



UNIT

1

# Language in mission

## PART I UNDERSTANDING AND LEARNING

### Overview

This unit focuses on learning English, with Text A talking about how grammar and vocabulary can be taught efficiently and Text B how the language can be learned successfully. In other words, one is about how to teach and the other how to learn. The writing style between the two texts is also somewhat different: The first one is more relaxed and humorous, a typical style in English discourse. The tone of the second text, however, is more formal and serious. When teachers familiarize students with the texts, they need to point out their respective writing styles and also think about how to involve students in class activities from two different angles: teaching vs. learning. Meanwhile, students should be encouraged to express their opinions about the current way of teaching in an English class, thereby expressing their thoughts freely. Activities can range from class discussion to

peer interview and panel debate such as whether grammar is of crucial importance in learning English and how one can excel when learning that language. Students need to share their learning experience and find out more effective ways to learn English grammar and vocabulary.

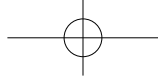
### Section A

## An impressive English lesson

### **Background information**

#### **Learning English grammar**

The goal of developing learners' functional competence in a second language is not a new idea. Originally, the term *grammar* referred to the art of writing. As used today by many teachers and learners, grammar is loosely understood to be a set of rules that govern a language. Communicative language teaching has placed a renewed emphasis on the role of grammar, especially in the early stages of instruction. Viewing grammar with all



of its components helps language teachers and learners understand the complexity of what it means to know the grammar of a language. Clearly, the goal of language learning in a communicative classroom is for learners to acquire the grammar of the second language in its broadest sense to enable them to understand and make meaning, that is, to become proficient users of the language. Research and experience have shown that explicit teaching of grammatical rules does not produce such competence. How should grammar be taught effectively? It still has remained a question to all the language teachers.

## Detailed study of the text

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. (Para. 1)

**Meaning:** My son is probably right if there is no other parent like me who still corrects his child's mistakes in English. To my son, I am a boring and strange father, who he has to listen to; I am also the one who pays lots of attention to grammar rules, which he doesn't seem to like.

★ **tedious:** *a.* boring and continuing for too long  
冗长乏味的

*Telling the story has become tedious, as I have done it so many times.* 讲述这个故事已变得单调乏味，因为我已经讲了这么多次了。

★ **oddy:** *n.* [C] a strange or unusual person or thing  
怪人；怪物；奇特的东西

*With his neat suits on, he felt like an oddity walking in this poor neighborhood.* 穿着笔挺的西装走在这个贫民区里，他觉得自己就像个怪物。

★ **be / feel obliged to do sth.:** 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  
*I think Valentine's Day is a waste of time, but I still feel obliged to send my wife a card.* 我觉得情人节是在浪费时间，但我还是觉得有义务送贺卡给我妻子。

### Usage NOTE

#### oblige

The word *oblige* is most commonly used in the expression *be / feel obliged*.

1 **be / feel obliged to do sth.** 指“感到有责任做某事”。  
例如：

*He felt obliged to help his mother, even if it meant leaving college.* 他觉得有责任帮助母亲，即使这意味着他要离开大学。

2 **be / feel obliged to sb. / sth.** 指“对某人或某事心存感激”。例如：

*Thank you very much, doctor. I am extremely obliged to you.* 医生，非常感谢您。对您，我深表感谢。

★ **absorbed:** *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

*Time passes quickly when you are absorbed in reading a good book.* 在聚精会神地读一本好书的时候，时间过得非常快。

★ **allergic:** *a.*

1) **(be ~ to sth.) (informal)** 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

*Most men are allergic to housework.* 大多数男人们都不喜欢做家务。

2) having an allergy  
过敏的

*I do not enjoy picnics because I am allergic to grass.* 我不喜欢野餐，因为我对草过敏。

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. (Para. 2)

**Meaning:** I think I started to pay attention to other people's usage of grammar only lately, when I happened to meet one of my former students, who had just returned from a short journey to Europe.



★ **get / be serious about:** 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  
*When you are staying with your roommates, you cannot get too serious about privacy.* 你和你的室友相处的时候, 不能太计较隐私。

★ **run into sb.:** (*infml.*) meet sb. by chance 偶然遇见某人  
*You forgot all about your cousin's birthday until you suddenly ran into her today.* 要不是你今天偶然遇见了你表姐, 你已全然忘记了她的生日。

★ **fresh from:** having just come from a particular place or experience 刚从…来的; 刚有…经历的  
*School principals should not expect teachers, fresh from college, to deal with a large group of difficult children.* 学校的校长不应该指望刚从大学毕业的老师来应付一大群难以对付的孩子。

★ **excursion:** *n.* [C] a short journey you take for pleasure 短途出行; 远足  
*It was such a wonderful day that they decided to take a day excursion to the mountain.* 这么好的天气, 他们决定去山上一日游。

3 “How was it?” I asked, **full of earnest** anticipation. (Para. 2)

**Meaning:** When I asked about how her trip to Europe had been, I was expecting her response anxiously and sincerely.

★ **How was it?:** (*spoken*) often used in conversation to ask sb. about their opinion or experience of sth. 怎么样? (口语常用表达, 用于询问看法或经历)

*Did you watch the movie last night? How was it?* 你昨天晚上看那部电影了吗? 感觉怎么样?

★ **full of:** (*followed by abstract nouns*) feeling or showing a lot of particular emotion or quality (感觉、表达或表现出) 充满某种情感(特质)的  
*full of excitement / energy / hope / happiness / praise* 充满兴奋 / 活力 / 希望 / 幸福 / 赞美

*The teacher was full of praise for the homework that the students had done.* 老师对学生们完成的功课赞不绝口。

★ **earnest:** *a.* very serious and sincere 非常认真的; 郑重其事的

*At the office he was very earnest, but he's more relaxed now.* 在办公室他很认真, 但是现在他放松多了。

4 She nodded three or four times, **searched the heavens** for the right words, and then **exclaimed**, “It was, like, whoa!” (Para. 3)

**Meaning:** She nodded her head three or four times, tried to find the right words in her mind, and then shouted with excitement, “It was, like, whoa!”

**Meaning beyond words:** Since the student was not quite sure how to exactly describe her travel experience, the tone of the author is somewhat sarcastic. The author intended to send out the message that the student was incompetent regarding the selection of her English vocabulary.

★ **search somewhere for sth.:** try to find sth. in some place 在某地方搜寻某物

*The robber reached out and searched the back pocket of my trousers for anything valuable.* 那个盗贼伸手搜我裤子后面的口袋以寻找值钱的东西。

**Note** *The heavens* means “the sky”. Here “search the heavens for the right words” implies the student tried hard to find suitable words to describe what she saw and experienced when traveling in Europe.

### Usage NOTE

#### search, search for

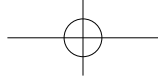
1 search: look through 检查; 搜查

*They searched the man in front of me from head to foot.* 他们把我前面的男子从头到脚搜查了一遍。

2 search for: look for 寻找; 搜寻

*The customs were searching for drugs at the airport.* 海关人员在机场搜查毒品。

★ **exclaim:** *v.* say sth. suddenly and loudly because of surprise, anger, or excitement (由于惊奇、气愤或激动) 呼喊, 惊叫



*Susan exclaimed horror when a young man with a gun suddenly appeared from behind her.* 当一名年轻男子突然持枪从苏珊背后出现时，她害怕得惊叫起来。

**Note** "It was, like, whoa!" means "It was really great!". "It was like ..." is an informal expression in conversation, very common for young people who are lazy and incapable to reference their ideas. The expression is usually followed by an adjective or an exclamation.

*It was, like, marvelous!* 简直奇妙极了!  
*(It was like) Whoa! How come you got a hundred percent correct on such a hard test?* 哇! 这么难的考试你怎么都全答对了?

**Note** *Whoa* is specifically used to show that people are surprised or think something is very impressive. It can be used in different contexts. For example:

- To describe something that you're not quite sure how to describe: *That car is so cool, it's like, whoa.*
- To express surprise: *Whoa! It's really amazing!*
- To indicate a desire to end what someone is talking: *Whoa, OK, that's enough.*

#### 5 And that was it. (Para. 4)

**Meaning:** And that was everything she said, without even mentioning any details of her wonderful experience in Europe.

★ **That was it.:** often used in conversation to say that sth. is completely finished or that a situation cannot be changed 就这样 (指某事彻底结束或形势不能更改)

*That was it. I could no longer hope for a promotion, and my boss didn't even want to see me again.* 就这样吧, 我的升职再也没指望了, 我的老板甚至不想再见到我。

#### 6 The civilization of Greece and the glory of Roman architecture were captured in a condensed non-statement. (Para. 4)

**Meaning:** The civilization of Greece and the glory of Roman architecture were just described in one word rather than a complete statement because of her inability to choose appropriate words to express herself.

★ **capture:** *vt.*

- 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  
*Some artists are able to catch a likeness in a sketch while others are gifted to capture a fleeting expression.* 有些艺术家能画出酷似某人的肖像, 而另一些则善于捕捉到稍纵即逝的表情。
- 2) catch a person and keep them as a prisoner 俘虏; 逮捕  
*Government troops have succeeded in capturing the rebel leader.* 政府军已经成功捕获叛乱分子的头目。

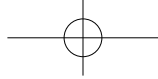
★ **condense:** *vt.* make sth. that is spoken or written shorter 将 (讲话或文章) 压缩  
*The whole chapter could be condensed into a few paragraphs.* 这一整章可以压缩成几个段落。

★ **condensed:** *a.* being made shorter, usu. including only the most important parts 压缩的  
*The council was merely given a condensed version of what had already been disclosed in Washington.* 该理事会得到的只是已在华盛顿披露的内容的浓缩版。

#### 7 My student's "whoa!" was exceeded only by my head-shaking distress. (Para. 4)

**Meaning:** My head-shaking distress at her inability to express properly was even greater than her slang term *whoa*, one word, which did not make any statement to describe the civilization of Greece and the glory of Roman architecture.

**Meaning beyond words:** The word *exceed* states explicitly that the author's worry about his student's language inability was much more intense than her excitement.



★ **exceed**: *vt.* (*fml.*) be more than a particular number or amount 超过; 超出  
*You'll have to pay extra money if you exceed your luggage allowance.* 如果你的行李超重, 你必须额外付费。

★ **distress**: *n.* [U] a feeling of extreme unhappiness 忧虑; 苦恼; 悲伤  
*She had five years of active and happy life in the hospital before she died, without much pain or distress from cancer.* 她过世前在医院过了五年积极而快乐的生活, 并没有因为患癌症而遭受多大的痛苦或忧伤。

8 There are many different stories about the **downturn** in the proper use of English. (Para. 5)

**Meaning:** There are a lot of different stories about why people are less skilled when using English.

★ **downturn**: *n.* [C, usu. sing.] a process in which business activity, production, etc. is reduced and conditions become worse 衰退; 下降  
*The downturn in the auto industry affected the entire economy of the United States.* 汽车工业的衰退影响了整个美国的经济。

9 Surely students should be able to **distinguish between** *their / there / they're* or the **distinctive difference** between **complimentary** and **complementary**. (Para. 5)

**Meaning:** Of course, students should be able to recognize and understand the differences between *their / there / they're* or the obvious difference between *complimentary* and *complementary*.

