

UNIT **1**

College life



Passage A

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Hard times

- A** Money worries are part and parcel of university life, but recent events in the world of finance, not to mention rising food prices, are making it tougher for students – from living costs as undergraduates to employment prospects once they have graduated. But are they bothered?
- B** Raymond Sawyer, a graphic design undergraduate at New College Durham, says he is concerned by the naivety of some of his fellow students when dealing with their finances. “I’m surprised by the lack of maturity some of them have when it comes to money,” he says. “We had been at college for just over a week when some of my fellow students got their grants through – and their first thought was spending money on clothes and planning nights out, which I couldn’t believe. Many students seem unaware of the state of the economy right now.” Sawyer says the prevailing economic conditions have influenced his choice of where to study. He lives at home, just a few miles from his college, which means he is able to run a Web design business that helps ease his money worries. “Rent and mortgages are costly these days and I guess that’s what swayed me toward studying locally,” he says. “I only have to spend three days a week at college and I can travel easily by car, devoting the rest of my time to developing my business.”
- C** Sawyer counts himself fortunate that he is self-employed. A recent survey commissioned by recruitment agency Reed reckons that over half of graduates are “concerned” with finding a job in the current climate. Job security is also becoming a major concern; one in four graduates say they would be willing to sacrifice up to five percent of their income in exchange for job security for three years. A significant

number of graduates are moving toward creative marketing and media sectors, shunning City jobs, and watching banks and other financial services firms fall over has been particularly disheartening for students who had planned to work in the Square Mile (伦敦金融城). Reports suggest that many are now also considering teaching as an option.

- D** “With many recent graduates still looking for jobs in a difficult economic climate, undergraduates need to remember there is a serious side to university,” cautions Reed’s marketing head, Mark Rhodes. “It’s important that incoming university students have an eye on their future.” Rhodes warns students not to leave their job-hunting too late. “If you are trying to get on to a graduate program for the year you graduate, you may have to start preparing at the start of your third year to avoid missing the deadlines,” he says. Rhodes also advises speaking with a university careers adviser at the earliest opportunity to get the latest news on jobs available.
- E** Nick Watson-Jones, who has recently graduated in engineering from the University of Sheffield, says the next few months will be tough. “My advice to students is to get some relevant work experience,” he says. “I haven’t been able to get past the CV stage and I think that’s because I can’t demonstrate that I have worked in the field I am looking to enter. If I could go back to my university days, I would definitely do some work experience in my first or second year before I got stuck into my dissertation and exams in my final year.”
- F** Third-year student Danielle Maughan has worked a part-time job since she started her criminology and psychology course at Liverpool John Moores University, but she says she’s finding it tougher to make ends meet. “I’ve worked in a local pub since starting university,” she says, “but things are getting harder now. My student loan just covers my rent for the year, so having a job is essential.” Yet Maughan admits to being poor at managing her finances. “I’m not great with money to start with, so things can get a little tough.”
- G** Unfortunately many students are responding to the financial crisis by burying their heads in the sand, allowing money problems to snowball as graduation draws nearer. A survey conducted by the National Union of Students concludes that many students are unaware of even the basic costs of living, and don’t have the information and guidance they need to manage their own finances. The survey suggests that the average cost of university life is nearly £450 a year higher than students expect.
- H** In addition, some students are overly optimistic about being able to receive financial support in the form of bursaries (奖学金). The survey shows that 42 percent believe they will be eligible, whereas only 28 percent receive one. The issue of bursaries is

further complicated by confusion over what students are actually entitled to – leading to thousands of eligible students failing to claim last year, says the Office for Fair Access.

