

# Unit One



## Pre-reading Activities

1. What subjects are you most interested in and eager to learn?
2. What courses do you take in this semester?
3. How do you decide on the courses you take? Write down the most important factors you take into consideration.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
  - d) \_\_\_\_\_
  - e) \_\_\_\_\_



## Text A

### Grades and Money

Steven Vogel

- 1 I'm a college professor, teaching philosophy at a small private liberal-arts college in the Midwest. What strikes me today is that my students talk about their grades *all the time*. They argue and gossip about them, complain to me and my colleagues about them, **orient** their whole college lives around them. I say this not to sound **self-righteous** or **holier** than they do but rather to explain the difficulty I feel in really understanding grades, in grasping what exactly they are and what they're for.
- 2 No, I don't understand grades that well. But when I read last winter that President Clinton was proposing to **grant** tax **deductions** for tuition to all college students who maintain B averages, something about it felt wrong to me, and I started to wonder why.
- 3 Everybody in the world of higher education, and most people outside, too, pays lip service to the idea that the point of education is, well, to get educated. It's the learning that's the goal, we say, not the grade; we want our students to learn about

history and philosophy and literature and science and art and mathematics because doing so will make them better people, better citizens of a **democracy**. The point is to develop talents, attitudes, habits of mind that are good in themselves, that will improve their lives (and the lives of their fellow citizens); we say that education itself is such a good. If this is true, then grades must play a **secondary** role; they can serve a motivating function, but ought never to be mistaken for the goal of the process as such.

4 This is what we say, but it is not the way we act, and it is certainly not the way most of our students see the situation. For them the goal of going to class, writing papers, taking exams, and so on, is simply the grade itself. When I ask a student why a higher grade in a course is so important, I'm often told it's because it will increase the grade point average (GPA); when I ask why the GPA is important, I'm told that it's necessary for getting into a good **postgraduate** school, which is in turn important for getting a good job, which is important for making lots of money. Everything is important for something else, in this **litany**; nothing is important for itself. Except, of course, money.

5 It's money that's the **crux** of it. In my college, like most others, grades are money. They're the **currency** around which everything **revolves**.

6 What grades ought to be is a report, nothing more; how did the students do, how much did he or she learn, how much were his or her skills and critical **self-consciousness** and knowledge of the world expanded? But we don't use grades as a report; we use them, in myriad ways, as money. We talk about "**docking**" students' grades for turning in papers late or missing classes, like finance companies assessing a late fee; we offer "contracts", whereby students are promised certain grades for doing a certain amount of work. My dean tells me that the **syllabus** I give to students at the beginning of the semester is, legally speaking, a contract, and has been interpreted by the courts as such — it must **specify** how I will calculate grades at the end of the term. Students expect that their grade will indicate the amount of time they have put into the course, as if they were hourly workers, and many faculty agree that it's important to consider "effort" when they "award" grades.

7 The relationship between me and the students is really an exchange relationship: they provide me with work of a certain quality and I reward it — pay for it — by giving them a certain grade. This all seems so obvious to everyone that it's never even remarked upon, even though it is entirely different from, and even **incompatible** with, what we normally say about the relationship in the classroom — which is that it's one where I'm a teacher helping my students learn. Their learning isn't something they

“give” me, not something I’m supposed to pay them for. Nothing real is exchanged in the classroom, and so the model of money is out of place there. But we’re all so used to it everywhere else that we don’t even notice. Yet applying it in the classroom produces **perverse** results.

8 If grades are money, and if the product for which they pay is learning, then it’s perfectly rational for students to try to **minimize** that learning while **maximizing** their “return,” and looking for **loopholes** or strategies that will produce the best possible grade for the least possible effort. And they do: I’m constantly amazed by the mathematically **sophisticated** understanding students instantly develop of whatever new grading **scheme** I announce, and by their ability to find **ambiguities** and possible **avenues** for creative interpretation in it. Their **incentive** is thus not to learn, or to learn as little as possible while maintaining a good GPA — while I am placed in the position of having to figure out new ways to trick them into learning by designing **ingenious** new ways to grade.

9 On the faculty side, the situation is more pleasant, if no less perverse. If grades are money, for us they are funny money, **Monopoly** money, because it costs us nothing to give them out — and no more, except in terms of our **self-image**, to give out an A than a C. Thus we get to play out our own **fantasies** about money — we can be **skinflints**, **stingily** giving out one or two A’s a year, or **spendthrifts**, spreading high grades everywhere, or, like that guy on the show about the millionaire, looking for needy cases (troubled students, applicants to tough graduate programs) upon whom to generously **bestow** our wealth. Since we all want to be loved, and since the students seem to care so much, the **misers** are few. The result, as any economist will tell you, is **inflation**; in many of the best colleges the average grade is about A-.

10 If grades are money, then learning is a cost — a painful effort one **undergoes** only for the reward it produces. That the learning or the effort might itself be the reward — which is what we say about education — makes no sense or is **sentimental** rubbish. The effect of turning grades into money is to **commodify** learning, making it appear as something that is painful in itself and useful only for what it can buy. This is exactly the opposite of what education ought to be about.

11 I point all this out to my students when I can, often giving a heartfelt speech on the first day of the course about what I think grades are and how they ought not to be taken so seriously. The students look at me as though I’m crazy.

12 In the last few years, my college has begun to offer merit scholarships, which is to

say financial aid to very good students without requiring them to prove financial need; this is one of the ways we have helped to build up an excellent honors program that has been a real **boon** to the institution. But one characteristic of these scholarships is that to keep them students must maintain a certain GPA — generally a B average and sometimes even higher. Here the **analogy** between money and grades is not merely an analogy: a B can now literally be worth thousands of dollars.

13 By tying grades to money, we give students incentives not to take risks. Very good and well-prepared first-year students often come to me to explain that they would rather take Calculus One than Calculus Two, even though they have already taken calculus in high school — or rather, because they have; that way they are **guaranteed** a good grade. These honors students are in some ways the worst in terms of their **fixation** on grades and their constant and creative search to find ways to **manipulate** the system; their skill at doing so, after all, has gotten them where they are today.

14 When I heard that President Clinton was offering tax deductions for B's, I imagined my own college's program turned into national policy, and I **blanched**. Did we really want to write the current grading system into tax law?

15 As it turned out, that aspect of the **proposal** disappeared in the final tax **bill**. Everybody seemed a little **dubious** about the idea of turning college professors into **agents** of national tax policy. But the deeper questions were never asked; about why we so easily accept the **equation** between grades and money that the proposal **implied**, about what grades really are for and why we take them for granted. What was wrong with Clinton's **well-meaning** proposal was that it sent the wrong message. Few noticed because we are all so in **thrall** to **instrumentalism** and **commodification** — and because we no longer feel sure what education is for or why we value it. We let grades count as money — we let education count as money — because money, nowadays, is the only value we know.



## Introduction to the Author

**Steven Vogel:** a professor of philosophy at Denison University in Columbus, Ohio. He is the author of *Against Nature: The Concept of Nature in Critical Theory* (1996), and co-director of International Association for Environmental Philosophy (IAEP).



## Language and Culture Notes

1. **liberal arts college:** a college with an emphasis on undergraduate study in the liberal arts

and sciences. A liberal arts college aims to impart a broad general knowledge and develop general intellectual capacities, in contrast to a professional, vocational, or technical curriculum. 文理学院

