



教育部推荐使用大学外语类教材
全国高等学校第二届优秀教材特等奖
国家教委高等学校第二届优秀教材一等奖

第三版
Third Edition

大学英语 精读 College English

总主编 董亚芬

INTENSIVE READING

学生用书 STUDENT'S BOOK

Book 5

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总序

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

本次修订原则：

1. 教材的定位不变。《大学英语》是综合教育型（English for integrative purposes）而非特殊目的型（English for specific purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2. 选材原则不变。正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3. 在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4. 本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

本次修订重点：

精读：

1. 更新部分课文。选用一些时代感更强、更贴近现代生活、语言更地道的文章取代部分

相形见绌的课文。

2. 梳理全教程的练习。除了设置新的听、说练习外,还针对近年来学生在口、笔试中经常出现的语言错误设计了用法方面的练习,以提高学生在使用英语时的准确性。

3. 为了帮助学生集中精力学好基本词语,这次修订继续遵循前次修订时的方法,把全书单词分为三类:(1) words to drill (通过反复操练能熟练掌握其用法的单词);(2) words to remember (能记住其形、音、义的单词);(3) words to have a nodding acquaintance with (能于再次出现时根据上下文识别其词义的单词),并进一步调整各项练习,以确保常用词语的复现率。

4. 为了提高学生的写作能力,这次修订还强调微观与宏观的写作技能同时发展,即一方面训练学生如何写好各类句子,同时从第一课开始就要求学生写成段的文章。

泛读:

在第一次修订的基础上进一步选用时代感较强、故事情节动人的文章取代内容相对陈旧的课文。丰富了练习类型(如增加了词汇练习和翻译练习),以帮助学生在提高阅读理解能力的同时适当扩大词汇量。

听说:

除了大幅度更新听力材料,适当提高听力理解的要求之外,这次修订还有针对性地增强了说的训练。根据不同话题提供了丰富的口语素材,并通过多种练习方式为培养学生具有实质性的口语能力打下基础。

快速阅读:

除了原有的版本继续发行之外,还另外编写了一套全新的快速阅读教程,内容侧重科普,供各类院校选择使用。

语法与练习:

把原有四册书删繁就简为两册,以便于学生携带。删除部分章节,增补和替换了大量例句和练习。为方便学生自学,例句都附有中文译文。本教程既可作为语法参考书,也可作为补充练习手册。

精读(预备级)、泛读(预备级)、听说(预备级):

分别将精读(预备级)和泛读(预备级)由原来的各两册修订成各一册。精读(预备级)为重新设计编写,不仅课文与练习是全新的,对听与说的要求也比原书有较明显的提高。泛读(预备级)和听说(预备级)也作了相应的更新与改进。

本教材的起点为1800单词,从这个起点开始要为学生打下扎实的语言基础并达到培养英语综合应用能力这一目标,教材除了必须提供丰富的语言素材之外,还必须编写出多种口笔头练习以保证学生有足够的语言实践机会。因此本教材的精、泛读教程1—4册仍坚持每册编写10单元,5—6册因课时很少,每册编写8个单元。但目前大学英语的有效授课时间有限,各校

可以根据学生的具体情况制定自己的教学计划,灵活选用练习,不必每题必做。与此同时还应当尽可能争取合理的周学时并充分调动学生课外自学的积极性。如果师生双方能共同努力,相互配合,认真学好每一单元,则必能取得良好的教学效果。

《大学英语》从试用本问世到本次修订本完稿历时20余载,跨越两个世纪。使用者一度遍及全国千余所高等院校,受到了师生们的广泛欢迎。教材之所以有这样的规模和影响力主要可以归结为以下几个原因:

(1) 一支优秀的编写队伍:《大学英语》的编者为来自全国六所重点大学的骨干教师,他们都有长期的大学英语教学经历,具备深厚的英、汉语功底与高度负责的工作态度。这是本套教材获得大学英语教学界普遍认同的基础。

