

UNIT

1



# Language in mission

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Language is the soul of intellect, and reading is the essential process by which that intellect is cultivated beyond the commonplace experiences of everyday life.

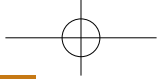
— Charles Scribner, Jr. (American publisher)

Language shapes the way we think, and determines what we can think about.

— Benjamin Lee Whorf (American linguist)

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# Preview

Learning English is never easy – but always rewarding! Sometimes the detailed work of understanding grammar and building vocabulary can seem too time-consuming or even overwhelming, but learning can happen dramatically with different strategies. While an effective language teacher can maximize students' learning in an extremely fun way, motivated and committed learners can always enjoy what they are learning. Listening to the father's "whoa!" toward his son, you'll feel grammar is such a useful vehicle that drives you all the way to the language destination. Malcolm X's unique way of learning English, on the other hand, enables you to understand why he said he had never been so truly free in his life as when he was in prison. So, 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

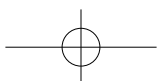
## Pre-reading activities

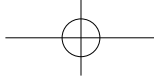
**1** Listen to a talk about an English learner's learning experience and fill in the blank in each sentence based on what you hear.

- 1 Michal started learning English by \_\_\_\_\_  
\_\_\_\_\_.
- 2 Michal feels delighted and proud when he listens to the Beatles because he \_\_\_\_\_  
\_\_\_\_\_.
- 3 Besides listening to English songs, Michal also \_\_\_\_\_  
\_\_\_\_\_.
- 4 Michal made a great breakthrough in learning the English language after \_\_\_\_\_  
\_\_\_\_\_.
- 5 According to Michal, English learning brings him \_\_\_\_\_  
\_\_\_\_\_.

**2** Listen to the talk again and answer the following questions.

- 1 Do you think the way that Michal used to learn English is effective? Why or why not?
- 2 Is there any breakthrough in your experience of learning English? Please share it with your classmates.
- 3 In your opinion, what is the most effective way to learn English?





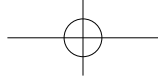
## Text A



# An **IMPRESSIVE** English lesson

- 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 head-shaking **distress**.
- 5 There are many different stories about the downturn in the proper use of English. Surely students should be able to **distinguish** between *their / there / they're* or the

注：课文中的生词以黑体标注。



**distinctive** difference between *complimentary* and *complementary*. They unfairly bear the **bulk** of the **criticism** for these knowledge **deficits** because there is a sense that they should know better.

- 6 Students are not **dumb**, but they are being misled everywhere they look and listen. 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 Blame for the **scandal** of this language deficit should be **thrust** upon our schools, which should be setting high standards of English language **proficiency**. Instead, they only teach a little grammar and even less advanced vocabulary. **Moreover**, the younger teachers themselves **evidently** have little knowledge of 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 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 from **scratch** to the major parts of speech in a sentence. It was painless learning and great fun!
- 11 Perhaps, language should be looked upon as a road map and a valuable possession: 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 the framework and guidance you need for 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 be experiencing 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.

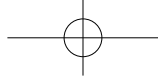
- 13 Effective, **precise**, and **beneficial** communication depends upon grammar and a good vocabulary, the two essential **assets** for students, but they are not being taught in schools.
- 14 Just this morning, my son and I were eating breakfast when I attempted to add milk to my tea. "Dad," he said, "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!

(815 words)

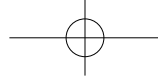
## New words

<b>tedious</b> /'ti:diəs/	<i>a.</i>	boring and continuing for too long 冗长乏味的
<b>oblige</b> /ə'blaɪdʒ/	<i>vt.</i>	(usu. passive) make sb. feel that it is necessary to do sth. 迫使; 使负有义务
<b>absorbed</b> /əb'zɔ:bd/	<i>a.</i>	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
<b>allergic</b> /ə'lɜ:dʒɪk/	<i>a.</i>	1 (be ~ to sth.) ( <i>infml.</i> ) if you are allergic to sth., you do not like it and try to avoid it 不喜欢某事; 对某事反感 2 having an allergy 过敏的
<b>excursion</b> /ɪk'skɜ:ʃn/	<i>n.</i>	[C] a short journey you take for pleasure 短途出行; 远足
<b>earnest</b> /'ɜ:nɪst/	<i>a.</i>	very serious and sincere 非常认真的; 郑重其事的
<b>exclaim</b> /ɪk'skleɪm/	<i>v.</i>	say sth. suddenly and loudly because of surprise, anger, or excitement (由于惊奇、气愤或激动) 呼喊, 惊叫
<b>whoa</b> /wəʊ/	<i>interj.</i>	said to show that you are surprised or that you think sth. is impressive 哎呀, 哇 (表示惊讶或认为某事物令人赞叹)
<b>civilization</b> /,sɪvəlaɪ'zeɪʃn/	<i>n.</i>	[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)
<b>architecture</b> /'ɑ:kɪ'tektʃə/	<i>n.</i>	[U] 1 the style and design of a building or buildings 建筑风格; 建筑式样 2 the art and practice of planning and designing buildings 建筑学

