**2012英语专八真题及答案**

　　TEST FOR ENGLISH MAJORS (2012)-GRADE EIGHT- TIME LIMIT: 195 MIN

**PART I LISTENING COMPREttENSION (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, using no more than three words in each gap. Make sure the word(s) you fill in is (are) both grammatically and semantically acceptable. You may refer to your notes while completing the task. Use the blank sheet for note-taking. Now, listen to the mini-lecture. 　　 Observation Behaviour

　　People do observation in daily life context for safety or for proper behaviour. However, there are differences in daily life observation and research observation.

　　A. Differences

　　---- daily life observation

　　--casual

　　--(1) \_\_\_\_\_\_\_\_

　　--defendence on memory

　　---- research observation

　　-- (2) \_\_\_\_\_\_\_\_\_

　　-- careful record keeping

　　B. Ways to select samples in research

　　---- time sampling

　　-- systematic: e.g. fixed intervals every hour

　　-- random: fixed intervals but (3) \_\_\_\_\_\_\_

　　Systematic sampling and random sampling are often used in combination.

　　---- (4) \_\_\_\_\_\_\_

　　-- definition: selection of different locations

　　-- reason: humans’ or animals’ behaviour (5) \_\_\_\_\_\_ across circumstances

　　-- (6) \_\_\_\_\_\_: more objective observations

　　C. Ways to record behaviour (7) \_\_\_\_\_\_\_

　　---- observation with intervention

　　-- participant observation: researcher as observer and participant

　　-- field experiment: research (8) \_\_\_\_\_\_ over conditions

　　---- observation without intervention

　　-- purpose: describing behaviour (9) \_\_\_\_\_\_

　　-- (10) \_\_\_\_\_\_ : no intervention

　　-- researcher: a passive recorder

**SECTION B INTERVIEW**

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

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

　　1. Which of the following statements about creativity is INCORRECT?

　　A. Creativity stems from human beings novel thinking.

　　B. The duration of the creative process varies from person to person.

　　C. Creative people focus on novel thinking rather than on solutions.

　　D. The outcome of human creativity comes in varied forms.

　　2. The interviewee cites the Bach family to show that creativity

　　A. appears to be the result of the environment.

　　B. seems to be attributable to genetic makeup.

　　C. appears to be more associated with great people.

　　D. comes from both environment and genetic makeup.

　　3. How many types of the creative process does the interviewee describe?

　　A. One. B. Two. C. Three. D. Four.

　　4. Which of the following features of a creative personality is NOT mentioned in the interview?

　　A. Unconventional. B. Original.

　　C. Resolute. D. Critical.

　　5. The interviewees suggestion for a creativity workout supports the view that

　　A. brain exercising will not make people creative.

　　B. most people have diversified interests and hobbies.

　　C. the environment is significant in the creative process.

　　D. creativity can only be found in great people.

**SECTION C NEWS BROADCAST**

　　In this section you will hear everything ONCE ONLY. Listen carefully and then answer the questions that follow. Mark the best answer to each question on ANSWER SHEET TWO. Question 6 is based on the following news. At the end of the news item, you will be given 10 seconds to answer the question. Now listen to the news.

　　6. What is the news item mainly about?

　　A. U.S. astronauts made three space walks.

　　B. An international space station was set up.

　　C. A problem in the cooling system was solved.

　　D. A 350-kilogram ammonia pump was removed.

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

　　7. In which country would parents often threaten to punish children by leaving them outside?

　　A. India. B. The Philippines.

　　C. Egypt. D. Not mentioned.

　　8. What is the main purpose of the study?

　　A. To reveal cultural differences and similarities.

　　B. To expose cases of child abuse and punishment.

　　C. To analyze child behaviour across countries.

　　D. To investigate ways of physical punishment.

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

　　9. According to the news item, Japans economic growth in the second quarter was \_\_\_\_ less than the first quarter.

　　A. 0.6 percent B. 3.4 percent

　　C. 4 percent D. 3 percent

　　10. How many reasons does the news item cite for Japans slow economic  growth?

　　A. 2. B. 3. C. 4. D. 5.

**PART II READING COMPREHENSION (30 MIN)**

　　In this section there are four reading passages followed by a total of 20 multiple-choice questions. Read the passages and then mark the best answer to each question on ANSWER SHEET TWO.

