

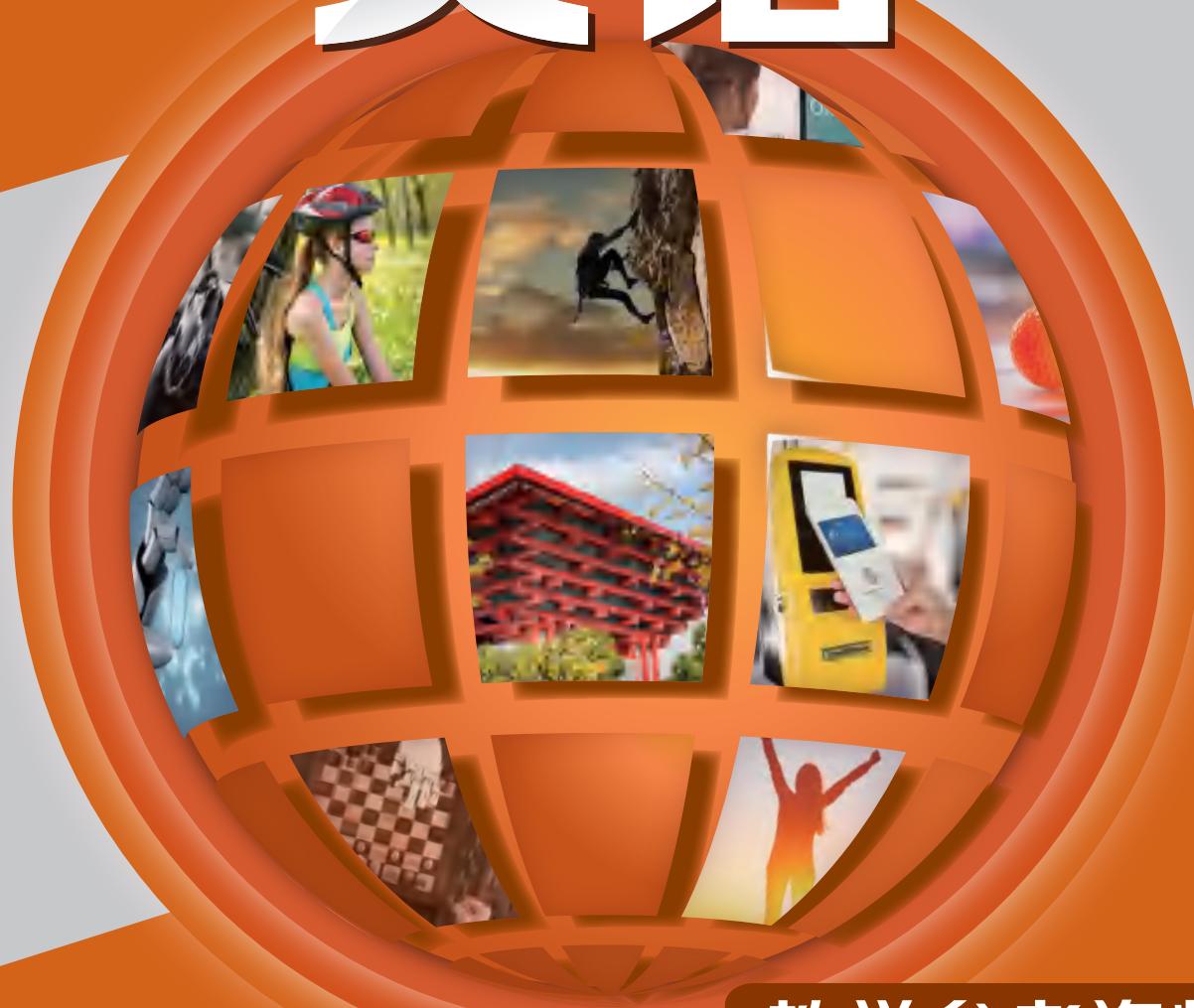
普通高中

ENGLISH

英语

(必修)

第三册



教学参考资料

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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，有效指导教学；
- (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。遵循“基于标准、理论驱动、分层拓展”的编写原则，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、教学策略有效的教师教学参考资料，服务教师教学。

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的策略和活动建议，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和教学建议，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。

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）【理解】

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）【理解】

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真实感受。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）【理解】

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）【发现】

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）【发现】

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. 视听实践（Listening and Viewing）【理解】

视听板块的首要目标是在视听过程中，引导学生根据视听任务，关注多模态语篇协同建构意义的方式，并运用适当策略，培养学生获取和加工语篇所传递的相关信息的能力。其次，视听语篇还起到滚动并升级单元话题、丰富单元主题语境、增加内容和语言输入，以及建构话题知识的目的。为此，该板块教学活动设计应以内容为中心，依据视听任务分层设计活动，指导学生选用合适的视听策略，开展情景语境分析、言语行为分析、话轮分析等，进行基于视听语篇的基础互动和深入视听语篇的拓展互动设计，形成视听说一体化设计。

9. 综合运用（Moving Forward）【表达】

综合运用板块是以阅读和视听语篇中的语言输入内容为基础，以产出为导向的能力训练板块，着力培养学生的口语和书面表达能力。说与写的活动在设计上既相对独立，又密切相关，互联互通，相辅相成。板块设计是基于输出驱动教学和任务型教学的理念，从语用角度出发，关注真实语境、交际目的、交际场合、交际对象以及语言选择等，实现多模态语言输入、多技能语言输出、采用以说促写、以写助说、说写融合的教学流程，达到说写一体的效果。该板块主要帮助教师理解与掌握说与写技能教学理念、方法和策略，将说与写的活动有机融合，培养学生的说与写的表达性技能。

10. 拓展阅读（Reading B）【理解】

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。

11. 思辨训练（Critical Thinking）【拓展】

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。

12. 项目探究（Further Exploration）【拓展】

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）【理解】

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。

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 7 课时，每课时 40 分钟；练习部分及补充教学活动时间为 2 课时，每课时 40 分钟。教材每单元的课时分配建议见下表：

单元的课时分配建议

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 (课文) Personal Touch Reading Comprehension		
Vocabulary Focus		
Grammar in Use		
Listening and Viewing	1	视听融合
Moving Forward	1	说写一体
Reading B Comprehension Plus	1	阅读与思辨
Critical Thinking		
Further Exploration	1	探究与评估
Self-assessment		
补充教学活动	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。

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Unit 1

Road to Success

- ▶ tell success stories and describe characteristics of successful people;
- ▶ compare people's opinions about success in different cultures;
- ▶ identify factors that lead to success;
- ▶ find organisational patterns, use the cause-effect pattern in writing, and pace our speech.



A journey of a thousand miles begins
with a single step.

— Laozi

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“做人与做事”	<ul style="list-style-type: none"> 能讲述成功人士的励志故事并描述他们具备的特征； 能比较不同文化对成功的观点和态度； 能识别获得成功的共性要素； 能分析语篇结构，在写作中表达因果关系以及在口语表达中运用不同语速表达意图和情感。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳出毕业演讲稿的主要文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能归纳出名人传记的主要文体特征。
	听力语篇	<ul style="list-style-type: none"> 能列出调查报告语篇的特征。
	视听语篇	<ul style="list-style-type: none"> 能综合视频中画面、背景、声音、面部表情、手势动作等以获取信息。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏变化等表达信息、意义、意图和情感等。
	词汇	<ul style="list-style-type: none"> 能总结出“动词 + off”短语动词的意义生成规律，并灵活运用于语篇理解和意义表达。
	语法	<ul style="list-style-type: none"> 能在语篇中识别 -ing 和 -ed 分词做补语的形式，说明其表意功能； 能根据表达需要恰当运用 -ing、 -ed 分词做补语。
	语篇	<ul style="list-style-type: none"> 能识别单元演讲文体中以人物经历为主线的语篇类型和结构特征； 能识别单元名人传记中的人物评价、生平介绍、主要事迹等组成要素和语言特征； 能判断语篇中句子、句群和段落之间的语义逻辑关系； 能利用调查报告语篇的结构特征，获取主要内容和细节。
	语用	<ul style="list-style-type: none"> 能判断单元语篇的语篇目的、语篇对象、作者观点、意向与理念等； 能运用功能语言和得体语言形式表达个人观点、态度与意图； 能根据交际场合和交际对象选择恰当的语言形式进行演讲或书面表达，表达个人的经历、感想与观点。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> • 能发现并理解语篇中包含的文化元素，如创新、独立、自强、自信等； • 能获取古今中外、不同文化、不同阶段、不同领域的人对成功的意义、要素、路径等的理解； • 能利用单元提供的文化链接说明重要医药发现的文化意义； • 能通过研究性学习说明成功要素的多元性。
语言技能	听	<ul style="list-style-type: none"> • 能获取听力材料中的数据等事实信息，并识别调查报告的要素。
	说	<ul style="list-style-type: none"> • 能依据听、看的内容表达个人感受与观点； • 能参考提前准备好的演讲稿进行简短的演讲。
	读	<ul style="list-style-type: none"> • 能按照叙事类语篇成分分析乔布斯演讲中的语篇结构和故事内容； • 能获取名人传记中屠呦呦的贡献、生平经历、取得成功的历程等。
	看	<ul style="list-style-type: none"> • 能获取视频中多模态资源所传达的各行各业和不同年龄段的人取得成功的主要因素和相关建议。
	写	<ul style="list-style-type: none"> • 能从个人成功经历中寻找不同事件的因果关系并写出80—100词包含因果关系的语段。
学习策略	听	<ul style="list-style-type: none"> • 能依据听力任务概括听力材料大意和筛选细节信息。
	说	<ul style="list-style-type: none"> • 能在口头表达中恰当运用停顿、节奏变化等策略，表达不同的意图和情感； • 能分析与整合单元语篇信息，分享成功要素。
	读	<ul style="list-style-type: none"> • 能依据演讲和传记的语篇结构来分析语篇组成部分和内容。
	写	<ul style="list-style-type: none"> • 能在书面表达中运用“因果关系”模式。

Reading A

What do you think a guest speaker normally talks about in a commencement speech? Read the text and find out what Steve Jobs said in his speech.

Getting Started

-  Share with a partner your understanding of the following quotes. Explain which one makes the most sense to you.

In all things success depends on previous preparation, and without previous preparation there is sure to be failure.

— Zisi

Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful.

— Albert Schweitzer

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

— Benjamin Franklin

STAY HUNGRY STAY FOOLISH

I'm honored to be with you today for your commencement. I want to tell you three stories from my life.

The first story is about connecting the dots. When I was at Reed College, it offered perhaps the best calligraphy instruction in the country. I decided to take a calligraphy class. At that time none of what I learned about calligraphy seemed to have even a hope of any practical application in my life. But ten years later when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. Of course it was impossible to connect the dots looking forward. You can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future.

My second story is about love and loss. I was lucky — I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was twenty. And then at thirty, I got fired. But something slowly began to dawn on me — I still loved what I did. And so I decided to start over.

Getting Started

教学内容与要求

- 能通过交流激活主题词汇，引入主题语境；
- 能讨论并分享名人对成功的概念界定；
- 能根据名人名言的内涵并结合自己的经历表达自己对成功的理解。

教学建议

- 1 Introduce the topic of this unit – Road to Success. Encourage students to brainstorm some proverbs or quotes about success, such as: Failure is the mother of success.
- 2 Direct students' attention to the three quotes on page 4. Invite individual students or the whole class to read them aloud and ask students to interpret the three quotes in their own words.
- 3 If students have difficulty in understanding the quotes, help them by giving some explanations or the Chinese versions. The original Chinese version of the first quote is 凡事豫则立，不豫则废。
- 4 Give a demo by explaining which one makes the most sense. Encourage students to share in groups their opinions by using real-life examples. Then invite group leaders to present their ideas in class.

参考答案

- I think the second quote makes the most sense to me, especially the second part. If a person likes doing something, he will devote all his time and energy to it. He will definitely have a passion for what he is doing and make great efforts to achieve it. (Answers may vary.)
- In my opinion, the first quote makes sense because success belongs to those who work hard to prepare for it. (Answers may vary.)

Suggested Activities 见 page T18d.

Reading A

背景介绍

- This passage is adapted from the text of the commencement address (a speech given to graduating students) delivered at Stanford University by Steve Jobs on 12 June, 2005.
- Woz is the nickname of Steve Wozniak, who co-founded Apple with Steve Jobs in 1976. He and Steve Jobs are widely recognised as pioneers of the personal computer revolution of the 1970s and 1980s.
- The Whole Earth Catalog was an American counterculture magazine and product catalogue published several times a year between 1968 and 1972, and then occasionally until 1998.

难句注释

- At that time none of what I learned about calligraphy seemed to have even a hope of any practical application in my life. (lines 8–10)

句中 none of what I learned about calligraphy 为主语成分，构成了否定句式，即 What I learned about calligraphy seemed to have no hope of practical application in my life。整句意为“那时候，我学的那些书法知识似乎在生活中派不上一点实际的用场。”

词汇释义

• honor (BrE honour) (line 1)

v. to make sb feel proud and happy 使感到荣幸

She was honoured to accept the appointment and looked forward to its challenges. 她很荣幸接受这一任命，并期待着它所带来的挑战。

to give public praise, an award or a title to sb for sth they have done 给予表扬（或奖励、头衔、称号、荣幸、尊重）

They honoured me with a seat at the head of the table. 他们让我坐在桌子的上首，以示对我的尊敬。

honourable adj. 荣誉的；值得敬仰的

in honour of 为纪念或庆祝

in one's honour 向……表示敬意；纪念

• commencement (line 2)

n. a ceremony at which students receive their academic degrees or diplomas 学位授予典礼；毕业典礼

In his famous 2005 commencement speech to Stanford University, Jobs said of his time at Reed: “It wasn’t all romantic.” 在其知名的 2005 年斯坦福大学毕业典礼讲话中，乔布斯提到了他在里德学院的这段时光：“那并不浪漫。”

• application (line 10)

n. the practical use of sth, especially a theory, discovery, etc. （尤指理论、发现等的）应用，运用

The wide application of computers in science and technology will free man from the labour of complicated measurement. 计算机在科学技术方面广泛的应用将使人们从复杂的计量中摆脱出来。

n. formal request 申请

His application for membership of the organisation was accepted. 他对该组织会员资格的申请被接受了。

apply v. 应用；申请

applicant n. 申请者

clinical application 临床应用

application form 申请表

• somehow (line 18)

adv. in a way that is not known or certain 以某种方式（或方法）

Somehow or other I was able to solve the problem myself. 我总算能自己解答那个问题了。

• loss (line 20)

n. the state of no longer having sth or as much of sth; the process that leads to this 丧失；损失；丢失

Finally he has recovered from the loss of his old friend. 最终他从失去老朋友的痛苦中恢复过来了。

weight loss 重量减轻

feel at a loss 感到困惑不解，感到不知所措

• dawn on sb (line 25)

使某人开始明白某事

It gradually dawned on me that I still had talent and ought to participate in the competition again. 我渐渐明白我还有能力，应该再次参加比赛。

• start over (line 26)

重新开始

What kind of life would you choose if you had to start over? 如果必须重新开始，你将选择什么样的生活？

• remarkable (line 28)

adj. unusual or surprising in a way that causes people to take notice 非凡的；奇异的；显著的；引人注目的

Progress since last year has been remarkable, but we have a long way yet to go. 自去年以来我们取得了显著进步，但今后的道路仍很漫长。

The beach is one of the most remarkable and unique places I have ever been to. 这片沙滩是我所去过的最非凡和特别的地方之一。

• convince (line 30)

v. to make sb/yourself believe that sth is true 使确信；使相信；使信服

How can I convince my boss to invest in our creative ideas? 我怎样才能说服我的老板投资我们的创新想法呢?
convince sb to do sth 说服某人做某事
convince sb of sth 使某人相信某事

• **settle (line 34)**

v. to accept something that is not exactly what you want but is the best that is available 将就

I couldn't afford the house I really wanted, so I had to settle for second best. 我真心想要的房子我买不起，所以只得退而求其次了。

v. to decide or arrange sth finally (最终) 决定，确定；安排好

Let's settle the date of our next meeting. 让我们确定一下下次会议的日期。

The nurse settled her patient for the night, and settled herself in an armchair in the next room. 护士安顿好病人过夜，然后在隔壁房间的扶手椅上坐下来休息。

settle down 定居，安身

settle the problem 解决问题

settle to do sth 决定做某事

• **quote (line 36)**

n. a group of words or a short piece of writing taken from a book, play, speech, etc. and repeated because it is interesting or useful (非正式) 引语；引文；语录

The newspaper started its editorial comment with a quote from a famous scientist. 这家报纸的社论以一位著名科学家的引语开始。

v. to repeat the exact words that another person has said or written 引用；引述

The chairman quoted statistics saying that the standard of living of the poorest people had risen. 主持人引用统计数据说到，赤贫人口的生活水平已经提高。

• **surgery (line 44)**

n. medical treatment of injuries or diseases that involves cutting open a person's body and often removing or replacing some parts; the branch of medicine connected with this treatment 外科手术；外科学

His father has just recovered from heart surgery. 他父亲刚从心脏手术中恢复过来。

surgeon n. 外科医生

plastic surgery 整形手术

• **live through (line 47)**

经历（灾难或其它困境）而幸存

Those generations seemed to have lived through a difficult financial time. 那几代人似乎都经历过财务困难的时候。

• **issue (line 54)**

n. one of a regular series of magazines or newspapers (杂志或报纸的) 一期；期号

The growing problem is underlined in the latest issue of the Scientific American. 这一日益严重的问题在最新一期的《科学美国人》上得到强调。

n. an important topic that people are discussing or arguing about 重要议题；争论的问题

We hold a similar view on the issue of environmental protection, but out of different considerations. 我们在环保问题上观点相同，但出发点不一样。

a monthly issue 月刊

a political issue 政治问题

教学内容与要求

- 能归纳出以人物自身经历为主线来组织演讲的语篇结构；
- 能判断作者的观点、意向与理念，以及语篇目的和对象；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能归纳出名人毕业演讲的语言特征；
- 能发现并理解本演讲语篇中包含的文化元素，如创新、坚持、积极向上等。

语篇分析

本文的语篇类型是演讲稿。语篇内容是苹果公司联合创始人史蒂夫·乔布斯在斯坦福大学毕业典礼演讲中分享的三段人生故事：一是自己在大学阶段选修的书法课对以后苹果电脑开发中的字体设计产生启发；二是自己被苹果公司开除后，因为对自己喜爱的事业的坚持，继续创立 NeXT 公司，最后回到苹果公司；三是得知患了胰腺癌后，从容过好每一天；最后乔布斯以“Stay Hungry. Stay Foolish.”来勉励大家。语篇结构为“引入段—主体部分—结束语”，其中主体部分由以时间为轴线的三个故事组成，每个故事独立成段。语言特征体现为使用了较多的行为动词和感知类动词，生动地表达了乔布斯创新、坚持、乐观的人生态度，作者以第一人称讲述自身经历，语言简洁朴实，并用较多祈使句来激励年轻人，引发读者和听众对这些故事与成功的联系进行反思。语篇的主题意义在于引导大家思考该用怎样的态度面对人生，选择怎样的道路来更好地获得成功，激发学生的创新意识以及丰富自我、完善自我的积极生活与学习态度。

难句注释

2. I'm convinced that the only thing that kept me going was that I loved what I did. (lines 30–32)

本句中出现了三个 that 引导的从句。第一句 that 引导的是宾语从句，第二句 that 引导的是定语从句，修饰前面的名词 the only thing，第三句 that 引导的是表语从句。整句意为“我坚信，唯一支撑我走下去的就是我对自己事业的热爱。”

3. On the back cover of the final issue were the words: “Stay hungry. Stay foolish.” (lines 53–55)

本句为完全倒装结构，主语是 the words，谓语动词是 were，表语是介词短语 on the back cover of the final issue，提前，谓语全部置于主语前面。整句意为“在最后一期的封底，有这样一句话，‘求知若饥，虚心若愚’。”

Personal Touch

教学建议

1. Ask students to read the text with the question in mind “What did Steve Jobs say to the graduates in his speech?” and invite one or two students to answer it. If students have difficulty, help them with some easier questions like “How many stories did Steve Jobs tell in the speech?”, “What is the first/second/third story about?”
2. Group the students to discuss which story impresses them the most and what they can learn from the story.
3. Invite group representatives to share their stories with the class.

Reference answer:

The second story impresses me the most because Steve Jobs persevered in looking for what he loved and kept doing it. (Answers may vary.)

During the next five years, I started a company named NeXT. In a remarkable turn of events, Apple bought NeXT, and I returned to Apple. I'm convinced that the only thing that kept me going was that I loved what I did. So, if you haven't found what you love, keep looking. Don't settle.

My third story is about death. When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." About a year ago I was diagnosed with cancer. My doctor advised me to go home and get my affairs in order, which is doctors' code for "prepare to die." Later it turned out to be curable with surgery. I had

the surgery and, thankfully, I am fine now. This was the closest I've been to facing death. Having lived through it, I can now say this to you: Your time is limited, so don't waste it living someone else's life.

When I was young, there was an amazing publication called the *Whole Earth Catalog*. On the back cover of the final issue were the words: "Stay hungry. Stay foolish." It was their farewell message as they signed off. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. Stay hungry. Stay foolish.

Thank you all very much.



● Personal Touch



Which story in Steve Jobs' speech impresses you the most? Why?

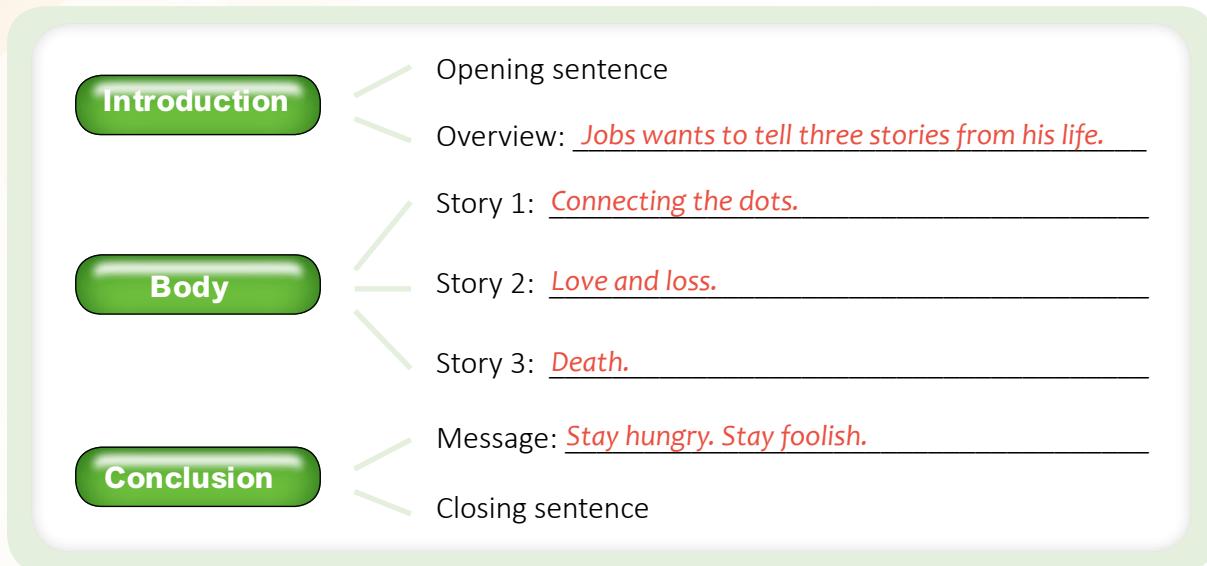
Digging In

● Comprehension

- I. Complete the outline according to Steve Jobs' speech.

Reading Strategy

Finding organisational patterns



- II. Complete the life events of Jobs according to his speech and match them with the time.

Time

1. When he was at Reed college,
2. When he was 20 years old,
3. Ten years after he left Reed College,
4. At the age of 30,
5. During the five years after he was fired by Apple,
6. One year before he made this speech,

Life events

- a. Jobs started a company named **1 NeXT**.
- b. Jobs and his colleagues designed Macintosh, the first computer **2 with beautiful typography**.
- c. Jobs was diagnosed with **3 cancer**.
- d. Jobs took a(n) **4 calligraphy class**.
- e. Jobs started **5 Apple** together with Woz.
- f. Jobs **6 was/got fired** by Apple.

1-d, 2-e, 3-b, 4-f, 5-a, 6-c

III. Answer the questions.

1. Which factor(s) played a key role in making Jobs start over after being fired by Apple?
2. How do you understand the quote "If you live each day as if it was your last, someday you'll most certainly be right"?
3. What do you think Jobs means by saying "Stay hungry. Stay foolish"?

Comprehension

阅读策略

Finding organisational patterns

1. Have students go through the whole text and identify the introduction, the main body and the conclusion of the text according to the first sentence of each paragraph.
2. Guide students to focus on the main body of the text and tell what the relationship between one paragraph and another is.
3. Ask students to think about the organisational pattern of the text and create an outline, which can help them to better understand and remember the information.
4. Introduce the most commonly used patterns of organisation, such as the chronological pattern, the spatial pattern, the cause-effect pattern, the compare-contrast pattern, and the problem-solution pattern. Choose a reading text with a typical organisational pattern from the previous student's books and ask them to figure out its organisational pattern.

教学建议

- I
1. Before getting students to read the text, ask them to share what they know about Steve Jobs. (Possibly they will say Jobs was an American business magnate and investor. He was the chairman, CEO and co-founder of Apple Inc. He was diagnosed with a pancreatic neuroendocrine tumour in his late forties, and died at the age of 56 in 2011, etc.)
 2. Ask students to guess what Jobs would have said in a commencement speech. Explain what a commencement is if they don't know the word.
 3. Guide students to read the text to get the outline (the introduction, the body and the conclusion), which is the organisational pattern of the speech. Get them to find the parallel relationship of the paragraphs in the body part. Ask them to pay special attention to the signal words, such as "three stories, the first story, my second story, my third story ...".
 4. Have students share the answers after they complete the outline.
- II
1. Ask students to go through the text again and circle the different periods of time mentioned in the text.
 2. Get students to find what happened to Jobs during those different periods of time and finish the matching activity.
 3. Have students check their answers with their partners.
- III
1. Draw students' attention to Jobs' second story and encourage them to find the reason why he could start over after getting fired.
 2. Guide students to focus on Jobs' third story and ask them how they understand the quote that Jobs read at 17.
 3. Organise a group discussion about why Jobs mentioned the words on the back cover of the final issue of the Whole Earth Catalog and encourage group representatives to share their ideas with the whole class.

Suggested Activities 见 pages T18d–T18e.

参考答案

- III
1. Jobs knew he still loved what he was doing.
 2. You should cherish every moment of your life, because you will surely die one day (life is not endless). (Answers may vary.)
 3. He means that we should always learn and do more and be willing to take risks. (Answers may vary.)

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；
- 能在理解与表达活动中运用“运用词汇”和“常用词组”，判断“识别词汇”的意义；
- 能总结出“动词 + off”短语动词的意义生成规律，并灵活运用于语篇理解和意义表达。

词汇分类

识别词汇 1: foolish, commencement, dot, typography, dawn, settle, someday, diagnose, code, thankfully, publication, catalog, farewell, anew

2: calligraphy, practical, backwards, remarkable, convince, quote, cancer, surgery

运用词汇（必修）: honour, connect, application, somehow, loss, company, curable, limited, amazing, issue

常用词组：dawn on, start over, be diagnosed with, live through

教学建议

I Key Vocabulary

- Guide students to pick up target words in the context through textual interaction. (See suggested activities on pages T18e–T18h.)
- Ask students to work in pairs and retell Jobs' three life stories using the target words.
- After students' retelling, guide them to focus on the words and expressions listed in the box and get them to complete the passage.
- Have students check the answers and give explanations if necessary.

II Word Partners: Verb + off

- (1) Draw students' attention to the publication Jobs mentioned in the commencement speech and ask them "What words appeared on the back cover of the final issue and why?" When students get the answer (because the magazine wanted to share it as a farewell message as they announced the end of the publication), help them understand the meaning of off in the context.
(2) Raise students' awareness that there are more phrasal verbs with off and ask them to read the example and the clip. Get them to work out in pairs the meaning of off in each sentence with the help of the clipped notes.

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

application	live through	loss	death	amazing
limited	start over	connect	settle	design

Steve Jobs gave a commencement speech to the graduating students at Stanford University in 2005. During his speech, Jobs told three stories. His first story was called “1 connecting the dots.” In the story, Jobs admitted that calligraphy had no practical 2 application in his college years, but that it later became important to the success of Apple as it was the first company that 3 designed computers with beautiful typography. His second story was about love and 4 loss. He shared his experience of getting fired by Apple. He did not give up. Instead, he decided to 5 start over. He started a new company and years later he returned to Apple. He learned from this experience that it was important to keep looking and not to 6 settle. In the final story, Jobs talked about 7 death. He was diagnosed with cancer. Luckily, his surgery was successful and he survived. Having 8 lived through cancer, he realised that time was 9 limited and shouldn’t be wasted. Jobs concluded his speech with words he once read in a(n) 10 amazing magazine: “Stay hungry. Stay foolish.”

II. Word Partners: Verb + off

- Underline phrasal verbs with *off* in the sentences and explain the meaning of *off* in each phrase.

e.g. Charles works really hard at football. His father drops him off at football practice at 5 p.m. every afternoon.

off: away from a certain place

- (1) On the back cover of the final issue were the words: “Stay hungry. Stay foolish.” It was their farewell message as they signed off.
off: *in such a way as to bring to an end*
- (2) After finishing the report, Shelly shut off the



The word *off* can be used after verbs to form phrasal verbs. In phrasal verbs, *off* has a variety of meanings. For example:

- away from a certain place
The chairman is setting off for New York tomorrow to attend a business meeting.
- in such a way as to be separated
After the play ended, the director took off his hat and greeted everybody in the theatre.
- in such a way as to bring something to an end
The speaker rounded off the speech with some quotes from Mark Twain.
- in such a way as to get rid of something
He is such a tough person. He is always able to laugh off difficulties.
- out of operation
The writer turned off her mobile phone and got down to work.



computer and took a short rest. *off: out of operation*

- (3) After the debate, she went home to sleep off her headache.

off: in such a way as to get rid of something

2. Fill in the blanks with the appropriate forms of the phrasal verbs given in the box.

laugh off

drive off

take off

turn off

- (1) The doctor took off his jacket and put on the white coat as soon as he arrived at the office.
- (2) After giving a thank-you speech on behalf of the whole team, the chorus leader turned off the microphone and shook hands with the audience.
- (3) Hearing that she was going to get the scholarship, Tammy drove off to her best friend's house to celebrate.
- (4) The soldiers were brave enough to laugh off their pain.

● Grammar in Use

-ing/-ed forms 3 — used as complements

- I. Read the sentences and pay attention to the underlined -ing and -ed forms. What functions do they serve?

1. I'm convinced that the only thing that keeps me going is that I love what I do.
2. After working non-stop for twenty hours, the physician went to bed tired and hungry.
3. Jane was somewhat disappointed to find her suggestions turned down.
4. The child was found writing on the ground with a stick.

Grammar Highlights



The -ing and -ed forms of a verb can be used as complements to modify subjects or objects of sentences. For example:

- **The lecturer** was heard **practising** his speech in the next room. (Subject complement)
- **The athlete** went away quite **satisfied** with the result of the match. (Subject complement)
- He found **the story of the innocent prisoner** very **exciting**. (Object complement)
- They looked for an expert and finally had **the problem solved**. (Object complement)
- All afternoon Amy worked in the study with **the door locked**. (Object complement)

2. (1) Get students to read the four phrases in the box and explain their meanings. Have them make a sentence with each phrase.
- (2) Give students some time to finish the activity with the appropriate forms of the phrasal verbs with off and check the answers with their partners. Ask them to paraphrase the sentences if necessary.

Suggested Activities 见 pages T18e–T18h.

Grammar in Use

教学内容与要求

- 能在语篇中识别 -ing 和 -ed 分词形式做补语，判断其句法和表意功能；
- 能根据表达的需要恰当运用做补语的 -ing 和 -ed 分词。

教学建议

I

1. Draw students' attention to Jobs' first story and ask "Why could Jobs start over after he got fired by Apple?" to elicit "what kept Jobs going was that he loved what he did." Get students to focus on the phrase "keep sb going" and help them to find out the function of the word "going," which serves as object complement.
2. Ask them to work out different functions of the underlined parts in Activity I with the help of "Grammar Highlights."
3. Guide students to find out some common rules with the -ing/-ed forms of verbs, i.e. that the -ing/-ed forms of verbs in this section are participles used as complements, usually after perception verbs (hear, listen to, see, watch, observe, notice, find, etc), causative verbs (get, make, have, keep, leave, etc.) and other verbs used to express one's feelings, wish, etc. They can also be used in the structure "with + n. + the -ing/-ed forms of verbs."

参考答案

I

1. object complement
2. subject complement
3. object complement
4. subject complement

II

1. Provide two example sentences for each verb from the above categories, one followed by the -ing verb form, the other by the -ed verb form. Have students discuss the differences between these pairs of sentences. For example,
I saw him discussing something with his teacher in the classroom.
I'm pleased to see the problem settled so quickly.
2. Ask students to finish the activity and check the answers with their partners.

III

1. Ask students to read the article for its main idea.
2. Ask students to finish the activity and circle the -ing/-ed forms of verbs used as complements.
3. Get students to think about the functions of the other -ing/-ed forms of verbs and help them review their different functions.

Suggested Activities 见 page T18h.

II. Fill in the blanks with the -ing or -ed forms of the verbs in brackets.

1. The writer wants his new novel displayed (display) at the book fair.
2. The comic star could feel his heart beating (beat) fast during the interview.
3. It was friendship that kept me going (go) during my hardest time.
4. After a long day's work, the lawyer lay in bed with eyes closed (close).
5. The professor was seen doing (do) an experiment in the lab after midnight.

III. Fill in the blanks with the -ing or -ed forms of the verbs given in the box. Then circle the ones that are used as complements.

publish	get	recognise	marry
inspire	sell	respect	write

Phillis Wheatley was one of the best-known poets in pre-19th century America. She was born in Africa. Around the age of seven, she was 1 sold as a slave to John and Susannah Wheatley in Boston. One day, Phillis was found 2 writing on the wall with chalk, but she was not punished. Instead, she was taught to read and write. She read a lot of books about ancient history and stories, and found them quite 3 inspiring for writing.

Phillis started writing poems when she was only thirteen. Her first poem was published in 1767 in a newspaper. A few years later, she managed to get a collection of 39 poems 4 published. It was known as the first book written by an African American poet. With her talent 5 recognised by more and more people, Phillis became honoured and 6 respected.

When the Wheatleys passed away, Phillis became a free woman. In 1778, she got 7 married to John Peters, a free black, and moved away from Boston. Life became very difficult for Phillis and her husband. Due to racial discrimination, it was very hard for them to find jobs. With things 8 getting worse, she made the decision to move back to Boston. She became very ill and passed away there. After her death, people continued to publish her poems and letters. Today people still study and read her writings.

Listening and Viewing

音频文本见 page T18b



Teens' Understanding of Success (Report)

I. Discuss the questions.

1. Which words or expressions in the box below do you think best describe the characteristics of successful people?

wealthy famous having a good job well-educated hard-working
happy satisfied strong-minded having loved ones influential

2. What other characteristics do you think successful people usually have?

II. Listen to the report and choose the best answer.

What is the study mainly about?

- A. Teenagers' definition of a successful life.
- B. Teenagers' relationship with their families.
- C. What kind of teenagers can achieve success.
- D. How teenagers can find a good job and make money.

III. Listen again and complete the summary of the survey.

Respondents: 1 439 teenagers aged 13 to 2 17

Question: What makes someone successful in life?

Findings:

1. Elements of a successful life:

- enjoying happiness and 3 satisfaction (15 percent of teens)
- fulfilling one's 4 goals (5 10 percent of teens)
- having a good 6 job (7 9 percent of teens)
- having a 8 family and making money (9 6 percent of teens)

2. Relationship among the elements:

The elements of a successful life are 10 connected to one another.

IV. Answer the questions.

Do you think people who are famous and wealthy are successful? Why or why not?

I don't think famous and wealthy people are necessarily successful. Some people become famous and wealthy not because of the achievements they have made. Instead, they become famous and wealthy accidentally. Some "big stomach" Internet celebrities, for example, have become famous only by eating things, which actually has a bad impact on their health. I don't think these people are successful at all. (Answers may vary.)

Listening and Viewing

教学内容与要求

Listening

- 能判断调查报告语篇的来源、主题、目的、调查对象、结果等；
- 能依据报道材料中提供的数据获得具体调查信息与结论；
- 能获取美国青少年对成功的理解和观点；
- 能获取调查报告语篇的其它内容和细节。

背景介绍

This audio is a report of an online survey of 439 teenagers aged from 13 to 17 years. The survey focused on their definition of success in life. The teenagers have defined success as happiness and satisfaction, fulfilling their goals, finding a good job, and other achievements. Meanwhile their response also shows the interrelationship between different elements of success.

教学建议

- I 1. Motivate students to brainstorm some words which can describe the characteristics of successful people.
2. Ask students to read the words in the box and tick those that they think can be used to describe successful people.
3. Get them to share with partners what they have ticked and tell the reason. For example, “I think successful people are hard-working because they usually make more efforts to achieve their goals until they become successful.”
4. Involve students in group discussion about other characteristics successful people usually have. For example, “devoted to work, intelligent, experiencing many failures, never giving up ...”
- II 1. Ask them to read the title and the four choices to predict what the study is mainly about, what the purpose of the study is, who is studied, and the result of the study.
2. Have students listen for the first time to get the answer and remind them to focus on the main idea of the report.
- III 1. Have students study the summary of the survey first to find out what information is missing. Remind them to pay attention to the details, like the numbers, the study result, etc.
2. Play the audio and have students listen again to complete the summary. Check the answers with the class. Allow them to listen again where necessary.
- IV 1. Get students to work in groups of four and answer the questions.
2. Invite group leaders to share their opinions and reasons.

Suggested Activities 见 pages T18h–T18i.

参考答案

- I 1. I think “influential” is a major characteristic of successful people. Besides, what successful people do and say usually have a great impact on people, so they are quite influential.
2. Other characteristics successful people usually have include passion, perseverance and dedication.
(Answers may vary.)

教学内容与要求

Viewing

- 能依据调查分析找出决定成功的主要因素；
- 能综合演讲中研究者的画面、背景、声音、面部表情、动作等资源获取信息。

背景介绍

This is an excerpt from Angela Lee Duckworth's TED talk. Leaving a job in consulting, Angela took a job teaching math to seventh graders in a New York public school. She quickly realised that IQ wasn't the only thing separating the successful students from those who struggled. Then she and her team conducted a survey on adults and kids to find out the key predictor for success. In her talk, she emphasises the role that grit plays in predicting success.

教学建议

- I 1. Ask students to read the title and guess the meaning of “predictor” by using the knowledge of word-formation. Ask them questions like “Do you think being intelligent is a predictor of success or being hardworking is a predictor of success? Which is significant or more important?” to help them understand the meaning of the title.
2. Let students go through the words in the left column and the definitions in the right column and finish the matching activity.
3. Get them to check the answers. Give explanations if necessary.
- II 1. Let students go through the choices and predict what might be the correct answers based on the title and the choices.
2. Play the video and check the answers.
- III 1. Give students some time to go through the questions first.
2. Ask them to pay more attention to some details while they are watching and guide them to fill in the blanks.
3. Check the answers. Allow students to watch again if necessary.
- IV 1. Ask students what the speaker says about “grit.”
2. Group students and have them discuss the questions.
3. Invite them to share their ideas in class.

Suggested Activities 见 page T18i.

参考答案

- IV A marathon is a long-distance race. It is a challenge for the runner's strength and perseverance. Life is also a long journey. During the journey, we may meet with lots of difficulties. In this sense it's like a marathon. Grit, or passion and perseverance, is important for us to keep running. (Answers may vary.)



A Significant Predictor of Success (Talk) 视频文本见 pages T18b–T18c

I. Match the words to the definitions.

- | | |
|------------------|--|
| 1. significant | a. difficult |
| 2. predictor | b. result |
| 3. outcome | c. an area with features that make it different from other areas |
| 4. military | d. a running race of slightly over 26 miles |
| 5. tough | e. of or relating to soldiers, arms or war |
| 6. neighbourhood | f. important |
| 7. marathon | g. something that can show what will happen in the future |

II. Watch the video and choose the best answer.

1. The speaker is a B.
A. school teacher B. psychologist C. medical expert D. reporter
2. The speaker and her team mainly studied B.
A. children in military schools
B. people in challenging situations
C. participants in national competitions
D. people who work in tough neighbourhoods

III. Watch again and fill in the blanks.

1. In her study, the speaker asked the following questions:
 - Which teachers are still in teaching 1 by the end of the school year?
 - Who'll be the most effective at 2 improving learning outcomes for their students?
 - Which of the salespeople is going to 3 keep their jobs?
 - Who's going to 4 earn the most money?
2. The speaker and her team found that a significant predictor of success is grit.
According to her, a person with grit is someone who
 - has 1 passion and perseverance for very long-term goals.
 - has stamina.
 - 2 sticks with his or her future for years and works really hard to make that future 3 a reality.
 - lives life like it's a marathon.

IV. Discuss and answer the question.

How do you understand the sentence "Grit is living life like it's a marathon"?

Moving Forward

Sharing Your Own Secrets to Success

NOTICE

Date: 10 March

Time: 3 p.m. – 4 p.m.

Place: Room 306, Building 6

We'll hold a class meeting on "My Secrets to Success" this week. You are expected to share your own secrets to success in a certain field. Looking forward to your participation.

The Class Committee



I. Writing: Writing about your secrets to success

Read the notice above. Reflect on a successful experience and write down your own secrets to success.

Writing Strategy

Writing in the cause-effect pattern

Step 1

Reflect on your achievements. Pick the one you are most willing to share and then list at least three factors that contribute to this achievement. You may use a cause-effect diagram to organise your thoughts.

EXAMPLE

Causes (How I made the achievement):

1. I wrote my main points on cue cards.
2. I practised again and again before giving the speech.
3. I breathed deeply several times before I began the speech.



Effect (What I have achieved):

I have overcome my fear of public speaking.



Moving Forward

教学内容与要求

- 能分析个人成功事例的原因；
- 能围绕自己的成功经历与感受写 80—100 词的语段；
- 能在书面表达中恰当地表达因果关系；
- 能运用功能语言和得体的语言形式表达个人观点、态度与意图；
- 能根据交际场合和交际对象选择恰当的语言形式表达个人的经历、思想与观点。

教学建议

I. Writing:

A cause-effect pattern is a common method of organising writing. It is concerned with why things happen (cause) and what happens as a result (effect). In your writing, you need to focus on immediate and direct effects or limit yourself to causes that are closely related to the effects. Your writing can be organised by one of the three patterns: “Multiple Causes, One Effect” pattern, “One Cause, Multiple Effects” pattern and “Causal Chain (Domino)” pattern, which means a cause leads to a situation and that situation leads to another situation and so on. Sentence connectives can be used in your writing to show cause-effect relations.

Step 1

1. Ask students to reflect on their achievements, even some small progress that they have made. Let them choose one example and write down some factors that contributed to the achievement or to their progress in some area.
2. If students have some difficulty, get them to study the example so that they know how to organise their thought by using the cause-effect diagram.

Step 2

1. Give students enough time to read the instructions and the useful expressions.
2. Guide students to identify the expressions that can be used as a topic sentence. Remind them to introduce the achievement first and then the topic sentence at the beginning of the paragraph.
3. Get students to pay attention to the expressions that can be used as connective words or sentences to make the paragraph more coherent. Also, remind them to put the most important cause first.
4. Ask students to write about the effect by using the expressions “Due to ...” or “As a result ...”
5. Get students to write the paragraph about “My Secrets to Success.”

II. Speaking:

1. Ask students the question “What makes a good presentation?” and let them brainstorm some ideas, such as, body language, eye contact, etc.
2. Guide students to learn about the speaking strategy on page 13. Show them some examples of how to pace their speech, that is, where to pause and how to use different speeds to make the talk more effective.
3. Guide students to learn about the tips for their talk. Remind them to greet the audience briefly at the beginning and to summarise at the end in order to make a greater impression. Also, they may invite questions from the audience.
4. Invite one or two students to come to the front of the class and deliver their speeches as a demo. After each speech, ask the audience to give comments following the tips in the textbook.
5. Encourage students to work in pairs and take turns to present their speeches on “My Secrets to Success.” Ask the audience to take notes while they are listening, to prepare for some feedback.

Suggested Activities 见 page T18j.

参考答案

I. Writing

Step 1

The example can be used as a reference. (Answers may vary.)

Step 2

Public speaking used to be something impossible for me. However, when I was in Grade 3, I managed to give a class election speech. One possible factor for me to overcome speaking fear was my determination to serve my classmates. Another possible factor was practice and preparation. I wrote down every word I wanted to say on a piece of paper. I practised again and again, word by word, before the class election. Due to these factors, the next day, after a deep breath, I went onto the stage and gave a very successful speech. (Answers may vary.)

II. Speaking

The reference answer in Writing can be used as an example. (Answers may vary.)

Step 2

Write a paragraph of 80–100 words using the cause-effect pattern. You may first introduce the achievement that you have made and then explain the reasons behind it.

Useful Expressions

There are several reasons/factors/causes for ...

One possible factor is ...

Several factors lead to ...

Another possible factor is ...

The first is ...

Due to these reasons ...

The second is ...

As a result ...

My Secrets to Success



II. Speaking: Giving a talk to share your secrets to success

Give a talk on “My Secrets to Success” to your classmates based on the paragraph you have written above.

Speaking Strategy

Pacing your speech

While giving a talk, don't forget to pause for commas, question marks, full stops or other punctuation marks. In addition, remember to speak using a combination of slow, fast and medium speeds to make your talk more effective.

A few tips for your talk:

1. Start your talk with simple words. You may greet your audience briefly or start with anything related to the topic.
2. Briefly introduce the achievement you have made.
3. Explain how you made the achievement.
4. End your talk with a summary or anything that helps to leave an impression on the audience. If time permits, you may also invite questions from the audience.
5. Note that your spoken language should be a bit different from your written language. Spoken language is generally less formal and more communicative than written language.

Reading B

MALARIA FIGHTER'S PATH TO NOBEL PRIZE

In 2015, Tu Youyou, an 84-year-old woman, became the first Chinese scientist to win the Nobel Prize in Physiology or Medicine.

Born in Ningbo in 1930, Youyou¹ was named after a verse in the *Book of Songs*². When she left Ningbo and headed to China's capital to further her studies in 1951, Tu chose medicine. After graduating from the School of Medicine at Peking University four years later, Tu started to work at China Academy of Traditional Chinese Medicine (now China Academy of Chinese Medical Sciences). Then she got married and settled down in Beijing.

In 1969, everything changed when Tu was tasked with searching for a new malaria treatment in nature. She went to Hainan, where the disease was widespread. In the hot and wet rainforests of southern China, Tu studied the disease.

It was in ancient Chinese medicine that Tu found the key to beating the disease. Back in Beijing, Tu and her team examined hundreds of books about traditional Chinese medicine and interviewed many experienced Chinese medical doctors to gather the necessary information. She collected over 2,000 prescriptions, summarising 640 of them in a single collection of anti-malarial prescriptions. After long hard research Tu's team found the answer in an ancient medical book,

written by Ge Hong (284–364) of the East Jin dynasty, which stated that sweet wormwood (*Qinghao*) was a treatment for malaria.

Tu's team started running tests on the plant. At first, the results were mixed. But after much persistence, they found something in the plant that could treat malaria — artemisinin. They tested it on animals, but were not satisfied as the results were not conclusive. In order to speed up the process, Tu decided to test artemisinin on herself. "As head of this research group, it was my duty," she said. The treatment worked and was safe for humans. Artemisinin became an important tool in the fight against malaria in Africa and Asia. Thanks to this discovery, millions of lives were saved.

"Of course, the discovery was a really happy moment in my career as a researcher," Tu said. A modest person, Tu speaks of her training in Chinese medicine and the help of her team as the reasons for her success. However, it was her passionate commitment to finding a cure that made the struggle worthwhile.

NOTES

1. "Youyou" refers to the sound that a deer makes to call other deer.

2. *Book of Songs*, also *Classic of Poetry*, is a collection of ancient Chinese poetry.

Reading B

教学内容与要求

- 能归纳出人物传记的语篇结构特点；
- 能依据人物传记体的语篇结构分析语篇，并获取科学家屠呦呦的背景、性格、事迹等主要信息；
- 能利用话题词汇语义网概述屠呦呦的事迹与成就；
- 能发现并理解语篇中包含的文化元素，如坚持不懈、自信等。

语篇分析

本文的语篇类型是人物传记。语篇内容介绍了我国首位获得诺贝尔医学奖的科学家屠呦呦的生平和她克服种种困难，通过不懈努力终于在抗疟疾研究中取得重大突破，发现青蒿素的历程。语篇结构为按时间顺序介绍人物的生平，首段呈现屠呦呦及其背景，以及她的重大成就。中间段落介绍她的经历和取得成就的过程。最后一段对屠呦呦作了评价。语言特征体现为使用了较多生动形象的行为动词描述了屠呦呦的生平、事迹和研究历程，富有概括力的语言阐明了作者的观点并传递出作者对屠呦呦的钦佩和赞扬。语篇的主题意义是帮助学生明白成功人士的生活也会遇到重重困难。前人的经验、团队的合作、坚持不懈的努力等都是他们取得成功的因素。

背景介绍

1. This passage is adapted from an article in a British daily newspaper *The Guardian* on 5th October, 2015 after Tu Youyou was awarded the Nobel Prize in Physiology or Medicine.
2. *Book of Songs* (《诗经》) is the oldest existing collection of Chinese poetry, comprising 305 works dating from the 11th to 7th centuries BC.
3. *A Handbook of Prescriptions for Emergencies* (《肘后备急方》) is a book written by Ge Hong (葛洪) during the Eastern Jin Dynasty. The book recorded the symptoms and cures for more than 70 acute diseases.
4. Ge Hong was the originator of first aid in TCM (Traditional Chinese Medicine) and influenced later generations.

