

必过

# 考研英语(一)高分有道 历年真题超精解 与备考指南

李玉技 刘明军 刘红艳 薛冰 连俊霞 ◎主编

石化出版社

[WWW.SINOPEC-PRESS.COM](http://WWW.SINOPEC-PRESS.COM)

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## 图书在版编目 (CIP) 数据

考研英语 (一) 高分有道历年真题超精解与备考指南/  
李玉技主编. —北京: 中国石化出版社, 2016. 6 (2016. 7 重印)  
ISBN 978-7-5114-4111-9

I. ①考… II. ①李… III. ①英语—研究生—入学考试—题解 IV. ①H319. 6

中国版本图书馆 CIP 数据核字 (2016) 第 135137 号

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### 中国石化出版社出版发行

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北京富泰印刷有限责任公司印刷

全国各地新华书店经销

\*

787×1092 毫米 16 开本 31.75 印张 929 千字

2016 年 7 月第 1 版第 2 次印刷

定价: 68.00 元

# 前言

对于广大考生来说,在考研英语的复习备考过程中,最重要也最倚重的资料莫过于考试大纲和历年真题了。特别是真题,每一套都经过命题人的精心设计和打磨,充分体现了考纲的要求和考试的特点,应该是考生们复习和参考的重中之重。

因为自2005年考研英语题型改革以后,各题型趋于稳定,真题已经具备了很好的延续性,所以仔细研究真题,可以帮助考生理解考研题目的文章特点和命题方法,总结针对各种题型的解题思路和方法,通过一点点攻克真题中的重点和难点,将自己在复习考研词汇、语法以及各单项题型时学到的知识系统地“串联”起来,从而最终形成自己的答题思路和方法。

因为考研真题的套数有限,为了使学习和练习的效果达到最大化,考生们在使用时也要注意一些方法和技巧。

首先,希望大家能够在考研复习的最初阶段,用1~2个月的时间,对考研大纲中的核心词汇进行系统学习和集中背诵。当然,对词汇的学习不要仅仅止步于发音和拼写,还要注意词汇在考研真题中的用法和考法,这样才能真正为练习真题扫除词汇障碍。另外,英语基础比较薄弱的考生,可以找一本英语语法书,系统温习一下语法知识,为拆解复杂长句的语法结构、理解长难句打好语言基础。

其次,提倡大家在使用真题时,要千方百计地从真题中寻找出题的规律和做题的规律。考研英语经过多年的发展,出题具有一定的重复性。总结真题的特点和规律对于今后正确做题有莫大的帮助。所以大家一定要充分利用和挖掘真题的价值,要把真题吃透。所谓“吃透”,不是说大家把历年真题做上几遍就行了,而是要求大家不仅要知道正确的选项为什么正确,还要知道错误的选项为什么错误;不仅要把题目吃透,还要把文章吃透。虽然每年的题目不会重复,但是考点是经常复现的,所以大家在复习的过程中一定要学会透过题目看考点。

第三,当大家经过一段时间的复习,掌握了一定的答题技巧之后,就应该变被动地应考为主动地应考。以阅读理解为例,考研篇章的选取不拘一格,但是命题人把它们分成四种类型:信息传播型(Imparting Information Pattern)、分析论说型(Opinion Reason Pattern)、事实证明型(Substantiated Facts Pattern)、问题解答型(Question Answer Pattern)。为什么这样分类呢?因为“每个作者都有自己的写作目的,为了达到目的,他们往往会采用不同的方式来表达他们的意思,而读者一旦掌握了这些特点,就能对文章内容和结构作出预测,增强对作者意图的理解和对内容的记忆”。那么,如果我们能够掌握命题人选文的类型,变被动的阅读过程为主动过程,主动预测后文,就可以提高阅读效率,有更多时间来思考和回答问题。

为了帮助广大考生系统研读和深入理解考研英语历年真题的命题思路,掌握答题技巧,排除干扰选项,笔者结合多年来在考研培训一线的宝贵教学经验,以及对历届考生详尽的需求调研和意见收集,精心编写了这本《考研英语(一)高分有道历年真题超精解与备考指南》,本书的内容特色和使用方法如下:

