

# College Advanced English

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青岛海洋大学出版社



**新世纪**  
**大学高级英语教程** **上**

# 新世纪大学高级英语教程

## College Advanced English for the New Century

(Book One)

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# 前 言

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## PREFACE

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**新**

世纪大学高级英语教程( *College Advanced English for the New Century* )是以国家教育部审定批准的大学英语教学大纲为依据,根据新世纪对大学英语教学的新要求编写而成的,系山东省高教学会大学英语教学委员会于 1998 年 6 月所定的特别项目:“山东省大学英语面向二十一世纪教学内容和课程改革”中的第二个子课题:教材。全套教材分两册,使用对象为具有四级水平的学生及非英语专业的研究生,属大学英语后续教学用教材。

本教材的编写特点是:选材新颖,体裁多样,知识面广,集知识性、趣味性、可思性于一体,目的是为大学生打下扎实的英语语言基础,提高他们的整体文化素养。本教材主要体现启发式与交际式教学方法的要求,旨在以学生为中心,调动学生主动获取知识的积极性,帮助他们掌握良好的学习方法,培养他们的自学能力。本教材除基本教学内容外,还配有形式新颖的 English Seminar Questions 和课文背景知识参考资料,以激励学生主动灵活地获取新的语言文化知识。

本教材选材范围广,内容涉及西方教育、西方文化习俗、社会现象与热点问题、前沿科普、文学名篇片段欣赏等。

本教材第一册由 10 个单元组成,第二册由 8 个单元组

成;每个单元自成体系,由课文导读、课文、练习(其中包括 English Seminar Questions)、补充阅读和课文背景知识参考资料等部分组成。设置课文导读的目的是引导学生抓住课文要点,使他们准确地获取有关信息。设置 English Seminar Questions 的目的是通过对课文多层面的探讨,加深学生对课文的理解,使他们获取更多的知识。English Seminar Questions 的范围大致界定在课文理解上;讨论题的提出基于课文、深于课文,以激发学生的求知欲,通过查读或细读课文和课文背景知识参考资料寻求圆满的答案;语言知识理解,旨在通过对语言知识的讨论、比较和举例说明,使学生更好地运用并掌握语言知识。设置课文写作讨论的目的是通过讨论课文的写作特点,使学生充分理解并掌握与课文有关的写作知识,提高写作能力。课文体裁多样,知识丰富,为全面提高学生的英语语言综合能力和素质提供保障。

根据不同的教学目的和培养目标,练习部分大致分为词汇与结构、写作与实践、翻译实践和阅读理解。

泛读篇的选材范围根据每单元的精读篇的内容范围而定,旨在通过多方位的信息输入和词汇复用拓宽学生的知识面,使他们熟练掌握语言知识,培养阅读理解能力。此部分主要由正文、阅读理解和句子翻译构成。

本教程要求教师以启发式教学法为主导,以 English Seminar Questions 为主体,引导学生进行语言交际,探讨并解决问题,最终达到丰富知识、提高语言应用的能力。

编 者  
1999 年 8 月

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# Unit One

## **This School Turns out Winners**

*T*hey come out to Cathedral High School with an uncertain future. They leave with a diploma and a destiny. Why is that? What seems to be the real motivation that directs them to study hard and finally reach their goals? How do the teachers there manage their students, or in what way do they encourage the students to go ahead? Are they very intelligent or very rich? Does the old saying "Money can make mare go" work in that school? Are a dress code and strict rules very useful to the students there? What is the major teaching purpose there? Why does Diaz enjoy teaching there? What does Bobby O'Dell mean by saying "We carry this place inside us wherever we go"?



# Text

The joke at Cathedral High School in El Paso, Texas, is that the only thing holding up the 67-year-old structure is 67 coats of paint. It stands in a small neighborhood and is housed in a dilapidated building that's cold in winter and hot in summer. The student body of 370 — 77 percent is Hispanic, most from working-class families. Studying the neighborhood and the building's facade, you could make grim assumptions: this is another school with high dropout rates, low test scores, lax discipline and tense racial relations. 1

That's not the case at all. This year Cathedral's 80 graduates won 51 college scholarships. Typically, 98 percent of the graduates go on to college. When teachers at Cathedral discuss discipline problems, they speak, for example, of the boy who doesn't sit up straight at his desk. If there is discrimination at Cathedral, it isn't racism, but favoritism toward the intellectual elite. In this school, eggheads are heroes. Each grading period, 30 to 35 percent of the students make the honor roll. 2

