

# 2010 年攻读浙江财经学院硕士学位研究生入学考试试题

科目代码：681      科目名称：综合英语

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答案请写答题纸上

## Part I READING COMPREHENSION (55 MIN, 50 分)

*In this section there are five reading passages followed by a total of 20 multiple-choice questions. Read the passages and finish the multiple choices.*

### Text A

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

“Schools have always been in a society where practical is more important than intellectual,” says education writer Diane Ravitch. “Schools could be a counterbalance.” Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, “We will become a second-rate country. We will have a less civil society.”

“Intellect is resented as a form of power or privilege,” writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: “We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing.” Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids

being civilized——going to school and learning to read——so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

1. What do American parents expect their children to acquire in school?
  - A. The habit of thinking independently.
  - B. Profound knowledge of the world.
  - C. Practical abilities for future career.
  - D. The confidence in intellectual pursuits.
2. We can learn from the text that Americans have a history of
  - A. undervaluing intellect.
  - B. favoring intellectualism.
  - C. supporting school reform.
  - D. suppressing native intelligence.
3. The views of Ravish and Emerson on schooling are
  - A. identical.
  - B. similar.
  - C. complementary.
  - D. opposite.
4. Emerson, according to the text, is probably
  - A. a pioneer of education reform.
  - B. an opponent of intellectualism.
  - C. a scholar in favor of intellect.
  - D. an advocate of regular schooling.
5. What does the author think of intellect?
  - A. It is second to intelligence.
  - B. It evolves from common sense.
  - C. It is to be pursued.
  - D. It underlies power.

## **Text B**

Stratford-on-Avon, as we all know, has only one industry—William Shakespeare—but there are two distinctly separate and increasingly hostile branches. There is the Royal Shakespeare Company (RSC), which presents superb productions of the plays at the Shakespeare Memorial Theatre on the

Avon. And there are the townsfolk who largely live off the tourists who come, not to see the plays, but to look at Anne Hathaway's Cottage, Shakespeare's birthplace and the other sights.

The worthy residents of Stratford doubt that the theatre adds a penny to their revenue. They frankly dislike the RSC's actors, them with their long hair and beards and sandals and noisiness. It's all deliciously ironic when you consider that Shakespeare, who earns their living, was himself an actor (with a beard) and did his share of noise-making.

The tourist streams are not entirely separate. The sightseers who come by bus— and often take in Warwick Castle and Blenheim Palace on the side — don't usually see the plays, and some of them are even surprised to find a theatre in Stratford. However, the playgoers do manage a little sight-seeing along with their play going. It is the playgoers, the RSC contends, who bring in much of the town's revenue because they spend the night (some of them four or five nights) pouring cash into the hotels and restaurants. The sightseers can take in everything and get out of town by nightfall.

The townsfolk don't see it this way and local council does not contribute directly to the subsidy of the Royal Shakespeare Company. Stratford cries poor traditionally. Nevertheless every hotel in town seems to be adding a new wing or cocktail lounge. Hilton is building its own hotel there, which you may be sure will be decorated with Hamlet Hamburger Bars, the Lear Lounge, the Banquo Banqueting Room, and so forth, and will be very expensive.

Anyway, the townsfolk can't understand why the Royal Shakespeare Company needs a subsidy. (The theatre has broken attendance records for three years in a row. Last year its 1,431 seats were 94 per cent occupied all year long and this year they'll do better.) The reason, of course, is that costs have rocketed and ticket prices have stayed low.

It would be a shame to raise prices too much because it would drive away the young people who are Stratford's most attractive clientele. They come entirely for the plays, not the sights. They all seem to look alike (though they come from all over) —lean, pointed, dedicated faces, wearing jeans and sandals, eating their buns and bedding down for the night on the flagstones outside the theatre to buy the 20 seats and 80 standing-room tickets held for the sleepers and sold to them when the box office opens at 10:30 a.m.

6. From the first two paragraphs , we learn that
  - A. the townsfolk deny the RSC ' s contribution to the town ' s revenue.
  - B. the actors of the RSC imitate Shakespeare on and off stage.
  - C. the two branches of the RSC are not on good terms.
  - D. the townsfolk earn little from tourism.
7. It can be inferred from Paragraph 3 that \_\_\_\_\_
  - A. the sightseers cannot visit the Castle and the Palace separately.
  - B. the playgoers spend more money than the sightseers.

