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Unit

# 1

# Life is a learning curve

## Learning objectives

- talk about learning experiences
- identify the sequence of events in a narrative
- give and respond to advice
- talk about problems and solutions in language learning



# Opening up

Read the quotes about learning. Then work in pairs and discuss whether you agree with them. Explain your reasons.



For the things we have to learn before we can do them, we learn by doing them.

— Aristotle  
(*Ancient Greek philosopher*)

Learning never exhausts the mind.

— Leonardo da Vinci  
(*Italian artist and inventor*)

When three men meet together, one of them who is anxious to learn can always learn something of the other two.

— Confucius  
(*Chinese philosopher*)



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# Opening up

## Reference answers

- The first quote emphasizes the importance of experiential learning and hands-on practice in acquiring knowledge and skills. I partly agree with the statement. We gain knowledge and skills from both direct and indirect experience. Direct experience involves engaging with our environment, allowing us to apply our senses, emotions, and intellect in real time. Such hands-on interaction fosters a profound understanding of the subject matter. Meanwhile, indirect experience acquired from books, videos, or conversations with others can provide a range of perspectives and historical context not attainable solely through direct interactions. I think that both ways are essential, and a blend of direct and indirect learning approaches can lead to more rounded and thorough comprehension of the world.
- I agree with the second quote. It highlights the infinite capacity of the human mind when it comes to absorbing new knowledge and skills. Continuous learning stimulates and enriches the mind, often leading to a sense of fulfillment and intellectual satisfaction. Every new piece of information or skill we acquire opens the door to deeper understanding and further curiosity, creating a cycle of growth and discovery. Being passionate about what we're learning can make light work of even the most strenuous tasks. What's more, continuous learning can keep the mind active and youthful, contributing to our overall mental health and well-being.
- Yes, I agree with the third quote. It reminds us to be open-minded and willing to learn from others, as each person can contribute their own special mix of unique experiences, perspectives, and knowledge. This statement

also highlights the importance of humility and treating every social interaction as a chance to gain new insights, broaden our horizons, and foster intellectual and personal growth. In summary, the statement serves as a reminder that we should be humble and open to learning from others. With such a mindset, we become more receptive to different ideas, perspectives, and approaches.

## Teaching tips

Encourage students to contribute additional quotes about learning and compile them into a list. Then have students explain or comment on these quotes, preferably by relating their own learning experiences to the meanings of these quotes.

## Listening to China

### Before you listen

**1 In this part, you are going to listen to an overseas visitor talking about his experience of learning to cook Chinese food. Work in pairs to discuss the questions and predict what you will hear in the narrative.**

- 1 Why might the speaker want to learn to cook Chinese food?
- 2 How might the speaker learn to cook Chinese food?
- 3 What might be the final learning outcome?

### Listening skills

#### Identifying the sequence of events in a narrative

The sequence of events is the chronological order in which related events or actions occur. Identifying the sequence of events in a narrative is an important listening strategy that can help you better follow and comprehend a narrative.

One of the most effective ways to recognize the sequence of events is to listen for the sequencing words or time-order words that are used to connect the various parts of a narrative. Some of these words and expressions also act as signals to indicate whether an event happens in the beginning, in the middle, or toward the end of a narrative.

However, sometimes these signal words may not be present or so explicit in a narrative. In that case, it is helpful to mentally visualize the scenes described in the narrative and identify the sequence. A scene refers to a specific location or setting in which a particular event or action takes place. For example, in the narrative you are going to listen to, the speaker's experience of trying Chinese food might be described. The place where he had his first authentic Chinese meal is a scene. As the narrative progresses, the scenes change, and different events occur within these scenes.

Visualizing the scenes allows you to create a mental map of a narrative's progression, facilitating your understanding of the story. This approach

# Taking in

## Listening to China

### Before you listen

#### 1 Reference answers

(Answers may vary.)

#### Listening skills

##### Identifying the sequence of events in a narrative

As mentioned in the Student's Book, identifying the sequence of events is a vital skill in understanding a narrative. Students are expected to learn to identify the sequence of events by listening for signal words and determining the sequence of scenes in the narrative.

Remind students that they need to be familiar with as many variations of sequence signal words as possible. Apart from commonly used signal words like *first*, *next*, and *later*, more specific expressions like *in 1995* and *after the accident*, and more complex expressions such as *initially*, *primarily*, *subsequently*, *prior to*, *eventually*, and *previously* are also used to indicate the time order of events. The more signal words students can recognize, the more efficiently they will be able to identify the sequence of events.

In most cases, narrative events unfold in chronological order from the beginning to the end. However, this may not always be the case, and sometimes it can be difficult to recognize the time order of events. For example, for various reasons, a writer may decide to switch the narrative perspective between different characters or across different time frames. In such cases, it may be helpful for students to visualize the change of scenes in the story.

For example, in the narrative that students will listen to, the first scene of the story is the place where the speaker had his first authentic Chinese meal, which is likely to be a restaurant. Then it changes to a cooking class. Remind students to use this strategy to identify the sequence of events when they listen to the narrative and do Exercise 2.

enables you to piece together the narrative puzzle, even in the absence of explicit signal words. Therefore, paying close attention to the scene transitions in narratives can help you comprehend a wealth of information about the events.

Now, you are going to listen to the narrative. Try to identify the sequence of events by noting the signal words and the sequence of scenes in it.



Scan the code and learn more about the skill on Ucampus.

## While you listen



Scan the code. Listen to the passage and complete the following exercises. You may listen to it more than once.

### 2 Read the chart and fill in the blanks according to what you hear.

When I had my first authentic Chinese meal, I experienced total 1) \_\_\_\_\_.

In the class, the many unfamiliar ingredients and spices presented 2) \_\_\_\_\_ to me.

However, despite the 3) \_\_\_\_\_, I found the taste 4) \_\_\_\_\_.

I developed a 5) \_\_\_\_\_ for the variety of ingredients, spices, and techniques used in Chinese cooking.

Over time, my love for 6) \_\_\_\_\_ only grew stronger.

### New words

**taste buds** *n.* [pl.] 味蕾

**palate** /'pælət/ *n.* 味觉; 品尝力

**ingredient** /m'grɪ:diənt/ *n.* (烹调用) 成分, 食材

**spice** /spais/ *n.* (从植物中提取用于烹调的) 香料

**mimic** /'mɪmɪk/ *vt.* 学...的样子; 模仿

**chili** /'tʃɪli/ *n.* 辣椒





## While you listen

### Scripts

I knew going to China would be a challenge for my taste buds. When I had my first authentic Chinese meal, I experienced total palate shock because the food was not only delicious but so unlike anything I had ever had before. I immediately decided to sign up for a cooking class to learn how to cook it.

In the class, the many unfamiliar ingredients and spices presented great challenges to me, as I didn't even know their names. Moreover, the cooking techniques were completely new to me. The cook showed me how to make the dishes, and then I mimicked her to try and make them myself. When the cook poured chili oil, I poured chili oil. When the cook added vinegar, I added vinegar. However, when the cook added salt, I accidentally added two spoons of sugar instead! Mistakes like this were easy to make when there were so many different ingredients! However, despite the steep learning curve, I found the taste hard to resist.

