

2009全新备考 畅销八年·考研首选

考研英语

历年真题详解 (1998 ~ 2008)

范佳程 王秀君 主编

- 权威解析11年考研真题，知己知彼
- 详细圈点考题重点难点，举一反三
- 深度揭示命题规律方向，百发百中
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考研英语历年真题详解

(1998 ~ 2008)

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修订版前言

“研”途人潮涌动,浩浩荡荡!怎样才能超越自己,胜人一筹?选一本好书,有如名师在侧,方向必更明确,方法必更得当,努力更有奔头,事半功倍,成功在望!本书愿为您插上一双飞向成功的翅膀!

“鉴古知今”。审慎地研究过去,是为了更好地把握未来!

从考试经验来看,做任何习题都不如演练真题,真题具有无可比拟的权威性和实战性,对我们真正把握考研试题的考查范围、内容难度和命题规律具有拨云见日、如临其境的作用。近十年来,《全国硕士研究生入学统一考试英语考试大纲(非英语专业)》几度变化,尤其是从2005年开始,考试试卷结构更是发生了重大变化,但“万变不离其宗”,经仔细观察研究,我们会发现:新大纲中“英语知识运用”部分是对原“语法结构与词汇”和“综合填空”的整合;“阅读理解”部分新增了“完型填段”和原有的“英译汉”内容;“短文写作”部分增加了“小作文”,“听力理解”部分放在复试时进行。然而,仔细揣摩历年真题,读者也不难发现,“英语知识运用”和“阅读理解”部分的选材范围、文章体裁、命题角度和试题难度等都十分相似和接近,大有规律可寻!如果我们能以真题为切入点,追踪命题人的思维轨迹,找准设题陷阱,积累活跃词汇,突破长句难句,总结命题趋势,把握命题规律和解题要领,那么,我们的复习就会“有的放矢”,“举一反三”的能力就会提高,考研成功的胜券就会更大!“知己知彼,百战不殆”!反之,如果考生对考研的新动向一无所知,也不去做较深的研究,只是抱着一些长达五六十万字的“考研辅导”之类的图书去啃,那无疑是在“闭门造车”,其结果,即使不“南辕北辙”,也定会“顾此失彼”,最终“名落孙山”,遗憾终生!

本书的编写旨在帮助考生了解自己,了解考试,最终超越自己,通过考试!

本书的内容包括1998~2008年历年研究生入学考试英语试题、标准答案及详尽注释。英语知识运用和阅读理解等题型的解析中既有每道试题四个选项的意义和用法,又有该题为什么选某项为答案的根据,并对此做了引申、阐述,有的地方另举例说明;翻译部分既提供了标准答案,又较详细地分析了句子的语法结构、固定搭配和容易译错的词、短语和结构。另外,“语法结构与词汇”以及“阅读理解”部分

都附有参考译文,供读者参考。总之,我们对每道题的解析都力求准确、详尽、精辟、权威,以使读者在研读、揣摩这些考题时能获得更大的启迪和对自己更准确的把握!

本书的作者多年从事英语考研试题命题规律的研究,并且具有丰富的考研辅导经验。我们通力合作,精心编写了这本真切揭示考研命题规律、适合广大考生的倾心之作。

最后,希望广大考生在使用本书时不要就题论题,而是要通过对历年真题的比较和书中详尽的解析,发现一些规律性的东西,使这些“过时”的资料为我所用,从而在考试中稳操胜券,轻松过关!

“长风破浪会有时,直挂云帆济沧海!”愿每一位有志青年都能顺利抵达成功的彼岸!