★ **distinguish**: *v.* recognize the differences between things 区分; 辨别  
*A formal education with emphasis on history, literature, and culture helps a person learn how to distinguish right from wrong.* 着重于历史、文学和文化的正规教育能帮助一个人学习如何明辨是非。

★ **distinguish between**: recognize and understand the difference between two or more things or

people 区分; 辨别  
*The ability to read in a critical way involves the ability to distinguish between facts and the writer's opinions or interpretations.* 批判性阅读能力包括区分什么是事实、什么是作者自己的看法或解释的能力。

★ **distinctive**: *a.* 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  
*The distinctive design of a product provides a powerful competitive advantage over other products.* 一个独特的产品设计具有比其他产品更强大的竞争优势。

### Usage NOTE

#### distinguished, distinctive, distinct

这三个词词形相近, 但意思有很大的差别, 不能互换使用。

1 **distinguished** 指“卓越的; 杰出的; 著名的”。例如:

*His grandfather had been a distinguished university professor.* 他的祖父曾是一位杰出的大学教授。

2 **distinctive** 指“(特征、性格或外表)独特的, 有明显不同的”。强调“表示差别的”、“有特色的”、“特殊的”。例如:

*Irene had a very distinctive voice.* 艾琳有一个非常独特的声音。

3 **distinct** 表示“分明的; 明了的; 清楚的”。例如:  
*I have the distinct feeling that my friend did not realize what was happening.* 我明显感到我朋友并未察觉所发生的一切。

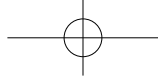
**distinct** 的另一个词义是“明显不同的; 有区别的”。例如:

*Our interests were quite distinct from those of them.* 我们的兴趣与他们的兴趣截然不同。

现将 **distinct** 和 **distinctive** 用在一个句子里, 以便区分:  
*One of the distinctive features of this book is its distinct illustrations.* 这本书很明显的特点之一就是其具有清楚明了的图解。

★ **complimentary**: *a.*

- 1) given free to people 免费赠送的  
*All guests will receive a complimentary bottle of champagne.* 所有客人都将得到一瓶免费的香槟。
- 2) saying that you admire sb. or sth. 赞美的; 钦佩的



*Mrs. Stevens was most complimentary about your work.* 史蒂文斯夫人盛赞你的工作。

★ **complementary:** *a.* complementary things go well together although they are usu. different 互为补充的; 互补的

*The economies of the two countries are complementary to one another in nature.* 两国经济具有互补性。

10 They unfairly bear **the bulk of** the criticism for these knowledge **deficits** because there is a sense that they should know better. (Para. 5)

**Meaning:** Just because they are assumed to learn better, students unfairly become the main target of the criticism for their insufficient knowledge.

★ **bulk:** *n.* [U] (**the ~ of sth.**) the majority or largest part of sth. (某物的) 大部分, 多半  
*Because the bulk of the work was supervised by the owner, the overall cost is difficult to assess.* 因为大部分的工作是由业主监督, 总体成本很难去评估。

★ **deficit:** *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  
*knowledge / language / sleep deficit* 知识 / 语言 / 睡眠的缺乏

2) the amount by which sth. is less than you need or should have 赤字; 亏损; 逆差  
*Owing to the heavy deficit, the company is apparently on the verge of bankruptcy.* 由于巨额亏损, 该公司很明显已到了破产的边缘。

**Note** The word *deficit* is mainly used in the second meaning (赤字; 亏损; 逆差).

11 Students are not **dumb**, but they are being misled everywhere they look and listen. (Para. 6)

**Meaning:** Students are not stupid. However, they mistakenly learn whatever they see and hear in their language environment.

**Note** Here, "... they are being misled" is used for emphasis, emphasizing an on-going situation of "being misled".

★ **dumb:** *a.* (*infml.*) stupid 愚蠢的

*The questions were set up just to make her look dumb.* 问题这么设计就是为了让她的出丑。

12 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**. (Para. 6)

**Meaning:** For example, signs of merchandise in grocery stores lead students to the "stationary" department selling stationery like pads, albums and notebooks. However, these displayed stationery items are movable, but not nailed down.

**Meaning beyond words:** Taking the wrong spelled signs in grocery stores as an example, the author argues that it is not students' fault. The verb phrase *nail down* is cleverly used to describe the funny situation: Movable "stationery" items are under the sign of unmovable "stationary", a distinct spelling mistake between the two words.

★ **stationary:** *a.* standing still instead of moving 不(移)动的; 静止的

*Stationary cars in traffic jams caused a great deal of pollution.* 交通堵塞中静止不动的汽车产生了大量污染。

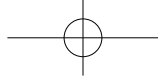
★ **stationery:** *n.* [U] materials used for writing, such as paper, pens, pencils, etc. 文具

*We regret that we are unable to accept telephone orders for personal stationery items.* 很遗憾, 我们不能接受个人文具用品的电话订购。

★ **nail sth. down:**

1) fasten sth. to sth. else with nails 钉; 将某物钉牢  
*Will you nail down that loose board in the floor?* 请把那块松动的地板钉牢好吗?

2) (*infml.*) reach a final and definite agreement or decision about sth. 最终确定; 对某事作出定论  
*Two days isn't enough to nail down the details of an agreement.* 要把协议的所有细节都确定下来, 两天的时间是不够的。



13 Friends and loved ones often **proclaim** they've just *ate* when, in fact, they've just *eaten*. (Para. 6)

**Meaning:** Friends and loved ones often make mistakes when speaking English. For example, they say publicly they've just *ate* but actually they should say they've just *eaten*.

★ **proclaim:** *vt. (fml.)* say publicly or officially that sth. important is true or exists 宣称; 宣布; 声明

*Britain proudly proclaims that it is a nation of animal lovers.* 英国自豪地宣称自己是一个爱护动物的国家。

**Usage NOTE**

**proclaim, claim**

1 **proclaim** 是正式宣告或公开宣告, “宣告” 的中文意思比 “声明” 要严肃。例如:

*The government has proclaimed a new law.* 政府已公布了一项新法令。

2 **claim** 是根据权利声明, 根据权利要求索赔, 根据权利认领。

1) 声称; 断言; 主张。例如:

*They claim to have discovered a cure for the disease.* 他们声称已经发现了治疗此病的方法。

2) 要求; 索赔。例如:

*The old man claimed the land.* 老人要求得到这块土地。

14 Therefore, it doesn't make any sense to criticize our students. (Para. 6)

**Meaning:** So, there's no good reason to criticize our students, which is unfair to them.

15 Blame for the **scandal** of this language deficit should **be thrust upon** our schools, which should be setting high standards of English language **proficiency**. (Para. 7)

**Meaning:** Our schools should be blamed for the shocking evidence of students' insufficient language skills. It's their responsibility to establish high standards of English language abilities.

★ **scandal:** *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

*It is a scandal that a person can be stopped by the police for no reason.* 警察竟可以毫无理由地拦人, 这很令人震惊。

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

*The official got involved in a scandal and was forced to resign weeks later.* 那位官员卷入了一桩丑闻, 几个星期后被迫辞职。

★ **thrust sth. upon / on sb.:** (*usu. passive*) force sb. to do or accept sth. 迫使某人做某事; 迫使某人接受某事

*She never enjoyed the fame that was thrust on her.* 对于强加给她的名声, 她从未感到过开心。

★ **proficiency:** *n.* [U] a good standard of ability and skill 熟练; 精通

*Evidence of basic proficiency in English is part of the admission requirements.* 具备基本的英语技能是入学要求的一部分。

16 Instead, they only teach a little grammar and even less advanced vocabulary. (Para. 7)

**Meaning:** Contrary to what the schools should do, they only teach a minimum amount of grammar and far from enough advanced vocabulary.

17 **Moreover**, the younger teachers themselves **evidently** have little knowledge of these vital structures of language because they also went without **exposure** to them. (Para. 7)

**Meaning:** In addition, the young teachers obviously know little about these important structures of language since they also didn't have the chance to deal with them in their prior learning experiences.



★ **moreover:** *ad.* (*fml.*) in addition – used to introduce information that adds to or supports what has previously been said 而且; 再者; 此外 *Moreover, they become more concerned about their health as they grow older.* 此外, 随着年龄的增长, 他们更加关注自己的健康。

### Usage NOTE

#### moreover, however, consequently, also, etc.

Moreover 在句中用作连接副词, 用于表示补充或增加信息, 类似的连接副词还有 **therefore, however, also, furthermore** 等, 表因果、转折、递进等。这类词可以位于句首, 也可以位于句中。例如:

*She saw that there was indeed a man immediately behind her. Moreover, he was observing her strangely.* 她看到确实有一个人紧跟在她身后。并且, 他还在怪异地观察着她。

*The harmful effect of the dry weather on wild flowers, however, has been enormous.* 可是, 干燥的天气对野生花卉的有害影响是巨大的。

*He has seen the situation before and has consequently developed a feeling for what will happen next.* 他以前见过此情形, 所以知道接下来会发生什么。

*His first book was published in 1932, and it was followed by a series of novels. He also wrote a book on British pubs.* 他的第一本书于 1932 年出版, 接着他出版了一系列的小说。他还写了一本有关英国酒吧的书。

★ **evidently:** *ad.* used for saying that sth. is obviously true 明显地; 显然

*She should have been here two hours ago, so she's evidently decided not to come after all.* 她两小时以前就应该到这儿了, 所以她显然决定不来了。

★ **exposure:** *n.*

1) [*sing., U*] the chance to experience new ideas, ways of life, etc. 接触; 体验

*Exposure to a second language should take place in elementary school.* 孩子们应该从小学就开始接触第二语言。

2) [*U*] when sb. is in a situation where they are not protected from sth. dangerous or unpleasant 暴露

*The doctor told Penny that too much exposure to the sun is bad for the skin and may cause cancer.* 医生对彭妮说在太阳底下晒太久对皮肤有害, 可能会致癌。

**Note** **exposure** 是动词 **expose** 的名词形式, 动词 **expose** 常用于短语 **be / get exposed to** 中, 表示“接触; 体验”。例如:

*Some children are never exposed to classical music.* 有些孩子从来没有接触过古典音乐。

18 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. (Para. 7)

**Meaning:** Although schools are responsible for getting students on the track of effective communication, they are unable to sufficiently teach the basic concepts of language – grammar and vocabulary.

★ **adequate:** *a.* enough in quantity or of a good enough quality for a particular purpose 足够的; 充分的; 合乎需要的

*People accused the governor of failing to take adequate measures which could have prevented the disaster.* 人们指责该州长对本来可以避免的灾难没有采取充分的措施。

### Usage NOTE

#### adequate, abundant

1 **adequate** 表示“在数量或质量上足以满足特定的标准”, 强调刚好够用、没有多余。例如:

*He doesn't earn a large salary but it is adequate for his needs.* 他挣钱不多, 但也够用了。

2 **abundant** 表示“充裕; 绰绰有余”, 强调数量很多或充足有余。例如:

*We have abundant proof of his guilt.* 我们有他犯罪的充分证据。

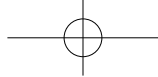
★ **adequately:** *ad.* 足够地; 充分地

*Some students are not adequately prepared for higher education.* 有的学生没有充分地准备好接受高等教育。

★ **competent:** *a.* having enough skills or knowledge to do sth. to a satisfactory standard 合格的; 能干的

*My secretary is perfectly competent, but she doesn't have much patience.* 我的秘书非常能干, 但是她没有多少耐心。





### Collocation NOTE

In Paragraph 7, we have two collocation pairs with the same word: *advanced / proper vocabulary* for our attention.

19 Since grammar is boring to most of the young students, I think that it must be handled delicately, step by step. (Para. 8)

**Meaning:** As grammar is uninteresting to most of the young students, I think it should be taught carefully and skillfully, bit by bit.

20 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." (Para. 8)

**Meaning:** The opportunity to teach him English came when we were both on a car heading for our trip. On seeing a bird flying unsteadily, he commented that the bird was flying "unsteady".