- I “It’s clear that students have no idea of the costs of living when going to university,” says Lucy Payne, HSBC’s youth and student manager, “but let’s face it, how many of us did?” HSBC has developed a website to offer advice in addition to the student advisers in its branches.
- J “We are getting a steady stream of enquiries, especially from mature students,” says Jemma Samuels, manager of student charity Uniaid. “Our aim is to help students plan for the costs of living before they get to university. There is plenty of support around, but students don’t always know where to get it. Most tend to rely on friends and parents for advice, which may be inaccurate or simply out of date. The problem is particularly bad for international students, who can run into hardship very quickly.” Uniaid runs training events for students and has a series of online tools that can be used to calculate costs and keep undergraduates abreast of what support they can access.

(985 words)

- _____ 1 University students’ life is hard due to the increase of living costs and their uncertain employment prospects.
- _____ 2 Statistics show that 42 percent of the students believe they are qualified to get bursaries but some fail to receive one at last.
- _____ 3 Twenty-five percent of graduates are willing to sacrifice up to five percent of their income for three-year employment stability.
- _____ 4 Undergraduates can calculate their living costs and know what support they can get through training events and some online tools.
- _____ 5 An undergraduate with the plan for graduate study should start the preparation work as early as the beginning of his third year.
- _____ 6 It is helpful to get some relevant work experience in the first or second year at university to get a job in the field one wants to enter.
- _____ 7 With banks and financial services firms collapsing one after another, many students who planned to work in the field of finance feel disheartened and turn to other jobs like teaching.
- _____ 8 Many students neglect the financial crisis, and thus face more and more serious money problems with graduation coming nearer and nearer.
- _____ 9 Some students are unaware of the present economic state and immediately think of spending the money on clothes and entertainment once they get their grants.
- _____ 10 Friends and parents may offer unreliable or outdated advice on financial issues.

Passage B

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Degrees are great, but internships make a difference

- A** Traditionally, earning a college degree has been cause for celebration. For most, the achievement signaled the onset of adulthood and offered the promise of a career that would start in mere months, if not weeks. But in today's job market, undergraduates who leave school armed only with a degree may not be so fortunate.
- B** In 2000, more than 1.2 million people received bachelor's degrees in the United States. This year, that number is expected to rise 30 percent to more than 1.6 million, according to estimates by the National Center for Education Statistics. That hike (突然提高) has far outpaced the country's increase in population over the past decade, tripling the Census Bureau's projected rate of population growth over the same period. "With the increased number of students, if I'm an employer or a medical school or business school, finding a student who has a good GPA isn't particularly tough anymore," says Dan Gomez-Palacio, assistant director of career services at Westminster College in Missouri. "So, what is going to separate you from your peers?"
- C** The answer: internships. University officials and employers almost universally maintain that partaking in an internship – or several, which sets a student apart from his peers even more – before graduation is integral to finding meaningful employment in today's seemingly impenetrable job market. More than ever, schools across the country are pushing students of all majors toward internships, and several have even added them to their graduation requirements. "These internships give

these students an edge that they would not have otherwise,” says Patricia Cormier, president of Longwood University in Virginia, which requires an internship of all graduates. “It always amazes me that higher education didn’t think of this sooner. For me it’s a no-brainer. If you’re going to position your students well, you’ve got to give them this exposure before they graduate.”

- D** Longwood, with an enrollment of roughly 4,800, saw 74 percent of their 2008 graduating class attain jobs within six months of graduation, despite the fact that students were thrust into one of the worst job markets on record. Two years ago, officials at Eastern Connecticut State University decided to institute a pre-professional experience requirement for students. Rhona Free, vice president of academic affairs at Eastern Connecticut, says the school wants not only to educate students but to prepare them for their working lives after school through experience-based learning. “Students worry, ‘If I’m an English major, can I get a job?’” she says. “We want them to know that before they leave here, they will have been in a setting that’s like one they’ll go to work in.”
- E** While smaller schools are able to ensure that their students can meet the internship requirement by forming partnerships with local companies and working one-on-one with students to facilitate their hunt for an internship, the task is more daunting for larger schools. Finding an employer base near a large university that can support the influx (涌入) of thousands of interns is a daunting, if not impossible, task. For that reason, many large schools have shied away from requiring internships but still take pains to make the importance of work experience known to their students. Plus, some programs within large institutions do require internships. It’s a common practice in fields where prior work experience is integral to the hiring process, like business and journalism.
- F** The College of Liberal Arts and Sciences at Villanova University in Pennsylvania does not require internships, but students are emailed a weekly list of internship openings and are constantly reminded of their importance. The college’s website even proclaims: “INTERNSHIPS ... don’t leave Villanova without one!” Such marketing efforts have paid off. The school has seen a 30-percent jump in enrollment in internships in the past three years alone. Such efforts are lauded (称赞) by large employers that hire a bulk of their interns. Accounting giant PricewaterhouseCoopers, for instance, draws more than 70 percent of its new hires from its internship program. “Schools that focus on accommodating internships as part of their course curriculum position their students very well for future employment,” says Holly Paul, national recruiting leader at PricewaterhouseCoopers.

