

全国高校英语专业八级应试必备系列

英语专业八级 TEM8

真题解析

(2000—2009)

余高峰 编著



国防工业出版社

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内 容 简 介

本书涵盖了2000年—2009年共十年的英语专业八级全真试题,并对历年试题进行了全面透彻的解析,旨在使考生通过实战练习,深入掌握英语专业八级考试的命题趋势与特点,增强复习时的针对性,拓展分析问题的思路,提高答题的策略与技巧。

本书可供英语专业本科生和参加英语专业八级考试的人员学习和参考。

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前 言

全国英语专业分级考试自 1990 年以来,已有近二十年的历史。在这期间,考试规模和参考人数逐年增加,考试的权威性和社会影响力也不断提高,该考试对推动和促进我国英语专业的教学工作起到了巨大的积极作用。与此同时,很多学校都把能否通过英语专业等级考试作为衡量学生英语水平的重要标志。为了帮助学生顺利通过英语专业等级考试,我们特组织编写了英语专业八级考试系列丛书。本书为英语专业八级全真试题解析,共收录了 2000 年至 2009 年十套全真试题,对试题部分进行了详细解析,并附有听力原稿。其目的主要是使考生更好地熟悉英语专业八级考试的试题模式、水平和要求,达到事半功倍的效果,在考试中取得优异的成绩。

需要说明的是,在 2004 年后,英语专业八级在试题形式方面作了相当大的调整,但总的框架并没有改变,还是包括对听、读、写方面技能的测试。

本书在编写过程中,除编者外,还得到了李碧浩、文鹏、林少鹏、刘贵庆、张健、苑晓燕、祝信贤、李飞、王海燕等同志的帮助,在此向他们表示最衷心的感谢。

编 者

2009 年 7 月于上海

目 录

第一部分 试题	1
TEST FOR ENGLISH MAJORS(2000)	1
TEST FOR ENGLISH MAJORS(2001)	20
TEST FOR ENGLISH MAJORS(2002)	40
TEST FOR ENGLISH MAJORS(2003)	61
TEST FOR ENGLISH MAJORS(2004)	80
TEST FOR ENGLISH MAJORS(2005)	99
TEST FOR ENGLISH MAJORS(2006)	112
TEST FOR ENGLISH MAJORS(2007)	125
TEST FOR ENGLISH MAJORS(2008)	139
TEST FOR ENGLISH MAJORS(2009)	152
第二部分 参考答案与解析	166
2000 年	166
2001 年	171
2002 年	175
2003 年	179
2004 年	184
2005 年	189
2006 年	193
2007 年	198
2008 年	203
2009 年	207
第三部分 听力原稿	213
2000 年	213
2001 年	219
2002 年	225
2003 年	232
2004 年	237

2005 年	244
2006 年	249
2007 年	255
2008 年	260
2009 年	264

第一部分 试题

TEST FOR ENGLISH MAJORS (2000) - GRADE EIGHT -

PAPER ONE

PART I LISTENING COMPREHENSION (40 MIN.)

In sections A, B and C you will hear everything ONCE ONLY, listen carefully and answer the questions that follow. Mark the correct response to each question on the 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 questions. Now listen to the talk.

1. The rules for the first private library in the US were drawn up by _____.
A. the legislature B. the librarian C. John Harvard D. the faculty members
2. The earliest public library was also called a subscription library because books _____.
A. could be lent to everyone B. could be lent by book stores
C. were lent to students and the faculty D. were lent on a membership basis
3. Which of the following is NOT stated as one of the purposes of free public libraries?
A. To provide readers with comfortable reading books.
B. To provide adults with opportunities of further education.
C. To serve the community's cultural and recreational needs.
D. To supply technical literature on specialized subjects.
4. The major difference between modern private and public libraries lies in _____.
A. readership B. content C. service D. function
5. The main purpose of the talk is _____.
A. to introduce categories of books in US libraries
B. to demonstrate the importance of US libraries
C. to explain the roles of different US libraries
D. to define the circulation system of US libraries

SECTION B INTERVIEW

Questions 6 to 10 are based on an interview. At the end of the interview, you will be given 15 seconds to answer each of the following questions. Now listen to the interview.

