

大学英语阅读教程系列

陈俐丽 李新萍 编著

# 大学英语

# 阅读 教程

## 社会篇



对外经济贸易大学出版社

University of International Business and Economics Press

H319.4/882

:3

2008

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(社会篇)

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## 图书在版编目 (CIP) 数据

大学英语阅读教程. 社会篇/陈俐丽, 李新萍编著.  
北京: 对外经济贸易大学出版社, 2008  
(大学英语阅读教程系列)  
ISBN 978-7-81134-063-1

I. 大… II. ①陈…②李… III. 英语 - 阅读教学 - 高等学校 - 教材 IV. H319.4

中国版本图书馆 CIP 数据核字 (2008) 第 031254 号

© 2008 年 对外经济贸易大学出版社出版发行

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## 大学英语阅读教程 (社会篇)

陈俐丽 李新萍 编著

责任编辑: 周荣娟

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对外经济贸易大学出版社

北京市朝阳区惠新东街 10 号 邮政编码: 100029

邮购电话: 010-64492338 发行部电话: 010-64492342

网址: <http://www.uibep.com> E-mail: [uibep@126.com](mailto:uibep@126.com)

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北京市山华苑印刷有限责任公司印装 新华书店北京发行所发行

成品尺寸: 140mm × 203mm 13.75 印张 357 千字

2008 年 5 月北京第 1 版 2008 年 5 月第 1 次印刷

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ISBN 978-7-81134-063-1

印数: 0 001 - 5 000 册 定价: 20.00 元

# 编者的话

为了帮助广大英语学习者提高阅读理解能力，丰富阅读资料，我们编写了《大学英语阅读教程——社会篇》。本册是该系列教程的第四分册。我们希望大家通过阅读本册，提高阅读速度和理解、分析的能力，掌握常用表达法，并通过练习训练语言技能。同时，对我们的社会中多样的文化有更深刻的了解。

本册试图从不同地域、不同文化背景的视角，向大家展示目前社会上人们关注的大问题和小问题，以及对这些问题的不同看法。供讨论用的问题引导读者联系本土实际，阐述个人观点。编写过程中，我们力求语言的实用性和内容的趣味性并存，对语言难点、文化背景、历史背景等进行简略的解释。

本书分为 27 个单元，每个单元两篇课文，附有注释和理解练习、语言练习。其中理解练习既照顾对全文的把握又考察对词汇等细节的理解；语言练习也根据其难易程度设计不同的形式。

由于编者水平有限，错误在所难免。恳请同行和读者提出宝贵意见。

编 者

2008 年 3 月于北京

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# Unit 1

## Child Education

### TEXT A

#### Pre-reading Study

Get yourself familiar with the following words and expressions.

academic *adj.* 学术的; 学理上的

potential *adj.* 潜在的; 有潜势的

taint *vt.* 使腐败; 使坠落

espouse *vt.* 信仰, 拥护, 采纳

peer *n.* 同辈, 同事, 伙伴

navigate *vt.* 航行于; 横渡

diversity *n.* 多种, 多样性

stunt *vt.* 使发育不良; 阻碍

endeavor *n.* 努力, 尽力

commitment *n.* 承诺; (承担) 义务

assessment *n.* 评价

## Should You Homeschool Your Child?

Paul D. Houston

In our complex and often unpredictable world, homeschooling allows parents to control the social and **academic** development of their children. But is homeschooling right for your family? Will homeschooling allow your child to develop the academic and social skills necessary for success and happiness in life?

For homeschooling to succeed, you must make extraordinary efforts to assure that the complex needs of your child are met. Even if parents meet the academic needs of the child, they may not be able to provide the crucial social interaction that formal schools provide. Before deciding to homeschool, you need to consider both its risks and **potential** benefits.

Although one-on-one instruction from a loved one can greatly benefit a student, potential problems exist. Many parents choose to homeschool out of concern for what their children might be taught or exposed to in a formal school setting. Many parents want to ensure that their children learn values that agree with their own and that their children will not be **tainted** by other views. Some educators regard this type of protection as unrealistic and potentially harmful to the child.

Children grow up to live in the real world — a world made up of many different views **espoused** by many different people. Interaction with **peers** from diverse backgrounds prepares children to confront these differences with understanding and strength. Formal schools allow young people to learn to **navigate** the sometimes-

troubled waters that social **diversity** creates.

Many educators also believe that the ability to interact with people outside the family is necessary for success and happiness in life. Students naturally gain skills of interaction in the classrooms, playgrounds, and cafeterias of formal schools. Unless parents who homeschool make significant efforts to create social situations for interaction with children outside the family, parents run the risk of **stunting** their children's development of the social skills necessary in our increasingly complex society.

Homeschooling often produces impressive results in academic performance. The benefits arise from the one-on-one attention it provides the student and from the fact that many parents who presently homeschool have teaching preparation or experience.

Problems may potentially arise when parents are unprepared or unable to devote the time, effort, or skills necessary to carry out the teacher's role.

Students may face difficulties in future educational **endeavors** if the homeschooling curriculum is not aligned with formal school curriculum. Preparation for college admission is a significant chore that you should take into account when you consider homeschooling.

The potential benefits and risks of homeschooling are presently difficult to measure due to the lack of comprehensive studies and research data.

Several valid arguments support homeschooling under ideal circumstances. Learning at home allows one-on-one instruction that is not possible in formal schools. Although professional educators devote their careers to students, they cannot equal the kind of unconditional **commitment** to the long-term development of a child

provided by most parents. Parents who are willing to invest great personal effort in their children's education can be quite effective in homeschooling their children.