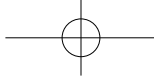
注: 单词表中斜体的单词为派生词或复合词。



<b>capture</b> /'kæptʃə/	<i>vt.</i> 1 succeed in recording, showing, or describing a situation or feeling, using words or pictures (用文字或图片)记录下, 描述, 捕捉 2 catch a person and keep them as a prisoner 俘虏; 逮捕
<b>condense</b> /kən'dens/	<i>vt.</i> make sth. that is spoken or written shorter 将(讲话或文章)压缩
<b>condensed</b> /kən'denst/	<i>a.</i> being made shorter, usu. including only the most important parts 压缩的
<b>exceed</b> /ɪk'si:d/	<i>vt.</i> ( <i>fml.</i> ) be more than a particular number or amount 超过; 超出
<b>distress</b> /dr'stres/	<i>n.</i> [U] a feeling of extreme unhappiness 忧虑; 苦恼; 悲伤
<b>distinguish</b> /dr'stɪŋgwɪʃ/	<i>v.</i> recognize the differences between things 区分; 辨别
<b>distinctive</b> /dr'stɪŋktɪv/	<i>a.</i> easy to recognize because of being different from other people or things of the same type 与众不同的; 特殊的; 特别的
<b>complimentary</b> /,kɒmplɪ'ment(ə)ri/	<i>a.</i> 1 given free to people 免费赠送的 2 saying that you admire sb. or sth. 赞美的; 钦佩的
<b>complementary</b> /,kɒmplɪ'ment(ə)ri/	<i>a.</i> complementary things go well together although they are usu. different 互为补充的; 互补的
<b>bulk</b> /bʌlk/	<i>n.</i> [U] ( <b>the ~ of sth.</b> ) the majority or largest part of sth. (某物的)大部分, 多半
<b>criticism</b> /'krɪtɪ,sɪz(ə)m/	<i>n.</i> [C, U] remarks that say what you think is bad about sb. or sth. 批评; 批判; 指责
<b>deficit</b> /'defəsɪt/	<i>n.</i> [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
<b>dumb</b> /dʌm/	<i>a.</i> ( <i>infml.</i> ) stupid 愚蠢的
<b>grocery</b> /'grəʊsəri/	<i>n.</i> 1 [C] ( <i>also ~ store</i> ) ( <i>AmE supermarket</i> ) a store selling food and other goods 超级市场 2 (~ies) [pl.] food and other goods 食品杂货
<b>stationary</b> /'steɪʃn(ə)ri/	<i>a.</i> standing still instead of moving 不(移)动的; 静止的
<b>stationery</b> /'steɪʃn(ə)ri/	<i>n.</i> [U] materials used for writing, such as paper, pens, pencils, etc. 文具
<b>pad</b> /pæd/	<i>n.</i> [C] 1 several sheets of paper fastened together, used for writing or drawing 便笺本; 拍纸簿 2 a thick flat object made of cloth or rubber, used to protect or clean sth., or to make sth. more comfortable 垫; 衬垫; 护垫
<b>album</b> /'ælbəm/	<i>n.</i> [C] a book that you put photographs, stamps, etc. in (收存照片、邮票等的)簿, 册
<b>proclaim</b> /prə'kleɪm/	<i>vt.</i> ( <i>fml.</i> ) say publicly or officially that sth. important is true or exists 宣称; 宣布; 声明
<b>scandal</b> /'skændl/	<i>n.</i> 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 (尤指牵涉知名人士的)丑闻, 丑事
<b>thrust</b> /θrʌst/	<i>v.</i> ( <b>thrust, thrust</b> ) push sth. somewhere roughly 猛推; 猛塞
<b>proficiency</b> /prə'fɪʃnsi/	<i>n.</i> [U] a good standard of ability and skill 熟练; 精通



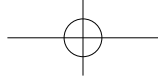
<b>moreover</b> /məʊr'əʊvə/	<i>ad.</i> ( <i>fml.</i> ) in addition – used to introduce information that adds to or supports what has previously been said 而且; 再者; 此外
<b>evidently</b> /'evɪd(ə)ntli/	<i>ad.</i> used for saying that sth. is obviously true 明显地; 显然
<b>exposure</b> /ɪk'spəʊʒə/	<i>n.</i> 1 [sing., U] the chance to experience new ideas, ways of life, etc. 接触; 体验 2 [U] when sb. is in a situation where they are not protected from sth. dangerous or unpleasant 暴露
<b>adequate</b> /'ædɪkwət/	<i>a.</i> enough in quantity or of a good enough quality for a particular purpose 足够的; 充分的; 合乎需要的
<b>adequately</b> /'ædɪkwətli/	<i>ad.</i> 足够地; 充分地
<b>competent</b> /'kɒmpɪtənt/	<i>a.</i> having enough skills or knowledge to do sth. to a satisfactory standard 合格的; 能干的
<b>jerk</b> /dʒɜ:k/	<i>n.</i> [C] a sudden quick movement 猛的一动; 猝然一动
<b>jerky</b> /'dʒɜ:ki/	<i>a.</i> moving roughly with many starts and stops (在行进中) 不平稳的, 颠簸的
<b>function</b> /'fʌŋkʃn/	<i>n.</i> [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 <i>vi.</i> work or operate in the correct way 正常工作; 正常运转
<b>span</b> /spæn/	<i>n.</i> [C] a period of time between two dates or events (两个日期或事件之间的) 时距, 期间
<b>scratch</b> /skrætʃ/	<i>n.</i> [C] 1 ( <b>from ~</b> ) from a point where nothing has been there, so you have to do everything yourself 从零开始; 从头开始; 白手起家 2 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
<b>tune</b> /tju:n/	<i>vt.</i> 1 ( <i>also ~ up</i> ) 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
<b>adjust</b> /ə'dʒʌst/	<i>v.</i> change or move sth. slightly to improve it or make it more suitable for a particular purpose 调整; 调节 <i>vi.</i> get used to a new situation by changing your ideas or the way you do things 适应
<b>destination</b> /,destɪ'neɪʃn/	<i>n.</i> [C] the place that sb. or sth. is going to 目的地; 终点
<b>precise</b> /prɪ'saɪs/	<i>a.</i> exact, clear and correct 精确的; 准确的
<b>beneficial</b> /,benɪ'fɪʃl/	<i>a.</i> having a good effect 有利的; 有帮助的; 有用的
<b>asset</b> /'æset/	<i>n.</i> 1 [C] a major benefit 有利条件; 长处 2 [C, usu. pl.] the things that a company owns, that can be sold to pay debts 资产; 财产
<b>sour</b> /'saʊə/	<i>a.</i> having a sharp acid taste, like the taste of a lemon or a fruit that is not ready to be eaten 酸的
<b>subjunctive</b> /səb'dʒʌŋktɪv/	<i>a.</i> used in grammar to express doubt, wishes, etc. (语法中的) 虚拟语气的 <i>n.</i> (语法中的) 虚拟语气