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

*The old bus started with a jerk, so the passengers shook all of a sudden.* 那辆旧的公共汽车猛地一动, 车上的乘客都突然摇晃了一下。

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

*After the bus came to a jerky halt, the passengers got off the bus hurriedly.* 公共汽车颠簸着停下来以后, 乘客们都匆忙下车了。

21 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*." (Para. 8)

**Meaning:** On hearing what he said, I asked him cautiously how the bird was flying. My son didn't have any idea about what

was wrong, so he asked if he said anything incorrectly. By praising his correct use of *incorrectly*, I explained that *unsteady* is improperly used because an adverb is needed to describe a verb.

**Meaning beyond words:** From "I carefully asked" and "Great" we can see the way the father used to correct his son's grammatical mistake is very encouraging.

★  **get lost:** be unable to understand sth. because it is new, difficult, complicated, etc. 迷惘; 困惑; 不知所措

*When you read faster, your comprehension goes up because instead of getting lost in the words, you see the general picture.* 当你快速阅读的时候, 理解力会上升, 因为你看到的是一个整体画面, 而没有拘泥于单个词汇。

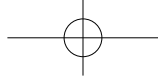
22 Curious about my correction, he asked me what an adverb was. Slowly, I said, "It's a word that tells you something about a verb." It led to his asking me what a verb was. I explained, "Verbs are action words; for example, Dad drives the truck. *Drive* is the verb because it's the thing Dad is doing." (Para. 9)

**Meaning:** Fascinated by my correction, he wondered what an adverb was. After he got the answer, he went on with the question of a verb. To explain vividly to him, I used the example of driving: an action I was doing.

**Meaning beyond words:** The boy was very alert to something new or interesting. His learning experience illustrates that learning grammar is not necessarily boring.

23 Then, **out of** his own **curiosity**, he asked me if other words had names for their use and **functions**. (Para. 10)

**Meaning:** After that, because of his curiosity, he asked me if other words also had specific names for their use and the roles they play.



★ **out of curiosity:** because of curiosity 出于好奇  
*She decided to follow him out of curiosity.* 出于好奇，她决定跟踪他。

★ **function:**

*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

*One of the chief functions of education is to equip future citizens with their places in society.* 教育的主要职能之一是帮助未来的公民在社会上找到自己的位置。

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

*If the Internet stopped functioning, the consequent losses could be measured in tens of billions of dollars.* 如果因特网停止运作，由此产生的损失可用数百亿美元来衡量。

24 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! (Para. 10)

**Meaning:** Within 10 minutes riding in the car with me, he had learned from zero to understanding the main parts of speech in a sentence. Learning grammar is interesting rather than painful or boring!

★ **span:** *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

*Property gained within the span of marriage such as salary is considered jointly owned property.* 婚姻存续期间获得的财产，如工资，都视为夫妻共同财产。

★ **scratch:** *n.* [C]

1) (**from** ~) 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  
*It may be the first time in years when you have had to start from scratch making new friends.* 这可能是多年来的第一次你不得不从头开始结交新朋友。

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  
*The scratch on the watch was almost too minute to see.* 手表上的划痕几乎小得看不见。

25 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. (Para. 11)

**Meaning:** Maybe, you should regard language as a road map and a very precious property you have. You should often look at the road map (review grammar) and make small changes to your car engine (improve vocabulary).

**Meaning beyond words:** The road map and the car are used metaphorically to mean that grammar and vocabulary are powerful devices that will enable you to freely explore in the language world.

★ **look upon sb. / sth. as:** consider sb. or sth. in a particular way, or as a particular thing 把某人/某物看作

*We had established a general opinion which looked upon corruption in public office as a threat to society.* 我们达成了共识：把公职腐败视为对社会的威胁。

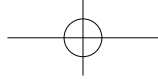
★ **tune:** *vt.*

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

*In order to keep drivers safe, mechanics are urged to make sure that car engines are properly tuned up.* 为了保证司机的安全，一定要敦促机械师确保汽车发动机已调整好。

2) make small changes to a musical instrument so that it will produce the correct notes 为(乐器)调音，定弦

*Someone is coming tomorrow to tune the piano.* 明天会有人来给钢琴调音。



★ **adjust:**

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

*The figures have been adjusted for inflation.*  
数据因通货膨胀而作了调整。

*vi.* get used to a new situation by changing your ideas or the way you do things 适应

*He soon adjusted to army life.* 他很快就适应了军队生活。

**Usage NOTE**

**adjust, adapt**

1 当表示“适应…环境”时, **adjust**和**adapt**差不多。常与**to**搭配。可以说**adjust (sth. / oneself) to sth.**和**adapt (sth. / oneself) to sth.**。其中**adjust**和**adapt**互为同义词。例如:

*Once you get to the United States, you will have to adjust yourself to a completely new lifestyle.* 一旦你到了美国, 你就需要进行调整, 以适应美国全新的生活方式。

*The children found it hard to adapt to the new school.* 这些孩子们发现很难适应这所新学校。

2 **adjust**作及物动词用时, 还有“调节; 使…适合; 校准”之意, 而**adapt**不表示此意。例如:

*adjust a radio (dial)* 调准收音机的选台指针

*adjust color on a TV* 调整电视的色彩

*adjust one's tie in a mirror* 照镜子整理领带

*adjust a telescope to one's eyes* 调节望远镜使之适合眼睛观看

3 **adapt**作及物动词时, 还有“(改装)使适合; 改编”之意, 其同义词是**modify**, 不是**adjust**。例如:

*These teaching materials can be adapted for older children.* 这些教材修订一下可以给大一点的孩子用。

26 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. (Para. 12)

**Meaning beyond words:** The road map can only give you the direction you need for your trip, but it's impossible for you to predict what kind of trip it will be ahead of you.

27 Here, the vocabulary makes the journey's true colors come alive! (Para. 12)

**Meaning beyond words:** Vocabulary is considered as the beautiful sceneries along the way of the trip. The implied meaning is that vocabulary is as important as grammar.

28 **Equipped with** grammar and a good vocabulary, you have flexibility and excellent control. (Para. 12)

**Meaning beyond words:** Just as traveling with a road map and a good car, with the help of grammar knowledge and a large vocabulary, you will feel more comfortable and confident when using the English language.

★ **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…

*All dormitory rooms are equipped with high speed Internet access.* 宿舍所有的房间都配备了高速互联网。

29 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. (Para. 12)

**Meaning:** Though the road map leads you to the place where you want to go, the well-conditioned / well-tuned car (vocabulary) enables you to completely enjoy your trip along the road.

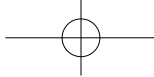
★ **destination:** *n.* [C] the place that sb. or sth. is going to 目的地; 终点

*Not only did he help me find the right bus, he also accompanied me to my destination and paid the entrance fee to the museum.* 他不但帮我找到了正确的公车, 还陪我到达了目的地, 并为我支付了进入博物馆的门票。

**Sentence structure NOTE**

**while**

*While* can be used in a clause to introduce information which contrasts with information in the main clause. For example:



While most people look forward to retirement, some cannot bear the thought of becoming professionally inactive. 虽然大多数人盼望退休，可有些人想到没了工作就受不了。

30 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. (Para. 13)

**Meaning:** Grammar and a good vocabulary are the two basic and valuable tools that help students to achieve successful, exact, and favorable communication, but unfortunately students are not being taught how to use them in schools.

★ **precise:** *a.* exact, clear and correct 精确的；准确的

*In preparing scientific reports, a student should explain his findings in precise language.* 在准备科学报告时，学生应该用精确的语言来解释他的发现。

★ **beneficial:** *a.* having a good effect 有利的；有帮助的；有用的

*The researcher is attempting to show how parents can have beneficial conversations with their children.* 这位研究者正试图示范父母可以如何跟他们的孩子展开有益的对话。

**Note** beneficial 常与 to 连用，引出对谁有利、有帮助、有用。例如：

*Cycling is highly beneficial to health and the environment.* 骑自行车对身体和环境都大有裨益。

### Collocation NOTE

In Paragraph 7, we have come across *competent communication* and here we have *precise communication* and *beneficial communication*. In Paragraph 2 of Text B careful readers will not miss *adequate communication skills*. For more collocation pairs, please refer to the notes on collocation for this unit.

★ **asset:** *n.*

1) [C] a major benefit 有利条件；长处  
*Knowing a foreign language is an important skill, a major social and business asset that*

*will bring new life to the worlds of travel and entertainment.* 懂外语是一门重要的技能，是促进社交和商贸的一个有利条件，它会给旅游和娱乐业带来新的生机。

2) [C, usu. pl.] the things that a company owns, that can be sold to pay debts 资产；财产  
*In addition to the money in a bank account, my assets include my house, my car, and my furniture.* 除了银行账户里的钱以外，我的资产还包括房子、车和家具。

31 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**.” (Para. 14)

**Meaning:** While having breakfast this morning, I tried to pour some milk into my tea but my son stopped me, saying that he wouldn’t do that because it tasted sour.

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

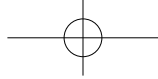
*In my mouth I have a sour, vinegar taste coming from the pit of my stomach.* 在我的嘴里有从胃中返出的醋酸味。

32 “Oh my!” I said, **swelling with pride** toward my son, “That’s a grammatically perfect sentence. You used *were* instead of *was*.” (Para. 15)

**Meaning beyond words:** The father was extremely happy and impressed by his son’s good English.

**Note** “Oh my!” is often heard in an informal conversation. Not infrequently, you also hear people say “Oh my goodness!” or “Oh my Gosh!”. All these can be used when people show surprise, excitement, boredom, or distress. The sense can be either positive or negative, and it is based on the speaker’s tone and the situation in which it is used.

★ **swell with pride / anger, etc.:** feel extremely proud / angry, etc. 洋洋得意 / 怒气冲冲等  
*Her heart swelled with pride as she stood*



*watching her daughter win the race.* 当她站在那儿看到女儿赢得比赛时，内心充满了骄傲。

33 “I know, I know,” he said with a long agreeable sigh. “It’s the subjunctive mood.” (Para. 16)

**Meaning:** With a slow and deep breath, my son pleasantly said that he knew it’s the subjunctive mood in grammar.

34 I was, like, whoa! (Para. 17)

**Meaning:** I was really surprised and impressed by my son’s grammar knowledge.

**Meaning beyond words:** The father was very proud of his son. The expression used here is to contrast with the one said at the beginning of the text when the author describes the incapability of the student’s language. Though both are in a surprised tone, the purposes are apparently different.

By returning to the phrase from the beginning of the text: “..., like, whoa!”, the father is playing ball with this “condensed non-statement”. Using this word at the end of the text, therefore, reflects the author’s skillfully expressed humor.

## Structure analysis and writing

### Move from paragraph to essay

To start from analyzing structures to writing real passages has always been one of the highlights of *New Horizon College English*. In a likely manner, students will go through the same process for essay writing as they did for paragraph writing. In college writing, students are required to write essays composed of 3-5 paragraphs. An essay normally has three main parts: introduction, body and conclusion.

**Introduction:** The introduction is usually one short

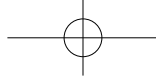
paragraph that introduces the topic to be discussed and the thesis statement which is often placed at the end of the introductory paragraph. A thesis statement can be an opinion, an attitude or a stand about the topic. An introductory paragraph should be inviting to make the reader want to continue reading. A good introduction may start with an anecdote, a short story, an interesting personal account, a thought-provoking question, a famous quotation, or a general statement. Read the example below:

*Engineers and inventors continually develop new products that affect our everyday lives. One product that was developed and has become popular in the last few decades is the microwave oven. Microwave ovens now appear in homes, businesses, restaurants, even on boats and in campers. Indeed, they are everywhere. Most people would agree that this invention, with its many advantages, has had a positive effect on our lives. It has made our busy lives easier.*

The introduction begins with the general idea that new products affect our lives. It narrows down to the more specific idea that the microwave oven has a particular effect on our lives, making our lives easier. The last sentence of the paragraph presents the thesis the writer is going to develop. This statement tells us what to expect in the essay.