G Recent graduates who've listened to such advice are reaping the rewards. Ryan Mossman, who graduated from Boston College with a degree in English in May 2009, said that although Boston College did not require that he take an internship, the school regularly emphasized their importance. After a discouraging job search in the months leading up to his graduation, Mossman decided an internship was the best, if not the only, way for him to launch his career. Instead of aimlessly searching for job openings as he claimed many of his peers did after graduation, he took an internship at LVM Group, a public-relations firm, soon after graduating. The internship eventually led to a full-time position as an assistant account executive with the company. Meanwhile, he says many of his friends sit at home with their degrees, waiting for a job to fall in their laps. "Had I not taken a post-graduation internship, I think I'd be in the same position they are," he says.

(885 words)

- _____ 1 The growth rate of people who received bachelor's degrees was three times that of population over the same period in the United States.
- _____ 2 Nowadays, undergraduates who leave school only with a degree may have difficulty in finding a job.
- _____ 3 A college in Pennsylvania often reminds its students of the importance of internships.
- _____ 4 Universities across the United States are encouraging internships among their students and some even include them in their graduation requirements.
- _____ 5 It is very difficult for a large university to find a nearby internship base for its students.
- _____ 6 Graduates who take internships may find full-time positions, while those who stick to aimless job searching may end up with nothing.
- _____ 7 Holly Paul, a recruitment officer, thinks highly of those universities that include internships in their course curriculum for their students' better employment prospects.
- _____ 8 In the past, a university degree indicated the arrival of adulthood and the beginning of a job within a short time.
- _____ 9 For journalism majors, their prior work experience is essential to the hiring process.
- _____ 10 To the amazement of a university president, higher education was not quick in action to make students take internships before their graduation.

Passage C

Directions

You are going to read a passage with 10 questions. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Get to know your professors

There are countless academic differences between high school and college. In high school, your classes hovered between 20 and 35 students, but now you find yourself stepping into lecture halls and sitting in class next to 300 of your peers. The professor might lecture using a podium or microphone, and when you raise your hand to speak, you just get pointed at instead of named. You wonder how you're ever going to get to know any of your professors, not to mention how you're going to get to know one well enough to ask for a recommendation from him down the road – seniors in college, we're talking to you!

Sound like you? You're not completely out of luck. One of the big myths of college is that you'll never get to know your professors in large classes. Though it may require more effort on your part, there are some ways you can get to know your professors, even in a class of hundreds of students, who will write you a killer recommendation down the road. Check out these tips from Desiree Griffin, lecturer in the Department of Psychology at UNC-Chapel Hill.

Firstly, don't rush out the door after class ends. If you're not in a hurry to make it to another class, those few minutes after your lecture is over is a great time to introduce yourself to your professor or chat with him briefly. "It is important for students to take the initiative and introduce themselves to their professor, preferably sooner rather than later," Griffin says.

The lecture will be fresh in both of your minds, so you could easily ask him a question about something you don't understand or talk about your opinion on an issue he

mentioned. This not only puts a face to your name for the professor, but also shows him that you were actively paying attention to the lecture and that you cared enough about what he taught to talk about it even after class is over.

