

# 大学英语

## 阅读教程

(一)

College English Reading

杨辉 总主编



华中科技大学出版社

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# 大学英语阅读教程（一）

## College English Reading

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## 前 言

《大学英语阅读教程》是以外语教学理论为指导,全面贯彻《大学英语课程教学要求》的精神编写而成的,通过拓展阅读,学生能够提高英语水平、开拓知识视野。本教程是针对大学生的学习特点和英语学习现状而编写的,共四册。

根据新颁布的《大学英语课程教学要求》,快速阅读的速度应为每分钟 100 个单词;能掌握国内英文报刊文章的中心意思,理解主要事实和有关细节;能读懂工作、生活中常见的应用文体材料。为了适应这一要求,在新改革后的大学英语四、六级考试中,快速阅读理解部分的分值比例为 10%。本教程以敏锐的眼光捕捉到了这一变化,始终把快速阅读能力的培养放在首位,以阅读技巧、阅读方法为主线,体现“精讲多练”的原则,旨在使学生能按《大学英语课程教学要求》,掌握阅读技巧,高效、快速阅读中等水平的一般性题材的英语文章,能进行一定的分析、推理和判断,以促进应试能力及实际应用能力的提高。

本教程共分四册,第一册围绕“运用语言技能理解文章”这一层面的阅读技能展开训练;第二册重点解析和训练“辨别和理解中心思想和重要细节”这一层面的阅读技能;第三册训练“运用专门的阅读技能(略读、查读)”这一层面的阅读技能;第四册提高难度,把前三册的阅读技能贯穿于其中。每册分为 8 个单元,各单元由同一题材的 2 篇文章、生词注释、有关文化背景介绍、练习等组成。为了配合学生参加大学英语四、六级考试,每个单元增加了阅读训练部分,由 3 篇配有选择练习题的小短文组成;同时在主课文的练习中,增加了汉译英练习。

本套教程的编写体现了如下特点。

(1) 本教程由具有丰富的教学经验的大学英语教师分工协作、集体编写而成,具有很强的专业性。

(2) 本教程在编写过程中充分吸收我国在外语教学方面长期积累起来的行之有效的经验和方法,取各家之长,兼容并蓄,能适应多种英语教学的要求。

(3) 本教程旨在通过教师的“精讲”和学生的“多练”来提高学生学习的主动性、积极性和创造性。

(4) 本教程选用当代英语常见语体或文体的典型样本作为素材,内容新颖,搜选范围主要是近五年来英美国家出版的图书、报纸、杂志或最新的网络文章,涵盖教育、科技、政治、经济和文化等各个方面,阅读文章素材具有时代性、可读性、文化教育性和针对性。

(5) 本教程练习题型的设计均按照最新的大学英语四、六级考试标准和难度

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进行。文章后附设了6种题型:一是快速阅读(包括是非判断题和句子填空题);二是阅读理解(多项选择题);三是篇章理解(选词填空题),依据阅读文章的内容,编出一篇小短文,留出10个空,给出15个词供读者进行选择填空;四是简答题,一般用问句形式命题,要求读者作简短回答;五是翻译题,共5个句子,句中一部分已用英文给出,要求学生根据全句意思将汉语部分译成英语;六是讨论题,对文章内容提出2个问题,供学生讨论。各题型的题量适当,这样可以帮助学生逐步熟悉考试形式,更好地为四、六级考试作准备。

杨辉教授担任本套教材的总主编,设计了“编写提纲”和“编写要求”;张淑莲、李显、邵光庆、荆燕老师完成了全套书的选材工作,对所选文章进行了严格的筛选、分类和分册处理。

在《大学英语阅读教程》的策划、编写和出版过程中,得到了山东轻工业学院教务处和外国语学院的支持和帮助,在此一并表示感谢!

在《大学英语阅读教程》的编写过程中,由于时间仓促,书中存在的不足或错误之处,敬请读者不吝赐教。

编 者

2009年2月

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# Unit 1 Growing Up

## Part 1 Reading Text

### *Flying to Success*

#### **Pre-reading introduction**

*Some adults think that the troubled kids are just doomed to be failures, and they believe in the saying “A bird with a broken wing will never fly as high”. But the author improved that saying to be untrue by a so-called troubled kid — T. J. Ware’s story. The author illustrated one truth: once inspired with encouragement, even a bird with a broken wing will fly high with the help of interest and confidence.*

Some people are just doomed to be failures. That’s the way some adults look at troubled kids. Maybe you’ve heard the saying, “A bird with a broken wing will never fly as high.” I’m sure that T. J. Ware was made to feel this way almost every day in school.