2. **Midwest**: also called Middle West, or North Central States, the northern central part of the United States, consisting of 12 states: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin 美国中西部
3. **President Clinton (1946- )**: Bill Clinton, an American politician who served as the 42nd President of the United States from 1993 to 2001. In 2000, Clinton proposed a landmark \$ 30-billion College Opportunity Tax Cut that would help to make college, graduate school, and job training more affordable for millions of families. Including expanding the tax cut up to \$ 10,000 in college tuition costs and making it available to more families, the proposal would provide up to \$ 2,800 annually in tax relief per family. 克林顿总统
4. **tax deduction**: a reduction of taxable income commonly as a result of expenses, particularly those incurred to produce additional income. A deduction is allowed, for example, on interest paid on student loans. 课税减免
5. **grade point average**: or GPA, an internationally recognised calculation used to measure a student's academic achievement at a college or university. It is a method of computing a numerical value for letter grades received in school by assigning each grade a numeric value and then averaging the numbers. 平均积点
6. **finance company**: a specialized financial institution that grants loans to both businesses and consumers and charges them interest while they pay them back. Unlike a bank, a finance company does not accept deposits from the public. 信贷公司
7. **Monopoly**: a real-estate board game for two to eight players. It originated in the United States in 1903 as a way to demonstrate that an economy which rewards wealth creation is better than one in which monopolists work under few constraints. Monopoly money is a type of play money used in the game. 大富翁游戏
8. **merit scholarship**: a type of financial aid that does not have to be paid back and helps individuals pay for the cost of their college education. They are awarded based on a high level of achievement in athletics, academics or the arts, as well as some special interests. 优等奖学金
9. **financial aid**: funding to specific individual students designed to help them pay for their education at a post-secondary educational institution. Financial aid is classified into two varieties: merit-based or need-based. Aid consists of grants and scholarships, low-interest government-subsidized loans, work-study, and education tax benefits. 助学金
10. **honors program**: also called honors course, a class designed for the most advanced students who are highly motivated and dedicated to their educational experience. It also covers advanced material, permits more in-depth study than a standard course of

study and may require independent research. 优等生课程

- 11. honors student:** a student recognized for achieving high grades or high marks in their course work. In the US, honors students may refer to students recognized for their academic achievement on honor rolls (优等生名单), or students enrolled in designated honors courses or honors program. 优等学生



## New Words

orient ['ɔ:riənt] vt.	(=orientate) ~ sb./sth. (towards sb./sth.) ① direct or aim sth. (at sb.); specially design sth. (for sb.) 使某物朝向或瞄准(某人); (为某人)专门设计某物 ② direct the interest of sb. (to sth.) 对某人的兴趣(朝向某事物)进行引导
self-righteous [ˌselfˈraɪtjəs] a.	( <i>derog.</i> ) showing in a smug way that one believes that what one does, thinks, etc. is right 自以为是的
holy ['həʊli] a.	① devoted to the service of God; morally and spiritually pure 献身于神或上帝的; 圣洁的; 心地纯洁的 ② associated with God or with religion; of God 与神或宗教有关的; 神的; 上帝的
grant [grɑ:nt; grænt] vt.	① ~ sth. (to sb.) give sth. formally or legally 正式或依法给予某物 ② agree to give or allow (what is asked for) 同意给予或允许(所求)
deduct [dɪˈdʌkt] vt. deduction [dɪˈdʌkʃən] n.	~ sth. (from sth.) take away (an amount or a part) 减去; 扣除 [U]扣除; 减除
democracy [dɪˈmɒkrəsi] n.	① [C] country having a system of government by the whole people of a country 民主国家 ② [U] a system of government by the whole people of a country, esp. through representatives whom they elect 民主; 民主政治; 民主政体; 民主制度
secondary ['sekəndəri] a.	~ (to sth.) coming after sth. that is first or primary; of less importance, value, etc. than what is primary 第二的; 次要的

(续表)

postgraduate <i>a.</i>	(of studies, etc.) done after taking a first degree (指学习或研究等)大学毕业后所进行的
litany [ <sup>1</sup> lɪtəni] <i>n.</i>	[C] ① ( <i>fig.</i> ) ~ (of sth.) long boring recital 枯燥冗长的述说 ② series of prayers to God for use in church services, spoken by a priest with set responses by the congregation 连祷; 启应式祈祷
crux [krʌks] <i>n.</i>	[sing.] most vital or difficult part of a matter, an issue, etc. 事情、问题等最重要或最棘手的部分
currency [ <sup>1</sup> kʌrənsɪ] <i>n.</i>	[C, U] money system in use in a country 通货; 货币
revolve [rɪˈvɒlv] <i>vi.</i>	① <b>revolve around sb./sth.</b> have sb./sth. as its chief concern; centre on sb./sth. 以某人/某物为中心 ② (of a planet, etc.) move in a circular orbit (指行星等) 在轨道上运行
self-consciousness <i>n.</i>	[U] (哲、心)自我意识, 自觉
dock [dɒk] <i>vt.</i>	① ~ sth. (from/off sth.) take away (part of sb's wages, rations, etc.) 扣除(某人的部分工资、配给品等) ② cut short (an animal's tail) 剪短(动物的尾巴)
syllabus [ <sup>1</sup> sɪləbəs] <i>n.</i>	[C] list of subjects, topics, texts, etc. included in a course of study 教学大纲
specify [ <sup>1</sup> spesɪfaɪ] <i>v.</i>	( <i>esp. fml.</i> ) state or name clearly and definitely (details, materials, etc.) 确切说明(细节、材料等); 明确规定; 详述
incompatible [ɪnkəmˈpætəbl] <i>a.</i>	① not consistent or in logical agreement with sth. (与某物) 不一致的, 不相符的, 不相配的 ② not able to live or work happily with sb. (与某人) 不能和谐相处的, 合不来的
perverse [pəˈvɜːs] <i>a.</i>	① stubbornly unreasonable (指行为) 任性的, 蛮不讲理的 ② deliberately continuing to behave in a way that is wrong, unreasonable or unacceptable (指人) 固执错误的, 悖理的, 不合常情的
minimize [ <sup>1</sup> mɪnɪmaɪz] <i>vt.</i>	reduce (sth.) to the smallest amount or degree 使(某事物) 减至最小量或最低程度
maximize [ <sup>1</sup> mæksɪmaɪz] <i>vt.</i>	increase (sth.) as much as possible 使(某事物) 增至最大限度

(续表)

loophole ['lu:phəʊl] <i>n.</i>	[C] sth. that has been left out of a law or legal document that people can use to avoid obeying it (法律或法律文件的) 漏洞, 空子
sophisticated [sə'fɪstɪkətɪd] <i>a.</i>	① complicated and refined; elaborate; subtle 复杂的; 精良的; 精细的; 尖端的 ② having or showing much worldly experience and knowledge of fashionable life (显得) 世故的, 老练的, 高雅时髦的
scheme [ski:m] <i>n.</i>	[C] ~ (for sth./to do sth.) a plan for doing or organizing sth. 计划; 方案
ambiguity [ˌæmbɪ'ɡju:ɪtɪ] <i>n.</i>	[U] presence of more than one meaning 不止一种意思; 歧义
avenue ['ævənju:] <i>n.</i>	[C] ① way of approaching or making progress towards sth. 途径; 手段 ② wide road or path, often lined with trees, esp. one that leads to a large house (常为两旁有树的) 大道, 林荫道 (尤指通往一宅门者)
incentive [ɪn'sentɪv] <i>n.</i>	[C, U] ~ (to do sth.) thing that encourages sb. to do sth.; stimulus 激励某人做某事的事物; 刺激; 奖励
ingenious [ɪn'dʒi:njəs] <i>a.</i>	① (of an idea) very clever and original (指主意) 别出心裁的, 奇妙的; ② ~ (at sth./doing sth.) (of a person) clever at finding new or simple solutions for complex problems (指人) 善于用新的或简单的方法解决复杂问题的; 心灵手巧的
monopoly [mə'nɒpəli] <i>n.</i>	[C] ① sole possession or control of sth. 独占; 控制 ② sole right to supply or trade in some commodity or service 专卖(权); 专利(权)
self-image [ˌself'ɪmɪdʒ] <i>n.</i>	[C] the idea one has of one's abilities, appearance, and personality 自我形象
fantasy ['fæntəsi] <i>n.</i>	① [C] product of the imagination; wild or unrealistic notion 幻想出来的东西; 荒诞的或不现实的念头 ② [U] imagination or fancy, esp. when completely unrelated to reality 想像, 幻想 (尤指完全脱离实际的)
skinflint ['skɪnflɪnt] <i>n.</i>	[C] (informal) a person who spends as little money as possible 吝啬鬼; 小气的人



