

普通高中

ENGLISH

英语

选择性
必修
第二册



教学参考资料

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上海外语教育出版社

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前 言

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

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

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

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

使 用 说 明

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

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

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

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

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

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

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

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

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

《高中英语》（上外版）教学参考资料板块说明

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

【选择性必修课程教学参考资料板块说明】

1. 单元教学内容与目标 (Content and Objectives)

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

2. 单元导入 (Getting Started)

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

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

3. 阅读-课文 (Reading A)

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

4. 阅读-读后感触 (Personal Touch)

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

5. 阅读-语篇理解 (Reading Comprehension)

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

6. 阅读-词汇聚焦 (Vocabulary Focus)

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

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

7. 阅读—语法使用（Grammar in Use）

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

8. 视听说（Listening, Viewing and Speaking）

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

9. 拓展阅读（Reading B）

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

10. 思辨训练 (Critical Thinking)

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

11. 写作训练 (Writing)

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

12. 项目探究 (Further Exploration)

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

13. 文化链接 (Culture Link)

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

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

14. 自我评价（Self-assessment）

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

15. 文学角（Literature Corner）

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

16. 补充阅读（Additional Reading）

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

单元课时分配建议

根据《普通高中课程方案》的课时要求，每单元的建议教学时间为9课时，包括教材和配套材料的学习时间。本套教材平均每单元教学时间为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：

单元课时分配建议

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

备选教学活动难度标识：★较易，★★中等，★★★偏难。

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

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In this unit, we are going to

- ▶ describe scientists and their work;
- ▶ deepen an understanding of challenges faced by scientists from different cultures and their achievements;
- ▶ analyse and evaluate people's attitudes towards difficulties;
- ▶ identify the author's feelings in reading, and write a descriptive essay.



Unit 1

Scientists

Look deep into nature, and then you will understand everything better.

— Albert Einstein

Getting Started

 Look at the picture on the left and answer the questions.

1. What do you think the man is doing?
I think he is trying to pick up the insect.
2. What kind of scientist might he be? Why?
He might be a biologist because he is working in the forest and picking up the insect.
3. What kind of scientist do you want to become if you are interested in science?
*I want to be a geologist in the future because I want to explore the mystery of the earth.
(Answers may vary.)*

单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“科学与技术”	<ul style="list-style-type: none"> 能描述科学家和他们的工作； 能理解不同文化环境中科学家所面临的挑战，了解他们所取得的成就，并分享自己的观点； 能分析和评价科学家面对困境的态度； 能在阅读中判断作者的情感态度，能运用细节描写等描述类文章的写作方法。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳以人物贡献、人物特点和人物经历为主要内容的人物报道类文章的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能概括人物传记的文体特征。
	听力语篇	<ul style="list-style-type: none"> 能总结人物生平介绍类语篇的主要特征。
	视听语篇	<ul style="list-style-type: none"> 能获取视频中的画面、背景、声音和语言等资源传达的有关科学家的信息。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏、停顿等的变化表达意义、观点、意图和情感等。
	词汇	<ul style="list-style-type: none"> 能在语境中理解具体词汇的意义和功能以及作者的意图和态度； 能建构与科学家主题相关的词汇语义网，运用词汇表达意义。
	语法	<ul style="list-style-type: none"> 能概括 -ing 和 -ed 形式作表语的用法； 能在语篇中判断 -ing 和 -ed 形式作表语的表意功能； 能在表达中恰当使用 -ing 和 -ed 形式作表语。
	语篇	<ul style="list-style-type: none"> 能归纳以人物贡献、人物特点和人物经历为主要内容的人物报道类文章的语言特征； 能概括人物传记的结构特征、内容特征和语言特征； 能判断语篇中句子、句群和段落之间的语义逻辑关系。
	语用	<ul style="list-style-type: none"> 能依据语篇内容判断本单元语篇的写作目的、对象以及作者观点、意图和情感等； 能运用功能语言和得体语言形式表达兴趣、态度、意图和个人观点； 能根据交际场合和交际对象，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现象与文化价值观念，如科学家的精神品质； • 能简要介绍科学界的知名奖项——诺贝尔奖的一些相关知识； • 能利用本单元提供的研究性学习，列举中国科学家的精神品质和成就。
语言技能	听	<ul style="list-style-type: none"> • 能在听的过程中有选择地记录相关信息。
	说	<ul style="list-style-type: none"> • 能在听和看的基础上，清晰地表达个人感受和观点； • 能讲述科学家的故事。
	读	<ul style="list-style-type: none"> • 能获取阅读语篇 A 中的人物报道的主要内容，包括人物的突出贡献、人物的身份和主要经历、人物的精神品质等； • 能概括阅读语篇 B 中人物传记的主要内容，包括人物的主要成就和社会影响、人物的生平经历、人物的精神品质等。
	看	<ul style="list-style-type: none"> • 能理解和概括视频中多模态资源所传达的女科学家们的主要成就。
	写	<ul style="list-style-type: none"> • 能写一篇 100—120 词的描述性作文，记述自己经历过的一次科学体验。
学习策略	听	<ul style="list-style-type: none"> • 能利用听力语篇的必要成分获取其中的大意和细节。
	说	<ul style="list-style-type: none"> • 能在口语交际中提出询问和给出建议。
	读	<ul style="list-style-type: none"> • 能在阅读中依据作者所选用的词汇、句子结构和修辞手法判断作者的情感态度。
	写	<ul style="list-style-type: none"> • 能运用描述类文章的写作方法组织写作内容。
	元认知	<ul style="list-style-type: none"> • 能根据自身情况制定合适的学习计划； • 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。

READING A

What difficulties might scientists face when collecting seeds in high-altitude areas? Read the text about a biologist who devoted his life to the work he had chosen to do.



SAVING XIZANG ONE SEED AT A TIME

Today, more than 40 million seeds from nearly 1,000 different kinds of plants have been collected from the Qinghai-Tibet Plateau. We owe this to Zhong Yang, a professor of biology at Fudan University and Xizang University, who saw the value of studying plants.

Zhong spent a lot of time and effort building a collection of seeds for China's national seed bank. A seed bank preserves plant seeds and may have medical or agricultural value in the future. Storing seeds also protects biodiversity — the balanced variety of plant and animal life in the world.

More than 80 percent of the seeds that Zhong collected are from

the Qinghai-Tibet Plateau — a large elevated plain that is also known as the “roof of the world.” The plateau is home to almost one fifth of China’s plants and is therefore an important resource. However, it is highly challenging for people to collect seeds from the plateau. One has to deal with varying climates and environments depending on an area’s position above sea level. In fact, a third of the seeds collected on the plateau were found at a height of 4,000 metres above sea level! On top of that, the seed bank requires that at least 5,000 seeds of each plant be collected so they can be preserved for more than 100 years.

Some seeds are easy to collect

Getting Started

教学内容与要求

- 能通过看图，讨论科学家的工作；
- 能通过交流，分享自己对哪类科学工作感兴趣；
- 能运用与科学相关的主题词汇描述对科学工作的理解，构建本单元主题词汇语义网。

教学建议

1 Have students look at the picture and describe what the man is doing. Scaffolding questions like “Where could he possibly be?” or “Why is he doing that?” could be asked.

2 Have students make predictions about the man’s occupation based on the picture and their previous description.

3 Have students work in pairs and talk with each other about their dreams of becoming scientists if they have any. To engage students who may not be interested in science, teachers could ask questions like “Why aren’t you interested in science?” or “What are the obstacles to becoming a scientist?”.

4 Have students read the quote from Albert Einstein and discuss why looking deep into nature will make people understand everything better. If possible, have students come up with one or two examples to illustrate their point.

Reference answer:

When we look deep into nature, we will find out the rules behind it. Different as things in the world seem to be, the rules behind them are similar. For example, observing ants or bees in a colony may help people think about how human society is both similar to, and different from, animal societies.

Suggested Activities 见 page T17d。

Reading A

教学内容与要求

- 能依据人物报道类文章的文体特征分析语篇内容，分享人物的突出贡献、主要经历和精神品质等主要内容；
- 能依据语篇的成分概述其内容；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的观点、意图以及语篇的写作目的和对象；
- 能发现并讨论语篇中的文化现象及其所隐含的价值观，如科学家的精神品质。

难句注释

1. **We owe this to Zhong Yang, a professor of biology at Fudan University and Xizang University, who saw the value of studying plants. (lines 4–7)**

句中 a professor of biology ... 为同位语，说明前面的 Zhong Yang。整句意为“这要归功于复旦大学、西藏大学的生物学教授钟扬，是他看到了植物研究的价值。”

2. **One has to deal with varying climates and environments depending on an area’s position above sea level. (lines 25–28)**

句中 varying 是 vary 的现在分词作定语，修饰 climates 和 environments，意为“不断变化的，各不相同的”；depending on an area’s position above sea level 在句中作定语。整句意为“人们必须应对不同海拔位置的各种气候和环境。”

词汇释义

• seed (line 1)

n. the small hard part produced by a plant, from which a new plant can grow 种子；籽
These vegetables can be grown from seed.
这些蔬菜可以撒籽栽种。

Large television screens were positioned at either end of the stadium. 体育场的两端安装了大型电视屏幕。

• owe (line 4)

v. to have something because of the help or influence of sb or sth 应把……归功于

The hotel owes its success to brand image.

这家酒店的成功要归功于品牌形象。

to feel that you ought to do sth for sb or give them sth, especially because they have done sth for you 欠（情）

Thanks a lot for being so understanding about all this and I owe you one! 非常感谢你对这一切这么通情达理，我欠你一个情！

• on top of sth (line 31)

除……之外

Employees who can accomplish the tasks well will get an extra bonus on top of salary. 能够出色完成任务的员工除了工资之外，还有额外的奖金。

• available (line 42)

adj. that you can get, buy or find 可获得的；可购得的；可找到的

We'll send you a copy as soon as it becomes available. 这本书一有货我们就会给您寄一本去。

• elevated (line 19)

adj. higher than the area around; above the level of the ground 高的；升高的；高出地面的

This hotel has an elevated position above the village. 这座旅馆位于村子的高处。

• allergy (line 49)

n. a medical condition that causes you to react badly or feel ill/sick when you eat or touch a particular substance 过敏反应

Food allergies can result in an enormous variety of different symptoms. 食物过敏会导致出现大量不同的症状。

• plain (line 19)

n. a large area of flat land 平原

The North China Plain is one of the most important agricultural regions in China. 华北平原是我国最重要的农业区之一。

adj. easy to see or understand 清楚的；明显的；浅白的

He has made his feelings plain enough with the help of the pictures. 借助这些图片，他把自己的感受表达清楚了。

• despite (line 52)

prep. used to show that sth happened or is true although sth else might have happened to prevent it 即使，尽管

Her voice was shaking despite all her efforts to control it. 她的声音在颤抖，尽管她竭尽全力控制它。

• position (line 27)

n. the place where sb/sth is located 位置；地方

From his position on the cliff top, he had a good view of the harbour. 他在悬崖之巅，海港景色一览无余。

v. to put sb/sth in a particular position 安装；安置；使处于

• hardship (line 53)

n. a situation that is difficult and unpleasant because you do not have enough money, food, clothes, etc. 艰难；困苦

It is their stories that encourage so many others to endure hardship to achieve their goals. 正是他们的故事激励了其他许多人克服艰难困苦去达到他们的目标。

• **countless (line 54)**

adj. very many; too many to be counted or mentioned 无数的；数不尽的

The new treatment could save the lives of countless people. 新的治疗方法可拯救无数人的生命。

• **devoted (line 56)**

adj. having great love for sb/sth and being loyal to them 挚爱的；忠诚的；全心全意的

They are devoted to their children. 他们深爱着自己的孩子。

• **unfortunate (line 67)**

adj. having bad luck; caused by bad luck 不幸的；倒霉的

He was unfortunate to lose in the final round. 他不幸在最后一轮输了。

if you say that a situation is unfortunate, you wish that it had not happened or that it had been different 令人遗憾的；可惜的

It was unfortunate that he couldn't speak English. 可惜他不会讲英语。

• **the tip of the iceberg (lines 69–70)**

(问题的) 冰山一角

It is also essential to point out that these cases are only the tip of the iceberg. 非常有必要指出，这些事例只不过是冰山一角。

难句注释

3. On top of that, the seed bank requires that at least 5,000 seeds of each plant be collected so they can be preserved for more than 100 years. (lines 31–34)

句中 that at least 5,000 seeds of each plant be collected 是 require 后面的宾语从句，其中 be collected 是省略了 should 的虚拟语气。整句意为“此外，种质库要求每种植物的种子至少要搜集 5 000 颗，以此保证这些种子能够保存 100 年以上。”

4. “After staying some years in Xizang, I have realised that Xizang needs an educator more than a biologist,” Zhong once said. (lines 58–61)

句中 more than 意为“更加”。整句意为“钟扬曾说：‘在西藏待了几年之后，我意识到，比起生物学家，西藏更需要教育家。’”

语篇分析

本文的语篇类型是人物报道。语篇内容是关于生物学家钟扬的感人事迹。钟扬生前系复旦大学教授、博士生导师并兼西藏大学教授。他长期致力于生物多样性研究和保护，率领团队跋涉青藏高原，采集了四千多万颗植物种子；他艰苦援藏十几年，为西藏培育科研人才。他为中国的科研事业、教育事业奉献了自己的一生。语篇结构分三个部分。第一部分为第一自然段，简要介绍了钟扬的身份和其主要贡献；第二部分为第二段到第六段，介绍人物的主要经历，刻画人物性格，突出其可贵品质；第三部分为最后两段，通过引用钟扬的话升华主题。语言特征方面，该文一方面通过大量数据来刻画钟扬工作的艰辛及其不畏艰难、勇于拼搏的品质，突出他所作出的巨大贡献；另一方面，还通过直接引用人物说的话，以及运用具体描述人物工作状态的词汇，使人物的形象更为生动感人。语篇的主题意义在于引导学生体会科学家钟扬的不畏艰难、勇于奉献的可贵品质和崇高精神，鼓励学生形成积极作为、踏实勤奋和努力钻研的学习态度，以及为人类奉献的精神品质。

背景介绍

1. This article is adapted from “Saving Xizang One Seed at a Time,” a newspaper article written by Zhao Wen, published in *Shanghai Daily* in 2014.
2. Launched on October 1, 1999, *Shanghai Daily* is a member of Shanghai United Media Group. It's the first local English-language daily newspaper on the Chinese mainland and is the primary source of information for English readers in Shanghai and the Yangtze River Delta Region.

Personal Touch

教学建议

1. Ask students to answer the question right after reading the text for the first time.
2. Invite some students to share their answers with the class.

参考答案

Yes, I find his story impressive and touching. He devoted his whole life to research and education. He never regretted being a scientist though he suffered so much in order to build a collection of seeds for China's national seed bank. I think he had a great love for his career and his country. (Answers may vary.)

while others are more difficult. One seed that is hard to collect is from a special species of peach. In order to get 5,000 seeds, Zhong and his students 40 started eating the peaches, lots of the peaches. "Since there is no suitable machine available for collecting the pits, we have to eat the peaches, which taste awful. But this is the safest way to get 45 the seeds," Zhong said.

Every year, Zhong and his students walked at least 10,000 kilometres to collect seeds. They sometimes fell ill because they had plant allergies. Also, 50 to save time, Zhong and his students ate only one meal a day while travelling to the mountains. Despite all these hardships, they persisted.

Zhong spent countless hours 55 collecting seeds in Xizang. While he was deeply devoted to this work, he also

believed in improving education there. "After staying some years in Xizang, I have realised that Xizang needs an 60 educator more than a biologist," Zhong once said. As a biology professor at Xizang University, Zhong helped to develop programmes of study in biology and other sciences.

Zhong first started his work in Xizang in 2001 and worked on his research until he died in an unfortunate car accident in 2017. Zhong was aware that his research had touched only the 70 "tip of the iceberg." There was so much more to do.

"I have never regretted being a scientist," Zhong once said. "Imagine what you do today will benefit many 75 people, even after you die. Everything difficult is worth the price."

- Personal Touch



Do you find Zhong Yang's story impressive? Why?

Digging In

● Comprehension

I. Fill in the blanks according to the text.

Zhong Yang's major contribution as a scientist

More than 40 million seeds from nearly 1,000 different kinds of plants have been collected from the (1) Qinghai-Tibet Plateau

*collecting seeds in Xizang/
building a collection of seeds
for China's national seed bank*

Zhong's work in Xizang

Zhong spent a lot of time and effort (2) _____.

Zhong was also devoted to (3) improving education at Xizang University.

Zhong's attitude towards science

Zhong never regretted (4) being a scientist.

II. Answer the questions.

1. Why is it important to build seed banks?
A seed bank preserves plant seeds and may have medical or agricultural value in the future. Storing seeds also protects biodiversity — the balanced variety of plant and animal life in the world.
2. What challenges did Zhong Yang and his team face when collecting seeds in Xizang?
(1) *They had to deal with varying climates and environments depending on an area's position above sea level.*
(2) *A third of the seeds collected on the plateau were found at a height of 4,000 metres above sea level.*
(3) *They had to collect at least 5,000 seeds of each plant.*
(4) *Zhong and his students sometimes fell ill because of plant allergies.*
3. What did Zhong do as an educator in Xizang?
Zhong worked as a biology professor at Xizang University. He helped to develop programmes of study in biology and other sciences.
4. Why did Zhong never regret choosing his career?
According to Zhong, what a scientist does can benefit many people and everything difficult is worth the price.

III. Fill in the blanks with evidence from the text to support the statement about Zhong Yang. An example is given.

Statement:

Zhong was very hard-working and tough.

Evidence:

- He had to deal with varying climates and environments depending on an area's position above sea level.
 - *Every year, Zhong and his students walked at least 10,000 kilometres to collect seeds.*
 - *Zhong and his students sometimes fell ill because of plant allergies.*
- To save time, Zhong and his students ate only one meal a day while travelling to the mountains.*
...

IV. What other qualities do you think Zhong Yang had as a scientist and educator? Support your opinion with evidence from the text.

Comprehension

教学建议

- I**
1. Before students read the text for the first time, ask them to reflect on what they've learnt in biology class and think about the following questions.
 - (1) What are the functions of seeds in nature?
 - (2) Why do scientists collect and preserve seeds?
 2. Ask students to divide the text into different parts while reading and summarise the main idea of each part.
 3. Have students fill in the blanks based on the information in the text after reading.
 4. Have students share their answers with their peers.
- II**
1. Have students read the four questions before their second reading.
 2. Have students locate the key information of each question by identifying the signal phrases in the text like *a seed bank*, *collecting seeds in Xizang*, *Xizang needs an educator*, and *have never regretted being a scientist*.
 3. Have students share their answers in class. Remind them that their answers should be based on the information in the text.
- III**
1. Have students read the statement first and then read the text, ask them to underline the supporting evidence of the statement. Numbers, descriptions of actions and other details can serve as convincing evidence.
 2. Ask students to paraphrase each piece of evidence.
 3. Divide students into groups of four and have them exchange their evidence with group members.
 4. Invite one student from each group to share their evidence with the class. Other groups can add new evidence if they have any.
- IV**
1. Get students to form groups of four and have them brainstorm as many qualities Zhong Yang might have had as a scientist and educator as possible. After the brainstorming, ask them to make a list of the possible qualities, with the most-likely qualities on the top.
 2. Have students read the text again to find the evidence to support the qualities in the list. Tick the qualities that could be supported by the text and cross those that can't be supported.
 3. Have students share the evidence they have found in the text with group members.
 4. Invite one student from each group to share his or her group's idea with the class. Remind students that while the representative of one group is presenting their idea, the other groups serve as judges to see if the qualities can be properly supported by the evidence from the text.

参考答案

IV I think Zhong Yang was responsible and considerate.

Evidence:

1. To collect the seeds from a special species of peach, Zhong and his students ate the peaches which tasted awfully bad in order to protect the pits from being harmed by machines.
2. Zhong Yang was not only devoted to science, but also noticed that Xizang needed an educator more than a biologist. So he helped to develop programmes of study in biology and other sciences at Xizang University.

(Answers may vary.)

Suggested Activities 见 pages T17d–T17f.

Vocabulary Focus

教学内容与要求

- 能判断词汇在语境中的意义和语用功能，学习关于科学家以及科学家精神的主题词汇；
- 能在语篇的理解中建构与科学家有关的词汇语义网，在表达中运用所学的核心词汇。

词汇分类

识别词汇△：elevated, allergy, hardship, countless

运用词汇：seed, owe, plain, position, available, despite, devoted, unfortunate, accident

常用词组：on top of sth, the tip of the iceberg

教学建议

I Key Vocabulary

- Get students to pick up the target words and expressions in context through interaction. (See suggested activities on pages T17f–T17g.)
- Have students read through the words and expressions in the left column and locate them in **Reading A**.
- Get students to form groups of four and have them explain the meaning of each word or expression. If they have difficulty in explaining, have them refer to the Words and Expressions list.
- Have students read through the definitions in the right column and match each word or expression with its corresponding definition.
- Get students to read the passage and fill in the blanks. If they are not sure about the answers to some blanks, have them finish other blanks first, and then go back to figure out the answers to the remaining blanks.
- Invite students to share their answers with the class.
- Ask students to choose at least three words or expressions in the left column and retell the text in their own words. Encourage students to be creative and try to retell the text from Zhong Yang's or his students' perspectives.

● Vocabulary Focus

I. Key Vocabulary

Match the words or expressions with their definitions. Then fill in each blank with one of the words or expressions in its appropriate form to complete the passage.

- | | |
|---------------------|---|
| (1) plain | a. the small hard part produced by a plant, from which a new plant can grow |
| (2) (be) devoted to | b. the study of the life and structure of plants and animals |
| (3) challenging | c. to do good to |
| (4) variety | d. a large area of flat land |
| (5) biology | e. marked by differences |
| (6) seed | f. suddenly become ill |
| (7) varying | g. to have sth because of the help or influence of sb or sth |
| (8) benefit | h. giving sb or sth a lot of love and attention |
| (9) fall ill | i. difficult in a way that tests one's ability |
| (10) owe | j. different kinds of sth |

Today, more than 40 million seeds have been collected from the Qinghai-Tibet Plateau. We 1 **owe** this to Zhong Yang, a professor of 2 **biology**. Zhong arrived in Xizang in 2001 to collect seeds for scientific purposes. His work provided a great start to China's national seed bank. A seed bank stores plant seeds and may have medical or agricultural value in the future. It can also protect biodiversity — the balanced 3 **variety** of plants and animals.

Zhong and his students spent a lot of time and effort collecting seeds from the Qinghai-Tibet Plateau — a large elevated 4 **plain** that is also known as the "roof of the world." The work was highly 5 **challenging** for Zhong and his team. They had to deal with 6 **varying** climates and environments there. Some 7 **seeds** grow at high altitudes and Zhong and his students had to walk a long way to collect them. They sometimes 8 **fell ill** because of plant allergies. Despite all these difficulties, they continued their work.

While Zhong 9 **was devoted to** collecting seeds in Xizang, he also spent a lot of time improving education there. He worked as a biology professor at Xizang University and helped to develop programmes of study in biology and other sciences.

Zhong never regretted being a scientist. He believed a scientist's work could 10 **benefit** all mankind.

II. Topic-Related Expressions

Fill in the blanks with the expressions given in the box to complete the passage. Note that there are two more options than you need.

science fiction
scientific progress
scientific process

landing a spaceship
digital learning tools
computer technology

online learning
outside of labs

information age
outer space

Science plays a major role in society. Because of science, human understanding of the past, present, and future is continually changing. For example, decades ago the idea of 1 landing a spaceship on the moon would have seemed impossible. Today it is a mark of 2 scientific progress. Events once regarded as material for 3 science fiction, such as landing on Mars, now seem possible.

Science and technology can be found in nearly all aspects of everyday life. For example, if electricity had never been discovered, telephones, lights, and televisions would not exist. Advances in electronics have brought us into what is called the 4 information age. Because of 5 computer technology, information can be processed in seconds.

At one time, computers were extremely expensive. They were rarely found 6 outside of labs and large companies. But now computers can be found in many homes, schools, stores and libraries. Computers are also used in many places. They are used as 7 digital learning tools in schools, to monitor heating systems at home and to guide satellites and space research. In the future, computers may even have microprocessors produced in 8 outer space.



● Grammar in Use

-ing/-ed forms 4 — used as predicatives

I. Compare and tell the difference in the uses of the underlined parts in each pair of sentences.

1. a. He spends a lot of time with animals every day. Studying animals is his job.
b. He spends a lot of time with animals every day. His job is studying animals.
2. a. The upcoming field trip got him worried.
b. He seemed worried about the upcoming field trip.
3. a. Zhong Yang was devoted to scientific work.
b. Zhong Yang was a devoted scientist.
4. a. It was frightening for him to carry out that dangerous experiment.
b. He felt frightened to carry out that dangerous experiment.

II Topic-Related Expressions

1. Have students read through the expressions in the box and work in pairs to make sentences using the expressions. If possible, students can come up with some expressions related to the given ones. For example,
landing a spaceship – launching a spaceship;
digital learning tools – physical learning tools;
online learning – offline learning;
information age – stone age, etc.
2. Get students to read the passage and figure out what kind of expression is needed in each blank, whether it is a noun, a verbal or a propositional phrase.
3. Have students fill in the blanks based on the meaning of each expression. If they are not sure about the answers to some blanks, have them finish other blanks first, and then go back to figure out the answers to the remaining blanks.
4. Invite students to share their answers with the class.

Suggested Activities 见 pages T17f–T17g。

Grammar in Use

教学内容与要求

- 能概括 -ing 和 -ed 形式作表语的用法；
- 能在语篇中判断 -ing 和 -ed 形式作表语的表意功能；
- 能在表达中恰当使用 -ing 和 -ed 形式作表语。

教学建议

I

1. Have students read the four pairs of sentences first and remind them to focus on the underlined parts in each pair.
2. Help students analyse the function of -ing or -ed form in each sentence and have them identify how the -ing and -ed forms are different when used as the predicatives. Remind students that the -ing and -ed forms of some verbs have already been used as adjectives.
3. If necessary, offer and explain grammar terms (subject, attribute, predicative, etc.) to students to help them have a clearer understanding.
4. Encourage students to come up with as many pairs of sentences with -ing and -ed forms as possible and have them describe the use of -ing or -ed form in each sentence.

参考答案

I

1. a. The underlined part “Studying animals” is used as a subject.
b. The underlined part “studying animals” is used as a predicative.
2. a. The underlined word “worried” is used as an object complement. It is used to modify the object “him.”
b. The underlined word “worried” is used as a predicative.
3. a. The underlined word “devoted” is used as a predicative.
b. The underlined word “devoted” is used as an attribute. It is used to modify the word “scientist.”
4. a. The underlined word “frightening” is used as a predicative.
b. The underlined word “frightened” is used as a predicative.

Notes: Some participles (like “frightened” or “frightening”) can be used as adjectives. The past participle (ending in -ed) is used to describe how someone feels, while the present participle (ending in -ing) is used to describe what made them feel that way.

II

1. Have students read **Grammar Highlights** on text page 9 and underline the linking verbs and predicatives in the examples given.
2. Have them explore and find out the differences between -ing and -ed forms when used as predicatives. Ask them to explore the reasons for the different usage of -ing and -ed forms.
3. Allow students some time to read the four dialogues and fill in the blanks using the correct forms of the words given in brackets.
4. Ask students to think about the reasons for their answers. For example, the meaning of the -ing or -ed form and connection between -ing or -ed form and the subject of the sentence.
5. Invite students to share their answers and the reasons behind them with the class.

III

1. Have students figure out the meaning of the -ing or -ed form of each word.
2. Get students to read the passage and fill in the blanks with the proper forms of the words chosen.
3. Ask students to check their answers based on the main idea of the passage and the grammar rules mentioned in **Grammar Highlights**.
4. Invite students to share their answers in class.

Suggested Activities 见 pages T17g–T17h.

Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as predicatives that provide specific information about the subjects of the sentences. They usually come after linking verbs: *be, seem, get, look, become, appear*, etc. For example:

- *His job is studying animals.*
- *The findings seemed amazing.*
- *All these mysteries remain unsolved.*



II. Complete the dialogues with the *-ing* or *-ed* forms of the words given in brackets.

1. A: What's wrong with our data?
B: I have no idea. The problem is quite puzzling (puzzle).
2. A: What's your dream job?
B: My dream job is exploring (explore) space. I always admire astronauts.
3. A: How did your parents react when they learned that you'd won the school science prize?
B: They were excited (excite) at the news.
4. A: Why is Professor Chen upset?
B: Because he's disappointed (disappoint) at the results of his patent application.

III. Complete the passage using the *-ing* or *-ed* forms of the given verbs.

| **travel let excite surprise know**

The first living things to travel in space were not human beings. They were animals. It sounds 1 surprising, doesn't it?

In 1952, the United States sent two monkeys named Patricia and Mike into space. Scientists wanted to see what would happen when the spaceship reached a height of 36 miles at a speed of 2,000 miles per hour. The findings seemed amazing. The monkeys survived! The scientists were 2 excited to find out that living things could survive the trip into space. Patricia and Mike landed safely and went to live at a park in Washington, D.C.

A dog named Laika was 3 known as the first living thing to travel around the Earth in a spaceship. She was sent into space in 1957. Her job was 4 travelling inside the spaceship and 5 letting scientists monitor her heart rate, breathing, and blood pressure during the trip. In this way, the scientists were able to learn about the effects of space travel on living things.

Animal astronauts helped pave the way for human astronauts. Thanks to these animals, scientists learned that humans could survive space travel.

Listening, Viewing and Speaking



Stephen Hawking (Radio programme) 音频文本见 pages T17a – T17b

I. Answer the questions.

What do you know about Stephen Hawking? What is he famous for?

II. Listen and choose the best answer.

This passage mainly introduces Stephen Hawking's _____.

- A. sufferings during his lifetime
- B. sufferings and great achievements
- C. attitudes towards science
- D. best-selling books

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

He was diagnosed with a disease called amyotrophic lateral sclerosis, or ALS, at the age of 21. At the time, doctors 1 predicted he would only live a few years. But he proved them wrong by surviving for more than 50 years more and 2 continuing his scientific work.

The disease eventually put him in a wheelchair and took away his 3 ability to speak. For many years, Hawking 4 communicated by using a voice synthesizer.

In his 2013 book, *My Brief History*, Hawking wrote about first learning of the illness: "I felt it was very 5 unfair — why should this happen to me?" He added: "At the time, I thought my life was over and that I would never realise the potential I felt I had." "But now, 50 years later, I can be quietly 6 satisfied with my life," he wrote.

IV. Discuss the question.

What do you think is the relationship between suffering and success? Give your reasons.



Do You Know These Female Scientists? (TV programme) 视频文本见 pages T17b – T17c

I. Answer the question.

Have you heard of any famous female scientists? Name a few.

I've heard of two female scientists. They are Marie Curie and Tu Youyou. (Answers may vary.)

II. Watch the video clip about some female scientists and match the scientists with the descriptions.

- A. Marie Curie
- B. Tu Youyou
- C. Jane Goodall
- D. Grace Hopper
- E. Rosalind Franklin

- 1. one of the most important people in the development of modern computer software
- 2. one of the major contributors to the discovery of the structure of DNA
- 3. a researcher on animal behaviour, especially chimpanzee behaviour
- 4. a Nobel Prize winner for her achievements in two different areas
- 5. a Nobel Prize winner for discovering artemisinin, which is now widely used to treat malaria

Listening, Viewing and Speaking

教学内容与要求

Listening

- 能依据听力材料的内容，获取霍金的身份、生平、经历和主要成就等内容；
- 能在听的过程中有选择地记录所需细节信息。

背景介绍

This audio is about Stephen Hawking. It introduces his major achievements as a world-famous theoretical physicist. It also talks about Hawking's disease, books and research work.

教学建议

- I Have students discuss the questions in Exercise I before listening. If they have difficulty in answering the questions, offer them some key words like “wheelchair” “black hole” and “A Brief History of Time” to help them recall their prior knowledge of Stephen Hawking.
- II
 1. Have students glance at the four choices quickly and guess the main idea of the passage based on their personal understanding.
 2. Play the radio programme for the first time and have students listen for the main idea, and choose the answer.
- III
 1. Have students read the short passage first to familiarise themselves with the main idea of the radio programme.
 2. Play the radio programme for a second time and ask students to listen carefully, pay attention to the numbers to grasp related details and fill in the blanks.
 3. Invite students to share their answers with the class. Replay a certain part of the radio programme if necessary.
- IV
 1. Have students form groups of four and discuss the question.
 2. Invite group representatives to share their ideas with the class.
 3. Remind students to use a mind map or diagram to help them have a better illustration of the ideas if necessary.

参考答案

- I Stephen Hawking is regarded as one of the greatest physicists of our time. He is famous for his work on black holes and relativity. He suffered from a serious disease for most of his adult life, and as a result, he could neither speak nor walk. However, he was very tough and continued his scientific research with great determination. (Answers may vary.)
- IV In my view, suffering is one of the must-go-through periods in people's road to success. No one can succeed easily. Only after going through suffering can one achieve success in what he/she does, just as an old saying goes, “No pain, no gain.” (Answers may vary.)

Suggested Activities 见 pages T17h–T17i。

教学内容与要求

Viewing

- 能依据视频材料的内容，获取有关几位女科学家的研究领域和主要成就的信息；
- 能获取视频中画面、图像、声音、符号和色彩等非文字资源传达的信息。

背景介绍

This video introduces some famous female scientists, including the major facts of their life and their scientific achievements.

教学建议

- I Have students discuss and name as many female scientists as possible.
- II
 1. Before students watch the video clip, have them read the names of the female scientists and ask them what they know about the scientists.
 2. While students are watching the video clip, ask them to pay attention to the major achievements of each scientist.
 3. After students watch the video clip, have them match the scientists with their achievements.
- III
 1. Before students watch the video clip for a second time, have them read the three questions.
 2. Ask students to pay attention to the details while they watch the video. They can take notes if necessary.
 3. After students watch the video clip, have them share their answers with the class.
- IV
 1. Have students form two groups. One group holds the opinion that scientific progress is a good thing while the other group thinks it a bad thing.
 2. Have students discuss with their group members and come up with as many arguments as possible.
 3. Organise a class debate to have students exchange their ideas about this topic.

参考答案

IV I think scientific progress is always a good thing because it frees human beings from manual labour and makes life much more convenient. For example, the invention of the washing machine freed people from hand-washing clothes, thus saving time for entertainment or family activities. In addition, the development of the Internet makes online courses available to most students, making it possible for them to have classes at home. (Answers may vary.)

Suggested Activities 见 pages T17i–T17j。

教学内容与要求

Speaking

- 能搜集有关科学家的故事并梳理出相关信息；
- 能运用表示推荐功能的句型和词汇表达自己的观点。

教学建议

- Step 1: Have students make a list of famous scientists and collect stories about them.
- Step 2: Have students work in pairs and exchange the basic information of the stories and make comments on them.
- Step 3: Get students to discuss which stories to recommend. Remind students to give sufficient reasons for their choice. The sentence patterns in **Useful Expressions** may help with their discussion.
- Step 4: Ask students to recommend stories in the third-person perspective.

参考答案

I'd like to recommend a story of Albert Einstein, written by an American biographer. Albert Einstein was born on 14th March 1879 in Germany. His father was a well-known engineer and salesman. He excelled beyond anyone's imagination as a child and is known as the greatest genius in mathematics and physics who has ever lived. His early interest in physics and mathematics can be attributed to his father's company that sold devices running on direct current. Einstein published a lot of papers in 1905 and became famous among the scholars of physics, but it was his General Theory of Relativity that placed him securely among the geniuses of his field. The story about Einstein is wonderful. (Answers may vary.)

Suggested Activities 见 page T17j。

Culture Link 板块教学建议等见 page T17a。

III. Watch the video clip again and answer the questions.

1. Where did Marie Curie do most of her work? *She did most of her work in France.*
2. What does Jane Goodall's work show us? *Her work shows us that we're much closer to the animal kingdom than we thought.*
3. Did Rosalind Franklin win a Nobel Prize? How does the speaker feel about this?
No, she didn't. The speaker feels that it is not fair.

IV. Work in groups to discuss the questions.

Do you think scientific progress is always a good thing? Why or why not?



Culture Link

Nobel Prize Fast Facts

- Alfred Nobel, a notable Swedish chemist, established the prize in his will.
- Nobel Prizes are awarded for outstanding contributions in the areas of physics, chemistry, physiology or medicine, literature, peace and economic sciences. There is no Nobel Prize in Mathematics.
- Nobel Prize winners are called Nobel Laureates.



Recommending stories of scientists

Your school is going to hold a science festival. Your class is supposed to recommend a list of stories about scientists. Talk with a partner and decide which stories to recommend.

Step 1 Make a list of famous scientists and collect stories about them.

Step 2 Work in pairs. Share with your partner the basic information (main characters, plots, writers, etc.) of the stories and make comments on them.

Step 3 Discuss which stories to recommend to the class. During the discussion, you may give reasons for your recommendation.

EXAMPLE

A: What is your favourite story?

B: The story about Stephen Hawking.

A: Why do you like it?

B: I found it very engaging. I am quite impressed with his courage to face the difficulties in life. I really think you should read it. Which story do you recommend?

A: ...

Step 4 Each pair recommends stories of scientists to the class and explains why.

Useful Expressions

Asking for recommendations

What do you recommend?

Would you mind sharing your comments on ...?

What is your favourite ...?

Could you please make a recommendation about what to ...?

Giving recommendations

Why don't you ...?

I highly recommend ...

You should ... when you have spare time.

I really think you'll like it.

You will find it interesting.

READING B

ROSALIND FRANKLIN

Physical chemist Rosalind Franklin discovered through an X-ray photograph that the structure of DNA was a double helix¹. This discovery is considered one of the most important scientific advances in history. Over the course of her career, Franklin had an undying passion for science. Her work eventually became the basis of many other findings.

Rosalind Elsie Franklin was born in London, England on 25 July 1920. She came from an educated Jewish family. As a child, Franklin preferred facts and reasons to stories and make-believe. She knew she wanted to be a scientist when she was 15. In 1941, Franklin graduated from university despite her father's disapproval of higher education for women. At the young age of 26, Franklin had already published five papers on the physical structure of coal and carbon. Nothing got in the way of her scientific research, even though science was considered a "man's world." During World War II, Franklin continued to cycle to work while London was being bombed by Germany.

In 1945, Franklin earned her doctorate in physical chemistry from Cambridge University. After that, she worked in Paris. There, she mastered a special X-ray technique called X-ray crystallography², which eventually became an important part of her research.



Franklin returned to England in 1951 to work as an X-ray crystallography expert at King's College London. She was assigned to study the structure of DNA. However, her efforts often went unnoticed. Women in the field of science were not respected at that time. They could not eat lunch in the same room with the male scientists and they were not invited to join in after-work discussions.

As the only female on the DNA project, Franklin worked alone. She was close to solving the DNA puzzle. Franklin's skills in X-ray crystallography, coupled with her "extreme clarity and perfection," had resulted in the famous image — photograph 51. But Franklin was very careful and wanted more evidence. Without her knowledge, Maurice Wilkins and two other male scientists, James Watson and Francis Crick, got hold of her data. Soon after, Watson and Crick published their model of DNA based on Franklin's photograph.

Franklin eventually left King's College in 1953 and began her most

Reading B

教学内容与要求

- 能分析人物传记的语篇类型特点，包括人物背景、性格、事迹、评价等；
- 能利用语篇的话题词汇概述课文内容；
- 能发现并分享语篇中传递的价值观。

语篇分析

本文的语篇类型为人物传记。语篇内容是女科学家罗莎琳·富兰克林的生平经历和科学成就。语篇结构分为三个部分。第一部分为第一段，介绍人物的身份和在科学领域的突出贡献；第二部分为第二段到第六段，介绍人物的生平经历、由于性别而受到的不公正待遇以及事业上的成就；第三部分为最后一段，通过人物评价表达了作者对富兰克林所受偏见的不满。语言特征方面较为突出的是本文使用了许多表达人物性格和态度的词汇，以及一些表明作者观点和评价的语言。语篇的主题意义在于引导学生关注女科学家的遭遇与成就，培养学生不畏艰难、勇往直前的精神。

背景介绍

This article is adapted from “Rosalind Franklin”, an article published on the website of East Helena Public Schools.

难句注释

- Nothing got in the way of her scientific research, even though science was considered a “man’s world.” (lines 23–26)

句中 get in the way of 意为“妨碍，阻碍”。整句意为“即便科学在当时被认为是‘男人的世界’，但什么都阻挡不了她进行科学的研究的脚步。”

- If she were alive, would Franklin have been recognised for her work, alongside her fellow scientists? (lines 77–80)

句中 If she were... would Franklin have been... 采用混合虚拟语气。从句用 were 表示与当前事实相反的情况，主句用 would have done 表示与过去情况相反。整句意为“如果富兰克林还活着，她是否也会和她的同事们一起，因自己的研究而得到认可呢？”

词汇分类

识别词汇△: make-believe

运用词汇: advance, assign, unnoticed, couple, credit, crucial, fellow, head-on

常用词组: get in the way of

词汇释义

• **advance (line 6)**

n. progress or a development in a particular activity or area of understanding 进步, 进展

We live in an age of rapid technological advance. 我们生活在技术迅猛发展的时代。

v. to move forward towards sb/sth, often in order to attack or threaten them or it (为了进攻、威胁等) 前进, 行进

They had advanced 20 miles by nightfall. 夜幕降临时, 他们已前进了 20 英里。

staff. 对他的厚道, 员工们了然于心。

• **couple (line 53)**

v. to join together two parts of sth 连接, 结合

The two train cars had been coupled together. 两节火车车厢已经挂上钩了。

n. two people or things 两人; 两件事物

I saw a couple of girls playing badminton. 我看见两个女孩在打羽毛球。

• **credit (line 74)**

n. praise or approval because you are responsible for sth good that has happened 赞扬; 称赞; 认可

He is a player who deserves the credit. 他是一个值得赞扬的选手。

an arrangement that you make, with a shop/store for example, to pay later for sth you buy 赊购; 赊欠

We bought the dishwasher on credit. 我们赊购了一台洗碗机。

• **crucial (line 75)**

adj. extremely important, because it will affect other things 至关重要的; 关键性的

Winning this contract is crucial to the success of the company. 赢得这份合同对这家公司的成败至关重要。

- **fellow (line 79)**

adj. used to describe sb who is the same as you in some way, or in the same situation 同类的；同事的；同伴的；同情况的

He is my fellow passenger on the train. 他是和我同火车的旅伴。

n. a person that you work with or that is like you; a thing that is similar to the one mentioned 同事；同辈；同类；配对物

She has a very good reputation among her fellows. 她在同事中的口碑甚佳。

- **head-on (line 86)**

adv. if someone deals with a problem head-on, they do not try to avoid it, but deal with it in a direct and determined way 直接地；正面地

We should tackle a problem head-on. 我们应该正面处理问题。

Comprehension Plus

阅读策略

Identifying the author's feelings

An author's feelings are that writer's attitude towards the subject written about. Authors express their feelings through their word choice, sentence structure, and figurative language. They also express their feelings through the details and evidence they select to support an argument. For example, in **Reading B**, to illustrate “Women in the field of science were not respected at that time,” the author lists several pieces of evidence like “They could not eat lunch in the same room with the male scientists and they were not invited to join in after-work discussions” in order to support this point.

教学建议

- I
 1. Have students predict the difficulties Rosalind Franklin might have faced. After prediction, have them read the passage and check their answers.
 2. Have students locate the information related to the Nobel Prize. Ask students to find the reasons why Rosalind Franklin was not awarded the prize.
 3.
 - Have students locate the descriptions of the difficulties Franklin faced as a female scientist.
 - Have students highlight the adjectives in the descriptions and ask them what emotions these adjectives show. (crucial, unfair, etc.)
 - Have students read the descriptions of the difficulties again, underline any detail or evidence that impresses them, and get them to explore why the author describes it in this way. (took advantage of, gender inequality, never lost heart, etc.)
- II
 1. Have students read through the “Time” column and locate the information needed in the text by paying attention to the timeline.
 2. Remind students to
 - write down the key information;
 - reorganise the sentences if they are too long in the text.
 3. Have students make a presentation about Rosalind Franklin based on the information in the table.

参考答案

- I
 1. The difficulties that Franklin faced included her father's disapproval of her higher education, her unnoticed efforts and her data taken by two male scientists.
 2. The three male scientists got hold of her data and two of them published their model of DNA based on her photograph. Franklin's work went unnoticed.
 3. The author feels sorry for Franklin and thinks she was treated unfairly. The author uses words and expressions such as “sadly” (line 66), “gender inequality” (line 82) and “unfair” (line 82).

Suggested Activities 见 page T17k。

famous work on viruses. Sadly, in 1956, Franklin found that she had cancer, but she continued to work until her death in 1958. Four 70 years later, in 1962, the three male scientists who took advantage of her data won a Nobel Prize for their work on DNA. Franklin received no credit even though she had provided the crucial information that allowed 75 Watson and Crick to make their breakthrough. If she were alive, would Franklin have been recognised for her work, alongside her fellow 80 scientists?

One of Franklin's biggest problems was gender inequality — the unfair difference between the way men and women were treated. But she never 85 lost heart. She took up every challenge head-on so that she could do what she loved — and that was to be a scientist.



Notes

1. double helix (*see the picture above*)
2. X-ray crystallography: a scientific method used to see the three-dimensional structure of crystals.

● Comprehension Plus

I. Answer the questions.

1. What difficulties did Rosalind Franklin face?
2. Why was Franklin not awarded a Nobel Prize, despite the fact that she had provided key data about DNA's structure?

Reading Strategy **Identifying the author's feelings**

3. How does the author feel about the difficulties Franklin faced as a female scientist? Find evidence from the text to support your answer.

II. Fill in the table with key information about Rosalind Franklin's life and career.

Time	Event(s)
1920	Rosalind Franklin was born in London.
1941	Franklin graduated from university.
1945	Franklin earned her doctorate in physical chemistry from Cambridge University.
1951–1953	Franklin worked as an X-ray crystallography expert at King's College London. Her skills and her “extreme clarity and perfection” had resulted in photograph 51. However, Maurice Wilkins, James Watson and Francis Crick got hold of her data without her knowledge. Soon after, Watson and Crick published their model of DNA based on Franklin's photograph.
1956	Franklin found that she had cancer, but she continued to work.
1958	Franklin passed away.

Critical Thinking

Analysing and evaluating people's attitudes

- I. Reflect on what you have learned about Zhong Yang, Stephen Hawking and Rosalind Franklin in this unit. Fill in the table with the difficulties they faced, how they dealt with these difficulties and their qualities as scientists.

	What difficulties they faced	How they dealt with the difficulties	What qualities they had as scientists
Zhong Yang	<p>Zhong and his team had to deal with varying climates and environments depending on an area's position above sea level. They sometimes fell ill because of plant allergies. On top of that, the seed bank requires that at least 5,000 seeds of each plant be collected.</p>	<p>Despite all the hardships, Zhong persisted in doing his research. He never regretted being a scientist. According to him, everything difficult is worth the price.</p>	<ul style="list-style-type: none">• persistence in the face of difficulties• devotion to his work• selflessness• ... <p>(Answers may vary.)</p>
Stephen Hawking	<p>He was diagnosed with a disease called amyotrophic lateral sclerosis, or ALS, at the age of 21. At the time, doctors predicted he would only live a few years. The disease eventually put him in a wheelchair and took away his ability to speak.</p>	<p>When he first learned about the illness, he felt it was very unfair. At that time, he thought his life was over and that he would never realise the potential he felt he had. But he proved the doctors wrong by surviving for more than 50 years more and continuing his scientific work. He became quietly satisfied with his life.</p>	<ul style="list-style-type: none">• great brain power• creativity• curiosity• ... <p>(Answers may vary.)</p>
Rosalind Franklin	<p>Her efforts at work often went unnoticed. Women in the field of science were not respected at that time. They could not eat lunch in the same room with the male scientists, and they were not invited to join in after-work discussions. As the only female on the DNA project, Franklin worked alone. Moreover, three male scientists got hold of her data and published their model of DNA based on her photograph. They won a Nobel Prize for their work on DNA, but Franklin received no credit, because her contribution was unnoticed.</p>	<p>She never lost heart. She took up every challenge head-on so that she could do what she loved — and that was to be a scientist.</p>	<ul style="list-style-type: none">• talent in doing the research• courage in the face of hardships• ... <p>(Answers may vary.)</p>

- II. What other qualities do you think are important for scientists? Give your reasons.

The following qualities are given as examples.

- brain power (intelligence/talent)
- curiosity
- creativity
- communication skills in writing and speaking
- courage in the face of hardship or prejudice

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相关信息；
- 能分析和评价科学家应具备的重要品质并给出理由。

教学建议

- I
1. Ask students to read the table and reflect on what they have learnt in this unit.
 2. Have students fill in the table. They can refer to the texts in **Reading A**, **Reading B** and listening materials if necessary.
 3. Invite students to share their ideas with the class.
- II
1. Have students form groups and discuss what other qualities are important for scientists. They can think from the following aspects:

What **professionalism** is needed for scientists?

What **personalities** are essential for scientists?

What **interpersonal skills** should scientists have?

2. Ask students to explain why those qualities are important.
3. Organise a class vote to choose the five most important qualities scientists should have and ask students to give their reasons.

参考答案

- II Since doing research can sometimes be monotonous, scientists have to be curious and have a strong interest in what they are studying in order to stay motivated.
(Answers may vary.)

Suggested Activities 见 page T17l。

Writing

教学内容与要求

- 能根据科学探索方面的个人经历与感受写一篇 100–120 词的描述类文章；
- 能运用描述类写作中的常用技巧来刻画细节。

教学建议

Step 1

- Have students reflect on the purpose of descriptive writing and the items that have to be included in it. Remind them to think of a descriptive essay they've read and the four W's and one H (who, what, when, where, and how).
- Have students think of an experience they want to write about, list the four W's and one H as an outline and share the experience with their partner orally.

Step 2

- Have students read the sample writing and the **Guided Writing** box and ask them to pay close attention so as to figure out what sensory details and dialogues are. Encourage them to make their writing specific and vivid by making use of these methods.
- Ask students to reflect on the details of the experience they want to describe and come up with as many words as possible.
- Have students fill in the table with the descriptions they have come up with. Remind them to include as many details as possible.
- Have students again share their experience orally with their partner, this time adding dialogues and sensory details.

Step 3

- Have students write down their descriptions of the experience in 100-120 words and remind them to use the details listed in the table.
- Remind students to proofread their writing and correct the spelling, grammar and other mistakes.
- Ask students to do peer review and highlight different sensory details in different colours.
- Invite students to share their writing in class and have the class choose the most vivid one.

参考答案

I went to Shanghai Science and Technology Museum last weekend. Though the museum opened to the public many years ago, I had never been there before.

The moment I walked into the museum, I was amazed by what I saw! The museum is so well-organised that it remains uncluttered while containing a lot of scientific exhibits. When I touched some of the exhibits, they felt cool and smooth, since most of them are made of metal. In the museum, I heard not only the voices of professional tour guides, but also the occasional screams coming from children. They must have been very amazed at what they saw! (sensory details)

What impressed me most was the static electricity experiencing machine. When the museum guide asked, "Is there anyone who wants to experience static electricity?" I raised my hand immediately and said, "I do!" (dialogues) When I sat on the chair with static electricity, each of my hairs went vertical at once and I felt like a hedgehog!

I was so absorbed in all kinds of scientific exhibits that I didn't get out of the museum until it was closed!

(Answers may vary.)

Writing

Writing a descriptive essay to share your experience of exploring science

The science society in your school is celebrating its 4th anniversary next month. You are asked to write about a personal experience of exploring science. It could be a scientific lecture you attended, an experiment you did in school or at home, a visit to a science and technology museum, a science game you played with friends, etc. Here is a piece of descriptive writing about an unforgettable experience. Note the detailed descriptions used in this writing.

Our class visited a science fair last week. I was so excited that I couldn't sleep the night before! This experience still remains fresh in my mind.

We arrived at the science fair in the morning. The place was overcrowded with students from different schools. I saw handmade models of motor cars, trains, ships, aircraft, X-ray machines, etc. What interested me most was a model of a human body powered by electricity. The workings of the heart, lungs and other organs of the body were displayed vividly before my eyes.

"That's so cool!" I said excitedly.

The inventor glowed with pride. "I'm always fascinated by how our body works. Our biology and physics classes have really helped a lot!"

"That's amazing! I hope I can come here with my model train next year."

We left the fair with a feeling of joy and wonder. I will definitely visit the science fair again!

Sensory details

Dialogues

● Guided Writing

Descriptive writing

The main purpose of descriptive writing is to describe a person, place or thing in such a way that a picture is formed in the reader's mind. The success of descriptive writing lies in the details. There are two major ways to make detailed descriptions — using dialogues and using five senses (sight, hearing, taste, touch and smell). See the examples:

1. "Justin," Mum shouted, "get in the room now!"
"Just a moment. I'll be right there," said Justin. (using dialogues)
2. Tall, slender, elegant, she was the picture of an African princess. (using the five senses — sight)
3. She smelled of wet cigarettes and bacon. (using the five senses — smell)
4. The mother hugged the boy, breathing her hot breath onto his neck. (using the five senses — touch)
5. Mr Jenkins was awakened by a sharp noise of a bat hitting a ball. (using the five senses — hearing)
6. He could feel the taste of blood in his throat. (using the five senses — taste)

Step 1 Think of an experience you want to write about.

I want to write about my visit to Shanghai Science and Technology Museum.

Step 2 List the details you want to describe in the table.

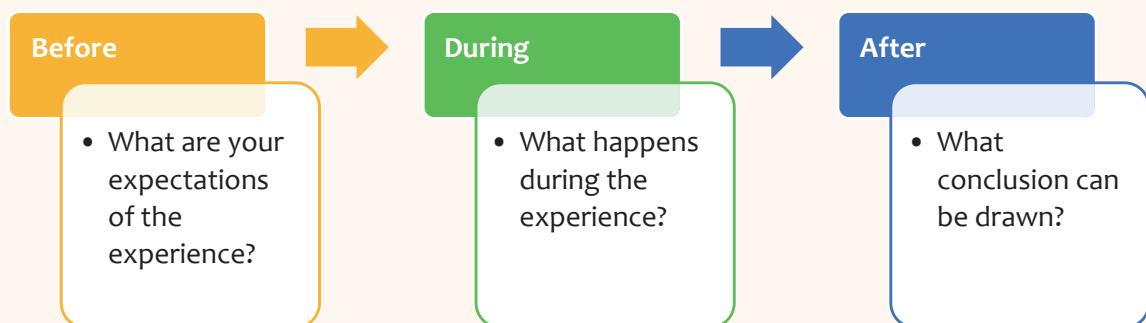
Sensory details	Sight	Full of scientific exhibits
	Smell	/
	Touch	The exhibits feel cool and smooth, since most of them are made of metal.
	Hearing	The voices of professional tour guides and screams coming from children
	Taste	/
Dialogues	"Is there anyone who wants to experience static electricity?" "I do!"	
Other important details	Though the place has many exhibits, it is still uncluttered.	

Step 3 Write a piece of descriptive writing in 100–120 words using the details suggested above.

Guided Writing

Experiences of exploring science may include taking science courses, conducting scientific experiments, reading scientific books, joining science clubs, visiting science museums, etc. Science is not something restricted to schools and laboratories, but rather, it is in people's lives. So discovering, exploring and describing science is a task that everyone can accomplish.

In a descriptive essay about an experience of exploring science, things that happened before, during and after the experience should be included. The following questions should be taken into consideration in writing.



Before doing a scientific activity, students need to read and explore as many things about the subject as possible. Most importantly, they need to raise questions and set expectations about what is going to happen. During the scientific activity, students need to observe carefully to answer the questions, confirm their expectations or find something new. The following table demonstrates how students observe when they conduct a scientific experiment and what should be paid attention to when observing.

watch	touch	hear	smell	taste
				

After the experiment, students may compare the results with their expectations and exchange their feelings and remarks with each other. The following sentence patterns may help them in this process.

- It is +
 - amazing/surprising/terrific...
 - boring/tedious...
 - just like/totally the same as...
 - contrary to/opposite to/against ...

Further Exploration

教学内容与要求

- 能通过项目任务讲述中国科学家的事迹，学习科学家精神。

教学建议

- Have students work in groups and discuss which type of scientists they would like to create a booklet for.
- Have students work in pairs to collect information on scientists born within a certain period of time. For example, one pair works on scientists born from 1900s to 1920s; another pair works on those born from 1930s to 1940s, etc.
- Have students discuss and reach an agreement on the “must-be-included info” list.
- Ask students to create their own part and then put the information together to form a complete booklet.
- Choose the “Best Design” and “Best Wording” booklet in the class.

Suggested Activities 见 page T17m。

Self-assessment

教学内容与要求

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

教学建议

Step 1: Review

- Remind students to check whether they have achieved the overall learning goals about “Scientists” by going over the expected outcomes of this unit.
- Ask students to tick the items which they think they have done well.

Step 2: Reflect

- Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reasons for their success.
- Get students to think of the problems or difficulties they have encountered when doing class activities. Get them to analyse the possible causes of the problems.

Step 3: Revise

Get students to make a plan to solve the problems. Encourage students to search out effective solutions to the problems, for example, turning to a dictionary, a reference book or online resources, asking a friend or a teacher for help, inviting a partner to practise together. Provide them with an example and give support if needed.

