

普通高中

# ENGLISH

# 英语

选择性  
必修  
第一册



教学参考资料

普通高中

# ENGLISH

# 英语

选择性  
必修  
第一册

主编：束定芳

教学参考资料

上海外语教育出版社

主 编：束定芳

副 主 编：王蓓蕾 徐继田 何幼平

分册主编：沈冬梅

编 者：王宏年 郑 璞 孙 馯 朱 彦

责任编辑：林 蔚

美术设计：戴玉倩

普通高中 英语 选择性必修第一册 教学参考资料

上海市中小学（幼儿园）课程改革委员会组织编写

---

出 版 发 行 上海外语教育出版社（上海市大连西路 558号）

印 刷 上海中华印刷有限公司

版 次 2021 年 6 月第 1 版

印 次 2024 年 7 月第 5 次

开 本 890 毫米×1240 毫米 1/16

印 张 16.625

字 数 563千字

书 号 ISBN 978-7-5446-6531-5

电子出版物号 ISBN 978-7-900950-00-0 (音视频)

定 价 69.90元 (含音视频资料)

---

版权所有 • 未经许可不得采用任何方式擅自复制或使用本产品任何部分 • 违者必究

如发现内容质量问题，请拨打电话 4008-213-263。

如发现印、装质量问题，影响阅读，请与上海外语教育出版社联系。 电话：021-65609540

全国物价举报电话：12315

**声明：**按照《中华人民共和国著作权法》第二十五条有关规定，我们已尽量寻找著作权人支付报酬。  
著作权人如有关于支付报酬事宜可及时与出版社联系。

# 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，同时提供文学角的参考译文、教学要求和教学建议，加强经典文学教学与赏析。

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

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

## 《高中英语》（上外版）教学参考资料板块说明

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

### 【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：

单元的课时分配建议

板块名称	课时（节数）	组合方式
Getting Started	3	内容与语言融合 (语篇互动)
Reading A 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。

# Contents

## 使用说明

ii

### Unit 1

#### Learning for Life

2

### Unit 2

#### Volunteering

18

### Unit 3

#### Adventuring

34

### Unit 4

#### Future Living

50

## Literature Corner

66

## 附录

70

### — 课文和文学角选文参考译文

70

### — 练习部分录音文本和参考答案

80

## In this unit, we are going to

- ▶ describe learning experiences;
- ▶ raise awareness of learning across subjects and cultures;
- ▶ rank factors in order of importance;
- ▶ identify supporting details in reading, and use personal experiences to support statements in writing.





# Unit 1

## Learning for Life

Real knowledge is to know the extent of one's ignorance.

— Confucius

### Getting Started

 Match each person below to his or her learning experiences. Do you know any other person's impressive learning experiences? Share them with your classmates.

- |                    |                    |
|--------------------|--------------------|
| (1) Tu Youyou      | (2) Helen Keller   |
| (3) Charles Darwin | (4) Nelson Mandela |

(3)	introduced his scientific theory after returning from a five-year journey around the world, during which he finished 770 pages of diaries and 1,750 pages of notes.
(1)	collected over 2,000 prescriptions by reading traditional Chinese medical books and interviewing experienced doctors.
(4)	learned a new language in prison and used that language to fight for his people's freedom.
(2)	was the first deaf-blind person to earn a BA degree and became an author and educator.

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自我”，主题群为“生活与学习”	<ul style="list-style-type: none"> <li>能描述自己的学习经历；</li> <li>能提升跨学科、跨文化的学习意识；</li> <li>能根据重要性对促学因素进行排序；</li> <li>能在阅读文本时识别支撑性细节，并在写作中运用个人经历论证观点。</li> </ul>
语篇类型	阅读语篇A	<ul style="list-style-type: none"> <li>能识别自传类记叙文的文体特征；</li> <li>能归纳非连续性文本的特征。</li> </ul>
	阅读语篇B	<ul style="list-style-type: none"> <li>能识别论说文的文体特征，明确“论点—论据”的逻辑关系和结构。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能抓住演讲语篇的结构和大意，识别演讲者的主要观点和论据。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能获取视频中画面、背景、声音、面部表情、动作等资源传达的信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、连读的变化表达意义、观点、意图和情感等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>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；</li> <li>能梳理有关学习主题的词汇，并运用部分词汇理解和表达相关信息与观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用常用时态，尤其要区别过去完成时、现在完成进行时和将来进行时的形式、意义与用法；</li> <li>能运用所学语法理解语篇意义，描述人物和事件，表达观点和意图。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能总结人物经历类记叙文的结构特征，即语篇的必要组成部分（指向、发展与结局），可选成分（点题、评价与呼应），以及表述话题的词汇语义网所体现的语言特征；</li> <li>能识别论说文的基本写作模式、语篇结构特征和论证方法的组成部分，以及与此相关的词汇语义网所体现的语言特征；</li> <li>能罗列演讲语篇的结构和语言特征；</li> <li>能总结新闻报道的语篇结构、标题特点和语言特征；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系，例如概括与例证关系。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能识别语篇的写作目的、读者对象，以及作者的观点、意图和情感等；</li> <li>能根据交际对象和交际场合选择得体的语言采访、交流或论述学习经历，表达个人的感想和观点。</li> </ul>

文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>• 能发现并探讨语篇中的文化现象与文化价值观念，如爱国、尊重、友爱、自信、自强等；</li> <li>• 能品读国内外有关学习的名言，感悟语言和文化的密切关系，体验语言美；</li> <li>• 能利用文化链接和文学角中培根《论学习》的片段对比国内外论学习的名篇，了解中外学习理念的异同。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能获取听力语篇中的内容要点和支撑性论据；</li> <li>• 能识别话语中加强或减弱语气以表达态度的词语。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在听、看的基础上，描述个人经历，表达观点；</li> <li>• 能参与采访活动的互动交流；</li> <li>• 能根据表达需要，设计合理的语篇结构；</li> <li>• 能用恰当的语气、语调、表情和手势表达意义。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能分析阅读语篇A中有关名人学习经历的非连续性文本，包括故事的指向、发展、结局和评价等；</li> <li>• 能讨论阅读语篇B《劝学》节选的主要观点与类比、排比等论证方式。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能根据标题预测语篇的体裁和结构；</li> <li>• 能识别语篇中的时间顺序；</li> <li>• 能归纳视频中多模态资源所传达的九旬老人学钢琴的励志经历和精神。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能根据网络投稿要求，运用自身或旁人的学习经历论证“在做中学”，撰写90–110词的语篇。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>• 能在听、看的过程中，借助标题、情景和关键词等，获取演讲及新闻报道的大意和细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能借助言语与非言语形式进行交流；</li> <li>• 能整合读、听、看各语篇中的相关信息，分析促进学习的主要因素，并结合自身经历作分析评价。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能根据不同语篇的衔接方式，识别语篇逻辑，区分记叙文和论说文的语篇结构特征；</li> <li>• 能在主旨信息与举例、个人经历之间建立有意义的联系；</li> <li>• 能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能在书面表达中运用个人经历来支撑或论证观点。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能根据自身情况制定合适的学习计划；</li> <li>• 能根据本单元的学习目标和内容，及时总结、反思、评价学习成效并调整，提高学习效率。</li> </ul>

# READING A

Learning is never limited to classrooms. Instead, it may occur at home, in the laboratory or in nature, which is well illustrated in the following excerpts from three biographies.



## LEARNING IS EVERYWHERE

### Marie Curie



Like my sisters and brothers, I started my study when I was only six years old. Because I was the youngest and smallest  
5 in the class, I was frequently brought forward to recite when there were

visitors. This was a great trial to me, because of my timidity; I wanted to run away and hide. My father, an excellent

10 educator, was interested in our work and knew how to help. He was very familiar with Polish and foreign poetry; he even composed poetry himself. His little poems on family events were our delight.

15 On Saturday evenings, he used to recite or read to us the masterpieces of Polish prose and poetry. These evenings were for us a great pleasure and a source of patriotic feelings. Gradually I acquired  
20 a strong taste for poetry, and I willingly learned by heart long passages from our great poets and recited to others.

# Getting Started

## 教学内容与要求

- 能通过回顾名人经历，激活已有知识；
- 能分享其他名人学习经历，激发对终身学习这个话题的兴趣；
- 能通过讨论各种学习经历，构建本单元主题的词汇语义网。

## 教学建议

- 1 Introduce the topic of learning by asking students questions like *How did you learn your skills? What do you want to learn the most? Do you find learning enjoyable? Can you share with us some of your learning methods/experience?*
- 2 Ask students some questions that might lead them to the text, such as *Do you know any famous people's learning experience(s)?* Write down the key information in students' answers on the blackboard.
- 3 Ask students to read the instructions carefully and then match the persons with their corresponding learning experiences. If students have difficulty in understanding some words, explain them with examples or have upper-level students explain them.  
Suggested Activities 见 page T17d.

# 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，包括时间、地点、人物、情节发展等；
- 能依据语篇必备要素（指向、发展和结局）的出现顺序概述所学语篇内容；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的写作目的、情感、态度和观点；
- 能发现并分享语篇展现的文化现象及其所隐含的价值观念，如爱国、友爱、自强等。

## 难句注释

1. **The fact that we worked on chemistry somehow got known at school, and I was nicknamed “Gas”.** (lines 37–39)  
句子由and连接的两个并列句组成，上句和下句的关系为因果关系。此外，上句的主语fact后跟了一个that引导的同位语从句，补充说明fact的内容，即达尔文和他的哥哥做化学实验这一事实。整句意为“不知怎么地，我们研究化学的事情在学校里流传开来，我因此得了个‘瓦斯’的绰号”。
2. **It was in the fields that I learned how to knock birds out of the sky with a slingshot, to gather wild honey and fruits, to drink warm, sweet milk straight from a cow, to swim in the clear, cold streams, and to catch fish with twine and sharpened bits of wire.** (lines 43–50)  
句中用了一个“It was + 地点状语 + that”的强调句结构，旨在强调“我”（曼德拉）学会了那么多技能的地点。整句意为“也正是在田野上，我学会了用弹弓打天上的飞鸟，采集野生蜂蜜和野果，直接喝奶牛温暖鲜甜的奶，在清冽的溪水里游泳，用细绳绑着削尖的金属丝捉鱼”。
3. **It bent its head, trying to unseat me, which it did, embarrassing me in front of my friends.** (lines 55–57)  
句中的trying和embarrassing两个伴随状语，分别修饰了驴在低下头那刻的企图和整个过程对“我”的影响；which引导的非限制性定语从句，强调驴真的把“我”甩下来了。整句意为“那头驴低下头急冲，想把我摔下去，还真把我给甩在地上，让我在朋友面前尴尬极了”。

## 词汇释义

### • frequently (line 5)

adv. often 频繁地；经常

**We frequently have lunch at this restaurant.**

我们经常在这家餐馆吃午餐。

frequency n. 频率；频繁

**Ten men compose the committee.** 委员会由十人组成。

composition n. 作文，作曲；[材]构成；合成物

be composed of 由……组成

### • trial (line 7)

n. an experience or a person that causes difficulties for sb 考验

**It's hard for you to imagine the daily trials of living in a poor country.** 你们很难想象在一个贫穷国家生活每天所要经历的各种考验。

a formal examination of evidence in court by a judge and often a jury, to decide if sb accused of a crime is guilty or not (法院的) 审讯，审理，审判

**The case never came to trial.** 这个案件从未开庭审理。

the process of testing the ability, quality or performance of sb/sth, especially before you make a final decision about them (对能力、质量、性能等) 试验，试用

**They have been treated with this drug in clinical trials.** 他们已在临床试验中接受过这种药物的治疗。

by/through trial and error 反复试验 (以得出最佳结果)

### • by heart (line 21)

单凭记忆，能背诵

**We should learn the new safety rules by heart.**

我们应该牢记新的安全法则。

### • experiment (line 28)

n. a scientific test that is done in order to study what happens and to gain new knowledge 实验；试验

**Many small birds guide themselves by the stars, as has been verified by experiment.** 许多小鸟靠星星导航，这已被实验所证实。

v. to do a scientific test to find out if a particular idea is true or to obtain more information 做试验，进行实验

**I would defend the right of scientists to experiment on animals.** 我会为科学家做动物实验的权利进行辩护。

experimental adj. 实验的；根据实验的；试验性的

### • somehow (line 38)

adv. for a reason that you do not know or understand 由于某种未知的原因，不知怎么地

**She looked different somehow.** 不知怎么地，她看上去变了。

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

**Don't worry. We'll get the money back somehow.** 别担心，我们总会把那些钱拿回来的。

### • gather (line 45)

v. to collect plants, fruit, etc. from a wide area 采集（植物、水果等）

**We gathered blackberries from the nearby**

**fields.** 我们在附近的田野采摘到一些黑莓。  
to come together, or bring people together, in one place to form a group 聚集；集合  
**A crowd gathered to watch the performance of the street performers.** 一群人聚拢来围观街头艺人的表演。

- **take turns (line 52)**

依次；轮流

**Dan and I usually take turns cooking.** 我和丹通常轮流做饭。

- **embarrass (line 56)**

v. to make sb feel shy, awkward or ashamed, especially in a social situation (尤指在社交场合) 使窘迫，使尴尬

**He didn't want to embarrass her by asking questions.** 他不想提问让她尴尬。

embarrassment n. 窘迫；难堪

embarrassed adj. 尴尬的；窘迫的

embarrassing adj. 使人尴尬的；令人为难的

- **dignity (line 59)**

n. a sense of your own importance and value  
自尊

**It is the common sense of modern society that old people can live with dignity.** 老年人可以有尊严地活着是现代社会的共识。

a calm and serious manner that deserves

respect 庄重；庄严；尊严

**She accepted the criticism with quiet dignity.**

她大度地接受了批评。

dignify v. 使高贵；增威严；授以荣誉

dignified adj. 庄严的；有尊严的；高贵的

retain/lose one's dignity 保留 / 失去体面

with dignity 有尊严地

- **suffer (line 63)**

v. to experience sth unpleasant, such as injury, defeat or loss 遭受；蒙受

**The peace process has suffered a serious blow now.** 该和平进程现已受到一次沉重的打击。

to be badly affected by a disease, pain, sadness, a lack of sth, etc. (因疾病、痛苦、悲伤等) 受苦，受难

**He made a hasty decision and now he is suffering for it.** 他当初匆忙决定，现在吃苦头了。

suffering n. 痛苦；苦难；折磨

- **defeat (line 64)**

v. to win against sb in a war, competition, sports game, etc. 击败；战胜

**He defeated the champion in three sets.** 他三盘击败了冠军。

n. failure to win or succeed 失败

**She was a woman who hated to admit defeat.** 她是个不愿认输的女人。

## 语篇分析

本文的语篇类型为记叙文。语篇内容是三位名人自叙的早期学习经历：一是著名科学家居里夫人回忆幼时在家跟随父亲品读波兰文学经典，因而壮阔胸怀、爱上诗歌的故事；二是著名博物学家达尔文讲述少时在花园工具房帮助哥哥做化学实验，领悟科学实验意义的故事；三是著名政治家曼德拉回忆儿时和伙伴们在户外骑驴，从中领悟到需友爱、尊重他人的故事。语篇结构是由三篇自传节选组合而成的非连续性文本。三段学习经历发生在不同的场景、时间，所学习的对象各有千秋。语言特征体现为采用了较多表现做事、言语和行为的动词，用第一人称和过去时回忆过往经历、表达感悟。主题意义在于学习不受时空与书本限制，可引导学生以名人为榜样，通过不同方式自主、自发地学习，学会观察、反思，让学习成为生活的一部分。

## 背景介绍

1. Marie Curie's experience is excerpted from *Pierre Curie: With Autobiographical Notes by Marie Curie* (1923); Charles Darwin's experience is an excerpt from *The Autobiography of Charles Darwin* (1882) edited by Francis Darwin; Nelson Mandela's experience is an excerpt from *Mandela's autobiography Long Walk to Freedom* (1995).
2. Marie Curie: Marie Curie (1867–1934) was a Polish-born French physicist, famous for her work on radioactivity and twice a winner of the Nobel Prize. With Henri Becquerel and her husband, Pierre Curie, she was awarded the 1903 Nobel Prize for Physics. Then she was the sole winner of the 1911 Nobel Prize for Chemistry. She was the first woman to win a Nobel Prize, and she is the only woman to win the award in two different fields.
3. Charles Darwin: Charles Darwin (1809–82) was an English naturalist whose works laid the foundation for evolutionary biology and theory. Darwin wrote his autobiography under the title *Recollections of the Development of My Mind and Character* in 1876. He wrote it for his family, but his son edited and published the autobiography five years after Darwin's death in 1882.
4. Nelson Mandela: Nelson Mandela (1918–2013) struggled for a multiethnic democracy in South Africa and was the country's first black president (1994–99). His negotiations in the early 1990s with South African President F.W. de Klerk helped end the country's apartheid system of racial segregation and ushered in a peaceful transition to majority rule. Mandela and de Klerk were jointly awarded the Nobel Prize for Peace in 1993 for their efforts.

## Personal Touch

---

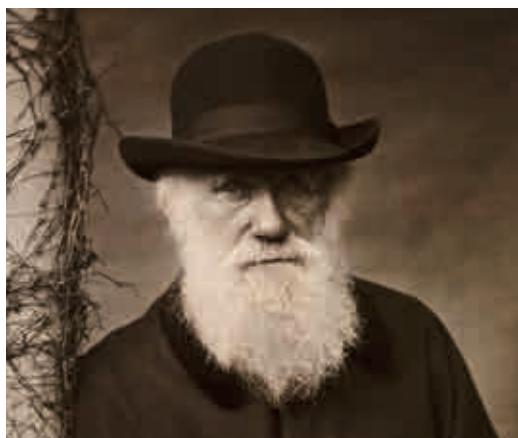
### 教学建议

1. Give students some time to think about whether they have had learning experiences similar to those mentioned in the text. Ask some students to share their answers and use sentences/phrases like *experience about success, failure, embarrassment or something that impresses you the most*. Or: *tell us your story, specifying where, when, who and what ... or What did you learn from that*, to help students finish their stories.
2. Alternatively, encourage students to discuss the quote “You can't change your past but you can learn from it and change your future.”

### 参考答案

My experience of learning how to make video presentations is in some way similar to what Darwin did. During the COVID-19 lockdown, two friends and I decided to share some useful learning materials with our classmates by producing short instructional videos. We worked intensively on the mini-project and finally made seven videos and uploaded them to our online learning platform. Though it was a mini-project, I learned many useful skills, such as editing audio and pictures with computer software. Since my video-making experience involves a lot of practice, experiments and collaboration, I think my learning experience is somewhat similar to Darwin's in that both are experiential and collaborative. (Answers may vary.)

## Charles Darwin



Towards the close of my school life,  
25 my brother worked hard at chemistry,  
and made a fair laboratory in the tool-  
house in the garden, and I was allowed  
to aid him in most of his experiments.  
He made all the gases and many  
30 compounds, and I read with great care  
several books on chemistry. The subject  
interested me greatly, and we used to  
go on working till rather late at night.  
This episode was the best part of my  
35 education at school, for it showed me  
practically the meaning of experimental  
science. The fact that we worked on  
chemistry somehow got known at  
school, and I was nicknamed "Gas."

## 40 Nelson Mandela

I was no more than five when I  
became a herd-boy, looking after sheep  
and calves in the fields. It was in the  
fields that I learned how to knock birds

45 out of the sky with a slingshot, to gather  
wild honey and fruits, to drink warm,  
sweet milk straight from a cow, to swim  
in the clear, cold streams, and to catch  
fish with twine and sharpened bits of  
50 wire. One day I learned my lesson from  
an unruly donkey. My friends and I had  
been taking turns climbing up and down  
its back and when my chance came I  
jumped on and the donkey rushed into  
55 a nearby bush. It bent its head, trying to  
unseat me, which it did, embarrassing  
me in front of my friends. Like the  
people of the East, Africans have a  
highly developed sense of dignity. I had  
60 lost face among my friends. Even though  
it was a donkey that unseated me, I  
learned that to shame another person  
is to make him suffer an unnecessarily  
cruel fate. Later even as a boy, I defeated  
65 my opponents without dishonouring  
them.



### ● Personal Touch



Do you have any learning experience similar to what is mentioned in the text? If yes, share it with your classmates.

## Digging In

### ● Comprehension

I. What do the three learning experiences have in common? List them from three aspects. An example is given.

- All of the three learning experiences took place outside the classroom.
- All of them are written in the first person/taken from autobiographies.
- All of them are early learning experiences of famous people.
- Each experience had exerted a great influence on the person.

II. Complete the table with information from the text.

**Reading Strategy      Identifying supporting details**



<b>Where</b> did learning occur?	<i>At home.</i>	In the laboratory.	<i>In the village.</i>
<b>Who</b> did he/she learn from?	Her father.	<i>His brother and chemistry books.</i>	<i>The donkey.</i>
<b>What</b> did he/she learn?	<i>She developed a taste for Polish poetry.</i>	<i>He learned the meaning of experimental science.</i>	It's unnecessarily cruel to shame a person.
<b>How</b> did he/she learn?	On Saturday evenings, her father used to recite or read the masterpieces of Polish prose and poetry to the family.	<i>Darwin helped his brother with his experiments and read books on chemistry with great care.</i>	<i>The donkey unseated Mandela, embarrassing him in front of his friends.</i>

III. Answer the questions.

1. Which of the learning experiences in the text is the most impressive to you? Why?
2. Can you list some experiences outside the classroom which have been helpful to your learning?
3. Can you recommend an autobiography that includes inspiring learning experiences?

# Comprehension

## 阅读策略

### Identifying supporting details

1. Get students to understand when one makes a general statement, one needs to have specific examples/details/reasons to support the general statement, otherwise it may not sound very convincing. For instance, when one says *Alex is a good student*, which is a general statement, one needs to list some specific examples, such as *Alex is good at his study and he often earns full scores in tests. He is also warm-hearted and often helps his classmates*, to support the statement. Ask students to figure out the general statements and their supporting details in the text.
2. Have students locate/find supporting details in the text. Remind them of the five essential elements of a story, namely, who, when, where, what and how. These five elements can be helpful in locating the details of famous people's learning experiences discussed in the text. Let students try this method in class.
3. Have students think about the relationship between the main idea and its supporting details. When they choose supporting details, to what extent are the details related to the main idea? Let students re-examine the main ideas and their supporting details in the text and encourage them to work out the answer.

## 教学建议

- I
1. Have students read the instructions carefully before reading and make sure they know what they are expected to do.
  2. If students have difficulty, cue them with questions like *When did each story take place? Did these experiences have impact on their lives and work? How did these experiences help them in their later careers?*
- II
1. Remind students of the basic elements of a story (who, when, where, what and how) and give them tips about how to locate the information when reading a story.
  2. Ask students to complete the table and then have some students share their answers.
  3. In explaining the table, emphasise the basic elements of a story and the relationship between the main ideas and their supporting details. Remind students that the main idea is general while supporting details are specific.
- III
1. Ask students to tell their favourite story/experience of the three and in case students give very brief answers, use questions like *Why do you like this one? Which part of the story impresses you most? Why?* to encourage them to talk more.
  2. When students have difficulty in telling their stories/experiences, help students with cues like *You may talk about a success, a failure, or simply a mistake, or even something you have read or heard about, or What is the story and what do you learn from that?* to encourage them to talk.
  3. Walk around the classroom and provide help when needed.

## 参考答案

- III
1. *Mandela's learning experience impressed me most because he came to realise the importance of respecting others from his embarrassing incident. (Answers may vary.)*
  2. *Participating in an English contest has improved my presentation skills. Working in community service has encouraged me to be open-minded and reach out to those in need. (Answers may vary.)*
  3. *I would like to recommend *The Story of My Life* by Helen Keller, in which the author's experience of learning the connection between the word water and the real thing water is beautifully described. (Answers may vary.)*

Suggested Activities 见 pages T17d-T17e.

## Vocabulary Focus

### 教学内容与要求

- 能在语境中熟悉词汇的意义和语用，发现作者的写作意图和态度；
- 能梳理有关学习主题的词汇，并运用部分词汇理解和表达相关信息与观点。

### 词汇分类

识别词汇△：polish, prose, patriotic, compound, nickname, herd-boy, calf, slingshot, twine, excerpt, unruly, donkey, unseat, bush, fate

运用词汇：frequently, trial, experiment, somehow, dignity, embarrass, suffer, defeat

常用词组：run away, by heart, take turns, lose face

### 教学建议

#### I Key Vocabulary

- Help students pick up the target words and expressions in context through interaction. (See suggested activities on pages T17e–T17g.)
- Ask students to read the passage and complete the exercise.
- Invite one or two students to share their answers.
- Explain the meanings and usages of the words that students have trouble with.

#### II Topic-Related Expressions

- Ask students to read aloud the given expressions.
- Allow students enough time to complete the exercise.
- Check students' answers and give feedback accordingly.
- Have students classify the expressions into four groups, namely, verbal phrases, noun phrases, prepositional phrases, adjective phrases. Then encourage students to come up with more expressions related to the topic and put them under the corresponding category.

Suggested Activities 见 pages T17e–T17g.

## ● Vocabulary Focus

### I. Key Vocabulary

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

bend      defeat      trial      cruel      educator      lose face  
masterpiece      unnecessarily      practically      recite      dignity      by heart

Today I read about the early learning experiences of three famous people: Marie Curie, Charles Darwin and Nelson Mandela. Young Curie was frequently asked to 1 recite in front of visitors. In the beginning, she considered it a(n) 2 trial because she was a timid little girl. Fortunately, her father kept reading Polish 3 masterpieces to the family on Saturday evenings. With the help of this great 4 educator, Curie gradually developed a taste for poetry and became willing to learn 5 by heart and recite poems. Young Darwin acquired a nickname of "Gas" because he used to help his brother with his experiments in making gases and compounds in their laboratory. By doing this, he learned, in a(n) 6 practical way, the real meaning of experimental science. In a manner different from that of the other two, young Mandela learned a lesson from a(n) 7 cruel incident with a donkey. It managed to unseat him while he was riding it. He 8 lost face and felt embarrassed. He learned that he would not 9 defeat his opponents by destroying their 10 dignity.

### II. Topic-Related Expressions

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

pioneering work      pursue further studies      struggle with      work on  
major breakthrough      win a scholarship      in an attempt to      stand out  
undergraduate study      be interested in

John Goodenough, born 1922, was awarded the Nobel Prize in Chemistry 2019 for his work on developing lithium-ion batteries.

As a child, Goodenough 1 struggled with dyslexia, a learning disorder marked by difficulty in reading and spelling. However, he taught himself to write and eventually 2 won a scholarship to a boarding school. The rigorous and highly structured education there paved the way for his 3 undergraduate study at Yale University, where he graduated with honours in mathematics. Shortly after World War II, Goodenough went to the University of Chicago to 4 pursue further studies. He studied physics, a complete new subject for him. But he earned a Ph.D. in 1952 and then went to work at MIT's Lincoln Laboratory. In 1976, he was invited to manage the Inorganic Chemistry Laboratory at Oxford University, where he researched the properties of materials 5 in an attempt to produce rechargeable batteries with higher energy density. His 6 pioneering work led to the invention of safer, faster-charging and longer-lasting rechargeable batteries for mobile

devices, electric vehicles and energy storage systems. Receiving the honour at the age of 97, he 7 stood out among his fellow Nobel laureates.

Goodenough had been told many times in his career that he was too old to succeed, but he had not taken it to heart. Now, at 97, he 8 works on/is working on the next breakthrough. He still goes to his laboratory every day, researching new types of batteries. He says, “I’m only 97. I still have time to go.”

## ● Grammar in Use

### Tenses (past perfect, present perfect continuous, future continuous)

#### I. Read the passage and think about why these tenses are used.

One day in August 1950, a steamship was sailing on the Pacific Ocean towards China. On the ship, a young man was looking in the direction of his homeland. “I will be working for my country soon,” he murmured. This man was Deng Jiaxian.

Since his childhood, Deng Jiaxian had been under the influence of his father, a well-known philosopher and educator. When Beijing was occupied by Japanese forces in 1937, the father told his son: “Our motherland has been suffering from the Japanese attack for so long. For the country’s dignity and future, you will be studying science when you grow up.” Later, after graduating from the National Southwest Associated University, Deng Jiaxian furthered his education at Purdue University. Just nine days after he had gained his degree, the Chinese nuclear physicist stepped on the ship back to his country.



### Grammar Highlights

Uses	Examples
We use the <b>past perfect</b> to describe something that happened before another thing in the past.	<ul style="list-style-type: none"><li>Since his childhood, Deng Jiaxian <b>had been under the influence</b> of his father.</li><li>Just nine days after he <b>had gained</b> his degree, the Chinese nuclear physicist stepped on the ship back to his country.</li></ul>
We use the present perfect to talk about things where there is a connection between the past and the present. We use the <b>present perfect continuous</b> when the focus is on an activity that is unfinished.	<ul style="list-style-type: none"><li>Our motherland <b>has been suffering</b> from the Japanese attack for so long.</li></ul>
We use the <b>future continuous</b> to talk about something that will be in progress at or around a time in the future.	<ul style="list-style-type: none"><li>I <b>will be working</b> for my country soon.</li><li>For the country’s dignity and future, you <b>will be studying</b> science when you grow up.</li></ul>

## Grammar in Use

### 教学内容与要求

- 能在语境中识别过去完成时、现在完成进行时与将来进行时的形式、意义和用法；
- 能在语境中恰当运用过去完成时、现在完成进行时与将来进行时；
- 能运用所学语法理解语篇意义，描述人物和事件，表达观点和意图。

### 参考答案

I I will be working ... (future continuous)

... had been under the influence ... (past perfect)

... has been suffering ... (present perfect continuous)

... will be studying ... (future continuous)

... had gained ... (past perfect)

This passage is about Deng Jiaxian's past learning experiences. Therefore, the past experiences should be described either in the past tense or the past perfect tense. The direct quotes are in the present tense or the future tense in general. (Detailed explanation is given in the Grammar Highlights.)

### 教学建议

I

1. Have students read the passage, ask them to pay special attention to the underlined parts where different tenses are used.
2. Have students read the Grammar Highlights to familiarise themselves with the forms and functions of the three tenses. Remind them of other tenses learned before and help them to distinguish one from another.
3. Explain the grammar rules with the examples, building on students' prior knowledge of tenses. If necessary, illustrate with more examples.
4. Ask students to apply what they have learned to explain why these tenses are used in the text, making sure they fully understand the functions of the new tenses.

**II**

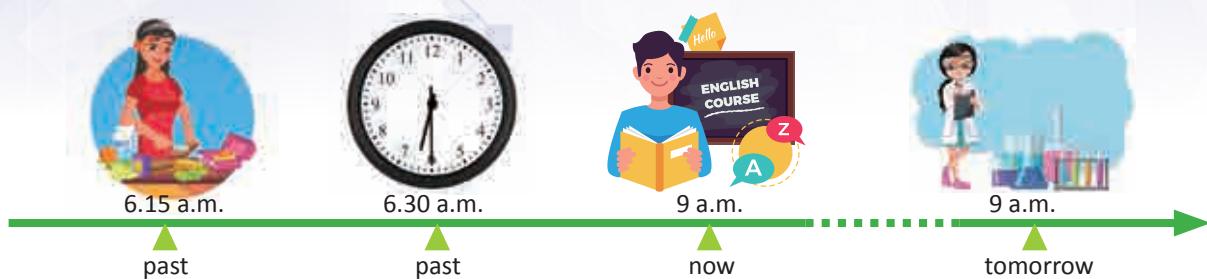
1. Ask students to look at the pictures and pay attention to the connection between the activity and the particular time point/length when it takes place.
2. Ask students to fill in the blanks and underline the clues, if there are any.
3. Alternatively, if students have difficulty, ask the following questions:
  - (1) What was your mother doing at 6.15 a.m.?
  - (2) When did you get up this morning?
  - (3) Had your mother prepared breakfast before you got up?
  - (4) What are you doing now?
  - (5) When did you start to study English?
  - (6) What have you been doing in the past 30 minutes?
  - (7) What will your twin sister be doing this time tomorrow?
- ...

**III**

1. Ask students to read the conversation and fill in the blanks.
2. Check students' answers and their understanding of the conversation and give feedback or further explanation if needed.
3. Ask students to act out the dialogue in pairs.
4. Allow students some time to reflect upon the functions of the three newly learned tenses.

Suggested Activities 见 pages T17g–T17i.

II. Look at the pictures and describe the actions at different times.



- When I got up at 06:30 this morning, my mother had prepared (prepare) toast and jam.
- It is 9 a.m. now. I have been studying (study) in my English class for 30 minutes.
- My twin sister will have a chemistry lesson tomorrow morning. This time tomorrow she will be doing (do) an experiment at the lab.

III. Liu Xin meets Wu Xuan at the campus. Fill in the blanks with the appropriate forms of the given words to complete their conversation.

**Liu Xin:** Hi, Wu Xuan. I 1 haven't heard (not hear) from you lately. How's everything going?

**Wu Xuan:** I 2 have been working (work) on my English recently because I 3 am going to/will take (take) an important test this time next week. I 4 have done/have been doing (do) a lot of exercises. I think I 5 have made (make) great progress.

**Liu Xin:** Great! What have you 6 learned (learn) so far?

**Wu Xuan:** Well, I 7 have improved/have been improving (improve) my listening skills greatly by listening to English radio programmes every day. I 8 began (begin) to do reading exercises under the guidance of my English teacher three months ago. I was told that he 9 won (win) first place in the test many years ago. His tips 10 have turned out/turned out (turn out) to be quite effective.

**Liu Xin:** Lucky you! So you don't need to worry about the test.



## Listening, Viewing and Speaking



### Try Something New for 30 Days (Talk) 音频文本见 page T17b

- I. Tick the daily habit(s) that you would like to develop. You may add a habit to the list if you want to.

- eating a balanced diet
- reading for at least 15 minutes every day
- doing sports on a regular basis
- taking a nap after lunch
- playing a musical instrument
- reflecting on what I have done every night
- going to bed before 11 p.m.
- \_\_\_\_\_

II. Listen and answer.

According to the speaker, what can you achieve if you try something new for 30 days?

- We can form a good habit or get rid of a bad one.
- We can accomplish something we have long dreamed of.
- We can achieve anything if we set our mind to it.  
(Answers may vary.)

III. Listen again and complete the notes.

#### Try Something New for 30 Days

##### Challenges:

(1) biking to work / taking a picture daily

Hiking up Mt Kilimanjaro

Writing a (2) novel of 50,000 words

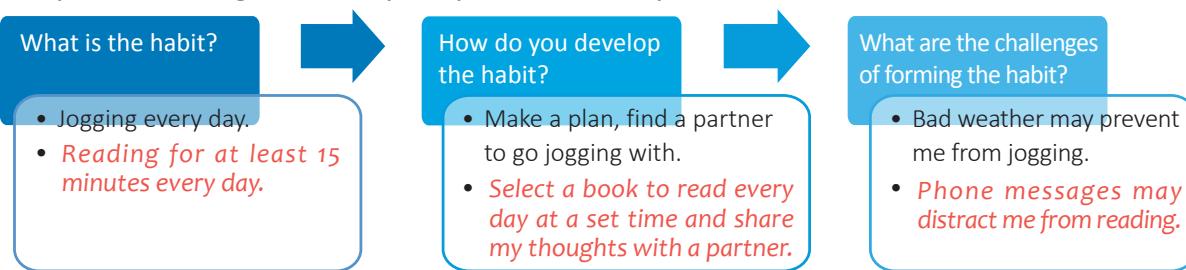
##### Benefits:

Becoming (3) confident and adventurous

##### Advice:

To make small and sustainable (4) changes

IV. Complete the diagram with your plan to develop a new habit.



(Answers may vary.)



### 93-year-old Piano Man (News report) 视频文本见 page T17c

- I. Look at the title of the video and predict what the video is about.

*Perhaps the video is about how a 93-year-old man learns to play the piano. (Answers may vary.)*

II. Watch the video and complete the sentences.

1. Jack Prince joined the army during (1) World War Two / The Second World War.
2. Just now he had a piano lesson and is going to go home and (2) practise soon.
3. His (3) 94th birthday is coming. Now he is preparing for his birthday party. He goes to the Wisconsin Conservatory of Music, practising with his teacher for 45 minutes every two weeks. He is considered a hard-working and (4) motivated student.

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能在听的过程中，借助标题、关键词和提纲等获取演讲语篇的内容要点和支撑性论据。

## 背景介绍

This audio is an excerpt from a TED talk named “Try Something New in 30 Days.” In the talk, the speaker, Matt Cutts, a computer specialist, encouraged the audience to try something new for 30 days by sharing some of his personal experiences like biking, mountain climbing, and novel writing. He pointed out that keeping doing something for 30 days can help us form a new habit or eliminate an old bad habit.

## 教学建议

- I
  1. Ask students some questions concerning habits like *How important are habits to our general well-being? What kinds of habits do you consider good or bad? Why do you think so?*
  2. Ask students to read the list of habits and tick the one(s) they would like to develop.
  3. Ask them to briefly talk about why they would like to develop such a habit.
- II
  1. Have students read the instructions carefully and make sure they know what information they are supposed to capture while listening.
  2. Ask students to summarise the information in their own words.
  3. Remind students that they can take notes while listening.
  4. Play the audio clip once and allow students time to complete the task.
- III
  1. Ask students to have a quick look at the missing information in the table.
  2. Play the audio clip a second time and ask students to fill in the blanks.
  3. Check students' answers and play the audio clip again if necessary.
  4. Ask students questions like *What challenges did the speaker take? How many words are there in the speaker's novel? How did the challenge help him emotionally and psychologically?*
- IV
  1. Have students read the instructions and complete the task.
  2. Divide students into groups of four and have them exchange ideas with each other.
  3. Have each group select one best plan/proposal and share it with the rest of the class.
  4. Give feedback to or comment on students' performance.

Suggested Activities 见 pages T17i–T17j.

## 教学内容与要求

### Viewing

- 能在看的过程中，借助标题、情景和关键词等获取新闻报道的大意和细节；
- 能识别旁白中加强或减弱语气以表达态度的词语；
- 能分享语篇展现的文化现象与价值观念，如自信、自强等。

## 背景介绍

This video is an excerpt from a news broadcast, “93-Year-Old ‘Piano Man’ Keeps On Perfecting His Skills.” Jack Prince, a 93-year-old veteran, keeps going to the Wisconsin Conservatory of Music to practise piano every day. He will give a piano recital for his 94th birthday. His teacher Stefanie Jacob thinks highly of his motivation and diligence. The anchors consider Jack living proof of life-long learning.

## 教学建议

- I 1. Encourage students to make predictions about the video clip based on the title.  
2. Present some new words like *veteran*, *recital* while interacting with students.
- II 1. Play the video clip and give students some time to complete the sentences. Remind students to follow the important events along the timeline by paying attention to adverbials of time like *during World War II*, *just now*, *now*, *soon*.  
2. Check students' answers and play the video clip again if necessary.
- III 1. Play the video clip again and ask students to make comments on Jack Prince in terms of his health, his willpower, his piano practice, etc.  
2. Ask students to read and figure out the meaning of each quote. For example, the quote from Plato emphasises the importance of emotion in learning. Mark Twain expresses his criticism of schooling, indicating that “education is what remains after one has forgotten everything he learned at school.” Leonardo da Vinci’s saying means the mind never runs out of energy to learn.  
3. Ask one or two students to share their answers and make sure they explain their choices.  
4. Ask students to find more relevant quotes as an assignment.

## 参考答案

- III Jack Prince’s learning experience is related to Plato’s quote because he has a passion for music and loves playing the piano.  
Other quotes:  
You are never too old to set another goal or to dream a new dream. — C. S. Lewis  
It’s never too late to be what you might have been. — George Eliot

Suggested Activities 见 page T17j.

## 教学内容与要求

### Speaking

- 能在听、看的基础上，描述个人经历，表达观点；
- 能参与采访活动的互动交流；
- 能用恰当的语气、语调、表情和手势表达意义。

## 教学建议

### Step 1

1. Divide students into groups of four. Have students brainstorm the school activities and list them out.
2. Ask students to think about one school activity that is fun and educational.
3. Ask students to work individually and outline how the activity has helped him/her.

### Step 2

1. Have students read the example and underline the topic sentence and its supporting details.
2. Ask students to discuss how effective the supporting details are and what tenses are used.
3. Encourage students to follow the example and prepare a brief presentation about how the school activity has helped their learning.
4. Encourage students to share their personal learning experiences in their group or in the whole class.

### Step 3

1. Ask students to read the model interview and act it out.
2. Have students read the useful expressions and pay attention to their usages.
3. Remind students to prepare a list of interview questions before conducting the interview.
4. Ask students to interview each other within the group and select some pairs to perform in front of the whole class.

Suggested Activities 见 pages T17j–T17k.

III. Watch the video again. Choose the quote(s) that is/are related to it and explain why. You may think of another quote.

- *All learning has an emotional base.* — Plato
- *Education consists mainly in what we have unlearned.* — Mark Twain
- *Learning never exhausts the mind.* — Leonardo da Vinci
- One more quote: \_\_\_\_\_

### Conducting an interview about learning experiences outside the classroom

The school newspaper is conducting an interview about “What I’ve learned outside the classroom.” Role-play the interview, asking for and sharing opinions.

**Step 1** Work in groups. List some activities in your school that have helped you learn.  
e.g. working in the Go Green Club

**Step 2** Talk about your learning experiences. Use the appropriate tenses.

#### EXAMPLE

I've been working in the Go Green Club since last October. Thanks to this club, I've learned a lot about environmental protection and how to cooperate with my teammates. Last month, we organised an event to reduce food waste in the school canteen. Next Friday, we'll be showing kindergarten kids how to reuse and recycle glass bottles ...

**Step 3** Role-play the interview based on what you have discussed.

#### EXAMPLE

**Interviewer:** Which school club impresses you the most?

**Interviewee:** It's definitely the Go Green Club. I've been a member for over one year. During this time, I've participated in many activities that help to raise public awareness of environmental protection.

**Interviewer:** Sounds lovely. What have you learned from those activities?

**Interviewee:** Well, I've acquired some practical knowledge about environmental protection. My sense of responsibility and team spirit have also developed.

## Useful Expressions

### Asking for opinions

Could you please share your thoughts on ...?  
How does ... sound to you?  
What's your view on ...?  
How do you feel about ...?

### Giving opinions

As far as I'm concerned, ...  
It seems to me that ...  
Well, from my perspective ...  
I believe/feel/imagine that ...

# READING B

## EXCERPTS FROM “ENCOURAGING LEARNING”

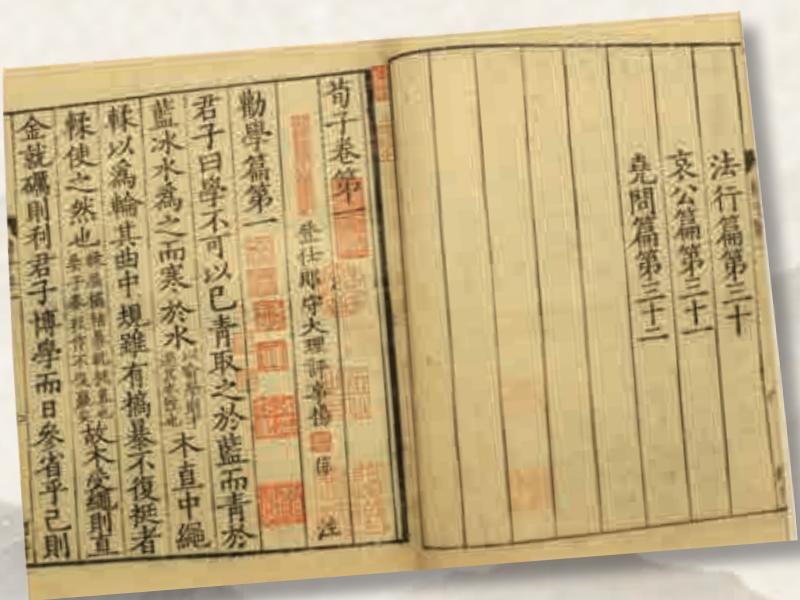
The gentleman says: Learning should never cease.

Blue comes from the indigo plant but is bluer than the plant itself. Ice is made of water but is colder than water ever is. A piece of wood as straight as a plumb line may be bent into a circle as true as any drawn with a compass and, even after the wood has dried, it will not straighten out again. The bending process has made it that way. Thus, if wood is pressed against a straightening board, it can be made straight; if metal is put to the grindstone, it can be sharpened. If the gentleman studies widely and each day examines himself, his wisdom will become clear and his conduct be without fault.

I once tried spending the whole day in thought, but I found it of less value than a moment of study. I once tried

standing on tiptoe and gazing into the distance, but I found I could see much farther by climbing to a high place. If you climb to a high place and wave to someone, it is not as though your arm were any longer than usual, and yet people can see you from much farther away. If you shout down the wind, it is not as though your voice were any stronger than usual, and yet people can hear you much more clearly. Those who make use of carriages or horses may not be any faster walkers than anyone else, and yet they are able to travel a thousand *li*. Those who make use of boats may not know how to swim, and yet they manage to get across rivers. The gentleman is by birth no different from any other man; it is just that he is good at making use of things.

Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear. Pile up good deeds to create virtue and profound understanding will come of itself; there the mind of the sage will find completion. But unless you pile up little steps, you can never journey a thousand *li*; unless you pile up tiny streams, you can never make a river or a sea. The finest thoroughbred cannot travel ten paces in one leap, but the sorriest nag



# Reading B

## 教学内容与要求

- 初步熟悉论说文的基本文体特征，明确“论点—论据”的逻辑关系和结构；
- 能分辨《劝学》英译节选的主要观点与类比、排比等论证方式；
- 能感知语篇中包含的文化元素和价值观，如乐学、善学、学无止境等；
- 能利用文化链接和文学角中培根《论学习》的片段对比国内外论学习的名篇，了解中外学习理念的异同。

## 语篇分析

本文的**语篇类型**为议论文，是中文经典《劝学》的英译节选。**语篇内容**是关于学习的意义、作用和态度等的论述，劝导人们努力学习。**语篇结构**为总分结构，开篇就提出“学不可以已”这个中心论点，随后以生动形象的例证和直观鲜明的对照展开论证。本文的**语言特征**是围绕学习这个话题运用大量表现做事、言语和关系的动词展开论述，论证手法灵活多样，并采用大量浅显贴切的类比、琅琅上口的排比等修辞方式来阐释和支撑观点。语篇的**主题意义**在于劝导人们明确目的、端正态度，选用合理的方法发奋图强并持之以恒，最终成为君子，充分展现了优秀的中华文化传统，有助于学生树立正确的价值观和责任意识。

## 背景介绍

Xunzi contains not only the most systematic philosophical exposition by the early Confucian thinker, Xunzi, but also an account of virtually every aspect of the intellectual, cultural, and social life of his time.

## 难句注释

1. A piece of wood as straight as a plumb line may be bent into a circle as true as any drawn with a compass and, even after the wood has dried, it will not straighten out again. (lines 6–10)

句中两个as ... as的短语，解释为“像……一样”，分别用来修饰木头直得像一根铅垂线，圆得像用圆规画出来的一样。原文为“木直中绳，輮以为轮，其曲中规。虽有槁暴，不复挺者”。

2. Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear. Pile up good deeds to create virtue and profound understanding will come of itself. (lines 42–47)

这三个句子构成排比句式，每一句的前半句描述了行为，后半句描述了行为产生的结果。排比句原文为“积土成山，风雨兴焉；积水成渊，蛟龙生焉；积善成德，而神明自得，圣心备焉”。

3. If you start carving and then give up, you cannot even cut through a piece of rotten wood; but if you persist without stopping, you can carve and inlay metal or stone. (lines 56–59)

本句由but连接两个并列分句，其为转折关系，对比有恒心和半途而废这两种情况的不同结果。原文为“锲而舍之，朽木不折；锲而不舍，金石可镂”。

## 词汇分类

识别词汇△: profound, sage, leap, nag, rotten, persist, inlay

运用词汇: cease, process, press, wisdom, conduct, dragon, virtue, carve

常用词组: on tiptoe, in/into the distance, make use of, come of/from, consist in

## 词汇释义

### • cease (line 2)

v. (formal) to stop happening or existing; to stop sth from happening or existing (使)

停止, 终止

**The company ceased production at their Asian plant last year.** 去年该公司在亚洲的工厂停止了生产。

是由这个系统处理的。

### • press (line 12)

v. to push sth closely and firmly against sth; to be pushed in this way (被) 压, 挤, 推, 施加压力

**Manville kept his back pressed flat against the wall.** 曼维尔后背紧紧地贴在墙上。

n. (often the Press) newspapers and magazines 报章杂志; 报刊; 平面媒体

**Judging from the press, the concert was a great success.** 从新闻报道来看, 这次音乐会非常成功。

### • process (line 11)

n. a method of doing or making sth, especially one that is used in industry 做事方法; 工艺流程

**They have developed a new process for rustproofing car bodies.** 他们研究出了车身抗锈的新方法。

a series of things that are done in order to achieve a particular result (为达到某一目标的) 过程; 进程

**She arrived at the correct answer by a process of elimination.** 她通过排除法找到了正确答案。

be in the process of (doing) sth 在(做)某事的过程中, 在进行……中

v. to deal officially with a document, request etc. 审阅, 审核, 处理(文件、请求等)

**All university applications are processed through this system.** 所有大学入学申请都

### • wisdom (line 17)

n. the ability to make sensible decisions and give good advice because of the experience and knowledge that you have 智慧; 才智

**You can always expect a few words of wisdom from Dave.** 戴夫总能冒出几句至理名言。

good sense and judgment 明智

**Local people are questioning the wisdom of spending so much money on a new road.** 当地人在质疑花这么多钱修建一条新路是否明智。

• **conduct** (line 18)

*n.* (formal) a person's behaviour in a particular place or in a particular situation

(人在某地或某种情况下的) 行为，举止

**The sport has a strict code of conduct.** 体育

运动有严格的行为规范。

ethical/professional conduct 道德行为 / 职业行为

*v.* (formal) to organise and/or do a particular activity 组织；安排；实施；执行

**It was the first time that I had conducted business in Brazil.** 那是我第一次在巴西做生意。

conduct a survey/investigation 开展调查

conduct an experiment / a test 进行试验 / 测验

• **virtue** (line 46)

*n.* (formal) behaviour or attitudes that show

high moral standards 高尚的道德，正直的品性

**She led a life of virtue.** 她过着高尚的生活。

• **consist in** (line 55)

存在于；在于

**True education does not consist in simply being taught facts.** 真正的教育并不在于仅仅被授以事实。

• **persist** (line 58)

*v.* to continue to do sth despite difficulties or opposition, in a way that can seem unreasonable 顽强地坚持；执着地做

**Scientists persisted in their search for the truth.** 科学家们执着地追求真理。

**persistence** *n.* 持续；固执；坚持不懈

# Comprehension Plus

---

## 教学建议

- I 1. Ask students to read the text with the questions in mind. Remind them to underline the key information while reading.
2. Ask students to discuss the questions with their deskmate before conducting a class discussion.
3. Encourage students to voice their opinions.
- II 1. Ask students to translate the English sentences into Chinese first and compare it with the original Chinese version.
2. Divide students into groups of four and have them share opinions within the group.
3. Invite some students to talk about their opinions in front of the whole class.

## 参考答案

- I 1. Learning should never cease.
2. He aims to persuade. His purpose is stated in the title and the first paragraph.
3. He compares learning to the process of obtaining blue dye from the indigo plant, freezing the water, bending the wood, and sharpening the metal. This helps to illustrate the significance of learning. Both the grindstone and the straightening board serve as a tool to process the materials and improve the quality.
4. By climbing to a high place, shouting down the wind, making use of carriages and horses or boats. Because different learning methods can make huge differences in learning results.
5. Xunzi emphasises the importance of persistence. Only by doing something persistently can we achieve success.
6. Xunzi uses analogies to encourage learning in a vivid, direct and interesting way. We may also encourage learning by using some inspirational learning experiences, success stories, or statistics. (Answers may vary.)
- II 1. 1-A: The use of “should” softens the tone of the persuasion and the verb “cease” is in the active voice, encouraging the reader to take an active part in learning.  
1-B: The use of “must never” expresses a very strong emotion and makes the persuasion sound more like an order.
2. 2-A: It is a literal and almost word-for-word translation of the Chinese sentence, which is concise.  
2-B: This translation uses an adverbial clause of concession and often in such a grammatical structure the main clause “it is bluer than indigo” is emphasised. However, the original Chinese emphasises the process rather than the result.
3. 3-A: It is a literal translation of the Chinese sentence; it is very concise and elegant.  
3-B: Conditional clauses are used to clarify the logic in the original Chinese sentences, indicating the result of learning does not come naturally.
- (Answers may vary.)

Suggested Activities 见 pages T17k–T17l.

Culture Link板块教学建议等见page T17a.

55 can go a ten days' journey. Achievement consists in never giving up. If you start carving and then give up, you cannot even cut through a piece of rotten wood; but if you persist without stopping, you can carve and inlay metal or stone.



## Culture Link

### Ancient Greek Philosophers' Views on Learning

Ancient Greek philosophers expressed pearls of wisdom that stand up today. For example, Socrates maintained that the more we come to know ourselves, the greater will be our ability to reason and make choices that lead to true happiness. He stated, "The only true wisdom is in knowing you know nothing." Plato, who was a student of Socrates' and the founder of the Academy of Athens, the first institute of higher learning in the Western world, said, "Ignorance is the root and stem of all evil."

### Note

"Encouraging Learning" is a chapter in *Xunzi*, a Chinese classic written by Xunzi (313–238 BCE), literally "Master Xun," who was a Confucian philosopher during the Warring States period. This text was translated into English by Burton Watson (1925–2017), an American translator.

### ● Comprehension Plus

#### I. Answer the questions.

1. Which sentence in the text shows the main idea of "Encouraging Learning"?
2. Does Xunzi aim to persuade, inform, or entertain? How can you tell?
3. Why does Xunzi mention plant, water, wood and metal in paragraph 2? What function do a grindstone and a straightening board have in common?
4. What makes people see farther, see more clearly, hear more clearly, travel faster and get across rivers without having to know how to swim according to paragraph 3? Why does Xunzi make such comparisons?
5. What is the point of describing how to make a mountain and a deep pool in paragraph 4?
6. What do you think of the way Xunzi encourages learning? Can you suggest other ways to encourage learning?

#### II. Below are three pairs of sentences selected from different translated versions of "Encouraging Learning." Decide which one you prefer, and explain why.

1-A Learning should never cease.

1-B Learning must never be concluded.

2-A Blue comes from the indigo plant but is bluer than the plant itself.

2-B Although blue dye comes from the indigo plant, it is bluer than indigo.

3-A Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear.

3-B If you accumulate enough earth to build up a high hill, rain and wind will flourish because of it. If you accumulate enough water to fill a chasm, dragons and scaly dragons will be born within it.

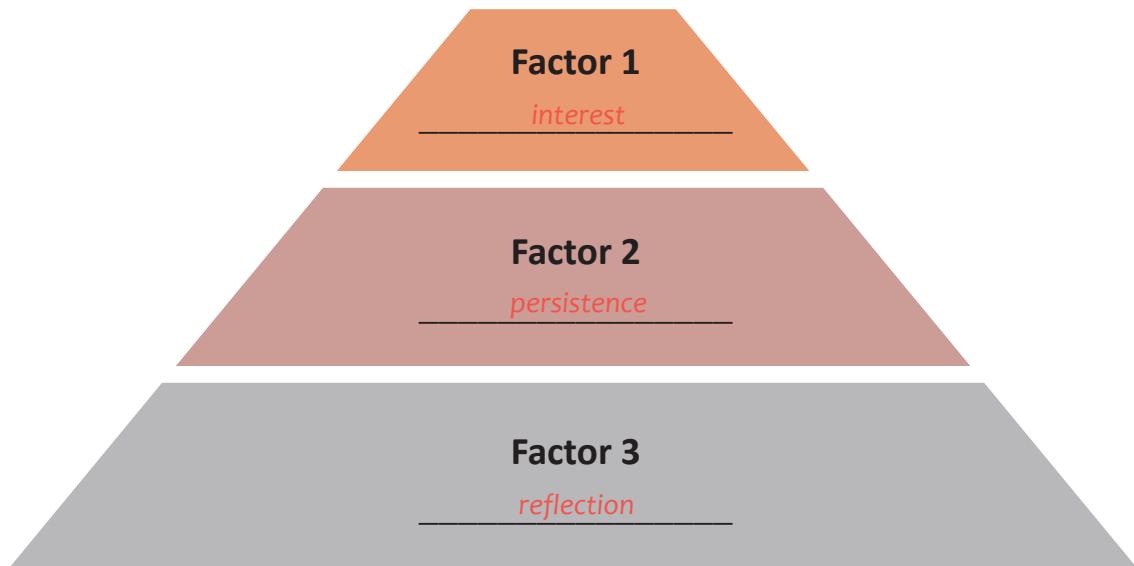
## Critical Thinking

Ranking factors in order of importance

- I. Reflect on the learning experiences referred to in this unit. Which one impresses you the most? What factors have promoted learning in this case? An example is given.

People	Learning experiences	Factors
Marie Curie	learning poetry under her father's guidance and becoming a confident student	<ul style="list-style-type: none"><li>parental influence</li><li>a strong taste for poetry</li></ul>
Charles Darwin	<i>He helped his brother to do experiments and realised the meaning of experimental science.</i>	<ul style="list-style-type: none"><li>brother's influence</li><li>reading books on chemistry</li></ul>
Nelson Mandela	<i>He was unseated by a donkey and felt embarrassed in front of his friends.</i>	<ul style="list-style-type: none"><li>reflection on the experience</li></ul>
Jack Prince	<i>He kept learning to play the piano in his 90s.</i>	<ul style="list-style-type: none"><li>passion/interest</li><li>persistence</li></ul>

- II. Work in groups. Think about your own learning experiences. Which factors listed in the above table have promoted or may promote your learning? Discuss and rank the factors in order of importance. Give your reasons.



