

总主编 李观仪

● 国家教委高等学校第三届优秀教材二等奖

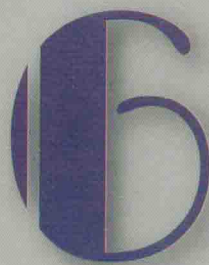
新编英语教程

第三版

THIRD EDITION

A NEW ENGLISH COURSE

主编 何兆熊 章伟良



教师用书
Teacher's Book

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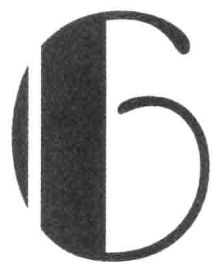
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第三版前言

自上一轮的修订至今，差不多十年过去了，从使用者那里得到的反馈和教学大环境的变化让我们感到有必要对教材再做些修订，于是就出现了目前的第三版。这次修订的内容主要涉及以下几个方面：

I. 学生用书

1. 删去了部分旧课文，增加了几篇新课文，原书的15个单元压缩为12个单元。
2. 对PRE-CLASS WORK 部分中的“读前问题”做了扩充或改动，以便更好地启发学生，以利于课堂讨论的开展。由于传统的纸质词典已不再是学生查阅词义的唯一工具，原书的Dictionary Work 更改为Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text；为了培养学生借助语境猜测词义的能力，原书的Library Work 部分改为Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used。
3. 对某些课文注释的内容做了充实和更新，尤其是对作者的介绍；删除了某些对当今的学生来说不再必要的注释。
4. 增加了SUGGESTIONS FOR ORAL WORK 这个新的板块，以便于学生在课内或课外就和课文相关的主题开展口语活动。
5. Text 2 后面增加了一个多项选择练习，这个判断性的练习旨在检查学生在对课文初读一遍后能否把握文章的某些要点。
6. 删除了原书中的LISTENING IN AND SPEAKING OUT 部分。

II. 练习册

1. 每单元的前三个练习，即I. Answer the following questions, II. Use your own words to rephrase or explain each of the following without changing its original meaning 和 III. Translation 都是基于该单元的课文的。在翻译练习部分里，增加了选自课文的英汉段落翻译。
2. 原练习册中Text 2 的练习或被删除，或移到学生用书里。
3. LANGUAGE WORK 部分的变化比较大，这一板块由Grammar、Vocabulary、Cloze 和 Proof-reading & Error Correction 四部分构成。对原来的练习作了提炼和更新，删去了部分练习，使练习的总量更趋合理。

III. 教师用书

1. 学生用书中的练习答案，包括Text 1 和Text 2 都放在教师用书里。练习册的答案附在教师用书后面。
2. 增加了两个新的板块，即SOME RELEVANT INFORMATION 和 SUGGESTIONS FOR TEACHING。前者主要包含第二版里Library Work 中的内容，后者则是个完全新增的板块，对如何着手教授课文提出了建议。
3. 对TEACHING POINTS FOR REFERENCE 也作了一些增添和改动。

我们希望这个修订版会更有利于高校英语专业三年级的教学。

PREFACE TO THE THIRD EDITION

About ten years have elapsed since our last edition. Feedbacks from the users and changes in the general environment of teaching have pointed to the need of further revision; hence the current edition. Revisions that have been made are mainly found in the following:

I. The Student's Book

1. The total number of units in the book has been reduced from 15 to 12, with some old texts left out and some new ones added.
2. In the part of PRE-CLASS WORK, the pre-reading questions have been expanded or rephrased to be more inspiring to the students and thus to facilitate classroom discussions. As traditional dictionaries are no longer the only source through which students can find out the meanings of new words, the section of Dictionary Work has been re-titled Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text, and to cultivate students' ability to "guess" the meaning of words and expressions with the help of context, the original Library Work has been replaced by Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used.
3. Some notes have been enriched and updated, especially those about the authors, and some others deleted as they do not seem necessary for the students today.
4. A new section SUGGESTIONS FOR ORAL WORK has been added for the students to carry out some oral activities based on the theme of the text either in or after class.
5. A comprehension exercise in the form of multiple-choice questions has been added for Text 2. The exercise, judgmental in nature, aims to check whether the students, after a brief reading of the text, have grasped some of its main points.
6. The LISTENING IN AND SPEAKING OUT part in the second edition has been deleted.

