

普通高中

# ENGLISH

# 英语

(必修)

第二册



教学参考资料

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第二册

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## 教学参考资料

上海外语教育出版社

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# 前 言

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

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

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

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



# 使 用 说 明

教学参考资料作为高中英语教师教育教学的参考书，承载着教师专业发展和学科育人的重任。根据《普通高中英语课程标准（2017年版2020年修订）》（以下简称《课标》）对高中英语教材的使用建议，编写组深入研究了外语教学发展趋势和外语教育教学理论，参考了国外教学参考资料编写的成功范例，并结合上海市英语教学实际情况，在广泛征求一线教师意见的基础上，确定了该教学参考资料的定位、编写原则与编写框架。遵循“基于标准、理论驱动、分层拓展”的编写原则，力图打造具有教学理念先进、设计特色鲜明、活动设计新颖、教学建议合理、教学策略有效的教师教学参考资料，服务教师教学。

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

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

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

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

选择性必修课程教学参考资料对应选择性必修教材，四个大类的基本结构相似，更加重视教师对学生写作能力的培养，对写作板块提供专项的教学内容与要求、教学建议及备选活动等，同时提供文学角的教学要求和教学建议，加强经典文学教学与赏析。

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

教学参考资料还提供了各板块说明、单元课时分配建议，供广大教师参考。

## 《高中英语》（上外版）教学参考资料板块说明

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

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

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

### 2. 单元导入 (Getting Started)

该板块是单元学习的导入环节，旨在通过开放式的讨论，激活学生的语言和背景知识，创设单元主题语境，引入单元话题，构建相关的话题词汇语义网，为后续的单元活动奠定语言基础。导入可以采取问题驱动，激活语境；看图互动，激活语言；基于话题，交流互动等

方式。该板块的显著特点是：活动设计的开放性、话题交流的指向性和语言激活的情境性，注重教师的引导和学生的积极互动。该板块的宗旨是帮助教师构建单元主题语境，引导学生熟悉单元话题，激活话题词汇语义网。

### 3. 阅读 – 课文（Reading A）【理解】

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

### 4. 阅读 – 读后感触（Personal Touch）【理解】

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

### 5. 阅读 – 语篇理解（Reading Comprehension）【理解】

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

### 6. 阅读 – 词汇聚焦（Vocabulary Focus）【发现】

该板块聚焦课文的目标词汇，核心词汇是教学的重点，包括运用词汇和少量识别词汇。活动设计的理念是，将词汇教学与语篇理解相结合，通过与语篇互动，学习并运用词汇；围绕语篇话题，建构该话题特有的词汇语义网，形成以语篇为依托，以主题意义的探究为目标，融合语言、文化和思维于一体的词汇教学设计。设计路径是：在基于语篇的互动中，理解词

汇；在深入语篇和超越语篇的互动中，运用词汇。每一个互动问题或任务均围绕一个话题，在互动中建构与话题相关的词汇。这种设计的价值在于，帮助教师在语篇互动中开展词汇教学，避免那种脱离语境的，单纯的语言主题式的教学，并密切联系单元其他板块，使板块之间互联互通。

## 7. 阅读 – 语法使用（Grammar in Use）【发现】

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

## 8. 视听实践（Listening and Viewing）【理解】

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

## 9. 综合运用（Moving Forward）【表达】

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

## 10. 拓展阅读（Reading B）【理解】

拓展阅读是对本单元课文主题语境的拓展及话题的延伸。该板块的“语篇分析”“背景介绍”“难句注释”和“词汇释义”栏目，虽然与课文 A 的栏目设置相同，但是各栏目容量相对较少。如在相同的“词汇释义”栏目中，对课文 A 解释的单词和短语不超过 20 个，而对

拓展阅读列出解释的单词和短语不多于 15 个。其次，拓展阅读与课文相比，文体不同，风格各异，因此，教学活动设计也因文而异，采取不同的策略，并从不同的角度帮助教师分析语篇内容及认识语篇文体特点。拓展阅读的目的是帮助教师开阔学生视野，提升学生的阅读和思维能力，并扩展主题语境下与该话题相关的词汇语义网。

### 11. 思辨训练（Critical Thinking）【拓展】

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

### 12. 项目探究（Further Exploration）【拓展】

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

### 13. 文化链接（Culture Link）【理解】

该板块主要对单元语篇中隐含的中外文化知识提供补充，或对文化现象作深入解读，可用作单元输入性语篇文化知识的补充或拓展。学生在阅读或审视文化现象的同时，也促进文化理解、增长文化知识、拓宽文化视野、深入理解文化价值观念，并树立正确的文化观和价值观，进而培养文化意识。利用好该板块也将增长教师的文化知识，培养教师的文化意识，有助于教师深刻理解并分析单元语篇中所隐含的文化知识、文化行为、文化习惯，以及这些文化现象所承载的文化观念和文化价值。若能将补充的文化知识与语篇中隐含的知识相融合，形成文化意识，则语言教学可达到“以文化促进语言理解与表达、以语言理解与表达促进文化传承与发展”的境界。

### 14. 自我评价（Self-assessment）

该板块是对本单元总体学习目标的分项评估，涉及语言知识、文化意识、思维品质和学

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

## 单元课时分配建议

根据《普通高中课程方案》的课时要求，每单元的建议教学时间为 9 课时，包括教材和配套材料的学习时间。本套教材平均每单元教学时间为 7 课时，每课时 40 分钟；练习部分及补充教学活动时间为 2 课时，每课时 40 分钟。教材每单元的课时分配建议见下表：

单元的课时分配建议

板块名称	课时（节数）	组合方式
Getting Started	3	内容与语言融合 (语篇互动)
Reading A (课文) Personal Touch Reading Comprehension		
Vocabulary Focus		
Grammar in Use		
Listening and Viewing	1	视听融合
Moving Forward	1	说写一体
Reading B Comprehension Plus	1	阅读与思辨
Critical Thinking		
Further Exploration	1	探究与评估
Self-assessment		
补充教学活动	2	语言实践（自主选用）
练习部分		

备选教学活动难度标识：★ 较易，★★ 中等，★★★ 偏难。

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- ▶ talk about nature and the relationship between humans and nature;
- ▶ compare views about nature across times and cultures;
- ▶ use a table to group information;
- ▶ use images to predict content, use proper posture and eye contact while making a presentation, and write a paragraph in spatial order.

# Unit 1

## Nature



Nothing in Nature is unbeautiful.  
— Alfred Tennyson

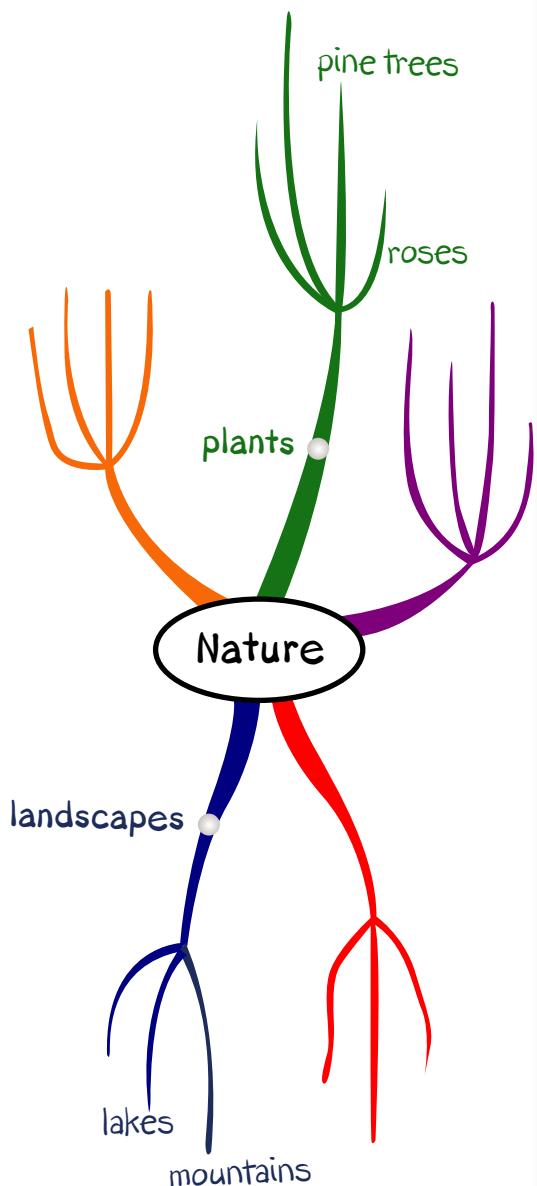
## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自然”，主题群为“自然生态”和“环境保护”。	<ul style="list-style-type: none"> <li>能描述大自然之美，谈论人与自然的关系；</li> <li>能理解不同时代、不同文化的自然观；</li> <li>能用表格来呈现信息；</li> <li>能学会根据图像预测内容，口头展示时保持良好的体态和眼神交流，以及按照空间顺序开展段落写作。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能根据寓言故事的情节发展，读懂故事所传递的寓意，并掌握记叙文的语篇结构特征：语篇要素以及各要素的出现顺序，包括时间、地点、人物、情节发展等。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能通过说明文语言的优美呈现，体会自然之美。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据语篇类型判断歌词语篇的情景语境，并能欣赏歌词所谱写的意境。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能获取视频中由画面、背景、声音、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>能借助句子重心、歌词等把握语言的节奏感和音韵美。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能依据反义词的用法，将其用于理解和表达有关话题的信息和观点中。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能掌握英语中由 who, whom, that, which 和 whose 引导的定语从句；</li> <li>能在语篇中识别和理解这类从句，并根据语境恰当使用这类从句。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能掌握寓言故事和说明文语篇的组成部分；</li> <li>能分析出记叙文语篇类型的细节描写，以及具体措辞和细节描写对情节推进和情景描写的作用；</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> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断不同语篇的语篇目的、语篇对象，以及作者的观点、意向与理念等；</li> <li>能运用合适措辞和得体语言描写大自然之美带来的心理感受；</li> <li>能根据所选对象，进行相关资料的查询和筛选，并将信息以简明扼要、直观形象的方式呈现。</li> </ul>
文化知识	语篇文化元素 文化链接项目探究	<ul style="list-style-type: none"> <li>能发现并理解语篇中包含的文化元素，如不同时代、不同文化中的人们对大自然的态度等；</li> <li>能利用所提供的文化链接和探究性学习了解一些国家或地区在治理生态环境污染和破坏、修复还原自然生态美景方面所做出的努力。</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所需信息；</li> <li>能依据听力材料中的上下文，记录关键词语。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能采取恰当的身势语进行交流；</li> <li>能利用讨论时的记录，口头汇报小组讨论结果；</li> <li>能根据画面中提供的空间顺序线索，进行口头表达。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能理解语篇 A 中的故事内容，包括故事的指向（时间、地点与人物）、发展、结局和评价等；</li> <li>能领会作者如何通过句子铺陈和词汇运用来描写自然的美妙。</li> </ul>
	看	<ul style="list-style-type: none"> <li>能理解多模态语篇（如研究报告）中由画面、图像、声音、符号、色彩等非文字资源所传达的意义；</li> <li>能根据图像适当预测视频内容。</li> </ul>
	写	<ul style="list-style-type: none"> <li>能在书面表达中合理运用空间指示词和相关语法结构表达意思；</li> <li>能根据图画的空间顺序，写出 70—90 字的语段。</li> </ul>
学习策略	听 / 看	<ul style="list-style-type: none"> <li>能依据听力任务筛选和补充信息；</li> <li>能借助图像预测视频内容。</li> </ul>
	说	<ul style="list-style-type: none"> <li>能在口头表达中适当运用身势语进行交流；</li> <li>能根据提示整合各语篇的主要信息，并在此基础上拓展相关表达。</li> </ul>
	读	<ul style="list-style-type: none"> <li>能掌握记叙文和寓言故事的语篇结构特征：语篇必备要素和可选要素，以及各要素的出现顺序；</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>能在书面表达中采用“按照空间顺序描述”的策略。</li> </ul>

## Getting Started

- E** Discuss this question with your partner: when you think of nature, what first comes to mind? Note down what you like about nature in the mind map. Compare your notes with your partner's.



## Reading A

*Do you know that things in nature are connected? Read the text and find out how.*

### THE NATURAL GARDEN

There once lived a king who had a palace with beautiful gardens. In those gardens lived thousands of creatures representing hundreds of different species.

5 It was a paradise.

There was only one thing that the king disliked — the remains of a huge tree standing in the middle of the gardens. It was withered and dry. So, he had it cut down  
10 and replaced with elaborate fountains.

Some time later, a wise nobleman visited the king. "Your Majesty, people have been singing the praises of the beauty of these gardens and the many creatures that  
15 live in them. But I've hardly seen a thing move — not one animal. I feel tricked!" whispered the nobleman. The king realised that the wise man was right! The animals had left and the gardens were empty. The  
20 king sent for his advisers. He offered a reward to anyone with a solution. He was presented with many theories and ideas. He tried them all, but nothing could restore the royal gardens to their former splendour.

25 Years later, long after many of the grounds' plants and flowers had also disappeared or withered, a young man showed up. He had an explanation. "There

# Getting Started

## 教学内容与要求

- 能通过思维导图说出与本单元主题相关的词汇；
- 能通过讨论激活该单元话题背景；
- 能通过讨论意识到自然界与人类和谐共生的关系及其重要性。

## 教学建议

**1** Introduce the topic of the unit—nature. Direct students' attention to the mind map and the question on text page 4. Encourage students to work out their answers individually and write down what comes to their minds to complete the mind map. Ask students to compare and discuss their notes with their partner. After that, let students share answers with the class. Compile a list of ideas on the blackboard if necessary.

**2** If students have difficulty understanding some of the words in the mind map, explain the words with examples or have upper-level students explain them to lower-level students.

**3** If students have difficulty answering the question, provide them with some scaffolding questions, like *What kind of flower(s) do you like? What famous mountains come to mind? Have you ever visited any national parks? ...*

Suggested Activities 见 page T18d.

## 参考答案

Nature			
plants	landscapes	animals and other creatures	natural phenomena
trees: pine trees, ... flowers: roses, ... grass ...	lakes mountains seas rivers ...	birds: sparrows, pigeons, ... insects: bees, butterflies, ants, ... sea creatures: crabs, fish, ... mammals: dogs, cats, horses, ... ...	days and nights clouds rainbows snow ...

# Reading A

## 背景介绍

This passage is adapted from a story retrieved from a website for bedtime stories. It tells us that the balance of nature can be upset very easily. Before taking actions that impact nature, we should conduct a careful study of species that might be affected.

## 难句注释

- There was only one thing that the king disliked — the remains of a huge tree standing in the middle of the gardens. (lines 6–8)

本句中 that the king disliked 是一个以 that 引导的限制性定语从句，修饰 one thing。本句中 the remains of a huge tree standing in the middle of the gardens 是一个同位语，是对 one thing 的具体解释，整句意为“花园里只有一样东西是国王不喜欢的，那就是矗立在花园中央的一具大树的残骸。”

- So, he had it cut down and replaced with elaborate fountains. (lines 9–10)

本句中含有 have sth done 的结构，意为“请别人做某事”，整句意为“于是，国王（他）命人将枯木砍下，改造成精美的喷泉。”

## 词汇释义

### • creature (line 3)

n. a living thing, real or imaginary, that can move around, such as an animal 生物；动物  
**You'll find this creature has a long flat tail and usually swims close to the surface of the water.** 你会发现这种生物有一条长而扁平的尾巴，并通常在靠近水面的地方游动。

### • paradise (line 5)

n. a place that is extremely beautiful and that seems perfect, like heaven 天堂, 乐土, 乐园（指美好的环境）

**In most tourists' eyes, Bali is one of the world's greatest natural paradises.** 在绝大多数旅游者的眼中，巴厘岛是世界上最大的自然乐园之一。

### • wither (line 9)

v. if a plant withers or sth withers it, it dries up and dies (使) 枯萎, 凋谢

**Many plants, which would wither and die for lack of water, need caring for.** 许多植物需要照料，如果缺水，就会枯萎死亡。

**The ground was covered with withered leaves.** 地上铺满了枯叶。

### • replace (line 10)

v. to remove sb/sth and put another person or thing in their place (用……) 替换；(以……) 接替

**The shower that we put in a few years back has broken but we cannot afford to replace it.** 我们几年前安装的淋浴器坏了，但没钱换新的。

### • send for (line 20)

请某人来 (帮忙等)

**If you feel uncomfortable, don't hesitate to send for a doctor.** 如果你觉得不舒服，就该立刻请医生来看一下。

### • reward (line 21)

n. a thing that you are given because you have done sth good, worked hard, etc 奖励；回报；报酬

v. to give sth to sb because they have done sth good, worked hard, etc 奖励；奖赏；给以报酬

**Don't forget to celebrate your success and give yourself a reward for every little step along the way.** 前进道路上每走一小步所取得的成功都不要忘记庆祝，也不要忘记自我奖励。

**He rewarded us with a lot of money for helping him.** 对于我们的帮助，他大加酬谢。

### • solution (line 21)

n. a way of solving a problem or dealing with a difficult situation 解决办法；处理手段

**The new methods enable us to easily work out a solution to the difficult problem.** 新的方法能使我们轻松地解决这个难题。  
solve v. 解决

### • theory (line 22)

n. a formal set of ideas that is intended to explain why sth happens or exists 学说；论 the principles on which a particular subject is based 理论；原理

**To achieve these goals is relatively easy in theory, yet quite difficult in practice.** 要实现这些目标从理论上说比较容易，但在实践中却相当困难。

theoretical adj. 理论上的

theoretically adv. 理论地；理论上

### • restore (line 23)

v. to bring sb/sth back to a former condition, place or position 使复原；使复位

**My grandma owes the restoration of her hearing to this remarkable new technique.** 我奶奶把她听力的复原归功于这项非凡的新技术。

to bring back a situation or feeling that existed before 恢复 (某种情况或感受)

**We sincerely hope that the footballer, who got his left leg broken in the match, will**

**soon be restored to health.** 我们真诚地希望在比赛中摔断左腿的足球运动员能很快恢复健康。

**restoration n.** 恢复，修复

**restorative adj.** 恢复健康（体力）的

### **show up (line 28)**

如约赶到；出现；露面

**It was getting late when she finally showed up.** 天色渐晚，她终于赶到了。

**What you write here must be true as it will show up in various parts of the website.** 您在此填写的内容必须属实，因为这些内容将出现在网站的多个地方。

### **flourish (line 43)**

**v.** to grow well 茁壮成长

**These plants are likely to flourish particularly well in summer.** 这些植物有可能在夏天长得特别茂盛。

**to develop quickly and be successful or common** 繁荣；昌盛；兴旺

**Their online business flourished and within six months the couple were earning \$300 a day.** 他们的网店生意兴隆，6个月不到这对夫妇每天已经能挣到300美金。

### **organism (line 44)**

**n. (biology or formal)** a living thing, especially one that is extremely small 有机体；生物；（尤指）微生物

**A parasite is an organism that feeds on other organisms.** 寄生虫是一种有机体，并以其他有机体为食。

### **balance (line 62)**

**n. a situation in which different things exist in equal, correct or good amounts** 均衡；平衡；均势

**The lecture focuses on the ecological balance of the forest.** 这个讲座聚焦森林的生态平衡。

**The factors that push you out of balance can be external or internal.** 让你失衡的因素可以是外部的，也可以是内部的。

### **destroy (line 65)**

**v. to damage sth so badly that it no longer exists, works, etc** 摧毁；毁灭；破坏

**The village was almost destroyed when the flooding occurred.** 洪水发生后，这个村庄几乎被毁了。

## 教学内容与要求

- 能了解寓言故事类记叙文的文体特征；
- 能掌握记叙文的语篇结构特征：语篇要素以及各要素的出现顺序，包括时间、地点、人物、情节发展等；
- 能理解本语篇的语篇目的、语篇对象、作者观点、所含寓意等；
- 能发现并理解语篇中所包含的自然界关系，如万物之间的平衡等；
- 能识别语篇为传递意义而选用的主要词汇和语法结构。

## 语篇分析

本文的语篇类型为寓言类记叙文。语篇内容讲述了一位国王因为忍受不了美丽花园中丑陋的枯木，命人将其移走。结果，花园的生态失去了平衡，也失去了生机。究其原因，居然是由于那棵大树残骸被移走所造成的。故事的最后，除了强调自然界的平衡关系之外，还提醒读者，不可破坏自然生态。语篇结构以时间为轴线，以故事情节变化为线索展开。语言特征是用行为动词阐述皇家花园的修复过程，用表示存在和相互关系的句式和词语分别描述花园生机勃勃和荒芜凋敝的自然状态，用直接引语记录寓言故事人物之间的交际过程。语篇的主题意义在于引导学生意识到自然生态平衡的重要性——生态平衡一旦遭到破坏，修复将付出更加巨大的代价。

## 难句注释

3. *The bigger animals fed mainly on the brightly coloured birds, which ate colourful worms, which in turn fed on the various plants and flowers native to that part of the world. (lines 38–42)*

本句比较长，且有着分句套分句的布局，重点是要看出各分句之间的逻辑关系，一层一层地分析。本句中 *which ate colourful worms* 是 *which* 引导的非限制性定语从句，修饰前面的 *birds*；本句中 *which in turn fed on the various plants and flowers native to that part of the world* 也是以 *which* 引导的非限制性定语从句，修饰 *worms*。整句意为“体型较大的动物主要以色彩明艳的鸟类为食，这些鸟以颜色各异的蠕虫为食，而蠕虫又以园中生长的各种花草植被为食。”

4. *But recreating the gardens, he later found out, would take many years. (lines 59–60)*

本句中 *he later found out* 是一个插入成分，可以理解为 *He later found out (that) recreating the gardens would take many years*。整句意为“不过后来他发现，重塑花园需要很多年的时间。”

Culture Link 板块教学建议等见 page T18a.

## Personal Touch

### 教学建议

1. Ask students to name the person who they think is the wisest and then tell their partners why they think so.
2. Give students a list of the characters in the story, and have them vote on who is the wisest man in class. Then count the votes, announce the result and ask some students to share the reasons for their choice.

### Reference answer:

The young man's father. Because he was the only one who realised the significance of the ugly old tree.

just wasn't enough poo, Your Majesty.  
 30 Particularly, moth poo."

Everyone broke into laughter. The man was a fool. The guards were ready to throw him out, but the king stopped them. "I want to hear what  
 35 you have to say."

The man carefully explained how everything in a garden is connected. The bigger animals fed mainly on the brightly coloured birds, which ate  
 40 colourful worms, which in turn fed on the various plants and flowers native to that part of the world. These rare plants and flowers flourished amongst insects and other organisms as long  
 45 as there was enough moth poo. But how could a young man know so much about the royal gardens?

It turned out that before he was born, his father

50 had collected the old tree that the king ordered to be taken out. He re-planted it on their land. Every spring, thousands of moths came out of the tree and the beauty of the royal  
 55 gardens recreated itself there.

Now that the king knew what was wrong and how it could be fixed, he wanted his gardens back. But recreating the gardens, he later  
 60 found out, would take many years. Nature couldn't be rushed. It would take time for balance to be restored and the king would not live to see it. The king was full of regrets. He had  
 65 so carelessly destroyed the delicate balance of nature.

## Culture Link

### Chinese Wisdom: Harmony Between Humans and Nature

The core of Chinese culture is the pursuit of humans' harmonious unity with nature. Such values are expressed in our lifestyles by the word *du* (literally "degree" or "limit"). It represents the wisdom of the Chinese in life and in human interaction with the environment. In many Chinese landscape paintings, waterfalls and mountain peaks make up much of the painting while humans often have a place. They are participants in the natural scene, but they do not dominate it.

#### ● Personal Touch



Who do you think is the wisest man in the story? Why?

# Digging In

## ● Comprehension

### I. Put the sentences in the right order according to the story.

- |   |   |
|---|---|
| 6 | The king was full of regrets. He wanted to restore the beauty of his gardens, but it would take many years. |
| 2 | The king had the tree — the only thing that he disliked in the gardens — cut down.                          |
| 3 | The king realised that there were no more living creatures in his gardens.                                  |
| 5 | A young man came with an explanation and a solution.  |
| 4 | The king sent for advisers, but none of them was able to explain the mystery.                               |
| 1 | The king had gardens as beautiful as paradise.  |

### II. Answer the questions.

1. Why did the king order his men to cut down the huge tree in his gardens?
2. What was soon missing from the king's gardens? What had caused the problem?
3. How long did it probably take for the beauty of the gardens to be recreated on the young man's property?
4. What does the sentence "Nature couldn't be rushed" (line 61) mean? Explain it in your own words.
5. What lesson have you learned from the story?

### III. Make your own dialogue.

The king is now about to ask his men to cut down the old tree in his gardens. Suppose you are one of the advisers to the king and you know how everything in the gardens is connected. You want to persuade the king to give up his plan. Work with a partner and make your own dialogue, and then act it out. You can start like this:

**The king:** The old tree is withered and dry. What's the point of leaving it in my royal gardens? It's completely out of place!

**The adviser:** Your Majesty! Allow me to ...

**The king:**

# Comprehension

---

## 教学建议

- I**
1. Before students begin reading the whole text, guide them to read the title and introduction part first, and then have them predict what they may read in the text.
  2. If necessary, illustrate the usage of some new words and difficult words with examples.
  3. Ask students to read through the text quickly to get the main idea and put the sentences into the correct order.
  4. Ask students to read the text for a second time and check answers in class. Meanwhile, underline the time references in the text.
- II**
1. Have students read through the questions quickly and highlight the focus of each question.
  2. Have students scan the text and locate the information relevant to the questions.
  3. Ask students to answer the questions.
- III**
1. Set the scene for students and let them know what kind of dialogue they are required to make.
  2. Have students work with a partner and make their own dialogue. Remind students that one should act as the king and the other as one of the advisers.
  3. Call on some pairs to act out their dialogues and ask the rest of the students to listen carefully.
  4. Ask students about the dialogues and check for understanding.

Suggested Activities 见 pages T18d–T18f .

## 参考答案

- II**
1. Because it was withered and dry and did not match the rest of his beautiful gardens.
  2. There were no more animals in the gardens. The removal of the withered tree had caused this.
  3. Probably decades (20–30 years). The text gives us the clues such as “before he (the young man) was born, his father had collected the old tree that the king ordered taken out. He re-planted it on their land.” When the young man visited the king, he was probably in his early 20s.
  4. No matter how eager you are to restore nature, it takes time — sometimes ages — to do it. Just as the idiom goes, “Rome was not built in one day.” It reminds people of the time needed to create something great.
  5. Nature is in such a delicate balance that any of our careless decisions may lead to its destruction.

**III Reference answer:**

- The king: The old tree is withered and dry. What's the point of leaving it in my royal gardens? It's completely out of place!
- The adviser: Your Majesty! Allow me to bring to your attention the fact that the old tree has been very important in keeping the balance of nature in your gardens.
- The king: What? A dead tree?
- The adviser: Yes, a dead tree.
- The king: Come forward! I am eager to hear your reasons.
- The adviser: Although the huge tree is dead, the remains of it provide the gardens with thousands of moths. The moth poo is the main source of nutrition for insects and other organisms, which give food to the rare plants and flowers in your gardens. These various plants and flowers give food to the colourful worms, which in turn are the main food for the brightly coloured birds. The bigger animals feed mainly on those birds. So, Your Majesty, actually everything in the gardens is connected. We'd better keep the old tree and carefully maintain the balance of nature.
- The king: Judging by your explanations, I believe the old tree in question should be kept and well/carefully protected.

## Vocabulary Focus

### 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能在语境中理解并运用反义词。

### 词汇分类

识别词汇 1: paradise, wither, flourish, organism

2: creature, reward, theory, restore

运用词汇（必修）：replace, solution, balance, destroy

常用词组：send for, show up

### 教学建议

#### I Key Vocabulary

- Guide students to pick up the target words and expressions in context through textual interaction. (See suggested activities on pages T18f—T18g.)
- Ask students to read the passage and fill in the blanks with the appropriate forms of the given words and expressions.
- Have students check answers with their partners after they complete the activity.
- Encourage students to retell the story with the help of the key words from the box.

#### II Word Meaning: Antonyms

- (1) Ask students to read the passage and guess the meaning of *preserve* — to keep or maintain, or not to use carelessly.  
(2) Have students read the definition of “antonym” and the examples given. Remind them that a word can have more than one antonym, for example, *unfamiliar* is also an antonym of *familiar*.  
(3) Ask students to come up with more examples or encourage them to find examples in Reading A.

Suggested Activities 见 pages T18f–T18h.

## ● Vocabulary Focus

### I. Key Vocabulary

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

show up  
represent

break into  
balance

former  
destroy

explanation  
replace

send for  
in turn

I am the tree who used to live in the king's gardens. Every spring thousands of moths came out of me. The moths attracted birds, which **1** in turn provided food for bigger animals. Gradually, the gardens were filled with life and colour. The king was very proud of his gardens, in which thousands of creatures **2** representing hundreds of species now lived. They turned the gardens into a paradise that everyone enjoyed. I was old, withered and dry, and it turned out that I was the only thing in the gardens that the king disliked. Then one day the king **3** showed up and decided he could stand me no more. He had me cut down and **4** replaced with elaborate fountains. But to his surprise, all the animals living in the gardens were gone in time. The king **5** sent for advisers, but none of them came up with a solution.

Many years passed before a young man presented himself to the king. Though everyone else **6** broke into laughter when he pointed out that it was the "moth poo" that played a key role in keeping life balanced and healthy in the gardens, the king took his **7** explanation seriously.

The king wanted to recreate the **8** former beauty of his gardens. However, it would take many years to restore the **9** balance of nature, for I was delicate — easy to **10** destroy and so was the balance of nature!



### II. Word Meaning: Antonyms

1. What does the word in bold mean? Guess its meaning with the help of the underlined word.

preserve:  
to keep or  
maintain,  
not to use  
carelessly

People have different views about how we treat natural resources. Some people believe that wild forests should be **preserved**. Others think that wild forests are there to be used as much as possible to keep the economy running.

An **antonym** is a word that is opposite in meaning to another word. For example, *active* is an antonym of *passive*. Here are more examples.

- *Danny's father said the map was simple*, but when Danny looked at it, he saw it was actually quite **complex**.
- *Although this plant is familiar to people in Europe, it is unknown to the rest of the world.*



2. Complete the sentences with the antonyms of the underlined words.

- (1) The king liked his beautiful gardens, but hated / disliked the remains of an old tree standing in the middle.
- (2) After many attempts, the king still failed to restore his gardens to their former splendour. It seemed that only the young man could succeed in doing so.
- (3) These trees flourish particularly well in a warm and wet climate, but die/wither in dry conditions.
- (4) Nature is fair. She punishes those who break her laws but rewards those who observe them.

3. Read the passage and fill in each blank with an antonym of a word from the box.

create      with      similar      poorly      benefit      hate      certain      appear

An environment works (1) well with a wide variety of species. Here's an example: green sea turtles (2) love/like eating sea grass — but they can't hang out in one spot for too long because tiger sharks in the area hunt for sea turtles. (3) Without tiger sharks, sea turtles would eat all the best sea grass, (4) destroying the home for all the other animals that depend on it. If one species — turtles, sharks, or sea grass — (5) disappears, other plants and animals that are connected to that species could become extinct too. Losing just one species can (6) harm many others.

There are possibly billions of (7) different/various species of plants, animals, bacteria and other living things throughout the world — but we've only documented about two million of them. Many of these known and unknown species have (8) uncertain futures however.

We can help keep the Earth safe and the whole ecosystem healthy by working to preserve all of its components.



● Grammar in Use

**Relative clauses 1 — introduced by *who*, *whom*, *that*, *which* and *whose***

I. Study the sentences and find out how they are combined.

You can refer to the  
Grammar Highlights section.

1. There once lived a king **who** had a palace with beautiful gardens. (=There once lived a king. The king had a palace with beautiful gardens.)
2. People sang the praises of the beauty of these gardens and the many creatures **that** lived in them. (=People sang the praises of the beauty of these gardens and the many creatures there. Those creatures all lived in the gardens.)
3. The old tree **which** the king ordered to be cut down had actually been collected by the young man's father. (=The king ordered that the old tree be cut down. The old tree had actually been collected by the young man's father.)

2.

- (1) Have students read each sentence and fill in the blank with an antonym of the underlined word in the sentence. Remind them to use the proper form of the antonym.
- (2) Call on a few students to share their answers and check answers in class.

3.

- (1) Have students look at the picture and predict what they're going to read in the passage.
- (2) Ask students to read the passage and analyse how each missing word functions in meaning as well as grammatically within the sentence.
- (3) Have students fill in the blanks with the antonyms of the given words. Remind them to use the proper forms of the antonyms.
- (4) Call on a few students to share their answers and check answers in class.

Suggested Activities 见 pages T18f–T18h.

## Grammar in Use

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### 教学内容与要求

- 能在语篇中识别并理解由 who, whom, that, which 和 whose 引导的定语从句；
- 能根据表达的需要恰当运用此类定语从句。

### 教学建议

I

1. Have students study each complex sentence and the two simple sentences in the brackets. Encourage them to find out how the two simple sentences combine to form the complex one.
2. Guide students to study the Grammar Highlights section and understand the function and usage of a relative clause.
3. Help students understand when the relative pronouns who, whom, that, which and whose are used in a relative clause and when they can be omitted.
4. Have students study the examples and point out how the relative pronouns have helped combine two sentences into one.

II

1. Ask students to study the example in the box.
2. Get students to do pair work and discuss how they can combine the two sentences into one.
3. Have students read the sentences they have written and check if they have used the correct relative pronoun and if the meaning of the complex sentence remains the same as the two simple sentences.
4. Check answers in class.

III

1. Give students two minutes to read through the passage by themselves and complete the matching task.
2. Have one or two students share their answers with the class and ask them what clue(s) they have found in the passage which helped them make the decisions and whether the relative pronoun in each option can be omitted.
3. Ask questions to check students' understanding of the passage, requiring that their answers should include at least one relative clause. For example:  
T: Why has the island attracted international media attention?  
S: Because of the swimming pigs that live there.

Suggested Activities 见 pages T18h–T18i.

## Grammar Highlights

A relative clause gives more information about someone or something referred to in a main clause. Some relative clauses (defining relative clauses) are used to specify which person or thing we mean, or which type of person or thing we mean. Relative clauses begin with a relative pronoun, such as *who*, *whom*, *that*, *which* or *whose*. For example:

- Several athletes **whom** the reporter spoke to complained about the smog hanging over the city.
- The king offered a reward to anyone **whose** solution would be effective.

When we use a defining relative clause, the relative pronoun can be the subject or the object of the clause. For example:

- Rockall is a small island **which/that** lies west of Scotland.
- He showed me the rocks (**which/that**) he had brought back from Australia.

When the relative word is the object of the clause, it can be omitted. For example:

- We went to a garden (**which/that**) Jane had recommended to us.



### II. Connect the sentences using a relative pronoun, as in the example. Use “–” to indicate where a relative pronoun is not necessary.

#### EXAMPLE

Most of the forests have now been destroyed. (They once covered this area.)  
Most of the forests that/which once covered this area have now been destroyed.

1. He took me to see the old garden bridge. (He is rebuilding it.)  
He took me to see the old garden bridge **which/that**- he is rebuilding.
2. Sea lions are intelligent animals. (They can be trained to monitor and report on underwater conditions.) Sea lions are intelligent animals **that/which** can be trained to monitor and report on underwater conditions.
3. People have to pay for their actions or clean up. (They create air, water and waste pollution.)  
People **who** create air, water and waste pollution have to pay for their actions or clean up.
4. We are going to interview people. (Their job is to study humans' impact on our planet.)  
We are going to interview people **whose** job is to study humans' impact on our planet.

### III. Complete the passage with appropriate relative clauses from the options given on the right.

Do pigs swim? Anyone 1 **F** can answer this question. The island has attracted international media attention because of the swimming pigs 2 **A**. No one knows for sure how these pigs first got to the island. Some say they were left by a group of sailors 3 **E**.

Pig Beach has become a popular tourist attraction. Those who want to take a break from their busy lives can swim with pigs 4 **D**. Because the pigs have got used to being fed by tourists, they swim out to meet the boats 5 **B**.

People 6 **C** can not only get a selfie with the swimming pigs, but also enjoy a boat trip along the attractive coastlines, and discover its endless natural beauty.



- A. **that live there**
- B. **that arrive each day**
- C. **who come to the island**
- D. **whose life is easy and relaxed**
- E. **who planned to come back and cook them**
- F. **who has visited the tiny island of Big Major Cay**

# Listening and Viewing

音频文本见 page T18b



## What a Wonderful World (Song)

- I. Make a list of things in nature that are favourite subjects of singers. Sing a few lines that contain one or more of the things in your list to your partner.

Possible answers include sunshine, rainbows, birds, mountains, rivers, the moon ...

A few lines from Sunshine on My Shoulders by John Denver, 1973:

Sunshine on my shoulders makes me happy

Sunshine in my eyes can make me cry

Sunshine on the water looks so lovely

Sunshine almost always makes me high

- II. Listen to the song “What a Wonderful World” and answer the question.

What message does this song convey? *This song sings the praises of beautiful nature.*

- III. Listen to David Attenborough reading the lyrics of this song. While you listen, complete the lyrics using no more than three words for each blank.

I see trees of green, red roses too  
I see them bloom, for 1 me and you  
And I think to myself  
What a wonderful world



I see skies of blue (and) 2 clouds of white  
(The) bright blessed days, (the) dark sacred 3 nights\*  
And I think to myself  
What a wonderful world

The colours of the 4 rainbow  
So pretty in the sky  
Are also 5 on the faces  
Of people going by  
I see friends 6 shaking hands, saying *how do you do*  
They're really saying, 7 I love you

I hear babies cry, I watch them 8 grow  
They'll learn much more  
Than I'll ever know  
And I think to myself  
What a wonderful world  
(Quite simply wonderful)  
(Yes, I think to myself  
What a wonderful world)

\* 备注：歌曲版为 day ... night 单数，朗读版为 days ... nights 复数。



# Listening and Viewing

## 教学内容与要求

### Listening

- 能理解歌曲语篇的情景语境，包括歌曲所涉及的景物及其含义；
- 能依据听力材料中的主要内容补充适当信息；
- 能理解和感受歌曲所展示的自然之美，提高审美情趣。

## 背景介绍

In this part, there are two audios of the same song. The first audio is the original soundtrack of the song “What a Wonderful World” performed by the American trumpeter and singer Louis Armstrong. In the second audio, the lyrics of the song are read by the English broadcaster and naturalist Sir David Attenborough. (You can refer to pages T18b–T18c.)

The lyrics of the song talk about the beautiful things in the world such as the blue skies, the beautiful colours of the rainbow, the warmth and friendliness people show each other, the lovely cries of babies, etc. The song depicts the beautiful things in nature and how these things make a wonderful world.

## 教学建议

- I
  - Before students listen, get them to brainstorm songs concerning nature.
  - Call on some students to sing a few lines from these songs in class and make a list of the things in nature covered in the lyrics.
- II
  - Ask students whether they've listened to the song “What a Wonderful World” before, and provide them with the background information about the singer.
  - Play the song for the class and ask students to listen to it and try to get the main message it conveys. Ask students to quote words from the song to support their opinion.
- III
  - Look through the lyrics with students and ask them to make a guess at the missing words.
  - Introduce background knowledge about David Attenborough to prepare students for the listening.
  - Ask students to listen to the recording, take notes and complete the lyrics with the missing words. Then check answers and guide students to pay attention to the rhymes in the lyrics and underline the emphasised words.
- IV See text page 11.
  - Have students read the lyrics of the song “What a Wonderful World” in chorus and then ask them which part(s) of the song impressed them most.
  - Encourage students to translate the lyrics into Chinese and share their versions in groups.

### Reference version:

我看见绿树和红玫瑰  
我看见它们为你我盛开  
我情不自禁地想到，这是一个多么美妙的世界！  
  
我看见蓝天和白云  
明亮而美好的白天，深邃而深沉的夜晚  
我情不自禁地想到，这是一个多么美妙的世界！

天上的彩虹，颜色如此美丽  
照映在过往人们的脸上  
我看见朋友们握手问好  
他们在说：我爱你！  
  
我听见婴儿哭泣，看着他们长大  
他们学到的东西将远胜于我  
我不禁想到，这是一个多么美妙的世界！  
我不禁想到，这是一个多么美妙的世界！

- Ask students to name the things that make them feel this is a wonderful world and pool their answers on the blackboard.

## 教学内容与要求

### Viewing

- 能理解这则研究报告所传递的有关自然的信息；
- 能借助视频中的图像，采用适当预测策略，来帮助准确理解和预判内容；
- 能结合视频材料，联系自身经验或实际情况，适当拓展思维活动。

## 背景介绍

This video is an excerpt from a BBC programme, in which the relationship between happiness and nature (or watching footage of nature) is discussed. According to the study of Professor Dacher Keltner, watching wildlife programmes can bring about positive emotions and reduce negative ones.

## 视听策略

### Using images to predict content

- Show some screenshots from the video or play the video in silent mode for 20 seconds to help students make predictions about the main message of the video.
- Describe one of the screenshots (teacher modelling) and ask students to describe some or all of the rest. Or pause while playing the video in silent mode to elicit students' impressions about the video. Collect keywords from their descriptions and help them make predictions about the main message of the video.
- Check students' predictions and tell them that using images to predict the content of a video can reduce their anxiety before viewing. Direct students' attention to some keywords and expressions to better prepare them for the viewing task.

## 教学建议

### Before-viewing:

Ask students the following questions to arouse their interest in the topic and test their background knowledge.

- (1) Do you agree that nature makes us happy?
- (2) What happiness does nature bring us?
- (3) What disasters may nature bring us?  
(Answers may vary.)

### While-viewing:

- Play the video in silent mode. Pause while playing to elicit students' impressions about the video. Collect keywords from their descriptions to help them predict the main message of the video (Activity I).
- Play the video with the soundtrack and ask students to tick (✓) the effects that are mentioned in the video (Activity II).
- Play the video with the soundtrack for a second time and have students answer the questions in Activity III. (Answers may vary.)

### After-viewing:

- Ask students to reflect on their own experiences and think about the occasions when they feel awe, wonder or amazement in nature. (Answers may vary.)
- Have students work in groups and share their own experiences and feelings about nature, each with at least 5 sentences. (Answers may vary.)

Suggested Activities 见 pages T18i–T18j.

- IV. Apart from the images in the song, what other things make you think this is a wonderful world?

Possible answers may include gentle breeze, glittering dewdrops on leaves, light drizzle, fragrance of flowers, sunset glow, etc.

### Nature Makes You Happy (Research report)

视频文本见 page T18c

- I. Watch the video in silent mode for 20 seconds and predict its main message.

Viewing Strategy  
Using images to predict content

This video is about \_\_\_\_\_.

- A. environmental protection      B. Antarctic exploration  
C. the natural world              D. rainforest exploration

- II. The report shows that watching video footage of the natural world may have several effects on people. Watch the complete video clip and tick (✓) the effects that are mentioned. Look up the new words in the dictionary after you watch.

<input checked="" type="checkbox"/>	reductions in tiredness and low energy	<input type="checkbox"/>	hope and courage
<input type="checkbox"/>	pride and satisfaction	<input checked="" type="checkbox"/>	amazement, wonder and awe
<input type="checkbox"/>	worry, tiredness and fear	<input checked="" type="checkbox"/>	reductions in stress
<input checked="" type="checkbox"/>	joy, contentment and curiosity	<input type="checkbox"/>	respect and love
<input checked="" type="checkbox"/>	real human happiness	<input type="checkbox"/>	peace and freedom

- III. Watch again and answer the questions.

- According to the video, how do we feel when spending time in nature?
- What does Prof Keltner's study of human happiness reveal?

1. Spending time in nature can make us feel better both in mind and body in a way that nothing else can.  
2. The study reveals that watching footage of the natural world can help people experience positive emotions (such as amazement, wonder and awe) which make people feel real happiness and may positively affect people's health and well-being.

- IV. Reflect on your own experiences and answer the question. Answers may vary.

When do you feel awe, wonder or amazement in nature?



# Moving Forward

## Landscape Painting: What's in the Picture?



- I. Speaking: Describing a scene in a landscape painting or photo

A collection of landscape paintings and photos will be shown at the International Art Festival of your school. You are one of the volunteers and will introduce and describe pieces of artwork to the visitors: your schoolmates and some exchange students from other countries.



Below is one of the paintings on display. Prepare your description by following the steps.



**Step 1** Work with a partner and talk about what you see in the painting. Try to find as many details as possible. Make a list of the details that you want to include in your description. Rank them from the most impressive to the least.

**Step 2** Talk with your partner about what you see from different angles, e.g. from left to right and from top to bottom. Decide on the order in which the details will be presented.

**Step 3** Practise your description with your partner. While you describe the painting, use some of the prepositions of place.

Prepositions of Place			
above	next to	near	in front of
below	behind	here	in the foreground/background
across	on the top of	opposite	in the distance
through	to the side of	against	on a lower level
beside	far to (the left side)	between	on the left/right

**Step 4** Suppose your classmates are the visitors. Describe the painting in class. Maintain good posture and eye contact with your classmates while presenting.

### Speaking Strategy

#### Maintaining good posture and eye contact

- During a presentation, you can maintain good posture by standing upright and facing the audience.
- Make sure you look people in the eye and break eye contact with each person every 2 – 5 seconds.

# Moving Forward

## 教学内容与要求

- 能借助图片或照片，描述其中的场景；
- 能尽量描述情景细节，达到较好的表达效果；
- 能改换视角，采用不同的空间顺序对景物进行描述；
- 能为同伴描述，并在此基础上进行完善，为全班同学描述；
- 在交流过程中，能保持良好的身势语，如站姿、手势、眼神交流和面部表情等一系列非言语交际形式；
- 能按照空间顺序，写一段 70–90 字的描述性短文，并做到生动细致。

## 教学建议

### I. Speaking:

Introduce “Speaking Strategy: Maintaining good posture and eye contact” to students. Remind students to maintain good posture by standing upright and facing the audience during a presentation. And encourage them to look people in the eye and break eye contact with each person every 2–5 seconds.

#### Step 1

- Describe the plan for the International Art Festival at your school to arouse students’ interest. Show a picture of volunteers to students, encourage them to work as volunteers at the festival and explain the speaking task to them.
- Ask students to study the Chinese painting on text page 12 and then talk with their partner about what impresses them most in the painting.

#### Step 2

Guide students to view the painting from different angles, for example, from left to right and from top to bottom, and have them decide on the order in which they would like to present the details that impress them most in the painting.

#### Step 3

- Have students look at the table and introduce prepositions of place to them: prepositions of place are prepositions we use when we talk about where an action takes place or when we discuss important details for communication purposes.
- Describe the painting for students as an example and remind them to pay attention to what has been described, such as who, what, when and where, the order in which they have been described, and the prepositions of place that have been used in your description. Call on a few students to check for understanding and make brief comments.
- Have students practise introducing the painting to their partner using prepositions of place as important signposts.

#### Step 4

- Encourage students to volunteer and present their descriptions of the painting to the class. Remind them to maintain good posture by standing upright and facing the “audience” during the presentation.
- Pass an evaluation sheet around the class and ask the “audience” to assess the speakers’ performance according to the rubrics given.

Evaluation sheet for reference:

Evaluation Grades: A=Excellent B=Good C=Okay D=Need to be improved

Volunteer	Rubrics and Grades						
	Content	Structure	Accuracy	Fluency	Posture	Eye contact	...
Volunteer 1							
Volunteer 2							
Volunteer 3							
...							

3. Select “Best Volunteer” or “Best Presentation” by voting based on the evaluation sheets.
4. Ask some of the “audience” to make comments on their classmates’ performances in terms of content, language and body language.

## II. Writing:

Introduce “Writing Strategy: Writing in spatial order” to students. Guide students to understand what spatial order is by showing them some examples. Encourage students to use spatial order when describing a scene.

### Step 1

1. Ask students to look at the landscape picture on text page 13 and reflect on the scene and the most important details in it.
2. Have students read the description of the picture and find the spatial order of the description.
3. Have students ask the four questions about the description as a checklist.
  - Are all the most important details in the scene described?
  - Is the scene described in spatial order?
  - Is the scene described in proper tenses?
  - Is the scene described with appropriate expressions?
4. Ask students to find a landscape painting or photo that they would like to submit to the exhibition.
5. Guide students to reflect on the scene of the painting or photo and write down the most important details that they are going to describe.

### Step 2

1. Ask students to decide on the angle from which they want the viewers to observe the scene.
2. Ask students to re-read the example in their textbook and this time pay special attention to the words in bold.

### Step 3

1. Ask students to write a description in spatial order in 70–90 words.
2. Have students do self-evaluation and peer-evaluation by asking the four questions.
3. Ask students to revise or rewrite their draft based on self evaluation and peer suggestions.
4. Create opportunities for students to display and share their writing, e.g. on the wall of the classroom, in the school newspaper, on the school website, etc.

Suggested Activities 见 pages T18j–T18k.



## II. Writing: Describing a scene in spatial order

- Find a landscape painting or photo that you are very fond of. Write a paragraph to describe it in spatial order.

**Step 1** Reflect on the scene in the painting or photo, and write down the most important details that you are going to describe.

**Step 2** Decide on the angle from which you want the viewer to observe this scene. Take the following description as an example.



### EXAMPLE *The example writing can be used as reference.*

A stream is flowing **from the left to the far right in front of us through** the grassland. **In the water** are the reflections of the clouds and the sky. **At our feet**, wild flowers grow **on the bank**. **On the other side of the bank on the far right**, some trees grow tall and strong. **Further in the distance on our left** stands a beautiful palace. The sun is setting **beside** the palace and casting a magnificent glow on the masses of clouds **above in the sky**. All these elements combine to present a lovely view of nature at dusk.

**Step 3** Write your description in spatial order in 70 – 90 words.



### Writing Strategy Writing in spatial order

Spatial order is a method of organisation in which details are presented as they are (or were) located in space — e.g. from left to right or from top to bottom. Spatial order provides the angle from which readers observe the details.

## Reading B

# THE BEAUTY OF NATURE

I sometimes stare at the sky and wonder why we have made such a mess of things. I wonder why we tear up the seas and use up the trees all in the name of progress. It is such a tragedy that we are damaging things so fast and they will soon be way beyond repair.

It is sad to think future generations will not have the natural things to enjoy as we have had, and that they will be paupers when it comes to the offerings of the natural world.

But preserving nature is one thing, appreciating it is quite another. There is so much beauty all around us to see, touch and hear. Nature is miraculous because it is always changing. No matter how many times you look at something, you can always find something different.

Nature can set a sky aflame at sunset or magically transform a familiar landscape into a snow-white wonderland. It can paint a rainbow in the sky, paint beautiful autumn colours on trees, or paint a clump of daffodils in the grass with a glow of soft sunlight.

Nature brings beauty into our lives. Nature has a way of affecting our moods and it can force us to change our plans.

Nature is responsible for the sun, clouds, rain and snow. When it is sunny and bright outside, we feel cheerful inside. When it is cloudy and rainy, we often feel gloomy. When there is a beautiful starry night, the moonlight makes us feel romantic.

When we see the leaves budding on a tree or when a timid flower pushes through the frozen ground, or when we smell the freshness of spring, new hope will always come to us. Nature is truly an intrinsic part of our lives.

When we wake and see a sunrise, when we walk and feel a breeze, when we gaze at the mountains and the splendour of the seas, when we see the earth renew its beauty at each season of the year and when the stars shine at night, we should be thankful to nature for giving us all these wonderful and miraculous things. Learning to become more aware of nature can truly have a positive effect on our lives in the way we look at things and in the way we feel about ourselves.

# Reading B

## 教学内容与要求

- 能通过美文赏析，不仅感受文字之美，也感受文字所描述的自然之美；
- 能举例说明语言选择与修辞的功能，比如排比句式的使用、适当的选词，以及细节的烘托等；
- 能理解语篇中蕴含的劝诫意义，如自然生态保护、环境保护等。

## 语篇分析

本文的语篇类型是散文。语篇内容从作者自身观察和感受出发，提出不仅要保护自然，也要懂得欣赏自然之美。语篇结构清晰，第一、二段，作者感伤自然环境被破坏，从第三段开始话锋一转，提出要懂得欣赏自然之美，第四至六段主要指出自然能给我们带来什么样的美感享受，最后一段提醒我们应该对自然充满感激，以及懂得欣赏自然之美的重要性。本文的语言特征明显，运用了大量连系动词、感官动词、存在句式和排比句式，并用一般现在时生动地描述了美丽的大自然以及人与自然之间的亲密关系。语篇的主题意义是引导学生对自然充满感恩，学会欣赏自然之美，从而更好地保护自然。

## 背景介绍

The article is adapted from a post on Beranda Tok Nabijit's blog.

## 难句注释

1. **It is such a tragedy that we are damaging things so fast and they will soon be way beyond repair. (lines 5–7)**

句首的 It 为形式主语，本句真正的主语是 that 引导的主语从句。整句意为“破坏的速度如此之快，很快我们将束手无策，这真是莫大的悲哀。”

beyond repair 无法修复

2. **It is sad to think future generations will not have the natural things to enjoy as we have had, and that they will be paupers when it comes to the offerings of the natural world. (lines 8–12)**

本句中 It 是形式主语，to think... 引导的是真正的主语，think 后面为两个并列的宾语从句，一个是 future generations will not have the natural things to enjoy as we have had，还有一个是 and that they will be paupers when it comes to the offerings of the natural world，第二个宾语从句里的 that 一般不省略。整句意为“子孙后代将无法同我们一样享有大自然的馈赠，他们会变得一无所有，念及此，我不禁悲从中来。”

future generations 后代

when it comes to 当提到；说到

the offerings of the natural world 大自然的馈赠

3. **Learning to become more aware of nature can truly have a positive effect on our lives in the way we look at things and in the way we feel about ourselves. (lines 49–53)**

本句中 in the way we look at things and in the way we feel about ourselves 含两个定语从句 we look at things 和 we feel about ourselves，分别限定先行词 way，两个从句前都省略了 that。整句意为“学会感知自然之美，能让我们正视周围的一切，正视人类自己。”

become more aware of 更加关注

have a positive effect on 对……产生良好影响

## 词汇分类

识别词汇 1: pauper, gloomy

2: damage, preserve

运用词汇 (必修) : beyond, familiar, responsible, aware

常用词组: stare at

## 词汇释义

### • **stare at (line 1)**

to look fixedly at someone or something 盯着看

— **Why are you staring at me?**

— 你为什么盯着我看?

