

2015

同等学力

申请硕士学位英语水平
全国统一考试辅导丛书

新题型快速突破 阅读

全国同等学力申请硕士学位英语考试命题研究组 主编

完全依据第六版新大纲编写

- ① 精解命题思路
- ② 把握命题脉搏
- ③ 紧扣考试特点
- ④ 熟悉考试题型



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全国同等学力申请硕士学位英语考试命题研究组 主编

责任编辑 秦莹

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前言

同等学力人员申请硕士学位外国语全国统一考试在我国已实行十多年，并得到社会以及广大考生的极大关注。随着参加该类考试人数的不断增长，为了更好地检测考生的实际英语水平，国务院学位委员会办公室再次修订了《同等学力人员申请硕士学位英语水平全国统一考试大纲》(第五版)。根据《中华人民共和国学位条例》的规定，具有研究生毕业同等学力的人员，都可以按照《国务院学位委员会关于授予具有研究生毕业同等学力人员硕士、博士学位的规定》的要求与办法，向学位授予单位提出申请。授予同等学力人员硕士学位是国家为同等学力人员开辟的获得学位的渠道。这对于在职人员业务素质的提高和干部队伍建设都能起到积极的作用。凡通过学位授予单位及国家组织的全部考试并通过了学位论文答辩后，经审查达到了硕士学位学术水平者，可以获得硕士学位。

阅读理解同等学力人员申请硕士学位外国语全国统一考试中的“重中之重”，该部分在整个试卷中的分值最高，且阅读理解能力也是做好其他部分题目的基础。在复习英语时，把阅读理解作为考试的切入点，可以“一箭双雕”，对于提高考生的整体英语水平具有重要的意义。为了更好地帮助考生复习，我们根据多年的教学实践经验，在认真分析了同等学力人员申请硕士学位外国语全国统一考试的考点、难点、重点及命题套路之后，倾情奉献了这本《新编同等学力申请硕士学位英语考试阅读理解高分突破》。

本书的编写体例和每部分结构如下：

第一部分为近年同等学力申请硕士学位英语阅读理解真题与解析。本部分精辟分析了最近几年阅读理解真题，精解命题思路，把握命题脉搏，深入剖析了命题人的意图。

第二部分为高级高分阅读训练。该部分内容难度较大，是考生在复习提高阅读理解能力阶段磨炼思路、熟悉题型、扩充词汇的最佳练习材料，有利于考生解题能力的迅速提高。

广泛阅读可以提高考生的阅读理解能力，也可以巩固和提高语言应用能力，达到事半功倍的效果。考生在备考阶段应该熟记相关词汇、透彻理解文章，对题目解析和长难句分析应该细心揣摩，领悟阅读类题目的出题思路和解题技巧。编撰此书的初衷就是力求提高考生的应试水平和阅读理解能力，不辜负考生的期望和追求知识的挚诚。

本丛书作者长期从事同等学力申请硕士学位英语考试命题、阅卷与辅导，对同等学力申请硕士学位英语考试的考点非常熟悉。他们结合多年的授课经验，有相当丰富的辅导和教学工作经验，深谙命题规律和出题动态，使得本丛书具有极高的权威性。本丛书的出版

凝结着参与编写的专家学者多年教学、命题和评卷的经验。

本书是北大清华英语辅导教师及原同等学力申请硕士学位英语考试命题组的专家、教授智慧和劳动的结晶，是一份宝贵的资料。其中的每一道试题，既反映了同等学力申请硕士学位英语考试大纲对考生基础知识、能力和水平的要求，又蕴涵着命题的指导思想、基本原则和趋势。因此，对照考试大纲研究这些试题，考生不仅可以了解同等学力申请硕士学位英语考试的全貌，而且可以方便地了解有关试题和信息，从中发现规律，归纳出各部分内容的重点、难点以及常考的题型，进一步把握考试的特点及命题的思路和规律，从而从容应考、轻取高分。

实践证明，一本好的复习资料能够帮助考生收到事半功倍的良好效果。强调实用性、针对性和有效性是本书的鲜明特点。希望本书能够帮助考生掌握和应用科学的解题思路和方法，强化实践、提高成绩，从而增强应试信心，真正提高自己的英语水平，最后蟾宫折桂，赢得考试高分。

由于时间仓促，错误和纰漏之处在所难免，诚望广大读者批评指正。

全国同等学力申请硕士学位英语考试命题研究组

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2014 年同等学力申请硕士学位英语阅读理解试题

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

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.”

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

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

Passage Two

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 curriculums. 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 for the JurnpStart 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."

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

Passage Three

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 carbohydrate.

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 each 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!

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

- A. explain how to live a healthy life
 B. describe the variety of carbohydrates
 C. advocate a healthy diet
 D. promote more physical exercise

Passage Four

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 wing" 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 eventually — 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.

