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大学英语六级考试专用课本

精读一本通

王长喜 孙凤兰 主编

特色介绍:

- 边读边记, 真题演练, 熟记核心词汇1200
- 结构解剖, 语境分析, 破解长难600句
- 熟悉题型, 掌握对策, 巧夺阅读理解大丰收
- 把握主线, 顺藤摸瓜, 轻松应对完形填空
- 抓住要点, 找准难点, 攻破简答题顽固壁垒
- 切准主题, 模式套用, 走出短文写作困境
- 吃透技巧, 锁定句型, 跨越汉英翻译难关

COLLEGE ENGLISH

4



名家精品

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大学英语六级考试专用课本

精读一本通

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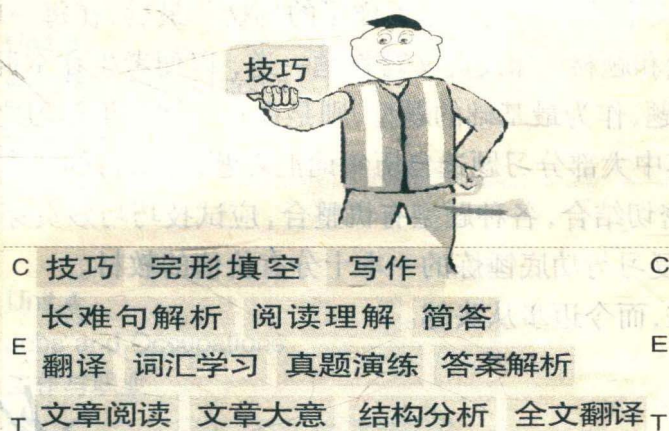
王长喜：著名大学英语考试辅导专家，曾先后就读于北京外国语大学、北京师范大学，执教于中国人民大学外语学院，任中国人民大学外语教学研究所所长。长期从事英语语言学、英语测试学研究。现已出版编、著、译作品90余部，逾千万字，因其教学经验丰富、命题切中率高、对大纲把握准确，被考生普遍爱戴，其作品久负盛名，畅销不衰。曾多次在中央人民广播电台主持考研英语讲座、大学英语四、六级讲座、公共英语讲座；2000年在河北电视台、江西电视台讲授职称英语；2003年在中国教育电视台讲授英语四、六级。多次在《中国青年报》上发表英语考试辅导文章。“学英语，找长喜”已被同学们广为传颂。

而今迈步从头越

Preface

对于许多考生来说,四、六级考试这道必须闯过的难关如同那苍凉悲壮的娄山关,冷峻而沉重,实在难以逾越。但为什么有些考生就能驾轻就熟,“乌蒙磅礴走泥丸”呢?因为他们有着扎实的基础和深厚的功底;他们一旦掌握了一些应试的技巧,便可以如鱼得水,如虎添翼,倚天抽剑,直缚苍龙。由此便不难悟出:考试轻松过关的秘诀就是“功底+技巧”。功底是你鼓足的气力,技巧则是那屠龙的宝剑;二者兼得,就不愁劈荆斩棘,游刃有余。这些直白、浅显的道理正是我们编写此套四、六考试专用课本——《精读一本通》的依据和理论基础。

那么,本书“精”到什么程度?如何做到“精”?又是怎样实现“一本通”的?我们借助下面的图画来解释这几个问题:



分析以上图示,我们可以总结出本书编写体例上的几个特点:

一、真题引领,恒定标准,集中突破

全书分为 20 个单元;每个单元按照阅读理解套题的完整结构编排 4 篇文章,其中至少有一篇是历年真题,并安排在开头作为整个单元的中心和参照标准。其余各篇均按照相同的题材、体裁和难度标准选编,以便考生在复习时把握同类文章的风格、结构和内容,集中突破同一话题的相关词汇和表达方式,全面、系统地将每一题材的文章所涉及到的疑难和障碍各个击破,步步为营。

二、篇章为纲,词句过关,打造功底

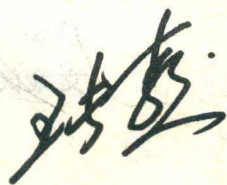
阅读是整个四、六级考试的基本层面,大部分考题都与阅读有着密切的联系;阅读也是语言知识学习的主要环境,为语言知识的训练和语言功能的发挥提供了必要的条件。阅读又离不开词、句;词、句不仅是阅读的基础,也往往是阅读理解的主要障碍。把词汇、句型的掌握与阅读理解能力的提高有机地联系起来,做到词、句、篇三者的统一,无疑是语言能力提高的最佳手段。本书的编写始终站到语篇的层面高度,首先引导学生理解文章的主旨大意和篇章结构,让学生对文章有了宏观控制之后,才深入到文章中去,通过词汇学习、长难句解析和全文翻译对文章进行系统的学习;这样,学生在学习的过程中就不会“只见树木不见森林”。最后由试题引导,深入浅出地再回到语篇层面上来,帮助学生深入领会四、六级考试的核心内容,牢牢把握应试复习的方向,充分提高复习的效率。