难句注释

1. It was in ancient Chinese medicine that Tu found the key to beating the disease. (lines 22–23)

本句是强调句型 “It was + 被强调的内容 + that + 句子剩余部分”，强调的是地点状语 in ancient Chinese medicine。最后一段的最后一句 It was her passionate commitment to finding a cure that made the struggle worthwhile 也是强调句型，强调句子的主语 her passionate commitment to finding a cure。非强调句式的陈述句分别为 Tu found the key to beating the disease in ancient Chinese medicine、Her passionate commitment to finding a cure made the struggle worthwhile。整句的句意为“在中医药里，屠呦呦找到了对抗疟疾的关键线索。”

2. She collected over 2,000 prescriptions, summarising 640 of them in a single collection of anti-malarial prescriptions. (lines 29–31)

句中 summarising 为现在分词作状语，相当于 and she summarised。整句意为“她搜集了 2000 多个药方，总结了其中 640 个，汇集成一本对抗疟疾的药方集。”

词汇分类

识别词汇 1: malaria, prescription, persistence, artemisinin

2: widespread, examine, dynasty, conclusive, career, passionate, commitment, worthwhile

运用词汇 (必修) : path, further, treatment, disease, gather, summarise, collection, moment, cure, struggle

常用词组: name after, settle down, thanks to

词汇释义

• **malaria (title)**

n. a disease that causes fever and shivering (=shaking of the body) caused by the bite of some types of mosquito 疟疾

What is the best treatment against malaria?

治疗疟疾的最佳方式是什么?

Many patients are getting the medical treatment they need most. 许多病人在接受他们最需要的治疗。

• **path (title)**

n. a way of achieving sth 成功的途径

They appear to have chosen the path of cooperation rather than confrontation. 他们好像选择了合作的途径而不是对抗。

a way or track that is built or is made by the action of people walking 小路; 小径

The coastal path is a popular route for walkers. 这条海滨小路是散步者很喜欢走的路。

• **examine (line 24)**

v. to consider or study an idea, a subject, etc. very carefully 审查; 调查; 考察

The committee will examine the agreement and any problems arising therefrom. 委员会将审查这项协议和由此引起的任何问题。

They have called for an extraordinary emergency meeting to examine the crisis. 他们已要求召开一次特别紧急会议来调查这次危机。

to look at sb/sth closely, to see if there is anything wrong or to find the cause of a problem (仔细地) 检查, 检验

The doctor will examine your throat, test your blood pressure, sound your heart and lungs and have your chest X-rayed. 医生会检查你的喉咙, 给你测血压, 检查你的心肺, 做胸部 X 光检查。

• **name after (line 6)**

以……命名

The village is named after the mountain standing in front of it. 村庄是以矗立在它前面的那座山命名的。

• **further (line 8)**

v. to help sth to develop or be successful
促进; 增进

They hoped the new project would further the cause of cultural cooperation in Europe. 他们希望这个新项目会促进欧洲文化合作事业。

n. an official piece of paper on which a doctor writes the type of medicine you should have, and which enables you to get it from a chemist's shop/drugstore 处方;
药方

Some medicines in the drug store are not allowed for purchase without a physician's prescription. 药店里有些药没有医生的处方是不允许购买的。

prescribe v. 开处方

• persistence (line 40)

n. the fact of continuing to try to do sth despite difficulties, especially when other people are against you and think that you are being annoying or unreasonable 坚持；锲而不舍

Skill comes only with practice, patience and persistence. 只有实践、耐心和坚持才能获得技能。

persist v. 坚持

persistent adj. 坚持不懈的

persist in doing sth 坚持做某事

passion n. 热情，激情

passionately adv. 狂热地，热情地

• commitment (line 59)

n. the willingness to work hard and give your energy and time to a job or an activity (对工作或活动的) 献身，奉献，投入

Any career requires one hundred percent commitment. 干任何一份工作都需要百分之百的投入。

make a commitment to do sth 承诺做某事

commit v. 使……承担，使……致力于

• conclusive (line 44)

adj. proving sth and allowing no doubt or confusion 结论性的；不容置疑的；确凿的

We've become accustomed to doctors using specialised blood tests or other expensive laboratory tests to help make a conclusive diagnosis. 我们都习惯了医生使用专门的验血或其它昂贵的检查来帮助作出结论性的诊断。

Up to now there is no conclusive evidence that he has lied. 至今还没有任何确凿证据表明他撒谎了。

• passionate (line 58)

adj. having or showing strong feelings of enthusiasm for sth or belief in sth 热诚的；热情的

I admire his passionate belief in what he is doing. 我佩服他对自己的工作所抱的坚定信心。

be passionate about ... 对……有热情

• struggle (line 60)

n. a determined effort under difficulties 奋斗；努力

We were all touched by the young boy's struggle to support his poverty-stricken family. 我们都被这个男孩为供养自己贫穷的家庭所做的努力而感动。

• worthwhile (line 60)

adj. important, enjoyable, interesting, etc; worth spending time, money or effort on 重要的；令人愉快的；有趣的；值得花时间（或花钱、努力等）

Their conversation made everyone present realise the serious and worthwhile work the Red Cross does. 他们的谈话使在场的每个人都认识到红十字会所做的严肃而又重要的工作。

It's worthwhile taking the trouble to explain the job fully to new employees. 给新员工详细解释一下工作要求，费点事也是值得的。

Comprehension Plus

教学建议

- I
1. Before students start reading, ask them what they know about Tu Youyou to arouse their interest and activate their background knowledge. (e.g. She is a famous Chinese scientist who won the Nobel Prize in Physiology or Medicine in 2015.)
 2. Get students to read the text for the first time. Remind them to pay special attention to the years and the things that happened to Tu in those years.
 3. Get students to complete the table in Activity I and discuss the structure of the text, which is introducing the personal life of Tu in chronological order.
 4. Explain the language points in the text while checking the answers with students.
- II
1. Have students read the text again and answer the questions.
 2. Check the answers with the class and involve them in thinking about the writer's feelings towards Tu and also get them to find evidence to support their ideas.

Reference answer (Answers may vary.):

The writer shows great admiration for Tu Youyou and sings high praise of her by using a lot of verbs like “find, examine, interview, gather, collect, speed up, save ...” to vividly describe Tu’s life and her research process.

Suggested Activities 见 page T18j.

参考答案

- II
1. She went to Hainan because malaria was widespread there.
 2. They found the key to beating malaria in ancient Chinese medicine.
 3. She did so because the results of the animal tests were not conclusive, and she wanted to speed up the research process.
 4. These numbers show the great efforts Tu and her team made to look for the key to beating malaria.
 5. Tu stayed in the hot and wet rainforests in order to study malaria. She and her team examined hundreds of books about traditional Chinese medicine and interviewed many experienced Chinese medical doctors. She collected over 2,000 prescriptions and summarised 640 of them. In order to speed up the research process, she even tested artemisinin on herself.

Culture Link 板块教学建议等见 page T18a.

Critical Thinking

教学内容与要求

- 能根据提示整合本单元各语篇中的主要信息，在此基础上识别、分析、归纳出获得成功的关键要素；
- 结合自己的亲身经历和体会评价不同要素的重要性。

教学建议

- I
1. Have students recall the articles in reading, listening and viewing texts and identify the success factors mentioned in them.
 2. Ask students to complete the table with success factors such as passion, determination, grit, love, etc. and share in pairs the relevant examples or evidence from the texts.
- II
1. Have students work in groups of four to decide on the most important factor for achieving success and tell why.
 2. Invite group leaders to share their opinions and reasons with the class.

Suggested Activity 见 page T18k.

参考答案

- II
- I think creativity is the most important for success. In the 21st century, one of the core competences of a person is creativity. Creativity is about thinking in new ways and enriching our thoughts. Creative thinking can help us break down traditional routines and bring in new and original ideas, which is really important for success. (Answers may vary.)

● Comprehension Plus

I. Complete the table with events from the text.

Time	Events
1930	Tu Youyou was born in Ningbo.
1951	Tu went to Beijing to further her study.
1969	Tu was tasked with searching for a new malaria treatment in nature.
2015	Tu won the Nobel Prize in Physiology or Medicine.

II. Answer the questions.

1. Why did Tu Youyou go to Hainan to study malaria?
2. Where did Tu's team find the key to beating malaria?
3. Why did Tu decide to test artemisinin on herself?
4. The author uses numbers when introducing Tu's work. What do these numbers tell us?
5. According to the author, it was Tu's "passionate commitment to finding a cure that made the struggle worthwhile." What evidence does the author use to support this view?

Culture Link

Alexander Fleming and the Discovery of Penicillin

Sir Alexander Fleming (1881–1955) was one of the most influential scientists of his time. He is best known for discovering the antibiotic substance penicillin in 1928. He shared a Nobel Prize in Physiology or Medicine in 1945 for this discovery with Howard Walter Florey and Ernst Boris Chain. Penicillin has saved millions of people's lives since its discovery.

Critical Thinking

Identifying key factors

I. Identify the main success factors mentioned in this unit and fill in your answers in the table.

Texts	Success Factors
Stay Hungry. Stay Foolish.	<ol style="list-style-type: none"> 1. Belief in connection between the past and the future of one's life. 2. Love and enthusiasm for one's work. / The determination to fight for the work that one loves. 3. The awareness of the importance of time and life. 4. A desire to always learn and do more and the willingness to take risks. (Answers may vary.)
A Significant Predictor of Success	Grit.
Malaria Fighter's Path to Nobel Prize	Toughness, patience, a strong sense of responsibility, creativity, selflessness, fearlessness. (Answers may vary.)

II. Which factor do you think is the most important for achieving success? Why?

Further Exploration

Creating your formula for success

Reflect on your personal experiences and create your own formula for success.

Step 1 Write a formula for success.

Step 2 Define the symbols in the formula. Here are two examples:

Albert Einstein's formula for success:

$$A = X + Y + Z$$

A is success.

X is work.

Y is play.

Z is keeping your mouth shut.

Thomas Edison's formula for success:

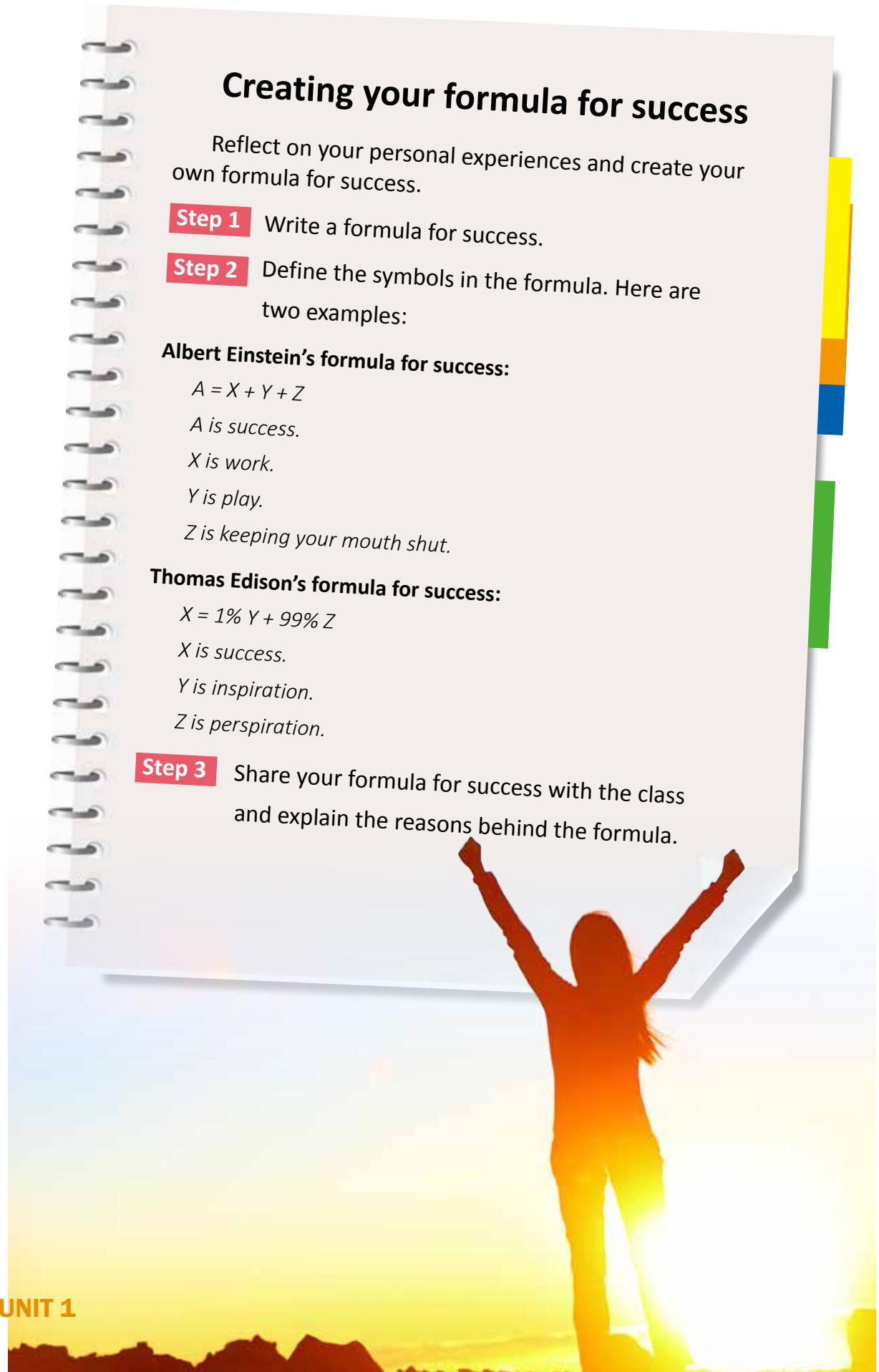
$$X = 1\% Y + 99\% Z$$

X is success.

Y is inspiration.

Z is perspiration.

Step 3 Share your formula for success with the class and explain the reasons behind the formula.



Further Exploration

教学内容与要求

- 通过研究性学习来建立成功与相关要素之间的联系，并创造性地运用数学公式来表达这一联系。

教学建议

Step 1

- Ask students to collect in groups as many success factors as possible and then decide on the most important ones.
- Have each group discuss a formula for success based on their important success factors.

Step 2

- Guide students to read Einstein's and Edison's formulas and understand the symbols used in the formulas.
- Ask students to use symbols to write their own formulas creatively.

Step 3

Invite each group to share their formula in class and remind them to explain the reasons behind it.

Suggested Activities 见 page T18k.

参考答案

My formula for success is “ $A = (B + C) * D$ ”.

A is success.

B is passion.

C is talent.

D is action.

People with a passion are usually energised about what they are doing. However, if their action is zero, they won't be successful even though they are passionate and talented. People who succeed don't just sit and think about what they want to do. They take meaningful, purposeful, directional action consistently and persistently. (Answers may vary.)

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

1. Remind students to check whether they have achieved the overall learning goals in “Road to Success” by going over the expected outcomes of this unit.
2. Ask students to put the items in their right places. 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

1. Have students recall the activities that they have done 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.
2. Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find an effective solution to each 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 (Answers may vary.)

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

A. Identifying the characteristics of people who achieve success in challenging situations.

I had heard about Steve Jobs and Tu Youyou before I read the texts. I participated a lot in the discussion activities in class and listened attentively when my classmates shared their different opinions about the characteristics of success. Besides, I searched online and found more success stories to show the efforts and commitment that are made to achieve success. I learned that perseverance, hard work, devotion are the secrets to success.

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

F. Pacing my speech.

I feel that I always lack confidence and sometimes I am very nervous when speaking in front of the whole class. Although I practise in advance, I still can't pace my speech very well but speak only from my memory, as if reciting someone else's speech.

What do you plan to do if you find something difficult?

Next time before I make an oral presentation, I plan to record my speech in advance and listen to it first, to see whether I have paused correctly, whether I have used a combination of slow, fast and medium speeds to make my talk effective, and whether I have used different tones and intonations to show different emotions. Practice makes perfect. I am sure I can get my oral presentation well prepared.



Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the characteristics of people who achieve success in challenging situations
- B. Writing about my secrets to success
- C. Creating my own formula for success
- D. Identifying key factors for success
- E. Finding organisational patterns in reading
- F. Pacing my speech
- G. Using the cause-effect pattern in writing

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

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

What do you plan to do if you find something difficult?

Culture Link

教学内容与要求

- 能简要介绍青霉素的发明者亚历山大·弗莱明的生平和成就；
- 能学习和借鉴医学领域的优秀成果，了解其对人类文明作出的贡献。

教学建议

- As a warm-up, have students brainstorm what they know about penicillin and its discoverer.
- Invite students to read the passage in Culture Link. Give them more information about Alexander Fleming.
- As a follow-up, ask students to search for more information about Alexander Fleming's success and write about it for later sharing in class.

补充文化知识

Alexander Fleming (August 6, 1881 – March 11, 1955) is a Scottish bacteriologist best known for his discovery of penicillin. It was his discovery of penicillin in 1928, which started the antibiotic revolution, that sealed his lasting reputation. Fleming was recognised for that achievement in 1945, when he received the Nobel Prize in Physiology or Medicine, along with Australian pathologist Howard Walter Florey and German-born British biochemist Ernst Boris Chain, both of whom isolated and purified penicillin.

On September 3, 1928, shortly after his appointment as professor of bacteriology, Fleming noticed that a culture plate of *Staphylococcus aureus* he had been working on had become contaminated by a fungus. A mould, later identified as *Penicillium notatum*, had inhibited the growth of the bacteria. He at first called the substance "mould juice" and then "penicillin." Fleming decided to investigate further, because he thought that he had found an enzyme more potent than lysozyme. In fact, it was not an enzyme but an antibiotic – one of the first to be discovered. The therapeutic development of penicillin required multidisciplinary teamwork. Fleming, working with two young researchers, failed to stabilise and purify penicillin. However, he did point out that penicillin had clinical potential, both as a topical antiseptic and as an injectable antibiotic, if it could be isolated and purified. Penicillin eventually came into use during World War II as the result of the work of a team of scientists led by Howard Florey at the University of Oxford. Florey, his co-worker Ernst Chain, and Fleming shared the 1945 Nobel Prize.

Teens' Understanding of Success

A **Gallup** Youth Survey was conducted using an online questionnaire. The questionnaire was completed by 439 **respondents** aged 13 to 17. According to the survey, American teenagers don't necessarily **equate** fame and money with success. When teens were asked in an open-ended question to define what makes someone successful in life, 15 percent of all teens surveyed say happiness and satisfaction. While happiness is the best measure of success for many teens, 1 in 10 respondents (10 percent) feel that fulfilling one's goals is one way to achieve success. A similar percentage, 9 percent of teens, equate having a good job with success. Other popular definitions of what it means to be successful include having a family and making money, which are mentioned by 6 percent of teens.

Teens do not see the elements of a successful life separately from each other. A job seems more relevant to success if one has a family and loved ones to share life with. Family, financial success, the value of hard work, and education are all repetitive themes that teens bring up in relation to living a successful life. In teens' minds, and probably most people's minds, the criteria for success are connected to one another.

注释:

1. Gallup is an American company based in Washington, D.C. and founded by George Gallup in 1935. The company became known for its public opinion polls conducted worldwide. 盖洛普咨询公司
2. **respondent** *n.* someone who responds 应答者
Sixty percent of the respondents said they approved of the president's performance. 百分之六十的应答者说他们赞同总统的表现。
3. **equate** *v.* consider or describe as similar, equal, or analogous 同等看待
You can't equate the education system of Britain with that of Germany. 不能把英国教育制度与德国教育制度等同起来。

A Significant Predictor of Success

So I left the classroom, and I went to graduate school to become a psychologist. I started studying kids and adults in all kinds of super challenging settings, and in every study my question was: who is successful here and why?

My research team and I went to **West Point Military Academy**. We tried to predict which **cadets** would stay in military training and which would drop out. We went to the **National Spelling Bee** and tried to predict which children would advance farthest in competition. We studied **rookie** teachers working in really tough neighborhoods, asking: which teachers are still gonna be here in teaching by the end of the school year, and of those, who'll be the most effective at improving learning outcomes for their students? We partnered with private companies, asking: which of these salespeople is gonna keep their jobs, and who's gonna earn the most money? In all those very different contexts, one characteristic **emerged** as a significant predictor of success. And it wasn't social

intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was **grit**.

Grit is passion and perseverance for very long-term goals. Grit is having **stamina**. Grit is sticking with your future, day in, day out, not just for the week, not just for the month, but for years, and working really hard to make that future a reality. Grit is living life like it's a marathon, not a **sprint**.

注释：

1. West Point Military Academy is a four-year federal service academy in New York, USA. 西点军校
2. **cadet** *n.* a young man or woman who is being trained in the armed services or the police force (军校或警校的) 学员
He became an air cadet at the age of 17 and then a member of the army air forces. 他 17 岁时成为一名空军学校的学员，然后加入了陆军航空部队。
3. National Spelling Bee is an annual spelling bee held in the United States. (美国一年一度的) 英文拼写大赛
4. **rookie** *n.* a person who has just started a job or an activity and has very little experience 新手
I don't want to have another rookie to train. 我不想再培训新人了。
5. **emerge** *v.* become known or apparent, especially as a result of examining something or asking questions about it 被知晓, 显露
The facts behind the case are sure to emerge eventually. 此案背后的事实在终究会浮出水面。
6. **grit** *n.* strong will and determination 决心, 勇气
It takes grit to fight against criminals. 和犯罪分子作斗争需要勇气。
7. **stamina** *n.* physical or mental energy needed to do a tiring activity for a long time 毅力
You have to have a lot of stamina to be a top-class dancer. 你得很有毅力才能成为一名顶级舞者。
8. **sprint** *n.* a quick run 短跑, 冲刺
Rob won the sprint last month. 罗勃上个月在短跑比赛中获胜了。

Getting Started

Option 1 ★★

Direct students' attention to both the picture and the topic on pages 2–3. Have them discuss the question "What makes success?" or "What is the key to success?" after they talk about the picture and the topic.

Option 2 ★★

Ask students to share in groups their own success or failure stories and tell what has led to their success or what lessons can be learnt from the failure.

Option 3 ★★★

Direct students' attention to the quote by Laozi on page 2 and have them discuss their understanding of it.

Reference answer:

Literally, it means we start our journey of a thousand miles with a single step. No one succeeds overnight. Success belongs to those who are willing to start small and work patiently till their jug is filled. To be great in the big things of life, we must first be great in the small things of life.

A brief introduction to Laozi:

Laozi (about 571–471 BC), also called Laodan, was a Chinese legendary and historical figure who was considered to be the founder of Taoism. He was a great thinker, philosopher, historian and writer in ancient China. His famous work *helped to shape modern China and had a lasting impact on the country and its cultural practices.*

A brief introduction to Zisi, Albert Schweitzer and Benjamin Franklin:

Zisi (子思 ; 483–402 BC) was a Chinese philosopher and the grandson of Confucius. He played a very important role in the development of Confucianism.

Albert Schweitzer (1875–1965) was a famous scholar and humanitarian. He was talented in philosophy, medicine, theology, music and proposed an ethic based on reverence for life. In 1913, he went to Africa and devoted himself to medical assistance work until he died. He was awarded Nobel Peace Prize in 1952.

Benjamin Franklin (1706–1790) was one of the founding fathers of the United States. He was a leading author, printer, political theorist, politician, postmaster, scientist, inventor, civic activist, statesman and diplomat. As a scientist, he was a major figure in the US Enlightenment and the history of physics for his discoveries and theories regarding electricity.

Digging In

Comprehension

Option 1 ★★

1. In the pre-reading stage, ask students to guess the meaning of the title "Stay hungry. Stay foolish" and encourage them to brainstorm their understanding of it. Have them share their

Suggested Activities

ideas with the class.

2. Get students to read the text to find out where Jobs says “Stay hungry. Stay foolish.”
3. Have them discuss why Jobs said “Stay hungry. Stay foolish” and what he meant by saying so.

Reference answer:

A desire to always learn and do more, while being willing to take risks, is a good method in life. Jobs says this to motivate the graduates. (Answers may vary.)

Option 2 ★★

1. Guide students to focus on Jobs’ three life stories and have them retell the stories based on the key words.
2. Get students to discuss what factors have contributed to Jobs’ success in his life.

Option 3 ★★★

Organise pair work in the post-reading stage. One acts as a graduate who just came back home from the graduation ceremony. The other is his/her parent. The graduate is telling his/her parent about the ceremony and Jobs’ speech. The parent should show great interest in learning about the speaker and the speech.

Vocabulary Focus

Option 1 ★★

Help students to understand the target words through classroom interaction. Integrate the words into reading activities in different stages. During the pre-reading stage, choose relevant target words that might influence students’ understanding of the text. Elicit meanings by using pictures and questioning students. While reading the text, involve students in further vocabulary review as they explore the passage’s key ideas and details. Finally, in the post-reading stage, encourage students to use those target words that help them understand the character(s) involved in the text. Here are the examples:

Pre-reading

Target words: **commencement, calligraphy, typography**

T: (Show on PPT three pictures: a commencement speech, Chinese calligraphy and typography)
Look at the first picture please. What kind of ceremony does it show us?

S: ...

T: It’s a graduation ceremony or we can also say it’s a **commencement**. And the headmaster is making a **commencement** speech. Did you have a **commencement** when you graduated from junior high school? What was it like?

S: ...

T: Let’s look at the other two pictures. Can you recognise these two kinds of works of art in the picture?

S: ...

T: One is Chinese **calligraphy**. I know some of you are good at Chinese **calligraphy**. (Invite one student and ask.) Are you good at **calligraphy**? (If yes,) when did you start learning **calligraphy**? (If no,) Would you like to learn **calligraphy** in the future?

S: ...

T: What is the other type?

S: ...

T: Yes. **Typography** is the art of designing how the text will appear when it is printed. Please read the words after me. ...

While-reading

Target word: **application**

T: What class did Jobs take at Reed College?

S: Calligraphy.

T: Did he find it useful in his life at that time? How do you know that?

S: No. Jobs said in his speech, “none of what I learned about calligraphy seemed to have even a hope of any practical **application** in my life.”

T: Right. What Jobs learned of calligraphy was of no practical use. He couldn’t **apply** it to practice. Have you learned anything that you think will have practical **applications** in your life?

S: ...

Post-reading

Target words: **convince, settle**

T: When Apple bought NeXT, Jobs returned to Apple. What kept Jobs going?

S: He loved what he did.

T: Yes. Jobs **was convinced** that the only thing that kept him going was that he loved what he did. He firmly believed that. What did Jobs suggest if someone hasn’t found what he loves?

S: Keep looking. Don’t **settle**.

T: What does “Don’t **settle**” mean here?

S: ...

T: It means “Don’t accept anything below your expectations. Continue to work hard for something that is exactly what you want. So what kind of personality do you think Jobs had? why?

S: ...

(Possible answer) He had strong willpower and worked hard; he **was convinced** that what kept him going was that he loved what he did. He always stuck to what he loved. He never gave up. And he wanted to pass this on to others, suggesting that people not **settle** for jobs they don’t love.

Option 2 ★★★

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 then use these words and phrases while expressing themselves on different topics and at different comprehension levels. Involve students in planned classroom interactions with the teacher as follows.

Suggested Activities

1. Literal comprehension

Topic: What life stories did Jobs share in the commencement speech?

Target words and expressions: **commencement, calligraphy, typography, convince, be diagnosed with, live through**

T: Look at the first paragraph and the picture on page 5. What kind of speech was Steve Jobs making?

S: ...

T: Yes. **Commencement** is a graduation ceremony. The headmaster usually makes a **commencement** speech at the ceremony to congratulate the graduates for completing their studies and also to encourage them in their future activities. Did you have a **commencement** when you graduated from junior high school?

S: ...

T: What life stories did Jobs share in the **commencement speech**?

S: In the dots-connecting story, Jobs mentioned his **calligraphy** class. What he learned there was applied to the Mac computer design and the computer became the first with beautiful **typography**.

T: Right. **Typography** is the art of designing how text will appear when it is printed. What about the second story?

S: In the second story, Jobs got fired by Apple, but he still loved what he did, so he started NeXT. After Apple bought NeXT, Jobs returned to Apple.

T: Yes. He believed, or we can say, he was **convinced** the only thing that kept him going was that he loved what he did. Then what is the third story about?

S: In the third story, Jobs **was diagnosed with** cancer but he **lived through** it and realised that a person's life time is limited. We shouldn't waste it living someone else's life.

2. Inferential comprehension

Topic: Why did Jobs use the example of dots in the first story?

Target words: **connect, dot, backwards**

T: The first story is about **connecting the dots**. What did Jobs say about the **dots**?

S: It was impossible to **connect the dots** looking forward. You can only **connect** them looking **backwards**.

T: What does "**dots**" here mean?

S: I think **dots** here can mean things that have happened to people in their different life periods, or things that people have experienced in the past.

T: So do you think we can **connect** those things that have happened in our life?

S: Yes. When we look **backwards**, we can **connect** those experiences, those **dots**.

T: Why did Jobs use this example?

S: He wants to say that we cannot predict our future but those **dots** (our experiences) will certainly be related and applied to our future.

3. Critical comprehension

Topic: How do you understand the title?

Target words: **commencement, settle, application**

T: We have learned about the three life stories Steve Jobs talked about in his **commencement**

speech. Based on that, we can understand the title better. Who would like to share their understanding?

S: I think we should never be satisfied with what we are doing. In other words, we shouldn't settle. If we haven't found what we love, we need to keep looking and try our best to make progress. Besides, we should be willing to try new things even if there doesn't seem to be any hope of their practical **application** for the moment ...

Grammar in Use

Option 1 ★★

- Provide students with two groups of words. Group A is the perception/causative verbs. Group B is a collection of -ing and -ed verbs.

Group A	Group B
see, hear, feel, find, think, have, make, get, keep, catch	carried out, sung, washed, finished, solved, understood, repaired, smoking, singing, missing, waiting, running

- Get students involved in pair work. Have them pick one word from Group A and one from Group B to make a sentence. For example:
 Student 1 chooses "hear" and "singing" and he can say "*I heard my friend singing loudly with his earphones on.*"
 Student 2 chooses "make" and "understood" and he makes the sentence "*I tried to slow down to make myself understood.*"
- Ask them to take turns to make sentences like these and tell the difference between sentences with an -ing verb and those with an -ed verb.

Option 2 ★★★

Have students collect all the verbs from the list of words and expressions in this unit and make sentences with -ing/-ed forms of the verbs used as compliments. For example: *I find the evidence convincing enough that smoking can cause lung cancer.*

Listening and Viewing

Listening

Option 1 ★★

- Before students start listening, ask them to name some successful people they know and tell why they are considered successful. For example, "I think Stephen Hawking was a successful person, because he was a famous professor and scientist known for his work with black holes and relativity, and the author of popular science books like *A Brief History of Time*."
- Put students in groups of four and ask them to share their opinions on what makes people successful in life. Check what they share with the words or expressions in the box and see if they have the same opinions.

Suggested Activities

Option 2 ★★★

1. After students finish listening, divide them into two groups according to their opinions. Those who think famous and wealthy people are successful are group A. Those who have the opposite idea are group B.
2. Ask the two groups to share their reasons why they think so and then organise a debate on the topic.

Viewing

Option 1 ★★

1. Ask students to read the title and brainstorm what might be the predictor of success.
2. Get students to listen for the answer. That is, grit is the predictor of success. Then ask students the question “What is grit?” Allow them to watch the last part again if necessary.
3. Ask students to watch again to answer the question “How did the speaker in the video get that answer?”
4. Involve students in the discussion “Do you agree with the speaker’s conclusion that grit is the most significant predictor of success and why?”

Reference answer:

Yes, I do. If a person is passionate about something, he or she will devote all his or her time and energy to it and won’t feel exhausted. He will also stick to it and won’t give up easily.

Option 2 ★★★

1. Ask students to watch the video with the following questions in mind. Allow them to watch twice if necessary.

Question	Reference answer
Who conducted a study?	A psychologist.
What was the purpose of the study?	To find out a significant predictor of success.
How was the study conducted?	By studying kids and adults in different kinds of challenging settings and predicting who would be successful and why.
What was the result of the study?	Grit is a significant predictor of success.

2. Let students share what they get in pairs, and then check the answers with the class.
3. Get them to watch for detailed information and answer the following questions:
Which groups of kids and adults did the speaker and her team study? What did they need to predict? What did the speaker mean by “grit”?
4. Ask students to think of their own experience of success and ask the question, “What element has played an important role in the success?” Get them to share with their partner their personal stories and the answer to the question. Then invite volunteers to share with the class.

Moving Forward

Option 1 ★

1. After students finish writing, ask them to check their writing in pairs according to the following checklist.
 - Did your classmate write in the cause-effect pattern?
 - Did he/she use appropriate connectives or useful expressions?
 - Did he/she describe some details to support the main idea?
 - Are there any grammatical mistakes, such as tenses, spelling, punctuation?
2. Ask students to get back their writing and improve it based on their partner's feedback.

Option 2 ★★★

1. Ask students to brainstorm more secrets to success and choose one as the most important which makes people successful.
2. Organise a debate on "... Is (Not) the Most Important Key to Success." Choose four students as the pro side and another four as the con side. Each side should first present their opinions within one minute, and the free debate may last 5 minutes.
3. The audience should choose the winner and give their reasons.

Reading B

Option 1 ★★

1. Organise a guessing game in the pre-reading stage. Ask students who the article might be about according to the following statements shown one by one.
 - She is a famous Chinese scientist.
 - She studies ancient Chinese medicine to treat diseases.
 - She ran tests on herself to speed up the research process.
 - She discovered a treatment for malaria.
 - She is the first in China to win the Nobel Prize in Physiology or Medicine.
2. When students guess the answer "Tu Youyou," give them some time to read the text and share more information about her.
3. Highlight the key words in the text that describe Tu's personality. Ask students which plays the most important role in her life and tell why.

Reference answer:

The key words might be "a modest person," "passionate commitment," "struggle," etc.

Option 2 ★★★

1. During the post-reading stage, ask students to search on the Internet for more information about Tu and analyse what makes her successful in her career and give reasons.
2. Ask students to write an article on "Tu's Secrets to Success" in the cause-effect pattern.

Suggested Activities

Critical Thinking



1. Let students search the Internet for some other success stories of famous people and then share in class both the stories and the characteristics these people have for success.
2. Ask students to look back on their own life and study experience. Is there anything that they have done successfully? Have them share the experience with their partners and tell how they achieved their goal. The partners who hear the story should identify its success-related features.

Further Exploration

Option 1 ★★

1. Ask students to brainstorm what they know about Einstein and Edison.
2. Show students Einstein's and Edison's formulas for success and invite them to explain the formula. Ask them which one they appreciate more and give their reasons.
3. Have students work on their own formula for success with symbols and then share it with their partners.
4. Invite students to share their formula with the class and remind them to explain the reasons behind it.

Option 2 ★★★

1. Ask students to search for two more success stories and make up a formula for each successful person before class.
2. Have students share their stories and formulas in class and tell why they choose the story to share and how they like the formula.
3. Get students to reflect on their own personal experiences and give examples of times when they didn't succeed. They can share anything from the formula or from their own ideas.

Every Business Requires Absolute Dedication

Rennie Chamasanyan has been living in London for nearly 14 years. As every beginning is difficult, Rennie's was not easy either, but she always knew she would succeed. For seven years she worked as a financial director at a TV station in London and for four years she has had her own financial firm.

At the beginning of her new life in England, Rennie was working at three places and sleeping only three or four hours a night in order to have enough money to pay her bills and rent.

Then she moved to London and started looking for a job. She lived with her best friend in the centre of London and worked near the edge of the city limits. Every day she travelled for an hour and a half. While everyone was coming from the outskirts to the centre to work, she was doing the opposite. One morning she was running because she was late and fell on the street. A bus almost ran her over, stopping a metre away. She was so scared that she decided to look for a job within walking distance so that she wouldn't need to travel anymore. And so it happened. After some time had passed, she went to an interview at a television station and, to her great joy, they liked her. It was only a ten-minute walk to her office.

Work in television is of course the dream of many people wishing to fulfil themselves. Rennie was financial director for the entire station and its offices abroad. She travelled to Brazil, Ukraine and France. She had assistants, an office, a driver, an expense account, but above all her word had weight and people respected her. She had many rights and duties, of course. She learned a lot and what she learned continues to help her. After seven years she left because she had accomplished everything possible in this position and only the station owners were above her. She didn't want to limit her development and wanted to use her time in a better way.

Every business requires absolute dedication. How much money you invest is not as important as the effort and desire you put in. Will, ambition ... Rennie thinks these are more important than capital. After all, she started her financial business with an old laptop and little else.

Rennie's formula for success is work, an ability to assess circumstances and risk and, especially, dedication to whatever one is doing.

Food for thought

1. What other factors are more important than capital besides will and ambition (para. 5)?
2. What's your formula for success? Please explain it.

Reference answers:

1. Effort. When Rennie came to England, she did three jobs at the same time. She could only sleep for three or four hours a night. After she moved to London, she had to travel a long way to work near the city limits. All of these experiences show that she worked very hard and made great efforts to learn more and improve herself in her career.
2. My formula for success is “passion + perseverance”. If a person has a great passion for what he is doing and keeps doing it whatever difficulties he meets with, he will finally make achievements.
(Answers may vary.)

- ▶ discuss artists and their works;
- ▶ discover the symbolic meanings and cultural messages of artworks;
- ▶ analyse and compare artists' social influences through their works;
- ▶ listen for details, emphasise important words in speaking, and use the general-specific pattern in writing.

Unit 2

Art and Artists



Art washes away from the soul the dust
of everyday life.

— Pablo Picasso

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”、“人与社会”，主题群为“生活与学习”、“做人与做事”、“艺术与文学”	<ul style="list-style-type: none"> 能谈论并分享一些艺术家以及他们的艺术作品； 能发掘艺术作品中隐含的象征意义和传递的文化信息； 能从艺术作品中分析和比较艺术家的社会影响； 能在写作中运用“总一分”结构，能从听力语篇中获取细节信息，能在口头表达中强调重点关键词。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳出描述人物成就及有社会影响的成功人物生平介绍类记叙文的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能归纳出演讲的文体特征。
	听力语篇	<ul style="list-style-type: none"> 能分析出语篇中性格与艺术行为的相互关系。
	视听语篇	<ul style="list-style-type: none"> 能获取视听语篇中传递的文化与综合信息。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏变化等表达信息、意义、意图和情感等。
	词汇	<ul style="list-style-type: none"> 能归纳出 with 和 of 在不同“动词 + with/of ”词组中的意义及用法。
	语法	<ul style="list-style-type: none"> 能归纳不定式做宾语、补语、状语、定语的基本语法规则； 能根据表达的需要正确、恰当地运用不定式。
	语篇	<ul style="list-style-type: none"> 能归纳人物介绍类记叙文的必选成分和可选成分； 能分享演讲语篇的文体特点及语篇成分； 能判断语篇中句子、句群和段落之间的逻辑语义关系； 能辨析“总一分”的语篇结构。
	语用	<ul style="list-style-type: none"> 能判断语篇的目的、对象、作者的观点、意向与理念等； 能运用功能语言和得体的语言形式表达兴趣、态度、意图与个人观点； 能根据交际具体情境，正确理解他人的态度、情感和观点，并运用得体的语言形式进行表达。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> 能列举语篇中隐含的文化元素，如艺术家的创作特点、艺术品欣赏、艺术价值分析、中国传统绘画表现手法、西方流行音乐特点等； 能简述艺术家的生平、艺术创作特点及艺术代表作等。
语言技能	听	<ul style="list-style-type: none"> 能依据听力语篇内容推理预测相关信息； 能通过听与看的活动获取有关艺术家及其作品的相关细节，并形成自己的艺术观点。
	说	<ul style="list-style-type: none"> 能在游戏活动中运用相关线索分析和推测答案； 能借助重音强调关键词语和信息，描述人物特征； 能口头描述艺术家的作品风格及代表作等。
	读	<ul style="list-style-type: none"> 能归纳出主阅读语篇的“总一分”结构，概括语篇主要内容，包括艺术家的主要经历、艺术成就及社会影响等； 能获取诺贝尔文学奖获得者鲍勃·迪伦在演讲中对其歌曲的反思。
	看	<ul style="list-style-type: none"> 能通过观看歌曲视频，推测、分析、获取歌曲的相关信息，包括创作背景、主题思想、内容细节等； 能推测出歌曲所传递的深层内容及蕴含的情感。
	写	<ul style="list-style-type: none"> 能运用“总一分”结构写出 80—100 词的语段来介绍一位艺术家。
学习策略	听	<ul style="list-style-type: none"> 能依据有效信息进行分析与推理，获取所需信息。
	说	<ul style="list-style-type: none"> 能在口头表达中运用重音突出重点信息； 能模仿阅读和视听文本对细节的描述，分析、重构、整理信息，为表达提供内容与思路。
	读	<ul style="list-style-type: none"> 能运用人物生平介绍类记叙文和演讲的语篇要素理解语篇与表达； 能识别语篇为传递意义而选用的话题词汇语义网和语法结构。
	写	<ul style="list-style-type: none"> 能在书面表达中应用“总一分”结构。

Reading A

Getting Started

- Match each artwork with its art form and name. Share what you know about them.



2



1



3



4

- a. Painting (oil painting)
- b. Painting (ink wash painting)
- c. Dance (ballet)
- d. Sculpture

- A. *The Thinker*
- B. *Bamboo and Rocks*
- C. *Swan Lake*
- D. *Mona Lisa*

Who was Qi Baishi? What is he famous for? What honour did he receive? Read the text and learn more about his life.

PEOPLE'S ARTIST

From carpenter to great artist — this was the course of Qi Baishi's life. He achieved success by coupling talent with hard work. In 1953, he was honoured with 5 the title "People's Artist" by the Chinese government.

Qi Baishi's works of shrimps, crabs and fish have often been on display. For most of the general public, however, his 10 masterpieces are his paintings of shrimps. At the beginning, he painted these small animals by following ancient models. Later, he developed a personal style by using shades of black ink to show a shrimp's body, 15 giving it an almost real-life feel.

Qi's works go beyond aquatic life. Some of his paintings are flowers, symbolic of prosperity, and vegetables, indicating rich harvests. People love these nature-based 20 paintings because the works remind them of the countryside and of their hometowns. The dove is another common subject in Qi's art during his later years, showing his wish for world peace.

25 In his painting *Qingping Fulai* (*Happiness in Peace*), an old man holds a vase, with a fruit bat over him. In Chinese culture, the vase symbolises peace and the bat

Getting Started

教学内容与要求

- 能通过看图讨论激活艺术背景知识；
- 能交流、描述、评价艺术作品或艺术家；
- 能构建艺术话题词汇语义网并运用于日常交流讨论。

教学建议

1 Introduce the topic of the unit “Art and Artists.” Direct students’ attention to the four pictures on page 20. Ask students to go over the names of the artworks and the art forms, and then allow time for students to finish the matching task individually or in pairs. Have students share their answers in class.

2 Ask students to share more information they know about the artworks in class. Make a list of key words on the blackboard if necessary.

3 If students have difficulty in pronouncing some words like “ballet” and “sculpture,” try to provide them with the phonetic symbols of the words on the slides.

参考答案

1—c—C 2—d—A 3—b—B 4—a—D

Suggested Activities 见 page T34d.

Reading A

背景介绍

1. This text is adapted from “Painter with a Pulse,” an article published on the website of *China Daily* in 2018.
2. International Peace Prize was established at the first World Congress of Peace held in April 1949 in Paris and was last awarded in 1957. The original 1949 regulations expected prizes for art, literature, film, or industrial work which advanced the cause of peace among nations.

难句注释

1. **Later, he developed a personal style by using shades of black ink to show a shrimp’s body, giving it an almost real-life feel. (lines 12–15)**

句中 shade 一词在艺术领域中，解释为“（色彩的）浓淡，深浅”；feel 在这里作名词，意为“特质；（客体给人的）感受”。giving it an almost real-life feel 是非谓语动词，相当于一个结果状语（thus giving it an almost real-life feel）。整句意为“后来，他发展出了独特的个人风格，通过使用浓淡不同的黑色墨水来描绘虾体，呈现出一种栩栩如生的感觉。”

2. **Some of his paintings are flowers, symbolic of prosperity, and vegetables, indicating rich harvests. (lines 16–19)**

句中 symbolic of prosperity 是 flowers 的后置定语，相当于省略的定语从句 which are symbolic of prosperity；indicating rich harvests 是现在分词作定语，修饰名词 vegetables，相当于 which indicate rich harvests 这一定语从句。整句意为“他的作品还包括象征繁荣的鲜花和寓示丰收的蔬菜。”

词汇释义

• talent (line 3)

n. a natural ability to do sth well 天才；天资；天赋

The designer, who has great talent, will design a fantastic new kitchen for you — and all within your budget. 这位有才能的设计师将为你设计一个很棒的新厨房，而且所有费用在你的预算之内。

• prosperity (line 18)

n. the state of being successful, especially in making money 兴旺；繁荣；成功；昌盛

The country is enjoying a period of peace and prosperity. 这个国家正值国泰民安、繁荣昌盛的时期。

prosperous a. 繁荣的；成功的；兴旺的

• harmonious (line 31)

adj. (of relationships, etc.) friendly, peaceful and without any disagreement (关系等) 友好和睦的；和谐的

This company's workers and management have always enjoyed a harmonious relationship. 这家公司的工人与管理层之间的关系一直很和谐。

• figure (line 33)

n. a person or an animal in a drawing, painting, etc., or in a story (绘画或故事中的) 人，动物

The central figure in the painting is the artist's daughter. 画中间那个人是画家的女儿。

• detail (line 34)

n. a small individual fact or item; a less important fact or item 细微之处；枝节

Tell me the main points now; leave the details till later. 现在把要点告诉我，细节以后再说。

go into detail(s) 详细叙述；逐一说明

• energetic (line 35)

adj. having or needing a lot of energy and enthusiasm 精力充沛的；充满活力的；需要能量的；积极的

The artist is 69, strong-looking and extremely energetic. 这位艺术家 69 岁，身体强壮且精力极其充沛。

energy n. 能量；活力

• trend (line 38)

n. a general direction in which a situation is changing or developing 趋势；趋向；倾向；动态

The band's latest album has already proved a success and may well start a trend. 这个乐队的最新专辑已证明大获成功，并且很可能会影响潮流。

• typical (line 39)

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

The painting is a typical Rembrandt. 这幅画是一幅典型的伦勃朗作品。

typically adv. 典型地；有代表性地

• recognise (line 40)

v. to think of as very good or important 赞赏；认可；看重

The book is now recognised as a classic. 这本书现在是一部公认的经典著作。

to know who sb is or what sth is when you see or hear them, because you have seen or heard them or it before 认识；认出；辨别出

Do you recognise this tune? It was played at the concert we attended last week. 你能听出这是哪支曲子吗？该曲在我们上周参加的音乐会上演奏过。

recognition n. 认出；识别

• **pursue (line 55)**

v. to do sth or try to achieve sth over a period of time 追求；致力于；执行；贯彻

She wishes to pursue a career in art. 她希望从事艺术工作。

• **award (line 56)**

v. to make an official decision to give sth to sb as a payment, prize, etc. 授予

Schools award scholarships for high academic achievement. 学校向学业成绩优异者授予奖学金。

教学内容与要求

- 能归纳人物生平介绍类记叙文的文体特征——真实性和文学性，以艺术的方式来描述和评价人物经历、成就和社会影响；
- 能分析人物生平介绍类记叙文的语篇成分和语篇结构；
- 能概括人物生平介绍类记叙文的语言特征；
- 能判断语篇的目的、语篇对象，以及作者的观点、意向与理念等；
- 能发现并理解语篇中包含的文化元素，如中国画的象征意义等；
- 能识别语篇为传递意义而选用的话题词汇语义网和语法结构。

语篇分析

本文的语篇类型是人物生平介绍类记叙文。语篇内容是介绍“人民艺术家”齐白石实至名归的艺术生涯。从木匠到伟大的艺术家，齐白石的成功来自天赋与勤奋。他的绘画作品主题丰富，贴近生活，反映了中国人民对幸福的追求以及对和平的向往。他的花鸟鱼虫及山水人物画都精于细节，色泽明亮，笔触生动，反映了他对自然和生命的热爱。人到晚年，齐白石承担了更多的社会责任，并获得了“国际和平奖”这一殊荣。语篇结构为“总一分”结构，从“人民艺术家”这一概括性的称号出发，具体描述了齐白石的艺术经历、艺术成就及其社会影响，最后用其获得的“国际和平奖”呼应首段的“人民艺术家”这一称号，展现称号的实至名归。语言特征体现为用客观而又形象的语言，详尽地展现了齐白石作品的艺术特色，并使用了较多的非谓语动词形式。语篇的主题意义在于激发学生对艺术家及其艺术作品等的兴趣，引导学生丰富自我、完善自我，形成积极的生活与学习态度。

难句注释

3. Be it landscapes, birds, flowers or figures, Qi's paintings are rich in expression and detail. (lines 33–34)

句中 Be it landscapes, birds, flowers or figures 是倒装语序，相当于 whether 引导的让步状语从句 Whether it be landscapes, birds, flowers or figures。整句意为“不论是山水、花鸟还是人物，齐白石的画作都具有丰富的表现力和细致入微的刻画。”

Personal Touch

教学建议

- Ask students to answer the questions immediately after they read the text for the first time. Give students some time to think.
- If students have difficulty in understanding the second question, especially the word “convey”, try asking the question in another way by using the words learned in the text. For example: What does each image in your painting symbolise/indicate? / What is each image in your painting symbolic of?
- If time permits, have students sketch the images they would like to paint on paper individually and then encourage them to talk about their “artworks” in pairs.

