



Unit

# 1

# Language in mission

—  
Not having heard something is not as good as having heard it; having heard it is not as good as having seen it; having seen it is not as good as knowing it; knowing it is not as good as putting it into practice.

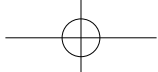
— *Xunzi*

—  
不闻不若闻之，闻之不若见之，见之不若知之，知之不若行之。

——《荀子》







## Preview

English is a useful tool in communication, especially at the moment when China is deepening its reform and opening up. It can be used to **better present China to the world**. But learning English is never easy. Sometimes, the detailed work of understanding grammar and building vocabulary can be too overwhelming. Nevertheless, learning can happen dramatically with different strategies. An effective language teacher, for example, can maximize students' learning while motivated learners can enjoy what they are learning.

Listening to the father's "whoa!" toward his son, you'll feel grammar is such a wonderful thing to learn. Reading the story of Malcolm X, you'll know why learning English made him feel truly free while in prison. Anyway, studying with a curious mind and a "can do" attitude will make all the difference. What study plans will you make for your future success in learning English?





# Section A

## Pre-reading activities

1 Listen to a talk about an English learner's learning experience. Then fill in the blanks based on what you hear.



- 1 Li Ming didn't do well in his English class because \_\_\_\_\_  
\_\_\_\_\_.
- 2 His English teacher encouraged him to learn English well and use English to \_\_\_\_\_  
\_\_\_\_\_.
- 3 English can enable him to stay informed of the world's latest achievements and also help him \_\_\_\_\_  
\_\_\_\_\_.
- 4 He changed his opinion and now he is happy because \_\_\_\_\_  
\_\_\_\_\_.

2 Listen to the talk again and then share your own story of learning English in groups.

## Text A



- 1 If I am the only parent who still corrects his child's English, then perhaps my son is right. To him, I am a **tedious** oddity: a father he is **obliged** to listen to and a man **absorbed** in the rules of grammar, which my son seems **allergic** to.
- 2 I think I got serious about this only recently when I ran into one of my former students, fresh from an **excursion** to Europe. "How was it?" I asked, full of **earnest** anticipation.
- 3 She nodded three or four times, searched the heavens for the right words, and then **exclaimed**, "It was, like, whoa!"
- 4 And that was it. The **civilization** of Greece and the glory of Roman **architecture** were **captured** in a **condensed** non-statement. My student's "whoa!" was **exceeded** only by my **distress**.



- 5 In the United States, there are many different stories about the **downturn** in the proper use of English. Surely, students should be able to **distinguish** between *their*, *there* and *they're* or the distinctive difference between **complimentary** and **complementary**. However, they unfairly bear the **bulk** of the **criticism** for these knowledge **deficits** just because there is a public opinion that they should know better.
- 6 Students are not **dumb**, but they are being misled. For example, signs in **grocery stores** point them to the **stationary**, even though the actual **stationery** items – pads, albums, and notebooks – are not nailed down. Friends and loved ones often **proclaim** they've just *ate* when, in fact, they've just *eaten*. Therefore, it doesn't make any sense to criticize our students.

- 7 In a sense, schools should be blamed for the **scandal** of this language deficit because they should have set high standards of English language **proficiency**. Instead, they only teach a little grammar and even less advanced vocabulary. **Moreover**, some teachers don't pay much attention to these **vital** structures of language because they also went without exposure to them. Schools fail to **adequately** teach the essential framework of language, **accurate** grammar and proper vocabulary, while they should take the responsibility of pushing the young onto the path of **competent** communication.
- 8 Since grammar is kind of boring to most of the young students, I think that it must be handled delicately, step by step. The chance came when one day I was driving with my son. As we set out on our trip, he noticed a bird in **jerky** flight and said, "It's flying so unsteady." I carefully asked, "My son, how is the bird flying?" "What's wrong? Did I say anything incorrectly?" he got lost. "Great! You said *incorrectly* instead of *incorrect*. We use adverbs to describe verbs. Therefore, it's flying so *unsteadily* but not so *unsteady*."
- 9 Curious about my correction, he asked me what an adverb was. Slowly, I said, "It's a word that tells you something about a verb." It led to his asking me what a verb was. I explained, "Verbs are action words; for example, Dad drives the truck. *Drive* is the verb because it's the thing Dad is doing."
- 10 He became attracted to the idea of action words, so we listed a few more: *fly*, *swim*, *dive*, *run*. Then, out of his own curiosity, he asked me if other words had names for their use and **functions**. This



led to a discussion of nouns, adjectives, and articles. Within the **span** of a 10-minute drive, he had learned to recognize the major parts of speech from **scratch**: verbs, adverbs, nouns, and adjectives. It was painless learning and great fun!

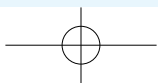
- 11 Perhaps, language should be looked upon as a road map and a valuable possession. Learners should often study the road map (check grammar) and **tune** up the car engine (**adjust** vocabulary). Learning grammar and a good vocabulary is just like driving with a road map in a well-conditioned car.
- 12 The road map provides guidance on your trip, but it won't tell you exactly what trees or flowers you will see, what kind of people you will encounter, or what types of feelings you will experience on your journey. Here, the vocabulary makes the journey's true colors come alive! A good vocabulary enables you to enjoy whatever you see as you drive along. Equipped with grammar and a good vocabulary, you have flexibility and excellent control. While the road map guides your journey to your **destination**, an excellent vehicle helps you to fully enjoy all of the sights, sounds, and experiences along the way.
- 13 Effective, **precise**, and beneficial communication depends upon grammar and a good vocabulary, the two essential **assets** in learning a language, but unfortunately, they are not fully taught in schools.
- 14 Just this morning, my son and I were eating breakfast when I attempted to add milk to my tea. "Dad," he said, "if I were you, I wouldn't do that. It's **sour**."
- 15 "Oh my!" I said, **swelling** with pride toward my son. "That's a grammatically perfect sentence. You used *were* instead of *was*."
- 16 "I know, I know," he said with a long agreeable sigh. "It's the **subjunctive** mood."
- 17 I was, like, whoa!

(834 words)

## Culture notes

**the civilization of Greece:** Ancient Greece is considered the birthplace of Western democracy and the cradle of Western civilization, including literature, science, philosophy, drama, and architecture. The Olympic Games also originated there.