— **I was staring at the scenery behind you.**

— 我刚刚是在看你身后的风景。

保留

**She managed despite everything to preserve her sense of humour.** 她不管遇到什么情况都保持着幽默感。

to keep sth in its original state in good condition 保存, 保养

**Wax polish preserves wood and leather.** 上光蜡可以保护木料和皮革。

### • **damage (line 6)**

v. to harm or spoil sth/sb 损害; 伤害; 毁坏  
破坏

**Smoking can damage your health.** 吸烟对身体有害。

n. physical harm caused to sth which makes it less attractive, useful or valuable (有形的) 损坏, 破坏, 损失

**The accident did a lot of damage to the car.**  
这一事故把汽车损坏得很厉害。

### • **familiar (line 21)**

adj. well known to you; often seen or heard and therefore easy to recognise 熟悉的; 常见到的; 常听说的

**People familiar with the negotiations said the offer was unlikely to be accepted.** 熟悉谈判情况的人士称, 这一提议不太可能被接受。

**There's a chance that the new brand can become more familiar to shoppers over the next five years.** 在未来 5 年中, 这一新兴品牌有望被消费者了解更多。

familiarity n. 熟悉

### • **responsible (line 30)**

adj. being the cause of sth; having the job or duty of doing sth or taking care of sb/sth, so that you may be blamed if sth goes wrong 作为原因; 成为起因; 有责任; 负责; 承担义务

**They must be responsible for the decision they've made.** 他们得为自己所做的决定负责。

responsibility n. 责任, 职责; 义务

### • **pauper (line 10)**

n. a very poor person 穷人; 贫民; 乞丐  
**He died a pauper.** 他死时身无分文。

### • **preserve (line 13)**

v. to keep a particular quality, feature, etc;  
to make sure that sth is kept 保护; 维护;

### • **gloomy (line 33)**

adj. sad and without hope 沮丧的

**Anne dismissed these gloomy thoughts from her mind.** 安妮将那些令人丧气的念头从脑海里驱逐出去。

nearly dark, or badly lit in a way that makes you feel sad 黑暗的，阴暗的

**It was a gloomy room with one small window.** 这间屋子仅有一扇小窗，光线昏暗。

- **aware (line 50)**

*adj.* knowing or realising sth 知道；意识到；明白

**All of us should become aware of potential**

**environmental problems and take action to protect our environment.** 我们都应该意识到潜在的环境问题，并采取行动来保护我们的环境。

**Though most smokers are well aware of the dangers smoking poses to their health, they still can't get rid of the habit.** 虽然大多数吸烟者都很清楚吸烟给自己的健康带来的危害，但他们仍然不能下定决心戒烟。

*awareness n.* 意识，认识；明白，知道

*unaware adj.* 不知道的，无意识的；未察觉到的

*be aware of* 知道；发觉

## Comprehension Plus

### 教学建议

- I Have students read the text, form one or two pictures in their mind about the natural beauty described by the author that impresses them most, and share them with their partner.
- II
  1. Have students read the text again and underline details that are used by the author to describe the beauty of nature. Call on a few students to share what they have found.
  2. Remind students that it is an important tip to use the five senses in the descriptions of natural beauty.
- III
  1. Have students read the text for a third time and answer the questions.
  2. If students have difficulty answering the second question, call on a few students first to check their understanding of the sentence "...preserving nature is one thing, appreciating it is quite another" in paragraph 3.
  3. Have students discuss in groups and come up with more examples of the beauty of nature around us that can be seen, heard or felt. Call on a few group representatives to share their ideas.

Suggested Activities 见 page T18l.

## Critical Thinking

### 教学内容与要求

- 能根据提示整合本单元语篇中的主要信息，并在此基础上对信息进行分析归类，用表格形式呈现相关内容；
- 能结合自身经历分享歌曲或诗歌作者在描写自然景物过程中所传递出的情感。

### 教学建议

- I
  1. Ask students to have a look at the categories listed in the table and recall what they have learned about nature in this unit.
  2. Have students work in pairs and discuss what they have learned about nature and then put them into the different categories of the table.
  3. Encourage students to reflect on how things in nature usually make them feel and add some words of feelings in the third column of the table.
  4. Have students share in groups the things they have learned about nature in this unit and their feelings about them, and then give reasons.

#### Reference patterns:

I think ... should be put into the category of ...

They may make us feel ... because ...

- II
  1. Read the poem A Spring Morning to students and have them take down the things in nature that are mentioned. Ask them to read and appreciate the poem by themselves, and then analyse and discuss the feelings the poet Meng Haoran wanted to express.
  2. Encourage students to look for more poems and songs about nature by surfing the Internet or referring to books or other resources, and then fill in the table.
  3. Have them share the poems and songs about nature in groups and appreciate the feelings the poems and songs convey.

Suggested Activities 见 page T18n.

### ● Comprehension Plus

- I. Form pictures in your mind while you read the text, and then describe them in your own words. *Answers may vary.*
- II. The author uses details to describe the beauty of nature. For example, “a sky aflame at sunset” (line 20). Identify more examples in the text.  
*Some examples: landscape—snow-white wonderland; trees—autumn colours; daffodils—glow of soft sunlight*
- III. Answer the questions.
  1. What might be the reasons why future generations “will be paupers when it comes to the offerings of the natural world” (lines 10 – 12)?  
*If we continue damaging nature, it may soon be beyond repair and our future generations may suffer from lack of natural resources and face terrible consequences.*
  2. Do you think the author is calling on us to preserve nature or to appreciate nature?  
Why? *Possible answer is both. In paragraph 3, the author says, “... preserving nature is one thing, appreciating it is quite another”.*

## Critical Thinking

### Grouping information

- I. Use the table to group the things we have learned about nature in this unit. Reflect on how things in nature usually make us feel. Then add words we can use to describe our feelings in the third column. Some examples have been given.

*You can find the reference answer on page T18m.*

	Things in nature	How they may make us feel
Plants	leaves budding on a tree	hope / hopeful
Animals and other creatures		
Natural landscapes		
Natural phenomena		

- II. Think of some poems or songs about nature. What feelings do you think they express?

*You can find the reference answer on page T18m.*

Things in nature	Poem/Song	Feeling(s) expressed
birds; storm; blossoms	<b>A Spring Morning</b> I awake light-hearted this morning of spring, Everywhere round me the singing of birds — But now I remember the night, the storm, And I wonder how many blossoms were broken.	regret for spring's departure

## Further Exploration

### Sharing stories about the efforts made to restore damaged nature

Like the king in “The Natural Garden,” people often destroy the environment before they realise it is too late. What can be done to restore nature to its original state? Work in groups and find an example of where this has been done, and tell the story to your classmates using pictures to show the contrast.

- Step 1** Find a natural place/spot that was once damaged but is now restored or being restored. Search for pictures of its past and present.
- Step 2** Find out what efforts have been made to restore the damaged natural place/spot. Write a story about it.
- Step 3** Present your story to your classmates and use pictures to assist your presentation. An example slide is given.

#### Bringing Back a Clean Suzhou Creek



— 1980s: Disappearance of fish and shrimp due to heavy pollution



— 1993 – 2008: Three major projects to clean up the creek



— Today: Fish and shrimp back in the creek; improved quality of life for residents

Answers may vary.

# Further Exploration

## 教学内容与要求

- 能通过探究性学习了解一些国家或地区在治理生态环境污染和破坏，以及修复并还原自然生态美景方面所做的努力；
- 能通过独立查阅资料、合作探讨的方式获取相关信息，并能将其整理后分享。

## 教学建议

### Step 1

- Ask students to read the introduction of the “Further Exploration” project and the three steps they are supposed to take to accomplish the project. Make sure they understand the task.
- Divide the class into small groups of four according to their seating arrangement. (Variation: Ask students to team up by themselves.) Ask each group to fill in the following table and ensure that each group member is responsible for at least one part of the job.

Group	Information Collector	Information Organiser	Main Writer	Presentation Maker
1				
2				
3				
4				
...				

- Give students a clear timeline for their project. Make sure they know exactly the deadline for each step listed on text page 16.

### Step 2

- Monitor the groups' progress by looking at or reading what they have accumulated so far (e.g. pictures, scripts for presentations, etc). Tell students the writing and the oral presentation will be assessed separately and that any delay may incur a forfeit of points from their final group score.
- Offer students language aid in the process and if time permits, ask the speakers to do rehearsals before their classmates and let them ask for advice about their presentation.

### Step 3

- Ask each group to give their presentation in class.
- Mark their performances based on the following evaluation form.

Group	Members	Writing (40%)	Oral Presentation (60%): content (15%) language (15%) performance (30%)	Total (100%)
1				
2				
3				
4				
...				

- Ask each group to reflect on their own performance and make a list of WHAT WENT WELL and WHAT COULD BE EVEN BETTER IF...

Suggested Activities 见 page T18m.

# Self-assessment

## 教学内容与要求

- 通过核查与反思，确认本单元目标的达成情况；
- 通过计划与调控，提升自主学习能力，提高学习效果。

## 教学建议

### Step 1: Check

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

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

### Step 2: Reflect

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

Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

### Step 3: Plan

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

## 范例 (Answers may vary.)

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

A. Understanding and explaining the connections between things in nature and the importance of the balance of nature

After reading the two texts in Unit One, I've developed a thinking mode of looking for possible cause-and-effect relationships between events and things. Besides, through various classroom activities, I've acquired useful vocabulary and plentiful examples that will help me to explain these connections to people in English as well as advocating environmental protection.

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

G. Maintaining good posture and eye contact with my audience in a presentation

For most of the time, I read from a script prepared beforehand to ensure the accuracy and fluency of my speech, which actually prevents the establishment of an authentic communication between me and the audience. I still find it difficult and intimidating to deliver a speech and meanwhile make on-the-spot adjustments based on my audience's feedback.

### What do you plan to do?

I definitely need more practice in making public speeches. And perhaps I can begin by sharing my thoughts and answers with my classmates whenever my English teacher poses an open question. When it's my turn to give a speech (perhaps on behalf of my group), I will bring to the stage several flashcards covering the main points of the speech instead of a whole script. In that case, I will have to look at my audience more often.



## Self-assessment

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

- A. Understanding and explaining the connections between things in nature and the importance of the balance of nature
- B. Describing a scene in a landscape painting or a photo
- C. Understanding and describing the feelings expressed in a song or a poem
- D. Comparing people's attitudes towards nature
- E. Using a table to group information
- F. Predicting content based on images acquired while watching a video silently
- G. Maintaining good posture and eye contact with my audience in a presentation
- H. Writing a descriptive paragraph in spatial order

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

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

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

## Culture Link

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### 教学内容与要求

- 能分享本单元语篇中隐含的大众自然观；
- 能归纳出中国山水画中所表现出的人与自然的和谐关系。

### 教学建议

- Ask students to read the passage in Culture Link on text page 5 and answer questions.  
e.g. What's the core of Chinese culture?  
Why are the landscape paintings mentioned here?  
...
- Have students discuss in groups to come up with more examples to illustrate Chinese wisdom and Chinese views towards nature.
- Encourage students to explain the examples they've found.

### 补充文化知识

#### Chinese Landscape Paintings

Images of nature have remained a potent source of inspiration for Chinese artists. While the Chinese landscape has been transformed by millennia of human occupation, Chinese artistic expression has also been deeply imprinted with images of the natural world. When we appreciate Chinese landscape paintings, it is clear that Chinese depictions of nature are more than representations of the external world. Rather, they are expressions of the mind and heart of the individual artists—cultivated landscapes that embody the culture and cultivation of their masters.

## What a Wonderful World

I see trees of green, red roses too  
 I see them bloom for me and you  
 And I think to myself  
 What a wonderful world

I see skies of blue (and) clouds of white  
 Bright **blessed** days, dark **sacred** nights (朗读版)  
 (The bright blessed day, the dark sacred night 歌曲版)  
 And I think to myself what a wonderful world

The colours of the rainbow so pretty in the sky  
 Are also on the faces of people going by  
 I see friends shaking hands saying how do you do  
 They're really saying I love you

I hear babies crying, I watch them grow  
 They'll learn much more than I'll ever know  
 And I think to myself what a wonderful world  
 (Quite simply wonderful)  
 (Yes, I think to myself what a wonderful world)

### 注释:

- blessed** *adj.* very enjoyable or desirable 神圣的；带来幸福的；幸福的  
*The birth of a live healthy baby is a truly blessed event to the whole family.* 一个活泼健康的宝宝的出生是整个家庭天赐的礼物。
- sacred** *adj.* worthy of respect or dedication; worthy of religious veneration 神圣的；宗教的  
*It is said that the owl is sacred for the local people.* 据说当地人把猫头鹰看作是一种神圣的动物。

### Reference background information:

#### About Louis Armstrong



Louis Daniel Armstrong (4 August 1901 – 6 July 1971), nicknamed “Satchmo”, “Satch” and “Pops”, was an American trumpeter, composer, vocalist and occasional actor who was one of the most influential figures in jazz. His career spanned five decades, from the 1920s to the 1960s, and different eras in the history of jazz. In 2017, he was inducted into the Rhythm & Blues Hall of Fame.

#### About David Attenborough



Sir David Frederick Attenborough (/ˈætənbroʊ/; born 8 May 1926) is an English broadcaster and natural historian. He is best known for writing and presenting, in conjunction with the **BBC Natural History Unit**, the nine natural history documentary series forming the *Life* collection that together constitute a comprehensive survey of animal and plant life on Earth. He is a former senior manager at the BBC, having served as controller of **BBC Two** and director of programming for BBC Television in the 1960s and 1970s. He is the only person

to have won BAFTAs for programmes in each of black and white, colour, HD, 3D and 4K.

Attenborough is widely considered a national treasure in Britain, although he himself does not like the term. In 2002 he was named among the 100 Greatest Britons following a UK-wide poll for the BBC.

## Nature Makes You Happy

What is happiness? Can you find it in a new pair of shoes, a fast car, or a bigger house? Or does real happiness lie somewhere else? Hundreds of studies have proved that spending time in nature can make us feel better both in mind and body in a way that nothing else can. We wanted to find out whether simply watching footage of the natural world could have the same effect.

Last year, we partnered with Professor Dacher Keltner, an expert in human **psychology** and emotion at the University of California, Berkeley. For this project, he has reviewed over 150 scientific studies to explore the positive effect of nature on humans. We also asked over 7,500 people in six countries to tell us how they were feeling before and after watching *Planet Earth II* clips. These data show significant increases in joy, **contentment**, curiosity, **awe**, amazement and wonder, and clear **reductions** in tiredness and low energy. It even reduces stress, especially among younger viewers. These findings reveal that wildlife programmes can cause you to experience positive emotions.

“My study of human happiness has revealed that these emotions—amazement, wonder and awe—are the foundations of a powerful form of real human happiness. Real happiness is a deeper, less **transient** form of happiness. They can positively affect our health and well-being.”

So by simply watching incredible footage of our natural world, you too can experience these uplifting emotions, helping you to be more connected with this amazing place we call home.

### 注释:

1. **psychology** *n.* the scientific study of the human mind and the reasons for people's behaviour  
心理学  
*This semester he started to learn psychology, a core course for his master degree.* 这个学期他开始学习心理学，这是他硕士学位的核心课程。
2. **contentment** *n.* happiness with one's situation in life 满意，满足  
*Gratitude towards life is one of the best ways to find contentment.* 对生活感恩是获得满足的最佳途径之一。
3. **awe** *n.* an overwhelming feeling of wonder or admiration 敬畏；惊叹  
*All the tourists gazed in awe at the great stones facing the endless sea.* 所有游客都惊叹地望着那些朝向无边大海的巨石。
4. **reduction** *n.* the act of decreasing or reducing sth 减少；缩小；降低  
*The improvements in the machine caused a reduction in the frequency of its breakdowns.* 这些改进减少了机器发生故障的频率。
5. **transient** *adj.* lasting a very short time 短暂的  
*The results of contests are transient, but friendship is lasting.* 比赛的胜负是暂时的，而友谊是长久的。

# Getting Started

### Option 1 ★★

Have students read the title, and ask “What can nature bring to us?” Then ask students to brainstorm some keywords (nouns) and write them down on the blackboard.

### Option 2 ★★★

Ask “What do you imagine nature to be? What does that word mean to you?” Then have students work in pairs or in groups and share their opinions and reasons.

### Option 3 ★★★

Have students share their understandings of the quote by Alfred Tennyson on text page 2.

(A Brief Introduction to Alfred Tennyson)

Alfred, Lord Tennyson (1st Baron Tennyson) (6 August 1809 – 6 October 1892) was the Poet Laureate of the United Kingdom after William Wordsworth, and the chief representative of the Victorian era in poetry.

# Digging In

## Comprehension

### Option 1 ★★

Have students read the text and find key factors (characters, time, place, plot...) of the story.

#### Reference answers:

Characters: the king, a wise nobleman, a young man

Time: once, some time later, years later

Place: the king's gardens

Plot: cause, development, climax, ending

### Option 2 ★★

Have students read the text and retell the story according to the timeline and the king's main action(s).

Timeline	The king's main action(s)
Once upon a time, ...	... had beautiful gardens...
One day, ...	... had the tree cut down ...
Some time later, ...	... realised ...
Years later, ...	... regretted ...

#### Reference answer:

Once upon a time, there lived a king who had gardens as beautiful as paradise on earth. One day, the king had the remains of a huge tree—the only thing that he didn't like in the gardens—cut down.

## Suggested Activities

But some time later, he realised that there were no living animals in his gardens. The king sent for advisers, but none of them was able to solve the problem. Many years later, a young man came with an explanation and the king regretted what he had done and wanted to restore the beauty of his gardens. But the restoration would take decades.

### Option 3 ★★★

1. Have students work in groups and discuss how to put the story into a 5-minute short play.
2. Have students decide on at least three acts and make up the lines of the different characters according to the plot of the story.

**Reference answer:**

**Act 1: Once upon a time, ...**

<b>The king:</b>	The old tree is withered and dry. What's the point of leaving it in my royal gardens? It's completely out of place!
<b>The gardener:</b>	Your Majesty! ...
<b>The king:</b>	...
	...

**Act 2: Some time later, ...**

<b>The nobleman:</b>	Your Majesty, people have always been singing the praises of the beauty of these gardens and the many creatures that live in them. But I've hardly seen a thing move — not one animal. I feel tricked!
<b>The king:</b>	...
<b>Adviser 1:</b>	...
<b>The king:</b>	...
<b>Adviser2:</b>	...
	...

**Act 3: Years later, ...**

<b>The young man:</b>	There just wasn't enough poo, Your Majesty. Particularly, moth poo.
<b>The king:</b>	...
	...

- ...
3. Encourage students to practise acting the short play and prepare their presentation (using PPT if necessary) in a week's time.
  4. Ask students to present their short play group by group and have the “audience” comment on their performances.
  5. Provide students with the following evaluation sheet when necessary.

**Evaluation sheet for reference:**

Evaluation Grades: A=Excellent B=Good C=Okay D=Need to be improved

Rubrics	Groups				
	Group 1	Group 2	Group 3	...	...
Content					
Structure					
Accuracy					
Fluency					
Cooperation					
Overall effect					
...					

## Vocabulary Focus

### I. Key Vocabulary

#### Option 1 ★★

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

#### Before-reading

##### Target words: paradise, wither, flourish, organism

Words relevant to literal comprehension such as **paradise**, **wither**, **flourish**, **organism** are suitable for teaching in the pre-reading stage. You may create proper contexts to help your students work out the meanings of these words.

- T: Look at this picture of a rose garden, which is called the **Paradise** of Rose Lovers by the locals because visitors can find almost all popular varieties of roses there and enjoy their fancy colours and sweet smells to the full. Now can you understand why it is called the **Paradise** of Rose Lovers?
- S: Yes, because it is a perfect place to rose lovers.
- T: Look at these roses. If we forgot to water them regularly, what would happen to them?  
(Try to use words in the text.)
- S: They may **wither** and die for lack of water.
- T: So to help them grow well or **flourish**, regular watering is essential. Apart from the care given to the roses, we also need to ensure the whole garden is a thriving **organism**. Do you know what that means?
- S: Yes, we need to ensure that the garden is a healthy and balanced ecosystem.

#### While-reading

##### Target words: restore, damage

Words based on the text to help students grasp the main idea, explore the details, analyse the

## Suggested Activities

characters or infer the writing purpose can be taught during textual interactions. Ask questions, give further explanations and enable students to use the words based on text understanding. Take the teaching of “restore” as an example.

T: Read the sentence “He tried them all, but nothing could restore the royal gardens to their former splendour” (lines 22–24) again, and decide which “restore” in the following two sentences has the closest meaning to the one in our text.

- A. The police have now **restored** the painting to its rightful owner.
- B. He is now fully **restored** to health.

**Reference answer:** B (bring sb/sth back to a former condition)

T: So what can we learn from the tragic ending revealed by the sentence?

**Reference answer:** The wildlife won’t come back, and we can’t **restore** the gardens!

T: So we shouldn’t **damage** nature. Pay attention to the two words “restore” and “destroy”. We call them antonyms.

### After-reading

#### Target word: balance

After some vocabulary-learning activities, motivate students to use what they have learned in class to express their own ideas. Take the teaching of “balance” as an example.

T: After learning the text, can you retell how the king destroyed the delicate **balance** of nature in his gardens?

What can we learn from the text? And what should we do to keep the **balance** of nature?

(Answers may vary.)

#### Option 2 ★★

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

#### Target word: flourish

T: What do you think will happen to the rare plants and flowers in the king’s gardens once the balance of nature is restored?

S: They will flourish.

T: To grow well. (DN)

T: How do you feel when you see something flourish?

S: I feel happy for it and I see hope of getting better and better. (CN)

T: Can you complete the sentence: “I’m glad to see \_\_\_\_\_ flourish”? For example, “I’m glad to see the arts flourish in a time of peace and open-mindedness.”

S: ...

## II. Word Meaning: Antonyms

### ★★

Match the words from Reading A with their antonyms. Then put the pair of antonyms in the proper sentence below.

### Words from Reading A

royal  
theory  
native  
former  
delicate

**Antonyms**  
future  
foreign  
common  
hard  
practice

### Reference answer:

royal↔civilian  
native↔foreign  
delicate↔hard

theory↔practice  
former↔latter

- It's much more difficult than expected for us to put \_\_\_\_\_ into \_\_\_\_\_.
- The new equipment is not as \_\_\_\_\_ as we thought. Therefore, it's sensible to put a "\_\_\_\_\_ " label on its box.
- The \_\_\_\_\_ family left their crowns and robes at home and dressed in \_\_\_\_\_, casual outfits so as not to stand out.
- The \_\_\_\_\_ champion is dead but the \_\_\_\_\_ title holder has not yet been determined.
- Some species of the local animals are actually not \_\_\_\_\_, but from \_\_\_\_\_ countries.

### Reference answers:

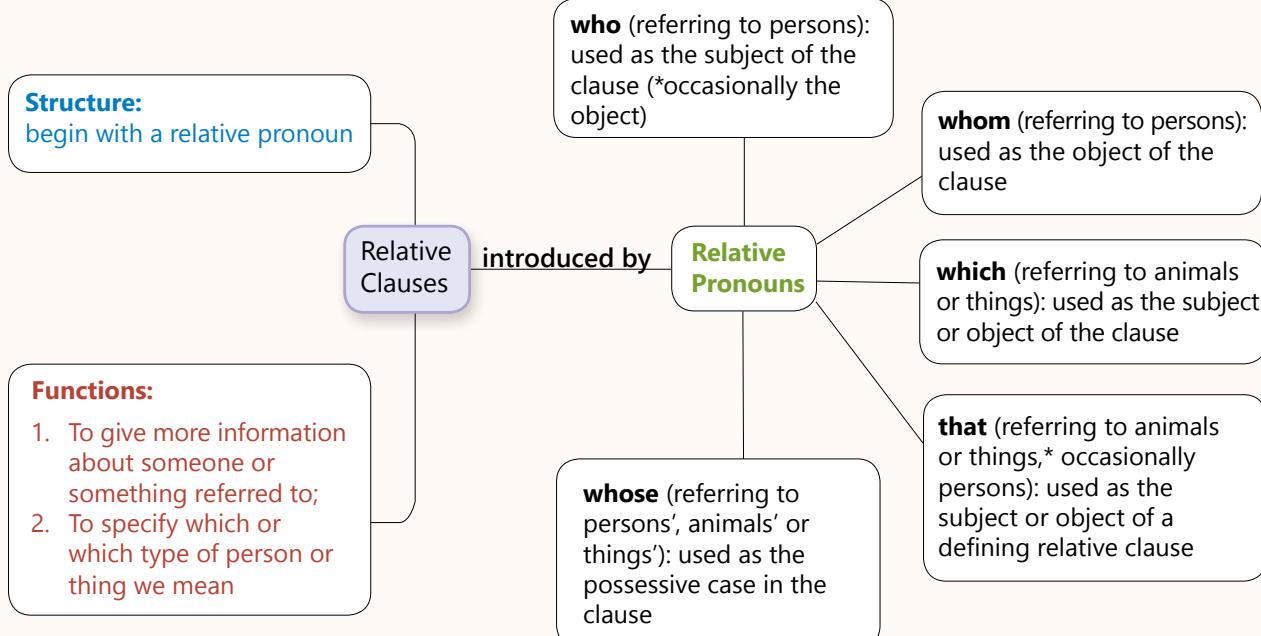
- |                     |                    |                  |
|---------------------|--------------------|------------------|
| 1. theory, practice | 2. hard, delicate  | 3. royal, common |
| 4. former, future   | 5. native, foreign |                  |

## Grammar in Use

### Option 1 ★★

- Ask students to draw a tree map or a mind map of relative clauses that includes the structure, functions and the relative pronouns.
- Guide students to share their mind maps or tree maps in class and introduce their designs.
- Exhibit some of the best mind maps or tree maps on the blackboard in the class.

### Reference answer:



## Suggested Activities

### Option 2 ★★★

1. Ask students to each prepare a picture of a plant or a flower, and write a short introduction to it on a piece of paper in at least 5 sentences using relative clauses.
2. Put five pictures together and ask students to read their introductions in front of the class.
3. Have the “audience” match the introductions with the pictures.

## Listening and Viewing

### Listening

#### ★★★

1. Ask students to create new lyrics for the song “What a Wonderful World”, using the ideas collected in Activity IV on text page 11.

**What a Wonderful World**

I see \_\_\_\_\_  
I \_\_\_\_\_  
And I think to myself  
What a wonderful world

I \_\_\_\_\_  
I \_\_\_\_\_  
And I think to myself  
What a wonderful world

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

And I think to myself  
What a wonderful world  
(Quite simply wonderful  
Yes, I think to myself  
What a wonderful world)

2. Call on some students to share their lyrics in class and have the class appreciate the different versions.

### Viewing

#### ★★

1. Ask students to surf the Internet or refer to books or other resources to find proverbs or sayings about nature, and write down at least 5 proverbs or sayings.
2. Encourage students to comprehend, appreciate and translate the proverbs or sayings into Chinese and share them with their partners.

#### Reference answers:

Nature, to be commanded, must be obeyed. — Francis Bacon, English philosopher  
欲驾驭自然必先顺之。——弗朗西斯·培根，英国哲学家

Accuse not Nature, she hath done her part; Do thou but thine. — John Milton, English poet  
别责怪天地，她已尽其职；你应好自为之。——约翰·弥尔顿，英国诗人

We won't have a society if we destroy the environment. — Margaret Mead, American cultural anthropologist

如果我们毁坏了环境，社会也就不复存在。——玛格丽特·米德，美国文化人类学家

Only to obey nature in order to overcome nature. — Charles Darwin, English naturalist

要征服自然只能遵从自然。——查尔斯·达尔文，英国自然学家

Never does nature say one thing and wisdom another. — Juvenal, Roman poet

自然与智慧永不相悖。——朱韦纳尔，罗马诗人

3. Have students choose one proverb or saying and write down their understanding of it in a few sentences.

### Reference answer:

Speaking of the proverb “Only to obey nature in order to overcome nature”, I think if people want to explore, conquer and even transform nature, we must obey the natural law and make efforts to protect our environment. We should not cut down too many trees in the forests or pollute the environment, otherwise such damage may cause natural disasters and destroy countless homes one day.

## Moving Forward

### Option 1 ★★

Encourage students to be volunteers and show the guests around the different clubs, labs and other places on the campus, and assume their school is open that day. Help students prepare how to introduce the places, reminding them to pay attention to their body language. At the same time advise students to use as many relative clauses as possible.

### Reference sentence structures:

- The club is made up of students **who** ...
- The lab is designed for chemistry classes **in which** ...
- The gallery shows the paintings **which** ...
- ...

### Option 2 ★★

#### Step 1

Suppose the students from your sister school want to know about Shanghai. Ask students to find some pictures of Shanghai, and write a description of at least one picture in 70–90 words in a proper spatial order.

Subject of the picture: Yu Garden

Signal words: at the top; on the left; on the right; first, second, third; next, then; ...

Way of description: from general impression to particular details

Ways to organise the details: from a certain angle, in a proper spatial order

#### Step 2

Ask students to reflect on their writing against the checklist below. Have them tick “V” before the question if the answer to it is Yes.

## Suggested Activities

<b>Self-check</b>
<input type="checkbox"/> Have I included all the details important to my viewers/readers?
<input type="checkbox"/> Have I presented my description in a proper spatial order?
<input type="checkbox"/> Have I included proper signal words to make my description clear?

### Option 3 ★★★

#### Step 1

Suppose your school is planning to make some postcards showing the wonderful school life and campus scenery. Ask students to design a postcard.

#### Step 2

Ask students to write a short description of their postcard in spatial order in 70–90 words.

##### Reference patterns:

Subject of your description: Our School Library/...

Signal words: at the top; on the left; on the right; first, second, third; next, then; ...

Way of description: from general impression to particular details

Ways to organise the details: from a certain angle, in a proper spatial order

#### Step 3

Call on a few students to show their postcards and make presentations to the class.

#### Step 4

Have students work in pairs and check whether each presentation has covered the important elements. Have them tick “v” before the question if the answer to it is Yes. Encourage students to give suggestions to their classmates.

#### Peer Evaluation

Item	Suggestion(s)
<input type="checkbox"/> Does the postcard look attractive to the viewers?	
<input type="checkbox"/> Has the description included enough sensory details about the subject?	
<input type="checkbox"/> Has the description been presented in a proper spatial order?	
<input type="checkbox"/> Has the description included proper signal words to make itself clear?	
<input type="checkbox"/> Has the speaker presented his/her description smoothly?	
<input type="checkbox"/> Has the speaker used varied sentence patterns in his/her description?	

## Reading B

### Option 1 ★★

- Ask students to work in groups and discuss the ways to preserve nature and appreciate nature, and then fill in the table.

Ways to preserve nature	Ways to appreciate nature
<ul style="list-style-type: none"> <li>to build more national parks</li> <li>•</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>to take photos and share them with friends</li> <li>•</li> <li>...</li> </ul>

- Ask each group to share their ways of preserving and appreciating nature in class.

#### Reference patterns:

When it comes to the ways to preserve nature, our group strongly recommends that ...

First, we should ...

Second, we should ...

In addition, ...

When it comes to the ways to appreciate nature, our group suggests the following ways.

First of all, ...

Besides, ...

What's more, ...

#### Reference answers:

Ways to preserve nature	Ways to appreciate nature
<ul style="list-style-type: none"> <li>to build more national parks</li> <li>to call for public awareness</li> <li>to make laws to protect endangered plants and flowers</li> <li>to fine those who cut down trees without permission</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>to take photos and share them with friends</li> <li>to make posters and show them to classmates</li> <li>to write down your feelings about nature</li> <li>to create poems to express your feelings</li> <li>...</li> </ul>

### Option 2 ★★★

- Ask students to prepare a PPT after class with at least four pictures showing the beauty of nature in different seasons and places.
- Have students write down some keywords or phrases related to each picture on the PPT.
- Have students work in groups and show their PPTs to their group members, introducing each picture with at least three sentences.

#### Reference patterns:

There is much beauty around us.

For example, this is a picture of tulips in a park in summer. The colourful tulips attracted me a lot ...

They brought me ... and made me feel ...

...

## Suggested Activities

# Critical Thinking

Reference answer to Activity I on text page 15:

	Things in nature	How they may make us feel
Plants	leaves budding on a tree; trees; roses; daffodils; grass	hope / hopeful regret / regretful awe / awed amazement / amazed cheer / cheerful gloom / gloomy romance / romantic gratitude / thankful ...
Animals and other creatures	birds; worms; zebras; camels; antelopes; penguins; polar bears; flamingos; corals; sea turtles; sharks; ostriches; sloths; eagles; crabs; meerkats; elephants; baboons; bears; pandas; chameleons; chimpanzees; giraffes; alpacas / llamas; komodos; whales; frogs; hippos; leopards; (draco) lizards	
Natural landscapes	seas; mountains	
Natural phenomena	skies (a sky aflame at sunset); snow; rainbows; seasons; the sun; clouds; rain; stars; days and nights; breezes	

Reference answer to Activity II on text page 15:

Things in nature	Poem/Song	Feeling(s) expressed
birds; storm; blossoms	<p><b>A Spring Morning</b></p> <p>I awake light-hearted this morning of spring, Everywhere round me the singing of birds — But now I remember the night, the storm, And I wonder how many blossoms were broken.</p>	regret for spring's departure
peach blossoms	<p>《大林寺桃花》(白居易) 人间四月芳菲尽，山寺桃花始盛开。 长恨春归无觅处，不知转入此中来。</p> <p>Peach Blossoms in the Temple of Great Forest by Bai Juyi</p> <p>All flowers in late spring have fallen far and wide, But peach blossoms are full-blown on this mountainside. I oft regret spring's gone without leaving its trace; I do not know it's come up to adorn this place.</p>	great joy in finding the trace of spring
the sun; clouds; waterfalls	<p>《望庐山瀑布》(李白) 日照香炉生紫烟，遥看瀑布挂前川。 飞流直下三千尺，疑是银河落九天。</p> <p>The Waterfall in Mount Lu Viewed from Afar by Li Bai</p> <p>The sunlit Censer Peak exhales incense-like cloud; Like an upended stream the cataract sounds loud. Its torrent dashes down three thousand feet from high, As if the Silver River fell from the blue sky.</p>	admiration for the beauty of the waterfall in Mount Lu

### Option 1 ★★

1. Encourage students to look for more poems and songs about nature by surfing the Internet or referring to books or other resources, and then choose one or two poems and songs that deserve sharing.

#### Reference websites and books:

中华诗词网

中国诗歌网

*The New Directions Anthology of Classical Chinese Poetry*, edited by Eliot Weinberger

2. Assign students to design a poster, presenting poems and lyrics of songs about nature. Remind them that they can form groups and cooperate with each other, but they should finish their posters in 2–3 days.
3. Have students present their posters in class and select some which show different poems and songs, and display them on the blackboard or notice board in the class.
4. Encourage students to appreciate their classmates' posters during breaks or after class, and make comments.

### Option 2 ★★★

1. Have students recite the poems and songs they've prepared, and appreciate or analyse the feelings the poets or singers want to express.
2. Encourage students to work in groups and look for pictures and music which match the poems and songs, and then ask them to make a presentation by using PPT. Remind students that they should finish the task in 2–3 days.
3. Ask each group to present their poem(s) and song(s), with each member responsible for at least one part of the task. Remind students to finish their presentation in 3 minutes.

## Further Exploration



Ask students to find other cases where nature is damaged and have them suggest possible approaches to aiding its recovery.

# Lake Therapy

By Janice Duvall

My vision of heaven never included streets paved with gold. I picture it with the cypress-lined lakes of Louisiana — the murky water that hides all creatures below and the slightly fishy smell that is strongest in the late afternoon when the sunset glows through the green leaves draped in moss.

My love for the water started at a very young age. A fearless tomboy, I was springing off the high dive at age four. Whether I was following or leading my older brother Bruce didn't matter, as long as we got wet. Living in the South, the only way to endure the heat of summer is in the water. If a puddle of water was around, we would find it.

Eager to be on the lake, my best friend Gail and I spent most weekends and holidays camping and fishing with my dad. If he minded that only us girls wanted to go, he never said anything.

I guess the need to be on the water stayed with me, because after I finished my studies in nursing, my first purchase was a used boat. It was questionable whether my ratty, old car would even last to pull it. But my dream was realized. I could go to the lake whenever I wanted! Waterskiing became a passion as my girlfriends and I took every opportunity to go for "lake therapy".

My tomboy traits never subsided as I continued to enjoy all the outdoor sports I loved so much. If it was outside in the sun, I loved it. Tennis, biking, softball, Rollerblading, swimming and skiing — I loved them all.

At thirty-one, I started sharing my love of outdoor sports with my boyfriend Ronnie. Three months after our wedding, I was diagnosed with a brain tumor. Surgery and radiation removed most of it, and I thanked God that I could continue to work and enjoy life with my new husband. We had eight glorious years and a beautiful son, Aaron, before the tumor came back.

The surgery was more aggressive this time, and I suffered a stroke during the operation. Even with intensive rehabilitation, I was left with no use of my left arm and limited use of my left leg. This level of disability would be difficult for anyone, but I felt especially wounded because of my love for the outdoors. I was never a spectator; I wanted to play!

Gradually, I learned to walk again, but I was still essentially one-handed; my left arm and hand never recovered. The words "accept" and "adapt" were thrown at me like snowballs. I found some peace in going to the lake with family and friends, but riding in the boat just couldn't measure up to flying across the water on skis. Then, in a fit of determination, I decided there had to be a way for me to ski again.

After many phone calls, I found the disabled division of USA Water Ski. Denise and Bill, two very kind and compassionate members, agreed to meet us in Mississippi and teach me how to use a harness designed for one-armed skiers.

I arrived very excited and nervous. With my bad "wing" tucked in my ski jacket and the sling attached to the rope, I jumped in ready to conquer the lake. I jokingly laughed about skiing under the water and drinking half the lake before I got it right. The boat driver gave me a pair of nose clips, and Ronnie and Bill cheered me on.

With Denise behind me holding the skis and giving encouragement, I would tuck my head, take a deep breath and prepare for another noseful of water as I heard the engine accelerate to pull me up. My good arm clinging fiercely to the handle, my legs would tense and attempt to direct the skis. With

each failed attempt, I became more and more determined to ski again. Stubborn by nature, I was not going to give up.

And then, after what seemed like a hundred tries, I came out of the water standing up. Though wobbling and falling quickly, my heart soared because at that moment I knew it was possible. I was going to ski again! The cheers from the boat echoed my elation. I was on top of the water! It may have been only a few seconds, but it felt magnificent. It was a moment of success that could only be compared with the rush of a first solo bike ride or dive into the deep end.

We left armed with information and hope. Returning home, Ronnie made the adaptations and the equipment I needed for one-armed skiing, and we were off to the lake. Having no difficulty learning to ski as a strong, agile child, I finally understood how hard it sometimes was for others. My Louisiana lake wasn't quite as beautiful when I was swallowing most of it.

It wasn't easy, but with each lake trip my wonderful husband, beautiful child and loving friends cheered me on. They patiently and lovingly pulled me around the lake until I could ski on top of the water rather than under it. The sensation was glorious. Each trip across the water brought on the same thrill I felt the very first time I ever skied as a child. It is a feeling of fear mixed with delight as the water seems to rush by with great speed. The pure fun of it helped to make the physical challenges of weakness and partial paralysis much easier. Once again, I could share the activity with friends and family as a participant, not just an observer. The beauty and peace of the lake spoke like a message from God, reminding me of all I have to be grateful for. Once again, the water was working its healing magic.

Over the coming months, "lake therapy" took on a whole new meaning as skiing strengthened my legs in ways regular physical therapy never could. But I think that what healed the most was my spirit. Skiing brought back a sense of motion and connection to the outdoors, recharging not only my body, but also my soul. It gave me hope.

### Food for thought

1. What role did the lake play in the author's life?
2. Besides the lake therapy, who and what else contributed to the author's recovery and her reconnection to nature?
3. What impressed you most after you read this passage?

### Reference answers:

1. Before the author was diagnosed with a brain tumor, spending time on the lake was her favourite pastime. After she was disabled by the disease, picking up waterskiing again helped her cheer up and regain her health.
2. Two kind and compassionate members of the disabled division of USA Water Ski gave her information and hope of one-armed skiing. The author's wonderful husband, beautiful child and loving friends kept her company on those trips to the lake and cheered her on. But above all, it was the author's unyielding spirit and passionate love for nature that made everything possible.
3. After I read the story, I was deeply impressed by the author's determination to fly across the water on skis. Despite the difficulties, the very idea of giving up never occurred to her. After so many failures, she finally succeeded. It not only strengthened her legs, but recharged her soul, making her much stronger.



- ▶ talk about animals and the relationship between humans and animals;
- ▶ discover the differences and similarities in people's attitudes towards animals in different cultures;
- ▶ see things from a different perspective;
- ▶ use context clues to understand meaning, contribute ideas to a discussion, and use cohesive devices in writing.

# Unit 2

## Animals



Besides love and sympathy, animals exhibit other qualities connected with the social instincts which in us would be called moral.

— Charles Darwin

## 单元教学内容与目标

课程要素	教学内容	教学目标
主题语境	单元主题语境为“人与自然”，主题群为“环境保护”。	<ul style="list-style-type: none"> <li>能描述人与动物之间的关系；</li> <li>能比较不同文化之间对待动物态度的异同；</li> <li>能从不同视角看待人与动物之间的关系；</li> <li>能学会在阅读中通过上下文线索推测语义，在讨论中提出观点，以及运用衔接手段开展写作。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能归纳出以作者观点、论据为主要内容的议论文的文体特征。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能归纳出以人物经历、故事发展和情感变化为主要内容的记叙文的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能依据广播短节目语篇的情景语境，获取关键信息、细节内容和作者观点。</li> </ul>
	视听说语篇	<ul style="list-style-type: none"> <li>能获取纪录片视频中由画面、背景、声音、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>能依据语境理解与运用所学的近义词。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语境中理解并应用由 when, where, why 以及“介词 + 关系代词”(prep. + which) 所引导的定语从句。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能归纳出议论文语篇类型的组成部分，即“论点 + 论据”和“正反论述”，以及表述话题的词汇语义网所体现的语言特征；</li> <li>能归纳出记叙文语篇类型的组成部分，即“指向”（时间、地点与人物）、发展和结局；</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>能通过上下文线索推测语义；</li> <li>能依据语篇的情景语境，获取语篇内容、细节、作者的态度观点等。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断出不同语篇的语篇目的、语篇对象，以及作者的观点、意向与理念等；</li> <li>能运用功能语言和得体的语言形式表达建议、态度、意图与个人观点；</li> <li>能根据交际场合和交际对象选择恰当的语言形式，如讨论、书面报告、日记等，表达个人的经历、感想与观点。</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>• 能归纳出语篇中包含的文化元素，如环境保护和价值观等；</li> <li>• 能利用所提供的语篇及文化链接了解不同文化之间对待动物的态度差异，分享文化异同，尊重文化多样性，尊重生命，感悟大自然生灵之美；</li> <li>• 能通过开展探究性学习，介绍世界各地一些动物保护机构或组织，并分享信息。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能依据听力语篇获取信息，理解作者态度。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在听、看的基础上，表达个人感受与观点；</li> <li>• 能参与讨论、交流互动；</li> <li>• 能根据笔记复述语篇大意；</li> <li>• 能依据议论文的结构特征表述个人的态度和观点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能分析语篇 A 中的论点、论据和总结，以及作者观点；</li> <li>• 能分析出语篇 B 中故事发展的脉络，判断作者的观点。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能分享视频中由多模态资源所传达的动物对人类的友善、忠诚和关爱等方面的信息。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能围绕“救助流浪猫的利与弊”这一话题写出一篇 70—90 字的议论文语段。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>• 能依据听力任务筛选信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能根据提示及具体的情景语境，参与讨论并提出个人观点。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能依据议论文和记叙文的语篇结构特征理解语篇；</li> <li>• 能通过上下文线索推测语义；</li> <li>• 能理解语篇为传递意义而选用的话题词汇和语法结构。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能在书面表达中恰当使用衔接手段，表达逻辑关系。</li> </ul>

## Reading A

### Getting Started

- E Look at the pictures. Where do these animals live? How do they probably feel?

Answers may vary.



Zoos are found in almost every big city in the world. Do you think they are suitable homes for animals? Read the text and decide whether you agree or disagree with the author.

## ZOOS: CRUEL OR CARING?

Last weekend I visited a zoo with a friend. When we were there, we debated whether or not zoos were a good thing. When I was little, I loved going to zoos. Now, at the age of 20, I still enjoy visiting them. However, I am aware that there are lots of people who don't support these establishments.

Animal welfare is a growing concern in today's society. There are many people who believe that zoos are cruel. They argue that it is cruel to remove animals from their natural habitats and keep them in cages. An animal kept in a zoo will lead a life different from an animal that lives in the wild. For example, animals in zoos don't have to hunt for food. Additionally, some animals become unhappy in zoos because there isn't enough space. Zoos exhibit animals from places all over the world and animals must therefore adjust to different climates and seasons, depending on the location of the zoo in relation to where they come from.

For human visitors, however, a trip to the zoo can be an educational experience.

# Getting Started

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## 教学内容与要求

- 能描述图片中动物所处的生活环境和可能的感受；
- 能通过回顾常见的与动物主题相关的词汇，构建词汇语义网；
- 能运用个人已有的知识与经验，就人与动物的关系分享观点。

## 教学建议

**1** Introduce the topic of the unit — animals. Direct students' attention to the three pictures and ask them to discuss the two questions on text page 20. Go over the questions with the class and allow time for students to consider their answers individually or encourage them to discuss the questions in pairs or in groups. Have students share answers with the class.

**2** If students have difficulty in describing the pictures, provide them with some related expressions, for example, animal protection base, nature reserve, breeding base of giant pandas.

**3** If students have difficulty in answering the two questions, provide them with some scaffolding questions: Picture 1 — Where is the monkey? How does it look? What might it be thinking? Picture 2 — Where are the baby pandas? How are they treated? Do you think they are well looked after? Picture 3 — Where are the elephants? How are they feeling? Do you think they enjoy living in the wild?

Suggested Activities 见 page T34d.

# Reading A

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## 背景介绍

This text is adapted from an article “Zoos: cruel or caring” written by Rosemary M to provoke thought about the role of zoos. The article was originally posted on 10 November 2014, on the website of British Council — LearnEnglish Teens.

## 难句注释

- Zoos exhibit animals from places all over the world and animals must therefore adjust to different climates and seasons, depending on the location of the zoo in relation to where they come from. (lines 18–22)

本句中 depending on the location of the zoo in relation to where they come from 是一个分词结构，补充说明 different climates and seasons。整句意为“动物园展示来自世界各地的动物，它们必须适应不同的气候和季节，这由动物园的地理位置和它们原本的生活环境而定”。

## 词汇释义

### • be aware that (line 6)

知道；意识到；明白

**I wasn't aware that she was telling a lie.** 我没有意识到她在撒谎。

### • establishment (line 7)

*n.* an organisation, a large institution or a hotel 机构；大型机关；企业；旅馆

**For an inexpensive place to stay, the guide book recommends a small family-run establishment near the railway station.** 至于价廉物美的住宿，这本旅游手册推荐了一家位于火车站附近的小型家庭酒店。

**establish** *v.* 建立

### • welfare (line 8)

*n.* [U] the general health, happiness and safety of a person, an animal or a group (个体或群体的) 幸福，福祉，安康

**We are concerned about the child's welfare.** 我们关注那个孩子的安康。

### • concern (line 8)

*n.* a feeling of worry, especially one that is shared by many people (尤指许多人共同的) 担心，忧虑

**There is a growing concern about violence on television.** 人们对电视上充斥着暴力内容的担忧日益加重。

**show one's concern for ...** 对……表示关心或忧虑

### • exhibit (line 18)

*v.* to show sth in a public place for people to enjoy or to give them information 展览；展出

**His career as a fine artist took off and he began to exhibit in Ukraine, Russia and other Eastern European countries.** 他的职业绘画生涯开启了，他开始在乌克兰、俄罗斯和其他东欧国家展出作品。

*n.* something shown to the public 展览品

**The museum is rich in exhibits of oriental**

**art.** 这家博物馆拥有丰富的东方艺术展品。

**exhibition** *n.* (一批) 展览品

### • adjust (line 20)

*v.* to get used to a new situation by changing the way you behave and / or think 适应；习惯

**After a while, his eyes adjusted to the dark.** 过了一会儿，他的眼睛适应了黑暗。

*v.* to change sth slightly to make it more suitable for a new set of conditions or to make it work better 调整；调节

**Adjust your language to the age of your audience.** 要根据听众的年龄使用相应的语言。

### • in relation to (lines 21–22)

与……相较

**The monkey's eyes are large in relation to its head.** 相对头部，猴子的眼睛较大。

**out of relation to ...** 和……不相称

### • extinction (line 29)

*n.* a situation in which a plant, an animal, a way of life, etc stops existing (植物、动物、生活方式等的) 灭绝，绝种，消亡

**a tribe in danger of extinction** 有灭绝危险的部落

**The island's way of life is doomed to extinction.** 这个岛上的生活方式注定要消失。

**extinct adj.** (尤指某种动物等) 不再存在的；绝种的；灭绝的

### • essential (line 31)

*adj.* completely necessary; extremely important in a particular situation or for a particular activity 完全必要的；必不可少的；极其重要的

**Money is not essential to happiness.** 金钱对于幸福并非必不可少。

**It is essential that you have some experience.** 你必须得有些经验。

• **attempt (line 35)**

v. to make an effort or try to do sth, especially sth difficult 努力；尝试；试图

**The prisoner attempted to escape but failed.** 囚犯企图逃跑但是失败了。

n. an act of trying to do sth, especially sth difficult, often with no success 尝试；企图

**Two factories were closed in an attempt to cut costs.** 为了削减成本，两家工厂被关闭了。

• **approach (line 47)**

n. a way of dealing with sb / sth; a way of doing or thinking about sth such as a

problem or a task (待人接物或思考问题的) 方式，方法，态度

**She took the wrong approach in her dealings with them.** 她采用了错误的手段和他们打交道。

• **definitely (line 53)**

adv. a way of emphasising that sth is true and that there is no doubt about it 肯定；没问题；当然；确实

**I definitely remember sending the letter.** 我记得这封信肯定发出去了。

**“Was it what you expected?” “Yes, definitely.”** “那是你所期待的吗？”“当然。”

## 教学内容与要求

- 能梳理议论文的文体特征，归纳出语篇中的主要事实与观点，并分析从正反两面展开论证的议论文的语篇结构特征；
- 能判断出语篇目的、语篇对象，以及作者的观点、意向和理念等；
- 能基于语篇表达的内容，深度思考并表达如何更好地处理人与动物之间的关系；
- 能分析语法结构的表意效果，建构语篇话题的词汇语义网。

## 语篇分析

本文的语篇类型是议论文。语篇内容讲述了作者和朋友一起参观动物园，并由此展开了对动物园存在意义的思索和探讨。文章中列举了人们对同一事物（动物园）的正反两种不同看法，通过罗列事实、讲述道理，以及运用逻辑连接词等方式阐述了作者的见解和观点，即动物园的存在总的来说是件好事。语篇结构清晰，开篇引出“动物园是好事还是坏事”这一话题，第二段阐述反面观点和论据，第三段则从正面论证支持动物园的存在，最后一段总结并表明作者立场。本文的语言特征是用连系动词、存在句式，以及表示心理和行为的词语分别阐述动物在动物园的生存状况，人们对此截然不同的两种观点与感受，以及人们参观动物园的活动。语篇的主题意义在于引导学生思考：动物的生存权利是否应得到维护？人们应该怎样对待动物？语篇目的意在激发学生关爱动物，学会以正确的态度和方式与自然界的动物和谐共生。

## 难句注释

2. ... a range of materials is used to create a space that is similar to what would be found in the wild. (lines 36–39)

本句中 that is similar to what would be found in the wild 是定语从句，修饰前面出现的 space；其中，what would be found in the wild 是名词性从句，充当 similar to 的宾语。整句意为“用各种材料来创设与野外环境相似的生存空间”。

3. ..., heated tanks which are kept at a temperature similar to that of their natural habitat. (lines 43–45)

本句中 that 指代前面出现的 temperature，意为“暖箱中的温度和动物的自然栖息地温度基本保持一致”。

## Personal Touch

### 教学建议

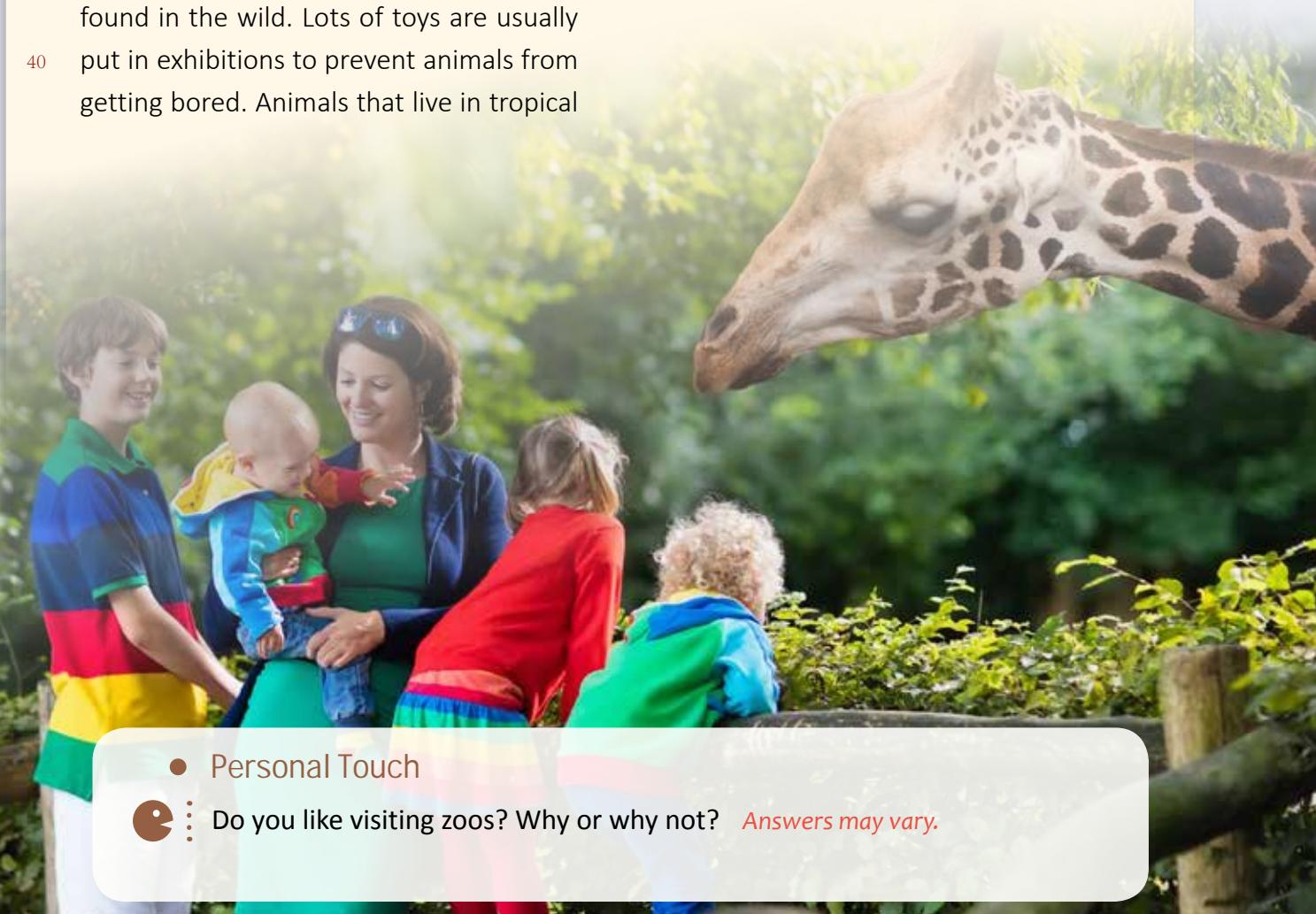
Ask students to read and answer the questions carefully. Give students time to think.

1. What animals do you often see in a zoo?
2. What do animals do there? How do they look?
3. Do you think the animals enjoy their lives in a zoo?

<sup>25</sup> When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction. Zoos are involved in <sup>30</sup> many conservation projects: supporting zoos provides essential funding for these projects. Due to threats such as illegal hunting, there are many species which would be extinct if they weren't kept in <sup>35</sup> zoos. Moreover, many zoos attempt to replicate an animal's natural habitat: a range of materials is used to create a space that is similar to what would be found in the wild. Lots of toys are usually <sup>40</sup> put in exhibitions to prevent animals from getting bored. Animals that live in tropical

countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.

