

Unit 1

If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart.

— Nelson Mandela (1918–)

如果你用他人听得懂的语言与之交谈，那么你的话只能说到他的脑子里；但是如果你用他人的本族语言与之交谈，那么你的话就能说到他的心坎里。

——纳尔逊·曼德拉

Knowledge is of two kinds. We know a subject ourselves, or we know where we can find information upon it.

— Samuel Johnson (1709–1784)

知识有两种：一种是我们自己知道的东西；另一种是知道哪里可以觅到我们所需的知识。

——塞缪尔·约翰逊

PASSAGE ①

Preview

1. Read the title first. What is the author's likely attitude towards the idea, positive or negative? Which part of the title gives you the clue?
2. What are the possible benefits of speaking practice in learning a foreign language?
3. Now read the underlined sentences and those before and after them. Decide what is the author's main point about learning a foreign language.



“The Best Way to Learn a Foreign Language Is to Speak It?”

- 1 This is probably the most frequently repeated piece of advice for language learners. You will hear it from teachers, webmasters¹ of ESL sites², and people in the Antimoon Forum.
- 2 For most language teachers, the goal is to have you talking as early, and as much, as possible. They believe that they should be quiet during their classes, while their students should have the opportunity to speak.

1. webmaster *n.* 网站管理员
2. site (= website) *n.* 网址, 网页

The Facts

- 3 Speaking is imitation³. When you speak your native language, you don't make up your own grammar, vocabulary, or pronunciation. You use the same grammar, vocabulary, and pronunciation as the people around you.
- 4 Similarly, when trying to speak a foreign language, your goal is to imitate the grammar, vocabulary, and pronunciation of native speakers, so that your way of speaking is correct and natural.
- 5 It's pretty⁴ obvious that, in order to talk like the native speakers, you have to listen to the things they say and read the things they write. When you do so, you learn new words and grammatical structures

3. imitation *n.* 模仿
4. pretty *adv.* 相当地

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that you can use to express your thoughts. As a result, it becomes easier and easier for you to build your own sentences in the foreign language.

- 6 In contrast⁵, if you follow the popular advice and concentrate on speaking rather than listening and reading, you would learn few new words and structures and, like so many learners, you would be stuck⁶ with your limited vocabulary and grammar. This would make expressing your thoughts in the foreign language forever difficult.

5. in contrast 相反地

6. stick vt. 困住, 难住

Benefits of Speaking

- 7 While speaking practice does not develop your vocabulary or grammar, it does offer a few important benefits:
- It helps improve your fluency⁷. (Moving your knowledge of grammar, vocabulary, and pronunciation from your “slow memory” to your “quick memory” — however, first you must put something in your “slow memory” through input.)
 - Communicating in a foreign language is quite exciting and motivates⁸ you to keep learning.
 - It helps expose the gaps⁹ in your vocabulary and grammar. (Showing you what you don’t know and encouraging you to look it up.)

7. fluency n. 流利

8. motivate vt. 激发

9. gap n. 差距

What You Should Do

- 8
- If you don’t know how to begin your sentence, even after thinking for a while...
 - If you stop in the middle of a sentence and can’t continue because you don’t know a word...
 - If you produce awkward-sounding sentences because you don’t know how to say something in a natural way...
 - If you often make mistakes and are not aware of¹⁰ it...
- Then you need more input, not more speaking practice. Such problems show that you simply don’t know how to say certain things in the language and should look at how native speakers say them. More speaking will not improve your vocabulary and grammar; actually, it can make things worse.

10. be aware of 知道, 意识到

- 9 From the very beginning, you should spend all of your time on reading and listening (thus acquiring¹¹ the necessary vocabulary and

11. acquire vt. 习得

grammar) until you can write a few simple—but 100% correct—sentences in the language. For example, you can start by writing an email message to someone who speaks the language. (It doesn't matter how long it takes you to write that message. It may be two hours, if you have that kind of patience.)

10 At the same time, you should study the phonetics¹² of the language, practice pronouncing its sounds, and learn the pronunciations of words.

11 Then, you should continue getting input and writing until you can produce simple and correct sentences without consulting the dictionary or the Web. This is when you should start speaking—again, slowly and carefully. However, you should still spend most of your time on reading and listening, because input is the only way to develop your vocabulary and grammar.