II. The Workbook

1. The first three exercises in each unit, i.e. I. Answer the following questions, II. Use your own words to rephrase or explain each of the following without changing its original meaning and III. Translation, are all based on the text. An exercise of paragraph translation (from English into Chinese) has been added; the paragraphs to be translated are taken from the texts.
2. The exercises for Text 2 have been either deleted or transferred to the Student's Book.
3. Major adjustments have been made in the part of LANGUAGE WORK, which now falls into four sections, i.e. Grammar, Vocabulary, Cloze, and Proof-reading & Error Correction. The total load of work is limited to a more sensible amount.

III. The Teacher's Book

1. Reference answers to exercises in the Student's Book including both Text 1 and Text 2 are given in the Teacher's Book. Answer keys to the exercises in the Workbook are attached to the Teacher's Book.
2. There are two new additions, i.e. SOME RELEVANT INFORMATION FOR REFERENCE and SUGGESTIONS FOR TEACHING. The former contains information mainly found in the Library Work section in the second edition, and the latter, a totally new addition, provides suggestions about how the text can be approached.
3. Some minor changes and additions have been made in the part of TEACHING POINTS FOR REFERENCE.

We hope this revised edition will result in better teaching and learning for the juniors of English majors in the tertiary institutions.

TO THE TEACHER

This TEACHER'S BOOK is intended as an aid to you. It provides suggestions for teaching and key to some exercises for your reference.

Each unit of *A New English Course*, Level 6, TEACHER'S BOOK, consists of:

TEXT 1

- I. Answers for reference for sections II & III of **PRE-CLASS WORK**, sections I & II of **COMPREHENSION**, and **ORGANIZATION AND DEVELOPMENT**.
- II. Some information relevant to the text, suggestions as to how to approach the text, and some points we think worthy of elaboration, are to be found in the parts **SOME RELEVANT INFORMATION**, **SUGGESTIONS FOR TEACHING** and **TEACHING POINTS FOR REFERENCE** respectively.

TEXT 2

Answers for reference to the multiple-choice questions and questions for discussion.

The second part of the TEACHER'S BOOK is KEY TO THE WORKBOOK.

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Unit 1

TEXT 1

Two Words to Avoid, Two to Remember

Arthur Gordon

PRE-CLASS WORK

II Search whatever sources available for the meaning of each of the following words or expressions as they are used in the text.

- insight (l. 1): (1) the capacity/ability to gain an accurate and deep instinctive understanding/perception of a (complex) situation/problem
(2) (*psychol*) the capacity for understanding one's own or another's problems/mental processes
e.g. 1) ... I had a big insight and a little insight about the book.
— Rust Hills, *Esquire*, April 1973
2) He shows remarkable insight into children's psychological problems.
3) The research provides new insights into the causes of the present economic crisis.
- fall through (l. 7): (for something, such as a plan, agreement, sale, etc.) fail to be completed successfully; fail to occur
e.g. 1) I hope our plans won't fall through for lack of fund.
2) We are going on a picnic tomorrow, unless it falls through because of the weather.
- chew the cud (l. 9): (*slang*) think reflectively; ponder over; meditate
e.g. 1) John tends to chew the cud before he answers.
2) After retirement, he has enough time to chew the cud of his past.
- gnome (in legends) (l. 12):
(1) a little old man who lives underground and guards the earth's treasures (土地神)
(2) a small ugly person (侏儒)
- identify (l. 33): (1) recognize and correctly name someone or something
e.g. 1) He was too far away to be able to identify who is who.
2) She identified the dog as her lost pet.
3) The police took fingerprints and identified the body.
(2) recognize or discover exactly who he is or what it is
e.g. 1) Scientists have identified the gene that causes abnormal growth.
2) They identified a number of problem areas.

- 3) They could not identify the source of the quotation.
6. berate (l. 38): scold, criticize or speak angrily to someone because they have done something wrong
 e.g. There's no need to berate someone for making a mistake during the first day on the job.
7. a perverse streak (l. 66):
 perverse: obstinate in opposing what is right, reasonable, or accepted; wrongheaded
 e.g. They seem to enjoy their perverse cruelty to animals.
 streak: an element of a specific kind in someone's character
 e.g. 1) His serious nature was lightened by a streak of mischief.
 2) He is a complicated man — moody, mercurial, with a melancholy streak.
8. drag (l. 72): (1) (*slang*) a boring thing or person; nuisance
 e.g. 1) It's a real drag having to travel so far to work every day.
 2) My parents can be such a drag. They won't let me do anything.
 (2) (in the text) something that retards motion, action, or advancement; pull
 e.g. The car's rounded edges reduce drag.
9. click (l. 85): suddenly understand or realize something
 e.g. 1) I thought, "What is he doing?" and then suddenly it all clicked into place (= I understood how all the events related to each other).
 2) It's hard work, but one day it will just click.
n.: a short hard sound (used in a figurative sense in the text meaning "reminder" or "urge of encouragement")
10. immortality (l. 102): the state of living for ever or being remembered for ever; unending existence; lasting fame
 e.g. 1) She believed in the immortality of the soul.
 2) He found immortality through his films.

III Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used.

1. miscalculation (l. 6): wrong judgment
 (word formation: mis-: wrong; guess about something using as many facts as you can find; judgment; ... all the bad judgments, the false moves ... <l. 22 >)
2. perceptiveness (l. 19): insight/quickness in noticing or understanding situations, people's feelings etc.
 (... "what's troubling you?" <l. 18 >)
3. drag (l. 72): a downward pull/a negative factor that stops one from making further effort
 (... that supplies lift instead of ... <l. 72 >)
4. strike out (l. 74): change/remove/erase/cross out
 (... substitute the phrase <l. 74 >)
5. "Well, class dismissed. ..." (l. 86): "So, that should solve your problem.; Ok, prob-

lem solved. ...”

(from the context of the paragraph)

6. in full stride (l. 97): suddenly and quickly/in full speed
(... a sudden heart attack ... <l. 97>)

SOME RELEVANT INFORMATION

1. **Manhattan**, an island near the mouth of the Hudson River, is a borough of New York City, in southeastern New York State, U.S.A. Commercial and cultural heart of the city, Manhattan is the site of the Metropolitan Opera House, Carnegie Hall, the City Center of Music and Drama, and numerous other music institutions. Main museums and art galleries of Manhattan include the Metropolitan Museum of Art, the American Museum of Natural History, etc. Columbia University and New York University are also located here. Among other points of interest are the Rockefeller Center and the Empire State Building.
2. **Psychology** is the scientific discipline that studies mental processes and behaviour in humans and other animals. Literally meaning “the study of the mind”, psychology focuses on both individual and group behaviour. Clinical psychology is concerned with the diagnosis and treatment of mental disorders.
Psychiatry is the branch of medicine concerned with mental disorders. A psychiatrist is a medical practitioner specializing in the diagnosis and treatment of mental illness. Generally, after completion of medical training, physicians take a three-year residency in psychiatry to become qualified psychiatrists.
Psychotherapy refers to the treatment of psychological, emotional, or behavior disorders through interpersonal communication between the patient and a trained counselor or therapist.
Psychoanalysis is the method of treating mental disorders that emphasizes the probing of unconscious mental processes. It is based on the psychoanalytic theory devised by Sigmund Freud in Vienna in the late 19th century and early 20th century. It calls for patients to engage in free association of ideas, speaking to therapists about anything that comes to mind.
3. **Sigmund Freud** /ˈzi:kʌmʌnt frɔɪd/ (1856–1939) is an Austrian physician and the founder of psychoanalysis. Freud explored the workings of the human mind and developed psychoanalysis as a therapeutic technique to treat neurosis or mental disturbances. His idea of the unconscious mental processes and his theory that a principal cause of neurosis is the repression of painful memories into the unconscious holds a central place in psychology and psychiatry today.

SUGGESTIONS FOR TEACHING

The purpose of a narrative piece is often dual; the author relates a certain event, either fictitious or factual, and conveys a message through what is related. What the author of the text has narrated is a recollection of what once happened to him, and the message he wants to share with his readers is the advice gained from a consultation with a psychiatrist: Always

avoid the two words “if only” and always remember the two words “next time”, which is especially valuable when one is unfortunately encountering a setback or failure. Thus, teaching of the text could start with the related event: the cause of the author’s unhappy state of mind, his meeting with the Old Man, the remedy the psychiatrist suggested for his troubled mental state. Then you could go on to discuss with the students the significance of the psychiatrist’s advice. Or you could do it the other way round, i.e. start with a discussion of the strength of the advice before you go through with the students the related event.’