6. Nancy became a taxi driver because _____.
A. she owned a car
B. she drove well
C. she liked drivers' uniforms
D. it was her childhood dream
7. According to her, what was the most difficult about becoming a taxi driver?
A. The right sense of direction.
B. The sense of judgment.
C. The skill of maneuvering.
D. The size of vehicles.
8. What does Nancy like best about her job?
A. Seeing interesting buildings in the city.
B. Being able to enjoy the world of nature.
C. Driving in unsettled weather.
D. Taking long drives outside the city.
9. It can be inferred from the interview that Nancy is a (n) _____ mother.
A. uncaring B. strict C. affectionate D. permissive
10. The people Nancy meets are _____.
A. rather difficult to please
B. rude to women drivers
C. talkative and generous with tips
D. different in personality

SECTION C NEWS BROADCAST

Question 11 is based on the following news. At the end of the news item, you will be given 15 seconds to answer the question. Now listen to the news.

11. The primary purpose of the US anti-smoking legislation is _____.
A. to tighten control on tobacco advertising
B. to impose penalties on tobacco companies
C. to start a national anti-smoking campaign
D. to ensure the health of American children

Questions 12 and 13 are based on the following news. At the end of the news item, you will be given 30 seconds to answer the questions. Now listen to the news.

12. The French President's visit to Japan aims at _____.
A. making more investment in Japan B. stimulating Japan businesses in French
C. helping boost the Japanese economy D. launching a film festival in Japan
13. This is Jacques Chirac's _____ visit to Japan.
A. second B. fourteenth C. fortieth D. forty-first

Questions 14 and 15 are based on the following news. At the end of the news item, you will be given 30 seconds to answer the questions. Now listen to the news.

14. Afghan people are suffering from starvation because _____.

- A. melting snow begins to block the mountain paths
 B. the Taliban have destroyed existing food Stocks
 C. the Taliban are hindering food deliveries
 D. an emergency air-lift of food was cancelled
15. _____ people in Afghanistan are facing starvation.
 A. 160,000 B. 16,000
 C. 1,000,000 D. 1000,000

SECTION D NOTE-TAKING AND GAP-FILLING (15 MIN.)

In this section you will hear a mini-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 mini-lecture. Use the blank paper for note-taking. Fill in each of the gaps with one word. You may refer to your notes. Make sure the word you fill in is both grammatically and semantically acceptable. Now listen to the mini-lecture.

On Public Speaking

When people are asked to give a speech in public for the first time, they usually feel terrified no matter how well they speak in informal situations. In fact, public speaking is the same as any other form of (1) _____ that people are usually engaged in. Public speaking is a way for a speaker to (2) _____ his thoughts with the audience. Moreover, the speaker is free to decide on the (3) _____ of his speech.

Two key points to achieve success in public speaking:

—(4) _____ of the subject matter.

—good preparation of the speech.

To facilitate their understanding, inform your audience beforehand of the (5) _____ of your speech and end it with a summary.

Other key points to bear in mind:

—beware of your audience through eye contact.

—vary the speed of (6) _____.

—use the microphone skillfully to (7) _____ yourself in speech.

—be brief in speech; always try to make your message (8) _____.

Example: the best remembered inaugural speeches of the US presidents are the (9) _____ ones.

Therefore brevity is essential to the (10) _____ of a speech.

(1) _____. (2) _____. (3) _____. (4) _____. (5) _____.
 (6) _____. (7) _____. (8) _____. (9) _____. (10) _____.

PART II PROOFREADING AND ERROR CORRECTION (15MIN.)

The following passage contains TEN errors. Each indicated line contains a maximum

of ONE error and three are free from error. In each case, only ONE word is involved. You should proofread 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 “^” 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 out the unnecessary word with a slash “/” and put the word in the blank provided at the end of the line.

If the line is correct, place a “√” in the blank provided at the end of the line.

Example

When ^ art museum wants a new exhibit, (1) an
It ~~never~~ buys things in finished form and bangs (2) never
them on the wall. When a natural history museum (3) √
wants an exhibition, it must often build it. (4) exhibit

The grammatical words which play so large a part in English grammar are for the most part sharply and obviously different from the lexical words. A rough and ready difference which may seem the most obvious is that grammatical words have “less meaning”, but in fact some grammarians have called them “empty” words as opposed in the “full” words of vocabulary. But this is rather misled way of expressing the distinction. Although a word like *the* is not the name of something as *man* is, it is very far away from being meaningless: there is a sharp difference in meaning between “*man* is vile” and “*the man* is vile”, yet *the* is the single vehicle of this difference in meaning.

