

普通高中

# ENGLISH

# 英语

选择性  
必修  
第三册



教学参考资料

上海外语教育出版社

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# 前 言

《高中英语（上外版）教学参考资料》（以下简称“教学参考资料”）是国家教材委员会2020年审查通过的《高中英语》（上外版）的配套教学参考用书。本套教学参考资料遵循“基于标准、理论驱动、分层拓展”的编写原则，由高校教材研究者、编写者和中学教研员、优秀教师，以及国外英语教材编写专家合力编撰，旨在提供有特色、可实践、易操作的教材配套参考资料，帮助教师落实“立德树人”根本任务，理解并落实学科核心素养和高中英语课程教学目标，实现教师专业发展。

教学参考资料总共7册，1-3册为必修课程教学参考资料，4-7册为选择性必修课程教学参考资料，每册均包括4个单元的教材配套参考资料以及附录。教学参考资料的主要内容及特点如下：

- (1) 明确教材编写的理念、体系和特点，为教师提供教材的总体介绍和各板块说明，帮助教师理解教材编写意图，从整体上把握教材体系和内容；
- (2) 介绍单元教学设计思路，为教师提供单元教学内容与目标、各板块教学内容与要求、各板块教学建议与活动步骤等完整的教学设计方案，帮助教师明确单元总目标与板块分目标的联系、教学目标与教学内容的联系、教学内容与教学策略的联系；
- (3) 解读和分析单元语篇，为教师提供语篇分析、背景介绍、难句注释、词汇分类与释义、学习策略的教学建议等多种形式的教学参考材料，帮助教师深入理解语篇，将听说读写的学习策略教学渗透到语篇教学中；
- (4) 提供各板块的备选活动、教学建议和参考答案，帮助教师根据教学需求和学生情况分层设计并选用适合的教学活动，开阔教学思路；
- (5) 提供课文和文学角选文的参考译文、视听脚本及教材活动的参考答案或范例，帮助教师准确理解教材内容，有效指导学生学习；
- (6) 设计教与学一体的教学参考资料版式，采用学生用书和教学参考资料左右对开的呈现形式，方便教师参考查阅；
- (7) 提供定制的配套教学课件，呈现与纸质教材完全同步的内容设计，提供了丰富的多模态教学资源，以方便教师选用和补充新资源。

教学参考资料以服务教师教学为根本目标，帮助教师创造性地使用教材，达成教学目标。我们期待广大教师能在教学参考资料的帮助下，更好地理解和使用教材，将教学理论和教学实践融会贯通，因材施教，更好地培养和发展学生学科核心素养，同时也不断提升自身的专业素养。

# 使 用 说 明

教学参考资料作为高中英语教师教育教学的参考书，承载着教师专业发展和学科育人的重任。根据《普通高中英语课程标准（2017年版2020年修订）》（以下简称《课标》）对高中英语教材的使用建议，编写组深入研究了外语教学发展趋势和外语教育教学理论，参考了国外教学参考资料编写的成功范例，并结合上海市英语教学实际情况，在广泛征求一线教师意见的基础上，确定了该教学参考资料的定位、编写原则与编写框架。

教学参考资料编写的指导思想为：1) 以教学参考资料为载体，帮助教师在高中英语学科教育中落实“立德树人”的根本任务，培育学生的社会主义核心价值观；2) 以先进的教育理论和主流教学方法为指导，帮助教师建构科学的教学方案；3) 基于《课标》的理念、目标与课程内容要素等，以英语学科核心素养为统摄，帮助教师分解课程目标，设计单元宏观目标和各板块微观目标；4) 以科学的语言观、学习观、教学观为理念，为教师提供教学设计案例；既注重教师的教，又关注学生的学，发挥教学参考资料的促教与促学功能，实现课堂教学转型、教师专业发展和学生学科素养的培育。

教学参考资料的编制目标包括：1) 帮助教师落实“立德树人”根本任务；2) 帮助教师提升理论素养，实现专业发展；3) 帮助教师深刻理解并落实“学科核心素养”课程目标；4) 指导教师设计与完成单元教学目标。

在结构体系上，教学参考资料对应教材，包括三册必修课程教学参考资料和四册选择性必修课程教学参考资料。每册均包括4个单元，各单元从输入到输出采用循序渐进的方式，包括“理解”“发现”“表达”和“拓展”四个大类各板块的单元教学内容与目标、板块教学内容与要求、教学建议、备选活动与语篇、教材参考答案等，每册附录均提供课文参考译文和练习部分录音文本和参考答案。其中，单元教学内容与目标、板块教学内容与要求、课文语篇分析为中文，词汇注释及难句注释为中英文对照，其余皆为英文。

必修课程教学参考资料每个单元以“单元教学内容与目标”为起点，从总体上把握课程内容和单元目标，帮助教师理解教材各板块的内容与要求。以单元名人名言和导入引领教师探索主题语境，以语篇为载体提供语篇解读、语法和词汇教学等方面策略和活动建议，运用视听语篇来引导教师展开多层次的视听教学活动，并通过综合运用板块帮助教师设计基于多模态输入、指向多技能输出的说写融合型活动。思辨训练和项目探究则是帮助教师组织综合性教学活动的板块，用于培养学生理解、分析和整合信息的能力，组织学生自主探究和合作学习。自评板块既为教师组织学生评估及反思单元学习情况提供途径，又有利于教师教学反思，提高教学成效。所有板块的教学参考资料具有进阶性和层次性，并提供了各板块的备选活动方案，供不同类型学校教师选择，体现活动设计的适切性，满足教师的教学需求。

选择性必修课程教学参考资料对应选择性必修教材，四个大类的基本结构相似，更加重视教师对学生写作能力的培养，对写作板块提供专项的教学内容与要求、教学建议及备选活

动等，同时提供文学角的教学要求、教学建议和选文的参考译文，加强经典文学教学与赏析。

教学参考资料的使用建议包括：1) 整体把握教材内容，明确单元教学目标和板块教学要求；2) 参考教学建议，根据教学情况灵活处理；3) 分析备选活动，基于教学需求合理选用、整合或改编；4) 充分利用配套资源，实施真实语言材料的教学。

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

## 《高中英语》（上外版）教学参考资料板块说明

板块是单元的有机组成部分，也是教学设计的基本单位，各板块密切联系，相辅相成，互联互通。教学设计的核心是教学活动，某种程度上讲，教学活动是以板块为载体，教师有目的、有计划、有组织地引导和促进学生提高语言实践能力及发展综合素养的学习活动。因此，帮助教师理解板块的功能、定位、目标，及其相应的教学特点、方法和策略是教学活动设计的前提。我们遵循“基于标准、理论驱动、分层拓展”的编写原则，立足国情和学生终身发展，力图打造具有教学理念先进、设计特色鲜明、活动设计新颖、教学建议合理、教学策略有效等特色的教师教学参考资料，以服务教师教学和课程改革。为帮助教师准确理解每单元的教学内容、教学特点、教学目标和活动设计，特对本套教学参考资料中的各板块作出具体说明。

### 【选择性必修课程教学参考资料板块说明】

#### 1. 单元教学内容与目标 (Content and Objectives)

单元教学内容与目标是单元教学活动设计的指南，对单元各板块的活动设计和教学建议等起统领作用。单元教学目标是指从英语学科素养和单元教学内容的角度，审视整个单元，确定单元教学宏观目标，即单元整体教学目标。再从课程六要素：主题语境、语篇类型、语言知识、文化知识、语言技能和学习策略出发，依据教材内容和学业质量标准，分解课程目标，设计相关的板块微观目标。《课标》是单元设计的坐标，把握教材体系与教学内容是单元整合设计的基点，考虑课程六要素综合设计教学目标是起点，运用SMART策略设计教学目标是焦点。目标应该是具体的(specific)、可检测的(measurable)、可达成的(attainable)、现实的/相关的(realistic/relevant)，以及在单位时间内可以完成的(time-based)。单元教学内容与目标能帮助教师把握单元教学基本要求，形成单元教学活动的坐标。

#### 2. 单元导入 (Getting Started)

该板块是单元学习的导入环节，旨在通过开放式的讨论，激活学生的语言和背景知识，创设单元主题语境，引入单元话题，构建相关的话题词汇语义网，为后续的单元活动奠定语

言基础。导入可以采取问题驱动，激活语境；看图互动，激活语言；基于话题，交流互动等方式。该板块的显著特点是：活动设计的开放性、话题交流的指向性和语言激活的情境性，注重教师的引导和学生的积极互动。该板块的宗旨是帮助教师构建单元主题语境，引导学生熟悉单元话题，激活话题词汇语义网。

### 3. 阅读-课文 (Reading A)

课文A是本单元的主阅读语篇。为帮助教师掌握语篇的内容和内涵，我们将其细分为“语篇分析”“背景介绍”“教学建议”“难句注释”“词汇释义”等。“语篇分析”从语篇类型、语篇内容、语篇结构、语言特征以及语篇所表达的主题意义入手，帮助教师掌握语篇理解与生成的方法，从而指导学生掌握阅读技能，根本上解决授之以渔的问题，同时，通过对课文的深层剖析和互动，实现从浅层教学向深度教学转变，提升基于单元主题的文化意识和思辨能力。“背景介绍”涉及语篇来源和作者背景介绍；“难句注释”主要为教师解释课文中较难理解的句子；“词汇释义”是为课文中的生词与短语提供中英文解释和经典例句，供教师参考。

### 4. 阅读-读后感触 (Personal Touch)

该板块是基于课文A的互动活动，旨在为学生搭建读后互动交流平台，将阅读的体验与感悟表达出来，引导学生讨论并分享读后的感受。阅读与表达既是语言技能，也是语言学习的方式与过程，通过读后分享互动，有助于学生内化语言，培养理解与表达技能。该板块的活动设计注重情景的真实性、内容的真实性、语言的真实性和表达方式的真实性等。此外，还关注口语表达的思维性和逻辑性，帮助教师引导与鼓励学生说真话，让活动的展开顺阅读之势而为，促进学生自然交流和表达。

### 5. 阅读-语篇理解 (Reading Comprehension)

该板块属于课文理解的核心内容。课文是英语语言知识及其运用的范本，其语言具有示范性，所涉及的语言学习目标具有综合性，分别指向语篇理解力、表达力、词汇能力、语法能力和策略运用能力等，旨在帮助教师解构语篇，将教学策略融入语篇教学。语篇理解活动包含基于语篇、深入语篇和超越语篇三个层次。基于语篇的理解包括语篇所传递的重要线索、事实信息和语篇大意；深入语篇的理解是整合梳理语篇信息，理解语篇目的、语篇对象和作者的理念、观点、立场、结论等；超越语篇的理解是对语篇的文体特征、文化特点、思想内涵作出价值判断，发表个人的见解和观点，从而培养学生的批判性思维和创新性思维能力。

### 6. 阅读-词汇聚焦 (Vocabulary Focus)

该板块聚焦课文的目标词汇，核心词汇是教学的重点，包括运用词汇和少量识别词汇。

活动设计的理念是，将词汇教学与语篇理解相结合，通过与语篇互动，学习并运用词汇；围绕语篇话题，建构该话题特有的词汇语义网，形成以语篇为依托，以主题意义的探究为目标，融合语言、文化和思维于一体的词汇教学设计。设计路径是：在基于语篇的互动中，理解词汇；在深入语篇和超越语篇的互动中，运用词汇。每一个互动问题或任务均围绕一个话题，在互动中建构与话题相关的词汇。这种设计的价值在于，帮助教师在语篇互动中开展词汇教学，避免那种脱离语境的、单纯的语言主题式的教学，并密切联系单元其他板块，使板块之间互联互通。

## 7. 阅读—语法使用（Grammar in Use）

该板块是以单元语法为中心，根据《课标》倡导的英语语法教学观，以语言运用为导向，体现“形式—意义—使用”三维动态语法规观，帮助教师理解语法设计中的认知语言学理念、情景教学理念和语篇教学理念。在具体活动的设计上，关注语法与语篇的关系，将语法教学与语篇理解相结合；关注语法与语境的关系，将语法教学与语境建立相联系；关注语法与语义的关系，实现语法规则与语义的统一。注重语法的表意功能与用法，尤其引导学生在真实的语境中运用语法，逐步培养与发展学生的语法意识，帮助教师明确学习语法是发展语言能力的基础，也是提升英语语言运用能力的重要组成部分。

## 8. 视听说（Listening, Viewing and Speaking）

视听说语篇均属于同一主题语境下的不同话题，即话语范围一致，话题内容延伸。口语表达活动则将视听内容有机整合，形成视听说综合的一体化技能训练活动。通过多模态视听材料输入，加深学生对单元主题的理解，从而提高学生的口语表达能力。该板块的活动设计坚持视听协同，以听促说的教学原则，选择符合视听说技能培养的有效策略，聚焦多模态资源所传递的信息设计视听说任务，培养学生听说微技能。口语活动设计应帮助学生建构语境与话题知识，活动设计应关注语境、语言与意图间的关系，依据口语表达的合作原则、礼貌原则，设计基于视听说语篇的基础互动和深入视听说语篇的拓展互动活动。

## 9. 拓展阅读（Reading B）

拓展阅读是对本单元课文主题语境的拓展及话题的延伸。该板块的“语篇分析”“背景介绍”“难句注释”和“词汇释义”栏目，虽然与课文A的栏目设置相同，但是各栏目容量相对较少。如在相同的“词汇释义”栏目中，对课文A解释的单词和短语不超过20个，而对拓展阅读列出解释的单词和短语不多于15个。其次，拓展阅读与课文相比，文体不同，风格各异，因此，教学活动设计也因文而异，采取不同的策略，并从不同的角度帮助教师分析语篇内容及认识语篇文体特点。拓展阅读的目的是帮助教师开阔学生视野，提升学生的阅读和思维能力，并扩展主题语境下与该话题相关的词汇语义网。

## 10. 思辨训练 (Critical Thinking)

该板块的核心是思辨训练，兼顾思维的逻辑性和创新性，指向学生思维品质的培养与发展。思辨训练活动设计的特点是，以问题为导向，整合单元的阅读和视听语篇的相关信息，融语言、文化与思维于一体，通过梳理信息、运用思辨策略、表达个人见解或观点、提出解决问题的方法，形成思维成果。在思维训练的过程中，教师需要引导学生重组信息、阐明观点、举例说明、分析解释、得出结论等，这样既有助于培养学生的思辨能力，也能内化所学语言，实现语言产出，发展学生的语言能力。该板块的宗旨是，帮助教师掌握思辨训练要素，运用思辨标准与策略，设计出分析问题、解决问题、创造性地表达观点、情感和态度的思辨活动。

## 11. 写作训练 (Writing)

该板块以单元语篇内容为依托，以真实的输出任务为导向，以语篇类型和语篇要素为框架建构写作内容，将语篇生成的隐形思维显性化呈现，旨在发展学生的书面表达能力。教学设计的原则是：以语篇生成为导向，注重语篇思维；关注语篇类型，注重读写循环；关注活动设计，注重真实语境；依据语篇结构，设计写作过程，培养写作技能与策略。活动设计的路径是：突出语篇知识和语用知识的运用，关注语篇类型、语篇成分、语篇的话语范围、写作对象、语篇组织方式，以及与语篇类型一致的语言特征，将写作策略融入教学活动之中，以读促写，实现读写循环。写作教学设计应有利于教师的课堂教学，帮助教师形成以任务驱动、教师引动、学生主动、多元互动的写作教学范式。

## 12. 项目探究 (Further Exploration)

项目探究板块的设计特点是，以项目为主线、教师为引导、学生为主体，设计信息收集、信息处理、方案设计、项目实施与评价的过程，突出项目探究过程的综合性、实践性和目标指向的多重性。活动内容是单元的延伸，与单元主题相关；具有可操作性，通过参观、采访、调查等实践活动，或采用上网或小组讨论形式等进行探究；培养学生自主学习、合作学习和探究学习的能力；活动设计的路径是，为教师提供较为具体的操作建议、内容要求和具体框架、要求学生以项目为载体，运用项目学习方法，整合单元学习内容，开展语言综合活动，以培养学生的探究能力。

## 13. 文化链接 (Culture Link)

该板块主要对单元语篇中隐含的中外文化知识提供补充，或对文化现象作深入解读，可用作单元输入性语篇文化知识的补充或拓展。学生在阅读或审视文化现象的同时，也促进文化理解、增长文化知识、拓宽文化视野、深入理解文化价值观念，并树立正确的文化观和价值观，进而培养文化意识。利用好该板块也将增长教师的文化知识，培养教师的文化意识，

有助于教师深刻理解并分析单元语篇中所隐含的文化知识、文化行为、文化习惯，以及这些文化现象所承载的文化观念和文化价值。若能将补充的文化知识与语篇中隐含的知识相融合，形成文化意识，则语言教学可达到“以文化促进语言理解与表达、以语言理解与表达促进文化传承与发展”的境界。

#### 14. 自我评价（Self-assessment）

该板块是对本单元总体学习目标的分项评估，涉及语言知识、文化意识、思维品质和学习策略等。评价方式主要是引导学生在单元学习结束后参照所列的具体条目，回顾自己在单元学习中所取得的进步并反思存在的问题，启发学生调整学习策略，提升自主学习能力。设计自我评价的关键是，突出单元整体目标和不同维度的分项目标之间的关联以及两者的主导地位，将其用于评价学生的进步与成长；突出学生的评价主体地位，发挥学生的主观能动性；注重评价的合理性和多样性，开展好过程性评价；发挥评价的促学作用，帮助教师设计活动，培养学生形成检查、反思、计划与改进的良好学习习惯，并最终提升自主学习能力。

#### 15. 文学角（Literature Corner）

该板块涵盖诗歌、散文、小说、戏剧等经典文学名篇，旨在拓展整册教材的单元主题语境，丰富语篇类型，为学生提供赏析中外文学经典的机会。文学角的教学设计应该坚持教师引导、学生自主学习的原则。其实施路径是，提供文学作品导言，作品背景以及作者创作特点介绍等，激活相关背景知识，激发学生阅读的兴趣。关键是，要设计理解文学语篇的框架，包括语篇类型识别，语篇内容、结构和语言特点分析等，引导学生研读语篇与理解语篇；设计难句释义和读后思考题，促进学生深度理解与鉴赏；鼓励学生结合该册书相关主题语篇开展延伸阅读，加深对语篇的全面理解，设计语篇思维活动。在学生自主阅读过程中，引导学生习得语言知识、发展语言能力、拓宽文化视野、提升文学素养、丰富人生阅历、培养思维品质。

#### 16. 补充阅读（Additional Reading）

每单元配置了补充选文，这些选文均源自正式出版的书刊或权威网站，难度与该单元课文相当，篇幅略长于课文，文后设计了2–3个阅读思考题（food for thought）。教师可以视具体教学情况作为泛读文章选择使用，其目的是拓展单元主题语境，扩大学生阅读视野，培养学生阅读能力，同时也有助于增加主题语境下的词汇复现率，培养学生语言能力、文化意识和思维品质。题目设计指向深入语篇和超越语篇层次的理解，具有层次性、开放性与思辨性，旨在引发学生联系已有知识与经验进行深入思考、辩证分析，理解与思辨语篇所传递的信息、事实、观点与态度。

## 单元课时分配建议

根据《普通高中课程方案》的课时要求，每单元的建议教学时间为9课时，包括教材和配套材料的学习时间。本套教材平均每单元教学时间为8课时，每课时40分钟；练习部分及补充教学活动时间为1-2课时，每课时40分钟。教材每单元的课时分配建议见下表：

单元课时分配建议

板块名称	课时（节数）	组合方式
Getting Started	3	内容与语言融合 (语篇互动)
Reading A Personal Touch Reading Comprehension		
Vocabulary Focus		
Grammar in Use		
Listening, Viewing and Speaking	1.5	视听说融合
Reading B Comprehension Plus	1.5	阅读与思辨
Critical Thinking		
Writing	1	写作训练
Further Exploration	1	探究与评估
Self-assessment		
补充教学活动	1-2	语言实践（自主选用）
练习部分		

备选教学活动难度标识：★较易，★★中等，★★★偏难。

学校可以根据学情调整单元课时。文学角建议课时为1-2课时，可结合单元教学，也可独立教学。

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## 附录

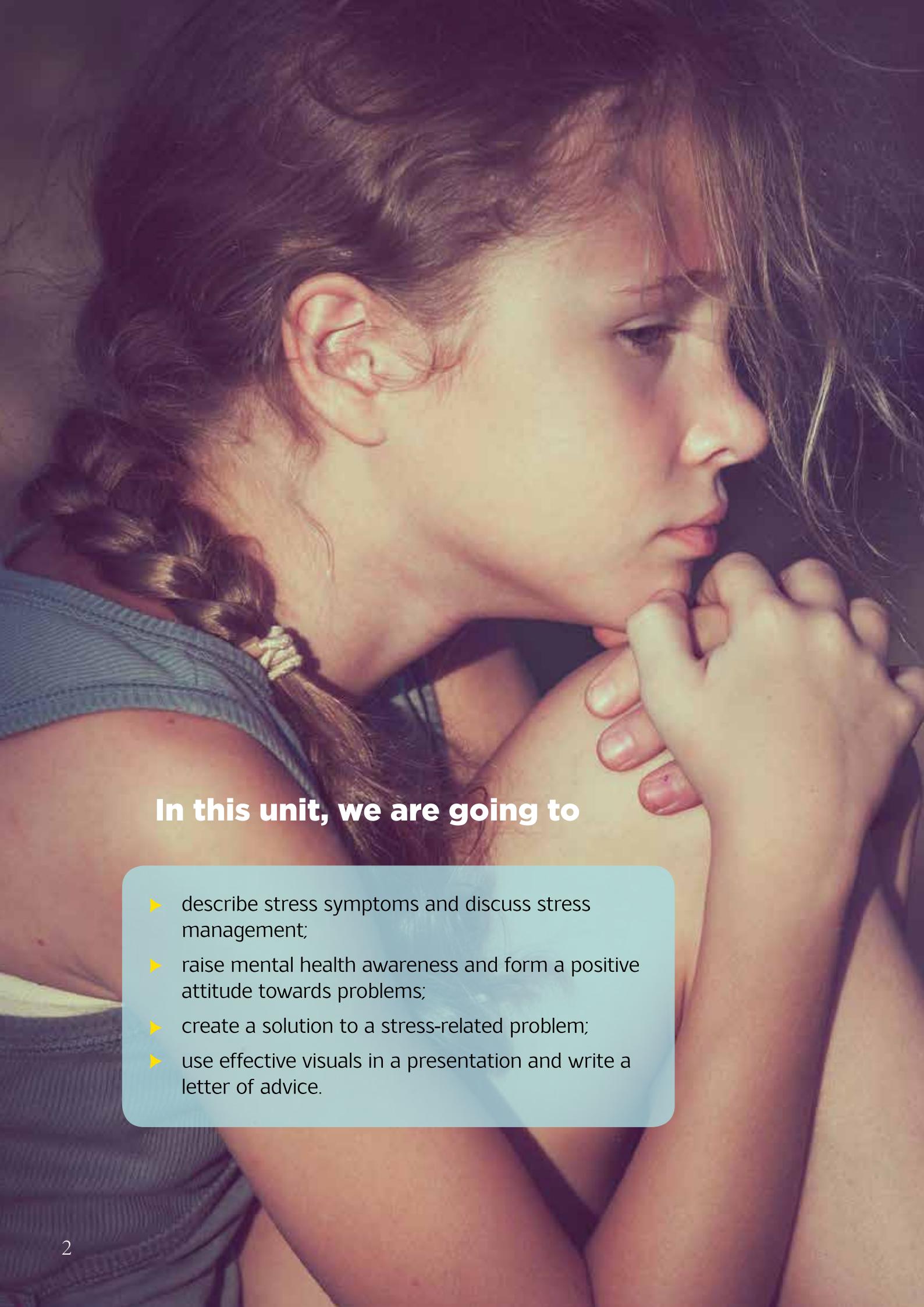
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### 一 课文和文学角选文参考译文

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### 二 练习部分录音文本和参考答案

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## In this unit, we are going to

- ▶ describe stress symptoms and discuss stress management;
- ▶ raise mental health awareness and form a positive attitude towards problems;
- ▶ create a solution to a stress-related problem;
- ▶ use effective visuals in a presentation and write a letter of advice.

# Unit 1

## Fighting Stress

The greatest weapon against stress is our ability to choose one thought over another.

—William James

### Getting Started

-  1. People have worries from time to time. What do you often worry about? Circle your worries from the lists below.

*I often worry about sick family members, tests or grades and whether I can fit in.*

 Family	 School	 Friends
Quarrels	School rules	Fitting in
Sick family member(s)	Presentations	Making friends
Financial problems	Tests or grades	Being teased or bullied

2. Circle the symptom(s) of worry that you have experienced:

*I have experienced sweating and fast heartbeat.*



*(Answers may vary.)*

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自我”，主题群为“生活与学习”“做人与做事”	<ul style="list-style-type: none"> <li>能描述压力症状，讨论压力管理；</li> <li>能针对焦虑、急躁情绪，分析原因，采取有效方法进行自我调整；</li> <li>能对心理相关的问题提出解决方案；</li> <li>能借助视觉手段辅助口头表达，并按照应用文结构写建议信。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能辨析说明文的结构框架，分享现象说明、事理阐释的方法。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能分析说明文常用的说明方法，如比较、举例、分类等。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能归纳出专题报道的结构：导入话题，概述减压方法，引用专业人士的观点说法，举例说明等。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能分析视听语篇的结构特征：概述研究课题、研究对象，介绍研究发现，归纳总结研究结果。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏等的变化表达意义、观点和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中判断核心词语的表意功能、词义的内涵和外延以及使用者的意图和态度；</li> <li>能根据主题梳理词汇语义网，并用于理解和表达有关减压、抗压的信息；</li> <li>能运用有关减压、抗压的常用词汇，描述特征，说明概念。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和运用动词不定式作主语。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能分析说明文的语篇特征、内容特征和语言特征；</li> <li>能识别与运用常用的阐释、比较、举例等说明方法；</li> <li>能分析新闻报道的常见语篇结构、内容特点和语言特征。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能正确理解他人的态度、情感和观点；</li> <li>能根据交际场合，选择合适的语言形式，表达自己的态度、情感和观点；</li> <li>能根据交际对象的身份、事由，选择得体的语言形式进行有效的书面沟通。</li> </ul>
文化知识	语篇文化元素 文化链接项目探究	<ul style="list-style-type: none"> <li>能归纳出语篇中包含的积极、健康的文化现象；</li> <li>能体验英语文化之美，实现有效沟通；</li> <li>能获取语篇隐含的积极的人生态度和价值观念；</li> <li>能用英语简述太极等中华优秀武术文化的表现形式及其内涵，积极传播和弘扬中华优秀传统文化。</li> </ul>

语言技能	听	<ul style="list-style-type: none"> <li>能识别听力语篇中的内容要点和相应的支撑论据；</li> <li>能借助话语中的语气和语调理解说话者的意图；</li> <li>能根据任务要求在听的过程中有选择地记录所需信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能根据交际需要发起并维持交谈；</li> <li>能根据表达目的选择适当的语篇类型；</li> <li>能根据表达的需要选择词汇和语法结构；</li> <li>能清楚地描述问题和解决方法。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能判断语篇写作目的，获取关于压力的定义、分类；</li> <li>能判断语篇中显性和隐性的逻辑语义关系；</li> <li>能依据语篇的类型，分析说明文的语篇特征。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能获取视频中演讲人描述的内容并推测表达的观点；</li> <li>能依据语篇中的关键词获取信息；</li> <li>能借助语气、语调、停顿判断说话者的意图；</li> <li>能获取多模态语篇中的画面、图像、声音、符号、色彩等非文字资源传达的意义。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能按照应用文的语类结构写建议信；</li> <li>能针对他人的忧虑提出解决建议。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>能根据标题预测广播报道的主题；</li> <li>借助语气、语调、停顿判断说话者的意图。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能根据话题表达的需要，选择与组织信息；</li> <li>能利用图像、图表等非文字资源表达意义；</li> <li>能在口头表达中运用视觉辅助手段。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能从不同角度认知表达“减压、抗压”的语言项目，既关注语言项目的形式，又关注其意义和用法；</li> <li>能借助上下文猜测词义、推测段落大意；</li> </ul>
	写	<ul style="list-style-type: none"> <li>能依据建议类语篇特征，向收信人提出建议和忠告；</li> <li>能依据话题选择词汇与语法描述问题，表达建议。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据自身情况制定适合的学习计划；</li> <li>能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

What do you know about stress? Is it good or bad? Read the text and find out more about stress.



Have you ever felt sick to your stomach during a test? Have you had days when you were so loaded down with homework that you had trouble 5 sleeping? Have you ever been so worried about something that you ended up with a terrible headache?

If so, you know what it's like to feel stressed. You've probably heard people 10 say, "Wow, I'm really stressed out" or "This is making me totally stressed." Maybe you hear adults talk like that all the time. But teenagers have lots of things going on in their lives that can 15 cause stress, too.

## What is stress?

Stress is what you feel when you

are worried or uncomfortable about something. This worry in your mind can 20 make you physically feel bad. You may feel angry, frustrated, scared, or afraid — which can give you a stomachache or a headache.

When you're stressed, you may not 25 feel like sleeping or eating, or you may sleep or eat too much. You may also have trouble paying attention at school or remembering things at home.

## What causes stress?

Plenty of things can cause stress, and there are such things as good stress and bad stress. Good or normal stress might show up when you're called on in class or when you have

# Getting Started

## 教学内容与要求

- 能依据个人体验讨论“减压、抗压”主题语境下的相关话题；
- 能通过交流，分享所经历压力的来源和症状；
- 能通过讨论，初步梳理有关压力的关键词汇，激活该话题的词汇语义网。

## 教学建议

**1** Encourage students to talk about what often worries them in their daily life and how they cope with it. Introduce the topic of the unit — Fighting Stress.

**2** Guide students to go over the worries and symptoms listed on page 3 and allow them to consider their personal experiences individually. Have students share problems with the class. Compile a list of ideas on the blackboard if necessary.

**3** When students share their problems, require them to illustrate their choices with some concrete examples from their personal experiences. If they have difficulty, provide them with a sample.

Suggested Activities 见 page T17d。

# Reading A

## 教学内容与要求

- 能判断该语篇的写作目的和说明方法；
- 能分析该语篇的主题句的位置、作用及行文特征；
- 能获取关于压力的定义、分类，分享有效的抗压方法；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能阐释语篇中隐含的积极、健康的文化现象。

## 难句注释

- You may feel angry, frustrated, scared, or afraid — which can give you a stomachache or a headache. (lines 20–23)**

句中包含一个非限制性定语从句：which can give you a stomachache or a headache，从句中 which 指代整个主句。整句意为“你可能会感到生气、沮丧、恐惧或害怕，而这些情绪又会让你胃痛或头疼”。

## 词汇释义

### • stress (line 9)

v. to become or make sb become too anxious or tired to be able to relax (使) 焦虑不安, 疲惫不堪

**I have managed to avoid many of the things that used to stress me.** 我设法避免了许多以往曾使我紧张的事。

### • stressed out (line 10)

very tense and anxious because of difficulties in one's life 焦虑不安; 心力交瘁

**I can't imagine sitting in traffic, getting stressed out.** 我无法想象被堵在路上焦虑不安的情形。

### • scared (line 21)

adj. frightened of sth or afraid that sth bad might happen 害怕; 恐惧; 畏惧; 担心

**She is scared of going out alone at night.** 她不敢一个人晚上外出。

### • feel like (line 25)

(informal) to have an inclination for something or some activity 想要某物; 想做某事

**I sometimes feel like screaming with frustration.** 我有时苦恼得想要大喊大叫。

### • call on (line 34)

to invite or require sb to do sth 邀请, 要求 (某人讲话等)

**I now call on the chairman to address the meeting.** 现在请主席向大会致辞。

### • inspire (line 41)

v. to give sb the desire, confidence or enthusiasm to do sth well 激励; 鼓舞

**The actors inspired the kids with their**

**enthusiasm.** 演员用他们的热情鼓舞了孩子们。

**His passion for romantic literature inspired him to begin writing.** 他对浪漫主义文学的激情激励他开始写作。

### • bother (line 57)

v. to annoy, worry or upset sb; to cause sb trouble or pain 使 (某人) 烦恼 (或担忧、不安); 给 (某人) 造成麻烦 (或痛苦)

**I don't want to bother her with my problems at the moment.** 此刻不想让她为我的事操心。

### • bring up (line 59)

to introduce sth into a discussion or conversation 提出 (讨论等)

**He brought up a subject rarely raised during the course of this election campaign.** 他提出了一个在此次竞选活动中很少提及的问题。

### • stuff (line 68)

n. (informal) used to refer in a general way to things that people do, say, think, etc. (泛指) 活儿, 话, 念头, 东西

**Could you move all that stuff off the table or I will be distracted while reading?** 请你把桌上那些东西搬走好吗? 不然我无法安心读书。

### • handle (line 73)

v. to deal with a situation, a person, an area of work or a strong emotion 处理, 应付 (局势、人、工作或感情)

**It is beneficial to our physical and mental health that we learn how to handle stress.** 学会调节压力有利于我们的身心健康。

• **turn to (line 74)**

to ask sb/sth for help 求助于；求教于

**When he was in trouble, he turned to his teacher for help.** 当遇到困难时，他向老师求助。

**We often turn to this handbook for information on computers.** 我们经常翻阅这本手册，查寻与计算机相关的资料。

• **get rid of (line 75)**

to do away with 摆脱；丢弃；扔掉

**We got rid of all the old furniture.** 我们扔掉了所有的旧家具。

## 难句注释

2. Have you ever had butterflies in your stomach or sweaty hands? (lines 35–37)

句中有一个习语 have butterflies in your stomach, 意思是“心慌，紧张”。整句意为“你是否曾有过紧张的感觉或者手心出汗的经历？”。

3. An adult may have ideas about how to solve whatever is worrying you or troubling you. (lines 61–63)

句中 how to ... 是动词不定式结构，做 about 的宾语；在这个不定式结构中，whatever is ... 是名词性从句，做 solve 的宾语。整句意为“一个成年人可能有办法解决让你担心或困扰你的问题”。

## 语篇分析

本文的语篇类型是说明文。语篇内容是关于青少年如何减压、抗压的问题。语篇结构是“总一分一总”模式，采用了话题导入、下定义、原因分析、应对建议等说明方法。第一部分为总起部分，包含第一、二段：第一段以三个问句导入话题，第二段点明主题。随后六段为主体部分，分别从“问题—因果—解决”三方面展开说明。第三、四段解释了何为压力，第五、六段说明了压力的因由以及分类，第七、八段介绍了如何应对压力。最后一段是总结部分。本文的语言特征体现为使用一般现在时态阐述青少年压力问题的成因和解决方法；文章使用表示逻辑关系的转承词协助语篇起承转合，使其条理清晰，层次分明；重复使用不定式和分词等非谓语使句式多变，语言简练。主题意义在于引导大家思考：如何积极应对生活中的压力？如何保持身心健康？

## 背景介绍

This passage is adapted from a source on the Internet. It introduces stress management techniques with the purpose of increasing readers' health literacy.

## Personal Touch

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### 教学建议

1. Ask students to read the questions carefully.
2. If students have some difficulty, elicit the answers by asking them the following questions:
  - (1) What problem has ever troubled you? For example, have you ever felt anxious when you were asked to give a presentation in class?
  - (2) When you come across such a problem, who will you turn to, a teacher or a parent?
3. Ask students to work in groups and exchange experiences and the useful advice they received.

### 参考答案

Yes, I have. When I was in junior high school, I was troubled by my poor performance in maths exams. Every time I faced a maths test, I became so anxious that I couldn't think straight. Therefore, I went to my maths teacher for consultation. He advised me not to care too much about the result and take a deep breath before the test.

(Answers may vary.)

- 35** to give a report. Have you ever had butterflies in your stomach or sweaty hands? These can be signs of good stress — the kind of stress that can help you get things done. For example, **40** you may do a better job on your book report if the anxiety inspires you to prepare well before reading it to the class.

**45** But bad stress can happen if the stressful feelings last for a long time. You may not feel well if a family member is sick, if you're having problems at school, or if you're going through anything else that makes you **50** upset every day. That kind of stress isn't going to help you. It can actually make you sick.

### What to do when feeling stressed?

**55** Once you recognise that you're feeling stressed, there are several things you can do. You can try talking about what's bothering you with an adult you trust, like a parent or a teacher. Bring up what's been on **60** your mind and how it makes you feel. An adult may have ideas about how to solve whatever is worrying you or troubling you.

To have a balanced life is the best way to avoid stress. That means making good decisions about how to spend your time. If you're only dealing with school stuff and have no time to play, you can get stressed. Make sure **70** you keep your SELF in mind: Sleep, Exercise, Leisure and Food. Getting enough sleep and eating healthy food are two great ways to help handle stress. You can also turn to relaxation **75** exercises to get rid of stress. The easiest one is to breathe in slowly and deeply through your nose, and then breathe out slowly through your mouth. You can do exercises like this **80** anytime, without anyone noticing.

If you take care of yourself and get enough sleep and food, and if you exercise and leave time for fun stuff, you'll probably be less stressed out!



#### ● Personal Touch



Have you ever consulted an adult about something bothering you? If yes, what advice did you get?

## Digging In

### • Comprehension

- I. Complete the chart with information from the text.



Thesis statement: Teenagers have lots of things going on in their lives that can cause stress. (Para. 2)



- Definition of stress: uncomfortable about something. (Para. 3)
- Causes of stress: being called on in class, being asked to give a report, family member falling ill, having problems at school. (Paras. 5–6)
- Ways to cope with stress: to consult an adult, lead a balanced life, have enough sleep, eat healthy food, do relaxation exercise. (Paras. 7–8)



Closing statement: If you take care of yourself and get enough sleep and food, and if you exercise and leave time for fun stuff, you'll probably be less stressed out! (Para. 9)

- II. Answer the questions.

1. How does the author introduce the topic?
2. What's the author's purpose in writing this essay? To inform, entertain, or convince?
3. What are the common signs of stress?
4. How many types of stress are mentioned in the passage? Give an example of each type.
5. What does "a balanced life" mean and how can we keep our life balanced?

- III. Define "good stress" and "bad stress," and discuss the possible causes of each type. You may refer to the cues in the box. (Answers may vary.)

#### Causes of stress

- suffering from a serious disease
- playing competitive sports
- taking tests
- adapting to new routines and cultures
- facing the death of a loved one
- losing one's job

#### Good stress

Definition: Good stress is the kind of stress that motivates us, keeps us productive and creates a feeling of fulfilment.

#### Bad stress

Definition: Bad stress is an ongoing sense of anxiety. It hurts our confidence and makes us question our ability. It can lead to physical or mental problems.

# Comprehension

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## 教学建议

- I**
1. Ask students to study the chart carefully before they read the text.
  2. Guide students to skim the whole text by reading the title and subtitles and divide it into three sections: introduction, body and conclusion.
  3. Have students read the relevant paragraphs and find the information to complete the chart.
  4. Ask students to compare their answers with their partners'.
- II**
1. For question 1, ask students to read the first paragraph which usually contains the topic and find the writing device—the rhetorical questions.
  2. For question 2, ask them to read the title and the subtitles:  
Title: Stress  
Subtitles: What is stress?  
What causes stress?  
What can you do when feeling stressed?  
Ask students to infer the writing purpose from the subtitles.
  3. For questions 3-5, ask students to locate the relevant paragraph according to the subtitles and scan the paragraph to find the specific information.
- III**
1. Ask students to read the paragraph which introduces bad stress and good stress.
  2. Have students figure out their own definitions according to the introduction in the text.
  3. Organise a group discussion about the possible causes of stress.
  4. Remind students that they can refer to the cues in the box.
  5. Ask groups to share ideas in class.

## 参考答案

- II**
1. By raising three rhetorical questions.
  2. To inform.
  3. You may not feel like sleeping or eating, or you might sleep or eat too much. You may also have trouble paying attention at school and remembering things at home.
  4. Two: good stress and bad stress. The anxiety caused by having to give a report is an example of good stress while that caused by having problems at school is bad stress.
  5. It means making good decisions about how to spend your time. Keep SELF in mind: get enough sleep, eat healthy food, exercise and leave time for fun stuff.
- III**
- Causes of good stress:
- playing competitive sports
  - taking tests
  - adapting to new routines and cultures
- Causes of bad stress:
- suffering from a serious disease
  - facing the death of a loved one
  - losing one's job

Suggested Activities 见 pages T17d–T17e。

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇和常用词组；
- 能列举并运用与本单元主题语境压力相关的动词、名词及其习惯搭配和表达。

## 词汇分类

识别词汇△：physically, sweaty

运用词汇：stress, scared, inspire, bother, stuff, handle

常用词组：stressed out, feel like, call on, bring up, turn to, get rid of

## 教学建议

### I Key Vocabulary

1. Encourage students to brainstorm some words and expressions related to the signs and the causes of stress.
  2. Write the key words on the blackboard and help students recall their meanings in the relevant contexts.
  3. Ask students to match the words and expressions in Column A to the meanings in Column B.
2. Ask students to read the short passage to get the main idea of the story.
  2. Get students to pay attention to the blanks and decide what kind of words they should use to fill them in. For example, for the first blank, they should choose a verb or verb phrase in its singular form.
  3. Have students choose words and expressions from Ex.1 and fill in the blanks with their proper forms.
  4. Guide students to retell the text within the group.

### II Topic-Related Expressions

1. Ask students to read the passage to get its main idea.
2. Have students mark the given expressions with their parts of speech and think about how these expressions relate to the topic “stress”. For example, “keep sb alert” describes the benefit of stress.
3. Give students some time to complete the passage with the proper forms of the given expressions.
4. Pair students up and have them check, discuss and correct their answers with each other.

Suggested Activities 见 pages T17f–T17g。

## ● Vocabulary Focus

### I. Key Vocabulary

1. Match the words and expressions in Column A to the meanings in Column B.

—A—	—B—
1. inspire	a. to annoy
2. handle	b. to make ... worried
3. call on	c. to fill sb with the urge to do sth
4. upset	d. to give sb/sth a lot of heavy things to carry
5. scared	e. to demand ... to do sth
6. trust	f. time when one is not working
7. bother	g. to want to have or do sth
8. load down with	h. frightened
9. leisure	i. to manage (a problem)
10. feel like	j. to have confidence in sb

2. Complete the passage with the appropriate forms of the words and expressions in Exercise 1.

When I was 16, I was diagnosed with severe anxiety disorder. You don't truly know what anxiety **1 feels like** unless you've experienced it yourself. It's something that tears you apart. There is always a lot on your mind. I was **2 loaded down with** homework and was **3 scared** about exams coming up. Fortunately, I met someone I could **4 trust** —my counsellor. She **5 inspired** me to stay positive and taught me how to **6 handle** my fears.

### II. Topic-Related Expressions

Complete the passage with the appropriate forms of the given expressions. Note that there are two more options than you need.

<b>stress out</b>	<b>life or death</b>	<b>end up with</b>	<b>keep sb alert</b>
<b>run away from one's problems</b>	<b>react to an emergency</b>	<b>key to survival</b>	
<b>turn on stress response</b>	<b>keep worries away</b>	<b>handle a problem</b>	

Stress is the unpleasant feeling you get when you're worried, scared, angry, frustrated, or overwhelmed. Even though stress is unpleasant, it's not always a bad thing. It is an important survival tool and can **1 keep us alert** and focused. Ages ago, when people lived in the jungle — where a tiger might leap out at any moment — the emergency nervous system was **2 key to survival**. A lot of stress changes our bodies quickly and helps us **3 react to an emergency**. In the modern world, our biggest worries aren't usually about **4 life or death**. We don't really have to **5 run away from our problems**, but we all have problems and worries that **6 turn on stress responses**, like that panicky feeling you

sometimes get when you're studying for a big test. If you feel **7** stressed out, you can practise some relaxation techniques. Do breathing exercise, listen to music, write in a journal, play with a pet, go for a walk or a bike ride, or do whatever helps **8** keep worries away.

## ● Grammar in Use

### Infinitives 2— used as subjects and predicatives

I. Read the sentences and answer the questions below.

- To have a balanced life is the best way to keep stress away.
  - It is still necessary to share your feelings with others.
  - Your heart seems to stop, knees become weak, and you begin to sweat.
  - What they did was (to) collect data and analyse the problem.
1. Which infinitive clause in the above sentences is a subject? And which is a predicative?  
*The infinitives “To have a balanced life” in A and “to share your feelings with others” in B are the subject, and the infinitives “to stop” in C and “to collect data...” in D are the predicative.*
2. What is the function of “it” in Sentence B?  
*It is the formal subject.*

### Grammar Highlights

#### Infinitives as Subjects

- In everyday speech, it is common to use **it** as the formal subject and the **to-**infinitive clause at the end of the sentence for balance.  
e.g. *It is important to be honest with yourself at all times.*
- In dictionary definitions, quotes and poetic speech, the **to**-infinitive is usually placed at the beginning of a sentence.  
e.g. *To know what it is that you know, and to know what it is that you do not know — that is understanding.* — Confucius

#### Infinitives as Predicatives

- The infinitive follows a linking verb to describe, identify or rename the subject.  
e.g. *What is essential is to stick to a healthy diet.*  
*Our top priority is to ensure the safety and well-being of our employees.*

An **infinitive clause** has a meaning that is more hypothetical than that of the **-ing clause**. It is commonly used to report intentions, desires, efforts and perceptions.

Compare:

*The best way to predict the future is to create it.*

*My favorite pastime is reading books.*



## Grammar in Use

### 教学内容与要求

- 能在语篇中识别不定式、判断不定式表达的意义和其在句中的语法成分；
- 能根据表达的需要恰当运用不定式做主语和表语。

### 教学建议

I

1. Have students read the four sentences describing the symptoms of stress and the ways to cope with it and underline the infinitive in each sentence.
2. Have students read the “Grammar Highlights” carefully to find out the two functions of infinitives. Then familiarise students with the form, meaning and use of them.
3. Ask students to identify the functions of the infinitives in the sentences with the help of the guided questions. Draw students’ attention to the formal subject “it”.

II

1. Explain to students the function of the formal subject “it”.
2. Ask them to rewrite the sentences in EX II by using it + infinitive.

III

1. Have students think about the differences between “doing” and “to do”. If they have difficulty, provide them with some examples:

One of her hobbies is **collecting stamps**.

One of her dreams is **to become a doctor**.

From this example, we can see an infinitive clause has a meaning that is more hypothetical than that of the -ing structure. It is often used to report intentions, desires, efforts and perceptions.

2. Ask students to choose the appropriate form to complete the sentences according to the context.

IV

1. Guide students to review the use of infinitives.
2. Ask students to read the passage and pick out the blanks which they should fill in with infinitives to indicate intentions, desires, efforts and perceptions.
3. Have students pay attention to the rest of the blanks and find the signal word “in”, which means they should fill in the blanks with -ing clauses.
4. Ask students to complete the sentences with appropriate forms of the verbs given in brackets.
5. Check the answers and analyse the sentences if necessary.

Suggested Activities 见 pages T17g–T17h。

**II.** Make sentences with the same meaning by using ***it*** + infinitive. The first one has been done for you.

1. Playing tennis is fun. → *It is fun to play tennis.*
2. Doing physical exercise is important. → *It's important to do physical exercise.*
3. Learning about other cultures is interesting. → *It is interesting to learn about other cultures.*
4. Visiting museums is educational. → *It is educational to visit museums.*
5. Going fishing with your friends is relaxing. → *It is relaxing to go fishing with your friends.*
6. Making new friends takes time. → *It takes time to make new friends.*

**III.** Choose the appropriate form to complete the sentences.

1. To eat / Eating (To eat, Eating) too much sugar is not healthy.
2. John's plan is to do (to do, doing) some volunteer work next weekend.
3. Reading (To read, Reading) books took up much of my leisure time.
4. Part of the problem is not knowing (to know, knowing) proper ways to reduce stress.
5. The mission of the institution is to improve (to improve, improving) the well-being of the people in distress.
6. Their goal is to help (to help, helping) those in trouble to develop a healthy mindset.

**IV.** Fill in the blanks with the appropriate forms of the verbs given in brackets.

Art therapy is one of the oldest effective forms of self care and healing, and it helps to develop personal awareness. It can also be used **1** to treat (treat) issues and illnesses such as anxiety, depression and stress disorder.

Art therapy is suitable for those who are interested in **2** expressing (express) themselves through art. It can be difficult

**3** to open (open) up to a complete stranger about one's deepest and darkest emotions. In art therapy, words are not always necessary. A simple act of a scribble on paper can be a release for a depressing thought and bring light to darkness.

We offer a wide variety of art therapy courses, including Chinese calligraphy and Chinese brush painting. It is our purpose **4** to help (help) people engage the creative self in **5** building (build) mind and body health and wellness. The main objectives of our courses are **6** to connect (connect) individuals through art and creativity, **7** (to) enhance (enhance) personality, and **8** (to) develop (develop) team building and interpersonal bonding.



## Listening, Viewing and Speaking



### Dealing with School Stress (Radio programme) 音频文本见 page T17b

- I. Read the title of the recording. Brainstorm and list the words and expressions related to the topic. *Exam, test, text results, scores, ranking; competition, peer pressure; homework, assignment, projects; scholarship, prizes.* (Answers may vary.)

II. Listen and answer the questions.

*It's about the importance of taking breaks and the*

1. What is the recording mainly about? *ways US teens deal with stress.*
2. Why is it important to take breaks? *It can reduce stress.*
3. How does Danielle relax? *To read.*

III. Listen again and complete the sentences.

1. If a student has hours of homework to complete, taking several 10-minute breaks can reduce stress.
2. Danielle is a 14-year-old student. She likes to read before she goes to bed.
3. The APA survey finds that American students like to relax by:
  - listening to music;
  - playing video games;
  - going online;
  - spending time with family or friends;
  - exercising or walking.



### How to Make Stress Your Friend (Talk) 视频文本见 page T17c

- I. Work in pairs and discuss what “make stress your friend” means. *Answers may vary.  
It means that we try to change our mindset about stress and cope with it properly.*
- II. Watch the video clip and identify the main idea of the talk.  
*It's about a study on stress and life-span.*
- III. Watch the video clip again and complete the chart.

01

This study tracked about 1,000 adults in the United States, and they ranged in age from 34 to 93.



02

They used public records for the next 5 years to find out who died.



03

Every major stressful life experience increased the risk of dying by 30%.

People who spent time caring for others showed zero stress-related increase in dying.

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能归纳出专题报道的语篇结构：导入话题，阐释事理，引用专业人士说法论证观点，举例说明，概括总结；
- 能获取听力语篇的主要内容和细节，推断说话人的态度与观点；
- 能在听的过程中有选择地记录所需信息。

## 背景介绍

The audio is a radio program about how US teens cope with school stress. According to a study carried out by education advisor Carrie Anne Tocci, it is very important for students to take a break to reduce stress. The most common ways to relax among US teens are also mentioned in the audio.

## 教学建议

1. Have students read the title “Dealing with School Stress” and brainstorm the words and expressions related to the topic.  
2. Ask students individually to write down those expressions and compare them with their partners’ choices.  
3. Ask students to predict what the recording is likely to talk about.
1. Have students read through the questions in EX II before they start listening.  
2. Play the audio clip for the first time. Ask students to listen for the main idea and answer the questions. Remind students to take down required/relevant information while they are listening.  
3. Have students discuss in pairs how they relax to get rid of stress.
1. Before playing the audio clip for a second time, ask students to read through the statements in EX III.  
2. Play the audio again, have students finish Exercise III and check answers.

Suggested Activities 见 page T17h。

## 教学内容与要求

### Viewing

- 能归纳出视听语篇的大意和主要观点；
- 能获取视频中演讲人的语调、面部表情、动作等资源传递的信息；
- 能判断出视频中多模态资源所传递的积极生活态度。

## 背景介绍

The video is a talk about how to make stress your friend. According to a study that tracked about 1,000 adults in the United States, those who spent time caring for others showed absolutely no stress-related increase in dying although they had major stressful life experiences. Therefore, we can reduce the harmful effects of stress on our health by transforming our attitude to it.

## 教学建议

1. Ask students to read the title of the video “How to Make Stress Your Friend”. Have them predict what this video may be about and try to interpret the meaning of the title.  
2. Encourage students to share in pairs their predictions about this video clip and their interpretations of the title.

- II**
- Play the video and have students summarise the main idea with no more than 15 words, using their own words.
  - Let students share their summaries with each other.
  - Show a sample summary on the screen and analyse the main points in it.
- III**
- Have students read the chart and try to fill in the blanks with the help of their previous notes.
  - Play the video again and ask students to fill in the blanks with the information they have heard. Remind them to pay special attention to figures.
  - Have students check and correct their answers based on what they have learned from the video.

Suggested Activities 见 page T17i。

## 教学内容与要求

### Speaking

- 能借助重音、语调、节奏等的变化表达意义、意图和态度等；
- 能借助图片、图表、幻灯片等视觉手段辅助表述自己放松身心的方法；
- 能在口头表达中有机组织内容，建立逻辑关系；
- 能根据表达的需要选择适当的语篇类型，关注其语篇成分；
- 能根据表达的需要选择词汇和语法结构。

## 教学建议

### Step 1

- Divide students into groups of four. Have them brainstorm as many ways to relax as possible, and then decide on three ways that they consider best.
- Have them elaborate on the reasons of their choice by filling in the following table.

Ways to Relax	Reasons
1. running	Running takes mind off problems.
2. ...	...
3. ...	...

### Step 2

- Encourage each group to develop a presentation based on their table. Inspire them to use creative visual aids (PPT, posters, props or role plays, etc.) to make their presentation appealing and easily understood by their audience.
- Ask each group to do the presentation. Encourage them to use words and expressions learned in the previous lessons in this unit.

Suggested Activities 见 pages T17i–T17j。

## 口语策略

### Presenting with effective visuals

Let students know that good visual aids can assist a speaker by helping him or her emphasise essential points.

Guide students to realise that visual aids comprise a wide variety of items, handouts, slides, moving pictures, posters, models, objects, and many others. All of these visual aids are meant to reinforce the speaker's main message.

The following guidelines will help you decide when visual aids are helpful:

- Relevancy. Ensure that the visual aids you use are relevant to your speech.
- Appropriateness. Your visual aids should be appropriate to the occasion.
- Attractiveness. Create charts and graphs, and other visual aids that are attractive to the audience.
- Visibility. Your visual aids must be appropriately sized and legible.
- Variation. If you are going to use a great many visual aids, try to incorporate different types of visual aids.



### Giving a presentation on ways to relax

- Fill in the boxes with ways to relax and the reasons why they are effective. Give a presentation with effective visuals on how you'd like to relax.

#### Ways to Relax

Running

#### Reasons

#### Speaking Strategy

#### Presenting with effective visuals

People take in more visual information than textual information. To make your presentation more effective, you could:

- use visuals such as photos, charts, graphs and tables whenever possible;
- reduce the number of words or bullet points on your slides;
- use phrases or clauses instead of sentences unless you are showing a quotation.

Types of visual aids used in presentation

- Overhead projector
- PowerPoint presentations
- Blackboard or whiteboard
- Flip charts



*Knowing how to relax is vital for our health and well-being. Here are some ways that I find effective to help me calm down and stay composed. Whenever I feel stressed out, I go for a run. Running takes my mind off problems ...*

#### Effective ways to relax:

- Running: takes mind off problems

- 
- 



# READING B

## ANXIETY AND TEENS

While all teens feel anxious from time to time, some feel it more than others.

Say your best friend tells you she's going to the airport with her dad to learn to skydive. She's totally excited. But just thinking of skydiving causes you tremendous anxiety. Your stomach churns, your heart races, and you feel a lump in your throat when you try to swallow. You can't believe your friend is actually doing this, and you think about it all day long. When she calls that evening, she says she can't wait to skydive again — "It was thrilling!" While you and your friend are both thinking about skydiving, you perceive the situation in very different ways.

### How much anxiety is too much?

Here are some of the signs of excess anxiety.

- You feel anxious, worried, or afraid for no reason at all. Normally, teens feel anxiety because of something specific — like taking a test or going out on a date. But if there's no obvious reason for your feelings, your anxiety level may be too high.

- You worry too much about everyday events or activities. Some worries are normal. But if you're



constantly worrying about things that are out of the ordinary, or if you worry so much about those events that you avoid them, your anxiety level is too high.

- You continually check whether you did something right. While it's normal to check something you did to make sure it's right, continuing to check it again and again is a sign that you have way too much anxiety.

- You're so panicky that you are unable to function in certain situations — like taking tests or socialising with friends.

### How can teens cope with anxiety?

Many teens find ways to cope with the high anxiety they feel. It's important to recognise your emotions, to know what you're feeling and why you're feeling that way. It's also important to find healthy ways of coping with anxiety. Recognising the types of situations that cause your anxiety is helpful.

Sometimes just admitting that a situation is stressful and being

## Reading B

### 教学内容与要求

- 能判断该篇说明文的写作目的；
- 能辨别出导入话题的方式；
- 能通过阅读列举过度焦虑的表现形式，并分享应对焦虑的方法。

### 语篇分析

本文语篇类型是说明文，语篇内容说明了青少年的焦虑症状，介绍了应对焦虑的方法。语篇结构是以假设情景导入话题，介绍何为过度焦虑、青少年应如何应对焦虑的问题，并加以说明阐释。本文的语言特征是：多处运用非谓语使句式多变，表达简练；在向青少年提建议时，使用与读者对话的方式，使读者更加有亲近感。语篇的主题意义是让学生掌握如何应对焦虑的方法，保持身心健康，养成健康的生活方式，提高抗压能力。

### 背景介绍

This passage is adapted from a source on the Internet. It aims at providing teenagers with information about how to maintain physical and mental health.

### 难句注释

1. While it's normal to check something you did to make sure it's right, continuing to check it again and again is a sign that you have way too much anxiety. (lines 38–42)

本句中 while 引导了一个让步状语从句：While it's normal to check something you did to make sure it's right; 主句的主语是动名词 continuing to check it again and again；表语 a sign 后接同位语从句 that you have way too much anxiety，对 a sign 作解释说明。整句意为“虽然检查自己做过的事情以确认无误纯属正常，但是一遍又一遍地不断检查则是过度焦虑的迹象”。

## 词汇分类

识别词汇△：skydive, tremendous, churn, swallow, thrilling, obvious, continually, therapist, abdominal, meditation

运用词汇：perceive, panicky, function, admit, negative, vision

常用词组：state of mind

## 词汇释义

### • perceive (line 17)

v. to understand or think of sb/sth in a particular way 将……理解为；将……视为；认为

**The discovery was perceived as a major breakthrough.** 这一发现被视为一项重大突破。

**She did not perceive herself as disabled.** 她没有把自己看作残疾人。

to notice or become aware of sth 注意到；意识到；察觉到

**I perceived a change in his behaviour.** 我注意到他的举止有所改变。

perception n. 认知能力；知觉；感觉

**Despite the power cuts, the hospital continued to function normally.** 尽管供电中断，医院继续照常运作。

**The museum intends to function as an educational and study centre.** 该博物馆将承担教育和研究中心的功能。

### • admit (line 57)

v. to agree, often unwillingly, that sth is true  
(常指勉强) 承认

**Why don't you just admit defeat and let someone else try?** 你干嘛不干脆承认自己不行，让别人来试试呢？

### • negative (line 66)

adj. considering only the bad side of sth/sb; lacking enthusiasm or hope 消极的；负面的；缺乏热情的

**Scientists have a fairly negative attitude to the theory.** 科学家对这个理论持相当消极的态度。

**How can eating meat have a negative effect on the environment?** 吃肉会如何对环境产生负面影响呢？

### • panicky (line 43)

adj. (informal) anxious about sth; feeling or showing panic 焦虑不安的；惊慌

**A life-or-death situation can reveal whether somebody is panicky or coolheaded.** 生死关头可以看出某人是惊慌失措还是头脑冷静。

### • function (line 44)

v. to work in the correct way 起作用；正常工作；运转

- **vision (line 74)**

*n.* the ability to see; the area that you can see from a particular position 视力；视野

**The couple moved outside her field of vision.** 这对夫妇离开了她的视野。

**The building blocked Jane's vision and she could see nothing.** 这幢楼挡住了简的视线，她什么也看不见。

- **state of mind (line 76)**

your mood or mental state at a particular time 心态；精神状态

**Youth is not a time of life; it is a state of mind.** 青春不是年华，而是心境。

**Researchers wanted to know how being stuck in traffic affected their state of mind.**

研究者想知道堵车是如何影响他们的精神状态的。

## Comprehension Plus

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### 教学建议

- I**
  - 1. Have students skim the text by reading the title and subtitles.
  - 2. Ask students to sum up the main idea of the text by referring to the subtitles.
  - 3. Have students read the first paragraph and think about its function. If students have difficulty, direct their attention to the relationship between the title and the first paragraph.
  
- II**
  - 1. Give students some time to read the two columns.
  - 2. Have students scan the text and tick the right answers based on what they have read.
  - 3. Pair students up and let them check answers with each other.
  - 4. Ask two students to read what they have ticked in the columns, each responsible for one column.
  
- III**
  - 1. Divide students into groups of four. Have each group discuss the two questions.
  - 2. Encourage students to note down the main points in the discussion and later share them with the whole class.

Suggested Activities 见 pages T17j – T17k。

Culture Link 板块教学建议等见 pages T17a – T17b。

prepared to deal with it can reduce your anxiety. If you try these simple measures and still have too much anxiety, getting treatment from a health care professional or therapist is the next step.

65 Relaxation techniques can help reduce anxiety and negative thoughts and help you manage

stress. Common relaxation techniques include deep abdominal breathing, 70 meditation, listening to calming music, and activities like yoga and *Taijiquan*.

Some people find that chanting (even a single word) or singing or focusing their vision on an object also 75 helps them achieve a more relaxed state of mind.

## ● Comprehension Plus

I. Answer the questions. *Signs of excess anxiety and ways to cope with anxiety.*

1. What is the text mainly about?
2. What is the function of the first paragraph?  
*It introduces the topic to the reader.*

II. Tick the right answers based on what you have read.

1. Signs of excess anxiety:

- worrying about a test
- checking something again and again
- inability to socialise with friends
- feeling anxious for no reason
- worrying about speaking in public
- worrying about competing in sports

2. Ways to tackle anxiety:

- taking deep breaths
- admitting that a situation is stressful
- hitting the wall
- getting treatment
- drinking alcohol
- doing *Taijiquan*
- recognising the cause of anxiety
- consulting a professional
- trying not to think of the problem
- withdrawing from activities

III. Discuss with your partner:

What relaxation technique do you use most often? How effective is it? (*Answers may vary.*)



### Culture Link

#### ***Taijiquan for Stress Relief***

*Taijiquan*, an ancient and distinctive Chinese form of exercise, is the application of the Taoist concept of *yin* and *yang* in the human body. It involves slow movement that requires a high level of concentration, which in turn allows a profound calm to take place. The consistent practice of *Taijiquan* results in a decrease in panic attacks, nervousness and other symptoms.

## Critical Thinking

Creating a solution to  
a problem

I. The following is a PPT slide of a talk about stress. Explain each point and provide examples whenever possible. You may refer to the information you've learnt in this unit.

- Definition of stress
- Differences between good stress and bad stress
- Body's response to stress
- Emotions that stress may cause
- Unhealthy ways people try to handle their stress

II. The next slide of the talk presents a case study. Read the stress signs that Andy shows, discuss in pairs and work out solutions to his problem.

### Case Study

Andy, who is going to participate in an English speech contest, shows the following signs of stress:

- fatigue or loss of energy
- loss of appetite
- loss of social interest
- increased restlessness
- difficulty in sleeping
- difficulty in concentrating

Solutions: ?



# Critical Thinking

## 教学内容与要求

- 能根据提示整合本单元语篇中的主要信息，并在此基础上归纳、比较、分析和应用。

## 教学建议

- I
- Have students read through the main points on the PPT slide.
  - Have students review all the texts in this unit and try to collect information about those main points from the texts.
  - Ask students to relate to their own life and provide examples to illustrate the points on the PPT slide.
- II
- Have students read Andy's signs of stress shown on the PPT slide.
  - Have students brainstorm possible solutions to Andy's problem in groups of four and provide brief reasons.
  - Ask some groups to share their ideas in class.

## 参考答案

I Definition of stress: Stress is a physical and emotional reaction that people experience when they encounter changes in life.

Differences between good stress and bad stress: Good stress is the kind of stress that pushes us to accomplish greater things. Bad stress causes anxiety and even health problems.

Body's response to stress: sweat, headache, stomachache, elevated blood pressure, heartbeat speeds up ...

Emotions that stress may cause: confusion, anxiety, anger, grief, guilt, low self-esteem ...

Unhealthy ways people try to handle their stress: poor sleeping habits, ignoring the problem, overeating, drinking ...

(Answers may vary.)

II I'm afraid the speech contest is giving Andy too much pressure. I suggest we should help him change his attitude toward the contest by introducing the idea "it's not the winning but the taking part that counts". Also, we can share with him some presentation techniques so that he will be more confident.

(Answers may vary.)

Suggested Activities 见 page T17k。

# Writing

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## 教学内容与要求

- 能依据建议信的语篇要素有逻辑地表达信息；
- 能根据建议信的对象、目的和表达内容，选择恰当的语言。

## 教学建议

### Step 1

- Before students start to write, have them read the prompt and make sure that they know what they are going to write about.
- Have students study the four cases and decide on the student he/she is going to write to.
- Have students learn the writing strategy and get familiar with the format, content and tone of a letter of advice.

### Step 2

- Have students who choose the same case get together and then form four groups. Ask each group to analyse the case and brainstorm possible solutions.
- Have students read the format of the letter together. Guide students to notice the main content and function of each paragraph.
- Guide students to build up the useful words and expressions related to the topic and encourage them to use these expressions in their own writing.

### Step 3

- Give students some time to write the draft of the letter of advice based on the format.
- Divide students into groups of four. Have each student review his/her other three group members' drafts and offer suggestions.
- Have students revise their draft with the help of their peers' suggestions.

## Writing

# Writing a letter of advice on how to deal with a problem

Tony, Sally, Mary, and Alan have worries over different issues. Write a letter of 110–130 words to one of them, giving advice on how to deal with his/her problem.