范例见 page T17n。

► Further Exploration

Creating a full-colour booklet of a group of Chinese scientists

Work in groups to create a full-colour booklet of a certain group of Chinese scientists. You may choose one of the following groups of scientists: *biologists, physicists, chemists, ecologists, geologists, psychologists, etc.*

Key information to be included:

1. Title of the booklet
 2. Name of the scientist
 3. A picture of the scientist
 4. Years living (examples: 1901–1959; 1973–?)
 5. Birthplace
 6. Three important facts about the scientist
 7. A quote from the scientist
 8. A paragraph introducing his/her contributions
- (Note: one page for each scientist)

► Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding sufferings and great achievements of scientists
- B. Talking about the life and work of some famous scientists
- C. Creating a full-colour booklet of a group of scientists
- D. Analysing and evaluating scientists' attitudes towards difficulties
- E. Identifying the author's feelings in reading
- F. Writing a descriptive essay about my personal experience of exploring science

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

Culture Link

教学内容与要求

- 能分享诺贝尔奖的基本概况：包括设立者、类别和奖项获得者的称谓。

补充文化知识

Nobel Prize

On 27 November 1895, Alfred Nobel signed his last will and testament, giving the largest share of his fortune to a series of prizes in Physics, Chemistry, Physiology or Medicine, Literature and Peace – the Nobel Prizes. In 1968, Sveriges Riksbank (Sweden's central bank) established The Sveriges Riksbank Prize in Economic Sciences in Memory of Alfred Nobel.

Between 1901 and 2019, the Nobel Prizes and the Prize in Economic Sciences were awarded 597 times.

Nobel Prize	Number of Prizes	Number of Laureates	Awarded to One Laureate	Shared by Two Laureates	Shared by Three Laureates
Physics	113	213	47	32	34
Chemistry	111	184	63	23	25
Physiology or Medicine	110	219	39	33	38
Literature	112	116	108	4	-
Peace	100	107+27	68	30	2
Economic Sciences	51	84	25	19	7
Total:	597	950	350	141	106

In the statutes of the Nobel Foundation it says, “A prize amount may be equally divided between two works, each of which is considered to merit a prize. If a work that is being rewarded has been produced by two or three persons, the prize shall be awarded to them jointly. In no case may a prize amount be divided between more than three persons.”

音频文本

Stephen Hawking

Stephen Hawking was a world-famous theoretical physicist. He was known worldwide for working to explain subjects like the beginnings of the universe and the complexities of black holes.

He was **diagnosed** with a disease called **amyotrophic lateral sclerosis**, or ALS, at the age of 21. At the time, doctors predicted he would only live a few years. But he proved them wrong by surviving for more than 50 years more and continuing his scientific work.

The disease eventually put him in a wheelchair and took away his ability to speak. For many years, Hawking communicated by using a voice **synthesizer**.

In his 2013 book, *My Brief History*, Hawking wrote about first learning of the illness, “I felt it was very unfair — why should this happen to me?” He added, “At the time, I thought my

life was over and that I would never realise the potential I felt I had.” “But now, 50 years later, I can be quietly satisfied with my life,” he wrote.

Hawking studied Albert Einstein’s General Theory of Relativity, which describes the movement of large objects.

“My goal is simple,” Hawking once said. “It is a complete understanding of the universe, why it is as it is and why it exists at all.”

His 1988 book, *A Brief History of Time*, became an international bestseller and brought him widespread fame.

Hawking was also recognised for his successful research on black holes. He was able to prove that small amounts of radiation could escape black hole gravitational pull. His work led the discovery to become known as Hawking radiation.

注释:

1. **diagnose** *v.* to say exactly what an illness or the cause of a problem is 诊断（疾病）；判断（问题的原因）
The test is used to diagnose a variety of diseases. 此项化验被用于诊断多种疾病。
2. **amyotrophic lateral sclerosis** a form of motor neurone disease in which degeneration of motor tracts in the spinal cord causes progressive muscular paralysis starting in the limbs 肌萎缩性脊髓侧索硬化症
At the age of 21, he developed the first symptoms of amyotrophic lateral sclerosis (ALS), a disorder that would inevitably make him paralysed. 他在 21 岁的时候出现了肌萎缩性脊髓侧索硬化症的早期症状，这将不可避免地导致他瘫痪。
3. **synthesizer** *n.* an electronic machine for producing different sounds 音响合成器
A good synthesizer is important for a modern band. 对一支现代乐队而言，好的音响合成器很重要。

视频文本

Do You Know These Female Scientists?

When you study science, you hear a lot of famous names, like Albert Einstein, Isaac Newton, Stephen Hawking ... but hang on a minute. What about all the women? What amazing ideas and inventions have they created? Let's find out.

In her childhood, Tu Youyou fell ill with **tuberculosis**, an experience that **propelled** her towards a career in medicine. She studied both **pharmaceutical** science and traditional Chinese medicine. In the 1960s, cases of malaria were on the rise. Tu Youyou searched ancient books for potential antimalarials. She learned that sweet wormwood had been used to treat fever for thousands of years. From that plant, her team derived an effective extract, artemisinin. Tu Youyou and her colleagues volunteered to be the first to test the new potion. Drugs based on artemisinin have saved millions from dying of malaria. Tu Youyou received the Nobel Prize in Physiology or Medicine in 2015.

Marie Curie was born in Poland but did most of her work in France. She is the only person to win a Nobel Prize, the biggest award in science, for two different areas. The first was for physics. Marie and her husband Pierre studied radiation which is random energy that atoms give out. It can be very dangerous, but it can also be used to treat cancer, for example. Her second prize was for chemistry, because she discovered two elements, **radium** and **polonium**.

Jane Goodall is a British scientist who studies animal behaviour, especially

chimpanzees. She really loves her job and she has spent 55 years studying a group of wild chimpanzees in Tanzania. Her work showed us that we're much closer to the animal kingdom than we thought. She observed chimpanzees using simple tools. Before, we thought humans were the only creature smart enough to do this.

Grace Hopper worked for the US Navy for 42 years and was one of the most important people in the development of modern computer software. A computer normally works in ones and zeros. We call this **binary code**. But if you want to make the computer do something complicated, you would have to write a lot of ones and zeros, and we really mean "a lot." Grace Hopper's idea was to create a **compiler**, so you could write in English for example, and the compiler would turn it into binary code.

Rosalind Franklin was a British chemist who died very young at just 37. She was working on a very important subject—the study of DNA. You are made up of lots of tiny cells. Those cells only know what size, shape, and function they should have because it's written in your DNA. DNA is like a code book that explains everything from your hair colour, how tall you are, how many fingers you have, everything. Rosalind Franklin took X-ray pictures of DNA and she almost worked out its structure. However, two male scientists, Watson and Crick, used her discovery themselves and won a Nobel Prize, so she didn't get the credit that she should. Not fair!

Anyone can be a great scientist. All you need is to study hard and to look for answers that no one else has thought of. Oh, and you need a white coat of course.

注释:

1. **tuberculosis** *n.* a serious infectious disease in which swellings appear on the lungs and other parts of the body 结核病

Patients contracting tuberculosis have to be put in an isolation ward. 感染了结核病的病人必须被安置在隔离病房中。

2. **propel** *v.* to force sb to move in a particular direction or to get into a particular situation 驱使；迫使
Urgent need of money propelled him to take the job. 急需用钱促使他接受了这份工作。

3. **pharmaceutical** *adj.* connected with making and selling drugs and medicines 制药的；配药的；卖药的

Pharmaceutical companies should invest more in research and development than in marketing. 比起市场营销，制药公司应该在研发上投资更多。

4. **radium** *n.* a chemical element. Radium is a white radioactive metal used in the treatment of diseases such as cancer 镭

Radium was used in numerous medical applications during the 20th century. 在二十世纪，镭被广泛应用于医疗用途。

5. **polonium** *n.* a chemical element. Polonium is a radioactive metal that is present in nature when uranium decays 钚（放射性化学元素）

Could you tell me the name of the scientist who discovered the two radioactive elements, radium and polonium? 你能告诉我发现镭和钋这两个化学元素的科学家的名字吗？

6. **binary code** 二进制代码

The instructions are translated into binary code, a form that computers can easily handle. 这些指令被翻译成二进制代码，这是计算机容易处理的一种形式。

7. **compiler** *n.* a program that translates instructions from one computer language into another for a computer to understand 编译程序

The compiler has already become one of the most important systematic procedures of the computer system. 编译程序已成为计算机系统的最重要的系统程序之一。

Getting Started

Option 1 ★

Have students brainstorm as many kinds of scientists as possible. List them on the blackboard and have students classify the scientists into groups.

Reference answer:

There are many kinds of scientists like chemists, physicists, biologists, anthropologists, geologists, archaeologists, etc.

Natural scientists	Social scientists
chemists	anthropologists
physicists	archaeologists
biologists	...
geologists	
...	

(Answers may vary.)

Option 2 ★★

Have students form groups and discuss the following question:

With the development of science and technology, a lot of new disciplines have emerged. What kinds of scientists in new fields have you heard of?

Reference answer:

I've heard of artificial intelligence (AI) scientists, cyber security scientists, sustainable energy scientists, etc.

(Answers may vary.)

Option 3 ★★★

Have students work in groups and share stories they have read about scientists. Aspects like educational background and contributions should be included.

Reference answer:

Tu Youyou was born and raised in Ningbo, Zhejiang province. She studied in Peking University in Beijing. In the 1970s, after studying traditional herbal medicines, Tu Youyou discovered a substance, artemisinin, which can be used to treat malaria. Drugs based on artemisinin have led to the survival and improved health of millions of people.

(Answers may vary.)

Reading A

Comprehension

Option 1 ★

Have students discuss the following questions and share their answers with the class.

Suggested Activities

- (1) What do scientists usually do?
- (2) Where do they work?
- (3) What qualities do they have?

Reference answers:

- (1) Scientists usually conduct experiments in laboratories.
- (2) They work in laboratories of universities or scientific institutions.
- (3) Scientists are diligent, creative and persistent.

Option 2 ★★

1. Have students predict what may be included in the introduction to Zhong Yang based on their prior knowledge, the title of the text and the pictures in the text. The following table may be of some help if students have difficulty in predicting.

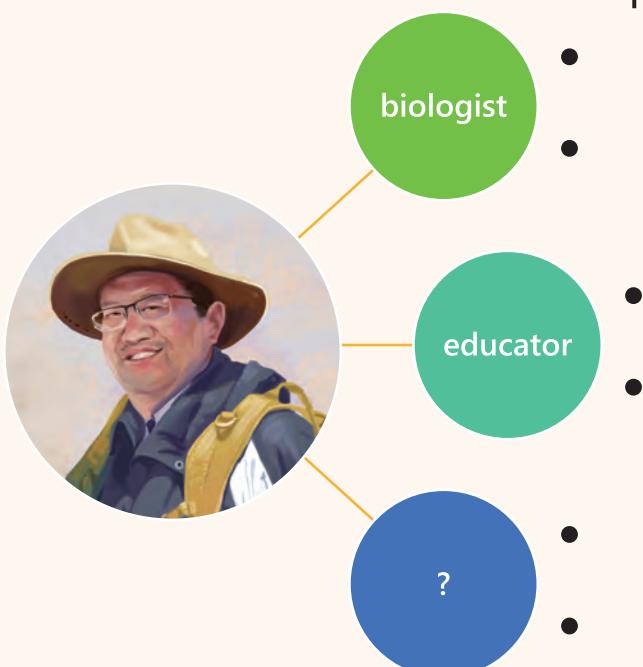
Aspects to be included in the text	Likely	Not likely
family members	<input type="checkbox"/>	<input type="checkbox"/>
educational background	<input type="checkbox"/>	<input type="checkbox"/>
contribution to science	<input type="checkbox"/>	<input type="checkbox"/>
comments from others	<input type="checkbox"/>	<input type="checkbox"/>
recognition or awards	<input type="checkbox"/>	<input type="checkbox"/>
scientific work	<input type="checkbox"/>	<input type="checkbox"/>

2. Have students read the text and find evidence to confirm their predictions.

Option 3 ★★★

Divide students into groups of four. Have them brainstorm other roles Zhong Yang could have played in his life, conduct related research and write down the qualities he had that enabled him to perform the duties well.

qualities?



Option 4 ★★★

Encourage students to read some stories of a scientist they admire most, describe his or her qualities and find supporting evidence from his or her stories. An example is given.

Name	Qualities	Evidence
Yuan Longping	curiosity	He discovered a peculiar wild rice species in the southern island of Hainan in 1970.

Reference answer:

Name	Qualities	Evidence
Yuan Longping	curiosity	He discovered a peculiar wild rice species in the southern island of Hainan in 1970.
	creativity	He cultivated the world's first high-yield hybrid rice strains with three lines, namely, the male sterile, maintainer and restorer.
	devotion	He devoted himself to the exploration of hybrid rice all his life.

(Answers may vary.)

Vocabulary Focus

★★★

Get students to acquire words and expressions in the different reading stages through classroom interaction. Integrate target words and expressions into reading activities in different stages. Activate students' prior knowledge about some target words and expressions or acquaint them with the literal meanings of some words and expressions in the before-reading stage. Get students to read between the lines in the while-reading stage and encourage them to use the newly learned words and expressions in the after-reading stage. Interact with students in the following way.

Before-reading (lead-in)

Topic: What do you know about biology and the Qinghai-Tibet Plateau?

Target words: seed, plateau, biology, elevated, pit, plain

T: Is there anyone in the class who is interested in **biology**?

S: I'm very interested in **biology** and I want to be a biologist in the future.

T: Can you tell us something about **biology**?

S: According to what I've learnt, **biology** is the study of living organisms, including all kinds of plants and animals, large or small.

T: How small can the living organisms be?

S: As small as **seeds** or **pits**. Modern **biology** studies even much smaller things, such as cells and microorganisms.

Suggested Activities

T: What do you know about the Qinghai-Tibet **Plateau**?

S: As far as I know, the Qinghai-Tibet **Plateau** is a large **elevated plain** that is also known as the “**roof of the world**.”

T: Do the plants and animals in the Qinghai-Tibet **Plateau** differ from those in **plain** areas?

S: I guess they differ a lot from those in **plain** areas.

T: Today, we are going to learn a passage about Professor Zhong Yang, who devoted his life to preserving species in the Qinghai-Tibet **Plateau**. How did he do it? Please read the passage and find out.

...

While-reading

Topic: What did Zhong Yang do in Xizang?

Target words: **available, despite, hardship, allergy**

T: Can people from plain areas adjust to the environment of the Qinghai-Tibet Plateau easily?

S: No, it's hard for them to adjust to the environment there. They may suffer from altitude sickness.

T: **Despite** all the **hardships**, Zhong Yang worked hard in Xizang for a long time. What did he do when he was in Xizang?

S: He collected seeds.

T: Are those seeds hard to get, or readily **available**?

S: Some of them are readily **available** while others are hard to get. Considering the fact that Zhong Yang had to collect at least 5,000 seeds of each plant, it was indeed a challenging task.

T: Apart from the **hardships** in collecting seeds, what other challenges did Zhong Yang and his students face when they were in Xizang?

S: They sometimes fell ill because they had plant **allergies**. Also, to save time, they ate only one meal a day while travelling to the mountains.

After-reading

Topic: What can we learn from Zhong Yang?

Target words and expressions: **owe, countless, devoted, on top of**

T: Are you moved by Zhong Yang's story?

S: Yes, I'm deeply moved by Professor Zhong's devotion and persistence. I think whatever we do in the future, we should be **devoted** and persistent, not afraid of difficulties. **On top of** these qualities, Zhong Yang taught us how to love our country. **Owing** to Zhong Yang and **countless** scientists like him, our country's science and technology can develop very fast.

Grammar in Use

Option 1 ★★

1. Have students read **Reading A** again and try to write an introduction to Zhong Yang in no more than 60 words. Ask students to use either the -ing or -ed form of the following verbs: devote, challenge, vary.
2. Have students proofread their writing to correct grammar and spelling mistakes and share their introductions in class.

Reference answer:

Zhong Yang was a devoted biologist and educator at Fudan University and Xizang University. He and his students collected seeds in the Qinghai-Tibet Plateau to enrich China's national seed bank. Though their tasks were *challenging*, they never gave up. They overcame *varying* difficulties, like allergies and huge workload. They have collected more than 40 million seeds from nearly 1,000 different kinds of plants. Unfortunately, Zhong passed away in a car accident in 2017.

Option 2 ★★★

Have students read the following sentences taken from the second and third paragraphs in **Reading A**. Ask them to judge whether the underlined parts are used as a predicative or other sentence elements like an attribute, an adverbial and a complement. Have students write P for predicatives and O for other sentence elements. If possible, identify what elements they are.

- (1) Zhong spent a lot of time and effort building a collection of seeds for China's national seed bank. ()
- (2) Storing seeds also protects biodiversity — the balanced variety of plant and animal life in the world. ()
- (3) More than 80 percent of the seeds that Zhong collected are from the Qinghai-Tibet Plateau – a large elevated plain that is also known as the “roof of the world.” ()
- (4) However, it is highly challenging for people to collect seeds from the plateau. ()
- (5) One has to deal with varying climates and environments depending on an area's position above sea level. ()
- (6) In fact, a third of the seeds collected on the plateau were found at a height of 4,000 metres above sea level! ()

Reference answers:

- | | | |
|--------------------------|--------------------|--------------------|
| (1) O, object complement | (2) O, subject | (3) O, attributive |
| (4) P | (5) O, attributive | (6) O, attributive |

Listening, Viewing and Speaking

Listening

Option 1 ★★

Before students begin to listen, ask them to pay attention to the title “Stephen Hawking”, the genre “radio programme”, and then predict what may be included in the listening materials. Give students some choices as follows.

disease	family	education	personality	scientific achievement...
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Reference answers:

Based on what I know about Stephen Hawking, the following aspects may be included in the listening materials.

- (1) Stephen Hawking's scientific achievement;
- (2) His disease;

Suggested Activities

(3) His educational background.

(Answers may vary.)

Option 2 ★★

Scientists have discovered that sudden changes in one's life, whether good or bad, merely influence mood for a short period of time and then one's state of mind goes back to where it was before the changes happened.

1. Have students form groups and discuss the following question.
Does this discovery apply to Stephen Hawking's life story?
2. Ask students to think about Stephen Hawking's life story and have them share what they have learned from his life story with their peers. If necessary, allow students some time to find more information from other sources.

Reference answers:

1. Yes, this discovery applies to Stephen Hawking's life story. When he was diagnosed with ALS at the age of 21, he felt awful and wondered, "Why should this happen to me?" But gradually he recovered from the bad mood and resumed his scientific research. Finally, he achieved great things.
2. What I've learned from Stephen Hawking is that we should be brave and never give in when facing difficulties. Despite ALS and doctors' prediction that he would only live a few years, Stephen Hawking didn't give in, nor did he lose heart. Instead, he survived more than 50 years more and achieved his goals.

(Answers may vary.)

Viewing

Option 1 ★

1. Ask students who would typically do the following jobs. Have them write M for man, W for woman and E for either. Replace some of the jobs if necessary.

engineer ()	nurse ()	school teacher ()	bus driver ()
pilot ()	chef ()	police officer ()	doctor ()
university professor ()	shop assistant ()	politician ()	soldier ()

2. Provide some clues by asking the following questions.

- What are the characteristics of the jobs traditionally done by men/ women?
- Do you think gender roles have changed in the past ten years?

Reference answers:

engineer (M)	nurse (W)	school teacher (E)	bus driver (M)
pilot (M)	chef (M)	police officer (M)	doctor (E)
university professor (E)	shop assistant (W)	politician (M)	soldier (M)

2. In the past, jobs done by men were thought to be more demanding, requiring more physical strength or, supposedly, brain power. Today, gender difference plays a minor role in filling jobs and a lot of women are taking the same jobs as men do.

(Answers may vary.)

Option 2 ★★★

Have students form groups, discuss the following question and share their answers with the class.

- Some people suggest that a special award should be set up to recognise the contribution made by female scientists. Do you think it is a recognition for their hard work or sexual discrimination? Give your reasons.

Reference answer:

I think it is sexual discrimination rather than a recognition. In modern society, men and women receive the same education and have equal opportunities. So there is no need to emphasise gender difference.

(Answers may vary.)

Speaking

★★

- Provide students with a list of twenty books about famous scientists, such as memoirs, biographies or autobiographies. Ask students to think of which of them they have read and write down the name of the book that impresses them most.
- Put students who have chosen the same book into one group and ask them to exchange their ideas on why the book impresses them. Remind students to take notes during the discussion.
- Invite one representative from each group to introduce the book they have discussed to the class and explain why it impresses them most, trying to persuade their classmates to read the book they have introduced.
- Conduct a class survey after the recommendation session and see which group has successfully persuaded the largest number of classmates to read the book they have recommended.

Reference answer:

Hi everyone! Our group would like to recommend *The Autobiography of Benjamin Franklin*. As its title indicates, the book is an account by its subject of an 18th century life.

The book impresses us in the following ways. First, it presents a vivid and detailed picture of American society in the 18th century, making it more interesting than some history books. In addition to this, through Franklin's own narration, we see how a great man thought and made his way to success. When we are upset, we can be inspired by Franklin's stories and be more persistent in what we are doing.

Suggested Activities

Reading B

Comprehension Plus

Option 1 ★★

Have students read the text, list the personality traits of Rosalind Franklin and find evidence from the text.

Personality traits	Evidence

Reference answer:

Personality traits	Evidence
rational	As a child, Franklin preferred facts and reasons to stories and make-believe.
ambitious	She knew she wanted to be a scientist when she was 15.
strong-minded	In 1941, Franklin graduated from university despite her father's disapproval of higher education for women.
hard-working	In 1945, Franklin earned her doctorate in physical chemistry from Cambridge University. After that, she worked in Paris. There, she mastered a special X-ray technique called X-ray crystallography, which eventually became an important part of her research.
brave	As the only female on the DNA project, Franklin worked alone.
persistent	Sadly, in 1956, Franklin found that she had cancer, but she continued to work until her death in 1958.

(Answers may vary.)

Option 2 ★★

Have students form two groups and make appropriate responses in the following two cases.

1. If you were Rosalind Franklin and had survived cancer, what would be your view on the fact that the three male scientists were awarded the Nobel Prize after taking advantage of your data?	2. If you had been a member of the Nobel Committee in the 1960s, what would have been your response to the inquiry about why Rosalind Franklin had not been awarded the prize?
--	--

(Answers may vary.)

Critical Thinking



- Get students to read through **Reading A**, **Reading B** and the script of **Listening and Viewing**.
- Have them list the author's attitude(s) to the scientists and write down as much evidence as possible.
- Ask students to think about how people can effectively express attitudes in daily communication.

Scientist	Author's attitude(s)	Evidence
Zhong Yang		
Stephen Hawking		
Tu Youyou		
Marie Curie		
Jane Goodall		
Grace Hopper		
Rosalind Franklin		

Reference answer:

Scientist	Author's attitude(s)	Evidence
Zhong Yang	respectful	... more than 40 million seeds from nearly 1,000 different kinds of plants have been collected... (lines 1–2) ...it is highly challenging for people to collect seeds... (lines 23–24) ...
	sympathetic	...until he died in an unfortunate car accident in 2017. (lines 67–68)
Stephen Hawking	respectful	...he proved them wrong by surviving for more than 50 years more ... Hawking was also recognised for his successful research on...
Tu Youyou	sympathetic	In her childhood , Tu Youyou fell ill with tuberculosis ...
	respectful	Tu Youyou and her colleagues volunteered to be the first to test the new potion. Drugs based on artemisinin have saved millions from dying of malaria.
Marie Curie	respectful	She was the only person to win a Nobel Prize... in two different areas.
Jane Goodall	respectful	...she spent 55 years studying a group of wild chimpanzees.
Grace Hopper	respectful	...was one of the most important people in the development of ...
Rosalind Franklin	sympathetic	As the only female on the DNA project, Franklin worked alone . (lines 49–50) Sadly , in 1956, Franklin found that she had cancer... (lines 66–68)
	concerned	If she were alive, would Franklin have been recognised for her work, alongside her fellow scientists? (lines 77–80)

Suggested Activities

To effectively express attitudes, people can not only use adjectives in their communication, but also use numbers and make comparisons to make their attitudes clear.

Writing



1. Ask students to write about a person who has influenced them most. Students are supposed to describe:
 - (1) What are the personality traits of the person?
 - (2) How did the person make the influence?
 - (3) What changes did they experience or undergo under this person's influence?
2. Ask students to include sensory details and dialogues in their writing.

Reference answer:

The one who has influenced me most is my math teacher, Mr Chen. Thanks to his help, math has become one of my favourite subjects! It was never such a fascinating subject for me before! Mr Chen is a middle-aged man in his 40s, but he looks a bit older than his age. He is always in a navy blue shirt. When he is writing something on the blackboard, the dust from the white chalk falls on his shirt, forming a sharp contrast with its colour. (sensory details—sight)

He is good at making abstract concepts accessible to us. I clearly remember that one day, when he was explaining a sophisticated math model in class, he asked, “The model looks difficult at first glance, but it could be clearly explained by a school of traditional Chinese thought. What’s that?” The diagram of Taiji flashed through my mind and I said, “The thought of Laozi?” He beamed with surprise and said, “Exactly, the thought of Laozi!” (dialogues) His interesting comparison was greeted with applause and cheers from my classmates.

Who would not be fascinated by such a knowledgeable and humourous math teacher? Who would not be interested in the subject he teaches? Mr Chen is definitely the one who has influenced me most.

(Answers may vary.)

Further Exploration



After students have finished their **Further Exploration** project, ask them to dig into the scientists' educational backgrounds and try to find out:

- the relationships between the scientists' scientific achievements and their educational backgrounds;
- the factors people should consider when choosing universities and majors in the future.

Self-assessment

范例 (Answers may vary.)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

What you still find difficult

Possible cause(s) of the problem(s)

Your plan to solve the problem(s)

Learning resources that you could use

I find it difficult to write a descriptive essay about my personal experience of exploring science. As my teacher says, sensory details and dialogues should be employed to make my essay more vivid, but I find it difficult to describe sensory details clearly because my vocabulary is too limited. For example, when I want to describe a smell, I can only think of words like “good smell” and “bad smell.” So in my future learning, I need to accumulate more words, especially those that can be used in describing sensory details. As well, I think some knowledge of word formation may help me in recognising and producing words that give context and description to my essay.

Biography of Grace Hopper

Computer programmer Grace Hopper, who became a rear admiral in the U.S. Navy, helped develop a compiler that was a precursor to the widely used COBOL language.

Early Life

Born Grace Brewster Murray in New York City on December 9, 1906, Grace Hopper studied maths and physics at Vassar College. After graduating from Vassar in 1928, she proceeded to Yale University, where she received a master's degree in mathematics in 1930. That same year, she married Vincent Foster Hopper, becoming Grace Hopper. Starting in 1931, Hopper began teaching at Vassar while also continuing to study at Yale, where she earned a Ph.D. in mathematics in 1934—becoming one of the first few women to earn such a degree.

World War II

Hopper continued to teach until World War II compelled her to join the U.S. Naval Reserve in December 1943. Given her mathematical background, Hopper was assigned to the Bureau of Ordnance Computation Project at Harvard University, where she learned to program a Mark I computer.

Career in Computing

As a research fellow at Harvard, she worked with the Mark II and Mark III computers. She was at Harvard when a moth was found to have shorted out the Mark II, and is sometimes given credit for the invention of the term “computer bug”—though she didn’t actually author the term, she did help popularize it.

In 1952, her team created the first compiler for computer languages (a compiler renders worded instructions into code that can be read by computers). This compiler was a precursor to the Common Business Oriented Language, or COBOL, a widely adapted language that would be used around the world. Though she did not invent COBOL, Hopper encouraged its adaptation.

Return to the Navy

Hopper retired from the Naval Reserve in 1966, but her pioneering computer work meant that she was recalled to active duty—at the age of 60—to tackle standardizing communication between different computer languages. She remained on active duty for 19 years. When she retired in 1986, at the age of 79, she was a rear admiral as well as the oldest serving officer in the service.

Later Years and Legacy

Saying that she would be “bored stiff” if she stopped working entirely, Hopper took a post-retirement job and stayed in the computer industry for several more years. She was awarded the National Medal of Technology in 1991—becoming the first female individual recipient of the honour. At the age of 85, she died in Arlington, Virginia, on January 1, 1992. She was laid to rest in the Arlington National Cemetery.

In addition to her programming accomplishments, Hopper's legacy includes encouraging young people to learn how to program. The Grace Hopper Celebration of Women in Computing Conference is a technical conference that encourages women to become part of the world of computing, while the Association for Computing Machinery offers a Grace Murray Hopper Award.

Adapted from an article on a website "Biography"

Food for thought

1. What part of Grace Hopper's life story impresses you most?
2. What do you think of the claim that girls are poor at math, physics or computer programming by nature?

Reference answers:

1. I'm most impressed by Grace Hopper's later years. In spite of her achievement in COBOL language, she kept working after retirement, making contributions to society. She had an undying passion for her work.
2. I disagree with the claim that girls are poor at math, physics or computer programming by nature. Excellence in a certain subject is never decided by gender, but by environment, personality, diligence and many other factors. Gender may play a part in it, but never a decisive one. For example, Grace Hopper is female, but she not only excelled in math and computer programming, but also made great contributions to the computer industry. If she could achieve this, so can other women.



In this unit, we are going to

- ▶ discuss the relationship between the language(s) we speak and the way we think;
- ▶ raise awareness of protecting endangered languages around the world;
- ▶ analyse cause-effect relationships between language learning and its possible effects;
- ▶ signal a transition while giving a presentation, and write an argumentative essay.



Unit 2

Language and Mind

The limits of my language mean the limits of my world.

— Ludwig Wittgenstein

Getting Started

- Below are some benefits of learning a new language. Based on your experience of learning English, which of them do you find to be true? Explain why.
1. improving your memory
 2. improving your concentration
 3. building your willpower
 4. improving your learning ability

单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“社会服务与人际沟通”	<ul style="list-style-type: none"> 能深入理解语言与思维的关系，并进行相关讨论； 能提高对保护濒危语言的认识； 能分析语言学习与可能带来的影响之间的因果关系； 能学会运用过渡标志词陈述，能写具有议论文基本特征的短文。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳公共演讲文本的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能掌握科普文章的文体特征。
	听力语篇	<ul style="list-style-type: none"> 能梳理语篇的主要观点和事实论据。
	视听语篇	<ul style="list-style-type: none"> 能根据视频中人物的动作、画面、字幕和背景音乐等资源传达的信息列出两个学生求学经历的差异。
语言知识	语音	<ul style="list-style-type: none"> 能借助重音、语调、节奏和连读的变化表达意义、观点、意图和情感等。
	词汇	<ul style="list-style-type: none"> 能在语境中判断核心词汇的意义和功能以及作者的意图和态度； 能根据语篇话题梳理词汇语义网，并运用话题词汇语义网表达相关信息和观点。
	语法	<ul style="list-style-type: none"> 能在语篇中识别主语从句和表语从句，并理解语篇意义； 能运用主语从句和表语从句恰当地描述人物和事件，表达观点和意图。
	语篇	<ul style="list-style-type: none"> 能归纳本单元演讲的语篇特征、内容特征和语言特征； 能概括议论文语篇的写作目的、语篇结构特征和论证方法，以及相关的词汇语义网所体现的语言特征； 能概括科普文章的结构和语言特征； 能判断语篇中句子、句群和段落之间的语义逻辑关系，如，主题句与例证的关系。
	语用	<ul style="list-style-type: none"> 能判断本单元语篇的写作目的、对象以及作者的观点、意图和情感等； 能根据交际情境，运用得体的语言询问与表达个人观点和意图； 能根据交际对象的身份，选择得体的语言进行课堂讨论，表达个人的经历、感想和观点。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> 能分析语篇中的文化现象与价值观念，如科学质疑和探索精神等； 能表述语言对思维和文化的重要意义，形成拯救世界濒危语言的意识。
语言技能	听	<ul style="list-style-type: none"> 能依据听力要求获取相关信息。
	说	<ul style="list-style-type: none"> 能在听和看的基础上对语言和思维的关系形成观点并进行表达； 能以报告的形式表达观点； 能在演讲中表达意思的转折。
	读	<ul style="list-style-type: none"> 能解释阅读语篇 A 中语言与思维的关系，基于文中的例证阐释作者的主要观点； 能说明阅读语篇 B 关于语言学习对大脑的影响，理解文章中提及的因果关系。
	看	<ul style="list-style-type: none"> 能通过视频画面推测人物身份和关系； 能利用多模态语篇中的画面、图像和声音等非文字资源获取信息。
	写	<ul style="list-style-type: none"> 能撰写 100–120 词左右的议论文，并能阐述个人观点。
	听	<ul style="list-style-type: none"> 能依据听力语篇获取内容要点和支撑性论据； 能借助问题中的关键提示词辨别听力语篇中的细节信息。
学习策略	说	<ul style="list-style-type: none"> 能在听和看的基础上形成自己的观点； 能在演讲中清晰阐明自己的观点； 能在陈述观点的过程中表达意思的转折。
	读	<ul style="list-style-type: none"> 能根据不同语篇的衔接方式，识别语篇逻辑，概括议论文的语篇结构特征； 能判断观点与例证之间的逻辑语义关系； 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"> 能在议论文写作中呈现正反两种观点。
	元认知	<ul style="list-style-type: none"> 能根据自身情况制定合适的学习计划； 能根据本单元的学习目标和内容，及时总结、反思和评价学习成效并调整学习策略，提高学习效率。

READING A

There are about 7,000 languages spoken around the world — and they all have different sounds, words and structures. But do they shape the way we think? Lera Boroditsky suggests an answer.



HOW LANGUAGE SHAPES THE WAY WE THINK

About 7,000 languages are spoken around the world. And all the languages differ from one another in all kinds of ways. That begs this ancient question: does the language we speak shape the way we think? Charlemagne, Holy Roman emperor, said, "To have a second language is to have a second soul." — a strong statement that suggests that language affects reality. On the other hand, Shakespeare's Juliet says, "What's in a name? A rose by any other name would smell as sweet." — this suggests that language does not shape reality. Whether language shapes reality has been debatable for thousands of years.

Here are some of my favourite examples. I'll start with one from an Aboriginal community in Australia, the earliest people who lived in the country. The Kuuk Thaayorre people don't use words like "left" and "right." Instead, they use: north, south, east, and west. Thus, they would say something like, "Oh, there's an ant on your southwest leg." Or, "Move your cup to the north-northeast a little bit." In fact, people who speak languages like this are more aware of where they are in the world.

Languages differ in how they express colours. Some languages have lots of words for colours, while

Getting Started

教学内容与要求

- 能基于个人体验和经历分享外语学习对个人的影响；
- 能从多维角度表述外语学习对个人的影响；
- 能简单评述自己的外语学习经历，构建有关外语学习的话题词汇语义网。

教学建议

1 Introduce the topic of this unit—Language and Mind. Direct students' attention to the question on text page 19. Have students go over the question and allow time for them to consider their answers individually or discuss the question in pairs or in groups. Have students share their answers with the class. List the reasons on the blackboard if necessary.

2 If students have difficulty in answering the question, try to provide them with some scaffolding questions like “Do you think learning English can improve your memory?” or “Do you think learning English helps you to be more focused on what you are doing?”.

Reference answer:

According to my experience, learning English is an effective way to build my willpower. For example, I have been writing English diaries for three years. Now my English writing skills have been greatly improved.

(Answers may vary.)

Suggested Activities 见 page T33d。

Reading A

教学内容与要求

- 能依据议论文的文体特征，分析语篇内容，包括论点、论据和论证方法等；
- 能归纳演讲语篇的结构、内容和语言特征；
- 能依据语篇中的例证，归纳和总结作者的观点和态度；
- 能识别和使用语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的写作目的、态度和观点；
- 能发现并分享语篇中的文化现象及其隐含的价值观念，如科学质疑、不懈探索等。

难句注释

- Charlemagne, Holy Roman emperor, said, “To have a second language is to have a second soul.” — a strong statement that suggests that language affects reality. (lines 7–11)

句中破折号后的内容相当于一个同位语，是对“*To have a second language is to have a second soul.*”的诠释说明；*that suggests that language affects reality* 是由关系代词 *that* 引导的定语从句，修饰先行词 *statement*；*that language affects reality* 为宾语从句，作动词 *suggests* 的宾语。整句意为“神圣罗马帝国的皇帝查理曼大帝说过：‘学会了另一种语言，就拥有了另一个灵魂。’这一强有力的论断表明语言会影响现实。”

词汇释义

• beg the question (lines 4–5)

令人置疑；引起疑问

This proposal begs the question of who is going to pay for the new building. 这个提议让人不禁要问：谁出资来兴建新大楼？

Hopewell's case begs the question: why aren't more companies doing the same? 霍普韦尔的案例让人不禁要问：为什么其他公司不效仿呢？

• soul (line 9)

n. a person's inner character, containing their true thoughts and feelings 心性；内心；心灵

What good does it to a man if he gains the whole world but loses his soul? 一个人如果丧失了心灵，即使获得了整个世界，对他又有何意义呢？

There was a feeling of peacefulness deep in her soul. 她内心深处感到宁静祥和。

the spiritual part of a person, believed to exist after death 灵魂

They said a prayer for the souls of the men who had been drowned in the storm. 他们为在暴风雨中溺水身亡的灵魂祈祷。

heart and soul 全心全意

• reality (line 11)

n. the true situation and the problems that actually exist in life, in contrast to how you would like life to be 现实；实际情况

The reality is that there is not enough money to pay for this project. 实际情况是没有足够的钱花在这个项目上。

Human beings could be faced with the awful reality of having nowhere to live one day. 人类有一天可能会面临无处可住的可怕现实。
face reality 面对现实

out of touch with reality 脱离现实
in reality 实际上；事实上

• on the other hand (line 11)

(引出不同的，尤指对立的观点、思想等)
另一方面……

I'd like to eat out, but on the other hand I

should be trying to save money. 我想下馆子，但另一方面又想省钱。

On the one hand, I want to help, but on the other hand I don't want her to think I'm interfering. 一方面，我想帮忙，但另一方面，我不想让她以为我在干涉她的事情。

On the one hand I admire his gifts, but on the other hand I distrust his judgement. 一方面，我钦佩他的才华，而另一方面，我却怀疑他的判断力。

• Aboriginal (line 21)

adj. relating to the original people living in Australia 澳大利亚土著的

The author lived in an Aboriginal settlement for decades. 该作者在一个澳大利亚土著居住区生活了几十年。

Archaeology suggests humans have been there for 50,000 years, so the Aboriginal Australians may be one of the oldest continuous populations in the world. 考古学表明人类在那里出现已经有5万年之久，因此土著澳洲人或许是世界上延续下来的几个最古老的族群之一。

aboriginal

adj. relating to the original people, animals, etc. of a place and to a period of time before Europeans arrived (欧洲人到来之前某地区的人、动物等) 土著的，土生土长的

They managed to wipe out the entire aboriginal population, which was a great historical crime. 他们终于把那些土著人全部消灭了，这是严重的历史性罪行。

• impact (line 65)

n. the powerful effect that sth has on sb/sth
巨大影响；强大作用

Businesses are beginning to feel the full impact of the recession. 企业开始感受到了经济衰退的全面冲击。

They expect the meeting to have a marked impact on the future of the country. 他们期望这次会议对国家的未来产生显著的影响。
have an impact on sth/sb 对……产生巨大

影响

v. to have an effect on sth (对某事物) 有影响, 有作用

His father's death impacted greatly on his childhood years. 他父亲的去世对他童年产生了巨大的影响。

• blame (line 69)

n. responsibility for doing sth badly or wrongly; saying that sb is responsible for sth (坏事或错事的) 责任; 责备; 指责

Why do I always get the blame for everything that goes wrong? 为啥出了事总让我背黑锅?

The government will have to take the blame for the riots. 政府将不得不对骚乱承担责任。

They are trying to put the blame on us. 他们企图把责任推到我们身上。

v. to think or say that sb/sth is responsible for sth bad 把……归咎于; 责怪; 指责

blame sb/sth (for sth) | blame sth on sb/sth 责怪, 指责; 把……归咎于

be to blame (for sth) 对 (坏事) 负有责任

The police are blaming the accident on dangerous driving. 警方把事故原因归咎于危险驾驶。

Some officials believe that more than one person may be to blame for the fire. 一些官员认为, 这场火灾可能不止一个人负有责任。

• brilliant (line 73)

adj. extremely intelligent or skilful 聪颖的; 才华横溢的

She has one of the most brilliant minds in the country. 她是全国最有才气的人之一。

He was quite brilliant and was promoted almost at once. 他才华横溢, 立刻得到了提升。

brilliantly adv. 出色地

• elsewhere (line 78)

adv. in, at or to another place 在 (或去、到) 别处

Our favourite restaurant was closed, so we had to go elsewhere. 我们最喜欢的餐馆已关门了, 所以我们只好到别处去了。

The answer to the problem must be sought elsewhere. 这个问题的答案必须在别处寻找。

They were living well, in comparison with people elsewhere in the world. 和世界上其他地方的人们比起来, 他们过得不错。

难句注释

2. So, people who speak different languages will pay attention to different things, depending on what their language usually requires them to do. (lines 54–58)

句中 who speak different languages 为 who 引导的定语从句，修饰先行词 people。整句意为“因此，说不同语言的人会关注不同的事情，这通常取决于他们的语言中有怎样的语法要求。”

3. Language can have big effects, as we saw with space. Language can also have really early effects, as we saw in the case of colour. (lines 61-64)

这两个句子结构相同，都是由 as 引导的非限制性定语从句。as we saw with space 相当于 as we saw in the case of space。两句句意为“正如我们在有关空间方位的例子中所看到的，语言可以产生很大的影响；而在有关颜色的例子中我们看到，语言也会在极早期产生影响。”

4. And finally, we saw how language can shape things that have personal significance for us — ideas like blame and punishment. (lines 66-70)

句中 how language can shape things... 是动词 saw 的宾语从句；其中 that have personal significance for us 是定语从句，修饰先行词 things；破折号后的 ideas 为同位语，对 things 进行说明。整句意为“最后，我们也看到了语言会如何塑造对我们具有个人意义的事物——诸如责怪和惩罚之类的观念。”

语篇分析

本文的语篇类型是议论文，呈现形式为公共演讲。语篇内容是认知科学领域的知名专家 Lera Boroditsky 以其自身的实证研究及其他相关研究为论据，从人们对空间的认知、对颜色的认知、对事件施动者的认知等方面阐述了语言对思维的影响。语篇结构是以语言对思维的多种影响为主线，使用“总述—例证”模式说明语言对思维的影响，并在结尾处留给读者思考该问题的空间。语言特征为运用名词性从句阐述语言与思维方式之间的关系。语篇的主题意义在于激发学生对语言和思维关系的思考。

背景介绍

1. This talk was presented at an official TED conference by Lera Boroditsky. In this talk, Lera Boroditsky explores how people view the world differently, based on their linguistic backgrounds.
2. Lera Boroditsky is a celebrated cognitive scientist. In her fascinating, playful, and richly detailed keynote speech, she examines the timely overlap of language, intelligence, and human behaviour.

Personal Touch

教学建议

1. Ask students to read the questions first and allow them some time to think.
2. Encourage students to share some cases of their own learning experiences.

参考答案

I have been learning English for more than 9 years. Yes, learning and using English has changed the way I see the world. For example, Chinese idioms containing the word “dog” often have negative implications since dogs often beg others for a favour. People would use the expressions such as “like a dog threatening people on the strength of its master’s power” and “crow like a cock and snatch like a dog” to convey their disrespect for those who they despise. In Western culture, however, dogs symbolize loyalty and they are called “men’s four-legged friends.” People would use, for instance, “I am a lucky dog” and “Love me, love my dog” to express their love for dogs. Using these English idioms reminds me of the good qualities of dogs.

(Answers may vary.)

some have only a couple of words — “light” and “dark.” For example, in English, there is a word for blue, but in Russian, there isn’t just one word.

- 40 Instead, Russian speakers have to tell the difference between light blue, “goluboy,” and dark blue, “siniy.” When we test people’s ability to recognise the differences between these colours,
45 we find that Russian speakers are faster.

Languages also differ in how they describe accidents. In English, it’s fine to say, “He broke the vase.” In
50 a language like Spanish, you might be more likely to say, “The vase broke,” or, “The vase broke itself.” If it is an accident, you wouldn’t say that “someone” did it. So, people
55 who speak different languages will pay attention to different things, depending on what their language usually requires them to do.

I’ve given you a few examples of
60 how language can significantly shape the way we think. Language can have big effects, as we saw with space. Language can also have really early effects, as we saw in the case of colour.
65 They have an impact on our simple, basic decisions. And finally, we saw

70 how language can shape things that have personal significance for us — ideas like blame and punishment.

75 There is such a beautiful variety of language and it reveals just how brilliant and flexible the human mind is. I want to leave you with this final thought. I’ve told you about how speakers of different languages think differently. But, it’s not about how people elsewhere think. It’s about how you think. And that gives you the opportunity to ask, “Why do I think the way that I do?”

Note —

This text was selected and adapted from a talk given by Lera Boroditsky in 2017.



● Personal Touch

- How long have you been learning English? Has learning and using English changed the way you see the world?

Digging In

● Comprehension

I. Answer the questions.

1. What is the speaker's point of view regarding the relationship between the language(s) we speak and the way we think? Do you agree?
2. According to a study by the speaker (Boroditsky 2010), Chinese speakers use more up-down terms (e.g. *shang ge yue, xia yi zhou*) to talk about time than English speakers, who often use left-right terms (e.g. the following week). Could you think of such expressions in English or Chinese?
3. Do you think our way of thinking also influences the language(s) we use? Why or why not?

II. Complete the table by writing down corresponding examples of the claims.

Claim	Example
Language can influence the way we think about space.	The Kuuk Thaayorre people have a good sense of direction because of the language they speak.
Language can influence the way we express colours.	Influenced by the language they speak, Russian people are faster when recognising the difference between dark blue and light blue.
Language can influence the way we describe accidents.	English speakers and Spanish speakers pay attention to different aspects when describing an accident, because the action doer is usually mentioned in English but is normally not mentioned in Spanish.

III. The speaker used two quotes in support of the opposing statements regarding the relationship between language and mind. Read the quotes below and put them into the corresponding category. Add a quote to support the statement you agree with.

Statement 1: Language shapes the way we think.	Statement 2: Language doesn't shape the way we think.
A C E	B D

- A. *To have a second language is to have a second soul.* — Charlemagne
- B. *What's in a name? A rose by any other name would smell as sweet.*
— William Shakespeare
- C. *Knowledge of languages is the doorway to wisdom.* — Roger Bacon
- D. *Words are the clothes thoughts wear.* — Samuel Beckett
- E. *The ability to think for one's self depends upon one's mastery of the language.*
— Joan Didion
- F. One more quote: _____.

Comprehension

教学建议

- I**
 1. Get students to go through the text to find out the author's point of view, and help them summarise it in their own words. Ask them to express their own views afterwards.
 2. Divide students into groups of four and get them to have a discussion about different terms in English and Chinese to talk about time.
 3. Encourage students to share their own points of view on the issue of thinking and language.
- II**
 1. Have students read paragraphs 2 to 4, and locate the examples related to the claims.
 2. Get students to figure out who the people in each example are.
 3. Get students to answer the following questions.
 - (1) How do the people see space differently in the first example?
 - (2) How do the people see colours differently in the second example?
 - (3) How do the people describe accidents differently in the third example?
 4. Inspire students to identify people who think differently from those mentioned in each of the three examples in the text.
- III**
 1. Ask students about their understanding of the five quotes and provide them with some interpretive support if necessary.
 2. Get students to categorise the five quotes into Statement 1 or Statement 2.
 3. Ask students to choose their sides (Statement 1 or Statement 2) and explain their reasons.
 4. Encourage students to think of a quote, even in Chinese, to illustrate their points of view.

参考答案

- I**
 1. The speaker says the language(s) we speak can shape/influence the way we think.
 2. English: the preceding week; Chinese: *shang ban tian, xia ban tian*. (Answers may vary.)
 3. (Answers may vary.)

Reference answer:

Yes. For instance, a boss would refer to Mary as “my secretary” since he thinks about Mary’s role at work; Mary’s mother would address her as “my lovely little daughter” as she usually thinks about Mary from a perspective of family.

- III** More quotes:

Language is the dress of thought.

— Samuel Johnson

Language shapes the way we think, and determines what we can think about.

— Benjamin Lee Whorf

You live a new life for every new language you speak. If you know only one language, you live only once.

— Czech proverb

A different language is a different vision of life.

— Federico Fellini

Learning another language is not only learning different words for the same things, but learning another way to think about things.

— Flora Lewis

Change your language and you change your thoughts.

— Karl Albrecht

If we spoke a different language, we would perceive a somewhat different world.

— Ludwig Wittgenstein

Suggested Activities 见 pages T33d–T33f.

Vocabulary Focus

教学内容与要求

- 能在语境中判断核心词汇的意义和功能以及作者的意图和态度；
- 能根据语篇话题梳理词汇语义网，并运用话题词汇语义网理解和表达相关信息和观点。

词汇分类

识别词汇△： Aboriginal

运用词汇： soul, reality, impact, blame, brilliant, elsewhere

常用词组： beg the question, on the other hand

教学建议

I Key Vocabulary

1. Get students to pick up the target words and expressions in context through interaction. (See suggested activities on pages T33f–T33i.)
2. Have students first go through **Reading A** and locate the given words in the text, and then help them understand all these words.
3. Allow students some time to read through the passage and finish the blank-filling task.
4. Ask some students to share their answers with the class as well as the context clues they found that helped them work out these answers.
5. Get students to read the whole passage together.

II Topic-Related Expressions

1. Get students to read the expressions together and make sure that they know their meanings.
2. Have students fill in the blanks with the expressions. Remind them to change the forms of the expressions if necessary.
3. Check students' answers and give feedback accordingly.

Suggested Activities 见 pages T33f–T33i。

● Vocabulary Focus

I. Key Vocabulary

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

What was the most beautiful thing someone has ever said to you? It could have been just one sentence — one single sentence that influenced your 1 soul for a moment, or maybe even a lifetime. There is more to our language than strict grammar, words, spelling and 2 structure. There is a real power to it. Our language creates a 3 brilliant range of emotions and feelings. The words we speak to other people and the thoughts we hear in our minds add up and create our personal stories. Those stories eventually create and 4 affect our 5 reality. This is the power of language. If you spend some time focusing on the specific words people use to praise, complain and 6 blame, you will see how a language 7 differs in the realities it creates. You may also 8 recognise the power of language if you replace negative sentences like “I don’t want to always feel like such a failure” with “I do want to feel secure and successful.” You will have similar findings if you pay attention to examples 9 elsewhere. They all show how language can 10 significantly shape the way we think.

significantly

recognise

differ

structure

reality

affect

blame

soul

elsewhere

brilliant

effect

impact

II. Topic-Related Expressions

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

pattern(s) of thought	language contact	strong statement	mental activity
have an impact on	second language	early effects	human brain
a variety of words	recognise the difference		

- How a language groups various things and concepts will guide an individual’s mental activities, including categorisation, memory, reasoning and decision-making.
- Scientists have found that unborn babies are able to recognise the difference between two languages. The babies they observed were able to distinguish between English and Japanese even a month before they were born.

3. The human brain is the most complex object on Earth. It is the source of all thought and behaviour.
4. There is an interdependence between the input and the output in second language acquisition.
5. As with the Anglo-Saxon and Norman settlers of centuries past, the languages spoken by today's ethnic communities have begun to have an impact on the everyday spoken English of other communities.
6. Language contact often leads to language change.
7. There is a common belief that Eskimos have a variety of words for snow. Repeating this idea over and over does not turn it into a fact.
8. The ancient Greeks believed that the structure of language mirrored pattern of thought.

● Grammar in Use

Subject clauses and predicative clauses

- I. Study the sentences and underline the subordinate clauses. What functions do they have in the sentences?

EXAMPLE

What has been argued for thousands of years is whether or not people speaking different languages think differently.

1. It is accepted that our language and thought are both influenced by culture.
It is accepted that our language and thought are both influenced by culture (subject).
2. What the researchers have found is how brilliant and flexible the human mind is.
What the researchers have found (subject) is how brilliant and flexible the human mind is (predicative).
3. Whether language shapes the way we think has been a question for centuries.
Whether language shapes the way we think (subject) has been a question for centuries.
4. A common belief is that any language can be learned with enough practice.
A common belief is that any language can be learned with enough practice (predicative).
5. How language learning can benefit young learners has attracted a lot of researchers' interest recently.
How language learning can benefit young learners (subject) has attracted a lot of researchers' interest recently.

Grammar in Use

教学内容与要求

- 能在语篇中识别主语从句和表语从句形式，说明其表意功能；
- 能根据表达的需要，恰当地运用主语从句和表语从句描述人物和事件，表达观点和意图。

教学建议

I

1. Ask students the question “Does the language we speak shape the way we think?” To elicit the example as well as to help them find the answer, have them refer to the quotes from Charlemagne and Shakespeare’s Juliet in **Reading A**.
2. Have students study the example and make sure they understand the functions of the underlined noun clauses as the subject and the predicative respectively.
3. Have students read the sentences and underline the subordinate clauses and tell their functions. They may discuss the answers with their partners.
4. Get students to focus on the first sentence. Ask them to transform the sentence into “That our language and thought are both influenced by culture is accepted”, and compare it with the original sentence and find out why the empty subject “it” is used in subject clauses.
5. Encourage students to find out the grammatical rules by studying the sentences. Have them pay attention to the words that introduce subject clauses and predicative clauses, discuss the roles these words play in the clauses, and figure out the word order of the clauses.
6. Have students read **Grammar Highlights** and check their answers.

II

1. Ask students to read the passage and make sure they understand what the passage is about. If students have difficulty in understanding the passage, necessary explanation should be offered.
2. Have students underline the clues to the questions in the passage.
3. Help students analyse the sentence pattern, identify what the missing sentence element is in each answer and then ask them to use subject or predicative clauses to complete the answers.

III

1. Ask students to read the passage again, and then find out the clues to the questions.
2. Have students use subject or predicative clauses to answer the questions.
3. If some students find it difficult to answer the questions on their own, have them discuss in pairs or in groups and work out the answers together.

Suggested Activities 见 pages T33i–T33k.

Grammar Highlights

The underlined clauses in the example in Exercise I act as the subject and the predicative respectively. Since they serve the same function as nouns, they are called noun clauses.

A noun clause normally begins with words such as *that, how, whether, what, whatever, when, which, whichever, who, whoever, whom, whomever* and *why*.



II. Read the passage and answer the questions by using subject or predicative clauses.

One of the oldest questions in the study of language involves how it influences our thought. According to a highly debatable response from Benjamin Whorf, a student of the famous linguist Edward Sapir, “Language not only influences thought, but it determines thought as well.” The Sapir-Whorf hypothesis, at least in its strongest form, has been rejected by many psychologists. After all, it’s not difficult to come up with examples of thought that does not involve language. But a weaker form of the hypothesis has yet to be challenged: the idea that the language we speak does to a certain extent affect our thought.

1. What is one of the oldest questions in the study of language?

One of the oldest questions in the study of language is how language influences our thought.

2. What is suggested in the Sapir-Whorf hypothesis?

It is suggested that language not only influences thought, but it determines thought as well.

3. What has been proved by examples according to the passage?

It has been proved that thought does not always involve language.

4. What has yet to be challenged?

That the language we speak does to a certain extent affect our thought has yet to be challenged.

III. Answer the questions with information from the passage above, using subject or predicative clauses.

1. What is the stronger form of the Sapir-Whorf hypothesis?

The Sapir-Whorf hypothesis, in its stronger form, is that language influences and determines thought.

2. What is the weaker form of the Sapir-Whorf hypothesis?

The Sapir-Whorf hypothesis, in its weaker form, is that the language we speak affects our thought to some extent.

3. What can be used as evidence to reject the stronger form?

That thought does not always involve language is the evidence to reject the stronger form of the Sapir-Whorf hypothesis.

Listening, Viewing and Speaking

音频文本见 page T33b



Saving Critically Endangered Languages in Australia (Radio programme)

I. Answer the questions. (Answers may vary.)

Do you know there are endangered languages in Australia?

Why should we save them? *When many of these languages are disappearing, the cultures are also disappearing.*

II. Listen and answer.

1. About how many languages were spoken in Australia?
2. About how many languages are still spoken today in Australia?
3. When did Europeans arrive in Australia?
4. How many languages are considered “alive” and in daily use in Australia?

III. Listen again and complete the diagram.

Language is a central part of the (1) culture of Australia's Aboriginal communities.

Language helps them understand their (2) cultural roots, history and (3) customs.

Language also gives them a strong (4) sense of identity.



Why Should Students Learn Foreign Languages? (Mini-lecture)

视频文本见 page T33b

I. Watch the video in silent mode for 32 seconds and try to answer the questions.

1. What is the possible relationship between the two boys? *They are good friends.*
2. What were they busy doing? *They were busy applying for colleges.*

II. Watch the entire video and answer the questions.

Did the boys both succeed in what they were doing? Why?

No. One boy was accepted, but the other was rejected, because they differed in language competence.

III. Watch again and complete the table.

Name	Similarities	Differences
John	Both of them like playing basketball. They have similar (1) <u>grades</u> .	During his free time, John involved himself in (2) <u>learning new things</u> while he also managed to learn (3) <u>a new language</u> of his choice.
Matt		Matt is as (4) <u>intelligent</u> , but he wasted most of his time doing nothing, just (5) <u>lazing around</u> .



