程度。

4. 测试范围:

- (a) 主要英语国家社会与文化知识。
- (b) 英语文学知识。
- (c) 英语语言学知识。

IV. 改错 (Part IV Proofreading & Error Correction) 10题10分

1. 测试要求:

能运用语法、词汇、修辞等语言知识识别所给短文内的语病并提出改正方法。

2. 测试形式:

本部分由一篇约250个单词的短文组成,短文中有10行标有题号。该10行内均含有一个语误。要求学生根据“增添”、“删除”、或“改变其中的某一单词或短语”三种方法中的一种改正语误。

本部分为主观试题,共10题。考试时间15分钟。

3. 测试目的:

测试学生运用语言知识的能力。

V. 翻译 (Part V Translation) 2题20分

1. 测试要求:

(a) 能运用汉译英的理论和技巧,翻译我国报刊杂志上的文章和一般文学作品。速度为每小时250至300个汉字。译文必须忠实原意,语言通顺、流畅。

(b) 能运用英译汉的理论和技巧,翻译英美报刊杂志上的文章和文学原著。速度为每小时250至300个英文单词。译文必须忠实原意,语言通顺、流畅。

2. 测试形式:

本部分为主观试题,分两个项目。考试时间60分钟。

Section A: From Chinese to English

将一段150个汉字组成的段落译成英语。

Section B: From English to Chinese

将一段150个英文单词组成的段落译成汉语。

3. 测试目的:

按照《大纲》的要求测试学生的翻译能力。

VI. 写作 (Part VI Writing) 1题20分

1. 测试要求:

能根据所给题目及要求撰写各类体裁的文章,文章长度约400个单词。能做到内容充实、语言通顺、用词恰当、表达得体。

2. 测试形式:

本部分为主观试题,共一个作文题目。考试时间45分钟。

3. 测试目的:

按照《大纲》的要求测试学生的写作能力。

答题和计分

填空、改错、翻译和作文做在规定的客观题答题卡上。多项选择题的答案写在客观题答题卡上。凡是写在试题册上的答案一律无效,予以作废。

填空、改错、翻译和作文用钢笔或圆珠笔书写。答卷内容不要超过装订线,超越部分无效。多项选择题每题只能选一个答案,多选作废。请用2B铅笔。多项选择题只算答对的题数,答错不扣分。多项选择题由计算机阅卷。

考试时不得使用词典及其他工具书。

试卷各部分采用记权方式,折算成百分制,以60分为及格标准。

TEST FOR ENGLISH MAJORS (1996)

— GRADE EIGHT —

PART I LISTENING COMPREHENSION [40 MIN]

In Sections A, B and C you will hear everything once only. Listen carefully and then answer the questions that follow. Mark the correct response for each question on your Colored Answer Sheet.

SECTION A TALK

Questions 1 to 5 refer to the talk in this section. At the end of the talk you will be given 15 seconds to answer each of the following five questions.

Now listen to the talk.

- The speaker thinks that _____.
 - [A] car causes pollution only in some cities
 - [B] 60% of the cities are affected by car pollution
 - [C] 90% of the city residents suffer from car pollution
 - [D] car is the main contributing factor in polluting air
- Which of the following is NOT mentioned as a cause of car pollution?
 - [A] Car tyres. [B] Car engines. [C] Car horns. [D] Car brakes.
- Which of the following is NOT cited as a means to reduce the number of cars?
 - [A] To pass laws to control the use of cars.
 - [B] To improve public transport systems.
 - [C] To increase car tax and car price.
 - [D] To construct effective subway systems.
- One of the mechanical solutions to car pollution is _____.
 - [A] to change the chemical structure of fuel
 - [B] to improve on the exhaust pipe
 - [C] to experiment with new engines
 - [D] to monitor the amount of chemicals
- According to the speaker, a sensible way to solve car pollution is that we should _____.
 - [A] focus on one method only
 - [B] explore some other alternatives
 - [C] improve one of the four methods
 - [D] integrate all of the four methods

SECTION B INTERVIEW

Questions 6 to 10 are based on an interview with an architect. At the end of the interview you will be given 13 seconds to answer each of the following five questions.

Now listen to the interview.