## Phrases and expressions

<b>be / feel obliged to do sth.</b>	if you are obliged to do sth., you have to do it 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, 迫使
<b>get / be serious about</b>	if you are serious about sth., you really mean it and are not joking or pretending 对…是认真的; 并非开玩笑的
<b>run into sb.</b>	( <i>informal</i> ) meet sb. by chance 偶然遇见某人
<b>fresh from</b>	having just come from a particular place or experience 刚从…来的; 刚有…经历的
<b>distinguish between</b>	recognize and understand the difference between two or more things or people 区分; 辨别
<b>nail sth. down</b>	1 fasten sth. to sth. else with nails 钉; 将某物钉牢 2 ( <i>informal</i> ) reach a final and definite agreement or decision about sth. 最终确定; 对某事作出定论
<b>thrust sth. upon sb.</b>	( <i>usage, passive</i> ) force sb. to do or accept sth. 迫使某人做某事; 迫使某人接受某事
<b>get / feel / be lost</b>	be unable to understand sth. because it is new, difficult, complicated, etc. 迷惘; 困惑; 不知所措
<b>become / be attracted to sth.</b>	become / be interested in sth. 对某事 / 物产生兴趣
<b>out of curiosity</b>	because of curiosity 出于好奇
<b>look upon sb. / sth. as</b>	consider sb. or sth. in a particular way, or as a particular thing 把某人 / 某物看作
<b>be equipped with sth.</b>	be provided with the things that are needed for a particular kind of activity or work 以…为装备; 配备…
<b>swell with pride / anger, etc.</b>	feel extremely proud / angry, etc. 洋洋得意 / 怒气冲冲等





## Reading comprehension



### Understanding the text

1 Answer the following questions.

- 1 Why does the son think that his father is 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 students’ language deficits should be blamed on schools?
- 4 Why does the author say that the work of teaching grammar must be handled delicately?
- 5 What does the father teach the son while giving him a grammar lesson?
- 6 Why does 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 toward the end of the text?

### Critical thinking

2 Work in pairs and discuss the following questions.

- 1 What are the most important factors that encourage students to learn English?
- 2 Do you think English grammar helps you a lot in learning English? Why or why not?
- 3 In what ways can teachers improve the technique of teaching grammar?
- 4 How can students more effectively enlarge their vocabulary?
- 5 How can you enhance your reading and writing skills in English?

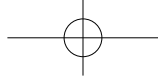
## Language focus

### 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.

deficit	adjust	exposure	
condense	asset	competent	
precise	exceed	beneficial	adequate

- 1 The mayor decided to \_\_\_\_\_ his speech in order to leave enough time for his audience to raise questions.
- 2 It was reported that there was a vehicle missing every 20 seconds in the US. If the trends continue, experts predict annual vehicle thefts could \_\_\_\_\_ two million.
- 3 Researchers put patients through a set of psychological tests to determine the negative consequences of sleep \_\_\_\_\_.
- 4 Too much \_\_\_\_\_ to dirty air can cause people to suffer from allergies and diseases that will eventually affect people’s health.
- 5 Moving forward even in the face of great difficulties has become my most important \_\_\_\_\_ in my life since it has helped me accomplish something remarkable.
- 6 The lawyer proclaimed they couldn’t jump to conclusions because acceptable conclusions must be supported by \_\_\_\_\_ facts and evidence.
- 7 To help the employees be more communicative, the company is offering workshops for those who may be professionally \_\_\_\_\_ but socially awkward.
- 8 Most parents, in fact, aren’t very helpful with the problems that their sons and daughters have in \_\_\_\_\_ to their college life.
- 9 You can count how many students passed an exam, but psychological and emotional feelings cannot be \_\_\_\_\_ measured.
- 10 In short, participation in sports is extremely \_\_\_\_\_ for college students not only physically but also emotionally and socially.



## Word building

The suffix *-al* combines with nouns to form adjectives. Adjectives formed in this way describe something that is connected with the thing referred to by the original noun. Sometimes, *-ial* is used instead of *-al*, especially for nouns ending in *-er*, *-or* and *-ent*. The suffix *-al* can also combine with verbs to form nouns.

### Examples

Words learned	Add <i>-al</i> / <i>-ial</i>	New words formed
clinic	→	clinical
coast	→	coastal
norm	→	normal
influence	→	influential
memory	→	memorial
finance	→	financial

The suffix *-cy* combines with adjectives, and occasionally nouns, to form new nouns. Nouns formed in this way refer to the state, quality, or experience described by the adjective. A final *t* or *te* is replaced by *-cy*.

### Examples

Words learned	Add <i>-cy</i>	New words formed
frequent	→	frequency
current	→	currency

The suffix *-y* combines with verbs, and sometimes with adjectives or nouns to form new nouns. Nouns formed in this way refer to the circumstances, state, or conditions.

### Examples

Words learned	Add <i>-y</i>	New words formed
unite	→	unity
discover	→	discovery

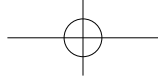


**4** Add *-al / -ial*, *-cy*, or *-y* to or remove them from the following words to form new words.

Words learned	New words formed
<b>-al / -ial</b>	
manager	_____
editor	_____
substantial	_____
survive	_____
traditional	_____
marginal	_____
<b>-cy</b>	
consistent	_____
accurate	_____
efficiency	_____
<b>-y</b>	
recover	_____
minister	_____
assemble	_____

**5** Fill in the blanks with the newly-formed words in Activity 4. Change the form where necessary. Each word can be used only once.

- Careful and detailed planning, plus a firm \_\_\_\_\_ hand, was an essential ingredient in the success of the book.
- In terms of health condition, we must not forget that health \_\_\_\_\_ is brought about not by doctors but by patients themselves.
- With the help of the textbook, you'll possibly speak, read and write English with fluency and \_\_\_\_\_.
- While he was trying to get through the crowd, the passenger was taken away because security members found an explosive \_\_\_\_\_ in his bag.
- Dave was newly hired by our company, and he is a good choice for the position since he gained rich \_\_\_\_\_ experience when he was working for another company.
- Students especially like the design of the textbook that provides a(n) \_\_\_\_\_ on each page to let them conveniently take notes.
- It was Henry Ford who introduced the moving \_\_\_\_\_ belts into his plants, which enabled an enormous increase in production.
- When the People's Republic of China was founded, the school was run by the \_\_\_\_\_ of Education.
- The climate has changed too much and too quickly: This is why wild animal \_\_\_\_\_ is becoming more and more difficult every year.
- If you live in India or West Africa, where there is a long \_\_\_\_\_ of speaking English, you would tend to acquire a variety of pronunciation.
- In regard to the development of moral standards in the growing child, \_\_\_\_\_ is very important when parents teach their children.
- Just as most people have realized, jogging is a cheap, quick and \_\_\_\_\_ way to maintain physical fitness.



## Banked cloze

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

A abundant	F distress	K curious
B superficial	G presently	L obliged
C tedious	H efficiently	M destinations
D absorbed	I adjusted	N evidently
E functions	J beneficial	O bulk

The Internet has made English learning 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 studies. It was very inconvenient because a lot of materials could only be found in 2) \_\_\_\_\_ and uninteresting textbooks and readers. But today authentic content on a variety of subjects is only a click away. This is especially 3) \_\_\_\_\_ for those who wants to learn English earnestly.