As I tried cooking more and more Chinese food, I developed a deep appreciation for the variety of ingredients, spices, and techniques used in Chinese cooking. I found myself drawn to dishes like Kung Pao Chicken, Hot and Sour Soup, and Mapo Tofu.

But it wasn't just the food that won my heart; it was also the rich history and culture behind it. Soon after I started learning to cook Chinese food, I also began studying the Chinese language and history, and even started attending cultural events and festivals in the community.

Over time, my love for Chinese food and culture only grew stronger. I now consider myself a true fan of all things Chinese, from the complex and varied cuisine to the profound customs and traditions. And while I still enjoy a good steak every once in a while, I can't imagine ever going back to a life without Chinese food in it.

### 2 Answers

- 1) palate shock
- 2) great challenges
- 3) steep learning curve
- 4) hard to resist
- 5) deep appreciation
- 6) Chinese food and culture

**3 Work in pairs and answer the questions according to what you hear.**

- 1 Why did the speaker want to learn to cook Chinese food?
- 2 Besides the new ingredients and spices, what other aspects of the cooking class did the speaker find challenging?
- 3 How did the speaker learn to cook in the cooking class?
- 4 What mistake did the speaker make in the cooking class?
- 5 What did the speaker begin studying soon after starting to learn how to cook Chinese food?
- 6 What did the speaker say about himself at the end of the story?

## After you listen

**4 Work in pairs and discuss the topics.**

- 1 Share your experience of learning something new or challenging with your partner. Explain why you wanted to learn, how you learned, the challenges you encountered, and what impact that experience has had on you.
- 2 A visiting international student wants to learn something that symbolizes traditional Chinese culture. What would you recommend they learn? What challenges do you think they might encounter? What do you think they can gain from the learning experience?



### 3 Reference answers

- 1 Because he found that the food he ate was delicious and unlike anything he had had before.
- 2 He also found the new cooking techniques challenging.
- 3 He learned to cook by mimicking what the cook did.
- 4 When the cook added salt, he accidentally added two spoons of sugar instead.
- 5 He began studying the Chinese language and history.
- 6 He considered himself a true fan of all things Chinese, from the cuisine to the customs and traditions.

## After you listen

### 4 Reference answers

- 1 I grew up in southern China and had little opportunity to experience snow or winter sports. It was the 2022 Beijing Winter Olympic Games that aroused my interest in snowboarding, and I decided to sign up for a class to learn how to snowboard.

Under the guidance of a tutor, I started by finding my balance on the snowboard. Initially, I felt a bit awkward and unstable. But once I became comfortable standing on the board, I started to gain confidence.

The learning process involved mastering the basics, like strapping into my bindings, sliding on edges, and performing controlled stops. Learning to turn was a significant milestone in the process. It demanded a balance between shifting my weight and learning to control the edges of my snowboard.

Learning to snowboard has taught me perseverance and patience. Despite the challenges, the sense of freedom and accomplishment it brings makes it a truly rewarding and unforgettable learning experience.

- 2 I would strongly recommend that the student learn Peking Opera, which is not just an art form but also one of China's national treasures. With its distinctive vocal techniques, elaborate costumes, and stylized movements, Peking Opera can offer international students a unique glimpse into Chinese culture.

However, learners, especially non-native Mandarin speakers, may be discouraged by the language barriers and the need for rigorous physical discipline. To achieve the elegance and grace displayed by seasoned Peking Opera artists, they would need to learn many basic techniques. Furthermore, mastering the vocal styles requires considerable effort in breath control and voice modulation.

I feel that learning Peking Opera could help international students develop a deep understanding of Chinese culture, history, and artistic expression while learning new skills.

### Teaching tips

Encourage students to focus on moments in which they achieved something challenging, like mastering a foreign language or excelling in a demanding, less popular sport. Invite students who have particularly interesting or exciting learning experiences or have good recommendations for international students to share their answers with the class.

**3 Work in pairs and answer the questions according to what you hear.**

- 1 Why did the speaker want to learn to cook Chinese food?
- 2 Besides the new ingredients and spices, what other aspects of the cooking class did the speaker find challenging?
- 3 How did the speaker learn to cook in the cooking class?
- 4 What mistake did the speaker make in the cooking class?
- 5 What did the speaker begin studying soon after starting to learn how to cook Chinese food?
- 6 What did the speaker say about himself at the end of the story?

## After you listen

**4 Work in pairs and discuss the topics.**

- 1 Share your experience of learning something new or challenging with your partner. Explain why you wanted to learn, how you learned, the challenges you encountered, and what impact that experience has had on you.
- 2 A visiting international student wants to learn something that symbolizes traditional Chinese culture. What would you recommend they learn? What challenges do you think they might encounter? What do you think they can gain from the learning experience?



Scan the code for  
Viewing China.

## Viewing China

### **Teaching tips**

The “Viewing China” section is specifically designed for self-study on Ucampus. It features a video about China, centered on the topic of this unit. By watching the video and completing the online exercises, students can gain a deeper understanding of China and better tell China’s story to the world. You can explain the key points of the video to facilitate better comprehension among students.

# Viewing world cultures

## Before you view

### 1 Read the program information and check (✓) the true statements.


- 1 In 1932, all adults in Scotland did an intelligence test.
- 2 Many of the same people did the test again nearly 70 years later.
- 3 The program can tell us how to live longer.



An episode of a documentary television series follows a group of people who agree to repeat a test that they did when they were children. In 1932, every 11-year-old in Scotland did an intelligence test (智力测验). Nearly 70 years later, at the age of 79 or 80, hundreds of the same people did the test again. The results were very interesting, and maybe they can tell us about the type of people who live the longest.

## While you view



 Scan the code. Watch the video clip and complete the following exercises. You may watch it more than once.

### 2 Read the statements and underline the correct alternative to complete each sentence according to the video clip.

- 1 A special exam for children was / The results of the 1932 test were “rediscovered” in an Edinburgh basement.
- 2 The instructions and the test are the same as they were in 1932 / easier than those in 1932.
- 3 The two old men and the old woman are talking about schools 80 years ago / the exam they have done.
- 4 People who did well / badly in the IQ test in their childhood are the people who are still alive today.

### New words

**life expectancy** /ɪk'spektənsi/  
*n.* 预期寿命

**Edinburgh** /'edmbərə/  
*n.* 爱丁堡 (英国苏格兰首府)

**potential** /pə'tenʃəl/  
*a.* 潜在的; 可能的

**goldmine** /'gəʊldmaɪn/  
*n.* 宝库

**sticky** /'stɪki/  
*a.* (处境、问题等) 难办的, 棘手的

**intriguing** /ɪn'tri:ɡɪŋ/  
*a.* (由于奇特、神秘或出人意料而) 非常有趣的

**recipe** /'resəpi/  
*n.* 窍门; 诀窍

## Viewing world cultures

### Before you view

#### 1 Answers

- 1 (In 1932, every 11-year-old in Scotland did an intelligence test.)
- 2
- 3 (The program can tell us about the type of people who live the longest.)

### While you view

#### Scripts

**N** = Narrator; **W1** = Woman 1, etc.;

**M1** = Man 1, etc.; **I** = Ian Deary

**N:** Recent research into the history of IQ tests in Scotland suggests your IQ score might predict, to an extent at least, your health and even your life expectancy.