What Happens in Language Classes

12 Sadly, the importance of input has been greatly underestimated¹³ in the past. The monopoly¹⁴ of the communicative approach in English language teaching means that students are expected to speak in class and write compositions almost from the first lesson, even though they have had almost no chance to absorb¹⁵ the grammar and vocabulary of English. A typical teacher demands output from his students, but does nothing to ensure¹⁶ they have had enough input. A few hours of English classes every week, where the teacher tries to speak as little as possible (to give his students the opportunity to speak), are not nearly enough.

(725 words)

12. phonetics *n.* 语音体系

13. underestimate *vt.* 低估

14. monopoly *n.* 垄断

15. absorb *vt.* 吸收

16. ensure *vt.* 保证, 担保

Notes

1. ESL: English as a Second Language, 英语作为第二语言, 通常指英语国家里的移民及其少数民族使用的英语。在这些英语国家中有为母语为其他语言者开设的英语课程。由于互联网的普及, 有许多ESL网站开设ESL课程或展开ESL教学的讨论。
2. Antimoon Forum: 英语学习网站 www.Antimoon.com 的论坛, 主要探讨和交流英语 (ESL/EFL 英语作为第二语言/外语) 学习方面的问题, 为英语学习者提供建议和指导。

3. communicative approach: 交际法。是针对外语或第二语言的一种教学理论。它强调交际能力是语言学习的目标，与以语法为基础的教学理论如听说法存在较大区别。交际法教学注重语言功能训练，具体语言形式的功能要随语境而变化。

EXERCISES

Reading Skills

I. Learning Vocabulary in Context: Use contextual clues in the text to select the best meaning for each underlined word or phrase in the following sentences.

- When you speak your native language, you don't make up your own grammar, vocabulary and pronunciation. You use the same grammar, vocabulary, and pronunciation as the people around you. (Para. 3)
A. create B. judge
C. correct D. change
- Similarly, when trying to speak a foreign language, your goal is to imitate the grammar, vocabulary, and pronunciation of native speakers, so that your way of speaking is correct and natural. (Para. 4)
A. copy B. improve
C. remember D. imagine
- If you follow the popular advice and concentrate on speaking rather than listening and reading, you would learn few new words and structures. (Para. 6)
A. the most hated B. the most practical
C. the most important D. the most frequently repeated
- If you follow the popular advice and concentrate on speaking rather than listening and reading, ... you would be stuck with your limited vocabulary and grammar. (Para. 6)
A. be able to make progress B. be unable to make progress
C. be able to have a good start D. be unable to have a good start
- It helps expose gaps in your vocabulary and grammar. (Showing you what you don't know and encouraging you to look it up.) (Para. 7)
A. close B. open
C. show D. narrow
- If you produce awkward-sounding sentences because you don't know how to say

something in a natural way... you need more input, not more speaking practice. (Para. 8)

- A. sentences that sound natural
- B. sentences that sound strange
- C. sentences that sound correct
- D. sentences that sound simple

7. It doesn't matter how long it takes you to write that message. It may be two hours, if you have that kind of patience. (Para. 9)

- A. ability to communicate with others for a long time
- B. ability to spend a long time on writing
- C. ability to think carefully before writing
- D. ability to write a long article

8. Sadly, the importance of input has been greatly underestimated in the past. (Para. 12)

- A. not been fully realized
- B. not been widely spread
- C. been fully realized
- D. been widely spread

II. Understanding Comparison-Contrast: Paragraphs 3 and 4 compare learning a native language with learning a foreign language; Paragraphs 5 and 6 contrast listening and reading input with speaking practice. Fill in the missing information and pay special attention to the relationship markers.

Opinion 1	Opinion 2	Relationship Markers
Learning one's native language: You use the same grammar, vocabulary, and pronunciation as the people around you. (Para. 3)	Learning a foreign language: You _____ so that your way of speaking is correct and natural. (Para. 4)	Similarly
Listening to the things native speakers say and reading the things they write: That helps you to build your own sentences in the foreign language. (Para. 5)	Concentrating on speaking rather than listening and reading: You _____ and would be stuck with your limited vocabulary and grammar. (Para. 6)	In contrast

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Reading and Discussion

III. Discuss the following questions with your classmates.

1. “The best way to learn a foreign language is to go to a foreign country.” Do you agree with this opinion or not? Give your reasons.
2. Share with your classmates your own experience of English learning. According to your own or your classmates' experience, what is the best way to learn English?