Culture Link

Languages Are Disappearing

You probably know that much of the world's environment is under threat, but you might not know that languages are disappearing alongside plants and animals. There are around 7,000 living languages in the world, but UNESCO predicts more than half will have disappeared by the end of the century. If a language dies out, much knowledge goes with it. There are plenty of linguists who are studying and trying to save the world's dying languages.

Listening, Viewing and Speaking

教学内容与要求

Listening

- 能依据听力语篇获取内容要点和支撑性论据；
- 能借助问题中的关键提示词获取听力语篇中的相关细节；
- 能利用文化链接了解拯救濒危语言的必要性和紧迫性。

背景介绍

This audio is an introduction to Australian languages and recounts the history and the current situation of Australian languages while emphasizing the importance of their retention. It seeks to raise students' support for saving endangered languages.

教学建议

1. Get students to look at the title “Saving Critically Endangered Languages in Australia” and ask them whether they know there are endangered languages in Australia.
2. Encourage students to brainstorm why we should save those endangered languages.
1. Get students to read through the four questions first before listening.
2. Have students listen to the audio clip for the first time and answer the questions. Remind them to focus on the numbers when listening.
3. Invite some students to share their answers with the whole class. If students have difficulty in answering the questions after listening, get them to pay attention to the key words in the questions and play the audio clip again.
1. Remind students to take a quick look at the three sentences in the diagram before they listen for a second time.
2. Ask students to listen to the audio clip and have them fill in the blanks. Remind students to pay attention to the details and write down key information.
3. Have students peer-check their answers and then share them with the whole class.

参考答案

1. About 300 languages were spoken in Australia.
2. About 90 languages are still spoken today in Australia.
3. Europeans arrived in Australia in the late 1700s.
4. Only about 60 languages are considered “alive” and in daily use in Australia.

Suggested Activities 见 page T33k。

Culture Link 板块教学建议等见 page T33a。

教学内容与要求

Viewing

- 能通过视频画面预测人物的身份和关系；
- 能理解视频中多模态资源所传达的不同学习者的经历。

背景介绍

This video is an excerpt from a website, in which a narrator talks about two friends applying for colleges. Although they were both smart, only John succeeded in entering his dream college with a scholarship while Matt failed completely. The reason behind it is that John spent much of his free time learning new things including a new language while Matt just lazed around. This video clip shows the significance of learning a foreign language in today's society.

教学建议

- I**
 - 1. Have students watch the video in silent mode for 32 seconds and answer the questions. Remind them to focus on the pictures, words in the video, and the characters' body language. At the same time, ask students to watch carefully and observe the characters' facial expressions that show their emotions.
 - 2. Have students discuss the questions with their partners.
- II**
 - 1. Ask students to watch the entire video and answer the questions. Remind them to use clues shown in the pictures and words in the video, as well as the characters' body language.
 - 2. Get students to share the answers with their partners.
- III**
 - 1. Have students watch again and complete the table. Remind them to pay attention to the details and write down key information.
 - 2. Have students peer-check their answers and then share with the whole class.
- IV**
 - 1. Ask students to read all the seven benefits and underline the key words before playing the video for another time.
 - 2. Encourage students to individually pick out the benefits of learning a foreign language while they are watching.
 - 3. Remind them to find the key words shown in the video.
 - 4. Get students to check the answers with their partners.
 - 5. Ask one or two students to gather all the benefits and present them to the class in the following sentence pattern: According to the video, the benefits of learning a foreign language include ...

Suggested Activities 见 page T33l。

教学内容与要求

- | | |
|----------|--|
| Speaking | <ul style="list-style-type: none">• 能在听和看的基础上形成自己的观点；• 能在演讲中清晰阐明自己的观点；• 能在陈述观点的过程中表达意思的转折。 |
|----------|--|

教学建议

Step 1

1. Divide the class into groups of four. Have each group brainstorm and list the possible advantages and disadvantages of learning a foreign language.
2. Encourage each group to share their ideas in class. Write all their ideas on the blackboard.

Step 2

1. Ask students to pick out the possible effects of learning a foreign language on the human mind.
2. Get students to read **Speaking Strategy** and the passage below it to figure out how to signal a transition while they are giving a presentation.
3. Remind students to pay attention to the underlined parts called “transitions” while they are reading the passage.
4. Give students as many transitional words and phrases as possible. Ask them to put the words and phrases into different categories: *cause and effect, sequence, comparison or contrast, example, purpose, time or location*.
5. Help students to list all the possible transitional words or phrases on the blackboard.
6. Encourage students to give presentations using transitions.

Speaking 参考答案见 page T33l。

Suggested Activities 见 pages T33l-T33n。

IV. Pick out the items that are the benefits of learning a foreign language based on what you have watched.

- 1. enhancing a global mindset
- 2. getting high scores in exams
- 3. developing the ability to appreciate other cultures
- 4. improving thinking and life skills
- 5. being employed by the best organisations
- 6. getting into a good college
- 7. studying in the best universities abroad

 **Giving a presentation on the possible effects of learning a foreign language**
Work in groups. Give a presentation on the possible effects of learning a foreign language on the human mind.

Step 1 Brainstorm and list the possible advantages and disadvantages of learning a foreign language.



Step 2 Give a presentation based on your discussion. Make sure the audience can easily follow your argument. You may use the underlined parts in the passage below.

Speaking Strategy **Signalling a transition**

During a presentation, the speaker should guide the audience so they can easily follow the argument as the speaker moves from one idea to the next. Speakers do this by using expressions to clearly signal what idea will come next. These expressions are called transitions. Apart from the underlined parts in the passage below, you can also use the following expressions:

- Now that I've told you about ... I'm going to explain ...
- I'd like to move on to ...
- Let me turn to ...

Before the 1960s, speaking two languages was considered a factor that slowed a child's brain development by forcing them to spend too much energy distinguishing between languages. A new study did show that reaction times and errors increased for some students who speak two languages in cross-language tests. However, the study also showed that the effort and attention needed to switch between languages caused more activity in, and possibly strengthened, a part of the brain that plays a large role in decision-making, problem-solving, switching between tasks and focusing. So, while speaking two languages may not always make you smarter, it does make your brain healthier, more complex and actively engaged.

READING B

FOR A BETTER BRAIN, LEARN A NEW LANGUAGE



Learning a new language can feel like doing magic. Suddenly, a whole other world opens up and you discover a completely new side of life. Of course, learning a language doesn't happen through magic, but rather through study. But the effect this studying has on our brain is nothing short of magical. Here are some highlights about how the brain changes during language learning.

It sounds like something a child may ask: does learning new things make my brain grow bigger? It turns out that this is what language learning does to the brain. Researchers from Lund University in Sweden studied a group of students who went through a demanding language learning programme. For a control group, the researchers selected students who were studying medicine and science. Both groups were given MRI (magnetic

resonance imaging) scans at the beginning of their studies, and again after three months. The researchers discovered that brain structure changed only in the language learning group. The results suggest that language learning is a promising way to keep the brain in shape and offers more enhanced cognitive benefits than other forms of study.

Many of us dream of being able to focus better and, according to a study published in the journal *Brain and Language*, learning a new language could help make that dream come true. Using a language comprehension task, researchers from Northwestern University tested individuals who speak one or two languages. The task involved listening to a word and then selecting the corresponding image from a group of four. It sounds simple, but the trick was that each group had a distracting word added to it, which is a word that sounds similar to the target word. For example, "candy" versus "candle." Individuals who speak two languages were better at filtering out the distracting words.

Reading B

教学内容与要求

- 能概括科普文章的文体特征，如内容、结构和语言方面的特征；
- 能依据科普文章的核心观点和支撑论据概括语篇大意；
- 能发现并理解语篇包含的文化元素和价值观。

语篇分析

本文的语篇类型为议论文，以科普报告的形式呈现。语篇内容是通过分析，指出学习外语有健脑益智的作用，并从外语学习对学习者大脑结构和专注力两方面，依据科学的研究结果，论证了学习外语对大脑能够产生积极的影响。语篇结构严谨，论证有力，体现了作者深厚的科研素养。语言特征表现为运用了大量的连系动词和行为动词，分别表示语言学习与大脑的关系和学习行为带给大脑的种种益处。语篇的主题意义在于激发学生的探索精神和学习外语的积极性，进一步引导学生探究语言学习对大脑和思维方式的影响。

背景介绍

The article was adapted from an online article in Babbel Magazine by Y.Yates in July, 2017. The original title was “How Learning a Language Benefits Your Brain.”

难句注释

1. **Of course, learning a language doesn't happen through magic, but rather through study.** (lines 5–7)
句中的 not ... but ... 表示“不是……而是……”。整句意为“当然，学习一门语言并不是通过魔术就能实现，而是要靠勤奋学习。”
2. **The results suggest that language learning is a promising way to keep the brain in shape and offers more enhanced cognitive benefits than other forms of study.** (lines 30–35)
句中的 suggest 意为“表明”，后跟宾语从句；keep ... in shape 意为“保持健康”；enhanced 为过去分词用作形容词，意为“增强的；提高的；改进的”。整句意为“研究结果表明，语言学习能够有效地保持大脑的良好状态，与其他学习形式相比，能对提升认知能力提供更多的益处。”
3. **Many of us dream of being able to focus better and, according to a study published in the journal Brain and Language, learning a new language could help make that dream come true.** (lines 36–41)
全句是以 and 连接的并列复合句，according to a study published in the journal Brain and Language 为插入结构，其中过去分词短语 published in the journal Brain and Language 作后置定语，修饰 a study；动名词短语 learning a new language 作主语。整句意为“我们很多人都非常希望提高自己的专注力。根据一项发表在期刊《大脑与语言》上的研究，学习一门新的语言能有助于这一愿望的实现。”
4. **It sounds simple, but the trick was that each group had a distracting word added to it, which is a word that sounds similar to the target word.** (lines 47–51)
句中 that each group had a distracting word added to it 为表语从句；which is a word ... 为非限制性定语从句，对 a distracting word 做补充说明。整句意为“测试听起来很简单，但其中暗藏的玄机在于，每一组都会有一个和正确单词发音非常接近的干扰词。”

词汇分类

识别词汇△: promising, distracting, considerable

运用词汇: highlight, enhanced, comprehension, corresponding, trick, target

常用词组: open up, nothing short of

词汇释义

• open up (line 3)

拓展; 打开

Exciting possibilities were opening up for her in the new job. 新工作为她拓展了令人兴奋的发展前途。

With a microscope, a whole new world of investigation opens up. 显微镜为科学研究工作打开了新领域。

• nothing short of (line 9)

可以说是; 无异于; 近乎

The transformation has been nothing short of a miracle. 这种变化堪称奇迹。

The results are nothing short of magnificent.

结果非常不错。

little short of 可以说是; 无异于; 近乎

• highlight (line 10)

n. the best, most interesting or most exciting part of sth 最好（或最精彩、最激动人心）的部分

The highlights of the match will be shown later this evening. 比赛最精彩的片段将于今晚稍后播出。

The weekend in Venice was definitely the highlight of our trip. 在威尼斯度过的周末肯定是我们旅行中最精彩的部分。

highlight v. 突出; 强调

• promising (line 32)

adj. showing signs of being good or successful 有希望的; 有前途的; 有出息的

He was voted the most promising new actor for his part in the movie. 他因在该电影中扮演的角色而被评为最有前途的新演员。

The project is only in the initial phase as yet, but it's looking quite promising. 这个项目到

目前为止还只在起步阶段，但是看上去非常有前景。

• enhanced (line 33)

adj. improved or better 提高的; 改进的; 增强的

The company will roll out an enhanced version of its operating system in the new year. 该公司将在新的一年中推出这一操作系统的增强版。

enhance v. 提高; 增加; 增进

This is an opportunity to enhance the reputation of the company. 这是提高公司声誉的机会。

enhancement n. 提高; 增加; 增强

• corresponding (line 46)

adj. matching or connected with sth that you have just mentioned 符合的; 相应的; 相关的

Give each picture a number corresponding to its position on the page. 按所在页面位置给每一幅画编上相对应的号码。

correspond v. 相一致; 符合

correspondence n. 相关; 相似

• trick (line 48)

n. something that confuses you so that you see, understand, remember, etc. things in the wrong way 引起错觉（或记忆紊乱）的事物

At first he thought someone was coming towards him, but it was just a trick of the light. 开始他以为有人朝他走来，但这只是灯光引起的错觉。

trick n. 戏法; 技巧; 恶作剧

trick v. 欺骗; 欺诈

tricky *adj.* 难办的；难对付的

- **distracting (line 49)**

adj. making someone stop giving their attention to something 使分心的，干扰的

Please turn your music down — it's very distracting. 请把音乐声放小点，它太使我分心了。

distract v. 使转向；转移（注意力）；使分心 (from)

attract v. 吸引；引起

- **target (line 51)**

n. a result that you try to achieve 目标

Set yourself targets that you can reasonably hope to achieve. 给自己制订有望能达到的目标。

v. to aim an attack or a criticism at sb/sth 把……作为攻击目标；把……作为批评的对象

The missiles are targeted at several key military sites. 导弹瞄准几个主要的军事基地。

- **versus (line 52)**

prep. used to compare two different ideas, choices, etc. (比较两种不同想法、选择等) 与……相对，与……相比

It was the promise of better job opportunities versus the inconvenience of moving away and leaving her friends. 那是她更好的就业前景与因搬家后远离朋友带来的不便之间的矛盾。

- **filter (line 54)**

v. to remove sb/sth that you do not want from a large number of people or things using a special system, device, etc. (用专门的系统、装置等) 过滤掉，筛除

The software filters out Internet sites whose content is not suitable for children. 这个软件可筛除含儿童不宜内容的互联网站。

- **considerable (line 60)**

adj. great in amount, size, importance, etc. 相当多（或大、重要等）的

The project wasted a considerable amount of time and money. 那项工程浪费了相当多的时间和资金。

难句注释

5. The reason for this delay, the researchers believe, is that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age. (lines 64–69)

句中 the researchers believe 为插入语；that learning a language challenges our grey cells 为表语从句；which helps prevent them from becoming worse as we age 为非限制性定语从句，which 作为关系代词指代整个主句。整句意为“研究人员认为，造成这种延迟的原因在于，学习一门语言会刺激灰质细胞，从而有助于防止其随着年龄的增长而衰弱。”

Comprehension Plus

教学建议

1. Ask students to read the text and underline relevant information about cause and effect such as “But the effect this studying has on our brain is nothing short of magical. (lines 7–9)” and “The results suggest that language learning is a promising way to keep the brain in shape and offers more enhanced cognitive benefits than other forms of study. (lines 30–35)”
2. Allow students some time to complete the cause and effect tree diagram. Encourage them to discuss in groups.
3. Check the answers in class and have students share the additional effect they have come up with.

Suggested Activities 见 pages T33n–T33o。

55 The results revealed that people who only speak one language had to work harder to complete the task.

Just like exercising your body, providing your brain with a workout
60 has considerable health benefits. Several studies have shown a link between being bilingual and delaying the beginning of Alzheimer's disease

by an average of four years. The
65 reason for this delay, the researchers believe, is that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age.

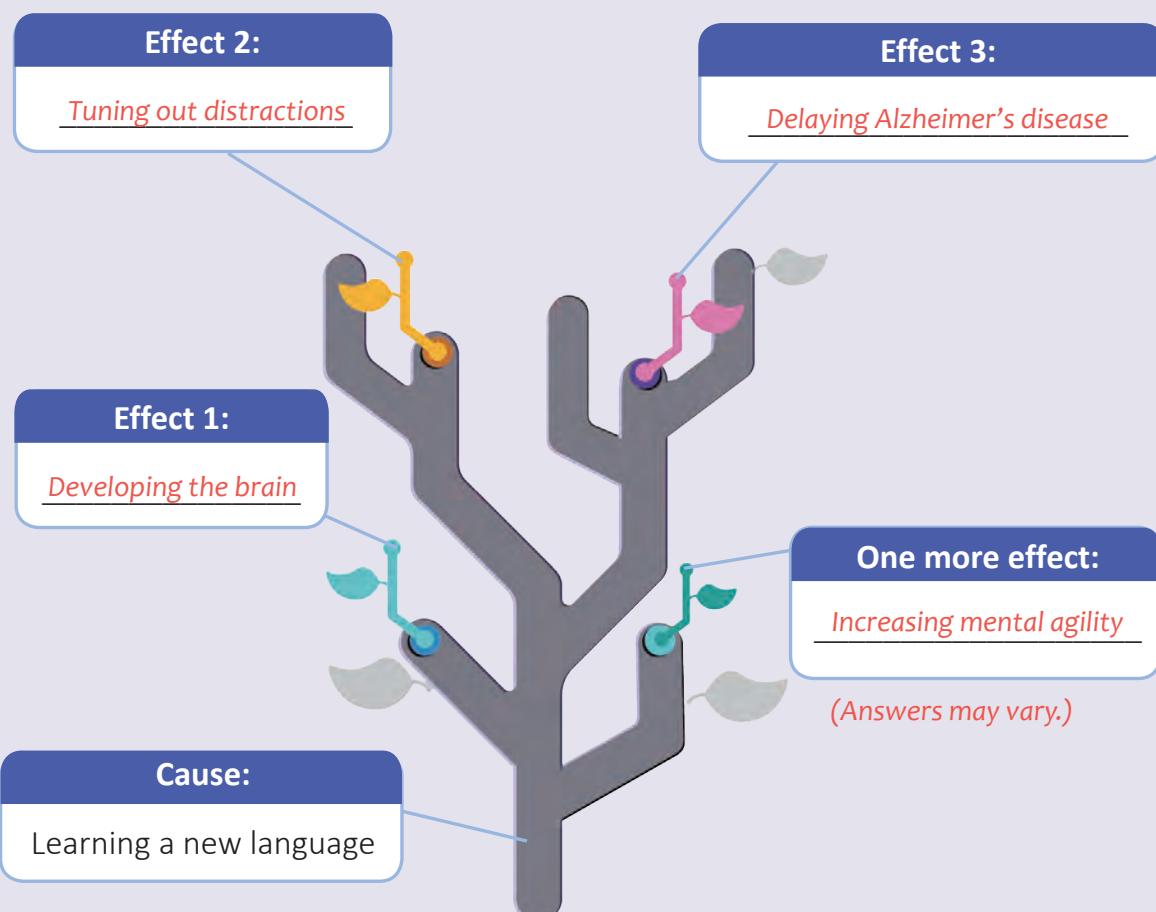
70 Ready to give your brain a workout?

● Comprehension Plus

Complete the cause and effect tree diagram using options from the box below based on the text you have read. Read more about language and mind. Write down one more effect and discuss it in groups.

Damaging brain cells
Tuning out distractions
Delaying Alzheimer's disease

Developing the brain
Processing more information



Critical Thinking

Analysing cause-effect relationships

- I. The following is a PPT slide of a talk about the benefits of learning a new language. It shows several possible effects of language learning. Find evidence for these effects based on what you have learned in this unit.



Learning a new language may:

- change the way one perceives the world;
- enhance one's global mindset;
- change one's brain structure with better cognitive performance;
- help one tune out distractions;
- enable one to fulfill complex tasks;
- delay the aging of one's brain.

- II. Learning a foreign language not only strengthens one's mind, but also leads to many other benefits. Discuss how language learning gives rise to the following benefits by analysing the cause-effect relationships.

- developing better relationships with others
- deepening one's understanding of other cultures
- forming a global perspective



Critical Thinking

教学内容与要求

- 能根据提示整合本单元各语篇中有关使用语言和学习语言对思维产生影响的例证，厘清因果关系；
- 能对信息进行综合分析，表达自己的观点。

教学建议

- I
- Ask students to read the articles in this unit again and identify the evidence for at least three effects.
 - Have students discuss the definition of the cause-and-effect relationship in essays and encourage them to brainstorm examples based on their observation and personal experience.

Reference answer:

Definition

In a composition, *cause and effect* is a method of paragraph or essay development in which a writer analyses the reasons for—and/or the consequences of—an action, event, or decision.

Organisation

A cause-and-effect paragraph or essay can be organised in various ways. For instance, causes and/or effects can be arranged in either chronological order or reverse chronological order. Alternatively, points can be presented in terms of emphasis, from least important to most important, or vice versa.

Examples

- A hurricane blew the roof off the house, and as a result, the family had to seek shelter for the night.
- As I forgot to set the alarm clock, I was late for school.

- II
- Have students discuss in groups the three additional effects and encourage them to put forward evidence for the effects to support their arguments.

参考答案

- I
- Learning a new language may:
- change the way one perceives the world (*The Kuuk Thaayorre people have a good sense of direction; Russian speakers are faster to recognise the difference between light blue and dark blue; English and Spanish speakers pay attention to different things when describing an accident*);
 - enhance one's global mindset (*Learning a new language improves one's ability to appreciate other cultures and makes him/her open to learning; deepen one's understanding of a foreign language and the culture surrounding the language*);
 - change one's brain structure with better cognitive performance (*Learning a new language helps sharpen one's cognitive and life skills*);
 - help one tune out distractions (*Learning a new language helps one focus better*);
 - enable one to fulfill complex tasks (*Individuals who speak two languages were better at filtering out the distracting words*);
 - delay the aging of one's brain (*The researchers hold that learning a language challenges our grey cells, which helps prevent them from becoming worse as we age*).
- II
- developing better relationships with others (*Language learning improves one's ability to appreciate other cultures, which in turn helps students develop better relationships with people from other cultures.*)
 - deepening one's understanding of other cultures (*Communicating in another language exposes one to the traditions, religions, arts, and history of the people associated with that language.*)
 - forming a global perspective (*Knowing more than one language enables one to explore more in the world. Visiting more places and getting more information from various sources are conducive to forming a global perspective.*)
- (Answers may vary.)

Writing

教学内容与要求

- 能依据议论文的语篇结构组织写作内容；
- 能在议论文中清晰地呈现论点和反方论点。

教学建议

Step 1

- Get students to read the instructions and make sure that they know what they are to write about.
- Have students discuss in groups, express opinions about whether there should be a French course for high school students and write down opinions of each group member.

Step 2

- Familiarise students with the writing strategy of claim and counterclaim.
- Have students go over the notes of the opinions the group members have and sort out the strongest claim and counterclaim.
- Ask students to add relevant details to the claim and counterclaim. Students may associate the characteristics of the French language with the necessity of offering a French course.
- Give students support by providing them with some sentence patterns.

Sentence starters for claims	Sentence starters for counterclaims
<ol style="list-style-type: none">One may think that ...In sb's opinion, ...sb is in favour of ...It is often thought/imagined/supposed ...	<ol style="list-style-type: none">I would recommend ...I would argue ...It might be true that ...; however, ...Others may say that ..., but when you look at the facts ...

Step 3

- Get students to read the sample writing on text page 31 to have a deeper understanding of claim and counterclaim.
- Provide the checklist below for students to raise their awareness of a good essay with claim(s) and counterclaim(s).

Is the opinion clear?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Does the essay contain claim(s) and counterclaim(s)?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there any supporting details?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Is the essay coherent?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Are there any grammatical mistakes?	Yes <input type="checkbox"/> No <input type="checkbox"/>

- Allow students enough time to turn their notes regarding claim(s) and counterclaim(s) into a short paragraph.
- Ask students to do peer-checking according to the checklist.
- Encourage students to share their compositions and make comments on them.

Writing an argumentative essay on an additional foreign language course

Chen Kai has been learning English for eight years. He can read books in English and do very well in tests. Last summer, he watched a French film and was attracted by the French language and culture. This made him eager to learn French. However, no French course was offered at his school. Chen was disappointed and wondered why English was the only foreign language taught at his school.

Later, he came across a short essay in a local magazine.

Is English the Only Foreign Language Worth Learning?

Nowadays English is used in almost all fields of international communication: business, politics, science, culture, etc. **For this reason one may think that English is the only foreign language worth learning to feel confident in society.** But is that really so? I strongly believe that high school students in today's globalised world should have the opportunity to learn languages other than English. Every language is worth learning because it is a key that unlocks a world for us. It doesn't matter if it's French, German, Spanish, Japanese, Korean, Hebrew or any other language. Learning other foreign languages greatly increases the number of people on the globe with whom you can communicate. In conclusion, **I would recommend that my friends learn as many foreign languages as possible.** The languages we have learned and are learning are our treasure — the treasure that cannot be taken from us.

claim

counterclaim

● Guided Writing

Chen decides to write a letter to his headmaster to persuade him to offer a French course at school. Can you help him?

Step 1 Work in groups. Discuss whether there should be an additional foreign language course for high school students. Write down opinions of each group member.

Step 2 Choose the strongest claim and counterclaim from your notes.

Argumentative writing

claim and counterclaim

A claim is a statement that something is true or is a fact, although other people might not believe it.

A counterclaim is a statement that someone makes in response to a different statement made by someone else.

Step 3 Write a persuasive letter to the headmaster in 100–120 words. Use claim(s) and counterclaim(s).



Dear _____,

*Yours sincerely,
Chen Kai*

Guided Writing

Students should learn more than one foreign language if possible, for learning languages broadens our horizons as well as benefits our brain.

France has been a cultural centre for many centuries. Many people agree that French is one of the most beautiful languages in the world. It is also one of the six official languages of the United Nations. If we learn French well, we will feel more comfortable and confident travelling and enjoying those fascinating attractions like the Eiffel Tower, the Louvre and the Paris Opera House, as well as the many sights and wonders of the globe's many other French-speaking countries.

In addition, Victor Hugo and Alexandre Dumas were literary giants whose masterworks *Les Misérables* and *The Count of Monte Cristo* have influenced readers everywhere. Likewise, some well-known films like *The Little Prince* and *The Chorus* are in French. If we learn this language well, we will be able to fully appreciate a vital culture.

Fascinating French tourist attractions



The Eiffel Tower

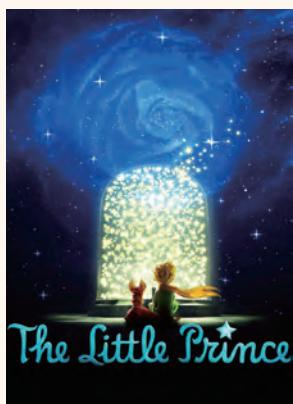


The Louvre Museum

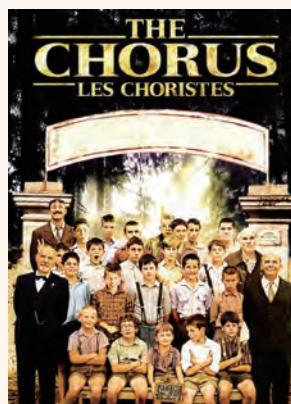


The Paris Opera House

Breathtaking French films and literature



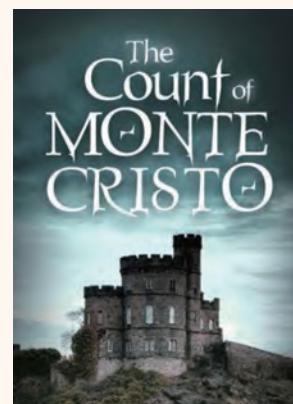
The Little Prince



The Chorus



Les Misérables by
Victor Hugo



The Count of Monte
Cristo by Alexandre
Dumas

The above pictures and the following questions may act as cues before students begin to write.

- What are the benefits of learning more than one foreign language?
- Why is French so special and worth learning?
- What is France famous for?
- ...

Suggested Activities 见 pages T33p–T33q.

Further Exploration

教学内容与要求

- 能通过开展项目探索学会自主学习和合作学习；
- 能依据项目要求收集、辨别和处理信息。

教学建议

Step 1

- Ask students to brainstorm the key words related to the topic before searching the Internet.
- Divide students into three groups. Have each group choose one place in China to focus on.
- Have every student find an article about dialect protection in the place their group chose and write down the main idea(s) before class.

Step 2

Encourage students to summarise the article individually in no more than three sentences.

Step 3

- Ask students to work again in groups and share their findings.
- Invite one speaker from each group to present their summaries to the whole class in the form of the given table on text page 33.

Reference answer:

Measures should be taken to protect the Shanghai dialect. For example, primary schools in the city can provide optional courses in Shanghainese. In addition, the municipal government can create other additional opportunities for young people to speak the local dialect. Competitions among youngsters, for instance, can be organised to encourage them to use it more often and more appropriately.

Suggested Activities 见 pages T33q–T33r。

Self-assessment

教学内容与要求

- 通过核查，评估本单元目标的达成情况；
- 通过反思学习效果并据此优化学习策略和方法，同时通过计划和调控，提升自主学习能力。

教学建议

Step 1: Review

- Remind students to check whether they have achieved the overall learning goals about “Language and Mind” by going over the expected outcomes of this unit.
- Ask students to tick the items they think they have done well.

Step 2: Reflect

- Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reasons for their success.
- Get students to think of the problems or difficulties they have encountered when doing class activities. Ask them to analyse the possible causes of the problems.

Further Exploration

Collecting information about dialect protection in China

Nowadays, many Chinese dialects are spoken by a much smaller population than decades ago. In different places in China, efforts are being made to protect disappearing dialects. Collect information on this topic.

Step 1 Search the Internet for articles reporting on dialect protection in China. Download one article and note down the main idea(s).

Step 2 Summarise the article in no more than three sentences.

Step 3 Discuss the articles in groups. Decide on the best example and report it to the class. Present your notes in a table, as shown below.

Case	Place	Measures
Sample case	Shanghai	<ol style="list-style-type: none">1. In addition to Putonghua, the Shanghai dialect is also used in announcements on buses in Shanghai.2. Some radio and television programmes are launched in the Shanghai dialect.3. Research into the Shanghai dialect is carried out by linguists.
Your case		
Your group's case		

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding and discussing the impact of the language we speak on the way we think
- B. Talking about the benefits of learning foreign languages
- C. Collecting information about dialect protection in China
- D. Analysing cause-effect relationships between language learning and its possible effects
- E. Giving a presentation on the possible effects of language learning using transitions
- F. Writing an argumentative essay containing claim(s) and counterclaim(s)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

Step 3: Revise

Get students to make a plan to solve the problems. Encourage students to search out effective solutions to the problems, for example, 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 necessary.

范例见 page T33r。

Culture Link

教学内容与要求

- 能了解世界语言多样性的重要性；
- 能结合本单元语篇，说明拯救濒危语言的意义。

教学建议

- As a warm-up, ask students to recall how many languages are spoken around the world according to **Reading A**, and to guess how many will have disappeared by the end of the century.
- Have students read the passage and answer the following three questions:
 - How many languages will have disappeared by the end of the century?
 - What is the consequence if a language disappears?
 - What have people done when facing the disappearance of languages?
- Invite students to brainstorm ways to save the Shanghai dialect as a follow-up.
 - Get students to make a survey about how many students in the class can speak the fluent Shanghai dialect.
 - Have students discuss whether being able to speak the Shanghai dialect is important in today's life and why.
 - Encourage students to brainstorm possible ways to save the Shanghai dialect.

补充文化知识

The Shanghai Dialect Struggles to Survive in China

Dialects in China have hit a bump in the road because Putonghua is encouraged in daily life. In particular, the number of people speaking the Shanghai dialect is decreasing. A combination of factors, such as the influx of people from other provinces, has led to the decline of the Shanghai dialect.

One of the problems faced by Shanghainese speakers is that few young people know the dialect. Experts in language studies, such as retired Professor Qian Nairong of Shanghai University, are working to preserve it. Qian published a dictionary of the Shanghai dialect in 2007. Older generations are trying to pass on the language skills to younger generations.

*AFP recently reported that Tongji University in Shanghai has organised a voluntary class in the Shanghai dialect, teaching basic Shanghainese so that younger generations and foreigners can converse with elderly Shanghai local people in the Shanghai dialect.

* AFP: Agence France-Presse = French Press Agency 简称“法新社”

Saving Critically Endangered Languages in Australia

People in Australia are making efforts to save disappearing languages. At one time, an **estimated** 300 native languages were spoken on the continent. Only about 90 are still spoken today. Language is a central part of the culture of Australia's Aboriginal communities. Language helps Aboriginal communities understand their cultural roots, history and customs. It also gives them a strong sense of **identity**. European people arrived in Australia in the late 1700s and this had a harmful impact on native languages on the continent. Now, only about 60 of those languages are considered "alive" and in daily use. As older members of Aboriginal communities die, their languages are likely to **pass away**.

注释:

1. **critically** *adv.* seriously or dangerously 严重地
He is critically ill in intensive care. 他病得很重，正处于重症监护中。
2. **endanger** *v.* to put sb/sth in a situation in which they could be harmed or damaged 使遭危险
The sea turtle is an endangered species. 海龟是濒危物种。
3. **estimate** *v.* to form an idea of the cost, size, value, etc. of sth, but without calculating it exactly 估计；估算
It is estimated that the satellite will cost £400 million. 估计这颗卫星要耗资 4 亿英镑。
4. **identity** *n.* the characteristics, feelings or beliefs that distinguish people from others 特征；特有的感觉（或信仰）
Children need continuity, security, and a sense of identity. 孩子们需要稳定感、安全感以及自我认同感。
5. **pass away** 消失；消逝
The fashions and tendencies that emerged and more or less passed away still have some impact on people's lives. 那些曾出现过后来又几乎消失的时尚与趋势仍然对人们的生活产生影响。

Why Should Students Learn Foreign Languages?

Hi, let me read out a quote from Thomas Huxley, a famous English biologist, before we move on further. He said: "Try to learn something about everything and everything about something." Let me tell you a small story on why this quote is **eternally** relevant.

John and Matt are two friends who have been so for a very long time. Both John and Matt got busy **applying for** colleges of their choice for their **higher education**. Although both have similar grades, only John has been able to successfully **convert** his application into admissions to the best of colleges, with **scholarships** too. **Whereas** Matt has been facing **rejection** from colleges he is seeking admissions into. Why is this happening? To know more, let's go back in time. John, during his free time, involved himself in learning new things while he also managed to learn a new language of his choice. Whereas Matt, who is as intelligent, wasted most of his time doing nothing, simply **lazing around**. Learning a new language and the culture **surrounding** it helped John **immensely**. It enhanced his global mindset, raising his ability to appreciate other cultures, thus making him open to learning. It helped him sharpen his cognitive and life skills. It improved his chances of gaining entry into graduate schools because the majority of universities **favour candidates** with understanding of a foreign language and culture surrounding the language. It enhanced his chances to study abroad in the best universities of his choice, where local language is majorly used as the mode of education. If you desire to constantly enhance your abilities, learning a new language is one of the best choices you have.

注释：

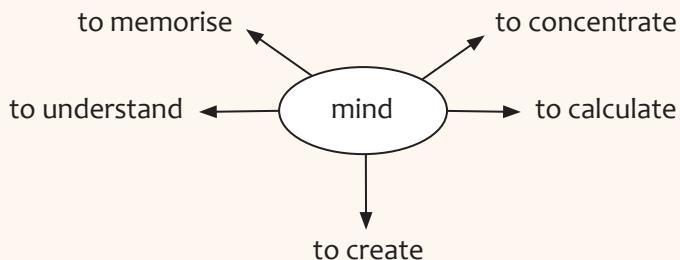
1. **eternally** *adv.* for ever 永远地，永久地
I'll be eternally grateful to you for this. 我将为此永远感激你。
2. **apply for** (通常以书面形式) 申请，请求
She applied for a job with the local newspaper. 她申请了当地报社的一个职位。
3. **higher education** 高等教育
The book will be invaluable for students in higher education. 这本书对于高校学生将有重大价值。
4. **convert** *v.* to change or make sth change from one form, purpose, system, etc. to another (使) 转变，转换，转化
What rate will I get if I convert my dollars into euros? 如果我把美元兑换成欧元，汇率是多少？
5. **scholarship** *n.* an amount of money given to sb by an organisation to help pay for their education 奖学金
She won a scholarship to study at Stanford. 她获得了奖学金，得以在斯坦福大学求学。
6. **whereas** *conj.* used to compare or contrast two facts (用以比较或对比两个事实) 然而，但是，尽管
Some of the studies show positive results, whereas others do not. 有一些研究结果令人满意，然而其他的则不然。
7. **rejection** *n.* the act of not accepting someone for a job, school, etc. (对求职者、求学者的) 拒绝
They sent me a rejection letter. 他们发给我一封拒绝信。
8. **laze around/about** 闲散地打发时间；消磨时光
She spent the day at home, reading the papers and generally lazing around. 她白天待在家里，看看报纸，懒洋洋地消磨时间。
9. **surround** *v.* to be closely connected with sth/sb 与……紧密相关；围绕
The decision had been agreed in principle before today's meeting, but some controversy surrounded it. 在今天的会议之前该决定原则上已获同意，但围绕这项决定还存在一些争议。
10. **immensely** *adv.* extremely; very much 极端地；非常；极大地
Champagne wines became immensely popular in the 18th century. 香槟酒在 18 世纪十分流行。
11. **favour** *v.* to prefer sth or sb to other things or people, especially when there are several to choose from 较喜欢
Both countries seem to favour the agreement. 两个国家似乎都倾向于这份协议。
12. **candidate** *n.* a person who is trying to be elected or is applying for a job (竞选或求职) 候选人，申请人
There were a large number of candidates for the job. 有许多求职者申请这份工作。

Getting Started

Option 1 ★

Have students predict what this unit is mainly about by asking them to read the title of the unit. Then ask them to brainstorm “functions of mind” by designing a mind map.

Reference answer:



Option 2 ★★★

Get students to have a group discussion about the question: What do you think of some Chinese expressions and their English equivalents like “百里挑一” in Chinese and “one in a thousand” in English? Could you give more examples? Do you think they reflect different ways of thinking in different cultures?

Reference answer:

In my opinion, the Chinese expression “百里挑一” and the English “one in a thousand” are similar in meaning but different in word order. There are some other examples: “千里之堤，溃于蚁穴 (A little leak will sink a great ship)” “大街小巷 (every corner of the street).” To some extent, the different word sequences reflect different ways of thinking. That is, Chinese expressions may reflect a way of synthetic thinking, while English expressions usually start with something more specific or insignificant, which shows analytical thinking.

Option 3 ★★★

Have students discuss their understanding of the quote from Ludwig Wittgenstein on text page 19.

(A brief introduction to Ludwig Wittgenstein)

Ludwig Josef Johann Wittgenstein (1889—1951) was an Austrian-British philosopher who worked primarily in logic, the philosophy of mathematics, the philosophy of mind, and the philosophy of language. He was considered to be one of the most important philosophers of the twentieth century. Before his death at the age of 62, the only book Wittgenstein had published was the *Tractatus Logico-Philosophicus* (《逻辑哲学论》). His second book, *Philosophical Investigations* (《哲学研究》), was published shortly after he died. Both of these works were regarded as very important for analytic philosophy.

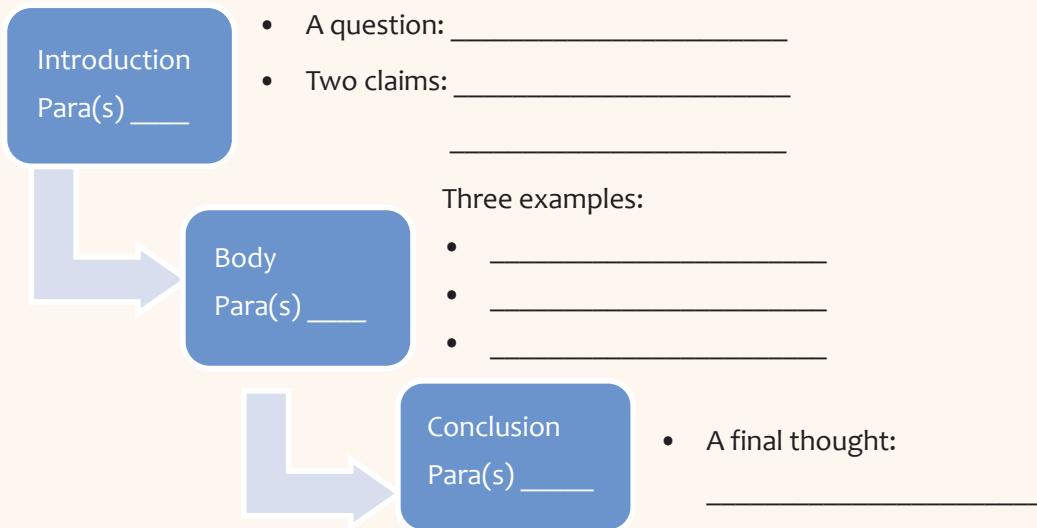
Reading A

Comprehension

Option 1 ★★

Help students understand the structure of the text by asking them to complete the flow chart.

Suggested Activities



Reference answers:

Introduction: Para 1

- A question: Does the language we speak shape the way we think?
- Two claims: Claim 1: Language affects reality.
Claim 2: Language does not affect reality.

Body: Paras 2–4

- Three examples:
 - Example 1: The Kuuk Thaayorre people have a good sense of direction because of the language they speak.
 - Example 2: Influenced by the language they speak, Russian people are faster when recognising the differences between dark blue and light blue.
 - Example 3: English speakers and Spanish speakers pay attention to different aspects when describing an accident, because the action doer is usually mentioned in English but is not normally mentioned in Spanish.

Conclusion: Paras 5–6:

- A final thought: Why do I think the way that I do?

Option 2 ★★

Divide students into two groups, with one for the author's point and the other against. Allow them a few minutes to brainstorm, write down their reasons, and choose the speakers. While the speakers present their points of view, ask other students to take down the speakers' main ideas on the worksheets, so that all the students can ponder these thoughts later.

Reference answer:

Languages do affect our ways of thinking. For example, in Chinese different words are used to call your father's sisters and your mother's sisters according to their ranks in the family, like "dayi" for your mother's eldest sister and "xiaogu" for your father's youngest sister. However, people in English-speaking countries may simply use "aunt" regardless of which side they are from and their ages. The difference possibly tells us that Chinese people are more conscious of social hierarchy than people in English-speaking countries.

Option 3 ★★★

Based on the ideas and examples given in the text, encourage students to think about dialects by asking questions like “Do dialects change people’s way of thinking? If so, how? If not, why?”.

Reference answer:

I think that dialects change people’s way of thinking. For example, in the Shanghai dialect, sons-in-law-to-be are called “maojiao”, while in the Beijing dialect, they are called “zhun guye”. “maojiao” is probably the short form of “maoshou-maojiao”, which means someone who is clumsy-handed or imprudent. “ye” of “guye” is a respectful title for men in the north of China. So the titles for sons-in-law-to-be indeed reflect a difference in the nuanced relationship between fathers-in-law and sons-in-law in Shanghai and Beijing.

Vocabulary Focus

Option 1 ★★

Get students to acquire words and expressions in the different reading stages through classroom interaction. Integrate target words and expressions into reading activities in different stages. Activate students’ prior knowledge about target words and expressions in the before-reading stage, get students to infer their meanings from the context in the while-reading stage and encourage them to use the newly learned words and expressions in the after-reading stage.

Before-reading

Target words: Aboriginal, elsewhere, debatable

T: (Show a picture of Aboriginals) Look at the picture. Do you know who they are?

S: I have no idea.

T: They are the original people living in an **Aboriginal** community in Australia. They are called **Aborigines**. Do they speak the same language as people **elsewhere**, or people in other places or somewhere else do?

S: I don’t think so.

T: Do they think the same way as people **elsewhere** do?

S: Maybe not.

T: So does language shape the way people think?

S: I am not quite sure.

T: Actually, this is a **debatable** question. In other words, many people have debated it. Let’s read the text together to find out the author’s opinion.

While-reading

Target words and expressions: differ in, reality, Aboriginal, be aware of, have an impact on

T: What’s the question raised in the first paragraph?

S: Does the language we speak shape the way we think?

T: What does Charlemagne’s statement suggest?

S: It suggests that language affects **reality**.

T: What about Shakespeare’s Juliet’s statement?

S: It suggests that language doesn’t shape reality.

Suggested Activities

- T: Very good. Charlemagne and Shakespeare's Juliet had different opinions on this question. In the author's mind, languages **differ in** many ways. What does the first example show us?
- S: People from an **Aboriginal** community in Australia **are** more **aware of** where they are.
- T: Exactly, the first example shows that languages **differ in** how they express direction. How about the Russian people in the second example?
- S: It indicates that languages **differ in** how they express colours.
- T: Very good. What about the Spanish people in the third example?
- S: Languages **differ in** how they describe accidents.
- T: Right. So what's the author's conclusion? Can you make a summary according to the fifth paragraph?
- S: Languages **have an impact on** the way we think.
- T: Good job. Thanks for your conclusion.

After-reading

Target words and expressions: differ from, significantly

Group discussion: Do you think the Shanghai dialect has an impact on the way Shanghainese think? And why or why not?

Reference answer:

I think the Shanghai dialect may to some extent reflect the way Shanghainese think. The Shanghai dialect **differs a lot from** other dialects because there are many words pronounced in an English way. For example, “斯迪克” pronounced in the Shanghai dialect comes from “stick”, and “水门汀” comes from “cement.” Therefore, Shanghai’s history as an international, commercial and maritime hub **significantly** affected both the mindset of its inhabitants and the local language.

Option 2 ★★

Get 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 speaking on different topics at different comprehension levels. Involve students in planned classroom interactions with you as follows.

1. Literal comprehension

Topic: In what way do languages differ from each other?

Target words and expressions: differ in, Aboriginal, have an impact on, significant, brilliant, soul

- T: From the text we learn that there are 7,000 languages spoken around the world, and they are different from each other, but can you tell me what aspects languages **differ in**? Take a look at those **Aborigines** in Australia.

S: **Aborigines?**

T: They are the original people living in Australia. How does their language differ?

S: Their language **differs in** how it expresses the position of things, by relating it to direction.

T: Exactly. What else do languages **differ in**? Pay attention to the Russian speakers.

S: Their language **differs in** how it expresses colours.

T: Perfect. What else do languages **differ in**? Let's take a look at the Spanish speakers.

S: Their language **differs in** how it describes accidents.

T: It's true. And these are the reasons why the author thinks languages **have an impact on** how we think. In other words, languages have a strong or significant effect on how we think. Apart from languages, what else can **have a significant impact on** how we think?

S: Some classic books can **have a significant impact on** how we think.

T: I agree with you. **Brilliant** books can nourish our **souls**. What else can **have an impact on** how we think?

S: My parents **have a significant impact on** how I think.

T: Are they **brilliant** parents?

S: Yes, I think they are **brilliant**.

T: Good for you.

2. Inferential comprehension

Topic: the introduction

Target expression: **beg the question**

T: We know that there are about 7,000 different languages spoken in the world. These languages are very different in their structures and we notice that their speakers behave very differently from each other. And this phenomenon **begs a question**. What is the question?

S: It is "Does the language we speak shape the way we think?".

T: Yes, but can you guess the meaning of "**beg the question**"?

S: ...

T: Do you notice the word before "question"? What is it?

S: It's "ancient."

T: Yes, are there any definite answers to this ancient question?

S: Not yet.

T: Why?

S: Because people have different ideas.

T: Yes. But can you find evidence in this paragraph?

S: The last sentence of this paragraph — "Whether language shapes reality has been debatable for thousands of years."

T: Great! Since it has been a debatable question for thousands of years, it also makes the author want to find the answer. So, now can you guess the meaning of "**beg the question**"?

S: To make sb want to ask a question that has not yet been answered.

T: Exactly! What do you think of the existence of AI technology?

S: The existence of AI technology **begs the question** of whether humans will one day be victims of their own invention.

T: Oh, that is also my concern.

3. Critical comprehension

Topic: Do you think the Chinese language shapes the way we think?

Target words and expressions: **differ from**, **soul**

In my opinion, the Chinese language does shape the way we think. [point of view]Chinese characters **differ from** other languages in many ways. A lot of Chinese characters originate from pictures of the objects ancient people used or encountered in their daily life. And the art of writing Chinese characters, called calligraphy, marks the thoughts and **soul** of Chinese scholars. It is so unique and beautiful that it looks like a painting. Therefore, Chinese characters reflect the imagery thinking of the nation. In addition, thanks to the simpler linguistic expression of each number in Chinese, we

Suggested Activities

can work out some basic maths problems in a faster way than Westerners. [evidence] In a word, the Chinese language to some degree is related to the way we think. [conclusion]

Grammar in Use

Option 1 ★★

1. Ask students to read the following passage and answer the questions by using subject or predicative clauses.

Currently, the list of endangered languages is growing day by day.

In an article recently published in *The New Yorker*, it was reported that up to half of today's living languages are in danger and will be extinct by the end of the 21st century.

Languages die out for many reasons. Some can be hard to preserve if most of their traditions are orally maintained, with few written records ever in existence. Other causes of linguistic death have to do with cultural domination. Many cultures have been colonized or otherwise dominated.

Losing a language can also mean losing crucial knowledge about that group's history, culture, or even local environment.

Many linguists and academics, who recognise the value of dying languages, are working to preserve them.

- (1) What concern is expressed in the article in *The New Yorker*?
- (2) What has led to the dying of languages?

Reference answers:

- (1) The concern in the article in *The New Yorker* is that up to half of today's living languages are in danger and will be extinct by the end of the 21st century.
- (2) That some languages can be hard to preserve if most of their traditions are orally maintained, with few written records ever in existence and that many cultures have been colonized or otherwise dominated have led to the dying of languages.

2. Get students to discuss with their partners the suggestions on preserving dying languages. Have them use subject or predictive clauses to complete the sentences.

- _____ might be a good way to preserve some dying languages.
- My suggestion on preserving dying languages is _____.

Reference answers:

- That we use modern technology such as recording might be a good way to preserve some dying languages.
- My suggestion on preserving dying languages is that governments should establish policies/take action to protect dying languages.

Option 2 ★★★

Have students make dialogues with their partners according to each given situation using subject or predicative clauses with the conjunctions in brackets.

Example:

You cannot decide which foreign language club to sign up for. (which)

- A: Have you seen the poster of foreign language clubs on the bulletin board? There are five clubs for us to choose from. That's a lot.
B: Yeah, all these clubs are awesome, so which club I should sign up for is really a tough decision for me to make.

Situations

1. Your deskmate is a local resident of Shanghai, but he cannot speak the Shanghai dialect well. (why)
2. The word “aunt” in English has different meanings in Chinese. (whether)
3. The same body language may send different signals in different cultures. (what)

Reference answers:

1. A: You were born and grew up in Shanghai, but you cannot speak the Shanghai dialect well. Any particular reasons?
B: Well, although I was born and grew up in this city, Putonghua is almost the only language I use to communicate with my teachers, friends and even my parents. My lack of practice, I suppose, is why I cannot speak the Shanghai dialect well./Why I cannot speak the Shanghai dialect well, I suppose, is my lack of practice.
2. A: In English, “aunt” means the sister of your father or mother. That is to say, in English we can use the same word “aunt” for both your father’s sister and your mother’s sister. But in Chinese for the sister of our father, we call “gumu”; for the sister of our mother, it is “yimu.”
B: Yeah, in Chinese whether we should call “gumu” or “yimu” depends on whose sister she is, father’s or mother’s.
3. A: So, what impresses you most about the topic of body language?
B: Well, what impresses me most is that the same body language, for example, patting a child on the head, may send totally different signals in different cultures. In China it means loving or adoring, but in Thailand it means insulting.

Option 3 ★★★

Have students work in groups and talk about the new languages they want to learn by asking the question “If you are going to learn a new language, what will it be?” Encourage them to use subject or predicative clauses properly in their discussion.

Reference questions:

- (1) What has influenced your choice of the new language?
- (2) What is the most significant advantage of learning this new language?
- (3) What is the biggest obstacle you might come across if you learn this new language?

Reference answer:

If I am going to learn a new language, I will choose French. My summer vacation in Paris a couple of years ago had a strong influence on my choice.

As far as I’m concerned, the most significant advantage of learning French is that I can read some

Suggested Activities

world-famous novels like *The Count of Monte Cristo* by Alexandre Dumas in the original French is a widely-spoken language. Therefore, learning French can give me access to other cultures.

Of course, learning a new language is not easy. Whether I can spare enough time to learn French is the toughest problem I might meet. Since I will be a Senior Three student next year, one of my worries is that with much homework to do, I might not be able to continue learning it.

It pays to have a modern attitude and to think globally. Despite the difficulty, what I won't give up is the idea of exploring the exciting reality of what French offers.

Listening, Viewing and Speaking

Listening

Option 1 ★★

Have students think about and answer some questions related to **Reading A** before listening.

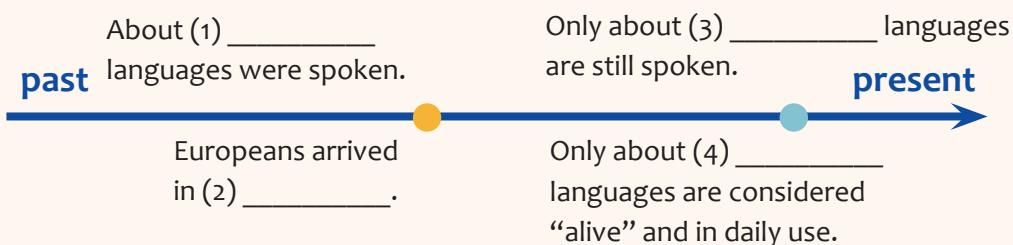
- (1) What example does the speaker give to support the idea that some languages can make people more aware of space?
- (2) Why are they more aware of space?
- (3) What advantages do you think their language may bring to them?

Reference answers:

- (1) To prove that some languages can make people more aware of space, the speaker gives an example of the Kuuk Thaayorre people, an Aboriginal community in Australia.
- (2) They use “north” “south” “east” and “west” instead of “left” and “right.”
- (3) a. They may have a strong sense of direction and thus, they may rarely get lost.
b. Their mind is like a live map with precise locations of everything in their community.
c. It is very easy for them to ask and give directions.

Option 2 ★★

Ask students to listen to the audio clip and complete the timeline.



Reference answer:

- (1) 300 (2) the late 1700s (3) 90 (4) 60

Viewing

Option 1 ★★

Ask students to describe the main idea of the video clip after they watch it with sound for the first time. The following questions may help them understand the video clip better.

- (1) What are the names of the two boys?
- (2) What were they trying to do? What was the result?
- (3) Why did they get such a result?

Reference answers:

- (1) They are John and Matt.
- (2) They were applying for colleges. John succeeded while Matt failed.
- (3) They differed in language competence.

Option 2 ★★

Ask students to speak out the benefits of learning a foreign language based on what they have watched.

Reference answer:

enhancing a global mindset; developing the ability to appreciate other cultures; improving thinking and life skills; getting into a good college; studying in the best universities abroad

Option 3 ★★★

Get students to brainstorm more benefits of learning a foreign language and share with the class.

Reference answer:

having chances to work in a different place one day; being a volunteer at an international forum/competition/exposition; having more chances to get a good job; working for the UN; helping foreign people when necessary

Speaking

Step 2 参考答案

Studies have found that speaking two or more languages is a great asset to the cognitive process. The brains of bilingual people work differently from those of single language speakers, and these differences offer several mental benefits. **Now let me** explain some of these benefits.

You become smarter

Speaking a foreign language improves the functionality of your brain by challenging it to recognise, negotiate meaning, and communicate in different language systems. This skill improves your ability to negotiate meaning in other problem-solving tasks as well.

You build multitasking skills

Multilingual people, especially children, are skilled at switching between two systems of speech, writing, and structure. This skill makes them good multitaskers, because they can easily switch between different structures.

Your memory improves

Educators often liken the brain to a muscle, because it functions better with exercise. Learning a

Suggested Activities

language involves memorising rules and vocabulary, which helps strengthen that mental “muscle.” This exercise improves overall memory, which means that multiple language speakers are better at remembering lists or sequences. **Next, I would like to move on to** the effects of language learning on perception.

You become more perceptive

A study revealed that multilingual people are better at observing their surroundings. They are more adept at focusing on relevant information and editing out the irrelevant. They’re also better at spotting misleading information.

Option 1 ★★

Have students work in pairs. Ask them each prepare a presentation on the possible effects of learning a foreign language on the human mind and give each other comments about their presentation according to the following checklist.

Checklist: Your partner’s presentation ...		
1. has a clear opinion.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. has used necessary transitions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. has at least FIVE sentences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Option 2 ★★★

1. Have three students give their presentations on the possible effects of learning a foreign language on the human mind to the whole class and ask other students to take notes in the given table. Remind students that they do not need to write down every word, but just the main points.

	Opinion	Positive Effects	Negative Effects
S1	Learning a foreign language _____.	a. _____ b. _____	a. _____ b. _____
S2	Learning a foreign language _____.	a. _____ b. _____	a. _____ b. _____
S3	Learning a foreign language _____.	a. _____ b. _____	a. _____ b. _____

2. Have other students summarise the main ideas of the three students' presentations and give feedback according to the checklist.

Checklist: The speaker's presentation ...		
1. has a clear opinion.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
2. has used necessary transitions.	Yes <input type="checkbox"/>	No <input type="checkbox"/>
3. has at least FIVE sentences.	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Reference answer:

	Opinion	Positive Effects	Negative Effects
S1	Learning a foreign language <u>can be both beneficial and burdensome to the human brain.</u>	a. <u>concentrating for longer periods;</u> b. <u>reducing the risk of Alzheimer's disease;</u> c. <u>becoming more sensitive to the surrounding environment;</u> d.	a. <u>slowing children's brain development;</u> b.

Reading B

Comprehension Plus

Option 1 ★★

Before students read the text, encourage them to brainstorm the functions of the human brain. Then ask for their opinions on whether they think learning a foreign language can affect the brain, and if their answer is “yes,” have them talk about the good or bad effects by asking them to use sentence patterns like “I believe that learning a new language ... and apparently it can/will ...”

Option 2 ★★

Have students read the title and encourage them to predict the thesis of the text. Get them to skim the text, divide it into three parts, and identify the purpose of each part. Ask them to pay attention to the structure of a typical argumentative essay.