**W1:** You have 45 minutes to do the test, OK?

**M1:** OK.

**N:** Bill and Davina are 79 years old. This is the second time they've done this test. The first time was in 1932, when every 11-year-old in Scotland was put through an intelligence test. It's the only time this kind of mass testing has ever been done in the U.K. The results were rediscovered recently in an Edinburgh basement. If you want to know how our intelligence changes as we get older, these results are a potential goldmine.

**I:** We brought hundreds of people back, and we got them to sit the exact same test that they had sat when they were aged 11. Now, these people are now 79 or 80 years old. We gave the same instructions. We gave the same test. And we gave the same time limit.

**M2:** It was a little stickier than I thought it would be.

**M3:** I walked through it quite happily, quite honestly.

**W2:** I felt I must have been very bright at 11 if I sat that exam and passed.

**N:** There were some intriguing results. Almost everyone had a better score at 80 than they did at 11. But some had gone from being just averagely intelligent to a much higher level.

**I:** Now, that's what really drives our research. We're interested in: Why have those people (who've) gone from IQ 100, at age 11, up to 110 or 120? What have they done right? What can be the recipe for successful aging? We're finding that the person with more education, even though they had the same IQ in childhood, is doing slightly better in old age, on average. The people who smoked have got slightly less good mental ability than you would expect.

**N:** What's even more remarkable is that the kids who had higher IQ scores at 11 are the very ones still alive today. So it seems high IQ in childhood is good for survival.

#### 2 Answers

- 1 The results of the 1932 test were
- 2 the same as they were in 1932
- 3 the exam they have done
- 4 well

**3 Read the statements and choices. Then choose the best one to fill in each blank according to the video clip.**

- 1 Recent research on IQ tests suggests a possible link between people's IQ scores and their \_\_\_\_\_.  
A diets  
B lifestyle  
C parenting  
D physical condition
- 2 The IQ test in 1932 was special in that \_\_\_\_\_.  
A it was planned to be repeated 70 years later  
B its results revealed the secrets of IQ development  
C it was the only mass IQ test performed in the U.K.  
D it was an IQ test especially designed for 11-year-old children
- 3 The old lady interviewed after the IQ test seems to find it \_\_\_\_\_.  
A very interesting  
B quite challenging  
C carefully organized  
D scientifically designed
- 4 The researchers in this study are mainly interested in \_\_\_\_\_.  
A what makes people's IQ scores increase as they age  
B what causes the individual differences in people's IQ scores  
C what is the difference between one's IQ score at 11 and that at 80  
D what makes people with higher IQ scores outperform those with lower scores
- 5 The study shows that \_\_\_\_\_ may have an influence on people's mental ability.  
A education  
B profession  
C social contact  
D physical condition

## After you view

**4 Work in pairs and discuss the questions.**

- 1 What do you think of the view "Intelligence must be bred, not trained"?
- 2 In your opinion, what factors affect intelligence?
- 3 How do you think your intelligence changes as you get older? Why do you think so?



### 3 Answers

1 D 2 C 3 B 4 A 5 A

## After you view

### 4 Reference answers

- 1 I think the view “Intelligence must be bred, not trained” is biased. This view suggests that intelligence is determined only by genes. It suggests that children born to intelligent parents are likely to be intelligent themselves, whereas others will not be. Another view of intelligence suggests that intelligence is shaped by personal experiences and developed via education and exposure to the world. In line with this view, raising children in an intellectually stimulating environment will make them more intelligent. This nature-versus-nurture debate on intelligence has been going on for many years. Research has shown that both nature and nurture play a role in intelligence. Therefore, I think the view that “Intelligence must be bred, not trained” is one-sided.
- 2 I think intelligence is shaped by both genetic and environmental factors. Environmental factors may include nutrition, education, family background, living standards, and parenting style.
- 3 I believe my intelligence has developed and will continue to grow as I get older. In school, I expanded my knowledge in subjects like math and science, while extracurricular activities have helped me develop social and emotional skills. I also try to challenge myself regularly with puzzles and mental exercises. I believe these help me maintain and improve my problem-solving abilities. Moreover, I’ve noticed that I can understand complex concepts more easily than when I was younger. This may be due to my increased exposure to diverse ideas and experiences, which helped broaden

my perspective and improve my critical thinking. Therefore, I believe I’ll be more intelligent and wiser when I am as old as the elderly people in the video.

### Additional activities

Instruct students to conduct online research on both the nature and nurture perspectives of intelligence before they come to class. An informal debate on the theme of intelligence could then be carried out in class. This activity not only enhances their understanding of the topic but also refines their research, critical thinking, and communication skills.

# Watching street interviews



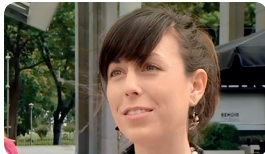
Scan the code. Watch the video podcast and complete the following exercises.

- 1 Watch the full version of the podcast and summarize its general idea.
- 2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks.



I have a full-time job, but I like learning 1) \_\_\_\_\_ in my spare time. 2) \_\_\_\_\_, I'm studying Spanish. I'm enjoying it, but I'm finding it 3) \_\_\_\_\_. Today, we're asking people about learning new things.

- 3 What are they learning at the moment? Look at the people and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.



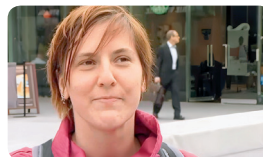
1 She is learning to drive at the moment.



2 She is learning to play golf because she wants to play with her friends.



3 She is learning to speak Spanish at the moment.



4 She is learning yoga at the moment, and she is finding it quite easy.



5 He is learning Arabic at the moment.



6 She is learning French in evening classes.



7 He has just learned how to kayak.



8 He is learning how to play a musical instrument.

## New words

**process** /'prəʊses/ *n.*  
(为达到某目标的) 过程, 进程

**negotiation**

/niˌgəʊʃi'eɪʃən/ *n.* (尤其在商业或政治方面正式的) 谈判, 协商

**evaluation** /iˌvælju'eɪʃən/ *n.* 评估; 评价

**Swahili** /swɑ:'hi:lɪ/ *n.*  
斯瓦希里语 (一种非洲语言)

**Zimbabwe** /zɪm'bɑ:bweɪ/ 津巴布韦 (非洲国家)

**capoeira** /kæpəu'eəɹə/ *n.* 卡波埃拉, 巴西战舞 (一种混杂非洲和巴西风格的武术性舞蹈)

**Sanskrit** /'sænskɪt/ *n.*  
梵文, 梵语 (印度古代的语言)

**Latin** /'lætɪn/ *n.* 拉丁语

**trumpet** /'trʌmpɪt/ *n.*  
小号

# Watching street interviews

## 1 Reference answers

The podcast is mainly about the things people are learning at the moment and the most difficult things they have learned.

### Part 1

#### Scripts

P = Presenter

**P:** I have a full-time job, but I like learning new things in my spare time. At the moment, I'm studying Spanish. I'm enjoying it, but I'm finding it quite difficult. Today, we're asking people about learning new things.