By high school, T. J. was the most celebrated troublemaker in his town. Teachers literally cringed when they saw his name posted on their classroom lists for the next semester. He wasn’t very talkative, didn’t answer questions and got into lots of fights. He had flunked almost every class by the time he entered his senior year, yet was being passed on each year to a higher grade level. Teachers didn’t want to have him again the following year. T. J. was moving on, but definitely not moving up. I met T. J. for the first time at a weekend leadership gathering. All the students at school had been invited to sign up for ACE training, a program designed to have students become more involved in their communities. T. J. was one of 405 students who signed up. When I showed up to lead their first gathering, the community leaders gave me this overview of the attending students: “We have a total spectrum represented today, from the student body president to T. J. Ware, the boy with the longest arrest record in the history of town.” Somehow, I knew that I wasn’t the first to hear about T. J.’s darker side as the first words of introduction.



At the start of the gathering, T. J. was literally standing outside the circle of students, against the back wall, with that “go ahead, impress me” look on his face. He didn’t readily join the discussion groups, didn’t seem to have much to say. But slowly, the interactive games drew him in. The ice really melted when the groups started building a list of positive and negative things that had occurred at school that year. T. J. had some definite thoughts on those situations. The other students in T. J.’s group welcomed his comments. All of a sudden T. J. felt like a part of the group, and before long he was being treated like a leader. He was saying things that made a lot of sense, and everyone was listening. T. J. was a smart guy and he had some great ideas.

The next day, T. J. was very active in all the sessions. By the end of the gathering, he had joined the Homeless Project team. He knew something about poverty, hunger and hopelessness. The other students on the team were impressed with his passionate concern and ideas. They elected T. J. co-chairman of the team. The student council president would be taking his instruction from T. J. Ware.

When T. J. showed up at school on Monday morning, he arrived to a firestorm. A group of teachers were protesting to the school principal about his being elected co-chairman. The very first communitywide service project was to be a giant food drive, organized by the Homeless Project team. These teachers couldn’t believe that the principal would allow this crucial beginning to a prestigious, three-year action plan to stay in the incapable hands of T. J. Ware.

They reminded the principal, “He has an arrest record as long as your arm. He’ll probably steal half the food.” Mr. Coggs shall reminded them that the purpose of the ACE program was to uncover any positive passion that a student had and reinforce its practice until true change can take place. The teachers left the meeting shaking their heads in disgust, firmly convinced that failure was imminent.

Two weeks later, T. J. and his friends led a group of 70 students in a drive to collect food. They collected a school record: 2 854 cans of food in just two hours. It was enough to fill the empty shelves in two neighborhood centers, and the food took care of needy families in the area for 75 days. The local newspaper covered the event with a full-page article the next day. That newspaper story was posted on the main bulletin board at school, where everyone could see it. T. J.’s picture was up there for doing something great, for leading a record-setting food drive. Every day he was reminded about what he did. He was being acknowledged as leadership material. T. J. started showing up at school every day and answered questions from teachers for the first time. He led a second project, collecting 300 blankets and 1 000 pairs of shoes for the homeless shelter.

The event he started now yields 9 000 cans of food in one day, taking care of 70 percent of the need for food for one year. T. J. reminds us that a bird with a broken wing only needs mending. But once it has healed, it can fly higher than the rest. T. J. got a job. He became productive. He is flying quite nicely these days.

(837 words)

From: <http://www.jxenglish.com/reading/happylife/6359.html>

### Notes to the Text

1. be doomed to 注定(后接名词或不定式)
2. By high school, T. J. was the most celebrated troublemaker in his town. 直到中学, T.J.一直是他镇上大名鼎鼎的麻烦制造者。这句话中 **celebrated** 的意思是“大名鼎鼎的”。
3. he arrived to a firestorm 他带来了一场大风暴