(续表)

stingy [ˈstɪndʒɪ] <i>a.</i>	( <i>informal</i> .) spending, using or giving unwillingly; mean 吝啬的; 吝惜的; 小气的
spendthrift [ˈspendθrɪft] <i>n.</i>	[C] a person who spends money in an extravagant irresponsible way 挥霍者, 浪费者
bestow [bɪˈstəʊ] <i>vt.</i>	( <i>formal</i> .) present sth. as a gift (to sb.); confer (将某事物作为礼物)赠(予某人); 赠予; 授予
miser [ˈmaɪzə(r)] <i>n.</i>	[C] a person who loves wealth for its own sake and spends as little as possible 守财奴; 吝啬鬼
inflation [ɪnˈfleɪʃən] <i>n.</i>	[U] ① rise in prices resulting from an increase in the supply of money, credit, etc. 通货膨胀; 物价上涨 ② process of filling (a tyre, balloon, etc.) with air or gas 充气、膨胀
undergo [ˌʌndəˈɡəʊ] <i>vt.</i>	experience or endure (sth. unpleasant or painful) 经历, 经受(不愉快的或痛苦的某事物)
sentimental [ˌsentɪˈmentl] <i>a.</i>	① ( <i>usu. derog.</i> ) (of things) expressing or arousing tender emotions, such as pity, romantic love or nostalgia, which may be exaggerated or wrongly directed (指事物)表达或引起柔弱情感的(可为夸张的或滥施的) ② of or concerning the emotions, rather than the reason 情感的, 情绪的(非理智的)
commodity [kəˈmɒdɪtɪ] <i>n.</i> commodify <i>vt.</i>	[C] thing bought in a shop and put to use, esp. in the home 商品; (尤指)日用品 turn into or treat as a mere commodity 把...变成商品, 使商品化
boon [buːn] <i>n.</i>	[C <i>usu. sing.</i> ] thing that one is thankful for; benefit; advantage 所感激的事; 好处; 利益
analogy [əˈnælədʒɪ] <i>n.</i>	[C] partial similarity between two things that are compared 类似; 相似
guarantee [ˌɡærənˈtiː] <i>vt.</i>	① ~ sth. (to sb.) promise sth. with certainty (to sb.) (向某人)担保某事物; 保证 ② make (an event) likely to happen 使(事情)很可能发生
fixation [fɪkˈseɪʃən] <i>n.</i>	[C] unhealthy emotional attachment (to sb./sth.); obsession (对某人/某事)情感上不健康的依恋, 固恋

(续表)

manipulate [mə'nɪpjʊleɪt] vt.	<p>① control or influence (sb.) cleverly or by unfair means (巧妙地或不正当地)控制, 操纵, 影响(某人)</p> <p>② control or handle (sth.) with skill 熟练控制或操纵(某事物)</p>
blanch [blɑːntʃ] vi.	<p>① ~ (with sth.) (at sth.) become pale (with fear, cold, etc.) (因害怕、寒冷等而)脸色苍白</p> <p>② make white or pale by extracting color; bleach 使变白</p>
proposal [prə'pəʊzəl] n.	<p>① [C] ~ (for sth./doing sth.); ~ (to do sth.) thing that is suggested; plan or scheme 提案; 建议; 计划; 方案</p> <p>② [U] action of suggesting or putting forward 提议; 建议</p>
bill [bɪl] n.	<p>[C] ① draft of a proposed law, to be discussed by a parliament (提交议会讨论的)法案</p> <p>② written statement of money owed for goods or services supplied 账单</p>
dubious ['djuːbjəs] a.	~ (about sth./doing sth.) not certain and slightly suspicious about sth.; doubtful 半信半疑; 可疑
agent ['eɪdʒənt] n.	<p>[C] ① a person who acts for, or manages the affairs of, other people in business, politics, etc. (商业、政治等方面的)代理人, 经纪人</p> <p>② force or substance that produces an effect or change 产生某种效果或变化的力量或物质; 动因; 作用物; 剂</p>
equation [ɪ'kweɪʃən] n.	<p>① [U] action of making equal or regarding as equal 等同; 相等</p> <p>② [C] (mathematics) statement that two expressions (connected by the sign =) are equal 等式</p>
imply [ɪm'plaɪ] vt.	<p>① suggest (sth.) as a logical consequence; entail 必然包含(某事物); 使(某事物)必然产生或有必要</p> <p>② suggest (sth.) indirectly rather than state it directly; hint 含有...的意思; 暗示; 暗指</p>
well-meaning [ɪwel'miːnɪŋ] a.	having or showing good intentions despite a lack of success or fortunate results 本意良好的, 好心好意的, 善意的
thrall [θrəl] n.	<p>① the state of being in sb.'s power, or of having great power over sb. 奴役, 束缚</p> <p>② a slave, servant or captive 受奴役的人, 奴隶, 奴仆</p>

(续表)

instrumentalism <i>n.</i>	[U] a pragmatic philosophical approach which regards an activity (eg. science, law or education) chiefly as a tool for some practical purpose, rather than in more absolute or ideal terms 工具主义
commodification <i>n.</i>	[U] 商品化



## Phrases and Expressions

pay lip service to	say that one approves of or supports sth. while not doing so in practice 口惠而实不至
be supposed to (do sth.)	be expected or required to do sth. (by rules, custom, etc.) 被期望或被要求(按规则、惯例等)做某事
out of place	① unsuitable; improper 不适合的; 不适当的 ② not in the usual or a correct or suitable place 不在平常的或应在的或适当的地方
figure out	come to understand sb./sth. by thinking 理解某人/某事物; 弄明白
trick sb. into (doing sth.)	cause sb. to do sth. by means of deceiving or outwitting sb. 用计诱使某人做某事
in some ways	to a certain extent but not entirely 在某种程度上
in terms of	as regards sth.; expressed as sth. 在某事物方面; 以某说法来表达
play sth. out	perform or enact sth., esp. in real life 演出或现出某事物(尤指在现实生活中)
make sense	have an understandable meaning 有意义; 有道理; 讲得通
take sth. for granted	① assume sth. to be true 认为某事理所当然 ② be so familiar with sb./sth. that one no longer appreciates his/its full value 因熟悉某人/某事而觉察不出其真正价值
in thrall to sb./sth.	( <i>fml.</i> ) controlled or strongly influenced by sb. or sth. 在某人/某事的奴役[束缚、控制]之下



## Proper Names

Midwest	美国中西部
Clinton	克林顿(Bill Clinton, 美国第 42 届总统)
grade point average	(学生各科成绩的)平均积点
Monopoly	大富翁游戏(一种棋盘游戏,由 2-6 人参加,按骰子所掷点数走棋,以筹码币进行房地产交易,以赢得多数房地产为胜,源出商标名)



## Exercises

### I. Reading comprehension

Answer the following questions based on the text.

1. What does the author find difficult to understand as a college teacher?
2. What caused the author to think deeply about the issue of grades?
3. Ideally, what purpose should higher education serve? What role should grades play?  
But what is the reality?
4. In what ways are grades similar to money in college according to the author?
5. What effect will it have on students when colleges use grades as money?
6. What effect will it have on teachers when colleges use grades as money?
7. What effect will it have on learning when colleges use grades as money?
8. What is the effect of merit scholarships on students according to the author?
9. Why did the author blanch when hearing about President Clinton's proposal of offering tax deductions for B's?
10. What deeper social problem does the author point out at the end of the essay?

### II. Outline and summary of the text

1. Complete the following outline. Divide the text into introduction, body and conclusion, and mark out their paragraph number(s). For the body part, identify the major points and their supporting details. Label the major points with capital letters (A, B, C, etc.) and the major details with Arabic numerals (1, 2, 3, etc.). You may write in complete sentences or in key words.

Introduction: Para. \_\_\_\_ (to \_\_\_\_)

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**Body: Para. \_\_\_\_ to \_\_\_\_**

Major points and details:

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**Conclusion: Para. \_\_\_\_ (to \_\_\_\_)**

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**2. Write a summary of about 150 words for the text.**

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### III. Further discussion

**Discuss the following questions in small groups.**

1. What do you think of President Clinton's proposal to grant tax deductions for tuition to all college students who maintain B averages? Do you also feel it wrong? Why or why not?
2. In your opinion, what should be the purpose of higher education?
3. Do you agree with the analogy that the author draws between grades and money? How are they similar to and different from each other in your opinion?
4. Does China have the same problem of tying grades to money in college? Use specific examples to support your point of view.
5. How can the problem of using grades as money be solved? What can students, teachers, college administrators and government do respectively?

#### IV. Words and phrases in use

1. Fill in the blanks with the words given in each group. Change the form where necessary.  
Each word can be used only once.

