



UNIT 1

LEARNING

Target Outcomes



After studying this unit, you are expected to achieve the following outcomes:

- Recite an extract from "Of studies";
- Have a dialog with your partner about your personal learning;
- Make sentences with the useful words and phrases from the passages about learning;
- Answer the questions about the main idea and write summaries of the passages about learning;
- Write an essay of at least 200 words about learning;
- Make an individual presentation of no less than eight minutes about learning.





PART I WARMING-UP

Task 1 Read the extract from “Of studies” in Appendix 1 and recite it in or after class. Your reciting will be assessed according to the given criteria.

Assessment record for reciting

Assessor: _____

Criteria and weight	Individual score	Total score
Accuracy (40%)		
Fluency (30%)		
Pronunciation (30%)		

Task 2 There are various learning approaches you can use in your study. Match the following terms with the pictures and suggest more.

A. brainstorming

B. experiment

C. Q & A

D. class lecture

E. presentation

F. mentored learning



Your suggestions:



PART II LISTENING & SPEAKING



Task 1 You will hear six dialogs between Speaker A and Speaker B. After you hear each dialog, write down exactly what Speaker B has said.



Speaker A: How do you practice spoken English?

Speaker B: Well, I often talk with my roommates in English.

Dialog 1

Speaker A: How many courses are you going to take this semester, Steve?

Speaker B: _____

Dialog 2

Speaker A: How many credits do you need to get the degree?

Speaker B: _____

Dialog 3

Speaker A: Hi, Sam. How are your term papers going?

Speaker B: _____

Dialog 4

Speaker A: Hey, Kate. How are you getting on with your English?

Speaker B: _____

Dialog 5

Speaker A: Hello, Professor Walker. Here is the first draft of my paper.

Speaker B: _____

Dialog 6

Speaker A: What is the most effective way to learn a language?

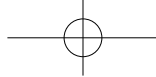
Speaker B: _____



Task 2 You will hear a dialog between two English majors. The dialog will be played twice. Fill in the blanks based on what you hear.



- Andrew is really (1) _____ because he can't speak good English.
- Jessica recommends that Andrew should develop some (2) _____ learning habits.
- Jessica believes spending two hours a day in learning English is (3) _____ enough.
- Andrew guesses that (4) _____ is the secret to success.
- (5) _____ is a part of the learning process.



Task 3 You will hear Lisa talking about her secret of enlarging English vocabulary. Complete the notes by filling in the blanks.



- Lisa's secret of enlarging English vocabulary
- Enlarging vocabulary is of (1) _____ importance in learning English.
 - Learning new words through (2) _____ is Lisa's secret of enlarging vocabulary.
 - Lisa prefers to learn words in a(n) (3) _____.
 - In order to keep the new words deep in mind, Lisa reviews the same piece of reading for at least seven (4) _____ days.
 - Lisa would create some chances to use the new words in a(n) (5) _____ way.

Task 4 The following are some expressions for expressing hopes and wishes. Use them to make as many sentences as possible.

- | | |
|--------------------------|-------------------------------|
| 1 Jean hopes that... | 4 Peter wishes he had done... |
| 2 They hope to... | 5 Wishing... |
| 3 We wish we did/were... | 6 I wish to... |

Example

- 1 Jean hopes that...
- a. Jean hopes that she can pass the final exams with flying colors!
 - b. Jean hopes that the newly designed software can come through all rigorous tests.
 - c. Jean hopes that she can become a qualified interpreter after graduation.

Task 5 Have a dialog with your partner according to the given situation.

Situation: Suppose you were Fred. You meet your friend Christina on campus. You two have a chat about the approaching final exams.



Here is a demo for your reference.





PART III GUIDED READING & WRITING

The bulb lit up

① Science classes usually focus on the training of scientific thinking habit through nature study and laboratory work by means of experiments. Do you like your science classes? Why?

② What is an introverted person usually like? Are you an introverted or extroverted person? Why?

③ How did the author release his nervousness?

④ Why didn't the teacher give any guidance or help to the students?