TEACHING POINTS FOR REFERENCE

1. prospect — sth. one expects to happen; a possibility or likelihood of sth. happening
e.g. I look forward to the prospect of being a volunteer doing social work in the Great Northwest.
There is a reasonable prospect of reaching the trapped miners within the next 24 hours.
prospects *pl.* — opportunities
e.g. Most people are not quite optimistic about the prospects for/of employment.
Don’t think too much how the job pays now. What really matters is that it holds good prospects.
2. eminent — famous and respected within a particular profession, e.g. eminent doctor/surgeon/scientist, etc.
3. invariable — never changing
e.g. The invariable question the mother asked her child after school every day was: “How did everything go today?”
4. perceptiveness — unusual ability to notice and understand; awareness and understanding
e.g. We all admired his perceptiveness; he was always so quick to respond to a new situation.
5. proceed — begin a course of action
e.g. After the preparations had been made, we proceeded to draft the plan.
6. berate — (*formal*) scold or criticize angrily because of a fault
e.g. Don’t berate anyone just because he has made a mistake. Don’t we all make mistakes from time to time?
7. lament — feel or express deep sorrow (for or because of sth.)
e.g. One should not lament the past mistakes, but should try to do better later.
8. ruefully — regretfully
e.g. He faced his recent failure ruefully.
9. promptly — quickly, at once
e.g. He always responded to the customers’ requests promptly.
10. grim — harsh, unpleasant, dreadful
e.g. He was depressed when he heard the grim news that two-thirds of the workforce might be discharged.

COMPREHENSION

I B

II 1. F 2. F 3. T 4. T

ORGANIZATION AND DEVELOPMENT

In the first few lines Gordon has already made it clear to the reader that what he is going to do is to tell how “the sudden flash of insight that leaves you a changed person — not only changed, but changed for the better — ... Sometimes from a friend.”

In the first three paragraphs, which serve as a kind of introduction to the narration, we learn something about the physical circumstances for the meeting, i.e. the time — one rainy wintry afternoon, and the place — a French restaurant in Manhattan; the author’s somber mood caused by his failure to complete an important project; and also something about the Old Man — his age, his profession, and perhaps more importantly, his positive attitude towards life.

... whenever I find myself thinking “if only”, I change it to “next time”.

TEXT 2

The Romance of Words

Wilfred Funk and Norman Lewis

COMPREHENSION

I Answer the following multiple-choice questions.

1. C 2. B 3. B 4. A

II Discuss the following questions.

1. The authors’ purpose of writing is to call upon the readers to pay more attention to words, which they tend to take for granted. This is made clear at the very beginning of the article by the sentence “From now on we want you to look at words intently, to be inordinately curious about them and to examine them syllable by syllable, letter by letter.” This is echoed by the sentence in the last paragraph: “From this time on, as we enter our word studies, try to become self-conscious about words.”
2. The two analogies the authors have made are “human beings” and “living trees”. But in the article they concentrate on the analogy of “living trees”.
3. Their explanations can be found in paras. 6, 12, and 16 respectively:
The story of the root of a word is the story of its origin.
The branches of the language tree are those many groups of words that have grown out from one original root.
The leaves of this language tree would be the words themselves and their meanings.
5. Open to discussion.

Unit 2

TEXT 1

The Fine Art of Putting Things Off

Michael Demarest

PRE-CLASS WORK

❶ Search whatever sources available for the meaning of each of the following words as they are used in the text.

1. cool one's heels (l. 3): wait or pass the time aimlessly or futilely; be kept waiting/be forced to wait
e.g. I'll put him in a cell to cool his heels for a bit.
2. attest to (l. 4): prove/demonstrate
e.g. 1) I can attest to the absolute truth of his remarks.
2) What kind of employment experience do you have to attest to your leadership talent?
3. apocalyptic (l. 13): warning people about terrible events that will happen in the future; connected with the final destruction and end of the world
e.g. 1) It is an exciting, well-paced action-thriller with apocalyptic scenes and adventure story elements.
2) Before them was an apocalyptic landscape of burnt villages and bomb craters.
4. anything but (l. 18): not at all/in any respect
e.g. 1) I never said you are anything but all I want.
2) Honey, can we talk about anything but death, coffins? We are in the middle of a dinner.
5. proconsul (l. 24): (1) an official in a modern colony who has considerable administrative power
(2) a provincial governor of consular rank in the Roman Republic and Roman Empire
6. ruminate (l. 24): think carefully and deeply about something/chew the cud/meditate on
e.g. 1) He sat alone, ruminating on the injustice of the world.
2) He sat by the window ruminating on the recent traffic accidents.
7. natter (l. 25): talk for a long time about unimportant things/chat
e.g. 1) Sometimes she would pick up the telephone and natter to Charles.
2) Lynne's been nattering on about the wedding for weeks.