Reference answer:

If I were a painter, I would like to paint different themes when in different moods. For example, if I were very happy and excited, I might draw fireworks shining in the sky. However, if I felt lonely and helpless, I would like to paint a small boat floating in the sea. (Answers may vary.)



happiness, following the putonghua pronunciations
 30 of these words. This painting reveals his hope for a stable and harmonious life, a wish common to people everywhere.

Be it landscapes, birds, flowers or figures, Qi's paintings are rich in expression and detail. Using
 35 heavy ink, bright colours and energetic strokes, he created works in a fresh and lively manner, expressing his love of nature and life. His art reflects an international trend in modern art at the time, yet he expressed it in a typical Chinese way.

40 Although the world recognises him first as a painter, Qi is also known for his seal carvings and poems. The large number of his works reflects a variety of interests and experiences.

The man was hardworking even in his 70s. In a
 45 group of his paintings, Qi drew insects in the corners, leaving some parts blank. He did so because he wanted to focus on the finer details when his eyesight was still good enough for the task, and planned to fill these spaces with flowers later on.

50 Qi kept looking for higher goals, especially as he got older. While many other Chinese artists retire from public life at an old age, Qi actively took on more social responsibilities. He said: "I love my hometown, my country and all the lives there. In recent years, I
 55 have realised that what I pursue is world peace."

In 1956, he was awarded the International Peace Prize by the World Peace Council.

● Personal Touch



If you were a painter, what would you like to paint? What message would you like to convey? Why?

Digging In

• Comprehension

I. What does the text tell us about Qi Baishi? Tick (✓) the items that are mentioned in the text.

- | | | |
|--|---|---|
| <input checked="" type="checkbox"/> his works of art | <input checked="" type="checkbox"/> his areas of interest | <input type="checkbox"/> his family |
| <input checked="" type="checkbox"/> his artistic expressions | <input checked="" type="checkbox"/> his artistic style | <input type="checkbox"/> his friendships |
| <input checked="" type="checkbox"/> his social influences | <input checked="" type="checkbox"/> his life in old age | <input type="checkbox"/> his educational background |

II. Complete the outline according to the text.

People's Artist	
Qi's artworks	Art forms
	Common <u>2 subjects</u>
	Artistic style
	Qi's social <u>1 influences</u>

• paintings

• 3 seal carvings

• 4 poems

• 5 aquatic life

- flowers and vegetables
- doves

• rich in 6 expression and detail

• fresh and 7 lively

- reflecting a trend of modern art in a typical Chinese way

- expressing ordinary Chinese people's wishes
- taking on more 8 social responsibilities
- being awarded the International Peace Prize

III. Answer the questions.

1. In what ways did Qi express symbolic meanings in his paintings?
2. What do you think made Qi Baishi a "People's Artist"?

Comprehension

教学建议

- I
1. Guide students to guess who the “People’s Artist” in the text might refer to by showing the title and some of Qi Baishi’s famous paintings on PPT before they begin reading.
 2. Have students read the introduction part and discuss the questions in pairs.
 3. Tell students to read through the text quickly and describe its main idea.
 4. After students have read through the text, ask them to tick the items that are mentioned in the text. If necessary, familiarise them with the reading strategy of scanning.
 5. Encourage students to tell the genre (biography) and the structure of the text (general-specific).
- II
1. Ask students to read the items they have ticked in Activity I and the outline in Activity II before they read the text a second time, and ask them to focus on such key elements of a biography as experiences, achievements and social influence.
 2. Guide students to scan the text and locate the paragraphs that may contain the missing information with the help of the given information in the outline.
 3. Tell students to circle the words and expressions which might be suitable to complete the outline in the text while they are reading.
 4. Have students work individually to complete the outline.
 5. Ask students to compare and discuss their answers with their partners’.
- III
1. Have students read the two questions and give them time to consider what they want to say.
 2. Organise a group discussion and encourage them to explain their opinions.
 3. Ask students to share ideas in class.
 4. Alternatively, for advanced learners, motivate them to think about and discuss the hidden meaning behind the title “People’s Artist” (i.e. to express both Qi Baishi’s love and care for ordinary people and people’s love and admiration for Qi Baishi as well).

Suggested Activities 见 pages T34d-T34f.

参考答案

- III
1. Qi used images and putonghua pronunciations to express symbolic meanings, such as flowers as a symbol of prosperity, vegetables as a symbol of rich harvests, the vase as a symbol of “peace” and the bat “happiness.”
 2. Qi Baishi was a “People’s Artist” because of his grassroots origin, his artistic creations based on Chinese culture and his understanding of Chinese people’s life, as well as his strong sense of social responsibility.

(Answers may vary.)

Vocabulary Focus

教学内容与要求

- 能在语境中判断词义，在表达中运用课文核心词汇；
- 能归纳常见介词的多种意义，并能在语境中理解运用介词与动词搭配的短语。

词汇分类

识别词汇 1: shrimp, crab, aquatic, prosperity, dove, stable, expression

2: symbolic, harmonious, trend

运用词汇（必修）: talent, detail, energetic, figure, typical, recognise, pursue, award

常用词组: couple ... with ..., honour ... with ..., on display, rich in, fill ... with

教学建议

I Key Vocabulary

1. Guide students to pick up some key words and expressions in context through textual interaction.
2. List the key words and expressions on slides or the blackboard and invite students to go over the main idea of the text.
3. Get students to read the passage and fill in each blank with the appropriate form of a word from the text according to the first letter given.
4. Guide students to retell the text in pairs.

II Word Partners: Verb + with, verb + of

1.

- (1) Ask students to highlight some “verb + with” and “verb + of” collocations like “honour ... with” in the text.
- (2) Guide students to discuss the meanings of with and of in those collocations.
- (3) Invite students to underline the “verb + with” and “verb + of” collocations in the six sentences and explain the meaning of with or of in each collocation with the help of the given meanings listed on the right.
- (4) Guide students to brainstorm more examples of “verb + with” and “verb + of” collocations they've learnt, and encourage them to make sentences with the collocations and explain the meaning of with or of in each collocation.

Suggested Activities 见 pages T34f-T34g.

● Vocabulary Focus

I. Key Vocabulary

Fill in each blank with the appropriate form of a word from the text. The first letter is given.

Qi Baishi is one of the most famous painters in China. He achieved success by coupling talent with hard work. He was honoured with the title “People’s Artist” in 1953. Qi’s paintings touch on various subjects. The general public are most impressed by his creations of aquatic life like shrimps, crabs and fish. People also love his paintings of flowers and vegetables, which indicate wishes for prosperity and harvests. These works also remind them of the countryside and of their hometowns. Another common subject in Qi’s art is the dove, showing his wish for world peace. His works are fresh and lively, rich in expression and detail. Though expressed in a typical Chinese way, Qi’s works reflect an international trend in modern art. Qi is recognised first as a painter, but is also famous for seal carvings and poems. The older he got, the higher the goals he set for himself. Unlike other elderly artists who retire from public life, Qi played a more active social role as he aged. The International Peace Prize was awarded to him in 1956.

II. Word Partners: Verb + *with*, verb + *of*

1. Underline the “verb + *with*” and “verb + *of*” collocations in the sentences and explain the meaning of *with* or *of* in each collocation.

- (1) Qi Baishi was honoured with the title “People’s Artist.” *with: using, having, carrying*
- (2) He achieved success by coupling talent with hard work. *with: along with*
- (3) The artistic creations remind them of their hometowns. *of: concerning*
- (4) The artist’s wife donated most of his artworks to the local museum after he died of cancer. *of: expressing a cause*
- (5) After much practice, the jazz dancer found himself cured of stage fright when dancing alone on this important occasion. *of: from*
- (6) Even masterpieces of landscape painting cannot compete with the beauty of nature. *with: in opposition to*

A preposition can often be used together with a variety of verbs to express different meanings.
For example:

The word *with* can be used after verbs to mean:

- (a) using, having, carrying
- (b) along with
- (c) in opposition to ...

The word *of* can be used after verbs to mean:

- (a) concerning
- (b) expressing a cause
- (c) from ...



2. Fill in the blanks with the appropriate forms of the “verb + of/with” collocations given in the box.

cure ... of
fill ... with

remind ... of
struggle with

connect ... with
associate ... with

Loving Vincent is the world's first fully oil painted feature film. It 1 reminds people of Vincent van Gogh's life and works. Throughout his life, Van Gogh 2 struggled with painful mental illness. His paintings, however, use very bright colours and sometimes seem joyful. Night, a common subject in Van Gogh's works, was for him a time of creativity, often 3 associated with a feeling of safety and comfort. In his *Starry Night*, a quiet town sits under the night sky, which 4 is filled with shining stars. There is also a tree in the painting. The tree 5 connects the earth with the sky, reflecting the artist's thought about death — the destination of life's journey. The painting failed to 6 cure the painter of his mental disease; however, it has become a great source of inspiration for artistic creations ever since, including the famous song “*Starry, Starry Night*.”

● Grammar in Use

Infinitives 1 — used as objects, complements, adverbials and attributives

- I. Underline the infinitives in the paragraph and say whether they are used in the same way.

It requires a certain amount of knowledge to appreciate a work of art. We should be able to explain why we like or dislike the artwork. The easiest way to begin our appreciation is to place the work in its time and place, because we need to know how it is related to the context in which it is created.



Grammar Highlights

01 Infinitives (*to do*) can function as the object, the complement, the adverbial, the attributive, etc.

02 Bare infinitives are infinitives without *to*. They are often used as the object complement of action verbs like *make*, *let*, *have*, as well as verbs of senses like *hear*, *watch*, *feel*.

2.
 - (1) Have students read the collocations in the blue box and explain the meaning of with and of in each collocation.
 - (2) Have students read the passage and fill in the blanks with the appropriate forms of the “verb + of/with” collocations.
 - (3) Invite some students to read the passage aloud and explain the meanings of the collocations.
 - (4) Have students read the whole passage and describe its main idea.

Grammar in Use

教学内容与要求

- 能判断不定式作宾语、补语、状语、定语的语法功能和表意功能；
- 能根据表达的需要运用不定式。

教学建议

I

1. List the following two sentences with infinitives taken from Reading A. Then encourage students to discuss the uses of the infinitives by asking them to tell whether the infinitives can be replaced by the -ing forms.

Reference answer:

Sentence	Use
1) Later, he developed a personal style by using shades of black ink <u>to show</u> a shrimp's body, giving it an almost real-life feel. (lines 12–15)	To express aims or goals
2) He did so because he wanted <u>to focus</u> on the finer details when his eyesight was still good enough for the task, and planned <u>to fill</u> these spaces with flowers later on. (lines 46–49)	To express aims To express plans

2. Guide students to read the given paragraph, underline the infinitives and tell whether they are used in the same way. For advanced learners, have them tell which infinitives are used as objects, complements, adverbials or attributives.
3. Engage students in analysing and summarising the form and the function of infinitives according to the sentences and the paragraph in Step 1 and 2.
4. Guide students to check the form and the function of infinitives by studying the table on page 25. For each form, offer additional examples or ask students to give additional examples.
5. Encourage students to brainstorm other verbs that can be used in each form. Remind them to compare the form and the use of “verb + sb/sth + to do” and “verb + sb/sth + do”.

II

1. Guide students to go over the form, the function and the meaning of -ing forms. Ask students to list separately verbs that can only be followed by the -ing forms and those that can only be followed by the infinitives.
2. Have students list some verbs that can be followed by both -ing forms and infinitives.
3. Ask students to complete the dialogue individually with the -ing forms or infinitives of the verbs in brackets. Remind them to pay attention to the context and the intended meaning each blank carries.
4. Engage students in checking their answers in pairs by reading the complete dialogue with a partner. If students disagree with each other, they can have a discussion.
5. Invite some pairs to share the answers with the class and give reasons. Encourage them to tell the function of the -ing form or the infinitive in each blank.

III

1. Have students read the passage and replace the underlined parts with infinitives individually.
2. Ask students to discuss in pairs.
3. Encourage students to identify the functions and the intended meanings of the infinitives in the context and ask them whether the infinitives can be replaced by the -ing forms.

Reference answer:

The infinitive	Function	Intended meaning
to appreciate ...	attributive	the skills are used to appreciate it
to understand ...	adverbial	the aim of figuring out the clues is to understand the specific emotions
to remember ...	attributive	you should remember one important thing

Suggested Activities 见 pages T34g–T34h.

Form	Example	Function
verb + to do (hope, decide, want, would like ...)	He did so because he <u>wanted to focus on</u> the finer details when his eyesight was still good enough for the task.	object
verb + wh-word + to do (know, understand, wonder ...)	Have you ever <u>wondered how to dress</u> for a symphony performance?	object
(in order / so as) to do	Painters use a variety of brushes and other tools <u>in order to create</u> different effects.	adverbial
verb + sb./sth. + to do (ask, expect, advise ...)	My teacher <u>advised me to go to</u> the opera this weekend.	object complement
verb + sb./sth. + do (make, let, have, hear, watch, feel ...)	Yesterday I <u>heard John sing</u> "Blowin' in the Wind."	object complement
noun + to do	Bob Dylan became <u>the first songwriter to win</u> the Nobel Prize for Literature.	attributive

II. Complete the dialogue with the -ing forms or infinitives of the verbs in brackets.

Xiaosong: How was the play *The Merchant of Venice*, Sam?

Sam: Brilliant, but I really couldn't stand the two men behind me 1 chatting (chat) and 2 laughing (laugh) from time to time.

Xiaosong: Did you ask them 3 to stop (stop)?

Sam: Yes, but it didn't help.

Xiaosong: At the theatre, the audience are required 4 to keep (keep) quiet.

Sam: To be frank, I expected other people 5 to tell (tell) them to stop, but it didn't happen.

III. Rewrite the passage, replacing the underlined parts with infinitives.

How do you "read" a painting? Do you have the skills with which you can appreciate it? When setting out to understand a painting, you will want to search for signs of those emotions the artist wanted to express. Not every work of art will attract your attention at first sight. You need to spend some time figuring out the clues so that you can understand the specific emotions communicated in the painting. One important thing you should remember is that, in art appreciation, "right and wrong" is often not so clear. You may discover things about a painting that no one else has thought about!

Listening and Viewing

音频文本见 page T34b



Vincent van Gogh (Mini-lecture)

Vincent van Gogh was a famous Dutch painter, generally considered to be one of the greatest Post-Impressionist artists.

- I. Work in groups and discuss the questions. Who was Vincent van Gogh? What is he famous for? *He is famous for the great vitality of his works which are characterised by expressive use of brilliant colour and energetic use of impasto. His best-known paintings include Starry Night and Sunflowers. (Answers may vary.)*
- II. Listen to the mini-lecture and choose the best answer.
 1. What kind of person was Vincent van Gogh?
 - A. A talented, poor and unhappy artist.
 - B. A troublesome, poor and outgoing artist.
 - C. A creative, unique and wealthy artist.
 - D. A happy, gentle and popular artist.
 2. Based on the mini-lecture, which of the following pictures was most probably painted by Vincent van Gogh?



A



B



C



D

- III. Listen again and fill in the blanks.

Listening Strategy Listening for details

Vincent van Gogh's personal life:

- His nationality was 1 Dutch.
- He was never able to 2 support himself.
- People often described him as a 3 difficult person to get along with who was rarely 4 happy.

Vincent van Gogh's works:

- His works are described as 5 "Post-Impressionism".
- His painting style is 6 personal.
- His works use very 7 bright colours.
- The shapes of his paintings are 8 strange and 9 dream-like.
- After his death, his paintings became some of the most 10 famous in the world.

- IV. Answer the questions.

Do you think popular artworks are always good artworks? Why or why not?

No, I don't think so, because sometimes social influence may magnify the artistic value of an artwork. Even though art is largely a matter of personal taste and aesthetics, some artworks are popular because tastes often follow trends. (Answers may vary.)

Listening and Viewing

教学内容与要求

Listening

- 能依据语篇的情景语境，获取讲座的主题、关键信息和其它内容细节；
- 能依据听力材料提供的资源，综合推断语篇传递的信息；
- 能概括出艺术家的性格对艺术作品风格的影响。

背景介绍

This audio is an introduction to Vincent van Gogh, which mainly focuses on his works and his personal life. Some terms like “Post-Impressionism” and “Impressionist paintings” may not be familiar to students, so it is strongly advised that teachers provide some background knowledge for students.

听力策略

Listening for details

- Have students skim through the listening tasks to activate their background knowledge and the related vocabulary to help them understand the big picture and anticipate the information they need to listen out for.
- Guide students to circle the key words and expressions, which are most relevant to the details they need to identify in the listening text, such as *nationality, get along with, style, colours, shapes*.
- Remind students to be alert to the important points related to the key words and take down notes of the detailed information with symbols or abbreviations while they're listening to the passage.
- Tell students to detect signposts related to the key words like *his painting* to get prepared for a change in the direction, i.e. from Van Gogh's personal life to his works.
- Remind students to pay attention to the different phrasing of sentences because some information in the listening text is rephrased in the listening task.

教学建议

- | | | | |
|---|---|--|--|
| <p>I</p> <ol style="list-style-type: none">Show a picture of Vincent van Gogh and ask students who the person is. Then have students brainstorm some key words associated with Vincent van Gogh.Have students work in groups and share what they know about Vincent van Gogh. | <p>II</p> <ol style="list-style-type: none">Guide students to read the four choices of the first question and predict the best answer according to their prior knowledge.Ask students to look at the four pictures and encourage them to tell the artistic features (e.g. artistic style, theme, shade, colour) of each picture. Then motivate students to discuss and predict which one might have been painted by Vincent van Gogh and give reasons.Have students listen for the first time and choose the best answer. Remind them to take down notes that can support their choices. | <p>III</p> <ol style="list-style-type: none">Play the audio once more and guide students to fill in the blanks by familiarising them with the strategy of listening for details.After students have finished the listening task, encourage them to retell Vincent van Gogh's personal life and his works. For more proficient students, engage them in discussing what kind of influence Vincent van Gogh's personal life might have had on his works. | <p>IV</p> <ol style="list-style-type: none">Involve students in discussing the questions in groups.For more proficient students, encourage them to hold a debate on the topic. |
|---|---|--|--|

教学内容与要求

Viewing

- 能获取歌曲的创作背景、主题思想和内容细节；
- 能与他人分享歌词所传递的信息与情感。

背景介绍

This video is about a song entitled “Blowin’ in the Wind”, written by Bob Dylan in 1962. This protest song raises questions about peace, war and freedom, and the video shows the cruel reality of war.

教学建议

- I
 1. Have students read the title of the song and predict what the song might be about and guess what is blowing in the wind.
 2. List students' answers on the blackboard or whiteboard.
- II
 1. Play the video in silent mode and ask students to tell what this song is mainly about according to the images in the video.
 2. Have students watch the video again and take down the key words and phrases that they think can best express the theme of the song (e.g. white dove, cannonballs, free, deaths, died).
 3. Motivate them to discuss what message the songwriter wants to convey.
- III
 1. Have students read through the lyrics and guess the missing words according to the context and the rhymes.
 2. Play the video for a third time and ask students to fill in the blanks. If students have difficulty in catching the words, remind them to take notes in shorthand.
 3. Get students to check the answers with their partners and read the rhyming words in each verse.
- IV
 1. Have students read the lyrics of the song aloud or sing the song.
 2. Involve students in discussing the topic.

Suggested Activity 见 page T34i.

Culture Link 板块教学建议等见 page T34a.



Blowin' in the Wind (Music video)

视频文本见 pages T34b–T34c

- I. Read the title of the song and guess what is blowing in the wind. *I guess maybe something like a flag or a kite is blowing in the wind. (Answers may vary.)*

II. Watch the video and answer the question.

What message does the songwriter want to convey?

The songwriter wants to express his ideas on the topic of war and peace.

III. Watch again and fill in the blanks.

How many roads must a man walk down

Before you call him a man

How many seas must a white 1 dove sail

Before she sleeps in the sand

Yes, and how many times must the cannonballs 2 fly

Before they're forever 3 banned

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, and how many years can a mountain 4 exist

Before it is washed to the sea

Yes, and how many years can some people exist

Before they're 5 allowed to be free

Yes, and how many times can a man turn his head

And 6 pretend that he just doesn't see

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

Yes, and how many times must a man look up

Before he can see the sky

Yes, and how many ears must one man have

Before he can hear people 7 cry

Yes, and how many deaths will it take

Till he knows that too many people have 8 died

The answer, my friend, is blowin' in the wind

The answer is blowin' in the wind

IV. Watch again and discuss the questions.

Which lines of the song are your favourite? Why?

I'm most impressed by the first six lines of the second verse, because the three rhetorical questions are so pointed and thought-provoking that we can easily sense the strong desire for freedom and the condemnation of war. The word "exist" in Lines 1 and 3 shows a striking contrast with the phrase "pretend that he just doesn't see" in Line 6.



Culture Link

Bob Dylan

Bob Dylan (24 May 1941–) is an American singer, songwriter, author and artist. His songs touch on a wide range of political, social, philosophical and literary topics. In 2016, he was awarded the Nobel Prize for Literature “for having created new poetic expressions within the great American song tradition.”

Introducing an Artist

I. Speaking: Guessing the artist

The School Art Festival is coming. Your class is organising a guessing game about artists.

Speaking Strategy

Emphasising important words

When introducing a person, make sure you attract the audience's attention by emphasising important words. You should neither stress every single word nor speak without any stress.

Rules

1. Work in groups. Each group prepares five clues about a certain artist.
2. Groups take turns to introduce an artist by giving the clues without mentioning his/her name.
3. Other groups can only start to guess when all the five clues are given.
4. The first group that gets the artist's name is the winner of that round.

Time:
4 p.m. – 5 p.m.
25 March

Place:
Room 123,
Building 6

Moving Forward

教学内容与要求

- 能借助重音强调关键词语和信息，描述人物特征；
- 能运用相关线索，通过分析和推理获取相关信息；
- 能在口头表达中描述艺术家的风格、代表作等；
- 能为一个艺术展写一篇艺术家的介绍文章；
- 能在书面表达中运用“总一分”模式。

教学建议

I. Speaking:

- Show a picture of Qi Baishi or Vincent van Gogh to students and ask them to work in pairs and try to introduce the artist in five sentences with at least five distinct features.
- List on the blackboard or whiteboard the distinct features students have mentioned and ask them whether these features belong to personality, appearance, achievement, or life experience, etc.
- Explain the speaking task to the class. Model the example for the class by giving five clues of an artist and asking students to guess who the person is.
- Encourage students to tell the important words that have helped them get the artist's name in the clues and guide them to notice how these important words are emphasised when the clues are given (e.g. by taking a pause, elongating the words, using repetition, or stressing the words).
- Have students prepare five clues about a certain artist in groups. Allow them to list some key words that are related to the artist's distinct features on a piece of paper and remind them to emphasise these important words when they introduce the artist.
- Remind students to discuss in a soft voice in case other groups overhear the artist's name and make sure every member of the group takes on a task.
- Invite all groups to take turns introducing an artist and list the winner of each round on the blackboard or whiteboard.
- Encourage students to adopt different ways to emphasise important words in order to attract the audience's attention while they are speaking.

Suggested Activities 见 pages T34i–T34j.

参考答案

The five clues are as follows:

- He is one of the most significant and popular artists of the 19th and 20th centuries.
- He was French.
- He loved experimenting with the changing play of light and colours in the course of the day and the seasons.
- He has been described as “the driving force behind Impressionism.”
- Water Lilies are the most iconic images of his works.

The artist is Oscar-Claude Monet. (Answers may vary.)

II. Writing:

Step 1

1. Before asking students to write, guide them to read the directions and make sure that they know what they are to write.
2. Explain and show what a general statement is. Ask students to read the example in the textbook. Have students choose a certain artist they are going to introduce in the School Art Festival and ask them to write a general statement about him/her.

Step 2

1. Ask students to recall the supporting details in Reading A for the general statement.
2. Have students discuss the clues given by all the groups and pick out those that provide detailed information.
3. Ask students to give supporting details about the artworks and social influences of the artist they have chosen.

Step 3

1. Ask students to follow the given outline and write a paragraph to introduce the artist they have chosen.
2. Have students read the checklist before they begin to write.

Sample checklist:

- Was my topic narrow, clear and focused?
- Was the general statement about the artist clear enough?
- Did I give proper supporting details for the general statement?
- Did I introduce the artist in a clear and logical way?
- Did I use “verb + with”, “verb + of” collocations and the infinitives correctly?

3. Give students enough time to write an introduction to the artist that they've chosen in the general-specific pattern.
4. Ask students to do peer-checking according to the checklist.
5. Correct several students' work and make comments.

参考答案

Title: Claude Monet

General statement: Claude Monet is a famous French painter and a leader of the Impressionist movement.

Supporting detail 1: Monet's desire to document the French countryside led him to adopt a method of painting to capture the changing light and the passing of the seasons. In 1883, Monet began a big landscaping project which included lily ponds that would become the subjects of his best-known works. In 1899, he began painting water lilies, which he would continue to do for the next 20 years of his life.

Supporting detail 2: In his mature works, Monet developed his method of changing canvases with the light. His popularity soared in the second half of the 20th century, when his works travelled the world in museum exhibitions that attracted record-breaking crowds and marketed popular commercial items featuring imagery from his art.

(Answers may vary.)

- 
- ## II. Writing: Introducing artists for an art exhibition
- Discuss the clues given by all the groups and decide which clues provide general information and which provide detailed information. Each group is to write an introduction to a certain artist for an art exhibition in the School Art Festival.

Writing Strategy

Writing in the general-specific pattern

The **general-specific pattern** begins with a general statement and then leads into details that support and explain the general statement. The pattern can be used to develop a paragraph, essay or speech.

Step 1 Write a general statement about the artist.

e.g. He is one of the best-known Chinese painters in the 20th century.

Step 2 Give supporting details about his/her artworks and social influences.

- Artworks: art forms, subjects, messages / symbolic meanings, styles, etc.
- Social influences: honours, titles, influences on other people, etc.

Step 3 Follow the outline and write a paragraph of 80–100 words.

General statement: _____

Supporting detail 1:

Supporting detail 2 :

Reading B

BANQUET SPEECH

Good evening, everyone.

I extend my warmest greetings to the members of the Swedish Academy and to all of the other distinguished guests in attendance tonight.

I'm sorry I can't be with you in person, but I am most definitely with you in spirit and honored to be receiving such a prize. Being awarded the Nobel Prize for Literature is something I never could have imagined. From an early age, I've been familiar with the works of those giants of literature, whose works are taught in the schoolroom and spoken of in respectful tones. That I now join the names on such a list is truly beyond words.

If someone had ever told me that I had the slightest chance of winning the Nobel Prize, I would have to think that I'd have about the same possibility as standing on the moon. I was out on the road when I received this surprising news. I began to think about William Shakespeare, the great literary figure. When he was writing *Hamlet*, I'm sure he was thinking about a lot of different things: "Who're the right actors for these roles?" "How should this be staged?" But there were also more ordinary matters to consider and deal with. "Is the money in place?" I would bet that the farthest thing from Shakespeare's mind was the question "Is this literature?"

When I started writing songs as a teenager, I thought they could be heard in coffee houses or bars, maybe later in places like Carnegie Hall. If I was really dreaming big, maybe I could imagine getting to make a record and then hearing my songs on the radio. Making records and hearing your songs on the radio meant that you were reaching a big audience. Well, I've been doing what I set out to do for a long time. I've made dozens of records and played thousands of concerts all around the world. But it's my songs that are at the vital center of almost everything I do. They seemed to have found a place in the lives of many people throughout many different cultures and I'm grateful for that.

But, like Shakespeare, I, too, am often occupied with both my creations and other ordinary matters. "Who are the best musicians for these songs?" "Am I recording in the right studio?" Some things never change, even in 400 years.

Not once have I ever had the time to ask myself, "Are my songs literature?"

So, I do thank the Swedish Academy, both for taking the time to consider that very question and, ultimately, for providing such a wonderful answer.

My best wishes to you all.

Bob Dylan

Reading B

教学内容与要求

- 能归纳演讲稿的组成部分，如开场白、主体内容、结尾鸣谢；
- 能判断演讲者传递的信息和表达的情感；
- 能在语境中建构与致谢有关的话题词汇语义网；
- 能发现并理解语篇中包含的文化元素，如传统文学与流行文化之间的共性与差异等。

语篇分析

本文的语篇类型是演讲致辞。语篇内容是2016年诺贝尔文学奖获得者、美国著名音乐人鲍勃·迪伦的获奖感言。在这篇演讲中，鲍勃·迪伦首先表达了自己缺席颁奖现场的遗憾，接着表达了自己对诺贝尔文学奖的尊重以及对历位诺贝尔文学奖获得者的敬仰。随后，他主要通过阐释自己对艺术创作的理解来回应外界一些对他获得诺奖的质疑，并体现了他在艺术道路上孜孜以求的创作与探索精神。语篇结构由演讲开头、演讲内容主体部分和演讲结尾构成，结构非常明晰。语言特征体现为用词正式庄重，句式复杂多样，表达连贯清晰，反映出鲍勃·迪伦对艺术及诺贝尔文学奖的尊重与崇敬。语篇的主题意义在于提升学生对文学艺术的领悟与欣赏，引导学生对文学艺术等话题开展批判性的思考。

背景介绍

This text is adapted from the banquet speech written by Bob Dylan. However, Bob Dylan was not present in person to receive the Nobel Prize. Instead, it was his aid, Azita Raji, the United States Ambassador to Sweden, who read the speech aloud at the Nobel Banquet in Stockholm on Dec. 10, 2016. Interestingly, Bob Dylan recorded another Nobel lecture himself on Jun. 4, 2017 and then sent it to the Swedish Academy with an audio link.

难句注释

- Being awarded the Nobel Prize for Literature is something I never could have imagined. (lines 9–11)**
句中 being awarded the Nobel Prize for Literature 是-ing形式做主语，could have done 是用来表示过去原本能够做某事。整句意为“获得诺贝尔文学奖是我从来没有预想到的事情。”
- That I now join the names on such a list is truly beyond words. (lines 15–16)**
句中的 that I now join the names on such a list 是主语从句，我们也可以用形式主语 it 放在句首，将 that 从句后移，变成：It is truly beyond words that I now join the names on such a list. 此外，list 在这里指诺贝尔文学奖获得者的名单，beyond words 意为“无法用语言表达”。整句意为“如今，我的名字也忝列其中，我的心情是难以言表的。”
- If someone had ever told me that I had the slightest chance of winning the Nobel Prize, I would have to think that I'd have about the same possibility as standing on the moon. (lines 17–21)**
句中使用了虚拟语气和两个 that 引导的宾语从句，第二个宾语从句中的 I'd 是 I would 的缩写。整句意为“如果在此之前，有人告诉我说我有一线希望会获得诺贝尔文学奖，我会觉得这跟我登上月球的概率差不多”。
- Not once have I ever had the time to ask myself, “Are my songs literature?” (lines 56–57)**
本句为部分倒装句，否定词 not 置于句首。not once 意为“一次也没有，完全没有”。整句意为“我一次都没有顾得上问自己：‘我的歌是文学吗？’”

词汇分类

识别词汇 1: banquet, giant

2: distinguished, extend, literary, bet, grateful, occupy

运用词汇（必修）：literature, respectful, slight, ordinary, audience

常用词组：in person, in place, set out

词汇释义

• literature (line 10)

n. pieces of writing that are valued as works of art, especially novels, plays and poems 文学；文学作品

He was very familiar with the literature of France, Germany and the Netherlands. 他对于法国、德国和荷兰的文学了如指掌。

She is very fond of Chinese classical literature and has spent some time reading Tang and Song poetry, etc. 她很喜欢中国古典文学，花了不少时间阅读唐诗、宋词等。

literary adj. 文学的；文学上的；爱好文学的；从事文学研究（或写作）的

• giant (line 12)

n. a person who is very good at sth 伟人；卓越人物

He was without question one of the giants of Japanese literature. 毋庸置疑，他是日本的文学巨匠之一。

a. very large; much larger or more important than similar things usually are 巨大的；特大的；伟大的

On July 20, 1969, the American astronaut Neil Armstrong put his left foot on the lunar surface and famously declared, "That's one small step for a man, one giant leap for mankind." 1969年7月20日，美国宇航员尼尔·阿姆斯特朗迈出左脚踏上了月球，说出了那句著名的：“这是个人的一小步，人类的一大步。”

• respectful (line 14)

a. showing or feeling respect 表示敬意的；尊敬的

The onlookers stood at a respectful distance. 旁观者站在一定的距离之外，以示敬意。

He taught his children to be respectful of other cultures. 他教导他的孩子们要尊重其它文化。

be respectful of sth 尊重

disrespectful adj. 无礼的；不尊重的

• slight (line 18)

a. very small in degree 轻微的；略微的

There has been a slight increase in the consumption of artworks. 艺术品消费量略有增长。

I don't have the slightest idea what he's talking about. 我一点儿也不明白他在说什么。

not in the slightest 一点儿也不，一点儿也没有

• ordinary (line 29)

adj. not unusual or different in any way 普通的；平常的；一般的；平凡的

This poem fully expresses the author's love for the ordinary people. 这首诗酣畅淋漓地抒发了作者对普通人民的爱。

Physical exercise should be part of ordinary life. 体育锻炼理应是日常生活的一部分。

out of the ordinary 不寻常；特殊；超凡脱俗

• audience (line 41)

n. the group of people who have gathered to watch or listen to sth (a play, concert, sb speaking, etc.) (戏剧、音乐会或演讲等的)观众，听众

The audience was/were clapping for 10 minutes. 观众鼓掌 10 分钟。

- **set out (line 42)**

开始努力

He has achieved what he set out to do three years ago. 他已经完成了三年前就开始努力做的事情。

- **grateful (line 49)**

a. feeling or showing thanks because sb has done sth kind for you or has done as you asked 感激的；表示感谢的

I am extremely grateful to all the teachers for their help. 我非常感谢所有老师的帮助。

We are grateful to you for permission to reproduce this article. 非常感谢您允许我们复印这篇文章。

ungrateful a. 不领情的；忘恩负义的

gratitude n. 感激之情；感谢

- **occupy (line 51)**

v. to fill your time or keep you busy doing sth 使忙于（做某事）；忙着（做某事）

She occupied herself with routine office tasks. 她忙于办公室的日常工作。

I had forgotten all about it because I had been so occupied with other things. 因为忙于其它事情，我把这件事忘得精光。

to fill or use a space, an area or an amount of time 使用，占用（空间、面积、时间等）

Administrative work occupies half of my time. 行政事务占用了我一半的时间。

How much memory does the program occupy? 这个程序占用多少内存？

occupation n. 工作；职业

Comprehension Plus

教学建议

1. Have students read the title, the beginning and ending of the text and then identify the genre and the writer and predict what the text might be about.
2. Have students skim the text and identify its main idea.
3. Have students read the text in detail, discuss questions in the “Comprehension Plus” section in pairs or in groups and provide evidence from the text.
4. Invite some students to share their answers to the questions and explain the reasons.
5. Remind students of the text format, have them discuss whether it's a typical speech format and encourage them to tell why this format is adopted.

Suggested Activities 见 pages T34j–T34k.

Critical Thinking

教学内容与要求

- 能根据提示整合本单元各语篇中的主要信息；
- 能对信息进行对比和分析，从而获得更深层次的理解。

教学建议

- I
1. Ask students to recall what they have learned in the reading, listening and viewing texts again and analyse the art forms, artistic styles and messages of the three artists one by one.
 2. Have students complete the table with the information they find in this unit.
 3. Encourage students to introduce the artists one by one based on the table.
- II
1. Have students choose two artists to compare from the three different perspectives shown in the table with detailed information to support their opinions.

Suggested Activity 见 page T34k.

• Comprehension Plus

Answer the questions.

- What feelings does Bob Dylan show in his speech?

He expresses his regret that he cannot attend the ceremony. He also expresses surprise at winning this award as well as his gratitude.

- Why does Dylan mention Shakespeare? In his opinion, what do he and Shakespeare have in common?

Dylan suggests that when Shakespeare was creating his plays, he must have had numerous, ordinary matters on his mind and was surely not thinking about whether his writing was "literature." Such matters must have included financial worries and the best choice of actors. Dylan too is concerned with his creations and with related, practical issues like finding the best musicians, and has never considered whether his songs are literature.

- Do you think Dylan's songs are literature? Why or why not?

Yes. I think his songs are literature and he is a poet. His lyrics are poetic and philosophical, conveying universal values of love and peace. (Answers may vary.)



Critical Thinking

Analysing and comparing

- Complete the table according to what you have learned in this unit.

Artist	Art forms	Artistic style	Messages
Qi Baishi	<ul style="list-style-type: none"> paintings seal carvings poems 	<ul style="list-style-type: none"> rich in detail fresh and lively reflecting a trend of modern art in a typical Chinese way 	<ul style="list-style-type: none"> love of nature wish for peace and happiness
Vincent van Gogh	<p><i>paintings</i></p>	Post-Impressionism: <ul style="list-style-type: none"> very personal using very bright colours the shapes being strange and dreamlike 	Not mentioned.
Bob Dylan	<p><i>songs</i></p>	Not mentioned.	wish for peace

- Choose two artists from the table above to compare. What do they have in common? Support your opinions with detailed information.

Both Qi Baishi and Bob Dylan express their wish for world peace through their artworks. For example, they both use doves as a symbol of peace in their artworks. (Answers may vary.)

Further Exploration

Taking a field trip to a local art museum

Visit a local art museum, write a field trip report and present it in class.

- Step 1** Plan the trip. Take a few minutes to check the websites of local art museums and discover what artworks will be on display. Decide where to go, when to go and whom to go with.
- Step 2** Visit the art museum and take some notes or pictures if possible.
- Step 3** Write a report (see the example below) and present it in class.



FIELD TRIP REPORT

Where I went: _____

When I went: _____

Who I went with: _____

What I discovered: _____

My favourite artwork: _____

• *Important facts about it:* _____

• *Reasons why I liked it:* _____

What I brought home: _____

Further Exploration

教学内容与要求

- 能通过对本地艺术馆的参访与考察，形成考察报告，并与同学分享。

教学建议

Step 1

- Ask students to take a field trip to a local art museum and show them some pictures of different kinds of museums and ask them to choose the one(s) they are supposed to visit.
- Go over all the things they need to take for the visit (e.g. cell phones, cameras, notebooks, pens) and the items they need to include (e.g. pictures, brochures) in their field trip report.
- Provide some websites of local art museums for students, if necessary, to help them discover what artworks will be on display and then decide where to go, when to go and whom to go with.

Step 2

- Group students according to the art museum they have chosen and remind them to take the necessary things with them to visit the art museum.
- Encourage students to collect the information they need to complete the report by taking some notes or pictures in the local art museum.

Step 3

- After the trip, ask students to write the report individually.
- Encourage students to make the presentation in front of the whole class with the help of slides.
- After each presentation, invite the audience to make their comments on it, ask some questions about the visit or the report and have the presenters make further explanations if necessary.

Suggested Activities 见 page T34k.

参考答案

Field Trip Report

Where I went: China Art Museum, Shanghai

When I went: Last Sunday

Who I went with: My close friend Rita

What I discovered: It was previously the China Pavilion of Expo 2010. There are twenty-seven exhibition halls in all. The basic exhibitions include four themes: the Origin of Chinese Modern and Contemporary Art, Artworks Featuring Shanghai's Historical and Cultural Development, Artworks of Noted Painters and Arts Development in the New Century.

My favourite artwork: The moving multi-media “Riverside Scene at Qingming Festival”

- Important facts about it: It is a modern electronic picture, 30 times larger than the original one created by the famous artist Zhang Zeduan of the Northern Song Dynasty. It vividly depicts the prosperous city life in ancient China. More than 1,000 figures appear in the day and night scenes.
- Reasons why I liked it: The motion picture is a fantastic combination of traditional art and modern technology. All the people painted on the picture are moving, which has made the artwork lovely and lively.

What I brought home: Some souvenirs, including three refrigerator magnets and two Beijing Opera Dolls.

(Answers may vary.)

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；
- 通过反思和规划，提升自主学习能力和思辨能力。

教学建议

Step 1: Check

1. Remind students to check whether they have achieved the overall learning goals in “Art and Artists” by going over the expected outcomes of this unit.
2. Ask students to put the items in their right places. 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

1. Have students recall the activities that they have done 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.
2. Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find an effective solution to each 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 (Answers may vary.)

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

B. Introducing an artist

I am a big fan of art and I'm especially interested in the life stories of artists, so I read the text about Qi Baishi very carefully and listened to the story of Vincent van Gogh attentively. Besides, I searched online and found a lot of information about Bob Dylan and other artists that I admire. Therefore, it was a piece of cake for our group to prepare five clues about a certain artist and introduce him. I learned a lot and I really enjoyed the activity of introducing and guessing artists. The learning experience was quite delightful.

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

H. Using the general-specific pattern in writing

I sometimes failed to find the proper supporting details for the general statement. Some of the details I wrote in my composition were not quite relevant to the general statement. On other occasions, several of the details were similar to each other, which seemed quite redundant.

What do you plan to do if you find something difficult?

My English teacher advises me to use a mind map to organise my ideas when using the general-specific pattern in writing, which may help find appropriate supporting details for the general statement.

Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the symbolic meanings of artworks
- B. Introducing an artist
- C. Discovering the cultural messages of songs and other musical works
- D. Writing a report on a field trip to an art museum
- E. Analysing and comparing styles and social influences of artists
- F. Listening for details
- G. Emphasising important words in speaking
- H. Using the general-specific pattern in writing

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

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

What do you plan to do if you find something difficult?

Culture Link

教学内容与要求

- 能列举语篇中隐含的文化元素，如艺术家创作特点、西方流行音乐特点等；
- 能简述艺术家的生平、艺术创作特点及艺术代表作等。

教学建议

- As a warm-up, have students raise questions about Bob Dylan (e.g. What is Bob Dylan famous for?)
- Ask students to fast read the introduction to Bob Dylan and find the answers to their questions.
- As a follow-up, invite students to discuss their understanding of “having created new poetic expressions within the great American song tradition” with some examples from Bob Dylan’s songs.

补充文化知识

The Nobel Prize in Literature

The Nobel Prize in Literature is a Swedish literature prize that is awarded annually, since 1901, to an author from any country who has, in the words of the will of Swedish industrialist Alfred Nobel, produced “in the field of literature the most outstanding work in an ideal direction.” It is one of the five Nobel Prizes established by Nobel’s will in 1895. Though individual works are sometimes cited as being particularly noteworthy, the award is based on an author’s body of work as a whole. The Swedish Academy decides who, if anyone, will receive the prize. The academy announces the name of the laureate in early October. The Nobel Prize in Literature has been awarded 110 times to 114 writers and poets between 1901 and 2017. On some occasions the award has been postponed to the following year. For example, there was no winner in 2018, but two names were awarded in 2019. Mo Yan, a Chinese novelist and short story writer “who with hallucinatory realism merges folk tales, history and the contemporary,” was awarded the Nobel Prize in Literature in 2012.

Vincent van Gogh

Vincent van Gogh was a Dutch painter. His works are sometimes described as “**Post-Impressionism**.” That is, his style of painting was similar to the “Impressionist” paintings. But he added his own ideas that were different from them. His style was very personal. Though he was influenced by many kinds of artists, he made few lasting friendships with any of them and was almost always alone.

Van Gogh lived a troubled life, and his paintings are some of the best on records so far. Only one of his paintings was sold in his lifetime, and he was never able to financially support himself. His brother, Theo, often helped him, and the few friends he had would help him from time to time as well. People often described him as a difficult person to get along with and very rarely happy. His paintings, however, use very bright colours and sometimes seem joyful.

It was in his paintings that Van Gogh was able to express himself clearly. Most of his relationships in life **fell apart** quickly. The famous painter, **Gauguin**, went to visit Van Gogh once, after Van Gogh had written to him constantly, asking for a visit. When Gauguin arrived, Van Gogh was very excited. He had painted several pictures of sunflowers in anticipation of his guest. Gauguin respected Van Gogh’s talent, but the friendship only lasted a few months. The two had constant arguments and their friendship ended when Van Gogh threatened him with a shaver.

No one else had ever painted the way Van Gogh did. His colours were bright and the shapes were strange and dream-like. His life was just as unpredictable and strange as his art, and it ended very early. However, since his death, his paintings have become some of the most famous in the world, and he has been a huge inspiration to other artists after him.

注释:

1. **Post-Impressionism** *n.* the work or style of a varied group of late 19th-century and early 20th-century artists 后印象派；后印象主义
2. **fall apart** 崩塌
The band was in danger of falling apart. 这个乐队即将解散。
3. **Gauguin** /'gəugæn/ *v.* 保罗·高更，法国著名的后印象派画家

Blowin’ in the Wind

How many roads must a man walk down
Before you call him a man
How many seas must a white **dove** sail
Before she sleeps in the sand
Yes, and how many times must the **cannonballs** fly
Before they are forever banned
The answer, my friend, is **blowin'** in the wind
The answer is blowin' in the wind

Yes, and how many years can a mountain exist
Before it is washed to the sea
Yes, and how many years can some people exist
Before they're allowed to be free
Yes, and how many times can a man turn his head
And pretend that he just doesn't see
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind

Yes, and how many times must a man look up
Before he can see the sky
Yes, and how many ears must one man have
Before he can hear people cry
Yes, and how many deaths will it take
Till he knows that too many people have died
The answer, my friend, is blowin' in the wind
The answer is blowin' in the wind

注释：

1. **dove** *n.* a bird of the pigeon family 白鸽（象征和平）
White doves are no ordinary birds. They are universally recognised as symbols of purity, peace, love, and harmony. 白鸽不是普通的鸟，人们普遍将它们视为纯洁、和平、友爱与和谐的象征。
2. **cannonball** *n.* a large metal or stone ball that is fired from a cannon （用旧式大炮发射的）铁弹，石弹
After the scene is looking good, you can work on animating the firing of a cannonball. 在场景布置好以后，你就可以制作发射炮弹的动画。
3. **blowin'** 该词是 blowing 的简写形式，在口语中经常将 ing 形式简写为 in'
Look! The boy is blowin' bubbles. 看！那个男孩正在吹泡泡。

Getting Started

Option 1 ★★

Have students look at the pictures and ask them some specific questions about the artworks.

e.g. *What is the man doing in Picture 2? What do you think the artist wants to express through this sculpture?*

Option 2 ★★

Have students discuss some of the following questions in pairs or in groups.

- Are you interested in art? How many art forms can you name? What art form do you enjoy most?
- What's your favorite artwork? Who's your favorite artist? Why?
- What role do you think art plays in our life?

Option 3 ★★★

Have students discuss their understanding of the quote by Picasso on page 18.

(A brief introduction to Pablo Picasso)

Pablo Picasso (1881–1973) was a Spanish painter, sculptor, printmaker, ceramics artist, stage designer and writer who spent most of his adult life in France. He is widely considered to be one of the most important artists of the 20th century. He experimented with a wide range of styles and themes in his long career, most notably inspiring “Cubism.”

Digging In

Comprehension

Option 1 ★

Have students read the text and match each paragraph to its main idea (One idea is extra.). Then ask students to divide the paragraphs into several parts and tell what each part is mainly about.

Para. _____ : Social responsibilities

Para. _____ : Works of aquatic life

Para. _____ : Artistic style

Para. _____ : Other common subjects of Qi's artworks

Para. _____ : Qi's award

Para. _____ : Hard work in old age

Para. _____ : Qi's achievements

Para. _____ : The painting *Qingping Fulai*

Para. _____ : Other art forms

Para. _____ : Qi's goals

Reference answers:

8 – 2 – 5 – 3 – 9 – 7 – 1 – 4 – 6 – 0

The paragraphs can be divided into four parts.

Part I (Paragraph 1): general introduction of Qi Baishi, People's Artist

Part II (Paragraphs 2–6): detailed information about Qi's works

Part III (Paragraphs 7–8): Qi's dedication at old age

Part IV (Paragraph 9): Qi's award

Suggested Activities

Option 2 ★★

Ask students to read the text and complete the graphic organiser with appropriate supporting details.



Reference answer:

1. Supporting details for artistic styles:
 - 1) using shades of black ink to show a shrimp's body
 - 2) nature-based
 - 3) rich in expression and detail
 - 4) using heavy ink, bright colours and energetic strokes
 - 5) reflecting an international trend in modern art in a typical Chinese way
2. Supporting details for messages conveyed:
 - 1) symbolic of prosperity and rich harvests
 - 2) reminding people of the countryside and of their hometowns
 - 3) showing his wish for world peace
 - 4) revealing his hope for a stable and harmonious life
 - 5) expressing his love of nature and life
3. Supporting details for personal qualities:
 - 1) developing a personal style (creative)
 - 2) also known for his seal carvings and poems (talented)
 - 3) drawing insects in the corners and leaving some spaces blank for flowers (hardworking)
 - 4) seeking higher goals at an advanced age (responsible)

Option 3 ★★★

Show some of Qi Baishi's paintings on the slides. Motivate students to work in pairs, choose one of their favourite paintings and make up a short conversation in which they will discuss the artistic features of the work and give their opinions about it. Then invite some pairs to present their conversations in front of the class, and encourage their classmates to guess which work they are talking about. As a wrap-up, have students discuss in which way Qi Baishi impresses them most and ask them to explain the reasons.

