

Book2 Unit1 Reading and Thinking

班级_____ 姓名_____ 小组_____

一、学习目标

1. Enable students to understand the main information and text structure of the reading text;
2. Encourage students to use the reading strategy of "creating a timeline" based on appropriate text types;
3. Enable students to understand how problems are solved;

二、重点、难点

1. Guide students to pay attention to reading strategies such as prediction, self questioning, and scanning.
2. Help students clarify the theme language of cultural relic protection and understand the narrative characteristics of "time events"

三、导学流程

1、基础感悟（导学导读）：

The task for the first quick reading is to quickly read and identify the key words in each paragraph.

2、未知探究：

详见 ppt

3、当堂检测

1. They have to set a _____ (限制) to the expense of the trip.
2. A company grows with the _____ (贡献) of each employee.
3. They watched the train until it _____ (消失) in the distance.
4. We hope you can _____ (建立) business relations with us.

5. The task was so easy that I got it over _____(在……之内) one hour.
6. Your job is to attend all the meetings and report back to the _____(委员会).
7. You should compensate(赔偿) us for the _____(损失) caused by the late delivery.
8. The best thing to do is to consult with your doctor or other health _____(专业人员).

二、单句语法填空(共 10 小题；每小题 1.5 分，满分 15 分)

1. _____(contribute) from many countries helped the country get through the difficult period.
2. All the students, especially senior high school students, should keep a _____(balance) diet to keep energetic.
3. She has been passing on traditional Chinese culture in a rather _____(create) way.
4. This is a new invention that will have a wide range of _____(apply) in industry.
5. They have made a _____(propose) to protect the local river against pollution.
6. Only a _____(limit) number of students will be allowed in the class.
7. The ruins of the ancient city are of great cultural value and should _____(preserve) by everyone.
8. The International Olympic Committee regarded the Beijing 2022 Winter Olympics as history-making success.
9. The effort he _____(contribute) in the past years to helping the disabled is now considered to be of great value.
10. It is worthwhile _____(carry) out research on ancient Chinese buildings and make full use of them to react to floodwaters.

三、阅读理解(共 8 小题；每小题 2.5 分，满分 20 分)

阅读下列短文，从每题所给的四个选项 (A、B、C 和 D) 中，选出最佳选项。

A

When Stanford University student Ellen Xu, now 18, was a five-year-old in San Diego, California, she clearly remembers that her parents rushed her little sister to the hospital. Three-year-old Kate had fallen seriously ill; she had a fever, reddened eyes, and some

swelling (肿胀) in her hands and tongue.

At first, the puzzled doctors thought she had flu, but when her condition didn't improve, the Xus returned to the clinic room, where a doctor by chance had a similar earlier experience with such symptoms (症状) in the blood known as Kawasaki disease. Though rare (罕见的), it's the leading cause of the heart disease in babies and young children, and its causes remain unknown.

The doctor knew how to treat it: He ordered some medicine for Kate, and finally she shook off the illness without suffering damage to her heart.

Xu remembers being curious about her sister's illness condition and was amazed that the grown-ups couldn't answer her questions about why it was so hard to check. "In my mind, it was this puzzle I wanted to solve," she says.

Ten years later, wanting to enter a high school science fair, she had an idea. What if we had a doctor in our pocket? So she created just that: Using AI, Xu designed a program that uses visual facts to check the disease based on five physical symptoms.

The technology works the same way as apps that can identify birds and plants with photos you've taken on your cellphone. Worried parents can upload a photo that they have taken of their child, and the technology will scan the picture for symptoms of the disease, which often have a strong visual factors, such as a swollen tongue.

Xu's invention has been applied as a web app on the website. "The technology could also be developed for recognizing some other diseases," she says, "It means a lot to me. I want to use AI to help people live happier and healthier lives."

Xu says that her sister Kate, now in her third year of high school with dreams of becoming an environmental engineer, is strong and healthy.

1. Why did the author mention Kate's illness?

- A. To explain who treated Kate's illness.
- B. To prove how serious Kate's illness was.
- C. To show how much Ellen loved her sister.

D. To tell why Ellen solved the puzzle in her mind.

2. Why did Ellen design the program?

A. To save her sister. B. To earn a prize.

C. To check a rare disease. D. To identify birds and plants.

3. What can best describe Ellen according to the passage?

A. Determined and careful. B. Creative and helpful.

C. Diligent and selfless. D. Active and easygoing.

4. What is the best title for the text?

A. A Girl's Road to Invention. B. An Invention Helping Doctors.

C. A Girl Recovering from a Disease. D. A New Method to Treat a Disease.

B

A compost (堆肥) program at the Wesley School in Los Angeles is helping kindergarten through eighth grade students to teach them ways to solve human-driven climate change. For the past year, 5, 200 pounds of food waste from the school has gone into compost containers rather than a landfill where it would just break down and produce planet-warming gases.

The school workers could have easily thrown the food waste into a city-provided green bin (垃圾箱). But taking it out of sight, which would have been easier, would have missed the point, says science teacher Johnna Hampton. “When it's invisible like that, they don't see it, but they know it doesn't sink in (心安).”

When sixth grader Finn saw the finished compost pile, it sank in. “That's my orange chicken in there,” he says. “That's not just like any food. Somewhere in there is my food.”

The school will use the compost on plants around campus. Some will be offered to families that want to use it at home, and whatever is left will be donated.

Fifth grader Sloan felt so encouraged by the school's compost program she decided to take climate action outside of school. Along with several other fifth graders, Sloane says, “We did a lemonade stand at our friend's house and we made over \$200, and we donated

it.” They also helped create a petition (请愿) to replace the plastic forks and spoons in the school cafeteria with compostable ones.

Fifth grader Kingston was excited to learn his food waste will help grow new food on campus. “It feels good that you're doing something that helps the planet, instead of just sitting and watching it get destroyed,” he says.

Jennifer Silverstein, an expert on climate, says the school's compost program checks a lot of the boxes for effective, positive climate education to help youth understand the crisis of human-caused climate change.

5. What is the purpose of the compost program?

- A. To prevent wasting food. B. To deal with climate change.
C. To raise money for the school. D. To keep friendship among kids.

6. How did the school deal with the food waste before?

- A. By selling to families as compost. B. By putting into compost containers.
C. By turning into new food again. D. By throwing into dustbins.

7. How has the program affected Sloan?

- A. She has taken climate action. B. She has gained a sense of achievement.
C. She has got a part-time job in the school. D. She has developed a new way to donate.

8. What can we learn about the program from the last two paragraphs?

- A. It is well received. B. It is highly profitable.
C. It needs to be more effective. D. It takes time to watch the result.