



前 言

《新航向大学英语教程》是一套专门为艺体类专业学生设计编写的低起点英语综合教程。本套教程共四册，可供艺体类专业学生大学英语基础阶段学习使用，旨在培养和提高学生的“听”“说”“读”“写”“译”等方面的基本技能，增强跨文化交际意识和交际能力，提高学生的综合人文素养。


在编写过程中，我们力求突出以下特色：

1. 本套教程参照《国家中长期教育改革及发展规划纲要（2010-2020年）》及《大学英语教学指南》的精神与要求并结合艺体类专业学生的英语基础、个性与专业特点等进行设计、编写。依据“分类指导，因材施教”的教育理念，确定了“实用”与“创新”的编写思路，精心筛选鲜活生动、富有时代气息、贴近专业兴趣的素材。

2. 本套教程兼具“工具性”和“人文性”双重特点，文章的选择上兼顾了“通用英语”（EGP）和“专门用途英语”（ESP），既可以提高学生英语“听”“说”“读”“写”“译”的能力，又可以以专业知识激发英语学习的兴趣，使学生在提高语言应用能力和综合人文素养的同时，拓宽专业视野。

3. 本套教程在练习题编写上既注重基础又注重拔高，循序渐进，使学生能够在夯实基础的同时逐步提高英语的应用能力。在教学内容选择及设计上与音乐、舞蹈、体育、美术、绘画、设计、书法、播音等专业密切相关，主题丰富，视角多元，选材鲜活，有利于调动学生学习的积极性和主动性，也有助于提高艺体类专业学生的语言综合应用能力和自主学习能力。





4. 本套教程共四册，供两个学年使用。每册八个单元，每个单元由六大板块构成。具体如下：

Part I: Speaking and Communicating（实用交际英语）

Part II: Reading and Exploring（双向阅读拓展）

Section A: EGP Reading（通用英语阅读，包括文章及相关练习）

Section B: ESP Reading（专业英语阅读，包括文章及相关练习、阅读技巧介绍）

Part III: Grammar Focus（语法聚焦）

Part IV: Guided Writing（写作指导）

Part V: Culture Salon（文化沙龙）

Part VI: Unit Tasks（课后演练）

由于编者的水平和经验有限，教程中的不足之处在所难免，我们恳切希望广大师生不吝赐教，以便进一步修订和完善，不断提高教程质量。

《新航向大学英语教程》编委会

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1 Unit

No Place like Campus Life —Get Started

College is more than studying to get a diploma. All kinds of courses, heavy assignments, and a range of examinations are only half the battle. The first year of college can be a stressful time filled with all sorts of problems: roommate conflicts, homesickness, adjusting to college-level coursework, making boon companions, dating and dealing with all sorts of emotions. If you want to resolve them, there is a long way for you to go.



Part 1 Speaking and Communicating

Lead-in

I. Read the following quotes related to campus life and share your understandings of these quotes with your partner.

1. Education's purpose is to replace an empty mind with an open one.

—Malcolm Forbes

2. Develop a passion for learning. If you do, you will never cease to grow.

—Anthony J. D'Angelo

3. A college degree is not a sign that one is a finished product but an indication a person is prepared for life.

—Reverend Edward A. Malloy

4. Study while others are sleeping; work while others are loafing; prepare while others are playing; and dream while others are wishing.

—William Arthur Ward

II. Look at the following pictures and discuss where each picture might be taken and what students may do in these places.



A



B



C



D

Discussion

Work in pairs. Discuss with your partner the challenges you may face in your freshman year and the things you can do to handle those challenges.

Tips:

- | | |
|-----------------------------------|---|
| • getting adjusted to a new place | ☆ eating right and sleeping well |
| • living on your own | ☆ grasping the moment |
| • roommate conflicts | ☆ jumping into as many clubs/activities as possible |
| • homesickness | ☆ building one's own social network |
| • academic planning | ☆ finding time to exercise |
| • building student community | ☆ making choices decisively |

Conversation

I. Read the following sample conversations carefully and then practice with your partner.

Conversation 1

A: Welcome, newcomer! I am Linda Grey.

B: I'm Judy Fulton. Nice to meet you.

A: Judging by your accent, I guess you come from New York.

B: Yes, where are you from, then?

A: I'm from Atlanta.

B: Oh, really? Atlanta is a very beautiful city.

A: Yes, it is.

B: I have been dreaming to visit Atlanta.

A: Welcome. Here comes the school bus. Let me help you carry your luggage.

B: Thank you.

Conversation 2

A: Hi, Cathy.

B: Hi, Linda. How nice the weather is! Are you going out for sightseeing?

A: Yes, we are. This is my friend Judy.

B: How do you do, Judy?

- C:** How do you do, Cathy? Would you like to go out together with us?
- B:** I would like to go very much. But I'm sorry that I have a drawing class this afternoon.
- A:** That's a pity, but you may go with us next time.
- C:** Look, here comes the bus.
- B:** See you, then.
- A&C:** Bye.

Supplementary Information:

1. Asking about names and making introductions

- May I have your name?
- Would you please tell me your name?
- What's your English name?
- My name is... / You can call me...
- My Chinese / English name is...

2. Talking about your hometown

- Where are you from? / Where's your hometown? / Where do you come from?
- I'm from... / I come from... / My hometown is...
- There are lots of special foods / places of interest in my hometown, among which ... is the most famous one.

II. Read the following conversation, and fill in the blanks with proper expressions in the box.

It's the first time Tom meets his roommate Jerry. Both of them are new comers to the university.

<i>there are...</i>	<i>I'm from...</i>
<i>What's your name?</i>	<i>Where are you from?</i>
<i>I come from</i>	<i>I'm...</i>

- Tom:** Hi, have you just arrived too?
- Jerry:** Yes.
- Tom:** I guess we're roommates now. Nice to meet you. I'm Tom. _____
- Jerry:** _____ Jerry. Glad to see you.
- Tom:** _____
- Jerry:** _____ Shijiazhuang, Hebei Province. What about you?
- Tom:** Well, _____ Hangzhou, Zhejiang Province.
- Jerry:** Oh, _____ many beautiful scenic spots in Hangzhou. It's a beautiful city.
- Tom:** Yes, the West Lake is one of the most famous.

III. Now Work with your partner and make a new conversation.



Part 2 Reading and Exploring

EGP Reading

Lead-in Questions

- I. How did you feel when you got your letter of admission to this college?**
- II. What's your first impression of your college?**
- III. What kind of college life are you planning to have?**

First-year College Experience

Those of us who are college veterans will never forget our freshman year at college. Some of us may like to forget our freshman year, but in general it is a time filled with expectations, some anxiety, and wonderful discoveries.