- The interviewee's first job was with _____.
 - [A] a newspaper [B] the government
 - [C] a construction firm [D] a private company
- The interviewee is not self-employed mainly because _____.
 - [A] he is not interested in architecture
 - [B] he is not qualified to do so
 - [C] he is not willing to do so
 - [D] he is not able to do so

- [A] his wife likes him to work for a firm
 [B] he prefers working for the government
 [C] self-employed work is very demanding
 [D] self-employed work is sometimes insecure
8. To study architecture in a university one must _____.
 [A] be interested in arts [B] study pure science first
 [C] get good exam results [D] be good at drawing
9. On the subject of drawing, the interviewee says that _____.
 [A] technically speaking artists draw very well
 [B] an artist's drawing differs little from an architect's
 [C] precision is a vital skill for the architect
 [D] architects must be natural artists
10. The interviewee says that the job of an architect is _____.
 [A] more theoretical than practical
 [B] to produce sturdy, well-designed buildings
 [C] more practical than theoretical
 [D] to produce attractive, interesting buildings

SECTION ② NEWS BROADCAST

Questions 11 and 12 are based on the following news. At the end of the news item, you will be given 30 seconds to answer the two questions.

Now listen to the news.

11. The man was convicted for _____.
 [A] dishonesty [B] manslaughter
 [C] murder [D] having a gun
12. Which of the following is TRUE?
 [A] Mark Eastwood had a license for a revolver.
 [B] Mark Eastwood loved to go to noisy parties.
 [C] Mark Eastwood smashed the windows of a house.
 [D] Mark Eastwood had a record.

Questions 13 to 15 are based on the following news. At the end of the news item, you will be given 45 seconds to answer the three questions.

Now listen to the news.

13. How many missing American servicemen have been positively confirmed dead in Vietnam so far?
 [A] 67. [B] 280. [C] 84. [D] 1648.
14. According to the search operation commander, the recovery of the missing Americans is slowed down because _____.
 [A] the weather conditions are unfavorable
 [B] the necessary documents are unavailable
 [C] the sites are inaccessible
 [D] some local people are greedy
15. According to the news, Vietnam may be willing to help America mainly because of _____.
 [A] its changed policy towards America

- [B] recent international pressure
 [C] its desire to have the US trade embargo lifted
 [D] the impending visit by a senior US military officer

SECTION D NOTE-TAKING & GAP-FILLING

In this section you will hear a mini-lecture. You will hear the lecture *ONCE ONLY*. While listening to the lecture, take notes on the important points. Your notes will not be marked, but you will need them to complete a 15-minute gap-filling task on ANSWER SHEET ONE after the minilecture. Use the blank paper for note taking.

ANSWER SHEET

SECTION D NOTE-TAKING AND GAP-FILLING

[15 MIN]

Fill in each of the gaps with ONE suitable word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable.

LAND USE

A problem related to the competition for land use is whether crops should be used to produce food or fuel. (1) _____ areas will be examined (1) _____ in this respect. Firstly, the problem should be viewed in its (2) _____ (2) _____ perspective. When oil prices rose sharply in the 1970s, countries had to look for alternatives to solve the resulting crisis.

In developing countries, one of the possible answers to it is to produce alcohol from (3) _____ material. This has led to a lot of research in this area (3) _____ particularly in the use of (4) _____. The use of this material resulted from (4) _____ two economic reasons: a (5) _____ in its price and low (5) _____ (6) _____ costs. There are other starchy plants that can be used to produce (6) _____ alcohol, like the sweet (7) _____ or the cassava plant in tropical regions, and (7) _____ (8) _____ and sugar beet in non-tropical regions. The problem with (8) _____ these plants is that they are also the people's staple food in many poor countries.

Therefore, farmers there are faced with a choice: crops for food or for fuel. And farmers naturally go for what is more (9) _____. As a result, the problems (9) _____ involved are economic in nature, rather than technological. This is my second area under consideration.

Finally, there have already been practical applications of rasing alcohol for fuel. Basically, they come in two forms of use: pure alcohol as is the case in (10) _____, (10) _____ and a combination of alcohol and gasoline known as gasohol in Germany.