<sup>45</sup> Every zoo has a slightly different approach to animal care and welfare, but overall I think zoos are a good thing. Seeing animals in their natural <sup>50</sup> habitat isn't always possible and I think zoos offer a good alternative. A trip to the zoo is both educational and fun — I'll definitely continue to visit zoos!



- Personal Touch



Do you like visiting zoos? Why or why not? *Answers may vary.*

# Digging In

## ● Comprehension

### I. Answer the questions.

1. Why do many people think that zoos are cruel?
2. Why can a trip to the zoo be an educational experience?
3. What is the author's attitude towards zoos?

### II. Read the sentences. Guess the meaning of each underlined word by circling the context clues, and then put it in the blank.

#### Reading Strategy

Using context clues to understand meaning

#### EXAMPLE

When I was little, I loved going to zoos. Now, at the age of 20, I still enjoy visiting them. However, I am aware that there are lots of people who don't support these establishments.

Meaning of "establishment": a place or type of organisation

1. When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction.

Meaning of "extinction": a situation in which a plant, an animal, a way of life, etc stops existing

2. Moreover, many zoos attempt to replicate an animal's natural habitat: a range of materials is used to create a space that is similar to what would be found in the wild.

Meaning of "replicate": to make or do something again in exactly the same way

3. Animals that live in tropical countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.

Meaning of "tropical": extremely hot

### III. Complete the table by making inferences about the author's opinions towards zoos based on the given details. Then answer the questions that follow.

Detail	Opinion	
Animals in zoos don't have to hunt for food.	<i>An animal kept in a zoo will lead a life different from an animal that lives in the wild.</i>	Negative
There isn't enough space.	<i>Some animals become unhappy in zoos.</i>	
Students are more likely to support animal protection projects.	<i>A trip to the zoo can be an educational experience. /A trip to the zoo can raise students' awareness of protecting endangered species.</i>	Positive
Tropical animals typically live in heated tanks.	<i>Many zoos attempt to replicate an animal's natural habitat.</i>	

#### Questions:

What is your attitude towards zoos? Apart from what the author has mentioned, what other information can be used to support your opinion? *Answers may vary.*

# Comprehension

## 阅读策略

### Using context clues to understand meaning

1. Have students look at the title of the reading text “Zoos: Cruel or Caring?” and guess the meaning of either “cruel” or “caring”. The word “or” implies that these two words have opposite meanings.
2. Guide students to focus on the words next to an unknown word that might function as a clue to their understanding of the unknown word’s meaning, e.g. “When I was little, I loved going to zoos. Now, at the age of 20, I still enjoy visiting them. However, I am aware that there are lots of people who don’t support these establishments.” (lines 3–7)
3. Ask them to look for a definition or an explanation in a sentence, which might help them understand the meaning of a new word, e.g. “Animals that live in tropical countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.” (lines 41–45)

## 教学建议

- I
1. Guide students to guess the author’s viewpoint by having them read the title before they start reading. If possible, ask students to predict the reasons that the author is going to state in the text. Illustrate some new words in the text with examples if necessary.
  2. Have students read the text quickly to get the author’s viewpoint and give reasons. Then check their prediction.
  3. After students have read the text, have them answer the three comprehension questions.
- II
1. Before students start reading the text a second time, ask them to pay attention to the following new words: *establishment*, *extinction*, *replicate*, *tropical*. Encourage them to find out the meanings of these new words by using context clues.
  2. Ask students to circle the context clues which can help their understanding of the new words.
  3. Ask students to work individually first and then exchange their ideas with their partners.
- III
1. Make sure students know what they are expected to do before they start reading for a third time. Give them enough time to complete the chart and then check answers in class.
  2. Ask students to voice their own views towards zoos, and list their views according to the side they take (the pro-side or the con-side) on the blackboard. Give students time to brainstorm the supporting evidence in relation to their views.
  3. Ask students from both sides to report their views and supporting evidence.

Suggested Activities 见 pages T34d–T34e.

## 参考答案

- I
1. Many people believe that zoos are cruel because the animals are removed from their natural habitats and they are kept in cages.
  2. The author thinks a trip to the zoo can be an educational experience because if students learn about endangered species and see them in a zoo, they are more likely to support projects designed to save these animals from extinction.
  3. The author’s attitude towards zoos is that zoos are a good thing and that a trip to the zoo is both educational and fun.

# Vocabulary Focus

## 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能在语境中理解并运用近义词。

## 词汇分类

识别词汇 1: welfare, essential

2: exhibit, adjust

运用词汇（必修）: establishment, concern, extinction, extinct, attempt, approach, definitely

常用词组：be aware that, in relation to

## 教学建议

### I Key Vocabulary

- Guide students to acquire words and expressions in context through classroom interactions. (See suggested activities on pages T34e–T34f.)
- Guide students to go over the previously learned words and expressions, i.e. *aware*, *attempt*, *concern*, etc.
- Encourage students to learn the different parts of speech of the target words, and to rewrite the sentences in Reading A by replacing the target words with their derivatives.
- Ask students to complete the Activity on text page 23. If they have difficulty in rewriting the sentences, have them work in pairs.
- Check answers in class.

### II Word Meaning: Synonyms

- (1) Guide students to read the introduction to synonyms.  
(2) Ask students to study the two groups of sentences and try to understand the term — synonyms.  
(3) Introduce and explain the term “synonym” to students. List more examples, or encourage students to list more synonyms from their own vocabulary.

Suggested Activities 见 pages T34e–T34h.

## ● Vocabulary Focus

### I. Key Vocabulary

Rewrite the sentences by using the words or phrases given in the brackets. Parts of the sentences are given.

#### EXAMPLE

Some scientists believe that dinosaurs became extinct millions of years ago due to climate change. (extinction)

→ Some scientists believe that the extinction of dinosaurs millions of years ago occurred due to climate change.

1. The World Wildlife Fund produces public service ads to raise awareness of animals in danger. (aware)  
→ The World Wildlife Fund produces public service ads to help people \_\_\_\_\_  
become more aware of animals in danger.
2. The work of the group of volunteers includes finding homes for homeless animals and the prevention of cruelty to animals. (prevent)  
→ The group of volunteers work to find homes for homeless animals and \_\_\_\_\_  
prevent cruelty to animals.
3. The palace was first built as a mulberry garden by the king in an attempt to grow silkworms. (attempt, v.)  
→ The king attempted to grow silkworms by building the palace as a mulberry garden.
4. Scientists studied wild dog groups in Africa. They noticed that if the dogs sneezed more, the likelihood of the group going hunting would increase. (be likely to)  
→ Scientists studied wild dog groups in Africa. They noticed that if the dogs sneezed more, the group was more likely to go hunting.
5. The World Wildlife Fund is especially concerned with climate and landscape changes and the effect on wildlife. (concern, n.)  
→ Climate and landscape changes and the effect on wildlife is \_\_\_\_\_  
a major concern of the World Wildlife Fund.

### II. Word Meaning: Synonyms

1. Do the underlined words in sentences A and B have similar or opposite meanings?

The underlined words in sentences  
A and B have similar meanings.

#### Group 1

- A. When I was little, I loved going to zoos.  
B. Now, at the age of 20, I still enjoy visiting them.

#### Group 2

- A. Additionally, some animals become unhappy in zoos because there isn't enough space.  
B. Moreover, many zoos attempt to replicate an animal's natural habitat.



A synonym is a word or phrase that has a similar meaning to another word or phrase. We use synonyms to make our writing more interesting. Words from any part of speech (e.g. nouns, verbs, adjectives, adverbs or prepositions) can have synonyms. For example:

- *amazing, surprising, unbelievable, wonderful* (adjectives)
- *car, auto, automobile, motorcar* (nouns)
- *participate, take part, join* (verbs)
- *quickly, fast, rapidly* (adverbs)
- *on, upon* (prepositions)

When replacing a word with its synonym, make sure the meaning of the sentence in the specific context is maintained.



2. Match each word with the sentence containing its synonym.

- |               |  |
|---------------|--|
| (1) attempt   | A. Because of its difficult financial situation, it is <u>likely</u> that the zoo will need to close for a period of time. |
| (2) possible  | B. White-beaked dolphins are social animals, most <u>commonly</u> found in groups of fewer than ten.                       |
| (3) typically | C. A few zoo animals <u>tried</u> to escape.   |

3. Read the passage and replace the underlined words with their synonyms. Make sure the meanings of the sentences are maintained to the greatest extent. Note that there might be slight differences between some synonyms.



Cats (1) leap (*jump*) through hoops of fire. Horses dance in a circle. Trained monkeys perform alongside clowns. To the audience, it's a wonder; to others, a disturbing scene. To the trainer, it's the end result of a hard "education" that (2) began (*started*) when the animals were young.

It starts with one small, simple lesson. A young tiger, (3) for instance (*for example*), is taught to make a very short leap. A meat treat and words of praise follow. These are known as positive rewards — good things that happen when an animal does what it is (4) asked (*told*) to do. The next time the tiger is encouraged to make a longer leap. Gradually the leaps become even longer and higher. (5) Soon (*Before long*) the trainer is demanding that the tiger jump through a hoop.

Of course, there are always problems along the way. The tiger may refuse to move or decide to jump around the hoop (6) instead of (*rather than*) through it. When this happens, the animal receives (7) a few (*several/a couple of*) sharp taps with a stick as punishment. Training can take years. But sooner or later most tigers do what they are told. Their performance only looks easy and natural on the circus stage.

● Grammar in Use

**Relative clauses 2 — introduced by *when*, *where*, *why* and “preposition + which”**

I. Study the sentences and find out how they are combined.

1. Last weekend I visited a zoo **where (in which)** I had a discussion with one of my friends about whether or not zoos are a good thing. (=Last weekend I visited a zoo. In the zoo, I had a discussion with one of my friends about whether or not zoos are a good thing.)
2. The best time to go on safari in South Africa is the dry season **when (in / during which)** animals gather around rivers. (=The best time to go on safari in South Africa is the dry season. In / During the dry season, animals gather around rivers.)
3. Having the chance to see all kinds of animals from different parts of the world is the reason **why (for which)** I think zoos are educational and fun. (=Having the chance to see all kinds of animals from different parts of the world is the reason. For this reason I think zoos are educational and fun.)

2.

- (1) Ask students to read the three words in the left column. If students don't remember their meanings, ask them to find the sentences with these words in Reading A, so that they may recall from the context.
- (2) Have students read the sentences in the right column and match them with the words. Then check answers in class.

3.

- (1) Have students read the passage. Make sure that they understand what has been talked about in the passage.
- (2) Ask students to work on the underlined words. Give them time to think. Encourage them to come up with more possibilities while working.
- (3) Call on students to share their answers and give brief comments.

Suggested Activities 见 pages T34e–T34h.

## Grammar in Use

### 教学内容与要求

- 能在语篇中识别、理解并应用由 when, where, why 以及“介词 + 关系代词”(prep. + which) 引导的定语从句。

### 教学建议

I

1. Guide students to go over the previously learned relative clauses introduced by who, whom, that, which and whose.
2. Guide students to study the sentences given, underline the formation of the relative clauses and find out how each pair of sentences in the brackets is combined. Note that the expression “the reason for which” is acceptable as a clarification to explain the use of why in a relative clause. However, learners should not be encouraged to use the expression because “for which” is redundant after the word “reason”. With where and when, this problem does not arise.
3. Guide students to study the Grammar Highlights section and understand the function and usage of a relative clause introduced by when, where, why or “prep. + which.”
4. Have students study the examples and point out how the relative adverbs have helped combine two sentences into one.
5. Encourage students to read the text again and find more relative clauses introduced by when, where, why or “prep.+ which”.

**II**

1. Ask students to complete the conversations with proper relative clauses introduced by relative adverbs.
2. Check answers. Encourage students to verify their answers by explaining what relative adverb is used to combine a pair of sentences. For example, *when* is used in the first blank because the antecedent *summer* in the main clause functions as an adverb in the relative clause.

Suggested Activities 见 pages T34h–T34i.

## Grammar Highlights



The relative adverbs *when*, *where* and *why* can also be used to introduce a relative clause. They act as an adverb in the relative clause to refer to a time, place or reason, and are often used instead of the more formal structure of “preposition + which.” For example:

- *Summer is the season **when (in / during which)** the common seal gives birth to its babies along the Irish coastline.*
- *We'll visit an animal rescue centre **where (in which)** homeless or injured animals can be taken care of before suitable homes are found for them.*
- *Scientists have finally figured out the reason **why (for which)** penguins lost the ability to fly.*

## II. Complete the conversations about animals with the help of the hints in brackets.

### Conversation 1



A: Is that a koala in the photo?

B: Yes. It was taken in a wildlife park last summer *when I visited Australia* (visit, Australia).

A: I've heard that koalas are only found in Australia. Do you know why?

B: As far as I know, they only feed on the leaves of certain trees and Australia is the only place *where these trees grow* (these trees, grow).

A: I see. No wonder I've never seen a koala in our city zoo.

B: You know, the chance to come face to face with Australian wildlife, such as koalas and kangaroos, is a powerful reason *why many tourists travel in Australia* (many tourists, travel in Australia).

### Conversation 2



A: Do animals sleep like humans?

B: Yes, they do. We humans may need up to eight hours of sleep a night to keep our brains functioning, while animals require more or less rest. Bats, for example, sleep 20 hours a day while giraffes sleep less than two. But keeping their brains in order is not the only reason *why animals sleep* (animals, sleep). Some animals such as bears and turtles go into hibernation for several months in order to survive difficult seasons. Different species have their own sleeping patterns.

A: What is hibernation?

B: It is an extremely deep sleep. Before hibernation, animals feed heavily during the few months *when food is plentiful* (food, plentiful) and build up fat, and then go to sleep and live off their fat reserves throughout the cold season *when the weather is freezing and food is limited* (weather, freezing, food, limited).

# Listening and Viewing

音频文本见 page T34b



## I'm a Real Animal Lover (Radio programme)

- I. What do typical animal lovers do? Brainstorm their activities.

Answers may vary.

- II. Listen to the radio programme. While you listen, match the speaker's activities with his particular period of life. Note that there is one extra choice.

### Life period

- 1 when he was a child C, E, H
- 2 when he was older B, G
- 3 now D, F

### Activity

- A. raising a pet
- B. observing wild animals
- C. reading books on animals
- D. watching animal documentaries
- E. visiting the zoo
- F. going to the museum
- G. going on a safari
- H. watching zoo animals

- III. Listen again and complete the answers to the questions.

1. What are the speaker's concerns about animals?

The speaker is worried about the future of many animals. Some of his favourite animals are in danger of dying out.

2. According to the speaker, what should we do to solve the problem?

We really need to change our lifestyle so that animals can survive in the wild.

- IV. What do you think we can do to solve the problem mentioned by the speaker?

Discuss with your partner(s).



# Listening and Viewing

## 教学内容与要求

### Listening

- 能依据广播短节目语篇的情景语境，获取主要事实与信息，以及作者观点；
- 能依据听力材料中的话语有选择地记录所需信息；
- 能了解动物目前的不利处境，认识到动物对于人类生活的重要性，并增强对动物的保护意识。

## 背景介绍

### I'm a Real Animal Lover (Radio programme)

The speaker in the audio talks about his life story with animals in different life periods and expresses his concerns about the future of animals.

## 教学建议

- I**
- Get students to look at the pictures on text pages 18–19 and page 26, and tell what they are about.
  - Divide students into groups and have them brainstorm the activities that a real animal lover will get involved in. Call on different groups to share their ideas with the class.  
More questions for reference:
    - (1) Have you kept any pets? What's your attitude towards keeping a pet?
    - (2) Do you know anyone in your life who loves animals? Can you share his or her story with the class?

(Answers may vary.)
- II**
- Have students listen to the audio and do Activity II. Remind them to pay close attention to the different life periods mentioned in the audio.
  - Check answers in class. Play the audio again if necessary.
- III**
- Play the audio and have students do Activity III. Remind them to read the questions and make predictions first if necessary.
  - Call on a few students to share their answers and give brief comments.
- IV**
- Divide students into groups and help them figure out the problem raised by the speaker and work out their own solutions.
  - Have each group share their ideas with the class after discussion.

Suggested Activities 见 pages T34i–T34j.

## 参考答案

### IV Reference answer:

Considering that some animals are dying out, we should try our best to protect them. First, we should protect animals' habitats to provide them with a good living environment. Second, fund-raising may help save some endangered animals. Last but not least, people should stop buying products made from animals, like ivory necklaces or bags made from crocodiles.

## 教学内容与要求

### Viewing

- 能获取纪录片视频中由画面、背景、声音、动作等非文字资源所传达的信息；
- 能分享视频中由多模态资源所传达的对动物英雄行为的描述和称颂；
- 能收集并分享更多动物与人类和谐共处的故事，激发“尊重生命、敬畏自然”的生活理念。

## 背景介绍

### Animal Heroes (Documentary clip)

The two video clips are selected from a documentary series “19 Unbelievable Animals That Saved Lives”. The main characters of the clips are Salty the dog and Winnie the cat respectively, who are two animal heroes. Salty saved her owner on 9/11, showing great courage and loyalty in the process, while Winnie woke up her owner from a deep sleep at night and helped her successfully escape carbon monoxide poisoning.

## 教学建议

- I
  1. Have students brainstorm the reasons why an animal might be called a hero. Encourage them to share their ideas with the class.
  2. Have students answer additional questions:
    - (1) What kinds of animals are most likely to be heroes?
    - (2) Have you watched any movies or TV series featuring heroic animals?(Answers may vary.)
- II
  1. Ask students “What are some important factors in telling a story?” Then have them pay close attention to the factors they can find in the video.
  2. Have students watch the video and remind them to take down the key information while listening. Play the video again if necessary.
  3. Have students fill in the blanks in the table with the key information.
  4. Check answers in class.
- III Have students work in pairs and retell the stories based on their notes. Call on one or two students to share their stories with the class.
- IV Have students work in groups and tell their stories about animal heroes. Call on the group representatives to share their stories.

Suggested Activities 见 pages T34i-T34j.

Culture Link 板块教学建议等见 page T34a.

## Animal Heroes (Documentary clip) 视频文本见 page T34b

- I. Make a list of reasons why an animal might be called a hero. Compare your list with your partner's. *Answers may vary.*
- II. Watch the video clips and complete the table with the information about two animal heroes.

Who	1 <b>a guide dog</b> named Salty
What does the hero look like	2 <b>(Answers may vary. Possible answer: It's a yellow Labrador. She looks mild and happy.)</b>
When	11 Sept. 2001
Where	3 <b>New York</b>
What happened	As Tower One of the World Trade Centre began collapsing around them, Salty 4 <b>led her owner</b> and a friend down 70 flights of stairs to safety. Later, Salty and her owner received 5 <b>an award</b> and she was also given 6 <b>a medal</b> .

Who	a cat named 7 <b>Winnie</b>
What does the hero look like	8 <b>(Answers may vary. Possible answer: It's a grey-coloured American Shorthair. She looks sharp and alert.)</b>
Where	her owner's home
What happened	The cat was 9 <b>asleep</b> when her owner's house began filling up with carbon monoxide (CO). She started meowing loudly and scratching objects to get her owner to 10 <b>wake up</b> . Finally, her actions saved her owner's life.

III. Work in pairs. Each student retells one of the stories based on their notes. *Answers may vary.*

IV. Work in groups. Share with your classmates stories you know about animal heroes. *Answers may vary.*

### Culture Link

#### Views About Animals in Different Cultures

In some countries, like the US and the UK, dogs are loved and considered a great pet to have at home and with the family. In some other cultures, such as in Saudi Arabia and Iran, dogs may be viewed as dirty or dangerous.

In India, cows are greatly respected and honoured, while in some other countries, cows are treated as a source of meat.

# Moving Forward

## Feeding Homeless Cats: Helping or Hurting?



- I. **Speaking:** Discussing the pros and cons of feeding homeless cats
- Students at Lan Shan School have recently found some homeless cats hanging around the campus. Some students feed the cats every day while others have begun to show their concerns.

**Step 1** Read the conversation below and decide whose opinion is closer to your own.

Sally, look at the cat. How cute! It's really sad to see it out there with nowhere else to go. I'll bring some food for it this afternoon.

Poor little kitty! I love animals, Jenny, but I'm concerned that it will bring a lot of problems.



**Step 2** Discuss in groups. Listen to each other's opinions and make brief notes. Before you begin, read the tips below about contributing ideas.

### Speaking Strategy

#### Contributing ideas to a discussion

##### Useful tips:

1. Try your best to be original, i.e., don't repeat what others have said without adding something new.
2. When your thought builds on another person's idea, quickly summarise their point before you begin yours.
3. Ask questions when necessary.
4. Try to put forward your idea in a clear way.
5. Always keep your opinions focused on the subject of your discussion.

# Moving Forward

## 教学内容与要求

- 能参与“救助流浪猫的利与弊”话题的讨论；
- 能运用功能语言和得体的语言形式表达个人观点和理据；
- 能根据交际场合和交际对象选择恰当的语言形式如对话、研讨等表达个人的观点；
- 能在口头表达中运用与主题相关的语词；
- 能根据提示和具体的情景语境，参与讨论并提出个人观点；
- 能围绕“救助流浪猫的利与弊”这一话题写一篇 70—90 字的语段；
- 能在书面表达中运用与主题相关的语词；
- 能在书面表达中恰当使用衔接手段，表达逻辑关系。

## 教学建议

### I. Speaking:

Introduce “Speaking Strategy: Contributing ideas to a discussion” to students. Guide students to read and understand the useful tips about contributing ideas. Encourage students to try using some of the tips while listening to each other’s opinions and discussing with group members.

#### Step 1

1. Ask students to read and understand the conversation.
2. Have students recall their experiences with homeless cats and ask them to list some problems homeless cats might bring. Provide the following expressions if necessary: *fear and aggression towards humans; diseases; continuing breeding; frequent and loud noise from fighting; strong foul odours from male cats spraying to mark their territory; fleas that might spread to other pets.*
3. Guide students to say whose opinion is closer to their own, Jenny’s or Sally’s? And then have them express their own opinions as clearly as possible.

#### Step 2

1. Have students discuss in groups, reminding them that everybody should contribute his/her ideas.
2. Ask students to take notes while listening to each other’s opinions and encourage them to ask questions when necessary.
3. After group discussion, ask students to present their opinions on behalf of their groups in a clear way to the class.

## **II. Writing:**

Introduce “Writing Strategy: Using cohesive devices” to students. Help students understand the purpose and function of using cohesive devices in writing. Guide students to know about the common types of cohesive devices and encourage them to use determiners, pronouns and linking words to hold a text together and connect ideas when they practise writing an opinion paragraph.

### **Step 1**

1. Guide students to read the directions and make sure that they know what they are to write.
2. Have students review their notes taken on the pros and cons of feeding homeless cats on campus.

### **Step 2**

Have students group their notes into two categories either for or against feeding homeless cats on campus. Let them decide on the details they would like to include in their writing.

### **Step 3**

1. Ask students to read the example on text page 29 and guide them to understand the opinion of the writer.
2. Explain the structure of the model essay (Reading A), especially how the ideas are supported and linked and how the different parts fit together. Explain and show what cohesive devices there are in the essay.

### **Step 4**

1. Encourage students to use the checklist before and after writing as a reminder.

#### **Reference checklist:**

- Have I stated my claim clearly?
- Have I provided enough evidence to support my claim?
- Have I used proper cohesive devices to link my ideas smoothly?

2. Let students write an opinion paragraph on feeding homeless cats on campus in 70–90 words. Remind them to use cohesive devices when necessary.
3. Have students do peer review or self-check against the checklist (grammar and word limitation might not be the focus). Ask them to revise or rewrite their draft based on peer review or self-check.
4. Create opportunities for students to display their writing, e.g. on the wall of the classroom.

Suggested Activities 见 pages T34j–T34k.

## II. Writing: Expressing your opinion on feeding homeless cats

- **Step 1** Review your discussion by looking at the notes you've taken on the pros and cons of feeding homeless cats on campus.
- **Step 2** Group your notes into two categories that are either for or against feeding homeless cats on campus. List both the statements and the supporting details.
- **Step 3** Read a model essay, like "Zoos: Cruel or Caring?" Study how ideas are linked and how the different parts of it fit together.

For human visitors, however, a trip to the zoo can be an educational experience.  
When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from extinction. Zoos are involved in many conservation projects: supporting zoos provides essential funding for these projects. Due to threats such as illegal hunting, there are many species which would be extinct if they weren't kept in zoos. Moreover, many zoos attempt to replicate an animal's natural habitat ...

Contrasting ideas

Providing explanations

Giving examples

Adding similar ideas

Determiners or pronouns

- **Step 4** Write an opinion paragraph on feeding homeless cats on campus in 70-90 words. Use cohesive devices when necessary.

### Writing Strategy Using cohesive devices

Cohesive devices are words and expressions that hold a text together and connect ideas. They help to guide the reader through your writing. They signal to the reader what the relationships are between different clauses, sentences or paragraphs.

Some commonly used types of cohesive devices are:

- **Determiners and pronouns.** For example:  
*this, that, he, she, they, him, her, them, these, those ...*
- **Linking words.**

Function	Example
Adding similar ideas	additionally; another reason is; moreover; furthermore; ...
Contrasting ideas	in contrast; on the other hand; on the contrary; although; whereas; yet; ...
Giving examples	for example; for instance; to illustrate this; ...
Explaining results	as a result; therefore; consequently; ...
Sequencing	to begin with; next; firstly; secondly; ...
Providing explanations	owing to; because of; due to; ...
Drawing conclusions	in conclusion; to sum up; ...

## Reading B

### FRIENDS REUNITED



In 2011, retired bricklayer Joao, 71, found a South American penguin lying on the rocks and close to death on his local beach, just outside Rio de Janeiro, Brazil.  
5 Joao cleaned the oil off the penguin's feathers, fed him a daily diet of fish to get his strength up and named him Dindim.

A week later, Joao tried to release the penguin back into the sea, but he just  
10 wouldn't leave. Joao took him out in his boat, went to a nearby island and released him. Later that day, the penguin was back in Joao's backyard. In the end, Dindim stayed with Joao for 11 months and then, "just  
15 after he changed his coat for new feathers, he disappeared," Joao explains.

In fact, Dindim returns to Joao's little beach in the summer every year — it's believed that the penguin prefers to visit  
20 the elderly man rather than migrate to the feeding areas of his species.

Joao recalls how the penguin continued to follow him home. "Everyone said he wouldn't return, but he has been coming

25 back to visit me for the past four years," he says. "He arrives in June and leaves to go home in February and every year he becomes more affectionate as he appears even happier to see me." Now new pictures  
30 have emerged of Dindim visiting Joao in his village earlier this month.

When Dindim is staying with Joao, the two friends sometimes like to take a walk together down the beach — or sometimes  
35 Joao walks and Dindim swims alongside him. "I love the penguin like my own child and I believe the penguin loves me," Joao says. "No one else is allowed to touch him. He pecks them if they do. He lies on my lap,  
40 lets me give him showers and allows me to feed him sardines and to pick him up."

Who said there wasn't still some good news left in the world?



## Reading B

### 教学内容与要求

- 能归纳出以人物经历、事件发展和情感变化为主要内容的记叙文的文体特征；
- 能归纳出记叙文的语篇成分：语篇必备要素和可选要素，以及各要素的出现顺序，包括时间、地点、人物、情节发展等；
- 能梳理出为表达语篇主题内容而选用的话题词汇语义网；
- 能分享语篇中隐含的道德品质，如友爱、关爱他人等。

### 语篇分析

本文的语篇类型是记叙文。语篇内容是关于巴西一位退休砖瓦工救助一只南美企鹅，并最终与其建立深厚友谊的故事。语篇结构以时间为轴线、以故事情节发展为线索。语言特征是，围绕人与企鹅这个话题，运用了表示行为、情感、心理和言语的词语，叙述了人与动物之间建立亲密友谊的动人故事。语篇的主题意义在于提醒人们重视人类和动物之间的关系，呼吁人与动物、人与自然应当和睦相处。

### 背景介绍

1. This article is adapted from “Friends reunited: Penguin returns for reunion with man who saved his life five years ago”, written by Alison Lynch.

### 难句注释

1. In fact, Dindim returns to Joao’s little beach in the summer every year — it’s believed that the penguin prefers to visit the elderly man rather than migrate to the feeding areas of his species. (lines 17–21)

本句中 it’s believed that the penguin prefers to visit the elderly man rather than migrate to the feeding areas of his species 是由 that 引导的主语从句，其中 it 为形式主语，而 the penguin prefers to visit the elderly man rather than migrate to the feeding areas of his species 是真正的主语。整句意为“其实，丁丁每年夏天都会回到这片狭小的海滩。人们都认为，比起跟着同类移徙至摄食区，它更喜欢来探望若昂”。

2. “Everyone said he wouldn’t return, but he has been coming back to visit me for the past four years,” he says. (lines 23–26)

本句中 has been coming 是现在完成进行时，强调企鹅在过去的四年里从不间断地回来看望老人。整句意为“大家都说他不会回来了，但过去四年他一直回来看我，’他说。”

3. Now new pictures have emerged of Dindim visiting Joao in his village earlier this month. (lines 29–31)

本句中 visiting Joao in his village 为分词短语作定语，修饰 Dindim。整句意为“最近的照片拍摄于本月初丁丁来村子里探望若昂的时候”。

4. Who said there wasn’t still some good news left in the world? (lines 42–43)

本句是反问句，旨在强调 there was some good news left in the world。整句意为“谁说世上就没有真实动人的故事了呢？”。

## 词汇分类

识别词汇 1: migrate

2: release, recall, emerge

运用词汇 (必修) : retire, death, diet, strength, nearby, lap

常用词组: rather than

## 词汇释义

### • retire (line 1)

v. to stop doing your job, especially because you have reached a particular age or because you are ill/sick 退职; 退休

**After working more than 40 years at London Zoo, he will retire in June.** 在伦敦动物园工作了 40 余年后, 他将于六月份退休。

**Now that she was retired, she lived with her sister.** 现在她已经退休了, 和姐姐一起住。

retired adj. 已退休的

retirement n. 退休

retire from sth 从……退休

### • death (line 3)

n. the end of life; the state of being dead 生命的终止; 死亡状态

**The police are trying to establish the cause of the victim's death.** 警方正在设法确定被害人的死因。

frighten / scare sb to death 把某人吓得要命  
fight to the death 打到有一方倒下; 一决雌雄  
a matter of life and death 生死攸关的事;  
成败的关键

die v. 死; 死亡

die of starvation/cancer 死于饥饿 / 癌症

dead adj. 死的; 失去生命的

### • diet (line 6)

n. the food that you eat and drink regularly 日常饮食; 日常食物

**It is vital to have a healthy and balanced diet.** 健康均衡的饮食至关重要。

**It's never too late to improve your diet.** 什么时候改善饮食都为时不晚。

go/be on a diet 节食

a balanced diet 均衡的饮食

a vegetarian diet 素食

### • strength (line 7)

n. the quality of being physically strong 体力; 力气; 力量

**He pushed against the rock with all his strength.** 他用全力推那块石头。

**It may take a few weeks for you to build up your strength again.** 可能需要好几个星期你才能恢复体力。

strong a. 强壮的; 强健的

strengthen v. 加强; 增强; 巩固

### • release (line 8)

v. to let sb / sth come out of a place where they have been kept or trapped 释放; 放出; 放走

**The police questioned the men, then released them because they had done nothing wrong.** 警察询问了这些人, 然后把他们释放了, 因为他们没犯罪。

**Fully recovered, the birds can now be released back into the wild.** 鸟儿完全康复了, 现在可以让它们重返大自然了。

release sb / sth (from sth) 把某人 / 某物从……放走

to let a substance or energy spread into the area or atmosphere around it, especially as part of a chemical reaction 释放, 放出, 排放 (气体、热量或某种物质)

**Oxygen from the water is released into the atmosphere.** 水里的氧气被释放到大气中。

n. the act of setting a person or an animal free; the state of being set free 释放; 获释

**The government has been working to secure the release of the hostages.** 政府一直在努力争取使人质获释。

- **nearby (line 11)**

*adj.* near in position; not far away 附近的；邻近的

**Her mother lived in a nearby town.** 她母亲住在附近一个小镇上。

*adv.* a short distance from sb / sth; not far away 在附近；不远

**He spoke softly to a couple standing nearby.**  
他和站在旁边的一对夫妇轻声说话。

- **migrate (line 20)**

*v.* to move from one part of the world to another according to the season (随季节变化) 迁徙

**Swallows migrate south in winter.** 燕子在冬天迁徙到南方。

**Most birds have to fly long distances to migrate.** 绝大多数鸟类为了迁徙都不得不进行长距离的飞行。

**migration n.** 迁移；移居；迁徙

**migrant n.** 候鸟，迁徙动物；(为工作)移居者，移民

- **rather than (line 20)**

而不是 (某人或某物)

**The zoo needed better management rather than more money.** 这座动物园需要更好的管理，而不是更多的资金。

**Do you work hard for success rather than daydream about it?** 你是否付出艰苦努力以取得成功，而不是只在那里做白日梦？

- **recall (line 22)**

*v.* to remember sth 记起；回忆起；回想起  
**I can't recall meeting her before.** 我想不起来以前曾经见过她。

**He recalled that she always came home late on Wednesdays.** 他回想起她周三总是很晚回家。

- **emerge (line 30)**

*v. (of facts, ideas, etc) to become known (事实、意见等) 暴露；露出真相；被知晓*

**Three important factors emerged from our discussions.** 从我们的讨论中得出三个重要因素。

*to start to exist; to appear or become known 出现，兴起，被知晓*

**Cities like Atlanta are emerging as important new financial centres.** 像亚特兰大这样的城市正崛起为重要的新兴金融中心。

**emergence n.** 出现；兴起

- **lap (line 40)**

*n. the top part of your legs that forms a flat surface when you are sitting down (坐着时的) 大腿部*

**There's only one seat, so my son has to sit on my lap.** 因为只有一个座位，所以我儿子只好坐在我腿上了。

## Comprehension Plus

### 教学建议

- I**
1. Before students begin reading, get them to answer some questions based on the title and the pictures on text page 30 to arouse their interest in the topic.
    - (1) What animal is it in the picture? Where does it live?
    - (2) Who is the man? How old is he?
    - (3) What do you think is the relationship between the man and the bird? What might have happened?  
(Answers may vary.)
  2. After students finish their reading, ask them to answer the two questions in Activity I on text page 31. Remind them to use relative clauses.
- II**
1. Ask students to read the story again and carefully find sentences showing the affection between Joao and Dindim.
  2. Get students to retell the story from the two characters' points of view respectively. Remind them to focus on the touching points — the development of the friendship — in their presentation.

### 参考答案

- II**
1. He saved Dindim. When Dindim had recovered, he tried to release him.
  2. He came back to Joao's home. In fact, Dindim returns to the little beach to visit Joao every summer while his species migrate to their feeding areas.
  3. They sometimes take a walk together down the beach. Joao treats the penguin like his own child, and in return Dindim allows no one but Joao to touch him, feed him and take care of him.

Suggested Activities 见 pages T34k–T34m.

## Critical Thinking

### 教学内容与要求

- 能根据提示整合本单元各语篇中的相关信息；
- 能从另外一个视角进行分析与评价，并就现实问题提出可行性建议。

### 教学建议

- I**
1. Ask students to review what they have learned and find out how animals are treated.
  2. Ask students to think from the animals' perspective how they would like to be treated.
- II**
1. Compare animals' needs with the way they are treated, and find out the differences between them.
  2. Have students come up with suggestions that may help improve the current situation.

### 参考答案

- II** Possible ways may include:

We should

- expand their habitats.
- stop cruelty towards animals.
- prevent illegal hunting.
- avoid products tested on animals.

## ● Comprehension Plus

### I. Read the questions. Complete each answer by using a relative clause.

1. Who is Dindim? Where and how was he when he was found?

Dindim is a penguin who was found lying on the rocks and close to death on the beach.

2. Who is Joao? Where and how did he take good care of Dindim?

Joao is a retired bricklayer who cleaned the oil off the penguin's feathers, fed him a daily diet of fish to get his strength back, and named him Dindim.

### II. Work in pairs and discuss how Joao and Dindim became friends. Use the question cues.

1. What did Joao do for Dindim when he found the penguin was close to death? What did he do after Dindim recovered?
2. What did Dindim do after he was released on an island? How often does he visit the elderly man?
3. What do Joao and Dindim like to do when they are together? How can we describe their attachment to each other?

## Critical Thinking

Seeing things from  
a different perspective

### I. Reflect on what you have learned in this unit and make a list of different ways animals are treated. If you were an animal living with humans, how would you like to be treated? Some examples are given below.

How animals are treated	How animals might want to be treated
<ul style="list-style-type: none"><li>• kept in a zoo</li><li>• trained for entertainment</li><li>• <i>protected in their natural habitat</i></li><li>• <i>used in lab tests</i></li><li>• <i>barred in cages</i></li><li>• <i>raised as pets and treated as companions</i></li><li>• <i>raised for their meat, wool, skin, etc</i></li><li>• <i>hunted and slaughtered</i></li></ul>	<ul style="list-style-type: none"><li>• I want to live with my own kind / species.</li><li>• <i>I need to be fed with proper food / natural food.</i></li><li>• <i>I need love and care.</i></li><li>• <i>I need to live in my own habitat where drinking water and all other natural resources are available.</i></li><li>• <i>I don't want to be kept in a cage. What I need is FREEDOM.</i></li><li>• <i>I don't want to be tested in a lab, which might do harm to my health or kill me.</i></li><li>• <i>I don't want to be trained in a circus, for it is against my nature.</i></li><li>• <i>No hunting! Life comes first.</i></li></ul>

### II. Compare an animal's needs with the way humans treat it. Try to find possible ways to develop a harmonious relationship between humans and animals.

e.g. We should set up more national parks.

## Further Exploration

### Exploring animal establishments

Work in groups. Do some research on zoos, animal parks, aquariums, wildlife reserves or animal protection zones around the world and make a poster to introduce your favourite animal establishment to your classmates.

**Step 1** Search online for information about different kinds of animal establishments around the world and choose three that you are most interested in.

**Step 2** Follow the example given below and complete the table with basic information about the three animal establishments.

Name	Changfeng Ocean World		
WHERE it is	Putuo District, Shanghai, China		
WHAT animal species can be found	more than 15,000 sea animals of over 300 different varieties		
HOW the animals are treated	These sea animals are kept in clean, well-maintained tanks or housed indoors.		

**Step 3** Which one of the three is your favourite? Make a poster to introduce it. An example is given.

#### Changfeng Ocean World

China's first large-scale themed aquarium  
Shanghai's youth science education base



**WHERE it is:**

Putuo District,  
Shanghai, China

**WHAT animal**

**species can be found:**

more than 15,000  
sea animals of over  
300 different varieties

**HOW the animals are treated:**

These sea animals are kept in clean, well-maintained tanks or housed  
indoors.

**There are themed tours for visitors to interact with animals like star fish,  
otters, and penguins!**

- avoid products made from animals.
- join or donate to anti-animal cruelty organisations.
- volunteer at an animal shelter in the area.
- change our diet.
- start a neighbourhood watch.

Suggested Activities 见 page T34m.

## Further Exploration

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### 教学内容与要求

- 能通过研究性学习，介绍世界各地一些喂养、展示、保护动物的机构或组织；
- 能在探究中培养“主动学习”与“合作学习”的能力和意识。

### 教学建议

#### Step 1

1. Explain to students that they are going to conduct research on animal establishments around the world and introduce their favourite one with a poster.
2. Show pictures of animal establishments and have students guess what an animal establishment is.
3. Ask students to surf the Internet and check their guesses about animal establishments.
4. Ask students to do research about animal establishments in the world after school and make a list of them. Then have students choose three that they're most interested in.

#### Step 2

1. Provide students with a passage about an animal establishment and ask them to complete the table in Step 2 with relevant information in the passage.
2. Check some students' answers in class and give brief comments.
3. Ask students to fill in the table with the information they have collected about their three favourite establishments.

#### Step 3

1. Have students read the example poster and discuss the basic elements of a poster.
2. After students finish their posters, call on some to introduce their research findings using their posters. Remind them to pay attention to the fluency of their presentation.
3. Ask the “audience” to listen carefully and go through the following checklist while they are listening to each presentation. Then have them vote for the “Best Presenter” based on the checklists.

**Presentation Checklist**

Grades \ Items	Content	Organisation	Use of new words and phrases	Use of grammar	Fluency
Very Good					
Satisfactory					
Needs Improvement					

4. Ask students to vote for the “Best Poster” based on the title, clarity and relevance of graphics, labels, etc. You can refer to Option 1 on page T34n.

Suggested Activities 见 page T34n.

# Self-assessment

## 教学内容与要求

- 通过核查与反思，确认本单元目标的达成情况；
- 通过计划与调控，提升自主学习能力，提高学习效果。

## 教学建议

### Step 1: Check

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

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

### Step 2: Reflect

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

Guide students to think of the problems or difficulties they have encountered while they were doing an activity. Analyse the possible causes of the problems.

### Step 3: Plan

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

## 范例 (Answers may vary.)

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

C. Understanding different views about animals in different cultures

Getting to know views about animals in different cultures is both interesting and instructive. On the one hand, it helps us to understand the language of a culture better. For example, once we know that people in the UK and the US love dogs, it will never be a surprise for us to realise that there are many English idioms about dogs, such as “every dog has its day”, “work like a dog”, “lead a dog’s life”, etc. On the other hand, such knowledge will be very instructive in terms of cross-cultural communication. We will not offend people easily or be offended when talking about animals. I am now planning to learn more views about animals in different cultures.

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

G. Using cohesive devices in writing an opinion paragraph

Writing is always demanding for me. In order to write an opinion paragraph, we first had a group discussion, trying to list the pros and cons of feeding homeless cats on campus. Then we added statements and supporting details to the relevant opinions. After that, we focused on how to link our ideas in a more logical and effective way by using cohesive devices. It took us a lot of time to prepare an opinion passage, and still there is a lot to be improved in my writing work.

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

I will try to get some advice from my classmates. My peers are always of great help. Besides, I will turn to the Internet for help, for it's the world's largest library with unlimited resources. Of course, I will spend more time practising the things that I find difficult.



## Self-assessment

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

- A. Understanding the writer's attitudes in an argumentative essay
- B. Talking about the pros and cons of feeding homeless cats
- C. Understanding different views about animals in different cultures
- D. Reflecting on the relationship between humans and animals from an animal's perspective
- E. Using context clues to work out a word's meaning
- F. Contributing ideas to a discussion
- G. Using cohesive devices in writing an opinion paragraph

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

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

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

## Culture Link

### 教学内容与要求

- 能认识不同文化看待动物的态度，拓展文化视野；
- 能结合视频列举出不同文化中动物所扮演的角色，说明不同文化看待动物的态度。

### 教学建议

- Have students work in pairs and complete the table with their guesses. Then have them check answers by reading the passage on text page 27.

Views towards dogs	
the US & the UK	
Saudi Arabia & Iran	
Views towards cows	
India	
Australia	

- Have students work in pairs and discuss the views towards dogs and cows in Chinese culture.

### 补充文化知识

#### English Idioms and Proverbs of Animals

Idioms and proverbs in different languages reflect views towards animals in different cultures. Some idioms and proverbs of animals in English have even special meanings.

#### English idioms of animals for reference:

- |                                     |                                |
|-------------------------------------|--------------------------------|
| 1. a lucky dog 幸运儿                  | 2. work like a dog 卖命工作        |
| 3. let sleeping dogs lie 不要自找麻烦     | 4. put on the dog 摆架子；装腔作势     |
| 5. till the cows come home 很长时间；永远地 | 6. sacred cow 神圣不可侵犯的人、团体或信仰   |
| 7. have a cow 心慌意乱；焦躁；恼怒            | 8. smell a rat 觉得可疑；感到事情不妙     |
| 9. rat race 无休止的激烈竞争                | 10. make a monkey of sb 使某人出洋相 |

#### English proverbs of animals for reference:

- Every dog has its day. 每个人都有时来运转的一天。
- It's hard to teach an old dog new tricks. 老古董学不会新东西。
- If you sell the cow, you sell her milk too. 卖了母牛吃不了奶；事难两全。
- You can lead a horse to water, but you can't make him drink. 不要强迫别人做不愿意做的事。
- When the cat's away, the mice will play. 猫儿不在，老鼠成精。

I'm a real animal lover. I'm fascinated by the whole animal kingdom. I loved animals when I was a kid. I used to read every book I could find on animals. I knew all the different animal species. The most exciting thing for me was going to the zoo. I would spend hours just watching the animals walk around, sit, or even sleep. When I was older, I went on a **safari** to Tanzania. I saw real wild animals in the wild. Everyone should do this once in their lives. Looking at animals in their natural habitat is a real honour. Now I often go to the Natural History Museum and watch animal documentaries. I'm worried about the future of many animals. Some of my favourite animals are in danger of dying out. We really need to change our lifestyle so that animals can survive in the wild.

#### 注释:

**safari** *n.* a trip to see or hunt wild animals, especially in east or southern Africa (尤指在非洲东部或南部的) 观赏(或捕猎)野兽的旅行; 游猎

**They went on safari in Kenya, which seemed a lot of fun.** 他们去了肯尼亚游猎, 此行非常有趣。

### [Clip 1] Salty the Dog

Number 2, Salty, the guide who led her owner to safety on 9/11. Guide dogs are expected to keep their owners out of danger, but Salty, a New York guide dog, took protection to a whole new level. Salty and her owner, Omar Rivera, were on the 71st floor in Tower 1 of the World Trade Centre on Sept. 11th, 2001. As the building began collapsing around them, Salty led Omar and a friend down 70 flights of stairs to safety, just moments before Tower 1 completely collapsed. Salty was there the whole way, and even refused to let the friend take her **leash** because she wanted to stay with her owner until he was saved. Their **ordeal** took 1 hour and 15 minutes to accomplish. Salty and Omar received the Partners Encourage Award, and Salty was also given the Dicken Medal, an honour given to animals who display **gallantry** during conflict.

### [Clip 2] Winnie the Cat

Number 18, Winnie the Cat, who saved her owner from **carbon monoxide**. Most rescue stories involve dogs saving their owners, but cats could (can) be just as heroic. Winnie the Cat was asleep when her owner's house began filling up with carbon monoxide. Winnie started meowing loudly and scratching objects to get her owner to wake up. The cat's **distressed** actions saved her owner's life, because if they had waited any longer to **evacuate** the home, they might have died from carbon monoxide poisoning.

注 释：

1. **leash** *n.* a piece of rope or leather fastened to a dog's collar in order to control it 牵狗的绳子，皮带  
**Never leave your dog off the leash outside a store.** 商店外面请勿解开狗的牵绳。
2. **ordeal** *n.* a terrible or painful experience that continues for a period of time 可怕的经历，痛苦的折磨  
**He was beginning to wonder if he would survive the ordeal.** 他开始怀疑自己是否能够从可怕的折磨中生存下来。
3. **gallantry** *n.* courage, especially in a battle (尤指在作战中) 英勇，勇敢  
**He received a medal for gallantry.** 他因为勇气可嘉获得一枚勋章。
4. **carbon monoxide** *n.* a poisonous gas formed when carbon burns partly but not completely, or produced when petrol gas is burnt in car engines 一氧化碳  
**Everyone knows that carbon monoxide is poisonous.** 人人都知道一氧化碳有毒。
5. **distressed** *adj.* upset and anxious 烦恼的；忧虑的；苦恼的  
**He was too distressed and confused to answer their questions.** 他很烦心、也很困惑，不知道该如何回答他们的问题。
6. **evacuate** *v.* to move people from a place of danger to a safer place (把人从危险的地方) 疏散，转移，撤离  
**Children were evacuated from London to escape the bombing.** 孩子们从伦敦被撤离以躲避轰炸。

# Getting Started

### Option 1 ★★

Have students think about the condition of natural habitats today and then ask them to discuss the possible ways to protect and save animals.

### Option 2 ★★★

Have students compare how zoo life and life in natural habitats differently affect animals and then ask them to discuss which way they think is better for animals.

### Option 3 ★★★

Encourage students to share their understanding of the quote by Charles Darwin on text page 18.

(A brief introduction to Charles Darwin)

Charles Darwin (1809 – 1882) was an English natural scientist who holds a unique place in history for his theory of evolution. His book *On the Origin of Species* (1859) provided a great deal of evidence that evolution has taken place and also proposed a theory to explain how evolution works. This theory is now an integral component of biological science.

# Digging In

## Comprehension

### Option 1 ★

Have students read the text and then answer the questions.

1. What do zoos usually offer to animals that live there?
2. What is the greatest concern with zoos?
3. What are the differences between a zoo and a wildlife park?

### Option 2 ★

1. Have students identify facts and opinions from the information in the chart.
2. Have students think about the question: how does the author list facts/supporting evidence for each of his or her claims?

### Option 3 ★★

Ask students to role play in pairs. Student A is the author and student B is the author's friend. Have them make up a dialogue about whether or not zoos are a good thing by using the information provided in the chart.

### Option 4 ★★★

Ask students to read the following sentences, paying special attention to the underlined words, and then have a discussion about the strategy of using context clues in reading to work out a word's meaning.

## Suggested Activities

	<b>Sentences</b>	<b>Types of context clues</b>
1	They argue that it is cruel to <u>remove</u> animals from their natural habitats and <u>keep</u> them in cages.	
2	An animal kept <u>in a zoo</u> will lead a life different from an animal that lives <u>in the wild</u> .	
3	Moreover, many zoos attempt to <u>replicate</u> an animal's natural habitat: <u>a range of materials is used to create a space that is similar to what would be found in the wild</u> .	
4	Endangered animals can be <u>like fragile glass in need of care and attention</u> .	
5	The Earth is home to lots of wonderful wildlife, but sadly, <u>some species that once called our planet home today no longer exist</u> . These are known as <u>extinct</u> animals.	

**Reference answers:**

	<b>Sentences</b>	<b>Types of context clues</b>
1	They argue that it is cruel to <u>remove</u> animals from their natural habitats and <u>keep</u> them in cages.	Opposition/Contrast tells opposite information about the unknown word.
2	An animal kept <u>in a zoo</u> will lead a life different from an animal that lives <u>in the wild</u> .	
3	Moreover, many zoos attempt to <u>replicate</u> an animal's natural habitat: <u>a range of materials is used to create a space that is similar to what would be found in the wild</u> .	Explanation provides a clue to the meaning of the unknown word.
4	Endangered animals can be <u>like fragile glass in need of care and attention</u> .	Using a simile helps to explain what it means.
5	The Earth is home to lots of wonderful wildlife, but sadly, <u>some species that once called our planet home today no longer exist</u> . These are known as <u>extinct</u> animals.	Definition is the exact meaning of the unknown word.

### Option 5 ★★★

- Divide students into two groups and organise a debate on “Zoos are (not) a good thing” (pro side vs. con side). One group will defend negative claims, and the other positive claims.
- Have them discuss and search for relevant evidence which can sufficiently support their claims.

## Vocabulary Focus

### I. Key Vocabulary ★★

Guide students to acquire words and expressions in the reading context through classroom interactions. Integrate target words into reading activities in different stages. Activate students' knowledge about some target words or raise their awareness of the literal meanings of some words in the before-reading stage, guide students to read between the lines in the while-reading stage

## Suggested Activities

and encourage students to use the newly learned words and expressions in the after-reading stage. Interact with students in the following way.

### Before-reading

**Target words:** **cruel, debate, argue, concern, habitat, cage, threat**

T: How do people treat animals?

S: ...

T: Some people kill animals. For example, they kill whales, elephants, dogs and so on. What do you think of these people? (Write the word “**cruel**” on the board.)

S: ...

T: Have you heard of bullfighting? What do you think of it?

S: ...

T: Well, some people say it is cruel and should be banned, but others believe it's part of Spanish culture and should be preserved. Therefore, they always **argue** with each other. And the issue is still hotly **debated** all over the world.

S: ...

T: If you want to see animals, where will you go?

S: ...

T: Most of the animals in zoos are kept in **cages**. But where should they live? (Write the word “**habitat**” on the board.) **Habitat** loss is probably the greatest **threat** to the variety of life on our planet today. The fact that more and more animal and plant species are on the verge of extinction has been a growing **concern** in today's society.

### While-reading

**Target words:** **establishment, extinction, illegal, replicate, tropical**

Encourage students to use context clues to understand a word's meaning.

T: The writer enjoys visiting zoos. However, there are lots of people who don't support these **establishments**.

T: When students learn about endangered species and are able to see them in a zoo, they are more likely to support projects designed to save these animals from **extinction**.

T: Due to threats such as **illegal** hunting, there are many species which would be extinct if they weren't kept in zoos.

T: In addition, many zoos attempt to **replicate** a natural animal habitat: a range of materials is used to create a space that is similar to what would be found in the wild.

T: Animals that live in **tropical** countries are typically housed indoors in heated tanks which are kept at a temperature similar to that of their natural habitat.

### After-reading

**Target words:** **establishment, habitat, cage, hunt, exhibit, adjust, design, extinction, replicate**

Encourage students to give their definitions of zoos by using the target words.

#### Reference answers:

Zoos are places where animals are kept in **cages**.

Zoos are places where animals from all over the world are **exhibited**.

Zoos are **establishments** which provide shelter and food for animals under the threat of extinction.

...

## Suggested Activities

### II. Word Meaning: Synonyms

#### Option 1 ★

Match each word in the box with the sentence containing its synonym.

remove	climate	design	slightly
funding	range	definitely	

1. Take these chairs away — we don't need them.
2. The weather is cooler in the east of the country.
3. The building isn't planned very well from the point of view of wheelchair access.
4. Alisha is trying to get money from the government for her research.
5. There is a wide variety of opinions on this issue.
6. The richness of the food made him feel a little ill.
7. We will certainly be focusing on this in the years to come.

**Reference answers:**

- |           |             |               |            |
|-----------|-------------|---------------|------------|
| 1. remove | 2. climate  | 3. design     | 4. funding |
| 5. range  | 6. slightly | 7. definitely |            |

#### Option 2 ★★

Choose suitable words from the box and complete the following sentences with their proper forms.

aware	concern	argue	therefore	extinction	attempt	prevent
approach	typically	materials	location	likely	establishment	

1. Nowadays, scientists are \_\_\_\_\_ of five mass \_\_\_\_\_ events in the past, starting with the End-Ordovician ( 奥陶纪 ) \_\_\_\_\_ 450 million years ago.
2. Those who have ethical \_\_\_\_\_ about animal cloning \_\_\_\_\_ that just because scientists can clone animals for food, doesn't mean they should.
3. Many modern zoos \_\_\_\_\_ to improve animal welfare by providing more space and behavioural enrichments.
4. Here are 5 easy ways you can help \_\_\_\_\_ animal cruelty.
5. The mission of this website is to provide a clear statement of a(n) \_\_\_\_\_ to animal rights that requires the abolition of animal exploitation.
6. Owls are \_\_\_\_\_ solitary animals who prefer to hunt and explore at night.
7. Waste \_\_\_\_\_ are a major environmental problem, which is a threat to the environment. It is important to reuse these \_\_\_\_\_ and dispose of them.
8. Their exact \_\_\_\_\_ within those cities have not been established.
9. The researchers found that during the mass extinction events, smaller animals were a bit more \_\_\_\_\_ than larger animals to go extinct.
10. Animals are not allowed within food service \_\_\_\_\_ unless they are a service animal such as a police dog.