### New Words and Expressions

1. doom /du:m/ *vt.* to make someone or something certain to fail, die, be destroyed etc. 命中注定, 难逃厄运
2. literally /'lɪərəli/ *adv.* 真正地, 确实地(用于加强语气)
3. cringe /krɪndʒ/ *vi.* to shrink back, as in fear 畏缩, (因害怕等)退缩
4. semester /sɪ'mestə/ *n.* one of the two periods into which a year at high schools and universities is divided, especially in the US 一学期, 半学年
5. flunk /flʌŋk/ *vi.* to fail, especially in a course or an examination 不及格
6. overview /'əʊvəvju:/ *n.* a broad, comprehensive view, a survey 总的看法, 概括的、全面的见解, 全面的评述
7. spectrum /'spektrəm/ *n.* the full range of something 范围
8. passionate /'pæʃənɪt/ *adj.* capable of, having, or dominated by powerful emotions 热情的, 强烈的, 热烈的, 激昂的
9. council /'kaʊnsəl/ *n.* a group of people appointed or elected to make decisions or to give advice 委员会, 理事会
10. crucial /'kru:ʃəl/ *adj.* extremely significant or important 关键性的, 极其重要的, 极其显要的
11. disgust /dɪs'gast/ *n. / vi.* dislike 厌恶, 嫌恶
12. imminent /'ɪmɪnənt/ *adj.* about to occur, impending 即将来临的, 逼近的

## Exercises

### I. Fast Reading (15 minutes)

**Directions:** For questions 1—7, mark Y (for Yes), if the statement agrees with the information given in the passage; N (for No), if the statement contradicts the information given in the passage; NG (for Not Given), if the statement is not given in the passage. For questions 8—10, complete the sentences with the information given in the passage.

1. From the passage we know that T. J. Ware was a disabled person.
2. T. J. Ware studied very poor while in the university.
3. T. J. Ware didn't like to talk, answer questions or fight by high school.
4. ACE training was a program designed to have students become more involved in their communities.
5. At the very beginning, the community leaders were afraid that the author would disgust T. J. Ware and they felt sorry.
6. T. J. Ware was an orphan from a poor family.
7. Finally T. J. Ware became a person who was valuable to the society.
8. At the start of the gathering, T. J. Ware didn't \_\_\_\_\_ the discussion or \_\_\_\_\_.
9. By the end of the gathering, he had joined the Homeless Project team. He knew something about \_\_\_\_\_.
10. T. J. Ware reminds us that a bird with a broken wing only needs \_\_\_\_\_. But once it has \_\_\_\_\_, it can fly higher than the rest.

### II. Reading Comprehension (Reading in Depth)

**Directions:** The following are five 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.

1. According to paragraph 1, we know that T. J. Ware was \_\_\_\_\_.  
A. a good teacher  
B. a good student  
C. a disabled person  
D. a troubled kid
2. At the beginning of the high school, which adjectives can be used to describe T. J. Ware?  
A. Talkative.      B. Quiet.      C. Active.      D. Evil.
3. Which of the following can probably explain the meaning of the word "flunk"? (Paragraph 2)  
A. Failed in the exam.      B. Fought with other class.  
C. Flattered the teacher.      D. Stayed in the same grade for more than one year.

4. Why did T. J. Ware change to be active and productive?
- A. His families asked him to change.
  - B. He wanted to be the leader of the gathering.
  - C. He was absorbed by the interactive game which gave him a chance to show himself and made others understand him.
  - D. There was no reason in the passage.
5. From the story, we can learn that\_\_\_\_\_.
- A. the disabled also need respect
  - B. people can change every time
  - C. we should not deny a person thoroughly just according to his one certain aspect
  - D. everybody will be successful finally as long as he becomes active

### III. Passage Understanding

**Directions:** *In this section, there is a passage with ten blanks. You are required to select one word for each blank from a list of choices given in a word bank following the passage. Read the passage through carefully before making your choices. Each choice in the bank is identified by a letter.*

***You may not use any of the words in the bank more than once.***

By high school, T. J. Ware was the most 1 for making troubles in his town. His post just liked the bird in the old saying “A bird with a broken wing will never fly as high.” Teachers 2 him because he didn’t like to talk, answer questions and almost every time of the exam he would 3. But T. J. Ware always 4 each year to a higher grade level, because no teacher liked to see him again the following year. But things 5 when the students including T. J. joined in ACE training, a program designed to have students become more involved in their communities. At the very beginning, of course, T. J. still 6 the idea that “go ahead, impress me”; but when the interactive games began, he was 7 by the games and he gradually really joined. He had many definite thoughts and great ideas and what he said had made a lot of sense. The other students on the team were 8 with his passionate concern and ideas. They elected T. J. co-chairman of the team. When the teachers heard about the news, they 9 the students’ decision and reminded the principal that T. J. wasn’t suitable to the crucial post. But the principal 10 their suggestion. And the following facts show that T. J. managed to fulfill the tasks successfully and outstandingly. After graduation, T. J. got a job. He became productive. From his story we know that a bird with a broken wing only needs mending. But once it has healed, it can fly higher than the rest.