三、题型串联,渗透技巧,全面提高

本书的编写目的就在于通过文章的学习全面解决四、六级考试的各种题型,该宗旨贯穿全书始终。书中首先突出了占分值比例最大的阅读理解题型,让考生通过对长难句语法结构和上下文句际关系的理解,准确把握考点出处和设题规律,并通过答案解析灵活掌握答题技巧。在每一单元的第三和第四课中,穿插了完形填空、简答、翻译或改错等题型,同样对每一篇文章的词、句、篇作了详尽的剖析。最后,在每一单元的末尾,结合本单元阅读材料的体裁和题材,加设短文写作题一道,以便考生在掌握大量信息的基础上模仿习作。至于词汇题,作为最基础的题型,则是在每一课词汇学习之后,趁热打铁,及时演练,以巩固记忆;其中大部分习题选自历年词汇真题,应试目的非常鲜明。

本书词、句、篇密切结合,各种题型有机整合,应试技巧巧妙贯穿,内容纵横交错,称得上是四、六级应试复习与功底锤炼的一本十分有价值的教材。

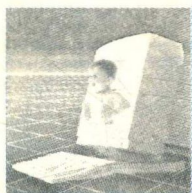
雄关漫道真如铁,而今迈步从头越。



2003年8月北京

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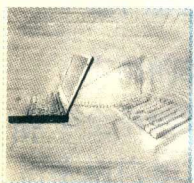
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School and Family Education

学校与家庭教育

Unit 1

Text 1

Of all the areas of learning the most important is the development of attitudes. Emotional reactions as well as logical thought processes affect the behavior of most people.

"The burnt child fears the fire" is one instance.¹ Another is the rise of despots like Hitler. Both these examples also point up the fact that attitudes stem from experience.² In one case the experience was direct and impressive; in the other it was indirect and cumulative. The Nazis were brainwashed largely by the speeches they heard and the books they read.³

The classroom teacher in the elementary school is in a strategic position to influence attitudes. This is true partly because children acquire attitudes from those adults whose words they respect.⁴ Another reason why it is true is that the pupils often explore somewhat deeply into a subject in school that has only been touched upon at home or has possibly never occurred to them before.⁵ To a child who had previously acquired little knowledge of Mexico, his teachers method of handling such a unit would greatly affect his attitude toward Mexicans.

The media through which the teacher can develop

wholesome attitudes are innumerable. Social studies (with special reference to races, creeds and nationalities), science matters of health and safety, the very atmosphere of the classroom ... these are a few of the fertile fields for the introduction of proper emotional reactions.

However, when children come to school with undesirable attitudes, it is unwise for the teacher to attempt to change their feelings by sweet-talking or scolding them. She can achieve the proper effect by helping them obtain constructive experiences.

To illustrate, first-grade pupils afraid of policemen will probably alter their attitudes after a classroom chat with the neighborhood officer in which he explains how he protects them.⁶ In the same way, a class of older children can develop attitudes through discussion, research, outside reading and all-day trips.

Finally, a teacher must constantly evaluate her own attitudes, because her influence can be harmful if she has personal prejudices. This is especially true in respect to controversial issues and questions on which children should be encouraged to reach their own decisions as a result of objective analysis of all the facts.

词、句、篇精解

I. Structure Analysis

结构分析

本文是一篇议论文，着重阐述了态度是如何形成的及小学教师对学生学习态度的形成所起的作用。第一、二段举例说明了态度的形成来源于经历；第三至第五段说明了老师对学生学习态度的形成具有举足轻重的影响；第六、第七段举例说明交流可改变学生的原有态度，老师的偏见将对学生产生不利影响。

II. Translation

全文翻译

在所有学习领域中，态度的形成是最为重要的。除逻辑思维过程外，情感反应也影响多数人的行为。

“一朝被蛇咬，十年怕井绳”就是一例。另一例是暴君希特勒的上台。这两个例子也都说明了态度来源于经历的事实。在第一个例子中，经历直接而深刻；而在第二个例子中，经历则间接而经年累月。纳粹分子的思想主要是受他们所听过的演讲和读过的书的影响。

