

2015 同等学力人员

申请硕士学位英语水平全国统一考试

历年真题详解

主编◎白 洁

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精选**2005—2014年十年考试真题** 直击考试最新命题思路和发展趋势 ◆



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前言

Preface

国务院学位办于2012年8月公布了同等学力人员申请硕士学位英语水平全国统一考试第六版大纲,并于2013年开始实行。新版大纲增加了40%的新题型,更注重考查考生的英语运用能力。2014年是实施第六版新大纲的第二年,虽然题目难度较2013年略有增加,但整体通过率还是比较乐观,这增强了考生复习的信心。很多考生在复习备考时面对各种各样的备考材料和辅导书常常感到无从下手,不清楚什么样的教材和辅导书最适合自己的。在我们的实际教学和辅导中不时有考生询问什么复习资料对于他们来说最有针对性和收效最好。

毫无疑问,历年考试真题是最有效的复习材料。考生通过研究历年考试真题,可以明确掌握考试大纲中规定的考试内容和要求,可以领会出题人的命题思路 and 原则,归纳总结各种问题的特点和规律,了解命题材料的来源、范围和难度,概括出各种题型的应试方法和技巧。为了帮助广大考生提高备考效率,接触到最新、最权威的备考资料,中国人民大学出版社组织了一批具有丰富的教学经验、熟悉本考试出题规律、多年从事本考试辅导教学工作的老师精心编写了这本历年真题详解。

本书的特点如下:

1. 精选2005年至2014年最近10年的考试真题,按照年代逆序编写,根据第六版大纲的样题,我们删除了以往考试真题中的听力、辨错改错、汉译英等已经不再作为考查项目的内容,使考生能够最直接地了解最新命题思路和考试的发展趋势。

2. 第一部分口语交际。这部分在提供每一道题的正确答案的同时,还归纳了问题的考查要点,帮助学生了解常考点,在问题解析部分详细介绍了每个问题的情景、上下文内容,阐明了选择正确答案的原因,解释了干扰项的错误所在。考生通过阅读分析解析部分可以掌握这部分的出题规律和常考点,有效提高口语交际的实践能力和应试能力。

3. 第二部分词汇。题解给出了正确答案和每一个选择项的释义,还提供了每个考查句子的汉语参考译文,从而帮助考生把握题句的确切意思,为考生理解和运用英语词汇打下坚实基础。

4. 第三部分阅读理解。本部分先概括性地对文章体裁、结构及主题进行分析,然后提供各个问题的正确答案,详细分析考查要点和问题与原文相关信息的对应性,而且对每一个干扰项的含义及错误原因加以解释,最后从语言学习由词、句、篇的角度总结概括了每篇文章中的核心词与超纲词,对文章中的长难句进行语法结构分析解释,还提供了每篇文章的汉语全文参考译文。目的是帮助考生更加有效地利用历年阅读理解考试原文,通过

阅读提高词汇量、扩大知识面、改进阅读方法、学习写作思路、练习英译汉,启发考生在研究阅读理解的出题思路、应试方法的同时实现一举多得。

5. 第四部分综合填空在详解的过程中首先从文章的主题、写作结构和逻辑衔接关系等方面进行宏观介绍,然后解释阅读方法和解题思路,指出抓住文章首尾句、主题句对解答问题的重要性,最后逐题提供正确答案、解题的具体方法、每个干扰项的含义以及相关词汇短语的用法举例,这些详尽的分析释义和例句可以非常有效地帮助考生全方位提高英语语言知识和运用能力。最后还提供了汉语全文翻译,以便考生更加准确全面地了解文章内容,为训练英译汉提供了有益的帮助。

6. 第五部分翻译首先对英译汉短文提供参考译文,然后对每个句子进行了非常细致的解析,从语法结构、难点词汇到全句的参考译文几个方面对英译汉考题进行深入浅出的阐述和说明,从根本上解决了考生复习英译汉时遇到的难题和困惑,帮助考生提高翻译能力和水平。

7. 第六部分写作的解析风格独特,与同类写作辅导书中的讲解有很大的差异。这部分包括:(1)解析写作主题与文体类型;(2)讲解段落结构拓展思路;(3)归纳与主题相关的重要词汇、短语;(4)提供各种文章的典型结构模板;(5)提供参考范文;(6)范文的中文译文。