Cathedral's record stands in dramatic contrast to that of American public education. Everything about Cathedral is different from the typical high school. It is private, religious and all male. Policies now being advanced as far-reaching reforms for public schools — schools classes, high standards, lots of homework, and old-fashioned rules ranging from how students may dress to what color ink to use — are a matter of course at Cathedral. 3

The prevailing wisdom in public education is that minority students are problem learners, and only more money can reverse their records. Prevailing wisdom at Cathedral is that Mexican-American students are the same as anyone else, and that they can excel even when money is scarce. And it is. 4

It hasn't been many years since students held dances to raise money for teachers' salaries. The school has almost no frills (no football field or band) and no bureaucracy (even the principal teaches two classes a day), so every dollar goes straight to the classroom. 5

Yet in spite of this poverty, Mexican-Americans become part of a cycle of success at Cathedral. Sons of truck drivers and auto mechanics see their peers making good grades and getting full college scholarships, and they come to expect the same of themselves. Cathedral is the way out. In fact, Cathedral's influence is so pervasive that many of El Paso's successful Hispanic lawyers, doctors and 6

accountants are alumni.

The march of progress across the generations has been slow but steady. Pete Ramos's father finished only the fifth grade. A streetsign caretaker, he sacrificed to send Pete to Cathedral because he knew that education was the boy's ticket into the middle class. Pete graduated from Cathedral in 1959, got his college degree and now is a high school principal. Pete's own son, Roderick, graduated from Cathedral in 1989 and is a student at Southwest Texas State University. "My parents made it possible for me to attend Cathedral," said Pete. "I wanted to do the same for my boy. I always intended that he go to Cathedral."

Most of Cathedral's students are of average intelligence and income. Ten percent of them receive financial assistance from the school. Many more need it. It is motivation, not intelligence or wealth, that distinguished them. All have parents and teachers who want them to learn and who are so intimately involved that they know when the boys have stepped out of line. Deadbeats and troublemakers don't last one semester. The workload is simply too tough.

At 8:25 a.m. the warning bell sounds; the boys have five minutes to get to the first-period class. The rush through the halls, all in slacks (no jeans), shirts with collars (no T-shirts) and dress shoes (no sandals or sneakers). Hair must be neat and above the collar.

The point of a dress code and strict rules, according to Cathedral's handbook, is to instill in each boy a sense of order and respect for himself, other students and the faculty. At 8:30 a voice comes over the intercom system. "Let us remember that we are in the holy presence of God," begins Brother Stephen Furches, the school's principal. Three floors of boys responded in unison, "I will continue, O my God, to do all my actions for the love of you."

Cathedral's clear message to the boys: what you do here matters. It matters to God, to your family, to your teachers. Follow the rules and you'll leave here without just a diploma, but a destiny.

Every boy takes four years of English, science, math and religion. The method of instruction is just as traditional; some learning is even done by rote. In senior English the boys have to memorize a historical speech longer than 250 words and recite it in front of their classmates.

Most American school have roots in much less traditional soil. Many educators have embraced the ideas of "progressivism"— education should be child-centered, and teachers should help children set their own learning goals.

At Cathedral the purpose is not to teach a student what he already knows or has an interest in, but to introduce him to ideas about which he is completely ignorant. "You may ask a 15-year-old what he's thinking or feeling, but you do not ask him what he wants to learn," says Brother Stephen.

In his first year at Cathedral, Chris Medina hated going to an all-boys school and resented hours of homework every night. By sophomore year, he viewed the school as a challenging obstacle course. In his senior year, 18-year-old Chris captained the 1989 football team and was a member of the senior council. Now he has graduated and is going to the University of Texas El Paso to study business. He is totally attached to Cathedral. "There, everyone was special and thought I was special," says Chris. 15

Gabriela Diaz, an English teacher, is a purposeful woman with a genuine love of her subject matter. On the day last October when I observed her teaching, Diaz was lecturing on *The Canterbury Tales* "Chaucer understood human nature," she told Chris and her other students. "Read the tales and find the modern equivalent of the characters in our own society." She also gave a new reading assignment: Plato's account of the death of Socrates. 16

Diaz has taught at Cathedral for 12 years. She says, "I teach here because I have the freedom to offer a challenging course of study." Not a day goes by that Diaz doesn't remind her students they are college material. 17