### Reference answers:

- |                                  |                    |
|----------------------------------|--------------------|
| 1. aware, extinction, Extinction | 2. concerns, argue |
| 3. attempt                       | 4. prevent         |
| 5. approach                      | 6. typically       |
| 7. materials, materials          | 8. locations       |
| 9. likely                        | 10. establishments |

## Grammar in Use

### Option 1 ★★

1. Ask students to rewrite some sentences with the relative clauses introduced by “prep.+ which” without changing their original meanings.
2. Encourage students to write some meaningful sentences related to animals by using relative clauses introduced by when, where, why and “prep.+ which”.

### Reference answers:

1.  
1) Do you remember the day **when** he started to raise the dog?  
⇒ Do you remember the day **on which** he started to raise the dog?  
2) This is the plain cardboard box **where** the little cat hides.  
⇒ This is the plain cardboard box **in which** the little cat hides.  
3) The scientists haven't found the reason **why** dolphins won't live in this area of water.  
⇒ The scientists haven't found the reason **for which** dolphins won't live in this area of water.  
...  
2. (Answers may vary.)

### Option 2 ★★★

1. Suppose a group of foreign teachers and students are coming to visit Shanghai Wild Animal Park, ask your students to prepare a brief introduction to the park, using relative clauses introduced by relative adverbs to introduce the functions of different places and the facilities in it.
2. Encourage students to surf the Internet for more information.

### Reference answers:

This is the open space **where** tigers play.  
This is the lake **where** ducks and geese swim.  
This is the little hill **where** monkeys rest.  
These are the nursery rooms **where** new-born pandas can be taken good care of.  
...

### Option 3 ★★★

1. Ask students to think about what animal they will raise as a pet. Then have them fill in the table with a brief introduction to the animal and the reasons for their choice.

## Suggested Activities

(Name of the animal)	
Brief introduction (to the animal)	Features: Character: Meals: ...
Why?	Here are the reasons why... The first reason is that... In addition, ... What's more, ... ...

- Ask students to write a short introduction to the animal in at least 5 sentences, properly using relative clauses introduced by relative pronouns and adverbs.

### Reference answer:

Dogs, which are perhaps the most widely owned pets in the world, are famous for their carefree spirit and unconditional love. They can cheer us up when we are feeling down and give us a laugh when we need one.

Loyalty, friendship and unconditional love are some additional reasons why people love dogs. An American actress, who was one of the most famous icons of pop culture, always compared dogs to humans. “Dogs never bit me. Just humans.”

Dogs, which are known for biting as a main source of defence, have never bitten her. She had a lot of trust in dogs and believed humans were the only ones who had ever hurt her.

## Listening and Viewing

### Option 1 ★★

Encourage students to do research on dogs using the table to take down useful notes, and then make a report in class. Remind them to consider the following questions: what roles can dogs perform in people’s life? How do they perform these roles? What kind of training do they need? What other findings do you have about dogs?

Role dogs perform	Description of role	Training needed	Other findings
Guiding blind people (guide dogs)	They guide their owners to walk through the street, up or down stairs and even hang around in the park.	Guide dogs should be trained from a very young age and need time to get accustomed to their life in their owner’s family.	Labrador is an ideal breed for guide dogs. 

(Answers may vary.)

### Option 2 ★★★

Motivate students to have a debate on this issue: some people claim that keeping animals as pets or raising them in the zoo will protect the animals, but others argue that by doing so we separate animals from their natural habitats, thus doing harm to the animals. What is your view of the issue?

### Option 3 ★★★

Provide students with the following background information: “survival of the fittest” was first used by Herbert Spencer after he read Charles Darwin’s *On the Origin of Species*. It means that some animals die out because they no longer fit into an ever-changing environment and their extinction is the “choice” of nature. Inspire students to express themselves on this issue: is it necessary to save endangered animals? Why or why not?

## Moving Forward

### Option 1 ★★

1. Ask students to read the conversation between Jenny and Sally. Give them three minutes to decide whether feeding homeless cats is helping or hurting and list as many ideas to support their stance as possible so that they can put forward some ORIGINAL ideas in the discussion.
2. Divide students into groups of four. Name a group leader and a note-taker for each group. Before discussion, ask students to read the Speaking Strategy box and explain the tips with examples and useful expressions (See the box below).

Tip	Example
Summarising a previously mentioned point and then building on it	<i>As Sally said earlier, feeding homeless cats may lead to their growing dependence on humans. They'll wait for free lunch. Even worse, some of them will tag along students and beg for food.</i>
Asking questions when necessary	<i>What if we find a feeding spot for the cats? What do you mean by ...? How can we make sure the cat population will not grow?</i>
...	...

3. Give students five minutes to discuss in groups. Ask them to listen to each other’s opinions and make brief notes while discussing. Ask the group leader to be the ice-breaker and monitor the discussion process, and the note-taker to take notes and report their discussion results afterwards.

### Option 2 ★★

Have students conduct a survey about people’s attitude towards homeless cats.

#### Step 1

Ask students to list the questions they are going to ask and make a questionnaire.

#### Step 2

Have students work in pairs and walk around the classroom, asking questions and collecting answers.

#### Step 3

Encourage students to analyse and report their survey results to the class. They may display their survey reports on the back wall of the classroom.

## Suggested Activities

### Option 3 ★★★

Ask students to write a two-sided argumentative passage on the topic.

Suppose the students' union in your school is collecting students' opinions about whether or not to rescue homeless animals on campus.

#### Step 1

Have students list the statements and supporting details that are either for or against rescuing homeless animals on campus.

#### Step 2

Ask students to organise the paragraph(s) by logically linking the statements and their supporting details with cohesive devices.

#### Step 3

Have students finish their writing on the topic.

#### Step 4

Encourage students to have a peer review, and help them check and revise what they have written.

### Option 4 ★★★

#### Step 1

Encourage students to read the following sayings by famous people, which show their feelings and understandings about animals.

- The greatness of a nation and its moral progress can be judged by the way its animals are treated.  
— Mahatma Gandhi
- Animals are reliable, many full of love, true in their affections, predictable in their actions, grateful and loyal. Difficult standards for people to live up to.  
— Alfred A. Montapert
- Animals are the bridge between us and the beauty of all that is natural. They show us what's missing in our lives, and how to love ourselves more completely and unconditionally. They connect us back to who we are, and to the purpose of why we're here.  
— Trisha McCagh

#### Step 2

Have students read again the above sayings in the box and write a short paragraph to tell:

- (1) which of the quotes they agree with most;
- (2) the reasons or details to support their choice.

Students may start their writing as follows:

*I agree with ... the most because ...*

## Reading B

### Option 1 ★★

Have students complete the following table after reading the passage. This will help check students' comprehension of the passage and get them familiar with the elements of a story.

### Friends Reunited

Characters:	
Setting:	
Plot (events)	
1. Beginning:	_____
	_____
2. Middle:	_____
	_____
3. Ending:	_____
	_____

**Reference answers:**

### Friends Reunited

Characters:	Joao, a retired bricklayer Dindim, a South American penguin
Setting:	a seaside village in Brazil
Plot (events)	
1. Beginning:	Joao found Dindim nearly dead on the beach.
2. Middle:	Joao took great care of Dindim, and the penguin recovered fully. When he changed his coat for new feathers, Dindim disappeared. Dindim has been visiting Joao for the past four years.
3. Ending:	Joao and Dindim have become intimate friends.

### Option 2 ★★

Ask students to read the passage again and find out some highlights of the story. Have them take notes of these highlights to get a better understanding of the theme of this unit — a harmonious relationship between human beings and animals.

**Reference answers:**

- (1) When Joao tried to release the penguin back into the sea, Dindim wouldn't leave. Once he even found his way back to Joao's backyard.
- (2) Dindim returns to Joao's little beach every summer. He would visit the old man rather than migrate to the feeding areas of his species.
- (3) Dindim has been coming back to visit Joao for the past four years. Every year he becomes more affectionate as he appears even happier to see the old man.

## Suggested Activities

- (4) Dindim allows no one but Joao to touch him. He lies on the old man's lap, lets him give him showers, and allows him to feed him with sardines and to pick him up.

### Option 3 ★★

Ask students to read more stories about how human beings and animals get along with each other. Have them choose one that they think is the most touching and thought-provoking, and share it with the class.

## Critical Thinking

### Option 1 ★

1. Form groups and get students involved in a discussion about the possibility of developing a harmonious relationship between human beings and their animal friends.
2. Call on some groups to make presentations and share their ideas with the class.

### Option 2 ★

Ask students to watch a public-service advertisement about animal protection — “When the buying stops, the killing can too.” Ask students to tell what is shown in the ad and what they have learned from it.

### Option 3 ★★

1. Ask students to describe the pictures and summarise the attitudes human beings hold towards the animals.



2. Have students describe the feelings of these animals from the animals' perspectives.
3. Have students make a T-chart and write down people's attitudes and animals' feelings in separate categories.
4. Have students work in groups and decide whether the animals are happy or not, and if they are not happy, what can people do to make them happy again?

## Further Exploration

**Option 1 ★**

Ask students to vote for the “Best Poster” based on the following checklist.

**Poster Checklist**

Item	Very Good	Satisfactory	Needs Improvement
Graphics – Clarity			
Graphics – Relevance			
Labels			
Content			
Attractiveness			
Title			

**Option 2 ★★**

Ask students to compare the animal establishments that all the groups have introduced. Have them make a list of similarities and differences between these animal establishments.

# The Call of the Wild

*The Call of the Wild* (1903) is considered by many people to be Jack London's finest piece of writing, and it is widely recognised as one of the classics of American literature.

The main character of the story is Buck, a large dog, who is stolen from his comfortable life in California and sold as a sled dog in the frozen Klondike. Buck's new life is harsh and cruel and he is forced to learn to adapt in order to survive. He works in a team of dogs pulling sleds loaded with mail for the gold prospectors who have rushed to the cold north. Buck is strong and determined and soon becomes the leader. Throughout the book, as Buck passes through the hands of various owners, he grows closer and closer to his primitive origins and the "call of the wild" becomes stronger and stronger.

The story explores a number of themes which were dear to London. London took a copy of Charles Darwin's *On the Origin of Species* with him when he went to the Klondike and the story strongly reflects the "survival of the fittest" that originated from Darwin's evolutionary theory. This law of the survival of the fittest applies to both the animal and human worlds: both men and animals need to use their strength and intelligence to survive. London was a determinist and believed that our lives are conditioned by what we inherit and the environment which surrounds us. So when Buck lives with Judge Miller, he is a pet and lives an easy and peaceful life. His deeper inherited instincts do not appear until he moves to an environment that allows them to develop. These themes are revisited in London's later novel *White Fang*.

When it was published in 1903, *The Call of the Wild* was an immediate success. The single-volume version of the novel also included illustrations, which enhanced its descriptions of Canada's natural beauty. Though it has been and is still, at times, classified as a children's book, its themes and overarching narrative are suited for mature readers.

Adapted from Helbling Readers, level 4

### Food for thought

1. How different is Buck's life in California from his new life in the frozen Klondike? What awakens his primitive origins?
2. What theme do you think is explored in this story?
3. Have you read the story yet? If yes, what impresses you most in the story? If not, are you going to read the story?

### Reference answers:

1. As a pet, Buck's life in California is comfortable and easy. However, in the frozen north, as a sled dog, his life is harsh and cruel. It is the changing living environment that awakens his deeper inherited instincts.
2. The story reflects the law of the "survival of the fittest" which applies to both the animal and human worlds.
3. Yes, I have already read this famous novel. In the story, Buck begins as a tame, obedient dog, enjoying his carefree life in the sun-kissed Santa Clara Valley, but ends as a brave, fierce, masterful wild animal fighting for his survival. The enormous change Buck undergoes is dramatic, but convincing. That is what deeply touches my heart.

Or No, I haven't read the story yet but I'm going to read it because it is about dogs which are my favourite animals.

- ▶ talk about food and dining customs in different cultures;
- ▶ deepen our understanding of the role food and dining customs play in cross-cultural communication;
- ▶ sort out information and put ideas into different categories;
- ▶ recognise examples while listening and/or viewing, use hand gestures effectively while presenting, and organise writing in topical order.

# Unit 3

**Food**



Food is the first necessity of the people.  
— from *Records of the Grand Historian of China*

## 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“历史、社会与文化”。	<ul style="list-style-type: none"> <li>能描述一些国家的常见食物和饮食习俗；</li> <li>能深入理解饮食文化在跨文化交际中的作用；</li> <li>能分门别类组织信息；</li> <li>能学会识别视听材料中的例子，口头表达时有效运用身势语，以及按照主题顺序写作。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能辨识并分析博客类记叙文的文体特征，即回顾经历并总结经验。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能掌握按主题顺序展开的说明文的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能借助播客中的序列标志词，识别播客文体的语篇成分。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能借助公开课视频中的多模态资源，识别语篇成分。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能借助重音、语调、节奏等的变化表达意义、意图和态度等。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能依据语篇建构相关话题词汇语义网，运用词汇表达意义；</li> <li>能根据词汇语义识别上义词与下义词。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中理解动词 -ing/-ed 形式的表意功能，并能根据其作定语的功能表达语义。</li> </ul>
	语篇	<ul style="list-style-type: none"> <li>能掌握博客类记叙文的主要语篇成分；</li> <li>能掌握说明文语篇的主要语篇结构特征；</li> <li>能掌握征稿邮件的基本格式、结构及语言特点；</li> <li>能把握语篇中主题句和过渡句的位置、作用及行文特征。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断不同语篇的语篇目的、语篇对象，以及作者的观点、意向与理念等；</li> <li>能在口语交际中有效运用非语言形式，如目光、表情、手势、姿势、动作等身势语。</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>• 能了解英美等国家的主要饮食习俗，并能对比中国的主要习俗，尊重和包容饮食文化的多样性；</li> <li>• 能了解英美等国家的人们在行为举止和待人接物等方面与中国人的异同，并能有效沟通；</li> <li>• 能初步运用英语简单介绍中华饮食文化，具有传播中华优秀传统文化的意识；</li> <li>• 能利用所提供的文化链接，理解不同文化对餐具的选择；</li> <li>• 能通过研究性学习了解并介绍某一国家或地区的传统饮食文化。</li> </ul>
语言技能	听	<ul style="list-style-type: none"> <li>• 能听懂关于世界各地饮食习俗差异的播客语篇所传递的信息；</li> <li>• 能依据交际任务有选择地记录所需信息；</li> <li>• 能根据话语中的重复、解释、停顿等现象理解话语的意义。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能和同学就“外国人在中国就餐可能遇到的文化冲击”这一主题展开讨论；</li> <li>• 能清楚地描述事件的过程；</li> <li>• 能使用文字和身势语描述事件经过和事物特征。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能通过阅读一名美国留学生记叙其法国经历的博客文章，理解饮食文化所带来的文化冲击及其阶段特征；</li> <li>• 能通过说明文阅读，理解食物与文化之间的紧密联系；</li> <li>• 能从语篇中提取主要信息和观点，理解语篇要义；</li> <li>• 能批判性地审视语篇内容；</li> <li>• 能把握语篇的结构以及语言特征。</li> </ul>
	看	<ul style="list-style-type: none"> <li>• 能在观看关于饮食与文化之间的关联的公开课的过程中，理解讲课人所举的例子及其表达的主要观点；</li> <li>• 能理解多模态语篇中由画面、图像、声音、符号、色彩等非文字资源所传达的意义。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能围绕中国饮食文化这一话题，按照主题顺序展开写作，完成一篇 70—90 词的语段；</li> <li>• 能在书面表达中借助标题、图标、图像、表格、版式等传递信息、表达意义；</li> <li>• 能根据表达目的选择适当的语篇类型；</li> <li>• 能根据表达的需要选择词汇和语法结构。</li> </ul>
学习策略	听	<ul style="list-style-type: none"> <li>• 能识别视听材料中的例子。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在口头展示时有效运用身势语。</li> </ul>
	读	<ul style="list-style-type: none"> <li>• 能掌握记叙文和说明文的语篇结构特征。</li> </ul>
	写	<ul style="list-style-type: none"> <li>• 能按照主题顺序写作。</li> </ul>

# Getting Started

- e Identify the culture associated with each dish. Say which of the dishes you would order in a restaurant, and why.



## Reading A

What French foods or French dining customs do you know? Read Hannah's blog diary to discover more.



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### Hannah's World

Jan. 20 Mon.



### Categories

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- IN FRANCE (35)

Dining in France: ...



# Getting Started

## 教学内容与要求

- 能通过看图讨论，分享不同文化的特色饮食；
- 能回顾并运用常见的饮食类词汇，构建词汇语义网；
- 能熟悉单元主题，意识到饮食与文化之间的关系。

## 教学建议

1 Allow students time to identify the cultures associated with some regional dishes they could find in Shanghai.

2 Have them describe the dishes in pairs or in groups based on the table. If students have difficulty describing the dishes, provide them with some commonly used words and expressions, and give them an example.

3 Call on several students to share their descriptions with the class. Ask the other students to take notes while listening.

Suggested Activities 见 page T50d.

Description of the dish
Ingredients:
Colour:
Shape:
Flavour:
Cooking style:

## 参考答案

Dish	Associated culture
① soup dumplings	Chinese culture
② fish and chips	English culture
③ pizza	Italian culture
④ curry	Indian culture

Students' descriptions of the dishes and their reasons for ordering a certain dish in a restaurant may vary.

# Reading A

## 背景介绍

- This passage is adapted from a blog written by a student from the University of Massachusetts Amherst. The original title is “Dining Diaries: Culture Shock”.
- galette des rois (the “kings’ cake”): The cake is made to celebrate Epiphany (主显节, 每年1月6日) in France during the month of January. A figurine (小雕像), la fève, which can represent anything, is hidden in the cake and the person who finds it in his or her slice becomes king for the day. A paper crown is placed on this king’s head.

## 词汇释义

### • variety (line 3)

n. several different sorts of the same thing  
(同一事物的) 不同种类，多种式样

**There is a wide variety of patterns to choose from.** 可供选择的图案种类繁多。

a type of a thing, for example a plant or language, that is different from the others in the same general group (植物、语言等的) 变种，变体；异体；品种

**They found a rare variety of orchid.** 他们发现了一种稀有的兰花品种。

### • champagne (line 3)

n. a French sparkling white wine that is often drunk on special occasions 香槟(酒)

**We enjoyed a nice meal with a bottle of champagne.** 我们美餐了一顿，还喝了一瓶香槟。

### • take sb by surprise (lines 11–12)

使某人惊诧；出乎某人意料

**His question took his two companions by surprise.** 他提的问题让他的两个伙伴都愣住了。

**His frankness took her by surprise.** 她没料到他竟如此坦率。

### • confusion (line 13)

n. a state of not being certain about what is happening, what you should do, what sth means, etc 不确定；困惑

**There is some confusion about what the correct procedure should be.** 对于应该采取什么正确步骤，还是有些不明确。

the fact of making a mistake about who sb is or what sth is 混淆；混同

**To avoid confusion, please write the children's names clearly on all their school clothes.** 为避免混淆，请把孩子们的名字清楚地写在他们所有的校服上。

a feeling of embarrassment when you do not understand sth and are not sure what to do in a situation 困窘；尴尬；局促不安

**He looked at me in confusion and did not**

**answer the question.** 他困窘地看着我，没有回答问题。

### • adjust (line 13)

v. to get used to a new situation by changing the way you behave and/or think 适应；习惯  
**It took her a while to adjust to living alone.** 她过了一段时间才适应独自生活。

to change sth slightly to make it more suitable for a new set of conditions or to make it work better 调整；调节

**Adjust your language to the age of your audience.** 根据听众的年龄来使用相应的语言。

adjust to sth/to doing sth 调整以适应……

adjust oneself to sth 使自己适应……

### • run into (line 14)

遭遇(困难/问题)；撞见

**They agreed to sell the computer system last year after they ran into financial problems.**

陷入财政困境后，他们于去年同意出售这一电脑系统。

**I ran into him in the corridor a few minutes later.** 几分钟后我在走廊里撞见了他。

### • strategy (line 15)

n. a planned series of actions for achieving sth 策略；计策；行动计划

**The marketing strategy adopted by the company turned out to be very successful.** 事实证明，此公司采取的营销策略非常成功。

### • facility (line 15)

n. a place, usually including buildings, used for a particular purpose or activity (供特定用途的) 场所

**It is the world's largest nuclear waste facility.** 这是世界上最大的核废料处理场所。

buildings, pieces of equipment, or services that are provided for a particular purpose [pl.] 设备；设施

**The hotel has special facilities for welcoming**

**disabled people.** 这家旅馆有专供残疾人使用的设施。

• **ups and downs (line 16)**

起伏；兴衰

**The emotional ups and downs can create physical and mental imbalances.** 情绪起伏会导致生理和心理的失衡。

• **illustrate (line 17)**

v. to make the meaning of sth clearer by using examples, pictures, etc (用示例、图画等) 说明，解释

**To illustrate my point, let me tell you a little story.** 为了说明我的观点，让我来给你们讲个小故事。

[usually passive] ~ sth (with sth) to use pictures, photographs, diagrams, etc in a book, etc 加插图于；给（书等）做图表

**She went on to art school and is now illustrating a book.** 她后来读了艺术学校，现在正在为一本书画插图。

to show that sth is true or that a situation exists 表明……的真实性；显示……的存在

**The incident illustrates the need for better security measures.** 这次事件说明了加强安全措施的必要性。

• **tend to do sth (line 22)**

往往；常常就

**People tend to think that the problem will never affect them.** 人们往往认为这个问题绝不会影响到他们。

• **utensil (line 24)**

n. a tool that is used in the house (家庭)  
用具，器皿；家什

**They bought some kitchen utensils such as bowls, steamers and frying pans.** 他们买了一些厨房用具，比如碗、蒸锅和煎锅等。

## 教学内容与要求

- 能掌握博客类记叙文的文体特征，即围绕某一话题回顾经历并总结经验；
- 能掌握博客文体的写作目的及这类语篇的主要语篇结构特征（叙述经历、分享经验）；
- 能发现并了解一些法国和美国的饮食习俗，理解饮食文化所带来的文化冲击，把握文化冲击的概念及其阶段特征；
- 能从语篇中获取主要信息和观点，把握语篇要义：饮食文化差异在跨文化交流中普遍存在，容易引起文化冲击，主动了解、尊重并包容不同文化可以帮助应对文化冲击；
- 能识别语篇为传递意义而选用的主要词汇和语法结构。

## 语篇分析

本文的语篇类型是博客类记叙文。语篇内容涉及作者在法国交流时遇到的奇特的饮食文化，以及遭遇文化冲击时的复杂内心感受，她同时通过文化冲击曲线图分享了应对文化冲击的策略。文章标题是文章的核心主题。语篇结构清晰，作者在第一、二段由具体事例入手，阐述自己遇到的文化冲击，细致描绘了接待家庭庆祝新年吃“国王饼”的传统；第三、四段则围绕“文化冲击”的概念展开讨论，给出具体应对策略；最后，作者在罗列其他饮食文化差异时也透露了自己对法国饮食文化的理解与喜爱。语言特征以作者在法国新年晚宴中遭遇文化冲击的经历为线索，选择了与用餐相关、与晚宴有联系的词语，此外还涉及描写作者心理感受的语言，博文同时用过去时态和现在时态呈现这些语言形式，凸显了记叙文的语言特征。语篇的主题意义在于通过比较不同饮食文化，让学生了解文化差异，并通过介绍文化冲击的几个阶段，引导学生恰当应对文化冲击，形成包容和尊重多样文化的意识。

## 难句注释

- As it turns out, in the days after the New Year, the French celebrate with the *galette des rois*, or the “kings’ cake”, a special cake with its own set of traditions. (lines 6–7)

本句中，词组 turn out 意为“最终结果是，原来是”，而 as 在此引导非限制性定语从句，通常表示“正如”的意思。*galette des rois* 是法语词，意为“国王饼”或“三皇饼”，也译作 kings’ cake 或 three kings’ cake。a special cake 是 the “kings’ cake”的同位语。整句意为“原来新年过后几天，法国人会用格雷派饼，也就是‘国王饼’来庆祝，这是一种特别的甜点，具有自己独特的传统。”

- There is a small toy hidden inside the cake, and whoever finds it in their serving is the winner. (lines 7–8)

本句中，过去分词 hidden 作后置定语修饰 toy，whoever finds it in their serving 是第二个分句的主语，该主语从句由 whoever 引导，whoever=anyone who。整句意为“国王饼中藏着一个小玩偶，吃到的人就是幸运儿。”

- You may experience a “honeymoon” phase, where you find everything new and exciting or even better than your home country. You may also experience low points, where all these little differences may seem frustrating and overwhelming. (lines 18–20)

在这两句中，关系副词 where 引导的均是非限制性定语从句，修饰的先行词分别为 phase 与 points，这两个单词都有“阶段、时期”的意思。除此之外，where 引导的定语从句还可修饰 stage、case、situation、position 等抽象名词。两句意为“起初，你可能会经历‘蜜月’期，这个时候你对国外的一切都感到新奇和兴奋，甚至觉得国外比国内还要好。但之后也难免会有情绪低迷的时候，所有这些细微的差异似乎都会让你沮丧崩溃。”

- It is also common to use bread as a utensil, holding it in your hand like a knife, or using it to clean up the plate at the end of the meal. (lines 24–25)

本句中，句子结构为“It is (adj.) to do sth.”。It 作形式主语，真正的逻辑主语是 (to) use bread as a utensil，而 holding 与 using 两个现在分词做伴随状语或方式状语。整句意为“用面包当餐具也很常见，像拿刀一样把面包拿在手上，或者用餐结束时用面包来清理盘子。”



# DINING IN FRANCE: CULTURE SHOCK

**HOME > ALL POSTS > DINING IN FRANCE: CULTURE SHOCK**

On my first weekend abroad, I attended a dinner party with my host family to celebrate the New Year. It was everything I had imagined a French dinner party would be — multiple courses, a variety of cheeses, bottles of champagne, and slices of fresh bread. Then, at the end of the meal, the host called out, “Okay, everyone, get under the table!”

5 What? I watched as the children came running into the dining room and hid under the table. As it turns out, in the days after the New Year, the French celebrate with the *galette des rois*, or the “kings’ cake,” a special cake with its own set of traditions. There is a small toy hidden inside the cake, and whoever finds it in their serving is the winner. Before it is sliced, all the children hide under the table so that they cannot see who will get the slice 10 with the toy.

I’ve learned that many French traditions focus on food, and often they’ve taken me by surprise! From time to time, I’ve experienced a sense of culture shock, the feeling of confusion in a new country when you’re adjusting to things that may be unfamiliar to you. Thankfully, I haven’t run into anything too difficult to manage. Before leaving for France, 15 I learned strategies from the International Programs Office, a facility which helps prepare students to deal with these kinds of ups and downs.

They explained the phenomenon with a line graph to illustrate the highs and lows of the experience. You may experience a “honeymoon” phase, where you find everything new and exciting or even better than your home country. You may also experience low 20 points, where all these little differences may seem frustrating and overwhelming.

I encountered a few fun, food-related cultural differences while in France. For example, the French eat with both wrists resting on the table, while many Americans tend to keep their left hands in their laps. I hadn’t even noticed the difference until my five-year-old host brother pointed it out! It is also common to use bread as a utensil, holding it in your hand 25 like a knife, or using it to clean up the plate at the end of the meal. Finally, I love hearing “Bon appétit!” (“Good appetite!”) before eating, whether I’m seated at the table with my host family, or just grabbing a coffee at a nearby café!

- Personal Touch *Answers may vary.*

- Which food or dining custom mentioned in the diary sounds new or strange to you?

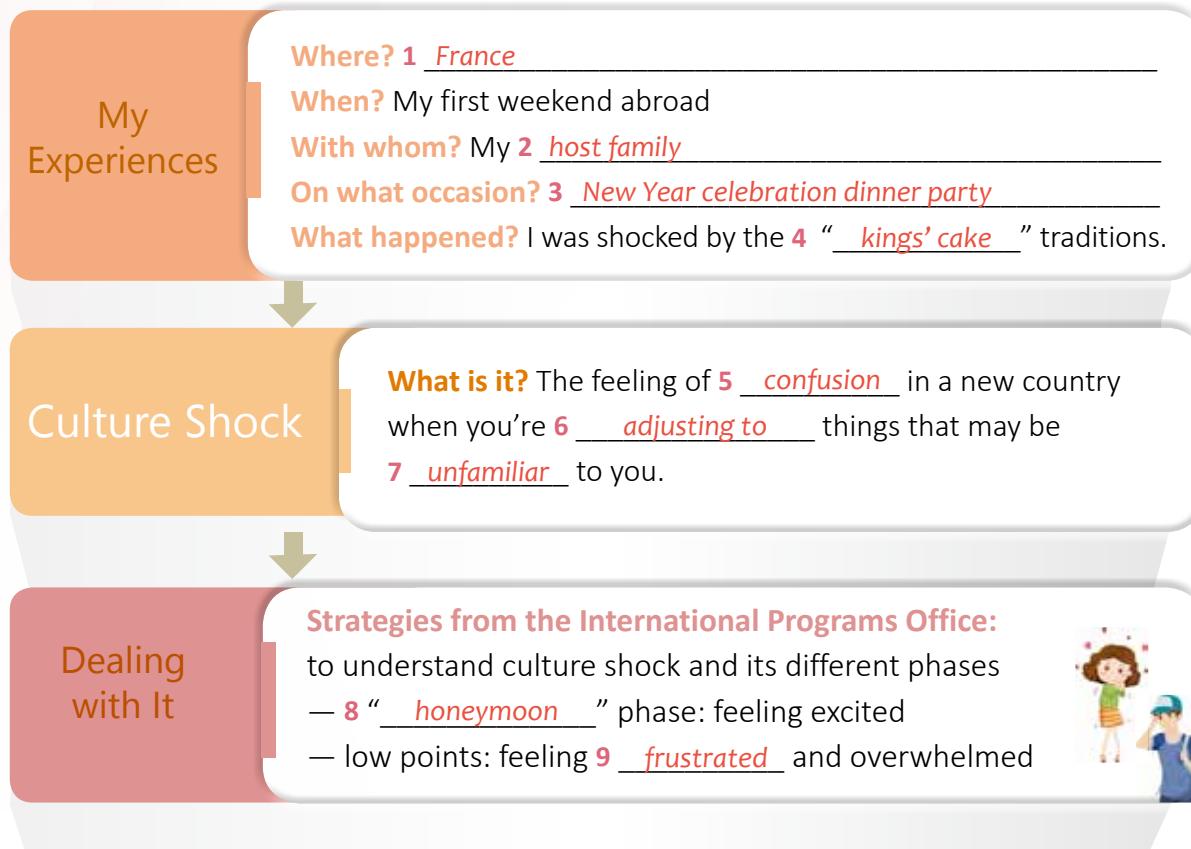
# Digging In

## • Comprehension

### I. Answer the questions.

1. What did the author expect a French dinner party to include?
2. What do “ups and downs” (line 16) and “highs and lows” (line 17) refer to?
3. Where does the author most probably come from? Explain your answer with reference to the text.

### II. Use information from the text to complete the diagram on culture shock.



### III. Make a list of the cultural differences regarding food and dining between France and the author's home country according to the text.

	In France	In the author's home country
1	There are the “kings’ cake” traditions.	There are no such traditions.
2	The French eat with both wrists resting on the table.	Many Americans tend to keep their left hands in their laps while eating.
3	The French often use bread as a utensil.	Bread is not used as a utensil.
4	The French often say “Bon appétit!” before eating.	People rarely say this before eating.

## Personal Touch

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### 教学建议

1. Give students time to think about the question. If students have difficulty, elicit the answer by asking them questions like “What is the strangest food you have ever tasted?”, “What kind of dining custom can be observed in our country but is not appropriate in another culture?” or “Is there any Chinese food or dining custom that may shock foreigners?”
2. Activate students’ background knowledge by presenting them with pictures illustrating different food and dining customs. Remind students that their stories should include the key elements—5W1H, i.e. who, when, where, what, why and how.

## Comprehension

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### 教学建议

- I For question 1, guide students to read paragraph 1 and find the answer.  
For question 2, have students read the paragraphs that include the phrases and guide them to understand them based on the given contexts.  
For question 3, have students read through the text quickly and use the information given in the text to support their opinion.
- II
1. Ask students to locate the paragraph(s) related to the three topics.
  2. Ask students to underline the 5W1H information while they are reading.
  3. Ask students to work individually to complete the table.
  4. Ask students to compare answers with their partner.
  5. Call on some students to give answers in complete sentences.
- III
1. Ask students to locate the paragraph related to the cultural differences regarding food and dining customs between France and the author’s home country.
  2. Give students time to read and identify the differences.
  3. Call on students to share their lists with the class or act out the differences.

Suggested Activities 见 page T50d.

### 参考答案

- I
1. The author expected a French dinner party to include multiple courses, a variety of cheeses, bottles of champagne, and slices of fresh bread.
  2. They refer to different phases of cultural shock. The “ups” and “highs” may refer to a “honeymoon” phase, where you find everything new and exciting or even better than your home country, while the “downs” and “lows” may refer to the low points, where all these little cultural differences may seem frustrating and overwhelming. The phrase “ups and downs” mainly refers to positive and negative experiences, while “highs and lows” is used to refer to feelings.
  3. The author probably comes from America, for in the last paragraph, she compares the French dining culture to the American one, saying “the French eat with both wrists resting on the table, while many Americans tend to keep their left hands in their laps,” which indicates the author’s home country.  
(Actually, the author comes from the US, because she uses American English, e.g. “program” instead of “programme”. ☺)

## Vocabulary Focus

### 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能掌握“运用词汇”和“常用词组”，认知部分或全部“识别词汇”；
- 能在语境中理解并运用词汇的上下义关系。

### 词汇分类

识别词汇 1: champagne, utensils, culture shock

2: adjust, confusion

运用词汇（必修）：facility, variety, illustrate, strategy

常用词组：ups and downs, tend to, run into, take ... by surprise

### 教学建议

#### I Key Vocabulary

- Ask students to explain the meanings of the target words and expressions in English to check their understanding of the key vocabulary.
- Get students to read the passage and fill in the blanks with the appropriate forms of the given words and expressions.
- Guide students to retell the passage following the target words and expressions.
- Ask students to tell their own similar experiences using the target words and expressions.

#### II Word Meaning: Hyponyms

- (1) Ask students to read the introduction of the relationship between “utensils” and “knives” to understand **hyponyms** through the given example.  
(2) Ask students to come up with more examples. For example, *chairs* and *tables* are hyponyms of *furniture*. *Red*, *blue* and *green* are hyponyms of *colour*.

Suggested Activities 见 pages T50e–T50g.

## ● Vocabulary Focus

### I. Key Vocabulary

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

facility	focus on	a variety of	illustrate	ups and downs
host	tend to	run into	strategy	take ... by surprise

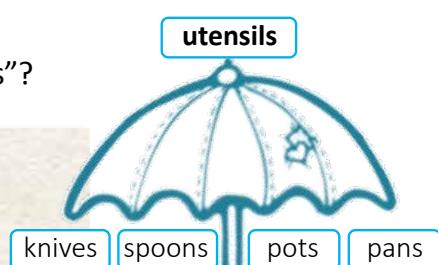
When I studied in Shanghai, I lived with a Chinese host family. Before leaving for China, I had learned 1 strategies from the International Programs Office, a 2 facility which helps prepare students to deal with various kinds of 3 ups and downs in a foreign culture. However, I still experienced culture shock during my stay. I had learned that many Chinese traditions 4 focus on food but my first meal with the family completely 5 took me by surprise. In the middle of the table were dishes of 6 a variety of foods and small bowls of rice for each member of the family. My 7 host mother took charge and placed food into my bowl, and I happily ate whatever was served. I was taught that finishing your plate was to show your host how much you enjoyed the meal, but my host mother 8 tended to refill my bowl every time it was empty. It seemed a bit odd to me. I later learned that finishing your bowl in China is a signal to the host that you would like more food. So leaving some food in the bowl to show you are quite full is also acceptable. My experience may 9 illustrate the type of problem many exchange students are likely to 10 run into when they first experience a foreign culture. My advice would be: keep an open mind, show respect and try to understand; you'll gain valuable experience.



### II. Word Meaning: Hyponyms

1. What is the relationship between “utensils” and “knives”?

In English, some words have broader meanings than other words. For example, *utensils* are tools used to help with cooking, serving or eating food. It is an umbrella term that covers many words such as *knives*, *forks*, *spoons*, *toothpicks*, *drinking straws*, *chopsticks*, *frying pans*, etc. And these words are the **hyponyms** of the word “utensils.” The prefix “hypo-” means “under” or “lower.” The suffix “-onym” means “name” or “word.”



The word “utensils” is the umbrella word and the word “knives” is one of its hyponyms.

2. Read the passage. Find the hyponyms of “food” and group them under an umbrella.

The Song dynasty was a time of plenty\* in China. There were “Seven Necessities” that people had to have every day: firewood, rice, oil, salt, soybean sauce, vinegar and tea. As trade increased, the food explosion was evident in large cities like Kaifeng and Hangzhou. This was apparent in the separate markets for different food products in different parts of the city: markets for grain, for vegetables and for fruits. There were markets for seventeen kinds of beans, as well as fresh fish and preserved fish. Additionally, there were two markets for pork, and others for meats besides pork like beef, horse meat, poultry and rabbit. In the butcher shops, five butchers at a time were lined up at tables: cutting, slicing and pounding cuts of meat to order.

\* Note: “a time of plenty” refers to a situation in which large supplies of something are available, especially food.

### food



### Other umbrella words and their hyponyms.

Necessities: firewood, rice, oil, salt, soybean sauce, vinegar, tea

Cities: Kaifeng, Hangzhou

Butchering: cutting, slicing, pounding

3. Complete each of the sentences with a hyponym or an umbrella word.

- (1) The Indians cook with lots of spices, including ginger, chilli pepper, black cakes/pies/ice-cream (Any specific item for desserts is acceptable.) pepper, etc.
- (2) The British have a weakness for sweet food. They love \_\_\_\_\_, chocolates and sweets. Can you imagine a pudding made mostly with bread and butter? It exists in British cooking — “Bread and Butter Pudding.” It’s great!
- (3) A Chinese dinner is a marathon of food. Usually it starts out with some cold dishes, and then moves into a wide variety of main courses. Of course, there are always some staple foods around — rice, dumplings, or noodles.

● Grammar in Use

### -ing/-ed forms 1 — used as attributives

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

The Chinese New Year celebration is called the “Spring Festival” and is deeply connected to China’s ancient farming culture and to the moon.

The New Year’s Eve dinner is a feast of traditional foods that are supposed to bring good luck and success in the coming year. Each region has its own typical dishes. Near the sea, these might be prawns, dried



2.

- (1) Ask students to come up with several hyponyms of “food” to see whether they understand hyponyms well.
- (2) Have students read the passage and circle the hyponyms of “food” in the passage.
- (3) Get students to group the hyponyms of “food” in the passage under an umbrella.
- (4) Give another umbrella term (for example, “body”) and ask students to list its hyponyms.

**Reference answers:**

The hyponyms of “food”: cheeses, bread, cakes;

The hyponyms of “body”: hands, wrists, laps.

3.

- (1) Have students read the sentences and circle the hyponyms or the umbrella words.
- (2) Get students to fill in the blanks with a hyponym or an umbrella word.
- (3) Ask students to work in pairs and make their own sentences with an umbrella word and its hyponyms.

Suggested Activities 见 pages T50e–T50g.

## Grammar in Use

### 教学内容与要求

- 能在语境中识别动词 -ing/-ed 的形式、理解其用作定语时的意义和功能，并能掌握动词 -ing/-ed 形式作句子中的定语的用法；
- 能在语篇中识别与理解动词 -ing/-ed 形式作句子中的定语；
- 能根据表达的需要恰当运用动词 -ing/-ed 形式作句子中的定语。

### 教学建议

I

1. Guide students to read the given passage, study the Grammar Highlights section and elicit the meanings and usage of -ing/-ed forms as attributives.
2. Have students read the examples in the Grammar Highlights section and familiarise them with the meanings and usage of -ing/-ed forms as attributives.
3. Encourage students to read the text again, find more examples of -ing/-ed forms and underline the -ing/-ed forms used as attributives.

II

1. Help students understand the passage by asking some questions, which can also serve as scaffolding for learning -ing/-ed forms.

For example:

Q1: What is the sweet cake known as?

A: It is known as the “kings’ cake”.

Q2: What is the best time to serve the “kings’ cake”?

A: It should be served when warm, straight out of the oven.

Q3: Why is the “kings’ cake” so popular?

A: It brings not only pleasure but also excitement to people.

Q4: What is special about the “kings’ cake”?

A: A little prize is buried/hidden inside it and the one who finds it will be lucky.

Q5: Do all the people want to find the little charm?

A: Yes, people share the same hope, which is to find the little prize and be king or queen of the party.

2. Call on one or two students to speak out the answers and report the -ing/-ed forms used as attributives. Give brief feedback.
3. Encourage students to prepare an introduction to a Chinese New Year dish in about 8 sentences using -ing/-ed forms as attributives, and introduce the dish in groups.

## 参考答案

I All the underlined words are used as attributives (An attributive is a word or word group, such as an adjective, that is placed next to the noun it modifies without a linking verb) in the passage.

II Attributives:

1. known 2. containing 3. topped 5. brought 7. buried 8. varying 9. shared 10. hidden

Suggested Activities 见 pages T50g–T50h.

oysters, fish salad and seaweed. In the south, they might include rice cakes, while in the north dumplings boiled in water and steamed dumplings made of wheat are favourite foods. Don't cut your noodles — long noodles mean long life.

## Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as attributives (=word(s) used before a noun to describe it).

- Some *-ing* and *-ed* forms used as attributives have been established as common adjectives. For example:

Example	Meaning	Function
<i>boiling</i> water	=water <i>that is boiling</i>	the <i>-ing</i> form is a participle with an active meaning indicating a progressive action
<i>frozen</i> food	=food <i>that has been frozen</i>	the <i>-ed</i> form is a participle with a passive meaning indicating an earlier event
<i>spoken</i> English	=English <i>that you speak (or that is spoken rather than written)</i>	the <i>-ed</i> form is a participle with a passive meaning
<i>dining</i> room	=room <i>for eating and dining</i>	the <i>-ing</i> form is a gerund and is used rather like a noun

- The *-ing/-ed* phrase after a noun is similar to a relative clause.

For example:

*The man carrying a suitcase handed me an envelope.* (=The man *who carried a suitcase handed me an envelope.*)

*There is a small toy hidden inside the cake.* (=There is a small toy *which is hidden inside the cake.*)



## II. Read the passage and fill in each blank with the appropriate form of the verb given in brackets. Then circle the *-ing/-ed* forms used as attributives.

As the New Year begins, many people across the globe celebrate the calendar change with a sweet cake 1 known (know) as the “kings’ cake.” It is indeed a tradition to eat pies and cakes 2 containing (contain) little “prizes.”



If you are in France, you have probably noticed this delicious-looking cake, usually 3 topped (top) with a golden paper crown, in your local bakery or supermarket since mid-December. It’s sweet and best 4 served (serve) when warm, straight out of the oven.

But the pleasure 5 brought (bring) by a “kings’ cake” isn’t merely due to its good taste; it’s also the excitement of 6 wondering (wonder) whether you will be the lucky one to discover *la fève*, a tiny charm 7 buried (bury) inside one of the slices. If you are, you’re “king for a day” and take your place in a 700-year-old French tradition.

The cake goes by different names around the world, and comes in 8 varying (vary) shapes and styles. But people who eat it have a 9 shared (share) hope to find the little prize 10 hidden (hide) inside, wear the crown, and be king or queen of the party.

# Listening and Viewing

音频文本见 page T50b



## Dining Customs Around the World (Podcast)

- I. List some dining customs that you and your family follow.

*Answers may vary.*

- II. Listen and find out: how many countries are mentioned? What are they?

*Five countries are mentioned. They are China, Japan, the United States, India and Italy.*

- III. Listen again and complete the table with the information you hear.

No.	Place	Dining custom
1	(1) <i>Southern China</i>	Don't (2) <i>flip over</i> fish.
2	(3) <i>Japan</i>	No (4) <i>tips</i> for waiters.
3	China and Japan	Don't (5) <i>leave</i> your chopsticks (6) <i>standing upright</i> in your rice bowl.
4	(7) <i>India, parts of the Middle East and Africa</i>	Use your (8) <i>right</i> hand to touch food.
5	(9) <i>Italy</i>	Cappuccinos are usually served (10) <i>before noon</i> .

- IV. Why are these customs observed in these places? Listen again and find out.

No.	Reason
1	<i>It is considered to bring bad luck.</i>
2	<i>A big tip is insulting. Service fee is included in the price.</i>
3	<i>Leave your chopsticks standing upright in your rice bowl is often associated with funerals.</i>
4	<i>The left hand is used for bathroom functions and considered unclean.</i>
5	<i>Some Italians think drinking Cappuccinos too late may upset the stomach.</i>

- V. Go through the dining customs you have listed in Activity I. Discuss the reasons why you follow them.

*Answers may vary.*



# Listening and Viewing

## 教学内容与要求

### Listening

- 能在听的过程中，利用播客中的序列标志词，获取语篇大意以及主要事实、观点和文化信息；
- 能听懂一则关于世界各地饮食习俗差异的播客，并了解造成这些文化差异背后的原因；
- 能有选择地记录所需信息。

## 背景介绍

### Dining Customs Around the World (Podcast)

This audio is an excerpt from an American podcast about dining customs around the globe, in which 5 dining customs in different places are introduced. These customs involve several countries and regions such as China, Japan and Africa. The aim of the podcast is to raise people's awareness of cultural differences and help them avoid making culture-related mistakes at dining tables abroad.

## 教学建议

### Before-listening:

- Get students to look at the title “Dining Customs Around the World” and have them discuss the dining customs at home and abroad based on their knowledge and experiences.  
Questions for discussion:
  - (1) Have you ever experienced dining customs different from those in China? What were your feelings then and how did you handle the differences?
  - (2) Have you ever noticed the dining habits of foreigners living in China? Do they follow the same dining customs as ours or do they follow different ones?
  - (3) Have you learned any dining customs of a particular country or region other than China?
  - (4) Do you know any culture shocks foreign travellers or students might experience when they dine in China?
- Have students list some dining customs that they and their family follow referring to Activity I.

### While-listening:

- Ask students to listen to the podcast and answer the questions in Activity II. Remind students to get the gist of the audio.
- Play the audio again and have students do Activity III. Remind students to focus on details, especially the different places with the different dining customs.
- Play the audio for a third time and have students do Activity IV. Remind students to pay attention to the reasons behind the dining customs.

### After-listening:

Ask students to do Activity V and guide them to discuss the reasons why they follow all these customs.

Suggested Activities 见 page T50h.

## 教学内容与要求

### Viewing

- 能借助公开课视频中的多模态资源，理解语篇的意义，并基于所看内容，进行推断、比较、分析和概括；
- 能依据讲课人所举的例子判断讲课人想要表达的主要观点；
- 能综合归纳出多模态语篇中由画面、图像、声音、符号、色彩等非文字资源所传递的意义。

## 背景介绍

### The Connection Between Food and Culture (Open course)

This video is an excerpt from an open course, in which the connection between food and culture is explained. In the video, the speaker illustrates several aspects of the importance of food to human beings, with an emphasis on the cultural implications of food. According to the speaker, food connects people with their family or nation, helps immigrants find their place in a new society and provides them with a crucial link to their cultural heritage.

## 视听策略

### Recognising examples

- Explain “Viewing Strategy: Recognising examples” to students. Tell them that because themes are often buried deep within a narrative’s structure and ideas are not always easy to grasp when people are viewing, it is helpful for viewers to recognise the examples that are used to illustrate the ideas, which can make statements clearer, give viewers more information and help clarify complex concepts.
- Remind students that examples often follow the idea they are used to illustrate, and are usually introduced by cohesive phrases like “for example”, “for instance”, and “such as”.

## 教学建议

### Before-viewing:

Help students get familiar with the words in the bubbles by asking them to explain the meanings of the words in the sentences. If needed, give more sentences containing the words or ask students to make sentences with the words.

### While-viewing:

- This viewing activity is designed to develop students’ ability to find out main ideas/points and to recognise examples that support the main ideas/points. When teaching, have students think about the function of the examples in a passage, i.e. the relation between the examples and the main messages/points, and how examples are usually introduced, e.g. following cohesive phrases like “for example”, “for instance”, and “such as”.
- Remind students to pay attention to the particular examples provided in the video clip and have them infer the main messages/points from the examples by using the “strategy of recognising examples”.
- Have students read the sentences in Activity II. Play the video and have them put the messages in the same order as they are presented. Play the video again and have students write down the examples that illustrate the speaker’s points (Activity III).

### After-viewing:

Ask students to come up with more examples that can support the main messages/points of the video, and call on a few students to share their examples with the class. Comment on their work.

Suggested Activities 见 page T50h.

Culture Link 板块教学建议等见 page T50a.

## The Connection Between Food and Culture (Open course) 视频文本见 pages T50b–T50c

- I. Look at the words in the bubbles. Do you know the meanings of the words? Read the sentences and analyse how some of the words are used. *Answers may vary.*

**connect v.**

**connection n.**

**bridge n. & v.**

**link n. & v.**

**association n.**

**associate v.**

1. You probably **associate** some of your favourite foods **with** family memories.
2. Food can **provide** important **connections to** our family or our nation.
3. Food can be a **bridge** that helps immigrants find their place in a new society.
4. Food **provides** an important **link to** our cultural heritage.
5. Cooking a typical national meal is an important experience in **maintaining connections to** one's cultural heritage.

- II. Watch the video. It conveys several key messages about food (A-C).

Put them in the order as they are presented.

- A. Food may carry childhood memories.
- B. Food reminds us of our cultural roots.
- C. Food is important and meaningful to humans in terms of nutrition.

Order: A–C–B



- III. Watch again and write down the examples the speaker uses to illustrate her points. Add examples from your experiences to illustrate these points.

**Viewing Strategy**  
**Recognising examples**

**Point 1:** Food may carry childhood memories

Example 1: *grandmother's strawberry shortcake at the end of each holiday meal*

Example 2: *Dad's Saturday mornings, extra special: his famous chocolate chip pancakes*

Your example: \_\_\_\_\_

**Point 2:** Food provides an important link to our cultural heritage.

*An Italian grandmother who immigrated to the United States is teaching her*

Example: *grandchildren, who have never been to Italy, how to make an authentic Italian meal.*

Your example: \_\_\_\_\_

*Students' examples may vary.*

**Culture Link**

### Dining Customs Around the World: Eating Utensils

There are three methods of eating in the world: with forks, with fingers and with chopsticks. Most people in Europe, Australia and North America eat with a knife and fork. Chopsticks are widely used in East Asia. Fingers are the most widespread eating tool, commonly practised in India, Sri Lanka, Indonesia, the Middle East and much of Africa. Globally, there are fewer fork-feeders than the other two groups of eaters.

## Dining in China: My Advice to Foreign Students

### E I. Speaking: Sharing culture shock stories of foreigners dining in China

- A group of foreign students from a partner school of yours are invited to visit your school next semester. The Students' Union is preparing a brochure to help them deal with possible culture shock in China. You have received this email from the Students' Union.

**From:** Students' Union <su@school.edu.cn>  
**To:** All students in Class X  
**Date:** 30 Nov  
**Subject:** Call for Articles  
 **Attachment: Table of Contents in the brochure**

Dear all,

We are updating our HOW TO DEAL WITH CULTURE SHOCK IN CHINA brochure for students from our international partner schools. This brochure gives advice to foreign students who are new in China. Your class is invited to contribute to Section 2 of the brochure: "Foods and Dining Customs."

Choose one topic from the Table of Contents, write an article in 90 words or less, and submit it by 25 Dec. Your article should include: (1) general information about the topic; (2) examples of possible culture shock foreigners may experience; (3) cross-cultural comparison and possible explanations of the cultural differences. The selected entries will appear in our new brochure, which is to be released next April.

Looking forward to your submissions.

Students' Union

Discuss in groups: what cultural differences might foreign students notice about eating and drinking in China? Then present your ideas to the class.

### Speaking Strategy Using hand gestures effectively while presenting

Hand gestures can act as a second language in your presentation. Use open hands and palms up for a positive effect. Hand gestures can be used to communicate numbers (1 – 10). Make sure your gestures are natural and avoid pointing directly at someone.



# Moving Forward

## 教学内容与要求

- 能在口语交际中有效运用文字和非文字手段（如手势等）描述事件经过和事物特征；
- 能掌握征稿邮件的基本格式、结构及语言特点；
- 能在口语交际中有效运用非语言形式，如目光、表情、手势、姿势、动作等身势语；
- 能和同学就“外国人在中国就餐时可能遇到的文化冲击”这一主题展开讨论；
- 能具有传播中华优秀传统文化的意识，并能初步运用英语介绍中华传统饮食文化；
- 能围绕“中国饮食文化”这一主题，按照分主题顺序展开写作，完成一篇 70 – 90 词的语段；
- 能根据表达目的选择适当的语篇类型；
- 能在书面表达中借助标题、图标、图像、表格、版式等传递信息，表达意义；
- 能根据表达的需要选择词汇和语法结构。

## 教学建议

### I. Speaking:

Introduce “Speaking Strategy: Using hand gestures effectively while presenting” to students. Help them to know how proper hand gestures can act as a second language in presentation, e.g. hand gestures can be used to communicate numbers (1–10). And encourage students to try using some or all of the strategic points mentioned in this section when practising speaking.

#### Before-speaking

- Briefly introduce the format of email and the basic elements of a formal email, i.e. the subject line, salutation, introduction, body and closing.
- Divide students into groups and ask each group to select one topic from Section 2 of the given brochure.
- Ask each group to conduct topic-related research and find some examples of culture shock that international students are likely to encounter while dining in China.

#### While-speaking

- Ask students to share their culture shock stories and collect ideas within their group. Encourage them to use hand gestures to communicate with their group members and avoid pointing directly at someone.
- Ask each group to select a presenter to present the group’s ideas to the class. Encourage the presenters to use open hands and palms up for a positive effect and make sure their hand gestures are natural.
- Ask students to take notes while listening and prepare for the brochure article.
- Encourage students to use proper expressions and hand gestures while presenting.

## 参考答案

### I Speaking:

Answers may vary. The passage in Activity I of Key Vocabulary on text page 39 may serve as an example.

## II. Writing:

Introduce “Writing Strategy: Writing in topical order” to students. Help students grasp how to write in topical order. Guide students to try arranging information according to different sub-topics within a larger topic, or the “types” of things that fall within a larger category when they write in topical order. Have students know each “type” represents a main section of information.

### Before-writing

1. Guide students to read the directions and make sure that they know what they are to write.
2. Explain “Writing Strategy: Writing in topical order” to students. Ask them to read the example in **Step 2** to get the idea. You may provide more examples.
3. Have students choose a topic from the Table of Contents in the brochure. And have them brainstorm the ideas and examples they would like to include in their writing.
4. Ask students to use the checklist before and after writing.

#### Reference checklist:

- Do I organise ideas and write in topical order?
- Do I provide examples of possible culture shocks?
- Do I make cross-cultural comparison and give explanations of the cultural differences?
- Do I use proper cohesive devices?
- Do I use correct grammar and spelling?