Explanation(s):

*From my point of view, interest ranks first, followed by persistence and reflection. As the saying goes, interest is the best teacher. Interest may motivate us to explore something new, something unknown and something challenging. Also we should not give up halfway even when we encounter difficulties. That is, we should persist in pursuing our goals. Surely, we need to reflect on our work and make some adjustments if necessary. (Answers may vary.)*

# 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学习的例证，分析促进学习的因素；
- 能结合自身学习经历对促学因素进行分析和排序，并加以解释。

## 教学建议

- I
1. Ask students to read the instructions carefully and make sure they know what they are supposed to do.
  2. Remind students to spend some time reflecting on the stories they have learned before filling in the table individually.
  3. Have students share their answers with their deskmate.
  4. Ask students to reveal their answers and give some brief explanations about their choices. Alternatively, ask students to write their answers on the blackboard and make some comments or corrections.
- II
1. Explain to students the instructions and make sure they know the task clearly.
  2. If students have difficulty, ask them to reflect on their learning experiences, decide on the factors which influence their learning, and write the factors on the blackboard.
  3. Divide students into groups and ask them to give a ranking of factors after discussion. Ask them to write down their answers.
  4. Select one member from each group to talk about the discussion results as well as how the conclusion is reached.
  5. Give feedback, focus on the reasoning of the ranking and encourage the rest of the class to make comments.

Suggested Activities 见 page T17m.

# Writing

## 教学内容与要求

- 能解读写作板块中范文的语篇结构和主要特征，明确写作要求；
- 能联系相关学习经历，为支撑性细节做准备；
- 能根据网上投稿要求，运用个人经历支撑观点，完成写作任务。

## 教学建议

Get students to brainstorm an experience showing “learning by doing” with the help of the following questions:

- (1) How do you understand “learning by doing”?
- (2) What experience can be related to “learning by doing”?
- (3) What did you learn?
- (4) How did you learn it?
- (5) What is your general impression of the experience?

### Step 1

1. Allow students time to read the sample writing.
2. Ask students to analyse the structure, find out the topic sentence (the general statement), the supporting details and the concluding sentence.
3. Ask students to think about whether the supporting details are convincing and give reasons.

### Step 2

1. Ask students to read the two sentences and choose the more convincing one. Then, ask them to give reasons for their choice.
2. Ask students to read the introduction in the writing strategy part. If possible, help students recall other types of supporting details they have learned.

### Step 3

1. Ask each student to write a general statement of their own.
2. Have students form groups and share statements within the group.
3. Guide students in making necessary changes to their statements before proceeding to the next stage.

### Step 4

1. Ask students to read the instructions and work individually.
2. Alternatively, give students some cue questions to get started.

Cue Questions:

- (1) What (skill/craft/hobby) have you learned/picked up?
- (2) What was required to be good at it?
- (3) How did the others learn it?
- (4) How did you learn it?
- (5) What was the challenge/difficulty in learning it?

3. Ask students to make an outline of the experience they are going to write about.

### Step 5

1. Have students read the sample essay before proceeding with the writing task.

## Writing a short website article about “learning by doing”

Li Jun, who works for the Students' Union, is organising an event themed “Learning by Doing” for students in his school and a sister school in Singapore. Below is a short article he is going to post on the event website. Li Jun is calling for more articles to be published on the website.

Supporting details

### The Art of Learning by Doing

Topic sentence/  
General statement

The idea of “learning by doing” proved effective in one of the most unforgettable courses I took in the Art Club at school. To my surprise, the course named “Introduction to Three Dimensional Design” was not computer-based at all, but focused on materials and their properties instead. One of the tasks was seeing what structure we could create simply by folding pieces of paper. We were encouraged to use our hands and cool tools to make as many things as possible, such as cranes, lanterns and frogs. Another task was to see how many materials could be removed from a wooden structure without it collapsing. This course has given us useful exposure to design principles because it actively engaged us in the learning process.



Concluding sentence

## ● Guided Writing

**Step 1** Read Li Jun's website article and underline the sentences used as supporting details.

**Step 2** Which sentence below is more convincing? Why?

- A. We were encouraged to use our hands and cool tools to make as many things as possible, such as cranes, lanterns and frogs.
- B. We were encouraged to make many things.

### Writing Strategy **Using personal experiences as supporting details**

Personal experiences and observations are often used to support a writer's statements. They can be the writer's own or someone else's experiences. Personal experiences can help to convince readers if they are interesting, reliable, and are likely to remind readers of their own experiences.

**Step 3** Write a general statement about "learning by doing."

e.g. The idea of "learning by doing" is becoming increasingly appealing to high school students.

**Step 4** Think of your or other people's experiences involving "learning by doing." List some details and indicate how the experiences are supportive of your statement.

**Step 5** Organise your personal experiences to support the general statement by referring to the sample writing. Complete the article in 90–110 words.

(Statement) \_\_\_\_\_

(Personal experiences as supporting details) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Concluding sentence) \_\_\_\_\_  
\_\_\_\_\_

- Ask students to do the writing task and when they have finished, give them a checklist to check their own writings.

Sample of a checklist

- Did I write a clear topic sentence at the beginning?
- Did I use personal experiences as supporting details?
- Did I use proper tenses?
- Did I write a strong concluding sentence?

- Give students time to polish their writings before submission.
- Correct students' work and make necessary comments.

## 参考答案

### Step 1

Supporting details generally focus on what and how you learned with regard to your personal experiences. As the general statement reveals the link between “learning by doing” and an unforgettable course in the Art Club at school, the supporting details here tend to describe why the course is unforgettable and what course it is.

- *To my surprise, the course named “Introduction to Three Dimensional Design” was not computer-based at all, but focused on materials and their properties instead. (what the course was about, why it was a surprise)*
- *One of the tasks was seeing what structure we could create simply by folding pieces of paper. (what to do, how to learn)*
- *We were encouraged to use our hands and cool tools to make as many things as possible, such as cranes, lanterns and frogs. (how to learn)*
- *Another task was to see how many materials could be removed from a wooden structure without it collapsing. (what to do, how to learn)*

### Step 2

Compared with Sentence B, Sentence A provides readers with more specific details. Readers may have the experiences of making lovely things like cranes, lanterns and frogs by hand or with tools. They would find these details relevant or similar to what they have experienced, and are thus more likely to believe what you have stated. That's how personal experiences could be used to support your statement.

### Step 3

Learning new skills by doing is essential for everyone to survive and thrive in life. (Answers may vary.)

### Step 4

- *When designing a logo for the school reading club, I have learned how to use a mobile phone application to edit photos. (supporting detail of the sample sentence)*
  - *My grandma learned how to make cashless payment through buying food from an online grocery store. (another learning-by-doing experience)*
  - *I used to be an introvert, but a part-time job at a convenience store helped me acquire some useful communication skills and become more outgoing. (another learning-by-doing experience)*
- (Answers may vary.)

### Step 5

The sample writing can be used as reference.

Suggested Activities 见 page T17m.

# Further Exploration

## 教学内容与要求

- 通过制定学习计划的项目，学会自主学习和合作学习，培养终身学习的意识和积极的生活态度。

## 教学建议

### Step 1

- Engage students in discussion of the importance of having a learning plan. Ask students to think about why they need a plan and how they can make a learning plan.
- Ask students to follow the example and make their own learning plans.
- Allow students who have difficulty in working out plans to do the following matching activity instead.

What	How
(1) I hope to improve my accent	a. by taking a public speaking course.
(2) I can become a fluent writer	b. by going to museums at weekends.
(3) I want to be a confident speaker	c. by listening to English broadcasts and imitating the speakers.
(4) I want to develop art appreciation	d. by playing a team sport.
(5) I want to develop teamwork skills	e. by writing to English-speaking pen pals.

Reference answer: 1-c 2-e 3-a 4-b 5-d

### Step 2

- Write down what students would like to learn or improve on the blackboard.
- Divide them into groups based on their interests.
- Ask each group member to share his/her plan with other group members.

### Step 3

- Have each group hold a discussion and work out a practical weekly plan.
- Tell students that they have two options. The first option is that the whole group follow one plan and the second option is that each member follows his/her own plan.
- Remind them that they have to discuss the feasibility of their plans.
- Ask each group to make a record of the discussion for later reference. The following table may serve as an example.

Group members: _____		Task: Read an English Novel (about 200 pages)		
Names	Book Names	Progress	Reflection	Future Plans
Jack	Oliver Twist	Read 50 pages in the first week.	I need to manage my time effectively.	To organise a reading club.
John	Travel Around the World in 80 Days	Read 30 pages each day in the second week.	I was able to follow my reading plan.	To pass IELTS with a band 7 in two years.
Jane	...	...	...	...

- Ask each group to share their plans in front of the class.
- When all the groups have shared their ideas, ask the whole class to vote for the best plan in terms of feasibility and presentation.
- Remind students that they need to carry out their plans and talk about their progress and reflections later.

Suggested Activities 见 page T17n.

## Self-assessment

## 教学内容与要求

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

## ► Further Exploration

### Making learning plans

Successful learning requires good planning. Work in groups to make learning plans.

Step  
**1**

Fill in the table with information about your learning plan. An example is given.

What to learn	Where to learn	Who to learn from	How to learn
playing the piano	music club	the 93-year-old piano man	<ul style="list-style-type: none"><li>• taking online piano courses</li><li>• practising about an hour every day</li></ul>
programming	computer science club at school	fellow students	<ul style="list-style-type: none"><li>• taking courses</li><li>• practising programming every weekend</li></ul>

(Answers may vary.)

Step  
**2**

Find classmate(s) with similar interests and form a study group, e.g. the piano group, the drama group, etc. Share your ideas with group members and see how you can learn from your role models.

Step  
**3**

Sort out your ideas and make a clear, detailed, and practical weekly plan for each member of your group.

## ► Self-assessment

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

- A. Recognising the value of out-of-class learning experiences and the significance of lifelong learning
- B. Talking about learning experiences with effective use of tenses
- C. Grasping ancient Greek philosophers' views on learning
- D. Ranking factors in order of importance
- E. Identifying supporting details in descriptive writing
- F. Using personal experiences to support an observation

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

## 教学建议

### Step 1: Review

Ask students to read the list quickly. Remind students they should make sure that they understand what each item refers to before they tick the items. If possible, organise students to recall in pairs what they have done over the learning span of this unit.

### Step 2: Reflect

Ask students to reflect on their learning performance in this unit with guiding questions like *Do you fully understand the readings? The grammar? Have you engaged in class discussions? Is there anything that you might have done differently/better?*

### Step 3: Revise

Encourage students to revise the previous plan to overcome the difficulties. Tell them to find some practical solution(s) to the problem(s) and keep a record of their progress.

范例见 page T17n.

## Culture Link

### 教学内容与要求

- 掌握一些国内外有关学习的名言，感悟语言和文化的密切关系，感受语言美；
- 能结合《劝学》和《论学习》片段对比国内外论学习的名篇，发现中外学习理念的异同。

### 教学建议

1. Ask students to read the Culture Link after class.
2. Ask them to search online for information about the famous philosophers including Socrates and Plato.
3. Ask them to reflect on the ancient Greek philosophers' views on learning.
4. As a follow-up, invite students to introduce their findings and their understanding of the different views on learning.

### 补充文化知识

Socrates (470–399 BCE) was an ancient Greek philosopher whose teaching method, called the Socratic method, laid the groundwork for Western systems of logic and philosophy. Socrates attempted to establish an ethical system based on human reason rather than theological doctrines. He maintained that government worked best when ruled by individuals who had the greatest ability, knowledge and virtue, and possessed a complete understanding of themselves.

Plato (428–347 BCE) is one of the most important figures of the Ancient Greek world and the entire history of Western thought. In his written dialogues he conveyed and expanded on the ideas and techniques of his teacher Socrates. The Academy he founded was by some accounts the world's first university and in it he trained his greatest student, the equally influential philosopher Aristotle. Plato's recurring fascination was the distinction between ideal forms and everyday experience, and how it played out both for individuals and for societies. In *The Republic*, his most famous work, he envisioned a civilisation governed not by lowly appetites but by the pure wisdom of a philosopher-king.

## Try Something New for 30 Days

A few years ago, I felt like I was stuck **in a rut**, so I decided to follow in the footsteps of the great American philosopher, Morgan Spurlock, and try something new for 30 days. The idea is actually pretty simple. Think about something you've always wanted to add to your life and try it for the next 30 days. It turns out 30 days is just about the right amount of time to add a new habit or subtract a habit — like watching the news — from your life.

There are a few things I learned while doing these 30-day challenges. The first was, instead of the months flying by, forgotten, the time was much more memorable. This was part of a challenge I did to take a picture every day for a month. And I remember exactly where I was and what I was doing that day. I also noticed that as I started to do more and harder 30-day challenges, my self-confidence grew. I went from a desk-dwelling computer **nerd** to the kind of guy who bikes to work. For fun!

Even last year, I ended up hiking up Mt. Kilimanjaro, the highest mountain in Africa. I would never have been that adventurous before I started my 30-day challenges.

I also figured out that if you really want something badly enough, you can do anything for 30 days. Have you ever wanted to write a novel? Every November, tens of thousands of people try to write their own 50,000-word novel, **from scratch**, in 30 days. It turns out, all you have to do is write 1,667 words a day for a month. So I did. By the way, the secret is not to go to sleep until you've written your words for the day. You might be sleep-deprived, but you'll finish your novel. Now is my book the next great American novel? No. I wrote it in a month. It's awful.

But for the rest of my life, if I meet John Hodgman at a TED party, I don't have to say, "I'm a computer scientist." No, no, if I want to, I can say, "I'm a novelist."

So here's one last thing I'd like to mention. I learned that when I made small, **sustainable** changes, things I could keep doing, they were more likely to stick. There's nothing wrong with big, crazy challenges. In fact, they're a ton of fun. But they're less likely to stick.

So here's my question to you: What are you waiting for? I guarantee you the next 30 days are going to pass whether you like it or not, so why not think about something you have always wanted to try and give it a **shot**! For the next 30 days.

### 注释:

- 1. in a rut** (生活或工作) 刻板乏味, 一成不变

*I was stuck in a rut and decided to look for a new job.* 我的生活一成不变, 所以我决定找一份新工作。

- 2. nerd** *n.* a person who is single-minded or accomplished in scientific pursuits but is felt to be socially embarrassing (专心或精于科研而令人感觉不善社交的) 书呆子

*Mark claimed he was made to look like a nerd.* 马克声称他被弄得像个书呆子。

- 3. from scratch** 白手起家; 从头做起

*He had built the business up from scratch.* 他白手起家创办了这家企业。

- 4. sustainable** *adj.* involving the use of natural products and energy in a way that does not harm the environment (对自然资源和能源的利用) 不破坏生态平衡的, 合理利用的; 可持续的

*Try to buy wood that has come from a sustainable source.* 尽量购买来自可持续森林的木材。

- 5. shot** *n.* an attempt to do sth or achieve sth, especially sth difficult 尝试 (尤指做困难的事)

*I don't expect to win, but I am going to give it my best shot.* 我没指望赢, 但我会尽全力的。

## 93-Year-Old Piano Man

**Jack Prince:** For the most part, I do not feel my age now.

**The voice-over:** For Jack Prince, a 93-year-old World War II **veteran**, his secret to a long life starts with a two-block ride to the Wisconsin Conservatory of Music.

**Jack Prince:** Music has always been important to me.

**The voice-over:** Unable to walk much, he relies on his hands to **steer** him toward his passion for the piano.

♪

**Jack Prince:** I think it's very useful for somebody my age to have something you have to work at, and I do work. Here it is.

♪

**The voice-over:** Prince has been playing all of his life, but even as oxygen keeps him breathing, he lets his fingers do the work for these classical pieces, and has motivation to get better.

**Jack Prince:** Well, I love to perform. And so, with a birthday coming up, I am preparing for my 94th birthday **recital**.

**The voice-over:** You are the star of your own birthday party?

**Jack Prince:** Of course.

♪

**Stefanie Jacob:** Too loud.

**Jack Prince:** Too loud?

**The voice-over:** His teacher Stefanie Jacob says he's one of her hardest working students, practicing with her 45 minutes every two weeks, then back to his apartment to practice some more.

**Jack Prince:** Almost an hour a day, 5 or 6 days a week.

**Stefanie Jacob:** I so love getting to teach motivated students, no matter what their ages. As you heard him say, here he just had a lesson and he is going to go home and practice. Are you kidding me? Nobody else does that.

**Stefanie Jacob:** It gets four of those big beats plus the **fermata** so...

**Jack Prince:** She knows how to deal with an old man and does not take any **sass** from me.

♪

**The voice-over:** Jack doesn't know how much more time he has, but this piano man is alive and well with the sound of his music.

♪

**The voice-over:** in Milwaukee, Hillary Mintz, WISN 12 News.

**Patrick:** Is this some beautiful music?

**Toya:** It is. And you pick it up at any age. So maybe this might be the ... get on the piano.

**Patrick:** And a good lesson there: to practice.

**Toya:** That's right. I think there's a hint to the other students.

**Patrick:** Practice!

**Toya:** Yes.

### 注释:

1. **veteran** *n.* someone who has been a soldier, sailor, etc. in a war 老兵，退伍军人  
**war veterans** 退伍军人
2. **steer** *v.* to control the direction in which a boat, car, etc. moves 驾驶（船、汽车等）；掌控方向盘  
**He steered the boat into the harbour.** 他把船开进港。
3. **recital** *n.* a performance of music or poetry, usually given by one performer 演奏会；演唱会；朗诵会（一般由一个人表演）  
**a piano recital** 钢琴独奏会
4. **fermata** *n.* 延音；延长记号  
**He is the kind of boy that wouldn't give you any sass.** 他是不会与你顶嘴的那种男孩。
5. **sass** *n.* to talk in a rude way to sb you should respect 对……出言不逊，与……顶嘴

# Getting Started

### Option 1 ★★

Have students think of a skill, hobby or craft they have learned. Ask them some questions and have them reflect on what is involved in learning something successfully. Ask questions like *What is required to be good at it? What are the common ways people take to learn it? What did you do to learn it? What was the most difficult part in learning it?*

### Option 2 ★★

Have students discuss their understanding of the quote from Confucius “Real knowledge is to know the extent of one’s ignorance” on text page 3.

(A brief introduction to Confucius)

Confucius lived in the latter part of the Spring and Autumn Period (770–479 BCE). A philosopher, political thinker and educator at his time, Confucius’ influence is still felt across the world today.

# Reading A Comprehension

### Option 1 ★★

Ask students to discuss “learning is never limited to classrooms” in the pre-reading part. Ask some students to talk about their understanding. Have them predict what the story might be about.

### Option 2 ★★

Have students read the three stories and then summarise in one sentence what each story is about. If students have difficulty in summarising, have them match the stories with the corresponding summaries instead.

#### Reference answers:

The story of Marie Curie tells us how her father helped her overcome fear of reciting and cultivated her love and appreciation of poetry.

The story of Charles Darwin tells us how doing experiments with his brother in the lab helped him realise the importance of experimental science.

The story of Nelson Mandela tells us how being unseated by a donkey embarrassed him but enlightened him at the same time.

### Option 3 ★★

Ask students to read the quotes about learning. Ask them which quote is the most inspiring and encourage them to share their understanding. Alternatively, ask them to search online and find their favourite quotes about learning.

#### Reference answers:

- (1) You don’t learn by following rules. You learn by doing and by falling over. — Richard Branson
- (2) Develop a passion for learning. If you do, you will never cease to grow. — Anthony Angelo
- (3) The beautiful thing about learning is that nobody can take it away from you. — B.B. King

### Option 4 ★★★

Ask students to come up with a metaphor or a simile about learning, which can best reflect what

## Suggested Activities

learning means to them. Have students explain why the particular metaphor or simile is used.

**Example:**

Learning to me is (like) \_\_\_\_\_.

**Reference answers:**

Learning to me is like mountain climbing, for I can enjoy the best view only after hard work.

Learning to me is like building a house, where laying a solid foundation is the very important first step.

Learning to me is rowing upstream, for not to advance is to drop back.

Learning to me is a journey of discovery. Every day, I taste the joy of learning something new and interesting and feel the excitement of exploring the unknown.

## Vocabulary Focus

### Option 1 ★★★

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:** How was young Marie Curie doing at school?

**Target words and expressions:** bring forward, recite, trial, hide

T: What was Marie Curie asked to do when there were visitors?

S: She was brought forward to recite.

T: Here **recite** means to say a poem, a piece of literature that you have learned, especially to an audience. How did Marie Curie feel about it? Did she feel happy or unhappy about it?

S: She was unhappy.

T: Which sentence gives you that information?

S: "This was a great **trial** to me."

T: Yes. A **trial** is an experience or a person that causes difficulties. So for her, to **recite** in front of the visitors was a difficult thing to do. How difficult was it?

S: She wanted to run away and **hide**.

T: As for me, having to write a job review at the end of each semester is a **trial**. By the way, what do you consider a **trial** at school?

S: ...

#### 2. Inferential comprehension

**Topic:** How did Marie Curie overcome her shyness?

**Target words and expressions:** recite, timidity, be familiar with, compose, delight

T: Well, why was **reciting** such a big headache for Marie Curie? Was it because she didn't like poetry or because of some other things?

S: It's because of her **timidity**.

T: Good, you have found the key information. Do you know what it means?

S: ...

T: Actually, **timidity** refers to the quality of being shy and easily frightened. So what kind of personality do you think young Marie Curie had?

S: She was shy and fearful.

T: Good. Her personality naturally made her dislike having to recite in front of others. But eventually, did she overcome her **timidity** and in the course of it come to love poetry?

S: Yes, she did.

T: Who helped her?

S: Her father.

T: What do you know about him?

S1: He was an educator.

S2: He **was familiar with** poetry.

S3: He even **composed** poetry himself.

T: Good. So he **composed** poetry himself. Can you think of another word to replace “**compose**” here?

S: “write”, “create” ...

T: Actually to **compose** a poem is to write with a lot of care and thought. He liked poetry so much he even **composed** poetry himself. Did the family like the poems he **composed**?

S: Yes, they did.

T: What was the evidence to show that the family liked the poems?

S: His poems were a **delight** to the family.

T: Good. When something is a **delight**, it gives great pleasure.

### 3. Critical comprehension

Topic: Do you think Marie Curie’s father was a great teacher?

Target words and expressions: **acquire, a taste for, by heart**

T: By the way, did Marie Curie **acquire a strong taste for** poetry? “**Acquire**” means “to gain something through/with your own efforts.”

S: Yes.

T: How did the father help Marie Curie to **acquire a taste for** poetry?

S: He recited or read the masterpieces of Polish prose and poetry to the family.

T: What evidence from the text shows that Marie Curie developed **a strong taste for** poetry?

S: She willingly learned **by heart** long passages from the great poets.

T: What do you think of Marie Curie’s father as a teacher or an educator?

S: ...

**Reference answers:**

1. He was a wise educator who knew how to influence his child by interacting rather than by lecturing.
2. He knew how important family education was to the growth of a child.

### Option 2 ★★★

Encourage students to build up vocabulary by associating. Show them how words and expressions can be categorised and related by topics and by means of a mind-map/chart/table, as is shown below with the story of Nelson Mandela. Encourage students to be creative when it comes to the format or the thread of association. Invite students to retell the story, using the words they have sorted out as cue cards.

## Suggested Activities

Threads	Activities		Reflection
A Herd Boy	look after sheep and calves		a happy and carefree childhood
In the Field	knock birds with a slingshot, gather wild honey and fruits, drink milk straight from a cow, swim in the stream, catch fish		
With a Donkey (Donkey Incident)	At first	take turns climbing up and down	respect (be aware of) a sense of dignity, not shaming others by letting them suffer, defeating without dishonouring
	Then	jump on, rush into the bush, bend its head, try to unseat	
	In the end	lose face, feel embarrassed, suffer a cruel fate	

## Grammar in Use

### Option 1 ★

- Ask students to do some research work to compare and summarise the following pairs of tenses including simple past vs past perfect, present perfect vs present perfect continuous, simple future vs future continuous. If possible, have students work in pairs or in groups.
- Have students present their research in the form of a table or a diagram.

Reference answer:

Comparing	Examples
<ul style="list-style-type: none"> <li><b>Past Perfect</b> is used to sequence events in the past to show which event happened first.</li> <li><b>Simple Past</b> often suggests a stronger connection between the time of the two events.</li> </ul>	<ul style="list-style-type: none"> <li>When she <b>had read</b> all the greeting cards, she <b>made</b> a short thank-you speech.</li> <li>The music <b>started</b> when the curtains opened.</li> </ul>
<ul style="list-style-type: none"> <li><b>Present Perfect</b> is used to express an action that is complete, was completed in a time frame that is ongoing, or to emphasise a result.</li> <li><b>Present Perfect Continuous</b> is used to emphasise the duration or continuous course of an action.</li> <li>Both tenses are used to express an action that began in the past and is still going on, or occurred in a time frame that is ongoing.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>have written</b> five detective stories so far.</li> <li>I <b>have been writing</b> this report for at least an hour.</li> <li>I <b>have taught / have been teaching</b> at this university since 2010.</li> </ul>
<ul style="list-style-type: none"> <li><b>Simple future</b> is used to talk about an action or condition that will happen at a later time than now.</li> <li><b>Future continuous</b> is used to say that something will be in progress from a certain moment in the future; to predict that something will be in progress at some point in the future; to describe something that is expected or predicted to continue happening from the present for an uncertain amount of time into the future.</li> </ul>	<ul style="list-style-type: none"> <li>I <b>will / am going to</b> learn a new language in the new term.</li> <li>Don't call Paul after 7 p.m. He <b>will be having</b> dinner.</li> <li>We <b>will be buying</b> our own house soon.</li> </ul>

### Option 2 ★★

- Ask students to complete the dialogues based on the given situations.
- Remind students to use the present perfect continuous tense.
- Invite some students to act out the dialogues.

(A)



- A: What \_\_\_\_\_? You look really tired!  
 B: I was caught in a traffic jam for hours. The traffic just gets worse and worse!

(B)



- A: You look really fit!  
 B: Yeah. I haven't been driving for the last two months. I \_\_\_\_\_.

(C)



- A: You're all wet. What's up?  
 B: I \_\_\_\_\_. It is really refreshing.

(D)



- A: Look at the time! Have you been playing computer games again?  
 B: No, Mum. I \_\_\_\_\_.

### Reference answers:

#### Picture A

- A: What have you been doing? You look really tired!  
 B: I was caught in a traffic jam for hours. The traffic just gets worse and worse!

#### Picture B

- A: You look really fit!  
 B: Yeah. I haven't been driving for the last two months. I have been going everywhere by bike.

#### Picture C

- A: You're all wet. What's up?  
 B: I have been cycling in the rain. It is really refreshing.

#### Picture D

- A: Look at the time! Have you been playing computer games again?  
 B: No, Mum. I have been reviewing my lesson notes all night.

## Suggested Activities

### Option 3 ★★

1. Tell students they are going to interview their classmates about some embarrassing but enlightening experiences they once had.
2. Elicit some questions they might need in the interview. Alternatively, provide students with some questions for reference.  
**Reference questions:**  
(1) Have you ever experienced an embarrassing but enlightening situation?  
(2) What happened that day?  
(3) What had you done that might have caused the unfortunate incident?  
(4) Did you manage to pull through?  
(5) How did you do that?
3. Divide students into groups and monitor progress and provide assistance if needed.
4. Select several students to act out the interview and give feedback.

## Listening, Viewing and Speaking

### Listening

#### Option 1 ★★

Describe a situation where the speaker at the TED Talk will be interviewed by a reporter from the school newspaper. Tell students they need to work in pairs and act out the interview based on the information from the audio clip. Remind students who play the reporters that they need to prepare some interview questions. Provide students with some questions for reference if necessary.

#### Interview Questions

Thank you for agreeing to do this interview. When did it occur to you that you needed to try something different? Why?

What gave you the idea of the 30-day challenge?

What challenges have you taken since you first started?

Which challenge was the most interesting/difficult to you?

Did you ever think of giving up halfway during one of the challenges?

How did the 30-day-challenge change your life?

What advice will you give to those who would like to try something new in 30 days like you?

...

#### Option 2 ★★★

Ask students to try something new in 30 days and then fill in the following record. At the end of the 30-day challenge, have students post their records on the display board. If time permits, have them talk about how the challenge has impacted their life or outlook.

**My 30-day Challenge Record**

My challenge: \_\_\_\_\_

Periods	Progress	Reflection
Week 1		
Week 2		
Week 3		
Week 4		

## Viewing

### Option 1 ★★

Have students work in pairs and act out an interview between Jack Prince and a reporter from the school news station based on the video clip.

#### Interview Questions

Thank you for agreeing to do this interview. May I know your age?

Most people of your years stay at home and do very little. What motivates you to continue developing your musical skills?

What is it about the piano that attracts you?

For how long do you play every day?

...

### Option 2 ★★★

Encourage students to retell the story of this 93-year-old piano man in their own words. Remind students that they can tell the story either in the first-person or third-person perspective.

## Speaking

### ★★★

Ask students to conduct a survey about the learning experiences of people around them, including classmates, teachers, parents, relatives and neighbours. Tell them they should interview at least three people and record their interviews in the following table. An example has been given. Remind students to use the useful expressions they have learned in the model interview.

## Suggested Activities

Interviewees	Memorable Learning Experiences	
1. Jane (aged 42, a teacher)	when/where	One winter day 20 years ago / In the Yellow Mountain
	how	My friends and I were climbing the mountain and were about halfway up when we came to a narrow pathway covered with thin ice. We couldn't turn back; all we could do was try moving our feet carefully, praying we wouldn't slip and fall off.
	what	I came to realise that we should always check the weather and do some research before travelling.
	when/where	
	how	
	what	
	when/where	
	how	
	what	
	when/where	
	how	
	what	

## Reading B Comprehension Plus

### Option 1 ★★

Ask students to skim the text and then match each paragraph with the corresponding main idea. Alternatively, have students conclude the main idea of each paragraph by themselves.

Paragraphs	Main Ideas
2	A. How we learn determines how well we can learn.
3	B. Persistence is the key to any progress or achievement in learning.
4	C. Setting a standard against which to examine oneself is important in learning.

### Reference answer:

2-C 3-A 4-B

### Option 2 ★★★

Ask students to find figures of speech used in the text. Give them time to search the Internet or look in a dictionary for English explanations of figures of speech. Then have them illustrate each figure of speech with examples from the text. Alternatively, present figures of speech first and then ask them to find examples from the text.

**Reference answer:**

Figures of speech	Definitions	Examples
Parallelism (平行结构, 排比)	It refers to the method of expressing ideas of equal importance in the same grammatical form, and elements parallel in meaning should be parallel in syntactic structure.	Pile up earth to make a mountain and wind and rain will rise up from it. Pile up water to make a deep pool and dragons will appear. Pile up good deeds to create virtue and profound understanding will come of itself; there the mind of the sage will find completion.
Analogy (类比)	It draws a comparison between two unlike things that have several common qualities or points of resemblance.	If metal is put to the grindstone, it can be sharpened. If the gentleman studies widely and each day examines himself, his wisdom will become clear and his conduct be without fault.
Hyperbole (夸张)	It is the use of unreal exaggeration or overstatement to emphasise the situation.	A piece of wood as straight as a plumb line may be bent into a circle as true as any drawn with a compass.

### Option 3 ★★★

Have students find more quotes about learning. Ask them to explain their choices and to translate their chosen quotes into Chinese.

**Reference answers:**

- (1) Never feel ashamed to seek advice from those of a lower status. (不耻下问。)
- (2) Learning without thinking leads to confusion; thinking without learning ends in danger.  
(学而不思则罔, 思而不学则殆。)

## Suggested Activities

### Critical Thinking



Provide students with a list of factors that may influence their learning. Ask them to rank the factors in order of importance, for instance, on a scale of 1 to 10 (10 represents the most important while 1 the least important). Encourage students to reflect on their own experiences before doing the task. (Note: this activity can be integrated into Activity II on text page 14.)

Factors	Score (1–10)
family background	
learning style	
personal qualities	
study skills/habits	
school environment	
school curriculum	
peer pressure	
teachers' influence	
...	

### Writing



Assign students a new task entitled “Learning by \_\_\_\_\_.” Ask them to think about effective ways of learning for both themselves and people they know and then complete the writing in no less than 150 English words. Remind them that they can use the interview notes they have collected in the Speaking activities as supporting details. Ask them to use the checklist to check and polish the writing.

# Further Exploration



Ask each group to do a presentation about how their learning plan(s) has/have been carried out and make it clear that each member must participate in the presentation. Tell students that they can do the presentation in the form of role-playing, story-telling, an interview or a lecture. At the end of each presentation, ask the audience to make comments, focusing on how effective the learning plan(s) is/are.

## Self-assessment

范例 (Answers may vary.)

**Write a reflective note on what you think you need to improve. You might 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 the writing task especially difficult. Reflecting upon the whole process of completing the task, I actually could understand the requirements pretty well and was able to come up with several examples of how I learned a skill like swimming or a craft like making a wood chair. But when it comes to the writing process, I often struggle with finding proper words and expressions to express my ideas. I feel my thinking is as good as a philosopher but my actual writing is as poor as an uneducated man. I feel so sad about this. Though I managed to complete the writing task and on the whole convey my ideas clearly, my writing lacked charm and appeal due to the loose structure and plain language.

I think I need to enrich my vocabulary and master a variety of sentence patterns and expressions by exposing myself to more authentic English. Besides, I plan to write more to achieve fluency in writing. As I have a tight schedule, I plan to write an English journal every three days. As for the learning resources, I think I will search online for some writing tips and find some good writing samples for guidance.

# Early Efforts at Writing

Robert Louis Stevenson

All through my boyhood and youth, I was known as an idler; and yet I was always busy on my own private end, which was to learn to write. I kept always two books in my pocket, one to read, one to write in. As I walked, my mind was busy fitting what I saw with appropriate words; when I sat by the roadside, I would either read, or a pencil and a notebook would be in my hand, to note down the features of the scene or write some poor lines of verse. Thus I lived with words. And what I thus wrote was for no later use; it was written consciously for practice. It was not so much that I wished to be an author (though I wished that too) as that I was determined that I would learn to write. That was an art that tempted me; and I practised to acquire it. Description was the main field of my exercise; for to any one with scenes there is always something worth describing, and town and country are but one continuous subject. But I worked in other ways also; I often accompanied my walks with dramatic dialogues, in which I played many parts; and often exercised myself in writing down conversations from memory.

This was all excellent, no doubt. And yet this was not the most efficient part of my training. Good though it was, it only taught me the choice of the essential note and the right word. And regarded as training, it had one grave defect; for it set me no standard of achievement. So that there was perhaps more profit, as there was certainly more effort, in my secret labours at home. Whenever I read a book or a passage that particularly pleased me, in which there was either some noticeable force or some happy distinction in the style, I must sit down at once and set myself to ape that quality. I was unsuccessful, and I knew it; and tried again, and was again unsuccessful and always unsuccessful; but at least in these vain efforts I got some practice in rhythm, in harmony, in construction and the organisation of parts. I have thus played the hardworking ape to Hazlitt, to Lamb, to Wordsworth, to Defoe, to Hawthorne, to Montaigne.

That, like it or not, is the way to learn to write; whether I have profited or not, that is the way. It was so Keats learned; it was so, if we could trace it out, that all men have learned. Perhaps I hear someone cry out: But this is not the way to be original! It is not; nor is there any way but to be born so. Nor yet, if you are born original, is there anything in this training that shall clip the wings of your originality. It is only after years of practice that a writer can sit down at last, legions of words swarming to his call, dozens of turns of phrase simultaneously bidding for his choice, and he himself knowing what he wants to do and (within the narrow limit of a man's ability) able to do it.

### Food for thought

1. Why did Robert Louis Stevenson always keep two books in his pocket as a young boy?
2. How did Stevenson learn to write in the early years?
3. What do you think of Stevenson's early efforts at writing?

**Reference answers:**

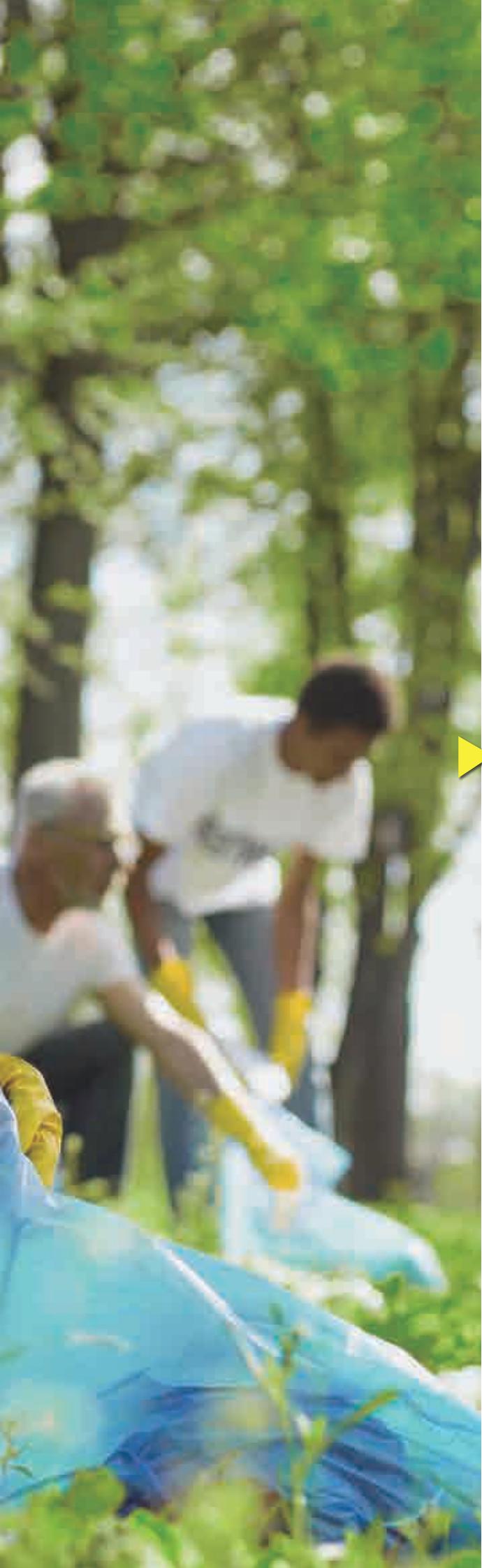
1. Stevenson kept one book to read and the other to write in. He would either write some descriptions of scenes or dramatic dialogues from memory.
2. He kept a book on hand and described the things he thought worthwhile; he role-played dramatic dialogues and then wrote down conversations from memory; he diligently imitated the different styles of great writers.
3. Stevenson set a clear and specific goal early on and worked hard towards it. He was living proof that practice makes perfect.

(Answers may vary.)



## In this unit, we are going to

- ▶ describe volunteer work and volunteering experiences;
- ▶ deepen understanding of volunteer activities around the world;
- ▶ identify priorities in order to make a decision;
- ▶ emphasise key points in speaking, and write an essay using quotes as supporting details.



# Unit 2

## Volunteering

You make a living by what you get, but you make a life by what you give.

— Winston Churchill

### Getting Started

e Look at the pictures and answer the question.

Which of the following volunteer activities have you ever done or heard about?



nursing home volunteer



school volunteer



environmental volunteer



nature reserve volunteer

I've heard about school volunteering. Nowadays, many university students go to remote rural areas to work as volunteer teachers. Some of them help students there regularly during summer or winter holidays; some others may spend a longer period of time teaching there after graduation. (Answers may vary.)

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与社会”，主题群为“社会服务与人际沟通”	<ul style="list-style-type: none"> <li>能描述志愿活动及相关经历；</li> <li>能深入解读世界各地的志愿活动；</li> <li>能根据优先顺序来作决定；</li> <li>能在口语表达中强调要点，能在写作中将引言作为支撑性细节。</li> </ul>
语篇类型	阅读语篇A	<ul style="list-style-type: none"> <li>能归纳以事件、人物经历、感受和观点为主要内容的新闻报道类文章的文体特征。</li> </ul>
	阅读语篇B	<ul style="list-style-type: none"> <li>能概括博客类记叙文的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能获取访谈的目的、主要问题，以及人物关系。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能获取电影对话中由画面、背景、声音、面部表情、动作等非文字资源所传达的信息。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏的变化等表达情感、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能掌握关于志愿活动的词汇，并将其用于理解与表达相关信息与观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用宾语从句，掌握不同引导词的意义与用法，明确从句的语序；</li> <li>能根据表达的需要恰当使用宾语从句。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能概括新闻报道类语篇的结构特征，以及表述志愿活动相关话题的词汇语义网所体现的语言特征；</li> <li>能识别博客类语篇的结构特征及组成部分；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系；</li> <li>能根据对话类语篇的情景语境，获取主要内容和细节。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能识别语篇的写作目的、读者对象，以及作者的观点、意向等；</li> <li>能运用得体的语言形式表达观点和意图；</li> <li>能根据交际场合和交际对象选择恰当的语言形式进行采访，报告有关志愿活动的经历、感受和观点等。</li> </ul>
文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中的文化现象与价值观念，如博爱、互助、慈善、责任感等；</li> <li>能理解中外文化的差异与融通，开展得体有效的交际，培养跨文化交际意识；</li> <li>能通过分析和比较语篇所反映的社会文化现象，做出正确的价值判断，形成积极的人生观和世界观；</li> <li>能通过开展研究性学习，因地制宜地设计并创建志愿活动项目。</li> </ul>

语言技能	听	<ul style="list-style-type: none"> <li>能依据访谈的话轮和话轮转换获取对话中提供的具体建议、事例和理由。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，描述志愿活动经历，表达个人观点；</li> <li>能开展有关志愿活动的微型调查；</li> <li>能利用笔记口头汇报小组讨论结果；</li> <li>能利用言语和非言语形式强调演讲中的要点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能获取阅读语篇A对志愿者事迹报道中的事实和主要观点；</li> <li>能获取阅读语篇B博客文章中的主要内容和观点，识别语篇中的时间顺序；</li> <li>能根据上下文推断语篇中的隐含意义和语义逻辑关系。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能借助电影片段中的画面、人物表情、动作、语气、语调等非文字资源获取信息，判断说话人的意图和态度。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能为学校微信公众号专栏“志愿者之声”撰写110词左右的文章，用于庆祝国际志愿者日。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>能依据听前、听中和听后不同层次活动的要领，获取对话的大意和细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在口头表达中运用“强调要点”的演讲策略；</li> <li>能根据提示回顾本单元各语篇的志愿活动要素，联系生活实际，选出作选择时优先考虑的要素。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能识别新闻报道和博客文章类语篇的结构特征，语篇必备要素和可选要素，并依据各要素的出现顺序获取信息；</li> <li>能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中运用引言作为支撑性细节。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据本单元的学习目标和内容，及时反思、评价学习成效，提高学习效率。</li> </ul>

# READING A

- ? Read the text to find out how volunteering can make a difference to others and yourself.



## GROWING UP WHILE MAKING A DIFFERENCE

There is an old saying about volunteer work that goes like this: "No one can do everything, but everyone can do something." Today, young people around the world have volunteered to help others in various ways. The future is looking pretty bright with these young people leading the way.

Joris, 10 years old and from Seattle, has worked hard all year to save cheetahs from the very real threat of extinction. He raised more than \$14,000 to purchase GPS collars that track and protect the animals, earning money by selling lemonade, flowers and T-shirts, and by organising skating parties and

a garage sale. Joris donated all that he had raised to a wildlife conservation organisation in Namibia where he and his mother have volunteered for the past three summers. "I've learned that everyone can make a difference, even if you're just a kid!" Joris said. "You just have to start somewhere."

Jake and Max, who are 14-year-old twins, launched the Kids That Do Good database to allow young people to search for volunteer opportunities based on age, interest, or location. It all started when the boys began cooking meals to serve the homeless with a family friend in his home kitchen. "We

# Getting Started

## 教学内容与要求

- 能通过看图描述自己曾经参与或了解的志愿活动；
- 能通过交流分享，激活对志愿活动的已有知识；
- 能运用相关词汇描述志愿活动，构建有关志愿活动的词汇语义网。

## 教学建议

1 Introduce the topic of volunteering. Draw students' attention to the pictures and the question on text page 19. Have students read the key words given below each picture. Allow students time to think about their answers. Have students share with the class their volunteering experiences.

2 If students have difficulty in answering the question, cue them by asking questions like *What does the volunteer do? Why does he/she do so? What are the benefits of what he/she does? or Have you ever done or seen someone around you do such activities?*

Suggested Activities 见 page T33d.

# Reading A

## 教学内容与要求

- 能依据新闻报道的文体特征分析语篇内容，包括时间、地点、人物、事件等；
- 能依据语篇要素的出现顺序概述所学语篇内容；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能理解和判断语篇的写作目的、读者对象，以及作者的观点、意向等；
- 能识别和体会语篇中的文化现象及价值观念，如博爱、互助、责任感等。

## 难句注释

1. *The future is looking pretty bright with these young people leading the way. (lines 6–8)*

句中with these young people leading the way作原因状语。整句意为“有这样一群年轻人引领，我们的未来充满光明”。

2. *Joris donated all that he had raised to a wildlife conservation organisation in Namibia where he and his mother have volunteered for the past three summers. (lines 17–21)*

句中的where he and his mother have volunteered for the past three summers是一个以where引导的限制性定语从句，修饰a wildlife conservation organisation in Namibia。整句意为“乔里斯把筹集到的钱全部捐给了纳米比亚的一个野生动物保护组织。过去三年的每个夏天，乔里斯和他的妈妈都在那里做志愿者”。与此句式相同的还有Xiao Meng said she loves spending time in the buildings where 25 emperors spent their whole lives，其中where引导的限制性定语从句修饰the buildings。

## 词汇释义

### • volunteer (line 5)

v. to offer to do sth without being forced to do it or without getting paid for it 自愿做；义务做

**He volunteered his services as a driver.** 他自愿服务充当司机。

n. a person who does a job without being paid for it 义务工作者；志愿者

**Schools need volunteers to help children to read.** 学校需要义务工作者帮助儿童阅读。

voluntary *adj.* 自愿的

volunteerism *n.* 志愿精神；志愿服务

### • threat (line 11)

n. the possibility of trouble, danger or disaster 坏事发生的可能

**These ancient woodlands are under threat from new road developments.** 新道路开发可能对这些古老的林地造成破坏。

under (great) threat of sth 受到……（巨大的）威胁

threaten v. 威胁；预示凶兆；危及

be threatened with extinction 濒临灭绝

### • purchase (line 13)

v. (*formal*) to buy sth 买；购买；采购

**The equipment can be purchased from your local supplier.** 这种设备可从您当地的供应商处购买。

purchase *n.* 购买；购买的东西

make a purchase 采购

### • donate (line 17)

v. to give money, food, clothes, etc. to sb/sth, especially a charity (尤指向慈善机构) 捐赠，赠送

**He donated thousands of pounds to charity.** 他向慈善事业捐款数千英镑。

donation *n.* 捐赠物；捐赠；赠送

make a donation 捐赠

### • wildlife (line 18)

n. animals, birds, insects, etc. that are wild and live in a natural environment 野生动物；野生生物

**People were concerned that pets or wildlife could be affected by pesticides.** 人们担心宠物或野生生物会受到杀虫剂的影响。

wildlife conservation 野生生物保护

### • make a difference (line 22)

有作用，关系，影响

**Changing schools made a big difference to my life.** 转学对我的人生有着重大影响。

**Your age shouldn't make any difference to whether you get the job or not.** 你能否得到这份工作应该与你的年龄无关。

### • launch (line 26)

v. to begin sth such as a plan or introduce sth new such as a product 启动；推出；发起

**The police have launched an investigation into the incident.** 警察已开始对此事件进行调查。

**Two new models are to be launched next year.** 明年将推出两款新型号。

### • base ... on/upon (line 29)

以……为基础（或根据）

**What are you basing this theory on?** 你这种理论的根据是什么？

be based on 基于

base *n.* 根基；基底；底座

basic *adj.* 基本的；基础的

basis *n.* 原因；缘由

on the basis of 根据；基于

### • shelter (line 40)

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 that have been badly treated (无家可归者或受虐待者的) 收容所，庇护所

**They are raising money to build a night shelter for the homeless.** 他们正在募集捐款为无家可归的人建一处夜间收容所。

the fact of having a place to live or stay, considered as a basic human need 居所；住处

**Human beings need food, clothing and shelter.** 人类有衣、食、住的需求。

take shelter 寻求庇护；避难

shelter *v.* 保护；掩蔽

#### • **campaign (line 49)**

*n.* a series of planned activities that are intended to achieve a particular social, commercial or political aim 运动（为社会、商业或政治目的而进行的一系列有计划的活动）

**Today police launched a campaign to reduce road accidents.** 警方今天发起了一场减少道路交通事故的运动。

**campaign *v.*** 参加运动，领导运动（如为实现政治变革或赢得竞选胜利）

#### • **request (line 41)**

*v. (formal)* to ask for sth or ask sb to do sth in a polite or formal way (正式或礼貌地) 请求，要求

**You can request a free copy of the leaflet.** 你可以索要一份免费的宣传单。

**She requested that no one be told of her decision until next meeting.** 她要求下次开会前不要向任何人透露她的决定。

*n.* the action of asking for sth formally and politely (正式或礼貌的) 要求，请求

**They made a request for further aid.** 他们请求给予更多的帮助。

at sb's request / at the request of sb 应（某人之）要求

by request (of sb) 应（某人的）请求；经（某人之）要求

on request 一经要求

#### • **promote (line 50)**

*v.* to help sth to happen or develop 促进；推动

**It is a campaign to promote awareness of environmental protection.** 这是一场提高环保意识的运动。

**promotion *n.*** 促进；提升；（体育运动队的）晋级；促销活动

#### • **urge (line 51)**

*v.* to advise or try hard to persuade sb to do sth 敦促；催促；力劝

**The report urged that all children be taught to swim.** 这份报告呼吁所有的儿童都学习游泳。

**urge *n.*** 强烈的欲望；冲动

an urge to do sth 做某事的强烈愿望或冲动

**urgent *adj.*** 紧急的；紧迫的；迫切的

**urgency *n.*** 紧急；催促；紧急情况

#### • **march (line 47)**

*n.* an organised walk by many people from one place to another, in order to protest about sth, or to express their opinions 示威游行；抗议游行

**Organisers expect up to 300,000 protesters to join the march.** 组织者预计多达30万的抗议者参加这次游行。

**march *v.*** 齐步走；行进

#### • **hang around (line 57)**

徘徊；闲荡

**She is crazy about Chinese classical architecture and spends all her free time hanging around that historic city.** 她热衷于中国古典建筑，所有闲暇时间都徘徊于那座历史名城。

**Let's hang around for a while.** 我们随便逛逛吧。

## 语篇分析

本文的语篇类型是新闻报道。语篇内容是对不同文化背景下的青少年从事志愿活动的报道。语篇结构为“总一分一总”模式：第一段引出语篇主题——青少年志愿活动；第二段至第五段按照志愿者的年龄排序，分别叙述了青少年志愿者拯救野生动物、创建志愿服务工作机会发布平台、呼吁环境污染治理，以及担任博物馆导游的故事；最后一段指出了志愿活动的意义。语篇体现了新闻报道的语言特征，即运用与志愿活动相关，表现做事、心理、言语和行为的动词描述青少年志愿者及其经历，并采用现在时和过去时混用的呈现方式，在引用志愿者观点时使用一般现在时和现在进行时，真实再现了青少年志愿者的感受，体现了新闻人物身份的真实性和新闻报道的客观性。语篇的主题意义在于激发学生从事或组织公益活动和志愿服务，引导学生帮助动物、帮助他人、保护环境、服务社会，树立自立自强、博爱互助的人生观和价值观。

## 背景介绍

This passage is a combination of three stories adapted from “The 17 Most Inspirational Kids of 2017” by Helaina Hovitz in Reader’s Digest issued on 26 December 2017 and one story from “Telling the Story of Ancient Clocks” in the newspaper 21<sup>st</sup> Century.

## 难句注释

3. That’s when they decided to start the website, which receives an average of 100 visitors every day and has a growing number of organisations, such as animal shelters and urban farming groups, requesting to be listed. (lines 36–42)

句中的when they decided to start the website是一个由when引导的表语从句，requesting to be listed是现在分词短语作organisations的定语。句中such as animal shelters and urban farming groups是插入语。整句意为“也就是那时起，他们决定创建这个网站。现在，网站有日均100人次的访问量，还有越来越多的组织希望能被列入该网站，比如动物庇护所和城市农业组织”。

## Personal Touch

---

### 教学建议

1. After students have read the text for the first time, have them list the different types of volunteer work mentioned in it.
2. Allow students time to think about the question and then invite them to share their answers.

### 参考答案

The volunteer work mentioned in the text includes raising money for wildlife conservation, launching a database of volunteer opportunities, leading a campaign for environmental protection, and being a tour guide. If I have an opportunity, what I want to do most as a volunteer is be a tour guide. To become a qualified tour guide, I will make full use of my knowledge and skills and should always keep learning. Also, something amazing about being a tour guide is that I will be able to interact with tourists from all around the world. It’s terrific to talk to different people and hear different stories.

(Answers may vary.)

asked him to take us with him to serve the meals, but when he looked into it,  
35 someone told him, ‘No, they are simply too young,’” said Max. That’s when they decided to start the website, which receives an average of 100 visitors every day and has a growing number of  
40 organisations, such as animal shelters and urban farming groups, requesting to be listed.

Jackson, aged 17, has always been aware of the issue of plastic pollution. He serves as president of  
45 an environmental club. This year he organised a march in Orange County to raise awareness of water rights. Jackson is also leading a campaign in his town  
50 to promote the usage of reusable water bottles. “Our team is urging local restaurants to join our movement by selling more paper water bottles.”

Xiao Meng, a 20-year-old student in Beijing, is one of around 300 volunteer tour guides in the Forbidden City. She hangs around the palace like other visitors, but with a red “volunteer” card. It took her about three months  
55 to remember every detail of the 176 clocks in the clock gallery of the Palace Museum. Xiao Meng said she loves spending time in the buildings where 25 emperors spent their whole lives.  
60  
65 “Every brick has a story to tell,” she said.

Sometimes you may worry about grades or get annoyed because you don’t have the most expensive  
70 sneakers or the latest computer games. Volunteering gives you a chance to value what you have and focus on the truly important things in your life.



### ● Personal Touch



- List the different types of volunteer work mentioned in the text. Which would you most like to do? Explain why.

## Digging In

### ● Comprehension

#### I. Choose the best answer.

1. This text is most probably from C.  
A. a letter      B. a poster      C. a newspaper      D. an advertisement
2. The writer is trying to D.  
A. persuade readers to do volunteer work  
B. inform readers of volunteer opportunities  
C. entertain readers with fun facts about volunteering  
D. provide information about exceptional volunteers
3. According to the text, young people do volunteer work most probably because they B.  
A. want to tell stories about volunteer work  
B. find volunteering experiences rewarding  
C. are eager to use their skills and knowledge  
D. need to find out the truly important things in life

#### II. Complete the table with information from the text.

Who?	How old?	Why?	How?
Joris	10	He is aware that cheetahs are under threat of extinction.	He raised money to buy GPS collars that can track and protect cheetahs.
Jake and Max	14	<i>They wanted to make it easy for young people to find suitable volunteer opportunities.</i>	<i>They have launched a website/database displaying volunteer opportunities.</i>
Jackson	17	<i>He has realised that plastic pollution is a serious problem.</i>	<i>He serves as president of an environmental club, organising campaigns for environmental protection.</i>
Xiao Meng	20	<i>She loves the Forbidden City and its history.</i>	<i>She works as a volunteer tour guide in the Forbidden City.</i>

#### III. Answer the questions.

1. How do you understand the title “Growing Up While Making a Difference”?
2. Find an example in the text that illustrates “making a difference.”
3. At the end of the text, the author says, “Volunteering gives you a chance to value what you have and focus on the truly important things in your life.” What do you think are “the truly important things” in life?

# Comprehension

---

## 教学建议

- I**
1. Have students discuss the title “Growing Up While Making a Difference.” Explain the phrase “make a difference” if necessary and if students don’t know what to say, cue them with questions like *How can one make a difference while growing up when usually the main activity in this period is studying? Can study be taken/regarded as a thing that will make a difference in one’s life or in one’s growing-up period?*
  2. Tell students to skim the text to get the main idea.
  3. After students have read the text, ask them to read the three questions in Activity I and choose the best answer to each question.
- II**
1. Ask students to read the example given in the table before they read the text for a second time.
  2. Tell students to underline the sentences including the information they need for the table while they are reading.
  3. Have students work individually to complete the table.
  4. Allow students time to compare their answers with their partners’.
- III**
1. Have students read the three questions.
  2. Ask students to discuss the questions in pairs or in groups. Give them enough time to plan what they want to say. Provide them with some expressions to organise their ideas, such as:  
*To me / Personally, the title means ...*  
*Take ... as an example. / For example, ... / For instance, ...*  
*Therefore, the truly important things in our life should be ...*
  3. Invite some pairs or groups to share their opinions in class.

## 参考答案

- III**
1. Doing volunteer work can make young volunteers connect with others and the world and help them become responsible grown-ups.  
(Answers may vary.)
  2. For example, Xiao Meng, with her knowledge and story-telling skills, could help visitors have a better understanding of the history behind the clocks.  
(Answers may vary.)
  3. I think the truly important things in life are to realise one’s potential and to do one’s part in making the world a better place.  
(Answers may vary.)

Suggested Activities 见 pages T33e–T33g.

## Vocabulary Focus

### 教学内容与要求

- 能在语境中学习和运用关于志愿活动的核心词汇和表达。

### 词汇分类

识别词汇△: wildlife

运用词汇: volunteer, threat, purchase, donate, launch, shelter, request, march, campaign, promote, urge

常用词组: make a difference, base ... on/upon, hang around

### 教学建议

#### I Key Vocabulary

- Help students pick up the target words and expressions in context through interaction. (See suggested activities on pages T33g–T33j.)
- Help students recall the main idea of the text.
- Ask students to read the passage on text page 23 and fill in the blanks.
- Have students compare their answers with each other.
- Get students to work in groups of four and have a story-telling relay.

#### II Topic-Related Expressions

- Ask students to highlight the target expressions in the text and silently read the sentences with the highlighted expressions.
- Help students pick up the target expressions in context through interaction.
- Get students to read the sentences on text page 23–24 and fill in the blanks.
- Have students discuss the significance of the volunteer work mentioned in the text.
- Invite some students to share their opinions in class.

Suggested Activities 见 pages T33g–T33j.

## ● Vocabulary Focus

### I. Key Vocabulary

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

Young people in different places of the world have volunteered to help others using their time, energy, knowledge and skills. For example, Joris, a 10-year-old boy in Seattle, has helped to protect cheetahs from the threat of extinction by raising more than \$14,000 to purchase GPS collars for the animals. He has also volunteered to help in a wildlife conservation organisation. Jake and Max, who are 14 years old, have launched a database to connect children with volunteer opportunities such as working for animal shelters and urban farming groups. Another boy, Jackson, is determined to fight plastic pollution. He led a campaign in his town to promote the usage of reusable water bottles. He also urged the local restaurants to sell more paper water bottles. Xiao Meng is a volunteer tour guide in the Palace Museum. She worked hard to remember almost every detail of the 176 clocks in the clock gallery in order to offer tourists in-depth explanations. By doing meaningful volunteering, young people can avoid getting annoyed at small things in life and focus on what is truly important.