## 第一,精解考点和干扰选项,还原思考过程,传授答题方法

为了帮助广大考生透彻理解真题的题目设置方法,笔者完全从考生的角度,去还原解答每一道题目的思考过程。只要考生跟着笔者的解析思路,就能够学会把握答题关键词、回原文定位、比对选项与原文、做同义替换分析等一系列科学的解题步骤。考生一旦掌握了解题方法,就相当于掌握了解答题目的“钥匙”,再去分析新的文章和题目时,就有“法”可依,不会茫然无措。除了让广大考生了解正确答案是怎么找到的,笔者对每个错误选项都进行了干扰分析,力求让考生学得明白,知道错误的选项错在哪里。只有弄清楚对的为什么对,错的为什么错,才是真正吃透了真题。

## 第二，提供篇章分析和精品译文，帮助考生把握文章结构和行文逻辑

考研英语大多来自国外的图书、报刊、网站，又经过命题人不同程度的删节，行文缜密，语言地道，对于很多考生来说理解起来并不容易。所以为了帮助考生快速理解文章的主旨和行文脉络，我们不仅在每篇文章开头介绍了背景知识和各段落的大意，而且在解析中还提供了精品译文和逐句解读的篇章分析，对阅读题目也都给出了译文和详尽的解析。我们建议学有余力的考生尽量能把经典的阅读文章背诵下来，这样不仅可以一并解决阅读理解词汇、长难句等问题，同时也能够帮助考生增强语感，有效提高阅读的效率和答题的准确性。

## 第三，提供篇章中的考点词汇及常考释义，对典型的长难句进行语法结构分析

考虑到考生在复习的各个阶段，都有反复在真题语境中学习和复习单词的需要，笔者参照考纲，精心挑选了各题型的篇章中出现的考点词汇，并给出了其常考、常用释义，方便考生在学习题目的时候随时查阅。同时，典型的长难句，笔者也对其中包含的语法现象进行了简明扼要的讲解，方便考生把握不同句子成分之间的关系，快速抓住主干，理清修饰成分，理解句子所要表达的意思。

## 第四，归纳总结常考题目类型和考点，帮助考生做好知识迁移，做到举一反三

为了使广大考生更加透彻地了解考研英语各题型常考的题目类型和考点，笔者对每道题目的类型、考查要点甚至是难度，都进行了详细的归纳总结。希望通过这种细致的分析，帮助广大考生能够藉由会做一道题，学会一类题；藉由搞透一篇文章，轻松地驾驭同类文章，真正做到举一反三，触类旁通。

## 第五，翻译题列举考点，点拨翻译难点，写作题提供布局谋篇方法和精品范文

对于广大考生比较头疼的翻译和写作这两个输出题型，笔者也进行了详细的分析和总结。翻译题目提供了考点分析以及对翻译难点的逐一解读。写作部分不仅介绍了审题谋篇的方法，而且提供了精品范文供考生品读和进行仿写练习。

总之，大家在使用真题的时候，一定不要只满足于选对了答案。真题的价值不在于答案，而在于考生通过分析真题，找出考试规律性的东西，培养自己做题的“题感”。遇到不会的题目，要反复研读解析，弄懂搞透。难题一道道去解决，在这个过程中才能不断提高自己的英语水平和应试的实力。

最后，预祝广大考生都能够通过自己的不懈奋斗，考上理想的研究生院！

编 者

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**试题篇**



# 2007 年全国硕士研究生统一入学考试 英语 (一) 试题

## 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)

By 1830 the former Spanish and Portuguese colonies had become independent nations. The roughly 20 million 1 of these nations looked 2 to the future. Born in the crisis of the old regime and Iberian colonialism, many of the leaders of independence 3 the ideals of representative government, careers 4 to talent, freedom of commerce and trade, the 5 to private property, and a belief in the individual as the basis of society. 6 there was a belief that the new nations should be sovereign and independent states, large enough to be economically viable and integrated by a 7 set of laws.