囿于编者水平,书中定有疏漏和不当之处,敬希广大读者批评指正。

编 者

2008年3月

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最新考研大纲全面解读

考试形式、考试内容与试卷结构

1. 考试形式

考试形式为笔试。考试时间为 180 分钟。满分为 100 分。

试卷包括试题册和答题卡。答题卡分为答题卡 1 和答题卡 2。考生应将 1~45 题的答案按要求填涂在答题卡 1 上,将 46~52 题的答案写在答题卡 2 上。

2. 考试内容与试卷结构

试题分三部分,共 52 题,包括英语知识运用、阅读理解和写作。

第一部分 英语知识运用

该部分不仅考查考生对不同语境中规范的语言要素(包括词汇、表达方式和结构)的掌握程度,而且还考查考生对语段特征(如连贯性和一致性等)的辨识能力等。共 20 小题,每小题 0.5 分,共 10 分。

在一篇 240~280 词的文章中留出 20 个空白,要求考生从每题给出的 4 个选项中选出最佳答案,使补全后的文章意思通顺、前后连贯、结构完整。考生在答题卡 1 上作答。

第二部分 阅读理解

该部分由 A、B、C 三节组成,考查考生理解书面英语的能力。共 30 小题,每小题 2 分,共 60 分。

A 节(20 题):主要考查考生理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申,根据上下文推测生词的词义等能力。要求考生根据所提供的 4 篇(总长度约为 1600 词)文章的内容,从每题所给出的 4 个选项中选出最佳答案。考生在答题卡 1 上作答。

B 节(5 题):主要考查考生对诸如连贯性、一致性等语段特征以及文章结构的理解。本部分有 3 种备选题型。每次考试从这 3 种备选题型中选择一种进行考查。考生在答题卡 1 上作答。

备选题型有:

(1)本部分的内容是一篇总长度为 500~600 词的文章,其中有 5 段空白,文章后有 6~7 段文字。要求考生根据文章内容从这 6~7 段文字中选择能分别放进文章中 5 个空白处的 5 段。

(2)在一篇长度约 500~600 词的文章中,各段落的原有顺序已被打乱。要求考生根据文章内容和结构将所列段落(7~8 个)重新排序,其中 2~3 个段落在文章中的位置已给出。

(3)在一篇长度约 500 词的文章前或后有 6~7 段文字或 6~7 个概括句或小标题。这些文字或标题分别是对文章中某一部分的概括、阐述或举例。要求考生根据文章内容,从这 6~7 个选项中选出最恰当的 5 段文字或 5 个标题填入文章的空白处。

C 节(5 题):主要考查考生准确理解概念或结构较复杂的英语文字材料的能力。要求考生阅读一篇约 400 词的文章,并将其中 5 处划线部分(约 150 词)译成汉语,要求译文准确、完整、通顺。考生在答题卡 2 上作答。

第三部分 写作

该部分由 A、B 两节组成,考查考生的书面表达能力。总分 30 分。

A 节:考生根据所给情景写出约 100 词(标点符号不计算在内)的应用性短文,包括私人 and 公务信函、备忘录、摘要、报告等。考生在答题卡 2 上作答。总分 10 分。

B 节:考生根据提示信息写出一篇 160~200 词的短文(标点符号不计算在内)。提示信息的形式有主题句、写作提纲、规定情景、图、表等。考生在答题卡 2 上作答。总分 20 分。

3. 试卷结构(见第 3 页表)

试卷结构表

部分	节	为考生提供的信息	指导语语言	测试要点	题 型	题目数量	计分	答题卡种类
I 英语知识运用 (10分)		1 篇文章 (240 ~ 280 词)	英语	词汇、语法和结构	完形填空 多项选择题 (四选一)	20	10	答题卡 1 (机器阅卷)
II 阅读理解 (60分)	A	4 篇文章 (共约 1600 词)	英语	理解主旨要义、具体信息、概念性含义,进行有关的判断、推理和引申,根据上下文推测生词的词义等	多项选择题 (四选一)	20	40	
	B	1 篇文章 (约 500 ~ 600 词)	英语	对连贯性、一致性等语段特征以及文章结构的理解	选择搭配题	5	10	
	C	1 篇文章 (约 400 词) 5 处划线部分 (约 150 词)	英语	理解概念或结构较复杂的英语文字材料	英译汉	5	10	答题卡 2 (人工阅卷、机器登分)
III 写作 (30分)	A	规定情景	英语	书面表达	应用文 (约 100 词)	1	10	
	B	主题句、写作提纲、规定情景、图、表等	英语	书面表达	短文写作 (160 ~ 200 词)	1	20	
总计						50 + 2	100	