### 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.

**search for  
be aware of  
make a difference**

**wildlife conservation  
lead a campaign  
volunteer tour guide**

**raise awareness  
rewarding experience  
raise funds**

1. The best volunteer tour guide brings a destination to life with their knowledge, storytelling skills, and passion.
2. Volunteering gives you an opportunity to switch your focus, connect you to others, and involve yourself in activities that can make a difference.
3. Volunteering can raise your confidence by offering you the chance to try something awesome. You may discover talents that you were not aware of previously.
4. The wildlife conservation centre relies on volunteers to spread the word about cheetah extinction, raise funds, and promote initiatives to protect the animals.

5. The city has taken steps to reduce plastic pollution by raising awareness of the environmental impact of plastic waste and by imposing bans on single-use plastics.
6. The local government led a campaign in the city to promote waste sorting.
7. Perhaps the key to a(n) rewarding experience is volunteering in areas of one's interest.

## ● Grammar in Use

### Object clauses (review)

- I. Read the text below. Underline the object clauses, label the clauses with numbers and put the numbers in the corresponding places in the table. The first one has been done for you.

Over 5,000 volunteers worked at the first China International Import Expo in November 2018. The expo is part of China's efforts to demonstrate that it is willing to open its markets further to global trade. Jiang, a 29-year-old Communist Party member and Metro worker in Shanghai, said she was proud to be part of another grand event in her hometown after the World Expo. Jiang was one of the first 25 volunteers selected by the Shanghai Youth League. After the interview, she was told where she would work, what she was responsible for, whether her attendance would be recorded, and whom she should report to. An experienced volunteer showed her how she could guarantee food safety for the expo. Her task was to make sure that all food could be traced back to its source and waste oil was properly recycled. "Every detail matters. Every task is an opportunity to learn something new," Jiang said. She was delighted to do whatever she could for her city.

Connectives	Examples
that(/)	(1) (2) (8)
if, whether	(5)
what, which, who, whom, whose, where, when, how	(3) (4) (6) (7)
whatever, whichever, whoever, whomever, wherever, whenever	(9)



### Grammar Highlights

A sentence containing an object clause usually has the following structure:

**subject + verb + object clause**

*She observed that volunteering gave her a sense of purpose.*

The object clause should be in normal word order with necessary tense changes.



## Grammar in Use

### 教学内容与要求

- 能在语篇中识别和理解宾语从句，掌握引导词的意义与用法，明确从句的语序；
- 能根据所学的宾语从句理解语篇意义，描述人物和事件，表达观点和意图。

### 教学建议

I

1. Ask students some questions, like *What did Joris say about a kid making a difference? When did Jake and Max decide to start their website? What did Jackson say about their team's work?* and *What did Xiao Meng say about her feelings about the Forbidden City?* Write students' answers on the blackboard.
2. Have students observe the object clauses used in their answers.
3. Ask students to read the passage and underline the object clauses in it.
4. Get students to label the object clauses they have found with numbers and put them in the corresponding places in the table.
5. Allow students some time to compare answers with each other.
6. Ask students to analyse the structure of a sentence containing an object clause, the word order of an object clause and the conditions for order changing.
7. Have students read the Grammar Highlights and check their answers.

II

1. Instruct students to use the passage and table in Activity I to try to summarise the functions of connectives in object clauses.
2. Have students read the passage in Activity II and fill in the blanks with proper connectives they have just reviewed.
3. Check answers by asking students some questions about the passage like *What do people think of volunteer work? What can we learn from volunteering?*

III

1. Have students read the directions and the questions in the box.
2. Have students work individually and complete the dialogue. Remind them to pay special attention to the connectives, tenses, the word order and the perspective.
3. Ask students to work in pairs and check each other's answers.
4. Encourage students to act out the dialogue in class.

Suggested Activities 见 pages T33k–T33l.

## II. Fill in the blanks with proper connectives.

Some people probably assume (1) that/( ) volunteer work is "hard work with no pay," but in fact it can make an unbelievable difference in your life. There are several things you can learn while volunteering. For instance, you can find out (2) which/what type of work fits you and have a clearer career goal. Volunteer work is also a great way to know (3) whether/if you are capable of being a real team player and (4) who/whom you can work with. Finally, volunteering is a brilliant way to find out (5) what your true strengths and skills are.

## III. Xu Yuan went to an interview for a volunteer position yesterday. Read the questions in the box and complete the dialogue between Xu Yuan and her classmate James using object clauses.

- A. What is your greatest strength?
- B. How will this strength enable you to be a volunteer?
- C. When would you like to serve as a volunteer?
- D. How does your work experience relate to the volunteer position?
- E. What are your expectations of the volunteer position?

James: Hi, Xu Yuan! How did your interview go?

Xu Yuan: Pretty well. The interviewer said she would get back to me soon.

James: Fantastic! What did she ask?

Xu Yuan: At first she asked me 1 what my greatest strength was. Then she wondered 2 how this strength would enable me to be a volunteer.

James: What came next?

Xu Yuan: After that the interviewer wanted to know 3 when I would like to serve as a volunteer. Then I was supposed to tell her 4 how my work experience relates to the volunteer position.

James: Sounds like just the right question for you.

Xu Yuan: Probably. Finally, I talked about 5 what my expectations of the volunteer position were.

James: Well, you must have answered very well!

Xu Yuan: You might be right. She seemed quite happy with my answers.



## Listening, Viewing and Speaking



### Should We All Volunteer? (Interview)

音频文本见 page T33b

- I. List some of the benefits and challenges of volunteering and discuss them with your partners.

Benefits	Challenges
<ul style="list-style-type: none"><li>developing a positive attitude towards life</li><li><i>providing an opportunity to give back to society and find your life purpose</i></li><li><i>helping reduce pressure by doing physical activities</i></li><li><i>building up self-esteem by taking challenges and picking up new skills</i></li></ul>	<ul style="list-style-type: none"><li>lack of time</li><li><i>running the risk of getting too involved (feeling sorry or anxious for those you're trying to help)</i></li><li><i>feeling frustrated when others don't understand you</i></li></ul>

- II. Listen and answer.

What are the two main health benefits of volunteering? *Living longer and having better mental health.*

- III. Listen again and fill in each blank with no more than two words.

According to Sue, ...

- It is important to do volunteer work that is something (1) you enjoy and means something to you.

- It won't help if the work is a(n) (2) burden to you.  
• Very low levels of volunteering or (3) irregular volunteering probably won't benefit your health.



### Russell (Film clip) 视频文本见 page T33c

- I. Watch the first video clip and guess the relationship between the old man and the boy.

*Grandpa and grandson. Because it seems the boy is reading a book for the old man.*

*Neighbours. Because it seems they are discussing something.*

*Strangers. Because the old man seems to be surprised when he sees the boy.*

(Answers may vary.)

- II. Watch the second video clip. Check your guesses and complete the volunteer profile of Russell.

#### Volunteer Profile

Name	Russell
Volunteer type	A Wilderness (1) <u>Explorer</u>
The volunteer work he offers	He offers to help Carl to (2) <u>cross the street, cross the yard, or cross the porch</u> .
Why he offers help to Carl	Carl is an elderly man and probably needs some help.
What badge he needs	(3) <u>Assisting the Elderly badge</u> .
Why he needs the badge	He wants to (4) <u>become a Senior Wilderness Explorer</u> and attend a ceremony so that his dad will pin on his badge.

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能获取对话的大意和细节；
- 能依据话轮和话轮转换获取对话中提供的具体建议、事例和理由。

## 背景介绍

This audio is an interview from a BBC programme. The interview mainly introduces the positive health effects of volunteering — living longer and enjoying mental health, which are supported by studies. The interviewee points out the levels and frequency of volunteer work as an important factor.

## 教学建议

1. Have students brainstorm the benefits and challenges of volunteering.  
2. Ask students to make further explanation if necessary.
1. Have students listen to the audio clip for the first time. Remind students to pay attention to signal words and expressions like *besides*, *in addition*, *as well*.  
2. Ask students to share their answers in class.
1. Play the audio clip again and have students fill in the blanks. Remind students to pay attention to the details and key information this time.  
2. Have students compare their answers with their partners' and play a certain part of the audio clip if necessary.

Suggested Activities 见 pages T33l–T33m.

## 教学内容与要求

### Viewing

- 能借助电影片段中的画面、人物表情、动作、语气、语调等理解语篇内容和说话人的意图、态度。

## 背景介绍

This video is an excerpt from the film Up (2009). The film centres around an elderly widower named Carl and an earnest boy named Russell. By tying thousands of balloons to his house, Carl sets out to fulfill his dream of seeing the wilds of South America and completing a promise made to his late wife, Ellie. This excerpt is the first encounter between Carl and Russell, where Russell tries every means to offer help in order to earn a badge as a volunteer while Carl is unwilling to take it and tricks Russell into catching a snipe.

## 教学建议

1. Tell students that they will watch a video clip in silent mode.  
2. Remind students to pay attention to the facial expressions, actions and clothes of the characters.  
3. Ask students to think about the relationship between the old man and the boy.  
4. After students watch the video clip, have them talk about their guesses and their reasons.
1. Before playing the second video clip, have students go through the Volunteer Profile. Explain the words that students may have trouble understanding like *badge*.  
2. Play the video clip and have students check their guesses and complete the Volunteer Profile.  
3. Ask students to compare their answers with their partners'. Explain the words and expressions students may have trouble understanding like *porch*.

- III**
1. Ask students to read the questions and encourage them to share their ideas in class.
  2. Have students discuss a follow-up question: *Do you have any advice for Russell to help him complete his next volunteer project?*

Suggested Activities 见 page T33m.

## 教学内容与要求

### Speaking

- 能在听、看的基础上，描述志愿活动经历，表达个人观点；
- 能开展有关志愿活动的微型调查；
- 能根据笔记口头汇报讨论结果；
- 能用言语或非言语形式强调演讲中的要点；
- 能在口头表达中运用“强调要点”的演讲策略。

## 教学建议

### Step 1

1. Introduce the task to students.
2. Have students read the directions and ask them some questions to make sure they understand the requirements. For example, *How many members are there in a group? How many classmates do you each need to interview? or Can you interview your own group members?*
3. Allow students time to complete their interviews. Remind them to take notes and fill in the table.

### Step 2

1. Have students share their notes with their group members.
2. Allow students time to have a group discussion to find out why and how people volunteer.

### Step 3

1. Tell students they are going to report their findings.
2. Have students read the Speaking Strategy. Illustrate some tips with examples. For instance, you can gesture with your hands when saying “more slowly” and can stress “key words” while making eye contact with students.
3. Have students brainstorm more ways to emphasise key points and list them on the blackboard. Encourage students to adopt different ways to emphasise key points when they report their findings.
4. Allow students time to prepare and remind them to refer to the Useful Expressions.
5. Invite one or two groups to present their findings in class and ask the rest of the class to note down key points.

## 参考答案

### Step 3

My group members and I found that many people volunteer because they had once been helped in one way or another. We also found that people tend to do something they are really good at when they decide to volunteer. For example, Jiajia, one of my group members, said when she was young, she was afraid of going to hospitals. But one day she saw a volunteer play the piano there to comfort and entertain patients, and the music made her visit a much less stressful experience. Jiajia is also very good at playing the piano. So later, she found a volunteer opportunity to play in a nursing home.

(Answers may vary.)

Suggested Activities 见 pages T33m–T33n.

### III. Answer the questions.

*Probably I would say, “Thanks, but I really don’t need any help at the moment.” (Answers may vary.)*

1. If you were Carl, how would you respond to Russell?

2. What do you think we can learn from Russell as a volunteer?

*Russell is an enthusiastic volunteer and he is not afraid of being turned down. Besides, he is always polite. What we can learn from him are his passion for and commitment to volunteering. (Answers may vary.)*

#### E Reporting a mini-survey about volunteering

Conduct a mini-survey about volunteering in class and then report your findings.

**Step 1** Work in a group of three or four. Each member asks a classmate outside their group the following questions about volunteer work. Take notes by using the table.

Question 1: Do you know anyone who has done volunteer work? If yes, where and why did they volunteer?

Question 2: Would you like to work as a volunteer in the same way? Why or why not?

Question 3: Can you think of some other ways to help people in need? What are they?

Name	Zhang Yue
Answer to question 1	<i>Yes, my friend Xiaolan has done volunteer work in our city library. Her work is to help readers find the books they are looking for, and to make sure books are placed in the right places on the bookshelves. She volunteered because she loves reading and is good at finding books.</i>
Answer to question 2	<i>Sure, I wish I could do what Xiaolan did as a volunteer one day, because I enjoy reading and studying in the library, and would feel great if I could help people there.</i>
Answer to question 3	<i>There are many other ways to help those who enjoy reading. For example, we can help to establish reading rooms in local communities or reading corners in public places.</i>

*(Answers may vary.)*

**Step 2** Share your notes in the group and work together to find out why and how people volunteer.

**Step 3** Select a group member to report your findings in class. Emphasise key points when presenting.

#### Speaking Strategy Emphasising key points

**Here are a few tips for emphasising a point during presentation:**

1. Say “It’s important to note that ...”, “I should stress that ...”, etc., before you raise the point.
2. Use repetition to get the point across.
3. Speak more slowly and emphasise key words.
4. Make eye contact with your audience.

## Useful Expressions

### Giving reasons

Owing to ..., people volunteer ...

The reason for volunteering is that ...

That is why people volunteer ...

Most people volunteer on account of ...

### Giving examples

That reminds me of ...

Take ... for instance, ...

What’s more, ...

Take the case of ...

# READING B



## What I Learned from a Volunteering Trip to Tanzania



Pippa Biddle post on May 11

I was in Tanzania a few years ago as part of a trip organized by the private all-girls boarding school that I attended. Our group consisted of 15 students, most of whom were white, and a few teachers. About \$3,000 got us a week at an orphanage, a few pickup soccer games, and a week-long safari.

Our mission at the orphanage was to build a library. But it turned out that we, a group of highly educated high school students, couldn't deliver on this mission. We were so bad at the most basic construction work that, I found out later, the local men who were helping us had to secretly come back each night to undo our work and rebuild the structure. Our costs were covering not just one library but two — the one we attempted to construct and the one built in secret each night to replace it. Basically, we failed at the only purpose of our being there. It would have been better for the orphanage to have taken our money to hire locals to do the work.

Perhaps even more awkward was my failure at the simple act of gift giving.

In the months leading up to our trip to Tanzania, we collected hundreds of items to bring with us as gifts for the girls at the orphanage. Most of them were related to school and health, but we also collected many hair styling products. I

had worn a hair band on my wrist for as long as I could remember, so the idea of collecting them for others seemed logical. I always needed one, so why wouldn't a girl in Africa need one too? Also, they were cute and fashionable.

It wasn't until we arrived at the orphans' school and saw the beautiful girls in their crisp uniforms that we realized how off the track we had been. I hadn't known that one of the regular parts of the Tanzanian schoolgirl uniform is a closely cropped head. The girl's hair is highly regulated by school officials. We were later told that the haircut is believed to increase productivity, encourage focus on studies, and promote personal cleanliness.

If I, with all my resources, had taken just 20 minutes to research what Tanzanian schoolgirls wear, I would have been able to come up with a better idea.

This kind of volunteering trip I was on has been criticized quite a bit recently and with reason. The lesson I learned: if you are going to travel with the intention of supporting and bettering a community, do your research first. Don't assume that the things that you value and enjoy are the same things people in another country value and enjoy.

like

repost

# Reading B

## 教学内容与要求

- 能理解博客文章的主要内容和观点，了解博客文章的读者对象和基本特征；
- 能根据上下文推断语篇中的隐含意义和语义逻辑关系；
- 能理解中外文化的差异与融通，开展得体有效的交际，培养跨文化交际意识；
- 能通过分析、比较语篇所反映的社会文化现象，形成积极的世界观。

## 语篇分析

本文的语篇类型为博客类文章，是记叙文的一种。语篇内容是作者回忆中学时期参加的一次坦桑尼亚公益之旅。语篇结构为“总一分一总”模式：第一段交代了人物及背景；第二段至第六段描述了图书馆建造和礼物选择两个适得其反的爱心之举；第七段对未来的公益旅行提出建议，指出需尊重不同国家或地区文化的差异，说明跨文化意识培养的重要性。语篇的语言特征体现在，以与志愿活动相关的行为动词构建了与“公益旅行”话题相关的词汇语义网，并以过去时态呈现，体现了博客类语篇语言简洁、叙述生动、过渡自然、观点明确的特点。语篇的主题意义在于提醒学生参加公益旅行前应该了解可能存在的文化差异，从跨文化视角观察和认识世界，在真正意义上帮助他人、服务社会，成长为一个有素养、有责任的人。

## 背景介绍

This passage is a blog post about an American girl's volunteering experience in Tanzania, written as a contribution to the debate over voluntourism. The author Pippa Biddle runs three websites and she is also a member of the editorial board of The FBomb. Her work has been published by numerous outlets including *The New York Times Online*, *GoGirl Finance*, *The Huffington Post*, and *Elite Daily*. Note that the text has retained the American English spelling.

## 难句注释

- It would have been better for the orphanage to have taken our money to hire locals to do the work. (lines 23–25)

本句包含一个表示与过去事实相反的非真实条件状语从句，是虚拟语气的一种，可还原为If the orphanage had taken our money to hire locals to do the work, it would have been better。整句意为“早知如此，还不如我们把钱给孤儿院，让他们雇当地人来做这项工作”。

- If I, with all my resources, had taken just 20 minutes to research what Tanzanian schoolgirls wear, I would have been able to come up with a better idea. (lines 52–55)

本句中if引导的从句为非真实条件状语从句，表示与过去事实相反。句中come up with意为“提出、想出”。整句意为“要是我能用上手里所有的资料，花个20分钟时间研究一下坦桑尼亚女学生的穿着，我肯定能想出一个更好的主意”。

- This kind of volunteering trip I was on has been criticized quite a bit recently and with reason. (lines 56–58)

句中的and连接了两个并列的状语，修饰谓语动词has been criticized，一个是quite a bit recently，另一个是with reason。句中with reason意为“正当地；有充足理由地”。整句意为“我参加的这类公益旅行近来受到了相当多的批评，这也是有原因的”。

## 词汇分类

识别词汇△: undo, regulate

运用词汇: deliver, construction, awkward, crop, resource, criticize, intention, assume

常用词组: consist of, lead up to, off the track

## 词汇释义

### • consist of (line 4)

由……组成（或构成）

**The committee consists of ten members.**

委员会由十人组成。

**damage.** 想办法补救部分损失还为时不晚。

to open sth that is fastened, tied or wrapped 打开；解开；拆开

**I undid the package and took out the books.**

我打开包裹取出书来。

### • deliver (line 12)

v. to do what you promised to do or what you are expected to do; to produce or provide what people expect you to 履行诺言；不负所望；兑现

**He has promised to finish the job by June and I am sure he will deliver.** 他答应在六月前完成这项工作，我相信他会履行诺言。

**The team delivered a stunning victory last night.** 昨晚这个队不负众望，大获全胜。  
deliver on one's promises 信守诺言

### • awkward (line 26)

adj. making you feel embarrassed 令人尴尬的；使人难堪的

**There was an awkward silence.** 一阵令人尴尬的沉默。

awkwardness n. 尴尬；笨拙

### • lead up to (line 28)

是……的先导；是导致……的原因

**I felt extremely nervous in the weeks leading up to the exam.** 临近考试前的几周，我感到特别紧张。

### • off the track (line 43)

偏离正道，离题，偏离目标；出错

**While preparing a speech, remember to stick to the topic and not to get off the track.** 在准备演讲时，记住要紧紧围绕主题，不要跑题。

### • crop (line 46)

v. to cut sb's hair very short 剪短

**She had her hair closely cropped.** 她把头发剪得很短。

n. a plant that is grown in large quantities, especially as food 庄稼，作物

**Sugar is an important crop on the island.** 糖料作物是这个岛上的一种重要作物。

### • undo (line 17)

v. to cancel the effect of sth 消除，取消，废止（某事的影响）

**It's not too late to try and undo some of the**

### • regulate (line 47)

v. to control sth by means of rules (用规则条例) 约束, 控制, 管理

**The activities of credit companies are regulated by law.** 信贷公司的业务受法律的制约。

regulation n. 管理; 规则; 校准

判; 挑剔; 指责

**The decision was criticized by environmental groups.** 这个决定受到了环保团体的批评。

**He has been criticized for not taking the problem seriously.** 他因没有认真对待这个问题而受到指责。

critical adj. 批评的; 挑剔的; 决定性的  
be critical of 对……提出批评

criticism n. 批评

critic n. 批评家, 评论家

### • resource (line 52)

n. sth that can be used to help achieve an aim, especially a book, equipment, etc. that provides information for teachers and students 有助于实现目标的东西; 资料

**The database could be used as a teaching resource in colleges.** 数据库可以用作大学里的一种教学辅助手段。

a supply of sth that a country, an organisation or a person has and can use, especially to increase their wealth 资源; 财力

**We must make the most efficient use of the available financial resources.** 我们必须最有效地利用现有财力。

human resources 人力资源

resourceful adj. 资源丰富的, 足智多谋的

### • intention (line 59)

n. what you intend or plan to do; your aim  
打算; 计划; 意图; 目的

**I have no intention of going to the wedding.** 我无意去参加婚礼。

intend v. 打算; 想要; 意指

intend to do sth 想要做某事

be intended for 打算为……所用

intentional adj. 故意的; 蓄意的; 策划的

### • assume (line 61)

v. to think or accept that sth is true but without having proof of it 假定; 假设; 认为

**It is reasonable to assume that the economy will continue to improve.** 认为经济将继续好转是有道理的。

assumption n. 假定; 设想

assumptive adj. 假定的; 设想的

### • criticize (line 57)

v. (BrE also **criticise**) to say that you disapprove of sb/sth; to say what you do not like or think is wrong about sb/sth 批评; 批

# Comprehension Plus

---

## 教学建议

- I
1. Have students read the title of the text and ask them to pay special attention to “volunteering trip.” Ask students whether they have taken or heard about such kind of trips; if yes, invite them to share their experiences or ideas in class.
  2. Give students two minutes to skim the text. Ask students to answer the following questions:
    - (1) What did the blogger write about in the blog post?
    - (2) Who might be the target readers of this blog post?
    - (3) Why did the blogger write this blog post?

**Reference answers:**

- (1) In the blog post, the blogger wrote about her volunteering trip to Tanzania.
- (2) The blog post is mainly written for those who also intend to take a volunteering trip.
- (3) The blogger writes the post to raise people’s awareness of potential cultural differences and remind them not to take anything for granted during a volunteering trip.
3. Ask students to read through the text and fill in the diagram.
4. Help students get the main idea of the text while checking their answers.

- II
1. Have students scan the text — focusing on line 26 to line 55.
  2. Ask students to read the first question and invite some to share their ideas about it.
  3. Have students discuss in groups the second question and invite some group leaders to present their answers.
  4. Alternatively, organise a mini-debate on the second question if time permits and students are well prepared.

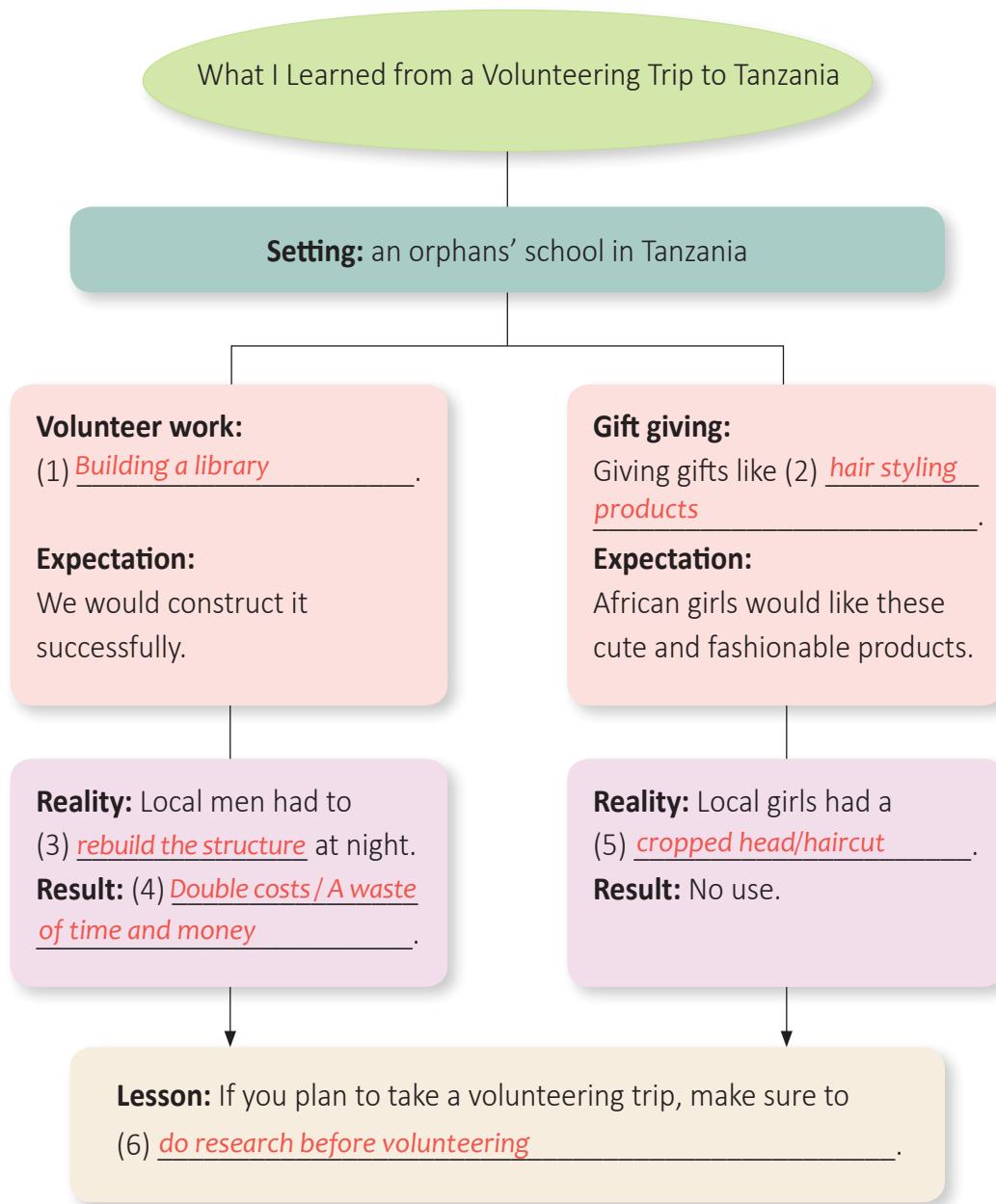
## 参考答案

- II
1. I would take the hair band as a symbol of friendship even though we could hardly use it with the short hair. / I would put away the hair band as it is of no use to me at present.  
(Answers may vary.)
  2. Yes. Since volunteering in an unfamiliar community may involve misunderstanding and usually cannot address the real problem in a short period of time, I think it is more practical for us to volunteer in our community and do work we are really capable of doing, such as helping with waste sorting in our neighbourhood, cleaning up rubbish in local parks, or visiting aged people in nursing homes.  
(Answers may vary.)

Suggested Activities 见 page T33n.

## ● Comprehension Plus

I. Fill in the diagram with information from the text.



II. Answer the questions.

1. If you were one of the Tanzanian girls, what would you think of the hair band given as a gift?
2. Do you think it would be better for volunteers to do volunteer work in their local community? Give your reasons.

## Critical Thinking

Identifying priorities in  
order to make a decision

- I. Complete the table with information about two of the volunteer projects mentioned in this unit. An example is given.

Analysing Volunteer Projects

Factors	Example Project	Project 1	Project 2
	Protecting Cheetahs	Volunteer tour guides	2018 China International Import Expo Volunteer
<b>Venue</b> <i>Where am I going to work?</i>	Seattle.	The Forbidden City.	Shanghai.
<b>Target group (=whom to help)</b> <i>Who do I help?</i>	Cheetahs.	Visitors to the museum.	Visitors to the expo.
<b>Objective</b> <i>What is the project for? What goals do the volunteers want to achieve?</i>	To save cheetahs from extinction.	To introduce the clock gallery of the Palace Museum.	To guarantee food safety for the expo.
<b>Task(s)</b> <i>What do I do to help?</i>	Raising money to purchase GPS collars <ul style="list-style-type: none"><li>• by selling lemonade, flowers, and T-shirts;</li><li>• by organising skating parties and a garage sale.</li></ul>	Giving information and telling stories by remembering every detail of the 176 clocks.	Making sure that all food could be traced back to its source and waste oil was properly recycled.
<b>Required skills</b> <i>What skills should the volunteers be equipped with?</i>	Require <ul style="list-style-type: none"><li>• selling skills;</li><li>• planning and organising skills.</li></ul>	Require <ul style="list-style-type: none"><li>• good memory;</li><li>• presentation skills.</li></ul>	Require <ul style="list-style-type: none"><li>• a sense of responsibility;</li><li>• being observant.</li></ul>
<b>Required time</b> <i>How much time will the project cost the volunteers?</i>	Not specified.	Not specified.	Not specified.

- II. If you were to choose one volunteer project initiated by your school, which of the factors above would you consider first? What other factors may also influence your decision?

Personally, I would take required time and venue into consideration when choosing among different volunteer projects organised by our school. Generally speaking, the volunteer projects are meaningful and educational because they often call for knowledge and skills we have learned. Yet I am still a student and need to put my studies first. Besides time and distance, I will also consider who my working mates might be.

(Answers may vary.)



Culture Link

### International Volunteer Day

The act of volunteering is found in all cultures. Each year, hundreds of millions of people volunteer their time and skills to help make the world a better place. When they volunteer, they help to improve the lives of others. And when they volunteer, they also gain a greater sense of belonging to their communities. On 5 December, people around the world celebrate International Volunteer Day with parades, volunteer fairs, group clean-ups, blood donations, conferences, and exhibitions.

# Critical Thinking

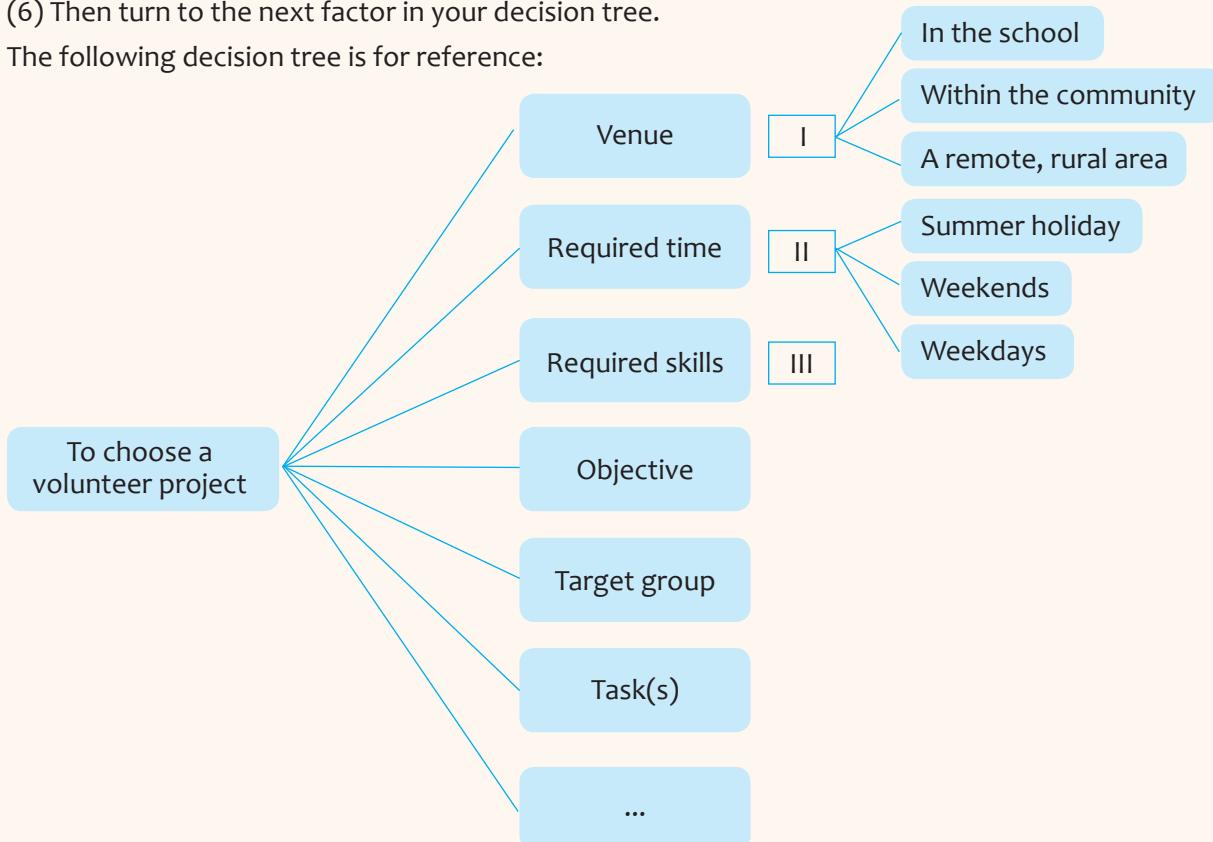
## 教学内容与要求

- 能根据提示梳理本单元各语篇中志愿活动的要素；
- 能联系生活实际，根据优先考虑的要素作出参与何种志愿服务项目的决定。

## 教学建议

- I
1. Have students recall the volunteer projects mentioned in this unit and list them on the blackboard.
  2. Ask students which one appeals to them most and why.
  3. Ask students to choose two projects discussed in this unit and complete the table.
  4. Invite some students to share their answers.
- II
1. Have students read the questions.
  2. Encourage students to create a decision tree by taking the following steps:
    - (1) Identify the problem — choose one volunteer project;
    - (2) Develop their ideas by brainstorming and summarise the factors that will influence their decision;
    - (3) List the factors in order of priority (the most important first);
    - (4) Make two to four lines branching out from the most important factor, each line introducing one option;
    - (5) Choose from the options — base your decision on this factor;
    - (6) Then turn to the next factor in your decision tree.

The following decision tree is for reference:



3. Ask students to discuss in groups what kind of volunteer project they are most likely to participate in and explain their reasons.

Suggested Activities 见 page T330.

Culture Link 板块教学建议等见 page T33a.

# Writing

## 教学内容与要求

- 能解读写作板块中范文的语篇结构和主要特征；
- 能使用采访中有关志愿活动的言论和名人名言作为写作任务的支撑性细节；
- 能根据微信公众号的投稿要求，运用引言支持观点，完成写作任务。

## 教学建议

Help students understand the Writing Strategy of using quotes as supporting details by analysing the sample essay and explaining the writing task.

### Step 1

1. Introduce the writing task to students and make sure that they know who they are to write for and what they are to write.
2. Have students share their understanding of the title “Helping Others Helps You.”
3. Ask students to read the sample essay to check their understanding and then have them locate the writer’s statement.
4. Get students to underline the sentences used as supporting details.

### Step 2

1. Draw students’ attention to the last two sentences and elicit the quote sandwich format.
2. Have students read the Writing Strategy on text page 32.
3. Have students brainstorm more ways to introduce a quote.
4. Remind students to explain the significance of their quote and add their own understanding of it.

### Step 3

1. Encourage students to voice their opinions on volunteering and list what they say on the blackboard.
2. Have students choose one of the statements that they agree with.

### Step 4

1. Tell students to interview the volunteers they know or search the Internet for quotes in support of their statement after class.
2. Ask students to select the quotes that can support their statement.

### Step 5

Have students organise the quotes and write an essay in 90–110 words.

# Writing an essay for a special column “Voices of Volunteers”

The student editors working for the school WeChat official account are planning a special column called “Voices of Volunteers” to celebrate International Volunteer Day. Below is a short essay they will publish in the column. You are invited to contribute to the column.

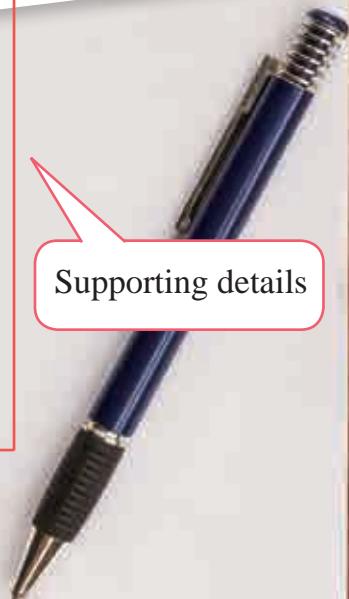
Topic sentence/  
General statement

## Helping Others Helps You

Volunteering has a positive effect on your community — and it's good for you too. Ben, a college student who did volunteer work, called it “a win-win situation.” He said, “You feel good because you’re helping others, and the others feel good because they’re getting help.” Giving back to your community is valuable in itself, and helping others also brings you many benefits. As an old saying goes: “The fragrance of the rose lingers on the hand that casts it.” The happiest people are those who give and give generously.



Supporting details



## ● Guided Writing

**Step 1** Read the text “Helping Others Helps You” and underline the sentences used as supporting details.

**Step 2** Read the example below and pay attention to the sentences in different colours. Note how quotes are used to support the writer’s argument.

As an old saying goes: “The fragrance of the rose lingers on the hand that casts it.”

The happiest people are those who give and give generously.

The quote sandwich



Introducing your quote

Using your quote

Explaining your quote

### Writing Strategy **Using quotes as supporting details**

The quote sandwich format encourages writers to introduce quotes and discuss them afterwards. Using a quote sandwich will help the reader to connect someone else’s ideas to the writer’s and to understand why the quote supports the writer’s statement. Keep in mind that quotes should be the supporter, not the supplier, of information in an essay.

**Step 3** Write a general statement about volunteering.

e.g. Volunteering is an efficient and effective way to broaden our horizons.

**Step 4** Interview volunteers around you or search the Internet to collect quotes in support of your statement.

**Step 5** Organise the quotes to support the general statement by referring to the sample writing. Complete your essay in 90–110 words.

(Statement) \_\_\_\_\_

(Quotes as supporting details) \_\_\_\_\_

(Concluding sentence) \_\_\_\_\_

## 参考答案

### Step 1

Supporting details serve to convince readers that volunteering has a positive effect on volunteers themselves. In this case, the supporting details include Ben's personal experience of being a volunteer, which he has talked about, as well as a widely-quoted saying, "The fragrance of the rose lingers on the hand that casts it."

*Ben, a college student who did volunteer work, called it "a win-win situation." (Who was Ben? How did he comment on his experience as a volunteer?)*

*He said, "You feel good because you're helping others, and the others feel good because they're getting help." (What effect did Ben think volunteering had on himself?)*

*Giving back to your community is valuable in itself, and helping others also brings you many benefits. (This sentence is written to link what Ben said to the general statement.)*

*As an old saying goes, "The fragrance of the rose lingers on the hand that casts it." (This quote is used to consolidate or give further support to what has been said so far.)*

### Step 3

The sample sentence can be used as reference.

The general statement focuses on "broadening our horizons," which is another positive effect of volunteering. The supporting details should centre on this aspect. What is said by volunteers you know or famous quotes collected from other sources should be closely relevant to the point.

### Step 4

*What volunteer(s) said*

*My friend James volunteered as an interpreter at the second China International Import Expo. He said, "It is a great opportunity to meet people from different places of the world and it has broadened my outlook."*

*(Answers may vary.)*

*Quote(s) collected from the Internet*

*The highest reward for a person's toil is not what they get for it, but what they become by it. — John Ruskin*

*(Answers may vary.)*

### Step 5

The sample writing can be used as reference.

Suggested Activities 见 page T330.

# Further Exploration

## 教学内容与要求

- 通过研究性学习，创建志愿活动项目，设计志愿者招募广告，培养学生的社会服务意识和合作交流能力。

## 教学建议

### Step 1

- Ask students to think about what they can do for their community. List their ideas on the blackboard.
- Divide the whole class into groups, and have each group pick one project on the blackboard.

### Step 2

Have students discuss their projects and fill in the form below.

Project	Volunteer positions	Number of volunteers needed	Responsibilities	Qualifications	Time of work

### Step 3

- Ask each group to fill in the following form to ensure that each group member is responsible for at least one task from the group work.

Group 1	Tasks	Doers
	Drafting text	
	...	

- Have students design their advertisements and post them on the school notice-board. Remind students that they should finish their work in two to three days.
- Ask each group to fill in the following assessment forms before they post their advertisements.

Form 1

Self-assessment	Project	Tick “V” if you did it.
Group: _____	(1) We held a discussion on the work, the number of volunteers needed, positions, responsibilities, qualifications and the time of work.	
	(2) Each of us has taken on at least one task from the group work.	
	(3) We drafted an advertisement.	
	(4) We revised the advertisement according to others' advice.	
	(5) We designed the layout of the advertisement.	
	(6) We posted the advertisement.	

Form 2

Peer assessment	Project	Score (1~10)
Group: _____	(1) The project is well-organised and workable.	
	(2) The content of the advertisement is concise and to the point.	
	(3) The layout of the advertisement is well-designed.	
Total		

Suggested Activities 见 page T33p.

## Self-assessment

## 教学内容与要求

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

(To be continued on page T33a.)

## ► Further Exploration

### Designing a “volunteers needed” advertisement

Work in groups. Plan a volunteer project for your community on International Volunteer Day.

Step  
**1**

Decide on the type of volunteer work suitable for your community.

Step  
**2**

Discuss the work, the number of volunteers needed, volunteer positions, responsibilities, qualifications and the time of work.

Step  
**3**

Design a “volunteers needed” advertisement and post it on the school bulletin board to find volunteers to join your project. A sample poster is given on the right.

## ► Self-assessment

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

- A. Understanding the benefits and challenges of volunteering
- B. Reporting a mini-survey about volunteering in class
- C. Designing a “volunteers needed” advertisement with specific requirements
- D. Getting priorities right in order to make a decision
- E. Giving a presentation with key points properly emphasised
- F. Writing an essay with quotes used as supporting details

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

# VOLUNTEERS

We Need You. Yes, YOU!

Position: Summer Camp Volunteer

## Responsibilities

- Providing 1–6 graders with a safe and comfortable learning environment
- Helping programme directors organise activities
- Informing programme directors of all incidents and injuries as they occur

## Qualifications

- Experience working with youth preferred
- Ability to work cooperatively with others
- Flexible and able to deal with unexpected situations
- Creative, responsible, and energetic

## Time of work

- At least 2 days per week during the summer camp programme
- 09:00 – 16:00, 8 July – 19 August.

Interested? Then contact Daniel at:  
daniel@xxx.com



## 教学建议

### Step 1: Review

1. Remind students to go over the expected learning outcomes of this unit item by item and tick those they think they did well.
2. Ask students whether they have achieved the overall learning goals about “volunteering.” Invite some students to share their learning experiences about how they fulfilled each goal.

### Step 2: Reflect

1. Conduct a survey to see which item(s) most students find difficult.
2. Organise a class discussion to analyse possible cause(s) of the problem(s) and encourage students to put forward some suggestions about how they can do better.

### Step 3: Revise

Encourage students to find and search out effective solutions to their own problem(s) and write a reflective note on how to make improvements.

范例见 page T33p.

## Culture Link

### 教学内容与要求

- 能了解国内外对志愿活动的普遍认同，树立博爱、互助的价值观；
- 能结合写作和项目探究活动，提升对公益活动和志愿服务的认同感。

### 教学建议

1. Show the flag of the United Nations to students and ask whether anyone recognises it.
2. Elicit International Volunteer Day (IVD), which is mandated by the UN General Assembly.
3. Have students discuss how IVD is celebrated every year.
4. Get students to read the passage and check their answers.
5. Ask students to discuss why IVD was set up.

### 补充文化知识

International Volunteer Day (IVD), mandated by the UN General Assembly, is held each year on 5 December. It is viewed as a chance for individual volunteers, communities and organisations to promote their contributions to development at the local, national and international levels. By combining UN support with a grassroots mandate, International Volunteer Day is a unique opportunity for people and volunteer-involving organisations to work with government agencies, non-profit institutions, community groups, academia and the private sector.

## Should We All Volunteer?

**M:** Over the last few years there's been more and more research and interest into the health impacts of volunteering. Studies have shown plenty of positive health effects from volunteering, and when I've done it I felt good about myself, I felt satisfied and I felt like I've helped someone, so there might be something in it.

So, Sue, if somebody's sitting at home right now and they're thinking, "I could watch TV, or play a computer game, or I can volunteer, why would I volunteer?" What are the benefits?

**F:** Well, the research evidence suggests that volunteers on average live longer than people who don't volunteer, but that probably seems quite **a long way off** if you're a younger person. Well, there's much clearer evidence as well that people who volunteer have better mental health. Now that's better feelings of satisfaction with their lives, feelings of **well-being**.

The importance with volunteering is that it's something you enjoy and that it means something to you; otherwise you won't stick at it. And certainly to get the improvements in mental health you need to be doing something that you're enjoying. If it's a burden in some way, you won't stick at it and you won't get the benefit.

**M:** Now that's quite a big claim that you can live longer.

**F:** Yeah.

**M:** What's the science to back that up?

**F:** We did a review a couple of years ago and we found 26 studies looking at the health outcomes of people who volunteered compared with people who didn't volunteer. From those studies, 17 reported benefits in terms of living longer and mental health.

**M:** Does it mean that this many hours of volunteering equals I'll live this long?

**F:** Sorry, no.

**M:** I feared you'd say that.

**F:** No, some of it depends on the type of activity that you're doing. Very low levels of volunteering or very irregular volunteering probably won't do much.

### 注释:

1. **a long way off** 离得远

**Success is still a long way off, but we definitely have confidence it will arrive.** 虽然通向成功之路任重而道远，但我们坚信成功终将到来。

2. **well-being** n. general health and happiness 健康；安乐；康乐

**Singing can create a sense of well-being.** 唱歌能产生一种幸福感。

**Russell**

**Russell:** Good afternoon, my name is Russell, and I am a Wilderness Explorer in Tribe 54, Sweatlodge 12. Are you in need of any assistance today, sir?

**Carl:** No.

**Russell:** I could help you cross the street.

**Carl:** No.

**Russell:** I could help you cross your yard.

**Carl:** No.

**Russell:** I could help you cross your **porch**.

**Carl:** No.

**Russell:** Well, I gotta help you cross something.

**Carl:** No, I'm going fine.

**Russell:** Good afternoon. My name is Russell.

**Carl:** Uh ... kid ...

**Russell:** And I am a Wilderness Explorer in Tribe 54, Sweatlodge 12.

**Carl:** Kid. Slow down. KID!!

**Russell:** Are you in need of any assistance today, sir?

**Carl:** Thank you, but I don't need any help!

**Russell:** Ow.

**Carl:** Proceed.

**Russell:** Good afternoon. My —

**Carl:** But skip to the end!

**Russell:** See these? These are my Wilderness Explorer badges. You may notice one is missing. It's my Assisting the Elderly badge. If I get it, I will become a Senior Wilderness Explorer! The wilderness must be explored! CAW-CAW! RAAAR!

**Russell:** It's gonna be great! There's a big ceremony, and all the dads come, and they pin on our badges ...

**Carl:** So you want to assist an old person?

**Russell:** Yep! Then I will be a Senior Wilderness Explorer!

**Carl:** You ever heard of a snipe?

**Russell:** Snipe?

**Carl:** Bird. Beady eyes. Every night it sneaks in my yard and **gobbles** my poor azaleas. I'm elderly and infirm. I can't catch it. If only someone could help me ...

**Russell:** Me! Me! I'll do it!

**Carl:** Oh, I don't know, it's awfully **crafty**. You'd have to clap your hands three times to **lure** it in.

**Russell:** I'll find it, Mr Fredricksen!

**Carl:** I think its burrow is two blocks down. If you go past ...

**Russell:** Two blocks down! Got it! Sniipe! Here Snipey Snipey ...

## 注释:

1. **porch** n. a small area at the entrance to a building, such as a house or a church, that is covered by a roof and often has walls 门廊; 门厅

**He was standing on the porch, waving as we drove away.** 我们开车离开的时候，他站在门廊上向我们挥手。

2. **gobble** v. to eat sth very fast, in a way that people consider rude or greedy 狼吞虎咽; 贪婪地吃  
**Don't gobble your food like that!** 别这么狼吞虎咽地吃东西！

3. **crafty** adj. clever at getting what you want, especially by indirect or dishonest methods 巧妙的; (尤指) 狡诈的; 诡计多端的

**He's a crafty old devil.** 他是个奸诈狡猾的家伙。

4. **lure** v. to persuade or trick sb to go somewhere or to do sth by promising them a reward 劝诱; 引诱; 诱惑

**Young people are lured to the city by the prospect of a job and money.** 年轻人希望打工赚钱，从而被吸引到城市。

## Getting Started

### Option 1 ★★

1. Introduce the topic of this unit by asking students to do a quiz about volunteering.

#### Questions for reference:

- (1) Do you happen to know when Chinese Young Volunteers Service Day is?
- (2) Could you make a guess about what IVD stands for?
- (3) And when is the IVD (International Volunteer Day) celebrated?
- (4) What does UNV stand for?
- (5) Do you know anything about the United Nations Volunteers (UNV) programme?
- (6) Which of the following logos is the logo of China Young Volunteers Association?



(1)



(2)



(3)

#### Reference answers:

- (1) On 5 March.
  - (2) IVD stands for International Volunteer Day.
  - (3) On 5 December.
  - (4) UNV stands for the United Nations Volunteers.
  - (5) The United Nations Volunteers (UNV) programme is one UN organisation that contributes to peace and development through volunteerism worldwide.
  - (6) The first one.
2. Interview some students for more information about the topic. For example, ask students to talk about the logo of China Young Volunteers Association and try to explain its symbolic meaning.

### Option 2 ★★

Have students discuss their understanding of the quote from Winston Churchill on text page 19. Ask students to think about the question: *What's the difference between "making a living" and "making a life"?*

#### Reference answer:

"Making a living" refers to the money you earn while "making a life" refers to the depth and value of the life you lead. We have to get things from others in order to survive but we also need to give so as to live a meaningful life.

(A brief introduction to Winston Churchill)

Sir Winston Leonard Spencer Churchill (1874–1965) was a well-known British statesman, a gifted amateur painter, and a leader during World War II. He received the Nobel Prize for Literature in 1953 for his numerous published works, especially his six-volume work *The Second World War* (1948–53).

## Suggested Activities

### Reading A Comprehension

#### Option 1 ★★

- After students have read the text for the first time and get the general idea, ask them to complete the following diagram.

#### GROWING UP WHILE MAKING A DIFFERENCE

Topic Sentence: \_\_\_\_\_ (Para. 1)

(Para. 2)

Joris, 10, raised  
money to save  
wildlife.

(Para. 3)

---

---

---

(Para. 4)

---

---

---

(Para. 5)

---

---

---

Conclusion: \_\_\_\_\_ (Para. 6)

#### Reference answer:

#### GROWING UP WHILE MAKING A DIFFERENCE

Topic Sentence: Today, young people around the world have volunteered to help others in various ways.

(Para. 1)

(Para. 2)

Joris, 10, raised  
money to save  
wildlife.

(Para. 3)

Jake and Max, 14,  
launched a database  
to help teenagers find  
volunteer work.

(Para. 4)

Jackson, 17, organised  
environmental  
activities.

(Para. 5)

Xiao Meng, 20,  
worked as a volunteer  
tour guide in the  
Forbidden City.

Conclusion: Volunteering helps young people value the most important things in life. (Para. 6)

#### Option 2 ★★★

- After students have completed the table in Activity II, have them work in pairs and role-play an interview between a TV show host and one of the young volunteers mentioned in Reading A.
- Provide students with some interview questions for reference, like *How did you get the idea of ...? What did you do? Did you get any support?*
- Provide students with the beginning of the interview, such as:  
Host: Welcome to tonight's Amazing Teenagers. Today, I'd like you to meet a young volunteer, who ...  
Nice to meet you ...

#### Reference answer:

Host: Welcome to tonight's Amazing Teenagers. Today, I'd like you to meet a young volunteer, Joris from Seattle, who has worked very hard to save cheetahs. Nice to meet you, Joris.

Joris: Nice to meet you, too.

Host: Joris, may I ask/know how old you are now?

Joris: I'm 10 years old.

Host: How did you get the idea of saving cheetahs?

Joris: Well, I once visited a website about wildlife conservation and found that cheetahs are under great threat of extinction, so I made up my mind to do something for them.

Host: Then what did you do?

Joris: I sold lemonade, flowers and T-shirts to raise money. I also helped organise skating parties and a garage sale. Finally, I got the money I needed.

Host: How much did you get?

Joris: I raised over \$14,000.

Host: Wow!

Joris: Yeah, a great deal, I know. And I donated all of them to a wildlife conservation organisation in Namibia.

Host: Did your family support what you were doing?

Joris: Oh, my mother supported me enormously. She has volunteered with me in the Namibian wildlife conservation organisation for the past three summers. She encourages me to believe that everyone can make a difference, even a kid.

Host: Thank you so much for coming. We are all inspired by what you said and what you did.

(Answers may vary.)

### Option 3 ★★★

1. Have students explain the saying “No one can do everything, but everyone can do something” in their own words.
2. Ask students whether they agree with the saying and explain their reasons.

#### Reference answer:

Literally, it means nobody is so competent as to accomplish all the things independently, but every individual can do his or her bit. I totally agree with it. We all have our own strength in one way or another. The strengths of different people are just like the pieces of a jigsaw, complementing each other. I believe if everyone is willing to contribute his or her own piece, together we can make a huge difference.

(Answers may vary.)

### Option 4 ★★★

Have students discuss the following questions in pairs or in groups:

1. What qualities do these young people have that help them make a difference?
2. Do they have anything in common?

#### Reference answers:

1. Joris is an enterprising 10-year-old boy who raised a large sum of money by selling lemonade, flowers and T-shirts. Jack and Max are creative and good at problem solving. Jackson shows strong leadership in organising environmental campaigns. Xiao Meng works diligently to learn every detail of the 176 clocks.
2. The young people mentioned in the text care a lot about the people around them and the world they live in, and above all they put their ideas into practice.

(Answers may vary.)

### Option 5 ★★★

1. Before having students answer Question 3 in Activity III, get them to think about what resources the young people have to help them make a difference.

#### Reference answer:

For Joris, his mother acts as a mentor as well as a growth partner. Jake and Max live in an era when people worldwide can easily access the Internet. Xiao Meng lives in a country with a long history and where young people are encouraged to do volunteer work.

## Suggested Activities

- Ask students to have a group discussion about the resources they have and the things they value.

### Reference answer:

I joined a school club set up by my teacher Ms Wang last month, who is a cat person. She is leading a campaign for the stray cats on campus. While doing volunteer work with other club members, I have learned that every living creature, be it as small and insignificant as a stray cat, deserves our care and respect.

(Answers may vary.)

## Vocabulary Focus

### Option 1 ★★

Get students to acquire words and expressions in 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 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

##### Target words and expressions: **volunteer, wildlife, shelter, launch a campaign**

T: Have you ever done any **volunteer** work? **Volunteer** work is intended to promote goodness or improve human's quality of life. Well, um ... there is usually no financial gain involved for those who do **volunteer** work.

S: ...

T: For example, have you ever visited the elders in a nursing house, reading newspapers for them or entertaining them with performances?

S: Yes. We visit the nursing house nearby regularly.

T: Good! Do you know any other place that needs **volunteers**, or people who do **volunteer** work?

S1: Schools in some remote and underdeveloped areas.

T: Yes, **volunteer** teachers.

S2: Some charity organisations.

T: Umm, would you please give an example?

S2: The Red Cross.

T: Yes, and maybe **wildlife** conservation organisations. They do scientific research to protect wild animals and plants. Besides, there are animal **shelters** in urban areas, which provide homeless animals with safe places to live.

(It is suggested that teachers write down the key words on the blackboard.)

T: Do you know what **volunteers** usually do?

S1: The **volunteers** working for charities help raise money.

T: Yes. Anything else?

S2: I've seen some **volunteers** giving out leaflets/flyers on the streets.

T: Oh, really? What's the leaflet about?

S2: About how to sort waste.

T: Oh, they **launched a campaign**, giving out leaflets, as you said, to raise people's awareness of waste sorting.

S2: Yes.

T: Next, we will read Reading A about some young **volunteers** to see what they have done and why they do **volunteer** work.

...

### While-reading

**Target words and expressions:** **launch, volunteer, base ... on, shelter, urban, make a difference**

T: Jake and Max are 14 years old, and they are ...?

Ss: Twins!

T: Yes. After reading their story, how would you describe the twins?

S1: Amazing!

T: Amazing. What do you mean by amazing?

S1: They **launched** a database, but they are just 14. Isn't it amazing? Unbelievable!

T: Yes, really amazing! What is the database for?

S: To allow young people to search for **volunteer** opportunities.

T: Well, we can see from line 29 that users can search the website for **volunteer** opportunities **based on** age, interest, or location. (Teachers can show the screenshot of the website to help students understand.) In order to find a proper **volunteer** opportunity, you will be asked several questions, like "What age level are you?" Then, **based on** your answers, you will probably be offered some options. The website looks quite complicated. Don't you think so?

S: Yes!

T: So in this case, how would you describe the twins?

S2: They are good with computers.

T: Yes, I agree. Has the website achieved great success?

S: Yes.

T: How do you know?

S: It receives an average of 100 visitors every day and has a growing number of organisations requesting to be listed.

T: Such as ...?

S: ... such as animal **shelters** and **urban** farming groups.

T: Why do animal **shelters** need young **volunteers**?

S1: Maybe they are short of hands to care for the animals.

T: Yes. Then why not adults only? Why do they also need teenagers?

S2: If kids can develop awareness of protecting animals, they will grow into responsible adults.

T: Brilliant! And what about **urban** farming groups? Are you familiar with **urban** farming?

S: ...

T: Simply put, **urban** farming is growing or producing food in a densely populated town or city, like Shanghai.

S1: What's the difference between **urban** farming and gardening?

T: Oh, good question! **Urban** farms grow food for the market instead of family consumption or sharing. In other words, it is business.

S2: In that case, more people in cities can get to know how food is produced.

T: Good point! If you are interested in **urban** farming, you can search the Internet for more information after class.

T: The twins, Jack and Max, once had the door shut in their faces. Why do you think they can solve the problem and **make a difference**?

...

### After-reading

Refer to Activity III on text page 22. Ask students to discuss the questions in groups and use the target words and expressions in the following boxes to express their ideas.