On the issue of 8 of religion and the position of the Church, 9, there was less agreement 10 the leadership. Roman Catholicism had been the state religion and the only one 11 by the Spanish crown. 12 most leaders sought to maintain Catholicism 13 the official religion of the new states, some sought to end the 14 of the other faiths. The defense of the Church became a rallying 15 for the conservative forces.

The ideals of the early leaders of independence were often egalitarian, valuing equality of everything. Bolivar had received aid from Haiti and had 16 in return to abolish slavery in the areas he liberated. By 1854 slavery had been abolished everywhere except Spain's 17 colonies. Early promises to end Indian tribute and taxes on people of mixed origin came much 18 because the new nations still needed the revenue such policies 19. Egalitarian sentiments were often tempered by fears that the mass of the population was 20 self-rule and democracy.

- |                   |                  |                |                 |
|-------------------|------------------|----------------|-----------------|
| 1. [A] natives    | [B] inhabitants  | [C] peoples    | [D] individuals |
| 2. [A] confusedly | [B] cheerfully   | [C] worriedly  | [D] hopefully   |
| 3. [A] shared     | [B] forgot       | [C] attained   | [D] rejected    |
| 4. [A] related    | [B] close        | [C] open       | [D] devoted     |
| 5. [A] access     | [B] succession   | [C] right      | [D] return      |
| 6. [A] Presumably | [B] Incidentally | [C] Obviously  | [D] Generally   |
| 7. [A] unique     | [B] common       | [C] particular | [D] typical     |
| 8. [A] freedom    | [B] origin       | [C] impact     | [D] reform      |
| 9. [A] therefore  | [B] however      | [C] indeed     | [D] moreover    |
| 10. [A] with      | [B] about        | [C] among      | [D] by          |

- |                     |                  |                       |                    |
|---------------------|------------------|-----------------------|--------------------|
| 11. [A] allowed     | [B] preached     | [C] granted           | [D] funded         |
| 12. [A] Since       | [B] If           | [C] Unless            | [D] While          |
| 13. [A] as          | [B] for          | [C] under             | [D] against        |
| 14. [A] spread      | [B] interference | [C] exclusion         | [D] influence      |
| 15. [A] support     | [B] cry          | [C] plea              | [D] wish           |
| 16. [A] urged       | [B] intended     | [C] expected          | [D] promised       |
| 17. [A] controlling | [B] former       | [C] remaining         | [D] original       |
| 18. [A] slower      | [B] faster       | [C] easier            | [D] tougher        |
| 19. [A] created     | [B] produced     | [C] contributed       | [D] preferred      |
| 20. [A] puzzled by  | [B] hostile to   | [C] pessimistic about | [D] unprepared for |

## Section II Reading Comprehension

### Part A

#### Directions:

Read the following four texts. Answer the questions below each text by choosing A, B, C or D. Mark your answers on ANSWER SHEET 1. (40 points)

#### Text 1

①If you were to examine the birth certificates of every soccer player in 2006's World Cup tournament, you would most likely find a noteworthy quirk: elite soccer players are more likely to have been born in the earlier months of the year than in the later months. ②If you then examined the European national youth teams that feed the World Cup and professional ranks, you would find this strange phenomenon to be even more pronounced.

①What might account for this strange phenomenon? ②Here are a few guesses: a) certain astrological signs confer superior soccer skills; b) winter-born babies tend to have higher oxygen capacity, which increases soccer stamina; c) soccer-mad parents are more likely to conceive children in springtime, at the annual peak of soccer mania; d) none of the above.

①Anders Ericsson, a 58-year-old psychology professor at Florida State University, says he believes strongly in "none of the above." ②Ericsson grew up in Sweden, and studied nuclear engineering until he realized he would have more opportunity to conduct his own research if he switched to psychology. ③His first experiment, nearly 30 years ago, involved memory: training a person to hear and then repeat a random series of numbers. ④"With the first subject, after about 20 hours of training, his digit span had risen from 7 to 20," Ericsson recalls. ⑤"He kept improving, and after about 200 hours of training he had risen to over 80 numbers."