2008 年全国硕士研究生入学考试英语试题

Section I Use of English

Directions: Read the following text. Choose the best word(s) for each numbered blank and mark A, B, C or D on ANSWER SHEET 1. (10 points)

The idea that some groups of people may be more intelligent than others is one of those hypotheses that dare not speak its name. But Gregory Cochran is 1 to say it anyway. He is that 2 bird, a scientist who works independently 3 any institution. He helped popularize the idea that some diseases not 4 thought to have a bacterial cause were actually infections, which aroused much controversy when it was first suggested.

5 he, however, might tremble at the 6 of what he is about to do. Together with another two scientists, he is publishing a paper which not only 7 that one group of humanity is more intelligent than the others, but explains the process that has brought this about. The group in 8 are a particular people originated from central Europe. The process is natural selection.

This group generally do well in IQ test, 9 12-15 points above the 10 value of 100, and have contributed 11 to the intellectual and cultural life of the West, as the 12 of their elites, including several world-renowned scientists, 13. They also suffer more often than most people from a number of nasty genetic diseases, such as breast cancer. These facts, 14, have previously been thought unrelated. The former has been 15 to social effects, such as a strong tradition of 16 education. The latter was seen as a(an) 17 of genetic isolation. Dr. Cochran suggests that the intelligence and diseases are intimately 18. His argument is that the unusual history of these people has 19 them to unique evolutionary pressures that have resulted in this 20 state of affairs.

- | | | | |
|----------------------|-----------------------|------------------|------------------|
| 1. A. selected | B. prepared | C. obliged | D. pleased |
| 2. A. unique | B. particular | C. special | D. rare |
| 3. A. of | B. with | C. in | D. against |
| 4. A. subsequently | B. presently | C. previously | D. lately |
| 5. A. Only | B. So | C. Even | D. Hence |
| 6. A. thought | B. sight | C. cost | D. risk |
| 7. A. advises | B. suggests | C. protests | D. objects |
| 8. A. progress | B. fact | C. need | D. question |
| 9. A. attaining | B. scoring | C. reaching | D. calculating |
| 10. A. normal | B. common | C. mean | D. total |
| 11. A. unconsciously | B. disproportionately | C. indefinitely | D. unaccountably |
| 12. A. missions | B. fortunes | C. interests | D. careers |
| 13. A. affirm | B. witness | C. observe | D. approve |
| 14. A. moreover | B. therefore | C. however | D. meanwhile |
| 15. A. given up | B. got over | C. carried on | D. put down |
| 16. A. assessing | B. supervising | C. administering | D. valuing |
| 17. A. development | B. origin | C. consequence | D. instrument |
| 18. A. linked | B. integrated | C. woven | D. combined |
| 19. A. limited | B. subjected | C. converted | D. directed |
| 20. A. paradoxical | B. incompatible | C. inevitable | D. continuous |

Section II Reading Comprehension

Part A

Directions: Read the following four texts. Answer the questions below each text by choosing A, B, C or D.

Mark your answers on ANSWER SHEET 1. (40 points)

Text 1

While still catching up to men in some spheres of modern life, women appear to be way ahead in at least one undesirable category. "Women are particularly susceptible to developing depression and anxiety disorders in response to stress compared to men," according to Dr. Yehuda, chief psychiatrist at New York's Veteran's Administration Hospital.

Studies of both animals and humans have shown that sex hormones somehow affect the stress response, causing females under stress to produce more of the trigger chemicals than do males under the same conditions. In several of the studies, when stressed-out female rats had their ovaries (the female reproductive organs) removed, their chemical responses became equal to those of the males.