## Suggested Activities

Joris

volunteer, threat, raise funds, purchase, donate, wildlife conservation, make a difference

Jack and Max

volunteer, launch, base on, shelter, urban, make a difference

Jackson

volunteer, be aware of, campaign, promote, urge, make a difference

Xiao Meng

volunteer tour guide, hang around, gallery, emperor, brick, make a difference

Provide the following structures to students.

We interpret the title as ... / As far as we are concerned, the title means ...

For example, / For instance, / Take ... as an example, ...

As is mentioned above, the truly important things are ...

### 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 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: What is Joris's volunteer work?

(Clue: saving cheetahs from the very real threat of extinction)

**Target word: threat**

T: Who is Joris?

S: He is a 10-year-old boy from Seattle.

T: What has he done all year round?

S: He has worked hard to save cheetahs from the very real **threat** of extinction.

(If students say “He has worked hard to save cheetahs.”, use a follow-up question like “Why does he have to do so?”. Therefore, students may answer “Because he is aware that cheetahs are under the **threat** of extinction.”)

T: Yes. **Threat** means “a possible danger.” (Teachers can show some statistics to aid students’ understanding.) We can see that the number of cheetahs is on the decrease. Without protection, they would completely disappear from the Earth in the not too distant future. In other words, how severe is cheetahs’ situation?

Ss: They are facing a **threat** of extinction.

#### 2. Inferential comprehension

Topic: What did Joris do?

(Clues: raise funds to purchase GPS collars, donate to a wildlife conservation organisation)

**Target words: purchase, donate, wildlife**

T: Then how did Joris help cheetahs?  
 S: He raised more than \$14,000 to **purchase** GPS collars that track and protect cheetahs.  
 T: Why do you think Joris raised such a large sum of money to buy GPS collars?  
 S1: Animals wearing such collars can be easily found.  
 S2: Then, people can give timely help if the animals are in trouble.  
 S3: With GPS collars, people can have an accurate idea of the number of animals alive.  
 T: It seems that GPS collars are very effective. No wonder Joris worked so hard to raise the money.  
 What else will you **purchase** to help save cheetahs?  
 S: I will **purchase** unmanned planes.  
 T: Oh, you mean drones? Why?  
 S: Because sometimes it is difficult for people to get very close to the places where cheetahs live.  
 With drones, people can observe cheetahs in inaccessible places.  
 T: Good idea!  
 T: What did Joris do in order to raise funds?  
 S: He sold lemonade, flowers, and T-shirts, and organised skating parties and a garage sale.  
 T: And what did he do with the money?  
 S: He **donated** it all to a **wildlife** conservation organisation.  
 T: Oh, he gave all the money to it?  
 Ss: Yes.  
 T: What kind of organisation is it? What do you think is its function?  
 S1: It helps to protect wild animals.  
 S2: It will do some research on wildlife protection.  
 S3: It may organise some activities to raise people's awareness of protecting **wildlife**.  
 T: That's very helpful!

### 3. Critical comprehension

Topic: What do you think of Joris's words?

(Clue: everyone can make a difference)

**Target expression: make a difference**

T: Joris said everyone can **make a difference**, or have a certain influence on something or somebody, even if he or she is just a kid. Do you agree?  
 S1: Yes, Joris is a very good example. If everyone contributes a bit, I believe those "bits" matter a lot.  
 S2: Well, that depends. It cannot be denied that kids' abilities are quite limited. We still need help.  
 T: Great. Both of your opinions are reasonable. For my part, I think we need to strengthen ourselves by learning new skills and taking challenges so that one day we can shoulder the responsibilities, and ...?  
 Ss: ... **make a difference**.

**Summary:**

T: This is all about the young volunteer Joris. Can you use the following words and expressions to introduce Joris to the whole class?

Joris	Topics:	Topic-related words and expressions:
Who is Joris?		
What did he do?		volunteer
Why did he do so?		threat
How did he do it?		purchase, donate, wildlife
What's Joris's opinion on volunteering?		make a difference

## Suggested Activities

### Grammar in Use

#### Option 1 ★★★

1. Introduce the Cornell Note-taking System to students.

Unit 2 Reading A	Growing Up While Making a Difference	Period of Learning
(Questions/Vocabulary)	Notes (Answers/Definitions/Examples)	
What's the writing structure of the text?  volunteer ... ...	Para. 1 Beginning Paras. 2–5 Body Para. 6 Conclusion  n. a person who does a job without being paid for it 义务工作者; 志愿者 e.g. Schools need volunteers to help children to read. ...	
Main idea & Comments		

2. Have students write the main idea of Reading A, as well as their comments on it.

3. Give students a writing structure for reference:

The text tells that ... (topic sentence)  
First, Joris, 10, ...  
Second, ...  
...  
I have learned from the text that ... (conclusion)  
I think ... (your comments on Reading A)  
I am still wondering ... (questions you have about Reading A)

#### Option 2 ★★★

1. Have students work in groups of four and role-play a conversation with an interviewer who has just interviewed the volunteers mentioned in Reading A.
2. Tell students to use the following questions and object clauses in their conversations.
  - (1) What did you ask?
  - (2) What did he/they/she say?
  - (3) What else did he/they/she talk about?
  - (4) I'm wondering ...
  - (5) Did you ask ...

The conversation may begin like this:

Student A: I have just interviewed Joris.

Student B: Oh, really? What did you ask?

3. Remind students to take turns asking questions and to move on to another volunteer after questioning an interviewee.

**Reference answer:**

Student A: I have just interviewed Joris.

Student B: Oh, really? What did you ask?

Student A: I asked what he had done all year round.

Student C: What did he say?

Student A: He said he had worked hard to save cheetahs from the very real threat of extinction.

Student D: I'm wondering how he worked to save cheetahs.

Student A: He told me that he raised / had raised money to purchase GPS collars to track and protect them.

Student B: Did you ask how he raised money?

Student A: Yes, he told me that he sold / had sold lemonade, flowers and T-shirts. He also mentioned that he organised / had organised skating parties and a garage sale.

Student C: What else did he say about his work?

Student A: He talked about what he and his mother had done for the past three summers.

Student D: What did he tell you?

Student A: He told me that they had been in Namibia doing volunteer work.

...

(Answers may vary.)

## Listening, Viewing and Speaking

### Listening

#### Option 1 ★★

After students have listened to the interview, ask them some follow-up questions:

- (1) Did you ever think that volunteering would bring such benefits?
- (2) Why do volunteers have relatively better mental health and a longer life?
- (3) What volunteer work do you think you might have a go at? Why?

**Reference answers:**

- (1) I didn't think of such impacts of volunteering. Actually, when it comes to the benefits of volunteering, usually I would think about those who are helped by volunteers. However, it cannot be denied that volunteers feel better about themselves by helping others.
- (2) I once read the findings of a very interesting study, according to which, when people help others, their brains release certain chemicals. These chemicals can help cells to repair themselves and grow, thus making people healthier.
- (3) I prefer to be a volunteer assistant for my former coach, who volunteers to teach the deaf to play basketball. I think it's a win-win. I can help others while doing what I love.

(Answers may vary.)

## Suggested Activities

### Option 2 ★★★

Have students role-play a dialogue based on the information they have got from the audio clip. The conversations can be between a host and a guest, or a child and a parent. Provide students with some situations. For example, your parents are concerned about your academic performance when you decide to do volunteer work at weekends. Try to persuade them.

(Answers may vary.)

## Viewing

### Option 1 ★★

- Before playing the video clip, have students look up some new words and match them with the corresponding pictures.

porch	yard	badge
-------	------	-------



(1)



(2)



(3)

- Facilitate students' understanding by asking them some questions, like *What is in front of the house? Where is the old man sitting? or What is the boy pointing at?*

### Option 2 ★★

- Before having students answer the questions in Activity III, make sure that students understand the story of a snipe that Carl tells.
- Have students retell the story that Carl tells Russell about the snipe.
- Ask students some follow-up questions, like *Why does Carl tell the story of a snipe to Russell? What do you think Carl will feel when he sees Russell leave trying to catch the snipe? Is the help that Russell offers totally meaningless?*

#### Reference answer:

When Russell insists on assisting Carl, Carl has no choice but to make up a story of a bird so that he can drive the boy away. He may feel relieved when he sees the boy leave for the snipe. Russell's offer may be well-intentioned, but he doesn't know what kind of help Carl really needs.

(Answers may vary.)

## Speaking

### ★★★

- Have students read the following situation:

In order to find ways to further enhance students' enthusiasm for volunteering, the Students' Union is going to conduct a survey. As a member of the Students' Union, you are required to report your findings on the challenges students met in their volunteering and then proceed to offer some practical advice to the Students' Union to improve their work.

- Tell students to interview at least three schoolmates and take notes by using the table below.

Interviewees	Challenges	Expectations
1	Information about volunteer positions is not easily accessible.	Advertisements can be posted on the school notice-board or official websites.
2		
3		
4		

4. Ask students to prepare for an oral report.
5. Invite some students to share their findings and suggestions in class.

## Reading B

### Comprehension Plus

#### Option 1 ★★

Have students read the text and match the following main ideas with their corresponding paragraphs.

- |   |             |
|---|-------------|
| (1) A brief introduction to my volunteering trip to Tanzania. | — Para. 1   |
| (2) Our failure in building a library for the orphanage.      | — Para. 2   |
| (3) Our failure in giving gifts to Tanzanian schoolgirls.     | — Para. 3–6 |
| (4) The lesson I learned from the volunteering trip.          | — Para. 7   |

Alternatively, ask students to divide the text and summarise each part by themselves.

#### Option 2 ★★★

After students have read the text, tell them to interact with the blogger by leaving her a message. Ask students to make comments on her volunteering trip or what she says at the end of the blog. The following layout is for reference.

Leave a reply

Post your comment

#### Option 3 ★★★

Have students debate the issue mentioned by the blogger in the last paragraph: Is this kind of volunteering trip beneficial or not?

## Suggested Activities

### Critical Thinking



1. Have students think about the decisions they have to make about their school life, e.g., which university they want to apply for or which school club they want to join. List students' choices on the blackboard.
2. Encourage students to make one of the decisions they have mentioned by identifying priorities.
3. Ask students to write a reflection afterwards, including how they made the decision and whether it is reasonable or beneficial.
4. Invite some students to share their experiences or the lessons they have learned in the process.

### Writing

#### Option 1 ★★

Ask students to read the following quotes extracted from this unit. Have students choose one quote and write a short paragraph using the quote sandwich.

- You make a living by what you get, but make a life by what you give. — Winston Churchill
- No one can do everything, but everyone can do something. — An old saying
- Everyone can make a difference, even if you're just a kid! — Joris, a 10-year-old American boy
- Every detail matters. — Jiang, a Metro worker

Remind students to use proper signal phrases and reporting verbs when they introduce the quotes. The following form is for reference:

Signal phrases	Reporting verbs			
There is an old saying ...	acknowledge	add	admit	agree
As an old saying goes, ...	argue	believe	claim	comment
According to ...,	declare	deny	emphasise	imply
In the opinion of ...,	insist	note	put	reason
	respond	say	suggest	write

#### Option 2 ★★★

Introduce the book *No Greater Love* by Mother Teresa to students and ask them to write a book review including a brief summary of the book and their comments on what Mother Teresa said and did. Remind students to use the quote sandwich strategy in their reviews.

# Further Exploration



1. Ask each group to give a presentation on their project.
2. Invite group leaders to give a detailed explanation of their peer-assessments.
3. Have students vote for the best advertisement in class.

# Self-assessment

范例 (Answers may vary.)

**Write a reflective note on what you think you need to improve. You might 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 found it a bit difficult to come up with proper quotes to support my idea at first. One reason is that most famous sayings I knew were in Chinese. I had to translate them into English by myself, and I was afraid that my translations might sound unnatural. I turned to my teacher for advice and she introduced some useful websites to me and told me to accumulate some English sayings in my daily learning.

Following my teacher's advice, I've prepared a special notebook. Every time I come across a good saying, which I think will be useful for my future writing, I will write it down in the notebook. I'm also considering classifying the sayings by topic, which I think will be more convenient for my later reference.

# Princess Power

Ashley Lewis

“ELSA, IT’S YOU!” It was the four-year-old’s surprise birthday party, and her favorite Disney character, Elsa from *Frozen*, had arrived. The two jubilantly began to sing the movie’s big song, “Let It Go,” and were soon joined by Tinker Bell and four other fairy-tale princesses: Anna, Ariel, Jasmine, and Snow White. You would swear you were celebrating at the most magical place on earth.

But this wasn’t Disney World. It was the pediatric cancer ward at a hospital on Long Island in New York. And the princesses were college students who volunteered for A Moment of Magic, a nonprofit organization whose mission was to lift the spirits of sick children.

It all began once upon a time with a family movie night featuring *Frozen*. Kylee McGrane, now 23, noticed that she and Elsa had matching blond hair and big blue eyes. McGrane and her friend Maggie McAndrew, then both sophomores on service scholarships at the College of Mount Saint Vincent in New York City, were searching for a new community project, ideally one with kids. That sparked an idea — dressing up as Disney princesses and visiting pediatric cancer patients.

“When kids are in a hospital for so long, they don’t get all the magic that most kids do,” says McGrane. **“It’s nice to give them time to be themselves.”**

In 2015, after raising \$2,000 on a GoFundMe page to pay for costumes and travel expenses, McGrane and McAndrew landed their first gig, at Cohen Children’s Medical Center in New Hyde Park, New York. They dressed as Elsa and her sister Anna, to the squealing delight of the girls and blushing smiles from the boys. They spent nearly three hours singing songs, taking pictures, and traveling from one bedside to the next until they had visited and chatted with every one of the 50 children. “To see the kids believe in me, my character ... It was life changing,” says McGrane.

Of course, a princess can work only so many miracles at once, so McGrane and McAndrew recruited their peers. Today, A Moment of Magic has 400 volunteers from 11 colleges around the country.

They also have a growing kingdom of fans. Shara Moskowitz from New Jersey says that her seven-year-old daughter, Avery, still talks almost every day by phone or text to the princesses she met nearly two years ago at her birthday party. Avery was receiving treatment for a neuroblastoma (神经母细胞瘤). “My daughter found something that she really needed to connect to,” says Moskowitz. “These girls gave her that moment of imagination, freedom, and happiness of dreaming.”

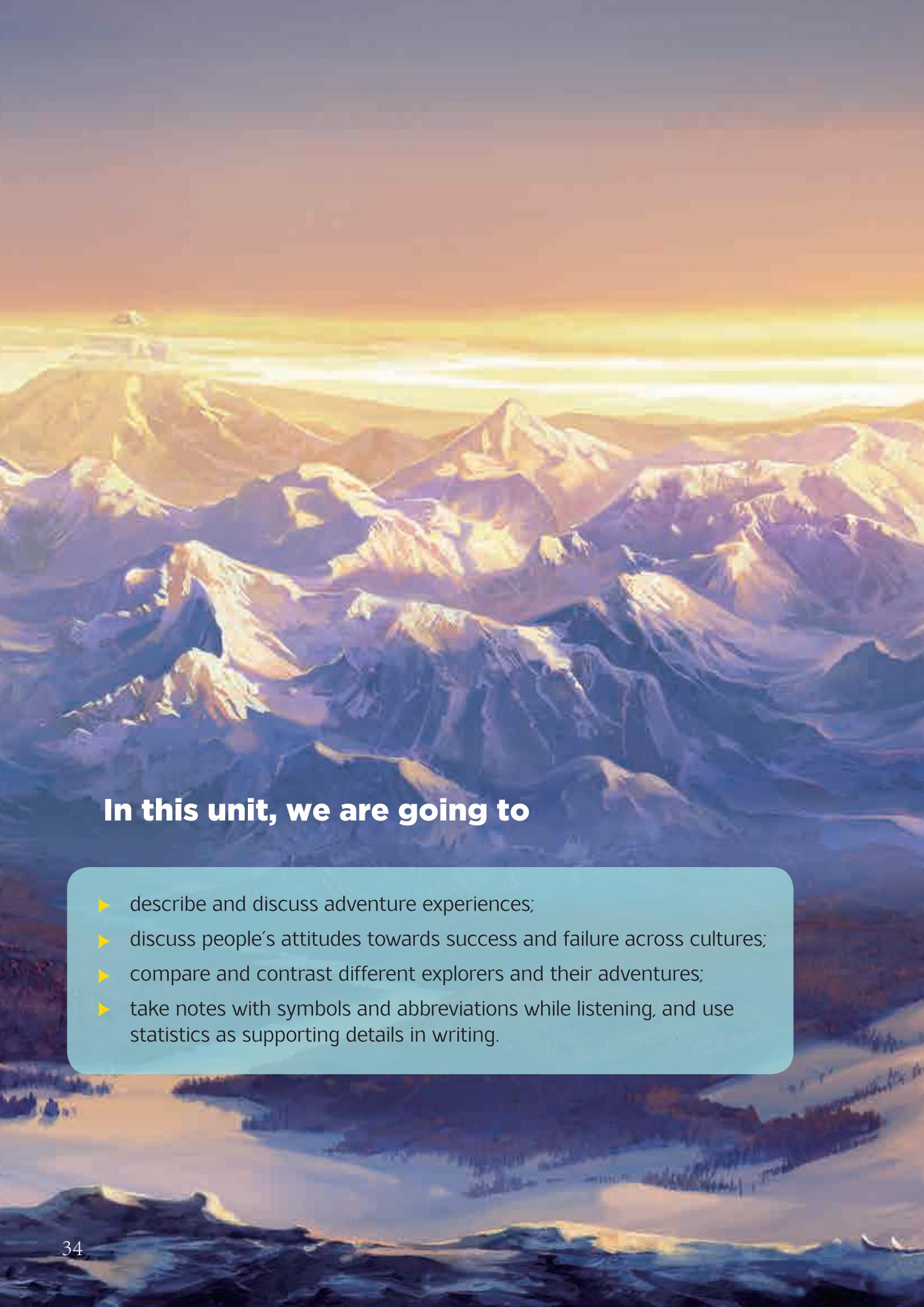
### Food for thought

1. Were McGrane and McAndrew popular among the kids the first time they did their volunteer work at Cohen Children’s Medical Center? How do you know that?
2. What did McGrane mean by saying “It’s nice to give them time to be themselves” (paragraph 4)?

**Reference answers:**

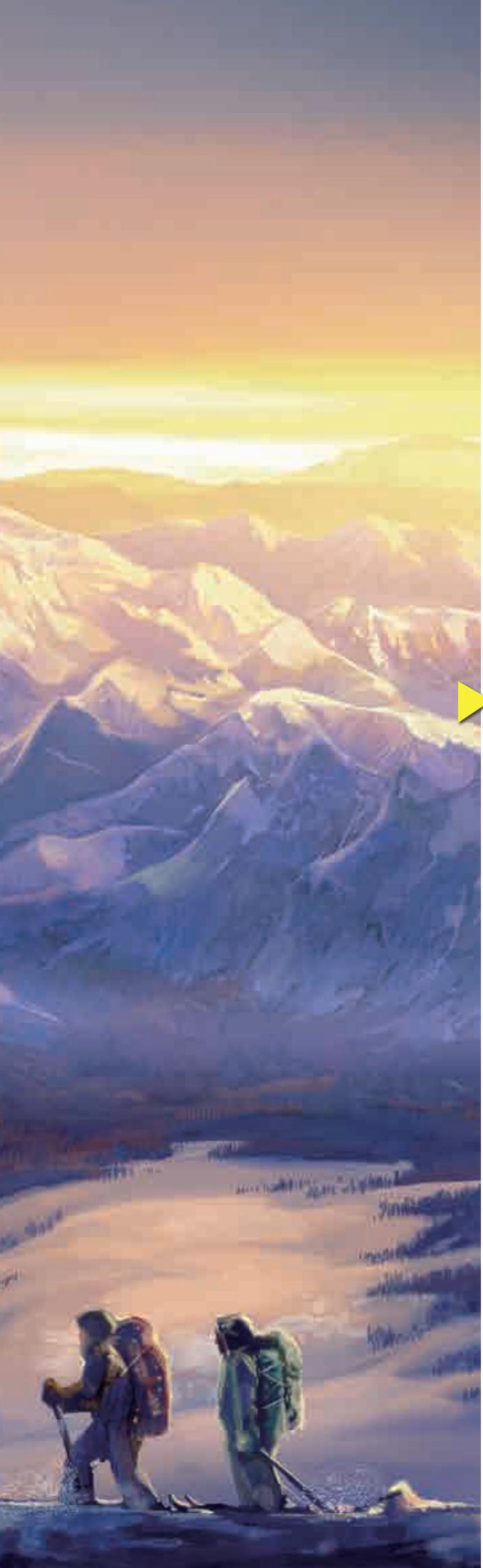
1. Yes, they were very popular among the kids. When they showed up in the ward, dressed up as Elsa and Anna, the girls screamed with excitement and the boys smiled shyly. They spent nearly three hours there and interacted with all of the 50 children.
2. What McGrane meant is that it is good to make those kids temporarily forget about being a patient and enjoy fantasy stories as a normal kid. She hopes that what she did could help them to be hopeful about life and future.

(Answers may vary.)

The background image shows a majestic mountain range with several peaks covered in white snow. The sky above is a vibrant shade of blue, suggesting a clear day. In the foreground, there's a dark, possibly rocky or forested area.

## In this unit, we are going to

- ▶ describe and discuss adventure experiences;
- ▶ discuss people's attitudes towards success and failure across cultures;
- ▶ compare and contrast different explorers and their adventures;
- ▶ take notes with symbols and abbreviations while listening, and use statistics as supporting details in writing.



# Unit 3

## Adventuring

Adventure is not outside man; it is within.

— George Eliot

### Getting Started

 Match the following mottos to the corresponding adventure activities. What sort of people are attracted to these activities?  
*Adventurous people. (Answers may vary.)*

- A. Nothing else matters but the step ahead of you!
- B. Dive into an unexplored environment!
- C. Stay sharp. Don't look down!



 (1) rock climbing



 (2) high ropes



 (3) diving

## 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“地球与宇宙奥妙探索”	<ul style="list-style-type: none"> <li>能描述和讨论探险经历；</li> <li>能比较不同文化背景中的人对成功和失败的态度；</li> <li>能描述和比较不同的探险者及其经历；</li> <li>能使用符号和缩略语做笔记以促进听力理解，在写作中采用数据作为支撑材料。</li> </ul>
语篇类型	阅读语篇A	<ul style="list-style-type: none"> <li>能概括关于探险家经历的记叙文的文体特征。</li> </ul>
	阅读语篇B	<ul style="list-style-type: none"> <li>能归纳出探险小说的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能分析纪录片录音呈现的主要观点和事实论据。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能通过视频中由人物独白、面部表情、动作、画面、背景音乐等多模态资源所传达的信息理解探险家的经历。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、连读、节奏的变化等表达情感、意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能在语境中获取具体词汇的意义和功能，以及作者的意图和态度；</li> <li>能梳理出有关探险主题的词汇，并运用部分词汇理解和表达相关信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别过去完成时和过去进行时的被动语态形式，并理解其表意功能；</li> <li>能根据表达的需要，恰当地运用过去完成时和过去进行时的被动语态描述人物和事件，表达观点和意图。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能概括出本单元探险经历类记叙文的结构特征，以及表述相关话题的词汇语义网所体现的语言特征；</li> <li>能归纳出小说语篇的结构和语言特征；</li> <li>能概括出纪录片脚本的语篇结构、标题特征和语言特点；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系，例如主题句和例证的关系。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能识别语篇的写作目的、读者对象，以及作者的情感、观点和意图等；</li> <li>能根据交际对象和交际场合选择得体的语言提问及回应提问，报告有关探险活动的经历、感想和观点等。</li> </ul>
文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>能概括出语篇中的文化现象与文化价值观念，如中国航天人的探索精神，人类历史中探险者不惧失败、勇于挑战极限的精神等；</li> <li>能列举不同文化对失败和成功的理解，尊重文化多样性，提高跨文化交际意识。</li> </ul>

语言技能	读	<ul style="list-style-type: none"> <li>能获取阅读语篇A中有关探险家欧内斯特·沙克尔顿南极征程的事实信息，概括沙克尔顿的性格品质；</li> <li>能分析阅读语篇B《鲁滨逊漂流记》节选的故事情节和人物情感变化。</li> </ul>
	听	<ul style="list-style-type: none"> <li>能获取内容要点和支撑性细节；</li> <li>能通过使用符号和缩略语做笔记以促进听力理解。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能通过视频画面预测人物的职业身份；</li> <li>能领悟视频中由多模态资源所传达的探险家百折不挠、追求梦想的精神。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在听、看的基础上，描述个人经历，表达观点；</li> <li>能参与课堂讨论、互动交流；</li> <li>能根据交流场景恰当地提问及回应提问。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能基于班级范围内的调研，采用数据作为支撑材料，撰写90–110词的作文。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>能在听、看的过程中，通过使用符号和缩略语做笔记以帮助理解。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能借助言语与非言语形式进行交流；</li> <li>能整合读、听、看各语篇中的主要信息，描述自己或者他人的探险经历。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能根据不同语篇的衔接方式，识别语篇逻辑，分析记叙文的语篇结构；</li> <li>能识别语篇为传递意义而选用的主要词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中运用数据来支撑或论证观点。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>能根据自身情况制定合适的学习计划；</li> <li>能根据本单元的学习目标和内容，及时总结、反思、评价学习成效并调整，提高学习效率。</li> </ul>

# READING A

- What are some of the essential qualities of adventurers and explorers? Read the text describing one of the greatest explorers of nature and his adventures to find out the answer.



The story began in 1914, with an advertisement in a British newspaper: "Men wanted for a hazardous journey. Small wages. Bitter cold. Long months 5 of complete darkness. Constant danger. Safe return doubtful."

The man who had placed the advertisement was the explorer, Ernest Shackleton. He planned to 10 cross Antarctica from the Weddell Sea to the Ross Sea via the South Pole, something no one had ever done before. More than 5,000 men applied to join the expedition. Only twenty- 15 eight were chosen.

Shackleton's ship, the *Endurance*, left England on 8 August 1914 and it reached the Weddell Sea in December, the Antarctic summer. But the weather 20 was exceptionally bad and on 17 January 1915, the *Endurance* got stuck in ice. Unable to move, Shackleton and his men had to wait for eight months in complete darkness and freezing 25 cold.

Finally spring came, but it brought disaster. As the ice melted, the ship broke in half. The crew had to abandon ship and camp on the ice for two 30 months. When the *Endurance* finally

# Getting Started

## 教学内容与要求

- 能看图讨论三种青少年喜闻乐见的探险活动；
- 能通过交流分享，激活对探险活动已有的知识；
- 能通过讨论，解释有关探险的励志警句。

## 教学建议

- 1 Introduce the topic of adventuring. Direct students' attention to the pictures and prepare students for the topic by asking some warm-up questions, like *Where is each person likely to be?*
- 2 Ask students to go over the mottos and allow them time to consider their answers or ask them to discuss the mottos in pairs or in groups. Have some students share their answers with the class. If students have difficulty in completing the matching task, try to provide them with some scaffolding questions, like *Do rock climbers look down when they are climbing? What does “dive” mean?*
- 3 Ask students to discuss in pairs or in groups what sort of people are attracted to these activities and have them come up with as many adjectives as possible (e.g. *brave, fearless, daring, venturesome, curious*).

Suggested Activities 见 page T49e.

# 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，包括时间、地点、人物、情节发展等；
- 能描述探险家欧内斯特·沙克尔顿的南极征程，基于文中的事实信息概括沙克尔顿的性格品质；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的写作目的、情感、态度和观点等；
- 能发现并分享语篇中的文化现象及隐含的价值观念，如挑战极限、团结协作、不畏艰险等。

## 难句注释

1. Men wanted for a hazardous journey. Small wages. Bitter cold. Long months of complete darkness. Constant danger. Safe return doubtful. (lines 3–6)

第一句为省略句，补充完整后为Men are wanted for a hazardous journey，后由5个名词并列结构对旅程进行补充说明，并表明此次航行的特点。整句意为“冒险之旅招募人手，报酬微薄，气候苦寒，数月不见天日，危险不断，不确定能否安全返程”。

2. He planned to cross Antarctica from the Weddell Sea to the Ross Sea via the South Pole, something no one had ever done before. (lines 9–13)

句中something作同位语，指的是前一句中从Weddell Sea到Ross Sea的行程，something之后紧跟定语从句，省略了关系代词that。整句意为“他计划从威德尔海出发，经过南极点，横穿南极洲，到达罗斯海，完成前无古人之壮举”。

3. He was buried in South Georgia, remembered by history as a man who showed exceptional leadership and unbelievable endurance. (lines 79–82)

句中过去分词短语remembered by作主语补足语，修饰主语he。整句意为“他被安葬在南乔治亚岛，以其杰出的领导才能和超乎常人的坚忍被历史铭记”。

## 词汇释义

### • endurance (title)

n. the ability to continue doing sth painful or difficult for a long period of time without complaining 忍耐力；耐久力

**He showed remarkable endurance throughout his illness.** 他生病的整个阶段都表现出非凡的忍耐力。

endure v. 忍耐

### • exceptionally (line 20)

adv. used before an adjective or adverb to emphasise how strong or unusual the quality is (用于形容词和副词之前表示强调) 罕见，特别，非常

**She defended her position exceptionally well.** 她为自己辩护得很好。

### • freezing (line 24)

adj. extremely cold 极冷的

**It's freezing in this house. Can I turn on the heating?** 房子里冷极了，我能打开暖气吗？

**We were freezing cold in the tent last night.** 昨晚我们在帐篷里冷得要命。

### • crew (line 28)

n. all the people working on a ship, plane, etc. (轮船、飞机等上面的) 全体工作人员

**The plane crashed, killing two of the crew and four passengers.** 飞机失事了，两名机组人员和四名乘客遇难。

### • abandon (line 28)

v. to leave a thing or place, especially because it is impossible or dangerous to stay (不得已而) 舍弃，丢弃，离开

**Snow forced many drivers to abandon their vehicles.** 大雪迫使许多驾驶者弃车步行。

to leave sb, especially sb you are responsible for, with no intention of returning (不顾责任、义务等) 离弃，遗弃，抛弃

### The law punishes those who abandon their child.

法律惩罚那些抛弃自己孩子的人。  
abandon ship 弃船（离开正在下沉的船）

### • sink (line 31)

v. to go down below the surface or towards the bottom of a liquid or soft substance 下沉；下陷；沉没

**Wood does not sink in water; it floats.** 木头在水中不下沉，而是漂在水面。

**The wheels started to sink into the mud.** 车轮渐渐陷进泥里。

### • exhausted (line 39)

adj. very tired 筋疲力尽的；疲惫不堪的

**By the time they reached the summit, they were exhausted.** 到达山顶时，他们已经筋疲力尽。

completely used or finished 用完的；耗尽的；枯竭的

**You cannot grow crops on exhausted land.** 地力耗尽的土地上种不了庄稼。

exhausting adj. 使人疲惫不堪的；令人筋疲力尽的

### • rescue (line 41)

n. the act of saving sb/sth from a dangerous or difficult situation; the fact of being saved 救援；营救；抢救；获救

**I didn't know anybody at the party, but the hostess came to my rescue by introducing me to a few people.** 派对上我一个人都不认识，但女主人介绍我认识了一些人，使我摆脱窘境。

v. to save sb/sth from a dangerous or harmful situation 营救；援救；抢救

**The lifeboat rescued the sailors from the sinking boat.** 救生艇将水手们从正在下沉的船上救起。

• **march (line 62)**

v. to walk somewhere quickly in a determined way (坚定地向某地) 前进, 进发

**The army has marched thirty miles today.**

部队今天已行军三十英里。

• **starve (line 66)**

v. to suffer or die because you do not have enough food to eat; to make sb suffer or die in this way (使) 挨饿, 饿死

**The hybrid rice has helped to keep many people from starving.** 杂交水稻使许多人免于挨饿。

starve sb/sth of sth 使某人 (或某物) 得不到所需要的

**I felt starved of intelligent conversation.** 让我感到痛苦的是无法与有识之士交谈。

starvation n. 饥饿

## 语篇分析

本文的**语篇类型**为记叙文。**语篇内容**为南极探险家欧内斯特·沙克尔顿及其队员克服艰难险阻、探索南极的故事。**语篇结构**体现在以时间为顺序，利用时间信号词（**temporal words**）推进事件发展。**语言特征**方面，全文以第三人称视角，客观记述了欧内斯特·沙克尔顿从启程到回程的全过程，使用大量的行为动词描述了主人公及其探险队的经历。语篇的**主题意义**在于培养学生勇于探索未知，在面对困难时团结协作，不抛弃、不放弃的精神。学生可以欧内斯特·沙克尔顿为榜样，学习他的探险精神，感受他的人格魅力，在学习和生活中敢于迎接挑战，不畏艰难险阻，努力取得成功。

## 背景介绍

Sir Ernest Henry Shackleton (1874–1922) was an Irish-born British explorer who was a principal figure of the period known as the Heroic Age of Antarctic Exploration. He joined in an expedition to the Antarctic in 1901, but was sent home early due to bad health. Devoted to creating a legacy, he led the trans-Antarctica expedition in 1914. Disaster struck when his ship, the *Endurance*, was crushed by ice. He and his crew drifted on sheets of ice for months until they reached Elephant Island. Shackleton eventually rescued his crew, all of whom survived the ordeal. He later died during another Antarctic expedition.

## Personal Touch

---

### 教学建议

Ask students to think about the questions carefully. If students have difficulty in answering the questions, provide them with questions like:

- (1) After reading the text, what is your impression about the expedition? Exciting or terrible?
- (2) How would you react if your ship got stuck in ice?

### 参考答案

Yes, I would have. What made Shackleton's expedition remarkable was his marvellous leadership, so if I had the opportunity to join in an adventure team led by such a leader, I would definitely have a try.  
(Answers may vary.)

sank on 21 November 1915, Shackleton and his men tried to survive by floating on the ice. Eventually the ice melted and Shackleton put his men 35 into three small lifeboats and headed for the nearest land.

After five days at sea, they reached Elephant Island. The men were cold, exhausted, and weak from the journey 40 and the lack of food. There was no chance of rescue in this remote place, so Shackleton decided to continue to South Georgia. He knew there was a Norwegian whaling station 45 there, where he could get help, but it was a journey of 1,300 kilometres. Leaving the others on Elephant Island, Shackleton chose five men to accompany him to South Georgia in a 50 tiny, seven-metre-long lifeboat.

After fifteen exhausting days with winds of sixty kilometres an hour and waves of up to fifteen metres high, they arrived in South Georgia. The 55 weather was so bad that they couldn't land for two days. Even when they landed, their journey wasn't over. The

whaling station was sixty kilometres away on the other side of the 60 mountainous island. No one had ever crossed South Georgia on foot before.

The men marched continuously for 36 hours. They had no tent and could not stop to rest for more than a 65 few minutes — if they fell asleep they would die of the cold. Starved and frozen, they finally reached the station.

On 30 August 1916, two years after the expedition began, they 70 returned to Elephant Island in a small boat provided by the Chilean government. The other twenty-three men were still waiting. Miraculously, not one person had died.

75 Shackleton even returned to Antarctica. In 1921, he set out again to sail round the continent, but died during the journey in 1922. He was buried in South Georgia, 80 remembered by history as a man who showed exceptional leadership and unbelievable endurance.

### ● Personal Touch



If you had the opportunity, would you try an expedition like the one led by Ernest Shackleton? Why or why not?

## Digging In

### ● Comprehension

#### I. Answer the questions.

1. Who was Ernest Shackleton? *Ernest Shackleton was an explorer who had undertaken an expedition to the Antarctic.*
2. Why did Shackleton and his men have to wait for eight months in 1915? *Because their ship, the Endurance, got stuck in ice and was unable to move.*
3. How long did it take Shackleton and his men to finish the expedition? *More than two years.*
4. How many people died during the expedition? *None.*

#### II. Fill in the blanks in the table.

Qualities of Ernest Shackleton	Facts
A persistent explorer	<ul style="list-style-type: none"><li>• It took Shackleton and his men about four months to reach the Weddell Sea.</li><li>• They got stuck in ice and waited for about (1) <u>eight</u> months.</li><li>• They abandoned ship and camped (2) <u>on the ice</u> for two months.</li><li>• It took them five days to reach Elephant Island.</li><li>• It took them (3) <u>15 days</u> to reach South Georgia.</li><li>• They marched continuously for (4) <u>36 hours</u> to reach the whaling station.</li></ul>
A(n) (5) <u>decisive/strong</u> leader ( <i>Answers may vary.</i> )	<ul style="list-style-type: none"><li>• Shackleton found no chance of (6) <u>rescue</u> and decided to continue to South Georgia.</li><li>• He knew it was a journey of (7) <u>1,300 kilometres</u>.</li><li>• He chose five men to (8) <u>accompany</u> him and left the others on Elephant Island.</li></ul>
A trustworthy man	<ul style="list-style-type: none"><li>• When Shackleton returned with his men in a boat provided by the Chilean government, the other twenty-three men were still waiting on Elephant Island.</li></ul>

#### III. Answer the questions.

1. Why is Shackleton looked up to as a hero despite his failure to reach the South Pole?
2. Which proverb(s) below can be used to describe Shackleton's adventures? Why?
  - A. Nothing ventured, nothing gained.
  - B. Better safe than sorry.
  - C. The early bird catches the worm.
  - D. Don't cry over spilled milk.
  - E. No pain, no gain.
  - F. Actions speak louder than words.

# Comprehension

---

## 教学建议

- I**
1. Before students read the text, ask them to discuss the pre-reading question and the title. Ask them to name some adventurers or explorers, either real people or fictional ones, and ask them to identify some of their shared qualities.
  2. Get students to read through the text quickly and answer the questions in Activity I.
- II**
1. Have students work in pairs and find the facts in the text to fill in the table.
  2. Encourage students to come up with adjectives (e.g. *firm*, *tough*, *resolute*, *resourceful*) that can be used to describe Ernest Shackleton and remind them to find textual evidence to support their ideas.
- III**
1. Have students read the two questions. Explain the proverbs in Question 2 if necessary.
  2. Give students time to prepare.
  3. Organise a group discussion. Remind students that they should explain their opinions by referring to details in the text. For example, Shackleton and his men exhibited unbelievable endurance and reached a milestone in the history of Antarctic exploration. Their achievement was largely due to their determination to take risks at the very beginning of the expedition. Thus the proverb “Nothing ventured, nothing gained” is relevant to Shackleton’s adventures.
  4. Ask representatives of groups to share their groups’ ideas in class.

## 参考答案

- III**
1. For one thing, he was daring enough to embark on a trans-Antarctica expedition, something no one had ever done before. For another, faced with enormous difficulties, he had shown exceptional leadership, made wise decisions and brought his men out of danger. He deserved to be admired as a great hero.  
(Answers may vary.)
  2. A, C, E.
    - A. Nothing ventured, nothing gained.  
(This means that in order to achieve your goals, you need to act and take risks.)
    - B. Better safe than sorry.  
(This means that it is better to be cautious than to be hasty or rash and so do something you may later regret.)
    - C. The early bird catches the worm.  
(This means that if you want to succeed in doing something, you should start as early as possible.)
    - D. Don’t cry over spilled milk.  
(This means that it is no use being upset about things that have already happened and cannot be changed.)
    - E. No pain, no gain.  
(This means that you may have to go through a difficult process before achieving desired results.)
    - F. Actions speak louder than words.  
(This means that what you do is more important than what you say.)
- (Answers may vary.)

Suggested Activities 见 pages T49e–T49g.

## Vocabulary Focus

### 教学内容与要求

- 能在语境中判断核心词汇的词义，建构话题词汇语义网。

### 词汇分类

识别词汇△: endurance, hazardous, via, expedition, float, stuck, exhausted, continuously, unbelievable

运用词汇: exceptionally, freezing, crew, sink, rescue, starve, abandon, march

常用词组: set out, head for, freezing cold

### 教学建议

#### I Key Vocabulary

- Help students pick up the target words and expressions in context through interaction. (See suggested activities on pages T49g–T49j).
- Ask students to explain the meaning of the given words and expressions on text page 39 in their own words.
- Get students to read the passage and figure out what kind of word or expression is needed in each blank, whether it is a noun, a verb or an adjective.
- Have students fill in the blanks based on the context.
- Check the answers with students. If students have difficulty in getting correct answers, ask more prompting questions to help them or translate the related sentences for them.

## ● Vocabulary Focus

### I. Key Vocabulary

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

sail	exceptional	set out	crew	starve	freezing
rescue	remote	accompany	sink	wave	abandon

Shackleton's 1914 adventure, called the *Endurance* Expedition, was designed to cross Antarctica. His ship, the *Endurance*, was unfortunately stuck in ice and the 1 crew had to spend their days in complete darkness and 2 freezing cold for eight months. When spring finally came, the ship, to their great disappointment, broke in the melting ice. They had no choice but to 3 abandon ship. With three open lifeboats saved from the broken ship, Shackleton and his men eventually made it to Elephant Island. However, since the island was 4 remote from any shipping routes, it was unlikely that the men would be 5 rescued. In order to save themselves, Shackleton, 6 accompanied by five most trusted men, left most of his men on Elephant Island and 7 set out for South Georgia, 810 miles away. The 8 waves in this part of the world can often reach 50 feet. Can you imagine that? They 9 sailed in an open 23-foot boat! Almost three weeks later, Shackleton and his men, extremely tired and 10 starved, reached a whaling station after marching over the mountains of South Georgia. With help provided by the Chilean government, the captain finally made his way back to Elephant Island to save his men. Nobody died. Nobody!

## II. Topic-Related Expressions

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

constant danger  
human endurance  
bitter cold

chance of rescue  
remote place  
march continuously

exceptional leadership  
head for  
a tough time

**NARRATOR:** The year was 1915 and the outside world had no idea of the hazards they faced as Shackleton and his men drifted helplessly through unexplored waters. With the 1 bitter cold of the Antarctic winter and the 2 constant danger on the journey, they were about to be pushed to the limits of 3 human endurance.

**PETER WORDIE** (Son of James Wordie, head of the *Endurance* scientific staff): My father never — to any of us, his children — ever discussed the *Endurance* expedition ... He never let us read his log when he was alive. It was locked up.

**MARY CREAN O'BRIEN** (Daughter of the *Endurance* seaman Tom Crean): My father didn't speak too much about the Antarctic. I often wondered, was it too hard? Did he want to forget it? But he did say they had 4 a tough time ...

**NARRATOR:** One man above all bore responsibility for their survival: Sir Ernest Shackleton. A polar explorer with 5 exceptional leadership, he knew that anyone that 6 marched continuously in this 7 remote place where there was no chance of rescue would starve to death. He knew it was up to him to get his men out alive.

### ● Grammar in Use

#### Passives (past perfect passive and past continuous passive)

I. Read the sentences and explain why the passive voice is used.

1. A total of 28 men had been selected out of the applicants before Ernest Shackleton set out for Antarctica.
2. It is said that South Georgia had never been crossed by explorers on foot before Shackleton and his men's expedition.
3. On 17 January 1915, the *Endurance* got stuck in ice. A lot of efforts were being made to solve the problem when the ice melted and the ship suddenly broke in half.

*In these sentences, the focus is the person or thing that was affected by an action. All these sentences sound objective.*

## II Topic-Related Expressions

1. Ask students to read and explain the meaning of the given expressions in their own words.
2. Have students fill in the blanks and check their understanding of the interview.
3. Encourage students to retell the interview in the third person with the given expressions.

Suggested Activities 见 pages T49g–T49j.

## Grammar in Use

### 教学内容与要求

- 能在语篇中识别过去完成时和过去进行时的被动语态，理解其表意功能；
- 能根据表达的需要恰当运用时态。

### 教学建议

I

1. Ask students to read the three sentences and think about why the passives are used. If students have difficulty in giving proper answers, offer an explanation.
2. Have students compare the different tenses of the passive voice, i.e. *had been done*, *was being done*, and explain why past perfect passive and past continuous passive are used in the three sentences.

**II**

1. Ask students to read the passage and complete the review with the appropriate forms of the given verbs.
2. Check answers with students.
3. Ask students to role-play an interview with Yang Liwei, using the passives to describe his experience.

**Reference answer:**

- A: Good morning, Mr Yang. Glad to have you with us today. May I know when **you were selected** to be an astronaut candidate?
- B: Well, I was selected in the year 1998.
- A: Wow, that was many years ago. How did you feel when you knew you **were selected**? Your family and friends must have been very proud of you.
- B: Actually, they didn't know at the beginning. Before the launch of the Shenzhou V, nothing **had been made public** about the candidates.
- A: I see. It **had been kept** as a secret. Well, do you still remember your experience in space?
- B: Yeah, vividly. I **was being monitored** all along the journey so that experts at the control centre could receive regular updates about my condition. In the middle of the journey, I waved a small flag of our country and that of the United Nations inside my capsule. This scene **was being broadcast** by CCTV to people all over the country.

Suggested Activities 见 pages T49j–T49k.

## Grammar Highlights

We employ the passive voice to retain objectivity or to focus on the person or thing affected by an action.

### Past perfect passive

Subject + *had been* + -ed (+ by AGENT)

*The expedition ship that had been delayed by the accident began to move forward once again.*

### Past continuous passive

Subject + *was / were being* + -ed (+ by AGENT)

*During our brief visit to the village, preparations were being made for an Indian wedding.*



## II. Complete the review with the appropriate forms of the words in brackets.

Yang Liwei was selected as an astronaut candidate in 1998 and 1 had been trained (train) for spaceflight by the time of the Shenzhou V launch. Before this launch, almost nothing 2 had been made (make) public about the Chinese astronaut candidates; his selection for the Shenzhou V human spaceflight 3 was leaked (leak) to the media only one day before the launch.

It was 09:00, 15 October 2003. Yang Liwei 4 was being launched (launch) into space aboard his Shenzhou spacecraft on the top of a Long March 2F rocket at Jiuquan Satellite Launch Centre.

Yang's journey 5 had been monitored (monitor) to receive regular updates about his condition until experts at the control centre confirmed that everything was going well. At 19:58, when the Shenzhou V started its eighth circuit around the Earth, Yang 6 was speaking (speak) to his wife. He said, "I feel very good. Don't worry." In the middle of the journey, Yang 7 waved (wave) a small flag of the People's Republic of China and that of the United Nations inside his capsule. This 8 had been broadcast (broadcast) by CCTV before it 9 was met (meet) with praise from around the world.

Yang's craft landed at around 06:30 on 16 October 2003. The Shenzhou V was the first human spaceflight mission of the Chinese space programme. It 10 was described (describe) by NASA as an "important achievement in human exploration."



## Listening, Viewing and Speaking

### Why Do We Explore? (Documentary) 音频文本见 page T49c

#### I. Work in pairs and discuss the question.

If you were given a chance, what would you want to explore? Explain why.

*I want to explore space. We have explored the Moon. We have built space stations. But we haven't found another planet where human beings can survive. We haven't travelled to Neptune and other planets. (Answers may vary.)*

#### II. Listen to the documentary and tick the items you hear about what explorers have done.

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> building in outer space      | <input type="checkbox"/> climbing mountains         |
| <input checked="" type="checkbox"/> crossing oceans              | <input type="checkbox"/> diving in oceans           |
| <input checked="" type="checkbox"/> exploring new areas on lands | <input checked="" type="checkbox"/> flying in skies |
| <input checked="" type="checkbox"/> walking in outer space       |   |

#### III. Listen again and find out the reasons for exploration. Take notes using symbols and abbreviations.

**Listening Strategy** Taking notes using symbols and abbreviations

Periods of time	Reasons
In the past	<ul style="list-style-type: none"><li><i>we wonder<sup>d</sup> wh was on othr side of sky</i> (we wondered what was on the other side of the sky.)</li></ul>
Now	<ul style="list-style-type: none"><li><i>All th expl humank has achv is only a begi</i> (All the exploration humankind has achieved is only a beginning.)</li><li><i>Evth we hv evr accompl leads t new expl</i> (Everything we have ever accomplished leads to new exploration.)</li></ul>

### What It Takes to Be an Adventurer (Vodcast) 视频文本见 pages T49c–T49d

#### I. Watch the first video clip and guess: What is the man's job?

*He might be a freelance writer. (Answers may vary.)*

#### II. Watch the second video clip and complete the chart with no more than two words for each blank.

##### What the man did

##### What the man overcame

The man dreamed of becoming a(n) (1) <u>adventure storyteller</u> .	There were very few (2) <u>job opportunities</u> .
The man gathered stories from his time on the road.	He couldn't (3) <u>sell them</u> anywhere.
The man started a radio show in his closet and went on to (4) <u>make films</u> .	He has been doing the same thing for (5) <u>seven years</u> .

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能获取听力语篇的内容要点和细节；
- 能通过使用符号和缩略语做笔记以促进听力理解。

## 背景介绍

This audio is about why and how human beings explore. It first traces the history of human beings' exploration across the lands, into the oceans and up to the skies. Then it predicts that human beings will go further to new destinations with the development of science and technology.

## 听力策略

### Taking notes using symbols and abbreviations

- Using symbols and abbreviations is an important note-taking skill which will help listeners to take notes quickly and keep up with the speaker. Listeners can create their own symbols and abbreviations, or use the ones that are commonly understood.
- Below are some common shorthand symbols useful for speedy note-taking:

✓	correct; positive
✗	wrong; negative
?	question; doubtful
+	and; plus; increase

- Many of the common abbreviations useful in note-making can be found in an appendix to a dictionary. Listed below are some examples:

Abbreviations	Vocabulary	Ways to abbreviate words
adven.	adventure	Use the beginnings of words
abdn <sup>d</sup>	abandoned	Use the beginnings of words with the final letter
wh	what	Use the beginnings of words
othr	other	Use the beginnings of words with the final letter
prblm	problem	Omit vowels

## 教学建议

- Have students work in pairs and discuss the question.
  - Invite students to share their ideas with the class.
- Ask students to read and explain the seven listed activities and make sure every student understands their meanings.
  - Play the audio clip and have students listen carefully and tick what the explorers have done.
- Play the audio clip again and have students complete the table.
  - Ask students to take down as many words as possible using symbols and abbreviations.
  - Share students' notes and have students learn from each other's note-taking strategies.

Suggested Activities 见 page T49k.

## 教学内容与要求

### Viewing

- 能通过视频画面预测人物的职业身份；
- 能领悟视频中由多模态资源所传达的探险家百折不挠、追求梦想的精神。

## 背景介绍

In this podcast, an adventurer tells his story about how he realised his dream and became an adventure storyteller. It is emphasised that grit, creativity, passion, kindness and love are of vital importance to making his ideas a reality.

## 教学建议

### I

1. Before students watch the first video clip, ask them to guess the man's job by looking at the title.
2. Have students watch the first video clip and then answer the question. Remind students to look carefully at the background and the man's actions, facial expressions, body language shown in the scene. Make sure students explain their predictions.

### II

1. Ask students to read the table before you play the second video clip. Remind them to pay attention to the changes of background music.
2. Have students fill in the blanks while watching the video clip.
3. Check answers with students.
4. Ask students whether their predictions about the man's job are correct. If not, why?
5. Ask students to talk about whether they would like to do the man's job and explain why.

### III

1. Play the second video clip again and ask students to answer the two questions.
2. Remind students to note down as many details as possible, and ask them to try to retell the story.

Suggested Activities 见 pages T49k–T49l.

## 教学内容与要求

### Speaking

- 能在听、看的基础上，描述个人经历，表达观点；
- 能参与课堂讨论、互动交流；
- 能根据交流场景恰当地提问及回应提问。

## 教学建议

### Step 1

Ask students to guess what challenges or difficulties each adventure might pose and ask them to tick the activities he/she would love to try and cross those he/she would be too nervous or scared to do.

### Step 2

Divide students into groups of four, and then ask them to compare their answers and find out the most adventurous person in the group.

### Step 3

1. Ask students to select the most adventurous person as the group representative, who is going to take questions from the classmates and answer them.
2. Remind students that they can refer to the Useful Expressions.

Suggested Activities 见 pages T49l–T49m.

### III. Answer the questions.

1. How many stories did the speaker collect for the magazine? *The speaker collected ten stories for the magazine.*
2. According to the speaker, what makes the adventurers' ideas a reality? *It's grit, creativity, passion, kindness and love.*



### Performing a class live show: How adventurous are you?

Step  
**1**

Look at the pictures. Tick the activities you would love to try and cross those you would be too nervous or scared to do.



crossing a desert     snow boarding     bungee jumping     mountain biking

(Answers may vary.)

Step  
**2**

Work in groups. Compare your answers with those of your group members. Who has ticked the most activities in your group? Who is the most adventurous?

Step  
**3**

The most adventurous student will be the group representative to go to the front to take questions. The audience can select any questions from the question cards below or create new questions to ask the speaker. If a group representative cannot answer a question within 15 seconds, he or she will be replaced by another group representative. The one who can answer the most questions wins.

Do you think of yourself as adventurous? Why or why not?	What is the most exciting thing you've ever done? Tell us.	Do you like taking risks? Give an example.
If you were offered a space trip, would you go? Why or why not?	What adventurous jobs do you know? Would you like to do any of them? Why or why not?	What's your favourite adventure story, film, or book? Talk about it.

More questions:

1. *What qualities does/must an adventurer have in order to make an adventure successful?*
2. *If your friend is afraid of taking risks, how will you persuade him or her to be adventurous?*

(Answers may vary.)

### Useful Expressions

#### Describing personal experiences

Back when I was ...

I remember when ...

What happened was ...

One time (when) ...

#### Expressing possibility

There's a chance ...

It's possible that ...

Perhaps ...

Possibly, ...

# READING B

## MY FIRST SEA VOYAGE

All this time the storm increased and the waves rose very high. Although it was nothing like what I have seen many times since, nor 5 even what I saw a few days later, it was enough to make a big impression on me, as I was only a young sailor and knew nothing about the sea. I expected every wave to eat us up and, 10 every time the ship dived down into the depths of the waves, I thought we would never come up again.

In this anxious state of mind, I made many promises and good 15 resolutions that if my life would be spared on this one voyage, I would go directly home to my father if I ever set foot upon dry land again and would never set sail in a ship again 20 as long as I lived. I resolved that I would listen to his advice and never place myself into such a desperate situation as this again. Now I saw quite plainly the soundness of his 25 observations about the middle station of life and I recognised how easily, how comfortably he had lived all his days and had never been exposed to storms at sea or troubles on shore. I thus resolved that I would go home to 30 my father.

These thoughts continued all the while the storm lasted, and indeed for some time afterwards; but the next 35 day the wind had died down and the sea had become calmer and I began to get used to it. However, I was very serious throughout that day, being also a little sea-sick still; but later on

40 the weather cleared up, the wind died away and a charming, fine evening followed: the sun set in a perfectly clear evening sky and rose in the same way the next morning. Having little or 45 no wind and a smooth sea with the sun shining upon it, the sight was, as I thought, the most delightful that I had ever seen.

I had slept well in the night and 50 was no longer sea-sick, but very cheerful, looking with wonder upon the sea that had been so rough and terrible the day before and could be so calm and so pleasant such a little 55 time later. And now, my friend, who had persuaded me to go away to sea, came up to me so as to make sure that my good resolutions about going back to my father's house no longer 60 existed.

"Well, Bob," said he, clapping me upon the shoulder. "How are you feeling after it? I guess you were frightened last night, weren't you, when the storm 65 blew just a tiny bit of wind?"

"Do you call that 'a tiny bit'?" said I. "It was a terrible storm."

"A storm, you fool," replied he. "Do you call that a storm? Why, it was 70 nothing at all. Give us a good ship and we think nothing of such a bit of wind as that! But you're only a freshwater sailor, Bob. Come, let us forget all that. Don't you see what charming weather 75 it is now?"

# Reading B

## 教学内容与要求

- 能概括出探险小说的文体特征；
- 能描述小说中故事情节的发展和人物心理的变化；
- 能发现并理解语篇中包含的文化元素和价值观，如积极暗示、挑战自我等。

## 语篇分析

本文的语篇类型为记叙文，根据经典小说《鲁滨逊漂流记》第一章的选段改编。语篇内容为鲁滨逊第一次出海遭遇暴风雨的历险过程及其心理变化。语篇结构方面，本文采取了顺叙的叙事模式。语言特征方面，本文保留了原著小说中的许多用词，涉及主人公动作和心理活动变化，语言生动贴切。语篇的主题意义在于让学生品读文学经典，体会小说主人公的探险精神，并能置身于故事的场景中，与主人公产生情感共鸣。

## 背景介绍

Robinson Crusoe, a novel by Daniel Defoe, was first published in London in 1719. During his lifetime, Daniel Defoe produced about 318 publications in many formats and on a large range of topics, including Captain Singleton (1720), A Journal of the Plague Year (1722), and Moll Flanders (1722). Perhaps best known today as the author of Robinson Crusoe, Defoe is thought to have contributed significantly to the development of the novel as an emerging genre in English literature.

