

# 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

# 11年真题 名师详解

全国同等学力申请硕士学位英语考试命题研究组 主编

含2004—2014年真题及详解

完全依据第六版新大纲编写

- ⊕ 真实演练 还原考场
- ⊕ 名师主笔 权威视角
- ⊕ 解析透彻 专家点评



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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英语实际水平，国务院学位委员会办公室于2012年再次修订了《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。申请人通过了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。

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、重点及命题思路之后，编写了这套“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”。

本书的特色如下：

## 一、名师主笔，编写阵容强大

本书的主编都是同等学力申请硕士学位英语考试的资深讲师，他们都在全国一线亲自辅导广大考生的考前复习，有相当丰富的辅导和教学经验，深谙命题规律和出题动态，集合清华大学、北京大学和中国人民大学等名校的权威讯息，浓缩成本书。

## 二、系统、全面、信息最新

本书包括2004年以来的考试真题，便于考生了解同等学力英语考试的全貌和考试动态，通过对历年试题的分析，考生可以掌握考试的命题规律，把握出题动态，寻求合理的学习方法和解题策略，提升综合应试能力。历年试题中删除了新大纲（第六版）中规定不考的题型，对历年试题的解析做到了与最新大纲完全同步。

## 三、深入剖析重点难点，详解解题技法

本书以重点、难点和疑点为依据，难易结合，全面深入地对历年试题从多方位、多角

度进行剖析，举一反三，详解解题技巧。

研习历年的真题是复习备考中必不可少的关键环节，也是考生掌握考试动态，赢得高分的最佳捷径。自从实行同等学力考试以来，也时有真题重现或者与真题极其相似的现象发生，所以对往年真题的研究是最有帮助的。

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、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、赢得高分。

由于时间仓促，如有错误和纰漏之处，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年同等学力人员申请硕士学位  
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. It's the other man I'm talking about
- B. They had been in there for about 5 minutes
- 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. They still make movies like that
- B. I like a good story
- 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 my shopping on the net now

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

C. I document everything

D. Of course they mail their friends endlessly

**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. His poor performance may be attributed to the lack of motivation.

- A. taken for      B. viewed as      C. caused by      D. focused on

12. The new cut in interest rate is meant to promote domestic investment.

- A. advertise      B. publicize      C. encourage      D. obtain

13. Conditions for the growth of this plant are optimum in early summer.

- A. most desirable      B. most favorite      C. most expressive      D. most acceptable

14. She often says her greatest happiness consists in helping the disadvantaged children.

- A. relies on      B. lies in      C. is composed of      D. is proportionate to

15. Now and in the future, we will live as free people, not in fear and never at the mercy of any foreign powers.

- A. under the control of                      B. in the interest of  
C. at the cost of                              D. for the sake of
16. Public acceptance of rabbit as an economical source of protein depends on how aggressively producers market it.  
A. effectively              B. efficiently              C. rigorously              D. vigorously
17. Many New England communities do not permit the construction of a “modernist” building, lest it alter their overall architectural integrity.  
A. in spite that              B. in case that              C. for fear that              D. in order that
18. Essentially, a theory is an abstract, symbolic representation of what is conceived to be reality.  
A. presentation              B. expression              C. imagination              D. impression
19. Television commercials have been under constant scrutiny for the last few years.  
A. pressure              B. attack              C. examination              D. reflection
20. The mayor has spent a handsome amount of time in his last term working to bring down the tax rate.  
A. considerable              B. moderate              C. sufficient              D. plenty

### 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 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 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.”

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. Jerroo 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.