Adding to a woman's increased dose of stress chemicals, are her increased "opportunities" for stress. "It's not necessarily that women don't cope as well. It's just that they have so much more to cope with," says Dr. Yehuda. "Their capacity for tolerating stress may even be greater than men's," she observes, "it's just that they're dealing with so many more things that they become worn out from it more visibly and sooner."

Dr. Yehuda notes another difference between the sexes. "I think that the kinds of things that women are exposed to tend to be in more of a chronic or repeated nature. Men go to war and are exposed to combat stress. Men are exposed to more acts of random physical violence. The kinds of interpersonal violence that women are exposed to tend to be in domestic situations, by, unfortunately, parents or other family members and they tend not to be one-shot deals. The wear-and-tear that comes from these longer relationships can be quite devastating."

Adeline Alvarez married at 18 and gave birth to a son, but was determined to finish college. "I struggled a lot to get the college degree. I was living in so much frustration that that was my escape to go to school, and get ahead and do better." Later, her marriage ended and she became a single mother. "It's the hardest thing to take care of a teenager, have a job, pay the rent, pay the car payment, and pay the debt. I lived from paycheck to paycheck."

Not everyone experiences the kinds of severe chronic stresses, Alvarez describes. But most women today are coping with a lot of obligations, with few breaks, and feeling the strain. Alvarez's experience demonstrates the importance of finding ways to diffuse stress before it threatens your health and your ability to function.

21. Which of the following is true according to the first two paragraphs?

- A. Women are biologically more vulnerable to stress.
- B. Women are still suffering much stress caused by men.
- C. Women are more experienced than men in coping with stress.
- D. Men and women show different inclinations when faced with stress.

22. Dr. Yehuda's research suggests that women _____.

- A. need extra doses of chemicals to handle stress
- B. have limited capacity for tolerating stress
- C. are more capable of avoiding stress
- D. are exposed to more stress

23. According to Paragraph 4, the stress women confront tends to be _____.
 A. domestic and temporary B. irregular and violent
 C. durable and frequent D. trivial and random
24. The sentence "I lived from paycheck to paycheck." (Lines 4-5, Para. 5) probably means _____.
 A. Alvarez cared about nothing but making money
 B. Alvarez's salary barely covered her household expenses
 C. Alvarez got paychecks from different jobs
 D. Alvarez paid practically everything by check
25. Which of the following would be the best title for the text?
 A. Strain of Stress: No Way Out? B. Responses to Stress: Gender Difference
 C. Stress Analysis: What Chemicals Say D. Gender Inequality: Women Under Stress

Text 2

It used to be so straightforward. A team of researchers working together in the laboratory would submit the results of their research to a journal. A journal editor would then remove the authors' names and affiliations from the paper and send it to their peers for review. Depending on the comments received, the editor would accept the paper for publication or decline it. Copyright rested with the journal publisher, and researchers seeking knowledge of the results would have to subscribe to the journal.

No longer. The Internet—and pressure from funding agencies, who are questioning why commercial publishers are making money from government-funded research by restricting access to it—is making access to scientific results a reality. The Organization for Economic Co-operation and Development (OECD) has just issued a report describing the far-reaching consequences of this. The report, by John Houghton of Victoria University in Australia and Graham Vickery of the OECD, makes heavy reading for publishers who have, so far, made handsome profits. But it goes further than that. It signals a change in what has, until now, been a key element of scientific endeavor.

The value of knowledge and the return on the public investment in research depends, in part, upon wide distribution and ready access. It is big business. In America, the core scientific publishing market is estimated at between \$7 billion and \$11 billion. The International Association of Scientific, Technical and Medical Publishers says that there are more than 2,000 publishers worldwide specializing in these subjects. They publish more than 1.2 million articles each year in some 16,000 journals.

This is now changing. According to the OECD report, some 75% of scholarly journals are now online. Entirely new business models are emerging; three main ones were identified by the report's authors. There is the so-called big deal, where institutional subscribers pay for access to a collection of online journal titles through site-licensing agreements. There is open-access publishing, typically supported by asking the author (or his employer) to pay for the paper to be published. Finally, there are open-access archives, where organizations such as universities or international laboratories support institutional repositories. Other models exist that are hybrids of these three, such as delayed open-access, where journals allow only subscribers to read a paper for the first six months, before making it freely available to everyone who wishes to see it. All this could change the traditional form of the peer-review process, at least for the publication of papers.

