

总主编 郑立信

大学英语6级

快速攻略 710分

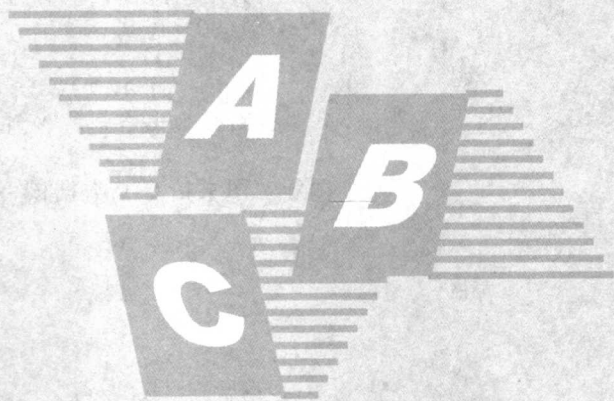
主 编 樊向群 范文珏

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CET

◆ 苏州大学出版社

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《大学英语 6 级快速攻略 710 分》

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CET-Band Six—Test One**Part I Writing (30 minutes)**

注意：此部分试题在答题卡 1 上。

Part II Reading Comprehension (Skimming and Scanning) (15 minutes)

Directions: In this part, you will have 15 minutes to go over the passage quickly and answer the questions on *Answer Sheet 1*.

For questions 1 – 7, mark

- Y (for YES) if the statement agrees with the information given in the passage;
N (for NO) if the statement contradicts the information given in the passage;
NG (for NOT GIVEN) if the information is not given in the passage.

For questions 8 – 10, complete the sentences with the information given in the passage.

Wedding Customs in the West

A wedding is celebrated with some kind of ceremony almost everywhere in the world. The ceremonies vary greatly among different nations and different religions. But whatever the form of a marriage ceremony, it serves the important purpose of announcing to the community that a man and a woman have been joined in marriage.

The wedding ceremony in the west may be a religious one performed by a clergyman, or a civil ceremony performed by a civil official, such as a mayor or a judge, or only a couple's declaration before witnesses of their intention to marry. Some young people nowadays choose their own marriage ceremony.

Many of the customs associated with wedding ceremonies developed from wedding customs of earliest times and come from many lands. The wearing of a bridal veil may have come from a superstition dating back to early Greek and Roman times. The veil is also believed to have been worn as an indication of the bride's innocence and purity.

The wedding ring is the most widely used symbol of marriage today, as it has been for centuries. The word "wedding" comes from the old English word "wed", which means "promise". During Anglo-Saxon times a promise to marry was made certain when the bridegroom-to-be gave his sweetheart a ring. The ring, a circle with no beginning or end, was considered a symbol of eternity. The fourth finger of the hand was chosen as the ring finger because of mistaken beliefs that a vein or nerve runs from that finger to the heart.

In most Western countries the bride was attended by maid of honor, and groom by best man. The best man and the groomsmen have been explained as a survival of the ancient practice of wife capture, in which the bridegroom's friends helped him in his struggle to carry off a wife. The bride's attendants were supposed to protect her from being captured.

The honeymoon, or holiday spent by the couple after marriage, may have had its beginnings in the idea that the first month of marriage is the sweetest. It is also believed that it was an ancient custom for a newly married couple to drink a liquid mixture containing honey on each of the first 30 days of the marriage.

Good Luck to the Bride and Groom

Many ancient practices that were supposed to prevent bad luck and bring blessings to the bridal hair have come down through the years. In many Western countries people shower the bridal hair with confetti to express the hope that the couple will be blessed with children. Tin cans or old shoes are sometimes tied to the automobile that carries the bride and groom away. This practice may have come out of the ancient belief that loud noises frighten bad spirits away. To assure good luck, brides often heed the old saying and wear for the wedding "something old, something new, something borrowed, and something blue". The bride's good fortune in getting a husband may be handed on to the unmarried girl who catches the bride's bouquet after the marriage. According to an old belief the groom carries his bride over the threshold of their new home to protect her from being caught by any mischievous spirits hiding nearby.

Legal Procedures

Every state and nation has its own laws and requirements governing marriage. There may be regulations concerning the ages at which a couple may marry, the procedures for a license to marry, the recording of the marriage, or the type of ceremony. The minimum age at which a couple may marry may vary in different countries, but it is true to many Western countries that young people may marry at a younger age with parental consent.

A marriage license is required in many Western countries. Most countries require a medical examination and blood test before the license is issued.

Marriage Rites

Protestant

In a Protestant church wedding, the bride is escorted to the altar by her father or the male relative who gives her away. The minister may deliver a short sermon on the holiness of marriage. The bride and groom exchange vows to "love, honor, and cherish" each other as long as they live. The groom places the ring on the bride's finger and says, "With this ring I thee wed." If it is a double ring ceremony, the bride gives the groom a ring. The ceremony ends when the minister pronounces the couple man and wife and says, "Those whom God has joined together, let no man put asunder." Words and procedures may vary with different ministers, but the general service is the same.

