

Unit 1

Conducting Preschool Education

Passage A A Shout Out to Preschool Teachers Everywhere!

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Last week I gave a speech to beginning teachers and mentors in a large school district in my state. I always begin my presentations by trying to get to know my audience, much like the way I get to know the students in my classroom on the first day of school. So I begin by playing a little game I call “That’s Me!” I say a statement like “I am a high school teacher” and all the high school teachers jump up and shout, “That’s Me!” It’s just loads of fun. So on this day I named everything I could think of from beginning teachers to mentors to elementary, middle, and high school teachers to administrators.

When I finished I asked, “Did I forget anyone?” All of a sudden a gang of teachers jumped up and yelled, “Preschool teachers!” Preschool teachers...oh my gosh! How could I have forgotten about them? I acknowledged them and apologized for the oversight. I then took a minute to tell them about my experience with my granddaughter Taylor as she started preschool last August. It had been a defining moment.

So as I was driving home, I had a little time (three hours, to be exact) to think about the role of the preschool teacher. I was thinking about how cute those little kiddies are and how they never curse at the teacher or forget their homework. I had some nice little daydreams about becoming a preschool teacher, just another idea in a long list of potential opportunities that I’ve thought about recently. I must be having a career identity crisis.

Today I had the chance to test my skills. I had Taylor over so I thought we’d have some school time after nap. We started a little shaky, though. I first became aware that Taylor was awake when I heard her shrieking, “It’s a HEART ATTACK! It’s a HEART ATTACK!” from the bed. Apparently, the dog was excited to hear Taylor rustling in the covers and jumped on her as a friendly doggie greeting. Taylor was not quite as excited.

After a nice snack of cheese nips and apple juice, I gathered the materials and started “school.” First I wrote Taylor’s name in big letters with my marker and asked her to copy them with hers. She did really well with “T”. She did pretty well with “A”. Then she took the marker and wrote on my sleeve. Realizing that the first green mark was not nearly big enough, she made another one, this time longer and thicker, and running the length of my arm. Before I could reprimand her, she began writing on her own hand.

“Taylor,” I said. “What’s Mommy going to say when she sees marker on your hand?” She continued working on her body art creation. “She will say she LUB me.”

Hmmm. I then used my best refocus tools to get her back on track—Cookies.

She attempted the other letters but was obviously losing interest so I decided to try something I had heard preschool teachers talk about: a part of their curriculum called “dramatic play.” Taylor loves to play “pretend” so I thought this activity would be very educational.

We walked over to the toy box, and I grabbed some play cups, plates, and a little set of utensils—a spoon, a little strainer, and a measuring cup. Taylor immediately grabbed the strainer and came at me like a race horse out of a gate. Before I knew what was happening she announced, “Let’s flush out your nose” and jammed the cute little strainer halfway up my face. I was horrified, not to mention in pain, so I tried to find a diversion. I reached for a ball, but she was on me again, this time explaining, “We have to get all that gooky out!”

Finally I had the ball in my clutches.

“Here, Taylor. Catch.” Taylor obediently caught the ball...then she promptly beamed me in the just flushed nose.

“We’re playing football,” she squealed.

Then I got another idea. Preschool teachers surely take their students outside to learn about nature. Taylor and I filled her Disney Princess pitcher with water and braced ourselves against the winter elements to water some flowers. She did great for two seconds. Then she “watered” my car. It’s okay. The ice will melt in the spring.

It was about that time I realized that I may not ever be a good preschool teacher. So I decided to conduct a little research.

“Taylor,” I asked. “What do you learn at school?”

“My A’s and B’s,” she answered.

“What else?”

“I learn to be nice. No biting. No pushing.”

I’m thinking...*no nose flushing.*

But it’s okay, Taylor. We can play school like that anytime you want...because I LUB you. And thank you for helping me understand that there is no preschool classroom in my future. Not for all the cheese nips and apple juice in the world.