一本解析全面详尽、能够帮助学生融会贯通、达到举一反三目的的好书会使考生受益匪浅。我们期待着这本历年真题详解能够为考生带来最大的帮助,能够实实在在地提高考生的英语语言知识和语言运用能力,能够使考生在较短的时间内最经济实惠地改善英语学习方法和应试技能,最终取得有效的成果和理想的成绩,顺利通过考试。

本书由中国人民大学外国语学院白洁副教授主编,编写者有李守京教授,李慧明、陈丽丽、韩满玲副教授,以及唐启明、曹波、王亚非老师。

限于水平和时间,疏漏和失误在所难免,欢迎广大同仁和读者批评指正。

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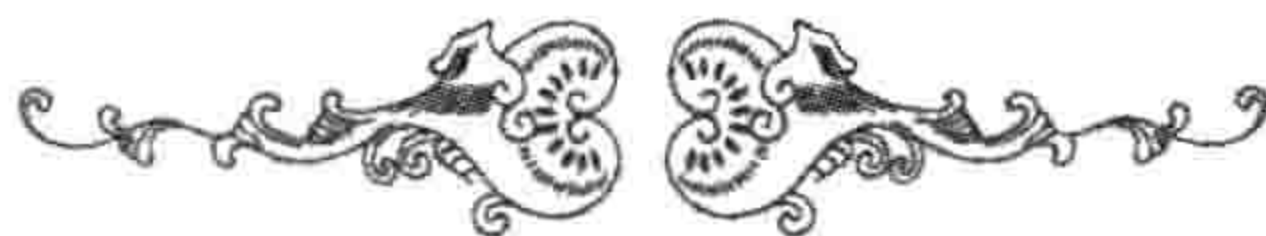
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英语水平全国统一考试试题



Paper One 试卷一

(100 minutes)

Part I Oral Communication (10 points)

Section A

Directions: In this section there are two incomplete dialogues and each dialogue has three blanks and three choices A, B and C taken from the dialogue. Fill in each of the blanks with one of the choices to complete the dialogue and mark your answer on the ANSWER SHEET.

■ Dialogue one ■

- A. They had been there for about 5 minutes
- B. It's the other man I'm talking about
- C. I thought you said there were three men

Burney: There were two men, I think. No, three. They ran into the bank and the one with the gun, the tall one, he runs up to the window, and starts shouting something, I don't know, "Give me all your money" and the other one...

Police officer: 1 ?

Burney: No, there were two men and a girl. 2, the one carrying the suitcase, well, he goes up to the other guy...

Police officer: The one with the gun?

Burney: Yes, and he opens the suitcase and the cashier, well, she...well, all the other people behind the window...they hand over piles of money and the two men put it into the suitcase and they run out. It was 1: 35. 3.

■ Dialogue Two ■

- A. I like a good story

B. They still make movies like that

C. People today don't like that

Speaker A: I like watching old movies and I think they are the best.

Speaker B: I agree with you, even though they're in black and white. I think a good story is more important than color.

Speaker A: And there was no violence in old movies.

Speaker B: No, there wasn't. 4.

Speaker A: They like lots of action.

Speaker B: 5.

Speaker A: I like to see actors who are like real people.

Speaker B: Like real people with real problems.

Speaker A: 6.

Speaker B: Yes, but they never make much money.

Section B

Directions: In this section there is one incomplete interview which has four blanks and four choices A, B, C and D taken from the interview. Fill in each of the blanks with one of the choices to complete the interview and mark your answer on the ANSWER SHEET.

A. I do a lot of research on the Internet too

B. I document everything

C. Of course they mail their friends endlessly

D. I do a lot of my shopping on the net now

Interviewer: Ms. Chen, can you tell us which pieces of technology are important to you?

Interviewee: Three things: my Sharp laptop; my iPhone 5; and my Olympus digital camera. 7: the kids, art, buildings, clothes, scenes that catch my eyes as I walk past.

Interviewer: What do you use your computer for?