⑤ A verb can be changed into a noun by adding a suffix, as "explain" to "explanation". Can you find three more examples in this passage?

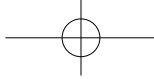
1 My best learning experience was in one of my sixth grade ^① science classes. It was a typical science environment with black lab tables put into rows and everybody had a lab partner.


2 I hated those experiment days! I remember going into class that day and noticing a tray on every lab table. Of course it meant we were to work in groups of four, but I was as ^② introverted and shy as ever. I also hated having to delegate or be delegated the different roles we had to take in this scene. I wandered quietly over and sat down nervously at my seat. ^③ I needed something to distract me while the other kids filed in the room, so I opened my backpack and pulled out a notebook to look busy doing something.

3 ^④ Our teacher called us together and told us two things: "Work in groups of four and use all of the materials provided to make the bulbs work." That's it. Nothing else. No ^⑤ explanations. No expectations. Just "Here you go." Mortified, we were completely lost in what was going on. No structure or guidance meant we would have to talk to each other! Our group quietly came together to survey our materials and make sense out of this whole ordeal.

4 I recall we had a large battery, two or three wires, a potato, and a light bulb. This being the





 **Task 1** Read the passage and finish the exercises.



 **Note**

Part III is the demo for Part IV. Go through the tasks under the guidance of the teacher and finish the tasks of Part IV on your own.



time of my life when nothing mattered except friends, boys, and myself, I really had no idea of what we were supposed to do with all these. How did the potato fit in?

5 We got to work and started asking questions like “Who has an idea of what we’re supposed to make?” and “Has anyone ever done this before or used these materials before?” Of course there was no one. ^⑥ So off we went sticking wires here and there trying to get the light bulb to light up. But nothing ever happened. ^⑦ Our teacher just walked around and studied us, giving us strange little looks as he was inspecting our work and trying to figure out our thought process. We looked around to see

how other groups were doing. We all had confused, frustrated looks on our faces and no one was getting anywhere.

6 This went on for what seemed like days—of course it was only about thirty minutes. As time went on and we analyzed and evaluated the different arrangements, my group started to open up and feel comfortable with each other. ^⑧ We had finally found a common ^⑨ ground together and could start cracking jokes about this project. Eventually we were able to get our light bulb to shine! We were all excited and cheerful for our success and were able to explain our train of thought and how our circuit worked.

7 ^⑩ I thought about this experiment often and how involved it made everyone. ^⑪ We all left knowing and being accountable for our own learning that day. ^⑫ This was my best learning experience—a complete discovery.

⑥ Some adverbs, such as *off*, *in*, *down* can be put at the beginning of a sentence to better emphasize the sentence. This is called “inversion”. For example, *Out rushed the students.* But if the subject is a personal pronoun, the sentence should not be inverted. For example, *So off we went.* Make two more sentences.

⑦ Translate the underlined sentence into Chinese.

⑧ Translate the underlined sentence into Chinese.

⑨ A word can be added to “ground” to make it another word, such as *background*, *underground*, *playground*... Find more words like these.

⑩ Why did the author often think about this experiment?

⑪ The underlined part functions as an adverbial in the sentence. For example, *They had a happy time singing and dancing at the party.* Make two more sentences with the structure.

⑫ What does learning really mean to students? What do you expect to learn in college?



Task 2 The new words and phrases from the passage are given below. Look them up in the dictionary and write them down following the example.

typical	introverted	delegate	distract	file in
mortify	survey	make sense out of	ordeal	fit
confused	frustrated	get somewhere	analyze	evaluate
crack jokes	circuit	involved	accountable	

Example

typical

adj. having usual features or qualities of a particular group or thing 典型的; 有代表性的

e.g. 1) This is a typical example of Roman pottery.

2) This painting is about a fairly typical British summer.

Task 3 Read the passage and answer the questions of the paragraphs. That of Paragraph 1 has been done for you.

