

英语水平全国统一考试 历年真题解析 [2005-2014]

同等学力申请硕士学位全国统一考试命题研究组 主编

结合最新大纲，
把握命题规律，
板块各个击破，

精解历年真题，
名师独特讲解，
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中国政法大学出版社

英语水平全国统一考试 历年真题解析

同等学力申请硕士学位全国统一考试命题研究组



有志者，事竟成；苦心人，天不负！



中国政法大学出版社

2014 · 北京

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Preface

前言

随着我国改革开放的不断深入和经济的持续增长,社会对就业人员的文化素质提出了更高的要求。同等学力申请硕士学位既不耽误工作又可以提高学历,成为广大有志青年的首选目标和成功捷径。为顺应社会教育的大趋势和满足众多考生的需求,我们组织长期从事同等学力申请硕士学位考试英语教学和研究的专家教授,依据国务院学位办修订颁布的《同等学力人员申请硕士学位英语水平全国统一考试大纲》(第六版),本着科学、实用、高效的原则,编写了《英语水平全国统一考试历年真题解析》。鉴于本次大纲修订在题型方面变化较大,故我们在答题技巧及实战演练方面对此都有着重体现。

由于联考实行的时间相对较短,加上命题并不依据某一种教材,而是以国务院学位委员会办公室指定的考试大纲为依据,这使得考生对考试难度很难把握,为了帮助考生在较短的时间内提高英语水平,系统备考,并顺利通过考试,历年真题便成为最有效的复习材料。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,领会出题人的命题思路和原则,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、最权威的备考材料,我们特将历年的辅导经验和考试趋势进行有机结合,编写了此书。

本套丛书的特点:

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,删除了以往考试真题中的听力、辨错改错、汉译英等在最新版考试大纲中已经不再作为考查点的考试项目。此外,第一部分的完成会话题型虽然也有所改动,但对第六版大纲考试第一部分新题型口语交际还是有所帮助的,所以本书将第一部分保留。通过真题的演练,考生能够最直接地了解最新命题思路和考试趋势。

2. 词汇部分测试给出了正确答案和每一个选项的释义,最为有益的是提供了每个考查句子的参考译文,从而帮助考生实现“知其然,知其所以然”,为考生在扩展和应用英语词汇方面打下了坚实的基础。另外,在一些词汇常考项目的讲解中还补充了同义词、近义词辨析等,方便考生真正掌握这些词语的实际运用,达到举一反三的效果。

3. 阅读理解先概括性地对文章体裁、结构及主题做分析,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析,目的是帮助考生更加有效地利用历年阅读理解真题原文,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、联系英译汉,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。此外本书也加入阅读新题型以供广大考生了解这部分的考查形式、难度及备考策略。

4. 翻译部分参考译文准确并方便考生根据译文了解生词及长难句的结构。并增添第六版大纲删掉的以往的汉译英练习。让学生有针对性的参考和联系性的学习。

5. 写作部分提供的参考范文均为考生的写作原文,这些原文符合同等学力考试的写作评分标准和细则,使写作部分取得理想分数不再“可望而不可即”。

一本解释详尽的、能够帮助学生融会贯通、达成举一反三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,最终取得理想的成绩,从而顺利通过考试。

限于水平及时间,疏漏及失误在所难免,欢迎广大同仁和读者批评指正。

北京竞成教育

2014年6月

第六版大纲题型、题量、分值

序 号	题 型	题 量	记 分	时间(分钟)
I	口语交际	10 道	10	15
II	词汇	10 道	10	10
III	阅读理解	25 道	25	45
IV	完形填空	10 道	10	10
V	短文完成	20 道	20	20
VI	英译汉	100 词左右	10	20
VII	写作	不少于 150 词	15	30
总计			100	150

科学备考三阶段

第一阶段:基础夯实(2014 年 9 月~2014 年 10 月)

