

新概念英语实力提升系列丛书

新概念英语

一课一练(第四册)

薛冰 李咏琳 李玉技 主编



全新版



西安交通大学出版社
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前 言

说起《新概念英语》，只要学习英语的中国人几乎都知道。这套英语教材在中国已经流行了近 30 年，仍经久不衰。《新概念英语一课一练(全新版)》系列丛书既紧贴《新概念英语》的课文内容，又增添了很多相关练习。它的最大特点是从语法、词汇、阅读、翻译和写作等方面对学习者的进行同步辅导。

结合中考、高考、大学英语四、六级等考试的要求，编者应试和应用的出发点，把教材的精华和英语学习的重点、难点全部融入习题中，从而有效帮助学习者巩固课文知识、加深记忆、训练技能，最终达到全面提高英语听、说、读、写能力的目的。

本套丛书既可供自学《新概念英语》的读者使用，也可供相应水平的自学者查漏补缺，进一步提高自己的英语水平。

由于编者水平有限，编写时间仓促，书中不妥和错误之处在所难免，恳请广大读者提出宝贵意见，以待再版修订。

编 者

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Lesson 1 Finding fossil man



真题链接

一、词汇

考查词汇: remote

1. When any non-human organ is transplanted into a person, the body immediately recognizes it as _____.
- A. novel B. remote C. distant D. foreign (考研真题)

考查词汇: decay

2. Connie was told that if she worked too hard, her health would _____.
- A. decay B. hop C. dart D. degrade (六级真题)

考查词汇: migration

3. Sadly, the Giant Panda is one of the many species now in danger of _____.
- A. extinction B. migration C. destruction D. extraction (六级真题)


考查词汇: immigration

4. In addition to the rising birthrate and immigration, the _____ death rate contributed to the population growth.
- A. inclining B. increasing C. declining D. descending (六级真题)

二、阅读理解

The Greek's lofty attitude toward scientific research—and the scientists' contempt of utility—was a long time dying. For a millennium after Archimedes, this separation of mechanics from geometry inhibited fundamental technological progress and in some areas repressed it altogether. But there was a still greater obstacle to change until the very end of the Middle Ages: the organization of society. The social system of fixed class relationships that prevailed through the Middle Ages (and in some areas much longer) itself hampered improvement. Under this system, the laboring masses, in exchange for the bare necessities of life, did all the productive work, while the privileged few—priests, nobles, and kings—concerned themselves only with ownership and maintenance of their own position. In the interest of their privileges they did achieve considerable progress in defense, in warmaking, in government, in trade, in the arts of leisure, and in the extraction of labor from their dependents, but they had no familiarity with the process of production. On the other hand, the laborers, who were familiar with manufacturing techniques, had no incentive to improve or increase production to the advantage of their masters. Thus, with one class possessing the requisite knowledge and experience, but lacking incentive and leisure, and the other class lacking the knowledge and experience, there was no means by which technical progress could be achieved.

The whole ancient world was built upon this relationship—a relationship as sterile as it was inhuman. The availability of slaves nullified the need for more efficient machinery. In many of the commonplace fields of human endeavor, actual stagnation prevailed for thousands of years. Not all the glory that was Greece and the grandeur that was Rome could develop the windmill or contrive so simple an instrument as the wheelbarrow—products of the tenth and thirteenth centuries respectively.



For about twenty-five centuries, two-thirds of the power of the horse was lost because he wasn't shod, and much of the strength of the ox was wasted because his harness wasn't modified to fit his shoulders. For more than five thousand years, sailors were confined to rivers and coasts by a primitive steering mechanism which required remarkably little alteration (in the thirteenth century) to become a rudder.

With any ingenuity at all, the ancient plough could have been put on wheels and the ploughshare shaped to bite and turn the sod instead of merely scratching it—but the ingenuity wasn't forthcoming. And the villager of the Middle Ages, like the men who first had fire, had a smoke hole in the center of the straw and reed thatched roof of his one-room dwelling (which he shared with his animals), while the medieval charcoal burner (like his Stone Age ancestor) made himself a hut of small branches.