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 key words in the search engine. But how can you remember the 6) \_\_\_\_\_ of unfamiliar words?

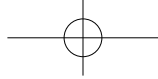
In this case, the Internet 7) \_\_\_\_\_ makes it easier to learn vocabulary. You can use online dictionaries to instantly find out their grammatical 8) \_\_\_\_\_ and the specific meaning of these words. The Internet helps you to 9) \_\_\_\_\_ accumulate vocabulary based on lively and interesting language content, which greatly reduces your 10) \_\_\_\_\_ caused by 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 English.

## Expressions in use

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

be serious about    make sense    run into  
 distinguish between    thrust upon  
 be attracted to    get lost    feel obliged to  
 look upon as    be allergic to

- 1 Since we have invited all the other neighbors to our 25th wedding anniversary party, we \_\_\_\_\_ invite the Browns too.
- 2 Most of the time, no one will care about natural disasters, and they won't \_\_\_\_\_ avoiding disasters till one has really struck.
- 3 When you \_\_\_\_\_ a friend that you haven't seen for a long time and have a good chat with him, you may feel very happy and delighted.
- 4 It is very important to \_\_\_\_\_ facts and opinions in order to have a better understanding of what a reading passage is talking about.
- 5 Though he was very excited about being elected as the president of the student association, many extra responsibilities have been \_\_\_\_\_ him ever since then.
- 6 The doctor, having no knowledge that I \_\_\_\_\_ this particular drug, prescribed the medicine.
- 7 It's understandable that, without any support, a 16-year-old can easily \_\_\_\_\_ in a committee of people in their forties.
- 8 It is hoped that some new high-tech companies will \_\_\_\_\_ this small, old town to encourage loans for building houses and factories.
- 9 It doesn't \_\_\_\_\_ to buy that expensive coat when these cheaper ones are just as good.
- 10 A few years later, Franklin got married, started his own printing shop, and was \_\_\_\_\_ a successful young businessman.



# Structure analysis and writing

## Structure analysis

### Move from paragraph to essay

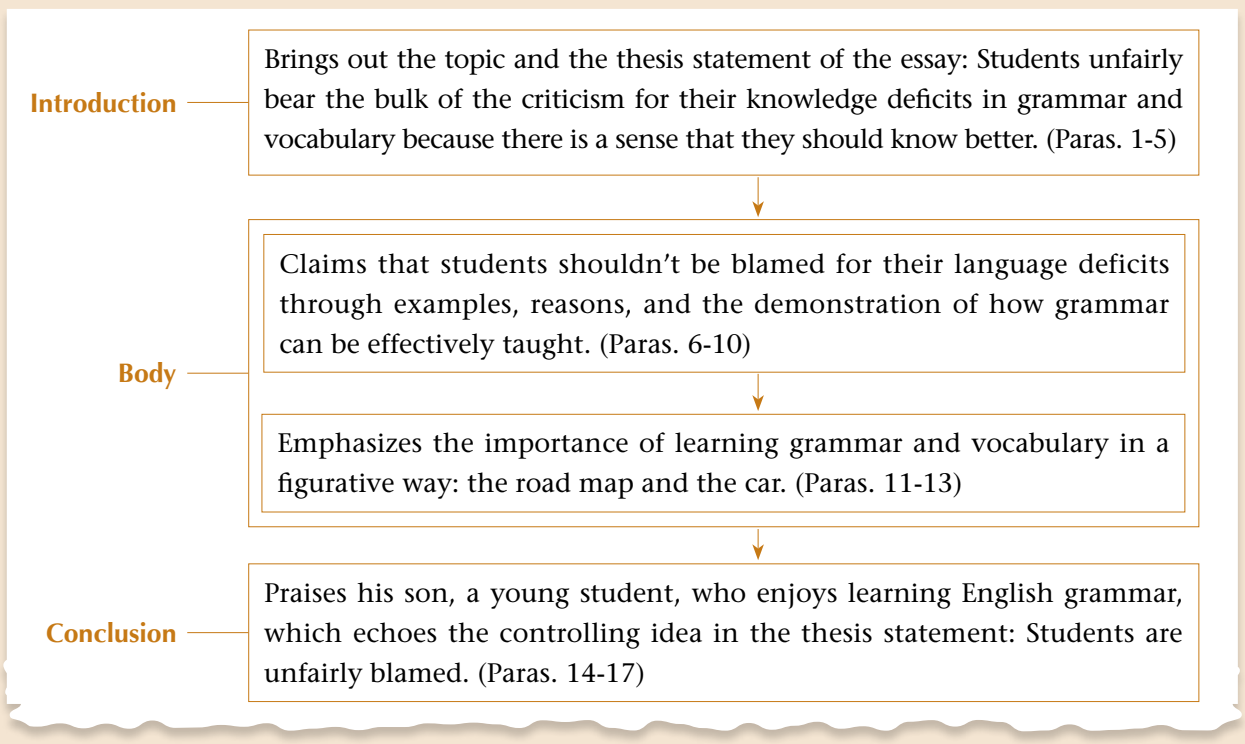
Starting from this book, you are moving from paragraph writing to short essay writing. Precisely, students at this level will learn how to write a short essay composed of 3-5 paragraphs, with no less than 150 words. An essay has three main parts: introduction, body, and conclusion.

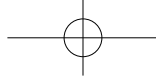
**Introduction:** The introduction part introduces the topic of an essay and usually contains a thesis statement. A thesis statement is a complete sentence that presents your opinion, attitude or position about the essay topic. The way to introduce the topic should be as interesting as possible. You 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 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 or description, and argumentation. (Many writing methods for the paragraph writing are introduced in Book 1.)

**Conclusion:** To write an effective conclusion, you can either restate the thesis statement using a different structure and vocabulary or briefly summarize the main ideas, added with your final thoughts and opinions such as a suggestion, a prediction, and a warning. 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*.

Now, let's start with a brief structure analysis of the text "An impressive English lesson".





## Structured writing

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

### Topic:

Learning English grammar

### Introduction:

**Thesis statement:** Now I think it is really fun to learn English grammar.

### Body:

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

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

### Conclusion:

English grammar is truly a mysterious world of art.