College is a lot different than high school. You may decide to travel from your home to a local campus regularly. Your freshman experience will definitely make an impression on you. Without doubt, though, the most dramatic freshman year is for those living away from home. What can you expect as you head off into the wonderful world of higher education?

The first thing you'll notice is the amount of work, which will be heavier and more intense than you ever experienced before. The major challenges of college work are the large volume of reading, the short deadlines, and the writing, writing, writing. A related effect that can be brought on by the work is doubt, frustration, and possibly loneliness. You'll be away from the comforts and friendships that your home provided for you over the previous years.

On some of those long, seemingly endless nights of studying and writing, it will be only natural for you to long for the good old days. Hang in there. These down periods will pass. Whatever you do, don't make major decisions about your major, your courses, or even your roommate during one of these blue periods. Things always look better in the morning.

You'll be making a lot of new friends. Continue to be yourself. Don't show off or play the role of someone you're not. Select your friends with the same care and patience you have always used. Believe it or not, your college friendships will be among the most satisfying

and long-term of your life. It's always exciting to discover how wonderfully diverse college relationships can be.

You'll also be on your own, your own boss (more or less) 24 hours a day. Be careful here. Don't go flying off the end of the pier. Enjoy your new-found freedom. Stay up until dawn talking about your ideals and ambitions with your dorm's buddies. Sleep in until the afternoon on a light class day. Explore the local town or suburbs with one or two of your new friends. Remember, though, with freedom comes responsibility. Even though your parents won't be around to follow up on your loose ends, you shouldn't let things go completely. Just find your own style.

You may even start to think about your future and look out for role models. Maybe a certain professor is especially inspiring. Perhaps your school has some pioneering research going on. Be sensitive to your own gravity. If some area of study attracts you, find out all you can do about it. It might be the beginning of your self-definition process. Going to college is as much about finding out who you really are as it is about getting that degree.

New Words

Nouns (n.) 名词

▲ veteran /'vetərən/	someone who has had a lot of experience of a particular activity 老手，〔在某方面〕经验丰富的人
▲ expectation /,ɛkspek'teɪʃən/	what you think or hope will happen 预料，预期；期待
▲ anxiety /æŋ'zaiəti/	the feeling of being very worried about something 焦虑，不安，担心
▲ impression /ɪm'preʃən/	the opinion or feeling you have about someone or something because of the way they seem 印象，感想
▲ amount /ə'maʊnt/	a quantity of something such as time, money, or a substance 数量，数额
▲ challenge /'tʃælɪndʒ/	something that tests strength, skill, or ability, especially in a way that is interesting 挑战，具有挑战性的事物
▲ volume /'vɒljʊm/	the total amount of something, especially when it is large or increasing 〔尤指巨大的或正在增加的〕量，总量
▲ frustration /frʌ'streɪʃən/	the feeling of being annoyed, upset, or impatient, because you cannot control or change a situation, or achieve something 懊丧，懊恼，沮丧

(To be continued)

(Continued)

Nouns (<i>n.</i>) 名词	
▲ ambition /æm'biʃən/ ★ buddy /'bʌdi/ ▲ responsibility /rɪ'spɒnsə'bɪləti/ ▲ gravity /'grævəti/	a strong desire to achieve something 追求, 夙愿, 理想 determination to be successful, rich, powerful etc. 抱负, 雄心; 野心 a friend 朋友, 伙伴 a duty to be in charge of someone or something, so that you make decisions and can be blamed if something bad happens 责任 the force that causes something to fall to the ground or to be attracted to another planet 重力, 引力
Verbs (<i>v.</i>) 动词	
▲ select /sɪ'lekt/ ▲ explore /ɪk'splɔː/	to choose something or someone by thinking carefully about which is the best, most suitable etc. [经过认真思考后] 挑选, 选择, 选拔 to travel around an area in order to find out about it 探险; 考察; 勘查 to discuss or think about something carefully 探讨, 探究
Adjectives (<i>adj.</i>) 形容词	
▲ dramatic /drə'mætrɪk/ ▲ intense /ɪn'tens/ ▲ previous /'pri:vɪəs/ ★ satisfying /'sætɪsfaɪ-ɪŋ/ ▲ diverse /daɪ'vɜːs/ ▲ loose /luːs/ ★ inspiring /ɪn'spaɪərɪŋ/ ★ pioneering /,piəɪ'nɪərɪŋ/	great and sudden 巨大而突然的, 急剧的 very serious, using a lot of effort and often involving doing a great deal in a very short time 紧张的, 激烈的 [only before noun] having happened or existed before the event, time, or thing that you are talking about now 以前的, 先前的 making you feel pleased and happy, especially because you have got what you wanted 令人高兴的, 令人满意的 very different from each other 各种各样的, 形形色色的, 相异的 not firmly fastened in place 松的, 松动的 giving people a feeling of excitement and a desire to do something great 鼓舞人心的; 启发灵感的 introducing new and better methods or ideas for the first time 开创性的; 先驱的; 探索性的
Adverbs (<i>adv.</i>) 副词	
▲ definitely /'defɪnətli/ ★ completely /kəm'pli:tli/	without any doubt 确切地, 肯定地 to the greatest degree possible 完全地, 全部地, 彻底地

符号说明: 四级词汇 ▲

六级词汇 ◆

超纲词汇 ★

Phrases and Expressions

in general	in most situations 通常；一般而言
make an impression on	to have a favorable effect on sb./sth.; to fix sth. in sb.'s mind 给……留下印象
long for	to have a desire for something or someone who is not present 渴望
hang in there	to be persistent, refuse to stop 坚持下去
show off	to act ostentatiously or pretentiously 炫耀；卖弄
stay up	to go to bed later than usual 熬夜

Notes of the Text

1. **college veterans:** graduates who have left the college.
2. **you shouldn't let things go completely:** "Let things go completely" means that things are out of your control or you couldn't manage your matters well so that they are not under your control.

After-reading Tasks

I. Decide whether the following statements are True (T) or False (F) according to the passage.

1. Freshman year will be the same as high school, with not much freedom and nothing to expect.
2. Heavy workload will make you frustrated and possibly lonely in your freshman year.
3. Be yourself and select your friends with care and patience. You will be excited by diverse college relationships.
4. College students will enjoy sleeping until the afternoon even though there are classes in the morning.
5. You can attend a variety of classes in college and don't have to decide what you will be majoring in.

II. Choose the best answer to each question with the information you've got from the passage.

1. What are the major challenges of college work?
 - A. Large volumes of reading.
 - B. Short deadlines.
 - C. A lot of writing.
 - D. All the above.
2. What should you do during blue periods?
 - A. Decide your major.
 - B. Hang in there.
 - C. Select your friends.
 - D. Select your courses.

