

清华大学考研英语辅导班第一手资料

读·写·译历年真题与新题型透析

There is a little green worm. It feels very hungry and wants to get something to eat badly. In the first day, it finds a piece of bread and begins to enjoy itself. It gets up late in the second day. When it opens its eyes, the little green worm finds itself a little bit bigger than before. But it is still very hungry. Suddenly, it sees a huge red strawberry. So the little worm tries to eat up the whole strawberry. In the third day, when it gets up, the little green worm still feels very hungry. So the green worm begins to look for something for its food. This is really a very lucky worm because it soon finds a big apple for its breakfast. When the fourth day comes, the little green becomes a big

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清华大学 许建平 编著

# 考研英语



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# 考研英语读写译历年真题

## 与新题型透析

清华大学 许建平 编著

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## 前 言

自从上世纪八十年代恢复全国研究生考试以来,考研英语题型一直在不断调整变化,直到2002年加入听力测试,题型才相对稳定了。20多年来,考研英语不管怎样变化调整变化,有三个板块始终保持不变——这就是阅读、翻译和写作。读、写、译三项在整个考卷中的分值也比较大,一般都高达总分的70%。而根据《2005年全国硕士研究生入学统一考试英语考试大纲》,初试取消听力测试之后,以前的20分听力分别加入阅读理解和作文,这样一来,读、写、译三项的分值更是高达总分的90%!由此可见,考研英语要上线,就必须在读、写、译几方面下苦功夫。在此我们配合2005年新大纲和科学出版社出版的《考研英语全面透析》、《考研英语词汇听·写·记》,编写了这本《考研英语读写译历年真题与新题型透析》,旨在为广大考生提供翔实可靠的第一手资料和权威的试卷评析,帮助大家有效地进行复习备考。有人可能会说,这些往年的试题,陈芝麻烂谷子的,有什么意思?答案也早就公布于众,还有什么参考价值?不如来几套有针对性的模拟试题管用。

我们认为,抱这种看法的人考研复习还没有入门,完全是本末倒置。要知道,一套考研真题的问世,凝聚了全国命题专家的大量心血,国家为此也付出了很高的代价。经命题专家从一手英语资料中精选出来的文字材料,经过道道筛选,层层把关,历时数月,方能最终定稿形成正式考卷。其科学性、准确性、严密性是毋庸置疑的,其复习参考价值胜过任何模拟试题。不错,答案早就公布于众了,可你知其然,也知其所以然吗?这次你侥幸选对了答案,能就完全理解其意,能保证下一次同样也正确无误吗?

因此,透彻研读历届考题,悟出命题者的匠心,个中的道理,对每个考生来说是非常必要的,对于复习备考会起到事半功倍的效果。当然,我们这么说,并不是意味着模拟题没用。严格地说,任何考研模拟题的指导价值都相当有限,其可靠性、权威性与考试真题完全不可同日而语。同理,题要做是做不完的,关键在于掌握做题的方法技巧,洞察每一题的考点,从中发掘出规律性的东西。有了针对性,考研英语才能立于不败之地。

《考研英语读写译历年真题与新题型透析》就是本着上述精神编写而成的。全书将历年考研真题(1991-2004)按阅读、翻译、写作分为3个板块,尽量详尽地讲解分析每一考题的考点、重点及难点,并在最后一章中及时地加入了2005年的阅读、写作新题型。

阅读详解我们结合“三主一问”(主题、主线、主谓及问题)的解题思路,首先

对每一篇文章进行简要的主题归纳，然后分别对每个问题逐一讲解分析：不但对正确选项提出依据，而且对其他三项也一一分析。为了便于考生理解，我们把所有问题及四个选项都译成了中文。翻译部分首先是文章主题归纳，然后从句式结构、词语理解、准确表达三个方面进行难点分析与翻译技巧讲解，并根据翻译试题分段计分的特点，对每一翻译题划出了分值，供考生做题时参考。作文部分除了给出必要的范文之外，还对每篇题目进行分析，拟出写作思路，用英语列出详尽提纲，并对具体的写作的注意事项等问题也一一作了讲解。2005 年考研新题型部分，我们用大纲给出的样题为实例，对新增添的两种考试题型做了详细的分析讲解，提供了相应的练习训练。并针对新大纲的阅卷评分标准对拼写与标点符号的要求，附加了“英汉标点符号的异同”一章，供大家参考。