## 2 Answers

- 1) new things
- 2) At the moment
- 3) quite difficult

### Part 2

#### Culture notes

**kayaking:** a water sport that involves the use of a small, relatively narrow, human-powered boat to move across the water. It is different from canoeing by the sitting position of the paddler and the number of blades on the paddle. In a kayak, the paddler is seated and uses a double-bladed paddle, pulling the blade through the water on alternate sides to move forward.

#### Scripts

**W1** = Woman 1, etc.; **M1** = Man 1, etc.

**W1:** I'm learning to speak another language, actually. I'm learning French. I'm also learning, er, to drive.

**W2:** I'm learning to play golf at the moment. Um, my husband and my son play golf, and

when we go on holiday, I feel that I want to be able to play with them.

**W3:** I'm learning to speak Spanish.

**W4:** I am learning Arabic.

**M1:** Well, I've been learning to play the guitar for about 50 years now. And it's a constant process, so still learning bits, yes.

**W5:** I'm learning yoga at the moment, and I'm finding it quite hard.

**M2:** The courses that I'm taking are, are training courses for leadership, er, negotiation, (and) evaluation.

**M3:** I'm learning Swahili.

**W6:** At the moment, I'm learning to paint and draw in evening classes for adults.

**W7:** I'm studying part-time after work.

**M4:** I've, er ... just learned how to, er, do a lot of kayaking.

**W8:** I am learning how to design a website at the moment.

**W9:** I'm in a choir, so singing, I guess, is pretty much the only thing I'm doing at the moment.

**M5:** At the moment, I'm taking up a new instrument. It's a traditional instrument from Zimbabwe, and it's called the mbira. Er, let me show you.

## 3 Answers

- 1
- 2 (She is learning to play golf because she wants to play with her husband and her son.)
- 3
- 4 (She is learning yoga at the moment, and she is finding it quite hard.)
- 5 (He is learning Swahili at the moment.)
- 6 (She is learning to paint and draw in evening classes.)
- 7
- 8

## Culture notes

**Swahili:** a language spoken by various ethnic groups (族群) in much of East Africa. It has been greatly influenced by Arabic. There are an enormous number of Arabic loanwords (外来语) in the language.

**Sanskrit:** the classical language of Ancient India. It is considered one of the most ancient languages in the world.

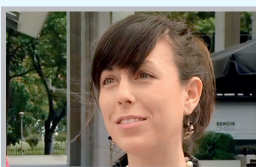
### 4 What's the most difficult thing they've ever learned? Look at the people and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



The most difficult thing 1) \_\_\_\_\_ is Mandarin Chinese. I did it in evening classes a few years ago, and I found it really, really difficult.



Probably capoeira, which is a Brazilian dance, martial art, and fight thing. It's 2) \_\_\_\_\_ of all these things. And yes, that was very difficult because there were lots of unusual 3) \_\_\_\_\_ to learn.



4) \_\_\_\_\_ was the most difficult thing.



Well, I learned some Sanskrit, and that's got, um, 5) \_\_\_\_\_, two more than Latin. It's quite difficult 6) \_\_\_\_\_.



Um, I learned to play the trumpet at school. That was pretty difficult. Er ... and maybe learning to drive. I 7) \_\_\_\_\_ learning to drive.

### 5 Work in pairs and discuss the questions.

- 1 What are you learning at the moment? Do you enjoy learning it? Why or why not?
- 2 What is the most difficult thing you have ever learned? Why?
- 3 What do you enjoy learning most? Why?

## Part 3

### Culture notes

**capoeira:** an Afro-Brazilian cultural practice – simultaneously a fight and a dance. It evolved as an expression of resistance and resilience, born from over three hundred years of slavery in Brazil. Capoeira combines elements of dance, music, and martial arts, and is known for quick and complex moves using power and speed.

### Scripts

- P:** What's the most difficult thing you've ever learned?
- M5:** Patience, I think.
- W4:** Arabic.
- M2:** Courage.
- W3:** Learning a language is particularly difficult for myself (me), so probably learning (the) Spanish.
- W6:** The most difficult thing I've ever learned is Mandarin Chinese. I did it in evening classes a few years ago, and I found it really, really difficult.
- W5:** Probably capoeira, which is a Brazilian dance, martial art, (and) fight thing. It's a combination of all these things. And yes, that was very difficult because there were lots of unusual body movements to learn.
- W1:** Learning to drive was the most difficult thing.
- M3:** Well, I learned some Sanskrit, and that's got, um, nine cases, two more than Latin. It's quite difficult by most standards.
- M4:** I think I found French very hard at school.
- W2:** Um, I learned to play the trumpet at school. That was pretty difficult. Er ... and maybe learning to drive. I hated learning to drive.

### 4 Answers

- 1) I've ever learned
- 2) a combination
- 3) body movements

- 4) Learning to drive
- 5) nine cases
- 6) by most standards
- 7) hated

### 5 Reference answers

- 1 I'm learning yoga at the moment. I enjoy learning it very much because it not only helps improve my flexibility, strength, and balance through various poses, but also gives me a sense of calmness, allowing me to release tension from my mind and body.
- 2 The most difficult thing I've learned was how to drive. I hadn't expected the complexity involved in mastering so many skills all at the same time. Whenever I got behind the wheel, I became nervous, as I was always very aware of how dangerous driving can be. Despite some moments of frustration and anxiety, with continuous practice and patience, I became more confident and eventually obtained my driver's license. This learning process taught me that perseverance and determination can overcome even the most challenging tasks.
- 3 I take great pleasure in learning about the universe and astronomy. The vast space, glittering stars, and mysterious galaxies fascinate me. This line of study challenges my understanding of existence and constantly proves that reality is more enchanting than fiction. It's a humbling and mind-expanding subject.

### Teaching tips

An alternative approach can be used for the discussion activity: invite a group of students to act as the presenter and interviewees in a street interview. Allow them some time to prepare, and then ask them to role-play the interview in class.

## Role-play



Scan the code. Listen to the conversation and complete **Exercises 1 and 2** on Ucampus.

### New words

**motivate** /'məʊtɪveɪt/ vt. 激发; 激励

**concentration** /,kɒnsən'treɪʃən/ n. 专心; 专注

### Speaking skills

#### Giving and responding to advice

The conversation you have just listened to is a good example of how to give and respond to advice. There are a variety of language choices in English for giving and responding to advice.

Firstly, sentence patterns like *(I think) it's a good idea to ...*, *(I think) it helps ...*, and *Another idea is ...* can be used to give advice. Typical examples from the previous conversation include *It's a good idea to study with friends at the same time each day*, *I think it helps when you study with friends*, and *Another idea is not to eat too much before the exam*.

Secondly, the modal verb *should* is used to indicate advisability, as in the example: *She should listen to English as much as possible to get used to how it sounds*. In contrast, its negative form *should not* is often used for advising someone not to do something. Another more formal modal verb *ought to* and its negative form *ought not to* are used in the same way as *should* and *should not* to give advice.

The third way to give advice in English is to use the imperative form of verbs, as in the following examples: *Listen to the news*, *Listen to podcasts*, and *Watch English television*.