3. How do you select your friends at college?
 - A. By being nice to roommates.
 - B. By making friends with classmates.
 - C. By being a caring and patient partner.
 - D. At random.
4. Which of the following will be among the most satisfying and longest-term of your life?
 - A. College studies.
 - B. College professors.
 - C. Newly-found freedom.
 - D. College friendships.
5. What does the saying “Be sensitive to your own gravity” mean?
 - A. You should know what interests you.
 - B. You should adjust yourself to the new environment.
 - C. You should understand what your focus is at college.
 - D. You should be alert to the changes on campus.

III. Match the following words in Column I with the accurate explanations in Column II.

Column I	Column II
1. anxiety	A. deep lasting effect on the mind or feeling of sb.
2. dramatic	B. coming before in time or order
3. intense	C. of different kinds; varied
4. diverse	D. the fact of being responsible or accountable
5. veteran	E. exciting and encouraging you to do or feel sth.
6. pioneering	F. troubled feeling in the mind caused by fear and uncertainty about the future
7. impression	G. (of drama) exciting or impressive
8. previous	H. very great or severe; extreme
9. inspiring	I. introducing ideas and methods that have never been used before
10. responsibility	J. a person who has a lot of experience in a particular area or activity

IV. Fill in the blanks with the words in Exercise III. Change the form where necessary.

1. Some _____ of the two world wars gathered to celebrate their victory.
2. My visit to India in 1986 left an indelible _____ on me.
3. We waited for news with a growing sense of _____.

4. Her opening words were _____.
5. The president is under _____ pressure to resign.
6. I am unable to attend because of a _____ engagement.
7. Her interests are very _____.
8. It's my _____ to lock the door.
9. The book is less than _____.
10. His grandfather engaged in the _____ work on radio 50 years ago.

V. Complete the sentences with the expressions in the box. Change the form where necessary.

make an impression on	long for	stay up	show off
in general	play the role of	without doubt	on one's own

1. _____, German cars are very reliable and breakdowns are rare.
2. His first speech as president _____ his audience.
3. Senior citizens _____ a more secure future.
4. Do stop _____, or it's embarrassing.
5. She promised the children they could _____ for their favorite TV program.
6. Often they cry, and I have to _____ a mother to comfort them.
7. Believe it or not, we managed to fix it _____ efforts.
8. _____, college students need to spend much time on study.

VI. Complete the sentences by translating the Chinese given in brackets into English.

1. That movie will definitely _____ you. (留下深刻印象)
2. _____ the dancing class. (到了……的时候)
3. _____, this is the most glorious moment for Chinese Football Team. (毫无疑问)
4. _____ your superiority to others. (不要炫耀)
5. You are able to access the information you need _____ to solve this problem. (独立地)
6. I am very sorry to have bothered you with so many questions _____. (在这种时候)
7. The price of beer _____ per liter during the summer season. (从50美分到4美元不等)
8. Being a movie star can be difficult, with a lot of traveling _____. (由于繁重的工作安排)
9. Tony is very _____. (对考试结果感到十分失望)
10. I've never been to Beijing, but it's the place _____. (我非常想去的地方)

Lead-in Questions

- I. Which sports do you like best?
- II. What is the most popular sports event in America? Please list some sports stars in America.

Sports in America

In many parts of the world, there are four seasons: spring, summer, fall and winter. In the U.S., there are only three: football, basketball and baseball. That's not completely true, but almost. In every season, Americans have a ball. If you want to know what season it is, just look at what people are playing. For many Americans, sports do not just occupy the sidelines. They take center court.

Besides “the big three” sports, Americans play a variety of other sports. In warm weather, people enjoy water sports. Lovers of surfing, sailing and scuba diving flock to the ocean. Swimmers and water skiers also enjoy themselves in the wet stuff. Fishermen try their luck in ponds, lakes and rivers. In winter sportsmen are happy in freezing fun. From the first snowfall, skiers hit the slopes. Frozen ponds and ice rinks become playgrounds for skating and hockey. People play indoor sports whatever the weather. Racquetball, weightlifting and bowling are year-round activities.

For many people in the U.S., sports are not just for fun. They're almost a religion. Thousands of sports fans buy expensive tickets to watch their favorite teams and athletes play in person. Other fans watch the games at home, glued to their TV sets. The most devoted sports buffs never miss a game. Many a wife becomes a “sports widow” during her husband's favorite season. America's devotion to athletics has created a new class of wealthy people: professional athletes. Sports stars often receive million-dollar salaries. Some even make big money appearing in advertisements for soft drinks, shoes and even toiletries.

Not all Americans worship sports, but athletics are an important part of their culture. Throughout their school life, Americans learn to play many sports. All students take physical education classes in school. Some try out for the school teams, while others join school sports leagues. Athletic events at universities attract scores of fans and benefit the whole community. Many people also enjoy non-competitive activities like hiking, biking, horseback riding, camping or hunting. To communicate with American sports nuts, it helps if you can talk sports.

Sports in America represent the international heritage of the people who play. Many sports were imported from other countries. European immigrants brought tennis, golf, bowling and boxing to America. Football and baseball came from other Old World games. Only basketball has a truly American origin. Even today some formerly “foreign” sports like soccer are gaining American fans. In 1994 the U.S. hosted the World Cup for the first time ever.

Not only do Americans import sports, but they export sports, as well. Satellites broadcast games to sports fans around the globe. The World Series, the U.S. professional baseball championship, has begun to live up to its name. The names of American superstars like basketball great Michael Jordan have become household words the world over. Who knows? Sports seasons may even change world weather patterns.