|                |                  |            |               |                |
|----------------|------------------|------------|---------------|----------------|
| A. turned down | B. impressed     | C. lucky   | D. maintained | E. objected to |
| F. absorbed    | G. keep the same | H. changed | I. flunk      | J. pass        |
| K. passed on   | L. celebrated    | M. hated   | N. disliked   | O. remained    |

#### IV. Short Answer Questions

**Directions:** Answer the questions with not more than ten words. Your answer may be a word, a phrase, or a short sentence.

1. By high school, why did the teachers dislike T. J. Ware?
2. Why T. J. Ware was being passed on each year to a higher grade level?
3. How did T. J. Ware show himself and make others like him?
4. What was the attitude of the teachers about T. J. Ware's being elected co-chairman?
5. Did T. J. Ware succeed finally?

#### V. Translation

**Directions:** Complete the sentences by translating the Chinese given in brackets into English.

1. When he was a small boy, he \_\_\_\_\_ (以麻烦制造者而知名).
2. He was \_\_\_\_\_ (前行), but definitely not \_\_\_\_\_ (进步).
3. She did everything with the attitude that "\_\_\_\_\_" (大家随便, 我无所谓).
4. He was saying things that \_\_\_\_\_ (很有意义), and everyone was listening carefully.
5. Nobody believes that the king will allow this \_\_\_\_\_ (关键性的开端) to a young man without much social experience.

#### VI. Questions for Discussion

1. How to understand the sentence "A bird with a broken wing only needs mending"? Please make a comment on it.
2. How do you look at T. J. Ware's success? And how do you look at people's crucial changes? Give examples if necessary.

## Part 2 Reading Skill

### Getting rid of bad reading habits

Before we start to acquire new techniques we must understand what maybe slow us down. The following are some of the bad habits which tend to cause people to read

slowly. Ask yourself whether you are guilty of any of the following.

1. Lip reading (唇读): Moving your lips while you read slows you down. If you are moving your lips as you read, you will not be able to read faster than you speak. Try this test: Hold your fingers over your lips or grip a pencil between your lips as you read a short selection. If the pencil falls, you are moving your lips. Getting rid of this habit will encourage the direct eye/mind connection and allow you to visualize concepts and main ideas rather than mouthing one word at a time. Put your fingers on your lips to stop the motion.
2. Vocalizing (声读): You are pronouncing words in the voice box of the throat without making sounds. This also slows your reading rate to that of speaking. To check, rest your fingertips lightly against the vocal cord area of your throat. If you feel a vibration, or if you find that your tongue is moving, you are vocalizing.
3. Subvocalizing (默读): This is “hearing” the words as you read silently; saying them in your mind, at the same rate you would read out loud. Be careful of this. It slows you down, but you may need to subvocalize as you improve. As you become better, you can subvocalize less.
4. Finger reading (指读): Someone reads with his finger pointing to the words or with his head shaking which slows down reading speed just like vocalizing.
5. Regressing out of habit (回读): Regressing means rereading a word, phrase, or sentence out of habit and not because of need. Sometimes, it is necessary to reread something, especially in a difficult passage. But habitual, unnecessary regressing really slows you down. Use a card or paper to cover the text after you read it to prevent regressing.
6. Reading one word at a time: Do you think one word at a time, or in phrases? Slow readers tend to see only one word at a time. Good readers will see several words at a time and their eyes will stop only three or four times as they move across a page. Reading in idea-phrases speeds your reading and improves your understanding of what you have read. Mark the phrases in the sentences of a passage, then practise seeing more than one word at a time.
7. Reading everything at the same speed: When reading, set your rate according to your purpose for reading and the difficulty level of the material. Practise adjusting your rate to suit your material. The more difficult the material, the slower the rate. The best way to read faster is to practise reading just a little faster than is comfortable. Changing

reading habits is not easy, after all you have been reading that way for many years. It takes several weeks of conscious effort in order to change bad reading habits.

## Part 3 Reading Practice

**There are three short passages in this part, read the passages quickly and do the comprehension exercises.**

### Passage 1

One of our biggest social cripples (缺陷) is the fear of not measuring up. Perhaps you feel you won't impress others because they are more confident, successful, intelligent or attractive than you are. Such thinking is wrong-headed. The secret of doing well with others is accepting yourself.