Para(s)	Question	Answer
1	When and where did the author's best learning experience happen?	Introduction <ul style="list-style-type: none"> His best learning experience was in one of his sixth grade science classes.
2	How did the author feel when he came to the classroom?	Body <ul style="list-style-type: none">
3	What did the teacher ask the students to do?	
4-6	How did the students complete the task and how did the author feel when working with others?	
7	How did the students benefit from this experience?	Conclusion <ul style="list-style-type: none">

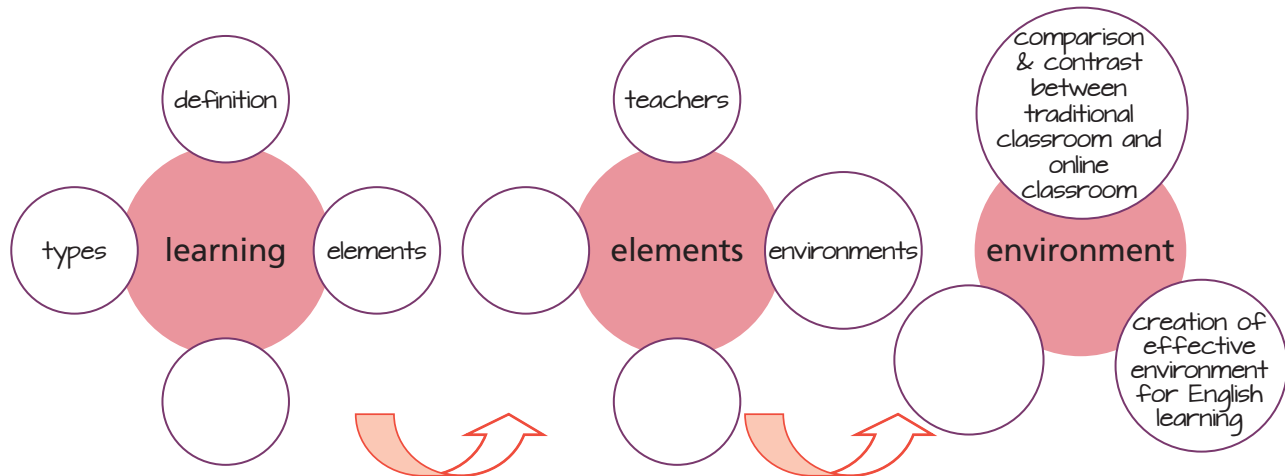
Task 4 Complete the following summary with the words or the phrases from the passage.

This passage tells the best learning experience of the author in his sixth grade science class. The author was (1) _____ and shy at that time, and he hated having to delegate or be delegated the different (2) _____ in class. The teacher called the students together and asked them to work in (3) _____ and make the bulbs light up by using all materials provided. At first the students were lost in what was going on. Without any instructions and explanations from the teacher, they had to work together by asking each other questions, (4) _____ wires here and there and (5) _____ to see how other groups were doing. Finally, they were able to get their light bulb to shine. The students all left knowing and being (6) _____ for their own learning that day.



Task 5 With the help of the teacher, follow the steps about how to write an essay based on the keyword “learning”.

Step 1 Narrow down the topic through a three-step “branching” to an interesting and manageable one.



Step 2 Draw up an outline of the essay and improve it.

Sample:

Title: How did I create a rich English environment for myself?

Thesis statement: I decided to create a rich English environment in order to learn English well.

Introduction: A foreign friend made me realize the importance of a rich English environment for an English learner.

Body: I made several plans to create a rich English environment for myself.

① I proposed to set a particular weekday as the English Day.

② _____ (What is “my” second plan?)

③ _____ (What is “my” third plan?)

Ending: I have to say goodbye since it is time for me to practice my oral English.



Step 3 Draft the essay and revise it.

Example

How did I create a rich English environment for myself?

- ① Article error (addition)
Correction: the contrast → contrast
- ② Inconsistent pronoun reference
Correction: she → he
- ③ Wrong tense
Correction: remind → reminded
- ④ Article error (omission)
Correction: rich → a rich
- ⑤ Verb form error in subjunctive mood
Correction: was → be

Several months ago I met an exchange student, an American who has been in China for only half a year. He could already speak Chinese amazingly. In ^① the contrast, I felt ashamed of my broken oral English although I had studied it for over a decade. My foreign friend modestly ascribed his fluent Chinese to the rich Chinese language environment ^② she had immersed into by then. His words ^③ remind me of the significance of a rich English language environment for an English learner. Since it seemed less likely that I could afford to go abroad learning English in the short run, I decided to create ^④ rich English environment for myself.