1. 熟悉新大纲的新题型(对七种题型的出题方式和考点要有个大概的把握)。
2. 词汇基础恢复。词汇是英语考试的重要基础,对于远离英语多年的在职学员来说,词汇的准备是很有必要的。复习词汇的同时练习历年的词汇真题,边练边记,全面攻破词汇。

第二阶段:强化提高(2014 年 11 月~2015 年 3 月)

目标:攻破近十年真题

第三阶段:模拟冲刺(2015 年 4 月~2015 年 5 月)

两个任务:

1. 英译汉和写作:着重练习真题。
2. 写作:不同题材的作文,各练习一篇。

要求:每星期写一篇文章,写完后一定要争取他人帮你检查,再认真改进。

竞成教育概述

竞成教育,在职研究生教育培训的领先起跑者,成立于 2002 年,是国内第一家专注于同等学力、MBA、MPA、各类专业硕士等在职研究生考前辅导的知名教育机构,十年来竞成教育在师资、课程结构设置、教学模式以及教学水平上都始终处于业界领先地位。

目前,竟成教育在北京、上海、广州、成都、杭州、武汉、天津、江西、湖南、重庆等地设有 50 余个教学点。所提供的辅导课程完全覆盖了国内各高校硕士点的重点专业,经济学、金融学、企业管理、人力资源、行政管理、计算机、法学、新闻学等 32 科热门专业在各城市教学点均可培训。

作为业内翘楚,竟成教育在考前命题方向和命题内容预测上的准确率一直备受信赖。

同时,竟成教育时刻走在教育技术改革的前沿,投入巨资打造的高清视频录制系统、网站教学服务系统和手机智能教学应用系统,大幅度提高学员的学习体验,为通关加力。

近年来,通过竟成教育的考前辅导,考试综合通过率高达全国平均通过率的两倍以上。

竟成优势

- 第一品牌优势
- 第一师资阵容
- 第一服务品质
- 长期稳定的院校密切合作
- 权威的考试信息和充足的复习资料

师资介绍

竟成教育坚持以人为本,一直把师资队伍建设置于优先发展的战略地位,注重师资队伍结构的优化和整体素质的提高。目前,竟成教育教学部汇聚了全国百所名校上百位考研辅导名师,使竟成教育成为国内一流的同等学力在职考研辅导机构,许多在职研教学名师凭借渊博的知识积累、平易的授课态度及多年的业界声誉已成为在职研辅导行业中的旗帜型人物。下面介绍部分考研辅导教师,更多名师详情请登录竟成教育考研网(www.jckaoyan.com)。

张庆元

南开大学经济学院副教授,经济学博士。曾发表多篇论文,对货币经济学有深入研究,授课重点难点把握准确、讲解清晰……

张 兵

南开大学经济学院世界经济教研室主任,经济学博士。专注国际经济理论与世界经济周期研究,多次为同等学力人员进行经济综合考前辅导……

钟 平

北京大学博士,竟成教育教学总监,资深考研英语教学研究专家,国家教育电视频道英语节目主播,独家研发各类教学方法,深受学生喜爱……

白子墨

竟成教育特聘授课名师,从事考研英语辅导多年,对英语考试见解独到,曾为考研教育网辅导名师。诙谐幽默,针对性强,对命题思路把握精准……

竞成教育英语课程体系

竞成教育同等学力在职考研英语辅导课程体系由保过班(面授/网授)、一对一辅导(面授/网授)、面授班(含基础班、强化班、冲刺班)、面授班视频(网上学习)、题库在线考试等组成。辅导体系如下:

班 型		课时	上课时间	价 格
1. 面授保过班(面授/网授)		338	随报随学	12800 元
2. 一对一辅导(面授/网授)		56	随报随学	8960 元(160 元/课时)
3. 网授精讲班		32	随报随学	2560 元
4. 面授班/远程面授班	基础班	详情参见“英语辅导面授班”相关介绍		
	强化班			
	冲刺班			
5. 题库考试		30	9 ~ 12 月	180 元
6. 全套资料		一套	一套	300 元
注:以上各班型的具体内容及专业课辅导介绍,详情参见【竞成教育考辅招生简章】或登录竞成教育考研网(www.jckaoyan.com)。咨询电话:400-6799-936				