New Words

1. preschool	<i>a.</i>	学龄前的, 学前的
2. mentor	<i>n.</i>	导师, 有经验可信赖的顾问
3. gang	<i>n.</i>	一伙, 一群, 一帮
4. yell	<i>v.</i>	叫喊, 大声喊
5. gosh	<i>interj.</i>	(用以替代God的委婉说法) 啊呀
6. acknowledge	<i>v.</i>	表示感谢
7. oversight	<i>n.</i>	疏忽, 失察
8. define	<i>v.</i>	清楚地显示出
9. cute	<i>a.</i>	有吸引力的, 漂亮的, 逗人喜爱的
10. kiddy	<i>n.</i>	[俚] 小孩, 小家伙
11. curse	<i>v.</i>	诅咒
12. shaky	<i>a.</i>	不坚定的, 不可靠的
13. shriek	<i>v.</i>	尖叫
14. rustle	<i>v.</i>	发出沙沙声
15. snack	<i>n.</i>	小吃, 点心
16. nip	<i>n.</i>	一小块或部分
17. sleeve	<i>n.</i>	袖子
18. reprimand	<i>v.</i>	训斥
19. refocus	<i>v.</i>	重调焦距
20. track	<i>n.</i>	轨迹
21. curriculum	<i>n.</i>	课程
22. grab	<i>v.</i>	夺取, 抢夺
23. utensil	<i>n.</i>	器具
24. strainer	<i>n.</i>	过滤器, 滤网
25. flush	<i>v.</i>	冲洗
26. jam	<i>v.</i>	压紧, 堵塞
27. diversion	<i>n.</i>	转移
28. gooky	<i>a.</i>	粘的, 滑腻的, 肮脏的
29. clutch	<i>n.</i>	紧抓
30. obediently	<i>ad.</i>	顺从地
31. promptly	<i>ad.</i>	迅速地, 敏捷地
32. bean	<i>v.</i>	击头部

33. squeal	v.	尖叫
34. pitcher	n.	大水罐
35. melt	v.	融化

Notes

1. I always begin my presentations by trying to get to know my audience, much like the way I get to know the students in my classroom on the first day of school.

在演讲开始的时候我总是要设法认识我的听众们，就跟我在教室里上第一节课时认识我的学生们一样。

presentation: 讲座或者演讲等

2. All of a sudden a gang of teachers jumped up and yelled, “Preschool teachers!”

突然，一群老师站起来，大声叫道：“幼儿园老师！”

all of a sudden: 突然

a gang of: 一伙，一群

3. I must be having a career identity crisis.

我一定是正在经历职业身份危机。

4. I had Taylor over so I thought we’d have some school time after nap.

我请泰勒到我家来做客，我想午睡过后我可以给她上点课。

have sb. over: 请某人来家做客

5. Apparently, the dog was excited to hear Taylor rustling in the covers and jumped on her as a friendly doggie greeting.

显然，小狗听到泰勒在被子里发出抖抖索索的响声，非常兴奋，立即跳到她身上，向她表达小狗友好的问候。

doggie: (儿语) 小狗，狗

6. ...she made another one, this time longer and thicker, and running the length of my arm.

……她又画了一条印子，这一次又长又黑，我的整条手臂都划满了。

7. She will say she LUB me.

她会说她爱我。

LUB: 在这里的意思是指 love，这是因为 Taylor 发音不清楚而把 love 说成了 LUB。

8. I then used my best refocus tools to get her back on track—Cookies.

然后，我动用我最有效的手段——饼干——使她的注意力重新回到正轨上来。

Exercises

1. Choose the best answer.

- 1) Whom did the author forget about when she played a little game to get to know the audience?
 - A. High school teachers.
 - B. Beginning teachers.
 - C. Administrators.
 - D. Preschool teachers.

- 2) Why did the author think of becoming a preschool teacher?
 - A. She was experiencing a career identity crisis.
 - B. She felt sorry to the preschool teachers.
 - C. She thought those little kids were very cute.
 - D. She was thinking about changing a job recently.