(2) 精心挑选的精、泛读课文和听力材料:课文为教材之本,能否为读者提供理想的课文是教材成功的关键。不少人认为当前选材自由度很大,各类原版的素材铺天盖地,俯拾即是,选材不存在困难。然而事实证明,选材却是编写工作中最为辛苦费力的环节。《大学英语》的编者虽然长期积累了大量素材,但为了找出更合适的内容,往往需要翻阅数十篇甚至上百篇文章才能筛选出一段文字优美纯正、内容引人入胜的选文材料,正是这样,才确保了课文的趣味性、知识性和可思性。

(3) 科学设计和认真编写的练习:在编写和历次修订的过程中,本书编者不仅重视练习的针对性和实用性,还十分注重练习的语言质量。几乎每个例句都经过了集体讨论、反复推敲和论证,以确保语言规范、内容完整和难易度适中,使学生能够在轻轻松松的课堂气氛中进行语言操练。

(4) 审稿层层把关:为了使教材更完善,在正式定稿前,约请了多位中外专家多次审阅和润饰。

除了上述各点外,本教材经久不衰的另一重要原因是广大读者多年来的支持和关爱。他们通过文章、书信和座谈等渠道,在充分肯定我们教材的同时,还向我们提出了不少宝贵的意见和建议,对我们的再修订工作助益颇丰。对此,我代表编写组全体成员向他们表示最诚挚的感谢,并衷心希望他们能够一如既往地支持我们的教材,随时向我们反馈各种意见和建议。

《大学英语》系列教材(第三版)由复旦大学、北京大学、华东师范大学、南京大学、四川大学、苏州大学等高校的资深教授、英语教学专家通力合作,修订编写而成。英籍专家Anthony Ward协助编写与审阅。出版社的同志协助编写组安排修订日程,随时提出改进的意见和建议,协调有关编写和编辑工作,为保证这次修订工作的顺利完成付出了辛勤的劳动。在此一并致以诚挚的感谢。

总主编 董亚芬

2006年3月

编者的话

关于《大学英语》系列教材(第三版)编写的总体情况,在“总序”中已有说明,这里仅就精读第五册的编写作一些补充。

原书有十个单元,现减为八个单元,其中七个单元课文未变,只换了一个单元的课文。鉴于原修订本中的 Supplementary Reading in Popular Science 与整套教材的风格不尽协调,故这次修订时已全部删除。

除适当修订原有的练习外,我们这次修订只增加了一个口语练习。但两套自测考卷(Test Yourself)却按照新的六级考试要求增加了听力和长篇快速阅读。

本册与前四册一样,课文全部选用原文材料,仅做了少量删改。

为帮助学生更好地理解课文,除在课文后配有理解问题外,在前四个单元还依次安排了段落分析(Paragraph Analysis)、课文分析(Text Analysis)及列提纲活动(Outlining Activity)等练习。这些练习试图把阅读技能与写作技能的训练结合起来,希望能使学生感到兴趣并有所收益。

本册的词汇练习包括两部分内容。一是操练课文中出现的活用词,一是操练短语动词。过去几册中也编写过短语动词练习,其中的短语动词均为当课课文中出现的,而本册中的短语动词则按最基本的动词如 go, come, make 等所构成的常用短语动词进行系统的、带归纳性的操练。除第五单元外,每单元重点操练两个动词,全书共操练了 14 个动词。

本册增加了成段的汉译英练习。成段翻译难度较大,学生需在熟练掌握课文中的常用词和词组及常用句型的基础上做此练习。此外还有成段文章的改错(Error Correction)练习。这一练习难度也不小,但对提高学生综合运用语言的能力很有帮助,坚持做下去必有收益。

本册的写作练习安排了写概要(Précis Writing)和写信(Letter Writing)两个内容。讲述内容不多,但每一单元均有练习。教师可结合班级情况或全做,或做一部分,但最好不要少于四次。