Roman Catholic

The marriage is held in a church with the service directed by the priest in the language of the

country. The priest blessed the union which has been entered into by the bridal couple. The couple stand at the altar. The priest asks each in turn, "Do you take [name of partner] here present for your lawful wife/husband, according to the rite of our Holy Mother, the Church?" In turn, each answers, "I do." They then repeat the marriage vows after the priest. The priest blesses the union: "In the name of the Father, of the Son, and of the Holy Spirit. Amen." The priest sprinkles the couple with holy water and blesses the ring or rings.

Jewish

Many traditional customs are observed at Jewish weddings, although they are not required by Jewish law. The rabbi conducts the service. During the rite the bride and groom make appropriate vows and take part in the ring ceremony. The rabbi blesses a cup of wine, from which the bride and groom both drink. The rabbi talks to the couple about the holiness of marriage and the responsibilities of the bride and groom. After the rabbi has pronounced them man and wife, a wine glass is often placed on the floor. The groom steps on the glass and shatters it. Scholars disagree about the symbolism of this custom, but many believe that the shattering of the glass recalls the destruction of the temple in Jerusalem, reminding the couple that even at the moment of greatest joy there, may be sorrow.

Eastern Orthodox

The ritual marriage service takes place in a church before the altar. The service is divided into two parts: the Service of the Betrothal and the ceremony of the wedding. At first the priest blesses the wedding rings and offers prayers. Then the wedding ceremony follows. It begins with a psalm, which is followed by prayers; then the crowning ceremony takes place. Crowns, which may be made of artificial lemon tree blossoms, are set upon the heads of the couple. The crowning is followed by Bible readings, after which the couple drink from a cup of wine blessed by the priest. The priest, chanting hymns, leads the couple in a circle in front of the altar. The crowns are then removed. The service concludes with the priest's blessings and prayers of good wishes for the newly married couple.

注意: 此部分试题请在答题卡 1 上作答; 8—10 题在答题卡 1 上。

1. The purpose of a marriage ceremony is to announce to the community that a man and a woman have been joined in marriage.
2. Wedding ceremonies in the western countries are all religious ones.
3. The fourth finger of the hand was chosen as the ring finger because of the misbelief that a vein ran from that finger to the heart.
4. According to the text it was an ancient custom for a newly married couple to drink honey on each of the first thirty days of the marriage.
5. Rice or flour is sometimes used to assure the bride and groom prosperity.
6. The minimum age at which a couple may marry remains the same in all western countries.
7. In a Protestant church wedding, the bride is given away by her father or the male relative.

Part III Listening Comprehension (35 minutes)

Section A

Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

注意：此部分试题请在答题卡2上作答。

11. A) In a kitchen. B) In a hall. C) In a garden. D) At a picnic.
12. A) The man is the woman's colleague.
B) The man has to phone the doctor at once.
C) The man's child has fallen ill.
D) The man had better give the doctor's number.
13. A) It gives a 30% discount to all customers.
B) It is run by Mrs. Winter's husband.
C) It hires Mrs. Winter as an adviser.
D) It encourages husbands to shop on their own.
14. A) \$0.40. B) \$0.45. C) \$0.30. D) \$0.35.
15. A) Tom has arranged a surprise party for Lucy.
B) Tom will keep the surprise party as a secret.
C) Tom and Lucy have no secrets from each other.
D) Tom didn't make any promise to Lucy.
16. A) John is usually late. B) John will be there at 8:40.
C) John will not show up. D) John is usually on time.
17. A) She's never watched a better game.
B) Football is her favorite pastime.
C) The game has been canceled.
D) Their team played very badly.
18. A) No. They are not allowed to attend the meeting.
B) Yes. They will attend the meeting if they are invited.
C) Yes. There is no doubt that they will attend the meeting.
D) No. They would definitely not attend the meeting.

Questions 19 to 22 are based on the conversation you have just heard.

19. A) Neighbors. B) Boss and secretary.
C) Shop assistant and customer. D) Friends.

20. A) He feels tired and weary after such a long period of work without holiday.
B) He is complaining about the low salary.
C) He is sick today.
D) He is complaining about the poor office equipments.
21. A) Rudy has worked in this company for 3 years.
B) Rudy is polite and obedient all the time.
C) Rudy has been hardly given any holiday.
D) Rudy is allowed to go home earlier since he feels bad today.
22. A) In a party. B) In a sitting-room.
C) At a department store. D) In an office.

Questions 23 to 25 are based on the conversation you have just heard.

