

商志 考研英语高分传奇·系列之三

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商志 ◎ 主编

高分传奇

9周“歼灭”考研英语历年真题（英语二）

▶ 全方位逐句详尽解析每句话的考点知识点

多角度逐题精准归纳每道题的思路规律

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高分传奇

9周“歼灭”考研英语历年真题（英语二）

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前言

历年真题之于考研英语就如同水之于鱼,空气之于人。

这句话以几乎夸张的方式强调了考研英语真题对考研学子的重要性, but you can never pay more attention to it. “英语真题强调再多也不为过”, 相信很多考生也曾从师兄、师姐以及辅导班老师那里不断地听过类似的说法。考生需要知其然, 亦需要知其所以然。

一、真题为何如此重要

(一) 夯实语言基本功

从考研英语基础知识应用的层面上讲, 考生需要掌握大纲规定的 5500 个考研词汇以及相应的词根、词缀, 同时需要具备一定的词汇衍生能力。另外, 考生需要具备综合利用各类语法知识以及分析长难句的能力。

在这两个基本功中, 词汇毋庸置疑是很多考生最先关注和重视的。然而, 关注和重视不等于能够完全掌握。事实上, 很多考生在词汇记忆方面陷入了“记——忘——记——忘……”的怪圈。在长难句方面, 很多考生是雾里看花, 很难快速准确地抓住句子主干。造成这个问题的原因有很多, 其中一个重要的原因是学习资料的选择不合理。在这方面绝大多数考生忽视了真题对于考生记忆单词和提升长难句分析能力的重要性。本质上讲, 考研英语单词和长难句类型在这些真题的文章里面最能得到全面的体现和应用, 而且其频率也能得到充分的体现, 考生只要能够做到把历年真题的单词和长难句全部掌握和吃透, 那么考研英语所要求的基本功就大致具备了。而且, 在具体的文章语境里学习、记忆这些单词对于大多数考生而言效果更加显著。

(二) 提升解题技能

关于真题对于考生解题技能的提升,相信绝大多数考生都知道其重要性。但是具体到操作层面,很多考生也仅仅局限于记住了每道题目的答案,却没有真正掌握考研英语中每类题型的解题思路。考研英语每类题型的文章特征、命题特点、答题技巧等对于很多考生而言仍然是一团糨糊,没有系统的概念和整体的体系,以至于虽然课听了很多,做题时还是毫无思路 and 把握,一切跟着感觉走。这些解题思路的掌握必须和真题结合起来,考生在课堂上学到每类题型的解题思路和方法后,必须落实到近几年真题中进行验证,才能内化成自己的解题能力。

二、怎样利用真题

英语真题可以从基础层面和解题技巧层面全方位地提高考生的考研英语水平。关于英语真题重要性的问题明晰了,那么考生需要如何复习真题才能如此全面地掌握真题呢?这是我接下来要回答的问题,同时也是《高分传奇9周“歼灭”考研英语历年真题(英语二)》这本书要解决的问题。

首先,本书在开篇部分设置从2010年到2014年的英语(二)真题,利用最新真题让考生小试牛刀,测试一下自己当前的考研英语水平。

其次,编者对考生精心细化了真题的任务量,考生可根据安排开始“周计划”式的学习,因为只有合理安排每天做什么,每周复习哪些内容,才能循序渐进地完成真题的学习。而每个时间单位里面的任务量该如何规划是比较关键的问题。本书编者结合多年的辅导经验和大量学员的实践经验,把十年真题进行了细致周到的任务划分。考生只要按照本书的安排步骤,按部就班地进行学习即可。

再次,本书可以保证解析的权威性。语言层面和解题层面的解析是否正确和精准,对于考生复习效果的影响之巨大是毋庸置疑的。本书从单词注释、长难句解析、段落篇章分析、连线解析、全文翻译到解题思路等方面的总结,无不精心编写,力求为考生呈现最权威、最精准的真题详解版本。



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真题实战

2010 年全国硕士研究生入学统一考试(英语二)真题

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)

①The outbreak of swine flu that was first detected in Mexico was declared a global epidemic on June 11, 2009. ②It is the first worldwide epidemic 1 by the World Health Organization in 41 years.

①The heightened alert 2 an emergency meeting with flu experts in Geneva that assembled after a sharp rise in cases in Australia, and rising 3 in Britain, Japan, Chile and elsewhere.

①But the epidemic is “4” in severity, according to Margaret Chan, the organization’s director general, 5 the overwhelming majority of patients experiencing only mild symptoms and a full recovery, often in the 6 of any medical treatment.