The specter of college followed Chris all day. In math class, teacher Luz Ulrickson returned test papers to the groans of all 18 boys. About half had failed, including Chris. Ulrickson surveyed the wreckage without revealing a trace of sympathy. "When you get to college," she told them. "It simply won't do to wait until the night before to study for an exam." 18

After a cafeteria lunch, Chris went to a religion class taught by Brother Nick Gonzalez. Although schools don't have to be religious to be successful, they do have a mission. For some, that mission is football; for others, academic excellence. Cathedral has chosen religion, and everyone — students, parents and teachers — accepts that, even the seven percent of students who aren't Catholic. 19

In the old days Catholic schools used religion class for indoctrination, but Brother Nick used his to teach the boys how to think. He did not try to win converts. 20

That day in Chris's religion class, Brother Nick asked, "Where does suffering come from?" The boys argued about various answers until the end of the period, when Brother Nick assigned the night's homework: develop five or six steps for attaining a personal goal. Chris's goal was to complete his college applications, and high on his list of steps was to have a candid talk with his parents about finances. 21

Chris's family lives in a middle-class neighborhood on El Paso's east side. Irma and Ralph Medina are typical Cathedral parents. She is a secretary, and he is a driver for a freight company. Neither went to college. 22

Ralph told me of the moment that he decided to find a way to pay \$4,590 a year to send his two sons to Cathedral. "I was making a candy delivery to a local high school. When I walked in, kids were running wild, and the teachers couldn't do 23

anything about it."

Irma and Ralph wanted their sons to go to Cathedral for self-discipline, not religious training. "I've seen Chris change so much," Ralph says. "When he started, we had to nag him to do his homework. Now I really don't think there is any obstacle life that Chris can't manage."

On homecoming night hundreds of Cathedral graduates gathered in the school cafeteria under an enormous blue and gold banner: "Welcome Back to La Cate." (La Cate is a Spanish nickname for the school.) Some families were large enough to hold their own reunions. At one table sat six of the ten Romero brothers; all of them went to Cathedral, some on scholarships.

If you judged from the crowd, Cathedral is close to the ideal of a school for everyone. The poor and the rich all stood in the same line to buy a plate of tamales. To attain a common ideal — a sound education — everyone sacrifices a small amount of individuality.

One of Chris' best friends, Bobby O'Dell, now a sophomore at the University of Texas at Austin, arrived. He headed straight for Brother Stephen and threw his arms around his former principal. How did Bobby like going from a small school to a college of 50,000? "I'm doing just fine," he said. "The truth is, none of us ever really leaves Cathedral. We carry this place inside us wherever we go."

## New Words

**dilapidated** [di'læpideitid] *a.* (of buildings, furniture, etc.) falling to pieces; in a state of repair (指建筑物, 家具等)残破的, 失修的, 倒塌的

**Hispanic** [his'pænik] *a.* 西班牙的; 西班牙和葡萄牙的, 拉丁美洲的

**facade** [fə'saɪd] *n.* front or face of a building (towards a street or open place) 建筑物的正面

**grim** [grim] *a.* stern; severe; forbidding 严厉的, 严格的, 无情的

**assumption** [ə'sʌmpʃən] *n.* presumption 假定, 设想

**dropout** ['dʒrɒpaut] *a.* (AmE.) (of persons taking part in a contest or being engaged in schooling) cease to complete or go on with his schooling 弃权, 中途退学