Interviewee: Well, I send emails all the time. But I do a lot of my design work on screen now and I can send my ideas straight to directors and producers. 8. There are some fantastic sites around now.

Interviewer: Who uses the computer at home?

Interviewee: The kids use the computer all the time at home. 9 and on top of that they're always texting on their mobile phones! They play computer games when they think I or their father isn't looking! They don't like doing homework, of course, but there are some really good revision sites on the Internet. 10. 15 minutes for a whole supermarket "visit"! That feels really good.

Part II Vocabulary (10 points)

Directions: In this part there are ten sentences, each with one word or phrase underlined. Choose the one from the four choices marked A, B, C and D that best keeps the meaning of the sentence. Mark your answer on the ANSWER SHEET.

11. Now and in the future, we will live as free people, not in fear and never at the mercy of any foreign powers.
A. in the interest of
B. under the control of
C. for the sake of
D. at the cost of
12. Public acceptance of rabbit as an economical source of protein depends on how aggressively producers market it.
A. vigorously
B. effectively
C. efficiently
D. rigorously
13. Many New England communities do not permit the construction of a "modernist" building, lest it alter their overall architectural integrity.
A. in case that
B. in spite that
C. for fear that
D. in order that
14. Essentially, a theory is an abstract, symbolic representation of what is conceived to be reality.
A. imagination
B. impression
C. presentation
D. expression
15. Television commercials have been under constant scrutiny for the last few years.
A. pressure
B. reflection
C. examination
D. attack
16. The mayor has spent a handsome amount of time in his last term working to bring down the tax rate.
A. sufficient
B. plenty
C. considerable
D. moderate
17. His poor performance may be attributed to the lack of motivation.
A. caused by
B. focused on
C. taken for
D. viewed as
18. The new cut in interest rate is meant to promote domestic investment.
A. encourage
B. obtain
C. publicize
D. advertise
19. Conditions for the growth of this plant are optimum in early summer.
A. most acceptable
B. most expressive

- D. relies on

Part III

Reading Comprehension (25 points)

Section A

Directions: *In this section, there are four passages followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on the ANSWER SHEET.*

Passage One

Of all the lessons taught by the financial crisis, the most personal has been that Americans aren't so good at money-management. We take out home loans we can't afford. We run up sky-high credit-card debt. We don't save nearly enough for retirement.

In response, supporters of financial-literacy education are moving with renewed enthusiasm. School districts in states such as New Jersey and Illinois are adding money-management courses to their curriculum. The Treasury and Education departments are sending lesson plans to high schools and encouraging students to compete in the National Financial Capability Challenge that begins in March.

Students with top scores on that exam will receive certificates—but chances for long-term benefits are slim. As it turns out, there is little evidence that traditional efforts to boost financial know-how help students make better decisions outside the classroom. Even as the financial-literacy movement has gained steam over the past decade, scores have been falling on tests that measure how well students learn about things such as budgeting, credit cards, insurance and investments. A recent survey of college students conducted by the JumpStart Coalition for Personal Financial Literacy found that students who'd had a personal-finance or money-management course in high school scored no better than those who hadn't.

“We need to figure out how to do this the right way,” says Lewis Mandell, a professor at the University of Washington who after 15 years of studying financial-literacy programs has come to the conclusion that current methods don’t work. A growing number of researchers and educators agree that a more radical approach is needed. They advocate starting financial education a lot earlier than high school, putting real money and spending decisions into kids’ hands and talking openly about the emotions and social influences tied

to how we spend.

Other initiatives are tackling such real-world issues as the commercial and social pressures that affect purchasing decisions. Why exactly do you want those expensive brand-name shoes so badly? “It takes confidence to take a stand and to think differently,” says Jeroo Billimoria, founder of Aflatoun, a nonprofit whose curriculum, used in more than 30 countries, aims to help kids get a leg up in their financial lives. “This goes beyond money and savings.”