①The outbreak came to global 7 in late April 2009, when Mexican authorities noted an unusually large number of hospitalizations and deaths 8 healthy adults. ②As much of Mexico City shut down at the height of a panic, cases began to 9 in New York City, the southwestern United States and around the world.

①In the United States, new cases seemed to fade 10 warmer weather arrived. ②But in late September 2009, officials reported there was 11 flu activity in almost every state and that virtually all the 12 tested are the new swine flu, also known as (A) H1N1, not seasonal flu. ③In the U. S. , it has 13 more than one

million people, and caused more than 600 deaths and more than 6,000 hospitalizations.

①Federal health officials 14 Tamiflu for children from the national stockpile and began 15 orders from the states for the new swine flu vaccine. ②The new vaccine, which is different from the annual flu vaccine, is 16 ahead of expectations. ③More than three million doses were to be made available in early October 2009, though most of those 17 doses were of the FluMist nasal spray type, which is not 18 for pregnant women, people over 50 or those with breathing difficulties, heart disease or several other 19. ④But it was still possible to vaccinate people in other high-risk groups: health care workers, people 20 infants and healthy young people.

- | | | | |
|---------------------|----------------|--------------------|-----------------|
| 1. [A] criticized | [B] appointed | [C] commented | [D] designated |
| 2. [A] proceeded | [B] activated | [C] followed | [D] prompted |
| 3. [A] digits | [B] numbers | [C] amounts | [D] sums |
| 4. [A] moderate | [B] normal | [C] unusual | [D] extreme |
| 5. [A] with | [B] in | [C] from | [D] by |
| 6. [A] progress | [B] absence | [C] presence | [D] favor |
| 7. [A] reality | [B] phenomenon | [C] concept | [D] notice |
| 8. [A] over | [B] for | [C] among | [D] to |
| 9. [A] stay up | [B] crop up | [C] fill up | [D] cover up |
| 10. [A] as | [B] if | [C] unless | [D] until |
| 11. [A] excessive | [B] enormous | [C] significant | [D] magnificent |
| 12. [A] categories | [B] examples | [C] patterns | [D] samples |
| 13. [A] imparted | [B] immersed | [C] injected | [D] infected |
| 14. [A] released | [B] relayed | [C] relieved | [D] remained |
| 15. [A] placing | [B] delivering | [C] taking | [D] giving |
| 16. [A] feasible | [B] available | [C] reliable | [D] applicable |
| 17. [A] prevalent | [B] principal | [C] innovative | [D] initial |
| 18. [A] presented | [B] restricted | [C] recommended | [D] introduced |
| 19. [A] problems | [B] issues | [C] agonies | [D] sufferings |
| 20. [A] involved in | [B] caring for | [C] concerned with | [D] warding off |

Section II Reading Comprehension

Part A

Directions:

Read the following four passages. Answer the questions below each passage by choosing A, B, C and D.

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

Text 1

①The longest bull run in a century of art-market history ended on a dramatic note with a sale of 56 works by

Damien Hirst, *Beautiful Inside My Head Forever*, at Sotheby's in London on September 15th 2008. ②All but two pieces sold, fetching more than £70m, a record for a sale by a single artist. ③It was a last victory. ④As the auctioneer called out bids, in New York one of the oldest banks on Wall Street, Lehman Brothers, filed for bankruptcy.

①The world art market had already been losing momentum for a while after rising bewilderingly since 2003. ②At its peak in 2007 it was worth some \$65 billion, reckons Clare McAndrew, founder of Arts Economics, a research firm — double the figure five years earlier. ③Since then it may have come down to \$50 billion. ④But the market generates interest far beyond its size because it brings together great wealth, enormous egos, greed, passion and controversy in a way matched by few other industries.

①In the weeks and months that followed Mr. Hirst's sale, spending of any sort became deeply unfashionable. ②In the art world that meant collectors stayed away from galleries and salerooms. ③Sales of contemporary art fell by two-thirds, and in the most overheated sector — for Chinese contemporary art — they were down by nearly 90% in the year to November 2008. ④Within weeks the world's two biggest auction houses, Sotheby's and Christie's, had to pay out nearly \$200m in guarantees to clients who had placed works for sale with them.

①The current downturn in the art market is the worst since the Japanese stopped buying Impressionists at the end of 1989. ②This time experts reckon that prices are about 40% down on their peak on average, though some have been far more fluctuant. ③But Edward Dolman, Christie's chief executive, says: "I'm pretty confident we're at the bottom."