PASSAGE ⑧

Preview

1. Read the title of the passage first. Then go through the following list of ideas. Write a check (✓) in front of each one that could be part of this passage.
 - 1) _____ children learning foreign languages
 - 2) _____ children with language problems
 - 3) _____ ways to design computer games
 - 4) _____ merits of playing computer games
 - 5) _____ opinions of teachers and therapists
 - 6) _____ merits of using computers
 - 7) _____ social effect of playing computer games
2. Then read only the first sentence of each paragraph. Look at the above list of ideas again. Underline each one that is actually discussed in this passage.



Computer Game Improves Children's Language Skills

- | | |
|--|---|
| <p>1 A simple computer program that teaches children to distinguish¹ between sounds can greatly improve their listening skills. It can allow them to progress² by the equivalent³ of two years in just a few weeks.</p> <p>2 The game, called <i>Phonomena</i>, was developed by David Moore of the University of Oxford, UK, as an aid for children with language problems, but he says his latest trials⁴ also show that it can help any child. Other experts, however, are not giving their opinions until independent⁵ tests are carried out.</p> <p>3 <i>Phonomena</i> is designed to improve children's ability to distinguish between different phonemes⁶, the basic sounds that form the building blocks of language. Up to a fifth of all children are thought to have problems hearing the differences between some sounds, says</p> | <p>1. distinguish <i>vi.</i> 区分, 辨别</p> <p>2. progress <i>vi.</i> 进步</p> <p>3. equivalent <i>n.</i> 相等物</p> <p>4. trial <i>n.</i> 试验, 试用</p> <p>5. independent <i>adj.</i> 独立的</p> <p>6. phoneme <i>n.</i> 音素</p> |
|--|---|

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Moore, who heads⁷ Institute of Hearing Research in UK.

7. head *vt.* 负责, 领导

4 In the game, children have to distinguish between pairs of phonemes such as the “i” sound from the word “bit” and the “e” from “bet.” The children are to listen to one phoneme followed by two more examples, and then are asked which one matches⁸ the first sound. As the game progresses the phonemes are put together to make them more and more similar, making it more and more difficult to distinguish between them.

8. match *vt.* 与……相配

5 With 44 phonemes in English, there are more than 1,000 different pairs, but the game concentrates on just 22 pairs of the most common and the most similar-sounding phonemes.

Listening Ages

6 In the latest trials, 18 children aged between 8 and 10 played the game 3 times a week for 4 weeks. Their language abilities were compared before and after they took part in the game using a standard listening test.

7 The team found a great improvement in their language abilities, with listening ages up by an average⁹ of 2.4 years compared with 12 children who did not play the game. In earlier trials on children with learning difficulties, the speech and language therapists¹⁰ who tested the game reported similar improvements.

9. average *n.* 平均数

10. therapist *n.* 治疗专家

8 But Ted Wragg, an expert in education at the UK’s University of Exeter, warns that such trials can produce wrong results. The improvements could be due to¹¹ the efforts and attention of teachers and therapists, rather than the game itself. There is a history in education of people and companies making claims about learning products that do not stand up to¹² examination, he says.

11. due to 因为, 由于

12. stand up to 经受住

9 Moore says independent tests will be done. But he has a firm belief that computer games such as *Phonomena* that are designed to teach key sensory¹³ skills could make a big difference¹⁴ in education. Even normal computer games have been shown to improve visual¹⁵ skills, he points out. “In the future, every child’s dream of homework consisting of hours spent playing computer games may well become a reality.”

13. sensory *adj.* 感觉的; 感官的

14. make a difference 有影响, 起作用

15. visual *adj.* 视觉的

Catching a Ball

- 10 It is a bit like teaching someone to catch a ball, Moore adds. "Sensory performance¹⁶ is no different from motor¹⁷ performance. As far as we know, the neural¹⁸ processes driving them both are the same." And just as playing catch improves hand-eye coordination¹⁹ in other tasks, Moore thinks the phoneme training improves children's general language skills.
- 11 The merit²⁰ of using computers, he says, is each game can be tailored to a child's abilities. An Oxford-based company called Mind Weavers has been set up to commercialize²¹ the game.
- 12 Similar computer-based language tools already exist, such as those developed by Scientific Learning of Oakland, California. But these are designed only for children with speech and language problems.
- 13 "We don't believe you need to do this huge amount of training for it to do good," says Moore. He is also doing research on the use of phoneme training as an aid to adults learning a foreign language.