两套自测试卷分别置于第四单元和第八单元之后,学生可用以巩固所学内容。参考答案附于书末。

伍建国、杨晨两位同志曾参加本册第一版编写,赵建同志曾参加本册修订本的编写工作,特此致谢。

编者

2007 年 10 月

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I Have a Dream

I, Too, Sing
Americastand +
sit +Conflict in Black and
White

write a short essay of
about 250 words
commenting on
whether it is realistic
or naive to talk about
“meeting physical
force with soul
force” in the United
States

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Unit 1



Warm-Up Questions

1. Do you feel improving your English is becoming more and more difficult as you move to the advanced stage?
2. What are the main difficulties you have met with in learning English at this stage?
3. What do you think your teachers can do to help you in your difficult task of learning advanced English?

Text

The author is not a preacher, and yet he does deliver a kind of sermon here. Who is his audience? Interestingly, his audience is your teachers of Advanced English as a foreign language. The author seeks to help them in their difficult task of teaching advanced students, their task of leading their students to a higher level of ability and fluency.

Does it encourage you to know that you are not the only one who is struggling at this level of language acquisition?

A Kind of Sermon

W. S. Fowler

- ① It is probably easier for teachers than for students to appreciate the reasons why learning English seems to become increasingly difficult once the basic structures and patterns of the language have

been understood. Students are naturally surprised and disappointed to discover that a process which ought to become simpler does not appear to do so. 5

② It may not seem much consolation to point out that the teacher, too, becomes frustrated when his efforts appear to produce less obvious results. He finds that students who were easy to teach, because they succeeded in putting everything they had been taught into practice, hesitate when confronted with the vast untouched area of English vocabulary and usage which falls outside the scope of basic textbooks. He sees them struggling because the language they thought they knew now appears to consist of a bewildering variety of idioms, clichés and accepted phrases with different meanings in different contexts. It is hard to convince them that they are still making progress toward fluency and that their English is certain to improve, given time and dedication. 10 15

③ In such circumstances it is hardly surprising that some give up in disgust, while others still wait hopefully for the teacher to give them the same confident guidance he was able to offer them at first. The teacher, for his part, frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues such as: "You can lead a horse to water but you can't make him drink," or, more respectfully if less grammatically: "It ain't what you say. It's the way that you say it." His students might feel inclined to counter these with: "The more I learn, the less I know." 20 25

④ Of course this is not true. What both students and teachers are experiencing is the recognition that the more complex structures one encounters in a language are not as vital to making oneself understood and so have a less immediate field of application. For the same reason, from the teacher's point of view, selecting what should be taught becomes a more difficult task. It is much easier to get food of any kind than to choose the dish you would most like to eat on a given day from a vast menu. 30 35

⑤ Defining the problem is easier than providing the solution. One can suggest that students should spend two or three years in an English-speaking country, which amounts to washing one's hands of them. Few students have the time or the money to do that. It is often

said that wide reading is the best alternative course of action but even 40
 here it is necessary to make some kind of selection. It is no use
 telling students to go to the library and pick up the first book they
 come across. My own advice to them would be: “read what you can
 understand without having to look up words in a dictionary (but not
 what you can understand at a glance) ; read what interests you ; read 45
 what you have time for (magazines and newspapers rather than
 novels unless you can read the whole novel in a week or so) ; read
 the English written today , not 200 years ago ; read as much as you
 can and try to remember the way it was written rather than individual
 words that puzzled you . ” And instead of “ read , ” I could just as 50
 well say “ listen to . ”

⑥ My advice to teachers would be similar in a way. I would say
 “It’s no good thinking that anything will do, or that all language is
 useful. It’s no good relying on students to express themselves without
 the right tools for expression. It’s still your duty to choose the best 55
 path to follow near the top of the mountain just as it was to propose a
 practicable short-cut away from the beaten track in the foothills. And
 if the path you choose is too overgrown to make further progress, the
 whole party will have to go back and you will have to choose another
 route. You are still the paid guide and expert and there is a way to 60
 the top somewhere. ”