## 难句注释

1. In this anxious state of mind, I made many promises and good resolutions that if my life would be spared on this one voyage, I would go directly home to my father if I ever set foot upon dry land again and would never set sail in a ship again as long as I lived. (lines 13–20)

句中that引导同位语从句，修饰many promises and good resolutions。整句意为“在这种精神紧张的情况下，我作出许多承诺，并且下定决心，如果我能在此次航行中侥幸存活，如果我能够再次踏上陆地，我将立刻回家去见我的父亲，一辈子都不会再踏上任何一条船”。

2. Now I saw quite plainly the soundness of his observations about the middle station of life and I recognised how easily, how comfortably he had lived all his days and had never been exposed to storms at sea or troubles on shore. (lines 23–39)

句中涉及一个并列句，由第一个and连接。quite plainly作为状语修饰saw。整句意为“我现在明白他对人生中庸之道的看法是多么合理，也认识到他的一生是多么安逸舒适：他从来没有经历过海上的狂风暴雨和岸上的艰难困苦”。

3. Having little or no wind and a smooth sea with the sun shining upon it, the sight was, as I thought, the most delightful that I had ever seen. (lines 44–48)

句中Having little or no wind and a smooth sea with the sun shining upon it，作伴随状语，描述当时的具体景象，as I thought作为插入语插在谓语和表语之间。整句意为“风平浪静，阳光洒在平滑如镜的海面上，我想这是我见过的最令人愉悦的景象”。

## 词汇分类

识别词汇△: voyage, soundness, rough, freshwater

运用词汇: impression, observation, expose, persuade, resolution, desperate, plainly

常用词组: come up, state of mind, die down, clear up

## 词汇释义

### • voyage (title)

n. a long journey, especially by sea or in space 航行; (尤指) 航海, 航天

**The voyage from England to India used to take six months.** 从英国到印度的航程过去需要六个月。

### • impression (line 6)

n. the effect that an experience or a person has on sb/sth 影响; 效果

**His trip to India made a strong impression on him.** 他的印度之行对他的触动很大。

an idea, a feeling or an opinion that you get about sb/sth, or that sb/sth gives you 印象; 感想

**I did not get the impression that they were unhappy about the situation.** 我并不觉得他们不满于当时的状况。

impress v. 给予某人深刻印象; 使某人钦佩而起敬

### • resolution (line 15)

n. a firm decision to do or not to do sth 决心; 决定

**Carol made a resolution to work harder at school.** 卡罗尔下定决心要在学校更用功。

resolve v. 决心; 决定

resolve on sth / on doing sth

**We had resolved on making an early start.** 我们已经决定早点动身。

### • desperate (line 22)

adj. (of a situation) extremely serious or

dangerous 极严重的; 极危险的; 很危急的

**The state of the country is desperate.** 该国局势危殆。

feeling or showing that you have little hope and ready to do anything without worrying about danger to yourself or others (因绝望而) 不惜冒险的, 不顾一切的, 拼命的

**I had no money left and was desperate.** 我身无分文, 已经走投无路了。

### • plainly (line 24)

adv. in a way that is easy to see, hear, understand or believe 清晰地; 明显地; 清楚地

**The sea was plainly visible in the distance.** 大海在远处清晰可见。

### • soundness (line 24)

n. the quality of being sensible; the fact that something can be relied on and will probably give good results 明智; 可靠

**These problems called into question the bank's financial safety and soundness.** 这些问题质疑了该银行的金融安全和可靠性。

### • observation (line 25)

n. a comment, especially based on sth you have seen, heard or read (尤指据所见、所闻、所读而作的) 评论

**She has some interesting observations on possible future developments.** 她对未来可能的发展有一些饶有兴味的论述。

• **expose (line 28)**

v. to put sb/sth in a place or situation where they are not protected from sth harmful or unpleasant 使面临，使遭受（危险或不快）

**The investigators were wearing protective masks so that they would not be exposed to the radiation.** 调查员都戴上了防护面罩，以免遭受辐射。

to show sth that is usually hidden 暴露；显露；露出

**He did not want to expose his fears and insecurity to anyone.** 他不想向任何人显露他的恐惧与不安。

• **persuade (line 56)**

v. to make sb do sth by giving them good reasons for doing it 劝说；说服

**You try and persuade her to come out with us.** 你去试试劝她跟我们一起出去吧。

**How can we persuade him into joining us?**

怎么才能说服他参加我们的活动呢？

## Comprehension Plus

---

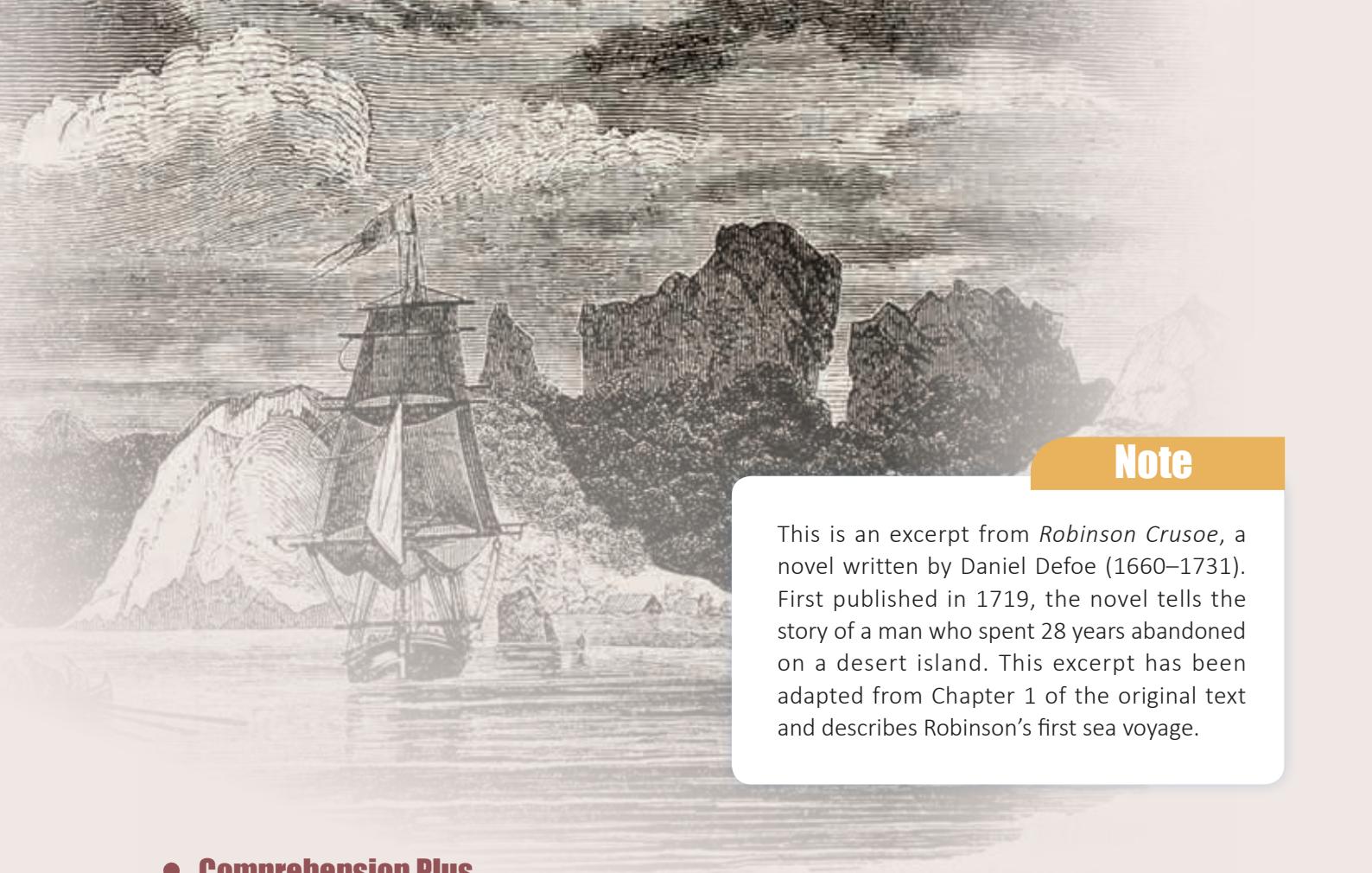
### 教学建议

- I
1. Have students read the first three questions. Remind them that they should find evidence from the text.
  2. Give students time to prepare before asking them to give their answers.
  3. Have students read Question 4 and organise a group discussion. Remind them that they should explain their opinions.
  4. Ask each group to share their ideas in class.
- II
1. Have students reread the paragraphs that show Robinson Crusoe's mood changes.
  2. Ask students to have a group discussion and come up with as many adjectives as possible to describe his mood. Remind students that they should use sentences in the text as evidence to support their choices of adjectives.

### 参考答案

- I
1. His resolutions:
    - (1) If his life would be spared on this voyage, he would go directly home to his father.
    - (2) If he ever set foot upon dry land again, he would never set sail in a ship again as long as he lived.
    - (3) He would listen to his father's advice and never place himself into such a desperate situation. Robinson Crusoe made these resolutions because he was afraid that he would die in the storm. / He was terrified by the storm.
  2. The sight of the sky after the storm was the most delightful scene Robinson Crusoe had ever seen.
  3. He thought the storm was "only a tiny bit of wind."
  4. Robinson Crusoe will probably continue the journey because when "the wind had died down, and the sea had become calmer, and I began to get used to it," means that he was not so terrified after the storm. Besides, "the sight was, as I thought, the most delightful that I ever saw," indicates that he was enchanted by the view of the sea.
- (Answers may vary.)

Suggested Activities 见 page T49m.



## Note

This is an excerpt from *Robinson Crusoe*, a novel written by Daniel Defoe (1660–1731). First published in 1719, the novel tells the story of a man who spent 28 years abandoned on a desert island. This excerpt has been adapted from Chapter 1 of the original text and describes Robinson's first sea voyage.

### ● Comprehension Plus

#### I. Answer the questions.

1. What resolutions did Robinson Crusoe make during the storm? Why did he make them?
  2. What was the most delightful scene Robinson Crusoe thought he had ever seen?
  3. What did Robinson Crusoe's companion think of the storm?
  4. Do you think Robinson Crusoe would continue the journey or go back home? Can you find any clues to support your prediction?
- II. Robinson Crusoe's mood changed at different times of the sailing. Come up with as many adjectives as possible to describe his mood. Some examples are given.

Parts of the trip	Mood
1. The storm increased and the waves rose very high.	frightened; regretful; eager to go back home
2. The wind had died down and the sea had become calmer.	<i>relaxed; sick</i>
3. The weather cleared up, the wind died away, and a charming, fine evening followed.	<i>amazed; delighted; cheerful; confused</i>

## Critical Thinking

### Comparing and contrasting

- I. In the table below, note details that show the similarities and differences between Ernest Shackleton and Yang Liwei. An example is given for one of the aspects. You may add one more aspect that you consider relevant.

Aspects	Ernest Shackleton	Yang Liwei	Similarities / Differences
<b>Extremity of conditions</b> A. extreme weather B. harsh environmental condition C. constant danger D. food shortage E. unfixed schedule	A, B, C, D, E	B, C	B, C / A, D, E
<b>Personal qualities</b> F. grit/endurance G. creativity H. passion I. leadership	F, G, H, I	F, G, H	F, G, H / I
<b>Drive</b> J. to push the boundaries K. to explore the unknown	J, K	J, K	J, K /
<b>Team</b> L. solo expedition with an effective support team M. group expedition as a leader	M	L	/ L, M
<b>Result</b> N. success (survival) O. success (making history) P. failure (death) Q. failure (mission not completed)	N	O	/ N, O

- II. In your view, which of the aspects is most likely to make an explorer remarkable? Give examples to support your view.



### Culture Link

#### How Do Different Cultures Deal with Failure

Dealing with failure, and learning from it, is in many cases the key to success. Different cultures may have completely opposing attitudes to failure. In the USA, failure is seen as a mere bump in the road to success. It is common in job interviews to invite candidates to talk about their experiences with failure and how they overcame it. Yet in Japan, failing in a business venture can be fatal to a person's professional reputation. It would therefore be unwise to share stories of your business failures with Japanese colleagues.

# Critical Thinking

## 教学内容与要求

- 能根据提示比较和对比不同探险家的事迹；
- 能对信息进行综合分析，形成自己的观点。

## 教学建议

- I
1. Remind students to read Yang Liwei's space travel experience on text page 41.
  2. Divide the class into several groups and make each group responsible for the discussion of one aspect in Activity I.
  3. Ask representatives from each group to share their answers and give reasons.
  4. Elicit feedback from group members.
- II
1. Divide students into groups of four and have them discuss the most important quality that makes an adventurer remarkable.
  2. Ask representatives from each group to report the result of their discussion.

## 参考答案

II In my view, grit is most likely the quality that makes an explorer remarkable. For example, the search for a COVID-19 vaccine was uncharted research territory for scientists around the world in 2020. Researchers, or explorers in this metaphor, must conduct numerous experiments and overcome countless challenges to create a vaccine, which is the best hope for an end to the pandemic.

(Answers may vary.)

Suggested Activities 见 page T49n.

Culture Link 板块教学建议等见 pages T49a–T49b.

# Writing

## 教学内容与要求

- 能依据写作文体的语篇结构和语言特征，有逻辑地组织写作内容；
- 能根据调研报告的要求，运用数据来支撑观点。

## 教学建议

Have students discuss Chinese people's beliefs about adventure with the help of the following questions:

- (1) How do you understand "adventurous"?
- (2) Does an adventurous experience mean trying something new or participating in something exciting?
- (3) Do you know any famous explorers in Chinese history? Or have you read any stories or seen any films about Chinese adventurers?
- (4) Can you come up with some old Chinese sayings or famous quotes about adventure?

### Step 1

Ask students to read the sample essay and identify which sentences are the supporting details.

### Step 2

1. Ask students to compare the two sentences and tell the difference.
2. Ask students to share their understanding of the Writing Strategy of using statistics as supporting details.
3. Explain to students the benefits of using statistics.

### Step 3

1. Ask students to form groups to design a mini-survey on the topic "my classmates' beliefs about adventure."
2. Ask students to conduct the survey and analyse the data after class.

### Step 4

Ask students to describe their analysis in a specific, relevant, and clear way.

### Step 5

1. Ask students to write a paragraph using data description.
2. Remind students that their writing should include a general statement, supporting details and a concluding sentence. Encourage them to use graphs or charts to present their statistics.
3. Ask students to do self-checking or peer-checking with the following checklist.

#### Sample checklist

- Did I write a clear and strong statement and a concluding sentence?
- Did I use statistics to support my statement?
- Did I use different verbs to describe data?
- Did I use proper tenses?

# Writing a brief report on people's beliefs about adventure

People who come from different cultural backgrounds may hold different beliefs about adventure. The text below is selected from a survey of Australians' attitudes towards adventure. Read and think: To what extent are Chinese people's beliefs different from those of Australians? Prepare to conduct a mini-survey in class and write an essay to report on your classmates' beliefs about adventure.

### What Does Adventure Mean to Australians?

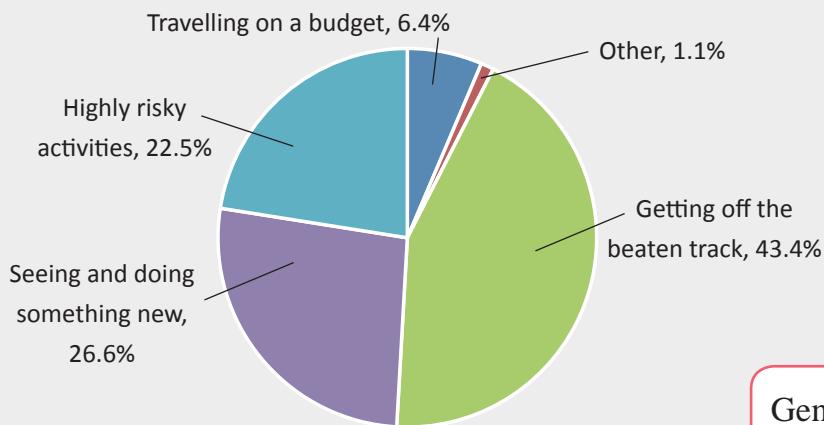


Figure 1 Australians' definition of adventure

Supporting details

General statement

Over the past 29 years, there has been a shift in Australians' beliefs about adventure. To survey how Australians describe adventure, we interviewed 1,000 people. As Figure 1 shows, 43.4% of the interviewees said adventure was "getting off the beaten track and going to places less visited by ordinary tourists." A total of 26.6% of them described it as "seeing and doing something new." Those who believed adventure was "highly risky activities" accounted for 22.5%. Also, 6.4% of the people we interviewed thought it was "travelling on a budget." It can thus be seen that in Australia what is adventurous to one person is not necessarily adventurous to another.

Concluding sentence

## ● Guided Writing

**Step 1** Read the sample text and underline the sentences used as supporting details.

**Step 2** Which sentence below is more convincing? Why?

- A. A small percentage of the people we interviewed thought adventure was “travelling on a budget.”
- B. Also, 6.4% of the people we interviewed thought adventure was “travelling on a budget.”

### Writing Strategy Using statistics as supporting details

Statistics are facts expressed in numbers, which allow writers to support their statements with convincing evidence. They also enable writers to draw clear conclusions. Statistics used as supporting details should be specific, relevant, and clear.

**Step 3** Design and conduct your mini-survey in class. Analyse your data and write a general statement about your findings.

e.g. The majority of my classmates hold a positive attitude towards adventure, while a small percentage tend to relate adventure to dangerous situations.

**Step 4** Describe and interpret the data you have analysed. Present the statistics in a specific, relevant, and clear way to support your statement. For example, “68.2%” sounds more convincing than “more than half.”

**Step 5** Organise your statistical evidence to support the general statement by referring to the sample writing. Complete the essay in 90–110 words.

#### My Classmates' Beliefs about Adventure

(Statement) \_\_\_\_\_

(Statistics as supporting details) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(Concluding sentence) \_\_\_\_\_  
\_\_\_\_\_

## 参考答案

### Step 1

Supporting details in the sample writing provide readers with statistical results of a survey. In the first two sentences of the paragraph, the author points out that there has been a shift in Australians' beliefs about adventure, which indicates the necessity to investigate Australians' current perceptions of adventure. Then the survey results are used to answer the question. It is worth noting that the author presents the results in descending order.

- As Figure 1 shows, 43.4% of the interviewees said adventure was "getting off the beaten track and going to places less visited by ordinary tourists." (Part 1 of the results)
- A total of 26.6% of them described it as "seeing and doing something new." (Part 2 of the results)
- Those who believed adventure was "highly risky activities" accounted for 22.5%. (Part 3 of the results)
- Also, 6.4% of the people we interviewed thought it was "travelling on a budget." (Part 4 of the results)

### Step 2

Sentence B is more convincing because it provides us with more specific information, which sounds reliable.

### Step 3

The sample sentence can be used as reference.

You ought to construct your general statement after carefully analysing the data you collected by conducting the mini-survey.

### Step 4

The sample sentence can be used as reference. Remember to present your statistics in a specific, relevant, and clear manner.

### Step 5

The sample writing can be used as reference.

Suggested Activities 见 page T49n.

# Further Exploration

## 教学内容与要求

- 通过开展项目探索培养制定方案、解释方案的能力。

## 教学建议

### Step 1

- Show students some pictures of FAST and ask them if they know what it is. If someone in the class knows about FAST, ask him/her to share what he/she knows.
- Ask students to read the news report about FAST.

### Step 2

Ask students to discuss the two questions with each other.

The following questions can be used to assist students' discussion:

- (1) Do you believe in the existence of other kinds of intelligent life in the universe?
- (2) If there are aliens out there, what will you do?
- (3) Will you be scared if the aliens are much stronger than us?

### Step 3

- Ask students to decide, in discussion with their partners, whether the items listed in the brackets are good choices.
- Ask students to have a discussion and come up with more items to represent life on Earth.

## 参考答案

### Step 2

- I think FAST will probably find life on other planets because the universe is just too enormous. We still have a lot to explore and discover. Scientific research has indicated that there are planets out there whose environments are similar to Earth, and FAST has by far been the most capable detector that can identify signs of life in the universe. Therefore, I believe it is likely that FAST will find something after years and years of scanning.
- Yes, I'm optimistic that FAST will complete this task. Just as I said in my answer to the previous question, there might be planets where the environments are suitable for life, even intelligent life. Then among those planets, we might find some places where human beings are likely to survive.  
(Answers may vary.)

Suggested Activities 见 page T49n.

# Self-assessment

## 教学内容与要求

- 通过核查，确认本单元学习目标的达成情况；
- 通过自主学习和合作学习，反思学习效果并据此优化学习策略和方法；
- 通过计划和调控，调节学习情绪，尝试解决困难，提升自主学习能力。

(To be continued on page T49a.)

## Further Exploration

### Planning an imaginary “space adventure”



Step  
**1**

Read the following news report.

China has put the finishing touches to FAST, the world's biggest radio telescope, whose 1,650-foot-wide dish will, among other tasks, scan the universe for signs of intelligent alien life. “Located at an extremely radio-quiet site, its scientific impact will be extraordinary,” said the FAST Project’s chief scientist.

Step  
**2**

Discuss the questions with a partner.

1. Do you think FAST will find life on other planets? Why?
2. Do you think FAST will find other habitable planets for human beings? Why?

Step  
**3**

Imagine that FAST has detected signs of life on other planets. Three items will be sent in a parcel as symbols of life on Earth. Brainstorm suitable items (e.g. a family photograph, a bottle of seeds, a volunteer’s badge) with your partner.

Explain your group’s choices to the class.

Items	Reasons
a specially made video about life on Earth	Sound and pictures can overcome language barriers.
a box of rocks	Earth's crust is entirely made up of different kinds of rocks.
a bottle of seeds	Seeds will grow in proper conditions with water, oxygen, light and temperature provided.

(Answers may vary.)

## Self-assessment

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

- A. Appreciating explorers of nature and their expeditions
- B. Retelling and commenting on stories about adventure
- C. Identifying different attitudes towards failure across cultures
- D. Comparing and contrasting explorers and their experiences
- E. Using symbols and abbreviations while taking notes
- F. Writing a brief report with statistics used as evidence

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

## 教学建议

### Step 1: Review

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

### 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 reasons for their success.
2. Ask students to think of the problems or difficulties they have encountered when doing class activities. Analyse the possible cause(s) of the problem(s).

### Step 3: Revise

Help students make a plan to overcome the difficulties. Encourage students to find and search out effective solution(s) to the problem(s), 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.

## Culture Link

---

### 教学内容与要求

- 能列举不同文化背景下人们对成功与失败的认知差异。

## 教学建议

1. Have students read the passage and have a discussion on which attitude to failure they prefer: the American one or the Japanese one.
2. Ask students to share their opinions and explain the reasons.

## 补充文化知识

### Attitudes Towards Failure Across Cultures

Dealing with failure, and learning from it, is in many cases the key to success. Yet understanding failure, and the way it is perceived, is important when working in a cross-cultural environment. Different cultures may have completely opposing attitudes towards failure.

#### Germany

Attitudes towards failure in business are often related to a culture's attitude towards risk. For example, in Germany, where the social fabric is held together by a series of rules and laws, and long-term security is prized, failure is seen as weak and inefficient. Great effort is taken to minimise its likelihood.

#### India

India is fast emerging as a country of entrepreneurs and risk-takers. India's education system does not necessarily foster the lateral thinking, imagination and self-motivation required for being an entrepreneur and failure, historically, is seen as a disaster, even affecting an individual's family name and marriage prospects. But according to Reuters, India's technology boom, fuelled by the availability of venture capital cash and a "Silicon Valley" mentality, is dramatically changing attitudes to failure.

#### Mexico

Ironically, it was in a Latin culture, where there is little tolerance for failure and the loss of face it brings, that a global movement was launched several years ago. In Mexico, where 75% of start-ups close after two years, a group of friends, all of whom had experienced failure in business at some point, founded a series of events that has now spread to 100 cities worldwide, at which business people stand up and talk frankly about their failures, followed by a Q&A. Worldwide, 10,000 people attend these events every month.

## Why Do We Explore?

We are the explorers. We have a need to find what is out there. It is a drive inside each and every one of us, the drive to wander, to push the boundaries, and to explore.

We expanded across our lands, settling new frontiers. We took to the oceans and learned that we could cross **treacherous** expanses in the pursuit of discovery. And then we took to the skies and flew. But that wasn't enough. We left the planet and we defined what was possible. We flew in space. We walked in space. What once was a **melodramatic** flight of fantasy became reality. Then a new generation of spaceships captured hearts and minds for three decades and helped build a castle in the sky that is our lasting hold in space.

We have always looked up. For centuries, we wondered what was on the other side of the sky and we have begun to answer that question. We have learned that all the exploration humankind has achieved is only a beginning.

Right now, men and women are working on the next steps to go farther than we have ever gone before. New vessels will carry us and new destinations await us. Everything we have ever accomplished leads to this moment in time where exploration will now take us to the planets and the stars. Our nearest neighbors in the night sky have beckoned us, invited us, dared us to reach for them.

We are the explorers. Throughout our history we have taken both small steps and giant leaps in that pursuit. Our next destination awaits. We don't know what new discoveries lie ahead but this is the very reason we must go.

### 注释:

- treacherous** *adj.* dangerous, especially when seeming to be safe 危险的（尤指貌似安全的）  
*That ice is treacherous.* 那冰并不像看上去的那么结实。
- melodramatic** *adj.* having the excitement and emotional appeal of melodrama 传奇剧般的；戏剧性的  
*He applied his theatrical talents to a more melodramatic form.* 他将自己的戏剧才华应用到更富传奇剧的形式之上。

## What It Takes to Be an Adventurer

There wasn't really a job description for what I wanted to do. You know, people don't hire storytellers, much less adventure storytellers. That was my dream. I mean, I was that six-year-old kid you'd see with his face buried in *National Geographic*s. I knew there was magic in life on the road. I loved climbing, I loved being outside. I would load all this stuff up into my car, leave the city and I'd spend a couple of months out on the road, and then I'd come back home and I'd write it all down. But, I **wound up** with all these stories I'd gathered from my time on the road, and I just, I couldn't sell them anywhere. I was about to give up when I had this realization that nobody was gonna give me this job. I had to go create it.

Once I realized that, it was like the **horizon** opened up. I started a radio show in my closet; I went on to make films. We found our community. It's seven years later and I'm still basically doing the same thing. I'm loading up **gear**, putting it in the car and hitting the road to go spend time with people that inspire me in places that inspire me. That process has come full circle, right back to where my dream started.

When National Geographic asked me to help with the Adventurers of the Year, the six-year-old boy in me kind of **chuckled**. We pulled together ten incredible stories, ten incredible **feats** from people who live life on their own terms. I think it'd be easier to **put** these people up **on a pedestal**. They think of them as heroes, almost superhuman. And while talent plays a role in these people's feats and successes, it's not what makes their ideas a reality. It's **grit**, creativity, passion, kindness and love. That's the human spirit.

I know in my heart that I could be an Adventurer of the Year, but that's not what I want to do. I wanna tell stories, spend as much time as I can outside, and pass that love for it along to my son. My struggles to make my dreams a reality have taken just as much commitment as paddling into a big wave or climbing a peak in the Karakoram. There's [There're] a lot of ways to take risks in life. That's, that's the magic of it. I know this: you have to do the thing that makes you tick; you have to do it on a daily basis; you have to do it unapologetically; you do it with love.

#### 注释:

1. **wind up** to arrive finally in a place; to end up (指人) 终于到达某处, 安顿  
**We eventually wound up (staying) in a little hotel by the sea.** 我们最终住进了海边的一家小旅馆。
2. **horizon** *n.* the limit of a person's knowledge, experience, interest, etc. (知识、经验、兴趣等的) 范围, 见识, 眼界  
**Travel broadens one's horizons.** 旅行可开阔人的眼界。
3. **gear** *n.* equipment, clothing, etc. needed for an expedition, a sport, etc. (远征、运动等需用的) 设备、装备、衣物等  
**All his camping gear was packed in the rucksack.** 他的野营物品全都放在背囊里了。  
**We're only going for two days; you don't need to bring so much gear!** 我们只去两天, 你不用带那么多东西!
4. **chuckle** *v.* to laugh quietly or to oneself 轻声地笑; 暗自笑  
**He chuckled (to himself) as he read the newspaper.** 他看报时暗暗(独自)发笑。
5. **feat** *n.* successful completion of sth that needs skill, strength or courage 技艺; 武艺; 功绩; 伟业  
**They climbed the mountain in 28 days, a remarkable feat.** 他们28天内就登上了那座山, 真是伟大的壮举。
6. **put/place sb on a pedestal** to admire sb so much that you treat them or talk about them as though they are perfect 崇拜某人(尤指盲目地)  
**They put the local doctor on a pedestal, seldom questioning his authority.** 他们崇拜当地的医生, 甚少质疑他的权威。
7. **grit** *n.* the quality of courage and endurance 勇气和毅力  
**Mountaineering in a blizzard needs a lot of grit.** 在暴风雪中登山需要极大的勇气和毅力。

## Suggested Activities

### Getting Started

#### Option 1 ★★

Ask students to think about what activities or experiences the three mottos remind them of and encourage them to explain the mottos with personal experiences.

#### Option 2 ★★

Have students discuss their understanding of the quote from George Eliot on text page 35 and invite them to comment on it.

##### Reference answer:

When we go through an experience or event, it usually sparks a reaction from within and we need to look inside to explore what's going on. By looking more deeply, we find courage, clarity and strength hidden within ourselves.

#### Option 3 ★★★

Have students discuss and describe the three pictures and point out the most “adventurous” part in each activity.

(A brief introduction to George Eliot)

George Eliot (1819–80) was a writer whose real name was Mary Ann Evans. She was an English novelist, poet, journalist, translator, and one of the leading writers of the Victorian era. She published seven novels, including *Adam Bede* (1859), *The Mill on the Floss* (1860), *Silas Marner* (1861), and *Middlemarch* (1871), most of which are set in provincial England and known for their realism and psychological insight.

### Reading A Comprehension

#### Option 1 ★★

1. Ask students to work in pairs and make a timeline of Shackleton’s adventure.
2. Ask students to give a brief account of Shackleton’s adventure with the help of the timeline on the blackboard.

##### Reference answer:

In 1914, Shackleton put an advertisement on a newspaper, looking for men who would join him for a hazardous journey across Antarctica. After a fierce competition, 28 men were chosen. Shackleton’s ship, the *Endurance*, left England **on 8 August 1914** and reached the Weddell Sea **in December**. Due to the terrible weather, the ship was stuck in ice **on 17 January 1915** and the crew had to wait for eight months. As **spring** came, the ice melted and the ship broke in half. The crew had no choice but to abandon ship and camp on the ice for two months. As the ship finally sank **on 21 November 1915**, they started to float on the ice. Eventually the ice melted and they headed for the nearest land on three small lifeboats. They reached Elephant Island in five days, cold, hungry and exhausted. To find rescue, Shackleton, together with five men sailed for South Georgia, 1,300 kilometres away. After 15 exhausting days on the sea and a 36-hour march, they reached the whaling station. **On 30 August 1916**, Shackleton returned to Elephant Island and saved the rest of the crew.

#### Option 2 ★★

1. Before students read the text for a second time, ask them to use some adjectives to talk about their

first impressions of Ernest Shackleton, and then make a list of what the students have said.

**Reference answers:**

brave, adventurous, responsible, tough, strong (physically and mentally), adaptable, experienced, knowledgeable

- Ask students to choose three adjectives from the list and find supporting details from the text. Students can work in pairs or in groups.

**Reference answers:**

- adventurous: (Para. 1) He planned to cross Antarctica from the Weddell Sea to the Ross Sea via the South Pole, **something no one had ever done before**.
- responsible: (Para. 5) **Leaving the others on Elephant Island**, Shackleton chose five men to accompany him to South Georgia in a tiny, seven-metre-long lifeboat. (Para. 3) Eventually the ice melted and Shackleton **put his men into three small lifeboats and headed for the nearest land**.
- tough/strong: (Para. 2) Unable to move, Shackleton and his men had to wait for eight months **in complete darkness and freezing cold**. (Para. 3) The crew had to abandon ship and **camp on the ice for two months**. (Para. 5) **After fifteen exhausting days with winds of sixty kilometres an hour and waves of up to fifteen metres high**, they arrived in South Georgia. (Para. 6) The men **marched continuously for 36 hours**. ...

- Ask students to summarise the text and highlight the qualities of Shackleton as an adventurer.

**Reference answer:**

Shackleton, an adventurous explorer, recruited 28 men and started their journey across the Antarctic. Because of the terrible weather, the crew got stuck on their ship for eight months, and spent another two months on the ice. When the ice finally melted, Shackleton put his men in lifeboats and sailed to Elephant Island. After they reached the island, Shackleton took responsibility and set out immediately with five of his crew members to look for help. It was a long and dangerous journey, but Shackleton was strong enough to persevere and showed exceptional leadership in getting his men to endure.

### Option 3 ★★★

- Once students have finished reading, ask them to discuss the following questions:

- (1) Why did Shackleton return to Antarctica in 1921?

**Reference answer:**

He went back probably because he wanted to further explore the continent. For one thing, during his last journey, it seemed that he was so busy striving for survival that he had no time to explore this less-travelled continent. For another, since sailing across the Antarctic was something no one had ever done before, Shackleton might have been determined to accomplish this goal.

- (2) What do you think led Shackleton to take such an adventurous journey?

**Reference answer:**

Probably it is his adventurous spirit that urged him to take such a hazardous journey to explore the unknown.

- Ask students to work in groups and choose one of the quotes from Shackleton they like best. Encourage them to comment on it.

— “Through endurance we conquer.”

— “Opportunity of winning food and shelter, man can live and even find his laughter ringing true.”

— “No person who has not spent a period of his life in those ‘stark and sullen solitudes that sentinel the Pole’ will understand fully what trees and flowers, sun-flecked turf and running streams mean to the soul of a man.”

— “If you’re a leader, a fellow that other fellows look to, you’ve got to keep going.”

## Suggested Activities

- “Life to me is the greatest of all games. The danger lies in treating it as a trivial game, a game to be taken lightly, and a game in which the rules don’t matter much. The rules matter a great deal. The game has to be played fairly or it is no game at all. And even to win the game is not the chief end. The chief end is to win it honourably and splendidly.”
- “When things are easy, I hate it.”
- “Better a live donkey than a dead lion.”
- “I believe it is in our nature to explore, to reach out into the unknown.”
- “The only true failure would be not to explore at all.”
- “Optimism is true moral courage.”
- “Difficulties are just things to overcome.”
- “The world is a huge place. How will you know where you fit in unless you explore beyond your comfort zone?”

### Reference answer:

The quote I like best is “If you’re a leader, a fellow that other fellows look to, you’ve got to keep going.” It is impressive that none of the crew died during the journey, which I believe was in part owing to their knowledgeable, experienced, and tough leader who never shied away from responsibility. For example, when they were stuck on Elephant Island, Shackleton took responsibility and went on an extremely dangerous journey to find help.

## Vocabulary Focus

### Option 1 ★★

Get students to acquire words and expressions in 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 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

**Target words and expressions:** explore, a tough time, freezing, survive, bitter cold, frozen

T: Are you a risk-taker?

S: Maybe.

T: If you have a chance to **explore** a place on Earth, where will it be / where will you go?

S: Well, I want to **explore** the bottom of the Pacific Ocean.

T: Wow, that sounds very adventurous. Why the bottom of the Pacific Ocean?

S: I hear that there are treasures at the bottom of the Pacific Ocean.

T: I'm sure you will find something invaluable there. But you will probably have a **tough time exploring** the bottom of the Pacific Ocean because it is **freezing** there. How will you **survive** the **bitter cold**?

S: I think I will go there in a submarine equipped with air conditioners.

T: Good idea! In that way I am sure you won't be **frozen**.

#### While-reading

**Target words:** endurance, explore, expedition, stuck, freezing, camp, float, exhausted, frozen, starve

T: Do you know the meaning of the word “**endurance**”?

S: Sorry, I don't know.

T: **Endurance** is the noun form of **endure**, which means “to be able to stay in a difficult or painful situation for a long time without complaining,” and in Chinese it is usually translated as “忍耐.” So

why do you think Shackleton's ship is named the **Endurance**?

- S: I think it carries two layers of meaning. Firstly, it is a good wish that the ship will **endure** any hardship during the journey. Secondly, it serves as a slogan of encouragement to the crew that they shall **endure** any difficulties along the way.
- T: I agree with you. **Endurance** is of critical importance to **explorers**. What kind of people can be called "explorers"?
- S: Probably those who visit new places.
- T: Right, **explorers** are people who "travel to unknown places in order to find out more about them," or we can say, those who **explore** unknown places. What did the **explorers**, Shackleton and his crew plan to do during this journey?
- S: To cross Antarctica from the Weddell Sea to the Ross Sea via the South Pole.
- T: Very good. A journey with a particular purpose is called an **expedition**. What difficulties were Shackleton and his crew faced with during their **expedition**?
- S1: Their ship got **stuck** in ice so they had to wait in complete darkness and **freezing** cold.
- T: Yes. They couldn't move or be moved during that period of time. And "**freezing** cold" is used to show that it was extremely cold there. Anything else?
- S2: They **camped** on ice, **floated** on ice and drifted for five days on lifeboats to reach the nearest land.
- T: Yes. They had to stay on ice and moved slowly on water.
- S3: They were always **exhausted**, **frozen** and **starved**.
- T: Good, I am glad that you mentioned how they felt in this **expedition**. For lack of food, they **starved**. They were **frozen** because it was **freezing** cold there. And because of all the difficulties, they were **exhausted**, in other words, very tired.

### After-reading

**Target words:** **abandon**, **starve**, **exhausted**

T: Are you inspired by the adventure of Ernest Shackleton?

S: Yes, I'm inspired by his courage and perseverance. Shackleton encountered great difficulties during his journey but he never gave up. He never **abandoned** hope even when he was **starved** and **exhausted**. His perseverance, endurance, along with his courage to take an untravelled route, made him a heroic figure. I believe the path to success twists and turns. Only when we are brave enough to step out of our comfort zone and keep going in the face of difficulties, can we achieve the final success.

### 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 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 difficulties the crew faced.

**Target words and expressions:** **crew**, **exceptionally**, **stuck**, **camp**, **freezing**, **frozen**, **bitter cold**, **explore**, **exhausted**, **float**, **starve**, **accompany**, **rescue**, **remote**

T: At the beginning of the expedition, what difficulties did the **crew** face?

S: The **crew** faced **exceptionally** bad weather and on 17 January 1917, the ship got **stuck** in ice.

T: Could you guess the meaning of the phrase "**exceptionally bad**"?

S: I guess it means "very bad."

## Suggested Activities

T: Yes. But the word “**exceptionally**” carries a much stronger feeling than “very.” It means this kind of weather is “unusually bad.” Then, when spring came, did things change for the better?

S: No. The text says “As the ice melted, the ship broke in half. The **crew** had to abandon ship and **camp** on the ice for two months.”

T: What does “**camp** on the ice” mean?

S: I guess it means they sleep in a **camp**?

T: Well, not exactly. I see that you are familiar with “**camp**” as a noun. We all know “the summer **camp**,” right?

S: Yes, it means “夏令營.”

T: So where do you usually live in a summer **camp**?

S: Maybe in a room with several classmates?

T: Yes, usually you live there temporarily, right? So “**camp**” as a verb means “to set up a tent or shelter and stay there for a short time.” (The teacher draws a sketch of a tent on the blackboard.) By the way, have you ever seen people **camp**?

S: Yes. They usually **camp** in the park or in the wild.

T: Right! Now let’s focus on Shackleton’s story again. The *Endurance* was **stuck** in ice for two months. “**Stuck**” means “unable to move or to be moved.” Can you think of a situation where you are **stuck**?

S: I sometimes get **stuck** in traffic during rush hours. And during the lockdown, I was **stuck** at home.

T: Being **stuck** in traffic jams or at home must be annoying, but at least you are safe. What was Shackleton and his **crew** faced with when they were **stuck** in ice?

S: Shackleton and his **crew** lived in complete darkness and **freezing** cold.

T: Good. **Freezing** cold means extremely cold, or **exceptionally** cold. And you are **frozen** when you are in this **bitter cold**. And “**frozen**” is used to describe how you feel when you are extremely cold. So how did the **explorers** feel after five days at sea?

S: They were **frozen**, **exhausted** and weak.

T: They were **exhausted**, in other words, “very tired,” after **floating** or “moving slowly on water” for five days. What made them weak?

S: They were exhausted and lacked food.

T: Right. For lack of food, they must **starve**. “**Starve**” means “to make people suffer or die because they don’t have enough food to eat.” What happened after Shackleton and his **crew** reached Elephant Island?

S: Shackleton decided to continue to South Georgia.

T: Did he go there alone?

S: No, he chose five men to **accompany** him.

T: Good. “**Accompany**” means “to go to somewhere with someone.” Why did he go there?

S: Because he believed that there was no chance of **rescue** in this **remote** place.

T: Exactly. He was convinced that they couldn’t be saved, or **rescued**, in such a faraway place.

### 2. Inferential comprehension

Topic: What kind of crew did Shackleton lead?

**Target words:** **crew**, **advertisement**, **hazardous**, **apply**, **expedition**

T: What kind of **crew** did Ernest Shackleton lead? Could you find some sentences from the text to support your ideas?

S: I think he led a **crew** of dreamers.

T: Why do you say that?

S: Because the **advertisement** Shackleton had placed in the newspaper told them the journey would be **hazardous**, and they might never return home. Yet they still **applied** to join the **expedition**.

T: Good. I want you to have a discussion with your partner and find out more qualities of the **crew**.

...

### 3. Critical comprehension

Topic: Do you think it would be important for Shackleton and his crew to reach the South Pole? Why?

**Target words:** pole, endurance, explore

S: I don't think it would be important for them to reach the **Pole** as long as they had tried. After all the difficulties through the journey, it might be rather a pity not to achieve their goal of crossing the Antarctic. Nevertheless, during the journey, Shackleton and his crew had tested their **endurance**, promoted unity and pushed beyond their limits. Isn't that the ultimate purpose of risk-taking? To challenge oneself and to **explore** the unknown.

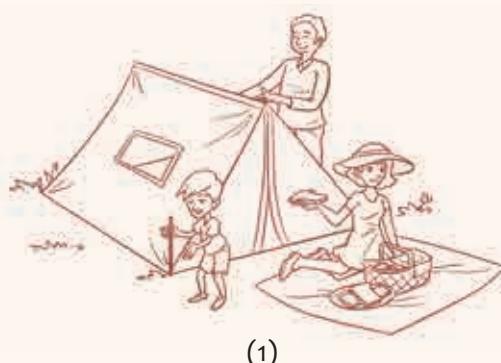
...

## Grammar in Use

### Option 1 ★

Provide students with the following situation and ask them to finish the task in pairs.

You are sharing some photos with your grandma about your camping experience with your parents. Role-play with your partner and describe what was happening in each picture using the past continuous passive.



(1)



(2)



(3)



(4)

- (1) While the tent \_\_\_\_\_ (put up), Mum was unpacking.
- (2) While the fire \_\_\_\_\_ (make), Mum was preparing food.
- (3) While the food \_\_\_\_\_ (grill), we were chatting happily.
- (4) While the waste \_\_\_\_\_ (sort), Mum and I were appreciating the beautiful scenery around us.

## Suggested Activities

### Reference answers:

- (1) was being put up by Dad and me
- (2) was being made by Dad and me
- (3) was being grilled
- (4) was being sorted by Dad

### Option 2 ★★

Provide students with the following situation and ask them to finish the task in pairs.

Your school is organising a poster contest for an environmental project entitled “Cleaner Campus.” Write an announcement in at least five sentences using the passive voice. The key words are given.

- (1) organise, poster contest
- (2) submit
- (3) rate, choose
- (4) slogans, pictures and drawings, include
- (5) have to, yourselves
- (6) award, sponsor

### Reference answer:

Good morning! A poster contest for the “Cleaner Campus” project is being organised by our school. Those who would like to participate in the contest can submit their posters, either hand-drawn or computer-generated. The submitted posters will be rated by a group/committee of art teachers and the best one will be chosen as the official poster of the “Cleaner Campus” project. Slogans, pictures and drawings must be included in the posters for submission. Everything about the posters will have to be done by the participants themselves. The winner will be awarded a set of encyclopaedias sponsored by Grand Advertising.

## Listening, Viewing and Speaking

### Listening

#### ★★

Ask students to share their ideas of why human beings explore space.

Some questions can be used to assist students’ discussion:

- (1) Do you agree with what the man said in the audio clip?
- (2) Do you think exploration is a necessary step in the progress of civilisation?
- (3) What do you want to explore in the future and why?

### Reference answer:

I think humans explore space because space exploration addresses the fundamental question about our place in the universe. Curiosity is inherent in the human spirit. Going further into space will invite the citizens of the world today and the generations of tomorrow to think about the origin and future of human beings.

### Viewing

#### ★★★

1. Have students work in pairs and have a discussion on the following questions:

Which of these things would be the hardest for you to do and why? If you are asked to finish it, how are you going to overcome the obstacles encountered?

- (1) being interviewed on TV
  - (2) complaining to the manager about the bad service you have received
  - (3) giving a speech in public
  - (4) moving to a new city
  - (5) singing in front of the class
  - (6) skydiving from an airplane
2. Go around the class as students work in pairs and assist them if necessary.
3. Ask some pairs to share/report the results of their discussion.

## Speaking

### Option 1 ★

Ask students to work in pairs and complete the following fun quiz.

1. Explain the rules to students: The quiz will be conducted orally; Student A is given the questions, which Student B is not allowed to see; Student A reads the questions and Student B gives honest answers.

<b>1. You are in a town which you don't know. Are you good at exploring without a map?</b>	Yes—go to 6 No—go to 8
Yes—go to 2 No—go to 4	
<b>2. The only hotel in town is too expensive. Would you like to spend the night in a park?</b>	Yes—go to 9 No—go to 8
Yes—go to 3 No—go to 5	
<b>3. A friend who loves adventure asks, "Would you like to go hitch-hiking?" Do you say yes?</b>	Yes—go to 8 No—go to Type A
Yes—go to 6 No—go to 5	
<b>4. In a foreign country, the waiter brings you food which you can't recognise. Will you try to eat it?</b>	Yes—go to Type B No—go to Type A
Yes—go to 5 No—go to 7	
<b>5. Are you good at camping? In the night you hear a strange noise. Will you explore it?</b>	Yes—go to Type C No—go to Type B

2. Explain the three types to students.
 

Type A: You are not a person who loves adventure. For you, life seems to be full of dangers. Try to be braver.

Type B: You are a person who likes adventure, but you know danger when you see it.

Type C: You are a true adventurer. Sometimes you are bad at seeing danger.
3. Ask Student Bs who arrive at the same type to form a group and after a discussion share their understanding of “adventure.” This time, ask Student As to listen and report what each group talks about.

## Suggested Activities

### Option 2 ★★

- Ask students to work in pairs and conduct an interview on the topic “How much a risk-taker are you?” by using the table below. One student (A) acts as the interviewer and the other (B) the interviewee.

Do you ...	Always/Often/Sometimes/Never	Reasons
1. check weather forecasts		
2. back up your computer data		
3. use a map when you visit a new place		
4. make a list before going shopping		
5. lock your front door		
6. plan what to do the next day		
7. walk home alone at night		
8. buy lottery tickets		
9. visit a place alone where you don't know the local language		

- Ask students to switch roles after the first round of interview.
- Ask each pair to prepare for an oral report on the topic “Are you more willing to take risks than your deskmate?”
- Invite some pairs to share their findings.

## Reading B Comprehension Plus

### Option 1 ★★

- Before students read the text, ask them to form groups and search for information about the novel *Robinson Crusoe*, each member being responsible for one aspect (e.g. student A introduces the plot of the novel, student B the author and student C the social background, etc.)
- Ask each group to give a presentation based on their findings.

### Option 2 ★★

While students are reading the text, direct their attention to the words and expressions that are used to describe Robinson’s mood swings.

### Option 3 ★★★

Ask students to read the text again and discuss in pairs what they have learned about Robinson Crusoe’s character and provide evidence to support their ideas.

## Critical Thinking



- Ask students to think about explorations in which the explorers failed. Ask them to discuss these questions: *If you know your adventure is likely to involve great danger or even end in disaster, will you still go? Why or why not?*
- Have students give reasons to support their ideas.

## Writing



Ask students to read the survey result about “Australians’ beliefs on adventure” again, compare it with that of their own mini-survey on the Chinese people’s attitudes towards adventure, and write on the topic, “Differences between the Chinese people and Australians in their beliefs about adventure.” Remind students that they should use statistics as supporting details.

## Further Exploration



Ask students to work in pairs and do the following role-playing.

*Zhang Wei is a leader of the school space club and wants to visit the place where FAST is located. Now he is contacting the chief scientist of the FAST project to apply for a visitor pass.*

One student (A) acts as Zhang Wei and the other (B) as the chief scientist of the FAST project. Create a dialogue between them. The dialogue should include why Zhang Wei wants to visit the place and his visiting plan.

### Useful expressions:

I’m a science fan and really interested in space adventures.  
I admire the qualities that adventurers possess, like ...  
I’m familiar with the FAST project. It ...  
After I visit the place, I will share with my club members ...  
I want to apply for majors related to space science ...

## Self-assessment

**范例** (Answers may vary.)

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

**What you still find difficult**  
**Your plan to solve the problem(s)**

**Possible cause(s) of the problem(s)**  
**Learning resources that you could use**

I find it difficult to comment on the stories of adventures in Readings A and B because these adventures all happened in the past and they seem too distant from our modern life. Sometimes I even wonder why they took the trouble to have such a voyage.

In class, our teacher showed us some video clips to help us better understand the stories. Moreover, she recommended some books on adventures to us, like *Twenty Thousand Leagues Under the Sea*. I plan to read one of the books to get a better idea of adventuring. I also hope that, by reading more, I can improve my comprehension and use my imagination when encountering unfamiliar topics.

# Life is Either a Daring Adventure or Nothing

Helen Keller

Faith has such power because next to love it is the force most inherent in one's own awareness. It directs to the light when darkness is upon us; it supplies incentives to action and turns ideas into realities. It fires the imagination, and this is essential, for one must envision the future and behave as if it were a fact before it can unfold. It is faith that lights us into sustaining realities beyond those perceived by the physical senses.

Faith never despairs. Confronted with defeat, faith still lays up unseen treasures. Let the circumstances be ever so horrible, to choose faith is to create.

Defeat is nothing to be ashamed of; it is routine in digging the gold of one's personality. I have known people of faith who were defeated times without number and with whom I never associated failure. To succeed and remain mediocre is despicable. Defeat is simply a signal to press onward and a gateway to mental adventure that makes dull days exciting and causes the blood to sing. That is the meaning of the saying that victory is great, but defeat, if necessary, is greater.

Faith is mental perception of what is good, together with a steady endeavor to live it despite all obstacles. I say obstacles because everything that is easy was once difficult. Ease is like rest, and like rest it can become stagnation. Without resistance the bodily powers shrivel. Would the infant ever learn to walk or talk if it did not struggle?

Serious harm, I am afraid, has been done to our generation by fostering the idea that they would live secure in a permanent order of things. It has tended to weaken their imagination and unfit them for independent steering of their destinies. Before it is too late, they must learn and teach others that only by brave acceptance of change and all-time crisis can they rise to the height of superlative responsibility. That is what the heroes of the nineteenth century did. They were not content to meet immediate danger in a self-denying manner. They went on from there and tore loose from a prejudice, a stale custom, and an out-of-date maxim. So can we.

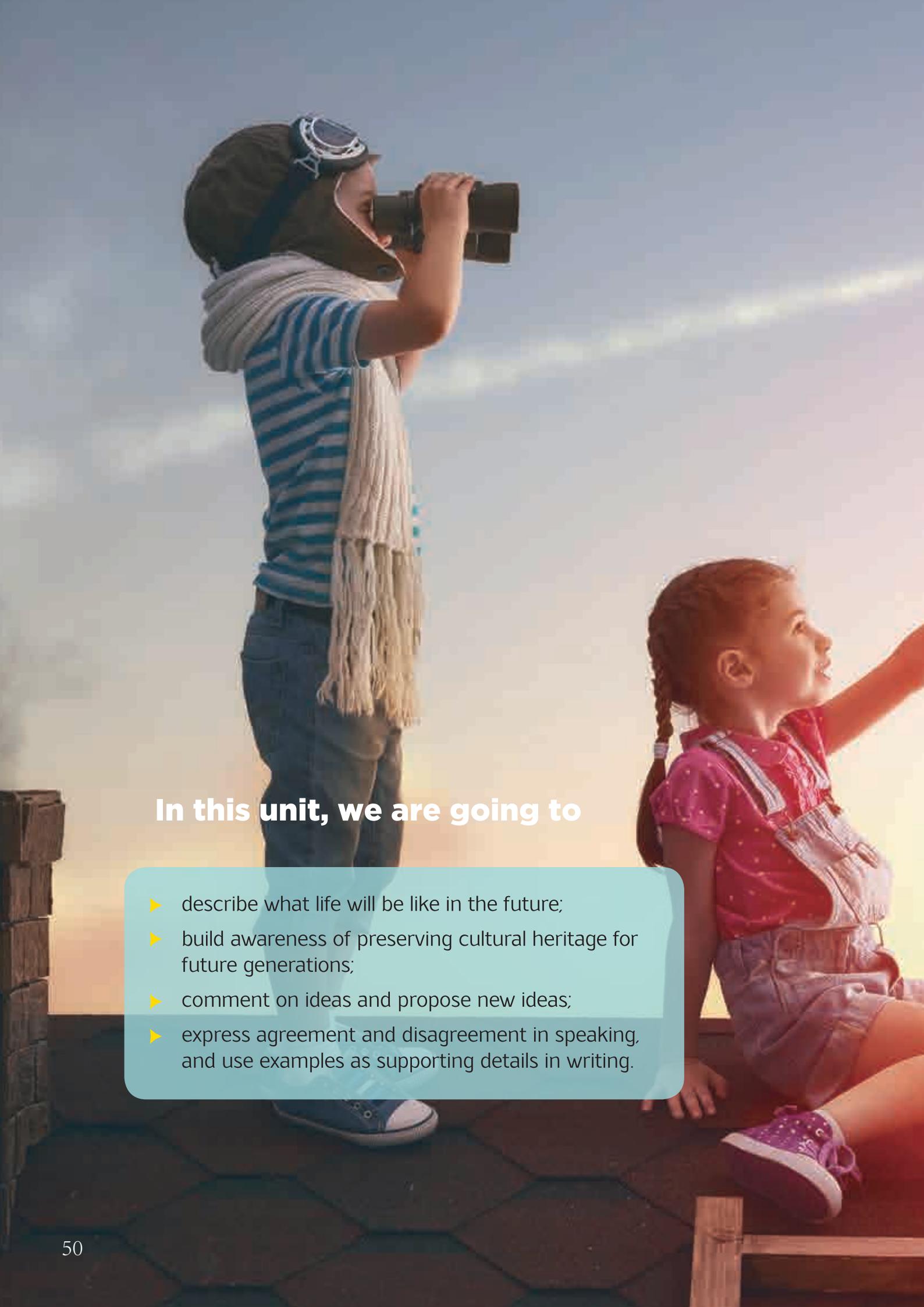
Security is mostly a superstition. It does not exist in nature, nor do the children of men as a whole experience it. Avoiding danger is no safer in the longer run than outright exposure. The fearful are caught as often as the bold. Faith alone defends. Life is either a daring adventure or nothing. To keep our faces toward change and behave like free spirits in the presence of fate is strength undefeatable.

### Food for thought

1. What does Helen Keller think of defeat?
2. What is your favourite sentence in this excerpt and why?

**Reference answers:**

1. Defeat, in a sense, is greater than victory because it opens the door to mental adventure and can serve to dig the gold of one's personality.
2. My favourite sentence is “Life is either a daring adventure or nothing” because it reminds me that I need to challenge myself to reach a higher goal. Sometimes we have a big dream or idea, but we are not ready to embark on the adventurous journey. We simply put it off because we’re frightened that one day we might fail. However, if we don’t try, we will never know how far we can go. So I want to say to everyone “Go for what you want, do not let your dream die.”

A photograph of a man and a young girl. The man, wearing a striped shirt and a leather vest with fringes, is holding a large camera and looking through its viewfinder. He is standing on a wooden deck. A young girl with braided hair, wearing a red top and denim overalls, is sitting on the wooden railing, looking up towards the sky with her hand raised. The background shows a cloudy sky.

## In this unit, we are going to

- ▶ describe what life will be like in the future;
- ▶ build awareness of preserving cultural heritage for future generations;
- ▶ comment on ideas and propose new ideas;
- ▶ express agreement and disagreement in speaking, and use examples as supporting details in writing.



# Unit 4

## Future Living

We are made wise not by the recollection of our past, but by the responsibility for our future.

— George Bernard Shaw

### Getting Started

 The following are some predictions about what life will be like in 50 years. Do you think they will come true? Why or why not?

Predictions	Yes/No
1. Robots will do most of the housework.	Yes
2. Few people will read printed books.	No
3. Most buildings will be solar-powered.	Yes
4. Many people will take food pills instead of eating meals.	No

The predictions about robots and solar-powered buildings will come true in the future, because these innovations can enhance efficiency and improve the quality of life. However, taking food pills is not likely to add enjoyment to life, and reading printed books has always been a delight to bookworms. Thus, I don't think the predictions about printed books and food pills will really happen. (Answers may vary.)