英语辅导面授班

班 型	内 容	课时	学 费		上课时间
夯实基础阶段	词汇速记班	16	面授 360 元	网络 200 元	9 月初
	专项特训班	16	面授 560 元	网络 400 元	9 月 14 日
	夯实基础班	56	面授 1660 元	网络 1360 元	9 月 28 日
	巩固测试班	4	面授 160 元	网络 100 元	10 月 26 日
强化提高阶段	强化提高班	56	面授 1860 元	网络 1560 元	12 月 14 日
	词汇点睛班	16	面授 760 元	网络 560 元	1 月下旬
	翻译/写作突破班	16	面授 560 元	网络 360 元	2 月初
冲刺串讲阶段	考点冲刺班	24	面授 1560 元	网络 1260 元	4 月下旬
	模考预测班	16	面授 1260 元	网络 960 元	3 月中旬

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2014 年同等学力人员申请硕士学位 英语水平全国统一考试试题



Paper One 卷一 (100minutes)

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

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 two men put it into the suitcase and they run out. It was 1:35. (3) _____.

Dialogue Two

- A. People today don't like that
- B. I like a good story

C. They still make movies 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 do a lot of my shopping on the net now
- C. Of course they mail their friends endlessly
- D. I document everything

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

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

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 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.

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

- | | |
|---|---|
| A. she couldn't bear their sound on plate | B. she is afraid that they may hurt her |
| C. she has never used them before | D. she has been injured by them before |

22. The phrase “rats with wings” (Para. 3) refers to _____.
A. devils B. exotic rats C. pigeons D. strange birds
23. The author’s fear of elevators is the result of _____.
A. her dislike of being in closed spaces B. her terrible experience
C. her phobia for no reason D. her nervousness of being alone
24. After the fear subsided, the author realized that _____.
A. an elevator ride could be exciting
B. it was not as horrible as she had thought
C. her boyfriend’s help was important
D. she could have had a good time with her boyfriend
25. The purpose for the author to share her experience is to _____.
A. introduce what strange fears people have
B. explain why people have strange fears
C. illustrate conquering a fear can be difficult
D. encourage people to overcome their fears

Passage Two

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 recommen-

ded 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 dietitian, 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!

26. As is used in Paragraph 1, the word "exhausted" most possibly means _____.

- A. startled B. starving C. derived D. deprived

27. According to the author, advertisers who sell "carb-free" products _____.

- A. value consumers' well-being B. are not telling the truth
C. offer healthy options D. are responsible for obesity

28. Which of the following is NOT one of the health benefits of carbohydrates?

- A. Prevention of stroke. B. Prevention of cancer.
C. Prevention of fiber reduction. D. Prevention of heart disease.

29. It can be inferred from the passage that a healthy diet _____.

- A. is low in carbohydrates and high in proteins and fats
B. contains equal amounts of carbohydrates and proteins
C. needs enough proteins but no fat for us to maintain energy
D. is balanced between carbohydrates, and proteins and fats

30. The main purpose of the passage is to _____.

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

Passage Three

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 Jump Start 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 Mendel, 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 Jerro 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".

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

Passage Four

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 gives 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 individual who are doing it," he said. "That's too easy an answer. We've got to start looking at the system."

36. Educators are finding that students who cheat _____.

- A. have poor academic records
- B. are more likely to be punished than before
- C. tend to be dishonest in later years
- D. are not only those academically weak

37. According to the passage, which of the following statements is true?

- A. Students do not cheat on essay tests.
- B. Students' cheating has deep social roots.
- C. Punishment is an effective method to stop cheating.
- D. Reform in the testing system will eliminate cheating.