PART II PROOFREADING AND ERROR CORRECTION

[15 MIN]

The following passage contains TEN errors. Each indicated line contains a maximum of One error. In each case, only One word is involved. You should proof-read 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,

For an unnecessary word,

Example

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

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.

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

(1) an

(2) never

(3) exhibit

WATER

The second most important constituent of the biosphere is liquid water. This can only exist in a very narrow range of temperatures, since water freezes at 0°C and boils at 100°C. This is only a tiny range compared with the low temperatures of some other planets and the hot interior of the earth, let the temperature of the sun.

As we know, life would only be possible on the face of a planet had temperatures somewhere within this range.

The earth's supply of water probably remains quite fairly constant in quantity. A certain number of hydrogen atoms, which are one of the main constituents of water, are lost by escaping from the atmosphere to

out space, but they are probably just about replaced by new water rising away from the depths of the earth during volcanic action. The total quantity of water is not known, and it is about enough to cover the surface of the globe to a depth of about two and three-quarter kms.

Most of it - 97 % - is in the form of the salt waters of the oceans. The rest is fresh, but three quarter of this is in the form of ice at the Pole and on mountains, and cannot be used by living systems when melted. Of the remaining fraction, which is somewhat fewer than 1 % of the whole, there is 10 - 20 times as much stored as underground water as is actually on the surface. There is also a minor, but extremely important, fraction of the water supply which is present as water vapor in the atmosphere.

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

(6) _____

(7) _____

(8) _____

(9) _____

(10) _____

PART III READING COMPREHENSION

[40 MIN]

SECTION A READING COMPREHENSION

[30 MIN]

In this section there are five reading passages followed by a total of fifteen multiple-choice questions. Read the passages and then mark your answers on your Colored Answer Sheet.

TEXT A

Staying Healthy On Holiday

Do people who choose to go on exotic, far-flung holidays deserve free health advice before they travel? And even if they pay, who ensures that they get good, up-to-date information? Who, for that matter, should collect that information in the first place? For a variety of reasons, travel medicine in Britain is a responsibility nobody wants. As a result, many travelers go abroad ill prepared to avoid serious disease.

Why is travel medicine so unloved? Partly there's an identity problem. Because it takes an interest in anything that impinges on the health of travelers, this emerging medical specialism invariably cuts across the traditional disciplines. It delves into everything from seasickness, jet lag and the hazards of camels to malaria and plague. But travel medicine has a more serious obstacle to overcome. Travel clinics are meant to tell people how to avoid ending up dead or in a tropical diseases hospital when they come home, but it is notoriously difficult to get anybody pay out money for keeping people healthy.

Travel medicine has also been colonized by commercial interests; the vast majority of travel clinics in Britain are run by airlines or travel companies. And while travel concerns are happy to sell profitable injections, they may be less keen to spread bad news about travelers' diarrhea in Turkey, or to take the time to spell out preventive measures travelers could take. "The NHS finds it difficult to define travelers' health," says Ron Behrens, the only NHS consultant in travel and tropical medicine and director of the travel clinic of the Hospital for Tropical Diseases in London. "Should it come within the NHS or should it be paid for? It's a gray area, and opinion is split. No one seems to have any responsibility for defining its role," he says.

To compound its low status in the medical hierarchy, travel medicine has to rely on statistics that are patchy at best. In most cases we just don't know how many Britons contract diseases when abroad. And even if a disease is linked to travel there is rarely any information about where those afflicted went, what they ate, how they behaved, or which vaccinations they had. This shortage of hard facts and figures makes it difficult to give detailed advice to people, information that might even save their lives.

A recent leader in the British Medical Journal argued. "Travel medicine will emerge as a credible discipline only if the risks encountered by travelers and the relative benefits of public health interventions are well defined in terms of their relative occurrence, distribution and control." Exactly how much money is wasted by poor travel advice. The real figure is anybody's guess, but it could easily run into millions. Behrens gives one example. Britain spends more than £1 million each year just on cholera vaccines that often don't work and so give people a false sense of security. "Information on the prevention and treatment of all forms of diarrhea would be a better priority", he says.