- C. the sightseers do more shopping than the playgoers.  
D. the playgoers go to no other places in town than the theater.
8. By saying “Stratford cries poor traditionally” (Line 2-3, Paragraph 4), the author implies that
- A. Stratford cannot afford the expansion projects.  
B. Stratford has long been in financial difficulties.  
C. the town is not really short of money.  
D. the townsfolk used to be poorly paid.
9. According to the townsfolk, the RSC deserves no subsidy because
- A. ticket prices can be raised to cover the spending.  
B. the company is financially ill-managed.  
C. the behavior of the actors is not socially acceptable.  
D. the theatre attendance is on the rise.
10. From the passage we can conclude that the author
- A. is supportive of both sides.  
B. favors the townsfolk's view.  
C. takes a detached attitude.  
D. is sympathetic to the RSC.

### Text C

Of all the components of a good night's sleep, dreams seem to be least within our control. In dreams, a window opens into a world where logic is suspended and dead people speak. A century ago, Freud formulated his revolutionary theory that dreams were the disguised shadows of our unconscious desires and fears; by the late 1970s, neurologists had switched to thinking of them as just “mental noise” the random byproducts of the neural-repair work that goes on during sleep. Now researchers suspect that dreams are part of the mind's emotional thermostat, regulating moods while the brain is “off-line”. And one leading authority says that these intensely powerful mental events can be not only harnessed but actually brought under conscious control, to help us sleep and feel better, “It's your dream” says Rosalind Cartwright, chair of psychology at Chicago's Medical Center. “If you don't like it, change it.”

Evidence from brain imaging supports this view. The brain is as active during REM (rapid eye movement) sleep-when most vivid dreams occur-as it is when fully awake, says Dr, Eric Nofzinger at the University of Pittsburgh. But not all parts of the brain are equally involved, the limbic system (the “emotional brain”)is especially active, while the prefrontal cortex (the center of intellect and reasoning) is relatively quiet. “We wake up from dreams happy or depressed, and those feelings can stay with us all day” says Stanford sleep researcher Dr, William Dement.

The link between dreams and emotions show up among the patients in

Cartwright's clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don't always think about the emotional significance of the day's events—until, it appears, we begin to dream.

And this process need not be left to the unconscious. Cartwright believes one can exercise conscious control over recurring bad dreams. As soon as you awaken, identify what is upsetting about the dream. Visualize how you would like it to end instead. The next time it occurs, try to wake up just enough to control its course. With much practice people can learn to, literally, do it in their sleep.

At the end of the day, there's probably little reason to pay attention to our dreams at all unless they keep us from sleeping. "We wake up in a panic," Cartwright says. Terrorism, economic uncertainties and general feelings of insecurity have increased people's anxiety. Those suffering from persistent nightmares should seek help from a therapist. For the rest of us, the brain has its ways of working through bad feelings. Sleep—or rather dream—on it and you'll feel better in the morning.

11. Researchers have come to believe that dreams
  - A. can be modified in their courses.
  - B. are susceptible to emotional changes.
  - C. reflect our innermost desires and fears.
  - D. are a random outcome of neural repairs.
12. By referring to the limbic system, the author intends to show
  - A. its function in our dreams.
  - B. the mechanism of REM sleep.
  - C. the relation of dreams to emotions.
  - D. its difference from the prefrontal cortex.
13. The negative feelings generated during the day tend to
  - A. aggravate in our unconscious mind.
  - B. develop into happy dreams.
  - C. persist till the time we fall asleep.
  - D. show up in dreams early at night.
14. Cartwright seems to suggest that
  - A. waking up in time is essential to the ridding of bad dreams.
  - B. visualizing bad dreams helps bring them under control.
  - C. dreams should be left to their natural progression.
  - D. dreaming may not entirely belong to the unconscious.
15. What advice might Cartwright give to those who sometimes have had dreams?
  - A. lead your life as usual.
  - B. Seek professional help.

- C. Exercise conscious control.
- D. Avoid anxiety in the daytime.