**Tony:**  
relationship with classmates



**Sally:**  
weight, appearance



**Mary:**  
peer pressure



**Alan:**  
study, grades

## ● Guided Writing

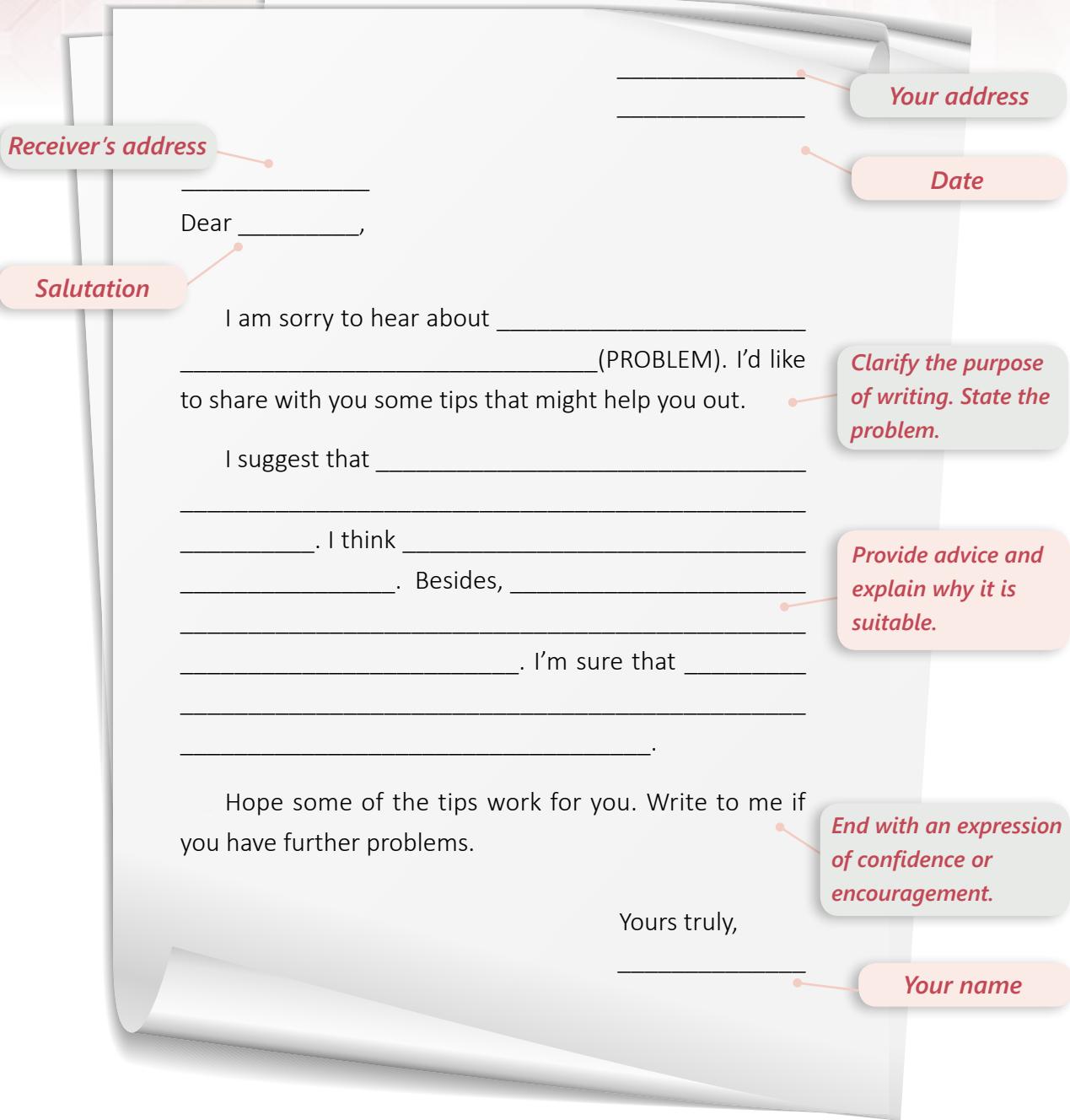
**Step 1** Work in groups. Decide on one of the students to write to.

**Step 2** Discuss and list ways to handle his/her problem.

**Step 3** Write a letter of advice to him/her, using the letter format provided.

### Writing Strategy      Letter of advice: format, content and tone

- Follow the letter format:
  - Heading (Date, Salutation)
  - Opening (State the purpose of writing the letter)
  - Body (Give advice)
  - Closing
  - Signature
- Give advice relevant to the specific issue, keeping your writing concise and to the point.
- Write in a friendly tone. Do not criticise, and avoid discouraging language.



### Useful Words and Expressions

- If you keep on ...
- You need to ...
- You could try ...
- I really hope this helps.
- You should ...
- I would consider ...
- Your next step is ...
- Good luck with everything.
- I think you need to ...
- Have you thought about ...
- Let me know how it goes.

## 参考答案

Dear Sally,

I am sorry to hear that you have been feeling depressed because of concerns about your weight. I'd like to share some ideas that might help a bit.

First, you have many reasons to be self-confident. Physical appearance is not just about body size; beauty cannot be reduced to a certain weight. You are sure to attract others with your lovely face and big smile. Also, as you know, other qualities matter more, like your excellent brain. Remember, I took to you the first time we met. For the sake of your health, however, you might consider exercising regularly. For example, see if you can jog or swim a few times every week. If you keep doing that, I'm sure that you will become more energetic and feel better about yourself.

Hope that some of these thoughts work for you. Write to me anytime you feel a need.

Yours truly,  
Helen

## Useful words and expressions

Tony's problem: relationship with classmates	be isolated from be teased or even bullied at school argue with friends be too shy or introverted to socialise with classmates
Sally's problem: weight, appearance	be overweight/obese have pimples on the face have low self-esteem or be laughed at because of the appearance
Mary's problem: peer pressure	lack confidence in study with some outstanding peers around be pressured by ... to do something against one's will feel inferior to ...
Alan's problem: study, grade	can't catch up with classmates in study fall behind in study fail to concentrate on ... can't memorise/work out ... suffer from test anxiety

Suggested Activities 见 pages T17k–T17l。

# Further Exploration

## 教学内容与要求

- 通过讨论、设计问卷等活动，引导学生关注身心健康，鼓励他们选择健康生活方式，积极应对学习与生活中的挑战。

## 教学建议

### Step 1

- Introduce the project to the class and divide students into groups of four.
- Have each group decide what type(s) of questions to use. They may use multiple choice questions, rating scale questions, etc.
- Have each group decide on each group member's role in this project and the estimated time they need to gather information. During this process, students should be provided with access to the Internet.

### Step 2

- Have students pool their information together in their groups. Have each group discuss the findings after they analyse the information and then write 10–15 questions that are relevant to teen stress.
- Give students some time to arrange the questions in a logical order.

### Step 3

- Have each group test the questionnaire and revise it if needed.
- Ask each group to submit the questionnaire to the club.

Suggested Activities 见 page T17l.

## 参考答案

### Sample Teenage Stress Questionnaire

Name of the participant: \_\_\_\_\_

School: \_\_\_\_\_ Class: \_\_\_\_\_

Which of the following might be causing the maximum stress in your life?

- |                                  |                                     |
|----------------------------------|-------------------------------------|
| 1. joining a new school          | 2. separation of parents or divorce |
| 3. taking an examination or test | 4. death in the family              |
|                                  | 5. fight with friends               |

Which of the following symptoms do you feel arises out of stress?

- |                |                     |
|----------------|---------------------|
| 1. high fever  | 2. stomach pain     |
| 3. nervousness | 4. depression       |
|                | 5. changeable moods |

How often do you feel stressed?

- |                           |                            |
|---------------------------|----------------------------|
| 1. everyday               | 2. once a week             |
| 3. once a month           | 4. during examination time |
| 5. only in bad situations | 6. rarely                  |

To whom do you most often talk about your stress?

- |                    |                            |
|--------------------|----------------------------|
| 1. parents         | 2. siblings                |
| 3. other relatives | 4. teachers or counsellors |
| 5. best friends    | 6. no one                  |

Do you see any of these signs very often? (You can check multiple options)

- |                                     |                               |
|-------------------------------------|-------------------------------|
| 1. lack of focus in studies         | 2. underperformance in sports |
| 3. drop in examination scores       | 4. carelessness               |
| 5. lack of interest in any activity | 6. lack of appetite           |

## ► Further Exploration

### Designing a teen stress questionnaire

The School Health Club is going to conduct a survey of teen stress in your school. You are invited to design a questionnaire for the club.

- Step 1** Work in groups. Discuss with your team members what information to collect. Decide what type(s) of questions to use. You may use multiple choice questions, rating scale questions, etc.



- Step 2** Write 10–15 questions that are relevant to teen stress. Make sure the questions are clear, concise and direct. Arrange the questions in a logical order. Start from easy, general to difficult, particular ones.

- Step 3** Test the questionnaire and revise it if needed.

- Step 4** Submit the questionnaire to the club.

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Understanding causes and types of stress
- B. Talking about different views about stress and ways to relieve stress
- C. Identifying signs of excessive anxiety and proper ways to cope with stress across cultures
- D. Finding solutions to stress-related problems
- E. Using effective visuals in a presentation
- F. Writing a letter of advice about worries

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Review

Remind students to check whether they have achieved the overall learning goals about “Fighting Stress” by going over the expected outcomes of this unit.

In addition, remind students to read the five points below and check whether they can include all the points in their reflective notes.

### Step 2: Reflect

Have students recall the activities that they have performed well and the strategies they have learnt in class to give them a sense of achievement. Get them to make an outline and jot down ideas for the reflective notes with the help of a thinking map.

### Step 3: Revise

Lead students to make a plan to overcome the difficulties. Encourage students to find out an effective solution to the problem, e.g. turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T17l。

# Culture Link

## 教学内容与要求

- 能列举出太极拳在放松身心方面的作用，增强学生对中华武术文化的认识；
- 能用英语简单介绍太极拳这一传统运动，积极传播中华武术传统文化。

## 教学建议

1. As a warm-up, play a short video clip with people performing *Taijiquan*.
2. After students watch the video clip, ask them three questions.
  - 1) What is *Taijiquan*?
  - 2) Do you know *yin* and *yang* in Chinese culture?
  - 3) In which way can *Taijiquan* benefit us?
3. Familiarise students with this concept of *Taijiquan* by having them read the Culture Link together.
4. Pair students up and ask each pair to make a dialogue. One acts as a foreigner who is interested in Chinese culture. The other acts a high school student who introduces *Taijiquan* to the foreigner.

## 补充文化知识

*Taiji* is a Chinese martial art which has in recent years seen an increased popularity throughout the world not only for its martial aspects, but for its soothing and beneficial aspects as well. Its full name is *Taijiquan*, a Chinese phrase which can be translated as approximately meaning supreme ultimate fist. This discipline is a relatively new martial art, with its concrete origins sometime around 1820, although it likely existed for some time before that. It is what is known as a soft style of martial combat, putting an emphasis on relaxed muscle positions and the use of an opponent's momentum. In addition to the martial aspects of this discipline, there is a great deal of stress placed on the concepts of meditative calm, and overall physical health. Indeed, for many people living in the modern world, *Taiji* is not thought of as a martial art, but rather as a system of movement and breathing meant to be therapeutic. In much the same way that yoga in the West has become divorced from its original intent, so too has this particular discipline become something quite different.

### 音频文本

#### Dealing with School Stress

Everyone needs a break from work. Family meals and outings can help everyone relax. A family game night or walk in a park together can give parents and children a chance to have fun as a family.

Education advisor Carrie Anne Tocci also reminds parents to let their children take a break while doing homework. She says if a student has hours of homework to complete, taking several 10-minute breaks can reduce stress.

Ms. Tocci adds that taking breaks while studying can help a student remember, or retain, what they have learned.

“It’s really, really important to take breaks. If you don’t take breaks, you’re more likely to create more stress. And research shows you’re more likely to **retain** information that way.”

How do U.S. teens relax?

Danielle Lanteri is a busy high school student. To relax, she prefers a good book.

Danielle, the 14-year-old student, says her favorite way to relax and leave all her work behind is to escape into a good book.

“I really like to read. And so escaping into another world is definitely something that helps me reduce stress. I like to do that before I go to bed. It makes me feel that it’s not all school, homework, sports. I get to do what I like to do and relax.”

The teenagers who responded to the APA survey listed the ways they like to **unwind** or relax. The most common ways are:

- listening to music
- playing video games
- going online
- spending time with family or friends
- exercising or walking

## 注释:

1. **retain** *v.* to keep sth; to continue to have sth 保持; 持有; 保留; 继续拥有  
*He struggled to retain control of the situation.* 他努力保持着对局势的控制。  
*She retained her tennis title for the third year.* 她连续三年保持网球冠军头衔。
2. **unwind** *v.* to stop worrying or thinking about problems and start to relax 放松; 轻松  
*Music helps me unwind after a busy day.* 音乐使我在忙碌一天后得以放松。

## 视频文本

### How to Make Stress Your Friend

I want to finish by telling you about one more study. And listen up, because this study could also save a life. This study **tracked** about 1,000 adults in the United States, and they ranged in age from 34 to 93, and they [the researchers] started the study by asking, “How much stress have you experienced in the last year?” They also asked, “How much time have you spent helping out friends, neighbors, people in your community?” And then they used public records for the next five years to find out who died.

Okay, so the bad news first: For every major stressful life experience, like financial difficulties or family crisis, that increased the risk of dying by 30 percent. But — and I hope you are expecting a “but” by now — but that wasn’t true for everyone. People who spent time caring for others showed absolutely no stress-related increase in dying. Zero. Caring created **resilience**.

And so we see once again that the harmful effects of stress on your health are not **inevitable**. How you think and how you act can transform your experience of stress. When you choose to view your stress response as helpful, you create the biology of courage. And when you choose to connect with others under stress, you can create resilience.

## 注释:

1. **track** *v.* to follow the progress or development of sb/sth 跟踪（进展情况）  
*The research project involves tracking the careers of 400 graduates.*  
这个研究项目对 400 名毕业生的事业发展情况进行跟踪调查。
2. **resilience** *n.* the ability of people or things to feel better quickly after sth unpleasant, such as shock, injury, etc. 快速恢复的能力; 适应力  
*She has shown great resilience to stress.* 她对压力表现出了很强的韧性。
3. **inevitable** *adj.* that you cannot avoid or prevent 不可避免的; 不能防止的  
*An awareness of the inevitable changes of the seasons may help us with our travel plan.* 季节更替的变化不可避免，意识到这一点能帮助我们制定旅行计划。

## Getting Started

### Option 1 ★★

Elicit the topic by asking students some questions.

1. When do you feel stressed?
2. What may be the causes of your stress?
3. What do you usually do to relieve your stress?

### Option 2 ★★★

Ask students to share some stressful experiences and how they managed to fight it. For example, how did they feel when experiencing the stage fright and how did they manage to overcome it?

### Option 3 ★★★

Have students discuss their understanding of the quote from William James “The greatest weapon against stress is our ability to choose one thought over another” on page 3.

The quote means if we want to overcome stress, we need to think positively, always looking at the bright side of things.

(A brief introduction to William James)

William James (11 January 1842 – 26 August 1910) was a pioneering American psychologist and philosopher. He developed the philosophical perspective known as radical empiricism, and wrote influential books on the science of psychology, the psychology of religious experience and mysticism, and the philosophy of pragmatism.

## Reading A

### Comprehension

#### Option 1 ★★

1. Ask students to skim the passage within 1 minute to locate the topic sentence, topic-related vocabulary, and generalise the main idea of each section.
2. Remind students to pay special attention to the subtitles of the text.
3. Have students fill in the following table with the information they've got.

Problem	
Definition	
Causes	
Solutions	

## Suggested Activities

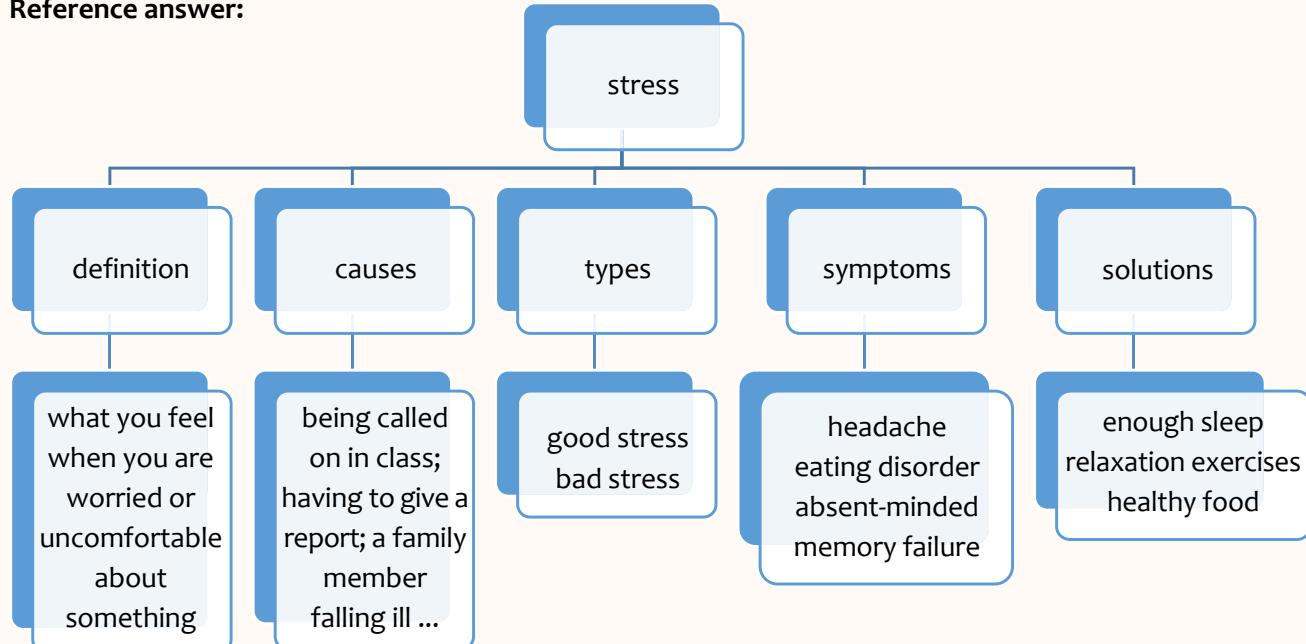
Reference answer:

Problem	Teenagers have lots of things going on in their lives that can cause stress.
Definition	Stress is what you feel when you are worried or uncomfortable about something.
Causes	Good stress: being called on in class, being asked to give a report
	Bad stress: a family member falling ill, having problems at school
Solutions	Consult an adult, lead a balanced life, have enough sleep, eat healthy food, do relaxation exercise, have fun with friends

### Option 2 ★★

- Ask students to draw a thinking map to organise the main points of the passage.

Reference answer:



- Encourage students to retell the whole passage based on the thinking map.

### Option 3 ★★★

Have students work in pairs and make a dialogue. One acts as a psychologist and the other acts as a patient who has suffered a lot recently because of stress. They are encouraged to communicate and refer to the information in the text if necessary.

Reference answers:

Student A — the psychologist    Student B — the patient

A: Good morning, Mr. White. What's the matter? You don't look so well.

B: Good morning, doctor. I can't fall asleep at night and have a terrible headache. I've been like this for several days.

A: Don't worry, Mr. White. Tell me how it got started.

B: I'm working on a project nowadays and facing a lot of challenges. I'm kind of stressed out.

A: When you are stressed, you may not feel like sleeping or eating. It may also cause your headache.

B: I got it. What am I supposed to do or pay attention to?

A: I think first you can share with me what is troubling you most in your work. Also, you can turn to relaxation exercises to get rid of stress. Leave time for fun and you'll probably be less stressed out.

B: OK. Thank you very much, doctor!

A: That's all right. Now, let's talk about your work and the pressure you are undergoing ...

### Vocabulary Focus

#### Option 1 ★★

Guide students to acquire words and expressions in the reading contexts through classroom interactions. Integrate target words into reading activities in different stages. Activate students' knowledge about some target words or raise their awareness of literal meanings of some words in the pre-reading stage, guide students to read between the lines in the while-reading stage and encourage students to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following way.

#### Before-reading (lead-in)

##### Target words and expressions: have butterflies in one's stomach

T: If you are called on to do a presentation in class, how will you feel?

S: I'll feel anxious.

S: I'll feel stressed and nervous.

S: ...

T: Yes, and we can describe it in a more vivid way. You can say "**I have butterflies in my stomach.**"

Can you guess the meaning?

S: It means "feel worried or anxious".

T: Good! When will you **have butterflies in your stomach?**

S: When I'm taking an exam, I **have butterflies in my stomach.**

S: When I have to speak in public, I **have butterflies in my stomach.**

#### While-reading

##### Target words and expression: inspire

T: According to the section "What causes stress?" we can divide stress into two categories. What are they?

S: They are good stress and bad stress.

T: Good! What is good stress according to the text?

S: It is the kind of stress that can help you get things done.

T: How does it help you? Can you give a specific example to illustrate it?

S: For example, when I have to present a book report, good stress can **inspire** me to prepare well before delivering it to the class.

T: What does "inspire" mean here?

S: It means "to encourage".

T: Good! What else can good stress **inspire** you to do?

S: ...

#### After-reading

##### Target words and expressions: be loaded down with, stressed out, call on, have butterflies in one's stomach, inspire, physically, get rid of

Encourage students to act as psychologists and deliver a speech to the high school students on the topic of stress. They may refer to the information in the text and use the new words and expressions they have learned.

(Answers may vary.)

## Suggested Activities

### Reference answer:

Good morning, boys and girls. As a teenager **loaded down with** homework, I think most of you have ever been **stressed out**. Actually, there're two kinds of stress: the good one and the bad one. When you are **called on** by the teacher to do a book report, you may **have butterflies in your stomach** or sweaty hands. These can be signs of good stress, which can **inspire** you to get your work done. By contrast, the bad stress can make you **physically** sick. You may not feel like sleeping or eating, or you may sleep or eat too much, which may lead to headache or stomachache. In order to handle stress, you can turn to an adult you trust and try talking with him/her about what's bothering you. The best way to avoid stress is to have a balanced life. For example, you can **get rid of** stress by doing relaxation exercises.

### Option 2 ★★★

Encourage students to learn words and expressions with different meanings, denotative meaning (DN) and connotative meaning (CN), in different scenarios. Make sure students know denotation is primarily what a word refers to and connotation is the feelings or ideas, either positive or negative, suggested by a word. Create scenarios based on the text and guide students to identify the suggested or implied meaning in addition to the literal meaning. Take the following scenario as an example.

#### Target word: **be loaded down**

- T: At the beginning of the passage, why did some teenagers have trouble sleeping?  
S: Because they **were loaded down** with homework.  
T: If you load someone down with things, you are giving him or her many jobs to do, or putting heavy things on her. (DN)  
T: Do you have any experience of **being loaded down** with something?  
S: ...  
T: Actually, one night, I had to mark the papers of two classes as well as prepare a presentation for the next day so I really felt that I **was loaded down** with work.  
T: How did you feel when **being loaded down** with something? (CN)  
S: I felt anxious/stressed out/tired ... (CN)  
T: Well, in the text, why did the writer use “**be loaded down**”? What kind of feeling did the word evoke?  
S: In the text, the writer wanted to show in which situation we feel stressed. The phrase “**be loaded down**” evokes in the readers the feelings of anxiety and stress.  
T: Can you share your experience of **being loaded down** with something and how you feel?  
S: ...

## Grammar in Use

### Option 1 ★★

1. Have students read Reading A again and list as many solutions to the problem of stress as possible.

### Reference answers:

- 1) You can try talking about what's bothering you with an adult you trust, like a parent or a teacher.
- 2) To have a balanced life is the best way to avoid stress.
- 3) Make sure you keep your SELF in mind: Sleep, Exercise, Leisure and Food.
- 4) Getting enough sleep and eating healthy food are two great ways to help handle stress.

- 5) You can also turn to relaxation exercises to get rid of stress.
- 6) The easiest one is to breathe in slowly and deeply through your nose, and then breathe out slowly through your mouth.

...

2. Ask students to pair up. One acts as a teenager who is under pressure and seeking advice. The other, a school counsellor or a doctor. Ask them to make a dialogue by using the tips in step 1. They'd better rewrite the tips by using the structure "It is + adj + for/of + a noun/pronoun + an infinitive". They can use the adjectives like "wise, sensible, important, necessary, advisable, normal ..."

For example:

- 1) It is sensible of you to try talking about what's bothering you with an adult you trust, like a parent or a teacher.
- 2) It is important for us to have a balanced life to avoid stress.
- 3) It is advisable for you to keep your SELF in mind: Sleep, Exercise, Leisure and Food.
- 4) It is wise of you to turn to relaxation exercises to get rid of stress.

...

### Option 2 ★★★

Ask students to talk about their plans or intentions for the new semester, their dreams of the future or their advice on how to improve English study. They are encouraged to use the following sentence patterns.

The best advice is to ...

My plan for the new semester is to ...

My dream of the future career is to ...

(Answers may vary.)

## Listening, Viewing and Speaking

### Listening

#### ★★

Ask students to read the title "Dealing with School Stress" and discuss the following questions before listening.

- 1) Who do you think the radio programme is aimed at?
- 2) Have you ever experienced school stress? If so, what caused it?
- 3) What do you think the radio program is mainly about?

#### Reference answers:

- 1) Students, parents or teachers.
- 2) (Answers may vary.)
- 3) The ways to deal with stress.

## Suggested Activities

### Viewing



Have students watch the video clip again and complete the following table about the study talked about in the video clip.

**A Study on Stress**

Purpose	
Subject	
Methods	
Findings	

**Reference answers:**

**A Study on Stress**

Purpose	To find out how we can reduce the bad effects of stress on our health
Subject	1,000 adults in the United States ranging in age from 34 to 93
Methods	1. Start by asking them questions like "How much stress have you experienced in the last year?" and "How much time have you spent helping out friends, neighbors, people in your community?" 2. Track them and then use public records for the next five years to find out who died.
Findings	We can reduce the harmful effects of stress on our health by changing our attitude towards it.

### Speaking



1. Divide students into groups of four. Have them list things that stress them in life and their favorite ways to relax.
2. Ask each group to share their ideas and fill in the following organiser.

Stresses in life	Ways to relax
peer pressure	listening to music
the nagging of the parents	playing video games
the expectation of the teachers	jogging
the coming test	reading a good book
loads of homework	travelling
...	...

3. Have students make a short role-play based on the organiser within their group. One student has been stressed out recently, complaining to the other three about what has been worrying him/her. The other three give him/her suggestions on how to relax. Encourage students to use words and expressions for making suggestions.
4. Ask several groups to act out the role plays in class.

Useful expressions for making suggestions	
Why not do ...?	Why don't you do ...?
You should ...	You may/might as well do ...
You'd better do ...	If I were you, I would do ...

## Reading B

### Comprehension Plus

#### Option 1 ★★

1. Elicit the topic of the passage by asking students the following questions.
  - 1) When do you often feel anxious?
  - 2) Have you ever felt anxious for no reason?
  - 3) Do you often check what you did to make sure it's right again and again?
2. Before reading, encourage students to predict what the text is mainly about based on the title "Anxiety and Teens" and the picture attached.

#### Option 2 ★★

Have students practise skimming and summarising strategies while they read the passage.

1. Skim the passage by reading the title, picture, subtitles and the first sentence of each paragraph.
2. Write an outline of the passage

#### Outline

Topic: \_\_\_\_\_

Subtopics

I. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

II. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

## Suggested Activities

Reference answer:

### Outline

Topic: Anxiety and Teens

Subtopics

I. How much anxiety is too much?

1. You feel anxious for no reason.
2. You worry too much about everyday events or activities.
3. You keep checking whether you did something right.
4. You are so panicky that you can't function in certain situations.

II. How can teens cope with anxiety?

1. admitting that a situation is stressful and being prepared to deal with it
2. applying relaxation techniques
3. chanting (even a single word) or singing or focusing their vision on an object

### Option 3 ★★★

Pair students up and ask them to make a dialogue. One student acts as a teen whose anxiety level is too high and the other acts as his/her friend who offers some suggestions. Students are encouraged to refer to the information in the text and use the new words and expressions they have learned.  
(Answers may vary.)

## Critical Thinking

### ★★★

1. Ask students to think about the causes and effects of stress they have learned in the texts. Ask them to draw a mind map to show what comes to their mind.
2. Have students reflect on their own stressful experiences and share one story with classmates to illustrate the above points. The rest of the class can put forward practical solutions to his/her problem.

## Writing

### Option 1 ★★

After students finish writing the first draft of their own letters, pair them up and have them review each other's work and write an evaluation based on the checklist below. Have students read their peers' evaluations and then revise their first draft.

#### Sample checklist:

- Has your partner provided his/her address and the date?
- Has your partner written down the receiver's address?
- Has your partner clarified the purpose of writing at the beginning of the letter?
- Has your partner provided advice and explain why it is suitable?
- Has your partner added the closing at the end of the letter?
- Has your partner signed his/her name?
- Has your partner used correct grammar and spelling?

### Option 2 ★★★

1. Have students interview one of their classmates or schoolmates to ask about their stressful experiences. Ask students to take notes in the given table.

An interview with \_\_\_\_\_ about his/her stressful experiences

Stressful experiences	
Causes	
Effects	
Solutions	

2. Have students write a passage to introduce his/her experiences based on the interview. They are encouraged to give more suggestions to the interviewee at the end of the passage. If they have any difficulty, they can refer to the useful words and expressions on page 16.

## Further Exploration

### ★★★

1. Have each group conduct a survey in the class by using their own questionnaire and analyse the results.
2. Ask each group to compile a report about teen stress and present it to the rest of the class. The report must include causes, effects and solutions to teen stress. Use a pie chart or bar chart to show the results.
3. When one group is doing the presentation, the other students are supposed to take notes. When one presentation is over, the other students are expected to raise at least two questions based on the presentation they have just observed.

## Self-assessment

范例 (Answers may vary.)

After learning this unit, I am confident that I am able to describe the types and symptoms of stress in our daily life with the information I have got during the learning of this unit. I am also confident of identifying possible causes of stress because the flow chart of reading A has given me a clear thread of thinking about the types and causes of stress. This is a strategy that has really helped my learning, and I have hence become more aware of this common problem that is closely related to our daily life. The important thing that I have learned is that everyone, especially teenagers, may suffer from stress and anxiety. We should do some research about it and figure out the proper ways to cope with it. As I studied, I clearly understood the types of stress and their causes but felt a bit at a loss about the ways different cultures cope with the problem. Fortunately, our English teacher suggested that I surf the Internet to get the necessary information. Though it took me much time and effort, I finally managed to finish the project with my partners.

# Under Pressure: Teens Speak Out about Stress and How They Cope!

By Alexandra Thurmond

Teenagers today face more pressures than ever before. College admissions are increasingly competitive, which means students are constantly striving to earn top grades and participate in a well-rounded variety of extracurricular activities. They're also navigating the social landscape that is high school, dipping their toes into the relationship pool, and dealing with all sorts of other pressures. Actually, a recent study by the American Psychological Association found that teens may even experience higher levels of stress than adults.

We spoke with seven readers about the stressors in their lives and how they've learned to deal. Read on for their stories.

### Hannah T., 18

"I had a really difficult time with stress last year. I was in the middle of trying to befriend new people and college applications were just around the corner. During my first round of finals, I noticed my right wrist going numb, but I didn't think much of it. Within a couple of months, it was numb practically all the time; on two occasions, I couldn't feel my entire left arm or part of my face. I didn't even have enough control over my hand to text my dad that this was happening! I went to my doctor who explained that I was carrying my stress in my shoulders. They had become so tight that my vertebrae were pushed forward, cutting off the nerve endings and causing me to lose feeling. That was a wakeup call — I couldn't keep doing this to myself."

### Madison O., 16

"There are lots of things that stress me out: keeping up with my homework and making sure my grades don't fall below an A, trying to stay healthy and active, having enough energy to hang out with my friends. I normally decompress by taking little breaks to do things that make me happy, like reading or watching videos on YouTube. I've let stress overwhelm me before — even to the point where it left me crying in the middle of our homecoming football game. I've learned that it's OK to feel that way, but you need to make sure you don't keep your stress bottled up for too long."

### Elizabeth G., 20

"My mom recently got a new job, so one big thing that's stressing me out is how I have to do even more chores at home now. I like to help my parents because they're paying for my college tuition, but sometimes there aren't enough hours in the day to wash dishes, do laundry, help my little brother with homework, do my own homework, and study. Another thing that's causing me stress at the moment is internships. I haven't been able to find one for the summer yet, and I'm worried I might not be able to do so in time. I cope by listening to music. I love discovering new artists, and I love that I can listen to music and do homework at the same time!"

### Hannah A., 17

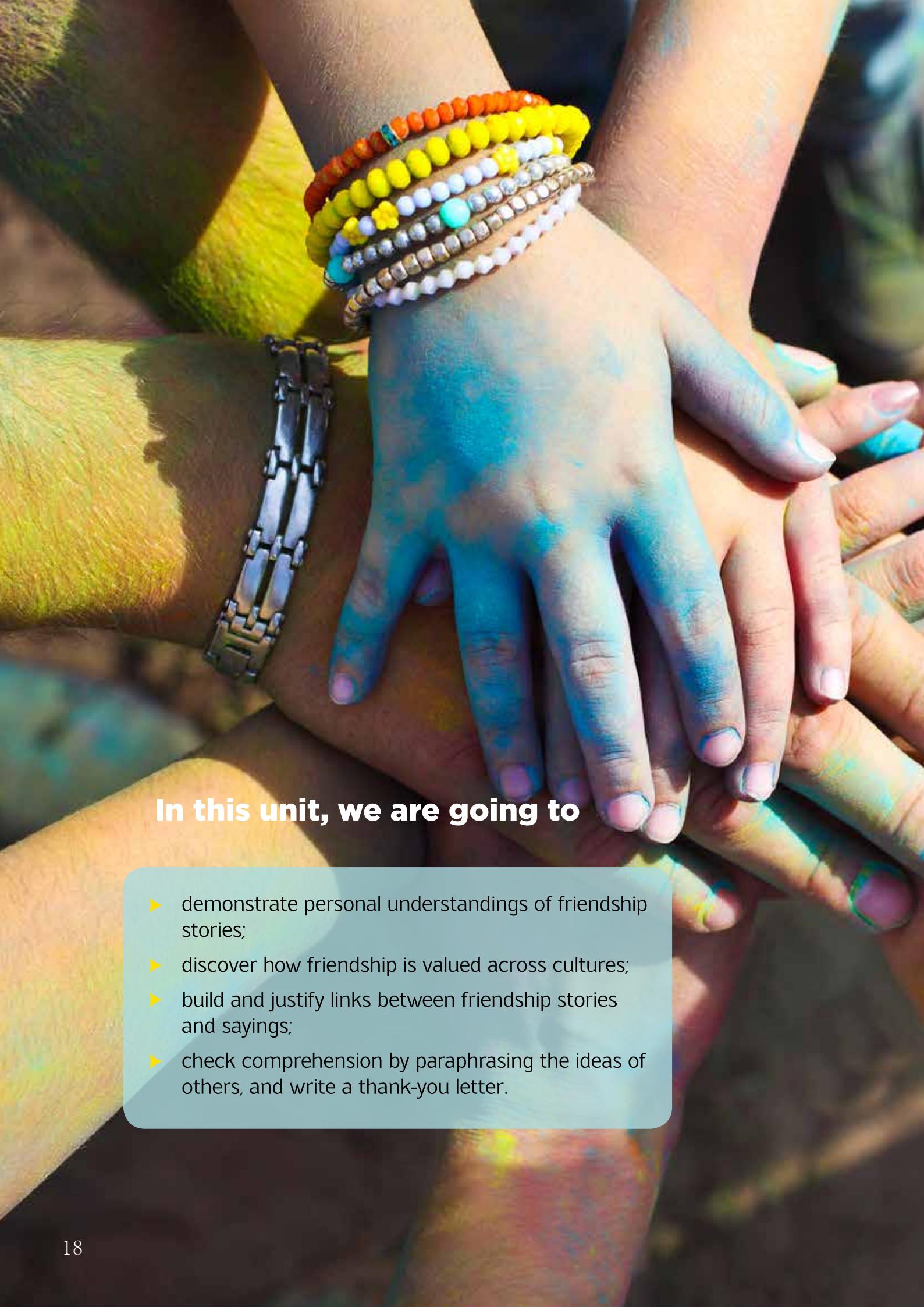
“When I’m stressed, it’s either because of my school workload or social things, like feeling like I don’t fit in. To help with the pressure, I plan out each night of the week, writing down all my activities and deadlines so I can figure what to do when. Instead of freaking out about everything I have going on, I look at what I need to accomplish that particular night. I’ve realised that stressing out will just make it take longer!”

### Food for thought

1. Can you list the major sources of stress for American teenagers mentioned in the passage and how they managed to cope with it?
2. As a teenager in China, do you think you are under the same pressure as those in America? Do you think their ways to cope with the stress work for you?

### Reference answers:

1. The major sources of stress for American teenagers are pressure from school workload and college application, extracurricular activities, housework at home and socialisation. They managed to cope with it in various ways, such as consulting a professional, listening to music, making plans for the week and so on.
2. As a teenager in China, I’m under the similar pressures, especially those from study and socialisation. In order to enter my ideal university, I have to work very hard, which sometimes makes me nervous. And when trying to befriend new people, I always worry about whether I can fit in. I think turning to a counsellor for help works for me since I can get some useful advice from a professional.



## In this unit, we are going to

- ▶ demonstrate personal understandings of friendship stories;
- ▶ discover how friendship is valued across cultures;
- ▶ build and justify links between friendship stories and sayings;
- ▶ check comprehension by paraphrasing the ideas of others, and write a thank-you letter.



# Unit 2

## Cherishing Friendship

.....  
Be slow to fall into friendship; but when you are in, continue firm and constant.

— Socrates  
.....

### Getting Started

**e** Read the following excerpt from a poem on friendship. Do you agree with the poet? What is your understanding of friendship?

Your friend is your needs answered.  
He is your field which you sow with love and reap with thanksgiving.  
And he is your board and your fireside.  
For you come to him with your hunger, and you seek him for peace.

— *On Friendship* by Kahlil Gibran

*Yes, I agree with the poet. In my opinion, friends are people who share our feelings. When we ask them for a favour, they are always ready to help us. (Answers may vary.)*

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“社会服务与人际沟通”	<ul style="list-style-type: none"> <li>能阐述自己对不同友谊主题故事的理解；</li> <li>能比较不同文化对友谊价值的认识与评价；</li> <li>能在友谊故事与友谊格言之间建立联系，并能为两者之间的联系提供依据；</li> <li>能在对话中通过转述对方观点来表明自己对观点的理解，并能通过感谢信向朋友致谢。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能梳理出英语记叙文语篇中事件的先后次序。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能归纳出英语短篇小说的基本文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能归纳出访谈语篇中的问答及话轮转换模式。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能综合视频画面、背景、声音、手势动作、表情等获取有关友谊的相关信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏变化等表达信息、意义、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能运用本单元主题语境所涵盖的必修和必选词汇；</li> <li>能列举关于友谊的词汇搭配，并灵活运用于语篇理解和意义表达。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别和理解动词不定式的复合形式，如否定式、被动式、进行式、完成式等及其意义；</li> <li>能根据表达需要恰当运用动词不定式的复合形式。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能总结本单元记叙文语篇的结构和文体特征；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系；</li> <li>能依据短篇小说等记叙文语篇的结构特征，获取主要内容和细节。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断本单元语篇的语篇目的、语篇对象、作者观点、意向与理念等；</li> <li>能运用功能语言和得体语言形式表达个人对友谊及朋友的观点、态度与意图；</li> <li>能根据交际场合和交际对象选择恰当的语言形式，在口头或书面表达中运用相关信息支持自己的观点。</li> </ul>

文化知识	语篇文化 元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>• 能发现并理解语篇中包含的文化元素，如体现友谊内涵的关爱、互助等行为；</li> <li>• 能分享古今中外、不同文化、不同阶段、不同领域的人对友谊内涵和价值的理解；</li> <li>• 能利用本单元提供的文化链接了解国际友谊日的起源和宗旨；</li> <li>• 能通过研究性学习分析友谊主题在我国传统诗歌中的体现。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能依据受访者的语气识别其对友谊的态度；</li> <li>• 能依据访谈内容概括受访者对友谊的理解和观点。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能就友谊设计恰当的问题并对他人进行访谈；</li> <li>• 能概括并复述受访者对友谊的观点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能识别记叙语篇中事件的时间顺序；</li> <li>• 能根据上下文了解记叙语篇结尾的隐含意义。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能依据视频的情节理解与友谊相关的信息要点。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能依据个人经历运用书信格式书写 110—130 词的感谢信，感谢朋友的支持与帮助。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>• 能根据听力材料概括大意和筛选细节信息；</li> <li>• 能预测并概述有关友谊的视频多模态资源的主旨和重要信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在口头表达中运用不同的表达方式转述或解释他人的观点；</li> <li>• 能在口头表达中整合通过访谈、资料查询等途径获取的信息。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能依据记叙文的环境、人物、情节、冲突等要素分析其语篇结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能在单元主题信息与个人经历之间建立有意义的联系；</li> <li>• 能在感谢信中恰当运用因果关系表明致谢的理由；</li> <li>• 能准确运用书信格式组织感谢信的信息。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能根据自身情况制定适合的学习计划；</li> <li>• 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

? Do you remember the time when you first met one of your best friends? How did your friendship start? Read the text and find out how the author met his best friend.



## WITH ONE SMALL GESTURE

One day, when I was a freshman in high school, I saw a kid from my class walking home from school. He seemed to be carrying all of his books.

5 His name was Kyle. I thought to myself, “Why would anyone bring home all his books on a Friday?” Then I saw a bunch of kids running toward him, knocking all his books out of his arms  
10 and tripping him so he landed in the dirt. His glasses went flying, landing in the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. I jogged over to him. As he crawled around looking for

his glasses, I saw a tear in his eye.

As I handed him his glasses, he looked at me and said, “Thanks!” There was a big smile on his face, 20 showing real gratitude. I helped him pick up his books and asked him where he lived. He turned out to live near me. We talked all the way home, and I carried his books. He was a pretty cool 25 kid and I asked him if he wanted to play football with me and my friends on Saturday. He said yes. We hung out all that weekend. The more I got to

# Getting Started

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## 教学内容与要求

- 能通过阅读和回答问题分享与本单元主题密切相关的主要词汇；
- 能通过讨论激发学生对友谊话题的兴趣。

## 教学建议

1 Introduce the topic of this unit — Cherishing Friendship — and encourage students to predict what they might learn.

2 Ask students to read the quote by Socrates and share their understanding with the whole class.

3 Draw students' attention to the excerpt from a poem on friendship on page 19 and ask them to read and think about it.

4 Help students to interpret the meaning of the excerpt from the poem by explaining certain new words or expressions.

5 Allow time for students to consider their answers individually or discuss the questions in pairs or in groups.

6 Have students share their understanding of friendship with the class. Compile a list of the key words of the definition or interpretation of friendship on the blackboard.

Suggested Activities 见 page T33d。

# Reading A

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## 教学内容与要求

- 能基于阅读体验以换位思考的方式分享自己的感受；
- 能运用记叙文语篇要素梳理叙事结构和内容；
- 能厘清记叙文语篇中的细节信息及其逻辑关系；
- 能根据语篇中的细节信息推断作者的意图和观点；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能归纳并分享该记叙文语篇中包含的文化和情感元素，如友谊、互助、感恩等。

## 难句注释

1. Then I saw a bunch of kids running towards him, knocking all his books out of his arms and tripping him so he landed in the dirt. (lines 7–11)

句中 see sb doing sth 的结构意思是“看到某人正在做某事”，本句含有三个并列的现在分词短语作宾语补足语，表示孩子们对这个男孩做的连续的三个动作。整句意为“接着我看到一帮孩子朝他跑过去，将他怀里捧着的书撞落一地并绊了他，他因此摔倒在泥里”。

## 词汇释义

### • **cherish (page 19)**

v. to love sb/sth very much and want to protect them or it 珍爱；钟爱；爱护

**When you have such a good friend, cherish that friendship your whole life.** 当你拥有这样一位好朋友时，你要终身珍视这份友谊。

**Although I cherish my children, I do allow them their independence.** 尽管我珍爱自己的孩子，但我也的确允许他们独立。

### • **gesture (title)**

n. something that you do or say to show a particular feeling or intention (表明感情或意图的) 姿态，表示

**We questioned the other side's commitment to peace and called on it to make a gesture of good will.** 我们质疑对方的和平承诺，并呼吁其做出善意姿态。

a movement that you make with your hands, your head or your face to show a particular meaning 手势；姿势；示意动作

**The lecture really helped us think about what a gesture is and why people use different gestures.** 这个讲座的确有助于我们思考什么是手势以及人们为何使用不同的手势。

### • **freshman (line 1)**

n. (AmE) a first-year student at high school or junior high school 高中一年级学生；初中一年级学生

(especially NAmE) a first-year student at a university or college 大学一年级新生

**If you are having difficulty adjusting to college life as a freshman, don't hesitate to go to your school counsellor and ask for help.** 如果你是大一新生，在适应大学生活方面有困难，不要犹豫，去找你们学校的辅导老师并请求帮助吧。

### • **bunch (line 8)**

n. (informal, especially NAmE) a large amount of sth; a large number of things or people 大量；大批

**We were really a pretty inexperienced bunch when it came to making friends.** 在交友方面，我们真的是相当缺乏经验的一群人。

a number of things of the same type which are growing or fastened together 串；束；扎

**Her best friend sent her a bunch of flowers to congratulate her on graduation day.** 她最好的朋友在她毕业那天送了她一束花表示祝贺。

### • **graduation (line 41)**

n. a ceremony at which degrees, etc. are officially given out 毕业典礼

**At the graduation ceremony, I was honoured to be able to express the feelings of all the graduates.** 在毕业典礼上，我有幸能代表所有毕业生表达毕业感想。

the act of successfully completing a university degree, or studies at an American high school (大学或美国高中的) 毕业

**As far as I'm concerned, most people agree that education should not end with our graduation.** 在我看来，绝大多数人都同意教育不应该随着毕业而结束。

### • **underestimate (line 72)**

v. to think or guess that the amount, cost or size of sth is smaller than it really is 低估；对……估计不足

**Never underestimate the power of true friendship to help you grow happily.** 永远不要低估真正的友谊，它能助你快乐成长。

estimate v. 估计；估价；估算

• **drop out (line 59)**

If someone drops out of college or a race, for example, they leave it without finishing what they started. 退学；退出

**Some students in remote mountain villages have had to drop out of online courses due to a lack of technical support.** 由于缺乏技术支持，一些偏远山村的学生不得不退出了在线课程。

drop out of school 辍学

• **clean out (lines 61-62)**

If you clean out something such as a wardrobe, a room, or container, you take everything out of it and clean the inside of it thoroughly. 把……打扫干净

**You'll be surprised how good it feels to clean out the negative thoughts in your mind with the help of your friends.** 你会惊喜地发现，在朋友们的帮助下，将头脑中的消极想法清理出去的感觉有多好。

• **help ... out (line 65)**

be of help, as in a particular situation of need 帮助……摆脱困境（或解决问题）

**If you are in trouble, don't hesitate to telephone your parents, friends or teachers, and they will come to help you out.** 如果你有困难，不要犹豫给你的父母、朋友或老师打电话，他们会来帮你摆脱困境的。

## 难句注释

2. Graduation is a time to thank those who helped you through those tough moments. (lines 51–53)

句中 who 引导限制性定语从句，those 是先行词，who 是关系代词，help sb through sth 指“帮助某人渡过难关”。整句意为“值此毕业之际，你应该感谢那些帮助你渡过难关的人”。

3. Not until that moment did I realise its depth. (lines 71–72)

本句是由 Not until 引导的倒装句，主句部分谓语动词的助动词 did 提前至主语 I 之前，构成了部分倒装。整句意为“直到那一刻我才意识到这个微笑的深意”。

## 语篇分析

本文的语篇类型为记叙文。语篇内容展现的是两位高中生之间的友谊故事。文章从高中入学之初“我”与另一主人公凯尔的一次特别的相遇开始，引入“我”与凯尔友谊的开始与发展，直到高中毕业之时，凯尔和家人对“我”的感恩，从而体现这段友谊对凯尔人生的积极影响。

语篇结构清晰，以第一人称叙事方式展开情节，以时间为线索，详略得当，将“我”和凯尔的结识以及凯尔在毕业演讲上对“我”的致谢作为详写部分，友谊的发展作为略写部分。语言特征体现为使用过去时态叙述“我”和凯尔认识和相处的经过；直接引用了“我”和凯尔的部分话语来反映人物的情感；句式简洁、用词朴实，使叙述贴近普通高中生的日常生活。语篇的主题意义在于引导大家思考该用怎样的态度面对需要帮助的人，如何与他人建立友谊，如何感恩影响自己人生的朋友，如何珍惜难能可贵的友谊等。

## 背景介绍

1. Georgetown here refers to Georgetown University, a private institution founded in 1789. Georgetown University is situated in the Georgetown neighborhood of Washington.
2. Duke here refers to Duke University, a private research university in Durham, North Carolina. It was founded in the present-day town of Trinity in 1838 and moved to Durham in 1892.

## Personal Touch

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### 教学建议

Ask students to think about the question and share their ideas in pairs about what they would do if they saw one of their classmates being bullied. Invite some students to share their ideas in the whole class.

### 参考答案

First of all, I would use my mobile phone to record what has happened as a proof for later use. Then, I would inform my class teacher and classmates of it as soon as possible. After that, I would make an attempt to prevent my classmate from being bullied.  
(Answers may vary.)

know Kyle, the more I liked him. And my  
30 friends thought the same of him.

Monday morning came, and there was Kyle with the huge stack of books again. I stopped him and said, "You are gonna really build some serious muscles  
35 with this pile of books every day!" He just laughed. Over the next four years, Kyle and I became best friends. When we began to think about college, Kyle decided on Georgetown, and I was  
40 going to Duke.

Graduation day came and Kyle was selected as the speaker at the graduation ceremony. I was so glad it was he who got up there and spoke. I  
45 could see that he was nervous about his speech. So, I patted him on the back and said, "Hey, big guy, you'll be great!" He looked at me with one of his really grateful looks and smiled, "Thanks!"

50 When it came to his turn, he cleared

his throat and began. "Graduation is a time to thank those who helped you through those tough moments. Your parents, your teachers, your siblings...  
55 but mostly your friends. I am going to tell you a story..." I just looked at my friend in disbelief as he told the story of the first day we met. He had planned to drop out of school because  
60 of loneliness and sadness at the new place. He talked of how he had cleaned out his locker so he would never come back. He looked at me and gave me a little smile. "Thankfully, it was my friend  
65 who helped me out." I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment.

I saw his mom and dad looking at  
70 me and smiling that same grateful smile. Not until that moment did I realise its depth. Never underestimate the power of your actions. With one small gesture you can change a person's life.

### ● Personal Touch



If you saw one of your classmates being bullied, what would you do?

## Digging In

### ● Comprehension

- I. Complete the events based on the text and number them to show the order in which they occurred. The first one has been done for you.

- 2 I saw Kyle bringing home all of his books.
- 4 I handed Kyle his glasses and helped him pick up his books.
- 1 Kyle planned to drop out of school.
- 6 Kyle showed his gratitude/thanks to me in his graduation speech.
- 5 Kyle and I played football together that weekend.
- 3 A bunch of kids knocked Kyle's books out of his arms and tripped him onto the ground.

### II. Answer the questions.

1. Why did Kyle attract the narrator's attention that Friday?
2. How did Kyle feel after being tripped by a group of teenagers?
3. What did the narrator's friends think of Kyle after spending time with him?
4. What story did Kyle tell on graduation day?
5. How did Kyle show his gratitude each time the narrator helped him?
6. What is your understanding of the statement "With one small gesture you can change a person's life"?

### III. Complete the paragraph in your own words to explain why Kyle decided not to drop out of school.

On a Sunday night, Kyle lay on his bed, having trouble falling asleep. He still felt hurt thinking back on those difficult, lonely days at the new school. That loneliness had almost made him decide to drop out. But now he couldn't help recalling the terrific weekend spent together with his new friends. Kyle thought life might be different with new friends. He wanted to give himself a new beginning.

(Answers may vary.)

Then he decided to go to school the next morning and have a new beginning.

# Comprehension

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## 教学建议

- I**
1. Ask students to look at the title, the first paragraph and the last paragraph before they start reading. Guide them to predict what the text is mainly about.
  2. Have students read the whole text quickly and get them to check whether their predictions are correct. Meanwhile, ask students to figure out the structure of the text and pay attention to the main events of the story.
  3. Ask students to look through the six sentences, find the clue in the text, complete the events based on the text and number them to show the correct order in which they occurred. Raise some comprehensive questions like “What did Kyle bring home?” to help students figure out the plot if necessary.
  4. If students have some difficulty, encourage them to have a discussion with their partners.
  5. Invite some students to share their answers supported by the clues from the text in class.
  6. Guide students to retell the story according to the key words from the six sentences.
- II**
1. Ask students to read the six questions quickly and recognise the focus of each question when they read the text a second time.
  2. Have students scan the text individually and locate the information relevant to the questions.
  3. After students have read the text, encourage them to answer the comprehension questions and give their reasons or show the clues they've found in the text.
- III**
1. Have students complete the paragraph in their own words and explain why Kyle decided not to drop out of school.
  2. Encourage students to share their answers with their partners.
  3. Present some students' samples on the screen. Ask other students to help correct their answers.

## 参考答案

- II**
1. He was bringing home all of his books on a Friday.
  2. He felt terribly sad.
  3. They thought that Kyle was a nice guy and all liked him.
  4. He told the story about what happened when he met the narrator for the first time.
  5. He usually showed the narrator a grateful smile.
  6. Reference answer: That Friday Kyle decided to drop out of school — a new one — because he was so sad. When he was tripped by a bunch of kids, the narrator made the fine gesture of passing him his glasses and picking up his books; this was the beginning of their friendship. This friendship helped Kyle through hard times. He became an excellent student, completed high school, and was selected valedictorian at his class graduation. (He went on to Georgetown University.)  
(Answers may vary.)

Suggested Activities 见 pages T33d–T33f。

## Vocabulary Focus

### 教学内容与要求

- 能在语境中学习和运用课文中的核心词汇；
- 能归纳出与友谊主题相关的词汇并在语境中灵活运用。

### 词汇分类

识别词汇△: cherish, gesture, freshman

运用词汇: bunch, graduation, underestimate

常用词组: drop out, clean out, help ... out

### 教学建议

#### I Key Vocabulary

- Have students read the words and expressions, underline them in Reading A and recall their meanings according to the context.
- Guide students to fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.
- Have students check their answers and give explanations in pairs first.
- Give answers to the whole class and explain the difficult points to students.

#### II Topic-Related Expressions

1. Try to familiarise students with the expressions listed in the mind map and understand their meanings.  
2. Have students brainstorm expressions related to the topic of friendship and add them to the mind map on page 23.
1. Have students read the passage and grasp its main idea.  
2. Have students fill in the blanks with the appropriate forms of the given expressions in Exercise 1.  
3. Check answers and explain the difficult points to the whole class.  
4. Encourage students to retell the passage.

Suggested Activities 见 pages T33f–T33g。

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

grateful	muscle	knock	clean out
help ... out	hang out	tough	think the same of
bunch	drop out	disbelief	come to one's turn

Hello, everyone! I'm Kyle. I have been thinking about what I should say when it comes to my turn to give a graduation speech. Now I just want to tell you a story. On a Friday afternoon, a sad freshman was carrying all his books back home from his new school. He had planned to 2 drop out of school because of the loneliness and sadness at the new place. He had 3 cleaned out his locker so he would never come back. And then, a(n) 4 bunch of kids ran towards him, 5 knocking all his books out of his arms and tripped him so he landed in the dirt. His glasses went flying. While he was crawling around looking for the glasses, a guy handed him the glasses. They had a talk and found they lived quite near to each other. They 6 hung out all that weekend. From then on, they became best friends.

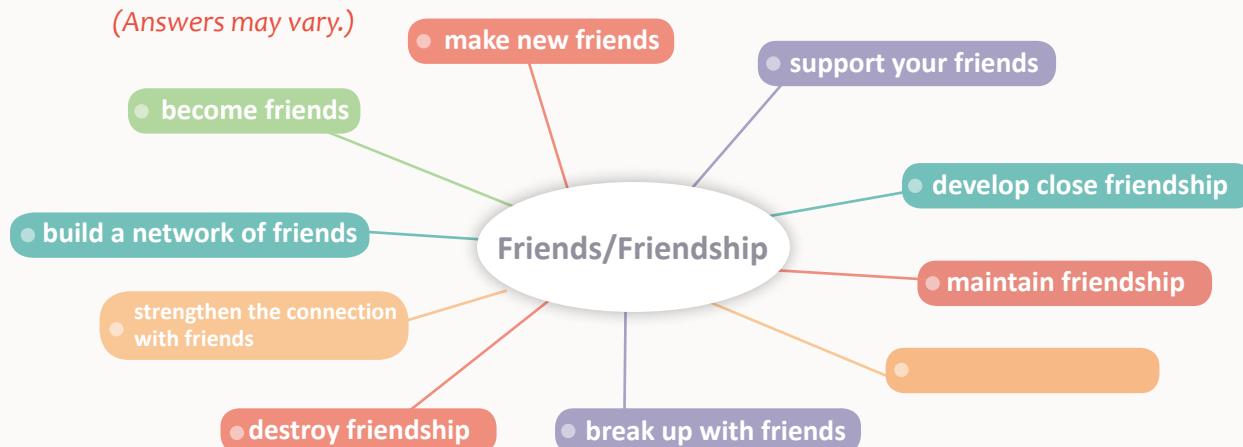
Yes, the sad freshman is me and that guy is my best friend, who is now looking at me in 7 disbelief. Every time he helped me through my 8 tough moments, I would look at him with a 9 grateful smile. However, I have never said "Thank you" to him. Today I finally get the chance to express my gratitude to him. It was you who 10 helped me out. Thank you, my dear friend. Thank you all.

### II. Topic-Related Expressions

1. Read the expressions and add more expressions related to the topic of friendship.

Reference Answer: build deep friendship, become lifelong friends, back up your friends

(Answers may vary.)



2. Fill in the blanks with the appropriate forms of the given expressions in Exercise 1 to complete the passage.

A friend is someone you trust and with whom you share a deep level of understanding. Whatever your age or gender, it's never too late to **1 make new friends**. Meanwhile, it's also important to keep in touch with old ones. **2 Developing close friendship** can have a powerful impact on your physical health. Lack of close friendship may be as damaging as smoking or drinking too much. A recent study has found that, along with physical activity, **3 building a network of friends** can add significant years to your lifespan. Friends can also bring happiness into your life by reducing your stress and cheering you up. **4 Maintaining friendship** usually takes more time and effort than starting friendships. You need to do something to **5 strengthen the connection with** your friends. If you always **6 support your friends** when they need you, the friendships can be maintained for the long term even though you are unable to meet them regularly.

## ● Grammar in Use

### Complex infinitives

- I. Replace the underlined clauses in the sentences with the appropriate forms of infinitives. The first one has been done for you.

1. It seemed that he was carrying all of his books.

*He seemed to be carrying all of his books.*

2. I am proud that I had completed this work by the first day of June.

*I am proud to have completed this work by the first day of June.*

3. I'm glad that I am sitting here.

*I'm glad to be sitting here.*

4. It was reported that Vincent was staying in Paris at that time.

*Vincent was reported to be staying in Paris at that time.*

5. She was sorry that she had not met you.

*She was sorry not to have met you.*

6. I'm sorry that I kept you waiting for a long time last Friday.

*I'm sorry to have kept you waiting for a long time last Friday.*

7. I'm lucky that I have got my license.

*I'm lucky to have got my license.*

8. They are not something that you should be ashamed of.

*They are not something to be ashamed of.*

## Grammar in Use

### 教学内容与要求

- 能在语篇中识别动词不定式的多种复合结构，理解其表意功能；
- 能根据表达的需要恰当运用动词不定式的复合结构。

### 教学建议

I

1. Guide students to study the first sentence in Ex I and help them figure out the intended meaning and grammar function of the continuous form of infinitive.
2. Ask students to read the **EXAMPLES** in the **Grammar Highlights**, compare the different forms of infinitives and figure out the function and meaning of the continuous infinitive, the perfect infinitive, the negative infinitive and the passive infinitive.
3. Have students read Reading A again, pay attention to the complex infinitives and underline them. Encourage students to check whether their understanding is right or wrong according to **Grammar Highlights**.
4. Have students think about how to replace the other clauses in the sentences with the appropriate forms of infinitives.
5. Ask students to finish Ex I and then check answers with their partners.

**II**

1. Guide students to review the usage of different forms of complex infinitives.
2. Ask students to complete the sentences with the appropriate forms of the verbs given in brackets.
3. Invite some students to share their answers with the class.

Suggested Activities 见 page T33h.

## Grammar Highlights

An infinitive can be simple, continuous or perfect, active or passive, positive or negative. For example:

	Active	Passive
Positive	Simple (to) do	(to) be done _____
	Continuous (to) be doing	(to) have been done
	Perfect (to) have done	
Negative	Simple not (to) write	not (to) be written _____
	Continuous not (to) be writing	
	Perfect not (to) have written	not (to) have been written



We use the continuous infinitive for actions in progress and the perfect infinitive for earlier actions. We use the passive infinitive for actions happening to the subject.

### EXAMPLES

*I happened to be waiting for the bus when the accident happened.*

*He pretended to have forgiven his partner.*

*He decided not to go to the frontier.*

*The carpet in the living room needs to be washed.*

### II. Fill in the blanks with the appropriate forms of the verbs given in brackets.

- There are some people who always seem to be surrounded (surround) by friends, and there are others who always seem to stand (stand) on the outside, looking in at the crowds of friends.
- I am truly glad to meet (meet) Jessie. We have a lot in common. We seem to have known (know) each other for a long time.
- Jimmy and Paul are thought to have become (become) close friends when they were in high school. They are known to have inspired (inspire) each other ever since.
- Tom looks so sad. I feel that something needs to be done (do). I don't want my best friend to be hurt (hurt).

### III. Read the following short conversations and complete the table with the appropriate forms of infinitives.

1	Jim: Do you want to be a volunteer? Ellen: Sure. I hope they choose me.		Ellen hopes <u>to be chosen as a volunteer</u> .
2	Erik: Is the petrol price declining? Alice: The newspaper says so.		The petrol price is reported <u>to be declining</u> .
3	Monica: Do you know who took these photos? Phil: I only know they were not taken by Danny.		These photos are said <u>not to have been taken by Danny</u> .

## Listening, Viewing and Speaking

### Interview on Friendship (Interview) 音频文本见 page T33b

- I. If you are going to interview somebody on friendship, what questions will you ask?  
*(Answers may vary)*
- How do you understand friendship?*  
*Do you think friendship is important to you?*  
*How do you make friends?*  
*How do you get along with your friends?*

II. Before you listen, read the interview questions and guess the missing word or words. Then listen and check.

1. What is your concept of true friendship ?
2. Did you usually have a lot of good friends or few close friends?
3. Did you fight often with your close friends?
4. Can you go out of your way to help your friends?
5. If you were someone else, would you like to make friends with yourself ?
6. Would you please give a full form of FRIEND?

III. Listen again and answer the questions.

1. What's the interviewee's view on "true friendship"?

*True friendship is having faith in someone, respecting the person from the bottom of our heart, and helping the person whenever he or she is in need.*

2. How does the interviewee understand the saying "A friend in need is a friend indeed"?  
*If we make true friends, we should be good to our friends and help them whenever they are in need.*
3. What does "FRIEND" stand for according to the interviewee?  
*According to the interviewee, F is for faithful, R for rare diamond, I for inspiring, E for encouraging, N for never apart, and D for darling.*

### Peas and Carrots (Film Clip) 视频文本见 pages T33b–T33c

IV. Guess what the phrase "peas and carrots" possibly means.

- Two vegetables mixed together.
- Two people who are quite different.
- Two people getting along very well.

V. Watch the film clip and summarise its main idea with no more than 15 words.

The film clip is mainly about *Forrest's memory of the precious friendship between him and Jenny.*

VI. Watch again and answer the questions.

1. What does Forrest Gump still remember? *He still remembers the first time he met Jenny.*
2. What does Forrest teach Jenny? *Forrest teaches Jenny how to dangle / how to hang and swing slowly.*
3. What does Jenny teach Forrest? *Jenny teaches Forrest how to climb and read.*
4. What does Forrest's mother mean by saying "stupid is as stupid does"?  
*By borrowing his mother's words "stupid is as stupid does", Forrest means a person is stupid only when he/she does something stupid or a person should be judged by his actions, not his appearance.*

# Listening, Viewing and Speaking

## 教学内容与要求

- |           |   |
|-----------|---|
| Listening | <ul style="list-style-type: none"><li>能归纳出访谈问题的特征；</li><li>能厘清材料中被访者对友谊的理解，体会文化异同，尊重文化多样性；</li><li>能分析访谈语篇的内容和细节。</li></ul> |
|-----------|---|






## 背景介绍

This audio is an interview on “Friend” and “Friendship”. The interviewers ask six questions to explore the interviewee’s understanding of these themes as well as his own experience with friendship.

## 教学建议

- |     |   |
|-----|---|
| I   | <ol style="list-style-type: none"><li>Create the scene, have students act as an interviewer or a host and think about the questions to ask the interviewees on friendship.</li><li>Have students make short dialogues based on the questions they’ve prepared.</li><li>Encourage students to paraphrase what their interviewee has said to make sure that they have understood him or her accurately.<br/>Questions for reference:<br/>(1) Do you have close friends?<br/>(2) Do you remember how you made friends with her/him/them?<br/>(3) How do your friends support you when you meet with difficulties?<br/>(4) What do you do to maintain your friendship/strengthen the connection with friends?<br/>(5) Have you ever broken up with friends?<br/>(6) In your opinion, what may destroy friendship?<br/>(Answers may vary.)</li></ol> |
| II  | <ol style="list-style-type: none"><li>Have students read the interview questions and guess the missing word or words before they listen to the audio.</li><li>Then play the recording and ask students to listen and complete the sentences.</li><li>Check answers and explain some of the words or phrases to help students better understand the meaning of each question.</li></ol>  |
| III | <ol style="list-style-type: none"><li>Play the audio again and have students finish Exercise III. Remind them to read the questions first if necessary.</li><li>Encourage students to answer the questions referring to the ideas of the interviewee by changing the order of the ideas or the words, changing the word form or the grammatical form, or using synonyms for some words or expressions.</li><li>Check answers and explain some of the expressions of the tapescript to help students better understand the meaning of each question.</li></ol>   |










Suggested Activities 见 pages T33i–T33j。

## 教学内容与要求

- |         |   |
|---------|---|
| Viewing | <ul style="list-style-type: none"><li>能依据视听节目内容分析人物对友谊内涵和价值的理解；</li><li>能综合节目画面、背景、声音、面部表情、动作等资源获取信息。</li></ul> |
|---------|---|

## 背景介绍

The video is a clip from the film “Forrest Gump”. In this clip, Forrest recalls his first meeting with Jenny, his best friend. Then he also recalls how well they got along in order to show the strength of their friendship.

## 教学建议

- I
  1. Have students predict what the film clip is mainly about based on the phrase “peas and carrots”.
  2. Encourage students to guess and choose the meaning of the phrase “peas and carrots” before they watch the film clip.
  3. Have students watch the film clip carefully and understand the phrase “peas and carrots” based on the relevant scene, background, sound and other clues shown in the film clip.
  4. After they watch the film clip, ask students to check whether their guess and choice was correct.
- II
  1. Ask students to watch the film clip and understand how the characters interpret the meaning and value of friendship.
  2. Encourage students to summarise the main idea of the film clip with no more than 15 words, using their own words.
  3. Let students share their summaries with each other.
  4. Show students a sample summary on the screen and analyse the main points in it.
- III
  1. Have students go through the questions and try to find the answers while watching the film clip again.
  2. Check students’ understanding of the clip’s contents by asking questions following the viewing.

Suggested Activities 见 pages T33j–T33k。

## 教学内容与要求

### Speaking

- 能参考听力语篇的访谈模式进行有关友谊主题的访谈；
- 能通过转述对方观点佐证自己对对方话语的理解。

## 教学建议

1. Make sure students identify their objectives in conducting an interview on friendship.
2. Introduce Speaking Strategy to students and have them study the example and learn how to check comprehension by paraphrasing.
3. Have students list the interview questions by rewriting the questions in Listening Exercise II or adding questions of their own.
4. Ask students to interview at least three classmates and encourage them to make sure that they’ve understood their views accurately by using the paraphrasing strategy.
5. Ask students to sum up their interviewees’ views on friendship and encourage them to share the views they’ve collected in class.