①What makes this slump different from the last, he says, is that there are still buyers in the market. ②Almost everyone who was interviewed for this special report said that the biggest problem at the moment is not a lack of demand but a lack of good work to sell. ③The three Ds — death, debt and divorce — still deliver works of art to the market. ④But anyone who does not have to sell is keeping away, waiting for confidence to return.

21. In the first paragraph, Damien Hirst's sale was referred to as "a last victory" because _____.

- [A] the art market had witnessed a succession of victories
- [B] the auctioneer finally got the two pieces at the highest bids
- [C] *Beautiful Inside My Head Forever* won over all masterpieces
- [D] it was successfully made just before the world financial crisis

22. By saying "spending of any sort became deeply unfashionable (Line 1, Para. 3), the author suggests that _____.

- [A] collectors were no longer actively involved in art-market auctions
- [B] people stopped every kind of spending and stayed away from galleries
- [C] art collection as a fashion had lost its appeal to a great extent
- [D] works of art in general had gone out of fashion so they were not worth buying

23. Which of the following statements is NOT true?

- [A] Sales of contemporary art fell dramatically from 2007 to 2008.
- [B] The art market surpassed many other industries in momentum.
- [C] The market generally went downward in various ways.
- [D] Some art dealers were awaiting better chances to come.

24. The three Ds mentioned in the last paragraph are _____.

- [A] auction houses' favorites
- [B] contemporary trends
- [C] factors promoting artwork circulation
- [D] styles representing Impressionists

25. The most appropriate title for this text could be _____.

- [A] Fluctuation of Art Prices
- [B] Up-to-date Art Auctions
- [C] Art Market in Decline
- [D] Shifted Interest in Arts

Text 2

①I was addressing a small gathering in a suburban Virginia living room — a women's group that had invited men to join them. ②Throughout the evening, one man had been particularly talkative, frequently offering ideas and anecdotes, while his wife sat silently beside him on the couch. ③Toward the end of the evening, I commented that women frequently complain that their husbands don't talk to them. ④This man quickly nodded in agreement. ⑤He gestured toward his wife and said, "She's the talker in our family." ⑥The room burst into laughter; the man looked puzzled and hurt. ⑦"It's true," he explained. ⑧"When I come home from work I have nothing to say. ⑨If she didn't keep the conversation going, we'd spend the whole evening in silence."

①This episode crystallizes the irony that although American men tend to talk more than women in public situations, they often talk less at home. ②And this pattern is wreaking havoc with marriage.

①The pattern was observed by political scientist Andrew Hacker in the late 1970s. ②Sociologist Catherine Kohler Riessman reports in her new book *Divorce Talk* that most of the women she interviewed — but only a few of the men — gave lack of communication as the reason for their divorces. ③Given the current divorce rate of nearly 50 percent, that amounts to millions of cases in the United States every year — a virtual epidemic of failed conversation.

①In my own research, complaints from women about their husbands most often focused not on tangible inequities such as having given up the chance for a career to accompany a husband to his or doing far more than their share of daily life-support work like cleaning, cooking and social arrangements. ②Instead they focused on communication: "He doesn't listen to me." "He doesn't talk to me." ③I found, as Hacker observed years before, that most wives want their husbands to be, first and foremost, conversational partners but few husbands share this expectation of their wives.

①In short, the image that best represents the current crisis is the stereotypical cartoon scene of a man sitting at the breakfast table with a newspaper held up in front of his face, while a woman glares at the back of it, wanting to talk.

26. What is most wives' main expectation of their husbands?

- [A] Talking to them.
- [B] Trusting them.
- [C] Supporting their careers.
- [D] Sharing housework.

27. Judging from the context, the phrase "wreaking havoc" (Line 2, Para. 2) most probably means _____.

- [A] generating motivation
- [B] exerting influence
- [C] causing damage
- [D] creating pressure

28. All of the following are true EXCEPT _____.
- [A] men tend to talk more in public than women
 - [B] nearly 50 percent of recent divorces are caused by failed conversation
 - [C] women attach much importance to communication between couples
 - [D] a female tends to be more talkative at home than her spouse
29. Which of the following can best summarize the main idea of this text?
- [A] The moral decaying deserves more research by sociologists.
 - [B] Marriage break-up stems from sex inequalities.
 - [C] Husband and wife have different expectations from their marriage.
 - [D] Conversational patterns between man and wife are different.
30. In the following part immediately after this text, the author will most probably focus on _____.
- [A] a vivid account of the new book *Divorce Talk*
 - [B] a detailed description of the stereotypical cartoon
 - [C] other possible reasons for a high divorce rate in the U. S.
 - [D] a brief introduction to the political scientist Andrew Hacker

Text 3

①Over the past decade, many companies had perfected the art of creating automatic behaviors — habits — among consumers. ②These habits have helped companies earn billions of dollars when customers eat snacks, or wipe counters almost without thinking, often in response to a carefully designed set of daily cues.