**TEXT A**

　　I used to look at my closet and see clothes. These days, whenever I cast my eyes upon the stacks of shoes and hangers of shirts, sweaters and jackets, I see water.

　　It takes 569 gallons to manufacture a T-shirt, from its start in the cotton fields to its appearance on store shelves. A pair of running shoes? 1,247 gallons.

　　Until last fall, Id been oblivious to my "water footprint", which is defined as the total volume of freshwater that is used to produce goods and services, according to the Water Footprint Network. The Dutch nonprofit has been working to raise awareness of freshwater scarcity since 2008, but it was through the "Green Blue Book" by Thomas M. Kostigen that I was able to see how my own actions factored in.

　　Ive installed gray-water systems to reuse the wastewater from my laundry, machine and bathtub and reroute it to my landscape - systems that save, on average, 50 gallons of water per day. Ive set up rain barrels and infiltration pits to collect thousands of gallons of storm water cascading from my roof. Ive even entered the last bastion of greendom -installing a composting toilet.

　　Suffice to say, Ive been feeling pretty satisfied with myself for all the drinking water Ive saved with these big-ticket projects.

　　Now I realize that my daily consumption choices could have an even larger effect –not only on the local water supply but also globally: 1.1 billion people have no access to freshwater, and, in the future, those who do have access will have less of it.

　　To see how much virtual water 1 was using, I logged on to the "Green Blue Book" website and used its water footprint calculator, entering my daily consumption habits. Tallying up the water footprint of my breakfast, lunch, dinner and snacks, as well as my daily dose of over-the-counter uppers and downers - coffee, wine and beer- Im using 512 gallons of virtual water each day just to feed myself.

　　In a word: alarming.

　　Even more alarming was how much hidden water I was using to get dressed. Im hardly a clotheshorse, but the few new items I buy once again trumped the amount of water flowing from my faucets each day. If Im serious about saving water, I realized I could make some simple lifestyle shifts. Looking more closely at the areas in my life that use the most virtual water, it was food and clothes, specifically meat, coffee and, oddly, blue jeans and leather jackets.

　　Being a motorcyclist, I own an unusually large amount of leather - boots and jackets in particular. All of it is enormously water intensive. It takes 7,996 gallons to make a leather.jacket, leather being a byproduct of beef. It takes 2,866 gallons of water to make a single pair of blue jeans, because theyre made from water-hogging cotton.

　　Crunching the numbers for the amount of clothes I buy every year, it looks a lot like my friends swimming pool. My entire closet is borderline Olympic.Gulp.

　　My late resolution is to buy some items used. Underwear and socks are, of course, exempt from this strategy, but 1 have no problem shopping less and also shopping at Goodwill. In fact, Id been doing that for the past year to save money. My clothes outrageous water footprint just reintbrced it for me.

　　More conscious living and substitution, rather than sacrifice, are the prevailing ideas with the water footprint. Its one Im trying, and thats had an unusual upside. I had a hamburger recently, and I enjoyed it a lot more since it is now an occasional treat rather than a weekly habit.(One gallon =3.8 litres)