Secondly, go to office hours, even if you don't need help. A common misconception about office hours is that they're only there for students struggling in the class who need extra help. And while office hours are a great resource for getting your questions and concerns dealt with one-on-one, they're also a great way to get to know your professor.

"By going to instructors' office hours, you can take the time to tell them about yourself and your interests and also get the opportunity to get their insights into their respective fields," Griffin says. "Having this meeting will likely set you apart from most of your classmates and make you more memorable. You will also have established a working relationship with your instructors, which will make it easier to reach out to them during the semester if you are struggling with any of the material."

Thirdly, take advantage of opportunities outside of the classroom. Many schools, both large and small, urge students to build relationships with their professors and are developing programs and events to facilitate these relationships. The University of Michigan, American University, Dartmouth College, UNC-Chapel Hill, Brandeis University and countless others have "Take Your Professor to Lunch" programs where students can sign up for free meal vouchers (代金券) to treat their professors to on-campus meals. The idea of the programs is to push students to spend time outside of class getting to know their professors, and with a free meal on the table, it's no surprise that these programs are catching on with schools across the country.

Griffin says that another great way to get to know your professor is to ask whether he is accepting any students to research programs, especially if he's a professor in sciences. Private research is a great way to build a relationship with your professor, and it's also a great way for your professor to get a closer look at your work and interest in the subject matter, which could turn into great material for a recommendation in the future. Lots of professors either conduct school-sponsored research projects during the semester or conduct their own research privately in concentrations of their own interest. Many schools have listings for research opportunities online, but approaching your professor and just asking is an easy way to find out exactly what you want to know!

Fourthly, stay in touch! Even if you're not currently enrolled in that professor's class, it could still be beneficial to you in the long run to maintain your relationship with him and check back in every so often. Your professors will appreciate that you took the time to think about them and shoot them a quick email, which will not only keep you in their

good graces if you ever need a recommendation, but also keep you fresh in their minds! A professor will have a hard time writing a thoughtful and accurate recommendation for a student he hasn't taught or even spoken to in a few semesters.

With these tips, you're bound to build great relationships with your professors. When you do ask for a recommendation, don't forget to ask politely. And be sure to give your teachers enough time so that they're not overwhelmed or scrambling to piece a recommendation together. And once you score that recommendation and land a killer job or internship, don't forget to send a thank-you note!

(907 words)

- 1 What is one of the myths of college?
 - A The professor might feel overwhelmed.
 - B The professor might lecture with a microphone.
 - C Students may get pointed at instead of named when raising their hands to speak.
 - D Students won't be able to know their professors in large classes.
- 2 To leave an impression on your professor after class ends, you can _____.
 - A have a long chat with him
 - B ask him about the way to another class
 - C accompany him to another class
 - D share your opinion with him
- 3 To most students, office hours are only for students _____.
 - A with learning problems
 - B with bad behavior
 - C who want to challenge the professor
 - D who want to assist the professor
- 4 You can get timely help from your professors with the material if _____.
 - A a friendship has been formed
 - B a working relationship has been established
 - C you have made yourself different from your classmates
 - D you have learned their insights into their respective fields
- 5 The "Take Your Professor to Lunch" programs enable students to _____.
 - A buy meals for their professors
 - B enjoy meals paid by their professors
 - C spend more time with their professors
 - D know the private life of their professors

- 6 The experience of being a research assistant to your professor can be _____.
- A included in a resume
 - B written into a recommendation
 - C recorded as scientific achievements
 - D counted as academic qualification
- 7 An easy way of learning the latest research openings is to _____.
- A learn relevant information from fellow students
 - B browse through the university website
 - C read research publications
 - D approach your professor and ask him
- 8 If you have been out of touch with your professor, your professor may have difficulty in writing _____ for you.
- 9 When you ask your professor for a recommendation, be sure to ask with _____.
- 10 Upon the acquisition of a satisfactory job, remember to _____.