- ⑥ Verb form error in subjunctive mood
Correction:

- ⑦ Article error (addition)
Correction:

- ⑧ Article error (omission)
Correction:

- ⑨ Wrong tense
Correction:

- ⑩ Inconsistent pronoun reference
Correction:

Firstly, I proposed in my class and my dormitory that a particular weekday, say, Tuesday, be set as the English Day, on which day no other language but English ^⑤ was used by us in every minute. They gave me cold shoulder. But I thought they would soon ^⑥ became painfully aware of how right I was.

Secondly, I transformed my study room into an independent English world. I pasted ^⑦ the colorful posters of pop stars on the wall and stuffed countless English dictionaries, story books, CDs and souvenirs into this small, cozy place so that whenever I entered it, it seemed that I was in ^⑧ pure English environment.

Finally, I used English outside the classroom as much as possible. I often texted my English teacher in English. And recently I found mingling with a native speaker was a much better way to practice my oral English.

Do you want to know who I am mingling with now? Do you remember the exchange student I just mentioned? He ^⑨ becomes my close friend since we last met and we talk through WeChat almost every day. Now it is the agreed time for me to contact ^⑩ her. So see you later!



Step 4 Write the final version.

Sample:

How did I create a rich English environment for myself?

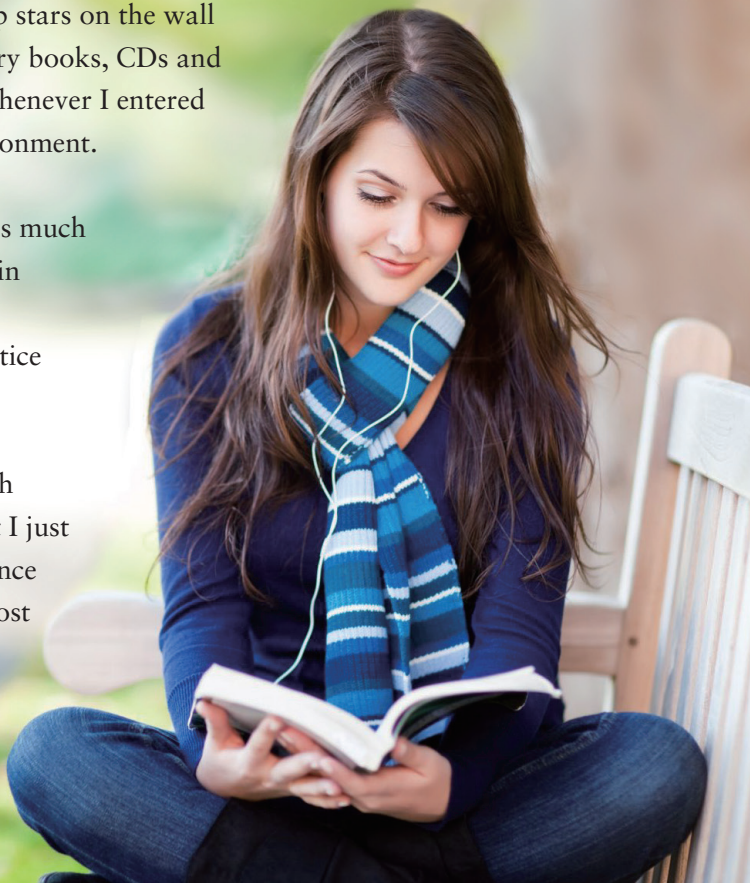
Several months ago I met an exchange student, an American who has been in China for only half a year. He could already speak Chinese amazingly. In contrast, I felt ashamed of my broken oral English although I had studied it for over a decade. My foreign friend modestly ascribed his fluent Chinese to the rich Chinese language environment he had immersed into by then. His words reminded me of the significance of a rich English language environment for an English learner. Since it seemed less likely that I could afford to go abroad learning English in the short run, I decided to create a rich English environment for myself.