[689 words]

New Words

(黑正体表示四级词汇,黑正体后加▲符号表示六级词汇,黑斜体表示六级后词汇,白斜体表示纲外词汇)

preacher /'pri:tʃə(r)/ *n.* a person who preaches,
 esp. a member of the clergy 传道士,牧师;说
 教者

preach▲ /pri:tʃ/ *v.* speak in public on religious
 matters; give a sermon; give moral or religious
 advice, esp. in a tiresome way 讲道,布道;
 (喋喋不休地)告诫;说教

fluency /'fluənsɪ/ *n.* a smooth, easy flow 流利,
 流畅

fluent *a.*

acquisition /,ækwi'ziʃən/ *n.* the act of getting
 sth., esp. knowledge, a skill, etc. (知识、技
 能等的)获得;(语言的)习得

sermon /'sɜ:mən/ *n.* a talk given in church by a

priest; a long and solemn piece of advice 布道; 说教

consolation /ˌkɒnsəˈleɪʃən/ *n.* (a person or thing that gives) comfort during a time of sadness and disappointment 安慰

untouched *a.* not touched; not dealt with

scope *n.* the area within the limits of a question, subject, action, etc.; range

cliché /ˈkliːʃeɪ/ *n.* an expression or idea used so often that it has lost much of its expressive force 陈词滥调; 陈腐思想

context /ˈkɒntekst/ *n.* what comes before and after (a word, phrase, statement, etc.), helping to fix the meaning (文章的) 上下文, 语境

dedication *n.* self-sacrificing devotion 献身; 忠诚; 专心

dedicate *vt.*

disgust /dɪsˈɡʌst/ *n.* strong feeling of dislike or distaste 厌恶

hopefully *ad.* in a hopeful manner; if our hopes succeed 怀着希望; 但愿

guidance *n.* the act or process of guiding; advice on vocational or educational problems given to students

inexplicable /ˌɪnɪkˈsplɪkəbl/ *a.* incapable of being explained 无法说明的; 费解的

refuge /ˈrefjuːdʒ/ *n.* shelter or protection from danger or distress 避难; 庇护

refugee /ˌrefjuːˈdʒiː/ *n.* 难民

proverb /ˈprɒvɜːb/ *n.* a brief popular saying 谚语

respectfully *ad.* in a way or manner that shows respect

respectful *a.*

grammatically *ad.* according to the rules of grammar

grammatical *a.*

ain't /eɪnt/ (*spoken*) a short form of “am not”, “is not” or “are not”

counter *vt.* oppose

recognition *n.* the act of recognizing 认识; 承认

immediate *a.* with nothing between; coming at once

given *a.* specified, fixed 特定的, 一定的

define /dɪˈfaɪn/ *vt.* explain the meaning of; state, show or describe clearly 给...下定义; 界定

novel *n.* a long story in prose about either imaginary or historical people

rely /rɪˈlaɪ/ *vi.* be dependent, count

practicable /ˈpræktɪkəbl/ *a.* capable of being done, put into practice or accomplished; feasible

short-cut *n.* a route more direct than that usu. taken; a quicker way of doing sth. 捷径

beaten *a.* much walked on or traveled (路) 踏平的; 人们常走的

overgrown *a.* covered with plants growing uncontrolled

Phrases & Expressions

confront with

give up

reduce to

take refuge in

wash one's hands of

come across

look up

at a glance

no good/not much good/not any good

bring face to face with; force to deal with or accept the truth of

stop attempting sth.; admit defeat

bring or force (sb.) to (esp. a weaker or less favorable state)

find shelter or protection in

have no more to do with; refuse to be responsible for

meet, find, or discover by chance

find (information) in a book

with one look; at once

useless or bad

rely on

trust; have confidence in; depend on

Proper Names

W. S. Fowler /'dʌblju: 'es 'faʊlə/

W. S. 福勒

Notes

1

This text is taken from *Proficiency English Book I* by W. S. Fowler, Supervisor/Lecturer at the British Institute, Barcelona, Spain and author of *First Certificate English*, *Dictionary of Idioms*, etc.