Vocabulary Focus

★★★

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 themselves on different topics at different comprehension levels. Involve students in planned classroom interactions with the teacher as follows.

1. Literal comprehension

Topic 1: the common subjects of Qi's artworks

Target words and expression: **on display, shrimp, crab, aquatic, dove**

T: What are the subjects of Qi's artworks that have often been **on display**?

S: **Shrimps, crabs** and fish.

T: Yes. Do you know where they usually live?

S: They live in water, of course.

T: Great! We call all the animals and plants living or growing in water "**aquatic** life." What other **aquatic** life can you name?

S: ...

T: Perfect! As we all know, **aquatic** life is a major subject of Qi's artworks that have usually been shown to the public. What other subjects did Qi Baishi's paintings usually touch on?

S: Flowers, vegetables and **doves**.

T: Exactly. Why did Qi Baishi choose the **dove** to be one of his common subjects?

S: Because the **dove** could show his wish for world peace.

T: Yes. The **dove** belongs to the pigeon family, and is often used as a symbol of peace.

Topic 2: the characteristics of Qi's artworks

Summary:

T: Now we've learned a lot about Qi's artworks. Please sum up the characteristics of Qi's artworks with the help of the topic-related words and expressions in the box below:

The common subjects of Qi's artworks: on display, aquatic life, dove

The artistic style of Qi's artworks: rich in, detail, energetic, reflect, typical

The symbolic meanings of Qi's artworks: symbolic, remind, reveal, stable, indicate

Suggested Activities

2. Inferential comprehension

Topic: Why was Qi Baishi honoured with the title “People’s Artist”?

Target words and expression: **(be) honoured with, title, stable, harmonious, award**

T: What **title** was Qi Baishi **honoured with**?

S: People’s Artist.

T: Why was he **honoured with** this **title**?

S: Because in his paintings, he expressed his wish for peace and a **stable** and **harmonious** life.

T: What kind of life can be called **stable** and **harmonious**?

S: I think a **stable** and **harmonious** life means living in a peaceful, calm and friendly environment and achieving life’s balance.

T: Great! If you live a **stable** life, you won’t experience a lot of ups and downs. Leading a **harmonious** life means that the different experiences you have go well together and that you get along with the people around you. To live a **stable** and **harmonious** life is a wish common to people everywhere, so Qi is really a “People’s Artist.” Is there any other reason for his winning this **title**?

S: Yes, he also took on more social responsibilities when he got older.

T: Excellent! So Qi Baishi was **honoured with** this **title** by the Chinese government for what he had done for the people. It’s definitely a big honour. Besides, he was also **awarded** a prize by the World Peace Council in 1956. Do you know what prize it was?

S: The International Peace Prize.

T: Exactly! Qi was **awarded** the prize for the great contributions he had made to world peace. It’s also a great honour.

3. Critical comprehension

Topic: What do you think makes a successful artist like Qi Baishi? Why?

Target words and expression: **couple ... with, talent, recognise**

In my opinion, in order to become a successful artist like Qi Baishi, one should **couple talent with** hard work. In the beginning, he/she has to follow good models, and after some time, he/she should develop a personal style. Besides, he/she should express his/her love for the country, hometown, nature, life and peace in his/her artworks. Moreover, he/she is supposed to have a variety of interests and experiences. Last but not least, he/she should keep looking for **well-recognised** higher goals. Instead of retiring from public life at an old age, one should, like Qi Baishi, take on more social responsibilities.

Grammar in Use

Option 1 ★★

Prepare a worksheet for students, and ask them to read the passage and fill in each blank with the appropriate form of the word given in the bracket. Then have them check answers with their partners. Encourage them to tell the function and the intended meaning of the non-finite verb in each blank.

Suggested Activities

For centuries, audiences have been attracted by the mysterious *Mona Lisa*, and it is considered by many (1) _____ (be) the most recognisable piece of art in the world. Each year, millions of people visit the Louvre in Paris, where the oil painting has been housed since 1804, (2) _____ (wait) for their turn to take a photograph of Leonardo's most famous work.

Likely completed in 1506, the painting features a portrait of a (3) _____ (seat) woman set against an imaginary landscape. The figure sits with her arms folded as she gazes at the viewer and appears to smile softly, which has proven particularly eye-catching over centuries. The mysterious smile makes viewers (4) _____ (try) to understand both the mood of the painter's muse and the intention of the painter himself.

Many believe that her eyes follow you across the room, (5) _____ (make) her an active participant when being viewed, rather than remaining an object to look upon. However, according to German researchers, this "Mona Lisa effect" does not actually occur. In fact, they claim that the woman always looks about 15 degrees to your right, so more likely at your ear than your eyes.

Today, the *Mona Lisa* is exhibited behind a layer of bulletproof glass. In fact, for the 500th anniversary of Leonardo's death in Paris, the Louvre hosted a blockbuster exhibition that used virtual reality (6) _____ (bring) visitors closer to the painting. Using cutting-edge technology, art lovers can go behind the bulletproof glass and examine the (7) _____ (hide) details of the *Mona Lisa*.

Reference answers:

Key	Function	Intended meaning
1	to be	subject complement
2	waiting	adverbial
3	seated	adjective
4	try	object complement
5	making	adverbial
6	to bring	adverbial
7	hidden	adjective

Option 2 ★★★

Ask students to think about their personal plans or educational goals for the future. Have students form groups of four and give each group member a number from 1 to 4. Ask students with the same number from each group to move and sit together to form a new group. Then have them interview the new group member who sits next to them and take down notes. After the interview, ask students to go back to their former group and report their interviews to the other group members.

The following interview questions are for reference only.

What do you plan to do after graduation?

Which university do you hope to go to?

What kind of career do you want to have after graduation?

What have you decided to do to realise your dream?

Suggested Activities

Listening and Viewing

Listening

Option 1 ★★

Encourage students to raise questions about Vincent van Gogh according to the information they get from the audio. For example, why did Vincent van Gogh use very bright and sometimes joyful colours in his paintings even though he was described as a difficult person and was very rarely happy? Then ask other students to help answer the questions.

Option 2 ★★★

Create a situation in which students are visiting and enjoying the Van Gogh Museum in Amsterdam, the Netherlands. Prepare several pictures that are displayed in the museum. Divide the class into groups of four and give each group a picture randomly. Ask them to work in groups and introduce the painting based on what they have learnt about Vincent van Gogh and his works. If students have difficulty in introducing the paintings, allow them to use the Internet to get more information about Vincent van Gogh.

Viewing

★★★

Ask students how they like the music video and why. Then have students talk about some other songs written by Bob Dylan. Ask them to work in groups of four and prepare to introduce one of Bob Dylan's songs other than "Blowin' in the Wind." If possible, allow students to surf online to look for more information about Bob Dylan and his other songs.

Bob Dylan's songs for reference:

1. Forever Young
2. You Belong to Me
3. Like a Rolling Stone

Moving Forward

Option 1 ★★

Divide the class into pairs and ask them to imagine that they are having a talk show. One of them is a famous artist who is talking about himself/herself and his/her artworks while the other is a talk show host who is asking the artist some questions about his/her life and artworks.

Use the following outline as a guide for the talk show.

Introduction by host: Good morning/afternoon/evening. I'm _____ and you're watching _____. Today/tonight we've invited _____ as our guest and we'll be talking about _____.

We're going to start with _____. Mr/Mrs _____, tell us _____.

Guest: Well, _____.

Host's response/question: _____.

...

Concluding statement by host: Mr/Mrs _____, thanks for joining us today/tonight. We have learnt more about you and your work. Thanks for watching _____ and see you next week.

Option 2 ★★☆

1. Have students work in pairs. Give each pair a general statement and some detailed information about an artist, but some information isn't relevant to the general statement. Ask students to work in pairs and pick out the details that support the general statement.
2. Ask students to think about an artist they are going to write about individually and brainstorm whatever information they know about the artist. If possible, have students use the Internet and do research about the artist and his/her artworks. Then have students decide on the general statement and the supporting details they would like to include in their writing as well.
3. Have students write an introduction to the artist they've chosen.

Reading B

Option 1 ★

Have students sing the song “Blowin’ in the Wind” together to recall the songwriter and singer, Bob Dylan, and ask students to share what they know about him. Then have students read the title only and predict what the speech might be about.

Option 2 ★★

Have students skim the text and identify its main idea. Then ask students to pay attention to the beginning and the ending of the text and discuss its genre. Questions for discussion:

1. Do you think the text is in the format of a typical speech? Why or why not?
2. Why does the text end with the name “Bob Dylan”?

Reference answers:

1. I don’t think it’s in the format of a typical speech because it ends with the author’s name, which does not happen in a typical speech.
2. Because Bob Dylan was not present in person to deliver his acceptance speech. Instead, the speech was read aloud at the Nobel Banquet by someone else. The name “Bob Dylan” tells the

Suggested Activities

audience that the speech was written by Bob Dylan.

Option 3 ★★

Have students work in groups and discuss the following questions.

1. What might be the reason for Bob Dylan's absence from the banquet?
2. What do you think of his banquet speech? Do you agree with the points he made in the speech?
3. What kind of person do you think Bob Dylan is?

Option 4 ★★★

Encourage students to work in pairs, playing different roles in a talk show. One of them is Bob Dylan and the other is a talk show host. They're talking about the banquet speech, Bob Dylan's attitude towards music and the Nobel Prize, Bob Dylan's songs, and the messages he wants to convey through his songs. Remind students to prepare questions based on the text.

Critical Thinking

★★★

Ask students to choose another artist to add to this table. If possible, have students surf the Internet and do research about the artist. After that, have students think about and discuss whether they think these artists are successful. If yes, ask them to discuss what has made them successful. If no, ask them to give reasons.

Further Exploration

Option 1 ★★

If students have difficulty finding a proper local art museum for a visit, ask them to surf online after class and visit some online art museums. Have them take some notes, write a report and present it in class. Encourage them to talk about their favorite artworks displayed in the online art museum and explain the reasons.

Option 2 ★★

Ask students to work in groups of four and make a Vlog at the local art museum during their visit. Have each group introduce the artworks that they are interested in and then get them to share their Vlog with the whole class.

Chinese Families Help Preserve Calligraphy

Weasel hair brushes, bamboo handles and hours of dedication are some of the essentials that are keeping the traditional art of Chinese calligraphy alive.

For the rest of the world, this art is synonymous with Chinese culture. In China, for some, it is still hard to keep calligraphy alive. More and more traditional arts are falling as technology advances. They include what Chinese called the Four Treasures of the Study – the brush, ink, paper and ink stone – all used in calligraphy and brush painting and dating back to the 5th Century.

Some people believe traditional arts like calligraphy have had a long life and there is no harm in letting them go. But a growing number of people think old forms of art should be preserved. “It is traditional Chinese culture. I will recommend calligraphy to my daughter,” according to one male tourist. A local woman, meanwhile, said, “Children should learn calligraphy as it is a treasure of China’s cultural heritage. It would be a shame if calligraphy disappeared.”

People tend to focus on calligraphy as a form of written art. But even before the writing begins, a considerable amount of effort and care went into the preparation of the four treasures. For example, it can take up to one week to make a single brush. Making the four treasures requires keen eyes and talented hands, but only truly dedicated craftsmen and women are willing to endure the long hours and low pay. Yang Wen, who learned to make brushes from his father and grandfather, has his workshop in an old street in Huangshan city in east China’s Anhui Province. He insists on handmade brushes. Calligraphy brush maker Yang Wen’s family has been in the business for generations. He said making brushes required discipline. “My father and grandfather were very strict with me. They wouldn’t let me make brushes by myself until my skill reached a certain level.”

Brushes are often made from animal fur, the finest being the yellow weasel. The handles are usually made from bamboo. Individual hairs are selected for length and softness, then bunched and dried, and attached to the handle. Mass production of brushes is gaining popularity, but Yang Wen sticks to his craft. He says innovation is a determining factor in making customised brushes. “I gave up the profession a few years ago. But I restarted it with new methods to meet the needs of different customers,” Yang Wen added. He said making brushes is like refreshing one’s life. “When you release all the burden and pressure, you can refresh yourself, and discover new ways or even create a new style.”

Food for thought

- What do the Chinese families in the text do to help preserve the traditional art of Chinese calligraphy?
- How can traditional arts like calligraphy be well preserved in the era of modernisation and technology?

Reference answers:

- Both the male tourist and the local woman encourage their children to learn and practise calligraphy while craftsmen and women like Yang Wen’s family devote a considerable amount of effort and energy to making the four treasures.

Additional Reading

2. In my opinion, technology can be helpful in creating new forms or styles of traditional arts by helping people adopt new methods, just as what Yang Wen has done to customise brushes. Besides, traditional arts need to be modernised to meet the needs of young people in this modern society. The closer traditional arts are to young people, the better artworks will be preserved. (Answers may vary.)

- ▶ express opinions about healthy lifestyles;
- ▶ discover healthy lifestyles in different cultures;
- ▶ classify and evaluate health tips;
- ▶ use text information to make predictions in viewing, connect our ideas with others' in speaking, and use the problem-solution pattern in writing.

Unit 3

Healthy Lifestyle



Early to bed and early to rise makes a man healthy, wealthy and wise.

— Benjamin Franklin

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"> 能就健康的生活方式表达观点； 能发现不同文化中健康的生活方式； 能对健康贴士进行分类和评估； 能在视听环节根据语篇信息进行合理预测，能在口头阐述自己的观点看法时关联他人的意见与观点，能按照“问题—解决”模式写作。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能判断说明文阐述事理的写作目的，归纳出说明文的“总—分”的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能概括出报刊文章常用的写作方法，如陈述事实、摆出证据、援引论著或专业人士的观点等。
	听力语篇	<ul style="list-style-type: none"> 能归纳出健康专题报道的常见结构：导入话题，阐释特征，分类说明。
	视听说语篇	<ul style="list-style-type: none"> 能概括视听说语篇的结构特征，即对比和原因分析。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏等的变化表达意义、观点和态度等。
	词汇	<ul style="list-style-type: none"> 能辨析核心词汇和 out 在短语动词中的意义，能用与生活习惯、生活方式相关的词汇说明概念，表达看法。
	语法	<ul style="list-style-type: none"> 能在语篇中识别、理解和使用省略。
	语篇	<ul style="list-style-type: none"> 能判断说明文语篇的主要写作目的； 能运用常用的下定义、作诠释、举例子等说明方法； 能判断语篇中段首语、主题句、过渡句的作用、位置及行文特征。
	语用	<ul style="list-style-type: none"> 能运用得体的语言形式回应对方所表达的意义等； 能运用“问题—解决”模式写作； 能针对问题提出建议。
文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> 能归纳出语篇中包含的积极、健康的文化元素； 能对比不同国家生活习惯，加强健康意识； 能体验英语的美，实现有效沟通。

语言技能	听	<ul style="list-style-type: none"> 能获取听力语篇的主要内容和细节，概述说话人的见解和看法； 能在听的过程中有选择地记录所需信息。
	说	<ul style="list-style-type: none"> 能根据交际需要发起并维持交谈； 能关联他人的观点进一步论述自己的观点； 能根据表达的需要选择词汇和语法结构。
	读	<ul style="list-style-type: none"> 能从语篇中获取主要信息与语篇目的； 能分析出语篇中显性和隐性的逻辑关系； 能依据语篇的结构分析语篇特征。
	看	<ul style="list-style-type: none"> 能分享视频中演讲人表达的观点； 能运用视频中的信息做出合理的预测； 能在看的过程中有选择地记录所需信息； 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。
	写	<ul style="list-style-type: none"> 能按照“问题—解决”模式写作； 能根据表达目的选择适当的语篇类型； 能根据表达的需要选择词汇和语法结构。
学习策略	听	<ul style="list-style-type: none"> 能依据听力材料中的信息做出合理的预测。
	说	<ul style="list-style-type: none"> 在口头阐述自己的观点时，能关联他人的意见与观点。
	读	<ul style="list-style-type: none"> 能概括段落大意； 能借助上下文猜测词义、推测段落大意； 能识别语篇为传递意义而选用的主要词汇和语法结构。
	写	<ul style="list-style-type: none"> 能在书面表达中采用“问题—解决”模式。

Reading A

Getting Started

 Look at the pictures and answer the questions.

1. What are the people doing in these pictures? Do you do these kinds of exercise in your spare time?
2. What are the possible benefits of doing exercise?



1



2



3



4

What is your understanding of a healthy lifestyle? Read the text and find out how to live a healthy life.

TAKE CHARGE OF YOUR HEALTH

As you get older, you're able to start making your own decisions about a lot of things that matter most to you. You may choose your own clothes, music and friends.

- 5 You may also be ready to make decisions about your body and health.

Healthy eating involves taking control of how much and what types of food you eat, as well as the beverages you drink.

- 10 Try to replace foods high in sugar, salt and unhealthy fats with fruits, vegetables, whole grains and low-fat protein foods. Make half of your plate fruits and vegetables. Dark green, red and orange vegetables have high
15 levels of the nutrients you need. When you can, choose fresh or frozen fruits and veggies over processed foods. Drink fat-free or low-fat milk and avoid sugary drinks. Soda, energy drinks, sweet tea and some
20 juices have added sugars, a source of extra calories.

- Physical activity should be part of your daily life, whether you play sports, take physical education (PE) classes in school, or
25 get around by biking or walking. You should be physically active for at least 60 minutes a day, 3 days a week. Routine activities, such

Getting Started

教学内容与要求

- 能通过看图描述常见的运动；
- 能通过交流与分享激活相关背景知识；
- 能运用与健康生活方式相关的主题词汇描述自身经历，构建主题词汇语义网。

教学建议

1 Have students read the quote on page 34 and have them share their understanding of it. Encourage students to think further about the question: How can “early to bed and early to rise” make a man healthy? If necessary, offer students some background information about Benjamin Franklin.

Benjamin Franklin was an American printer and publisher, author, inventor and scientist, and diplomat. His greatest business accomplishment came from the publication of *Poor Richard's Almanack*. It contained all sorts of interesting information such as the calendar, weather predictions, sayings, poems and demographics. Franklin considered it a vehicle of instruction for common people who could not afford books, a literature for the masses.

2 Introduce the topic of this unit by having students look at the four pictures, identify what sports they are and try to describe the pictures in their own words. To fully arouse students' interest and activate their prior knowledge of the topic, ask them the following questions:

- What other sports do you know that make a healthy lifestyle?
- What are the benefits of doing those sports?

Suggested Activities 见 page T50d.

参考答案

1. They are jogging.
They are biking/cycling.
They are doing yoga.
They are playing basketball.
2. Doing exercise will not only keep people healthy, but also keep them in a good mood. Besides, when doing exercise, people can make new friends. (Answers may vary.)

Reading A

背景介绍

This passage is adapted from the website of the U.S. Department of Health and Human Services. The website aims to enhance and protect the health and well-being of all people by providing effective health and human services and fostering advances in medicine, public health, and social services. The original passage is written for young people to help them develop good living habits and take charge of their health.

难句注释

1. **Make half of your plate fruits and vegetables. (lines 12–13)**

Make 在句中意为“使……”，后面两个名词短语分别为宾语和宾语补足语。整句意为“要让盘子里一半的食物都是水果和蔬菜。”

词汇释义

• charge (标题)

n. a position of having control over sb/sth; responsibility for sb/sth 主管；掌管；照管；职责；责任

The files were left in your charge. 这些文件当时是交给你负责处理的。

After the death of her father, she is in charge of the company. 父亲去世后，她掌管公司。

• nutrient (line 15)

n. a substance that is needed to keep a living thing alive and to help it to grow 营养素；营养物

The foundation aims to assist children suffering from a serious nutrient deficiency. 该基金会旨在帮助严重缺乏营养的儿童。

nutritious adj. 有营养的；营养丰富的
nutrition n. 营养；滋养；营养的补给

• source (line 20)

n. a place, person or thing that you get sth from 来源；出处

Your local library will be a useful source of information. 你们当地的图书馆就是很好的信息来源。

• extra (line 20)

adj. more than is usual, expected, or than exists already 额外的；分外的

I need an extra two weeks to finish the work. 我还需要两周才能完成这项工作。

• routine (line 27)

adj. not unusual or different in any way 平常的；正常的；毫不特别的

A routine operation can greatly relieve his pain. 一次普通的手术就能极大地缓解他的疼痛。

done or happening as a normal part of a particular job, situation or process 常规的；例行公事的

The disease was discovered during a routine check. 这个疾病是在一次常规检查中发现的。

• rate (line 29)

n. a measurement of the number of times sth happens or exists during a particular period 比率；率

After regular physical exercise, his heart rate was back to normal. 在一段时间的锻炼之后，他的心率回归到了正常水平。

a high/low/rising rate of 高 / 低 / 不断增长的……率

crime/divorce/ birth/ unemployment rate 犯罪 / 离婚 / 出生 / 失业率

• basis (line 32)

n. the way things are organised or arranged 基准；准则；方式

She needs physical exercise on a daily basis. 她需要每天锻炼身体。

the reason why people take a particular action 原因；缘由

She was chosen for the job on the basis of her qualification. 她因资历适合而获选担任这项工作。

on a regular/permanent/part-time/temporary basis 以定期 / 永久 / 兼职 / 临时性的方式

on a daily/day-to-day/weekly basis 按每天 / 每日 / 每周一次的标准

• fitness (line 32)

n. the state of being physically healthy and strong 健壮；健康

Running marathons requires a high level of physical fitness. 跑马拉松需要身体十分强健。

• download (line 33)

v. (computing 计算机) to move data to a smaller computer system from a larger one 下载

You can download health apps from the Internet. 你可以从互联网上下载有关健康的应用软件。

• device (line 34)

n. an object or a piece of equipment that has been designed to do a particular job 装置；仪器；器具；设备

One of the ways to reduce water consumption at home is to install a water-saving device. 在家中节约用水的一个好办法就是安装一台节水装置。

• track (line 35)

n. the path or direction that sb/sth is moving in (移动的) 路径，路线，方向

Seven miles of track was installed to link the hotel to the golf course. 铺设了七英里的轨道来连接宾馆和高尔夫球场。

v. to find sb/sth by following the marks, signs, information, etc., that they have left behind them 跟踪；追踪

The progress of each student is tracked by the computer. 每个学生的进步情况都由计算机跟踪。

• challenge (line 43)

v. to invite sb to enter a competition, fight, etc.; to suggest strongly that sb should do sth (especially when you think that they might be unwilling to do it) 向(某人)挑战；
(尤指在对方不情愿时)强烈建议(某人做某事)

Mike challenged me to a game of chess. 迈克硬要和我下一盘棋。

n. a new or difficult task that tests sb's

ability and skill 挑战；艰巨任务

The role will be the biggest challenge of his acting career. 扮演这个角色将是他演艺生涯中最大的挑战。

• charity (line 45)

n. the aim of giving money, food, help, etc. to people who are in need 慈善；赈济；施舍

Most of the runners in the Marathon are raising money for charity. 大多数参加这场马拉松比赛的人都是在为慈善事业筹款。

Her pride wouldn't allow her to accept charity. 她的自尊心不允许自己接受施舍。

• infection (line 50)

n. the act or process of causing or getting a disease 传染；感染

To our relief, it is possible to monitor and isolate the source of the infection. 令我们宽慰的是，监测并隔离传染源是有可能的。

infectious adj. 传染性的，感染的(尤指通过呼吸)

• motivate (line 57)

v. to make sb want to do sth, especially sth that involves hard work and effort 推动……；甘愿苦干；激励；激发

The plan is designed to motivate employees to work more efficiently. 这个计划旨在促使员工提高工作效率。

motivation n. 动力，积极性

教学内容与要求

- 能判断该语篇的写作目的；
- 能说明该语篇的段首句、主题句的作用、位置及行文特征；
- 能概括段落大意；
- 能运用说明文常用的诠释、举例子、列数据等说明方法；
- 能发现并理解语篇中积极、健康的文化元素；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断说明文阐述事理的写作目的，分享说明文的“总一分”文体特征。

语篇分析

本文的语篇类型是说明文。语篇内容是讲述如何拥有健康的生活方式。语篇结构为“总一分一总”式，第一段为概述，提出要对自己的身体健康负责的观点，第二至五段分别从饮食、运动、人际交往、睡眠几个方面具体说明如何形成健康的生活方式，最后一段总结指出，持之以恒便能改变生活习惯，形成健康的生活方式。本文的语言特征是运用了较多的连系动词以及大量的情态动词和行为动词，阐述了作者对健康生活方式的认识，表明对健康生活方式的推测与建议。语篇主题意义在于引导大家思考：如何管理好自己的日常生活？如何养成健康的生活方式？加强学生的健康意识，形成积极健康的生活态度。

难句注释

2. Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does, but they are also good ways to keep you active on a regular basis. (lines 27–32)

句中 the way 引导状语从句，biking or jogging 是该从句的主语，谓语为 does，代替上文的 get your heart rate up。on a regular basis 意为“日常、经常”。整句意为“打扫房间或倒垃圾之类的日常活动也许不会像骑自行车或慢跑一样让你心跳加快，但这些也是让你经常保持活动的好方法。”

3. Changing your habits can be hard, and developing new habits takes time, but so long as you stay motivated, you will meet your goal. (lines 55–58)

句中动名词短语 Changing your habits 和 developing new habits 分别作 and 连接的两个并列句的主语。so long as 引导条件状语从句，意为“只要”，相当于 as long as。整句意为“改变习惯可能不容易，养成新的习惯也需要时间，但只要你始终保持积极主动，最终一定能达成目标。”

Personal Touch

教学建议

Ask students to review or summarise the advice given by the author. Have them answer the questions based on their personal preference. Remind students to illustrate why they would like to take the advice and how the advice can benefit their life.

参考答案

I would like to take the advice about healthy eating because I eat too much meat and drink too many sugary beverages, which may do harm to my health in the long term. So I should have a balanced diet and avoid extra calories. (Answers may vary.)

as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does, but they are also good ways to keep you active on a regular basis. Fitness apps that you can download onto your computer, smartphone, or other mobile device can help you keep track of how active you are each day.

Being active can be more fun with other people, like friends or family members. You may also find that you make friends when you get active by joining a sports team or dance club. Try different kinds of group activities. Involve your friends and challenge them

to be healthy with you. Sign up for active events together, like charity walks or fun runs.

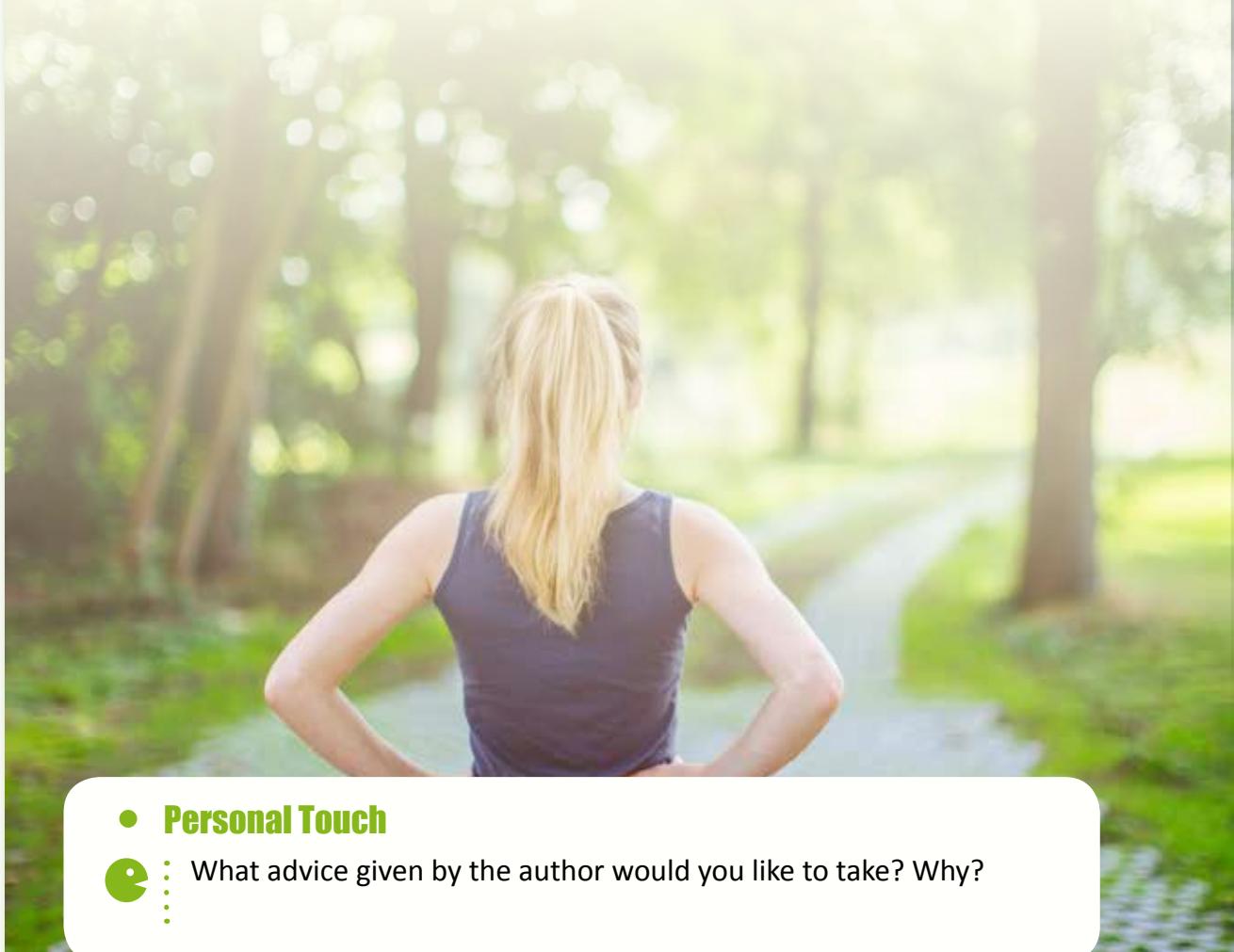
Getting enough sleep is important for staying healthy. You need enough sleep to do well at school and work and to fight off infection. Not getting enough sleep may make you moody and irritable. If you're between 13 and 18 years old, you should get 8 to 10 hours of sleep each night.

Changing your habits can be hard and developing new habits takes time, but so long as you stay motivated, you will meet your goal.

• Personal Touch



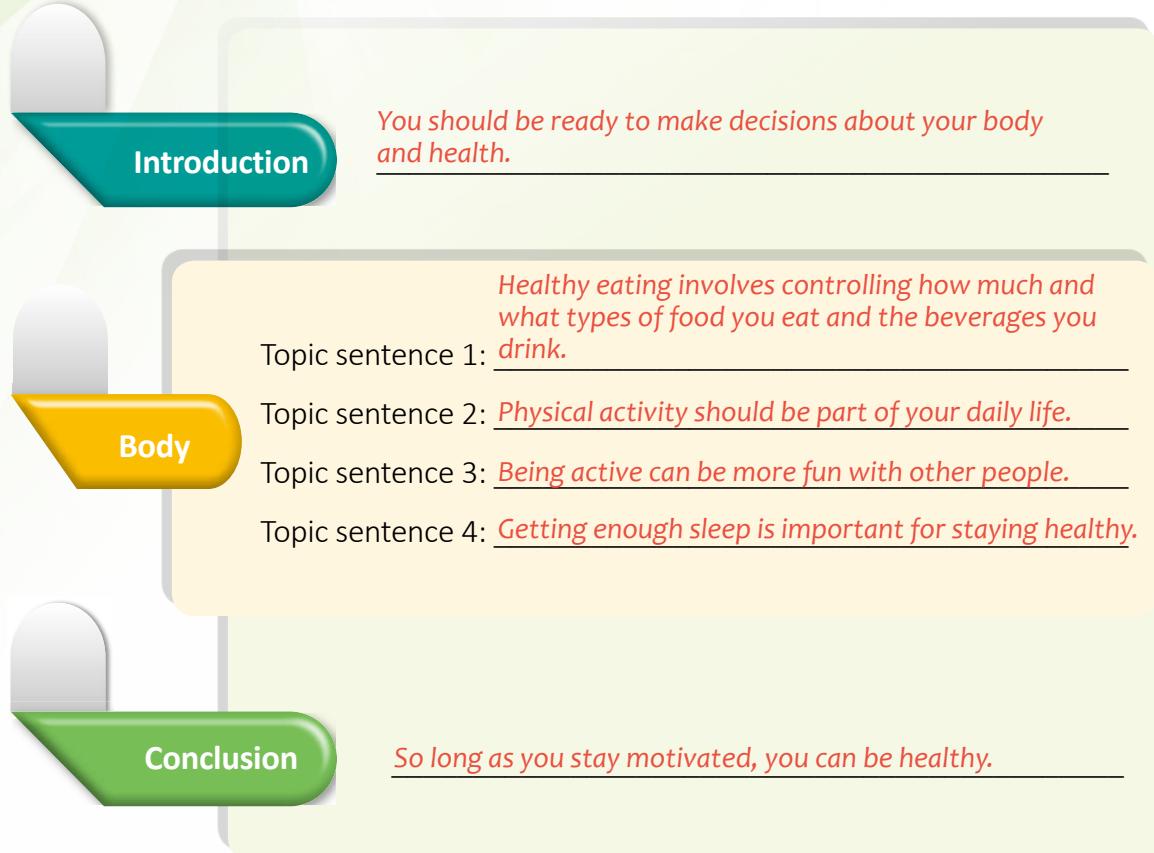
What advice given by the author would you like to take? Why?



Digging In

● Comprehension

- I. Complete the outline of the text.



- II. Choose appropriate sub-headings for paragraphs 2 to 5 of the text.

- | | |
|-------------------------------|------------------------------------|
| A. Get Moving | E. Take Your Time |
| B. Plan Healthy Meals | F. Control Your Weight |
| C. Have Fun with Your Friends | G. Choose Healthy Foods and Drinks |
| D. Get Enough Sleep | |

paragraph 2: G paragraph 3: A

paragraph 4: C paragraph 5: D

- III. Answer the questions.

1. Why do we need to avoid sugary drinks?
2. What kind of activities can increase heart rate?
3. Why does the author suggest trying different kinds of activities?
4. What are the possible results if one does not get enough sleep?
5. Do you agree that we should involve our friends and encourage them to develop healthy habits with us? Why or why not?

Comprehension

教学建议

- I
1. Before students read the text, familiarise them with the topic of the text by having them discuss in groups “How to lead a healthy life?” Remind them to write down the keywords during the discussion. Invite one or two groups to share their discussion results with the class.
 2. Ask students to read the text and divide it into three parts, namely Introduction, Body and Conclusion. Have them locate the thesis statement, the topic sentence of each paragraph and the conclusion. Remind them that the thesis statement usually lies in the introduction (the first paragraph), the topic sentence is usually at the beginning of each paragraph in the body, and the conclusion is usually in the last paragraph.
 3. After students finish reading and locating, ask them to write down their answers in the blanks. They can paraphrase the original sentences if necessary. Have students share their answers with the class.
 4. Have students think about the following questions in order to better understand the text.
What kind of writing does this text belong to (argumentation, description, exposition or narration)?
Who are the target readers of the text?
What is the purpose of the text?

- II
1. Explain what sub-headings mean, what features they have, how they are used in a passage, and what function they have.
 2. Have students glance through choices A–G. Ask them to read paragraphs 2–5 again and then choose the appropriate sub-heading for each paragraph.

- III
1. For questions 1–4, have students read the questions first and ask them to locate answers in the text by spotting keywords, like “avoid sugary drinks,” “increase heart rate,” “suggest,” “not enough sleep.” After that, invite some students to share their answers.
 2. For question 5, get students to form discussion groups. Remind them to list reasons and give examples or statistics. After the discussion, invite some students to share their ideas with the class.

Suggested Activities 见 pages T50d–T50f.

参考答案

- III
1. We need to avoid these drinks because they have added sugars, a source of extra calories.
 2. Biking and jogging.
 3. By trying different kinds of group activities, one can meet different people and make friends with them.
 4. Not getting enough sleep may make one moody and irritable.
 5. I agree that we should involve our friends and encourage them to develop healthy habits with us. The development of healthy habits needs time and sometimes can be boring. If we involve friends, we can not only help them to form healthy habits but also help ourselves by having a partner with whom we can share the joys and pains in the process, thus promoting the development of the healthy habits.

Vocabulary Focus

教学内容与要求

- 能判断核心词汇和 out 在短语动词中的意义，能用与生活习惯、生活方式相关的词汇说明概念，表达看法。

词汇分类

识别词汇 1: beverage, nutrient, fat-free, soda, trash, fitness, smartphone, irritable

2: grain, protein, calorie, routine, device, infection, moody, motivate

运用词汇（必修）: charge, source, extra, rate, jog, basis, app, download, track, challenge, charity

常用词组 : on a regular basis, keep track of, sign up, fight off

教学建议

I Key Vocabulary

- Have students look through the given words and expressions and locate them in Reading A.
- Have students explain the meaning of each word in Reading A by asking them to come up with synonyms or antonyms. For example, replace ... with: substitute for
- Allow students several minutes to read the passage in Activity I and fill in the blanks. Remind them to change the forms if necessary.
- Invite students to share their answers with the class.

II Word Partners: Verb + out

- Raise students' awareness that the word out can be used after verbs to form phrasal verbs. Ask students to scan Reading A for phrases with out. ("taking out the trash" in lines 28–29)
- Have students brainstorm as many phrases with out as possible. Ask them to explain the meaning of these phrases and try to divide the phrases into different categories based on the meaning of out.
- Have students read the explanation of "Word Partners: Verb + out" on page 39 in the Student's Book and compare it with the categories they formed in step 1. This will help them gain a thorough understanding of out in phrasal verbs.
- Have students read the sentences in Activity 1 and explain the meaning of out in each sentence. They can discuss it with each other if their answers differ.
- Have students read the phrasal verbs given in Activity 2 and explain the meaning of each verb. Then allow them some time to fill in the blanks. Remind them to change the form if necessary.
- Have students share their answers with the class.

Suggested Activities 见 pages T5of–T5oh.

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with the appropriate forms of the given words and expressions to complete the passage.

replace ... with

extra

charge

fight off

source

on a regular basis

type

sign up

plate

energy



Guidelines for a Healthy Lifestyle

What are healthy habits? How to take 1 charge of your body and health? Here are some tips to follow:

✓ Eat and drink healthily.

- Take control of how much and what 2 types of food you eat.
3 Replace processed foods with fruits and vegetables.
Make half of your 4 plate fruits and vegetables.
- Avoid sweet-tasting drinks such as soda, 5 energy drinks, sweet tea and some juices. Sugars added in these drinks mean 6 extra calories.
- Drink low-fat or fat-free milk. Like sugar, fat is also an important 7 source of calories.

✓ Be physically active.

- Play sports, go jogging or ride a bike.
- Exercise 8 on a regular basis.

✓ Make friends in group activities.

- Join sports teams or dance clubs.
- 9 Sign up for active events with friends.

✓ Get sufficient sleep.

- Get a minimum of 8 hours of sleep each night if you are between 13 and 18 years old. Getting enough sleep helps to 10 fight off infection.

II. Word Partners: Verb + out



The word *out* can be used after verbs to form phrasal verbs. In phrasal verbs, *out* has a variety of meanings. For example:

- 1) away from the inside of a certain place

He opened the box and took out a bottle of mineral water.

- 2) so as to be revealed or known

Scientists have been working hard to find out the secret to long life.

- 3) to a point where something disappears or is removed

The snowstorm ruled out their weekly outdoor training.



- Underline phrasal verbs with *out* in the sentences and explain the meaning of *out* in each phrase.
 - Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does.
 - Reduce or leave out salt if you prefer a lightly flavoured meal.
 - The news report about the healthcare company turned out to be false.
 - Let's eat out tonight — I don't feel like cooking.

- Fill in the blanks with the appropriate forms of the phrasal verbs given in the box.

run out	go out	weed out	set out
find out	turn out		

- This study attempts to find out how diet affects sleep.
- It turned out that the medicine had unexpected side effects on her.
- The badminton team uses high standards to weed out applicants with the least ability.
- I must have a break. My strength is running out.
- You should always wear suitable boots when you set out on a long walk.
- What are you going to do this evening?
– I'm going to go out for dinner and buy a pair of running shoes.

● Grammar in Use

Ellipsis

- Compare the sentences in each pair and say which sentence reads more naturally and why.

- a. Dark green vegetables, red vegetables and orange vegetables have high levels of nutrients.
b. Dark green, red and orange vegetables have high levels of nutrients.
- a. Emma's niece doesn't dance a lot now, but she used to.
b. Emma's niece doesn't dance a lot now, but she used to dance a lot.
- a. He looks a lot healthier than his nephew does.
b. He looks a lot healthier than his nephew.
- a. – How do you like your potatoes?
– Boiled, please.
b. – How do you like your potatoes?
– Boiled potatoes, please.

Of every pair, the chosen sentence reads more naturally because it is free of unnecessary repetitions.

参考答案

- II 1. (1) taking out out: away from the inside of a certain place
(2) leave out out: to a point where something disappears or is removed
(3) turned out out: so as to be revealed or known
(4) eat out out: away from the inside of a certain place

Grammar in Use

教学内容与要求

- 能在语篇中识别省略的成分；
- 能结合上下文判断省略句表达的意义；
- 能根据表达的需要恰当运用四种常见的省略形式。

教学建议

I

1. Have students read the four pairs of sentences. Ask them to compare the meanings of the two sentences in each pair and say which sentence is more natural and why.
2. Ask students to come up with one more pair of sentences following the example of each pair. For example, pair 1 omits the repeated noun, pair 2 omits the object, etc.
3. Have students read Grammar Highlights on page 41 in the Student's Book and match the examples given in Activity 1 with the corresponding rule.

II

1. Ask students to read the sentences and underline the repeated part.
2. Have them rewrite the sentences by omitting unnecessary words, such as “go for a walk with you,” “runs,” etc.

III

1. Ask students to work in pairs. Have one student read out the odd-number sentences and the other omit the repeated part and read out the shorter version and explain the reason why this version is preferable.
2. Have students exchange their roles, shorten the even-number sentences and explain the reason why the shorter version is preferable.

Suggested Activities 见 pages T50h–T50j.

参考答案

II

1. I'll go for a walk with you if you want me to. / If you want me to go for a walk with you, I will.
2. Mike runs faster than John.
3. – When did you go to the dentist?
– Yesterday morning.
4. – What did they have for lunch?
– Alice had a bottle of yoghurt and some nuts, and Alan a piece of mushroom pizza.

III

1. Xiaohan is going on a diet, but I don't think Xiaosong will.
2. I will go hiking with you if you want me to. / If you want me to go hiking with you, I will.
3. I don't want to sit up late, but I have to. If possible, I'd like to have ten hours of sleep every day.
4. My friends have different hobbies. Yihui likes reading, Lingyun playing football and Shanshan gardening.
5. You'd better drink fat-free or low-fat milk and avoid sugary drinks.
6. Although still weak and tired, Yutong went jogging for 30 minutes in the afternoon.
7. Some of my friends try to lose weight by eating very little, skipping meals, or fasting.

Grammar Highlights



Ellipsis is a situation in which one or more words are left out of a sentence but the sentence can still be understood. Ellipsis can be used in different contexts:

- in conditional sentences
I will stop drinking beer if you want me to stop drinking beer.
- in sentences with comparative forms
He eats more than anybody else in the class eats.
- when answering a question
 - *Would you like more cabbage soup?*
 - *Yes, I would like more cabbage soup, please.*
- when expressions are joined by linking words such as *and, but* and *or*
Too much sugar is harmful to physical health and mental health.

II. Rewrite the sentences to avoid any unnecessary repetition.

1. I'll go for a walk with you if you want me to go for a walk with you.
2. Mike runs faster than John runs.
3. – When did you go to the dentist?
– I went to the dentist yesterday morning.
4. – What did they have for lunch?
– Alice had a bottle of yoghurt and some nuts, and Alan had a piece of mushroom pizza.

III. Some students are chatting about health, diet and spare time. Improve the sentences by using ellipsis.

1 Xiaohan is going on a diet, but I don't think Xiaosong will go on a diet.

2 If you want me to go hiking with you, I will go hiking with you.

3 I don't want to sit up late, but I have to sit up late. If it is possible, I'd like to have ten hours of sleep every day.

4 My friends have different hobbies. Yihui likes reading, Lingyun likes playing football and Shanshan likes gardening.

5 You'd better drink fat-free milk or drink low-fat milk and avoid sugary drinks.

6 Although he was still weak and tired, Yutong went jogging for 30 minutes in the afternoon.

7 Some of my friends try to keep slim by eating very little, by skipping meals, or by fasting.

Listening and Viewing

音频文本见 page T50b



Super-agers (Radio programme)

I. Answer the questions.

1. Who are super-agers? *They are people who live a very long life.*
2. What do you think is the secret to long life? *An optimistic state of mind is the secret to long life. (Answers may vary.)*

II. Listen to the radio programme and choose the answers (there might be more than one answer).

What do super-agers have in common according to scientists?

- A. *They travel and play sports.*
- B. *They are farmers.*
- C. *They read a lot.*
- D. *They have babies at an old age.*
- E. *They spend time with friends.*
- F. *They have good eyesight at an old age.*
- G. *They hold a positive attitude towards life.*

III. Listen again and fill in each blank with what you have heard.

In Hunza:

- Many people over one hundred years of age are still in 1 good health.
- Men of ninety are 2 new fathers and women of fifty still have babies.



In the Caucasus Mountains:

- People live a long life.
- They are almost never 3 sick.
- When they die, they have not only their 4 own teeth, but also a full head of hair and good eyesight.

People in these two regions have something in common: they live in mountains 5 far away from cities. They get a lot of exercise and have quiet and 6 peaceful lives.

IV. Answer the questions.

Do you think you can become a super-ager? Why or why not?

I think I can be a super-ager because I have a positive attitude towards life and I enjoy spending time with my friends. (Answers may vary.)

Listening and Viewing

教学内容与要求

Listening

- 能获取听力语篇的主要内容和细节，推断说话人的见解和看法；
- 能根据听到的信息归纳出长寿地区、长寿人士共同的生活习惯；
- 能在听的过程中有选择地记录所需信息。

背景介绍

Super-agers are people who have a very long life. Apart from their years, they share things in common, like an active lifestyle and a positive attitude. Two villages, both in mountainous areas, are famous for their residents' longevity. Life far from cities and a peaceful emotional state may be the secret to those villagers' success.

教学建议

- I
 1. Before students listen, have them guess the meaning of super-agers from the formation of the word: super+ ager.
 2. Have students discuss the secret to long life. Encourage them to think about the following aspects: surroundings, diet, lifestyle, interpersonal relationships, personality, etc.
- II
 1. Have students read the question and read through choices A–G. Have them predict the answer based on their background knowledge.
 2. Have students listen to the audio clip and choose the answers. Remind students to pay attention to the main idea of the radio programme.
 3. Invite students to share their answers with the class.
- III
 1. Have students read the table to familiarise themselves with the structure of the radio programme (Hunza – Caucasus Mountains – something in common).
 2. Have students read the content of the table and pay close attention to the information before and after the blanks. For example, “over one hundred years of age,” “men of ninety” in the Hunza part, “never,” “not only ... but also” in the Caucasus Mountains part, and “something in common” in the third part.
 3. Have students listen to the audio clip for a second time and fill in the blanks. If students have difficulty in filling in the blanks, play the audio clip for a third time.
 4. Invite students to share their answers with the class.
- IV
 1. Get students to form groups of four and have them discuss the question.
 2. Remind students to compare their living habits with those mentioned in the audio clip.
 3. Invite two students who have opposite views to share their ideas with the class.

Suggested Activities 见 pages T50j–T50k.

教学内容与要求

Viewing

- 能获取听力语篇的主要内容和细节，推断说话人的见解和看法；
- 能获取视频中演讲人的声音、面部表情、动作等资源传达的信息；
- 能判断出视频中多模态资源所传达的健康生活理念。

背景介绍

The video is an excerpt from a TED speech focusing on the secrets of longevity in Okinawa, a remote village in Japan. Healthy diets, high levels of physical activity and supportive social structures are the three main reasons for longevity in Okinawa.

Viewing strategy: Using text information to make predictions

Guide students to make predictions based on the given information, including the title, genre, pictures, and the PPT slides in the video. Get them to know that it is much easier to catch the answers while the speaker is talking when students have a good sense of what to listen for based on the prediction.

教学建议

- I
 1. Have students make predictions about the content of the video by reading the title “Old Age in Okinawa,” paying attention to the genre “Talk” and the information in “Okinawa’s Longevity Profile.”
 2. Encourage students to think about the following questions:
 - Where is Okinawa?
 - What are the geographic features of Okinawa?
 - Who may be the audience of this Talk?
 - What is the aim of the Talk?
 3. Have students read through the choices in Activity I and tick off the information that may be included in the video based on available information.
- II
 1. Have students read the two questions before they watch the video.
 2. Have students watch the video for the first time and try to figure out its outline by writing down the keywords of each part. Remind students that the speaker may pause longer if he or she is going to move on to a new topic, and that the keywords of each part usually lie in the first one to two sentences of each part and will be repeated several times in this part.
 3. Ask students to check whether their predictions are correct or not after viewing.
 4. Ask students to retell the major facts mentioned in the video based on their notes. Remind students that facts include numbers, names of places and events. If they have difficulty in retelling, play the video for a second time.
- III
 1. Have students look at the table first. If possible, they can fill in the blanks based on what they’ve watched previously.
 2. Have students watch the video clip for a third time and fill in the blanks. Remind them to pay attention to the details.
- IV
 - Get students to form groups of four, and have them introduce the healthiest lifestyle in their family to group members. After the introduction, have them vote for the healthiest lifestyle in the group. The introduction can include the following aspects:
 - who has the healthiest lifestyle in the family
 - why it is healthy
 - what we can learn from it

Suggested Activities 见 page T50k.