##### Group 1

ambiguity	dubious	holy	incompatible	incentive
inflation	ingenious	miser	maximize	undergo

- 1) Personally, the biologist is \_\_\_\_\_ about trapping troublesome leopards (豹) and releasing them to different sites. In many cases, it would make more sense to kill them, he observes.
- 2) It's an advertiser's and marketer's dream to know their targets as intimately as possible, which, unfortunately, is totally \_\_\_\_\_ with respecting privacy.
- 3) When they asked him to turn on the lights in his new stadium for a photograph, he joked about the extra electricity cost. But he pressed the switch anyway and said "It's not being a \_\_\_\_\_; it's learning the value of money."
- 4) In Christianity, as in most religions, \_\_\_\_\_ words are assumed to have mystical power well beyond human comprehension.
- 5) A society's wisdom lies not in its \_\_\_\_\_ ways of creating wealth but in its attitudes toward poverty and wealth and its actions regarding both.
- 6) Over the last years, the transportation department has been trying to \_\_\_\_\_ the efficiency of its bus routes.
- 7) Some exterior materials have been used on interior walls, creating a pleasing \_\_\_\_\_ between indoor and outdoor space.
- 8) Once manufacturers have to pay for their waste, they have a(n) \_\_\_\_\_ to cut back on it through reduced packaging, less toxic materials and recycled content.
- 9) The main domestic concern in the US at that moment was rapid \_\_\_\_\_, as people saw food prices doubled in two years and they felt that the dollars in their pocket were worth less than they used to be.
- 10) Though this severe foot injury could end careers of professional athletes, most athletes who \_\_\_\_\_ surgery successfully returned to their pre-injury status.

##### Group 2

bestow	deduction	fantasy	fixation	minimize
perverse	manipulate	revolve	sophisticated	stingy

- 1) Instead, researchers rely on \_\_\_\_\_ software to perform the tedious task of deciding whether these signals are likely to be alien intelligence or just more human-caused radio noise.
- 2) A single parent supporting a child under 18, a parent, or mentally or physically disabled relative, is eligible (有资格的) to claim a tax \_\_\_\_\_ of up to \$ 5,718.
- 3) He played basketball whenever he could, but he also began to understand that life didn't necessarily \_\_\_\_\_ around the game.
- 4) The professor proposed that the traffic light system be redesigned to \_\_\_\_\_ the need for vehicles to repeatedly brake, stop, and accelerate.
- 5) The available evidence suggests that women bring more \_\_\_\_\_ into a relationship (浪漫关系) than men. Becoming more easily disillusioned than men, women generally initiate more breakups and divorces.
- 6) Children who receive harshly \_\_\_\_\_ allowances have no reason to think long term. They see no point in saving because they know that their incomes are too small ever to accumulate into anything significant.
- 7) The best gift we can \_\_\_\_\_ is our attention, which makes people around us feel themselves valuable.
- 8) Given the immensity of the empire he built and the sheer number of battles he won, it may seem \_\_\_\_\_ to argue that Alexander was not the military genius that history has made him out to be.
- 9) Many people overeat when they quit smoking because they simply substitute one oral \_\_\_\_\_ with another.
- 10) Those who run companies would constantly \_\_\_\_\_ the release of information to create market trends they could manage for their own benefit.

**2. Fill in the blanks with the phrases given in the box. Change the form where necessary. Each phrase can be used only once.**

be supposed to	in some ways	make sense	figure out
take for granted	pay lip service to	play out	out of place
in terms of	trick sb. into (doing sth.)		

- 1) Since then, astronomers have found more than 700 planets outside our solar system. Yet few of these objects closely resemble earth \_\_\_\_\_ size, environmental conditions.
- 2) Responsible companies don't \_\_\_\_\_ environmental issues a week before Earth Day and then go about "business as usual".
- 3) Government \_\_\_\_\_ regulate the financial institutions so that they do not take dangerous risks, but it seems that it has again and again failed to deliver the results

- that people expect.
- 4) Suits can have a very aging look. Whenever young girls come to interview at my office wearing a suit, it looks funny and \_\_\_\_\_.
  - 5) Although dreams \_\_\_\_\_ in wild scenarios (场景), on an emotional level, they tend to be consistent with the waking world.
  - 6) Each family can make the choices that \_\_\_\_\_ for them, because there is no one-size-fits-all solution. No single family is alike; no single individual is alike.
  - 7) It's a tragic fact that thousands of parents and their kids have nowhere to live — and often no access to simple necessities that most people \_\_\_\_\_.
  - 8) Her neat and tight writing, \_\_\_\_\_, signals that she's reliable and very conscientious.
  - 9) So far science has not \_\_\_\_\_ how to tell what a woman is thinking by simply listening to what she is saying.
  - 10) He was \_\_\_\_\_ selling a famous painting that is estimated to be worth hundreds of thousands of dollars.

#### V. Translation

Translate the following paragraphs from Chinese into English.

现今,能够成功解决单个问题的能力倍受推崇。今天的大学最擅长培养学生的能力——按时上课、收集信息、应付考试、掌握专门领域中具体知识的能力。当被问及所受教育时,学生几乎无一例外地提及所获得的学分或仍需完成的课程。

但是任何种类的专门技能都不能回答两个基本问题:教育的目的是什么?能力是用来做什么的?在形成价值观的人生阶段,如果把生活中最重要的问题——社会的本质、社会不公正的根源、人类生存的前景——挤到了我们学习生活的最边缘,这是何等可悲!



## Writing Skills

### Writing an Argumentative Essay

In an argumentative or persuasive essay, the writer takes a position on a controversial topic and defends his or her position with sound reasoning and solid evidence. Argumentation is different from exposition in that the purpose of exposition is to inform, whereas the purpose of argumentation is to convince. In other words, an expository essay explains something to make the reader understand, while an argumentative essay tries to make the reader agree with and support its point of view, to persuade him to change his mind or behavior, and to approve of a policy or a course of action that it proposes. Editorials of newspapers, articles on political or theoretical questions, and various proposals are often argumentative.



Argumentative essays can be divided into position essays and proposal essays. Position essays take a stand on a controversial issue, and provide sound reasoning and solid evidence to support that point of view. Proposal essays suggest actions that could be taken to remedy a problem and argue that this solution is the best way of solving the problem. As a special form of argument, proposal essays have much in common with position essays (see Table 1).

### **Basic features of argumentative essays**

Argumentative essays have certain basic features in common.

#### **(1) A debatable point**

An argumentative piece of writing must have a thesis that is open to dispute, or in other words, that people could reasonably have differing opinions on. If the thesis is something that is generally agreed upon or accepted as fact, then there is no reason to try to convince people of it. Therefore, theses should be avoided such as mere statements of facts, statements of personal preference and viewpoints that are generally accepted or can be easily verified.

Examples of a non-debatable thesis statement:

- a) *Pollution is bad for the environment.*
- b) *Ernest Hemingway is my favorite author.*

Examples of a debatable thesis statement:

- a) *America's anti-pollution efforts should focus on privately owned cars.*
- b) *Ernest Hemingway is the greatest American writer of the 20th century.*

#### **(2) A clear position**

An argumentative essay should clearly indicate the writer's position. Writers may qualify their claims ("typically," "generally," "usually," or "on average") to accommodate strong objections, but they should avoid vagueness and indecision. The writer often declares his or her position in a thesis statement early in the essay so that the readers know right away where the writer stands. However, the writer can also postpone the thesis later in the essay, so that he or she can weigh the pros and cons before announcing his or her position.

#### **(3) Sufficient evidence**

Writers need to provide sufficient evidence to convince the reader of the argument. A combination of different kinds of evidence can be used, including common knowledge, facts, descriptive details, anecdotes, reasons, specific examples, expert testimony, statistics, and quotations from authorities. An argumentative essay requires good use of the other three types of writing — description, narration, and especially the various methods of

exposition. However, evidence is valid only when it clearly and directly supports the point to be proved.

#### (4) Good logic

It is obvious that good logic is more important to argumentation than to any other types of writing. All the facts and reasons that are given as evidence should be logically connected with the conclusion and with each other. Any fallacy in logic or wrong step in reasoning would leave the reader in doubt about the whole argument. There are generally two ways of reasoning: inductive reasoning, which draws a general conclusion from specific representative facts, and deductive reasoning, which applies a general statement to a specific case.

#### (5) An honest and friendly tone

The tone is the writer's attitude toward the subject and the readers, which is determined, in part, by word choices. The force of an argument does not come from abuse, sarcasm, exaggeration, or fierce attacks, but from solid evidence, logical reasoning, and careful analysis. A domineering or hostile tone could only raise doubts about the writer's good faith and impair the credibility of the argument, whereas an honest and friendly attitude will help gain readers' confidence and respect. Besides, writers should neither overstate nor understate, and avoid overuse of such words and phrases as "perhaps", "maybe", "sometimes", "most often", "nearly always," "I think", or "in my opinion", which invariably weaken the force of the argument.