小学课堂里的教师在影响学生的态度形成方面起着战略性的作用。之所以如此,其部分原因是孩子们态度的形成在一定程度上受他们所尊敬的成人的言辞的影响。另一个原因是在学校里,孩子往往要深入探究那些只在家里简单涉及或以前从未见过的东西。对于一个先前根本不了解墨西哥的孩子来说,老师们处理这方面知识的方法将在很大程度上影响他对墨西哥的看法。

老师可借助很多方式来培养孩子的良好态度。这些方式不可胜数,如:社会研究(尤其是关于种族、信仰和国籍的研究)、卫生和安全科学知识、哪怕是课堂上的气氛...这些是培养适当情感反应的肥沃土壤。

然而,当孩子带着不愉快的态度来上学时,老师再试图用哄骗或训斥的方式来改变他们的感觉是不明智的。老师可以通过帮助他们获得积极的经验来达到适当的效果。

举例来说,如果在课堂聊天中,地方警察向害怕警察的一年级学生解释他们是如何保护他们的,闲谈之后,这些学生很可能就会改变他们的态度。同样,高年级的学生可以通过讨论、研究、课外阅读和全天的旅行来培养他们的态度。

最后,老师要不断评价自己的态度,因为如果她带有个人偏见的話,这将对孩子产生不良影响。在有争议的问题方面来说尤其如此,应该鼓励孩子客观分析所有事实,然后得出自己的结论。

III. Vocabulary

词汇学习

1. Learn and remember these words 核心词汇学 & 记

1) **despot** /'despɒt/ *n.* 专制君主;暴君

2) **point up** 强调,突出

[搭配] point up difficulties 强调(或突出)困难

point out sb.'s shortcomings 指出某人的缺点

point out the way 指路

[链接] (同) put emphasis on 强调; point out 指出(或指明)

3) **Nazi** /'nɑ:tsɪ/ *n.* 德国纳粹党成员 // *a.* 纳粹党的

[链接] Nazism /'nɑ:ts(i)zəm/ *n.* 纳粹主义

4) **impressive** /ɪm'presɪv/ *a.* 给人深刻印象的;感人的

[搭配] an impressive show of solidarity 团结一致的动人景象; an impressive scene 难忘的场面

[辨析] moving 侧重于“令人感动的,感人的”; striking 侧重于“显著的,引人注意的;惊人的”。

5) **brainwash** /'breɪnwɒʃ/ *vt.* 以宣传说服;洗脑 // *n.* 洗脑,灌输思想

[范例] Don't let advertisements brainwash you. 不要受广告的宣传影响。

6) **cumulative** /'kju:mjələtɪv/ *a.* 累进的;渐增的

[搭配] cumulative knowledge 累积的知识; cumulative interest 累加利息

[链接] cumulate /'kju:mjələɪt/ *v.* 堆积,积累; accumulate *v.* 积累,堆积

7) **wholesome** /'həʊlsəm/ *a.* 健康的;有益的

[搭配] wholesome attitude 良好的态度

8) **innumerable** /ɪ'nju:mərəbl/ *a.* 无数的,数不清的

[搭配] innumerable stars 无数的星星; an innumerable crowd of people 人山人海

9) **creed** /kri:d/ *n.* 信念;信条;教义

[搭配] men of all races and creeds 包括各种族和宗教信仰的人们

10) **sweet-talk** *vt. / vi.* 用花言巧语哄骗(劝诱);讲甜言蜜语(主要用在美国口语中)

[范例] They tried to sweet-talk their boss into giving them raises.

他们想用花言巧语说动老板给他们加薪。

11) **scold** /skəʊld/ *vt.* 责骂;申斥,斥责

[搭配] scold somebody for 因...而斥责某人

[链接] (同) blame/reproach

12) **constructive** /kən'straktiv/ *a.* 有裨益的;建设性的

[搭配] constructive experience 有裨益的经验; constructive criticism/proposal 建设性的批评(提议)

13) **alter** /'ɔ:lta(r)/ *vt.* 改变;改做(衣服) // *vi.* 改变;变化

[范例] The weather alters almost daily. 天气几乎一日一变。

[搭配] alter an attitude 改变态度; alter one's mind 改变主意; alter course 改道

[链接] (同) change/modify

14) **in respect to** 关于,有关

[范例] In respect to the last point you raised, I am afraid I can add little to what I have said already. 关于你提到的最后一点,我已发表意见,恐怕没什么可补充了。

