

Name:

Date:

Class:

## School Life

### Reading Comprehension

Read the following passages carefully and answer the questions.

#### Reading Passage 1

##### Traditional Education

Compared with **contemporary** education, the education of centuries ago put more emphasis on students' ethical development than on their academic performance.

One of the greatest educators, Confucius, had a special philosophy about teaching. He would set a particular **criterion** for each student, since he was **emphatic** that every student was **presumed** to be an individual with specific traits. Instead of teaching in an **imperative** manner, he would create **incentive** for learning through everyday experiences. Confucius used what was happening around the students to overcome their **indifference** and to **stimulate** them to think independently. Different experiences would be used to foster their **faculty** for solving problems. His pupils could also **relish** learning by **pondering** the philosophy of life and **integrating** the knowledge they had gained. Students **generalized** their **learning** and built a correct **outlook** on life with the *stimuli* provided by their teachers. However, academic learning was not the only thing. Using what they had learned and being **orderly** were the first **priorities** of learning in the old days.



In addition, the pupils in the old days might not have been able to pay the **tuition** due to a **deficiency** of money. To repay their tutors' efforts, students **rendered** great respect to them and achieved their goals in life.



#### Vocabulary



<b>contemporary:</b> <i>adj</i> (kən'tempə,reri) 當代的	<b>orderly:</b> <i>adj</i> ('ɔ:dəli) 有條理的、有秩序的
<b>criterion:</b> <i>n</i> (kraɪ'tɪrɪən) 標準	<b>outlook:</b> <i>n</i> ('aʊt,lʊk) 看法
<b>deficiency:</b> <i>n</i> (dɪ'fɪʃənsɪ) 缺乏	<b>ponder:</b> <i>v</i> ('pʌndə) 考慮
<b>emphatic:</b> <i>adj</i> (ɪm'fætɪk) 強調的	<b>presume:</b> <i>v</i> ('pri:zʊm) 假設
<b>faculty:</b> <i>n</i> ('fækltɪ) 能力	<b>priority:</b> <i>n</i> ('praɪ'ɔ:rəti) 優先的事物
<b>generalize:</b> <i>v</i> ('dʒenərəl,aɪz) 歸納	<b>relish:</b> <i>v</i> ('relɪʃ) 享受、從……中獲得樂趣
<b>imperative:</b> <i>adj</i> (ɪm'perətɪv) 命令式的	<b>render:</b> <i>v</i> ('rendə) 回報
<b>incentive:</b> <i>n</i> (ɪn'sentɪv) 誘因	<b>stimulate:</b> <i>v</i> ('stɪmjə,let) 激勵
<b>indifference:</b> <i>n</i> (ɪn'dɪfrəns) 冷淡	<b>stimulus:</b> <i>n</i> ('stɪmjələs) 刺激
<b>integrate:</b> <i>v</i> ('ɪntə,gret) 融合	<b>tuition:</b> <i>n</i> ('tju:ʃən) 學費
<b>learning:</b> <i>n</i> ('lɜ:nɪŋ) 學識	

Name:

Date:

Class:

**Multiple Choice**

*Choose the best answer.*

1. The teacher was \_\_\_\_\_ that we have to hand in our homework by Friday.   
 (A) orderly (B) emphatic (C) imperative (D) contemporary
2. We should not \_\_\_\_\_ too much about people from different cultures.   
 (A) generalize (B) implement (C) relish (D) render
3. This unique hotel building is perfectly \_\_\_\_\_ with the mountains around it.   
 (A) relished (B) generalized (C) pondered (D) integrated
4. The teacher's philosophy of teaching \_\_\_\_\_ John to be a teacher after graduating.   
 (A) stimulated (B) generalized (C) presumed (D) implemented
5. You cannot \_\_\_\_\_ that he is telling the truth before you have any evidence.   
 (A) ponder (B) stimulate (C) presume (D) render

**Word Families**

*Fill in the blanks with the related words from the vocabulary box.*

1. view, thought, future . . . . . \_\_\_\_\_ (n)
2. standard, rule, principle . . . . . \_\_\_\_\_ (n)
3. importance, first, emergency . . . . . \_\_\_\_\_ (n)
4. power, ability . . . . . \_\_\_\_\_ (n)
5. motivation, stimulus . . . . . \_\_\_\_\_ (n)
6. order, must . . . . . \_\_\_\_\_ (adj)
7. not care, not interested . . . . . \_\_\_\_\_ (n)
8. enjoy, like, fancy . . . . . \_\_\_\_\_ (v)
9. present, modern . . . . . \_\_\_\_\_ (adj)
10. consider, think . . . . . \_\_\_\_\_ (v)
11. study, schooling . . . . . \_\_\_\_\_ (n)
12. return, exchange, give . . . . . \_\_\_\_\_ (v)
13. well arranged or organized . . . . . \_\_\_\_\_ (adj)
14. charge, money, school . . . . . \_\_\_\_\_ (n)
15. shortage . . . . . \_\_\_\_\_ (n)

Name:

Date:

Class:

## Reading Passage 2

### School

High school seniors around the world face a **universal** challenge. In elementary school, their biggest problem was probably the school **bully** hanging out in the **corridors**. In junior high, students had to deal with difficult subjects such as **algebra** and **geometry**. But getting into a good university is the toughest challenge these students have yet faced.