**lax** [læks] *a.* negligent; inattentive; not strict or severe 疏忽的, 不小心的, 不严格的

**discrimination** [ˌdiskrimi'neɪʃən] *n.* 种族歧视

**favoritism** ['feɪvərɪtɪzəm] *n.* practice of favouring persons unequally 偏爱, 偏袒

**elite** ['eɪli:t] *n.* (of) (collective sing. with def. Art.) the best (集合名词, 单数, 与定冠词连用) 精华, 最优秀分子

**egghead** [eg'hed] *n.* highbrow (slang) 书生, 知识分子

**reverse** [rɪ'vɜ:s] *v.* turn (sth.) the other way round or up or inside out 反转, 颠倒, 翻转

**prevailing** [pri'veɪlɪŋ] *a.* most frequent or usual 最常有的, 最普通的, 最流行的

**frills** [frɪls] *n.* unnecessary adornments 矫饰

bureaucracy [bjʊə'rɒkrəsi] *n.* officials who keep the positions whatever political party is in power 官僚政客  
 pervasive [pə'veisiv] *a.* tending to pervade 蔓延的, 弥漫的, 浸透的  
 alumni [ə'lʌmnaɪ] *a.* (U.S.A.) *pl.* (sing. *alumnus*) a boy or man who was a pupil or student of a school, college or university (美)男校友, 男毕业生  
 intimately ['intimɪtli] *ad.* 亲密地, 亲切地  
 deadbeat [dedbi:t] *n.* 游手好闲的人, 懒汉  
 slack [slæk] *n.* loose-fitting trousers 宽松的裤子  
 faculty ['fækəlti] *n.* (美)全体教员  
 intercom system 内部通讯网络系统  
 instill [ins'til] *vt.* (with) introduce ideas, etc. in sb.'s mind 逐渐的灌输  
 embrace [im'breɪs, em-] *v.* accept, make use of 接受, 利用  
 progressivism [prɒ'gresɪvɪzm] *n.* 循序渐进的、教育理论  
 attach (to) [ə'tætʃ] *v.* join (oneself to) 参

加, 加入  
 specter ['spektə] *n.* haunting fear of future trouble 对未来困苦不能摆脱的忧虑  
 wreckage ['rekɪdʒ] *n.* 被遗弃的底层人物, (这里指)考试不及格者  
 groan [graʊn] *n.* deep sound made in groaning 呻吟  
 indoctrination [ɪndɒktri'neɪʃən] *n.* filling the mind of (sb.) (with particular ideas of beliefs) 灌输某种思想或信仰  
 convert [kən'veɪ(:)t] *n.* person converted, esp. to a different religion, or to different principles 改教者, 改主意者  
 candid ['kændɪd] *a.* frank, straight-forward 坦白的, 率直的  
 nag [næg] *v.* 唠唠叨叨地责骂  
 tamale [tə'ma:li] 塔麻利粽子(一种墨西哥食物)  
 finances [faɪ'næns, fi-] *n.* (*pl.*) money (esp. of a government or a business company) 财源, 资金(尤指政府或公司的财源, 资金)

## Phrases and Expressions

honor roll 光荣榜	have root in 扎根于
street-sign caretaker 路标看管人	a challenging obstacle course 具有挑战性的困难课程
in the holy presence of God 在神圣的上帝面前	senior council 高年级委员会
step out of line 迈出圈子	

## Proper Nouns

Luz Ulrickson 露滋·尤利瑞克森	Nick 尼克
Pete Ramos 皮特·雷蒙斯	Chris 克里斯特
Roderick 罗德里克	Irma 爱玛
Gabriela Diaz 加布里埃尔·黛滋	Ralph Medina 拉尔夫
Chaucer 乔塞	Bobby O'Dell 博比·奥代尔
Socrate 苏格拉底	

## Notes to the Text

1. **Cathedral High School**: a high school famous for teaching quality in U.S.
2. **Scholarship**: Scholarship or fellowship is a kind of payment of money to research students at all levels, for example, a yearly grant, to a scholar so that he may continue his studies.  
Scholarship can be divided into full (college) scholarship and part one. Full scholarship usually covers both tuition fees and accommodation, while part (college) scholarship, in most cases covers the former part or part of the former.
3. **Chaucer**, (1340~1400) one of the most outstanding poets in British literature, was the representative of humanist writers in the early literature history.
4. **Plato**, (428~348 B.C.) one of the three greatest philosophers, the student of Socrate and the teacher of Aristotle.
5. **Socrate** (470~399 B.C.), a famous Greek idealist philosopher who held that the purpose of philosophy lied not in knowing the nature, but in knowing oneself, that only those who had knowledge could have virtues, and thus administer their country, etc.

## Exercises

### Comprehension

#### I . Seminar questions.

1. How does this school turn out winners? (Cite examples to support your arguments.)
2. What does the writer want to tell us through the text? And how?
3. What are the advantages and disadvantages of traditional and modern ways to manage schools?
4. What writing style does the writer use in this article? Try to analyze it in detail as much as possible.
5. Which language points do you think are very difficult to understand and also very important to you? And how to use them?