26. In the first paragraph, the author discusses _____.
 A. the background information of journal editing B. the publication routine of laboratory reports
 C. the relations of authors with journal publishers D. the traditional process of journal publication
27. Which of the following is true of the OECD report?
 A. It criticizes government-funded research. B. It introduces an effective means of publication.
 C. It upsets profit-making journal publishers. D. It benefits scientific research considerably.

28. According to the text, online publication is significant in that _____.
A. it provides an easier access to scientific results
B. it brings huge profits to scientific researchers
C. it emphasizes the crucial role of scientific knowledge
D. it facilitates public investment in scientific research
29. With the open-access publishing model, the author of a paper is required to _____.
A. cover the cost of its publication
B. subscribe to the journal publishing it
C. allow other online journals to use it freely
D. complete the peer-review before submission
30. Which of the following best summarizes the main idea of the passage?
A. The Internet is posing a threat to publishers.
B. A new model of publication is emerging.
C. Authors welcome the new channel for publication.
D. Publication is rendered easier by online service.

Text 3

In the early 1960s Wilt Chamberlain was one of the only three players in the National Basketball Association (NBA) listed at over seven feet. If he had played last season, however, he would have been one of 42. The bodies playing major professional sports have changed dramatically over the years, and managers have been more than willing to adjust team uniforms to fit the growing numbers of bigger, longer frames.

The trend in sports, though, may be obscuring an unrecognized reality: Americans have generally stopped growing. Though typically about two inches taller now than 140 years ago, today's people—especially those born to families who have lived in the U.S. for many generations—apparently reached their limit in the early 1960s. And they aren't likely to get any taller. "In the general population today, at this genetic, environmental level, we've pretty much gone as far as we can go," says anthropologist William Cameron Chumlea of Wright State University. In the case of NBA players, their increase in height appears to result from the increasingly common practice of recruiting players from all over the world.

Growth, which rarely continues beyond the age of 20, demands calories and nutrients—notably, protein—to feed expanding tissues. At the start of the 20th century, under-nutrition and childhood infections got in the way. But as diet and health improved, children and adolescents have, on average, increased in height by about an inch and a half every 20 years, a pattern known as the secular trend in height. Yet according to the Centers for Disease Control and Prevention, average height—5'9" for men, 5'4" for women—hasn't really changed since 1960.

Genetically speaking, there are advantages to avoiding substantial height. During childbirth, larger babies have more difficulty passing through the birth canal. Moreover, even though humans have been upright for millions of years, our feet and back continue to struggle with bipedal posture and cannot easily withstand repeated strain imposed by oversize limbs. "There are some real constraints that are set by the genetic architecture of the individual organism," says anthropologist William Leonard of Northwestern University.

Genetic maximums can change, but don't expect this to happen soon. Claire C. Gordon, senior anthropologist at the Army Research Center in Natick, Mass., ensures that 90 percent of the uniforms and workstations fit recruits without alteration. She says that, unlike those for basketball, the length of military uniforms has not changed for some time. And if you need to predict human height in the near future to design a piece of equipment, Gordon says that by and large, "you could use today's data and feel fairly confident."

31. Wilt Chamberlain is cited as an example to _____.
A. illustrate the change of height of NBA players
B. show the popularity of NBA players in the U.S.
C. compare different generations of NBA players
D. assess the achievements of famous NBA players

32. Which of the following plays a key role in body growth according to the text?

- A. Genetic modification. B. Natural environment. C. Living standards. D. Daily exercise.

33. On which of the following statements would the author most probably agree?

- A. Non-Americans add to the average height of the nation.
B. Human height is conditioned by the upright posture.
C. Americans are the tallest on average in the world.
D. Larger babies tend to become taller in adulthood.