①This success, coupled with later research showing that memory itself is not genetically determined, led Ericsson to conclude that the act of memorizing is more of a cognitive exercise than an intuitive one. ②In other words, whatever inborn differences two people may exhibit in their abilities to memorize,

those differences are swamped by how well each person “encodes” the information. ③And the best way to learn how to encode information meaningfully, Ericsson determined, was a process known as deliberate practice. ④Deliberate practice entails more than simply repeating a task. ⑤Rather, it involves setting specific goals, obtaining immediate feedback and concentrating as much on technique as on outcome.

①Ericsson and his colleagues have thus taken to studying expert performers in a wide range of pursuits, including soccer. ②They gather all the data they can, not just performance statistics and biographical details but also the results of their own laboratory experiments with high achievers. ③Their work makes a rather startling assertion: the trait we commonly call talent is highly overrated. ④Or, put another way, expert performers—whether in memory or surgery, ballet or computer programming—are nearly always made, not born.

21. The birthday phenomenon found among soccer players is mentioned to \_\_\_\_\_.  
[A] stress the importance of professional training  
[B] spotlight the soccer superstars in the World Cup  
[C] introduce the topic of what makes expert performance  
[D] explain why some soccer teams play better than others
22. The word “mania” (Line 4, Paragraph 2) most probably means \_\_\_\_\_.  
[A] fun [B] craze [C] hysteria [D] excitement
23. According to Ericsson, good memory \_\_\_\_\_.  
[A] depends on meaningful processing of information  
[B] results from intuitive rather than cognitive exercises  
[C] is determined by genetic rather than psychological factors  
[D] requires immediate feedback and a high degree of concentration
24. Ericsson and his colleagues believe that \_\_\_\_\_.  
[A] talent is a dominating factor for professional success  
[B] biographical data provide the key to excellent performance  
[C] the role of talent tends to be overlooked  
[D] high achievers owe their success mostly to nurture
25. Which of the following proverbs is closest to the message the text tries to convey?  
[A] “Faith will move mountains.” [B] “One reaps what one sows.”  
[C] “Practice makes perfect.” [D] “Like father, like son.”

## Text 2

①For the past several years, the Sunday newspaper supplement *Parade* has featured a column called “Ask Marilyn.” ②People are invited to query Marilyn vos Savant, who at age 10 had tested at a mental level of someone about 23 years old; that gave her an IQ of 228—the highest score ever recorded. ③IQ tests ask you to complete verbal and visual analogies, to envision paper after it has been folded and cut, and to deduce numerical sequences, among other similar tasks. ④So it is a bit confusing when vos Savant fields such queries from the average Joe (whose IQ is 100) as, what’s the difference between love and

fondness? Or what is the nature of luck and coincidence? ⑤It's not obvious how the capacity to visualize objects and to figure out numerical patterns suits one to answer questions that have eluded some of the best poets and philosophers.

①Clearly, intelligence encompasses more than a score on a test. ②Just what does it mean to be smart? ③How much of intelligence can be specified, and how much can we learn about it from neurology, genetics, computer science and other fields?

①The defining term of intelligence in humans still seems to be the IQ score, even though IQ tests are not given as often as they used to be. ②The test comes primarily in two forms: the Stanford-Binet Intelligence Scale and the Wechsler Intelligence Scales (both come in adult and children's version). ③Generally costing several hundred dollars, they are usually given only by psychologists, although variations of them populate bookstores and the World Wide Web. ④Superhigh scores like vos Savant's are no longer possible, because scoring is now based on a statistical population distribution among age peers, rather than simply dividing the mental age by the chronological age and multiplying by 100. ⑤Other standardized tests, such as the Scholastic Assessment Test (SAT) and the Graduate Record Exam (GRE), capture the main aspects of IQ tests.

①Such standardized tests may not assess all the important elements necessary to succeed in school and in life, argues Robert J. Sternberg. ②In his article "How Intelligent Is Intelligence Testing?", Sternberg notes that traditional tests best assess analytical and verbal skills but fail to measure creativity and practical knowledge, components also critical to problem solving and life success. ③Moreover, IQ tests do not necessarily predict so well once populations or situations change. ④Research has found that IQ predicted leadership skills when the tests were given under low-stress conditions, but under high-stress conditions, IQ was negatively correlated with leadership—that is, it predicted the opposite. ⑤Anyone who has toiled through SAT will testify that test-taking skill also matters, whether it's knowing when to guess or what questions to skip.