[辨析] with/in respect to sth. 关于,至于; with/in respect to sb. 对...心怀尊敬地

15) **objective** /ɒb'dʒektɪv/ *a.* 客观的 // *n.* 目标,目的

2. Multiple Choice 词汇突破

1) Professor Smith and Professor Brown will _____ in giving the class lectures. (6901,51)

- [A] alter [B] change [C] alternate [D] differ
- 2) It is true that _____ a wild plant into a major food crop such as wheat requires much research time. (6981, 53)
[A] multiplying [B] breeding [C] magnifying [D] generating
- 3) Of the two T-shirts, I chose _____. (6891, 41)
[A] the less expensive [B] the one least expensive
[C] the least expensive [D] the least expensive of them
- 4) Some areas, _____ their severe weather conditions, are hardly populated. (6916, 52)
[A] due to [B] in spite of [C] but for [D] with regard to
- 5) The goal is to make higher education available to everyone who is willing and capable _____ his financial situation. (6991, 65)
[A] with respect to [B] in accord with [C] regardless of [D] in terms of

答案与解析

- 1) 选[C]。动词辨析题。[C]项 alternate“轮流”填入句中，句意较通顺，全句意思为：“史密斯教授和布朗教授轮流给这个班上课。”alternate 相当于 do by turns。[A]项 alter 意为“改变，变更”；[B]项 change 意为“改变”，与 alter 同义；[D]项 differ with in 搭配意为“在...方面不同”。
- 2) 选[B]。动词辨析题。[B]项 breed“(使)繁殖；教养，养育”，breed into 意为“把...养成”。本题句意为“将一种野生植物培育成主要的粮食作物，比如小麦，确实需要很长的研究时间”。故选项[B]较合题意。[A]项 multiply“繁殖；增加”；[C]项 magnify“放大，扩大，夸张”；[D]项 generate“发生；产生(电、热)”。
- 3) 选[A]。惯用搭配题。句子开头介词短语 of the two T-shirts“在两件运动衫中”，暗示了两者之间的比较。因此需使用比较级，故本题答案选[A]。
- 4) 选[A]。介词短语辨析题。[A]项 due to“由于，因为”；[B]项 in spite of“不顾，不管”；[C]项 but for“如果没有，要不是”；[D]项 with regard to“至于，关于，有关”。本题句意为“一些地区由于天气条件恶劣因而几乎没有人烟。”结合句意，答案应选[A]。
- 5) 选[C]。介词短语辨析题。本题句意为“目标是要让每个愿意并有能力接受高等教育的人都如愿以偿，而不论其经济状况如何”。显然这里作者是将意愿和能力与经济条件作对比，所以所缺的词应表示让步关系。而介词短语 regardless of 意为“不论...，不管...，不顾”，符合题意，正确选[C]。其他三项意思分别为：with respect to“涉及，关于”；in accord with“一致，与...符合”；in terms of“就...来说，根据”。

IV. No More Difficulties

难句不再难

1. “The burnt child fears the fire” is one instance.

【解析】复合句。“The burnt child fears the fire”是一个主从句，原文直译是为“灼伤孩子最怕火”。喻指人们总是难以忘怀自己切肤之痛的经验。意思相近的谚语有“He that has been bitten by a serpent is afraid of a rope.”/ Once bitten, twice shy.

【译文】“一朝被蛇咬，十年怕井绳”就是一例。

2. Both these examples also point up the fact that attitudes stem from experience.

【解析】复合句。that attitudes stem from experience 是 the fact 的同位语从句。能接同位语从句的名词还有 belief, fact, hope, idea, doubt, news, rumor, conclusion 等。

【译文】这两个例子也都说明了态度来源于经历的事实。

3. The Nazis were brainwashed largely by the speeches they heard and the books they read.

【解析】复合句。主句为被动语态。其中 by 短语包含了两个定语从句，一个是 they heard 修饰 speeches；另一个是 they read 修饰 books。

【译文】纳粹分子的思想主要是受他们所听过的演讲和读过的书的影响。

4. This is true partly because children acquire attitudes from those adults whose words they respect.

【解析】复合句。句子的主干是 This is true because...。because 引导的原因状语从句中包含定语从句 whose words they respect, 修饰 those adults。此句部分解释了上一句“The classroom teacher... is in a strategic position to influence attitude”的原因。

【译文】其部分原因是孩子们态度的形成在一定程度上受他们所尊敬的成人的言辞的影响。

5. Another reason why it is true is that the pupils often explore somewhat deeply into a subject in school that has only been touched upon at home or has possibly never occurred to them before.