Moreover, grammatical words differ considerably among themselves as the amount of meaning they have even in the lexical sense. Another name for the grammatical words has been “lithe words”. But size is by no mean a good criterion for distinguishing the grammatical words of English, when we consider that we have lexical words as *go*, *man*, *say*, *car*. Apart from this, however, there is a good deal of truth in what some people say. We certainly do create a great number of obscurity when we omit them. This is illustrated not only in the poetry of Robert Browning but in the prose of telegrams and newspaper headlines.

PART III READING COMPREHENSION (40 MIN.)

SECTION A READING COMPREHENSION (30 MIN.)

In this section there are four reading passages followed by a total of fifteen multiple-choice questions. Read the passage and then mark your answer on the colored Answer Sheet.

TEXT A

Despite Denmark's manifest virtues, Danes never talk about how proud they are to be Danes. This would sound weird in Danish. When Danes talk to foreigners about Denmark, they always begin by commenting on its tininess, its unimportance, the difficulty of its language, the general small-mindedness and self-indulgence of their countrymen and the high taxes. No Dane would look you in the eye and say, "Denmark is a great country." You're supposed to figure this out for yourself.

It is the land of the silk safety net, where almost half the national budget goes toward smoothing out life's inequalities, and there is plenty of money for schools, day care, retraining programs, job seminars—Danes love seminars: three days at a study center hearing about waste management is almost as good as a ski trip. It is a culture bombarded by English, in advertising, pop music, the Internet, and despite all the English that Danish absorbs—there is no Danish Academy to defend against it—old dialects persist in Jutland that can barely be understood by Copenhageners. It is the land where, as the saying goes, "Few have too much and fewer have too little," and a foreigner is struck by the sweet egalitarianism that prevails, where the lowliest clerk gives you a level gaze, where Sir and Madame have disappeared from common usage, even Mr. and Mrs. It's a nation of recyclers—about 55 % of Danish garbage gets made into something new—and no nuclear power plants. It's a nation of tireless planners. Trains run on time. Things operate well in general.

Such a nation of overachievers—a brochure from the Ministry of Business and Industry says, "Denmark is one of the world's cleanest and most organized countries, with virtually no pollution, crime, or poverty. Denmark is the most corruption-free society in the Northern Hemisphere." So, of course, one's heart lifts at any sighting of Danish sleaze: skinhead graffiti on buildings ("Foreigners Out of Denmark!"), broken beer bottles in the gutters, drunken teenagers slumped in the park.

Nonetheless, it is an orderly land. You drive through a Danish town, it comes to an end at a stone wall, and on the other side is a field of barley, a nice clean line: town here, country there. It is not a nation of jaywalkers. People stand on the curb and wait for the red light to change, even if it's 2 a.m. and there's not a car in sight. However, Danes don't think of themselves as a waiting-at-2-a.m.-for-the-green-light people—that's how they see Swedes and Germans. Danes see themselves as jazzy people, improvisers, more free spirited than Swedes, but the truth is (though one should not say it) that Danes are very much like Germans and Swedes. Orderliness is a main selling point. Denmark has few natural resources,

limited manufacturing capability; its future in Europe will be as a broker, banker, and distributor of goods. You send your goods by container ship to Copenhagen, and these bright, young, English-speaking, utterly honest, highly disciplined people will get your goods around to Scandinavia, the Baltic States, and Russia. Airports, seaports, highways, and rail lines are ultramodern and well-maintained.

The orderliness of the society doesn't mean that Danish lives are less messy or lonely than yours or mine, and no Dane would tell you so. You can hear plenty about bitter family feuds and the sorrows of alcoholism and about perfectly sensible people who went off one day and killed themselves. An orderly society cannot exempt its members from the hazards of life.

But there is a sense of entitlement and security that Danes grow up with. Certain things are yours by virtue of citizenship, and you shouldn't feel bad for taking what you're entitled to, you're as good as anyone else. The rules of the welfare system are clear to everyone, the benefits you get if you lose your job, the steps you take to get a new one; and the orderliness of the system makes it possible for the country to weather high unemployment and social unrest without a sense of crisis.