**the glory of Roman architecture:** Roman architecture continued the legacy left by Greek architects. The Romans also combined new construction techniques and materials with creative design to produce a whole range of brand-new architectural structures.







## New words

▲ **tedious** /'ti:diəs/ *a.* boring and continuing for too long 冗长乏味的

▲ **oblige** /ə'blaɪdʒ/ *vt. (fml.) (usu. passive)* make sb. feel that it is necessary to do sth. 迫使；使负有义务

▲ **absorb** /əb'sɔ:b/ *vt.*

- 1 interest sb. so much that they do not pay attention to other things 吸引（某人）；使全神贯注
- 2 take in liquid, gas, or another substance from the surface or space around sth. 吸收

**absorbed** /əb'sɔ:bd/ *a.* so interested or involved in sth. that you do not notice anything else 极感兴趣的；全神贯注的；专注的

**allergic** /ə'lɜ:dʒɪk/ *a.*

- 1 (be ~ to sth. / sb.) (*infml.*) have a strong dislike of sth. or sb. 对...十分反感；厌恶
- 2 having an allergy 过敏的

▲ **excursion** /ɪk'skɜ:ʃən/ *n.* [C] a short journey you take for pleasure 短途出行；远足

▲ **earnest** /'ɜ:nɪst/ *a.* very serious and sincere 非常认真的；真诚的

▲ **exclaim** /ɪk'skleɪm/ *v.* say sth. suddenly and loudly because of surprise, anger, or excitement (由于惊讶、气愤或激动而)呼喊，惊叫

▲ **civilization** /sɪvəlaɪ'zeɪʃən/ *n.* [C, U] a society that is well organized and developed, used esp. about a particular society in a particular place or at a particular time 文明（社会）

▲ **architecture** /'ɑ:kətektʃə/ *n.* [U] the style and design of a building or buildings 建筑风格；建筑设计

▲ **capture** /'kæptʃə/ *vt.* succeed in recording, showing, or describing a situation or feeling,

using words or pictures (用文字或图片)记录，描述，捕捉

▲ **condense** /kən'dens/ *vt.* make sth. that is spoken or written shorter, by not giving as much detail or using fewer words to give the same information 将（讲话或文章）压缩

**condensed** /kən'denst/ *a.* made shorter, usu. by including only the most important parts 压缩的

▲ **exceed** /ɪk'si:ɪd/ *vt. (fml.)* be more than a particular number or amount 超过；超出

▲ **distress** /drɪ'stres/ *n.* [U] a feeling of extreme unhappiness 忧虑；苦恼；悲伤

**downturn** /'daʊntɜ:n/ *n.* [C, usu. sing.] a period or process in which business activity, production, etc. is reduced and conditions become worse (经济活动、生产等的)下降，衰退

▲ **distinguish** /drɪ'stɪŋgwɪʃ/ *v.* recognize the difference between things or people 区分；辨别

**complimentary** /kəmplə'mentəri/ *a.*

- 1 given free to people 免费赠送的
- 2 saying that you admire sb. or sth. 赞美的；钦佩的

**complementary** /kəmplə'mentəri/ *a.*

complementary things go well together, although they are usu. different 互为补充的；互补的

▲ **bulk** /bʌlk/ *n.* (the ~ of sth.) the majority or largest part of sth. (某物的)大部分，多半

▲ **criticism** /'krɪtɪsɪzəm/ *n.* [C, U] remarks that say what you think is bad about sb. or sth. 批评；批判；指责

▲ **deficit** /'defɪsɪt/ *n.* [C]

- 1 a lack of a quality, skill, or ability that you should have (素质、技能或能力的)缺乏，不足
- 2 the amount by which sth. is less than you need or should have 赤字；亏损；逆差

注：标▲单词为四级词，未做标记单词为六级词，斜体单词为超纲词。



▲ **dumb** /dʌm/ *a.* (*informal*.) stupid 愚蠢的

**grocery** /'grəʊsəri/ **store** *n.* [C] (*AmE*) a supermarket 超级市场

▲ **stationary** /'steɪʃənəri/ *a.* standing still instead of moving 不(移)动的; 静止的

**stationery** /'steɪʃənəri/ *n.* [U] materials used for writing, such as paper, pens, and pencils 文具

▲ **proclaim** /prə'kleɪm/ *vt.* (*formal*.) say publicly or officially that sth. important is true or exists 宣布; 声明

▲ **scandal** /'skændl/ *n.*

- 1 [sing.] a situation that shocks you and makes you angry, esp. one that you think sb. in authority should change (尤指当局本应改变的) 令人震惊的事, 引起愤慨的事
- 2 [C] an event in which sb., esp. sb. important, behaves in a bad way that shocks people (尤指牵涉重要人物的) 丑闻, 丑事

▲ **proficiency** /prə'fɪʃənsi/ *n.* [U] a good standard of ability and skill 熟练; 精通

▲ **moreover** /məʊr'əʊvə/ *ad.* (*formal*.) in addition 而且; 再者; 此外

▲ **vital** /'vaɪtl/ *a.*

- 1 extremely important and necessary for sth. to succeed or exist 极其重要的; 必不可少的
- 2 full of energy in a way that is exciting and attractive 生气勃勃的; 充满活力的

▲ **adequately** /'ædɪkwətli/ *ad.* in a way that is enough for a particular purpose 足够地; 充分地; 合乎需要地

▲ **accurate** /'ækjərət/ *a.* correct and true in every detail 正确的; 准确的

▲ **competent** /'kɒmpɪtənt/ *a.*

- 1 satisfactory but not esp. good 合格的, 过得去的 (但不见得特别好)

- 2 having enough skill or knowledge to do sth. to a satisfactory standard 合格的; 能干的; 胜任的

**jerk** /dʒɜ:k/ *n.* [C] a sudden quick movement 猛的一动; 猝然一动

**jerky** /'dʒɜ:ki/ *a.* moving roughly with many starts and stops (在行进中) 不平稳的, 颠簸的

▲ **function** /'fʌŋkʃən/

*n.* [C, U] the purpose that sth. has, or the job that sb. or sth. does (事物的) 功能, 作用; (某人的) 职责

*vi.* work or operate in the correct or normal way 正常工作; 正常运转

▲ **span** /spæn/ *n.* [C] a period of time between two dates or events (两个日期或事件之间的) 时距, 期间