16. Travel medicine in Britain is _____.

- [A] not something anyone wants to run
- [B] the responsibility of the government
- [C] administered by private doctors
- [D] handled adequately by travel agents

17. The main interest of travel companies dealing with travel medicine is to _____.

- [A] prevent people from falling ill

- [B] make money out of it
 [C] give advice on specific countries
 [D] get the government to pay for it
18. In Behren's opinion the question of who should run travel medicine _____.
- [A] is for the government to decide
 [B] should be left to specialist hospitals
 [C] can be left to travel companies
 [D] has no clear and simple answer
19. People will only think better of travel medicine if _____.
- [A] it is given more resources by the government
 [B] more accurate information on its value is available
 [C] the government takes over responsibility from the NHS
 [D] travelers pay more attention to the advice they get

TEXT B**The Historical Background Of Social Psychology**

While the roots of social psychology lie in the intellectual soil of the whole western tradition, its present flowering is recognized to be characteristically an American phenomenon. One reason for the striking upsurge of social psychology in the United States lies in the pragmatic tradition of this country. National emergencies and conditions of social disruption provide special incentive to invent new techniques, and to strike out boldly for solutions to practical social problems. Social psychology began to flourish soon after the First World War. This event, followed by the great depression of the 1930s, by the rise of Hitler, the genocide of Jews, race riots, the Second World War and the atomic threat, stimulated all branches of social science. A special challenge fell to social psychology. The question was asked: How is it possible to preserve the values of freedom and individual rights under condition of mounting social strain and regimentation? Can science help provide an answer? This challenging question led to a burst of creative effort that added much to our understanding of the phenomena of leadership, public opinion, rumor, propaganda, prejudice, attitude change, morale, communication, decision-making, race relations, and conflicts of war.

Reviewing the decade that followed World War II, Cartwright [1961] speaks of the "excitement and optimism" of American social psychologists, and notes "the tremendous increase in the total number of people calling themselves social psychologists." Most of these, we may add, show little awareness of the history of their field.

Practical and humanitarian motives have always played an important part in the development of social psychology, not only in America but in other lands as well. Yet there have been discordant and dissenting voices, in the opinion of Herbert Spencer in England, of Ludwig Gumplowicz in Austria, and of William Graham Sumner in the United States, it is both futile and dangerous for man to attempt to steer or to speed social change. Social evolution, they argue, requires time and obeys laws beyond the control of man. The only practical service of social science is to warn man not to interfere with the course of nature (or society). But these authors are in a minority. Most social psychologists share with Comte an optimistic view of man's chances to better his way of life. Has he not already improved his health via biological sciences? Why should he not better his social relationships via social sciences? For the past century this optimistic outlook has persisted in the face of slender accomplishment to date. Human relations seem stubbornly set. Wars have not been abolished, labor troubles have not abated, and racial tensions are still with us. Give us time and give us money for research, the optimists say.

20. Social psychology developed in the USA _____.

- [A] because its roots are intellectually western in origin
[B] as a direct response to the great depression
[C] to meet the threat of Adolf Hitler and his policy of mass genocide
[D] because of its pragmatic traditions for dealing with social problems
21. According to the author, social psychology should help man to _____.
[A] preserve individual rights
[B] become healthier
[C] be aware of history
[D] improve material welfare
22. Who believed that man can influence social change for the good of society?
[A] Cartwright. [B] Spencer. [C] Sumner. [D] Comte.

TEXT C**God And My Father**

I thought of God as a strangely emotional being. He was powerful; he was forgiving yet obdurate, full of warmth and affection. Both his wrath and affection were fitful, they came and they went, and I couldn't count on either to continue: although they both always did. In short God was much such a being as my father himself.

What was the relation between them, I wondered - these two puzzling deities?

My father's ideas of religion seemed straightforward and simple. He had noticed when he was a boy that there were buildings called churches; he had accepted them as a natural part of the surroundings in which he had been born. He would never have invented such things himself. Nevertheless they were here. As he grew up he regarded them as unquestioningly as he did banks. They were substantial old structures; they were respectable, decent, and venerable. They were frequented by the right sort of people. Well, that was enough.

On the other hand he never allowed churches — or banks — to dictate to him. He gave each the respect that was due to it from his point of views but he also expected from each of them the respect he felt due to him.