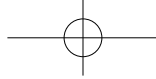
### Sample essay

During my middle school years, I was very allergic to English grammar. However, the two incidents I experienced later changed my view about learning English. Now I think it is really fun to learn English grammar.

It occurred while I was absorbed in the mysterious world of iPhone. My English teacher wrote two sentences on the blackboard: 1) *The king would wear no clothes which make him appear differently from others;* 2) *The king would wear no clothes, which makes him appear differently 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 a loud laughter. Only then did I realize that adding a comma could show a big difference in meaning.

Afterward, something interesting happened to me again. At the beginning of my English class one day, the teacher returned our homework assignment. To my surprise, my teacher 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 over-generalization! I was assuming every adjective added with *-ly* still maintains the meaning of that adjective. Not till then did I find out that *hardly* actually meant "almost not", so what I had written made a world of difference from what I wanted to say.

In conclusion, what I experienced enables me to understand English grammar is truly a mysterious world of art. How fun it is to learn English grammar!



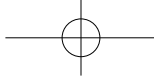
**8** Write an essay of no less than 150 words on one of the following topics. One topic has an outline that you can follow.

<p><b>Topic:</b> English grammar, a headache to me</p> <p><b>Introduction:</b> <b>Thesis statement:</b> English grammar is a big headache to me.</p> <p><b>Body:</b> <b>Example:</b> The difference between <i>used to</i> and <i>be used to</i></p> <p><b>Conclusion:</b> I'm allergic to learning English grammar.</p>	<p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>
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**More topics:**

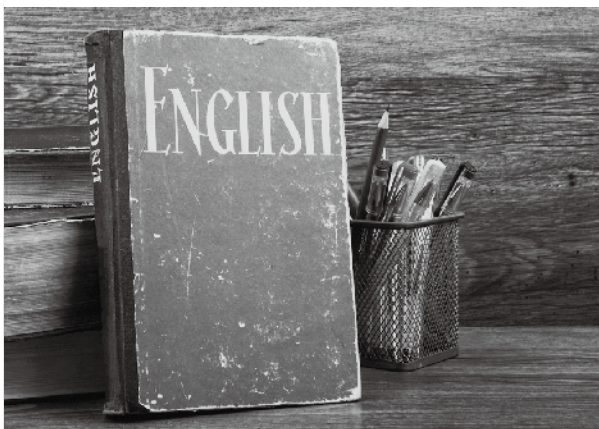
- Learning English through imitation / repetition
- Learning English with / without grammar





## Translation

9 Translate the following paragraph into Chinese.



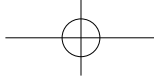
English is known as a world language, regularly used by many nations whose English is not their first language. Like other languages, English has changed greatly. The history of the English language can be divided into three main periods: Old English, Middle English and Modern English. The English language started with the invasion of Britain by three Germanic tribes during the 5th century AD, and they contributed greatly to the formation of the English language. During the medieval and early modern periods, the influence of English spread throughout the British Isles, and from the early 17th century its influence began to be felt throughout the world. The processes of European exploration and colonization for several centuries led to significant change in English. Today, American English is particularly influential, due to the popularity of American cinema, television, music, trade and technology, including the Internet.

10 Translate the following paragraph into English.



中国书法（calligraphy）是一门独特的艺术，是世界上独一无二的艺术瑰宝。中国书法艺术的形成、发展与汉文字的产生与演进存在着密不可分的关系。汉字在漫长的演变发展过程中，一方面起着交流思想、继承文化的重要作用，另一方面它本身又形成了一种独特的艺术。书法能够通过作品把书法家个人的生活感受、学识、修养、个性等折射出来，所以，通常有“字如其人”的说法。中国书法不仅是中华民族的文化瑰宝，而且在世界文化艺术宝库中独放异彩。





# 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 sentences in order to understand them 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 What is the key idea and what are the minor details? Many words in a sentence describe things about the subject of the sentence but they merely add details to it. If you ask *when*, *what*, *where*, or *why*, you will easily find the details of a sentence, which also helps you to 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 a father is like in the eyes of his son.

Why is it the key idea of the sentence? First of all, the sentence is talking about the father, which answers the question of “who”. Then we see all the details about the father as seen by 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, we cannot always easily decide which details are simply descriptive and which add much 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.

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

**Example:** Later, he took the name Malcolm X after joining an organization called the Nation of Islam, a religious group that had changed major practices and beliefs of mainstream Islam to apply more specifically to the condition of African-American people in the United States in the early 1960s. (Para. 1)

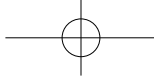
**Key idea:** Malcolm changed his name after he joined the Nation of Islam.

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

\_\_\_\_\_

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

\_\_\_\_\_



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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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 English in prison. (Para. 10)

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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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## Text B

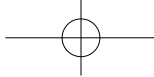
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- 1 Malcolm X was an African-American civil rights **activist**, religious leader, writer, and speaker. Born in 1925, he was **mysteriously assassinated** in 1965. By the time of his death, his own telling of his life story, *The Autobiography of Malcolm X*, had been widely known. He was born Malcolm Little into a poor **household**. Later, he took the name Malcolm X after joining an organization called the Nation of Islam, a religious group that had changed major practices and beliefs of **mainstream** Islam to apply more **specifically** to the condition of African-American people in the United States in the early 1960s.
- 2 Malcolm X learned about the Nation of Islam 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 at a **rally**, he found that he didn't have the adequate communication skills he needed. In his own words, he "wasn't even **functional**".
- 3 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. "They might as well have been in Chinese," he wrote. 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.



# The great journey of learning

- 4 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 lucky enough to reason also 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.
- 5 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 **advisable** and **advisory** had the same root word! "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 slow, careful, **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 **marvelous** feeling. He felt immensely proud.



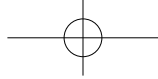
- 7 He was so fascinated that he went on copying the dictionary's next page. Once again, he awoke, proud and energized. With every succeeding page he copied and read aloud, Malcolm X found he was learning and remembering more and more words. With each **successive** day, his **confusion diminished**.
- 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. Months passed without his even thinking about being in prison. "In fact, up to then, I never had 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 own 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 English in prison.

(830 words)

#### Culture notes

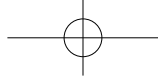
**African-American people:** black people living in the US who are descended from families that originally came from Africa.

**the Nation of Islam:** a religious group which was founded in the 1930s and flourished in the US in the early 1960s. It attracted many African Americans whose goal was to achieve true freedom and independence.