UNIT **2**

Family ties



Passage A

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Fathers' involvement in children's education

- A** There is overwhelming evidence that a parent's involvement in a child's education makes a very positive difference. In the past, often an unstated assumption was made that parent involvement meant mothers' involvement. Research shows that the involvement of fathers, however, no matter their income or cultural background, can play a critical role in their children's education. According to a publication, *A Call to Commitment: Fathers' Involvement in Children's Learning*, published by the US Department of Education, when fathers are involved their children learn more, perform better in school and exhibit healthier behavior. The US Department of Education is working for fuller recognition and inclusion of fathers in all of their programs because of the huge impact fathers can have on their kids.
- B** Children glean (收集) from their fathers a range of choices about everything from clothing to devotion to a great cause. This promotes positive moral values, conformity to rules, and the development of conscience. Our schools need kids that possess these traits and fathers are the key. The emotional, mental, and spiritual tools we help our children develop at home also help them at school.
- C** In his book, *Fatherneed: Why Father Care Is as Essential as Mother Care for Your Child*, Kyle Pruett points out that even very young children who have experienced high father involvement show an increase in curiosity and in problem-solving

capacity. Fathers' involvement seems to encourage children's exploration of the world around them and confidence in their ability to solve problems. When fathers play with their toddlers, they are not just entertaining them. They are providing a safe, yet challenging arena for toddlers to learn how to interact with the world and with others. Through rough-and-tumble (混乱的) play, fathers create obstacles for their children and demand respect for limits and boundaries. At the same time, they challenge their children and encourage them to explore their own strength, their ability to do new things, and their impact on the world around them. Toddlers who must work out for themselves how to achieve goals – such as retrieving a ball that is just out of reach in their father's hand or wrestling their father to the ground – are practicing important problem-solving skills.

- D** Fathers demonstrate to their children that adults can take responsibility, help to establish appropriate conduct, provide a daily example of how to approach life, and the importance of achievement and productivity.
- E** Society sees the benefit of fathers to a family in financial terms, but tends to think that mothers should take care of the rest. In the book, *The Role of the Father in Child Development*, edited by Michael Lamb, fathers are shown as being much more important than just a “provider”. Economic support is one significant part of a father's influence on his children. Another is the concrete form of emotional support that he gives to the children's mother. That support enhances the overall quality of the mother-child relationship and eases workloads for mothers. For example, a father getting involved with the children's homework can allow the mother to get other things done in the home or just give her a much needed break that benefits the entire family. According to Lamb, highly involved fathers also contribute to increased dexterity (敏捷), increased empathy (同感), less stereotyped sex-role beliefs and greater self-control in children. When fathers are actively involved, children are more likely to have solid marriages of their own. Education reform really does begin at home.
- F** Time factors for fathers are a major barrier to being more involved with their children. One of the recommendations from the US Department of Education is for fathers to establish a daily routine with their kids. Fathers should try to set a time for their children's homework in which they can be there for support and information. Fathers should also commit to eating at least one meal with their family every day and making the most of bedtime with their kids. Every moment they spend and every word they say build a relationship with their children.
- G** The ability to read well is known to be one of the most critical skills a child needs

to be successful in school and in life. Years of research shows that the best way to make a child a good reader is for a father to serve as a model reader. He can do this by frequently reading to the child and by reading himself.

- H** This information isn't just important for families to know but schools as well. If educators do not see a father involved with one of their students, it is natural for them to assume that the father doesn't want to be involved. However, it is often the case that fathers do not think the school wants them to be involved. According to the US Department of Education, the best way to break out of this "chicken-and-egg" dilemma is to communicate clearly to all parents that fathers and mothers as well are expected to be involved.

- I** Children of involved fathers are more likely to enjoy school, have better grades and more positive peer relationships, have fewer behavior problems, and become more responsible adults. Fathers' interest, enthusiasm and involvement in children's education can make a difference in their academic and social success.