#### II . Give the most appropriate headings for some paragraphs of the text mentioned as follows in your own words.

1. Paragraph 6 \_\_\_\_\_
2. Paragraph 8 \_\_\_\_\_
3. Paragraph 15 \_\_\_\_\_
4. Paragraph 16 \_\_\_\_\_

**III . Complete each sentence with an appropriate word or a phrase from the list given below and make changes where necessary.**

1. According to Professor John's opinion all honors of his students should \_\_\_\_\_ his supervision.
2. Some children complain their parents \_\_\_\_\_ at them.
3. This book \_\_\_\_\_ many different subjects.
4. This experiment is \_\_\_\_\_ to test the theory.
5. She saw that the researcher was strongly \_\_\_\_\_ his cause.
6. The direction of movement of this machine can be \_\_\_\_\_ by pressing this button.
7. He was trying to think of \_\_\_\_\_ but it was impossible to find one.
8. The light is so dim that I can't \_\_\_\_\_ one object from another.
9. Though he was not very satisfied with that house, he determined to \_\_\_\_\_ it.
10. He has been engaged in teaching for 30 years. Now he wants to \_\_\_\_\_ for a change.

The opinions on the current situation vary from person to person.

1. The spectators \_\_\_\_\_ themselves along the route of the procession.
2. A good deed may \_\_\_\_\_ from helping a university to helping an old lady cross the street.
3. That sort of thing \_\_\_\_\_ from person to person.
4. This author's works \_\_\_\_\_ greatly in quality.

1. A. He *advanced* upon me in a threatening manner.
  - a. came or went forward
  - b. put forward
- B. The shopkeepers *advanced* their prices.
  - a. moved forward
  - b. increased or raised
2. A. Which doctor is *attending* you?
  - a. giving you medical care
  - b. accompanying you
- B. There are quite a few of experts *attending* the seminar meeting.

- VI. Complete the following passage with the help of the Chinese phrases or sentences in the brackets.**

Further education 1) (与高等教育不同) \_\_\_\_\_, and comprises all provision outside school for people aged 16 and over, up to GCE A Level or equivalent examinations. Students may attend part-time (some may be on "day-release" from employment) or in the evenings. Further Education Colleges 2) (与工商业之间具有密切的联系) \_\_\_\_\_, employers 3) (常常参与课程设计) \_\_\_\_\_. The colleges also supply much of the education elements in the training program of the Youth Training Scheme. More vocational courses such as secretarial studies and mechanical engineering are provided and 4) (学校也为工作几年后重返学校学习的“老”学生提供基础课程) \_\_\_\_\_, enabling them 5) (去获取受高等教育的资格) \_\_\_\_\_.

- In spite of the haze he can \_\_\_\_\_ the hills fairly well.  
A. identify                  B. distinguish                  C. realize                  D. recognize
- Giving up the half-done project is the only \_\_\_\_\_.  
A. the other way    B. way out                  C. ways and means    D. broad way
- Her dress was really \_\_\_\_\_ with the atmosphere of the feast.  
A. on the line                  B. under the line    C. out of the line    D. out of line
- Though the income of the teachers is low, he is still \_\_\_\_\_ his teaching.  
A. attached to                  B. attaching                  C. attached with    D. attached
- He always feels timid when speaking in the large \_\_\_\_\_ of audience.  
A. comprehensive    B. representative    C. presence                  D. extension
- How can one consider the other's help as \_\_\_\_\_.



A. of course      B. in course      C. a matter of course      D. in due course

7. The higher court \_\_\_\_\_ the decision of a lower court.

A. removed      B. motivated      C. reversed      D. converted

8. The \_\_\_\_\_ person concerned gathered on the campus.

A. discipline      B. priority      C. principle      D. principal

9. The audience, \_\_\_\_\_, enjoyed the performance very much.

A. most of them were students      B. most of whom were students  
C. most of which were students      D. most of whom being students

10. He studied hard at school when he was young \_\_\_\_\_ contributed to his success in his later life.

A. which      B. that      C. , which      D. so that

**VI. There is one mistake in each of the following sentences. Find them out and correct them.**

1) It was until the Education Act 1944 that all children were given the right to free secondary (middle-school) education. 2) Local education authorities were then require to provide schools funded by the state. 3) A "tripartite" (分成三个部分的) system of secondary modern, technical and grammar schools selected 11 year-old children at the end of their primary education by mean of an exam. 4) The top 20% attended grammar schools. Secondary moderns and technical schools dealt with more practical subjects. 5) It can be said that pupils from secondary moderns and technical schools were expected to become manual workers and skilled workers respectively, while those attended grammar schools would be much more likely to go on to university and become professionals and managers.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

### Writing

**K. List the main points of the text and then summarize them into an abstract by properly using some conjunctions.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_