When I was a college student, I kept a journal filled with private memories. Some were painful memories from childhood-times when I felt hurt, confused, lonely and insecure. I described fragments of dreams and intensely personal feelings of anger and hatred, as well as things I enjoyed such as magic stories and coin shops.

Then a terrible thing happened. After dinner one night I realized that I had left my journal in coatroom outside the campus dining hall. Terrified that somebody might read it and find out the truth about me, I raced back, only to discover that it was gone.

Weeks passed, and eventually I gave up hope of finding it again. A month later, I was hanging up my jacket in the same place when I saw my brown, tattered (破烂) journal, just where I'd left it. Nervously I flipped through the pages and found that a stranger had written this entry: "God bless you. I am a lot like you, only I don't keep a diary, and I'm grateful to know there are others like me. I hope things turn out well for you."

Tears came to my eyes. It had never dawned on me that anyone could know my inner feelings and still care about me.

No matter what you're like — whether you're rich or poor, insecure or outgoing, brilliant or average, attractive or plain — some people like you and others couldn't care less. Nobody gets accepted by everyone. But far more people will be attracted to you if you accept yourself.

(311 words)

1. What is the passage mainly about?
  - A. Keeping a diary is not good.
  - B. We should try our best to make all the others accept us.
  - C. We should try our best to impress others.
  - D. We should stop comparing with others and accept ourselves.
2. The author keeps a journal because \_\_\_\_\_.
  - A. he felt hurt, insecure and lonely when he was young
  - B. he enjoyed keeping such private memories and personal feelings
  - C. he felt a strong desire to write about his own dreams
  - D. he enjoyed writing articles
3. Why was the author terrified when he lost his journal?
  - A. His journal was very expensive.
  - B. There were some secrets in it.
  - C. There were some personal feelings about himself in it.
  - D. There were some articles for newspaper and magazines.
4. When the author found his journal again, he cried because \_\_\_\_\_.
  - A. he felt grateful that the stranger could replace his journal at the same spot
  - B. he was moved that the stranger who found his journal also kept a journal like him
  - C. he felt hurt by the stranger's remarks in his journal
  - D. he felt grateful that the stranger could understand him after reading his inner feelings
5. Which of the following is NOT TRUE about the passage?
  - A. If you accept yourself, all the others can accept you.
  - B. There is no such a person who is accepted by all the others.
  - C. Although you are rich, outgoing, brilliant and attractive, you can not be respected by all.
  - D. You are poor, insecure, average and plain, so you can not be accepted by all the rich people.

## Passage 2

Let children learn to judge their own work. A child learning to talk does not learn by being corrected all the time; if corrected too much, he will stop talking. He notices a thousand times a day the difference between the language he uses and the language those around him use. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, children learning to do all the other things they learn to



do without being taught to walk, run, climb, whistle, ride a bicycle — compare their own performances with those of more skilled people, and slowly make the needed changes. But in school we never give a child a chance to find out his mistakes for himself let alone correct them. We do it all for him. We act as if we thought that he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the teacher. Let him do it himself. Let him work out, with the help of other children if he wants it, what this word says, what the answer is to that problem, whether this is a good way of saying or doing this or not.

If it is a matter of right answers, as it may be in mathematics or science, give him the answer book. Let him correct his own papers. Why should we teachers waste time on such routine work? Our job should be to help the child when he tells us that he can't find the way to get the right answer. Let's end all this nonsense of grades, exams, marks. Let us throw them all out, and let the children learn what all educated persons must some day learn, how to measure their own understanding, how to know what they know or do not know.

(318 words)

1. What does the author think is the best way for children to learn things?
  - A. By copying what other people do.
  - B. By making mistakes and having them corrected.
  - C. By listening to explanations from skilled people.
  - D. By asking a great many questions.
2. What does the author think teachers do which they should not do?
  - A. They give children correct answers.
  - B. They point out children's mistakes to them.
  - C. They allow children to mark their own work.
  - D. They encourage children to copy from one another.
3. The passage suggests that learning to speak and learning to ride a bicycle are \_\_\_\_\_.
  - A. not really important skills
  - B. more important than other skills
  - C. basically different from learning adult skills
  - D. basically the same as learning other skills
4. Exams, grades and marks should be abolished because children's progress should only be estimated by \_\_\_\_\_.