16. The author thinks that Danes adopt a _____ attitude towards their country.
A. boastful B. modest C. deprecating D. mysterious
17. Which of the following is NOT a Danish characteristic cited in the passage?
A. Fondness of foreign culture. B. Equality in society.
C. Linguistic tolerance. D. Persistent planning.
18. The author's reaction to the statement by the Ministry of Business and Industry is _____.
A. disapproving B. approving C. noncommittal D. doubtful
19. According to the passage, Danish orderliness _____.
A. sets the people apart from Germans and Swedes
B. spares Danes social troubles besetting other peoples
C. is considered economically essential to the country
D. prevents Danes from acknowledging existing troubles
20. At the end of the passage the author states all the following EXCEPT that _____.
A. Danes are clearly informed of their social benefits
B. Danes take for granted what is given to them
C. the open system helps to tide the country over
D. orderliness has alleviated unemployment

TEXT B

But if language habits do not represent classes, a social stratification into something as bygone as "aristocracy" and "commons", they do still of course serve to identify social groups. This is something that seems fundamental in the use of language. As we see in rela-

tion to political and national movements, language is used as a badge or a barrier depending on which way we look at it. The new boy at school feels out of it at first because he does not know the right words for things, and awe-inspiring pundits of six or seven look down on him for not being aware that *racksy* means “*dilapidated*”, or hairy “*out first ball*”. The miner takes a certain pride in being “one up” on the visitor or novice who calls the cage a “lift” or who thinks that men working in a warm seam are in their “underpants” when anyone ought to know that the garments are called hoggies. The “insider” is seldom displeased that his language distinguishes him from the “outsider”.

Quite apart from specialized terms of this kind in groups, trades and professions, there are all kinds of standards of correctness at which most of us feel more or less obliged to aim, because we know that certain kinds of English invite irritation or downright condemnation. On the other hand, we know that other kinds convey some kind of prestige and bear a welcome *cachet*.

In relation to the social aspects of language, it may well be suggested that English speakers fall into three categories: the *assured*, the *anxious* and the *indifferent*. At one's end of this scale, we have the people who have “position” and “status”, and who therefore do not feel they need worry much about their use of English. Their education and occupation make them confident of speaking an unimpeachable form of English: no fear of being criticized or corrected is likely to cross their minds, and this gives their speech that characteristically unselfconscious and easy flow which is often envied.

At the other end of the scale, we have an equally imperturbable band, speaking with a similar degree of careless ease, because even if they are aware that their English is condemned by others, they are supremely *indifferent* to the fact. The Mrs. Mops of this world have active and efficient tongues in their heads, and if we happened not to like their ways of saying things, well, we “can lump it”. That is *their* attitude. Curiously enough; writers are inclined to represent the speech of both these extreme parties with-in'for ing. On the one hand, “We're goin 'huntin', my dear sir,” on the other, “We're goin 'racin', mate.”

In between, according to this view we have a far less fortunate group, the *anxious*. These actively try to suppress what they believe to be bad English and assiduously cultivate what they hope to be good English. They live their lives in some degree of nervousness over their grammar, their pronunciation, and their choice of words: sensitive, and fearful of betraying themselves. Keeping up with the Joneses is measured not only in houses, furniture, refrigerators, cars, and clothes, but also in speech.

And the misfortune of the “anxious” does not end with their inner anxiety. Their lot is also the open or veiled contempt of the “assured” on one side of them and of the “indifferent” on the other.

It is all too easy to raise an unworthy laugh at the anxious. The people thus uncomfortably stilted on linguistic highheels so often from part of what is, in many ways, the most ad-

mirable section of any society: the ambitious, tense, inner-driven people, who are bent on “going places and doing things”. The greater the pity, then, if a disproportionate amount of their energy goes into what Mr. Sharpless called “this shabby obsession” with variant forms of English—especially if the net result is (as so often) merely to sound affected and ridiculous. “Here”, according to Bacon, “is the first distemper of learning, when men study words and not matter. . . It seems to me that Pygmalion’s frenzy is a good emblem. . . of this vanity: for words are but the images of matter; and except they have life of reason and invention, to fall in love with them is to fall in love with a picture.”