### While-writing

1. Guide students to organise their ideas and examples in topical order. Guide them to divide the topic (e.g. staple foods) into several sub-topics (e.g. rice, wheat, other grains, etc) and give brief descriptions of each one by one.
2. Ask students to pick one (e.g. noodles) which might cause culture shock to people from certain areas and make cross-cultural comparison to provide possible explanations.
3. Encourage students to use the ideas and examples from the Speaking activity to make their writing convincing.
4. Ask students to write an article according to the requirements listed in the email in the Speaking activity.

### After-writing

1. Have students do peer check.
2. Ask students to revise or rewrite their draft based on peer suggestions.
3. Create opportunities for students to display their writing, e.g. collecting students’ articles and making them into a real brochure.
4. If it is convenient for you, you can also ask students to properly write a formal email back to your email address and send their work as an attachment.

Suggested Activities 见 pages T50i–T50j.

## 参考答案

### II Writing:

An example is given below.

#### Seating

In a formal Chinese dinner, there is a specific seating order based on age and social status, which includes the seat of honour and other seats. The seat of honour, usually in the centre facing the door, is reserved for the host, the eldest or the person with the highest social status, while the least prominent seat is generally the one nearest to the door. This may cause confusion to you if your host insists that you should not sit near the door, since there is probably no such tradition in your home country. A simple solution can be: just follow your host’s arrangement and accept their hospitality.

## Attachment:

Table of Contents in the brochure



The brochure features a top section titled "Section 2: Foods and Dining Customs" with a photograph of a traditional Chinese meal on a wooden table. Below this, under "Dining customs in China", are three sub-topics: Seating, Eating utensils, and Table manners. To the right, a list of "Typical foods in China" includes Cold dishes, Meat and vegetables, Staple foods, Desserts and snacks, and Soups. A large image of a bowl of noodle soup with toppings is on the right, and a diagonal banner across the bottom right corner reads "Table of Contents".

-  II. **Writing:** Giving advice about dining in China to foreign students

Write your article according to the requirements listed in the email.

### Writing Strategy ..... Writing in topical order

By writing in topical order, the writer arranges information according to different sub-topics within a larger topic, or the “types” of things that fall within a larger category. In this pattern, each “type” represents a main section of information.

**Step 1** Choose a topic from the Table of Contents in the brochure.

**Step 2** Organise your ideas in topical order. Divide the topic (e.g. staple foods) into several sub-topics (e.g. rice, wheat, other grains, etc) and give brief descriptions of them one by one. Pick one (e.g. noodles) which might cause culture shock to people from certain areas and make a cross-cultural comparison to provide possible explanations.

**Step 3** Use ideas and examples from the Speaking Activity to support your writing.

**Step 4** Revise your article and make sure you use proper cohesive devices.



## Reading B

# WHAT FOOD TELLS US ABOUT CULTURE

Have you ever wondered why people from different parts of the world eat different types of food or why certain foods and culinary traditions are so important to one's culture? There is more of a connection between food and culture than you may think.

On an individual level, we grow up eating the food of our culture, and we learn to closely identify with it. Sometimes foods help us remember things in the past — memories that have special meanings to us. Family dishes often become the comfort food we seek as adults at lower points of our lives. When I was sick as a child, my mother used to cook soup and bring it to me in bed because I was too weak to get up. The smell and taste of the soup became something very familiar to me. Now, whenever I feel tired or stressed, I remember the soup my mum used to make for me.

On a larger scale, food is an expression of cultural identity. Traditional cuisine is passed down from one generation to the next by maintaining precious family recipes. Immigrants cook traditional food as a way of preserving their culture in their new homes and as a means of coping with

homesickness.

Each country or community's unique cuisine reflects its history, lifestyle, values and beliefs. In China, harmony is a vital trait. This is reflected in Chinese cuisine, where almost every flavour (salty, spicy, sour, sweet and bitter) is used in a balanced way to create delicious dishes. Also, Chinese people have a historically elaborate style, which can be seen in their architecture and costumes as well as in their food. They believe that food not only needs to be nutritious but also needs to look appealing and colourful.

The cuisine of the United States reflects its history of immigration, which introduced many different ingredients and cooking styles. Over the years, the US therefore has developed a rich diversity in food preparation throughout the country.

As the world becomes more globalised, it is easier to access cuisines from different cultures. We should embrace our heritage through our culture's food, but we should also become more informed about other cultures by trying dishes from around the world. Food is a portal into culture, and it should be treated as such.

## Reading B

### 教学内容与要求

- 能掌握按主题顺序展开的说明文的文体特征，即主旨句、主题句、支撑性细节和总结；
- 能把握语篇中主题句和过渡句的位置、作用及行文特征，并利用语篇中的例子理解文章所传递的主要信息；
- 能归纳出语篇中隐含的中美饮食文化特征及其根源，形成尊重和包容不同文化的意识；
- 能举例说明食物与文化之间的内在联系。

### 语篇分析

本文的语篇类型是说明文。语篇内容聚焦在食物和文化的关系上。语篇结构层层递进，论述了食物与个体生命体验、群体文化传承，以及国家历史文化的关系。语言特征是以表示关系的连系动词说明饮食与文化的关系、以表示动作和心理活动的词语陈述作者的经历与思考。语篇的主题意义在于引导学生理解世界饮食与文化，以及两者的内涵。

### 背景介绍

This article is an adapted version of “What Food Tells Us About Culture”, written by Chau B Le, originally published in the Freely Magazine, a Philadelphia-based multicultural media channel for international students and anyone who appreciates cultural diversity.

### 难句注释

- Family dishes often become the comfort food we seek as adults at lower points of our lives. (lines 13–15)

本句中的 we seek 是定语从句，修饰 the comfort food，该定语从句的关系代词由于作动词 seek 的宾语而省略了。at lower points of our lives 意为“在我们人生低谷时”。整句意为“当我们长大成人，家常菜往往是我们跌入人生低谷时寻求的慰藉。”

- Immigrants cook traditional food as a way of preserving their culture in their new homes and as a means of coping with homesickness. (lines 27–30)

本句中 as a way of ... 和 as a means of... 是两个并列的介词短语，修饰主句。a means of doing something 意为“做某事的一种方式”，preserve their culture 意为“保存他们的文化”。整句意为“异乡人烹饪传统美食是为了延续家乡的文化，也寄托思乡之情。”

- We should embrace our heritage through our culture’s food but we should also become more informed about other cultures by trying dishes from around the world. (lines 52–56)

本句中两个 we should... 并列，结构为“我们应该……但我们也应该……”，其中后一个是作者所强调的。become informed about something 意为“了解某事”。整句意为“我们既要品味自己的食物以拥抱传统，也要品味各地美食以理解世界其他文化。”

## 词汇分类

识别词汇 1: heritage

2: diversity, scale, immigrant

运用词汇（必修）：identify, identity, preserve, access, inform

常用词组：cope with

## 词汇释义

### • identify (line 10)

v. to find or discover sb/sth 找到；发现

**Scientists claim to have identified chemicals produced by certain plants which have powerful cancer-fighting properties.**

科学家们声称已经发现某些植物产生的化学物质具有强大的抗癌功能。

to recognise sb/sth and be able to say who or what they are 确认；认出；鉴定

**The markings are so blurred that it is difficult to identify.** 标记模糊不清，难以识别。

identify with sb 与某人产生共鸣

### • scale (line 23)

n. the size or extent of sth, especially when compared with sth else 规模，范围，程度

**They entertain on a large scale.** 他们大宴宾客。

**It was not until morning that the sheer scale of the damage could be seen.** 直到早晨才看到了损害的严重程度。

a range of levels or numbers used for measuring sth 等级；级别

**The force of the wind is measured on a standard scale of 0-12.** 风力是按0—12的标准等级测量的。

### • identity (line 24)

n. the characteristics, feelings or beliefs that distinguish people from others 特征；特有的感觉（或信仰）

**a sense of national/cultural/personal/group identity** 民族/文化/个人/群体认同感  
who or what sb/sth is 身份

**He had to make his identity public.** 他不得不公开自己的身份。

### • immigrant (line 27)

n. a person who has come to live permanently in a country that is not their own (外来) 移民；外侨

**California has many immigrants from other states.** 加利福尼亚有许多来自其他州的移民。

### • preserve (line 28)

v. to keep sb/sth alive, or safe from harm or danger 使继续存活；保护；保全

**The society was set up to preserve endangered species from extinction.** 该协会的成立是为了保护濒危物种免遭灭绝。

to keep a particular quality, feature, etc 保护；维护；保留

**He was anxious to preserve his reputation.** 他急于维护自己的名誉。

### • cope with (line 29)

（成功地）对付，处理

**He wasn't able to cope with the stresses and strains of the job.** 他无法应付工作的紧张和压力。

### • diversity (line 48)

n. the quality or fact of including a range of many people or things 多样性；多样化

**There is a need for greater diversity and choice in education.** 教育需要更加多元化和更大的选择性。

a range of many people or things that are very different from each other 差异（性）；不同（点）

**The article explains the biological diversity of the rainforests.** 文章阐述了热带雨林的生物多样性。

- **access (line 51)**

v. to reach, enter or use sth 到达；进入；使用

**The information is there and waiting to be accessed by anyone with the wit to use it.** 这些信息就在那里，等待着有智慧的人去使用。

n. the opportunity or right to use sth or to see sb/sth (使用或见到的) 机会，权利

have/get access to sth 可接触；可进入

**You need a password to get access to the computer system.** 你需要密码才能访问计算机系统。

- **heritage (line 52)**

n. the history, traditions and qualities that a country or society has had for many years and that are considered an important part of its character 遗产（指国家或社会长期形成的历史、传统和特色）

**It is a national park and has also been declared a UNESCO World Heritage site.** 这是一个国家公园，也被联合国教科文组织列为世界遗产。

- **inform (line 54)**

v. to find out information about sth 了解；熟悉

inform yourself of/about sth

**We need time to inform ourselves thoroughly of the problem.** 我们需要时间把这个问题彻底搞清楚。

to tell sb about sth, especially in an official way 知会；通知；通告

inform sb of/about sth; inform sb that...

**I have been reliably informed that the couple will marry next year.** 我得到可靠消息，这对情侣明年将结婚。

## Comprehension Plus

### 教学建议

Raise students' awareness of the concept of food culture by guiding them to understand the text. Explain the relationship between food and individuals in different societies. Have students reflect on their own experiences with food and encourage them to explore food cultures of different countries. Motivate students to participate in class activities.

1. Ask students to read the passage and analyse its structure by following the topic sentences. Have students underline the author's opinions while they are reading.
2. For question 1, guide students to locate the author's opinions about Chinese cuisine and Chinese culture in the passage, and ask if they agree with the author or not. Then call on students to state their opinions and reasons.
3. For question 2, have students read the body part of the passage and complete the table. Remind students to illustrate their opinion with examples. Call on students to check for understanding and comment on their work.
4. For question 3, have students work in pairs and come up with more examples. Then call on some students to introduce the food special for them and share their personal connection to it.

Suggested Activities 见 pages T50k–T50l.

### 参考答案

1. The author uses the case of Chinese cuisine to illustrate the point that each country or community's unique cuisine reflects its history, lifestyle, values and beliefs. He believes that Chinese cuisine reflects the value of harmony in Chinese culture, i.e. different flavours are used in a balanced way to create delicious dishes. Also, elaborate styles are appreciated by the Chinese people, which is reflected not only in their food, but also in their architecture and costumes. (The answers to the second and third questions may vary.)

## Critical Thinking

### 教学内容与要求

- 能根据提示整合本单元中语篇所传递的相关信息，并在此基础上按照“饮食文化”的类别将信息分类；
- 能够通过比较，识别信息的异同；
- 能就所获取的信息，通过简单的求证手段，判断其真实性，继而形成自己的看法，从而避免盲从或急于否定。

### 教学建议

1. Ask students to read the texts in the unit again and identify the key messages.
2. Encourage students to complete the table with the key messages they find in the texts. Model an example for the class if necessary.
3. Have students think about their own experiences about Chinese food culture and share their observations with the class.

### 参考答案

#### II Reference answer:

China is a vast country, where typical dishes vary from region to region. As far as I'm concerned, jiaozi are typical in northern China, while in southern China huntuns, which are like jiaozi, are very popular among people.

Suggested Activities 见 page T50l.

## ● Comprehension Plus

Answer the questions.

- What does the author say about Chinese cuisine and Chinese culture? Do you agree with him? Why?
- According to the author, what can food tell us about culture? Complete the table.

You can find the answer on page T50k.

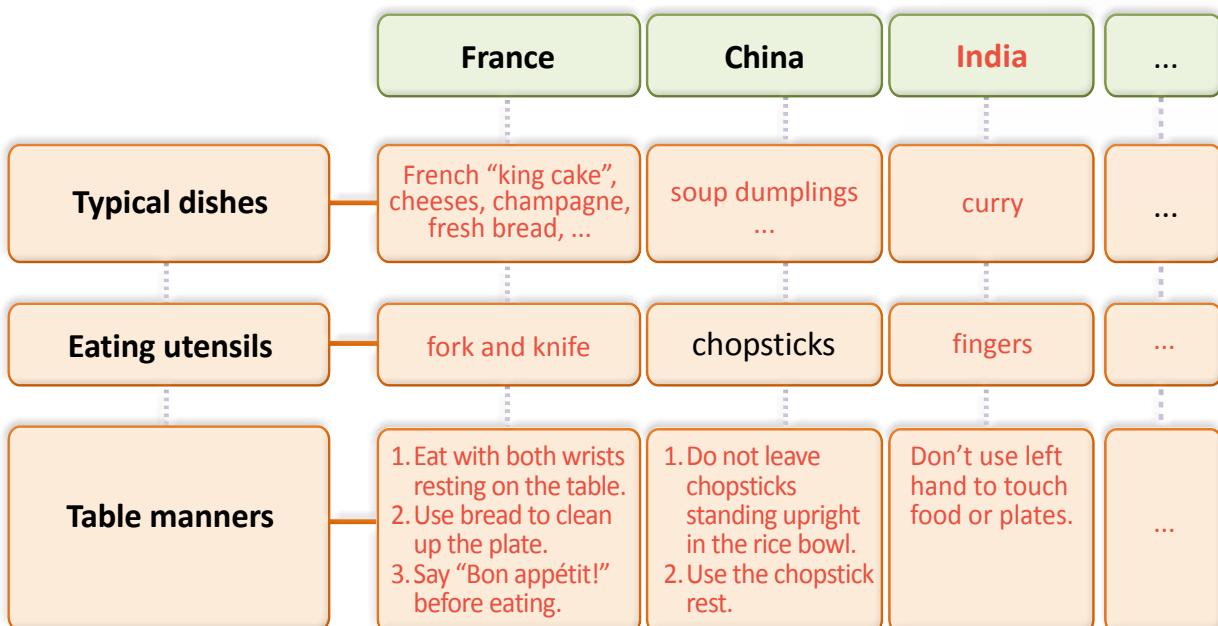
	Food-culture connection	Example
On an individual level		
On a larger scale		
On the national level		

- The author illustrates the connection between food and culture with examples. Can you give more examples to explain the connection? What is your personal connection to food? *More examples of the connection between food and culture may include the fact that famous food/snacks of a region/place is/are often associated with the stereotypical character of the people and culture; national dishes sometimes reflect the aesthetical, historical and geographical features of a particular nation; ...*

## Critical Thinking

Categorising information

- Reflect on what you have learned about food and culture in this unit, and put the information into different categories in the diagram. Some examples are given.



- Do you find any difference(s) between the information in the diagram and your existing knowledge or experience of Chinese food and culture? Refer to some reliable resources and try to explain the differences if there are any.

Answers may vary.

## Further Exploration

### Introducing food traditions of a particular culture

Work in groups. Do some research on typical food traditions of a particular culture, and give a presentation in class to share your findings. Use PPT slides as aids when necessary.

- Step 1** Find a country or culture whose food traditions you are interested in and search for relevant information from reliable sources (such as books, magazines, official websites, etc).
- Step 2** Categorise the information and work out possible explanations for each food tradition. You may refer to the Table of Contents in the brochure in Moving Forward or the diagram in Critical Thinking to organise your information. An example PPT outline is given.
- Step 3** Give your presentation in class.



# Further Exploration

## 教学内容与要求

- 能通过开展研究性学习了解并介绍某一国家或地区的传统饮食文化。

## 教学建议

- Divide the class into groups and assign each group a country to explore. Explain to students that they need to study the food culture of the country by reading books, chatting with friends or searching on the Internet. Remind students that they should categorise the collected information, provide explanations for each tradition and finish their research in 2–3 days.
- Call on each group to present their research in front of the class with the help of multimedia. Remind students to pay attention to the content and fluency of their presentation and use proper body language.
- Ask the “audience” to go through the checklist while they are listening to each presentation.

Presentation Checklist

Item	Very Good	Satisfactory	Needs Improvement
Content			
Organisation			
Use of new words and phrases			
Use of grammar			
Fluency			

## 参考答案

Answers may vary.

Suggested Activities 见 page T50l.

# Self-assessment

## 教学内容与要求

- 通过核查与反思，确认本单元目标的达成情况；
- 通过计划与调控，提升自主学习能力，提高学习效果。

## 教学建议

### Step 1: Check

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

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

### Step 2: Reflect

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

Guide students to think of the problems or difficulties they have encountered when they were doing the rest of the activities. Analyse the possible causes of the problems.

### Step 3: Plan

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

## 范例 (Answers may vary.)

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

C. Recognising cultural differences in food and dining customs

I was very curious about Western dining customs and interested in different foods worldwide, so I listened attentively when my classmates shared their different experiences in different countries. Besides, I searched online and found a lot of information about differences in food and dining customs, and I even searched for background information such as religious or historical reasons for different food and dining customs. I learned a lot and really enjoyed the activities and the learning experiences.

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

G. Introducing Chinese food and dining customs by writing an article in topical order

I never tried to introduce Chinese food in English. I found it difficult and sometimes frustrating to describe Chinese food, especially the names of some dishes. The way I introduced Chinese food often confused my teacher and classmates; you can imagine how Westerners might have felt lost in my presentation.

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

I have discussed it with my friends, and we have decided to study some English menus of Chinese dishes. Additionally, my teacher has recommended an English book on Chinese dining customs to me. I'm going to read it at weekends. I hope it will help.

## Self-assessment

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

- A. Understanding culture shock by reading about such experiences
- B. Talking about cultural differences foreigners might notice when eating and drinking in China
- C. Recognising cultural differences in food and dining customs
- D. Categorising information on food and culture
- E. Recognising examples while viewing an open course
- F. Using hand gestures effectively while giving a presentation
- G. Introducing Chinese food and dining customs by writing an article in topical order

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

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

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

## Culture Link

### 教学内容与要求

- 能说出叉子、手、筷子等就餐方式以及它们主要在哪些国家或地区使用；
- 能通过跨文化比较，了解不同饮食文化特色，形成对饮食文化的多元认知。

### 教学建议

Ask students to fast read the passage and categorise the key information. Encourage them to guess the meanings of new words in the passage, or have them look up the words in their dictionaries. As a follow-up activity, call on students to talk about their special experiences of dining customs or to share culture shock stories, and then have them put forward some suggestions on how to overcome culture shocks in dining.

### 补充文化知识

#### How to Use Knives and Forks



If you have more than one fork, the outer one is your salad fork and the inner one is for your main dish. The fork for your main dish will be larger than your salad fork.

To cut into items on your plate, pick up and hold your knife in your right hand. The index finger is mostly straight and rests near the base of the top, blunt side of the blade. The other four fingers wrap around the handle. Meanwhile, hold your fork in your left hand. Bend the wrists, so that your index fingers are pointing down towards your plate. This makes the tip of the knife and fork also point towards the plate somewhat. Hold the food down with the fork by applying pressure through the index finger. If you're cutting, place the knife close to the base of the fork and cut with a sawing motion. Foods like pasta will only require a swift, easy cut, while chewy meats will take a bit of work. Generally, only cut one or two bites at a time.

When it comes to eating, there's a major difference between the European style and the American style. As for the European style, keep the fork in your left hand. However, in the American style, after cutting a bite, put your knife down on the edge of your plate, transfer your fork from your left hand to your right, and eat with your fork in your right hand.



## Dining Customs Around the World

Dining customs differ from culture to culture. It may confuse newcomers like travellers or overseas students. Here are some dining customs we should be aware of when travelling abroad.

Number 1 – Some people might think nothing of **flipping** over a whole fish to get every last bit. In Southern China however, this is considered bad luck so either enjoy the top side only, or simply remove the bone to get to the bottom.

Number 2 – American waiters see a big tip as a source of pride in a job well done\*, but to the Japanese, it is insulting. The price you pay for your meal includes service, so sit back and enjoy!

Number 3 – Also while dining in China or in Japan, do not leave your chopsticks standing upright in your rice bowl as this practice is often associated with funerals. Use the chopstick rest if provided or place them together in front of you.

Number 4 – Indians prefer not to use their left hand to touch their food or even their plates as this hand is used for bathroom functions and considered unclean. Parts of the Middle East and Africa also observe this custom.

Number 5 – In Italy, **cappuccinos** are for breakfast, or at most, before noon. While Americans think this traditional drink is wonderful after any meal, some Italians think it upsets the stomach when taken later in the day.

What do you think is the worst mistake Americans make when dining in other countries?

**Note:** \* North American restaurants pay very low hourly, official wages on the assumption that wait staff will earn tips to supplement their income. Tips are a key part of an American server's salary and a kind of subsidy from the customer.

### 注释：

1. **flip** *v.* to turn over or cause to turn over with a sudden quick movement 翻转，翻动  
*The boat flipped right over.* 船翻了。
2. **cappuccino** *n.* coffee made with milk that has been heated with steam to produce a lot of small bubbles. 卡布奇诺咖啡（一种以同量的意大利特浓咖啡和蒸汽泡沫牛奶相混合的意式咖啡）  
*We were sitting in a coffee shop, sipping cappuccinos and eating pastries.* 我们坐在咖啡店里，喝着卡布奇诺咖啡，吃着油酥糕点。

## The Connection Between Food and Culture

Do you have childhood memories of eating a favourite food? Maybe you remember how you eagerly **anticipated** ending each holiday meal with your grandmother's **sensational** strawberry shortcake? Or how your Dad made Saturday mornings extra special by serving up his famous chocolate chip pancakes? If you stop and think about it, you probably associate some of your favourite foods with family memories.

Food is clearly important for nutrition, but it's also meaningful to humans in other ways. Think about it: we're the only mammals that cook our food. This makes our consumption of nutrients much different.

Culturally speaking, food is very important. Food can be **nostalgic** and provide important connections to our family or our nation. Food can be a bridge that helps immigrants find their place in a new society. Food can have a number of different meanings that might not be immediate to us when, for example, we take our first bite of our favourite dinner.

Food provides an important link to our cultural **heritage**. Imagine an Italian grandmother who immigrated to the United States and is teaching her grandchildren, who have never been to Italy, how to make an **authentic** Italian meal. This is an important experience in maintaining connections to one's cultural heritage.

注释：

1. **anticipate** *v.* to expect something, or to prepare for something before it happens 预期，预料  
*We anticipate that prices will fall next year.* 我们预期价格明年会跌。
2. **sensational** *adj.* very exciting or extremely good 极好的，绝妙的  
*The experts agreed that this was a truly sensational performance.* 专家们也认为这个表演极好。
3. **nostalgic** *adj.* thinking affectionately about things that happened in the past 怀旧的，恋旧的  
*Many people were nostalgic about the good old days.* 许多人怀念过去的好时光。
4. **heritage** *n.* valued objects and qualities such as historic buildings and cultural traditions that have been passed down from previous generations 遗产  
*Together, we must help each other preserve our national heritage for future generations.* 我们必须携起手来，互相帮助，为后代保护民族遗产。
5. **authentic** *adj.* made or done in the traditional or original way, or in a way that faithfully resembles an original 真正的，纯正的  
*A local cook was hired to provide authentic southern-style meals at the lodge.* 一位当地厨师被聘请来为小屋提供正宗的南方风味美食。

# Getting Started

### Option 1 ★★

Have students discuss their understanding of the quote on text page 34 with the question “Why is food the first necessity of the people?”

### Option 2 ★★★

Ask students about their understanding of culture shock. Call on some who have been to a foreign country to share their experiences of what “shocked” them in that country and ask those who haven’t been abroad to guess what might shock them. Then ask students to brainstorm words that describe the experience of travelling abroad. List the words on the blackboard.

# Digging In

## Comprehension

### Option 1 ★★

If students have difficulty answering Question 2 of Activity I, guide them to guess the meanings of the phrases in different ways. Have them explain the phrases literally or guide them to talk about the examples related to these phrases in the paragraph. Then have students brainstorm in groups to find other experiences that can be described as “ups and downs” or “highs and lows”.

### Option 2 ★★

Have students draw a structure of the text and share their work in pairs or in groups. Call on some students to explain their structure to the class. This activity can also help students with Activity II on text page 38.

### Option 3 ★★

Ask students to think of a Chinese custom similar to the “kings’ cake” traditions and describe it. If they have difficulty, the following exercise will serve as a reminder. Ask students to fill in the blanks with the appropriate words based on the given letters.

Traditionally, in (1) n\_\_\_\_\_ China the members of a family get together to make and eat jiaozi, or (2) d\_\_\_\_\_ during the Chinese New Year. Since jiaozi look like yuan bao, silver or gold ingots ( 金 锭 ) (3) u\_\_\_\_\_ as currency during the Ming dynasty, they symbolise (4) w\_\_\_\_\_. On New Year’s (5) E\_\_\_\_\_, people will (6) h\_\_\_\_\_ a coin in one of the jiaozi and (7) w\_\_\_\_\_ finds it in their (8) s\_\_\_\_\_ will be lucky in the coming months.

### Reference answers:

(1) northern (2) dumplings (3) used (4) wealth (5) Eve (6) hide (7) whoever (8) serving

## Suggested Activities

### Vocabulary Focus

#### I. Key Vocabulary

Guide 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 interactions with you as follows.

##### 1. Literal comprehension ★★

Topic 1: Culture shock

(Clues: the feeling of confusion, in a new country, adjust to unfamiliar things)

**Target words and expressions:** **confusion, adjust to, run into**

T: What is **culture shock**?

S: The feeling of **confusion** in a new country when you're **adjusting to** things that may be unfamiliar to you.

T: Exactly. What does **confusion** mean here?

S: ...

T: **Confusion** is a noun which refers to a situation where people do not understand what is happening, what they should do or what something is. So, when did the author experience such a feeling of **confusion** when she was in France?

S: When she was attending a New Year dinner party with her host family and **running into** the “kings’ cake” tradition, she was full of **confusion**.

...

T: Great! Now you got it.

Topic 2: Food-related cultural differences between France and America

**Summary:**

T: Now we've learned Hannah's experience of “culture shock” while she was dining in France, let's sum up her blog diary with the help of the topics and topic-related words and expressions in the box below.

**Hannah's experiences:** abroad, host family, celebrate, multiple courses, cheeses, champagne, bread, under the table, it turns out, “kings’ cake” traditions, small toy, in one’s serving, winner

**Culture shock:** take someone by surprise, feeling of confusion, adjust to, unfamiliar, phenomenon, a line graph, highs and lows, honeymoon phase, low points, frustrating and overwhelming

**Dealing with culture shock:** run into, strategies, International Programs Office, facility, deal with, ups and downs

**Other fun, food-related cultural differences:** both wrists resting on the table (Americans, tend to, left hands, in one’s laps), use bread as a utensil, clean up the plate, “Bon appetit!”, grab a coffee

### 2. Inferential comprehension ★★

Topic: How can we deal with culture shock?

**Target words and expressions:** facility, culture shock, strategy, adjust, ups and downs, run into, confusion

T: If you are going to a foreign country you know nothing about and want to get some advice, where can you go for help?

S: The International Programmes Office. It is a **facility** which helps prepare students to deal with potential **culture shocks**.

T: What preparations will you make with the help of the International Programmes Office?

S: I might learn some **strategies**, which will help me **adjust** to **ups and downs** in a foreign country.

T: Do you have any effective **strategy** to share with us?

S: Sure. When I **run into** something that causes **confusion**, I will ask local residents about it directly but politely. After they explain it, I'll show respect for their customs and do just what they do. After all, when in Rome, do as the Romans do.

### 3. Critical comprehension ★★★

(1)

Ask students to draw a line graph, illustrating the author's culture shock experience and then use the target words to narrate her experience in the first person.

Topic: My culture shock experience

**Target words and expressions:** confusion, take someone by surprise, run into, frustrating, overwhelming, ups and downs

**Reference answer:**

I saw multiple courses, a variety of cheeses, bottles of champagne, and slices of fresh bread. I felt a little excited because I could attend a French dinner party I had imagined. However, at the end of the meal, the host called out, "Everyone, get under the table!" It **took** me **by surprise**! The children came running into the dining room and hid under the table, which caused me much **confusion**. I had thought I was lucky not to have **run into** things too difficult to manage. This was **frustrating** and **overwhelming**! Seeing me **confused** and **frustrated**, the host explained the "kings' cake" tradition to me, which was very interesting. I was soon excited again because I learned something new. Anyway, it is common to experience **ups and downs** when in a foreign country.

(2)

Ask students to share with their partners a personal experience about culture shock concerning food and dining customs in a foreign country. Have them tell how they felt and what they did to overcome the shock. Encourage students to figure out the differences in food and dining customs between the country and China, and why.

**Target words and expressions:** variety, illustrate (illustration), run into, take someone by surprise, tend to

**Reference answer:**

I used to travel with my parents to India. Though I had learned about the Indians eating with their fingers from **illustrations**, it still **took** me **by surprise** when I **ran into** the scene in an Indian restaurant. On the table was a **variety** of curry dishes but no chopsticks or forks. I know that when in Rome one should do as the Romans do, but during my Indian travels I still, nonetheless, **tended to** use chopsticks instead of fingers.

## Suggested Activities

### II. Word Meaning: Hyponyms



Ask students to come up with words grouped under an umbrella word. Remind them with pictures if necessary. Two examples are given below.

Umbrella word	Hyponyms
Courses	
	<i>champagne,</i>

Reference answers:

Umbrella word	Hyponyms
Courses	appetizer, salad, soup, main course, dessert
Drinks	<i>champagne, wine, beer, spirit, soft drinks, cocktail</i>

## Grammar in Use

### Option 1 ★★

1. Ask students to read a paragraph introducing fish and chips and underline the relative clauses in it.

Fish and chips is an English hot dish which consists, obviously, of fish and sliced potatoes that are fried. It is a common takeaway food which is loved by many in the United Kingdom. Those who meet friends in pubs like to order this dinner. Fish and chips is now a staple in numerous countries, particularly throughout the commonwealth. In Britain and Ireland, cod and haddock appear most frequently as the fish which is used for this dish, but vendors also sell many other varieties.

2. Have students read the paragraph aloud and use -ing /-ed forms to replace the relative clauses.
3. Ask students to rewrite the paragraph using –ing/-ed forms as attributives.

Reference answer:

Fish and chips is an English hot dish which consists, obviously, of (=consisting of) fish and sliced potatoes that are fried (=fried sliced potatoes). It is a common takeaway food which is loved (=loved) by many in the United Kingdom. Those who meet friends (=meeting friends) in pubs like to order this dinner. Fish and chips is now a staple in numerous countries, particularly throughout the commonwealth. In Britain and Ireland, cod and haddock appear most frequently as the fish which is used (=used) for this dish, but vendors also sell many other varieties.

### Option 2 ★★

Ask students to write a story about culture shock concerning food and dining customs based on their own experiences in at least 8 sentences. Remind them that they should use at least 3 -ing /-ed forms as attributives in their story.

Reference answer:

The first time I came to the UK, I was quite surprised to find that there were actually a lot of differences between the West and the East in food and dining customs. For instance, in China it is customary for people to drink hot water, and wherever you travel within the country, you can always find airports or railway stations providing hot water for free. However, in the UK, drinking cold or even iced water is a long-standing custom. People use hot water only if they want to enjoy

a cup of tea or coffee. I still remember when I asked my UK host family to prepare some hot water for me to take to school: they felt very surprised, and asked me for sure if boiled water was the only drink I needed. And besides the well-known differences in dining utensils and cooking styles, I also learned that Western people may have lunch or supper very late. For example, it is normal for British students to have classes until after 12.30 and then they will start having lunch! And in Spain, dinner time is around 9p.m.! I wonder if the Spanish people are able to sleep well with such a full belly...

## Listening and Viewing

### Listening



#### More Dining Customs I Know

Provide students with some guidance in completing the table. (An example has been given for reference.)

No.	Country	Dining custom(s)	Reason(s)
1	China	The young should wait for the old to start eating first when having meals together.	To show respect for the old
2			
3			
4			
...			

(Answers may vary.)

### Viewing



Get students to have a group discussion on the following topics:

1. How do you understand “Food reminds people of their cultural roots”?
2. Can you give an example of a Chinese food which provides an important link to the Chinese cultural heritage?

#### Reference answers:

1. For instance, a northern Chinese who immigrated to Britain may feel it necessary to eat *jiaozi* to celebrate New Year’s Day because it’s a rooted tradition.
2. Take *zongzi* as an example. Each year during the Dragon Boat Festival, the Chinese people eat *zongzi*, a special Chinese rice dumpling made of glutinous rice stuffed with different fillings and wrapped in bamboo leaves, or with reed or other large flat leaves, to commemorate the death of Qu Yuan, a famous poet and hero in ancient China. This tradition dates back to thousands of years and is practised to arouse the patriotic spirit among the Chinese as well as to raise awareness of their own culture and history. *Zongzi* is indeed a food that provides an important link to China’s cultural heritage.

## Suggested Activities

# Moving Forward

### Option 1 ★★★

Suppose your class is going to write on the most important topic from Section 2 of the brochure, ask them to work in groups, choose their topic and present to the class:

- (1) the reasons why the topic is more important than the others;
- (2) the aspects or sub-categories the topic contains;
- (3) two or three examples of culture shock regarding the topic.

#### Reference phrases and sentence structures:

For making comparison:

- Compared with..., ...
- In comparison, ...
- Comparatively speaking, ...
- Comparing... with..., it is clear/evident or we can find that...

For illustrating topics:

- The topic can be divided into several parts/sections/categories, which are...
- The topic covers several aspects, and they are...
- I'd like to illustrate the topic... from several aspects: ...
- The topic consists of several sub-topics, ...

For giving examples:

- For example/instance, ...
- Take... as an example, ...
- Let me give you an example of...
- Here I'd like to provide an example of...
- There is a typical example of...

### Option 2 ★★★

1. Ask students to read the four quotes by famous people about their feelings towards and understandings of food. Have students pick out their favourite quote and give reasons.

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• An apple a day keeps the doctor away.</li><li>• One cannot think well, love well, sleep well if one has not dined well.</li><li>• Food is for eating, and good food is to be enjoyed... I think food is, actually, very beautiful in itself.</li><li>• Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people get together to eat.</li></ul> | <p>— Welsh proverb</p> <p>— Virginia Woolf</p> <p>— Delia Smith</p> <p>— Guy Fieri</p> |
|---|--|

2. Ask students to write a short paragraph about:
  - (1) which one of the quotes they like most;
  - (2) the reasons for their choice.

### Option 3 ★★★

#### Step 1

Role-play. Ask students to work in groups, some acting as foreign visitors and the others as journalists. The journalists will have an interview with the foreign visitors. They will ask the visitors about the typical food and dining customs in their countries, and the culture shocks they have encountered in China. Encourage the journalists to use the sentence structures below, and take down notes in the table for future use.

Name	Nationality	Typical foods/dining customs in home country	Favourite Chinese foods/dining customs	Culture shock(s) encountered when dining in China

#### Reference sentence structures:

- Excuse me, can I take a few minutes of your time and do an interview with you about...?
- Hello, I am planning to write a report on... and I am wondering if you can...
- My first/second/next question is...
- The first/second/next thing I would like to know is...
- What are the typical foods in your home country?
- Are there any special... in your home country?
- How do you feel about ...? Which... is your favourite/least favourite?
- Is there any food or dining custom here that makes you...?
- Have you encountered any culture shock while dining in China?

#### Step 2

Ask group representatives to make presentations to the class.

1. Have the journalists share their notes in the group. Then ask each group to organise their information and summarise the results of their interviews, i.e. typical foods/dining customs in the visitors' home country, their favourite Chinese foods/dining customs, and the culture shocks they have encountered in China.
2. Have each group select a representative, and call on a few group representatives to share their group's findings.

#### Step 3

Ask students to write a report comparing food and dining customs between China and other countries, and explaining the possible culture shocks foreigners might encounter in China.

## Suggested Activities

### Reading B

Key to exercise 2 in Comprehension Plus on text page 47:

	Food-culture connection	Example
On an individual level	We closely identify with the food we grow up with (food of our culture). Family dishes often become the comfort food.	The author feels comforted and relaxed when he thinks of his mother's soup he had when he was ill as a child.
On a larger scale	Food is an expression of cultural identity.	Immigrants cook traditional food as a way of preserving their culture in their new homes and as a means of coping with homesickness.
On the national level	Each country or community's unique cuisine reflects its history, lifestyle, values and beliefs.	(1) Chinese cuisine: – Different flavours are used in a balanced way to create delicious dishes. → Harmony is a vital trait in Chinese culture. – Chinese people believe that food not only needs to be nutritious but also needs to look appealing and colourful. → Chinese people have a historically elaborate style. (2) American cuisine: It reflects the American history of immigration, which has introduced many different ingredients and cooking styles. Over the years, the US has developed a rich diversity in food preparation throughout the country.

#### Option 1 ★

Have students skim the article and divide it into different parts and write down the main idea of each part. They may borrow a topic sentence to describe the main idea or summarise it in their own words.

#### Reference answers:

Part One (paragraph 1): There is a close link between food and culture.

Part Two (paragraph 2): We identify with the food of our culture as individuals.

Part Three (paragraph 3): Food is an expression of cultural identity.

Part Four (paragraphs 4~5): Each country or community's unique cuisine reflects its history, lifestyle, values and beliefs.

Part Five (paragraph 6): We should treat food as a portal into culture and learn more about other cultures by trying different cuisines.

#### Option 2 ★★

Get students to answer the questions based on their own understanding and experiences so that students' background knowledge will be activated and their interest will be aroused.

- (1) What is your favourite home-made dish? When and how often do you get to eat that dish?
- (2) If you have a visiting foreign friend, what Chinese dish(es) will you treat him/her to? Give your reasons.

(3) How much do you know about typical dishes of other countries? Work with your classmates and list as many as possible.

### Option 3 ★★

Ask students to read the article more carefully to find out what method the author mainly uses to illustrate his/her points. This activity aims to raise students' awareness of how they can better explain something in expository writing.

**Reference answer:**

The author mainly uses exemplification to illustrate his/her points. The author uses his/her personal example in paragraph 2, and in paragraphs 4 and 5, the author uses this method again by raising the examples of the food cultures of China and the US.

### Option 4 ★★★

Have students brainstorm how the flavour, look, ingredients and cooking style of food can reflect the culture of a country. Remind students not to use the same examples the author has used in the article. This activity aims to challenge students' cultural knowledge and their ability to express their opinions orally.

**Reference answer:**

For example, Japanese people's care in both the selection of ingredients and the preparation of food reflects their pursuit of perfection.

### Option 5 ★★★

Ask students to work in groups and make a presentation on the food culture of a country or a region. They are supposed to focus on the association between food and culture. This is to enhance their understanding of the food-culture relationship through doing research on their own.

## Critical Thinking

### Option 1 ★★

Guide students to speculate on the suggestions given by different people about how to deal with culture shock, and then have them work in pairs to compare the suggestions and choose the one they regard as the most effective. Ask them for their reason(s).

### Option 2 ★★★

Ask students to work in pairs to design a poster about different food cultures based on the key messages in the unit, and then have them share in groups.

## Further Exploration

### ★★

Ask students to study and categorise China's food culture. Then have them compare our food culture with that of a foreign country.

# American Food and Culture

When it comes to American food and culture, it is for good reason that the term “Melting Pot”—the name of a 1908 play—is still used to describe the United States today. The United States is a nation of immigrants, each ethnic group retaining customs, festivals and food traditions with great pride and yet with a stamp that is unmistakably American.

Huge areas of fertile land, abundant natural resources, and some of the world’s most advanced technology, marketing and transportation systems combine to give the United States one of the highest living standards in the world. Immigrants to America were dazzled by the space, opportunities, freedom and diversity of things around them. Their glowing letters sent home spoke more of “You can get anything here!” than of the hard struggle to get ahead in a new land and often with a new language.

Though a visitor to the United States may conclude that the country’s staple foods are hot dogs, hamburgers and French fries, washed down with soft drinks and topped off with ice cream, a more careful examination reveals regional as well as ethnic specialties.

For the first generation of European immigrants, making a living, creating a home and raising a family were the realities of everyday life. Food was whatever was available and affordable to fill an empty stomach. But as they became established, the newcomers found comfort in grouping together in neighbourhoods where the familiar languages and customs gave them strength for whatever the future might hold. It was good to share a glass of homemade wine, a pint of beer, or a schnapps. It was comforting to smell the familiar scents of cooking and baking and, even better, to drown a day’s hard work in a homey soup or familiar stew. Adapting available foods to familiar recipes helped a little to make them feel at home.

It was from the Native Americans that the earliest pioneers learned how to prepare such staples as corn, tomatoes, peanuts, tobacco, turkeys, wild rice, pumpkins and squash, and even to tap wild maple trees for sweet maple syrup. As the pioneers settled into the land, they adapted the ethnic foods they brought with them to the new and different produce that was so plentiful. Ethnic foods melded into regional specialties, and although few writers dare to define the exact borders of these regions, distinctive ways of preparing, cooking, combining, seasoning and even serving foods do exist.

### Food for thought

1. Why do you think the United States is called a “Melting Pot”?
2. How did ethnic foods meld into regional specialties?
3. How do you understand “Ethnic foods are inevitably changing”?

### Reference answers:

1. Because the USA is a nation of immigrants, who have brought different customs, festivals and food traditions to America’s shores.
2. As the immigrants settled down, they found comfort in cooking family recipes, and these ethnic foods were gradually adapted to cater to more people in the region, and given time they became regional specialties.
3. As ethnic foods adapt themselves to a new environment, their ingredients, flavours and cooking styles will unavoidably be different from what they were. The change in ethnic foods may be a result of globalisation.

- ▶ talk about the gains and losses that result from playing sports, and write a “letter to a sport”;
- ▶ appreciate the sporting spirit beyond cultural boundaries;
- ▶ think critically about the advantages and disadvantages of doing sports;
- ▶ summarise while reading, ask for and give clarification in a conversation, and write in chronological order.

# Unit 4

## Sports



Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose — it teaches you about life.

— Billie Jean King

## 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”和“人与社会”，主题群为“生活”和“体育”。	<ul style="list-style-type: none"> <li>能说出参与体育运动的得与失，并结合个人经历写出对某项体育活动的感受；</li> <li>能体会并分享跨越国界的体育精神；</li> <li>能辩证地归纳出参与体育运动的积极和消极影响；</li> <li>能学会概括阅读语篇中的信息，在对话交际中要求澄清或提供解释，以及按照时间顺序写作。</li> </ul>
语篇类型	阅读语篇 A	<ul style="list-style-type: none"> <li>能列出按照时间顺序展开的书信体语篇的主要事件构成。</li> </ul>
	阅读语篇 B	<ul style="list-style-type: none"> <li>能归纳出根据电影改编的小说节选的文体特征。</li> </ul>
	听力语篇	<ul style="list-style-type: none"> <li>能借助访谈的话轮，有选择地记录所需信息，获取访谈大意及主要事实、观点和信息。</li> </ul>
	视听语篇	<ul style="list-style-type: none"> <li>能借助体育赛事评论和报道视频中的多模态资源，理解、推断、比较、分析和概括语篇的意义。</li> </ul>
语言知识	语音	<ul style="list-style-type: none"> <li>能根据重音、语调、节奏等的变化感知和表达说话人的意图和态度。</li> </ul>
	词汇	<ul style="list-style-type: none"> <li>能掌握多义词的概念，能根据上下文准确理解词义，并结合话题准确运用词汇以表达信息和观点。</li> </ul>
	语法	<ul style="list-style-type: none"> <li>能在语篇中理解并使用动词 -ing/-ed 形式作状语。</li> </ul>
语用	语篇	<ul style="list-style-type: none"> <li>能归纳出书信、根据电影改编的小说节选、人物访谈，以及体育报道和评论四类语篇的结构特征，以及表述话题的词汇语义网所体现的语言特征；</li> <li>能把握语篇中用于表示时间或情节发展的指示词或短语的位置和作用。</li> </ul>
	语用	<ul style="list-style-type: none"> <li>能判断出不同语篇的语篇目的、语篇对象，以及作者的观点、意向与理念等；</li> <li>能运用得体的语言形式进行插话、打断或结束交谈，以及回应对方观点；</li> <li>能根据交际情境，正确理解他人的态度、情感，并运用得体的语言形式，如礼貌、直接或委婉等方式，表达自己的态度和情感。</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>• 能了解英美等国家的主流体育运动，感悟中外体育精神的共同诉求；</li> <li>• 能发现并理解语篇中包含的不同文化元素，理解其中的寓意；</li> <li>• 能利用所提供的文化链接，学会初步运用英语介绍中国优秀传统体育项目，养成传播中华优秀传统文化的意识；</li> <li>• 能通过开展研究性学习了解并介绍某项体育运动。</li> </ul>	
语言技能	听	<ul style="list-style-type: none"> <li>• 能听懂外国中学生参与武术竞技的经历和体会的访谈；</li> <li>• 能依据交际任务有选择地记录所需信息；</li> <li>• 能借助话语中的语气和语调理解说话者的意图；</li> <li>• 能根据话语中的重复、解释、停顿等现象理解话语的意义。</li> </ul>	
	说	<ul style="list-style-type: none"> <li>• 能就参与体育运动的经历、体会和态度模拟访谈；</li> <li>• 能清楚地描述事件的过程；</li> <li>• 能使用文字和非文字手段描述个人经历。</li> </ul>	
	读	<ul style="list-style-type: none"> <li>• 能通过阅读体育明星的书信，理解体育运动带给参与者的深远影响；</li> <li>• 能通过阅读一篇记叙文（根据电影改编的小说节选），理解一场体育赛事跌宕起伏的情节发展，并体会竞技体育运动带给参与者的积极和消极影响；</li> <li>• 能从语篇中提取并概括主要信息和观点，理解语篇要义。</li> </ul>	
	看	<ul style="list-style-type: none"> <li>• 能在观看体育赛事评论报道的过程中，理解解说员所提供的背景信息及其想要表达的主要观点；</li> <li>• 能获取多模态语篇中由画面、图像、声音、符号、色彩等非文字资源所传达的意义。</li> </ul>	
	写	<ul style="list-style-type: none"> <li>• 能围绕参与体育运动的经历和感想按时间顺序展开写作，完成一封 70—90 词的书信。</li> </ul>	
	学习策略	听	<ul style="list-style-type: none"> <li>• 能在听的过程中有选择地记录所需信息。</li> </ul>
	说	<ul style="list-style-type: none"> <li>• 能在对话交际中要求对方澄清或提供解释；</li> </ul>	
		<ul style="list-style-type: none"> <li>• 能根据提示，整合各语篇中的主要信息，并在此基础上通过访谈全面了解拟参加校体育俱乐部的同伴。</li> </ul>	
	读	<ul style="list-style-type: none"> <li>• 能准确概括主要信息；</li> </ul>	
		<ul style="list-style-type: none"> <li>• 能掌握书信和记叙文的语篇结构特征。</li> </ul>	
	写	<ul style="list-style-type: none"> <li>• 能按照时间顺序展开叙事类信件的写作。</li> </ul>	

## Getting Started

**e** Complete the survey questions on sports participation. Compare your answers with a partner's.

1. What sport(s) do you usually participate in?
2. What might you experience while doing sports? (You can choose more than one option.)

- A. Anxiety
- B. Boredom
- C. Challenge
- D. Fun
- E. Nervousness
- F. Complete engagement
- G. Learning
- H. Concentration
- I. A loss of time
- J. Other(s) (Please specify):  
\_\_\_\_\_

3. How important are sports in your life?  
(1 stands for "Not important at all" and 5 stands for "Very important.") Circle the correct number for yourself, and give reasons for your choice.

1    2    3    4    5

My reasons:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Reading A

Have you heard of Michael Jordan? Read his letter to basketball and find out how much he loved it.

### OPEN LOVE LETTER TO BASKETBALL

Dear Basketball,

It's been almost 28 years since the first day we met. 28 years since I saw you in the back of our garage. 28 years since my parents introduced us.

If someone had told me then what would become of us, I'm not sure I would have believed them. I barely remembered your name.

Then I started seeing you around the neighborhood and watching you on television. I used to see you with guys down on the playground. But when my older brother started paying more attention to you, I started to wonder. Maybe you were different.

We hung out a few times. The more I got to know you, the more I liked you. And as life would have it, when I finally got really interested in you, when I was finally ready to get serious, you left me off the varsity. You told me I wasn't good enough.

I was crushed. I was hurt. I think I even cried.

Then I wanted you more than ever. So I practiced. I hustled. I worked on my game. Passing. Dribbling. Shooting. Thinking. I ran. I did sit-ups. I did push-ups. I

# Getting Started

## 教学内容与要求

- 能采用调查的方式了解学生的体育运动爱好；
- 能分享感兴趣的体育运动的优缺点及个人感受；
- 能激活与体育主题相关的语言表述，构建词汇语义网。

## 教学建议

- 1 Introduce the topic of this unit—sports. Direct students' attention to the survey questions on text page 52. Have students go over the questions in class and allow time for them to consider their answers individually or discuss the questions in pairs or in groups.
- 2 Have students share their answers in class. List the reasons they give for their choices on the blackboard and rank the factors that influence their choices.

Suggested Activities 见 page T66d.

# Reading A

## 背景介绍

- 1 This passage is adapted from an article in the magazine *New Oriental English (Teens)*, published in December, 2013.
- 2 Michael Jeffrey Jordan (born on 17 February 1963) is a former American professional basketball player. Regarded by most as the NBA's greatest all-time player, Jordan won six titles with the Chicago Bulls. Jordan was also one of the most effectively marketed athletes of his generation and was considered instrumental in popularising the NBA (National Basketball Association) around the world in the 1980s and 1990s. He is currently the principal owner and chairman of the NBA's Charlotte Hornets.

## 难句注释

- 1 **If someone had told me then what would become of us, I'm not sure I would have believed them. (lines 6–8)**

本句是虚拟语气的语法结构，表达对过去发生事情的假设。该结构中从句使用过去完成时 had done，主句使用 would/could/might have done。become of 为习语，相当于 happen to，意为“发生”“遭遇”等。整句意为“如果那时有人告诉我，我和你之间会发生些什么，我不知道自己会不会相信。”

- 2 **And as life would have it, when I finally got really interested in you, when I was finally ready to get serious, you left me off the varsity. (lines 17–20)**

本句中 as 引导方式状语从句，as life would have it 指“正如生活不为人所控”。整句意为“但仿佛命运捉弄，当我终于对你产生了兴趣，准备好全情投入的时候，你却让我在校队选拔中落选。”

## 词汇释义

### • become of (line 7)

(遭遇)如何; (结果)怎么样

**What became of that student who used to laugh a lot?** 以前很爱笑的那个学生后来怎么样了?

### • barely (line 8)

adv. almost not 几乎不

**I could barely hear what she was saying.** 我几乎听不到她在说什么。

**bare adj.** 赤裸的; 裸露的; 光秃的; 无遮盖的

### • hang out (line 16)

常去某处; 泡在某处

**The local kids hang out at the supermarket.**

当地的孩子常在超市闲逛。

### • leave (...) off (...) (line 20)

将(某人)从(某件事情中)排除出去; 忽略, 遗漏

**Why was her name left off the list?** 她的名字为什么没有出现在这份名单中?

### • crush (line 22)

v. to squash, to press with great force so as to break, damage or destroy the natural shape or condition 压扁

**Andrew crushed his empty can.** 安德鲁把空罐子压扁了。

to destroy sb's confidence or happiness 破坏, 毁坏(某人的信心或幸福)

**Listen to criticism but don't be crushed by it.** 要能听取批评意见, 但不要因此遭受打击。

### • hustle (line 25)

v. (informal) to act in an aggressive way or with a lot of energy 强行; 强迫; 硬干

**Kent is not a great player, but he really hustles.** 肯特不能算是一位很优秀的球员, 但是他确实很拼。

to make sb move quickly by pushing them in a rough aggressive way 推搡, 猛推

**He grabbed her arm and hustled her out of**

**the room.** 他抓住她的胳膊, 把她推出房间。

n. busy noisy activity of a lot of people in one place 忙碌喧嚣

**We escaped from the hustle and bustle of the city for the weekend.** 我们周末时躲开了城市的拥挤喧嚣。

### • work on (line 25)

努力提高, 努力实现

**The girls are working on their project.** 女孩们正努力完成她们的项目规划。

### • shoot (line 26)

v. to try to score points for yourself or your team, in sports involving a ball, by kicking, hitting or throwing the ball towards the goal (球类比赛中) 射门; 投球

**He shot from the middle of the field and still managed to score.** 他在中场投篮, 仍成功命中。

v. to fire a gun or other weapon; to fire sth from a weapon 开(枪或其他武器); 射击

**Don't shoot — I surrender.** 别开枪——我投降。

### • severe (line 40)

adj. not kind or showing sympathy; not willing to accept other people's mistakes or failures 不和善的; 冷酷的; 严厉的; 苛刻的

**The headmaster spoke in a severe voice.** 校长说话的口吻很严厉。

causing very great pain, difficulty, worry, damage, etc; very serious 非常严重的; 剧烈的; 惨重的

**In parts of Africa there is a severe food/water shortage.** 非洲的一些地方存在严重的粮食/水资源短缺。

### • challenging (line 42)

adj. difficult in an interesting way that tests your ability 挑战性的; 考验能力的  
challenging work/questions 具有挑战性的工作/问题

**a challenging and rewarding career as a teacher** 富有挑战性且有意义的教师职业

**Mike found a challenging job as a computer programmer.** 迈克找到了一份有挑战性的工作，做一名计算机程序员。

challenge *v.* 挑战；质疑，怀疑

*n.* 挑战；艰巨任务

**He plays the tough guy in the movie.** 他在电影中扮演了一个狠角色。

*adj.* having or causing problems or difficulties 难办的；艰难的

**It was a tough decision but we feel we made the right one.** 这是个艰难的决定，但我们认为我们做出了正确的选择。

- **ultimate (line 43)**

*adj.* being the last or concluding element of a series; furthest or highest in degree or order 最后的；终极的；最大的；首要的

**It is still not possible to predict the ultimate outcome.** 现在还无法预料最终的结局。

- **competitor (line 44)**

*n.* the contestant you hope to defeat 竞争对手

**The bank isn't performing as well as some of its competitors.** 这家银行的表现不如它的一些竞争对手。

compete *v.* 竞争；对抗

competition *n.* 竞争；角逐；比赛

competitive *adj.* 竞争的；有竞争力的

## 教学内容与要求

- 能依据书信的语篇结构，如“称呼”“信的主题”“信的细节”“祝福语”和“署名”等分析语篇内容；
- 能运用“概括”策略获取语篇大意，并能根据语篇中时间/情节发展阶段标志词及行文特征，归纳出作者情感变化的来龙去脉；
- 能识别语篇为传递意义而选用的主要词汇和语法结构；
- 能判断作者的观点和意图，以及语篇的目的和对象；
- 能从语篇中发现并理解篮球这项在英美等国家盛行的运动项目带给参与者的影响与变化，分享中外体育文化中共同追求的体育精神。

## 语篇分析

本文的语篇类型是书信，它是美国前著名篮球运动员迈克尔·乔丹在退役前写给挚爱的篮球运动的一封信。语篇内容回溯了乔丹与篮球结缘的经历：童年初识篮球，慢慢对这项运动变得好奇，逐渐开始喜欢这项运动，在大学校队选拔赛中初尝失败的滋味，然后刻苦训练，终于赢得人生第一场重要比赛并与篮球结下不解之缘。在乔丹的篮球生涯中，篮球始终扮演着各种重要角色，带给他不同的经历和体会。28年过去了，乔丹即将退役，他用这封信表达了对篮球深深的爱恋。语篇结构以时间为轴线，通过主要事件的串联，描述了乔丹与篮球结缘的经历和不同阶段的情感体会。语言特征是以拟人的修辞方式，运用大量表示心理、行为和关系的词语表达了作者乔丹对篮球、训练和比赛的感受，以及对篮球运动的一往情深。语篇的主题意义在于引发学生思考：一位篮球巨星是如何在一项体育运动的陪伴下成长的，以帮助学生认识到持之以恒和不畏失败的体育精神有助于人们的成长和进步。

## 难句注释

### 3. As our relationship changes yet again, as all relationships do, one thing is for sure. (lines 47–48)

本句中第一个 as 引导时间状语从句，相当于 when，意为“当……”，“随着……”；第二个 as 引导方式状语从句，意为“正如……”。整句意为“就像所有的感情一样，我们之间的关系再一次改变，但有一件事是毋庸置疑的。”

## Personal Touch

### 教学建议

Ask students to think about the questions and share their stories about something or someone fairly dear to them with their partners. Call on some students to share their stories in class.