36. The 34-year-old British woman is extremely afraid of metal forks because _____.
- A. she is afraid that they may hurt her
 B. she couldn't bear their sound on plate
 C. she has been injured by them before
 D. she has never used them before
37. The phrase "rats with wings" (Para. 3) refers to _____.
- A. exotic rats
 B. devils
 C. strange birds
 D. pigeons
38. The author's fear of elevators is the result of _____.
- A. her terrible experience
 B. her dislike of being in closed spaces
 C. her nervousness of being alone
 D. her phobia for no reason
39. After the fear subsided, the author realized that _____.
- A. it was not as horrible as she had thought
 B. an elevator ride could be exciting
 C. she could have had a good time with her boyfriend

- D. her boyfriend's help was important
40. The purpose for the author to share her experience is to _____.
- A. explain why people have strange fears
- B. introduce what strange fears people have
- C. encourage people to overcome their fears
- D. illustrate conquering a fear can be difficult

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

参考答案与精解**Section A****Passage One**

21. 【答案】C

【考点分析】本题考核的知识点是：具体细节。

【解析】本题意为：教育者发现作弊的学生_____。文章第一段第二句话可知“教育者和行政人员发现，与过去相比，学生的学术欺骗现象已经变得更加的频繁，并往往不会受到惩罚。作弊似乎受到了好生和差生的普遍认可”。可知，作弊的学生不仅是那些学习不好的同学。所以答案为C。

【干扰项分析】A项“与以往相比，更易受到惩罚”不正确，与原文相反，文章中是说“往往不会受到惩罚”。B项“有着很差的成绩”不正确，成绩好的学生、成绩差的学生均有作弊行为。D项“在日后会变得不诚实”不正确，原文中并未提及这一点。

【篇章整体把握】文章第一段最后一句话讲到，作弊这种行为貌似已经获得了好学生和差学生的一致认同。

22. 【答案】A

【考点分析】本题考核的知识点是：具体细节。

【解析】第二段第一句即说，没人知道为什么学生作弊现象在逐步增多。第三段中说，现在的学生却总是面临着做到适者生存以及去获得成功的压力。可以判断，学生作弊有着很深的社会根源。所以答案为A。

【干扰项分析】B项“学生不在写作考试上作弊”不正确，这是对胡贝尔先生对考试形式评论的误读。C项“考试形式的改革可以降低作弊”不正确，原文中并未提及系统改革的效果。D项“惩罚是阻止作弊的有效办法”不正确，文中并未提及这一内容。

【篇章整体把握】第三段讲到，在六十年代末、七十年代初期，学生们满脑子都是想要改变世界的愿望，而现在的学生却总是面临着做到适者生存以及去获得成功的压力。一个芝加哥大学二年级的学生说：“人们都有很强的竞争心理”。有一种恐惧潜伏在生活中——如果你没有做好什么事，你的生活就即将毁掉。这种压力不仅仅来自于父母或是朋友，同时也来自自己的暗示。似乎为了让目的实现并获得成功，我们必须战胜其他的人。

23. 【答案】C

【考点分析】本题考核的知识点是：分析推理。

【解析】胡贝尔先生认为，系统是合意的，而作弊的学生是问题的这一观点是错误的。文章最后一句话“我们要着手检查这个系统”表明他认为问题的症结在于整个教育体系。因此，正确答案为C。

【干扰项分析】A项“国家对作弊者的惩罚应该更加严厉”不正确，认为作弊者承担所有的责任不是胡贝尔先生的观点。B项“父母应当对作弊现象的增多负责”不正确，作弊现象的增多有多方面的社会根源，父母的压力只是其中的很小一部分。D项“作弊的学生应该被学校开除”不正确，胡贝尔先生不认为错误归结于作弊的学生，且文中并未提及这一内容。

【篇章整体把握】文章最后一段最后一句话讲到，“作弊的概念是建立在一个错误的前提上的，即系统是合理的，作弊的人是有问题的。那太简单了，我们就应该开始检查整个系统。”

24. 【答案】D

【考点分析】本题考核的知识点是：语义分析。

【解析】在文中，“the individuals”被定语从句“who are doing it”修饰，结合上下文，

可以判断，指的是作弊的学生。因此，答案是 D。

【干扰项分析】A 项“父母”、B 项“老师”、C 项“学校管理人员”都与语义、逻辑不符。

【篇章整体把握】文章最后一段最后一句话讲到，“作弊的概念是建立在一个错误的前提上的，即系统是合理的，作弊的人是有问题的。那太简单了，我们就应该开始检查整个系统。”

25. 【答案】D

【考点分析】本题考核的知识点是：主要内容分析。

【解析】文章首段提出作弊现象在增多这一问题，第二段至最后一段都是对作弊现象增多原因的分析。第二段第一句为全文主旨句。所以答案为 D。

【干扰项分析】A 项“现代年轻人道德观念的下降”不正确，文章中说作弊现象的上升有着深刻的社会根源，因此，不能将主要责任归结于学生道德观念的下降，这只是一些人的观点。B 项“人们对于学生作弊的容忍”不正确，文章中只是说好生和差生对作弊一致认同，而没提及社会他人对作弊的容忍态度。C 项“减少学术欺骗的方法”不正确，原文并未具体讨论减少作弊的方法。