(中国科学技术大学博士研究生入学考试试题)

1. Lack of technological progress in the ancient and medieval worlds was primarily due to the absence of _____.
 - A. natural resources
 - B. inventive ability
 - C. people's desire for the "better things of life"
 - D. proper social organization
2. During the Middle Ages, productivity of labor _____.
 - A. was a primary concern of society
 - B. was hampered by class relationships
 - C. began to improve over levels reached by the Greeks
 - D. was in a period of technical progress
3. We may infer that a change in class relationships after the close of the Middle Ages produced greater productivity because _____.
 - A. freemen had incentive to produce more
 - B. masters had greater incentive to work their workers harder
 - C. slaves never starved, no matter what they produced
 - D. productivity could go in only one direction
4. In supporting his contentions about the ancient world, the author relies mainly on illustrations drawn from _____.
 - A. examples of the separation of mechanics and geometry
 - B. case studies of lack of social communication between classes
 - C. technology
 - D. his concern with the plight of the laboring classes.

2

三、完形填空

The history of African—Americans during the past 400 years is traditionally narrated 1 an ongoing struggle against 2 and indifference on the part of the American mainstream, and a struggle 3 as an upward movement is 4 toward ever more justice and opportunity.

Technology in and of 5 is not at fault; it's much too simple to say that gunpowder or agricultural machinery or fiber optics 6 been the enemy of an 7 group of people. A certain machine is put 8 work in a certain way—the purpose 9 which it was designed. The people who design the machines are not intent on unleashing chaos; they are usually trying to 10 a task more quickly, cleanly, or cheaply, 11 the imperative of innovation and efficiency that has ruled Western civilization 12 the Renaissance.

Mastery of technology is second only 13 money as the true measure of accomplishment in this country, and it is very likely that by 14 this under-representation in the technological realm, and by not questioning and examining the folkways that have 15 it, blacks are allowing 16 to be kept out of the



mainstream once again. This time, however, they will be 17 from the greatest cash engine of the twenty-first century. Inner-city blacks in particular are in danger, and the beautiful suburbs 18 ring the decay of Hartford, shed the past and learn to exist without contemplating or encountering the tragedy of the inner city.

And blacks must change as well. The ways that 19 their ancestors through captivity and coming to freedom have begun to lose their utility. If blacks 20 to survive as full participants in this society, they have to understand what works now.

(清华大学博士研究生入学考试试题)

- | | | | |
|--------------------|-----------------|-----------------|------------------|
| 1. A. like | B. as | C. for | D. with |
| 2. A. charity | B. clarity | C. cohesion | D. oppression |
| 3. A. charting | B. charts | C. charted | D. to chart |
| 4. A. progressing | B. progressed | C. clutched | D. clutching |
| 5. A. itself | B. themselves | C. ourselves | D. himself |
| 6. A. have | B. to have | C. has | D. to has |
| 7. A. entirely | B. enter | C. entire | D. entrance |
| 8. A. for | B. off | C. on | D. at |
| 9. A. for | B. to | C. with | D. before |
| 10. A. envelop | B. accomplish | C. enveloping | D. accomplishing |
| 11. A. followed | B. follows | C. to follow | D. following |
| 12. A. since | B. on | C. in | D. at |
| 13. A. before | B. to | C. with | D. from |
| 14. A. to tolerate | B. tolerate | C. tolerated | D. tolerating |
| 15. A. encountered | B. encountering | C. to encounter | D. encounters |
| 16. A. them | B. us | C. themselves | D. ourselves |
| 17. A. excluding | B. included | C. including | D. excluded |
| 18. A. where | B. that | C. how | D. what |
| 19. A. servicing | B. encircle | C. encircling | D. served |
| 20. A. is | B. were | C. are | D. have |

四、翻译

Part A: Translate into good Chinese the underlined sentences only.