## New words

- activist** /'æktɪvɪst/ *n.* [C] sb. who works hard doing practical things to achieve social or political change 活动家; 积极分子
- mysterious** /mɪ'stɪəriəs/ *a.* difficult to explain or understand 神秘的; 难以解释的
- mysteriously** /mɪ'stɪəriəsli/ *ad.* 神秘地; 难以解释地
- assassinate** /ə'sæsi,neɪt/ *vt.* murder an important person 暗杀; 行刺
- autobiography** /,ɔ:təʊbɑ:'græfi/ *n.* [C, U] a book in which sb. writes about their own life, or books of this type 自传
- household** /'haʊs,həʊld/ *n.* [C] all the people who live together in one house 家庭; 一家人
- mainstream** /'meɪn,stri:m/ *a.* (*only before noun*) considered ordinary or normal and accepted or used by most people 主流的  
*n.* (*the ~*) ideas, methods, or people that are considered ordinary or normal and accepted by most people 主流
- specifically** /spə'sɪfɪkli/ *ad.* 1 relating to or intended for one particular type of person or thing only 特定地; 具体地; 专门地  
2 in a detailed or exact way 详尽地; 明确地
- inadequate** /ɪn'ædɪkwət/ *a.* not good enough, big enough, skilled enough, etc. for a particular purpose (对某一特定目的而言) 不够好的, 不足的, 不强的
- sketch** /sketʃ/ *v.* 1 describe sth. in a general way, giving the basic ideas 概述; 简述  
2 make a quick, rough drawing of sth. (给...画) 速写; (给...画) 素描  
*n.* [C] a short account of sth. with only a few details 概略; 大要
- rally** /'ræli/ *n.* [C] a large public meeting, esp. one that is held outdoors to support a political idea, protest, etc. 大型公众集会 (尤指支持某政治观点、抗议等在户外举行的集会)
- functional** /'fʌŋkʃnəl/ *a.* working in the way that sth. is supposed to 正常运转的
- bid** /bɪd/ *n.* [C] 1 an attempt to achieve or obtain sth. (为争取某物而作出的) 努力  
2 an offer to pay a particular price for sth., esp. at an auction (尤指拍卖的) 出价
- desperate** /'desp(ə)rət/ *a.* 1 willing to do anything to change a very bad situation, and not caring about danger (由于处在绝境而) 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] a plan for achieving sth. (为取得某项成功而制定的) 计划
- clue** /klu:/ *n.* [C] information that helps sb. understand and find the answer (帮助理解和找到答案的) 线索
- quest** /kwest/ *n.* [C] a long search for sth. that is difficult to find (长期的) 探索, 追求
- appeal** /ə'pi:l/ *vi.* make a serious public request for help, money, information, etc. 恳请; 恳求; 呼吁
- 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)



<b>negotiate</b> /nɪ'gəʊʃieɪt/	<i>v.</i>	1 successfully deal with sth. that is preventing you from achieving an aim (成功地) 解决, 处理, 克服 2 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
<b>format</b> /'fɔ:mæt/	<i>n.</i>	[C] the arrangement, design, or organization of sth. 设计; 安排; 组织方式
<b>moist</b> /məɪst/	<i>a.</i>	slightly wet, esp. in a way that is pleasant or suitable 潮润的; 微湿的; 湿润的
<b>moisture</b> /'mɔɪstʃə/	<i>n.</i>	[U] small amounts of water that are present in the air, in a substance, or on a surface 水分; 水汽; 湿气
<b>advisable</b> /əd'vaɪzəbl/	<i>a.</i>	acceptable, appropriate, sensible 可取的; 适当的; 明智的
<b>advisory</b> /əd'vaɪz(ə)rɪ/	<i>a.</i>	having the purpose of giving advice 顾问的; 咨询的
<b>crude</b> /kru:d/	<i>a.</i>	1 not developed to a high standard, or made with little skill 粗制的; 粗糙的 2 unrefined, raw or natural 未经提炼的; 未经加工的; 天然的
<b>quotation</b> /kwəʊ'teɪʃn/	<i>n.</i>	[U] a sentence or phrase from a book, speech, etc. which you repeat in a speech or piece of writing 引语; 引文
<b>quotation mark</b>	<i>n.</i>	[C, usu. pl.] 引号
<b>recall</b> /rɪ'kɔ:l/	<i>v.</i>	remember a particular fact, event, or situation from the past 回想; 回忆起
<b>log</b> /lɒg/	<i>vt.</i>	make an official record of events, facts, etc. 正式记录 (事件、事实等)
	<i>v.</i>	cut down trees 伐木; 砍伐
<b>repetition</b> /,repə'tɪʃn/	<i>n.</i>	[U] doing or saying the same thing many times 重复
<b>literacy</b> /'lɪt(ə)rəsi/	<i>n.</i>	[U] the state of being able to read and write 有读写能力; 有文化
<b>depict</b> /dɪ'pɪkt/	<i>vt.</i>	( <i>fml.</i> ) describe sth. or sb. in writing or speech, or show them in a painting, picture, etc. 描写; 描述; 描绘
<b>acquisition</b> /,ækwɪ'zɪʃn/	<i>n.</i>	[U] the process by which you gain knowledge or learn a skill (知识、技能的) 获得, 习得
<b>marvelous</b> /'mɑ:vələs/	<i>a.</i>	extremely good, enjoyable, impressive, etc. 极好的; 绝妙的; 了不起的
<b>successive</b> /sək'sesɪv/	<i>a.</i>	( <i>only before noun</i> ) coming or following one after the other 连续的; 连接的; 相继的
<b>confusion</b> /kən'fju:ʒn/	<i>n.</i>	[C, U] a feeling that you do not understand sth. or cannot decide what to do 困惑; 混乱
<b>diminish</b> /dɪ'mɪnɪʃ/	<i>v.</i>	become or make sth. become smaller or less (使) 减少; (使) 变小
<b>concentration</b> /,kɒnsn'treɪʃn/	<i>n.</i>	[U] the process of giving all your attention to sth. 集中精力; 专心; 专注
<b>fluent</b> /'flu:ənt/	<i>a.</i>	fluent speech or writing is smooth and confident, with no mistakes (语言或文字) 流畅熟练的
<b>fluently</b> /'flu:əntli/	<i>ad.</i>	(语言或文字) 流畅熟练地
<b>poverty</b> /'pɒvəti/	<i>n.</i>	[U] the situation or experience of being poor 贫穷; 贫困
<b>ignorance</b> /'ɪgnərəns/	<i>n.</i>	[U] lack of knowledge or information about sth. 无知; 愚昧
<b>horizon</b> /hə'reɪzən/	<i>n.</i>	1 (~s) [pl.] the limit of one's ideas, knowledge, and experience (思想、知识以及经验的) 范围, 界限; 眼界 2 ( <b>the</b> ~) 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