Suggested Activities 见 pages T33k–T33l。

## 参考答案

Interviewer: What’s your advice about getting along well with a friend?

Interviewee: As far as I’m concerned, be a good listener, not only a good talker. Your friends might also have problems.

Interviewer: In other words, let your friend talk about their problems first and listen to your friends carefully while they are talking about their problems. Is this what you mean?

Interviewee: Exactly.

Summary: In your relationship with others, it’s important to share their problems.  
(Answers may vary.)



## Conducting an interview on friendship

The students' union at your school is hosting a True Friends Project. Suppose you are one of the volunteers to collect teenagers' views on friendship. Complete the task by following the steps below.

- Step 1** Make a list of interview questions by rewriting the questions in Listening Exercise II or adding questions of your own.

e.g. *How do you usually spend your time with friends?*

- Step 2** Find some classmates and interview them, making sure that you have understood their views accurately by using the paraphrasing strategy.

- Step 3** Sum up your interviewees' views on friendship.

### Speaking Strategy      Checking comprehension by paraphrasing

During an interview, you can paraphrase what your interviewee has said to make sure that you have understood him or her accurately. You can repeat the ideas expressed by your interviewee by

- changing the order of the ideas or the words;
- changing the word form or the grammatical form;
- using synonyms for some words or expressions.

#### EXAMPLE

A: How do you usually spend time with your friends?

B: Sometimes we meet, talk and play together. I like to listen to my friends, but I don't like to give them advice because I don't want to change them.

A (*paraphrasing*): Do you mean that you are a good listener, and not bossy or controlling?

B: I think so.

### Useful Expressions

#### Repeating others' opinions in different ways

- What you mean is ...
- Do you mean ... ?
- Let me put it in another way: ...
- Is this what you're trying to say?
- Let me explain what you've said again.
- In other words, ...



# READING B

## THE LAST LEAF



At the top of a three-storey building in Greenwich Village lived Sue and Johns. When they met for the first time, the two young women painters discovered that they liked the same kind of art, the same kind of food, and the same kind of clothes. So they decided to live and work together.

Toward winter, a bad sickness — pneumonia — visited the village and touched many people, including Johns. She lay on her bed almost without moving.

One morning the busy doctor spoke to Sue alone, "She has a chance, if she wants to live. Yet your little lady has decided not to get well."

After the doctor had gone, Sue went into the workroom to cry. Then she walked into Johns's room, smiling and singing.

Johns lay there, very thin and quiet, with her face toward the window. Sue stopped singing, thinking that Johns was asleep.

Then she heard a low sound, again and again. She went quickly to the bedside. Johns was looking out the window and counting.

"Twelve," she said; and a little later, "Eleven"; and then, "Ten," and, "Nine"; and then, "Eight," and, "Seven," almost together.

Sue looked out the window. There was only the side wall of the next house and an old tree against the wall.

"Six," said Johns in a lower voice. "There goes another one. There are only five now."

"Five what, dear?"

"Leaves. On the tree. When the last one falls, I must go, too. I've known

that for three days. Didn't the doctor tell you?"

"Oh, I never heard of such a thing," said Sue. "What have old ivy leaves to do with your getting well? The doctor told me this morning that you had very good chances. Try to eat a little now. Then I will go back to work and sell my picture to buy you something good to eat to make you strong."

"There goes another," said Johns, still looking out the window. "No, I don't want anything to eat. Now there are four. I want to see the last one fall before night. Then I'll go, too."

"Try to sleep," said Sue. "I must call Behrman up to be my model for the picture. I'll not be gone a minute."

Old Behrman was a painter who lived on the ground floor beneath them. He was past sixty and had had no success as a painter. He had been always about to paint a masterpiece, but had never begun it.

He earned a little by serving as a model to those young artists. And he believed that it was his duty to do everything possible to help Sue and Johns.

Sue found him in his dark room, and told him about Johns and the leaves. Old Behrman shouted his anger over such an idea.

Johns was sleeping when they went up. Sue covered the window, and took Behrman into the workroom. There they looked out the window fearfully at the tree. A cold rain was falling, with a little snow in it too.

Sue began to paint and worked through most of the night after Behrman left.

## Reading B

### 教学内容与要求

- 能分析记叙文包含的要素和语篇结构特点；
- 能利用记叙文的语篇结构特点分析短篇小说的故事情节；
- 能利用话题词汇语义网概述“杰作”的意义；
- 能发现并理解语篇中包含的文化元素，如爱心、助人为乐等。

### 语篇分析

本文语篇类型为短篇小说，是美国著名作家欧·亨利的作品。语篇内容是两位年轻画家苏和琼西以及她们的邻居贝尔曼之间的故事。当琼西患上肺炎，陷入悲观的情绪，将自己的希望寄托在窗外一片藤叶上，她认为叶子落了，自己的生命就会结束。作为琼西的好朋友，苏精心照顾她，用卖画赚来的钱支撑彼此的生活，但对琼西的悲观情绪却束手无策，于是将这件事告诉了贝尔曼先生。为了不让琼西失去生的希望，贝尔曼在墙上画上了一片叶子，这片永不凋落的叶子让琼西重燃生的希望，但贝尔曼先生却因画叶子时着凉患上肺炎而死。语篇结构以时间为叙述主线，同时交叉不同人物的主次线索来体现主题。语言特征总体上朴实精炼，但信息丰富，语言中几乎没有冗余和拖沓，并巧妙地运用了拟人等修辞手法和生活化的对话性语言突显出友谊和关爱的主题。主题意义是让高中生认识到日常生活中友谊会给他以温暖，体现友谊的伟大之处，值得学生反思和借鉴。

### 背景介绍

- This reading is adapted from the short story “The Last Leaf” written by O. Henry published in 1907 in his collection *The Trimmed Lamp, and Other Stories of the Four Million*.
- Greenwich Village is a district of New York City on the lower west side of Manhattan, traditionally associated with writers, artists, and musicians.

### 难句注释

- Toward winter, a bad sickness—pneumonia—visited the village and touched many people, including Johns. (lines 9–12)

句中运用了拟人手法，把肺炎当作人物，用 visited 替代了 spread，表示“侵袭”，用 touched 替代了 infected，表示“感染”，使描写更生动，更易让读者理解。整句意为“临近冬天，一种可怕的疾病——‘肺炎’造访了这个村庄，击倒了许多人，包括琼西”。

## 词汇分类

识别词汇△: pneumonia, including, workroom, masterpiece, fearfully

运用词汇: lantern

常用词组: call ... up

## 词汇释义

### • pneumonia (line 10)

n. a serious illness affecting one or both lungs that makes breathing difficult 肺炎

**If someone happens to have high fever and pneumonia, he or she must seek treatment fast.** 如果有人正好出现了高热和肺炎，必须马上去医院寻求治疗。

**and a chair.** 每个工作间里都有一张沙发、一张办公桌和一把座椅。

### • including (line 11)

prep. having sth as part of a group or set 包括……在内

**She will talk on the issues she cares passionately about including education and nursery care.** 她将就她热切关注的问题发表讲话，包括教育和幼儿护理。

### • call ... up (lines 58-59)

telephone sb (给某人) 打电话

**Please forgive me for calling you up so early.** 请原谅我这么早给你打电话。

### • masterpiece (line 65)

n. a work of art such as a painting, film/movie, book, etc. that is an excellent, or the best, example of the artist's work 代表作；杰作；名著

**Every crystal was a masterpiece of design, and no one design was ever repeated.** 每一片晶体都是设计上的杰作，而且没有一片是重复的。

### • fearfully (line 80)

adv. in a way that shows somebody is nervous or afraid 害怕地，担心地

**Her friends looked out the window fearfully at the ivy vine.** 她的朋友担心地凝视着窗外的常青藤。

### • workroom (line 19)

n. a room in which work is done, especially work that involves making things 工作室；工作间；作坊

**I went back to the media workroom, so I could communicate with my editors on my computer.** 我回到媒体工作室，这样我就能在电脑上和编辑们进行交流了。

**In each workroom there was a couch, a desk,**

- **Lantern (line 126)**

*n.* a lamp in a transparent case, often a metal case with glass sides, that has a handle, so that you can carry it outside 灯笼；提灯

**Lanterns will be served to the children and the elderly in this community to celebrate**

**the coming traditional Chinese Lantern Festival.** 为庆祝即将到来的中国传统节日元宵节，该社区将向儿童和老人提供灯笼。  
Lantern Festival 元宵节，灯节  
lantern show 灯展

## 难句注释

2. But after the beating rain and the wild wind through the whole night, there yet stood out against the wall one ivy leaf. (lines 91–94)

句中含有 *there* 引导的倒装句，主语放在了句末，*against the wall* 是一个介词短语做状语，对动词词组 *stood out* 的方式作补充。整句意为“然而，经历了一夜的狂风骤雨，在墙边竟然还醒目地挺立着一片常春藤叶子”。

## Comprehension Plus

### 教学建议

- I
  1. Before students read Reading B, ask them to read the title, the first paragraph and the last paragraph. Guide them to predict the plot of *The Last Leaf*.
  2. Have students read through the text, understand how the story develops and complete the plot.
  3. Ask students to check their answers in pairs and share the clues they've found in the text.
- II
  1. Ask students to read the questions before reading the text again.
  2. Have students scan the text, locate the clues and answer the questions.

### 参考答案

- II
  1. They had a lot in common / liked the same kind of art, the same kind of food, and the same kind of clothes.
  2. She had a desire to live. / She wanted to live.
  3. Mr Behrman was a painter living on the first floor of the girls' house.
  4. She wanted to paint a man in her picture and Mr Behrman would be the model.
  5. She comforted Johns, took care of her daily needs, and supported her by selling pictures.
  6. Mr Behrman painted the last leaf which never moved when the wind was blowing and his painting saved Johns's life.

Suggested Activities 见 pages T33l–T33m。

85 In the morning, she went to Johnsby's bedside. With her eyes wide-open, Johnsby was looking toward the window. "I want to see," she told Sue.

90 Sue took the cover from the window.

But after the beating rain and the wild wind through the whole night, there yet stood out against the wall one ivy leaf.

95 "It is the last one," said Johnsby. "It will fall today, and I shall die at the same time."

The day wore away. As it grew dark, they could still see the leaf. And 100 then, as the night came, the north wind began to blow again. The rain still beat against the windows. The next morning, the leaf was still there.

Johnsby lay for a long time looking 105 at it. And then she called to Sue, "Something has made that last leaf stay there to show me how bad I was. It is wrong to want to die. I'll try to eat now."

110 The doctor came in the afternoon, and Sue had an excuse to go into the hallway as he left.

"Even chances," said the doctor.

"With good nursing you'll win."

115 The next day the doctor said to Sue, "She's out of danger. You've won. Nutrition and care now — that's all."

And that afternoon Sue came to Johnsby's bed and put one arm around 120 her.

"I have something to tell you," she said. "Mr Behrman died of pneumonia today. When people found him in his room, his shoes and his clothes were 125 wet and as cold as ice."

"And then they also found a lantern that he had taken outside and his materials for painting. And —

130 "Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind blew? It is Behrman's great masterpiece."

### Note

The text is adapted from O. Henry's short story *The Last Leaf*, which was published in 1907. O. Henry is the pen name of William Sydney Porter (1862–1910), an American short story writer. His stories are well known for their surprise endings.

## ● Comprehension Plus

### I. Fill in the blanks to complete the plot of *The Last Leaf*.

Sue's friend, Johnsby, got pneumonia.

Johnsby learnt from the last leaf that she should not wait to die.

The doctor told Sue that Johnsby was getting well.

Sue told their friend Mr Behrman that Johnsby thought she would die when the last leaf fell.

Sue told Johnsby Mr Behrman painted the last leaf and died of pneumonia.

### II. Answer the questions.

- How did Sue and Johnsby become roommates?
- What did the doctor recommend for Johnsby to recover?
- Who was Mr Behrman?
- Why did Sue go to find Mr Behrman?
- How did Sue support Johnsby during her recovery from her disease?
- What did Sue mean by telling Johnsby that the last leaf was Mr Behrman's masterpiece?

## Critical Thinking

Building and justifying links  
between stories and their values

- I. Match the sayings about friendship with the stories in different sections of this unit based on the common values they share. Each story can be matched with more than one saying.

Stories	Sayings
	A friend can change your life with a small gesture.
Reading A	A friend in need is a friend indeed.
Reading B	Good friends help you find the important things when you have lost them, your smile, your hope, and your courage.
Listening	A real friend is one who walks in when the rest of the world walks out.
Viewing	A friend's eye is a good mirror.
	Friendship is born at the moment when one says to another: What! You too? I thought I was the only one.
	A friend at hand is better than a relative at a distance.
	In hardship we see friendship.

- II. Explain why the sayings and the friendship stories share common values according to your understanding.

### EXAMPLE

The saying, "A friend can change your life with a small gesture," suggests that a small help can have a big impact on others. In Reading A, the narrator helped Kyle with his glasses and books when he was tripped by a group of teenagers. Then they became good friends, which helped Kyle change his mind about dropping out of school and encouraged him to become an excellent student. If Kyle had left school, his life would have been different. Therefore, the author's small act of kindness had a big impact on Kyle.

# Critical Thinking

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## 教学内容与要求

- 能根据提示整合本单元各语篇的主要信息，列举语篇中传递或隐含的关于友谊的观点；
- 能归纳出本部分列举的格言或谚语中传递的有关友谊的观点，并与语篇中的友谊观点建立联系。

## 教学建议

- I
1. Ask students to have a quick review of the four stories in different sections of this unit.
  2. Have students read the sayings and share their interpretations of the sayings about friendship.
  3. Organise students to work in groups of four, analyse the common values expressed in the stories and justify the links between the stories and the sayings.
- II
1. Guide students to discuss how the sayings and the friendship stories share common values by asking a question like, “According to your understanding of what we have read, what does the saying, ‘A friend can change your life with a small gesture’ share with the message of Reading A? ”.
  2. Have students read the **EXAMPLE** and learn its structure.
  3. Let students choose different sayings from Ex I and quote related parts of the stories in different sections in this unit to explain the common values.

Suggested Activities 见 page T33n。

# Writing

## 教学内容与要求

- 能写出 110—130 字的感谢信表达对朋友的感谢之情，并说明理由；
- 能在感谢信中恰当运用举例说明、因果关系等书面表达手法；
- 能准确运用书信的格式。

## 教学建议

### Step 1

- Before students begin writing, guide them to read the Friendship Day poster and Culture Link and make sure they know what to write.
- Have students read the directions to make sure that they know what they are to write.
- Have students introduce one of their friends, and then list some of the especially touching things shared between them. Students should decide on one or two points to include in their writing.
- Guide students to understand Writing Strategy and know about the structure of a personal thank-you letter.
- Have students make an outline of the thank-you letter, using correct structure and choosing proper content for their writing.

### Step 2

- Raise students' awareness of writing strategy by reminding them to write the heading, including address and the date, and the greetings.
- Guide students to write a thank-you letter to their friends, including a closing, of 110—130 words.
- Remind students to sign their names on the signature line.
- Have students do peer review and make suggestions to each other by referring to a checklist based on Writing Strategy.

#### Sample checklist

- Have I provided my address and the date?
- Have I written down my friend's address?
- Have I shown my gratitude and listed the reasons why I am thankful to my friend?
- Have I added the closing at the end of the letter?
- Have I signed my name?
- Have I used proper cohesive devices?
- Have I used correct grammar and spelling?

- Ask students to revise and write another draft if necessary.
- Encourage students to send their letters on Thanksgiving Day to acknowledge the kindness and help they have received from their friends.

Suggested Activities 见 page T33n。

Culture Link 板块教学建议等见 page T33a。

## Writing

# Writing a thank-you letter to express gratitude to your friends

The following is a Friendship Day poster.

*Hello, everyone! Friendship Day is coming soon. It is a perfect occasion to let your friends know how much they are needed and loved. This year let's celebrate the Friendship Day by sending your dear friends thank-you letters.*



## Culture Link

### International Friendship Day

Friendship Day was first created by the greeting card industry in the 1920s. In 2011, the General Assembly of the United Nations declared 30 July as the official International Friendship Day to encourage governments, groups and organisations to host activities and events that promote dialogue, acceptance and understanding between people of different backgrounds. Yet celebrations occur on different dates in different countries.

Celebrate this year's Friendship Day by writing a thank-you letter to one of your friends.

#### Writing Strategy    Writing a thank-you letter

A personal thank-you letter generally has

- the heading: the address, the date;
- the greeting: always ending with a comma;
- the body: expressing your gratitude and stating the reasons why you are grateful;
- the closing: appropriate respectful words or phrases;
- the signature line: signing your name.

### ● Guided Writing

**Step 1** Introduce one of your friends and list one or two things between you and him/her that touch you most.

**Step 2** Write in the following sample format a thank-you letter with 110–130 words.

Greetings	
Formal	Informal
Dear Jane,	Hi Jane, Hello Jane,

Your gratitude and the reasons why you are thankful to your friend	
Formal	Informal
I really appreciate ...	Thank you for ...

Closing	
Formal	Informal
Best wishes, Best regards, Sincerely yours,	Love, Your friend, Yours,

## ► Further Exploration

### Introducing classical Chinese poems to foreign friends

Some foreign friends are visiting your school. Introduce to them classical Chinese poems on friendship.

**Step 1**

Read the English translation of the lines from two classical Chinese poems on friendship and translate them back into Chinese.

English Translation	Back Translation into Chinese
<p><i>If you have a friend who knows your heart, distance cannot keep you two apart.</i></p> <p style="text-align: right;">— Wang Bo</p>	<p>海内存知己，天涯若比邻。</p> <p style="text-align: right;">——王勃</p>
<p><i>However deep the Lake of Peach Blossoms may be, it is not so deep, O Wang Lun, as your love for me.</i></p> <p style="text-align: right;">— Li Bai</p>	<p>桃花潭水深千尺，不及汪伦送我情。</p> <p style="text-align: right;">——李白</p>

## 参考答案

638 Zhongyuan Road,  
Yangpu District, Shanghai

30th July 2020

605 Huazhong Road,  
Minhang District, Shanghai

Dear Kaili,

I would like to express my gratitude to you for standing by me for years. I still remember those days when you helped me with my 800-meter run test. That used to be a hard task for me. To cheer me up, you always ran together with me before the test. Without you, I didn't think I could pass.

I am fortunate to have a friend like you who is trustworthy and helpful. If you need any help from me at any time, please feel free to let me know.

Best regards,  
Daiwen

(Answers may vary.)

## Further Exploration

### 教学内容与要求

- 选取并研读我国以友谊为主题的诗歌，分享我国传统文化对友谊的表达方式。

### 教学建议

#### Step 1

- Ask students to brainstorm the names of famous poets in China.
- Have students read the English translation of the lines from two classical Chinese poems on friendship and translate them back into Chinese.
- Let students share their answers in pairs and show the original Chinese poems to all to check whether they have translated the main idea back into Chinese.

## Step 2

1. Have students surf the Internet and search for more classical Chinese poems on friendship and their English translation.
2. Ask students to write their findings down in the table.

## Step 3

1. Have students read and interpret the meaning of the poems and select a favourite one to prepare for a presentation.
2. Ask students to introduce one of the poems to foreign friends.

## 参考答案

### Step 3

Ancient Chinese poets loved to write poems to cherish friendship, particularly when they said goodbye to their intimate friends. For example, a famous poet named Wang Wei in Tang Dynasty once wrote a poem for his friend when he saw off his friend on his diplomatic mission to a place far away. In the poem, Wang said, “My friend, please have another cup of wine; West of the Sun Pass no intimates will be seen.” The poet used the poem to express his reluctance to part with his friend.  
(Answers may vary.)

Suggested Activities 见 page T330。

## Self-assessment

### 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

### 教学建议

#### Step 1: Check

Remind students to check whether they have achieved the overall learning goals of “Cherishing Friendship” by going over the expected outcomes of this unit.

Ask students to list those items they did well and put them in the blank beneath the first question. Figure out the problems or difficulties and put these items in the blank beneath the second question. The problems can be related to any text, activity or strategy concerning understanding, discovering, producing or extending.

#### Step 2: Reflect

Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reason for their success.

Guide students to think of the problems or difficulties they have encountered when doing the activity. Analyse the possible causes of the problem.

#### Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find out an effective solution to the problem, e.g. turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T33p。

**Step  
2**

Find more classical Chinese poems on friendship and their English translation. Write them down in the following table.

Chinese Poem	English Translation
• 劝君更尽一杯酒，西出阳关无故人。 ——王维	• My friend, please have another cup of wine; West of the Sun Pass no intimates will be seen.
• 莫愁前路无知已，天下谁人不识君。 ——高适	• Fear not you have no admirers as you go along. Everyone on earth appreciates you and your songs.
• .....	• ... (Answers may vary.)

**Step  
3**

Introduce one of the poems to the foreign friends.



### Self-assessment

Look at the expected learning outcomes of this unit.

- A. Recognising the power of friendship from stories, interviews and poems
- B. Talking about how friendship may change a person
- C. Reporting and designing interview questions to find out people's understanding of friendship
- D. Introducing classical Chinese poems to foreign friends
- E. Building and justifying links between friendship stories and proverbs or idioms on friendship
- F. Checking comprehension by paraphrasing others' ideas in an interview
- G. Writing a thank-you letter to express gratitude

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

# Culture Link

## 教学内容与要求

- 能够厘清“国际友谊日”不同来源和日期，体验并分享友谊文化的多样性。

## 教学建议

- Show students pictures and visual aids to help them understand what International Friendship Day is and how people of different parts of the world celebrate it.
- Ask students to read and explain the paragraph about International Friendship Day.
- Encourage students to find out more information about International Friendship Day after class.

## 补充文化知识

### International Friendship Day

The International Day of Friendship is an initiative that follows on the proposal made by UNESCO and taken up by the UN General Assembly in 1997 (A/RES/52/13), which defined the Culture of Peace as a set of values, attitudes and behaviours that reject violence and endeavour to prevent conflicts by addressing their root causes with a view to solving problems.

On the 3rd of May, 2011, the resolution was passed by consensus in the 65th UN General Assembly, with the proclamation of July 30th as the International Day of Friendship.

The resolution says ‘The International Day of Friendship is also based on the recognition of the relevance and importance of friendship as a noble and valuable sentiment in the lives of human beings around the world.’ Friendship between peoples, countries, cultures and individuals can inspire peace efforts and build bridges between communities. The resolution also adds that friendship can contribute to the efforts of the international community towards promoting a dialogue among civilisation, solidarity, mutual understanding and reconciliation.

The resolution places particular emphasis on involving young people, as future leaders, in community activities that include different cultures and promote international understanding, respect for diversity and advance peace.

## An Interview on Friendship

**Q: What is your concept of true friendship?**

A: True friendship is having faith in someone, respecting the person from the bottom of our heart, and helping the person whenever he or she is **in need**.

**Q: Do you have a lot of good friends or few close friends?**

A: Actually, I don't have many friends. Only a few who are selfish and mix with me only when they need something from me. I'm in search of a good friend ... and I think it'll never end. (sigh)

**Q: Do you fight often with your close friends?**

A: No. I don't fight with the few number of friends I have.

**Q: Should you go out of your way to help your friends?**

A: There is a saying "A friend in need is a friend indeed", so if we want good friends, then we also should be good to them and help them whenever they are in need. Otherwise, if we ourselves fall into trouble, then who will help us?

**Q: If you were another person, would you like to make friends with yourself?**

A: Of course, YES!

**Q: Would you please give a full form of FRIEND?**

A: F for faithful, R for rare diamond, I for **inspiring**, E for encouraging, N for never apart, and D for darling.

### 注释:

1. **in need** in a condition of needing something 需要中的; 困难中的

**The young man has created a website page matching survivors in need with donors who want to help.** 那位年轻人创建了一个网站页面, 将需要帮助的幸存者与愿意提供帮助的捐赠者进行匹配。

2. **inspiring** adj. having the effect of giving someone new ideas 鼓舞人心的

**She was a very strong, impressive character and one of the most inspiring people I've ever met.** 她是一个非常坚强、令人印象深刻的人物, 也是我见过的最鼓舞人心的人之一。

## Peas and Carrots (Forrest Gump) (00:00-01:49)

(Forrest: I don't recall what I got for my first Christmas and I don't know when I went on my first outdoor picnic. But, I do remember the first time I heard the sweetest voice in the wide world. )

Jenny: You can sit here if you want.

(Forrest: I had never seen anything so beautiful in my life. She was like an angel. )

Jenny: You are gonna sit down, aren't you?

Jenny: What's wrong with your legs?

Forrest: Um, nothing at all, thank you. My legs are just fine and dandy.

(Forrest: I just sat next to her on that bus and had a conversation all the way to school. )

Jenny: Then why do you have those shoes on?

Forrest: My momma said my back's crooked like a question mark. These are going to make me as straight as an arrow. They're my magic shoes.

(Forrest: Next to Momma, no one ever talked to me or asked me questions.)

Jenny: Are you stupid or something?

Forrest: Momma says stupid is as stupid does.

Jenny: I'm Jenny.

Forrest: I'm Forrest, Forrest Gump.

(Forrest: From that day on, we was<sup>1</sup> always together. Jenny and me was<sup>1</sup> like **peas and carrots.** )

(Forrest: She taught me how to climb ... )

Jenny: Come on, Forrest, you can do it.

(Forrest: I showed her how to **dangle.**)

Forrest: "... good little monkey and ..."

(Forrest: She helped me learn how to read.)

(Forrest: And I showed her how to swing.)

(Forrest: Sometimes we'd just sit out and wait for the stars.)

Forrest: Momma's gonna worry about me.

Jenny: Just stay a little longer.

(Forrest: For some reason, Jenny did never want to go home.)

Forrest: Okay, Jenny. I'll stay.

(Forrest: She was my most special friend.)

(备注: 1 此处为口语化表达中的不规范之处, 书面语中应为 From that day on, we were always together. Jenny and me were like peas and carrots. )

#### 注释:

1. **peas and carrots** different things that go well together 相处融洽; 形影不离

*The twins get along like peas and carrots.* 这对双胞胎形影不离。

2. **dangle** v. hang freely 摆晃地挂着

*A gold bracelet dangled from her left wrist.* 一只金手镯在她左腕上晃来晃去。

# Getting Started

### Option 1 ★

1. Draw students' attention to the topic of this unit — Cherishing Friendship and ask them some guided questions, such as "What can friendship bring to us?", "How can we cherish friendship?", etc.
2. Ask students to brainstorm some topic related key words or expressions and write them down on the blackboard.

### Option 2 ★★

1. Raise some guided questions as a warming-up activity, such as "Why do you think friendship worth cherishing?", "In your opinion, what is true friendship? ", etc.
2. Have students discuss in pairs or in groups and share their opinions.

### Option 3 ★★★

1. Encourage students to discuss their understanding of the quote by Socrates on page 19.
2. Help students to interpret the meaning of the quote by explaining certain new words and expressions.
3. Encourage students to translate the quote into Chinese and list more quotes or sayings about friendship if possible.

(A Brief Introduction to Socrates)

Socrates (470 – 399 BCE), an ancient Greek philosopher whose way of life, character, and thought exerted a profound influence on ancient and modern philosophy.

Socrates was one of the three greatest figures of the ancient period of Western philosophy (the others were Plato and Aristotle), who lived in Athens in the 5th century BCE. A legendary figure even in his own time, he was admired by his followers for his integrity, his self-mastery, his profound philosophical insight, and his great argumentative skill. He was the first Greek philosopher to seriously explore questions of ethics. His influence on the subsequent course of ancient philosophy was so great that the cosmologically oriented philosophers who generally preceded him are conventionally referred to as the "pre-Socratics."

# Reading A

## Comprehension

### Option 1 ★★

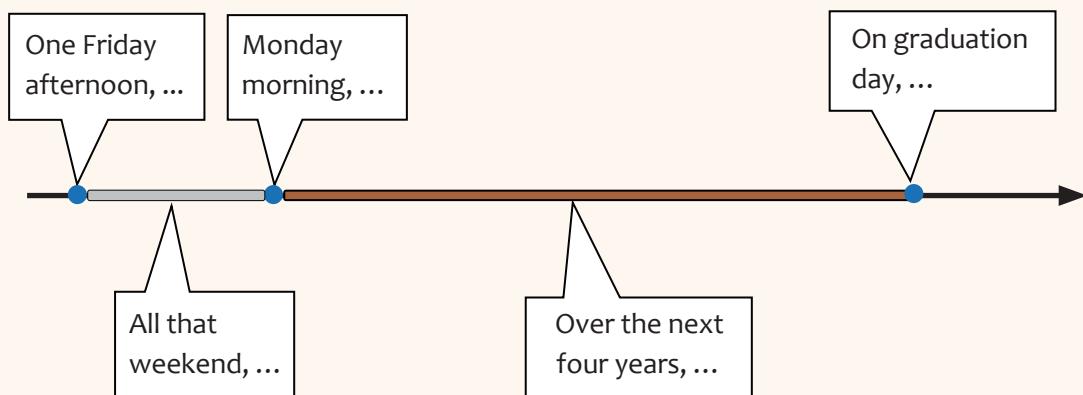
1. Have students go through the questions above the title and the picture on page 20 quickly and share their answers in class.
2. Encourage students to list some ideas Reading A may cover, according to the clues shown in the picture.

### Option 2 ★★

1. Have students read the text again and figure out the plot of the story according to the time line.
2. Have students discuss in groups and complete the following time shaft with key words or phrases according to different time and stage.

## Suggested Activities

3. Encourage students to retell the story with the help of the time shaft, covering what Kyle did, what happened to Kyle, how Kyle felt, what I (the narrator) did, etc.



### Reference answer:

**One Friday afternoon**, Kyle was carrying all of his books back home from his new school. Suddenly, a bunch of kids ran toward him, knocked all his books out of his arms and tripped him so he landed in the dirt. His glasses went flying. While he was crawling around looking for his glasses, I handed Kyle the glasses and helped him pick up his books. There was a big smile on his face, showing sincere gratitude. We had a talk and found we lived quite near to each other.

**All that weekend**, Kyle and I hung out together. My friends and I liked him.

**Monday morning**, Kyle carried the huge stack of books again. I stopped Kyle and made a joke with him. He laughed and felt happy.

**Over the next four years**, Kyle and I became best friends.

**On graduation day**, Kyle was nervous about his speech. I patted him on the back and encouraged him. He made a speech, shared his story and showed his gratitude to me.

(Answers may vary.)

### Option 3 ★★

1. Have students work in pairs and discuss how to put the scenes or the plots of the story into a short play.
2. Have students decide which part of the story they want to role play and guide them to write down the actor's lines, referring to the plots of the story in Reading A.
3. Have one student act as Kyle and the other act as the narrator in each pair, and encourage them to act out the short play.

### Reference answers:

#### Scene One: One Friday afternoon

Narrator: Hey! Kyle, what's wrong?

Kyle: A bunch of kids ran towards me, knocked all my books out of my arms and tripped me so I landed in the dirt.

Narrator: Why were you carrying so many books?

Kyle: I was carrying them home.

Narrator: Don't worry. Let me help you pick up the books.

Kyle: What a mess! Where are my glasses?

Narrator: I'll find them. They are lying in the grass about ten feet from you. Here you are!

Kyle: Thank you!

Narrator: You are welcome! And where do you live? I can help you carry these books.  
Kyle: Thanks a lot!

### Scene Two: All that weekend

Narrator: Would you like to play football with me and my friends?  
Kyle: Yes! For sure! Football is my favourite.  
Narrator: Great! Let's go and play football together!  
Kyle: OK! Thanks!  
Narrator: You are welcome!

### Scene Three: Monday Morning

Narrator: Hi! Kyle! Morning!  
Kyle: Morning!  
Narrator: You are gonna really build some serious muscles with this pile of books every day!  
Kyle: Ha, ha! You are kidding me!  
...

### At the graduation ceremony

Narrator: Hey, big guy, you'll be great!  
Kyle: Thanks!  
...  
Kyle: Graduation is a time to thank those who helped you through those tough moments. Your parents, your teachers, your siblings ... but mostly your friends. I am going to tell you a story ... Thankfully, it was my friend who helped me out.”  
...

(Answers may vary.)

## Vocabulary Focus

### Option 1 ★★

Guide students to interact with the text through dialogues at different levels. Get students to learn target words and expressions in the process of textual interaction, and use them in the process of expressing different topics at different comprehension levels. Involve students in planned classroom interactions with teachers as follows.

#### Pre-reading (lead-in)

##### Target words: **cherish, gesture**

Guide students to work out the meanings of the words relevant to inferential comprehension according to the contexts, such as **cherish, gesture**. Take the teaching of “**cherish**” as an example.

T: Look at the picture. Can you guess the relationship between the two boys?  
S: Classmates./Friends./Close friends./Good friends./ ...  
T: Why do you think so?  
S: Because they are smiling, showing they may be happily chatting or going to school together, or ...  
T: So they must have had a good relationship which is worth **cherishing**. Can you guess the meaning

## Suggested Activities

of **cherish**?

S: En. If you **cherish** something, it is very important to you.

T: Great! You got it. And to **cherish** someone or something means loving someone or something very much and wanting to protect or take care of him/her/it well.

...

### While-reading

Guide students to pay attention to the roots and prefix or suffix of the words relevant to word formation such as *freshman*, *sadness*, *graduation*, *disbelief*, *underestimate*. Take the teaching of “**graduation**” as an example.

#### Target word: **graduation**

T: When you finish high school curriculum, you'll **graduate**. Do you know how our school and teachers usually congratulate you then?

S: I guess our school will hold a special ceremony for us.

T: This ceremony has a special name, that is, **graduation** ceremony.

S: Wow, that's great!

T: So you see, **graduation** is a noun related to the verb graduate.

...

### Post-reading

Motivate students to apply what they have learned in the class to the expression of their own ideas. Take the teaching of the phrases “clean out, help ... out, hang out, drop out, come to one's turn” as an example.

#### Target phrases: **clean out, help ... out, hang out, drop out, come to one's turn**

T: After learning the text, do you know how the story unfolds? Please retell the story between Kyle and the author by using the key phrases from the text, such as *clean out*, *help ... out*, *hang out*, *drop out*, *come to one's turn*, etc.

#### Reference answer:

One Friday afternoon, when the author was a freshman in high school, he saw his classmate, Kyle, carrying all his books back home from his new school. Kyle had planned to **drop out** of school because of the loneliness and sadness at the new place. He **had cleaned out** his locker so he would never come back. And then he saw a bunch of kids running towards him, knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying. While he was crawling around looking for his glasses, the author handed him the glasses. They had a talk and found they lived quite near to each other. Then they **hung out** all that weekend. From then on, they became best friends. On their graduation day, when it **came to Kyle's turn** to give the speech, he shared the story with all. He was going to give up and leave school. It was the author who **helped him out**.

(Answers may vary.)

## Grammar in Use

### Option 1 ★★

- Ask students to review Ex I and Ex II and figure out the forms, functions and meanings of complex infinitives.
- Have students draw a diagram or a mind map of complex infinitives, including the forms, functions and meanings.
- Ask students to share their diagrams or mind maps in class and introduce the designs.
- Display some of the best diagrams or mind maps on the blackboard or notice board in the class.

### Option 2 ★★

- Have students think about whom they have made friends with in the class. And let them recall what their friends have done to help them.
- Let students describe what their friends have done to help them, imitating the sentence patterns in Exercise II and using as many complex infinitives as possible.
- Let students guess who their classmates' friends are based on the description in the previous step.

### Option 3 ★★★

- Have students think about their friends and the relationships between them. Encourage them to write a short story related to any expressions concerning friendship on page 23, using as many complex infinitives as possible.
- Have students share their short stories in groups of four and write down the key words or expressions related to the main plots of each story.

Who	Topic of the story	Key words or expressions related to the main plots of each story

#### Reference answer:

When I was a little child, I dreamed of becoming a writer one day.

Actually, I didn't pursue writing until I started junior high school. I began **to keep** a diary and tried writing some short stories. Jenny, my desk-mate, read my stories and encouraged me **to send** them to some magazines. But I got no news and none of my stories were printed. I felt discouraged, miserable and upset, and I decided **not to go on** writing. Jenny was surprised **to learn** that and said to me, "I love your fiction. I don't think one failure defines you. If you really love something, why not keep trying for it? Your talent needs **to be proven**." Her words inspired me **to try** to write again and reminded me that I shouldn't give up my dreams. Later, in the following years of my junior high school, I took part in several composition competitions and won some prizes.

Thanks to Jenny, one of the smartest and most influential friends in my life, I felt confident in myself again. She taught me that it just takes courage and inspiration **to find** yourself and pursue your own dream.

(Answers may vary.)

## Suggested Activities

# Listening, Viewing and Speaking

## Listening

### Option 1 ★★

Guide students to focus on the title “Interview on Friendship (Interview)” and encourage them to describe friendship in their own words before they listen to the audio clip.

### Reference answer:

Friendship is the wind in spring, the rain in the desert and the sunlight in winter.

Friendship is an in-depth relationship combining trust, support, communication, loyalty and understanding.

Friendship is a type of relationship between two people who care for each other.

(Answers may vary.)

### Option 2 ★★★

1. Encourage students to brainstorm possible questions they think the interviewer might ask before they listen to the audio clip.
2. Have students listen to the interview twice and complete the following table with keywords or expressions while they are listening.

The Interviewer's Questions	The Interviewee's Answers
What is _____ of true friendship?	True friendship is _____, _____ from the bottom of our heart, and _____ whenever he or she is in need.
Did you usually have a lot of good friends or _____?	Actually, I don't have _____. Only a few who are _____ only when they need something from me. I'm _____ ... and I think it'll never end. (sigh)
Did you _____ your close friends?	No. I don't _____ I have.
Can you _____ to help your friends?	There is a saying “_____”, so if we want good friends, then we also should _____ them and help them whenever they are in need. Otherwise, if we ourselves _____, then who will help our friends?
If you were another person, _____?	Of course, YES!
Would you please _____?	F for _____, R for _____, I for _____, E for _____, N for _____, and D for _____.

**Reference answer:**

The Interviewer's Questions	The Interviewee's Answers
What is <u>your concept</u> of true friendship?	True friendship is <u>having faith in someone, respecting the person</u> from the bottom of our heart, and <u>helping the person</u> whenever he or she is in need.
Did you usually have a lot of good friends or <u>few close friends</u> ?	Actually, I don't have <u>many friends</u> . Only a few who are <u>selfish and mix with me</u> only when they need something from me. I'm in <u>search of a good friend</u> ... and I think it'll never end. (sigh)
Did you <u>fight often with</u> your close friends?	No. I don't <u>fight with</u> the few number of friends I have.
Can you <u>go out of your way to help</u> your friends?	There is a saying " <u>A friend in need is a friend indeed</u> ", so if we want good friends, then we also should <u>be good to them</u> and help them whenever they are in need. Otherwise, if we ourselves <u>fall into trouble</u> , then who will help our friends?
If you were another person, <u>would you like to make friends with yourself</u> ?	Of course, YES!
Would you please give a full form for <u>FRIEND</u> ?	F for <u>faithful</u> , R for <u>rare diamond</u> , I for <u>inspiring</u> , E for <u>encouraging</u> , N for <u>never apart</u> , and D for <u>darling</u> .

3. Ask students to share the information of the questions and answers they've noted down in pairs after they listen to the audio clip.
4. Require students to read the tape scripts of the audio clip, check and complete their notes.

## Viewing

**Option 1 ★★★**

1. Introduce the main plot of the film clip and help students know about the background.
2. Play the film clip for the first time on the silent mode and have students watch it carefully and imagine the conversations between the two main characters.
3. Play the film clip for the second time and have students watch it carefully and guess the meaning of the phrase "peas and carrots".
4. Play the film clip for the third time on the silent mode and have students dub for the main characters in the film clip and encourage them to use their own words to make the conversations meaningful.

**Reference answer:**

"Peas and carrots" possibly means getting along very well together.

**Option 2 ★★★**

1. Have students watch the film *Forrest Gump* at the weekend and encourage them to write a review of it.

## Suggested Activities

### Reference answer:

*Forrest Gump* is a classic inspirational movie shot in the year of 1994 in the United States based on the novel of Winston Groom. Through a narration about the life experiences of a mentally handicapped person, the film, *Forrest Gump*, reflects the different aspects of American 1980's, when at a time the American society has experienced a lot of social changes. Since the *Forrest Gump* is published, the film was praised by the public, especially for the young generations. Also, Forrest becomes famous for his image of a runner. In fact, the Forrest's running has become an important spirit in Forrest's blood, showing his pursuit and love of life.

2. Ask students to figure out how the friendship between Jenny and Forrest develops in the film.
3. Encourage students to discuss whether the friendship between Jenny and Forrest helps Forrest and how it helps Forrest in his life.

## Speaking

### Option 1 ★★★

1. Ask students to read the following quotes by famous people about their feelings and understandings of friendship. And encourage them to translate the quotes into Chinese.

- (1) A faithful friend is the medicine of life.  
— William Shakespeare, British writer
- (2) The bird a nest, the spider a web, man friendship.  
— William Blake, British poet and artist
- (3) Some components of a thriving friendship are honesty, naturalness, thoughtfulness, some common interests.  
— Ralph Waldo Emerson, American thinker
- (4) A man should keep his friendship in constant repair.  
— Samuel Johnson, British writer
- (5) Be slow in choosing a friend, slower in changing.  
— Benjamin Franklin, American president
- (6) Don't try to win a friend by presenting gifts. You should instead contribute your sincere love and learn how to win others' heart through appropriate ways.  
— Socrates, Ancient Greek philosopher

### Reference answers:

- (1) 忠实的朋友是人生的良药。——英国作家威廉·莎士比亚
- (2) 鸟儿有巢，蜘蛛有网，人类有友谊。——英国诗人和艺术家威廉·布莱克
- (3) 确保友谊常青的要素是：诚实、朴实自然、体贴和某些共同兴趣。——美国思想家爱默生
- (4) 友谊需要经常维护。——英国作家约翰逊
- (5) 选择朋友要谨慎，换朋友更要谨慎。——美国总统富兰克林
- (6) 不要用馈赠去获得朋友，你必须奉献你诚挚的爱，学会怎样用适当的方法来赢得别人的心。  
——古希腊哲学家苏格拉底

(Answers may vary.)

2. Have students interview some classmates to figure out which quote(s) they agree with and share their interpretation in groups, illustrated by their own experiences.

Example:

I quite agree with the quote "A faithful friend is the medicine of life." I think a faithful friend is

just like the medicine of life because a close, stable social bond can help us through difficulties and cure us of the loneliness or sadness. For example, when I fail an exam, I usually turn to my friend, she will comfort me, help analyse the causes and give me some advice on study. With her help and encouragement, I will cheer up and gain confidence to adjust my study strategy and try my best to overcome the difficulties.

(Answers may vary.)

3. Encourage students to paraphrase what their interviewees have said during the interview to make sure that they have understood the interviewees accurately.

## Reading B

### Comprehension Plus

#### Option 1 ★★

1. Before students read the **Reading B**, encourage them to predict what the text is mainly about based on the title “The Last Leaf” and the picture attached, focusing on some elements of the short story, including time, place, characters, event, etc.
2. Have students read the text and pay attention to the sentences related to the last leaf.
3. Guide students to guess the implied meaning of the title or what the title symbolises while they are reading.
4. Ask students to share their understanding and interpretation of the title.

#### Reference answer:

The last leaf becomes a symbol of hope for Johns, symbolising the spirit of love, care and self-sacrifice.

(Answers may vary.)

#### Option 2 ★★★

1. Have students read through **Reading B** and find the basic elements of the short story, including time, place, characters, beginning, climax and ending.
2. Encourage students to find out how the plot develops and retell the story according to its basic elements.

#### Reference answers:

1. Time: Toward winter

Place: Greenwich Village

Characters: Sue, Johns, Behrman, the doctor

Beginning: Sue's roommate Johns caught pneumonia. And Johns thought that she would die when the last ivy leaf fell.

Climax: As Johns was encouraged by the last leaf that wouldn't give in to the weather, her will to live returned.

Ending: Behrman, a kind neighbour, who was aware of Johns's state of mind, risked death to paint the last leaf and save her.

2. Sue and Johns lived at the top of a three-storey building in Greenwich Village. Toward winter, Johns caught pneumonia and was determined to die when the last ivy leaf fell. The doctor told Sue that Johns needed the will to live in order to make it through. Sue told their neighbour

## Suggested Activities

Behrman, an old painter, about Johns' fancy. Then Behrman risked his life to paint the last leaf on the wall in the cold rainy night without any thought to his own safety. When Johns saw that "last leaf" apparently still clinging to the vine after two nights' rain and wind, she was encouraged and decided not to give up. Johns recovered, but Behrman caught pneumonia and died.

### Option 3 ★★★

1. Have students pay attention to the function of the word *masterpiece*, one of the threads, while they are reading.
2. Have students scan the story and underline the sentences containing the word *masterpiece*.
3. Share their understanding of the implied meaning of the word *masterpiece*.

#### Reference answer:

1. Masterpiece is a "thread" that helps make the story a coherent piece.
2. Sentences related to the word *masterpiece* are as follows:

Old Behrman was a painter who lived on the ground floor beneath them. He was past sixty and had had no success as a painter. He had always talked about a masterpiece, but had never begun it. (lines 61–66)

"Look out the window, dear, at the last leaf on the wall. Didn't you wonder why it never moved when the wind blew? It is Behrman's great masterpiece." (lines 129–133)

3. A masterpiece is an extremely good painting, novel, film, or other work of art.  
A masterpiece is an extremely clever or skillful example of something.  
A masterpiece is the most outstanding work of a creative artist or craftsman.  
An artist's, writer's, or composer's masterpiece is the best work that they have ever produced.  
The masterpiece in the story symbolises the spirit of love, care and the beauty of self-sacrifice.

...

(Answers may vary.)

# Critical Thinking

### Option 1 ★★

1. Ask students to discuss the benefits friendship brings to them and draw a mind map to show what comes to their mind.
2. Have students reflect on their own experiences with their friends and share one story with classmates in groups of four to illustrate their understanding of one of the sayings about friendship.

### Option 2 ★★★

1. Have students share their understanding of the sayings and select one of the sayings that they agree with most.
2. Encourage students to find friendship stories that share common values with the sayings and share the stories in groups of four.
3. Ask students to discuss how to develop or maintain harmonious relationships between their friends in real life.

# Writing

### Option 1 ★★

1. Have students suppose that Thanksgiving Day is coming soon.
2. Ask students to write and send thank-you letters to their parents or teachers to show their gratitude by following the Writing Strategy on page 31.

### Option 2 ★★★

1. Have students surf the Internet and find some English songs, books or films about friendship.
2. Encourage students to recommend one favourite English song, book or film to their best friend, writing a letter to him or her. The letter may include the following aspects:

the heading: the address, the date;  
the greeting: always ending with a comma;  
the body: recommend your favourite English song, book or film and stating the reasons why you want to recommend it;  
the closing: appropriate respectful words or phrases;  
the signature line: signing your name.

### Further Exploration

#### Option 1 ★★

1. Ask students to design some posters concerning friendship to introduce either Chinese poets or Chinese poems in both Chinese and English.
2. Have students classify the posters into different categories.
3. Organise students to decorate their classroom with the posters so that they can learn more about Chinese poets and appreciate more famous poems.
4. Let students appreciate all the posters designed by their classmates and vote for the best poster.

#### Option 2 ★★★

1. Encourage students to surf the Internet and find more English poems about friendship.
2. Encourage students to try translating the English poems into Chinese, reminding them to pay attention to the rhythm.
3. Organise students to present their translation either by reciting or by designing a poster.
4. Have other students comment on their presentation of the translation of poems about friendship.

#### Option 3 ★★★

1. Have students surf the Internet and find some English songs or films about friendship.
2. Encourage students to read the comments on these English songs or films that they have found.
3. Let students choose the most impressive one and encourage them to appreciate it in their spare time.
4. Have students recommend what they've appreciated to their friends and give reasons.

# Self-assessment

范例 (Answers may vary.)

**Which of the above have you done well in? Why and how?**

e.g. C. Reporting and designing interview questions to find out people's understanding of friendship.

After reading the two texts in this unit, I've developed an understanding of friendship. And I'm interested in knowing about the views on friendship from different people, including my classmates, friends, teachers, parents, etc. Besides, through various classroom activities, I've acquired useful skills about reporting and designing interview questions. Also, I'd like to share what I have learned from those whom I've interviewed and encourage them to cherish friendship in their daily life.

**Which of the above do you still find difficult? Why?**

e.g. D. Introducing classical Chinese poems to foreign friends.

I never tried introducing Chinese poems in English to foreign friends. I felt it challenging and sometimes frustrating to translate Chinese poems into proper, precise and rhyming English. I am worried that my translation can't help foreign friends find the beauty and inferred meaning of Chinese poems.

**What do you plan to do?**

e.g. I think it is really a good idea to introduce classical Chinese poems to foreign friends because that's a good way to help them to know about Chinese classical poems and culture as well. I think what I need to do first is to study Chinese poems more and select some typical ones to translate. And when I meet with some difficulties, I can turn to my English teacher or the Internet for help. Besides, I can invite some classmates to translate the poems together, so that we can compare our different versions and choose the best one to introduce to foreign friends. Additionally, I can ask my teacher to recommend some books or websites about Chinese and English poems to me. I hope it will help.

# Rafiki Means Friend

By Denny Dart

When she was twelve years old, Raha earned a scholarship to study at a boarding school in England. She patted the cow's brown shoulder. She hugged Mama's wide waist. Then Raha and Baba, her father, rode the crowded bus to the airport.

"I named you Raha, which means happiness," Baba said. "Remember that."

As the plane took off, Raha looked out the window and gazed down at the green fields where she used to run like the wind.

At school in England, the teachers gave her dozens of essays to write and books to read. She ran to her classes through cold rain, clutching her books inside her blue blazer.

Her running coach gave her a striped shirt and white shorts, shoes with cleats for sprints, and another pair with spongy soles for cross-country. The shoes felt tight on her toes. But all the other runners wore shoes, and Raha didn't want to be different.

The team practiced every weekday afternoon. On Saturdays, everyone watched rugby—everyone but Raha. She ran alone on country lanes. The cold air stung her throat, and her shoes stuck in the mud, slowing her down. She missed running barefoot and fast under the hot African sun.

One Saturday, Raha ran up a hill and found herself in a barnyard. One of her classmates, a day student named Thomas, stood just inside the barn doors.

After he greeted her, Raha asked, "Why aren't you watching rugby?"

"I have to help my father," said Thomas. "Would you like to see the cows?"

Raha entered the barn, and the familiar smell of cows surrounded her. "We have a cow at home," she said. "I call her *Rafiki*. That means friend."

"She'll give birth to a calf soon," said Thomas.

The next Saturday, Raha ran to Thomas's farm. She didn't see him at the barn, so she ran up the hill to the fields above. She found Thomas's brown cow lying on her side and breathing heavily.

"Poor thing, your calf is coming," Raha said. "You need help." She looked out over the fields, but there was no one in earshot. She pulled off her shoes and ran, barefoot and fast, as she used to run at home.

She ran over the fields, past the barn, and to the white house where Thomas lived. Raha found Thomas and his father, and they followed her back up the hill.

When they reached the upper field, the cow still lay on her side. Beside her, the calf was already born, but it lay slick and still. *Please, Raha thought, let them be alive.*

"The calf is breathing," said Thomas's father. He dragged the calf to the mother's head. The cow, smelling her newborn, struggled to her feet, nuzzled her calf, and started to lick its wet fur. The calf opened its eyes.

"We came just in time," said Thomas, still panting.

"Yes, thanks to you," Thomas's father said, nodding to Raha. He looked at the calf. "She'll be needing a name."

“How about Rafiki?” Thomas suggested. Then he smiled at Raha and said, “It means friend.” On her run back to the school, Raha felt like a bird flying over the patchwork of green fields. In the shower room, Raha stood in her clothes under the hot water, letting the mud run off her. She grinned. *Baba*, she thought, *I’m living up to my name.*

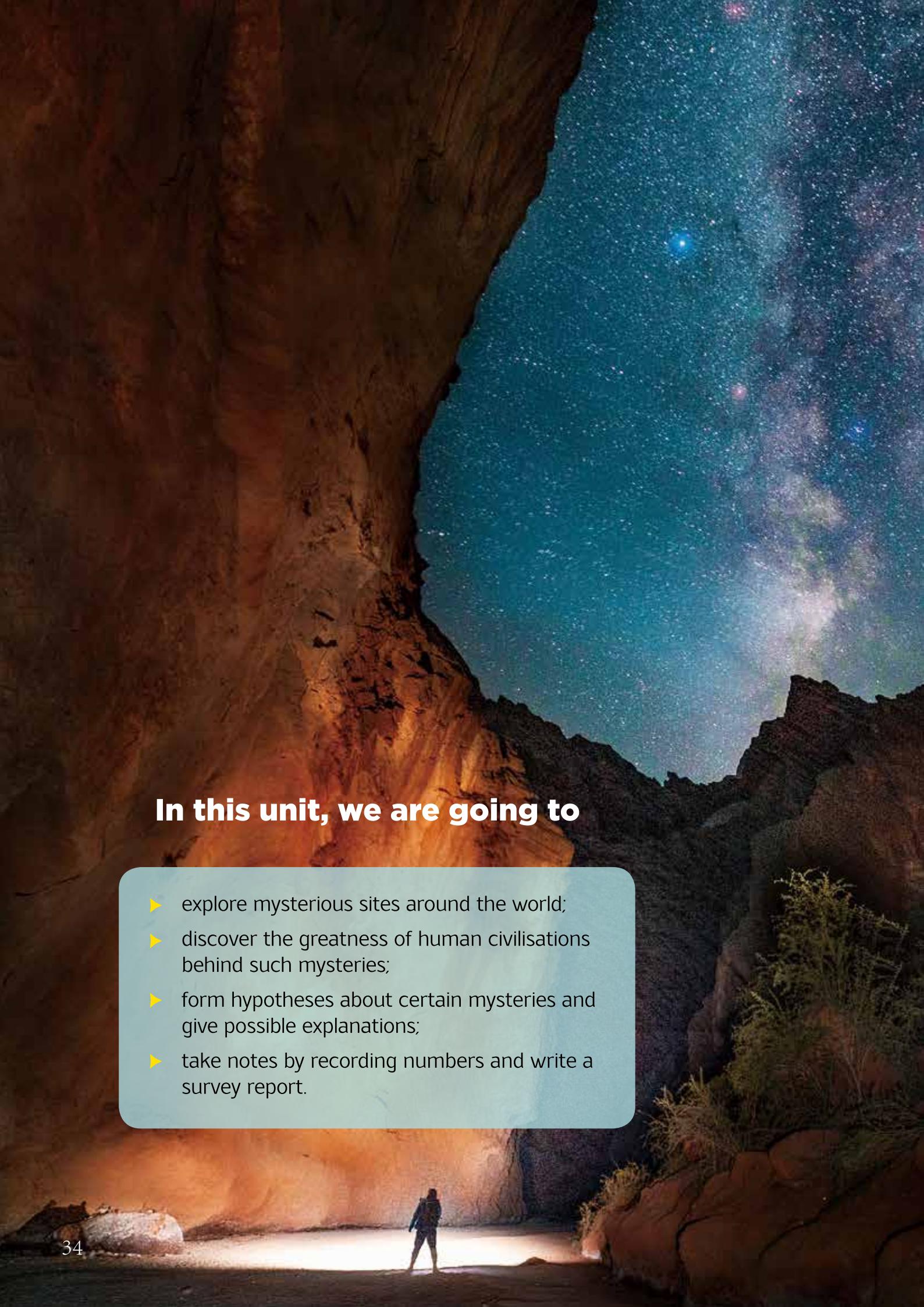
### Food for thought

1. What name did Thomas want to call the calf? Why?
2. Why did Raha think that she was living up to her name?
3. What do you think of the friendship between Raha and Thomas?

### Reference answers:

1. Thomas wanted to name the calf Rafiki because this means “friend” in Raha’s language. Raha had shown that she was Thomas’s friend by running all the way to tell him and his father that one of their cows was giving birth. If they hadn’t known about it, they wouldn’t have been able to rescue the mother and calf. Thomas wanted to show his thanks to Raha and show that he regarded her as a friend. Because Rafiki was also the name of a cow raised by Raha’s family, Thomas perhaps also thought his choice would help her feel at home.
2. She ran so fast that she successfully informed one of her classmates, Thomas, and his family of the trouble that their cow was in and saved both the calf and the cow. She was proud of what she had done for her friend Thomas and his family, which made her feel on top of the world and not lonely at all. Therefore, Raha was happy just like her name, which means happiness.
3. Raha left her hometown to study in a new place. Everything seemed strange to her and she must have felt lonely. But she made a great, successful effort to help her classmate’s family save a cow and calf. She showed her new friend that she was willing to sacrifice for him. And Thomas’s friendship allowed Raha to overcome her loneliness. The relationship brought good things to both young people.

(Answers may vary.)



## In this unit, we are going to

- ▶ explore mysterious sites around the world;
- ▶ discover the greatness of human civilisations behind such mysteries;
- ▶ form hypotheses about certain mysteries and give possible explanations;
- ▶ take notes by recording numbers and write a survey report.



# Unit 3

## Exploring the Unknown

The more you know, the more you know you don't know.

— Aristotle

### Getting Started

#### e Answer the questions.

1. Have you ever seen something in nature you couldn't understand or explain? What is it?

*Yes. When I was seven years old, I saw a round object like a UFO in the sky at night. It looked much brighter than any star or planet. It stayed in the sky for about one minute, and then disappeared all of a sudden. What the object really was has remained a mystery. (Answers may vary.)*

2. What mysterious place or phenomenon are you most curious about?

*Here is a mysterious place for reference:  
Nazca Lines: These massive ground drawings in the city of Inca, less than 200 miles south of Peru's capital of Lima, measure up to 660 feet. In its entirety, most of them can only be seen on airplanes or from observation towers. (Answers may vary.)*

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”、“人与自然”，主题群为“历史、社会与文化”、“科学与技术”、“自然生态”和“宇宙探索”	<ul style="list-style-type: none"> <li>能探究发现世界各地的神秘事物；</li> <li>能剖析神秘事物背后所蕴含的人类文明；</li> <li>能就一些神秘事物提出自己的假说，并给出可能的解释；</li> <li>能在听的时候记录关键数字；能撰写调查报告。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能概括出事理阐释类说明文的基本文体特征和语篇结构；</li> <li>能概括出语篇中的内容要点并列出相应支撑论据；</li> <li>能梳理语篇成分之间的语义逻辑关系（主次关系）；</li> <li>能归纳出语篇中特定语言（问句）的使用意图以及语言在反映情感态度和价值观中所起的作用。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能归纳出事物列举类说明文的基本文体特征；</li> <li>能概括出语篇中的内容要点并列出相应支撑论据；</li> <li>能梳理语篇中新旧信息的展开方式和语义关系。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能说出科普类听力语篇的语篇结构特征；</li> <li>能捕捉听力语篇中显性的衔接和连贯手段，并识别关键词。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能归纳出专题新闻报道的语篇特征；</li> <li>能通过识别关键词，推断出视频中穿插的访谈与新闻话题之间的关系；</li> <li>能根据视频的标题、图片和关键词等信息推测视频语篇的主题语境；</li> <li>能归纳出专题新闻报道视频的语篇结构、标题特征和语言特点。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能运用重音、语调、节奏等比较连贯和清晰地表达意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中，理解具体词语的功能、词义的内涵和外延以及使用者的意图和态度等；</li> <li>能根据“奥秘探索”这一主题，梳理词语，并用于理解和表达相关的信息；</li> <li>能学习与“奥秘探索”这一主题相关的形容词与名词、动词与名词等的习惯搭配，逐渐积累词块，确切表达意思、描述事物。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中理解和使用同位语从句结构。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能总结出说明文的基本文体特征；</li> <li>能列举出语篇中的内容要点和相应支撑论据；</li> <li>能归纳出说明文语篇中的信息组织方式，如：语篇中新旧信息的布局及承接关系；</li> <li>能判断语篇成分（如：句子、句群、段落）之间的语义逻辑关系，如：因果关系、概括与例证关系。</li> </ul>

	语用	<ul style="list-style-type: none"> <li>能判断出本单元语篇的语篇目的、语篇对象、作者的观点、意向与理念等；</li> <li>能根据交际场合的正式程度及与交际对象的情感距离，选择正式或非正式、直接或委婉的语言形式，理解和表达请求、不确定性等，达到预期的交际效果。</li> </ul>
文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>能获取关于英美等国家地理概况、旅游资源（自然及人文景观、世界文化遗产等）方面的信息，加深对人与自然的关系的理解；</li> <li>能简单介绍中外令人叹为观止的文化遗迹及其承载的人类文明伟大进步；</li> <li>能尝试借助信息技术手段收集信息，探究解读目前未知的神秘事物；</li> <li>能查找相关假说或理论阐释，提出合理质疑。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>能记录听力材料中的关键数字并理解其附带含义。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能根据表达意图和受众特点，使用恰当的语言表达不确定性或猜想；</li> <li>能参与采访活动的互动与交流。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能概括出把握语篇介绍的神秘事物的“神秘之处”并分享人们对未知世界的求索精神；</li> <li>能判断语篇中主要信息之间的语义逻辑关系并归纳出语篇信息展开方式。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能根据语境线索或图像信息推测视频内容；</li> <li>能识别新闻专题报道中信息的起承转合，以及不同说话人的视角和主要观点；</li> <li>能捕捉到传递视频信息的关键句，以及相应的支撑信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能以书面形式传递信息，撰写调查报告；</li> <li>能根据表达的需要（汇报调查结果），选用合理的语篇结构（总述过程和结果—分类详述—结论）；</li> <li>能运用语篇衔接手段，提高表达的连贯性。</li> </ul>
	听 / 看	<ul style="list-style-type: none"> <li>能在听 / 看的同时记录关键信息（数字）；</li> <li>能根据新闻专题报道语篇中的衔接方式，理解新闻报道语篇的逻辑，以及段落间的衔接。</li> </ul>
学习策略	说	<ul style="list-style-type: none"> <li>能灵活运用交际策略，使用恰当得体的语言表达不确定性或猜想。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能说出列举类和阐释类说明文的主要文体结构，判断语篇成分之间的语义逻辑关系，列出信息要点。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能根据主题表达的需要（撰写调查报告），列出主要信息，组织基本信息结构。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据自身情况制定适合的学习计划；</li> <li>能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

What do you think are the most mysterious places on Earth?  
Read the text and find out what some scientists think.



## STONEHENGE

One of prehistory's most amazing monuments is Stonehenge, on Salisbury Plain in Wiltshire, England. This huge monument is made of enormous blocks of stone, and their size is impressive — the largest stones weigh about 50 tons and measure more than 9 metres in length!

Thousands of years have passed since the first blocks of stone were brought to Salisbury Plain, but the origins and the meaning of Stonehenge remain a mystery. Through the centuries no one has ever been able to reveal the mysteries hidden in these gigantic blocks of stone.

How old is Stonehenge? For cen-

turies no one knew its exact age, but with the invention of radiocarbon dating, scientists were able to tell us that the oldest parts of Stonehenge were built around 5,000 years ago. This makes them older than the pyramids of Egypt.

Historians and archaeologists now think that Stonehenge was built in three main phases, between about 3,000 BCE and 1,100 BCE. They refer to these phases as Stonehenge I, II and III.

At the start of the first phase, in around 3,000 BCE, ancient people dug a large hole in the form of a circle. In the middle of the circle they made a

# Getting Started

## 教学内容与要求

- 能通过思考和回答问题分享与“探索未知”这一主题密切相关的主要词汇；
- 能通过讨论激发学生探究未知自然奥秘的兴趣。

## 教学建议

- 1 Introduce the topic of the unit — *Exploring the Unknown*. Direct students' attention to the two questions. Give students some time to discuss the questions in pairs or groups. Have students share ideas in front of the whole class.
- 2 If students have difficulty in answering the questions, try to provide them with an example or suggest some world-famous mysterious places or phenomena like the Great Pyramids of Giza, Stonehenge, and the Bermuda Triangle.