Firstly, I proposed in my class and my dormitory that a particular weekday, say, Tuesday, be set as the English Day, on which day no other language but English be used by us in every minute. They gave me cold shoulder. But I thought they would soon become painfully aware of how right I was.

Secondly, I transformed my study room into an independent English world. I pasted colorful posters of pop stars on the wall and stuffed countless English dictionaries, story books, CDs and souvenirs into this small, cozy place so that whenever I entered it, it seemed that I was in a pure English environment.

Finally, I used English outside the classroom as much as possible. I often texted my English teacher in English. And recently I found mingling with a native speaker was a much better way to practice my oral English.

Do you want to know who I am mingling with now? Do you remember the exchange student I just mentioned? He has become my close friend since we last met and we talk through WeChat almost every day. Now it is the agreed time for me to contact him. So see you later!

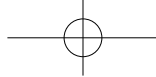





PART IV INDEPENDENT READING & WRITING

The list

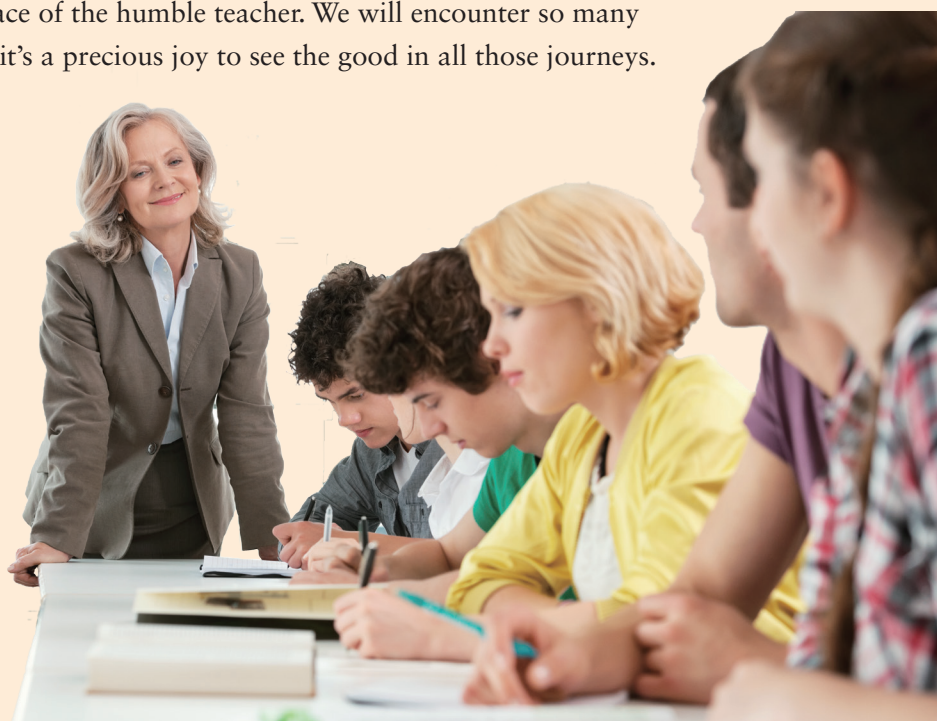
- A** Find two difficult sentences in the passage. Write them down in the Workbook and translate them into Chinese.
- B** Prepare two sheets of paper and write down the nicest things you could say about each of your classmates. Pass the paper in class to see what you mean to your classmates and make your own list.
- C** Why did the teacher ask the students to finish such an assignment?
- D** What are the differences between luncheon and lunch? Search for the information and write it down in the Workbook.
- E** "re" is a prefix, which means "to do something again", such as *refold*. Give five more words like this.
- F** Why did the students keep their lists all their lives?
- 1** One day, a teacher asked her students to list the names of other students in the classroom on a sheet of paper and leave a space between each name. Then she told them to think of the nicest thing they could say about each of their classmates and write it down in the space. It took the remainder of the class period for the students to finish their assignment, and as the students left the room, each one handed in the paper.
 - 2** That Saturday, the teacher wrote down the name of each student on a separate sheet of paper, and listed what everyone else had said about that individual. On Monday she gave the lists to the students. Before long, the entire class began to smile. "Really?" she heard students whispered. "I never knew that I meant anything to anyone!" and "I didn't know others liked me so much!" were most of the comments.
 - 3** The students never mentioned those papers in class again. The teacher never found out if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another.
 - 4** Several years later, one of the students Mark was killed in a war and his teacher attended the funeral. She had never seen a serviceman in a military coffin before. He looked so handsome and so mature. The church was packed with his friends. One by one those who loved him took a last walk by the coffin. The teacher was the last one to bless the coffin.
 - 5** After the funeral, most of Mark's former classmates went together to a luncheon. Mark's mother and father were also there, waiting to speak with his teacher.