### Structure of an argumentative essay

A typical argumentative essay consists of three parts: an introduction which identifies the issue to be discussed, a body which presents the evidence, and a conclusion in which the proposition, if it is stated at the beginning, is reaffirmed.

The introduction is made up of a hook, background information, and a thesis statement. The first sentences are a hook that grabs readers' attention. The next part of the introduction is dedicated to offering some detailed background information on the topic. The author sets the context by reviewing the topic in a general way and explains why the topic is important or why readers should care about the issue. Lastly and most importantly, the author should present the thesis statement which states in a single concise and clearly stated sentence, or if necessary, two sentences, his position on the issue and the organizational pattern with which he/she will present and support his/her argument.

The body of the essay supports the thesis with logical arguments based on sound

evidence. Each paragraph should be limited to the discussion of one general idea (argument/reason) in logical connection to the thesis statement. A topic sentence should be provided in the first sentence of each paragraph. While supporting the thesis statement with evidence, it is important to explain how and why the evidence supports the thesis. As to the overall organization of body paragraphs, oftentimes they should be arranged from the least to the most important, from the most familiar to the least familiar, and from the easiest to accept or comprehend to the most difficult.

However, a successful and well-rounded argumentative essay should also discuss differing points of view regarding the topic. Depending on the length of the assignment, the writer should dedicate one or two body paragraphs to discussing conflicting opinions on the topic. Rather than explaining how these differing opinions are wrong outright, the writer should note how they might not be well informed or how they might be out of date. The writer can consider opposing views before amplifying his own views or vice versa. But it is usually the case that a timed argumentative paper like in an exam does not address opposing arguments.

In the conclusion of an argumentative essay, the author restates the thesis and the main points in the body of the essay and makes a final appeal to the reader. In addition, an effective conclusion may also give the reader reasons for bothering to read the essay by discussing the importance, real world applications, or implication of the essay's argument.

**Table 1 A comparison of position essays and proposal essays**

	Position Essay	Proposal Essay
Definition	take a stand on a controversial issue, and provide sound reasoning and solid evidence to support that point of view	suggest actions that could be taken to solve a problem, and provide sound reasoning and solid evidence to support that proposed solution
Purpose	convince a reader to accept its point of view	convince a reader to approve of a policy or a course of action that it proposes
Introduction	(1) Identify the issue to be discussed; establish that the issue exists; explain the importance of the issue. (2) Create a thesis statement (the author's position on the issue and the main reasons).	(1) Identify the problem to be solved; describe the problem; explain the adverse effects of the problem. (2) Create a thesis statement (the solution the author favors and the main reasons).

(续表)

	Position Essay	Proposal Essay
Body	(1) Present the arguments or reasons; use evidence and reasoning to support author's position. (2) Refute opposing arguments; introduce objections; show they are faulty or invalid.	(1) Present the solution; explain advantages and disadvantages of author's solution in its implementation process and consequence of its implementation; emphasize the advantages. (2) Refute current or other possible solutions; explain advantages and disadvantages of other alternatives; emphasize the disadvantages.
Conclusion	(1) Restate the importance of the issue. (2) Briefly summarize your argument.	(1) Restate the need to solve this problem (2) Briefly summarize strengths of your solution.

Reading A of this unit, “Grades and Money”, is an argumentative essay, a position essay in particular. The author argues that equating grades with money has many harmful effects and therefore is wrong. In the body of the essay, the author supports his argument in three steps. First, he points out that, today, the purpose of higher education is misinterpreted. Students go to college not for getting educated, but for getting a high grade, expecting to make lots of money in the future. Then he further contends that in colleges grades are used as money with students completing work and professors rewarding them with grades. Finally, he claims that equating grades with money has adverse effects on learning. Students try to minimize learning while looking for ways to maximize grades, seeing learning as a painful effort useful only for buying grades. Merit scholarships that tie grades to money do not motivate students to learn, but only to encourage them to take easy courses for the sake of a high GPA. So, to conclude, the equation between grades and money is wrong. At the same time, it reflects the deep-rooted problem of money worship in the American society — money is the only thing that people value.

## VI. Writing exercise

In Text A, the author argues that it is wrong to grant students money reward based on their grades because it will prevent them from learning to get educated. Do you agree with the author's opinion? Write an argumentative essay of no less than 250 words on the effect of scholarships on students according to what you have observed. Write the essay following the argumentative essay writing guidelines.



## Text B

## The Case against Grades

Michael Thomsen

- 1 There is always something or someone to blame in our struggle for education reform. Sometimes it's the "bad teachers" who get the blame. Other times it's **standardized** testing, insufficient funding, or slow-moving **bureaucracy**. I blame grades.
- 2 Grading students, from A to F, has become **synonymous** with education itself. Report-card day is an American **rite** of passage. Yet, there's reason to believe the structure of grading students is the biggest **culprit** in America's long, steady decline in education — SAT reading scores are at a 40-year low, and one recent study ranked the US 17th in education, worse than Poland, Canada, Ireland, South Korea, and Denmark. It's becoming increasingly clear that the **rigid** and judgmental foundation of modern education is the origin point for many of our worst qualities. This is making it harder for many to learn because of its negative **reinforcement**, encouraging those who do well to gradually favor the reward of an A over the discovery of new ways of thinking, and reinforcing harsh class **divides**.
- 3 A 2002 study at the University of Michigan found that 80 percent of students surveyed based their self-worth on academic performance. A 2006 study at King's College showed adolescents with low self-esteem were more likely to have poor health, be involved in criminal behavior, and earn less than their peers. Since it's overwhelmingly poor students who are prone to bad grades, a self-reinforcing **loop** is created. Poverty leads to bad grades and low self-esteem, which leads to more poverty and social **dysfunction**.
- 4 In its earliest forms, education was a Socratic practice of **self-knowledge**; an isolated act of **enshrining** religious traditions; or, most commonly, an informal transfer of skill on the **homestead**, with parents teaching children how to plant, harvest, raise **livestock**, or practice some craft passed through generations. That all began to change in 1792 when William Farish, a tutor and soon-to-be chemistry professor at Cambridge, became an early advocate of **evaluating** student performance through **quantifying** test results. A century later, the logic **transformed** into a letter-based scale first seen at Mount Holyoke College in 1897. By the 1930s, the ABC approach had been adopted by a wide group of schools and universities around the country.

- 5 These changes coincided with the rapid expansion of **compulsory** education in America, a legal standard that had been adopted by all 50 states by 1917. Grades were the foundation of this expansion, providing data points for a system in which one person would get a corner office and another would be lost to a life **flipping** burgers or changing motor oil. If you want to succeed in life, stay in school, get good grades.
- 6 The **catch** is that fear of negative outcomes has been repeatedly shown to be a major **impediment** to learning. A survey of students at the University of Cape Town found that stress and fear of failing tests led to “classic **symptoms** of **procrastination** and avoidance,” confusion and low self-esteem. “... It’s one of those things where if I have to fail a test, I’m Like, ‘Oh my goodness, I can’t fail a test.’ It’s like a really serious **strain**,” one subject reported. Another showed the classic habit of grade-**weighted** failure leading to disengagement: “But I just didn’t like the fact that I had failed, so I just moved on to something else.” These responses are **echoed** by a number of studies that show students’ willingness to take on challenging tasks **diminishes** when grades are involved, but without grades, students left on their own tend to seek out more challenging problems.
- 7 John Taylor Gatto, a one-time New York State Teacher of the Year turned fierce education critic, proposed an education system built around “independent study, community service, **adventures** in experience, large **doses** of **privacy** and **solitude**, (and) a thousand different **apprenticeships**.” Schools built on these values have **flourished** in the margins of state-funded, graded education throughout the 20th century. The most famous example is the Montessori schools, noted for their lack of grades, **multiage** classes, and extended periods where students can choose their own projects from a selected range of materials. The schools have educated many of today’s wealthiest **entrepreneurs**, including Google’s Larry Page and Sergei Brin, Amazon’s Jeff Bezos, and Wikipedia creator Jimmy Wales.
- 8 A 2006 comparison in Milwaukee found that Montessori students performed better than grade-based students at reading and math; they also “wrote more creative essays with more complex sentence structures, selected more positive responses to social **dilemmas**, and reported feeling more of a sense of community at their school.” Some contend that Montessori schools attract more **affluent** and successful parents, who give their children an **inherent** advantage, but the Milwaukee study was built around a random **lottery** for Montessori enrollment. All the children in the study came from families with similar economic backgrounds, with average incomes ranging between \$ 20,000 and \$ 50,000.