Reference answer:

Thesis: Learning a new language is beneficial to the human brain.

Suggested Activities

Part	Paragraph(s)	Purpose	Topic Sentence
1	1	To raise the thesis	p1: "But the effect this studying (i.e. learning a new language) has on our brain is nothing short of magical." (the 4th sentence)
2	2–4	To put forward the arguments	p2: "Language learning makes the brain grow bigger." (the first two sentences) / "Language learning is a promising way to keep the brain in shape and offers more enhanced cognitive benefits than other forms of study." (the last sentence) p3: "Learning a new language could help us focus better." (the first sentence) p4: "Providing your brain with a workout has considerable health benefits." (the first sentence)
3	5	To summarise and reinforce the argumentation	p5: "Ready to give your brain a workout?" (the only sentence)

Option 3 ★★★

Have students work out how the author supports each argument (with scientific experiments and studies), and ask them to summarise/paraphrase the experiments/studies in their own words. Provide scaffolding sentence patterns if necessary.

Reference answers:

p2: **Swedish researchers scanned** the brains of students studying a language and studying medicine and science, **and found that** the brain structure changed only in the former group.

p3: **In the research, different individuals were asked to** choose images matching words they'd heard, with other words that have similar pronunciation distracting them. **It turned out that** the bilingual subjects could pick out the right answer more easily than the monolingual ones.

p4: **Research shows learning a language** keeps grey cells in shape **and thus** helps delay the beginning of Alzheimer's disease.

[The words in bold type are scaffolding sentence patterns provided for students if necessary.]

Critical Thinking

Option 1 ★★

Encourage students to highlight the evidence for the effects of language learning in the articles of this unit or write them in the margin next to the corresponding effects.

Option 2 ★★★

Encourage students to come up with more evidence for the effects of language learning by doing research after class, such as doing interviews with people around them, collecting information from relevant experiments or research on the Internet. Have them share their findings in class and discuss whether the evidence is strong enough.

Writing

Option 1 ★★

Have students read the following passage and identify the claim and counterclaim.

Recently, a topic about whether it is better for children to learn English as early as possible or after they reach an adult age has aroused a heated discussion. It is often thought that it is not wise to learn English as early as possible. Some may argue that an adult is more likely to learn English better as he or she will study in a disciplined manner and with a clear aim. As far as I'm concerned, the earlier a child begins to learn English, the better command he or she will have.

Reference answer:

Claim: It is often thought that it is not wise to learn English as early as possible.

Counterclaim: As far as I'm concerned, the earlier a child begins to learn English, the better command he or she will have.

Option 2 ★★

Provide students with a table contrasting the claim and counterclaim in the Sample Writing and instruct students to fill in the table on the basis of a good understanding of the Sample Writing.

/	Claim	Writer's Counterclaim
/	One may think that English is the only foreign language worth learning to feel confident in society.	I would recommend that my friends learn as many foreign languages as possible.
Supporting details	(1) _____ _____	(2) _____ (3) _____
/	Another claim	Counterclaim
/		
Supporting details		

Suggested Activities

Reference answer:

/	Claim	Writer's Counterclaim
/	One may think that English is the only foreign language worth learning to feel confident in society.	I would recommend that my friends learn as many foreign languages as possible.
Supporting details	(1) English is used in almost all fields of international communication: business, politics, science, culture, etc.	(2) Every language is worth learning because it is a key that unlocks a world for us. (3) Learning other foreign languages greatly increases the number of people on the globe with whom you can communicate.
/	Another claim	Counterclaim
/	Taking a French course is not suggested for high school students.	I'm in favour of offering a French course at school.
Supporting details	<ul style="list-style-type: none">Students are fully occupied with learning English and other subjects.	<ul style="list-style-type: none">French is one of the six official languages of the United Nations.Many world-famous works of literature were originally written in French.

(Answers may vary.)

Further Exploration

Option 1 ★★

Ask students to act as journalists, interviewing people on the street about their views concerning the present status of the Shanghai dialect. Provide the following questions for students' reference, and encourage them to ask more creative questions.

1. Do you speak the Shanghai dialect in your daily life? Why or why not?
2. What do you think of the present and future of the Shanghai dialect?
3. Do you have any suggestions on protecting the Shanghai dialect? What are they?

Reference answer:

(Suppose the interviewee is a high school student in Shanghai.)

I seldom speak the Shanghai dialect in my daily life, although I am a Shanghai resident. Since primary school, we've been required to speak Putonghua at school, so I am not accustomed to speaking the Shanghai dialect. I can understand it, but my pronunciation of it is a little bit strange. I think the government should legislate on offering courses on the Shanghai dialect at school, as an optional course at least. It can help raise people's awareness of protecting the dialect and can also actually help students to learn it.

Option 2 ★★★

Ask students to search on the Internet for successful attempt to retain a dialect or a language, and share their findings in class.

Reference answer:

Kalam is a language spoken by an ethnic minority group in Lithuania, which was once on the verge of extinction. However, in an attempt to protect their language, local people started writing history books in Kalam and compiling textbooks and dictionaries. Gradually, the Kalam language was revived thanks to their efforts.

Self-assessment

范例 (Answers may vary.)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

What you still find difficult

Possible cause(s) of the problem(s)

Your plan to solve the problem(s)

Learning resources that you could use

I still find it difficult to understand the relationship between language and mind. For me, it makes more sense if it goes “how the way we think shapes our language.” The reason why I am kind of confused, I suppose, is that I don’t think about such questions often. To solve this problem, I will refer to more books on language learning, psychology, and even philosophy.

The Turing Test

What is consciousness? Can an artificial machine really think? Does the mind just consist of neurons in the brain, or is there some spark which is difficult to describe, understand or measure at its core? For many, these have been vital considerations for the future of artificial intelligence. But British computer scientist Alan Turing decided to disregard all these questions in favor of a much simpler one: can a computer talk like a human?

This question led to an idea for measuring artificial intelligence that would famously come to be known as the Turing test. In the 1950 paper, “Computing Machinery and Intelligence,” Turing proposed the following game. A human judge has a text conversation with unseen players and evaluates their responses. To pass the test, a computer must be able to replace one of the players without considerably changing the results. In other words, a computer would be considered intelligent if its conversation couldn’t be easily distinguished from a human’s.

Turing predicted that by the year 2000, machines with 100 megabytes of memory would be able to easily pass his test. But he may have jumped the gun. Even though today’s computers have far more memory than that, few have succeeded and those that have done well focused more on finding clever ways to fool judges than using tremendous computing power. The first program with some claim to success was called ELIZA. With only a fairly short and simple script, it managed to mislead many people by imitating a psychologist, encouraging them to talk more and reflecting their own questions back at them. Its success in fooling people highlighted one weakness of the test. Humans regularly attribute intelligence to a whole range of things that are not actually intelligent.

Nonetheless, annual competitions like the Loebner Prize, have made the test more formal with judges knowing ahead of time that some of their conversation partners are machines. But while the quality has improved, many chatbot programmers have used similar strategies to ELIZA. 1997’s winner Catherine could carry on amazingly focused and intelligent conversation, but mostly if the judge wanted to talk about Bill Clinton. And the more recent winner Eugene Goostman was given the persona of a 13-year-old Ukrainian boy, so judges interpreted its awkward grammar as a result of linguistic and cultural barriers.

Meanwhile, other programs like Cleverbot have taken a different approach by statistically analyzing huge databases of real conversations to determine the best responses. Some also store memories of previous conversations in order to improve over time. But while Cleverbot’s individual responses can sound incredibly human, its lack of a consistent personality and inability to deal with brand new topics are a dead giveaway.

Who in Turing’s day could have predicted that today’s computers would be able to pilot spacecraft, perform delicate surgeries, and solve massive equations, but still struggle with the most basic small talk?

Human language turns out to be an amazingly complex phenomenon that can’t be captured by even the largest dictionary. Chatbots can be confused by simple pauses, like “umm...” or questions with no correct answers.

It turns out that simulating a human conversation takes more than just increasing memory and processing power, and as we get closer to Turing’s goal, we may have to deal with all those big questions about consciousness after all.

Food for thought

1. Can a computer talk like a man according to the article? Why or why not?
2. What does the author mean by saying “But he may have jumped the gun” (in paragraph 3)?
3. Do you think AI robots will take the place of human school counselors in the near future? Why or why not?

Reference answers:

1. No, it cannot. Because according to the article, a computer cannot really think in the way human beings do.
2. By saying “But he may have jumped the gun”, the author means that Turing’s prediction about computers’ thinking ability was of blind optimism or he was unrealistically optimistic about computers’ thinking ability, for it turns out that computers which have succeeded in some tests were playing tricks on judges instead of using their powerful thinking ability.
3. No, I don’t think that AI robots will take the place of human school counselors in the near future. It is true that artificial intelligence robots can be equipped with massive computer programmes which can help them solve some common problems of our students. However, faced with some difficult cases where students need comforting conversations, AI robots may totally get lost. Because such conversations largely rely on human consciousness, which AI robots lack today and will hardly get in the near future, they are unlikely to soon replace human counselors.



In this unit, we are going to

- ▶ explain charity events and the motives behind giving to charity;
- ▶ appreciate the spirit of charity shared by cultures;
- ▶ evaluate the benefits of charity events from different perspectives;
- ▶ expand on an idea, and write a narrative to share experiences of helping others.



Unit 3

Charity

When one is good to others, they will be good to him too.

— Guan Zhong

Getting Started

e | Read the poem and answer the questions.

Charity

In charity lies happiness and bliss. If you haven't done charity, you may miss the power to love and share. Charity gives you happiness beyond compare.

What does "Charity gives you happiness beyond compare" mean? Do you agree? Give your reasons.

"Charity gives you happiness beyond compare" means that we can get great joy and fulfilment by giving. I totally agree because doing charity work, like donating money to or volunteering at a charity, means that I can do something for others. This is the source of happiness.

(Answers may vary.)

单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“社会服务与沟通”	<ul style="list-style-type: none"> 能描述公益慈善活动及其动因； 能比较不同文化中社会公益慈善行为的异同； 能从多角度评价社会公益慈善行为的积极效果； 能依据语篇发表个人观点并基于献爱心、行善举的经历撰写记叙文。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳出议论文的基本文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能归纳出记叙文的基本文体特征。
	听力语篇	<ul style="list-style-type: none"> 能厘清新闻报道语篇中的人物、事件、动机等要素。
	视听语篇	<ul style="list-style-type: none"> 能综合视频画面、背景、声音、手势动作、表情等获取信息。
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"> 能在语境中判断目标词汇的表意功能； 能建构与社会公益慈善话题相关的词汇语义网，并灵活运用于语篇理解和意义表达之中。
	语法	<ul style="list-style-type: none"> 能在语篇中识别 -ing 形式作主语或宾语，判断其表意功能； 能根据表达需要恰当运用 -ing 形式作主语或宾语。
	语篇	<ul style="list-style-type: none"> 能归纳本单元议论文体中借助调查结果来支撑观点的语篇结构、内容和语言特征； 能归纳本单元记叙文语篇中通过时间和人物关系来组织语篇的结构、内容和语言特征； 能判断语篇中句子、句群和段落之间的语义逻辑关系； 能依据调查报告语篇特征，获取主要内容和细节。
	语用	<ul style="list-style-type: none"> 能判断本单元语篇的写作目的、对象以及作者观点、意图与行文理念等； 能运用得体的功能语言表达个人观点、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，在口头或书面表达中发表自己的观点。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> 能分析并分享语篇中包含的文化元素，如助人为乐、与人为善、乐善好施等； 能获取古今中外、不同文化、不同阶段、不同领域的人对社会公益慈善的意义、形式等的见解； 能利用本单元提供的文化链接，分享社会公益慈善行为多元化的具体表现； 能通过研究性学习获取并分享社会公益慈善事业在我国的悠久历史和传统。
语言技能	听	<ul style="list-style-type: none"> 能从听力材料中获取社会公益慈善行为所涉及的人物、机构、动因等关键信息。
	说	<ul style="list-style-type: none"> 能依据听和看的内容表达个人感受与观点； 能在口语表达中对个人观点进行有效拓展。
	读	<ul style="list-style-type: none"> 能梳理议论文语篇结构，分析社会公益慈善行为背后的动因； 能理解日常生活中人与人之间爱心传递的行为。
	看	<ul style="list-style-type: none"> 能从多模态资源中获取家长培养孩子社会服务意识的意义和途径。
	写	<ul style="list-style-type: none"> 能运用记叙文的叙事结构，结合个人经历或身边的公益慈善故事写 100—120 词的短文，分享助人为乐、乐善好施的故事。
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"> 能在口头表达中拓展个人观点，清晰完整地表达个人观点和意图； 能分析与整合本单元语篇信息，创设多样化的社会公益慈善服务。
	读	<ul style="list-style-type: none"> 能依据议论文和记叙文的语篇结构来分析语篇的组成部分和内容。
	写	<ul style="list-style-type: none"> 能在书面表达中通过呈现记叙文关键语篇成分来实施文章组织策略。
	元认知	<ul style="list-style-type: none"> 能根据自身情况制定合适的学习计划； 能根据本单元的学习目标和内容，及时总结和反思、评价学习成效并调整学习策略，提高学习效率。

READING A

- ? Why do people usually give to charity? Read the text and find out some major factors that affect people's decisions.



TO GIVE OR NOT TO GIVE: WHAT PROMPTS US TO DONATE TO CHARITY?

You are looking at a website and an advertisement jumps out, asking for donations to people in need of warm clothes. You pay for a few items 5 at a drugstore and the clerk asks if you'd like to donate school supplies to less fortunate children. You receive an email and find out you've been asked to do the ALS Ice Bucket Challenge¹.

10 Opportunities to give money to people who need help are everywhere. But which situations prompt you to reach for your wallet? Does it depend on your mood? Your excess 15 cash that month? Does it depend on who's watching?

According to a new study, published in the *Journal of Consumer Research*, a major factor that may 20 determine whether or not we donate is where we stand on two moral traits: empathy and a sense of justice. Although both are positive characteristics, they often appear to 25 pull us in two different directions. Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other.

For example, if you believe that 30 a homeless man has caused his own misfortune and you are pretty sure he could have made better choices

Getting Started

教学内容与要求

- 能阐释诗歌中传达的慈善行为对构建和谐社会的积极意义；
- 能就自己对慈善的理解和体会展开开放式讨论；
- 能通过对慈善行为意义的讨论，构建本单元慈善话题的词汇语义网。

教学建议

1 Ask students to read the quote by Guan Zhong and find out its original Chinese version (善人者，人亦善之). Ask students whether they have heard of other Chinese sayings or quotes that advise people to give a helping hand and see whether they can translate them into English.

2 Get students to read the poem on text page 35. Help students understand the meaning of “bliss” in the poem as well as the sentence structure of “In charity lies happiness and bliss.”

3 Ask students to provide definitions of “charity” and examples of charity events or charitable organisations. In pairs, have students share their own experiences of doing charity work. (Or they can also share other people’s charity work they’ve heard of or seen.) Ask them to compare their own feelings with those described in the poem, and talk about whether they agree with the statement “Charity gives you happiness beyond compare” and why.

Suggested Activities 见 page T49d。

Reading A

教学内容与要求

- 能归纳议论文语篇呈现观点的形式与结构；
- 能判断作者的观点、意图与行文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话题词汇语义网和语法结构；
- 能归纳议论文引用证据的语言特征；
- 能分析并分享本议论文语篇中包含的文化元素，如爱心、善意、乐于助人等。

难句注释

- According to a new study, published in the *Journal of Consumer Research*, a major factor that may determine whether or not we donate is where we stand on two moral traits: empathy and a sense of justice. (lines 17–23)

句中的 published in the *Journal of Consumer Research* 为过去分词短语，修饰 a new study； that may determine whether or not we donate 为定语从句，修饰 a major factor； where we stand on two moral traits: empathy and a sense of justice 为表语从句。整句意为“发表在《消费者研究杂志》上的一项最新研究表明，决定我们会否捐款的一个主要因素在于我们对同理心和正义感这两种道德品质持何种观点。”

- Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other. (lines 25–28)

句中的 depending on the situation 是现在分词短语作状语，修饰 we often lean more towards one over the other。lean towards 意为“向着某一方倾斜”； over the other 是与另一方做比较。整句意为“试图保持平衡不容易，我们通常会根据情况偏向其中一方。”

词汇释义

• prompt (title)

v. to make sb decide to do sth; to cause sth to happen 促使；导致

What prompted him to be so generous? 是什么原因使得他如此大方呢？

The accident prompted her to renew her insurance. 这一起事故促使她续保。

empathise (line 73) v. 同感；产生共鸣；同情

• supply (line 6)

n. [pl.] the things such as food, medicines, fuel, etc. that are needed by a group of people 补给，补给品

The transport plane carrying food and medical supplies for refugees finally came into sight. 那架为难民运送食物和医疗用品的运输机终于出现了。

an amount of sth that is provided or available to be used 供应量；供给量；储备
With adequate supplies of raw materials, we are sure to fulfil the order. 有了充足的原材料供给，我们一定能按时交货。

• tricky (line 26)

adj. difficult to do or deal with 难办的；难对付的

He asked a number of tricky questions that only a doctor could answer. 他问了一些只有医生才能回答的棘手问题。

The equipment can be tricky to install. 这设备安装起来可能很费事。

• lean towards (line 28, line 34, line 40)

倾向，偏向（尤指某意见或利益）

He leans towards more light-hearted subjects in his later works. 他在后期的创作中倾向于比较轻松的主题。

Although we still have a few more candidates to interview for the job, we're leaning towards Jeff. 虽然还有几个候选人有待面试，但我们倾向于把这工作给杰夫。

• moral (line 22)

adj. concerned with principles of right and wrong behaviour 道德的

We have a moral obligation to help them. 我们有道德义务帮助他们。

He said he believed the charter represented the realities of the world and the moral code of the country. 他说他相信该宪章代表世界的现实情况和该国的道德准则。

immoral (line 49) adj. 不道德的

morality n. 道德

immorality n. 不道德

• slip (line 36)

v. to pass into a particular state or situation, especially a difficult or unpleasant one 陷入，进入（困难或不愉快的处境）

She slipped into unconsciousness and died the next day. 她逐渐失去意识并在第二天过世。

to slide a short distance by accident so that you fall or nearly fall 滑倒；滑跤

Jim slipped but managed to keep hold of the ball before it crossed the goal line. 吉姆滑倒了，但在球越过球门线以前他还是抓住了它。

• empathy (line 22)

n. the ability to understand another person's feelings, experience, etc. 同感；同情

She had great empathy with other people. 对别人的遭遇她感同身受。

Both authors have the writing skill to make you feel great empathy with their heroines. 两位作家都具有令你和女主人公产生共鸣的写作技巧。

empathic (line 40) / empathetic adj. 共情的

• take sth into account (line 61)

考虑到；顾及

When judging his performance, don't take his family background into account. 评定他的表现时，不必考虑他的家庭背景。

When buying an apartment, people usually take into account its price, location and surroundings. 在购买公寓时，人们往往要考虑价格、地段和周边环境这几个因素。

• **immense (line 63)**

adj. extremely large or great 极大的；巨大的

immense difficulties / problems / possibilities

巨大的困难 / 问题 / 可能性

Regular visits from a social worker can be of immense value to old people living alone. 对于独居老人而言，社工的定期拜访意义重大。

immensely *adv.* 极大地；极端地

• **universal (line 66)**

adj. done by or involving all the people in the world or in a particular group 普遍的；全世界的；全体的；共同的

The desire to look attractive is universal. 爱美之心人皆有之。

Their proposal met with almost universal condemnation. 他们的提议遭到了几乎所有人的指责。

universally *adv.* 普遍地；在所有情况下

难句注释

3. For the study, researchers asked people to donate to charities in which the donors believed the sufferers were responsible for their own situation (such as those who cannot keep a job due to alcohol use). (lines 43–48)

句中 *in which the donors believed the sufferers were responsible for their own situation* 是以 *in which* 引导的定语从句，修饰 *charities*; *charity* 作为可数名词表示具体的慈善组织或慈善事业。整句意为“在这项研究中，研究人员让参与者向慈善机构捐款，捐赠者认为这些慈善机构的受捐者，如那些因酗酒而无法保住工作的人，对自身的处境负有责任。”

4. Furthermore, the participants who felt this way and also felt themselves to be highly moral were even less likely to donate money. (lines 52–55)

句中 *this way* 意为“向那些对自己处境负有责任的人伸出援手并非高尚行为。”整句意为“此外，那些持有这种想法且认为自己道德高尚的参与者，捐款的可能性更小。”

5. It's empathy that connects us to one another and prompts us to reach out. (lines 63–65)

It is ... that ... 为强调句型，强调主语 *empathy*。此强调句型可以用来强调主语、宾语、状语等。句中 *reach out* 意为“伸出援手”。整句意为“正是这种同理心将我们彼此相连，并促使我们施以援手。”

语篇分析

本文的语篇类型是议论文。语篇内容从日常生活中的慈善活动入手，引导读者思考人们捐助行为和捐助意愿背后的动因。然后，借用学术期刊论文的研究成果来阐释影响慈善捐助行为和意愿的关键因素。文章最后肯定了同理心对捐助行为的主要作用和重要意义，为建立充满爱心和善举的社会环境提供了依据，也引导读者结合自身经历反思公益慈善行为的初心。语篇结构是以捐助人的情感立场为主线，通过分析影响人们捐赠行为的两个因素——共情和公正来引导读者考虑慈善背后的动因，为探索公益慈善问题提供了一个独特视角。语言特征体现为运用丰富的关联词来呈现段落和语句间严密的逻辑关系，并通过例证支撑所提出的观点。语篇的主题意义在于引导大家思考该用怎样的态度面对社会上需要帮助的人，选择怎样的方式来帮助别人，从而激发学生的服务社会意识。

背景介绍

Journal of Consumer Research is a bimonthly peer-reviewed academic journal covering research on all aspects of consumer behavior, including psychology, marketing, sociology, economics, communications, and so on.

Personal Touch

教学建议

1. Describe the situation in the question and conduct a quick survey in class to find out how many students will reach out and how many will not.
2. Ask those who will help and who will not to give their reasons respectively. Teachers may summarise and list these reasons in two separate columns.

参考答案

Yes, I think I will give them some money because I think they might have suffered a lot. If they can use the money to buy something for themselves, I think it's really nice.
(Answers may vary.)

than he did, then you will probably lean towards not giving any money. On the other hand, if you can relate to the pain that would cause him to slip into the hopeless situation — whether or not you actually had the same terrible experiences as he did — then you would probably lean towards empathic giving, even if he did play a role in his own problem.

For the study, researchers asked people to donate to charities in which the donors believed the sufferers were responsible for their own situation (such as those who cannot keep a job due to alcohol use). Results showed that some participants considered it immoral to give a donation to people who were “responsible” for their own situation.

Furthermore, the participants who felt this way and also felt themselves to be highly moral were even less likely to donate money. In other words, if they felt that they almost always make moral choices, then they seemed to feel less empathic towards the sufferers and were less likely to donate.

● Personal Touch

 If you meet homeless people, will you give money to them? Why or why not?

Although there are several factors we take into account before donating to a charity, the research confirms the immense power of empathy. It's empathy that connects us to one another and prompts us to reach out. Suffering is universal. In fact, any type of suffering can help us relate to another person's unique form of suffering, prompting us to reach out and help.

In fact, when researchers asked the participants to recall their own past immoral behaviours, then they seemed able to empathise more with those who were suffering. As a result, they were more likely to donate.



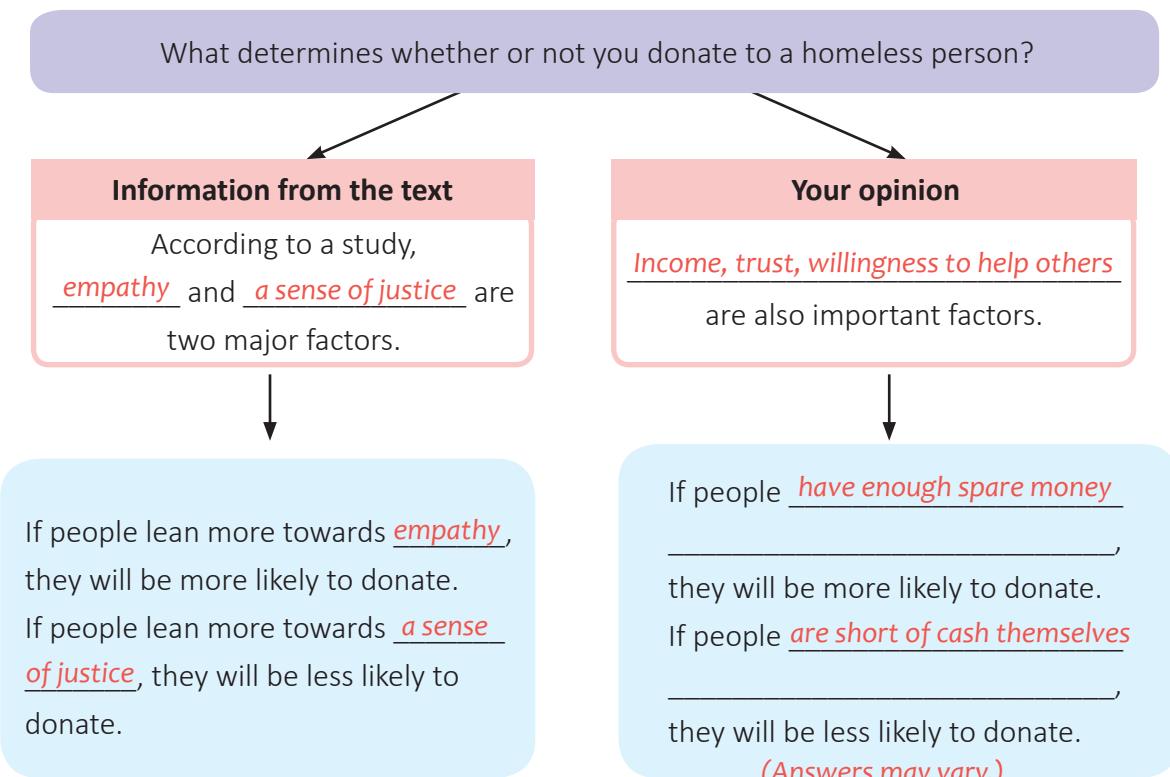
Note

1. The ALS Ice Bucket Challenge is an activity involving the dumping of a bucket of ice and water over a person's head to promote awareness of the disease “amyotrophic lateral sclerosis (ALS)” and encourage donations to research.

Digging In

● Comprehension

- I. Fill in the blanks with information from the text. Add further factors that may influence the decision whether to donate.



- II. Judge whether the following statements are true or false. Write T for “true” and F for “false” and then find evidence from the text to support your judgement.

1. Empathy is the major factor that determines whether or not we donate.

2. Many people manage to keep a balance between empathy and a sense of justice while donating to some sufferers.

3. People are less likely to donate to a homeless man if they think he could have made better choices.

4. Some participants thought donating to people who were responsible for their own situation was immoral.

5. Most participants in the study chose to donate out of empathy.

Comprehension

教学建议

- I
1. Ask students to read the title of the text so that they know what question the text is intended to answer.
 2. Have students scan the text to locate the findings of the new study published in the *Journal of Consumer Research*. Before their scanning, encourage students to come up with as many expressions as possible often used in research findings (such as “According to a new study...” “The research indicates...” “The researchers have found...”) based on their past reading experiences. Ask them to pay attention to these expressions while reading. Remind students that the author not only presents the findings, but also analyses and expands on them in the following paragraphs.
 3. Get students to fill in the missing information in the left column with what they’ve learned from the findings. Check the answers in class.
 4. As for the right column, encourage students to fill in the blanks based on their discussion of the question in **Personal Touch** with the help of the patterns given.
- II
1. Make sure that students understand the meaning of each statement before they do the exercise.
 2. Ask students to scan the text and find the expressions close in meaning to those in the five statements in the exercise, such as “a major factor that may determine whether or not we donate” and “keep a balance.”
 3. Have students compare each statement with the relevant evidence they’ve found in the text to make a True or False judgement. Disagreements are welcome and those who disagree with the reference answers should also justify their opinion.

参考答案

- II
1. **F Evidence:** According to a new study, published in the *Journal of Consumer Research*, a major factor that may determine whether or not we donate is where we stand on two moral traits: empathy and a sense of justice.
 2. **F Evidence:** Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other.
 3. **T Evidence:** For example, if you believe that a homeless man has caused his own misfortune and you are pretty sure he could have made better choices than he did, then you will probably lean towards not giving any money.
 4. **T Evidence:** Results showed that some participants considered it immoral to give a donation to people who were “responsible” for their own situation.
 5. **T Evidence:** Although there are several factors we take into account before donating to a charity, the research confirms the immense power of empathy.

Suggested Activities 见 pages T49d–T49e。

Vocabulary Focus

教学内容与要求

- 能在语篇中判断课文核心词汇的表意功能，并在表达中恰当运用；
- 能建构与社会公益慈善话题相关的词汇语义网，并根据语境灵活运用。

词汇分类

识别词汇△：prompt, empathy, tricky, immense, universal

运用词汇：supply, moral, slip

常用词组：lean towards, take ... into account

教学建议

I Key Vocabulary

- Get students to pick up the target words and expressions in context through interaction. (See suggested activities on pages T49e–T49g.)
- Ask students to read through the text and locate the given words, making sure students understand the meaning of each word.
- Give students a couple of minutes to read through the summary of the text and finish the blank-filling task.
- Ask some students to share their answers with the class as well as the context clues they found that helped them work out these answers.
- Ask the class to read the whole passage together.

II Topic-Related Expressions

- (1) Ask students whether they've seen these collocations before. If not, encourage them to find a proper verb to match the key word in each phrase (For example, "sign" in "a cardboard sign", or "choices" in "moral choices") and then put their answers in the blanks.
(2) Invite some students to translate the phrases into Chinese.
- (1) Ask students to read the story by themselves and fill in the blanks with the expressions they've learned in Exercise I. Remind them that they may have to change the forms of the expressions if necessary.
(2) Ask students to check their answers against the key and have the class read the story together.

Suggested Activities 见 pages T49e–T49g。

● Vocabulary Focus

I. Key Vocabulary

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

characteristic	supply	justice	empathise	responsible	confirm
moral	relate	determine	alcohol	recall	slip

Have you ever hesitated to give money to those who need help? According to a new study, whether you are willing to give money may 1 be determined by two moral traits: empathy and a sense of 2 justice. These two 3 characteristics may let you make completely different decisions. For example, you will be more likely to give money to a homeless person if you 4 relate to the pain that has caused him or her to 5 slip into the hopeless situation. However, if you think that he or she should be 6 responsible for his or her own misfortune, you may not regard it as 7 moral to make a donation to him or her.

Of course, the study 8 confirms that empathy has immense power among all factors that motivate us to donate. That's why most people in our life choose to give. When we 9 recall our own past wrong behaviours, we seem to be more able to 10 empathise with the sufferers and more likely to donate. And thus empathy is important to connect us to one another.

II. Topic-Related Expressions

1. Find appropriate verbs to fill in the blanks.

hold a cardboard sign

make moral choices

donate / give money (to charity)

reach for (your wallet)

feel empathic (towards)

reach out (to someone) and help

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

One evening during last Christmas season, I went to a store to buy some gifts for my children. After checking out I noticed a small girl standing outside the window, **1** holding a cardboard sign with the word “Hungry.” She looked almost the same age as my daughter Katie. **2** Feeling empathic, I was eager to **3** reach out and help her. I went to her and asked what she wanted Santa to bring her.

“I don’t want Santa to bring me anything,” she answered. I was shocked by her words and continued to ask why.

“I just want him to bring Mama something nice. We have no money and Mama often cries worrying about things.”

Struck by the idea of such a small child, I **4** made my moral choice immediately and **5** reached for my wallet and took out a \$50 note. I gave the money to her and told her to get Mama something nice.

I watched the girl running to her mama with the money and then walked away before the woman could see me. This was not my first time to **6** donate / give money to others, but I still felt happy on that special Christmas evening. And I hoped that would be a special Christmas for the girl and her mama.

● Grammar in Use

-ing forms — used as subjects and objects

- I. Scan the text in Reading A and pick out the sentences in which the -ing forms function as a subject and an object to fill in the blanks.

1. -ing form used as a subject: Trying to keep a balance can be tricky and, depending on the situation, we often lean more towards one over the other.

Suffering is universal.

2. -ing form used as an object: For example, if you believe that a homeless man has caused his own misfortune and you are pretty sure he could have made better choices than he did, then you will probably lean towards not giving any money.

Grammar in Use

教学内容与要求

- 能在语篇中识别、理解和使用 -ing 形式作主语和宾语；
- 能根据表达的需要，恰当运用 -ing 形式作主语和宾语。

教学建议

I

1. Get students to read the directions in Exercise 1 and make sure they understand such grammar terms as “subject” and “object.”
2. Ask students to locate all the -ing forms of verbs in the text and pick out those that are used as a subject or object in the sentence. Then ask them to fill in the blanks.
3. Ask students to observe the following two sentences and point out the difference in meaning between a noun and the -ing form of its cognate verb. Remind students that a noun is usually the name of a thing while the -ing form of its cognate verb functioning as a noun usually refers to an action.
 - a. There is really no blood banking available for dogs in the city.
 - b. Nearly every hospital in the city has a blood bank and transfusion service.

Reference answer:

Blood banking refers to the process of collecting, separating and storing blood.

Blood bank is a place where blood is collected from donors, separated, stored, and prepared for transfusion to recipients.

II

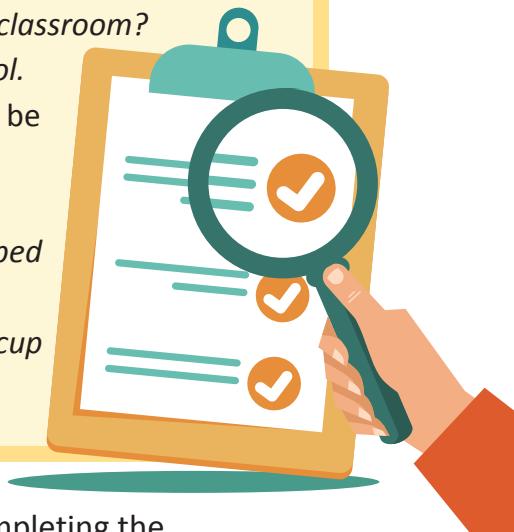
1. Have students do this exercise as an oral practice. Ask two students to read each dialogue in the left column aloud and then invite a third student to complete the statement in the right column.
2. Give students more examples to illustrate the difference between “remember doing” and “remember to do.”

Suggested Activities 见 page T49g。

Grammar Highlights

Like infinitives, -ing forms can function like nouns and be used as subjects or objects of verbs. They can also be used as objects of prepositions.

- Some verbs are normally followed by -ing forms as objects, such as *admit*, *avoid*, *consider*, *deny*, *enjoy*, *finish*, *mind*, *quit* and *suggest*. For example:
 - Could you come to my office after you finish **cleaning** the classroom?*
 - He suggested **participating** in the charity sale at the school.*
- Some verbs, like *forget*, *regret*, *remember*, *try* and *stop*, can be followed by either -ing forms or infinitives, but they have different meanings. For example:
 - Jennifer always takes her own bag with her and has stopped **using** plastic bags in supermarkets.*
 - Having worked for two hours, Johnny stopped **to drink** a cup of coffee.*



- Note down what you infer from each of the dialogues by completing the sentence on the right with an appropriate -ing form.

	Dialogue	What can you infer from the dialogue?
1	Erik: Do you think it's a good idea to hold a charity sale this weekend? Alice: Yes, it is.	<i>Holding a charity sale this weekend</i> is a good idea for Erik.
2	Monica: There's a mountain village where some of the parents can't afford school supplies for their children. How can we help them? Phil: We could raise some money for them.	Phil suggests <i>raising some money for the parents who can't afford school supplies for their children</i> .
3	Jim: You've been doing volunteer work in the nursing home, haven't you? Ellen: Yes, I have. I'm happy to help the elderly.	Ellen enjoys <i>helping the elderly</i> .
4	Irene: Did you go to the charity party last month? Mike: Yes, I did, and I donated fifty dollars.	Mike remembers <i>donating fifty dollars at the charity party last month</i> .
5	Cathy: Do you mind if we add a "Donate Now" button to your web page? Jerry: Not at all. I love helping with charity events.	Jerry doesn't mind <i>Cathy's adding a "Donate Now" button to his web page</i> .
6	Ann: Have you signed up for the charity marathon next week? Charlie: Yes, I have. I've been training for it for a month. I can't wait!	Charlie is looking forward to <i>taking part in the charity marathon next week</i> .

Listening, Viewing and Speaking

Non-profit Organisations Founded by Teenagers (Report) 音频文本见 page T49b

- I. Answer the question. A non-profit organisation is also known as a non-governmental organisation, or charitable organisation. Such an organisation aims at helping society to achieve a common goal, which leaves a great lasting positive impact on the earth and its inhabitants. Some non-profit organisations are United Nations Foundation, Wildlife Conservation Society, Give examples.
- II. Listen and choose. China Foundation for Poverty Alleviation, and so on. (Answers may vary.)
- What is the report mainly about?
- A. Volunteering activities aimed at helping teenagers.
B. Charitable activities started by teenagers.
C. Foundations that help those who have trouble affording tuition fees.
D. Non-profit organisations helping homeless people.
- III. Listen again and fill in the blanks.

Name: Jonas
Organisation: (1) Love in the Mirror
Motivation: Jonas was inspired by his experience of seeing not only (2) adults but also (3) kids in need.
Service: (4) Inspiring young people to make a difference through their volunteer commitment of providing (5) disadvantaged youth and their families with basic necessities.

Name: Annie
Organisation: (6) The Care Bags Foundation
Motivation: She discovered there were many kids in (7) crisis situations who had to leave their homes with very few of their own (8) belongings.
Service: Creating and (9) distributing fabric care bags filled with (10) essential and comforting items for needy children from babies to 18-year-olds.

Teaching Kids About Charity (TV programme) 视频文本见 pages T49b–T49c

- I. Answer the questions. When I was a child, I didn't know the word "charity." Even though I (Answers may vary.) did give money or food to those who needed help together with my parents, I couldn't connect it with "charity."
- Did you know about charity as a kid? parents, I couldn't connect it with "charity."
 - How did you learn about charity for the first time?
When I was a primary school student, I learned about the word "charity" from the TV news about a celebrity who made a donation. That's why I used to connect the word with wealthy people.
- II. Watch the video clip and fill in each blank with one word to complete the summary.

Teaching kids about charity is not easy. The mother in this video clip managed to do this by speaking in simple terms that the kids 1 understood, letting them be part of the 2 decision-making process, asking them who they would like to 3 support and how they could 4 help, and of course, making it 5 fun.

Listening, Viewing and Speaking

教学内容与要求

Listening

- 能根据需要从听力语篇中获取人物、事件等相关信息；
- 能根据需要从听力语篇中获取青少年慈善意识和行动的相关信息，分享中西文化异同，尊重文化多样性。

背景介绍

This audio is a report on two charity organisations started by two teenagers. One inspires young people to provide disadvantaged youth and their families with necessities, and the other creates and distributes fabric care bags with items for needy children. In addition to the service offered by the two organisations, the report also gives the reasons why the two teenagers started the charity organisations.

教学建议

- Have the whole class discuss their understanding of non-profit organisations (NPOs) and give examples of domestic and international NPOs.
 - Ask students to read the four choices in Exercise II before they begin to listen to the audio.
 - Have students listen to the audio for the first time. Remind them to focus on the main idea of the report.
 - Ask students to make the choice and give reasons.
- Have students read the introductions to the two teenagers, Jonas and Annie, and ask them what information they expect to hear and fill in the blanks.
 - Play the audio again and remind students to concentrate on the details this time.
 - If necessary, explain some words and phrases that may pose comprehension difficulty for students before listening.

Suggested Activities 见 page T49h。

教学内容与要求

Viewing

- 能从视频中获取主要人物对慈善内涵及意义的观点；
- 能综合节目画面、背景、声音、面部表情、动作等资源获取信息。

背景介绍

The video clip is part of a TV programme on how a mum teaches her children the concept of charity. In order to make them understand the abstract concept, the mum in the video clip lets her children participate in the process of charity, which helps the children relate the concept to specific charity service.

教学建议

- Ask students to recall early exposure to charity in their childhood.
- Remind students that the characters in the video clip speak quickly. Tell them even if they fail to catch some words, they don't need to panic because the images or the illustrations that follow may help them figure out what they've missed.
- Before their viewing, make sure students have read the summary in Exercise II so that they know what to focus on.
- Play the video clip and require students to focus on the video instead of attempting to complete their task. Give them 1 to 2 minutes to complete the summary in Exercise II after watching.

- III**
1. Before playing the video clip again, make sure students have read the questions in Exercise III so that they know the information they should focus on.
 2. Play the video clip one more time and then get students to answer the questions. If students have difficulty in giving correct answers, replay the key information before revealing the answer.
 3. Make sure students understand some items they don't often see in real life such as "a hot cocoa stand" "refreshments" "marshmallow."

Suggested Activities 见 page T49i。

教学内容与要求

Speaking

- 能结合所听和所看的内容表达个人感受与观点；
- 能在口头表达中对个人观点进行有效拓展。

教学建议

Step 1

1. Before speaking, ask students to complete the following list of some essential qualities that help them decide to devote themselves to charity. The first letter of each quality is given. Ask them whether they agree that these qualities are important in doing charity work. If yes, then why? If not, then what qualities do they think matter?

L _____ B _____ C _____ P _____ C _____

Reference answers:

Love Belief Courage Perseverance Creativity

2. Ask each student to find a charity event that they think is creative. Ask students to share in pairs the information about the event in a couple of sentences. Help students by giving one or two examples first or using the events listed in the **Culture Link**.
3. Ask students to read the instructions to make sure they know the task well. Encourage them to think about and ask relevant questions such as "For what purpose is the school organising this event?" "What is the size of the event?" and "Who are the expected participants?".

Step 2

1. Ask each student to come up with a charity event for the school. Remember to give them enough time to think independently.
2. In a group of four, ask students to introduce their ideas to their group members, and then the group should vote for the most creative idea to expand on.

Step 3

1. Ask each group to expand on the idea together, each member in charge of one aspect of the description:
 - a. What is the idea?
 - b. What benefits does it bring to others?
 - c. How is the event going to be organised?
 - d. What difficulties do you expect to encounter and what help do you need with the event?
2. Ask the group to present their proposal to the class and vote for the three best ideas.

Step 4

1. Ask students to practise reporting to the school office on the three most creative charity events the class has voted for by using the useful expressions in the box on text page 43.
2. Encourage some students to present their report before the whole class and make comments on these students' performances. Remember to focus mainly on how these ideas are presented and whether they sound convincing enough.

Suggested Activities 见 pages T49i-T49j。

Culture Link 板块教学建议见 T49a。

III. Watch the video clip again and answer the questions.

1. Why is it difficult to teach kids about charity? *Because it's big, profound and abstract.*
2. How does the mother understand charity? *She understands that charity means sharing.*
3. Why did the mother get the whole community together? *To show kids they are not alone and many people are involved in charity.*
4. What is important when teaching children to become good citizens? *Sharing their gifts, being kind and empathetic are all important for good citizens.*

Suggesting a creative charity event for your school

Imagine your school is holding a charity event next weekend, and the school office has asked for creative ideas about suitable charity events. Follow the steps below to prepare a proposal.

Step 1 Brainstorm with your classmates and make a list of some creative charity events.

e.g. Bring our used books to school and give them to those who need them.

Step 2 Vote for the three most creative charity events.

Step 3 Expand on your ideas by giving detailed information about these three creative ideas based on the discussion with your classmates. Refer to the speaking strategy and make clear why these three charity events are creative, what the details for organising these events are, how these events can benefit others and so on.

EXAMPLE

I think donating used books is a good idea. Everyone must have some books that they don't need any more. We can bring those books to school and give them to those who need them. Or we can sell these second-hand books to raise money for those who need help.



Culture Link

Some Creative Charity Events

- Dublin hosts a Women's Mini Marathon annually as a charity event and men often dress as women to join in the race.
- France is the first country in the world to ban supermarkets from throwing away unsold food, forcing them instead to donate it to charities.
- In 2011, a dog from Maryland ran a half marathon and raised \$13,000 for charity.

Speaking Strategy

Expanding on your ideas

To expand on your ideas is to give more details about the ideas you put forward. You can describe them in a detailed and ordered way by making clear:

what your ideas are;
why you came up with them;
what benefits they offer;

...

Step 4 Report your ideas to the school office after summing up the details about the three charity events.

Useful Expressions

Summing up the ideas

To summarise, the top three creative ideas in our group are ...

To be specific, we think ... is a good idea because ...

I'd like to summarise my group's ideas on ...

Here is a quick review of the main points. We discussed ...

The idea emphasises the importance of charity in that ...

READING B

PAY IT FORWARD

Every fast-food employee knows that the drive-through window is the worst position. A fierce wind spits in your face as you sit at the frost-covered glass. You press the headset closer to your ear and repeat the order perfectly only to be greeted with a harsh “That’s not what I want!” I glared at my supervisor every time she handed me the headset. I loved my job. But I hated that drive-through window.

It was a freezing Tuesday afternoon when everything changed.

Every once in a while, the sub-zero temperatures of northern Alberta seal a vehicle’s windows shut. Drivers don’t exactly enjoy having to stand outside in the cold and screaming their orders into a speaker box, when they had expected to drive through on their heated leather seats. In such cases, most customers tend to take out their annoyance on the employees.

This woman was different.

“I’ll get the next car’s order as well,” she said as she came up to the window to pay. She stood outside, gathering snowflakes on her hair and eyelashes. Though she was obviously freezing, her bright smile lit up her face like a fire.

“You can’t take their drinks,” I said, confused and tired. My breath turned into a thick fog around my face.



The lady laughed, her cheeks turning red with cold. “No, but I’ll buy them,” she said. “Pay it forward and all that.”

Completely shocked, I charged her as requested, and when the next customer arrived at the window I explained what had just happened. I watched as his facial expression changed like a succession of photographs on a slideshow — first disturbed to be out in the cold, then surprised at the random act of kindness and finally, delighted by his luck.

“I suppose I’ll pay for the next order then,” he replied, nodding and waving at the impatient driver behind him. He handed over the cash and received his pre-paid drink.

The trend continued throughout the entire rush hour. Customers arrived annoyed and stressed, only to leave humbled and calm. No one had any idea how many drinks they would have to purchase. Some customers spent much more than they had expected, while others ended up receiving their order for less than half the price.

Five cars passed, and then ten, then twenty. No one refused to pay. Customers stood at my window emptying a handful of change to buy

Reading B

教学内容与要求

- 能归纳记叙文的语篇特征；
- 能依据记叙文的语篇结构、内容和语言列举出贯穿语篇始终的情感信息；
- 能利用话题词汇语义网概述爱心传递的意义；
- 能分析并分享语篇中包含的文化元素，如爱心、助人为乐等。

语篇分析

本文的语篇类型是记叙文，语篇内容是以“我”的视角叙述了一次令人温暖的善意行为。一位女士在一个寒冷的冬日为后面排队订餐的客人买好咖啡，她传递温暖的行为触动了大家，从而激励后面排队的客人逐一将温暖传递下去。文章阐述了 Pay It Forward 的精神和理念。本文的语篇结构包括故事的开端、发展、高潮、结局等，以人物的情感变化贯穿始终。语言特征体现在比喻等修辞方法的运用，把人物表情和心理变化刻画得细致入微。语篇的主题意义是让学生知晓日常生活中一个小小的爱心举动都会带给他人温暖，甚至会改变他人的不良情绪，从而启发学生从身边事做起，从小事做起，传递爱心。

背景介绍

- A drive-through window is a place where you can get some type of service by driving through it, without needing to get out of your car.
- Alberta is a province of western Canada, whose capital city is Edmonton.

难句注释

1. PAY IT FORWARD (title)

Pay it forward is an expression to describe the beneficiary of a good deed repaying it to others instead of to the original benefactor. 标题意为“让爱传递”。

2. I glared at my supervisor every time she handed me the headset. (lines 9–10)

句中 glare at 意为“怒目而视”。整句意为“每次我的上司把耳机递给我时，我都会瞪着眼看她。”

3. My breath turned into a thick fog around my face. (lines 34–35)

本句形象描述了呵气成冰的冬天，一旦人开口说话时所出现的奇特场景。整句意为“呼出的气让我的脸蒙上了一层浓雾。”

4. I watched as his facial expression changed like a succession of photographs on a slideshow — first disturbed to be out in the cold, then surprised at the random act of kindness and finally, delighted by his luck. (lines 44–50)

句中 as his facial expression changed like a succession of photographs on a slideshow 为 as 引导的时间状语从句；first disturbed to be out in the cold, then surprised at the random act of kindness and finally, delighted by his luck 说明究竟顾客的脸部表情如何像快速切换的幻灯片那样变化。整句意为“我看着这位顾客脸上的表情不断变化，就像幻灯片上的照片：他先是因身处冰天雪地而心烦意乱，然后对这不经意间收获的善意感到惊讶，最后为自己的好运感到高兴。”

5. Cars rounded the bend as they drove off, honking and waving their gratitude, knowing that they would be unlikely to see each other again. (lines 70–74)

句中 as they drove off 是以 as 引导的时间状语从句；honking and waving their gratitude 和 knowing that they would be unlikely to see each other again 为分词短语，表示伴随状态。整句意为“当他们离开时，开着车绕过弯道，鸣笛挥手表达感谢，因为他们知道以后可能不太会再见到彼此了。”

词汇分类

识别词汇△: fierce, glare, succession

运用词汇: annoyance, confused, handful, flow

常用词组: light up, end up

词汇释义

• fierce (line 3)

adj. (of weather conditions or temperatures) very strong in a way that could cause damage (天气或温度) 狂暴的; 恶劣的

The climbers were trapped by a fierce storm which went on for days. 登山者被一连几天的狂风暴雨给困住了。

(especially of people or animals) angry and aggressive in a way that is frightening (尤指人或动物) 凶猛的; 凶狠的; 凶残的

They look like the teeth of some fierce animal. 它们看上去像某种猛兽的牙齿。

• glare (line 9)

v. to look at sb/sth in an angry way 怒目而视
Don't glare at me like that; you deserved the scolding. 别那么瞪着我, 你本该受到训斥。

Vivian always glares at me, so everybody is sure that she doesn't like me. 薇薇安总是对我怒目而视, 因此大家都确信她不喜欢我。

• annoyance (line 24)

n. the feeling of being slightly angry 恼怒; 生气; 烦恼

A look of annoyance crossed her face. 她脸上露出恼怒的表情。

To her annoyance, the stranger did not go away. 让她恼火的是, 那个陌生人并没有走。
annoyed (line 58) *adj.* 恼怒的, 感到恼火的

• light up (line 31)

(使) 光亮, 放光彩

The child was so happy that his face lit up with pleasure. 这个小孩开心得脸上闪耀着喜悦的光芒。

Rosie's whole face lit up with excitement when she saw the presents. 当露西看到礼物时, 她的脸闪耀着兴奋的光芒。

• confused (line 34)

adj. unable to think clearly or to understand what is happening or what sb is saying 糊涂的; 迷惑的

People are confused about all the different labels on food these days. 人们如今被那些五花八门的食物标签搞得稀里糊涂。

His comments left me in a confused state of mind. 他的评论让我迷惑不解。

• succession (line 45)

n. a number of people or things that follow each other in time or order 一连串; 一系列; 连续的人 (或事物)

The project has had a succession of legal problems. 这个项目存在一系列的法律问题。

the regular pattern of one thing following another thing 交替; 更迭

If you can understand the succession of seasons, you can understand the cycle of life. 如果你能理解四季的更迭, 你就能理解生老病死。

• end up (line 63)

最终成为; 最后处于

Most slimmers end up putting weight back on. 大多数的减肥者最终还是体重反弹。

Every time they went dancing, they ended up in a bad mood. 每次他们去跳舞总是不欢而散。

• handful (line 69)

n. the amount of sth that can be held in one hand 一把 (的量); 用手抓起的数量

She scooped up a handful of sand and let it trickle through her fingers. 她抓起一把沙子, 让它从指缝里一点点漏下来。

- **flow (line 82)**

n. the steady and continuous movement of sth/sb in one direction 流；流动

Not only governments but also individuals benefit from the free flow of information. 信息畅通对于政府和个人均有利。

v. (of liquid, gas or electricity) to move steadily and continuously in one direction
(液体、气体或电) 流；流动

A stream flowed gently down into the valley.
一条小溪潺潺流进山谷。

Comprehension Plus

教学建议

- I**
 - 1. Ask students to read the text and divide it into three parts according to the emotional changes the narrator experienced.
 - 2. Ask students to describe the narrator's thoughts at the three different stages by filling in the blanks in the left column.
 - 3. Have students focus on the three parts one by one, pay attention to the moods and attitudes of all the characters involved and complete the statements in the right column.

- II**
 - 1. Ask students to read the text again carefully and try to find out reasons behind the emotional changes the characters in the story experienced. Use the clues in the text to answer Question 1 to Question 3.
 - 2. Have students read the first and last paragraphs of the text again, ask what impressed them most through the comparison and then ask them to answer Question 4.
 - 3. Encourage students to interpret the last sentence of the text in their own words (Question 5).

参考答案

- II**
 - 1. Because she was wearing a bright smile in spite of the freezing temperature and paid for the next order as well.
 - 2. It refers to the changes of the customer's facial expressions after he got to know what had happened to his order.
 - 3. The spirit of "paying it forward."
 - 4. From then on he/she would like to work at the drive-through window because there may be acts of kindness even on the coldest days. (Answers may vary.)
 - 5. A smile and warm action can affect others with the spirit of "paying it forward." (Answers may vary.)

Suggested Activities 见 pages T49j–T49k。

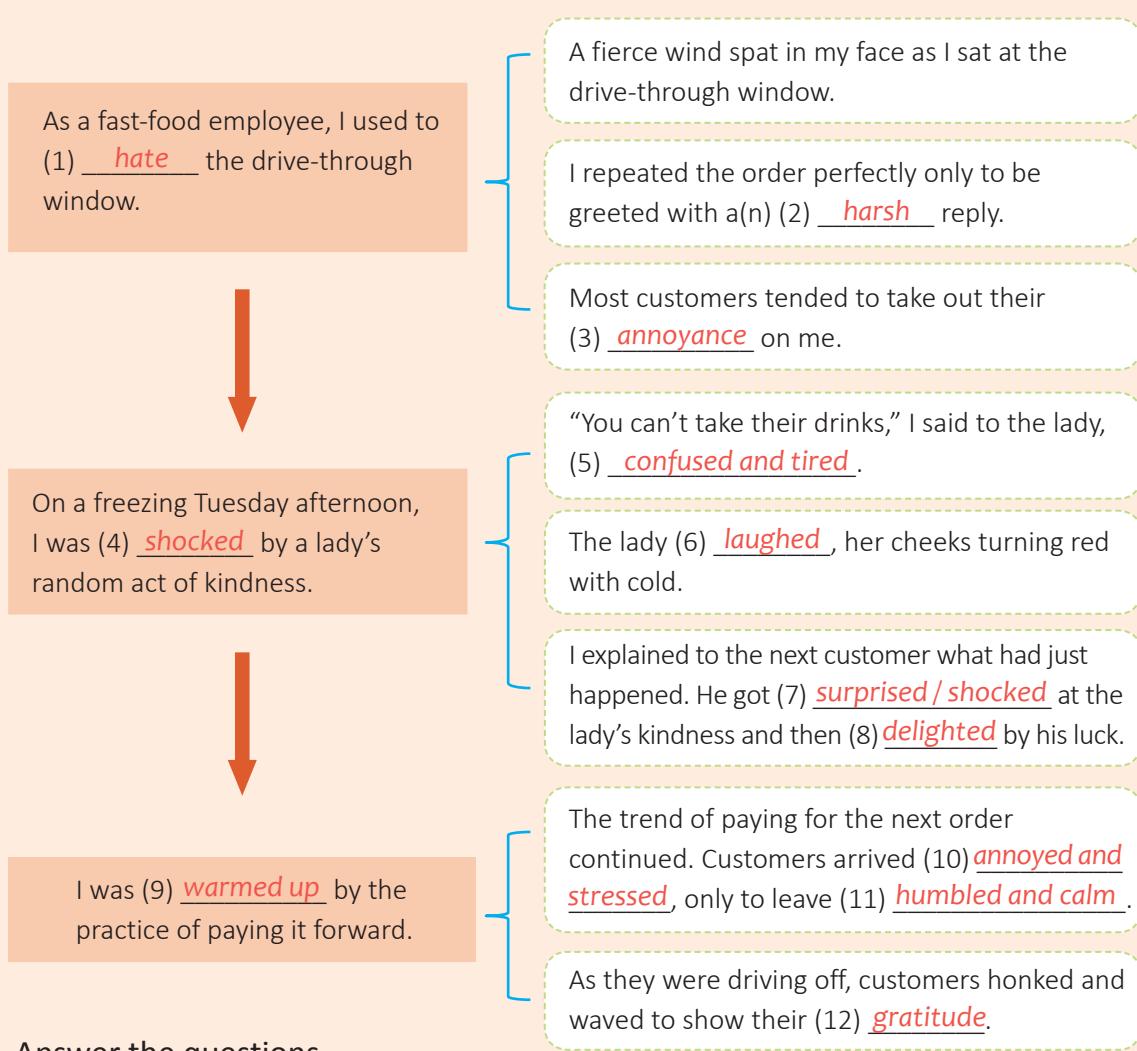
70 coffee for a complete stranger. Cars rounded the bend as they drove off, honking and waving their gratitude, knowing that they would be unlikely to see each other again.