Culture Link 板块教学建议等见 page T50a.

Old Age in Okinawa (Talk) 视频文本见 pages T50b–T50c

- I. The box on the right shows some text information from the video you are going to watch. Read this information and predict which items from the list below will be mentioned in the video. Tick (✓) your choice(s). (Answers may vary.)

- The history of Okinawa
- Life expectancy in Okinawa
- Social values in Okinawa
- Life expectancy in the US
- Healthcare in Okinawa
- People's living habits in Okinawa
- Interpersonal relationship in Okinawa
- People's living habits in the US

Viewing Strategy
Using text information to make predictions

Okinawa's Longevity Profile

- Longest disability-free life expectancy in the world
- Live seven good years longer than average American
- Five times as many centenarians
- One fifth the rate of breast and colon cancer
- One sixth the rate of cardiovascular disease

II. Watch the video and answer the questions.

1. Which items from Activity I are mentioned in the video?

life expectancy in Okinawa; life expectancy in the US; people's living habits in Okinawa; interpersonal relationship in Okinawa; people's living habits in the US

2. What major facts does the video tell us about people in Okinawa?

They live a long and healthy life and have a healthy lifestyle.

III. Watch again and complete the table.

Eating habits in Okinawa	What they eat	A plant-based diet: <ul style="list-style-type: none"> • 2 <u>full of vegetables</u> with lots of colour in them • eating about 3 <u>eight times</u> as much tofu as Americans
	1 <u>How</u> they eat it	Little strategies to keep from 4 <u>overeating</u> : <ul style="list-style-type: none"> • using smaller 5 <u>plates</u> • serving at the counter and putting the food away • using a little saying to remind them to stop eating when their stomach is 6 <u>80% full</u>
Social relations in Okinawa	Having half a dozen 7 <u>friends</u> to travel through life with:	<ul style="list-style-type: none"> • sharing the bounty when you have good luck • having somebody who 8 <u>has one's back</u> when things go bad

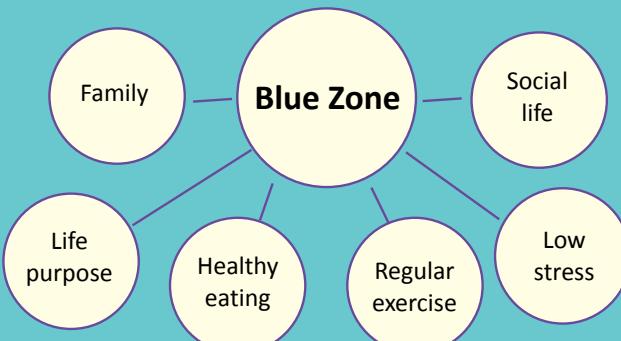
IV. Answer the questions.

Who has the healthiest lifestyle in your family? What living habits does he or she have?

My grandma has the healthiest lifestyle in my family. She goes to bed early in the evening and loves using garlic in her cooking. (Answers may vary.)

Culture Link

Blue Zone



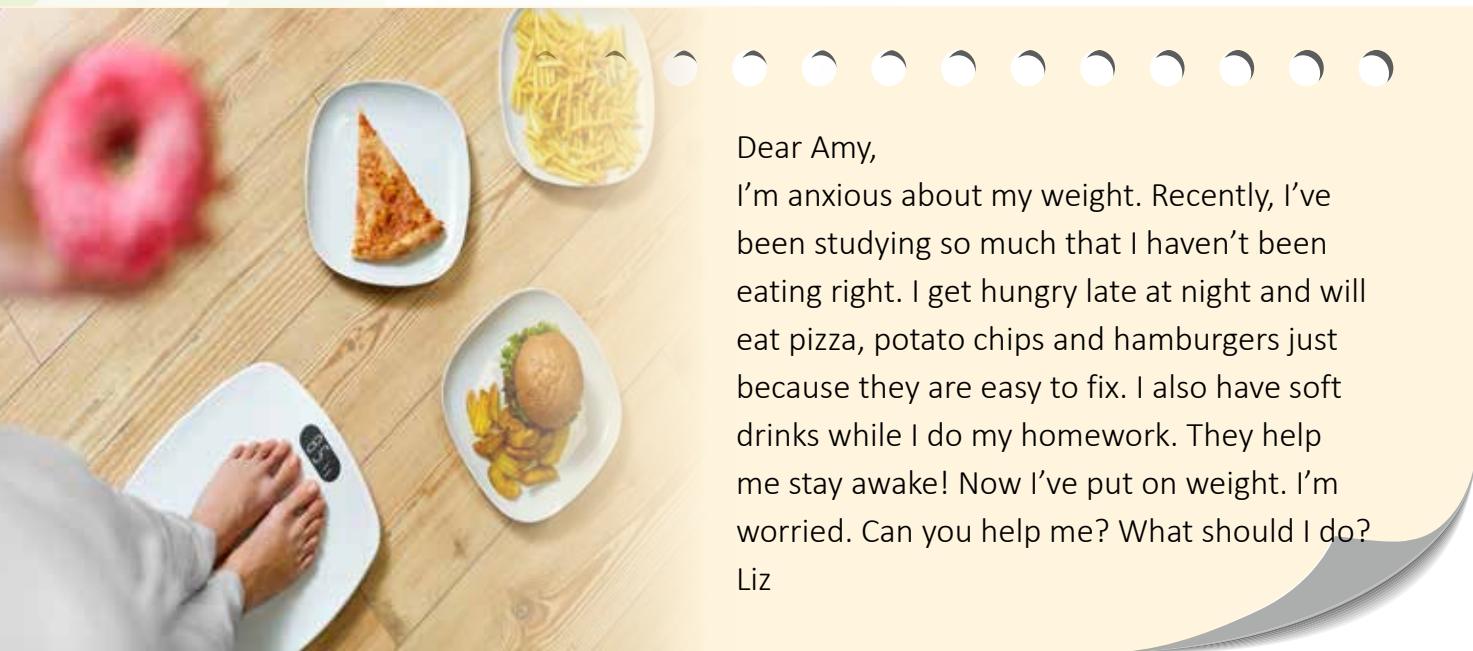
The Blue Zone Lifestyle

Blue Zones are areas in the world where people live longer and more healthily than anywhere else, e.g., Okinawa (Japan), Sardinia (Italy), Nicoya (Costa Rica) and Icaria (Greece). People in Blue Zones generally maintain a lifestyle that includes a healthy diet, daily exercise and a low-stress life that incorporates family, purpose and meaning.

Moving Forward

Leading a Healthy Life

As a member of your school newspaper, you write an advice column called "Ask Amy." A student reader wrote a letter to the column, asking for advice on a health problem. You are supposed to offer some advice on how to deal with the problem.



Dear Amy,

I'm anxious about my weight. Recently, I've been studying so much that I haven't been eating right. I get hungry late at night and will eat pizza, potato chips and hamburgers just because they are easy to fix. I also have soft drinks while I do my homework. They help me stay awake! Now I've put on weight. I'm worried. Can you help me? What should I do?

Liz



I. Speaking: Talking about health problems

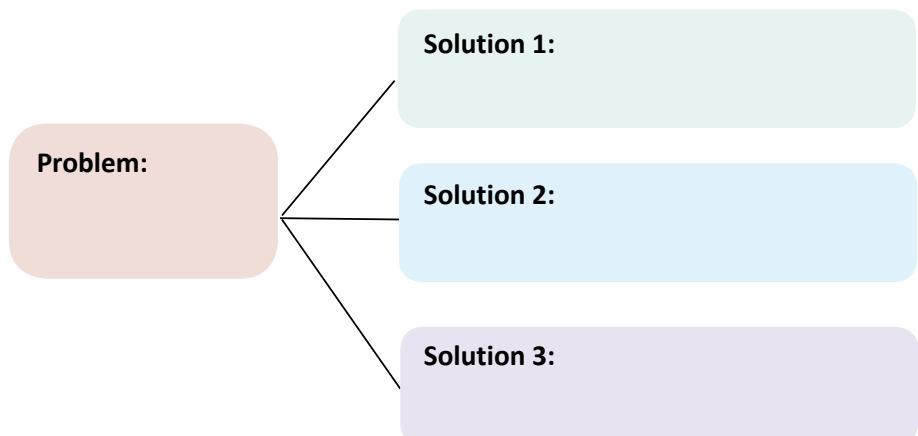
Step 1 List possible causes of the problem.

Discuss with a partner: What bad habits have caused Liz's problem?

Eating junk food and having soft drinks have caused Liz's problem.

Step 2 Work out possible solutions to the problem.

Discuss possible solutions to the problem with your partner and complete the problem-solution diagram.



Moving Forward

教学内容与要求

- 能借助重音、语调、节奏等的变化表达意义、意图和态度等；
- 能运用功能语言和得体语言形式表达态度、意图与个人观点；
- 能在口头阐述自己的观点与看法时关联他人的观点与看法。
- 能在口头表达中借助连接性词语、指示代词、词汇衔接等语言手段建立逻辑关系；
- 能根据表达的需要选择适当的语篇类型；
- 能根据表达的需要选择词汇和语法结构。

教学建议

I. Speaking:

Step 1

1. Have students review the health tips given in Reading A and Listening and Viewing and classify those tips into different groups, like eating, exercise, relaxation, social relations, etc.
2. Have students read the letter from Liz and discuss with a partner: what is Liz's problem and what bad habits have caused her problem? Remind students to list the problems Liz meets with.

Step 2

1. Get students to form groups of four. Ask them to refer to the health tips they've learnt and brainstorm the possible solutions and complete the diagram.
2. Remind students to adopt expressions in the Speaking Strategy box when they need to connect their ideas with others'. Remind them that expressions for connecting ideas to other people's ideas play a vital role in speaking.
3. Have each group share its solutions in the problem-solution pattern. While one group is sharing, ask students from other groups to take notes if they find the solution interesting or impractical. After the sharing, have students from other groups comment on the solutions proposed.

II. Writing:

Step 1

1. Before students write, ask them to review Liz's problem and the solutions given by their peers.
2. Ask students to read the writing strategy and the Problem-Causes-Solutions chart, making sure they are fully aware of the problem-solution pattern.

Step 2

Ask students to:

1. describe the health problem as clearly as possible.
2. list as many causes of the health problem as possible.
3. rank the causes from the most related to the least related.
4. write down as many solutions as possible.
5. rank the solutions from the most feasible to the least feasible.

Step 3

1. Have students put the problem, causes and solutions together. Delete the least related causes and the least feasible solutions.
2. Guide students to make the passage coherent and concise by using linking words and ellipsis. Encourage students to use expressions in the Useful Expressions box.
3. Ask students to do proofreading and make sure there are no spelling and grammar mistakes.
4. Have students do peer review focusing on two aspects:
 - a. Spotting and correcting any language mistakes in the writing;
 - b. Putting themselves in the readers' shoes to see if they are willing to adopt the suggestions given in the letter. If not, try to make the suggestions more acceptable.
5. Ask students to revise and write the second draft.
6. Choose a "Best Letter of Advice" and share it with the class.

Suggested Activity 见 page T50l.

参考答案

Dear Liz,

I've received your letter and I understand some of your anxieties and troubles. Here are my suggestions for you.

First, you mentioned that you have been studying so much that you haven't been eating right. Well, too much work and too little planning are to blame. If you can't reduce the workload, then try to arrange your time efficiently and set aside some time for eating and exercising. Only when you are in good physical condition can your brain function well.

Second, you tend to feel hungry at night and eat junk food. It's natural that people will feel hungry when they are working late at night. I suggest that you should stop staying up late. If you do have too much work to do, try to sleep early and get up early. "Early to bed and early to rise makes a man healthy, wealthy and wise." Remember?

Third, you are worried about soft drinks. The sugar in them does make you gain weight! Stop drinking soft drinks and turn to water or sugar-free tea or coffee. They are much healthier!

I hope these suggestions can help you!

Amy

(Answers may vary.)

Speaking Strategy

Connecting your ideas with others'

Expressions for connecting your ideas to other people's ideas:

- As you pointed out ...
- You mentioned ..., and I'd like to add that ...
- What do you think?
- How do you feel about ...?
- I see what you're saying, but ...



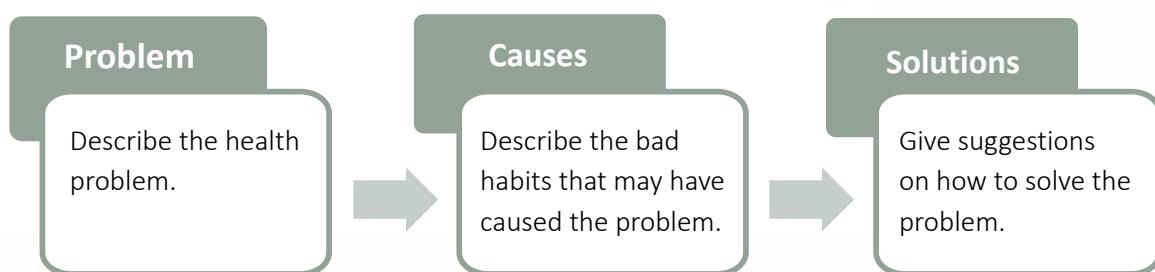
II. Writing: Writing a letter to offer advice about health problems

Writing Strategy

Writing in the problem-solution pattern

A problem-solution essay is one that describes a problem and discusses possible solutions to the problem.

Write a letter of 80–100 words to offer advice on how to solve the health problem mentioned by Liz. You may follow the steps listed below.



Useful Expressions

You mentioned ...

You are worried about ...

There are several possible causes of ...

The most likely cause of ... is ...

Another possible cause is ...

... may cause ...

... can lead to ...

... can result in ...

A useful suggestion would be ...

If I were you, I would ...

It would be a good idea to ...

It would help if you ...

By doing this ...

In this way ...

Another way to ... is / would be to ...

Another suggestion is ...



CLASSIC HEALTH DEBATES

Experts have looked into some of the most common disagreements about making the best choices for your health. Here are some of the latest findings.

- 5 **Which is better when you're tired — exercise or an extra hour of sleep?**
Winner: Exercise.

Both sleep and exercise are important
10 to your health, but getting an extra hour in addition to a full night's sleep is not going to be as beneficial as a morning workout.

Studies have found that a single workout can make you feel happy. It can
15 help a person deal with depression, anxiety and stress. It can also lower your blood pressure, improve your heart health and reduce your risk of disease. What's more, workouts can increase your energy levels. A
20 2006 review of studies by scientists at the University of Georgia found a link between exercise and fatigue — extreme tiredness. Exercise even helped people who suffered from fatigue; it made them feel more
25 energetic. Working out doesn't use up energy — it builds it. At the end of the day, you feel better after a workout.

- Which is better at fighting germs — soap or hand sanitiser? Winner: Soap.**



Soap doesn't kill germs that cause diseases, as the alcohol in some sanitisers can.

But if you want cleaner hands,
35 experts say that hand washing with soap and water is the way to go. A hand sanitiser with at least 60 percent alcohol should be only a second option.



Many studies have found that running your hands under water, soaping them, 40 then rubbing them together for 20 seconds removes the most germs. Hand washing significantly reduces your chances of falling sick. There's no need to use warm or hot water — cool water clears just as many
45 germs.

- Which toothbrush works better — electric or manual? Winner: Electric.**

In 2014, a Cochrane review of 56 studies confirmed that certain types of 50 powered brushes remove 11 to 21 percent more plaque than manual ones. They also reduce symptoms of gum disease.

Another helpful feature of many electric brushes? The timer. "Patients often 55 don't realise how little time they spend cleaning their teeth," says Ricardo Vidal Gonzalez, DDS, of the Mayo Clinic. "Proper brushing takes at least two minutes, but many people brush for less than a minute."

Good brushing twice a day by hand or by electric toothbrush is one of the most important ways to encourage not only good oral health but also your overall health. According to Dr Gonzalez, an infection in the mouth is also bad for your heart and blood circulation.



Reading B

教学内容与要求

- 能找出该篇文章探讨的主要问题；
- 能判读该篇文章支持的观点及其理由。

语篇分析

本文的语篇类型为报刊类说明文。语篇内容是介绍若干与健康相关的、有争议的问题的最新发现。语篇结构是，按照“提出话题—给出解释”的方式，依次论述三个话题。首先以一个简短的段落引出话题，随后几段分别就解乏、抗菌、洁齿三个问题的最新发现进行了解释。语言特征为以设问句引出话题，自问自答，例证充分。语篇的主题意义是让学生了解健康的生活模式，促使他们树立健康的生活方式。

背景介绍

1. This passage is adapted from “Classic Health Debates,” a magazine article written by Sunny Sea Gold, published in Reader’s Digest in 2015.
2. Sunny Sea Gold is a content strategist, journalist, and essayist in Portland, Oregon, USA. She is also an advocate for body positivity and eating disorders awareness and wrote the book *Food: The Good Girl’s Drug*.
3. Reader’s Digest is a general-interest family magazine that offers a variety of reading. It features articles and stories that cover a range of subjects including health, ecology, government, international affairs, sports, travel, science, business and education.

难句注释

1. But if you want cleaner hands, experts say that hand washing with soap and water is the way to go. (lines 33–35)
句中 is the way to go 意为 is the best choice。整句意为“然而专家表示，如果你想让自己的手更干净，用肥皂和水洗手才是最佳选择。”
2. There’s no need to use warm or hot water – cool water clears just as many germs. (lines 43–45)
句中 as many germs 是比较状语从句 as many germs as warm or hot water does 的省略形式。整句意为“没有必要使用温水或者热水——冷水的除菌效果同样好。”

词汇分类

识别词汇 1: workout, fatigue, germ, soap, sanitiser, toothbrush, electric, manual, plaque, symptom, gum, DDS, oral, circulation

2: classic, depression, anxiety, lower, alcohol, rub, clinic, overall

运用词汇（必修）：beneficial, pressure, improve, reduce, extreme, suffer, option, confirm, power

常用词组：look into, blood pressure

词汇释义

• look into (line 1)

调查；审查

A working party has been set up to look into the problem. 已经成立了一个工作小组来调查这个问题。

sth/sb better than before 改进；改善

His quality of life has improved dramatically since the operation. 手术后他的生活质量大大改善了。

improvement n. 提高，改善

• beneficial (line 12)

adj. improving a situation; having a helpful or useful effect 有利的；有帮助的；有用的
This process was beneficial to both food suppliers and customers. 这个程序对食品供货商和消费者双方都有益。

• reduce (line 18)

v. to make sth less or smaller in size, quantity, price, etc. 减少，缩小(尺寸、数量、价格等)

Giving up smoking reduces the risk of heart disease. 戒烟会减少得心脏病的风险。

• workout (line 12)

n. a period of physical exercise that you do to keep fit 锻炼

My daily routine includes going to the gym for a workout before going to bed. 我的日常活动之一是在睡觉前去健身房锻炼。

• fatigue (line 22)

v. a feeling of being extremely tired, usually because of hard work or exercise 疲劳；劳累

Driver fatigue was to blame for the accident. 这个事故是驾驶员疲劳所致。

• pressure (line 17)

n. the force produced by a particular amount of gas or liquid in a confined space or container; the force or weight with which sth presses against sth else 压力；压强；挤压

To ensure safety, you should check the tyre pressure regularly. 为了确保安全，你要定期检查轮胎的气压。

The nurse applied pressure to his arm to stop the bleeding. 护士压住他的胳膊止血。

• suffer (line 23)

v. to be badly affected by a disease, pain, sadness, a lack of sth, etc. (因疾病、痛苦、悲伤等) 受苦，受难，受折磨

Mary stayed up late last night, and she is suffering from headaches at the moment. 玛丽昨天晚上熬夜了，现在有些头疼。

to experience sth unpleasant, such as injury, defeat or loss 遭受；蒙受

The company suffered huge losses in the last financial year. 公司在上一财政年度出现巨额亏损。

• improve (line 17)

v. to become better than before; to make

- **option (line 37)**

n. something that you can choose to have or do 可选择的事物；选择；选择权
the freedom to choose what you do 选择的自由

I'm keeping all my options open for the moment. 目前我暂时不做任何决定。

She has the option of staying for an extra year in this country. 她可以选择在这个国家再逗留一年。

- **electric (line 47)**

a. using, produced by or producing electricity 用电的；电动的；发电的

Electric cars are becoming increasingly popular because they are clean, quiet, and economical. 电动车无污染，无噪音，而且经济实惠，因而越来越受到欢迎。

electricity *n.* 电；电能

electrician *n.* 电工；电器技师

- **manual (line 47)**

a. involving using the hands or physical strength 用手的；手工的；体力的

The floors of all campus buildings are equipped with manual fire alarm system. 所有校园建筑的楼层均装有手动火灾报警系统。

n. a book that tells you how to do or operate sth, especially one that comes with a machine, etc. when you buy it 使用手册；说明书；指南

He consulted the manual and started to set up the machine. 他查阅了使用说明书，然后开始组装这个机器。

- **confirm (line 49)**

v. to state or show that sth is definitely true

or correct, especially by providing evidence
(尤指提供证据来) 证实，证明，确认

It has been confirmed that the meeting will take place next week. 已经确定会议将于下一个星期召开。

- **power (line 50)**

v. to supply a machine or vehicle with the energy that makes it work 驱动，推动（机器或车辆）

The aircraft is powered by a jet engine. 这架飞机由喷气发动机驱动。

n. the ability to control people or things 控制力；影响力；操纵力

People should have more power over the decisions that affect their lives. 人们应该对影响自己生活的决定拥有更大的决策权。

- **clinic (line 57)**

n. (AmE) a building where visiting patients can get medical treatment; a building shared by a group of doctors who work together 门诊治疗部；医疗中心

a building or part of a hospital where people can go for special medical treatment or advice 诊所；（医院的）门诊部

The clinic is open twenty-four seven. 这个门诊部全年无休。

- **overall (line 63)**

adj. including all the things or people that are involved in a particular situation; general 全面的；综合的；总体的

We don't want all the details now, just the overall picture. 现在我们不需要全部细节，只要知道大致的情况。

Comprehension Plus

教学建议

- I
1. Have students read the title and three sub-titles of the text to have a general understanding of the structure of the text.
 2. Have students read the table in Activity I and remind them to pay close attention to the “Debate,” “Winner” and “Reasons” of each part while they are reading.
 3. Ask students to read the text. Have them pay attention to numbers (60 percent, 20 seconds, 11 to 21 percent, etc.) and different studies and reviews mentioned in the text.
 4. Have students fill in the table based on their understanding and share their answers with the class.
- II
1. Get students to form groups of four and have them discuss the two questions. For the first question, have students share their personal feelings in turns. They are supposed to answer the questions in light of the following aspects:
 - which health debate interests me most;
 - what I did before learning of the debate;
 - what I am going to do in the future.
 2. For the second question, have students brainstorm the health debates they've heard about and make a list of them. Group members can judge which side of the debate is correct based on their life experience and prior knowledge. If they are interested in some of the health debates, they can do some research on them and present their research results in the next class.
 3. Have group representatives share the health debates and their judgments with the class.

Suggested Activities 见 page T50l.

Critical Thinking

教学内容与要求

- 能根据提示整合各本单元语篇中的主要信息，并在此基础上分析、归类、应用和评价。

教学建议

- I
- Ask students to reflect on the health tips they've learned in this unit and fill in the chart. Explain “interpersonal relationship” if necessary.
- II
- Get students to form groups and discuss which tips are the most practical for high school students to follow and which are the least possible to follow, and why.

Suggested Activity 见 page T50m.

● Comprehension Plus

I. Complete the table according to the text.

Debate	Winner	Reasons
Which is better when you're tired – exercise or an extra hour of sleep?	exercise	<ul style="list-style-type: none"> • Workouts can make you feel happy. • Workouts can increase energy levels.
Which is better at fighting germs – soap or hand sanitiser?	soap	<ul style="list-style-type: none"> • Hand washing with soap removes the most germs. • Hand washing with soap significantly reduces chances of falling sick.
Which toothbrush works better – electric or manual?	electric	<ul style="list-style-type: none"> • Electric brushes are more effective at removing plaque than manual ones. • They also reduce symptoms of gum disease. • The timer in an electric brush helps people spend enough time cleaning their teeth.

II. Work with a partner. Discuss the questions.

1. Which health debate mentioned in the text interests you most? Why?

The second one interests me most. Due to the Covid-19 pandemic, it has become more important than ever to learn better ways to protect ourselves from germs. (Answers may vary.)

2. What other health debates do you know about?

Which diet is more effective for weight loss – low fat or low carbohydrate? (Answers may vary.)

Critical Thinking

Classifying and evaluating

I. Fill in the table with health tips mentioned in this unit.

You can find the reference answer on page T50m.

	Dos	Don'ts
Diet		
Physical activities		
Interpersonal relationship		
Others		

II. Discuss the questions.

Among the tips listed in the table above, which ones do you think are the most practical for high school students? Why?

Among the tips listed above, the most practical one for high school students is doing physical exercise as part of our daily life. We have P.E. class every day and outdoor playground, and indoor gyms are available in most high schools, so we can do some exercise every day. (Answers may vary.)

Further Exploration

Forming a new habit

Work on your own to build a new habit for a healthier lifestyle. You may follow the steps below.

Step 1 Choose a new habit you want to develop. The following are some examples of daily habits: getting 8 hours of sleep; drinking 8 bottles of water; taking a nap; walking for 30 minutes; avoiding sweet drinks; eating enough vegetables.

Step 2 Create a habit tracker. Here is one example:

Habit						
Why?				Start	/ /	
What I Need to Do						
				Challenges		
				Solutions		
Tracker						
Week 1	S	M	T	W	T	F
Week 2						
Week 3						
Week 4						
Reviews	What Worked?		What Didn't?		Changes to Make	
Week 1						
Week 2						
Week 3						
Week 4						

Step 3 Track your habit and measure your progress.

Further Exploration

教学内容与要求

- 通过制定目标、跟踪进展，培养学生的自我管理意识，养成健康生活方式。

教学建议

- Have students think about a new habit they want to develop for a healthier lifestyle. Ask them the reasons why they want to develop it. If possible, have them write down the benefits of the new habit.
- Ask students to finish the habit tracker. Have them pay close attention to the “Why?” “Challenges” and “Solutions” part because this may strengthen their motivation to carry on with the change.
- Get students to form groups of four and help each other in developing a new habit.
- Check the progress regularly and see who is the one that makes the biggest change.

Suggested Activities 见 page T50n.

参考答案

(Answers may vary.)

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

1. Remind students to check whether they have achieved the overall learning goals in “Healthy Lifestyle” by going over the expected outcomes of this unit.
2. Ask students to put the items in their right places. 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

1. Have students recall the activities that they have done 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.
2. Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find an effective solution to each 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 (Answers may vary.)

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

E. Classifying and evaluating health tips

Today we are exposed to all kinds of information. Some people are easily misled by the so called “scientific ways to keep healthy,” so it’s very important to learn how to distinguish right from wrong. In the brainstorming process, our group came up with a lot of practical ways to tell health tips from health rumours, like finding the source of information and double-checking the same piece of information on different websites. Not only did I learn how to distinguish right from wrong, but I can share those skills with my grandparents, who are more susceptible to health rumours.

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

G. Connecting my ideas with others’ in speaking

This is difficult for me because when I speak, I tend to concentrate too much on what I want to express and ignore what others have just said. I know connecting my ideas with others’ will make my speech more acceptable to other students, but sometimes I just can’t catch what they are saying because I’m too nervous!

What do you plan to do if you find something difficult?

I will try to actively participate in group discussions as much as possible to express my ideas, and most importantly, try to catch what others are saying and connect my ideas with theirs in speaking. Besides, I need to listen to all kinds of audio clips, to improve my listening.



Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying ways of living healthy lives
- B. Giving advice about health problems
- C. Discovering lifestyles in Blue Zones
- D. Building a new habit for a healthier lifestyle
- E. Classifying and evaluating health tips
- F. Using text information to make predictions in viewing
- G. Connecting my ideas with others' in speaking
- H. Using the problem-solution pattern in writing

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

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

What do you plan to do if you find something difficult?

Culture Link

教学内容与要求

- 能通过阅读解释 Blue Zone Lifestyle 的含义和现象；
- 能通过探究，说明生活方式对寿命的影响。

教学建议

Have students read the explanation of Blue Zone Lifestyle. Ask students if there is any person around them who adopts such a lifestyle and what they can learn from those people.

Suggested Activity 见 page T50n.

补充文化知识

What is Blue Zone?

Blue Zones are regions of the world where Dan Buettner claims people live much longer than average. The term first appeared in his November 2005 *National Geographic* magazine cover story, “The Secrets of a Long Life.” Buettner identified five regions as “Blue Zones,” a term he trademarked: Okinawa; Sardinia; Nicoya; Icaria; and Loma Linda, California. He offers an explanation, based on data and first-hand observations, for why people there live healthier and longer lives than others.

Super Agers

Who are super-agers? They are people who live a very long life. Scientists say super-agers have several things in common, including an active lifestyle. Many travel and play sports. They are often **big readers**. And they usually have healthy relationships and spend time with friends.

Super-agers also seem to have certain common personalities. They hold a positive attitude towards life and seldom get sad or angry.

There are several places in the world that are famous for people who live a very long time. Doctors, scientists and public health experts often travel to these regions to solve the mystery of a long, healthy life.

Hunza is high in the mountains of Pakistan. There, many people over one hundred years of age are still in good physical health. Men of ninety are new fathers and women of fifty still have babies.

There are amazing examples in the **Caucasus Mountains**, too. The people not only live a long time but also live well: they are almost never sick, and when they die, they have not only their own teeth but also a full head of hair and good eyesight.

People in these two regions have something in common: they live in mountains far away from cities. Because they live in the countryside and are mostly farmers, they get a lot of exercise. Although their lives are hard, they do not seem to have the worries of city people. Their lives are quiet and peaceful. Could that be the secret to long life?

注释:

1. **big reader** *n. someone who reads extensively.* 博览群书的人

My brother is a big reader; thus he is knowledgeable in a lot of fields. 我哥哥博览群书，所以他
在很多领域都知识渊博。

2. **Hunza** a mountainous place in Pakistan. 罕萨

I've cycled through some gorgeous parts of the world during the last few months, but the Hunza Valley stands out above them all. 在过去几个月，我骑行穿越了一些风景美丽的地方，而罕萨河谷是其中之最。

3. **Caucasus Mountains** the mountain range in Caucasia between the Black Sea and the Caspian Sea that forms part of the traditional border between Europe and Asia 高加索山脉

You can enjoy the panoramic view of the Caucasus Mountains in this small village. 在这个小乡村，
你能够欣赏高加索山脉的全景。

Old Age in Okinawa

They live about seven good years longer than the average American. Five times as many **centenarians** as we have in America. One fifth the rate of colon and breast cancer, big killers here in America. And one sixth the rate of **cardiovascular** disease. And the fact that this culture has **yielded** these numbers suggests strongly they have something to teach us. What do they do? Once again, a plant-based diet, full of vegetables with lots of color in them. And

they eat about eight times as much tofu as Americans do.

More significant than what they eat is how they eat it. They have all kinds of little strategies to keep from overeating, which, as you know, is a big problem here in America. A few of the strategies we observed: they eat off of smaller plates, so they tend to eat fewer calories at every **sitting**. Instead of serving family style, where you can sort of mindlessly eat as you're talking, they serve at the counter, put the food away, and then bring it to the table.

They also have a 3,000-year-old **adage**, which I think is the greatest sort of diet suggestion ever invented. It was invented by Confucius. And that diet is known as the Hara Hachi Bu diet. It's simply a little saying these people say before their meal to remind them to stop eating when their stomach is 80 percent full. It takes about a half hour for that full feeling to travel from your belly to your brain. And by remembering to stop at 80 percent it helps keep you from doing that very thing.

But, like Sardinia, Okinawa has a few social constructs that we can associate with longevity. We know that isolation kills. Fifteen years ago, the average American had three good friends. We're down to one and half right now. If you were lucky enough to be born in Okinawa, you were born into a system where you automatically have a half a dozen friends with whom you travel through life. They call it a Moai. And if you're in a Moai you're expected to share the **bounty** if you encounter luck, and if things go bad, child gets sick, parent dies, you always have somebody who has your back. This particular Moai, these five ladies have been together for 97 years. Their average age is 102.

注 释：

1. **centenarian** *n.* a person who is 100 years old or more 人瑞；百岁人瑞
This village is famous for its huge number of living centenarians. 这个村庄以百岁以上的老人众多而出名。
2. **cardiovascular** *adj.* connected with the heart and the blood vessels (blood vessels = tubes that carry blood around the body) 心血管的
He suffers from serious cardiovascular disease. 他有严重的心血管疾病。
3. **yield** *v.* to produce or provide sth, for example a profit, result or crop 出产(作物)；产生(收益、效益等)
Our research has only recently begun to yield important results. 我们的研究最近才开始产出重要的结果。
4. **sitting** *n.* a time when a meal is served in a hotel, etc. to a number of people at the same time (饭店等)一批，一次(顾客就餐时间)
School dinners are served in three sittings. 学校分三批供应晚餐。
5. **adage** *n.* a well-known phrase expressing a general truth about people or the world 谚语；格言
There is an old adage that Rome was not built in a day. 有一句古老的格言：罗马不是一天建成的。
6. **bounty** *n.* generous actions; sth provided in large quantities 慷慨之举；大量给予之物
People in this area live on the bounty of nature. 这个地区的人们依靠自然的馈赠生存。

Getting Started

Option 1 ★★

Have students read the quote on page 34 and discuss whether they have any obstacle to realising the lifestyle mentioned by Benjamin Franklin. If yes, have them tell the reason.

Reference answer:

For me, the biggest obstacle is the addiction to the smartphone. I can watch so many funny videos and pictures on my phone that I am sort of addicted to it, thus always staying up late.
(Answers may vary.)

Option 2 ★★★

Invite students to talk about their current lifestyle by discussing the following questions:

1. Which of your living habits will benefit your health and could be learnt by others?
2. Which of your living habits will harm your health and should be changed?

Reference answers:

1. I do exercise at least 40 minutes a day, which keeps me in good shape. Maybe this habit could be learnt by others.
2. I always skip breakfast, which makes me feel dizzy in the morning. This definitely should be changed.

Digging In

Comprehension

Option 1 ★★

Ask students to match a suggestion from a paragraph with an unhealthy living habit mentioned in the text. The first one has been done for you.

Suggestions	Unhealthy living habits
Paragraph 2	Feeling lonely or lacking motivation
Paragraph 3	Not sleeping well
Paragraph 4	Eating disorder or obesity
Paragraph 5	Lacking exercise or sitting too long

Reference answer:

Suggestions	Unhealthy living habits
Paragraph 2	Feeling lonely or lacking motivation
Paragraph 3	Not sleeping well
Paragraph 4	Eating disorder or obesity
Paragraph 5	Lacking exercise or sitting too long

Suggested Activities

Option 2 ★★★

1. Have students form groups of four and choose two sub-headings according to their interests.
2. Have them read the text again, locate the detailed and specific suggestions given in the text related to the sub-headings they have chosen, and write them on the left column of the table.
3. Ask students to summarise and adapt the detailed and specific suggestions into short and eye-catching ones.

Sub-heading 1: _____	
Detailed and specific suggestions:	Short and eye-catching version:

Sub-heading 2: _____	
Detailed and specific suggestions:	Short and eye-catching version:

Reference answers:

Sub-heading 1: Get Enough Sleep	
Detailed and specific suggestions:	Short and eye-catching version:
<ol style="list-style-type: none">1. People can use electronic devices to monitor their sleep patterns and conditions.2. Some relaxing exercise like yoga may help people have better sleep.	<ol style="list-style-type: none">1. Electronic devices help.2. Yoga promotes sleep.

Sub-heading 2: Get Moving	
Detailed and specific suggestions:	Short and eye-catching version:
<ol style="list-style-type: none">1. You should be physically active for at least 60 minutes a day, 3 days a week.2. Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does, but they are also good ways to keep you active on a regular basis.3. Fitness apps that you can download onto your computer, smartphone, or other mobile devices can help you keep track of how active you are each day.	<ol style="list-style-type: none">1. Be physically active regularly.2. Routine activities also work.3. Fitness apps help.

(Answers may vary.)

Option 3 ★★★

After students read the text, have them design a “Healthy Lifestyle Table” to develop a healthier lifestyle. The following table is for students’ reference.

Name:	Age:	Gender:
Dos:	Don'ts:	

Reference answers:

Name: Amy	Age: 16	Gender: Female
Dos: Make half of my plate fruits and vegetables. Be physically active for at least 60 minutes a day, 3 days a week. Adopt the good habit of early to bed and early to rise.	Don'ts: Avoid eating too much fried chicken and sugary drinks. Abandon the habit of using social media before going to bed. Abandon the bad habit of staying up too late.	

(Answers may vary.)

Option 4 ★★★

1. Get students to form groups of four and get them to discuss the following question: As the saying goes, “Easier said than done.” A lot of suggestions concerning “Healthy Lifestyle” are given in the text, but can they actually be carried out in daily life? What are the obstacles people may encounter? Remind students to take notes while they are discussing.
2. Have students present their discussion results in the class.

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 them to use the newly-learnt words and expressions in the post-reading stage. Interact with students in the following way.

Pre-reading

Topic: The nutrients we need.

Target words: **nutrient, protein, grain, calorie, fat-free**

Suggested Activities

T: The human body needs all kinds of **nutrients** to function well. Can you name some of the nutrients?

S: I think they are vitamins, **protein**, fiber and minerals.

T: Which food is rich in protein?

S: Meat, egg, and also some **grains**, I guess.

T: Good answer. Some people say that eating low **calorie** or **fat-free** meals are good for health. Do you agree?

S: I doubt it. As I've mentioned before, the human body needs all kinds of nutrients to function well, so if people are having low-calorie or fat-free meals all the time, their bodies may suffer and diseases occur.

...

While-reading

Topic: Ways to keep healthy.

Target words and expressions: **routine**, **rate**, **jog**, **basis**, **download**, **fitness**, **device**

T: According to the passage, what are the ways to keep healthy?

S: The passage says that **routine** activities, such as **jogging** or biking are good ways to keep healthy because they will get our heart **rate** up.

T: Any other ways mentioned in the passage?

S: We can **download fitness** apps to keep track of our exercise.

T: Is there any electronic **device** that can help people keep healthy?

S: Of course, smartwatches or Fitbit can motivate us to do exercise more often.

Post-reading

Topic: The challenges you meet in keeping healthy.

Target words and expressions: **challenge**, **infection**, **mood**, **irritable**, **fight off**, **on a regular basis**

T: Up to now, we've talked about many ways to keep healthy. I wonder whether there is any **challenge** or obstacle to keeping healthy.

S: The biggest challenge may be laziness or reluctance to do exercise.

T: What are the benefits of doing exercise **on a regular basis**?

S: Doing exercise on a regular basis can help us **fight off** disease, be less **mood** and less **irritable**. Besides, a healthy body means more protection against all kinds of **infections**.

Option 2 ★★★

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 themselves on different topics at different comprehension levels. Involve students in planned classroom interactions with the teacher as follows.

1. Literal comprehension

Topic: What are the health tips mentioned in the passage?

Target words and expression: **grain**, **protein**, **nutrient**, **fat-free**, **soda**, **calorie**, **on a regular basis**, **fitness**, **track** (All the words used to describe health tips can be included.)

T: Can you try to recall health tips given in Reading A?

S: First, we should eat healthily. We should eat **grain** and food rich in **protein** and other **nutrients**.

Also, we should pay attention to what we drink. **Fat-free** milk is beneficial to health. Try to avoid **soda** or other drinks high in **calories**, as they may make us overweight.

S: Then we can do exercise **on a regular basis**. What is worth mentioning is that **fitness** apps can keep **track** of the exercise and motivate us better.

S: ...

2. Inferential Comprehension

Topic: What are the similarities between the four pieces of advice?

Target words and expression: **mood**, **irritable**, **fight off**, **motivated**

T: Four pieces of advice are given in the text to help us take charge of our health. Are there any similarities in those pieces of advice?

S: Similarities? I don't think there is, because each piece of advice aims at a specific problem.

T: You are partly right. It is true that each piece of advice aims at one specific problem, but can anyone think about the question from a different perspective?

S: In my view, one similarity of the four pieces of advice is that they help us **fight off** laziness and have more self-control.

T: Interesting idea! Could you please tell us more about it?

S: For example, lying there and watching TV is obviously cozier than going to the gym to do exercise. The former offers people "instant happiness." But spending time like that will make people feel **mood** and **irritable**, since they are doing nothing useful. Once people begin to do some exercise, they are fighting off the laziness and will be truly **motivated** by the changes in their body and mood.

3. Critical Comprehension

Topic: Does a healthy lifestyle lead to a healthy and happy life?

Target words: **charge**, **routine**, **challenge**

T: Up to now, we've learnt a lot about healthy lifestyle. But does a healthy lifestyle lead to a healthy and happy life?

S: I don't think a healthy lifestyle will make people happy, at least not me! I know it may be good for my health, but I don't want to have a life full of **routines** and Dos and Don'ts. I want to take **charge** of my own life!

S: In my view, a healthy lifestyle requires people to stay away from instant pleasures that they can get from eating junk food and being addicted to social networks. In return, it offers people happiness in the long term, like a sense of achievement in controlling oneself, the courage to face **challenges**, etc.

Grammar in Use

Option 1 ★

Have students read the following excerpt of a speech about Healthy Lifestyle and encourage them to make it more concise and coherent by omitting unnecessary words and phrases.

Suggested Activities

Good morning, everyone!

Today I'd like to talk about "How to Have a Healthy Lifestyle." I have three pieces of advice.

First, we should eat healthily. Healthy eating involves taking control of how much you eat. Healthy eating involves taking control of what types of food you eat. Healthy eating involves taking control of what types of beverages you drink.

Second, we should do some exercise. Speaking of this, don't forget the housework! Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does. Routine activities are also good ways to keep you active on a regular basis.

Third, sleep and relaxation matter a lot. You need enough sleep to do well at school. You need enough sleep to do well at work. You need enough sleep to fight off infection. So starting from today, stop staying up late!

If you can do the above in your daily life, you are bound to have a healthier lifestyle!

Thanks for listening!

Reference answer:

Good morning, everyone!

Today I'd like to talk about "How to Have a Healthy Lifestyle." I have three pieces of advice.

First, we should eat healthily. Healthy eating involves not only taking control of how much and what types of food you eat, but also the beverages you drink.

Second, we should do some exercise. Speaking of this, don't forget the housework! Routine activities, such as cleaning your room or taking out the trash, may not get your heart rate up the way biking or jogging does, but they are also good ways to keep you active on a regular basis.

Third, sleep and relaxation matter a lot. You need enough sleep to do well at school and work and to fight off infection.

So from now on, stop staying up late!

If you can do the above in your daily life, you are bound to have a healthier lifestyle!

Thanks for listening!

Option 2 ★★

Get students to form groups of four to role-play a doctor's office dialogue. One pair of students are responsible for continuing the dialogue, the other pair making the dialogue shorter by using ellipsis.

Dialogue 1	Dialogue 2 (shortened version)
Doctor: Good morning Miss. What's troubling you?	
Miss: Good morning. I'm being troubled with a severe headache.	
Doctor: How long has the headache lasted?	
Miss: The headache has lasted for the whole day! I can't do anything with a headache like this!	
Doctor: ...	
Miss: ...	

Reference answer:

Dialogue 1	Dialogue 2 (shortened version)
Doctor: Good morning Miss. What's troubling you?	Doctor: Good morning Miss. What's troubling you?
Miss: Good morning. I'm being troubled with a severe headache.	Miss: Good morning. Severe headache.
Doctor: How long has the headache lasted?	Doctor: How long has it lasted?
Miss: The headache has lasted for the whole day! I can't do anything with a headache like this!	Miss: The whole day! I can't do anything with it!
Doctor: ...	
Miss: ...	

Option 3 ★★☆

Have students rewrite the story by combining the sentences where necessary.

The Farmer and the Snake

A farmer walked through his field one cold winter morning. On the ground lay a snake. The snake was stiff and frozen with the cold. The farmer knew how deadly the snake could be, and yet he picked the snake up and put the snake in his bosom to warm the snake back to life.

The snake soon revived, and when the snake had enough strength, it bit the man who had been so kind to it. The bite was deadly and the farmer felt certain that he would die. As he drew his last breath, he said to those standing around: Learn from my fate not to take pity on a scoundrel (惡棍).

Reference answer:

A farmer walked through his field one cold winter morning. On the ground lay a snake, stiff and frozen. The farmer knew how deadly it could be, and yet he picked up the snake and put it in his bosom to warm it back to life.

The snake soon revived. When it had enough strength, it bit the man who had been so kind. The bite was deadly and the farmer felt certain that he would die. As he drew his last breath, he said to those standing around: Learn from my fate not to take pity on a scoundrel.

Listening and Viewing

Listening

Option 1 ★☆

Before students listen, ask them the following questions to arouse their interest in the topic.

1. Are you afraid of becoming old? Do you have any anti-aging suggestions?
2. What does “super-agers” mean? Do you know any super-agers in your life?

Reference answers:

1. I'm afraid of becoming old. My anti-aging suggestion is that people should keep exploring the

Suggested Activities

world and keep up with the times, so that they can stay young in body and spirit.

2. Super-agers refer to those people who are very old. My grandma is almost 90 years old this year and I think she is the super-ager in my life.

(Answers may vary.)

Option 2 ★★

1. Have students ask their grandma, grandpa or other elderly people around them about their secrets to longevity.
2. Have students form groups of four, share the secrets they have collected and put them into different categories.
3. Ask students to make a speech on “The Secrets to a Long Life” to the class.

Reference answer:

Hi, everyone!

I'm happy to share with you the secrets to a long life based on the discussion of our group.

First, be optimistic! Being happy and trying to think of the upside of things can make life easier.

Second, have a healthy and balanced diet. Food rich in protein, vitamins and fibre should be eaten every day.

Third, exercise on a daily basis. Jogging, walking and playing Tai Chi are good ways to exercise and relax. You may also make some friends while exercising!

Those are the secrets to longevity we learnt from the seniors in our life. I hope we will have a long and healthy life!

Thanks!

(Answers may vary.)

Viewing

Option 1 ★

Ask students the following questions to arouse their interest in the topic.

1. Generally speaking, who live longer, those in the city or those in the country?
2. What factors may lead to longevity?
3. Where would you like to live? Why?

Reference answers:

1. It's hard to say. Those living in the city enjoy better healthcare services while those living in the country enjoy fresh air and organic food. I guess maybe those living in the country live longer.
 2. Factors like good living conditions, balanced diets and genes may lead to longevity.
 3. I would like to live in the country because fresh air and organic foods are very important to me.
- (Answers may vary.)

Option 2 ★★

Get students to form groups of four and have them discuss the following questions:

There is a saying that one man's meat is another man's poison. Some tips working out in one place do not necessarily work their magic in another. Do you think the way to keeping healthy in Hunza and Okinawa can work in big cities like Shanghai? Why or why not?

Reference answer:

I think the way to keep healthy in Hunza and Okinawa can work its magic in big cities like Shanghai. If you take a close look at the lifestyles in these two places, you will find that they are more about what

and how to eat, and how to maintain healthy and relaxing social relations. Those tips can be applied to most societies.

(Answers may vary.)

Moving Forward



1. Get students to form groups, ask them to confess their biggest problems and persuade each other to get rid of the problems using the problem-solution pattern.
2. Provide students with some useful sentence patterns.

For giving suggestions:

- (1) You can do ... instead of ...
- (2) If you do ..., it will benefit you a lot.
- (3) Doing ... each day will make the difference!

For showing agreement:

- (1) That sounds reasonable and I will try it out.
- (2) I'll give it a shot according to what you've said.
- (3) It is not as difficult as I have imagined. Thanks for your suggestion!

For showing disagreement:

- (1) It sounds nice but does not fit me because ...
- (2) I still want to stick to what I'm doing right now because ...
- (3) Thanks a lot but I don't think those suggestions fit me very well.

Reading B

Option 1 ★★

Before students read the text, ask them to share some “health rumours” they’ve heard and tell the class their ideas about them.

Reference Answer:

I've heard that drinking vinegar helps soften the blood vessels and protects the heart. But I don't think it is true. There is no scientific research behind this. Besides, drinking vinegar may do harm to one's digestive organs! (Answers may vary.)

Option 2 ★★★

Ask students the following questions to provoke further thinking about “health rumours.”

1. Where do these “health rumours” usually appear?
2. Who is most likely to believe those “health rumours”?
3. What factors might make people believe the “rumours” easily?
4. Can you come up with suggestions to help people tell health tips from health rumours?

Suggested Activities

Critical Thinking



Get students to form groups of four and have them discuss the following question:

In the information age, people are exposed to all kinds of health tips. Some of them are reliable and useful while others are fake and harmful. How to distinguish reliable and useful information from that which isn't? Discuss with your partner and come up with a checklist to identify reliable and useful information on the Internet.

Reference answer:

Checklist to identify reliable and useful health tips on the Internet.

Items	Yes	No
Is it from a reliable source?	<input type="checkbox"/>	<input type="checkbox"/>
Has it been tested by scientists?	<input type="checkbox"/>	<input type="checkbox"/>
Are there any commercials included in it?	<input type="checkbox"/>	<input type="checkbox"/>
...		

(Answers may vary.)