21. The financial-literacy education is intended to _____.
A. help Americans to overcome the financial crisis
B. enable Americans to manage money wisely
C. increase Americans' awareness of the financial crisis
D. renew Americans' enthusiasm about money-management
22. According to the author, the National Financial Capability Challenge will be _____.
A. well-received
B. costly
C. rewarding
D. ineffective
23. By saying that “the financial-literacy movement has gained steam” (Para. 3), the author means that the movement _____.
A. has gone through financial difficulties
B. has received much criticism
C. has been regarded as imaginative
D. has been more and more popular
24. Lewis Mandell suggests that we should figure out how to _____.
A. help students score better in money-management courses
B. improve the social awareness of financial education
C. carry out financial-literacy education properly
D. manage money in a more efficient way
25. Jeroo Billimoria is most likely to agree that commercial and social pressures make one's purchasing decisions _____.
A. difficult
B. feasible
C. unwise
D. acceptable

Passage Two

Cheating is nothing new. But today, educators and administrators are finding that instances of academic dishonesty on the part of students have become more frequent and are less likely to be punished than in the past. Cheating appears to have gained acceptance among good and poor students alike.

Why is student cheating on the rise? No one really knows. Some blame the trend on a

general loosening of moral values among today's youth. Others have attributed increased cheating to the fact that today's youth are far more pragmatic (实用主义的) than their more idealistic predecessors. Whereas in the late sixties and early seventies, students were filled with visions about changing the world, today's students feel great pressure to conform and succeed. In interviews with students at high schools and colleges around the country, both young men and women said that cheating had become easy. Some suggested they did it out of spite for teachers they did not respect. Others looked at it as a game. Only if they were caught, some said, would they feel guilty. "People are competitive," said a second-year college student named Anna, from Chicago. There's an underlying fear. If you don't do well, your life is going to be ruined. The pressure is not only from parents and friends but from oneself. To achieve. To succeed. It's almost as though we have to outdo other people to achieve our own goals.

Edward Wynne, a magazine editor, blames the rise in academic dishonesty on the schools. He claims that administrators and teachers have been too hesitant to take action. Dwight Huber, chairman of the English department at Amarillo, sees the matter differently, blaming the rise in cheating on the way students are evaluated. "I would cheat if I felt I was being cheated," Mr. Huber said. He feels that as long as teachers give short-answer tests rather than essay questions and rate students by the number of facts they can memorize rather than by how well they can put information together, students will try to beat the system. "The concept of cheating is based on the false assumption that the system is legitimate and there is something wrong with the individuals who are doing it," he said. "That's too easy an answer. We've got to start looking at the system."

26. Educators are finding that students who cheat _____ .
- A. are not only those academically weak
 - B. tend to be dishonest in later years
 - C. are more likely to be punished than before
 - D. have poor academic records
27. According to the passage, which of the following statements is true?
- A. Reform in the testing system will eliminate cheating.
 - B. Punishment is an effective method to stop cheating.
 - C. Students' cheating has deep social roots.
 - D. Students do not cheat on essay tests.
28. Which of the following points of view would Mr. Huber agree with ?
- A. Cheating would be reduced through educational reform.
 - B. Students who cheat should be expelled from school.
 - C. Punishment for cheaters should be severe in this country.
 - D. Parents must take responsibility for the rise in cheating.
29. The expression "the individuals" (the last paragraph) refers to _____ .

- A. school administrators B. students who cheat
C. parents D. teachers
30. The passage mainly discusses _____.
A. ways to eliminate academic dishonesty
B. factors leading to academic dishonesty
C. the decline of moral standards of today's youth
D. people's tolerance of students' cheating

■ Passage Three ■

Last week, I read a story about a 34-year-old British woman who is extremely afraid of metal forks. She's been using plastic ones for 17 years because the sound of a fork rubbing against a plate gives her a panic attack.

Strange, right? But she's not alone. While popular phobias (恐惧症) about snakes and spiders might get all of the attention, there are a wide variety of not-so-obvious horrors that make people nervous.

While some phobias might seem a bit silly, they can cause serious emotional distress. My co-worker Magda is terrified of pigeons, a phobia that is taking over her life. She won't walk in certain parts of the city and runs screaming from the subway when one of these "rats with wings" finds its way onto the platform. Another friend is disgusted with cheese. Once I saw her run away from a slice of it. So where does an irrational fear of cheese come from?

Are phobias something we inherit from our genes or do we acquire these unusual anxieties over time?