Nearly every society in human history has considered its own language finer, its own food taster, its own manners more refined (or more honest), its own morals better (or more sensible), and its own religion the one true religion. (1) In smaller groups ethnocentrism takes the form of "team spirit", "local pride", and "company morale". Taken to extremes, ethnocentrism easily leads to chauvinism (the glorification of one's own group along with fear and hatred of others), racial and religious oppression, warfare, and even genocide. In moderate forms, however, ethnocentrism makes for high morale and effective cooperation within a group. (2) Whether in a football team before a big game or in a nation at war, ethnocentric feelings have the beneficial effect of mobilizing and uniting a threatened group against its enemy. Finally, ethnocentrism can provide satisfaction and comfort. People often make themselves feel better by believing in other's inferiority. "At least I'm not a grind," An important step in the uphill struggle of American blacks and women to win social equality was the increased self-esteem generated by such ethnocentric slogans as "Black is beautiful" and "Sisterhood is powerful."

As soon as it became clear that ethnocentrism was a common phenomenon, social scientists realized that they themselves might be unfairly judging the behavior of different peoples according to their own cultural values. (3) To avoid any taint of ethnocentric prejudice, anthropologists began to adopt an attitude of cultural relativism, the view that human thoughts and deeds should be judged not by any outside standards but only by

those of the society or group in which they take place. Cultural relativism thus stood for scientific objectivity, fair-mindedness, and liberalism. It rapidly became the dominant view in anthropology and sociology.

At first, some anthropologists interpreted cultural relativism so rigidly that they refused to make any judgments whatever about human behavior. (4) In the 1930s the anthropologist Ruth Benedict maintained, for instance, that the cultures of the world were all equally valid patterns of life and nothing any people did was invalid if it was in harmony with the rest of their culture. Paradoxically, the extreme cultural relativists, who wanted to give all other peoples due respect and resist all tendencies toward ethnocentrism in themselves, were drawn to the logical conclusion that anything goes—infanticide, headhunting, slavery, torture, ritual mutilation—provided only that it is in accord with the culture in which it occurs. History soon exposes the fallacy of this doctrine of total objectivity. Under Hitler, the Nazis enslaved millions and put millions more to death. (5) After the 1930s it was no longer possible for scholars to maintain the stance of total cultural relativism. While contemporary anthropologists and sociologists continue to believe that the practices of another people cannot be judged on the same terms as their own culture, they also believe that those practices can be judged in the light of universal values and basic human requirements. Thus, any cultural practice that conflicts with such universal human needs as emotional security, physical health, and self-preservation should not be deemed as valid as practices that serve those needs.

Part B: Translate into good English the following sentences.

(1) 在世界各地,今天比任何时候都更加感觉到中国的存在,它在世界政治形势中占有历史性的重要地位。

(2) 我们的社会主义实践,与其说是出于社会主义理论的理解和运用,还不如说是为了适应现实的需要。

(3) 我们现在面临的所有重大世界性问题中最重要的问题就是人口对土地和土地资源的压力正在迅速增长。

(4) 在科学技术迅猛发展的今天,振兴经济的希望在教育,教师队伍的数量和质量对教育发展具有决定性的影响。

(5) 必须引导人们正确处理竞争和协作、自主和监督、效率和公平、先富和共富、经济效率和社会效益等关系。

(中国社会科学院博士研究生入学考试试题)



Lesson 2 Spare that spider



真题链接

一、词汇

考查词汇: authorize

1. Some American colleges are state-supported, others are privately _____, and still others are supported by religious organizations.

- A. ensured B. authorized C. attributed D. endowed (六级真题)

考查词汇: terminate

2. If we _____ our relations with that country, we'll have to find another supplier of raw materials.

- A. diffuse B. diminish C. terminate D. preclude (六级真题)

3. It is unfortunate that, owing to lack of money, these experiments must now be _____ before the objective has been achieved.