【解析】复合句。句子的主干是 Another reason... is that..., 其中 why it is true 是定语从句修饰句子主语 reason, that 引导表语从句, 从句中 that has only... 为定语从句修饰 subject。

【译文】另一个原因是, 孩子往往要深入探究那些只在家里简单涉及或以前从未见过的东西。

6. To illustrate, first-grade pupils afraid of policemen will probably alter their attitudes after a classroom chat with the neighborhood officer in which he explains how he protects them.

【解析】复合句。句子的主干为: first-grade pupils... will probably alter their attitudes... to illustrate 为插入语, 意为“举例说明”; first-grade pupils 是句子主语, afraid of policemen 是形容词短语作后置定语修饰 pupils; after a classroom chat 为介词短语, 表示时间; in which he explains how he protects them 是定语从句修饰 chat, how he protects them 又是 explains 的宾语从句。

【译文】举例来说, 如果在课堂聊天中地方警察向害怕警察的一年级学生解释他是如何保护他们的, 闲谈之后, 这些学生很可能就会改变他们的态度。

V. Now Try It

实战演习

1. The central idea of the passage is that _____.

- ☐ [A] the elementary school is a more effective environment for developing wholesome attitudes than high school or college
☒ [B] teachers play a significant role in developing or changing pupils' attitudes
☐ [C] attitudes can be changed by some classroom experiences
☐ [D] by their attitudes, teachers unintentionally affect pupils' attitudes

2. It is implied by the author that _____.

- ☐ [A] the teacher should guide all discussions by revealing her own attitude
☒ [B] in some aspects of social studies a greater variety of methods can be used in the upper grades than in the lower grades
☐ [C] people usually act on the basis of reasoning rather than on emotion
☐ [D] children's attitudes often come from those of other children

3. Which of the following can NOT be inferred from the passage?

- ☐ [A] Worthwhile attitudes may be developed in practically every subject area.
☐ [B] A child can develop in the classroom an attitude about the importance of brushing his teeth.
☒ [C] Attitudes cannot easily be changed by rewards and lectures.
☐ [D] The attitudes of elementary school-aged children are influenced primarily by the way they were treated as infants.

4. The second and sixth paragraphs have all the following points in common EXCEPT _____.

- ☐ [A] the importance of experience in building attitudes
☒ [B] how fear sometimes governs attitudes
☐ [C] how attitudes can be changed in the classroom
☐ [D] how reading affects attitude

5. The passage specifically states that _____.

- ☐ [A] direct experiences are more valuable than indirect ones
☐ [B] whatever attitudes a child learns in school have already been introduced at home
☐ [C] teachers can sometimes have an unwholesome influence on children
☐ [D] most children fear policemen

VI. Find Your Problems

答案与解析

4. 1. 选[B]。主旨大意题。文章从第三段起到结束着重阐述了小学教师对学生学习态度的形成所起的作用, 由此可见, 本文所谈的主要内容就是[B]项。文中未涉及到中学或大学与小学的对比, 因此选项[A]不正确。[C]项不全面, 仅对应了第六段最后一句。根据最后一段第一句可推出[D]项, 但这不是文章主题。

2. 选[B]。推理判断题。根据倒数第二段最后: In the same way, a class of older children can develop attitudes through

- discussion, research, outside reading and all-day trips. 可推断选项[B]正确。根据最后一段第一句,“老师要不断评价自己的态度”,可知选项[A]不正确。选项[C]、[D]文章未涉及。
3. 选[D]。推理判断题。第四段指出 the media through which the teacher can develop wholesome attitudes are innumerable, 可以推出选项[A]正确, 选项[B]“刷牙”亦属于第四段提到的 science matters of health 的范畴。第五段第一句提到教师不应通过 sweet-talking or scolding 来改变孩子的态度, 也就是孩子的态度不容易通过奖励或说教来改变, 故选项[C]也可推出。选项[D]文中未涉及到, 所以答案选[D]。
4. 选[C]。事实细节题。[A]、[B]、[D]三选项内容在第二段和第六段中都提到了, 而选项[C]只在第六段中有所体现, 故正确答案应为[C]。
5. 选[C]。事实细节题。本篇文章, 尤其是最后一段特别强调了“老师应经常评判自己的态度, 因为如果她带有个人偏见的話, 就会对学生产生不良影响。”因此选项[C]正确。

Text 2

The estimates of the numbers of home-schooled children vary widely. The U. S. Department of Education estimates there are 250,000 to 35,000 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.¹ Home schoolers harbor few kind words for public schools, charging shortcomings that range from lack of religious perspective in the curriculum to a herdlike 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.² Public schoolers have moved closer to tolerance and, in some cases, even cooperation.