我们希望《考研英语读写译历年真题与新题型透析》的出版能帮助广大考生有效地进行考前复习准备，顺利通过研究生英语入学考试。

编者

2004 年 8 月于清华园

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## 一、1991 年试题

### (一) 阅读理解真题

**Directions:** Each of the passages below is followed by some questions. For each question four answers are given. Read the passages carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (30 points)

#### Text 1

A wise man once said that the only thing necessary for the triumph of evil is for good men to do nothing. So, as a police officer, I have some urgent things to say to good people.

Day after day my men and I struggle to hold back a tidal wave of crime. Something has gone terribly wrong with our once-proud American way of life. It has happened in the area of values. A key ingredient is disappearing, and I think I know what it is: accountability.

Accountability isn't hard to define. It means that every person is responsible for his or her actions and liable for their consequences.

Of the many values that hold civilization together — honesty, kindness, and so on — accountability may be the most important of all. Without it, there can be no respect, no trust, no law — and, ultimately, no society.

My job as a police officer is to impose accountability on people who refuse, or have never learned, to impose it on themselves. But as every policeman knows, external controls on people's behavior are far less effective than internal restraints such as guilt, shame and embarrassment.

Fortunately there are still communities — smaller towns, usually — where schools maintain discipline and where parents hold up standards that proclaim: "In this family certain things are not tolerated — they simply are not done!"

Yet more and more, especially in our larger cities and suburbs, these inner restraints are loosening. Your typical robber has none. He considers your property his property; he takes what he wants, including your life if you enrage him.

The main cause of this break-down is a radical shift in attitudes. Thirty years ago, if a crime was committed, society was considered the victim. Now, in a shocking reversal, it's the criminal who is considered victimized: by his underprivileged upbringing, by the school that didn't teach him to read, by the church that failed to reach him with moral guidance, by the parents who didn't provide a stable home.

I don't believe it. Many others in equally disadvantaged circumstances choose not to engage in criminal activities. If we free the criminal, even partly, from accountability, we become a soci-

ety of endless excuses where no one accepts responsibility for anything.

We in America desperately need more people who believe that the person who commits a crime is the one responsible for it. (395 words)

31. What the wise man said suggests that \_\_\_\_\_.  
[A] it's unnecessary for good people to do anything in face of evil  
[B] it's certain that evil will prevail if good men do nothing about it  
[C] it's only natural for virtue to defeat evil  
[D] it's desirable for good men to keep away from evil
32. According to the author, if a person is found guilty of a crime, \_\_\_\_\_.  
[A] society is to be held responsible  
[B] modern civilization is responsible for it  
[C] the criminal himself should bear the blame  
[D] the standards of living should be improved
33. Compared with those in small towns, people in large cities have \_\_\_\_\_.  
[A] less self-discipline  
[B] better sense of discipline  
[C] more mutual respect  
[D] less effective government
34. The writer is sorry to have noticed that \_\_\_\_\_.  
[A] people in large cities tend to excuse criminals  
[B] people in small towns still stick to old discipline and standards  
[C] today's society lacks sympathy for people in difficulty  
[D] people in disadvantaged circumstances are engaged in criminal activities
35. The key point of the passage is that \_\_\_\_\_.  
[A] stricter discipline should be maintained in schools and families  
[B] more good examples should be set for people to follow  
[C] more restrictions should be imposed on people's behavior  
[D] more people should accept the value of accountability

## Text 2

The period of adolescence, i.e., the person between childhood and adulthood, may be long or short, depending on social expectations and on society's definition as to what constitutes maturity and adulthood. In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor, the period of adolescence is much longer and may include most of the second decade of one's life. Furthermore, the length of the adolescent period and the definition of adulthood status

may change in a given society as social and economic conditions change. Examples of this type of change are the disappearance of the frontier in the latter part of the nineteenth century in the United States, and more universally, the industrialization of an agricultural society.