**Body:** The body is the main part of an essay. It may contain several short paragraphs that use the development methods of example, narrative, cause and effect, comparison and contrast, classification, argumentation, etc. (Since many writing methods for the body part of an essay are introduced in Book 1, we just skip the details here.)

**Conclusion:** The conclusion wraps up the discussion of a certain topic. It can briefly summarize the main points discussed and can also restate the thesis statement by using different words and structures. At the end of the conclusion, the writer’s final thoughts on the topic may be added, such as a predication, a suggestion, or a warning. To signal the ending of an essay, certain transitional words



can be used at the beginning of the conclusion: *in brief, in short, to summarize, in summary, to conclude, in conclusion, after all*, and so forth.

Look at the example:

*In summary, microwave, one of the most important inventions in the last few decades of the 20th century, has indeed given us a lot of advantages by making our lives more convenient. We should appreciate living in a society surrounded by modern technologies and abundance of useful products.*

## Analysis of the whole text structure

This text is a narrative that talks about the author's personal experience in giving an effective English lesson to his son. He claims that students can learn better if they are properly taught.

Part One (Paras.1-5) is the introduction of the narrative. This part introduces the background of the story: 1) about the author himself, a man absorbed in grammar; 2) an anecdote that describes how the author was shocked by his student's inability to describe properly her trip to Europe; 3) the learning environment that is misleading students. Finally, it presents the thesis statement: Students unfairly bear the bulk of the criticism for these knowledge deficits because there is a sense that they should know better.

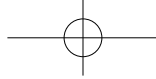
Part Two (Paras. 6-13) is the body of the narrative, which contains two major sections to support the author's point of view: The first section is from Paragraph 6 to 10, and the second section is from Paragraph 11 to 13.

The first section claims that students should not be blamed for their language deficiency due to two major reasons: 1) They are misled by the language environment; 2) they are not learning the language adequately and efficiently in school. To validate his viewpoint, the author goes on with a demo of a grammar lesson with his son, illustrating how an effective way of teaching could arouse children's

interest in learning English grammar.

The second section elaborates the author's personal opinion about the importance of grammar and vocabulary, by way of metaphors. To him, grammar is just like a road map and vocabulary is like a car engine, both are essential in learning English. Paragraph 13 re-emphasizes that effective, precise, and beneficial communication depends upon grammar and a good vocabulary.

Part Three (Paras. 14-17) is the conclusion of the narrative. Toward the end, the author narrates another incident where his son unconsciously uttered a grammatically perfect sentence with a subjunctive mood. The last sentence shows the author is tremendously proud of his son: "I was, like, whoa!".



### Introduction

In his son's eyes, the author is the father who he has to obey and an oddity absorbed in grammar. (Para. 1)

The author started to be serious about the language learning problem after he ran into his student whose inability to describe properly her excursion to Europe made him shocked. (Paras. 2-4)

Thesis of the narration: It is unfair to blame students for their language deficiency. (Para. 5)

(Paras. 1-5)



### Body

#### The first section

Claims why students shouldn't be blamed for their language deficiency by providing two major reasons. (Paras. 6-7)

Validates the author's viewpoint using the grammar lesson with his son: Students can learn better. (Paras. 8-10)

(Paras. 6-10)

#### The second section

Elaborates the importance of grammar and vocabulary in learning English by way of metaphors. (Paras. 11-12)

Re-emphasizes the author's point of view: Language learning depends on grammar and a good vocabulary. (Para. 13)

(Paras. 11-13)

(Paras. 6-13)

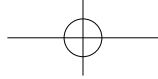


### Conclusion

Narrates another incident where his son unconsciously uttered a grammatically perfect sentence with a subjunctive mood, which made the author so proud of his son.

(Paras. 14-17)

(Paras. 1-17)



## Section B

# The great journey of learning

### Reading skills

#### Reading for the key ideas in sentences

The reading skill introduced particularly for this unit is reading for the key ideas in sentences. Finding the key idea of a sentence is of great importance since we always read for information. To find out the key idea of a sentence, there are three things students need to keep in mind:

- 1 **Who** or **what** the sentence is about.
- 2 **What action** is taking place. (What is the person or object doing? What is being done to the person or object?)
- 3 What are **minor details** and what are the **main ideas**. Many words in sentences describe things about the subject of the sentence and therefore merely add details. If we ask *when*, *what*, *where*, or *why*, we will find out these details, which further help us to see the key idea of the sentence.

In addition to the sentences from Text B in the Student's Book, let's select a few more sentences from Text A to see how to get the key ideas of sentences.

- 1 *She nodded three or four times, searched the heavens for the right words, and then exclaimed, "It was, like, whoa!"* (Para. 3)  
**Key idea:** She didn't know what to say.
- 2 *Surely students should be able to distinguish between their / there / they're or the distinctive difference between complimentary and complementary.* (Para. 5)  
**Key idea:** Students should know the differences.
- 3 *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.* (Para. 6)

**Key idea:** Grocery stores misspell words on signs and thereby give wrong information.

- 4 *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.* (Para. 7)

**Key idea:** Schools fail to teach the essentials of language.

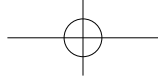
When looking for the key idea in a sentence, it is of crucial importance to separate the key idea from the details that usually tell us about *when*, *what*, and *where*. They are important only in the sense of supporting the key idea, but they are definitely not the key idea of a sentence.

### Background information

#### 1 Malcolm X

Malcolm X (1925-1965) was a minister, speaker, and human rights activist. He was born Malcolm Little, in Nebraska on May 19, 1925 and grew up in Michigan. At the age of 21, he was arrested for theft and sent to prison. During his years in jail, Malcolm underwent a spiritual and intellectual transformation. He converted to the religious group, the Nation of Islam. In prison he also undertook a rigorous process of self-education, which included copying every page of a dictionary. Upon his release, he changed his name to Malcolm X, with X representing the unknown name of his African ancestors. Later, he became a minister for the Nation of Islam. Malcolm X helped to build the Nation of Islam from a tiny sect to a significant force. His eloquence, quick wit, and profound knowledge, combined with his experience as a street hustler, made him a remarkable speaker and a dynamic leader. He was assassinated on February 21, 1965. Malcolm X has been described as one





of the greatest and most influential African Americans in history. Many African Americans feel that Malcolm X articulated their complaints concerning inequality. His major literary achievement, *The Autobiography of Malcolm X* (1965), composed during the last two years of his life, contains Malcolm's different perspectives in an interesting and unusual way.

## 2 the Nation of Islam

An African-American organization, founded in 1930 and known for its teaching combining elements of traditional Islam with black nationalist ideas. The Nation also promotes racial unity and self-help and maintains a strict code of discipline among its members.

## 3 Islam

Islam is a major world religion, with over one billion followers worldwide. A person who believes in and consciously follows Islam is called a Muslim. Although Islam is usually associated with the Arabs of the Middle East, less than 10 percent of Muslims are in fact Arabs. Muslims are found all over the world, in every nation, and of every color and race.

## 4 mainstream

It is a commonly used word in the United States, such as “the mainstream media” and “the mainstream society”. During the 20th century, the country was described as a melting pot. The description referred to the process of assimilating different cultures into the mainstream culture. However, this didn't seem to work very well because a large number of immigrants still wanted to keep their own culture alive in the new country. To more vividly depict the current situation of the United States, people replaced the phrase “melting pot” with “salad bowl”, referring to a combination of different cultures – a plural society. Nevertheless, mainstream still has the most significant impact on every aspect of life in the United States.

## Detailed study of the text

1 Malcolm X was an African-American **civil rights activist**, religious leader, writer, and speaker. (Para. 1)

**Meaning:** Malcolm X, an African American, played many roles in his time. He was a civil rights activist, religious leader, writer, and speaker.

### Usage NOTE

当两个单数可数名词连用表示一个整体时，只用一个冠词。例如：

*a civil rights activist and a religious leader* 一位民权活动家和一位宗教领袖（指两个人）

*a civil rights activist and religious leader* 一位民权活动家和宗教领袖（指一个人）

★ **civil rights:** *n.* [pl.] the rights that every person should have, such as the right to vote or to be treated fairly by the law, whatever their sex, race, or religion 公民权

**Note** This is a compound noun just as *animal rights* and *human rights*.

★ **activist:** *n.* [C] sb. who works hard doing practical things to achieve social or political change 活动家；积极分子

*The police suspect the attack on the university's biology laboratory was carried out by animal rights activists.* 警察怀疑是保护动物权利的激进分子袭击了该大学生物实验室。

2 Born in 1925, he was **mysteriously assassinated** in 1965. (Para. 1)

**Meaning:** Malcolm X was born in 1925 and murdered in 1965 for unknown reasons.

★ **mysterious:** *a.* difficult to explain or understand 神秘的；难以解释的

*The police are inquiring into the mysterious disappearance of a young school teacher.* 警察正对一位年轻教师的神秘失踪展开调查。



★ **mysteriously:** *ad.* 神秘地; 难以解释地  
*When asked what she meant to say with her painting, she said mysteriously, "Work it out for yourself."* 当被问到她的绘画有什么寓意时, 她神秘地说: “你自己去想吧。”

★ **assassinate:** *vt.* murder an important person  
 暗杀; 行刺  
*The plot to assassinate Martin Luther King had started long before he was actually killed.* 马丁·路德·金是在暗杀他的阴谋酝酿很久之后才真正被杀害的。

3 By the time of his death, his own telling of his life story, *The Autobiography of Malcolm X*, had been widely known. (Para. 1)

**Meaning:** Before the time when he died, his life story from his own account, *The Autobiography of Malcolm X*, had become well-known.

★ **autobiography:** *n.* [C, U] a book in which sb. writes about their own life, or books of this type  
 自传  
*Although Brando avoids speaking in details about his marriage in his autobiography, it is well-known that he was married three times to three ex-actresses.* 虽然白兰度在他的自传里避免详谈他的婚姻, 可是众所周知, 他结过三次婚, 分别同三位前电影明星。

4 He was born Malcolm Little into a poor household. (Para. 1)

**Meaning:** He was called Malcolm Little when he was born into a poor family.

★ **household:** *n.* [C] all the people who live together in one house 家庭; 一家人  
*a one- / two- / four-person household* 单户家庭 / 两口之家 / 四口之家

5 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)

**Meaning:** Later, he changed his name to Malcolm X after he joined an organization called the Nation of Islam. It was a religious group that had changed major religious practices and beliefs accepted by most followers of Islam to accommodate more particularly the condition of African Americans in the United States in the early 1960s.

★ **mainstream:**  
*a. (only before noun)* considered ordinary or normal and accepted or used by most people  
 主流的  
*Deaf children can often be included in mainstream education.* 失聪儿童通常都可以纳入主流教育。

*n. (the ~)* ideas, methods, or people that are considered ordinary or normal and accepted by most people 主流  
*Environmental ideas have been absorbed into the mainstream of European politics.* 环保观念已被纳入欧洲政治观点的主流。

★ **apply to:** be relevant to a particular person or thing 适用; 适宜  
*The offer only applies to flights from London and Manchester.* 这个报价只对从伦敦和曼彻斯特起飞的航班有效。

★ **specifically:** *ad.*  
 1) relating to or intended for one particular type of person or thing only 特定地; 具体地; 专门地  
*Advertisement that specifically targets children was unpopular in this area.* 专门针对儿童的广告在这个地区并不受欢迎。  
 2) in a detailed or exact way 详尽地; 明确地  
*You are required to answer each question as specifically as possible.* 你要尽可能详尽地回答每个问题。



## Usage NOTE

### specifically

1 **specifically** 用于指“特地；特别；专门”时，词义同 **particularly** 和 **especially** 相近。例如：

*We hope to expand our business to other areas, specifically (particularly) in Europe.* 我们希望把业务扩大到其他地区去，特别是欧洲。

2 **specifically** 用于指“详尽地；明确地”时，词义同 **exactly** 和 **precisely** 相近。例如：

*Research shows specifically (exactly) that company growth is more often determined by internal factors.* 研究明确表明，公司的成长更多的时候是由内部因素决定的。

6 Malcolm X learned about the Nation of Islam while in prison for committing criminal acts such as theft. (Para. 2)

**Meaning:** Malcolm X became to know about the Nation of Islam when he was in prison for being involved in an illegal activity such as stealing.