Says John Marshall, an education official, “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 ad-

vocates. 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.³

“The bulk of home-schoolers just want to be left alone,” says Enge Cannon, associate director of the National Center For Home Education.⁴ She says home schoolers choose that path for a variety of reasons, but religion plays a role of 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.”⁵

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.”

(6986)

词、句、篇精解

I. Structure Analysis

结构分析

本文是一篇议论性的说明文, 主要对比了家庭教育与学校教育两种教育方式的不同及各自的优缺点。第一段作者引出了“家庭教育”这个概念, 并指出教育部和家庭教育提倡者对接受家庭教育的孩子的数量估计差异很大。第二至四段讲述了家庭教育提倡者和公立学校教育提倡者从相互指责、针锋相对, 到意识到相互敌视无任何益处后, 双方的态度都有所软化。第五、六段主要介绍了家庭教育提倡者反对公立学校教育的原因。第七、八两段对家庭教育提倡者作了分类。

II. Translation

全文翻译

有关接受家庭教育的孩子的人数估计差异很大。美国教育部的估计是全国有 25 万至 35 万个孩子在家里接受教育。家庭教育的倡导者估计的数字更高,约为 100 万。

许多公立学校的拥护者对家庭教育者持反对态度,认为他们的行为实际上相当于捆公共教育的耳光,对孩子来说也有害无益。家庭教育的倡导者对公立学校颇有微词,指责公立学校存在各种各样的缺点,从课程设置缺少宗教内容到对孩子进行群体教学的教学方式等。

然而,由于公立学校的负责人认识到继续对家庭教育的倡导者采取敌视态度并不能得到什么好处,而家庭教育的倡导者认识到他们也可以从公立学校中得到某些利益,所以双方的强硬措辞开始有些缓和。公立学校的倡导者与家庭教育的支持者在观点上已比较接近,他们相互包容,甚至在某些情况下互相合作。

教育部门的官员约翰·马歇尔说,“我们对家庭教育的倡导者相对越来越宽容了。”他们的想法是“让在家中受教育的孩子有机会接触公立学校,于是他们将会意识到公立学校并不像他们被告知的那样可怕,然后他们就会想回学校来上课。”

家庭教育的倡导者说,情况也许如此,“但别对公立学校指望什么”。家庭教育的倡导者反对学校教育制度的原因是,无论是在激起宗教热情方面还是在激发每个孩子的学习兴趣及注重孩子的自然成长方面,他们都坚信自己的教育方法是最棒的。

国家家庭教育中心副主任安其·坎农说,“大多数家庭教育倡导者只是想让孩子顺其自然地成长。”她认为家庭教育倡导者选择这条道路是有诸多原因的,但宗教因素在这个时代占 85%。

范·加仑教授将家庭教育倡导者分为两类。一些家庭教育倡导者希望他们的孩子不仅学习传统的科目,还要学习“严格的宗教教义和一种保守的政治社会观点。毫无例外,他们还想让自己的孩子从理性和感情上认识到家庭是社会教育的最重要的机构。”

范·加仑写到,另外一些家庭教育倡导者反对的“并不是学校教授异端邪说,而是学校教育的内容没有合适的。”“这些家长非常独立,在他们定义为官僚和无效率的社会中,他们想设法对自己的生活‘负责’”。

III. Vocabulary

词汇学习

1. Learn and remember these words 核心词汇学与记

- 1) estimate /'estimeɪt/ *n.* 估计;估价 // *vt.* 推测;评价

【范例】 My estimate of his abilities was wrong. 我对他的能力估计错了。/ I asked the building firm to estimate for the repairs to the stairs. 我请建筑公司估算一下修理楼梯的费用。

- 2) advocate /'ædvəkeɪt/ *n.* 提倡者 // *vt.* 提倡,鼓吹

【范例】 He advocates building more schools. 他主张多建几所学校。

【搭配】 an advocate of civil rights 公民权利的拥护者

- 3) perceive /pə'si:v/ *vt.* 察觉,感到,认识到

【范例】 I perceived that I could not make her change her mind. 我发觉我不能使她改变她的主意。

【链接】 perception /pə'sepʃən/ *n.* 理解;感知

【辨析】 conceive /kən'si:v/ *vt.* 构思,以为,持有 // *vi.* 怀孕;考虑,设想

- 4) hostile /'hɒstail/ *a.* 有敌意的,不友好的;敌方的

【范例】 Ever since I got better marks than Parker, he has been hostile to me.