The use of the sentence patterns *Why don't you ...?*, *Why not ...?*, *How about ...?*, and *If I were you, ...* is a rather polite way to give advice in English, as shown in the following example: *Why not go to the library?*

When responding to advice, expressions like *That's a good idea*, *I suppose so*, *I agree with this one*, and *You're right* are used to give positive responses, while expressions like *I'm not sure that's a good idea* and *I'm not sure about that* are used as negative responses.

# Speaking out

## Role-play

### Scripts

W = Woman; M = Man

W: Hey, the exam's coming up, and we need to think of the best strategies for tackling it. Do you have any ideas?

M: Er, well, how about this one? It's a good idea to study at the same time each day.

W: Mm, this is a really good idea. You can make it a regular part of your daily life.

M: You mean like having breakfast at the same time, having lunch at the same time, and studying at the same time?

W: Yes. And also I think it helps when you study with friends.

M: Yeah, I think it motivates us more. So, yes, I agree with this one.

W: And you can actually talk to someone, not just look at books. I find that if I'm only reading my notes, it's easy to lose concentration. I start thinking about other things. But when you are talking to someone, it really helps you concentrate.

M: OK. Another idea is not to eat too much before the exam.

W: Oh, really?

M: Mm, when I eat a lot, I get sleepy.

W: Oh, I see. I think it depends. Because if you don't eat enough, you start to feel hungry in the middle of the exam.

M: Mm, that's true.

W: And then you can't concentrate.

M: Yeah, that's true.

W: So, I'm not sure about this advice for me. As I said, I think it depends. I always try to eat a good meal before an exam. I'm so nervous that I never get sleepy.

M: Hm. OK. What other ideas do you have?

W: Well, there's one thing I always do before an exam.

M: What's that?

W: I go to bed early the night before.

M: Right.

W: I always try to sleep for eight hours the night before the exam. And I have one more ...

### Exercises

1 Read the statements. Then listen to a conversation and check (✓) the true ones according to what you hear.

- 1 Both of the speakers agree that studying with friends is very helpful.
- 2 The woman thinks that talking to someone while reading notes will make her lose concentration.  
(The woman thinks that talking to someone while reading notes helps her concentrate.)
- 3 Eating a lot before an exam always makes the speakers feel sleepy during the exam.  
(Eating a lot makes the man feel sleepy.)
- 4 The man always tries to sleep for eight hours the night before an exam.  
(The woman always tries to sleep for eight hours the night before an exam.)

2 Read the sentences. Then listen to the conversation again and write G for giving advice or R for responding to advice according to what you hear.

- G 1 It's a good idea to study at the same time each day.
- R 2 This is a really good idea.
- G 3 I think it helps when you study with friends.
- R 4 So, yes, I agree with this one.
- G 5 Another idea is not to eat too much before the exam.
- R 6 Oh, I see. I think it depends.
- R 7 So, I'm not sure about this advice for me.

You may refer to the following table for more expressions that can be used to give and respond to advice.

Expressions for giving advice	Expressions for responding to advice
<ul style="list-style-type: none"> <li>• You'd better spend more time on English.</li> <li>• It may be a good idea to find a cheaper hotel.</li> <li>• Have you thought about seeing a movie instead?</li> <li>• Why don't you try matching it with a black dress?</li> </ul>	<ul style="list-style-type: none"> <li>• This is really a good idea.</li> <li>• I think this is great advice.</li> <li>• I'll take that on board.</li> <li>• I understand your opinion, but ...</li> </ul>



Scan the code and learn more about the skill on Ucampus.

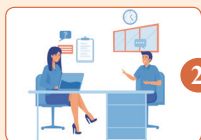
**3 Look at the pictures and read the conversations. Then fill in the blanks using the words in brackets to form correct sentences.**



1

**A:** I think \_\_\_\_\_ more salad. It's good for you. (you / eat)

**B:** That's \_\_\_\_\_ idea. (good)



2

**A:** You \_\_\_\_\_ so much time on the computer. (not / spend)

**B:** \_\_\_\_\_ right. (you)



3

**A:** \_\_\_\_\_ we go for a five-kilometer run every morning? (why)

**B:** I \_\_\_\_\_ a good idea. (not sure)



4

**A:** I think \_\_\_\_\_ idea that we go shopping together. (good)

**B:** I \_\_\_\_\_. (suppose)



## Speaking skills

### Giving and responding to advice

Giving and responding to advice in an appropriate way are important speaking skills. When asked to give advice, it is important for one to listen attentively and sympathetically as the advice seeker explains their problem, and then to offer sincere and constructive advice in a polite and modest way.

When responding to advice, if one intends to follow it, they should react positively and may consider seeking further advice from the advice giver. For example, they can thank the advice giver enthusiastically and show genuine interest by asking further questions or discussing the advice on a deeper level. If one does not intend to follow the advice, they should express their gratitude first and then change the subject tactfully. Whether one intends to follow the advice or not, it is crucial to always remain polite and maintain a sincere and even tone, genuinely conveying gratitude.

In the Student's Book, some expressions for giving and responding to advice have been listed. The table below provides more expressions for students to learn and use.

Expressions for giving advice	Expressions for responding to advice
<ul style="list-style-type: none"><li>• How about ...?</li><li>• Why don't you ...?</li><li>• Do you think it is a good idea ...?</li><li>• The sooner you ..., the better.</li><li>• My (main / personal) recommendation / suggestion / advice is / would be ...</li><li>• If that happened to me / If I were in your situation / If I were you, I'd / I (would) recommend / advise ...</li><li>• ... might work / would probably work / is worth a try.</li><li>• If you ask me / The way I see it, it probably would have been better (not) to have ...</li></ul>	<ul style="list-style-type: none"><li>• I hadn't thought of that before. Thank you so much for your advice / suggestion.</li><li>• Thank you, I'll take that into consideration.</li><li>• That's a good idea / suggestion.</li><li>• Thanks. That sounds good / interesting.</li><li>• Thanks for the advice. I'll try to ...</li><li>• You're absolutely right.</li><li>• Yeah, you may be right.</li></ul>

Exercises 3 and 4 are to help students practice using different expressions for giving and responding to advice.

### 3 Answers

- 1 you should eat; a good
- 2 should not / shouldn't spend; You're
- 3 Why don't; 'm / am not sure that's
- 4 it's a good; suppose so

4 Work in pairs and role-play the situations. Use the skills for giving and responding to advice.

**Situation 1**

**What should I do  
when I feel homesick?**

Student A is a first-year college student. It is the first time they are away from family, friends, and the everyday environment they are used to. Student A misses their family and friends back home.

- A:** Discuss your feelings with Student B. Then listen and respond to their advice.
- B:** Listen to Student A's problem and give them some advice.



**Situation 2**

**I'm overwhelmed with so  
many obligations.**

Student A finds it overwhelming to balance their time for academics, extracurricular activities, and personal life. Constantly struggling to fulfill all these obligations leaves them feeling stressed and exhausted.

- A:** Share your concerns with Student B. Then listen and respond to their advice.
- B:** Listen to Student A's problem and give them some advice.