- 3) How did Taylor do when she wrote her own name?
 - A. She did quite well with first two letters.
 - B. She couldn't write even one letter.
 - C. She lost interest in the game from the very beginning.
 - D. She wrote her name on the author's arm.

- 4) How did Taylor behave when the author tried the curriculum called "dramatic play"?
 - A. Taylor wasn't interested in playing this game.
 - B. Taylor was horrified to play this game.
 - C. Taylor grabbed the strainer and jammed it up the author's face.
 - D. Taylor played the game very well to the satisfaction of the author.

- 5) What was Taylor's response when the author played the ball game with her?
 - A. Taylor played the game obediently all the time.
 - B. Taylor hit the ball on the author's nose.
 - C. Taylor threw the ball outside the room.
 - D. Taylor couldn't catch that gooky ball.

2. Complete the statements that follow the questions.

- 1) Why did the author play the game called "That's me!" to begin the presentation?
Because the author tried to _____.

- 2) Why did the author have Taylor over?
The author wanted to _____.

3) What did Taylor take as snack before starting school?

Taylor had a nice snack of _____.

4) Why did the author take Taylor outside to water flowers?

Because the author wanted Taylor to _____.

5) How did the author feel after the school time with Taylor?

The author understood that there was _____.

3. Match the following words with the definitions below and then fill in the blanks with their proper forms.

elementary gang apparently grab obedient
cute wander attempt dramatic prompt
define curse curriculum diversion melt

1) (*verb*) to utter impolite words to express violent anger

Every time he saw me, he _____ his bad luck.

2) (*verb*) to move around in an area or go from place to place without any special purpose

What's the matter with Jenny? She was _____ aimlessly up and down the road.

3) (*noun*) group of young people, usu. males in their teens and early twenties

After careful investigation, the police found that the phone box was damaged by a _____ of youths living in the neighborhood.

4) (*verb*) to grasp sth. suddenly or roughly

A man walking ahead of me suddenly turned round, _____ my bag from my hand and ran off.

5) (*adjective*) of play for the theater, radio or TV

The play is a _____ representation of a real event.

6) (*noun*) entertaining activity, esp. one that turns the attention from work, study, etc.

It's difficult to concentrate when there are many _____.

7) (*adjective*) easily to solve or answer

The questions were so _____ that he easily passed the test.

8) (*adjective*) sharp-witted; clever

It's my feeling that I have had enough of your _____ remarks.

9) (*verb*) to show clearly; outline

When boundaries between countries are not clearly _____, there is usually trouble.

10) (*adverb*) as it seems

He had _____ escaped by bribing a guard.

11) (*verb*) to make an effort to accomplish; try to do sth.

The prisoners _____ an escape, but failed.

12) (*noun*) subjects included in a course of study or taught at a particular school, college, etc.

Is German on your school's _____ for MBA?

13) (*adjective*) willing to obey; doing what one is told to do

The preschool teacher likes John most because he is the most _____ one among all the children.

14) (*adjective*) done without delay; punctual

_____ payment of the invoice would be highly appreciated.

15) (*verb*) to become liquid through heating

The ice _____ when the hot sun shone on it.

4. Complete the following sentences by translating the Chinese into English, using the phrases given below.

shout out all of a sudden have sb. over be/become aware of/that
come at flush out not to mention reach for

1) In the 21st century, everyone _____ (都意识到了信息的重要性).

2) I was recommended fruit juices _____ (从体内排除有害物质).

3) He has a big house and an expensive car, _____
(更不用说在法国还有一套别墅了).

4) When the dog is approaching him, he _____ (伸脚勾来一块石头).

- 5) I will be _____ (请几位朋友来家吃饭) tomorrow evening.
- 6) The cute girl _____ (向老师大声地说出自己的名字).
- 7) We were driving fast along the expressway, _____
(轮胎突然爆裂了).
- 8) His words added fuel to the fire. She _____ (用鞋子向他打去).