Reference answer to Activity I on text page 47:

	Dos	Don'ts
Diet	<ol style="list-style-type: none">1. Eat fruits, vegetables, whole grains and low-fat protein foods.2. Make half of your plate fruits and vegetables.3. Choose fresh or frozen fruits and veggies.4. Drink fat-free or low-fat milk.5. Eat from smaller plates.6. Stop eating when you are 80% full.	<ol style="list-style-type: none">1. Avoid foods high in sugar, salt and unhealthy fats.2. Avoid processed foods.3. Avoid sugary drinks.4. Don't serve food in family style.
Physical activities	<ol style="list-style-type: none">1. Be physically active for at least 60 minutes a day, 3 days a week.2. Do some routine activities, such as cleaning your room or taking out the trash.3. Download fitness apps onto your computer, smartphone, or other mobile devices.4. Try different kinds of group activities. Involve your friends and challenge them to be healthy with you.	
Interpersonal relationship	<ol style="list-style-type: none">1. Make friends when you get active by joining a sports team or dance club.2. Have more life-long friends.	Avoid being lonely.
Others	<ol style="list-style-type: none">1. Have enough sleep.2. Brush your teeth twice a day by hand or by electric toothbrush.	

(Answers may vary.)

Further Exploration

Option 1 ★★

Ask students to devise a Habit-Forming Programme for their parents. Pay attention that in addition to the factors included in the Student's Book, personalised factors like "Motivation," "Benefit," "Feasibility" etc. should be included.

Option 2 ★★★

1. Get students to form groups of four. Make sure that in each group there is one student who is good at painting.

2. Have them brainstorm and finish the following task:

The school gym has been open for a month but it is rarely visited by students and teachers in your school. Design a leaflet for the gym. The following information should be included in the leaflet:

- Opening hours
- Location
- Equipment
- Benefits of exercising
- Slogan

Culture Link

★★

Get students to form groups and discuss the following questions. They may surf the Internet for more information.

- Why can people in Blue Zones live longer and healthier?
- Are there any similarities in their lifestyles?
- What are the secrets to their happiness and longevity?

How to Prevent Overeating When You're Working from Home

Working from home is one of the most important ways to get the coronavirus pandemic under control. But being out of your usual routine, having constant access to food, and being stressed out can lead to some serious overeating problems. If your eating has been a bit irregular, here are five strategies to help create some balance and consistency.

No. 1 Develop a set eating schedule

In addition to preventing mindless eating, settling into a consistent routine will help regulate blood sugar and insulin (胰岛素) levels, hunger hormones, mental and physical energy, digestive health, and even your sleep cycle. Try to eat breakfast within about an hour of waking up, and aim for either three meals a day, or three meals and one snack, spaced about four to five hours apart.

No. 2 Rethink what you drink

Keep a water bottle or cup next to you, and sip on it throughout the day. Avoid sugar drinks or products made with artificial sweeteners. Excess sugar can weaken immunity, and artificial sweeteners have been shown to throw off natural appetite regulation and cause dental problems.

No. 3 Make sure your meals are nutritionally balanced

Rather than grabbing foods randomly, think strategically about the components of your meals. In every breakfast, lunch, and dinner, include some type of produce, along with protein and good fat as the foundation. These foods supply the nutrients needed to support a healthy body and immune system.

No. 4 Know the difference between physical and emotional hunger

During a stressful time, it can be difficult to tell if you're truly hungry — meaning your body needs food — or if your mind is attracted to food to express or disconnect from your feelings. One helpful strategy is to tune into your body. Physical hunger has physical symptoms, like a slightly growling stomach.

If you've eaten a balanced meal and your stomach is full, yet you still feel hungry, you may be experiencing anxiety or loneliness. If you can stop and make the distinction, address your emotions in ways that don't involve eating. And when you do eat, do so without distractions (no TV, computer, reading, phone, etc.), put down the food or your utensil between bites, and listen to your body's cues. Stop eating when you feel full, but not overly full, and store the rest for another meal.

No. 5 Treat yourself purposefully

It's not realistic to reject delicious food completely, and it's not necessary. Enjoy your favourite can't-live-without treats, but do so mindfully rather than randomly. For example, if you want a cookie or two after lunch, reduce the portion of carbohydrates in that meal to make room for the carbohydrates in the cookies.

This isn't at all about restriction; it's about balance, and it feels good (unlike having zero treats or overeating, which can leave you feeling stuffed). Taste every bite, and move on with your day. Now more than ever, balance and consistency are key to healthy eating.

Food for thought

1. How to reach “balance” according to strategy No. 5? What other strategies also show “balance”?
2. Which one of the strategies may be the most effective for you? Why?

Reference answers:

1. According to strategy No. 5, you should enjoy your favourite treats mindfully and reduce the portion of carbohydrates in a meal to make room for the carbohydrates in the cookies you want to eat. Strategies No. 2 and No. 3 remind people to pay attention to the “balance” in drinks and meals.
2. The fourth strategy is the most effective for me. I’m self-disciplined, so I seldom suffer from overeating except when I am solving a very difficult problem or in the middle of a challenging test. I always feel hungry in those cases, even though I just had a meal shortly before that. After reading this passage, I know that it is emotional hunger caused by anxiety and stress, not physical hunger, so I should avoid eating.

(Answers may vary.)

- ▶ discuss how modern technology changes our lives;
- ▶ build awareness of people's attitudes towards technology in different cultures;
- ▶ weigh the pros and cons of new technologies;
- ▶ make inferences while reading, use comparison and contrast in writing, and pause and collect thoughts in speaking.

Unit 4

Life and Technology



The human spirit must prevail over technology.

— Albert Einstein

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“科学与技术”	<ul style="list-style-type: none"> 能讨论现代科技对生活的影响； 能识别并比较人们对现代科技的不同态度； 能剖析使用新技术的利与弊； 能在阅读中分辨事实与观点，能在写作中使用比较和对照，能在口语表达中恰当停顿。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳以事件发展变化和人物情感变化为主要内容的记叙文的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能概括出科技类杂志文章语言表达的专业性、真实性和准确性等特征。
	听力语篇	<ul style="list-style-type: none"> 能识别新闻语篇结构和语言特征。
	视听说语篇	<ul style="list-style-type: none"> 能概括纪实类节目视频中的画面、背景、声音、面部表情、动作等资源传达的语篇特征。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏、停顿等的变化表达兴趣、意义、意图和态度等。
	词汇	<ul style="list-style-type: none"> 能在语境中依据 down 在动词搭配的常见意义判断相关动词短语的意思； 能在语境中判断含 down 的动词短语的意义； 能正确运用含 down 的动词短语。
	语法	<ul style="list-style-type: none"> 能在语境中运用“情态动词 + have done”表达意义。
	语篇	<ul style="list-style-type: none"> 能概括出本单元个人体验类记叙文语篇类型的主要组成部分，以及衔接和连贯手段； 能归纳出本单元科技报道的基本结构和语言表达特征； 能依据纪实类节目的情景语境，获取语篇大意、交际场所、交际目的。
	语用	<ul style="list-style-type: none"> 能依据语篇内容判断本单元语篇目的、语篇对象、作者观点、意向与理念等； 能运用功能语言和得体语言形式表达兴趣、态度、意图与个人观点； 能根据交际具体情境，正确理解他人的态度、情感和观点，运用得体的语言形式进行语言表达。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> • 能发现并理解语篇中包含的文化元素，如对科技创新的体验、探索与实践，对他人的关爱等； • 列举不同群体对新技术的态度，尊重文化多样性，感悟科技发展与人们日常生活的密切关系，深入思考科技发展给生活带来的变化； • 能利用本单元提供的研究性学习，说明科技发展对高中生日常生活的影响。
语言技能	听	<ul style="list-style-type: none"> • 能在听的过程中有选择地记录所需信息。
	说	<ul style="list-style-type: none"> • 能在辩论中表达个人立场和观点； • 能使用比较和对照的方法表达事物的异同； • 能借助停顿、语调和重音表达意义。
	读	<ul style="list-style-type: none"> • 能获取本单元语篇 A 中的主人公的情感变化，特别是开始和结局时主人公的心态变化及背后的原因。
	看	<ul style="list-style-type: none"> • 能获取视频中画面、图像、声音、符号、色彩等非文字资源传达的意义。
	写	<ul style="list-style-type: none"> • 能针对传统教学与网络教学的异同点这一话题，用 80—100 词表达个人观点。
学习策略	听	<ul style="list-style-type: none"> • 能依据听力任务策略筛选信息。
	说	<ul style="list-style-type: none"> • 能在口语中正确运用停顿法。
	读	<ul style="list-style-type: none"> • 能在阅读中分辨事实与观点。
	写	<ul style="list-style-type: none"> • 能在写作中使用比较和对照的拓展方法。

Getting Started

- I. Match the pictures with the names of technologies or inventions.



1



2



3



4

- a. robotics
- b. autonomous car
- c. 3D printing
- d. high-speed train

- II. Discuss the most important inventions in the last 20 years in China that have changed our daily life.

Reading A

Can robot pets replace real pets? Read the story about a news reporter's experience with a robot dog and find it out.

LIFE WITH A ROBOT DOG

When I first took the robot dog out of the box, I broke into a huge smile. This robot immediately became a “him,” not an “it.” I wanted to play with him. He certainly 5 was a handsome-looking robot dog. He was sleek and polished and the size of a large puppy. His movements were also very dog-like. I watched him stretch, dance, jump around the room and chase a ball. It 10 was fascinating how flexible and natural his movements were.

To start with, the robot dog was hugely satisfying. He not only attracted me at first sight, but possessed some pretty impressive 15 features as well. I could programme him to respond to a given name. By connecting his built-in camera to my computer screen, I could view the world through his eyes. I also had the option of deciding his stage of 20 development — by programming him to be a demanding puppy or a mature adult dog. The best part of the experience was that the robot dog didn’t require the same care as a real dog. I didn’t have to clean up after him, 25 feed him or walk him. I didn’t even have to play with him. He wouldn’t complain!

Getting Started

教学内容与要求

- 能通过看图简要讨论从过去到现在技术的发展；
- 能通过交流分享科技发展给人们日常生活带来的改变；
- 能运用相关词汇初步描述新技术发展，构建有关技术与生活的词汇语义网。

教学建议

- 1 Introduce the topic of the unit — Life and Technology. Direct students' attention to the four pictures and the discussion topic on p52.
- 2 Ask students to go over the discussion topic and allow time for them to consider their answers individually or discuss the topic in pairs or in groups. Have students share answers with the class. Compile a list of ideas on the board if necessary.
- 3 When students respond, require them to cite some concrete examples in life. If they have difficulty, provide them with a sample.

Suggested Activities 见 page T66d.

参考答案

- I 1. d 2. b 3. a 4. c
- II In my opinion, the most important invention in the last 20 years in China is the high-speed train. Thanks to the high-speed train, people in China can travel to some distant places in much shorter time. For example, it takes you less than 6 hours to travel from Shanghai to Beijing, a trip that took more than 24 hours 10 years ago. What great convenience this invention has brought to people in China! (Answers may vary.)

Reading A

背景介绍

This passage is adapted from “Life with a Robot Dog,” an essay written by BBC correspondent Jon Wurtzel. In this essay, Wurtzel wrote about his experiences with Aibo, a robotic dog developed by Sony. It was published on BBC’s website in 2001.

教学内容与要求

- 能分析出以事物发展变化、人物经历和情感活动为主要内容的记叙文的文体特征；
- 能归纳出本单元个人体验类记叙文的衔接和连贯手段以及结构特征（事件的开始、发展和结局）；
- 能根据具体情况，判断本单元的语篇目的、语篇对象、作者的观点、意向与理念等；
- 能发现并理解语篇中包含的文化元素，如对科技创新的追求与体验，对情感关系的重视等；
- 能在阅读中分辨事实与观点。

词汇释义

• polished (line 6)

adj. shiny as a result of polishing 抛光的；磨光的；擦亮的

He slipped on the highly polished floor. 他在打磨得很光滑的地板上滑倒了。

• stretch (line 8)

v. to make sth longer, wider or looser; to become longer, etc. 拉长；拽宽；撑大；抻松

The exercises are designed to stretch your leg muscles. 这些活动的目的在于伸展你的腿部肌肉。

• flexible (line 10)

adj. able to bend easily without breaking 柔韧的；可弯曲的；有弹性的

I like shoes with flexible rubber sole. 我喜欢有弹性橡胶底的鞋。

able to change to suit new conditions or situations 能适应新情况的；灵活的；可变动的

Our plan needs to be flexible enough to cater to the needs of everyone. 我们的计划必须灵活，以满足每个人的需要。

• attract (line 13)

v. to cause (sb) to have a liking for or interest in (sth or sb) 吸引；使喜爱；引起……的好感（或爱慕）

What first attracted me to her was her sense of humor. 她首先吸引我的是她的幽默感。

attraction *n.* 吸引力

• impressive (line 14)

adj. (of things or people) making you feel admiration, because they are very large, good, skillful, etc. (事物或人)令人赞叹的；令人敬佩的

She was very impressive in the interview.

她在面试中表现得十分出色。

• respond (line 16)

v. to do sth as a reaction to sth that sb has said or done 作出反应；响应

How did they respond to the news? 他们对这则消息有什么反应？

• mature (line 21)

adj. (of a person, a tree, a bird or an animal) fully grown and developed (人、树木、鸟或兽) 成熟的；发育完全的

You will learn what to expect as your child becomes physically mature. 随着你孩子的身体发育成熟，你将知道会发生什么。

(of a child or young person) behaving in a sensible way, like an adult (儿童或年轻人) 明白事理的；成熟的；像成人似的

Jane is very mature for her age. 简年龄不大，却很成熟。

• complain (line 26)

v. to say that you are annoyed, unhappy or not satisfied about sb/sth 抱怨；埋怨；投诉；发牢骚

She never complains but she's obviously exhausted. 她虽然从不抱怨，但显然已疲惫不堪。

complain (to sb) about/of sth 向……投诉……

I'm going to complain to the manager about this. 我要就这件事向经理投诉。

• enthusiastic (line 33)

adj. feeling or showing a lot of excitement and interest about sb/sth 热情的；热心的；热烈的；满腔热忱的

an enthusiastic supporter 热心的支持者

You don't sound very enthusiastic about the idea. 你好像对这个想法不太感兴趣。

• **response (line 33)**

n. a reaction to sth that has happened or been said 反应；响应

An ideal family pet is supposed to make a quick response to the host's greetings. 理想的家庭宠物应该能对主人的招呼迅速做出回应。

spoken or written answer (口头的或书面的) 回答，答复

I received an encouraging response to my request. 我的请求得到了令人鼓舞的答复。

• **command (line 51)**

n. an order given to a person or an animal (给人或动物的) 命令

You must obey the captain's commands. 你必须服从船长的命令。

• **discipline (line 57)**

v. to train sb, especially a child, to obey particular rules and control the way they behave 训练；训导；管教

His parents disciplined him to be patient. 他父母亲训导他要有耐心。

• **eventually (line 60)**

adv. at the end of a period of time or a series of events 最后；终于

Our flight eventually left five hours late. 我们的班机最终晚了五小时起飞。

• **refer to (line 61)**

提到；谈及；说起

She always referred to Mike as “that nice man.” 她总是称迈克为“那个大好人”。

I promise not to refer to the matter again. 我答应再也不提这事了。

语篇分析

本文的语篇类型是记叙文。语篇内容是关于作者和一只智能机器狗共处期间的心理历程。当作者第一次见到机器狗的时候，他一下子就喜欢上了“他”：他把机器狗当成了心爱的宠物。机器狗不仅有着漂亮的外观，而且还拥有不少令人喜爱的功能。然而，随着对机器狗的日渐熟悉，作者却逐渐感到失望。他发现自己无法与机器狗建立起真正的亲密关系。最后，他终于意识到，机器狗终究不能成为真正的宠物。语篇结构是以时间为轴，以作者的个人情感变化为主要线索，描述了作者对机器狗从爱不释手到逐渐丧失兴趣的心理变化过程。语言特征是，用了较多具体行为和表示心理活动的词汇，生动地描写了机器狗的外貌、动作和作者的心理活动。语篇的主题意义在于激发学生对新兴科技产品的思考，比如机器宠物是否能代替真正的宠物、机器宠物与真正的宠物有哪些相似与不同之处等。

难句注释

1. However, a true emotional connection is powerful and important – something that never really happened between me and my robot dog. (lines 38–41)

句中 something 指代上文的 a true emotional connection。整句意为“唯有真正的情感联系才是强大而重要的——我和我的机器狗之间从来不存在这种情感联系。”

2. The more I spent time with him, the more I realised that our relationship was limited. (lines 41–44)

这是一个“the + 比较级，the + 比较级”的结构，意思为“……越……， ……就越……”，整句句意为“我和他在一起的时间越长，就越发意识到我们之间的关系也就仅限于此了。”

3. I didn't enjoy the challenge of training and disciplining a robot dog as if it were a living, breathing pup. (lines 56–58)

句中 as if it were a living breathing pup 是 as if 引导的方式状语从句，表示与现在事实相反的虚拟语气。整句意为“把机器狗当作活生生的小狗一样训练、调教，这种挑战对我而言没有乐趣。”

Personal Touch

教学建议

Ask students to read the questions carefully. Give students some time to think.

1. If students have some difficulty, elicit the answers by asking them “If you could raise a robot pet, what would it look like?” or “What are the differences between a real pet and a robot one?”
2. Ask students to work in groups and discuss the advantages and disadvantages of raising a robot pet.

Reference answer:

I would buy that robot dog if I could afford it. For one thing, the robot dog looks like a real dog. For another, it can accompany me, especially when I feel bored, and it doesn't need as much care as a real dog. (Answers may vary.)

When I looked at him, I saw a real dog and treated him like one. Without any hesitation, I played with him and stroked him affectionately. When he did something good, like dancing for me, I would pet him. I enjoyed watching his enthusiastic response to my attention. It felt perfectly natural. I showered him with love and he always responded happily. He evoked a strong emotional response in me.

However, a true emotional connection is powerful and important — something that never really happened between me and my robot dog. The more I spent time with him, the more I realised that our relationship was limited. My enthusiasm started to die down. I grew increasingly frustrated with my inability to develop a mutual relationship with him. I stopped delighting in his simple movements. I couldn't train him to respond to my commands, even though he was programmed to

learn new tasks. I was constantly losing my patience and getting annoyed with him. He was supposed to be a robot, not a thick-headed terrier. I didn't enjoy the challenge of training and disciplining a robot dog as if it were a living, breathing pup.

I had tried to develop a relationship with a robot but had failed miserably. I eventually stopped referring to him as a "he," and started calling him "the robot." This robot dog may have been a huge success as a technological work of art — it was interactive, fun and impressive to watch — but as a pet dog, it let me down.



• Personal Touch



Would you buy that robot dog if you could afford it? Why or why not?

Digging In

● Comprehension

I. Answer the questions.

- What did the robot dog look like?
Handsome-looking: sleek, polished, the size of a large puppy.
- Why was the author attracted by the robot dog at the very beginning?
Because it was good-looking, its movements were dog-like, and it had impressive features.
- Did the author successfully develop a relationship with the robot dog? Why or why not?
No. The more the author spent time with the robot dog, the more he realised that their relationship was limited.
- What can we infer about the author's feelings from the sentence "I eventually stopped referring to him as a 'he,' and started calling him 'the robot'" in the last paragraph?
We can infer that, in the end, the author no longer treated the robot dog as a real pet.

II. Complete the table with information from the text.

	The author's feelings towards the robot dog	Descriptions from the text
At first	The author liked the robot dog very much.	<p>Verbs and Verb phrases: <i>broke into a huge smile, played with, stroked, enjoyed, pet, showered him with love, evoked a strong emotional response ...</i></p> <p>Adjectives and adverbs: <i>handsome-looking, fascinating, hugely satisfying, impressive, affectionately</i></p> <p>Other expressions: <i>immediately became a "him," not an "it," without any hesitation ...</i></p>
Later	<i>The author was disappointed and annoyed with the robot dog.</i>	<p>Verbs and verb phrases: <i>die down, stopped delighting in, losing my patience, getting annoyed, didn't enjoy, failed, stopped referring to, started calling, let me down</i></p> <p>Adjectives and adverbs: <i>frustrated, miserably</i></p> <p>Other expressions: <i>however, never really happened, our relationship was limited, inability to develop a mutual relationship</i></p>

III. List the similarities and differences between the robot dog and a real dog mentioned in the text.

Similarities:

- They both have flexible movements.*
- They can both interact with people.*

Differences:

- The robot dog has a built-in camera that enables people to view the world through his eyes.*
- The owner of the robot dog can decide his stage of development.*
- The robot dog doesn't require the same care as a real dog.*
- The relationship between the robot dog and his owner is limited.*

IV. Discuss the question.

If you could own a robot in your home, what functions would you like it to have?

Comprehension

阅读策略

Making inferences while reading

1. Ask students to identify an inference question. Such a question may have words like “suggest,” “imply” or “infer.”
2. Have students hunt for clues in the passage such as character’s actions, thoughts, descriptions, dialogues, etc.
3. Ask students to make their inferences based on the clues in the passage.

教学建议

- I
1. Ask students to read through the questions and try to identify the inference questions by the word “infer” in the question.
What can we **infer** about the author’s feelings from the sentence “I eventually stopped referring to him as ‘he,’ and started calling him ‘the robot’” in the last paragraph?
 2. Have students skim the passage and get the main idea of each paragraph by analysing the topic-related vocabulary.
Para. 1: I fell in love with the robot dog the first time I saw it.
Para. 2: At first, the robot dog was hugely satisfying.
Para. 3: I interacted with the robot dog affectionately.
Para. 4: I found it difficult to build a true emotional connection with the robot dog.
Para. 5: At last, the robot dog let me down.
 3. Ask students to read the relevant paragraph and find some details to answer the questions. As to the inference question, ask them to make their inferences based on the clues in the passage. For example, there’s a change in the way of addressing the robot dog.
- II
1. Before students read the text a second time, ask them to study the table first and locate the specific information according to the structure of the passage, that is, the beginning, development and ending of the story.
 2. Tell students to underline the sentences which describe the author’s feelings about the robot dog and the descriptive details while they are reading.
 3. Tell students to work individually to complete the table.
 4. Ask students to compare their answers with their partners’.
- III
1. Have students read the text again and find the characteristics of the robot dog in the text.
 2. Ask students to discuss with their partners and list the characteristics of a real dog.
 3. Have students compare the similarities and differences between real dogs and robot dogs.
- IV
1. Have students read the question and give them some time to plan what they want to say.
 2. Organise a group discussion. Remind students that they should be able to explain their opinions.
 3. Ask groups to share their ideas in class.

Suggested Activities 见 pages T66d–T66e.

参考答案

- IV If I could own a robot in my home, I would like it to cook for me. I’m not good at cooking and I don’t want to eat delivery food every day so it would be great if I could have a robot cook at home. I hope it can prepare delicious and nutritious meals for me every day. (Answers may vary.)

Vocabulary Focus

教学内容与要求

- 能在语境中判断目标词汇的意义，并能依据语境运用课文中的核心词汇；
- 能在语境中判断含 down 的动词短语的意思。

词汇分类

识别词汇 1: sleek, demanding, affectionate, evoke, mutual, terrier, miserable, solely
2: puppy, fascinating, option, mature, enthusiastic, response, emotional, connection, powerful, interactive, eventually, limited

运用词汇（必修）：intelligent, immediately, polished, movement, stretch, flexible, attract, impressive, complain, hesitate, command, discipline

常用词组：respond to, refer to

教学建议

I Key Vocabulary

- Guide students to pick up target words and expressions in context through textual interaction.
- Ask students to go over the main idea of the text by asking some questions like “How did the author’s attitude towards the robot dog change?”
- Get students to read the passage and fill in the blanks according to the context and cohesive devices.
- Guide students to retell the text in pairs.
- Invite some students to have a storytelling relay in class.

II Word Partners

- (1) Ask students to read the notes to get familiar with the meanings of down in the phrasal verbs.
(2) Have students read the sentences carefully and follow the meanings. Ask them to underline the phrasal verbs with down in them.
(3) Have students figure out the meaning of down in each phrase and help them try to brainstorm more phrases with down.

● Vocabulary Focus

I. Key Vocabulary

Fill in the blanks with words or expressions from the text to complete the passage.
Refer to the explanations in the box if necessary.

The author tells of his experience with a robot dog.

When he first saw the robot dog, he was 1 immediately attracted. The dog was good-looking and his 2 movements were very dog-like. When he moved around, he looked very 3 flexible and natural. He could stretch, dance and jump like a real dog.

At first, the author's experience with the robot dog was 4 satisfying. Besides his good looks, the robot pet also had some impressive 5 features. He could be programmed to 6 respond to a given name. He could also be programmed to be a demanding puppy or a mature adult dog. In addition to that, the built-in camera enabled people to view the world through the dog's eyes. The best part of the experience was that the robot dog didn't need to be taken care of like a real dog and he wouldn't 7 complain!

The author treated the robot dog like a real dog. He enjoyed petting the dog and seeing his enthusiastic response. The best part of the experience with the robot dog was that there was no need to look after him.

Later, however, the author became increasingly disappointed with the robot dog. He realised that the relationship between him and his robot pet was 8 limited. He couldn't train the robot dog to respond to his commands and gradually lost patience and got annoyed. 9 Eventually, he stopped 10 referring to the robot dog as a "he," and started calling him "the robot."

1. without delay

2. acts of moving

3. able to bend
easily

4. giving pleasure

5. characteristics

6. react

7. express
dissatisfaction

8. not much

9. in the end

10. speaking about

II. Word Partners: Verb + down

 The word *down* can be used after verbs to form phrasal verbs. In phrasal verbs, *down* has a variety of meanings. For example:

1) downward

The robot dog's movements were quite flexible. He could stretch, dance, jump around and lie down on the ground.

2) to a lower level or a smaller amount

My enthusiasm started to die down.

3) upset or unhappy

As a pet dog, it let me down.

4) out of operation

You may shut down the machine by pressing the power button on the controller.



- Underline phrasal verbs with *down* in the sentences and explain the meaning of *down* in each phrase.
 - (1) – I'm spending too much time on my smartphone these days.
– Yeah. You really need to find ways to cut down on smartphone usage.
 - (2) Many factories are experiencing huge losses over the changes of setup of the machines and skills. Some factories will even close down.
 - (3) The little girl broke down and cried when her parents refused to buy her a robot pet.
 - (4) The room cooled down soon after she turned on the air conditioner.

- Use verbs from the box together with *off*, *with*, *of*, *out* or *down* to complete the sentences.

speak	deal	slow	put	turn
--------------	-------------	-------------	------------	-------------

e.g. I can't hear you. Could you please turn down the radio?

- (1) Putting too many files on the desktop can slow down your computer.
- (2) He turned off the machine when he left the lab.
- (3) This report deals with technology in education today.
- (4) – We were just speaking of the new robot cleaner. What do you think of it?
– Well, I like it very much. Some of its functions are quite impressive.
- (5) It is predicted that robots will be able to put out fires in the future.

● Grammar in Use

Perfect modals

- Read the sentences and pay attention to the underlined parts. Do the underlined parts in each pair have similar or different meanings?

e.g. (a) Lucas can't find his e-reader. He might have left it in the library.

(b) Lucas can't find his e-reader. He must have left it in the library.

The underlined parts have different meanings. In (a), the speaker thinks it was possible that Lucas left the e-reader in the library; in (b), the speaker feels sure that Lucas left the e-reader in the library.

- (a) Sophia was late this morning. She might have got stuck in traffic.
(b) Sophia took the subway this morning. She couldn't have got stuck in traffic.
- (a) George could have finished the report on smart homes of the future, but his computer was out of order.
(b) George couldn't have finished the report on smart homes of the future. His computer was out of order.
- (a) I should have signed up for the online course. It is free of charge.
(b) I shouldn't have signed up for the online course. It is too difficult for me.

2.

- (1) Have students read the sentences carefully and figure out which phrasal verbs should be filled in the blanks.
- (2) Have students match the verbs with the prepositions/adverbs to form the phrases.
- (3) Ask students to complete the sentences with the proper phrases.

Suggested Activities 见 pages T66f–T66g.

参考答案

II	1. (1) <u>cut down</u>	down: to a lower level or a smaller amount
	(2) <u>close down</u>	down: out of operation
	(3) <u>broke down</u>	down: upset or unhappy
	(4) <u>cooled down</u>	down: to a lower level or a smaller amount

Grammar in Use

教学内容与要求

- 能在语篇中判断“情态动词 + have done”表达的意义；
- 能根据表达的需要恰当使用“情态动词 + have done”结构。

教学建议

I

1. Ask students to look through Reading A and locate the sentence that contains a perfect modal verb.

“This robot dog **may have been** a huge success as a technological work of art — it was interactive, fun and impressive to watch — but as a pet dog, it let me down.”
2. Help students to explain the meaning of “may have been” according to the context. It means “It was possible that ...”
3. Provide students with two more examples and ask them to explain the meanings of the perfect modals according to the context.
 - (1) I shouldn’t have bought the robot dog. I couldn’t build a true emotional connection with it. (The speaker expresses regret about having bought the robot dog.)
 - (2) You could have used my car. I didn’t go to work yesterday. (The speaker thinks that something was possible in the past even if it didn’t happen.)

参考答案

I

1. The underlined parts have different meanings. In (a), the speaker thinks that it was possible that Sophia got stuck in traffic. In (b), the speaker thinks that it was impossible for Sophia to have got stuck in traffic.
2. The underlined parts have different meanings. In (a), the speaker thinks that he had the ability to finish the report, but he didn’t finish it due to certain reasons. In (b), the speaker thinks that it was impossible for him to have finished the report.
3. The underlined parts have different meanings. In (a), the speaker expresses regret about not having signed up for the online course. In (b), the speaker expresses regret about having signed up for the online course.

教学建议

I

4. Guide students to read the examples in “Grammar Highlights” and understand the use of perfect modals in context.
5. Have students read the statements in the example and direct their attention to the differences of the underlined parts.
6. Ask students to compare and explain the different usages of the modal verbs following the sample.

II

1. Ask students to read through the conversation and complete the sentences with the correct forms of the given verbs.
2. Check the answers with the class by inviting two students to read the conversation.

III

1. Guide students to read the example first and think about how to use perfect modals.
2. Ask students to rewrite the sentences by using perfect modals.
3. Encourage students to make more sentences by using perfect modals.

Suggested Activities 见 pages T66g–T66h.



Grammar Highlights

Perfect modals (modal + *have done*) are usually used to express an opinion or judgement about what has happened. For example:

- *I may/might have left my e-reader in the classroom, but I'm not sure.* (The speaker thinks that something was possible in the past.)
- *She must have passed the online course — she looks so happy.* (The speaker feels sure that something was true in the past.)
- *I trust her. She couldn't have stolen the smartphone.* (The speaker thinks that something was not possible in the past.)
- *The accident could have been prevented, but the traffic cameras weren't working!* (The speaker thinks that something was possible in the past, even though it did not happen.)
- *I should have bought the dishwasher.* (The speaker expresses regret about not having done something.)
- *I shouldn't have bought the dishwasher.* (The speaker expresses regret about having done something.)

II. Complete the conversation with the perfect modals of the given verbs. You may need to use the negative.

A: I wonder what I've done with my e-reader. I can't find it.

B: Isn't it in your schoolbag?

A: I 1 couldn't have put (put) it in my schoolbag, because it wasn't there when I got home.

B: Where could it be?

A: I was reading it on the subway. I 2 must have left (leave) it there! It's the only explanation I can think of.

B: Did you check your bag when you got off the subway?

A: No, I didn't. I 3 shouldn't have been (be) so careless.

B: I suppose some kind person 4 might have found (find) it and handed it to the lost and found office.

A: I hope so. Let's go there and check it out.

III. Rewrite each sentence using a perfect modal. You may need to use the negative.

e.g. It's possible that he took your smartphone by mistake.

He may/might have taken your smartphone by mistake.

1. I didn't bring my laptop, and I can't work now.

I should have brought my laptop . I can't work now.

2. It is impossible that he forgot to shut down the engine last night.

He couldn't have forgotten to shut down the engine last night .

3. Olivia was wrong to read the e-mail Max sent me.

Olivia shouldn't have read the e-mail Max sent me .

Listening and Viewing

音频文本见 page T66b



Americans Are Worried about New Technology (Report)

I. Discuss the questions.

The following are some possible negative effects of modern technology. Which one(s) do you agree with? Why?

1. People may become fatter because they will have to do little physical work.
2. People may become less intelligent because computers will solve most problems.
3. Some people may lose their jobs because robots will do most of the work.
4. People may gradually lose social skills because there will be fewer opportunities for face-to-face communication.

II. Listen to the news report and choose the best answer.

Americans are worried about new technology because they are afraid _____ B _____.

- A. machines, including robots, are dangerous to people
- B. new inventions will make them lose their jobs
- C. human beings will be controlled by robots
- D. human beings will be destroyed by robots

III. Listen again and fill in the blanks.

Concerns	<ul style="list-style-type: none">• 75 percent of Americans: Automation will increase 1 <u>income</u> inequality.• 2 <u>64</u> percent of Americans: People will face difficulty finding things to do with their lives.• Machines will not always make 3 <u>the right decision</u>.▶ 4 <u>75</u> percent of Americans: They would not apply for a job that uses a computer program to choose the most qualified person.▶ 56 percent of Americans: They would not ride in a <u>driverless car</u>.• 6 <u>33</u> percent of Americans: They believe their jobs are threatened by automation.
Demands	<ul style="list-style-type: none">• 7 <u>87</u> percent of Americans: Require all self-driving cars to have a human in the driver's seat who can 8 <u>take control</u> when needed.• 9 <u>85</u> percent of Americans: Limit machines to mostly doing jobs that are 10 <u>dangerous or unhealthy</u> for humans.

IV. Discuss the questions.

What jobs do you think will probably disappear in the next 50 years? Why?

Listening and Viewing

教学内容与要求

Listening

- 能在听的过程中有选择地记录所需信息；
- 能依据新闻语篇的结构与语言特点获取相关信息，如美国人对于新技术的担忧及其原因。

背景介绍

This audio is adapted from a VOA news report. It introduces the findings of a new report by the Pew Research Center of Washington D.C., saying that many Americans are worried about the possible negative effects new technology may have on their lives.

教学建议

- I 1. Get students to look at the title “Americans Are Worried about New Technology” and let them predict what negative effects new technology may have on Americans and why.
2. Get students to read through the pre-listening questions and have a discussion.
- II 1. Ask students to read through the question before they listen to the news report.
2. Tell students to listen to the audio guide for the first time and answer the question. Remind them to focus on the main idea of the audio.
- III 1. Ask students to read through the table, especially the blanks, and keep in mind what details need to be noted down.
2. Play the audio once again and have students finish Activity III in the Student’s Book. Remind them to pay attention to the details and collect key information.
- IV 1. Get students to work in groups of four and elect one of the group members to be a leader.
2. Ask group leaders to interview their members about the questions and note down their answers.
3. Invite group leaders to share their members’ opinions and reasons.

Suggested Activity 见 pages T66h–T66i.

参考答案

- I I agree with number three, that is, some people may lose their jobs because robots will do most of the work. Robots can do the dangerous jobs people do not want to do. And robots won’t get bored if they do monotonous jobs continuously. Therefore, with the development of AI, some jobs which don’t require creativity may be done by robots. (Answers may vary.)
- IV Since mechanised robots and artificial intelligence software programmes are able to do jobs faster and more safely than humans, many jobs will probably disappear in the next 50 years. For example, bank tellers and representatives are at high risk because ATMs have already cut massively into human-held banking jobs, and now smartphone apps are doing more and more of the work, including accepting deposits. One more example is manufacturing workers, as humans are just never going to be able to match the speed and accuracy of manufacturing machines. (Answers may vary.)

教学内容与要求

Viewing

- 能获取视频中老年夫妇使用虚拟现实所做的事情，以及他们对虚拟现实技术的积极态度；
- 能获取视频中画面、图像、声音、符号、色彩等非文字资源传达的意义。

背景介绍

This video is an example of how virtual reality technology influences people's life. Nathan Windsor, who has worked in New York City for the last 12 years doing music therapy at nursing homes, integrates virtual reality into a programme and helps an elderly couple relive some very pleasant memories without getting to the place physically.

教学建议

- I
 1. Draw students' attention to the picture and ask them to guess what technology is shown and what the two boys are doing.
 2. Ask students the following questions to arouse their interest in the topic.
 - (1) What do you know about virtual reality?
 - (2) Have you ever tried virtual reality games? What do you think of the experience?
 - (3) In what way do you think virtual reality can be applied to our daily life?
- II
 1. Get students to watch the video for the first time and ask them to pay attention to the elderly couple's facial expressions, intonation and dialogues, especially when they are talking about VR technology.
 2. Have students infer the elderly couple's attitude towards VR from the clues they have noticed in step 1.
- III
 1. Have students read through the questions and multiple choices in Activity III, and remind them to keep in mind what kind of information they need to note down in the second listening.
 2. Play the video for a second time and get students to pay attention to details like which places the elderly couple have been to or what VR technology can bring to them.
 3. Ask students to finish Activity III and check the answers with their partners.
- IV Involve students in discussing the topic.

Suggested Activity 见 page T66i.

Culture Link 板块教学建议等见 page T66a.

参考答案

- IV People can do a lot of things with VR technology. For example, we can build VR theme parks which can replicate the experience of traditional amusement facilities. Take a rollercoaster ride for example, it has no rails and no trains but a chair on a mechanical arm and a pair of VR glasses. It's safer and more compact than the traditional amusement equipment. (Answers may vary.)

VR Technology (Documentary clip)

视频文本见 pages T66b–T66c

I. Look at the picture on the right and answer the questions.

- What technology is shown in the picture? **VR technology.**
- What are the children probably doing?

*They are probably looking at the universe using VR technology.
(Answers may vary.)*



II. Watch the video and answer the question.

What are the elderly couple's attitudes toward virtual reality?

They are very interested in VR technology. They like it very much.

III. Watch again and choose the best answers.

- The elderly couple have not yet been to D.
A. Japan B. Thailand C. France D. South Korea
- Which of the following statements is not true according to the video?
A. The young man works in New York City.
B. It upsets the elderly couple that they can't easily go out.
C. The elderly couple enjoy the VR experience a lot.
D. VR takes the elderly couple back to some islands in Thailand.
- According to the video, VR technology A.
A. brings the elderly couple back to the places they visited a long time ago
B. helps the elderly couple visit places they have never visited before
C. helps to treat the elderly couple's mental illnesses
D. shows the elderly couple pictures of their workplaces in New York

IV. Discuss the question.

What other things can people do with VR technology?



Culture Link

The Amish People and Technology

The Amish people in America are known for simple living. They are highly selective in the way they use technology: television, personal computers and smartphones are generally not permitted in many Amish homes. However, more technology usage has been permitted in Amish society in recent years.

Moving Forward

Sharing Views on Online and Traditional Classroom Learning

Your class is organising a discussion about online and traditional classroom learning. Every student is expected to share views on the topic.

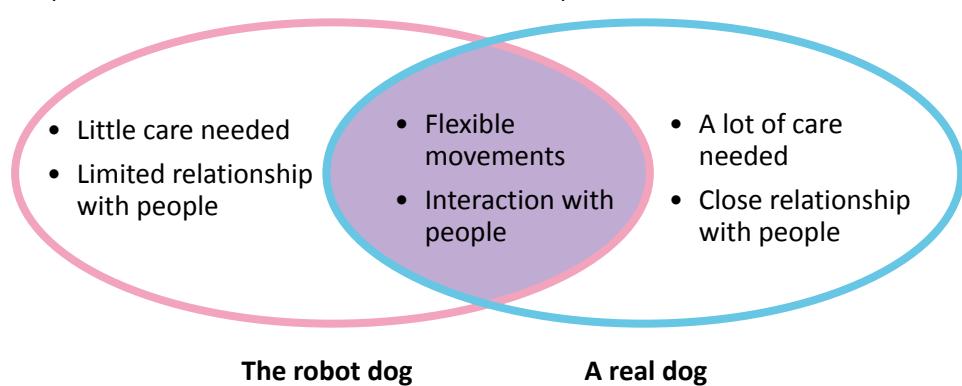
-  I. **Writing:** Analysing the similarities and differences between online and traditional classroom learning

In 80–100 words, write two paragraphs to discuss the similarities and differences between online and traditional classroom learning.

Writing Strategy

Using comparison and contrast

Comparison and contrast is a text structure where the similarities and differences of two or more things are explored. Making a diagram can help you quickly and efficiently compare and contrast two or more items. For example:



Step 1

Work in groups. Discuss the similarities and differences between the two types of learning. Note down the similarities and differences in a diagram.

Step 2

Write a paragraph about the similarities.

Online and traditional classroom learning share several common features.

Step 3

Write a paragraph about the differences.

There are also some differences between the two.

Moving Forward

教学内容与要求

- 能借助重音、语调、节奏、停顿等的变化表达兴趣、意义、意图和态度等；
- 能运用功能语言和得体语言形式表达兴趣、态度、意图与个人观点；
- 能根据交际具体情境，正确判断他人的态度、情感和观点，运用得体的语言形式进行语言表达；
- 能在口语中正确运用停顿；
- 能针对传统课堂与在线课堂的异同点这一话题，用 80—100 词表达个人观点；
- 能在写作中使用比较和对比的拓展方法。

教学建议

I. Writing:

Step 1

- Before students write, guide them to read the directions and make sure that they know what they are to write about.
- Have students make a list of similarities and differences and draw a diagram following the example on page 60.
- Ask some students to share their answers in class.

Step 2

- Explain and show what comparison is. Ask students to read the example in the textbook. Provide more examples if necessary.
- Ask students to go over their notes and decide on the similarities between online and traditional classroom learning they would like to include in their writing, such as the content or requirements of learning.
- Have students get familiar with the useful expressions for comparison and encourage them to write the paragraph about similarities.

Step 3

- Explain and show what contrast is. Have students read the example in the textbook. Provide more examples if necessary.
- Ask students to go over their notes and decide on the differences between online and traditional classroom learning they would like to include in their writing, such as the way, the resources or the schedule of learning.
- Have students get familiar with the useful expressions for contrast and guide them to write the paragraph about differences.

参考答案

Online and traditional classroom learning share several common features. First, they both involve teaching and learning. The curriculum and the learning content should be carefully planned out. What's more, whether it's online or traditional classroom learning, students are required to listen attentively and put effort into it.

There are also some differences between the two. Unlike traditional classroom learning, online learning is more flexible. Students don't need to attend classes at a fixed time. Instead, they can learn anytime when they feel it is convenient for them. In addition, compared with online learning, traditional classroom learning involves more interactions. Students can communicate face to face with their teacher or classmates.

II. Speaking:

Step 1

1. Introduce the topic by asking students some of the following questions.
 - Have you ever tried online learning?
 - Which one do you prefer? Online learning or traditional classroom learning?
 - What are the advantages and disadvantages of online learning?
2. Write down the students' answers on the board as reference for the discussion.

Step 2

1. Ask students to read the directions.
2. Divide the class into groups of four. Make sure each member of the group understands his or her task.
3. Ask each group to do some research, looking for some concrete examples or figures to support their main ideas.

Step 3

1. Guide students to get familiar with the speaking strategy by reading the notes on page 61.
2. Ask each group to have a discussion and decide when to pause in the presentation. For example, pause before they start to make eye contact with the audience or pause when talking about the important words and phrases in the speech to gain the audience's attention.

Step 4

1. Invite one or two groups to perform their presentation before the whole class.
2. Remind students to pause when necessary to make the presentations more effective.
3. Ask students to comment on other groups' performance.

Suggested Activities 见 page T66i.



Useful Expressions

Comparison (similarities)

... is similar to ...
... also ...
Both ...
Likewise, ...
... share some common features.
One similarity is ...
Another similarity / shared feature is ...

Contrast (differences)

In contrast to ...
Unlike ...
However, ...
While ...
... is different from ... in that ...
One difference is ...
Another difference is ...

e II. Speaking: Giving a presentation on online learning

Speaking Strategy

Pausing and collecting your thoughts

Pausing is an important strategy in speaking. Here are a few tips for effective pauses:

1. Pause before you start a speech. When you are introduced as a speaker, you may take a few seconds to smile, make eye contact, and pause before you start.
2. Pause to break up the sections of your speech. Pause longer between the main sections, such as the introduction, the body, and the conclusion of your speech.
3. Pause to emphasise a word or phrase. To gain the attention of your audience, pause intentionally before you say something important.
4. Use filler words when you need time to collect thoughts. Some of the common filler words in English are *um*, *uh*, *er*, *like*, *okay*, *right*, and *you know*.

Work in groups. Each group is going to present opinions on the advantages and disadvantages of online learning.

Step 1 Discuss in groups the main advantages and disadvantages of online learning.

Step 2 Come up with some good examples, statistics or personal experiences to support your main ideas.

Step 3 Practise your presentation.

Step 4 Give your group presentation in class.



Reading B

DOCTORS IN CHINA DO SURGERY OVER 5G INTERNET

The future of surgery is looking “remote.” Doctors in China have directed the heart surgery of a patient hundreds of kilometres away, using a 5G mobile Internet connection. This follows on from a surgeon who recently used the same technology to remotely control a surgical robot for an operation.

What makes long-distance surgery attractive is that leading specialists can help with operations without being present in the operating room. All they need is a fast Internet connection that can be trusted. Up till now, this was what they lacked.

On April 3, heart specialist Dr Guo directed surgery on a 41-year-old woman. She had a hole in her heart since birth. Guo and his expert team were in a hospital in Guangzhou, while the woman was almost 400 kilometres away in a hospital in Gaozhou.

To prepare for the operation, Guo and his team studied a 3D model of the patient’s heart, put together by artificial intelligence using medical images. Then they worked out a surgical plan.

Guo and his team used a live video conference link to instruct the operating team on where to make cuts and where to sew up. They could see the operation clearly. They also observed the operation from a camera placed inside the woman’s chest.

“Advanced Internet technology can

save our doctors a lot of time because they don’t have to travel as much. They can use that time to save more lives,” said Dr Zhang from a hospital in Guangzhou.

Following its success, this technique has been repeated several times all over China. Doctors far apart have had the chance to work together.

The 5G network used in these operations is many times faster than the 4G mobile Internet that we currently use. It can provide a more stable connection by greatly reducing signal delay. With 4G, delays can be between 20 and 80 milliseconds. With 5G, they drop to about 1 millisecond.

This reduction isn’t too important when there are human doctors at both ends of a connection. But it makes a huge difference during telesurgery when a doctor operates remotely with a robot. Recently, neurosurgeon Dr Ling used a surgical robot to insert a medical device into the brain of someone with Parkinson’s disease. At the time, the surgeon was located in Hainan while the patient was in Beijing. Ling could not fly to Beijing immediately when his patient needed surgery. However, he was there “remotely,” directing the robot to be his hands.

This is what the future of healthcare will look like.

Reading B

教学内容与要求

- 能归纳出科技类杂志报道的基本结构(标题、导语、主体、结尾),以及语言表达特征(专业性、真实性、准确性等) ;
- 能获取这篇报道的核心内容以及重要细节信息;
- 能利用本文的话题词汇语义网的语言概述课文内容;
- 能发现并理解语篇中包含的文化元素,如科技创新对未来医疗与健康的影响。

语篇分析

本文的语篇类型为科技类杂志报道。语篇内容是通过医疗实例展示了5G网络在中国医疗领域的运用。语篇结构分为开篇、主体和结束语三个部分：开篇部分简要介绍医疗手术的新进展——5G辅助远程手术已在中国成功实施；主体部分报导了中国医疗领域近期所实施的两项5G远程手术的情况；最后一个部分为最后一段，用一句话指出了未来医疗领域的发展方向。本文的语言特征是，语篇中使用了较多的陈述客观事实的词汇和句式，如给出具体的时间、地点和数据信息，使用专业词汇，以及使用一定数量的被动语态等。语篇的主题意义是，让读者了解科技发展正在给和将会给医学领域带来的变化，让学生了解到科技创新与我们的生活和健康息息相关，从而体会到科学的研究和技术创新的积极意义。

背景介绍

This passage is adapted from “Doctors Do Surgery over 5G Internet,” a magazine article written by Yvaine Ye, published in New Scientist on 13 April, 2019.