Many parents who presently homeschool have sufficient time and training to benefit their children. Their children might benefit academically. It is also quite possible that flexible approaches to learning, which are a part of homeschooling, might hold some lessons for formal schools in how to make learning more meaningful to children. Most parents do not possess the necessary time, skills, and resources to meet the complex developmental needs of children on their own. If you consider homeschooling, you should make an honest **assessment** of the necessary sacrifices. Even if you do possess the resources, consider whether you could provide adequate opportunity for social interaction outside the family.

While the debate over homeschooling remains clouded, one thing is very clear — homeschooling is not for everyone. It is a personal choice that must be backed by deep personal commitment on the part of parents and children. And when that commitment is made, the rest of society must hope that it includes a commitment to teaching children to live in the bigger world.

*Adapted from Microsoft ® Encarta ® Reference Library 2004.*

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(677 words)

## After-reading Activities

### I. Decide whether the following statements are true or false.

1. Homeschooling can greatly help develop the academic as well as social skills a child needs:

2. Educators encourage parents to protect their children from the influence of the society.
3. It is easier for schools than parents to create social interactions for children to develop their social skills.
4. Since the society is increasingly complex, homeschooling can keep children in a more pure, simpler and more beneficial situation.
5. Students with home schooling will definitely have trouble getting college admission.
6. One-on-one instruction at home is what the students can hardly get from formal school.
7. A child may make much better academic progress than he does at a public school.
8. The author holds quite a positive point of view towards homeschooling.

**II. Complete the following passage by filling in the blanks with the words given below.**

authors	education	from	impression
knowledge	less	pupils	scarce
	schools	which	

When his father could spare him 1 chores, Lincoln attended an ABC school. Such 2 were held in log cabins, and often the teachers were barely more educated than their 3. Including a few weeks at a similar school in Kentucky, Lincoln had 4 than one full year of formal 5 in his entire life.

Abe's stepmother encouraged his quest for 6. At an early age he could read, write, and do simple arithmetic. Books were 7 on the Indiana frontier, but besides the family Bible, 8 Lincoln knew well, he was able to read the classical 9 Aesop, John Bunyan, and Daniel Defoe, as well as Mason Locke Weems's Life and Memorable Actions of George Washington. This biography of George Washington made a lasting 10 on Lincoln, and he made the ideals of Washington and the founding fathers of the United States his own.

### III. Answer the following questions.

1. What are the advantages and disadvantages of homeschooling children?
2. What are required of parents if they homeschool their children?
3. Should children be protected from the different influences of the society?
4. Will you choose to homeschool your children? Why or why not?

## TEXT B

### Pre-reading Questions

1. Why are parents important in shaping children's moral standard?
2. What mode of parenting is good for children's moral growth?

## Teach Your Children Well

For most children, parents are the original source of moral guidance. Psychologists(心理学者) such as Diana Baumrind of the University of California at Berkeley have shown that “authoritative(有权威的,可靠的)” parenting facilitates(助长,促进) children’s moral growth more surely than either “permissive(准许的;宽容的)” or “authoritarian” parenting. The authoritative mode establishes consistent family rules and firm limits but also encourages open discussion and clear communication to explain and, when justified, revise the rules. In contrast, the permissive mode avoids rules entirely; the authoritarian mode irregularly enforces rules at the parent’s whim — the “because I said so” approach.

Although permissive and authoritarian parenting seem like opposites, they actually tend to produce similar patterns of poor self-control and low social responsibility in children. Neither mode presents children with the realistic expectations and structured guidance that challenge them to expand their moral horizons. Both can foster(养育) habits — such as feeling that mores come from the outside — that could inhibit the development of a moral identity(面貌,身份). In this way, moral or immoral conduct during adulthood often has roots in childhood experience.

As children grow, they are increasingly exposed(暴露) to influences beyond the family. In most families, however, the parent-child relationship remains primary as long as the child lives at home. A parent’s comment on a raunchy(粗俗的) music lyric(抒情诗) or a blood-drenched(浸透血的) video, usually will stick with a



child long after the media experience has faded. In fact, if salacious (好色的,淫荡的) or violent media programming opens the door to responsible parental feedback, the benefits can far outweigh (胜过, 强过) the harm.

One of the most influential things parents can do is to encourage the right kinds of peer (同事, 伙伴) relations. Interactions with peers can spur moral growth by showing children the conflict between their preconceptions (预见) and social reality. During the debates about dividing the chocolate, some of our subjects seemed to pick up new — and more informed — ideas about justice. In a follow-up study, we confirmed that the peer debate had heightened their awareness of the rights of others. Children who participated actively in the debate, both expressing their opinions and listening to the viewpoints of others, were especially likely to benefit.

In adolescence (青年期), peer interactions are crucial in forging a self-identity. To be sure, this process often plays out in cliquish (党同伐异的; 小集团的) social behavior: as a means of defining and shoring up the sense of self, kids will seek out like-minded peers and spurn others who seem foreign. But when kept within reasonable bounds, the in-group clustering generally evolves into a more mature friendship pattern. What can parents do in the meantime to fortify (加强, 坚定) a teenager who is bearing the brunt of isolation or persecution (迫害)? The most important message they can give is that cruel behavior reveals something about the perpetrator rather than about the victim. If this advice helps the youngster resist taking the treatment personally, the period of persecution will pass without leaving any psychological scars.

Some psychologists, taking a sociological approach, are