(Answers may vary.)

*did pull-ups. I lifted weights. I studied you. I began to fall in love and you noticed. At least that's what Coach Smith said.*

30 *At the time, I wasn't sure exactly what was going on. But now I know. Coach Smith was teaching me how to love you, how to listen to you, how to understand you, how to respect you and how to appreciate you. Then it happened. That night, at the Louisiana Superdome in the final seconds of the championship game against Georgetown, you found me in the corner and we danced<sup>1</sup>.*

*Since then, you've become much more than just a ball to me. You've become more than just a court. More than just a hoop. More than just a pair of sneakers. More than just a game.*

40 *You're my biggest fan and my severest critic. You're my dearest friend and my strongest ally. You're my most challenging teacher and my most endearing student. You're my ultimate teammate and my toughest competitor. You're my passport around the world and my visa into the hearts of millions.*

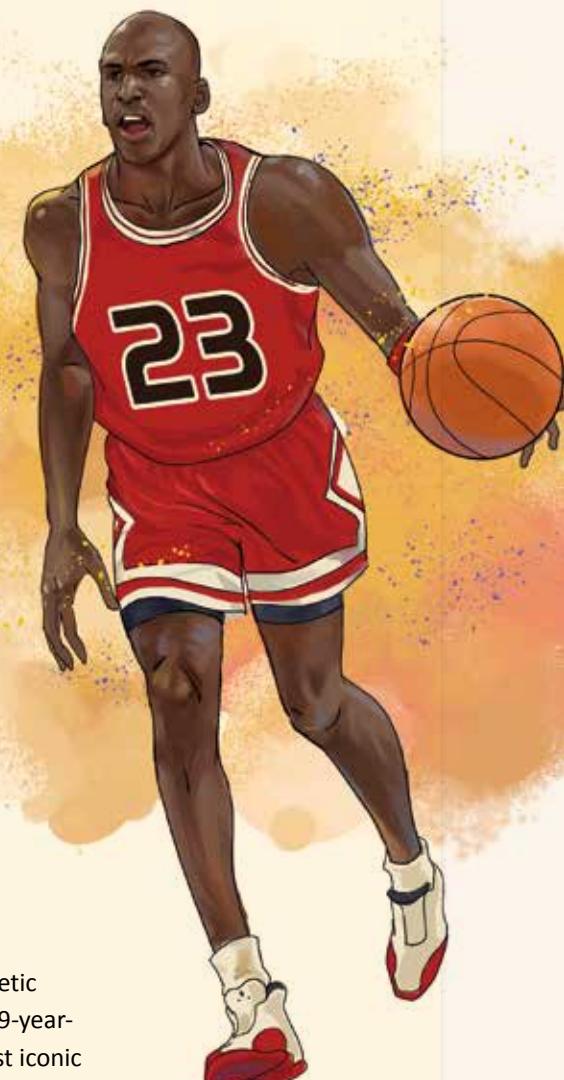
50 *As our relationship changes yet again, as all relationships do, one thing is for sure. I love you, Basketball. I love everything about you and I always will. My playing days in the NBA are definitely over, but our relationship will never end.*

*Much love and respect,*

*Michael Jordan*

#### Note

1. At the Louisiana Superdome in 1982, when North Carolina were facing Georgetown in the NCAA (National Collegiate Athletic Association) Men's Basketball Championship game, the then 19-year-old North Carolina freshman Michael Jordan hit one of his most iconic shots, a jump shot from the left wing with 15 seconds left to go, giving North Carolina a 63-62 lead over Georgetown for the national championship.



#### ● Personal Touch

- Is there anything or anyone so important to you as basketball is to Michael Jordan? What/Who is it?

# Digging In

## ● Comprehension

### I. Answer the questions.

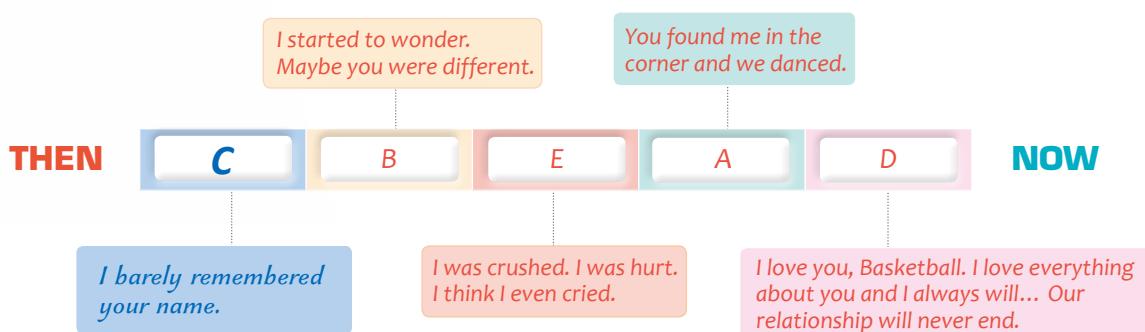
- What is the overall feeling Jordan expresses in this letter?
- What made Jordan think that he “wasn’t good enough” (line 21) to play basketball?
- What did Coach Smith do to improve Jordan’s basketball skills?
- What does Jordan mean by saying “we danced” (lines 34 – 35)?
- Jordan uses a lot of repetition in his letter. What effect does this have?
- Why do you think Jordan wrote this letter?

### II. Put the stages of the development of Jordan’s relationship with basketball into the timeline. Then find phrases or sentences from the text that indicate Jordan’s feelings towards basketball at each stage.

Reading Strategy  
Summarising

#### Stages of development of Jordan’s relationship with basketball:

- Jordan tried hard and finally won Basketball’s heart.
- Basketball started to attract Jordan’s attention.
- Basketball was new to Jordan.
- Jordan treasured his relationship with Basketball and his love for her will never end.
- Jordan failed to win Basketball’s heart and they broke up temporarily.



### III. What sporting spirit(s) do you think Jordan demonstrates in his letter? Give your reasons.

- Never give up.
- Win or lose, do it fairly.
- It’s not the winning that matters but the taking part.
- Collaboration makes us better.
- Failure is the mother of success.
- Compete to excel.
- Good, better, best. Never let it rest.
- Believe in yourself.
- Winning isn’t everything, but wanting it is.
- \_\_\_\_\_

# Comprehension

## 阅读策略

### Summarising

1. Get students to know that summarising is making a short statement giving only the main information and not the details of a plan, event, report, etc.
2. Have students read the text to find its key information, e.g. the stages of development of Jordan's relationship with basketball and his feelings towards basketball at each stage are the key pieces of information in his *Open Love Letter*.
3. Guide students to convey the information in their own words—different words from those used in the original text, e.g. “I barely remembered your name” could be “I didn't really notice basketball at first”, and “I love you, Basketball. I love everything about you and I always will... Our relationship will never end” could be “Jordan treasured his relationship with Basketball and his love for it will never end.” The paraphrased thoughts are logically sequenced into a summary.

## 教学建议

1. Before students begin reading, ask them to look at the title, the first paragraph and the last paragraph. Guide students to predict what Michael Jordan will probably write in his letter. Then have students read the text quickly to check their predictions.
  2. Ask students to look through the six questions. Allow them enough time to read the text again and find the answers. If students have difficulty, encourage them to have a discussion with their partners.
  3. Call on some students to share their answers in class and give brief feedback.
1. Ask students to read about the stages of the development of Jordan's relationship with basketball and put the letters before the statements into the timeline.
  2. Ask students to underline phrases or sentences in the text which indicate Jordan's feelings towards basketball during the different periods of time.
  3. Ask students to compare their answers with their partners'. Then check answers in class.
  4. Have students read the text once again and encourage them to summarise the stages of the development of Jordan's relationship with basketball in their own words. Familiarise them with the reading strategy of summarising: grasping the main idea and the main points of the text and using one's own words to convey the information. Make comments on students' work.
1. Have students read the quotes demonstrating different types of sporting spirit and make sure they know what each quote means. Encourage them to think of more quotes related to sporting spirit and fill in the blank.
  2. Have students work in groups and discuss the types of sporting spirit Jordan has demonstrated. Remind them to find evidence in the text to support their opinion.
  3. Call on a few students to share their group's view and make brief comments.

Suggested Activities 见 pages T66d–T66f.

## 参考答案

1. He expresses a mixture of feelings: love/affection, passion, gratitude and nostalgia. The overall feeling Jordan expresses in this letter is love.
2. When he finally got really interested in playing basketball and was ready to get serious, he was discouraged by the result of the varsity selection: he was left off the varsity basketball team. That's what made him doubt his ability.
3. Coach Smith told Jordan how to love, listen to, understand, respect and appreciate basketball by working on the game, practising (hustling, passing, dribbling, shooting, thinking, running; doing sit-ups, push-ups and pull-ups; lifting weights) and studying basketball.
4. He successfully won basketball's heart back by leading his team to win an important basketball game, which gave him confidence that he could play basketball well.
5. The use of repetition in writing can help create rhythm, achieve emphasis and draw the readers' attention.
6. To reflect on his basketball career and say farewell to his playing days.

## Vocabulary Focus

### 教学内容与要求

- 能在语境中学习和运用课文核心词汇；
- 能建构熟悉的体育话题词汇语义网及相关的功能语言；
- 能在语境中判断与理解兼类词的词性与词义。

### 词汇分类

识别词汇 1: barely, crush, hustle, ultimate

2: severe, competitor

运用词汇（必修）：shoot, challenging, tough

常用词组：become of, hang out, leave (...) off (...), work on

### 教学建议

#### I Key Vocabulary

- Have students read the explanations in the brackets and guess the words and expressions that are referred to. If they have difficulty, write down the words and expressions on the blackboard and have students match them with the explanations.
- Get students to read each passage and fill in the blanks with the appropriate forms of the words and expressions.
- Call on a few students to share their answers and check answers in class.

#### II Word Meaning: Polysemy

1.

- (1) Ask students to read the instructions and entry of “serious” in a dictionary on text page 55 to understand **Polysemy** through the example.
- (2) Ask students to come up with more examples or share with them the following example.

A: Could you **get** the newspaper while I'm **getting** breakfast?

B: I will do it when I **get** the washing-up done.

The meanings of **get** in the dialogue are “to buy”, “to prepare” and “to cause something to happen or be done” respectively.

Suggested Activities 见 pages T66f–T66h.

## ● Vocabulary Focus

### I. Key Vocabulary

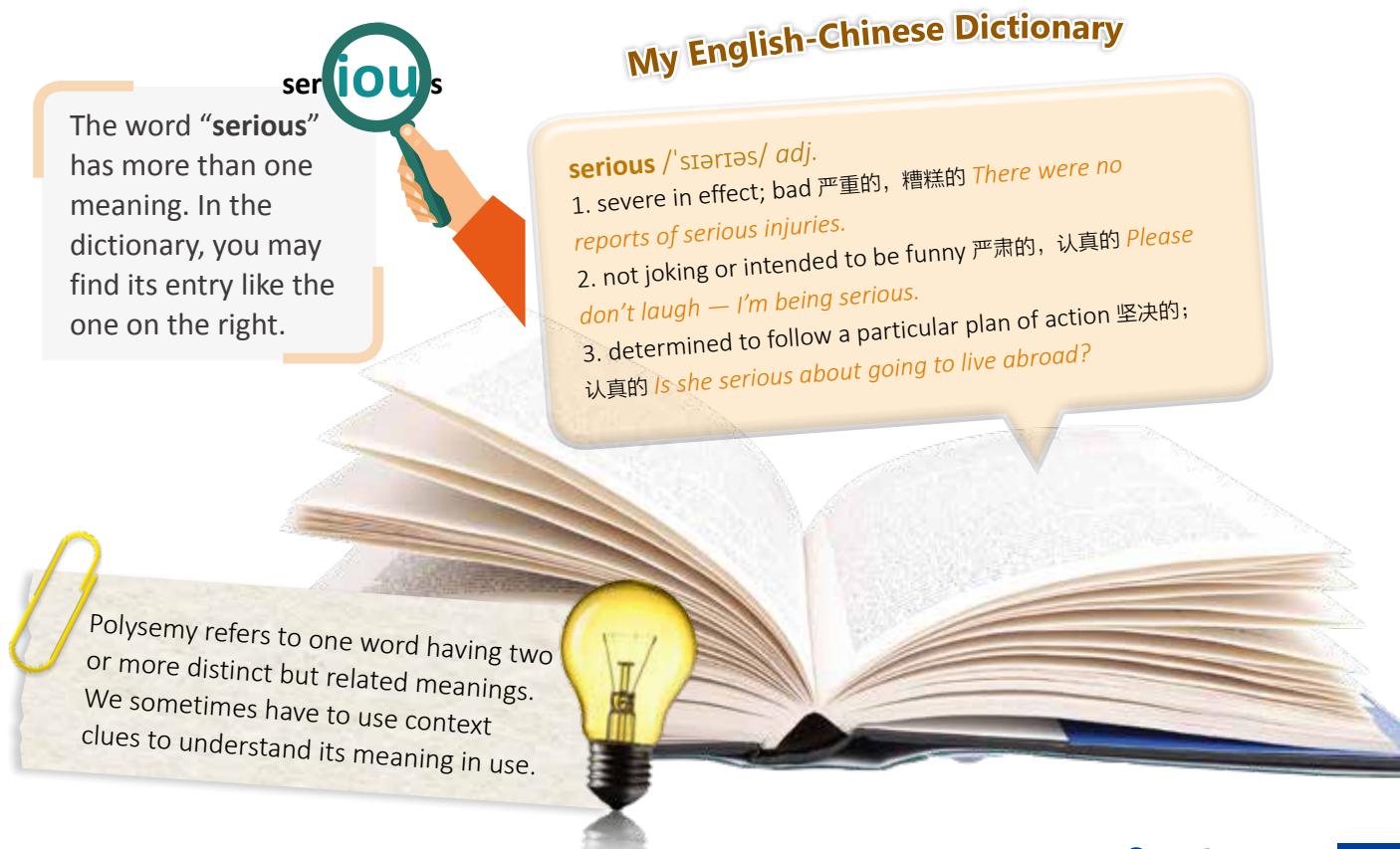
Complete the sentences with words or expressions from the text with the help of the explanations given in the brackets.

1. Jessica started playing tennis at the age of 8 when her mum dragged her to practice. At first, she hated it, but she fell in love with (to start to have very strong feelings about someone) the game when her best friend joined her on the court (an area made for playing games). Her teammates and competitors respected (to have a high opinion of or admire) her for her positive attitude, hard work and competitive spirit.
2. Peter loves to do things like playing sports, hanging out (spending a lot of time in a particular place or with particular people) with friends, and going on adventures, so he enjoys the fun, excitement and challenges of all kinds of extreme team sports.
3. Jordan nearly quit basketball when he didn't make the varsity team during his sophomore year. This rejection drove Jordan to work harder. He made up his mind never to be left off (not included) the team again.
4. Jordan's competitive spirit is well-known in all aspects of his life. Whatever the game—basketball, ping-pong or golf—Jordan felt a need to win. He worked on (to try very hard to improve or achieve something) every aspect of the game.

### II. Word Meaning: Polysemy

1. What does "serious" mean in the sentence?

- When I was finally ready to get serious, you left me off the varsity.



2. Which of the underlined words in A, B and C has the same meaning as the word in bold in each sentence?

- (1) You've become much more than just a ball to me. You've become more than just a **court**.  
A. At this rate, they could find themselves in divorce court.  
B. The things I really liked about the apartment hotel are its out-door tennis courts, the pool and the high-speed Wi-Fi.  
C. She came to visit England, where she was presented at the court of the King.
- (2) I worked on my game. Passing. Dribbling. **Shooting**. Thinking.  
A. The police came around the corner and started shooting at them.  
B. I'd love to shoot a video about sports.  
C. The striker is preparing to shoot at the goal defended by the goalkeeper on the football field.
- (3) Coach Smith was teaching me how to love you, how to listen to you, how to respect you and how to **appreciate** you.  
A. In time you'll appreciate the beauty of this language.  
B. Peter stood by me when I most needed help. I'll always appreciate that.  
C. I begin to appreciate the difficulties my father has faced.

3. Complete each pair of sentences with the same word. The word has different meanings in the sentences. Change forms if necessary.

- (1) If you train hard, you will make a good footballer.  
He works for a company that makes boxing equipment.
- (2) This is the second international match they've played in a week.  
The curtains look great — they're a perfect match for the sofa.
- (3) When a runner is "off base" in a baseball game, he is in a weak position.  
What is your position on the new rules of the game?

## ● Grammar in Use

### **-ing/-ed forms 2 — used as adverbials**

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

Athletes have been fictional characters in movies but rarely have they been filmmakers themselves. But Kobe Bryant, the great US basketball star, did just that.

In 2017, he made a short film called *Dear Basketball*. The film features a script based on a poem written by Bryant in 2015, a year before he retired. When asked to come onto the stage and accept an Oscar for the movie at the 2017 Academy Awards, Bryant commented, "As basketball players, we're really supposed to shut up and dribble ... I'm glad we do a little bit more than that."

- 2.
- (1) Have students read each sentence and the options of A, B and C and work out the meanings of the same word respectively.
  - (2) Have students circle the option where the underlined word has the same meaning as the word in bold in each sentence.
  - (3) Call on a few students to share their answers and check answers in class.
- 3.
- (1) Have students read each pair of sentences and figure out the word by analysing how it functions both in terms of meaning and grammar.
  - (2) Have students fill in the blanks with the proper forms of the words to complete the sentences.
  - (3) Call on a few students to share their answers and check answers in class.
  - (4) If time permits, have students work in pairs and make sentences with polysemy. Then have some pairs share their sentences with the class and encourage the “audience” to guess the meanings of the same word in the sentences. Make comments on students’ work.

Suggested Activities 见 pages T66f–T66h.

## Grammar in Use

### 教学内容与要求

- 能掌握动词 -ing/-ed 形式作状语的形式、意义和用法；
- 能在语篇中识别、理解和使用动词 -ing/-ed 形式用作句子的状语；
- 能根据表达的需要运用恰当的动词 -ing/-ed 形式作状语。

### 教学建议

I

1. Guide students to read the given passage, study the Grammar Highlights section and understand the meaning and usage of -ing/-ed forms as adverbials.
2. Have students read the examples in Grammar Highlights and familiarise them with the meaning and usage of -ing /-ed forms as adverbials.
3. Encourage students to use the conjunctions and prepositions in Grammar Highlights to make more sentences with -ing /-ed forms as adverbials. Remind them that when can be used as an adverbial to indicate both time and condition.

### 参考答案

I

All the underlined words are used as adverbials (An adverbial is a word, phrase or clause that performs the function of an adverb) in the passage.

## 教学建议

II

1. Have students read the passage and help them understand it by asking some questions, which can also serve as scaffolding for learning -ing/-ed forms as adverbials.

For example:

Q1: How does the world show its love for sports?

A: It makes sportspeople great subjects for cinema stories.

Q2: To what question would people answer, the former England player David Beckham?

A: If they were asked who is the most famous football player.

Q3: What was a clever move by the makers of *Bend It like Beckham* (2002)?

A: Putting Beckham's name in the title of their movie.

Q4: What is the main character of the film called?

A: She is called Jesminder "Jess" Bharma.

Q5: Where does Jess live?

A: She lives in London.

Q6: Did Jess know it would upset her parents when she decided to play football with the boys in the local park?

A: Yes, she did.

Q7: What was Jess faced with when she played the game and led the team to victory?

A: She was faced with opposition (from her family).

2. Have students fill in each blank with the appropriate form of the verb given. Ask them to find the implied subject of each action.
3. Have students circle the -ing/-ed forms used as adverbials and check answers in class.

Suggested Activities 见 pages T66h–T66k.

During the animation, we're shown images from Bryant's past. We see an animated Bryant when he was still a boy. He was playing basketball games, using a rolled-up sock as a ball. And we see him for real on the court, shooting a basketball into the basket. This short movie is all about Bryant looking back over his life and career, and remembering it all with great fondness.

The love for basketball Bryant shows in the film will be recognised by players and fans everywhere. They will see it as not only a movie about a beloved player, but also a love story about the game they enjoy so much as well.

## Grammar Highlights

The *-ing* and *-ed* forms of a verb can be used as adverbials to indicate time, cause, condition, concession, means, result, purpose, or attendant circumstances.

Notes:

(1) The *-ing* form can be used after conjunctions and prepositions, such as

*when, while, before, after, on, without and instead of*. For example:

*I hurt my ankle while playing tennis in my navy-blue jeans.*

(2) The *-ed* form can be used after conjunctions such as *when, if, unless* and *although*.

For example:

*Although disappointed, the coach sees benefits to playing tough competition.*

(3) The implied subject of an *-ing* or *-ed* clause is usually the subject of the main clause.



## II. Read the passage and fill in each blank with the appropriate form of the verb given in brackets. Then circle the *-ing/-ed* forms used as adverbials.

The movies that people grow to love are the ones that connect with their lives. The world loves sports, 1 *making* (make) sportspeople great subjects for cinema stories. Football is one of the most popular sports in the world, and, if 2 *asked* (ask) about who is the most famous football player, people would probably choose the former England player David Beckham. That's why 3 *putting* (put) Beckham's name in the title of their movie was a clever move by the makers of *Bend It like Beckham* (2002).

The main character of the film is a British Indian girl 4 *called* (call) Jesminder "Jess" Bharma. 5 *Living* (live) in London, Jess loves football. However, Jess's family members are very traditional. In her family, it's fine for a girl 6 *to watch* (watch) football on TV, but it's unacceptable for her 7 *to play* (play) the game herself. 8 *Knowing* (know) it would upset her parents, Jess decides to play football with the boys in the local park. And when Jess 9 *joins* (join) a local young women's football team, her parents' disappointment turns to anger. Yet, 10 *faced* (face) with this opposition, Jess does well in the team and leads them to victory.

# Listening and Viewing

音频文本见 page T66b



## Leo's Wushu Dream (Interview)

I. How much do you know about *wushu*? How do you view it as a sport? Share what you know and your views with your partner(s). *Answers may vary.*

II. Listen to the interview and write down the questions the interviewer raises.

**Question 1:** What is wushu?

**Question 2:** How long have you been practising wushu, and what aroused your interest?

**Question 3:** What are your greatest achievements?

**Question 4:** What are your goals for the future?

III. Listen again. While you listen, take notes and summarise Leo's answers to the questions.

Question	Answer
1	<ul style="list-style-type: none"><li>Generally, (1) <u>Chinese martial arts</u> or kung fu</li><li>Competitive <i>wushu</i>: athletes (2) <u>performing routines</u>, judges giving points</li></ul>
2	<ul style="list-style-type: none"><li>I've been training for about (3) <u>7 years</u> now.</li><li>I first got into the sport by watching Chinese kung fu movies, admiring the (4) <u>great stars</u> like Bruce Lee.</li></ul>
3	<ul style="list-style-type: none"><li>I have won (5) <u>quite a few medals</u> at various different international championships for the Finnish team.</li><li>I won (6) <u>two silver medals</u> from last year's European Championships.</li></ul>
4	<ul style="list-style-type: none"><li>I want to go as far as I can with <i>wushu</i> competitions (European Championships, World Championships and the (7) <u>Olympics</u> — if <i>wushu</i> is (8) <u>included</u>).</li><li>I have to be realistic:<ul style="list-style-type: none"><li>The top-level competitors from China and the other (9) <u>East Asian countries</u> are all professionals training (10) <u>between 6 and 8 hours</u> a day.</li><li>We need the funding in Finland.</li></ul></li></ul>

IV. If you were the interviewer, what other questions would you like to ask? Make a list.

*Answers may vary.*



# Listening and Viewing

## 教学内容与要求

### Listening

- 能掌握访谈类对话的语篇结构和语言特点，借助访谈的问答话轮，分析访谈语篇的情景语境，判断访谈者和被访谈者之间的人物关系及访谈意图；
- 能在听的过程中，有选择地记录所需信息，获取访谈大意以及主要事实、信息和观点；
- 能根据重音、语调、节奏等的变化感知说话人的意图和态度，能根据话语中的重复、解释、停顿等现象理解话语的意义。

## 背景介绍

### Leo's Wushu Dream (Interview)

The audio is an interview between a sports reporter and Leo, a high school student from Finland, who is also on the Finnish national wushu team. The reporter asks questions about Leo's experiences, achievements and future goals in practising wushu.

## 教学建议

I

1. Get students to look at the title and predict what the audio is mainly about.
2. Have students work in pairs or in groups and share what they know and their opinions about wushu.
3. Call on a few students to share their (group) views in class.
4. Make comments on students' work.

II

1. Have students listen to the audio and write down the questions the interviewer raises.
2. Ask students to peer-check their answers.

III

1. Play the audio for a second time and have students fill in the blanks. Remind them to pay attention to details and collect key information.
2. Ask students some questions related to details. For example, ask students what "routines" refers to and encourage them to name some routines wushu athletes should perform, or ask for their understanding of "the dual event", etc.

#### Reference answers:

Routines refer to a series of movements. For wushu athletes, individual routines are what they create with the aid of their coach while following certain rules for difficulty, a number of acrobatic moves, etc. The dual event is an event in which there is some form of sparring with weapons, or without weapons or even using bare hands against weapons.

IV

1. Get students to work in groups of four. Encourage group members to elect one as group leader.
2. Have students discuss in groups and write down other questions they would like to ask if they were the interviewer and make a list.
3. Have group leaders share the list of questions of their group.

#### Reference answers:

- What's your most unforgettable match?
- What qualities do you think a wushu athlete should have?
- What would you say to those who want to become a wushu athlete one day?

Suggested Activities 见 page T66k.

## 教学内容与要求

### Viewing

- 能根据相关任务综合出视频中由运动员及观众的表情和肢体语言等所传达的信息;
- 能依据任务筛选视频中由多模态资源所传递的信息，获取解说员提供的背景信息，并通过比较、分析和推断获得其主要观点。

## 背景介绍

### A Gold Medal Match (Sports commentary)

This video is an authentic sports commentary about the women's volleyball gold medal match between China and Serbia at the Rio 2016 Olympic Games. China defeated Serbia and won the gold medal. The commentator briefly reviews the progress and scores of the match and provides some background information about the overall game.

## 教学建议

### I

- Have students share what they know about volleyball and the Chinese women's volleyball team. If they have difficulty, provide them with some statements and let them decide whether the statements are true or false. (You can refer to Option 1 on page T66k.)
- Introduce the title of the video to students. Have them guess what a sports commentary is. Or you can have students create a mind map and brainstorm ideas. (You can refer to Option 2 on pages T66k–T66l.)
- Play the video in silent mode and get students to guess what the video is about and what the result might be.

### II

- Play the complete video in normal mode and get students to check their guesses.
- Have students work in pairs or in groups and summarise what they have seen. If your students have used a mind map in Activity I, ask them to use it again to help with the summary.

### III

- Play the complete video again and ask students to answer the questions.
- Get students to check answers with their partners. Play the specific part of the video for them if necessary.

### IV

- Have students discuss the questions in groups. Remind them to explain their ideas plainly, logically and convincingly.
- Have some groups share their answers in class and make comments on students' work.

Suggested Activities 见 pages T66k–T66l.

## 参考答案

### II Reference answer:

This video presents the highlights/climax of the women's volleyball gold medal match between China and Serbia at the Rio 2016 Olympic Games. China defeated Serbia and won the gold medal.

### IV Reference answer:

I like watching live basketball matches because the basketball players display strong mental focus, quick reaction and extreme commitment as they compete. Every time I watch a match, I am excited, sitting on the edge of the seat and cheering as my idols come to the court. Not only will I witness their undeniable talent and efforts, but I will also see the proof that basketball has a huge and dedicated fan base.

Culture Link 板块教学建议等见 page T66a.

Suggested Activities for Culture Link 见 page T66p.



## A Gold Medal Match (Sports commentary)

视频文本见 page T66c

- I. What do you know about the Chinese Women's volleyball team? Watch the video in silent mode for 15 seconds. Guess what the video is about and what the result might be. *Answers may vary.*

- II. Watch the complete video and check if your guess was correct. Then summarise what you have seen.



- III. Watch again and answer the questions.

- How many Olympic volleyball medals had the Serbian women's team won before this match? *None.*
- A player hit the winning shot for the gold medal point. Which number does she wear? *12.*
- When was the last time the Chinese women's volleyball team won an Olympic volleyball title? *In the Athens 2004 Olympic Games. / In 2004.*
- When this match had concluded, which teams had won which medals? *The USA took the bronze medal, Serbia won silver and China won gold.*
- How do you think the players might feel on the court? How about the spectators? And the commentator? *Players: tense, focused/concentrated, determined, stressed, alert; (some) frustrated, aggressive, agitated  
Spectators: excited, thrilled, anxious, emotional, interested  
Commentator: passionate*
- What types of sporting spirit did the players demonstrate in the match? *It was the unyielding (or indomitable, tenacious) fighting spirit that the players (or team) demonstrated in the match. They fought for the glory of their motherland through united and coordinated efforts.*

- IV. What kinds of sports do you like watching live? Why? How do you usually feel as you watch? *Answers may vary.*

### Culture Link

#### Traditional Chinese Sports



China has developed many different types of sports. **Cuju**, a game played by the ancient Chinese since the Spring and Autumn period (771 – 476BCE), is considered the earliest form of football; **Archery**, which dates back to over 3,000 years ago, was a gentleman's sport; **Wrestling**, the game of strength and technique, emerged as a sport among ancient tribes and was popularised by Emperor Qin Shi Huang over 2,200 years ago. Other sports such as **martial arts** or **wushu**, **Taijiquan** and **acrobatics** are famed as "Chinese national treasures" and enjoy a reputation worldwide. There are also popular games and contests such as **tug-of-war** and **dragon boat racing**, making Chinese sports a treasure house worthy of exploration.

# Moving Forward

## A “Letter to a Sport”

### I. Speaking: Conducting a sports interview

The school sports club is looking for new members, and new candidates will be interviewed. Practise the interviews with a partner, where one of you plays the role of the candidate. Follow the steps and take turns being the interviewer and the interviewee. Use the cue card to raise questions and complete it with your partner’s answers.

**Step 1** Ask your partner why he/she wants to join the club.

**Step 2** Ask questions about his/her favourite sports to play or watch.

**Step 3** Use more questions to find out about his/her experience with a particular sport.

**Step 4** Find out your partner’s attitudes towards sports.

### CUE CARD

Interviewer: \_\_\_\_\_ Interviewee: \_\_\_\_\_

• Favourite sport(s): \_\_\_\_\_

• One in particular: \_\_\_\_\_

• Purpose in participating in the sport: \_\_\_\_\_

• Years of practising/playing/getting involved in the sport: \_\_\_\_\_

• Who first introduced you to the sport: \_\_\_\_\_

• Experiences at different stages: \_\_\_\_\_  
\_\_\_\_\_

• Gains from the sport: \_\_\_\_\_

• Losses from the sport: \_\_\_\_\_

• Attitudes towards sports: \_\_\_\_\_

### Speaking Strategy

#### Asking for and giving clarification

If you are not sure you have understood something, seek clarification from the speaker. The following expressions are polite ways to ask for clarification.

- *I'm not quite sure I understand what you said.*
- *When you said ..., what did you mean?*
- *Could you repeat ...?*
- *Could you give me an example?*

To clarify, the speaker can summarise or give examples to help the listener understand. The following expressions are often used in giving clarification.

- *Let me put it in another way ...*
- *To put it differently ...*
- *Sorry, let me explain ...*
- *In other words ...*

# Moving Forward

## 教学内容与要求

- 能和同学就参与体育运动的经历、体会和态度模拟开展访谈；
- 能借助重音、语调、节奏等的变化表达兴趣、意义、意图和态度等；
- 能根据交际场合和交际对象选择恰当的语言进行采访或交谈，陈述个人的经历、感想与观点；
- 能运用得体的语言回应对方的观点或表达的意向，进行插话、打断或结束交谈；
- 能准确使用时间指示词，按照时间顺序，清楚地描述事件的过程；
- 能围绕自己参加的某项体育运动的心路历程写一封 70—90 词的书信。

## 教学建议

### I. Speaking:

In this section, introduce “Speaking Strategy: Asking for and giving clarification” to students. Let students know both how to seek clarification from the speaker and how to help the listener understand by using proper expressions to summarise or give examples.

#### Before-speaking

- Have students brainstorm what makes a good interview.

#### Reference answers:

an appropriate topic;	sincere and relevant answers;
short and explicit questions;	a relaxing environment;

...

- List all the elements on the blackboard and encourage students to decide the sequence of their importance from the most important to the least, or vice versa.

#### While-speaking

- Ask students to read the directions and make sure that they know what their task is.
- Conduct an interview with a student as a demo or direct two students to give a demo so that the other students can follow the example in the next step.
- Remind students to pay attention to the speaking strategy and ask them to employ one or two commonly used expressions to seek or give clarification in the interview, e.g. “I’m not quite sure I understand what you said.”
- Have students work in pairs. One student acts as an interviewer and the other an interviewee. Then have them exchange their roles.

#### After-speaking

- Call on one or two pairs to perform their interviews before the class and make comments on their performance.
- Encourage students to comment on peer performances and guide them to reflect on what makes an effective interview.

## II. Writing:

In this section, introduce “Writing Strategy: Writing in chronological order” to students. Guide students to learn to organise actions or events in chronological order or time order when writing a story.

### Before-writing

1. Guide students to read the directions and make sure that they know what they are to write.
2. Explain the writing strategy **writing in chronological order** to students. If possible, show them the basic patterns of this type of writing by analysing an example.

### Example passage:

Michael Jordan was a member of the Tar Heels’ national championship team in 1982. Jordan joined the Bulls in 1984 as the third overall draft pick. He quickly emerged as a league star and entertained crowds with his prolific scoring, gaining a reputation for being one of the best offensive players in basketball. In 1991, he won his first NBA championship with the Bulls, and followed that achievement with titles in 1992 and 1993, securing a “three-peat”. Although Jordan abruptly retired from basketball before the beginning of the 1993–94 NBA season, and started a new career in Minor League Baseball, he returned to the Bulls in March 1995 and led them to three additional championships in 1996, 1997 and 1998. Jordan retired for a second time in January 1999, but returned for two more NBA seasons from 2001 to 2003 as a member of the Wizards.

### While-writing

1. Ask students to study their cue cards and decide on what they will include in their writing.
2. Have them reflect on their experiences with the sport they like or dislike and use a timeline to organise thoughts.
3. Guide students to organise thoughts about how their relationship with the sport has developed over the years while referring to the timeline.
4. You can take one student’s cue card as an example.
5. Give students enough time to refine their ideas and write a letter.

### After-writing

1. Ask students to do self-evaluation using the checklist.

Writing task: My experiences with a sport			
Item	3 points (Excellent)	2 points (Average)	1 point (Poor)
The passage is in chronological order.			
The passage is well-organised.			
There is a good choice of words or phrases.			
There are different sentence patterns.			
There are few grammatical mistakes.			
Total score			

2. Make comments on students’ work.  
(Answers may vary.)

Suggested Activities 见 pages T66l–T66m.



## II. Writing: Writing about your experiences with a sport

Write a “letter to a sport.” It can be a sport you like or dislike. Explain your feelings towards it by recalling your experiences with the sport.

### Writing Strategy

#### Writing in chronological order

Chronological order, or time order, is a method of organisation in which actions or events are presented as they occur or occurred in time.

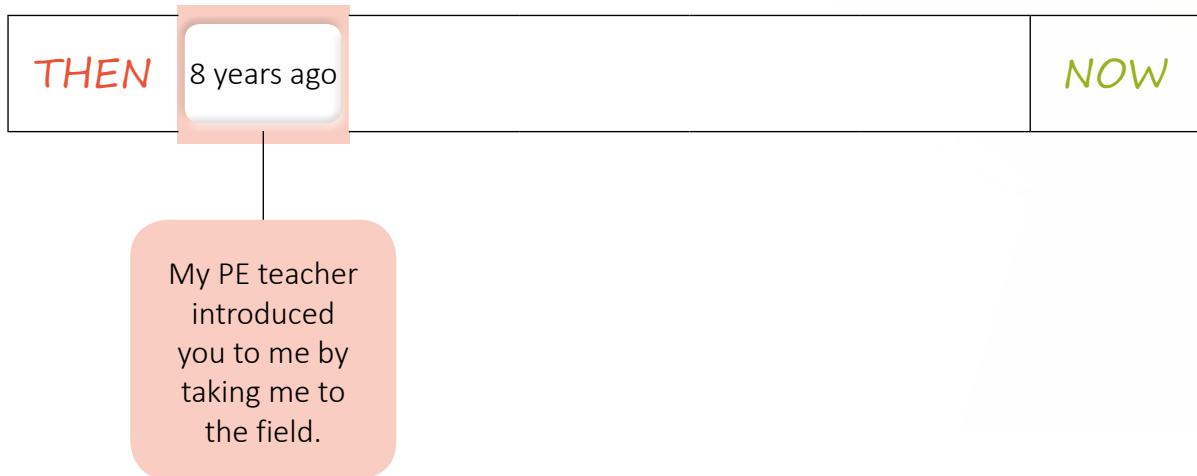
By simply telling a story as it happened, chronological order differs from other organisational styles in that it is fixed according to the timeline of events.

Stories can also be written backwards, i.e., in reverse chronological order.

**Step 1** Study the cue card your partner has helped you complete in the interview.

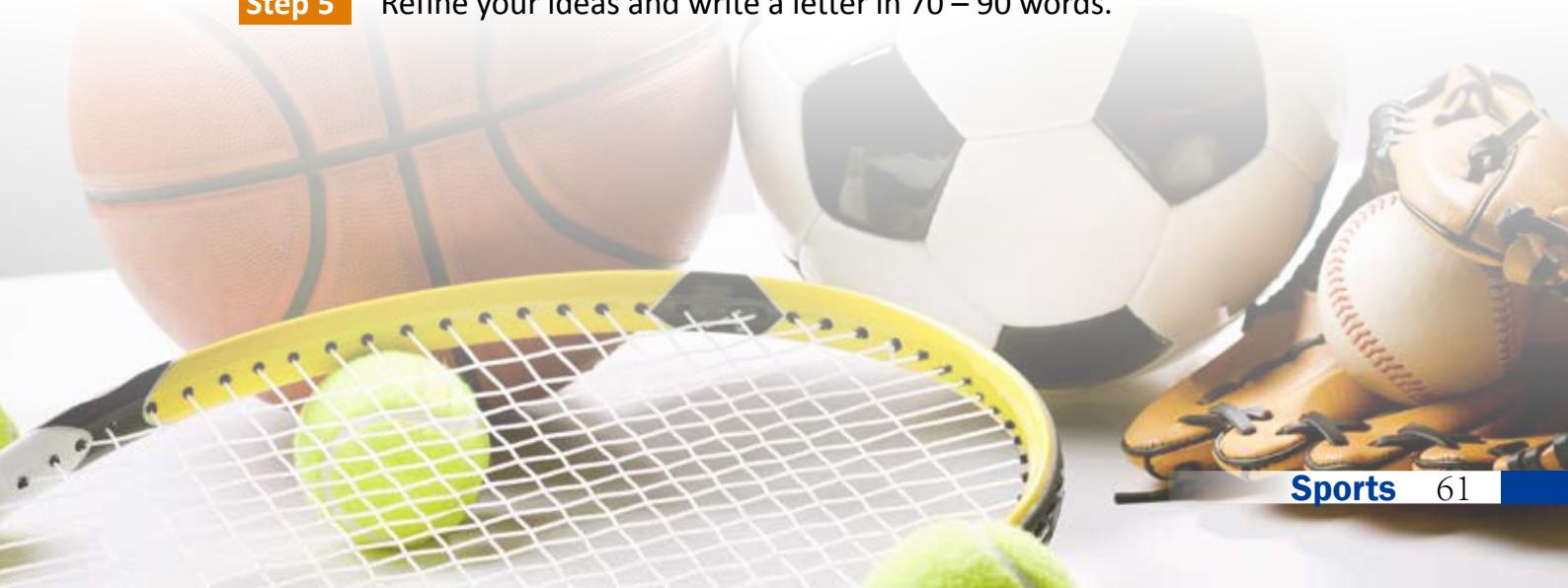
**Step 2** Reflect on your experiences with the sport you like.

**Step 3** Use a timeline to organise your thoughts. Mark the timeline with time indicators (e.g. X years ago; in 2016) and fill in the major events or significant feelings. (You can refer to Reading A.)



**Step 4** Organise your thoughts about how your relationship with the sport has developed over the years while referring to your timeline.

**Step 5** Refine your ideas and write a letter in 70 – 90 words.



## Reading B

### Excerpt from *BEND IT LIKE BECKHAM*<sup>1</sup>



The match was nearly over and I was almost on my last legs, when I saw a chance. I picked the ball up from Sally and headed for the German penalty area.

5 "Jess!" I could hear Jules shouting as she ran alongside me. "Pass!"

I glanced up and hit the ball forward into space. Jules ran on to it, picked it up and hit the ball into the net. It was just as 10 good as Beckham's last-minute goal against Germany. I almost collapsed with relief.

15 Jules ran into me and I jumped on her, followed by the rest of the team. We were all screaming with joy. The referee had to break it up and hurry us back to the centre circle, but two minutes after we kicked off, he blew the whistle for full-time. A draw.

"Penalties," Jules said, with a wide smile on her face.

20 Although it wasn't usual to finish a friendly with penalties, both sides had decided that it would be a nice idea. Now, with my legs shaking dangerously, I wasn't so sure. Joe came on to the pitch to give 25 us a quick pep talk. Maybe he wouldn't choose me.

30 "OK, Jules, you go first," Joe said. "Then Mel, Tina, Hannah and —" he turned to me — Jess." I tried not to look relieved that I was last. With any luck I wouldn't have to take my turn, if the match was decided before that.

35 The Germans went first and scored. So did Jules, with a cracking shot that nearly broke through the net. The Germans scored again. So did Mel. After a third German goal, Tina was looking nervous, but she was lucky because her shot went in off the post<sup>2</sup>.

40 My stomach was turning over and over as Hannah stepped up to take our fourth penalty. The Germans hadn't missed one yet. If Hannah scored, it would be all down to the last German penalty-taker — and me.

Hannah sent the goalkeeper the wrong 45 way and rolled the ball smoothly into the left-hand corner of the net. I tried to take deep breaths to calm myself down. If the next German player scored, I'd have to take my turn. I closed my eyes, willing her to fail.

50 A loud roar around the stadium told me that she'd scored. The referee signalled me to come over and with heavy steps I walked over to place the ball on the spot. I was incredibly tired and my legs felt like they were 55 made of lead. Behind me I could hear the girls yelling encouragement.

56 "Come on, Jess!" That was Jules. "You can do this." I made a superhuman effort and ran towards the ball, but even as I hit it, I knew it wasn't right. I groaned as the ball 60 hit the crossbar and bounced away into the crowd. Now I knew exactly how those players who'd missed penalties felt. Like someone had grabbed hold of my insides and 65 ripped them out. Gutted, in other words.

#### Notes

1. *Bend It like Beckham* is a novel based on a popular film. It tells the story of an 18-year-old British Indian girl, Jess, who loves football and dreams of becoming a professional footballer. In this section, Jess's team is playing a game against a team from Germany.

2. In football, "off the post" is when the ball hits the post before entering the goal, or it hits the post and rebounds.

## Reading B

### 教学内容与要求

- 能掌握按照时间顺序展开的记叙文（小说节选）的主要文体特征，即以第一人称为叙述视角，记叙一场足球赛事的进展和描述主人翁的情绪变化；
- 能理解语篇中体育赛事跌宕起伏的情节发展，把握语篇中主要事件的来龙去脉，并体会竞技体育运动带给参与者的积极和消极影响；
- 能理解语篇中显性或隐性的逻辑关系，并根据上下文线索推断词语的意义；
- 能进一步了解足球这项英美等国家的主流体育运动，感悟中外体育精神的共同诉求。

### 语篇分析

本文的语篇类型是记叙文，是一篇根据电影改编的小说节选。语篇内容从印度裔英国女孩 Jess 的视角，用第一人称记叙了一场足球赛事的进程，以及随着赛程的推进，Jess 跌宕起伏的心理变化。语篇结构以比赛进程为线索，开篇叙述时比赛即进入尾声，Jess 助力队友射入一球，比赛打平；中间主要描述点球大战的过程，随着每一记点球的入网，Jess 的情绪愈发紧张，轮到她发最后一记点球的时候，她的紧张情绪达到了顶峰；最后由于 Jess 将球射偏，导致自己球队比赛失利，Jess 的心情低落至谷底。语言特征体现为用主人翁的口吻记叙，多对话和简短的口语表达，以自然、非正式的语言渲染比赛的紧张进程，勾勒人物的情绪变化。语篇的主题意义是通过描述一名崇拜球星贝克汉姆的印度裔英国女孩在一场足球比赛中的心理变化，让学生感受参加体育运动的得与失，帮助学生正确认识竞技体育，引导学生以平和的心态对待体育运动。

### 背景介绍

*Bend It like Beckham* is a novel based on a popular film. It tells a story of an 18-year-old British Indian girl, Jess, who loves football and dreams to become a professional footballer. In this section, Jess's team is playing a game against a team from Germany.

### 难句注释

- With any luck I wouldn't have to take my turn, if the match was decided before that. (lines 30–32)  
整句意为“如果运气好，比赛的胜负提前揭晓，我根本不用上场。”
- Like someone had grabbed hold of my insides and ripped them out. Gutted, in other words. (lines 63–65)  
本句中的 gutted 意为“极度失望的”。整句意为“就像有人揪住了我的五脏六腑，全掏出来一样。换句话说，感觉糟透了。”

## 词汇分类

识别词汇 1: draw, yell, bounce

2: scream, roar, incredibly

运用词汇（必修）：relief, roll, calm, spot

常用词组：kick off, break through, turn over

## 词汇释义

### • relief (line 11)

n. the feeling of happiness that you have when sth unpleasant stops or does not happen (不快过后的) 宽慰，轻松；解脱

**We all breathed a sigh of relief when he left.**

他离开时，我们都松了口气。

to our great relief/much to our relief 令我们十分宽慰的是

sigh with relief 松了一口气

relieve v. 使减轻；使解除（痛苦、忧愁）

relieved adj. 宽心的；宽慰的

winner of a prize or the teams who play each other in a competition, usually by taking pieces of paper, etc out of a container without being able to see what is written on them 抽彩；抽奖；抽签

**The draw for the raffle takes place on Saturday.** 抽奖活动在星期六举行。

### • scream (line 14)

v. to give a loud, high cry because you are hurt, frightened, excited, etc (因伤痛、害怕、激动等) 尖叫

**When hearing the exciting news, he covered his mouth to stop himself from screaming.**

当他听到这个激动人心的消息时，他捂住了自己的嘴，不让自己叫出声来。

n. a loud high cry made by sb who is hurt, frightened, excited, etc 尖叫；刺耳的声音

**He drove off with a scream of tyres.** 他把车开走了，轮胎发出刺耳的“吱吱”声。

### • break through (line 35)

冲破；突破

**The sun broke through at last in the afternoon.** 下午太阳终于拨云而出。

### • turn over (line 39)

翻转

**The smell made my stomach turn over.** 这气味让我反胃。

### • roll (line 45)

v. to turn over and over and move in a particular direction; to make a round object do this (使) 翻滚，滚动

**Tears slowly rolled down her cheeks.** 泪水从她脸上慢慢地滑落下来。

v. to turn over to face a different direction; to make sb/sth do this (使) 翻身，翻转

**I rolled the baby over onto its stomach.** 我给婴儿翻了个身，让他（她）趴着。

n. a long piece of paper, cloth, film, etc that has been wrapped around itself or a tube several times so that it forms the shape of a tube (纸、布料、胶卷等的) 一卷

**Wallpaper is sold in rolls.** 壁纸按卷销售。

call/take the roll 点名

be on a roll 连连取得成功；连交好运

### • kick off (line 16)

(会议、活动) 开始；(足球比赛) 开球

**The match kicks off at noon.** 比赛中午开始。

### • draw (line 17)

n. a game in which both teams or players finish with the same number of points 平局；和局；不分胜负

**The match ended in a two-all draw.** 比赛以二平结束。

n. the act of choosing sth, for example the

### • calm (line 47)

v. to make sb/sth become quiet and more relaxed, especially after strong emotion or excitement 使平静；使镇静

**When he gets upset, he will take a few deep breaths to calm himself down.** 心烦时，他会深深地吸几口气以使自己平静下来。

adj. not excited, nervous or upset 镇静的；沉着的

**If you are lost in the mountains, keep calm in the face of darkness and loneliness.** 如果在深山中迷路了，面对黑暗和孤独要保持镇静。

adj. a sea, lake that is calm/smooth has only gentle waves (海洋、湖泊) 平静的，风平浪静的

**The weather is fine and the sea is calm.** 天气很好，海面很平静。

calmly adv. 平静地，镇静地

a historic spot 名胜古迹

a scenic spot 风景胜地

on the spot 在现场；当场

v. to see or notice a person or thing, especially suddenly or when it is not easy to do so 看见；看出；注意到；发现

**Can you spot the difference between these two pictures?** 你能看出这两幅画有什么不同吗？

spotted adj. 有斑点的，有污迹的

### • incredibly (lines 53–54)

adv. in a way that is very difficult to believe 令人难以置信

**Incredibly, she had no idea what was going on.** 令人难以置信，她当时对发生的事一无所知。

incredible adj. 令人难以置信的

### • yell (line 56)

v. to shout loudly, for example because you are angry, excited, frightened or in pain 喊叫；大喊；吼叫

**We yelled with excitement when we heard the news that our team won.** 听到我们队获胜的消息时，我们兴奋地叫起来。

### • bounce (line 61)

v. if sth bounces or you bounce it, it moves quickly away from a surface it has just hit or you make it do this (使) 弹起，弹跳；反射

**The ball bounced twice before he could reach it.** 球弹了两下，他才接住。

**She bounced the ball against the wall.** 她对着墙打球。

### • roar (line 50)

n. a loud deep sound made by an animal or by sb's voice 咆哮；吼叫

**His speech was greeted by a roar of applause.** 他的讲话引来了雷鸣般的掌声。

v. to make a very loud, deep sound 吼叫；咆哮

**The engine roared to life.** 发动机隆隆启动。

roar with laughter 放声大笑

### • spot (line 53)

n. a particular area or place 地点；场所；处所

**This quiet seaside town is their favourite wintering spot.** 这座静谧的海滨市镇是他们最喜爱的过冬地点。

a tourist spot 旅游景点

## Comprehension Plus

### 教学建议

- I
1. Have students read the questions and get to know what they should focus on before they start reading.
  2. Ask students to read the text and underline relevant information in the text.
  3. Call on students to answer the questions and give their reasons.
  4. Give brief feedback to students' answers.
- II
1. Ask students to read the text again and find out how Jess feels at each stage of the game. Remind them to underline the words and phrases in the text. Then have students complete the table with these words and phrases.
  2. Check answers in class and have students share the clues they've underlined in the text.
  3. Make comments on students' work.

Suggested Activities 见 pages T66m–T66o.

### 参考答案

- I
1. The Germans won in the end by scoring all the penalties, one more goal than Jess's team.  
OR The Germans won in the end by scoring all the penalties, while Jess missed one for her team.
  2. The word “friendly” means a friendly match. A friendly is not part of a serious competition but is played for fun or to practise skills.
  3. Joe is the coach of Jess's team. Because he came on to the pitch before the penalties to give the players a pep talk, and he also decided on the players and their order to take the penalties.

## Critical Thinking

### 教学内容与要求

- 能根据提示整合、提炼本单元语篇中的主要信息；
- 能展开对比分析，有理有据地表达自己的观点。

### 教学建议

- I
1. Get students to have a quick review of the four texts in the unit and ask them some reflective questions:
    - (1) What can you learn from these athletes' experiences?
    - (2) What have they gained from doing sports?
    - (3) What problems have they encountered while doing sports?
  2. Have students work in groups of four and analyse the advantages and disadvantages of doing a sport, and have them give evidence that supports their analysis.
  3. Have students complete the T-chart after group discussion.
  4. If time permits, ask some groups to present their T-charts in class and ask other students to comment on their work.
- II
- Call on students to share what they think about sports in their life based on the T-chart. Encourage them to reflect on whether their writing about their experiences with a sport carries such messages.

Suggested Activities 见 page T66o.

## ● Comprehension Plus

### I. Answer the questions.

- Which team won the match in the end? How?
- What does “friendly” (line 21) mean in this story?
- Who is Joe? How do you know?

### II. Complete the table with words and phrases from the text that indicate Jess’s feelings at each stage of the game. Use some adjectives to describe her feelings.

Stage	Feeling indicator	Feeling
1. when the match was nearly over	I was almost <u>on my last legs</u> .	<i>exhausted</i>
2. after Jess assisted Jules to score the goal	I almost collapsed with <u>relief</u> . We were all <u>screaming with joy</u> .	<i>relieved joyous</i>
3. before the penalties	I <u>wasn't so sure</u> .	<i>unsure</i>
4. when she was picked to take the last penalty	I <u>tried not to look relieved</u> that I was last.	<i>relieved</i>
5. when Hannah stepped up to take “our” fourth penalty	<u>My stomach was turning over and over</u> .	<i>nervous</i>
6. when Hannah scored the fourth penalty	I <u>tried to take deep breaths to calm myself down</u> .	<i>nervous</i>
7. before the last penalty taker on the German side kicked the ball	I <u>closed my eyes</u> , willing her to fail.	<i>very nervous</i>
8. when Jess was about to take her penalty	... with <u>heavy steps</u> I walked over to place the ball on the spot. I was <u>incredibly tired</u> , and <u>my legs felt like they were made of lead</u> .	<i>not confident and exhausted</i>
9. when Jess missed the goal and her team lost the game	I <u>groaned</u> . Like someone had grabbed hold of my insides and ripped them out. <u>Gutted</u> , in other words.	<i>disappointed upset</i>

## Critical Thinking

Analysing advantages and disadvantages

- I. What do the experiences of Michael Jordan (in Reading A), Leo (in Listening), Jess (in Reading B) and the women volleyball players (in Viewing) tell us? What have they gained from doing sports? What have sports cost them? Analyse the advantages and disadvantages of doing a sport by using a T-chart (see below). Explain your analysis to a partner.