①“There are fundamental public health problems, like dirty hands instead of a soap habit, that remain killers only because we can't figure out how to change people's habits,” said Dr. Curtis, the director of Hygiene Center at the London School of Hygiene & Tropical Medicine. ②“We wanted to learn from private industry how to create new behaviors that happen automatically.”

①The companies that Dr. Curtis turned to — Procter & Gamble, Colgate-Palmolive and Unilever — had invested hundreds of millions of dollars finding the subtle cues in consumers' lives that corporations could use to introduce new routines.

①If you look hard enough, you'll find that many of the products we use every day — chewing gums, skin moisturizers, disinfecting wipes, air fresheners, water purifiers, health snacks, teeth whiteners, fabric softeners, vitamins — are results of manufactured habits. ②A century ago, few people regularly brushed their teeth multiple times a day. ③Today, because of shrewd advertising and public health campaigns, many Americans habitually give their pearly whites a cavity-preventing scrub twice a day, often with Colgate, Crest or one of the other brands.

①A few decades ago, many people didn't drink water outside of a meal. ②Then beverage companies started bottling the production of far-off springs, and now office workers unthinkingly sip bottled water all day long. ③Chewing gum, once bought primarily by adolescent boys, is now featured in commercials as a breath freshener and teeth cleanser for use after a meal. ④Skin moisturizers are advertised as part of morning beauty rituals, slipped in between hair brushing and putting on makeup.

①“Our products succeed when they become part of daily or weekly patterns,” said Carol Berning, a consumer psychologist who recently retired from Procter & Gamble, the company that sold \$76 billion of Tide, Crest

and other products last year. ② “Creating positive habits is a huge part of improving our consumers’ lives, and it’s essential to making new products commercially viable.”

①Through experiments and observation, social scientists like Dr. Berning have learned that there is power in tying certain behaviors to habitual cues through ruthless advertising. ②As this new science of habit has emerged, controversies have erupted when the tactics have been used to sell questionable beauty creams or unhealthy foods.

31. According to Dr. Curtis, habits like hand washing with soap _____.

- [A] should be further cultivated [B] should be changed gradually
[C] are deeply rooted in history [D] are basically private concerns

32. Bottled water, chewing gum and skin moisturizers are mentioned in Paragraph 5 so as to _____.

- [A] reveal their impact on people’ habits
[B] show the urgent need of daily necessities
[C] indicate their effect on people’ buying power
[D] manifest the significant role of good habits

33. Which of the following does NOT belong to products that help create people’s habits?

- [A] Tide [B] Crest [C] Colgate [D] Unilever

34. From the text we know that some of consumer’s habits are developed due to _____.

- [A] perfected art of products [B] automatic behavior creation
[C] commercial promotions [D] scientific experiments

35. The author’s attitude toward the influence of advertisement on people’s habits is _____.

- [A] indifferent [B] negative [C] positive [D] biased

Text 4

①Many Americans regard the jury system as a concrete expression of crucial democratic values, including the principles that all citizens who meet minimal qualifications of age and literacy are equally competent to serve on juries; that jurors should be selected randomly from a representative cross section of the community; that no citizen should be denied the right to serve on a jury on account of race, religion, sex, or national origin; that defendants are entitled to trial by their peers; and that verdicts should represent the conscience of the community and not just the letter of the law. ②The jury is also said to be the best surviving example of direct rather than representative democracy. ③In a direct democracy, citizens take turns governing themselves, rather than electing representatives to govern for them.

①But as recently as in 1968, jury selection procedures conflicted with these democratic ideals. ②In some states, for example, jury duty was limited to persons of supposedly superior intelligence, education, and moral character. ③Although the Supreme Court of the United States had prohibited intentional racial discrimination in jury selection as early as the 1880 case of *Strauder v. West Virginia*, the practice of selecting so-called elite or blue-ribbon juries provided a convenient way around this and other antidiscrimination laws.

①The system also failed to regularly include women on juries until the mid-20th century. ②Although women first served on state juries in Utah in 1898, it was not until the 1940s that a majority of states made women eligible for jury duty. ③Even then several states automatically exempted women from jury duty unless they personally

asked to have their names included on the jury list. ④This practice was justified by the claim that women were needed at home, and it kept juries unrepresentative of women through the 1960s.