(898 words)

- _____ **1** Schools should make it known to parents that fathers and mothers as well are expected to get involved in children's study.
- _____ **2** Fathers' involvement, regardless of their income or cultural background, can have significant effects on their kids' study.
- _____ **3** It can be learned from Kyle Pruett that kids guided by fathers show more curiosity about the world and have stronger problem-solving ability.
- _____ **4** It was often assumed in the past that parent involvement meant mothers' involvement.
- _____ **5** No matter how busy fathers are, they should try to spare time to help their children with their homework.
- _____ **6** Actively involved fathers may positively influence their children's marriage when they grow up.
- _____ **7** The model of reading set by a father can make his child form the good habit of reading.
- _____ **8** Children are encouraged by their fathers to do various things to understand their strengths and abilities.
- _____ **9** It is showed by fathers that adults can help to form good conduct and set a daily example of how to live one's life.
- _____ **10** Fathers influence their children in many aspects from trivial matters to great causes.

Passage B

Directions

You are going to read a passage with 10 statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Parents and adult children

- A** Parents start with protecting their children, teaching them to talk and walk, training them at every step to face the real world when they grow up and become independent, self-confident adults. They start out with making all the decisions for their children and then slowly let them have a few choices and later share reins with them in decision-making processes concerning the family. Then, the “adulthood” arrives ever so slowly and yet so suddenly your little ones struggle to build their careers, find a spouse and become a parent. They move away from homes to make their own nests. This time is quite hard for parents who are so used to their children’s presence that they feel so lonely without them.
- B** This is the time when they need to realize that what their children are now achieving is the result of their constant efforts. They have to shift from using parental authority with their kids to being “friends” of these new adults. It is a time for a new role. Adult children need love, guidance and insight from their parents from time to time, even though they may get caught up in their own lives and get less time. This is also the time to set healthy boundaries so that your children can know how much of love, financial and emotional support and guidance they can expect from you and where they are crossing the lines by being over-dependent on or abusive to you. As children pass into adulthood, the time for independence for both parents and children is very important for a healthy parent-child relationship.
- C** As children start to shoulder more and more responsibilities, they want your guidance

and support but also the faith, independence and approval for whatever decisions they make. The society and your children's lives are undergoing many changes and you are the one to establish the line between helping your children and holding their hands. It is advisable to plan ahead for this transition period so that you can face the situations more easily when the time comes. You need to help your growing children to establish their own identities, balance your priorities, find ways to fight loneliness and save for your future and old age while your children need to prepare themselves for financial and relationship struggles, make a career, deal with work pressure and peer pressure and develop their own views amongst many other things. Only open and honest communication between parents and adult children can assure a functional relationship between them, which is full of love, respect, freedom and responsibility.

- D** Grown-up children living at home is not an uncommon phenomenon and there are many cases where a child still lives at home, even when he is 21. This is especially the case when the children study or work in the same city as their parents and still don't have a family. However, they may not move out even after they marry due to financial constraints or just because they think they have all the rights over things or property that belong to their parents. They expect full financial support from their parents and some of them won't even help in the household work, leaving all to their aging parents, while they work, study or just have fun with their friends.
- E** Parents feel frustrated as they feel their privacy is invaded and as if their children are robbing them of their money and their life. Children may feel that their parents have become over-dependent on them and they see them as maid or servant, leaving them no time to move ahead and become stable on their own. They may also feel that their parents are over-protective and cannot think of them as adults and interfere in their lives too much. To ensure good and healthy relationships between parents and adult children living at home, it should be made sure that arrangement is mutually agreeable to both parents and their children. Children need to understand that it is their parents' home and it is their right to keep the home as they want and their access to the house is not a right but a privilege.
- F** The relationship between them needs to be redefined and both the parties need to understand that children are adults now and should have the same rights and responsibilities that adults have to bear. Even if they are living with parents, adult children should live more as adult boarders and treat their parents and their property with the same respect. They need to bear their own expenses, share with their

household expenses and chores, do their own laundry and clean their own rooms. Too much dependence on parents can lead to emotional immaturity in children and frustrations for all.