▲ **scratch** /skrætʃ/ *n.*

- 1 (**from** ~) from a point where nothing has been done, so you have to do everything yourself 从零开始; 从起点开始
- 2 [C] a thin mark or cut on the surface of sth. or on sb.'s skin (物件或皮肤上的) 刮痕, 划痕

▲ **tune** /tju:n/ *vt.*

- 1 (*also* ~ **up**) make small changes to an engine so that it works as well as possible 调整, 调节 (发动机, 使达到最佳状态)
- 2 make small changes to a musical instrument so that it will produce the correct notes 为(乐器) 调音, 定弦

▲ **adjust** /ə'dʒʌst/

*vt.* change or move sth. slightly to improve it or make it more suitable for a particular purpose 调整; 调节

*v.* gradually become familiar with a new situation (使) 适应; (使) 习惯

▲ **destination** /,destə'neɪʃən/ *n.* [C] the place that sb. or sth. is going to 目的地; 终点



▲ **precise** /prɪ'saɪs/ *a.* exact, clear, and correct 精确的; 准确的

▲ **asset** /'æset/ *n.*

- 1 [C, usu. sing.] sth. or sb. that is useful because they help you succeed or deal with problems 有利条件; 长处; 有用的人
- 2 [C, usu. pl.] sth. valuable belonging to a person or organization which can be used for the payment of debts 资产; 财产

▲ **sour** /sauə/ *a.* having a sharp acid taste, like the taste of a lemon or a fruit that is not ready to be eaten 酸的

▲ **swell** /swel/ (**swelled**, **swollen**)

- v.* (~ **with pride / anger, etc.**) feel very proud, angry, etc. 洋洋得意 / 怒气冲冲等
- vi.* (*also* ~ **up**) become larger and rounder than normal, used esp. about parts of the body (尤指身体部位的) 肿, 肿胀

**subjunctive** /səb'dʒʌŋktɪv/

- a.* relating to a mood of a verb, used in some languages to express doubt, wishes, etc. (动词的) 虚拟语气的
- n.* [C] (动词的) 虚拟语气

## Phrases and expressions

**be / feel obliged to do sth.** have to do sth. because the situation, the law, a duty, etc. makes it necessary (因形势、法律、义务等关系而) 非做…不可, 有责任做

**get / be serious about** become or be sincere about what you are saying, doing, or intending to do 对…是认真的; 对…并非开玩笑的

**run into sb.** (*informal.*) meet sb. by chance 偶然遇见

**fresh from** having just come from a particular place or experience 刚从…来的; 刚有…经历的

**distinguish between** recognize and understand the difference between two or more things or people 区分; 辨别

**nail sth. down**

- 1 fasten sth. to sth. else with nails 把…钉住; 将…钉牢
- 2 (*informal.*) reach a final and definite agreement or decision about sth. 最终确定; 对…作出定论

**get / feel / be lost** be unable to understand sth. because it is new, difficult, complicated, etc. 弄不懂; 困惑

**become / be attracted to sth.** become or be interested in sth. 对…有兴趣

**out of curiosity** because of curiosity 出于好奇

**look upon ... as** consider sb. or sth. in a particular way, or as a particular thing 把…看作

**be equipped with sth.** be provided with the things that are needed for a particular kind of activity or work 以…为装备; 配备有



## Reading comprehension

### Understanding the text

#### 1 Answer the following questions.

- 1 Why did the son think that his father was a tedious oddity?
- 2 How do you understand the sentence “The civilization of Greece and the glory of Roman architecture were captured in a condensed non-statement” (Para. 4)?
- 3 Why does the author think that, in a sense, schools should be blamed for students’ language deficits?
- 4 Why does the author say that the work of teaching grammar must be handled delicately?
- 5 What did the father teach the son while giving him a grammar lesson?
- 6 Why did the son feel curious about what his father said?
- 7 What are the two things that the author uses to describe grammar and vocabulary?
- 8 How do you understand the interjection “whoa!” said by the father at the end of the text?

### Critical thinking

#### 2 Work in pairs and discuss the following questions.

- 1 Does English grammar help a lot in English learning? Why or why not?
- 2 In what ways can students learn English grammar more effectively?
- 3 How can students successfully enlarge their vocabulary?
- 4 What is the importance of learning English?

## Language focus

### Words in use

#### 3 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

adequately    adjust    asset    competent  
condense    deficit    distinguish  
exceed    precise    proficiency

- 1 The guest speaker decided to \_\_\_\_\_ his speech in order to leave enough time for his audience to ask questions.
- 2 According to the media, China’s wind power capacity has \_\_\_\_\_ the previous level considerably.
- 3 Researchers conducted a set of psychological tests to determine the negative consequences of a sleep \_\_\_\_\_.
- 4 In addition to a sense of sight, bees also have an unusual sense of smell, so they can \_\_\_\_\_ more than 10 similar flower odors.
- 5 Moving forward even in the face of great difficulties has become the most important \_\_\_\_\_ in my life and career.
- 6 The lawyer proclaimed that they couldn’t jump to conclusions because acceptable conclusions must be \_\_\_\_\_ supported by evidence.
- 7 To help the employees become more communicative, the company offered several workshops to those who were not \_\_\_\_\_ in social interactions.
- 8 Some parents try to help solve the problems that their sons and daughters have in \_\_\_\_\_ to their college life.



- 9 China's series of \_\_\_\_\_ measures have proved to be effective for a steady economic recovery despite difficulties.
- 10 The Italian businessman spoke fluent Chinese and demonstrated his Chinese \_\_\_\_\_ at the World Expo held in Shanghai.