- A. transferred B. testified C. terminated D. transformed (六级真题)

4. It is common theme in many fiction stories that the world may one day be _____ by insects.

- A. broken in B. run over C. taken over D. filled in (六级真题)

二、阅读理解

In the villages of the English countryside there are still people who remember the good old days when no one bothered to lock their doors. There simply wasn't any crime to worry about.

Amazingly, these happy times appear still to be with us in the world's biggest community. A new study by Dan Farmer, a gifted programmer, using an automated investigative program of his own called SATAN, shows that the owners of well over half of all World Wide Web sites have set up home without fitting locks to their doors.

SATAN can try out a variety of well-known *hacking* (黑客的) tricks on an Internet site without actually breaking in. Farmer has made the program publicly available, amid much criticism. A person with evil intent could use it to hunt down sites that are easy to *burgle* (闯入……行窃).

But Farmer is very concerned about the need to alert the public to poor security and, so far, events have proved him right. SATAN has done more to alert people to the risks than cause new disorder.

So is the Net becoming more secure? Far from it. In the early days, when you visited a Web site your browser simply looked at the content. Now the Web is full of tiny programs that automatically download when you look at a Web page, and run on your own machine. These programs could, if their authors wished, do all kinds of nasty things to your computer.

At the same time, the Net is increasingly populated with spiders, worms, agents and other types of automated beasts designed to penetrate the sites and seek out and classify information. All these make wonderful tools for antisocial people who want to invade weak sites and cause damage.

But let's look on the bright side. Given the lack of locks, the Internet is surely the world's biggest (almost) crime-free society. Maybe that is because hackers are fundamentally honest. Or that there currently isn't much to steal. Or because *vandalism* (恶意破坏) isn't much fun unless you have a peculiar dislike for



someone.

Whatever the reason, let's enjoy it while we can. But expect it all to change, and security to become the number one issue, when the most influential inhabitants of the Net are selling services they want to be paid for.

(六级真题)

1. By saying "... owners of well over half of all World Wide Web sites have set up home without fitting locks to their doors" (Lines 3 ~4, Para. 2), the author means that _____.
A. those happy times appear still to be with us
B. there simply wasn't any crime to worry about
C. many sites are not well-protected
D. hackers try out tricks on an Internet site without actually breaking in
2. SATAN, a program designed by Dan Farmer, can be used _____.
A. to investigate the security of Internet sites
B. to improve the security of the Internet system
C. to prevent hackers from breaking into websites
D. to download useful programs and information
3. Farmer's program has been criticized by the public because _____.
A. it causes damage to Net browsers
B. it can break into Internet sites
C. it can be used to cause disorder on all sites
D. it can be used by people with evil intent
4. The author's attitude toward SATAN is _____.
A. enthusiastic B. critical C. positive D. indifferent
5. The author suggests in the last paragraph that _____.
A. we should make full use of the Internet before security measures are strengthened
B. we should alert the most influential businessmen to the importance of security
C. influential businessmen should give priority to the improvement of Net security
D. net inhabitants should not let security measures affect their joy of surfing the Internet

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三、翻译

Do animals have rights? This is how the question is usually put. It sounds like a useful, ground-clearing way to start. (1) Actually, it isn't, because it assumes that there is an agreed account of human rights, which is something the world does not have.

On one view of rights, to be sure, it necessarily follows that animals have none. (2) Some philosophers argue that rights exist only within a social contract, as part of an exchange of duties and entitlements. Therefore, animals cannot have rights. The idea of punishing a tiger that kills somebody is absurd, for exactly the same reason, so is the idea that tigers have rights. However, this is only one account, and by no means an uncontested one. It denies rights not only to animals but also to some people—for instance, to infants, the mentally incapable and future generations. In addition, it is unclear what force a contract can have for people who never consented to it: how do you reply to somebody who says "I don't like this contract?"