## 4 Reference answers

### Situation 1

- A:** Hello.
- B:** Hey. I noticed you've been feeling a bit down lately. Is everything OK?
- A:** Yeah, I'm just struggling with homesickness. I miss my family and friends back home.
- B:** I completely understand. Homesickness is common, especially for first-year students like us. It's a big transition.
- A:** Yeah, it's hard being away from everything familiar. Any advice on how to deal with it?
- B:** Definitely! Try to establish a routine and create a new sense of familiarity. Set regular study times, join clubs or sports teams, and explore the campus. In my experience, building new connections and engaging in activities can help distract you from missing home.
- A:** Those are good ideas! I've been feeling pretty isolated. How do I make new friends?
- B:** Making friends takes time. But don't worry. We are all in the same boat. Attend social events, introduce yourself to classmates, and be open to conversations. You can also join online groups related to your interests or courses. Remember, friendships will develop naturally over time.
- A:** OK, I'll give it a shot. But what if I still feel really homesick?
- B:** Talking about your feelings can be helpful. Reach out to supportive friends, roommates, or even campus counselors. They're there to listen and provide guidance. Also, consider talking to your family through video calls or messaging apps. Staying connected can provide comfort.
- A:** I guess I haven't been reaching out as much as I should. Thanks for all the advice. It's comforting to know that I'm not alone in feeling homesick.
- B:** You're welcome! Remember, homesickness is temporary. With time, you'll adjust and create a new sense of home here at college. You'll soon feel more settled.

### Situation 2

- B:** Hi, Jennifer. I see you're burning the midnight oil to meet your deadline again. Are you having trouble managing your time?
- A:** Yeah, I've been feeling overwhelmed with my workload lately. There seems to be so much to do, and I just can't balance my time for all the tasks.
- B:** I understand how you feel. Time management is crucial in college. Have you tried creating a schedule or using a planner?
- A:** Not really. I'm not sure where to start.
- B:** No worries! Start by making a to-do list for each day or week. Prioritize tasks based on deadlines and importance. Break down larger projects into smaller, manageable chunks. This way, you can tackle them one at a time.
- A:** That sounds doable. But what if unexpected things come up and throw off my schedule?
- B:** Flexibility is key. It's important to leave some buffer time in your schedule for unforeseen circumstances. If something urgent comes up, reassess your priorities and adjust your schedule accordingly.
- A:** That makes sense. Any other tips for effective time management?
- B:** Yes! Avoid multitasking, as it can decrease productivity. Instead, focus on one task at a time. Also, make use of any resources available to you, like campus study groups or tutoring services. They can help you understand your study material faster and save you time.
- A:** Good point. I haven't been utilizing those resources as much as I should. Thanks for reminding me.
- B:** You're welcome! Remember, managing time effectively is a skill that takes practice. Don't be too hard on yourself if it doesn't go perfectly at first.
- A:** I really appreciate your advice. Thank you for your help!
- B:** No problem at all! Good luck with managing your time.

# Group discussion

*What are effective methods for learning a language?*

## Get ideas



Scan the code. Listen to the radio program and complete **Exercise 1** on Ucampus.

## Discuss and organize ideas

- 2 Read the website message and the replies, and recall what you have learned from the radio program. Then work in groups of three. Brainstorm to decide on three methods that you think can best help Tomasz improve his English quickly and provide supporting reasons. Use the table on Page 15 to take notes of your ideas.

Hi, can you help me? I'm studying English at a language school, but I'm going to start work for an international company next month. I need to improve my English quickly! Has anyone got any good ideas? Looking forward to hearing from you.

Hi Tomasz, I think you should study online. Use message boards to chat with people all over the world and practice your English. You will make new friends, too!

Tomasz, read news websites every day. And for any new words you come across, look them up in a dictionary.

You should get a good grammar book and do all the exercises. Practice makes perfect!

I think it's a good idea to focus on listening. Why don't you try watching movies with English subtitles?

Tomasz, I don't think you should study on your own. You should talk to people. Find someone who speaks English, and talk to them. Oh, make sure they want to talk with you first!

**Tomasz**

**Repped**

**Angela20**

**DimaD**

**Jimmy61**

**Smith1894**

## **Group discussion**

### *What are effective methods for learning a language?*

#### **Get ideas**

##### **Scripts**

**M** = Man; **W** = Woman

**M:** Hi. You're listening to Ask the Expert, and in today's program, we're talking about languages and how to learn a language. Our expert today is Sally Parker, who is a teacher. Hi Sally.

**W:** Hello.

**M:** Sally, our first question today is from Andy. He says, "I've just started learning English. My problem is that I'm too frightened to speak. My grammar is not very good, so I'm worried about saying the wrong thing." Have you got any advice for Andy?

**W:** OK. Well, the first thing is, I think, Andy should practice speaking to himself.

**M:** Speaking to himself? I'm not sure that's a good idea.

**W:** I know it sounds silly, but talking to yourself in a foreign language is a really good way to practice. You don't have to feel embarrassed, because nobody can hear you. You can talk to yourself about anything you like – what you had for breakfast, what you're going to do at the weekend – anything. And the more you do it, the more you will get used to hearing your own voice and your pronunciation, so you won't feel so frightened in the classroom. Andy should try it.

**M:** Hm, I suppose so. Anything else? How can he improve his grammar?

**W:** He has only just started learning English, so he is going to make lots of mistakes, but that's not a problem. That's how he'll learn. Andy shouldn't worry about making mistakes.

**M:** You're right. So, Andy, try talking to yourself, and don't worry about making mistakes when talking with others. Our next problem comes from Olivia in Brazil. She is worried about the pronunciation. She says, "The problem is I can't understand native speakers. They speak so fast, and I can't understand their pronunciation." So Sally, any ideas for Olivia?

**W:** Well, first of all, it's a good idea for her to practice her listening skills. She should listen to English as much as possible to get used to how it sounds. Listen to the news, listen to podcasts, and watch English television.

**M:** OK – that's a good idea.

**W:** And another thing she should do is focus on listening and reading at the same time. If you listen to something on the Internet, you can often read the transcript. If you listen and read at the same time, it'll help you see what the words sound like and how the words sound when a native speaker is talking.

**M:** Great. Thank you, Sally. Well, I'm afraid that's all we have time for today, but next week we'll be ...

# Group discussion

*What are effective methods for learning a language?*

## Get ideas



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## Discuss and organize ideas

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Hi Tomasz, I think you should study online. Use message boards to chat with people all over the world and practice your English. You will make new friends, too!

Tomasz, read news websites every day. And for any new words you come across, look them up in a dictionary.

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I think it's a good idea to focus on listening. Why don't you try watching movies with English subtitles?

Tomasz, I don't think you should study on your own. You should talk to people. Find someone who speaks English, and talk to them. Oh, make sure they want to talk with you first!