4 Fill in the blanks with the words given below. Change the form where necessary. Each word can be used only once.

editorial    managerial    mastery  
 ministry    provincial    recovery  
 secretarial    treasury

## Word building

-al

与名词结合构成形容词。以这种方式构成的形容词通常用来描述与原名词相关的事物。有时，使用 -ial 代替 -al，特别是对于以 -er、-or 结尾的名词。

accident  
 clinic  
 grammar  
 editor  
 manager  
 province  
 secretary



accidental  
 clinical  
 grammatical  
**editorial**  
**managerial**  
**provincial**  
**secretarial**

-y

与动词结合，有时与形容词或名词结合而构成新名词。以这种方式构成的名词表示状态、行为或处所。

difficult  
 discover  
 master  
 minister  
 recover  
 treasure



difficulty  
 discovery  
**mastery**  
**ministry**  
**recovery**  
**treasury**

- Careful and detailed planning, plus a strong \_\_\_\_\_ hand, was an essential element in the success of the book published last week.
- In terms of health, we must not forget that \_\_\_\_\_ is brought about not by doctors but by patients themselves.
- Leadership doesn't just mean having a(n) \_\_\_\_\_ position or being in charge of a team; more importantly, you need to have people skills.
- Huangyan District of Taizhou City, over 200 kilometers from the \_\_\_\_\_ capital Hangzhou, is well known for its mold industry at home and abroad.
- Several years after China launched the reform and opening up policy, local governments began to run schools under the guidance of the \_\_\_\_\_ of Education.
- In my opinion, the \_\_\_\_\_ of anything, be it gaming or business, comes only from practice, no matter how gifted a person is.
- According to the media, the U.S. Department of the \_\_\_\_\_ would most likely run out of cash if Congress fails to raise the debt limit.
- The primary purpose of this position is to provide professional \_\_\_\_\_ services to the CEO to support their day-to-day work.

注：粗体单词为本单元新学派生词。





## Banked cloze

5 Fill in the blanks by selecting suitable words from the word bank. You may not use any of the words more than once.

- |              |               |             |
|--------------|---------------|-------------|
| A absorbed   | F bulk        | K functions |
| B abundant   | G distress    | L hidden    |
| C accurate   | H efficiently | M obliged   |
| D adjusted   | I evidently   | N official  |
| E beneficial | J fictions    | O written   |

The Internet has made learning English much easier. English learners used to be 1) \_\_\_\_\_ to spend their time in libraries looking for the books that would help them in their language learning. It was very inconvenient because a lot of materials were 2) \_\_\_\_\_ in numerous textbooks and readers. But today content on a variety of subjects is only a click away. This is especially 3) \_\_\_\_\_ for those who are serious about learning English.

In order to achieve fluency in English, you need to be comfortable using at least 10,000 words. The 4) \_\_\_\_\_ materials on the Internet make it possible for you to choose appropriate content to read and listen to. These materials can be 5) \_\_\_\_\_ to your level if you input some keywords in the search engine. But how can you remember the 6) \_\_\_\_\_ of unfamiliar words?

In this case, the Internet 7) \_\_\_\_\_ makes it easier for you to learn vocabulary. You can use online dictionaries to instantly find out the specific meanings and grammatical 8) \_\_\_\_\_ of new words. The Internet helps you 9) \_\_\_\_\_ build up your vocabulary based on lively and interesting language content, which greatly reduces the 10) \_\_\_\_\_ caused by your inability to remember the new words. The efficiency of this vocabulary learning is one of the reasons why the Internet has become an ideal place to learn the English language.

## Expressions in use

6 Fill in the blanks with the expressions given below. Change the form where necessary. Each expression can be used only once.

- |                     |                     |
|---------------------|---------------------|
| be allergic to      | be obliged to       |
| become attracted to | distinguish between |
| fresh from          | get lost            |
| look upon ... as    | get serious about   |
|                     | run into            |

- In Chinese culture, adult children are expected to take care of their aged parents, so they \_\_\_\_\_ contact or visit their parents regularly.
- Most of the time, people don't really care about natural disasters and won't \_\_\_\_\_ avoiding them till they are personally affected by one.
- When you \_\_\_\_\_ a friend that you haven't seen for a long time and have a good chat with him or her, you will surely be delighted.
- While reading, we need to \_\_\_\_\_ facts and opinions in order to have a better and more accurate comprehension.
- The growth of the food e-commerce sector in China has played an important role in promoting the sales of agricultural products \_\_\_\_\_ the fields.
- If I don't like someone or something, I might just say I \_\_\_\_\_ them, even though it sounds a little rude.
- When the topic was discussed, I quickly \_\_\_\_\_ because I am not good at things like math and analytical skills.
- It is hoped that some companies will \_\_\_\_\_ this small old town to invest and build factories.
- The Tang Dynasty is \_\_\_\_\_ a golden age in Chinese history, when Chinese culture spread across much of Asia.



# Structure analysis and writing

## Structure analysis

### Moving from paragraph to essay

Starting from this book, you are moving from paragraph writing to short essay writing. Precisely, you will learn how to write a short essay composed of 3-5 paragraphs, with no less than 120 words. An essay has three main parts: introduction, body, and conclusion.

**Introduction:** The introduction introduces the topic of an essay and usually contains a thesis statement. A thesis statement is a complete sentence that presents your opinion, attitude, or position about the essay topic. The way to introduce the topic should be as interesting as possible. You can start the introduction with a dramatic incident, a famous quote, a thought-provoking question, or a general statement to interest or attract your reader.

**Body:** The body is the main part of an essay. It may consist of several paragraphs, each of which usually has a topic sentence at the beginning. Each body paragraph should address a specific point related to the thesis statement. You can develop ideas by way of examples, cause and effect, comparison and contrast, classification, narration, description, or argumentation.

**Conclusion:** To write an effective conclusion, you can either restate the thesis statement using a different structure and vocabulary or briefly summarize the main idea discussed in the essay. Use transitional words at the beginning of the conclusion to signal that you're wrapping up the essay. The common ones are *in conclusion*, *in summary*, *in short*, or *to summarize*. Don't forget to add your final thoughts and opinions, such as a suggestion, a prediction, or a warning at the end.

Now, let's take a look at the structure of the text "An impressive English lesson".

#### Introduction

Brings out the topic and the thesis statement of the text: Students unfairly bear the bulk of the criticism for their knowledge deficits in grammar and vocabulary because there is a public opinion that they should know better. (Paras. 1-5)

#### Body

Claims that students shouldn't be blamed for their language deficits, supported with examples, reasons, and the demonstration of how grammar can be effectively taught. (Paras. 6-10)

Emphasizes the importance of learning grammar and vocabulary in a figurative way: Learning English is just like holding a road map in a well-tuned car. (Paras. 11-13)

#### Conclusion

Wraps up the text through an anecdote where he praised his son for a job well done on grammar, which echoes the controlling idea in the thesis statement: Students are unfairly blamed. (Paras. 14-17)





## Structured writing

Read the sample essay and see how the introduction, body, and conclusion are developed.

### Topic

Learning English grammar

### Introduction

**Thesis statement:** It is really fun and helpful to learn English grammar.

### Body

**Example 1:** Adding a comma could make an entire difference in meaning.

**Example 2:** A grammar mistake could make a world of difference in meaning.

### Conclusion

How enjoyable and beneficial it is to learn English grammar.