2

The teacher, for his part, frequently reduced to trying to explain the inexplicable, may take refuge in quoting proverbs to his colleagues . . . : The teacher, who often has to explain what can't be explained, may resort to quoting well-known sayings to other teachers . . .

3

You can lead a horse to water but you can't make him drink: Good suggestions can be made but people can't be forced to do what they don't want to. Here it is quoted to mean that a teacher can make some good suggestions to his students but he can't force correct understanding and usage on them.

4

It ain't what you say. It's the way that you say it. : The important thing is not what you say but the way that you say it. Much the same thing can be said in a variety of grammatically correct sentences, but some may be more appropriate than others in certain situations in terms of politeness, formality, etc. It may be quoted here as a piece of advice the teacher gives to his students at the advanced level.

And if the path you choose is too overgrown to make further progress ...

It would be more grammatically acceptable to say "... *is too overgrown for further progress*" or "... *is too overgrown for your students to make further progress.*"

Study & Practice



I Comprehension Questions

1. What's the trouble with many advanced students of English?
2. What's the trouble with the teacher?
3. Why can beginners make obvious progress?
4. Why do advanced students find it more difficult to make further progress?
5. Does the author think the suggestion practicable that students should spend a few years in an English-speaking country? Why or why not?
6. What does the author think about wide reading?
7. Which of the following do you think the author would most likely recommend to advanced students of English? Give your reasons.
 - a. *Hamlet* by Shakespeare
 - b. *David Copperfield* by Charles Dickens
 - c. *For Whom the Bell Tolls* by Ernest Hemingway
 - d. The latest issue of *Reader's Digest*
8. What's the author's advice to teachers of English?



II Paragraph Analysis: Identifying Paragraph Topics

Every well-written paragraph has a topic. The topic tells what the entire paragraph is about. The topic can be a complete sentence or just a phrase. It can be long or short. The important thing is that the topic should include the principal points of the entire paragraph.

Now put a check (✓) next to the phrase you think is the best choice for the topic of each paragraph of the text.

Para. 1

- _____ a. The Seemingly Greater Difficulty in Learning English as Students Move to More

Advanced Levels

- _____ b. The Reasons Why Learning English Becomes Increasingly Difficult
- _____ c. A Process Which Ought to Become Simpler

Para. 2

- _____ a. The Importance of Putting Everything One Is Taught into Practice
- _____ b. A Bewildering Variety of Idioms, Clichés and Accepted Phrases
- _____ c. The Teacher's Frustration at Finding His Students Making Slower Progress

Para. 3

- _____ a. The Relationship between the Teacher and the Students
- _____ b. The Reactions of Both Students and Teachers in such Circumstances
- _____ c. The Quoting of Proverbs as a Means of Explaining the Inexplicable

Para. 4

- _____ a. The Difficulty of Selecting the Right Teaching Material
- _____ b. The New Experience of Both Students and Teachers
- _____ c. The Author's Opinion about the Problem

Para. 5

- _____ a. Wide Reading — the Best Alternative Course of Action
- _____ b. The Author's Advice to Students
- _____ c. The Importance of Both Reading and Listening

Para. 6

- _____ a. The Teacher's Duty to Choose the Best Path
- _____ b. The Teacher as the Paid Guide and Expert
- _____ c. The Author's Advice to Teachers



III Vocabulary Activities

Words & Phrases to Drill

context	counter	dedication	define	disgust
fluency	given	guidance	hopefully	immediate
practicable	recognition	scope	short-cut	
at a glance		come across		confront with
look up		no good		reduce to
rely on		take refuge in		wash one's hands of