Advantage	Disadvantage
<i>challenge</i> <i>fulfilment</i> <i>joy/fun</i> <i>excitement</i> <i>physical fitness</i> <i>friendship</i> <i>...</i>	<i>determination</i> <i>perseverance</i> <i>learning</i> <i>concentration</i> <i>...</i>

- II. Based on the above analysis, what do you think about sports in your life? Does your letter to your sport carry such messages? *Answers may vary.*

## Further Exploration

### Promoting a sports game in school

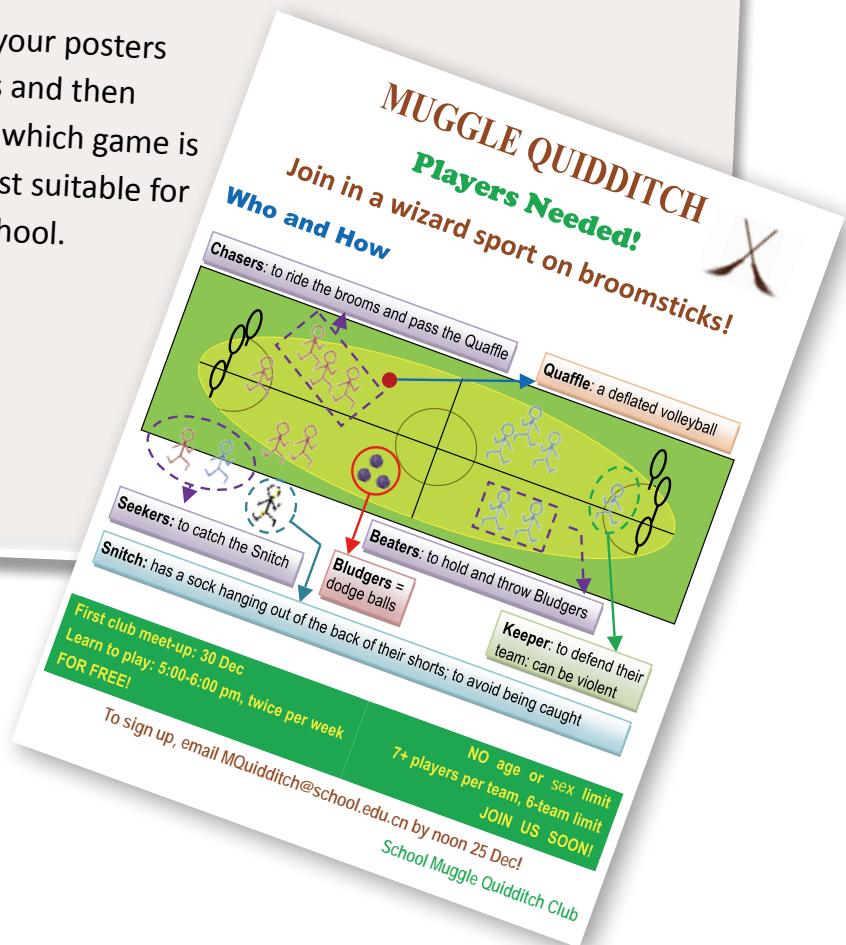
Work in groups and design a poster to promote a sports game in your school.

**Step 1** Do some research on a sports game. It could be a popular game, such as basketball. Or it could be a new kind of game, such as Muggle Quidditch adapted from the *Harry Potter* series. Study the rules and matches of the sport you choose.

**Step 2** Read reports and comments on this game and analyse its advantages to players.

**Step 3** Find a way to encourage people to take part in the game in a poster presentation to the class. Your poster should include the name of the game, its basic rules and its advantages. An example poster is given.

**Step 4** Share your posters in class and then decide which game is the most suitable for your school.



# Further Exploration

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## 教学内容与要求

- 能通过对某一项体育运动的探究性学习，设计海报，推广该项体育运动；
- 能分享该项体育运动的基本规则、优势以及作为校园体育运动项目的适切性。

## 教学建议

### Steps 1 & 2

1. Ask students to brainstorm different sports.
2. Divide the class into groups and decide on their sports game which they will promote.
3. Explain to students that they need to conduct research on their sport's rules and some of its famous matches. Remind students that each of them should be responsible for at least one part and finish their research in 2–3 days and that group members should meet again to read relevant news reports and comments on the game and analyse its advantages to players.

### Step 3

1. Present an example poster to students. Have students follow the example to design a poster for their game which should include the name of the game, the rules and the benefits to players.
2. Call on each group to present their poster in front of the class. Remind students to pay attention to the fluency of their presentation and the use of proper body language.

### Step 4

1. Encourage students to consider which game is the most suitable for their school in terms of space, time, facilities, etc and have a vote.
2. Showcase each group's poster on the display board in the classroom.

Suggested Activities 见 page T66p.

# Self-assessment

## 教学内容与要求

- 通过核查与反思，确认本单元目标的达成情况；
- 通过计划与调控，提升自主学习能力，提高学习效果。

## 教学建议

### Step 1: Check

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

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

### Step 2: Reflect

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

Guide students to think of the problems or difficulties they have encountered when doing the other activities. Analyse possible causes of these problems or difficulties.

### Step 3: Plan

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

## 范例 (Answers may vary.)

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

A. Understanding feelings about and attitudes towards certain sports

I am crazy about sports, so it's easy for me to put myself in the writers' shoes, identifying with their experiences and understanding their feelings. Every time I read the texts in this unit, it seems as if I had a conversation with those who share the same interest with me. I enjoyed every minute of it.

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

D. Thinking critically about the advantages and disadvantages of doing sports

I had to analyse all the information about the advantages and disadvantages of doing sports, discriminate between useful and less useful details, and make a reasonable judgment. I also needed to share my conclusion with my group and communicate with them effectively to come up with some coping methods to minimise the disadvantages of doing sports. Fortunately my English teacher gave me a lot of guidance and help. The task was interesting and instructive, but it really took me a lot of time.

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

I will try to get some advice from my teacher and spend some time practising the item of thinking critically about the advantages and disadvantages of doing things with a T-chart.

## Self-assessment

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

- A. Understanding feelings about and attitudes towards certain sports
- B. Conducting a sports interview, raising questions to gather information and answering appropriately
- C. Appreciating the sporting spirit beyond cultural boundaries
- D. Thinking critically about the advantages and disadvantages of doing sports
- E. Summarising the events and development of feelings by following the timeline
- F. Asking for and giving clarifications in a conversation
- G. Writing about your experiences with a sport in chronological order

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

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

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

## Culture Link

### 教学内容与要求

- 能学习并初步运用英语介绍一些中华传统体育运动；
- 能增强传播中华优秀传统文化的意识。

### 教学建议

- If class time is limited, ask students to read the paragraph about “Traditional Chinese sports” after class. Encourage them to find out more information about it.
- If time permits, use visual aids to help students understand what cuju, archery, wrestling, wushu, *Taijiquan*, acrobatics, tug-of-war and dragon boat racing are and how popular they are with the public.

### 补充文化知识

#### *Taijiquan*

*Taijiquan* is a Chinese martial art, which has seen increasing popularity throughout the world in recent years not only for its martial aspects, but for its soothing and beneficial aspects as well. It is a Chinese phrase which can literally be translated into *supreme ultimate fist*. In many ways, *Taijiquan* has a very Taoist tradition which teaches such things as learning to move with the world — both in a literal physical sense in terms of martial self-defence, and in a more abstract meditative sense. Indeed, the core of the practice could be described as simply learning to react appropriately to whatever is offered. This is one reason why many in the modern world consider it a valuable discipline. Practitioners of this discipline usually find that within a relatively short period of time, they are better equipped to handle stressful situations, and find themselves less prone to be caught off balance either physically or mentally.

#### *Wushu*

*Wushu* is a Chinese martial art in which people fight using their hands and feet.

The birth of *wushu* has a close relationship with a couple of factors. The first is hunting in ancient times. Before agriculture, the meat of wild animals was a main food. In hunting, people acquired fighting skills such as kicking and hitting with sticks and fists. Later, with the emergence of private property, people began to make war. They usually fought bare-handedly or with weapons at the risk of their lives, during which they figured out methods of winning, such as *daoshu*, *jianshu* and *qiangshu*. A final factor: thoughts of human harmony with the universe, *yin* and *yang* and the five elements. According to those thoughts, for instance, staying healthy means keeping a balance of *yin* and *yang*. Therefore, people designed various physical exercises and fighting movements based on their understanding of the moving systems of the universe and the actions of certain animals.

As a sport, *wushu* plays a positive role in exploiting the potential of our bodies. It can also help cultivate perseverance and even become the cure of some difficult and complicated cases of illness.

Suggested Activities 见 page T66p.

## Leo's Wushu Dream (Interview)

### Audio 1 (课堂使用)

Leo Koskinen is a high school student from Helsinki, Finland. He's currently studying at the Max Sports School while having a busy schedule of training and competition as a member of the Finnish national wushu team. We talked to Leo about his experiences as a competitive athlete.

**Interviewer: So, Leo, tell us a little bit about wushu. What is it exactly?**

**Leo:** Wushu is a general term for Chinese martial arts. It's what we in the West generally refer to as Kung Fu. In competitive wushu athletes perform **routines** and they are then awarded points by a group of judges. The routines involve quite **gymnastic** movements with a lot of jumps and spins, which are based on martial techniques. Weapons, such as sword and spear, are also used in some of the routines.

**Interviewer: How long have you been practising wushu, and what got you interested in it?**

**Leo:** I've been training for about 7 years now. Like a lot of other people, I first got into the sport by watching Chinese Kung Fu movies, the great stars like Bruce Lee. I dreamt of being able to move like that.

**Interviewer: What have been your greatest achievements?**

**Leo:** During my years in the Finnish team I've won quite a few different medals at various different international championships, but I suppose it's my two silver medals from last year's European Championships that I value the most.

**Interviewer: What are your goals for the future?**

**Leo:** Well obviously, I want to go as far as I can with wushu competitions. That means European Championships, World Championships, and of course ultimately the Olympics — if wushu is included. But naturally I have to be realistic, the top-level competitors from China and the other East Asian countries are all professionals, and without the funding here in Finland there's no way we can really compete with athletes who are training between 6 and 8 hours a day.

### Audio 2 (补充资源, 供学有余力者使用)

**Interviewer: What have you got out of wushu?**

**Leo:** Where can I start? The travel, the competitions — some really amazing experiences that I'll never forget. I think one of the most rewarding things for me has been the opportunity to meet so many people from different cultures at the competitions. I've made a lot of great friends from around the world, and I've had the chance to practise all the languages I study at school — English, Swedish, German and Russian. My time in China was a real eye-opener. It's fantastic to be in a culture where everything is so new and different, yet to get the chance to really integrate into the community at a very grassroots level.

**Interviewer: How do you manage to combine training with your studying?**

**Leo:** Luckily I had the chance to attend a sports school. I manage to get a lot of my basic training done during my days at college, and they help me with my training schedules, nutrition and that kind of thing. But it's often difficult to focus on the academic side of my studies when everything's so geared towards sporting success. On the other hand, though, my training makes me a lot more energetic, and teaches me how to focus and motivate myself. And if there's one thing that wushu has taught me, it's concentration — it may look like a purely physical sport, but there's a whole mental dimension to it too. It demands great powers of concentration, and that's really helped me with my schoolwork.

**Interviewer: Do you have any advice for other students who have sporting dreams?**

**Leo:** It's been said before, but the key is to strike the right balance. Both studies and your sporting career will be important for you in the future, and you've got to make sure that you don't neglect either of them. But of course that's easier said than done!

## 注释:

1. **athlete** *n.* a person who competes in sports; a person who is good at sports and physical exercise  
运动员；擅长运动的人  
*She is a natural athlete.* 她是个天生的运动员。
2. **routine** *n.* a series of movements, jokes, etc that are part of a performance (演出中的) 一套动作  
*I was deeply impressed with the dance routine.* 我对这套舞蹈动作印象深刻。  
*n.* the usual order in which you do things, or the things you regularly do 惯例，常规  
*We clean and repair the machine as a matter of routine.* 我们按常规定期清洗和修理机器。
3. **gymnastic** *adj.* of or relating to or used in exercises intended to develop strength and agility 体操的，体育的  
*In the gymnastic contest, the two teams kept abreast of each other.* 在体操比赛中，两支队伍并驾齐驱，难分伯仲。

## 视频文本

### A Gold Medal Match (Sports commentary)

#### China\* defeat Serbia to win Women's Volleyball gold — Rio 2016 Olympic Games

The **climax** of a superb Women's Volleyball Tournament — the gold medal match — China against Serbia.

It didn't disappoint. The Chinese struck first. Serbia hit back immediately. And this was the pattern for much of the first set, but then the Serbs **forged** a lead and won it with excellent play like this.

China had knocked out the **reigning** Champions Brazil on their way to the final and rediscovered their best form. They went on to level the match at one set all with some powerful volleyball. The **momentum** was with the Chinese.

Serbia's women had never won an Olympic volleyball medal. They were determined to try and make it a gold one. But China didn't **falter**. This winning shot gave them a two-sets-to-one lead.

The Serbs tested the Chinese with some excellent play. But as the fourth set progressed, China had the **edge**. This point was for the gold medal. And they took it, their first Olympic volleyball title since Athens in 2004. China win\* in four thrilling sets.

So after two weeks of competition, the USA take\* the bronze medal, Serbia win silver and China win gold.

**Note:** \* Here China, the USA and Serbia refer to the team members of each country, and therefore do not take the third-person singular form.

## 注释:

1. **climax** *n.* the most exciting or important event or point in time 巅峰，顶点  
*For her, reaching the Olympics was the climax of her career.* 对她来说，进军奥运会是她事业的巅峰。
2. **forge** *v.* put a lot of effort into making sth successful or strong so that it will last 努力干成；努力加强  
*She forged a new career in the music business.* 她在乐坛上另创一番新事业。
3. **reign** *v.* to be the best or most important in a particular situation or area of skill 成为最佳；成为最重要的  
*In the field of classical music, he still reigns supreme.* 在古典音乐领域，他仍然是最杰出的。  
the reigning champions 冠军称号的保持者
4. **momentum** *n.* the ability to keep increasing or developing 推进力；动力；势头  
*They began to lose momentum in the second half of the game.* 在比赛的下半场，他们的势头逐渐减弱。
5. **falter** *v.* to become weaker or less effective 衰退；衰弱  
*The economy shows no signs of faltering.* 经济没有衰退的迹象。
6. **edge** *n.* something that gives you an advantage over others 优势  
*Training can give you the edge over your competitors.* 训练可以使你拥有超过竞争者的优势。

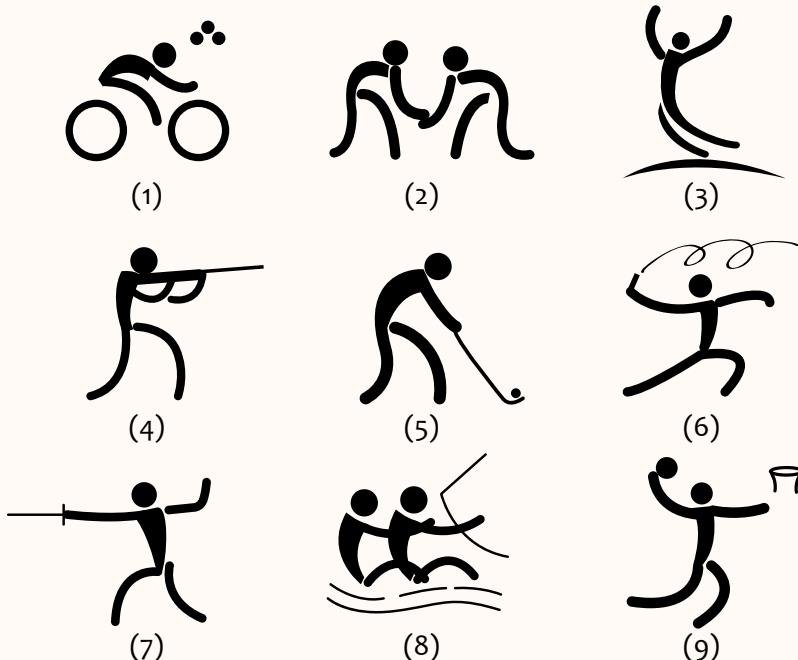
# Getting Started

### Option 1 ★★

Ask students to work in groups of 4 and gather information about their favourite sport via the Internet or other resources before class. Ask them to give an oral presentation of their group work in class.

### Option 2 ★★★

Have students describe the images and guess the name of each sport. If students have difficulty, encourage them to work in pairs or in groups. Have students vote for the sport they like the most.



#### Reference answers:

- |                         |             |                |                |            |
|-------------------------|-------------|----------------|----------------|------------|
| (1) Triathlon           | (2) Judo    | (3) Trampoline | (4) Shooting   | (5) Hockey |
| (6) Artistic Gymnastics | (7) Fencing | (8) Sailing    | (9) Basketball |            |

### Option 3 ★★★

Have students discuss their understanding of the quote by Billie Jean King.

(A brief introduction to Billie Jean King)

Born on 22 November 1943, in Long Beach, California, Billie Jean King became the top-ranked women's tennis player by 1967. In 1973, she formed the Women's Tennis Association and famously defeated Bobby Riggs in the "Battle of the Sexes". King continued her work as an influential social activist after retiring from tennis.

# Digging In Comprehension

### Option 1 ★★

Have students read the letter again carefully and summarise the changes in Jordan's feelings about basketball. Remind them to give supporting details to back up their summary.

## Suggested Activities



### Reference answer:

be curious about basketball — get interested in basketball — get frustrated after some failures — be determined to work hard on basketball — fall in love with basketball

### Option 2 ★★★

Have students conduct an interview with their partners. One student is a reporter who raises questions concerning Jordan's experiences and feelings about basketball, and the other acts as Michael Jordan, who answers the questions raised by the reporter. Call on several pairs to demonstrate their interviews in front of the class.

### Option 3 ★★★

Guide students to appreciate and analyse sentences from the angle of figures of speech. Have students complete the table. If students have difficulty, illustrate some figures of speech with examples and provide them with some scaffolding questions like *What figure of speech is used in this sentence? What kind of feeling did Jordan express here? What did he mean by describing basketball in such a way?*

Figure of Speech	Sentence(s) from the Text
(1) _____	That night, at the Louisiana Superdome in the final seconds of the championship game against Georgetown, you found me in the corner and we danced.
(2) _____	Since then, you've become much more than just a ball to me. You've become more than just a court. More than just a hoop. More than just a pair of sneakers. More than just a game.
contrast	(3) _____

### Reference answers:

(1) personification

\* Personification is a figure of speech in which a thing, an idea or an animal is given human attributes. The non-human objects are portrayed in such a way that we feel they have the ability to act like human beings. This figure of speech is used here to express the joyful and excited feelings of Michael Jordan after he won the championship game through so much effort.

(2) repetition

\* Repetition is a literary device that repeats the same words or phrases a few times to make an idea clearer and more memorable. It serves to lay emphasis and create rhythm. This figure of speech is used here to emphasise the great significance of basketball to Michael Jordan.

(3) You're my biggest fan and my severest critic. You're my dearest friend and my strongest ally. You're my most challenging teacher and my most endearing student. You're my ultimate teammate and my tough competitor.

\* Contrast is a rhetorical device through which writers identify differences between two subjects, places, persons, things or ideas. Through opposite and contrasting ideas, writers make their

arguments stronger, thus making them more memorable for readers. In addition, contrasting ideas shock the audience, heighten drama, and produce balanced structures in literary works.

Superficially, Michael Jordan describes basketball as his fan, critic, friend, and so on. In fact, he wants to be thankful to those who love, help and cooperate with him. It is basketball that brings so many people together. He owes all his happiness to his perseverance in basketball.

## Vocabulary Focus

### I. Key Vocabulary

#### Option 1 ★★

Guide students to acquire words and expressions in the reading context through classroom interactions. Integrate target words into reading activities in different stages, namely Before-reading, While-reading and After-reading. You can elicit some words in the before-reading stage, guide 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:** competitor (compete, competition), tough

T: What do you know about Michael Jordan?

S: ...

T: Have you ever watched any NBA championship he participated in? Could you say something about it?

S: ...

T: A championship is a **competition** to find the best player or team. More often than not, in a championship, **competition** is fierce, for there are so many players to **compete** against each other. What are these players called?

S: They are called **competitors**.

T: Did you participate in any **competition**? Who was your major **competitor**?

S: ...

T: The **competitors** can be really **tough** in the **competition**. But Jordan once said, “I never fear any opponent because the opponent is not strong enough.” He made it. He really lived up to his fame. Today we will read an open love letter to basketball by Michael Jordan and find out how much he loved playing basketball.

#### While-reading

**Target words:** crush, tough, challenging, severe

T: How did Michael feel when he was left off the varsity?

S: He was **crushed**. He was hurt.

T: To crush is to squash, to press with great force so as to break, damage or destroy the natural shape or condition. When someone is crushed, how does he feel?

S: He feels frustrated/despaired...

T: Yes. At that time, Jordan’s confidence was destroyed. Did he give up playing basketball?

S: No, he didn’t.

T: What did he do then?

S: He kept training.

## Suggested Activities

T: What kind of training?

S: Passing. Dribbling. Shooting. Thinking...

T: Was the training easy or **tough**?

S: It was tough.

T: Yes. It was literally **challenging**. To be exact, it was a **severe** test of Jordan's determination and perseverance.

...

### After-reading

**Target words and expressions:** barely, hang out, leave... off..., crush, severe, challenging, ultimate

Use the target words and expressions to describe how much Michael Jordan loved playing basketball.

(Answers may vary.)

### Option 2 ★★

Encourage students to learn words and expressions with different meanings, denotative meanings (DN) and connotative meanings (CN), in different scenarios. Make sure that students know denotation is primarily what a word refers to in the real world and connotation is the feelings, emotions, either positive or negative, suggested by a word. You should guide students to focus on the meaning that is suggested or implied as opposed to the literal or explicit meaning of a word. Take the following scenario as an example.

#### Target word: crush

T: How was the writer when he was left off the varsity?

S: He was **crushed**.

T: Basically, to **crush** is to squash, to press with great force so as to break, damage or destroy the natural shape or condition. (DN) When the writer said that he was **crushed**, how did he feel?

S: He felt hurt/desperate/despairs...

T: So that was the feeling the word evoked. When one is **crushed**, his confidence or happiness is destroyed. (CN) In the text, the writer wanted to emphasise how frustrated he was. Did you have any experience of being **crushed**?

S: ...

## II. Word Meaning: Polysemy

### ★★

Have students read the following sentences and figure out the English meaning of the underlined word in each sentence.

1. severe

(1) Steven passed out on the floor and woke up blinded and in severe pain. \_\_\_\_\_

(2) This is a terrible crime and a severe sentence is necessary. \_\_\_\_\_

2. tough

(1) She is tough and determined. \_\_\_\_\_

(2) He was having a really tough time at work. \_\_\_\_\_

3. shoot

(1) The police had orders to shoot anyone who attacked them. \_\_\_\_\_

(2) He'd love to shoot his film in America. \_\_\_\_\_

(3) Jack shot an anxious look at his mother. \_\_\_\_\_

(4) He should have shot instead of passing at the basketball game. \_\_\_\_\_

**Reference answers:**

1. (1) extremely serious and unpleasant  
(2) very strict or extremely harsh
2. (1) strong enough to deal successfully with difficult conditions  
(2) having problems or difficulties
3. (1) fire a gun or another weapon  
(2) make a film/movie or photograph of sth  
(3) direct sth at sb suddenly or quickly  
(4) try to kick, hit or throw the ball into a goal or to score a point

## Grammar in Use

**Option 1 ★★**

1. Have students read a supplementary passage about Kobe Bryant and answer the questions.

Kobe Bryant was born on 23 August 1978, in Philadelphia, Pennsylvania. Named after a city in Japan, Bryant is the son of the former NBA player Joe Jellybean Bryant.

In 1991, Bryant joined the Lower Merion High School basketball team and led it to the state championships four years in a row. Though he boasted good grades and high SAT scores, Bryant decided to go straight to the NBA from high school. After he had been selected by the Charlotte Hornets with the 13th overall pick of the 1996 NBA draft, he was traded to the Los Angeles Lakers. In his second season with the Lakers, Bryant was voted as a starter for the 1998 All-Star Game, becoming the youngest All-Star in NBA history at 19. In 2008, he was named Most Valuable Player and carried his team to the NBA Finals, where they lost to the Boston Celtics. In the 2009 NBA Finals, the Lakers beat the Orlando Magic and won the championship. In the following year, the Lakers won their second straight title by defeating the Celtics. In November 2015, Bryant announced that he would retire at the end of the season because he sustained a torn rotator cuff (跟腱撕裂). “This season is all I have left to give,” he said. “My heart can take the pounding, my mind can handle the grind but my body knows it’s time to say goodbye.”

- (1) What happened in 1991?
- (2) Was Bryant admitted to a privileged university for his good grades and high SAT scores?  
What happened?
- (3) When was Bryant traded to the Los Angeles Lakers?
- (4) Which team did the Lakers beat to win the championship in the 2009 NBA Finals?
- (5) Why did Bryant announce his retirement in November 2015?

**Reference answers:**

- (1) In 1991, Bryant joined the Lower Merion High School basketball team and led it to the state championships four years in a row.
- (2) No. Though he boasted good grades and high SAT scores, Bryant decided to go straight to the NBA from high school.
- (3) After he had been selected by the Charlotte Hornets with the 13th overall pick of the 1996 NBA draft, he was traded to the Los Angeles Lakers.
- (4) In the 2009 NBA Finals, the Lakers beat the Orlando Magic and won the championship.
- (5) He announced his retirement in November 2015 because he sustained a torn rotator cuff.

## Suggested Activities

2. Have students rewrite the answers using -ing/-ed forms. The first one can be given as an example.

### Reference answers:

Example:

- (1) In 1991, Bryant joined the Lower Merion High School basketball team and led it to the state championships four years in a row.  
→ In 1991, Bryant joined the Lower Merion High School basketball team **leading it to the state championships four years in a row.**
- (2) Though he boasted good grades and high SAT scores, Bryant decided to go straight to the NBA from high school.  
→ **Though boasting good grades and high SAT scores,** Bryant decided to go straight to the NBA from high school.
- (3) After he had been selected by the Charlotte Hornets with the 13th overall pick of the 1996 NBA draft, he was traded to the Los Angeles Lakers.  
→ **Having been selected by the Charlotte Hornets with the 13th overall pick of the 1996 NBA draft,** he was traded to the Los Angeles Lakers.
- (4) In the 2009 NBA Finals, the Lakers beat the Orlando Magic and won the championship.  
→ In the 2009 NBA Finals, the Lakers beat the Orlando Magic **winning the championship.**
- (5) He announced his retirement in November 2015 because he sustained a torn rotator cuff.  
→ **Sustaining a torn rotator cuff,** he announced his retirement in November 2015.

### Option 2 ★★★

1. Have students watch the film *Dear Basketball* and then encourage them to complete the sentences using adverbial clauses.

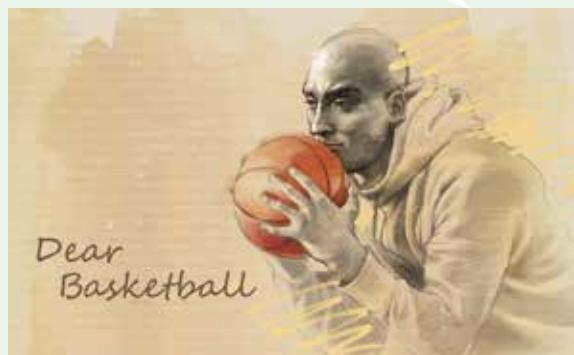
#### Movie Review

(1) Once \_\_\_\_\_, this film can never be forgotten. I like it.

(4) While \_\_\_\_\_, I was thrilled. In my opinion, it is cool.

(2) If \_\_\_\_\_, I would watch the movie again.

(3) Though \_\_\_\_\_, I still decided to see this film last week. I think it's amazing.



### Reference answers:

- (1) Once it is seen, this film can never be forgotten. I like it.
- (2) If I were given more time, I would watch the film again.
- (3) Though I was engaged in piles of homework, I still decided to see this film last week. I think it is amazing.
- (4) While I was watching the movie, I was thrilled. In my opinion, it is cool.

2. Ask students to rewrite the sentences using -ing/-ed forms. Have students peer-check their answers. Then check answers in class.

**Reference answers:**

- (1) Once seen, this film can never be forgotten. I like it.
- (2) If given more time, I would watch the movie again.
- (3) Though engaged in piles of homework, I still decided to see this film last week. I think it is amazing.
- (4) While watching the movie, I was thrilled. In my opinion, it is cool.

**Option 3 ★★★**

1. Ask students to work in groups and discuss their favourite sports stars or a recent sports event. Then have each group choose a representative and make a report about their discussion using at least three -ing/-ed forms as adverbials.
2. Encourage students to write down their report and circle the -ing/-ed forms used as adverbials.

**Option 4 ★★★**

Suppose a sports meeting is being held in school today. Have students write a short report about it using at least three -ing/-ed forms as adverbials. Remind them to underline the adverbials and tell their functions.

**Reference answer:**

Today, the opening ceremony of a sports meeting in our school took place at about 8 a.m. On hearing the entrance music, the students, dressed in their class uniforms, marched into the playground. Then an opening speech inspiring students to compete fairly and actively was given by the headmaster, followed by the flag-raising ceremony. All the teachers and students stood in solemn silence, watching our national flag rising/raised. Afterwards, firing a shot into the sky, the chief referee announced the opening of the sports meeting.

**Option 5 ★★★**

1. Have students tell a short story according to the pictures in at least 5 sentences and ask them to use at least three -ing/-ed forms as adverbials.
2. Get students to begin the story with the sentences given below:

Jerry is a big basketball fan and keen on playing basketball. One day, he had a dream.



## Suggested Activities

### Reference answer:

Jerry is a big basketball fan and keen on playing basketball. One day, he had a dream. In his dream, he became a member of the Mingguang High School basketball team, training hard every day. Though tired, he really enjoyed it. He even led the team to compete with their toughest opponent, the Yaohua High School basketball team. The game was fierce with both teams demonstrating impressive skills and a strong determination to win. A few seconds before the end of the game, Jerry seized the chance and made the winning shot, beating his school's rival by only one point. Lifted up by his excited teammates, Jerry felt on top of the world. Just then, the alarm clock rang, waking Jerry up to reality.

## Listening and Viewing

### Listening



Ask students to have a mini group discussion about what qualities Leo has displayed based on the interview and have them give reasons. Give students guidance in finding the answer. For example, from the sentence “I have been training for about 7 years now”, they can infer that Leo is hardworking and persistent.

### Reference answers:

ambitious, hardworking, realistic, modest...

(Answers may vary.)

### Viewing

#### Option 1 ★★

Provide some statements about volleyball for students and encourage them to judge whether they are true or false.

##### Reference statements:

- (1) The world witnessed the arrival of volleyball in 1890.
- (2) Invented by William G. Morgan, volleyball was a game to be played (preferably) indoors and by any number of players.
- (3) To form rules and regulations, the United States Volleyball Association was formed in 1928.
- (4) International volleyball rules were standardized in 1964 when indoor volleyball became an official Olympic sport in America.

##### Reference answers:

- (1) False. The world witnessed the arrival of volleyball in 1895.
- (2) True.
- (3) True.
- (4) False. International volleyball rules were standardized in 1964 when indoor volleyball became an official Olympic sport in Tokyo.

#### Option 2 ★★

Encourage students to create a mind map about what might be covered in a sports commentary and share their work with the class. Remind them to pay special attention to these aspects when they watch the video.

**Reference answer:**



### Option 3 ★★

Have students work in groups and carry out an evaluation of the Chinese women's volleyball team.

**Reference answer:**

The Chinese women's volleyball team stood on top of the Olympic podium for the third time in the history of volleyball at the Rio 2016 Olympics. Lang Ping challenged her players to support one another through ups and downs, and they grew from each defeat and triumph on the pressure-packed Olympic stage. They really deserve our respect.

### Option 4 ★★★

1. Divide the class into several groups. Encourage the groups to describe the event from the first-person perspective as a TV commentator, a Serbian volleyball player, a Chinese volleyball player and a Chinese spectator respectively.
2. Call on one student from each group to share their work. Then have students vote on the best speaker and give reasons.

## Moving Forward

### Option 1 ★★

Suppose an election for the PE class monitor is being held in class. Encourage students to run for it. Have some students make a speech in front of their classmates to convince the class that they are the most suitable candidates. The following points might be helpful for them:

1. enthusiasm for sports;
2. advantages over other students;
3. experience in sports management;
4. work plan as a PE class monitor.

### Option 2 ★★★

Ask students to read the four quotes below by famous people about their feelings for and understandings of sports. Encourage students to select the quote they like most and share their interpretation of or reflection upon it.

## Suggested Activities

- Winning isn't everything but wanting to win is. — Vince Lombardi
- I've never lost a game. I just ran out of time. — Michael Jordan
- I skate to where the puck is going to be, not to where it has been. — Wayne Gretzky
- The score never interested me, only the game. — Mae West

### Option 3 ★★★

1. Get students to know that nowadays many cities have included PE exams in senior high school entrance exams, so students' performance in PE exams has a great effect on what kind of senior high school they will go to. Have students discuss the topic: is it necessary to include PE exams in senior high school entrance exams? Why/Why not?
2. Divide the class into groups of the pro-side and the con-side. Allow them enough time to exchange ideas within the groups. Then ask each group to list their argument and supporting evidence on a piece of paper, and think about how to organise their ideas in a logical way.
3. Encourage students to write a paragraph of about 90 words based on their argument and supporting evidence.
4. Call on some students to present their writing in class.

#### Reference answer:

We hold the view that it is necessary to include PE exams in senior high school entrance exams. In the first place, doing exercise is beneficial to our mental and physical health; including PE exams in senior high school entrance exams will definitely encourage students to take exercise more often. In addition, exercise helps us maintain a healthy lifestyle, keep a positive mindset and build up friendships. Last but not least, PE exams will promote students' interest in exercise. In conclusion, we are in favour of including PE exams in senior high school entrance exams.

## Reading B

### Option 1 ★★

Before students read the text, encourage them to predict what the text is mainly about based on the title *Excerpt from BEND IT LIKE BECKHAM* and the picture attached. If students have difficulty, elicit the meaning of “bend” by using the movements of parts of your body and guide one student to guess the meaning of the title first.

### Option 2 ★★

Have students skim the text and answer the following questions. If they have difficulty, encourage them to have a discussion with their partner.

1. What is the passage about?
2. Who does “I” refer to in this passage?
3. What famous sports story is mentioned in the passage?

#### Reference answers:

1. A football match with exciting penalty kicks.
2. Jess, a football player.
3. Beckham's last-minute goal against Greece.

### Option 3 ★★

Have students read the story again and put the events in the story into the correct sequence. Guide them to pay attention to the process of a sports game.

- a. Mel succeeded in scoring a goal.
  - b. Jess was appointed by Joe to take the last penalty.
  - c. The coach gave his team a pep talk.
  - d. Jess's team lost on penalties to the German team.
  - e. The Germans scored on their first penalty.
  - f. Jess was anxious about whether she would be the next penalty-taker.
  - g. Jules got in a shot as successfully as Beckham once did.
  - h. Jess took the decisive shot.
- 

#### Reference answer:

g – c – b – e – a – f – h – d

### Option 4 ★★★

Ask students to work in groups and rewrite the story so that Jess scores the penalty and her team wins. If they have difficulty, encourage them to draw up the outline first.

#### Reference answer:

The match was nearly over and everyone was almost on her last legs when I saw a chance. I picked the ball up from Sally and headed for the German penalty area.

“Jess!” I could hear Jules shouting as she ran alongside me. “Pass!”

I glanced up and hit the ball forward into space. Jules ran on to it, picked it up and hit the ball into the net. It was just as good as Beckham’s last-minute goal against Greece. “Good shot!” I yelled, feeling really proud of her.

Jules ran into me and I jumped on her, followed by the rest of the team. We were all screaming with joy. The referee had to break it up and hurry us back to the centre circle, but two minutes after we kicked off, he blew the whistle for full-time. A draw.

“Penalties,” I said, with a wide smile on my face.

“OK, Jules, you go first,” Joe said, after a quick pep talk to us. “Then Mel, Tina, Hannah and —” he turned to me “—Jess.” I tried not to look disappointed. Somehow, I always had a feeling that Joe underestimated me.

The Germans went first and scored. So did Jules, with a cracking shot that nearly broke through the net. The Germans scored again. So did Mel. After a third German goal, Tina was looking nervous but she was lucky because her shot went in off the post.

My heart started to flutter as Hannah stepped up to take our fourth penalty. The Germans hadn’t missed one yet. Only if Hannah scored, would it be all down to the last German penalty-taker—and me. I crossed my fingers for her.

Hannah turned out to be terrific. She sent the goalkeeper the wrong way and rolled the ball smoothly into the left-hand corner of the net.

The last German penalty girl had a thickset build, though she was short in stature. She looked rather pale at that very moment. She went over to place the ball on the spot, and then made a superman effort to run towards the ball. She kicked the ball. It hit the crossbar and bounced away into the crowd. The spectators let out a deep groan. The girl crouched down, face in hands.

A glimmer of joy came into my heart. A bit nervous as I felt, I couldn’t wait to have a try. The referee signaled me and I went over with the ball. Behind me I could hear the girls yelling encouragement.

## Suggested Activities

“Come on, Jess!” That was Jules. “You can do this!” I backed a few steps, took a deep breath, dashed to the ball and gave it a good kick. The ball flew in a tight arc to the goal and its angle was perfect. The goalkeeper strained herself to the limit to catch it, but fortunately she failed.

A loud roar went up around the stadium. I made it! Now I knew exactly how those players who'd scored penalties felt. Like someone had sent you up in the sky. Feeling on top of the world, in other words.

(Answers may vary.)

### Option 5 ★★★

1. Have students read the last paragraph of the passage and think about the following questions:
  - (1) Have you ever been asked to undertake a rather challenging task which turned out not to be completed well?
  - (2) How did you feel?
  - (3) How did you deal with this feeling?
2. Encourage students to work in groups and share their experiences with their group members.

#### Reference answer:

When I was in junior high, I joined the school's dance club. Although I showed great interest in dance, I was not an outstanding dancer. Once before the final exam, our administrative teacher told us that we were supposed to give a performance at the school New Year's party. What surprised us more was that I was chosen as the leader of the team. I had no choice but to accept the arrangement. When the New Year's party came, we were so nervous that several of our team members did not keep pace with the music. What's worse, I unexpectedly fell down on the floor, leaving my partner at a loss. Several minutes later, we ended our show in panic, embarrassed and ashamed. In the evening, my English teacher asked me to go to her office. She looked at me tenderly and said, “If you have tried your best, it is absolutely unnecessary for you to be ashamed or feel sad. Several days, weeks, or a couple of years later, you will find it all of no significance.” Several years later, I still bear in mind these powerful words, which tell me that since I am not Superwoman, it is absolutely normal for me to make mistakes and fall short of perfection.

(Answers may vary.)

## Critical Thinking

### ★★★

1. List all the disadvantages of doing sports raised by students on the blackboard and ask students to come up with some coping methods to minimise them. Remind students that these methods should be practical and realistic.
2. If time permits, use visual aids to familiarise students with more methods of avoiding injuries in doing sports.

Disadvantage	Coping method
injuries	
waste of time	
waste of energy	

## Further Exploration

**Option 1 ★★**

1. Have students work in groups and guide each group to select one style of Chinese martial arts. Encourage students to search the Internet and fill in the blanks with the information about their choice of Chinese martial arts. Ask them to make a PPT to present their findings in class.

Origin	Development	Rules	Current situation	Famous players

2. Have the “audience” comment on their presentation.

**Option 2 ★★★**

Ask students to conduct an interview with some foreigners on what they know about traditional Chinese sports. Then have them make a report or a short video of the interview.

## Culture Link



1. Divide students into groups of four. Ask each group to choose one of the traditional Chinese sports introduced in Culture Link and surf the Internet to find more information about it.
2. Call on some groups to introduce to the class the sport they have chosen to do research on. Encourage them to make their presentation with the aid of multimedia.
3. Call on some students to make comments on the presentations.
4. Give brief feedback on students’ work.

### Excerpt from Li Na's Farewell and Retirement Letter

My dear friends,

For close to fifteen years, we've been a part of each other's lives. As a tennis player representing China on the global stage, I've trekked around the world playing hundreds of matches. You've always been there for me, supporting me, cheering me on, and encouraging me to reach my potential.

Representing China on the tennis court was an extraordinary privilege and a true honour. Having the unique opportunity to effectively bring more attention to the sport of tennis in China and all over Asia is something I will cherish forever. But in sport, just like in life, all great things must come to an end.

...

After four knee surgeries and hundreds of shots injected into my knee weekly to alleviate swelling and pain, my body is begging me to stop the pounding.

...

As hard as it's been to come to this decision, I am at peace with it. I've succeeded on the global stage in a sport that a few years ago was in its infancy in China. What I've accomplished for myself is beyond my wildest dreams. What I accomplished for my country is one of my proudest achievements. In 2010, there were two professional women's tennis tournaments in China. Today, there are 10, one of them in Wuhan, my hometown. That to me is extraordinary!

...

When I started playing tennis, I was just a neighbourhood kid with an afterschool hobby, not realizing what a magical journey lay ahead of me. While my journey hasn't been easy, it has been rewarding. I see changes taking place in front of my eyes: young girls picking up tennis racquets, setting goals, following their hearts and believing in themselves. I hope that I've inspired young women all over China to believe in themselves, to set their goals high and pursue them with a vengeance and self-confidence.

Whether you want to be a tennis player, a doctor, a lawyer, a teacher or a business leader, I urge you to believe in yourself and follow your dream. If I could do it, you can too! With hard work, your dreams will come true.

Adapted from "Tennis Star Li Na Sends Farewell to Fans" on the *China Daily* website

#### Food for thought

1. What does Li Na think of her career? What does she compare it to?
2. What can you infer about Li Na's personality from the article?
3. Li Na urges that everyone believe in themselves and follow their dream. Do you agree with her? What will you do to achieve your dream?

**Reference answers:**

1. She compares her career to a magical journey, which is hard but rewarding. She hopes that she has inspired young women all over China to believe in themselves, and she's happy to see the growth of tennis in China.
2. She is persistent, ambitious, grateful and patriotic. She is persistent because her knee problems have brought much pain to her life but she persevered in playing tennis. She is patriotic because she considers representing China on the tennis court an extraordinary privilege and a true honour.
3. Yes, I couldn't agree more. Our dream is the only thing that keeps us going. My dream is to become a scientist, and I'll zero in on it. I will believe in myself and follow my heart, not letting others' opinions drown out my own inner voice.



## 附录一

### 课文参考译文

#### Unit 1

## 天然花园

从前有一位国王，他的皇宫里有许多美丽的花园，花园里孕育着无数代表成百上千不同物种的生灵，是万物生长的天堂。

花园里只有一样东西是国王不喜欢的，那就是矗立在花园中央的一具大树的残骸。这棵树早已腐朽凋零。于是，国王命人将枯木砍下，改造成精美的喷泉。

后来，一位博学的贵族求见国王。他对国王低声道：“陛下，人们常常歌颂您的花园美轮美奂，生机盎然。但我却发现生机全无——一只动物也没看见。我觉得自己被骗了！”国王意识到贵族说得对！没有动物，花园里空荡荡的。于是国王传召谋士，下令谁要能有办法，就能得到奖赏。国王听取了许多理论和想法，并付诸实践，但没有一个方法能让皇家花园重焕生机。

多年后，一个年轻人出现了。这时，许多花草树木早已凋零甚至从花园中消失。他解释说：“陛下，花园里只是缺少粪便，特别是蛾粪。”

众人哄堂大笑，认为年轻人是个傻瓜。卫兵正准备将他撵走，国王却阻止道：“我想听听你怎么说。”

年轻人认真地解释了花园里所有生命的联系。体型较大的动物主要以色彩明艳的鸟类为食，这些鸟以颜色各异的蠕虫为食，而蠕虫又以园中生长的各种花草植被为食。只要有足够的蛾粪，这些稀有的花草植被便会与昆虫和其他生物和谐共处，欣欣向荣。不过一个年轻人怎么会对皇家花园如此了解？

原来在他还未出生时，他的父亲接收了国王下令铲除的那棵枯木大树，并将其重新栽种在自己的土地上。每逢春天，这里有成千上万的飞蛾从树上飞出来，重现了皇家花园的美丽。

这下国王明白了问题在哪里，如何才能解决，他希望自己的花园能重焕光彩。不过后来他发现，重塑花园需要很多年的时间。对待大自然不能操之过急。恢复生态平衡需要时间，而国王在有生之年再也无法看到了。他后悔不已，只能怪自己太大意，破坏了大自然微妙的平衡。

## 自然之美

我常仰望苍穹，想知道为什么一切会变得如此糟糕。我不明白为什么我们要以发展之名掠夺海洋，屠尽森林。破坏的速度如此之快，很快我们将束手无策，这真是莫大的悲哀。

子孙后代将无法同我们一样享有大自然的馈赠，他们会变得一无所有，念及此，我不禁悲从中来。

但是除了保护大自然，我们也要懂得欣赏大自然。周遭美好的事物不胜枚举，等待着我们去观察，去聆听，去触摸。神奇的大自然总是变化万千，其中的任何事物，无论你观察它多少次，总能有新发现。

大自然或于日落时分在空中燃起绚烂晚霞，或魔术般将熟悉的风景变为一片皑皑的白雪仙境，有时在空中绘出彩虹，给碧树着上迷人的秋色；有时又在原野中点一丛水仙，微闪着柔和的日光。

大自然将美注入我们的生命，它能左右我们的情绪，影响我们的计划。大自然主宰着阴晴雨雪，阳光灿烂使人愉悦，阴雨绵绵使人阴郁，而满天星斗的时候，夜色使人沉醉。

当我们瞧见枝头抽出嫩芽，娇羞的花儿也冲破冰封的大地，或是当我们嗅到春天清新的气息时，我们总会生出新的希望。大自然确实是我们生命中不可或缺的部分。

当我们清晨醒来观赏日出，散着步与微风撞个满怀；当我们领略山河辽阔，见证四季更迭、万象更新；当黑夜中群星闪烁，我们应该感恩大自然给予的美好一切。学会感知自然之美，能让我们正视周围的一切，正视人类自己。

## Unit 2

### 动物园：虐待动物还是善待动物？

上周末我和朋友参观了动物园。在动物园里，我们为动物园的存在是好是坏而争论不休。小时候我就很喜欢去动物园，如今 20 岁了还是喜欢去。不过，我知道有许多人并不支持设立动物园。

现下，动物福利日益受到社会关注。许多人认为动物园对动物是一种虐待，让野生动物远离自然栖息环境，把它们关进笼子里，本身就很残忍。动物园里圈养的动物和野外生存的动物有着天壤之别。比如，在动物园里，它们不需要捕食。而且，由于空间狭小，动物园里的一些动物会变得闷闷不乐。动物园展示来自世界各地的动物，它们必须适应不同的气候和季节，这由动物园的地理位置和它们原本的生活环境而定。

但是，对参观者而言，参观动物园是一次具有教育意义的经历。学生们能够在动物园认识并见到濒危物种，因此也就更有可能支持意在拯救这些濒危物种的项目。动物园参与许多动物保护项目，支持动物园能为这些项目提供必要资金。由于存在非法捕杀等各种威胁，许多物种如果不圈养在动物园里，就有可能灭绝。更何况，许多动物园尝试还原动物的自然栖息环境，用各种材料来创设与野外环境相似的生存空间。他们还会在展区内放置众多玩具，以免动物百无聊赖。生活在热带国家的动物通常被圈养在室内暖箱中，暖箱中的温度和动物的自然栖息地温度基本保持一致。

每个动物园的动物护理和福利措施略有不同，但总体而言，我认为动物园的存在是一件好事。在自然栖息地看到动物并不总是那么容易，而动物园提供了一个绝佳的选择。参观动物园既充满趣味，又有教育意义，我一定会常去！

## 旧友团聚

若昂是巴西里约热内卢的一名退休泥瓦匠。2011年，71岁的若昂在当地海滩发现一只卧倒在礁石中已奄奄一息的南美企鹅。若昂帮企鹅洗净羽毛上的油污，每天给他喂鱼，帮助他恢复体力，并给他起名叫丁丁。

一周后，若昂试着将企鹅放归大海，但企鹅不愿离开。于是若昂带他上了船，行至附近的岛上将他放生。可那天晚上，企鹅丁丁又回到了若昂的后院。之后，丁丁便留下来，陪伴了若昂11个月。而接下来，“就在他刚换上新的羽毛外套后，他消失了。”若昂说道。

其实，丁丁每年夏天都会回到这片狭小的海滩。人们都认为，比起跟着同类移徙至摄食区，他更喜欢来探望若昂。

若昂回忆起丁丁不断跟着他回家的情景：“大家都说他不会回来了，但过去四年他一直回来看我，”他说，“他六月抵达，二月返家，他对我的感情一年比一年深厚，因为每一次见我他都比上一次还要高兴。”最近的照片拍摄于本月初丁丁来村子里探望若昂的时候。

丁丁和若昂在一起的时候，两个老朋友有时一起在海滩上散步，有时若昂散着步，丁丁在旁边游泳。“我爱他就像爱自己的孩子，我相信丁丁也爱我，”若昂说。“他不许别人碰他。如果有人这么做了，丁丁就会啄他。但他会趴在我的腿上，让我给他洗澡，让我喂他沙丁鱼，让我抱他。”

谁说世上就没有真实动人的故事了呢？

## Unit 3

### 吃在法国之“文化冲击”

到法国的第一个周末，我就参加了由寄宿家庭举办的新年庆祝晚宴。宴会上有我能想象到的有关法式大餐的一切，一道道的美食、各种奶酪，还有香槟美酒和新鲜的切片面包。用餐结束后，主人高声道：“现在，大家都到桌子底下去吧！”

听到这话，我惊讶不已，只见孩子们涌进来，纷纷躲到餐桌底下。原来新年过后几天，法国人会用格雷派饼，也就是“国王饼”来庆祝，这是一种特别的甜点，具有自己独特的传统。国王饼中藏着一个小玩偶，吃到的人就是幸运儿。在国王饼被切成若干份之前，所有的孩子都得躲到桌子底下，不能偷看。

我渐渐了解到，许多法国传统都与食物有关，而这些传统习俗往往超乎我的想象！因此我时常感受到“文化冲击”——当你来到一个陌生的国家，适应陌生的环境，就会有这种困惑。好在目前为止，我还没遇到过什么太过棘手的问题。去法国之前，我在国际项目办公室的帮助下学到了很多，这个机构会帮助学生掌握一些应对此类波折与起伏的策略。

国际项目办的老师用曲线图来解释“文化冲击”所带来的内心起伏变化。起初，你可能会经历“蜜月”期，这个时候你对国外的一切都感到新奇和兴奋，甚至觉得国外比国内还要好。但之后也难免会有情绪低迷的时候，所有这些细微的差异似乎都会让你沮丧崩溃。

在法国，我体验了不少和食物相关的趣味文化差异。例如，法国人吃饭时会把手腕搁在桌子上，而许多美国人却常常把左手放在大腿上。要不是寄宿家庭里五岁的弟弟指出来，我还没发现呢！用面包当餐具也很常见，像拿刀一样把面包拿在手上，或者用餐结束时用面包来清理盘子。此外，无论是和我的寄宿家庭一起用餐，还是在附近的咖啡馆买一杯咖啡，我都爱在餐前听大家说一句“祝你胃口大开”！

## 食物与文化

你想过为什么世界各地的人们吃着不同类型的食物吗？为什么特定的食物和烹饪传统对特定的文化如此重要呢？食物和文化之间的联系远比你想象的多。

对个人来说，我们吃着自己文化中的食物长大，也认识到我们与食物间千丝万缕的联系。有时食物能帮助我们记起过去的事，也就是对我们有特殊意义的记忆。当我们长大成人，家常菜往往是我们跌入人生低谷时寻求的慰藉。小时候我生病了，身体虚弱，不能下床，母亲就会煲好汤端到床前喂我。那碗汤的香气和味道是我再熟悉不过的。如今，每当我疲惫或焦虑的时候，就会想起妈妈给我煲的汤。

对于群体而言，食物是文化认同的一种表达。传统美食在珍藏的家庭食谱里代代相传。异乡人烹饪传统美食是为了延续家乡的文化，也寄托思乡之情。

任何国家或群体的特色美食都能反映其独特的历史、生活方式、价值观和信仰。和谐是中国文化的重要组成部分。这一点体现在中式菜肴里，几乎所有的味道（酸、甜、苦、辣、咸）都被充分调和，创造出美味的菜肴。此外，中国人历来讲究精致，从中国建筑、服饰和食物中可见一斑。中国人认为，食物不仅要有营养，也要色味俱佳，令人垂涎。

美国菜肴引入了多种多样的食材和烹饪风格，体现了移民历史。因此多年来，美国各地都发展了丰富多样的食品制备工艺。

随着世界全球化加深，人们有机会品尝到来自不同文化的美食佳肴。我们既要品味自己的食物以拥抱传统，也要品味各地美食以理解世界其他文化。品食物即可领略文化，食物的重要性大致如此。

## Unit 4

### 写给篮球的告白信

亲爱的篮球，

二十八年前，我与你在车库后面第一次相遇，那时父母介绍我们认识，一晃二十八年过去了。

如果那时有人告诉我，我和你之间会发生些什么，我不知道自己会不会相信，因为我那时甚至没记住你的名字。

后来我渐渐在家附近注意到你，在电视上看到你。我经常看到你和其他男生一起在球场玩耍。而当我的哥哥开始关注你的时候，我就在想，也许你真的很特别。

我们渐渐有了几次接触。越了解你，我就越喜欢你。但仿佛命运捉弄，当我终于对你产生了兴趣，准备好全情投入的时候，你却让我在校队选拔中落选。你说我还不够好。

我崩溃了，心碎了，可能还哭了。

我对你的渴望愈发浓烈，所以我不断练习。我拼尽全力，提高篮球技术。传球。运球。投篮。思考。跑步。仰卧起坐。俯卧撑。引体向上。举重。我钻研和你有关的一切，我开始爱上你，你也察觉到了。至少，史密斯教练是这么说的。

那时候，我并不确定到底是怎么回事。但我现在知道了。史密斯教练教会了我如何爱你，倾听你，理解你，尊重你并欣赏你。然后，一切就自然而然地发生了。那一晚，在路易斯安那超级巨蛋球场，在与乔治城大学队对抗的冠军赛的最后几秒，你在角落里发现了我，我们携手共舞。

从那以后，你对我来说变得尤为重要，不再仅仅是一个球，一个球场，一个篮筐，一双球鞋或一场比赛。

你是我最忠实的粉丝，也是最严厉的批评者。你是我最亲密的伙伴，也是最坚定的盟友。你是我最严苛的老师，也是最可爱的学生。你是我最亲密的队友，也是我最难缠的对手。你是我周游世界的护照，也是我走进千万人心里的通行证。

就像所有的感情一样，我们之间的关系再一次改变，但有一件事是毋庸置疑的。我爱你，篮球。我爱你的一切，矢志不渝。我的NBA职业生涯已明确地画上了句号，但我和你将永不分离。

致以无尽的爱与尊重  
迈克尔·乔丹

## 《我爱贝克汉姆》节选

比赛快结束了，我几乎只剩最后一点力气，这时候机会来了。我从萨莉脚下接过球，朝着德国队的罚球区前进。

“杰西！”我能听到朱莉在我身侧，一边跑一边喊：“传球！”

我抬起头，用力把球踢向前。朱莉跑起来接了球，直接射球入网。这个球不亚于贝克汉姆对战希腊时最后一分钟的绝杀，精彩极了。我如释重负，近乎崩溃。

朱莉奔向我，我扑向她，其他队员也扑了过来。我们兴奋得尖叫起来。裁判不得不吹哨让我们散开，催促我们回到中圈。但开球才两分钟，他就吹响了哨子，比赛结束，平局。

“还有点球。”朱莉说道。她的脸上绽放着灿烂的笑容。

尽管以点球结束一场友谊赛并不常见，但两队都觉得是个好主意。这个时候，我的双腿已经在不停颤抖，我内心有些动摇了。乔来到场上进行简单部署，给我们打气。也许他不会选我的。

“朱莉，你第一个，”乔说，“然后梅尔、蒂娜、汉娜和——”他转向了我“——杰西。”我是最后一个，我松了口气，尽量不让人看出来。如果运气好，比赛的胜负提前揭晓，我根本不用上场。

德国队先发制人，点球得分。朱莉也不赖，一记射门球差点儿破网而出。德国队再下一分。梅尔紧跟其后。德国队三球得分后，蒂娜显得很紧张，但幸运的是，她脚下的球击中门柱，掉进了球门。

汉娜走上前准备发第四个点球的时候，我的五脏六腑都在翻江倒海。德国队已经连得四分，如果汉娜点球成功，一切都会锁定在最后一个德国点球队员——还有我的身上。

汉娜成功误导了守门员，从球门左手边的角落顺利地把球送了进去。我试着深呼吸，让自己平静下来。如果最后一个德国球员进球了，就该轮到我了。我闭上眼睛，祈祷她不要进球。

运动场上响起巨大的欢呼声，我知道，她得分了。裁判示意我过去。我迈着沉重的步伐走上前，把球放好。我太累了，腿像灌了铅。身后的队员们叫喊着给我鼓劲加油。

“加油，杰西！”那是朱莉的声音，“你能行。”我用尽全身力气跑起来，虽然踢中了球，但我知道这种感觉不对。球击中门柱后弹开，飞向人群。我忍不住低吟抱怨，现在我能体会到那些错失点球的球员是什么心情了。就像有人揪住了我的五脏六腑，全掏出来一样。换句话说，感觉糟透了。

## 附录二

练习部分录音文本和参考答案

### Unit 1 Nature

#### Grammar in Use

##### Section A

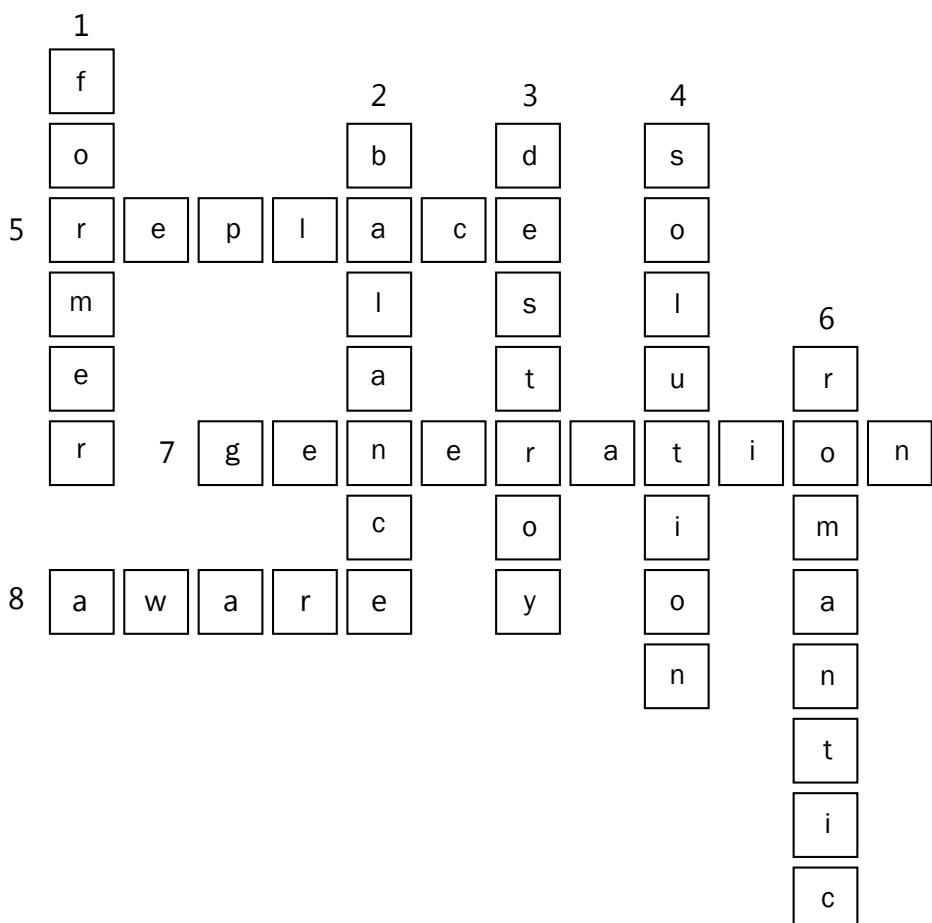
1. that / which / ( / )      2. that / which      3. that / who  
4. whose      5. that

##### Section B

1. There is a thin layer of ozone that / which can protect us from many of the harmful rays of the sun.  
2. The landscape painter whom the award was given to is one of the greatest artists in modern times.  
3. The dam would provide power for the factories that / which / ( / ) the CEO planned to build in the area. / The CEO planned to build factories in the area which / that the dam would provide power for.  
4. Mother Nature is a complicated lady whose mysteries are waiting to be found out.