　　11. According to the passage, the Water Footprint Network

　　A. made the author aware of freshwater shortage.

　　B. helped the author get to know the Green Blue Book.

　　C. worked for freshwater conservation for nonprofit purposes.

　　D. collaborated with the Green Blue Book in freshwater conservation.

　　12. Which of the following reasons can best explain the authors feeling of self-satisfaction?

　　A. He made contribution to drinking water conservation in his own way.

　　B. Money spent on upgrading his household facilities was worthwhile.

　　C. His house was equipped with advanced water-saving facilities.

　　D. He could have made even greater contribution by changing his lifestyle.

　　13. According to the context, "...how mv own actions factored in" means

　　A. how I could contribute to water conservation.

　　B. what efforts I should make to save fresh water.

　　C. what behaviour could be counted as freshwater-saving.

　　D. how much of what I did contributed to freshwater shortage.

　　14. According to the passage, the author was more alarmed by the fact  that

　　A. he was having more meat and coffee.

　　B. his clothes used even more virtual water.

　　C. globally there will be less fresh water.

　　D. his lifestyle was too extravagant.

　　15. "My entire closet is borderline Olympic" is an example of

　　A. exaggeration. B. analogy.

　　C. understatement. D. euphemism.

　　16. What is the tone of the author in the last paragraph?

　　A. Sarcastic. B. Ironic. C. Critical. D. Humorous.

**TEXT B**

　　In her novel of "Reunion, American Style", Rona Jaffe suggests that a class reunion "is more than a sentimental journey. It is also a way of answering the question that lies at the back of nearly all our minds. Did they do better than I?"

　　Jaffes observation may be misplaced but not completely lost. According to a study conducted by social psychologist Jack Sparacino, the overwhelming majority who attend reunions arent there invidiously to compare their recent accomplishments with those of their former classmates. Instead, they hope, primarily, to relive their earlier successes.

　　Certainly, a few return to show their former classmates how well they have done; others enjoy observing the changes that have occurred in their classmates (not always in themselves, of course). But the majority who attend their class reunions do so to relive the good times they remember having when they were younger. In his study, Sparacino found that, as high school students, attendees had been more popular, more often regarded as attractive, and more involved in extracurricular activities than those classmates who chose not to attend. For those who turned up at their reunions, then, the old times were also the good times!

　　It would appear that Americans have a special fondness for reunions, judging by their prevalence. Major league baseball players, fraternity members, veterans groups, high school and college graduates, and former Boy Scouts all hold reunions on a regular basis. In addition, family reunions frequently attract blood relatives from faraway places who spend considerable money and time to reunite.

　　Actually, in their affection for reuniting with friends, family or colleagues, Americans are probably no different from any other people, except that Americans have created a mind-boggling number and variety of institutionalized forms of gatherings to facilitate the satisfaction of this desire. Indeed, reunions have increasingly become formal events that are organized on a regular basis and, in the process, they have also become big business.

　　Shell Norris of Class Reunion, Inc., says that Chicago alone has 1,500 high school reunions each year. A conservative estimate on the national level would be 10,000 annually. At one time, all high school reunions were organized by volunteers, usually female homemakers. In the last few years, however, as more and more women have entered the labour force, alumni reunions are increasingly being planned by specialized companies rather than by part-time volunteers.

　　The first college reunion was held by the alumni of Yale University in 1792. Graduates of Pennsylvania, Princeton, Stanford, and Brown followed suit. And by the end of the 19th century,

　　most 4-year institutions were holding alumni reunions.

　　The variety of college reunions is impressive. At Princeton, alumni parade through the town wearing their class uniforms and singing their alma mater. At Marietta College, they gather for a dinner-dance on a steamship cruising the Ohio River.

　　Clearly, the thought of cruising on a steamship or marching through the streets is usually not, by itself, sufficient reason for large numbers of alumni to return to campus. Alumni who decide to attend their reunions share a common identity based on the years they spent together as undergraduates. For this reason, universities that somehow establish a common bond – for example, because they are relatively small or especially prestigious - tend to draw substantial numbers of their alumni to reunions. In an effort to enhance this common identity, larger colleges and universities frequently build their class reunions on participation in smaller units, such as departments or schools. Or they encourage "affinity reunions" for groups of former cheerleaders, editors,  fraternity members, musicians, members of military organizations on campus, and the like.

　　Of course, not every alumnus is fond of his or her alma mater. Students who graduated during the late 1960s may be especially reluctant to get involved in alumni events. They were part of the generation that conducted sit-ins and teach-ins directed at university administrators, protested military recruitment on campus and marched against "establishment politics." If this generation has a common identity, it may fall outside of their university ties - or even be hostile to them. Even as they enter their middle years, alumni who continue to hold unpleasant memories of college during this period may not wish to attend class reunions.