Ever since I can remember I have been unreasonably frightened of elevators. There was no terrible childhood experience and I am fine with confined spaces, but something about elevators makes me nervous. And so, when my boyfriend and I found ourselves trapped in an elevator last year—because these sorts of things always happen—I was anticipating the worst.

While he gave me a suggestive eyebrow raise and proposed we "take advantage of the situation", I began screaming uncontrollably. I was far from turned on by the whole facing my worst nightmare thing.

However, after the fear subsided (消退) I realized that, yes, this was my greatest fear come true, and yet it wasn't all that bad. Nervous and inconvenient maybe, but terrifying? Not so much.

Liberating yourself from a deep-seated phobia can be a long and difficult process, but sometimes it can be as simple as confronting it head on.

31. The 34-year-old British woman is extremely afraid of metal forks because _____.

- A. she has never used them before
 - B. she has been injured by them before
 - C. she couldn't bear their sound on plate
 - D. she is afraid that they may hurt her
32. The phrase "rats with wings" (Para. 3) refers to _____.
- A. strange birds
 - B. pigeons
 - C. devils
 - D. exotic rats
33. The author's fear of elevators is the result of _____.
- A. her phobia for no reason
 - B. her nervousness of being alone
 - C. her dislike of being in closed spaces
 - D. her terrible experience
34. After the fear subsided, the author realized that _____.
- A. her boyfriend's help was important
 - B. she could have had a good time with her boyfriend
 - C. an elevator ride could be exciting
 - D. it was not as horrible as she had thought
35. The purpose for the author to share her experience is to _____.
- A. illustrate conquering a fear can be difficult
 - B. encourage people to overcome their fears
 - C. introduce what strange fears people have
 - D. explain why people have strange fears

Passage Four

The American public's obsession with dieting has led to one of the most dangerous health misconceptions of all times. Many television ads, movies, magazine articles, and diet-food product labels would have consumers believe that carbohydrates (碳水化合物) are bad for the human body and that those who eat them will quickly become overweight. We are advised to avoid foods such as potatoes, rice and white bread and opt for meats and vegetables instead. Some companies promote this idea to encourage consumers to buy their "carb-free" food products. But the truth is, the human body needs carbohydrates to function properly, and a body that relies on carbohydrates but is exhausted of this dietary element is not in good shape after all.

Most foods that we consume on a daily basis like potatoes and rice are loaded with carbohydrates. Contrary to popular belief, carbohydrates have many health benefits; some fight diseases such as high blood pressure and heart disease, and others help to prevent cancer and stroke. Cutting these foods out of your diet may deprive your body of the many health benefits of carbohydrates.

One of the best benefits of carbohydrates is their ability to help to maintain the health of our organs, tissues, and cells. Scientific studies have shown that one type of carbohydrate called fiber reduces the risk of heart disease. Carbohydrates also contain antioxidants (抗氧化剂), which protect the body's cells from harmful particles with the potential to cause cancer.

This does not mean that the human body can survive on a diet composed entirely of carbohydrates. We also need certain percentages of proteins and fats to maintain healthy bodies. But carbohydrates certainly should not be avoided altogether. In fact, the food pyramid, the recommended basis of a healthy diet, shows that a person should consume six to eleven servings of breads and grains, as well as three to four servings of fruits and vegetables—all carbohydrate-containing foods. It is easy to see why cutting carbohydrates out of a person's diet is not a good idea.

The only way to know what is truly healthy for your own body is to talk to a nutritionist or dietician, who can help you choose foods that are right for you as well as guide you toward a proper exercise program for weight loss, or muscle gain. These professionals will never tell you to cut out carbohydrates entirely! The bottom line: listen to the experts, not the advertisers!