34. We learn from the last paragraph that in the near future _____.

- A. the garment industry will reconsider the uniform size
B. the design of military uniforms will remain unchanged
C. genetic testing will be employed in selecting sportsmen
D. the existing data of human height will still be applicable

35. The text intends to tell us that _____.

- A. the change of human height follows a cyclic pattern
B. human height is becoming even more predictable
C. Americans have reached their genetic growth limit
D. the genetic pattern of Americans has altered

Text 4

In 1784, five years before he became president of the United States, George Washington, 52, was nearly toothless. So he hired a dentist to transplant nine teeth into his jaw—having extracted them from the mouths of his slaves.

That's a far different image from the cherry-tree-chopping George most people remember from their history books. But recently, many historians have begun to focus on the roles slavery played in the lives of the founding generation. They have been spurred in part by DNA evidence made available in 1998, which almost certainly proved Thomas Jefferson had fathered at least one child with his slave Sally Hemings. And only over the past 30 years have scholars examined history from the bottom up. Works of several historians reveal the moral compromises made by the nation's early leaders and the fragile nature of the country's infancy. More significantly, they argue that many of the Founding Fathers knew slavery was wrong—and yet most did little to fight it.

More than anything, the historians say, the founders were hampered by the culture of their time. While Washington and Jefferson privately expressed distaste for slavery, they also understood that it was part of the political and economic bedrock of the country they helped to create.

For one thing, the South could not afford to part with its slaves. Owning slaves was "like having a large bank account," says Wiencek, author of *An Imperfect God: George Washington, His Slaves, and the Creation of America*. The southern states would not have signed the Constitution without protections for the "peculiar institution," including a clause that counted a slave as three fifths of a man for purposes of congressional representation.

And the statesmen's political lives depended on slavery. The three-fifths formula handed Jefferson his narrow victory in the presidential election of 1800 by inflating the votes of the southern states in the Electoral College. Once in office, Jefferson extended slavery with the Louisiana Purchase in 1803; the new land was carved into 13 states, including three slave states.

Still Jefferson freed Hemings's children—though not Hemings herself or his approximately 150 other slaves. Washington, who had begun to believe that all men were created equal after observing the bravery of the black soldiers during the Revolutionary War, overcame the strong opposition of his relatives to grant his

slaves their freedom in his will. Only a decade earlier, such an act would have required legislative approval in Virginia.

36. George Washington's dental surgery is mentioned to _____.

- A. show the primitive medical practice in the past
- B. demonstrate the cruelty of slavery in his days
- C. stress the role of slaves in the U.S. history
- D. reveal some unknown aspect of his life

37. We may infer from the second paragraph that _____.

- A. DNA technology has been widely applied to history research
- B. in its early days the U.S. was confronted with delicate situations
- C. historians deliberately made up some stories of Jefferson's life
- D. political compromises are easily found throughout the US history

38. What do we learn about Thomas Jefferson?

- A. His political view changed his attitude towards slavery.
- B. His status as a father made him free the child slaves.
- C. His attitude towards slavery was complex.
- D. His affair with a slave stained his prestige.

39. Which of the following is true according to the text?

- A. Some Founding Fathers benefit politically from slavery.
- B. Slaves in the old days did not have the right to vote.
- C. Slave owners usually had large savings accounts.
- D. Slavery was regarded as a peculiar institution.

40. Washington's decision to free slaves originated from his _____.

- A. moral considerations
- B. military experience
- C. financial conditions
- D. political stand

Part B

Directions: In the following article, some sentences have been removed. For questions 41 ~ 45, choose the most suitable one from the list A—G to fit into each of the numbered blanks. There are two extra choices, which do not fit in any of the blanks. Mark your answers on ANSWER SHEET 1. (10 points)

The time for sharpening pencils, arranging your desk, and doing almost anything else instead of writing has ended. The first draft will appear on the page only if you stop avoiding the inevitable and sit, stand up, or lie down to write. (41) _____

Be flexible. Your outline should smoothly conduct you from one point to the next, but do not permit it to railroad you. If a relevant and important idea occurs to you now, work it into the draft. (42) _____ Grammar, punctuation, and spelling can wait until you revise. Concentrate on what you are saying. Good writing most often occurs when you are in hot pursuit of an idea rather than in a nervous search for errors.