New Words

Nouns (n.) 名词	
★ sideline /'saɪdlaɪn/	the area just outside the lines that form the edge of a sports field [球场的] 界外区域, 场外
▲ slope /sləʊp/	a piece of ground or a surface where one end is higher than the other 斜坡
★ racquetball /'rækɪtbɔ:l/	an indoor game in which two or four players hit a small ball against the four walls of the court 壁球 (运动); 短网拍墙球
▲ religion /rɪ'lɪdʒən/	a set of beliefs about a god, and the ceremonies and customs that go with these beliefs 宗教
◆ buff /bʌf/	someone who is interested in sth. and knows a lot about it 粉丝, 爱好者
★ toiletries /'tɔɪlɪ'trɪz/	things such as soap and toothpastes that are used for cleaning yourself 洗漱用品; 盥洗用品
▲ league /li:g/	a group of teams that play the same sport or activity against each other 体育运动联合会, 联赛
▲ heritage /'herɪtɪdʒ/	the traditional beliefs, values, customs etc. of a family, country, or society (文化) 遗产; 传统
▲ immigrant /'ɪmɪgrənt/	someone who enters another country to live there permanently [外来] 移民
▲ championship /'tʃæmpɪənʃɪp/	a competition to find which player, team etc. is the best in a particular sport 锦标赛, 冠军赛
Verbs (v.) 动词	
★ flock /flɒk/	to move as a crowd or in a group 聚集

(To be continued)

(Continued)

Verbs (v.) 动词	
▲ glue /gluː/	(be glued to sth.) to look at something with all your attention 盯着某物看
▲ worship /'wɜːʃɪp/	to admire and love someone or something very much 崇拜; 十分喜爱
▲ benefit /'benɪfɪt/	to give sth. an advantage or help in some way 有益于, 对……有益
▲ represent /,reprɪ'zent/	to officially speak or take action for another person or group of people 代表
▲ import /ɪm'pɔːt/	to introduce something new or different in a place where it did not previously exist 引进 [新鲜事物]
▲ export /ɪk'spɔːt/	to introduce an activity, idea etc. to another country 传播, 输出 [活动、观念等]
Adjectives (adj.) 形容词	
★ non-competitive /,nɒnkəm'petɪtɪv/	not involving competition or competitiveness 非竞争性的

符号说明: 四级词汇 ▲ 六级词汇 ◆ 超纲词汇 ★

Phrases and Expressions

in person	to do sth. or go somewhere yourself; personally 亲自
scores of	many; a large number of 许多
live up to	to fulfill the requirements or expectations of 不辜负; 做到

After-reading Tasks

I. Choose the best answer to each question with the information from the passage.

1. What could be inferred from the first paragraph?
 - A. There are only three seasons in the U.S.
 - B. There are four seasons in many parts of the world.
 - C. The three sports—football, basketball and baseball are very popular in America.
 - D. The fact that there are only three sports in the U.S. is completely true.
2. Which of the following is NOT a year-round activity in America?
 - A. Racquetball.
 - B. Weightlifting.
 - C. Bowling.
 - D. Hockey.
3. What do the underlined words mean in the sentence “Other fans watch the games at home, glued to their TV sets”?
 - A. Turned off.
 - B. Paying all one’s attention to.
 - C. Turned on.
 - D. Looking for.

4. Which sport in America is NOT imported from other countries?
 - A. Basketball.
 - B. Golf.
 - C. Football.
 - D. Tennis.
5. What is the theme of the passage?
 - A. Americans like football, basketball and baseball very much.
 - B. For many people in the U.S., sports are not just for fun. They're almost a religion.
 - C. All students in America take physical education classes throughout their school life.
 - D. Americans like a variety of sports.

II. Choose the best answer from A, B, C and D to complete the sentences.

1. We _____ machines from abroad; we are learning new science and technology.
 - A. import
 - B. transport
 - C. export
 - D. implement
2. Our children do try to _____ our expectation.
 - A. live on
 - B. live up for
 - C. live up to
 - D. live up
3. _____ student fails to pass the examination.
 - A. A lot of
 - B. Many
 - C. Several
 - D. Many a
4. The criticisms will not stop people _____ to see the film.
 - A. blocking
 - B. flocking
 - C. block
 - D. flock
5. All of our cultural _____ which is useful should be inherited, but in a critical way.
 - A. heritage
 - B. flocking
 - C. heritable
 - D. prestige

Extended Vocabulary

hockey 曲棍球	badminton 羽毛球	baseball 棒球	tennis 网球
rugby 橄榄球	softball 垒球	handball 手球	water polo 水球
bowling 保龄球	javelin 标枪	triple jump 三级跳远	weightlifting 举重
judo 柔道	fence-play 击剑	shooting 射击	hurdles 跨栏
obstacle race 障碍赛跑	walking race 竞走项目	track and field 田径	marathon 马拉松

Reading Skills

Being an Active and Critical Reader

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. It is an essential skill for learners of English as a second

language. For most of these learners it is the most important skill to master in order to ensure success not only in learning English, but also in learning in any other field where reading in English is required. With strengthened reading skills, learners will make greater progress and development in all other areas of learning. It is generally believed that reading is an increasingly critical skill to learn and develop to be successful in school and in the professional world.

The goal of reading is comprehension, and good readers know what to do when they encounter difficulties. In order to be an active and critical reader, you are suggested to gather the right reading materials, employ a few strategies, increase your reading skills, and maintain a positive attitude. It also depends on your interest and active engagement in reading, in which you are encouraged to think and read actively and critically. Critical reading is a technique for discovering information and ideas within a passage or a text by means of a careful, active, reflective, analytic reading.

For example, consider the following (somewhat humorous) sentence from a student essay:

Parents are buying expensive cars for their kids to destroy them.

As the terms are used here, critical reading is concerned with figuring out whether, within the context of the text as a whole, “them” refers to the parents, the kids, or the cars, and whether the text supports that practice. Therefore, you are required to figure out its reference with critical reading and active thinking.

To become a critical reader, you are also suggested to use a wide variety of reading strategies and follow the suggestions below:

1. **Starting at a comfortable reading level.** You can advance to more difficult reading materials from there. If you attempt to read material that is too challenging initially you are more likely to become discouraged. Just read material that is suitable for you.
2. **Building a strong vocabulary base.** Building a larger vocabulary will make reading easier and more enjoyable in the future. The more words you are exposed to, the larger your vocabulary will grow.
3. **Exploiting your background knowledge.** A reader’s background knowledge can influence reading comprehension. Reading comprehension can be greatly enhanced if the reader has built up a strong background knowledge.
4. **Previewing and reviewing.** Learn a text before really reading it; read it again to fully understand it.
5. **Questioning to understand and remember.** Ask questions about the author and the context.

6. **Making predictions and inferences.** Predict and infer what the author and the text may talk about or imply.
7. **Outlining and summarizing.** Identify the main ideas with the topic sentences and supporting details.
8. **Comparing and contrasting related readings.** Explore similarities and differences between texts to understand them better.

I. Read the following text and answer the questions.

A good reader is very much like a driver. He must change his reading speed to fit what he is reading and what he is reading for, just as a driver does to fit the road situation. A good reader may read at 1,000 WPM (words per minute) when he looks for something for a report in the library. But once he finds what he needs, he may slow down to 100 WPM. A good reader may read newspapers and storybooks at 600 WPM. But he may read his science or math books at 150 WPM. Just as a driver has a wide change of driving speed, so a good reader has a wide change of reading speed.