　　17. According to the passage, Sparacinos study

　　A. provided strong evidence for Jaffes statement.

　　B. showed that attendees tended to excel in high school study.

　　C. found that interest in reunions was linked with school experience.

　　D. found evidence for attendees intense desire for showing off success.

　　18. Which of the following is NOT mentioned as a distinct feature of U.S. class reunions?

　　A. U.S. class reunions are usually occasions to show off ones recent success.

　　B. Reunions are regular and formal events organized by professional agencies.

　　C. Class reunions have become a profitable business.

　　D. Class reunions have brought about a variety of activities.

　　19. What mainly attracts many people to return to campus for reunion?

　　A. The variety of activities for class reunion.

　　B. The special status their university enjoys.

　　C. Shared experience beyond the campus.

　　D. Shared undergraduate experience on campus.

　　20. The rhetorical function of the first paragraph is to

　　A. introduce Rona Jeffes novel.

　　B. present the authors counterargument.

　　C. serve as prelude to the authors argument.

　　D. bring into focus contrasting opinions.

　　21. What is the passage mainly about?

　　A. Reasons for popularity and (non)attendance for alumni reunions.

　　B. A historical perspective for alumni reunions in the United States.

　　C. Alumni reunions and American university traditions.

　　D. Alumni reunion and its social and economic implications.

**TEXT C**

　　One time while on his walk George met Mr. Cattanzara coming home very late from work. He wondered if he was drunk but then could tell he wasnt. Mr. Cattanzara, a stocky, bald-headed man who worked in a change booth on an IRT station, lived on the next block after Georges, above a shoe repair store. Nights, during the hot weather, he sat on his stoop in an undershirt, reading the New York Times in the light of the shoemakers window. He read it from the first page to the last, then went up to sleep. And all the time he was reading the paper, his wife, a fat woman with a white face, leaned out of the window, gazing into the street, her thick white arms folded under her loose breast, on the window ledge.

　　Once in a while Mr. Cattanzara came home drunk, but it was a quiet drunk. He never made any trouble, only walked stiffly up the street and slowly climbed the stairs into the hall. Though drunk he looked the same as always, except for his tight walk, the quietness, and that his eyes were wet. George liked Mr. Cattanzara because he remembered him giving him nickels to buy lemon ice with when he was a squirt. Mr. Cattanzara was a different type than those in the neighbourhood. He asked different questions than the others when he met you, and he seemed to know what went on in all the newspapers. He read them, as his fat sick wife watched from the window.

　　"What are you doing with yourself this summer, George?" Mr. Cattanzara asked. "l see you walkin around at night."

　　George felt embarrassed. "I like to walk."

　　"What are you doin in the day now?"

　　"Nothing much just now. Im waiting for a job." Since it shamed him to admit that he wasnt working, George said, "Im reading a lot to pick up my  education."

　　"What are you readin?"

　　George hesitated, then said, "I got a list of books in the library once and now Im gonna read them this summer." He felt strange and a little unhappy saying this, but he wanted Mr. Cattanzara to respect him.

　　"How many books are there on it?"

　　"I never counted them. Maybe around a hundred."

　　Mr. Cattanzara whistled through his teeth.

　　"I figure if l did that," George went on earnestly, "it would help me in my education. 1 dont mean the kind they give you in high school. I want to know different things than they learn there, if you know what I mean."

　　The change maker nodded. "Still and all, one hundred books is a pretty big load for one

　　summer."

　　"It might take longer."

　　"After youre finished with some, maybe you and I can shoot the breeze about them?" said Mr. Cattanzara.

　　"When Im finished," George answered.