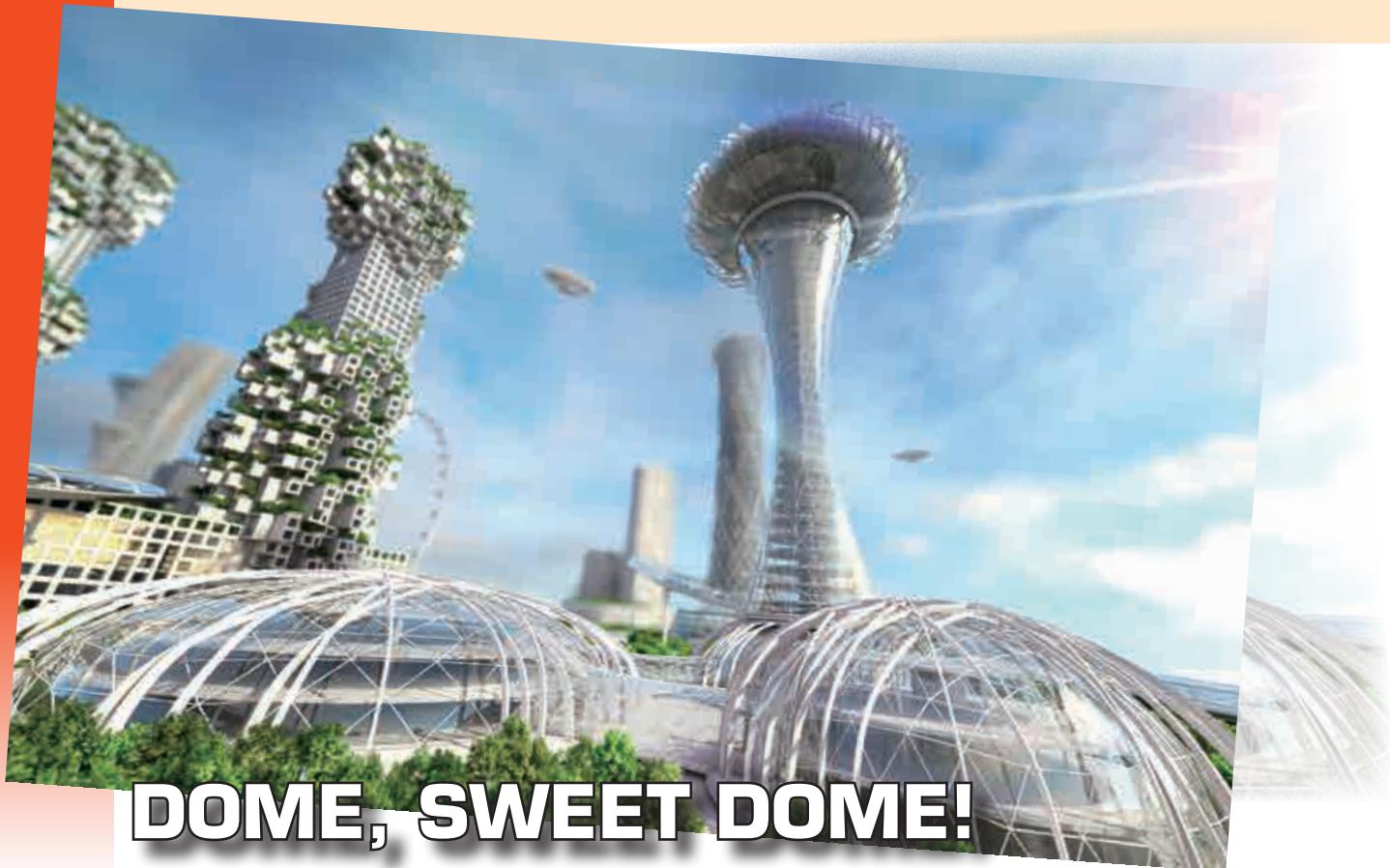
## 单元教学内容与目标

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"> <li>能描述对未来生活的畅想；</li> <li>能树立为子孙后代保留文化遗产的价值观；</li> <li>能分析、评价既有观点并提出新的观点；</li> <li>能在口头交流时表达同意或不同意，能在写作中使用事例作为支撑细节。</li> </ul>
语篇类型	阅读语篇A	<ul style="list-style-type: none"> <li>能归纳出说明文的篇章结构和文体特征。</li> </ul>
	阅读语篇B	<ul style="list-style-type: none"> <li>能概括出科幻小说的文体特征，即用幻想艺术的方式，表现科学技术远景或者社会发展对人类的影响。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能概括说明类听力语篇的主要信息和辅助信息的特点。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能根据画面、色彩、背景、声音、语言等多模态资源正确理解电影内容。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏、停顿等的变化表达兴趣、意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能掌握与未来主题相关的词汇及常见搭配。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中识别、理解和使用非限制性定语从句；</li> <li>能根据表达的需要恰当运用非限制性定语从句。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能概括出本单元说明文“总一分一总”的结构特征；</li> <li>能概括出科幻小说兼具想象力、文学性和科学性的内容特征，识别与未来生活相关的词汇语义网所体现的语言特征；</li> <li>能判断语篇中句子、句群和段落之间的语义逻辑关系；</li> <li>能依据视听语篇中的情景语境，获取主要内容和细节。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能识别语篇的写作目的、读者对象，以及作者的观点、意向与理念等；</li> <li>能根据交际场合和交际对象，正确判断他人的态度、情感和观点，运用得体的语言形式表达兴趣、态度和观点等。</li> </ul>

文化知识	语篇文化元素 文化链接 项目探究	<ul style="list-style-type: none"> <li>• 能发现并理解语篇中包含的文化现象与文化价值观念，如环保观、责任观等；</li> <li>• 能分享人们对未来生活的预测、想象与情感态度；</li> <li>• 能利用本单元提供的文化链接和研究性学习，列举和对比现代生活与未来生活的异同。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能在听的过程中有选择地记录核心信息和关键细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在听、看的基础上表达个人感受和观点；</li> <li>• 能在讨论中说明人工智能对未来生活的影响。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能获取单元语篇A中说明文的主要内容，即对未来住所的各种特点和功能的预测；</li> <li>• 能获取单元语篇B中科幻小说的主要内容，包括故事背景（时间、地点与人物）、主要情节和作者观点等。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能概括视频中多模态资源所描述的人工智能对未来生活的影响。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能写一篇90–110词的电子邮件给未来的自己，向未来的自己说明现状并给出事例。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>• 能获取听力语篇的大意和细节。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在对话中针对对方观点用恰当的语言表达赞同或不赞同。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能分析说明文和科幻小说的语篇结构以获取语篇信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能在写作中运用事例作为支撑细节。</li> </ul>
	元认知	<ul style="list-style-type: none"> <li>• 能通过核查和反思，确认本单元学习目标的达成情况；</li> <li>• 能通过计划和调控，提升自主学习能力。</li> </ul>

# READING A

Can you imagine what our future homes will be like? In what ways do you think future homes might be different from the homes of today?



## DOME, SWEET DOME!

Weather-proof, solar-powered, and no housework to speak of!

Just imagine a house which cleans itself, where robots prepare the meals, where dusting, ironing, and DIY are things of the past. Imagine a house heated and powered by the energy equivalent to just one gas ring, a house in which you could actually go skiing ...

Science fiction? Science fact!

The home of the future will be built indoors, for a start. Small groups of houses will nestle under gigantic glass domes surrounded by lush trees and shrubs. Tropical birds may flit across the roof-tops in the constant, computer-

controlled warmth.

The garden will be in the loft. Roofs will be made of glass. This will allow flower borders, shrubs, and lawns to grow well in that wasted space we normally use for rubbish.

The house itself will be any style or size you fancy. Being indoors, it will need only a tiny amount of energy to heat. Most of the power will come from solar panels in the dome — the round roof.

Forget front door keys. Your door will be opened as soon as it hears a voice it recognises. Your space-

# Getting Started

## 教学内容与要求

- 能通过讨论预测五十年后的生活，激活“未来生活”这一主题语境；
- 能运用事例支撑自己的预测，初步构建词汇语义网。

## 教学建议

- 1 Introduce the topic of future living. Before students go over all predictions, ask them to think about what changes have taken place in their lives due to the advancement of science and technology or what they know about smart homes.
- 2 Direct students' attention to the four predictions about what life will be like in 50 years on text page 51. Show some pictures describing future living such as robots, electronic books, and food pills. Go over the predictions and allow time for students to consider whether they share the same predictions and give their reasons in pairs or in groups with the help of the sentence structure *I agree/disagree, because ...*. Show students some keywords related to future living if necessary. Invite some students to share their answers with the class. List some ideas on the blackboard.
- 3 If students have difficulty in giving reasons, try to provide them with scaffolding questions like *What are the advantages or disadvantages of robots' doing housework? Do you prefer printed books or electronic books?*

Suggested Activities 见 page T65d.

# Reading A

## 教学内容与要求

- 能依据说明文的篇章结构和文体特征获取语篇内容，包括对未来住所的基本预测和细节描述；
- 能依据语篇的要素概述所学语篇内容；
- 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、写作目的和读者对象；
- 能发现并讨论语篇中的文化现象及隐含的价值观，如科技创新对生活的影响。

## 难句注释

1. Just imagine a house which cleans itself, where robots prepare the meals, where dusting, ironing, and DIY are things of the past. (lines 3–6)

本句是祈使句，由3个定语从句构成，第一个限制性定语从句由关系代词which引导，修饰先行词house，先行词在从句中充当主语。后两个非限制性定语从句where robots prepare the meals和where dusting, ironing, and DIY are things of the past均由关系副词where引导，先行词house在从句中充当地点状语。整句意为“想象一下，有这样一间房子，能够自我清洁，机器人会帮你准备一日三餐，除尘、熨衣以及一切需要自己动手做的事情都成为过去”。

2. Imagine a house heated and powered by the energy equivalent to just one gas ring, a house in which you could actually go skiing ... (lines 6–9)

句中heated and powered by the energy为过去分词作后置定语，修饰house，相当于定语从句which is heated and powered by the energy。而equivalent to作名词energy的后置定语，意为“相当于”。整句意为“想象一下，给这样一间房子供暖和供电所需的能量仅相当于一个燃气灶头消耗的能量，你甚至还可以在这间房子里滑雪……”。

## 词汇释义

### • proof (line 1)

*adj.* (in compounds) that can resist or protect against the thing mentioned (构成复合词)  
防……的；抗……的

**Take water-proof clothing. The weather in this season is unpredictable.** 带上防水的衣物吧，这个季节的天气总是难以预测。

*n.* information, documents, etc. that show that sth is true 证据；证明

**Do you have any proof of identity?** 你有身份证明吗？

### • equivalent (line 8)

*adj.* equal in value, amount, meaning, importance, etc. (价值、数量、意义、重要性等) 相等的，相同的

**She's doing the equivalent job in the new company but for more money.** 她在新公司做同样的工作，但薪水比以前高。

**Eight kilometres is roughly equivalent to five miles.** 八公里约等于五英里。

equivalence *n.* 等同

be equivalent to sb in sth 与某人在某方面相同

### • surround (line 14)

*v.* to be all around sth/sb 围绕；环绕

**Snow-capped mountains surround the city.** 山顶为积雪覆盖的群山环绕着这座城市。

**She made her entry to the ceremony surrounded by a group of photographers.** 她在摄影师簇拥下步入庆典会场。

surrounding *adj.* 周围的；附近的

surroundings *n.* 环境

be surrounded by/with 被……包围

### • constant (line 16)

*adj.* that does not change 不变的；固定的；恒定的

恒定的

**They were travelling at a constant speed of 50 miles per hour.** 他们正以每小时50英里的恒定速度行驶。

constantly *adv.* 始终；一直；重复不断地

### • fancy (line 24)

*v.* (*BrE, informal*) to want sth or want to do sth 想要；想做

**Do you fancy yourself as an astronaut some day?** 你想有一天成为宇航员吗？

### • oversee (line 33)

*v.* to watch sb/sth and make sure that a job or an activity is done correctly 监督；监视

**They invited an architect to oversee and inspect the construction work in different stages.** 他们请了一名建筑师去监督和检查工程的各个阶段。

### • security (line 33)

*n.* the activities involved in protecting a country, building or person against attack, danger, etc. 保护措施；安全工作

**We support those who seek peace and security.**

我们支持那些追求和平与安全的人。

secure *adj.* 安全的

secure *v.* 保护

### • discreet (line 34)

*adj.* careful in what you say or do, in order to keep sth secret or to avoid causing embarrassment or difficulty for sth (言行) 谨慎的，考虑周到的

**You ought to make a few discreet enquiries before you sign anything.** 在签字前应该审慎地询问清楚。

• **integrated (line 48)**

*adj.* in which many different parts are closely connected and work successfully together  
各部分密切协调的；综合的；完整统一的

**The integrated search tool is more powerful than the previous one.** 这个综合性搜索工具比之前的搜索工具更强大。

**integrate** *v.* 使……成为整体

• **attach (line 53)**

*v.* to fasten or join one thing to another 把……固定，把……附（在……上）

**Don't forget to attach the label to your luggage.** 别忘了把标签贴在行李上。

**For further information, please contact us on the attached form.** 如需更多信息，请凭附表联系我们。

**attachment** *n.* 附件，附属品

**attach sth to sth** 把……固定，把……附（在……上）

**attach to sb/sth = be connected with sb/sth**  
(使)与……有联系，与……有关联

• **appliance (line 53)**

*n.* a machine that is designed to do a particular thing in the home, such as preparing food, heating or cleaning （家用）电器，器具

**Modern appliances such as washing machines, vacuum cleaners and steam irons make housework easier.** 洗衣机、吸尘器和蒸汽熨斗等现代电器使家务劳动更轻松。

**household appliances** 家电

• **loathe (line 65)**

*v.* to dislike sb/sth very much 极不喜欢；厌恶

**You loathe the smell of gas if you are carsick.** 如果你晕车，你会讨厌闻到汽油的味道。

• **on your/the/its way (line 66)**

即将去（或来）；就要去（或来）

**The age is on its way when AI robots will**

**replace people in labour-intensive industry.**

在劳动密集型产业中，人工智能机器人代替劳动力的时代即将到来。

3. Small groups of houses will nestle under gigantic glass domes surrounded by lush trees and shrubs. (lines 12–15)

句中nestle意为“安置，坐落于”，过去分词surrounded by作后置定语修饰domes。整句意为“小片的住宅群落将散布在巨大的玻璃穹顶之下，穹顶四周环绕着茂密的树木和灌木丛”。

4. The house itself will be any style or size you fancy. (lines 23–24)

该句包含一个定语从句，先行词any style or size在从句you fancy中充当宾语，故省略了关系代词。整句意为“房子可以根据个人喜好定制风格和大小”。

5. Gone, too, will be the good old-fashioned duster — the air will be filtered and then scented with your favourite perfume. (lines 54–57)

本句是倒装句，由于过去分词gone放到句首构成完全倒装。破折号后的句子进一步解释前句的内容。整句意为“过时的掸子也会从生活中消失——空气经过滤之后还会带有你最爱的香味”。

## 语篇分析

本文的**语篇类型**是说明文。**语篇内容**描述了未来智能房屋的特征及功能。从**语篇结构**上分析，本文通过方位顺序，介绍了未来智能房屋的场所和结构；通过情境创设，介绍了未来智能房屋的强大功能。本文的**语言特征**在于使用了许多短句，语调轻快、简明地创设出生活情境；也运用了不少设问句，与读者互动，激发阅读兴趣。**语篇的主题意义**在于引导学生体会科技进步对人类文明的影响，鼓励学生为创造更加美好的未来生活而努力奋斗。

## 背景介绍

This article is adapted from “Dome, Sweet Dome！”, an exposition published on an ESL website.

Culture Link 板块教学建议等见 page T65a.

## Personal Touch

---

### 教学建议

1. Have students list all the technologies mentioned in the text and encourage them to talk about whether they like them or not.
2. Give students time to prepare what they want to say. Remind students that they should find reasons or evidence to support their opinions.
3. Ask students to share ideas in class.

### 参考答案

I really like the idea of moving the walls to adjust the layout of a house. This is a brilliant idea to save space, and would thus help us save energy and money.

(Answers may vary.)

age butler — the ultimate home computer — will oversee security. This discreet electronic servant will control everything, from temperature, humidity, and lighting to household gadgets and cleaning chores. It'll pay the bills and order food, which is delivered to your door. It'll book your holidays, order library books and even help you with the crossword!

Having a party? Make the living room larger by moving the walls. After your guests leave, make it smaller again. Push a button and the walls will move backwards or forwards.

And the washing? Simply place it in the integrated laundry until it comes out ready to wear, thanks to the new, easy-care fabrics. What? No electric sockets? Instead, each room will have a power wall where you will be able to attach electrical appliances.

Gone, too, will be the good old-fashioned duster — the air will be filtered and then scented with your favourite perfume.

There will be plenty of room for fun! The sitting-room door will be the entrance to a world full of endless adventures. When you get bored, simulators will provide any experience you like from boating to surfing to skiing.

Love them or loathe them, such homes of the future are on their way.



### Culture Link

#### **Shikumen and Lilong Life**

Homes have changed over time. Today, most of us live in high-rise, self-contained flats, while decades ago, connected residential blocks with an intimate neighbourhood were more common. *Lilong*, a neighbourhood of lanes with *shikumen* houses, is a historical type of housing that was commonly found in Shanghai. At the height of their popularity in the 1930s, *shikumen*-style buildings housed as much as 80% of Shanghai's total population. Today, this proportion is much lower, as many Shanghainese families have been eager to move to newer and more spacious homes, especially in the 1990s. The elderly residents, who are used to the intimacy and conveniences of their neighbourhoods, have a more difficult time leaving *lilong* life behind.

#### ● Personal Touch

- Which advance(s) in technology mentioned in the text would you like to have in your future home? Why?

## Digging In

### ● Comprehension

I. What does the text tell us about the future home? Tick the predictions that are mentioned in the text.

- A. The home is a smart home.
- B. The home can clean itself.
- C. The home does not need any energy.
- D. There is a butler for each home.
- E. The future homes have a huge glass dome over them.

II. Find the details the author uses to support the following statements.

#### EXAMPLE

**Statement:** Less energy will be needed in the future home.

**Details:** Being indoors, it will need only a tiny amount of energy to heat.  
Most of the power will come from solar panels in the dome — the round roof.

**1. Statement:** People will be close to nature inside and outside the future home.

**Details:** Small groups of houses will nestle under gigantic glass domes surrounded by lush trees and shrubs. Tropical birds may flit across the roof-tops in the constant, computer-controlled warmth. ... The garden will be in the loft. Roofs will be made of glass. This will allow flower borders, shrubs and lawns to grow well in that wasted space we normally use for rubbish.

**2. Statement:** The future home will be any size you fancy.

**Details:** When you have a party, you can make the living room larger by moving walls. After your guests leave, you can make it smaller again. Push a button and the walls will move backwards or forwards.

**3. Statement:** There will not be much housework to do in the future home.

**Details:** Your space-age butler — the ultimate home computer — will oversee security. This discreet electronic servant will control everything, from temperature, humidity, and lighting to household gadgets and cleaning chores. ... And the washing? Simply place it in the integrated laundry until it comes out ready to wear, thanks to the new, easy-care fabrics. ... Gone, too, will be the good old-fashioned duster — the air will be filtered and then scented with your favourite perfume.

**4. Statement:** It will be fun to live in the future home.

**Details:** The sitting-room door will be the entrance to a world full of endless adventures. When you get bored, simulators will provide any experience you like from boating to surfing and skiing.

III. Answer the questions.

1. Does the author sound positive or negative about the future home? Give your reasons.
2. Do you want an electronic servant to manage everything in your future home?  
Why or why not?

# Comprehension

---

## 教学建议

- I**
1. Before students read the text, ask them to guess the meaning of the title. If necessary, get students familiar with the word “dome” by drawing their attention to the picture on text page 52.
  2. Ask students to skim the text to get the main idea.
  3. After students have read through the text, ask them to read the question in Activity I and tick the predictions mentioned in the text.
  4. After students have ticked their predictions, have them answer questions like *How do you know that?* If they have difficulty in giving an explanation, direct their attention to the topic sentence of each paragraph.
- II**
1. Before students read the text for a second time, make sure all the students understand what a statement is and what details are by showing the given example. Ask them to find out the logic between the statement and details.
  2. Have students read the four statements and underline the keywords in each statement as well as locate them in the text.
  3. Ask students to find out relevant details individually.
  4. Encourage students to check answers with each other.
- III**
1. Have students find some words that show or imply the author’s attitude. Then ask them to exchange their findings with each other and conclude whether the author takes a positive or negative attitude towards the future home.
  2. If students have difficulties, elicit answers by asking them specific questions like *In what ways will an electronic servant change your life? Do you like these changes? Do you want to have an electronic servant in your future home?*
  3. Have upper-level students talk about the advantages and disadvantages of having an electronic servant manage everything at home and ask other students to record the pros and cons mentioned on the blackboard.

## 参考答案

- III**
1. The author seems to be positive about the future home. In the title, the author uses the word “sweet” to describe the future home. And at the beginning of the article, the author highlights the three characteristics of the future home: weather-proof, solar-powered and no housework, which seem to be features of a dream house.
  2. I’ll be glad to have an electronic servant who can help me with most of the housework. But if an AI servant manages everything for me, I will be annoyed. One reason is that I need a sense of control at home. If the robot takes care of everything, I will feel useless and get upset. Besides, I enjoy housework involving creativity, such as baking. I like trying out new recipes and making cakes and desserts for my family. If a robot servant replaces me in the kitchen, it steals my enjoyment as well.

(Answers may vary.)

Suggested Activities 见 pages T65d–T65e.

# Vocabulary Focus

## 教学内容与要求

- 能掌握与未来主题相关的词汇及常见搭配。

### 词汇分类

识别词汇△: equivalent, oversee, discreet, appliance, loathe

运用词汇: proof, surround, constant, fancy, security, integrated, attach

常用词组: on your/the/its way

### 教学建议

#### I Key Vocabulary

- Help students pick up the target words and expressions in context through interaction. (See suggested activities on pages T65e–T65h.)
- Ask students to read the passage on text page 55 and figure out its main idea.
- Let students read the passage again and finish the blank filling activity. Remind students to refer to the definitions in the box if necessary.
- Have students check their answers with each other.

#### II Topic-Related Expressions

- Ask students to form groups of four or six and brainstorm words and expressions related to the topic of future life.
- Invite students to share their answers and list more expressions on the blackboard to enrich their topic-related vocabulary.
- Let students read the sentences and fill in the blanks.
- Have students check their answers with each other. Choose the statements they agree on about future life.

Suggested Activities 见 pages T65e–T65h.

## ● Vocabulary Focus

### I. Key Vocabulary

Fill in the blanks with words or expressions from the text to complete the passage. Refer to the explanations in the box if necessary.

When you are not home, some little doubts can start to crowd your mind. Did I turn the lights off? Did I set the **1 security** alarm? Is the temperature indoors too low for my pet?

With a smart home, you could quiet all these worries with a quick look at your smartphone or tablet. You could connect the **2 electrical** devices in your home so they can communicate with each other and with you. Of course, you will have the **3 ultimate** control of all the smart devices at home.

Almost any device in your home that uses electricity can be **4 integrated** into your home network and under your control. Most applications relate to lighting, temperature control, home security, **5 household** chores, and entertainment. Living in a smart home, you will definitely enjoy more leisure time. Also, as an electronic **6 servant** takes over almost all the housework, the old-fashioned tools such as **7 duster** and steam irons will be gone. Much of this is due to the jaw-dropping success of smartphones and tablet computers. These ultra-portable computers are everywhere, and their **8 constant** Internet connections mean they can be designed to control numerous online devices from basement to **9 roof**. The idea of a smart home may sound like something in **10 science fiction**. However, the technology is real and is becoming increasingly smart. It is especially useful for the elderly and people with disabilities who wish to live independently.

1. the activities involved in protecting a building

2. connected with electricity

3. the final and the most important

4. combined to form a single thing

5. relating to a house or family

6. a person working in service of another

7. a cloth for removing dust

8. that does not change

9. top inner surface of a room

10. stories about events in the future which are affected by imaginary scientific developments

### 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.

foldable screen	energy-efficient	future potential	augmented reality
future trends	science fiction	artificial intelligence	solid database
3D printing technology			

- As technology is rapidly changing the world around us, many people worry that artificial intelligence will replace human intelligence.
- Some people believe that computers will soon take care of every statistical analysis, describing data and predicting future trends. Therefore, the human interpretation of these data will become a much more important part of the future curricula.
- What does the phrase “home of the future” mean? Does it mean a home with more technology? Or very energy efficient? It really depends on who you ask.

4. It's likely that windows will disappear from airplanes altogether so that planes are stronger and better equipped to handle faster speeds. Augmented reality will make it possible to entirely replace windows.
5. We might be currently daydreaming of foldable screen but the future might well be screenless. There are already plenty of devices that can beam usable screens onto your skin, clothing, or other surfaces.
6. We're not quite in a world where we can magic up anything we want out of thin air. But 3D printing technology is coming along quickly and companies are already experimenting with printing food.
7. Analysing data on which show, series, and movie you watch, when you pause and repeat, company creates a(n) solid database on each customer and provides an individualised entertainment service.

## ● Grammar in Use

### Non-defining relative clauses

#### I. Read the passage and think about why the relative clauses are used.

A famous science fiction writer in China, Liu Cixin, who is a winner of the 2015 Hugo Award, wrote the short story “The Wandering Earth” more than 20 years ago. The story is set in the early 22nd century, when the Sun has aged and is about to destroy the solar system. In order to survive, the human race builds 10,000 huge engines which slowly push the Earth out of the solar system. As the planet moves away from the Sun, much of its surface is frozen in abnormal weather conditions, forcing human beings to live in vast underground cities that are built next to the engines. It takes 20 years to reach Jupiter, which should assist in the escape of the frozen Earth with its massive gravity. Yet things go very wrong on the day when the Earth is passing Jupiter ...

### Grammar Highlights

As the name suggests, non-defining relative clauses tell us more about someone or something, but the information in these clauses does not help us to define what we are talking about.

- The time is in the early 22nd century, when the Sun has aged and is about to destroy the solar system.
- In order to survive, the human race builds 10,000 huge engines which slowly push the Earth out of the solar system.

The **non-defining relative clause** tells us something more about the early 22nd century.

The **defining relative clause** tells us what the huge engines are.

Note: Commas are always used to separate a non-defining relative clause from the rest of the sentence.



# Grammar in Use

## 教学内容与要求

- 能在语篇中识别和理解非限制性定语从句；
- 能根据表达的需要恰当使用非限制性定语从句。

## 教学建议

I

1. Have students identify the relative clauses in the passage and help them go over the form, the meaning and the usage of relative clauses by observing and analysing them. If necessary, ask students to quickly review the five basic sentence patterns.
2. To facilitate understanding, ask students questions about grammar rules:
  - (1) Is there any punctuation between the antecedent and the clause?
  - (2) What is the function of the antecedent in the clause?
  - (3) What is the function of relative clauses in sentences?

...
3. Have students read the Grammar Highlights and circle the keywords featuring non-defining relative clauses.
4. Summarise and highlight the special use of the target grammar and finish the table below.

### Summary:

#### 1. In defining relative clause

- We use relative pronouns (\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_) and relative adverbs (\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_) to lead the clause.
- The clause \_\_\_\_\_ the antecedent.
- A comma \_\_\_\_\_.

#### 2. In non-defining relative clause

- Relative pronoun (\_\_\_\_\_) is not used.
- The clause \_\_\_\_\_ the meaning or purpose of the antecedent.
- The clause led by “which/as” can give extra information about the sentence that it follows or follows it.
- A comma is needed to separate the clause from the rest of the sentence.

### Reference answers:

#### 1. In defining relative clause

- We use relative pronouns (who, whom, that, which, whose) and relative adverbs (when, where, why) to lead the clause.
- The clause defines or modifies the antecedent.
- A comma is not needed.

#### 2. In non-defining relative clause

- Relative pronoun (that) is not used.
- The clause gives extra information but is not essential for the understanding of the meaning or purpose of the antecedent.
- The clause led by “which/as” can give extra information about the sentence that it follows or follows it.
- A comma is needed to separate the clause from the rest of the sentence.

II

1. Ask students to observe the example and combine the sentences into one.
2. Ask students to check their answers with each other and share answers in class.
3. Ask some students to explain how they combine the two sentences.
4. Offer students more sentences with missing information. Encourage them to fill in the blanks with non-defining relative clauses.

e.g.

*The Wandering Earth*, \_\_\_\_\_, is really worth seeing.

**Reference answer:**

*The Wandering Earth*, which has been described as a breakthrough for Chinese science fiction films, is really worth seeing.

III

1. Get students familiar with the meanings of new words in the passage beforehand, such as *stuff*, *attic*, *mechanical*, *wrinkled*, etc.
2. Ask students to finish the blank filling activity by themselves and then to share their answers with each other.
3. Encourage students to imagine what school will be like in a century and use relative clauses in their answers.

## 参考答案

I A non-defining relative clause is part of a sentence that provides extra information but is not essential for understanding its meaning and purpose. When used within a sentence, the clause is often separated from the rest of the sentence with a comma and typically begins with a relative pronoun such as *who* or *which*, or with a relative adverb such as *when* or *where*.  
(Answers may vary.)

Suggested Activities 见 pages T65h–T65i.

II. Combine each pair of sentences into one sentence with a non-defining relative clause.

**EXAMPLE**

- a. I had to fix my smartphone.
- b. I bought this smartphone a year ago.

I had to fix my smartphone, which I bought a year ago.

- 1. a. Stephen gave a talk about how humans will live on another planet within the next generation.

Stephen gave a talk about how humans will live on another planet within the next generation, which has been viewed by 1.5 million people.

- 2. a. Dr Johnson says 10 million self-driving cars will be on the road within the next five years.

Dr Johnson, who works for a large car company, says 10 million self-driving cars will be on the road within the next five years.

III. Below is a story with some information missing. Use sentences a–d to fill in the blanks, changing them into proper non-defining relative clauses.

- a. It seemed funny to Margie and Tommy that the words didn't move.
- b. Grandpa kept all the old stuff in the attic.
- c. The mechanical teacher had given her geography test after geography test.
- d. The pages in the book were yellow and wrinkled.

That night, Margie took out her diary. On the page headed *17 May 2157*, she wrote, “Today, Tommy found a real book!”

It was a very old book, **1** in which the pages were yellow and wrinkled. The words didn't move the way they did on a screen, **2** which seemed funny to Margie and Tommy. It was even funnier when the words stayed on the page even after they read them.

Margie wondered where Tommy found the book. Tommy told her it was found in the attic of his house, **3** where / in which Grandpa kept all the old stuff. He also told her the book was about school.

“School? What's there to write about school?”

Margie always hated school. She disliked her mechanical teacher, **4** who had given her geography test after geography test. She asked Tommy, “Why would anyone write about school?”

“Because it's not our kind of school, stupid. This was hundreds of years ago.” He added proudly, pronouncing the word carefully, “More than a century ago.”

## Listening, Viewing and Speaking



### What Human Beings Will Be Like (Podcast) 音频文本见 page T65b

- I. Read the predictions about future human beings. Tick the predictions you agree with and give your reasons. *Humans will be healthier, because there will be more effective solutions to health problems. (Answers may vary.)*  
 1. Humans will be taller.       2. Humans will be smarter.  
 3. Humans will be healthier.       4. Humans will be busier.
- II. Listen to the podcast and answer the questions. *We can be sure that humans will be different from what they are today.*
  1. What reliable predictions are made for what human beings will be like in 5,000 years?
  2. Will future humans be very good-looking? Why or why not?  
*Future humans will not be very good-looking. The head, in particular the forehead, will grow larger. Hair will probably disappear from the body. In the future, both men and women are likely to be bald.*
- III. Listen again and fill in each blank with no more than three words.

Predictions about future human beings

<b>Height</b>	Human beings will (1) <u>continue</u> to grow taller.
<b>Brain</b>	They will have to use their brains more often, and (2) <u>eventually</u> human brains will become more and more substantial.
<b>Head</b>	The forehead will grow (3) <u>larger</u> .
<b>Eyes</b>	Over a very long (4) <u>period of time</u> , human eyes will certainly grow stronger.
<b>Arms and legs</b>	They are likely to grow less and less (5) <u>powerful</u> .
<b>Fingers</b>	Human fingers will grow more (6) <u>sensitive</u> because they are used a great deal in modern life.
<b>Hair</b>	Hair may disappear from the body altogether over the course of time because it does not serve (7) <u>a useful purpose</u> any longer.

#### IV. Discuss the question.

Do you think the predictions in the podcast will come true? Why or why not?



### Artificial Intelligence (Film clip) 视频文本见 page T65c

- I. Watch the film clip and answer the questions.
  1. What is the colour of the room when the boy is making the first wish? What is his first wish? Can it be realised?
  2. What is the colour of the background light when the little bear appears? What is the boy's second wish? Can it be realised?
  3. What do different colours indicate in the two situations?

# Listening, Viewing and Speaking

## 教学内容与要求

### Listening

- 能获取描述未来人类外形变化的信息；
- 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 clip is a podcast about what human beings will be like in the future. According to Dr Franklin Gruber, people in the future will look different from what they are today. They will be taller and have larger foreheads. Their eyes will grow stronger and their arms and legs less powerful. Their fingers will be more sensitive. They will have less hair, and even get bald.

## 教学建议

- I
  1. Invite students to talk about the differences between ancient human beings (such as the Upper Cave Man 山顶洞人) and modern people. Provide some pictures if necessary.
  2. Invite students to share their imagination about future human beings.
  3. Have students check out the four predictions and share their opinions.
- II
  1. Have students listen to the beginning and end of the podcast (the first two paragraphs and the last paragraph of the audio scripts) and try to answer the questions: What human beings will be like in 5,000 years? Will future humans be very good-looking?
  2. Have students listen to the whole audio clip and try to collect more relevant details to support their answers. Meanwhile, ask students to bear the question “Why or why not will future humans be good-looking?” in mind while they are listening and have them answer it with details from the clip.
- III
  1. Play the audio clip one more time, remind students to pay attention to details and have them complete the table and check their answers afterwards.
  2. Ask students some questions concerning details in the clip. For example, the speaker said, “We shall have to use our brains more and more often, and eventually they will become more and more substantial.” What does “substantial” mean? Can you find any other similar words in the podcast?  
**Reference answer:**  
“Substantial” means something is of considerable size, importance, or worth. In the podcast, the speaker added the information — “the head, in particular the forehead, will grow larger,” which explains “substantial” as “of considerable size” in this context.
- IV
  1. Get students to work in groups of four and select a leader.
  2. Ask group leaders to interview their group members about the questions and note down their answers.
  3. Invite group leaders to share in class their members’ opinions and explain reasons.

## 参考答案

- IV I think the prediction about larger foreheads will come true. As is mentioned in the podcast, we use our brains more often than before. And I believe people will need to do more and more complex intellectual work in the future. Therefore, it is quite possible that future humans will have larger foreheads.  
(Answers may vary.)

Suggested Activities 见 page T65j.

## 教学内容与要求

### Viewing

- 能综合多模态语篇传递的信息，概括人工智能对未来世界的影响；
- 能获取视频中由画面、图像、声音、符号、色彩等非文字资源所传达的信息。

## 背景介绍

This video clip is adapted from the film *Artificial Intelligence*, in which a conversation takes place between the robot boy called David and the Blue Fairy. In the video, David expresses his two wishes: he wants to become a real human boy so that his mother will love him and he wants to bring his mother, who died 2,000 years ago, back to life. The Blue Fairy promises David to grant his second wish.

## 教学建议

- I
1. Tell students that they are going to watch a film clip about future artificial intelligence. To introduce the characters in the clip, write down their names on the blackboard and invite students to make predictions about their relationships.
  2. Play the film clip. Remind students to pay attention to the facial expressions, actions of the characters, changes of background music, changes of colours in the room, etc.
  3. Afterwards, have students finish the exercise and check answers with their partners.
- II
1. Play the film clip for a second time (if necessary) and ask students to finish Activity II.
  2. Prompt a discussion about how human beings can get along with robots.
  3. Encourage students to share their ideas and opinions in class.

## 参考答案

- I
1. Blue. He wishes to become a real boy. No, it can't be realised.
  2. It is still blue, yet contrasting to the Blue Fairy, the little bear that just comes in is brown and fluffy. He wants to bring his mother back to life. Probably yes.
  3. The different colours may indicate the different results of the boy's two wishes. In English culture, the colour blue is often associated with sadness. For example, "feeling blue" means feeling sad. Therefore, the boy's first wish probably will not come true and he will be disappointed. The colour brown is associated with warmth and happiness. In addition, the background music changes to a brighter tone. Therefore, the boy's second wish probably will come true and he will feel quite happy.  
(Answers may vary.)

Suggested Activities 见 page T65j.

## 教学内容与要求

Speaking	• 能运用表示赞同或不赞同的典型句型和词汇，清晰、有条理地说明自己的观点。
----------	---------------------------------------

## 教学建议

### Step 1

1. Have students brainstorm examples of technologies of the past and the present. Write them on the blackboard.
2. Ask students to make a guess of their grandparents' ideas of the most useful and amazing technology.
3. Ask students which technology they think is the most useful and amazing one.
4. If students have difficulty in brainstorming, direct their attention to the samples for hints, or provide some pictures to help.

### Step 2

1. Ask students to picture a typical day in their life. Have students brainstorm what they hope the robot will do and make a list of their wishes ranked from the most possible to the least possible.
2. Let students imagine what they will do while the robot is carrying out tasks for them. Ask them to put down their ideas on a piece of paper.
3. Ask students to share their ideas in class.

### Step 3

1. Divide the whole class into two groups and organise a debate on "Will AI robots make humans more or less intelligent?"
2. Before the debate, provide students with useful sentence structures to help them express their opinions.
3. Alternatively, change this activity into a writing task and ask students to write an essay on this topic.

## 参考答案

### Step 3

Opinion: Robots will make humans more intelligent.

I believe that robots will make humans more intelligent, because, to ensure the sustainable development of robots, humans will have to work more on the AI technology and keep perfecting the robots. Therefore, when robots replace humans in doing laborious and clerical work, humans will have more time to engage in doing tasks that require creativity and imagination. That's why I think robots will make humans more intelligent.

Opinion: Robots will not make humans more intelligent.

I see your point, but I don't think robots will make humans more intelligent. Just as what you have pointed out, robots have replaced and will replace humans in doing many so-called "low-level" tasks. But, have we ever considered the important role those so-called "low-level" tasks play in the development of humans' cognitive skills? For example, memory is a fundamental component of human intelligence. If we have fewer opportunities to use it, we may become less capable of learning. Thus we really need to reconsider the negative impact of robots on human intelligence.

(Answers may vary.)

Suggested Activities 见 page T65j.

## II. Watch the film clip again and choose the best answer.

1. The boy's name is B.  
A. Dan      B. David      C. Davis      D. Damian
2. The woman says that the boy is B.  
A. a real boy      B. unique in the world  
C. an adorable child      D. deeply loved by his mother
3. We can predict from the conversation that C.  
A. the boy will become a real boy  
B. the boy will be taken to a new house  
C. the boy's mother will be brought back to life  
D. the boy will be given some presents



### Debating how AI impacts on human intelligence

- Step 1** How did technologies change our life in the past? How will AI change our life in the future? Brainstorm ideas of changes and complete the table with as much information as possible.

Past	Present	Future with AI
wrote letters	send emails, send WeChat messages, etc.	<i>send messages via apps or computer programs supported by AI, which can polish writing or update schedules</i>
travelled in carriages	travel in high-speed trains	<i>travel in high-speed trains with AI-supported travel apps</i>
<i>read printed newspapers</i>	<i>read news via apps</i>	<i>read in virtual reality the news selected by AI</i>

(Answers may vary.)

- Step 2** Imagine you have a robot to help you at home and school. Which job would you like your robot to do, and what might you do instead? List the top three possibilities.

The robot's job	What will you do?
To walk my dog on rainy days.	<i>To stay at home reading a novel.</i>
(1) <i>To clean my house.</i>	<i>To watch a film.</i>
(2) <i>To prepare food for me.</i>	<i>To try out a new recipe.</i>
(3) <i>To update my schedule.</i>	<i>To contact my friends and make appointments.</i>

(Answers may vary.)

- Step 3** Do you think robots will make humans more or less intelligent? Have a debate in class. You can use the following expressions.

#### Speaking Strategy **Expressing agreement or disagreement**

It is a good idea to express your opinions. However, it is not enough to just say "I agree/disagree." Give reasons to support your view.

#### **Useful Expressions**

##### **Agree**

That's right.  
Exactly.  
I couldn't agree more.  
I see exactly what you mean.

##### **Partly Agree**

I agree up to a point, but ...  
I see your point, but ...  
That's partly true, but ...  
I'm not so sure about that.

##### **Disagree**

I'm afraid that is not the case.  
That's not the way I see it.  
I'm not sure about that.  
It's not necessarily the case.

# READING B



# 2050

My lights turn on automatically. It's 6.50 a.m. and the house is waking me up. Still sleepy, I find my uniform in the wardrobe and put it on. It has 5 been washed, ironed, and hung up the night before by Lina X15 — my family's housekeeper. When I was younger, she was my nanny. She's been with me all my life. My parents didn't have time 10 for children then and Lina, advertised as a reliable helper, looked after me. That's why my parents bought her. Almost everyone has an X15 today.

I enter the kitchen. My breakfast 15 sits there, waiting for me. Always the same. Planned, with a controlled quantity. The government says our planet can't deal with overpopulation. Food is grown in laboratories, and 20 every house receives just enough food — no more, no less. Mum always talks about the old days when people had vegetable gardens and could go to the market to buy food. Animals actually 25 lived in the wild and not in carefully controlled zoos. It's all I've ever known.

Robots are everywhere now; they 30 are usually referred to as "zoids." When they first came on the market in 2030, everyone wanted one. Now, twenty years later, they've taken over. They do almost everything. They work 35 in labs and factories, fix teeth and perform surgery. My dad used to be a

surgeon before they found that "zoids" could do surgery better than humans. Less room for error, I guess.

I walk to the window and look 40 out over the landscape. All I see are buildings and interconnecting tunnels. Grey skyscrapers, all identical. I can spot my school — it is just over to the right, but it looks the same as every 45 other building. Today we are having a lecturer from Los Angeles speak to us about the extinction of different species of animals, like the polar bear and the elephant. I find it strange 50 that even with all our technology, we couldn't save them.

I feel a tap on my shoulder. I turn around.

"It's time for school," Lina says, 55 her metallic voice echoing around the room, "Don't be late."

"On my way," I reply. "I'll be back by 6 p.m."

I rush out the door and go down 60 floors to join the other children in my building. We've always walked through the tunnels to get to school. We've always breathed recycled air. We are children who have never 65 been outside. I wonder what it's like. Perhaps Lina can explain it to me.

# Reading B

## 教学内容与要求

- 能概括出科幻小说的文体特征，即用幻想艺术的方式，表现科学技术远景或者社会发展对人类的影响；
- 能梳理出语篇中对未来生活各个方面的构想；
- 能利用本单元的话题词汇概述语篇内容；
- 能发现并理解语篇中传递的价值观。

## 语篇分析

本文的语篇类型为科幻小说。语篇内容为2050年一名普通学生的日常生活，暗示科技发展和人类对环境保护的漠视可能对未来社会产生的负面影响。该小说的语篇结构为按时间顺序记叙了“我”——一名生活在2050年的学生在一个普通早晨的经历。语言特征是采用第一人称的叙述方式，通过“我”的口吻讲述2050年种种触目惊心的社会问题，并通过运用直接引语，使小说更有画面感。语篇的主题意义在于通过理解小说内容，引导学生反思技术发展可能带来的恶果，具有较强的文字感染力和警示作用。

## 背景介绍

This article is adapted from “2050,” a science fiction story written by Ruby Ballantyne, a 9th grader in the USA, published in 2011 on a writing website.

## 难句注释

- My parents didn't have time for children then and Lina, advertised as a reliable helper, looked after me. (lines 9–11)

句中advertised as a reliable helper过去分词短语作后置定语，修饰Lina。be advertised as意为“被宣传为”。整句意为“那时，我的父母没有时间养育小孩，而正如广告所言，莉娜作为一个可靠的帮手，可以照顾我”。

- Mum always talks about the old days when people had vegetable gardens and could go to the market to buy food. (lines 21–24)

句中when people had vegetable gardens and could go to the market to buy food是限制性定语从句，用于修饰先行词the old days。整句意为“妈妈总说起以前的日子，那时人们还有菜园子，能去市集买食物”。

- I find it strange that even with all our technology, we couldn't save them. (lines 49–51)

句中it是形式宾语，真正的宾语是that even with all our technology, we couldn't save them。整句意为“我觉得很奇怪，即便我们的科技已经如此发达，却还是不能挽救这些动物”。

- “It's time for school,” Lina says, her metallic voice echoing around the room, “Don't be late.” (lines 54–56)

句中her metallic voice echoing around the room是独立主格结构，her metallic voice是逻辑主语，echoing是非谓语动词，两者构成主动的语法关系。整句意为“‘该去上学了，’莉娜说。她那金属质感的声音回荡在房间里。‘不要迟到了。’”

## 词汇分类

识别词汇△: overpopulation, interconnect, echo

运用词汇: advertise, reliable, error, identical, spot, recycle

常用词组: deal with, take over (from)

## 词汇释义

### • **advertise (line 10)**

v. to tell the public about a product or service in order to encourage people to buy or use it 做广告; 登广告; 宣传

**If you want to attract more customers, try advertising in the local paper.** 如果你想吸引更多顾客, 那就试试在当地报纸登广告。

**The holiday resort advertised in the magazine is so popular that it's hard to book a room.** 这个度假村经杂志宣传而广受欢迎, 一房难求。

advertisement n. 广告, 宣传

advertiser n. 广告客户; 刊登广告的人

### • **reliable (line 11)**

adj. that can be trusted to do sth well; that you can rely on 可信赖的; 可依靠的

**The company has become the top in the industry with its reasonable prices, reliable quality and excellent service.** 这家公司因合理的价格、可靠的品质和卓越的服务成为该行业的佼佼者。

reliability n. 可靠性, 可依赖性

rely v. 依赖; 依靠

### • **deal with (line 18)**

处理, 应对; 涉及

**Some countries, particularly in Southeast Asia, do not have waste management systems to deal with the waste generated by their populations.** 一些国家, 尤其是东南亚的国家, 往往没有垃圾管理系统来处理本国人口产生的垃圾。

**The book which deals with generation gap sells well.** 这本讨论代沟的书非常畅销。

### • **overpopulation (line 18)**

n. the fact of a country or city, etc. having too many people for the amount of food, materials, and space available there 人口过剩问题

**Overpopulation is one of the country's most pressing social problems.** 人口过剩是该国最为紧迫的社会问题之一。

populate v. 居住

over- [前缀]过度

overproduction 生产过度 overwork 过度劳累

### • **take over (from) (line 32)**

占上风; 取而代之

**When she fell ill, her daughter took over the business from her.** 她患病期间, 生意曾由她女儿代管。

### • **error (line 38)**

n. a mistake, especially one that causes problems or affects the result of sth 错误; 差错; 谬误

**I think you have made an error in calculating the total.** 我想你在计算总数时出了差错。

**The computer system was switched off in error (= by mistake).** 计算机系统被不慎关闭。

### • **interconnect (line 41)**

v. to connect similar things; to be connected to or with similar things (使类似的事物) 相联系, 相互联系

**The regions are interconnected by an excellent highway system.** 那些地区通过完善的公路系统相互连接。

interconnection n. 相互联系

• **identical (line 42)**

adj. similar in every detail 完全同样的；相同的

**There are no identical two leaves in the world.** 世界上没有两片相同的叶子。

be identical with sb/sth 与……相同

be identical in sth 在……方面相同

identify v. 确认；识别

identification n. 身份证明；鉴定；认同

identity n. 身份

**spots.** 她穿着一条黑底白点的裙子。

n. a particular area or place 地点；场所；处所

scenic spot / beauty spot 风景胜地

be on the spot 在现场

• **echo (line 55)**

v. if a sound echoes, it is reflected off a wall, the side of a mountain, etc. so that you can hear it again 回响；回荡

**Her footsteps echoed in the empty room.**

她的脚步声在空荡荡的屋子里回响。

• **recycle (line 63)**

v. to treat things that have already been used so that they can be used again 回收利用；再利用

**Denmark recycles nearly 85% of its paper.**

丹麦的纸张回收率近85%。

recyclable adj. 可循环利用的

• **spot (line 43)**

v. to see or notice a person or thing, especially suddenly or when it is not easy to do so 看见；注意到

**I finally spotted my classmate in the crowd.**

我终于在人群中找到了我的同学。

n. a small round area that has a different colour or feels different from the surface it is on 斑点

**She was wearing a black skirt with white**

# Comprehension Plus

## 教学建议

- I
- Before students read the text, let them read the title “2050” and make predictions about their life in 2050. If students have little to say, ask them some questions. The following questions are for reference.
    - (1) With the advancement of science and technology, how will our life be different in the future?
    - (2) Robots are supporting us in a wide range of ways. Can you give some examples?
    - (3) Do you want to have a robot of your own? What features do you expect it to have?
    - (4) What do you think robots will be like in the future? What will happen if robots are more intelligent than humans?
  - Ask students to read the text and identify the aspects of future life mentioned in it.
  - Have students work individually to complete the table.
  - Ask students to check their answers with their partners’.
- II
- Ask students to read the text and find the advantages and possible limitations of future technologies mentioned in the text. If necessary, let them have a quick discussion with their partners.

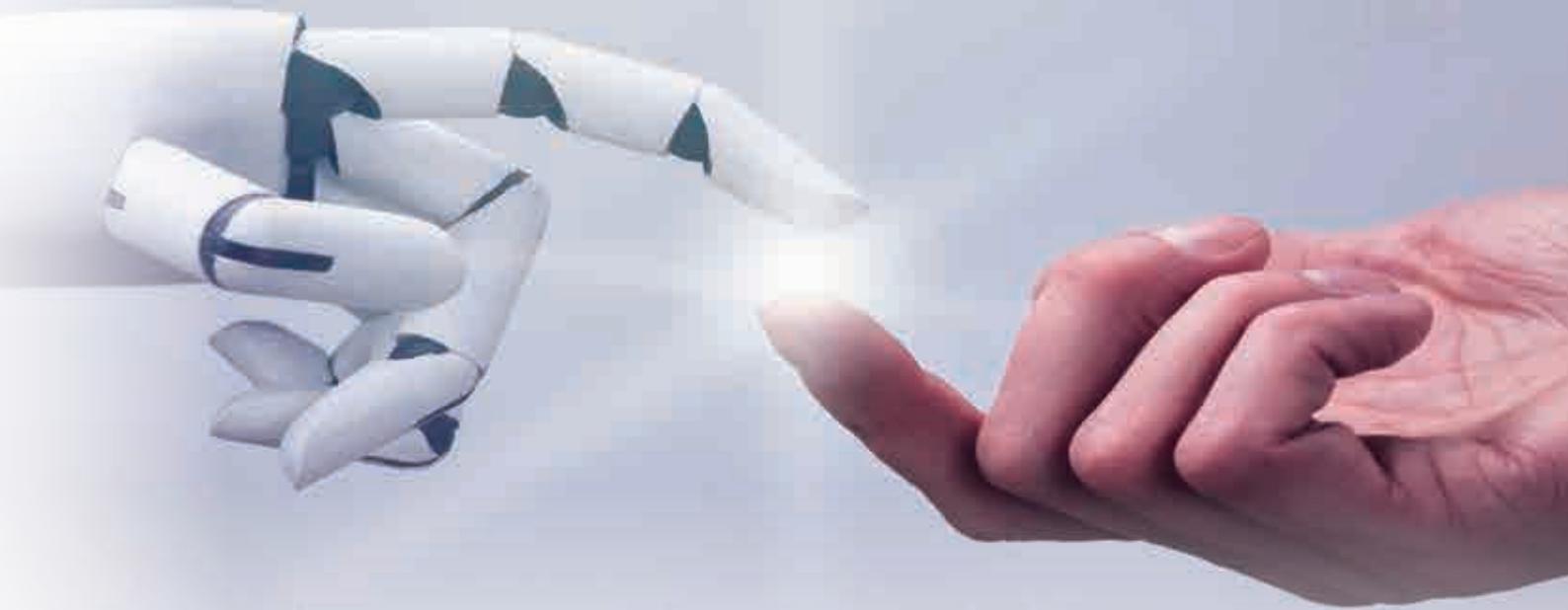
Future technologies	Advantages	Possible limitations
Robots as childcare providers and housekeepers	reliable, helpful	lack of real communication
Food grown in labs	controlled, planned	lack of variety
Robots work in labs and factories	less room for error	lack of creativity
...		

- Invite students to answer Questions 1 to 5.
- Encourage students to infer the author’s attitude towards future, find out evidence and discuss whether they agree with the author.

## 参考答案

- II
- Yes, I want an X15 at home. An X15 can do almost all the housework, which helps us save time and energy.  
No, I don’t want an X15 at home. With an X15 managing the house, there would be more absent parents and family members would spend less time together. As a result, the home would be a cold place. (Answers may vary.)
  - I don’t think overpopulation problems will arise in the future, because, even with the development of science and technology in health care, humans are still under the threat of pandemic diseases, natural disasters and other unpredictable catastrophes. (Answers may vary.)
  - Yes. I am worried that animal extinctions will happen in the future as the problem exists in the present. The advancement of technology will play an essential role in animal protection, but what matters is our effort. (Answers may vary.)
  - This terrible scenario may appear in the future because air pollution is becoming worse and worse every day. (Answers may vary.)
  - The author seems to be pessimistic about the future because the tone of this text is rather unhappy and the author describes an unpleasant scene with planned food, grey skyscrapers and a metallic voice echoing around.

Suggested Activities 见 page T65k.



### ● Comprehension Plus

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

**Predictions about the future**

Aspects of future life	Predictions
Future housework	<i>Robots will do most of the housework.</i>
Future food	<i>Food is grown in laboratories, and every house receives just enough food — no more, no less.</i>
Future jobs	<i>Robots will do almost everything. They will work in labs and factories, fix teeth and perform surgery.</i>
Future buildings	<i>Future buildings will be grey identical skyscrapers interconnected by tunnels.</i>
Future environment	<i>Many species of animals, like the polar bear and the elephant, will be extinct. The air will be seriously polluted. People will have to breathe recycled air.</i>

- II. Answer the questions.

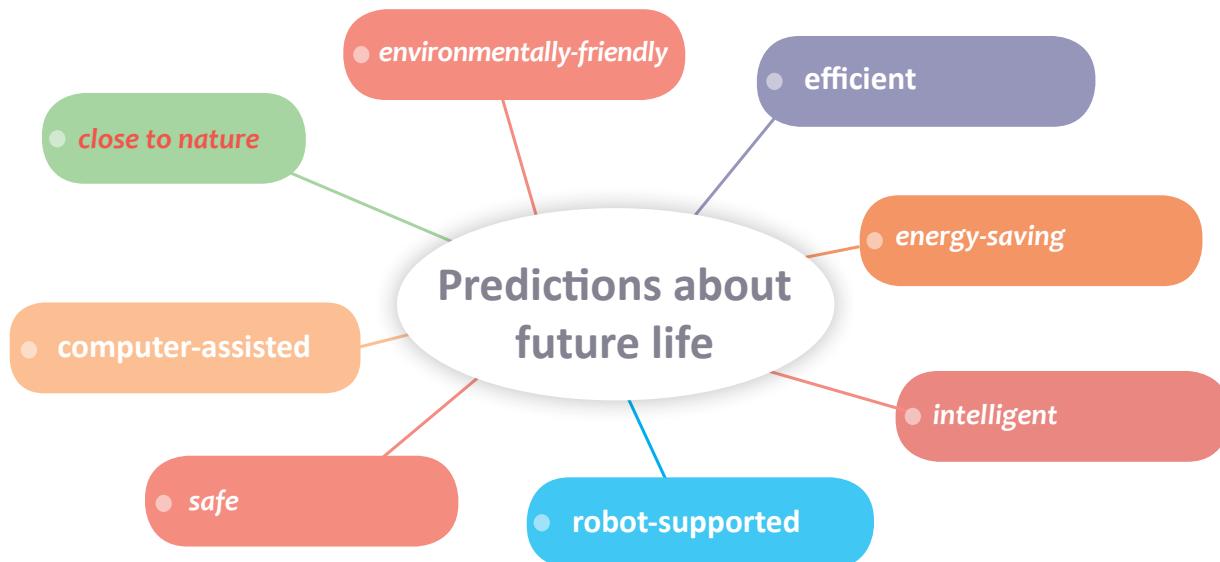
1. Would you like to have an X15 at home? Why or why not?
2. Do you think the overpopulation problem mentioned in the text might arise in the future? Why or why not?
3. Do you think the animal extinctions mentioned in the text are likely to happen in the future? In your view, how likely is it that endangered animals will be saved with advances in technology?
4. The children breathe recycled air in the story. Do you think that will happen in the future? Why or why not?
5. What is the author's attitude towards the future? How did you know that?

## Critical Thinking

Commenting on ideas and proposing new ideas

- I. Reflect on the predictions about future life in this unit and note in the form of keywords what they have in common. Some examples are given below.

[A keyword is a word or a phrase that represents the main feature or idea of something.]



- II. Say which prediction you think is the most likely and which is the most desirable. Explain why. Make some predictions about the future that you think are both likely and desirable.



# Critical Thinking

---

## 教学内容与要求

- 能根据提示整合本单元各语篇相关信息；
- 能分析、评价本单元各语篇提到的对未来的预测，并提出自己对未来的预测。

## 教学建议

- I
1. Ask students to go through the unit and collect predictions about future life.
  2. Encourage students to find the main feature of each prediction and write keywords to sum up the idea. Give one example if necessary.
- II
1. Have students choose keywords representing the most likely prediction and the most desirable one from the diagram and give their reasons. Have them work in pairs to comment on their partner's answers.
  2. Encourage students to propose new ideas about the future that will please more people. Work in groups to share their opinions.

## 参考答案

- II In my view, the most likely prediction about future life is “computer-assisted,” and the most desirable one is “environmentally-friendly.” What sounds both likely and desirable to me is a “energy-saving” future. As we all know, the natural resources on our planet are limited, so we should make efforts to ensure sustainable development.  
(Answers may vary.)

Suggested Activities 见 page T65k.

# Writing

## 教学内容与要求

- 能给未来的自己写一封90–110词的信；
- 能在写作中运用事例作为支撑细节。

## 教学建议

- Tell students they are going to write a letter to their future self. Lead them to read Xu Wen's blog post first and help them figure out why she did so.
- Tell students to focus on the format of the letter, especially the greeting, the block form, the signature, the delivery time and the email address, etc.

### Step 1

- Ask students to read Xu Wen's letter to her future self and underline the sentences used as supporting details.
- Have students share their answers in class and invite them to explain their answers.
- Lead students to realise the importance of using examples as supporting details in writing.

### Step 2

- Ask students to read the two sentences and decide which sentence is more effective.
- Encourage students to explain their answers. Draw their attention to the effectiveness of examples.
- Help students underline the key points in the Writing Strategy.

### Step 3

- Ask students to think about their present troubles and write down their thoughts following the example.
- Invite students to share answers in pairs and correct possible mistakes in their sentences.

### Step 4

- Ask students to think about as many supporting examples as possible.
- Give students enough time to share their examples with their classmates and encourage them to explain why their examples should be included.

### Step 5

- Have students read the sample writing again carefully before doing the writing task.
- Ask students to finish the writing task.
- Encourage students to share their writings within a small group and ask them to correct and polish each other's writing.

## Writing

# Writing a letter to your future self

Nowadays, writing letters to FutureMe is quite popular among high school students. Xu Wen, a first-year college student in Shanghai, posted on her blog:

*"I love this. I've sent myself five letters so far and every year it's a surprise. Because I forget so easily, it turns into such a deep reflective process that I usually weep and laugh while I write."*

Below is a letter she wrote to herself three years ago. Could you also write a letter to your future self?

General statement

### YOUR FUTURE LETTER

Dear FutureMe,

I hope this letter finds you well.

My life is messed up now. I've failed my English exam twice. I'm sick and tired of things around me.

I'm writing this because I'm trying to sort out my life right now. Hopefully, by the time you read this, things will be better. For instance, you'll get into college, and I hope you'll be majoring in what you love. Please also tell me you're going out with your friends more. Oh, I think you'll be done with your English classes by now, so congratulations! Now please start learning French, then German (maybe Spanish, too).

You're so amazing. I know you don't think you are, but you're so smart and you'll end up living a brilliant life.

Best wishes,

Me

Supporting details

General statement

Supporting details

### DELIVER IN

1 Year

3 Years

5 Years

Choose a Specific Date

### MAKE THIS LETTER

Private

Public

### YOUR EMAIL ADDRESS



SEND TO THE FUTURE!

## ● Guided Writing

**Step 1** Read Xu Wen's letter and underline the sentences used as supporting details.

**Step 2** Which sentence below is more effective? Why?

- A My life is messed up now. I've failed my English exam twice. I'm sick and tired of things around me.
- B My life is messed up now. It's the beginning of a new semester here. Everyone is super busy.

### Writing Strategy **Using examples as supporting details**

Examples are specific instances that explain or illustrate a point. Examples make statements clearer, give readers more information, and reduce the chances of confusion or misunderstanding. Effective examples should be relevant and specific.

**Step 3** Write a general statement about your current situation.

e.g. I lack confidence in public speaking.