During my middle school years, I was allergic to English grammar. However, the two incidents I experienced later changed my view completely. I no longer think grammar is dull and useless. In fact, it is really fun and helpful to learn English grammar.

It occurred while I was absorbed in the stories we were asked to read. My English teacher wrote two sentences on the blackboard: 1) *The king would wear no clothes which could make him appear different from others;* 2) *The king would wear no clothes, which could make him appear different from others.* Glancing at the two sentences, I thought the teacher must have made a mistake because these two sentences were the same. Suddenly, the class burst into loud laughter. Only then did I realize that adding a comma makes a big difference in meaning: dressed vs. undressed.

Not long after, another interesting thing happened to me. One day, after the English teacher returned our homework, I was surprised to see he had crossed out *-ly* in the sentence “I studied English hardly”. “Isn’t *hardly* an adverb?” I asked myself. Later, of course, I figured out what was wrong: an overgeneralization! I had assumed that an adverb ended with *-ly* would always have the same meaning as the adjective. Not till then did I find out that *hardly* means “almost not”, so what I had written was a world of difference from what I wanted to say.

In conclusion, what I experienced tells me how enjoyable and beneficial it is to learn English grammar. I would say English grammar is truly a mysterious world of art, without which we can hardly learn English well.



7 Write an essay of no less than 120 words on one of the following topics. One topic has an outline that you can follow.

**Topic**

English grammar, a headache to me

**Introduction**

**Thesis statement:** English grammar is a big headache to me.

**Body**

**Example:** The difference between *used to* and *be used to*

**Conclusion**

Learning English grammar is tough for me.

Handwriting practice area consisting of 12 horizontal lines on a light blue background. A large, semi-transparent watermark 'EFL' is overlaid on the lines.

**More topics**

- Learning English through imitation / repetition
- Learning English with / without grammar



# Section B

## Reading skills

### Reading for the key ideas in sentences

Although a sentence may give a great deal of information, it usually offers just one key idea. You should be able to find key ideas in order to understand the sentences more clearly. You may ask the following questions to get the key ideas in different sentences.

- 1 Who or what is the sentence about?
- 2 What is the person or object doing, or what is happening to the person or object?
- 3 Why and how is the person or object doing this or that?
- 4 When and where is something happening to the person or object?

Many words in a sentence describe things about the subject of the sentence but they merely add details to it. If you ask *when*, *how*, *where*, or *why*, you will easily find the details, which also helps you see the key idea.

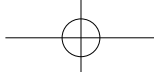
Here is one example from Text A.

*To him, I am a tedious oddity: a father he is obliged to listen to and a man absorbed in the rules of grammar, which my son seems allergic to.* (Para. 1)

**Key idea:** What the father is like in the eyes of his son.

Why is this the key idea of the sentence? First of all, the sentence is about the father, which answers the question of “who”. Then all the details about the father are told through the eyes of his son: a tedious oddity, a father he has to listen to, and a man absorbed in grammar. The whole sentence tells us how the son would portray his father.

Of course, you cannot always easily decide which details are simply descriptive and which add to the key idea. However, the starting point for determining the key idea in a sentence is to find who or what the sentence is about, and what the person or object is doing or what is happening to them.



**1 Read the following sentences from Text B and write the key idea of each sentence.**

**Example** To speed up his language learning scheme, he skipped all the words he didn't know and then would end up with no clue as to what the book was about. (Para. 3)

**Key idea:** He couldn't understand what the book was about.

1 As an adult, when he tried to inform people about his new beliefs, he found that he didn't have the adequate communication skills he needed. (Para. 2)

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2 He told us of his amazement at how closely related the words seemed – how *moist* could be the root of *moisture*, and how *advisable* and *advisory* had the same root! (Para. 5)

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3 Malcolm X depicted how, the next morning when he woke up, he kept thinking about the words he had copied and read aloud and about the acquisition of the knowledge he was pursuing. (Para. 6)

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4 With every succeeding page he copied and read aloud, Malcolm X found he was learning and remembering more and more words. (Para. 7)

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5 He had left behind the narrow, ignorant world of his youth to join the world community of thoughts and actions ever since he started with his great journey of learning in prison. (Para. 10)

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## Text B

# The great journey

<sup>1</sup> **M**alcolm X was an African-American civil rights activist, writer, and speaker. Born in 1925, he was **mysteriously assassinated** in 1965. By the time of his death, his own telling of his life story, *The Autobiography of Malcolm X*, had been widely known. He was born Malcolm Little into a poor **household**. Later, he took the name Malcolm X after joining a religious organization.

<sup>2</sup> Malcolm X learned about the organization while in prison for **committing** criminal acts such as theft. Because he was poorly educated, he felt inadequate to teach his new beliefs to others. As a young man, he could **sketch** his thoughts with poor grammar and little vocabulary using the simple, **unsophisticated** language of people on the street. As an adult, when he tried to inform people about his new beliefs, he found that he didn't have the adequate communication skills he needed. In his own words, he "wasn't even functional".

<sup>3</sup> In a **bid** to increase his knowledge and improve his skills, **desperate** Malcolm X **devised** a **scheme**. He turned to books, believing this would be beneficial. However, when he tried to read serious books on his own, he was distressed as he didn't know

most of the words. To speed up his language learning scheme, he skipped all the words he didn't know and then would end up with no **clue** as to what the book was about. "I became **frustrated**," Malcolm X wrote in his autobiography, speaking of his inadequate language skills.

<sup>4</sup> Malcolm X's considerable frustration at his inability to read and write **launched** him on a **quest** to overcome his deficiencies. He said, "I saw that the best thing I could do was get hold of a dictionary – to study, to learn some words." And he was also lucky enough to reason that he should try to improve his handwriting. "It was sad. I couldn't even write in a straight line," he told us. These ideas together moved him to **appeal** to the prison authorities for some paper and pencils.

<sup>5</sup> For the first two days, Malcolm X just **skimmed** through the pages of the dictionary, trying to **negotiate** his way through its unfamiliar **format**. He told us of his amazement at how closely related the words seemed – how **moist** could be the root of *moisture*, and how **advisable** and **advisory** had the same root! "I didn't know which words I needed to learn," he said. "Finally, just to start some kind of action, I began copying." In his





# of learning

slow, careful, and **crude** handwriting, Malcolm X copied everything on the first full page of the dictionary into a notebook. He even copied the **quotation marks**! This took him one full day. After that, he read everything he had written aloud. “Over and over, aloud, to myself, I read my own handwriting,” Malcolm **recalled**. He also **logged** important things that happened every day. Repetition helped move him from basic **literacy** toward true proficiency.

