Unit 5 Energy

Part 1 Overview of the unit

Teaching objectives

Upon completion of this unit, the T is expected to enable Ss to:

	OBJECTIVES		
•	learn about the discovery of fire	Knowledge	
•	know about the pros and cons of forest fires		
•	learn about the development of energy		
Listening skill		Skills	
•	listen to distinguish facts from opinions		
•	listen to understand a sequence of events		
Critical thinking skill			
•	make a claim of value		
Speaking skill			
•	exchange opinions in a discussion		
•	debate whether fire does more harm than good	Unit task	

A suggested teaching plan

	Before class	Check Ss' online study (Warming up, Academic listening)	
	In class	Introduce the topic; deal with the video in Warming up	
		based on Ss' online performance	20 min
		Go through Academic listening 1 based on Ss' online	
		performance	30 min
Periods 1 & 2		Go through Academic listening 2 based on Ss' online	
		performance	30 min
		Deal with Getting the skill in Critical thinking	20 min
		Ask Ss to do the oral practice of Academic listening	
	After class	Ask Ss to preview A cross-cultural view and Academic	
		communication	
	Before class	Check Ss' online study (A cross-cultural view, Academic	
	Defore class	communication)	
		Deal with A cross-cultural view	30 min
		Introduce the objectives of Academic communication;	
		analyze the speaking model	15 min
Doriods 2 8 4	3 & 4 In class	Go through the speaking skill based on Ss' online	
		performance	5 min
		Raise a thorough discussion and help Ss finish the	
		mini-project in Skill enhancement	20 min
		Guide Ss to finish the speaking task step by step	30 min
	After class	Ask Ss to upload the recordings of their presentations and	complete
	Arter class	Unit review	

Part 2 A detailed teaching guide



Fire

When we're staring into a campfire or watching a rocket rise from the launch pad, our awe for the power of fire is aroused. Thousands of years ago, humans harnessed fire for warmth, light and cooking. That beautiful, mysterious chemical reaction has catalyzed much of mankind's progress. It has helped us survive and flourish.

Cooking with fire

The earliest mastery of fire was probably for cooking food. Cooking with fire makes food taste and smell better. It becomes easier to digest to gain nutrition. The human brain size expanded rapidly about 1.8 million years ago.

Scientists speculate that this was linked to access to cooked food. Today, humans have developed and acquired a complicated system of cooking crafts. Take Chinese culinary art as an example. The various ways of cooking include frying (煎), stir-frying (炒), stewing (焖), braising (炖), roasting (烤), boiling (煮), and steaming (蒸). Each requires deliberate control of heating time and temperature (火候).

Powering with fire

Once the Industrial Revolution came along, so did the need for massive amounts of ready-to-use power generated by the combustion of fossil fuels. As a result, human dynamics changed immensely. The three major fossil fuels are coal, natural gas and oil. Nowadays coal is mostly burned in large power plants to produce electricity. Natural gas is primarily for heating, cooking and manufacturing. Oil, either as gasoline or diesel fuel, is largely used by machinery and transportation. From the Wright Brothers' plane to the Long March-5, from automobiles to high-speed railways, oil has powered the future.

Forest fire

Forest fires caused by lightning or volcanoes are natural occurrences. Though humans fear forest fires, plants have adapted. Some even need fire to restore ecological balance and promote regeneration. When over time forest floors become littered with dry brush and choked by dense bushes competing with trees for water and nutrients, wild animals might be forced out of their natural habitat. Low-intensity fires can clear forest floors with minor damage to the trees while also reducing insect plagues and potential disease. However, large wildfires are destructive. According to the US Fire Administration, the US had around 1.3 million fires annually, leading to an average 3,190 civilian deaths, 16,225 civilian injuries, and \$14.7 billion in direct property loss each year from 2008 to 2017.