8. fortify (l. 35): make strong or stronger
e.g. 1) A good breakfast will fortify you for the day's work.
2) Jogging regularly helps to fortify the body against disease.
9. academe (l. 46): the academic world
e.g. 1) But, academe has not paid much attention to the research on the detail of TV news.
2) Because of its high efficiency and practicability, the Ministry of Economic Affairs attaches more and more importance to the academe.
10. shrink (l. 54): (*informal*) a psychoanalyst or psychiatrist (which is used humorously)
11. subliminal (l. 58): affecting one's mind in a way that one is not aware of
e.g. 1) There are subliminal clues that things are not right, not normal.
2) Their goal is to determine how subliminal signals, which can be distracting, are processed.
12. truism (l. 61): an obvious truth/authenticity
e.g. 1) His speech was just a collection of clichés and truisms.
2) It is a truism that teaching language is teaching culture.

III Tell, without consulting a dictionary, how the italicized words below are to be properly interpreted in the context in which they are used.

1. worthy (l. 3): distinguished/important/well-intentioned person
(... like Dr. Johnson ...; ... the most well-intentioned men ... <l. 4>)
2. plead (l. 6): give/find ... as a reason/excuse for ...
(... a speech defect to rationalize his reluctance ... <l. 6>)
3. procrastination (l. 8): postponement/delay
(... postponers ... <l. 4>; ... putting off battle ... <l. 6>)
4. creative soul (l. 16): writer/artist
(instances quoted in the paragraph)
5. take high honors in (l. 46): be well famed for/win great honors for
(instances quoted in the paragraph)
6. rationalization (l. 49): reason/excuse/justification
(the pressure ... looking up another footnote. <l. 49>)

SOME RELEVANT INFORMATION

1. **Chesterfield, Philip Dormer Stanhope**, 4th Earl of Chesterfield (1694–1773), English statesman, orator and author. His literary reputation rests upon his letters to his illegitimate son, Philip Stanhope, who was born in Holland in 1732. The letters, filled with wit and worldly wisdom, were published under the title *Letters to His Son* (1774).
2. **Johnson, Samuel** (1709–1784), English poet, critic, and man of letters, the literary dictator of England in the latter half of the eighteenth century and one of the most famous per-

sonalities of his time. He is best known for his *Dictionary of the English Language* (1755), which is in some respects an innovation in lexicography. He had the strongest influence of any of his contemporaries on the literary thought and style of the latter part of the eighteenth century.

SUGGESTIONS FOR TEACHING

The first thing you might do probably is to help the students recognize the author's view on procrastination. As the old saying or proverb "Never put off till tomorrow what you can do today" enjoys such great popularity and has even become a motto for many, it would be a bit hard for the students to accept the opposing view that procrastination is sometimes necessary and beneficial. The title "The Fine Art of Putting Things Off" clearly indicates the author's view that delaying is a skill, sometimes a necessary means to an end. Call the students' attention to the beginning and the end of the text. It begins with Lord Chesterfield's famous exhortation "Never put off till tomorrow what you can do today", which is followed by the fact that he himself sometimes also procrastinated. Then look at the last sentence of the text: "In other words, *pace* Lord Chesterfield, what you don't necessarily have to do today, by all means put off until tomorrow." Here we seem to find clear evidence that the author is an advocate of procrastination, *purposeful procrastination* in contrast to *chronic procrastination*, to use his own words.

The author's viewpoint is richly supported by examples. He uses examples in the first paragraph to show that even the well-intentioned men may be postponers; he uses examples in the second paragraph to show that there are as many delayers as do-it-nowers in the world. An important turn is marked by the word "yet" at the beginning of the third paragraph. This and the subsequent paragraphs are mostly devoted to examples supporting his view that promptness in execution is not always the desired course of action, while delaying is sometimes necessitated by circumstances and serves as a good means to a fruitful end.

One thing that makes the text a bit difficult for reading is the author's playful tone. Sometimes he is serious, and other times he is being light-hearted and humorous, speaking with cheek in tongue. Go over the examples with the students and try to help them find which one falls under which category.