G This also means that parents can state the codes of living while children are under their roof but they cannot stop them from being in charge of their decisions such as what to wear, whom to befriend and when to return home. As a common courtesy, the adult children should let their parents know about their whereabouts (行踪), as they would to any kind landlord or landlady, so that they need not worry. Striking up a balance in relationships may actually result in a pleasant and mutually beneficial stay of an adult child at home.

(899 words)

- _____ 1 Adult children staying with their parents should pay their shares of expenses and do the washing and cleaning by themselves.
- _____ 2 Some adult children staying with their parents don't lend their parents a hand with household chores and only care about their own businesses.
- _____ 3 While grown-up children are preparing for the coming challenges in work and life, their parents need to shift attention to their own businesses.
- _____ 4 Some children still stay in their parents' house after marriage either because of money problems or because they think they have the right over their parents' possessions.
- _____ 5 Parents should adjust themselves to the new role as friends of their adult children.
- _____ 6 Except the codes of living for adult children to observe, parents should allow them the freedom of arranging their own lives.
- _____ 7 When their children move away and begin to live independently, it is a hard time for parents because they usually feel lonely.
- _____ 8 As children assume more responsibilities, parents should give them timely instruction, trust and support.
- _____ 9 It is necessary for adult children to understand that living in their parents' house is not a right, but a privilege.
- _____ 10 Independence of both parents and adult children can contribute to good relationships between them.

Passage C

Directions

You are going to read a passage with 10 questions. For questions 1-7, choose the best answer from the four choices marked A, B, C and D. For questions 8-10, complete the sentences with the information given in the passage.

阅读理解实际用时 分 秒 (WPM)

答题正确率 %

Sibling relationships

Perhaps because most societies place so much emphasis on the parent-child relationship, there is a relative lack of information on the relationships among brothers and sisters. Yet sibling relationships can play essential roles in our development as individuals and often bring just as much, if not more, joy, rage, pain, frustration, and pleasure. Relationships with brothers and sisters are also the longest that we will experience in our lives, since most siblings outlive parents and they begin earlier than those we establish with friends.

Many parents still believe in the myth that their children should naturally just get along, being loving, affectionate, and supportive of each other. However, the studies that do exist on siblings show that this natural amity (和睦) is much more fiction than fact. The earliest research on relationships among siblings developed the common theme that brothers and sisters relate to each other mainly in a rivalrous way, competing for parental attention and status within the family unit. It is true that young siblings frequently fight with each other, putting a strain on the entire family. In fact, family psychologists report that squabbling (争吵) among siblings is one of the top concerns of their clients.

Many studies agree that sibling rivalry is strongest between brothers – especially when they are close in age, and that the rivalry continues into adulthood with increasing ambivalence (矛盾心理), competition, and jealousy. This effect is most pronounced when the brothers have jobs of unequal status, for instance if one is a Wall Street broker and the other a furniture salesman. One 1962 study even showed that male workers were happiest with their jobs when they felt that they were doing better than their brothers and least satisfied when they felt their brothers were in a “better” occupation. Another

study in 1975 concluded that siblings use each other as “measuring sticks” to gauge (測量) how well they are doing in life. Thus, when one sibling seems to pull ahead in occupational status, the relationship can become strained.

Rivalry is the basis of the vast majority of sibling interaction problems. In a typical family, each sibling wants and will fight in various ways for the attention the others are receiving. Rivalry can become especially pronounced when one of the children has a disability, because the parents will have to spend more time with the disabled child. Small children do not understand this, since they only perceive another child as a threat, and will work even harder to attract more parental attention. Unless the parents are careful to provide structure and limits, this usually results in the disabled child receiving too little attention, adding to the child’s disadvantages later in life.