## Text D

The fox really exasperated them both. As soon as they had let the fowls out, in the early summer mornings, they had to take their guns and keep guard; and then again as soon as evening began to mellow, they must go once more. And he was so sly. He slid along in the deep grass; he was difficult as a serpent to see. And he seemed to circumvent the girls deliberately. Once or twice March had caught sight of the white tip of his brush, or the ruddy shadow of him in the deep grass, and she had let fire at him. But he made no account of this. The trees on the wood edge were a darkish, brownish green in the full light—for it was the end of August. Beyond, the naked, copper like shafts and limbs of the pine trees shone in the air. Nearer the rough grass, with its long, brownish stalks all a gleam, was full of light. The fowls were round about—the ducks were still swimming on the pond under the pine trees. March looked at it all, saw it all, and did not see it. She heard Banford speaking to the fowls in the distance—and she did not hear. What was she thinking about? Heaven knows. Her consciousness was, as it were, held back. She lowered her eyes, and suddenly saw the fox. He was looking up at her. His chin was pressed down, and his eyes were looking up. They met her eyes. And he knew her. She was spellbound—she knew he knew her. So he looked into her eyes, and her soul failed her. He knew her, he has not daunted. She struggled, confusedly she came to herself, and saw him making off, with slow leaps over some fallen boughs, slow, impudent jumps. Then he glanced over his shoulder, and ran smoothly away. She saw his brush held smooth like a feather, she saw his white buttocks twinkle. And he was gone, softly, soft as the wind.

She put her gun to her shoulder, but even then pursed her mouth, knowing it was nonsense to pretend to fire. So she began to walk slowly after him, in the direction he had gone, slowly, pertinaciously. She expected to find him. In her heart she was determined to find him. What she would do when she saw him again she did not consider. But she was determined to find him. So she walked abstractedly about on the edge of the wood, with wide, vivid dark eyes, and a faint flush in her cheeks. She did not think. In strange mindlessness she walked hither and thither...

As soon as supper was over, she rose again to go out, without saying why. She took her gun again and went to look for the fox. For he had lifted his eyes upon her, and his knowing look seemed to have entered her brain. She did not so much think of him: she was possessed by him. She saw his dark, shrewd, unabashed eye looking into her, knowing her. She felt him invisibly master her spirit. She knew the way he lowered his chin as he looked up, she knew his

muzzle, the golden brown, and the grayish white. And again she saw him glance over his shoulder at her, half inviting, half contemptuous and cunning. So she went, with her great startled eyes glowing, her gun under her arm, along the wood edge. Meanwhile

the night fell, and a great moon rose above the pine trees.

16. At the beginning of the story, the fox seems to be all EXCEPT \_\_\_\_\_.
  - A. cunning
  - B. fierce
  - C. defiant
  - D. annoying
17. As the story proceeds, March begins to feel under the spell of \_\_\_\_\_.
  - A. the light
  - B. the trees
  - C. the night
  - D. the fox
18. Gradually March seems to be in a state of \_\_\_\_\_.
  - A. blankness
  - B. imagination
  - C. sadness
  - D. excitement
19. At the end of the story, there seems to be a sense of \_\_\_\_\_ between March and the fox.
  - A. detachment
  - B. anger
  - C. intimacy
  - D. conflict
20. The passage creates an overall impression of \_\_\_\_\_.
  - A. mystery
  - B. horror
  - C. liveliness
  - D. contempt

## Text E

Can computer reason? Reasoning requires the individual to take a given set of facts and draw correct conclusions. Unfortunately, errors frequently occur, and we are not talking about simple carelessness as occurs when two numbers are incorrectly added, nor do we mean errors resulting from simple forgetfulness. Rather, we have in mind errors of a logical nature—those resulting from faulty reasoning. Now, or at least soon, computers will be capable of error free logical reasoning in a variety of areas. The key to avoiding errors is to use a computer program that relies on the recent research in the field of automated theorem

proving. AURA(Automated Reasoning Assistant) is the program that best exemplifies this use of the computer.

AURA solves a program by drawing conclusions from a given set of facts about the problem. The program reaches logical conclusions flawlessly as it uses various types of reasoning and solves almost all problems by using sophisticated techniques to find a contradiction.