23. A) Two days ago. B) The last but one day of the end.
C) Just before the end. D) Not mentioned.
24. A) To fill the bus with enough gas. B) To change the cloth.
C) To go to pick up other friends. D) To go to Isabel's.
25. A) Arrogant. B) Conceited. C) Unpretentious. D) Egoistic.

Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on **Answer Sheet 2** with a single line through the centre.

注意：此部分试题请在答题卡 2 上作答。

Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) The group in a messy storeroom.
B) The group in a nice office.
C) The group in a poorly designed living room.
D) None of the above.
27. A) Visitors to an art museum in Kansas City.
B) Visitors to a university museum.
C) Visitors to an exhibit of paintings.
D) Visitors to an exhibit of photos.
28. A) People in the dark brown room walked more quickly.
B) People spent more time in the white room than in the dark room.
C) Dark brown stimulated more but shorter activity.
D) Dark brown stimulated more and longer activity.

Passage Two

Questions 29 to 31 are based on the passage you have just heard.

29. A) To write two major research papers.
B) To take notes on books and magazine articles.
C) To give proper credit for sources of information.
D) To write one major research paper.
30. A) Inexperienced students.
B) The students who have failing grades.
C) The students who surprise their teachers.
D) Some experienced students.
31. A) Assimilate the information thoroughly.
B) Capture the main idea.
C) Write the information down in your own words.
D) Use the actual phrases in the source article.

Passage Three

Questions 32 to 35 are based on the passage you have just heard.

32. A) A doctor. B) A mechanic.
C) A professor. D) A chemist.
33. A) Ultraviolet light. B) Air-conditioning systems.
C) The use of spray cans. D) Fluorocarbons and the ozone layer.
34. A) Providing fluorocarbons. B) Shielding the sun.
C) Protecting the earth. D) Destroying chemicals.
35. A) Fluorocarbons. B) Oxygen.
C) Shields. D) Ultraviolet light.

Section C

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

注意：此部分试题在答题卡2上；请在答题卡2上作答。

Part IV Reading Comprehension (Reading in Depth)

(25 minutes)

Section A

Directions: In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter. Please mark the corresponding letter for each item on **Answer Sheet 2** with a single line through the center. **You may not use any of the words in the bank more than once.**

Trying to control 47 is as frustrating as surveying American eating patterns. Everyone says he is watching his weight— 48 the streets are full of overweight folk, and the snack-food 49 reports records sales.

Talk to students, and you get the same kind of contradiction. Most say that, yes, they cheated when they were younger, but 50, they would not dream of cheating now, and no, cheating is not a big problem at their schools.

But talking to their teachers, and a very 51 picture emerges. It is a picture of cheating among 52 students at top schools; of habits that take root in elementary school, 53 in high school and 54 in college; of parents who care more about their children's success than about their 55 development, and of a problem that is 56 likely to get worse than to get better.

National statistics are hard to find, but every now and then a school, a district or a research organization does its own survey. The results are discouraging, to say the least. For example:

- ☆ A recent survey asked some 290,000 college freshmen whether they had ever cheated on a test in their last year of high school. Some 30.4 percent said that they had.
- ☆ A survey of students in California in 1985 showed that three-quarters of all of the state's high school students, starting as freshmen, cheated on exams.
- ☆ A similar survey last year of students in Amherst, NY showed that more than 80 percent had cheated at least once in 1987.

注意：此部分试题请在答题卡2上作答。

- | | |
|----------------|--------------|
| A) weight | I) difficult |
| B) restaurants | J) academic |
| C) cheating | K) top |
| D) yet | L) moral |
| E) industry | M) no |
| F) more | N) bad |
| G) bud | O) flower |
| H) different | |

Section B

Directions: There are 2 passages in this section. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B), C) and D). You should decide on the best choice and mark the corresponding letter on **Answer Sheet 2** with a single line through the center.

Passage One

Questions 57 to 61 are based on the following passage.

Every year television stations receive hundreds of complaints about the loudness of advertisements. However, federal rules forbid the practice of making ads louder than the programming. In addition, television stations always operate at the highest sound level allowed for reasons of efficiency. According to one NBC executive, no difference exists in the peak sound level of ads and programming. Given this information, why do commercials sound so loud?

The sensation of sound involves a variety of factors in addition to its peak level. Advertisers are skilful at creating the impression of loudness through their expert use of such factors. One major contributor to the perceived loudness of commercials are that much less variation in sound level occurs during a commercial. In regular programming the intensity of sound varies over a larger range. However, sound levels in commercials tend to stay at or near peak levels.