**Step 4** Think of some examples relating to your current situation, e.g., you feel very nervous when asked to give presentations in class.

**Step 5** Organise your examples to support the general statement by referring to the sample writing. Complete the letter in 90–110 words.

#### **A letter to FutureMe**

Dear FutureMe,

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Me

## 参考答案

### Step 1

Statement: *My life is messed up now.*

Supporting details:

- *I've failed my English exam twice. (Example 1)*
- *I'm sick and tired of things around me. (Example 2)*

These two examples are used to illustrate how “my life is messed up.” Failing exams, feeling sick and tired of things around one are depressing events and conditions that may be familiar to readers, so these examples are likely to convince readers that the author’s life was messed up and she was having a hard time.

Statement: *Hopefully, by the time you read this, things will be better.*

Supporting details:

- *For instance, you'll get into college, and I hope you'll be majoring in what you love. (Example 1)*
- *Please also tell me you're going out with your friends more. (Example 2)*
- *Oh, I think you'll be done with your English classes by now, so congratulations! (Example 3)*

These three examples are used to demonstrate how “things will be better.” As is pointed out in the Writing Strategy, the examples here are specific scenarios relevant to a happy, fruitful college life. These examples are effective supporting details used to persuade the readers that the author’s life will get better in the future.

### Step 2

Sentence A is more effective, because the examples in it are relevant and specific.

### Step 3

The sample sentence can be used as reference. You can use a general statement to describe your current situation. It can be something exciting, such as “catching up with my classmates in English,” “feeling rewarded during a maths competition,” etc., or something frustrating, such as “not knowing how to get on well with a bossy roommate,” “finding the chatty deskmate annoying,” etc.

### Step 4

The sample sentence can be used as reference. The examples you select and use should be closely relevant to your general statement and give specific information about your statement.

### Step 5

The sample writing can be used as reference.

Suggested Activities 见 page T65l.

# Further Exploration

## 教学内容与要求

- 通过项目任务畅想和描述未来生活。

## 教学建议

### Step 1

- Have students make a list of their present routines and then let them follow this list and create a daily routine in 2050.
- Ask them to work in pairs and brainstorm the setting first, such as where they will live in 2050, what they will do in 2050, etc.
- Ask them to work out a mind map in discussion with group members.

### Step 2 & 3

- Ask students to prepare a presentation describing their daily routine in 2050. Encourage all kinds of presentations (a PowerPoint show, role-playing, etc.).
- If necessary, offer some sentence patterns for reference.

#### Sentence patterns for presentations:

On behalf of my team, I'd like to show you a typical day in 2050.

When it comes to / In terms of / Speaking of / ..., we believe that ...

Just because humans in the present ... doesn't mean the future people ...

Based on ..., we suggest you consider ...

To conclude / In a nutshell / Simply put, ...

- Ask students to use the table below to assess presentations. Provide feedback on students' presentations.

Aspects	Exceeds Expectations (4')	Meets Expectations (3')	Needs Improvement (2')	Inadequate (1')	Score
<b>Content</b>	Clear, sensible statements with convincing examples.	Well-structured but needs more relevant examples.	Generally related but lacks effective evidence.	Confusing and unrelated. Little or no evidence is provided.	
<b>Interaction with Audience</b>	Keeps the audience engaged.	Communicates effectively with the audience.	Responds to the audience's questions negatively.	Avoids communication with the audience.	
<b>Pronunciation</b>	Clear, correct, and good intonation, few or no errors.	Less clear stress and intonation with some errors.	Numerous errors with little attempt at stress and intonation.	Numerous errors with no attempt at stress and intonation.	
<b>Body language</b>	Effective body language, including eye contact and proper gestures.	Overall satisfactory use of body language at times.	Limited body language, including very little eye contact.	Little to no use of body language and no eye contact.	

Suggested Activities 见 page T65l.

# Self-assessment

## 教学内容与要求

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

(To be continued on page T65a.)

## ► Further Exploration

### Creating a daily routine in 2050

Step

1

Work in groups. Imagine you travel to the Year 2050 in a time machine. What would your typical day be like? Brainstorm ideas and develop a mind map.

Step

2

Prepare a presentation describing your daily routine in 2050.

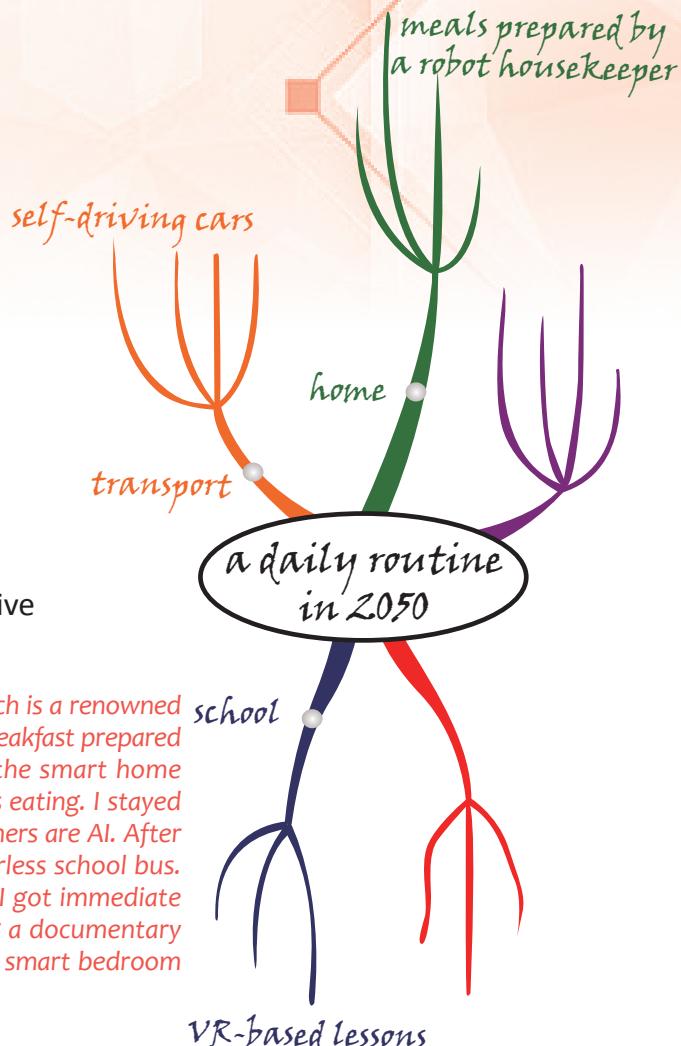
Step

3

Select a group representative to give the presentation to the class.

It's 2050, and I'm a high school student in Shanghai, which is a renowned "smart" city. I got up at 6 a.m. this morning and had a breakfast prepared by the smart kitchen. A pleasant voice coming from the smart home control centre reminded me of my schedule while I was eating. I stayed at school from 8 a.m. to 4 p.m. where some of my teachers are AI. After school club activities, I went home by taking the driverless school bus. I finished doing homework at about 8 p.m., for which I got immediate feedback from my personal AI teacher. After watching a documentary about dolphins in virtual reality, I went to bed with the smart bedroom telling a story ...

(Answers may vary.)



## ► Self-assessment

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

- A. Absorbing information about an imaginary future life
- B. Describing what human beings, homes and societies will be like in the future
- C. Reflecting on the impacts of scientific developments on society
- D. Giving comments and proposing new ideas
- E. Expressing agreement or disagreement in discussion
- F. Using relevant and specific examples to clarify a statement

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

## 教学建议

### Step 1: Review

1. Ask students to read the expected learning outcomes of this unit item by item and check whether they have achieved the overall learning goals about “future living.”
2. Give students enough time to reflect on their learning experiences of this unit and figure out what they need to improve on. Remind students to think about the possible cause(s) of these difficulties in learning this unit.

### Step 2: Reflect

1. Conduct a survey to see which item(s) most students have done well and which most of them have difficulty in.
2. Have students share their experiences, explaining the reasons for their success or their problems. Encourage them to learn from each other or to give some advice to those who have difficulties.
3. Give students some time to reflect on the discussion.

### Step 3: Revise

1. Lead students to make a plan to overcome their difficulties. Encourage them to find effective solution(s) to their own problem(s), for example, reading some magazines, turning to online resources, or asking for help from teachers or classmates.
2. Provide students with learning materials, such as documentaries or TV series related to the topic of “future living.”

范例见 page T65l.

## Culture Link

### 教学内容与要求

- 了解石库门的基本知识。

## 教学建议

1. As a warm-up, use some relative clauses to describe shikumen and have students guess what is being talked about. Then show students some pictures of shikumen.
2. Ask students to read the passage to locate the definition of *lilong* and find out the housing styles at different times.
3. Have students compare people’s different attitudes towards *lilong* life and talk about their opinions on the changes.
4. As a follow-up, invite students to imagine what their home will be like in 50 years.

## 补充文化知识

### Longtang, Lilong and Shikumen

A *longtang* (弄堂) means a lane in Shanghai. By extension, it can also refer to a community centred on a lane or several interconnected lanes. It is sometimes called *lilong* (里弄) in Shanghai dialect. The suffix *-li* was often used in the name of residential developments in the late 19th and early 20th centuries, like *Changleli* (常乐里). A large variety of housing styles are called *lilong* residences in Shanghai. Of these, the best known and most characteristic is the *shikumen* (石库门).

*Shikumen*, translated as “stone gate,” is a housing style unique to Shanghai, which blends Chinese and Western architectural styles. *Shikumen* houses usually are two- or three-story townhouses with a stylistic stone arch as the entrance to the lane or the gate to each dwelling. In 2010, the “construction techniques of *shikumen* *lilong* architecture” was recognised by the Chinese government as a National Intangible Cultural Heritage.

## What Human Beings Will Be Like

When asked about humans in the future, Dr Franklin Gruber, head of the department of futuristic studies at Durban University said:

What will humans be like in the future, 5,000 years from now? We can only make a guess, of course, but we can be sure that human beings will be different from what we are today, for humans are slowly changing all the time.

Let us take an obvious example. Humans, even five hundred years ago, were shorter than we are today now; on average, we are about three inches taller. Five hundred years is a relatively short period of time, so we may assume that humans will continue to grow taller.

Again, in the modern world we use our brains a great deal. Even so, we still make use of only about 20% of the brain's **capacity**. As time goes on, however, we shall have to use our brains more and more often, and eventually they will become more and more **substantial**. This is likely to bring about a physical change, too: the head, in particular the forehead, will grow larger.

Nowadays our eyes are in **constant** use. In fact, we use them so much that very often they become weaker and we have to wear glasses. But over a very long period of time humans' eyes will certainly grow stronger.

On the other hand, we tend to make less use of our arms and legs. These, as a result, are likely to grow less and less powerful. At the same time, however, our fingers will grow more and more sensitive because they are used a great deal in modern life.

But what about the hair? This will probably disappear from the body altogether **in the course of time** because it does not serve a useful purpose any longer. In the future, then both men and women are likely to be **bald**!

Perhaps all this gives the impression that a future human being will not be a very attractive creature to look at! This may well be true. All the same, in spite of all these changes, future humans will still have a lot in common with us. They will still be human beings, with thoughts and emotions similar to our own.

### 注释:

- capacity** n. the ability to understand or to do sth 领悟（或理解、办事）能力  
*Limited resources are restricting our capacity for developing new products.* 有限的资源正制约着我们开发新产品的能力。
- substantial** adj. large in amount, value or importance 大量的；价值巨大的；重大的  
*Substantial numbers of people support the reforms.* 很多人支持改革。
- constant** adj. [usually before noun] happening all the time or repeatedly 连续发生的；不断的；重复的  
*The chapel was built in the 12th century and is still in constant use today.* 这个小教堂建于十二世纪，至今仍在使用中。
- in the course of time** 随着时间的推移  
*All these things may come to pass in the course of time.* 随着时间的推移，所有这些事情都可能发生。
- bald** adj. having little or no hair on the head 烂顶的；光秃的  
*He started going bald in his twenties.* 他二十多岁就开始秃顶。

## Artificial Intelligence

*The Blue Fairy:* And what after all this time you come to ask me?

*David:* I have a wish to make.

*The Blue Fairy:* And what is your wish?

*David:* Please make me a real boy so my mommy will love me and let me stay with her.

*The Blue Fairy:* David, I will do anything that is possible, but I cannot make you a real boy.

*David:* Where am I? This looks like my house, but it is different.

*The Blue Fairy:* Yes, it is different. But it's also your home. We read your mind, and it's all here. There's nothing too small that you didn't store for us to remember. We so want you to be happy. You are so important to us, David. You are **unique** in all the world.

*David:* Will mommy be coming home soon? Is she out shopping with Martin now?

*The Blue Fairy:* David, she can never come home, because 2,000 years have passed, and she is no longer living. Dearest David, when you are lonely, we can bring back other people from your time in the past.

*David:* If you can bring back other people, why can't you bring back her?

*The Blue Fairy:* Because we can only bring back people whose bodies we **dig up** from the ice. We need some physical sample of the person, like a bone or a fingernail.

*Teddy:* David?

*David:* Yes, Teddy?

*Teddy:* Do you remember when you cut some of mommy's hair?

*David:* Henry shook me.

*Teddy:* And you dropped her hair?

*David:* I know.

*David:* [To the Blue Fairy] Now you can bring her back. Can't you?

*The Specialist:* Give him what he wants.

*The Blue Fairy:* Dearest David, your wish is my **command**.

### 注释:

1. **artificial** adj. made or produced to copy sth natural; not real 人工的；人造的；假的  
**To her surprise, artificial flowers sell better than the natural ones.** 让她吃惊的是，人造花比真花卖得更好。
2. **intelligence** n. the ability to learn, understand and think in a logical way about things; the ability to do this well 智力；才智；智慧  
**When the water pipe burst, she had the intelligence to turn off the water at the main.** 水管裂开时，她很有头脑，连忙把总水门关上了。
3. **unique** adj. being the only one of its kind 唯一的；独一无二的  
**The problems of food shortage are not unique to the developing countries.** 食物短缺问题并不是发展中国家所特有的。
4. **dig up** to remove sth from the ground by digging 挖掘出  
**An old Roman vase was dug up here last month.** 上个月在此地出土了一个古罗马花瓶。
5. **command** n. an order given to a person or an animal 命令；指令  
**You must obey the captain's commands because he is the one in charge.** 你必须服从船长的命令，因为他是负责人。

# Getting Started

## Option 1 ★

Have students read the title of this unit and ask “What do you think life may be like in 50 years?” Then ask students to brainstorm their predictions about future life in terms of homes, study, food and entertainment, etc. A mind map of future living can be shown on the blackboard.

## Option 2 ★★

Show some pictures of houses in the past, such as *shikumen* and pictures of modern houses, such as high-rises. Have students describe their features and encourage them to imagine in what ways future homes might be different from today’s homes. Encourage them to check their predictions in this unit.

## Option 3 ★★★

Have students discuss their understanding of the quote from George Bernard Shaw.

(A brief introduction to George Bernard Shaw)

George Bernard Shaw was born on 26 July 1856, in Dublin, Ireland. In 1876 he moved to London, where he wrote regularly but struggled financially. In 1895, he became a theatre critic for the *Saturday Review* and began writing plays of his own. His play *Pygmalion* (1913) was later made into a film twice, and the screenplay he wrote for its first version won an Oscar. During his lifetime, he wrote more than 60 plays and won many other awards, among them the 1925 Nobel Prize for Literature.

# Reading A Comprehension

## Option 1 ★

1. Show some pictures of future houses or a video clip about future homes to students.
2. Ask students to describe what they have seen in the pictures or in the video.
3. Encourage them to describe their dream future homes.

## Option 2 ★★

1. Have students read the title of Reading A text, the pre-reading questions and the first paragraph. Pick out the keywords describing the future homes.
2. Ask students to read the rest of the text to find out how the future home could be a weather-proof, solar-powered house without housework.

## Option 3 ★★★

Organise a role-playing within groups where students can use the newly learned words and expressions to express their opinions.

### EXAMPLE

*Suppose you are an AI engineer and plan to design some smart house devices. Now you are doing a survey among students.*

**Engineer:** Hello, we are conducting a survey on teenagers’ opinions on smart houses. May I know if you would like to have an AI servant in your house?

**Student A:** Yes, I really want to have one because it will make my life much/way more convenient. For example ... / No, I don’t want to have one because it will disturb my privacy ...

## Suggested Activities

Engineer: What function of the AI servant do you want most if you should have one?

Student B: Honestly, I hope it can help me order food, wash clothes and help me with my study ...

Engineer: Do you expect that everything will be managed by your AI servant?

Student C: Yes, I'm looking forward to that and definitely a lot of time will be saved. / No. I'm afraid that one day human beings will gradually be replaced by those AI robots ...

### Option 4 ★★★

Organise a debate about replacing human labour with robots. Ask students to give their statements with supporting details.

Pros	Cons
It will make life more convenient.	Many people will be unemployed.
It will make work more efficient.	Privacy will be invaded.
...	...

## Vocabulary Focus

### Option 1 ★★

Get students to acquire words and expressions in different reading stages through classroom interaction. Integrate target words and expressions into reading activities at different stages. Activate students' prior knowledge about some target words and expressions or acquaint them with the literal meanings of some words 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

**Target words: dome, gigantic, shrub, tropical, butler**

T: Have you ever imagined what our home will be like in the future?

S: ...

T: Compared with a concrete roof, what do you think of a glass **dome**? (Write the word "dome" on the blackboard.) **Dome** is a shape of building like a ball cut in half.

S: That's interesting. A glass **dome** can let more light in and people can see the sky through it.

T: Yes, you are right. It is estimated that the world population will be more than 9 billion in 2070. How can the glass **dome** accommodate so many people?

S: We need to build more houses and the **domes** should be large enough.

T: Exactly. In other words, the glass **domes** should be **gigantic**. Apart from that, what kind of environment do you expect the future home is in?

S: Since the future houses will be built under a glass **dome**, there will be no extreme weathers and we will enjoy a pleasant climate all year around.

T: What a wonderful picture! There should be some beautiful trees, **shrubs**, and lawns surrounding the houses. And the weather shouldn't be too cold or too hot. But it's good to have colourful **tropical** birds flying around. (Show pictures of tropical birds.) Can you guess what "**tropical**" means?

S: "热带的"?

T: Yes. By the way, in the future there will be no housework at all. Can you guess why?

S: Robots will help with the housework.

T: Yes, brilliant. Actually there will be a computerised/electronic **butler** who takes care of everything in your home. What is a **butler**?

S: A housekeeper?

T: Yes, a **butler** is the male head servant in a household. What will you ask the computerised/electronic **butler** to do if you have one?

S: I may ask the **butler** to ...

### **While-reading**

**Target words:** **solar-powered**, **nestle**, **gigantic**, **panel**, **equivalent**, **household**, **gadget**, **ultimate**, **appliance**

T: What are the main characteristics of the future home?

S: It's weather-proof, **solar-powered** and has no housework to worry about.

T: What does the future home look like from outside?

S: It will be built indoors and small groups of houses will **nestle** under **gigantic** domes.

T: How does it get **powered**?

S: It gets power from solar **panels** in the dome.

T: How much energy does the house need?

S: It is heated and **powered** by a tiny amount of energy that is **equivalent** to what one gas ring needs.

T: It's the same amount as cooking a meal. Do you think it's clean and energy-efficient?

S: Yes, it is.

T: How does the future house take care of the people living in it?

S: There is a butler who will control everything from temperature, humidity and lighting to **household gadgets** and cleaning chores. He'll pay the bills, order food and library books and even help you with the crossword!

T: **Household gadgets** are small tools or devices that are useful in the house. Why do you think the butler can be so smart?

S: Because he is the **ultimate** home computer.

T: Yes. And how do you do the washing in the future home?

S: Simply put it in the integrated laundry until it comes out ready to wear.

T: Why can it be so fast and convenient?

S: Because the clothes are made of easy-care fabrics.

T: And will you need electric sockets in the house?

S: No. Each room will have a power wall where you'll be able to attach electrical **appliances**.

...

### **After-reading**

**Target words and expressions:** **gigantic**, **dome**, **solar-powered**, **butler**, **oversee**, **recognise**, **plenty of**, **simulator**, **chores**, **integrated**, **electrical appliance**

T: Suppose there is an exhibition on "future living" in the city museum, and as a tour guide you are going to introduce the future home to visitors. Use the target words and expressions.

Aspects	Details
Appearance	gigantic dome, solar-powered, weather-proof
Security	butler, oversee, recognise voice
Entertainment	any sizes and styles, plenty of room for fun, simulator
Housework	cleaning chores, integrated laundry, electrical appliances

## Suggested Activities

### 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 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 1: The future home's appearance.

(Clues: weather-proof, solar-powered, be built indoors, under gigantic glass domes, surrounded by lush trees and shrubs)

**Target words:** **weather-proof, solar-powered, gigantic, dome, surround**

T: What are the main features of the future home?

S: **Weather-proof, solar-powered** and no housework to speak of.

T: Why is it **weather-proof**?

S: Because the future home will be built indoors and small groups of houses will nestle under **gigantic glass domes surrounded** by lush trees and shrubs.

T: How about the roofs?

S: The roofs will be made of glass.

T: What does “**surround**” mean here? Do you think it is a verb, noun or adjective?

S: It is a verb. It probably means “to be around.”

T: Excellent. “**Surround**” is a verb which means “to be all around somebody or something.” Now do you know what the future home will look like?

S: It's under glass **domes** and **surrounded by** beautiful plants.

T: Good. What does “**solar-powered**” mean here? How is this compound word formed?

S: It means “using energy provided by the sun”?

T: Exactly. “Power” here is a verb which means “to provide force to a vehicle or machine.” So using solar power the future home is energy-efficient.

Topic 2: The future home's functions.

...

#### Summary:

T: Now we've learned about the main features of the future home. Try to sum up the text with the following clues.

**the future home's appearance:** weather-proof, solar-powered, gigantic glass domes, surround

**the future home's functions:** recognise, butler, ultimate, gadgets, deliver, integrated laundry

**the future home's entertainment:** simulators

**the author's expectation:** love, loathe, on its way

#### 2. Inferential comprehension

Topic: How can the future home be any style or size you fancy?

(Clues: being indoors, a tiny amount of energy, the energy equivalent to just one gas cooker ring)

**Target words:** **amount, equivalent, fancy**

T: How can the future home be energy-efficient?

S: It is solar-powered and needs only a tiny **amount** of energy to heat.

T: How much energy does the future home need exactly?

S: A tiny **amount** of energy that is **equivalent** to what just a gas cooker ring needs.

T: What if you are going to have a party in your future home?

S: Well, in that case, I can make the living room larger by moving the walls backwards or forwards.

And I can use simulators to provide my guests with any experience from boating to surfing.

T: It sounds amazing and that's the very future living style that I **fancy**.

### 3. Critical comprehension

Topic: Do you think it is necessary to have an electronic servant in your home ? Why or why not?

(Clues: recognise, space-age butler, the ultimate home computer)

**Target words:** oversee, security, chore

From my viewpoint, it is necessary to have an electronic servant like the one mentioned in the text. [statement] For those who are often too careless to take their keys with them, they won't have to worry about forgetting their keys because the door will open once it hears a voice it recognises. Besides, it is so useful that the electronic servant **oversees** every aspect of your life such as **security**, temperature, lighting and household **chores**. Most importantly, it is so intelligent that it can even help you with the crossword! What a smart servant it is! [details]

## Grammar in Use

### Option 1 ★★

- Ask students to read the following sentences and try to match them with their corresponding pictures.  
Encourage students to come up with more sentences following the example.  
 A. The boy, who is flying a kite, is my brother.  
 B. The boy who is flying a kite is my brother.



(1)

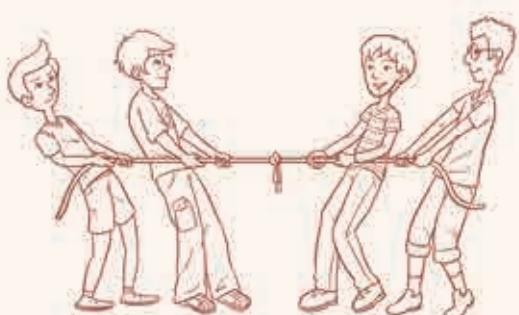


(2)

### Reference answer:

Sentence A describes picture 2 while sentence B describes picture 1.

- Ask students to observe the following picture, choose one boy and describe him. More pictures can be designed in this way.



## Suggested Activities

3. Encourage students to describe one of the boys to his/her partner, and then ask the partner to point out which boy is being talked about. Have them do it in turn.

### Option 2 ★★

1. Encourage students to describe a classmate in five sentences, using at least two non-defining relative clauses. Ask them to write it on a card.
2. Have students re-arrange their desks so that they can have enough room to do a class-mingle activity.  
*Variation: use projection to show the cards.*
3. Read some cards to the class and let students guess who is being described. Invite students to keep a list and vote the most interesting or the most creative description.

#### Reference answer:

Student A:

He is a tall boy, whose height is over 1.8 metres. He is always ready to help others, which has won him a good reputation in our class. And he always has a cheerful smile on his face. Now, tell me, who is he?

### Option 3 ★★★

1. Let students do a blank-filling activity as follows. Have them work in pairs to complete the passage by using non-defining relative clauses. Encourage them to be as creative as possible.
2. Ask some students to read out their versions in class.
3. Invite students to assess their classmates' answers and pay special attention to the use of non-defining relative clauses.

It was a dark and stormy night. The whole of Greentown was under **dark clouds**, (1) \_\_\_\_\_. Christopher, (2) \_\_\_\_\_, was returning home. It started raining cats and dogs. Suddenly he saw a **UFO**, (3) \_\_\_\_\_. In no time it landed on **the road**, (4) \_\_\_\_\_. Three aliens came out, (5) \_\_\_\_\_. Christopher was astonished as he could understand their **language**, (6) \_\_\_\_\_. Their plan was to take all the trees away from the Earth. Not wasting a moment, Christopher called **his friends**, (7) \_\_\_\_\_. Those aliens pointed to a **tree**, (8) \_\_\_\_\_. A weird blue light shot out from their hands making the tree vanish. Soon, Christopher's friends arrived. They tried to scare those aliens by throwing **stones**, (9) \_\_\_\_\_, but in vain.

Suddenly, Anna, Christopher's friend, ran towards them, shouting at the top of her shrill voice. Those aliens got the fright of their lives and vanished along with **their spaceship**, (10) \_\_\_\_\_. The people were delighted. They had saved **their planet**, (11) \_\_\_\_\_. And Anna, (12) \_\_\_\_\_, began to sing a song.

#### Reference answers:

- |                                     |   |
|-------------------------------------|---|
| (1) which spread across the sky     | (2) who was a worker                      |
| (3) which was shining brightly      | (4) where it was empty                    |
| (5) who looked rather curious       | (6) which was his mother tongue           |
| (7) who lived nearby                | (8) which was tall and beautiful          |
| (9) which were hard and sharp       | (10) where other aliens were hiding       |
| (11) where all their families lived | (12) who soon recovered from the surprise |

# Listening, Viewing and Speaking

## Listening

### Option 1 ★

#### Listen and Draw

1. Get students to work in pairs, one dictating the features of future human beings from memory and the other drawing a picture of future human beings accordingly.
2. Ask students to listen to the audio clip again and improve their drawings. Remind them to write down some keywords below the pictures.
3. Invite students to show their drawings in class and compare their drawings and notes.

### Option 2 ★★

Decide what other features future human beings will have.

1. Have students brainstorm other possible features of future human beings.
2. After the brainstorming, encourage students to talk about one feature they consider the most interesting and remind them to give their reasons.

## Viewing

### Option 1 ★★

Before playing the film clip, get students to have a discussion.

1. Ask students how much they know about AI and if possible, invite them to give some examples about AI in life. Write their answers on the blackboard.
2. Tell them to decide with their partners which one above is the most important, and why.

### Option 2 ★★

#### Shadowing Actors

1. Make sure students can figure out the characters in the film clip and understand their conversation.
2. Play the video clip again and ask students to read the scripts in the meantime. Provide students with necessary help in the pronunciation of some words and liaisons.
3. Encourage students to work in pairs; one starts shadowing two of the characters (such as David and the Specialist) and the other shadows the other two characters (such as the Blue Fairy and Teddy). *(In this stage, teachers are supposed to play the clip several times and each time the volume is turned down slightly so that the voices of the students get increasingly louder and the actors' voices get increasingly lower.)*
4. When students are ready, have them act out the lines in pairs. Encourage them to try their best to imitate the characters in the video clip. Play the video in mute mode.
5. Invite some pairs to come to the front of the classroom to perform and afterwards, have some students make comments on their performance.

## Speaking

### ★★★

1. Ask students to observe their classmates' presentations during the debate, or have them choose one debater to observe. (*What to observe: the debater's argument, language, delivery, etc.*)
2. During the debate, ask students to collect convincing statements and take down notes that may explain why the statements are convincing.
3. Ask students to work in pairs and discuss the statements mentioned in the debate.

## Suggested Activities

### Reading B

#### Comprehension Plus

##### Option 1 ★★

Ask students to make a dialogue in pairs. Suppose one student comes from 2050, the other student will have to ask him/her for some advice to people nowadays.

##### Sentence patterns for reference:

In 2050, housework/food/jobs/buildings/environment will ...

Therefore, you'd better ... / It is wise/advisable to ... / It is suggested that ...

Then, you will ... in the future.

##### Option 2 ★★★

Ask students to think about whether robots will rob us of jobs. Encourage students to think about this topic from different angles, for instance, *We invent robots, is it possible that robots will be more clever than humans? If robots do most of the jobs, what will we do in the future?* etc. Remind students that supporting details are needed for a convincing statement. An example is provided.

**Topic:** Do you agree with the idea that robots will rob us of jobs?

**Reference answer:** I agree with that. Look at today's world and you will find more and more jobs are gradually being done by AI robots, with more efficiency, like self-driving vehicles. What's more, with technology developing continuously, robots will be able to perform a much wider range of tasks than before. As a result, not only manual labour but also many kinds of intellectual work are taken over by robots. There will be a higher unemployment rate.

**Or**

I disagree with that. Though robots can and will be able to do almost everything for us, no one can predict that robots will replace us. Keep this in mind. We humans are the creators of robots. If we see robots are becoming a threat to us, we will destroy them before there is a disaster. I think "rob" is too strong a word; it puts robots in the place of humans' enemy or competitors, but the purpose of creating robots is to save humans from laborious and dangerous manual work. Furthermore, new technology will bring about new job opportunities. We cannot predict how many new jobs that new technology will create.

##### Option 3 ★★★

Ask students to design a robot and elaborate on its functions. Encourage them to come up with solutions to real-life problems with the help of robots.

### Critical Thinking

##### ★★★

1. Encourage students to search for scientific and theoretical foundation for these predictions and decide whether they are likely to happen.
2. Think over the possible problems that will arise in the future and find out desirable solutions or give some advice.

##### Reference resources:

1. NHK Documentary: Next World
2. BBC Documentary: Future Earth, The Real History of Science Fiction, The Future of Food
3. BBC Horizon: 10 Things You Need to Know About the Future

# Writing

### Option 1 ★

1. Ask students to turn their writing into a “TO-DO LIST.”
2. Require students to put their lists in a “future box” and save this box for future check.
3. Ask students to make a deal with themselves. Reward themselves with something they have always wanted if they can finish/complete the items on the list. For instance, if “I” can complete five items on the list, “I” will buy myself a good sport watch.
4. After students finish the letters to their future selves, ask them to form groups of four and share their writings within the group.
5. Have students write notes or make comments on their group members’ future plans. Remind students that their notes should include their feelings or thoughts.
6. Let students get back their own letters and see how their classmates respond to their future plans.

TO-DO LIST	
<input type="checkbox"/>	

### Option 2 ★★★

#### Focus on a Bigger Picture

1. Ask students to write letters to their teachers or their classmates, talking about things other than themselves and focusing on a bigger picture, like their ideas of future society, or future college.
2. When students finish writing, collect their writings to form a class database.
3. Keep these letters. When the set future time comes, invite students to open the letters and share them in the class get-together.

# Further Exploration

### ★★★

1. Have students work in groups to make a dialogue about “a call from 2050.”
2. Suppose one student gets a phone call from his/her friend living in 2050. Ask them to talk about their daily routines and make a comparison between the present life and the future life.

# Self-assessment

范例 (Answers may vary.)

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

**What you still find difficult**  
**Your plan to solve the problem(s)**

**Possible cause(s) of the problem(s)**  
**Learning resources that you could use**

I find it difficult to use relevant and specific examples to support a statement about future living, because actually I’m not interested in that topic and thus read very little on this topic. I plan to watch a film, read a book and browse some websites to enrich my knowledge and enlarge my topic-related vocabulary.

# Pocket Money Goes Digital

Children may not be saving coins in piggy banks for much longer; with the move towards a cashless society, pocket money is moving digital.

To reflect this trend, mobile budgeting apps for children have sprung up worldwide. These apps offer a simple money management service for children, often for a monthly subscription fee paid by the parents. Parents can add money to children's accounts, set limits and monitor transactions. Children can choose to save their money or spend it using a prepaid card that works like a debit card. The apps suggest minimum ages ranging from six to nine for the prepaid card.

The companies behind the apps argue that in an increasingly cashless society, this can be a valuable way of teaching young children about money. Two thirds of adults globally are financially illiterate, according to Standard & Poor's Global Financial Literacy Survey.

These apps aim to overcome this, claiming to teach financial concepts. For instance, one Swedish app — with 1.2 million users globally — has virtual savings jars where children can deposit money; parents can pay children interest as they save; and there is a chores feature, where parents can pay children for completing household tasks. The account is attached to a prepaid card that is currently available in Sweden only, but expected to launch elsewhere in Europe in 2022.

"Cash was the best way to teach financial literacy because it's so tangible and so easy to grasp," Philip Haglund, CEO of one app. "Now money is being transferred through abstract cyberspace." Haglund believes the app can teach responsible spending habits, whereas schools tend to focus more on economic theory.

"You don't become better at money management just because you have a degree in economics. It's more about the attitude and the relationship you have with parents' money when you're 6 to 12 years old," he says.

One concern is that introducing digital money apps to young children could help to encourage irresponsible spending habits. "If children don't have a good foundation in financial capability, there's a risk that money apps could be seen as just another game," says Catherine Winter, managing director of financial capability at the London Institute of Banking and Finance. "There's a risk that they won't learn about the real value of money and might develop bad money habits."

However, Haglund says children are protected from this as parents can monitor their spending habits and none of the services offer an overdraft so children cannot go into debt. Plus, it is important for kids to learn and make mistakes. "If you're going to make a mistake of 10 pounds at eight, it's better than making a mistake of 1,000 pounds when you're 28," he says.

### Food for thought

1. How do mobile budgeting apps work for both parents and children?
2. Besides financial literacy, what other benefits do you think those mobile budgeting apps for children can offer?

**Reference answers:**

1. Parents can add money to children's account, set weekly or monthly spending limits, keep an eye on transactions, list household tasks for children to do to earn extra money, while children can use a prepaid card and learn how to manage money.
2. Children may become more interested in learning maths, since they are not forced to work out abstract maths questions; instead, they are engaged in the practical use of maths knowledge in real life. Children may also become more adaptable to a cashless society once they have got accustomed to saving and spending digital money.

(Answers may vary.)

## The Road Not Taken<sup>1</sup>

Robert Frost<sup>2</sup>



Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;

Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted<sup>3</sup> wear;  
Though as for that the passing there  
Had worn them really about the same,

And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way<sup>4</sup>,  
I doubted if I should ever come back.

I shall be telling this with a sigh  
Somewhere ages and ages hence<sup>5</sup>:  
Two roads diverged in a wood, and I —  
I took the one less traveled by,  
And that has made all the difference.

## Notes:

1. This poem was published in 1916 as the first poem in Robert Frost's *Mountain Interval*. It is one of Frost's most popular works mainly due to the simplicity of its symbolism.
2. Robert Frost (1874–1963) was one of the most celebrated poets in the United States. His verse, which frequently celebrates New England rural life, employs everyday symbols to explore complicated social themes and express profound ideas. His works widely appreciated

and recited, Frost received four Pulitzer Prizes and became the nation's unofficial Poet Laureate.

3. **wanted:** lacked
4. **way leads on to way:** one road leads to another, and then another, until you end up very far from where you start
5. **ages and ages hence:** far in the future

# Literature Corner

## Excerpt from “Of Studies”<sup>1</sup>

Francis Bacon<sup>2</sup>



Studies serve for delight, for ornament, and for ability. Their chief use for delight is in privateness and retiring<sup>3</sup>; for ornament, is in discourse; and for ability, is in the judgment and disposition of business<sup>4</sup>. For expert men<sup>5</sup> can execute, and perhaps judge of particulars, one by one; but the general counsels<sup>6</sup>, and the plots and marshalling<sup>7</sup> of affairs, come best from those that are learned. To spend too much time in studies is sloth; to use them too much for ornament, is affectation; to make judgment wholly by their

## Notes:

1. This essay, published in 1597, is often regarded as Francis Bacon's masterpiece. In this essay, Bacon uses simile and analogy to discuss the value of reading, writing, and learning. His skillful use of parallel sentence structure lends clarity and confidence to the writing.
2. Francis Bacon (1561–1626) was a British philosopher, statesman, essayist as well as one of the pioneers of modern scientific thought. His writings cover a range of subjects including

philosophy, law, and science. Of his many published works, he is best remembered for his finest literary product, *The Essays*.

3. **retire:** to leave a place, especially to go somewhere quieter or more private
4. **in the judgement and disposition of business:** when one forms a judgement and makes definite arrangements about the affairs of the world

rules, is the humour<sup>8</sup> of a scholar. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study; and studies themselves do give forth directions too much at large<sup>9</sup>, except they be bounded in by experience. Crafty<sup>10</sup> men contemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously<sup>11</sup>; and some few to be read wholly, and with diligence and attention. Some books also may be read by deputy<sup>12</sup>, and extracts made of them by others; but that would be only in the less important arguments, and the meaner sort of books; else distilled books are like common distilled waters, flashy<sup>13</sup> things. Reading maketh<sup>14</sup> a full man; conference a ready man; and writing an exact man. And therefore, if a man write little, he had need have<sup>15</sup> a great memory; if he confer little, he had need have a present wit: and if he read little, he had need have much cunning, to seem to know that he doth<sup>16</sup> not. Histories make men wise; poets witty; the mathematics subtile<sup>17</sup>; natural philosophy deep; moral grave; logic and rhetoric able to contend.

5. **expert men:** people with practical experience but not necessarily a formal education in abstract reasoning
6. **general counsels:** the giving of advice on general topics
7. **the plots and marshalling:** the planning and organising
8. **humour:** character
9. **at large:** in general
10. **crafty:** skillful; having some special skill

11. **curiously:** with thoroughness and care
12. **read by deputy:** read with the assistance of others
13. **flashy:** tasteless
14. **maketh:** an old-fashioned third person singular form of the verb "make"
15. **had need have:** would need to have
16. **doth:** an old-fashioned third person singular form of the verb "do"
17. **subtile:** a rare spelling of "subtle"

## Suggested Activities

# The Road Not Taken

### 教学内容与要求

- 能依据单元主题“探险经历”开展延伸阅读，并分享延伸阅读的内容；
- 能理解和欣赏经典文学语篇，分享文学语篇的内容、结构与语言特征；
- 能自主学习、深入思考经典语篇的内涵，拓宽文化视野，提升文学素养。

### Option 1 ★

Have students read the poem individually and complete the diagram below. Encourage students to give textual evidence from the poem.

#### Setting

Place: (1) \_\_\_\_\_.  
Time: (2) \_\_\_\_\_.

#### Theme

The poem is about (3) \_\_\_\_\_.

#### Structure

The poem consists of (4) \_\_\_\_\_ stanzas, each stanza containing (5) \_\_\_\_\_ lines.  
The rhyme scheme of this poem is (6) \_\_\_\_\_.

### Reference answer:

- |               |                          |                             |
|---------------|--------------------------|-----------------------------|
| (1) In a wood | (2) On an autumn morning | (3) making decisions        |
| (4) four      | (5) five                 | (6) ABAAB CDCCD EFEEF GHGHH |

### Literary Terms:

- 1) A stanza is a group of lines in a poem set off from the rest of the work.
- 2) A rhyme scheme is the pattern according to which end rhymes (rhymes located at the end of lines) are repeated in a poem. Rhyme schemes are described using letters of the alphabet, such that all the lines in a poem that rhyme with each other are assigned a letter, beginning with “A.” For example, a four-line stanza in which the first line rhymes with the third line, and the second line rhymes with the fourth line has the rhyme scheme ABAB.

### Option 2 ★★

Have students read the poem with the help of the notes and match each of the stanzas with its corresponding main idea.

Stanzas	Summaries
(1) the first stanza	A. The speaker picks the other path, judging it to be just as good a choice as the first, or even the better option of the two. Yet, he or she doubts whether there is difference.
(2) the second stanza	B. The speaker imagines him- or herself in the distant future looking back and telling how the decision of taking the less travelled road has made all the difference in his or her life.
(3) the third stanza	C. The speaker comes to a fork in the road and hesitates at making a choice. The speaker tries to see where one of the paths leads but in vain; it bends into the dense forest.
(4) the fourth stanza	D. Walking on the second road, the speaker recalls that both roads wanted wear. The speaker exclaims that the first one is saved for future, but soon realises there is no turning back.

**Reference answer:**

(1) C      (2) A      (3) D      (4) B

**Option 3 ★★☆**

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

- (1) What do the “roads” in the poem symbolise?
- (2) Which line in this poem has been repeated in both the first stanza and the last stanza? Could you possibly explain why the speaker repeats that line?
- (3) How do you like the title “The Road Not Taken”?
- (4) Do you think the speaker is as adventurous as the explorers in Unit 3? Why or why not?

**Reference answers:**

- 1) The “roads” in the poem symbolise life’s many choices. In much the same way that people are generally unable to predict where one’s life choices will lead, the speaker is unable to see what lies ahead on each path.
- 2) The line “Two roads diverged in a wood, and I —” is repeated, with some variations, in the first stanza and the last stanza. In the first stanza, there is “yellow” to modify the word “wood”, indicating the time when the speaker comes across the diverging roads. In the fourth stanza, this line is repeated as “Two roads diverged in a wood, and I —”, with “yellow” omitted and “and I —” added. Speaking as though looking back on his or her life from the future, the speaker leaves out the unnecessary detail “yellow” and centres on the reflection. The dash “—” is a pregnant pause, suggesting regrets, relief or satisfaction.
- 3) I think the title is symbolic and rich in meaning. It focuses the poem on the possibility of other choices — the roads not taken — other than the road taken, thus making the speaker’s attitude even more ambivalent. It seems that the speaker feels relieved to have taken the less travelled road, which “has made all the difference.” However, the title betrays the fact that the speaker still contemplates his/her choice and may have regrets.
- 4) I think the speaker in the poem is also adventurous. The speaker explains that the reason he or she chooses to take the second road is because it “was grassy and wanted wear.” And taking “the one less traveled by” implies that the speaker prefers to venture off the beaten track.

(Answers may vary.)

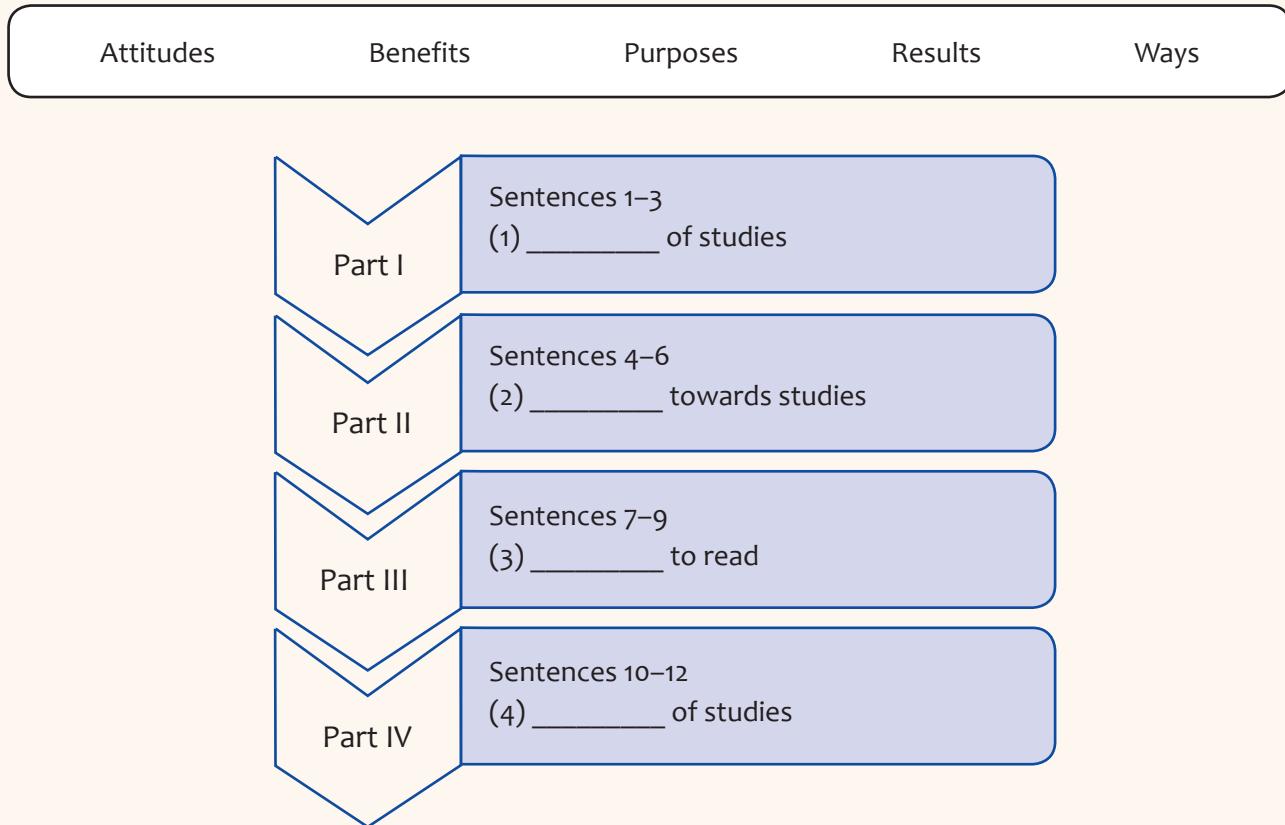
## Suggested Activities

### Excerpt from “Of Studies”

#### 教学内容与要求

- 能通过自主学习，识别语篇的类型、内容与结构；
- 能通过分析语篇的语言特点，提升文学素养；
- 能结合单元学习内容，理解经典文本的内涵，培养勤学善思的思维品质。

#### Option 1 ★



Have students read the essay and complete the outline by choosing appropriate words from the box.

#### Reference answer:

- (1) Purposes      (2) Attitudes      (3) Ways      (4) Benefits

#### Option 2 ★★

Have students read the essay and answer the questions.

- What's the purpose of Part I?
- What is the right attitude towards studies according to Francis Bacon?
- What is suggested by the author in terms of how to read?
- Do you agree with the last sentence? Please illustrate your ideas with your personal experiences.

#### Reference answers:

- Part I is to show the great importance of studies.
- As Bacon states in the text, “[Studies] are perfected by experience.” Studies should be combined with experience. There is an interactive relationship between studies and experience.
- Different books should be read in different ways. People should weigh and consider their roles and appropriate ways to read.

4. Yes, I agree. For example, one can learn lessons from historical events and avoid making similar mistakes by reading books on history. Maybe that is why Bacon says “histories make men wise.” (Answers may vary.)

### Option 3 ★★★

1. Have students find the corresponding sentences to the following Chinese translation. Note that each sentence has two versions, translated differently.

A. \_\_\_\_\_

(Version 1) 读书能给人乐趣、文雅和能力。

(Version 2) 读书足以怡情，足以博彩，足以长才。

B. \_\_\_\_\_

(Version 1) 技巧的人轻视学问，浅薄的人惊服学问，聪明的人却能利用学问。

(Version 2) 有一技之长鄙读书，无知者慕读书，唯明智之士用读书。

C. \_\_\_\_\_

(Version 1) 学问能美化人性，经验又能充实学问。天生的植物需要人工修剪，人类的本性，也需要学问的诱导。

(Version 2) 读书补天然之不足，经验又补读书之不足，盖天生才干犹如自然花草，读书然后知如何修剪移接。

D. \_\_\_\_\_

(Version 1) 有些书只需浅尝，有些书可以狼吞，有些书要细嚼慢咽，慢慢消化。

(Version 2) 书有可浅尝者，有可吞食者，少数则须咀嚼消化。

E. \_\_\_\_\_

(Version 1) 读书使人渊博，论辩使人机敏，写作使人精细。

(Version 2) 读书使人充实，讨论使人机智，笔记使人准确。

2. Read the definitions of different figures of speech and decide which one is used in the above sentences.

#### Figures of speech

(1) Parallelism: a similar structure in a pair or series of related words, phrases, or clauses

(2) Simile: a word or phrase that compares something to something else, using the words *like* or *as*

(3) Ellipsis: the act of leaving out a word or words from a sentence deliberately, when the meaning can be understood without them

(4) Metaphor: a word or phrase used to describe somebody or something else, in a way that is different from its normal use, in order to show that the two things have the same qualities and to make the description more powerful

3. Which version do you like better? Why?

#### Reference answers:

1. A. Studies serve for delight, for ornament, and for ability.  
B. Crafty men contemn studies, simple men admire them, and wise men use them.  
C. They perfect nature, and are perfected by experience: for natural abilities are like natural plants, that need pruning by study.  
D. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.  
E. Reading maketh a full man; conference a ready man; and writing an exact man.
2. Parallelism: A, B, E  
Simile: C  
Ellipsis: E  
Metaphor: D
3. Both of the versions are very helpful for me to understand the essay. The first version helps me to understand the meanings of the sentences when I read the essay for the first time. The second version is closer to the original in style and the language is concise, which enables me to better appreciate the essay. (Answers may vary.)