In modern society, ceremonies for adolescence have lost their formal recognition and symbolic significance and there no longer is agreement as to what constitutes initiation ceremonies. Social ones have been replaced by a sequence of steps that lead to increased recognition and social status. For example, grade school graduation, high school graduation and college graduation constitute such a sequence, and while each step implies certain behavioral changes and social recognition, the significance of each depends on the socio-economic status and the educational ambition of the individual. Ceremonies for adolescence have also been replaced by legal definitions of status roles, right, privileges and responsibilities. It is during the nine years from the twelfth birthday to the twenty-first that the protective and restrictive aspects of child-hood and minor status are removed and adult privileges and responsibilities are granted. The twelve-year-old is no longer considered a child and has to pay full fare for train, airplane, theater and movie tickets. Basically, the individual at this age loses childhood privileges without gaining significant adult rights. At the age of sixteen the adolescent is granted certain adult rights which increases his social status by providing him with more freedom and choices. He now can obtain a driver's license; he can leave public schools; and he can work without the restrictions of child labor laws. At the age of eighteen the law provides adult responsibilities as well as rights; the young man can now be a soldier, but he also can marry without parental permission. At the age of twenty-one the individual obtains his full legal rights as an adult. He now can write, he can buy liquor, he can enter into financial contracts, and he is entitled to run for public office. No additional basic rights are acquired as a function of age after majority status has been attained. None of these legal provisions determine at what point adulthood has been reached but they do point to the prolonged period of adolescence. (466 words)

36. The period of adolescence is much longer in industrial societies because \_\_\_\_\_.  
 [A] the definition of maturity has changed  
 [B] the industrialized society is more developed  
 [C] more education is provided and laws against child labor are made  
 [D] ceremonies for adolescence have lost their formal recognition and symbolic significance
37. Former social ceremonies that used to mark adolescence have given place to \_\_\_\_\_.  
 [A] graduations from schools and colleges  
 [B] social recognition  
 [C] socio-economic status  
 [D] certain behavioral changes
38. No one can expect to fully enjoy the adulthood privileges until he is \_\_\_\_\_.  
 [A] eleven years old  
 [B] sixteen years old

- [C] twenty-one years old  
[D] between twelve and twenty-one years old

39. Starting from 22, \_\_\_\_\_.

- [A] one will obtain more basic rights  
[B] the older one becomes, the more basic rights he will have  
[C] one won't get more basic rights than when he is 21  
[D] one will enjoy more rights granted by society

40. According to the passage, it is true that \_\_\_\_\_.

- [A] in the late 19th century in the United States the dividing line between adolescence and adulthood no longer existed  
[B] no one can marry without the permission of his parents until the age of twenty-one  
[C] one is considered to have reached adulthood when he has a driver's license  
[D] one is not free from the restrictions of child labor laws until he can join the army

### Text 3

Most growing plants contain much more water than all other materials combined. C. R. Darnes has suggested that it is as proper to term the plant a water structure as to call a house composed mainly of brick a brick building. Certain it is that all essential processes of plant growth and development occur in water. The mineral elements from the soil that are usable by the plant must be dissolved in the soil solution before they can be taken into the root. They are carried to all parts of the growing plant and are built into essential plant materials while in a dissolved state. The carbon dioxide from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars — the base material from which the plant body is mainly built. Actively growing plant parts are generally 75 to 90 percent water. Structural parts of plants, such as woody stems no longer actively growing, may have much less water than growing tissues.

The actual amount of water in the plant at any one time, however, is only a very small part of what passes through it during its development. The processes of photosynthesis, by which carbon dioxide and water are combined — in the presence of chlorophyll (叶绿素) and with energy derived from light — to form sugars, require that carbon dioxide from the air enter the plant. This occurs mainly in the leaves. The leaf surface is not solid but contains great numbers of minute openings, through which the carbon dioxide enters. The same structure that permits the one gas to enter the leaf, however, permits another gas-water vapor — to be lost from it. Since carbon dioxide is present in the air only in trace quantities (3 to 4 parts in 10,000 parts of air) and water vapor is near saturation in the air spaces within the leaf (at 80°F, saturated air would contain about 186 parts of water vapor in 10,000 parts of air), the total amount of water vapor lost is many times the carbon dioxide intake. Actually, because of wind and other factors, the loss of water in proportion to carbon dioxide intake may be even greater than the relative concentrations of the two gases.