Suggested Activities 见 page T49e。

# Reading A

## 教学内容与要求

- 能归纳出事理阐释类说明文的基本文体特征(严密科学、条理客观、简洁准确、逻辑性强) 和语篇结构(已知信息—合理推测—未解之谜及种种猜想)；
- 能列出语篇中的内容要点和相应支撑论据；
- 能判断语篇成分之间的语义逻辑关系(主次关系)；
- 能归纳出语篇中特定语言(问句)的使用意图以及语言在反映情感态度和价值观中所起的作用；
- 能概括出语篇介绍的神秘事物的“神秘之处”并分享人们对未知世界的求索精神；
- 能获取关于英国地理概况和旅游资源(自然及人文景观、世界文化遗产等)方面的信息，加深对人与自然的关系的理解。

## 难句注释

1. **Stonehenge was rebuilt using around 80 blocks of stone, each weighing about 4 tons. (lines 42–44)**  
句中 using around 80 blocks of stone 是-ing 分词做状语，补充说明 rebuilt 的方式。each weighing about 4 tons 是独立主格结构，作补充说明，其中 each (即 each block of stone) 是逻辑主语。整句意为“巨石阵的再建使用了约 80 块石头，每块重约 4 吨”。
2. **But how people transported the bluestones to Salisbury Plain remains a mystery. (lines 48–50)**  
句中 how people transported the bluestones to Salisbury Plain 为 how 引导的主语从句，整句意为“但人们如何将这些蓝砂岩运到了索尔兹伯里平原仍然成谜”。
3. **How did the ancient people who built Stonehenge know where to put the stones? (lines 91–93)**  
句中 who built Stonehenge 是定语从句，修饰 the ancient people。where to put the stones 是不定式作动词 know 的宾语。整句意为“建造巨石阵的古人如何确定把石头放在什么位置？”。

## 词汇释义

### • prehistory (line 1)

*n.* the period of time in history before information was written down 史前时期；远古时期

**Human prehistory is divided into three successive periods: the Stone Age, the Bronze Age, and the Iron Age.** 人类的史前史可以分为3个相继时期：石器时代、青铜时代和铁器时代。

### • monument (line 2)

*n.* a building that has special historical importance 历史遗迹；有历史价值的建筑

**The ancient historic monuments of England, Scotland and Wales are worthy of a visit.** 英格兰、苏格兰和威尔士的名胜古迹值得一去。

### • enormous (line 5)

*adj.* extremely large 巨大的；庞大的

**The experts believe that the primitive people cut enormous blocks of stone out of the hillside.** 专家们认为原始人从山坡上凿出巨石。

### • origin (line 12)

*n.* the point from which sth starts; the cause of sth 起源；源头；起因

**This book finally explodes some of the myths about the origin of the universe.** 该书最后推翻了有关宇宙起源的一些谬见。

*original adj.* 原来的；起初的；最早的

*originate v.* 起源；发源；发端于

### • mystery (line 13)

*n.* something that is difficult to understand or to explain 神秘的事物；不可理解之事；奥秘

**It is one of the great unsolved mysteries of this century.** 这是本世纪尚未解开的大奥秘之一。

*mysterious adj.* 神秘的；奇怪的；不易解释的

### • archaeologist (line 25)

*n.* person who studies archaeology 考古学家

**The exhibition kindled the boy's interest in archaeology and he made up his mind to become an archaeologist.** 展览引起了小男孩对考古学的兴趣，使他下定决心要做一个考古学家。

*archaeology n.* 考古学

*archaeological adj.* 考古学的；和考古有关的

### • incredible (line 60)

*adj.* impossible or very difficult to believe 不能相信的；难以置信的

**Scientists made an incredible discovery about the Great Pyramid of Giza.** 科学家们对吉萨大金字塔有了惊人的发现。

*incredibly adv.* 难以置信地

### • observatory (line 77)

*n.* a special building from which scientists watch the stars, the weather, etc. 天文台；天文观测站；气象台

**The Royal Greenwich Observatory was founded to observe and catalogue the stars.** 当初创立皇家格林尼治天文台就是为了观察星体并对其进行编目。

### • astronomer (line 78)

*n.* a scientist who studies astronomy 天文学家

**Astronomers all over the world will be observing the eclipse of the sun.** 全世界的天文学家都将观测此次日食。

*astronomy n.* 天文学

*astronomical adj.* 天文学的；天文的

### • conclude (line 85)

*v.* to decide or believe sth as a result of what you have heard or seen 断定；推断出；作出结论

**He concluded from their remarks that they**

**were not in favour of the program to explore the deep ocean.** 他从他们的话语中推断出他们不赞同这个深海探测计划。

conclusion *n.* 结论；推论

conclusive *adj.* 结论性的；不容置疑的；确凿的

预言；预告；预报

**It's still not possible to accurately predict the occurrence of earthquakes.** 现在仍无法准确预报地震的发生。

prediction *n.* 预言；预测；预告

predictive *adj.* 预测的；预言的；前瞻的

• **primitive (line 86)**

*adj.* belonging to a very simple society with no industry, etc. 原始的；远古的

**The astronomer thinks that Mars is the best spot to search for primitive alien life in our solar system.** 这位天文学家认为最好到火星上去寻找太阳系中的原始外来生命。

• **predict (line 87)**

*v.* to say that sth will happen in the future

• **calculate (line 94)**

*v.* to guess sth or form an opinion by using all the information available 预测；推测

**Conservationists calculate that hundreds of species could be lost in this area.** 自然资源保护主义者预测，数以百计的物种可能会从这个地区消失。

calculation *n.* 估计；预测；推测

calculator *n.* 计算器

## 语篇分析

本文的语篇类型是事理阐释类说明文。语篇内容主要围绕英国闻名遐迩的史前遗迹“巨石阵”展开，提出了若干关于巨石阵的千古谜题，展现了巨石阵的建造过程，探讨了巨石阵的建造目的，并呈现了历史学家、考古学家和天文学家等多方专家的观点及其支撑论据。语篇结构为“总一分”模式，前两段是总起，首先简要介绍了巨石阵的基本情况，提出巨石阵有诸多未解之谜，继而进行分述，第三段至第八段针对巨石阵的建造时间这一谜题，回顾了巨石阵建造的三个阶段，第九段至第十三段则针对巨石阵的建造动机及意义，给出了种种推测，并进一步提出了其他相关谜团。语言特征体现为使用一系列过去时态的行为动词阐述巨石阵的建造过程，使用 think、believe 等表示“看法”的动词及其宾语从句表达不同人物的观点、信念、推测及臆测等心理活动。语篇的主题意义在于激发学生对神秘事物未解之谜的探究和思考，了解世界文化遗产相关背景知识，对人类巧夺天工的智慧和创造力存敬畏之心，引导学生主动获取信息，提出合理质疑，开展批判性思维活动。

## 背景介绍

1. This text is adapted from *Great Mysteries of Our World*, Chapter 7 (pp. 81-88). This book was written by Gina D. B. Clemen and published by Black Cat in 2005.
2. Salisbury Plain is one of Great Britain's best-known open spaces, consisting of a plateau-like area covering about 300 square miles (775 square km), in the county of Wiltshire, England.
3. Bluestones are the smaller stones at Stonehenge, 42 of which came from the Preseli hills in Pembrokeshire, west Wales. The Stonehenge bluestones are composed of twenty different types of volcanic and igneous rocks.
4. The Bronze Age was a period of time that spanned roughly from 3,300 to 1,200 BCE between the Stone Age and the Iron Age. Bronze was used widely at that time, which marked the first time when humans started to work with metal.
5. The summer solstice is the day that the Earth's North Pole is tilted closest to the sun. This is the longest day of the year for people living in the northern hemisphere. It is also the day that the sun reaches its highest point in the sky. On the contrary, the winter solstice, or the shortest day of the year, happens when the Earth's North Pole is tilted farthest from the sun.

## Personal Touch

### 教学建议

1. Ask students to answer the questions immediately after they read the text for the first time. Give students some time to think.
2. If students have difficulty in answering the questions, tell them to underline the different theories about the origin of Stonehenge and the evidence that supports each theory in the text.

Theory	Evidence
Some historians think that it was used as a cemetery. (lines 36-38)	Human bones have been found there.
Today many experts believe that Stonehenge was built as an observatory or a calendar. (lines 76-78) Gerald Hawkins, an astronomer, concluded that Stonehenge was an observatory and also a kind of primitive computer for predicting eclipses and the summer and winter solstices. (lines 81-84)	In 1963, Gerald Hawkins discovered that the important stones point to different positions of the sun or the moon.
Some people even hold the belief that aliens from another world were involved in the construction of Stonehenge. (lines 97-100)	Not mentioned in the text.

3. Have students share ideas in front of the whole class and vote for their favourite idea and give reasons.
4. If time permits, encourage students to have a mini-debate to challenge the reasoning and evidence that they disagree with.

35 small hill with the earth from the hole. But why was Stonehenge built? Some historians think that it was used as a cemetery because human bones have been found there.

40 The second phase of Stonehenge began in around 2,100 BCE — before the wheel was invented. Stonehenge was rebuilt using around 80 blocks of stone, each weighing about 4 tons.

45 Archaeologists know that these stones (called “bluestones”) came from the mountains of South Wales, about 320 kilometres away. But how people transported the bluestones to Salisbury

50 Plain remains a mystery.

The third phase of Stonehenge began in around 2,000 BCE. For some mysterious reason, the early Bronze Age people decided to rearrange the bluestones to form the circle we see today. They added new, even larger stones to form structures called *trilithons* (two tall stones with a third across the top). The new stones 60 weighed an incredible 50 tons each, and they were pulled to Stonehenge from an area over 30 kilometres away. No one knows exactly how many people were involved in this incredible 65 journey, or how they built the trilithons.

70 Today about half of the original monument survives. Over the years some stones have fallen and others have been taken away and used for building.

Why did these ancient people devote so much time and energy to this huge monument? What took place at Stonehenge? There have been many theories over the centuries.

Today many experts believe that Stonehenge was built as an observatory or a calendar. The British astronomer Sir Norman Lockyer first suggested this in

80 1901, but many scholars did not agree with him. In 1963 another astronomer, Gerald Hawkins, discovered that the important stones point to different positions of the sun or the moon. He 85 concluded that Stonehenge was an observatory and also a kind of primitive computer. He said that it predicted eclipses and the summer and winter solstices.

90 But there are still many uncertainties. How did the ancient people who built Stonehenge know where to put the stones? How could they calculate the movements of the sun and 95 the moon without the knowledge we have today?

Some people even hold the belief that aliens from another world were involved in the construction of 100 Stonehenge.

Will anyone ever find the right answer to the mystery?

### • Personal Touch



Which theory about the origin of Stonehenge do you think is most acceptable? Why?

## Digging In

### ● Comprehension

#### I. Answer the questions.

1. What is the main idea of the text? *The text mainly introduces a prehistoric monument in England: Stonehenge. The text touches upon the mysteries about its origins and meanings by explaining the three phases of its construction and the many theories about this mysterious site.*

2. The original text has three subheadings. Can you put them back to the text?

- A Prehistoric Monument (Before Para. 1)
- The Construction (Before Para. 3)
- A Mystery Explained? (Before Para. 9)

#### II. Below are the answers to some questions. Write the questions, as in the example below.

1. About fifty tons.

*Q: How much do the largest stones weigh?*

2. On Salisbury Plain in Wiltshire.

*Q: Where is Stonehenge?*

3. Almost five thousand years old.

*Q: How old are the oldest parts of Stonehenge?*

4. About 320 kilometres.

*Q: How far are the mountains of South Wales from Salisbury Plain / Stonehenge?*

5. The early Bronze Age people.

*Q: Who rearranged the bluestones to form the circle we see today?*

#### III. Complete the table about the different phases of the construction of Stonehenge.

	Time	Construction work
Phase I	<i>Around 3,000 BCE</i>	<i>Ancient people dug a large hole in the form of a circle, in the middle of which they made a small hill with the earth from the hole.</i>
Phase II	<i>Around 2,100 BCE</i>	<i>They rebuilt Stonehenge using about 80 blocks of stone.</i>
Phase III	<i>Around 2,000 BCE</i>	<i>The early Bronze Age people rearranged the bluestones by adding new and larger stones to form the circle we see today.</i>

#### IV. The author employs many questions in the text. Underline and number them. Think about the functions of the questions and complete the table. The first one has been done for you.

Question	The answer is obvious to the reader.	The answer is given.	Function
Q1 (Line 17)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No.	B, E
Q1 (Line 36)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input checked="" type="checkbox"/> Yes. <input type="checkbox"/> No.	B, E
Q1 (Lines 71-73)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	C, E
Q1 (Lines 73-74)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	C, E
Q1 (Lines 91-93)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	A, C
Q1 (Lines 93-96)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	A, C
Q1 (Lines 101-102)	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	<input type="checkbox"/> Yes. <input checked="" type="checkbox"/> No.	C, D

#### Functions of the questions:

- A. To illustrate a point.
- B. To give information.
- C. To set people thinking.
- D. To bring to a conclusion.
- E. Other(s): *To tell the reader what is going to be discussed. / To catch attention. / To arouse interest.*

## 参考答案

I think Gerald Hawkins' theory about the origin of Stonehenge is the most acceptable, because his argument was based on factual discovery and logical reasoning. He first discovered that the important stones point to different positions of the sun or the moon, and then he concluded that Stonehenge was an observatory and also a kind of primitive computer for predicting eclipses and the summer and winter solstices. Therefore, in my opinion, it was most likely that Stonehenge was built for some astronomical purpose. (Answers may vary.)

## Comprehension

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### 教学建议

- I**
  1. Guide students to predict the main idea of the text and the type of story it is according to the title, the picture and the pre-reading question above the title before they begin reading.
  2. Tell students to read through the text quickly to get the main idea. Then ask them to divide the text into three parts and identify the main idea of each part. Remind students to notice the topic sentences which can help them recognise the different parts of the text.
  3. Involve students in reading the three subheadings on page 38 and then putting them back in the text.
  4. Guide students to summarise different parts of the text:  
commonly known information → reasonable explanations or theories → hypotheses of unsolved mysteries
  5. Encourage students to discuss, in groups and with examples, the type of text “Stonehenge” is and its language features.
- II**
  1. Tell students to read the answers in the left column and guess what the questions might be before they read the text a second time.
  2. Remind students to underline the answers in the text while they are reading.
  3. Have students work individually to write the questions.
  4. Ask students to compare their questions with those of their partners.
- III**
  1. Engage students in reading the second part of the text (Paragraphs 3–8) in detail and have them underline the approximate dates of, and construction work undertaken in, each phase of Stonehenge’s creation.
  2. Tell students to work individually to complete the table.
  3. Ask students to compare their answers with those of their partners.
  4. Encourage students to summarise the mysteries of the construction work in the three phases.
- IV**
  1. Guide students to read the whole text again, underline and number all the questions in the text.
  2. Tell students to work individually to complete the first three columns of the table.
  3. Have students read the four functions of the questions and summarise other functions according to the questions.
  4. Encourage students to think about the function of each question in the text and complete the last column of the table.
  5. Ask students to compare and discuss their answers in pairs or groups.

### 参考答案

- IV**
- Q1: How old is Stonehenge?  
Q2: But why was Stonehenge built?  
Q3: Why did these ancient people devote so much time and energy to this huge monument?  
Q4: What took place at Stonehenge?  
Q5: How did the ancient people who built Stonehenge know where to put the stones?  
Q6: How could they calculate the movements of the sun and the moon without the knowledge we have today?  
Q7: Will anyone ever find the right answer to the mystery?

## Vocabulary Focus

### 教学内容与要求

- 能在语境中，理解词汇选择与表达意义的关系、词义的内涵和外延以及使用者的意图和态度等；
- 能根据“探索未知”这一主题，梳理词语，并用于理解和表达相关的信息；
- 能学习与“奥秘探索”这一主题相关的形容词与名词、动词与名词等的习惯搭配，建构话题词汇语义网，确切表达意思、描述神秘事物。

### 词汇分类

识别词汇△：prehistory, monument, mystery, archaeologist, observatory, scholar

运用词汇：enormous, origin, incredible, astronomer, conclude, primitive, predict, calculate

常用词组：refer to, devote ... to, be involved in, for some reason

### 教学建议

#### I Key Vocabulary

- Guide students to pick up target words and expressions in context through textual interaction. (See suggested activities on pages T49h–T49i.)
- Ask students to go over the main idea of Reading A.
- Get students to read the passage and fill in the blanks. Remind them to pay attention to the first-person narrator in the passage who introduces Stonehenge when sharing his/her travel experience.
- Guide students to retell the passage in pairs.

#### II Topic-Related Expressions

- Have students explain the meanings of the expressions given in the box.
- Ask students to complete the sentences with proper forms of some words in the box and invite them to give explanations.

Suggested Activities 见 pages T49h–T49i。

Culture Link 板块教学建议等见 pages T49a–T49b。

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage. Note that there are two more options than you need.

enormous  
incredible  
theory

refer to  
in the form of  
for some reason

origin  
calculate  
construction

devote ... to  
be involved (in)  
take place

I really enjoyed my visit to Stonehenge last year. Our guide gave us some really interesting information about this historic site whose **1 origin** is still unknown to us. It is a UNESCO World Heritage Site, and it is frequently **2 referred to** as a British cultural icon. Archaeologists believe that its **3 construction** began in around 3,000 BCE, and tremendous planning and organisation of labour **4 were involved**. It has been discovered that some rocks are from Wales. Those ancient people got them all the way to Southern England. It's pretty **5 incredible**, since most stones are **6 enormous** and weigh up to 50 tons. It is still unknown why they **7 devoted** so much time and energy **8 to** this huge monument. **9 Theories** about why Stonehenge was built range from it being a cemetery or a site of healing, to an observatory to mark the seasons. Stonehenge was found to be built **10 in the form of** a circle and in line with some star positions to help ancient people **calculate** the movements of the sun and the moon with some long-lost wisdom. All in all, it's quite impressive.



### Culture Link

#### UNESCO World Heritage List (China)

Over 50 sites in China are on the UNESCO World Heritage List. Among them are the Mausoleum of the First Qin Emperor (inscribed in 1987), Mogao Caves (1987), the Great Wall (1987), Peking Man Site at Zhoukoudian (1987), South China Karst (2007), China Danxia (2010) and Hubei Shennongjia (2016).

### II. Topic-Related Expressions

Complete the sentences with reference to the expressions given in the box.

historic / historical / ancient monument  
to trace / reveal / explain one's origin  
solid / scientific / strong evidence

to give / offer / provide an explanation  
to confirm / prove / establish a theory

- Some 4.5 billion years ago, Earth was a dry rock. So, where did water come from? Scientists think that it might have been “delivered” in the form of ice by an asteroid from outer space. But this theory cannot yet be confirmed.
- The only way to truly cherish an ancient monument is to leave it alone, avoid it and plan around it.
- Salt domes are found in Louisiana. Their origin can be traced back to the early Gulf of Mexico, when the shallow ocean had high rates of evaporation.
- The 1960s saw the introduction of a new form of radiocarbon dating and suddenly archaeologists were confronted by strong evidence that Stonehenge was much older than previously thought.
- Since 1945 the Bermuda Triangle has attracted the attention of the entire world. Between 1947 and 1973 over 140 ships and planes, with more than 1,000 people aboard in total, vanished in this area. Many explanations were given; few people were convinced by them.

## ● Grammar in Use

### Appositive clauses\*

#### I. Read the passage and discuss the functions of the underlined parts.

Does an ancient monster live in Scotland’s Loch Ness? For centuries, many people have argued that “Nessie,” the Loch Ness Monster, does exist. To date there have been over 3,000 recorded sightings of the monster but no one has come up with any solid evidence that it does exist.

*The first underlined phrase “the Loch Ness Monster” is an appositive phrase, while the second underlined clause “that it does exist” is an appositive clause. The appositive phrase “the Loch Ness Monster” is used to further define what “Nessie”, the word before the phrase, is. The appositive clause “that it does exist” is used to provide additional information about the “solid evidence” for the readers.*

### Grammar Highlights

An appositive clause is a noun clause that sits next to a noun or a noun phrase to identify or rename it. For example:

*Columbus had a firm belief that the world is round.*

#### Appositive Clauses

- usually appear after abstract nouns: e.g., *belief, discovery, evidence, fact, idea, news, truth, suggestion, problem, question*, etc.
- follow the normal word order.

#### Appositive vs Relative Clauses

- The problem that air pollution is increasing seems quite serious.* (appositive clause)
- The problem that now arises seems quite serious.* (relative clause)

\* 该语法点将在选修阶段继续修习。



# Grammar in Use

## 教学内容与要求

- 能在语篇中识别同位语从句的形式，判断其表意功能；
- 能根据语言使用场合以及表达需要使用同位语从句。

## 教学建议

I

- Guide students to read the passage and discuss the functions of the underlined parts by answering the following questions: 1) What's the name of the Loch Ness Monster? (Nessie.) 2) Is there any solid evidence to prove that the Loch Ness Monster really exists? (No, there isn't.)
- Provide students with some clauses in Reading A and ask them to tell the type of each clause by completing the following table.

Clause in Reading A	Type of the clause
... scientists were able to tell us <u>that the oldest parts of Stonehenge were built around 5,000 years ago.</u> (lines 20–22)	
Today many experts believe <u>that Stonehenge was built as an observatory or a calendar.</u> (lines 76–78)	
How did the ancient people <u>who built Stonehenge</u> know where to put the stones? (lines 91–93)	
How could they calculate the movements of the sun and the moon without the knowledge <u>we have today?</u> (lines 93–96)	
Some people even hold the belief <u>that aliens from another world were involved in the construction of Stonehenge.</u> (lines 97–100)	

### Reference answers:

Clause in Reading A	Type of the clause
... scientists were able to tell us <u>that the oldest parts of Stonehenge were built around 5,000 years ago.</u> (lines 20–22)	Object clause
Today many experts believe <u>that Stonehenge was built as an observatory or a calendar.</u> (lines 76–78)	Object clause
How did the ancient people <u>who built Stonehenge</u> know where to put the stones? (lines 91–93)	Relative clause
How could they calculate the movements of the sun and the moon without the knowledge <u>we have today?</u> (lines 93–96)	Relative clause
Some people even hold the belief <u>that aliens from another world were involved in the construction of Stonehenge.</u> (lines 97–100)	Appositive clause

- Guide students to compare and tell the differences in function between an object clause and an appositive clause.
- Ask students to focus on “appositive clause” and elicit the form, meaning and use of it.
- Remind students to pay special attention to the difference between appositive and relative clauses (i.e. An appositive clause is a noun clause that lies next to a noun or a noun phrase to identify or rename it while a relative clause is a clause that modifies a noun or a noun phrase.) However, inform students that appositive phrases are similar to relative clauses and have students rewrite the appositive phrase in Ex.1 (the Loch Ness Monster) into a relative clause (which is the Loch Ness Monster). Then ask students to discuss what advantages appositive phrases have (i.e. reducing wordiness, adding detail, and adding syntactic variety to a sentence).
- Give students some sentences with appositive clauses and relative clauses and have them distinguish appositive clauses from relative clauses.

II

1. Ask students to form appositive clauses in the sentences according to the given keywords.
2. Have students check their answers in pairs by reading each paragraph. If students disagree with each other, they can have a discussion.
3. Invite some students to share their answers with the class.

III

1. Have students read the example and discuss the steps to combine the sentences to form appositive clauses.
2. Encourage students to read and combine the sentences with the given words.
3. Ask students to have a pair check by reading the sentences they have rewritten to their partners.
4. Remind students that other words like “whether”, “why”, “when” and “what” can also be used before appositive clauses besides the word “that”.

Suggested Activities 见 pages T49i–T49k.

## II. Use the keywords in brackets to form appositive clauses in the sentences.

1. The Pyramids of Giza in Egypt are really something special. We still don't know exactly how the Egyptians built them some 5,000 years ago. These structures are claimed by some to possess the unexplained phenomenon of Pyramid Power. Despite such claims, there is no scientific evidence that Pyramid Power exists (Pyramid Power; exist).
2. There's no doubt that the story of Nessie has drawn huge tourist interest to the famed Loch Ness (the story of Nessie; draw huge tourist interest; famed Loch Ness). While some people believe the monster is a living plesiosaur, *New Scientist* points out that such a creature could not physically lift its head up out of the water like the photos and anecdotes suggest.
3. More recently, scientists have put forward the idea that the Easter Islanders may have actually travelled to South America and made contact with the Native American people long before the first Europeans arrived on the continent (the Easter Islanders; travel to South America; make contact with the Native American people; long before; the first Europeans; arrive on the continent).

## III. Combine the sentences with the words in brackets. The first one has been done for you.

1. An unknown animal exists in Loch Ness.  
Scientists simply laugh it off in spite of many eye-witness stories and remarkable photographs. (idea)  
*In spite of many eye-witness stories and remarkable photographs, scientists simply laugh off the idea that an unknown animal exists in Loch Ness.*
2. Nineteenth-century archaeologists uncovered evidence.  
It shows that Troy existed and that the Trojan War was, at least in part, a real event. (evidence)  
*Nineteenth-century archaeologists uncovered evidence that Troy existed and that the Trojan War was, at least in part, a real event.*
3. The classical Greeks were not sure whether Homer had ever actually seen Troy, but they had no doubt about the battles.  
There is no doubt that the battles Homer described had taken place. (doubt)  
*The classical Greeks were not sure whether Homer had ever actually seen Troy, but they had no doubt that the battles he described had taken place.*
4. Columbus believed that he'd found Paradise.  
It in no way contradicted his claim to be en route to Asia. (belief)  
*Columbus's belief that he'd found Paradise in no way contradicted his claim to be en route to Asia.*
5. The question has not yet been answered. Why did the ancient people build the monument? (question)  
*The question why the ancient people built the monument has not yet been answered.*

## Listening, Viewing and Speaking

### Living in the Land of the Giants (Podcast) 音频文本见 page T49c

I. Can you name some famous stone statues? For what reasons do people make stone statues? (*Answers may vary.*)

II. Listen and find out: What is most mysterious about the land of the giants?

*It is still unknown to us who built the stone statues on the island and why.*

**Listening Strategy Note-taking: recording numbers**

III. Listen again and write down the numbers. Some of the sentences are paraphrased from the original.



1. Some European explorers found and named Easter Island on Easter Day  
1722.
2. They found 200 natives and around 800 giant stone statues on the island.
3. The heaviest stone statues weigh 270 tons and the tallest is over 11 metres.
4. It is said that a small group of Asians settled on Easter Island sometime between 400 and 700 CE.

### China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side (News report)

I. Share with your classmates what you know about China's Chang'e-4 Mission with the help of the video title and the pictures.



1



2

II. Watch the video and answer the question: Why is this landing "historic" according to the report? *It is historic because Chang'e-4 is the first object to make a soft landing on the far side of the moon.*

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能归纳出科普类听力语篇的结构特征；
- 能捕捉听力语篇中显性的衔接和连贯手段并识别关键词；
- 能记录听力材料中的关键数字并说明其附带的含义。

## 背景介绍

This audio is an introduction to the mysterious giant stone statues on Easter Island, and mainly focuses on a description of these statues and assumptions that have been made about their origin and meaning. Students may not be familiar with “Inca stonework” and “Peruvian”, so it is strongly advised that teachers provide some background knowledge for students.

## 听力策略

### Note-taking: recording numbers

- Have students skim the listening task to help them better understand the topic and the main idea of the listening text.
- Guide students to predict what kind of numbers (e.g. date, weight, height, address, price) they need to record with the help of the context (e.g. Day, natives, around ... statues, weigh... tons, metres, CE)
- Ask students to identify and circle the key words or lexical chunks, which are most relevant to the numbers they need to listen for in the listening text, such as *found and named Easter Island, found, natives, giant stone statues, heaviest, tallest, Asians settled on Easter Island*.
- Remind students to concentrate and pay attention to the numbers that are close to the key words or lexical chunks they have circled while they're listening. Also remind them that some of the sentences in the textbook are paraphrased.
- Guide students to record the Arabic numbers immediately when they hear them.

## 教学建议

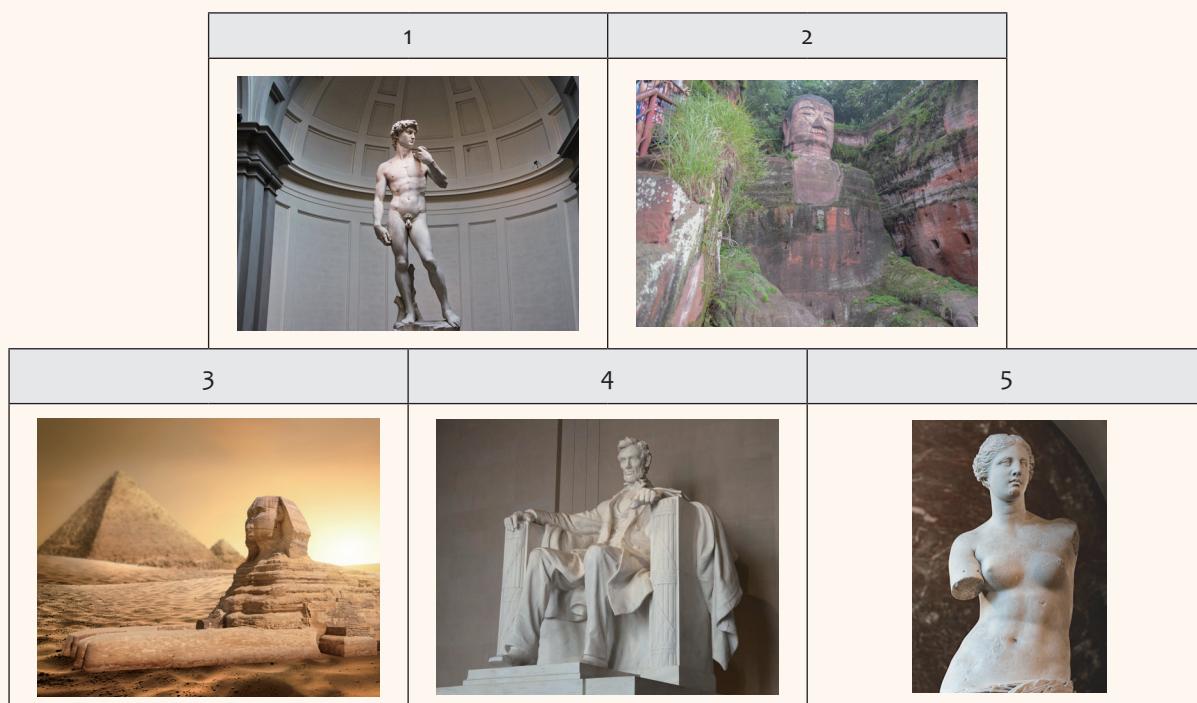
1. Show a picture of a stone lion statue in the Palace Museum and ask students to discuss why it was made. Then have students brainstorm some other famous stone statues in the world and share what they know about them. If students have difficulty brainstorming, provide them with some pictures of stone statues and ask the students to identify them, say where they are and why they were made.  

  2. Have students look at the picture of the giant stone statues on Easter Island in the textbook and have them talk about what they know about those stone statues.
  3. Inform students that they're going to listen to an introduction to the giant stone statues on Easter Island and ask them to guess what might be most mysterious about the place.
1. Tell students to listen for the first time and answer the question. Remind students to also focus on the main idea of what they hear.  
2. Have students check their answers in pairs and ask some of them to give their reasons by repeating key words or sentences in the audio clip.  
3. Guide students to discuss the text structure of the passage afterwards.
1. Play the audio once more and have students record numbers to fill in the blanks. Remind students to pay attention to the details, especially numbers.  
2. Have students check their answers in pairs and guide them to discuss the function of numbers in the audio clip (e.g. numbers are used as strong evidence to show how mysterious the giant stone statues are).

## 参考答案

I	Statue	Reasons for construction	Other information
1	David Statue by Michelangelo, Italy	created as work of art; a classic of the Renaissance era	<ul style="list-style-type: none"> <li>• carved out of marble;</li> <li>• a sculpture of a naked figure standing 5.17 metres tall;</li> <li>• made between 1501–1504</li> </ul>
2	Leshan Giant Buddha, Sichuan, China	built in the hope of claiming the dangerous waters that plagued the ships travelling down the river	<ul style="list-style-type: none"> <li>• built between 713 and 803 (during the Tang dynasty);</li> <li>• the largest and tallest (71m) stone Buddha statue in the world</li> </ul>
3	Great Sphinx of Giza, Egypt	still unknown	<ul style="list-style-type: none"> <li>• depicting a human head mounted on a massive lion body;</li> <li>• made out of one single limestone;</li> <li>• built almost 5,000 years ago</li> </ul>
4	the figure of a seated Abraham Lincoln in the Lincoln Memorial in Washington, USA	to pay tribute to Lincoln	<ul style="list-style-type: none"> <li>• built in 1920;</li> <li>• made of 28 blocks of white marble;</li> <li>• weighing 170 tons and rising 9.1 metres from the floor</li> </ul>
5	Venus de Milo, the Louvre Museum in Paris, France	perhaps for the same reason as that of many other works of art	<ul style="list-style-type: none"> <li>• one of the most famous works of ancient Greek sculpture;</li> <li>• depicting the goddess of love and beauty;</li> <li>• a marble sculpture (203 cm);</li> <li>• created sometime between 130 and 100 BCE;</li> <li>• “widely renowned” for the mystery of her missing arms</li> </ul>

Pictures of the statues:



## 教学内容与要求

### Viewing

- 能总结出新闻专题报道视频的语篇结构、标题特征和语言特点；
- 能总结出新闻专题报道中不同说话人的视角和主要观点；
- 能通过识别关键词，推断出视频中穿插的访谈与新闻话题之间的关系；
- 能根据视频的标题、图片和关键词等信息推测其语篇的主题语境。

## 背景介绍

This video is a news report on China's Chang'e-4 probe making its historic landing on the moon's far side. In the video, the news reporter provided solutions to the two major concerns: "How did Chang'e-4 probe get to the moon's far side?" and "What is Chang'e-4 probe looking for?"

## 教学建议

- I
  1. Show the two pictures of Chang'e-4 probe and have students guess what they are going to watch.
  2. Encourage students to discuss what they know about China's Chang'e-4 Mission with the help of the pictures.
- II
  1. Introduce the title of the video clip to students—China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side.
  2. Invite students to discuss their understanding of the word "historic" in the title in pairs.
  3. Play the video clip for the first time and ask students to discuss the reason why this landing is considered to be "historic" according to the report.
  4. Encourage students to discuss the feature of the title (e.g. clear, concise, eye-catching, using present tense to indicate the event, carrying all the key information).
- III
  1. Play the video clip again and ask students to choose the right items to complete the table. If students have some difficulty, ask them to read the items and the two questions first.
  2. Have students check the answer with their partners and give explanations if necessary.
  3. After the second viewing, ask students to list the points of view of different speakers (the reporter and an interviewee) and help students figure out the views of the speaker(s) by identifying key words, such as *hope, aim, achievable; unknown, exploring, know our own planet better*.

Suggested Activities 见 page T49n。

## 参考答案

I Chang'e-4 is a robotic spacecraft mission, part of the second phase of the Chinese Lunar Exploration Program. It achieved the first soft landing on the far side of the moon on 3 January 2019. A communication relay satellite, Queqiao, was first launched to a halo orbit near the Earth-Moon L2 point in May 2018. The robotic lander and Yutu 2 (玉兔二号; literally: "Jade Rabbit No. 2") rover were launched on 7 December 2018 and entered lunar orbit on 12 December 2018, before landing on the moon's far side.

The mission is the follow-up to Chang'e-3, the first Chinese landing on the moon. The spacecraft was originally built as a backup for Chang'e-3 and became available after Chang'e-3 landed successfully in 2013. The configuration of Chang'e-4 was adjusted to meet new scientific objectives. Like its predecessors, the mission is named after Chang'e, the Chinese moon goddess.

## 教学内容与要求

### Speaking

- 能参与采访活动的互动与交流；
- 能运用重音、语调、节奏等比较连贯和清晰地表达意义、意图和态度等；
- 能根据表达意图和受众特点，灵活运用交际策略，使用恰当得体的语言表达不确定性或猜想。

## 教学建议

### Step 1

- Have students brainstorm and list the mysteries about the moon that they feel curious about.
- Write down the mysteries that students share in class on the blackboard.

### Step 2

- Get students to read the example.
- Ask students to work in pairs and discuss other possible reasons for knowing whether there is water on the moon.
- Have students work in groups and think of the significance of knowing the answers to the other mysteries about the moon that have been listed in Step 1.
- Ask students to work in groups and brainstorm ways to find out the answers to the other mysteries about the moon that have been listed in Step 1.
- Have each pair choose one or two mysteries from the list and note down the questions they can ask in the following interview as well as the corresponding answers.
- Have students conduct the interview and remind students to take down notes while they are listening.
- Ask students to exchange roles as reporter and interviewee.

### Step 3

- Invite some pairs to perform their interview before the whole class and make comments on their performance.
- Encourage students to adopt different ways to talk about possibility while they are speaking.

Suggested Activities 见 page T49n。

## 参考答案

The following sample interview can be used as a reference:

(R-Reporter; S-Student)

R: Good morning/afternoon. I'm Alice from Popscience, a popular science magazine. Thank you for taking the time to see me for this interview today.

S: It's nice to meet you. (shaking hands)

R: As you know, our magazine is preparing a special report on Teenagers and the Moon. I'll be asking you some questions to find out what fascinates teenagers like you about the moon. Does that sound OK?

S: Yes, fine.

R: Great! Would you like to share some of your ideas about the moon with me?

S: Sure. We human beings visited the moon more than a half century ago and learned a lot from Apollo, but there are still a lot of mysteries about the moon that haven't been solved. For example, I wonder whether there is water there.

R: Why are you so curious about this?

S: Because water is essential to life and even a source of fuel. That's why I suppose finding water there would be good news for research teams and encourage us to build moon bases in the future.

R: I see your point. Then what do you think we can do to figure out this mystery?

S: In my opinion, we can probably bring soil samples from the moon to study. It's likely that the analysis of the chemistry of the moon's soil can help scientists learn more about conditions on the surface of the moon and formation of precious resources like water there.

R: I'm really impressed by the possible way you have mentioned to find out the answer. Thank you so much for sharing your fantastic ideas about the moon with me. Thanks for your time. (shaking hands)

III. Watch again. Choose from the items to complete the table. Note that there are three extra choices.

- |   |  |
|---|--|
| A. understanding the moon's orbit           | F. sending humans to the moon              |
| B. seeing the far side of the moon          | G. studying samples from the moon          |
| C. launching Queqiao in space               | H. building a research station on the moon |
| D. landing Chang'e-3 on the moon            | I. discovering life on the moon            |
| E. finding Chang'e, the goddess of the moon |  |

1. What is necessary for the success of this landing	A, C, D
2. What we are aiming for	F, G, H

#### Conducting an interview on teenagers' curiosity about the moon

Suppose you are reporters for a popular science magazine and you want to find out what fascinates teenagers about the moon. Prepare for your interview by following the steps below:

**Step 1** Work with a partner. List some mysteries about the moon that make you curious.  
e.g. *Is there water on the moon?*

**Step 2** Think of the significance of knowing the answer(s) to the mysteries.  
e.g. *Finding water on the moon would be good news for research teams who want to build future bases there because water is essential to human beings.*

**Step 3** Brainstorm ways for us to find out the answer(s).  
e.g. *We can probably bring soil samples from the moon to study.*

**Step 4** Note down some questions you could ask in an interview.  
e.g. *Would you like to share some of your ideas about the moon with me?  
Why are you so curious about this?  
What do you think we can do to figure it out?*

**Step 5** Find a new partner and conduct the interview. Note down the answers that are relevant to your survey.

#### Useful Expressions for Talking about Possibility

- |                 |                                   |
|-----------------|-----------------------------------|
| • I guess ...   | • may / might / can / could       |
| • I suppose ... | • will possibly / probably        |
| • Imagine ...   | • It's possible / likely that ... |

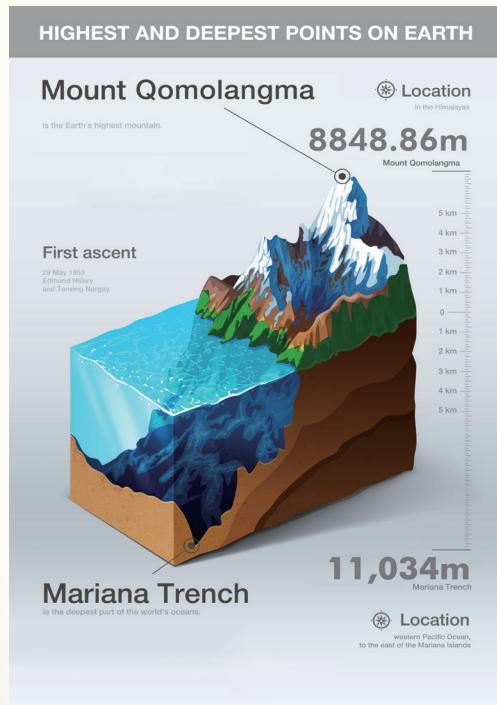
# READING B

## THE MOST UNKNOWN AND MYSTERIOUS PLACES ON EARTH

Humans are born explorers and adventurers. We have this “desire” to explore new places and to go beyond.

We have already climbed the highest mountain, explored the vastness of the Antarctica and the emptiness of Sahara. We have also reached outer space, stepped on the surface of our neighbour, the moon, and one day might even explore the vastness of our universe.

There seems to be no end to humanity’s appetite for exploring our surroundings and the unknown. However, there are still some places on Earth that have not yet been reached or fully explored. And these places are some of the most isolated and mysterious places on this planet.



### 20 **Mariana Trench, Pacific Ocean**

Located in the western part of the Pacific Ocean, the Mariana Trench is the deepest part of the world's oceans. The trench measures around 2,550 km long and 70 km wide on average, and reaches a depth of over 10,994 metres at one small part known as the Challenger Deep.

The Mariana Trench is considered one of the least explored parts of the world due to its extreme depth. At this depth, the water pressure can be very dangerous. Still, life can be found in this part of the ocean. Previous expeditions to the trench have revealed a number of organisms and sea creatures, living in the deep sea.

### **Vale do Javari, Brazil**

With an area of about 85,444.82 km<sup>2</sup>, Vale do Javari is one of the largest indigenous territories in Brazil. The rainforest was named after the vast Javari River, which is the most important river system in the region. It is one of the most isolated places on Earth and also one of the hardest places to reach.

The isolation of this remote place is largely due to the thick forest and extreme geographic location. In spite of its isolation, the tropical rainforest is home to a great number of indigenous

## Reading B

### 教学内容与要求

- 能分析出事物列举类说明文的基本文体特征和“总一分”模式的语篇结构；
- 能概括出语篇中的内容要点并列出相应支撑论据；
- 能分析并归纳出说明文语篇中的信息组织方式，如：语篇中新旧信息的布局及承接关系；
- 能判断语篇成分（如：句子、句群、段落）之间的语义逻辑关系，如：因果关系、概括与例证关系；
- 能概括出语篇介绍的三处“神秘之最”的神秘之处，并分享人们对未知世界的求索精神。

### 语篇分析

本文的语篇类型为事物列举类说明文。语篇内容主要列举了世界上三大最为神秘的地方：马里亚纳海沟、查瓦利河谷和磬吉德贝马拉哈，以及它们各自的自然生态环境和与世隔绝的主要原因。语篇结构是总一分结构，开篇谈到人类探索未知世界的渴望与创举，随即开始逐一介绍三处世界上最神秘、最与世隔绝的地方。三块并列结构均包含以下信息：该处的地理位置、地理环境、原住民或生态物种等基本信息，以及该处与世隔绝、鲜有人迹、难于探索的原因。语言特征体现为使用了较多复杂度高的形容词和抽象名词，体现出语篇的正式和客观，使用了较多语篇衔接手段，逻辑严密。语篇围绕多处世界神秘之最，用词丰富，表达规整，客观平实。主题意义在于通过对世界最为神秘和与世隔绝的地方的介绍，衬托出人类探索大自然奥妙的不懈努力及挑战不可能的勇气，激发学生对未知世界的探索和不惧艰难的决心。

### 背景介绍

This text is adapted from an article on the website of Blasting News. It introduces some top mysterious and fascinating places on Earth.

### 难句注释

1. Previous expeditions to the trench have revealed a number of organisms and sea creatures, living in the deep sea. (lines 35–38)

句中的 living in the deep sea 是分词修饰语，修饰前面的 a number of organisms and sea creatures，相当于非限制性修饰语。整句意为“以往的探险发现，有许多微生物和海洋生物生活在这片深海中”。

## 词汇分类

识别词汇△: unknown, isolate, indigenous, dedicate

运用词汇: desire, universe, surroundings, previous, territory, system, satellite, prohibit, reserve, sharp

常用词组: in spite of, pose dangers to, derive from

## 词汇释义

### • desire (line 2)

n. strong wish to have or do sth 愿望; 欲望;  
渴望

**Sheldon has a strong desire to understand how the universe works.** 谢尔顿非常渴望理解宇宙是如何运行的。

v. to want sth; to wish for sth 渴望; 期望

**After reading the passage about Stonehenge, the little boy desired to visit it in person one day.** 读过巨石阵的文章后, 这个小男孩渴望有一天能够亲自去看看。

### • universe (line 11)

n. the whole of space and everything in it, including the earth, the planets and the stars 宇宙; 天地万物; 万象

**We know only five per cent of the universe.**

**The remaining 95 per cent is still a mystery awaiting discovery.** 我们只了解宇宙的 5%, 剩下的 95% 依然成谜, 有待我们探索发现。

### • previous (line 34)

adj. happening or existing before the event or object that you are talking about 先前的; 以往的

**His new theory of our universe's origin is the reverse of the previous one.** 他关于宇宙起源的新理论与前一个理论正好相反。

### • system (line 44)

n. a group of things, pieces of equipment, etc. that are connected or work together 系统

**It is reported that astronomers hunting for radio signals from alien civilizations have detected a mysterious signal from the direction of Proxima Centauri, the nearest star to the solar system.** 据报道, 致力于搜寻外星文明无线电信号的天文学家们已经探测到比邻星方向的神秘信号, 而比邻星是距离太阳系最近的恒星。

### • prohibit (line 58)

v. [often passive] to stop sth from being done or used especially by law (尤指以法令) 禁止

**The city council approved a bill on July 1 to prohibit the hunting or trapping of the Seneca Lake monster.** 市议会在 7 月 1 日通过了一项法案, 禁止猎捕塞内卡湖怪。

- **reserve (line 75)**

*n.* a piece of land that is a protected area for animals, plants, etc. (动植物) 保护区; 自然保护区

**Various theories have been put forward after mysterious 5-meter-deep holes appeared in a number of locations at the nature reserve.** 在这个自然保护区的很多地方都出现了 5 米深的怪洞，随后人们给出了各种各样的解释。

*n.* a supply of sth that is available to be used in the future or when it is needed 储备(量); 贮藏(量)

**The most widely accepted theory for why the Middle East has large oil reserves is that the region was not always a vast desert.** 一种最为接受的观点认为，中东地区有大量的石油储藏是因为那里并非一直是广袤的沙漠。

## 难句注释

2. Those tribes, believed to be as many as 200 to 3,300 people, were first discovered through satellite images of the vast rainforest. (lines 53–57)

句中的 believed to be as many as 200 to 3,300 people 是分词修饰语，修饰前面的 those tribes, 相当于非限制性修饰语。整句意为“据信那些部落曾有 200 至 3,300 人，他们最初是在卫星拍摄到的广袤雨林图像上被发现的。”。

3. Entering the region is prohibited by Brazilian law and the Vale do Javari is especially well-protected from outsiders and explorers by a local organisation dedicated to maintaining its rich biodiversity and protecting the forest from exploitation. (lines 58–64)

句中的 dedicated to maintaining its rich biodiversity and protecting the forest from exploitation 修饰前面的 a local organisation, 是分词修饰语。整句意为“巴西法律禁止外人进入该地区，而当地也有一个组织致力于维护丰富的生物多样性，保护森林免遭开发利用，尤其保护了查瓦利溪谷免受外来者和探险者的侵扰”。



people or Indian tribes. Those tribes, believed to be as many as 200 to 55 3,300 people, were first discovered through satellite images of the vast rainforest.

Entering the region is prohibited by Brazilian law and the Vale do Javari 60 is especially well-protected from outsiders and explorers by a local organisation dedicated to maintaining its rich biodiversity and protecting the forest from exploitation.

### 65 **Tsingy de Bemaraha**

Located near the western coast of Madagascar, the Tsingy de Bemaraha has been on the list of UNESCO World Heritage Site since 1990 to protect its 70 unique geography and preserve the mangrove forests. The place is also home to huge numbers of animals and even new species.

Some of the biggest attractions in

75 this protected reserve are the incredibly needle-shaped limestone formations. However, those formations pose great dangers to explorers. In fact, the word “Tsingy” is derived from a local word, 80 which means “the place where one cannot walk barefoot.” The limestone formations are terribly sharp and can easily cut through flesh with deadly effect, which makes exploring them 85 extremely difficult and dangerous. Access to this nature reserve is limited, although tourists can reach the area either by road or plane.



## ● Comprehension Plus

I. Complete the table with information from the text.

	<b>Location</b>	<b>Difficulty with exploration</b>	<b>Inhabitants</b>
Mariana Trench	<i>in the western part of the Pacific Ocean</i>	its extreme depth	<i>a number of organisms and sea creatures</i>
Vale do Javari	in Brazil	<i>its thick plants and extreme geographic location</i>	<i>indigenous people or Indian tribes; a vast variety of species</i>
Tsingy de Bemaraha	<i>near the western coast of Madagascar</i>	<i>terribly sharp and dangerous needle-shaped limestone formations</i>	huge numbers of animals and even new species

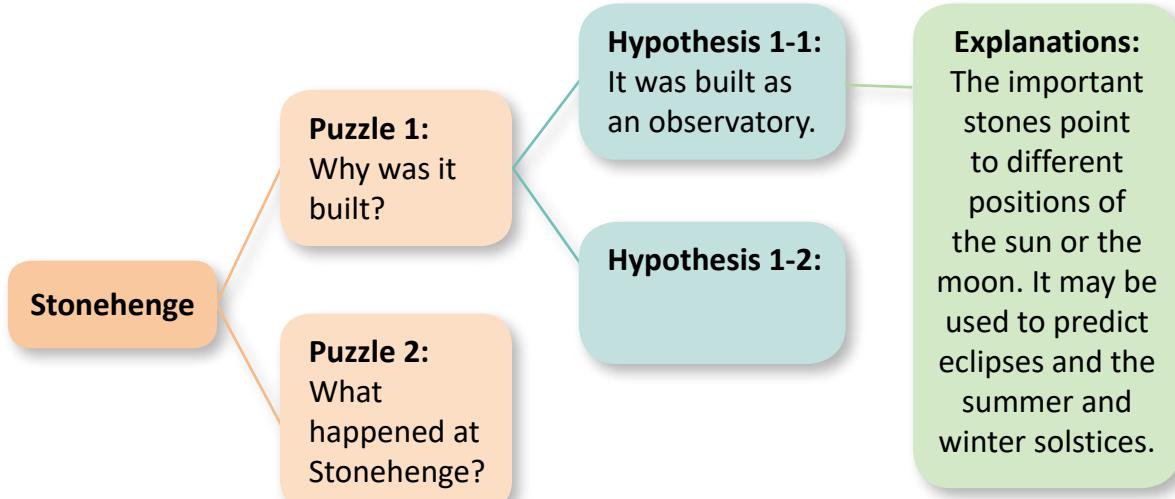
II. Answer the questions.

1. According to the text, which place is the most accessible among the three? Which is the least accessible? Why?
2. Suggest one or more superlatives to describe each of the three places.
3. Which of the three places do you want to explore most? Explain why.

## Critical Thinking

**Forming hypotheses and giving possible explanations**

I. Reflect on the mysteries mentioned in this unit. What is still unknown about them? What hypotheses have been proposed to explain these mysteries? How do people explain these hypotheses? Use a diagram to analyse one of these mysteries. An example has been given.



II. Choose a mystery from this unit and state *your* hypotheses about it. Give possible explanations to support your hypotheses.

# Comprehension Plus

## 教学建议

- I**
  1. Show students several pictures of the three mysterious places in Reading B and invite them to talk about what they can see from the pictures and guess the names of these places.
  2. Have students read the title, the introduction part and the subtitles, and predict what the text is mainly about.
  3. Ask students to skim the text and underline the location, difficulty with exploration and the inhabitants of the three places.
  4. Guide students to complete the table with information from the text.
  5. Remind students of the type of writing this is, its structure and purpose.
- II**
  1. Have students read the three questions and think about the answers.
  2. Ask students to read the text again, discuss the answers and provide evidence from the text.
  3. Invite some students to share their answers and explain reasons based on the text.

## 参考答案

- II**
  1. The most accessible place among the three is Tsingy de Bemaraha because even though the limestone formations pose great danger to visitors, there is still access to this nature reserve: "... tourists can reach the area either by road or plane." The least accessible of the three is the Mariana Trench because it is considered one of the least explored parts of the world due to its extreme depth. At this extreme depth, the water pressure can be very dangerous.
  2. **Reference answers:**

Place	Superlatives
Mariana Trench	the most unusual; the most breathtaking; the most spectacular; the most intriguing ...
Vale do Javari	the most forested; the most forbidden; the most fascinating ...
Tsingy de Bemaraha	the most amazing; the most dangerous; the most inhospitable ...

(Answers may vary.)

- 3. Reference answer:**

I want to explore Mariana Trench most, because I'm very curious about the deepest part of the world's oceans. I can hardly imagine what it looks like and I guess there must be some unique species living in the trench. In my opinion, this place is really worth a visit.  
(Answers may vary.)

Suggested Activities 见 pages T490–T49p.

# Critical Thinking

## 教学内容与要求

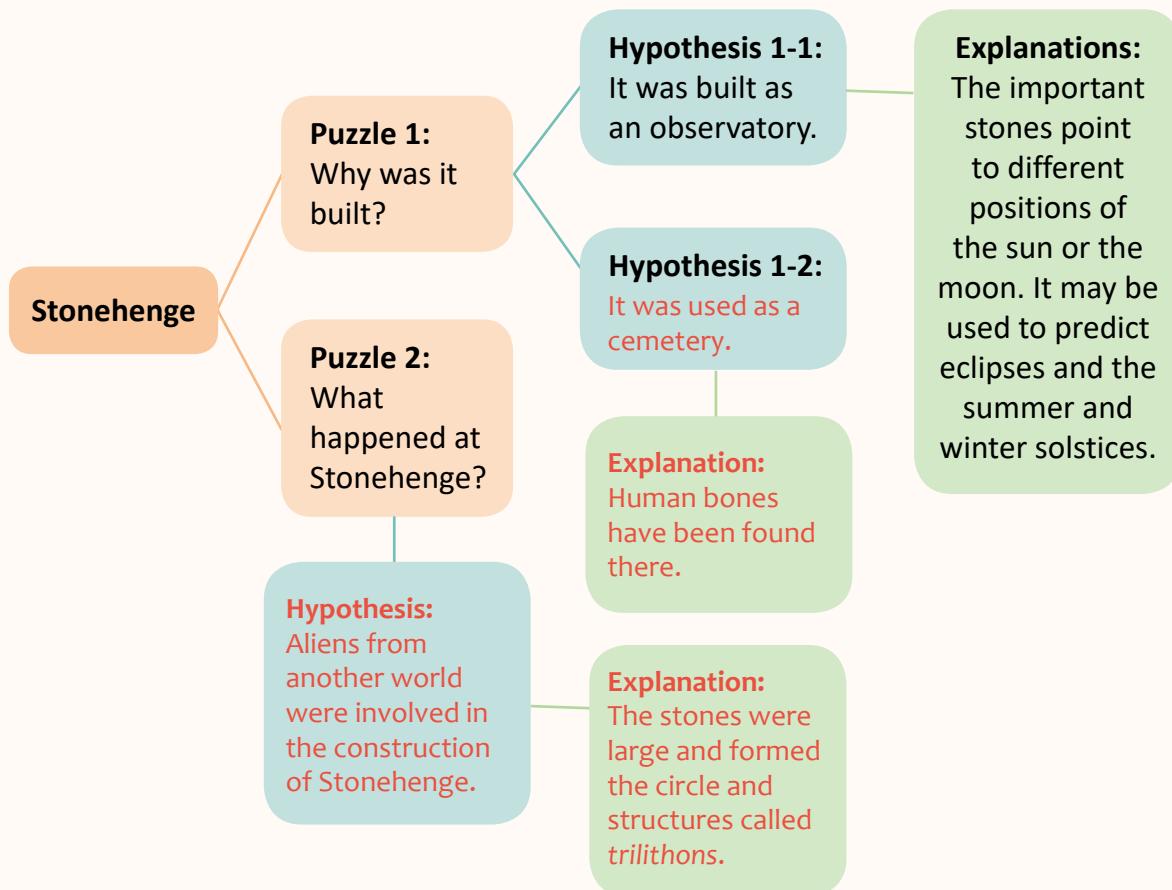
- 能根据范例梳理并分析本单元主要语篇中的主要信息；
- 能就某一未解之谜提出自己的猜想，并给出合理解释。

## 教学建议

1. Ask students to recall the mysteries mentioned in this unit and identify the hypotheses mentioned.  
2. Encourage students to complete the diagram of the analysis of Stonehenge in the example given.  
3. Motivate students to analyse another mystery mentioned in this unit with a diagram.
- II Engage students in working in groups to choose a mystery from this unit and give their own hypotheses about it. Encourage them to search for more information and give possible explanations to support their hypotheses.

## 参考答案

I



(Answers may vary.)

- II** In my opinion, the giant stone statues on Easter Island were probably built as a form of funerary art buried with the leader or the king with the purpose of protecting him in his afterlife. I hold this belief because these statues resemble human heads, but they are much more enormous, which properly display the great power of the leader or the king. Moreover, the stone men face inward and their eyes are focused upon the sky. Some civilisations hold the belief that good people go to heaven after death, so the stone men might have been created to watch the sky in order to protect the leader or the king in heaven.  
(Answers may vary.)

Suggested Activities 见 page T49p.

# Writing

## 教学内容与要求

- 能围绕单元主题创设的情境，做一项调查研究，撰写一份 110-130 词的调查报告；
- 能根据调查类的语篇成分组织相关信息；
- 能运用恰当且多样的语言阐述数据情况，描述总量、比例及比较分析。

## 教学建议

### Step 1

- Before students begin writing, guide them to read the directions and make sure that they know what they are to write about.
- Guide students to review the meaning of the key word “mystery” by asking questions like “What can be called a mystery?” (A mystery is something that is difficult to understand or to explain.) Then have students brainstorm as many mysteries as they can.
- Have students work in groups to decide on a mystery they are going to conduct a survey on. Remind students that they can choose a mystery mentioned in this unit or a mystery they have found somewhere else.
- Help students make a list of the existing theories and explanations of the mystery. If they have difficulty in searching for the theories and explanations, remind them to go to the library or search online. Remind students to sort out the theories and explanations in a logical way (e.g. alien force, ancient wisdom, mysterious forces).

### Step 2

- Show a survey and a survey report to students and have them brainstorm and discuss the basic parts of a survey (e.g. title, instructions, items, response sets, closing statement).
- Ask students to design some survey questions based on their discussions.

### Step 3

- Have students conduct the survey among the other classmates in class or on the Internet.
- Ask students to collect and analyse the data of the survey.

## Writing

# Writing a survey report on how people view different theories of a mystery

Your class is holding a read-and-share activity. Each student is to introduce a mystery he or she has read about and share what he or she has found about the existing theories and explanations of the mystery. You want to find out which theory has the largest number of supporters. Conduct a survey and write a report based on the results.

### • Guided Writing

*Sample writing can be used as reference.*

**Step 1** Work in groups. Decide on a mystery and search for existing theories and explanations. Discuss and make a list.

e.g. *Mystery: How and why was Stonehenge built?*  
*Existing theory 1: ...*

**Step 2** Design some survey questions based on your discussion.

### Survey

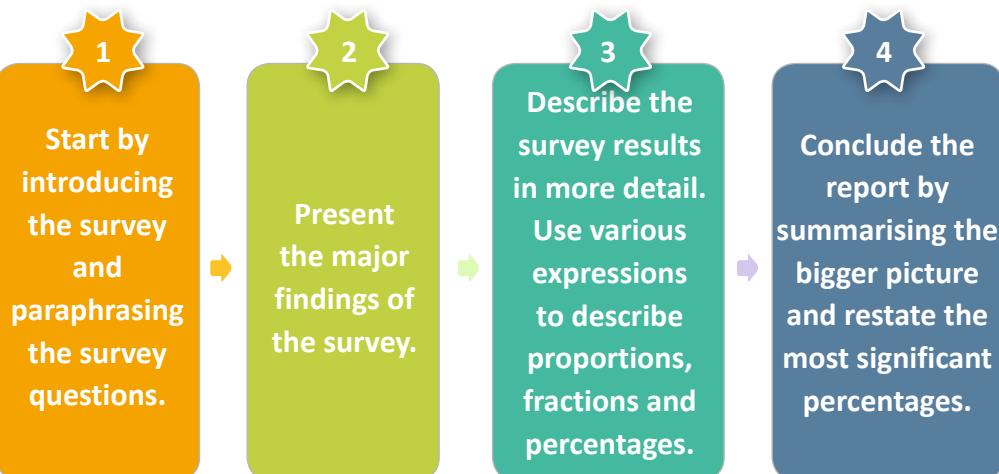
How and why was Stonehenge built? Select the theory you think is most plausible. (Tick only one theory.)

- Theory 1: Stonehenge was built with manual labour as an observatory by ancient people of wisdom.
- Theory 2: Stonehenge was built by aliens from another world to demonstrate their extraordinary powers.
- Theory 3: ...

**Step 3** Share what your group has prepared with your classmates and conduct the survey to collect opinions.

**Step 4** Analyse the survey results. Write a survey report of 110–130 words. Follow the tips below.

**Writing Strategy** Writing a survey report



### A Survey Report

We conducted a survey to find out how opinions divide on the different theories of a mystery. A total of \_\_\_\_\_ students took part in this survey.

The result shows \_\_\_\_\_ (e.g., my classmates' views on different theories and explanations of the Stonehenge mystery: How and why was Stonehenge built?).

We find that \_\_\_\_\_ (e.g., over two-thirds support the third theory ...) Among the rest, \_\_\_\_\_ (e.g., about one fourth choose to believe the first theory ...) and only a few \_\_\_\_\_ (e.g., said they would believe in aliens demonstrating their extraordinary powers.)

In conclusion, it is evident that \_\_\_\_\_ (e.g., the majority of my classmates find the scientists' explanations more plausible.) However, \_\_\_\_\_ (e.g., some of them are still open to other possibilities.)

### Useful Expressions

- It is clear that ...
- Overall, ...
- In particular, ...
- According to the survey, ...
- ... while / whereas / compared with ...
- Slightly under two thirds of the respondents said ...
- ... A accounts for / makes up X% of B.
- ... a greater percentage of A than B ...

#### Step 4

1. Ask students to discuss the survey results and findings. Remind them to present the results in the general-specific or cause-effect pattern.
2. Guide students to read the sample writing and discuss the key elements of a survey report (e.g. addressing the purpose of the survey, presenting clear findings with strong conclusions, using figures, tables or graphs, etc.).
3. Raise students' awareness of writing strategy by reminding them to notice how the sample writing paraphrases the survey questions, presents the major findings, describes the results in detail and concludes the survey report.
4. Ask students to read the checklist before they begin to write.

##### Sample checklist:

- I have had an introduction and a conclusion.
- I have presented the major findings of my survey in general.
- I have described the survey results in detail with numbers like proportions, fractions and percentages.
- I have used the topic-related expressions and appositive clauses properly.

5. Allow students enough time to write their survey reports, encourage them to use the useful expressions, and remind them of the essential elements of a survey report.

#### More Useful Words & Expressions for Survey Reports:

Purpose	Useful Words & Expressions
To state the purpose and content of the survey	<ul style="list-style-type: none"><li>• The aim/ goal/ purpose of this survey is to ...</li><li>• The report contains information gathered/ collected from ...</li></ul>
To present facts and data	<ul style="list-style-type: none"><li>• ... students were asked about ...</li><li>• The majority/ minority of respondents/ those who were surveyed stated/replied that ...</li><li>• ... percent of those surveyed were of the opinion that ...</li><li>• A small/ large number of respondents expressed ...</li></ul>
To analyse facts and data	<ul style="list-style-type: none"><li>• ... is/ are generally viewed as/ considered ...</li><li>• The facts suggest/ indicate that ...</li><li>• There seems to be a tendency to ...</li><li>• The general view/ opinion is that ...</li><li>• Unlike ..., ...</li><li>• Similarly, ...</li></ul>
To summarise and present conclusions	<ul style="list-style-type: none"><li>• On the basis of the survey results, it might be concluded that ...</li><li>• It would be fair to conclude that ...</li><li>• The conclusion that can be drawn from these facts is that ...</li></ul>

6. Ask students to do peer-checking according to the checklist.
7. Correct one student's work and make comments on it.

Suggested Activities 见 page T49p.

# Further Exploration

## 教学内容与要求

- 能尝试借助信息技术手段收集信息，探究解读目前未知的神秘事物；
- 能查找相关假说或理论阐释，提出合理质疑。

## 教学建议

### Step 1

- Provide students with some famous mysteries around the world or guide students to explore some mysteries by themselves.
- Divide the class into groups and have each group decide on a mystery that they're going to conduct research on with the help of the diagram in the Critical Thinking section.
- Provide some possible sources for students, if necessary, to help them collect the existing explanations of the mysteries, such as some websites or some related theses.

### Step 2

- Have each group discuss and choose which existing explanations they find less plausible.
- Allow students enough time to discuss and make a list of questions for each of the explanations they have chosen and raise doubts about them.

### Step 3

- Have students read the sample handout and make a handout of their own oral presentation.
- Guide each group to fill in the following table to ensure that each group member makes contributions to the oral presentation.

Group 1 Presentation	Tasks	Doer(s)
	search for the information	
	make and/or play PPT	
	give the oral presentation	
	...	

- Invite each group to give an oral presentation to the whole class and share their analysis. In the meantime, ask the other groups to take notes with the following table.

Group 1 Presentation	Tasks	Doer(s)
	Mystery	
	Theory	
	Doubts	
	...	

- After each presentation, ask the audience to summarise the presentation with the help of the notes to check whether they understand or not. Make some corrections if necessary.
- Ask students to make their own comments on the presentation and say if the content arouses their interest or any doubts.

Suggested Activities 见 page T49q。

## ► Further Exploration

### Raising doubts about existing explanations of a mystery

Work in groups. Conduct research on a mystery (Refer to the **Critical Thinking** section) and its existing explanations. Raise your doubts about them and give an oral presentation to your class.

**Step 1** Decide on a mystery and search for its existing theories and explanations.

**Step 2** Make a list of questions for each of the explanations and raise doubts about them.

**Step 3** Give an oral presentation to your class and share your analysis. A sample handout is given.

#### Mystery: Could Atlantis have existed? If so, where?

- Theory 1: Crete is a possible location.
- My doubts:
  - Crete is very much still there, and doesn't really fit Plato's description of Atlantis (that "violent earthquakes and floods" destroyed Atlantis).
  - It is also known that the Minoan civilisation (a Bronze Age civilisation based in Crete) survived for around two centuries after the eruption of Thera (a Greek volcano), and was well known to the Greeks of Plato's time.
  - The Minoans certainly did not date back to 9,000 BCE, so it would be safe to assume that Plato got the date wrong.

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Discovering the mysteries of a mysterious site and its explanations
- B. Discussing certain mysteries, their significance and possible ways to explain them
- C. Understanding human efforts to explore the unknown and appreciating the natural wonders in some mysterious and unexplored places on Earth
- D. Forming hypotheses about certain mysteries, giving possible explanations and raising doubts about existing explanations of a mystery
- E. Taking notes by recording important numbers while listening
- F. Writing a survey report on how people view different theories of a mystery

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Check

Remind students to check whether they have achieved the overall learning goals about “Exploring the Unknown” by going over the expected learning outcomes of this unit.

In addition, remind students to read the five points below and check whether they can include all the points in their reflective notes.

### Step 2: Reflect

Have students recall the activities that they have performed and the strategies they have adopted in their learning process. Get them to make an outline and jot down ideas for the reflective note with the help of a thinking map.

### Step 3: Write

Guide students to write a reflective note on the items of the expected outcomes of the unit. Remind them to describe the results they have achieved and explain the reasons for their success, write about the problems or difficulties they have encountered and analyse the possible causes of the problems, and list the strategy and learning resources that have been helpful to them as well.

范例见 page T49r。

# Culture Link

## 教学内容与要求

- 能简单介绍著名的中外文化遗迹及其承载的人类文明的进步。

## 教学建议

1. Ask students to fast read the introduction to UNESCO World Heritage List (China).
2. Have students share what they know about the sites in the list and discuss the possible reasons why they are listed.
3. As a follow-up, invite students to discuss whether there are some other sites in China they would like to recommend to UNESCO and why.
4. Share the website of UNESCO World Heritage List with students and encourage them to find more information after class.

## 补充文化知识

### 1. Mausoleum of the First Qin Emperor

No doubt thousands of statues still remain to be unearthed at this archaeological site, which was not discovered until 1974. Qin Shi Huang (reigned 221–210 BCE), the first emperor of the Qin dynasty and creator of the first unified Chinese empire, is buried, surrounded by the famous terracotta warriors, at the centre of a complex designed to mirror the urban

plan of the capital, Xianyang. The small figures are all different; with their horses, chariots and weapons, they are masterpieces of realism and also of great historical interest.

## **2. Mogao Caves**

Situated at a strategic point along the Silk Route, at the crossroads of trade as well as religious, cultural and intellectual influences, the 492 cells and cave sanctuaries in Mogao are famous for their statues and wall paintings, spanning 1,000 years of Buddhist art.

## **3. The Great Wall**

In 220 BCE, under Qin Shi Huang, sections of earlier fortifications were joined together to form a united defence system against invasions from the north. Construction continued up to the Ming dynasty (1368–1644), when the Great Wall became the world's largest military structure. Its historic and strategic importance is matched only by its architectural significance.

## **4. Peking Man Site at Zhoukoudian**

Scientific work at the site, which lies 42 km south-west of Beijing, is still underway. So far, it has led to the discovery of the remains of *Sinanthropus pekinensis*, who lived in the Middle Pleistocene, along with various objects, and remains of *Homo sapiens* dating as far back as 18,000–11,000 BCE. The site is not only an exceptional reminder of the prehistorical human societies of the Asian continent, but also illustrates the process of evolution.

## **5. South China Karst**

South China Karst is one of the world's most spectacular examples of humid tropical to subtropical karst landscapes. It is a serial site spread over the provinces of Guizhou, Guangxi, Yunnan and Chongqing and covers 176,228 hectares. It contains the most significant types of karst landforms, including tower karst, pinnacle karst and cone karst formations, along with other spectacular characteristics such as natural bridges, gorges and large cave systems. The stone forests of Shilin are considered superlative natural phenomena and a world reference. The cone and tower karsts of Libo, also considered the world reference site for these types of karst, form a distinctive and beautiful landscape. Wulong Karst has been inscribed for its giant dolines (sinkholes), natural bridges and caves.