26. Which of the following may be required in an intelligence test?

- [A] Answering philosophical questions.
- [B] Folding or cutting paper into different shapes.
- [C] Telling the differences between certain concepts.
- [D] Choosing words or graphs similar to the given ones.

27. What can be inferred about intelligence testing from Paragraph 3?

- [A] People no longer use IQ scores as an indicator of intelligence.
- [B] More versions of IQ tests are now available on the Internet.
- [C] The test contents and formats for adults and children may be different.
- [D] Scientists have defined the important elements of human intelligence.

28. People nowadays can no longer achieve IQ scores as high as vos Savant's because \_\_\_\_\_.

- [A] the scores are obtained through different computational procedures
- [B] creativity rather than analytical skills is emphasized now
- [C] vos Savant's case is an extreme one that will not repeat
- [D] the defining characteristic of IQ tests has changed

29. We can conclude from the last paragraph that \_\_\_\_\_.
- [A] test scores may not be reliable indicators of one's ability
  - [B] IQ scores and SAT results are highly correlated
  - [C] testing involves a lot of guesswork
  - [D] traditional tests are out of date
30. What is the author's attitude towards IQ tests?
- [A] Supportive.
  - [B] Skeptical.
  - [C] Impartial.
  - [D] Biased.

### Text 3

①During the past generation, the American middle-class family that once could count on hard work and fair play to keep itself financially secure has been transformed by economic risk and new realities. ②Now a pink slip, a bad diagnosis, or a disappearing spouse can reduce a family from solidly middle class to newly poor in a few months.

①In just one generation, millions of mothers have gone to work, transforming basic family economics. ②Scholars, policymakers, and critics of all stripes have debated the social implications of these changes, but few have looked at the side effect: family risk has risen as well. ③Today's families have budgeted to the limits of their new two-paycheck status. ④As a result, they have lost the parachute they once had in times of financial setback—a back-up earner (usually Mom) who could go into the workforce if the primary earner got laid off or fell sick. ⑤This “added-worker effect” could support the safety net offered by unemployment insurance or disability insurance to help families weather bad times. ⑥But today, a disruption to family fortunes can no longer be made up with extra income from an otherwise-stay-at-home partner.

①During the same period, families have been asked to absorb much more risk in their retirement income. ②Steelworkers, airline employees, and now those in the auto industry are joining millions of families who must worry about interest rates, stock market fluctuation, and the harsh reality that they may outlive their retirement money. ③For much of the past year, President Bush campaigned to move Social Security to a savings-account model, with retirees trading much or all of their guaranteed payments for payments depending on investment returns. ④For younger families, the picture is not any better. ⑤Both the absolute cost of healthcare and the share of it borne by families have risen—and newly fashionable health-savings plans are spreading from legislative halls to Wal-Mart workers, with much higher deductibles and a large new dose of investment risk for families' future healthcare. ⑥Even demographics are working against the middle class family, as the odds of having a weak elderly parent—and all the attendant need for physical and financial assistance—have jumped eightfold in just one generation.

①From the middle-class family perspective, much of this, understandably, looks far less like an opportunity to exercise more financial responsibility, and a good deal more like a frightening acceleration of the wholesale shift of financial risk onto their already overburdened shoulders. ②The financial fallout has begun, and the political fallout may not be far behind.