**apply to**

be relevant to a particular person or thing 适用; 适宜

**in a bid to do sth.**

in an attempt to achieve or obtain sth. 为争取某物而努力

**end up (with)**

be in a particular situation, state, or place after a series of events, esp. when you did not plan it (尤指经历一系列意料之外的事情) 最终处于…

**speak of**

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.**

(*AmE*) find or borrow sth. so that you can use it 找(借)来某物

**appeal to sb. for sth.**

make an urgent request for people to give you sth. that you need 请求某人提供某物

**focus on**

give special attention to 给予…特别的关注

**leave ... behind**

permanently stop being involved with a person, place or situation (永久地) 离开, 脱离与…的联系

## Proper names

**Malcolm X** /'mælkəm 'eks/

马尔科姆·艾克斯(1925-1965, 美国黑人运动领袖)

**African American**

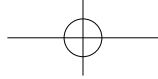
非裔美国人

**Islam** /'ɪzlɑ:m/

伊斯兰教

**the Nation of Islam**

伊斯兰民族(美国一宗教组织)



## 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 wrote *The Autobiography of Malcolm X* in prison.
  - B He was put in jail because he joined the Nation of Islam.
  - 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 Because he felt inadequate to teach his new beliefs to others.
  - B Because he needed to inform people about his new beliefs at a rally.
  - C Because he was no longer one of the persons on the street.
  - D Because he couldn’t sketch his thoughts.
- 3 What does the sentence “They might as well have been in Chinese” (Para. 3) imply?
  - A Learning English is just like learning Chinese.
  - B Learning English is less interesting than learning Chinese.
  - C Learning English is not less hard as learning Chinese.
  - D Learning Chinese is more challenging than learning English.
- 4 What motivated Malcolm X to launch on a quest to overcome his language deficiencies?
  - A He was often frustrated as he couldn’t read and write well.
  - B He couldn’t find any clue when he was reading a book.
  - C He thought he needed to improve his handwriting.
  - D He wanted to learn some basic reading and writing skills.
- 5 How did Malcolm X move from basic literacy toward true proficiency?
  - A By repeatedly thinking about his learning strategies.

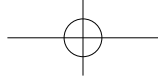
- B By repeatedly copying the roots of different words.
  - C By repeatedly reading what he copied from the dictionary.
  - D By repeatedly logging some important things.
- 6 What diminished Malcolm X’s confusion about learning English?
    - A The marvelous feeling that he had every morning.
    - B The fact that he was learning and remembering more and more words.
    - C The fascination that he felt when pursuing knowledge.
    - D The thinking of the words he copied and repeated.
  - 7 Why did Malcolm X say, “In fact, up to then, I never had been so truly free in my life” (Para. 8)?
    - A Because he couldn’t imagine the world before.
    - B Because he couldn’t focus on reading before.
    - C Because he felt no longer imprisoned by ignorance.
    - D Because he began to forget he was still in jail.
  - 8 Why did Malcolm X refer to books as his own personal university?
    - A Because these books are his personal belongings.
    - B Because he collected these books for a long time.
    - C Because he didn’t want to share the books with others.
    - D Because the books enabled him to acquire knowledge.

### 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 succeed in learning the English language?
- 3 How can you apply the spirit of Malcolm X to your own study?
- 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?





## Language focus

### Words in use

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

recall	ignorance	desperate	negotiate
confusion	mysterious	devise	specifically
	expand	depict	

- As she was about to go to bed around 11:00 p.m. last night, a(n) \_\_\_\_\_ telephone call came and gave the girl a sleepless night.
- Developing modern telecommunications is a(n) \_\_\_\_\_ necessity for the small African country since it will help the country develop new technologies.
- The function of teaching is to create the conditions that will make it possible for students to \_\_\_\_\_ the most efficient method for teaching themselves.
- When the airline saw how the strike was hurting its business, it became much eager to \_\_\_\_\_ with the workers on strike to work out a solution.
- Julie \_\_\_\_\_ that she and her freshman-year roommate hadn't communicated with each other throughout the year since they were uncomfortable with each other.
- Another impact of computer technology that must be addressed by educators is the Internet, more \_\_\_\_\_, the vast amount of information that it makes available.
- Television reporters argue that television can \_\_\_\_\_ a news event more vividly and completely than newspapers can.
- Many traffic accidents were attributed to drivers' \_\_\_\_\_ of traffic rules or careless and drunken driving.
- I want a broad education that would provide me with great insight and critical thinking skill to help open my eyes and \_\_\_\_\_ my horizons.

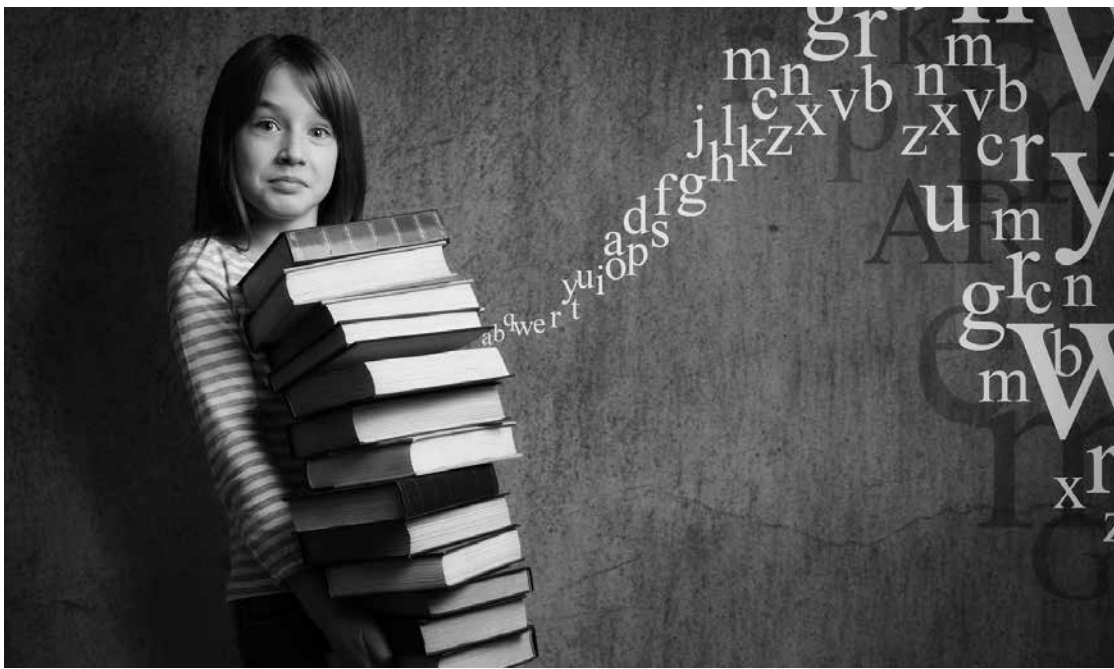
- As he progresses through school, his \_\_\_\_\_ may become diminished, but meanwhile choices and decisions for a college student will increase.