　　Mr. Cattanzara went home and George continued on his walk. After that, though he had the urge to, George did nothing different from usual. He still took his walks at night, ending up in the little park. But one evening the shoemaker on the next block stopped George to say he was a good boy, and George figured that Mr. Cattanzara had told him all about the books he was reading. From the shoemaker it must have gone down the street, because George saw a couple of people smiling kindly at him, though nobody spoke to him personally. He felt a little better around the neighbourhood and liked it more, though not so much he would want to live in it forever. He had never exactly disliked the people in it, yet he had never liked them very much either. It was the fault of the neighbourhood. To his surprise, George found out that his father and his sister Sophie knew about his reading too. His father was too shy to say anything about it - he was never much of a talker in his whole life -- but Sophie was softer to George, and she showed him in other ways she was proud of him.

　　22. In the excerpt, Mr. Cattanzara was described as a man who

　　A. was fond of drinking. B. showed a wide interest.

　　C. often worked overtime. D. liked to gossip after work.

　　23. It can be inferred from the passage that

　　A. Mr. Cattanzara was surprised at Georges reading plan.

　　B. Mr. Cannazara was doubtful about George throughout.

　　C. George was forced to tell a lie and then regretted.

　　D. George lied at the beginning and then became serious.

　　24. After the street conversation with Mr. Cattanzara, George

　　A. remained the same as usual.

　　B. became more friendly with Mr. Cattanzara.

　　C. began to like his neighbours more than ever.

　　D. continued to read the books from the list.

　　25. We can tell from the excerpt that George

　　A. had a neither close nor distant relationship with his father.

　　B. was dissatisfied with his life and surroundings.

　　C. found that his sister remained skeptical about him.

　　D. found his neighbours liked to poke their nose into him.

**TEXT D**

　　Abraham Lincoln turns 200 this year, and hes beginning to show his age. When his birthday arrives, on February 12, Congress will hold a special joint session in the Capitols National Statuary Hall, a wreath will be laid at the great memorial in Washington, and a webcast will link school classrooms for a "teach-in" honouring his memory.

　　Admirable as they are, though, the events will strike many of us Lincoln fans as inadequate, even halfhearted -- and another sign that our appreciation for the 16th president and his towering achievements is slipping away. And you dont have to be a Lincoln enthusiast to believe that this is something we cant afford to lose.

　　Compare this years celebration with the Lincoln centennial, in 1909. That year, Lincolns likeness made its debut on the penny, thanks to approval from the U.S. Secretary of the Treasury. Communities and civic associations in every comer of the country erupted in parades, concerts, balls, lectures, and military displays. We still feel the effects today: The momentum unloosed in 1909 led to the Lincoln Memorial, opened in 1922, and the Lincoln Highway, the first paved transcontinental thoroughfare.

　　The celebrants in 1909 had a few inspirations we lack today. Lincolns  presidency was still a living memory for countless Americans. In 2009 we are farther in time from the end of the Second World War than they were from the Civil War; families still felt the loss of loved ones from that awful national trauma.

　　But Americans in 1909 had something more: an unembarrassed appreciation for heroes and an acute sense of the way that even long-dead historical figures press in on the present and make us who we are.

　　One story will illustrate what lm talking about.

　　In 2003 a group of local citizens arranged to place a statue of Lincoln in Richmond, Virginia, former capital of the Confederacy. The idea touched off a firestorm of controversy. The Sons of Confederate Veterans held a public conference of carefully selected scholars to "reassess" the legacy of Lincoln. The verdict - no surprise - was negative: Lincoln was labeled everything from a racist totalitarian to a teller of dirty jokes.

　　I covered the conference as a reporter, but what really unnerved me was a counter-conference of scholars to refute the earlier one. These scholars drew a picture of Lincoln that only our touchy-feely age could conjure up. The man who oversaw the most savage war in our history was described - by his admirers, remember - as "nonjudgmental," "unmoralistic," "comfortable with ambiguity."

　　I felt the way a friend of mine felt as we later watched the unveiling of the Richmond statue in a subdued ceremony: "But hes so small!"

　　The statue in Richmond was indeed small; like nearly every Lincoln statue put up in the past half century, it was life-size and was placed at ground level, a conscious rejection of the heroic - approachable and human, yes, but not something to look up to.