(625 words)

16. performance *n.* 表现

17. motor *adj.* 肌肉运动的

18. neural *adj.* 神经的

19. coordination *n.* 协调性

20. merit *n.* 优点

21. commercialize *vt.* 使商业化

Note

Scientific Learning: Scientific Learning Corp., 科学学习公司, 是一家位于美国加利福尼亚州奥克兰市的教育服务公司。

EXERCISES

Reading Skills

I. Reading for Details: Read carefully to find the details in the passage. Choose the one that best answers the question.

1. *Phonomena* is designed to _____.
 A. help children distinguish between English letters
 B. help children with writing problems
 C. help children learn English grammar
 D. help children distinguish between phonemes

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2. In the game, children are asked to _____.
 - A. distinguish between pairs of phonemes
 - B. read aloud different phonemes
 - C. match phonemes which look similar
 - D. tell what the most common phonemes are
3. The results of the latest trials show that _____.
 - A. the listening ages of the children have increased from 10 to 12
 - B. the game is more helpful to children with learning difficulties
 - C. the children have made great progress in listening skills after they play the game
 - D. the children have no difficulty in distinguishing between similar phonemes after they play the game
4. According to Ted Wragg, _____.
 - A. the game can help adults learn a foreign language
 - B. the game can help improve children's sensory skills
 - C. the game can be used as an aid for children with language problems
 - D. the children's progress in listening skills may not owe to the use of the game
5. According to David Moore, _____.
 - A. motor performance is very important in education
 - B. any computer game can help improve children's language skills
 - C. computer games are likely to be part of children's homework in the future
 - D. computer games should be designed to improve children's sensory skills

II. Understanding Comparison: In the passage, the author compares learning language skills through computers to catching a ball. Read Paragraph 10 and fill in the missing words which help to show the similarities.

It is a bit 1 teaching someone to catch a ball, Moore adds. Sensory performance is 2 motor performance. As far as we know, the neural processes driving them both are 3 . And just 4 playing catch improves hand-eye coordination in other tasks, Moore thinks the phoneme training improves children's general language skills.

PASSAGE ©

Preview

1. Read the title first and think about the word *click*. What is “Start School with a Click” most probably concerned with?
 - A. School violence (暴力).
 - B. School rules.
 - C. Online traffic.
 - D. Online school information.
2. Then read the first sentence of each paragraph and decide what this passage is most probably concerned with.
 - A. The Internet as a useful educational tool.
 - B. The progress in computer technology.
 - C. Self-teaching made possible by the Internet.
 - D. Online communication between teachers and students.
3. Now read the last paragraph. What does the author try to show us with the example in the paragraph?
 - A. The parents cannot live a happy life without the school’s website.
 - B. The school’s website has become an important source of information for parents.
 - C. The school’s technological ability is what parents are most interested in.
 - D. The parents are quite worried about their kids’ health since the school’s lunch menu is not good.



Start School with a Click¹

1. click *n.* 咔哒声

¹ Getting ready to go back to school in the good old days of 1999 meant a few trips to the bookshop and the stationery² store for a long list of school supplies, and a quick check of the school bus lines. Indeed, with school starting soon, these could be busy and difficult days for parents as well as for students, as there will be plenty to do for back-to-school preparations. This year, for many parents, there are some

2. stationery *n.* 文具

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new things to remember, such as the teacher's email address, the school's website, and the instructions for the night online homework chat³. "The 2004–2005 school year will be the one in which the majority of parents really feel the Internet's influence on their children's education at the everyday level," says Jonathan Carson, chairman of the Family Education Company, which offers a family education website and a framework⁴ for local schools to create and maintain⁵ their own websites.

2 What makes these websites stand out⁶ is the amount of in-depth information that is available⁷ for parents, teachers, and kids. Topics covered include transitioning⁸ to a new grade, succeeding in school, improving test scores and more. For example, one of the articles many parents like is "Top 10 Simple Tips to Help Keep Children Safe When They Go Back to School." By means of⁹ this website network, the company's aim is to get more parents involved in schools and their children's education, particularly the working parents, through online education programs.

3 This year promises to show a great leap¹⁰ in the spread of school technology: Parents in many districts can expect to be able to check the school lunch menu, read class notes, see activity calendars, and view nightly¹¹ homework assignments—all online. "The schools are wired," says Carson. "A majority of parents now have access and the educators¹² are ready to go."