(43) _____ Your pages will be easier to keep track of that way, and, if you have to clip a paragraph to place it elsewhere, you will not lose any writing on the other side.

If you are working on a word processor, you can take advantage of its capacity to make additions and deletions as well as move entire paragraphs by making just a few simple keyboard commands. Some software programs can also check spelling and certain grammatical elements in your writing. (44) _____ These print-outs are also easier to read than the screen when you work on revisions.

Once you have a first draft on paper, you can delete material that is unrelated to your thesis and add material necessary to illustrate your points and make your paper convincing. The student who wrote "the A & P

as a *State of Mind*” wisely dropped a paragraph that questioned whether Sammy displays chauvinistic attitudes toward women. (45) _____

Remember that your initial draft is only that. You should go through the paper many times—and then again—working to substantiate and clarify your ideas. You may even end up with several entire versions of the paper. Rewrite. The sentences within each paragraph should be related to a single topic. Transitions should connect one paragraph to the next so that there are no abrupt or confusing shifts. Awkward or wordy phrasing or unclear sentences and paragraphs should be mercilessly poked and prodded into shape.

A. To make revising easier, leave wide margins and extra space between lines so that you can easily add words, sentences, and corrections. Write on only one side of the paper.

B. After you have clearly and adequately developed the body of your paper, pay particular attention to the introductory and concluding paragraphs. It’s probably best to write the introduction last, after you know precisely what you are introducing. Concluding paragraphs demand equal attention because they leave the reader with a final impression.

C. It’s worth remembering, however, that though a clean copy fresh off a printer may look terrific, it will read only as well as the thinking and writing that have gone into it. Many writers prudently store their data on disks and print their pages each time they finish a draft to avoid losing any material because of power failures or other problems.

D. It makes no difference how you write, just so you do. Now that you have developed a topic into a tentative thesis, you can assemble your notes and begin to flesh out whatever outline you have made.

E. Although this is an interesting issue, it has nothing to do with the thesis, which explains how the setting influences Sammy’s decision to quit his job. Instead of including that paragraph, she added one that described Lengel’s crabbed response to the girls so that she could lead up to the A & P “policy” he enforces.

F. In the final paragraph about the significance of the setting in “A & P” the student brings together the reasons Sammy quit his job by referring to his refusal to accept Lengel’s store policies.

G. By using the first draft as a means of thinking about what you want to say, you will very likely discover more than your notes originally suggested. Plenty of good writers don’t use outlines at all but discover ordering principles as they write. Do not attempt to compose a perfectly correct draft the first time around.

Part C

Directions: Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2. (10 points)

In his autobiography, Darwin himself speaks of his intellectual powers with extraordinary modesty. He points out that he always experienced much difficulty in expressing himself clearly and concisely, but (46) he believes that this very difficulty may have had the compensating advantage of forcing him to think long and intently about every sentence, and thus enabling him to detect errors in reasoning and in his own observations. He disclaimed the possession of any great quickness of apprehension or wit, such as distinguished Huxley. (47) He asserted, also, that his power to follow a long and purely abstract train of thought was very limited, for which reason he felt certain that he never could have succeeded with mathematics. His memory, too, he described as extensive, but hazy. So poor in one sense was it that he never could remember for more than a few days a single date or a line of poetry. (48) On the other hand, he did not accept as well founded the charge made by some of his critics that, while he was a good observer, he had no power of reasoning. This, he thought, could not be true, because the “Origin of Species” is one long argument from the beginning to the end, and has convinced many able men. No one, he submits, could have written it without possessing some power of reasoning. He was willing to assert that “I have a fair share of invention, and of common sense or judgment, such as every fairly successful lawyer or doctor must have, but not, I believe, in any higher de-