One generally starts with a set of assumptions and adds a statement that the goal is unreachable. For example, if the problem is to test a safety system that automatically shuts down a nuclear reactor when instruments indicate a problem, AURA is told that the system will not shut the reactor down under those circumstances. If AURA finds a contradiction between the statement and the system's design assumptions, then this aspect of the reactor's design has been proved satisfactory. This strategy lets AURA concentrate on the problem at hand and avoid the many fruitless steps required to explore the entire theory underlying the problem.

The chief use for AURA at this time is for electronic circuit design validation, but a number of other uses will arise. For example, there already exist "expert systems" that are special purpose programs designed to automate reasoning in a specific area such as medical diagnosis. These expert systems continue to improve and have an indefinite life span. Moreover, they can be duplicated for pennies. A human who can expertly predict where to drill for oil is in great demand. A program that can predict equally well would be invaluable and could be duplicated any number of times.

Will the computer replace the human being? It seems likely that computer programs will reproduce more clever programs and more efficient components. Reasoning programs will also analyze their own progress, learn from their attempts to solve a problem. Such programs will assist, rather than replace, humans. Reasoning assistants will enable human minds to turn to deeper and far more complex ideas, which will be partially formulated and then checked for reasoning flaws by a reasoning program. Many errors will be avoided.

21. The author suggests in Par.1 that humans are \_\_\_\_\_

- A. liable to irrational thinking.
- B. apt to err in simple counting.
- C. prone to memory dysfunction.
- D. subject to unwitting reasoning.

22. The way AURA works in is to \_\_\_\_\_

- A. explore the faults in designing.
- B. discover the bugs in a program.
- C. state against the set suppositions.
- D. make assumptions by reasoning.

23. All of the following are mentioned as areas for AURA EXCEPT \_\_\_\_\_

- A. electronic engineering.
  - B. detection of fossil fuels.
  - C. identification of diseases.
  - D. complicated mental logic.
24. All of the following are advantages of expert programs EXCEPT \_\_\_\_\_
- A. they can be duplicated infinitely.
  - B they are featured by self analysis.
  - C. they may be enriched in contents.
  - D. they are reproduced almost free.
25. The best title for the text seems to be \_\_\_\_\_
- A. Practical Uses of Computers.
  - B. Suggested Applications for AURA.
  - C. The Technical Perfection of AURA.
  - D. Computer Aid to Human Reasoning.

## **Part II GENERAL KNOWLEDGE (10 MIN; 20 分)**

*There are ten multiple-choice questions in this section. Choose the best answer to each question. Mark your answers on your colored answer sheet.*

1. Most of the poems written by Emily Dickinson were \_\_\_\_\_.
  - A. lost
  - B. published during her lifetime
  - C. buried with her
  - D. published after her death
2. Who wrote Pygmalion which later was transformed into the highly popular New York Broadway musical My Fair Lady in 1956?
  - A. Edgar Allen Poe.
  - B. Charles Lamb.
  - C. George Bernard Shaw.
  - D. Alfred Tennyson.
3. In Oliver Twist, Charles criticizes \_\_\_\_\_.
  - A. money worshipping tendency
  - B. dehumanizing of workhouse system
  - C. hypocrisy of the upper society
  - D. distortion of human heart
4. Which of the following sounds does not belong to the allomorphs of the English plural morpheme?
  - A. [s].
  - B. [iz].

- C. [ai].  
D. [is].
5. Lexeme is \_\_\_\_\_.
- A. a physically definable unit  
B. the common factor underlying a set of forms  
C. a grammatical unit  
D. an indefinable unit
6. The pair of words "lend" and "borrow" are \_\_\_\_\_.
- A. gradable opposites  
B. converse opposites  
C. co-hyponyms  
D. synonyms
7. Veterans' Day was originally set to \_\_\_\_\_.
- A. honor all men who have fought in defense of the country  
B. honor the end of WWI  
C. honor those who have given their lives in defense of the country  
D. honor those who died in WWI
8. \_\_\_\_\_ is the Aboriginal name for Ayers Rock, which is considered to be the largest individual rock mass in the world.
- A. Canberra  
B. Uluru  
C. Manitoba  
D. Alberta
9. Which of the following is not true about the Independence Day?
- A. It is a legal holiday in the United States.  
B. The President will hold large national banquet.  
C. The Army fires a 13-gun salute in the morning.  
D. Americans abroad will gather together to celebrate the national day.
10. One of the goals set by President Bush in his "America 2000" Plan is \_\_\_\_\_.
- A. elimination of drugs and violence at school  
B. the increase of the high—school graduation rate to 86%  
C. competence in foreign language, mathematics science, history and geography  
D. the increase of adult literacy rate