 **Task 1** Read the passage and finish the exercises.



- 6 “We want to show you something,” his father said to the teacher, taking a wallet out of his pocket. “They found this on Mark when he was killed. We thought you might recognize it.”
- 7 Opening the billfold, he carefully removed a worn piece of notebook paper that had obviously been taped, folded and refolded many times. The teacher knew without looking that the paper was the one on which she had listed all the good things each of Mark’s classmates had said about him. “Thank you so much for doing that,” Mark’s mother said. “As you can see, Mark treasured it.”
- 8 All of Mark’s former classmates started to gather around. Charlie smiled rather sheepishly and said, “I still have my list. It’s in the top drawer of my desk at home.” Chuck’s wife said, “Chuck asked me to put his in our wedding album.” “I have mine too,” Marilyn said. “It’s in my diary.”
- 9 Then Vicki, another classmate, reached into her handbag, took out her wallet and showed her worn list to the group. “I carry this with me at all times,” Vicki said. Without batting an eyelid, she continued, “I think we all saved our lists.”
- 10 Tears rolled down the face of the humble teacher. We will encounter so many people in our lives, and it’s a precious joy to see the good in all those journeys.





Task 2 The new words and the phrase from the passage are given below. Follow the example in Task 2 on Page 8 and complete the task.

sheet	remainder	assignment	individual	entire
comment	mention	military	mature	packed
worn	treasure	sheepishly	album	not bat an eyelid
humble	encounter			

Task 3 Complete the structure of the passage by answering the questions.

The list

Several years ago

Para 1 What did the teacher ask the students to do?

- _____

Paras 2-3 What happened on that Saturday?

- _____

▼

Several years later

Para 4 What happened on the funeral?

- _____

Paras 5-10 What happened after the funeral?

- Mark's father: _____
- Other students: _____
- The teacher: _____

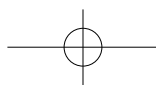
Task 4 Write a summary of about 150 words based on the structure above.

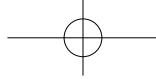
• This passage tells a story of a wonderful list. One day, a teacher asked _____