The point is this: without agreement on the rights of people, arguing about the rights of animals is fruitless. (3) It leads the discussion to extremes at the outset: it invites you to think that animals should be treated either with the consideration humans extend to other humans, or with no consideration at all. This is a false choice. Better to start with another, more fundamental question: is the way we treat animals a moral issue at all?

Many deny it. (4) Arguing from the view that humans are different from animals in every relevant respect, extremists of this kind think that animals lie outside the area of moral choice. Any regard for the



suffering of animals is seen as a mistake—a sentimental displacement of feeling that should properly be directed to other humans.

This view, which holds that torturing a monkey is morally equivalent to chopping wood, may seem bravely “logical”. In fact it is simply shallow; the confused center is right to reject it. The most elementary form of moral reasoning—the ethical equivalent of learning to crawl—is to weigh others’ interests against one’s own. This in turn requires sympathy and imagination; without which there is no capacity for moral thought. To see an animal in pain is enough, for most, to engage sympathy. (5) When that happens, it is not a mistake; it is mankind’s instinct for moral reasoning in action, an instinct that should be encouraged rather than laughed at.

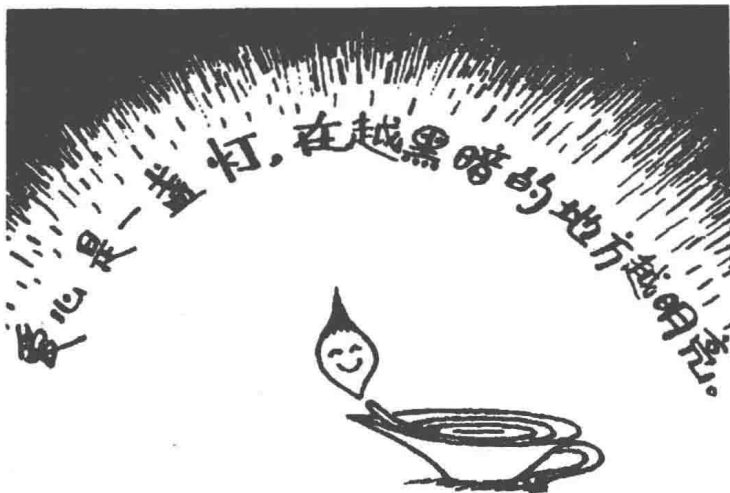
(考研真题)

四、写作

Directions: Among all the worthy feelings of mankind, love is probably the noblest, but everyone has his/her own understanding of it.

There has been a discussion recently on the issue in a newspaper. Write an essay to the newspaper to 1) show your understanding of the symbolic meaning of the picture below, 2) give a specific example, and 3) give your suggestion as to the best way to show love. You should write about 200 words.

(考研真题)





Lesson 3 Matterhorn man



真题链接

一、词汇

考查词汇:consequently

1. *Rite of Passage* is good novel by any standards; _____, it should rank high on any list of science fiction.
A. consistently B. consequently C. invariably D. fortunately (专四真题)
2. The individual TV viewer invariably senses that he or she is _____ an anonymous, statistically insignificant part of a huge and diverse audience.
A. everything except B. anything but
C. no less than D. nothing more than (考研真题)

考查词汇:invariably

3. If you go to the park every day in the morning, you will _____ find him doing physical exercise there.
A. ordinarily B. invariably C. logically D. persistently (六级真题)

考查词汇:summit

4. They believed that this was not the _____ of their campaign for equality but merely the beginning.
A. climax B. summit C. pitch D. maximum (六级真题)

考查词汇:accompany

5. This area of the park has been specially _____ for children, but accompanying adults are also welcome.
A. inaugurated B. designated C. entitled D. delegated (六级真题)

考查词汇:course

6. As one of the youngest professors in the university, Mr. Brown is certainly on the _____ of a brilliant career.
A. porch B. edge C. course D. threshold (六级真题)

二、阅读理解

Gerald Feinberg, the Columbia University physicist, once went so far as to declare that "everything possible will eventually be accomplished". Well, that of course left only the impossible as the one thing remaining for daring intellectual adventurers to whittle away at. Feinberg, for one, thought that "they'd succeed even there".