21. The attitude held by the assured towards language is _____.
 A. critical B. anxious C. self-conscious D. nonchalant
22. The anxious are considered a less fortunate group because _____.
 A. they feel they are socially looked down upon
 B. they suffer from internal anxiety and external attack
 C. they are inherently nervous and anxious people
 D. they are unable to meet standards of correctness
23. The author thinks that the efforts made by the anxious to cultivate what they believe is good English are _____.
 A. worthwhile B. meaningless C. praiseworthy D. irrational

TEXT C

Fred Cooke of Salford turned 90 two days ago and the World has been beating a path to his door. If you haven’t noticed, the backstreet boy educated at Blackpool grammar styles himself more grandly as Alastair Cooke, broadcaster extraordinaire. An honorable KBE, he would be Sir Alastair if he had not taken American citizenship more than half a century ago.

If it sounds snobbish to draw attention to his humble origins, it should be reflected that the real snob is Cooke himself, who has spent a lifetime disguising them. But the fact that he opted to renounce his British passport in 1941—just when his country needed all the wartime help it could get—is hardly a matter for congratulation.

Cooke has made a fortune out of his love affair with America, entrancing listeners with a weekly monologue that has won Radio 4 many devoted adherents. Part of the pull is the developed drawl. This is the man who gave the world “midatlantic”, the language of the disc jockey and public relations man.

He sounds American to us and English to them, while in reality he has for decades belonged to neither. Cooke’s world is an America that exists largely in the imagination. He took ages to acknowledge the disaster that was Vietnam and even longer to wake up to Watergate. His politics have drifted to the right with age, and most of his opinions have been acquired on the golf course with fellow celebrities.

He chased after stars on arrival in America, fixing up an interview with Charlie Chaplin and briefly becoming his friend. He told Cooke he could turn him into a fine light comedian;

instead he is an impressionist's dream.

Cooke liked the sound of his first wife's name almost as much as he admired her good looks. But he found bringing up baby difficult and left her for the wife of his landlord.

Women listeners were unimpressed when, in 1996, he declared on air that the fact that 4 % of women in the American armed forces were raped showed remarkable self-restraint on the part of Uncle Sam's soldiers. His arrogance in not allowing BBC editors to see his script in advance worked, not for the first time, to his detriment. His defenders said he could not help living with the 1930s values he had acquired and somewhat dubiously went on to cite "gallantry" as chief among them. Cooke's raconteur style encouraged a whole generation of BBC men to think of themselves as more important than the story. His treacly tones were the model for the regular World Service reports From Our Own Correspondent, known as FOOCs in the business. They may yet be his epitaph.

24. At the beginning of the passage the writer sounds critical of _____.
 A. Cooke's obscure origins B. Cooke's broadcasting style
 C. Cooke's American citizenship D. Cooke's fondness of America
25. The following adjectives can be suitably applied to Cooke EXCEPT _____.
 A. old-fashioned B. sincere C. arrogant D. popular
26. The writer comments on Cooke's life and career in a slightly _____ tone.
 A. ironic B. detached C. scathing D. indifferent

TEXT D

Mr. Dully raised Iris eyes from the paper and gazed out of his window on the cheerless evening landscape. The river lay quiet beside the empty distillery and from time to time a light appeared in some house on Lucan Road. What an end! The whole narrative of her death revolted him and it revolted him to think that he had ever spoken to her of what he held sacred. The cautious words of a reporter won over to conceal the details of a commonplace vulgar death attacked his stomach. Not merely had she degraded, herself; she had degraded him. His soul's companion! He thought of the hobbling wretches whom he had seen carrying cans and bottles to be filled by the barman. Just God, what an end! Evidently she had been unfit to live, without any strength of purpose, an easy prey to habits, one of the wrecks on which civilization has been reared. But that she could have sunk so low! Was it possible he had deceived himself so utterly about her? He remembered her outburst of that night and interpreted it in a harsher sense than he had ever done. He had no difficulty now in approving of the course he had taken.

As the light failed and his memory began to wander he thought her hand touched his. The shock which had first attacked his stomach was now attacking his nerves. He put on his overcoat and hat quickly and went out. The cold air met him on the threshold; it crept into the sleeves of his coat. When he came to the public-house at Chapel Bridge he went in and ordered a hot punch.