1. Why does the author compare a reader to a driver?

2. What is the best title of this text?

II. Read the passage “Sports in America” again and find out the main idea of the first paragraph.



Part 3 Grammar Focus

Articles (冠词)

冠词是一种辅助性的词，属于虚词，不可在句中独立担任一个成分，要放在名词前，帮助说明名词的含义。

英语中有两种冠词：不定冠词 (a, an) 和定冠词 (the)。不定冠词表示泛指，其基本含义是“一，一个”。定冠词表示特指，用于指某人或某事物，其基本含义为“这个，那个”。

下面从四个方面介绍一下冠词的特殊用法，即学习中的一些难点和重点。

一、不定冠词 (a, an) 的特殊用法

1. 两样事物如果被看成一个整体，只在第一个名词前用不定冠词。

There's a fork and knife on the table.

2. 用于序数词前，表示“又一”。

He has failed twice, and intends to try a third time.

3. 用于单位时间、价格、速度、比率和重量等词前，表示“每一”。

The car can run 150 kilometers an hour.

4. 指人或事物的某一类，以其中的一个代表一类。

A car goes faster than a bike.

二、定冠词 (the) 的特殊用法

1. 用于序数词、形容词和副词最高级前，或“the only/very/same+名词”结构中。

Practice is the only way to learn a language.

She is always the first to arrive and the last to leave.

2. 用于形容词或分词前，使其名词化，表示一类人或某种抽象概念或事物。

The unexpected always happens.

The beautiful is not always the good.

3. 用于江河、海洋、山脉、岛屿、沙漠、乐器、方位、方向等名词前。

The Thames goes through Oxford and London.

She likes to play the flute.

Xi'an is in the northwest of China.

4. 用于姓氏的复数形式前，表示一家人。

The Browns are very humorous.

5. 用在生物类单数名词或其他单数名词前，表示这类事物中的全体成员。

The dog is a useful animal.

三、零冠词的特殊用法

1. 表示三餐、球类运动或娱乐运动、学科、称呼、职务和头衔的名词前，不用冠词。

She went to school without breakfast.

My grandpa likes playing chess.

English is my favorite subject.

Yesterday I visited Professor Smith.

2. 当名词前有 this, that, my, your, whose, some, any, each, every 等词修饰时，不用冠词。

This subject is my favorite.

I enjoyed every day when I was in Paris.

Whose car is this?

3. 在表示季节、月份、星期、假日等名词前，不用冠词。

Spring is the best season of the year.

Monday is the first day of a week.

National Day is drawing near.

四、冠词的疑难结构

1. “all/both/half/much+the+名词”

All the students like their English teacher.

Half the money is spent on that house.

2. “too/so/as/how+形容词+名词”

That is too difficult a problem for a 6-year-old child.

I have never seen so beautiful a lake as this one.

3. “such/quite/rather/what+a/an+名词” 或者 “such/quite/rather/what+a/an+形容词+名词”

It was such an interesting story that I read it again and again.

He is quite a good soccer player.

I. Complete the following sentences with “the”, “a/an”, or “/”.

1. Germany is _____ European country and China is _____ Asian country.
2. She has _____ uncle in Nanjing. He's _____ university man.
3. Yesterday I saw _____ white and _____ black cat. It has _____ long tail.
4. _____ Jones are _____ generous people.
5. There is _____ “l” in the word “letter”.
6. When we called, the family were at _____ dinner.
7. They had _____ early lunch and spent the afternoon shopping.
8. He is _____ expert in Chinese history but he is also interested in _____ history of Japan.

II. Choose the appropriate expression from the options given in the brackets.

1. _____ (Mississippi River / The Mississippi River) is the longest river in America.
2. My younger brother likes to play _____ (basketball / the basketball).
3. They are paid by _____ (the week / an week).
4. She is learning to play _____ (violin / the violin).
5. _____ (The ignorant / Ignorant) are suspicious.
6. Mother does most of _____ (cleaning, the cleaning) at home.

7. He took her by _____ (the arm, arm) and began drawing her firmly but gently away.
8. Her birthday is on _____ (a Friday, Friday) next month but I'm not very certain about it.



Part 4 Guided Writing

Punctuation (标点符号)

标点符号是书面语言的有机组成部分，是书面语言不可缺少的辅助工具。正确使用标点符号是学习英语必须具备的基本条件，因为标点符号能帮助作者清楚地传达思想，使读者对每一句话的结构与意义一目了然。本单元主要介绍英语常见标点符号的用法，对英语写作中标点符号的易错点进行解析。

一、误用汉语标点符号

顿号（、）和书名号（《》）是汉语特有的标点符号，英语中没有。

示例 1

[误]: My sister bought a lot of fruits for me, such as bananas、oranges、apples and pears.

[析]: 顿号为汉语特有的标点符号，英语中用逗号分隔并列的词语或短语。

[正]: My sister bought a lot of fruits for me, such as bananas, oranges, apples and pears.

示例 2

[误]: While she is reading 《Gone with the Wind》, I am cooking.

[析]: 英文标点中没有书名号，要表示书籍、报刊、戏剧、电影、绘画等作品的名称，可以用斜体或在文字下加横线的方式表示。

[正]: While she is reading *Gone with the Wind*, I am cooking.

或: While she is reading Gone with the Wind, I am cooking.

二、逗号的使用

在所有的标点符号中，逗号是英语与汉语中用法差异最大、最容易用错的标点。逗号的使用有许多规则，这里介绍几种容易出错的用法。

1. 在并列句中，逗号不能单独连接并列分句，而应置于并列连词前。

示例 3

[误]: School life is often unforgettable, it brings many sweet memories.

[析]: 用逗号连接两个并列分句，分句之间没有任何连词。

[正]: School life is often unforgettable, and it brings many sweet memories.

2. 在 however, therefore, thus, hence 等起联系作用的副词之前要使用分号。

示例 4

[误]: She thought what the teacher pointed out was right, however, she didn't care about that.

[析]: however 起连接作用, 但其词性是副词。它前后分别是两个独立分句, 不能用逗号隔开, 可用句号、分号隔开或在逗号后用并列连词 but。

[正]: She thought what the teacher pointed out was right; however, she didn't care about that.
或: She thought what the teacher pointed out was right, but she didn't care about that.

3. 宾语从句和主句之间不用逗号。

示例 5

[误]: Tell me, what you are going to do.

[析]: 由 that, what, if, when 等引导的名词性从句作宾语时, 该从句前一般不用逗号。

[正]: Tell me what you are going to do.

4. 逗号把同位语、插入语、独立成分与句中的其他成分隔开。

示例 6

[误]: People old and young all came out to greet the guests.