Words and expressions

launch pad *n*. (武器或航天器的)发射台,发射坪 catalyze v. 促成;催化 culinary *adj*. 烹饪(用)的 stew v. 炖,煨,焖 braise v. 炖,焖,用文火煮 combustion *n*. 燃烧 diesel *n*. 柴油 regeneration *n*. 再生 brush *n*. (从灌木和树上断落的)枯枝 choke v. (植物)扼杀,阻止……的生长

Proper names

the Industrial Revolution 工业革命,产业革命 Wright Brothers 莱特兄弟(美国科学家、飞机发明者) Long March-5 长征五号运载火箭 US Fire Administration 美国消防管理局



Teaching suggestions

- 1 Introduce the unit topic by asking Ss questions about the sources of energy they know. Then summarize the answers from Ss and emphasize that fire is one of the most important ways of utilizing energy by human beings, thus bringing up the topic for Task 1: Fire.
- **2** Ask Ss to work in pairs. Each student thinks of five words related to fire and decides whether they are positive, negative or neutral.
- **3** Ask Ss to share their answers with their partners and tell each other why the chosen words are positive, negative or neutral. Invite 1 or 2 Ss to share their answers with the whole class.
- 4 Check their answers of Task 2.
- **5** Ask Ss to discuss the questions in Task 3 in pairs. Invite 1 or 2 Ss to share their answers with the whole class. The T makes comments on the Ss' answers.

Reference answers

Task 1

Positive: cheerful, light, bright, warm Neutral: flame, fireplace, campfire, burn

Negative: fierce, disaster, injury, death

Task 2

- 1. A
- 2. A
- 3. A
- 4. B
- 5. B

Task 3

- 1. Chinese people use various ways of cooking, including frying, stir-frying, stewing, braising, roasting, boiling, and steaming. Each requires deliberate control of heating time and temperature.
- 2. First of all, cooking with fire makes food taste and smell better, and food becomes easier to digest. In addition, the power generated by the combustion of fossil fuels has changed human dynamics immensely.

Alternative activity

Use the following questions to check $\ensuremath{\mathsf{Ss}}'$ understanding of the video.

- 1) How did humans use fire thousands of years ago?
- 2) What do scientists speculate about the expansion of the human brain size?
- 3) Why does the speaker say "oil has powered the future"?
- 4) Can forest fires do any good to plants?

Ss' answers may be:

- 1) Thousands of years ago, humans harnessed fire for warmth, light and cooking.
- 2) Scientists speculate that the expansion of the human brain size was linked to access to cooked food which

became easier to digest to gain nutrition.

- 3) Oil, either as gasoline or diesel fuel, is largely used by machinery and transportation. From the Wright Brothers' plane to the Long March-5, from automobiles to high-speed railways, oil has powered the future.
- 4) Yes. Some plants need fire to restore ecological balance and promote regeneration.

Academic listening

Listening 1 The discovery of fire



The discovery of fire

S1: Hi, everyone. I want to share some research I did for our project. I decided to focus on the discovery of the controlled use of fire. By controlled use I mean when people started to use and maintain fires to benefit their daily lives. According to research, no one is absolutely certain when fire was first used regularly, but researchers have discovered enough objects from daily life to conclude it was between three hundred and four hundred thousand years ago. There are only theories about how the people first discovered they could use fire. From what I've found, it seems that the discovery of the controlled use of fire dramatically changed the lives of our ancestors.

S2: Wow. I never thought about life before fire or life without fire. Can you give us some examples you found of how life changed?

S1: Sure. First, fire was used to provide warmth. This meant people could live in more places than ever before. For example, findings confirm people started to live in colder climates that had been too cold to live in before without a source of heat. Second, fire provided protection at night from wild animals who are afraid of fire. In my view, by building fires at night, our ancestors were able to greatly improve their own comfort and safety.

S3: So, there were two benefits at night: heat and protection?

S1: Absolutely. Both were very important. For me, though, the third benefit is one I had never considered: the controlled use of fire enabled people to cook food. Being able to cook our food is something we take for granted, right? However, cooked food, researchers suggest, was a major turning point for our ancestors. The impact on their food choices was huge. Meat and plants that had been too hard to chew, or too difficult to digest, or unsafe to eat raw, could be eaten once they were cooked. Thus, cooking gave people a lot more food options than in the past. Cooked food was especially helpful to babies, young children, and older people. Furthermore, cooking helped to preserve food. Thus, food could be stored and used later when less food was available.