#### Vocabulary Focus

##### Section A



##### Section B

1. absent      2. frozen      3. rise      4. destroying      5. failure

## 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: Excuse me, can you tell me how to get to Star University from here?  
M: Sure, just go to the end of the block, turn left, go straight for two blocks, then turn right and you would be one block from the university.  
Q: Which of the following pictures shows the correct location of Star University?
2. M: Hey, it was great to see you at the lecture about garbage classification yesterday. You know we could really use your help to get ready for the volunteer activity of our environmental group.  
W: I'd love to, but I'm afraid I don't have that much extra time because I am working on a science project.  
Q: What does the woman mean?
3. W: You know what the Wildlife Club needs? We need an advisor who knows a lot about the environment and wildlife protection.  
M: Ms Bell, there's a new student in the Biology Study Group. She seems to be the suitable person. I'll see if she is interested.  
Q: What will the man most probably do?
4. M: Do you want to go jogging down the lake after the biology class? I'd really like to take advantage of the beautiful weather this afternoon.  
W: Well, normally I get together with my study group, but I guess I can skip that just once.  
Q: What does the woman imply?
5. W: I've noticed that you spend a lot of time reading books about gardening. Do you think you might like to join the Gardening Club? We meet every other Tuesday.  
M: Thanks for the invitation. But this is how I relax. I'd rather not make it something formal and structured.  
Q: What does the man imply?

#### Key to Section A

1. D      2. D      3. D      4. C      5. A

### Section B

#### Script

What do you think of the habit of recycling? Listen to the dialogue and fill in the blanks with the information you have just heard. The dialogue will be read twice.

- W: Hello, how may I help you?  
M: Well, I've been seeing these yellow boxes in front of a lot of houses in my neighbourhood. I just wondered what they were for. I noticed your phone number on all of them, so I called. Could you tell me about your business?

W: We do recycling, but we're not a business. Gaea's Guardians is a non-profit group. We encourage recycling as a way of protecting the environment because we believe recycling will help to preserve the beauty of nature.

M: Good idea! But I really don't read the newspaper every day.

W: And we don't come collect newspapers every day! In fact, we only do pickups every other week.

M: Oh, maybe I could help. I mean in my neighbourhood there's too much rubbish lying around everywhere. I'd like to help out, I guess.

W: That's great.

M: So, I'm guessing those yellow boxes are for newspapers?

W: Yes, that is correct.

M: Do you recycle anything besides newspapers?

W: Oh yes, we recycle almost everything. Glass, plastic, paper...

M: So I can put things like glass and plastic bottles in the box?

W: Sorry again. You have to bring things like those to our collection centre.

M: And where is that?

W: Our main centre isn't that far from you. It's actually right on the east side of Central Park.

M: That new blue building?

W: That's the one!

M: Cool. Hey, what's with all those different coloured boxes outside that place?

W: Oh, that's for the different materials we recycle. The blue one on the left is for metal, the green one in the middle is for glass and plastics, and the yellow one on the right side, of course, is for paper.

M: Okay. I'll try and manage to keep all that straight.

W: Oh, no need. They're labelled each. So would you be interested in volunteering?

M: Um, I'll think about it. Could you send me more information?

W: Absolutely. I'll be sending you our booklet.

M: Hey, that's cool, thanks!

### Key to Section B

- |                                |                       |                  |
|--------------------------------|-----------------------|------------------|
| (1) protecting the environment | (2) every other week  | (3) Central Park |
| (4) Metal                      | (5) Glass and Plastic |                  |

## Reading and Viewing

### Section A

#### • Task 1

1. A                  2. C                  3. D

#### • Task 2

(Answer for reference)

- Do not leave any litter before leaving a national park.
- Stay alone for a while to enjoy the quietness of a national park.

➤ Consider a guided tour if you are not good at planning or don't have time to do that.

## Section B

1. C            2. D            3. F            4. A

## Speaking

### Section A

(Omitted)

### Section B

#### Script

Make quick responses to the sentences you have heard.

1. Excuse me, can you tell me the way to the Shanghai Natural History Museum from the subway station?
2. I think over-developed tourism will lead to a shortage of land.

(Answer for reference)

1. Well, go along this street for about ten minutes and then you will see it on the other side of the street. You can't miss it. / Sorry, I am a stranger here.
2. So do I./ Yes, I do agree with you. / I don't think so.

## Section C

(Answer for reference)

On the right side of the painting is a range of mountains. Next to the mountain range is a wide river, with a tiny boat floating quietly near the shore. There is a hut on top of the mountain by the river which is covered by plenty of pine trees. Among them are several peach trees with little buds. In the low sky above the river, a group of swallows are flying freely. On the other side of the river are rolling hills, which are covered in a thicker veil of mist with the furthest one blending entirely into the sky.

## Writing

### Section A

(Answer for reference)

1. Industrial wastes are partly responsible for pollution.
2. Sailing across the ocean alone is an adventure that / which takes courage.
3. We are all aware of the need to protect the earth that / which / (/) we share.
4. There is no doubt that no species in nature can be replaced with / by another (one).
5. When it comes to landscape paintings, we should focus not only on the paintings themselves, but also on the spirit of the times and the cultural meanings (that / which) they convey.

### Section B

(Answer for reference)

On the right side of the picture is a young girl in a T-shirt and jeans. She is looking into the distance, fascinated by the amazing scenery around her. It seems that she is willing to capture the beauty of nature with the camera in her hand as much as possible. On the right-hand side of the girl is a magnificent valley, while behind her there is only a tree with a few bare branches. A spray of

white clouds is floating in the sky above the girl's head. It looks as if time stands still at that moment.

## **Extended Reading**

### **Pre-reading questions**

(Answer for reference)

1. I don't think there is a link between giving women more control over their life and stopping global warming. These two things seem to be completely different.
2. If these two things need to be connected, the role of women and girls should be linked with resources, reduced use of which may stop global warming.

### **Food for thought**

(Answer for reference)

- (1) Women are less productive on the same size of land.
- (2) Empowering women and girls
- (3) Higher crop yields are achieved.
- (4) Women marry later and have fewer children.
- (5) Carbon emissions are reduced.

### **Challenge**

(Answer for reference)

Currently, a large number of girls have limited access to education. In fact, more years of education can cause women to marry later and have fewer children, thus reducing the demands for food, electricity and other basic necessities, which in turn results in the reduction of carbon emissions and the slowing down of global warming.

## Unit 2 Animals

### Grammar in Use

#### Section A

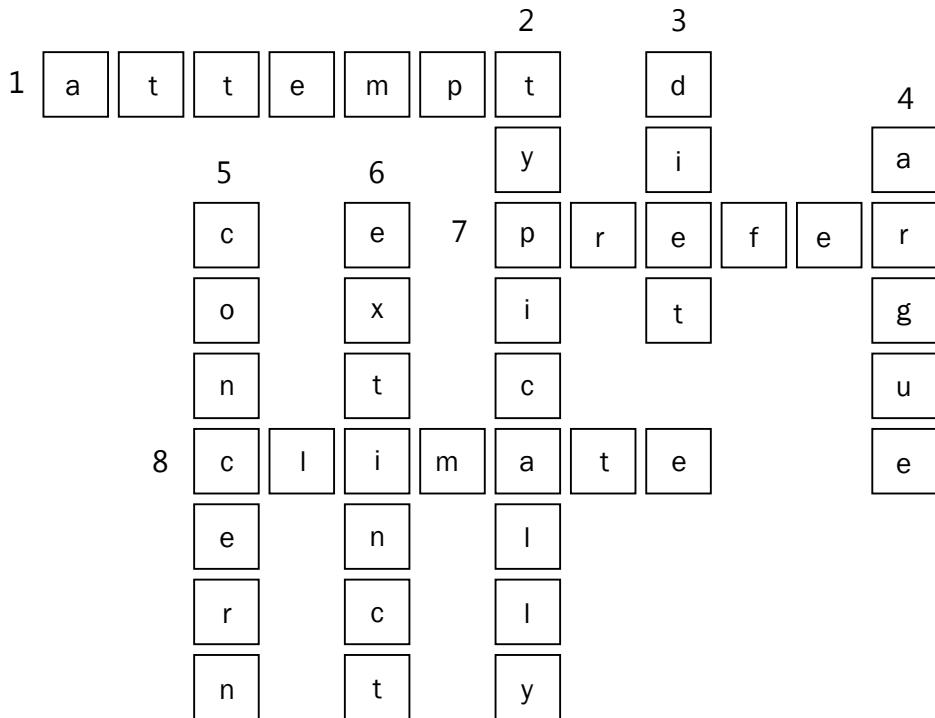
1. where / in which      2. when / in which      3. why / for which  
4. where / in which      5. when / during which

#### Section B

- One of the reasons why (for which) animals migrate is the change of seasons.
- Charlotte recalls those years when (during which) her lovely dog kept her company like a family member.
- Scientists are trying to develop a material that /which has similar properties as spider silk.
- For some people, ecotourism is regarded as travel to certain places where (in which) the unique plants, animals and cultural heritage are the primary attractions.

### Vocabulary Focus

#### Section A



1. due to      2. bright      3. develop      4. early / remote      5. concerns

### Listening and Viewing

#### Section A



Do you know about elephant nurseries? They rescue elephants and give them a loving home. Listen to the passage twice and decide whether the statements are true (T) or false (F).

Believe it or not, serving at the elephant nursery in Chiang Mai, a city in northern Thailand, is an experience that most people would never even dream of.

The day begins around 6:30 am, when volunteers head to the river to help to bathe the mother elephants and baby elephants before feeding them. After that, volunteers and on-site staff take a moment to feed themselves before starting their daily tasks, which include everything from harvesting grass to making medicine balls for the elephants.

As a volunteer, you'll join the full-time staff in taking care of the grounds and facilities. Every day you head out with the staff to harvest grass, corn, bananas and other treats. It may seem simple to you, but it makes a huge difference in these elephants' lives. You'll also be asked to greet and interact with day visitors at the camp, filling them in on some of the details of the important preservation work here.

Finally, you'll also have the chance to work with local villagers, most of whom are staff members and their families. Most of these people come from northern Thailand and are eager to learn and practice English with visiting volunteers. Besides their work in the elephant nursery, the volunteers also choose to help out at the local school when time permits.

#### **Key to Section A**

1. F                  2. T                  3. T                  4. F                  5. F

#### **Section B**



What is your first impression of the animal in the picture below? Are you interested in knowing more about it? Listen to the dialogue and fill in the blanks with the information you have just heard. The dialogue will be read twice.

Zookeeper (M): Welcome to our behind-the-scenes tour.

Visitor (W): Thank you.

M: Have you visited this zoo before?

W: No.

M: OK. Welcome to our zoo. First, we're going to look at some small animals that you probably know from TV shows. Do you know what they are?

W: Uh... squirrels?

M: No, not squirrels. They're meerkats, and they come from the southern part of Africa. As you can see, they're busy eating at the moment. Can you see what they're eating?

W: They look like insects.

M: Yes, they live on live insects, spiders and snakes.

W: Yuck!

M: They aren't afraid of snakes at all. And when they're not eating, they spend a lot of their time looking for food, hunting food, and a lot of time socialising.

W: Socialising? Huh?

M: Yes, uh... they clean one another, like monkeys do, and they play a lot. They seem to have a lot of fun.

W: Yeah, the babies are very cute! How many babies do they usually have?

M: Usually about three.

W: And so how long do they live?

M: Well, in the wild it varies, but on average, they live to the age of about 10. And in captivity, a little longer: about 12 years. But actually, that guy there. See that big one there? He's 16 years old. He's the boss of the group here. Look! He's showing that little one who's boss now.

W: Oh, yeah.

M: It's OK. Any questions before we go to the next area?

W: Uh... are these animals endangered at all?

M: Well, lucky for them, they live in desert areas where there aren't so many people, so they're pretty safe from extinction. And they're very tough, so they survive even in hot, dry weather.

W: Oh, that's good.

M: Any more questions? No? OK, let's move on.

### **Key to Section B**

- |                      |                         |            |
|----------------------|-------------------------|------------|
| 1. the southern part | 2. about ten years      | 3. insects |
| 4. socialising       | 5. hot and dry / severe |            |

## **Reading and Viewing**

### **Section A**

- **Task 1**

1. B                  2. B                  3. B

- **Task 2**

(Answer for reference)

1.

➢ hit by (ocean-going) ships

➢ poisoned by the emitted fuel of ships

➢ affected by habitat degradation

2.

➢ Leaving the environment cleaner than it was

➢ Supporting the International Whaling Commission and the end of whaling in some countries

➢ Reducing carbon dioxide (CO<sub>2</sub>) emissions, as they lead to rising sea temperatures, impacting the smallest organisms of the ocean to the largest

➢ Doing my best to buy local products to avoid excessive shipping so that the probabilities of whales being hit by ships can be lowered

### **Section B**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. A | 3. D | 4. C | 5. D  |
| 6. B | 7. B | 8. C | 9. D | 10. A |

## **Speaking**

### **Section A**

(Omitted)

### **Section B**

(Answer for reference)

Questions 1–2:

- \* Are visitors allowed to take pictures in the zoo?
- \* When does the zoo open?
- \* Is the zoo close to the subway station?
- \* What is most special in the zoo?

Questions 3–4:

- \* Does keeping a dog cost you a lot each month?
- \* How often do you walk your dog?
- \* What colour is your dog?
- \* Was the dog a birthday present for you?
- \* What will you do to make your dog happy?

### **Section C**

(Answer for reference)

After a loud bang, a rabbit fell down. The hunter stepped forward to have a look at the rabbit. Just at that moment, a rescue team made up of three rabbits came out. Two of them moved the injured rabbit onto the stretcher and hurried to the hospital. Another rabbit held up a Red Cross flag, glared at the hunter and said angrily to him, “Hey! How could you shoot at such a lovely rabbit? Animals and humans are friends. No hunting anymore, or you will be punished by nature one day!” The hunter stood still, feeling ashamed of what he had done.

## **Writing**

### **Section A**

(Answer for reference)

1. This kind person provided / has provided a warm home for homeless animals.
2. At weekends, John prefers to walk his dog rather than do gardening.
3. Global warming is likely to have a great effect on species and their habitats.
4. One of the reasons why animals are endangered is that human beings have destroyed their habitats.
5. The scientist believes that the earth is unlikely to be the only appropriate planet where life multiplies.

### **Section B**

(Answer for reference)

Firstly, emperor penguins inhabit only the Antarctic continent. They need an extremely cold living environment. But is an aquarium able to provide the penguins with the same environment as their

polar world? A second concern has to do with changes in the way emperor penguins give birth to their babies. Obviously, their living space in an aquarium is limited, and they no longer need a long-distance journey to their breeding colonies. Will this have an influence on their natural evolution?

## **Extended Reading**

### **Food for thought**

(Answer for reference)

1. Animal rights activists claim that the zoos are abusive, cruel and ineffective in protecting endangered animals.
2. (1) Keeping endangered species in zoos violates the rights of individual animals.  
(2) Removing breeding endangered animals from their natural environment further endangers the wild population.  
(3) Individual endangered animals shouldn't suffer in captivity for the sake of all the species. / Extinction of wild animals is no excuse for continuing to keep individual endangered animals in zoos.  
(4) Most zoo breeding programs don't release endangered animals back into their natural habitats, thus producing little effect in reviving the species.  
(5) The operation of zoo breeding programs doesn't guarantee sufficient habitat for endangered species in the wild.

### **Challenge**

(Answer for reference)

Ladies and gentlemen,

Although you may think it is safer for us to keep endangered species in zoos than in the wild, you could be making a big mistake. First of all, as an ecosystem requires diversity, removing breeding endangered animals from their natural environment endangers the wild population. What's more, individual endangered animals shouldn't suffer in captivity for the sake of all the species. In other words, extinction of wild animals is no excuse for continuing to keep individual endangered animals in zoos. Let's turn back to our zoos. Do you think they are a loving home for endangered species? Most zoo breeding programs don't release endangered animals back into their natural habitats, thus producing little effect in reviving the species. What's even worse is that the operation of zoo breeding programs doesn't guarantee sufficient habitats for endangered species in the wild. With so many arguments of mine, don't you want to change your view?

## Unit 3 Food

### Grammar in Use

#### Section A

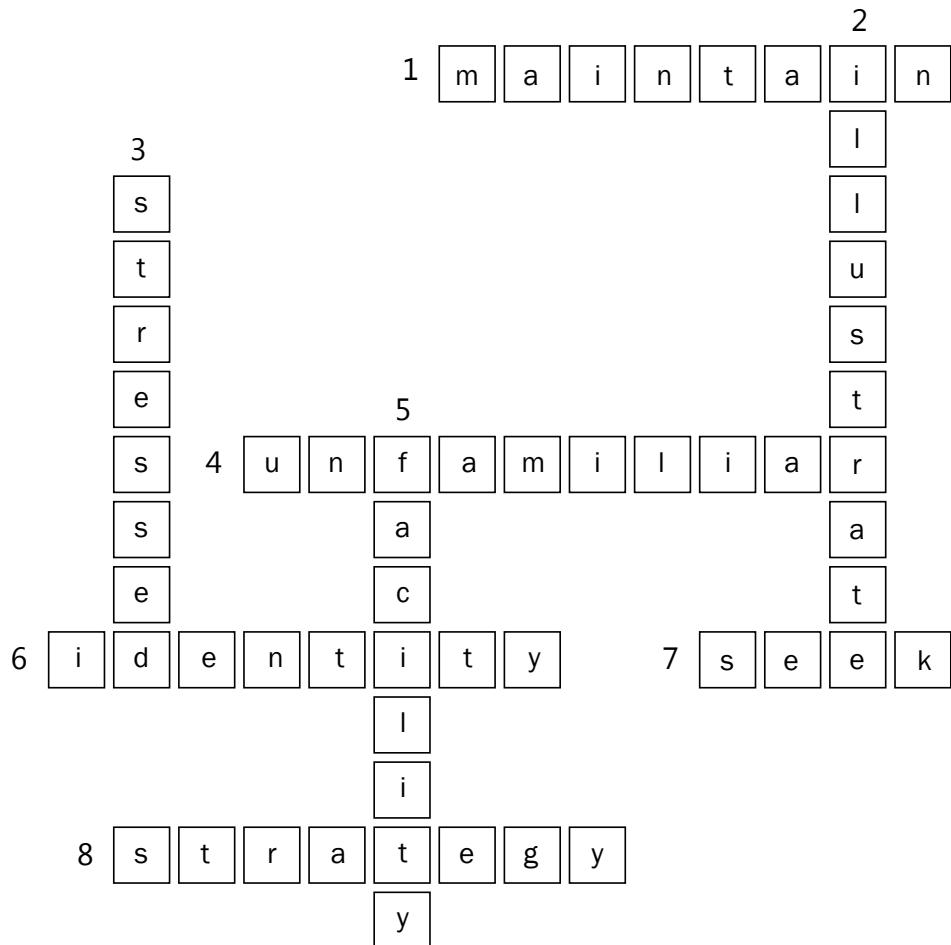
1. The prices of daily foods bought online can be lower than those in stores.
2. Through AI, the food industry has created a new flavour combination delighting the human senses.
3. People willingly adjusting to unfamiliar food in a new country might experience more joy.
4. There is a unique museum for ramen opened by a Japanese food company.

#### Section B

1. invented; still take
2. using; to attract; selling

### Vocabulary Focus

#### Section A



#### Section B

- (1) food groups      (2) cutting      (3) flavour      (4) snacks

## **Listening**

### **Section A**

#### **Script**

Listen to the conversations and choose the best answer to each of the questions. The conversations and the questions will be read only once.

1. M: I want a cup of coffee, two fried eggs and some bacon.  
W: No fatty food for me. I want a light one. Just a salad, please.  
Q: Where does the conversation most probably take place?
2. W: It takes too much time to cook. I wish I had more time to focus on my study.  
M: Why don't you eat at the school cafeteria?  
Q: What does the man advise the woman to do?
3. M: Are you free tonight? I'm meeting a few friends at the restaurant on Main Street.  
W: Oh, I'd love to. But I already have dinner plans for tonight. Another time perhaps?  
Q: What does the woman mean?
4. W: That chocolate cake looks delicious. Aren't you going to have some with me?  
M: Well, I am on a diet. But anyway, birthday only comes once a year.  
Q: What can we learn from the conversation?
5. M: I would really like some fresh products. I just don't like the quality of what they are selling in the local grocery store.  
W: I know a farm that grows and sells fruits and vegetables. It's not too far from the campus and it's definitely better than the store.  
Q: What does the woman imply?

#### **Key to Section A**

1. B            2. D            3. B            4. C            5. B

### **Section B**

#### **Script**

Are you a tea lover? Do you know there are manners in having afternoon tea? Listen to the passage and choose the best answer to each question. The passage will be read twice, but the questions will be spoken only once.

Afternoon tea has also been called “low tea” because it was taken at low tables placed beside armchairs. The traditional time for afternoon tea is four o'clock. Today, most hotels and tearooms serve from three to five o'clock. Along with a choice of teas, there are three distinct courses. They are tiny sandwiches first, then scones, and finally, pastries.

Invitations of afternoon tea may be extended and accepted by telephone, face-to-face, or by mailing them at least a week in advance.

Invite a close friend or two also as “pourers” and set up a schedule of when each will be “on duty” serving tea. No one should pour for more than fifteen or twenty minutes. It is an honour to be asked to pour tea. The pourer is considered the guardian of the teapot, which implies high social graces and mutual trust.

Let your guests know whom you are honouring. When there is a guest of honour, it is your duty as host to stand with that person near the entrance of the room and introduce each arriving guest to the guest of honour. When the tea is over, guide your guest of honour back to the room entrance to say good-bye to your guests.

1. Which of the following is true about afternoon tea?
2. Why is it an honour to be asked to pour tea?
3. Which of the descriptions about the guest of honor is correct?
4. What does the speaker mainly talk about?

#### **Key to Section B**

1. C                  2. A                  3. A                  4. D

### **Reading and Viewing**

#### **Section A**

- **Task 1**

(Answer for reference)

1. Good dining etiquette in China includes the following:
  - Be graceful and polite when taking food with chopsticks.
  - Don't make much noise when eating or drinking soup.
  - Don't talk when there is food in the mouth.
  - Don't point at someone with chopsticks or play with chopsticks.
  - Pick the teeth with toothpicks rather than the fingers.
2. There are lots of things to remember when we dine with businesspeople.
  - Eat a little something ahead of time.
  - Dress appropriately.
  - Silence your cell phone.
  - Store your stuff under your chair.
  - Wait to sit until your host sits first.
  - Don't order the most expensive item.
  - Rest your utensils correctly.
  - Eat at a medium pace.

- **Task 2**

- (1) Bring a gift for your hosts, and one that's typically from your home state or city is strongly recommended.
- (2) Wait to be seated by your hosts.
- (3) Don't call your hosts by first names.
- (4) Hold the fork in your left hand and the knife in your right hand during the meal.
- (5) Cut off a bite-size piece each time.
- (6) Eat hamburgers or hotdogs with hands at an outdoor grill party or when eating informally.

- **Task 3**

(Answer for reference)

### Chinese Dining Etiquette

	<b>Do's</b>	<b>Don'ts</b>
Gifts	<ul style="list-style-type: none"> <li>• Wrap the gifts well</li> <li>• Use fine paper, ribbons and bows</li> <li>• Use the colours of red (auspicious and lucky) and gold (wealth)</li> </ul>	<ul style="list-style-type: none"> <li>• Don't send handkerchiefs, shoes, mirrors, umbrellas or clocks as gifts</li> <li>• Don't send sharp objects as gifts</li> <li>• Don't give gifts in sets or multiples of four</li> </ul>
Business Dining	<ul style="list-style-type: none"> <li>• Dress properly</li> <li>• In the case of a formal business occasion, formal dressing is required</li> </ul>	<ul style="list-style-type: none"> <li>• Don't wear casual clothes, such as T-shirts and jeans</li> <li>• Don't wear slippers</li> </ul>
Utensils	<ul style="list-style-type: none"> <li>• Rest your utensils (chopsticks and spoons) correctly</li> <li>• Pick up your bowl with your thumb on the mouth of the bowl, first finger (forefinger), middle finger and the third finger (ring finger) supporting the bottom of the bowl and palm empty</li> </ul>	<ul style="list-style-type: none"> <li>• Don't stick chopsticks straight up in rice</li> <li>• Don't tap your bowl with chopsticks or other utensils</li> <li>• Don't use chopsticks to stir food in the serving dishes</li> </ul>
Finger Foods	<ul style="list-style-type: none"> <li>• Eat with your fingers among friends or on informal occasions</li> <li>• Always have tissues or a napkin nearby because you'll probably need them</li> </ul>	<ul style="list-style-type: none"> <li>• Don't eat with your fingers on formal occasions</li> <li>• Don't try to lick your fingers clean</li> </ul>

### Section B

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. D | 3. A | 4. A | 5. B  |
| 6. D | 7. C | 8. C | 9. B | 10. A |

### Speaking

#### Section A

(Omitted)

#### Section B



Make quick responses to the sentences you have heard.

1. What would you like to have for lunch, pizza or sushi?
2. This is my first time to come to a Chinese restaurant. Could you tell me a bit about Cantonese food?

(Answer for reference)

1. I'd like to have pizza for lunch. / I'd prefer sushi.

- Generally speaking, Cantonese food is a bit light. / We tend to have soup before other dishes.

## **Section C**

(Answer for reference)

Xiao Ming was celebrating the Chinese New Year's Eve with his family. They were having their family reunion dinner happily at home. It was one of the few occasions when all the family members gather together to have a dinner, so his grandparents had prepared a lot of delicious dishes for the whole family. He and Grandma had also put up the beautiful red lanterns and stuck the character of *fu* on the wall. Among the dishes the roasted duck was Xiao Ming's favourite. While he was eating the duck merrily, his grandfather asked him, "Xiao Ming, do you know why we don't eat the head and feet of the duck on the New Year's Eve?" "Why not?" Xiao Ming asked, at a loss. "Because the whole duck implies the unity of the family!" Xiao Ming's father told him with a smile. Meanwhile, Xiao Ming's father raised his glass and said, "I would like you to join me in a toast! Happy New Year!" "Happy New Year!" Everyone responded happily.

## **Writing**

(Answer for reference)

- Generally speaking, you have to identify with the local community to be able to stay there.
- The first time you go abroad, you may experience a sense of culture shock.
- The courses the school offers aim to help young people become better informed about the changing world.
- Is the food (that is / which is) preserved in fridges absolutely safe?
- People suffering from homesickness tend to seek hometown dishes / native cuisine as comfort food. Or People who suffer from ...

## **Extended Reading**

### **Pre-reading question**

(Answer for reference)

Chongqing noodles, or *xiao mian*, is my comfort food. It is a traditional breakfast in Chongqing with a low price and has a spicy taste. It has been described as a staple food of Chongqing and is a historic part of the cuisine there.

### **Food for thought**

(Answer for reference)

I am a great meat lover, so the Capitol's beefsteaks would be my top choice. With juicy steak in my mouth, I taste the freshness of meat. It would be better to have black pepper broth; that makes for a fantastic blend.

### **Challenge**

(Answer for reference)

- The restaurants where the comfort foods can be found and their reputation, the owners or chefs, the features of the food.
- If there is any food that is always a comfort for your body, it has to be ...

Once you dip these little ones in the ..., any overindulgences from Friday night will wash away.

... is my death-row meal and I find it very difficult not to order it when I see it on a menu.

This is like being fed by your parents when you need to feel the love of home and familiarity.

Next time you're thinking about a ... to lift your spirits, head to ....

3.

### **My Favourite Local Comfort Food in Winter**

If there is any food that is always a comfort for my body, it has to be *hong shao rou* (braised pork); this magical treat is perhaps the universe's perfect dinner food in winter. There's no denying that you could find various kinds of delicious *hong shao rou* in Shanghai, but Ren He Guan's version nails it on all levels. Sticky and sweet, it's served in a single melt-in-your-mouth cube with two quarters of a hard-boiled soy sauce egg for only 19RMB. Hard to believe it's so cheap, right? Once you have tried it, you will never forget the perfect version of this ultra-rich, fatty classic.

## Unit 4 Sports

### Grammar in Use

#### Section A

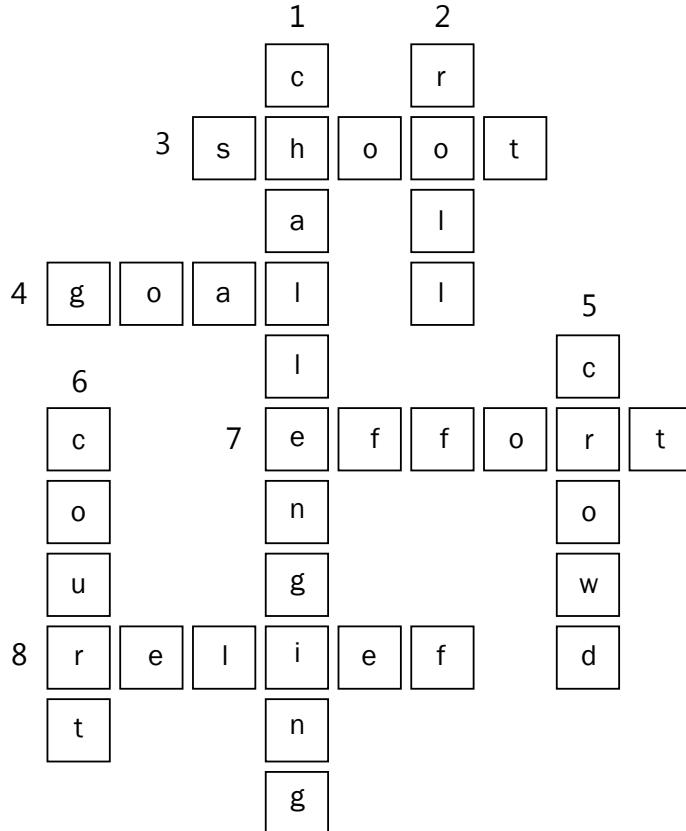
1. screaming      2. Adding      3. sweeping / having swept      4. injured      5. given

#### Section B

1. Wrestlers entered the ring to the theme music, roaring. / Roaring, wrestlers entered the ring to the theme music.
2. Exhausted, a team of Swedish athletes sat down for a meal. / A team of Swedish athletes sat down for a meal, exhausted.
3. “She just seems to have that in her blood,” says John, explaining his daughter’s remarkable ability to win.
4. Initially looked down upon by skiers, snowboarding has rapidly increased in popularity.

### Vocabulary Focus

#### Section A



#### Section B

1. a. introduce (v. 介绍)      b. introduce/ introduced (v. 引进 )
2. a. tough (adj. 坚韧的 )      b. tough (adj. 难做的 )
3. a. draw (n. 平局, 不分胜负 )      b. draw (v. 吸引 )  
c. drawn [v. 提取 (钱款) ]
4. a. turned [v. 转身; 扭转 (身体部位) ]      b. turn [n. (依次轮到的) 机会 ]

- c. turned (v. 变得 )
- 5. a. grab (v. 尤指匆忙地取、拿、吃、喝)                  b. grabbed (v. 抓住, 逮住)
- c. had grabbed (v. 抢占 )

## Listening and Viewing

### Section A

#### Script

Do you know about the sport described in the picture? Listen to an introduction to the sport and fill in the blanks. The introduction will be read twice.

Today we are going to explore the clear blue waters around the islands of the Bahamas to learn about the exciting sport of scuba diving. You may ask why it is called “scuba diving”, not “bascu diving”. Let me tell you the reason. Because the word “scuba” stands for self-contained underwater breathing apparatus. Knowing how to dive opens up an entire underwater world of coral, fish and other creatures. So join us and let's learn the basics of diving and say hello to a shark.

Since humans are not designed to see and breathe underwater, scuba diving requires several pieces of important equipment. We scuba divers must wear a mask in order to be able to see underwater. The mask creates an air space that protects our eyes and nose.

We breathe with the help of a regulator, which brings air to the mouth when we breathe in. The regulator is attached to an air tank that is placed on our back. There is an extra regulator called an octopus, which is used in case of emergency situations.

We also wear a BCD to control how much we float or sink. A pressure gauge device tells us how much air is left in the air tank. Or, a dive computer can calculate how much air is left as well as our depth and the length of time we can stay underwater.

Besides, we wear scuba fins on our feet to help us move easily and quickly through the water. We also wear a wetsuit in order to stay warm underwater.

To learn how to use all of this equipment, it helps to come to our dive school. So, next let's practice how to use the equipment... (fading out)

#### Key to Section A

- 1. see underwater
- 2. regulator
- 3. float or sink
- 4. easily and quickly
- 5. wetsuit

### Section B

#### Script

Wilma Rudolph is an international sports star in track and field. Listen to the passage and fill in the blanks with the information you have just heard. The passage will be read twice.

Let me tell you about a little girl named Wilma Rudolph. Wilma was born in a poor family in Tennessee. When she was four years old, she was seriously ill and it left her with a useless left leg. As a result, she had to wear an iron support and was told by a doctor that she would never walk normally.

Fortunately for little Wilma, she had a mother who taught her that despite her leg, she could do

whatever she wanted to do with her life. And she told her that all she needed to do was to have faith, persistence and courage.

So, at the age of nine, Wilma took away the iron support and took a step that the doctor told her she never could take. In four years' time, she had developed a rhythmic step, which was a wonder medically.

Then, Wilma got the faith that she would like to be the world's greatest woman runner. It seems like an impossibility for a person who once had a useless leg, but Wilma was determined. So, at 13 in high school, she entered a race but she came in last. Her classmates begged her in the name of pity to quit it. But one day she came in next to last. And there came a day when she won the race. From then on, she won every race that she ran.

Then she went to Tennessee State University, where she met a coach named Ed Temple. And Ed Temple saw the persevering spirit of this girl. She was a believer and had great natural talent. He trained her so well that she went to the Olympic Games in Rome along with Mr Temple in 1960.

There she competed against the greatest woman runner of those times, a German girl named Yetta Heine. Nobody had ever beaten Yetta Heine. But in the 100 metres little Wilma beat her; again in the 200 metres and the 4×100-metre relay.

How did she do it? She wanted to. And you will never become what you want to be, unless you want to.

### **Key to Section B**

- |                               |                          |                 |
|-------------------------------|--------------------------|-----------------|
| 1. left leg                   | 2. the iron support      | 3. woman runner |
| 4. professional/good training | 5. the 4x100-metre relay |                 |

## **Reading and Viewing**

### **Section A**

- Task 1**

(Answer for reference)

1. Yes. There are many friends of mine who have tried half marathons.
2. I think one of the reasons why they are crazy about marathons is that they intend to challenge themselves again and again, which may provide them with a sense of accomplishment.

- Task 2**

- |      |      |      |      |
|------|------|------|------|
| 1. D | 2. C | 3. E | 4. A |
|------|------|------|------|

- Task 3**

(Answer for reference)

My prediction is that she will tell us more about her efforts of how to achieve her future goals.

### **Section B**

- |      |      |      |      |
|------|------|------|------|
| 1. D | 2. A | 3. F | 4. C |
|------|------|------|------|

## **Speaking**

### **Section A**

(Omitted)

### **Section B**

(Answer for reference)

Questions 1–2:

- \* What was the result of the match?
- \* Was the match exciting?
- \* Who was the best player of the match?
- \* Did anyone get hurt in the match?

Questions 3–4:

- \* How much did you spend on the yoga course?
- \* Is yoga difficult for a rookie?
- \* How long does one yoga class last?
- \* Is yoga an effective way to lose weight?

### **Section C**

(Answer for reference)

Xiao Ming was trying to pass the physical fitness test. He was holding the monkey bar tightly, with sweat covering his face. “I can’t give up just like this!” Xiao Ming thought to himself. So he clenched his teeth, stretching his legs again. But hard as he tried, he didn’t make it. “Are you OK?” the PE teacher asked. He didn’t expect Xiao Ming to be so poor at sports. “One more chance, sir!” Xiao Ming begged. At that moment, Xiao Ming was quite regretful that he didn’t take part in exercise regularly with his classmates. What he had now was poor physical health.

## **Writing**

### **Section A**

(Answer for reference)

1. John signalled another player to pass him the ball immediately.
2. My cousin and I hang out playing football at the stadium (which is / that is) the nearest to our homes every weekend.
3. Xiao Wang persists in spending one hour (in) playing table tennis every day because he knows well that the more he practises, the more skillful he’ll become.
4. Even though she is faced with / Faced with negative comments, she sticks to her dream of martial arts.
5. Although Father knew / Knowing that there was no future in football for girls in his hometown, he spared no effort to support his daughter’s enthusiasm for it.

## **Section B**

- **Task 1**

(Answer for reference)

1. The doctor thought that Wilma would never walk normally again.
2. By telling her that despite her leg, she could do whatever she wanted to do with her life, and that all she needed to do was to have faith, persistence and courage.
3. They begged her to quit running.
4. Because he saw Wilma's persevering spirit and natural talent.

- **Task 2**

(Answer for reference)

Ladies and gentlemen,

Good evening!

My name is Wilma Rudolph. It is a great honour to stand here and give a speech to all of you. Today I would like to share my story with you.

I was unable to walk after a serious illness when I was only four years old. At the age of nine, I took away the iron support and learnt to walk normally again. And as you can see, I succeeded. At 13 I went to high school where I entered one race after another because I dreamed of becoming the world's greatest woman runner. After that, I met my coach Ed Temple in Tennessee State University, who finally took me to the Rome Olympic Games where I won three gold medals.

As for my success, I'd like to express thanks to the doctor who thought I would never walk normally again and to those who begged me to quit running first. It was you who made me stronger and drove me to fight against fate.

Then, I want to express my earnest gratitude to my dear mother. It was you who gave me hope and taught me to have faith, persistence and courage. What's more, I'd love to say thank-you to my coach Mr Temple. It was you who saw the persevering spirit and natural talent in me and gave me the professional training I needed.

All in all, I am grateful to those who have lost their faith in me, laughed at me, supported me and trusted me. I would never have accomplished the achievement I have made today without you.

Thank you!

## **Extended Reading**

### **Pre-reading questions**

(Answer for reference)

1. From the picture, I guess they are similar to sticks, which we can use while hiking.
2. I may think they are useful for hiking, especially when we feel tired.

- **Task 1**

### **FOR**

British runner Damian Hall believes the boost provided by sticks makes them invaluable.

Hand-held sticks or poles have been used by skiers since the Middle Ages. In recent decades, hikers and runners have recognised their effectiveness and adopted them too, especially in Europe.

In ultra-distance mountain races nowadays you might guess at least 75% of runners are using them, including the likes of Kilian Jornet and François D'Haene, Mimmi Kotka and Núria Picas – all UTMB winners.

A 2010 Northumbria University study showed poles reduce soreness after a hill walk and help to maintain muscle function, provide “motivation to enjoy the benefits of exercise for longer”, and avoid injury. Three US studies (from the Universities of Massachusetts, Wisconsin and Steadman-Hawkins Sports Medicine Foundation) found the same things: poles lead to less tiredness, less stress on the joints and fewer injuries.

You hear occasional complaints about popular races where pole use is sometimes unruly in crowded situations. But races such as Transgrancanaria ban their use for the first 2 kilometers, which does a lot to ease the situation.

To sum up, if poles are likely to make it less painful to go up and down mountains, and therefore mean that more people enjoy the great outdoors, that must be a good thing.

## AGAINST

American world mountain running champion Joseph Gray says poles are dangerous and speed up trail erosion.

About 1 kilometre into a race I almost got my eyes poked out by a competitor using running poles. Although the trail was a little wider than single track, his poles were taking up the space that would typically allow one to pass without concern. I was forced to pass off-trail to avoid being tripped by the poles.

I began spending time watching groups of hikers attached to poles on trails across the globe. I realised my story wasn't isolated. I saw numerous people being tripped by the poles of passing hikers and plenty of trekkers poked by pole tips. Even worse, the poles were digging into the terrain, putting small holes into the earth with every step they took. I've noticed over the years that various trails I frequent have become noticeably more eroded, new rocks once beneath soil now resting their edges on exposed trail.

Is it time for us to ban the use of poles in public spaces? Definitely in races. They are dangerous to others around and, due to the fact that one must go wide to pass someone using poles, athletes are also forced to run off-trail, damaging new terrain and vegetation. We are already leaving our footprint on natural areas across the globe; do we need to speed up the process simply to allow someone to use an unnecessary piece of equipment to entertain themselves in the outdoors? Our ancestors climbed rugged mountains without poles. And slowing down erosion of natural areas is more important than making it easier for someone to climb a mountain.

- Task 2

	<b>For</b>	<b>Against</b>
<b>Main Arguments</b>	<p><b>Physical benefits:</b></p> <ol style="list-style-type: none"> <li>1. reduce soreness after a hill walk and help to maintain muscle function</li> <li>2. lead to <u>less tiredness, less stress on the joints and fewer injuries</u></li> <li>3. make it less painful to <u>go up and down mountains</u></li> </ol> <p><b>Mental benefits:</b></p> <ol style="list-style-type: none"> <li>1. provide motivation to enjoy the benefits of exercise for longer</li> <li>2. enable more people to <u>enjoy the great outdoors</u></li> </ol>	<p><b>For passing hikers:</b> Poles are dangerous because <u>their tips might poke or trip the other passing hikers.</u></p> <p><b>For trails:</b> Poles can dig into <u>the terrain</u> and put <u>small holes into the earth</u>, thus speeding up trail erosion.</p>
<b>Methods of Argumentation</b>	<ol style="list-style-type: none"> <li>1. by quoting data</li> <li>2. by <u>presenting results of scientific studies</u></li> <li>3. by <u>giving an example</u></li> </ol>	<ol style="list-style-type: none"> <li>1. by <u>presenting personal experience</u></li> <li>2. by reasoning</li> </ol>

**Challenge**

(Omitted)

## Revision

### Listening

#### 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: Peter's dog is very friendly and playful.  
M: Yes, and it makes a good companion for his parents and children too.  
Q: What can we know about Peter's dog?
2. M: Personally, I've never cared for the food at Betty's Café.  
W: I think it all depends on the cook's mood that day.  
Q: What does the woman imply?
3. W: I spent my summer vacation at Changbai Mountains. The view of the mountains there was so beautiful. I think it would be great to live there all year round.  
M: You've been kidding. I'm from there and believe me, in winter, it's so cold that you wouldn't care about the scenery.  
Q: What does the man mean?
4. W: This dish really tastes good. I guess that's because the vegetables in it are fresh instead of canned.  
M: I know. It's a rare treat in this cafeteria.  
Q: What can we learn from the conversation?
5. M: Why didn't you go to the basketball finals last weekend? You missed a great game.  
W: Come on. You know how sensitive I am to loud noise.  
Q: What can we know about the woman?

#### Key to Section A

1. B            2. C            3. D            4. C            5. C

#### Section B

##### Script

Listen to the passage and choose the best answer to each question. The passage will be read twice, but the questions will be spoken only once.

A new study suggests that dog training methods based on negative punishments can cause long-term harm to the animal. Much research in the past has studied training methods for dogs working with police or with search and rescue operations. But the latest study centred on dogs kept as companion animals for humans. The researchers carried out experiments involving two kinds of dog training methods – negative and reward-based.

Negative methods use some negative actions in answer to unwanted behaviours, such as shouting, pushing or pulling the dog to force it to do something or using special collars that put pressure on the neck. Reward-based methods involve giving the dog food, praise or attention when

the animal completes wanted behaviours.

The study included 92 dogs which were put in a room containing food bowls. Researchers observed how quickly and excitedly the dogs went to the bowls. Meanwhile, the dogs receiving negative training were observed to be more “depressed” in behaviours than the ones trained with rewards.

The study supports earlier research on the effectiveness of reward-based training. Many other studies have suggested that food is the best reward to get dogs to perform the behaviours we want. Some dog trainers teach the use of “life rewards” which could include play or taking the dog for a walk. These can be useful to help to keep behaviours the dog has already learned. However, for most everyday behaviours most people want to teach, food rewards are just quicker and easier.

**Questions:**

6. What kind of dog does the research focus on?
7. Which of the following is a reward-based method?
8. What can we know about the research results?

**Key to Section B**

6. A                  7. A                  8. B

**Section C**

**Script** 

Listen to a longer conversation and choose the best answer to each question. The conversation will be read twice, but the questions will be spoken only once.

M: Hi, I need to pick up the gym pass.

W: OK. I'll need your name, year, and Student ID.

M: Here's my ID card. My name is Tony Kent, and I'm first year.

W: OK. I'll type up the pass for you right away.

M: Great! I can't wait to get started. Everyone is talking about the new pool, the new indoor course. But I like the classes best.

W: The classes...?

M: Yes, like the swimming and tennis classes.

W: But this pass doesn't entitle you to those.

M: It doesn't?

W: No, the classes fall into a separate category.

M: But that's my reason for getting a pass. I was planning to take a swimming class.

W: That's not how it works. This pass gives you access to the gym and to all the equipment, but not with team practising.

M: What do I have to do if I want to take a class?

W: You have to: one, register; and two, pay the fee for the class.

M: But people who play sports in the gym don't have to pay anything.

W: No, they don't. They just come in and play or swim on their own. But taking a class means that you have to pay the instructor.

M: So, if I want to enroll in a class...

W: Then you have to pay extra. So, what class do you want to take?

M: Swimming.

W: OK. Swimming classes are thirty dollars a semester.

M: I guess I could manage that. So, how do I pay you?

W: Well, first, you need to talk to the instructor. They have to assess your level and put you into the right class.

M: You mean, I have to swim for them? Show them what I can do?

W: No, you just tell them a little bit about your experiences and skills, so they know what level you should be in.

M: OK. So I'll need an appointment.

W: I can make that for you right now. And I'll tell you about your gym ID card. You'll need it to get into the building. Now about that appointment... how does Wednesday at three sound?

M: Fine.

W: OK. Then you'll be meeting with Mark Guess. He's a swimming instructor. He also coaches the swim team. I've taken it all down for you.

M: Great! Thanks.

#### **Questions:**

9. Which of the following is true about the gym pass?
10. What does the student need to do before taking a swimming class?
11. What is the conversation mainly about?

#### **Key to Section C**

9. C            10. D            11. B

#### **Grammar**

- |                         |                              |                       |
|-------------------------|------------------------------|-----------------------|
| 1. the most respectable | 2. due to / because of       | 3. has (been) reduced |
| 4. where                | 5. Although / Though / While | 6. titled             |
| 7. increasing           | 8. leading                   | 9. followed           |
| 10. that / who          |                              |                       |

#### **Vocabulary**

##### **Section A**

1. turn            2. delicate            3. ultimate            4. appreciate            5. grab

##### **Section B**

6. varieties            7. imbalance            8. native            9. illegal            10. destroying

#### **Reading**

##### **Section A**

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. B | 2. B | 3. D | 4. C | 5. A  |
| 6. C | 7. D | 8. A | 9. D | 10. B |

**Section B**

11. A            12. C            13. D

**Section C**

14. E            15. F            16. A            17. C

**Writing****Section A**

(Answer for reference)

1. Flowers can convey the feelings (that/which) people are too shy to express.
2. While/Although/Though they taste good, preserved foods lack necessary / essential nutrients. Or Preserved foods taste good, but they lack necessary / essential nutrients.
3. It is difficult for people to understand how dogs experience and respond to the world through their extraordinary sense of smell.
4. Not realising that children will be addicted to junk food, many parents do not take their eating snacks seriously. Or Many parents do not realise that children will be addicted to junk food, so they do not take children's eating snacks seriously either. Or Not realizing that children can become addicted to junk food, many parents do not take their snacking seriously.

**Section B**

(Answer for reference)

Ming's Restaurant is near Zhongshan Park. Standing at its entrance, you will never miss a wall full of traditional Chinese paintings on your right. When you step inside, you will find a platform right in the middle, around which are ten sets of tables and chairs. Thus, every customer is able to watch wonderful art performances on the platform. It offers traditional Chinese food, including snacks and tea. And the waiters there are rather friendly and helpful. Dining in such a clean and well-lit environment is no doubt a relaxing and unforgettable experience.

**Speaking****Section A**

(Omitted)

**Section B**

(Answer for reference)

Questions 1–2:

- \* What do you usually have for breakfast?
- \* What is your favourite Chinese food?
- \* Which do you prefer, Chinese food or Western food?
- \* Is there anything you don't eat?
- \* Are you a vegetarian?

Questions 3–4:

- \* How often do you have a club activity?
- \* How many hours do you spend practising every week?

- \* Do you have a professional coach?
- \* Do I have to take tests before joining the tennis club?

### Section C

**Script**



Make quick responses to the sentences you have heard.

1. It's so kind of you to tell me the way to Shanghai Wild Animal Park.
2. Would you mind if I used your computer to search for some information about Chongming Dongtan Wetland Park?
3. What do you think of the performance of the Chinese national football team last night?
4. Could you recommend a good restaurant around our school?

(Answer for reference)

1. My pleasure. / You are welcome.
2. Please go ahead. / Sorry, there is something wrong with my computer and I'll have it fixed tomorrow.
3. I think they did a good job. / I think their performance was far from satisfactory.
4. The Italian restaurant opposite our school is quite good. / Sorry, I am not familiar with the restaurants nearby.

### Section D

(Answer for reference)

Xiao Ming and Xiao Li were having a picnic on the grass. Both of them took their shoes off. Xiao Li was sitting on a picnic blanket, eating snacks happily. Xiao Ming was sitting on a stump and saying, "What fun it is having a picnic in nature!" But while they were enjoying the beauty of nature, they were throwing rubbish all over the place. Around them were tins of soft drinks, fast food boxes and a plastic bag. Beside them was a frog. He sighed sadly and thought to himself, "What a pity the beautiful park has been damaged by these selfish people!"

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