难句注释

- What makes long-distance surgery attractive is that leading specialists can help with operations without being present in the operating room. (lines 9–12)

句中包含一个What引导的主语从句和一个that引导的表语从句，用以强调远程手术的吸引力，引起读者对远程手术优点的注意。整句意为“远程手术之所以充满吸引力，原因在于最顶尖的外科医生可以在不进手术室的情况下帮助手术顺利进行。”

- To prepare for the operation, Guo and his team studied a 3-D model of the patient’s heart, put together by artificial intelligence using medical images. (lines 21–24)

put together 表示“拼凑在一起”，在这里为过去分词作后置定语，修饰3-D model of the patient’s heart；using medical images 是-ing分词结构作方式状语，修饰put together by artificial intelligence。整句意为“为了准备手术，郭医生和他的团队研究了患者心脏的3D模型，这个模型是由人工智能通过医学影像合成出来的。”

- Guo and his team used a live video conference link to instruct the operating team on where to make cuts and where to sew up. (lines 26–29)

句中where to make 和 where to sew up 是两个并列的“疑问词+to do”结构作介词on的宾语。整句意为“郭医生和他的团队通过在线视频会议连接，指导手术团队找到正确的位置进行切口、缝合。”

词汇分类

识别词汇 1: millisecond, telesurgery, neurosurgeon

2: surgeon, conference, specialist

运用词汇（必修）：remote, lack, artificial, instruct, signal, delay, advanced, insert

常用词组：artificial intelligence

词汇释义

• remote (line 2)

adj. far away in time 遥远的；久远的

in the remote future 在遥远的将来

that you can connect to from far away, using an electronic link 远程的

a remote database 远程数据库

far away from places where other people live 偏远的；偏僻的

You can access the Internet in the remotest area of the world. 现在世界上最偏远的地方也可以上网。

Artificial intelligence is already transforming the health care industry. 人工智能已经在改变医疗产业了。

• instruct (line 27)

v. to tell sb to do sth, especially in a formal or official way 指示；命令；吩咐

The letter instructed him to report to headquarters immediately. 那封信指示他立即向总部汇报。

instruction *n.* 指令；命令；指示

• advanced (line 33)

adj. having the most modern and recently developed ideas, methods, etc. 先进的

advanced technology 先进技术

advanced industrial societies 先进的工业社会

• signal (line 46)

n. a series of electrical waves that carry sounds, pictures or messages, for example to a radio, television or mobile phone (传输声音、图像或其他信息的电波) 信号

TV signals 电视信号

high-frequency radio signals 高频无线电信号
a movement or sound that you make to give sb information, instructions, a warning, etc. 信号；暗号

At an agreed signal they left the room. 收到约定的信号后，他们离开了房间。

• artificial (line 23)

adj. made or produced to copy sth natural; not real 人工的；人造的；假的

artificial light 人造光

The cream contains no artificial flavours. 这奶油不含人工调料。

• artificial intelligence (lines 23–24)

人工智能

- **delay (line 46)**

n. a period of time when sb/sth has to wait because of a problem that makes sth slow or late 延迟（或耽搁）的时间

We apologise for the delay in answering your letter. 来信收悉，迟复为歉。

Commuters will face long delays on the roads today. 通勤上下班的人今天要在路上耽误很多时间了。

v. to not do sth until a later time or to make sth happen at a later time 延迟；延期；推迟

He delayed telling her the news, waiting for the right moment. 他没有马上把消息告诉她，等有了适当的时机再说。

- **insert (line 56)**

v. to put sth into sth else or between two things 插入；嵌入

Insert coins into the slot and press for a ticket. 把硬币放进投币口，按钮取票。

They inserted a tube in his mouth to help him breathe. 他们在他的嘴里插了根导管，帮助他呼吸。

n. an extra section added to a book, newspaper or magazine, especially to advertise sth (书报的) 插页；广告附加页
an 8-page insert on the new car models 附加的 8 页新款汽车广告

Comprehension Plus

教学建议

- I
 1. Have students skim the text, figuring out how 5G network makes long-distance surgery possible by reading the title and following the topic sentence of each paragraph.
 2. Ask students to read through the questions and locate them in the relevant paragraphs.
 3. Have students answer the questions based on the information found in the text.
- II
 1. Have students read the table, keeping in mind what they should find in the text.
 2. Have students scan the text and find the specific information about remote surgeries like time, space, patients and so on.
 3. Ask students to complete the table with information from the text.
 4. Pair students up and have them check answers with each other.

Suggested Activities 见 pages T66j–T66k.

参考答案

- I
 1. The word “remote” means far away. By using “remote,” the author does not mean the future is far away from now, but that long-distance surgery will become a reality in the future.
 2. They used 5G network, 3D technology and artificial intelligence.
 3. Many times faster than 4G network, 5G network can provide a more stable connection by greatly reducing signal delay.
 4. 5G is most important during telesurgery when a doctor operates remotely with a robot.

Critical Thinking

教学内容与要求

- 能根据提示分析、整合本单元语篇中提到的科技创新的正面影响和负面影响；
- 能对生活中的科技创新和科技产品提出评价意见并说明理由。

教学建议

- I
 1. Ask students to identify the pros and cons mentioned in the four texts in this unit.
 2. Encourage students to complete the table with the pros and cons they find in the texts. Set an example for the class if needed.
- II
 1. Have students work with their partners to list two things that they wish had never been invented and explain why. They may take the following steps:
 1. Brainstorm at least four inventions that they are familiar with, like computers, high-speed trains, robots, smart home, etc.
 2. List the pros and cons of each invention.
 3. Weigh the pros and cons and then choose two inventions that they think have the most negative effects on our life.
 4. Write down the reasons why they wish the two things had never been invented.

Suggested Activity 见 page T66k.

● Comprehension Plus

I. Answer the questions.

- What does the author mean by “The future of surgery is looking ‘remote’”?
- What types of technology did Guo and his team use to direct the surgery hundreds of kilometres away?
- What is the advantage of 5G network over 4G network?
- In what type of surgery is 5G network particularly important?

II. Complete the table with information from the text.

Remote surgeries using 5G

Time	Places	Expert(s)	Patient	Procedure
April 3	Guangzhou, Gaozhou	Dr Guo and his team	a 41-year-old woman with heart disease	<ul style="list-style-type: none"> A 3D model was put together by <u>artificial intelligence using medical images</u>. The expert team studied the 3D model and then <u>worked out a surgical plan</u>. The expert team used a <u>live video conference link</u> to instruct the operating team. They also observed the operation from <u>a camera</u> placed inside the patient’s chest.
recently	Hainan, Beijing	Dr Ling	a patient with Parkinson’s disease	Ling used <u>a surgical robot</u> to insert a medical device into the brain of <u>someone with Parkinson’s disease</u> .

Critical Thinking

Weighing pros and cons

I. Analyse the pros and cons of the new technologies and inventions introduced in this unit and complete the table. *You can find the reference answer on page T66k.*

	Pros	Cons
Robot dogs		
Self-driving cars		
VR technology		Not mentioned.
5G Internet		Not mentioned.

II. Work with a partner. List two things that you wish had never been invented and explain why. *You can find the reference answer on page T66k.*

Further Exploration

Conducting a survey on the use of smart apps

Work in groups to conduct a survey on the use of smart apps in your class.

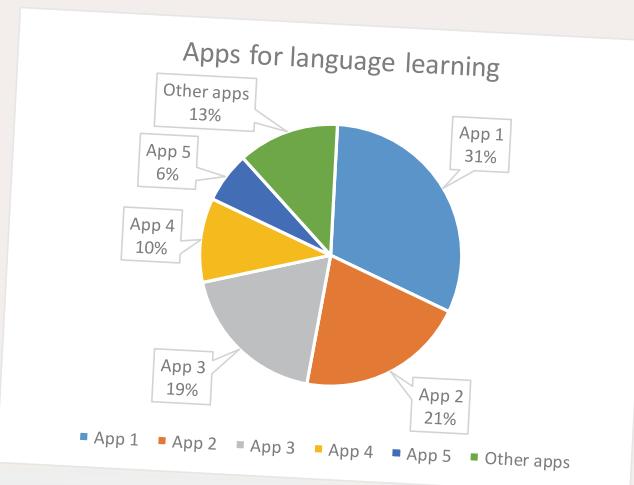
Step 1 Each group chooses a general type of app that is frequently used such as:

travelling; restaurants; online communication; music; videos; language learning; online shopping; reading.

Step 2 Design and conduct a survey to collect data (see the example below).

App for language learning		
Name:	Gender:	Age:
Name of the app	Time spent on it per week	Reasons why you like it
	<input type="checkbox"/> 1 hour or less <input type="checkbox"/> 1–3 hours <input type="checkbox"/> 3–6 hours <input type="checkbox"/> 6+ hours	

Step 3 Analyse the results (see the example below) and report your findings to the class.



You can find a sample survey report on page T66!

Further Exploration

教学内容与要求

- 能设计问卷，调查手机应用软件在高中生中的使用情况；
- 能分析调查数据，汇报研究结果。

教学建议

Step 1

- Divide the class into groups and ask each group to choose one general type of app that is frequently used. They can refer to the types of app listed on page 64 or they can come up with some other types which are closely related to their life.
- Explain to students that they need to design a questionnaire to carry out a survey in the class.
- Remind the students to study the table in Step 2 carefully before they design the questions.

Step 2

- Design a questionnaire following the example in Step 2 and conduct a survey to collect data.
- Ask the group to analyse the data and prepare for the presentation. The following questions can be used as the outline:
Which app is the most popular and which one is the least popular?
What factors contribute to the difference in popularity?
What kind of role do smart apps play in our daily life?
- Have each group decide on the form in which they present their findings. It can be a table, a bar graph or a pie chart, etc.

Step 3

- Invite each group to report the group findings in front of the whole class and discuss the roles smart apps play in our daily life.
- Remind students to speak fluently and use proper body language.

Suggested Activity 见 page T66I.

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

1. Remind students to check whether they have achieved the overall learning goals in “Life and Technology” by going over the expected outcomes of this unit.
2. Ask students to put the items in their right places. 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

1. Have students recall the activities that they have done 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.
2. Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

Step 3: Plan

Lead students to make a plan to overcome the difficulties. Encourage students to find an effective solution to each 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 (Answers may vary.)

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

E. Weighing the pros and cons of new technology.

In this unit, four new technologies have been introduced. They have both advantages and disadvantages. Through the activity in Critical Thinking I know clearly their pros and cons. For example, a robot dog has both pros and cons. As for pros, it can be programmed to respond to a given name. It has a built-in camera to enable people to view the world from its eyes. It can also be programmed to be a demanding puppy or a mature adult dog. As for cons, the relationship between a robot dog and his owner is limited and a robot dog can be disappointing as a pet dog.

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

D. Conducting a survey on the use of smart apps.

Although my group members collaborated for this task, I still felt confused about how to conduct a survey in the class. Luckily, with our English teacher’s help, I managed to figure out a good approach to the task. I first chose a popular app for online shopping and then designed a questionnaire to collect data. I used a pie chart to analyse the results and reported the findings to the class. Though it was difficult in the beginning, I finally came through, and I have gained a lot from this meaningful experience.

What do you plan to do if you find something difficult?

I will try to get some advice on grammar from my teacher and my fellow students and spend some more time practising how to use modal verbs properly.

Self-assessment

Look at the expected learning outcomes of this unit and answer the questions.

- A. Identifying the impacts of new technology on daily life
- B. Sharing views on online and traditional classroom learning
- C. Discovering people's attitudes towards modern technology
- D. Conducting a survey on the use of smart apps
- E. Weighing the pros and cons of new technology
- F. Making inferences while reading
- G. Pausing and collecting thoughts in speaking
- H. Using comparison and contrast in writing

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

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

What do you plan to do if you find something difficult?

Culture Link

教学内容与要求

- 能说出阿米什人对现代技术的基本态度；
- 能分析比较人们对现代科技的不同态度，增强对文化多样性的认知。

教学建议

- Ask students to read the paragraph and think if they can live a simple life disconnected from technology as Amish people do.
- Have students conduct a survey in the class to see their opinions about technology. How has technology made our lives easier? What technologies are considered necessary? What technologies are considered a luxury?

Technology	Necessity	Luxury
Electricity		
Automatic dishwasher		
Washing machine		
Light that goes on automatically when you enter a room and goes off when you leave		
Air conditioning		
Vacuum cleaner		
Computer		
CD player		
Automatic garage-door opener		
Microwave oven		
Internet access		

- Invite some students to share their choices with the class.

补充文化知识

The Amish, also called Amish Mennonite, are members of a Christian group in North America, primarily the Old Order Amish Mennonite Church. The church originated in the late 17th century among followers of Jakob Ammann.

The Amish began emigrating to North America early in the 18th century; they first settled in eastern Pennsylvania, where a large settlement remains. Schism and disruption occurred after 1850 because of tensions between the “new order” Amish, who accepted social change and technological innovation, and the “old order,” or traditional Amish, who largely did not. During the next 50 years, about two-thirds of the Amish formed separate, small churches of their own or joined either the Mennonite Church or the General Conference Mennonite Church.

Americans Are Worried about New Technology

Americans are worried about new technology.

They are concerned that machines, including robots, will take over work now done by humans. These findings come from a new report by the Pew Research Center of Washington, D.C. About 75 percent of Americans questioned by Pew said **automation** will increase income inequality between the rich and the middle class and poor.

And 64 percent of people expect automation to be so common in America that people will face difficulty finding things to do with their lives.

Some of the concerns about technology come from a distrust about whether machines will always make the right decision. Pew said many Americans believe humans have better judgement in dealing with complex matters — or when there is not one clear answer.

One example is selecting a person for a job. Three-quarters of Americans said they would not want to apply for a job that uses a computer program to choose the most qualified person.

Americans have similar doubts about riding in a car without a driver. The Pew Research Center found that 56 percent of Americans would not ride in a driverless car. Fifty-nine percent said they would not use a robot **caregiver**.

Most Americans want the government to limit automation. For example, 87 percent support a requirement that all self-driving cars have a human in the driver's seat who can take control when needed. Although self-driving cars can save time for people because one could do his work on his way to office, people are worried about their safety. About 85 percent want to limit machines to mostly doing jobs that are dangerous or unhealthy for humans.

About 33 percent of Americans believe that their own jobs are threatened by automation. About one in five said they knew someone whose hours were cut, or whose jobs were lost altogether because of automation.

And only 25 percent expect more jobs to come from automation, Pew said.

注释:

1. **automation** *n.* the use of machines to do work that was previously done by people 自动化
Automation means the loss of many factory jobs. 自动化意味着很多工厂工作的流失。
2. **caregiver** *n.* a person who takes care of a sick or old person at home 家庭护理员

VR Technology

- [The elderly man] We are very lucky. We traveled to so many places all over the world — London, Paris, Cuba, Guam, Japan, China.
- [The elderly woman] South America — Ecuador. This comes from Bangkok, Thailand. It's leather, with the seeds.
- [The elderly man] The hardest thing for me is not being able to easily go out. I find that very difficult.
- [The elderly woman] It's very upsetting. I know I can't go alone. It's just too difficult and I won't be able to go back.
- [Nathan] So, my name is Nathan Windsor. I've worked in New York City for the last 12

years doing music therapy at nursing homes. Recently, I started **integrating virtual reality** into the programs.

- [The elderly man] The technology that virtual reality uses amazes me.
- [The elderly woman] I'm interested in virtual reality to see places where we've been.
- [The elderly man] I'd love to go back to Japan and I'd love to visit Guam again.
- [Nathan] I'll set it to go. You put this guy on.
- [The elderly man] Oh my! Holy cow! I remember this vividly. Oh, my!
- [The elderly woman] What is it?
- [The elderly man] It's the ocean between those two islands of Guam — you know, the two parts. That is fantastic.
- [Nathan] What do you see now?
- [The elderly woman] Right now I see the water. I've got the ocean, the beach and the mountains. Oh, my god, here's the wave. Wow! That's amazing! Well, there used to be Leo and me.
- [The elderly man] Oh, I remember this. This is France.
- [Nathan] Do you know what city you're in?
- [The elderly woman] I presume, Havana.
- [Nathan] That's right. You were on that street?
- [The elderly man] Oh, yes. I remember this street. You made it.
- [Nathan] It's like the central value of memory, so you're getting to **relive** memory. You're getting to relive a moment in time that you had in your life that you could no longer access because you can't get there physically. It's really great to be a part of **empowering** someone with happiness and joy. Like, that's amazing.
- [The elderly man] It brought back some very pleasant memory from a long time ago.

注释:

1. **integrate** *v.* to combine two or more things so that they work together (使) 合并, 成为一体
These programs can be integrated with your existing software. 这些程序可以和你现有的软件融合在一起。
2. **virtual reality** *n.* images created by computer that appear to surround the person looking at them and seem almost real 虚拟现实
In order to experience the programme, users wear virtual reality headsets. 为了体验这个项目, 使用者戴上虚拟现实的头盔。
3. **relive** *v.* to experience sth again, especially in your imagination (尤指在想象中) 再次体验, 重温
I wish I could put the clock back and relive my schooldays. 但愿时光可以倒流, 我可以重温学生时代的生活。
4. **empower** *v.* to give qualities or abilities to 给与能力
Modern science and technology empower human beings to control natural forces more effectively. 现代科技使人类能更有效地控制自然界的力量。

Getting Started

Option 1 ★★

Have students look at the four pictures and ask “Which technology do you think has the greatest impact on people’s life? Why?

Reference answer:

In my opinion, 3D printing has the greatest impact on people’s life. Over the last decade, 3D printing has played a vital role in many fields such as medicine, education, aerospace and so on. 3D printing has a great potential for bringing products and technologies to people in remote areas and transforming developing countries. If we no longer rely on big factories to produce the things they need, we will have greater autonomy and a better ability to cater to our needs. 3D printing also has the potential to reduce our impact on the environment since the fluoropolymers used in 3D printing are often recyclable in the right conditions.

Option 2 ★★★

Have students rearrange the four pictures according to the time and imagine what the next new technological development will be and how it will impact people’s life.

Reference answer:

I think the next new technological development will be the smart homes. With the development of artificial intelligence, the smartest homes will be able to truly learn about their owners, eventually foretelling their needs. Developments in robotics will give us machines that offer a helping hand with cleaning, cooking and more housework. New sensors will be watching our well-being. Central to all of this will be the data that smart homes collect, analyse and act upon, helping to turn the houses of the future from a mere collection of devices and accessories into truly “smart” homes.

Option 3 ★★★

Have students discuss their understanding of Albert Einstein’s quote on Page 50.

A brief introduction to Albert Einstein:

Albert Einstein (1879 –1955) was a theoretical physicist who developed the special and general theories of relativity and contributed in other areas of physics. He won the Nobel Prize for physics for his explanation of the photoelectric effect.

Digging In

Comprehension

Option 1 ★★

1. Have students pay attention to the author’s manner of addressing the robot dog and try to discover the change he makes.
2. Have students think about the reasons for the change. Students can find some clues from the text.

Suggested Activities

Reference answers:

1. The change is from “This robot immediately became a ‘him,’ not an ‘it.’” to “I eventually stopped referring to him solely as a ‘he,’ and started calling him ‘the robot.’”
 2. The reason is that the author found it difficult to establish a true emotional connection with the robot dog. Here are some clues from the text:
 - 1) ... a true emotional connection is powerful and important — something that never really happened between me and my robot dog.
 - 2) ... the more I realised that our relationship was limited.
 - 3) I stopped delighting in his simple movements. I couldn’t train him to respond to my commands even though he was programmed to learn new tasks.
 - 4) I had tried to develop a relationship with a robot but had failed miserably.
- ...

Option 2 ★★

1. Ask students to underline the words and phrases in the text which show the author’s emotions towards the robot dog. (mainly verbs, adverbs and adjectives)
2. Have students infer the author’s change of emotions towards the robot dog from those words and phrases.

Reference answers:

Key words	The author’s emotions
I broke into a huge smile. I wanted to play with him. fascinating satisfying Without any hesitation, I played with him and stroked him affectionately. I would pet him. I enjoyed watching ... I showered him with love.	happy, interested satisfied loving/affectionate
My enthusiasm started to die down. increasingly frustrated I stopped delighting in ... I was constantly losing my patience and getting annoyed with him. I didn’t enjoy the challenge of ... had failed miserably it let me down	uninterested frustrated annoyed disappointed

Option 3 ★★★

Ask students to organise a class debate based on the following topic:

Do you think a robot pet can replace a real pet or not?

Reference answers:

A robot pet can replace a real pet.	A robot pet can't replace a real pet.
1. A robot pet’s appearance and movements can be very dog-like. 2. A robot pet doesn’t require the same care as a real pet does. ...	1. You can’t establish a true emotional connection with a robot pet. 2. You can’t enjoy training a robot pet to respond to your commands. ...

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 them to read between the lines in the while-reading stage and encourage them to use the newly-learned words and expressions in the post-reading stage. Interact with students in the following ways.

Pre-reading (lead-in)

Target words: **sleek, polished**

- T: If you can raise a pet dog, what would it look like?
S: I want a cute fat puppy.
S: I don't want a fat puppy. I hope it is slim and strong.
T: So you want it to have a good shape. We can say I hope it looks **sleek**.
T: How about the fur?
S: I expect that the dog has long and shiny fur.
T: Ok, we can also say it looks **polished**.

While-reading

Target words: **affectionately, impressive, impress, enthusiastic, enthusiasm**

- T: According to the text, what did the author think of the robot dog's features?
S: He thought the features were **impressive**.
T: Can you guess the meaning of "**impressive**" from the context?
S: It means "giving you good impression."
S: It means "making you feel it's awesome because it's very good."
T: Yes, it means "making you feel admiration because they are very large, good, skilful, etc." We can also say the dog's features **impressed** the author. What else?
S: The author **was impressed by** the dog's features.
T: Good. Since the author found the dog **impressive**, what did he do then?
S: The author played with the dog **affectionately** and enjoyed watching its **enthusiastic** response.
T: "**affectionately**" here means "with love" and "**enthusiastic**" means "showing a lot of excitement and interest about sth."
T: Why did the author's **enthusiasm** start to die down?
S: Because ...

Post-reading

Target words: **impress, impressive**

- T: Besides the robot dog, what invention do you find **impressive**?
S: I find the invention of the telephone **impressive** because it can make long-distance communication more convenient.
T: How about you? What invention **are you impressed by**?

Suggested Activities

S: I'm impressed by the invention of the Internet, which keeps me informed of what's going on in the world.

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 expression: **without any hesitation**

T: What did the author do when he first saw the robot dog?

S: **Without any hesitation**, he played with the dog and stroked him affectionately.

T: If you do something without any hesitation, you do it willingly and without any delay. (DN)

T: How did you feel when you did something without any hesitation? (CN)

S: I felt excited and eager to do it. (CN)

T: Well, in the text, why did the writer play with the robot dog without any hesitation?

S: Because he liked the robot dog at first sight.

T: Yes, the author used the phrase “without any hesitation” to emphasise how excited and eager he was when he first saw the robot dog.

T: Do you have any experience of doing something without any hesitation?

S: ...

Grammar in Use

Option 1 ★★

1. Ask students to read the given sentences and locate the parts that express an opinion or a judgement.
2. Have students rewrite the sentences with the proper forms of the perfect modal verbs.

e.g. The exam was easy. I'm sure I've passed.

The exam was easy. I must have passed.

- 1) I can't find my umbrella. I feel sure I left it on the bus.

_____.

- 2) The car isn't here. Perhaps John has taken it.

_____.

- 3) There's water everywhere. It certainly rained in the night.

_____.

- 4) The fridge is empty. Peter has certainly not shopped.

_____.

- 5) She looks unhappy. I guess she didn't get the job.

_____.

Reference answers:

- 1) I can't find my umbrella. I must have left it on the bus.
- 2) The car isn't here. John may/might have taken it.
- 3) There's water everywhere. It must have rained in the night.
- 4) The fridge is empty. Peter can't/couldn't have shopped.
- 5) She looks unhappy. I guess she may/might not have got the job.

Option 2 ★★

1. Ask students to read the following dialogue and fill in the blanks with perfect modals of the given verbs.

BLAKE: I wonder what's keeping Harry. He's usually on time for office parties.
He (1) _____ (stick) in traffic.

SAMANTHA: Or he (2) _____ (work) late. I've never known him to be late for a party.

BLAKE: You know, I've always felt there's something a little puzzling about Harry.

SAMANTHA: What makes you say that?

BLAKE: Well, he's really an interesting guy, but I don't know anything about his past.
He (3) _____ (be) an international spy.

SAMANTHA: I know nothing either. He (4) _____ (be) a government agent. But he (5) _____ (not work) as a spy.

Reference answers:

1. must have got stuck
 2. might/may have worked
 3. may have been
 4. might have been
 5. can't/couldn't have worked
-
2. Rank those perfect modal verbs according to the degree of certainty.
Most possible → least possible: must > may > might
Impossible: can't/couldn't have done

Listening and Viewing

Listening



Get students to fill in the blanks with the numbers they have heard.

1. About _____ of Americans questioned by Pew said automation will increase income inequality between the rich and the middle class and poor.
2. _____ of people expect automation to be so common in America that people will face difficulty finding things to do with their lives.

Suggested Activities

3. _____ of Americans would not ride in a driverless car. Fifty-nine percent said they would not use a robot caregiver.
4. _____ support a requirement that all self-driving cars have a human in the driver's seat who can take control when needed.
5. About _____ of Americans believe that their own jobs are threatened by automation.
6. Only _____ expect more jobs to come from automation.

Reference answers:

1. 75% 2. 64% 3. 56% 4. 87% 5. 33% 6. 25%

Viewing



VR can be applied to many aspects in our daily life. Divide students into three groups and ask them to come up with a practical way of using VR according to its various functions.

For instance:

1. VR for entertainment
 2. VR for education
 3. VR for business
- ...

Moving Forward

Option 1 ★★★

MOOC (massive online open courses) is a popular form of online learning. Ask students to search online for information about MOOC in China and write a paragraph introducing one online course that they want to enrol in. The paragraph should include:

1. Name of the course
2. The reason why you want to enrol in it (You'd better compare the online courses with classroom learning.)
3. What you will learn in the online courses

Option 2 ★★★

Ask students to have a group discussion based on the following topic:

Some people have predicted that one day in the future, students don't have to go to school every day. They can study at home with the help of AI teachers. What do you think of the idea? Do you think it will come true? Give your reasons.

Reference answer:

I don't think the AI teachers can take the place of school education. The reasons are as follows. First, AI teachers are robots. Although they look like real teachers, they can't establish a true emotional connection with students and can't interact with students as real teachers do. In addition, if students study at home with the help of AI teachers, they lack the opportunities to socialise with classmates face to face, which is not good for their overall development.

Reading B

Option 1 ★★

Get students to answer some questions so that students' background knowledge will be activated and their interest will be aroused.

1. Do you know what 5G Internet is?
2. Can you think of areas where 5G Internet connection can be applied?
3. Will you trust a "remote" doctor who operates on you by controlling a surgical robot? Why or why not?

Option 2 ★★

Ask students to skim the passage and answer the following questions.

1. What's the main idea of the passage? How do you get it?
2. How many sections do you divide the passage into? What's the main idea of each section?

Reference answers:

1. The main idea is that doctors now can do surgeries through the advanced technology of 5G Internet. I can find it by reading the title and the lead of the news report.
2. The passage can be divided into three sections.
Section 1 (the lead of the news report) introduces the future of surgery, that is, doing surgeries through the advanced technology of 5G Internet.
Section 2 (the body of the news report) introduces the advantages and importance of long-distance surgeries through 5G by describing two remote operations using 5G.
Section 3 (the conclusion of the news report) predicts what future healthcare will look like.

Option 3 ★★

Ask students to scan the passage and find out the answers to the following questions.

1. What makes long-distance surgery attractive?
2. How did Guo and his team instruct the operating team?
3. What can be inferred from the example of neurosurgeon Dr Ling?

Reference answers:

1. Leading specialists can help with operations without being present at the operating rooms.
2. By using a live video conference link.
3. The reduction makes a huge difference during telesurgery when a doctor operates remotely with a robot.

Option 4 ★★

Ask students to discuss whether they want to be treated by a "remote" doctor and explain the reasons.

Reference answers:

I want to be treated by a "remote" doctor because leading specialists can help with the treatments.
I don't want to be treated by a "remote" doctor because I don't trust robot doctors.

...

Suggested Activities

Option 5 ★★★

Encourage students to imagine what other innovations will be made in the field of healthcare besides the use of 5G Internet connection.

Critical Thinking

★★★

Ask students to have a discussion about the following topic:

With AI applied to more and more fields, some people may worry about the problem of unemployment since their jobs can be easily replaced by AI. Do you think it is necessary to worry about it? Why or why not?

Reference answers to Activities I and II on text page 63:

I.

	Pros	Cons
Robot dogs	<ol style="list-style-type: none">1. A robot dog can be programmed to respond to a given name.2. A robot dog has a built-in camera to enable people to view the world from his eyes.3. A robot dog can be programmed to be a demanding puppy or a mature adult dog.4. A robot dog does not require as much care as a real dog.	<ol style="list-style-type: none">1. The relationship between a robot dog and his owner is limited.2. A robot dog could be disappointing as a pet dog.
Self-driving cars	Self-driving cars can save time for people because one can do one's work on the way to the office.	They might not be safe enough.
VR technology	With the help of VR, people can make virtual visits to places that they are not able to visit in reality.	Not mentioned.
5G Internet	5G network is many times faster than 4G network. The former can provide a more stable connection by greatly reducing signal delay. This reduction is very important in telesurgery.	Not mentioned.

II. The two things that I wish had never been invented are mobile phones and video games. Though they have brought to our life convenience and entertainment, they have caused a lot of problems too. For example, with the increasing use of mobile phones, people tend to communicate with each other through social media, thus reducing the opportunities to interact face to face. As for video games, they have become a major distraction from study. Many students are addicted to playing video games, which has a negative impact on their physical and mental health. (Answers may vary.)

Further Exploration



Ask students to recommend one of their favourite apps to the class. The presentation should include:

1. the name of the app
2. the main functions of the app
3. how it helps you in your life or study
4. why you prefer it to other similar ones

A sample survey report:

Survey Report

Current junior and senior high school students, born around the year 2000, called “the smartphone-native generation,” have grown from early childhood into adolescence in an era of rapid expansion of smartphones, and are consequently accustomed to using smart apps. Last week, our group conducted a survey on the use of apps for language learning in our class. The survey focused on the popularity of the language-learning apps and the reasons why they are popular.

In carrying out the survey, we handed out 40 questionnaires in the class and collected 38. After analysing the data, we have found that the most popular app for language learning is “App1,” which is intended to help users enlarge their vocabulary. Nearly 35% of those surveyed like “App1” because it’s easy to use and provides many different ways to help them memorise English words. The one which ranks second is “App2,” which can help students improve their oral English. About 29% of those surveyed like it because they can find a lot of interesting videos on the app, through which they can improve oral English while having great fun. The least popular app for language learning is “App3.” Only 5% of the students choose it. We interviewed several students about what they think of this app. The reasons why they dislike this app is that it’s not free and not user-friendly.

Inside the House

By Bill Gates

I began thinking about building a new house in the late 1980s. I wanted craftsmanship but nothing ostentatious. I wanted a house that would accommodate sophisticated, changing technology, but in an unobtrusive way that made it clear that technology was the servant, not the master.

I found some property on the shore of Lake Washington within an easy commuting distance of Microsoft. Living space will be about average for a large house. The family living room will be about fourteen by twenty-eight feet, including an area for watching television or listening to music. And there will be cozy spaces for one or two people, although there will also be a reception hall to entertain one hundred comfortably for dinner.

First thing, as you come in, you'll be presented with an electronic pin to clip on your clothes. This pin will tell the home who and where you are, and the house will use this information to try to meet and even anticipate your needs — all as unobtrusively as possible. Someday instead of needing the pin, it might be possible to have a camera system with visual-recognition capabilities, but that's beyond current technology. When it's dark outside, the pin will cause a moving zone of light to accompany you through the house. Unoccupied rooms will be unlit. As you walk down a hallway, you might not notice the lights ahead of you gradually coming up to full brightness and the lights behind you fading. Music will move with you, too. It will seem to be everywhere, although, in fact, other people in the house will be hearing entirely different music or nothing at all. A movie or the news or a phone call will be able to follow you around the house, too. If you get a phone call, only the handset nearest you will ring.

You won't be confronted by the technology, but it will be readily and easily available. Hand-held remote controls and discreetly visible consoles in each room will put you in charge of your immediate environment and of the house's entertainment system. You'll use the controls to tell the monitors in a room to become visible and what to display. You will be able to choose from among thousands of pictures, recordings, movies and television programs, and you'll have all sorts of options available for selecting information.

I will be the first home user for one of the most unusual electronic features in my house. The product is a database of more than a million still images, including photographs and reproductions of paintings. If you are a guest, you'll be able to call up portraits of presidents, pictures of sunsets, airplanes, skiing in the Andes, a rare French stamp, the Beatles in 1965, or reproductions of High Renaissance paintings, on screens throughout the house.

I enjoy experimenting, and I know some of my concepts for the house will work out better than others. Maybe I'll decide to conceal the monitors behind conventional wall art or throw the electronic pins into the trash. Or maybe I'll grow accustomed to the systems in the house, or even fond of them, and wonder how I got along without them. That's my hope.

Food for thought

1. What does Bill Gates think of the role technology plays in his house?
2. Which technology in the “dream” house impresses you most? Why?

Reference answers:

1. He thinks that technology is the servant, not the master.
2. Of all the advanced technologies in the “dream” house, the electronic pin impresses me most. It can tell the home who and where the person is, and the house will use this information to try to meet and even anticipate his or her needs. For example, when it’s dark outside, the pin will cause a moving zone of light to accompany the person through the house and unoccupied rooms will be unlit, which is energy-efficient. (Answers may vary.)

附录一

课文参考译文

Unit 1

求知若饥，虚心若愚

我今天非常荣幸能参加你们的毕业典礼，我想与你们分享我人生中的三个故事。

第一个故事是关于串联人生中的点点滴滴。我在里德学院读书时，那里的书法课大概是全国最棒的了。我决定要去上书法课。那时候，我学的那些书法知识似乎在生活中派不上一点实际的用场。但十年之后我们要设计第一款麦金塔电脑时，过去所学的书法全都回到了我的脑海中。我把那些书法知识全都设计到了这款电脑里。这是第一款拥有漂亮字体的电脑。的确，你无法预见未来的轨迹，只能在回望过去时将这些点滴联系起来。所以你们要相信，这些点滴在未来一定会以某种方式串联起来。

我的第二个故事是关于爱与损失。我很幸运，很早的时候，我就找到了热爱的事业。在我 20 岁的时候，我和沃兹在我父母的车库里创立了苹果公司。到了 30 岁的时候，我被开除了。但是渐渐地我开始意识到，我对自己的工作依然充满热爱。于是我决定从头再来。在接下来的五年里，我创立了 NeXT 公司。后来发生了一个戏剧性的转折，苹果收购了 NeXT，我再次回到了苹果。我坚信，唯一支撑我走下去的就是我对自己事业的热爱。因此，如果你还没有发现自己热爱的是什么，那就继续寻找，不要将就。

我的第三个故事是关于死亡。17 岁的时候，我读到过一句话，内容大概是这样的：“如果你把人生的每一天都当作最后一天来过，总有一天你会是对的。”大概一年前，我被诊断出患了癌症，医生建议我回家，把自己的事情都安排好，言下之意就是：“准备死亡吧”。后来，医生发现这种病可以通过手术治愈。我做了手术，谢天谢地，我现在身体还不错。这是我离死亡最近的一次。经历过这一次之后，我现在可以这么跟你们说：生命是有限的，所以不要浪费时间去过别人的生活。

在我年轻时，有一本很不错的杂志叫《全球概览》。在最后一期的封底，有这样一句话，“求知若饥，虚心若愚。”这是他们停刊之前的告别语，而我也一直以此自勉。在你们即将毕业，展开崭新的人生篇章之际，我也把这句话送给你们：求知若饥，虚心若愚。

非常感谢大家。

疟疾斗士的诺贝尔奖之路

2015 年，84 岁的屠呦呦女士成为中国首位获得诺贝尔生理学或医学奖的科学家。

1930 年，屠呦呦出生于宁波，她的名字来自于《诗经》中的一句诗。1951 年，她离开宁波，前往首都继续学业，选择了医学作为自己的专业。四年之后，她从北京大学医学院毕业，进入中国中医研究院（现为中国中医科学院）工作。之后，她在北京结婚定居。

1969 年，屠呦呦受命在自然界中寻找治疗疟疾的新方法，从那时起，一切都发生了改变。她去了疟疾肆虐的海南。在中国南方湿热的雨林中，屠呦呦开始研究这种疾病。

在中医药里，屠呦呦找到了对抗疟疾的关键线索。回到北京之后，为了搜集必要的信息，屠呦呦和她的团队查阅了数百本传统中医典籍，采访了许多经验丰富的中医。她搜集了 2000 多个药方，总结了其中 640 个，汇集成一本对抗疟疾的药方集。经过漫长艰难的研究之后，屠呦呦的团队终于在东晋葛洪（284-364）所著的一本古代医学典籍中找到了答案。书中写到青蒿能治疗疟疾。

屠呦呦的团队开始对青蒿进行试验。起初，试验结果时好时坏。但是经过不懈努力，他们终于从中发现了一种能治疗疟疾的物质——青蒿素。他们在动物身上进行试验，但试验结果还不足以得出最后结论，因此他们对结果并不满意。为了加快进程，屠呦呦决定在自己身上进行试验。“作为研究团队的负责人，这是我的职责，”屠呦呦曾这样说道。试验证明，该治疗方法不仅有效，而且对人体也是安全的。青蒿素成为了非洲和亚洲对抗疟疾的重要工具。这一发现拯救了数百万人的生命。

“当然，发现青蒿素确实是我科研生涯中一个非常喜悦的瞬间，”屠呦呦说。屠呦呦是一个谦虚的人，她把自己的成功归功于所学的中医知识和团队的帮助。然而，正是她对治疗方法坚持不懈的探索研究，才使这一切努力都有了价值。

Unit 2

人民艺术家

从木匠到伟大的艺术家——这就是齐白石的人生轨迹。他通过自己的天赋和努力取得了成功。1953年，中国政府授予他“人民艺术家”的称号。

齐白石画的虾、蟹和鱼经常出现在展览中。然而，对于大部分公众来说，齐白石最为著名的作品还是他画的虾。一开始，他通过临摹古画来画这些小动物。后来，他发展出了独特的个人风格，通过使用浓淡不同的黑色墨水来描绘虾体，呈现出一种栩栩如生的感觉。

齐白石不只画水里的动物，他的作品还包括象征繁荣的鲜花和寓示丰收的蔬菜。人们喜欢这些自然题材的画作，因为它们能唤起人们对乡野和故乡的记忆。在齐白石后期的画作中，鸽子是另一个常见的题材，表现出他对世界和平的美好愿景。

在他的画作《清平福来》中，一位老人捧着一个花瓶，他的上方有一只果蝠。在中国文化中，根据普通话的发音，瓶的谐音象征着“和平”，而蝠的谐音则象征着“福”。这幅画作展现出了齐白石对安定和谐生活的祈愿，这也是世界各地人民的共同心愿。

不论是山水、花鸟还是人物，齐白石的画作都具有丰富的表现力和细致入微的刻画。他用浓重的笔墨、明快的色彩、灵动的笔触，以清新活泼的方式作画，表达了对自然和生活的热爱。他的作品反映了当时现代艺术的国际趋势，只不过他是用典型的中国方式来表达的。

尽管世人首先称齐白石为画家，但他的篆刻和诗歌也同样著名。他的作品数量众多，可见他兴趣广泛，阅历丰富。

齐白石即便在七十多岁高龄时依然勤奋。在他的一组画作中，齐白石在边角处画了昆虫，部分地方留白。他之所以这么做，是为了趁自己视力尚好的时候先完成精细的工作，之后再在空白区域填补上花朵。

齐白石一直在追求更高的目标，年龄大了以后尤其如此。很多其他中国艺术家老年时会退出公众视野，但齐白石却积极承担了更多的社会责任。他说：“我爱我的故乡、我的祖国以及这片土地上的所有生命。近些年来，我意识到，我追求的就是世界和平。”

1956年，世界和平理事会授予齐白石国际和平奖。

诺贝尔晚宴致辞

各位晚上好。

我向瑞典学院的诸位成员以及所有今晚在场的贵宾致以最诚挚的问候。

很抱歉我没能到现场与诸位共享此刻，但是我的心绝对与大家同在。能获得如此奖项，我感到非常荣幸。获得诺贝尔文学奖是我从来没有预想到的事情。从年少时起，我就非常熟悉那些文学巨匠的作品，他们的作品出现在课堂的教材中，被人们恭敬地谈论着。如今，我的名字也忝列其中，我的心情是难以言表的。

如果在此之前，有人告诉我说我有一线希望会获得诺贝尔文学奖，我会觉得这跟我登上月球的概率差不多。我是在巡演途中收到这个令人震惊的消息的。我想到了文学巨匠威廉·莎士比亚。我想，他在写《哈姆雷特》的时候，脑子里一定想着很多不同的事情：“这些角色的最佳演员人选是谁？”“这一段该如何演出来？”但是也有一些更琐碎的事情需要考虑和解决，“资金到位了吗？”我敢打赌，莎士比亚最不会想到的事情就是“这是文学吗？”

我年少开始写歌时，我想也许有一天人们能在咖啡馆或酒吧里听到我的歌，或许之后还能在卡耐基音乐厅这样的地方听到。如果这梦想再大一点，或许就是希望能出唱片，然后在广播里听到我的歌。出唱片和上广播意味着你的歌曲有了很多的听众。我沿着最初的理想走了很久。我出了很多唱片，也在全球范围内举行了很多场演唱会。但我的歌才是我所做的几乎一切的核心。它们似乎已经在许多来自不同文化背景的人们的生活中找了一席之地，对此我深表感激。

但是，和莎士比亚一样，创作之外，我也经常忙于其它琐碎的事务，“这些歌曲到底找谁来演绎最合适？”“这个录音棚适不适合我？”有些事情是永远不会变的，即使是在 400 年后的今天。

我一次都没有顾得上问自己：“我的歌是文学吗？”

所以，我想感谢瑞典学院，他们不仅花时间去思考这个问题，而且，最终还给出了一个这么精彩的答案。

向各位致以最诚挚的祝福。

鲍勃·迪伦

Unit 3

管理你的健康

随着年龄增长，很多对你来说最重要的事情，你都能开始自己做决定了。你可以选择穿什么衣服、听什么音乐、交什么朋友。你也要准备为自己的身体和健康做选择。

健康饮食包括控制食量、合理搭配食物种类，以及选择喝何种饮料。尽量用水果、蔬菜、全谷物或低脂高蛋白食物代替高糖、高盐和含不健康脂肪的食物。要让盘子里一半的食物都是水果和蔬菜。深绿色、红色和橙色的蔬菜里富含你所需的营养物质。如果可以的话，选择新鲜或冷冻的水果和蔬菜，而不是加工食品。喝零脂或低脂牛奶，不喝多糖的饮料。汽水、能量饮料，甜茶和一些果汁中添加了糖，这些都是额外的卡路里来源。

体育锻炼应当成为你生活中的一部分，比如做运动、在学校上体育课、骑自行车或步行。每周 3 天，你应该保持每天至少 60 分钟的活动。打扫房间或倒垃圾之类的日常活动也许不会像骑自行车或慢跑一样让你心跳加快，但这些也是让你经常保持活动的好方法。你可以在电脑、智能手机或其它移动设备上下载一些健康应用软件，帮助你记录每天的活动情况。

活动的时候你可以与其他人为伴，比如朋友或者家人，这样会更有乐趣。或许你还会发现，通过加入体育队或舞蹈俱乐部来锻炼，能够交到朋友。多尝试不同的集体活动。让你的朋友也加入进来，鼓励他们和你一起保持健康。一起报名参加锻炼活动，比如慈善行走或趣味跑步等。

充足的睡眠对于保持健康很重要。你需要充足的睡眠，才能在学习或工作上保持良好的表现，并且抵御感染。睡眠不足可能会使你郁郁寡欢、急躁易怒。如果你的年龄是在 13 到 18 岁之间，那么你每晚需要 8 到 10 小时的睡眠。

改变习惯可能不容易，养成新的习惯也需要时间，但只要你始终保持积极主动，最终一定能达成目标。

典型的健康议题

专家研究了有关健康生活方式的一些最常见的争议。以下是一些最新的研究发现。

疲惫的时候，锻炼和多睡一小时，哪个更好？答案：锻炼。

睡眠和锻炼对身体健康都很重要，但是经过一整晚的睡眠之后，再多睡一小时还不如早晨起床锻炼更有益处。

研究表明，锻炼一次就能让你心情愉悦。锻炼可以帮助人们应对抑郁、焦虑和压力，还可以降低血压，促进心脏健康，降低患病风险。除此之外，锻炼还可以增强体力。2006年，美国佐治亚大学的科学家对此前的研究进行了回顾，发现运动与疲乏（极度疲劳）之间存在联系。运动甚至帮助了身体疲乏的人们，让他们的体力更加充沛。锻炼并不会耗尽体力——而是增强体力。一天结束之际，你会发现锻炼过之后感觉更好。

用肥皂和免洗洗手液洗手，哪个除菌效果更好？答案：肥皂。

肥皂不会像某些洗手液中的酒精那样，杀死致病细菌。

然而专家表示，如果你想让自己的手更干净，用肥皂和水洗手才是最佳选择。酒精含量60%以上的免洗洗手液应仅作为第二选择。

许多研究表明，先用水冲洗双手，然后打上肥皂，揉搓20秒，就可以去除绝大部分细菌。洗手可以显著降低生病的几率。没有必要使用温水或者热水——冷水的除菌效果同样好。

电动牙刷和手动牙刷，哪个效果更好？答案：电动牙刷。

2014年，科克伦组织针对56篇研究文献进行了回顾，确认某些类型的电动牙刷比手动牙刷能多去除11%至21%的牙菌斑，还能缓减牙龈疾病的症状。

电动牙刷还有没有其它有用的功能？有，那就是定时器。“病人通常意识不到自己刷牙的时间有多短，”梅奥医疗中心的牙科博士里卡多·比达尔·冈萨雷斯说，“正确刷牙至少需要两分钟，但是很多人刷牙时间不到一分钟。”

每天用电动牙刷或者手动刷牙两次，是保障健康最重要的方法之一，不仅能促进口腔健康，还能提升你的整体健康。据冈萨雷斯博士称，口腔感染也不利于心脏和血液循环。

Unit 4

与机器狗作伴的生活

当我刚把机器狗从盒子里拿出来时，不禁露出了一个大大的微笑。这只机器狗立刻变成了一个“他”而不是一个“它”。我想和他一起玩耍。他确实是一只很俊俏的机器狗，造型优美，表面光滑闪亮，和一只大一点的小狗仔体型差不多。他的动作也像真的狗一样。我看着他舒展身子、跳舞、在房间里跳跃、追赶小球。他的动作是那么灵活自然，真是太神奇了。

一开始，我对这只机器狗很满意。看到他的第一眼，我就被吸引了，而且我发现他还有一些令人印象深刻的特点。我可以设定程序让他对特定的名字做出回应。将他的内置摄像头与我的电脑屏幕连接后，我就可以通过他的眼睛看世界了。我还可以设定他的发育程度——让他变成一只需要费心照看的小狗，或者一只成熟的成年狗。最棒的是，我不需要像照顾真狗一样去照顾他，不用清理他的粪便，不用给他喂吃的或者遛他。我甚至都不需要陪他玩。他一点都不会抱怨！

当我看着他时，就好像看到了一只真狗，并且拿他当真狗对待。我毫不犹豫地和他一起玩，深情地轻抚他。当他表现好的时候，比如为我跳舞，我就会抚摸他。我很喜欢看着他热情回应我的关注。这感觉太真实了。我宠爱他，他也总会开心地回应我。他激发了我内心强烈的情感。

然而，唯有真正的情感联系才是强大而重要的——我和我的机器狗之间从来不存在这种情感联系。我和他在一起的时间越长，就越发意识到我们之间的关系也就仅限于此了。我的热情渐渐褪去。我感到愈发沮丧，因为我和他之间无法建立起一个相互的关系。他简单的动作不再让我开心了。我不能训练它回应我的指令，即便程序规定了他要学习新任务。我经常失去耐心，对他也越来越厌烦。他本就是一个机器，而不是一只蠢笨的㹴犬。把机器狗当作活生生的小狗一样训练、调教，这种挑战对我而言没有乐趣。

我本想尝试和一只机器狗建立友谊，但最终不幸失败。最后，我也不再用“他”作为称呼，而是改口叫他“机器狗”。这只机器狗或许是一件非常成功的科技艺术品——它的互动性、趣味性和观赏性都很强——但作为一只宠物狗，它确实令我失望了。

中国医生借助 5G 网络进行远程手术

现在看起来，外科手术的未来很“遥远”。中国的医生运用 5G 移动网络，指导了数百公里之外的一场心脏外科手术。就在此前不久，一位外科医生用同样的技术，远程控制手术机器人进行了一场手术。

远程手术之所以充满吸引力，原因在于最顶尖的外科医生可以在不进手术室的情况下帮助手术顺利进行。他们只需要可靠的高速网络。以前他们缺少的就是这个，但现在情况已经改变了。

4月3日，心脏病专家郭医生指导了一位41岁女性患者的手术。这位患者出生时心脏就有一个洞。郭医生和他的专家团队身处广州的一家医院，而这位患者则位于将近400公里以外高州市的一家医院。

为了准备手术，郭医生和他的团队研究了患者心脏的 3D 模型，这个模型是由人工智能通过医学影像合成出来的。随后，他们制定出了一个手术方案。

郭医生和他的团队通过在线视频会议连接，指导手术团队找到正确的位置进行切口、缝合。他们能够清楚地看到手术过程，也能通过放置在这位女士胸腔内部的摄像头观察手术情况。

“先进的互联网技术可以给我们医生省下不少时间，因为他们不需要那么多的长途旅行了。他们可以利用那些节省下来的时间，挽救更多的生命，”广州一家医院的张医生说道。

随着这次手术的成功，同样的技术又在中国应用了几次。远隔异地的医生有了协同工作的机会。

这些手术中运用到的 5G 网络速度比我们目前使用的 4G 移动网络要快许多倍，可以大大地减少信号延迟，提供更稳定的连接。4G 网络的信号延迟为 20 到 80 毫秒，而 5G 网络的信号延迟则能降低至大约 1 毫秒。

5G 网络的低延迟在通讯两端都有医生的情况下没有那么重要，但是当医生需要远程操作机器人时，就能发挥巨大作用。近日，神经外科专家凌医生使用外科手术机器人，将一个医疗器件植入到一位帕金森氏病患者的脑内。当时，凌医生在海南，而患者在北京。患者需要手术时，凌医生不能立刻飞往北京。不过，他可以“远程”在场，指导机器人充当他的双手。

这就是未来医疗的景象。

附录二

练习部分录音文本和参考答案

Unit 1 Road to Success

Grammar in Use

Section A

1. focused 2. thinking 3. training 4. informed
5. faced 6. solved

Section B

- Task 1

(Answer for reference)

The author is Cao Xueqin, who spent more than ten years on the book *Dream of the Red Chamber*.