Reading Skills

Expansion of Topic Sentence

主题句拓展

在前两册中，我们学习了寻找主题句的阅读技巧，知道了在一个段落中主题句是反映中心思想的那句话，因而是一个段落中最重要的部分。那么，这个段落中的其他句子都有什么作用呢？这就是本单元所要讲述的内容，即关于主题句的扩展。在一篇文章中，必须有一个主题，此外还需有事实、细节、论述等内容对主题进行补充、衬托、完善和扩展。同样地，在一个段落里，除了主题句外，其他的句子都是围绕这个主题展开的，或作说明，或为补充，或解释，或叙述，我们统称之为主题句的扩展。它能使我们对其文章的内容有更深入、更细致的了解，帮助我们更准确地领会作者的写作意图和态度。为了达到有效的阅读理解，我们在速读的基础上，仍要把握有关的细节内容。没有扩展部分的细节句 (supporting details)，中心思想就无法得到体现。因此，只有将二者紧密、有机地联系在一起，它们才能构成一个表达思想的整体。在应试时，我们往往会遇到有关主题 (theme)、中心思想 (main idea) 和主题句 (topic sentence) 的问题，同时也要回答有关细节 (supporting details) 的问题。下面举例说明文章中主题句扩展的方式和应注意的问题。

Sample 1

Read the following paragraph and point out its topic sentence and the expansion of topic sentence.

① Body temperature can affect how happily, or unhappily, we awaken. ② During the course of a day, our body temperature rises and falls at regular times. ③ Although we don't notice the change, it does affect our sleeping patterns. ④ When body temperature is up, we are awakened. ⑤ As it falls, we grow tired and, eventually, we sleep. ⑥ As a result, anyone who has a fast-rising temperature cycle is a "morning person" and can bounce out of bed. ⑦ An "evening person" on the other hand, has a body temperature that rises slowly. ⑧ It doesn't hit its high point until mid-afternoon, when this person feels best.

本段文字的主题讲的是我们的体温与睡眠的关系，很显然，①是主题句，②～⑧句是扩展句，分别说明了体温是变化的，以及体温的变化影响我们睡眠习惯的具体表现。通过细节句的体现使主题得到了充实和验证。

Sample 2

Read the following paragraph and analyze the relations between the topic sentence and its expansion.

① I am always worried before a swim. ② I don't know until the day of the race what the water will be. ③ Will the wind be whipping up 15-foot waves? ④ Or will the surface of the water be like glass? ⑤ On the morning of a swim, our trainers wake us at around 3 a.m. for breakfast. ⑥ We see the press, we eat. ⑦ Nobody talks. ⑧ The tension in the room is amazing. ⑨ I never look at the swimmers. ⑩ I look out at the lake and wonder what it will do to me. ⑪ I wonder whether I'll be able to cross it. ⑫ The race is more than me against my competition. ⑬ There is always the risk that I may not conquer the water.

本段的话题是游泳，第一句点明题意：作者对游泳的担忧。②～④句讲述了担忧的具体内容。⑤～⑨句描写了游泳前的紧张气氛，⑩～⑬句又回到作者的忧虑。通过这些细节句的描写，使本段的主题更加充实、细致、具体。

Exercises

Read the following passage, and then fill in the table.

① In 1860, Fishport was a small rural settlement on the west of Newland with a population of 204 pioneers. ② The inhabitants were small farmers and fishermen. ③ They farmed the land during the summer months and survived the subzero temperatures from November to May by fishing and hunting. ④ The population of Fishport rose steadily. ⑤ The birth rate and longevity increased, and child mortality decreased due to improvements in medical care and greater attention to problems of nutrition. ⑥ By 1950, there were 2,000 people living the community.

⑦ In the 1940s and early 1950s, exploration companies discovered large deposits of iron ore and other minerals in a region some 500km inland. ⑧ There is now a 500km railroad which carries minerals from Iron City and Fairview to Fishport. ⑨ There, the minerals are loaded directly onto ships to be transported to the industrial centers in southern Newland or exported to foreign countries. ⑩ As a result of this development, Fishport's population rose dramatically until, by 1980, there were 110,000 residents. ⑪ Immigration from other countries was higher than that of other areas of Newland and, consequently, Fishport is now a multi-lingual urban community. ⑫ It has a small but busy airport and road, rail and sea links with most important towns in the rest of the country.