**Tomasz**

**Repped**

**Angela20**

**DimaD**

**Jimmy61**

**Smith1894**

## Exercises

1 Read the table. Then listen to a radio program and fill in the blanks according to what you hear.

	Problems	Advice
<b>Andy</b>	<ul style="list-style-type: none"><li>• He is too frightened to 1) <u>spea<u>k</u></u>.</li><li>• His grammar is not very good, so he's worried about 2) <u>saying the wrong thing</u>.</li></ul>	<ul style="list-style-type: none"><li>• The first thing Andy should do is 3) <u>practice speaking to himself</u>.</li><li>• He shouldn't worry about 4) <u>making mistakes</u>.</li></ul>
<b>Olivia</b>	<ul style="list-style-type: none"><li>• She can't understand 5) <u>native speakers</u> because they speak too fast.</li><li>• She can't understand their 6) <u>pronunciation</u>.</li></ul>	<ul style="list-style-type: none"><li>• She should practice her 7) <u>listening skills</u> by listening to English as much as possible.</li><li>• She should focus on 8) <u>listening and reading</u> at the same time.</li></ul>

**Method 1:**

Why it works:

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**Method 2:**

Why it works:

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**Method 3:**

Why it works:

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**3 Work together to prepare a presentation about different methods for helping Tomasz improve his English quickly. Use the notes to organize the content of your presentation.**

## Present ideas

**4 Present your group’s methods for helping Tomasz improve his English quickly to the class. Before you begin, refer to the checklist to see if you are ready.**

Checklist	
<input type="checkbox"/>	Present our choice of learning methods clearly.
<input type="checkbox"/>	Provide enough convincing reasons for our choice.
<input type="checkbox"/>	Make the presentation easy to understand.
<input type="checkbox"/>	Use different words and sentence patterns to add variety to the presentation.



## Discuss and organize ideas

### 2 Reference answers

Method 1: Read English news websites

Why it works:

By reading English news websites, Tomasz can

- learn many idiomatic expressions in English;
- learn up-to-date English expressions; and
- improve his real-life English communication.

Method 2: Watch movies with English subtitles

Why it works:

By watching movies with English subtitles,

Tomasz can

- improve his listening skills;
- learn new words; and
- gain insights into the culture of English-speaking countries.

Method 3: Chat with English-speaking people

Why it works:

By chatting with English-speaking people,

Tomasz can

- have an immersive English learning experience;
- practice and apply what he has learned; and
- make new friends.

## Present ideas

### 4 Reference answers

The three methods that we believe can speed up Tomasz's English learning process include reading English news websites, watching movies with English subtitles, and chatting with English-speaking people.

Firstly, we strongly suggest Tomasz take advantage of news websites in English. Reading English news provides him with greater exposure to English idiomatic expressions, thereby helping him enhance his language fluency. In addition, with exposure to up-to-date English expressions, Tomasz can stay updated with current language

trends. The real-world contexts on these platforms also bolster his English communication skills more effectively.

Watching movies with English subtitles is another practical approach to improving English skills. It may sharpen Tomasz's listening skills so that he can comprehend spoken English more accurately. Furthermore, this practice can help him learn new words and phrases within the context of conversations. Equally important is the cultural insight it provides, which can deepen Tomasz's understanding of English-speaking societies and their norms.

Finally, we all know that people develop their language skills fundamentally through conversation. Therefore, Tomasz should try to chat as much as possible with English-speaking people on specific topics. Engaging in conversations with fluent English speakers could provide him with an immersive English learning experience. In this setting, he can practice and apply what he has learned. Beyond language learning, this method provides an opportunity for Tomasz to make new friends and expand his cultural horizons.

### Teaching tips

For this activity, students may role-play the radio program Ask the Expert, with group members acting as the presenter, Tomasz, and the expert, respectively. Encourage students to actively engage in their roles. Prompt them to link the recommended resources with effective language learning methods. The activity may help students improve their reasoning and argumentation skills.

# Further listening

## News reports



Listen to two news reports and complete the exercises on Ucampus.

### New words

#### News report 1

**inconsistent** /ɪnkən'sɪstənt/ *a.* (行为、工作等) 时好时坏的, 变化无常的

**distracting** /dɪ'stræktɪŋ/ *a.* 分散注意力的; 使人分心的

**fictional** /'fɪkʃənəl/ *a.* 虚构的

#### News report 2

**netizen** /'netɪzən/ *n.* 网民

**accomplishment** /ə'kʌmplɪʃmənt/ *n.* 成就; 成绩

**enroll** /ɪn'rəʊl/ *vi.* 注册

## Conversation



Listen to the conversation and complete the exercises on Ucampus.

### New words

**assignment** /ə'saɪnmənt/ *n.* 作业

## Passage



Listen to the passage and complete the exercises on Ucampus.

### New words

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

**repetitive** /rɪ'petətɪv/ *a.* 重复乏味的

**extensively** /ɪk'stensɪvli/ *ad.* 广泛地

**linguistic** /lɪŋ'gwɪstɪk/ *a.* 语言的; 语言学的

**in-depth** /ɪn 'depθ/ *a.* 深入的

# Further listening

## News report 1

### Scripts

A recent study has found that people of all ages learn better when they see an object before hearing its description. This research builds on previous studies and focuses on learning in “inconsistent” environments with different teaching styles or distracting noises. The study aims to help educators understand how the learning process occurs and what factors affect it so that they can improve their education methodologies.

The researchers in this study intentionally provided confusing information to simulate the inconsistencies in learning environments. The study subjects were tasked with learning the names of three fictional characters using two types of learning methods. One is “object-label learning”, which means seeing the characters before hearing the names. The other is “label-object learning”, which means hearing the names first and then seeing the characters.

The results show that people who see the characters first process inconsistent information better than those who hear the names first. This finding can be applied to foreign language learning programs, where showing images before introducing the name of an object could benefit learners. It could also be applied in other fields of study where students need to make similar associations.

### Exercises

**Listen to a news report and choose the best answer to each question you hear.**

- When can people of all ages learn better, according to a recent study?
  - When people learn with their preferred learning styles.
  - When people resist distracting noises in the environment.
  - When people see objects before hearing their descriptions.
  - When people focus on learning in inconsistent environments.
- What were the subjects in the study asked to do?
  - To learn the names of three fictional characters.
  - To find inconsistencies between two learning methods.
  - To label objects with the names they heard in the study.
  - To identify confusing information from what they were given.
- According to the report, which of the following can the findings of the study be applied to?
  - Story writing.
  - Image designing.
  - Character description.
  - Foreign language learning.

## News report 2

### Scripts

An 86-year-old man in China, Sun Zhenchu, recently obtained his driver’s license after just a year of training. This has inspired and surprised many netizens. The reason behind Sun’s accomplishment is his strong desire to take care of his wife, who has mobility issues following an operation last year. Sun enrolled in a driver training school in Hangzhou and managed to pass the four exams, receiving perfect scores on two of them. After getting his license, Sun bought an electric vehicle so that he could take his wife shopping for groceries, to the hospital, and sightseeing along the Qiantang River.

What’s more remarkable about Sun is his impressive career as a nuclear weapon specialist.

# Further listening

## News reports



Listen to two news reports and complete the exercises on Ucampus.

### New words

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**inconsistent** /ɪnkən'sɪstənt/ *a.* (行为、工作等) 时好时坏的, 变化无常的

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**enroll** /ɪn'rəʊl/ *vi.* 注册

## Conversation



Listen to the conversation and complete the exercises on Ucampus.

### New words

**assignment** /ə'saɪnmənt/ *n.* 作业

## Passage



Listen to the passage and complete the exercises on Ucampus.