75 Every fast-food employee knows that the drive-through window is the worst position. The window sticks with

constant ice, the roar of engines hurts your ears and your words are lost in the roaring wind. But it only takes one customer, one person, to change the entire flow of traffic. It only takes one moment, one smile, to warm up even the coldest days.

● Comprehension Plus

I. Fill in the blanks to trace the emotional changes that the characters experienced.



II. Answer the questions.

1. Why did the narrator think the woman was different?
2. What does the narrator mean by saying “a succession of photographs on a slideshow”?
3. What made the woman and the other customers pay for the next car’s order?
4. How might the narrator feel differently about working at the drive-through window after that “freezing Tuesday afternoon”?
5. How do you understand “It only takes one moment, one smile, to warm up even the coldest days”?

Critical Thinking

Evaluating from different perspectives

- I. Charity benefits not only the receivers but also the givers. Think of some charity events or acts of kindness in this unit and list their positive effects in the table.

(Answers may vary.)

Charity Event or Act of Kindness	Positive Effects	
	Receiver	Giver
Donating school supplies	Getting prepared for school life and having more interest in learning	Feeling fulfilled after helping pupils get new school supplies
Paying for the next order at a drive-through window	Feeling the warmth of others	Feeling joyful by passing on kindness to another person
Responding to the ALS Ice Bucket Challenge	Getting funds to support the research on ALS and improve its recovery rate	Having a sense of fulfilment by helping the needy
Starting charitable organisations	Overcoming difficulties and having a new chance for life	Having a sense of fulfilment by helping the needy
Doing charitable activities	Getting help to get through difficult times	Teaching children about charity and developing children's awareness of contributing to charity
Selling newspapers to raise money for the left-behind children in poverty-stricken areas	Getting better education and improving the standard of living	Having a sense of fulfilment by helping the needy; cherishing what they already have
Helping in a nursing home	Getting help to overcome difficulties in life	Having a sense of fulfilment by helping the needy; getting more life experience from the elderly

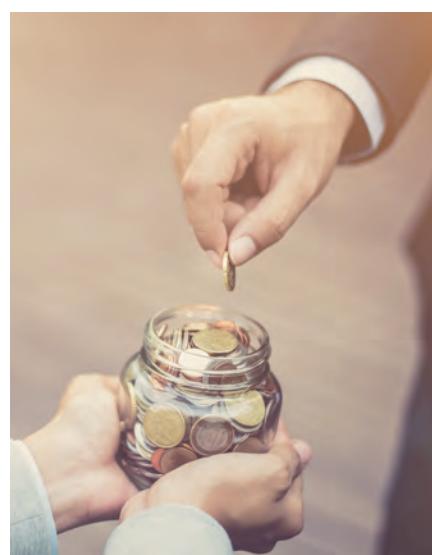
- II. Develop the table by adding further examples of charity events or acts of kindness not mentioned in this unit, and list their positive effects. (Answers may vary.)

- III. Refer to the table and think about who finds more happiness through charity, the giver or the receiver. Then write down what you think. (Answers may vary.)

The receiver is happier because he/she can get help to overcome difficulties and have a new hope for his/her life. He/she can feel the care and warmth from others and have more faith in society ...

OR

The giver is happier because he/she can have a sense of fulfilment. By giving something to others, the giver can feel more confident about his/her life. The giver can find new meaning in life ...



Critical Thinking

教学内容与要求

- 能根据提示整合本单元各语篇中的相关信息，针对整合信息从不同视角分析其意义；
- 能结合自己的亲身经历和体会，列举公益慈善行为，概括慈善对于捐赠方和接受方的不同意义和积极影响。

教学建议

- I
1. Ask the whole class to recall the charity events they've learned in the unit. Make a list of those events on the blackboard.
 2. Divide students into groups of four, and ask each group to pick out one act of kindness for their case study.
 3. Ask students to name the givers and receivers in their case and think of all the positive effects the charity event may exert on these people. To enhance students' critical thinking ability, teachers may escalate the challenge by asking them to list not just the givers and receivers but all the possible stakeholders (all the parties involved) in the event and discuss the influence of the event on them.

Reference answer:

A school charity event

Stakeholders	Influence
School	Providing students with a new form of moral education
Students	Learning by doing
Parents	Having kids with a big heart
Receivers (of the charity funds)	Getting the help they need
...	

- II
- Divide students into groups of four, and encourage them to apply the method of analysis in Exercise I to charity events or cases in real life. Ask each group to focus on one act of kindness (a news story or their own experience) they are interested in and fill out the table concerning the possible effects on all the people involved.
- III
- Assign a task of summary writing after group discussion. Ask students which one is happier, the giver or the receiver in charitable acts. For those who find the receiver is happier, ask them to summarise the relevant positive effects listed in the table above, and write a short paragraph beginning with "The receiver is happier because..." For those who find the giver is happier, also ask them to write a summary by referring back to the table and then write a short paragraph beginning with "The giver is happier because..."

Suggested Activities 见 pages T49k–T49l。

Writing

教学内容与要求

- 能围绕个人慈善公益行为的经历与感受写 100–120 词的记叙文；
- 能依据记叙文的语篇成分呈现书面表达内容。

教学建议

Step 1

- Have students read the notice on text page 47 and make sure that they know whom they're writing to, the word limit and where to send the story.
- Emphasise the three basic elements of a narrative/story on text page 47: the setting, the plot and the emotions or lessons. Ask students to recall the 5 stages of the development of a plot mentioned earlier in **Reading B**: the beginning, the rising action, the climax, the falling action and the end.
- Ask students to choose one from their past experiences of helping others and get ready to share their story with others by writing it out.
- Ask students to list the key words or phrases for the elements in a narrative as required in Step 1 on text page 48. Assign this task as homework so that students can have enough time to think and work independently.

The example in Narrative Writing can be used as reference.

Step 2

- Ask students to work in pairs, reading each other's outline of the story and giving constructive suggestions. In the later class discussion, teachers may focus on one or two elements (e.g. the climax or the end) and use comparisons or reformulations to demonstrate the planning skills.
- Ask students to organise the details listed above into a complete story which covers all the key elements. Assign this task as homework.
- Have students read and grade their partner's work, telling them to focus mainly on the elements of the story and the development of the plot. Remind students not to let the correction of language mistakes distract them from learning the narrative writing skills. Pick out excellent stories, share them in class, and point out the merits in these stories.

Writing

Writing a narrative to share your experience of helping others

The following is a notice from your school's Newspaper Club.

CALL FOR STORIES

Do you have any experience of helping others by doing charity work or some other good deeds? Whether your story is big or small, we are willing to hear it.

Please write your story in 100–120 words and send it to touchingstory@club.com.

The Newspaper Club

Write the story as requested by the Newspaper Club. Refer to the following tips on writing a narrative and follow the instructions on the next page.

Narrative writing

Writing a **narrative** or **story** is telling true or imaginary events or a connected sequence of events. A narrative usually includes elements such as **setting** (the time, place, environment, characters in the story, etc.), **plot** (the main events), **emotions** or **lessons** that the writer wants to share with the readers. The plot is the basis of a narrative, which is usually composed of **beginning, body (rising action, climax, falling action)** and **end**. Not all narratives contain all these elements. Some elements like emotions or lessons may be optional in a narrative.

The following is a plot diagram of the text in Reading B.

Rising action:

A woman wearing a bright smile offered to get the next car's order. I misunderstood her at first. It turned out that she wanted to pay for the next order. When the next customer arrived, I explained what had happened and witnessed the change in his facial expressions.

Climax:

The next customer, surprised and delighted, decided to pay for the next order.

Falling action:

The trend continued throughout the entire rush hour. Customers honked and waved their gratitude when driving off.

Beginning:

I hated working at the drive-through window, especially on freezing days when most customers got annoyed while queuing for their orders and treated me rudely.

End:

The drive-through window was warmed up by the random acts of kindness.

● Guided Writing

Step 1 List key words for the elements.

Setting

- Time _____
- Place _____
- Characters _____

Plot

- Beginning _____

- Rising action _____

- Climax _____

- Falling action _____

- End _____

Emotions or lessons (Optional)

Step 2 Organise the details listed above into a story of 100–120 words which covers all the key elements.



Guided Writing

How Do We Help Others?

There are many people in the world who are less lucky than we are and who need our help. As long as you believe in your power to improve the lives of others and are ready to take immediate action, a lot of options are open. For example, you can apply for a volunteer position in a public event or a non-profit organisation by answering recruitment notices on the Internet or in newspapers. You may join in a blood drive or an animal welfare campaign if you are requested and feel ready. Or perhaps, after learning the misfortunes of others from TV news, you may decide to donate your savings to help them out.

1. Working as a volunteer in a hospital, a museum, a sports event, etc. to expand your knowledge scope and improve your communication skills



2. Donating blood to get a sense of fulfilment by helping save lives



3. Helping homeless animals by providing shelters, raising funds, or educating family members and friends to treat animals as our friends



4. Donating money to people in need or disaster-stricken areas to help understand the value of money and increase capacity for love



Have students ask themselves the following questions when giving an account of their experience:

1. Whom did you help and why did you decide to help him/her?
2. Did everything go as planned?
3. Which was the most unforgettable moment in your experience?
4. How did you feel after doing the good deed?

Suggested Activities 见 page T49!

Further Exploration

教学内容与要求

- 能通过检索资料，了解和分享我国历史人物对慈善事业的贡献；
- 能简要复述历史人物的慈善故事；
- 能分享慈善事业在我国的悠久历史和优良传统。

教学建议

Step 1

Ask students whether they can name these people listed on the left in Chinese and ask them to match them with their stories of generous giving. Encourage students to surf the Internet for more information.

Step 2

Apart from individual work, teachers may also divide the class into five groups and ask each group to focus on one person and his deed.

Step 3

- Ask students to find more stories after class about ancient Chinese people doing charity work.
- Ask students to write one of the stories they've collected in English on a piece of paper.
- Stick the papers on the walls around the classroom and invite students to take a gallery walk during breaks and appreciate these stories.

Suggested Activities 见 page T49m。

Self-assessment

教学内容与要求

- 通过核查和反思，评估个人对本单元学习目标的达成情况；
- 调整学习策略，提升自主学习能力。

教学建议

Step 1: Review

- Remind students to check whether they have achieved the overall learning goals about “Charity” by going over the expected outcomes of this unit.
- Ask students to tick the items they think they have done well.

Step 2: Reflect

- Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reasons for their success.
- Get students to think of the problems or difficulties they have encountered when doing class activities. Get them to analyse the possible causes of the problems.

Step 3: Revise

Get students to make a plan to solve the problems. Encourage students to search out effective solutions to the problems, for example, 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 necessary.

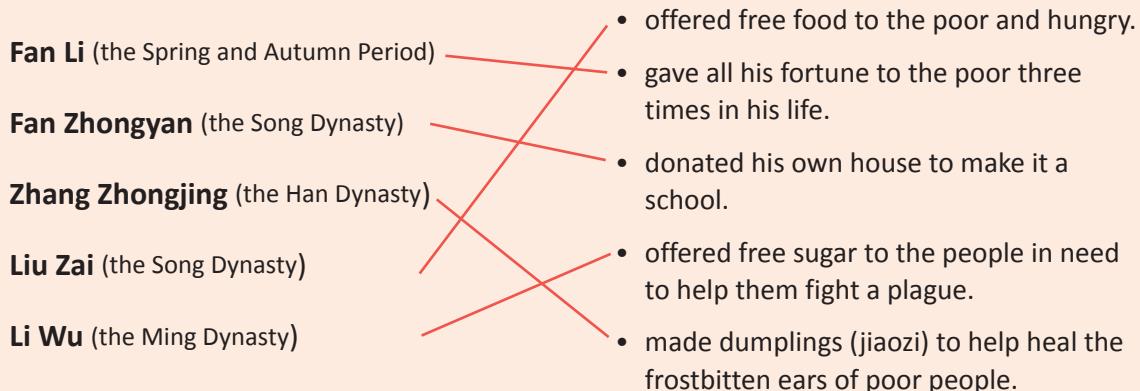
范例见 page T49n。

Further Exploration

Exploring charity traditions of ancient China

The wisdom in charity and spirit of giving have been passed on from generation to generation in Chinese culture for thousands of years.

- Step 1** There are many stories about charity work of celebrities in ancient China. Search the Internet and find useful information to help you match the people with their stories of generous giving.



- Step 2** Choose one of the stories and search for more details about it.

- Step 3** Organise what you have found into a narrative and tell the story to your classmates.

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding and explaining the motives behind charity events
- B. Suggesting a creative charity event
- C. Exploring charity traditions of ancient China
- D. Evaluating the benefits of charity events from different perspectives
- E. Expanding on creative ideas with details
- F. Writing a narrative to share my own experience of helping others

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

Culture Link

教学内容与要求

- 能列举出多种慈善活动形式，简要介绍活动并和同学交流分享。

教学建议

- Ask each student to find a charity event that they think is “creative.”
- Have them work in pairs and share the story or the information about the event in a couple of sentences.

补充文化知识

The Egg Walkathon

The Egg Walkathon is an annual fund-raising campaign initiated by Shanghai United Foundation (SUF) in 2011. The original idea of the “egg walk” was to provide an egg a day for underprivileged children in rural areas of China. Today, though the name remains, the goal has broadened. The Egg Walkathon now supports all kinds of services offered to underprivileged children, including education.

During the “Egg Walkathon,” the participants must walk 50 kilometers within 12 hours in suburban Shanghai, and in the process raise funds to support children’s development projects in China.

The Egg Walkathon has become one of the most recognised fund-raising initiatives in Shanghai, attracting over 27,000 participants and collecting over 70.36 million RMB.

Non-profit Organisations Founded by Teenagers

When Jonas Corona was 6, he and his mom would make monthly visits to the local homeless **shelter** to volunteer. The experience of seeing not only adults but also kids in need **inspired** Jonas to begin his own organisation. Jonas says “every kid should look in the mirror and love themselves” and thus came the name “Love in the Mirror.” The mission of Love in the Mirror is to inspire young people to **make a difference** through their volunteer **commitment** of providing disadvantaged youth and their families with basic necessities.

At eleven years old, Annie Wignall began the Care Bags Foundation when she discovered there were many kids in crisis situations who had to leave their homes with very few of their own belongings. Annie’s organisation creates and distributes fabric care bags filled with essential and comforting items for needy children from babies to 18-year-olds. Over the years, with increased support and donations from businesses, groups, and individuals, along with agencies who hand-deliver the bags, Annie’s idea has grown from a small home-based project helping a few kids in Iowa, into a nationally-recognised non-profit organisation that provides services for thousands of kids worldwide.

注释:

1. **shelter** *n.* a building, usually owned by a charity, that provides a place to stay for people without a home, or protection for people or animals who have been badly treated 收容所, 庇护所
They opened a shelter to provide temporary housing for the city's homeless. 他们开放了一处收容所, 为这座城市的无家可归者提供临时住所。
2. **inspire** *v.* to give sb the idea for sth, especially sth artistic or that shows imagination 赋予灵感; 引起联想; 启发思考
It was the old man's real story that inspired him to write this book. 正是那位老人的亲身经历给了他创作这本书的灵感。
3. **make a difference** 改善, 产生影响
I think we should all work for peace and each of us can make a difference. 我认为我们应当为和平而努力, 每个人都能做些有意义的事。
4. **commitment** *n.* something that regularly takes up some of your time because of an agreement you have made or because of responsibilities that you have 投身的事
The youth have a lot of commitments. 年轻一代肩负许多责任。

Teaching Kids About Charity

- Mother: I was thinking a lot about the holiday season and how it's not just a season of receiving. Although getting gifts is fun, it's a season of giving as well. So I thought we should do something charitable for others. What's something we could do to raise money for charity?
- Daughter: We could do a hot **cocoa** stand.
- Mother: Oh that sounds fun and we can invite everybody over.
- Daughter: Yeah.
- Mother: Everybody loves cocoa, right? So what do you think, Ian?
- Son: Hmm.
- Mother: Let's put the tablecloth on first. OK, here we go.

Narrator: Talking to kids about charity can be tough. In fact when I got started I got tongue-tied. It's big. It's profound. It's abstract. How does helping someone else help me? The best way to talk to kids about things like this is to speak in terms they understand, so I explained how I think about charity. That is sharing. The importance of sharing is something kids can relate to.

Mother: The cocoa looks good, guys. I think it's almost done.

Narrator: Now how do we get kids engaged in charity? Start by letting them be part of the decision-making process, ask them who they would like to support and how you can help. And of course, make it fun.

Mother: Would you like some cocoa or **refreshments**?

Mother: Thank you.

Narrator: Bringing the community together isn't just fun. It shows kids they are not alone. We are all in this thing together.

Mother: There you go.

A kid: Yeah!

Mother: I can't believe how many people showed up all of a sudden. There you go, sweetie.

A girl: Thank you.

Mother: You are welcome.

Another kid: Here is five dollars.

Mother: Oh, wow! That's a pretty bit.

Mother: Would you like some **marshmallows** in yards?

Narrator: Of course we want our kids learning reading, writing, math and science. We also want them to be good citizens when they grow up. Sharing their gifts, being kind and empathetic are all powerful things.

注释:

1. **cocoa** *n.* a sweet chocolate drink that is made with cocoa powder 可可饮料
I'd like a nice hot mug of cocoa. 我想喝一大杯美味的热可可。
2. **refreshment** *n.* (small amounts of) food and drink 茶点；点心和饮料
He stopped at a bar for a little refreshment. 他在一家酒吧稍作停留，吃了点东西。
3. **marshmallow** *n.* a pink or white sweet/candy that feels soft and elastic when you chew it 棉花糖
Why don't we toast some marshmallows over the fire? 我们何不烤些棉花糖来吃？

Getting Started

Option 1 ★★

Show students some pictures or video clips of people in need such as victims of African famine. Ask them to observe these pictures carefully and then share their feelings with the class. (Teachers may ask some open questions: Is there anything in these pictures that strikes you? If yes, then what? What do you think and how do you feel after seeing these pictures? Do you want to help? Why and how?)

Option 2 ★★★

Teachers may search the Internet for a news report on a controversial issue about charity recently on everyone's lips, preferably in English. Ask students to read the report for facts first and then get them to discuss the issue and share their opinions in groups of four. Ask them to focus on why they think the people involved did so during the discussion.

To make sure that the whole class are on the same page, teachers may ask one student to list the key facts in the issue after reading. Teachers may advise that students list some opinions about why people do charity work after the class discussion, which will help elicit the topic of **Reading A** — what prompts us to donate to charity.

Reading A

Comprehension

Option 1 ★★

After students finish reading the text, help them find some elements crucial to a research report: introduction, methodology, findings, analysis, conclusion. Ask them questions like “Can you find all the five elements in the text? If not, which element(s) is/are missing?” “Can you summarise each element in one or two sentences?” “Can you summarise the research report by pooling these elements together?”

Reference answers:

1. Introduction: A new study points out that whether or not we donate depends on where we stand on two moral traits: empathy and a sense of justice.
2. Methodology: Researchers asked participants to decide whether to donate to people who were responsible for their own suffering. They also tried asking participants to recall their own past immoral behaviours first and then decide whether to donate or not.
3. Findings: The participants who felt themselves to be highly moral were less likely to donate money and the participants who were given chance to recall their own immoral behaviours were more likely to donate.
4. Analysis: The sense of justice pulls us away from giving money to those responsible for their own suffering while being able to relate to the pain that terrible situations cause pulls us towards empathic giving.
5. Conclusion: It's empathy that connects us to one another and prompts us to reach out.

Option 2 ★★★

Find the original report in the *Journal of Consumer Research*. Photocopy the report and then ask students to find the five basic elements of a research report in it: introduction, methodology, findings, analysis and conclusion. Ask them to write a summary in less than 100 words to cover all the elements.

Suggested Activities

Option 3 ★★

After the **True or False** task, ask students whether they think the evidence they've found in the text is a fact or an opinion to raise their awareness of the difference between facts and opinions. Remind them that facts can be presented independently while opinions should be supported by relevant facts in writing.

Vocabulary Focus

Option 1 ★★

Get students to acquire words and expressions in the different reading stages through classroom interaction. Integrate target words and expressions into reading activities in different stages. Activate students' prior knowledge about some target words and expressions or raise their awareness of the literal meaning of some words and expressions in the before-reading stage. Get students to read between the lines in the while-reading stage and encourage students to use the newly learned words and expressions in the after-reading stage. Encourage students to summarise the main idea of the text, using the newly learned vocabulary. Interact with students in the following way.

Before-reading

Target words and expressions: **donate, in need of**

T: Look at the picture on page 36. What is the girl holding in her hands?

S: She is holding a piece of paper reading "Give."

T: What do you think she is trying to do by holding such a sign?

S: She is trying to make people give their used clothes to charity.

T: Yes, she is trying to make people **donate** clothes to charity.

T: Who do you think needs the clothes they **donate**?

S: Maybe some poor people who don't have warm clothes for the coming winter.

T: Yes, people **in need of** warm clothes will be helped.

While-reading

Target words and expressions: **relate to, empathise**

T: When are people more likely to reach out and help?

S: When they can **relate to** another person's suffering.

T: Can you find another expression in the text with the same meaning?

S: When they can **empathise** with the people who are suffering.

Pay attention: Such words as "empathy (line 22 & line 64)" and "moral (line 54& line 56)" appear more than once in the text and have their derivatives in the text as well. For example: "empathic (line 40 & line 58)" "empathise (line 73)" and "immoral (line 72)." Therefore, the context in which they appear should be made good use of to illustrate their meanings and uses.

After-reading

Target words: **determine, confirm**

Quote from the student's summary: "A new study suggests that whether one is willing to donate money depends on two moral traits: empathy and a sense of justice."

Suggested Activities

Quote from Exercise I: “According to a new study, whether you are willing to give money may **be determined by** two moral traits: empathy and a sense of justice.”

T: Now that you’ve learned the phrase **A is determined by B**, which means **A depends on B**, try to use it in writing and speaking to enrich your expressions.

Quote from the student’s summary: “The study proves empathy can make us donate money to charity.”

Quote from Exercise I: “Of course, the study **confirms** that empathy has immense power that motivates us to donate.”

T: Both conclusions are correct, but can you tell the different meanings conveyed by “prove” and “**confirm**”?

S: I think by using “**confirm**” the author probably tries to indicate that the study proves the researchers’ presupposition, because “**confirm**” means “to establish the truth or correctness of something previously believed to be the case.”

Option 2 ★★★

- Ask students to complete the following table by spelling out the new words learned in the text according to the first two letters given.

Nouns	Verbs	Adjectives	Signposting Words
em_____	do_____	em_____	for example, on
ju_____	re_____	mo_____	the other hand,
ch_____	re_____	im_____	furthermore, in other
su_____	re_____	re_____	words, in fact, as a
al_____	em_____	tr_____	result
	pr_____	im_____	
	co_____	un_____	
	de_____		
	sl_____		

Reference answer:

Nouns	Verbs	Adjectives	Signposting Words
empathy, justice, characteristic, supply, alcohol	donate, reach, relate, recall, empathise, prompt, confirm, determine, slip	empathic, moral, immoral, responsible, tricky, immense, universal	for example, on the other hand, furthermore, in other words, in fact, as a result

- Divide the class into two groups. Ask students to hold a debate on the proposition “We should give money to homeless people on the streets.” Ask the affirmative side and negative side to present as many supporting arguments as possible and each side should have a student act as a secretary who briefly notes down their arguments on the blackboard. Remind students that every time they use one of the words or phrases in the table above in their arguments, their side gets a point and that the side with the highest points wins.

Suggested Activities

Sample Arguments:

Pros:

1. We're morally **responsible** for helping those who are less lucky than we are.
2. Some people **slip** into miserable situations for uncontrollable reasons. **For example**, they may have been disabled because of an accident and can't work any more. It's **moral** to **reach** out to them.

Cons:

1. **In fact**, we don't know the truth of the homeless people's situations. Maybe they are **responsible** for their terrible situations.
2. Instead of giving money directly to those homeless people, we can **donate** to a charity.

Grammar in Use

Option 1 ★★

1. In groups of three, ask students to make a table of verbs followed by -ing forms or infinitives only and verbs followed by both but with different meanings. Each student is responsible for one column. Encourage them to search for examples in grammar books or on the Internet.

Reference answer:

Verbs or verb phrases followed by -ing forms only	Verbs followed by infinitives only	Verbs followed by both but with different meanings
admit/confess/deny, suggest/advise/propose, avoid/escape, appreciate, consider, delay/postpone, imagine, enjoy, excuse/pardon/forgive, forbid/permit/allow, practise, risk, resist, dislike, quit, fancy, involve/include, mention, feel like, give up, put off, can't stand, burst out, be (well) worth, etc.	want/desire/long, hope/wish/expect, promise/agree/refuse, decide/determine/choose/intend, ask/demand/offer, plan/arrange, manage, pretend, afford, fail, learn, etc.	remember, forget, stop, mean, try, regret, etc.

2. Ask each student to create three sentence-translation exercises for the others in the group based on the uses of verbs they've collected. Have students each finish the six sentence-translation exercises and then do peer correction.

Option 2 ★★

Ask students to search the Internet after class for one English article on charity or charity events. Have them read through the article and then underline the sentences in which the -ing forms of verbs are used as either subjects or objects in the sentences. Remind them that -ing forms can be also used as objects of prepositions. Ask students to translate these sentences involving -ing forms into Chinese as well.

Listening, Viewing and Speaking

Listening

Option 1 ★★

Ask students to introduce the stories of the two teenagers in complete sentences with the help of the notes given in Exercise III on text page 42.

Option 2 ★★

Ask students to find other charity organisations/projects started by teenagers on the Internet and then share their findings with their classmates. Remind them that when introducing one of the organisations/projects, they should highlight the four elements mentioned in the previous listening practice: name of the founder; name of the charity organisation/project, motivation and service. The following story can be used as an example given by the teacher.

Hailey Ford

Hailey Ford is putting the “power” in power tools by building small homes for a big cause.

The 9-year-old from Bremerton, Washington, is creating individual shelters to distribute to homeless people in her community. After receiving a grant, Hailey plans to make 11 of the small homes for the town’s permanent Tent City, which is expected to open later this year, KING 5 News reported. “It just doesn’t seem right that there are homeless people,” Hailey told the news outlet. “I think everyone should have a place to live.”

Currently, Hailey is halfway through the first home — an 8 x 4 wooden structure that she’s building with some help from her mother and grandfather.

The 9-year-old was inspired to build this first shelter after meeting a homeless man, Edward, who lost his job at a local grocery store, according to KING 5 News. She and her mother bought the man a sandwich, but Hailey wanted to figure out a way to keep providing food for people in need. So she started a garden, Hailey’s Harvest, which she used to donate 128 pounds of produce in 2014. “I said sure, thinking it would last a week. It’s been four years and she still delivers veggies to the homeless every week,” her mom, Miranda, told non-profit organisation Together Rising, who helped fund Hailey’s project.

The garden quickly grew beyond fruits and vegetables, and led to the shelters Hailey is working on now. To help fund the project, Miranda applied for a grant for Hailey from Together Rising. Hailey was then awarded a \$3,000 grant and secured a 50 percent discount from her local Lowes store to help with the structures.

“We can’t think of a better example than our Hailey — she’s proof that no person — or act of kindness — is too small to change the world,” said Glennon Doyle Melton, Together Rising founder.

Hailey said she would grow 250 pounds of food, and distribute 1,000 toiletries, 500 feminine hygiene products, 100 coats, and “as many sleeping shelters as she can find space for.”

The first completed shelter, however, will go to Edward.

Reference answers:

Name: Hailey Ford

Organisation: Hailey’s Harvest

Motivation: Providing food for people in need

Service: She delivered food and daily necessities to homeless people. Besides, with the financial aid of a non-profit organisation, she was creating individual shelters to distribute to homeless people in her community.

Suggested Activities

Viewing



Ask students to list the key factors in teaching kids about charity mentioned in the video. This task can be scheduled before Exercise III.

Reference answers:

1. Use terms they can understand
2. Let them be part of the decision-making process
3. Make a charity event fun

Speaking



With the discussion and the notes from the group work, ask each student to hand in a written report of the creative charity event their group has proposed. The report should cover the aspects mentioned in Step 3 of the speaking task and use signposting words and phrases highlighted in the study of **Reading A**.

Examples of creative charity events

1. Coffee on the Wall

I sat with my friend in a well-known coffee shop in a neighbouring town of Venice, Italy, the city of lights and water.

As we enjoyed our coffee, a man entered and sat at an empty table beside us. He called the waiter and placed his order saying, "Two cups of coffee, one of them there on the wall." We heard this order with real interest and observed that he was served with one cup of coffee but he paid for two. When he left, the waiter put a piece of paper on the wall saying, "A Cup of Coffee." While we were still there, two other men entered and ordered three cups of coffee, two on the table and one on the wall. They had two cups of coffee but paid for three and left. This time also, the waiter did the same: he put a piece of paper on the wall saying, "A Cup of Coffee." It was something unique and perplexing for us. We finished our coffee, paid the bill and left.

After a few days, we had a chance to go to this coffee shop again. While we were enjoying our coffee, a man poorly dressed entered. As he seated himself, he looked at the wall and said, "One cup of coffee from the wall." The waiter served coffee to this man with the customary respect and dignity. The man had his coffee and left without paying. We were amazed to watch all this, as the waiter took off a piece of paper from the wall and threw it in the trash bin.

Now it was no surprise for us — the matter was very clear. The great respect for the needy shown by the inhabitants of this town made our eyes well up in tears. Ponder upon what this man wanted. He entered the coffee shop without having to lower his self-esteem. He had no need to ask for a free cup of coffee, nor to ask about or know who was giving this cup of coffee. He only looked at the wall, placed an order for himself, enjoyed his coffee and left. A truly beautiful thought. Probably the most beautiful wall you may ever see anywhere!

2. 8-Year-Old Boy Grows Hair Out for 2 Years to Donate to Children with Cancer

When Christian McPhilamy was six years old, he was inspired by a TV commercial on providing hair pieces for children with cancer done by St. Jude Children's Hospital. "Mommy, what's that?" Christian asked his mom. "That's where you donate your hair to kids with cancer... to make wigs from your hair," his mom Deeanna Thomas replied. "I want to do that," Christian said.

Along the way, Christian had to deal with some of the difficulties a young boy with long hair has, as his mother wrote, "I just have to say that while Christian did receive some bullying and was called a girl A LOT, that is not what his story was supposed to be about. It's supposed to be about what he did and the kindness and love for others that children have. My son never asked for recognition for what he was doing, he simply 'wanted to give a wig away and help another child,' in his own words."

"His friends and teachers knew what he was doing and they supported him."

After two and a half years, Christian cut his hair and was able to donate four 11-inch ponytails to Children With Hair Loss.

Christian McPhilamy is an amazing example of the pure love of a child's heart. He spent over two years of his early life in an effort to help other children who were suffering, even while enduring some teasing. His compassion and purity of heart has inspired tens of thousands of people around the world, and also ensured that several children with cancer would be able to have wigs to wear.

Reading B

Comprehension Plus

Option 1 ★★

Ask students to work in groups and play different roles based on the text.

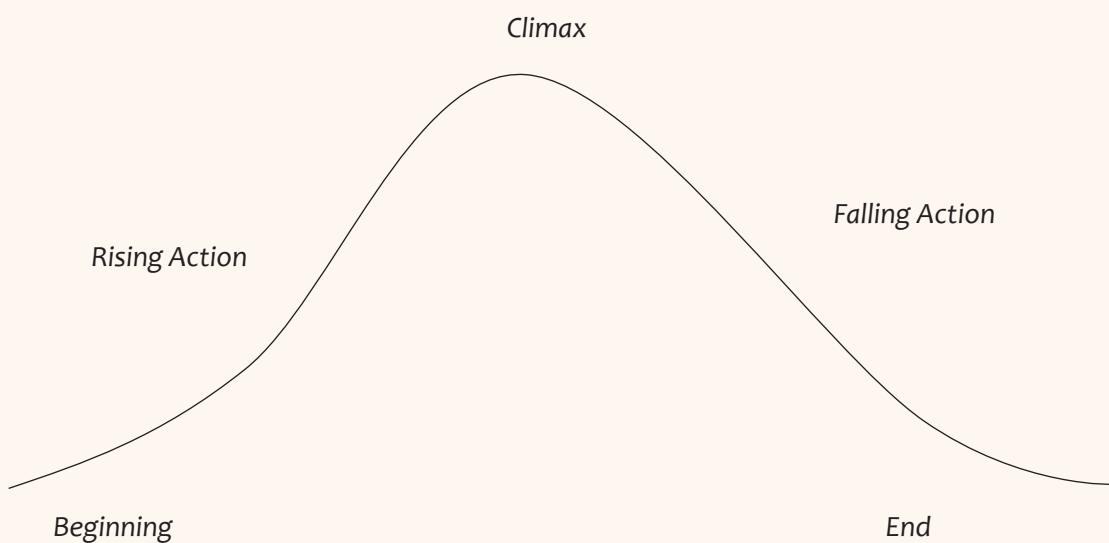
Student A	a journalist who happened to have heard of this kind act and wants to report it
Student B	the narrator/fast-food employee
Student C	the woman who started the "Pay It Forward" action
Student D	one of the customers whose order was paid by a previous customer

Student A may choose questions from Exercise II to ask interviewees or create his/her own questions. Besides the information given in the text, the interviewees should be encouraged to give their own answers to the questions to check whether they can really relate to the characters involved in the story. After the three interviews, Student A is supposed to report his notes briefly to the class.

Suggested Activities

Option 2 ★★

1. Introduce the plot diagram to students and ask them to find out the corresponding elements in the story “Pay It Forward”.



2. Ask some students to share their answers and have the whole class read the reference answer in **Writing** on text page 47.

Option 3 ★★★

The narrator of “Pay It Forward” has a talent for presenting a vivid picture before the eyes of the readers by using verbs, adjectives and adverbs accurately. Ask students to pay attention to some descriptive words and give examples. Encourage students to translate these parts into proper Chinese words.

Reference answers:

- (1) A fierce wind spits in your face as you sit at the frost-covered glass. (拍打着)
- (2) It was a freezing Tuesday afternoon when everything changed. (滴水成冰的)
- (3) Every once in a while, the sub-zero temperatures of northern Alberta seal a vehicle’s windows shut. (使得车窗紧闭)
- (4) Drivers don’t exactly enjoy having to stand outside in the cold and screaming their orders into a speaker box, when they had expected to drive through on their heated leather seats. (用高八度的声音点单)
- (5) ...

Critical Thinking

Option 1 ★★

Ask students to brainstorm the possible difficulties people may encounter while they are doing charity work, such as lack of time, lack of funds, misunderstandings about their motives, etc. and ask them whether they know how to solve these problems.

Option 2 ★★★

1. In the last few decades, we have seen the growth of celebrity donation campaigns, non-governmental organisations and dedicated volunteers, which helps to raise public awareness of poverty and get more people involved in helping the poor. Unfortunately, sometimes our good intentions may have unexpected consequences or even cause harm. Here are two examples:
 - (1) After the Rwandan genocide, an organisation from Atlanta started to distribute eggs to the local community, which put the local chicken farmers out of business. Then the organisation left, leaving no one to provide the area with eggs.
 - (2) In Kenya, the influx of second-hand clothing negatively impacted the textile industry, especially in the 1980s and 1990s. Factories and farms were shut down, leaving thousands of jobless people and making it almost impossible for the locals to find high-quality cotton products made in Kenya.Therefore, our motives to fight poverty must be allied with being smart to avoid unintended harmful consequences.
2. Ask students to discuss in groups what factors should be taken into consideration in order to avoid the unintended negative influence. Invite some groups to share their ideas with the class.

Writing

★★★

Choose one story from students' work and ask the class to shorten it to a 50-word mini-saga of the story. All the elements of the story had better be kept but the word count should be exactly 50 (title excluded). After this writing practice, ask students what skills they have employed to make the word count "exactly" 50.

Here is an example:

Pay It Forward

Another freezing winter afternoon saw me serving the grumpy customers at a fast-food drive-through window. Unexpectedly, a young woman offered to pay the bill for the next car. Like magic, people started to follow suit. With the traffic moving forward, love flowed in the air, warming up the cold day. (Word Count: 50)

Suggested Activities

Further Exploration

Option 1 ★★

Ask students each to find an academic article about the charity traditions in ancient China or the charity traditions in the West. Ask them to note down the five elements in the academic writing mentioned earlier in **Reading A**: introduction, methodology, findings, analysis and conclusion. Ask them to write a short summary which covers these elements to introduce the study to the class and then add a couple of sentences as their own comments on the study.

Option 2 ★★★

Ask students to name one specific area or topic they've been especially interested in after studying this unit on charity. Ask them to make a research plan for their possible future research on charity. Remind them that the narrower their research scope is, the easier it is to carry out the research.

My Research Proposal / Plan

Student Name: _____

Possible Title(s) of the Research:

Purpose of the Research:

Research Question(s):

Methodology (e.g. sample size, tools and location of data collection, tools of data analysis, etc.):

Possible References:

Self-assessment

范例 (Answers may vary.)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

What you still find difficult

Possible cause(s) of the problem(s)

Your plan to solve the problem(s)

Learning resources that you could use

I still find it difficult to write a personal account to share my experience with others. The reasons are two-fold. First of all, I seldom practise writing narratives. Therefore, I'm not sure what details to keep or to leave out to make my story both informative and interesting. Secondly, a vivid account of a personal experience usually involves the use of descriptive words or phrases, at which I'm truly incompetent. But I've set my mind on improving myself in this aspect. I'm going to read more short stories and personal accounts written by native speakers and see how they describe details. Meanwhile, I'll start a weekly journal in English as a form of practice to accustom myself to narrative writing. I may even seek advice and feedback on my work from my English teacher.

The Sampler

By I. V. Morris

In a certain store where they sell puddings, a number of these delicious things are laid out in a row during the Christmas season. Here you may select the one which is most to your taste, and you are even allowed to sample them before coming to a decision.

I have often wondered whether some people, who had no intention of making a purchase, would take advantage of this privilege. One day I asked this question of the shop girl, and I learned it was indeed the case. "Now there's one old gentleman, for instance," she told me, "who comes here almost every week and samples each one of the puddings, though he never buys anything, and I suspect he never will. I remember him from last year and the year before that, too. Well, let him come if he wants it, and welcome to it. And what's more, I hope there are a lot more stores where he can go and get his share. He looks as if he needed it all right, and I suppose they can afford it."

She was still speaking when an elderly gentleman limped up to the counter and began looking closely at the row of puddings with great interest. "Why, that's the very gentleman I've been telling you about," whispered the shop girl. "Just watch him now." And then turning to him: "Would you like to sample them, sir? Here's a spoon for you to use." The elderly gentleman, who was poorly but neatly dressed, accepted the spoon and began eagerly to sample one after another of the puddings, only breaking off occasionally to wipe his red eyes with a torn handkerchief. "This is quite good." "This is not bad either, but a little too heavy." All the time it was quite evident that he sincerely believed that he might eventually buy one of these puddings, and I am positive that he did not for a moment feel that he was in any way cheating the store. Poor old chap! Probably he had come down in the world and this sampling was all that was left to him from the time when he could afford to come and select his favorite pudding.

Amidst the crowd of happy, prosperous looking Christmas shoppers, the little black figure of the old man seemed pitiful and out of place, and in a burst of benevolence, I went up to him and said:

"Pardon me, sir, will you do me a favor? Let me purchase you one of these puddings. It would give me such pleasure."

He jumped back as if he had been stung, and the blood rushed into his wrinkled face.

"Excuse me," he said, with more dignity than I would have thought possible considering his appearance, "I do not believe I have the pleasure of knowing you. Undoubtedly you have mistaken me for someone else." And with a quick decision he turned to the shop girl and said in a loud voice, "Kindly pack me up this one here. I will take it with me." He pointed at one of the largest and most expensive of the puddings.

The girl took down the pudding from its stand and started to make a parcel of it while he pulled out a worn little black pocketbook and began counting out shillings and pennies on to the counter. To save his "honor," he had been forced into a purchase which he could not possibly afford. How I longed for the power to unsay my tactless words! It was too late though, and I felt that the kindest thing I could do now would be walk away.

"You pay at the desk," the shop girl was telling him, but he did not seem to understand and kept trying to put the coins into her hand. And that was the last I saw or heard of the old man. Now he can never go there to sample puddings any more.

Food for thought

1. What can we learn about the sampler from the story?
2. In your opinion, what could the author have done to offer help without hurting the feelings of the old man?

Reference answers:

1. As far as physical appearance is concerned, he was short and thin. He was old and poor. Besides, judging from his response to the author's offer, he must have been a dignified person, proud and sensitive.
2. The author could have paid for a pudding but had the shop girl tell the old man that the pudding was on the house because he happened to be the "Lucky Customer" of that day.

(Answers may vary.)



In this unit, we are going to

- ▶ describe the feelings of survivors of natural disasters and learn some survival tips;
- ▶ appreciate humanity and human dignity shown in disastrous circumstances;
- ▶ create a personal emergency plan in case of natural disasters;
- ▶ “map” our notes while listening, and write an expository essay.



Unit 4

Disaster Survival

There's no harm in hoping for the best as long as you're prepared for the worst.

— Stephen King

Getting Started

e : Look at the picture on the left and answer the questions. (Answers may vary.)

1. What do you see in the picture? What might have caused such a disaster?

I can see some damaged buildings in the street. Broken windows, collapsed walls, a large pile of debris are everywhere. I think a severe earthquake might have caused such serious destruction.

2. Do you know how to stay safe in such a situation?

Whatever happens, I should try my best to stay calm, and call or text for help.

3. Have you experienced a disaster before? If so, did you notice how people helped each other?

Though I haven't experienced such a disaster, I often see on TV how people in such a situation help each other. They share food and water, and work together to help those victims buried in debris.

单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自然”，主题群为“自然灾害与防范，安全常识与自我保护”	<ul style="list-style-type: none"> 能描述自然灾害幸存者的感受，并学习在不同自然灾害中的逃生技能； 能欣赏人们在灾害中体现出的人道主义精神和人类的尊严； 能根据不同的自然灾害制定个人应急计划； 能在听的过程中梳理并记录信息，并掌握说明文的写作方法。
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> 能归纳以时间为主线的情节发展及人物心理描写的记叙文的文体特征。
	阅读语篇 B	<ul style="list-style-type: none"> 能概括事物说明文的文体特征。
	听力语篇	<ul style="list-style-type: none"> 能识别新闻语篇的特征，并提炼其语篇成分，包括灾难发生的地点、具体过程、应对措施等。
	视听说语篇	<ul style="list-style-type: none"> 能综合视频中的画面、文字、背景、声音、人物的面部表情、动作等资源获取所需的信息。
语言知识	语音	<ul style="list-style-type: none"> 能根据现场报道或防灾指南中句子的停顿、音调、重音等特征来获取分类信息，概括文章大意。
	词汇	<ul style="list-style-type: none"> 能建构阅读语篇中涉及灾难话题的核心词汇语义网，并运用于表达灾难逃生和救援相关的话题。
	语法	<ul style="list-style-type: none"> 能在语篇中识别、理解和使用-ing 形式，包括其完成式、否定式、被动式，以及添加动作执行者的形式。
	语篇	<ul style="list-style-type: none"> 能概括本单元灾难描写类记叙文的结构特征，尤其是基于事件发生的时间顺序、场景描写中的空间组织特点，以及为了增强表达效果而采用的修辞手法，如明喻； 能归纳本单元说明文的语篇成分和该语篇类型的写作目的； 能判断语篇中句子、句群和段落之间的语义逻辑关系； 能依据新闻语篇特点，获取大意和细节。
	语用	<ul style="list-style-type: none"> 能判断本单元语篇的写作目的、对象以及作者的观点、意图与行文理念等； 能运用功能语言和得体语言形式表达观点、说明原因、组织话语； 能根据交际场合和交际对象，选择恰当的语言形式提出对策、进行说明、完成介绍等。

文化知识	语篇文化元素、文化链接、项目探究	<ul style="list-style-type: none"> 能分析并分享语篇中的文化现象与文化价值观念，如坚强、互助、自信等； 能分析或者汇报不同国家和地区所遭遇的不同的灾难类型及应对方式，了解在不同文化背景下人们对待灾难和逃生的看法； 能利用本单元提供的文化链接和研究性学习，列举不同国家和地区人们面临灾难时的感受以及互帮互助所体现出来的人道主义行为特征。
语言技能	听	<ul style="list-style-type: none"> 能依据新闻报道，获取事件中的背景信息和事件的关键信息。
	说	<ul style="list-style-type: none"> 能在听和看的基础上，开展相关主题的调查； 能开展访谈，记录并分析访谈纪要； 能利用访谈纪要口头汇报小组讨论结果； 能用本单元所学内容制定访谈大纲，并分析访谈结果。
	读	<ul style="list-style-type: none"> 能获取本单元语篇 A 中的故事内容，包括故事的指向（时间、地点与人物）、发展、结局、评价和呼应； 能列举各种灾难的特点及相应的逃生方法。
	看	<ul style="list-style-type: none"> 能列举视频中多模态资源所提供的地震自救方法，辨别正确和错误的自救措施。
	写	<ul style="list-style-type: none"> 能写一篇 100-120 词的说明文来介绍一种自然灾害及应对措施。
学习策略	听	<ul style="list-style-type: none"> 能根据语篇大意和各要点信息之间的关系梳理信息并记录，便于有效获取新闻报道的大意和具体细节。
	说	<ul style="list-style-type: none"> 能根据提示整合本单元各语篇中的相关信息，并在此基础上展开访谈和调查，分析和评价人们灾害防范的意识； 能选择并运用合适的表达形式进行访谈。
	读	<ul style="list-style-type: none"> 能归纳记叙文和说明文的文体特征，如结构、内容和语言； 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"> 能依据说明文的结构、语言特点、表达方式等进行说明文写作。
	元认知	<ul style="list-style-type: none"> 能根据自身情况制定合适的学习计划； 能根据本单元的学习目标和内容，及时总结、反思、评价学习成效并调整学习策略，提高学习效率。

READING A

? You are going to read a story about a boy who survived an earthquake. Read the text and find out what happened.



SURVIVING THE EARTHQUAKE

The sky was still dark when the ground began to shake.

Most people in San Francisco were still sleeping. Just a few were awake.

5 Shopkeepers arranged their stores, getting ready for the day. Carriage drivers fed their horses. Newsboys ran down the sidewalk to pick up their newspapers to sell.

10 Eleven-year-old Leo Ross was in a broken-down building, high on Rincon Hill. When the rumbling started, Leo

thought it might be thunder. He had no idea that deep below the city, two

15 huge pieces of earth were pushing past each other. Powerful shocks exploded up through the underground layers of dirt and rock. All across the city, streets ripped open. Buildings swayed. Walls 20 collapsed and houses came crashing down. Broken glass, lumps of wood, and piles of bricks tumbled into the streets.

Leo stood in shock as the floor 25 beneath him rose and fell like ocean

Getting Started

教学内容与要求

- 能依据图片内容描述灾难场景；
- 能根据自身经历和灾难自救知识就开放式问题参与讨论；
- 能运用相关词汇描述各种灾难，构建灾难话题的词汇语义网。

教学建议

1 Introduce the topic of the unit — Disaster Survival. Direct students' attention to the picture and the three questions on text page 51. Ask students to go over the questions and allow time for them to consider their answers individually or discuss the questions in pairs or in groups. Have students share their answers with the class.

2 If students have difficulty in describing the picture, provide them with some topic-related words, for example, *collapse, tumble, shatter, ruin*, etc.

3 If students have difficulty in answering the three questions, try to provide them with some scaffolding questions like “Do you know any countries that are more likely to be stricken by earthquakes?” “Why do so many earthquakes happen in these countries?” “Have you ever seen any earthquake/natural disaster on TV? Please describe it.”

Suggested Activities 见 page T65d。

Reading A

教学内容与要求

- 能依据记叙文的文体特征分析语篇内容，分享以时间为主线的场景变化和细节描写，以及人物的心理感受和变化；
- 能依据记叙文语篇成分概述所学语篇内容；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的观点、意图、写作目的和对象；
- 能分析并分享语篇中的文化现象及价值观，如灾难中人们体现出的人道主义精神和人类的尊严。

难句注释

1. The sky was still dark when the ground began to shake. (lines 1–2)

句中 *when the ground began to shake* 是 *when* 引导的时间状语从句，强调事件的突然发生。整句意为“天色灰暗，突然间地面开始摇晃。”

2. Had they been just a few steps slower, they both would have been buried. (lines 40–41)

句中 *had they been just a few steps slower* 是虚拟语气省略 *if* 的倒装结构，相当于“If they had been just a few steps slower, they both would have been buried.” 整句意为“如果他们步子再稍微迟缓一点，他们两人早就被砖瓦掩埋了。”

3. The silence was almost as frightening as the noise had been. (lines 44–45)

句中 *as the noise had been* 是 *as* 引导的比较状语从句，省略了 *frightening*。完整句子为“The silence was almost as frightening as the noise had been frightening.” 整句意为“此时的寂静如同方才的声响一样可怕。”

词汇释义

• arrange (line 5)

v. to put sth in a particular order; to make sth neat or attractive 整理；排列；布置

He arranged the cards alphabetically. 他将卡片按照字母顺序排列。

to plan or organise sth in advance 安排；筹备

Who will arrange a reception for the visitors?

谁将安排欢迎会接待来访者？

arrangement n. 安排；准备；筹划

• thunder (line 13)

n. the loud noise that you hear after a flash of lightning, during a storm 雷；雷声

If you see lightning or hear thunder, head for shelter immediately. 如果你看见闪电或者听到雷声，赶快找地方躲避。

• explode (line 16)

v. to burst or make sth burst loudly and violently, causing damage 爆炸；爆破；爆裂

They were cleaning up when the second bomb exploded. 他们正在清理时，突然第二颗炸弹爆炸了。

• sway (line 19)

v. to move slowly from side to side; to move sth in this way (使) 摆摆，(使) 摆动

The way the ski lift was swaying in the wind made me nervous. 滑雪缆车在风中摇摆，使我非常紧张。

• collapse (line 20)

v. to fall down or fall in suddenly, often after breaking apart (突然) 倒塌，坍塌

The bridge collapsed in the flood. 洪水中，桥梁坍塌了。

The roof collapsed under the weight of snow. 房顶在积雪的重压下突然坍塌。

• shatter (line 27)

v. to suddenly break into small pieces; to make sth suddenly break into small pieces (使) 破碎，(使) 碎裂

He dropped the vase and it shattered into

pieces on the floor. 他失手把花瓶掉到地板上，摔成了碎片。

The earthquake shattered all the windows in the building. 地震击碎了大楼里所有的玻璃。

• burst open (line 33)

(使) 猛然打开

The door burst open and out rushed the kids. 门突然打开了，孩子们蜂拥而出。

The bag burst open and everything fell out. 袋子爆开了，里面所有的东西都散落出来。

• pour (line 38)

v. to (cause to) flow quickly and in large amounts 倾泻；喷发

Thick black smoke was pouring out of the roof. 黑色浓烟从屋顶滚滚冒出。

• bury (line 41)

v. to cover sb/sth with soil, rocks, leaves, etc. (以土、石、树叶等) 覆盖

The house was buried under ten feet of snow. 房子被埋在十英尺厚的积雪中。

to place a dead body in a grave 埋葬；安葬

Their ancestors were buried in the local cemetery. 他们的祖先被埋葬在当地的墓地里。

• furious (line 50)

adj. with great energy, speed or anger 激烈的；猛烈的；盛怒的

Furious winds swayed the wooden bridge. 狂风吹得这座木桥剧烈晃动起来。

very angry 狂怒的；暴怒的

She was furious with them for their rudeness. 她因为他们的无礼而感到气愤。

• stretch (line 61)

v. to put your arms or legs out straight and contract your muscles 伸展

It is very important that you stretch before and after a workout. 在你运动前后做拉伸是非常重要的。

• **call on (line 66)**

请求，要求，要（某人做某事）

We should call on people to protect animals.

我们应该号召人们保护动物。

拜访……

May I call on you next weekend? 下周末我能去拜访您吗？

• **stick ... out (lines 74–75)**

（使从某物中）伸出，探出，突出

Don't stick your arm out of the car window.

不要把胳膊伸岀车窗。

A single rock sticks out from the cliff. 一块孤零零的岩石从悬崖边凸起。

• **raw (line 77)**

adj. red and painful because the skin has been damaged 红肿疼痛的；皮肤破损的；擦伤的

There were raw places on her feet where the

new shoes had rubbed. 她双脚上有好几处被新鞋子磨破了。

not cooked 生的；未烹制的；未煮的

Prawns are grey when they are raw and turn pink when they are cooked. 虾生的时候是灰色的，煮熟的时候是粉红色的。

• **spot (line 77)**

n. a small dirty mark on sth 污迹；污渍

You've got a spot on your new white blouse. 你的白色新衬衫上有一点污渍。

a small round area that has a different colour or feels different from the surface it is on 斑点

She has a white cat with brown spots. 她有一只白色带棕色斑点的猫。

a particular area or place 地点；场所；处所

It looked like a perfect spot for a picnic. 这看起来像是最佳的野餐场地。

难句注释

4. It looked like a furious giant had marched through the city, jumping over some houses and stamping on others. (lines 50–52)

句中 like 为连词，相当于 as if/as though，后接表语从句；jumping 和 stamping 为现在分词，表示伴随动作，修饰 giant。整句意为“这场景就像是一个狂暴的巨人刚刚穿行过这座城市，跃步跨过一些房屋，又将其他房屋踏为平地。”

5. Others looked like a sneeze would send them crashing down. (lines 56–57)

句中 crashing 为宾语补足语，补充说明 them 的状况。整句意为“还有一些（摇摇欲坠的房屋）仿佛只需一个喷嚏就能使之垮塌。”

6. People stood on the sidewalks, frightened. (lines 57–58)

句中 frightened 为过去分词作状语，修饰主语 people。整句意为“人们惊恐地站在人行道上。”

语篇分析

本文语篇类型是长篇灾难小说节选。语篇内容是以主角里奥的亲身经历为主线，描写了美国旧金山大地震中的场景，生动展现了这一蓬勃发展的城市瞬间化为废墟的过程。里奥作为这次大地震中的幸存者，与许多其他幸存者一样，决心重建家园，展现了面对困难毫不屈服的坚强意志以及幸存者灾后的人生态度和团结精神。语篇结构是按照时间顺序描写地震发生的过程、造成的影响以及人们逃生的经历和灾后重建家园的决心。语言特征体现在文章中生动的细节描写和明喻等修辞手法的运用。语篇主题在于引导大家思考：地震是如何发生的？会带来什么样的危害？如何进行防范和自救？如果遇到灾害或重大挫折时，我们应该以什么样的态度面对生活？通过对这一系列问题的思考，加深对主题的理解。

背景介绍

This passage is adapted from the novel entitled *I Survived the San Francisco Earthquake, 1906*, published in 2012. It was written by Lauren Tarshis, the author of *The New York Times* bestselling series *I Survived*. These books focus on historical disasters from the perspective of a boy or girl who survived.

Personal Touch

教学建议

Ask students to answer the questions immediately after they read the text. The following questions may help.

1. Are you afraid of earthquakes? Why or why not?
2. Facing all the ruins after an earthquake, how would you feel?
3. What spirit has Grandpa passed on to Leo?
4. What might Leo think when he heard the mayor's words?

参考答案

If I were Leo, I would surely stay and help rebuild the city. It is my hometown, which my grandpa helped to build. What's more, I believe that my friends will stay here with me and help rebuild the city.

(Answers may vary.)

waves. Lumps of plaster hit him on the head. Windows shattered and glass fell all around him. He tried to scream, but his throat was coated with dust. He
30 wanted to run, but he couldn't even stand. The shaking was too hard. And then there was a sound like an explosion. The ceiling above his head burst open.

Suddenly he felt hands grabbing
35 his arm. Someone was pulling him forward. They rushed together, leaped toward the door and landed hard on the sidewalk. And then bricks poured down, hundreds of them, spilling out the door.
40 Had they been just a few steps slower, they both would have been buried.

The ground gave one last great shake. And then it stopped. The earth was still. The silence was almost as
45 frightening as the noise had been. Leo lay on his stomach, afraid to move or even to take a breath.

After some time, Leo raised his head and looked in shock at the scene around
50 them. It looked like a furious giant had marched through the city, jumping over some houses and stamping on others.

Bricks, stones, and glass covered the sidewalks and spilled into the street.

55 Some of the unsteady houses had collapsed. Others looked like a sneeze would send them crashing down. People stood on the sidewalks, frightened. Families gathered together. Babies broke
60 the silence with screams. Some people were stretched across the sidewalks, not moving.

Several days later, people in the tent city were already talking about

65 rebuilding. The mayor had stood in front of a crowd, calling on the crowd not to give up on San Francisco.

"Our city is gone," he said. "But its spirit is here! We will rebuild!"

70 Leo believed it. Grandpa had helped to build this shining city on the coast the first time. Now it was Leo's turn. He looked at his two friends, Morris and Wilkie, who nodded at him. He stuck
75 his hand out, and they put their hands on top of his. Their fingers were cut up, black with ash, scratched raw in spots. But their hands looked strong, especially put together.

● Personal Touch



If you were Leo, would you stay and help build the city? Why or why not?

Digging In

● Comprehension

- I. Complete the sentence based on the clues below.

Where Who What How

The text is mainly about how Leo survived a terrible earthquake in San Francisco and decided to rebuild the city with his friends.