⑬ The Fishport town council is now seriously concerned about the size of the community and about its future. ⑭ If the town continues to grow at the same rate as for the last twenty-year

period, it will have nearly 200,000 inhabitants in the near future. ⑮ If this happens, hospitals, housing, schools and other important services will all be inadequate.

Information about the occupations of the early inhabitants of Fishport is found in sentences ① and ② in the passage. In which sentence(s) are the following ideas or information contained? Write the number(s) of the sentence(s) in the blanks on the right.

Ideas or Information	sentences
e.g. Information about the occupation of the early inhabitant of Fishport.	① ②
① The fact that January temperatures in Fishport are usually below freezing point.	
② Reasons why the population of Fishport increased from 1860 to 1950.	
③ The cause of the rapid increase in Fishport's population starting in the 1950s.	
④ Information suggesting that the occupation of the majority of Fishport's inhabitants is no longer farming and fishing.	
⑤ The fact that more than one language is spoke in Fishport.	
⑥ Information about Fishport's present public transportation services.	
⑦ Specific causes of concern for the town council about Fishport's future.	

Passage B How Do I Help My Preschooler Beat Separation Anxiety?

Read the passage and choose the best answer.

- 1) How did Julia behave on the first day of her preschool class?
 - A. She shed a few tears for her mommy.
 - B. She behaved perfectly well.
 - C. She wanted to rescue from the preschool.
 - D. She sat outside the door.

- 2) Why did the author sit outside the door overhearing her daughter's cry?
 - A. The author wanted her daughter to survive and beat her fear.
 - B. The author knew that Julia was just being naughty.
 - C. The author knew that Julia was not profoundly anxious.
 - D. The author recalled her own anxious feeling.

- 3) How did the author conquer her own anxiety and panic?
 - A. She lives anxiety and panic every day.
 - B. She has outgrown her own anxiety and panic.
 - C. The medication has cured her anxiety and panic.
 - D. The anxiety will not continue to torture her.

- 4) What were the classmates doing when Julia was crying for Mommy?
 - A. They were sitting outside the door.
 - B. They were overhearing Julia's cry.
 - C. They were learning and playing happily.
 - D. They were clinging to the teacher crying for Mommy.

- 5) Why could the author leave something of hers to Julia?
 - A. Julia can hold something valuable.
 - B. Julia's pocket is full of valuable things.
 - C. Julia can hold something in hand.
 - D. Julia can touch it when she misses her mother.

I'm sitting on the floor in the hallway outside my 3-year-old daughter Julia's preschool class listening to her cry for her Mommy.

The perfection of her first day was short-lived.

Day 2 brought a few tears. Day 3 was harder still. And Day 4 included a phone call home to request a rescue.

So now I am sitting outside the door on the cruelly cold and hard floor and overhear my daughter's fears.

I know her pain intimately. As a child I suffered extreme separation anxiety for years and years. I can remember the feeling exactly. I sincerely felt like I could not survive my mother leaving and I could not understand why she would continually torture me.

I know Julia is not just being naughty and trying to demand her way. She is truly and profoundly anxious. But I also know that she needs to persevere through it. If I give in and take her out of school, it will teach her that she cannot survive and beat her fears.

I am devastated for her.

I know how difficult a life with anxiety and panic can be. I live it every day. My anxieties may have changed its clothes through the years, but I still have this painful thorn digging into my ribs. Even with medication, my stomach is often sick and I am tortured with indescribable, irrational panic attacks.

I pray that Julia will grow out of this separation anxiety and that it will not continue to torture her.

It is so frustrating to watch twenty happy children learn and play, while my daughter clings to the teacher pleading for her Mommy. She will occasionally stop crying and join the class, but then remember her sadness and begin to cry again.