S2: In general, then, you're saying that the controlled use of fire allowed people to have more food choices day to day and thus maintain a better diet, right? That does seem like a huge benefit.

S1: Researchers claim it was. Their findings demonstrate that as our ancestors adapted to eating a wider range of food, they were healthier and able to survive longer.

S3: All right, so far we have warmth and expanded living options, protection, and cooked food. How about other benefits, like having light to see at night? Wasn't that a major change?

S1: Sure. The controlled use of fire allowed for more socializing at night. Once people had light, they could occupy themselves playing music, making tools and clothes, and so on. They didn't have to go to sleep when it got dark. This was a huge change in our social history. I read that some researchers consider using fire a step forward in our use of technology. For me, technology usually means electronics—computers, mobile phones, and so on. However, they say technology is the application of knowledge to improve our lives. Using fire for warmth and to cook food fits this definition, doesn't it?

S2: Sure, so then we can say discovering how to use fire was an important advance in our use of technology.

Words and expressions

take sth. for granted 视某事为理所当然(而对其不重视)

chew v. 咀嚼, 嚼碎 raw *adj.* 生的, 未煮过的 preserve v. 保存(食物)



Before you listen

Task 1 Choose the correct meaning of each word or expression in bold.

- 1. They **adapted to** a new lifestyle after they moved to the city.
 - A. changed one's behavior to deal with a new situation
 - B. started to deal with or think about something in a particular way
- 2. Researchers are trying to find out more about the lives of our **ancestors**.
 - A. people who live nearby
 - B. people who were related to us and lived long ago
- 3. We take it for granted that we can use fire in our daily lives.
 - A. accept without question
 - B. consider carefully
- 4. Forest fires grew quickly and thus caused a lot of damage.

A. in place of

- B. as a result
- 5. Cooking meat helped to **preserve** it so that it lasted longer.
 - A. keep something from decaying
 - B. improve the taste of something

Task 2 Work in pairs to discuss the following question.

There was a long time in the past when people didn't use fire. What do you think the life was like then? Think about:

- what people ate
- how people socialized
- what people made
- where people lived

Reference answers:

- What people ate: Without fire for cooking, people could only eat raw meat and plants, which might be too hard to chew, too difficult to digest, and unsafe to eat.
- How people socialized: Without fire for lighting, people could only socialize during the daytime and went to sleep when it got dark. And their social activities were mainly done for the purpose of survival, such as hunting.
- What people made: Without fire, people could only make tools manually with raw materials extracted from nature, such as stones.
- Where people lived: At that time, people lived in caves, and relied on them to get warmth and protection.

Global listening

Task 1 Listen to The discovery of fire and choose the best answer to each question you hear.

- 1. What is the discussion mainly about?
 - A. When fire was first used regularly.
 - B. How fire changed our ancestors' lives.
 - C. How scientists gathered evidence about fire use.
 - D. A hypothesis about the discovery of fire.
- 2. How does the first speaker define "the controlled use of fire"?
 - A. A discovery made 4,000 years ago.
 - B. Using fire carefully in situations.
 - C. Using fire to benefit daily lives.
 - D. A theory about how to use and maintain fire.
- 3. What is described as a "major turning point" for our ancestors?
 - A. Using fire for protection.
 - B. Using fire to keep warm.
 - C. Using fire to see at night.
 - D. Using fire to cook food.
- 4. What was the main benefit mentioned of cooking food?
 - A. People hunted more.
 - B. People lived longer.
 - C. People enjoyed it.
 - D. People led an easier life.
- 5. According to researchers, why is the use of fire an application of technology?
 - A. It improved our lives.
 - B. It was a major change.
 - C. It was something new.
 - D. It was available to all humans.

Close listening

Task 1 Listen to *The discovery of fire* again and fill in the table with the exact words you have heard.