- 9 Free schools have taken the gradeless structure even further, treating the school as an open space where students are not only allowed to self-direct but are given equal responsibility in the organization and rule-making of the school itself. The Summerhill School in England is one of the most recognizable and longest-running, founded in 1921 by A.S. Neill. Summerhill is built around the idea of creating stable, happy, and **compassionate** humans capable of filling any role in society — a **janitor** being no less a success than a doctor. In place of dedicated courses, students are free to follow their own interests while teachers observe and **nudge** them toward new ways of thinking about what they're drawn to. Students with an interest in cooking, for instance, might learn the basics of chemistry by way of thickening a sauce. Those drawn to playing soccer might learn to improve their game with some fundamental principles of Newtonian physics.
- 10 Schools **inspired** by the Summerhill model have flourished in recent years, with free schools operating around the country. The Brooklyn Free School has earned attention for its open structure and regular democratic meetings, where students debate how to handle problems like boredom and whether playing video games on the school computers should be considered a learning activity.
- 11 It's a common **misnomer** to assume no student evaluation happens in environments like these, but in most cases free-school environments require more teacher attention than traditional classrooms. Instead of testing for comprehension of a select group of facts or ideas, teachers constantly **monitor** a child's behavior, support an **array** of student experimentation, and subtly encourage efforts that best match the student's abilities. In free schools failure is not a punishment for bad study habits but the sign of students testing their knowledge to see if it holds true in practice. In our soccer analogy, success wouldn't be evaluated by students scoring goals but in gradually learning how and why the ball curves in some cases and goes straight in others, a process that would surely produce many more misses than scores.
- 12 And free schools perform reasonably well. A survey of former students at Sudbury Valley School in Massachusetts found 80 percent of its students went on to college or professional school, and 20 percent enrolled in graduate programs. In 1998, 75 percent of Summerhill students who took Britain's **certificate**-qualification exams passed.
- 13 Abandoning grades would be a massive shock, but holding on to them has not **forestalled decay**, from waves of school **closures** for poor standardized test results to the trillion-dollar debt awaiting college students. Eliminating grades would not **singlehandedly** bring **salvation**. There is a whole new world of challenges and

**complications** in a classroom without pedagogy and rank. But it would be an ideal place to start anew, to stop motivating students, teachers, and **underperformers** with the fear of being **flunked**, fired, or shut down. Without that dysfunctional ranking we could instead form a child's education around his or her eagerness to discover, contribute, and share. An A-to-F grade scale is only a **distraction** from that process and in many cases an **outright deterrent**. It's time to admit that system has no place in our future.



## Introduction to the Author

**Michael Thomsen**: a writer in New York. His work has appeared in *The New Yorker*, *The Washington Post*, *The Atlantic*, *The Daily Beast*, *Los Angeles Review of Books*, etc.



## Language and Culture Notes

1. **standardized testing**: a test that is administered and scored in a consistent or “standard” manner which gives all test-takers the same test under the same (or reasonably equal) conditions. Standardized tests are perceived as being fairer because everyone gets the same test and the same grading system, which also makes it possible to compare the relative performance of individual students or groups of students. 标准化考试
2. **SAT**: a standardized test widely used for college admissions in the United States. It was first introduced in 1926, and its name and scoring have changed several times, being originally called the Scholastic Aptitude Test, then the Scholastic Assessment Test, then the SAT Reasoning Test, and now simply the SAT. 美国 SAT 考试
3. **Socratic (method)**: a form of inquiry and discussion between individuals, based on asking and answering questions to stimulate critical thinking and to illuminate ideas. Named after the classical Greek philosopher Socrates, it remains a commonly used tool in a wide range of discussions and is a type of pedagogy. 苏格拉底问答法
4. **the ABC approach**: the most popular and commonly used grading system in the United States which uses discrete evaluation in the form of letter grades. At most schools, colleges and universities in the United States, letter grades follow a five-point system, using the letters A, B, C, D and E/F, with A indicating excellent, C indicating average and F indicating failing. 字母等级评分系统
5. **compulsory education**: a period of education that is required of all people, imposed by law. In the US, an attempt was made in 1922 by the voters of Oregon (俄勒冈州) to enact the Oregon Compulsory Education Act, which would require all children between the ages of eight and sixteen to attend State School. 义务教育
6. **corner office**: an office that is located in the corner of a building. Corner offices are considered desirable because they have windows on two exterior walls, as opposed to a typical office with only one window or none at all. As corner offices are often given to



the most senior executives, the term primarily refers to top management positions. 转角办公室

7. **John Taylor Gatto**: an American author and former school teacher with nearly 30 years of experience in the classroom. He was named New York City Teacher of the Year in 1989, 1990, and 1991, and New York State Teacher of the Year in 1991. He promotes homeschooling, and specifically unschooling and open source learning. After retirement, he authored several books on modern education, criticizing its ideology, history, and consequences. 约翰·泰勒·盖托
8. **Montessori school**: a school in the educational system that adopts the educational approach developed by Italian physician and educator Maria Montessori (1870-1952). The Montessori system is based on belief in the creative potential of children, their drive to learn, and the right of each child to be treated as an individual. 蒙台梭利式教育学校
9. **free school**: a non-profit-making, independent, State-funded school which is free to attend but which is not controlled by a Local Authority. The idea is introduced to make it possible for parents, teachers, charities and businesses to set up their own schools. 自主学校
10. **Summerhill School**: an experimental primary and secondary coeducational boarding school in Leiston, Suffolk, England. It was founded in 1921 by Alexander Sutherland Neill with the belief that the school should be made to fit the child, rather than the other way around. The school is self-governing, and class attendance is optional; the teaching methods and curriculum are flexible; the children are free to do as they please except in concerns of safety, health, or interference with the rights of others. 夏山学校
11. **Brooklyn Free School**: a private, ungraded, democratic free school in Fort Greene, Brooklyn, New York. The school follows the noncoercive (非强制性的) philosophy of the 1960s/70s free school movement, which encourages self-directed learning and protects child freedom of activity. There are no grades and no tests; classes are non-compulsory. 布鲁克林自主学校
12. **Sudbury Valley School**: a private school attended by children from the ages of 4 to 19 in Framingham, Massachusetts, United States. It was founded in 1968 by Daniel Greenberg, a former physics professor at Columbia University. The Sudbury model has three basic tenets: educational freedom, democratic governance and personal responsibility. 萨德伯里谷学校



## New Words

case [keɪs] <i>n.</i>	[usu. sing.] set of facts or arguments supporting one side in a lawsuit, debate, etc. 诉讼、辩论等的一方的辩护事实、理由、论点或论据
standardize ['stændədaɪz] <i>v.</i>	make (sth.) conform to a fixed standard, shape, quality, type, etc. 使(某事物)标准化或合乎规格
bureaucracy [bjʊə'roʊkrəsi] <i>n.</i>	[U] ① excessive or complicated official routine, esp. because of too many departments and offices 官僚作风 ② system of government through departments managed by State officials, not by elected representatives 官僚制度; 官僚体制
synonym ['sɪnənɪm] <i>n.</i>	[C] word or phrase with the same meaning as another in the same language, though perhaps with a different style, grammar or technical use 同义词; 同义词组; 同义语
synonymous [sɪ'nɒnɪməs] <i>a.</i>	~ (with sth.) having the same meaning 同义的
rite [raɪt] <i>n.</i>	[C] religious or some other solemn ceremony (宗教等的)隆重的仪式或典礼
culprit ['kʌlprɪt] <i>n.</i>	[C] person who has done sth. wrong; offender 犯过者; 犯罪者
rigid ['rɪdʒɪd] <i>a.</i>	① strict; firm; unchanging 严格的; 坚强的; 不变的 ② stiff; not bending or yielding 坚硬的; 不弯曲的; 刚性的
reinforcement [ˌriːn'fɔːsmənt] <i>n.</i>	[U] reinforcing or being reinforced 加固; 加强; 增援
divide [dɪ'vaɪd] <i>n.</i>	[C] ① a difference or disagreement between two groups, typically producing tension 明显差异; 分歧 ② line of high land separating two river systems; watershed 分水岭; 分水线
loop [luːp] <i>n.</i>	[C] shape produced by a curve crossing itself (曲线自绕所成的)环形, 圈