## 附录一

### 课文和文学角选文参考译文

#### Unit 1

## 学习无处不在

### 玛丽·居里

和我的哥哥姐姐一样，我六岁就开始读书学习。因为我在班上年纪最小，个头最小，所以常常在有人来听课时，我被请上台背诵。这对害羞腼腆的我来说是极大的考验；我恨不得逃走，找个地方躲起来。我的父亲是一位了不起的教育家，他很重视我们的学习，也知道如何帮助我们。他熟读波兰本土和外国的诗歌，甚至还会作诗。父亲那些有关家庭活动的小诗是我们的赏心乐事。那时候，每到周六傍晚，父亲都会给我们背诵或朗读波兰散文与诗歌中的经典作品。那些夜晚给我们带来了无尽的欢愉，也是我们爱国情怀的源头。我逐渐培养出对诗歌的深厚喜爱，乐意熟记伟大诗人的长篇，也敢于在人前背诵。

### 查尔斯·达尔文

在我临近中学毕业时，我的哥哥正潜心钻研化学。他在花园的工具房里建了一个相当不错的实验室，还允许我帮助他开展大部分的实验。他调制出各种气体和许多化合物，我也非常认真地阅读了几本化学书。我对这门学科满怀兴趣，常常和哥哥忙到深夜。这是我的中学教育中最棒的一段经历，因为我在实践中明白了实验科学的意义。不知怎么地，我们研究化学的事情在学校里流传开来，我因此得了个“瓦斯”的绰号。

### 纳尔逊·曼德拉

我在不到五岁的时候就开始放牧，在田间照看牛羊。也正是在田野上，我学会了用弹弓打天上的飞鸟，采集野生蜂蜜和野果，直接喝奶牛温暖鲜甜的奶，在清冽的溪水里游泳，用细绳绑着削尖的金属丝捉鱼。有一天，一头暴躁的驴让我学到很多。那天，我和朋友们正挨个地骑那头驴，等轮到我的时候，我刚跳上它的背，它就冲进了旁边的灌木丛。那头驴低下头急冲，想把我摔下去，还真把我给甩在地上，让我在朋友面前尴尬极了。和东方人一样，非洲人的自尊心也很强。我在朋友面前丢了脸。尽管把我摔下去的只是一头驴，但我意识到，让别人遭受不必要的残酷命运就是对他们的羞辱。后来，即便我还是一个小男孩，我在打败对手的时候也会注意不让他们蒙羞。

## 《劝学》（节选）

君子曰：学不可以已。

青，取之于蓝而青于蓝；冰，水为之而寒于水。木直中绳，輮以为轮，其曲中规。虽有槁暴，不复挺者，輮使之然也。故木受绳则直，金就砺则利，君子博学而日参省乎己，则知明而行无过矣。

吾尝终日而思矣，不如须臾之所学也；吾尝跂而望矣，不如登高之博见也。登高而招，臂非加长也，而见者远；顺风而呼，声非加疾也，而闻者彰。假舆马者，非利足也，而致千里；假舟楫者，非能水也，而绝江河。君子生非异也，善假于物也。

积土成山，风雨兴焉；积水成渊，蛟龙生焉；积善成德，而神明自得，圣心备焉。故不积跬步，无以至千里；不积小流，无以成江海。骐骥一跃，不能十步；驽马十驾，功在不舍。锲而舍之，朽木不折；锲而不舍，金石可镂。

## Unit 2

### 在成长中有所作为

关于志愿服务有这样一句老话：“没有人能完成所有事，但每个人都能做点什么。”如今，世界各地的年轻人用各种各样的方式志愿帮助他人。有这样一群年轻人引领，我们的未来充满光明。

来自西雅图的乔里斯今年10岁，过去一年中他都在努力拯救猎豹，使它们免受灭绝之灾。他通过卖柠檬水、鲜花和T恤衫，以及组织溜冰派对和车库甩卖，筹款超过1.4万美元，用以购买能够定位和保护猎豹的GPS项圈。乔里斯把筹集到的钱全部捐给了纳米比亚的一个野生动物保护组织。过去三年的每个夏天，乔里斯和他的妈妈都在那里做志愿者。“我知道每个人都可以有所作为，就算你只是个小孩子也一样，”乔里斯说，“你只需要先迈出第一步。”

杰克和麦克斯是一对14岁的双胞胎，他们发布了一个叫Kids That Do Good的网络数据库，让年轻人能够根据自己的年龄、兴趣或位置搜索到适合的志愿服务机会。这一切始于兄弟俩跟着一位家庭朋友制作餐食，送给无家可归的人。“我们想让他带着我们一起去送餐，但是当他去询问时，别人却告诉他：‘不行，两个孩子年纪实在太小了。’”麦克斯说。也就是那时起，他们决定创建这个网站。现在，网站有日均100人次的访问量，还有越来越多的组织希望能被列入该网站，比如动物庇护所和城市农业组织。

17岁的杰克逊一直以来都很关注塑料污染的问题。他担任一个环保社团的主席。今年，为了提高人们的水权意识，他在奥兰治县组织了一次游行。杰克逊还在家乡的镇上领导了一场运动，推广使用可重复利用的矿泉水瓶。“我们的团队正在敦促当地餐厅以更多地出售纸质水瓶的方式加入到我们的运动中来。”

20岁的肖萌是北京的一名学生，也是故宫300人志愿导游团队中的一员。她和其他游客一样在故宫中游逛，不同的是她戴着一张红色的“志愿者”卡片。她花了将近三个月的时间，记住了故宫博物院钟表馆里176个钟表的每一处细节。肖萌说她喜欢待在这些曾经住过25位皇帝的建筑里。“每一块砖瓦都诉说着故事。”她说。

有时你会担心自己的成绩，或者因为没有最贵的运动鞋、最新款的电子游戏而感到懊恼。志愿服务能够让你珍惜拥有的一切，并且关注生命中真正重要的事。

## 我从坦桑尼亚公益之旅学到什么

几年前，我参加了我所在的私立女子寄宿学校组织的坦桑尼亚公益旅行。我们的队伍由15名学生和几位老师组成，学生大多数是白人孩子。旅行花费约3000美元，包含在一家孤儿院志愿服务的一周，几场临时拼凑的足球比赛，以及为期一周的野外观兽旅行。

我们在孤儿院的任务是建一座图书馆。但结果是，我们这样一群接受过良好教育的高中生没能达成使命。我们连最基本的建筑活都做得很糟糕。我后来发现，请的当地工人每天晚上都要悄悄地回来拆掉我们的烂摊子，重新建造。我们的费用用来建了不止一个图书馆，而是两个——一个是我们白天试图建造的图书馆，另一个是工人们每天晚上偷偷建造、用来取代它的图书馆。我们在这里唯一的任务基本上失败了。早知如此，还不如我们把钱给孤儿院，让他们雇当地人来做这项工作。

或许更令人尴尬的是我连最简单的赠送礼物环节也出错了。

在坦桑尼亚行之前的几个月里，我们募捐了数百件物品，打算作为礼物带给孤儿院的女孩们。大多数礼物都与学习和健康有关，但是我们也募集了很多发型设计产品。打我记事起，我总是在手腕上套着一个发带，所以我觉得给她们送一些发带也是合情合理的。我总是需要发带，那么非洲女孩怎么会不需要呢？而且，发带也很可爱时尚。

然而，当我们到达孤儿学校，看到穿着崭新校服的漂亮女孩时，我们意识到之前的想法完全偏离实际。我不知道原来留平头是坦桑尼亚女生校服装束惯例的一部分。学校领导对女生的头发有着十分严格的规定。后来我们才得知，学校认为这种发型能够提高效率，使得学生将注意力集中在学习上，而且有利于个人卫生。

要是我能用上手里所有的资料，花个20分钟时间研究一下坦桑尼亚女学生的穿着，我肯定能想出一个更好的主意。

我参加的这类公益旅行近来受到了相当多的批评，这也是有原因的。我从中吸取到的经验教训是：如果你带着援助和改善当地社区的目的去旅行，那么应该先做好调查。不要想当然地认为你珍视和喜爱的东西，另一个国家的人们也同样地珍视和喜爱。

## Unit 3

### “坚忍号” 南极英雄欧内斯特·沙克尔顿的传奇故事

故事始于1914年刊登在一份英国报纸上的一则广告：“冒险之旅招募人手，报酬微薄，气候苦寒，数月不见天日，危险不断，不确定能否安全返程。”

刊登这则广告的人正是探险家欧内斯特·沙克尔顿。他计划从威德尔海出发，经过南极点，横穿南极洲，到达罗斯海，完成前无古人之壮举。超过5000人申请加入征程，最终只有28人入选。

1914年8月8日，沙克尔顿的探险船“坚忍号”从英国出发，于12月到达威德尔海。当时正值南极夏季，但天气极端恶劣。1915年1月17日，“坚忍号”被坚冰围困，沙克尔顿和他的同伴们动弹不得，不得不在极其寒冷、一片漆黑的冰原上等待了足足八个月。

终于，春天来了，但是也带来了灾难。随着冰面融化，探险船裂成两半。全体船员不得不弃船，在冰面上扎营度过两个月。1915年11月21日，“坚忍号”最终沉入海底，沙克尔顿和他的队友们在一块浮冰上艰难求生。最后那块浮冰也融化了，沙克尔顿将他的船员分别安置到三艘小救生船上，前往最近的陆地。

在海上漂流了五天后，他们到达象岛。此时，所有人都冻得瑟瑟发抖，疲惫不堪，因长途航行与食物匮乏而身体虚弱。在这个人迹罕至之地，他们毫无得救的机会，因此沙克尔顿决定继续前往南乔治亚岛。他知道那里有一座挪威人的捕鲸站，可以从那获得救助。但是南乔治亚岛距离此处有1300公里的航程。沙克尔顿挑选了五个人和他一起乘坐一艘仅七米长的小救生船前往南乔治亚岛，剩下的人则留在象岛。

经过令人精疲力竭的15天，在时速60公里的狂风和最高可达15米的巨浪中，沙克尔顿一行六人最终抵达南乔治亚岛。但由于天气险恶，他们两天后才登上岛。而即便登岛，他们的旅程远未结束。捕鲸站在这座多山岛屿的另一侧，距离他们60公里。在此之前，从未有人徒步横穿过南乔治亚岛。

而这些人持续行进了36小时。他们没有帐篷，每次停下只能短暂休息几分钟——如果睡着，他们就会被冻死。饥寒交迫中，他们终于到达捕鲸站。

1916年8月30日，也就是在他们开始南极征程的两年后，沙克尔顿和他的队友乘坐智利政府提供的小船，回到了象岛。其余23人仍然在岛上等着他们。不可思议的是，整个探险队无一丧生。

沙克尔顿甚至重返南极。1921年，他再次起航，环绕南极洲航行，但是于1922年在旅程中不幸逝世。他被安葬在南乔治亚岛，以其杰出的领导才能和超乎常人的坚忍被历史铭记。

## 我的第一次航海之旅

这期间海面一直狂风暴雨大作，大浪滔天。尽管这与我之后经常看到的景象或者是我几天后看到的相比，简直不值一提，但也足以给我留下极为深刻的印象，因为当时我还是个年轻的水手，对大海可以说是一无所知。我总觉得每次巨浪都会把我们吞没；每当船陷入海浪深处，我都以为我们再也上不来了。

在这种精神紧张的情况下，我作出许多承诺，并且下定决心，如果我能在此次航行中侥幸存活，如果我能够再次踏上陆地，我将立刻回家去见我的父亲，一辈子都不会再踏上任何一条船。我决定要听从父亲的建议，绝不再让自己身处这样绝望的境地。我现在明白他对人生中庸之道的看法是多么合理，也认识到他的一生是多么安逸舒适：他从来没有经历过海上的狂风暴雨和岸上的艰难困苦。因此，我决心回家去见我的父亲。

这些想法在暴风雨期间一直萦绕在我脑海中，甚至持续到暴风雨结束之后的一段时间；虽然在那第二天，风力减弱，海面趋于平静，我也渐渐适应了这种环境。然而，那一整天我都十分紧张严肃，也仍然有些晕船；后来，天气转好，风也渐渐平息，傍晚美好晴朗——夕阳从极其澄澈的天空中落下，翌日清晨又从依然澄澈的天空中升起。风平浪静，阳光洒在平滑如镜的海面上，我想这是我见过的最令人愉悦的景象。

晚上我睡得很好，也不再晕船，而是心情明快，惊奇地看着前一天还波涛汹涌的大海，现在却是如此的平静迷人。这时，我那位曾经说服我出海的朋友走了过来，确认我是否打消了回家去见父亲的念头。

“鲍勃，”他拍了拍我的肩膀说，“经过这次，你的感觉如何？我猜你昨天晚上一定吓坏了，是不是？昨晚的暴风雨只是吹了一点小风。”

“你管那个叫‘一点小风’？”我说，“那是场可怕的暴风雨！”

“暴风雨？你这个傻瓜，”他回答道，“你管那个叫暴风雨？哎呀，那根本没什么大不了的。只要有一艘好船，我们根本不会把这种小风放在眼里！你还是一个新手船员，鲍勃。嘿，让我们忘了这些事吧。难道你没看见现在的天气有多么怡人吗？”

## Unit 4

### 穹顶，惬意的穹顶！

无惧多变天气，太阳能供电，彻底摆脱家务烦恼！

想象一下，有这样一间房子，能够自我清洁，机器人会帮你准备一日三餐，除尘、熨衣以及一切需要自己动手做的事情都成为过去。想象一下，给这样一间房子供暖和供电所需的能量仅相当于一个燃气灶头消耗的能量，你甚至还可以在这间房子里滑雪……你以为是科幻小说？不，科技让一切皆有可能！

首先，这种未来房屋将建在室内。小片的住宅群落将散布在巨大的玻璃穹顶之下，穹顶四周环绕着茂密的树木和灌木丛。热带鸟类将生活在由电脑控制的恒温环境中，在屋顶间飞掠而过。

花园将建在阁楼上，屋顶则由玻璃制成。这样一来，花坛、灌木和草坪得以在原本我们储存无用杂物的闲置空间中欣欣向荣。

房子可以根据个人喜好定制风格与大小。因为建在室内，所以给房子供暖只需要极少的能量。大部分电力将来自穹顶（也就是圆形屋顶）上的太阳能电池板。

忘掉房门钥匙。只要听到它能识别的声音，你家房门就会自动打开。你的超先进管家——终极家庭电脑——监管着房屋的安全。这个考虑周全的电子管家将管理包括温度、湿度、光照、家电装置和卫生清洁等在内的一切。它可以支付账单，订购送货上门的食物，还可以帮你预订假期行程，向图书馆预约借书，甚至帮你做填字游戏！

想举办一场派对？只需要移动墙体就能让客厅变得更宽敞。客人离开后，再让客厅恢复原样即可。只需按下一个按钮，墙体就可以前后移动。

要洗的衣物怎么办呢？多亏有易打理的新型织物，只需把衣服放进一体式洗衣机中，清洗结束后衣服拿出来就可以直接穿了。什么？没有电源插座？每个房间都将有一面电源墙，你可以直接将电子设备连接到墙上进行充电。

过时的掸子也会从生活中消失——空气经过滤之后还会带有你最爱的香味。

房子里还有充足的空间让你玩得尽兴！起居室的门就是通向无尽冒险世界的入口。无聊的时候，模拟器可以提供任何你想要的体验，从划船到冲浪再到滑雪，应有尽有。

不管你喜爱还是厌恶，这样的未来房屋终将成为现实。

## 2050

灯自动打开了。现在是早上6点50分，房间唤醒了我。我睡眼惺忪地从衣橱里找出校服穿上。校服前一天晚上就已经由我们的家庭管家莉娜X15清洗干净，熨烫平整，并挂进衣橱。在我年纪还小的时候，莉娜X15是我的保姆。从我出生起她就一直在我的身边。那时，我的父母没有时间养育小孩，而正如广告所言，莉娜作为一个可靠的帮手，可以照顾我。这也是我父母购买她的原因。如今，几乎人人都有一个X15。

我走进厨房。早餐已经摆在桌上等着我了——每次都是一样，按计划来，而且是额定分量。政府说我们的星球承受不了过多的人口。食物都经实验室培育，而且每家每户只能获得刚好够吃的分量，不多也不少。妈妈总说起以前的日子，那时人们还有菜园子，能去市集买食物；动物生活在野外，而不是被关在严格管控的动物园里。我只知道这些了。

机器人现在随处可见；人们通常称它们为“佐易得”。当它们在2030年初次上市时，每个人都想拥有一台。二十年后的今天，它们已经接管了一切。它们几乎能做所有事。它们在实验室和工厂里工作，修补牙齿，还可以做手术。我爸爸以前是一名外科医生，但是后来他们发现“佐易得”做手术能比人类更出色。我猜是因为它们出错的概率更低。

我走到窗边，看向窗外的风景。目之所及都是鳞次栉比的建筑和相互交错的隧道。一座座灰暗的摩天大楼，全都一模一样。我可以看见我的学校——就在右边，但看起来和其他建筑没有任何区别。今天会有一位来自洛杉矶的授课老师给我们介绍北极熊和大象等多种动物的灭绝情况。我觉得很奇怪，即便科技已经如此发达，我们却还是不能挽救这些动物。

感觉到肩膀被拍了拍，我转过身。

“该去上学了，”莉娜说。她那金属质感的声音回荡在房间里。“不要迟到了。”

“马上就去了，”我回答道，“我会在下午6点之前回来。”

我冲出门去，下降60层楼，跟上了同幢楼里的其他孩子。我们总是走过隧道去上学，总是呼吸着循环使用的空气。我们是从来没有去过外面世界的孩子。我想知道外面的世界是什么样的。或许莉娜可以解释给我听。

## 未选择的路

黄色的树林里分出两条路，  
可惜我不能同时去涉足，  
我在那路口久久伫立，  
我向着一条路极目望去，  
直到它消失在丛林深处。

但我却选择了另外一条路，  
它荒草萋萋，十分幽寂，  
显得更诱人，更美丽；  
虽然在这条小路上，  
很少留下旅人的足迹。

那天清晨落叶满地，  
两条路都未经脚印污染。  
呵，留下一条路等改日再见！  
但我知道路径延绵无尽头，  
恐怕我难以再回返。

也许多年后在某个地方，  
我将轻声叹息将往事回顾：  
一片树林里分出两条路——  
而我选择了人迹更少的一条，  
从此决定了我一生的道路。

(顾子欣 译)

## 论读书

读书足以怡情，足以博彩，足以长才。其怡情也，最见于独处幽居之时；其博彩也，最见于高谈阔论之中；其长才也，最见于处事判事之际。练达之士虽能分别处理细事或一一辨别枝节，然纵观统筹、全局策划，则舍好学深思者莫属。读书费时过多易惰，文采藻饰太盛则矫，全凭条文断事乃学究故态。读书补天然之不足，经验又补读书之不足，盖天生才干犹如自然花草，读书然后知如何修剪移接；而书中所示，如不以经验范之，则又大而无当。有一技之长者鄙读书，无知者羡读书，唯明智之士用读书，然书并不以用处告人，用书之智不在书中，而在书外，全凭观察得之。读书时不可存心劫难作者，不可尽信书上所言，亦不可只为寻章摘句，而应推敲细思。书有可浅尝者，有可吞食者，少数则须咀嚼消化。换言之，有只须读其部分者，有只须大体涉猎者，少数则须全读，读时须全神贯注，孜孜不倦。书亦可请人代读，取其所作摘要，但只限题材较次或价值不高者，否则书经提炼犹如水经蒸馏，淡而无味矣。读书使人充实，讨论使人机智，笔记使人准确。因此不常作笔记者须记忆特强，不常讨论者须天生聪颖，不常读书者须欺世有术，始能无知而显有知。读史使人明智，读诗使人灵秀，数学使人周密，科学使人深刻，伦理学使人庄重，逻辑修辞之学使人善辩。

(王佐良译)

## 附录二

练习部分录音文本和参考答案

### Unit 1 Learning for Life

#### Grammar in Use

##### Section A

- |                                |                   |                                   |
|--------------------------------|-------------------|-----------------------------------|
| (1) benefits                   | (2) reached       | (3) had kept / kept               |
| (4) has been making / has made | (5) had published | (6) will be enjoying / will enjoy |

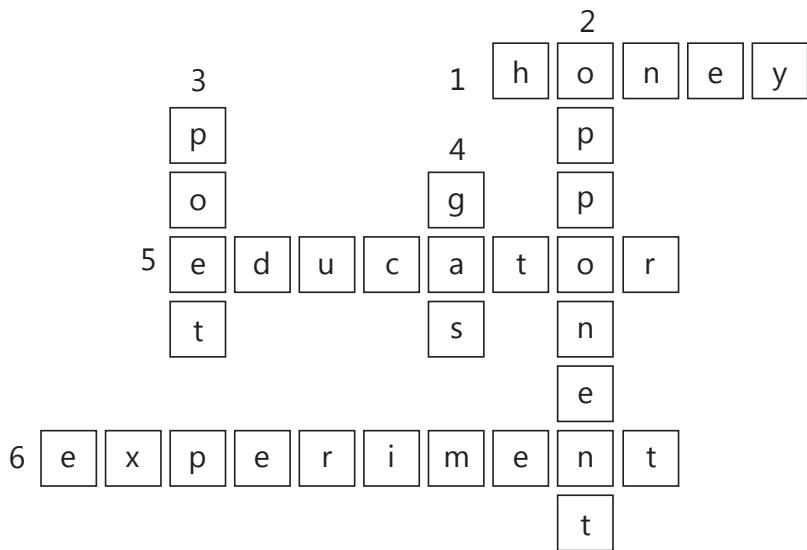
##### Section B

(Answer for reference)

Before I became a high school student, I had been a member of the drawing club for many years. I have been learning drawing in a tutorial centre after school for a long time. This time next year, I will be drawing with my classmates, preparing for an international drawing contest.

#### Vocabulary Focus

##### Section A



##### Section B

- |                    |             |               |             |                 |
|--------------------|-------------|---------------|-------------|-----------------|
| (1) responsibility | (2) gather  | (3) conducted | (4) process | (5) practically |
| (6) achieve        | (7) sharpen | (8) effective | (9) natural | (10) developed  |

#### Listening and Viewing

##### Section A

###### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. W: Finally, we're done with this semester!  
M: Woohoo! It's been quite a rough ride.  
W: But an unforgettable one, isn't it?  
Q: What does the man think of this semester?
2. M: Look at you! Are you reading a book? This is not a study hall. So many customers over there.  
W: Sorry, boss. I got it. A few more tables need to be served. I'm going there right now.  
Q: Where does the conversation most probably take place?
3. M: I'm too tired to have extra lessons at weekends. Is it worth investing so much in education?  
W: If you think education is expensive, try ignorance. Remember, you are the future of our family.  
Q: What is the most probable relationship between the two speakers?
4. W: That is Xiao Qiang. Some people ask "why." He asks "why not."  
M: Yeah. He's got this almost scientific mind with a thirst for knowledge. He's like little Einstein.  
Q: What do we know about Xiao Qiang from the conversation?
5. W: I heard you spoke wonderful Chinese in the film.  
M: I did learn some for the film. But it was more like singing. I never knew exactly what I was saying.  
Q: What can we learn about the man from the conversation?

#### Key to Section A

1. B                  2. C                  3. A                  4. D                  5. C

#### Section B

##### Script

Listen and complete the tasks.

###### • Task 1

Listen to the story of a Japanese woman Takamizawa and fill in the blanks according to what you hear. The story will be read twice.

Setsuko Takamizawa, at the age of 91, is learning English with the help of her family. She hopes to use the language at the Olympic Games in Tokyo. Takamizawa was one of the more than 200,000 people who requested to volunteer for Tokyo's Games. English is not required for service, but it is a helpful skill for volunteers to have. And Takamizawa had not been able to learn the language when she was young. She said, "I was in high school in 1939. And in my second year there, English was banned because it was the enemy language."

Takamizawa said that her grandchildren helped to persuade her she was not too old to learn. "When I talked to my grandchildren about my wish, they said it's not too late and they would teach me one word a day. It's going to be a good challenge for me."

Natsuko is Takamizawa's granddaughter and main English teacher. She sends a new English word to her grandmother's phone every day. They also often work together directly on the phrases that Takamizawa will need for the Olympics. "Welcome to Tokyo. This is the Olympic stadium. How can I help you?" Takamizawa answers when asked to say an English phrase she has learned. Natsuko

explains that she wanted to give her grandmother something to enjoy. “I can clearly see her English is getting better. It’s my joy now.”

Takamizawa hopes Japanese people can become more open to the rest of the world. She says that people in Japan should act not only as Japanese citizens, but also as “global members” of the Earth. When Japan last held the Summer Olympics in 1964, Takamizawa was too busy raising a family to go to any events. Takamizawa said she never thought the Olympics would happen in Tokyo twice in her lifetime.

### Key to Section B

- **Task 1**

- |                 |               |                       |
|-----------------|---------------|-----------------------|
| (1) volunteer   | (2) banned    | (3) her granddaughter |
| (4) the phrases | (5) more open | (6) global members    |

- **Task 2**

*(Answer for reference)*

It’s never too late to learn.

### Section C



- **Task 1**

“In the old days, we could say let’s go to school, get qualified for a job, enter the labour market and that’s the job of learning done. We need people to learn how to learn because learning is going to be a feature of the transitions they’re going to go through throughout their lives.”

- **Task 2**

“In the old days, we could say let’s go to school, get qualified for a job, enter the labour market and that’s the job of learning done. We need people to learn how to learn because learning is going to be a feature of the transitions they’re going to go through throughout their lives.”

Lifelong learning affects us all. It is central to managing the transitions we face over the life cycle, from early childhood and basic education to adult learning and upskilling and reskilling to take advantage of change. It is a global concept applying to developed and developing economies. And it requires the active engagement and support of governments, employers and workers.

How do we adapt lifelong learning to our new reality? There’s no one-size-fits-all strategy. But there are things we can do: develop foundational and core work skills; coherent and affordable financial and non-financial incentives; improve vocational guidance and labour market data; recognise both formal and informal skills learning; improve coordination and ensure equitable access to learning.

Today, there is a renewed interest in lifelong learning. It’s a major goal of the United Nations Agenda for Sustainable Development. And the Global Commission on the Future of Work has called for formal recognition of an entitlement to lifelong learning.

Ultimately, lifelong learning is the key for people to be able to benefit from new ways of working. And it will light the path on our journey to a brighter future of work.

### **Key to Section C**

- Task 1**

(Answers may vary.)

He believes learning how to learn is a must for people.

- Task 2**

- |                    |                 |                             |              |
|--------------------|-----------------|-----------------------------|--------------|
| (1) adult learning | (2) governments | (3) employers               | (4) Data     |
| (5) Coordination   | (6) Sustainable | (7) be able to benefit from | (8) Lighting |

### **Reading and Viewing**

#### **Section A**

1. D          2. B          3. C          4. D

#### **Section B**

- (1) F          (2) E          (3) D          (4) B

### **Integrated Tasks**

#### **Section A**

- Task 1**

(Answer for reference)

1. 一个团队想要真正获得成功，其中的每位成员都需要展示领导力。
2. 小组内的所有成员都需要通过积极的方式训练沟通能力。
3. 当学生学会与队友交谈并积极倾顿时，他们的工作质量就会提高。

- Task 2**

(Answer for reference)

1. Students can learn to trust each other, practise leadership skills, practise communicating, and develop conflict management skills and decision-making skills.
2. (Answers may vary.)



**the least important**

**the most important**

Your reason(s): I think practising communication skills in a group is the most important because effective and efficient communication is vital to cooperative work. You will communicate with each other to set up a common goal and then make sure everything is going on smoothly as planned. If problems or conflicts arise, effective communication is also the best tool in dealing with them.

## **Section B**

- **Task 1**

(Answer for reference)

1. It can give your mind the opportunities to work at its best and stop doing demanding work during less efficient time.
2. Night owls are those who like to be active late at night. They can work best at that period of time.

- **Task 2**

- (1) Morning people
- (2) Focusing on one specific piece of work for your regular travel back home from work and getting prepared for it in advance.
- (3) Night owls
- (4) Fully using the late hours each day.

- **Task 3**

(Answer for reference)

Your learning style: <u>morning people</u>	Your classmate's style: <u>evening people</u>
Your experience:  Every weekday, I get up very early at about 6 a.m. and enjoy my breakfast, so I have some free time before starting my busy day. I find it easier to be attentive in the morning.	His/Her experience:  My classmate Ben often feels sleepy in the morning, but he is sharp-minded and energetic from 5 p.m. to 8 p.m. He can finish almost all the homework during that period of time.

## **Extended Reading**

### **Pre-reading question**

(Answer for reference)

She is the first Chinese to win the Nobel Prize for Medicine.

### **Food for thought**

1. She found a cure for malaria and brought it to the world, saving millions of people's lives.

2. (Answer for reference)

The author first talks about the achievements of Tu Youyou and then introduces her life stories about how she managed to develop Artemisinin to cure malaria. Finally, the author concludes the passage with comments on her great achievements.

3. (Answer for reference)

- (1) brave/selfless

Reason: She was willing to risk her own life to find a cure for malaria and bring it to the world.

- (2) self-disciplined

Reason: With over 2,000 preparations to choose from, this was a huge task. But she was very self-disciplined, and she overcame the difficulties by herself.

(3) persevering/hardworking

Reason: Despite the hardships, she never gave up the hope that a cure was just around the corner. She had tested 200 compounds and tried countless experiments before her final success.

(4) dedicated

Reason: She devoted her life to perfecting the drug.

4. *(Answer for reference)*

What impresses me most is Tu Youyou's life stories about how she succeeded. Before her final success in finding a cure for malaria, she had gone through countless hardships, and she never gave up. As a student, one of my goals is to be admitted to a key university after graduation. But during my learning process, I have encountered a lot of difficulties, low scores, peer pressure, etc. Sometimes, when I feel frustrated, I want to give up. Tu Youyou just sets an example for me. It's perseverance that matters. I should be as perseverant as her, believing the light of success is just around the corner. Keep working hard. Keep trying!

**Challenge**

*(Answer for reference)*

Dear Editor,

I'm writing to recommend to you a great scientist who is worth being posted on your website. He is Qian Xuesen, the father of China's missile and space programmes. He made significant contributions to the development of China's rockets, missiles and the first man-made satellite. He was also very patriotic. He gave up his high salary and comfortable life in the US, and overcame all the difficulties and finally made his way back to China, devoting his life to rebuilding his motherland. He was, and will always be the pride of China. That's why I strongly recommend him. I'm expecting to see this great figure on your website. Thank you!

Sincerely yours,  
Xiao Ming

## Unit 2 Volunteering

### Grammar in Use

#### Section A

- |                  |                |                     |           |
|------------------|----------------|---------------------|-----------|
| (1) if / whether | (2) how        | (3) what / whatever | (4) which |
| (5) which        | (6) that / (/) | (7) whoever         |           |

#### Section B

(Answer for reference)

- (1) whatever questions we raised / had raised
- (2) that the children / so many people came to watch us (do this / wash clothes)
- (3) (that) there was so much we could do for those little children / there was so much we could do together with those little children
- (4) whether/how I could/would be a qualified/successful/satisfying volunteer

### Vocabulary Focus

#### Section A

- |               |               |                       |
|---------------|---------------|-----------------------|
| (1) promoting | (2) regulated | (3) consist of        |
| (4) intention | (5) launched  | (6) make a difference |

#### Section B

- |                   |               |               |           |
|-------------------|---------------|---------------|-----------|
| (1) consists      | (2) orphanage | (3) raised    | (4) aware |
| (5) organisations | (6) earned    | (7) considers | (8) truly |

### 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: Mum, can you wake me up at 6 tomorrow morning?  
W: No problem. But what drives you to get up so early?  
M: I have a volunteer interview at 08:30 in the city centre. I need to arrive at the Students' Union Centre half an hour before the appointed time.  
Q: When is the man supposed to arrive at the Students' Union Centre tomorrow?
2. W: Today, we have learned the difference between “raise” and “rise.” Who can give me an example to show their difference? Any volunteers?  
M: Let me try. We should say “raise your hand” instead of “rise your hand.”  
Q: What is the most probable relationship between the two speakers?
3. W: How was your volunteering experience in Yunnan?  
M: It was really impressive. The children took an active part in the activities in class. When I was about to leave, they cried out loud and asked me to stay. I was really touched.  
Q: What does the man mean?

4. W: Our volunteer programme in Gansu is to help those local students to improve their English.  
Have you had any similar experiences before?  
M: Yes. I volunteered to work as a translator for a community school last summer.  
Q: What are the two speakers mainly talking about?  
5. W: We've got your application. Now, would you please tell us something about your hobbies and personality?  
M: Sure. I like writing and programming although I am not really good at the latter. As for my personality, I am quite outgoing and have a strong sense of responsibility.  
Q: What can we learn from the conversation?

#### Key to Section A

1. C            2. B            3. A            4. D            5. A

#### Section B

##### Script

Listen to an interview and complete the tasks.

- **Task 1**

Listen to the first part of the interview once and complete the interviewer's table. Write ONLY ONE WORD for each blank.

W: Tim, congratulations! You have been awarded the Volunteer Star of our volunteer programme this year. Can I ask you a few questions?

M: Thanks. It is really a great honour for me.

W: When did you start volunteering?

M: About ten years ago. At that time, I volunteered to work as a librarian in my college. I gained a lot of happiness and benefited a lot from that experience.

W: That is to say, volunteer work has brought you a lot of happiness and benefits, right?

M: Yes, that's true.

- **Task 2**

Listen to the remaining part of the interview twice and complete the table. Write NO MORE THAN THREE WORDS for each blank.

W: So how about our volunteer programme in Gansu? What impressed you most?

M: It was really a wonderful experience. You know, volunteering abroad is never an easy thing, but I just feel all the efforts we made were rewarding. The children at the orphanage were really amazing. They were so lovely in my eyes. We had various activities together.

W: Sounds wonderful. What did you do together?

M: I taught them English in the morning. I could feel how focused they stayed in my class. In the afternoon, our mission was to paint the desks and chairs for the canteen. We also cleaned the library and organised the dormitories together. I was really impressed by their creativity and passion.

W: I can sense your love for those children. Any advice for our new volunteer programme applicants?

M: The most important thing is that we should never underestimate the power of every individual volunteer. As long as we work together, we can make a great difference.

W: Yes. Thank you for your time and I do appreciate your contributions to our volunteer programme. See you at the award ceremony.

M: My pleasure. See you.

#### Key to Section B

- **Task 1**

(1) 10 / ten                      (2) college                      (3) librarian                      (4) benefits

- **Task 2**

(5) wonderful experience                      (6) Activities / Various activities

(7) Organising the dormitories                      (8) underestimate

#### Section C

##### Script

- **Task 1**

I want to make a difference to our planet by volunteering in conservation and environmental efforts in my community.

I am a volunteer in Roshan Learning Centre which is a Persian-speaking refugee asylum in education.

I volunteer because of the amazing sense of accomplishment I feel while helping others in different socio-economic circumstances.

I want to help the community and the people in our community.

So, I volunteer in an organisation which is involved in giving opportunities to village women to make creative pieces and then sell them to people and then use that money to educate their children.

I think volunteering is really important because you can help others while at the same time bringing smiling faces to the world.

We are here for our community service and we are trying to encourage other people in our surroundings so that they can be also encouraged to do community service.

Volunteering creates a better future for everyone by the actions each person makes today.

We need to volunteer because by giving back, we will receive more. So, go volunteering.

#### Key to Section C

- **Task 1**

(Answer for reference)

International Volunteer Day / Volunteers Around the World

- **Task 2**

(1) amazing sense                      (2) village women                      (3) bringing smiling faces

(4) do community service                      (5) by giving back

- **Task 3**

(Answer for reference)

I'd like to work as a volunteer to take care of those homeless animals in my school because I often see them wandering and looking for food. I believe my volunteer work can help those poor animals and arouse more people's awareness of being kind to animals and being a responsible pet owner.

## **Reading and Viewing**

### **Section A**

- **Task 1**

(Answer for reference)

They are probably collecting donations from people in or near their community.

- **Task 2**

1. C                  2. B                  3. A                  4. C

### **Section B**

(1) E                  (2) A                  (3) C                  (4) B

## **Integrated Tasks**

### **Section A**

- (1) searching for volunteer opportunities
- (2) protect endangered species from the threat of extinction
- (3) As is known to all, / As we all know, / It is known to all that wildlife plays a major role in keeping the balance of nature
- (4) it is by applying the best science and technology available and working closely with local communities that we have saved the marvellous collection of life on our planet
- (5) We also plan to cooperate with more communities and launch various campaigns to raise the public's awareness of protecting wildlife
- (6) Just as an old saying goes

### **Section B**

(Answer for reference)

Quotation 1: No beauty shines brighter than that of a good heart.

Understanding: When someone possesses a good heart, that is, he/she always cares about others, it automatically makes him/her look more beautiful.

Quotation 2: Volunteers do not necessarily have the time; they just have the heart.

Understanding: Even really busy people who can barely spare the time will nevertheless volunteer, provided that they have the desire to help others.

## **Section C**

(Answer for reference)

Dear Sir/Madam,

On hearing the news that our community is recruiting volunteers, I feel quite excited and can't wait to be a volunteer at the animal shelter.

As a saying goes, "To love animals is to love ourselves." Actually, we coexist with animals. We are all part of the world. Homeless animals, for whatever reasons they become homeless, deserve our care and love. Thanks to the animal shelter, those animals can be adopted in a warm home.

If I become a volunteer, I'll take care of homeless animals in my spare time. I'll also try to acquire more medical knowledge by attending training sessions, thus giving homeless animals more effective help. Furthermore, I plan to launch some activities to raise public awareness of animal care. No beauty shines brighter than that of a good heart. I believe, if we all have a heart of gold and take action, the number of homeless animals can definitely be reduced with our joint efforts.

Many thanks for your attention. I will be looking forward to your reply.

Sincerely yours,  
Jack

## **Extended Reading**

### **Pre-reading question**

(Answer for reference)

Yes, I have.

Question 1: Why do you want to join in this volunteer programme?

Question 2: Can you briefly introduce yourself?

### **Food for thought**

1. (Answer for reference)

- |                                     |                                |
|-------------------------------------|--------------------------------|
| (1) Share/Highlight Your Motivation | (2) Present/Mention>Show/Share |
| (3) reason(s)                       | (4) Ask questions              |

2. (Answer for reference)

Yes. Because an interviewee's motivation conveys a lot of useful information to a recruiter, such as his/her eagerness, attitude, efforts, etc. Thus, it can help recruiters decide whether to accept his/her application.

### **Challenge**

(Answer for reference)

Tip 1: Be confident and try to highlight your strengths.

Tip 2: Prepare a sincere self-introduction and a well-designed résumé.

Tip 3: List some questions that interviewers may ask and show your eagerness to get the position in the interview.

## Unit 3 Adventuring

### Grammar in Use

#### Section A

- |                                  |                                   |                  |
|----------------------------------|-----------------------------------|------------------|
| (1) had been proved / had proved | (2) were being given / were given | (3) was inspired |
| (4) had been spent / was spent   | (5) was focused / focused         |                  |

#### Section B

- |                                    |   |
|------------------------------------|---|
| (1) had been asked to help them    | (2) had been captured by ape-men            |
| (3) were helped by the chief's son | (4) were being treated as conquering heroes |

### Vocabulary Focus

#### Section A

- |             |                       |              |                |             |
|-------------|-----------------------|--------------|----------------|-------------|
| (1) sailors | (2) set out / set off | (3) marching | (4) frightened | (5) abandon |
|-------------|-----------------------|--------------|----------------|-------------|

#### Section B

- |              |              |            |               |              |
|--------------|--------------|------------|---------------|--------------|
| (1) disaster | (2) survival | (3) rescue | (4) explorer  | (5) freezing |
| (6) purchase | (7) shelter  | (8) hiking | (9) situation |              |

### Listening and Viewing

#### Section A

##### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. W: Have you heard about the remarkable gap year of John Wilson? I am envious of his rich experience!  
M: Yes! He travelled hundreds of miles, from New York to Maryland and after staying in Florida for two months, he even spent the last few weeks of his gap year in Hawaii! What a wonderful journey!  
Q: What was John Wilson's last stop?
2. W: Hey, Ryan! I heard you just came back from your journey. It must have been awesome!  
M: Well, I had expected it to be relaxing, but it turned out really exhausting. I should have made more preparations so that it was worth what I spent.  
Q: How did the man feel about his journey?
3. W: Be careful! Don't step on my foot! If you cannot see things clearly, just use your torch!  
M: Sorry, I was focusing on the path, but its surface is a little bit slippery and the beautiful scenery here just took my attention away!  
Q: What are the two speakers most probably doing?
4. W: There are so many exciting extreme sports facilities in this amusement park. Come on! Let's have a try!  
M: Well, rock climbing will wear me out, and I nearly drowned myself the first time I jumped into the sea. Bungee jumping is cool, and people usually get hurt when they are roller skating.  
Q: Which of the extreme sports will the man most probably try?

5. W: You are just running behind your expenses! Could you try to give up your adventurous spirit, and do something practical in the coming summer holiday?

M: Do you think it impractical to continue my dream of travelling around the world rather than working part-time?

Q: What are the two speakers mainly talking about?

#### Key to Section A

1. D

2. B

3. C

4. B

5. A

#### Section B

##### Script

Listen and complete the tasks.

- **Task 1**

Listen to the passage once and write down the three adventurers' contributions to the world.

There are many people throughout history who had the spirit of an adventurer and decided to explore the unknown. In some cases, they risked their lives to make their contributions recognised by the world. The names of these great pioneers will remain important for centuries to come as the most famous explorers of all time. Today, I will introduce to you three adventurers and their contributions for the sake of humankind.

Neil Armstrong was the first human being to walk on the moon. In 1969, the whole world heard these words, "That's one small step for a man, one giant leap for mankind." Before becoming an astronaut, he was a test pilot.

Marco Polo explored Asia and was the first European to meet Kublai Khan, an emperor of the Yuan Dynasty. The name of Venice native Marco Polo is forever linked to the world of exploration. In a book entitled *The Travels of Marco Polo*, the adventures and journey of the man is detailed.

Vasco da Gama was famous for his role in the Age of Discovery. This Portuguese explorer was commander of one of the sailing ships that headed for India from Europe. As one of the pioneers of the Age of Exploration, he became Governor of India in 1524.

- **Task 2**

Listen to the passage again and complete the table. While listening, take notes with symbols and abbreviations. One example is given.

#### Key to Section B

- **Task 1**

1. the first human being to walk on the moon
2. explored Asia and was the first European
3. his role in the Age of Discovery

- **Task 2**

(1) astronaut    (2) emperor    (3) the world of exploration    (4) pioneers    (5) Governor of India

Symbols/Abbreviations

astro ...

(Answers may vary.)

## Section C

### Script

- **Task 2**

The world is full of mysteries, puzzles, waiting to be unlocked. In each of us, there is an innate curiosity that compels us to explore and care, that is the human spirit. Meet the 2016 Adventurers of the Year. We find inspiration in our backyard, extend ourselves in time and meaning, and challenge what was once thought impossible. We illuminate the blank places on the map and then redefine the future. We create change through action, and relish the tour of limit. We immerse ourselves in order to understand how the world works, push the limits of human endurance and always take the long way home. Be bold, be curious, be a part of something bigger. Be an adventurer.

### Key to Section C

- **Task 1**

1. unlock the mystery	discover the mystery and let it be known	揭开奥秘
2. innate adj.	that you have when you are born	天生的；与生俱来的
3. curiosity n.	a strong desire to know about sth	好奇心
4. compel v.	force sb to do sth	迫使，强迫
5. illuminate v.	make sth clearer or easier to understand	阐明；解释
6. relish v.	to get great pleasure from sth	享受；从……获得乐趣
7. immerse v.	to become or make sb completely involved in sth	(使)深陷于，沉浸在

- **Task 2**

(Answer for reference)

Adventurers:

ski mountaineers, mountaineers, climbers, wilderness protectors, solar pilots, boundary breakers, exploratory kayakers, wildlife heroes, trail runners, and long-distance kayakers.

- **Task 3**

(Answer for reference)

I want to vote for the ski mountaineers. The sport of ski mountaineering involves climbing to a desirable peak and then achieving the descent. Ski mountaineers remind me of a film entitled *Climbers*. In the film, the Chinese climbers scaled the peak of Mount Qomolangma for the first time in the world, which had been thought impossible. In spite of the horrible weather, all the members in the climbing team demonstrated their wisdom, cooperation and perseverance.

- **Task 4**

(Answer for reference)

It's a natural thing that everyone is curious about unknown things, since curiosity is an inborn quality. It leads human beings to explore mysteries by instinct. However, adventurers have many other qualities in common besides curiosity. For example, they are brave, calm, cooperative, and persistent.

## **Reading and Viewing**

### **Section A**

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

### **Section B**

1. By ski lift.
2. She was not as smart as she thought she was.
3. By using climbing skins. It wasn't difficult for her. Because she moved easily and fast and soon disappeared over the rock.
4. Yes, it was difficult for them. Because they stumbled and didn't get the correct way to start.
5. He felt embarrassed and ashamed.
6. Two boys came across a girl who chose to climb up the mountain instead of using the lift at the skiing resort.

### **Section C**

- (1) D                    (2) E                    (3) A                    (4) B

## **Integrated Tasks**

### **Section A**

(Answer for reference)

It is a clear day. Clouds are floating in the sky. The calm sea is dotted with reefs. There are icebergs of different shapes in the distance. A huge ship is sinking slowly. Probably it has crashed against an iceberg beneath the surface of the sea.

### **Section B**

- **Task 1**

(Answer for reference)

- A. 泰坦尼克号是白星航运公司建造的三艘超豪华巨轮中的第二艘。
- B. 然而，爱德华·J. 史密斯船长未意识到这些警告有多么严重，便回房就寝了。
- C. 当史密斯船长意识到泰坦尼克号正在下沉时，他命令启动救生艇，让船上的无线话务员发送求救信号。
- D. After the *Titanic* had sunk, safety regulations were increased to make ships safer.
- E. As the *Titanic* was slowly sinking, the passengers were desperate to get on a lifeboat.
- F. The water was freezing, so anyone stuck in the water for more than a couple of minutes froze / was frozen to death.

- **Task 2**

- (1) D                    (2) A                    (3) B                    (4) C                    (5) E                    (6) F

- **Task 3**

(Answer for reference)

1. How much did it cost to build the *Titanic*?
2. Which ship built by White Star Line was bigger than the *Titanic* at that time?

3. What was the ticket price range of the *Titanic*'s first voyage?
4. Were there any celebrities aboard the *Titanic* on her first voyage?

- **Task 4**

- |                    |            |               |
|--------------------|------------|---------------|
| (1) ignored        | (2) bright | (3) uncovered |
| (4) distress calls | (5) broke  | (6) 1,517     |

- **Task 5**

(Answer for reference)

Before sinking:

A number of wireless warnings were given by other ships about icebergs along their path. However, Captain Edward J. Smith ignored them and retired to his room for the night. The moon was not bright and there were no binoculars available, which meant that the lookouts spotted the iceberg only when it was directly in front of the *Titanic*.

While sinking:

Upon the realisation that the *Titanic* was sinking, Captain Smith ordered the lifeboats to be uncovered and for the wireless operators on board to begin sending distress calls. At first, many of the passengers did not comprehend the seriousness of the situation, so many people were not ready to get into the lifeboats. As it became increasingly obvious that the *Titanic* was sinking, they were desperate. Those remaining on board the *Titanic* reacted in different ways. Some grabbed any object that might float and then jumped into the sea. Others stayed on board because they had determined to die with dignity.

After sinking:

At 2.18 a.m. on 15 April, 1915, the *Titanic* snapped in half and then fully sank two minutes later, losing at least 1,517 lives.

## **Extended Reading**

### **Pre-reading question**

(Answer for reference)

There was a gold rush in California from 1848 to 1855. It brought people from all over the United States and the world there to search for gold. There was another gold rush in the Congo from 1890 to 1915.

### **Food for thought**

1. The population in the west increased, the golden age of clipper ships was created, etc.
2. Travel was very difficult at that time, and people usually spent months crossing the country by different means.

### **Challenge**

(Answer for reference)

To some extent, the California Gold Rush promoted the development of the whole country. In 1848, after gold was found in California, people across the USA and from other parts of the world rushed there, and the number of residents in the west increased sharply. Gradually, new lifestyles

were created. For example, due to the intensive and difficult nature of mining labour, the poor gold diggers needed durable clothes. Therefore, Jeans were naturally welcomed. In the meantime, many new modern cities, such as Los Angeles, San Francisco, and Seattle, were developed during the process of the Westward Movement. Even in today's modern society, jeans are still popular with people from all walks of life.

## Unit 4 Future Living

### Grammar in Use

#### Section A

- (1) when      (2) that / which / (/)      (3) who      (4) which      (5) whose      (6) where

#### Section B

- (1) that/which will still be relevant in the age of robotics  
(2) where / in which people love coming to work  
(3) which we carry with us every day  
(4) which can take on only one task at a time  
(5) (that/which) they need to grow into explorers and inventors

### Vocabulary Focus

#### Section A

- (1) surrounded      (2) on the way      (3) powered      (4) energy      (5) electric

#### Section B

- (1) servant      (2) fancy      (3) leisure      (4) security  
(5) benefit      (6) entirely      (7) referred      (8) constant

### Listening and Viewing

#### Section A

##### Script

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. W: Hey, Rob, do you think that technological development may threaten your job, especially the driverless cars reported recently?  
M: Well, driverless cars may be safer but it will absolutely take away the fun of driving.  
Q: What does the man think of driverless driving?
2. W: Oh ... again, stuck in the traffic jam. Dad, when can those flying cars in the science fiction films come to reality?  
M: Well, maybe not too far away ... A company is investing heavily in this technology.  
Q: Where does the conversation most probably take place?
3. M: Have you watched the fashion show? It's awesome.  
W: Yeah, the models are wearing fake leather, but it looks so real. It is amazing that scientists are able to create materials from pineapple leaves and mushrooms.  
Q: What can be learned from the conversation?
4. W: Wow, read the news about 3D food printing. I can't wait to taste a 3D printed cheeseburger.  
M: Me too. I think 3D food printer will soon become popular. But when you make tasty food with your own hands, you put caring love into it. Will 3D food printing copy that loving care?  
Q: What are the two speakers mainly talking about?

5. M: Hi, Cathy, let me test you. Chauvinist is someone who thinks that their country or race is better than others. So, do you know what technochauvinism is?

W: In my opinion, it is the idea that technology is always the highest and best solution. Or doing something with a computer is always the most objective way.

Q: What does technochauvinism mean according to the conversation?

#### Key to Section A

1. D

2. A

3. B

4. D

5. B

#### Section B

##### Script

Listen and complete the tasks.

- **Task 1**

Listen to the beginning of the passage and predict what is going to be talked about.

Humans will be very different creatures 1,000 years from now. Climate change, artificial intelligence and genetic change are all set to transform our bodies in different ways.

- **Task 2**

Listen to the passage twice and complete the diagram.

Humans will be very different creatures 1,000 years from now. Climate change, artificial intelligence and genetic change are all set to transform our bodies in different ways.

Our faces may also change greatly. We could, for instance, develop red eyes as our DNA changes, and have darker skin as a response to global warming. And foreheads will continue to expand as our brains continue to grow larger. Humans will also be skinnier and taller. Because in this way our body is better able to cool down, or remove heat. In the future, tiny robots will be suddenly integrated into our own bodies, enhancing our abilities. By then, we will become a mixture of biology and machine on the inside.

Technology will cause future generations to grow into intelligent, attractive and strong people. Although that will make us smarter, stronger and better looking, such genetic similarity, or lack of human difference, leaves room for a single new disease of the future, to wipe out the entire human race.

In fact, by 2050, a completely new type of human will evolve as a result of new technology, behaviour, and natural selection. This is according to Cadell Last, a researcher at the Global Brain Institute.

Instead of living fast and dying young, Mr Last believes humans will live slow and die old. Some scientists believe this age could be as high as 120 by 2050. The study predicts that by 2050 a typical male worker, aged 35, will have red eyes, a larger brain, advanced language skills and bioimplants to improve his performance.

#### Key to Section B

- **Task 1**

(Answer for reference)

The changes in human bodies.

- **Task 2**

- |              |                    |                   |            |
|--------------|--------------------|-------------------|------------|
| (1) red      | (2) global warming | (3) larger brains | (4) expand |
| (5) skinnier | (6) remove         | (7) enhance       | (8) slow   |

### **Section C**

#### **Key to Section C**

- **Task 1**

1. Smart household appliances.
2. Smart mirrors, smart shopping baskets, smart fridges, intelligent cookers and robots.

- **Task 2**

*(Answer for reference)*

Smart mirrors, as are shown in the video clip, can do a variety of things. They will greet you in the morning, check your health, tell you the time and weather and even recommend what you should wear. For example, if you have a business meeting today, they will recommend the appropriate clothes. Smart mirrors also work as your daily assistant, giving reminders about staying healthy through exercise. They can detect and analyse your skin and recommend moisturising spray if your skin is dry. And for kids, smart mirrors are great fun, too. Kids can have a tooth-brushing match and the result will be shown on smart mirrors.

## **Reading and Viewing**

### **Section A**

*(Answer for reference)*

#### **Predictions of Future Lives**

The home of the future is looking increasingly smart. Someday soon, your refrigerator may tell you when your vegetables are going bad, and your kids might be playing in the backyard with a robot. Most homes are already equipped with WiFi technology to use some of these inventions. Here are some new devices you might one day have in your home.

##### **(1) Solar Road**

It could even be your driveway, too. The Netherlands created the world's first new-style road several years ago and it's producing enough electricity to power a small household by absorbing sunlight. In the USA, the government received crowd-funding for a project to power the entire country with new-style roads. The road in the Netherlands is made of glass, silicon rubber, and concrete. They're strong enough to support 12-ton fire trucks.

##### **(2) Robot Playmate/Partner/Companion**

While it remains to be seen whether people will come to prefer robots to humans in their homes, robots that are modeled after humans could become a regular sight in people's backyards. These robots could be used to perform tasks like playing football as your partner, reading a book or appreciating a piece of literature in company with you.

### (3) Robot Cleaner

It's pretty nice to sit around and let a robot clean the carpet for you. But it's just the beginning. You can already buy robots that mop your pool and tidy your bath. Pretty soon they'll all be connected to one device so that you can set up a schedule and they'll automatically do their tasks.

#### Section B

1. D            2. B            3. C            4. C

### Integrated Tasks

#### Section A

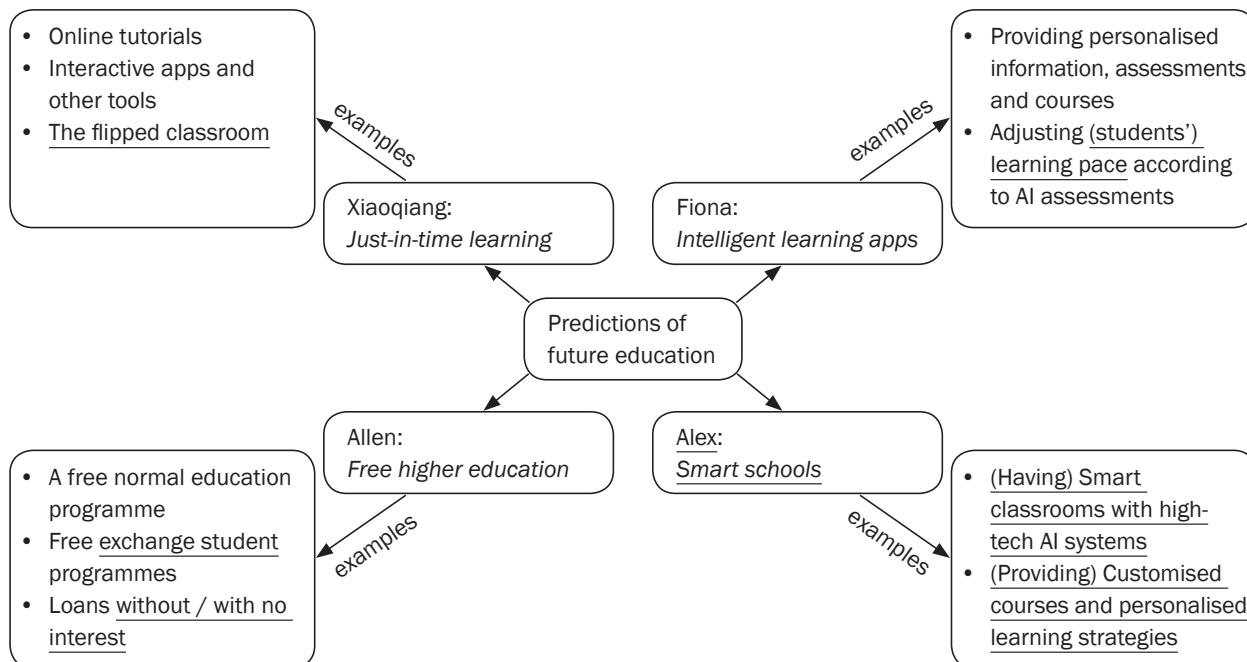
(Answer for reference)

- (1) who is recognised as / generally regarded as / thought of as
- (2) He said a future where smart robots are equivalent to a must in our daily life is on the way
- (3) Ishiguro, working with a panel of experts, has devoted all his energies to creating a new type of robots
- (4) Thanks to / Due to the revolution in technology, we will be surrounded by more intelligent robots in the near future
- (5) the dominance/rule of humans will be gone
- (6) we should embrace the revolution of robots as an opportunity to boost growth and bring benefits to our future life

#### Section B

- Task 1

(Answer for reference)



- **Task 2**

(Answer for reference)

<b>My prediction</b>
Alex (User name) <i>Smart schools are on the way</i> (A topic phrase/sentence)  In the near future, I can expect smart schools to rise everywhere. We will have smart classrooms with high-tech AI systems to help us to perform better in class. With all kinds of artificial intelligent equipment, teachers, students and devices will become more closely connected. In addition, smart schools can provide customised courses and personalised learning strategies for each student by analysing data collected at school. I firmly believe smart schools will make our school life more colourful and greatly improve our studies.

- **Task 3**

(Answer for reference)

Classmates' Names	Summaries of Predictions
Anna	Teacher training apps will make a difference.
Sally	Simulation games have a place in class.
John	Memory pills help students to learn better.

## **Extended Reading**

### **Pre-reading questions**

1. (Answers may vary.)

I seldom use paper money now because cashless payment is so convenient.

2. (Answers may vary.)

Cashless payment is convenient and efficient.

### **Food for thought**

1. (Answers may vary.)

National governments.

2. (Answers may vary.)

The author thinks it impossible to have a universal currency very soon because we need to fight over standards. But as far as I'm concerned, a universal currency can be achieved with our combined efforts one day.

### **Challenge**

1. (Answer for reference)

Reason 2: Paper money can be easily stolen.

Reason 3: Viruses tend to be spread by using paper money.

2. (Answer for reference)

Some people hold the view that paper money will disappear in the near future.

On one hand, paper money has obvious weaknesses. Due to its physical characteristics, people have to carry a wallet to contain it when going out. Still, it can be easily stolen and broken. What's more, paper money can also be home to viruses, which puts people at risk of being infected.

On the other hand, backed up by technological improvements, cashless payment offers such convenient services and efficient experiences that it is greatly appreciated by people around the world.

Apparently, paper money will tend to disappear in this new era.

## 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: Mary, what would you do if you were stuck on a deserted island?  
W: Well, what comes into my mind first is to send “SOS” by making a fire with some wood. But I haven’t learned how to drill wood. How about choosing a survival course together?  
Q: What are the two speakers mainly talking about?
2. W: How was your final examination, Jack?  
M: Actually I had prepared well, but I missed several open questions. I wish I didn’t have to take a make-up test.  
Q: How does the man feel about his result of the final examination?
3. W: I’m tired of waiting for a doctor for a long time and getting exposed to everyone else’s germs.  
M: Why not try telemedicine if what you have is not serious? You can get a doctor’s advice on the Internet without leaving home.  
Q: What does the man suggest the woman do for common diseases?
4. W: I haven’t seen you for ages. How are you doing?  
M: Oh, I have been engaged in a project called “Bird Conservation Programme,” where I worked with local staff to keep the habitat safe. I feel there is no more rewarding experience than working in such a volunteer programme.  
Q: What can be learned about the man?
5. M: I heard you joined a package tour to Xi’an last week, didn’t you? How was it?  
W: The trip was just like a checklist of must-sees. It left me wondering whether I should take an independent tour to further explore this ancient city.  
Q: What does the woman imply?

#### Key to Section A

1. D                  2. B                  3. C                  4. C                  5. C

#### 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 read only once.

Choosing what to wear can be a tricky problem, especially if you’re a fashion victim. Trying to keep up with the latest styles involves regular visits to the shops and sometimes spending a lot on expensive designer clothes. But when the fashion changes, these clothes are left in the back of cupboards gathering dust, or just get thrown away.

Many stores now offer cheap “fast fashion,” that is low-price items that copy the styles of more

expensive designer brands. Environmentalists are angered by the amount of energy involved in making these clothes. And many of them are even made from non-recyclable materials. This means that items are just burnt or go into landfill.

Recently, the demands of the fashion industry have led to new biomaterials. For example, a leather-like substance is made from pineapple leaves. And the root structure of mushrooms is being used to create food, packaging, and cloth.

But creating sustainable cloth is only part of the battle, which means buying second hand and fewer clothes are the obvious environmentally-friendly choices. An expert advised us not to buy any item of clothing unless we wear it at least three years.

**Questions:**

6. What is the purpose of the speaker's talk?
7. Why are environmentalists angry about "fast fashion"?
8. What can we know about the sustainable cloth?

**Key to Section B**

6. D                  7. D                  8. B

**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 read only once.

W: Jake, is this your first time to volunteer for our project "Habitat for Humanity House"?

M: Yes. I've done some remodelling work with my dad on our house, so I have a little bit of experience, but I've never volunteered.

W: Never mind. All of us can give others a hand as long as we are willing to do so. There is no more rewarding experience than helping others.

M: You're right. So, how does the project work? Who are we building the houses for?

W: The houses are built for families who are in need of a home. They apply for a home, but it's not automatic that they will get one. They have to meet some standards and be selected.

M: Got it.

W: Then, once they've been selected, the house isn't just given to them. They are required to volunteer on the site and help with the work. Then when the house is finished, we sell it to them at a discounted price.

M: Sounds good!

W: Now fill in these forms and get a hard hat, safety glasses, and a hammer in Room 102. We'll drive to the construction site in 15 minutes.

M: OK.

**Questions:**

9. What is the man most probably going to do?
10. What are the two speakers mainly talking about?
11. What is the first step for poor families to get a house?

### **Key to Section C**

9. B                    10. D                    11. C

### **Grammar**

- |                 |                        |                                   |
|-----------------|------------------------|-----------------------------------|
| (1) armed       | (2) directing          | (3) had driven / had been driving |
| (4) To reassure | (5) Though / Although  | (6) farther                       |
| (7) were airing | (8) hadn't been set up | (9) what                          |
| (10) where      |                        |                                   |

### **Vocabulary**

- |                |                |               |                 |                   |
|----------------|----------------|---------------|-----------------|-------------------|
| (1) personally | (2) productive | (3) exposed   | (4) consequence | (5) automatically |
| (6) regular    | (7) excuse     | (8) intention | (9) spread      | (10) promoting    |

### **Reading Comprehension**

#### **Section A**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. A | 3. C | 4. C | 5. D  |
| 6. A | 7. B | 8. A | 9. D | 10. C |

#### **Section B**

11. B                    12. C                    13. A

#### **Section C**

- (14) D                    (15) C                    (16) E                    (17) F

### **Summary Writing**

(Answers for reference)

Asking clever questions is important because it develops critical thinking skills and promotes innovation.

### **Translation**

(Answers for reference)

1. The director said at the press conference that this film was based on a true story.
2. His success largely consisted in his perseverance in the course of the scientific experiment.
3. By the time the rescue team arrived, the explorers had escaped from danger under the leadership of this young man.
4. Mobile payment is easy to use and offers remarkable security benefits, which has led to fundamental changes in the way people shop.

### **Guided Writing**

(Answer for reference)

Dear Organising Committee,

As an enthusiast for technological invention, I feel quite excited at the news that the technological innovation competition is being held and I can't wait to introduce my design – an infrared canteen-density detector.

During the lunch time, our school canteen is always crowded with students of three grades who are packed just like sardines. As a result, an idea about an infrared canteen-density detector came into my mind. With an advanced heat sensor, this device is designed to show the real-time crowd density in the canteen and inform students of a better arrangement to enjoy their lunch. By referring to the density, students can choose the right time to go there or the best queue to line up, which can effectively avoid overcrowding. As a saying goes, "He that gains time gains all things." Students can save time to deal with their personal stuff, or to take a nap to refresh themselves for study in the afternoon. Moreover, such a device can serve to maintain order and safety in the canteen. What a useful design!

I sincerely hope that you approve of my design and I'm looking forward to hearing from you!

Yours sincerely,

Mary

## **Speaking**

### **Section A**

(Omitted)

### **Section B**



You will hear a short passage. The passage will be read twice. After you hear the passage, answer the first question according to what you hear and give your opinion on the second question with at least three sentences.

With the advance of science and technology, a growing number of areas of our daily lives are increasingly affected by robots. To ensure that robots are and will remain in the service of humans, we urgently need to establish a strong law. Meanwhile, European lawmakers have put forwards some proposals to prevent robots from causing huge damage.

Here are what lawmakers have proposed.

First, kill switch. "Kill switches" should be included in robots so that robots can be turned off in emergencies. They must also make sure that robots can be reprogrammed if their software doesn't work as designed.

Also remember: It's just a robot. Robots should always be recognised as mechanical creations, not human beings. That will help prevent humans from developing emotional attachments.

Who's responsible for misbehaving robots? A compulsory insurance scheme, which is similar to car insurance, is needed. It requires producers and owners to take out insurance to cover the damage caused by their robots.

### **Key to Section B**

(Answer for reference)

1. There are three proposals mentioned by the speaker. First, designers should include "kill switches" to turn off robots in emergencies. Second, robots should be recognised as mechanical creations. Third, producers and owners should take out insurance to cover the damage caused

- by their robots. (*At least two proposals are needed for this answer.*)
2. With the development of science, smart robots will step into our life and influence our lifestyle. They will make our life more convenient by serving us in a number of ways, such as doing housework. Furthermore, they will behave as genuine friends to accompany us, play with us, and listen to but never give away our secrets. We need to cherish these loyal companions in our future life.

### **Section C**

(Answer for reference)

The community where Xiao Ming lives was recruiting waste-sorting volunteers. He was quite interested in such a rewarding activity, so he joined in it without hesitation. Every weekend, Xiao Ming showed up beside the waste-sorting bins to teach residents how to sort the waste properly with great patience. He also carefully checked whether the waste was accurately sorted. What's more, he helped to distribute waste-sorting handbooks to every resident, hoping to raise their environmental awareness. Although he was exhausted, he was very glad to contribute to waste sorting by playing his own part. He believes our environment will be better with the joint efforts of every resident.



经上海市中小学教材审查委员会审查准予使用  
准用号 II-GJ-2022010



绿色印刷产品

ISBN 978-7-5446-6531-5

A standard linear barcode representing the ISBN number 9787544665315.

9 787544 665315 >

定价：69.90 元