The proprietor served him obsequiously but did not venture to talk. There were five or six working-men in the shop discussing the value of a gentleman's estate in County Kildare. They drank at intervals from their huge pint tumblers, and smoked, spitting often on the floor and sometimes dragging the sawdust over their heavy boots. Mr. Duffy sat on his stool and gazed at them, without seeing or hearing them. After a while they went out and he called for another punch. He sat a long time over it. The shop was very quiet. The proprietor sprawled on the counter reading the newspaper and yawning. Now and again a tram was heard swishing along the lonely road outside.

As he sat there, living over his life with her and evoking alternately the two images on which he now conceived her, he realized that she was dead, that she had ceased to exist, that she had become a memory. He began to feel ill at ease. He asked himself what else could he have done. He could not have lived with her openly. He had done what seemed to him best. How was he to blame? Now that she was gone he understood how lonely her life must have been, sitting night after night alone in that room. His life would be lonely too until he, too, died, ceased to exist, became a memory—if anyone remembered him.

27. Mr. Duffy's mediate reaction to the report of the woman's death was that of _____.
 A. disgust B. guilt C. grief D. compassion
28. It can be inferred from the passage that the reporter wrote about the woman's death in a _____ manner.
 A. detailed B. provocative C. discreet D. sensational
29. We can infer from the last paragraph that Mr. Duffy was in a (n) _____ mood.
 A. angry B. fretful C. irritable D. remorseful
30. According to the passage, which of the following statements is NOT true?
 A. Mr. Duffy once confided in the woman.
 B. Mr. Duffy felt an intense sense of shame.
 C. The woman wanted to end the relationship.
 D. They became estranged probably after a quarrel.

SECTION B SKIMMING AND SCANNING

In this section there are seven passages followed by ten multiple-choice questions. Skim or scan them as required and then mark your answers on the colored Answer Sheet.

TEXT E

First read the following question.

31. In the passage Bill Gates mainly discusses _____.
 A. a person's opportunity of a lifetime B. the success of the computer industry
 C. the importance of education D. high school education in the US

Now go through TEXT E quickly and answer question 31.

Hundreds of students send me e-mail each year asking for advice about education. They want to know what to study, or whether it's OK to drop out of college since that's what I

did.

My basic advice is simple and heartfelt. "Get the best education you can. Take advantage of high school and college. Learn how to learn."

It's true that I dropped out of college to start Microsoft, but I was at Harvard for three years before dropping out—and I'd love to have the time to go back. As I've said before, nobody should drop out of college unless they believe they face the opportunity of a lifetime. And even then they should reconsider.

The computer industry has lots of people who didn't finish college, but I'm not aware of any success stories that began with somebody dropping out of high school. I actually don't know any high school dropouts, let alone any successful ones.

In my company's early years we had a bright part-time programmer who threatened to drop out of high school to work full-time. We told him no.

Quite a few of our people didn't finish college, but we discourage dropping out.

College isn't the only place where information exists. You can learn in a library. But somebody handing you a book doesn't automatically foster learning. You want to learn with other people, ask questions, try out ideas and have a way to test your ability. It usually takes more than just a book.

Education should be broad, although it's fine to have deep interests, too.

In high school there were periods when I was highly focused on writing software, but for most of my high school years I had wide-ranging academic interests. My parents encouraged this, and I'm grateful that they did.

One parent wrote me that her 15-year old son "lost himself in the hole of the computer". He got an A in Web site design, but other grades were sinking, she said.

This boy is making a mistake. High school and college offer you the best chance to learn broadly—math, history, various sciences—and to do projects with other kids that teach you first-hand about group dynamics. It's fine to take a deep interest in computers, dance, language or any other discipline but not if it jeopardizes breadth.

In college it's appropriate to think about specialization. Getting real expertise in an area of interest can lead to success. Graduate school is one way to get specialized knowledge. Choosing a specialty isn't something high school students should worry about. They should worry about getting a strong academic start.

There's not a perfect correlation between attitudes in high school and success in later life, of course. But it's a real mistake not to take the opportunity to learn a huge range of subjects, to learn to work with people in high school, and to get the grades that will help you get into a good college.

TEXT F

First read the following question.

32. The passage focuses on _____.