## **6. China Danxia**

China Danxia is the name given in China to landscapes developed on continental red terrigenous sedimentary beds influenced by endogenous forces (including uplift) and exogenous forces (including weathering and erosion). The inscribed site comprises six areas found in the sub-tropical zone of south-west China. They are characterized by spectacular red cliffs and a range of erosional landforms, including dramatic natural pillars, towers, ravines, valleys and waterfalls. These rugged landscapes have helped to conserve sub-tropical broad-leaved evergreen forests, and host many species of flora and fauna, about 400 of which are considered rare or threatened.

## **7. Hubei Shennongjia**

Located in Hubei Province, in central-eastern China, the site consists of two components: Shennongding/Badong to the west and Laojunshan to the east. It protects the largest primary forests remaining in Central China and provides habitat for many rare animal species, such as the Chinese Giant Salamander, the Golden or Sichuan Snub-nosed Monkey, the Clouded Leopard, Common Leopard and the Asian Black Bear. Hubei Shennongjia is one of three centres of biodiversity in China. The site features prominently in the history of botanical research and was the object of international plant collecting expeditions in the 19th and 20th centuries.

## Living in the Land of the Giants

On Easter Day 1722, some European explorers found a remote island in the middle of the Pacific Ocean. They named it Easter Island. The explorers found that the island had good soil but the 200 natives living there survived with little food.

Even more surprisingly, these people also lived among the ruins of what might have been a once great civilisation. All that is left of it are around 800 giant stone statues resembling human heads. They weigh up to 270 tons and the tallest measures over 11 metres. The stone men face inward, rather than out to the sea, and their eyes are focused upon the sky. They are all carved from soft volcanic rock and some have hats on their heads and eyes made from white coral.

Since their discovery, these huge stone men have created one of the greatest mysteries of all time. Who built them? Why did they do it?

Some experts believe the stone men are similar to **Inca stonework**, and suggest the figures were created by people of **Peruvian** descent. Others have even gone so far as to say that they came from outer space.

The latest suggestion is based on the idea that Easter Island represents one of the worst cases of resource abuse in human history.

It is said that a small group of Asians settled on Easter Island sometime between 400 and 700. They developed a great civilisation with huge forests and plenty of food.

At the peak of their civilisation, the people began to build the giant stone men. Why they did this is still unknown but it is possible the figures represent the settlers' gods or ancestors.

As the statues grew larger, the people's lifestyles became more and more wasteful. The forest began to disappear, which resulted in all the animals dying out. The people couldn't get food and were forced to eat other humans. Society began to break down and the stone men were finally destroyed by the islanders themselves.

### 注释:

- Inca stonework** the ancient walls in Peru, which is famous for its large stones (some over 100 tons), fitted so precisely that “a knife cannot be inserted into the joints” 印加石墙
- Peruvian** belonging or related to Peru, or to its people or culture 秘鲁的；秘鲁人的  
**Three hundred tons of Peruvian mangoes were kept from entering France.** 300 吨秘鲁芒果被禁止进入法国。

## China's Chang'e-4 Probe Makes Historic Landing on Moon's Far Side

When I was a child, my granddad bought binoculars so we could look at the craters on the moon. But there's a side to the moon that no binoculars or telescopes could ever see. In fact, until half a century ago, no humans had seen it. Now, a Chinese probe has made history, becoming the first object to make a soft landing on the far side of the moon. But, how did it get there? And what is it looking for? This is Xinhua Special. I'm Roisin Timmins.

Chang'e-4 was launched on Dec. 8, 2018 from the Xichang Satellite Launch Center in southwest China. The **lift-off** was smooth but that was the easy part.

The moon has a strange orbit. It rotates about the same rate that it goes around the earth meaning that from our planet, we can only ever see little more than one hemisphere.

And it's not just that we can't see that side, we can't communicate with it either. That's why Queqiao, a **relay satellite**, had to be launched months before Chang'e-4 could set off. 455,000 km from the earth, this incredibly complicated orbit allows Queqiao to "see" both the earth and the far side of the moon.

With Queqiao in place, it was time for the big event: the landing itself. And the foundation that the engineering is built on comes from the probe's older sibling: Chang'e-3 which made China's first soft landing on the moon in 2013.

In the west there are stories of the man in the moon. In Chinese mythology, it's a woman, the goddess Chang'e. Of course, scientists aren't looking for a man or a woman on the moon. What they are looking for though is even more exciting.

*The hope is now that our team can send humans to the moon. I think that's a wonderful thing to aim for and totally achievable in the near future.*

Chang'e-4 is far from the **endgame** in terms of China's lunar ambitions. The next step will be to bring back samples. And one day there may even be a research station that could support human life.

*It's human nature to explore the unknown. The moon is a mysterious and unknown world for us. Exploring the moon is also exploring humanity and in turn it helps us know our own planet better.*

When I was a child, to look at the moon meant to look at a place that I could never go. But for children turning their heads to the skies tonight, well, never say never.

#### 注 释 :

1. **lift-off** *n.* the act of a spacecraft leaving the ground and rising into the air (航天器的) 发射, 起飞, 升空  
*The lift-off was delayed about seven minutes.* 发射时间推迟了 7 分钟左右。
2. **relay satellite** *n.* a type of communications satellite that can send information from the ground to the satellite to tell the satellite what to do 中继卫星  
*The time windows between the relay satellite and the user space crafts can be computed based on their orbit parameters.* 根据航天器的空间轨道参数, 得到中继卫星与用户航天器之间的可见时间窗口。
3. **endgame** *n.* the final stages of something 最后阶段  
*A diplomatic endgame is under way to find a peaceful solution.* 正在为寻求和平解决进行最后的外交斡旋。

## Suggested Activities

# Getting Started

## Option 1

Create fun word art with some topic-related words such as aliens, Wild Man, Great Pyramids of Giza. Encourage students to guess the topic of the unit with the help of the word art. Invite students to share what they know about the mysterious places or phenomena in the word art (See below).



## Option 2 ★★

Show pictures of some world-famous mysterious places or phenomena to students and have students identify them. Then ask them to share what they know about those mysterious places or phenomena.

## Option 3 ★★★

Have students discuss their understandings of the quote by Aristotle on the Unit cover page.

## A brief introduction to Aristotle:

Aristotle (384 – 322 BCE) was an ancient Greek philosopher and scientist, and one of the greatest intellectual figures in Western history. He pioneered systematic, scientific examination in literally every area of human knowledge and was known, in his time, as “the man who knew everything” and later simply as “The Philosopher”.

## Reading A

## Comprehension

## Option 1 ★★

Ask students to read the text and tell whether the following statements are DISCOVERIES or HYPOTHESES. Encourage them to give reasons.

1. Stonehenge is a huge monument made of gigantic blocks of stone.
  2. The oldest parts of Stonehenge are even older than the pyramids of Egypt.

3. Stonehenge was built in three main phases between about 3,000 BCE and 1,100 BCE.
4. The bluestones that Stonehenge was rebuilt with came from the mountains of South Wales.
5. The important stones of Stonehenge point to different positions of the sun or the moon.
6. Stonehenge was built as an observatory which predicted eclipses and the summer and winter solstices.

**Reference answers:**

1. Discovery

Reason: "This huge monument is made of enormous blocks of stone, ..." (lines 4–5)

2. Discovery

Reason: "... with the invention of radiocarbon dating, scientists were able to tell us that the oldest parts of Stonehenge were built around 5,000 years ago. This makes them older than the pyramids of Egypt." (lines 19–24)

3. Hypothesis

Reason: "Historians and archaeologists now think that Stonehenge was built in three main phases, between about 3,000 BCE and 1,100 BCE." (lines 25–28)

4. Discovery

Reason: "Archaeologists know that these stones (called "bluestone") came from the mountains of South Wales, about 320 kilometres away." (lines 45–48)

5. Discovery

Reason: "In 1963 another astronomer, Gerald Hawkins, discovered that the important stones point to different positions of the sun or the moon." (lines 81–84)

6. Hypothesis

Reason: "He concluded that Stonehenge was an observatory and also a kind of primitive computer. He said that it predicted eclipses and the summer and winter solstices." (lines 84–89)

**Option 2 ★★★**

Ask students to read the text and list the mysteries about Stonehenge and the possible explanations given by some experts. Have them discuss in pairs or groups whether they agree with these explanations and give reasons. Encourage students to search online to find more information or make their own reasonable guesses about the mysteries to which the answers are not given in the text.

**Reference answer:**

Mysteries about Stonehenge	Possible explanations given by some experts in the text
How old is Stonehenge? (line 17)	1) The oldest parts of Stonehenge were built around 5,000 years ago. 2) Stonehenge was built in three main phases between about 3,000 BCE and 1,100 BCE.
Why was Stonehenge built? (line 36)	1) It was used as a cemetery. 2) It was built as an observatory or a calendar. 3) It was built as an observatory and also a kind of primitive computer.
How did people transport the bluestones to Salisbury Plain? (lines 48–49)	Not given. According to an article published on the National Geographic website in 2011, a giant glacier may have cut and shaped the blocks and ferried them about a hundred miles (160 kilometers) toward Stonehenge, with humans dragging them the rest of the way on wooden rafts. (Answers may vary.)

## Suggested Activities

How were the trilithons built? (line 65)	Not given. According to English Heritage, people first dug a large hole with a sloping side, the back of which was lined with a row of wooden posts. The stone was then moved into position and pulled upright using plant fibre ropes and probably a wooden A-frame. Weights may have been used to help tip the stone upright. The hole was then packed securely with small pieces of stones. Wooden platforms were probably used to raise the huge horizontal stone into position. (Answers may vary.)
Why did these ancient people devote so much time and energy to this huge monument? What took place at Stonehenge? (lines 71–74)	Because they used Stonehenge to predict eclipses and the summer and winter solstices.
How did the ancient people who built Stonehenge know where to put the stones? (lines 91–93)	Not given. Some people argue that because the ancient people lived in an agricultural society dependent on the seasons, Stonehenge is aligned northeast-southwest, and particular significance was placed by its builders on the solstice and equinox points. The ancient people, therefore, might have chosen the location of the stones according to the sun's position. (Answers may vary.)
How could the ancient people calculate the movements of the sun and the moon without the knowledge we have today? (lines 93–96)	Not given. In my opinion, the ancient people treated the Earth as fixed and the center of the universe. Therefore, the ancient people created things like the sundial to record the rising and the setting of the sun and the moon and calculated their movements possibly by measuring the angle and the length of the shadows. (Answers may vary.)

### Option 3 ★★★

Ask students to read the text and discuss the following questions in pairs.

1. According to the text, what kind of experts have been involved in revealing the mysteries about Stonehenge? What have they contributed to solving the mysteries?
2. Do you think it is worthwhile to conduct so many studies to find the possible answers to the mysteries? Why or why not?

#### Reference answers:

1. Scientists—scientific experiments and analysis (e.g. radiocarbon dating)  
Historians and archaeologists—archaeological discoveries (e.g. human bones and bluestones)  
Astronomer—astronomical research (e.g. the important stones pointing to different positions of the sun or the moon)
2. Yes. I think it is definitely worthwhile because it will not only enrich our knowledge but also satisfy our curiosity and help us lead a rich and meaningful life. It requires a cross-discipline approach to conduct such studies and some hypotheses are made based on sound logic. The mysteries become less and less unknown to us when we gather more information about them, and the process of exploring them makes life fascinating and valuable.

(Answers may vary.)

### Vocabulary Focus

#### Option 1 ★★★

Guide students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Get students to learn target words and expressions in the process of textual interaction, and use them in the process of expressing different topics at different comprehension levels. Involve students in planned classroom interactions with teachers as follows.

#### 1. Literal comprehension

Topic 1: Introduction to Stonehenge

Target words and expressions: prehistory, monument, enormous, construction (construct), refer to, in the form of

T: What does Stonehenge look like?

S: It is made of **enormous** blocks of stone. The largest stones weigh about 50 tons and measure more than 9 metres in length.

T: Yes. Even nowadays it's not easy to **construct** a huge **monument** like this, let alone in **prehistoric** times when there weren't any modern tools or machines. How long did it take to build Stonehenge?

S: About 1,900 years, from 3,000 BCE to 1,100 BCE.

T: Great! The **construction** of Stonehenge was considered to have been carried out in three main phases. What are they?

S: They are **referred to** as Stonehenge I, II and III. At the start of the first phase, in around 3,000 BCE, ancient people dug a large hole **in the form of** a circle. The second phase of Stonehenge began in around 2,100 BCE when it was rebuilt using around 80 blocks of stone. The third phase of Stonehenge began in around 2,000 BCE when the early Bronze Age people decided to rearrange the bluestones to form the circle we see today.

Topic 2: Mysteries about Stonehenge and experts' explanations

Summary:

T: Now we've learned a lot about Stonehenge. Please sum up the mysteries about Stonehenge and experts' explanations with the help of the words and expressions in the box below:

**The mysteries about Stonehenge:** origin, transport, be involved in, incredible, devote ... to, take place

**The experts' explanations:** scientist, historian, archaeologist, observatory, primitive, astronomer, conclude, predict, calculate, construction

#### 2. Inferential comprehension

Topic: Among the experts' explanations, which are the hypotheses?

Target words: conclude, hold the belief

T: Among the experts' explanations, which are the hypotheses?

S: 1) Stonehenge was built in three main phases. 2) Stonehenge was used as a cemetery. 3) Stonehenge was built as an observatory or a calendar. 4) Stonehenge was an observatory and also a kind of primitive computer. 5) Stonehenge predicted eclipses and the summer and winter solstices.

## Suggested Activities

solstices. 6) Aliens from another world were involved in the construction of Stonehenge.

T: How do you know that?

S: In the text, we can see words and phrases like “think”, “believe”, “suggest”, “concluded”, “said” and “hold the belief”.

T: So those explanations haven’t been proven true yet, and Stonehenge remains a mysterious place.

### 3. Critical comprehension

Topic: Which hypothesis do you think is most acceptable? Why?

Target words: observatory, astronomer, predict

In my opinion, it is most likely that Stonehenge was built as an **observatory** or a calendar, because an **astronomer** discovered that the important stones point to different positions of the sun or the moon. It provides strong evidence that Stonehenge was used to track the movement of the sun, stars and the moon. I quite agree with the **astronomer** that Stonehenge might also help the ancient people **predict** eclipses and the summer and winter solstices.

## Grammar in Use

### Option 1 ★★

Ask students to read the following passage, underline the subordinate clauses and discuss their functions in grammar and their intended meanings.

#### “Monsters” in Kanas Lake?

Kanas Lake, located in China’s Xinjiang Uygur Autonomous Region, is about 2.5 kilometers wide, and 188 meters deep at its deepest point. As a national nature reserve, it is rich in natural resources and has various species as well as beautiful views. Legend has it that huge monsters live in the lake’s depths and they often drag drinking horses and camels into the water before swallowing them.

The report that really launched the phenomenon of the Kanas Lake monsters occurred in 1985, when Professor Yuan Guoying of Xinjiang University was visiting the lake with a group of students on a field trip. They claimed that they had seen a large group of 50 giant fish, reddish brown in color and measuring from between 33 to 50 feet long and weighing probably around 4 tons each. The creatures have been spotted countless times since, including one appearance in 2013 that was witnessed by hundreds of tourists. The Kanas Lake monster is also one of the most photographed lake monsters in the world, with dozens upon dozens of photos and videos of the beast brought forward on a regular basis, although they are all inconclusive. There have also been many expeditions sent to the lake to try their hand at looking for the creatures, all of which have come up empty handed.

It is said that the monster is actually a kind of rare fish named “Hucho taimen” in Chinese, also called “huge red fish”, which are known to reach lengths of over 10 feet and weigh nearly 300 pounds, although not anywhere near the sizes reported here and found exclusively in rivers. Another theory is that people are misidentifying schools of salmon, or that these are just floating logs, but no one really knows for sure.

Perhaps the most unusual Chinese lake monster comes in the form not of a giant fish or dinosaur, but that of some sort of toad. For these accounts we go to the very remote mountains of Hubei province in central China. Here can be found numerous deep water gorges and lakes, such as Baofeng Lake, which would all be quite original and beautiful if it weren’t for the fact that these

waterways are said to be inhabited by enormous, pale-white man-eating toads.

**Reference answer:**

### “Monsters” in Kanas Lake?

Kanas Lake, located in China's Xinjiang Uygur Autonomous Region, is about 2.5 kilometers wide, and 188 meters deep at its deepest point. As a national nature reserve, it is rich in natural resources and has various species as well as beautiful views. Legend has it that huge monsters live in the lake's depths and they often drag drinking horses and camels into the water before swallowing them (1).

The report that really launched the phenomenon of the Kanas Lake monsters (2) occurred in 1985, when Professor Yuan Guoying of Xinjiang University was visiting the lake with a group of students on a field trip (3). They claimed that they had seen a large group of 50 giant fish (4), reddish brown in color and measuring from between 33 to 50 feet long and weighing probably around 4 tons each. The creatures have been spotted countless times since, including one appearance in 2013 that was witnessed by hundreds of tourists (5). The Kanas Lake monster is also one of the most photographed lake monsters in the world, with dozens upon dozens of photos and videos of the beast brought forward on a regular basis, although they are all inconclusive (6). There have also been many expeditions sent to the lake to try their hand at looking for the creatures, all of which have come up empty handed (7).

It is said that the monster is actually a kind of rare fish named “Hucho taimen” in Chinese (8), also called “huge red fish”, which are known to reach lengths of over 10 feet and weigh nearly 300 pounds (9), although not anywhere near the sizes reported here and found exclusively in rivers (10). Another theory is that people are misidentifying schools of salmon, or that these are just floating logs (11), but no one really knows for sure.

Perhaps the most unusual Chinese lake monster comes in the form not of a giant fish or dinosaur, but that of some sort of toad. For these accounts we go to the very remote mountains of Hubei province in central China. Here can be found numerous deep water gorges and lakes, such as Baofeng Lake, which would all be quite original and beautiful (12) if it weren't for the fact (13) that these waterways are said to be inhabited by enormous, pale-white man-eating toads (14).

- (1) appositive clause (to explain what the “legend” is)
- (2) relative clause (to modify the noun “report”)
- (3) adverbial clause (to add information that elaborates on when the action “occurred” in the sentence takes place)
- (4) object clause (to show what the action of the verb “claimed” affects)
- (5) relative clause (to modify the noun “one appearance”)
- (6) adverbial clause (to describe contrasting circumstances)
- (7) relative clause (to give extra information about the “expeditions”)
- (8) subject clause (to illustrate what is said)
- (9) relative clause (to give extra information about “Hucho taimen”)
- (10) adverbial clause (to describe contrasting circumstances)
- (11) predicative clause (to illustrate what the theory is)
- (12) relative clause (to give extra information about Baofeng Lake)
- (13) adverbial clause (to express hypothetical situations )
- (14) appositive clause (to provide information that further identifies “the fact”)

## Suggested Activities

### Option 2 ★★★

Ask students to choose an opinion in the box according to Reading A to complete each of the following sentences with appositive clauses.

- A. how the ancient people who built Stonehenge knew where to put the stones
- B. the bluestones came from the mountains of South Wales
- C. Stonehenge was used as a cemetery
- D. why the early Bronze Age people decided to rearrange the bluestones to form the circle we see today
- E. Stonehenge was built as an observatory or a calendar

1. Historians have the view ...
2. Archaeologists are aware of the fact ...
3. Astronomers hold the belief ...
4. Experts have no idea ...
5. No one can give a definite reason ...

#### Reference answer:

1. Historians have the view that Stonehenge was used as a cemetery.
2. Archaeologists are aware of the fact that the bluestones came from the mountains of South Wales.
3. Astronomers hold the belief that Stonehenge was built as an observatory or a calendar.
4. Experts have no idea how the ancient people who built Stonehenge knew where to put the stones.
5. No one can give a definite reason why the early Bronze Age people decided to rearrange the bluestones to form the circle we see today.

## Listening, Viewing and Speaking

### Listening

#### Option 1 ★★

Have students listen again and complete the following graphic organiser. Remind students to pay attention to the detailed information and the connectives and discourse markers while they're listening.

**I. Location:**

In the middle of \_\_\_\_\_

**II. The giant statues:**

- 1) They resemble \_\_\_\_\_;
- 2) They face inward instead of \_\_\_\_\_;
- 3) Their eyes are focused \_\_\_\_\_;
- 4) They are all carved from \_\_\_\_\_;
- 5) Some have \_\_\_\_\_ on their heads and \_\_\_\_\_ made from white coral.

### Easter Island

**III. Mysteries:**

\_\_\_\_\_

**IV. Hypotheses about the mysteries:**

- 1) The statues are \_\_\_\_\_ Inca stonework so they were probably created by people of Peruvian descent;
- 2) The statues might have come from \_\_\_\_\_;
- 3) The statues might have been built at the peak of a great \_\_\_\_\_ to represent the Asian settlers' gods or \_\_\_\_\_. However, the islanders' wasteful lifestyle gradually led to the breaking down of the society and the destruction of the statues.

**Reference answer:****I. Location:**

In the middle of the Pacific Ocean.

**II. The giant statues:**

- 1) They resemble human heads;
- 2) They face inward instead of out to the sea;
- 3) Their eyes are focused upon the sky;
- 4) They are all carved from soft volcanic rock;
- 5) Some have hats on their heads and eyes made from white coral.

**III. Mysteries:**

- 1) Who built the giant statues?
- 2) Why were the giant statues built?

**IV. Hypotheses about the mysteries:**

- 1) The statues are similar to Inca stonework so they were probably created by people of Peruvian descent;
- 2) The statues might have come from outer space;
- 3) The statues might have been built at the peak of a great civilisation to represent the Asian settlers' gods or ancestors. However, the islanders' wasteful lifestyle gradually led to the breaking down of the society and the destruction of the statues.

**Option 2 ★★**

Ask students to list the assumptions mentioned in the audio clip and discuss which one they think is the most probable and why. Encourage students to share their own guesses on the origin and use of the giant stone statues on Easter Island if they have any.

**Option 3 ★★★**

Provide students with a recent audio report on the giant stone statues on Easter Island (see the script below). Have them listen to the report and describe its findings. What mystery has been solved? Finally, encourage them to compare the assumptions in the audio clip with the findings in the report.

## Suggested Activities

### Report:

#### One Mystery of Easter Island's Statues Finally Solved, Researchers Say

When it comes to Easter Island's towering stone heads, there's now one fewer mystery to solve.

Researchers have long puzzled over why the huge statues were placed where they are. However, a new study says the people of Rapa Nui, as the island is called in the local language, positioned them near sources of humanity's most vital resource: fresh water.

Archaeologists studied the location of the statues, or moai, and the platforms on which many of them stand, known as ahu. Polynesian seafarers first arrived on Rapa Nui, 2,300 miles off the coast of Chile, approximately 900 years ago.

They then went on to construct more than 300 ahu and almost 1,000 moai, which are believed to represent significant ancestors.

The authors of the new study, published in the journal PLOS ONE, sought to understand the distribution of the ahu in order to further understand their creators.

Study co-author Carl Lipo, professor of anthropology at Binghamton University, New York, told us: "That knowledge would tell us something about how the early people of Rapa Nui used the landscape and what they found important."

Researchers from six US institutions isolated an eastern area of Rapa Nui, containing 93 ahu. They analyzed the natural resources near the ahu, focusing on rock mulch gardens in which crops like sweet potatoes were grown, marine resources including sites for fishing, and sources of fresh water.

There proved to be no significant correlation between the location of the ahu and the presence of nearby gardens, suggesting that the ahu were not situated in order to monitor or signal control over these resources.

While both marine resources and fresh water sources were found near the ahu, the researchers concluded only the latter was significant; after all, both typically occur in the same locations and fresh water was much less widely available.

The research team mapped the island — which has no streams or springs — for sources of fresh water. They discovered that it emerged from underground in areas along the coast, through a process called groundwater discharge.

"Fresh water would literally come out right between the coast and the ocean in a stream. We'd see horses drinking out of the ocean, and it turned out they knew exactly where the fresh water was coming out," said Lipo. That explained the high concentration of moai and ahu along the coast, the researchers inferred.

Inland statues, too, could be connected to fresh water: they were found to be situated near caves, or other fresh water sources.

The findings suggest that Rapa Nui's moai and ahu were valuable beyond their ancestral significance to the island's early people, the study authors concluded.

"Building the statues wasn't inexplicable behavior, but something that was not only culturally significant but central to their survival," Lipo said.

Next, the researchers hope to further understand why such vast, elaborate statues were constructed. If their primary function was to indicate or claim ownership of a fresh water source, Lipo said, a simpler construction would surely suffice.

"It's incredible how much energy went into them," he observed. "The statues and the ahu themselves weren't just a single event — they made the statues and these platforms to put them on, and then remade the platforms and additional statues to put on them."

### Viewing

#### Option 1 ★★

Get students to have a group discussion on the following questions:

1. How do you know this is a news report? Why?
2. What are the language features of this news report?
3. What's the structure of this news report?

#### Reference answers:

1. It's a news report, because the reporter in the video clip says, "This is Xinhua Special. I'm Roisin Timmins."
2. The language in this news report is formal, concise and logical. The sentences are usually simple and short. The tone of the news report is quite objective while the reporter looks and sounds fairly excited.
3. The news report begins with a lead of the story, then follows the in-depth report with some interviews providing background information and triangular perspectives and it ends with the impact of the historic event.

#### Option 2 ★★★

Have students watch a soundless video titled *Chang'e-4 Lands on the Moon and Sends Back First Images*. Then have students work in groups of four to write script for the video with the information they have learnt about China's Chang'e-4 probe and its historic landing. As a follow-up, have students dub the video with their own scripts.

### Speaking

#### ★★★

Ask students to conduct a survey and give a presentation on teenagers' view about exploring the unknown. Have them brainstorm some survey questions about the topic. If students have difficulty, guide them to the reference questions below.

#### Survey questions for reference:

1. Are you interested in exploring the unknown?  
A. Yes, I'm very interested.                      B. I'm a little bit interested.  
C. Not at all.    D. I don't know.
2. Which type of exploration do you think is the most mysterious?  
A. Space exploration.                              B. Ocean exploration.  
C. Exploration of historical sites.                D. Others. (Please specify: \_\_\_\_\_)
3. Which type of exploration are you most interested in?  
A. Space exploration.                              B. Ocean exploration.  
C. Exploration of historical sites.                D. Others. (Please specify: \_\_\_\_\_)
4. How will you explore the unknown field that you're interested in? (You can choose more than one answer.)  
A. By reading books.                                B. By searching information online.  
C. By interviewing experts.                         D. Others. (Please specify: \_\_\_\_\_)
5. Do you think it's worthwhile to devote much money and energy to exploring the unknown? Why or why not?

## Suggested Activities

### Reading B

#### Comprehension Plus

##### Option 1 ★★

Have students skim the text and identify the genre and the main idea of the text. Then have students divide the text into different parts and figure out the main idea of each part. Have them discuss whether the text needs an ending and explain why.

Version 1:

Part I (Paras. 1–3): the current situation of humans' exploration of some mysterious places

Part II (Paras. 4–10): the introduction to the three unknown places that haven't been explored on the earth

Version 2:

Part I (Paras. 1–3): the current situation of humans' exploration of some mysterious places

Part II (Paras. 4–5): the introduction to Mariana Trench

Part III (Paras. 6–8): the introduction to Vale do Javari

Part IV (Paras. 9–10): the introduction to Tsingy de Bemaraha

##### Option 2 ★★

Have students match the descriptions with the three mysterious places in the text.

A. Mariana Trench   B. Vale do Javari   C. Tsingy de Bemaraha

1. It is accessible to tourists either by road or air.
2. It is the deepest part of the world's oceans.
3. It is one of the most isolated places on Earth mainly because of the thick plants and extreme geographic location.
4. It is not yet fully explored because the water pressure could be very dangerous at its extreme depth.
5. A Brazilian law forbids outsiders from entering the region.
6. It is inhabited by a great many indigenous people or Indian tribes.
7. It reaches a depth of nearly 11,000 metres at one small part called the Challenger Deep.
8. It is located near the western coast of Madagascar.
9. Some organisms and sea creatures can be found there.
10. It is located in the western part of the Pacific Ocean.
11. It is famous for its needle-shaped limestone formations, which pose great dangers to explorers.
12. It is a tropical rainforest named after the most important river system in the region.

##### Reference answer:

1. C   2. A   3. B   4. A   5. B   6. B   7. A   8. C   9. A   10. A   11. C   12. B

##### Option 3 ★★★

Have students work in groups of four and ask them to role play a talk show, the theme of which is "The most unknown and mysterious places on earth". One student (S1) is the host/hostess, and the other three are the guests. Among them, S2 is responsible for introducing Mariana Trench, S3 is responsible for introducing Vale do Javari and S4 is responsible for introducing Tsingy de Bemaraha. They're supposed to talk about the mysteries of these three places and share their opinions on whether these places should be explored or not. The audience are welcome to ask any question.

### Option 4 ★★★

After students read the text, help students recall and summarise the three most mysterious and least known places on earth and the obstacles that hinder humans from exploring these places. Encourage them to discuss possible ways to help people get access to these places.

## Critical Thinking

### ★★★

After students analyse the mysteries in this unit, have them discuss and give their own evaluation of the hypotheses and explanations (e.g. The explanation is not logical enough to support the hypothesis). Ask them to provide evidence to support their evaluation.

## Writing

### ★☆

Have students read the following quotes by famous people about the unknown and their attitudes towards exploration. Ask students to conduct a survey to find out which quote has the largest number of supporters and then write a report based on the results. As a follow-up, encourage students to share their understanding of these quotes.

It is the unknown that excites the ardor of scholars, who, in the known alone, would shrivel up with boredom.

— Wallace Stevens

Only the unknown frightens men. But once a man has faced the unknown, that terror becomes the known.

— Antoine de Saint-Exupéry

The mind loves the unknown. It loves images whose meaning is unknown, since the meaning of the mind itself is unknown.

— René Magritte

The known is finite, the unknown infinite; intellectually we stand on an islet in the midst of an illimitable ocean of inexplicability. Our business in every generation is to reclaim a little more land, to add something to the extent and the solidity of our possessions.

— Thomas Henry Huxley

All we know is still infinitely less than all that remains unknown.

— William Harvey

The unknown always seems sublime.

— Robert Louis Stevenson

## Suggested Activities

### Further Exploration

#### Option 1 ★★

Have students conduct an interview on “Doubts about existing explanations of a mystery”.

1. Ask students to search the Internet and list some existing theories and explanations of a certain mystery they are interested in.
2. Encourage students to interview some teachers like history teachers or geography teachers on the explanations of the mystery and discuss their doubts about the explanations with the teachers.
3. Have students write a report on the interview and present their interview results group by group. Ask other students to take notes with the following table while they are listening.

Group	Mystery	Existing explanations	Doubts
1			
2			
3			
...			

#### Option 2 ★★★

Have students make a mini documentary on their computers or smartphones about the topic “Exploring the Unknown”.

1. Ask students to decide on a mystery they are going to make a mini documentary about.
2. Have students work in groups to search for some existing theories and explanations of the mystery, and raise doubts about them.
3. Remind students to collect source materials like pictures, short videos, background music, etc.
4. Tell each group to write a script for the mini documentary.
5. Encourage each group to make the mini documentary on their computers or smartphones and share it with their classmates in class or with a video link after class.
6. Ask students to comment on all documentaries according to the following assessment form.

	Group 1	Group 2	...
Content (Clear and well-organised)			
Language (Proper use of grammar and vocabulary)			
Technique (Voice-over, montage, sound effects, visual effects, etc.)			
...			

## Self-assessment

范例 (Answers may vary.)

I have done well in Item B (Discussing certain mysteries, their significance and possible ways to explain them) and D (Forming hypotheses about certain mysteries, giving possible explanations and raising doubts about existing explanations of a mystery). I was very curious about the mysterious places all over the world, so I read the texts about certain mysteries very carefully and watched the video about Chang'e-4 Mission attentively. Besides, I searched online and collected a lot of information about the mysteries that I'm quite interested in, for example, the Loch Ness Monster and the Mariana Trench. I also paid special attention to their significance and possible ways to explain them. Therefore, when I talked about the mystery of the Loch Ness Monster and shared my explanations with my classmates, they seemed intrigued and convinced. I really learned a lot and I definitely enjoyed the activities and the learning experiences. In addition, I'm a person who is quite good at making logical arguments and drawing sound conclusions based on provided information and evidence. I've found that a diagram is especially useful to help us analyse mysteries, because it can present a clear logical flow of the puzzles, hypotheses and possible explanations. However, different people might have different interpretations of the same facts, so I raised some doubts about some existing explanations of the Loch Ness Monster and gave an oral presentation to share my analysis. Both my English teacher and my classmates found my presentation quite impressive and they gave me a big hand. I really enjoyed participating in such creative activities.

However, I think I need to improve both Item E (Taking notes by recording important numbers while listening) and Item F (Writing a survey report on how people view different theories of a mystery based on the survey result) in the future. The survey report itself is not very difficult to write because a framework has been provided in the textbook. However, we did find Step 1 and Step 3 a little bit challenging, because it was not easy to reach a consensus about which existing theories and explanations to put in the list. What's more, some classmates took no notice of the deadline, so we ended up collecting only about 90% of the responses to the survey instead. In addition, recording numbers in English while listening has always been a tough job for me, especially when there is much information to pay attention to and there are a lot of numbers to record in the listening material. Besides, I can hardly distinguish the pronunciations of numbers like "seventeen" and "seventy".

In order to help me overcome the difficulties, I have discussed it with my team members, and we have decided that we'll hold a vote next time if we can't agree with each other. As for the data collection, we think we can pick a specific period of time to have all the respondents finish the survey together. In this way, we hope to get all the responses in time. I have also turned to my English teacher for help and she advised me to not only have more extra listening practice for numbers but also use some listening strategies like question analysis, answer prediction and keyword clues. She also helped me improve my pronunciation by asking me to practise the minimal pairs, especially /i:/ and /ɪ/, because being able to say the numbers correctly is directly linked to my ability to hear them correctly. I'm sure I can improve my number-recording skills and tell the difference between the sounds of /i:/ and /ɪ/ easily as long as I work harder at listening.

# The Mysterious Ancient Artifacts of Sanxingdui

Amid the once-tranquil village of Sanxingdui in Sichuan province, a remarkable discovery took place which immediately attracted international attention and has since rewritten the history of Chinese civilisation. Two giant sacrificial pits were unearthed containing thousands of gold, bronze, jade, ivory and pottery artifacts that were so unusual and unlike anything ever found in China before.

In the spring of 1929, a farmer was digging a well when he discovered a large stash of jade relics. This was the first clue that eventually led to the discovery of a mysterious ancient kingdom. In 1986, workers accidentally found the pits containing thousands of artifacts that had been broken, burned, and then carefully buried.

The discovery of the artifacts opened up a world of intrigue. The objects found in the sacrificial pits included animal-faced sculptures and masks with dragon ears, open mouths and grinning teeth; human-like heads with gold foil masks; decorative animals including dragons, snakes, and birds; a giant wand, a sacrificial altar, a 4-metre-tall bronze tree; axes, tablets, rings, knives, and hundreds of other unique items. Among the collection was also the world's largest and best-preserved bronze upright human figure, measuring 2.62 metres.

However, by far the most striking findings were dozens of large bronze masks and heads detailed with angular human features, exaggerated almond eyes, straight noses, square faces, and huge ears, features which don't reflect those of Asian people.

The artifacts were radiocarbon dated to the 12th–11th centuries BCE. They had been created using remarkably advanced bronze casting technology, which was acquired by adding lead to a combination of copper and tin.

Some of the masks were enormous in size — one measures an incredible 1.32 metres in width and 0.72 metres in height, the largest bronze mask ever found. The three largest masks have the most supernatural features of all the Sanxingdui artifacts, with animal-like ears, monstrously protruding pupils, or an additional ornate trunk.

Researchers were astonished to find an artistic style that was completely unknown in the history of Chinese art. No similar find has been made anywhere else, and there are no inscriptions at the Sanxingdui site to shed light on its culture, which was, though, apparently a distinctive Bronze Age civilisation. The discovery contributed to a fundamental shift from the traditional understanding of a single centre of civilisation in the Yellow River valley in north China to the recognition of the existence of multiple regional traditions, of which Sichuan was clearly one of the most distinct.

The culture that produced these artifacts is now known as the Sanxingdui Culture, and archaeologists are identifying it with the ancient kingdom of Shu, linking the artifacts found at the site to its early legendary kings. The sacrificial pits are believed to have been sites for the ancient Shu people to offer sacrifice to Heaven, Earth, mountains, rivers, and other natural gods. The human-like figures, bronze animal-faced masks with protruding eyes and flat bronze animal-faced masks may be natural gods worshipped by the Shu people.

The discovery of Sanxingdui shocked the world, but the history of the artifacts remains a

mystery. There are no historical records, and no ancient texts that speak of them, leaving experts asking what the purpose of the objects was, where the culture came from, and where they went after burying their most precious treasures. The Sanxingdui civilisation is a unique page in China's long history.

Adapted from *Science Insights*, Vol. 10, No.1

### Food for thought

1. According to the text, in what ways has the discovery of Sanxingdui rewritten the history of Chinese civilisation?
2. What's your guess about the purpose of the large bronze masks and heads found in Sanxingdui? Please give evidence you can find in the text to support your idea.
3. Having learnt a little more about the ancient artifacts of Sanxingdui, do you think it is a place you would enjoy visiting? Give your reasons.

### Reference answers:

1. The artistic style of Sanxingdui artifacts was completely unknown in the history of Chinese art and the discovery of Sanxingdui contributed to the recognition of the existence of multiple regional traditions of Chinese civilisation.
2. I guess the large bronze masks and heads were intended to represent natural gods worshipped by the Shu people. Although they had angular human features, the heads' eyes and ears were extraordinary and "don't reflect those of Asian people". The three largest masks "have the most supernatural features of all the Sanxingdui artifacts." In my opinion, they were probably made to reflect people's notions of how the gods looked and to show respect for nature and its divinities.
3. I would definitely enjoy visiting this mysterious place because I have never seen such ancient artifacts. The description of these artifacts is so vivid that I can't wait to see them with my own eyes. Besides, the Sanxingdui civilization is a unique page in China's long history, so I think it is essential for every Chinese to visit this place and know more about the brilliant history of our great country. (Answers may vary.)



## In this unit, we are going to

- ▶ describe environmental problems and their possible causes, and propose solutions accordingly;
- ▶ find out how individuals, organisations and governments take action to solve environmental problems;
- ▶ evaluate whether a solution to an environmental problem is practical or not;
- ▶ explore the chain of cause and effect in a text, and write a proposal letter.



# Unit 4

## Protecting the Environment

Heaven does not speak in words. It speaks through the rotation of four seasons and the growth of all living things.

— Confucius

### Getting Started

e: Look at the picture on the left and answer the questions.

- What is the possible relationship between the two polar bears?  
*(Anxious) Parent and cub (e.g. Mother and cub).*
- What might have separated them from each other?  
*They might have been separated by the melting ice.*
- What could humans do to help solve their problem?  
*Something should be done to stop global warming. (Specific means of stopping global warming may vary.)*

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自然”，主题群为“环境保护”	<ul style="list-style-type: none"> <li>能描述环境问题，分析造成环境问题的原因，并提出相应的解决方案；</li> <li>能了解个人、组织、政府如何采取行动解决环境问题，认同人类共同发展理念；</li> <li>能评价某一环境问题的解决方案的可行性；</li> <li>能探究阅读语篇中的因果关系链并就环境问题撰写倡议书。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能解释表达因果关系的说明文的文体特征，推断语篇中的因果关系链。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能说明“问题—解决”模式的语篇结构。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能辨别访谈语篇的情景语境和语篇结构特点。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能通过视频播客的多模态语篇，概括气候变化可能造成的结果和人们为拯救世界所能够采取的环保措施。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能运用重音、语调、节奏等比较连贯和清晰地表达意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能根据本单元主题语境，梳理词语、并用于理解和表达相关的信息；</li> <li>能列举与本单元主题语境相关的动词、名词及其习惯搭配，并在语境中运用词块。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语境中识别强调结构的表达形式；</li> <li>能在语境中恰当地解释强调结构的基本意义和语用功能；</li> <li>能在语境中恰当地使用强调结构传递意义，以取得一定的修辞效果。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能概括本单元所涉及的语篇类型的主要目的和语篇结构特征；</li> <li>能解释阅读文本中语篇成分之间的逻辑语义关系，包括因果关系和问题—解决关系。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能根据特定的交际场合和语境，恰当表达减少碳足迹的建议；</li> <li>能根据交际场合和交际对象，在倡议书的写作中选择得体的语言形式进行有效的交流。</li> </ul>

文化知识	语篇文化元素	<ul style="list-style-type: none"> <li>能分享语篇中所承载的文化价值观念，说明人与环境的关系，以及公益事业与志愿活动对环境保护的意义，获得积极的生活态度和正确的价值观念的启示，成为有文明素养和社会责任感的人。</li> </ul>
	文化链接	<ul style="list-style-type: none"> <li>能通过举例方式对“碳足迹”的概念进行释义，并形成正确的生活习惯。</li> </ul>
	项目探究	<ul style="list-style-type: none"> <li>能根据本单元提供的研究型学习步骤，调查并比较不同国家在应对环境问题时的不同举措，拓宽国际视野，认同各国行之有效的环保措施。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>能通过设问预测听力材料的内容；</li> <li>能在听的过程中，抓住访谈语篇的大意，获取其主要信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，利用所给图片和句型就环境问题提出建议；</li> <li>能对环保举措的可行性做出评价；</li> <li>能使用恰当的语调和节奏，汇报小组调查结果。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能判断语篇中的因果关系，分析造成环境问题的根本原因；</li> <li>能根据“问题—解决”模式语篇的结构特征分析语篇内容。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能根据视频中的多模态信息推测语篇内容；</li> <li>能借助视频片段获取话语的信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能运用“问题—解决”模式就环境问题的解决方案撰写倡议书。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>能根据视听材料中说话人的用词等推断其态度。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在小组讨论中积极获取练习和表达的机会，主动分享减少碳足迹的方法；</li> <li>能通过互联网等渠道查找给定主题的相关信息，并口头汇报小组调查结果。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能在所读文本和个人经历之间建立有意义的联系；</li> <li>能利用组织结构图梳理篇章结构和主要信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能利用“问题—解决”模式的语篇结构特点，有逻辑地组织信息；</li> <li>能利用组织结构图进行构思和谋篇布局，创建并完善文本。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据自身情况制定适合的学习计划；</li> <li>能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。</li> </ul>

# READING A

What do you know about carbon dioxide ( $\text{CO}_2$ )? Is it harmful?  
Read the text and learn about its impact on the environment.



## THE VILLAIN IN THE ATMOSPHERE

The villain in the atmosphere is carbon dioxide.

It does not seem to be a villain. It is not very poisonous and it is present in the atmosphere in so small a quantity — only 0.034 percent — that it does us no harm.

What's more, that small quantity of carbon dioxide in the air is essential to life. Plants absorb carbon dioxide and convert it into their own tissue, which serves as the basic food supply for all of animal life (including human beings, of course). In the process they release oxygen, which is also necessary for all animal life.

But here is what this apparently harmless and certainly essential gas is

doing to us:

20 The sea level is rising very slowly from year to year. In all likelihood, it will continue to rise and do so at a greater rate in the course of the next hundred years. Eventually the 25 sea will reach two hundred feet above its present level, and will be splashing against the windows along the twentieth floors of Manhattan's skyscrapers. Naturally the Manhattan streets will be deep 30 under water. Florida, too, will be gone, as will much of the British Isles, the crowded Nile valley, and the low-lying areas of China, India, and Russia.

Many cities will be drowned, and

# Getting Started

## 教学内容与要求

- 能通过看图讨论“环境保护”这一主题语境下的相关话题；
- 能根据讨论初步梳理“环境保护”相关词汇，激活该话题词汇语义网；
- 能通过讨论孔子的名言“天何言哉？四时行焉，百物生焉，天何言哉？”解释中国传统  
文化中人与环境的关系和人们对自然环境的态度。

## 教学建议

- 1 Introduce the topic of the unit — Protecting the Environment. Ask students to look at the picture and guess the relationship between the two polar bears and possible causes of their separation.
- 2 Write down key terms of environmental protection that may appear in their answers on the board and help students understand their meanings. Those key terms may be: glacier, polar ice cap, global warming, greenhouse gases, sea level rise, etc.
- 3 Give students some time to brainstorm measures taken already and possible measures that can be taken in the future to solve environmental issues mentioned in their answers.

Suggested Activities 见 page T65f。

# Reading A

## 教学内容与要求

- 能根据表达因果关系的说明文的文体特征分析语篇内容，根据语篇的结构特点，解释语篇的逻辑，以及段落间的衔接；
- 能描述二氧化碳在温室效应以及气候变暖过程中所扮演的角色；
- 能推断语篇中特定语言的使用意图，从而体会语言在反映情感态度和价值观中所起的作用；
- 能判断作者的观点、意图、语篇目的和对象；
- 能通过分析事件的因果关系，从表象（如海平面上升）挖掘深层原因，从而对事物做出正确的价值判断。

## 难句注释

1. We can be thankful that carbon dioxide is keeping us comfortably warm, but the concentration of carbon dioxide in the atmosphere is going up steadily and that is where the villainy comes in. (lines 57–62)

句中 that carbon dioxide is keeping us comfortably warm 是 thankful 的原因状语；but 是并列连词，表示转折关系；that is where the villainy comes in 中，that 为指示代词，指代前文提及的二氧化碳在大气中浓度升高这一情况，where the villainy comes in 为表语从句。整句意为“我们应当感谢二氧化碳，是它使我们保持舒适温暖，但是大气中二氧化碳的浓度正在稳步升高，其恶行也由此而生”。

2. It is the melting of the ice caps that is the worst change and it is this that demonstrates the villainy of carbon dioxide. (lines 79–82)

该句是两个并列的强调结构，第一个句子强调部分为 the melting of the ice caps；其后的并列句中，强调部分为 this，指代第一句中的 the melting of the ice caps。整句意为“最糟糕的正是冰盖的融化，这也恰恰揭露了二氧化碳的恶行”。

## 词汇释义

### • villain (line 1)

n. a person who is morally bad or responsible for causing trouble or harm 恶棍；坏蛋

**The process of industrialisation is likely to be the real environmental villain.** 工业化进程可能是破坏环境的真正元凶。

villainy n. 恶行；罪恶的行为

### • harm (line 7)

n. damage or injury that is caused by a person or an event 伤害；损害

**Modernizing historic buildings can often do more harm than good to the environment.** 历史建筑现代化对环境往往弊大于利。

v. to hurt someone or damage something 伤害，损害

**Thankfully no one was harmed in the earthquake.** 谢天谢地，没有人在地震中受伤。

harmful adj. 有害的

harmless adj. 无害的，不会导致损伤的

be harmful to ... 对……有害

### • absorb (line 10)

v. to take sth in, especially gradually (尤指逐渐) 吸收；理解、掌握（事实、想法等）

**Plants absorb carbon dioxide.** 植物吸收二氧化碳。

**It's hard to absorb so much information about environmental protection in the Information Age.** 在信息化时代理解如此大量有关环境保护的信息非常困难。

absorption n. 吸收；全神贯注

be absorbed in ... 专心致志；全神贯注

### • serve as (line 12)

to be useful or helpful for a particular purpose or reason 可用作

**Empty shells can serve as some animals' homes.** 空贝壳可被一些动物当成家。

### • likelihood (line 21)

n. the chance of sth happening; how likely sth is to happen 可能；可能性

**There is a strong likelihood that this environmental issue will soon be settled.** 很有可能不久就会解决这个环境问题。

**Using a seatbelt will reduce the likelihood of serious injury in a car accident.** 使用安全带会降低车祸中受重伤的可能。

in all likelihood 几乎肯定的

likely adj. 很可能的，可能要发生的

sb be likely to do sth 某人可能做某事

It is likely that ... 很有可能……

### • come about (line 42)

to happen, or start to happen 发生

**How did the environmental problem come about in the first place?** 这个环境问题究竟是怎么发生的？

### • radiation (line 51)

n. powerful and very dangerous rays that are sent out from radioactive substances 辐射

**Clouds prevent the radiation of Earth's warmth into space.** 云层阻挡了地球热量向太空辐射。

radiate v. (使热或光) 辐射，放射，发散

### • concentration (line 59)

n. the amount of a substance in a liquid or in another substance 浓度，含量

**High concentrations of toxic elements were found in the polluted areas.** 在被污染地区发现了高浓度的有毒元素。

the ability to direct all your effort and

attention on one thing, without thinking of other things 专心，专注

**The noise outside broke my concentration on the newspaper article.** 外面的噪音让我无法专心读这篇报刊文章。

- **demonstrate (line 81)**

v. to show sth clearly by giving proof or

evidence 证明，证实，论证；说明

**These problems demonstrate the importance of strategic planning for the natural environment.** 这些问题显示出了对自然环境进行战略规划的重要性。

demonstration n. 演示，示范

## 语篇分析

本文的语篇类型是说明文。在语篇内容上，作者以拟人化的视角和简单明了的语言解释大气层“恶棍”——二氧化碳对环境的影响，分析气候变暖的原因，并通过想象性的细节描述向读者警示气候变暖可能带来的一系列严重后果。语篇结构方面，文章通过第1、4、7三个长度较短的段落清晰地呈现了因果关系的语篇结构：第1段揭示的文章的主题；第4段提示随后的几段将讨论二氧化碳会产生的不良影响；第7段提示接下去的段落将分析造成这些不良后果的原因。该语篇的语言特征是，运用了大量连系动词和行为动词，分别说明环境状况和二氧化碳的危害。语篇的主题意义在于使学生更深刻地认识全球变暖对我们赖以生存的环境所造成的影响，激发学生的环保意识。

## 背景介绍

1. This text is adapted from Isaac Asimov's essay "The Villain in the Atmosphere". It appeared in *Newsday* on July 6, 1986, under the title "Are We Drowning Our Tomorrows?" and was collected in *Past, Present, and Future* (1987), an essay collection covering the topic of astronomy, nuclear power, medicine, physics, history, music, film, politics, and other popular subjects. The text was selected from *Isaac Asimov on the Past, Present and Future: 66 Essays* published by Barnes & Noble Books in 1992. The original text is about 1700 words in length and this text selects the first half of the original, abridges the content, and adjusts the language difficulty.
2. Isaac Asimov (1920-1992), born in Russia, was an American author and biochemist, a highly successful and prolific writer of science fiction and of science books for lay audiences. As one of the most important and distinguished popularisers of science, Asimov entertained and educated readers of all ages for about 50 years. He wrote or edited about 500 volumes on subjects ranging from science to literature to history, of which the most famous are *The Foundation Trilogy*, *The Currents of Space*, and *I, Robot*.

## Personal Touch

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### 教学建议

Ask students to read the question carefully. Give them some time to brainstorm and share their personal experiences.

### 参考答案

Many aspects of our daily life have been affected by the greenhouse effect. For example:

- 1) People's living environment will be threatened because of the increasing temperature caused by the greenhouse effect. Rising sea levels because of the rapid melting of glaciers and ice caps could flood coastal communities, forcing millions of people in those areas to move. Rapid loss of glaciers would devastate those countries such as Bolivia, Peru, and India, which depend on glacial meltwater for drinking, irrigation, and hydroelectric power.
- 2) Changes in temperature and atmospheric carbon dioxide ( $\text{CO}_2$ ) caused by the greenhouse effect could have significant impacts on crop yields. (If the higher temperature exceeds a crop's optimum temperature, yields will decline; Elevated  $\text{CO}_2$  has been associated with reduced protein and nitrogen content in some plants, resulting in a loss of quality; many weeds, pests, and fungi thrive under warmer temperatures and increased  $\text{CO}_2$  levels.) Therefore, human food supply will be threatened.
- 3) We are having more frequent occurrence of abnormal climate, including snowstorm, cold current, rainstorm, drought and other extreme weather, which even threatens people's lives.
- 4) Human health is also affected by the greenhouse effect. The destruction of the ozone layer may cause some skin diseases.

(Answers may vary.)

much of the most productive farming land of the world will be lost. As the food supply drops, starvation will be widespread.

And all because of carbon dioxide. But how does that come about? What is the connection?

It begins with sunlight. Sunlight travels through miles of the atmosphere to reach the earth's surface, where it is absorbed. In this way, the earth is warmed. At night, the earth cools by radiating heat into space in the form of infrared radiation. As the earth gains heat by day and loses it by night, it maintains a balance. However, carbon dioxide tends to block such radiation. This is called the "greenhouse effect" of carbon dioxide.

We can be thankful that carbon dioxide is keeping us comfortably warm, but the concentration of carbon dioxide in the atmosphere is going up steadily and that is where the villainy comes in. In 1958, when

the carbon dioxide of the atmosphere first began to be measured carefully, it made up only 0.0316 percent of the atmosphere. Each year since, the concentration has moved upwards and it now stands at 0.0340 percent. It is estimated that by 2020 the concentration will be about 0.0660 percent.

This means that in the coming decades, the earth's average temperature will go up slightly. Winters will grow a bit milder on the average and summers a bit hotter. Little by little, the glaciers will retreat, and the polar ice caps will begin to melt.

It is the melting of the ice caps that is the worst change and it is this that demonstrates the villainy of carbon dioxide. Something like 90 percent of the ice in the world is to be found in the huge Antarctica ice cap, and another 8 percent is in the Greenland ice cap. If these ice caps begin to melt, the sea level will rise, with the result that I have already described.

### Note

This text is adapted from Isaac Asimov's essay "The Villain in the Atmosphere." It was written in 1986 and selected from *Isaac Asimov on the Past, Present and Future: 66 Essays* published by Barnes & Noble Books in 1992. Isaac Asimov (1920–1992), born in Russia, was an American author and biochemist. He wrote or edited about 500 books, of which the most famous are *The Foundation Trilogy*, *The Currents of Space*, and *I, Robot*.

### • Personal Touch



What aspects of your daily life have been affected by the greenhouse effect?

## Digging In

### ● Comprehension

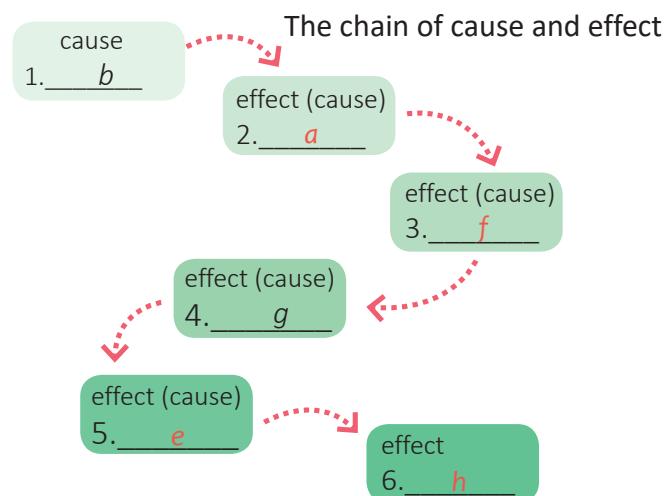
I. Answer the questions according to the text you have read.

1. Who is the “villain” in the atmosphere?
2. Why will Manhattan streets eventually be deep under water, according to the author?
3. There are some short paragraphs (e.g. Paras. 1, 4, and 7) in the text.  
What functions do they serve?
4. What do you think is the author’s purpose in writing this passage?

### Reading Strategy Understanding the chain of cause and effect

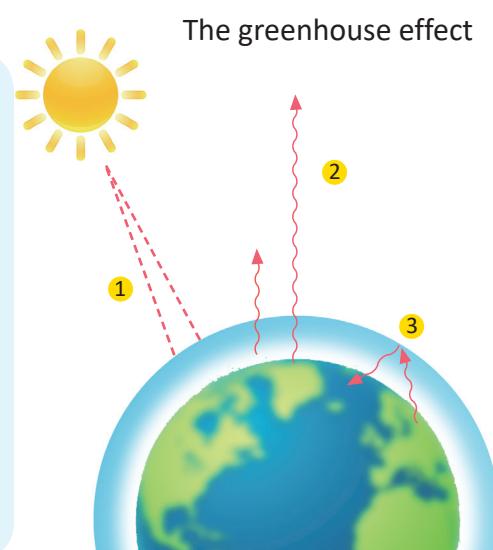
II. Tick what has been mentioned in the text, and then complete the chain of cause and effect.

- a. greenhouse effect
- b. carbon dioxide
- c. oxygen
- d. urban heat island effect
- e. the rising sea level
- f. increased temperature
- g. the melting of ice caps
- h. the flooding of low-lying areas
- i. changeable weather
- j. hydrogen



III. Complete the sentences corresponding to the diagram with one word for each blank.

1. In the daytime, sunlight travels through miles of the atmosphere to warm the earth's surface.
2. At night, infrared radiation is sent into space, which cools the earth.
3. Because of the existing carbon dioxide in the atmosphere, the radiation tends to be blocked, and less heat is lost at night.



# Comprehension

## 阅读策略

### Understanding the chain of cause and effect

1. Help students to be aware that in a cause-effect relationship, more often than not, one action or event may lead to another action or event which in turn causes another, forming a causal chain, or one effect may have its direct cause, intermediate (in-between) cause, and root cause.
2. Tell the students if they are trying to identify the cause(s) of an action or event, start by asking themselves “What happens in the text?” (What is the effect?) For example, “The sea level is rising.” Then, ask “Why does it happen?” (What is the cause?) For example, “The melting of the glacier and ice caps leads to the rising sea level.” Let students ask a series of questions until they identify the root cause.
3. Tell the students if they are trying to identify the effect(s) of an action or event, list all the effects that they can find in the text and think about whether an effect becomes the cause of another effect (Does it cause another effect?) For example, if students have identified one result of the rising sea level as farmland loss, you may further ask “What’s the result of farmland loss?” This process can be repeated until the final effect is reached.
4. Use graphic organisers to help students think about complex cause-effect relationships.
5. Remind students not to ignore a cause or an effect in the chain, and not to oversimplify the root cause of a problem. They may function like a chain, a web or a network.

## 教学建议

- I
1. Before students read the text, have them read the question on P52 and the title of the text and try to figure out who the “villain” is in the atmosphere and guess the possible meaning of this word.
  2. Give students some time to scan the text, locate the relevant information and answer the question.
  3. Have students read the text quickly to figure out the main idea of each paragraph by focusing their attention on the first sentence of each paragraph. Then ask them to scan the text and read paragraphs 1, 4, and 7 carefully. Have them share their answers in pairs and later report to the whole class.
  4. After students read through the text, have them discuss the author’s purpose in writing the passage according to its text type in pairs, guiding them to think whether the purpose is to inform, to persuade, or to entertain. Encourage students to report their ideas to the whole class later.
- II
1. Ask students to scan the text again for the items in the left column. Tick the items mentioned in the text.
  2. Have students compare their answers in pairs and try to figure out the chain of cause and effect by referring to the text for the clues of each link when necessary. For example, when identifying the first link of the chain, from *b* (cause: carbon dioxide) to *a* (effect: greenhouse effect), students may notice the verb “block” and the cohesive ties such as “such radiation” and “this” in line 45. They create meaning that describes the cause and effect relation between carbon dioxide and greenhouse effect.
- III
1. Have students look at the diagram. Have them scan the text to locate the paragraph related to the diagram. Paragraph 8 is directly related to this diagram.
  2. Have students read Paragraph 8 and complete the sentences.
  3. Have students discuss and check their answers with each other in pairs.
  4. Ask students to explain the greenhouse effect with the help of the picture.

## 参考答案

- I
1. Carbon dioxide.
  2. Because of the greenhouse effect, the earth’s temperature keeps going up, which leads to the melting of glaciers and the rising of the sea level. That’s why low-lying coastal areas like the Manhattan streets may be deep under water someday.
  3. Making the structure of the text clear and easy to follow. Para. 1 is the thesis of the text. Para. 4 tells the reader that what follows is the harmful effect of carbon dioxide. Para. 7 tells the reader that the next part is about the causes of these consequences.
  4. To make the public aware of the serious consequences of global warming.

Suggested Activities 见 pages T65f–T65i。

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇和常用词组；
- 能列举并运用与本单元主题语境相关的动词、名词及其习惯搭配和表达。

## 词汇分类

识别词汇△: villain, steadily

运用词汇: atmosphere, carbon dioxide, poisonous, harm, absorb, apparently, likelihood, radiation, greenhouse effect, polar, decade, concentration, demonstrate

常用词组: what's more, serve as, come about, come in

## 教学建议

### I Key Vocabulary

- Show students the picture on the right and encourage them to come up with words or expressions to describe the picture. Have them note down those words and expressions.
- Divide students into groups of five. Present them with the words and expressions in the box on P55. Ask each group to come up with 10 sentences regarding the above picture, each sentence using one word or expression in the box. Encourage them to embed their own words and expressions in those sentences.
- Have students read the dialogue on P55 and complete it individually by filling in each blank based on the part of speech and meaning of each expression.
- Pair students up and have them role-play the dialogue to check, discuss and correct answers.
- Pick one pair of students to role-play the dialogue in front of the whole class.



### II Topic-Related Expressions

1. Have students go over the main idea of Reading A and brainstorm the related nouns in terms of the cause(s), the phenomenon itself, or the effect(s). Write those nouns on the board.  
2. Divide students into groups of four and have each group brainstorm adjectives or verbs to form verb or noun phrases with those nouns. Encourage them to use the dictionary to verify their phrases and record all the valid phrases.  
3. Have students do the exercise and check whether their own phrases are involved.
1. Have students skim the passage for its main idea without filling in the blanks.  
2. Ask students to complete the passage individually while underlining the context clues for their answers.  
3. Pair students up and have them check answers.  
4. Have students discuss and summarise the main idea and the author's purpose in writing this essay.

Suggested Activities 见 pages T65i–T65k。

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the dialogue.

widespread      atmosphere      estimate      quantity      release  
do harm to      at a rate of      come about      absorb      concentration

A: Do you know anything about carbon dioxide?

B: Carbon dioxide is a gas. We breathe in oxygen and breathe out carbon dioxide.  
And plants 1 absorb carbon dioxide.

A: So carbon dioxide is not really harmful?

B: Well, carbon dioxide itself does not 2 do harm to the environment, but the 3 concentration of it in the atmosphere causes the “greenhouse effect.”

A: What is the “greenhouse effect”?

B: It is the process by which radiation from the sun is blocked by the greenhouse gases and not reflected back into space. The 4 atmosphere retains more heat than necessary.

A: How does that 5 come about ?

B: In the last few centuries, coal, oil and natural gas have been burned for energy at a rapidly increasing rate. The carbon contained in these fuels is being 6 released in the form of carbon dioxide and poured into the atmosphere.

A: And the forests, once 7 widespread, have been disappearing rapidly in the last couple of centuries.

B: Exactly. It is 8 estimated that tropical forests are now disappearing 9 at a rate of about 13 million hectares per year.

A: I see. The burning of fuel adds more carbon dioxide to the atmosphere, and as the forests disappear, less carbon dioxide is being removed by plants.

B: As a result, the 10 quantity of the carbon dioxide in the atmosphere is going up year by year.

### II. Topic-Related Expressions

1. Use one word from each of the following boxes to form verb or noun phrases.

e.g. absorb heat/carbon dioxide

absorb  
climate  
extreme  
global  
greenhouse  
increased  
radiate  
release

carbon dioxide  
change(s)  
effect  
gases  
heat  
temperature  
warming  
weather

climate change  
extreme changes/  
temperature/weather/heat  
global warming  
greenhouse gases/effect  
increased temperature/  
gases/heat/carbon dioxide  
radiate heat  
release heat/carbon dioxide

2. Fill in each of the blanks with the appropriate form of a phrase from Exercise 1.

The globe is heating up. Both the land and oceans are warmer than before, and the earth's average temperature is going up steadily. The main driver of 1 global warming is the greenhouse effect. Simply put, solar radiation hits the earth's surface and warms the globe, while greenhouse gases such as carbon dioxide prevent the earth from 2 radiating heat. The existence of the natural greenhouse effect is essential to life; however, too much of it can lead to 3 increased temperature, harmful to creatures.

It is human activities that have resulted in too many 4 greenhouse gases. Since the Industrial Revolution, the burning of fossil fuels like coal, oil and gasoline have 5 released carbon dioxide and other greenhouse gases dramatically. Additionally, humans have cut down forests, leaving fewer trees to 6 absorb carbon dioxide.

If global warming continues, it will cause significant 7 climate changes. Perhaps the most visible effect so far is the melting of the ice caps. As a result, glaciers will retreat little by little and the sea level will rise bit by bit. Between the poles, many already-dry areas are expected to experience severe droughts for longer periods of time. Ultimately, the earth will suffer from 8 extreme weather more often, such as heat waves, cold spells and hurricanes.

## ● Grammar in Use

### Emphatic structures

#### Grammar Highlights

We often emphasise a particular part of a sentence, perhaps to contradict what someone else has said or to achieve a dramatic effect.

- We can use the structure “**It is/was** + the emphasised part + **that** ...” to highlight what we would like to emphasise.
- When the emphasised part is a **person**, we can use “**who**” instead of “**that**.”
- We can also use the auxiliary verb **do (did/does)** in front of the verb of a sentence to emphasise the action.



I. Underline the sentences with emphatic structures in the dialogue. Explain why and how they are used.

A: Is carbon dioxide harmful?

B: No. It makes up a very small percentage of the gases in the world. In fact, carbon dioxide is essential for life. It is carbon dioxide that plants need to produce “food.”

A: In that case, why not just increase the amount of carbon dioxide?

# Grammar in Use

## 教学内容与要求

- 能在语篇中识别“It is/was ... that ...”和 do (does/did) 这两种强调结构，并能判断其表意功能；
- 能在语境中恰当使用上述强调结构传递信息和表达意义，达到其修辞效果。

## 教学建议

I

- Show students the following sentence, and ask them to paraphrase it and observe it. Help students identify the form of the emphatic structure of this sentence.  
It is the melting of the ice caps that is the worst change and it is this that demonstrates the villainy of carbon dioxide.
- Have students scan **Reading A** and locate the sentence (the first sentence of the last paragraph). Encourage them to discuss why the sentence takes the form of the emphatic structure.
- Have students read “Grammar Highlights” carefully to find out the two functions of emphatic structures. Then familiarise students with the forms of emphatic structures.
- Pair students up and encourage them to think about the questions below. Ask them to share their reflections later with the whole class.

### Questions:

- Which part/parts of the sentence is/are emphatic in structure?
- Of the two functions of emphatic structures, which function does this sentence fulfil?
- Why did the writer choose to fulfil this particular function in this sentence?

### Reference answers:

- the melting of the ice caps / this (= the melting of the ice caps = the worst change)
  - Achieving a dramatic effect.
  - In order to answer questions raised in Paragraph 7 and explain disastrous consequences of global warming, the writer wrote three paragraphs – Paragraph 8 to Paragraph 10 – to give detailed scientific explanations. Finally, all through his explanations, he located the direct cause of the disastrous consequences mentioned before. The melting of the ice caps is worth calling attention to because it seems to be the direct trigger for all the disasters. The emphatic structure echoes the writer’s comment that it is “the worst change”, the one that “demonstrates the villainy of carbon dioxide”.
  - Pair students up and ask each pair to role-play the dialogue. Have students underline the emphatic sentences in the dialogue and discuss their functions.
- Reference question:  
Which function does each emphatic sentence fulfil?
- Have students share their thinking with the whole class and guide them to understand how emphatic structures work in context.