36. As is used in Paragraph 1, the word “exhausted” most possibly means _____.
A. derived
B. deprived
C. startled
D. starving
37. According to the author, advertisers who sell “carb-free” products _____.
A. offer healthy options
B. are responsible for obesity
C. are not telling the truth
D. value consumers’ well-being
38. Which of the following is NOT one of the health benefits of carbohydrates?
A. Prevention of fiber reduction.
B. Prevention of heart disease.
C. Prevention of stroke.
D. Prevention of cancer.
39. It can be inferred from the passage that a healthy diet _____.
A. needs enough proteins but no fat for us to maintain energy
B. is balanced between carbohydrates, proteins and fats
C. is low in carbohydrates and high in proteins and fats
D. contains equal amounts of carbohydrates and proteins
40. The main purpose of the passage is to _____.
A. promote more physical exercise
B. advocate a healthy diet
C. describe the variety of carbohydrates
D. explain how to live a healthy life

Section B

Directions: *In this section, you are required to read one quoted blog and the comments*

on it. The blog and comments are followed by questions or unfinished statements, each with four suggested answers A, B, C and D. Choose the best answer and mark your answer on the ANSWER SHEET.

One of the central principles of raising kids in America is that parents should be actively involved in their children's education: meeting with teachers, volunteering at school, helping with homework, and doing a hundred other things that few working parents have time for. These obligations are so baked into American values that few parents stop to ask whether they're worth the effort.

Until this January, few researchers did, either. In the largest-ever study of how parental involvement affects academic achievement, Keith Robinson and Angel L. Harris, two sociology professors at Duke, found that mostly it doesn't. The researchers combed through nearly three decades' worth of surveys of American parents and tracked 63 different measures of parental participation in kids' academic lives, from helping them with homework, to talking with them about college plans. In an attempt to show whether the kids of more-involved parents improved over time, the researchers indexed these measures to children's academic performance, including test scores in reading and math.

What they found surprised them. Most measurable forms of parental involvement seem to yield few academic dividends for kids, or even to backfire (适得其反)—regardless of a parent's race, class, or level of education.

Do you review your daughter's homework every night? Robinson and Harris's data show that this won't help her score higher on standardized tests. Once kids enter middle school, parental help with homework can actually bring test scores down, an effect Robinson says could be caused by the fact that many parents may have forgotten, or never truly understood, the material their children learn in school.

While Robinson and Harris largely disproved that assumption, they did find a handful of habits that make a difference, such as reading aloud to young kids (fewer than half of whom are read to daily) and talking with teenagers about college plans. But these interventions don't take place at school or in the presence of teachers, where policymakers have the most influence—they take place at home.

Comment 1:

Basically the choice is whether one wants to let kids to be kids. Persistent parental involvement and constantly communicating to the kids on what the parents want consciously or unconsciously would help the kids grow up or think like the parents sooner than otherwise.

Comment 2:

It also depends on the kid. Emotional and social maturity have a lot to do with success in college and in life. Some kids may have the brains and are bored by high school, but that doesn't mean they are ready for college or the work place.

Comment 3 :

The article doesn't clearly define "helping", but I understood it as actually assisting children in the exercises (e. g. helping them to solve a math problem) and/or reviewing their work for accuracy rather than simply making sure they've completed their work. I think the latter is more helpful than the former. I would also certainly hope that no study would discourage parents from monitoring their children's performance!

41. The word "they" (Para. 1) refers to _____.
 - A. studies
 - B. principles
 - C. values
 - D. obligations
42. What is the main conclusion of the Robinson and Harris's study?
 - A. The kids of more-involved parents improve over time.
 - B. Parental involvement may not necessarily benefit children.
 - C. Parental involvement works better with low-achievers.
 - D. Schools should communicate with parents regularly.
43. *Comment 1* suggests that _____.
 - A. parents should leave their children alone
 - B. kids should be kids after all
 - C. parents may influence children's thinking
 - D. persistent parental involvement is a must
44. The writer of *Comment 2* would probably agree that _____.
 - A. high intelligence does not guarantee success
 - B. getting ready for college is an emotional process
 - C. social maturity is sufficient to achieve success in life
 - D. high school is often boring in the U. S.
45. Which of the following parental helps will the writer of *Comment 3* consider proper?
 - A. Reviewing kids' homework for accuracy.
 - B. Monitoring kids' class performance.
 - C. Assisting kids in their exercises.
 - D. Making sure kids have finished their work

Part IV Cloze (10 points)

Directions: In this part, there is a passage with ten blanks. For each blank there are four choices marked A, B, C, and D. Choose the best answer for each blank and mark your answer on the ANSWER SHEET.