(续表)

dysfunction [dis'fʌŋkʃən] n.	[C] ① disruption of normal social relations(正常社会关系的)失衡,破裂 ② abnormality or impairment in the operation of a specified bodily organ or system 机能障碍,机能不良
self-knowledge [ˌself'noʊlɪdʒ] n.	understanding of oneself or one's own motives or character 自知,自知之明
enshrine [ɪn'ʃraɪn] vt.	① preserve (a right, tradition or idea) in a form that ensures it will be protected and respected 祀奉,把...奉为神圣 ② ~ sth. (in sth.) place or keep sth. (in, or as if in, a shrine or holy place) 放置或保存某物(于神龛或圣地)
homestead [ˈhəʊmsted] n.	[C] a house, esp. a farmhouse, and outbuildings 家宅(包括附属的房屋及周围的土地);农庄
livestock ['laɪvstɒk] n.	[U] animals kept on a farm for use or profit, e.g. cattle or sheep 家畜,牲畜(如牛羊)
evaluate [ɪ'væljueɪt] vt.	find out or form an idea of the amount or value of (sb./sth.); assess 评价,估计,评估(某人/事)
quantify ['kwɒntɪfaɪ] vt.	express or measure the quantity of (sth.) 表示或测量(某事物)的数量
transform [træns'fɔ:m] vt.	~ sth./sb. (from sth.) (into sth.) completely change the appearance or character of sth./sb. 完全改变某事物/某人的外观或特性
compulsory [kəm'pʌlsəri] a.	that must be done; required by the rules, etc.; obligatory 必须做的;按规定要做的;有责任的;有义务的
flip [flɪp] vt. v.	~ sth. (over) turn sth. over quickly 快速地翻转某物 toss (sth.) with a sharp movement of the thumb and forefinger so that it turns over in the air (用拇指和食指)捻(某物)(使之在空中翻转)
catch [kætʃ] n.	[C] hidden difficulty or disadvantage 潜在的困难或不利因素
impediment [ɪm'pedɪmənt] n.	[C] ~ (to sb./sth.) person or thing that hinders or obstructs the progress or movement of sth. 妨碍、阻碍某事物进展或活动的人或物

(续表)

symptom ['sɪmptəm] n.	[C] ① sign of the existence of sth. bad (坏事的)征兆, 征候 ② change in the body that indicates an illness 症状
procrastinate [prə'kræstɪneɪt] vi. procrastination [prə'kræstɪ'neɪʃən] n.	( <i>fml. derog.</i> ) delay or postpone action 拖延; 耽搁 [U] 拖延; 耽搁
strain [streɪn] n.	① [C, U] severe demand on one's mental or physical strength, resources, abilities, etc. (对智力、体力、财力、能力等的)严格要求; 负担; 压力 ② [U] condition of being stretched or pulled tightly 拉紧; 张紧
weight [weɪt] vt.	attach a weight to (sth.) 在(某物)上加重量
echo ['ekəʊ] vt.	① ( <i>fig.</i> ) (of people, places, etc.) repeat (sth.); imitate; recall (指人、地方等)重复(某事物); 模仿; 回忆 ② ~ sth. ( <i>back</i> ) (of places) send back (an echo) (指地方)传回(回声)
diminish [dɪ'mɪnɪʃ] v.	(cause sth. to) become smaller or less; decrease 变小; 变少; 使(某事物)变小; 使(某事物)变少; 缩小; 减少; 降低
adventure [əd'ventʃə(r)] n.	[C] unusual, exciting or dangerous experience or undertaking 不寻常的, 有刺激性的或危险的经历或工作; 奇遇; 冒险
dose [dəʊs] n.	[C] ① an amount of sth. that you do or experience at one time, esp. sth. unpleasant 一次; 一番; 一回(尤指不愉快的经历) ② amount of medicine to be taken at one time 一次剂量; 一剂; 一服
privacy ['praɪvəsi] n.	[U] ① state of being alone or undisturbed 独处或不受干扰的状况 ② freedom from interference or public attention 不受干扰或不受公众注目的自由; 私人权利; 个人自由
solitude ['sɒlɪtju:d] n.	[U] (state or quality of) being alone without companions; solitary state 孤单; 独居

(续表)

apprentice [ə'prentɪs] <i>n.</i>	[C] person who has agreed to work for a skilled employer for a fixed period in return for being taught his trade or craft 学徒; 徒弟
apprenticeship [ə'prentɪsfɪp] <i>n.</i>	[C] being an apprentice 学徒身份(的期限)
flourish ['flaʊrɪʃ] <i>vi.</i>	be successful, very active, or widespread; prosper 昌盛; 旺盛; 兴旺; 繁荣
multiage <i>a.</i>	mixed-age 不同年龄混合的
entrepreneur [ˌɒntrəprə'nɜ:(r)] <i>n.</i>	[C] person who starts or organizes a commercial enterprise, esp. one involving financial risk 企业家(尤指涉及财务风险的)
dilemma [dɪ'lemə] <i>n.</i>	[C] situation in which one has to choose between two undesirable things or courses of action 进退两难的窘境; 进退维谷的困境
affluent ['æflʊənt] <i>a.</i>	rich; prosperous 富裕的; 丰富的; 繁荣的
inherent [ɪn'hɪərənt] <i>a.</i>	~ (in sb./sth.) existing as a natural or permanent feature or quality of sb./sth. 内在的; 固有的; 本来的
lottery ['lɒtəri] <i>n.</i>	[C] ① way of selecting numbers at random 抽签法 ② way of raising money by selling numbered tickets and giving prizes to the holders of numbers selected at random (发行彩票)抽彩给奖(筹款法)
compassion [kəm'pæʃən] <i>n.</i> compassionate [kəm'pæʃənət] <i>a.</i>	[U] ~ (for sb.) pity for the sufferings of others, making one want to help them 同情; 怜悯  表示怜悯的; 有同情心的
janitor ['dʒænitə(r)] <i>n.</i>	[C] person who is employed to look after a house, building, etc. 看门人(受雇看管房屋、建筑物等的人)
nudge [nʌdʒ] <i>vt.</i>	① push (sb./sth.) gently or gradually 轻推或渐渐触到(某人/物) ② touch or push (sb.) with one's elbow to draw his attention to sth. 以肘碰或推(某人)(使其注意某事物)

(续表)

inspire [ɪnˈspaɪə(r)] <i>vt.</i>	① ~ sb. (with sth.) / ~ sth. (in sb.) fill sb. with thoughts, feelings or aims 激励或鼓舞某人 ② ~ sb. (to sth.) fill sb. with the ability or urge to do, feel, etc. sth. beyond his usual ability, esp. to write, paint, compose, etc. 赋予某人灵感(尤指写作、绘画、作曲等); 启示; 启迪
misnomer [ˌmɪsˈnəʊmə(r)] <i>n.</i>	[C] wrong use of a name, word or description 错用名称; 用词错误; 描述失当
monitor [ˈmɒnɪtə(r)] <i>vt.</i>	make continuous observation of (sth.); record or test the operation of (sth.) 持续观察(某事物); 记录或测试(某物)的运作
array [əˈreɪ] <i>n.</i>	[C] impressive display or series 展示; 显示; 陈列; 一系列
certificate [səˈtɪfɪkət] <i>n.</i>	[C] official written or printed statement that may be used as proof or evidence of certain facts 证(明)书
forestall [fɔːˈstɔːl] <i>vt.</i>	act before (sb. else) so as to prevent him from doing sth. 抢在(别人)之前行动
decay [dɪˈkeɪ] <i>n.</i>  <i>vi.</i> <i>v.</i>	[U] (state reached by the process of) decaying 腐败、衰退的状态 lose power, vigour, influence, etc. 失去权力、活力、影响等 (cause sth. to) become bad; rot; decompose (使某物)变坏, 腐烂, 变质
closure [ˈkləʊʒə(r)] <i>n.</i>	[C, U] closing or being closed 关闭; 终止; 结束
singlehanded <i>a.</i>  singlehandedly <i>ad.</i>	done without help from anyone else 单独一人的, 一人完成的, 只用一人的 单独一人地, 一人完成地
salvation [sælˈveɪʃən] <i>n.</i>	[U] ① way of avoiding loss, disaster, etc. 避免损失、躲避灾难等的途径或方法 ② (religion) saving of a person's soul from sin and its consequences; state of being saved in this way (对人的灵魂的)拯救, 超度
complication [ˌkɒmplɪˈkeɪʃən] <i>n.</i>	① [C] thing that makes a situation more complex or difficult 使情况更加复杂或困难的事物 ② [U] state of being complex, intricate or difficult; involved condition 复杂、错综或困难的状态; 复杂的情况