①In 1968, the Congress of the United States passed the Jury Selection and Service Act, ushering in a new era of democratic reforms for the jury. ②This law abolished special educational requirements for federal jurors and required them to be selected at random from a cross section of the entire community. ③In the landmark 1975 decision *Taylor v. Louisiana*, the Supreme Court extended the requirement that juries be representative of all parts of the community to the state level. ④The Taylor decision also declared sex discrimination in jury selection to be unconstitutional and ordered states to use the same procedures for selecting male and female jurors.

36. From the principles of the U. S. jury system, we learn that _____.
 [A] both literate and illiterate people can serve on juries
 [B] defendants are immune from trial by their peers
 [C] no age limit should be imposed for jury service
 [D] judgment should consider the opinion of the public
37. The practice of selecting so-called elite jurors prior to 1968 showed _____.
 [A] the inadequacy of antidiscrimination laws
 [B] the prevalent discrimination against certain races
 [C] the conflicting ideals in jury selection procedures
 [D] the arrogance common among the Supreme Court judges
38. Even in the 1960s, women were seldom on the jury list in some states because _____.
 [A] they were automatically banned by state laws
 [B] they fell far short of the required qualifications
 [C] they were supposed to perform domestic duties
 [D] they tended to evade public engagement
39. After the Jury Selection and Service Act was passed, _____.
 [A] sex discrimination in jury selection was unconstitutional and had to be abolished
 [B] educational requirements became less rigid in the selection of federal jurors
 [C] jurors at the state level ought to be representative of the entire community
 [D] states ought to conform to the federal court in reforming the jury system
40. In discussing the U. S. jury system, the text centers on _____.
 [A] its nature and problems
 [B] its characteristics and tradition
 [C] its problems and their solutions
 [D] its tradition and development

Part B

Directions:

You are going to read a list of headings and a text about what parents are supposed to do to guide their children into adulthood. Choose a heading from the list A – G that best fits the meaning of each numbered part of the text (41 – 45). The first and last paragraphs of the text are not numbered. There are two extra headings that you do not need to use. Mark your answers on ANSWER SHEET 1. (10 points)

- [A] Set a Good Example for Your Kids
- [B] Build Your Kids' Work Skills
- [C] Place Time Limits on Leisure Activities
- [D] Talk about the Future on a Regular Basis
- [E] Help Kids Develop Coping Strategies
- [F] Help Your Kids Figure Out Who They Are
- [G] Build Your Kids' Sense of Responsibility

How Can a Parent Help?

①Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. ②Even if a job's starting salary seems too small to satisfy an emerging adult's need for rapid content, the transition from school to work can be less of a setback if the start-up adult is ready for the move. ③Here are a few measures, drawn from my book *Ready or Not, Here Life Comes*, that parents can take to prevent what I call "work-life unreadiness":

41. _____

①You can start this process when they are 11 or 12. ②Periodically review their emerging strengths and weaknesses with them and work together on any shortcomings, like difficulty in communicating well or collaborating. ③Also, identify the kinds of interests they keep coming back to, as these offer clues to the careers that will fit them best.

42. _____

①Kids need a range of authentic role models — as opposed to members of their clique, pop stars and vaunted athletes. ②Have regular dinner-table discussions about people the family knows and how they got where they are. ③Discuss the joys and downsides of your own career and encourage your kids to form some ideas about their own future. ④When asked what they want to do, they should be discouraged from saying "I have no idea." ⑤They can change their minds 200 times, but having only a foggy view of the future is of little good.

43. _____

①Teachers are responsible for teaching kids how to learn; parents should be responsible for teaching them how to work. ②Assign responsibilities around the house and make sure homework deadlines are met. ③Encourage teenagers to take a part-time job. ④Kids need plenty of practice delaying gratification and deploying effective organizational skills, such as managing time and setting priorities.

44. _____

①Playing video games encourages immediate content. ②And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. ③At the same time, listening through earphones to the same monotonous beats for long stretches encourages kids to stay inside their bubble instead of pursuing other endeavors. ④All these activities can prevent the growth of important communication and thinking skills and make it difficult for kids to develop the kind of sustained concentration they will need for most jobs.

45. _____

①They should know how to deal with setbacks, stresses and feelings of inadequacy. ②They should also learn how to solve problems and resolve conflicts, ways to brainstorm and think critically. ③Discussions at home can