7 Because he was poorly educated, he felt **inadequate** to teach his new beliefs to others. (Para. 2)

**Meaning:** As he did not have much education, he felt incompetent and was unable to say much about his new beliefs to others.

★ **inadequate:** *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  
*The report assigned the blame for the accident to inadequate safety at the job location.* 该报告将事故原因归咎于工作地点安全系数不够。

8 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. (Para. 2)

**Meaning:** Being a young man, he could use the simple, rough language spoken by uneducated people on the street to express his ideas with poor grammar and little vocabulary.

### ★ sketch:

*v.* 1) describe sth. in a general way, giving the basic ideas 概述；简述

*Holford sketched a 10-year program for rebuilding the city.* 霍尔福德简单介绍了城市重建的十年规划。

2) make a quick, rough drawing of sth. (给…画) 速写；(给…画) 素描

*He grabbed a piece of paper and quickly sketched the bird before it flew away.* 他随手拿起一张纸，在鸟飞走之前很快地给它画了一个素描。

*n.* [C] a short account of sth. with only a few details 概略；大要

*The English class recently read a biographical sketch of Hemingway, a well-known American author and journalist.* 最近在英语课上大家阅读了美国著名作家和记者海明威的生平简介。

9 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)

**Meaning:** Being an adult, he found that he didn't have enough communication skills that could help him to inform people about his new beliefs at a large public meeting.

★ **rally:** *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)

*Five thousand people held a protest rally against sexual discrimination.* 五千余人举行了抗议集会，反对性别歧视。

10 In his own words, he “wasn't even **functional**”. (Para. 2)



**Meaning beyond words:** He realized that he was severely inadequate for communication because he wasn't even able to say, express, and explain things properly.

★ **functional:** *a.* working in the way that sth. is supposed to 正常运转的  
*The new hospital isn't fully functional as yet but should be very soon.* 这家新医院尚未完全实现正常运转, 但很快就会的。

**11 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. (Para. 3)

**Meaning:** In order to expand his knowledge and better his language skills, frustrated Malcolm X worked out a plan – to resort to books, which, he believed, would help him to learn.

★ **bid:**  
*n.* [C]  
1) an attempt to achieve or obtain sth. (为争取某物而作出的) 努力  
*The young swimmer trained every day of the week, so it was her bid to become a world-class athlete.* 这位年轻的游泳健将一周训练七天, 这是她为了成为世界级运动员而付出的努力。  
2) an offer to pay a particular price for sth., esp. at an auction (尤指拍卖的) 出价  
*The buyer obtained the desk because he made the highest bid; no one else offered more money for it.* 这个买家因为出价最高得到了那张书桌, 没有人出更多的钱了。

*v.* offer to pay a particular price for goods, esp. in an auction (尤指拍卖的) 出(价)  
*He certainly wasn't going to bid \$18 billion for this company.* 他当然不会为这家公司出价180亿美元。

★ **in a bid to do sth.:** in an attempt to achieve or obtain sth. 为争取某物而努力  
*This month, small company managers will hold a conference in a bid to find ways to survive in a market-driven economy.* 这个月, 小公司的经理将召开会议, 想方设法在以市场为导向的经济中寻找出路。

★ **desperate:** *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  
*Time was running out and we were getting desperate.* 时间在流逝, 我们感到越来越绝望了。
- 2) needing or wanting sth. very much 非常需要的; 极其需要的  
*Her desperate need to be loved comes from a deep feeling of insecurity.* 她不顾一切渴望被爱, 这源于她极度缺乏安全感。

**Usage NOTE**

**desperate, despair**

despair 是 desperate 的名词形式。例如:

*He sank into despair after his business failed.* 生意失败后, 他陷入了绝望。

*The Red Cross hopes to mount 15 flights a day – carrying enough food to feed 500,000 of the most desperate famine victims.* 红十字会希望每天能飞 15 趟航班, 以便为处于绝望中的 50 万饥民携带足够的食物。

★ **devise:** *vt.* plan or invent a new way of doing sth. 想出; 设计; 发明

*If we could devise an inexpensive salt-water filtering system, we could turn ocean water into drinking water.* 如果我们能够发明出一种廉价的海水过滤系统, 我们就可以把海水转化成饮用水。

★ **scheme:** *n.* [C] a plan for achieving sth. (为取得某项成功而制定的) 计划

*As I grew older, it became clear to me that my mother's scheme to gently push me toward literature from an early age had been absolutely right.* 随着我渐渐长大, 我清楚地了解到, 我母亲培养我从小对文学的兴趣的计划是绝对正确的。

**Usage NOTE**

**scheme, schedule**

1 **scheme** 可用作动词和名词, 表示“计划; 图谋; 方案”, 多用于指非法或不好的事。例如:

*There is hard evidence to suggest that he schemed to bring about the collapse of the Labor government.* 有确凿的证据表明, 他密谋了工党政府的垮台。

*He had a crazy scheme to corner the champagne market.* 他有一个疯狂的计划, 想要垄断香槟市场。



- 2 **schedule** 也可用作动词和名词。用作动词，表示“安排；排定”，是 **arrange** 的同义词；用作名词，表示“时间表；时刻表”，英国英语用 **timetable** 来表示“时刻表”。例如：

*The opening is scheduled for January.* 开幕式定于一月举行。

*The project is three months behind schedule and will not be completed until the end of next year.* 这项工程比时间表晚了三个月，明年年底前才能竣工。

- 12 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. (Para. 3)

**Meaning:** Yet, when he tried to read some serious books, he was depressed since most of the words were unfamiliar to him. He began to find that it could not have been even worse to him (= it could be the same to him) if the books were written in Chinese.

### Usage NOTE

#### might as well

- 1 **might as well** 表示“还不如；倒不如”时，**might** 或 **may** 没有区别。例如：

*There's nobody interesting to talk to, so we may as well go home.* 在这儿跟谁说话都没意思。我们还是回家吧。

- 2 请注意 **might as well** 与 **had better** 的区别。例如：

*We might as well have something to eat. (= There is nothing more interesting to do.)* 我们还不如去吃点东西。

*We'd better have something to eat. (= We ought to eat; there is a good reason to eat now.)* 我们最好吃点东西。

- 13 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.** (Para. 3)

**Meaning:** He ignored all the words he didn't know, and in the end he found himself completely having no idea of what the book was about. Malcolm X wrote, "I became frustrated," when talking about his inadequate language skills in his autobiography.

- ★ **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…

*We all worked very hard to assure the project will end up with a great success.* 我们工作都非常努力，以确保该项目最终能取得巨大成功。

### Usage NOTE

#### end up (with)

- 1 当 **end up** 后接名词时，与介词 **with** 搭配，即 **end up with sth.**。例如：

*Anyone who swims in the river could end up with a nasty stomach upset.* 在这条河里游泳的人最后都会有严重的肠胃不适。

- 2 **end up** 后还可以直接接动名词，即 **end up doing sth.**。例如：

*Most slimmers end up putting weight back on.* 大多数减肥的人最后又发胖了。

- ★ **clue:** *n.* [C] information that helps sb. understand and find the answer (帮助理解和找到答案的) 线索

*The answers he gives will provide a clue as to whether or not the film is interesting enough.* 这部电影是否足以吸引人，他给的答案会提供点线索。

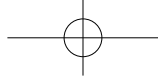
### Usage NOTE

#### clue, hint

- 1 **clue** 作名词时意为“线索”，表示一种信号或信息，能够使我们找到一个问题或谜团的答案。例如：

*The police are still looking for clues in their search for the missing girl.* 警察仍在寻找能够找到失踪女孩的线索。(如果用 **hint** 来代替的话就不合适，因为 **hint** 就是有人暗示的，而 **clue** 是线索。)

**clue** 用作动词，表示“给某人提供线索；告知”，与介词 **in** 搭配。例如：



*He'd been out of the country for weeks, so I clued him in on all that's been happening.* 由于他离开这个国家有好几个星期了，我向他介绍了他离开期间发生的事情。

- 2 **hint** 既可用作名词也可用作动词。  
用作名词的时候，意为“暗示”，表示用语言或行动来表明你想要的或者知道的事情。例如：  
*He's dropped (= given) several hints to the boss that he'll quit if he doesn't get a promotion.* 他三番五次暗示老板，如果得不到升职，他就会辞职。

**hint** 作动词时，表示“暗示；示意”。例如：  
*Mom hinted (that) she might pay for my trip to Mexico if I pass all my exams.* 妈妈暗示如果我考试全科通过，她会为我的墨西哥之行买单。

下面这个句子，用 **clue** 和 **hint** 都可以，意思区别不大。  
*I'm never going to guess the answer if you don't give me a clue / hint.* 如果你不告诉我线索 / 给我暗示，我是不可能猜出答案的。

★ **speak of**: talk about 提到；提及  
*It was the first time she had ever spoken of marriage.* 这是她第一次提及婚姻。

- 14 Malcolm X's considerable frustration at his inability to read and write **launched him on a quest** to overcome his deficiencies. (Para. 4)

**Meaning:** Malcolm X's great disappointment at his inability to read and write pushed him to start a search for ways to improve his insufficient language skills.

★ **launch sb. on sth.:** make sb. start sth., usu. sth. big or important 使某人开始进行某事  
*It is the man who launched him on a career in the music business.* 这就是引领他投身于音乐事业的人。

★ **quest:** *n.* [C] a long search for sth. that is difficult to find (长期的) 探索，追求  
*In her quest to achieve a healthy and perfect body, she exercises four times a week.* 为追求完美的身材，她每周运动四次。

- 15 He said, "I saw that the best thing I could do was get hold of a dictionary – to study, to learn some words." (Para. 4)

**Meaning:** He realized that the best thing he could do was to get a dictionary in order to study and learn some words.

★ **get hold of sth.:** (*AmE*) find or borrow sth. so that you can use it 找(借)来某物  
*It is hard to get hold of guns in this country.* 在这个国家很难找到枪。

- 16 And he was lucky enough to reason also that he should try to improve his handwriting. (Para. 4)

**Meaning:** And he was very lucky to decide that it was good for him to improve his handwriting.

- 17 "It was sad. I couldn't even write in a straight line," he told us. (Para. 4)

**Meaning:** He felt embarrassed about his poor handwriting because its appearance was so very poor.

- 18 These ideas together moved him to **appeal to the** prison authorities for some paper and pencils. (Para. 4)

**Meaning:** These ideas together caused him to make an urgent request to the prison authorities for some paper and pencils.

★ **appeal:** *vi.* make a serious public request for help, money, information, etc. 恳请；恳求；呼吁  
*Church and community leaders appealed for calm.* 教会和社区领导人都呼吁保持冷静。

★ **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  
*The police are appealing to the public for any information about the missing girl.* 警方呼吁市民提供任何有关失踪女童的信息。

- 19 For the first two days, Malcolm X just **skimmed** through the pages of the dictionary trying to **negotiate** his way through its unfamiliar format. (Para. 5)



**Meaning:** Malcolm X only went over the pages of the dictionary quickly for the first two days in an attempt to find an effective way to deal with its unfamiliar design.