### New words

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

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**linguistic** /lɪŋ'gwɪstɪk/ *a.* 语言的; 语言学的

**in-depth** /ɪn 'depθ/ *a.* 深入的

He studied at the PLA Military Engineering Institute, which is now Harbin Engineering University. Just after graduating in 1964, Sun participated in China's first atomic bomb test. He then went on to conduct nuclear weapon research and testing for 32 years. He retired in 1995 but continued to learn new things. In a speech given at Zhejiang Gongshang University, he encouraged graduates to keep learning as a way to succeed in today's competitive and challenging society.

## Exercises

**Listen to a news report and choose the best answer to each question you hear.**

- 1 What did Sun Zhenchu do that inspired and surprised many netizens?  
A He received perfect scores in four exams.  
B He traveled to many places despite his mobility issues.  
C He took good care of his wife, who just had an operation.  
D He obtained his driver's license at 86 after just one year of training.
- 2 What did Sun Zhenchu encourage graduates to do in a speech at Zhejiang Gongshang University?  
A To be lifelong learners.  
B To succeed in their careers.  
C To take on more challenges.  
D To remain competitive in society.

## Conversation

### Scripts

**M** = Man; **W** = Woman

**M:** Miranda, let's talk about your performance in class. You're not participating, you're careless with your assignments, and you often hand your work in late. You don't want to be here, do you?

**W:** I'm sorry, Dr. Smith. It's just ... I've got lots

of things to do. I'm studying Web Design, and I'm a key player on our golf team. It's hard to see why I need to take a French language class!

**M:** Well, I'm sorry you feel that way, but learning another language can improve your performance in many different areas of your life and study. It can be very useful sometimes, too. There are many French speakers in the world.

**W:** I know that, professor. But why do you think it's necessary for me to learn French? With all the other things I already have to learn, it seems like an additional burden. It's just too much! And if I don't spend enough time on the golf course, I won't remain a key player on the golf team. I still don't see why I should learn a language that's so hard for me. There are no verb tenses on the golf course or in Web Design!

**M:** Listen, Miranda. I've known your father since we were students at university 20 years ago, and I have known you since you were a little girl. Of course, there are no verb tenses in golf or Web Design. But I am giving you good advice. Please listen.

**W:** Yes, of course, you're like family to me.

**M:** Your brain isn't like a cup that has water flowing over its edge when it is full. Instead, it's like a muscle. Learning French exercises your brain in new ways, making it stronger. It will strengthen your critical thinking skills and creativity.

**W:** I understand. I will take your advice and try to apply myself a bit more.

### Exercises

**Listen to a conversation and choose the best answer to each question you hear.**

- 1 How is the woman doing in the man's class?  
A She comes late to class from time to time.  
B She impresses the man with her performance.

# Further listening

## News reports



Listen to two news reports and complete the exercises on Ucampus.

### New words

#### News report 1

**inconsistent** /ɪnkən'sɪstənt/ *a.* (行为、工作等) 时好时坏的, 变化无常的

**distracting** /dɪ'stræktɪŋ/ *a.* 分散注意力的; 使人分心的

**fictional** /'fɪkʃənəl/ *a.* 虚构的

#### News report 2

**netizen** /'netɪzən/ *n.* 网民

**accomplishment** /ə'kʌmplɪʃmənt/ *n.* 成就; 成绩

**enroll** /ɪn'rəʊl/ *vi.* 注册

## Conversation



Listen to the conversation and complete the exercises on Ucampus.

### New words

**assignment** /ə'saɪnmənt/ *n.* 作业

## Passage



Listen to the passage and complete the exercises on Ucampus.

### New words

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

**repetitive** /rɪ'petətɪv/ *a.* 重复乏味的

**extensively** /ɪk'stensɪvli/ *ad.* 广泛地

**linguistic** /lɪŋ'gwɪstɪk/ *a.* 语言的; 语言学的

**in-depth** /ɪn 'depθ/ *a.* 深入的

- C She has no difficulty finishing the assignments.
- She often fails to turn in her homework on time.
- 2 What does the woman think of learning French?
- It presents great difficulty for her.
- B It makes her lose interest in French.
- C It enables her to help her father in business.
- D It improves her performance in other subjects.
- 3 What do we know from this conversation about the man?
- A He dislikes giving advice to his students.
- B He thinks the woman has a gift for French.
- C He scolds the woman for challenging his authority.
- He has a good personal relationship with the woman.
- 4 What is the woman likely to do after talking with the man?
- A Engage in creative activities.
- B Try her best to please her father.
- Work harder in her French class.
- D Exercise to strengthen her muscles.

## Passage

### Scripts

I began learning Spanish when I was in high school, using a traditional academic method of studying verbs, sentence structures, and grammar by using textbooks and not much else. I found it very easy to learn but was frustrated with the slow pace and repetitive nature of all my Spanish classes. So, I worked extra hard in my spare time, and by the end of the semester, I came to ask my teacher if I could skip a level.

This was unsuccessful, however, because the school was not willing to test me or otherwise prove that I could be successful after skipping a

level. This made things even more frustrating, as I was stuck in a class where I already knew the material!

Then I went on to college, where I used the language extensively both in and out of the classroom. I studied Spanish literature, culture and language, and I very much enjoyed the cultural and linguistic elements, but I found the in-depth study of literature a very unbalanced way to learn Spanish.

I got a lot out of using my Spanish outside of the classroom, including during a trip to Mexico with a business group, where I found myself acting as an interpreter! It was certainly challenging, but it was also a lot of fun. I then volunteered to be an interpreter in the community schools and used my Spanish to teach English to some Spanish speakers. This is probably where I learned the most!

### Exercises

**Listen to a passage and choose the best answer to each question you hear.**

- 1 What do we know about the speaker's Spanish learning experience in high school?
- A She worked ahead of schedule and skipped a level.
- B She enjoyed the traditional method of learning Spanish.
- C She felt discouraged while studying after skipping a level.
- She showed dissatisfaction with the slow pace of her class.
- 2 What made the speaker feel frustrated while learning Spanish in high school?
- A She had to learn with a teacher she didn't like.
- B She failed to pass the test required to skip a level.
- C She had to study sentence structures and grammar.
- She had to learn the material that she already knew.

# Further listening

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- 3 What did the speaker say about her study of Spanish literature in college?
- A It aroused in her a strong interest in Spanish culture.
  - B It excluded the use of other languages in the classroom.
  - C It proved to be an unbalanced way to learn the language.
  - D It explored the cultural and language elements in great depth.
- 4 Which experience benefited the speaker most in terms of her use of Spanish?
- A She worked as an interpreter in a company.
  - B She acted as a tourist guide on a trip to Mexico.
  - C She taught Spanish speakers how to speak English.
  - D She volunteered to work in a Spanish charity group.

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# Wrapping up

Use the self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about my learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the sequence of events in a narrative.	<input type="checkbox"/>	<input type="checkbox"/>
I can give and respond to advice by using appropriate expressions.	<input type="checkbox"/>	<input type="checkbox"/>
I can discuss problems and solutions in learning a foreign language and explain my ideas with supporting details.	<input type="checkbox"/>	<input type="checkbox"/>

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# Unit test



Scan the code and take the unit test on Ucampus.