- 6 Malcolm X **depicted** how, the next morning when he woke up, he kept thinking about the words he had copied and read aloud and about the **acquisition** of the knowledge he was pursuing. It was a **marvellous** feeling. He felt immensely proud.
- 7 He was so fascinated that he went on copying the next page of the dictionary. Once again, he awoke, proud and energized. With every succeeding page he copied and read aloud, Malcolm X found he was learning and remembering more and more words. With each **successive** day, his **confusion diminished**.
- 8 As Malcolm X’s word base broadened, he began to better understand the books he read. It was the first time in his life this had ever happened. “Anyone who has read a great deal

can imagine the new world that opened.” From then until he left that prison, his **concentration** was focused on reading. He was so absorbed in it that months passed without his even thinking about being in prison. “In fact, up to then, I had never been so truly free in my life.”

- 9 “I knew right there in prison that reading had changed forever the course of my life,” Malcolm X wrote. He described how one day a writer telephoned him from London for an interview. The interviewer asked Malcolm X what college he had graduated from as he could write so **fluently**. He told the Englishman that his personal university was “books”.
- 10 Malcolm X’s life is a wonderful example of the **profound** effect of learning a language. He was born into a world full of poverty and **ignorance**. However, as he acquired knowledge, his **horizons expanded**. He had left behind the narrow, ignorant world of his youth to join the world community of thoughts and actions ever since he started with his great journey of learning in prison.

(792 words)





## New words

▲ **mysterious** /mɪ'stɪəriəs/ *a.* difficult to explain or understand 难以解释的；神秘的

**mysteriously** /mɪ'stɪəriəsli/ *ad.* 难以解释地；神秘地

**assassinate** /ə'sæsəneɪt/ *vt.* murder an important person 暗杀；行刺

**autobiography** /ɔ:təbaɪ'ɒgrəfi/ *n.* [C, U] a book in which sb. writes about their own life, or books of this type 自传

▲ **household** /'haʊshəʊld/ *n.* [C] all the people who live together in one house 家庭；一家人

▲ **commit** /kə'mɪt/ *vt.*

- 1 do sth. wrong or illegal 犯（错误或罪行）
- 2 decide to use money, time, people, etc. for a particular purpose 投入（钱、时间、人力等）

▲ **sketch** /sketʃ/

*vt.* (also ~ **out**) describe sth. in a general way, giving the basic ideas 概述；简述

*v.* make a quick, rough drawing of sth. (给…) 画速写；（给…）画素描

*n.* [C] a short written or spoken description 简述；速写；概述

▲ **sophisticated** /sə'fɪstɪkətɪd/ *a.* (of a machine, system, etc.) clever and complicated in the way that it works or is presented (机器、体系等) 复杂的，精密的

**unsophisticated** /,ʌnsə'fɪstɪkətɪd/ *a.* simple and basic; not complicated 简单的；不复杂的

▲ **bid** /bɪd/

*n.* [C] 1 an attempt to achieve or obtain sth. (为争取某物而作的) 努力

2 an offer to pay a particular price for sth., esp. at an auction (尤指拍卖时的) 出价

*v.* (**bid**, **bid**) offer to pay a particular price for goods, esp. in an auction (尤指拍卖时) 出价

▲ **desperate** /'despəreɪt/ *a.*

- 1 willing to do anything to change a very bad situation, and not caring about danger (为了改变糟糕境遇而) 不惜冒险的，拼命的；绝望的
- 2 needing or wanting sth. very much 非常需要…的；极其需要…的

▲ **devise** /dɪ'vaɪz/ *vt.* plan or invent a new way of doing sth. 想出；设计；发明

▲ **scheme** /ski:m/ *n.* [C] (*BrE*) a plan or system for doing or organizing sth. 计划；方案；体系；体制

▲ **clue** /klu:/ *n.* [C]

- 1 (**not have a ~ / have no ~**) (*informal.*) not have any idea about the answer to a question, how to do sth., what a situation is, etc. (对…) 一无所知，毫无头绪
- 2 a fact or piece of evidence that helps sb. discover the answer to a problem (问题答案的) 线索，提示

▲ **frustrate** /frʌ'streɪt/ *vt.*

- 1 make sb. feel annoyed and impatient by preventing them from doing or getting sth. 使懊丧；使懊恼
- 2 prevent sb.'s plans, efforts, or attempts from succeeding 挫败；阻挠

**frustrated** /frʌ'streɪtɪd/ *a.* 懊恼的；沮丧的

▲ **launch** /lɔ:ntʃ/ *vt.* start sth., usu. sth. big or important 发动；发起；开始从事

**quest** /kwest/ *n.* [C] a long search for sth. that is difficult to find (长期的) 寻求；探索；追求

▲ **appeal** /ə'pi:l/ *vi.* make a serious public request for help, money, information, etc. 呼吁；恳请；恳求

**skim** /skɪm/ *v.* read sth. quickly to find the main facts or ideas in it 浏览，略读（以找出主要信息）

▲ **negotiate** /nɪ'gəʊʃieɪt/

*vt.* successfully deal with sth. that is preventing sb. from achieving an aim (成功地) 解决，



处理, 克服

v. try to reach an agreement by discussing sth. in a formal way, esp. in a business or political situation (尤指在商业或政治上) 谈判, 协商

▲ **format** /'fɔ:mæt/ n. [C, U] the arrangement, design, or organization of sth. 安排; 设计; 组织方式

▲ **moist** /mɔɪst/ a. slightly wet, esp. in a way that is pleasant or suitable 潮润的; 微湿的; 湿润的

▲ **advisable** /əd'vaɪzəbəl/ a. (not before noun) (fml.) sensible and a good idea in order to achieve sth. 可取的; 明智的

▲ **advisory** /əd'vaɪzəri/ a. having the purpose of giving advice 顾问的; 咨询的

**crude** /kru:d/ a.

1 not developed to a high standard, or made with little skill 粗制的; 粗糙的

2 not exact or without any detail, but generally correct and useful 粗略的; 大概的

▲ **quotation** /kwəʊ'teɪʃən/ n. [C] a sentence or phrase from a book, speech, etc. which you repeat in a speech or piece of writing 引语; 引文