### Expressions in use

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

speak of	leave behind	in a bid to
appeal to	apply to	end up
focus on	get hold of	

- Being able to determine the main idea of a passage is one of the most useful skills that can \_\_\_\_\_ any kind of reading.
- At least 15 states have offered financial aid, typically \_\_\_\_\_ enroll top students in the states' public institutions.
- Those who could not get into the university of their first choice may \_\_\_\_\_ going to the university of their second or third choice.
- \_\_\_\_\_ the giants of high tech in this era, people would immediately mention Apple, Microsoft, Facebook and some other influential companies.
- In case people can't \_\_\_\_\_ an application form from the company, can they still show up on the day when the interview session is held?
- The California state government has already \_\_\_\_\_ the households to make greater efforts to conserve water for the future.
- \_\_\_\_\_ their families \_\_\_\_\_ when getting aboard the plane departing for America is their most unforgettable experience in their life.
- On one hand, the doctors prescribe pills for the patients; on the other hand, they require them to \_\_\_\_\_ healthy lifestyles by changing diets and doing more exercise.



### Sentence structure

**6** Rewrite the following sentences by using "make (no / much / any) sense".

**Model:** Therefore, there is no sense in criticizing our students.  
→ Therefore, it doesn't make any sense to criticize our students.

1 Even though it is important for the students to have a deep understanding of the texts, it is of little meaning to read texts word for word from the beginning to the end.

\_\_\_\_\_

2 As it is a matter of little importance to us, there is no point in arguing out which is wrong or right or which is better or worse.

\_\_\_\_\_

3 It is unreasonable to compel children to obey their parents; instead, we should try to tell them what is right and what is wrong.

\_\_\_\_\_

**7** Complete the following sentences by translating the Chinese into English, using "might as well + present perfect" to say that it would not make any difference if you did something else.

**Model:** " \_\_\_\_\_  
(它们还不如是用中文写的)," he wrote.  
→ "They might as well have been in Chinese," he wrote.

1 If I had known it was so hot yesterday, \_\_\_\_\_  
\_\_\_\_\_

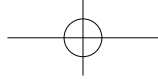
(我还不如呆在家里).

2 Since we waited for so many hours at the airport last night, \_\_\_\_\_  
\_\_\_\_\_

(我们还不如坐火车回家的好).

3 I already knew the secret, \_\_\_\_\_  
\_\_\_\_\_

(所以他还不如全告诉我).



# Collocation

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 some useful expressions like **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 what you have learned from this unit, match the collocation pairs by connecting the words in Column A with the ones in Column B.

Column A	Column B
1) essential	deficiencies
2) distinctive	thoughts
3) high	a scheme
4) valuable	knowledge
5) considerable	standards
6) acquire	possessions
7) overcome	difference
8) sketch	frustration
9) devise	framework

**8** Read the following mini talk about how to improve the way of teaching English. Complete the mini talk with appropriate collocations from the texts. You are provided with the first letter(s) for each of the collocations.

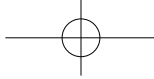
Well, talking about teaching language, I am afraid that our language classes didn't spend adequate time on the 1) *es* \_\_\_\_\_ *fr* \_\_\_\_\_ of language: good grammar and 2) *pr* \_\_\_\_\_ *vo* \_\_\_\_\_.

Because teachers, students, parents and the job markets are concerned much about scores, our

current school systems pay much attention to 3) *ex* \_\_\_\_\_ *co* \_\_\_\_\_ of testing strategies and rely heavily on how well students can perform on a test. Some schools assume that students with 4) *la* \_\_\_\_\_ *de* \_\_\_\_\_ can improve their reading scores if they repeatedly practice strategies on randomly selected reading passages.

Therefore, instead of setting 5) *h* \_\_\_\_\_ *st* \_\_\_\_\_ of English 6) *l* \_\_\_\_\_ *pr* \_\_\_\_\_ in teaching, classes are simply transformed into a virtual language setting where students only practice working on exams using the reading strategies they are "taught". 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 in literature, science, history and arts. Students can learn how to 10) *sk* \_\_\_\_\_ *th* \_\_\_\_\_ to achieve 11) *e* \_\_\_\_\_ *com* \_\_\_\_\_ in the real world through extensive reading. While conducting reading activities, we should also spend enough time on critical skills in terms of language components such as 12) *ad* \_\_\_\_\_ *vo* \_\_\_\_\_. In short, test preparation should be focused on the content rather than test-taking strategies.



# Unit project

## Writing a report on English learning strategies

To be more familiar with the theme of the unit, you will be engaged in a unit project, an extra platform to share your ideas and express yourself. Follow the steps listed below.

**1** Read the following to-do list of strategies for learning English and check (✓) the strategies you usually adopt.

- Listen to English songs as well as watch English movies.
- Connect with English speakers via email, blogs, and Skype.
- Read a book in English for an hour each day.
- Have a notebook exclusively for new English words.
- Use dictionaries to look up words instantly.
- Grab language chunks as you are listening and reading.

**2** Interview two or three classmates using the to-do list to collect their strategies of learning English.

**3** Work in groups of four to compare and analyze the information you've collected.

**4** Write a report on learning strategies based on your analysis. The report should include the following:

- People you interviewed
- Strategies they provided
- Your analysis and evaluation of the strategies

**5** Present your group report to the class and vote for the best one.