## 参考答案

I

- It is carbon dioxide that plants need to produce “food”. (To emphasise the importance of carbon dioxide for plants to produce “food” by using “It is ... that...” structure.)  
The increased temperature does change our world for the worse. (To emphasise the verb “change” by using the auxiliary verb “does”.)  
It is all of us who should take the challenge. (To emphasise who should take the challenge by using “It is ... who...” structure.)

## 教学建议

II

1. Lead students to go over the form and use of emphatic structures.
2. Pair students up and make dialogues according to the example. Ask students to share their dialogues in class later.
3. Encourage each pair to think up suitable contexts for emphatic structures and create short or long dialogues accordingly.

## 参考答案

II A: Was the concept of “heaven-and-human oneness” introduced by Confucius?

B: No, it was Mencius and Zhuangzi who/that introduced the concept.

*Mencius and Zhuangzi*

**The concept of “heaven-and-human oneness” was introduced by Confucius.**

Mencius (c. 372–289 BCE) believed that through mental reflection one could gain understanding of human nature and heaven, emphasising the unity of mind, human nature, and heaven. (Editorial board of Key Concepts in Chinese Thought and Culture. 2016. *Key Concepts in Chinese Thought and Culture 2*. Beijing: Foreign Language Teaching and Research Press.)

Zhuangzi (c. 369–286 BCE) maintained that “Heaven and Earth and I came into existence together, and the myriad things with me are one.” ( 天地与我并生，而万物与我为一。 ) Heaven and earth (*tiandi*) are viewed as the producer of the myriad things (*wanwu*). The myriad things take shelter in heaven and earth. They all gather together to form up the entirety of nature that is then synthesised with humankind into oneness. (Wang, Keping. 2007. A Rediscovery of Heaven-and-Human Oneness. *American Journal of Economics and Sociology*, Vol. 66, No. 1, 237-259.)

B: Was the concept further developed by Liu Xie?

A: No, it was Dong Zhongshu who/that further developed the concept.

*Dong Zhongshu*

**The concept of “heaven-and-human oneness” was further developed by Liu Xie.**

Dong Zhongshu (179–104 BCE) expressed in his *Luxuriant Gems of The Spring and Autumn Annals* ( 《春秋繁露》 ) that the natural beauty is said to embody the harmony of heaven and earth, and anyone who has a peaceful mind and right conduct is able to nourish his body by means of this beauty. In terms of integration of categories, heaven and man are one since nature and man share a strong resemblance. Accordingly, a harmonious order comes into being when man identifies himself with nature. By contrast, a terrible disorder arises when man separates himself from nature. (Wang, Keping. 2007. A Rediscovery of Heaven-and-Human Oneness. *American Journal of Economics and Sociology*, Vol. 66, No. 1, 237-259.)

B: Are some thinkers proposing a new operation of heaven-and-human oneness against the background of increased population in China and the world over?

A: No, it is against the background of increased eco-environmental pressures in China and the world over that some thinkers are proposing a new operation of heaven-and-human oneness.  
// It is due to the increased eco-environmental pressures in China and the world over that some thinkers today propose a new operation of heaven-and-human oneness.

*eco-environmental pressures*

**Today, against the background of increased population in China and the world over, some thinkers are proposing a new operation of heaven-and-human oneness for eco-environmental protection in terms of “sustainable development.”**

Suggested Activities 见 page T65k。

- B: Well, have you heard of the greenhouse effect?
- A: No. What does it mean?
- B: It means an increase in the concentration of carbon dioxide in the atmosphere that leads to an increase in the planet's average temperature.
- A: So, is the earth getting hotter?
- B: Yes. The increased temperature does change our world for the worse. The polar ice caps are melting, and our sea level is rising.
- A: How can we stop global warming?
- B: All nations across the world need to work together. It is all of us who should take the challenge.



## II. Information Gap Activity

Pair work. The following paragraphs contain some inaccurate information (marked in blue) about the concept of “heaven-and-human oneness.”

**Student A:** Read the information for Student A. ①Ask your partner questions about the blue parts. ②Listen to your partner’s questions and use the information to make corrections. Use emphatic structures wherever possible.

**Student B:** Read the information for Student B. ①Listen to your partner’s questions and use the information to make corrections. Use emphatic structures wherever possible. ②Ask your partner questions about the blue parts.

### Student A

The concept of “heaven-and-human oneness” came into shape in **the Han Dynasty**. Generally speaking, the concept was introduced by **Confucius**, and further developed by Dong Zhongshu. Today, against the background of increased eco-environmental pressures in China and the world over, some thinkers are proposing a new operation of heaven-and-human oneness for eco-environmental protection in terms of “sustainable development.”

### Student B

The concept of “heaven-and-human oneness” came into shape in the pre-Qin period. Generally speaking, the concept was introduced by Mencius and Zhuangzi, and further developed by **Liu Xie**. Today, against the background of **increased population** in China and the world over, some thinkers are proposing a new operation of heaven-and-human oneness for eco-environmental protection in terms of “sustainable development.”

#### EXAMPLE

- A: Did the concept of “heaven-and-human oneness” come into shape in the Han Dynasty?
- B: No, it was in the pre-Qin period that it came into shape.

The concept of “heaven-and-human oneness” came into shape in **the Han Dynasty**.

*pre-Qin period*

## Listening, Viewing and Speaking

### Interview with a Young Environmentalist (Interview) 音频文本见 page T65d

- I. Make predictions about what you are going to listen to. Ask questions about the title.  
e.g. Who is the young environmentalist?  
II. Listen and answer.

What are they mainly talking about in the interview?

- A. The significance of setting up non-profit organisations.  
**B. The importance of rainforests to the earth.**  
C. The beauty of a country — Costa Rica.  
D. The volunteers and their honourable task.

- III. Listen again and fill in the blanks with the information you hear.

• The number of volunteers in the organisation:	1. _____ 52 _____ at least.
• The name of the non-profit organisation:	2. <u>Kids Saving the Rainforest</u> in Costa Rica.
• The reason for their decision to save the rainforest:	3. They saw people <u>cutting down the trees around them.</u>
• What Janine has learned in the work:	4. <u>They have the power to change the world and make it a better place.</u>

### Saving the World (Vodcast) 视频文本见 page T65e

- I. Watch the video clip in silent mode and guess what it is about.  
*Recycle bottles, paper, electrical goods, and food; plant a tree, grow your own vegetables; hang the clothes out to dry; tell others to unplug the electrical device/tell others to do small things to protect the environment; etc.*

- II. Watch the entire video and check whether your prediction is correct. Answer the following questions.

1. What is the main idea of the video?  
*We can do different things to save the world.*
2. What is the speaker's attitude towards saving the world: optimistic, pessimistic or neutral? *Optimistic.*
3. Which of the following is/are mentioned in the video?
  - A. The possible consequences of climate change.
  - B. The specific causes of climate change and the results.
  - C. The possibility of saving the world when people work together.
  - D. The reuse of many things in making other products.



# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能根据标题通过设问方式预测听力材料的内容；
- 能利用访谈语篇的特点获取听力材料的主要内容和细节；
- 能描述热带雨林对环境的作用；
- 能举例说明个人以及志愿服务在环保活动中所起的作用。

## 背景介绍

The audio is an interview with a young environmentalist, Janine Licare, who is one of the founders of a non-profit organisation in Costa Rica, Kids Saving the Rainforest (KSTR). In the interview, Janine mainly talks about the work of her organisation. She also touches upon volunteers' participation in the organisation and her reflection on working with people from all over the world.

## 教学建议

- I
  1. Ask students to individually write down questions about the title and encourage them to discuss and predict answers in pairs.
  2. Ask students to think about and answer the following questions based on their prediction and discussion:
    - 1) What form does an interview take?
    - 2) Who are the intended audience of this interview? Who may be interested in listening to this interview?
    - 3) What questions may the interviewer raise? Can you give examples? Why should the interviewer raise such questions?
- Reference answers:**
  - 1) Questions and answers.
  - 2) Those who are concerned about environmental issues.
  - 3) Answers may vary.
- II
  1. Play the audio clip for the first time. Ask students to listen for the main idea based on the questions and circle the answer. Remind students to take down notes while listening.
  2. Have students discuss in pairs whether they have got the information about the other three options and why the other three options are not main ideas.
- III
  1. Before playing the audio clip for a second time, have students fill in the blanks with the notes they have taken in Comprehension II.
  2. While students listen to the audio clip for a second time, ask them to check the answers, complete the table and add more notes.
  3. Have students pool their notes and figure out the outline of the whole interview in groups of four. Encourage them to report their outlines to the whole class.

Suggested Activities 见 pages T65l–T65m。

## 教学内容与要求

### Viewing

- 能根据视频中的画面等非文字形式推测语篇内容；
- 能借助多模态信息归纳视频材料中的内容要点；
- 能借助多模态的互补性获取话语表达的信息，提取与主题语境内容相关的关键词，构建词汇语义网。

## 背景介绍

This video is a vodcast about how we can contribute to saving the world by making small changes in our family life. After presenting the earth's serious problems brought by climate change, the video calls on us to do what we can in our daily lives to save the world, such as recycling, reducing the waste, and influencing others.

## 教学建议

- I 1. Ask students to read the title of the video “Saving the World”. Have them predict what this video may be about and write down keywords.  
2. Play the video clip with its sound off and have students note down what they have seen in keywords.
- II 1. Before students watch the video with its sound on, have them go quickly through the questions and give brief answers based on their previous notes.  
2. Play the video with its sound on and have students improve on their previous notes.  
3. Have students check, correct and share their answers to the questions based on what they have learned from the video.
- III 1. Have students read the chart and try to fill in the blanks with the help of their previous notes.  
2. Play the video again and ask students to check their answers in pairs.

Suggested Activities 见 pages T65m–T65n。

## 教学内容与要求

### Speaking

- 能在小组讨论中表达自己的态度和观点，体现文化理解；
- 能有目的地选择恰当的词汇与表达方式就如何减少碳足迹提出建议；
- 能综合小组成员的观点，恰当运用语篇衔接手段，清晰连贯地陈述本组讨论的内容。

## 教学建议

### Step 1

1. Have students learn Culture Link on this page and get the idea of the concept of carbon footprint.
2. Have students look at the pictures one by one and discuss the carbon footprint of each item.
3. Encourage students to make their own choices and give reasons.

### Step 2

1. Have students read Useful Words and Expressions aloud together. Ask them to discuss in pairs and determine the purpose of their presentation / speech using those words and expressions, which is to call on people to reduce carbon footprint according to the suggestions in the presentation.
2. Have students discuss in groups how they can achieve the purpose of their presentations. Prompt them with questions.

#### Reference questions:

- 1) Why do you want to call on people to reduce carbon footprint and why should your audience care?
- 2) What kinds of ways will probably interest your audience?
- 3) Why should your audience employ the particular ways you suggest?

#### Reference answers:

- 1) The environmental problem is serious now and it is high time that everyone took action to reduce their carbon footprint. The audience are also world citizens and may well be very concerned with how they can contribute to environmental protection.
- 2) Practical ways related to the audience's daily lives.
- 3) Those ways are simple, practical and beneficial to the environment, and even do good to people's health or life.
3. Divide students into groups of four. Have them brainstorm as many ways to reduce their carbon footprint as possible, and then decide on three ways that they consider best. Have them elaborate on their choice by filling in the following organiser.



## Culture Link

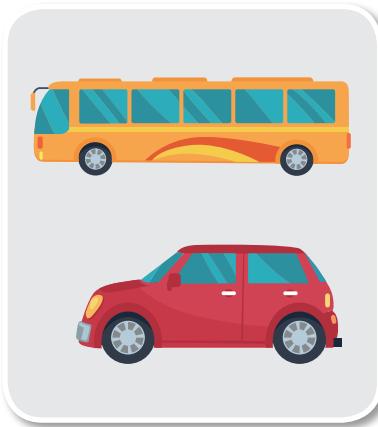
III. Watch the video again and fill in the blanks with a verb or verbal phrase.



### Giving a presentation on how to reduce carbon footprint

Work in groups. Give a presentation on how to reduce your carbon footprint. (*Answers may vary.*)

**Step 1** Look at the pictures and think about what you would choose and why?



**Step 2** Share your ideas with your group members on how to reduce your carbon footprint.

**Step 3** Put your ideas together. Present them in class with the help of the useful expressions below. Your presentation may begin with:  
e.g., *Good morning, ... I'm pleased to make a speech about ...*

### Useful Words and Expressions

- I would like to talk about ... in terms of the following aspects.
- ... should be considered in terms of ...
- One good idea would be ...
- Don't you think it might be a good idea to ...?
- To be specific, you can achieve ... in the following ways.
- Prompt measures should be taken ...
- This goal cannot be achieved without ...
- garbage sorting
- green/clean energy
- public transport
- recycle
- local food
- shut off
- unplug electronics

## Carbon Footprint

"Footprint" is a metaphor for the total impact that something has. And "carbon" simply refers to all the different greenhouse gases that contribute to global warming. The term "carbon footprint," therefore, is defined as a measure of the total amount of emissions of greenhouse gases directly and indirectly caused by human activities. Your carbon footprint is a mark you leave upon the environment with every action that releases carbons. It is an indicator of unsustainable energy use.

## TOGETHER FOR OUR OCEAN

Every year a huge amount of waste ends up in the world's oceans and causes problems for the animals living there. This is why many volunteers all over the 5 world take part in International Coastal Clean-up.

About 80% of all marine waste is plastic from bottles and packaging. This rubbish runs into rivers when it rains 10 and then flows into the sea. Most of the rubbish sinks to the bottom of the ocean but some stays on the surface and collects in large areas like the Great Pacific Garbage Patch. The rest ends up 15 on beaches. Rubbish causes problems for the animals living in the ocean. Some animals mistake rubbish for food. For example, some turtles living on jellyfish think that plastic bags are a type of food. 20 The plastic can block their stomachs so that they starve, or it may poison the turtles. A survey by the University of Queensland showed that 50% of green turtles eat rubbish, and that figure is 25 increasing. As six species of sea turtle are already threatened with extinction, this is a big problem.

With millions and millions of tons of waste entering the ocean every year, it 30 is clear that we need to do something to protect the animals living there. One



organisation that does this is Ocean Conservancy, an organisation that started in the USA. Since 1986, it has 35 organised International Coastal Clean-up. The event grows every year and now people are getting involved on over 6,000 beaches in more than 100 countries.

So why is it so important to clean up our oceans? Ocean Conservancy is clear about this. On their website you can read: "The ocean sustains us with the basic elements of life — it 40 produces half of the oxygen in the air we breathe, and it is an essential part of the water cycle, helping to provide the water we drink." By cleaning up 45 rubbish you are protecting the ocean environment and the animals that live 50 there.

What can each and every one of us do about that rubbish in the oceans? Perhaps the most important 55 thing is that you can think about how much packaging is included with the products you buy, and where you throw away any rubbish you have. Less packaging and fewer products are a 60 step on the way to more sustainable

	1	2	3
What is your suggested way? How do you carry it out?			
Which specific carbon emission issue is it aimed at?			
What concrete benefits can it bring?			

### Step 3

1. Encourage each group to develop a presentation based on their organiser. Inspire them to use creative visual aids (PPT, posters, props or role plays, etc.) to make their presentation appealing and easily understood by their audience.
2. Ask each group to do the presentation. Encourage them to use words and expressions learned in this section or in the previous lessons in this unit.

Suggested Activities 见 page T65o。

Culture Link 板块教学建议等见 pages T65b–T65c。

### 参考答案

Good morning, dear friends. I'm delighted to have the opportunity to talk about how to reduce our carbon footprint. As we all know, one big threat to our environment is the emission of greenhouse gases which may lead to global warming. Prompt measures should be taken to protect our environment. We can make a difference by reducing our carbon footprint — the amount of our personal greenhouse gas emission.

One good idea would be starting with the little things around us. To be specific, we can reduce our carbon footprint in the following ways.

At home, we can ... (shut off the lights when we leave a room, unplug the electronic devices when they are not in use, etc.).

When going to school, ... (walk or ride a bike if it is not very far, take public transportation or car pool, etc.).

When doing shopping, ... (bring our own reusable bag, buy local foods that are in season, avoid items with excess packaging, etc.).

When travelling, ... (bring our own toiletries rather than using the prepackaged ones provided by the hotel, bring with us a reusable water bottle instead of drinking bottled water, etc.).

These are not the only ways we can reduce our carbon footprint. But it should be noted that the goal of environment protection cannot be achieved without the efforts of everyone.

## Reading B

### 教学内容与要求

- 能根据“问题—解决”模式语篇的结构特征分析语篇内容；
- 能利用组织结构图梳理出环保组织和个人在解决海洋废弃物问题所采取的措施及其预期效果；
- 能识别新闻类语篇中导语，分析导语的作用以及新闻类语篇的语言特征；
- 能阐明海洋环境对人类的重要性以及海洋环境所面临的问题，树立海洋环保意识。

### 语篇分析

本文的语篇类型是“问题—解决”模式的说明文，以新闻语篇的形式呈现。语篇内容涉及海洋废弃物所带来的危害以及人们为解决这一问题开展的国际海岸清理活动。在语篇结构上，课文正文前斜体部分为导语，提纲挈领地交代语篇的中心事件；正文部分首先陈述了海洋废弃物对海洋动物的危害性，接着从公益组织和个人两个方面提供的解决海洋废弃物问题的措施，最后通过展望未来的方式呼吁大家采取行动来保护环境。语言特征体现为使用数据、例证等方式客观地呈现了海洋环境问题。语篇的主题意义在于使学生认识到海洋环境问题，激发学生的环保意识，呼吁学生采取行动为改善海洋环境出一份力。

## 背景介绍

This text is adapted from “Cleaning Up the Beach”, which was written by Matthew Scott on 20th August, 2015.

## 难句注释

1. **The ocean sustains us with the basic elements of life — it produces half of the oxygen in the air we breathe, and it is an essential part of the water cycle, helping to provide the water we drink. (lines 43–48)**

句中的破折号是对 The ocean sustains us with the basic elements of life 的补充说明；破折号后由 and 连接两个并列句；helping to provide the water we drink 作伴随状语，说明 it is an essential part of the water cycle。整句意为“海洋提供了生命的基本元素，维系着人类生命——它产出了我们呼吸的空气中一半的氧气，是水循环的重要组成部分，提供了我们的饮用水源”。

2. **Perhaps the most important thing is that you can think about how much packaging is included with the products you buy, and where you throw away any rubbish you have. (lines 54–58)**

句中 that 引导的是表语从句；how much ... 和 where ... 是两个并列的名词从句，作 think about 的宾语。整句意为“也许最重要的是，你可以思考一下自己买的产品中包含了多少包装，以及你把垃圾扔到了哪里”。

3. **Cleaning up the oceans seems like an impossible task, but if everybody reduces the amount of rubbish they produce, and keeps rubbish off the beaches, one day there may no longer be a need for ocean clean-up day. (lines 67–72)**

句中 but 连接两个并列句；but 之后的句中包含一个 if 引导的条件状语从句，其中 and 连接 reduces 和 keeps 两个谓语动词。整句意为“清理海洋看似是一项不可能完成的任务，但如果每个人都能减少他们产生垃圾的数量，并使垃圾远离海滩，总有一天我们可以不再需要海洋清理日”。

## 词汇分类

识别词汇△：marine, turtle, survey

运用词汇：packaging, block, threaten, sustain, element, trap

常用词组：live on

## 词汇释义

### • packaging (line 8)

n. materials used to wrap or protect goods that are sold in shops/stores 包装材料，外包装

**All our packaging is biodegradable.** 我们所有的包装材料都是可生物降解的。

package n. 包裹 v. 打包；对……进行包装

### • live on (line 18)

to only eat a particular type of food 仅以（一种食物）为主要食物

**They live on what they grow themselves.** 他们靠吃自己种的食物为生。

### • block (line 20)

v. to stop sth from moving or flowing through a pipe, a passage, a road, etc. by putting sth in it or across it 堵塞，阻挡

**A fallen tree is blocking the road.** 一棵倒下的树挡住了路。

n. something that blocks a tube or opening 堵塞物

**A block in the pipe was preventing the water from coming through.** 管道中的东西堵住了水流。

- **threaten (line 26)**

v. to be a danger to sth 危及，对……构成威胁

**Changing patterns of agriculture are threatening the environment of the countryside.** 农业模式的变化可能会对农村环境造成破坏。

to tell someone that you will kill or hurt them or cause problems if they do not do what you want 威胁，扬言要

**She's threatening to take me to court for changing the current landscape without the official permit.** 她扬言说如果我未经官方许可就改变现有自然地貌就要把我告上法庭。

**threat n.** 威胁，恐吓

**threatening adj.** 威胁（性）的，恐吓（性）的

- **sustain (line 43)**

v. to provide enough of what sb/sth needs in order to live or exist 维持（生命、生存）

**The soil in this part of the world is rich enough to sustain a large population.** 世界这一地区的土壤肥沃，足以养活大批人口。

to cause or allow something to continue for a period of time 保持，使持续

**The economy looks set to sustain its growth into next year due to our responsible exploitation of natural resources.** 看来，对自然资源的负责任开发会使经济保持增长到明年。

**sustainable adj.** 可持续的，能长期保持的

- **element (line 44)**

n. a necessary or typical part of sth 要素

**The movie about the tsunami had all the elements of a good thriller.** 这部关于海啸的电影具备了一部精彩的惊险片的一切要素。

**elementary adj.** 基本的；初级的；基础的

- **trap (line 66)**

v. to keep sb in a dangerous place or bad situation that they want to get out of but cannot 使陷入困境

**Two men were trapped in a burning building.** 两名男子被困在着火的大楼里。

## Comprehension Plus

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### 教学建议

- I**
  - 1. Give students some time to read the diagram.
  - 2. Have students scan the text and complete the diagram.
  - 3. Pair students up and check answers with each other.
  - 4. Have students summarise the main idea of the text based on the diagram.
  
- II**
  - 1. Divide students into groups of four. Have each group discuss the three questions.
  - 2. Encourage students to note down their discussion results and later share them with the whole class.

### 参考答案

- II**
  - 1. Yes, it has. (After reading this text, I have been aware of how serious the problem is with the ocean. For example, I have learned that about 80% of all marine waste is plastic from bottles and packaging, which I did not expect to be so much. Before reading this text, I only thought that it was dirty to have rubbish in the ocean. Now I know the threat of the rubbish to the lives of the marine animals.) / No, it hasn't. (Before reading the text, I had already learned about the ocean's environmental problem. The text doesn't make me MORE aware of the seriousness of the problem. / Since I live far from the ocean, problems with the ocean also seem far away from me, and even after reading the text, I still cannot fully understand the seriousness of the problem.)
  - 2. The government can impose relevant laws (punish those who throw away rubbish carelessly, ask factories to use biodegradable packaging, grant funds to clean up the oceans, etc.); media can help raise public awareness of ocean issues.  
(Answers may vary.)
  - 3. Microplastic. (Microbeads are tiny plastic beads used in cosmetics. These microbeads are so small that filters do not catch them and they flow straight out into the ocean where animals eat them. They are passed on through the food chain, and since humans are at the top of the food chain, we may be eating microbeads in our food.) Waste-water emission, oil spill, etc.  
(Answers may vary.)

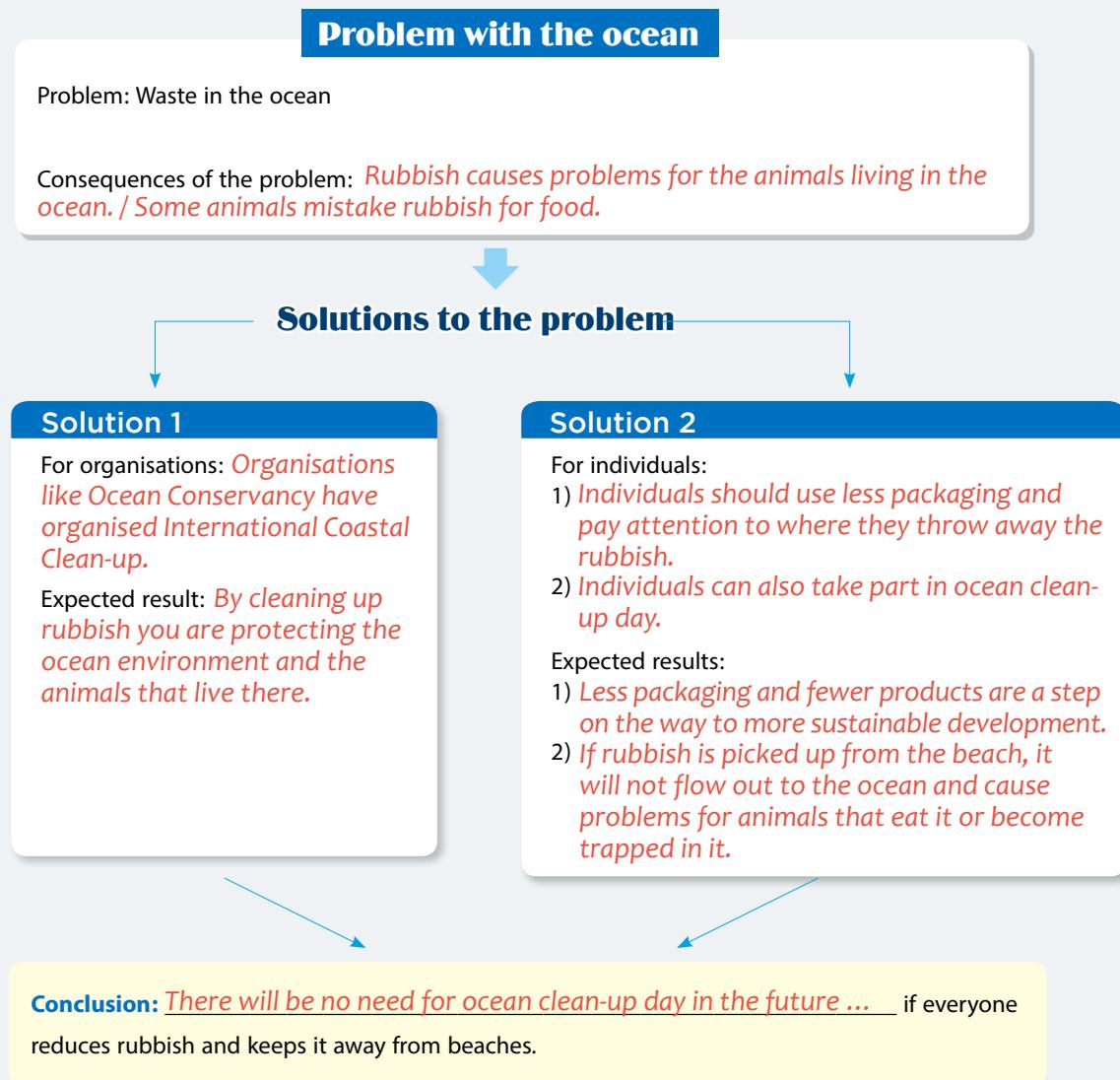
Suggested Activities 见 pages T65o–T65p。

development. You can also take part in ocean clean-up day. If rubbish is picked up from the beach, it will not flow out to the ocean and cause problems for animals that eat it or become trapped in it.

Cleaning up the oceans seems like an impossible task, but if everybody reduces the amount of rubbish they produce, and keeps rubbish off the beaches, one day there may no longer be a need for ocean clean-up day.

## ● Comprehension Plus

- I. Read the text and complete the following diagram.



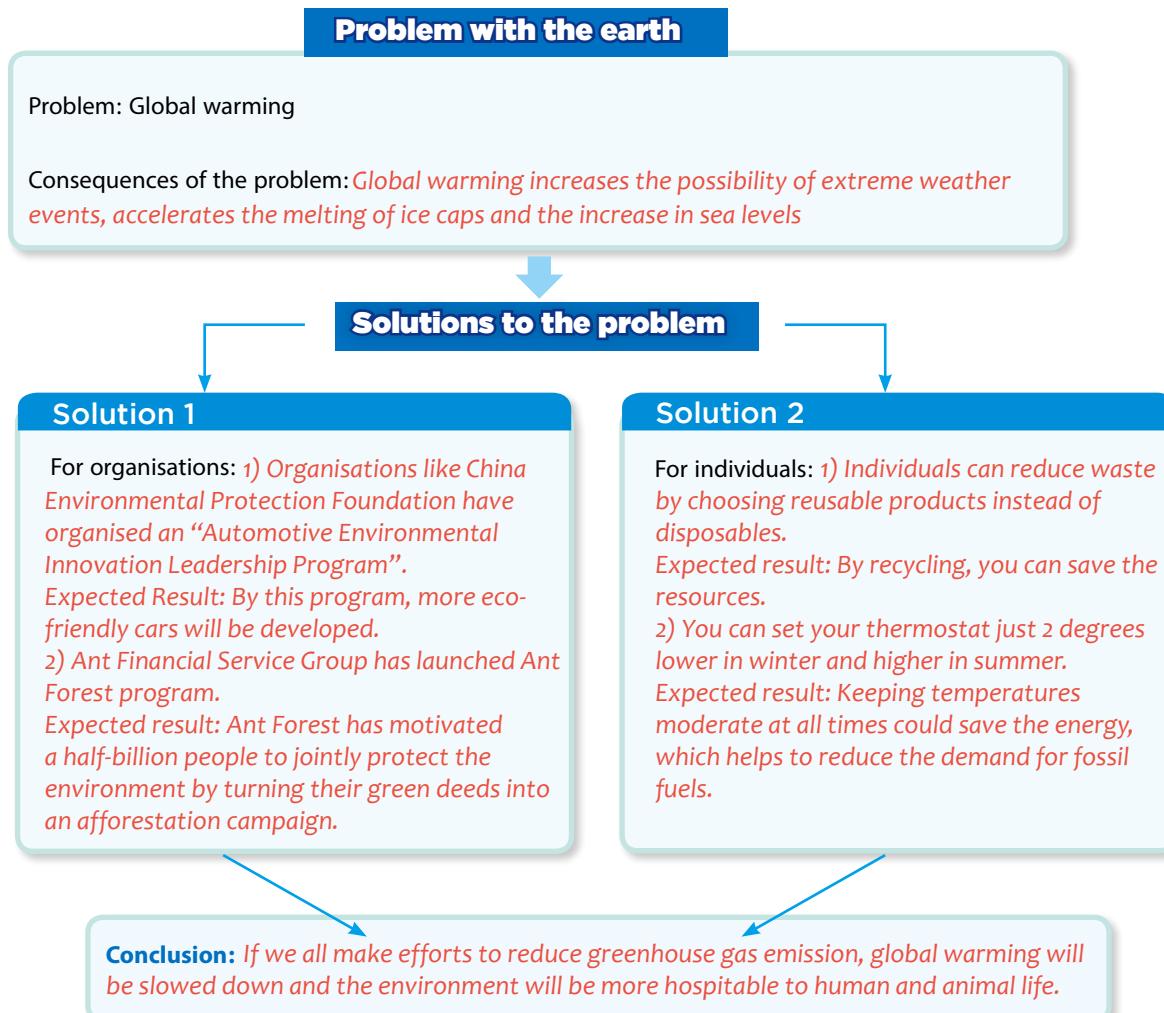
- II. Answer the questions.

1. Has the text made you more aware of how serious the problem is?
2. What other solutions can you think of to settle the issue?
3. Do you know other types of problems with the ocean?

## Critical Thinking

### Evaluating solutions with criteria

- I. Complete the diagram about the problem of global warming. You may refer to the diagram in Comprehension Plus.



- II. Discuss your solutions with your group members and evaluate which solutions are practical. Some sample questions are given below.



# Critical Thinking

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## 教学内容与要求

- 能利用“问题—解决”模式的语篇特点就特定的环境问题提出解决方案；
- 能根据一定的评价标准对解决方案进行可行性评价。

## 教学建议

- I
1. Have students go over all that they have learned in this unit to identify the direct consequence(s) of global warming.
  2. Have students, in groups of four, brainstorm possible solutions for organisations and individuals to undertake and provide brief reasons for their conclusions.
  3. Encourage students to complete the diagram based on their revision and brainstorming.
- II
1. Have students read the three questions in the picture.
  2. Ask students to brainstorm more ways to evaluate solutions and write the keywords on the board. Encourage each group of students to form their own criteria of evaluation.
  3. Have students evaluate solutions to global warming put forward by their neighbouring group. Ask them to give reasons for their evaluation.

Suggested Activities 见 page T65p。

# Writing

## 教学内容与要求

- 能识别倡议书的构成要素并有逻辑地组织信息；
- 能利用组织结构图就特定的环保问题设计倡议书的语篇结构，运用语篇衔接手段，提高表达的连贯性；
- 能根据倡议书的对象、目的和内容，选择和使用恰当的语言。

## 参考答案

Sample writing can be used as reference.

- For this type of letter, a checklist can be used to evaluate the effectiveness of the letter. Sample checklist

Checklist	
1) I have clearly stated my purpose.	
2) I have clearly stressed the need to solve the problem by providing illustration(s) of the problem and analysing its causes and/or effects.	
3) I have clearly stated each solution/proposal and have provided practical details or concrete examples.	
4) I have clearly pointed out the expected result(s) of each solution/proposal to remind readers of the possible benefit(s) of my proposal(s).	
5) I have clearly stated my hope and wish in the end to make an appeal to readers.	

- Have students brainstorm what language they can use to achieve the goals set by each checklist item. Support students with useful expressions.

Possible language resources:

Checklist Items	Useful Expressions
1) I have clearly stated my purpose.	<ul style="list-style-type: none"><li>My purpose in writing this letter is to call on ...</li><li>The purpose of my letter is to appeal to ...</li><li>I am writing this letter in an effort / bid to arouse public concern about / with ...</li></ul>
2) I have clearly stressed the need to solve the problem by providing illustration(s) of the problem and analysing its causes and/or effects.	<ul style="list-style-type: none"><li>do great damage / harm to ...</li><li>pose a threat / danger / problem to ...</li><li>The magnitude of the problem cannot be ignored.</li><li>For instance, ...</li><li>... is just a case in point.</li><li>Take ... as an / for example, ...</li></ul>
3) I have clearly stated each solution/proposal and have provided practical details or concrete examples.	<ul style="list-style-type: none"><li>I propose that we should ...</li><li>... can be a (possible / effective) solution to ...</li><li>We can do ... to solve this problem.</li><li>We can solve this problem by ...</li><li>... such as ... can effectively solve the problem.</li></ul>
4) I have clearly pointed out the expected result(s) of each solution/proposal to remind readers of the possible benefit(s) of my proposal(s).	<ul style="list-style-type: none"><li>... can benefit ... and thus contribute to ...</li><li>With the improvement of ..., ... can bring huge (economic / financial / ecological / environmental / ...) benefits.</li><li>... will hopefully lead to / result in...</li><li>... can drive people to ...</li><li>... can fuel people's enthusiasm for sth. / people's motivation to do sth.</li></ul>
5) I have clearly stated my hope and wish in the end to make an appeal to readers.	<ul style="list-style-type: none"><li>I sincerely hope that ...</li><li>We will definitely protect our environment from ...</li><li>Stop being a(n) onlooker / bystander and let's move to ...</li></ul>

## ► Writing

# Writing a proposal letter for the Green Club

After reading “Together for Our Ocean,” a student in Qingdao feels we must do something to protect the ocean. He writes the following proposal letter to call on everyone to work together for the ocean:

Dear teachers and fellow students,

### Purpose

I’m writing to call for your help in becoming caretakers of the ocean.

### Problem & consequence

Every year a large amount of waste ends up in the ocean and causes a lot of problems to the animals living there. For example, sea turtles die because they mistake plastic bags for jellyfish and eat them.

### Solution 1 & expected result

To help fix these problems, our school can organise activities to clean up our beaches. This will contribute to clean water and healthy marine life.

### Solution 2 & expected result

We students can also change our lifestyles. For example, we can reduce the amount of packaging we use and we can carry reusable shopping bags. We are the ones who should do something for our ocean. If we all play our part, there will be less rubbish and fewer problems for ocean animals.

### Conclusion

I hope everyone will take action to protect our ocean, and our Earth.

Sincerely,  
Zhang Ming

## ● Guided Writing

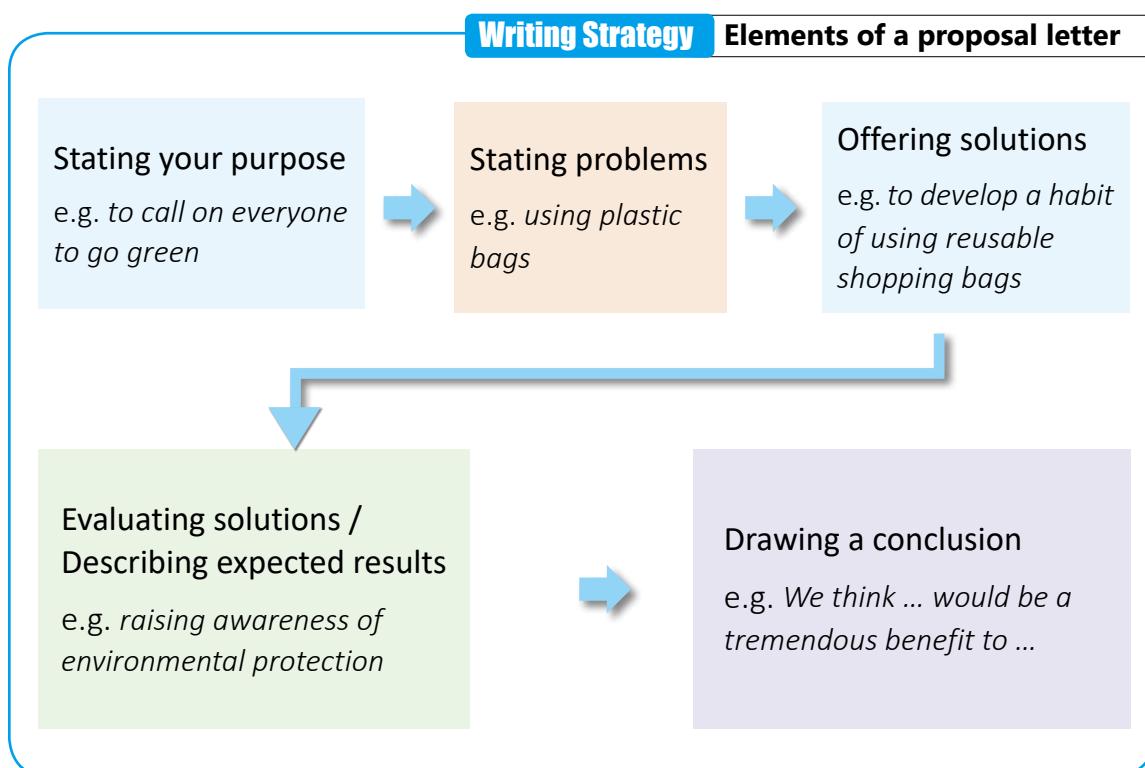
The Green Club in your school is to launch a “Going Green” activity. As a member of the club, you are expected to write a proposal letter to your schoolmates concerning environmental protection.

Step  
**1**

Work in groups. List some environmental problems around you.  
e.g. *using plastic bags, littering*

Step  
**2**

Discuss the causes and consequences of these problems, and suggest possible solutions. Present them in a diagram, as in the example below.



Step  
**3**

Write a proposal letter of 110–130 words to your schoolmates with the help of the sample letter and your diagram.

## 教学建议

### Step 1

1. Before students start to write, have them read the prompts and make sure that they know what they are going to write about.
2. Have students brainstorm environmental problems around them in their daily lives. Write down keywords on the board.
3. Have each student pick one problem as the topic of his or her letter.

### Step 2

1. Have students read the sample letter together. Have them go over the format of a letter by identifying the intended readers (teachers and fellow students) and the writer (Zhang Ming) of the letter. Guide students to notice the main content and function of each paragraph.
2. Ask students questions based on the sample letter to guide them to understand the function of this type of letter — to put forward proposals and try to persuade the intended readers to accept them.

#### Reference questions:

- 1) What is the purpose of this type of letter? How do you know?
- 2) What proposal(s) does the writer put forward? How do you know that he is going to talk about proposals?
- 3) Why does he state the problem & consequence before the two solutions / proposals?
- 4) Why does he also mention the expected result of each solution / proposal?
- 5) Will you take action as he hopes in his conclusion? Why or why not?

#### Reference answers:

- 1) To call for teachers and students' help in becoming caretakers of the ocean. "I am writing to ..."
  - 2) The two solutions are the two proposals. "To help fix these problems, our school can ...". "We students can also ..."
  - 3) To stress the need for his proposals.
  - 4) To convince the readers of his proposals by emphasising the possible benefits they will bring.
  - 5) Answers may vary. (Students need to be aware that they state their hope and wish for the realisation of their purpose in the "conclusion" part of their letters.)
3. Give each student some time to fill in the diagram regarding the problem of his/her choice.

### Step 3

1. Ask students to refer to the checklist on the previous page before they begin to write. Ask them to note the necessary components of this type of letter.
2. Give students some time to write the draft outline of the letter based on their diagram.
3. Ask students to do peer-checking according to the checklist.
4. Have students revise their draft outlines and write their drafts after class. Encourage them to write the drafts with the checklist in mind and self-check their drafts according to the checklist.

Suggested Activities 见 pages T65q–T65r.

# Further Exploration

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## 教学内容与要求

- 通过研究性学习分享各国就特定的环境问题所采取的解决措施。

## 教学建议

### Step 1

- Elicit the broad outline and the objectives of the project and divide students into groups of four.
- Have each group discuss and decide on the environmental problem they are going to explore.
- Have each group discuss and decide on each group member's role in this project and then start gathering information accordingly. During this process, students should be provided with access to the Internet.

### Step 2

- Give students some time to look at the table and have them understand the information required.
- Have students pool their information in their own group and have each group decide on the information they are going to use to fill in the table.
- Encourage each group to make a poster for the presentation. Remind students to include clearly handwritten keywords and a blank area for others' comments in their poster.

### Step 3

- Have each group present their findings to the class. When one group is doing the presentation, have the other students fill in the following organiser. When one presentation is over, encourage the listeners to raise questions based on the presentation they have just observed.

#### Organiser

Presenter(s):

Topic:

Outline and Notes:

Date:

Your questions:

Your reflections:

- After students do their presentations, have each group put up their poster in the classroom. Encourage students to read the posters and write down comments in the blank area.

## ► Further Exploration

### Conducting a survey on solutions to environmental problems

We are faced with many environmental problems such as garbage disposal, acid rain, air pollution, soil pollution, and plastic pollution. Conduct a survey on solutions to environmental problems.

**Step 1** Work in groups. Choose one problem for your group and search the Internet to find out how different countries take measures to cope with different environmental problems.

**Step 2** Put the information you have found in a table. An example is given below.

Environmental problem	Country	Solution
Garbage disposal	Japan	Garbage sorting
	China	
	...	

**Step 3** Present your findings to the class.

## ► Self-assessment

Look at the expected learning outcomes of this unit.

- A. Identifying possible causes and effects of global warming and other environmental problems
- B. Describing environmental problems in our daily life and ways to protect the environment
- C. Appreciating the role of individuals and organisations in helping to solve environmental problems
- D. Evaluating solutions for environmental problems with some criteria
- E. Understanding the chain of cause and effect while reading
- F. Writing a proposal letter on environmental protection

Write a reflective note on the above items. You may include some or all of the following points:

- What you think you have done well and why
- One strategy that really has helped your learning
- One important thing you have learned about
- What you need to improve in the future
- What learning resources you find useful

## 参考答案

(Answers may vary.)

The fossil fuels burned for transportation make up 14% of global greenhouse gas emissions and there are millions of cars on the road today. Our group chooses the problem of air pollution caused by traffic problems. Next are the findings of our research.

Environmental problem	Country	Solution
Air pollution caused by traffic problem	Brazil	Take Curitiba, which won the Global Sustainable City Award in 2010, for example. The authorities of Curitiba, Brazil, have developed an efficient bus network to transport people rapidly around the city. Main roads have special lanes for buses only. Services are regular and frequent, and it is quick and easy to switch from one bus route to another. There is a fixed fare for all the journeys within the city. It is a simple, easy-to-understand system, and it works. Nearly 75 percent of commuters in Curitiba travel by bus.
	Holland	Government has encouraged people to cycle. Take the town of Delft for example. Early in 1980, separate bike lanes were created on all major routes, as well as 12 kilometres of bike-only two-way streets, two special tunnels, and three new bridges for cyclists. Government rules require all shops to provide parking space for bicycles. Offices have to provide one secure bicycle space for every three employees, and each house must have a bicycle garage. So, people drive less and more trips are made by bicycle.
	Greece	In Athens, the capital of Greece, car owners are only allowed to drive into the city centre every other day. They must match the final number of their car number plate to the day's date — if the date is an even number, and so is the final number of the number plate, then they can enter the inner city area. The same goes for odd number plates and odd dates. This means that 50 percent of all cars must stay at home each day. Pollution is measured every day, and when the levels of pollution get too high, all cars are banned from entering the city centre. However, as the new underground railway is completed and extended, it is hoped that soon more commuters will be travelling by Metro. If so, it may be possible to lift the present traffic restriction.

All those measures taken by different countries give us inspirations, and cities in China have also taken similar measures to deal with the problem, such as promoting public transportation and bike riding, and restricting the traffic flow by the final number of car plate numbers. We hope these solutions can help solve the problem of air pollution caused by car emission.

Suggested Activities 见 pages T65r–T65s。

# Self-assessment

## 教学内容与要求

- 通过核查和反思，确认本单元目标的达成情况；
- 通过计划和调控，提升自主学习能力。

## 教学建议

### Step 1: Check

Remind students to check whether they have achieved the overall learning goals of “Protecting the Environment” by going over the expected learning outcomes of this unit.

Also, remind students to read the five points below and check whether they can include all the points in their reflective notes.

### Step 2: Reflect

Have students recall the activities that they have performed and strategies they have adopted in their learning process. Get them to make an outline and jot down ideas for the reflective note with the help of a thinking map.

### Step 3: Write

Guide students to write a reflective note on the items of the expected outcomes of the unit. Remind them to describe the results they have achieved and explain the reasons for their success, write about the problems or difficulties they have encountered and analyse the possible causes of the problems, and list the strategy and learning resources that have been helpful to them as well.

范例见 page T65s。

# Culture Link

## 教学内容与要求

- 能在理解碳足迹的概念及内涵基础上说出日常生活中常见的产生碳足迹的行为，并提出减少碳足迹的方法，树立环保意识，实践环保行为。

## 教学建议

1. Elicit the phrase “carbon footprint” and ask students to guess its meaning. Encourage them to share their guess or their understanding with the whole class.
2. Have students read Culture Link on Page 59 and find out the definition of carbon footprint. Ask students to share in pairs their understanding of this concept by answering questions.

### Reference questions:

- 1) What does carbon footprint measure?
- 2) What does such a measure consist of?

### Reference answers:

- 1) Carbon footprint measures the amount of greenhouse gases caused by human activities.
- 2) It calculates direct and indirect emissions of greenhouse gases.
3. Present students with carbon footprint calculators online as illustrations. Have them try calculating their own carbon footprint with the help of online calculators after class.
4. Have students discuss in pairs why we should reduce carbon footprint by referring to what they have learned in the previous lessons in this unit.

### Three Best Carbon Footprint Calculators

I tested some of the best carbon footprint calculators and rated them based on their comprehensiveness across the four main categories of household consumption:

- Transportation
- Housing
- Food
- Goods, services, and leisure

Doing so quickly revealed which of the top carbon calculators offer more complete carbon footprint estimates ... and which are limited.

#### 1. CoolClimate Calculator: Best for US Residents

The CoolClimate Calculator is the most comprehensive carbon calculator I tested designed for US residents. It includes in its calculations the four main categories of household consumption, resulting in an estimate of your carbon footprint that takes into account all the major sources of your personal emissions.

For most categories it has “Simple” and “Advanced” tabs that you can toggle between. It defaults to Simple which is good for quicker calculations, but I recommend using the Advanced options to fine-tune your estimates.

Unlike most carbon calculators, the CoolClimate Calculator includes estimated amortized emissions from the manufacturing of your car and construction of your home. It’s a helpful reminder that a substantial percentage of a car’s or home’s carbon footprint comes from its production. But, if you didn’t buy a new car or build a new home in the year you’re calculating, you can subtract these two amounts from your total to get a more accurate estimate of how much you emitted that year.

The CoolClimate Calculator is designed for US residents, which is to say its emissions estimates are based mainly on US data. Non-US residents should look at the other options on this list. Or, search for a calculator that is specific to your country.

#### 2. WWF Footprint Calculator: Best for UK Residents

The WWF calculator is the most user-friendly I tested. Instead of asking you to provide exact numbers for your energy usage, annual mileage, and the like — which most of us don’t have on hand — it asks you simple multiple choice questions.

It’s also one of the most comprehensive. It includes the four main categories of household consumption and asks a number of questions about each.

The WWF calculator is intended for UK residents, with data coming from the Office for National Statistics. On the results page it even compares your estimated footprint to the UK government’s 2020 target.

#### 3. CarbonFootprint.com Carbon Calculator: Best for Residents of Calculator-less Countries.

Its interface is clunky, but this carbon calculator is easily one of the most comprehensive. There are sections covering each of the four main categories of household consumption asking you to enter specific numbers for everything from your public transportation usage to groceries spending.

The calculator allows you to enter your country of residence. Doing so compares your footprint to your country’s average and also adjusts your electricity emissions based on the carbon intensity of your country’s grid electricity.

Because of its comprehensiveness and the minor adjustments it makes based on your country of residence, this is the calculator I recommend for people who live outside of the US and UK who can’t find a calculator specific to their own country.

## Interview with a Young Environmentalist

by Yoonhee Ha, Assistant Editor, KSTR

Janine Licare is saving the world. She and her best friend started their own **non-profit organisation**, Kids Saving the Rainforest in Costa Rica (KSTR). Today, the organisation has many volunteers around the world. Here's our interview with Janine.

**YH:** Janine, when you were only nine years old, you and a friend started Kids Saving the Rainforest, KSTR. How did you become interested in the rainforest?

**JL:** Well, we earned some money, but we didn't know what to do with it. Then we saw something terrible: People were cutting down all the trees around us in the rainforest. That helped us decide to try to save the rainforest.

**YH:** Why do you think it's so important to save the rainforest?

**JL:** The rainforest is a very important part of our earth. The trees are our **lungs**. They help the earth breathe and stay healthy. If the trees go away, so does the future of our planet.

**YH:** How can our audience help you save rainforests?

**JL:** They can go to the KSTR Website and learn about becoming a volunteer for the earth, for example, by buying wood from legal places and by recycling.

**YH:** How many volunteers are in your organisation?

**JL:** We have over 50 volunteers around the world. We also have two volunteers working with us here in Costa Rica at the KSTR office.

**YH:** Many of our audience do not know Costa Rica. Can you tell us what the country is like?

**JL:** It's a very nice and peaceful place. The people are very kind and the rainforest is beautiful.

**YH:** Can you tell us what you've learned from doing this work?

**JL:** We now know that we have the power to change the world and make it a better place.

**YH:** And what have you learned from working with people around the world?

**JL:** I've learned from them that everyone is unique, and that we need to respect each person.

**YH:** Thank you for talking with us today, Janine.

**JL:** You're very welcome.

### 注释：

1. **non-profit organisation** *n.* an organisation that does not pay shares or dividends (profit) to owners and is often legally limited in the amount of money it can earn. Often dedicated to furthering a particular social cause or advocating for a point of view 非营利组织

*A non-profit organization focuses on a social cause, such as science, research, or education.*

非营利组织致力于社会事业，比如科学、研究或教育。

2. **lung** *n.* either of the two organs in the chest with which people and some animals breathe 肺

*Smoking can cause lung cancer.* 吸烟会导致肺癌。

## Saving the World

We live in a wonderful world, full of life, full of colour, full of beauty. But in recent years, our world has been devastated by hurricanes, earthquakes, floods, and droughts. What does the future hold for the planet earth, the place we all call home? Climate change could destroy the world that we live in. Scientists predict that within fifty years, many parts of our world could be under twenty centimetres of water. We can prevent this, if we all work together. There is still time for us to save our world. **Solar panels, wind farms** and underwater **turbines** are being used to produce renewable energy. These are sources that can be used again and again. Although [However], there are still many more things that we can be doing, things that you and your family can do together. You can reduce the amount of waste you produce. This can be done by being more resourceful with the things that you use and buy. You and your family can recycle many items in your home. Just look at what you can reuse: jars, bottles, bags. Did you know that a hundred thousand tons of carrier bags are being thrown away every single year? This is the same weight as seventy thousand cars. You and your family could put a stop to this by simply reusing your bags rather than just throwing them away. Many items that you use can be recycled. Cans, bottles, paper, even electrical goods, and food can be recycled. It is important we don't just throw these items away. Your used can could easily become part of a new car, and your used glass bottle could be made into new windows for your home. So make sure you use a recycle bin every time. There are many simple things that you and your family can do around your home: plant a tree in your garden and watch it grow, make **compost** with your leftover food and grow new food. When the weather is nice, hang your clothes out to dry. All these things could not only save the environment, they can also save your family money. What we have right now is a chance to preserve our future. Tell your parents, your grandparents and your friends to do the small things that **count**. We must take it step by step to make sure that you have a future to grow up in. Person by person, family by family, community by community, together, we, can make a difference.

### 注释:

1. **solar panel** a panel exposed to radiation from the sun, used to heat water or, when mounted with solar cells, to produce electricity directly, esp. for powering instruments in satellites 太阳能电池板  
**The U.S. and China are now the main growth markets for solar panel manufacturers.** 美国和中国如今是太阳能电池板制造商的主要增长市场。
2. **wind farm** n. a place where windmills are used to convert the power of the wind into electricity 风力发电场  
**The process for obtaining approval for the development of an offshore wind farm falls into two main stages.** 获得近海风力发电场发展许可的过程分为两个主要阶段。
3. **turbine** n. a type of machine through which liquid or gas flows and turns a special wheel with blades in order to produce power 涡轮机, 叶轮机  
**The sea's movements can be used to create electricity through underwater turbines.** 可以利用海洋运动通过水下涡轮机发电。
4. **compost** n. decaying plant material that is added to soil to improve its quality 混合肥料; 堆肥  
**San Francisco has a large compost facility that turns food waste into fertiliser.** 旧金山拥有一个大型堆肥设施, 把废弃食物变成肥料。
5. **count** v. to have value or importance 有价值; 很重要; 要紧  
**It's quality, not quantity, that really counts.** 是质量而不是数量才真正至关重要。

# Getting Started

## Option 1 ★

Have students list impacts of the worsening environment that they have experienced or witnessed.

## Option 2 ★★

Have students talk about possible consequences of our failure to protect the environment effectively.

## Option 3 ★★☆

Have students discuss their understanding of the quote from Confucius on P51.

Possible interpretation of the Confucius quote:

In this quote, “Heaven” equals nature. Nature is a process of creation and growth of life and thus is the great world of life. Nature is never a lifeless mechanism separate from humans because humans are included in all living things, so that human life is part of nature as a whole. This quote shows that ancient people held nature in great awe.

## Reading A

## Comprehension

## Option 1 ★★

Have students read the text, divide it into three parts and figure out the main idea of each part. Ask them to pay special attention to paragraphs 1, 4, and 7 and notice how they connect different information and direct readers' attention.

## Reference answers:

Part 1: Paragraphs 1–3, main idea — introduce the topic and state the harmlessness and necessity of the existence of carbon dioxide in the air. (Paragraph 1 — introduce the topic. This paragraph forms a sharp contrast with the following two paragraphs, making the beginning of the text attractive with the seemingly conflicting ideas.)

Part 2: Paragraphs 4–6, main idea — list the possible negative effects of carbon dioxide on our life. (Paragraph 4 — direct readers' attention through transition.)

Part 3: Paragraphs 7–11, main idea — explain how carbon dioxide becomes the root cause of the possible negative effects. (Paragraph 7 — spark readers' curiosity through questions.)

## Option 2 ★★

1. Have students create a cause-effect chain for paragraph 3, paragraphs 5–6 and paragraphs 9–11 respectively in groups. Each group is responsible for one chain. They need to read their part of the text carefully and create the chain in the poster paper. Then ask students to share their chains with the whole class and describe them in their own words. Inform students that there may be two effects for one cause or vice versa.

### Reference chains:

### Paragraph 3:

## Suggested Activities

Paragraphs 5–6:

**Chain 2:** CO<sub>2</sub> (increasing) → sea level rising { → cities loss (low-lying areas loss)  
→ farmland loss → shortage of food supply → starvation → collapse of the structure of the society

**Note:** It is acceptable if students think of CO<sub>2</sub> as the root cause in this part, as stated in the text. If they can figure out that it is the increasing concentration / amount of CO<sub>2</sub> in the atmosphere that is the real root cause, give them credit for it.

Paragraphs 9–11:

**Chain 3:** Increasing concentration of CO<sub>2</sub> → rising global temperature → melting of glaciers and ice caps → sea level rising → disappearance of some low-lying cities or countries (mentioned in Paragraph 5)

**Note:** If students think of CO<sub>2</sub> as the root cause here instead of the increasing concentration of it, ask students further questions to help them understand it.

**Reference questions:**

- 1) How does CO<sub>2</sub> contribute to the rising global temperature?
- 2) Since CO<sub>2</sub> has always been present in the atmosphere, why is it attracting people's attention now?
2. Conclude the chains and help students realise the real cause of all the negative effects — the increasing concentration of CO<sub>2</sub> in the atmosphere through questions.

**Reference questions:**

- 1) Chain 2 and Chain 3 are both about negative effects. Can we combine them?
- 2) Judging from Chain 2 and Chain 3, who is the real “villain” in the atmosphere?
3. Encourage students to think about how the writer tries to keep readers' attention by prioritising his writing content. Prompt them with questions.

**Reference questions:**

Why does the writer choose to describe Chain 2 before Chain 3? How would the text look different if he chose to describe Chain 3 before Chain 2?

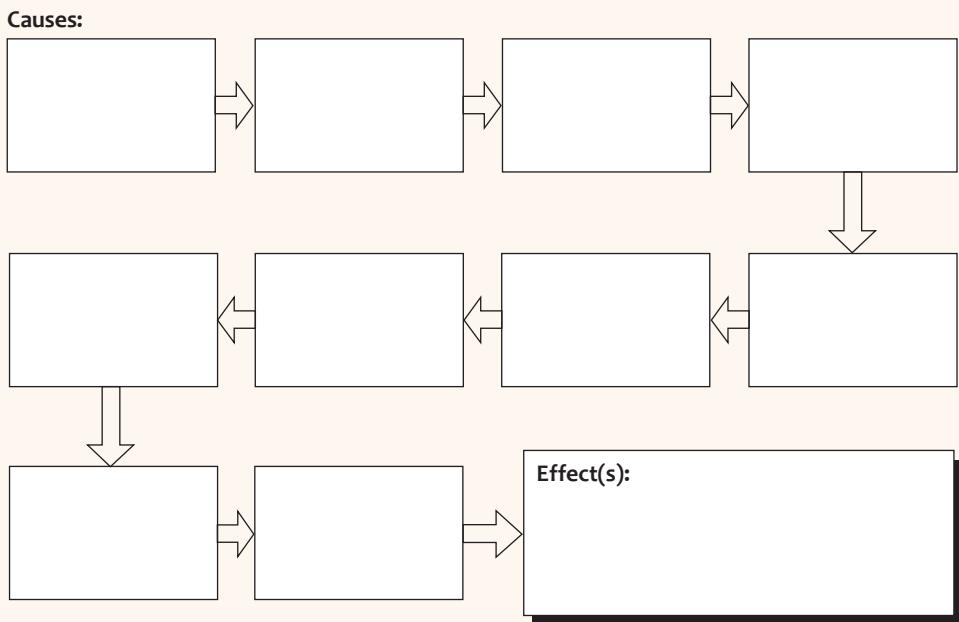
**Possible conclusion:**

The writer tries to keep readers' attention by presenting them with the most sensational and eye-catching effects of increasing CO<sub>2</sub> in the atmosphere right after the beginning part of the text. Those effects are directly connected with people's daily life. If he chose to describe Chain 3 before Chain 2, readers might feel bored with and detached from the scientific explanation of what led to the ultimate results.

### Option 3 ★★★

1. Encourage students to brainstorm the cause(s) of the real “villain” — the increasing concentration of CO<sub>2</sub> in the atmosphere. Write down the keywords on the board.
2. Pair students up and distribute to each pair a graphic organiser of the chain of cause and effect. Ask each pair to pick one cause on the board and write it in the “Effect(s)” box. Encourage students to develop the chain of cause and effect in their graphic organisers and later share them with the whole class. Have students understand that they only need to fill in the boxes when necessary and it is acceptable if more or fewer boxes are needed for their chains.

### Cause and Effect Chain



- Based on students' chains of cause and effect, help them identify the true "villain" responsible for all the pressures on the environment mentioned in the text.

#### Possible conclusion:

The true "villain" responsible for all such pressures on the environment is human beings themselves. The increasing concentration of CO<sub>2</sub> is a consequence of multiple human activities that have been breaking the balance of nature, while a gas is of course an inanimate thing and can't be guilty of anything.

- Encourage students to discuss possible solutions they can carry out in practice to help reduce carbon emission.

#### Option 4 ★★★

- Present the following information to students and lead them to read it through. Help them when they encounter difficult words. Cross out the Chinese explanation in the brackets if students are more proficient English learners.

This text is adapted from Isaac Asimov's essay "The Villain in the Atmosphere". It appeared in Newsday on July 6, 1986, under the title "Are We Drowning Our Tomorrows?"

Isaac Asimov (1920-1992), born in Russia, was an American author and biochemist, a highly successful and productive writer of science fiction and of science books for lay (外行的) audiences. As one of the most important and distinguished popularisers of science, Asimov entertained and educated readers of all ages for about 50 years.

- Help students think about how the author achieves his writing purpose through questions.

#### Reference questions:

- What do you feel when you read the title of the text and the title of Newsday "Are We Drowning Our Tomorrows?"
- Do you feel it urgent to deal with the CO<sub>2</sub> problem now? Could you pick one sentence from the text that has given you such feelings and state why?
- Have you encountered any difficult scientific term(s) in the text? What are they if you have? Do they prevent you from understanding the text?

## Suggested Activities

### Reference answers:

1) I feel scared and curious, so I want to learn more about it.

**Possible conclusion:** The writer uses power words and metaphors — “villain” and “drown our tomorrow” — to reveal strong emotions and catch readers’ attention.

2) Answers may vary.

**Possible answer:** Yes, I do. The sentence “Eventually the sea will reach two hundred feet above its present level and will be splashing against the windows along the twentieth floors of Manhattan’s skyscrapers. (Line 24–29)” gives me such a feeling. The sentence depicts the miserable future of the downtown of one of the most densely populated cities, implicitly warning us of the disastrous consequences of global warming if we do not intervene in time.

3) No, I haven’t. (Answers may vary.)

**Possible conclusion:** Based on the brief introduction to the writer, he was both an author and a scientist, and he wrote to popularise science as well as entertain readers. In this particular text, he wrote to promote public awareness of the serious consequences of global warming. Therefore, he needed to make his writing easy for the general public to understand.

## Vocabulary Focus

### Option 1 ★★

Guide students to acquire words and expressions in the reading contexts through classroom interactions. Integrate target words into reading activities in different stages. Activate students’ knowledge about some target words or raise their awareness of literal meanings of some words in the pre-reading stage, guide students to read between the lines in the while-reading stage and encourage students to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following way.

#### Pre-reading (lead-in)

**Target words:** global warming, carbon dioxide, atmosphere, polar, drown, villain, harm

T: The average temperature of the earth has been constantly rising. Have you happened to hear a scientific term that describes this phenomenon?

S: (Global warming.)

T: That’s right. The earth, that’s the globe, is getting warmer and warmer. We call it “global warming”. What do you know about the possible cause of it?

S: There is more and more carbon dioxide in the air.

T: Yes. More carbon dioxide exists in the atmosphere, the layer of air surrounding the globe, making the earth warmer. Do you happen to know the resulting phenomena of that?

S: (Answers may vary. List their answers in keywords on the board.)

T: Let’s look at the picture on pages 50 and 51. What is happening to the two polar bears, who live near the North Pole? What is happening to their habitat?

S: The polar ice cap is melting due to global warming.

T: Then what will be the possible result of the melting of the polar ice cap?

S: The sea level is rising.

T: Think of it. Shanghai, our hometown, is a coastal city. It is located very near to the sea. What will happen if the sea level keeps rising?

S: The city will be deep under water soon.

T: Exactly. The whole city will be **drowned**, and it will thus be uninhabitable any longer. It seems that carbon dioxide is a **villain** — doing evil things to us and having a bad and even disastrous effect on our lives. This **villain** does real **harm** to us!

### While-reading

**Target words:** **poisonous, absorb, convert, tissue, serve as, apparently**

T: What do we learn about carbon dioxide from Paragraphs 2 and 3?

S: It is not very **poisonous** and it is present in the atmosphere in so small a quantity that it does us no harm.

T: So by “**not poisonous**” you mean that it won’t cause us to be sick right?

S: No, it won’t. It does us no harm.

T: What else do you know about it?

S: What’s more, that small quantity of carbon dioxide in the air is essential to life.

T: How do you know that it is necessary for life?

S: Plants **absorb** carbon dioxide and **convert** it into their own **tissue**, which **serves as** the basic food supply for all of animal life (including human beings). In the process they release **oxygen**, which is also necessary for all animal life.

T: I see. So plants take in carbon dioxide, which then changes into part of plants. I think maybe in your biology class you have learned this process — photosynthesis, in Chinese 光合作用 . In the process of photosynthesis, what essential gas for life is released?

S: Oxygen.

T: Right. And plants themselves also work as food for us. Judging from these, is carbon dioxide obviously harmless?

S: Yes.

T: Then what does the writer conclude about carbon dioxide in Paragraph 4?

S: Carbon dioxide is an **apparently** harmless and certainly essential gas. (Help students if they have difficulty in pronouncing “apparently”.)

### Post-reading

**Target words:** **concentration, carbon dioxide, global warming, greenhouse effect, ice cap, glacier, likely, drown**

After having students understand the real villain in the atmosphere based on the text, that is the increasing concentration of carbon dioxide in the atmosphere, encourage them to use the target words to describe how it results in the destructive consequences of global warming.

### Reference answer:

The increasing **concentration** of **carbon dioxide** makes the earth warmer and warmer due to the **greenhouse effect**, leading to **global warming**, which has exerted more and more impact on the environment. One of its consequences is the melting of **ice caps** and **glaciers**. They turn into water and cause the sea level to rise, so that the coastal areas are **likely** to be **drowned** in the future.

(Answers may vary.)

### Option 2 ★★☆

Encourage students to learn words and expressions with different meanings, denotative meaning (DN) and connotative meaning (CN), in different scenarios. Make sure students know denotation is primarily what a word refers to and connotation is the feelings or ideas, either positive or negative, suggested by a word. Create scenarios based on the text and guide students to identify the

suggested or implied meaning in addition to the literal meaning. Take the following scenario as an example.

**Target word: villain**

T: What is considered to be “the **villain** in the atmosphere” by the author?

S: Carbon dioxide.

T: According to the text, is this **villain** good or bad?

S: Bad.

T: Does the writer like it? (CN)

S: No.

T: What is the bad thing that carbon dioxide has done to us?

S: It has caused the sea level to rise from year to year.

T: Is this consequence serious? If so, how serious is it?

S: It is very serious. It may cause coastal cities to be drowned. Many people may thus lose their lives or be forced to leave their homes.