- II. The story can be divided into four stages according to the time sequence. Fill in the numbered blanks with sentences from the text that describe what happened during and after the earthquake. Think about how Leo felt during and after the earthquake and then write words in the circles to describe his mental states. An example is given.



- III. Answer the questions.

1. According to the text, what caused the earthquake?
2. What dangers did Leo face when the earthquake first struck the city?
3. How did Leo survive the earthquake?
4. Is the author's comparison of the earthquake to a furious giant effective? Why or why not?
5. What was the city of San Francisco like after the earthquake?
6. What do you think gave Leo and other people the courage to stay and rebuild the city?

Comprehension

教学建议

- I**
1. Get students to learn more about the Great 1906 San Francisco Earthquake, the origin of San Francisco's Chinese name, or the brief history of the city's development before they begin to read the text.
 2. Have students skim the text for the main idea by focusing on **where, who, what** and **how**. Ask them to apply the reading strategy of skimming in their reading process.
- II**
1. Before they read the text for a second time, ask students to pay attention to the following new words and expressions: *rip open, sway, collapse, shatter, be coated with dust, burst open*. Encourage them to guess meanings of new words and expressions by finding context clues.
 2. Have students underline the sentences and the key verbs that describe the earthquake scene in different stages.
 3. Help students to fill in the blanks with the expressions or sentences describing the scenes during and after the earthquake.
 4. If students have difficulty in completing this reading task, encourage them to work with a partner and exchange their ideas.
 5. Have some students check the answers with the whole class.
- III**
1. Before they read the text for a third time, have students read the six questions in the exercise.
 2. While they are reading, remind students to think about the implied meaning of the expression "this shining city" in line 71.
 3. When students have finished reading, ask them to answer the questions. If they have difficulty in answering some of the questions, allow students to work in pairs or in groups.
 4. Ask students to share their answers with the whole class.

参考答案

- III**
1. Deep below the city, two huge pieces of earth were pushing past each other. Powerful shocks exploded up through the underground layers of dirt and rock.
 2. The floor rose and fell like ocean waves. Lumps of plaster hit him on the head. Windows shattered and glass fell all around him. The ceiling above his head burst open.
 3. He was pulled forward by his friend, and they rushed together, leaped toward the door and landed hard on the sidewalk just before the house collapsed.
 4. Yes. The simile creates an image in the reader's mind and makes the description vivid.
 5. It looked like a furious giant had marched through the city, jumping over some houses and stamping on others. People were frightened and babies were crying.
 6. The mayor called on the people not to give up on the city. / Leo's grandfather who had helped to build the city gave him courage. (For Question 6, answers may vary.)

Suggested Activities 见 pages T65d–T65e。

Vocabulary Focus

教学内容与要求

- 能在语篇的理解中建构与灾难话题有关的词汇语义网，在表达中运用所学的核心词汇；
- 能运用与灾难逃生和救援话题相关的语言表达；
- 能阐释灾难自救的措施，提升灾难防护意识。

词汇分类

识别词汇△: sway, shatter, furious

运用词汇: arrange, thunder, explode, collapse, pour, bury, stretch, raw, spot

常用词组: burst open, call on, stick ... out

教学建议

I Key Vocabulary

- Get students to pick up the target words and expressions in context through interaction. (See suggested activities on pages T65e–T65g.)
- Get students to go over the previously learned words by referring to **Reading A** so that they might recall what has been learned.
- Encourage students to read the whole passage and fill in the blanks by themselves. If they do have difficulty, allow them to work in pairs.
- Invite one or two students to share their answers.

II Topic-Related Expressions

- Have students read the eight expressions in the exercise and make sure that they understand the meaning of each expression.
- Ask students to read the whole passage and remind them to guess the missing words with the help of the picture cues.
- Encourage students to work individually. And if they have difficulty in completing the task, ask them to read the words around each blank once more and guess from the context.

Suggested Activities 见 pages T65e–T65g。

● Vocabulary Focus

I. Key Vocabulary

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

At 5.12 a.m., I was woken by a loud noise. I wondered whether it was thunder. Then I saw the mirror falling from the wall and breaking into pieces immediately. I suddenly realised that it was an earthquake. I wanted to scream, but it seemed like my throat was covered with dust. The shaking was too hard for me to stand. And then I heard a sound like an explosion. The ceiling above my head broke open. Just at that moment, my roommate grasped my hands and pulled me forward. We ran out of the house quickly to the street just before the bricks fell down. We both would have been buried if we had not rushed out in time. Finally, the shaking came to a stop and the whole city was almost destroyed. Lying on the ground, I was too frightened to move or take a breath; then I felt grateful that I was still alive after this frightening experience. Several days later, people who had survived the earthquake got together and discussed how to rebuild the city.

II. Topic-Related Expressions

Fill in the blanks with the appropriate forms of the given expressions to complete the passage, using the pictures as clues. Note that there are two more options than you need.

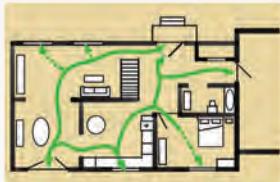
survival plan	emergency kit	rescue work	first aid
turn off	safe spots	escape from	dangerous objects

Earthquakes strike without warning and are among the most destructive natural disasters. You can't prevent an earthquake, but you can be prepared. Here is how.



Make a(n) 1 emergency kit. Keep your supplies in an easily accessible spot, such as a cupboard.

Create a(n) **2 survival plan**. You and anyone you live with should have a plan to quickly get to safety in the event of an emergency.



Identify **3 safe spots** and dangerous places in each room of your home. Look for tall cabinets, televisions, dressers, bookcases, hanging plants and other objects that could fall and cause injury.

Store **4 dangerous objects** in a secure drawer or on lower shelves. Avoid storing heavy objects high up and install brackets to secure tall furniture to walls. Keep any dangerous items, such as sharp objects, glass and flammable or poisonous substances, in locked or low cabinets.



Take **5 first aid** classes. If someone nearby is hurt in an earthquake and ambulances are not available, basic knowledge of first aid can be a lifesaver.



Learn how to **6 turn off** the water, the electricity and the gas. Earthquakes can damage utilities and cause flooding, fires, or explosions.

● Grammar in Use **Complex -ing forms**

I. Underline the -ing forms in the passage. Are they the same or different?

After the earthquake, Chen Yan, a 36-year-old businessman, was one of the first volunteers to reach the disaster area to do volunteer work. He made his way there like thousands of other volunteers, donating money and blood, searching for survivors, taking care of the injured, etc. Never expecting to be paid back for his efforts, he believed that helping those in trouble was the most important and rewarding thing he could do.

Grammar in Use

教学内容与要求

- 能在语境中识别 -ing 复杂形式，判断其表意功能，并能恰当运用；
- 能根据表达的需要灵活运用 -ing 的完成式、否定式、被动式，以及 doer('s)+doing 的形式。

教学建议

I

1. Have students read the short passage in **Grammar in Use** and underline -ing forms.
2. Get students to identify the different uses of all these underlined parts.
3. Have students study **Grammar Highlights**, and get them to understand the form, meaning and use of the -ing forms in different sentences.
4. Encourage students to read the text in **Reading A** again and find more -ing forms.

参考答案

1. donating money and blood, searching for survivors, taking care of the injured...
Never expecting to be paid back for his efforts [the -ing forms serve as the (concomitant) adverbial]
2. helping those in trouble.. (the -ing form serves as the subject)
3. rewarding thing (the -ing form serves as the attributive)

II

1. Ask students to read and complete the sentences with correct -ing forms in the exercise.
2. Have students share their answers in class.
3. Encourage students to explain the use of each -ing form.

Suggested Activities 见 pages T65g–T65h.

Grammar Highlights

Form	Use	Example(s)
Perfect form: <i>having done</i>	When one action happens before another, we use the perfect -ing form for the first action.	<ul style="list-style-type: none"> Leo felt very grateful to the person for having pulled him forward. Having helped rebuild the city, Leo was awarded the title "Hero of San Francisco."
Negative form: <i>not doing</i>	We put not before the -ing form to create its negative form.	<ul style="list-style-type: none"> Not knowing two pieces of earth were pushing past each other, Leo thought the rumbling was thunder.
Passive form: <i>being done</i>	We use being done to create its passive form.	<ul style="list-style-type: none"> Eleven-year-old Leo Ross was afraid of being kept in a broken-down building on Rincon Hill.
Doer('s)+doing form: <i>sb('s) doing</i>	The doer of the action can be put before the -ing form to form its complex structure.	<ul style="list-style-type: none"> Leo remembered people('s) talking about rebuilding several days after the earthquake.

II. Fill in the blanks with correct -ing forms, using the words given in brackets.

- Every summer, there is a lot of news about hurricanes, typhoons, tornadoes, and other forces of nature killing (kill) people, destroying (destroy) homes, and ruining (ruin) entire towns or cities all over the world.
- Lives can be turned upside down by natural disasters, from earthquakes and fires to hurricanes and floods. Experts believe that the main reason for panic during natural disasters is not knowing (not know) what to do. Therefore, our best defence is emergency preparedness — making (make) a family emergency plan, learning (learn) evacuation routes and building (build) an emergency kit so that we and our family will be ready if a disaster strikes.
- The heavy rain accompanying (accompany) hurricanes can cause flooding, which may result in large numbers of people losing (lose) their homes, crops being ruined (ruin) or rivers breaking (break) their banks.
- Having gone (go) through dramatic changes in the past decade, technology can now be effectively employed in the prediction of some natural disasters. For example, off-shore cameras are famous for being used (use) in hurricane-prone areas to recognise strong winds and waves.



Listening, Viewing and Speaking

Typhoon Mangkhut Struck Southern China (News report) 音频文本见 page T65b

I. Answer the question and complete the table.

When you think of a typhoon, what words come to mind? Brainstorm in groups and list as many words as possible in the table below. (Answers may vary.)

Adjectives	shocked, frightened, injured, calm, nervous, heavy, deadly, terrible, strong, destructive ...
Verbs	hit, strike, damage, destroy, kill ...
Nouns	death, injury, wound, damage, impact, alert, protection ...

II. Listen and answer the question.

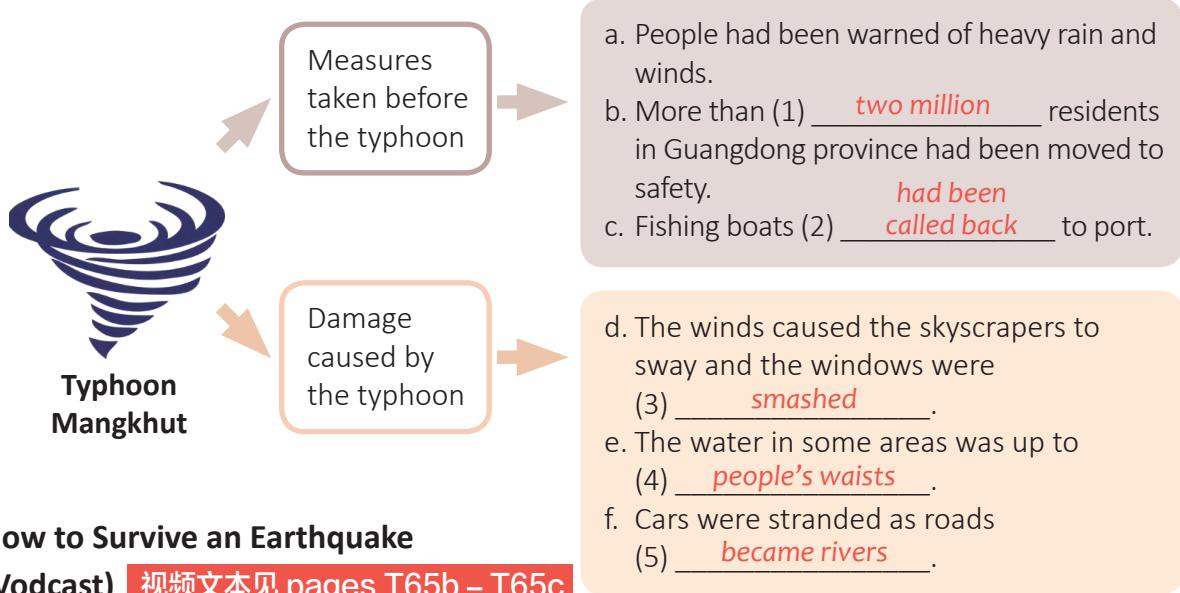
What places did Typhoon Mangkhut strike in southern China?

Hong Kong, Macau and Guangdong province.

III. Listen again and complete the diagram.

Listening Strategy

Note taking: mapping



How to Survive an Earthquake

(Vodcast) 视频文本见 pages T65b – T65c

I. Answer the question. When an earthquake occurs, don't stay near windows if you are indoors.

What should people never do in an earthquake? Give examples. Avoid standing in a doorway, for doorways are no stronger than any other area. Don't stand next to a building where you might be hit by falling debris. (Answers may vary.)

II. Watch the video and answer the questions.

- How many steps are mentioned in the video? Eight steps are mentioned in the video.
- Which are the correct ways to survive an earthquake? Tick them.



(1)



(2)



(3)



(4)



(5)

Listening, Viewing and Speaking

教学内容与要求

Listening

- 能分析新闻语篇的情景语境，获取灾难事件发生的地点、事件过程、结果及对策等信息；
- 能依据听力材料中的停顿、重音和关键词等进行信息分类，概括其要点，并分析它们之间的关系；
- 能概括新闻语篇的特征并提炼其要素，包括灾难发生的地点、具体过程和应对措施等。

背景介绍

This audio is a news report from a news station. The journalist reports on how Typhoon Mangkhut strikes southern China. The report introduces the damage caused by the typhoon and the measures taken against it.

教学建议

1. Get students to look at the title “Typhoon Mangkhut Struck Southern China” and have them predict what might have happened in the typhoon-stricken areas.
2. Encourage students to brainstorm in groups some topic-related words or expressions.
3. Have students finish Exercise I after group discussion.
1. Before playing the audio, remind students to read the question first and ask them to pay attention to places to be mentioned in the news report.
2. Play the audio and have students answer the question.
1. Play the audio for a second time and have students take notes by applying the mapping strategy while they are listening.
2. Ask students to complete the diagram based on the notes they have taken.

听力策略

Note taking: mapping

Get students to understand that the mapping method helps them organise notes by dividing them into branches, enabling them to establish relationships between the main topic and subtopics.

1. Ask students to write down the main topic by listening to the news report. The key words “Typhoon” and “struck” can help them summarise the main topic “Typhoon Mangkhut struck southern China.”
2. Ask students to divide the main topic into subtopics on the left or right as they go down. They can also use branches that are placed in an up and down pattern on the right. Then ask them to summarise “measures” as one subtopic based on the words and phrases such as “on high alert” “evacuated” and “called back” and write them down.
3. Have students write down the other subtopic “damage” based on words and phrases like “rip off” “sway” and “smash.”
4. Get students to elaborate the two subtopics by adding more details.

Suggested Activities 见 page T65h。

教学内容与要求

Viewing

- 能根据相关任务，综合视频中地震来临时的画面、文字、背景、声音、人物面部表情和动作等资源传达的信息；
- 能获取视频中多模态资源所提示的关于地震的自救方法，辨别正确的和错误的方法。

背景介绍

This video clip is a vodcast in which some earthquake survival skills are presented vividly. These skills include the preparation for basic supplies as well as eight steps that are meant to be followed in case of an earthquake.

教学建议

- I Play the video clip and have students answer the question in Exercise I. If students have difficulty in answering the question, have them discuss in pairs or look at the pictures in Exercise II as clues.
- II Play the video clip again and have students answer the two questions in Exercise II. Ask them to take notes by using the mapping strategy while viewing.
- III
 1. Play the video clip two or more times if necessary. Ask students to complete the table based on the notes they have taken.
 2. Remind students to check what they have written in the table, in respect of spelling, grammar, etc.
 3. Ask students to share their answers in class.

Suggested Activities 见 pages T65h–T65i。

教学内容与要求

Speaking

- 能用本单元所学内容制定访谈大纲，运用相关功能语言和句型开展访谈，记录并分析访谈纪要；
- 能利用访谈纪要，口头汇报小组讨论结果。

教学建议

Step 1

1. Ask students to recall what they have learned so far in this unit.
2. Have students work with their partners to find out which natural disasters are likely to occur in the area where they live.

Step 2

1. Get students to think of any aspects related to natural disasters, for example, the cause, damage and safety tips.
2. Ask students to decide on the aspects they are going to include in their survey.
3. Encourage students to get more information about the above aspects through the Internet.

Step 3

1. Have students design interview questions based on the aspects they have decided on in Step 2.
2. Encourage students to use different expressions in the questions they are going to ask.

Step 4

1. Encourage students to carry out interviews. Have them talk to as many interviewees as possible.
2. Remind students to be polite during interviews by using proper expressions like “May I ... ?” “My pleasure” and so on.
3. Ask students to exchange roles as the interviewer and the interviewee.

Step 5

Ask students to take notes while they are listening to other students' reports and give comments.

Suggested Activities 见 page T65i。

III. Watch again and complete the table with one word for each blank.

	Dos	Don'ts
During the earthquake	<ul style="list-style-type: none"> (1) <u>Extinguish</u> all flames and cigarettes. (2) <u>Drop</u> <u>to</u> your knees and curl up. Ease off the accelerator and come to a stop slowly when driving. 	<ul style="list-style-type: none"> Get close to walls and trees. (3) <u>Stand</u> <u>next</u> <u>to</u> buildings. (4) <u>Get</u> <u>out</u> <u>of</u> the car until the shaking stops.
After the earthquake	<ul style="list-style-type: none"> Put on sturdy shoes before you (5) <u>move</u> <u>around</u>. (6) <u>Exit</u> the building or car. Use a flashlight to check for broken pipes. 	<ul style="list-style-type: none"> Light matches, a lighter or your (7) <u>stove</u>. Open closet doors roughly because (8) <u>contents</u> may have shifted.

Conducting a survey about residents' awareness of self-protection methods in natural disasters

Suppose the local Disaster Relief Centre (DRC) is going to conduct a survey about the extent to which residents are aware of self-protection methods in the event of a natural disaster. Help the DRC with the survey and find out how prepared your classmates are.

Step 1 Work in pairs. Discuss with your partner the natural disasters which are likely to occur in the area where you live. Make a list.
e.g. typhoon

Step 2 Think of what aspects you need to cover in your questions.
e.g. typhoon: season, cause, measures, prevention...

Step 3 Raise questions based on the first two steps. Focus on the ways to protect oneself and the reason to do so.
e.g. 1. Do you know when the typhoon season is in our area?
2. What will you do if a typhoon strikes?

Step 4 Find a new partner and carry out an interview. Finish the following dialogue or create your own.

EXAMPLE

Cathy (C) is the interviewer and Mark (M) is the interviewee.

C: Hi, I'm Cathy from ... Currently we're carrying out a survey about ...

May I ask you some questions?

M: OK. It's my pleasure. Go ahead.

C: Do you know when the typhoon season is in our area?

M: Well, I think ...

Step 5 Report your findings in class.

Useful Expressions

Interviewer

Excuse me, can you do me a favour and ...?

I'm sorry to interrupt you, but may I ask you ...?

What would you do if ... happened?

What are the possible ways to ...?

Interviewee

In case of ..., don't panic.

Try to minimise injuries by ...

In time of danger, it is important for us to ...

When an emergency occurs, we need to ...

HOW TO SURVIVE NATURAL DISASTERS

Nobody expects a natural disaster to strike. Neither does anyone know the impact it can have on life. Whether you are hit by the terrifying 5 winds of a typhoon, the gushing waters of a flood, the shocking impact of an avalanche, or the raging flames of a wildfire, the following measures can save your life in an emergency.

10 Typhoon

Typhoons occur in the northwestern Pacific Ocean, particularly in exposed regions like the Caroline Islands, the Philippines, Japan and southern China. 15 The best place to hide during a typhoon is a secure basement or a bathroom with no windows. It is also a good idea to get under a solid piece of furniture to save yourself from a collapsing 20 roof. A must-have device is a battery-powered weather radio, through which you will hear evacuation orders or instructions on how to survive in your shelter and learn about the weather 25 situation.

Flood

Floods occur more often than any other natural disaster and change the landscape dramatically. They are 30 usually caused by intense rainfalls lasting for days. Don't try to be the bravest person around and stay in your house. Once you hear the evacuation warning, leave for safer 35 higher grounds with your important papers in a waterproof container.

Avalanche

An avalanche can hit when you are enjoying Alpine skiing in a dreamlike 40 location. It is very fast and disastrous, burying everything in its way under tons of snow. When an avalanche starts, try to move to the side of the slope as fast as you can. There will 45 be more snow in the centre of the flow. To move faster, drop any heavy equipment you have on you. If you get buried in the snow, dig an air pocket to be able to keep breathing. Wait for 50 the rescue team to find you and don't waste your energy shouting or digging frantically. Call out when you hear the team approaching.

Wildfire

55 Wildfires can be both natural and man-made. They spread at an amazing speed and destroy everything in their way. If you are caught in a wildfire, use a wet cloth to cover your nose and mouth to ensure that you can breathe. Try to stay upwind of the fire at all times and get close to a pond or river. If there is no water nearby, move to a place which has already burned 60 out and is less likely to spark again. Stay low and cover yourself with wet clothing, a blanket, or soil until the fire passes. Without any other options, hide in any building you come across. 65 70 Remember to close all the doors, windows and vents in the building but leave its doors unlocked so that the firefighters can save you.

Some rules are universal for 75 most natural disasters. Have a basic

Reading B

教学内容与要求

- 能概括说明文的文体特征，如语篇内容、结构和语言；
- 能分享各种自然灾害的特点及其逃生方法；
- 能利用文章信息梳理不同自然灾害的起因、危害和应对措施；
- 能通过文章内容反思自身所处环境，分享对可能遇到的自然灾害的自救措施。

语篇分析

本文的语篇类型为说明文。语篇内容分别介绍了台风、洪水、雪崩和野外大火这几种自然灾害的特点和相应的自救方法。语篇结构清晰：第一段指出各种自然灾害特点以及制定应对措施的必要性，在结构上统领全文；第二到第五段分别对4种自然灾害进行了介绍。最后三段分析和梳理了应对这几种灾害的防范和自救措施。语言特点体现在以多种行为动词构建了“灾难危害和自救措施”为话题的词汇语义网，并主要以现在时态的语言形式呈现，增强画面感，也根据语境适当使用情态动词，体现说明文的语言特点。语篇的主题意义在于加深读者对不同自然灾害的认知，有针对性地了解其应对方法，并在此基础上进行归纳和整理，分析哪些措施在应对自然灾害方面具有通用性。

背景介绍

This article is an adapted transcript of an online video Seven Tips on How to Survive Natural Disasters.

难句注释

- Whether you are hit by the terrifying winds of a typhoon, the gushing waters of a flood, the shocking impact of an avalanche, or the raging flames of a wildfire, the following measures can save your life in an emergency. (lines 4–9)

句中的前半部分是用 whether ... or ... 连接的表达方式，是 whether 引导的让步状语从句。整句意为“无论你面对的是猛烈的台风、喷涌的洪水、震撼的雪崩，或是烈焰肆虐的野火，以下方法都能在紧急情况中拯救你的生命。”

- Once you have everything set, you are well-prepared for whatever disaster or emergency that hits. (lines 90–92)

句中的前半部分是 once 引导的条件状语从句；后半部分的主句中包含一个以 that 引导的定语从句，修饰 disaster or emergency；其中，whatever 作限定词，修饰 disaster 和 emergency。整句意为“一旦万事俱备，你就为应对任何灾难或突发事件做好了充分的准备。”

词汇分类

识别词汇△：basement, evacuation, mask

运用词汇：strike, secure, solid, warning, ensure

常用词组：burn out

词汇释义

• strike (line 2)

v. to happen suddenly and have a harmful or damaging effect on sb/sth 侵袭；爆发

The area was struck by an outbreak of COVID-19. 那个地区新冠病毒爆发。

to hit sb/sth hard or with force 击打；碰撞

He fell, striking his head on the edge of the table. 他摔倒了，头撞上了桌角。

• secure (line 16)

adj. not likely to move, fall down, etc. 牢固的；稳固的；坚固的

Are you sure that shelf is secure? 你确定那个架子牢固吗？

feeling happy and confident about yourself or a particular situation 安心的；有把握的

She finished the match, secure in the knowledge that she was through to the next round. 打完比赛后，知道自己已进入下一轮，她心里踏实了。

• basement (line 16)

n. a room or rooms in a building, partly or completely below the level of the ground 地下室；地库

We need to clean out the basement. 我们需要打扫地下室。

When the storm hit, all the family moved to the basement. 当暴风雨来袭时，家人们都躲到了地下室。

• solid (line 18)

adj. strong and made well 结实的；坚固的；牢固的

I prefer solid wood furniture, sofas and mattresses that are made to last. 我喜欢结实的木制家具、沙发和耐用的床垫。

hard or firm; not in the form of a liquid or gas 坚硬的；固体的

The stream was frozen solid when the temperature dropped to 0°C. 当气温跌至零摄氏度时，溪水结冰了。

• evacuation (line 34)

n. the process of moving people from a dangerous place to somewhere safe 疏散；撤离；撤出

The evacuation of civilians remains out of the question while the fighting continues. 战斗仍在继续，撤离平民毫无可能。

At this point, evacuation from the area is the better protective action to take. 在这个时候，从该地区撤离是较好的保护方式。

• warning (line 34)

n. a statement, an event, etc. telling sb that sth bad or unpleasant may happen in the future so that they can try to avoid it (就可能发生的意外等提出的) 警告，警示

Doctors issued a warning against eating any fish caught in the river. 医生发出警告，不要吃那条河里捕来的鱼。

You should always read the warnings on medicine bottles. 你应该每次都读一读药瓶上的警告。

• ensure (line 60)

v. to make sure that sth happens or is definite 保证；担保；确保

What can we do to ensure our success? 我们该怎么做来确保成功？

The role of the police is to ensure that the law is obeyed. 警察的职责就是确保法律得到遵守。

- **burn out (lines 64-65)**

烧尽；熄灭

It's better to burn out than to fade away. 与其苟延残喘，不如从容燃尽。

I stopped to rest so many times on the stairs that I thought my candle would burn out and leave me in darkness. 我在楼梯上停下好多次来休息，以至于我认为蜡烛将要烧尽，会让我陷入黑暗之中。

- **mask (line 85)**

n. a covering for part or all of the face, worn to hide or protect it 面具；面罩

Intrigued by the adventures of Zorro and his fight for justice, Peter made his own Zorro mask and shared the story in class. 彼得对佐罗为正义而战的经历十分着迷，因此他制作了自己的佐罗面具，并在班级中分享佐罗的故事。

Doctors wear surgical masks in the operating room. 医生们在手术室里戴医用外科口罩。

Comprehension Plus

教学建议

- I**
- Before students begin to read the text, get them to talk about the following aspects of earthquakes: location, cause, effect and action.
 - While students are reading, have them focus on these four aspects of each of the disasters introduced in the text. Remind them that the text doesn't include all four in the case of each disaster.
- II**
- Ask students to read the text carefully again and focus on the last three paragraphs, and then find the most effective measures for most natural disasters.
 - Encourage students to search on the Internet for the "Not mentioned" parts and gain more knowledge about natural disasters.
 - Ask students to discuss in pairs or in groups the feasibility of the advice mentioned in the text and identify the suggestions they feel are most difficult to follow. If possible, encourage students to offer more advice based on either their own knowledge or experiences.

参考答案

I **Disaster:** Flood

Location: (Not mentioned)

Cause: Intense rainfalls lasting for days

Effect: Changing the landscape dramatically

Action: Leave for safer higher grounds with your important papers in a waterproof container

Disaster: Avalanche

Location: Snowy mountains

Cause: (Not mentioned)

Effect: Burying everything in its way under tons of snow

Action: • Move to the side of the slope as fast as you can

- Drop any heavy equipment you have on you
- Dig an air pocket to be able to keep breathing if you get buried in the snow
- Wait for the rescue team to find you and don't waste your energy shouting or digging frantically

Disaster: Wildfire

Location: (Not mentioned)

Cause: (Not mentioned)

Effect: Spreading at an amazing speed and destroying everything in the way

Action: • Use a wet cloth to cover your nose and mouth to ensure that you can breathe

- Stay upwind of the fire at all times and get close to a pond or river
- Move to a place which has already burned out and is less likely to spark again
- Stay low and cover yourself with wet clothing, a blanket, or soil until the fire passes
- Hide in any building you come across. Close all the doors, windows and vents in the building but leave its doors unlocked so that the firefighters can save you

- II**
- Having a basic survival kit and enough food, water, and other supplies for at least 72 hours after the disaster is an effective measure for most natural disasters.

- Disaster:** Typhoon

Cause: A pre-existing disturbance, warm ocean water, etc.

Effect: Causing major flooding, which can drown people, animals, and destroy their homes

Disaster: Flood

Location: Land adjacent to rivers or at coastal areas

Disaster: Avalanche

Cause: Heavy snowstorms, wind direction, human activity, etc.

Disaster: Wildfire

Location: Forests, grasslands, areas of scrub (low) vegetation, etc.

Cause: Human acts of carelessness, natural causes (dry lightning, drought, volcanic eruptions, etc.)
(Answers may vary.)

- I think "to move to the side of the slope as fast as you can when an avalanche starts" might be the most difficult to follow. Since an avalanche can reach a speed up to 70m/s and more, it is even impossible for those professional skiers to exceed its speed.
(Answers may vary.)

Suggested Activities 见 pages T65i-T65j。

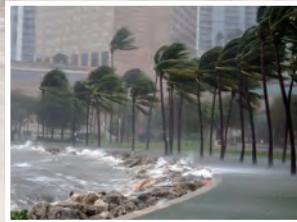


- survival kit to provide you with the most important things just in case. Remember you will need to have enough food, water and other supplies for at least 72 hours after the disaster.
- 80

Other supplies include a battery-powered weather radio, a flashlight, a first-aid kit, a whistle,

● Comprehension Plus

I. Complete the disaster files. An example is given.



Disaster: *Typhoon*
Location: *In the northwestern Pacific Ocean, particularly in exposed regions like the Caroline Islands, the Philippines, Japan and southern China*
Cause: *(Not mentioned)*
Effect: *(Not mentioned)*
Action:

- *Hide in a secure basement or a bathroom with no windows*
- *Get under a solid piece of furniture*
- *Have a battery-powered weather radio*



Disaster:
Location: *(Not mentioned)*
Cause:
Effect:
Action:



Disaster:
Location:
Cause: *(Not mentioned)*
Effect:
Action:



Disaster:
Location: *(Not mentioned)*
Cause: *(Not mentioned)*
Effect:
Action:

II. Answer the questions.

1. What measures can be taken in most natural disasters?
2. What can be filled in the “Not mentioned” parts in the files above? Try to add information based on your knowledge.
3. Which piece(s) of advice in the text might be difficult to follow? Explain why.

85 a dust mask and personal sanitation items such as damp towels, a can opener for food, maps of your area and an emergency mobile phone with backup batteries.

90 Once you have everything set, you are well-prepared for whatever disaster or emergency that hits.

Critical Thinking

Creating a personalised plan

- I. Reflect on what you have learned about different disasters in this unit. What measures to be taken before, during and after different disasters are mentioned? Fill in the boxes with some measures mentioned in this unit. An example is given.

Disaster	Measures		
	Before the disaster	During the disaster	After the disaster
Earthquake	<ul style="list-style-type: none">get a flashlight...	<ul style="list-style-type: none">drop to your knees and curl up...	<ul style="list-style-type: none">put on sturdy shoes before you move around...
Typhoon	<ul style="list-style-type: none">get information from radio broadcasts...	<ul style="list-style-type: none">hide in a secure basement or a bathroom with no windows...	(not mentioned)
Flood	<ul style="list-style-type: none">stay in your house...	<ul style="list-style-type: none">leave for safer higher grounds with your important papers in a waterproof container...	(not mentioned)
Avalanche	(not mentioned)	<ul style="list-style-type: none">try to move to the side of the slope as fast as you can...	<ul style="list-style-type: none">wait for the rescue team to find you and don't waste your energy shouting or digging frantically...
Wildfire	(not mentioned)	<ul style="list-style-type: none">use a wet cloth to cover your nose and mouth to ensure that you can breathe...	(not mentioned)

- II. What kind of disaster is most likely to hit the place where you are? Make disaster preparedness a high priority, and create a personal emergency plan to be better prepared for such a disaster. Explain why each item should be included.



Culture Link

China International Search and Rescue Team (CISAR)

CISAR was officially established on 27 April 2001. In just ten years, its membership expanded from 222 to 450. It has completed post-disaster search and rescue operations, including domestic and overseas missions. For instance, it sent experts to Nepal after the 8.1-magnitude earthquake that occurred there in 2015.

Critical Thinking

教学内容与要求

- 能根据提示整合本单元各语篇中的相关信息，对比各种不同自然灾害的应对措施；
- 能根据具体情况制定个性化的灾难应急预案。

教学建议

- Ask students to go over the transcript of the video clip in **Viewing** and the text in **Reading B**, and then underline the measures taken before, during and after a natural disaster.
- Have students elaborate and organise the relevant information, and then finish Exercise I.
- Have students choose a certain type of natural disaster, and then finish Exercise II based on the table in Exercise I.

参考答案

II Disaster: Flood

What to Plan for

You'll need to plan for two situations: Remaining in your home after floods strike or evacuating to a safer location.

Have a three-day supply of food and water on hand — plan for one gallon of water per person per day and food that won't spoil.

Keep a manual can opener and some emergency tools including a battery-powered radio, a flashlight and plenty of batteries.

Disaster Supply Checklist

Be sure to gather the following items to ensure your family's basic comfort and well-being in case of evacuation.

Cash — banks and ATMs may not be open or wi-fi service may not be available for extended periods.

Water — at least one gallon per person per day for three to seven days, plus water for pets.

Food — at least enough for three to seven days, including: non-perishable packaged or canned food and juices, food for infants and the elderly, snack food, non-electric can opener, vitamins, paper plates, plastic utensils.

Radio — battery-powered weather radio with extra batteries.

Blankets, pillows, etc.

Clothing — seasonal, rain gear/sturdy shoes.

First Aid Kit — plus medicines, prescription drugs.

Special items — for babies and the elderly.

Toiletries — hygiene items, moisture wipes, sanitizer.

Keep Your Kit Fresh

Remember to replace stored food and water every six months, keep a supply of fresh batteries on hand and keep your most important up-to-date family papers in a fireproof and waterproof container.

(Answers may vary.)

Suggested Activities 见 pages T65j–T65k。

Culture Link 板块教学建议等见 page T65a。

Writing

教学内容与要求

- 能基于个人对某种自然灾害的认识写一篇 100–120 词的说明文；
- 能依据说明文的结构特征和语言特点简要介绍某种自然灾害。

教学建议

Step 1

- Before students begin their writing, get them to read the directions and make sure that they know what they are to write.
- Ask students to go over what they have learned in this unit and decide on what type of natural disaster they would like to write about.

Step 2

- Get students to understand the sample essay in respect of content and structure on text page 63. Explain the characteristics of an expository essay to students if necessary.
- Ask students to complete the outline following the given example.

Step 3

Ask students to add sufficient information to the headings. Encourage them to obtain information through the Internet if necessary.

Step 4

- Have students complete the essay and ask them to do peer review.
- Ask students to revise and write another draft if necessary.
- Create opportunities for students to present their compositions. For example, put them on the wall of the classroom, on the school website, etc.

Suggested Activities 见 page T65l.

Writing an expository essay on a natural disaster

There is a disaster education week in your high school. Participants in every class are required to write an essay to introduce a certain natural disaster in English to raise students' awareness of natural disasters. The following essay on tsunami is an example.

Tsunami

Introduction:
definition

A tsunami is a series of ocean waves that sends surges of water, sometimes reaching heights of over 100 feet, onto land. It poses great danger to people near the sea.

Supporting detail 1:
harmful effects

The walls of water can cause widespread destruction when they crash ashore. The disastrous effects include flooding, loss of lives due to drowning and damage to property.

Supporting detail 2:
causes

Tsunamis may be caused by an earthquake, a landslide, or a violent volcanic eruption. Tsunamis occur when a major fault under the ocean floor suddenly slips. The displaced rock pushes water above it like a giant paddle, producing powerful waves on the ocean's surface.

Supporting detail 3:
possible locations

Most tsunamis — about 80 percent — happen within the Pacific Ocean's "Ring of Fire," a geologically active area where structural shifts make volcanoes and earthquakes common.

Conclusion:
action to take

Because of the great reach of this phenomenon and the enormous amount of damage it can cause, people in coastal areas should always stay alert for tsunami warnings and plan evacuation routes before one strikes.

Expository writing

Expository writing is used to convey information. Its primary purpose is to deliver information about an issue, subject, method, or idea based on facts. For example: A typhoon occurs in the northwestern Pacific Ocean (**subject**), ... The best place to hide during a typhoon is a secure basement or a bathroom with no windows (**method**).

Features:

Informative: Providing information about a topic.

Clear: Using words that clearly show the point.

Objective: Avoiding giving the author's personal opinions or comments.

● Guided Writing

Work in groups. Each group is going to write an expository essay on a certain disaster.

Step 1 Decide on a certain disaster and brainstorm about its causes, harmful effects and what measures to take. You may search for relevant information on the Internet if necessary.

Step 2 Complete the outline, including an introduction, a body and a conclusion following the given example about tsunami.

Introduction: _____

Body: Supporting detail 1 _____

Supporting detail 2 _____

Supporting detail 3 _____

Conclusion: _____

Step 3 Group the information under suitable headings. Make sure the introduction gives an overview about the disaster, the body covers various aspects of the topic, and the conclusion summarises or restates important points.

Step 4 Complete your essay in 100–120 words. Make sure it is informative, clear and objective.



► Further Exploration

Role-playing in a disaster scene

Work in groups. Act out a disaster story, following the steps below.

Step 1 Choose a disaster story. It can be from a short story, a novel, a documentary, a TV play, a film, etc.

Step 2 Use the material you have found to create a story in dramatic or conversational format, including one line to introduce the upcoming scene followed by the characters' conversation(s). The following is an example.

Guided Writing

A natural disaster, such as flood, volcanic eruption, earthquake, tsunami, wildfire and tropical cyclone, is any catastrophic event triggered by nature or the natural process of the earth.

In general, a natural disaster can be caused by different reasons like soil erosion, movements of the earth's crust, air pressure, and ocean currents. The severity of a disaster is measured mainly by the numbers of deaths and injuries and economic losses.

The following two examples provide some information about the definition, cause and consequences of a flood and a volcanic eruption.

Flood — a large amount of water covering an area that is usually dry.



heavy rains over a long period of time

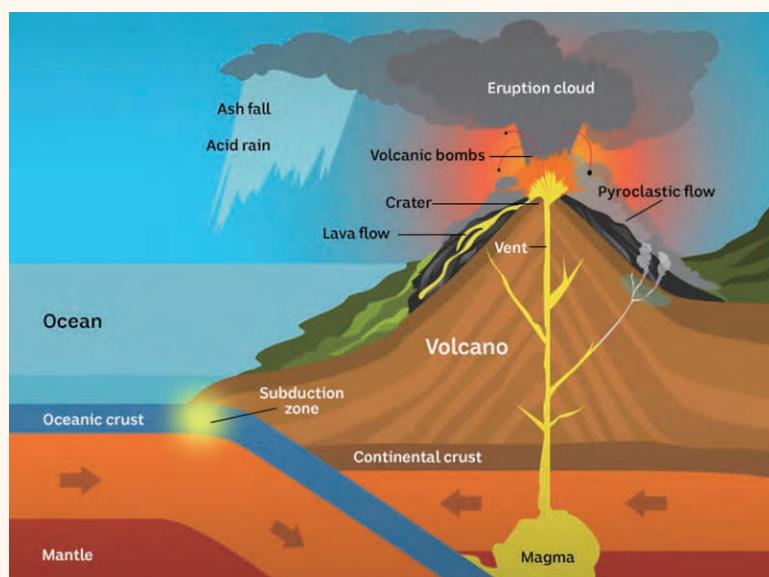


sudden heavy rainfall or a broken dam

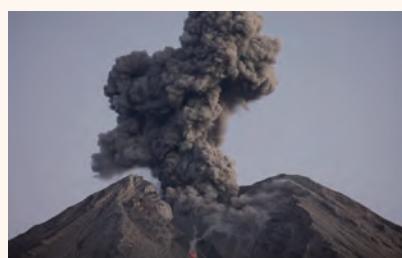


loss of lives and property

A volcanic eruption happens when magma below the surface rises to the top of the mountain, causing gas and bubbles to appear. Pressure from this gas can build so much that a volcano explodes.



residents evacuating from their volcano-side homes



volcanic gases harmful to people, livestock and vegetation



debris avalanche, landslide, mudflow triggered by volcanic eruption

Further Exploration

教学内容与要求

- 能通过演绎灾难场景中的对话，体会人们面临灾难时的感受并欣赏在灾难中人们表现出来的人文精神。

教学建议

Step 1

Have students form groups of four. Ask each of them to share with the others a disaster story he or she has found, and then decide which one is the most suitable for adaptation.

Step 2

- Have students discuss and decide on the scene they will work on. Before they create the story in conversational format, remind them to get a better understanding of the background, main characters and so on. Take *Titanic* as an example.
- Explain the background information of the film clip of *Titanic* and ask students to act out the story. Have students get a better understanding of the conversation by asking them to answer the following questions:
 - (1) How did Jack and Rose feel in the ice-cold sea?
 - (2) What did Rose mean by saying “I can’t feel my body”?
 - (3) What did Jack say to Rose? Why did he say so?

Step 3

Get students to assign roles in their own story.

Step 4

Encourage students to use gestures when they are acting.

Step 5

- Ask students to explain why they play the roles in that way, how they understand them, and what qualities they have found in these characters through their heroic deeds.
- Ask students to vote for the best acting after all the groups have performed.

Suggested Activities 见 pages T65l–T65n。

Self-assessment

教学内容与要求

- 通过核查和反思，评估本单元学习目标的达成情况；
- 依据达成情况调整学习策略，同时通过计划和调控，提升自主学习能力。

教学建议

Step 1: Review

- Remind students to check whether they have achieved the overall learning goals about “Disaster Survival” by going over the expected outcomes of this unit.
- Ask students to tick the items that they think they have done well.

(To be continued on page T65a)

Film: Titanic

Scene: *The ship sinks and both Jack and Rose are in the ice-cold sea.*

ROSE: I'm so cold.

JACK: Listen, Rose. You're going to get out of here. You're going to go on and you're going to make lots of babies and you're going to watch them grow and you're going to die an old, old lady, warm in your bed. Not here. Not this night. Not like this. Do you understand me?

ROSE: I can't feel my body.

JACK: Winning that ticket was the best thing that ever happened to me. It brought me to you. And I'm thankful for that, Rose, I'm thankful. You must do me this honour. You must promise me that you will survive ... that you won't give up ... no matter what happens ... no matter how hopeless. Promise me now, Rose, and never let go of that promise.

ROSE: I promise.

JACK: Never let go.

ROSE: I will never let go, Jack. I'll never let go.

Step 3 Assign each of your group members a role from your disaster story.

Step 4 Act out your story.

Step 5 Make brief comments on the role you have played. Imagine his/her feelings or thoughts on helping others.

Self-assessment

Look at the expected learning outcomes of this unit. Tick the items you think you have done well.

- A. Understanding the feelings of survivors in natural disasters
- B. Talking about different ways to survive natural disasters and acting out a disaster story
- C. Discussing humanity and human dignity in natural disasters
- D. Making a personal emergency plan in case of natural disasters
- E. “Mapping” notes while listening
- F. Writing an expository essay to introduce a natural disaster

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

- What you still find difficult
- Possible cause(s) of the problem(s)
- Your plan to solve the problem(s)
- Learning resources that you could use

Step 2: Reflect

1. Have students recall the activities that they have performed well to give them a sense of achievement. Get them to describe the process or the result they have achieved and explain the reason for their success.
2. Get students to think of the problems or difficulties they have encountered when doing class activities. Ask them to analyse the possible causes of the problems.

Step 3: Revise

Get students to make a plan to solve the problems. Encourage students to search out effective solutions to the problems, for example, 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 necessary.

范例见 page T65n。

Culture Link

教学内容与要求

- 能介绍中国国际救援队的基本情况，特别是对其他国家和地区的灾后救援情况；
- 能分析并欣赏人们在灾难救助过程中所展现出来的人性光辉。

教学建议

1. As a warm-up, get students to guess the full name of CISAR, thus arousing their interest in this section.
 2. After introducing “China International Search and Rescue Team”, have students think of the tasks CISAR should perform.
 3. After they have finished reading, ask students to try to describe CISAR’s work in detail. Encourage students to search on the Internet for more information if necessary.
 4. Get students to think over the following questions:
 - (1) Is CISAR’s work important?
 - (2) Is CISAR’s work worthwhile even if sometimes the members have to sacrifice their own lives for others?
 - (3) Would you like to be a CISAR member in the future?
- (Answers may vary.)

补充文化知识

International Search and Rescue Advisory Group (INSARAG)

INSARAG is a global network of many countries and organisations under the United Nations umbrella. INSARAG deals with urban search and rescue (USAR) related issues, aiming to establish minimum international standards for USAR teams and methodology for international coordination in earthquake response based on the guidelines endorsed by the United Nations General Assembly Resolution 57/150 of 2002, on “Strengthening the Effectiveness and Coordination of International Urban Search and Rescue Assistance.”

Typhoon Mangkhut Struck Southern China

Anchor: Well this morning Mangkhut struck southern China, causing extensive damage. News Today's Kelly Brown has the latest now on its impact in China.

Kelly Brown: Typhoon Mangkhut strikes southern China, flooding this seaside hotel. People here were **on high alert**, preparing themselves for heavy rain and winds and they came, reaching a hundred miles per hour. More than two million residents have been **evacuated** in China's Guangdong province. 50,000 fishing boats were called back to port. Mangkhut has weakened from the super typhoon which tore through the Philippines. But this storm is still strong. In Hong Kong of China, an entire corner of a building **crumbles** to the ground. The heavy winds also **rip off** scaffolding and cause the skyscrapers to sway, their windows to smash.

Kelly Brown: On the ground the storm hit the waterfront with some areas up to waist high with water. These cars are **stranded** as roads become rivers. A child is rescued and taken to safety away from the falling trees and debris. In Macau of China, the usually bustling gambling resort is now quiet as its famous casinos were closed for the first time in its history. The full extent of the damage caused by Typhoon Mangkhut is not yet known, but it's thought the worst is now over. The storm is gradually getting weaker as it makes its way inland.

Kelly Brown, News Today.

注释:

1. **on high alert** 高度戒备

The public were warned to be on high alert for suspicious packages. 公众被提醒注意，对可疑的包裹要高度戒备。

2. **evacuate** v. to withdraw or cause to withdraw from (a place of danger) to a place of greater safety 疏散；撤离

The coastal areas were evacuated before the hurricane came. 沿海地区在飓风到来之前被撤空了。

3. **crumble** v. if a building is crumbling, parts of it are breaking off 坍塌；损坏；崩裂

The earthquake made the walls sink and start to crumble. 地震使得墙体下沉并开始坍塌。

4. **rip off** 撕下，扯下

Feeling unable to breathe in the small room, the man ripped off his tie. 由于在小房间里感到窒息，他扯下了领带。

5. **strand** v. to make a person or vehicle be left in an unfavourable place and unable to move from the place 使滞留；使搁浅

The climbers had been stranded in the mountain by the storm. 由于暴风雨，登山者被困在山里。

How to Survive an Earthquake

How to survive an earthquake? Know what to do and what not to do if a big quake hits. You will need a safe place, sturdy shoes, a fire **extinguisher** and a flashlight. Optional: Work gloves, and a helmet or a hard hat.

Step One: **Extinguish** all flames and cigarettes. If you're indoors, move away from windows and any unsecured tall rolling or heavy furniture and equipment.

Step Two: Drop to your knees and curl up. This minimizes injuries by making yourself a smaller target. Next, cover your head, neck and chest by crawling under something sturdy

like a table. Finally, hold on to your cover. If there's nothing around you to **scoot** under, cover your head with your hands. **Stay put** until the tremors stop. Forget the old advice about standing in a doorway. In most modern buildings, doorways are no stronger than any other area.

Step Three: If you're outdoors, get away from buildings, walls, power lines and trees. If that's not possible, get inside a building. The worst place to be standing is next to a building where you could be hit by falling **debris**.

Step Four: If you're driving, **ease off** the accelerator and come to a stop slowly. Avoid getting stuck on or under an overpass or a bridge. Place the car in park and remain inside until the tremors stop.

Step Five: When the shaking stops, put on sturdy shoes before you move around. If you have work gloves and a helmet or hard hat, put those on, too.

Step Six: Exit the building or car. Check to see if anyone is injured. Watch out for hazards that might fall from overhead, or that might be on the ground in front of you.

Step Seven: Once back in your home, don't light matches, a lighter or your stove until you're sure you have no gas leaks. Use a flashlight to check for broken pipes, cracks in walls, loose light fixtures and damaged electrical wires. Open closet and cabinet doors carefully. Contents may have shifted.

Step Eight: **Anticipate aftershocks** which can continue for days after an earthquake.

注释:

1. **extinguisher** *n.* a manually operated device for putting out small fires 灭火器
Check the expiry date for all foam extinguishers. 检查所有泡沫灭火器的有效日期。
2. **extinguish** *v.* to cause (a fire or light) to stop burning or shining; put out 熄灭；扑灭
Firefighters tried to extinguish the flames. 消防队员奋力救火。
3. **scoot** *v.* to move or go suddenly and speedily 急走；飞奔
You'll have to scoot or you'll be late. 你得快点走，否则将会迟到。
4. **stay put** 留在原地
Just stay put with the suitcases, while I go and find a cab. 你就留在这里看着行李箱，我去打车。
5. **debris** *n.* the remains of something that has been destroyed or broken up 碎片，残骸
After the earthquake, rescuers began digging through the debris in search of survivors. 地震过后，救援人员开始在碎片瓦砾中寻找生存者。
6. **ease off** 减轻，放松
To slow the car down gradually, you can ease off the gas pedal. 为了使车缓缓减速，你可以松开油门踏板。
7. **anticipate** *v.* to see what might happen in the future and take action to prepare for it 预见，预计（并做准备）
We need someone who can anticipate and respond to changes in the fashion industry. 我们需要一个能预见时装业变化并作出应对的人。
8. **aftershock** *n.* a small earthquake or tremor that follows a major earthquake 余震
The aftershocks which followed the catastrophic earthquake in January continued for weeks. 一月份灾难性地震后出现的余震持续了几个星期。

Getting Started

Option 1 ★★

Show students some pictures of disasters, for example, earthquake, landslide, flood, drought, and get them to think about the causes, effects, and safety tips for surviving each natural disaster.

Option 2 ★★★

Have students read the quote from Stephen King on text page 51 and discuss their understanding. Then ask them to paraphrase the quote.

(A brief introduction to Stephen King)

Stephen Edwin King (1947–) is an American author of horror, supernatural fiction, suspense, and fantasy novels. His books have sold more than 350 million copies, and many have been adapted into films, television series, miniseries, and comic books. King has published 61 novels and seven non-fiction books. He has also written approximately 200 short stories, most of which have been published in book collections.

Reading A

Comprehension

Option 1 ★

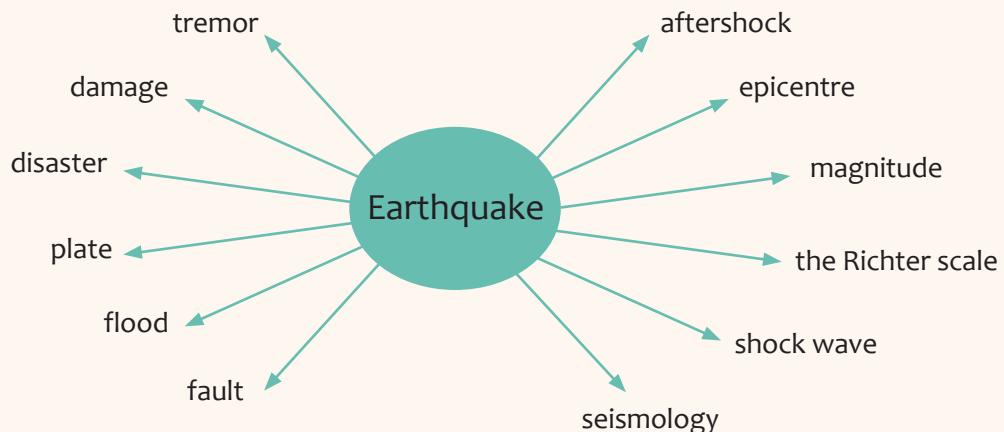
Have students read the text, and then answer the following questions.

- (1) When did the earthquake occur?
- (2) How was the city before and after the earthquake?

Option 2 ★★

Ask students to make a mind map with “Earthquake” as the central theme. Then ask them to introduce an earthquake in complete sentences.

Reference answer:



An earthquake is a sudden movement of the earth's crust. Earthquakes are caused by the release of built-up stress within rocks along geologic faults or by the movement of magma in volcanic areas. They are usually followed by aftershocks.

Suggested Activities

Earthquakes can happen without warning and result in deaths, injuries, and damage to property and roads. Earthquakes can cause fires, tsunamis, landslides, floods, or avalanches.

Seismology is the study of earthquakes and seismic waves that move through and around the earth. The total amount of energy released by an earthquake is measured on the Richter scale. Earthquakes above 7 on the Richter scale are severe. The famous earthquake that destroyed San Francisco in 1906 measured 7.8.

Option 3 ★★

Ask students to retell the events of the 1906 San Francisco Earthquake from Leo's perspective. Their presentation should include the following aspects:

1. the description of the earthquake
2. his or the other survivors' feelings during and after the disaster

Option 4 ★★★

In the story, the mayor stood in front of a crowd, calling on them not to give up on San Francisco. "Our city is gone," he said. "But its spirit is here! We will rebuild!"

Ask students to express their understanding of "the spirit" in the story. If possible, get them to have a group discussion about "the spirit of our own city."

The following questions may help:

- (1) Were the survivors all so desperate that they decided to leave the ruined city?
- (2) What would they probably do after hearing the mayor's words?
- (3) What kind of people do you think they were? What qualities did they probably possess?

Vocabulary Focus

★★

Get students to interact with the text through dialogues at three different levels: literal comprehension, inferential comprehension and critical comprehension. Get students to learn the target words and expressions in the process of textual interaction, and use them in the process of speaking on different topics at different comprehension levels. Involve students in planned classroom interaction with you as follows.

1. Literal comprehension

Topic: the 1906 San Francisco Earthquake

(Clue: facts related to the earthquake)

Target words: **arrange, sidewalk, explode, layer, rip, sway, collapse**

T: When did the earthquake occur? What were people who were awake doing then?

S: It occurred at dawn. When the ground began to shake, the sky was still dark. Shopkeepers were **arranging** their stores, getting ready for the day. Carriage drivers were feeding their horses. Newsboys were running down the **sidewalk** to pick up their newspapers to sell.

T: Right. Shopkeepers were **arranging** their stores. How did they **arrange** their stores? What did they do?

S: Some probably tidied their goods; some cleaned up the shelves; others dressed their shop windows.

T: What triggered the earthquake?

S: Deep below the city, two huge pieces of earth were pushing past each other. Powerful shocks **exploded** up through the underground **layers** of dirt and rock.

T: What will happen if something **explodes**?

Suggested Activities

- S: Well, it will burst violently and noisily, scattering fragments widely, and of course, cause damage.
- T: Exactly! By the way, our earth is comprised of mainly 3 **layers** according to different mechanics and composition. The outermost **layer** of the earth is the crust; then the mantle; the last **layer** is the core.
- T: Then, what damage did the earthquake cause?
- S: All across the city, streets **ripped** open. Buildings **swayed**. Walls **collapsed** and houses came crashing down.
- T: So what fell down? Buildings or walls?
- S: Walls. They **collapsed**.
- ...

2. Inferential comprehension

Topic 1: the damage caused by the earthquake
(Clues: similes in the text, descriptive words)

Target words: **furious, sneeze**

- T: Find similes used in the text to describe the terrible scene after the earthquake.
- S: It looked like a **furious** giant had marched through the city, jumping over some houses and stamping on others. Some of the unsteady houses had collapsed. Others looked like a **sneeze** would send them crashing down.
- T: Yes, a **furious** giant. What was the giant like, friendly or hostile?
- S: Hostile because he was extremely angry.
- T: Then, what is a **sneeze**? Can you show me how to **sneeze**?
- S: ...
- T: According to the similes, what did San Francisco look like? Could you describe it in your own words?
- S: ...

Topic 2: the survivors' fear

(Clues: action words, adjectives expressing feelings)

Target words and expressions: **throat, be coated with, stretch**

- T: When the windows shattered and glass fell all around him, how did Leo react? How might he have felt at that moment?
- S: He tried to scream, but his **throat was coated with** dust. He wanted to run, but wasn't able to stand. I think he might have been scared to death.
- T: Why **was his throat coated with** dust?
- S: Because windows shattered, walls collapsed, and the ceiling above his head burst open, causing dust to blow all about in the air.
- T: After the last great shake, what did the survivors do? And how did they feel?
- S: People stood on the sidewalks, frightened. Families gathered together. Babies broke the silence with screams. Some people were **stretched** across the sidewalks, not moving.
- T: Why were those people who were **stretched** across the sidewalks unable to move?
- S: I think they were seriously hurt in the earthquake.
- ...