★ **skim:** *v.* read sth. quickly to find the main facts or ideas in it 浏览, 略读 (以找出主要信息)  
*Although he barely skimmed through it, my teacher said that my essay was excellent.* 虽然老师只浏览了一下我的论文, 但他说我写得很棒。

★ **negotiate:** *v.*

1) successfully deal with sth. that is preventing you from achieving an aim (成功地) 解决, 处理, 克服

*He's given up trying to negotiate the complicated murder case that occurred last week.* 他已经放弃了, 不再试图去解决上周发生的错综复杂的谋杀案。

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  
*For two successive days, they negotiated about the contract; however, the outcome was without satisfactory results.* 他们连续两天对合同进行谈判, 但没有任何令人满意的结果。

**Note** The word *negotiate* is more commonly used in the second meaning.

★ **format:** *n.* [C] the arrangement, design, or organization of sth. 安排; 设计; 组织方式  
*The student failed because his instructor found the format of his research paper not acceptable.* 那个学生没通过, 因为他导师不接受他学术论文的格式。

20 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)

**Meaning:** He was surprised at the close relation between words. How come the word *moist* could be the base word form of *moisture* and *advisable* and *advisory* had the same root word!

★ **moist:** *a.* slightly wet, esp. in a way that is pleasant or suitable 潮润的; 微湿的; 湿润的  
*The story was so sad that at the end my eyes were moist with tears.* 故事如此的悲伤, 看到结尾时我的眼睛被泪水润湿了。

★ **moisture:** *n.* [U] small amounts of water that are present in the air, in a substance, or on a surface 水分; 水汽; 湿气  
*To preserve their effective quality, all medicines should be stored away from moisture, direct sunlight and heat.* 为有效保存, 所有的药物都应存放在远离潮湿、阳光直射及温度高的地方。

★ **advisable:** *a.* acceptable, appropriate, sensible 可取的; 适当的; 明智的  
*I don't think it advisable that he be assigned to the job since he has no experience in it.* 我认为让他做这个工作是不明智的, 因为他没有经验。

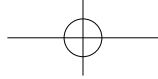
★ **advisory:** *a.* having the purpose of giving advice 顾问的; 咨询的  
*The advisory committee is expected to develop the WHO Global Cancer Control Strategy by early next year.* 预计该咨询委员会在明年初制定世界卫生组织全球癌症控制策略。

21 "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. (Para. 5)

**Meaning:** Not knowing what to learn specifically, Malcolm X finally decided to start with copying everything into a notebook from the first full page of the dictionary, with his slow, careful, unskilled handwriting.

★ **crude:** *a.*

1) not developed to a high standard, or made with little skill 粗制的; 粗糙的  
*In the grave, they found some crude tools made of stone, which would tell us something about how the ancient people of this region lived.* 在坟墓里, 他们发现了一些粗糙的石制工具, 这些工具能告诉我们一些有关古代人在这个地区的生活。



2) unrefined, raw or natural 未经提炼的; 未经加工的; 天然的

*The most commonly used plastic for making water bottles is derived from crude oil.* 制造最常用的水瓶的塑料来自原油。

22 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. (Para. 5)

**Meaning:** He spent a whole complete day copying the first full page of the dictionary even including the quotation marks. Then, again and again, he would read everything he had copied aloud to himself. He remembered that he also wrote down the important things that happened every day.

**Meaning beyond words:** Malcolm X was a very motivated and conscientious person who had the courage to copy a dictionary.

★ **quotation:** *n.* [U] a sentence or phrase from a book, speech, etc. which you repeat in a speech or piece of writing 引语; 引文

*There is a quotation from a women’s shelter that I especially like: “Peace on earth begins at home.”* 妇女庇护所里有一句我特别喜欢的引语: “地球上的和平从家庭开始。”

★ **quotation mark:** *n.* [C, usu. pl.] 引号  
*Please don’t forget to put quotation marks when you want to quote someone’s saying.* 当你想引用某人的原话时, 请不要忘了加上引号。

★ **recall:** *v.* remember a particular fact, event, or situation from the past 回想; 回忆起  
*Her face was very familiar to me but I could not recall who she was.* 她的脸我很熟悉, 但我不记得她是谁。

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

“All phone calls are logged,” said the secretary to her supervisor. 那位秘书对上司说: “所有的电话都作了记录。”

*v.* 1) cut down trees 伐木; 砍伐

*They logged a large section of the forest in only two days, but it will take decades for new trees to grow again.* 他们仅用了两天的时间就砍掉了林区大部分树木, 但新的树重新生长出来却要花好几十年。

2) (~ in / on) do the necessary actions on a computer system that will allow you to begin it 登录, 登入 (计算机系统)

*If you have any questions you can log on to the website and find answers there.* 如果您有任何疑问, 您可以登录到这个网站, 在那里可以找到问题的答案。

23 **Repetition** helped move him from basic literacy toward true proficiency. (Para. 5)

**Meaning:** Copying the dictionary and reading aloud repeatedly helped lift him from having minimum language skills to achieving excellent language fluency.

★ **repetition:** *n.* [U] doing or saying the same thing many times 重复

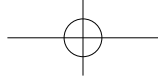
*The new play is just a repetition of the writer’s earlier ideas; there is nothing new in it.* 这部新戏只是这个作家早期思想的重复, 并没有什么新意。

★ **literacy:** *n.* [U] the state of being able to read and write 有读写能力; 有文化  
*Many communities have a low literacy rate, making it useless to pass out AIDS literature and to expect people to read it.* 许多社区识字率很低, 故分发有关艾滋病的宣传品没什么用处, 也不用指望人们阅读它们。

**Collocation NOTE**

In Paragraph 7, Text A, we have learned *English language proficiency*. Here in the above sentence we see *true proficiency*. For more co-occurrences of different words, please refer to the collocation part of each unit in Teacher’s Book.





24 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)

**Meaning:** Malcolm X described how the next morning when he woke up, he kept thinking about the words he had copied and read aloud as well as the knowledge he was trying to obtain.

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

*In this new biography, the famous actress is depicted as a lonely and unhappy woman.* 在这本新的传记中, 这位著名的女演员被描绘成一个孤独不幸的女人。

★ **acquisition:** *n. [U]* the process by which you gain knowledge or learn a skill (知识、技能的) 获得, 习得

*For these disabled students, there is evidence of slower language acquisition and a higher frequency of learning difficulties in general.* 有证据显示, 总的来说, 这些残疾学生学习语言较慢, 比较容易在学习中遇到困难。

25 It was a **marvelous** feeling. He felt immensely proud. (Para. 6)

**Meaning:** It was such a wonderful feeling that he felt extremely proud of himself.

★ **marvelous:** *a.* extremely good, enjoyable, impressive, etc. 极好的; 绝妙的; 了不起的  
*Her friend Sam wrote a marvelous description of the hill he had just hiked because he truly admired the beauty of the place.* 她的朋友山姆对他刚去远足过的小山作了一个绝妙的描述, 因为他真的很欣赏这个地方的美景。

26 He was so fascinated that he went on copying the dictionary's next page. (Para. 7)

**Meaning:** He was so interested and attracted by what he had done that he continued copying the next page of the dictionary.

27 Once again, he awoke, proud and energized. (Para. 7)

**Meaning:** When he woke up again, he was filled with pride and energy.

**Note** The phrase *proud and energized* comes from a participle phrase *feeling proud and energized*. This kind of phrase is grammatically considered as an independent structure separated from the main clause by placing a comma. For example:

*Confused and bored, the students didn't respond to the questions raised by the teacher.* 学生感到迷惑和无聊, 没有回答老师提出的问题。

*My grandparents were holding hands in a subway train, close and intimate.* 我的祖父母在地铁列车上手牵着手, 亲密而温馨。

28 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**. (Para. 7)

**Meaning:** With every coming page that he copied and read aloud, Malcolm X found he was learning and remembering more words; day by day, his doubts and uncertainty became lessened and smaller.

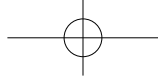
★ **successive:** *a. (only before noun)* coming or following one after the other 连续的; 连接的; 相继的

*The soccer team has had five successive victories. With each successive day, the team's confidence grew stronger.* 这个球队已连胜五场。随着每一天的继续, 球队的信心越来越强。

★ **confusion:** *n. [C, U]* a feeling that you do not understand sth. or cannot decide what to do 困惑; 混乱

*We've come to apologize sincerely for our error and regret the confusion and inconvenience it has caused.* 我们来为我们的错误真诚道歉, 并对引起的混乱和不便深表遗憾。

★ **diminish:** *v.* become or make sth. become smaller or less (使) 减少; (使) 变小



*As the dry season continues, the amount of water in the rivers and lakes will diminish.* 随着旱季的继续，河流和湖泊中的水量将减少。

29 As Malcolm X's word base broadened, he began to better understand the books he read. (Para. 8)

**Meaning:** Malcolm X began to better understand what he was reading with his continuously enlarged vocabulary.

30 It was the first time in his life this had ever happened. (Para. 8)

**Meaning:** It had never happened in his life that he could now read and understand better.

31 "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." (Para. 8)

**Meaning:** Anyone who has read a lot can understand the new world that opened for him. From that moment until he left that prison, he gave all his attention to reading. He was so attracted to it that for several months he didn't even think that he was in prison. Actually, he never had felt so free in his life.

★ **concentration:** *n.* [U] the process of giving all your attention to sth. 集中精力; 专心; 专注  
*It takes a lot of concentration to study here; it's far too noisy.* 在这里学习需要专心致志，这儿太嘈杂了。

★ **focus on:** give special attention to 给予...特别的关注  
*She tried to focus her mind on her work.* 她试图把思想集中在工作上。

32 "I knew right there in prison that reading had changed forever the course of my life," Malcolm X wrote. (Para. 9)

**Meaning:** Malcolm X wrote that he realized right there in prison that reading had changed the way of his life forever.

**Note** *Course* in the phrase *the course of one's life* refers to the direction of one's life. It makes sense that Malcolm X completely changed his way of life ever since he started learning the English language in prison.

33 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**. (Para. 9)

**Meaning:** He narrated how a writer from London interviewed him on the phone. Since Malcolm X could write so smoothly and naturally, the interviewer asked him what college he had graduated from.

**Meaning beyond words:** Malcolm X had already achieved a high level of English proficiency, equivalent to the level of a college graduate.

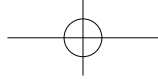
★ **fluent:** *a.* fluent speech or writing is smooth and confident, with no mistakes (语言或文字) 流畅熟练的

*He got a position in a well-known international company because he was fluent in English.* 因为英语流利，他得到了一家知名国际公司的聘用。

★ **fluently:** *ad.* (语言或文字) 流畅熟练地  
*John can write French fluently, but he still needs to improve his speaking.* 约翰的法语写得很流利，但他仍需改进他的口语。

34 He told the Englishman that his own personal university was "books". (Para. 9)

**Meaning:** He told the interviewer that he had learned the English language exclusively by studying books, which he considered as his personal university.



35 Malcolm X's life is a wonderful example of the profound effect of learning a language. (Para. 10)

**Meaning:** Malcolm X's life is a wonderful example of what one can possibly achieve through learning a language.

**Meaning beyond words:** It drives home the significance of language proficiency and how it positively impacts one's life. In this case, had Malcolm X not put his heart into his learning, he would never have succeeded and become a part of the larger world.

