

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

Language focus

Words in use

3

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

Word building

4

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

5

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

Banked cloze

6

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

Expressions in use

7

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

Structure analysis and writing

Structured writing

8

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

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

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

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

Translation

9

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

10

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

Section B

Reading skills

1

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

Reading comprehension

Understanding the text

2

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

Critical thinking

3

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

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

Language focus

Words in use

4

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

Expressions in use

5

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

Sentence structure

6

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

7

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

Collocation

Warm-up

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

8

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

Unit project

Objectives

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

Teaching tips

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