　　The Richmond episode taught me that Americans have lost the language to explain Lincolns greatness even to ourselves. Earlier generations said they wanted their children to be like Lincoln: principled, kind, compassionate, resolute. Today we want Lincoln to be like us.

　　This helps to explain the long string of recent books in which writers have presented a Lincoln made after their own image. Weve had Lincoln as humorist and Lincoln as manic-depressive, Lincoln the business sage, the conservative Lincoln and the liberal Lincoln, the emancipator and the racist, the stoic philosopher, the Christian, the atheist - Lincoln over easy and Lincoln scrambled.

　　Whats often missing,, though, i, s the timeless Lincoln, the Lincoln whom all generations, our own no less than that of 1909, can lay claim to. Lucky for us, those memorializers from a century ago - and, through them, Lincoln himself- have left us a hin, t of where to find him. The Lincoln Memorial is the mos, , t visited of our presidential monuments. Here is where we find the Lincoln who endures: in the words he left us, defining the country weve inherited. Here is the Lincoln who can be endlessly renewed and who, 200 years after his birth, retains the power to renew us.

　　26. The author thinks that this years celebration is inadequate and even halfhearted because

　　A. no Lincoln statue will be unveiled.

　　B. no memorial coins will be issued.

　　C. no similar appreciation of Lincoln will be seen.

　　D. no activities can be compared to those in 1909.

　　27. According to the passage, what really makes the 1909 celebrations  different from this years?

　　A. Respect for great people and their influence.

　　B. Variety and magnitude of celebration activities.

　　C. Structures constructed in memory of Lincoln.

　　D. Temporal proximity to Lincolns presidency.

　　28. In the authors opinion, the counter-conference

　　A. rectified the judgment by those carefully selected scholars.

　　B. offered a brand new reassessment perspective.

　　C. came up with somewhat favourable conclusions.

　　D. resulted in similar disparaging remarks on Lincoln.

　　29. According to the author, the image of Lincoln conceived by contemporary people

　　A. conforms to traditional images.

　　B. reflects the present-day tendency of worship.

　　C. shows the present-day desire to emulate Lincoln.

　　D. reveals the variety of current opinions on heroes.

　　30. Which of the following best explains the implication of the last paragraph?

　　A. Lincolns greatness remains despite the passage of time.

　　B. The memorial is symbolic of the great mans achievements.

　　C. Each generation has it own interpretation of Lincoln.

　　D. People get to know Lincoln through memorializers.

　　PART III GENERAL KNOWLEDGE (10 MIN)

　　There are ten multiple-choice questions in this section. Mark the best answer to each question on ANSWER SHEET TWO.

　　31. The Maori people are natives of

　　A. Australia. B. Canada. C. Ireland. D. New Zealand.

　　32. The British monarch is the Head of

　　A. Parliament. B. State. C. Government. D. Cabinet.

　　33. Americans celebrate Independence Day on

　　A. July 4th. B. October 11th. C. May 31st. D. September 6th.

　　34. Canada is bounded on the north by

　　A. the Pacific Ocean. B. the Atlantic Ocean.

　　C. the Arctic Ocean. D. the Great Lakes.

　　35. Who is the author of The Waste Lana?

　　A. George Bernard Shaw. B. W.B. Yeats.

　　C. Dylan Thomas. D. T.S. Eliot.

　　36. Which of the following novelists wrote The Sound and the Fury?

　　A. William Faulkner. B. Ernest Hemingway.

　　C. Scott Fitzgerald. D. John Steinbeck.

　　37. "The lettuce was lonely without tomatoes and cucumbers for company" is an example of

　　A. exaggeration. B. understatement.

　　C. personification. D. synecdoche.

　　38. In English ifa word begins with a [l] or a [r], then the next sound must be a vowel. This is a (n)

　　A. assimilation rule. B. sequential rule. C.deletion rule. D. grammar  rule.

　　39. Which of the following is an example of clipping?

　　A.APEC. B.Motel. C.Xerox. D.Disco.