4 Over the summer, parents of high school German students in Ithaca, New York, got to be part of a class trip to Europe, through their home computers. The class brought a digital camera and a laptop¹³ with them to Germany and made a record of it on their web page. Harry Ash, father of 16-year-old traveler Brian, found it reassuring¹⁴ to see his son's smiling face from half a world away. Before their kids left, parents checked the website for information about the travel plan, a list of activities, and advice on cultural differences.

5 "When it's designed well, a district, school or classroom website can change the relationship between the parents and the school," says Cynthia LaPier, Ithaca's director of information and instructional technology. "The more you can involve parents in school, the better. The technology gives us another way to reach them, especially parents

3. chat *n.* 聊天

4. framework *n.* 框架, 结构

5. maintain *vt.* 维护

6. stand out 与众不同

7. available *adj.* 可利用的, 可获得的

8. transition *vi.* 过渡, 转变

9. by means of 通过

10. leap *n.* 飞跃

11. nightly *adj.* 每夜的

12. educator *n.* 教育工作者

13. laptop *n.* 便携式电脑

14. reassuring *adj.* 使人放心的, 可靠的

- of secondary¹⁵ school students, who tend¹⁶ to be less involved.”
- ⑥ Ithaca high school physics teacher Steve Wirt often gets emails from parents, some from moms and dads who he believes might otherwise not pick up the phone for some information. Using software called *Blackboard CourseInfo*, Wirt conducts online chats with his students, often reviewing for a quiz¹⁷ or discussing homework problems.
- ✎ The way things are going, by the end of this year, many parents may change their ideas about their schools' technological capabilities¹⁸, and in fact they will be dependent upon it. At a recently wired school in Novi, Michigan, the school webmaster was just a few hours late posting the lunch-menu calendar on the website. During that time, more than a dozen parents called him by telephone to request the information. “A year ago, it wouldn't even have been there,” says Carson. “And now parents are finding it's difficult to get by without it.”

(610 words)

15. secondary *adj.* (学
校) 中等的

16. tend *vi.* 倾向于

17. quiz *n.* 小测验

18. capability *n.* 能力

EXERCISES

Reading Skills

I. Reading for Details: Read carefully to find the details in the passage. Choose the one that best answers the question.

- Starting school this year is different from in previous years because _____.
A. every American family is connected to the school through the Internet
B. kids or parents can buy stationery or check bus lines on the Internet
C. every family has to create and maintain their own website
D. parents will need to use the Internet to help with their children's education
- According to the passage, parents will be able to _____ thanks to the use of the Internet service.
A. attend online lectures on family education
B. design a framework for their own websites
C. make an online trip on the school's campus
D. know about the school's activities and lunch menu

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3. “The schools are wired” in Paragraph 3 most likely refers to the fact that _____.
- A. the schools’ computers are connected to the Internet
 - B. the schools are equipped with telephones and computers
 - C. the schools are open to the public and everyone has access to their campuses
 - D. the schools’ lunch menu, class notes, and activities are published on the Internet
4. In the opinion of Cynthia LaPier, _____.
- A. a school website can change the relationship between parents and children
 - B. parents will be more active in campus activities because of the Internet
 - C. web technology can make parents of secondary students more interested in their kids’ education
 - D. it is necessary to make parents more interested in the use of the Internet
5. Which of the following statements is NOT true according to the passage?
- A. The Internet has provided teachers with another means to communicate with students and parents.
 - B. Teachers can help students review lessons and solve homework problems by using the Internet.
 - C. Parents can get information about homework assignments and school activities on the schools’ websites.
 - D. Web technology has offered the quickest and easiest communication between teachers and students.

Translation

II. Translate the following sentences into Chinese. These sentences are underlined in the above passage.

1. Getting ready to go back to school in the good old days of 1999 meant a few trips to the bookshop and the stationery store for a long list of school supplies, and a quick check of the school bus lines.
2. The 2004–2005 school year will be the one in which the majority of parents really feel the Internet’s influence on their children’s education at the everyday level.
3. A majority of parents now have access and the educators are ready to go.
4. Over the summer, parents of high school German students in Ithaca, New York, got to be part of a class trip to Europe, through their home computers.
5. Harry Ash, father of 16-year-old traveler Brian, found it reassuring to see his son’s smiling face from half a world away.