3. Critical comprehension

Topic 1: the meaning of spirit
(Clues: the history of San Francisco, mayor's words)

Target words and expressions: **shining city, mayor, call on**

Suggested Activities

T: What does “**shining city**” mean? What did San Francisco use to be famous for?
S: It used to be famous for its gold mines and it was prosperous during the Gold Rush Era. That’s why it is called a “**shining city**.
T: After the earthquake, who addressed the public?
S: The **mayor**.
T: What is a **mayor**? And who was the first **mayor** of our city?
S: The head of a city government. The first **mayor** of our city was Chen Yi.
T: So what did the **mayor** of San Francisco do?
S: He **called on** the crowd not to give up on San Francisco.
T: What does “**call on**” mean here? What did he mean?
S: He wanted to encourage the people and he wanted them to have hope in their hearts.
T: Yes. That’s why he said that “its spirit is here.” What is your understanding of “its spirit”?
S: ...

Topic 2: Would Leo leave the city or stay?

(Clues: the terrible scene after the earthquake, people’s feelings, the spirit of the city, Leo and his friends’ reaction)

Target words and expressions: rip, collapse, lump, pile, tumble into, call on, stick out, ash, raw, spot

T: What happened to San Francisco when the earthquake struck the city?
S: The streets **ripped** open. Walls **collapsed**. Broken glass, **lumps** of wood, and **piles** of bricks **tumbled into** the streets.
T: What were the falling objects?
S: **Lumps** of wood, **piles** of bricks and broken glass. There were lots of them.
T: Yes, we use “**lumps of**” and “**piles of**” to represent a quantity. Can you think of any words that go with “**lumps of**” and “**piles of**”?
S1: **Lumps** of metal/coal/dirt.
S2: **Piles** of paper/books.
T: Thanks. Anyway, how did the survivors feel?
S: People were shocked and frightened.
T: What did the mayor say?
S: He **called on** the people not to give up. Instead, to rebuild it for “its spirit is here.”
T: What did Leo do with his friends after hearing the mayor’s words?
S: He looked at his two friends. He **stuck** his hand **out**, and they put their hands on top of his. Their hands looked strong, especially put together.
T: OK. Can you show me Leo and his friends’ gesture by working with your friends?
Ss: ...
T: And how were their hands?
S: Their fingers were cut up, black with **ash**, scratched **raw** in **spots**.
T: Why were their hands “black with **ash**, scratched **raw** in **spots**”?
S: There must have been a fire and they must have got hurt during the earthquake.
T: What do you think Leo would do, leave the city or stay?
S: ...

Grammar in Use



Have students write about an earthquake scene in about 5 sentences, using -ing forms. They may use the information in **Reading A**.

Reference answer:

An earthquake is the shaking of the surface of the earth, resulting from underground movement along a fault plane or from volcanic activity.

On April 18, 1906, an earthquake struck San Francisco at dawn, when most people in the city were sleeping. Not knowing what was happening, people were buried alive under collapsing walls and roofs. Those who had a narrow escape stood on the sidewalks, trembling with fear, afraid of being killed in the aftershocks.

In fact, the earthquake, along with the subsequent fires, devastated the whole city, leaving more than 3,000 people dead and destroying more than 28,000 buildings.

(Answers may vary.)

Listening, Viewing and Speaking

Listening

Option 1 ★★

Get students to answer the additional questions below and encourage them to describe the disaster in detail.

- (1) When did Mangkhut strike southern China?
- (2) Who made the news report? Where did she work?
- (3) How was Typhoon Mangkhut according to the news report?

Reference answers:

- (1) It struck southern China in the morning.
- (2) Kelly Brown, a journalist who worked for News Today.
- (3) It was strong/disastrous/devastating.

Option 2 ★★

Have students each make a news announcement about Typhoon Mangkhut based on the notes they have taken. Remind them to make their news reports brief and accurate.

Viewing

Option 1 ★★

Before students begin to watch the video, have them answer the following questions to activate their prior knowledge about the topic. If necessary, encourage them to surf the Internet for information about the 2008 Wenchuan Earthquake before class.

- (1) Have you heard of the 2008 Wenchuan Earthquake in Sichuan?
- (2) What do you think caused the earthquake?
- (3) How severe was it? What damage did it cause?
- (4) How many people were killed or injured in the earthquake?

Reference answers:

- (1) (Answers may vary.)
- (2) The earthquake was caused by the collision of the Indian-Australian and Eurasian plates along the 155-mile-(249-km-)long Longmenshan Fault. The forces sheared the ground in two locations along the fault, thrusting the ground upward by approximately 29 feet (about 9 metres) in some places. Numerous aftershocks occurred in the days, months, and years that followed, including a

Suggested Activities

magnitude-5.0 event that struck Chengdu in May 2010.

(3) The earthquake flattened some four-fifths of the structures in the affected area. Whole villages and towns in the mountains were destroyed, and many schools collapsed. Hundreds of dams, including two major ones, were found to have sustained damage.

(4) Overall, the authorities say that around 70,000 people died in the earthquake and another 18,000 are presumed dead.

Option 2 ★★★

Have students make a presentation on earthquake safety tips. Encourage them to use the information in the video or what they have found on the Internet.

Speaking

Option 1 ★

Have students answer some additional questions after finishing all the exercises in *Listening*.

- (1) What precautionary measures did the local governments take against Mangkhut?
- (2) What impact did the typhoon have on the disaster-stricken areas?

Option 2 ★★★

Have students make a survey report for the local Disaster Relief Centre. The following questions may help.

- (1) What is the purpose of the survey?
- (2) Who was interviewed and how many of the interviewees were involved in the survey?
- (3) What were the questions? How did the interviewees respond?
- (4) What have you found in their answers?
- (5) What conclusion can you draw from the survey?

Reading B

Comprehension Plus

Option 1 ★

Get students to brainstorm a list of most common natural disasters and relevant safety tips that they already know about so that they are prepared for the reading tasks. If possible, the teacher can write what they know on the blackboard.

Ask students to answer the following questions.

- (1) What are the 10 most common natural disasters in the world?
- (2) What are the disasters that most frequently occur in our country and in your hometown?
- (3) What do you think should be prepared before a natural disaster?
- (4) What do you think are the best safety tips that can help us survive a disaster?

Reference answers:

- (1) Hurricane, earthquake, tornado, volcanic eruption, tsunami, flood, wildfire, drought, avalanche, landslide.
- (2) I think they are flood, typhoon and landslide.
- (3) Step 1: Create an emergency plan for your family in case of a natural disaster.
Step 2: Discuss how to respond to most likely disasters. Pinpoint the safest spots in your home for each type of disaster.

Step 3: Identify 2 ways to get warnings. Sign up to receive emergency alerts from your local government by text message. You should also have a battery-operated AM/FM radio (and extra batteries) on hand as well.

...

(4) Tip 1: If you have not been ordered to evacuate, stay in a safe area or shelter during a natural disaster.

Tip 2: Listen to your portable radio for important updates and instructions from local authorities.

...

(Answers may vary.)

Option 2 ★★

After students have finished their reading, make them complete the task to check their comprehension and get them to be familiar with the safety tips.

Match the natural disasters with the right measures to keep safe. Explain reasons for the measures.

- | | |
|-----------|--|
| Typhoon | <ul style="list-style-type: none">• Always stay in your house.• If advised to evacuate your home, do so immediately.• Hide yourself in a secure basement or a bathroom without windows.• Take all your belongings with you. |
| Flood | <ul style="list-style-type: none">• Get under a solid piece of furniture.• Move sideways as quickly as possible. |
| Avalanche | <ul style="list-style-type: none">• Cover your nose and mouth with a wet cloth.• If possible, create a small pocket of air.• Shout at the top of your voice while waiting for rescue. |
| Wildfire | <ul style="list-style-type: none">• Find a shelter and keep the doors unlocked.• Use a lift. |

Reference answers:

Typhoon: Hide yourself in a secure basement or a bathroom without windows.
Get under a solid piece of furniture.

Flood: If advised to evacuate your home, do so immediately.

Avalanche: Move sideways as quickly as possible.
If possible, create a small pocket of air.

Wildfire: Find a shelter and keep the doors unlocked.
Cover your nose and mouth with a wet cloth.

Option 3 ★★★

Ask students to read more passages that they have found either in books or on the Internet about survival skills. Make a “Disaster Survival Skills” poster. If possible, ask students to stick their posters on the walls of the classroom.

Critical Thinking

★★★

Have students make a disaster preparedness brochure. The following pages from a brochure can be given to students for reference.

Suggested Activities

Emergency Preparedness Plan

An earthquake may cause injury and loss of life, road and bridge damage, and collapse of buildings. However, making an emergency preparedness plan may help us survive an earthquake.



My Survival Kit

- A flashlight
- A first-aid kit
- A dust mask
- A sleeping bag
- A pair of sturdy shoes



- A battery-powered radio
- Extra batteries
- Chocolate bars
- Water
- Towelettes

WHAT TO DO?

BEFORE AN EARTHQUAKE

- Familiarise yourself with the evacuation areas of your home
- Prepare an emergency kit
- Conduct an earthquake drill
- Check the sturdiness of your home
- Plan out a meeting place with your family



DURING AN EARTHQUAKE

- **DROP, COVER AND HOLD**
- Stay calm
- Stay away from windows
- Stay away from tall buildings



AFTER AN EARTHQUAKE

- Be alert and cautious
- Expect aftershocks
- Check yourself and family injuries
- Stay out of damaged areas



Writing



Ask students to prepare a mini-lecture about earthquakes for the school's Life Safety Education Week. They may follow the following steps:

Step 1: Prepare their mini-lectures, including the following aspects:

- (1) the cause of an earthquake
- (2) the earthquake-prone regions in the world
- (3) the devastating effects of an earthquake
- (4) the preparation and skills for earthquake survival

Step 2: Deliver their mini-lectures in class.

Further Exploration

Option 1 ★★

Have students read one more story about *Titanic* and act it.

Miss Evans on the *Titanic*

On a beautiful afternoon in April, 1912, *Titanic* started on its first journey, from England to America. It was scheduled to arrive in New York in seven days.

Titanic was one of the biggest ships ever built. About 2,200 people were on this ship. Everything in it was new and clean. Everyone was enjoying the journey.

On the fifth day it got colder and colder. There were some icebergs around *Titanic*. Icebergs are dangerous to ships. Only a small part of an iceberg shows above the water.

Late that night a man watching for icebergs saw a very big one near the ship. He shouted, "Iceberg ahead!" But it was too late. The ship hit the iceberg and began to sink slowly into the sea.

All the people had to leave the ship quickly. The women and children were the first to get into the lifeboats. But one woman was left behind. She came up to the side of the ship and shouted, "Oh, please, please make room for me. My children are down there in that boat. I must go with them!"

"There's no more room here," someone in the boat shouted back. Her little son and daughter heard her and began to cry, "Mother! Mother!" No one knew what to do.

Suddenly a young woman sitting near the poor children stood up and said, "I'll go back to the ship. I'm not married. I don't have any children."

There was no time to lose. The young woman went back to the ship, and the children's mother got into the lifeboat. Soon after, *Titanic* went down under the water.

The young woman's name was Miss Evans. She was going home to Boston. No more is known about her. That night about 1,500 people lost their lives. Miss Evans was one of them.

Conversation

Story: *Titanic*

Scene: The ship is going to sink. A lifeboat hits the surface of the water.

Suggested Activities

Narrator: It is the fifth day of *Titanic's* maiden voyage from England to New York. Unfortunately, the so-called “unsinkable” ship crashes into an iceberg and begins to sink. The passengers are trying to leave the ship.

Man: May I get into the lifeboat?

Officer: Women and children only! Sorry sir, no men yet.

Officer: (Shouting to the deck): Women and children? Any more women and children?

Some women and children get into the lifeboat.

Officer: Step back, Sir! Women and children only. It's full now! There is no room left.

A woman: Oh, please, please make room for me. My children are down there in that boat. I must go with them!

Someone on the boat: There's no more room here!

Children: Mum! Mum!

The children begin to cry.

Miss Evans stands up suddenly.

Miss Evans: I'll go back to the ship. I'm not married. I don't have any children.

The woman (crying): Thank you so much!

Miss Evans goes back to the ship while the mother gets into the boat.

Miss Evans looks at the distance on the ship.

Miss Evans: Goodbye mum and dad! I love you both! Goodbye, Boston!

Narrator: The young woman's name is Miss Evans. She is going home to Boston. No more is known about her. When the largest, most luxurious ocean liner of its time sinks, it takes more than 1,500 of its 2,200 passengers and crew to the bottom. And Miss Evans is one of them.

Comment: When I played Miss Evans, I felt an urge to help the mother and her children. The cries of the poor children were heartbreakingly sad. They had a long way to go in their lives. How could they survive without their mother? Although I was terrified too, it was my instinct that drove me to stand up and back to the ship. I didn't have much time to think.

(Answers may vary.)

Option 2 ★★★

Ask students to read the excerpt from a telegram to President Roosevelt nine days after the 1906 San Francisco Earthquake by Victor H. Metcalf, secretary of labour and commerce, who served as the President's personal representative in San Francisco. Have students think about the “spirit” of the city and its courageous people, and then present their understanding in about ten sentences in class.

Headquarters Pacific Division,

April 26, 1906

To the President, White House, Washington, D.C.

Dear Sir: Have practically completed inspection of the ruined districts. I do not believe the loss of life as great as was anticipated. In my judgment it will be impossible to determine the exact number of deaths,

but conservative estimates place the number not to exceed three hundred.

...

The Citizens' Committee, appointed by Mayor Schmitz, is composed of the ablest businessmen of the city, and their efforts united is harmonious to an astounding degree, speedily brought order out of chaos, and introduced systems of relief, which have accomplished wonders.

The efforts of the Mayor and municipal officials of the Citizens' Committee, and of the regular army and the State Guard of California have been practically as efficient as though the separate authorities were under one head. Neither friction nor divisions have at any time appeared, and the work of relief has proceeded harmoniously, continuously and efficiently.

It is reported to me that no discrimination of any kind has been shown against anyone on account of race or color. The spirit has been and is to assist the suffering whoever or wherever they may be. Cases of violence and crime have been exceedingly rare.

...

It is almost impossible to describe the ruin wrought by the earthquake and especially the conflagration. The conflagration was due entirely to the absolute lack of water. The people however, are confident and hopeful for the future and have not in any sense lost their courage. They feel under deep obligations to you and the national Government for the prompt and efficient assistance rendered them.

...

I shall report to you later the damage caused in other sections of the State.

V. H. METCALF

Self-assessment

范例 (Answers may vary.)

Write a reflective note on what you think you need to improve. You may include some or all of the following points:

What you still find difficult

Possible cause(s) of the problem(s)

Your plan to solve the problem(s)

Learning resources that you could use

I think “mapping” notes while listening is the most difficult skill for me. Listening comprehension is never an easy job! I find it demanding to write down key words, let alone “mapping” them according to a specific topic. To improve my listening and note-taking skills, I will practise more. I think I will kick off with English radio programmes, a piece of news every day. I will try to “map” notes while listening to catch key information.

How to Prepare for a Natural Disaster

It is extremely important to learn how to prepare for a natural disaster, regardless of our locations. Mother Nature is a patient entity but, from time to time, even she has her moments. Those moments cost us lives and result in destruction, loss of property and trauma.

Some natural disasters are predictable and give us some time to prepare before the moment of impact, but others wake us in the middle of the night without the smallest warning. That is why preparing thoroughly and in advance can give us the advantage.

The complete guide on how to survive

The three main things you need to do in order to be prepared for natural disasters are the following:

1. Create a survival plan with your family, shaped according to those disasters that are likely to happen in your area.
2. Put together an emergency kit for every member of your family and keep it in an accessible place.
3. Consider other disasters that you may go through and prepare for those, too.

Remember: even a predictable natural disaster can catch you off guard, so prepare everything in advance, practise your survival plan at least twice a year and always check your emergency kit for supplies!

How to create a survival plan

1. Locate all possible escape routes in your home (and don't consider just the obvious ones like front and back door). Make sure you consider windows that you can jump out of without hurting yourself, the garage door, basement windows you can climb out through, and so on. It's very important to know how to get out of the house from almost every room. When you're trapped, it's most likely that you won't be able to use the conventional escape routes.
2. Locate all possible shelters close to your home. After you get out of the house, you need to know where to go. Discuss with your family the plan of finding a shelter and agree on common places to meet in case you are not together when the disaster strikes. Also talk about routes and means to get to the shelter.
3. Designate a contact person whom you trust who lives in another area. This person should be the one any of you can call in order to get news about other members of the family. During a natural disaster, families get separated quite often, which is why you need a contact person. Talk to your family members and agree on the best contact person.
4. Practise, practise, and then practise some more! The theory is, in many situations, very different from practice. Mistakes happen when you don't do a routine practice exercise and, in case of a natural disaster, a mistake could cost you your life. Practising your plan, at least twice a year, will prove its value when the critical moment arrives.
5. Try different approaches. Try to escape with your eyes closed or using a blindfold. This way you'll be more aware of the surrounding environment if a disaster happens at night and there's no power. Also if there's a fire and you can't see because of the smoke.
6. Draw a schematic diagram of the evacuation plan and put it on the refrigerator door or in a place that is highly visible from the entire house.
7. Don't scare the younger members of your family. Children might not understand that this is just a drill and the idea of a natural disaster will definitely frighten them. Keep calm and explain as best

as you can that this is for safety measures and they need to learn what to do, just in case. If they are really young, try to make them understand using stories or toys.

Now that you know how to create a survival plan, let's see how to actually implement the plan during a natural disaster.

Food for thought

1. Why should we prepare for a natural disaster in advance?
2. In the passage, seven tips are listed for creating a survival plan. Which of them do you think is the most important? Why?
3. Do you know what to put in an emergency supply kit?

Reference answers:

1. A natural disaster costs lives and results in destruction, loss of property and trauma. Even worse, some natural disasters are unpredictable. That's why we should prepare in advance.
2. In my opinion, Tip 4 is the most important. No matter how well-designed our survival plan might be, it won't be of any help unless we constantly practise, for even the slightest mistake would cost our life.
3. An emergency supply kit should contain water, food, a flashlight, a first aid kit, extra batteries, and so on. These basic supplies can surely help us survive a natural disaster or emergency.

Literature Corner

Excerpts from *Stray Birds*¹

Rabindranath Tagore²

1

Stray birds of summer come to my window to sing and fly away.
And yellow leaves of autumn, which have no songs, flutter and fall there with a sigh.

6

If you shed tears when you miss the sun, you also miss the stars.

35

The bird wishes it were a cloud. The cloud wishes it were a bird.

80

Your voice, my friend, wanders in my heart, like the muffled sound of the sea among these listening pines.

81

What is this unseen flame of darkness whose sparks are the stars?

100

The cloud stood humbly in a corner of the sky.
The morning crowned it with splendour.

102

Do not linger to gather flowers to keep them, but walk on, for flowers will keep themselves blooming all your way.

134

The roots below the earth claim no rewards for making the branches fruitful.

243

The stream of truth flows through its channels of mistakes.

Excerpts from *Sand and Foam*³

Kahlil Gibran⁴

I AM FOREVER walking upon these shores,
Betwixt the sand and the foam,
The high tide will erase my foot-prints,
And the wind will blow away the foam.
But the sea and the shore will remain
Forever.

*

Remembrance is a form of meeting.

*

I AM IGNORANT of absolute truth. But I am humble before my ignorance and therein lies my honor and my reward.

*

The significance of man is not in what he attains, but rather in what he longs to attain.

*

Every seed is a longing.

*

Poetry is not an opinion expressed. It is a song that rises from a bleeding wound or a smiling mouth.

*

Friendship is always a sweet responsibility, never an opportunity.

*

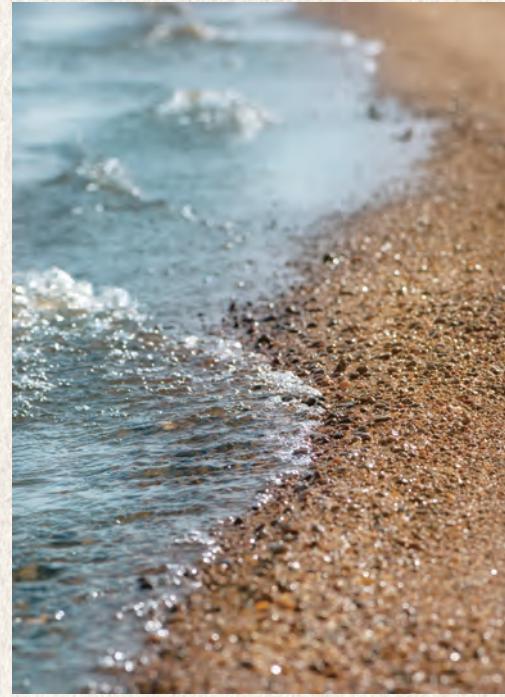
You are indeed charitable when you give, and while giving, turn your face away so that you may not see the shyness of the receiver.

*

You cannot judge any man beyond your knowledge of him, and how small is your knowledge.

*

Perhaps the sea's definition of a shell is the pearl.
Perhaps time's definition of coal is the diamond.



Notes:

1. *Stray Birds* is a collection of short, sometimes merely one-line, poems which help express Tagore's love of nature. He uses the splendid universe to offer inspiration and calmness to the human spirit.
2. Rabindranath Tagore (1861–1941) is one of India's greatest poets and the composer of independent India's national anthem. He wrote successfully in all literary genres, especially poetry. He became the first non-European to win the Nobel Prize in Literature in 1913 for his masterpiece *Gitanjali* and its extremely "sensitive, fresh and beautiful verse."
3. *Sand and Foam* is a collection of wise and inspirational thoughts from the master of timeless wisdom, Kahlil Gibran. Abstract and specific, amusing and awe-inspiring, this work provides advice and motivation to enrich the mind, heart, soul and life of the reader.
4. Kahlil Gibran (1883–1931) was a Lebanese-American artist, poet, and writer. He is chiefly known in the English-speaking world for his 1923 book *The Prophet*, an early example of inspirational fiction including a series of philosophical essays written in poetic English prose.

Literature Corner

Excerpt from *The Little Prince* (Chapter XXIV)¹

Antoine de Saint-Exupéry²



When we had trudged along for several hours, in silence, the darkness fell, and the stars began to come out. Thirst had made me a little feverish, and I looked at them as if I were in a dream. The little prince's last words came reeling back into my memory:

"Then you are thirsty, too?" I demanded.

But he did not reply to my question. He merely said to me:

"Water may also be good for the heart ..."

I did not understand this answer, but I said nothing. I knew very well that it was impossible to cross-examine him.

He was tired. He sat down. I sat down beside him. And, after a little silence, he spoke again:

"The stars are beautiful, because of a flower that cannot be seen."

I replied, "Yes, that is so." And, without saying anything more, I looked across the ridges of sand that were stretched out before us in the moonlight.

"The desert is beautiful," the little prince added.

And that was true. I have always loved the desert. One sits down on a desert sand dune, sees nothing, hears nothing. Yet through the silence something throbs, and gleams ...

"What makes the desert beautiful," said the little prince, "is that somewhere it hides a well ..."

I was astonished by a sudden understanding of that mysterious radiation of the sands. When I was a little boy I lived in an old house, and legend told us that a treasure was buried there. To be sure, no one had ever known how to find it; perhaps no one had ever even looked for it. But it cast an enchantment over that house. My home was hiding a secret in the depths of its heart ...

"Yes," I said to the little prince. "The house, the stars, the desert — what gives them their beauty is something that is invisible!"

"I am glad," he said, "that you agree with my fox."

As the little prince dropped off to sleep, I took him in my arms and set out walking once more. I felt deeply moved, and stirred. It seemed to me that I was carrying a very fragile treasure. It seemed to me, even, that there was nothing more fragile on all Earth. In the moonlight I looked at his pale forehead, his closed eyes, his locks of hair³ that trembled in the wind, and I said to myself: "What I see here is nothing but a shell. What is most important is invisible ..."

As his lips opened slightly with the suspicion of a half-smile, I said to myself, again: "What moves me so deeply, about this little prince who is sleeping here, is his loyalty to a flower — the image of a rose that shines through his whole being like the flame of a lamp, even when he is asleep ..." And I felt him to be more fragile still. I felt the need of protecting him, as if he himself were a flame that might be extinguished by a little puff of wind ...

And, as I walked on so, I found the well, at daybreak.

(Translated by Katherine Woods)

Notes:

1. *The Little Prince*, a novella published in French as *Le Petit Prince* in 1943, is both the most-read and most-translated book in the French language. Philosophical and appealing, this small book tells the story of a child, the little prince, who leaves the safety of his own tiny planet and travels the universe in order to understand life. Though styled as a children's book, this modern classic makes several observations about life and human nature. This excerpt is from Chapter 24 and it brings us back to the desert in the Sahara where the narrator (i.e. the pilot) is stuck because of his plane's accident. Both the narrator and the little prince are extremely thirsty, so they decide to hunt for a well in the desert.

2. Antoine de Saint-Exupéry (1900–1944) was a French writer and pilot. When he was young, he was filled with a passion for adventure, and began flying air mail between remote settlements in the Sahara Desert at the age of 26. He then drew on those experiences to write and illustrate *The Little Prince* in the United States during World War II. He became a laureate of several of France's highest literary awards and also won the U.S. National Book Award.

3. **locks of hair:** small pieces of hair from someone's head

Literature Corner

教学内容与要求

- 能理解和欣赏经典文学语篇，分享文学语篇的内容、结构与语言特征；
- 能通过自主学习和深入思考，分享经典语篇的丰富内涵。

Excerpts from *Stray Birds*

Excerpts from *Sand and Foam*

教学建议

Option 1 ★★

Get students to discuss the following questions in groups.

- Read excerpts from *Stray Birds* and Note 1. Where in these short poems can we see “Tagore’s love of nature”? Do you think it a good idea to draw lessons from nature? If so, why?
- Pick one stanza that you like best from *Stray Birds* and *Sand and Foam* respectively and explain why you’re impressed.
- Read Note 3. How can Gibran’s work be both “abstract” and “specific”, “amusing” and “awe-inspiring”? Find examples from the excerpts on pages 66–67 to support this opinion.

Reference answers:

- The subjects of these poems are mainly about things in nature (such as birds, leaves, clouds and flowers) or the operations of the universe (such as summer, autumn, the sun, the stars and the morning). I think it a good idea to draw lessons from nature because for one thing, we see birds, flowers, clouds every day, which makes the lessons involving these objects accessible and truthful. For another, nature is a great source of inspiration. We stand a better chance of achieving spiritual equilibrium by emulating the harmonious symphony in nature.
(Answers may vary.)
- I like No. 35 from *Stray Birds* (The bird wishes it were a cloud. The cloud wishes it were a bird.) best because the author uses personification here to give the bird and the cloud thoughts and will, which embodies his belief in equality. Moreover, the description vividly mirrors an undying human desire for something that doesn’t belong to us, be it loftiness or freedom. When it comes to *Sand and Foam*, I like best the stanza about what a genuine charitable gesture is like (You are indeed charitable when you give, and while giving, turn your face away so that you may not see the shyness of the receiver) because it deepens my understanding of charity and reminds me not to give in a condescending manner.
(Answers may vary.)
- Take the first stanza for example, which is about eternity, an abstract concept. The author believes that compared with the eternal universe, human imprints seem transitory. However, to deal with such a grand and philosophical topic, Gibran simply used a metaphor of walking along the sea shore, comparing what is eternal in the universe to the sea and the shore, and what human beings have done to the footprints, which in the end will be gone (erased from the sand and blown away by the wind). That is how he brought out an abstract theme with specific descriptions. What’s more, Gibran never attempted to lecture his readers or oblige them to do heavy-hearted thinking. Instead he used his personal experience (I am forever walking upon these shores) to entertain his readers. Yet, the readers are so readily struck by the insignificance of human beings in the

vast universe as well as the master poet's creativity and wisdom.
(Answers may vary.)

Option 2 ★★

In *Stray Birds*, such rhetorical devices as simile, metaphor and personification are employed to give objects in nature meanings beyond their common literal definitions. Get students to read the nine excerpts on text page 66, find the examples of the three figures of speech and then complete the following tables.

Table 1

Rhetorical Device	_____
Definition	a comparison between two things of different kinds, usually using the words “like” or “as”
Examples	Life is like a box of chocolates. You never know what you're gonna get. — From <i>Forrest Gump</i> Shall I compare thee to a summer's day? Thou art more lovely and more temperate. — From “Sonnet 18” by William Shakespeare
Examples from <i>Stray Birds</i>	

Table 2

Rhetorical Device	_____
Definition	a figure of speech in which a word or phrase for one thing is used to refer to another to suggest a likeness or analogy between them
Examples	All the world's a stage. — From <i>As You Like It</i> by William Shakespeare You are my sunshine, my only sunshine. You make me happy when skies are gray. — Lyrics of “You Are My Sunshine”
Examples from <i>Stray Birds</i>	

Table 3

Rhetorical Device	_____
Definition	the attribution of human qualities to non-human things
Examples	The other houses of the street, conscious of decent lives within them, gazed at one another with brown imperturbable faces. — From “Araby” by James Joyce Season of mists and mellow fruitfulness, / Close bosom-friend of the maturing sun; / Conspiring with him how to load and bless / With fruit the vines that round the thatch-eves run; ... — From “To Autumn” by John Keats
Examples from <i>Stray Birds</i>	

Reference answers:**Table 1:**

Rhetorical Device: Simile

Examples from *Stray Birds*:

80

Your voice, my friend, wanders in my heart, like the muffled sound of the sea among these listening pines.

Table 2:

Rhetorical Device: Metaphor

Examples from *Stray Birds*:

81

What is this unseen flame of darkness whose sparks are the stars?

243

The stream of truth flows through its channels of mistakes.

Table 3:

Rhetorical Device: Personification

Examples from *Stray Birds*:

1

And yellow leaves of autumn, which have no songs, flutter and fall there with a sigh.

35.

The bird wishes it were a cloud. The cloud wishes it were a bird.

80

Your voice, my friend, wanders in my heart, like the muffled sound of the sea among these listening pines.

100

The cloud stood humbly in a corner of the sky.

The morning crowned it with splendour.

134

The roots below the earth claim no rewards for making the branches fruitful.

Option 3 ★★

Kahlil Gibran's remarks keep providing advice and motivation for his readers.

1. Ask students to quote appropriate excerpts from *Sand and Foam* on text pages 66–67 to enlighten the people in the following scenarios. Allow them to discuss in pairs or in groups if necessary.

Scenario 1: A group of postgraduate students are about to embark on their career as researchers.

Scenario 2: A young man is wondering how to choose the “right” friends.

Scenario 3: A politician is considering how he can further impress the world and become “immortal.”

Scenario 4: A man has undergone quite a few failures and starts to define himself as a loser.

Scenario 5: People are attending a farewell party.

Scenario 6: Students are having a lesson as an introduction to the literature course.

Scenario 7: People are discussing the case of online bullying.

Scenario 8: A group of kindergarten children are asked to share their dreams.

Scenario 9: Scientists are making new attempts to explore Mars.

Scenario 10: Students are learning Unit Three of this book.

2. Encourage students to come up with other English one-liners (including those excerpts from *Stray Birds*) suitable for the above scenarios.

Reference answers:

- Scenario 1: I am ignorant of absolute truth. But I am humble before my ignorance and therein lies my honor and my reward.
- Scenario 2: Friendship is always a sweet responsibility, never an opportunity.
- Scenario 3: I am forever walking upon these shores, /Betwixt the sand and the foam, /The high tide will erase my foot-prints, /And the wind will blow away the foam. /But the sea and the shore will remain /Forever.
- Scenario 4: Perhaps the sea's definition of a shell is the pearl. /Perhaps time's definition of coal is the diamond.
- Scenario 5: Remembrance is a form of meeting.
- Scenario 6: Poetry is not an opinion expressed. It is a song that rises from a bleeding wound or a smiling mouth.
- Scenario 7: You cannot judge any man beyond your knowledge of him, and how small is your knowledge.
- Scenario 8: Every seed is a longing.
- Scenario 9: The significance of man is not in what he attains, but rather in what he longs to attain.
- Scenario 10: You are indeed charitable when you give, and while giving, turn your face away so that you may not see the shyness of the receiver.

(Answers may vary as long as students can justify their choices.)

Excerpt from *The Little Prince* (Chapter XXIV)

教学建议

Option 1 ★

Get students to read the excerpt from *The Little Prince* and complete the chart below. Remind them to use as many words in the excerpt as possible.

When

Where

Who

What

Reference answers:

When

- When we had trudged along for several hours, in silence, the darkness fell, and the stars began to come out.

Where

- The desert

Who

- The little prince and I (the narrator)

What

- The little prince and I were looking for a well in the desert. We were having a casual talk and reached an agreement that what makes things beautiful is something invisible.

Option 2 ★★

Get students to form groups to discuss the sentences in the box and the questions below.

1. “The stars are beautiful, because of a flower that cannot be seen.” (line 11)
2. “What makes the desert beautiful,” said the little prince, “is that somewhere it hides a well...” (lines 17-18)
3. “The house, the stars, the desert — what gives them their beauty is something that is invisible!” (lines 24-25)
4. “What I see here is nothing but a shell. What is most important is invisible...” (lines 31-32)

1. In those sentences, what makes things beautiful? Do you have similar experiences in your life? Share them with the class.
2. The sentences above seem contradictory to the common belief that beauty is what we see with our eyes. From your perspective, where does beauty lie?
3. Make sentences using one of the following patterns and explain them in your own words.
What makes _____ beautiful is somewhere it hides _____.
What gives _____ beauty is something that is invisible.

Reference answers:

1. Something cannot be seen makes things beautiful.
Yes, I have similar experiences. For example, when I was in primary school, I had a deskmate who was plain-looking and rarely talked with me. I never expected that we could be good friends. But as I spent more time with her, I came to realise that she was smart and considerate, and we had a lot in common! Having her as my best friend made my primary school years a delight! We cannot judge a book by its cover and something invisible really matters.
(Answers may vary.)
2. I think beauty lies in something invisible, and it is the invisible that makes beauty eternal. For example, if someone looks beautiful but behaves selfishly, we won't think that he or she is truly beautiful. But if someone has a good personality, his or her beauty will grow with age. It is only with heart that we can see people and things clearly, and in most cases, what is essential is invisible to the eye.
(Answers may vary.)
3. What makes life beautiful is somewhere it hides a surprise.
Surprises are like seasonings of life, making it delicious and exciting.
What gives a story beauty is something that is invisible.
The really interesting stories are those with many details and implications hidden somewhere in the text. Each time you read them, you can dig some of them out and have a deeper understanding of the story.
(Answers may vary.)

Option 3 ★★☆

Someone once said that fairy tales are not only for children, but also for adults. Help students to reflect on their reading experience and have them share their ideas on the following questions.

1. Have you read *The Little Prince* before? If so, do you have any fresh ideas when you are reading it this time? If not, when you are reading fairy tales as an adolescent, do you have any different insights?
2. What makes *The Little Prince* a modern classic?

Reference answers:

1. I read *The Little Prince* when I was a kid. At that time, I thought the book told stories about the little prince's adventures and his beloved rose. But when I read it again this time, I find that what is happening in the book is actually a reflection of people's life. The philosophy of life lies in the conversations in the book.
2. In my view, what makes *The Little Prince* a modern classic is that it portrays a fictional yet real world. Everyone can find his or her own image in the story. When people of different ages read it, they can have their own understandings.

(Answers may vary.)

附录一

课文和文学角选文参考译文

Unit 1

一次一粒！抢救濒危西藏植物物种！

如今，已有近千种植物的 4 000 多万颗种子从青藏高原采集获得。这要归功于复旦大学、西藏大学生物学教授钟扬，是他看到了植物研究的价值。

钟教授付出了大量的时间和精力，为中国国家种质库搜集到了大量种子。种质库能够保存植物种子，对于未来医药或农业领域具有重要价值。此外，储存种子还能保存生物多样性——也就是世界上动植物多样性的平衡。

钟教授采集的种子 80% 以上来自青藏高原。青藏高原是一片广阔的高地平原，也被誉为“世界屋脊”。青藏高原拥有中国约五分之一的植物物种，因此是重要的物种宝库。然而，从青藏高原上采集植物种子极具挑战性，因为人们必须应对不同海拔位置的各种气候和环境。实际上，从青藏高原采集的种子里，三分之一都来自海拔 4 000 米的位置！此外，种质库要求每种植物的种子至少要搜集 5 000 颗，以此保证这些种子能够保存 100 年以上。

有些种子采集起来很简单，而有些则比较困难。其中有一种难以采集的种子来自一种品种特殊的桃子。为了搜集到 5 000 颗种子，钟教授和他的学生开始吃桃子，而且得吃大量的桃子。“由于没有合适的机器帮助我们采集果核，我们只能自己吃桃子。尽管这种桃子很难吃，但这是得到种子最安全的方法。”钟教授说。

每一年，钟教授和他的学生都要步行至少 10 000 公里去搜集种子。有时他们会因为植物过敏而生病。而且，为了节省时间，钟教授和他的学生在翻山越岭时一天只吃一顿饭。尽管条件十分艰苦，但他们都坚持了下来。

在西藏，钟教授奉献了无数个日日夜夜搜集种子。他不仅深爱着这份事业，还致力于提高当地的教育水平。钟扬曾经说：“在西藏待了几年之后，我意识到，比起生物学家，西藏更需要教育家。”作为西藏大学的生物学教授，他帮助学校开发了生物学和其他与科学相关的课程学习项目。

从 2001 年开始到西藏工作，钟教授一直投身科研教育，直到 2017 年因车祸不幸去世。钟教授知道，他做的研究仅仅触及“冰山一角”。要完成植物种子的保护与研究工作，还有很长一段路要走。

“我从不后悔当一名科学家，”钟教授曾说，“想象一下，你现在所做的一切可以造福很多人，即便在你死后也是如此。这样，所有的艰难险阻都是值得的。”

罗莎琳·富兰克林

物理化学家罗莎琳·富兰克林通过 X 射线照片发现了 DNA 的双螺旋结构。这一发现被认为是历史上最伟大的科学进步之一。富兰克林女士在她的研究生涯中，一直对科学怀着永不磨灭的热情。她的研究最终为其他众多发现奠定了基础。

1920 年 7 月 25 日，罗莎琳·爱尔西·富兰克林出生于英国伦敦。她来自一个犹太知识分子家庭。孩童时期的富兰克林更喜欢事实和推理，而不是童话故事和虚构世界。15 岁时，她就知道自己想成为一个科学家。尽管她的父亲并不赞同女性接受高等教育，但她还是坚持完成学业，最终于 1941 年从大学毕业。26 岁时，富兰克林已经发表了五篇关于煤和碳的物理结构的论文。即便科学在当时被认为是“男人的世界”，但什么都阻挡不了她进行科学的研究的脚步。第二次世界大战期间，德军对伦敦进行轰炸，但富兰克林依然坚持骑自行车去工作。

1945 年，富兰克林获得了剑桥大学物理化学博士学位。之后，她就前往巴黎工作。在那里，她掌握了一种名为 X 射线晶体学的特殊 X 射线技术，这最终也成为了她研究的重要组成部分。

1951 年，富兰克林回到英国，作为 X 射线晶体学专家在伦敦国王学院任职。她分配到的工作是 DNA 结构研究。然而她的努力常常遭到忽视。那时，女性在科学领域并未得到尊重，她们不能和男性科学家在同一间屋子里吃饭，也不会受邀参加下班后的讨论。

作为 DNA 项目里唯一的女性，富兰克林孤军奋战。她离解开 DNA 谜团仅有一步之遥。富兰克林凭借着她在 X 射线晶体学领域的熟练技术，以及其“清晰的思维和精益求精的态度”，最终拍摄出了那幅著名的图像——第 51 号照片。但是，富兰克林非常谨慎，想要找到更多的证据。在她不知情的情况下，莫里斯·威尔金斯和另外两位男性科学家，詹姆斯·沃森和弗朗西斯·克里克得到了她的研究数据。不久之后，沃森和克里克便根据从富兰克林那里得到的照片，发表了他们的 DNA 模型。

最终，富兰克林于 1953 年离开了国王学院，开始了将让她日后成名的病毒研究。不幸的是，在 1956 年，富兰克林发现自己身患癌症，但她仍旧坚持工作，直到 1958 年去世。四年之后的 1962 年，那三位曾经利用她的研究数据发表成果的男性科学家，因为他们在 DNA 领域的研究获得了诺贝尔奖。尽管富兰克林提供的关键信息帮助沃森和克里克取得重要突破，但她却没有得到任何荣誉。如果富兰克林还活着，她是否也会和她的同事们一起，因自己的研究而得到认可呢？

富兰克林所面临的最大问题之一就是性别不平等——即男女之间的不公平待遇。但她从来没有失去信心，而是迎难而上，迎接每一个挑战。这样她就可以做自己热爱的事情——那便是当一名科学家。

Unit 2

语言如何塑造思维

目前世界上使用的语言有大约 7 000 种，而且各种语言之间千差万别。这也就引出了一个从古至今仍无定论的问题：我们所说的语言是否会塑造我们的思维方式？神圣罗马帝国的皇帝查理曼大帝说过：“学会了另一种语言，就拥有了另一个灵魂。”这一强有力的论断表明语言会影响现实。而另一方面，莎士比亚笔下的朱丽叶却说：“名称有什么关系呢？玫瑰不叫玫瑰，依然芳香如故。”言下之意是语言并不会影响现实。几千年来，语言是否塑造现实一直是一个有争议的话题。

下面是我最喜欢的一些例子。我要讲的第一个例子是关于澳大利亚原住民的，他们是最早生活在这个国家的人。库克·萨伊奥里人不使用“左”和“右”这样的词，而是使用“东”“南”“西”“北”来表示方位。所以，他们会说：“哦！你的西南腿上有一只蚂蚁。”或者“把你的杯子往东北偏北挪一挪。”事实上，这样使用语言的人更清楚自己在这个世界上的方位。

不同语言在颜色表达上也有差异。一些语言中有很多关于颜色的词，而有一些语言中却只有一对词——“浅”和“深”。比如，英语中关于蓝色的词只有一个，而俄语中却不止一个。说俄语的人要区分“浅蓝”和“深蓝”。当我们测试人们辨别颜色差异的能力时，发现说俄语的人辨别速度更快。

不同语言描述“意外”的方式也不相同。在英语中可以说“他把花瓶打碎了”，但是在使用其他语言，比如西班牙语时，你会更倾向于说“花瓶打碎了”或者“花瓶自己碎了”。如果这是个意外，你不用说是“谁”干的。因此，说不同语言的人会关注不同的事情，这通常取决于他们的语言中有怎样的语法要求。

我已经给出了上述几个例子来说明语言是如何显著地影响着我们的思维方式的。正如我们在有关空间方位的例子中所看到的，语言可以产生很大的影响；而在有关颜色的例子中我们看到，语言也会在极早期产生影响。语言影响着我们简单的基本决策。最后，我们也看到了语言会如何塑造对我们具有个人意义的事物——诸如责怪和惩罚之类的观念。

语言是如此丰富多彩，展现出人类思维是多么的精彩和灵活。最后，我想请你们思考一个问题。我已经说明了说不同语言的人有着不同的思维方式。但这个问题并不是关于其他地方的人是如何思考的，而是关于你自己如何思考。你可以提出这样的疑问：“为什么我会用这种方式思考呢？”

学习新语言，练就更强大脑

学习一门新的语言就像变魔术。突然之间，另一个世界在你面前展开，你会发现生活全新的一面。当然，学习一门语言并不是通过魔术就能实现，而是要靠勤奋学习。但这种学习对我们大脑的影响是非常神奇的，绝不逊色于魔术。以下几点可以简要说明语言学习过程中大脑是如何变化的。

学习新事物会不会让我的大脑变得更大？这听起来像是一个小孩子才会问的问题。但这确实就是语言学习对大脑的影响。瑞典隆德大学的研究人员对一组经过高强度语言学习课程的学生进行了调查研究。同时，他们还选取了一组学习医学和科学的学生作为对照组。研究人员在研究开始之初和三个月之后分别对两组学生进行了磁共振成像扫描，发现只有语言学习组的学生脑部结构发生了变化。研究结果表明，语言学习能够有效地保持大脑的良好状态，与其他学习形式相比，能对提升认知能力提供更多的益处。

我们很多人都非常希望提高自己的专注力。根据一项发表在期刊《大脑与语言》上的研究，学习一门新的语言能有助于这一愿望的实现。美国西北大学的研究人员通过一项语言理解任务来测试单语与双语受试者的专注力。这项任务是受试者需在听到单词后，在四张图片中选出与其对应的那张图片。测试听起来很简单，但其中暗藏的玄机在于，每一组都会有一个和正确单词发音非常接近的干扰词，例如“糖果（candy）”和“蜡烛（candle）”。会两门语言的受试者能够更好地排除干扰词。研究结果表明，只会说一门语言的人完成这项任务则要费力得多。

和锻炼身体一样，让大脑得到锻炼对健康也有很大的好处。几项研究表明掌握双语可以让阿尔茨海默症的发病时间平均延迟四年。研究人员认为，造成这种延迟的原因在于，学习一门语言会刺激灰质细胞，从而有助于防止其随着年龄的增长而衰弱。

你准备好让大脑来做运动了吗？

Unit 3

捐与不捐：是什么促使我们为慈善事业捐款？

你正在浏览网页，突然一则广告弹了出来，呼吁向有需要的人捐赠防寒衣物。你在杂货店买了几样东西，店员问你是否愿意给一些不幸的孩子捐赠学习用品。你收到一封电子邮件，发现自己受邀参加冰桶挑战。

捐款给需要帮助的人，这样的机会无处不在。然而是什么促使你掏出钱包呢？是取决于你的心情，当月的现金余额，还是取决于有谁在看着你？

发表在《消费者研究杂志》上的一项最新研究表明，决定我们会否捐款的一个主要因素在于我们对同理心和正义感这两种道德品质持何种观点。虽然同为积极正面的品质，同理心和正义感却似乎总将我们引向不同的方向。试图保持平衡不容易，我们通常会根据情况偏向其中一方。

例如，如果你认为一个无家可归之人的不幸是他自己造成的，而且你确信他本可以做出更好的选择，那么你很可能倾向于不捐一分钱。然而，如果你能设身处地地体会他的痛苦，理解他为何陷入绝境，那么无论是否有过相似的可怕遭遇，你都有可能倾向于因同理心而捐款，即使他本人的确对自身的问题负有责任。

在这项研究中，研究人员让参与者向慈善机构捐款，捐赠者认为这些慈善机构的受捐者，如那些因酗酒而无法保住工作的人，对自身的处境负有责任。结果显示，一些参与者认为给那些需要对自身处境“负责”的人捐款是不符合道德原则的。

此外，那些持有这种想法且认为自己道德高尚的参与者，捐款的可能性更小。换句话说，如果他们觉得自己几乎只做符合道德原则的选择，那么就可能对受捐者少一些同情，也就不太可能捐款。

尽管在向慈善机构捐款前我们会考虑诸多因素，但研究证实了同理心的巨大作用。正是这种同理心将我们彼此相连，并促使我们施以援手。苦难无处不在。事实上，任何形式的痛苦都有助于我们理解他人的痛苦，推动我们伸出援手。

事实上，当研究人员要求参与者回想自己不符合道德原则的行为时，他们似乎能对那些正在遭受苦难的人多一些同理心。在这种情况下，他们也就更愿意捐款。

让爱传递

每个快餐店员工都知道免下车窗口是最差的岗位。你得坐在结霜的玻璃窗边上，凛冽的寒风拍打着你的脸。当你把耳机贴近耳朵，完美地重复了订单要求，却只是迎来一句厉声呵斥：“这不是我想要的！”每次我的上司把耳机递给我时，我都会瞪着眼看她。我热爱我的工作，但我讨厌那个免下车窗口。

然而，在一个寒冷的星期二下午，一切都变得不一样了。

每隔一段时间，阿尔伯塔省北部零度以下的气温就会封住车窗。外面天寒地冻，驾车者自然不愿意下车，在寒风中对着扬声器大喊。他们只盼着能坐在加热的皮质座椅上开车而过，这种情况下，大多数顾客会把气撒在服务员身上。

这位女士却不太一样。

“下一辆车的订单也让我来，”她走到窗口买单时说道。她站在窗外，头发和睫毛上落着一些雪花。显然她的身体冻得有些僵硬，但灿烂的笑容像火一样照亮了她的脸。

“你不能拿走他们的饮料，”我既困惑又疲惫地说道。呼出的气让我的脸蒙上了一层浓雾。

那位女士笑了，她的脸冻得通红。“不，是让我来买单，”她说，“传递善意，仅此而已。”

我惊讶至极，然后按她的要求收了款。当下一位顾客来到窗口时，我解释了刚才发生的事情。我看着这位顾客脸上的表情不断变化，就像幻灯片上的照片：他先是因身处冰天雪地而心烦意乱，然后对这不经意间收获的善意感到惊讶，最后为自己的好运感到高兴。

“那么下一笔订单的钱我来付吧，”他回答道，然后朝他身后不耐烦的驾车者点头并挥手示意。他把钱递给我，拿到了预付费的饮料。

这样的传递持续了整个交通高峰期。顾客们来的时候带着恼意和焦躁，离开时却变得谦卑平和。没有人知道他们应该买多少饮料。一些顾客的花费远远超出了他们原本所想，而另一些顾客最后收到的预付账单还不到定价的一半。

五辆车开过，然后是十辆、二十辆。没有一个人拒绝付款。顾客们站在窗外，掏出一把零钱为一个完全陌生的人买咖啡。当他们离开时，开着车绕过弯道，鸣笛挥手表达感谢，因为他们知道以后可能不太会再见到彼此了。

每个快餐店员工都知道免下车窗口是最差的岗位。窗户上总是结着冰，车辆发动机的轰鸣声刺痛着耳朵，你的话语被呼啸的狂风所吞噬。但是只需要一个顾客，一个人，就可以改变整个车流中的人群。只需要一个瞬间，一个微笑，即便是最寒冷的日子也能变得温暖起来。

Unit 4

地震逃生

天色灰暗，突然间地面开始摇晃。

旧金山的大多数人还在睡梦中，只有少数人已经醒来。店主在打理店铺，为这一天开门迎客做着准备。马车夫在喂马。报童匆匆跑过人行道，去拿这一天要卖的报纸。

十一岁的里奥·罗斯此时正在林孔山高处一座破败的房子里。当隆隆声响起时，里奥以为是雷声。他不知道在这座城市的地底深处，陆地两大板块正在相互挤压交错。强烈的震动穿透了地表岩层。整座城市里街道被撕裂，楼房摇摇欲坠。墙体倒塌，房屋也跟着塌陷。碎玻璃、大木块和一摞摞的砖头全都滚落到大街上。

里奥脚下的地板像海浪一样起伏，他惊得呆站在那里。大块的石膏砸中了他的头，窗户被震得粉碎，玻璃掉得到处都是。他试着尖声呼救，但喉咙里满是灰尘。他想逃跑，但却站不稳身子。房子剧烈摇晃。随后传来了一阵爆炸似的声响，他头顶的天花板爆裂开了。

突然，他感到有双手抓住了他的胳膊，有人正把他往外拉。他们一起往外冲，向门口扑去，重重地倒在了人行道上。随后，成百上千的砖块倾泻而下，从大门里涌出。如果他们步子再稍微迟缓一点，他们两人早就被砖瓦掩埋了。

大地最后猛烈地震动了一下。然后停了，大地静止了。此时的寂静如同方才的声响一样可怕。里奥趴在地上，不敢动弹，甚至不敢呼吸。

过了一会儿，里奥抬起头，惊恐地看着周遭的一切。这场景就像是一个狂暴的巨人刚刚穿行过这座城市，跃步跨过一些房屋，又将其他房屋踏为平地。砖块、石头和碎玻璃覆满了人行道，又溢出到马路上。一些本就摇摇欲坠的房子倒塌了，还有一些仿佛只需一个喷嚏就能使之垮塌。人们惊恐地站在人行道上。家人们拥在一起。婴儿们尖锐的哭声打破了宁静。还有人横卧在人行道上，一动不动。

几天后，帐篷群里的人们已经在谈论着重建工作。市长站在人群前，呼吁大家不要放弃旧金山。

“我们的城市被摧毁了，”他说，“但精神永存！我们会重建家园！”

里奥相信他的话。爷爷曾参与过这座海边魅力之城的初建。现在该轮到里奥了。他看向自己的两个朋友，莫里斯和威尔基，他们朝着里奥点了点头。里奥伸出手，两个朋友把手摞在上面。他们的手指都划破了，满是灰烬和污垢，伤痕累累。但他们的手看上去粗壮有力，尤其是摞在一起的时候。

如何在灾难中求生

没有人希望发生自然灾害。也没有人知道自然灾害会对生活造成怎样的影响。无论你面对的是猛烈的台风、喷涌的洪水、震撼的雪崩，或是烈焰肆虐的野火，以下方法都能在紧急情况中拯救你的生命。

台风

台风发生在太平洋西北部，尤其是加罗林群岛、菲律宾、日本和中国南部等多发地区。台风来袭时，最佳躲避场所是安全的地下室或无窗的浴室。你也可以躲在稳固的家具下面，以免被倒塌的屋顶砸到。由电池供电、能收听天气广播的收音机是必要的设备，通过收音机你可以在避难处收听到疏散命令或如何在困境中生存的建议，同时也能够了解天气情况。

洪水

洪水的发生频率比其他任何自然灾害都要高。洪水极大地改变了地貌。洪水通常是由持续多天的强降雨导致的。不要充好汉。好好待在家里，一旦听到疏散警报，带上已放进防水容器中的重要文件，转移到安全的高地上去。

雪崩

雪崩可能当你在某个梦幻之地享受高山滑雪时发生。雪崩的速度非常快，而且极具灾难性，把所经之处的一切都掩埋在成吨的雪里。突发雪崩时，应尽快移动到斜坡的一侧。雪崩的中心一定会有更多的雪。为了移动得更快，必须丢弃你身上的任何重型装备。如果被埋在雪里，可以挖一个空气窝来保持呼吸。等待救援队找到你，而不要浪费精力大喊或疯狂地挖雪。听到有救援队接近时要大声呼救。

野火

野火可能是自然形成的，也可能是人为的。野火以惊人的速度蔓延，所到之处无一幸免。如果你被困于野火中，要用一块湿布捂住口鼻，确保自己能呼吸。任何时候都要尽量待在火源逆风处，靠近池塘或河流。如果附近没有水源，就移动到野火焚烧过的地方，这样的地方不太可能再次起火。保持低位姿势，用湿衣服、毯子或泥土覆盖自己，直到火情过去。别无选择时，你可以躲在周围任何建筑物里。记得关上建筑物里所有的门窗和通风口，但不要锁门，以便消防员找到你。

有些准则对绝大多数自然灾害是通用的。比如备有基本生存工具箱，突发情况时为你提供最重要的工具。记住，你需要有至少能维持灾后 72 小时的食物、水和其他补给。

其他的物品包括电池供电的天气广播收音机、手电筒、急救箱、哨子、防尘面具，以及湿毛巾等个人卫生用品、食品罐头起子、所在区域的地图和配有备用电池的应急手机等。

一旦万事俱备，你就为应对任何灾难或突发事件做好了充分的准备。

《飞鸟集》诗选

1. 夏天的飞鸟，飞到我的窗前唱歌，又飞去了。
秋天的黄叶，它们没有什么可唱，只叹息一声，飞落在那里。
6. 如果你因失去了太阳而流泪，那么你也将失去群星了。
35. 鸟儿愿为一朵云。云儿愿为一只鸟。
80. 我的朋友，你的语声飘荡在我的心里，像那海水的低吟声绕缭在静听着的松林之间。
81. 这个不可见的黑暗之火焰，以繁星为其火花的，到底是什么呢？
100. 白云谦逊地站在天之一隅。晨光给它戴上霞彩。
102. 只管走过去，不必逗留着采了花朵来保存，因为一路上花朵自会继续开放的。
134. 埋在地下的树根使树枝产生果实，却不要什么报酬。
243. 真理之川从它的错误之沟渠中流过。

(郑振铎译)

《沙与沫》诗选

我永远在沙岸上行走，在沙土和泡沫的中间。
高潮会抹去我的脚印，风也会把泡沫吹走。
但是海洋和沙岸
却将永远存在。

*

记忆是相会的一种形式。

*

我不知道什么是绝对的真理。但是我对于我的无知是谦虚的，这其中就有了我的荣誉和报酬。

*

一个人的意义不在于他的成就，而在于他所企求成就的东西。

*

每一粒种子都是一个愿望。

*

诗不是一种表白出来的意见。它是从一个伤口或是一个笑口涌出的一首歌曲。

*

友谊永远是一个甜柔的责任，从来不是一种机会。

*

当你施与的时候你当然是慈善的，在授予的时候要把脸转过一边，这样就可以不看那受者的羞赧。

*

你不能超过你的了解去判断一个人，而你的了解是多么浅薄呵。

*

也许大海给贝壳下的定义是珍珠。

也许时间给煤炭下的定义是钻石。

(冰心译)

《小王子》节选（第二十四章）

当我们默默地走了几个小时后，天黑了，星星开始发出亮光。我由于口渴，有点发烧，看见这些星星，好像是在做梦似的。小王子的话，在我脑海中跳来跳去。

“你也渴吗？”我问他。

他不回答我的问题，只是说：

“水对一个人的心灵也是有好处的……”

我不懂他的意思，只是默不作声。我知道不应该追问他。

他走累了，坐了下来。我也在他身旁坐下。沉默了一会儿，他又说：

“星星是很美的，因为有一朵人们看不见的花儿……”

我回答道：“那当然。”我再也不说什么，默默地看着月光下起伏的沙涛。

“沙漠很美。”他又说。

确实是这样。我一直很喜爱沙漠。坐在沙丘上，什么也看不见，什么也听不见。可是，在寂静中，有一种什么东西在发光……

“使沙漠美丽，”小王子说，“是因为在某个地方藏着一口水井……”

我很惊讶突然明白沙漠里放出神秘光芒的原因。我小的时候，住一座古老的房子里，据传说，里面地下埋着宝藏。确实，从来没有人能够找到，甚至也没有人去找过。但是，这宝藏使整座房子充满魔力。我家的房子，在它的心灵深处，隐藏着一个秘密……

“对的，”我对小王子说，“无论是房子、星星或沙漠，使它们美丽的东西是看不见的。”

“我真高兴，你和我的狐狸看法一样。”小王子说。

小王子睡着了，我把他抱在怀里，又重新上路。我很兴奋激动，好像抱着一个很容易碎的宝物，好像全世界没有比他更脆弱的东西。在月光下，我看着他那苍白的面额、紧闭的眼睛、随风飘动的一绺绺头发。这时，我心想：“我现在所看见的，不过是一个外壳而已。最重要的部分是看不见的……”

看着他那半开的嘴唇露出一丝微笑，我又这样想：“这位睡着的小王子，使我十分感动的，是对他那朵花儿的忠诚，即使他酣睡的时候，玫瑰花的形象，也如同一盏灯的火焰一样，在他身上发光……”想到这里，我觉得他更加脆弱。灯光需要好好保护，一阵风就可把它吹灭了……

这样，走着走着，天快亮时，我找到了水井。

（林秀清译）

附录二

练习部分录音文本和参考答案

Unit 1 Scientists

Grammar in Use

Section A

• Task 1

- (1) was determined to continue submitting applications
- (2) which was enduring in her whole life
- (3) becoming a surgeon
- (4) which turned out to be rewarding
- (5) who was devoted to a medical career

• Task 2

(Answer for reference)

Qualities	Supporting Details
goal-oriented	She wanted to become a surgeon, so she worked at a hospital after graduating from medical school and when nobody was willing to employ her as a physician, she started her own practice.
hardworking	She graduated top of her class.
devoted	She devoted her whole life to promoting good sanitation and spreading important health information to the general public.
pioneering	She was the first woman in America to be awarded a medical degree and opened a medical college for women.
perseverant	She continued to apply to medical school even if she had been rejected many times and finally she got admitted.
...	...