Other “tricks of the trade” are also used. Because low-frequency sounds can mask higher frequency sounds, advertisers filter out any noises that may drown out the primary message. In addition, the human voice has more auditory (听觉的) impact in the middle frequency ranges. Advertisers electronically vary voice sounds so that they stay within such a frequency band. Another approach is to write the script so that lots of consonants (辅音) are used, because people are more aware of consonants than vowel (元音) sounds. Finally, advertisers try to begin commercials with sounds that are highly different from those of the programming within which the commercials are buried. Because people become adapted to the type of sounds coming from programming, a dramatic change in sound quality draws viewer's attention. For example, notice how many commercials begin with a cheerful song of some type.

The attention-getting property of commercials can be seen by observing one- or two-year-old children who happen to be playing around a television set. They may totally ignore the programming. However, when a commercial comes on, their attention is immediately drawn to it because of its dramatic sound quality.

注意：此部分试题请在答题卡2上作答。

57. According to the passage, the maximum intensity of sound coming from commercials

- _____.
- A) does not exceed that of programs
- B) is greater than that of programs
- C) varies over a larger range than that of programs

- D) is less than that of programs
58. Commercials create the sensation of loudness because _____.
A) TV stations always operate at the highest sound levels
B) their sound levels are kept around peak levels
C) their sound levels are kept in the middle frequency ranges
D) unlike regular programs their intensity of sound varies over a wide range
59. Many commercials begin with a cheerful song of some kind because _____.
A) pop songs attract viewer attention
B) it can increase their loudness
C) advertisers want to make them sound different from regular programs
D) advertisers want to merge music with commercials
60. One of the reasons why commercials are able to attract viewer's attention is that _____.
A) the human voices in commercials have more auditory impact
B) people like cheerful songs that change dramatically in sound quality
C) high-frequency sounds are used to mask sounds that drown out the primary message
D) they possess sound qualities that make the viewer feel that something unusual is happening
61. In the passage, the author is trying to tell us _____.
A) how TV ads vary vocal sounds to attract attention
B) how the loudness of TV ads is overcome
C) how advertisers control the sound properties of TV ads
D) how the attention-getting properties of sounds are made use of in TV ads

Passage Two

Questions 62 to 66 are based on the following passage.

The estimates of the numbers of home-schooled children vary widely. The U. S. Department of Education estimates there are 250,000 to 350,000 home-schooled children in the country. Home-school advocates put the number much higher—at about a million.

Many public school advocates take a harsh attitude toward home schoolers, perceiving their actions as the ultimate slap in the face for public education and a damaging move for the children. Home schoolers harbor few kind words for public schools, charging shortcomings that range from lack of religious perspective in the curriculum to a herd like approach to teaching children.

Yet, as public school officials realize they stand little to gain by remaining hostile to the home-school population, and as home schoolers realize they can reap benefits from public schools, these hard lines seem to be softening a bit. Public schools and home schoolers have moved closer to tolerance and, in some cases, even cooperation.

John Marshall, an education official, says, "We are becoming relatively tolerant of home schoolers. The idea is, 'Let's give the kids access to public school so they'll see it's not as terrible as they've been told, and they'll want to come back.'"

“Perhaps, but don’t count on it,” say home-school advocates. Home schoolers oppose the system because they have strong convictions that their approach to education—whether fueled by religious enthusiasm or the individual child’s interests and natural pace—is best.

“The bulk of home schoolers just want to be left alone,” says Enge Cannon, associate director of the National Center for Home Education. She says home schoolers choose that path for a variety of reasons, but religion plays a role 85 percent of the time.

Professor Van Galen breaks home schoolers into two groups. Some home schoolers want their children to learn not only traditional subject matter but also “strict religious doctrine and a conservative political and social perspective. Not incidentally, they also want their children to learn—both intellectually and emotionally—that the family is the most important institution in society.”

Other home schoolers contend “not so much that the schools teach heresy(异端邪说), but that schools teach whatever they teach inappropriately,” Van Galen writes, “These parents are highly independent and strive to ‘take responsibility’ for their own lives within a society that they define as bureaucratic and inefficient.”

注意：此部分试题请在答题卡2上作答。

62. According to the passage, home schoolers are _____.

- A) those who engage private teachers to provide additional education for their children
- B) those who educate their children at home instead of sending them to school
- C) those who advocate combining public education with home schooling
- D) those who don’t go to school but are educated at home by their parents

63. Public schools are softening their position on home schooling because _____.

- A) there isn’t much they can do to change the present situation
- B) they want to show their tolerance for different teaching systems
- C) home schooling provides a new variety of education for children
- D) public schools have so many problems that they cannot offer proper education for all children

64. Home-school advocates are of the opinion that _____.

- A) things in public schools are not so bad as has often been said
- B) their tolerance of public education will attract more kids to public schools
- C) home schooling is superior and, therefore, they will not easily give in
- D) their increased cooperation with public schools will bring about the improvement of public education

65. Most home schoolers’ opposition to public education stems from their _____.

- A) respect for the interests of individuals
- B) worry about the inefficiency of public schools
- C) concern with the cost involved
- D) devotion to religion