• _____

• _____

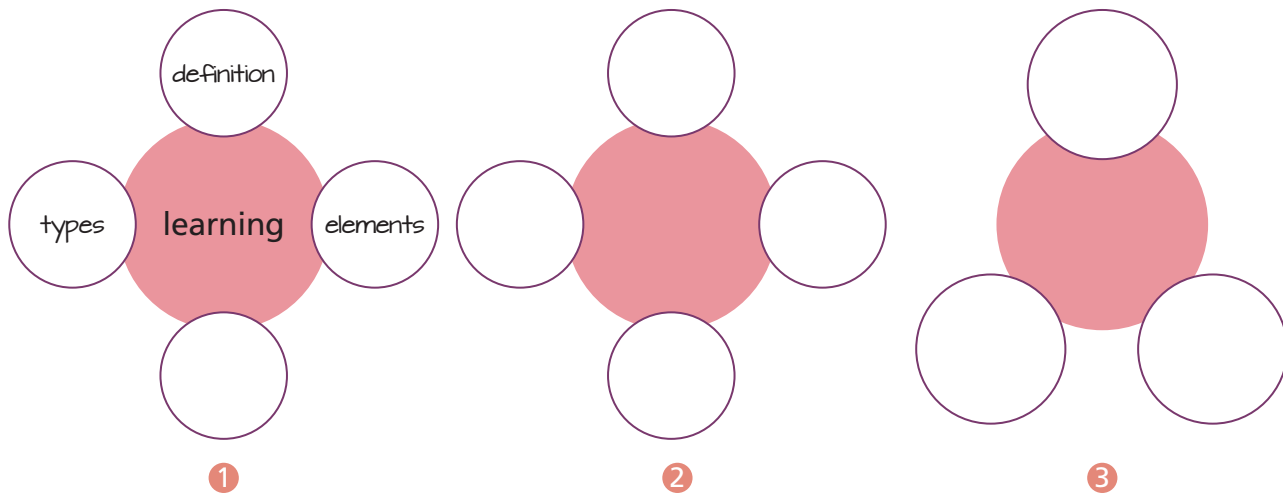
• _____





Task 5 Write an essay on the keyword “learning”. Choose an interesting title for your essay and write at least 200 words.

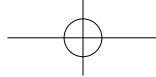
Step 1 Narrow down the topic through a three-step “branching” to an interesting and manageable one.



Step 2 Draw up an outline of the essay you are going to write. Discuss it with your classmates and improve it.

Step 3 Draft your essay and revise it.

Step 4 Write the final version of your essay.



PART V EXTENDED READING



Task 1 Read the passage and look up the new words and phrases in the dictionary.



The value of e-books in the digital learning experience

The manner in which we consume information and take in knowledge has truly begun to evolve. Now literally at the touch of a button or the click of a mouse we are able to connect with the influencers, their thoughts and their intelligence. When it comes to digital education, one of the most exciting technologies that we've ever had the chance to interface with is e-books. But what exactly is this resource and how is it adding value to the digital learning experience?

- 1 The range of information available is expansive.

E-books cover a range of information and subjects. Both fiction and non-fiction material is available online. If you are a student, you can also have access to resources and e-books such as the Schools and Teaching categories in the Amazon's Kindle Unlimited category available on Kindle Publishing.

- 2 They are easily available for purchase.

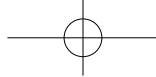
There are many online platforms available that allow for e-book purchases. So if you are a student or learner who requires such resources, you can easily access them on sites such as Amazon's Kindle Store and Google Play Books.

- 3 They move with you and fit into your lifestyle.

E-books are easily available online and have the power to move with you and your lifestyle. If you have access to a hard drive, you can easily carry many files around with you. In this way your study and inspiration material can come with you on holiday, to the office or pretty much any location in the world.

Task 2 Tell whether the following statements are true (T) or false (F) according to the passage.

- 1 We can read both novels and poems online.
- 2 We can read e-books online, but we cannot buy them there.
- 3 We can take an e-book with us whenever and wherever we go if we have a hard drive.
- 4 With the tap and slide function, readers will have a "real book" feel when reading online.
- 5 E-books make reading easier, so we can abandon the traditional approach of reading.



4 The format interfaces well with digital structure.

Many e-book formats are easily navigable from a digital and online point of view. Users are able to easily search through the e-book material using a search function. There are also clickable chapter headings. There is also a tap and slide function which allows for a “real book” feel. Users are able to flip through pages digitally. Content creators nowadays also create clickable internal links within their books which allow the reader to navigate to a relevant page, diagram or piece of information in the book.

5 Digital learning promotes a more personalized learning experience.

Everybody has different learning methods and preferences. Some may prefer the more traditional approach. However, there are many people nowadays who prefer to read a book online. Digital books integrate seamlessly into the lives of students on the move. A person may also work at their own pace when it comes to absorbing the material in those books.

The world is moving toward greater integration of technology in the educational field. Digital resources and e-books are fast coming into our domain in ways that have never been seen before. In order to progress and evolve with the current technological times, we will have to adapt to and embrace the new technologies that are upon us. Expand our mind and our experience. It isn't just necessary. It will bring about excitement and a breath of fresh air to our educational experience.