But wait...as I'm typing I realize that I haven't heard her wails for a while. I stand up and peer through the window. My precious little Julia's face is dry and she's smiling as she sits next to her best friend Madison in circle time.

Today it took 75 minutes of sadness and tears, maybe next week will be better.

But I wonder what I should do to help her. What should I say? I can't even conquer my own fears.

I recently looked up some suggestions. They seem to be helping: First, maybe you could get her something of yours for her to hold, some type of jewelry, watch or something that she could keep in her pocket. So she could touch it when she gets upset or misses you. Second, Separation Anxiety can be tough. The best thing you can do for your child is to give her a hug and kiss right before you leave and tell her that you will return and Mommy will not be gone for very long. If you do this on a regular basis eventually she will overcome this fear. Take a deep breath, relax and before too long this will all pass. Third, ALWAYS be on time and come back when you say you are...

Warm-hearted gentlemen and ladies, thank you all so much for your suggestions. I will try out these suggestions and I hope before long this will all pass.

Reading Comprehension from CET-4

Task 1

Directions: *In this part, you will have 15 minutes to go over the passage quickly and answer the questions.*

For questions 1-7, choose the best answer from the four choices marked A, B, C and D.

For questions 8-10, complete the sentences with the information given in the passage.

Helping Children from Other Cultures with Possible Learning Disabilities

As the parent of a child with a learning disability, you're likely "turned in" to potential learning difficulties in other children. Have you met a family, through school or after-school activities, where you suspect such a problem? But you can't be sure because English is not their first language or because cultural, educational, or socioeconomic differences between you and the family pose additional challenges.

You've gathered some insights along the way and you'd like to help, but you may not know how to do so. Here are some guidelines for sharing your knowledge in a sensitive way and for taking concrete steps to help.

Avoiding prejudices and suspending judgment

Before you can really help another family, you'll need to establish a friendship based on trust and mutual respect. Also, be careful not to jump to conclusions about learning disabilities (LD). This is important for a number of reasons. For one, the history of prejudice in the United States and discrimination against minorities in special education could understandably lead to doubt or mistrust about your concerns, especially if you are of European descent and the other family is not. And you should know that the term "learning disability" doesn't even exist in some languages, making a discussion about it more challenging.

Also, be aware that language and cultural differences between you and other parents can influence communication. Different cultures can have very different concepts about time (e.g. punctuality), tone of voice, authority, or competition. Likewise, nonverbal (非语言的) messages expressed through touch or gestures, facial expression, and personal space can have different meanings in different cultures. Cultural practices may also greatly influence how a child communicates in school. For example, in some cultures, children avoid eye contact with an authority figure as a way of showing respect. A person not of that culture might mistakenly view the child as lacking interest or respect for the teacher. Being aware of, and sensitive to, such differences will help you better relate to families from cultures other than your own.

Here is another potential difference. Your child's friend, Alejandro, always turns in homework late. A number of factors besides a learning disability could contribute to this problem. Is it because English is his second language and he doesn't understand the teacher's directions? Or is it because he lacks space or materials at home to do his homework? Or is it that he is expected to do housework or care of younger sisters and has no time for homework?

Starting the conversation

Helping a parent sort out a child's LD from language or cultural differences isn't easy. It requires a formal evaluation by an experienced professional. But you can help by raising awareness. Brian Leung points out that people from other cultures may believe in different reasons for a disability, such as heavenly punishment or bad luck. "Be sensitive to that," he says. "Your suggestion of a learning disability may not be immediately accepted as a reason for poor achievement."

As your relationship with the other parent develops, you may be able to approach the subject of a potential LD. One way to do this is by asking advice of the other parent, says Leung. You might ask a question like, "How do you keep your child focused on assignments?" On the other hand, you can use your own child as a reference point. You might say, "I've tried sitting down next to Mia while she's doing her math, and that's really helped."