Also, not all of the carbon dioxide that enters the leaf is synthesized into carbohydrates (碳水化合物). (408 words)

41. A growing plant needs water for all of the following except \_\_\_\_\_.  
[A] forming sugars  
[B] sustaining woody stems  
[C] keeping green  
[D] producing carbon dioxide
42. The essential function of photosynthesis in terms of plant needs is \_\_\_\_\_.  
[A] to form sugars  
[B] to derive energy from light  
[C] to preserve water  
[D] to combine carbon dioxide with water
43. The second paragraph uses facts to develop the essential idea that \_\_\_\_\_.  
[A] a plant efficiently utilizes most of the water it absorbs  
[B] carbon dioxide is the essential substance needed for plant development  
[C] a plant needs more water than is found in its composition  
[D] the stronger the wind, the more the water vapor loss
44. According to the passage, which of the following statements is TRUE?  
[A] The mineral elements will not be absorbed by the plant unless they are dissolved in its root.  
[B] The woody stems contain more water than the leaves.  
[C] Air existing around the leaf is found to be saturated.  
[D] Only part of the carbon dioxide in the plants is synthesized.
45. This passage is mainly about \_\_\_\_\_.  
[A] the functions of carbon dioxide and water  
[B] the role of water in a growing plant  
[C] the process of simple sugar formation  
[D] the synthesis of water with carbon dioxide

## (二) 阅读理解讲解分析

### 第 1 篇

这是一篇用一人称讲述的叙述文，作者作为一名美国警官，用自己的亲身经历和感受讲述了正义与邪恶之间的关系：一旦好人无所事事，邪恶就会猖獗。文章中特别对美国社会责任感 (accountability) 的丧失感到痛心疾首。

31. 推论题, 答案为 B: 如果好人对坏人坏事无动于衷, 邪恶势力肯定就会占上风。  
参阅文章第 1 段第 1 句。聪明人所说的原话是: 邪恶获得胜利所需要的惟一的事就是好人不做任何事。暗示如果好人对坏人坏事不采取行动, 邪恶的东西肯定就会流行, 所以与 B 的说法完全相符合。  
选项 A、D 所表达的内容与原句表达的含义正好相反; 选项 C 意为善必胜恶是理所当然的; 因此均不符合题意。
32. 细节题, 答案为 C: 犯罪人自己应当对此负责。  
题干问的是, 按照作者的观点, 如果某人被发现犯罪, 该受责怪的应当是谁。文章的最后一段表达了作者的看法与结论: *We in America desperately need more people who believe that the person who commits a crime is the one responsible for it.* 因此选项 B 为正确答案。  
选项 A、B、D 所表达的内容恰恰是作者所批评的观点。参阅文章第 8、9 段。
33. 细节题, 答案为 A: 大城市的人自律较少。  
题干问的是, 与居住在小城镇的人比较, 住在大城市的人\_\_\_\_\_. 参阅文章第 6、7 段。第 6 段指出: 生活在小城市某些社区的人对自己及其后代要求严格; 第 7 段指出, 大城市和市郊地区的人的内在克制力 (*inner restraints*) 较松, 所以 A 为正确答案。  
选项 B、C 所表达的内容与 A 相反;  
选项 D 与本文内容不相干; 因此均不合题意。
34. 细节题, 答案为 A: 大城市的人往往容易宽恕罪犯。  
此题问的是作者遗憾地注意到什么? 参阅文章第 6、7、8、9 段, 并同时将此题与第 33 题相比较, 我们就不难做出正确选择。作者特别在第 7、8 段指出大城市的人往往将犯罪原因归咎于环境影响, 罪犯本人也是环境因素的受害者。  
选项 B 不合题意, 因为坚持一些有用的传统的价值观是作者所赞赏的;  
选项 C 与本文不相干;  
选项 D 不合题意, 因为作者不相信环境这个客观因素决定了人们是否走向犯罪 (参阅文章第 8、9 段)。
35. 主旨大意题, 答案为 D: 更多的人应当接受责任的价值。  
文章的主旨要点是什么? 作者的表述着重在最后一段: *the person who commits a crime is the one responsible for it*, 以及提出议题的第 2 段: *A key ingredient is disappearing, and I think I know what it is: accountability.* 根据此两句我们不难看出作者的观点: 呼吁人们要有责任感。  
选项 A、C 不合题意, 因为此文中作者并未强调加强纪律和限制等客观措施的必要性; 选项 B 的内容本文未提及。