It was a point worth considering. How many times in the past had certain things been said to be impossible, only to have it turn out shortly thereafter that the item in question had already been done or soon would be. What greater cliché was there in the history of science than the comic litany of false it-couldn't-be-dones; the infamous case of Auguste Comte saying in 1844 that it would never be known what the stars were made of, followed in a few years by the spectroscope being applied to starlight to reveal the stars' chemical composition; or the case of Lord Rutherford, the man who discovered the structure of the atom, saying in



1933 that dreams of controlled nuclear fission were “moonshine”. And those weren’t even the worst examples. No, the huffiest of all it-couldn’t-be-done claims centered on the notion that human beings could actually fly, either at all, or across long distance, or to the moon, the stars, or wherever else.

There had been so many embarrassments of this type that about mid-century Arthur C. Clarke came out with a guideline for avoiding them, which he termed Clarke’s Law: “When a distinguished but elderly scientist states that something is possible, he is almost certainly right. When he states that something is impossible, he is very probably wrong.”

Still, one had to admit there were lots of things left that were really and truly impossible, even if it took some ingenuity in coming up with a proper list of examples. Such as: “A camel cannot pass through the eye of a needle.” (Well, unless of course it was a very large needle.) Or: “It is impossible for a door to be simultaneously open and closed.” (Well, unless of course it was a revolving door.)

Indeed, watertight examples of the really and truly impossible were so exceptionally hard to come by that paradigm cases turned out to be either trivial or absurd. “I know I will never play the piano like Vladimir Horowitz,” offered Milton Rothman, a physicist, “no matter how hard I try.” Or, from Scott Lankford, a mountaineer: “Everest on roller skates.”

(北京大学博士研究生入学考试试题)

- The false it-couldn’t-be-dones in science are comic because _____.
 - they are clichés, repeated too often by scientists
 - they are almost always proved to be wrong by later scientific research
 - they are mocked at by later generations
 - they provide material for good comedies
- Which of the following statements is TRUE?
 - The author uses the case of a camel passing through the eye of a needle to prove his point that there are things impossible to accomplish.
 - That a scientist cannot play the piano like one of the best pianists is not a proper illustration to prove that in science there are things impossible to accomplish.
 - Scott Lankford challenges the idea that mountaineers can never climb the Everest on roller skates.
 - People now laugh at their predecessors for denying the possibility of human flight.
- Through this passage, the author wants to _____.
 - show us that scientists in the past years have made a lot of misjudgments
 - praise those scientists who dared to challenge the impossible
 - emphasize the great potential of the scientific research made by human beings
 - analyze what is possible and what is impossible through scientific efforts

三、完形填空

Like many other aspects of the computer age, Yahoo began as an idea, 1 into a hobby and lately has 2 into a full-time passion. The two developers of Yahoo, David Filo and Jerry Yang, Ph. D candidates 3 Electrical Engineering at Stanford University, started their guide in April 1994 as a way to keep 4 of their personal interest on the Internet. Before long they 5 that their homebrewed lists were becoming too long and 6 . Gradually they began to spend more and more time on Yahoo.

During 1994, they 7 yahoo into a customized database designed to 8 the needs of the thousands of users 9 began to use the service through the closely 10 Internet community. They developed customized software to help them 11 locate, identify and edit material 12 on the Internet. The name Yahoo is 13 to stand for “Yet Another Hierarchical Official Orale”, but Filo and Yang insist they selected the 14 because they considered themselves yahoos. Yahoo itself first 15 on Yang’s workstation, “akebono”, while the search engine was 16 on Filo’s computer, “Konishiki”.