### **PART III    PROOF READING & ERROR CORRECTION**

**(20 MIN;20 分)**

*The passage contains TEN errors. Each indicated line contains a ONE error. In each case, only ONE word is involved. You should proofread the passage,*

*correct them and write your answer on the answer sheet in the following way:*

**EXAMPLE**

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

1. When an art
2. ...it ~~never~~ buys things
3. ...wants an exhibit,

We often think of agriculture as planting seeds and harvest crops. But many crops do not come from seeds. Many kinds of trees and plants are grown from pieces cut from existing trees and plants. This is called grafting.

1.

Farmers cut branches or young growths, called buds, from one plant and place them on a related kind of plant. The branch and bud that is grafted is called a scion. The plant that accepts the graft is called the root stock.

2.

Over time, the part from the two plants grow together. The grafted plant begins to produce the leaves and fruit of the scion, not the root stock.

3.

A graft can be cut in several ways. A cleft graft, for example, requires a scion with several buds on it. The bottom of the scion is cut in the shape of the letter V. A place is cut in the root stock to accept the scion. The scion is then secure placed into the cut on the root stock. Material called a growth medium is put on the join to keep it wet and help the growth.

4.

5.

Grafting can join scions with desirable qualities to root stock that is strong and resists disease and insects. Small trees can be grafted with older scions. The American Environmental Protection Agency says grafting can reduce the need to use pesticides on crops. The E.P.A. found that grafting stronger plants cost less than using chemicals. Also, poisons can be dangerous to people and the environment.

6.

7.

Agriculture could not exist as we know it with grafting. Many fruits and nuts have been improved

8.

through this method. Some common fruit trees such as sweet cherries and McIntosh apples have to be grafted.

Bing cherries, for example, are one of the most popular kinds of cherries. But a Bing cherry tree is not grown from seed. Branches that produce Bing cherries must be grafted onto root stock. All sweet cherries on the market are grown this way. 9.

And then there are seedless fruits like navel oranges and seedless watermelons. Have you ever wondered why farmers grow them? The answer is: through grafting. 10.

The grapefruit tree is another plant that depends on grafting to reproduce. Grapes, apples, pears and also flowers can be improved through grafting. In an age of high-technology agriculture, grafting is a low-technology method that remains extremely important.

#### **PART IV CLOZE (25 MIN; 20 分)**

***The passage contains TWENTY blanks. Read the whole passage and fill in the missing word for each blank. Then write your answers on the Answer Sheet.***

Some schools are going high-tech to fight crime. At Johns Hopkins University in Baltimore, \_\_\_1\_\_\_ than 100 so-called smart cameras (they use a computer algorithm to detect suspicious activity) keep a constant eye \_\_\_2\_\_\_ campus—and beyond. The system recently spied a man in an alley behind an off-campus residence peering into sleeping students' rooms. A campus command center was alerted. When the man got into a car, a camera zoomed in on his \_\_\_3\_\_\_ plate and then fed the \_\_\_4\_\_\_ to police. Minutes later, when an armed robbery occurred nearby, the description of the suspect matched \_\_\_5\_\_\_ of the would-be Johns Hopkins intruder, and the police \_\_\_6\_\_\_ an arrest.

It's not just outside forces \_\_\_7\_\_\_ can harm students. Sometimes psychological issues can wreak havoc on a young man \_\_\_8\_\_\_ woman. Seventeen years ago, says Connie Horton, PhD, director of Pepperdine University's counseling center, students at the California school wanted to talk about \_\_\_9\_\_\_ home, love woes or test anxiety. Not now, she says: "At least half of the students we see are struggling with depression. We also deal with bipolar disorder, psychotic breaks, and eating and anxiety disorders."