Most **institutions** are **selective** about whom they let in and some students **underestimate** the competition. Most schools have **instituted** a set of entrance requirements in addition to a student's **overall** academic performance in high school. The **hurdles** to overcome can be **minimized** with proper preparation. If you hope to attend a particular university, **notify** that school and provide your **transcripts**. **Compile** a list of the organizations you belong to; it may be a **bonus** for you when they consider your application. Universities prefer compassionate, **wholesome**, and hardworking applicants.

The process of getting into a university may make you **weary**, but when you are on the **verge** of getting in, it will all be worthwhile. A diploma is not just an **honorary** title. It is a step toward a successful future. After university, you will be part of the small **ratio** of the population with a university degree. It is something worth working hard for.

### Vocabulary



<b>algebra</b> : <i>n</i> ('ældʒəbrə) 代數學	<b>notify</b> : <i>v</i> ('notə,faɪ) 通知
<b>bonus</b> : <i>n</i> ('bɒnəs) 意外的好處或利益	<b>overall</b> : <i>adj</i> (,ovə'ɔ:l) 全部的
<b>bully</b> : <i>n</i> ('bʊli) 恃強凌弱的人	<b>ratio</b> : <i>n</i> ('reɪʃə) 比率
<b>compile</b> : <i>v</i> (kəm'paɪl) 收集、編寫	<b>selective</b> : <i>adj</i> (sə'lektɪv) 選擇性
<b>corridor</b> : <i>n</i> ('kɒrədɔ:) 走廊	<b>transcript</b> : <i>n</i> ('trænskɪpt) 成績單
<b>geometry</b> : <i>n</i> (dʒi'ɒmətri) 幾何學	<b>underestimate</b> : <i>v</i> ('ʌndə'estəmeɪt) 低估
<b>honorary</b> : <i>adj</i> ('ɒnə,rɪəri) 榮譽的	<b>universal</b> : <i>adj</i> (,ju:nə'veɜ:səl) 全球的
<b>hurdle</b> : <i>n</i> ('hɜ:dl) 障礙	<b>verge</b> : <i>n</i> (vɜ:dʒ) 邊緣
<b>institute</b> : <i>v</i> ('ɪnstə,tju:t) 制定	<b>weary</b> : <i>adj</i> ('wiəri) 疲倦的
<b>institution</b> : <i>n</i> (,ɪnstə'tju:ʃən) 院校	<b>wholesome</b> : <i>adj</i> ('həʊlsəm) 健康的
<b>minimize</b> : <i>v</i> ('mɪnə,maɪz) 使……減至最低程度	



Name:

Date:

Class:

**Fill in the Blanks** Fill in the blanks with the best answer.

1. This \_\_\_\_\_ (*n*) has stopped many students from coming to school out of fright.
2. When it comes to finding new employees, the boss is very \_\_\_\_\_ (*adj*).
3. Companies that make a profit give their employees a(n) \_\_\_\_\_ (*n*) at the end of the year.
4. The actor was given a(n) \_\_\_\_\_ (*adj*) degree for his donation to the university.
5. In poorer countries, the \_\_\_\_\_ (*n*) of men to women is slowly getting larger.
6. You are on the \_\_\_\_\_ (*n*) of getting in National Taiwan University, so keep working hard!
7. As soon as the teacher came into the \_\_\_\_\_ (*n*), the students stopped talking.
8. \_\_\_\_\_ (*n*) often uses letters to represent numbers.
9. \_\_\_\_\_ (*n*) uses math to defines shapes and sizes.
10. Music is a(n) \_\_\_\_\_ (*adj*) language that people all over the world can appreciate.

**CLOZE Passage** Put the correct letters for the words in the blanks below.

Senior high students must work hard to get into college. After they take their first exam, they 1 a list of their 2 academic records as well as their school 3. The universities will then 4 qualified students for an interview. Some schools 5 a high standard for the applicants and only accept devoted and 6 applicants, but students should never 7 their abilities. Although there are many 8 in getting into an ideal 9, and sometimes the process makes students 10, the obstacles can be 11 with good preparation. Students can get into any school they want as long as they work hard.

(A) hurdles (B) notify (C) weary (D) institute (E) overall (F) compile  
(G) underestimate (H) transcripts (I) institution (J) wholesome (K) minimized

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_  
7. \_\_\_\_\_ 8. \_\_\_\_\_ 9. \_\_\_\_\_ 10. \_\_\_\_\_ 11. \_\_\_\_\_