T: That's very bad. It is not an exaggeration to say that this **villain** is actually a criminal, committing crimes (DN) that pose danger to the whole human race. But, can carbon dioxide be good to human beings?

S: Yes. A small quantity of carbon dioxide in the air is essential to life.

T: So carbon dioxide is not totally bad. It can be both good and bad. Then why does the author still compare this harmful or dangerous gas in the atmosphere (CN) to “the villain”, a bad guy, a tough criminal(DN)?

S1: Because the rising sea level caused by carbon dioxide is harmful enough to destroy human civilisation.

S2: Because the author wants us to pay more attention to the damage carbon dioxide may well cause to human beings.

## Grammar in Use



Have students think up in groups practical solutions to the issue of increasing carbon emissions. Ask each group to make a poster focusing on one solution and later do a presentation to the whole class. When students are writing their posters, remind them of the two forms and functions of emphatic structures and encourage them to use emphatic structures wherever appropriate for the context in their posters and presentations.

**Reference instructions:**

Your poster and the presentation should respond to the following questions:

- 1) What is your solution to the issue? How does your solution help reduce carbon emission?
- 2) Which specific aspect of the issue is your solution aimed at?
- 3) What benefit can it bring? What specific effect will your solution have on our life or the earth?

# Listening, Viewing and Speaking

## Listening

### Option 1 ★★

1. Play the audio clip. Have students focus their attention on what the interviewer says, that is, the opening of the interview and the questions he raises, and take down notes.
2. Have students discuss the following questions:
  - 1) Where is this interview likely to take place, in public or in private? How do you know that?
  - 2) What is included in the opening of the interview? Why does the interviewer mention such information?
  - 3) What are the questions mainly about? Why does the interviewer raise those questions?
  - 4) If you were the interviewer, what other questions would you like to ask Janine and why would you want her to answer those questions in the interview?

#### Reference answers:

2. 1) Probably in public, because in the opening remarks, the interviewer introduces Janine to the audience and finally says, “Here’s our interview with Janine.”
- 2) The interviewer briefly introduces the interviewee at the beginning of their talk, so that the audience knows who will be interviewed and can predict why.
- 3) The questions are mainly about the organisation Janine co-founded. Janine is invited as an interviewee because probably people are paying attention to her work and her organisation. The audience may be interested in the organisation and its work, so the interviewer raises those questions, hoping to get relevant information to satisfy the audience’s interest.
- 4) Answers may vary.

### Option 2 ★★★

1. Ask students to conduct interviews, based on what they have learned from the listening material, between an interviewer of their choice (journalist, broadcaster, or some other profession) and an interviewee in charge of an environmental protection organisation or activity.
2. Divide students into two types of groups: interviewer groups and interviewee groups. Encourage interviewer groups to come up with lists of questions they are going to ask the interviewees. Prompt them to take into account their own identities, their purpose of conducting the interviews, the intended audience, and the places where the interviews will be carried out. Encourage interviewee groups to make preparations for the coming interviews. Remind them to decide details of their organisations or activities and prepare for the possible questions that they predict will be raised by the interviewers.
3. Encourage students to record their interviews and later share the audio / video clips of the interviews with the whole class by uploading them online (either storing in a cloud or publishing them through online platforms).
4. Ask each student to watch or listen to at least one interview done by other students. Encourage them to take down notes and ask them to fill in the evaluation form.

## Suggested Activities

### Reference evaluation:

#### Evaluation of an Interview between \_\_\_\_\_ and \_\_\_\_\_

Directions: Circle your choices and complete the sentences.

- 1) I am / am less clear about the topic of the interview, which is \_\_\_\_\_.
- 2) I can / cannot identify the interviewer, who is a(n) \_\_\_\_\_.
- 3) I can / cannot identify the interviewee, who is a(n) \_\_\_\_\_.
- 4) I am / am less clear about the intended audience of the interview, who are \_\_\_\_\_.
- 5) I am / am less clear about the purpose of the interview, which is to \_\_\_\_\_.
- 6) I can get enough information such as \_\_\_\_\_.
- 7) I hope to get more information such as \_\_\_\_\_.
- 8) There is more I would like to say about this interview:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Viewing

### Option 1 ★

After doing Exercise I, show students the pictures on the right one by one. Have them discuss what are shown in the pictures and then elicit the words related to the picture.

#### Reference questions for Picture One:

- 1) What is the person doing?
- 2) Why does he / she do so?

#### Reference answers:

- 1) Pouring kitchen residues into the mud.
- 2) Answers may vary.

#### Possible conclusion:

The person is pouring kitchen residues into the big wooden box to make compost. Compost is a kind of organic fertiliser made mainly from kitchen residues. It is rich in nutrients so it is beneficial for the soil in many ways.



Picture One

#### Reference questions for Picture Two:

Can you recognise the facilities shown in the picture?

What are they and what do they do?

#### Possible answer:

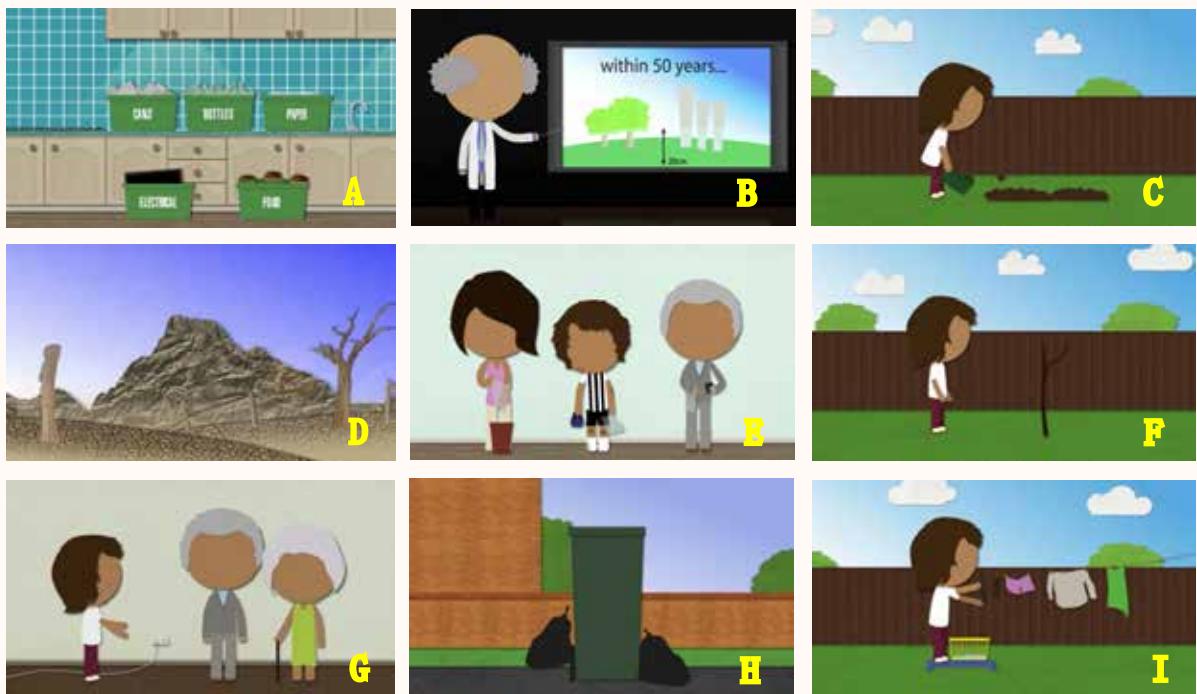
The blue ones are solar panels. They collect radiation from the sun and change it into electricity. The giant windmills on the land form a wind farm. Windmills convert the power of the wind into electricity. The underwater turbines work on the similar principle to that of windmills. They turn the power of currents into electricity.



Picture Two

### Option 2 ★★★

- It is suggested that this activity be carried out when students are very familiar with the content of the video clip. Present students with the following pictures. Pair students up and ask them to put the pictures in order according to their recollection of the video and group the pictures of the same topic together.



**Reference order:** D B H E A F C I G

**Reference topics:**

Climate change and its consequence: B D

Reducing waste and recycling: H E A

Other small things we can do at home: F C I G

- Encourage students to retell the whole video based on the pictures and their previous notes in groups of three. Each group member is responsible for one topic and the other two group members can add more details if necessary.
- Have students discuss in groups how we can make a difference together apart from what is mentioned in the video. Encourage them to share their ideas with the whole class after their group discussion.

## Suggested Activities

### Speaking

#### Option 1 ★

1. Pair students up and encourage them to share anecdotes of reducing carbon footprints with each other. Those anecdotes can be their own personal experiences, or examples or stories of other people or organisations. Ask each student to take notes of their partner's anecdote.
2. Break the old pairs and make new pairs of students. Have students retell their former partners' anecdotes to their new partners. Remind them to inform their new partners of the tellers of those anecdotes.
3. Have the new partners retell the anecdotes to the original tellers. Have the original tellers check whether the retelling is acceptable.

#### Option 2 ★★★

Barry Commoner, an American cellular biologist and leading ecologist, once said, "The proper use of science is not to conquer nature but to live in it." Some people think that the proper use of science is the best solution to current environmental issues, while others disagree. Organise a mini-debate in class on this topic: The proper use of science is the best solution to current environmental issues. Ask students to think about this statement and decide whether they agree or disagree with it. Have them choose sides and form debating groups. Encourage them to discuss, search information and contribute their ideas to their sides.

### Reading B

#### Comprehension Plus

#### Option 1 ★

1. Elicit from the class the genre of **Reading B** — a news article. Before students read **Reading B**, have them discuss the main content and function of a news article by raising questions.

##### Reference questions:

Why read news articles? What can you learn from them?

##### Reference answers:

I read news articles because I want to know about the recent news and events that have happened or are happening around me. This is what I can learn from news articles.

2. Have students take a quick look at P60. Ask them to find out the words in capitals, the words in italics, and the information given without words. Have them identify each part and think in pairs about why they are presented in a different way from the other parts of the article. Have them share their thinking with the whole class after their discussion.

##### Possible conclusion:

The title is written in capitals. It is intended to catch readers' eye and touch upon the theme or main idea of the news. The short paragraph written in italics under the title is the news lead. The news lead elaborates briefly on the title, pointing out the most central content of the news. It is usually written in a different font or font style, so that readers' attention is extended from the title to the news lead. The photo gives information without using words. It provides readers with visual information about the main content of the news.

### Option 2 ★

Before students do Comprehension Plus I, have them skim the whole text. Ask them to divide the text into three parts and decide the main idea of each part.

#### Reference division:

Part I (paragraph 1): describe the problem with the ocean and its cause and effect

Part II (paragraphs 2 – 4): propose the solutions to the problem with the ocean and state the reasons

Part III (paragraph 5): call on people to take action to solve the problem

### Option 3 ★★★

Have students do an interview between one participant of International Coastal Clean-up and a host of a program on the school radio broadcast station. Encourage them to use the keywords available.

Keywords: take part in, marine, packaging, threaten, sustain, throw away, trap, keep ... off ....

## Critical Thinking

### ★★★

1. Have students form groups of four and brainstorm environmental problems in their daily lives, such as littering, smoking in public places.
2. Encourage each group to analyse the causes and effects of one problem by drawing its cause-effect chain and put forward practical solutions and the expected results.
3. Inspire students to evaluate their solutions with the criteria they have designed when they do Exercise II to decide the best solution(s). Allow them to adjust their criteria according to the environmental problem of their choice.
4. Ask the whole group to present and justify their best solution(s) to the environmental problem of their own choice.
5. Have students listen to other groups' presentations and write down notes in the following graphic organiser. Ask students to comment on their peers' presentations based on their notes in the organiser.

Organiser	
Group No. _____	Group members: _____
Things that I have learned:	
Things I like:	
Things I am still confused about:	
My further question(s):	
My reflections:	

## Suggested Activities

### Writing

#### Option 1 ★★

After students finish writing the first draft of their own letters, ask students to do peer-checking by filling in the evaluation. Encourage them to share their evaluation orally within groups. Have students revise their first draft based on their peers' evaluation.

Sample evaluation:

#### Evaluation of \_\_\_\_\_'s Draft

Directions: Circle your choices and complete the sentences.

- 1) I do / don't notice that this is a letter.
- 2) I am / am less clear about the purpose in writing this letter.
- 3) I am / am less clear about what the problem is because \_\_\_\_\_.
- 4) I do / don't feel the problem needs to be solved because \_\_\_\_\_.
- 5) I do / don't clearly understand Proposal No. \_\_\_\_\_ because \_\_\_\_\_.
- 6) I do / don't feel Proposal No. \_\_\_\_\_ is practical enough because \_\_\_\_\_.
- 7) I advise you to \_\_\_\_\_ to improve your letter.
- 8) There is more I would like to say about this letter.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

#### Option 2 ★★★

Ask students to find out traditional practices by the school authority on campus that may cause negative impacts on the environment, such as using more tissues than needed, using disposable goods such as tableware or gloves, using more water than needed when they water plants, using plastic garbage bags, etc. Encourage them to write a letter of advice to the school authority (i.e. the headmaster) on one of those problematic practices to stress the need for change and suggest solutions. Have students use the checklist to self-check and peer-check their letters.

Sample checklist:

<b>Checklist</b>	
1) I have used the right letter format.	
2) I have clearly stated my purpose.	
3) I have clearly stressed the need to solve the problem by providing illustration(s) of the problem and analysing its causes and/or effects.	
4) I have clearly stated each solution/proposal and have provided practical details or concrete examples.	
5) I have clearly pointed out the expected result(s) of each solution/proposal to remind readers of the possible benefit(s) of my proposal(s).	
6) I have clearly stated my hope and wish in the end to make an appeal to readers.	
7) I am well aware of who the reader will be and have carefully chosen appropriate, precise and concise language to clearly express myself.	

## Further Exploration

### Option 1 ★★

Have each student write a reflection on their further exploration project in about 60 words in regard to the following questions:

- 1) What has impressed you most during the process of the further exploration project and why?
- 2) What more do you want to know about different countries' solutions to the environmental problem in question and why?

### Option 2 ★★★

Have students conduct a survey entitled “The Most Innovative Solution to Environmental Problems”.

1. Divide students into groups and have them search online for inspiring and eye-catching solutions to environmental problems.
2. Have students discuss and analyse the solutions they have found by using the following organiser.

Sample organiser:

	Solution 1	Solution 2	Solution 3	Solution ...
Who put it forward?				
What problem is to be solved?				
How does it work?				
Is it effective?				
Why is it innovative? How does it inspire us?				

## Suggested Activities

3. Encourage students to discuss and form their own criteria of “being most innovative” and decide on their most innovative solution.
4. Have each group present their findings in creative and appealing ways to the whole class. Ask other students to take down notes in the following organiser.

Sample organiser:

	Solution 1	Solution 2	Solution 3	Solution ...
Who put it forward?				
What problem does it aim to solve?				
How does it work?				
Why is it innovative according to the presenters?				
Do you think it innovative enough? Give reasons briefly				

5. Ask the whole class to vote for the most innovative solution and invite some students to make comments.

## Self-assessment

范例 (Answers may vary.)

### Sample reflective note:

After learning this unit, I am confident that I am able to describe environmental problems in our daily life as well as ways to protect the environment. I am also confident of identifying possible causes and effects of global warming and other environmental problems because the cause-and-effect chain graphic organiser gave me a clear picture of this problem's origin and impact on our lives. I am now more aware of causal relations when reading. The important thing that I have learned is that each individual can make a difference in addressing environmental issues so that the world can change for the better. I find it a little difficult to evaluate solutions to environmental problems since sometimes it's difficult to reach total agreement on the necessary criteria with my fellow group members. In addition, I think I also need to improve my writing skills when preparing a letter of advice. Writing brings integrated language skills into play so it is a useful way to improve my language ability. Last of all, I truly find the Internet a useful source of information, since it provided answers to many of the questions that occurred to me as I completed my projects.

# What is the Great Pacific Garbage Patch?

The Great Pacific Garbage Patch (GPGP) is the largest of the five offshore plastic accumulation zones in the world's oceans. It is located halfway between Hawaii and California.

## **PLASTIC ACCUMULATION**

It is estimated that 1.15 to 2.41 million tonnes of plastic are entering the ocean each year from rivers. More than half of this plastic is less dense than the water, meaning that it will not sink once it encounters the sea.

The stronger, more buoyant plastics show resiliency in the marine environment, allowing them to be transported over extended distances. They persist at the sea surface as they make their way offshore, transported by converging currents and finally accumulating in the patch.

Once these plastics enter the gyre, they are unlikely to leave the area until they degrade into smaller microplastics under the effects of sun, waves and marine life. As more and more plastics are discarded into the environment, microplastic concentration in the Great Pacific Garbage Patch will only continue to increase.

## **ESTIMATION OF SIZE**

The GPGP covers an estimated surface area of 1.6 million square kilometers, an area twice the size of Texas or three times the size of France.

To formulate this number, the team of scientists behind this research conducted the most elaborate sampling method ever coordinated.

This consisted of a fleet of 30 boats, 652 surface nets and two flights over the patch to gather aerial imagery of the debris.

Sampling at different locations within the same time period allowed a more accurate estimate of the size of the patch and the plastic drifting in it.

## **LOCATION**

Due to seasonal and interannual variabilities of winds and currents, the GPGP's location and shape are constantly changing. Only floating objects that are predominantly influenced by currents and less by winds were likely to remain within the patch.

By simulating concentration levels in the North Pacific, the researchers were able to follow the location of the patch, demonstrating significant seasonal and interannual variations. On average the patch orbits around 32°N and 145°W. However, the team observed seasonal shift from west to east and substantial variations in latitude (North to South) depending on the year.

## **IMPACT ON WILDLIFE**

Plastic has increasingly become a ubiquitous substance in the ocean. Due to its size and color, animals confuse the plastic for food, causing malnutrition; it poses entanglement risks and threatens their overall behavior, health, and existence.

Studies have shown that about 700 species have encountered marine debris, and 92% of these interactions are with plastic. 17% of the species affected by plastic are on the IUCN (International Union for Conservation of Nature) Red List of Threatened Species.

## Additional Reading

### IMPACT ON HUMANS AND SOCIETY

Once plastic enters the marine food web, there is a possibility that it will contaminate the human food chain as well. Through a process called bioaccumulation, chemicals in plastics will enter the body of the animal feeding on the plastic, and as the feeder becomes prey, the chemicals will pass to the predator — making their way up the food web that includes humans. These chemicals that affected the plastic feeders could then be present within the human as well.

Moreover, yearly economic costs due to marine plastic are estimated to be between \$6–19 billion USD. The costs stem from its impact on tourism, fisheries and aquaculture, and (governmental) cleanups. These costs do not include the impact on human health and the marine ecosystem (due to insufficient research available).

#### Food for thought

1. What is your impression of the Great Pacific Garbage Patch (GPGP)? Can you describe it with two adjectives and give reasons?
2. Please brainstorm first and then draw a cause-effect chain of the Great Pacific Garbage Patch. You can use the information available in the article or learned from previous lessons. Then please think about what the writer's purpose in writing this article is.
3. Is there any way to clean up GPGP? What do you think is the best way to solve this issue?

#### Reference answers:

1. Answers may vary.

#### Possible answer:

GPGP is huge because it covers a huge area of the world's oceans and contains huge amounts of plastic waste. GPGP is harmful because it produces destructive effects on wildlife, humans and society.

2. Answers may vary.

#### Possible answer:

Human activities → humans generating and dumping plastic into oceans → plastic accumulating in oceans and gradually forming GPGP

→ causing marine animals to confuse plastic for food or posing entanglement risks → threatening marine animals' health and existence

→ plastic in oceans degrading to microplastic → entering marine food web → contaminating the human food chain through bioaccumulation → plastic entering human bodies.

→ negative impact on tourism, fisheries and aquaculture → economic losses and the economic costs of clean-ups.

The writer wrote the article not only to inform readers of the current state of GPGP and its harmful consequences, but also to call on people to pay more attention to the issue and take action to address it.

3. Answers may vary.

**Possible answer:**

Yes, there is a way to clean up GPGP, though it requires huge joint efforts of countries around the world. The best way to solve this issue is to first call on people to recycle and not to pour plastic waste into oceans. Second, people all over the world should work together to find innovative ways to eliminate and even recycle plastics currently existing in oceans.

## If by Life You Were Deceived ...<sup>1</sup>

Alexander Pushkin<sup>2</sup>

If by life you were deceived,  
Don't be dismal, don't be wild!  
In the day of grief, be mild  
Merry days will come, believe.  
Heart is living in tomorrow;  
Present is dejected here;  
In a moment, passes sorrow<sup>3</sup>;  
That which passes<sup>4</sup> will be dear.

(Translated by M. Kneller)



## Notes:

1. *If by Life You Were Deceived ...* is an 8-line short poem which reveals the poet's optimistic attitude toward failures or misfortunes in life. There are many positive ideas expressed in plain, simple language. It encourages readers to be optimistic about life, and reveals the poet's indifference to misfortune, his ambition to pursue happiness in life, and his grit and determination.
2. Alexander Pushkin (1799–1837) was a Russian poet, novelist, dramatist, and short story writer. He is often considered to be the founder of modern Russian language and literature. Pushkin was a close observer of the Russian character, a poet whose insights

and sympathies toward the common people deeply influenced later writers, such as Nikolai Gogol and Leo Tolstoy. Because of his precise use of language, he had the ability to create vivid images with just two or three words in the reader's mind.

3. Inversion is used in this line. The regular word order should be: Sorrow passes in a moment.
4. The first word "that" in this line is a pronoun referring back to the noun "sorrow" in the previous line, so we can replace "that" with "sorrow": The sorrow which passes will be dear.

## The Homecoming (XLVI)<sup>1</sup>

Heinrich Heine<sup>2</sup>

Heart, my heart, let naught<sup>3</sup> o'ercome<sup>4</sup> you;  
Bear your destiny and pain.  
Spring will bring you back again  
What the winter's taken from you.

And how much is left! The small things  
And the whole of earth is fair!<sup>5</sup>  
Heart, you never need despair;  
You can love, not one, but all things<sup>6</sup>!

(Translated by Louis Untermeyer)



## Notes:

1. *The Homecoming (XLVI)* is a poem from the lyric cycle *Die Heimkehr (The Homecoming)* in the *Buch der Lieder (Book of Songs)*. *The Homecoming* collection shows a development in the lyric form and frequently projects the simplicity and directness of the folk song and the folk ballad. Franz Schubert used six poems from *The Homecoming* section in his famous cycle *Schwanengesang (Swan Song)*.

2. Heinrich Heine (1797–1856) was a German-Jewish poet, journalist, essayist, and literary critic. He was well known for his early lyric poetry, which was set to music in the form of *Lieder* (art songs) by composers such as Robert Schumann and Franz Schubert. Heine's poetic reputation and international literary influence

were primarily established by *Book of Songs*. Travel was a significantly important experience for Heine, which provided material for his poems.

3. **naught:** nothing
4. **o'ercome:** (Scotland or poetic) alternative form of "overcome"
5. The original line in German is "Und wie schön ist noch die Welt!" which literally means "And how beautiful the world still is!"
6. The German version of the last two lines is "Und, mein Herz, was dir gefällt, Alles, alles darfst du lieben!" which can be literally translated as "And, my heart, you are allowed to love all that you are fond of!"

## What I Have Lived for<sup>1</sup>

Bertrand Russell<sup>2</sup>



Three passions, simple but overwhelmingly strong, have governed my life: the longing for love, the search for knowledge, and unbearable pity for the suffering of mankind. These passions, like great winds, have blown me hither and thither<sup>3</sup>, in a wayward course, over a great ocean of anguish, reaching to the very verge of despair.

I have sought love, first, because it brings ecstasy — ecstasy so great that I would often have sacrificed all the rest of life for a few hours of this joy. I have sought it, next, because it relieves loneliness — that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss. I have sought it, finally, because in the union of love I have seen, in a mystic<sup>4</sup> miniature, the prefiguring vision of the heaven that saints and poets have imagined. This is what I sought, and though it might seem too good for human life, this is what — at last — I have found.

With equal passion I have sought knowledge. I have wished to understand the hearts of men. I have wished to know why the stars shine. And I have tried to apprehend the Pythagorean<sup>5</sup> power by which number holds sway<sup>6</sup> above the flux. A little of this, but not much, I have achieved.

Love and knowledge, so far as they were possible, led upward toward the heavens. But always pity brought me back to earth. Echoes of cries of pain reverberate in my heart. Children in famine, victims tortured by oppressors, helpless old people a hated burden to their sons, and the whole world of loneliness, poverty, and pain make a mockery of what human life should be. I long to alleviate this evil, but I cannot, and I too suffer.

This has been my life. I have found it worth living, and would gladly live it again if the chance were offered me.

## Notes:

1. This short essay, written in 1956, is the prologue to *The Autobiography of Bertrand Russell*, which is regarded as one of the most important books of Russell's because of the vivid way in which he expresses his beliefs and ideas. In the prologue, the philosopher briefly and elegantly explains what matters most to him in life. The clear, logical and coherent structure of this text makes it a perfect model for academic essays.
2. Bertrand Russell (1872–1970) was an influential British philosopher, logician, mathematician, essayist and social critic. Over the course of a long career, Russell published more than 70 books and thousands of essays and letters addressing a wide variety of topics in both the humanities and the natural sciences, from which generations of readers have greatly benefited. In 1950, Russell was awarded the Nobel Prize for Literature.
3. **hither and thither:** in many different directions
4. **mystic:** another term for "mystical", which means "having spiritual powers or qualities that are difficult to understand or to explain"
5. **Pythagorean:** relating to Pythagoras, an ancient Greek philosopher and mathematician who believed that everything could be reduced to numbers, and that the whole universe had been built using mathematics
6. **hold sway:** have great power or influence over a particular person, place, domain, etc.

## Literature Corner

### 教学内容与要求

- 能理解和欣赏经典文学语篇，分享文学语篇的内容、结构与语言特征；
- 能自主学习、深入思考经典语篇的内涵，拓宽文化视野，提升文学素养。

If by Life You Were Deceived ...

The Homecoming (XLVI)

### 教学建议

#### Option 1 ★

Have students read the poem individually and complete the diagram below. Encourage students to give evidence from the poem.

#### Theme

- The first poem is about \_\_\_\_\_.
- The second poem is about \_\_\_\_\_.

#### Structure

- The first poem consists of \_\_\_\_\_ lines.
- The rhyme scheme is \_\_\_\_\_.
- The second poem consists of \_\_\_\_\_ lines.
- The rhyme scheme is \_\_\_\_\_.

Reference answers:

#### Theme

- The first poem is about attitude towards failures or misfortunes in life.
- The second poem is about the importance of hope and will.

#### Structure

- The first poem consists of 8 lines.
- The rhyme scheme is ABBACD**CD**C.
- The second poem consists of 8 lines.
- The rhyme scheme is ABBAC**DC**D**C**.

### Poetry Terms:

A rhyme scheme refers to the pattern of rhyme that comes at the end of each verse or line in a poem.

#### Option 2 ★★

Have students read the first poem again with the help of the notes and match each of the sections

with its corresponding main idea.

Section	Main Idea
Lines 1–2	A. Attitude towards the present and the future.
Lines 3–4	B. Attitude towards failures or misfortune in life.
Lines 5–6	C. Attitude towards sorrow.
Lines 7–8	D. Suggestion on the way to handle frustrations in life.

**Reference answers:**

B D A C

### Option 3 ★★★

Have students discuss the following questions in pairs or groups.

- 1) What will you encounter if you are deceived by life?
- 2) What attitude does the poet of the first poem approve or disapprove of? Group words and expressions in the poem into the attitude the poet approves of and the attitude the poet disapproves of.
- 3) What literary devices are used in the two poems? Can you give examples and state why such literary devices are used?
- 4) Do you think that reading the two poems can help reduce stress? Why or why not?

**Reference answers:**

- 1) We will probably encounter failures, misfortunes, setbacks, difficulties or hardships in life.
- 2) The poet approves of positive attitude towards failures or misfortunes in life, and disapproves of negative attitude.

	Words and expressions
Positive attitude	Mild, merry days, believe, living, in a moment, passes sorrow, dear
Negative attitude	Dismal, wild, grief, dejected

- 3) I can find examples of personification in the first poem. In the first line “If by life you were deceived”, “life” is personified as a person who deceives “you”. It means that life is not always happy and something terrible will happen. Another example is line 5, “Heart is living in tomorrow”. In this line, “heart” is personified and the line means that we should focus more on the future since the future will be better. This line forms a sharp contrast with the next line “Present is dejected here”.

In the second poem, I can find examples of metaphor. In the third and fourth lines “Spring will bring you back again what the winter’s taken from you”, “winter” symbolizes the hardships, the difficulties or the misfortunes you’ve encountered in your life while “spring” symbolizes the ray of hope and strong will that inspire you to carry on.

- 4) Yes. I think the two poems convey a positive attitude towards imperfect life, where we feel stressed or anxious from time to time. To overcome stress or anxiety, we need to first have an optimistic outlook on life — we should more often see the bright side, and have hope for the future. Only with this attitude will we be able to adopt an active approach to present frustrations or hardships. The two poems show us hope and suggest the future’s endless possibilities, and try to persuade us that all sorrow will finally pass. When we are in low spirits and read such poems in the light of hope, our mood will brighten.

# What I Have Lived for

## 教学建议

### Option 1 ★

Have students read the essay individually and complete the following table.

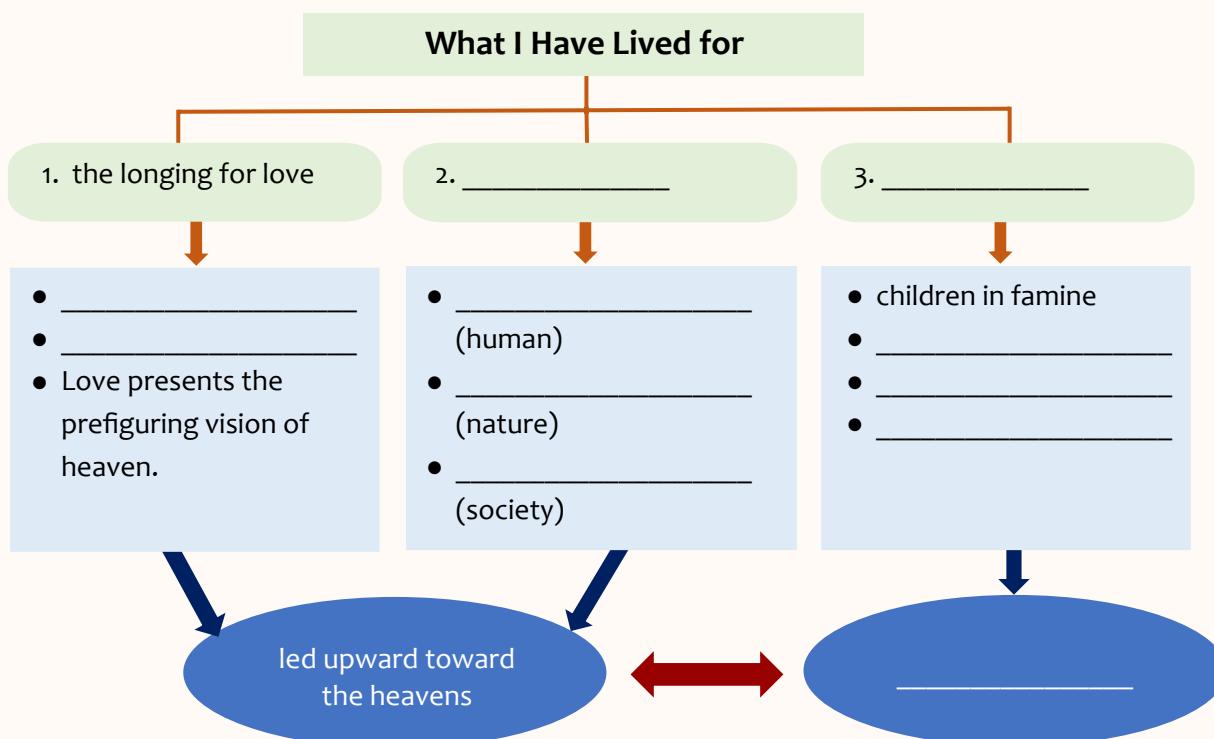
Part	Main idea
Part One: Para(s). _____	
Part Two: Para(s). _____	
Part Three: Para(s). _____	

Reference answers:

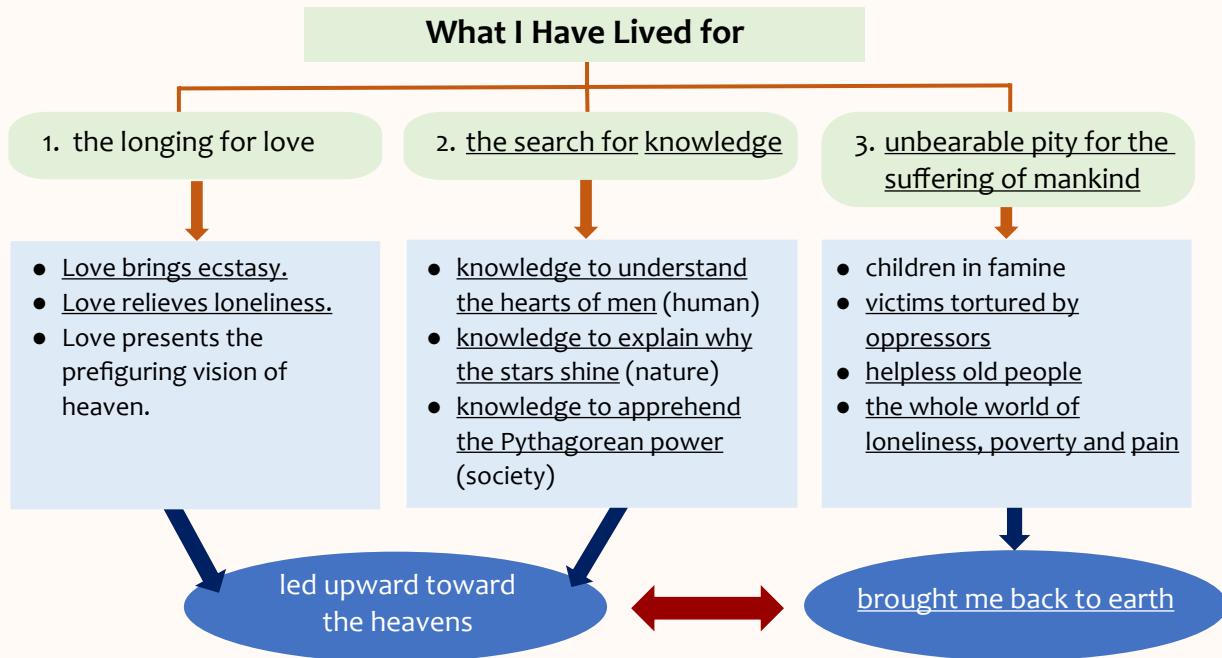
Part	Main idea
Part One: Para(s). <u>1</u>	<u>the general introduction of what matters most in the author's life</u>
Part Two: Para(s). <u>2-4</u>	<u>the detailed elaboration of the three passions that the author values most</u>
Part Three: Para(s). <u>5</u>	<u>the restatement of the author's evaluation of his life</u>

### Option 2 ★★

Have students read the essay again with the help of the notes and complete the chart with detailed information from the text.



**Reference answers:**



**Option 3 ★★★**

Have students discuss the following questions in pairs or groups.

- 1) There are several metaphors and similes in this essay. Can you give any examples of metaphorical language and explain their functions in this essay?
- 2) How have the three passions contributed to the quality of Russell's life?
- 3) Would "Three Passions" be a good alternative title for the essay? Why or why not?
- 4) Do you think the three passions mentioned in the essay are good tools to fight stress? Why or why not?

**Reference answers:**

- 1) The metaphors and similes that Russell employs include:
  - "These passions, like great winds, have blown me hither and thither, in a wayward course, over a great ocean of anguish, reaching to the very verge of despair."
  - "...that terrible loneliness in which one shivering consciousness looks over the rim of the world into the cold unfathomable lifeless abyss."
  - "Love and knowledge, so far as they were possible, led upward toward the heavens."Russell uses metaphorical language to express ideas that are outside of ordinary, daily experience. In order to try to communicate the deeply felt nature of his passions, he turns to extraordinary, figurative language. Besides, the metaphors and similes help give the essay a personal touch which has the power to invoke the sentiments of the readers and make the reading experience more meaningful and memorable.
- 2) The three passions contributed immensely to the quality of Russell's life. Because of the three passions, he found his life worth living and he loved his life dearly and passionately. The three passions not only helped Russell enjoy the beauty of life but also made him sympathise with the misfortunes of others and make every endeavour to alleviate them. In this way, Russell succeeded in living his life to the fullest.
- 3) I think "Three Passions" would be another suitable title for the essay because the "three passions" are the central topic of the essay and they are what Russell lived for all his life. Besides, at the very beginning of the essay, Russell mentioned the "three passions" directly, which would be a good echo of the title.
- 4) I think the three passions mentioned in the essay are good tools to fight stress. According to Reading A in Unit One, when we feel stressed, we tend to experience anger, frustration, or fear, but Russell pointed out that love "brings ecstasy" and "relieves loneliness", so love would be a perfect way to cope with stress. Besides, "knowledge is power", therefore, the more knowledge we have, the more wisdom and power we will get to get rid of stress. Last but not least, when we have pity for others in their pain and suffering, our own problems no longer seem such a big deal. Therefore, I think the three passions that Russell illustrates are important survival tools when we are stressed out.

## 附录一

### 课文和文学角选文参考译文

#### Unit 1

## 压力

你曾在考试时觉得胃难受吗？你是否曾因学业的重压而无法入眠？你是否曾因过分担心某件事而头痛欲裂？

如果答案是肯定的，你就能明白有压力是什么感觉。你可能听人说过，“哎，我压力真大”或者“这真让我压力山大”。也许你常听大人这样说。但青少年在生活中也会遇到让他们倍感压力的事情。

#### 压力是什么？

压力是当你担心或对某件事感到不舒服时的感受。这种担心会让你感觉身体不舒服。你可能会感到生气、沮丧、害怕或担心，而这些情绪又会让你胃痛或头疼。

感到压力时，你可能睡不着或吃不下，你也可能会睡太久或吃太多。你还可能在学校里难以集中注意力或在家里记不住东西。

#### 压力是由什么导致的？

很多事情都会导致压力，而压力也有好坏之分。当你在课堂上被点名或必须作报告的时候，就有可能出现良性的或正常的压力。你是否曾有过紧张的感觉或者手心出汗的经历？这些都是良性压力的标志——这种压力有助于完成工作。例如，如果焦虑能激发你在全班面前朗读读书报告之前做好充分准备，那么你的读书报告可能会写得更出色。

但如果焦虑感在很长一段时间内都持续不断，就会产生恶性压力。比如，当你的家人生病了，或者你在学校遇到了麻烦，又或者当你每日为某个事情心烦意乱时，你都可能会感到不舒服。那种压力并不会对你有所帮助，而是会让你难受生病。

#### 感到压力时该怎么办？

当你意识到自己感到压力时，有几件事你可以尝试做一下。可以试着和一个你信任的成年人谈论困扰你的事情，比如父母或老师。把你的想法和这件事情带给你的感受说出来。一个成年人可能有办法解决让你担心或困扰你的问题。

拥有平衡的生活是避免压力的最佳方式。这意味着你要在如何利用时间上做出正确的决定。如果你只是忙于学业而没有时间休闲放松，就可能会感到压力重重。所以一定要把“自己”放在心间：睡觉、锻炼、娱乐和饮食（SELF）。充足的睡眠和健康的饮食是帮助应对压力的两大途径。你也可以通过放松运动来摆脱压力。最简单的方法是用鼻子缓慢地深吸气，然后用嘴慢慢呼气。你随时都可以做这样的练习，不被任何人察觉。

如果你能照顾好自己，确保睡眠充足、饮食合理，而且坚持锻炼并留出时间做有趣的事情，那么你可能不会觉得有那么多的压力！

## 焦虑与青少年

虽然所有的青少年都会不时感到焦虑，但相比之下有些人会感受更甚。

假如你最好的朋友告诉你，她要去机场了，去和爸爸学跳伞。她对此兴奋无比。但仅仅是想到跳伞就会使你产生极度的焦虑。你的胃在翻腾，心跳在加速，当你试图吞咽的时候觉得喉咙里像有个肿块。你不敢相信朋友真要这么做，一整天都在想着这件事。那天晚上她来电话说，她迫不及待想再去——“跳伞简直太刺激了！”虽然你和朋友都想着跳伞这一件事，但你们的看法却截然不同。

### 怎样才是过度焦虑？

以下是过度焦虑的迹象。

- 没来由地感到焦虑、担心或害怕。通常，青少年感到焦虑是因为某些特定的事情——比如要参加考试或外出约会。但如果没有任何缘由而产生焦虑，那么你的焦虑水平可能过高。
- 过于担心每天的事情或活动。有些担忧是正常的，但如果你总是担心那些不寻常的事情，或者因为太过于担心而想要逃避那些事情，你的焦虑程度就太高了。
- 频繁检查自己做的事情是否正确。虽然检查自己做过的事情以确认无误纯属正常，但是一遍又一遍地不断检查则是过度焦虑的迹象。
- 过于恐慌，甚至在某些情况下无法正常工作——比如参加考试或与朋友社交。

### 青少年如何应对焦虑？

许多青少年都找到了应对高度焦虑的方法。认识自己的情绪，理解自己的感受以及为何会产生这样的感受非常重要。寻找健康的方法以应对焦虑也同样重要。认识到引发自身焦虑的情况类型会对你有所帮助。

有时候，只是承认某种情况下自己是有压力的，并做好应对的准备，就可以减少焦虑。如果你尝试了这些简单的方法，却仍然会过度焦虑，那么下一步就是向健康护理专业人员或心理治疗师寻求治疗。

放松技巧可以帮助你减少焦虑感和负面想法，也能帮助你进行压力管理。常见的放松技巧包括深度腹式呼吸、冥想、聆听舒缓的音乐，以及进行瑜伽和太极等活动。

有些人发现，吟诵（即使只有一个词）、唱歌或将视线集中在一个物体上，也能帮助他们达到一种更为放松的精神状态。

## Unit 2

### 一个微小的举动

在我读高一的时候，有一天，我看到我们班的一个孩子正从学校走回家。他似乎带上了自己全部的书。他的名字叫凯尔。我心想：“为什么有人要在星期五把所有的书都带回家呢？”接着我看到一帮孩子朝他跑过去，将他怀里捧着的书撞落一地并绊了他，他因此摔倒在泥里。他的眼镜飞了出去，落在离他十英尺远的草地上。他抬起头，我从他的眼睛里看到了深深的悲伤。我小跑着奔向他。当他在地上爬着四处寻找眼镜时，我看到了他眼中的泪水。

我把眼镜递给他，他看着我说了声：“谢谢！”，脸上浮现出灿烂的笑容，展现了他由衷的感激。我帮他捡起书，问他住在哪里。原来他住得离我不远。回家路上我帮他拿着书，一路聊天。他是一个很酷的孩子，我问他周六是否想跟我和朋友们一起踢球。他答应了。我们整个周末都在一起玩。我对凯尔了解得越多就越喜欢他。我的朋友们也这么认为。

到了周一早晨，凯尔又捧着那巨大的一摞书了。我叫住他说：“你每天背这么一大堆书，迟早要练出一身强壮肌肉呀！”他只是笑了笑。接下来的四年里，凯尔和我成了最好的朋友。当我们开始考虑上大学的时候，凯尔决定上乔治敦大学，而我打算去杜克大学。

毕业日将近，凯尔被选为毕业典礼的发言学生。我很高兴站在那里讲话的是他。我看得出他对演讲感到很紧张。于是，我拍了拍他的后背，说：“嘿，大小伙子，你会很棒的！”他感激而真挚地看着我，微笑着说：“谢谢！”

轮到凯尔时，他清了清嗓子，开始演讲：“值此毕业之际，你应该感谢那些帮助你渡过难关的人，你的父母、老师、兄弟姐妹，但最重要的是你的朋友。我要给大家讲一个故事……”我难以置信地望着我的朋友，他讲述的就是我们第一天相遇的故事。原来那天他本打算辍学，因为陌生的环境让他感到孤独和感伤。他谈到自己如何清理了储物柜，这样他就永远不会再回来了。他看着我，冲我微笑：“谢天谢地，是我的朋友帮我走出了困境。”当这位帅气的、受欢迎的男孩告诉我们有关他的最脆弱的时刻时，我听到人群中都深吸了一口气。

我看到凯尔的爸爸妈妈也都望向我，带着同样感激的微笑。直到那一刻我才意识到这个微笑的深意。永远不要低估自己某些行为的力量，有时一个小小的举动就足以改变一个人的一生。

## 最后一片叶子

苏和琼西住在格林威治村一栋三层楼房的顶楼上。第一次见面时，这两位年轻的女画家就发现，她们对艺术、食物和衣服的喜爱非常一致，于是决定在一起工作和生活。

临近冬天，一种可怕的疾病——“肺炎”造访了这个村庄，击倒了许多人，包括琼西。她躺在床上，几乎一动不动。

一天早上，忙碌的医生单独对苏说：“如果她有活下去的念头，那么还有一线希望。可是你的这位朋友断定自己好不了了。”

医生走后，苏一个人走进工作室里哭了起来。后来她走进琼西的房间，边笑边唱。

琼西躺在那里，十分瘦削。她一言不发，脸朝着窗口。苏以为她睡着了，便不再唱歌。

后来她听到一个微弱的声音，不断重复着。她迅速走到床边。琼西正望着窗外，数数。

“十二，”她数道；过了一会儿又说，“十一”；然后是“十”，“九”；接着几乎同时数着“八”，“七”。

苏望向窗外，只看到隔壁房子的侧壁和靠墙的一棵老树。

“六，”琼西用更微弱的声音说。“又掉了一片。现在只剩五片了。”

“五片什么，亲爱的？”

“叶子。树上的。等最后一片掉下来，我也得走了。三天前我就知道了。医生没有告诉你吗？”

“哦，我从来没听说过这种话，”苏说。“那些常春藤的落叶跟你的病好不好有什么关系呢？今天早上医生还说你康复的几率很大。赶紧吃点东西吧，一会儿我就回去工作了，把我的画卖了，挣了钱给你买点好吃的，让你身体强壮些。”

“又掉了一片，”琼西说，她仍望着窗外。“不，我什么也不想吃。现在只剩四片了。我想在天黑前看到最后一片叶子落下。然后我也要走了。”

“快睡吧，”苏说。“我得叫贝尔曼上来给我的画当模特。我一会儿就回来。”

老贝尔曼也是个画家，住在她们这栋楼的底层。他年过六旬，在绘画上却毫无成就。他总想要画一幅传世之作，但至今还没动笔。

他给那些年轻的艺术家当模特，挣点小钱。在他看来，尽可能地帮助苏和琼西是他应该做的。

苏在贝尔曼昏暗的房间里找到了他，并告诉了他琼西和叶子的事。贝尔曼愤怒地斥责了这样的想法。

两人上楼时琼西睡着了。苏把窗户遮上，带着贝尔曼进了工作室。他们望着窗外的那棵树，不由得害怕。寒冷的雨夹杂着雪花不停地落着。

苏开始画画，她在贝尔曼走后几乎画了一整晚。

早上，她走到琼西的床边。琼西的眼睛睁得大大的，望向窗外。“我想看看，”她跟苏说。

苏拉开了窗帘。

然而，经历了一夜的狂风骤雨，在墙边竟然还醒目地挺立着一片常春藤叶子。

“这是最后一片了，”琼西说道。“今天它就会掉下来，我也会死的。”

白天总算熬过去了。在暮色中她们还能看见那片叶子。到了晚上，又刮起了北风。雨点不停地敲打着窗户。第二天早上，叶子还在那里。

琼西躺在床上对着它望了许久。然后她对苏喊道：“天意让最后一片叶子留在那里，让我知道我之前有多不应该。一心等死是错误的，我现在就去吃东西。”

下午医生来了，临走时苏找了个借口来到走廊上。

“有五成希望，”医生说。“只要护理得好，就能战胜病魔。”

第二天，医生对苏说：“她已经脱离了危险期。你们胜利了。接下来注意营养和护理就行。”

这天下午，苏来到琼西的床前，用一只胳膊搂着她。

“我有事要告诉你，”她说。“贝尔曼先生今天因肺炎去世了。人们在房间里发现他的时候，他的鞋子和衣服全都湿透了，像冰一样凉。

“后来他们还发现了他带出门的一盏灯和绘画工具。还有——

“你看看窗外，亲爱的，看看墙上那最后一片叶子。你不是奇怪为什么风这么大，它却一动不动吗？那是贝尔曼的杰作。”

## 巨石阵

英国威尔特郡索尔兹伯里平原上的巨石阵是最令人惊叹的史前遗迹之一。这一规模庞大的纪念碑体由巨大的石块组成的，石块大得惊人——最大的约重 50 吨，长度超过 9 米！

从第一块巨石被放置在索尔兹伯里平原上，至今已有数千年，但巨石阵的起源和意义仍然是一个未解之谜。几个世纪以来，尚未有人揭开隐藏在这些巨大石块背后的秘密。

巨石阵有多少年的历史？几个世纪以来，没有人知道巨石阵的确切年龄，但随着放射性碳定年法的出现，科学家们能够告诉我们，巨石阵中最古老的部分是在大约 5000 年前建造的。这一发现证明它们比埃及金字塔还要古老。

历史学家和考古学家现在认为，巨石阵的建造有三个主要阶段，时间在公元前 3000 年至公元前 1100 年之间，分别称为巨石阵第一、二、三阶段。

第一阶段大约自公元前 3000 年起，这个时期人们挖了一道环形巨沟，并在环沟中央堆出一个隆起的小土坡。不过为什么要建造巨石阵呢？一些历史学家认为，巨石阵曾被用作墓地，因为在其中发现了人骨。

巨石阵的第二阶段始于公元前 2100 年左右——在车轮发明之前。巨石阵的再建使用了约 80 块石头，每块重约 4 吨。考古学家得知这些石头（又称“蓝砂岩”）来自 320 公里外的南威尔士山脉。但人们如何将这些蓝砂岩运到了索尔兹伯里平原仍然成谜。

巨石阵的第三阶段开始于公元前 2000 年左右。由于某种不得而知的原因，青铜器时代早期的人们决定重新排列这些蓝砂岩，形成我们今天所见的圆环状。人们增加了更大的新石块，形成了三石塔结构（两块长形石头并立，第三块横在顶部）。这些新石块重量更是惊人，每块约 50 吨，从 30 多公里外的地方搬运到巨石阵。没有人能确切地知道，有多少人参与了这项不可思议的工程，也没有人知道他们如何建造了这些三石塔。

至今约有一半的原始纪念碑体保存了下来。多年来，有些石头掉落，有些则被搬走用作建筑材料。

为什么古人要花这么多时间和精力建造巨石阵呢？巨石阵里曾发生过什么？几个世纪以来出现了许多论断。

时至今日，许多专家认为，巨石阵曾是天文台或历法测算工具。英国天文学家诺曼·洛克耶爵士在 1901 年首次提出这一观点，但许多学者并不同意上述说法。1963 年，另一位天文学家杰拉尔德·霍金斯发现，这些重要的石头指向太阳或月亮的不同位置。他的结论是，巨石阵曾是一个天文台，也是一种原始的计算工具。他表示，巨石阵可以预测日食、夏至和冬至。

不过，目前仍存在许多不确定因素。建造巨石阵的人如何确定把石头放在什么位置？没有我们今天掌握的一些知识，他们怎么能计算出太阳和月亮的运动轨迹呢？

有些人甚至认为，巨石阵是由来自另一个星球的外星人建造的。

有人能找到这个谜题的正确答案吗？

## 地球上最神秘的未知之境

人类是天生的探索者和冒险家。我们“渴望”探索新世界并追寻超越。

我们已经登上了最高的山峰，探索过广袤的南极洲和空旷的撒哈拉沙漠。我们还到达了外太空，在我们的邻居月球的表面留下了足迹，有一天我们甚至可能探索浩瀚的宇宙深处。

人类探索周遭环境和未知世界的欲望似乎永无止境。然而，地球上仍有一些地方人类尚未涉足或尚未充分发掘。这些地方是这个星球上最偏僻、最神秘的地方。

### 太平洋马里亚纳海沟

位于太平洋西部的马里亚纳海沟是世界上海洋最深的地方。海沟约 2,550 公里长，平均宽度为 70 公里，其中一处名为“挑战者深渊”，水深超过 10,994 米。

因为深不见底，马里亚纳海沟被认为是世界上勘探最少的地区之一。在这个深度下，水压可能会非常危险。但生命仍可在这片海域中觅得踪迹。以往的探险发现，有许多有机体和海洋生物生活在这种深海中。

### 巴西查瓦利溪谷

查瓦利溪谷面积约为 85,444.82 平方公里，是巴西最大的土著地区之一。这片雨林以广阔的查瓦利溪——该地区最重要的水系命名。查瓦利溪谷是地球上最为与世隔绝的地方之一，也是最难涉足的地方之一。

这个偏远的溪谷之所以与世隔绝，很大程度上是由于茂密的森林和极端的地理位置。尽管与外界隔绝，这片热带雨林仍是许多土著人或印第安部落的家园。据信那些部落曾有 200 至 3,300 人，他们最初是在卫星拍摄到的广袤雨林图像上被发现的。

进入查瓦利溪谷地区是巴西法律严格禁止的。当地也有一个组织致力于维护丰富的生物多样性，保护森林免遭开发利用，尤其保护了查瓦利溪谷免受外来者和探险者的侵扰。

### 贝马拉哈国家公园

贝马拉哈国家公园位于马达加斯加西海岸附近，1990 年至今始终被联合国教科文组织列入世界遗产名录，以保护其独特的地貌和大片的红树林。这里也是无数动物甚至新物种的家园。

这个保护区最引人入胜之处在于令人惊叹的石灰岩针状石林。然而，针状石林对探险者构成了极大的危险。事实上，地名中的“Tsingy”一词来源于一个当地的词语，意为“一个不能赤脚走路的地方”。石灰岩针状石林十分尖利，很容易刺穿皮肉，致人死亡，这使得探索之路既困难又危险。虽然进入这一自然保护区是受到限制的，游客还是可以通过公路或飞机抵达。

## Unit 4

### 大气中的反派

大气层中的大反派是二氧化碳。

二氧化碳看上去并不像个反派，因为它没什么毒性，而且在大气中的含量很少——只有 0.034%——因此不会对我们造成伤害。

再者，空气中的那一点点二氧化碳对生命至关重要。植物吸收二氧化碳并将其转化成自身的组织，作为所有动物（当然也包括人类）的基本食物供给。在这一过程中，植物释放氧气，而氧气又是所有动物生命必不可少的。

然而，这一看似无害而且无疑又不可或缺的气体却正在对我们产生影响：

年复一年，海平面正在慢慢上升。而且在未来的数百年里，海平面很有可能会以更快的速度上升。最后，海水将会高出目前海平面两百英尺，阵阵海浪将会拍打曼哈顿摩天大楼二十层楼的窗户。到那时，曼哈顿街道必然将会沉入水中，佛罗里达也将消失在海浪之下，还有不列颠群岛的大部分地区、人口稠密的尼罗河流域，以及中国、印度和俄罗斯的低洼地区也都将遭此命运。

不仅许多城市将被淹没，世界上大部分盛产粮食的地区也将消失。随着食物供应减少，到处都会出现饥荒。

而这一切都是二氧化碳造成的。可为什么会出现这种情况呢？两者之间又有什么联系呢？

首先是太阳光。太阳光穿过厚厚的大气层到达地球表面，并被地表吸收。这样一来，地球就变暖和了。在夜间，地球将热量以红外线的形式放射到外层空间而冷却下来。地球在白天获得热量，在夜间丧失热量，由此维持平衡。然而，二氧化碳往往会阻挡红外线向外辐射，这被称为二氧化碳的“温室效应”。

我们应当感谢二氧化碳，是它使我们保持舒适温暖，但是大气中二氧化碳的浓度正在稳步升高，其恶行也由此而生。1958 年刚开始对大气中的二氧化碳含量进行仔细测量时，二氧化碳只占大气总量的 0.0316%。此后，其浓度逐年攀升，现在已达到 0.0340%。据估算，到 2020 年时，二氧化碳的浓度将接近 0.0660%。

这就意味着，在未来几十年间，地球的平均温度将略有上升。平均而言，冬天会暖和一点，而夏天会更热一点。慢慢地，冰川面积会缩小，极地冰盖开始融化。

最糟糕的正是冰盖的融化，这也恰恰揭露了二氧化碳的恶行。世界上大约 90% 的冰都聚积在巨大的南极冰盖中，另有 8% 在格陵兰冰盖。如果这些冰盖开始融化，海平面将上升，最终结果就会像我先前所描述的那样。

## 为了海洋一起行动起来

每年大量废弃物会进入海洋中，给生活在海洋里的动物带来了麻烦。这也是世界各地的众多志愿者参与国际海岸清理活动的原因。

80% 左右的海洋废弃物来自塑料瓶和塑料包装。这些垃圾在下雨时进入河流，然后汇入大海。大部分的垃圾会沉入海底，但有一些仍浮在海面上，聚集在大太平洋垃圾带这样的大面积地区，其余的则留在了海滩上。垃圾给生活在海洋里的动物带来了麻烦。有些动物把垃圾错当成食物，例如，一些以水母为食的海龟以为塑料袋是某种食物。（一旦误食）这些塑料会堵住它们的胃，海龟会因此而活活饿死或者中毒。昆士兰大学的一项调查显示，50% 的绿海龟会进食垃圾，而且这个数字还在增长。目前已有六种海龟濒临灭绝，因此这是一个严峻的问题。

每年有数百万吨的垃圾进入海洋，很显然我们需要行动起来，保护生活在海洋中的动物。海洋保护协会就是这样一个组织。这个组织在美国发起，自 1986 年起组织国际海岸清理日行动。这项活动不断发展壮大，目前已覆盖 100 多个国家的 6,000 多个海滩。

那么，为什么清洁海洋如此重要呢？海洋保护协会对此有明确的解释。你可以在协会网站上读到：“海洋提供了生命的基本元素，维系着人类生命——它产出了我们呼吸的空气中一半的氧气，是水循环的重要组成部分，提供了我们的饮用水源。”通过清理海洋垃圾，你就在保护海洋环境和生活在其中的动物。

对于海洋中的垃圾，我们每个人能做些什么呢？也许最重要的是，你可以思考一下自己买的产品中包含了什么包装，以及你把垃圾扔到了哪里。简化包装和少买不必要的产品是迈向可持续发展的一步。你也可以参与海洋清理日行动。如果把垃圾从海滩上捡起来，垃圾就不会流入海洋，动物也就不会因为误食垃圾或被困其中而遇到麻烦。

清理海洋看似是一项不可能完成的任务，但如果每个人都能减少他们产生垃圾的数量，并让垃圾远离海滩，总有一天我们可以不再需要海洋清理日。

## 假如生活欺骗了你

亚历山大·普希金

假如生活欺骗了你，

不要悲伤，不要心急！

忧郁的日子里需要镇静：

相信吧，快乐的日子将会来临。

心儿永远向往着未来；

现在却常常是忧郁。

一切都是瞬息，一切都将会过去；

而那过去了的，就会成为亲切的记忆。

——许渊冲（译）

## 还乡集（46）

海因里希·海涅

我的心，你不要忧悒，

把你的命运担起。

冬天从这里夺去的，

春天会交还给你。

有多少事物为你留存，

这世界还是多么美丽！

凡是你所喜爱的，

我的心，你都可以去爱！

——冯至（译）

## 我为什么而活着

伯兰特·罗素

对爱情的渴望，对知识的追求，对人类苦难不可遏制的同情，这三种纯洁但无比强烈的感情支配着我的一生。这三种感情就像飓风一样，在深深的苦海上，肆意地把我吹来吹去，吹到濒临绝望的边缘。

我寻求爱情，首先因为爱情给我带来狂喜，它如此强烈以致于我经常愿意为了几小时的欢愉而牺牲生命中的其他一切。我寻求爱情，其次是因为爱情解除孤寂——那是一颗震颤的心，在世界的边缘，俯瞰那冰冷死寂、深不可测的深渊。我寻求爱情，最后是因为在爱情的结合中，我看到圣贤和诗人们所想象的仙境的神秘缩影。这就是我所寻求的，虽然它对人生似乎过于美好，然而最终我还是得到了它。

我以同样的热情寻求知识，我希望了解人的心灵。我希望知道星星为什么闪闪发光，我试图理解毕达哥拉斯的思想威力，即数字支配着万物流转。这方面我获得一些成就，然而并不多。

爱情和知识，尽可能地把我引上云霄，但同情心总把我带回尘世。痛苦的呼号的回声在我心中回荡，饥饿的儿童，被压迫者折磨的受害者，被儿女视为可厌负担的无助的老人，以及充满孤寂、贫穷和痛苦的整个世界，都是对人类应有生活的嘲讽。我渴望减轻这些不幸，但是我无能为力，而且我自己也深受其害。

这就是我的一生，我觉得我活着值得。如果有机会的话，我还乐意再活一次。

——译文选自人民教育出版社《语文》（八年级上册）

## 附录二

### 练习部分录音文本和参考答案

## Unit 1 Fighting Stress

### Grammar in Use

#### Section A

- **Task 1**

- (1) to raise            (2) including            (3) to give            (4) are exposed            (5) To decrease  
(6) to neglect            (7) to keep

- **Task 2**

*(Answers may vary.)*

- (1) to remember your pets' needs  
(2) smoking at home  
(3) to try to keep healthy and slim  
(4) staying in smoky atmosphere  
(5) to give your pet enough exercise  
(6) keeping up with your pet's usual routine  
(7) to have the best interaction possible with your pets

#### Section B

- **Task 1**

- (1) addressing            (2) depending            (3) (to) relax            (4) to calm            (5) to stay  
(6) to participate            (7) to suffer            (8) to affect            (9) To apply/Applying

- **Task 2**

*(Answers may vary.)*

- (1) I am sorry to hear that  
(2) (to) accept it  
(3) to have a cup of tea  
(4) allows time to be alone  
(5) to think too much about the past and the future/thinking too much about the past and the future  
(6) to live in the moment  
(7) to have helped you

### Vocabulary Focus

#### Section A

- (1) overloaded/overburdened            (2) anxious            (3) upset/depress/disappoint  
(4) physical            (5) inspire            (6) tough/rough  
(7) handle/address            (8) reduce

## **Section B**

- |                  |                |             |                |                 |
|------------------|----------------|-------------|----------------|-----------------|
| (1) professional | (2) showing up | (3) admit   | (4) bothering  | (5) focusing on |
| (6) scared of    | (7) recognise  | (8) anxiety | (9) relaxation | (10) state      |

## **Listening and Viewing**

### **Section A**

#### **Script**



Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: I've been feeling anxious lately and can't concentrate on my work.  
W: Why not join me and do some yoga? It relaxes my muscles and just makes me feel more comfortable.  
M: Good idea! Call me the next time you go to the yoga centre.  
Q: What will the man most probably do next?
2. M: Honey, I think Tom is too childish, don't you? I hope he can become more independent as soon as possible.  
W: He'll never be perfect enough for you. I mean, you're stressing our boy out as if you were his boss.  
M: Yes. Maybe I should accept him as he is.  
Q: What is the most probable relationship between the woman and Tom?
3. M: I was wide awake last night. I worried that I couldn't hand in the paper on time.  
W: You should have made more preparations in advance.  
M: I cannot agree with you more. Being an early bird is always the best policy.  
Q: What can we learn from the conversation?
4. M: A recent study reports that stress and anxiety combined are the greatest health concern for students.  
W: That's horrible! But how do students usually relieve stress?  
M: According to the study, when stressed, 7 out of 10 students talk to a friend or family member; 68 percent do exercise while three-fifths use deep breathing or imagination.  
Q: Which of the following is the most popular way for students to release their pressure?
5. M: Do you think we can perform best when we are free of stress?  
W: Actually moderate stress can help us to our best performance. That is, as the stress level increases, people will perform better, but if there is too much stress, the performance will get worse.  
M: Really?  
Q: According to the woman, which of the following can best illustrate the relationship between people's stress level and their performance?

#### **Key to Section A**

1. B      2. C      3. A      4. B      5. D

## Section B

### Script

Do you think girls have more pressures than boys? Listen to an interview and complete the tasks.

- **Task 1. Listen to the interview twice and complete the notes.**

M: Welcome to “Culture Interview”! Our guest today is Roni, author of the book “Stressed-Out Girls:

Helping Them Thrive in the Age of Pressure”. Roni, good evening. Good to see you.

W: Thank you!

M: When I was a kid, I thought I needed to look good, be popular and do well academically, but why is it harder for girls than for boys?

W: Girls face more intense social pressures in middle and high schools. You know they have more issues about body-image appearance than boys do. Besides, they care more about their relationships with teachers, parents and their peers.

M: How does that impact their personalities?

W: Well, they think that they have to be great in everything, and of course, they have limitations. And when they have limitations, they may end up feeling terrible about themselves.

M: Let’s talk about some things that parents can do to look for signs of hidden stress, not obvious stress.

W: Right, if the girl tends to be annoyed and tired, or she suddenly starts saying she hates school or complains about certain teachers, parents should realise maybe something stressful is going on.

M: I find that many kids are overloaded.

W: Absolutely. I suggest parents make sure that their daughters have at least one free period during the school day. Parents also need to set realistic goals for their daughters and don’t push too hard.

M: Give it your best effort, but don’t worry about the results as much.

W: Absolutely!

M: That’s good advice and the last one of course: don’t be afraid to make mistakes.

W: For sure.

M: Roni, thanks so much. Good to have you here.

W: Thanks for having me.

### Key to Section B

- **Task 1**

(1) social	(2) appearance	(3) relationships	(4) feel terrible about themselves
(5) Advice for Parents	(6) hidden stress	(7) annoyed	(8) complains about
(9) set realistic goals	(10) make mistakes		

- **Task 2**

(Answers may vary.)

Goal: To become an interpreter

Objectives:

- (1) Go to a foreign studies school;
- (2) Practise English every day;
- (3) Obtain English Proficiency certificates;
- (4) Further study in the UK;
- (5) Work as an intern interpreter;
- (6) Work as a professional interpreter.

## Section C



Researchers are studying how relaxation techniques can help students to battle anxiety and mental health issues. Watch the video clip and complete the tasks.

### Mindfulness Techniques Teaching Students to Calm Down

In our “School Matters” series, stress-reducing exercises in mindfulness are gaining popularity across the world. Now, schools are exploring how these techniques can help students battle mental health issues.

Roxana Saberi takes a look at one-of-a-kind study in England giving students an education in relaxation.

At Arnold Academy, north of London, students are learning to open up about their anxieties.

(A girl) “My great auntie died over the weekend.”

(A girl) “I’m feeling a bit worried because my grandmother has high blood pressure.”

(A girl) “Worried, because I get camera fright sometimes, and there’s a camera pointing in my face right now!”

Their list of concerns runs long.

(A girl) “There is so much work to do.”

(A girl) “I have a lot of homework.”

(A girl) “My parents both like kids. They didn’t have as much technology and social media. There’s a lot of pressure on that.”

To tackle these tensions, their school, and nearly 400 others across England, are trying something new: short, daily doses of relaxation and mindfulness.

Over three years, researchers plan to study whether exercises like these can improve the mental health of children in England, where anxiety among kids is rising.

(Jessica Deighton) “If we find actually this is beneficial, then that’s great.”

Professor Jessica Deighton said the government-backed trial in England, which she’s leading, is the largest of its kind.