Section B

- | | | | |
|---------------------------|---------------|-----------------------------|---------------|
| (1) celebrated | (2) might/may | (3) about | (4) to change |
| (5) Although/Though/While | (6) wanting | (7) better-received | |
| (8) who | (9) whether | (10) is pioneering/pioneers | |

Vocabulary Focus

Section A

- (1) known as/who is known as
- (2) was devoted to/devoted his life to
- (3) owe China's military achievements to Deng Jiaxian
- (4) Despite many hardships
- (5) It is worth our devotion
- (6) we never regret committing ourselves to this cause

Section B

- **Task 1**

- | | | | | |
|-----------------|----------------|-----------------|------------------|--------------|
| (1) passion for | (2) devoted to | (3) diverse | (4) depending on | (5) require |
| (6) assigned | (7) preserve | (8) advancement | (9) coupled with | (10) crucial |

- **Task 2**

- | | |
|-----------------------------|---------------------------------|
| (1) industrial psychologist | (2) forensic science technician |
| (3) environmental scientist | (4) biochemist |

- **Task 3**

(Answer for reference)

The job that interests me most is industrial psychologist. I think the job also requires working experience in certain business fields because in that way more practical solutions to business problems can be offered.

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: Susan, I've heard that you plan to major in physics with botany as a minor in college.
W: Oh, that's not true. I'm more into maths actually.
M: I remember your father is a biologist. I thought you were going to study biology.
Q: What is Susan most likely to major in in college?
2. M: What do you know about our new professor Mr Johnson?
W: He was previously a research chemist before he taught chemistry in our university.
M: I like his lectures, both informative and fun.
Q: What can we learn about Mr Johnson?
3. W: Jim, you look so stressed out. How are things going with your research paper?
M: The paper has been finished. Actually, it's my presentation. It will be my turn in 15 minutes.
W: I see. Doing a presentation in Ms Macartney's class is definitely demanding.
Q: What can we learn about the man from the conversation?
4. W: Ben has been spending three weeks locked in the lab! Is everything okay with him?

M: You know, nothing's going to stop him from achieving the desired results of the experiment.

W: He once told me that though he wasn't as talented as his fellow students, he would still stick to his goals.

Q: What can best describe Ben?

5. M: It's widely assumed that girls are poorer at science subjects than boys.

W: Then why are there so many outstanding female scientists in the world?

M: Yeah, that's right. I shouldn't simply accept biased beliefs.

Q: What does the woman imply?

Key to Section A

1. A 2. B 3. B 4. C 5. D

Section B



Most Leonardo books are in the art domain. What Isaacson does is to say what made da Vinci special. It casts his life in the broad sense by doing it chronologically. He explains why things flourished, how da Vinci was really so unique. Leonardo would write about different topics, how rivers flowed or the symmetry of wings. You know, flight really fascinated him. He always wanted to build some artificial flying machines. He understood things that other people didn't figure out for hundreds of years. So he wrote all of his observation in these notebooks. And all these notebooks weren't thrown away. Some were lost, but a lot are preserved to this day, including a small one that I own called the Leicester Codex, which means notebook. The rest are in European museums. This idea of visualising things and being able to draw it out and then talk about the phenomena is in all of these notebooks. And so they're unbelievable contributions to science. Da Vinci's whole life was most satisfied by scribbling and trying things out. If you study things, a lot of things make sense. Whenever da Vinci would get stuck, he had almost no peers. In science, he was largely on his own whereas now cool explanations of things are easily at hand. So it's a great time to go forward with curiosity. Walter talks about, "Hey, his human mind is not of a different character than yours." Therefore you know, "Have fun with your curiosity." It's amazing how once you figure out one thing, that helps you understand the next thing. And then, you know, the whole thing makes sense. I love it when it works that way.

Key to Section B

- **Task 1**

- | | | |
|----------------------|--------------------------------|---------------|
| (1) observations | (2) visualising | (3) preserved |
| (4) European museums | (5) unbelievable contributions | |

- Task 2



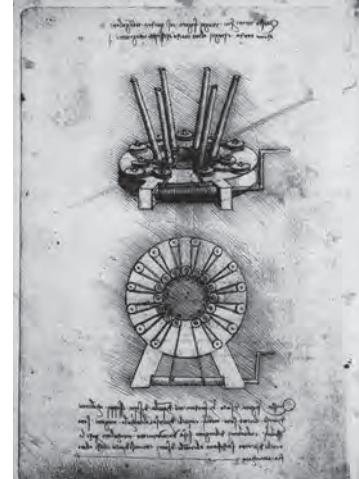
(✓)



(✓)



()



(✓)

- Task 3

- | | | |
|-----------------------|---------------|---------------------------------|
| (1) how rivers flowed | (2) flight | (3) artificial flying machine |
| (4) on his own | (5) curiosity | (6) cool explanations of things |

Reading and Viewing

Section A

- | | | | | | |
|-------|-------|-------|--------|--------|--------|
| (1) B | (2) D | (3) C | (4) A | (5) B | (6) C |
| (7) D | (8) A | (9) B | (10) C | (11) A | (12) D |

Section B

- Task 1

- | | | |
|---------------|--------------------|----------------------|
| (1) half-life | (2) parent isotope | (3) daughter isotope |
|---------------|--------------------|----------------------|

- Task 2

- | | | | |
|-------|-------|-------|-------|
| (1) D | (2) B | (3) C | (4) F |
|-------|-------|-------|-------|

Integrated Tasks

Section A

Good afternoon, everyone! I'm Rex's father. Hearing that you are having a discussion on career planning, I feel honoured to share some of my work experiences. I am a scientist and (1) spend a lot of time doing experiments every day. In the mountainous area in Western China, we have discovered some plants and (2) are trying to figure out their medical and agricultural values. Meanwhile, (3) this area is home to many rare species, so we (4) are also working on protecting biodiversity there. When we visited the area, we had to deal with varying climates and plant allergies. (5) Despite various difficulties, we made new discoveries every time we went there. I feel proud of my job, for I can make contributions to human advancement. If you want to become a scientist as well, (6) you should have an enduring/lasting passion for science, be curious and persistent. Hope to see you in the workplace in the near future. Thank you !

Section B

- **Task 1**

(Answer for reference)

I think the nursing profession has the highest proportion of females because being a nurse requires patience and a caring nature, which is generally considered to be a feminine trait.

I think the field of scientists has the lowest proportion of females because women probably don't get enough opportunities to undertake science-related jobs.

- **Task 2**

(1) People don't think girls belong to the field of science.

(2) There is a shortage of female role models in science.

- **Task 3**

(Answers may vary.)

Dr Chen Wei, a Chinese military scientist, has spent half of her life fighting against life-threatening viruses. When SARS broke out in China in 2003, Dr Chen and her team isolated the virus and identified the cause of the disease without delay. In order to evaluate the effectiveness of a candidate drug, she spent more than 10 hours a day working in a germ-less lab. Every time before she went into the lab, she tried not to drink or eat, and sometimes she would wear adult diapers in order to stay inside longer. She was parted from her husband and son for almost half of the year during SARS. Luckily, the nasal spray developed by Dr Chen and her team at the time had prevented about 14,000 frontline medical workers from getting infected.

Extended Reading

Pre-reading question

(Answer for reference)

Yes, I sometimes doubt the scientific information I read, because nowadays scientific information is available not only on traditional media but also on social media, where I have to tell whether certain information is trustworthy or not. After all, not all the writers on social media have an

academic background in science.

Food for thought

(Answer for reference)

1. The Earth will continue to exist no matter what species has gone extinct. Moreover, the mass extinction of species won't even threaten life as a whole, as there have been already at least five mass extinctions, each of which killed more than half of the life on the planet. Human beings actually are saving themselves instead of the Earth in order to survive.
2. Yes. Because the arguments the author has presented make sense: the Earth is like a physical container and it's always here to stay. No matter what species has gone extinct, it will not disappear. The author views this issue from an objective perspective. Therefore, I'm in favour of his arguments.
3. The media should assume the responsibility for offering the general public information about scientific facts, news, breakthroughs and so on. In that way, people can have access to some general knowledge and get an idea of humanity's current progress. However, the media should not exaggerate the importance of certain discoveries in order to draw people's attention, only to mislead them. In brief, the media should play an objective and cautious role in educating the public about scientific issues.

Challenge

(Answer for reference)

I agree with the view that the Earth will continue to exist despite the extinction of certain species. Above all, the extinction of certain species can be viewed as a process of natural selection: stronger species survive the current ecosystem while weaker ones are eliminated. This has happened throughout history and I believe the future will be no exception. Meanwhile, the Earth itself has existed for about 4.6 billion years and we can also view it as a highly adaptable planet after it experienced five mass extinctions. The Earth merely provides shelter for species but its existence is not determined by them.

Unit 2 Language and Mind

Grammar in Use

Section A

- (1) What concerned Wesley
- (2) how they could count from 1 to 10
- (3) that they were willing to make friends across cultural lines
- (4) It is estimated that
- (5) What Wesley expects

Section B

- **Task 1**

- | | | | | |
|-----------|-------------|----------|----------|------------|
| (1) until | (2) what | (3) that | (4) that | (5) how |
| (6) that | (7) that(/) | (8) that | (9) that | (10) which |

- **Task 2**

(Answer for reference)

My experience indicates that studying a language is more than rewarding. What is fascinating about learning a new language is that it is not only a most useful and enjoyable activity, but also broadens my horizons when I am exposed to a new culture.

Vocabulary Focus

Section A

- 1. (1) have been paying attention to;
(2) beg the question
- 2. (3) has an impact on;
(4) are (more) aware of;
(5) recognising the difference between light blue and dark blue;
(6) are likely to

Section B

- **Task 1**

- | | | | | |
|---------------|---------------|------------------|----------------|-------------------|
| (1) influence | (2) enhance | (3) reliable | (4) linguistic | (5) highlight |
| (6) telling | (7) depend on | (8) invisible to | (9) statements | (10) on our guard |

- **Task 2**

The first headline is likely to be a fake one, because it sounds like making a subjective judgment by using an emphatic structure.

The second headline also seems fake, because it takes advantage of people's anxiety to master a foreign language in a short time, but it won't be considered possible for any person with a reasonable mind.

The writing of the third headline is quite formal, and no linguistic cues show that it's fake.

Listening and Viewing

Section A

Script

You will hear part of a lecture about an ancient language, Silbo Gomero. Complete the lecture notes. The lecture will be read twice.

In today's lecture, we are going to take a close look at an ancient language, Silbo Gomero. It is an ancient language which enabled long-distance communication. The name, Silbo Gomero, comes from the Spanish verb "silbar" meaning "to whistle", and "Gomero" meaning "coming from the island of La Gomera". It emerged long before the invention of the mobile phone. And now it will be saved from extinction on a volcanic island off the west coast of Africa. The language sounds like birdsong. It was used by the people on the island to communicate up to three kilometres across the deep valleys. With the opening of the island to tourism and the arrival of the telephone, Silbo Gomero had started to die out. Luckily, the island authorities realised what they were losing before it was too late. Since 1999, Silbo Gomero has been part of the school curriculum for children up to the age of 14. About 30,000 students spend 25 minutes a week learning it, which is enough to understand the basics.

(Now listen again.)

Key to Section A

Silbo Gomero

- Function: intended for (1) long-distance communication.
- Feature: sounds like (2) birdsong.
- Challenge: started to (3) die out because of (4) tourism and the arrival of the (5) telephone.
- Solution: introduced into the (6) school curriculum for teenagers.

Section B

Script

- **Task 1**

Most bilinguals can be classified into three general types. A compound bilingual learns two languages in the same environment so that he/she acquires one concept with two verbal expressions. A coordinate bilingual acquires the two languages in different contexts, so the words of the two languages belong to separate and independent systems. A subordinate bilingual learns a second language with the help of their first language — namely, their mother language dominates.

Script

- **Task 2**

They can be classified into three general types.

For example, let's take Gabriella, whose family immigrates to the US from Peru when she's two-years old. As a compound bilingual, Gabriella develops two linguistic codes simultaneously, with a single set of concepts, learning both English and Spanish as she begins to process the world around her.

Her teenage brother, on the other hand, might be a coordinate bilingual, working with two sets of

concepts, learning English in school, while continuing to speak Spanish at home and with friends.

Finally, Gabriella's parents are likely to be subordinate bilinguals who learn a secondary language by filtering it through their primary language.

- **Task 3**

Language ability is typically measured in two active parts, speaking and writing, and two passive parts, listening and reading. While a balanced bilingual has near equal abilities across the board in two languages, most bilinguals around the world know and use their languages in varying proportions. And depending on their situation and how they acquired each language, they can be classified into three general types.

For example, let's take Gabriella, whose family immigrates to the US from Peru when she's two-years old. As a compound bilingual, Gabriella develops two linguistic codes simultaneously, with a single set of concepts, learning both English and Spanish as she begins to process the world around her.

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Finally, Gabriella's parents are likely to be subordinate bilinguals who learn a secondary language by filtering it through their primary language.

It's well known that the brain's left hemisphere is more dominant and analytical in logical processes, while the right hemisphere is more active in emotional and social ones, though this is a matter of degree, not an absolute split. The fact that language involves both types of functions while lateralisation develops gradually with age, has led to the critical period hypothesis.

According to this theory, children learn languages more easily because the plasticity of their developing brains lets them use both hemispheres in language acquisition, while in most adults, language is lateralised to one hemisphere, usually the left. If this is true, learning a language in childhood may give you a more holistic grasp of its social and emotional contexts.

Conversely, recent research showed that people who learned a second language in adulthood exhibit less emotional bias and a more rational approach when confronting problems in the second language than in their native one. But regardless of when you acquire additional languages, being multilingual gives your brain some remarkable advantages.

While bilingualism may not necessarily make you smarter, it does make your brain more healthy, complex and actively engaged. When it comes to our brains, a little exercise can go a long way.

Key to Section B

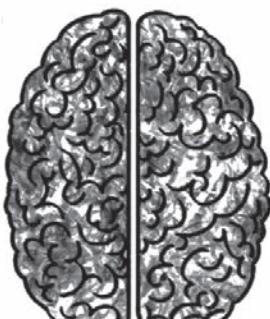
- **Task 1**

- (1) in the same environment
- (2) in different contexts
- (3) with the help of their first language

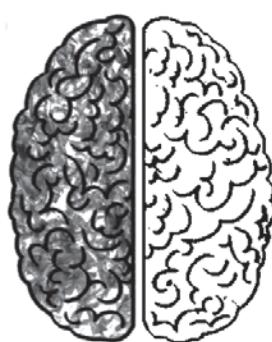
- **Task 2**

- (1) subordinate bilingual
- (2) compound bilingual
- (3) coordinate bilingual

- Task 3



(1)



(2)

The brain's left hemisphere is responsible for (3) logical processes, while the right hemisphere is more active in (4) emotional and social processes. Children use (5) both hemispheres when they acquire a second language. By contrast, most adults (6) usually use the left hemisphere. Therefore, a bilingual kid grasps social and emotional contexts, while a bilingual adult appears more rational.

Reading and Viewing

Section A

- (1) B (2) C (3) C (4) D (5) B (6) A
(7) C (8) D (9) B (10) B (11) C (12) D

Section B

- Task 1

- (1) 羊 (goat) (2) 水 (water) (3) 心 (heart)

- Task 2

- (1) B (2) E (3) A (4) F

Integrated Tasks

Section A

- Task 1

More and more people of all ages and backgrounds are learning languages today. In fact, there are benefits of being bilingual.

(1) It is widely recognised that learning a language is a great way to keep your brain healthy and sharp. Recent studies reveal that bilingual people's brains age more slowly (2) and therefore they live longer and more satisfying lives. (3) Learning a second language has an impact on outside-the-box thinking, promoting problem solving and creativity.

(4) In addition, learning a foreign language (5) exposes an individual to various customs and ideas from different cultures. Even if (6) it is very possible to learn about other cultures without knowing a second language, language learning really allows for a more immersive experience. (7) Furthermore, mastering a second language opens up a whole new range of social opportunities and can enhance language learners' social skills and confidence. As they use their language skills to connect with a wider range of people, bilingual people will improve their confidence in social situations more generally.

- **Task 2**

(Answer for reference)

If you are a travel enthusiast, learning languages is a must! Traveling is more fun and easier when there isn't a language barrier. You'll be able to talk directly with local people and make more friends along the way. Knowing what food to order without pointing at pictures and asking for directions when you get lost is also a bonus.

Learning a second language helps you reflect on your own language and gain a better talent for languages in general. The improved understanding of how language works, together with the experience you have already gained, makes it much easier to learn a third or fourth language.

Section B

- **Task 1**

(Answer for reference)

	when you felt bored
	when you got straight A's
	when your friend did you a great favour

- **Task 2**

Script

Listen to the passage about the rise of emojis and complete the summary.

Nowadays, emojis have become a vital tool for communication. The emoji was first invented in Japan in the late 1990s and the word “emoji” comes from the Japanese, meaning picture word. Why have we become so addicted to using emojis? One of the reasons is that they really do enable us to express our emotional selves much more effectively. So emojis are a sort of substitute for the visual signals or non-verbal hints we normally give when we speak to someone face-to-face. Another advantage of emojis is that they are an international language—they don't use words but tell a message in picture form so that they can be easily understood whatever your native language. However, the emojis you send call for some thought as they can sometimes be misinterpreted—if a friend sends you an emoji of a hammer, you may think he is angry when really he is saying he has hurt himself or he is awkward! But according to some experts, to many, emojis are an exciting evolution of the way we communicate; to others, they are the end of languages. They do show there is a lot more to our communication than words alone, but does this mean the decline in traditional writing?

Key to Task 2

Pros	Cons
<ul style="list-style-type: none">✓ Emojis, as a substitute for the visual signals or non-verbal hints, enable us to (1) <u>express (our) emotions more effectively.</u>✓ Emojis, which can (2) <u>be easily understood</u>, can be considered an international language.	<ul style="list-style-type: none">✗ Emojis you send (3) <u>call for/need/require some thought</u> because they can sometimes be misinterpreted.✗ The rise of emojis might mean (4) <u>the decline in traditional writing.</u>

• Task 3

(Answer for reference)

(Version 1) Our group is for the rise of emojis for the following reasons. Firstly, emojis can serve as a replacement for the visual signals or non-verbal hints, so they enable us to express our emotions more effectively. Secondly, emojis can be considered an international language because they can be easily understood. Thirdly, emojis are lively; therefore, the use of emojis adds a personal touch to the process of communication.

(Version 2) Our group is against the rise of emojis for the following reasons. Firstly, emojis can sometimes be misinterpreted, so the emojis we send call for some thought. Secondly, the rise of emojis might mean the decline in traditional writing because they seem to eliminate the need to express ourselves carefully and precisely with words. Thirdly, it is inappropriate to employ emojis on certain occasions; therefore, they might cause some negative impacts.

Extended Reading

Pre-reading questions

(Answer for reference)

My purposes include preparing myself for a future career, communicating effectively with foreigners and letting more people know about the Chinese culture. I'd like to pick up Japanese as my second foreign language because I love Japanese animations very much.

Food for thought

(Answer for reference)

1. It can help people to get jobs; it can increase people's cognitive abilities; it can provide insight into another way of thinking; it can improve social abilities.
2. Making foreign friends; forming study groups; downloading language-learning apps.
3. I think it a necessity to learn more languages. As globalisation is an irreversible trend, cross-cultural communication becomes obviously important. Mastering a foreign language instead of depending on translation apps enhances one's competitiveness. Besides, language is a reflection of culture. Learning a language is a process to learn a new way of thinking, which may cultivate

people into more all-round ones.

Challenge

(Answer for reference)

Cost

Learning a foreign language can be expensive, especially if you take college courses or pay for private tutoring. It's possible to learn a foreign language from books or computer programmes, which often cost less, but practicing speaking with others usually makes learning more fun and effective.

Difficulty

Learning a foreign language is challenging. Many languages have different systems of grammar, and some languages use a completely different alphabet and different sounds. And learning thousands of new vocabulary words isn't easy, either.

Opportunity cost

The opportunity cost of studying a foreign language is the value of what you could do instead. Studying a foreign language requires a significant investment of your time, effort and money. You could do something else with those resources, such as spend time with your family, improve your math skills, increase your reading speed, plant a garden, exercise or learn a hobby, such as knitting.

Unit 3 Charity

Grammar in Use

Section A

- (1) guiding a child along a path
- (2) The game's being launched successfully
- (3) making dangerous trips just to reach their nearest school
- (4) installing solar-powered lighting
- (5) pushing WeChat users to send digital funds
- (6) Engaging users through a fun game on the Internet

Section B

- Task 1

(Answer for reference)

Taking part in charity is not just for adults. When kids give to charity, they start to learn the feeling of being grateful. They become grateful for what they have and grateful for others who are thankful for their act of giving. When they grow up, they will often continue to give back to charity.

- Task 2

- | | | | | |
|------------|--------------------|-------------------------------------|----------------|----------|
| (1) than | (2) inspiring | (3) to create | (4) who / that | (5) what |
| (6) builds | (7) less fortunate | (8) constructing/having constructed | (9) that | (10) how |

Vocabulary Focus

Section A

1. (1) are prompted to give;
(2) which ones to give a donation to
2. (3) their donations play a role in helping someone;
(4) tend to feel empathic for / may relate to / may empathise with people who suffer from that disease;
(5) take into account the costs and benefits of giving;
(6) donate their gifts to charity due to the tax breaks

Section B

- | | | | | |
|-----------------|------------------|------------------|------------------|----------------|
| (1) tricky | (2) slipped into | (3) leading | (4) confused | (5) priorities |
| (6) focusing on | (7) fallen apart | (8) homelessness | (9) participants | (10) inspire |

Listening and Viewing

Section A

Script 

Listen and complete the tasks.

- Task 1

Listen to Tracy's interview with Peter, a pioneer in public welfare. Judge whether the statements are

True (T), False (F) or Not Given (NG). Correct the false statements.

W: Welcome to tonight's Legendary Lives. I'm Tracy. Tonight, we're very honoured to invite Peter Chen, co-founder of Aidcom and also founder and honorary chairman of Aidcom Charity Foundation. Welcome, Peter.

M: Thank you, Tracy. It's a pleasure to be here.

W: Peter, many of us have heard of “66 Charity”, but what is it really about?

M: Well... "66 Charity" is an annual charity day. It aims at calling on more netizens to participate in public welfare through interactive online activities.

W: Sounds interesting... It's quite different from the traditional charity, isn't it?

M: Yes. Traditionally, in other countries, volunteers from different non-governmental organisations carry buckets to collect funds from passers-by. However, Chinese donors are more familiar with tapping the “Donate” button on their phones to deal with digital transfers.

W: Wow... Are you pioneering new means to inspire public participation in charity?

M: Actually, our company is exploring some innovations intended to push charity work forward in China. We're very excited about this...

W: I see. By the way... tell us, Peter, why did you throw yourself into the charity work?

M: I am a Sichuan local. In the 2008 Wenchuan earthquake, I signed up to be a volunteer. The earthquake was a lesson.

W: What do you mean by learning a lesson from the earthquake?

M: We could have distributed the resources better with a more advanced digital operation system.

W: So, what Aidcom is doing is to digitalise China's traditional charity, isn't it?

M: Definitely. And we are also trying very hard to establish a more convenient, transparent and open platform.

W: Very challenging but meaningful work! We're glad to be a part of this. Thank you for being with us, Peter.

M: My pleasure!

- Task 2

Listen agai

Key to Section A

- Task 1

(1) F (“66 C

(4) F (Peter's experience in the Wenchuan earthquake prompts him to get involved in charity.)

- Task 2

Section B

Script

Together with Crisis supporters we know that we can end homelessness for good.

Homelessness doesn't always come about or look the way you might think. There are all sorts of reasons homelessness happens. It could be rent going up too fast to keep up with and being evicted or lack of support for a young person leaving care or being made redundant and then housing benefits aren't enough to pay the rent.

These pressures can push people to the brink of or into homelessness. In Britain, we look after each other. We should all have a decent quality of life and we all need a home so we can thrive. At Crisis we know anyone can get out of homelessness with the right support.

Throughout the year, our expert coaches and tutors help people to rebuild their lives through advice with finding a job and somewhere to rent, support with health and well-being, developing knowledge and skills through education and training.

Homelessness hurts us all, but together we can end it.

Key to Section B

- **Task 1**

(Answer for reference)

We all need a home so that we can learn to share and love.

- **Task 2**

(1) rent is going up too fast (2) leaves care (3) receive enough house benefits

- **Task 3**

(Answer for reference)

(1) how to find a job, rent an apartment, gain health support

(2) education and training to develop knowledge and skills

(3) The reason why Crisis experts don't directly donate money is that although giving cash to cash-needy people is an efficient way to provide aid, there's no guarantee that the money will be spent wisely and the person receiving help will gain benefits in the long term. In addition, it is more helpful to teach people how to fish than just give them fish.

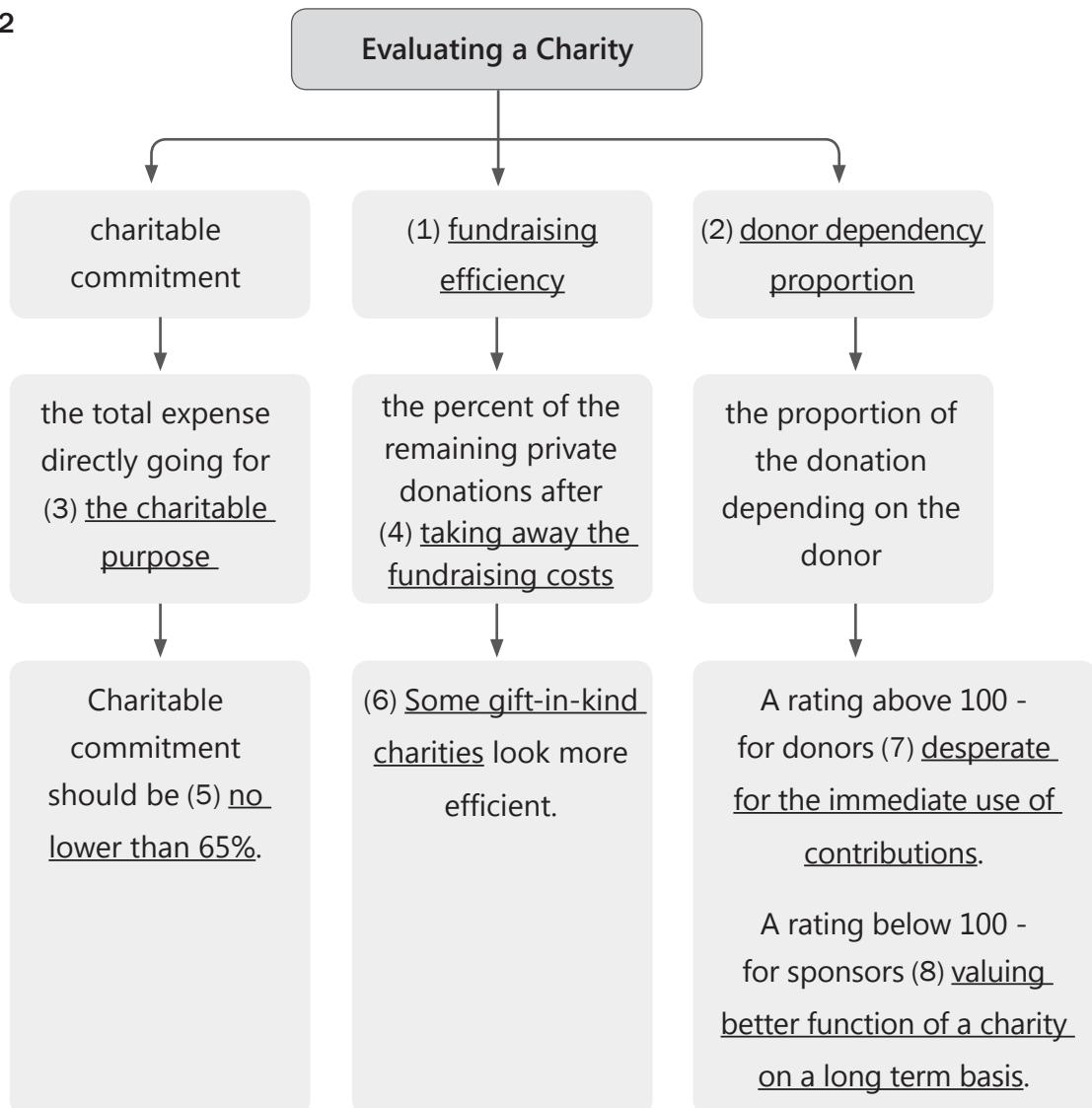
Reading and Viewing

Section A

- **Task 1**

(1) B (2) C (3) B (4) A (5) D (6) A
(7) B (8) A (9) C (10) B (11) C (12) D

- Task 2



Section B

- (1) C (2) D (3) A (4) B

Integrated Tasks

Section A

- Task 1

(Answer for reference)

等待和盼望被选上的过程显然是令人沮丧的。对孩子而言，根据结果的不同，这个过程有时甚至会成为一段备受打击的经历。此外，就我们所谈论的许多慈善和筹款方式而言，捐助者最终都将受助者视作一成不变、无助且不愿自救的对象。在捐助者眼中，他们是怜悯的对象而非做慈善的伙伴。

- Task 2

In fact, (1) it is out of empathy that people are willing to sponsor some children in trouble. Donors never intend to hurt them though it sometimes happens. So, why not (2) change this funding model and involve the children who receive donation in the selection process? On the one hand, (3) both parties will better understand each other and be responsible for their own choices. (4) On the other hand, when they recall this experience in the future, they will find that acts of kindness will bring about more goodness

in the world, which is a great blessing to both others and themselves.

Section B

- Task 1

(Answer for reference)

Stories of Kid Charities

Names	Events	Missions
Kids Saving the Rainforest	preserving wildlife, conducting original scientific research, training volunteers and promoting conservation	<u>to protect the diverse wildlife of Costa Rica's Pacific coast</u>
Hoops of Hope	<u>providing access to food, clothing, shelter, a new school, dormitories, a computer lab, two medical centres and more</u>	to help many orphans who suffer from AIDS
Care Bags 4 kids	<u>creating and distributing care bags with essential and comforting items for needy children aged baby to 18 years</u>	<u>to provide services to thousands of kids worldwide as a nationally-recognised nonprofit</u>

- Task 2

(Answer for reference)

@ Austin Gutwein

I'm really looking forward to the next basketball free throw game. I'll be there. See you soon!

@ Annie Wignall

New Year's coming... Why not pack some small gifts in the bags? Kids deserve the surprises.

- Task 3

(Answer for reference)

Name: OSSC (Online-Surfing-Safe Centre)

Events

- Design a handbook that offers guidelines about safe online surfing
- Promote campaigns to draw more attention to the issue of online game addiction and appeal for more safety features on the Internet
- Organise outdoor activities at weekends to help young people set up healthy relationships with their family members and peers

Missions

- To protect children and adolescents against online abuse
- To prevent young people from online game addiction
- To encourage young people to engage in outdoor activities

(A poster for reference)

ABOUT US

We are a group of teenagers aiming to help our peers become online masters rather than online slaves.

- Guidelines about safe online surfing
- Secrets of staying away from online game addiction
- Outdoor activities at weekends

Please JOIN US!

*For more information, please contact ***, Tel: ******



Extended Reading

Pre-reading questions

(Answer for reference)

The picture illustrates a Chinese idiom “offering fuel in snowy weather”, which means providing timely help or support. During Song Taizong’s reign, there was a very heavy snow one winter. It was freezing cold, and Song Taizong was resting in the palace, warming himself by the fire and tasting all kinds of delicacies. The snow drifting outside reminded him of the poor people who were starving and freezing for a lack of life’s necessities. Therefore, Song Taizong immediately sent his officials to distribute grain and charcoal to the poor as well as to isolated old people. Thanks to this, they could eat and keep themselves warm.

Food for thought

(Answer for reference)

1. When Zhang saw many poor people in his hometown suffer from severely frostbitten ears in the winter, he created “jiao’er” to strengthen the body to resist cold, thus healing everyone’s ears.
2. Zi Rudao purchased many melons along with other food to be distributed to his neighbours. He did not worry about himself but personally delivered the food to every household in the area at the risk of his own life.
3. It is the spirit of caring about the needs and happiness of other people more than one’s own. For example, in Eastern Jin Dynasty, the famous calligrapher Wang Xizhi met a poor old woman selling a basket of bamboo fans at the market. Since no one was interested in the woman’s fans, Wang felt very sympathetic, so he determined to lend a hand by inscribing every fan. It immediately attracted a crowd and the basket of bamboo fans was quickly sold out.

Challenge

(Answer for reference)

Tin Ka Ping, also known as K. P. Tin or Tian Jiabing, was a Hong Kong-based entrepreneur and philanthropist. Tin became involved in philanthropy in the 1960s and 1970s. In 1982, he donated more than a billion Hong Kong dollars, which was about 80% of his wealth, to establish the Tin Ka Ping Foundation, dedicated to making donations in education, medical care, transportation, and other public facilities. In 2009, he transferred the rest of his assets into the foundation and retired from its active management.

Having been forced to quit school in his childhood, Tin dedicated much of his resources to funding education. Starting in the 1980s, Tin made donations to 93 universities, 166 secondary schools, 41 elementary schools, and 19 specialised schools and kindergartens. He also funded 1,800 libraries in rural schools, 29 hospitals, and 130 bridges and roads. There are schools bearing his name in every province, municipality, and autonomous region in China, and he has been honoured as the “Father of 100 Schools”.

Unit 4 Disaster Survival

Grammar in Use

Section A

- **Task 1**

- (1) depending on how bad the damage is
- (2) avoiding using candles and matches
- (3) people's relying so much on their phones
- (4) not carrying a wallet with important numbers
- (5) having reviewed and tested various products/after reviewing and testing various products

- **Task 2**

(Answer for reference)

No.5 An Emergency Radio

An emergency radio is worth investing in, as it can receive both AM and FM signals and get reception from the weather stations providing reliable emergency information after a major disaster. If possible, get a radio that can be charged in multiple ways, including solar, hand crank and rechargeable USB battery.

Section B

- | | | | | |
|-------------|------------------|--------------|-----------|----------------|
| (1) rising | (2) going | (3) evolving | (4) to do | (5) Visited |
| (6) just as | (7) is wrestling | (8) Standing | (9) but | (10) to repair |

Vocabulary Focus

Section A

Down

- | | | | | | |
|-------------|-------------|------------|-------------|---------|----------|
| (1) stretch | (3) explode | (5) backup | (6) furious | (8) raw | (9) sway |
|-------------|-------------|------------|-------------|---------|----------|

Across

- | | | | | | |
|---------|------------|-----------------|------------|-------------|-----------|
| (2) kit | (4) ensure | (6) frantically | (7) secure | (9) shatter | (10) pour |
|---------|------------|-----------------|------------|-------------|-----------|

Section B

1. (1) called on non-governmental organisations to make joint efforts;
(2) ten men gathering/gathered together
2. (3) pause to take a breath;
(4) was burst open by the rescue workers;
(5) stuck out her arm from the crack crying for help;
(6) give up on her pursuit/dream of becoming a ballet dancer

Section C

- | | | | | |
|--------------|----------------|-----------------|---------------|------------------------|
| (1) measured | (2) tumbling | (3) buried in | (4) struck | (5) damage to |
| (6) unsafe | (7) waterproof | (8) circulating | (9) initially | (10) cautioned against |

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: Hello everyone, this is Shawn from Sky News and the beautiful lady next to me is our guest speaker today, Dr Hirayama from Tokyo.

W: Thank you for having me here, Shawn. It is a great honour for me to share my experiences in the Tohoku tsunami in Japan.

M: Back then, you were a freshman at Keio University, right?

Q: What can we learn about the woman?

2. M: The special effects in the disaster movie are so lifelike that I could actually feel the desperation of the drowning people.

W: Well, I got goosebumps while watching the movie. I was actually in a flood once, but it was not a disaster. I don't think it was a disaster because I didn't die though, but it was really scary.

M: I'm sorry to bring it up. It surely isn't a pleasant movie to watch.

Q: What can we learn from the conversation?

3. W: I heard that our neighbour Mr Harrison was fined yesterday for watering his front yard. What's the deal?

M: Don't you know that California has severe droughts in summertime for lack of rainfall?

W: Oh, no wonder you are taking shorter showers now. Action does speak louder than words.

Q: What does the man imply about Mr Harrison?

4. W: Dad, I've learned a new word in my geography class today—avalanche—but I can't quite understand its meaning.

M: Ever seen a vast amount of land moving downward on a slope and carrying most things in its path? When this occurs with dry land, we call it a landslide; when the land is covered in snow, that's an avalanche.

W: No wonder our teacher also calls it "snowslide".

Q: What is the man trying to do?

5. M: Remember the tornado in the book The Wizard of Oz? Dorothy was living in Kansas, a state that frequently falls victim to tornadoes.

W: Right! It was after the tornado hit the farm that Dorothy and her dog Toto found themselves in a strange land.

M: This explains why most households in the central U.S. have a storm shelter underground.

Q: What can we learn from the conversation?

Key to Section A

(1) C (2) D (3) B (4) D (5) A

Section B



- **Task 1**

Listen to a speaker talking about disasters and fill in the blanks.

Disasters create large humanitarian and development challenges. The frequency and severity of

disasters have increased over the last few years also as a result of climate change.

More than 226 million people are affected by disasters every year. More than 680,000 people died in earthquakes between 2000 and 2010, mainly due to poorly constructed buildings. Since 1980, drought and associated famine have claimed nearly 558,000 lives and affected more than 1.6 billion people. Cyclones, hurricanes and typhoons affect 37 million people.

It is thus important to keep in mind that disasters are not natural. They only occur when people lack preparedness or the ability to cope with hazards.

- **Task 2**

Disasters create large humanitarian and development challenges. The frequency and severity of disasters have increased over the last few years also as a result of climate change.

More than 226 million people are affected by disasters every year. More than 680,000 people died in earthquakes between 2000 and 2010, mainly due to poorly constructed buildings. Since 1980, drought and associated famine have claimed nearly 558,000 lives and affected more than 1.6 billion people. Cyclones, hurricanes and typhoons affect 37 million people.

It is thus important to keep in mind that disasters are not natural. They only occur when people lack preparedness or the ability to cope with hazards.

We can use the following formula...

While education systems are greatly affected by disasters, they are also part of the solution.

Education on disaster risk reduction can provide life-saving information and skills that protect children and young people during and after disasters. Education has a vital role to play in preparing communities and building disaster-resilient societies and save lives.

Schools should be built to be disaster proof. In the case of Japan this saved many children who survived because they were in school. Disaster Risk Reduction should be introduced into school curricula and programs. This will ensure that learners understand the causes and consequences of disasters and know how to act when a disaster strikes.

Learners should also participate, for example, in mapping school hazards, risks and vulnerabilities around them and in developing school disaster preparation plans. This gives them the opportunity to learn by doing as well as testing their newly acquired knowledge in practice.

The entire learning community should work on safety measures in preparation for a disaster.

Key to Section B

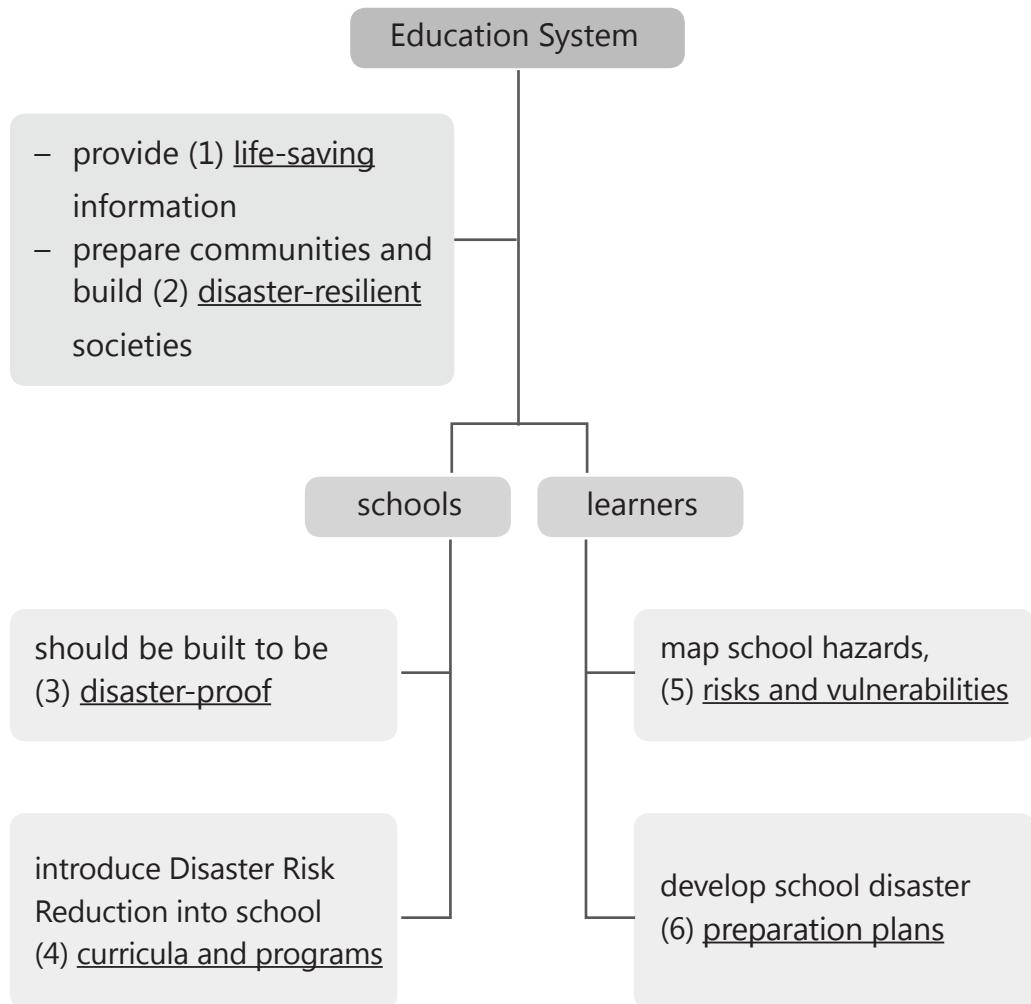
- **Task 1**

- (1) 558,000
- (2) earthquake
- (3) 680,000
- (4) cyclone, hurricane and typhoon
- (5) 37 million

- **Task 2**

- (1) A D
- (2) B C

- Task 3



- Task 4

(Answer for reference)

When a natural disaster occurs, its risk is naturally in proportion to its intensity and severity and to the vulnerability of the disaster-stricken area. However, when the societal system of this area, especially its education system, is fully prepared for the disaster and when the schools and learners there are highly aware of the preventive measures, the risk can be minimised.

Reading and Viewing

Section A

- | | | | | | |
|-------|-------|-------|--------|--------|--------|
| (1) C | (2) B | (3) A | (4) C | (5) D | (6) D |
| (7) A | (8) C | (9) B | (10) D | (11) C | (12) D |

Section B

- Task 1

(Answer for reference)

- (1) 40 (2) -10

- **Task 2**

- (1) F (2) C (3) A (4) B

Integrated Tasks

Section A

- (1) responds to emergencies and provides critical aid
- (2) stand ready to ensure both immediate supplies and long-term necessities
- (3) are now calling on student volunteers to get involved in volunteer projects/programmes
- (4) Clear away the rubble and debris and begin the rebuilding process
- (5) Provide counselling for kids with behavioral and emotional problems
- (6) Grab the opportunity to make a difference and take the time to really experience giving

Section B

Script

Listen and complete the tasks.

- **Task 1**

Tornado chasers are those who brave severe weather, closely monitor and film tornadoes. Listen to the interview of three tornado chasers and complete the table.

Last spring, some daring storm chasers came close to violent tornadoes at the risks of their lives while filming some of the most dramatic storm scenes ever. But the videos have raised questions about how aggressive tornado chasers should be, whether for the thrill or for research.

Three noted chasers Chuck, Victor and Darin reveal a diversity of perspectives on some challenging questions.

Question: Is there such a thing as being too close to a tornado?

Chuck: Yes, of course there's such a thing! Being too close is defined by the obvious: when you suffer injuries or damage from the tornado.

Victor: I'm indifferent about the desire to get to the edge of danger. Personally, I try to stay at safe distances from tornadoes out of respect for nature.

Darin: It's all a judgement call in the moment, to be honest. If a tornado appears weaker, you can get closer while being on guard and having an escape plan. If the tornado is violent, you just have to lay off and give more room for the storm to do its thing.

Question: Do you think "extreme storm chasing" encourages "copycat" chasing from those who are inexperienced and unaware of the risks?

Chuck: Yes, I see that very problem. I know for myself that I'd be very much concerned if someone had been killed following my example.

Victor: There is no doubt that "copycat" activities are occurring. In reality, if someone chooses to back off from a storm, there will always be someone willing to get closer and get the "money" shot.

Darin: Ultimately, you can't keep anyone from chasing. We just hope they educate themselves and stay further away from tornadoes until they get more experience.

Key to Section B

- **Task 1**

- | | |
|-------------------------------|-------------------------------------|
| (1) suffer injuries or damage | (2) stay at safe distances |
| (3) being on guard | (4) get the “money” shot/make money |
| (5) stay further away | |

- **Task 2**

(Answer for reference)

They learned about a group of people who would closely follow tornadoes in their cars, filming with cell phones, cameras and video recorders in their hands. Li Lei believed it was quite brave of them in that they could help report the disaster and collect firsthand data for scientific purposes. However, Wang Hui frowned upon this kind of behaviour because he thought those thrill-seekers ran the risk of losing their lives, which should never be encouraged.

- **Task 3**

(Answer for reference)

I don't think tornado chasing is worth trying, because the damage it causes is irreversible. With the rapid development of technology, we may use artificial intelligence robots or drones to closely record and observe tornadoes without suffering losses. Also, the data they collect are more accurate and can be processed more easily.

Extended Reading

Pre-reading questions

(Answer for reference)

If I were a survivor, I would agree with the mayor's decision. I consider the process of rebuilding our home as the process of reinventing ourselves. When we try to find new opportunities for a living, we may discover something unimaginable in ourselves as well.

Food for thought

(Answer for reference)

1. Relocating after a disaster moves people out of places that run a high risk of being struck by natural disasters again; it also keeps them from transferring risks to others. Sometimes, relocating provides people with an opportunity to develop new business and utilise new resources.
2. Some people may see little hope in starting a new life or establishing a new career elsewhere. Others may be emotionally attached to their hometowns so that they would rather take the risk of being struck by natural disasters again than relocate.

Challenge

(Answer for reference)

My opinion: I would choose to rebuild.

My reasons: When a landslide occurs in city X, rescue teams and emergency supplies can get there fairly soon as it is accessible via highway. Therefore, relief efforts and the rebuilding process

can be started more smoothly. Also, it takes much less time and efforts to reinvent a city's identity than to physically reconstruct that city. City X, with its rich intangible cultural and historical heritage, will surely regain its glory after a natural disaster. On the other hand, taking preventive measures, such as building dams may help reduce the likelihood of future landslides.

My opinion: I would choose to retreat.

My reasons: With a fairly small population and its slightly below average socio-economic status, city X may be brought to life in a new location. As it is only 100 kilometres away from the sea, it is likely to be relocated to the nearest available coastal area where it can put down roots. The more adequate resources and the more accessible location may open up endless possibilities for its pillar industries, such as tourism, transport, energy, etc.

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. M: What should we do on Sunday? I was hoping to see the Monet exhibition and have a brunch nearby.
W: The weather is so nice at the moment. I'd rather do something outside.
Q: What is the woman most probably going to do?
2. W: Big news! Olivia and Ryan donated two million dollars to migrant children.
M: Oh, this isn't the first time the couple have committed their support to charitable organisations.
Q: What are the two speakers talking about?
3. W: Hey, John, can you recommend some distinguished non-profit organisations in your country?
M: There are many domestic ones, but speaking of distinguished ones, none come to mind.
Q: What does the man think of non-profit organisations in his country?
4. M: I am thinking about taking Spanish as a minor next term.
W: Wow, another foreign language. How do you cope with your major? I suppose you will be an excellent linguist rather than a programmer.
Q: What can be learned about the man?
5. M: The bus is running behind schedule. I'm not sure if we'll make the 8:00 show.
W: All right, look, the weather is so comfortable. Let's try to get there on foot. And if we don't make it, we'll just have dinner near the theatre.
Q: What does the woman suggest they do?

Key to Section A

- (1) A (2) A (3) C (4) D (5) D

Section B

Script

Listen to the passage and choose the best answer to each of the questions. The passage will be read twice, but the questions will be spoken only once.

When you make a speech, forget fancy slides; instead, keep your speech simple. Focus on one theme and eliminate everything else. And then, take the following suggestions:

Use interesting stories. People always struggle while writing speeches when all they have to do is to find a message and three great stories to prove it. Those speeches are also easier to deliver because you can recall a story from memory and tell it from your heart.

Be relevant to your audience. Ask yourself what problem the audience wants to solve and talk about that problem first. Then, and only then, talk about your solution to that problem.

Skip the thank yous, and jump right in. People often make the mistake of starting speeches by thanking the introducer or expressing their happiness at being there. Instead, you should get right into the story and let the audience know what your talk will be about.

Practice your speech beforehand. You would do better practicing in the shower and running the speech in your head rather than practicing in front of a mirror, which is distracting. You do have to practice out loud, hopefully with a small audience, and try to replace filler words like “um,” or “so” with silence.

(Now listen again.)

Questions:

6. What does the speaker mainly talk about?
7. What suggestion does the speaker give?
8. According to the speaker, what can we do while preparing a speech?

Key to Section B

(6) B (7) C (8) D

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.

W: Good morning, Professor Thompson. Could you spare me a moment to discuss my research project?

M: Sure, Daisy. You are looking at climate changes in the eastern region of the country, right? What have you got so far?

W: I've got all my data, so I'm starting to conclude it now, preparing graphs and stuff. But I'm afraid that it's not enough, and I'm not sure what else to put in the paper.

M: Think about this, if you were going to explain your research project to someone with general knowledge about the topic, like... like your parents, what would you need to include? That's usually what I ask myself: would my parents understand this? Scientists should always bear their public readers in mind.

W: OK. I get it. Plus, you suggested keeping a research diary. Shall I include the notes from it?

M: Yes, definitely. You should use them to indicate how your thoughts have developed through time. For example, what was the purpose of your research, what you did, and what your approach was.

W: OK. So, I studied weather records; I looked at climate charts; I used different methods for analysing the data, like certain data tests; and then I discuss the results. Is that what you mean?

M: Yes, that's right. You should include all of that. The data tests are especially important. And also be sure you include a good reference section, that is, showing where all your published and unpublished data came from.

W: OK. Your suggestions are very helpful.

M: I'd be happy to look over a draft version before you hand in your copy, if you wish.

W: Great. I'll plan to get you a draft of the paper by next Friday. Thanks a lot. See you later.

M: Sure, no problem. Bye.

(Now listen again.)

Questions:

9. What is the subject of the woman's research project?
10. What did the man suggest about the content of the woman's research paper?
11. According to the man, how does keeping a research diary help the woman?
12. What does the man say about the purpose of the reference section?

Key to Section C

(9) B (10) D (11) D (12) B

Grammar

- | | | | |
|--------------------------------|-----------------|----------------------|-------------------|
| (1) when/after | (2) until | (3) set | (4) was diagnosed |
| (5) due to/because of/owing to | | (6) defining | (7) would |
| (8) what/all | (9) has shelved | (10) more employable | |

Vocabulary

- | | | | |
|----------------|------------------|------------------|----------------|
| (1) critically | (2) preservation | (3) reintroduced | (4) reviving |
| (5) extinct | (6) fluent | (7) volunteering | (8) endangered |
| (9) diversity | (10) widely | | |

Reading Comprehension

Section A

- | | | | | | |
|-------|-------|-------|--------|--------|--------|
| (1) B | (2) D | (3) C | (4) B | (5) A | (6) A |
| (7) D | (8) B | (9) C | (10) A | (11) D | (12) C |

Section B

- (13) A (14) D (15) D (16) B

Section C

- (17) E (18) A (19) F (20) C

Summary Writing

(Answer for reference)

Many indigenous languages will become extinct because younger people don't learn to speak them as they are less used in daily life.

Translation

1. The government called on people from all walks of life to donate money and supplies to help people to rebuild their homes.
2. To teach the kids to know how to be, the parents involved them in actively planning the charity event.
3. Learning a new language feels like opening up a new world, which is a wonderful gateway to understanding different cultures.

4. We should be fully aware that in the process of pursuing scientific truth, we have to face a lot of difficulties and hardships.

Guided Writing

(Answer for reference)

Dear Sir or Madam,

It is estimated that, if nothing is done, half of the 6,000 plus languages spoken today will disappear by the end of the 21st century. However, saving a language can be a tough and, at times, impossible job. I can't wait to state my viewpoint — Difficult as it may be, it is undoubtedly vital to take action. There are two reasons as follows.

First, a language stands for the uniqueness of a group, no matter whether it is Zulu's forty shades of green or Eskimo's hundred types of snow. Extinctions of whichever language will be a loss to us all. The shared wisdom created by peoples should be treasured.

Second, languages can be a bridge connecting thoughts and cultures, just like the Rosetta Stone. The discovery of the stone was accomplished as a result of countless linguists devoting their entire lives to the quest. Today, we don't have to wait for a new Rosetta Stone to understand marginalised, vanishing cultures. Just simply take action to protect their languages.

As Humbert said, "Absolutely nothing is so important to a nation as its language". The cultural importance to humanity as a whole of protecting languages is beyond estimation. I hope you can take my suggestions into account.

Best wishes.

Yours Sincerely,

Li Ming

Speaking

Section B

Script

You will hear a short passage. The passage will be read twice. After you hear the passage, answer the first question with the information you hear and the second in your own opinion.

UNICEF works in the world's toughest places to reach the most disadvantaged children and adolescents – and to protect the rights of every child, everywhere. Across more than 190 countries and territories, we do whatever it takes to help children survive, thrive and fulfill their potential, from early childhood through adolescence.

We support child health and nutrition, safe water and sanitation, quality education and skill building, and the protection of children and adolescents from violence and exploitation.

Before, during and after humanitarian emergencies, UNICEF is on the ground, bringing lifesaving help and hope to children and families. Non-political and impartial, we are never neutral when it comes to defending children's rights and safeguarding their lives and futures.

And we never give up.

(Now listen again.)

Key to Section B

(Answer for reference)

1. It supports child health and nutrition, clean water and sanitation, quality education and skill building, and the protection of children from violence and exploitation.
2. I would make three proposals. First, we should try to provide children with free essential vaccines, which protect them from certain diseases. Second, more clean water should be made available for children in poor areas. Last, children, as a group vulnerable to war and violence, should be better protected by the international community and provided shelter when in difficulty.

Section C

(Answer for reference)

Mike was surfing the Internet checking the latest news of the day. He was reading a piece of “news” forecasting the aftershocks in his city. He was about to unhesitatingly press the “Forward” button when Mary stopped him in time. Mary thought it was irresponsible to spread unconfirmed information about natural disasters. When it comes to online news, especially items that potentially mean the difference between life and death, people had better confirm their authenticity before forwarding to family and friends, so as not to cause unnecessary panic.

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