36 He was born into a world full of **poverty** and **ignorance**. (Para. 10)

**Meaning:** He was born into an environment and community where people were poor and uneducated.

★ **poverty:** *n.* [U] the situation or experience of being poor 贫穷; 贫困

*Everyone agrees that crime is partly a result of bad material conditions: poverty, lack of education, homelessness, being without parents, etc.* 每个人都同意, 犯罪的原因部分是由于恶劣的物质条件: 贫穷、缺乏教育、无家可归、没有父母等等。

★ **ignorance:** *n.* [U] lack of knowledge or information about sth. 无知; 愚昧

*Ignorance of the law is no excuse for not being punished when committing a crime.* 对法律的无知, 不能作为犯了罪时免受惩罚的借口。

37 However, as he acquired knowledge, his **horizons** expanded. (Para. 10)

**Meaning:** Despite the fact that he was born into a poor and ignorant world, his vision became broader as he gained more knowledge.

★ **horizon:** *n.*

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

*By embracing other cultures and by learning about them, we actually broaden our horizons.* 通过接受并学习其他文化, 我们开阔了视野。

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

*We could see a ship on the horizon.* 我们能看见地平线上有一艘船。

**Note** *Horizon* should be in a plural form when used as a set of phrase with the verb *expand* or *broaden*, so usually people say "broaden / expand one's horizons".

★ **expand:** *v.* become larger in size, number, or amount, or make sth. become larger (使)扩大; (使)增加

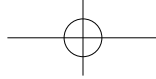
*The combination of virtual and traditional teaching will expand the scope of every lesson and increase the students' interest in learning.* 虚拟和传统的教学相结合, 将扩大每一课学习的范围, 并增加学生的学习兴趣。

38 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)

**Meaning:** He was no longer a young man from the narrow-minded and illiterate world because he joined the world community driven by wonderful ideas and humanitarian actions ever since he started with his great journey of learning English in prison.

★ **leave ... behind:** permanently stop being involved with a person, place or situation (永久地) 离开, 脱离与...的联系

*Practical help is needed for those who are dying and for the orphans left behind.* 那些面临死亡和被遗留下的孤儿需要实际的帮助。



## Collocation

This unit focuses on language teaching and learning, which is relevant to students' lives and interests. Accordingly, the collocations are closely linked with the unit theme: language teaching and learning. Please encourage students to find as many collocations as possible from the texts. Some of the possible collocations in this unit are listed below:

Text A: *distinctive difference, language deficit, high standards, language proficiency, advanced vocabulary, essential framework, proper vocabulary, competent communication, valuable possession, excellent control, effective communication, precise communication*

Text B: *sketch thoughts, unsophisticated language, devise a scheme, considerable frustration, overcome deficiencies, true proficiency, acquire knowledge*

**Note:** Certain nouns can be preceded with various adjectives / nouns to form different collocation pairs.

For example:

*competent, effective, precise + communication*

*language, true + proficiency*

*advanced, proper + vocabulary*

# PART II KEY TO EXERCISES

## SECTION A

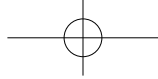
### Pre-reading activities

#### 1

- 1 Michal started learning English by listening to the Beatles.
- 2 Michal feels delighted and proud when he listens to the Beatles because he can understand a lot better.
- 3 Besides listening to English songs, Michal also reads science fiction books in English.
- 4 Michal made a great breakthrough in learning the English language after successfully finishing reading the first English book.
- 5 According to Michal, English learning brings him satisfaction and pleasure.

#### 2

- 1
  - Yes, because the way to learn English is more interesting and enjoyable.
  - Yes, because learners become more motivated when learning something they like.
  - No, because it's like a street learning without formal instruction.
  - No, because learners may often make grammatical mistakes when talking or speaking.
- 2
  - Yes, I could speak and write more fluently with good grammar and vocabulary.
  - Yes, I could better understand English native speakers after watching English movies and talk shows.
  - Yes, as a result of surfing online in English, I'm



- able to read more quickly than before.
- 3 • Read English novels and magazines.
    - Listen to radios and watch TV programs.
    - Talk to English speakers whenever possible.
    - Write every day such as emails and journals.

**Scripts:**

I'm Michal. I live in Poland, and Polish is my native language. I started learning English by listening to the Beatles every day. At the beginning, I didn't know what they were singing, but soon I started to understand individual words, and later, more. Each time I hear a Beatles song, I am delighted and feel proud because now I can understand a lot better. I listen to many rock bands, all in English, and I really enjoy them. Besides listening to English songs, I also started reading science fiction books in English. I still remember how excited I was when I successfully finished reading the first English book, a great breakthrough in my life! When I read in English, I not only have the pleasure of reading but also get the feeling of self-accomplishment. English has given me so much satisfaction and pleasure. I feel I'm free!

**Reading comprehension**

**Understanding the text**

**1**

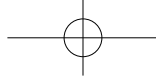
- 1 Because he is tired of listening to his father and he is not interested in grammar rules.
- 2 The civilization of Greece and the glory of Roman architecture are so marvelous and remarkable that they should be described at least in a brief account; however, what the student could do was only one single utterance: "whoa!" without any specific comment.
- 3 Because the schools fail to set high standards of language proficiency. They only teach a little grammar and less advanced vocabulary. And the younger teachers themselves have little knowledge of the vital structures of language.

- 4 Because teaching grammar is not an easy job and most of the students will easily get bored if it's not properly dealt with.
- 5 He familiarized his son with different parts of speech in a sentence and discussed their specific grammatical functions including how to use adverbs to describe verbs.
- 6 Because the son had never heard about the various names and functions of words in an English sentence before.
- 7 The author uses "road map" and "car" to describe grammar and vocabulary. Here, "road map" is considered as grammar and "car" as vocabulary.
- 8 Since the subjunctive mood his son used is a fairly advanced grammar structure, the interjection "whoa!" reflects the tremendous pride the father had toward his son; it also reflects the author's humor in using the word because it was once used by his student, though in two different situations and with two different feelings.

**Critical thinking**

**2**

- 1 • Motivation.
  - Family support.
  - Peer pressure.
  - Financial status.
  - Future career goals.
- 2 English grammar helps a lot in the following:
  - Order sentences correctly.
  - Use words properly.
  - Talk with other English speakers confidently.
 English grammar is of little help:
  - Only gives rules that are hard to remember.
  - Is not helpful in a real-life setting due to the limited time to think and recall the rules.
  - Not always applicable to the real language, especially idioms.
- 3 • Use more communicative ways.
  - Encourage a lot of interactions.
  - Put sentences in meaningful contexts.
- 4 • Read more English from online sources.



- Watch English TV / listen to English radio / watch English online videos.
  - Talk often with English speakers.
  - Listen carefully and extensively.
  - Use dictionaries to look up unfamiliar words.
  - Use new words as often as possible.
- 5
- Read English newspapers, magazines, and books.
  - Write English as often as possible.
  - Write emails in English.

## Language focus

### Words in use

3

- |               |             |             |
|---------------|-------------|-------------|
| 1 condense    | 2 exceed    | 3 deficit   |
| 4 exposure    | 5 asset     | 6 adequate  |
| 7 competent   | 8 adjusting | 9 precisely |
| 10 beneficial |             |             |

### Word building

4

Words learned	New words formed
<b>-al / -ial</b>	
manager	<i>managerial</i>
editor	<i>editorial</i>
substantial	<i>substance</i>
survive	<i>survival</i>
traditional	<i>tradition</i>
marginal	<i>margin</i>
<b>-cy</b>	
consistent	<i>consistency</i>
accurate	<i>accuracy</i>
efficiency	<i>efficient</i>
<b>-y</b>	
recover	<i>recovery</i>
minister	<i>ministry</i>
assemble	<i>assembly</i>

5

- |              |                |              |
|--------------|----------------|--------------|
| 1 editorial  | 2 recovery     | 3 accuracy   |
| 4 substance  | 5 managerial   | 6 margin     |
| 7 assembly   | 8 Ministry     | 9 survival   |
| 10 tradition | 11 consistency | 12 efficient |

### Banked cloze

6

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 L | 2 C | 3 J | 4 A | 5 I  |
| 6 O | 7 N | 8 E | 9 H | 10 F |

### Expressions in use

7

- |                   |                       |
|-------------------|-----------------------|
| 1 feel obliged to | 2 be serious about    |
| 3 run into        | 4 distinguish between |
| 5 thrust upon     | 6 was allergic to     |
| 7 get lost        | 8 be attracted to     |
| 9 make sense      | 10 looked upon as     |

## Structure analysis and writing

### Structured writing

8

Some bookworms in my dormitory often spend hours reading their “Bible”, *Practical English Grammar*, and do a lot of exercises in that book, but I don’t care about it at all. My assumption is since I have never learned Chinese grammar, what’s the sense of learning English grammar? In fact, English grammar has always been a big headache to me.

English grammar is very complicated because, unlike Chinese, there are many verb tenses. Even stranger than verb tenses, English grammar also contains something very confusing. For example, I don’t remember how many times my middle school teacher tried to “impose” the differences between *used to* and *be used to* on us. Sometimes he would go on with the explanation for 20 minutes or so. He even summarized the differences by listing three or four points for us to memorize. However, they



could never stay in my head. I don't remember how many times I got it wrong with the sentences containing *used to* or *be used to* on my exams. I was really confused with these two phrases, and I can never get them right.

In brief, I'm allergic to learning English grammar. Curiously, I just wonder if the native speakers of English have a microcomputer in their brain to help them utter the two phrases promptly with just a click of their brain mouse!

## Translation

9

人们普遍认为英语是一种世界语言，经常被许多不以英语为第一语言的国家使用。与其他语言一样，英语也发生了很大的变化。英语的历史可以分为三个主要阶段：古英语，中古英语和现代英语。英语起源于公元5世纪，当时三个日耳曼部落入侵英国，他们对英语语言的形成起了很大的作用。在中世纪和现代社会初期，英语的影响遍及不列颠群岛。从17世纪初，它的影响力开始在世界各地显现。欧洲几百年的探险和殖民过程导致了英语的重大变化。今天，由于美国电影、电视、音乐、贸易和技术、包括互联网的大受欢迎，美国英语的影响力尤其显著。

10

Chinese calligraphy is a unique art and the unique art treasure in the world. The formation and development of the Chinese calligraphy is closely related to the emergence and evolution of Chinese characters. In this long evolutionary process, Chinese characters have not only played an important role in exchanging ideas and transmitting culture but also developed into a unique art form. Calligraphic works well reflect calligraphers' personal feelings, knowledge, self-cultivation, personality, and so forth, thus there is an expression that "seeing the calligrapher's handwriting is like seeing the person". As one of the treasures of Chinese culture, Chinese calligraphy shines splendidly in the world's treasure house of culture and art.

## Section B

### Reading skills

1

- 1 He found he couldn't communicate well.
- 2 He was amazed at how closely related the words seemed.
- 3 Malcolm X kept thinking what he had learned.
- 4 Malcolm X found he was improving gradually.
- 5 He joined the world community of thoughts and actions.

### Reading comprehension

#### Understanding the text

2

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 D | 2 A | 3 C | 4 A |
| 5 C | 6 B | 7 C | 8 D |

#### Critical thinking

3

- 1 • Effort counts.
  - No pains, no gains.
  - Where there is a will, there is a way.
- 2 • Perseverance.
  - Determination.
  - Motivation.
- 3 • More time commitment.
  - More learning strategies.
  - More perseverance.
- 4 • Probably not since it's too tedious and will drive me crazy.
  - Probably will if it could work out perfectly.
- 5 • Yes. One's knowledge is expanded and accumulated through learning a language, thus language learning is changing and shaping one's mind gradually.
  - No. Language is just language and it has



nothing to do with the shaping of one's mind; the mindset has more to do with one's nature, personality, and the way of one's thinking.