- Task 2

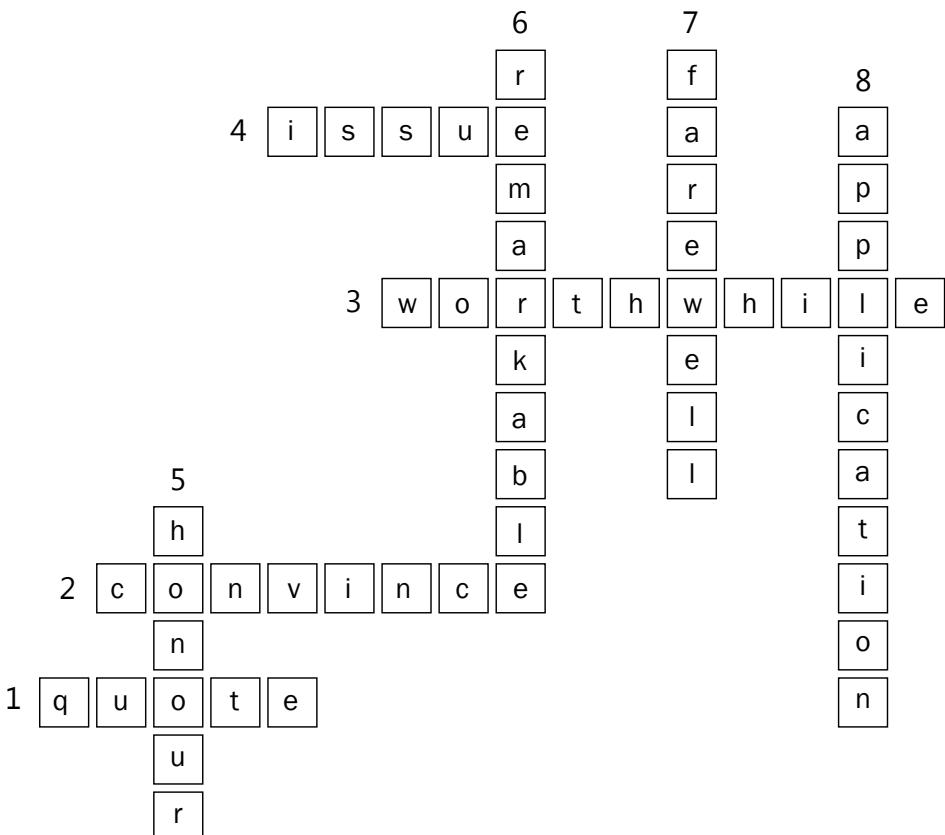
- (1) Born (2) living (3) defeated (4) giving
(5) Drawing (6) devoted (7) described (8) shown/showed

Vocabulary Focus

Section A

1. showing off 2. take off 3. be put off 4. are set off
5. laugh off 6. lay off

Section B



Section C

- **Task 1**

(Answer for reference)

They are throwing mortar boards into the air, celebrating the graduation ceremony.

- **Task 2**

- | | | | |
|--------------|----------------|------------------|----------------|
| (1) honoured | (2) farewell | (3) convinced | (4) quote |
| (5) issues | (6) worthwhile | (7) applications | (8) remarkable |

Listening and Viewing

Section A

Script 

- **Task 1**

Listen to a conversation between two students and choose the best answer.

M: Hello, Julia. You went to the UK this summer, didn't you?

W: Yes. The study trip was organised by our school.

M: Did you enjoy it?

W: Of course. I learned a lot.

M: Did you attend classes there?

W: Yes, in the morning we attended classes, which prepared us for the afternoon activities or trips.

Teachers there were very friendly. Even though we made mistakes, they were still smiling and encouraged us to go on.

M: I bet it must have been a worthwhile trip. It seems that the teachers liked you very much.

W: Yes. They thought we were cute, polite and hardworking. They sometimes complained that British students were not so willing to obey.

M: Oh. This reminded me of a documentary series about some maths teachers from China teaching British students.

W: Yes, before we went to Britain, we were asked to watch the documentary *Are Our Kids Tough Enough*. It showed the difference between Chinese teaching and British teaching.

M: Eh. What did the Chinese teachers do?

W: They taught in a typical Chinese way: strict classroom discipline and long school hours.

M: Were the British kids used to the teaching method?

W: At first, the teachers and the students were not used to each other, but later the Chinese teaching method turned out to be very effective.

M: Amazing.

W: Yes, but from my perspective, as long as a teaching method suits the students, it is good.

M: I can't agree with you more.

- **Task 2**

Listen again and complete the table.

Key to Section A

- **Task 1**

1. A 2. A 3. C

- **Task 2**

(1) polite (2) unwilling (3) discipline (4) long

(5) were used to (6) effective

- **Task 3**

(Answer for reference)

Based on my own experience, what is more suitable for me is strict but encouraging teaching methods, which can push me to work harder.

Section B

Script 

We've discussed how important it is to reflect carefully after experiencing pain. When I did this, I was usually able to discover principles that would prevent me from repeating the same mistakes in the future. And I could see that being successful simply consisted of five steps.

Step 1 is to know your goals and run after them. What is best for you depends on your nature, so you need to really understand yourself and know what you want to achieve in life.

Step 2 is to encounter the problems that stand in the way of getting to your goals. These problems are typically painful. If handled badly, some of them can lead to your ruin. But to evolve, you need to identify those problems and not tolerate them.

Step 3 is to diagnose these problems to get at their root causes. Don't jump too quickly to solutions. Take a step back and reflect in order to really distinguish the symptoms from the disease.

Step 4 is to design a plan to eliminate the problems. This is where you will determine what you need to do to get around them.

And Step 5 is to execute those designs. Pushing yourselves to do what's needed to progress toward your goal.

Key to Section B

- **Task 1**

(1) goals (2) stand in the way (3) Diagnose (4) Design a plan

- **Task 2**

(Answer for reference)

I think the third step is the most important because only by finding out the causes of the problems can we make new plans to work them out and finally achieve success.

Reading and Viewing

Section A

- **Task 1**

(Answer for reference)

1. PASSION 2. PUSH 3. IDEAS

- **Task 2**

1. A 2. C 3. C

Section B

- **Task 1**

(Answer for reference)

There are many ways to be positive. When faced with difficulties, I will see them from different perspectives and always believe that there is a silver lining there.

- **Task 2**

1. E 2. C 3. D 4. A

Speaking

Section A

(Omitted)

Section B

(Answer for reference)

1.
 - When was the book written?
 - What is the book about?
 - Which character has impressed you most in the book?
 - Is the ending of the story thought-provoking?
2.
 - Where was the lecture held?
 - How long did the lecture last?
 - Who delivered the lecture?
 - Which Chinese hero in the lecture has impressed you most?

Section C

(Answer for reference)

One day, Xiao Ming was climbing a mountain with his friend, Liu Le. On the way to the top of the mountain, they were so tired that they stopped to take a rest under a tree along the path. At that moment, Xiao Ming saw a man carrying two baskets full of goods and said, “Hey, Liu Le, look at that man!” They were both surprised that the man passed them easily with such a heavy burden. This reminded Xiao Ming that it’s not easy to get to the peak but with constant practice and perseverance, they can surely make it.

Writing

Section A

1. Having a passion for your study and work helps you to live through difficulties.
2. I'm convinced that more and more people need to have leadership qualities in future society.
3. Self-confidence enables you to trust yourself and your abilities, and it is closely connected with your final success.
4. Though diagnosed with an incurable disease, the scientist continued his commitment to the application of the experiment results.
5. After I finished reading these inspiring stories, it dawned on me that I should look at things from different perspectives and learn to think about problems critically.

Section B

(Answer for reference)

I think making a list of our own positive qualities is one of the most effective ways to develop our positive attitude. I used to have little confidence in learning maths especially after several failures in maths tests. However, my teacher encouraged me not to give up and suggested that I take out a piece of paper and list my own advantages in learning, such as hard work, persistence and patience. Since then, I have built my confidence and made gradual progress in maths.

Extended Reading

Pre-reading

(Answer for reference)

I think failure is the mother of success. A majority of people succeeded after experiencing difficulties, frustrations or failures. Failures are an inevitable part of our life.

Food for thought

(Answer for reference)

1. Rebounders refer to those who never give up and still obtain success after failures.
2. To support his idea that many successful people rose from challenges.
3. When faced with failures or challenges, it's better to keep on trying. Only by never giving up can we succeed.

Challenge

(Answer for reference)

1. It is inevitable that we encounter difficulties and failures in our life. Failures are just part of our life and development. We can learn a lot from them and make some necessary adjustments until we taste the sweetness of success.

2.	Famous people	Failures	Achievements
	Thomas Edison	failed many times in his experiments	invented the electric light bulb, phonograph and motion picture camera
	Steven Spielberg	had poor grades in high school; was rejected from the University of Southern California three times	became one of the most influential filmmakers in history
	Michael Jordan	didn't reach the minimum height; missed more than 9000 shots; lost almost 300 games	became a basketball legend

Inventor Thomas Edison failed many times before he changed the world forever. He is best known for inventing the electric light bulb, phonograph and motion picture camera. Edison learned from his failed experiments and applied those lessons to future projects.

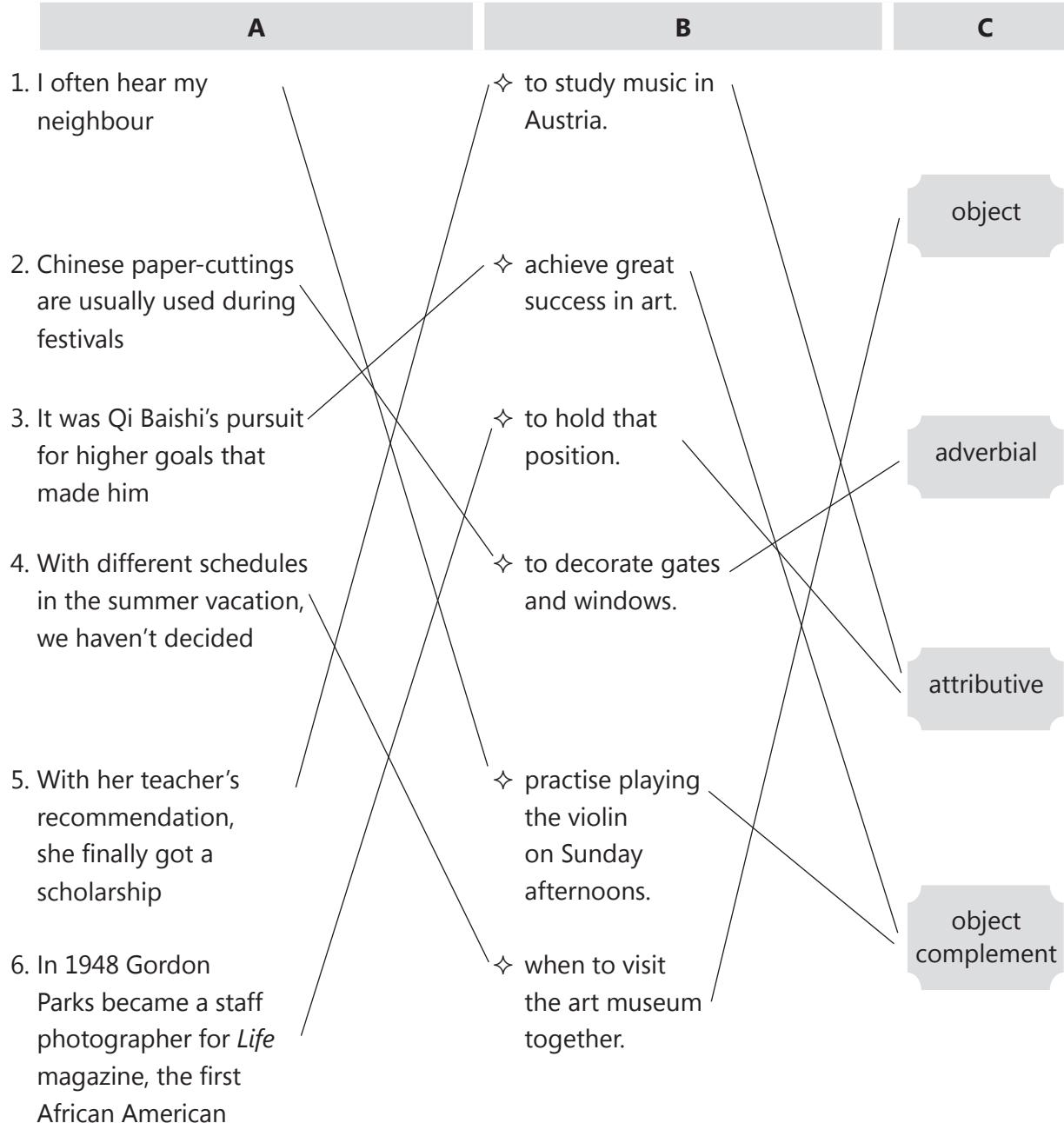
Regarded as one of the most influential filmmakers of all time, Steven Spielberg is a familiar household name. It is surprising to realise therefore that the genius behind *Jaws* and *E.T.* had poor grades in high school, getting him rejected from the University of Southern California three times. While he was in college, he caught the eye of executives at Universal, who signed him as a television director in 1969. Perseverance and acceptance of failure is the key to success, after all.

"I've missed more than 9,000 shots in my career. I've lost almost 300 games. 26 times, I've been trusted to take the game-winning shot and missed. I've failed over and over and over again in my life. And that is why I succeed." This quote by the retired basketball legend Michael Jordan speaks for itself. In his earlier years, basketball coaches had trouble looking past the fact that Jordan didn't reach the minimum height. It was years of effort, practice, and failure that made the star we know today.

Unit 2 Art and Artists

Grammar in Use

Section A



Section B

- **Task 1**

- (1) who / that (2) to photograph (3) was told (4) Thinking (5) to influence
(6) (to) look (7) was searching / searched (8) named (9) to have (10) To do

- **Task 2**

(Answer for reference)

Xing Zongren, a photographer from Tongliao, Inner Mongolia, China, won the Alfred Fried

Photography Award in 2017. The award goes to those photographs that best express the idea that our future lies in peaceful coexistence. The award-winning works of Xing are pictures named *Alive Happily, Alive Strongly*. They tell the story of a family in Tongliao. The wife and the husband in this family are both disabled. However, they are optimistic and enjoy a good life with their daughter.

Vocabulary Focus

Section A

- | | | |
|---------------------|-----------------------|--------------------------|
| 1. combine ... with | 2. were convinced of | 3. will be replaced with |
| 4. robbed ... of | 5. were rewarded with | 6. compete with |

Section B

- **Task 1**

The name of the architectural style is Shikumen. It is typical of Shanghai.

- **Task 2**

- | | | | | |
|----------------|-------------|--------------|------------|---------------|
| (1) couples | (2) based | (3) carvings | (4) symbol | (5) displayed |
| (6) harmonious | (7) typical | (8) shade | | |

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. W: Three tickets for tonight's fashion show, please.
M: OK. Sixty dollars for each.
Q: How much should the woman pay altogether?
2. M: Hey, congratulations on winning the photo contest. That prize money should really be useful.
W: Thank you. I've already put it aside to buy a new camera next year.
Q: What are the two speakers mainly talking about?
3. W: I've been painting this portrait all day. It's no easy task. I'll never get it done by tomorrow.
M: Oh, you weren't in class today; actually the deadline has been extended by a week.
Q: What can we learn from the conversation?
4. W: China National Symphony Orchestra is coming to town this weekend, but I can't find a ticket anywhere.
M: Well, lucky you! My sister has got one but she won't be able to go due to a conflict in her schedule.
Q: What will the woman most probably do next?
5. W: I'd really like to learn how to play the violin, but it looks so complicated.
M: Well, it took me a long time to get good at it, but we can get started with the basics right now if you want to.
Q: What does the man imply?

Key to Section A

1. D 2. C 3. B 4. A 5. D

Section B

Script

Listen and complete the tasks.

- **Task 1**

(Answer for reference)

The rules can be as follows: dress properly; keep quiet; silence mobile phone; don't leave before the end of the concert; don't eat or drink during the concert.

- **Task 2**

Script

Listen to the passage on the tips for enjoying a classical concert and complete the **Dos** with the information you have just heard.

Hello, boys and girls! Today I'd like to introduce the rules for a classical concert to prepare you for the class activity next week.

Going to a classical concert is very exciting indeed, but for a first-timer, it can be quite confusing. However, watching a classical concert can be a very enjoyable and memorable experience if you keep these simple tips in mind.

The first tip is to dress appropriately. Since we're talking about classical concerts, it's best to wear something not too casual and yet not too formal. It's also advisable not to wear hats as this will block the view of the person behind you.

Secondly, you should mind your time. Make sure that you arrive before the concert starts. This will give you enough time to find your assigned seat. Also, stay in your seat until the end of the performance. Standing up, wandering about or leaving the concert hall before the end of a performance is disrespectful.

Next, staying quiet is the most important rule in concert manners. Avoid talking, whispering, or singing along while the concert is going on so as not to distract other people.

In addition, it's advisable to leave items with alarms at home. If you really need to bring such an item with you, be sure to turn it off or set it to silent mode before the concert starts.

Lastly, learn to hold your applause. It is a common practice when watching classical concerts to hold your applause until the end of a music piece. However, this might get confusing if you're unfamiliar with the piece being performed. Your safest bet is to clap when most of the audience starts clapping.

Key to Task 2

- (1) too casual (2) enough time (3) quiet (4) silent mode

- **Task 3**

Script

Listen again and complete the **Don'ts**.

Key to Task 3

- (1) blocking the view of the person behind you
- (2) talk, whisper or sing along
- (3) Don't applaud/clap until the end of a music piece

Reading and Viewing

Section A

- **Task 1**

(Answer for reference)

He is Charlie Chaplin, a British comedian famous for his silent films.

- **Task 2**

1. professional 2. a comedian 3. first classic 4. studio 5. masterpiece

- **Task 3**

(Answer for reference)

1. Though rich, Chaplin continued to devote his great energy to the art of film.
2. His talents, his love for film and his spirit of pursuing excellence led to his success in silent films.

Section B

- **Task 1**

The person in the picture is probably visiting an online museum on the mobile phone.

- **Task 2**

(Answer for reference)

The collections in the Freer and Sackler Galleries (1) have been digitised and put online recently. This can bring three benefits. Firstly, it is convenient for (2) anyone throughout the world to see the digital copies (3) anywhere and anytime. The second benefit is that we can (4) protect the invaluable treasures by avoiding (5) bringing them out and touching them. Lastly, online visitors can (6) see more details of the works from every angle in brighter light, which can help them to study the works.

Speaking

Section A

(Omitted)

Section B



Make quick responses to the sentences you have heard.

1. The musical they performed yesterday evening was really fantastic.
2. Come on! Let's get in quickly; otherwise we'll miss the beginning of the film.
3. I've got two tickets at the exhibition of Qi Baishi's works in China Art Museum this weekend. Shall we go and see it together on Saturday morning?

Key to Section B

(Answer for reference)

1. I like it, too. / Well, I disagree with you. I think it was a little boring.

2. OK, let's be quick. / Sorry, but I can't find my ticket.
3. That's great! Thank you. / Thank you, but I've got an appointment with the doctor on Saturday morning. What about Saturday afternoon?

Section C

(Answer for reference)

One day, Li Ming, a senior high school student, was visiting an art museum alone after school. In the middle of the visit, he heard some loud noises. He followed the noises and saw two little children messing around while their parents were standing in front of a painting without noticing their children's behaviour. "Oh ..." Li Ming exclaimed. He thought it was impolite to make noises in the art museum. Therefore, he decided to remind the couple to keep their children quiet so as not to disturb the other visitors. The couple apologised and told their children not to make noises any more.

Writing

Section A

1. There is only a small collection of this painter's works and those in his later years are mostly rich in colour.
2. Thanks to her talent and hard work, she dances so well that she has been honoured with a number of awards.
3. In order to pursue perfection, the composer will focus on every detail before releasing each piece of music.
4. At the closing ceremony of the School Art Festival, the students performed the short play in a lively and interesting manner.
5. The sculpture is symbolic of the polluted Earth, reminding people to stop polluting the environment and to take responsibility for protecting the Earth.

Section B

(Answer for reference)

Our school's annual art festival is colourful and meaningful. It consists of five different sections: dancing, singing, drama, painting and calligraphy, and the comprehensive section, which is also the closing ceremony. These sections provide platforms for us students to display our various talents, making our school life more colourful. What's more, the art festival is also very meaningful because it is mainly designed and organised by ourselves. It's a great opportunity for us to practise our organisational skills, making ourselves more confident and more attentive to every detail. As a result, our school art festival is loved by us all.

Extended Reading

Pre-reading questions

(Answer for reference)

1. Art is everywhere and it can even appear on roads.
2. Piano keys are painted on the road. They may function as a crosswalk.

Food for Thought

(Answer for reference)

FOR (Positive effects of creative crosswalks)	AGAINST (Negative effects of creative crosswalks)
<ul style="list-style-type: none">✓ slowing down traffic✓ making people feel safer✓ making the space inviting✓ attracting people to come outside✓ reducing crime✓ increasing the number of people getting around without cars...	<ul style="list-style-type: none">✗ confusing both drivers and pedestrians✗ leading to traffic accidents...

Challenge

(Answer for reference)

By comparison, it is obvious that the positive effects far outweigh the negative ones. Creative crosswalks can not only benefit people's health by attracting people to come outside instead of driving cars but also benefit the society as a whole by reducing crime. However, the negative effects mainly have to do with safety problems brought by creative crosswalks. So from my perspective, it is appropriate to couple art with roads as long as a balance can be achieved between being aesthetically pleasing and being safe. Therefore, some experiments can be done by psychologists before artists paint their artworks on crossroads. These experiments should focus on the effects of artistic roads on drivers and pedestrians in relation to safety. If artistic roads do have negative effects on road safety, artists may redesign their works until they don't affect road safety negatively. With a good balance, artistic roads can bring benefits to people and to the society as well.

Unit 3 Healthy Lifestyle

Grammar in Use

Section A

1. who
2. wants to
3. Though retired
4. Xiao Long has engaged in more physical activities this year than he did last year.
5. I don't think Simon will sign up for the charity walk unless invited.
6. Mr Zhang can act as our cycling instructor; Ms Li also can.

Section B

1. But whenever they mentioned it to him, he always made a poor excuse and declined.
2. It says a smoker could get sick and also affect the people around him if he doesn't quit.
3. I tried once but failed.
4. We have never thought of asking him to make the choice,
5. If he still pays no attention, our working relationship will be over.

Vocabulary Focus

Section A

1. carrying out
2. figure out
3. hold out
4. stand out
5. wear out
6. left out

Section B

1. basis
2. routine
3. improve
4. clinic
5. extreme
6. symptom
7. nutrition
8. jog
9. fatigue
10. workout

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: So what do you do to maintain weight loss?
W: Instead of just trying to reach a certain number on the weighing machine, I develop some healthy habits.
Q: How does the woman manage to lose weight?
2. M: How was your lunch, Xiao Fang?
W: Actually, I skipped lunch today. For some reason I didn't feel very hungry.
M: Again? This does no good to your health.
Q: What can we learn about the woman?
3. M: Mom, I am going to hang out with my friends tonight. I'll be home late.
W: You can't be home later than 11 p.m. I don't want you out past that time.
Q: How does the woman respond to the boy's request?
4. M: You can find a lot of free online information about sleep patterns.
W: Maybe, but I don't trust its accuracy.

- Q: What does the woman think of online information?
5. W: You are not quite yourself. Are you feeling sick, Xiao Ming?
- M: No, not in the usual sense of the word. But I admit I'm feeling a little, well, sick of my job.
- Q: What does the man mean?

Key to Section A

1. D 2. A 3. A 4. D 5. B

Section B

Script

What would you do when you have a slight health problem? Do you know about preventive medicine?

Listen to a conversation to learn more and complete the tasks.

- **Task 1**

Listen to the conversation twice and choose the best answer to each question.

W: Well, why are you taking medicine? Got a health problem?

M: Nothing serious, just a slight headache. Whenever it happens, I'll take a couple of aspirins and it'll soon be gone.

W: But I don't think you need to take any medicine. Instead, you just need to drink more water.

M: Are you kidding me?

W: Definitely not. You know our organs cannot function properly when we don't give our bodies enough water. And we are more likely to catch a disease.

M: So you mean drinking plenty of water can treat an illness?

W: No. I just mean drinking enough water should be one of the first things you do when you are sick. If you experience a slight discomfort such as a headache, sleepiness or dizziness, your body might be telling you to drink more water.

M: I see. It may be the real reason for my sickness. My body is asking for more water.

W: Probably. It is important to listen to your body when it asks for a drink. And it's advisable to plan a schedule to consume enough water every day.

M: Then how much water is enough for me every day?

W: En...Some experts recommend drinking at least eight glasses of water every day. Sure you should drink more water in the hot summer months or when you work out.

M: Thanks a lot for your advice. So when I'm slightly sick, try reaching for a glass of water before reaching for medicine.

W: You are right. Drinking plenty of water can improve your health now and prevent serious illnesses in the future.

Questions:

1. What are the two speakers mainly talking about?
2. According to the conversation, what causes slight health discomforts?
3. Which of the following is the woman's suggestion on water drinking?

Key to Task 1

1. D 2. B 3. A

- **Task 2**

(Answer for reference)

Yes, I would. I think her suggestion is worthy of trust because water is essential to the body and the mind. With enough water, dehydration, which causes dizziness, will never happen. So it's vital to drink enough good quality water to stay energetic.

Reading and Viewing

Section A

- **Task 1**

(Answer for reference)

I quite agree with the quote, whose meaning is simple and easy. If a person is not healthy, everything including wealth is gone. Good health keeps us away from mental and physical problems. In that sense, good health brings us wealth.

- **Task 2**

- | | | | | |
|------|------|------|------|-------|
| 1. B | 2. C | 3. D | 4. D | 5. A |
| 6. D | 7. B | 8. A | 9. C | 10. B |

Section B

- **Task 1**

(Answer for reference)

If I have such difficulties, I will seek help from others. Once I tried a healthy diet. At the beginning, I could hardly resist the temptation of my favourite food such as French fries. But thanks to my parents' support and supervision, I developed the habit of consuming healthy food instead of junk food. When I managed to lose weight after great efforts, I found myself looking better and feeling better, which boosted my confidence a lot.

- **Task 2**

1. Developing a healthy diet starts with small steps and should be done step by step.
2. It means "(the fact of) not having sth that you need".

- **Task 3**

1. and not-so-healthy next, which goes round and round
2. the end results of every food you eat
3. think of the foods that you love
4. look for recipes, simple ones that contain these foods
5. Small steps definitely lead to bigger leaps
6. avoid the not-so-healthy types of foods completely

Speaking

Section A

(Omitted)

Section B

Script

Make quick responses to the sentences you have heard.

1. Would you please give us a talk on how to live a healthy life?
2. I think energy drinks are more popular among students than fruit juices.
3. If you're not feeling well, I'll take you to the school clinic.

Key to Section B

(Answer for reference)

1. OK. When? / Sorry. I'm busy these days.
2. I (quite) agree with you. / Maybe. But I prefer fruit juices.
3. Thank you, but I just need a rest. / OK. Thank you very much.

Section C

(Answer for reference)

One Sunday afternoon, I went to the local park for a walk. As I stepped in, I was amazed by an active scene with most people doing an array of fun activities. The first coming into my sight was a group of three working out around a fitness facility. One appeared to be a middle-aged foreign lady, another a Chinese lady and the other a gentleman. They were chatting joyfully while exercising. The foreign lady was smiling happily and enjoying the healthy life. Turning to the right, I noticed two seniors playing chess under a big tree with a few guys watching them. Looking farther to the left, I saw a large crowd of elderly women doing group exercise to the tune of beautiful music in an open space. What a nice and relaxing place!

Writing

Section A

1. He hired a fitness trainer and paid him on an hourly basis.
2. The young athlete bravely challenged the Olympic champion, which deserved to be praised.
3. Xiao Qiang was crazy about sports, going rock climbing with his friends as well as playing basketball.
4. After retirement, Mr Li still stayed (highly) motivated to do volunteer work, regularly going to the orphanage to look after the children there.
5. Having just graduated from college, Xiao Lan went to the mountainous area as a volunteer teacher and paid much attention to keeping track of every student's mental state in her work.

Section B

(Answer for reference)

Dear Li Ping,

I'm writing to talk about your problem that you've again fallen into the not-so-healthy eating habit.

I feel really sorry for you. But don't worry. I'll share with you some ideas to solve your problem. First turn to your doctor for professional advice. Then, make a realistic plan based on your doctor's advice. More importantly, stick inflexibly to the plan by avoiding any temptation. Finally, share your plan with your family members and friends. Try to win their total support and make sure your plan goes as expected.

I hope you'll find my ideas helpful and that you'll enjoy every day of your life.

Best wishes.

Yours,

Zhao Hua

Extended Reading

Pre-reading questions

(Answer for reference)

I think early morning is the best time of day to exercise. Here are three reasons to share with you. First, I can enjoy breathing fresh air and hearing birds singing in the woods while doing morning exercise. Also, morning exercise is a great way to start a happy and active day. It helps to boost my energy, increase my concentration in school and improve my mood. The third reason is from a research finding I once read about, which revealed that early morning exercise has a good fat-reducing effect. I hope to stay healthy by working out in the morning.

Food for thought

1.

The writer's view:

No matter what, the absolute best time to exercise is the time that works best for you.

While the evidence for the best time of day to exercise is all over the place, the bottom line is that some exercise is better than none at all.

Experts' view:

For quite some time, experts have noted that late afternoon and early evening are the best times to exercise.

Supporting details:

For most people, that is between 4 p.m. and 5 p.m., though some studies extend this time to 7 p.m. It is within these few hours that strength and endurance peak.

It's also good timing for injury prevention.

Most people's view:

Much of the recommended timing for exercise has to do with your circadian rhythm.

Supporting details:

Everyone has a 24-hour rhythm, and it is possible to adjust it or "teach" your body to perform better at certain times.

2.

Different people have different views on the best time to exercise. The writer thinks (1) it's

the time working best for you. Also he considers it important that (2) some exercise is better than none. But experts view (3) late afternoon and early evening as best because research shows that (4) strength, endurance and injury prevention reach the highest level during that period. Meanwhile, most people maintain that it depends on (5) the circadian rhythm, which trains your body to adjust to a routine.

Challenge

(Answer for reference)

I do not quite agree with experts' view because they do not take all factors into account. For example, late afternoon may not be suitable for exercise in hot summer days while early evening does not seem the best for workout in extremely cold days. Probably the best time to exercise varies from season to season. Besides, fixed time for exercise is unfit for those who work in shifts or who often go on business trips. That is to say, fixed time for exercise does not work well for those who have an irregular working schedule. So, I think the best time to exercise depends on your body, your habit, the season, the situation, etc.

Unit 4 Life and Technology

Grammar in Use

Section A

Dialogue 1

(1) should have been (2) must/might have left

(3) should not have seen

Dialogue 2

(4) might not have got (5) can't/couldn't have bought

Section B

- Task 1

(Answer for reference)

Maybe it's a little strange, but in my imagination, a flying taxi should be like this. It looks a bit like an airplane, of course much smaller, with two wings on both sides of the body and four tires underneath for movement on the ground. The taxi can hold 5–6 people and the speed is similar to that of a helicopter. The fare should be reasonable and acceptable to ordinary people.

- Task 2

- | | | | | |
|------------------------|-----------|--------------|--------------|------------------------------|
| 1. should have arrived | 2. may be | 3. If / When | 4. can cover | 5. to offer / to be offering |
| 6. located | 7. where | 8. waiting | 9. has made | 10. might mean |

Vocabulary Focus

Section A

- | | | | |
|--------------|-------------------|---------------------|-------------|
| 1. calm down | 2. were robbed of | 3. would be put off | 4. met with |
| 5. broke out | 6. put down | | |

Section B

- | | | | |
|--------------|-------------|------------|-------------|
| 1. demanding | 2. flexible | 3. applied | 4. assigned |
| 5. located | 6. operate | 7. viewed | |

Listening and Viewing

Section A

Script 

Listen and complete the tasks.

- Task 1

Have you ever seen robot ants that can jump, communicate with each other and work together? Listen to the lecture about robot ants and decide whether the statements are True (T) or False (F).

Good afternoon, ladies and gentlemen! My name is George Parker. I think robots are a popular topic in today's world, so I'd like to share with you one of our latest research products – three-legged robots.

Individually, ants only have so much strength and intelligence, but as a group, they can use complicated ways to finish complicated tasks and avoid larger killers.

My research team and I copied this idea. We have developed small robots. These robots show physical intelligence at the individual level, but they are able to communicate and act together. Although the design is simple and weighs only 10g, each robot has various movement types to direct any type of surface. In a word, they can quickly find and get rid of difficult things. They can also move objects that are much larger and heavier than they are.

These three-legged robots with a T-shaped body are called Tribots. They can be put together in only a few minutes, making them suitable for mass production. Tribots are completely self-driven and uncontrolled. They can support more sensors depending on the application. Their movements imitate ants. These insects usually move slowly. But in order to avoid large killers, they set their teeth and jump from one leaf to another. By imitating these insects, a robot ant can produce even five different kinds of movements, including high jump, distance jump, object removal and so on, just like these creative ants.

Despite their same body structure, the robots are given different roles according to the situation, including “explorers,” “leader” and “workers.” “Explorers” discover physical things in their path, such as objects, valleys and mountains. Then they tell the rest of the group. And the “leader” gives the orders. The “workers,” at the same time, gather their strength to move objects. Each Tribot, just like ants, can have different roles. However, they can also take on new roles when faced with a new task or an unknown environment, or even when other members get lost. This goes beyond what real ants can do.

If you want to learn more about three-legged robots, you can also visit our team’s website and make your comments. Thank you.

- **Task 2**

Listen again and complete the summary of the lecture.

Key to Section A

- **Task 1**

1. F 2. F 3. T

- **Task 2**

(1) three legs	(2) jump over or remove	(3) body structure
(4) discover physical things	(5) an unknown environment	

Section B

Script 

And that’s just ONE technology that we’re growing at a fast rate. What about all the others that are out there? What will technology be as we get closer and closer to 2050? Let’s start with one that well and truly can happen very soon — drones.

“Wait a minute, drones are already here!” And yes, they are. But more times than not, the drones you are seeing are small, piloted by people who are just trying to have some fun.

All very fun, but in the future, drones could be an integral part of our daily lives. You’ve likely seen shows and people talk about how in a few years drones could be the new delivery services. Anything

from pizza to Amazon packages, and more. And honestly ... that's very probable.

Drones right now can be incredibly sophisticated, and some TV shows actually use them for sweeping and aerial shots as they film. It's very cool. But to do deliveries, they'll have to be a little more programmed, as human error no doubt would be a very big buzzkill. Not that it's impossible right now; it's more of a question of numbers, logistics, costs, and making sure that the deliveries themselves are done in a methodical and careful manner. After all, it's bad enough when delivery people don't care enough about our packages and they just throw them onto the porch and potentially break stuff.

But by 2050, we may not only have drones delivering our packages; we might be looking up at the sky and seeing drones flying all over with incredible speeds and accuracy, and they potentially could be all run by AI!

The potential is there, and by that point various upgrades to drones and their programming will no doubt make them all the more efficient, durable, and quick. And potentially, they could go beyond basic deliveries for people and do emergency work. Imagine a drone taking a vital piece of medical material to a hospital to ensure it doesn't get stuck in traffic, or helping watch over an important convoy to let people know on the ground if there is trouble.

There are many ways that drones could affect our world. The only question is: Will we let them by 2050? Let's keep going with transportation, shall we?

Key to Section B

- **Task 1**

1. It is mainly about possible uses of drones in the future.
2. The speaker will most probably talk about the future of transportation after the video clip.

- **Task 2**

- | | | | |
|------------------------|---------------|----------------|-----------------------|
| (1) small | (2) fun | (3) film | (4) delivery services |
| (5) speed and accuracy | (6) emergency | (7) watch over | |

Reading and Viewing

Section A

- **Task 1**

(Answer for reference)

I think the robot in the picture is making a cake. / I think the robot in the picture is going to deliver a cake to the customer.

- **Task 2**

1. A
2. D
3. A

Section B

- **Task 1**

1. A 3D model was put together by AI.
2. The expert team studied the 3D model and then worked out a surgical plan.
3. The expert team used a live video to instruct the operating team.

4. They also observed the operation from a camera placed inside the patient's chest.
5. Ling used a surgical robot to insert a medical device into the brain of someone with Parkinson's disease.

- **Task 2**

1. B 2. C 3. C 4. A 5. B 6. A 7. D 8. B 9. A 10. C

- **Task 3**

(Answer for reference)

1. concerns about the low medical quality
2. reduction in continuity of care
3. technical limitations

...

Speaking

Section A

(Omitted)

Section B

(Answer for reference)

Questions 1–2:

- * What are the specific requirements for this competition?
- * Is there a limit to the number of participants?
- * What's the deadline for the competition?
- * Where will the competition take place?
- * How many awards does the competition offer?

Questions 3–4:

- * Which app did you use for the sales promotion online?
- * What kind of goods did you sell?
- * Were there many online buyers?
- * How long did the sales promotion last?
- * Do you think it's effective to promote sales online?

Section C

- **Task 1**

Advantages	Disadvantages
✓ used at sea in urgent situations	✗ costly equipment and training
✓ used on land	✗ increased risk of diagnostic errors
✓ remote sharing of information and discussion of patients' problems	✗ slowdown in diagnosis and treatment

- **Task 2**

(Answer for reference)

Hello everyone! Despite the exciting benefits, telemedicine has disadvantages. First of all, its equipment and staff training are expensive, which may prevent its development. Second, because face-to-face communication is reduced, the risk of misdiagnosis increases. In addition, some people believe telemedicine actually slows down the process of diagnosis and treatment because related data need to be processed.

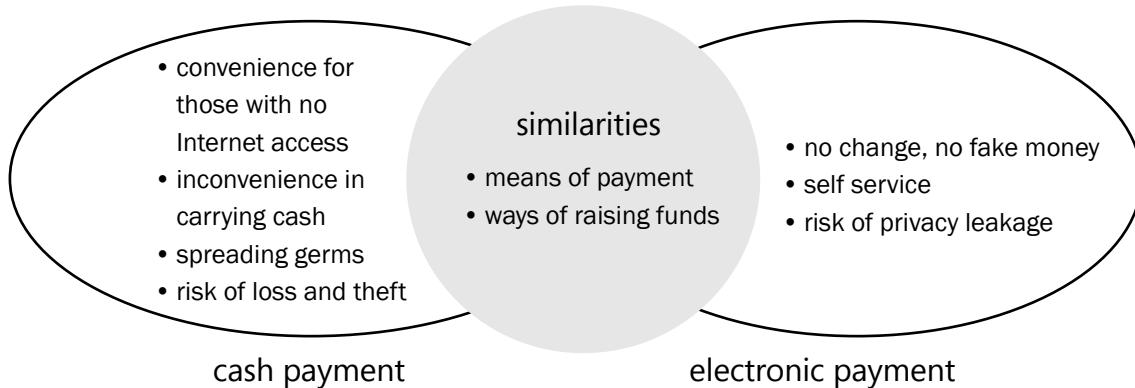
Writing

Section A

1. China has long kept to international mutual cooperation in technology.
2. Through telemedicine, the doctor instructed the patient how to stretch his body correctly.
3. Only senior experts in the field of artificial intelligence are qualified for this important position. / Only those who are expert at artificial intelligence are qualified for this important position.
4. Although the manager had just returned from a business trip abroad, he/she immediately responded to media questions about the new smartphone.
5. Although the organisers lacked funds, the exhibition of new products was still held as scheduled, which shows (that) they must have made painstaking effort.

Section B

- **Task 1**



- **Task 2**

(Answer for reference)

There are similarities between cash payment and electronic payment. Both are means of payment in various economic activities. They can also be used as ways of raising funds.

However, there are also clear differences between the two methods of payment. Despite the potential risk of privacy leakage, electronic payment seems faster and more convenient, with no change and no problems of fake/counterfeit money, and self-service payment can thus be made. Cash payment, by contrast, may spread germs among paper money users, who may also run the risk of losing money accidentally. Besides, it may not be safe or convenient to carry a large amount of cash.

Extended Reading

Pre-reading questions

(Answer for reference)

I hope the robot can make a big breakfast for me every day to make sure I have enough nutrition to maintain my energy. Of course, when I have problems doing my homework in the evening, I can turn to the robot for help, so that my learning will be greatly improved.

Food for Thought

(Answer for reference)

1. “I walked up to my dad’s lab and pressed my fingertip up to the sensor and the door opened. I walked in and was greeted by one of my dad’s co-scientists, Elaine. She was a really cool woman, with some blue in her slightly graying hair and a southern accent. She had a warm smile and gave me a hug.”

.....

These detailed descriptions leave a deep impression on me. First, the author uses a lot of descriptive verbs, such as “press,” “greet,” “give away,” etc. Secondly, the author chooses many sensory verbs like “hug,” “flip,” “tap” and so on. Besides, many positive words are used such as “lead,” “create,” “customise” and the like. All these detailed descriptions make the characters vivid and concrete.

2. When the author says this, I think her feelings are a little complicated. She was both proud of her father, a scientist, and a little frustrated that he was so absorbed in his work that he apparently didn’t pay enough attention to her. It can be seen that the author expresses her complex feelings in a simple sentence.
3. *Version 1:*

I think the experience described by the author is real. Here are two reasons. First of all, robots have so far developed to a new stage. Whether in industry or life, robots are very common. Second, judging from the story, the description of modern laboratories, scientists, including customising robots is very close to reality.

Version 2:

I don’t think that the experience described by the author is realistic. Although some of the descriptions are close to reality, high technology such as customised human robots is difficult to achieve at present. What is even more amazing is that the appearance, gender and personality of the robot can be set in advance, which is obviously a science fiction story.

Challenge

Version 1:

The robot I customised is a handsome boy. He is more than 1.8 metres tall and has a strong figure with wide shoulders and long legs. He has deep black eyes, a warm smile and short hair, which is similar to that of a soldier. There are many hidden sensors in his face, hands and feet, which can receive instructions and analyse the data at any time. Most importantly, he has the same body

temperature as us humans, and when I shake hands with him, he won't feel like a machine. All in all, he is my good partner and an experienced consultant.

Version 2:

The robot I customised is a beautiful girl. She is more than 1.65 metres tall and has a charming figure. With long hair over her shoulders, she walks like a pretty fairy. Her black eyes are bright and pure, and her smile is sweet and warm. There are many hidden sensors in her face, hands and feet, which can receive instructions and analyse the data at any time. Most importantly, she has the same body temperature as us humans, and when I shake hands with her, she doesn't feel like a machine. In a word, she is my good partner and an experienced consultant.

Revision

Listening Comprehension

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. W: Tonight I'm going to a lecture given by some guy who spent a year living in the South Pole.
M: What a coincidence! I'm doing a report on South Pole for my geography class.
Q: What will the man most probably do tonight?
2. M: There's nothing better to get me started than a big breakfast: sausages, fried potatoes and puddings.
W: Not me! These will give me a stomachache. I prefer something light.
Q: What can be learned about the woman?
3. M: How does your newly-bought cleaning robot work?
W: Well, I haven't started to use it yet. I'm still at a loss after reading the instructions.
Q: What does the woman mean?
4. W: I can't believe the Chinese painting is priced at \$1 million.
M: It's not surprising as it took the painter 8 months before he put on the finishing touches.
Q: What does the man mean?
5. M: What's the hardest part of your job?
W: The business. But as I'm getting older, carving out time to take care of my body is more important.
Q: What can be learned about the woman?

Key to Section A

1. A 2. B 3. D 4. B 5. B

Section B

Script

Listen to a passage and choose the best answer to each question. The passage will be read twice, but the questions will be spoken only once.

Making time for a healthy lifestyle can seem difficult. Here are ways to make more time for the whole family to be healthier:

First, identify free times for activity. Keep track of each family member's daily activities for one week. You'll get a picture of when you might be able to get the family together for physical activity. It can also help you to see which activities you can cut back on. Pick two 30-minute and two 60-minute periods for family activity time. Weekdays are usually better for 30-minute activities and weekends are better for 60-minute activities.

Next, simplify your family's schedule. In today's society we're expected to do it all. But this type of non-stop lifestyle isn't sustainable or healthy. Try deciding which activities are more important than

others and see what you can do without, so you'll have more time for the things that matter.

Then, take baby steps, not giant leaps. If you're the head of your household, making sure that all the heads and hearts in your home are healthy is a lot to handle. The key is to take baby steps. Getting healthy is a journey; you don't have to do everything at once.

Finally, ask everyone in the family to do their part. Depending on their ages, kids can help to prepare healthy meals and help around the house. Treat your family like a team and encourage everyone to work together.

Questions:

6. What does the speaker mainly talk about?
7. According to the speaker, how long is the family activity supposed to last for one period at weekends?
8. Which of the following does the speaker advise family members to do to stay healthy?

Key to Section B

6. A 7. B 8. C

Section C

Script

Listen to the longer conversation and choose the best answer to each question. The conversation will be read twice but the questions will be spoken only once.

M: Juliet, can I use your laptop? There seems to be something wrong with mine.

W: Sure. Go ahead.

M: Oh, isn't your computer Wi-Fi capable?

W: Yes, it is. Do you want to go online? There are no Wi-Fi hotspots around.

M: Oh, no Internet connection is killing me.

W: Can't you wait until you get home? Then you can surf the Internet using broadband, wireless connection, or whatever you like.

M: No, I am not feeling well. I just want to check my e-mail, visit my favourite websites, and chat with my friends. Oh, yeah, I want to connect the home camera to see my two lovely dogs. A lot of things.

W: Now I see. You must be suffering from Internet dependency.

M: What does that mean? There's nothing wrong with me.

W: Well, Internet dependency means that Internet users can't go on without the Internet even for a moment. They always have their mobile phones or laptops with them. If they are a little away from the network, they feel too much information is missed. After that, they are anxious and upset all day long until they go online again. It's certain that they are addicted to the Internet.

M: That's all right. I just can't stand losing track of all the latest information. It almost drives me crazy.

W: Then you are probably addicted.

Questions:

9. Why can't the man go online on the woman's laptop?
10. Which of the following is the man's reaction to his being unable to visit the Internet?
11. What conclusion does the woman draw about the man?

Key to Section C

9. A 10. B 11. A

Grammar

- | | | | | |
|-------------|-------------|--------------|--------------|--------------------|
| 1. waving | 2. composed | 3. to decide | 4. to create | 5. making |
| 6. in which | 7. to come | 8. who | 9. better | 10. lost / is lost |

Vocabulary

- | | | | | |
|---------------|------------|-------------|--------------|-------------|
| 1. regularly | 2. routine | 3. workouts | 4. physical | 5. coupled |
| 6. popularity | 7. gentle | 8. styles | 9. qualified | 10. relaxed |

Reading Comprehension**Section A**

- | | | | | | |
|------|------|------|-------|-------|-------|
| 1. A | 2. B | 3. D | 4. A | 5. A | 6. C |
| 7. A | 8. D | 9. D | 10. B | 11. C | 12. D |

Section B

13. A 14. C 15. D

Section C

16. C 17. A 18. F 19. D

Writing**Section A**

(Answer for reference)

1. Music and painting are recognised as effective means of treating mental illness.
2. He has a great enthusiasm for sports and goes cycling around the island every year.
3. After three months of technical training, each team member will be in charge of running a new farm.
4. The principal has repeatedly reminded the volunteers of their important responsibilities in this science and technology exhibition.
5. The key to some people's success is that they always try their best to overcome difficulties instead of complaining about them.

Section B

(Answer for reference)

Dear Xiao Li,

I'm sorry to learn that you are unhappy about your overweight problem. Don't worry too much, but the first thing you should do is to look into its causes. Maybe you've developed an unhealthy habit. Or probably you have to handle pressure in studies recently. Anyway, I think you should try changing

your lifestyle and eating habits because a healthy lifestyle or a good eating habit plays an important role in losing weight. If you are under a lot of pressure to perform well in school, you can turn to your teachers for advice on how to study efficiently.

If you describe your problem more specifically, we'll talk about it more deeply next time. Hope to hear your good news soon.

Best wishes,

Wang Gang

Speaking

Section A

(Omitted)

Section B

Script

Make quick responses to the sentences you have heard.

1. She really danced excellently in the opening ceremony of the art festival.
2. A famous linguist is coming to our school to give a lecture tomorrow afternoon.
3. Excuse me. My 3D printer doesn't work. Could you help to fix it?
4. Wow, you're so slim and look much healthier now. How did you manage to lose so much weight?

(Answer for reference)

1. I can't agree with you more. / Well, but I don't like her dance style.
2. That's really fantastic. / That's great, but I'll have to attend a test then.
3. Let me have a look first. / Sorry, I can only fix ordinary printers.
4. I jog for one hour every evening. / By exercising every day and eating less in the evening.

Section C

(Answer for reference)

Questions 1–2:

- * Are the stories in the book about successful people?
- * How many stories are there in the book?
- * How long did it take you to read the book?
- * Who do you think the stories are popular with?
- * Is it worth recommending to your classmates or friends?

Questions 3–4:

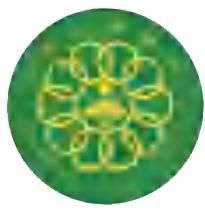
- * What does the robot look like?
- * Is it made in China or in another country?
- * Why did the school want to buy the robot?
- * What service does it offer us?
- * How can it affect our school life?

Section D

(Answer for reference)

In a relatively simple hair salon, there are two barber chairs. On the left chair sits a customer, surrounded by a white cloth, and a robot arm with a base is giving the customer a haircut. There is no one on the chair on the right, and a barber, about 50 years old, stands next to the chair, his hands folded, as if waiting for a customer. Against the closed door on the right leans a young man in his early twenties, facing the barber while playing with his mobile phone. The young man seems to be saying to the barber: "I'm going to wait for the robot arm."

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