Task 3 Complete the following sentences with the phrases from the passage.

- 1 Nowadays, _____ a button or the click of a mouse we are able to _____ our friends in a faraway place.
- 2 If you are a student in this college, you can _____ the resources in the school library.
- 3 Many e-book formats are easily navigable from a digital _____.
- 4 When reading e-books, readers are able to _____ pages digitally.
- 5 Digital reading will _____ excitement and a breath of fresh air to our educational experience.

PART VI PRACTICAL READING



Task 1 Read the passage and look up the new words and phrases in the dictionary.



Elective courses

In universities, students are offered the chances to choose elective courses to maximize their learning experiences. Elective courses can prepare them to present a highly competitive, sharply-focused skill set that best positions them for their career goals. Here is a list of elective courses from Music Department of a university.

Music Department New and elective courses

SPRING 2020



Film Music

Instructor: Ralph Ochoa

Tel: 6543, Tuesday 4:00 pm—5:15 pm, 812 Building A

The course will introduce students to the history of film music by concentrating on the emergence of the “classical style” of the Golden Age Hollywood film and the various ways post-Golden-Age film-makers and composers have challenged or revived the styles of that era.



Music and Madness

Instructor: Sophia Raz

Tel: 6206, Monday 2:10 pm—4:00 pm, 411 Building B

This seminar offers historical and critical perspectives on music as a cause, symptom, and treatment of madness. It is intended to provide students interested in music, history, and medicine with critical tools to examine constructions of music and madness in social, scientific, and historical contexts.



Music and Bollywood

Instructor: Elaine Whyte

Tel: 6012, Wednesday 10:10 am—12:00 pm, 322 Building A

In what ways does the visual and musical archive of Hindi film—commonly referred to as “Bollywood”—reflect the social life in South Asia and beyond? This course takes this broad question as its starting point. A further focus of this course will be to consider various methods of analyzing musical media.



Early Romanticism

Instructor: Carmel Graves

Tel: 6982, Thursday 4:10 pm—6:00 pm, 622 Building B

This course offers an intensive study of the idea of “Early Romanticism”, with particular focus on Beethoven and Schubert. Classes will combine theoretical and analytical perspectives as we study a series of extraordinary compositions.



Task 2 If a student is only free on Thursday afternoon, which course can he choose? Put the information of the course into the note.

Note of the elective music course

- Course title:
- Instructor:
- Time and date:
- Classroom:
- Contact No:

Task 3 Answer the following questions.

- 1 If you want to learn the history of film music, when and where will you attend the relevant classes?
- 2 What does "Bollywood" refer to?
- 3 If you are interested in interdisciplinary study, which course can be a choice? Why?
- 4 In which course can you study the great compositions of Beethoven? How long does the course last each time?
- 5 Which course(s) are you interested in? Give reasons.



PART VII PRESENTATION

Task Follow the steps and make a presentation of no less than eight minutes, introducing a certain special skill you have learned.

Step 1 Choose a topic.

Think about your own topics and choose one. The topic could be about a certain special skill you have learned, e.g. *how to take good pictures with a mobile phone*.

Outline

I. Introduction

II. Tips to take good pictures with your phone

- 1 Use grid lines to balance your shot
- 2 Focus on one subject
- 3 Find different perspectives
- 4 Play with reflections
- 5 Look for symmetry
- 6 Use leading lines
- 7 Keep an eye out for respective patterns
- 8 Capture small details

III. Conclusion

Step 2 Collect and search for the information on the topic you have chosen.

Step 3 Structure your presentation.

Sort out the information you have obtained, and write an outline of your presentation.

Step 4 Rehearse the presentation.

Step 5 Give the presentation in class.



Step 6 Make assessments of others' presentation. The following form is for your reference.

Peer assessment form

Assessed: _____

Assessor: _____

	Criteria and weight	Individual score	Total score
Assessment	Content (20%)		
	Structure and cohesion (20%)		
	Use of visual aids (10%)		
	Delivery (20%)		
	Language (20%)		
	Nonverbal language (10%)		
Comments	Merits:		
	Problems:		
	Suggestions:		