

英语二阅读真题同源过关练习连载九

文章来源：经济学家 段落：五段 字数：453 内容：教育

要求：A. 做题 B. 找到出题处 C. 挑五个句子翻译 D. 将文中单词认真背完

In April Kumon, a Japanese firm, opened a tuition centre in Small Heath, a poor district of Birmingham. Its lessons are fairly cheap: about £ 55 (\$88) a month for twice-weekly English and math's classes and homework. As in many of Kumon's 680 British outfits, its clients are diverse. Many are south Asian; a few are eastern European; none is white and British.

In much of Europe, pupils from many ethnic minorities linger at the bottom of the heap, says Chris Hamnett of King's College London. That used to be true in Britain too—but not any more. Every ethnic-minority group that trails white Britons in GCSE exams, normally taken at 16, is catching up. Bangladeshis used to perform worse than whites; now they do better. Indians have maintained a huge lead. All this despite the fact that ethnic minorities are poorer than average. Control for that, by looking at pupils who are entitled to free school meals, and all ethnic-minority groups now do well.

But some fare better than others. One difference is imported social capital: Indians, who were middle-class when they arrived in Britain, have lots. Bangladeshis and Pakistanis, who often came from rural parts of their homelands, have less. Tenure in Britain matters too. Newcomers have immigrant aspirations but suffer from not understanding the system. Better-established folk know how things work, but may have lost some of their ambition. A few are in a sweet spot in between.

Bangladeshis certainly seem to be. They arrived in large numbers from the 1970s and are now settled, largely in London. Plenty are still poor: half fall into the lowest income quintile. But the parents of many children now in school grew up speaking English and attended British schools. They not only understand the system but are shaping it. In 1987 the Collective of Bangladeshi School Governors was set up in the London borough of Tower Hamlets, where a fifth of Britain's Bangladeshis live. Shahanur Khan, its chairman, encourages parents to get involved in local schools. Parents are increasingly pushy: one mother recently complained to him that her children were not getting enough homework.

Somalis arrived much more recently: just 9% of Somali pupils were born in Britain compared with 83% of Bangladeshis. And they struggle. Many parents came as asylum-seekers and speak little English. Just one in ten Somalis is in full-time work. But their children are faring better, along with other black Africans. In Lambeth, a borough of London, 61% of Somali pupils got five good GCSEs last year, up from 11% in 2007. Schools employ Somali teaching assistants to help parents and children with their English. The council organizes an awards ceremony for outstanding students. And, increasingly, parents pay for extra tuition.

1. Major learners of Kumon are

- A. non-whites
- B. Chinese people
- C. British local residents
- D. people from Western Europe

2. We can learn from the paragraph 2 that

- A. students of minorities perform even worse than before
- B. students with different backgrounds show different potentials
- C. gone are those days when students of minorities didn't perform well in learning
- D. students who are from wealthy countries usually pay much attention to education

3. The case of Bangladeshis in the paragraph 4 is used to

- A. show how tough and intelligent they are
- B. describe how they overcame difficulties and realized their dreams
- C. demonstrate why some Bangladeshi parents are more picky than ever before
- D. illustrate that they balanced the two aspects perfectly
4. Somali students' increase in scores can attribute to all of the following elements Except:
- A. tutors' help
- B. better attitude
- C. prize for excellent pupils
- D. fee paid for additional learning
5. The passage mainly centers on
- A. education and race
- B. education and tradition
- C. education and development
- D. education and immigration

答案: ACDBA

In April Kumon, a Japanese firm, opened a tuition centre in Small Heath, a poor district of Birmingham. Its lessons are fairly cheap: about £55 (\$88) a month for twice-weekly English and math's classes and homework. As in many of Kumon's 680 British outfits, its clients are diverse. Many are south Asian; a few are eastern European; none is white and British. 第一题答案出处

In much of Europe, pupils from many ethnic minorities linger at the bottom of the heap, says Chris Hamnett of King's College London. That used to be true in Britain too—but not any more. Every ethnic-minority group that trails white Britons in GCSE exams, normally taken at 16, is catching up. Bangladeshis used to perform worse than whites; now they do better. Indians have maintained a huge lead. All this despite the fact that ethnic minorities are poorer than average. Control for that, by looking at pupils who are entitled to free school meals, and all ethnic-minority groups now do well. 第二题答案出处

But some fare better than others. One difference is imported social capital: Indians, who were middle-class when they arrived in Britain, have lots. Bangladeshis and Pakistanis, who often came from rural parts of their homelands, have less. Tenure in Britain matters too. Newcomers have immigrant aspirations but suffer from not understanding the system. Better-established folk know how things work, but may have lost some of their ambition. A few are in a sweet spot in between.