TEACHING POINTS FOR REFERENCE

1. exhort — (*formal*) urge or advise strongly
e.g. The professor exhorted his students to be more creative in their research.
Netizens are exhorted to be cautious in making friends online.
2. rationalize — attempt to explain or justify one's action with plausible reasons, even if they are not true or appropriate
e.g. Don't rationalize your incompetence by finding fault with the method.
It is difficult to rationalize the behavior of teenagers at a certain stage of their development.
3. do-it-nowers — those who act promptly. The term is obviously coined by the author.

4. at an ungodly 6:30 p.m. — at an unusually early hour. The author thinks 6:30 p.m. is rather too early for a planned formal dinner.
5. all the trouble procrastination may incur — all the trouble that a person's delay in action may bring upon him
incur — become subject to (sth. unpleasant) as a result of one's own action
 e.g. The company incurred a heavy loss due to mismanagement.
 Such an ambitious project would surely incur exorbitant expenses.
6. the art of postponement had been virtually a monopoly of the military ..., diplomacy and the law — the practice of putting things off had almost been exclusively followed by the military, etc. The implied meaning is that the military commanders, the diplomats, and the lawyers are almost the worst delayers.
7. ruminate — (*formal*) think deeply and carefully
 e.g. He ruminated over/on the situation before he made the final decision.
 She ruminated for a long time before she expressed her opinion.
8. the world's most addicted postponers — the world's worst postponers, who just could not free themselves from postponing
Addicted (*adj.*) literally means "dependent on sth. (usually a drug) and unable to stop having it".
 e.g. He is addicted to cocaine/heroin.
Addicted may also mean "enthusiastically devoted to a particular thing or activity", e.g. be addicted to computer games, television, etc.
 The person who is addicted to sth. is an addict /'ædɪkt/, e.g. a drug addict, a computer/TV addict.
9. "The number of attorneys who die without a will is amazing." — It is a usual practice for people to make a will, an official statement of the way they wish their property to be shared out after their death before they die. And it is generally the attorneys or lawyers who administer the wills. But attorneys themselves postpone making their own wills.
10. the caution that breeds delay — the great care that causes delay
 Literally, *breed* refers to either animals producing their offspring, e.g. *Rats breed rapidly.* or people who keep animals or plants for the purpose of producing and developing young animals or new plants, e.g. *Sue breeds honeybees. My friend Jane breeds waterlilies.*
 Often *breed* is used to mean "to cause (a usually unpleasant condition or feeling) to develop", e.g. *Some people believe that violence breeds violence. Mosquitoes breed malaria.*
11. flourish — develop rapidly
 e.g. Postmodernism made its first appearance in the late twentieth century and continues to flourish now.
Flourish, when speaking of a person, an animal, etc. means "grow or develop in a healthy or vigorous way".
 e.g. The trees planted on the school campus are flourishing.
 We're happy to see these disabled children flourish in their foster-homes.

12. Many languages are studded with phrases ... — Many languages are provided with phrases ...
A *stud* is literally a small piece of metal which is attached to a surface as a decoration 饰钉.
Be studded with literally means “be covered with something like studs”, e.g. *the sky studded with stars; a sea studded with islands*. So when languages are *studded with phrases ...*, you find phrases ... in languages just like studs.
13. churns out three to five pages of writing a day — produces three to five pages a day
Churn out, which means “produce sth. (esp. sth. of bad quality) routinely or mechanically, esp. in large quantities”, is used by the author ironically and jokingly here. Three to five pages of writing cannot be considered as a large quantity.
14. checking out the latest book — examining the latest book carefully; borrowing the latest book from the library
15. assiduous — showing great care and perseverance; hard-working
e.g. John is assiduous in doing research work.
He is known as an assiduous scholar, always exploring new fields of study.
16. confront — face up to and deal with a problem or a difficult situation
e.g. He confronted the difficult task with courage and optimism.
17. evade — find a way of not doing sth. that must be done
e.g. He tried to evade the questions about his past.
The problem is perhaps difficult to solve, but it should not be evaded.
18. deliberation — 1) long and careful consideration or discussion
2) slow and unhurried movement
According to the context, the second meaning of the word is most probably what the author meant.
19. for that matter — This phrase is used to emphasize or indicate that a statement made by a person in one case is also true in another case.
The meaning of the two consecutive sentences with this phrase as the connective is: “The creation of a great painting, etc., like the parliamentary process, is also a system of delay and deliberation.”
An example sentence showing the use of *for that matter* follows:
The construction workers suffered greatly from intense heat, so do the dockers, for that matter.

COMPREHENSION

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II 1. T 2. F 3. T 4. F 5. T