Rivalry seems to occur least between brothers and sisters, while sisters often report becoming much closer as they grow into adulthood. However, these comparisons can be deceiving. Some child behaviorists suggest that they are, in fact, false, and that people only have these impressions because boys’ competition is more visible. Boys tend to fight physically, but girls tend to fight verbally and can be just as vicious with each other, if not more so. In all sibling configurations (組合), reports of rivalrous feelings tend to diminish over time. Some scientists have concluded that this is mainly due to the infrequency with which most siblings see each other in this age of widespread travel and rapid job changes, and that if the siblings lived together once again, the rivalry would quickly reemerge. Recent research suggests that competition with siblings may not fade in actuality, but that many people are reluctant to admit this, believing such emotions to be immature or unworthy.

Children’s natural selfishness lends itself to rivalry among siblings and is a normal component of all sibling relationships. Most is no cause for alarm. In fact, overreacting to such competition can do more harm than good, although ignoring it is not helpful, either. According to several studies, most parents tend to react to conflict with passive non-interference, i.e., they do and say nothing, or they simply tell the children to stop fighting. The latter approach, if it works at all, merely prevents the children from expressing and learning about their emotions and can actually prolong their rivalry into adulthood. A more effective approach is for parents to model positive behavior in their adult relationships and to reward it in their children. They can make such statements as, “I’m so proud of you two for working together on that project,” or “Seeing you share your toys with your sister makes me very happy.” Also, family therapists recommend that parents sit down with their children and act as a mediator in competition-triggered quarrels.

Rivalry among siblings has its place in the natural order of things. Many experts regard it as providing a sort of training ground for what people can expect to experience as they grow into adolescence and adulthood. Competition is healthy among siblings when each has the opportunity to do well in different areas. For example, parents could encourage one child to learn how to play the clarinet (单簧管) and the other could take piano lessons. Too much rivalry or the continual dominance of one child can result in bitterness, fighting, refusal to share, toy-stealing, name-calling, and other exhibitions of anger and frustration. Likewise, experts warn, one-sided sibling rivalry, in which one child perpetually attacks the other, is a sign of an imbalance that must be addressed. Parents cannot expect to eliminate all rivalry from their children's relationships, but should take steps to limit jealousy and excessive competition.

(951 words)

- 1 There is a relative lack of information on sibling relationships probably because _____.
 - A they play minor roles in our development as individuals
 - B they last the shortest in our lives
 - C they receive less attention from people
 - D they bring less joy and pain
- 2 One misconception among parents is that _____.
 - A children can naturally get along well with their brothers and sisters
 - B children fight with each other when they are young
 - C brothers and sisters compete for the status within the family unit
 - D brothers and sisters strive for parents' attention
- 3 Research findings indicate that a man shows the highest level of satisfaction with his job when his brother _____.
 - A gets promoted
 - B chooses the same occupation
 - C takes a job of lower status
 - D finds "measuring sticks" to motivate him
- 4 The disabled child in a family may get less attention from the parents because _____.
 - A he is not healthy and capable
 - B he irritates the parents by taking up too much of their time
 - C other children of the family speak badly of him in front of the parents
 - D other children of the family, out of jealousy, deliberately call the parents' attention to themselves

- 5 What is the feature of rivalry among sisters?
- A It's mainly for little girls.
 - B It's mainly in the form of verbal fights.
 - C It is not as fierce as that among brothers.
 - D It helps sisters stay closer to each other.
- 6 Rivalrous feelings may no longer be so strong over time as _____.
- A such emotions are immature in nature
 - B grown-up siblings do not often see each other
 - C grown-up siblings begin to understand each other
 - D people come to cherish their sibling relationships
- 7 Seeing conflicts among children, parents should _____.
- A do or say nothing
 - B simply tell the children to stop fighting
 - C read the children stories about positive behavior
 - D act as a mediator to settle them
- 8 Rivalry among siblings can prepare children for competitions when they grow into _____.
- 9 When each child has the talent in different fields, _____ among siblings comes up.
- 10 Regarding rivalry in children's relationships, parents should do something to limit _____.