(续表)

underperform <i>vi.</i> underperformer <i>n.</i>	perform less well than expected 表现不佳, 工作不如预期 表现不佳的人, 工作不如预期的人
flunk [flʌŋk] <i>vt.</i>	① ( <i>informal</i> ) give a failing mark to (sb.) 评定(某人)不及格 ② fail (an examination, academic course, etc.) 使(考试、某学科的成绩等)不及格
distraction [dɪs'trækʃən] <i>n.</i>	[C] noise, sight, etc. that distracts the attention and prevents concentration 使人分心的事物(如噪声、景象等)
outright ['aʊtraɪt] <i>a.</i>	① clear; unmistakable 清楚的; 无疑的 ② without any doubt or reservation 毫无疑义的; 毫无保留的
deter [dɪ'tɜ:(r)] <i>vt.</i> deterrent [dɪ'terənt] <i>n.</i>	~ sb. ( <b>from doing sth.</b> ) make sb. decide not to do sth. 使某人决定不做某事物 [C] thing that deters or is meant to deter 起制止作用的事物; 遏止的因素; 威慑的力量



## Phrases and Expressions

rite of passage	a ceremony or event marking an important state in sb.'s life, esp. birth, the transition from childhood to adulthood, marriage, and death 标志人生进入一个新阶段的重大事件
be prone to sth./to do sth.	liable to sth. or likely to do sth.; inclined to do sth. 易于某事物; 很可能做某事; 有做某事的倾向
take on sth.	decide to do sth.; undertake sth. 决定做某事; 承担某事
on one's own	without help or supervision; alone 独力地; 单独地
seek sth./sb. out	look for and find sb./sth. 找出或找到某人/事物
in place of sb./sth.	instead of sb./sth. 代替某人/事物
be drawn to sth.	be attracted by or interested in sth. 被吸引的; 感兴趣的
in practice	in reality (used to refer to what actually happens as opposed to what is meant or believed to happen) 在实践中, 实际上
hold on to sb./sth.	keep grasping or gripping sb./sth.; not let go of sb./sth. 抓住或握住某人/某物



## Proper Names

SAT	美国 SAT 考试 (Scholastic Assessment Test, 俗称“美国高考”)
Poland	波兰 (中欧国家)
Canada	加拿大 (北美洲最北的国家)
South Korea	韩国 (东亚国家)
Ireland	爱尔兰 (欧洲西部国家)
Denmark	丹麦 (欧洲北部国家)
University of Michigan	密歇根大学 (位于美国密歇根州安娜堡)
King's College	国王学院
Socratic	苏格拉底的
William Farish	威廉·法里希 (剑桥大学教师, 1792 年首次给学生评分)
Cambridge	University of Cambridge 剑桥大学 (位于英国剑桥市)
Mount Holyoke College	曼荷莲学院 (位于美国马萨诸塞州西部小镇南哈德利, 美国第一所女子学院)
University of Cape Town	开普敦大学 (位于南非开普敦市, 南非最古老的大学)
John Taylor Gatto	约翰·泰勒·盖托 (在曼哈顿从教三十年, 曾于 1991 年当选纽约州年度教师)
New York State	纽约州 (位于美国东北部)
Montessori school	蒙台梭利式教育学校 (该校采用意大利幼儿教育家玛利娅·蒙台梭利创立的教育方法)
Google	谷歌公司 (美国跨国科技企业, 致力于互联网搜索、云计算、广告技术等领域, 位于加利福尼亚州圣克拉拉县)
Larry Page	拉里·佩奇 (谷歌公司的创始人之一)
Sergei Brin	谢尔盖·布林 (谷歌公司的创始人之一, 美国籍俄罗斯裔企业家)
Amazon	亚马逊公司 (美国最大的网络电子商务公司, 位于华盛顿州西雅图)
Jeff Bezos	杰夫·贝佐斯 (亚马逊公司的创始人)
Wikipedia	维基百科 (一部基于维基技术的用多种语言编写的网络百科全书)



(续表)

Jimmy Wales	吉米·威尔士(维基百科创始人之一)
Milwaukee	密尔沃基(美国威斯康星州最大城市和湖港)
free school	自主学校(由政府出资、民间非营利团体经营的学校,不受当地地方政府的控制)
Brooklyn	布鲁克林区(美国纽约市五大区中人口最多的一个区)
Brooklyn Free School	布鲁克林自主学校(美国纽约市第一所自主学校,不分年级,没有考试)
Summerhill School	夏山学校(位于英格兰东萨福克郡的里斯敦村,1921年由教育家尼尔创办,施行民主的或称自由的教育方式)
A.S. Neill	A·S·尼尔(1883-1973,英国教育家,夏山学校创始人)
Newtonian physics	牛顿物理学
Sudbury Valley School	萨德伯里谷学校(也称瑟谷学校,位于美国马萨诸塞州的弗雷明汉镇,美国第一所依据自主学习教育理念创立的学校)
Massachusetts	马萨诸塞州(位于美国东北部)



## Exercises

### I. Reading comprehension

Read the statements A-J. Each statement contains information given in one of the paragraphs of the text. Identify the paragraph from which the information is derived, and write the paragraph number in the brackets before the statement. You may choose a paragraph more than once.

- ( ) A. As was found in a survey, a majority of students derive self-respect from the grades they get in school.
- ( ) B. Free school graduates turned out to be high-performers on qualification tests and in college study.
- ( ) C. The way to evaluate students' school performance evolved to meet the needs of expanding compulsory education in the US.
- ( ) D. Neill believed that the purpose of education is to produce happy and empathetic people and the best way to learn is to follow one's interests.
- ( ) E. In free schools, teachers' major responsibility is to keep track of students' behavior and guide students' learning efforts.

- ( ) F. It's high time that schools switched from the system stimulating students to learn by grades to education built on students' interests and curiosity.
- ( ) G. One disadvantage of the grading system is that students tend to avoid difficult tasks for fear of failing tests or getting low grades.
- ( ) H. Many successful businessmen graduated from Montessori schools, which are known for not using grades.
- ( ) I. American education is lagging behind in the world, which is partly due to the current rigid grading system.
- ( ) J. A new educational philosophy that has been highly successful stresses the importance of self-study, risk-taking, skill training, and spending time alone.

## II. Summary of the text

Write a summary of about 150 words for the text.

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## III. Further discussion

Discuss the following questions in small groups.

1. The author argues in Para. 3 that grades might negatively affect students' self-esteem. From your personal experience, do you agree with this point?
2. The current grading approach came into wide use in the US in the 1930s with the expansion of compulsory education. Do you think it feasible to abolish this approach now?
3. It is found that grading students' performance might discourage them from taking challenging tasks. Are there ways to overcome this problem or is abolishing grading the only solution to the problem?
4. What do you think of John Taylor Gatto's educational philosophy that is quoted in Para. 7?
5. What do you think of Montessori schools and free schools such as Sudbury Valley School and Brooklyn Free School where there are no tests and grades? Will they work? Please state the reasons why you think so.

## IV. Unit project

Making our school a better place

Have you ever noticed any defective policies in our school? How to improve them to make our school a better learning and living place for every student? Are there any new measures that you think our school should adopt to give students a more rewarding and valuable college experience?

1. Form small groups of four. Have a group discussion to decide on the topic of the proposal you want to submit to school administrators. Remember your proposal should focus on ONE particular problem and its solution.
2. After class, write the proposal following the structure given in Writing Skills of this unit about proposal essays (one type of argumentative essays). Apply the techniques introduced to make your proposal as persuasive as possible. Choose one student to be the speaker who will rehearse the speech before presenting it in class.
3. In the next class, the speaker of your group will present the proposal to the class. At the same time, each group will represent one administrative office of the school. When a speaker's proposal is about a policy that your office is in charge of, your group should send a representative to give a response, either accepting or rejecting the proposal with reasons stated.