【篇章整体把握】第二段讲到，为什么学生作弊的现象越来越多了呢？没有人真正的了解其原因。有些人将这种倾向归咎于普遍存在于当今青年人中的道德观流失的现象，另一些人将这种不断上涨的作弊倾向归因于当今青年人比从前更加的崇尚务实主义。

参 | 考 | 译 | 文

作弊是一个老生常谈的话题，然而，当今的教育和管理人员发现，与过去相比，学生的学术欺骗现象已经变得更加的频繁，并往往不会受到惩罚。作弊这种行为貌似已经获得了好学生和差学生的一致认同。

为什么学生作弊的现象越来越多了呢？没有人真正的了解其原因。有些人将这种倾向归咎于普遍存在于当今青年人中的道德观流失的现象，另一些人将这种不断上涨的作弊倾向归因于当今青年人比从前更加的崇尚务实主义。

在六十年代末、七十年代初期，学生们满脑子都是想要改变世界的愿望，而现在的学生却总是面临着做到适者生存以及去获得成功的压力。在全国范围内的面向高中生和大学学生的采访红，无论是年轻的男孩还是女孩都表示作弊已经变得很容易了。某些学生说他们这样做是为了向他们并不尊重的老师泄愤，另一些学生仅仅是将这种作弊视为一种游戏。一些人说，只有当他们被抓到作弊的时候才会感到羞愧。一个芝加哥大学二年级的学生说：“人们都有很强的竞争心理”。有一种恐惧潜伏在生活中——如果你没有做好什么事，你的生活就即将毁掉。这种压力不仅仅来自于父母或是朋友，同时也来自自己的暗示。似乎为了让目的实现并获得成功，我们必须战胜其他的人。

一个名为爱德华·韦恩的杂志编辑评判说这种不断上涨的作弊倾向的原因在于学校。他声称学校的管理和教育人员在采取惩罚措施的时候太过犹豫。阿马里洛学院英语系负责人德怀特·胡贝尔并不认同这种观点，他将这种现象归咎于对学生的衡量手段。他说：“如果我感觉自己在被欺骗着，那么我也将会选择去作弊”。他感觉只要老师们给出的是简答试题而不

是论述题，同时根据一些学生能够记得住的事实而不是他们能够多出色的将大量的信息综合在一起的方式来评价学生，学生们就将尝试着去破坏这个系统。他说：“作弊的概念是建立在一个错误的前提上的，即系统是合理的，作弊的人是有问题的。那太简单了，我们就应该开始检查整个系统。”

Passage Two

26. 【答案】C

【考点分析】本题考核的知识点是：主要内容分析。

【解析】本题意为：金融扫盲教育的目的是_____。根据语境可知，美国人并不擅长理财。由第二段第一句可知，金融扫盲教育重新高涨的原因就在于美国人在理财方面的不成熟。因此，开展教育的目的就在于提高美国人管理金钱的能力，使之明智理财。C选项正确。

【干扰项分析】A项“提高对金融危机的意识”不正确，不符合原意。B项“更新美国人对金钱管理的热情”不正确，不符合原意。D项“帮助美国人战胜金融危机”不正确，不符合原意。

【篇章整体把握】第一段讲到，在金融危机给人们带来的众多教训中，让人感触最深的一点是美国人并不擅长理财。我们担负着我们承担不起的房贷，我们累积了极高的信用卡债务，我们没有为退休后的生活留下足够的钱。作为回应，那些金融扫盲教育的支持者们又重拾热情并行动了起来。

27. 【答案】B

【考点分析】本题考核的知识点是：具体细节。

【解析】本题意为：作者认为全国金融能力挑战赛_____。第三段首句体现了作者的观点，即从长期的角度，这些措施的效果恐怕有限。B项“没什么效果”符合作者对于赛事举办的态度。因此，正确答案为B。

【干扰项分析】A项“值得的”不正确，作者对于赛事的态度是消极的。同理，C项“受到欢迎的”不正确。D项“昂贵的，代价高的”不正确，文中并未提及这一比赛的花销情况。

【篇章整体把握】第三段第一句讲到，在该考试中获得高分的学生将会获得荣誉证书，然而，这种方案从长远的角度来看似乎不是特别理想。

28. 【答案】D

【考点分析】本题考核的知识点是：语义分析。

【解析】根据空格所在句的上下文，可以推测出 gain steam 的含义为“越来越流行”，D选项是正确答案。

【干扰项分析】A项“被视为虚假的”不正确，根据后文“但是学生们在测试中成绩下降”可知，前文应填入与下降含义相反的词语。同理，B项“受到了大量的批评”、C项“遭遇了财政危机”都不正确。

【篇章整体把握】第四段第一句讲到，尽管在过去的十年中这种金融扫盲的行动在逐步地升温，在对学生们关于预算、信用卡、保险和投资等方面掌握程度的测试中，成绩却一直在下降。

29. 【答案】A

【考点分析】本题考核的知识点是：细节分析。