Helping parents take concrete steps

You likely know the challenges of helping a child with a learning disability. Now imagine other challenges heaped on top of those. These might include English as a second language, lack of transportation, or working two jobs. In addition, parents still learning about U.S. culture and customs may not have felt welcomed in the classroom by the teacher, or, for various cultural or personal reasons, parents may not see a role for themselves at school.

You can help in a variety of ways. Here's how:

Gently encourage the parent to participate at school. You might begin by asking about the parent's own school experiences and sharing your own.

Model parent involvement and describe some of the benefits. Parent participation has a big effect on how children view their education, and it also alters how the teacher regards the student.

Offer to drive parent to parent-teacher conferences or other school meetings. Ask if the parent would like you to stay with her during the meeting to help explain what is said and provide support.

Observe and get to know the child. Have your child and hers do homework together.

Expanding the support system

Rather than focusing on a specific child, you might help by organizing a support group. You can set these up at the school, a community center, or someone's home. Post a notice or get teachers to help identify children who might benefit.

Short of a support group, a variety of other resources are available. Libraries and schools often provide reading or tutoring services. Community colleges, mental health agencies, or recreations centers may also provide resources. High school students sometimes need to earn community service credits and can do so by tutoring younger students.

Many culturally specific parent groups and community or religious organizations offer parent education opportunities. You might suggest learning disabilities as a topic. This could be done as a discussion with parents from a variety of cultures whose children have identified learning disabilities. A parent may be more receptive to this type of conversation within a comfortable cultural context.

Bridging cultural and language gaps

Finding common ground in the complex world of learning disabilities and cultural or language differences isn't easy. But by keeping an open mind, listening, offering your ideas in a matter-of-fact way, and providing concrete support, you can do a great deal to help other families. And, though the rewards for you may not always be tangible, gaining allies to help all children succeed will benefit everyone in the long run!

- 1) Apart from the language barrier, there are _____ that cause additional difficulties in determining potential learning problems in children from other families.
 - A. cultural, educational, or socioeconomic differences
 - B. few guidelines and insights in terms of concrete measures
 - C. too many school and after-school activities
 - D. little knowledge and literature about the causes of LD

- 2) It is important that you develop friendship with the family that needs help, because _____.
 - A. the term “learning disability” doesn’t even exist in some languages
 - B. the other family may not have immigrated from a European country
 - C. you are likely to jump at wrong conclusions as to the LD of the children in question
 - D. these minority immigrants had a sad history of being looked down upon and badly treated

- 3) The example of children in some cultures avoiding eye contact with a teacher as a way of showing respect indicates that _____.
 - A. people may falsely believe the child to be lacking interest or respect for the teacher
 - B. different cultures have different concepts about authority and social behaviors
 - C. language and cultural differences are mainly responsible for their learning disabilities
 - D. the lack of term LD in some cultures makes communication more challenging

- 4) When a young student fails to hand in his/her homework on time, _____.
 - A. it is a clear sign of learning disabilities on the part of this student
 - B. because he/she is fully occupied with housework when back at home
 - C. because he/she fails to understand the teacher’s requirement clearly
 - D. there might be many factors contributing to this problem besides a learning disability

- 5) Brian Leung points out that raising awareness is important, because parents from other cultures may regard their kids’ LD as _____.
 - A. heavenly punishment or bad luck
 - B. language or cultural differences
 - C. different purposes and achievements
 - D. poor performance of their kids at school

- 6) When can you get down to approach the very tricky subject of a potential learning disability?
 - A. When you have succeeded in solving the LD of your own child.
 - B. When you are clear why the child has difficulty focusing on his homework.
 - C. When you are on good terms with the parents of a child with LD.
 - D. After you have tried it out on your own child.

- 7) Besides such difficulties as English being a second language, lack of transportation, and working two jobs, parents unfamiliar with the American culture may fail to _____.
- A. make friends with the teachers of their kids
 - B. recognize their important role for themselves at school
 - C. know what challenges they are faced with
 - D. know what learning disabilities their kids are faced with
- 8) In expanding the support system, teachers are expected to _____.
- 9) High school students are a resource to provide help, because they need _____.
- 10) You can contribute greatly to helping families with LD children by _____.