As to creeds, he knew nothing about them, and cared nothing either; yet he seemed to know which sect he belonged with. It had to be a sect with the minimum of nonsense about it; no total immersion, no exhorters, no holy confession. He would have been a Unitarian, naturally, if he'd lived in Boston. Since he was a respectable New Yorker, he belonged in the Episcopal Church.

As to living a spiritual life, he never tackled that problem, some men who accept spiritual beliefs try to live up to them daily; other men who reject such beliefs, try sometimes to smash them. My father would have disagreed with both kinds entirely. He took a more distant attitude. It disgusted him where atheists attacked religion: he thought they were vulgar. But he also objected to having religion make demands upon him — he felt that religion was too vulgar, when it tried to stir up men's feelings. It had its own proper field of activity, and it was all right there, of course; but there was one place religion should let alone, and that was a man's soul. He especially loathed any talk of walking hand in hand with his Savior. And if he had ever found the Holy Ghost trying to soften his heart, he would have regarded its behavior as distinctly uncalled for; even ungentlemanly.

23. The writer says his father's idea of religion seemed straightforward and simple because his father _____.
[A] had been born in natural surroundings with banks and churches
[B] never really thought of God as having a real existence
[C] regarded religion as acceptable as long as it did not interfere
[D] regarded religion as a way that he could live a spiritual life

24. The writer's father would probably agree with the statement that _____.

- [A] both spiritualists and atheists are vulgar
- [B] being aware of different creeds is important
- [C] religion should expect heart and soul devotion
- [D] churches like banks are not to be trusted

TEXT D

Etiquette

In sixteenth-century Italy and eighteenth-century France, waning prosperity and increasing social unrest led the ruling families to try to preserve their superiority by withdrawing from the lower and middle classes behind barriers of etiquette. In a prosperous community, on the other hand, polite society soon absorbs the newly rich and in England there has never been any shortage of books on etiquette for teaching them the manners appropriate to their new way of life.

Every code of etiquette has contained three elements; basic moral duties; practical rules which promote efficiency; and artificial, optional graces such as formal compliments to, say, women on their beauty or superiors on their generosity and importance.

In the first category are considerations for the weak and respect for age. Among the ancient Egyptians the young always stood in the presence of older people. Among the Mponguwe of Tanzania, the young men bow as they pass the huts of the elders. In England, until about a century ago, young children did not sit in their parents' presence without asking permission.

Practical rules are helpful in such ordinary occurrences of social file as making proper introductions at parties or other functions so that people can be brought to know each other. Before the invention of the fork, etiquette directed that the fingers should be kept as clean as possible; before the handkerchief came into common use, etiquette suggested that after spitting, a person should rub the spit inconspicuously underfoot.

Extremely refined behavior, however, cultivated as an art of gracious living, has been characteristic only of societies with wealth and leisure, which admitted women as the social equals of men. After the fall of Rome, the first European society to regulate behavior in private life in accordance with a complicated code of etiquette was twelfth-century Provence, in France.

Provence had become wealthy. The lords had returned to their castle from the crusades, and there the ideals of chivalry grew up, which emphasized the virtue and gentleness of women and demanded that a knight should profess a pure and dedicated love to a lady who would be his inspiration, and to whom he would dedicate his valiant deeds, though he would never come physically close to her. This was the introduction of the concept of romantic love, which was to influence literature for many hundreds of years and which still lives on in a debased form in simple popular songs and cheap novels today.

In renaissance Italy too, in the fourteenth and fifteenth centuries, a wealthy and leisured society developed an extremely complex code of manners, but the rules of behavior of fashionable society had little influence on the daily life of the lower classes. Indeed many of the rules, such as how to enter a banquet room, or how to use a sword or handkerchief for ceremonial purposes, were irrelevant to the way of life of the average working man, who spent most of his life outdoors or in his own poor hut and most probably did not have a handkerchief, certainly not a sword, to his name.

Yet the essential basis of all good manners does not vary. Consideration for the old and weak and the avoidance of harming or giving unnecessary offence to others is a feature of all societies everywhere and at all levels from the highest to the lowest.

25. One characteristic of the rich classes of a declining society is their tendency to _____.