The numbers back her up. One 2003 study found that the rate of depression among college students seeking mental-health services more than doubled \_\_\_10\_\_\_ 1989 and 2001. And suicide is now the \_\_\_11\_\_\_-leading cause of death among students (after accidents), claiming up to 1,100 \_\_\_12\_\_\_ a

year.

To counter the trend, many schools have beefed up counseling. “The kid may say ‘My grades are so bad, I don’t see a way \_\_\_\_13\_\_\_\_ of this’ or ‘I can’t imagine tomorrow,’” Horton says. Frequent crying, agitation, insomnia or sleeping excessively, lack of energy and loss of enjoyment can \_\_\_\_14\_\_\_\_ signal depression. Horton suggests parents “listen for a \_\_\_\_15\_\_\_\_ of hopelessness” during calls home.

Ask if a college can \_\_\_\_16\_\_\_\_ such issues, says Gregory Eells, PhD, Cornell University’s director of counseling and psychiatric services. Is there at least one full-time counselor per 1,300 to 1,500 students? How long does it \_\_\_\_17\_\_\_\_ to get an appointment? “At Cornell, the \_\_\_\_18\_\_\_\_ is one to eight hundred,” he says. “And any student can speak to a counselor the same day by phone for 20 minutes.”

Also, parents should ask whether they’ll be told if a child breaks down. Some schools don’t \_\_\_\_19\_\_\_\_ such news, but, Eells says, “Our lawyers say we can assume kids under 21 are dependents of their parents, which gives us more flexibility in \_\_\_\_20\_\_\_\_ we can tell families.”

## **PART V WRITING (70 MIN; 40 分)**

**Section A: To summarize an essay, you should not include your own thoughts on the matter, but describe the essay as objectively as possible, whether you agree with it or not. Try to use pertinent quotations by the author, working them in gracefully where appropriate. Also, any important or conspicuous words, phrases, or terms should be put in quotation marks.**

**Write a 150-word summary based on the following passage.**

At age 11, I took my two little sisters and assorted younger cousins to Flamingo Bowl almost every weekend. I kept track of points and, more crucially, kept the kids safe despite their tendency to hurl most of their body weight (along with the ball) down the lane.

Children shrieked, and pins thundered. In my mind, however, there was silence. I had developed the habit of something my auntie called “half-mindedness”—partly attending to whatever was going on around me while the rest of my brain was engaged in reading and writing. Even though I held a scorecard and a pencil nub, I was flying between planets in “The Little Prince,” attending dances in “Pride and Prejudice,” and going on adventures entirely of my own imagining.

The children, frankly, were a bit of a distraction. I managed to babysit them and write at the same time, but in so doing I absorbed this message: I could dedicate myself either to meaningful work or to having kids, but it would be nearly impossible to do both.

That was a lesson I also learned at home. My mother and father were young, enthusiastic parents. They had just entered their 20s when I was born. Children defined their new marriage and their lives as adults. Their daughters were their joy and legacy, the center of attention. Limited resources necessitated difficult choices: My sisters and I shared beds, we had a black-and-white TV in an age of color, and restaurants were a wild extravagance. Both my parents worked and worked at jobs they found unfulfilling and, when they were home, seemed to nap constantly.

I wanted something different, namely, a satisfying career—and the freedom to move and to take risks, to be unencumbered. I dreamed of distant travel, elaborate dinner parties, and the world's most secluded study. Kids didn't seem compatible with these goals.

Many of my literary heroes had no children: Katherine Mansfield, Edith Wharton, Eudora Welty. Virginia Woolf was childless, and her famous declaration on the importance of a room of one's own made me feel she was even rather chilly toward houseguests.

From these authors, I gleaned that the pursuit of one's passion subsumed all of one's energies, leaving little behind. At age 30, my efforts paid off when I learned my first book was going to be published. I burst into tears; it was happiness unlike any I had known.

Not long after, a male colleague at a dinner party warned that, if I wanted to have a child, there wasn't "time to spare." But I did have time. I didn't want children. And I married a man who felt the same way. Instead, I taught and wrote. My husband and I held dinner parties and traveled, trying out those early dreams.