自从我比派克得分高以后,他就对我不友好了。

【链接】 hostility /hɒ'staɪləti/ *n.* 敌意;不友善;敌对

- 5) ultimate /'ʌltɪmət/ *a.* 最大的;最后的,最终的;根本的 // *n.* 最终

【搭配】 the ultimate insult 最大的侮辱; the ultimate truth 最终真理; in the ultimate 到最后,终于

【链接】 (同) utmost /'ʌtməʊst/ *a.* 极度的,最远的 // *n.* 极限,最大可能,极力

- 6) perspective /pə'spektɪv/ *n.* 观点,透视画法,透视图,远景,前途,看法,观察

【链接】 (同) view/viewpoint/outlook/prospect/vista/point of view

- 7) count on 依靠,指望

【链接】 (同) rely on/depend on

- 8) oppose /ə'pəʊz/ *vt.* 反对,使对立,抗争 // *vi.* 反对

【链接】 (同) fight/combāt/resist/contend against/defy (反) aid/help/support/defend/back/advocate

- 9) associate /ə'səʊʃieɪt/ *vt.* 使发生联系,使联合 // *vi.* 交往,结交 // *n.* 合作人,同事

【范例】 I have never associated myself with terrorism. 我从来都不赞成恐怖主义。/ You would never associate him with drug addicts. 你永远都不会把他和瘾君子联系起来。

【搭配】 associate director 副主任; business associate 生意合伙人

- 10) incidentally /ɪn'sɪdəntəli/ *ad.* 附带地,顺便提及

【范例】 Incidentally she found the book you asked for. 顺便说一下,她找到了你要的书。

- 11) contend /kən'tend/ *v.* 主张,斗争,竞争

【范例】 The police contended that the difficulties they

faced were too severe. 警察强调他们所遇到的困难很大。

[链接] (同) ① hold/maintain/insist/claim/put forward ② struggle/fight/contest/compete

- 12) reap /ri:p/ *vt. / vi.* 获得(报偿等); 收割

[范例] She reaped large profits from her unique invention. 她从她那奇特的发明中获得了极大的利。

[搭配] reap profits through/from 从...获得利润;

reap as one has sown (= As a man sows so he shall reap.) 种瓜得瓜, 种豆得豆; 自食其果; reap where one has not sown 不劳而获

- 13) take a harsh attitude toward 对...采取严厉的态度

- 14) slap /slæp/ *vt. / n.* 拍, 掌击, 拍击

[搭配] slap sb. in the face 打(某人)耳光; 侮辱; 使

难堪; a slap on the wrist 名义上或象征性的惩罚; a slap [pat, clap] on the back [口] 表扬, 称赞

- 15) the bulk of 大部分, 主要部分

[范例] The bulk of the work has been done. 工作大部分已经完成。

- 16) strive /straiv/ *v.* 努力, 奋斗, 力争, 斗争

[范例] He strove to complete the task given him. 他努力完成交给他的任务。

[搭配] strive to do sth. /trive for sth. 努力, 极力设法; strive for success 力争取得成功

- 17) bureaucratic /ˌbjʊərəʊˈkrætɪk/ *a.* 官僚政治的

[链接] bureau /ˈbjʊərəʊ/ *n.* 办公桌, 政府机关, 局, 司, 处

bureaucracy *n.* 官僚制度, 官僚作风

2. Multiple Choice 词汇突破

- Before he started work, I asked the builder to give me an _____ of the cost of repairing the roof. (6936, 56)
[A] assessment [B] estimate [C] announcement [D] evaluation
- There are not many teachers who are strong _____ of traditional methods in English teaching. (6971, 42)
[A] sponsors [B] contributors [C] advocates [D] performers
- What the correspondent sent us is an _____ news report. We can depend on it. (6011, 43)
[A] evident [B] authentic [C] ultimate [D] immediate
- I have had my eyes tested and the report says that my _____ is perfect. (6031, 41)
[A] outlook [B] vision [C] horizon [D] perspective
- With an eighty-hour week and little enjoyment, life must have been very _____ for the nineteenth-century factory workers. (6941, 67)
[A] hostile [B] anxious [C] tedious [D] obscure