[析]: old and young 是 people 的同位语, 应该用逗号隔开。

[正]: People, old and young, all came out to greet the guests.

三、冒号的使用

冒号是汉语和英语中兼有的标点符号, 常用于引出或强调后面所述的信息, 主要用法包括列举、解释、引语等。

示例 7

[误]: She answered: "I'd prefer to walk."

[析]: 英语中 ask, answer, report 等词引出直接引语时, 通常用逗号隔开, 也可将直接引语放在前面, 此时逗号置于引号之内。

[正]: "I'd prefer to walk," she answered./ She answered, "I'd prefer to walk."

示例 8

[误]: Car prices can vary a lot. For example: in Belgium the VW Golf costs \$1,000 less than in Britain.

[析]: 在英语中 for example 等提示语后一般要使用逗号。

[正]: Car prices can vary a lot. For example, in Belgium the VW Golf costs \$1,000 less than in Britain.

四、引号的使用

引号有两种主要用法：用于标引某讲话人或作者的话；用于标示文章、书、戏剧、诗歌等的名称。

示例 9

[误]: “No pain, no gain”.

[析]: 英语中的短小引语与提示语“某某说”之类的词语之间用逗号隔开，置于引号内。不能省略提示语而直接引用。

[正]: As the saying goes, “No pain, no gain.”

示例 10

[误]: “Why on earth did you do that”? he asked.

[析]: 引号边的标点符号的用法为：逗号和句号置于引号内（美式用法）或引号外（英式用法）的情况均有；冒号和分号置于引号外；如果所引内容本身是疑问句或感叹句，句号和叹号一般放在引号之内，否则放在引号之外。

[正]: “Why on earth did you do that?” he asked.

Correct the punctuation mark in the following sentences.

1. At the bookstore I bought a dictionary, a grammar book and a text book.
2. The sun was already low in the sky, it would soon be dark.
3. “The Summer Palace,” he said: “is like a fairyland.”
4. We do not own the building, thus, it would be impossible for us to make any major changes to it.
5. We offer a variety of drinks, for instance: beer, wine, and juice.
6. This is a cheap and simple process, however, there are dangers.
7. I said: “stop it! Don’t ever do that again.”
8. He is lecturing on 《Twelfth Night》.



Part 5 Culture Salon

Do you feel excited on the first day on campus? There are four categories of students in America, and you can predict which one will be your type in the upcoming college life.

1. Accommodation pie (住宿派): On the weekend students seldom study. Some are either playing online games or reading novels. Others, however, choose to sleep in.

2. Campus pie (校园派): Those who don't like to be dorm otaku (御宅族, 指足不出户的动漫迷) may choose to participate in some students' organization activities and projects.
3. Holiday pie (假日派): Some students go outside to see the world and do other novel things, they take a car or other transportation means to experience the bars, enjoy the scenery outside or do some crazy shopping.
4. Off-campus pie (校外派): During some special holidays, students go to some exciting places. New York, Chicago, or nearby cities usually are their first choice. The travels usually require students to make specific plans, and this experience will be quite interesting.



Part 6 Unit Tasks

1. **Work in pairs.** List three or four places that you like best on campus, and then discuss with your partner. The following are some sample places.

teaching buildings

dormitories

school canteens

gardens

sports center

library

2. **Write a short essay.** Try to use some expressions describing positions to introduce your favorite places on campus. The following are some sample words and phrases.

in front of 在……前面

behind 在……后面

beside 在……旁边

next to 在……旁边

outside 在……外面

opposite 在……的对面



Self-assessment Test 1



Part I Writing

Directions: For this part, you are allowed 30 minutes to write a short essay on the following topic. You should write at least 120 words but no more than 180 words.

Green Actions in Our Class



Part II Vocabulary and Structure

Directions: There are 20 incomplete sentences in this part. For each sentence there are four choices marked A, B, C and D. Choose the ONE answer that best completes the sentence.

- I'm going to _____ the possibility of a part-time job.
A. explode B. explore C. explorer D. explicit
- Voters are _____ candidates for U.S. President.
A. selecting B. select C. selected D. selects

3. His _____ is to sail around the world.
A. ambient B. amateur C. ambition D. ambiguous
4. His firm had sent him to _____ some changes in the Rolfe villa.
A. supervising B. supervise C. supervene D. supervening
5. She enjoyed the chance to _____ with another French speaker.
A. conversion B. converse C. conversation D. convert
6. The dogs saw him running and _____ him.
A. chased B. chase C. chasing D. to chase
7. You need to be _____ about the amount you can do in a day.
A. dramatic B. realistic C. critic D. idealistic
8. The Christian _____ was originally based on the Julian calendar of the Romans.
A. calendar B. calculate C. category D. campaign
9. My advisers _____ me to do nothing.
A. counsel B. counsels C. counselor D. counseling
10. Some young people find computer games so _____ that they can hardly pull themselves away to tend to other matters.
A. attack B. attractive C. attacking D. abstract
11. Some of his instructions are outdated and others are too _____ to be understood.
A. vague B. vital C. village D. vinegar
12. We _____ the authority's decision not to close the hospital.
A. applause B. applauded C. applauds D. applauding
13. A global _____ means that external demand for export goods and services remains weak.
A. upside B. upturn C. downside D. downturn
14. Fond of machinery, Josh has decided to learn the mechanic's _____.
A. career B. occupation C. profession D. trade
15. In a serious _____ of voice, the doctor warned him to keep off sugar.
A. action B. look C. message D. tone
16. With this, a Bluetooth 3.0 device will be able to _____ another device, and use Wi-Fi for the data transfer.
A. pair to B. pair with C. pair toward D. pair for
17. I got you this card to _____ you _____ your birthday.
A. remind... in B. remind... of C. remind... to D. remind... on
18. After graduation he decided to _____ at the university to do research.
A. stay out B. stay away C. stay on D. stay ahead

19. It _____ that he was never there. He went back on his promise to be present on the spot on time.
A. turns out B. turned out C. turns back D. turned back
20. I longed to have the opportunity of _____ the panel discussion to state my view.
A. participating in B. participate in C. participating to D. participate to



Part III Reading Comprehension

Section A

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.*

Maybe you diligently read an instruction manual from cover to cover before you even turn on a new product. Or perhaps you “file” the information in the kitchen drawer never to be found again—preferring to rely on 21 (and perhaps a degree of stubbornness) in assembling a new piece of furniture. Either way, and even if it’s only months after your 22, there is almost always a time and a place when instruction manuals come in handy.

While we may think of them as the dense paper booklets that fall out in a tumble of bubble wrap, instruction manuals are much more. They exist for a multitude of purposes and take many different forms. What’s more, they are not an especially modern 23: they have, in fact, been around for at least two centuries.