(Roxana Saberi) “Why do you think these practices could be beneficial for kids?”

(Jessica Deighton) “In the early piloting, what they were saying is, their life is busy, very busy, maybe busier than it was when we were children, and they find it’s an opportunity to sit and reset.”

Twelve-year-old Harrison says he doesn’t get in trouble like he used to.

(Harrison) “It just released my stress and stuff, and it’s just helped me out a lot.”

(Roxana Saberi) "How many of you feel that learning relaxation has helped you? Olivia, you are not raising your hand."

(Olivia) "Well, my usual way of calming down is to move. So, that's why I do dance. When you do relaxation breathing, it's like the complete opposite. So, I don't really feel it."

(Jessica Deighton) "I think there's a danger that people get very carried away with one particular approach. I would say that's why it's really important to do this research because actually these practices may turn out not to be effective."

If researchers conclude that these practices are effective, supporters hope all schools in England will eventually offer them.

(Rachel Bradford) "Schools are not just there to get children the best grades that they can. We are also here to help our children become the very best versions of themselves."

(Roxana Saberi) "How many of you think that adults should also learn relaxation techniques?"

Techniques, these kids say, all of us could learn from.

### **Key to Section C**

- **Task 1**

(Answers may vary.)

The students in the picture are practising mindfulness techniques. They are putting their hands on their abdomen and taking a deep breath.

- **Task 2**

- |                         |                           |
|-------------------------|---------------------------|
| (1) high blood pressure | (2) fright                |
| (3) homework            | (4) sit and reset         |
| (5) release pressure    | (6) the complete opposite |
| (7) Adults/Grown-ups    |                           |

- **Task 3**

(Answers may vary.)

Schools are not only here to teach students to perform well academically and achieve. Schools should also help students tap their potential, give full play to their talents and help them be as healthy as possible.

## **Reading and Viewing**

### **Section A**

- |        |        |        |        |        |        |
|--------|--------|--------|--------|--------|--------|
| (1) B  | (2) D  | (3) A  | (4) C  | (5) D  | (6) C  |
| (7) B  | (8) D  | (9) A  | (10) C | (11) A | (12) B |
| (13) D | (14) C | (15) B |        |        |        |

### **Section B**

- **Task 1**

- |       |       |       |       |
|-------|-------|-------|-------|
| (1) C | (2) B | (3) D | (4) A |
|-------|-------|-------|-------|

- **Task 2**

(Answers may vary.)

Dos — wear blue light-blocking glasses if necessary; avoid or replace pills that make sleep difficult; take Cognitive Behavioral Therapy to relax and reduce anxiety; train yourself to wake naturally.

Don'ts — don't tap on screens before sleep; don't drink coffee or any other drinks that contain the least amount of caffeine; don't keep worrying about losing sleep.

- **Task 3**

(Answer for reference)

Natural strategies refer to the strategies that help people to sleep better simply by making a few mental and lifestyle changes, rather than resorting to medicine or using complicated devices.

## **Integrated Tasks**

### **Section A Translation**

(Answers may vary.)

For most of us, there is no avoiding stress. A job loss or financial problems, even events that are worthy of celebration, like a birthday can result in it. Stress is linked to weight gain, heart attacks and anxiety. But without “good stress” variety, we'd feel aimless and unhappy. Actually, good stress, in its many forms, plays a vital role in life.

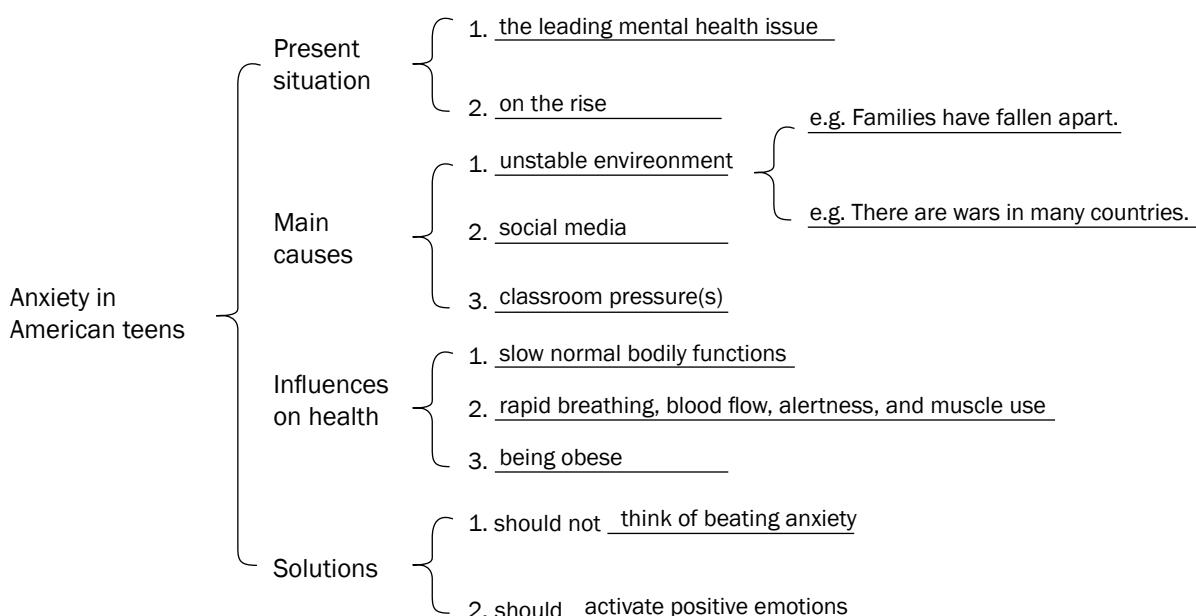
The good news is that we can add good stress to our life! Make sure to focus on some activities that are worth doing, and set some goals that make us feel happy and excited.

Overall, make every effort to have plenty of good stress and cut out as much bad chronic stress as possible to create a healthy balance in your life.

### **Section B**

- **Task 1**

(Answer for reference)



- **Task 2**

(Answers may vary.)

Positive thinking is sometimes only superficial. Being positive is a kind of true feeling that comes from the heart and originates in the inner self. This true feeling can affect our bodies, our thinking and our emotions.

- **Task 3**

(Answers may vary.)

Dear Li Mei,

I am sorry to learn that you have just transferred to a new school and been feeling down recently days. But you are not alone. I happened to have read an article about anxiety among American teens. Usually there are three main causes of anxiety. I think your depression is mainly related to the environmental change.

So firstly, I suggest making one or two friends in your new school, and then communicate with more students, which may help you to adapt to the new environment quickly. Secondly, find and enjoy the beautiful things around you. You should also find some hobbies, such as reading, listening to music or playing sports, which may inspire positive emotions so that you feel less lonely. But most importantly, I hope you can understand that bad emotions are not always that bad. Sometimes, we need some stress. If we didn't have some stress in our lives — the “good stress” — we'd feel aimless and unhappy. So instead of thinking of beating it, let's face it and benefit from it.

I really hope that these suggestions help you. Enjoy your new life.

Yours,

xxx

## **Extended Reading**

### **Pre-reading question**

(Answers may vary.)

Yes. About two years ago my mother fell very ill and was bedridden for nearly a year. During that tough period, I had to cook for my family and do some of the household chores while also paying close attention to my academic study. Once I was so exhausted that I fell sound asleep while doing my reading assignment. It was indeed a difficult time, but my belief convinces me that this is just what life might be like. We take good care of our family when it's difficult. Now my mother has fully recovered and everything has returned to normal. I can now face up to all challenges in life with greater confidence.

### **Food for thought**

(Answers may vary.)

1. Teenagers/Young people.

In paragraph 1, the author says, “Here's what your parents think about at night”, so the readers are likely young people. In paragraph 3, the sentences “The generations judging you are scrambling just as much as you are,” and “These complaints about younger people are nothing

more than anxiety about the chaos in our own lives" show that the readers are younger people being judged by older generations. And the first few sentences of the last paragraph imply that the readers are most probably students who are about to enter the world of work.

2. First, the author makes the case that a little chaos in life is inevitable and perfectly acceptable. Then the author goes on to explain how chaos makes life interesting and makes us alive. From my own perspective, I think chaos in life brings us experience in dealing with various issues and thus makes us wiser and stronger. Only when we look back on a chaotic time in our lives will we realise how it has helped us grow. Also, chaos in life allows for deep feelings and emotions, which enrich our spirits and lead to more well-rounded personalities.

### **Challenge**

(Answers may vary.)

My views:

1. Chaos makes life interesting only in retrospect; while one is experiencing chaos, the suffering and pain are real and can cause distress.
2. Successful people may say they are the happiest when they are battling and struggling, but all people cannot be successful; there are people who are less fortunate and their perception of chaos can be very different.

## Unit 2 Cherishing Friendship

### Grammar in Use

#### Section A

- (1) to go      (2) to be placed/placing      (3) to contact      (4) visiting      (5) not to leave  
(6) to listen      (7) to have met

#### Section B

- **Task 1**

- (1) playing → to play      (2) being → to be/as      (3) conclusion „ good → that  
(4) to make → to be made      (5) hadn't reached → hasn't reached  
(6) to develop → not to develop      (7) are → is      (8) to make → to have made  
(9) but      (10) waiting → to be waiting

- **Task 2**

(Answers may vary.)

I was fortunate enough to have met my best friend when visiting the Shanghai Museum. He happened to be staring at a painting on display. He appeared to be completely absorbed in this work, one I coincidentally was also showing great interest in. We both observed it attentively. In a while, we moved on, communicating in a low voice. In the course of a long talk, I found that he seemed to know everything related to painting. I immediately admired him. From then on, we kept in touch. He taught me a lot about art. Soon he will go abroad to further his study, but we will maintain our friendship by email.

### Vocabulary Focus

#### Section A

(Answers may vary.)

- (1) belief      (2) power      (3) turned out  
(4) drop out of the race / withdraw from the race  
(5) a bunch of      (6) jogging  
(7) Only then did he join his team to continue celebrating the victory in the tough game.  
(8) Regardless of who we are or where we come from, be grateful for/appreciate the warmth of pure humanity.

#### Section B

- **Task 1**

- (1) cherish      (2) help out      (3) gratitude      (4) hang out      (5) gestures  
(6) quality      (7) maturity      (8) underestimate      (9) abandoned      (10) bear

- **Task 2**

(Answers may vary.)

- (1) gratitude  
(2) the transformation from childhood to teenage life  
(3) maturity

- (4) to take care of the friendship
- (5) fragile, broken and abandoned with time
- (6) be self-giving, bear the responsibility of tending to the friendship, make time for each other and be willing to help out when one is in trouble

- **Task 3**

(Answers may vary.)

My longest friendship lasted for 8 years. I met her at age 10 when I transferred to her school. She always accompanied me. We went to and back from school together. So I quickly adapted to my new life in her company. And during the time when she was ill at home, I went to her house to give her lessons after school every day. We helped each other during the tough days. Although we were separated after entering different universities, we still called each other every week and hung out every holiday. Now, although we both have our own families and jobs, which occupy most of our time, we still manage to meet each other, chatting or having a cup of tea, every month. We both take good care of our friendship and are willing to spend time maintaining it because our relationship is valuable. We meet regularly without any interruption. We are always listening to each other and share everything in our life. Friendship means warmth, trust and care, but it is also fragile. So it needs our constant loving care.

## **Listening and Viewing**

### **Section A**

**Script**



Mary Smith and Brian Miller have long been friends. How did their friendship start? Listen to their conversation and answer the questions.

W: Hi, Brian. I still remember the first time I walked up to you. There was, like, butterflies in my stomach. I introduced myself, and I think I apologised to you. I remember saying, I'm sorry for driving by you a hundred times and never saying hi, 'cause you were always outside my building.

M: You asked me a lot of questions like where I came from, what I wanted to do with my life, things that are important to a person.

W: One of the first things you told me was that you moved here from Kentucky to be a musician, and some things didn't work out.

M: Yes.

W: And then I remember out of nowhere, I just asked you, can I paint your portrait?

M: My first thought when you asked me that was, oh, wow, an artist, someone I have something in common with.

W: In that first conversation, I was looking at you and you said you wouldn't look nice in photos. But I saw the man who moved from Kentucky, the guy who came out here to pursue a career in music. And I hadn't painted in eight years. But you were the first guy that gave me a subject to paint.

M: And when you asked me what I wanted to do with the earnings for the painting, I didn't even have to think about it.

W: I was trying to get you, like, hotel rooms and clothes and book bags and shoes ...

M: Yeah, you made some suggestions.

W: And you'd always say ...

M: Well, that sounds nice, but I want to record a CD.

W: After you told me that for, like, the 10th time, I started finding studios for you to record in. In that first recording session, I saw you on the piano, on the guitar, singing.

M: Yes. I don't know, like, how many people will end up hearing the album. But it's really helped me a lot to meet someone who really supports me.

W: For me, I consider you more than a friend. You've shown me things may not always be what they seem, that there's a new way of looking at the world. And everyone deserves to be seen with eyes of love.

### Key to Section A

1. had butterflies in the stomach/was nervous
2. pursue his career
3. give her a subject to paint
4. meet those who would really support him
5. There's a new way of looking at the world /Everyone deserves to be seen with eyes of love.

### Section B

#### Script

Listen to the lecture about the purpose of friendship and complete the tasks.

- **Task 1. Listen to the first part of the lecture and complete the summary.**

Good morning, boys and girls. Today we are going to talk about the purposes of friendship. Friendship, as we all know, is vital and yet it's also the most routinely disappointing thing we have to deal with. Too often you're at supper at someone's house, there's an impressive dinner and you know the host has good intentions. But the conversation between you guys is of no real interest. The long description of the poor service on a particular airline or a heated discussion about tax policy makes you wonder what on earth the whole performance was really about.

The key to the problem of friendship is a lack of a sense of purpose. We tend to resist the task of developing a clear picture of what friendship might really be for. The problem is that we're unfairly uncomfortable with the idea of friendship having any declared purpose, because we associate purpose with the least attractive and most selfish of motives.

Yet purpose doesn't have to ruin friendship and in fact the more we define what a friendship might be for, the more we can focus on what we should be doing with every person in our lives, or indeed the more we can helpfully conclude that we shouldn't be with them at all.

- **Task 2. Listen to the second part of the lecture and state the purposes of friendship. Match the situations with the different purposes. One example is given.**

Disconnecting with people familiar to us isn't a sign that we've lost belief in friendship. It's evidence that we are starting to get clearer and therefore more demanding about what a friendship

could really be.

There are at least three things we might be trying to do with the people we know.

Firstly, we need others who can combine their abilities and energies with ours to fulfill our missions. So networking really matters.

Secondly, reassurance. The reassuring friend gives us access to an accurate sense of their own foolishness and ideas with which we can judge ourselves with more self-pity.

Thirdly, the key to solving the problem of shame around important but unpopular sides of ourselves is having fun with friends.

Hopefully, you can find your purpose in your friendship.

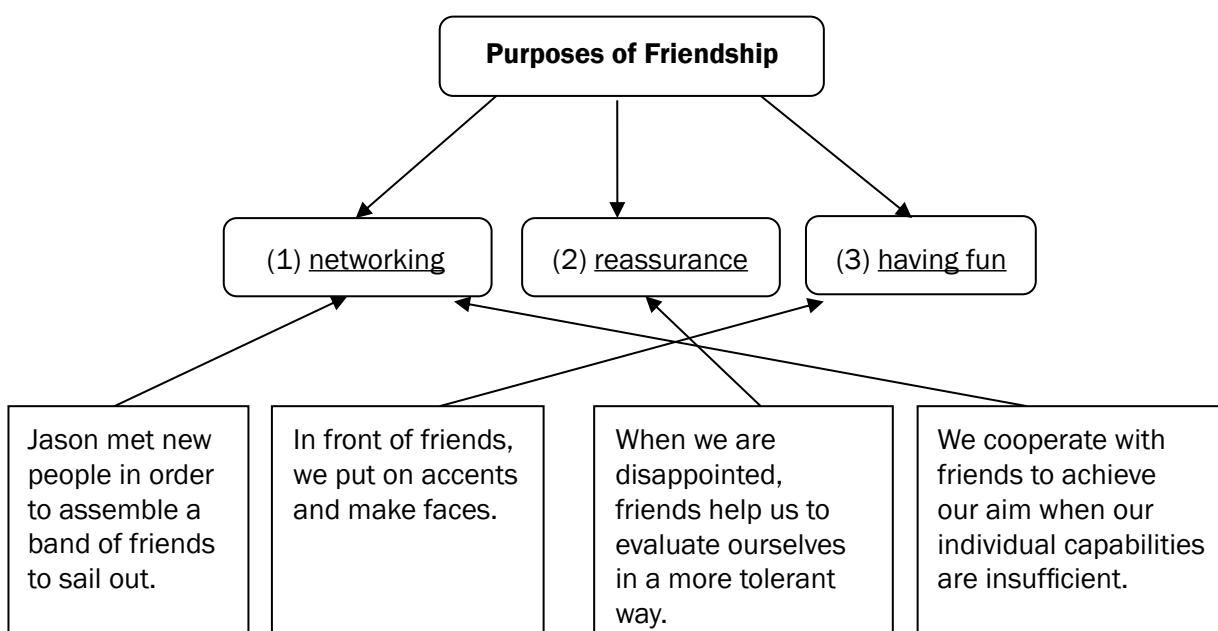
### Key to Section B

- **Task 1**

(Answers may vary.)

- (1) the most routinely disappointing
- (2) a lack of a sense of purpose/lacking a sense of purpose
- (3) of friendship having any declared purpose/that friendship has any declared purpose
- (4) ruin friendship
- (5) the more we can focus on what we should be doing with every person in our lives, or indeed the more we can helpfully conclude that we shouldn't be with them at all

- **Task 2**



## Section C



Disagreements between friends are inevitable. How can we mend a lost or broken friendship? Watch the video clip and complete the tasks.

### How to Mend a Friendship

Disagreements with your best friend will happen from time to time. Take the initiative and mend a missed and broken friendship. You will need: communication, sympathy and time.

Step 1: Assess the situation and figure out what went wrong.

Step 2: Be humble and reach out to your lost friend. Write a letter, send a card or an email, and invite them to talk or get together. Be patient and wait for a response. Your friend may not be ready to mend the friendship.

Step 3: Express your feelings about the situation that broke the friendship. Be honest, calm, and polite.

Step 4: Apologise to your friend. If you feel you did not cause the broken friendship, take the initiative and apologise for how you reacted.

Step 5: Be sympathetic to your friend's point of view.

Step 6: Acknowledge and accept that your friendship may never be the same.

Step 7: Cherish your friendship and make time to grow and keep your connections strong.

Did you know? Depression will affect approximately 1/4 of all women and 1/8 of all men at least once in their lifetime.

### Key to Section C

- **Task 1**

- |                         |                            |                                  |
|-------------------------|----------------------------|----------------------------------|
| (1) Assess situation    | (2) humble                 | (3) honest, calm                 |
| (4) Take the initiative | (5) Acknowledge the change | (6) keep your connections strong |

- **Task 2**

(Answers may vary.)

For me, to reach out and take the initiative to apologise is difficult, because I am concerned about face-saving and lack the courage to be the first one to talk.

For example, once I was hurt by a friend and I didn't know what went wrong. Because of my sense of dignity, I didn't reach out and express my feelings.

After watching this video, I think I should let down my guard, reach out first and patiently wait for a response. Then I will accept the change and make time to grow and maintain the friendship.

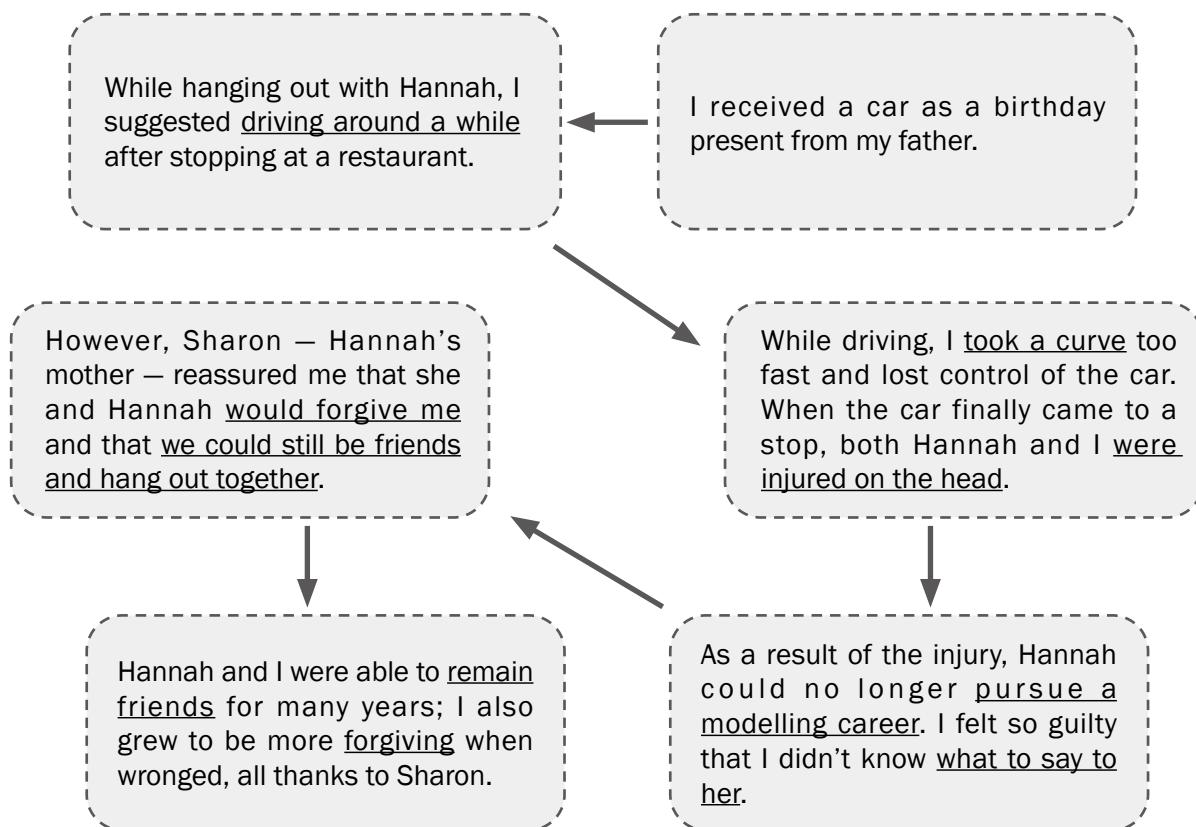
## Reading and Viewing

### Section A

- (1) A                    (2) D                    (3) F                    (4) B

## Section B

- Task 1



- Task 2

1. C            2. A            3. D

- Task 3

(Answers may vary.)

Dear Hannah,

All these years I have owed you a thank you, and I am writing to say it to you: Thank you, for forgiving my terrible mistake that caused you enormous pain. I was terrified after the accident and I was almost sure I would lose you as a friend. You can't imagine how happy and grateful I was when you came to find me after you recovered as you had a thousand times before. You never said a hard word to me. You acted as if nothing had happened. Now I find it hard to remain silent. I simply have to let you know how much I am indebted to you. My mind is always filled with warmth and gratitude because of you. It is you who have made me a better person.

Yours,

XXX

## Integrated Tasks

- Task 1

Charol Shakeshaft, the chairwoman at Virginia University

Josh Wolford from Star News Online

Brent Ghan, the spokesman of the Missouri School

Christine Greenhow at the University of Maryland

- **Task 2**

1. The students who don't want to miss a learning opportunity and the student who is too shy to raise his hand to ask questions in class.
2. Teachers are instructors, not the students' friends. They need to be respected and keep their status as an authority figure, so there should be distance between teachers and students when it comes to emotional and social issues.
3. According to Christine Greenhow, it is not necessary to limit the communication between teachers and students. Because the students are used to writing and communicating online outside school, limiting communication between teachers and students only furthers the gap between a student's in-school life and his or her life outside of school and also the gap between students and teachers.

- **Task 3**

(Answers may vary.)

Since social media and various apps became widely used in modern society, it has become convenient for teachers and students to communicate online. On the one hand, people are grateful for the convenience and efficiency offered by modern technology. Some teachers think that many students have difficulty learning and refuse to ask for help at school. Online communication helps them to connect with their teachers about homework, tutoring and other school matters. It turns out that the online communication tools make a big difference to their school life.

On the other hand, a debate has long existed over whether it is appropriate for teachers and students to have online friendships. A law took effect years ago, specifying that teachers cannot establish, maintain, or use a work-related website unless it is available to school administrators and the students' parents. Neither can teachers make excessive contact with their current or former students with a non-work-related website.

## **Extended Reading**

### **Pre-reading question**

(Answers may vary.)

I may tell white lies to protect my friends' feelings. I'm also willing to make some personal sacrifices to avoid hurting my friends.

### **Food for thought**

(Answers may vary.)

1. The Old Gentleman found pleasure in giving, and feeding the man on Thanksgiving Day was an important tradition the Old Gentleman wanted to keep. Therefore, in a sense, the Old Gentleman needed the man to be hungry on that day.
2. If I were stuffy Pete, I would accept the offer because that would make the old gentleman feel satisfied. But I would probably ask to take the food away rather than eat it in front of him so that my stomach would not suffer.

### **Challenge**

*(Answers may vary.)*

The Old Gentleman did not go very far south before he returned to the restaurant and sat down at one of the tables. When asked what he wanted, he looked embarrassed. He produced ten cents from his pocket and asked to have whatever the ten cents could buy. The waiter, who recognised him, was puzzled at first. But when he returned, he brought him the same food the Old Gentleman had ordered for Stuffy. “Happy Thanksgiving,” he said, smiling at the Old Gentleman. “Thank you, my friend,” the Old Gentleman replied and then he started eating as if he had never eaten before.

# Unit 3 Exploring the Unknown

# **Grammar in Use**

## **Section A**

- (1) regret that we knew the surface of Mars better than we did the seafloor.
  - (2) the fact that an in-depth knowledge of the seafloor is not just important for navigation.
  - (3) an idea/answer about where money comes from.
  - (4) that more exploration is vital.

## **Section B**

- Task 1



- Task 2

1. T                  2. F                  3. T                  4. F                  5. T

- Task 3

(Answer for reference)

6. We can't ignore the fact that you can support yourself upright with pillows, which can also help move the mucus along and make it easier for you to breathe.
  7. The conclusion/idea surprises us that if you do ignore the symptoms and go about your normal routine, the cold can have an even more negative impact on your health — and your brain.
  8. We can't deny the fact that the cold virus can survive long outside the human body and pollute the surroundings where patients live.

## **Vocabulary Focus**

## **Section A**

- (1) revealed      (2) measured      (3) traced      (4) expert      (5) predict  
(6) mysteries      (7) phase      (8) historians

## **Section B**

- Task 1

- (1) exploration    (2) refer to    (3) construction    (4) be devoted to    (5) progressively  
(6) represent    (7) target    (8) concluded    (9) enormous    (10) preserve

- Task 2

(Answer for reference)

Solution 1: Countries should enforce regulations to control the number and frequency of satellites launched.

**Solution 2:** Scientists can develop degraded and even soluble materials while designing satellites.

Solution 3: The ship can be equipped with a protective or garbage disposal device.

## Listening and Viewing

### Section A

#### Script



Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: Have you ever been to the Grand Canyon? Our team is going there this weekend.  
W: Yes. I strongly recommend you explore the park and enjoy an adventure packed with fun and hands-on activities. Don't miss it.  
M: Sounds great!  
Q: What does the woman advise the man's team to do in the Grand Canyon?
2. M: Today, we've learned something interesting in our maths class.  
W: Really? What is it?  
M: A line of a certain length covers the largest area when it forms a circle. In the case of another shape, like a rectangle or a triangle, the more that shape resembles a circle, the larger the enclosed area will be.  
Q: Which of the following covers the largest area with the same length of lines?
3. M: Do you believe in aliens, or UFOs, or life on other planets?  
W: I have no idea, but there are scientists who listen to radio waves from deep space. They hope the waves will pick up a signal from aliens.  
M: Hopefully, we can get a definite answer soon.  
Q: What are the two speakers talking about?
4. M: Recently, scientists have been using laser technology to find the damage done to Stonehenge.  
W: But what caused the damage? It is unbelievable.  
M: It is said that in the 19th century, the government permitted people to remove small stones to take home as souvenirs. They only needed to pay the workmen to break off pieces.  
Q: What directly caused the damage to the Stonehenge?
5. M: Bermuda Triangle has always been a mysterious place for its complicated landscape and ships disappearance stories.  
W: Yes. But there seems no explanation for them.  
M: Recent studies show that the unpredictable, extreme storm waves might be the cause.  
Q: Which of the following is the true explanation of the Bermuda Triangle mystery?

#### Key to Section A

- **Task 1**

1. B            2. D            3. A            4. C            5. C

### Section B

#### Script



Death Valley is North America's driest and hottest spot and has the lowest area of land on the continent. Listen to a passage about it and complete the tasks.

- **Task 1.** Before listening, guess why people name this place “Death Valley”.
- **Task 2.** Complete the notes.

Death Valley is a land of beautiful yet dangerous extremes. There are mountains that reach more than three thousand meters into the sky. There is a place called Badwater, which is the lowest area of land in the Western Hemisphere. If there were water there, it would be eighty-six meters below sea level.

Death Valley can be dangerously cold during the winter months. Storms in the mountains can produce sudden flooding on the floor of the Valley.

The air temperature during the summer has been as high as fifty-seven degrees Celsius. The sun can heat the ground so that the temperature of the rocks and soil can be as high as seventy-four degrees Celsius. The extreme heat of Death Valley has killed people in the past. It will continue to kill those who do not honor this extreme climate. Death Valley does not forgive those who are not careful.

The area was named by a woman in 1849. Thousands of people from other parts of the country travelled to the gold mining areas in California. They were in a hurry to get there before other people did. Many people were not careful. They made bad choices or wrong decisions. One group trying to reach California decided to take a path called the Old Spanish Trail. By December that year, they had reached Death Valley. They did not have to survive the terrible heat of summer, but there was still an extreme lack of water. There were few plants for their work animals to eat.

The people could not find a pass through the tall mountains to the west of the Valley. Slowly, they began to suffer from a lack of food and some even died. To survive, the group killed their work animals for food and began to walk out of the Valley. As they left, one woman looked back and said, “Good-bye, death valley.” The name has never been changed.

- **Task 3.** Some scientific research shows that Death Valley is actually full of life. Do you believe it or not? Find more information about it by doing some library work with your classmates.

#### **Key to Section B**

- **Task 1**

(Answer for reference)

Maybe it is because there live no animals, plants or people in Death Valley. / It may be due to the fact that many lives were lost there.

- **Task 2**

- |                                |  |                      |
|--------------------------------|--|----------------------|
| (1) the lowest area            | (2) below sea level                        | (3) dangerously cold |
| (4) sudden flooding/floods     | (5) the rocks and soil                     | (6) 1849, a woman    |
| (7) (a) lack of food and water | (8) killing/killed/kill their work animals |                      |

- **Task 3**

(Answer for reference)

It would be wrong to think that nothing lives in Death Valley. The Valley is full of life. Wild flowers grow very quickly after a little rain. Some desert plants can send their roots down more than eighteen meters to reach water deep in the ground.

Many kinds of birds live in Death Valley. So do mammals and reptiles. You might see the small dog-like animal called the coyote or wild sheep called bighorns. Other animals include the desert jackrabbit, the desert tortoise or turtle and a large reptile called a chuckwalla. Many kinds of snakes live in the valley, including one called the sidewinder rattlesnake. It is an extremely poisonous snake with long sharp teeth called fangs.

## Section C



The ancient Egyptian civilisation flourished for thousands of years. Watch a video about ancient Egypt and complete the tasks.

The ancient Egyptian civilisation lasted for over 3,000 years and became one of the most powerful and iconic civilisations in history.

But long before it was an empire, ancient Egypt was a series of small, independent city-states that bloomed along North Africa's Nile River. The city-states were divided into two regions and named according to the flow of the Nile: Upper Egypt in the south, which was upstream, and Lower Egypt in the north, which was downstream. By about 3100 B.C., the two halves united, thereby creating one Egyptian state that lasted for millennia.

To this day, structures like the Great Pyramids are a testament to the role of religion in ancient Egyptians' lives — but they also represent the innovative and cultural might of the Egyptian people. Math, specifically measurement mathematics, helped Egyptians understand and harness their world with numbers like no other civilisation had before. They developed a new form of measurement, called the "cubit". It was used to design massive structures, such as the Great Pyramid, with remarkable geometrical precision. The Egyptians also measured time. By combining mathematics with astronomy, they established a 24-hour division to the day and created a solar calendar, which was the first dating system in history to feature 365 days in one year. Lastly, Egyptians developed methods to measure and survey land around the Nile River. These civil engineering feats made way for the construction of dams, canals, and irrigation systems that helped farming and agriculture to flourish in the Nile Valley. In addition to mathematical concepts, the ancient Egyptians also created written languages to describe the world around them. This system was developed around 3150 B.C. during the Old Kingdom and has over 700 pictorial characters. It was used to inscribe on monuments and pottery and predominantly served a decorative or ceremonial purpose. This medium gave the Ancient Egyptians a new avenue of communication and record keeping that allowed their civilisation's administrative skill to grow and their culture to spread for thousands of years.

### Key to Section C

- **Task 1**

It is the Great Pyramid in Egypt. Until now, people haven't got a definite answer to how the Pyramid was built.

- **Task 2**

- |           |                 |           |           |
|-----------|-----------------|-----------|-----------|
| (1) small | (2) independent | (3) upper | (4) lower |
|-----------|-----------------|-----------|-----------|

- Task 3

(Answer for reference)

Egyptian people demonstrated their innovative and cultural might through Maths and written language. For example, measurement mathematics helped Egyptians to understand the world. They developed “cubit”, which was used to design massive structures, such as the Great Pyramid. Besides this, they created a solar calendar and developed methods to measure and survey land. Ancient Egyptians also created written languages to describe the world around them; their script additionally served decorative or ceremonial purposes.

## **Reading and Viewing**

## Section A

- (1) C                  (2) A                  (3) D                  (4) C                  (5) D                  (6) A  
(7) B                  (8) D                  (9) B                  (10) C                 (11) A                 (12) D  
(13) C                (14) B                (15) C

## **Section B**

- Task 1

- (1) lengthen human life
  - (2) prevent death
  - (3) cures for infectious diseases
  - (4) spread information and promote public health awareness worldwide
  - (5) ASI could cause the end of the human race
  - (6) people are too indifferent to ASI's growing capabilities
  - (7) When ASI is used in the form of autonomous weapons, there's a chance that it may decide to wipe us all out, having become smarter than us.

- Task 2

- (8) A Japanese robot 'with a soul' called Erica has replaced a human news host on live television by using her artificial intelligence capabilities and can recognise who is speaking to her and respond quickly and persuasively by using her software system.

(9) It can be put at the end of the third paragraph because this paragraph also tells about the positive aspect of AI and it can well support the topic sentence in this paragraph that "it may enrich and entertain human beings' life and improve their life quality."

(10) AI can be used to detect fake news. Machine learning algorithms, one type of AI, have been successful for decades fighting junk mail, by analyzing messages' text and determining how likely it is that a particular message is a real communication from an actual person or mass-distributed fake news.

(Answer for reference)

- **Task 3**

Translation:

然而，若是有些人认为机器人会控制整个世界，或是认为机器正在学习预测人类所做的一切事情，那为什么人类还要致力于推进超人工智能的发展？

My answer:

(Answer for reference)

AI has been more a promotion than a threat to human beings. As is mentioned above, AI has been applied in most aspects of human life and dramatically improved our daily life and productivity. If human beings can better apply our intelligence to make full and proper use of AI, and come up with better solutions to the problems brought about by AI, it will serve us well rather than being a threat to us.

## **Integrated Tasks**

### **Section A Translation**

(Answers may vary.)

Located on the border of China and Nepal, Mount Qomolangma, known as “the Hometown of Snow”, is the highest mountain in the world, reaching a height of 29,035 feet (8,848 meters). However, not until 1852 was it recognised as the highest point on the Earth's surface. Global positioning instruments fixed on Qomolangma since the late 1990s amaze people with the finding that the mountain continues to move a few inches to the northeast and rise little by little each year.

Reaching the summit of Mount Qomolangma has always been a dream and a goal for mountaineering enthusiasts. Xia Boyu, 70, the first Chinese double amputee to reach the summit of Mount Qomolangma, was awarded the Touching China Awards in 2018. But his success didn't come easy. After four failed attempts, he still devoted considerable energy and enthusiasm to conquering the mountain. “Even though I lost my legs, I don't think I am inferior to the others,” he once said. “I fight with my fate and challenge myself.” His journey still continues. He is planning to climb peaks on all seven continents and explore the South and North Poles.

### **Section B**

#### **Script**



Listen to the passage about a science project in New Guinea and complete the tasks.

- **Task 1. Complete the notes.**

On the far side of the world is a place with many waterfalls and volcanoes. New Guinea, a huge tropical island on the edge of the South Pacific Ocean, home to ancient cultures, is the last great land of jungle exploration in the world.

A team of scientists have been exploring the most remote parts of this island for nine months. They've witnessed the birth of new mountains and explored ancient volcanoes. They've discovered animals found nowhere else.

Their aim? To search for new species in this forgotten corner of our planet and find information that will help us to preserve these forests forever.

George McGavin, head of the science team, says, “We can’t save everything, but we have to save the richest places, and the richest places on Earth are forests like this.”

The team has come from all over the world and is working with some of New Guinea’s leading scientists. Their task is a vital one, as this jungle has an uncertain future — it has begun to disappear.

McGavin has set an ambitious goal that they should find at least 30 new species right there.

This goal isn’t just for the sake of science. It comes from the idea that proving this forest is rich can be a powerful reason for protecting it.

McGavin also says, “If we’re to have any chance of saving it, we have to be able to tell everybody this is a very rich area. Hopefully, we’ll find some new species to keep people aware of the fact that habitats such as this still exist and are worth saving. If the forests go, we will lose the majority of species on Earth without even knowing they were there.”

- **Task 2. Listen again and complete the mind map.**

#### **Key to Section B**

- **Task 1**

- (1) the South Pacific Ocean
- (2) waterfalls and volcanoes
- (3) it has begun to disappear
- (4) the birth of new mountains
- (5) ancient volcanoes
- (6) animals found nowhere else

- **Task 2**

- (1) they should find at least 30 new species right there
- (2) proving this forest is rich can be a powerful reason for protecting it
- (3) the jungle might be saved
- (4) habitats such as this still exist and are worth saving

- **Task 3**

(Answer for reference)

New Guinea is a tropical island on the edge of the South Pacific Ocean with many waterfalls and volcanoes. However, the jungle there has begun to disappear. That’s why a team of scientists have been exploring the island, hoping to discover at least 30 new species. They believe that proving that this forest is rich can raise awareness and help save it.

### **Extended Reading**

#### **Pre-reading question**

(Answers may vary.)

Caves are attractive to archaeologists because inside caves they may find objects, inscriptions, or other traces left behind by people or animals that had once inhabited them, thereby gaining insight into a particular period of time in history.

## **Food for thought**

(Answer for reference)

1. The cave is where archaeologists found evidence of an entirely new group of humans and where large quantities of revealing artefacts are being unearthed.
2. (1) dirt layers
  - (2) Hyenas mixed up some of the dirt layers in the cave while digging their dens
  - (3) there are some significant time gaps in the sequence of the dirt layers
  - (4) using optical dating on sand grains immediately around them
  - (5) collect sand grains alongside all the finds
  - (6) The Denisovans persisted at the cave recently enough to have made the artefacts
  - (7) we find fragments of bone or human genetic material in the layers that hold the artefacts
  - (8) extract human DNA from samples of dirt

## **Challenge**

(Answer for reference)

The Denisovans lived in eastern Eurasia during the Stone Age. They are a fairly recent addition to our understanding of the human family tree. In 2010, researchers announced their discovery of unusual hominin DNA from a pinky bone and wisdom tooth found in the Denisova cave. They named this newly described group of humans Denisovan after the cave.

Further study showed that the Denisovans were a sister group of the Neanderthals, splitting from a common ancestor some 390,000 years ago. They likely lived until around 40,000 years ago.

The Denisovans, the Neanderthals and our species met and interbred. That is why some people today have Neanderthal or Denisovan DNA.

Denisovan remains are exceedingly scarce. Everything scientists know about them has been extracted from just three teeth and a pinky of four Denisovan individuals all found in the same cave.

## Unit 4 Protecting the Environment

### Grammar in Use

#### Section A

(1) does/can/may      (2) that      (3) that      (4) did      (5) do      (6) that

#### Section B

- (1) It was last August when the wildfires were still burning that I got a call from her.
- (2) Never had we seen so many wildfires so close to home for so many weeks.
- (3) Nor does it only happen to the West.
- (4) So tiny is the pollutant that it can enter your bloodstream when you breathe it in—that makes smoke so dangerous.
- (5) It is the elderly, people with heart or lung disease, pregnant women, and children who are most at risk.

### Vocabulary Focus

#### Section A

(1) collapsing      (2) villains      (3) supply      (4) process      (5) involve the students in  
(6) released      (7) essential      (8) the large quantity of waste

#### Section B

- **Task 1**

(1) widespread      (2) make up      (3) eventually      (4) productive      (5) serve as  
(6) alternative      (7) estimated      (8) apparently      (9) sustainable      (10) present

- **Task 2**

(1) renewable energy      (2) an alternative to      (3) plastic brick pieces  
(4) power a large quantity of residential homes      (5) supplying stable price  
(6) sustainable development      (7) environmental awareness  
(8) involved in environmental and social issues  
(9) We can create a green environment for children's study and play

We can lead children into nature to look for natural resources.

We can encourage children to collect waste material to create sth new.

(Answers may vary.)

### Listening and Viewing

#### Section A

**Script** 

Children play an important role in protecting the environment, but what is the public's attitude towards climate education? Listen to the interview and complete the tasks.

- **Task 1. Listen to the first part of the interview and complete the notes.**

W: Here's some Green Earth news for you. Michael Smith from National Environment Protection

Association joins us now. Hi, Michael.

M: Hi, Rachel.

W: We know your team has finished a survey about the public's attitude towards teaching children climate change. First of all, can you tell us why you conducted this survey?

M: Science tells us that it's children that are going to experience the most serious effects of climate change. So we wanted to know, are people supportive of teaching and talking to children about global warming?

W: And what was the answer?

M: Well, a vast majority of people do support teaching children about climate change. Two-thirds don't think that you should need support or permission from parents to teach it. But on the other hand, even though 86 percent of teachers say, yes, we should teach about climate change, a little over half of teachers say they do not personally teach it in their classes.

W: So they like the idea of doing it, but they don't do it. Why?

M: Yeah. Two thirds of teachers told us "it's not my subject area". And teachers tend to be overworked and are short of resources. Besides, one third of teachers told us that they're worried about parent pushback when talking about climate change. Those parents may work in the fossil fuel industry.

W: I see.

- **Task 2. Listen to the second part of the interview and answer the questions.**

W: Here is the last question. Your survey indicates that most parents are supportive. Right?

M: Yes. That's true. Although we did talk to teachers who work in areas around the country where, you know, maybe they work in the fossil fuel industry, so it's a sensitive subject.

W: Then, if teachers aren't teaching climate change, are parents themselves talking to their kids about it?

M: Here's this other really interesting disconnect. So 84 percent of parents of children under 18 say, yes, children should learn about climate change. But just 45 percent said, yes, I speak to my own children about it. So, like, I talked to a mom of three who says she's personally very concerned about climate change. They even put solar panels on their house to create enough power for the hot water. But she hasn't talked to her children about it. And now that we're asking, she's wondering why she has not.

W: All right. Michael, thanks. We appreciate it.

M: Thanks, Rachel.

#### **Key to Section A**

- **Task 1**

(1) supportive of teaching      (2) A vast majority      (3) support or permission      (4) over half

(5) subject area                  (6) overworked and short of resources

(7) worry about the pushback from parents

- **Task 2**

1. Maybe the parents work in the fossil fuel industry. The rejection of fossil fuel may threaten their jobs, so they don't really want to talk about it.
2. 84 percent of parents whose children are under 18 say children should learn about climate change. But just 45 percent say they speak to their own kids about it.

## Section B

### Script

Many of the world's iconic buildings are upgraded for energy efficiency. Listen to the lecture and complete the tasks.

- **Task 1. Match the buildings to their present situations.**

Today, we are going to talk about world famous buildings that are upgraded for energy efficiency. In this lecture, I am going to introduce four examples.

First of all, let's have a look at the Empire State Building. Its upgrades ranged from heating and cooling components to lights that automatically dim during the day. The building's 6,500 windows proved to be particularly wasteful. But instead of replacing them, they were removed, redecorated and reinstalled to avoid disruption. A gas-filled film was added, and now the "superwindows" reduce summer heat gain and winter loss by more than half.

Fenway Park is another example. The park is one of the baseball's oldest stadiums. On Opening Day in 2015, Fenway introduced fans to an unexpected feature that's a different kind of green. It was a 5,000-square-foot rooftop farm. Last year Fenway Farms grew nearly 6,000 pounds of organic food for the park.

Next, let's look at the Eiffel Tower. On the first level, three pavilions housing a restaurant, conference room, and shop were rebuilt. More than 100 square feet of solar panels were fixed on the pavilion roofs, creating enough power for half the hot water used at that level.

Our last example is the Sydney Opera House. Replacing the lights with LEDs cut the concert hall's electricity consumption by 75 percent. Management also reduced the waste produced by staff and the eight million visitors each year. The types of materials recycled grew from two to eight. Food waste is targeted too. Some is sent to a bioenergy fuel producer.

- **Task 2. Listen to the main part of the lecture again and complete the summary.**

First of all, let's have a look at the Empire State Building. Its upgrades ranged from heating and cooling components to lights that automatically dim during the day. The building's 6,500 windows proved to be particularly wasteful. But instead of replacing them, they were removed, redecorated and reinstalled to avoid disruption. A gas-filled film was added, and now the "superwindows" reduce summer heat gain and winter loss by more than half.

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#### Key to Section B

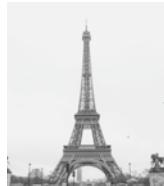
- **Task 1**



Empire State Building



Fenway Park



Eiffel Tower



Sydney Opera House

a. A 5,000-square-foot rooftop farm was built.

b. Over 100 square feet of solar panels were fixed on the pavilion roof.

c. Lights are replaced with LEDs.

d. A gas-filled film was added.

- **Task 2**

- (1) reduce summer heat gain and winter loss
- (2) the rooftop farm
- (3) (nearly 6,000 pounds of) organic food
- (4) recycling materials
- (5) a bioenergy fuel producer

## Section C

Script



Forests cover about 30% of the planet, but they are facing serious problems. Watch the video clip and complete the tasks.

Forests cover about 30% of the planet and the ecosystems they create play an essential role in supporting life on earth, but deforestation is clearing earth's forests on a massive scale. And at the current rate of destruction, the world's rainforests could completely disappear within a hundred years.

Why should we care about deforestation? Together, forestry and agriculture are responsible for 24% of greenhouse gas emissions, making deforestation a significant contributor to climate change. Deforestation impacts the amount of greenhouse gases in the atmosphere in two ways. First, when trees are felled, they release the carbon they are storing into the atmosphere. Second, trees play a critical role in absorbing the greenhouse gases that fuel global warming. Fewer forests mean larger amounts of greenhouse gases entering the atmosphere and increase speed and severity of global warming. In addition to helping regulate the earth's climate, forests provide habitats for over 80% of the plants and animals that live on land. But deforestation destroys these habitats, diminishing biodiversity. Some estimate that four to six thousand rainforest species go extinct each year.

This also affects the more than 2 billion people who rely on forests as sources of food and shelter. The biggest driver of deforestation is agriculture. Farmers chop down trees in order to plant crops like soybeans, palm trees and cocoa or to make room to raise livestock for beef. Logging operations, which provide the world's wood and paper products, also cut countless trees each year. Forests are also destroyed as a result of growing urban sprawl as land is developed for dwellings.

The effects of deforestation are grave but not irreversible. Efforts such as managing forest resources, eliminating clear cutting and planting new trees to replace those removed, are already being made to reduce deforestation environmental impact on our planet. And while some plant and animal species are gone forever, combating deforestation can help prevent further loss of biodiversity.

### Key to Section C

- **Task 1**

The picture is about deforestation, destruction or removal of forests and their undergrowth.

- **Task 2**

(Answers may vary.)

Forestry and agriculture are responsible for 24% of the global greenhouse gas emissions.

Forests provide habitats for over 80% of the plants and animals that live on land.

Four to six thousand rainforest species go extinct each year.

Deforestation affects the more than 2 billion people who rely on forests as sources of food and shelter.

- **Task 3**

- (1) greenhouse gases
- (2) Destroying habitats
- (3) food and shelter
- (4) Agriculture
- (5) wood and paper products
- (6) developing land
- (7) Managing forest resources
- (8) Eliminating clear cutting

## **Reading and Viewing**

### **Section A**

- (1) B            (2) E            (3) D            (4) A

### **Section B**

- **Task 1**

- (1) realise their promise
- (2) continue to increase their emissions
- (3) Economic losses
- (4) human health, livelihoods, food, water and biodiversity
- (5) They sign a “World Scientists’ Warning of a Climate Emergency” declaration

- **Task 2**

1. To warn human beings of the severity of the failure to reduce carbon emissions and to call on all the countries in the world to take immediate and forceful action.
2. They both put forward that leaders should enforce effective regulations and strong policies to match the Paris target.
3. Because poor nations rely on the funding and technical support from the world’s rich nations, but meanwhile these rich countries are actually the main source of emissions.

- **Task 3**

(Answers may vary.)

We call on all nations to work together to develop a low-carbon economy; reducing carbon emissions is the only way to achieve sustainable development!

It is high time that the nations united to enforce policies and regulations to match the Paris target!

## **Integrated Tasks**

### **Section A**

(Answers may vary.)

Air pollution is a big headache for governments and people worldwide. Long-term exposure to air pollution does great harm to human health, and this has caused widespread concern.

The latest news on this issue involves data on 6.2 million heart attack cases worldwide.

Researchers found “clear associations” between high levels of air pollution and the risk of heart attacks: the higher the level of air pollution, the more heart attack deaths. Although the analysis didn’t answer the question of how pollution causes heart attacks, it shows it is pollution that can narrow blood vessels, increasing blood pressure.

To make matters worse, evidence shows air pollution is associated with negative reproductive health. Small as the risks tend to be, the number of people that might be affected is significantly large. What worries us most is that a report released recently adds to evidence that air pollution may be linked to mental health conditions.

## Section B



- **Task 1. Listen to the first part of the passage and answer the questions.**

We know dirty air is bad for our bodies. It causes millions of deaths worldwide every year and is a bigger killer than smoking. But could air pollution be bad for our minds too? A study has found that mental illnesses are more common among teenagers in the UK’s most polluted areas. The mental illnesses observed involve hearing or seeing something that others don’t. However, that doesn’t mean that breathing in air pollution leads to mental illnesses in teenagers.

- **Task 2. Listen to the second part of the passage and complete the mind map with no more than three words.**

It isn’t known how air pollution might be linked to mental illnesses. One possibility put forward by the team is that a build-up of pollutants can directly influence the brain. Studies have linked air pollution with damage to a vital part of the brain. Damage to this part of the brain has been linked to mental illnesses. Another possibility could be that it isn’t the dirty air itself, but the noise from the cars that is behind it. Noise pollution can increase stress and disrupt sleep, two factors associated with mental illnesses.

### Key to Section B

- **Task 1**

1. Could air pollution be bad for our minds too?
2. The most polluted areas.
3. Hearing or seeing something that others don’t.

- **Task 2**

- (1) pollutants
- (2) a vital part
- (3) noise from cars
- (4) increased stress

- **Task 3**

(Answers may vary.)

UK researchers found that teenagers in the more polluted areas were more likely to develop a mental illness that caused them to see or hear something that others didn’t, though it is not clear

whether it was the polluted air or the noise from cars that caused the symptoms. Researchers from other countries have similar findings. Research in China, for example, has shown a link between PM 2.5 concentrations and severe mental illness; researchers from America have found that exposure to severe air pollution has significant and persistent consequences on mental health and that women seem to be more affected than men.

## **Extended Reading**

### **Pre-reading questions**

(Answers may vary.)

1. Carbon footprint is the amount of carbon dioxide that a person or organization produces by the things they do. It reflects the amount of harm they do to the environment.
2. I think the consumerist lifestyle that many people live now has the most negative impact on the environment, because this kind of lifestyle means people are consuming much more than they actually need, and the mass production of commodities is directly related to the emission of green-house gases.

### **Food for thought**

(Answers may vary.)

1. Food, transport, energy use and other consumption.
2. His response implies that the society values personal success over an awareness of environmental protection.

### **Challenge**

(Answers may vary.)

Good morning, everyone.

On behalf of the environmental club, I'd like to take this opportunity today to call on everyone to go greener by changing your lifestyle as far as you can.

Each of us has a carbon footprint, which is the damage we do to the environment. We can reduce our carbon footprints by making a few conscious changes in how we live.

Food and transport account for a large part of our carbon emissions. That's where we can start making changes.

Are you a big meat eater? Whether you are a meat lover or not, you must be aware that raising livestock is energy consuming. Eating meat moderately is not only good for us, but also good for the environment. Besides eating less meat, we can choose to eat whatever food is more environmentally friendly, such as locally produced foods, which are greener in most cases.

The commutes between school and home can also cause emissions. Stick to public transport if possible. If travelling by car is inevitable, share the ride with family or friends whenever you can. What's more, a vacation at home costs much less both financially and environmentally than a vacation overseas, as taking an overseas flight will greatly increase your carbon footprint.

At home, we can try to avoid unnecessary consumption of energy. You may want to consider

getting rid of that refrigerator or air-conditioner, for example. Remember to use water economically, too.

How many clothes do you buy every year? Are you a fan of those fast fashion brands? In fact, the fast fashion has severe environmental consequences. To avoid throwing away clothes that you have lost interest in after wearing them only once or twice, spend money on quality clothes that will last many years and will never go out of fashion. The same rule applies to other things you need to use in your life.

Making all those lifestyle changes may sound easy, but it is always easier said than done. Make the changes today and stick to them from now on. Take action now, and the earth will have a better chance because of you! Thank you!

## Revision

### Listening Comprehension

#### Section A Short Conversations

##### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: Hello, I'm calling to confirm the delivery time of the recycling bags we ordered the other day.  
W: OK, let me check. Your order was originally due by the end of the first half of the year, earliest in March and latest in May. But because of the transportation breakdown, it has to be put off until the third quarter.  
Q: When will the recycling bags most probably be delivered?
2. M: Finally, mission completed. You can take a load off your mind.  
W: Thank you so much. I still remember the struggling moments, day in and day out.  
Q: How does the woman feel now?
3. M: What exciting news! A high-tech artificial tree has been created to clean carbon dioxide.  
W: Yes, it is actually a metal or plastic mini structure. They can be used in high-traffic areas where there is no space for real trees.  
Q: What can we learn about the artificial tree?
4. W: Hey, Mike! Haven't seen you around these days. Where have you been?  
M: I went on a long adventure without any preparation to get away from the exhausting work. I feel like a different person now.  
Q: What does the man mean about his adventure?
5. M: Your company has recently launched a brand-new package tour to Dunhuang, hasn't it?  
W: Yes, it's quite special. Tourists can take a train there and then cycle around. I think it is a good choice if you prefer a greener route, either alone or with your family.  
Q: What can we learn about the tour to Dunhuang from the conversation?
6. M: Sorry, I just can't get the numbers right. My mind goes blank now.  
W: How about calling it a day? Tomorrow we'll pick up from here.  
Q: What does woman mean?
7. M: How has the yoga course been?  
W: Oh, it's working magic for me as my headaches are gone. But I need more practice to stay focused for longer.  
Q: What can we learn from the conversation?
8. M: My friends have been complaining to me that I distance myself from them! But I am just prioritizing my work. I really don't get the point.  
W: If I were you, I would be more generous with time for chatting and hanging out.

- Q: What can we learn from the conversation?
9. M: It's weird. Sandy didn't go to school with Tony and Mary today.
- W: Friend issues. I bet you'll see them with each other soon enough.
- Q: What does the woman imply?
10. W: I thought Tom would be in the game today.
- M: He always gets cold feet. Typical of him.
- Q: What can we learn from the conversation?

#### Key to Section A

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. A | 3. B | 4. B | 5. B  |
| 6. A | 7. B | 8. D | 9. A | 10. B |

#### Section B



Listen to the two passages and choose the best answer to each of the questions. The passages will be read twice, but the questions will be spoken only once.

##### **Questions 11 through 13 are based on the following passage.**

Most of us are familiar with service animals — they're usually dogs, cats that assist people with disabilities, or provide treatment and medical assistance to those with mental health issues.

Service animals are specially trained to perform tasks to help their owners, such as directing those who are blind or detecting when an owner might be on the edge of a panic attack.

Emotional support animals, ESAs, meanwhile, don't need to be trained to do anything in particular. Usually, they just provide support and comfort simply through their presence.

For travellers with a fear of flying, or for those who suffer from anxiety, or other mental health problems, the presence of a familiar animal can help ease panic.

Before a traveller can board an airplane with an emotional support animal, they need to present a letter from a licensed mental health professional. The letter must indicate that the traveller has a mental health issue that makes an ESA necessary, but there's no need for the letter to present the details of the traveller's health problems.

The US Department of Transportation rules that emotional support animals can be brought on any US-based flight. This measure is to balance safety concerns with the right of passengers with disabilities to access this air transportation.

A passenger with an ESA welcomed the measure, saying “I wouldn't say I have a fear of flying, because I do fly. I have worries, and anxiety associated with flying, though. An ESA is a distraction, and he is familiar. When people are uncomfortable, they seek familiarity because it provides comfort. Petting an animal lowers stress and anxiety, so it naturally makes me feel better to have him around when I'm flying.”

##### **Questions:**

11. What do emotional support animals do?
12. Which of the following is true about the letter for ESA travellers?

13. What does the speaker mainly talk about?

**Questions 14 through 16 are based on the following passage.**

When it comes to friendship, Dunbar Number is worth our attention. The theory behind this number is that the average person can only have a maximum of about 150 friends. These are more casual friends who you don't think of or see very much, but you'd still feel comfortable inviting them to a large event like a wedding. It further states there are only about 5 close friends that you have a significant amount of contact with on a weekly basis and then 12 to 15 people that you are still very close to and trust.

So is it always good to have many friends? Well, it looks like having too many friends online and through social media might not be the greatest. A study showed that the more online friends people have, the more stress they have. The researchers found that the more friends a person has on social media, the greater chance they have at offending people when they post things online. And this can lead to stress and anxiety, especially when people are virtual friends with their employers and parents.

But online friends are still great things to have. While there haven't really been any studies comparing online friends to ones in real life, meeting friends online through channels like social media and online gaming are still important. About 47% of teenagers have met a good friend online and around half of those teenagers made more than 5 new friends online. Online friends can be there for you in times you can't meet anyone in person and can allow you to interact with people around the world! Online friends can be awesome, but it just might not be the best idea to have too many friends.

**Questions:**

14. Which of the following statements is true according to the Dunbar Number theory?

15. Why does the speaker say "the more online friends people have, the more stress they have?"

16. What can we learn about teenagers' online friendship?

**Key to Section B**

11. C

12. D

13. B

14. A

15. D

16. B

**Section C**

**Script** 

Listen to the longer conversation and choose the best answer to the questions. The conversation will be read twice, but the questions will be spoken only once.

W: Dear tourists, now we are in the Egyptian exhibition room. I hope you guys enjoy this trip back to ancient Egypt.

M: Thank you! Look at these pictures. Are they about how the pyramids developed?

W: Yes, the pyramids were built at around 3,000–2,500 BCE and are one of the most impressive monuments of the ancient world. The first pyramids were built as simple tombs for Pharaohs, the rulers of Egypt.

M: Were they square buildings with a room inside for the mummy? Like this over here in the picture?

W: Exactly. Then they developed a kind of new tomb which is called the Step Pyramid. The Egyptians made these pyramids with steps filled in with earth and made them more pointed on top.

M: Oh I see. The ones in Giza City are this style, right? I think they are the most well-known. Everyone in the world must have seen a picture of them.

W: Sure! And many tourists are interested in how the Egyptians made them exactly.

M: So am I! I heard many stories about using slaves and even aliens helping them.

W: A pyramid is not hard to build if you have plenty of cheap workers available. First, they build a small ancient style tomb on the ground in an ordinary way. Then they put tons and tons of dirt over the tomb, leaving a tunnel to the outside. Then they began placing huge stones all over the outside of the pyramid.

M: That's amazing! But how could the ancient Egyptians pile all those huge stones to such a height?

W: To raise the stone to the top of the pyramid, they built long slopes of dirt and then rolled the stones up them. They kept making the slopes higher and longer. When it was done, they took the earth slopes away again.

M: Wow! It is unbelievable how they built such massive structures without machinery.

W: Yeah, that is where the greatness of human civilisation lies.

#### Questions:

17. Where does this conversation most probably take place?

18. What's special about the Step Pyramids?

19. Which of the following is true about building the pyramid?

20. According to the woman, how did the workers raise the stones to the top of the pyramid?

#### Key to Section C

17. B

18. A

19. B

20. D

#### Grammar

- |                      |             |             |              |                |
|----------------------|-------------|-------------|--------------|----------------|
| (1) has been working | (2) because | (3) to work | (4) required | (5) less clear |
| (6) while            | (7) do      | (8) why     | (9) which    | (10) Delaying  |

#### Vocabulary

- |                 |             |                |                  |                |
|-----------------|-------------|----------------|------------------|----------------|
| (1) separated   | (2) quality | (3) threat     | (4) specific     | (5) labelled   |
| (6) demonstrate | (7) approve | (8) abnormally | (9) interference | (10) represent |

#### Reading Comprehension

##### Section A

- |      |       |       |       |       |       |       |      |
|------|-------|-------|-------|-------|-------|-------|------|
| 1. C | 2. A  | 3. D  | 4. C  | 5. B  | 6. D  | 7. A  | 8. B |
| 9. D | 10. B | 11. A | 12. D | 13. B | 14. C | 15. B |      |

##### Section B

- |           |       |       |       |
|-----------|-------|-------|-------|
| (A) 16. D | 17. C | 18. A | 19. B |
| (B) 20. C | 21. C | 22. D | 23. B |

##### Section C

- |       |       |       |       |
|-------|-------|-------|-------|
| 24. B | 25. D | 26. A | 27. F |
|-------|-------|-------|-------|

## **Summary Writing**

Researchers have found that interacting with people who are less close than friends also provides emotional satisfaction. The key is the presence of rapport—things we do that make the interaction pleasant. Rapport is necessary for high-quality interaction, and can help satisfy some of our basic psychological needs. What's more, it can exist in virtually all types of relationships. (59 words)

## **Translation**

1. Robert, a music lover, devoted all his spare time to setting up his own band.
2. Since the beginning of this year, three expedition teams have been inspired to take part in the charity activity.
3. It was not until he had his own child that he learned the meaning of hardship, as well as how to show gratitude to his own parents.
4. Studies have found that compared with people who are indifferent to others' suffering, warm-hearted people tend to be more open-minded, stay calmer in an emergency and live a healthier and longer life.

## **Guided Writing**

Dear Sir,

Learning that the Anxiety Relieving Club is recruiting new members, I am writing to recommend myself as a candidate.

I once suffered constant pressure. Frightening anxiety accompanied me like my shadow in the darkness. It was my friends, teachers and parents who helped me out. Without them, I would never have enjoyed the beautiful sunshine again.

Now I hope to share my personal experience and practical suggestions with people in need so that they can be relieved of suffering too. They need to know that it is common for teenagers to experience anxiety from time to time. Anxiety can be a good thing as it helps us realize when things aren't right. Teenagers must learn to limit their "worrying time" because nothing can be solved by obsessive behaviour. Teenagers need to be urged to turn to a professional.

I sincerely hope that I can be admitted into the club and thereby help to alleviate the sufferings of fellow students suffering the pain of stress and anxiety.

Yours,  
Li Hua

## **Listening and Speaking**

### **Key to Section B**

1. Did you feel tired volunteering at the garbage classification centre?

When did you arrive there and start working?

What did you do while you volunteered there?

What impressed you most in the whole volunteering experience?

2. Would you like to share some interesting plots with me?

Did you buy the book or borrow it from the library?

Which character do you like best?

How long will it take you to finish reading the book?

### Section C

#### Script

Make quick responses to the sentences you have heard.

1. Heard the news? Millions of tons of radioactive nuclear-contaminated waste water will be dumped into the Pacific Ocean!
2. You made me your best friend but I just let you down. I should've been up there for you when you were in trouble. I'm really sorry.
3. I'd like to renew this science fiction book. How long can I keep it?
4. There are many urban abandoned lots. Do you have any good idea to transform them?

#### Key to Section C

(Answer for reference)

1. How terrible it is!/Sorry to hear that, but the government should be responsible!
2. It doesn't matter. I know you've been busy./Never mind.
3. You can keep it for another two weeks./Sorry, this book can't be renewed once it is due.
4. Yes, we can transform them into gardens so that people can relax there./Sorry, I have no idea.

### Section D

#### Script

You will hear a short passage. The passage will be read twice. After you hear the passage, answer the first question with the information you hear and the second according to your own opinion.

How do you feel about exams? Is it the one thing you dread or an experience you enjoy because it's your time to shine? Every year, many young people sit exams and whether they love or hate them, most of them will face some anxiety in the lead up to the big day.

If you're anxious about your exams, don't worry, you're not alone. It might seem like a stressful time when the pressure is on to pass that all-important test but take a deep breath and absorb some good advice from people who've been through the same experience as you.

Eating the right food can feed your brain and keep you alert. Nutritional therapist Kerry Torrens recommends making breakfast the most important meal of the day. She recommends eating energy-giving oats and eggs, which contain a nutrient called choline – thought to help cognitive performance and improve memory as we age. And don't forget to drink lots of water to keep you hydrated – some research even suggests students who take water into the exam hall may even improve their grades.

One thing I know I always need is a good night's sleep to help me work and think better the next day and that's what's recommended for anyone preparing for their exams. If you get good sleep your memory is better and that means you can retain the information you have revised. And it's good to wind down before bedtime too – no watching TV or chatting on social media!

A good way to reduce your stress is to write down your anxieties, because it can "free your mind".

Torrens also says sitting on your bed when you're cramming is not a good idea because then you associate that place with stress. Revising for exams can also sometimes seem non-stop, so it's good to take breaks and reward yourself with a small treat, like a cake or a quick run around the block. There comes a point when your brain can't absorb any more information so you'll also need to know when to stop.

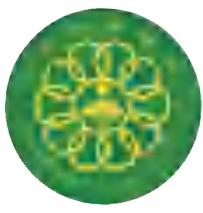
But if all this talk about revising and exams is still stressing you out, be assured that there are some people who will always be more on edge than you: your parents! They're there to support you but they'll be biting their fingernails, worrying about you and the final results. So maybe you need to give them some advice — chill, everything will be OK!

#### **Key to Section D**

1. Eating the right food, drinking lots of water, having a good night's sleep, and writing down the anxieties are good ways to cope with exam stress.
2. *(Answers may vary.)*

When I am stressed about the coming exam, I will do the following three things. First of all, I will talk to those close to me, like my parents or my friends. In this way, I can open my heart and really feel relieved after communicating. Secondly, I will have a balanced diet and drink much water, as this can keep me alert. Last but not the least, I try my best to have a sound sleep so that I can sit the exam energetically.

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