**quotation mark** n. [C, usu. pl.] 引号

▲ **recall** /rɪ'kɔ:l/ v. remember a particular fact, event, or situation from the past 回想; 回忆起

▲ **log** /lɒg/

vt. make an official record of events, facts, etc. 正式记录 (事件、事实等)

v. cut down trees 伐木; 砍伐

▲ **literacy** /'lɪtərəsi/ n. [U] the state of being able to read and write 读写能力; 识字

**depict** /dɪ'pɪkt/ vt. (fml.) describe sth. or sb. in writing or speech, or show them in a painting, picture, etc. 描写; 描述; 描绘

▲ **acquisition** /,ækwə'zɪʃən/ n. [U] the process by which you gain knowledge or learn a skill (知识、技能的) 获得, 习得

▲ **marvellous** /'mɑ:vələs/ a. (AmE marvelous) extremely good, enjoyable, impressive, etc. 极好的; 绝妙的; 了不起的

▲ **successive** /sək'sesɪv/ a. (only before noun) coming or following one after the other 连续的; 接连的; 相继的

▲ **confusion** /kən'fju:zən/ n. [U] a feeling that you do not understand sth. or cannot decide what to do 迷惑; 困惑

**diminish** /dɪ'mɪnɪʃ/ v. become or make sth. become smaller or less (使) 减少; (使) 减小

▲ **concentration** /,kɒnsən'treɪʃən/ n. [U] the process of giving all your attention to sth. 集中精力; 专心; 专注

▲ **fluent** /'flu:ənt/ a. fluent speech or writing is smooth and confident, with no mistakes (语言或文字) 流畅熟练的

**fluently** /'flu:əntli/ ad. (语言或文字) 流畅熟练地

▲ **profound** /prə'faʊnd/ a.

1 having a strong influence or effect (影响) 深刻的, 极大的

2 showing strong serious feelings (感情) 强烈的, 深切的, 严肃的

▲ **ignorance** /'ɪgnərəns/ n. [U] lack of knowledge or information about sth. 无知; 愚昧

▲ **horizon** /hə'raɪzən/ n.

1 (~s) [pl.] the limit of one's ideas, knowledge, and experience (思想、知识和经验的) 范围, 界限; 眼界

2 (the ~) the line far away where the land or sea seems to meet the sky 地平线

▲ **expand** /ɪk'spænd/ v. become larger in size, number, or amount, or make sth. become larger (使) 扩大; (使) 增加





## Phrases and expressions

**in a bid to do sth.** in an attempt to achieve or obtain sth. 试图(或力求)做

**turn to sb. / sth.** go to sb. or sth. for help, advice, etc. 求助于

**speak of** mention or talk about 提到; 提及

**launch sb. on sth.** make sb. start sth., usu. sth. big or important 使某人开始进行某事

**get hold of sth.** find or borrow sth. so that you can use it 找(或借)来

**appeal to sb. for sth.** make an earnest or urgent request to sb. to get sth. that you need 请求某人提供某物

**focus (sth.) on** give a lot of attention to one particular person, subject, or thing 集中; 特别关注

## Proper names

**Malcolm** /'mælkəm/ X 马尔科姆·艾克斯(1925—1965, 美国黑人运动领袖)

# Reading comprehension

## Understanding the text

### 2 Choose the best answer to each of the following questions.

- 1 What is true about Malcolm X?
  - A He was put in jail because he joined a religious organization.
  - B He wrote *The Autobiography of Malcolm X* in prison.
  - C He mysteriously assassinated someone in 1965.
  - D He was an African-American civil rights activist.
- 2 Why did Malcolm X say that he “wasn’t even functional” (Para. 2)?
  - A He felt ill-prepared to teach his new beliefs to others.
  - B He was no longer one of the people on the street.
  - C He couldn’t recall what he had learned.
  - D He couldn’t sketch his thoughts quickly.
- 3 Why did Malcolm X say that he “became frustrated” (Para. 3)?
  - A The books couldn’t help him improve his language skills.
  - B The books he read were too serious for him to understand.
  - C He simply couldn’t understand what was said in the book.
  - D He was pushed to speed up his language learning scheme.
- 4 What motivated Malcolm X to launch a quest to overcome his language deficiencies?
  - A He was often frustrated as he couldn’t read and write well.
  - B He wanted to learn some basic reading and writing skills.
  - C He couldn’t find any clues when he was reading a book.
  - D He thought he needed to improve his handwriting.

- 5 How did Malcolm X move from basic literacy toward true proficiency?
  - A By repeatedly logging important anecdotes.
  - B By repeatedly copying different word roots.
  - C By repeatedly copying words and reading them aloud.
  - D By repeatedly thinking about his unique learning strategies.
- 6 What cleared up Malcolm X’s confusion about learning English?
  - A Thinking about the words he copied.
  - B Remembering more and more words.
  - C The marvelous feeling he had every morning.
  - D The fascination that he got when pursuing knowledge.
- 7 Why did Malcolm X say “In fact, up to then, I had never been so truly free in my life” (Para. 8)?
  - A He couldn’t imagine the world before.
  - B He couldn’t focus on reading before.
  - C He felt no longer imprisoned by ignorance.
  - D He began to forget why he was put in jail.
- 8 Why did Malcolm X refer to books as his personal university?
  - A He taught himself college courses by books.
  - B He learned some word roots from the books.
  - C He got a lot of pleasure from the books.
  - D He acquired knowledge through the books.

## Critical thinking

### 3 Work in pairs and discuss the following questions.

- 1 What inspiration did you get from the story of Malcolm X?
- 2 Why could Malcolm X succeed in learning the English language?
- 3 How can you adopt Malcolm X’s attitude toward learning English in your own studies?
- 4 Would you recite the dictionary as Malcolm X did? Why or why not?
- 5 Do you think language can help shape one’s mind? Why or why not?



# Collocation



English collocations are a useful weapon to sharpen your communication skill. Equipped with this weapon, you can always impress people when you speak and write. For example, you don't just want to say "I'm very happy about it". Instead, you would like to say "I'm extremely happy about it". Similarly, you would like to say "I'm bitterly disappointed" instead of "I'm very disappointed". Therefore, you have a good reason to be motivated to learn collocations from what you read.