But as my sisters began to have kids and I greeted my new nieces and nephews, something shifted. I believed that being an aunt would be the perfect fit—all glory, no guts. It was lovely to have children to spoil without having to worry about the daily realities of parenting.

But to my surprise, aunthood brought its own sort of discontent—a subtle, quiet appetite for more. After public readings, I was frequently asked if I had children—for no reason that I could discern other than my being female. One day a woman in the audience blurted, "Diana's books are her children!" I knew she was trying to be helpful, but I felt a twinge of discomfort. I wasn't sure I wanted my books to be my children.

I started registering clear signs of ambivalence. My husband and I acquired Yogi, a little Italian greyhound. And I promptly developed a telling habit of flipping Yogi on her back in my arms while cooing, "Be the baby." She helplessly let me cradle her while my husband rolled his eyes.

I turned to books for guidance. I read in a biography of Julia Child that, despite a life of fame and excitement, she may have regretted not having children. I felt those words reverberate in me. Still, I was in my 40s by that point.

There were risks associated with late childbearing, of course. What felt more daring still was challenging my own idea of whom I was: I had never thought of myself as a mother, and it seemed a little late to make such a drastic change to my identity.

But, I realized I had changed already; it had happened so gradually I almost hadn't noticed. My work had given me great satisfaction, but there were parts of me that it didn't reach. I found myself thinking back on those times at the Flamingo Bowl. I didn't want only the solitude of work. I yearned for more joy, more clamor, more life in my life.

My husband and I began to discuss the possibility of having children. He had found, to his surprise, that he enjoyed being an uncle, discovering the pleasures of play and making merry. He allowed that he too had felt a deeper pull to create a family.

For me, the transformative moment came, oddly enough, through my work: I had been writing a memoir that was, in part, a wish to understand my life without children. But one morning I started working on a novel about a woman who had grown up without any biological family, who stands starkly alone in the mystery of her own identity.

While researching the book, I started chatting with a mother and her eight-year-old daughter in a café. It came up in conversation that the daughter was adopted. After showing me her crayoned drawings, the girl turned to her mother and very delicately wrapped one arm around the woman's neck. I watched, bewitched. And I walked away with a new dream, feeling all but certain that I wanted to adopt my own child.

I was terrified: The more important the decision, the more frightening it is. I collected quotes on taking risks. When we began the adoption application process, I cut out a quote from journalist Dorothy Thompson, who said, "Only when we are no longer afraid do we begin to live."

And then, this past January, my husband and I brought home our one-day-old baby daughter. As we drove away from the hospital, I told my husband in a wondering voice, "There's a baby in our car!" Even after all the preparation, it seemed nearly impossible.

Throughout the first weeks with her, my husband and I stared at each other in sleep-deprived astonishment, laughing and asking each other, "Do you feel like a parent?" And slowly the answer shifted from Um, maybe? to Yes. Absolutely yes. We named our daughter Grace; it's an old family name, but also a word for possibility and renewal. Through Grace, we transcended our old fears and perceptions of ourselves that no longer fit. We discovered that life could be so much bigger than we had imagined.

Gracie is sitting on my lap as I proofread this essay. It's possible that my work has slowed down somewhat, but I also think that I've gotten more efficient, cutting away nonessential tasks. Life pours into new containers: I write during

nap times and mull over plots during feedings. Gracie and I are half-minded together, dreaming together; she reclines on my lap and reaches for the pages of her cardboard book.

To my joy and surprise, I've learned that as important as it is to have space to work in, I don't always have to do it all alone. Sometimes a tiny new perspective is the best inspiration of all.

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

*Write your summary on ANSWER SHEET THREE.*

**Section B:**

**People all over the world are suffering from the economic crisis. We, as students, need to save as much as we can to lighten our parent's burden. And also the money we deposit in the banks will be helpful to the development of our country. You are to write an essay of about 300 words on the topic given below. And you are in favor of this idea and have therefore decided to write to your university campus radio a passage entitled:**

**A VIRTUE CALLED SAVING**

*In the first part of your writing you should present your thesis statement, and in the second part you should support the thesis statement with appropriate details. In the last part you should bring what you have written to a natural conclusion or a summary.*

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

*Write your composition on ANSWER SHEET THREE.*