　　40. The type of language which is selected as appropriate to a particular type of" situation is called

　　A. register. B. dialect. C. slang. D. variety

**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 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, mark the position of the missing word with a "L" 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 A 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

　　Proofread the given passage on ANSWER SHEET TWO as instructed.

　　The central problem of translating has always been whether to translate literally or freely. The argument has been going since at least the first (1) \_\_\_\_\_\_

　　century B.C. Up to the beginning of the 19th century, many writers

　　favoured certain kind of “free” translation: the spirit, not the letter; the (2) \_\_\_\_\_\_\_

　　sense not the word; the message rather the form; the matter not (3) \_\_\_\_\_\_\_

　　the manner. This is the often revolutionary slogan of writers who (4)  \_\_\_\_\_\_\_

　　wanted the truth to be read and understood. Then in the turn of 19th (5) \_\_\_\_\_\_\_

　　century, when the study of cultural anthropology suggested that

　　the linguistic barriers were insuperable and that the language (6) \_\_\_\_\_\_\_

　　was entirely the product of culture, the view translation was impossible (7) \_\_\_\_\_\_\_

　　gained some currency, and with it that, if was attempted at all, it must be as (8) \_\_\_\_\_\_\_

　　literal as possible. This view culminated the statement of the (9) \_\_\_\_\_\_\_

　　extreme “literalists” Walter Benjamin and Vladimir Nobokov.

　　The argument was theoretical: the purpose of the translation, the

　　nature of the readership, the type of the text, was not discussed. Too

　　often, writer, translator and reader were implicitly identified with

　　each other. Now, the context has changed, and the basic problem remains. (10) \_\_\_\_\_

**PART V 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.

　　泊珍到偏远小镇的育幼院把生在那里养到1岁的孩子接回来。但泊珍看他第一眼，仿似一声雷劈头而来。令她晕头胀脑，这l岁的孩子脸型长得如此熟悉，她心里的第一道声音是，不能带回去!

　　痛苦纠聚心中，眉心发烫发热，胸口郁闷难展，胃里一股气冲喉而上。院长说这孩子发育迟缓时，她更是心头无绪。她在孩子所待的房里来回踱步，这房里还有其他小孩。整个房间只有一扇窗，窗外树影婆娑。就让孩子留下来吧，这里有善心的神父和修女，这里将来会扩充为有医疗作用的看护中心，这是留住孩子最好的地方。这孩子是她的秘密，她将秘密留在这树林掩映的建筑罩。

　　她将秘密留在心头。

**SECTION B ENGLISH TO CHINESE**

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

　　In some cases, intelligent people implementing intelligent policies are responsible for producing a "boomerang effect"; they actually create more of whatever it is they seek to reduce in the first place.

　　The boomerang effect has been achieved many times in recent years by men and women of goodwill. State legislatures around the nation have recently raised the drinking age back to 21 in an effort to reduce the prevalence of violent deaths among our young people. But such policies seem instead to have created the conditions for even more campus violence. Some college students who previously drank in bars and lounges under the watchful supervision of bouncers (夜总会,酒吧等保安人员) (not to mention owners ea~er to keep their liquor licenses) now retreat to the sanctuary of their fraternity houses and apartments, where they no longer control their behaviour - or their drinking.

　　The boomerang effect has also played a role in attempts to reduce the  availability of illicit drugs. During recent years, the federal government has been quite successful in reducing the supply of street drugs. As fields are burned and contraband (违禁品)confiscated, the price of street drugs has skyrocketed to a point where cheap altematives have begun to compete in the marketplace. Unfortunately, the cheap alternatives are even more harmful than the illicit drugs they replace.

　　boomerang: a curved flat piece of wood that can be thrown so as to retum to the thrower 回飞镖

**PART VI WRITING (45 MIN)**

　　A recent survey of 2,000 college students asked about their attitudes  towards phone calls and text-messaging (also known as Short Message Service) and found the students main goal was to pass along information in as little time, with as little small talk, as possible. "What they like most about their mobile devices is that they can reach other people," says Naomi Baron, a professor of linguistics at American University in Washington, D.C., who conducted the survey. "What they like least is that other people can reach them." How far do you agree with Professor Baron?