## 第 2 篇

这是一篇议论文。本文主要论述人类社会在不同阶段对青春期的不同划分, 以及促



使青春期变长的各方面的因素。文章用若干例子，将现代社会的青春期各阶段及社会风俗习惯等作了介绍。

36. 细节题，答案为 C：提供了更多的教育，制定了反童工法案。

参阅文章第 1 段第 2 句。In primitive societies adolescence is frequently a relatively short period of time, while in industrial societies with patterns of prolonged education coupled with laws against child labor.

选项 A、D 仅指出青春期的开始与结束在现代社会中已没有了明显的年龄等方面的指标，但这并不是青春期变长的原因；B 的说法文章未提及。

37. 细节题，答案为 A：各种中小学和大学毕业仪式。

题干问的是，以往的标志着成人的各种社会仪式已经让位于 \_\_\_\_\_. 根据文章第 2 段第 1、2、3 句。第 2 句指出社会仪式已由一系列步骤所代替，第 3 句紧接着用一个例子说明了一系列步骤的所指。问题中 give place to 意为：让位于，为……所替代。选项 B、D 不合题意。因为根据文章第 2 段第 2、3 句所表达的内容，青少年的某些行为变化是伴随着其不同学习阶段：小学 (grade school)、中学至大学而产生的，而且社会也是据此来认识他们的；

C 青少年的社会经济地位的提法也不妥，因为经济地位决定了不同学习阶段对他们的未来的意义，而并不决定其成长阶段的划分 (参阅文章第 2 段第 3 句)。

可见选项 B、C、D 只与受教育的不同阶段有关，并没有提及具体的事件，因此均不合题意。

38. 细节题，答案为 C：21 岁；即任何人在 21 岁之前都不能完全享受成人的权利。

参阅文章第 2 段倒数第 4 句：At the age of twenty-one the individual obtains his full legal rights as an adult. 选项 A、B、D 都不合题意。

39. 细节题，答案为 C：从 22 岁开始，一个人的基本权利就不比 21 岁更多了。

参阅第 38 题题解和文章第 2 段倒数第 2 句：No additional basic rights are acquired as a function of age alter majority status has been attained. 选项 A、B、D 都不合题意。

40. 判断题，答案为 A：19 世纪后期，美国的青少年和成人之间的区分界线已不复存在。

参阅文章第 1 段第 3、4 句：Furthermore, the length of the adolescent period and the definition of adulthood status may change in a given society as social and economic conditions change. Examples of this type of change are the disappearance of the frontier in the latter part of the nineteenth century in the United States.

B 与文章内容不符。请看第 2 段倒数第 5 句：but he also can marry without parental permission.

选项 C 亦与文章内容不符。根据文章所述，16 岁时，青少年可以获得驾驶执照，而只有到了 21 岁，他们才从法律上讲进入成年期 (参阅文章第 2 段倒数第 4、6、7 句)。

选项 D 不合题意。根据文章所述，16 岁时，青少年可以不受劳工法限制，而只有

从18岁起, 他们才可以参军。

### 第3篇

这是一篇科普论文, 对植物的光合作用原理及其过程作了介绍。光合作用指绿色植物使二氧化碳和水在日光的照射下, 借植物叶绿素的帮助, 吸收光能, 合成碳水化合物(如: 糖)的过程。

41. 细节题, 答案为D: 产生二氧化碳。

题目问的是, 生长期间的植物需要水来完成除了\_\_\_\_\_之外的哪一种功能?