31. Today's double-income families are at greater financial risk in that \_\_\_\_\_.  
[A] the safety net they used to enjoy has disappeared  
[B] their chances of being laid off have greatly increased  
[C] they are more vulnerable to changes in family economics  
[D] they are deprived of unemployment or disability insurance
32. As a result of President Bush's reform, retired people may have \_\_\_\_\_.  
[A] a higher sense of security [B] less secured payments  
[C] less chance to invest [D] a guaranteed future
33. According to the author, health-savings plans will \_\_\_\_\_.  
[A] help reduce the cost of healthcare [B] popularize among the middle class  
[C] compensate for the reduced pensions [D] increase the families' investment risk
34. It can be inferred from the last paragraph that \_\_\_\_\_.  
[A] financial risks tend to outweigh political risks  
[B] the middle class may face greater political challenges  
[C] financial problems may bring about political problems  
[D] financial responsibility is an indicator of political status
35. Which of the following is the best title for this text?  
[A] The Middle Class on the Alert [B] The Middle Class on the Cliff  
[C] The Middle Class in Conflict [D] The Middle Class in Ruins

#### Text 4

①It never rains but it pours. ②Just as bosses and boards have finally sorted out their worst accounting and compliance troubles, and improved their feeble corporation governance, a new problem threatens to earn them—especially in America—the sort of nasty headlines that inevitably lead to heads rolling in the executive suite: data insecurity. ③Left, until now, to odd, low-level IT staff to put right, and seen as a concern only of data-rich industries such as banking, telecoms and air travel, information protection is now high on the boss's agenda in businesses of every variety.

①Several massive leakages of customer and employee data this year—from organizations as diverse as Time Warner, the American defense contractor Science Applications International Corp and even the University of California, Berkeley—have left managers hurriedly peering into their intricate IT systems and business processes in search of potential vulnerabilities.

①“Data is becoming an asset which needs to be guarded as much as any other asset,” says Haim Mendelson of Stanford University's business school. ②“The ability to guard customer data is the key to market value, which the board is responsible for on behalf of shareholders.” ③Indeed, just as there is the concept of Generally Accepted Accounting Principles (GAAP), perhaps it is time for GASP, Generally Accepted Security Practices, suggested Eli Noam of New York's Columbia Business School. ④“Setting the proper investment level for security, redundancy, and recovery is a management issue, not a technical one,” he says.

①The mystery is that this should come as a surprise to any boss. ②Surely it should be obvious to the dimmest executive that trust, that most valuable of economic assets, is easily destroyed and hugely expensive to restore—and that few things are more likely to destroy trust than a company letting sensitive personal data get into the wrong hands.

①The current state of affairs may have been encouraged—though not justified—by the lack of legal penalty (in America, but not Europe) for data leakage. ②Until California recently passed a law, American firms did not have to tell anyone, even the victim, when data went astray. ③That may change fast: lots of proposed data-security legislation is now doing the rounds in Washington, D.C. ④Meanwhile, the theft of information about some 40 million credit-card accounts in America, disclosed on June 17th, overshadowed a hugely important decision a day earlier by America's Federal Trade Commission (FTC) that puts corporate America on notice that regulators will act if firms fail to provide adequate data security.

36. The statement "It never rains but it pours" is used to introduce \_\_\_\_\_.  
[A] the fierce business competition [B] the feeble boss-board relations  
[C] the threat from news reports [D] the severity of data leakage
37. According to Paragraph 2, some organizations check their systems to find out \_\_\_\_\_.  
[A] whether there is any weak point [B] what sort of data has been stolen  
[C] who is responsible for the leakage [D] how the potential spies can be located
38. In bringing up the concept of GASP the author is making the point that \_\_\_\_\_.  
[A] shareholders' interests should be properly attended to  
[B] information protection should be given due attention  
[C] business should enhance their level of accounting security  
[D] the market value of customer data should be emphasized
39. According to Paragraph 4, what puzzles the author is that some bosses fail to \_\_\_\_\_.  
[A] see the link between trust and data protection [B] perceive the sensitivity of personal data  
[C] realize the high cost of data restoration [D] appreciate the economic value of trust
40. It can be inferred from Paragraph 5 that \_\_\_\_\_.  
[A] data leakage is more severe in Europe  
[B] FTC's decision is essential to data security  
[C] California takes the lead in security legislation  
[D] legal penalty is a major solution to data leakage

## 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?

Mothers and fathers can do a lot to ensure a safe landing in early adulthood for their kids. Even 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. Here 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":

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

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

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

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Playing video games encourages immediate content. And hours of watching TV shows with canned laughter only teaches kids to process information in a passive way. At 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. All these activities can prevent the growth of important