## Language focus

### Words in use

4

- |              |             |                |
|--------------|-------------|----------------|
| 1 mysterious | 2 desperate | 3 devise       |
| 4 negotiate  | 5 recalled  | 6 specifically |
| 7 depict     | 8 ignorance | 9 expand       |
| 10 confusion |             |                |

### Expressions in use

5

- |                      |               |
|----------------------|---------------|
| 1 apply to           | 2 in a bid to |
| 3 end up             | 4 Speaking of |
| 5 get hold of        | 6 appealed to |
| 7 Leaving ... behind | 8 focus on    |

### Sentence structure

6

- Even though it is important for the students to have a deep understanding of the texts, it doesn't make any sense to read texts word for word from the beginning to the end.
- As it is a matter of little importance to us, it doesn't make much sense to argue out which is wrong or right or which is better or worse.
- It makes no sense to compel children to obey their parents; instead, we should try to tell them what is right and what is wrong.

7

- If I had known it was so hot yesterday, I might as well have stayed at home.
- Since we waited for so many hours at the airport last night, we might as well have taken the train home.
- I already knew the secret, so he might as well have told me all about it.

## Collocation

### Warm-up

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

8

- essential framework
- proper vocabulary
- excellent control
- language deficit
- high standards
- language proficiency
- acquire knowledge
- competent communication
- overcome deficiencies
- sketch thoughts
- effective communication
- advanced vocabulary

## Unit project

### Objectives

- Help students reflect upon their language learning strategies.
- Improve students' skills of analyzing the information they've collected.
- Let students know how to write a comprehensive and convincing report.

### Teaching tips

- Elicit more language learning strategies from students:
  - exchange recorded messages with a classmate – record a few minutes and then ask a classmate to respond later on the same recording;
  - practice various situations in front of a mirror, such as introducing yourself, disagreeing with





- someone's ideas, or asking for information;
  - make friends with the exchange students on campus – they are here to experience cross-cultural communication;
  - find a friend or two who agree to speak English at certain regular times – after a class or at dinner every Tuesday;
  - take advantage of the opportunities to use English – with airline, hotel and restaurant staff or fellow travelers if you get the chance to travel around.
- 2 Remind students to be thoughtful when selecting interviewees, such as keeping a reasonable balance between male and female, or outgoing and shy classmates.
  - 3 Encourage students to not only summarize but also analyze the learning strategies they collected from their interviews, regarding practicality and feasibility or level of difficulty.
  - 4 Facilitate students' writing skill by having them go through different writing stages: drafting, revising, editing and proofreading. Make sure everyone in the group has an equal share while accomplishing the writing task.

一个他不得不听其教诲的父亲，一个还沉湎于语法规则的人，对此我儿子似乎颇为反感。

- 2 我觉得我是在最近偶遇我以前的一位学生时，才开始对这个问题认真起来的。这个学生刚从欧洲旅游回来。我满怀着诚挚期待问她：“欧洲之行如何？”
- 3 她点了三四下头，绞尽脑汁，苦苦寻找恰当的词语，然后惊呼：“真是，哇！”
- 4 没了。所有希腊文明和罗马建筑的辉煌居然囊括于一个浓缩的、不完整的语句之中！我的学生以“哇！”来表示她的惊叹，我只能以摇头表达比之更强烈的忧虑。
- 5 关于正确使用英语能力下降的问题，有许多不同的故事。学生的确本应该能够区分诸如 *their / there / they're* 之间的不同，或区别 *complimentary* 跟 *complementary* 之间显而易见的差异。由于这些知识缺陷，他们承受着大部分不该承受的批评和指责，因为舆论认为他们应该学得更好。
- 6 学生并不笨，他们只是被周围所看到和听到的语言误导了。举例来说，杂货店的指示牌会把他们引向 *stationary*（静止处），虽然便笺本、相册、和笔记本等真正的 *stationery*（文具用品）并没有被钉在那儿。朋友和亲人常宣称 *They've just ate*。实际上，他们应该说 *They've just eaten*。因此，批评学生不合乎情理。
- 7 对这种缺乏语言功底而引起的负面指责应归咎于我们的学校。学校应对英语熟练程度制定出更高的标准。可相反，学校只教零星的语法，高级词汇更是少之又少。还有就是，学校的年轻教师显然缺乏这些重要的语言结构方面的知识，因为他们过去也没接触过。学校有责任教会年轻人进行有效的语言沟通，可他们并没把语言的基本框架——准确的语法和恰当的词汇——充分地传授给学生。
- 8 因为语法对大多数年轻学生而言枯燥且乏味，所以我觉得讲授语法得一步一步、注重技巧地进行。有一天机会来了。我跟儿子开车外出。我们出发时，他看到一只小鸟飞得很不稳，就说：“它飞的不稳。”（*It's flying so unsteady.*）我小心翼翼地问：“儿子，鸟

## PART III

# READING PASSAGE TRANSLATION

### 课文 A

#### 一堂难忘的英语课

- 1 如果我是唯一一个还在纠正小孩英语的家长，那么我儿子也许是对的。对他而言，我是一个乏味的怪物：



怎么飞?”“有问题吗?我说得不对吗?(Did I say anything incorrectly?)”他一头雾水。“太好了,你说的是incorrectly而不是incorrect。我们用副词来描述动词。所以,要用unsteadily来描述鸟飞,而不是unsteady。”

9 他对我的纠正很好奇,就问我什么是副词。我慢慢解释道:“副词是用来修饰动词的词。”这又导致了他询问我什么是动词。我解释说:“动词是表示行为的词,例如:爸爸开卡车。‘开’是动词,因为它是爸爸在做的事。”

10 他开始对表示行为的词产生兴趣,所以我们又罗列了几个动词:“飞行”、“游泳”、“跳水”、“跑步”。然后,他又好奇地问我,其他的词有没有说明它们的使用和功能的名称。这就引发了我们对名词、形容词和冠词的讨论。在短短十分钟的驾驶时间内,他从对语法一无所知到学会了句子中主要词语的词性。这是一次毫无痛苦而又非常有趣的学习经历。

11 也许,语言应该被看成是一张路线图和一件珍品:我们要常常查看路线图(核对语法)和调整汽车的引擎(调节词汇)。学好语法和掌握大量的词汇就好比拿着路线图在车况良好的车里驾驶。

12 路线图为你的旅行提供所需的基本路线和路途指南,可是它不会告诉你一路上你究竟会看见什么树或什么花,你会遇见什么样的人,或会有什么样的感受。这里,词汇会使你的旅途变得五彩缤纷、栩栩如生。大量的词汇让你享受到开车途中所见的点点滴滴。借助语法和丰富的词汇,你就有了灵活性,掌控自如。路线图会把你带到目的地,而一台好车却能让你完全陶醉于旅途的所有景色、声音及经历之中。

13 对学生来说,有效、准确且富有成效的沟通技能取决于语法和词汇这两大条件,可是学校并没有教他们这些。

14 就在今天早上,我跟儿子吃早饭时,我想把牛奶加入我的茶里。“爸爸,”他说,“如果我是你的话,我不会这样做。牛奶会变酸。(If I were you, I wouldn't do that. It's sour.)”

15 “哦,上帝!”我满怀着无比的骄傲说道,“这是一句语法完全正确的句子。你用了were而不是was。”

16 “我知道,我知道,”他愉悦地舒了口气,“这是虚拟语气!”

17 这下轮到“哇!”了。

## 课文 B

### 伟大的学习之旅

1 马尔科姆·艾克斯是一位非裔美国民权活动家、宗教领袖、作家和演说家。他生于1925年,1965年被神秘地暗杀。在他去世之前,他对自己生平的自述——《马尔科姆·艾克斯自传》已闻名遐迩。他出生于一个贫民家庭,取名马尔科姆·利特尔。后来,他加入了一个叫“伊斯兰民族”的组织,之后改名为马尔科姆·艾克斯。“伊斯兰民族”是个宗教团体,它改变了美国主流伊斯兰教的一些主要的习俗和信仰,使之更适用于19世纪60年代早期非裔美国人的特定情况。

2 马尔科姆·艾克斯因当时犯有诸如偷窃等罪而入狱。他在监狱里得知了“伊斯兰民族”组织。由于没有受过良好的教育,他在向别人传授他的新信仰时感到力不从心。作为一名年轻人,他可以用草根语言来概述自己的想法,语言简单、粗浅、语法差劲,且词汇贫乏。可作为一名成年人,当他在大型公众集会上向人们阐述他的新信仰时,他发觉自己缺少了所需的语言交流技能。用他自己的话说,他“甚至没有这个功能”。

3 为了增长知识,提高沟通技能,深陷绝望的马尔科姆·艾克斯为自己制定了一个计划。他决定求助于书籍,相信书会使他受益匪浅。可是当他试图阅读一些严肃的书本时,他不禁倍感苦恼,因为大部分的词他都不认识。他写道:“这些书还不如是用中文写的。”他跳过了所有不认识的词,可是最终他全然不知这本书里写了什么。马尔科姆·艾克斯在他的自传里谈到他贫乏的语言技能时是这样写的:“我变得沮丧起来。”



- 4 由于无法阅读和写作所遭受的巨大挫折促使马尔科姆·艾克斯开始探索如何攻克自己的语言缺陷。他说：“我明白我所能做的就是弄到一本词典来学习，学一些单词。”他也幸运地意识到应该尝试去改进他的书写。他告诉我们：“令人伤心的是我甚至不能把英文书写得整齐。”这些想法促使他向狱管请求，要了一些纸和铅笔。
- 5 头两天，马尔科姆·艾克斯只是很快地浏览了一下词典，试图在这不熟悉的格式里寻找出他自己的应付方法。他告诉我们，他对这些单词之间的密切关系感到诧异。moist怎么会是moisture的词根；advisable跟advisory 竟是同根词！“我都不知道哪些单词我需要学，”他说，“最后，为了有所行动，我开始抄写词典。”马尔科姆·艾克斯用他缓慢、仔细、蹩脚的书写，把词典的第一页全都抄写在一个笔记本上，他甚至把引号也抄了。这花了他整整一天的时间。在此之后，他高声朗读所有抄写下来的东西。“我一遍又一遍地给自己大声朗读自己抄写的东西。”马尔科姆回忆道。他还把每天发生的重要事情记录下来。重复朗读帮助他从一个仅有一些基础文化知识的人变成真正精通语言的人。
- 6 马尔科姆·艾克斯描述了他第二天醒来时，是如何努力回忆他抄写和朗读过的单词及他苦苦追求所获的知识。这是一种神奇的感觉，他感到无比自豪。
- 7 他对此如此着迷以至于他又继续抄写词典的下一页。又一次，他醒来时感到骄傲且精力充沛。随着不断抄写和朗读，马尔科姆·艾克斯发现自己在学到东西，也记住了越来越多的单词，他的困惑也逐日减少。
- 8 随着马尔科姆·艾克斯的词汇量不断扩大，他开始能更好地理解所阅读的书了。这种现象在他的一生中从未发生过。“任何一个阅读广泛的人都能想象那个开启了的新世界。”从那时起到他离开那个监狱，他一直专注于阅读，被它深深吸引。数月过去了，他竟然没感到自己在坐牢。“事实上，在这之前，我从没如此真正地感受过生活的自由。”
- 9 “就是在监狱里我意识到阅读永远地改变了我的生涯轨迹，”马尔科姆·艾克斯写道。他描述了有一天一

位作家从伦敦打电话来采访他。那位作家问马尔科姆·艾克斯，他文笔那么流畅，是从什么大学毕业的。马尔科姆告诉那位英国人他的大学是“书本”。

- 10 马尔科姆·艾克斯的一生成功地创造了一个通过语言学习而深刻改变人生的光辉典范。他出生于贫穷、无知的世界。可是，知识开阔了他的眼界。从他在监狱里踏上伟大的英语学习之旅起，他就离开了青年时代狭窄、无知的世界，加入到有思想、有作为的世界之中。