“Wherever you are in life, there’s always a manual somewhere, 24 behind the scenes,” says Paul Ballard, Managing Director of 3di, a company that 25 in technical writing.

More than just a practical how-to list, instruction manuals can 26 much about the time and society in which they were written. How they have 27 tells us about how we’ve changed too.

According to Roger Bridgman, a 28 curator at London’s Science Museum, “Instructions are there to 29 for the inabilities of machines by employing the abilities of users, and therefore tell you something about the state of both at the time they were 30.”

- | | |
|-----------------|----------------|
| A) former | I) complement |
| B) invention | J) purchase |
| C) deliberately | K) produced |
| D) compensate | L) hidden |
| E) latter | M) select |
| F) reveal | N) relieve |
| G) evolved | O) specializes |
| H) instinct | |

Section B

Directions: *In this section, you are going to read a passage with ten statements attached to it. Each statement contains information given in one of the paragraphs. Identify the paragraph from which the information is derived. You may choose a paragraph more than once. Each paragraph is marked with a letter. Answer the questions by marking the corresponding letter attached before each paragraph.*

What If a College Education Just Isn't for Everyone?

- A)** Long before President Obama vowed last year that America will “have the highest proportion of college graduates in the world” by 2020, the importance placed on going to college was firmly rooted in the American soul. The case is compelling: As good jobs increasingly require more education, college is widely seen as the ticket to personal economic security and to global competitiveness. And yet, there’s a potential trend of concern about a group of students—sometimes called “the forgotten half”, —who, for whatever reason, do not think college is for them. It’s expressed by soul-searching (良心上自我反省的) parents such as Crave, whose son doesn’t thrive in the classroom. It’s also expressed increasingly by educators, economists and policy analysts, who question whether it’s realistic and responsible to push students into college even if the odds of academic success seem low.
- B)** They’re swimming against a powerful tide. A small but growing number of states now require all high-schoolers to take a college entrance exam. Philadelphia’s mayor opened an office in City Hall last month to help residents get information about how to attain a college degree. Bill Gates, perhaps the world’s most famous college dropout, has poured more than \$2 billion into programs and scholarships to help more students complete college. But what’s still getting lost, some argue, is that too many students are going to college not because they want

to, but because they think they have to. “We’re force-feeding them” the idea that “you must go to college or you’ll be a second-class citizen,” says Marty Nemko, a California career counselor.

Economic benefits, and more

- C)** The debate over college is not new, but today’s economic climate has raised the stakes. “There’s beginning to be a lot of concern among the American public that... if you don’t get into that upper tier, you’re going to struggle your whole life,” says Public Agenda’s Jean Johnson. A four-year degree is no guarantee of wealth, of course. About 25% of those with bachelor’s degrees earn less than those with two-year degrees, studies by Georgetown University’s Center on Education and the Workforce have found. But research consistently has shown that, on average, those at the top of higher education’s pecking order reap the most benefits, both economically and beyond.
- D)** “This is a market for social position, which is why we spend so much on going to Harvard (and one of the reasons it’s hard to get a student excited” about community college, says Anthony Carnevale, director of the center. “Class is real, and it has consequences. The position you hold, where you work, really determines your status.”

Falling through the cracks

- E)** Economists continue to debate the nuances of trend data for jobs and wages. But some argue that college dropout rates alone suggest many students are wasting their time—and money. Federal data show that fewer than 60% of new students graduate from four-year colleges in six years, and just one in three community college students earn a degree. “It’s fine for most kids to go to college, of course, but it is not obvious to me that that is the best option for the majority,” says Mike Gould, founder of New Futures, a Washington, D.C.-based organization that provides scholarships for low-income students pursuing anything from a four-year degree to a massage-therapy certification. “Some education may be a good thing or it may just be a lot of debt.”
- F)** The problem, Gould and others say, is that many high schools focus so much on college that low-achieving students fall through the cracks. A Public Agenda report this month raises similar concerns about high school guidance counseling. It follows up on a December survey that concluded most young workers who don’t have a college degree “are in their jobs by chance, not by choice,” and that guidance toward a career path “is hardly clear and purposeful.”

The apprentice (学徒) model

- G)** Apprenticeships have long been popular in Europe, but workforce-oriented high school training is not nearly as common in U.S. schools. One reason is that such programs sound dangerously similar to tracking—sorting students by ability level, a practice repeatedly rejected in U.S. culture, in which the dominant philosophy is that all students should have opportunity to meet their full potential. If high schools were to advise students that some education beyond high school is not necessary for everyone, “there’s a little bit of a concern that... we’re saying a lesser goal is OK for the populations of students who have been historically least well-served by higher education,” says Jane Wellman, executive director of Delta Project, which studies higher education spending.
- H)** In recent years, male college-going and completion rates have raised concerns. But those least well-served historically are low-income and underrepresented minority students, who are less likely than their peers to pursue two- and four-year degrees, and most at risk of not completing college if they do enroll.
- I)** Some evidence suggests, though, that students already are being held to different standards. A recent national survey of high school teachers by ACT Inc., the educational testing company, found 71% agreed “completely” or “a great deal” that high school graduates need the same set of skills and knowledge whether they plan to go to college or enter the workforce, yet 42% said teachers reduce academic expectations for students they perceive as not being college-bound. Studies released in November by Deloitte, an international consulting firm, suggest another disconnect: A survey of 400 low-income parents found that 89% say it’s “extremely” or “very important” that their child goes to college, but just 9% of high school teachers viewed preparing students for college as their most important mission.
- J)** Deloitte CEO Barry Salzberg, chairman of the College Summit, which seeks to increase college enrollment rates, says that’s misguided. “I think we should measure high schools on their college entrance rate and figure out a way to track performance of high school graduates in college and see how many go beyond one full year of college.” But others say the zeal to increase college-going rates ignores the reality that many students will be in over their heads once they start college. “College preparation for everyone is a very nice ideal, but we have a very high failure rate,” says Northwestern University professor James Rosenbaum, “If we don’t start letting counselors be candid, we’re not going to fix this system.”
- 31.** High college dropout rate indicates some students are wasting their time and money in college.

32. Historically speaking, minority students, being poor and underrepresented, are the least well-served group in college education.
33. Some are worried that the high college failure rates will be ignored if we put too much emphasis on increasing college-going rates.
34. The apprenticeship in the U.S. is not as popular as in Europe in that the model conflicts with the U.S. dominant culture.
35. To increase college graduation rate, the mayor of Philadelphia informed residents about how to get a college degree.
36. College education is always considered as the ticket to economic security and high competitive power.
37. Teachers will lower their academic expectations of those who are considered as not being college-bound.
38. The studies by Georgetown University’s Center on Education and the Workforce show a bachelor’s degree doesn’t necessarily bring high wages.
39. Many students think they have to go to college because that’s the way to the upper social position.
40. According to the survey in December, those who don’t have a college degree are in their jobs by chance.