In early 1995 Marc Andersen, co-founder of Netscape Communication in Mountain View, California, invited Filo and Yang to move their files 17 to larger computers 18 at Netscape. As a result Stanford's computer network returned to 19, and both parties benefited. Today, Yahoo 20 organized information on tens of thousands of computers linked to the web.

(中国人民大学博士研究生入学考试试题)

- | | | | |
|--------------------|----------------|---------------|---------------|
| 1. A. became | B. grew | C. turn | D. intend |
| 2. A. made | B. saw | C. looked | D. turned |
| 3. A. in | B. on | C. about | D. for |
| 4. A. touch | B. contact | C. track | D. record |
| 5. A. founded | B. found | C. argued | D. reported |
| 6. A. unwieldy | B. tough | C. tamable | D. invaluable |
| 7. A. exchanged | B. shank | C. sold | D. converted |
| 8. A. explain | B. serve | C. discover | D. evaluate |
| 9. A. which | B. that | C. actually | D. eagerly |
| 10. A. relative | B. interactive | C. bound | D. contacted |
| 11. A. fluently | B. efficiently | C. exactly | D. actually |
| 12. A. transmitted | B. purchased | C. sold | D. stored |
| 13. A. about | B. bound | C. going | D. supposed |
| 14. A. fable | B. model | C. name | D. brand |
| 15. A. supported | B. resided | C. lived | D. launched |
| 16. A. connected | B. lodged | C. introduced | D. linked |
| 17. A. over | B. away | C. inside | D. beneath |
| 18. A. housed | B. caught | C. hosed | D. hidden |
| 19. A. average | B. normal | C. ordinary | D. equal |
| 20. A. attains | B. detains | C. maintains | D. contains |

四、口语

Describe a place



Lesson 4 Seeing hands

真题链接

一、词汇

考查词汇: **capability**

1. Radar is used to extend the _____ of man's sense of observing his environment, especially the sense of vision.

- A. validity B. liability C. capability D. intensity (六级真题)

考查词汇: **acute**

2. Although most birds have only a negligible sense of smell they have _____ vision.

- A. vigorous B. exact C. acute D. vivid (六级真题)

考查词汇: **vision**

3. I have had my eyes tested and the report says that my _____ is perfect.

- A. vision B. horizon C. outlook D. perspective (六级真题)

4. If the struggle for a sustainable society _____, we must have some vision of what we are aiming for.

- A. is to succeed B. has succeeded C. succeeds D. succeeded (考博真题)

考查词汇: **case**

5. He is the only person who can _____ in this case because the other witnesses were killed mysteriously.

- A. testify B. charge C. accuse D. rectify (六级真题)

考查词汇: **cease**

6. He is planning another tour abroad, yet his passport will _____ at the end of this month.

- A. expire B. exceed C. terminate D. cease (考研真题)

考查词汇: **perceive**

7. We rarely perceive more than a minute _____ of the sights and sounds that fall upon our sense organs; the great majority pass us by.

- A. fiction B. function C. fraction D. friction (六级真题)

二、阅读理解

Given the lack of fit between gifted students and their schools, it is not surprising that such students often have little good to say about their school experience. In one study of 400 adults who had achieved distinction in all areas of life, researchers found that three-fifths of these individuals either did badly in school or were unhappy in school. Few MacArthur Prize fellows, winners of the MacArthur Award for creative accomplishment, had good things to say about their precollegiate schooling if they had not been placed in advanced programs. *Anecdotal* (名人轶事) reports support this. Pablo Picasso, Charles Darwin, Mark Twain, Oliver Goldsmith, and William Butler Yeats all disliked school. So did Winston Churchill, who almost failed out of Harrow, an elite British school. About Oliver Goldsmith, one of his teachers remarked, "Never was so dull a boy." Often these children realize that they know more than their teachers, and their teachers often feel that these children are arrogant, inattentive, or unmotivated.