答案与解析

- 选[B]。近义词辨义题。[A]项和[D]项意思接近, 为评价、评定、估计某事物的数额、质量或价值等; [C]项为通知, 宣告; [B]项的含义是指对规模、成本或价值等进行大致的判断和计算, 往往表示预先的大致判断, 故[B]项符合题意。
- 选[C]。名词辨义题。[A]项“发起人, 主办者”; [B]项“捐助者, 投稿者”; [C]项“倡导者, 拥护者”; [D]项“表演者, 执行者”。根据题意, 只有[C]项符合。
- 选[B]。形容词辨义题。[A]项“明显的”; [B]项“真正的, 原作的”, 指原始新闻报道; [C]项“最终的”; [D]项“直接的, 立即的”。根据题意, 只有[B]项符合。
- 选[B]。名词辨义题。[A]项 outlook“观点, 看法; 展望”; [B]项 vision“视力; 想象力; 梦幻视觉”; [C]项 horizon“地平线; 眼界, 见识”; [D]项 perspective“透视法, 远景”。题干意思是: “我检查了眼睛, 结果表明我的视力非常棒。”故选[B]。
- 选[C]。形容词辨义题。[A]项 hostile“敌对的, 不友善的”; [B]项 anxious“渴望的; 忧虑的”, 往往指人; [C]项 tedious“冗长乏味的, 沉闷的”; [D]项 obscure“不易看清的, 费解的”。题干意思是“工作毫无乐趣, 生活乏味难熬。”故选[C]。

IV. No More Difficulties

难句不再难

1. 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.

[解析] 简单句。perceiving... as... 现在分词短语作原因状语, 解释主张学校教育者反对家庭教育倡导者的原因。

[译文] 许多公立学校的拥护者对家庭教育者持反对态度,认为他们的行为实际上相当于捆公共教育的耳光,对孩子来说也有害无益。

2. 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.

[解析] 复合句。句首连词 yet 表明双方态度将有所不同。主句是 these hard lines seem to be softening a bit, 连词 and 连接了两个 as 引导的原因状语从句,两个从句中的 realize 均后跟一个宾语从句。lines 意为“words”, hard lines 是“强硬的措辞”。stand little to gain 意为“没有什么利益可获”,stand 相当于 have,如 stand a chance“有机会”。

[译文] 然而,由于公立学校的负责人意识到继续对家庭教育的倡导者采取敌视态度并没有益处,而家庭教育的倡导者也认识到他们可以从公立学校中得到某些利益,所以双方强硬的措辞开始有些缓和。

3. 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.

[解析] 复合句。主句为 home schoolers oppose the system, because 引导原因状语从句,从句中 that 引导同位语从句说明名词 convictions 的内容,whether 引导的过去分词短语修饰 their approach。approach to education 属固定搭配,意为“教育方法”;fuel 意为“激起,激发”。

[译文] 家庭教育的倡导者反对学校教育制度的原因是,无论是在激起宗教热情方面还是在激发每个孩子的学习兴趣及注重孩子的自然成长方面,他们都坚信自己的教育方法是最棒的。

4. “The bulk of home-schoolers just want to be left alone,” says Enge Cannon, associate director of the National Center For Home Education.

[解析] 简单句。leave alone“不管,别惹”,如:I should leave that question alone if I were you. 如果我是你,就会不管那问题。

[译文] 国家家庭教育中心副主任安其·坎农说:“大多数家庭教育倡导者只是想让孩子顺其自然地成长。”

5. Not incidentally, they also want their children to learn — both intellectually and emotionally — that the family is the most important institution in society.

[解析] 复合句。that the family... 是动词 learn 的宾语从句。learn 应理解成“领会,意识到”;both intellectually and emotionally 作让步状语。

[译文] 毫无例外,他们也想让自己的孩子从理性和感情上认识到家庭是社会教育的最重要的机构。

V. Now Try It

实战演习

1. 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

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

- ☐ [A] there isn't much they can go to change the present situation
☒ [B] they want to show their tolerance for different teaching situation
☐ [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

3. 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 school will bring about the improvement of public education

4. Most home-schoolers' opposition to public education stems from their _____.

- ☐ [A] respect for the interest of individuals
☐ [B] worry about the inefficiency of public schools
☐ [C] concern with the cost involved
☐ [D] devotion to religion

5. According to Van Galen some home-schoolers believe that _____.