This unit focuses on language teaching and learning; therefore, we can see some collocation pairs relevant to this topic in the reading texts. For example, there are *language proficiency*, *language deficit*, *excellent control*, *advanced vocabulary*, *proper vocabulary*, *competent communication*, *effective communication*, and *precise communication* in Text A. Also, in Text B we can see such expressions as *unsophisticated language* and *true proficiency*.

**Warm-up: According to the collocations from the texts, match the words in Column A with the ones in Column B.**

Column A	Column B
essential	a deficiency
distinctive	a thought
high	a scheme
valuable	knowledge
considerable	standard
acquire	possession
overcome	difference
sketch	frustration
devise	framework

**4 Read the mini-talk about language teaching. Complete it with appropriate collocations from the texts. You are provided with the first letter(s) for each of the collocations.**

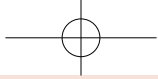
Well, speaking of language teaching, I am afraid that in our language classes we didn't spend adequate time on the 1) *es* \_\_\_\_\_ *fr* \_\_\_\_\_ of language: good grammar and 2) *pr* \_\_\_\_\_ *vo* \_\_\_\_\_.

Because teachers, students, parents, and the job market are concerned so much about examination results, our current school system pays too much attention to 3) *ex* \_\_\_\_\_ *co* \_\_\_\_\_ of testing strategies and relies heavily on how well students can perform on tests.

Some schools assume that students with a 4) *la* \_\_\_\_\_ *de* \_\_\_\_\_ can improve their reading scores if they repeatedly practice examination strategies on randomly selected reading passages. Therefore, instead of setting 5) *h* \_\_\_\_\_ *st* \_\_\_\_\_ of English 6) *l* \_\_\_\_\_ *pr* \_\_\_\_\_, schools somehow encourage students to only practice taking exams with the reading strategies they are "taught" in class. Consequently, they can only 7) *a* \_\_\_\_\_ *kn* \_\_\_\_\_ of test-taking strategies, but not 8) *c* \_\_\_\_\_ *com* \_\_\_\_\_ skills.

To 9) *ov* \_\_\_\_\_ *de* \_\_\_\_\_ in language teaching, classes should focus on reading various texts and articles on literature, science, history, and art. Students can learn how to 10) *sk* \_\_\_\_\_ their *th* \_\_\_\_\_ to achieve 11) *e* \_\_\_\_\_ *com* \_\_\_\_\_ in the real world through extensive reading. While conducting reading activities, we should also spend enough time on language components such as 12) *ad* \_\_\_\_\_ *vo* \_\_\_\_\_. In short, test preparation should be focused on the content rather than test-taking strategies.





## Section C

### Stories of China



# What challenges learners of Chinese?

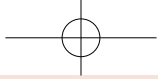
**B**ecause of the rapid transformation of its society and the continuous development of its economy, China has attracted people from more and more countries. They come to China to work and study, and many start to learn Chinese.

However, learning a new language is not easy, especially Chinese. The Chinese tones are one of the key challenges for foreign learners. Tones in Chinese distinguish meanings. When foreign learners speak Chinese, the pronunciation often sounds a little weird, because they cannot grasp the tones well. The main problems are that their voice cannot go up for the second tone, go down for the fourth,

and make a turn for the third. For example, the words “睡觉 (shuì jiào)” and “水饺 (shuǐ jiǎo)” have different tones and, therefore, convey different meanings. “睡觉” means “sleep”, and “水饺” means “dumpling”. If the tone is not properly pronounced, the meaning will be entirely different.

Another challenge is the Chinese writing system, which has gone through a long evolution since ancient China. Chinese is an ideographic (表意的) language, and its characters are formed from images. Writing Chinese characters, in a sense, is just like drawing pictures. Besides, a Chinese character combines its form, sound, and meaning





together into one, but the relationship between the three is rather complex. To learn Chinese characters, learners should not only remember the relationship between form and meaning but also the relationship between sound and meaning. This builds a huge language barrier for foreigners.

Furthermore, Chinese vocabulary can make its learners feel overwhelmed. In fact, vocabulary, a basic component of a language, is the most difficult part in learning Chinese. For instance, due to the rich category of quantifiers in the Chinese language, the usage of different quantifiers seems to be confusing to foreigners, such as “一块面包 (a piece of bread)”, “一张纸 (a piece of paper)”, and “一支曲子 (a piece of music)”. There are also many other quantifiers that are hard for beginners to use correctly.

These are some of the challenges when foreigners learn the Chinese language. However, it is always fun to learn the language because of its long history and unique ideographic meaning. Motivated foreigners can become proficient in Chinese after a period of time staying in China.

Chinese is a beautiful language, very different from English or other languages. It is predictable that China's rising international status will continue to draw the attention of the world and help significantly increase the number of foreigners interested in learning Chinese.



## Translation



**Translate the following sentences into English.**

1 众所周知, 中国书法 (calligraphy) 是一门独特的艺术, 也是世界上独一无二的艺术瑰宝 (treasure)。

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2 汉字在漫长的演变过程中, 始终起着交流思想、传承文化的重要作用。

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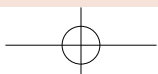
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3 很显然, 中国书法的形成、发展与汉字的演变存在着密不可分的关系。

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# Unit project

## Writing a report on English learning strategies

English is a useful tool to help with our country's reform and opening up. Learning English is not an easy job, but we can learn it well with various strategies and consistent effort. Have you ever thought about any learning strategies? What strategies are more effective for you and your classmates? In this unit project, you are required to interview your classmates and write a report on English learning strategies.



### Step 1

Read the following list of strategies for learning English and check (✓) the strategies you usually adopt. You can also add more if necessary.

- 1 Listen to English songs and watch English movies.
- 2 Connect with English speakers via email, blogs, etc.
- 3 Spend one or half an hour per day reading English articles.
- 4 Have a notebook exclusively for new words and idioms.
- 5 Use English-English dictionaries to look up new words.
- 6 Pay close attention to new vocabulary while listening and reading.
- 7 Other: \_\_\_\_\_

### Step 2

Interview two or three classmates using the above list and collect their strategies for learning English.

### Step 3

Work in groups to compare and share the information you've collected.

### Step 4

Write a report on learning strategies based on your findings. The report should include the following:

- People you interviewed
- Strategies they adopted
- Your evaluation of the strategies
- A plan to improve your own learning strategies

### Step 5

Present the report in your group and vote for the best one.