　　In the first part of your essay you should state clearly your main argument, and in the second part you should support your argument with appropriate details. In the last part you should bring what you have written to a natural conclusion or make a summary.

　　You should supply an appropriate title for your essay.

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

　　Write your essay on ANSWER SHEET FOUR.

**2012英语专八参考答案**

**听力部分**

　　1. rarely formal records

　　2. systematic objective manner

　　3. variable

　　4. situation sampling

　　5. varies

　　6. advantage

　　7. as it occurs

　　8. has more control

　　9. in natural setting

　　10. method

**阅读部分**

**TEXT A**

　　11. C. worked for freshwater conservation for nonprofit purposes.

　　12. C. His house was equipped with advanced water-saving facilities.

　　13. A. how I could contribute to water conversation.

　　14. D. his lifestyle was too extravagant.

　　15. A. exaggeration.

　　16.D. Humorous.

**TEXT B**

　　17. C. found that interest in reunions was linked with school experience.

　　18. A. U.S. class reunions are usually occasions to show off ones recent success.

　　19. D. Shared undergraduate experience on campus.

　　20. D. bring into focus contrasting opinions.

　　21. A. Reasons for popularity and (non)attendance for alumni reunions.

**TEXT C**

　　22. B. showed a wide interest.

　　23. A. Mr. Cattanzara was surprised at Georges reading plan.

　　24. A. remained the same as usual.

　　25. B. was dissatisfied with his life and surroundings.

**TEXT D**

　　26. D. no activities can be compared to those in 1909.

　　27. B. Variety and magnitude of celebration activities.

　　28. D. resulted in similar disparaging remarks on Lincoln.

　　29. D. reveals the variety of current opinions on heroes.

　　30. A. Lincolns greatness remains despite the passage of time.

**人文知识**

　　The indigenous people of New Zealand are the Maori.

　　31. D. N ew Zealand

　　32. B. state

　　33. A. July 4th

　　34. C. the Arctic Ocean

　　35. D. T.S.Eliot

　　36. A. William Faulkner

　　37. C. personification

　　38. B. sequential rule

　　39. D. Disco

　　40. A. register

**改错部分**

　　1. going 后加 on

　　2. cerain 改成 some

　　3. rather 后加 than

　　4. is 改为 was

　　5. in 改为 at

　　6. 去掉 the

　　7. view 后加 that

　　8. 删掉 was

　　9. statement 改为 statements

　　10.and 改为 but

**翻译部分**

　　汉译英

　　Tortured by the pains gathering in her heart, she felt something was burning between her eyebrows. Her chest was brimmed with depression which was likely to run out of her throat at any moment. She could not think clearly any longer when the headmaster told her that the child suffered from developmental retardation. She strode up and down in the room where her child stayed with other pals. There was only one window in the room, out of which some shady trees were whispering. “Just leave it here”, she told herself, “This is the best choice by far, for there are kind priests and nuns in this place which may also be renovated into a Medicare center”. The child was her secret which would be kept in the buildings behind the woods.

　　英译汉

　　然而上述政策反而引发了更多的校园暴力。一些大学生先前在夜总会的酒吧买醉，处于保安人员严密的监控之下(酒吧老板们为了保住自己卖酒的牌照也不会允许过激的事情发生)。现在，大学生们躲到他们互助会会所和公寓中酗酒,对自己饮酒的数量或行为都不再控制。政府在打击非法毒品方面采取的措施同样适得其反。近年来,联邦政府已经有效地抑制了街头毒品买卖。警方捣毁了很多毒品种植地，没收了违禁品，导致毒品的价格暴涨，那些便宜的替代品因此也有了竞争力。糟糕的是，那些便宜的替换品带来的危害甚至比他们所替代的毒品更大。

**2012专八作文真题范文**