Bangladeshis certainly seem to be. 第三题答案出处 They arrived in large numbers from the 1970s and are now settled, largely in London. Plenty are still poor: half fall into the lowest income quintile. But the parents of many children now in school grew up speaking English and attended British schools. They not only understand the system but are shaping it. In 1987 the Collective of Bangladeshi School Governors was set up in the London borough of Tower Hamlets, where a fifth of Britain's Bangladeshis live. Shahanur Khan, its chairman, encourages parents to get involved in local schools. Parents are increasingly pushy: one mother recently complained to him that her children were not getting enough homework.

Somalis arrived much more recently: just 9% of Somali pupils were born in Britain compared with 83% of Bangladeshis. And they struggle. Many parents came as asylum-seekers and speak little English. Just one in ten Somalis is in full-time work. But their children are faring better, along with other black Africans. In Lambeth, a borough of

London, 61% of Somali pupils got five good GCSEs last year, up from 11% in 2007. Schools employ Somali teaching assistants to help parents and children with their English. The council organizes an awards ceremony for outstanding students. And, increasingly, parents pay for extra tuition. 第五题答案出处

全文翻译:

4月, 日本公司 Kumon 在伯明翰市的贫困地区小希思开设了一家讲学中心。它的课程非常便宜: 只需大约 55 英镑(约 88 美元)就能获得 2 周英文和数学的课程, 还包括了家庭作业。Kumon 在英国有 680 家机构, 它们的顾客构成非常丰富。很多都是来自南亚的人, 少部分是来自东欧的; 而几乎没有白人和英国人。

伦敦国王学院的克丽丝哈姆尼特说, 在很多欧洲国家, 少数名族学生一般在底层扎堆。过去在英国也是这样——但现在完全不同了。每一个在普通中等教育证书考试中输给英国白人的少数民族学生通常在他们 16 岁的时候就能赶上英国人。孟加拉裔过去曾不如白人; 但现在他们更加优秀。印度人则一直保持着巨大的领先。所有这些都说明了少数民族学生并不比平均水平差。而且通过观察获得免费校园午餐的学生我们不难看出几乎所有的少数民族学生都表现出色。

但是有些学生的遭遇比其它人更好一些。其中一个差异就是外来人员的社会阶级: 大部分来到英国的印度人都是中产阶级, 他们拥有更多福利。而孟加拉人和巴基斯坦人则多半是来自农村, 他们则明显无法享受那么多福利。在英国的居住时间同样有影响。新来者有强烈的移民愿望但苦于不能理解整个体系。有些人已经较好地了解了事情如何运转, 但他们中的很多人已经失去了自己梦想。极少一部分人能够很好地平衡这些问题, 让自己处在一个很完美的状态。

孟加拉人明显就是这种类型。他们于上世纪 70 年代大量来到伦敦, 而且现在已经站稳了脚跟。他们中的大多数依然很穷: 几乎半数人都是收入最低的群体。但是很多孩子的父母都开始学习说英语并且开始在英国学校求学。他们不但理解了整个体系并且在让自己适应这个体系。1987 年孟加拉人学校管理者集团在伦敦哈姆雷特镇成立了, 在英国五分之一的孟加拉人生活在那。它的主席莎哈雅可汗鼓励父母们去加入当地的学校。父母们越来越有进取心: 最近一个月来对他的抱怨就是她孩子的家庭作业不够多。

索马里人则是最近一段时间内较多的移民者: 相比于 83% 的孟加拉学生出生在英国, 只有 9% 的索马里学生是这样的。并且他们在抗争。很多父母都是为了寻求避难所而来并且几乎不会说英语。只有十分之一的索马里人有全职工作。但是他们的孩子和其它非洲黑人相比表现得优秀得多。在伦敦市的兰贝斯镇, 索马里学生在普通中等教育证书考试中获得了 5A 成绩的人数从 2007 年的 11% 上涨到了去年的 61%。学校雇佣索马里裔老师去帮助家长和孩子学习英语。当地居委会为杰出的学生举办授奖仪式。同时, 父母们因为请课外辅导也需要支付额外的学费。