参阅文章第1段第6句: The carbon dioxide from the air may enter the leaf as a gas but is dissolved in water in the leaf before it is combined with a part of the water to form simple sugars, 以及第2段第2句: The processes of photosynthesis, by which carbon dioxide and water are combined ... to form sugars, 由此可见二氧化碳来自于空气中, 不是植物自身产生的。其他选项A、B、C均不合题意。(参阅文章第1段第6句, 第8句; 第2段第2句、3句。)

42. 细节题, 答案为A: (就植物的需要来说, 光合作用的基本功能是) 形成糖。

参阅文章第2段第2句。问题中的 in terms of 意为: 就……来说。

选项B、C不正确; D的提法亦不妥: 二氧化碳与水结合仅是生成糖的过程而不是基本功能(the essential function)。

43. 主旨大意题, 答案为C: 植物比其合成物需要更多的水。

第2段的第1句表达了该段的主题: The actual amount of water in the plant at any one time, however, is only a very small part of what passes through it during its development. 本段下文从 carbon dioxide intake 与 loss of water 两方面说明了这个主题。

A、B、D所表达的内容虽然都有道理但不是该段的主题。

44. 判断题, 答案为D: 植物中只有一部分二氧化碳被合成。

参阅文章第2段最后一句 Also, not all of the carbon dioxide that enters the leaf is synthesized into carbohydrates (并非所有进入叶子的二氧化碳都合成了碳水化合物)。

选项A所表达的内容与文中第1段第4句有出入: The mineral elements from the soil that are usable by the plant must be dissolved in the soil solution before they can be taken into the root.

选项B所表达的内容与文中第1段第7、8句的事实相反。

选项C所表达的内容与文中参阅文章第2段第6句不相符: Since carbon dioxide is present in the air only in trace quantities.

45. 主旨题, 答案为B: 水在植物生长过程中的重要作用。

文章第1段第3句表达了文章的主旨: Certain it is that all essential processes of plant growth and development occur in water. 其他选项A、C、D都不正确。

## 二、1992 年试题

### (一) 阅读理解真题

**Directions:** Each of the passages below is followed by some questions. For each question four answers are given. Read the passage carefully and choose the best answer to each of the questions. Put your choice in the ANSWER SHEET. (30 points)

#### Text 1

It is all very well to blame traffic jams, the cost of petrol and the quick pace of modern life, but manners on the roads are becoming horrible. Everybody knows that the nicest men become monsters behind the wheel. It is all very well, again, to have a tiger in the tank, but to have one in the driver's seat is another matter altogether. You might tolerate the odd road-hog, the rude and inconsiderate driver, but nowadays the well-mannered motorist is the exception to the rule. Perhaps the situation calls for a "Be Kind to Other Drivers" campaign, otherwise it may get completely out of hand.

Road politeness is not only good manners, but good sense too. It takes the most cool-headed and good-tempered of drivers to resist the temptation to revenge when subjected to uncivilized behavior. On the other hand, a little politeness goes a long way towards relieving the tensions of motoring. A friendly nod or a wave of acknowledgement in response to an act of politeness helps to create an atmosphere of goodwill and tolerance so necessary in modern traffic conditions. But such acknowledgements of politeness are all too rare today. Many drivers nowadays don't even seem able to recognize politeness when they see it.

However, misplaced politeness can also be dangerous. Typical examples are the driver who brakes violently to allow a car to emerge from a side street at some hazard to following traffic, when a few seconds later the road would be clear anyway; or the man who waves a child across a zebra crossing into the path of oncoming vehicles that may be unable to stop in time. The same goes for encouraging old ladies to cross the road wherever and whenever they care to. It always amazes me that the highways are not covered with the dead bodies of these grannies.

A veteran driver, whose manners are faultless, told me it would help if motorists learnt to filter correctly into traffic streams one at a time without causing the total blockages that give rise to bad temper. Unfortunately, modern motorists can't even learn to drive, let alone master the subtler aspects of roadmanship. Years ago the experts warned us that the car-ownership explosion would demand a lot more give-and-take from all road users. It is high time for all of us to take this