Task 2

Directions: Read the following passage. It is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C and D. You should decide on the best choice and mark the corresponding letter with a single line through the centre. (2005. 01)

In a time of low academic achievement by children in the United States, many Americans are turning to Japan, a country of high academic achievement and economic success, for possible answers. However, the answers provided by Japanese preschools are not the ones Americans expected to find. In most Japanese preschools, surprisingly little emphasis is put on academic instruction. In some investigation, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about various aspects of early childhood education. Only 2 percents of the Japanese respondents (答问卷者) listed “to give children a good start academically” as one of their top three reasons for a society to have preschools. In contrast, over half the American respondents chose this as one of their top three choices. To prepare children for successful careers in first grade and beyond, Japanese schools do not teach reading, writing, and mathematics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. The vast majority of young Japanese children are taught to read at home by their parents.

In the recent comparison of Japanese and American preschool education, 91 percent of Japanese respondents chose providing children with a group experience as one of their top three reasons for a society to have preschools. Sixty-two percent of the more individually oriented (强调个性发展的) Americans listed group experience as one of their top three choices. An emphasis on the importance of the group seen in Japanese early childhood education continues into elementary school education.

Like in America, there is diversity in Japanese early childhood education. Some Japanese kindergartens have specific aims, such as early musical training or potential development. In large cities, some kindergartens are attached to universities that have elementary and secondary schools. Some Japanese parents believe that if their young children attend a university-based program, it will

increase the children's chances of eventually being admitted to top-rated schools and universities. Several more progressive programs have introduced free play as a way out for the heavy intellectualizing in some Japanese kindergartens.

- 1) We learn from the first paragraph that many Americans believe _____.
 - A. Japanese parents are more involved in preschool education than American parents
 - B. Japan's economic success is a result of its scientific achievements
 - C. Japanese preschool education emphasizes academic instruction
 - D. Japan's higher education is superior to theirs

- 2) Most Americans surveyed believe that preschools should also attach importance to _____.
 - A. problem solving
 - B. group experience
 - C. parental guidance
 - D. individually oriented development

- 3) In Japan's preschool education, the focus is on _____.
 - A. preparing children academically
 - B. developing children's artistic interests
 - C. tapping children's potential
 - D. shaping children's character

- 4) Free play has been introduced in some Japanese kindergartens in order to _____.
 - A. broaden children's horizon
 - B. cultivate children's creativity
 - C. lighten children's study load
 - D. enrich children's knowledge

- 5) Why do some Japanese parents send their children to university-based kindergartens?
 - A. They can do better in their future studies.
 - B. They can accumulate more group experience there.
 - C. They can be individually oriented when they grow up.
 - D. They can have better chances of getting a first-rate education.

Reading for Fun

Parents Pinch Pennies from Piggy Banks

One in four Australian parents regularly “borrow” money from their children’s piggy banks (小猪形状的储蓄罐) to pay for anything from bread to luxury holidays, a survey said. Mums are more than twice as likely to raid their children’s savings than dads, with 35 percent of mothers confessing to the crime compared with 16 percent of fathers. But almost 9 out of 10 still believed they were setting a good example of financial management for their tiny tycoons. Fund management firm Bankwest surveyed almost 400 parents or guardians of children aged 17 or under. “I’m guilty of the crime myself,” said Paul Vivian, Bankwest’s head of retail deposits. “If you can’t find any money, you know the one place you can always rely on is the kids’ piggy banks. But my wife always makes sure I put back—with interest.” Of those who admitted to raiding piggy banks, more than half said they used the money to buy essentials such as petrol, milk and bread. Another 20 percent said they needed the money to pay off water and electricity bills and other utilities. But 16 percent put their children’s savings toward such extravagances as holidays or new cars. The survey follows Reserve Bank of Australia findings that many Australians spent more than they earned in the past three years. On average, Australians saved only 2.9 percent of their annual income.