Section C

Directions: *There are three passages in this part. Each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A, B, C, and D. Choose the best answer to each of the statement.*

Passage 1

Tim Richter and his wife, Linda, had taught for over 30 years near Buffalo, New York—he in computers, she in special education. “Teaching means everything to us,” Tim would say. In April 1998, he learned he would need a heart operation. It was the kind of news that leads to some serious thinking about life’s purpose.

Not long after the surgery, Tim saw a brochure describing Imagination Library, a program started by Dolly Parton’s foundation (基金会) that mailed a book every month to children from birth to age five in the singer’s hometown of Sevier, Tennessee. “I thought, maybe Linda and I could do something like this when we retire,” Tim recalls. He placed the brochure on his desk, “as a reminder”.

Five years later, now retired and with that brochure still on the desk, Tim clicked on *imagination library.com*. The program had been opened up to partners who could take advantage of book and postage discounts.

The quality of the books was of great concern to the Richters. Rather than sign up online, they went to Dollywood for a look-see. “We didn’t want to give the children rubbish,” says Linda. The books—reviewed each year by teachers, literacy specialists, and Dollywood board members—included classics such as Ezra Jack Keats’s *The Snowy Day* and newer books like Anna Dewdney’s *Llama Llama* series.

Satisfied, the couple set up the Richter Family Foundation and got to work. Since 2004, they have shipped more than 12,200 books to preschoolers in their area. Megan Williams, a mother of four, is more than appreciative: “This program introduces us to books I’ve never heard of.”

The Richters spend about \$400 a month sending books to 200 children. “Some people sit there and wait to die,” says Tim. “Others get as busy as they can in the time they have left.”

41. What led Tim to think seriously about the meaning of life?
 - A. His health problem.
 - B. His love for teaching.
 - C. The influence of his wife.
 - D. The news from the Web.
42. What did Tim want to do after learning about Imagination Library?
 - A. Give out brochures.
 - B. Do something similar.
 - C. Write books for children.
 - D. Retire from being a teacher.
43. According to the text, Dolly Parton is _____.
 - A. a well-known surgeon
 - B. a mother of a four-year-old
 - C. a singer born in Tennessee
 - D. a computer programmer
44. Why did the Richters go to Dollywood?
 - A. To avoid signing up online.
 - B. To meet Dollywood board members.
 - C. To make sure the books were the newest.
 - D. To see if the books were of good quality.
45. What can we learn from Tim’s words in the last paragraph?
 - A. He needs more money to help the children.
 - B. He wonders why some people are so busy.
 - C. He tries to save those waiting to die.
 - D. He considers his efforts worthwhile.

Passage 2

So long as teachers fail to distinguish between teaching and learning, they will continue to undertake to do for children that which only children can do for themselves. Teaching children to read is not passing reading on to them. It is certainly not endless hours spent in activities about reading. Douglas insists that “reading cannot be taught directly and schools should stop trying to do the impossible”.

Teaching and learning are two entirely different processes. They differ in kind and function. The function of teaching is to create the conditions and the climate that will make it possible for children to devise the most efficient system for teaching themselves to read. Teaching is also public activity. It can be seen and observed.

Learning to read involves all that each individual does to make sense of the world of printed language. Almost all of it is private, for learning is an occupation of the mind, and that process is not open to public scrutiny.

If teacher and learner roles are not interchangeable, what then can be done through teaching that will aid the child in the quest (探索) for knowledge? Smith has one principal rule for all teaching instructions. “Make learning to read easy, which means making reading a meaningful, enjoyable and frequent experience for children.”

When the roles of teacher and learner are seen for what they are, and when both teacher and learner fulfill them appropriately, then much of the pressure and feeling of failure for both is eliminated. Learning to read is made easier when teachers create an environment where children are given the opportunity to solve the problem of learning to read by reading.

46. The problem with the reading course as mentioned in the first paragraph is that _____.
- A. it is one of the most difficult school courses
 - B. students spend endless hours in reading
 - C. reading tasks are assigned with little guidance
 - D. too much time is spent in teaching about reading
47. The teaching of reading will be successful if teachers can _____.
- A. improve conditions at school for the students
 - B. enable students to develop their own way of reading
 - C. devise the most efficient system for reading
 - D. make their teaching activities observable
48. The underlined word “scrutiny” most probably means “_____”.
- A. inquiry
 - B. observation
 - C. control
 - D. suspicion

49. According to the passage, learning to read will no longer be a difficult task when _____.
- A. children become highly motivated
 - B. teacher and learner roles are interchangeable
 - C. teaching helps children in the search for knowledge
 - D. reading enriches children's experience
50. The main idea of the passage is that _____.
- A. teachers should do as little as possible in helping students learn to read
 - B. teachers should encourage students to read as widely as possible
 - C. reading ability is something acquired rather than taught
 - D. reading is more complicated than generally believed

Passage 3

Too many people fear failure. Some of us let it keep us from trying new things, telling ourselves we'd be no good at it. Some limit our goals to only what we feel absolutely sure we can accomplish. Others among us try something once and when it doesn't work out, we decide that course is not for us.

That's unfortunate because, according to many top scientists, failure is nothing to fear. Not only is it inevitable, they say, it is even an indispensable ally. "In the research lab," says John Polanyi, the Nobel prize-winning chemist, "failure is a good thing. If everything you try is very successful, it means you're playing it safe; you're not out on the edge. Failure means that you're learning. To ask a scientist whether he has experienced failure is like asking an artist whether he has ever made a sketch. The answer is, 'A million times.' That is the price of success."

Failure is not the opposite of success. It's more like an ingredient. In Hollywood, thousands of ideas for new TV shows are pitched each year, but only a select few get to the screen, let alone survive their first season. In real life, misses outnumber hits whenever people try something new.

Nina Spencer, a motivational speaker and author of *Getting Passion Out of Your Profession*, likes to remind audiences that whenever we try a new skill, we go through four stages. "There's the point when you don't know about the skill, and because you don't know about it, you're no good at it. Eventually, you come to know about the skill, but you're incompetent to perform it. Then, as long as you think carefully and go slowly, you can do it. Eventually, it becomes so practiced that it's easy." The secret is not to give up at stage two.

In short, the seeds of success almost always flourish best in the well-turned soil of failure. As Charles Kettering, inventor of the modern electric ignition system for cars and the holder