THE DISCOVERY OF FIRE		
When was fire first used regularly?	Between three hundred and four hundred	
	thousand years ago	
How did the discovery of the controlled use	• Fire was used to provide warmth, which	
of fire change the lives of our ancestors?	meant people could 1) than	
	ever before.	
	• By building fires at night, our ancestors	
	were able to greatly improve their own 2)	
	and 3)	
	• Fire enabled people to cook food that	
	gave them more food options. They were	
	healthier and able to 4)	
	Fire allowed for 5) at night.	

Answers:

- live in more places 1.
- 2. comfort
- 3. safety
- 4. survive longer
- more socializing 5.

Task 2 Answer the following questions according to what you have heard.

1. What do you think the speaker meant when he said that cooking with fire was a "turning point" in history?

2. Were there any other turning points in human history?

Reference answers:

- With fire, people could cook food to make it easier to chew and digest, which gave them a lot more food 1. options than in the past. Furthermore, cooking helped to preserve food. Thus, food could be stored and used later when less food was available. In a word, cooking with fire enabled people to eat a wider range of food, and made them healthier and live longer.
- 2. Throughout history, there were many other turning points, such as the invention of electric bulbs, airplanes and computers, which brought tremendous changes to our lives.

Academic listening skill

Mini-lecture

Watch the mini-lecture and learn about the skill of distinguishing facts from opinions.



You can watch the video on Ucampus.

Task 1 Listen to The discovery of fire again and complete each sentence with no more than two words.

1. According to research, no one is absolutely certain when fire was first used regularly.

2. From what I've found, it seems that the discovery of the controlled use of fire dramatically changed the lives of our ancestors.

3. Findings confirm people started to live in colder climates that had been too cold to live in before without a source of heat.

4. In my view, by building fires at night, our ancestors were able to greatly improve their own comfort and safety.

5. Cooked food, researchers suggest, was a major turning point for our ancestors.

6. Their findings demonstrate that as our ancestors adapted to eating a wider range of food, they were healthier and able to survive longer.

7. I read that some researchers consider using fire a step forward in our use of technology.

Task 2 Decide whether the sentences are facts or opinions.

1. According to research, no one is absolutely certain when fire was first used regularly.

A. Fact **B.** Opinion

2. From what I've found, it seems that the discovery of the controlled use of fire dramatically changed the lives of our ancestors.

A. Fact **B.** Opinion

3. Findings confirm people started to live in colder climates that had been too cold to live in before without a source of heat.

A. Fact B. Opinion

4. In my view, by building fires at night, our ancestors were able to greatly improve their own comfort and safety.

A. Fact B. Opinion

5. Cooked food, researchers suggest, was a major turning point for our ancestors.

A. Fact B. Opinion

6. Their findings demonstrate that as our ancestors adapted to eating a wider range of food, they were healthier and able to survive longer.

A. Fact B. Opinion

7. I read that some researchers consider using fire a step forward in our use of technology.

A. Fact B. Opinion



Teaching suggestions

Close listening

- 1 Ask Ss to read the two questions in Task 2. Then play the recording and ask Ss to take notes while listening.
- 2 Ask Ss to work in pairs. Ss take turns to answer the questions.
- **3** After the discussion, the T invites 1 or 2 Ss to share their answers with the whole class. The T gives comments on the Ss' answers.

Extension activity

In Task 2, Ss discuss the turning points in human history. The T can encourage Ss to offer examples in their daily lives about the scientific advancements in China which have changed people's life, such as the 5G technology and the high-speed railway. Then the T can ask Ss to discuss in groups to decide on the most significant advancement in their life. Invite a representative from each group to report their ideas to the whole class.

Academic listening skill

- For Ss at a higher level, the T can skip the following task. They just need to do the alternative activity.
- 1 Log on Ucampus and present Task 1. Ask Ss to read the sentences first to try to recall what words are needed for the blanks.
- 2 Then play the audio for Ss to check their answers.
- **3** Ask Ss to decide whether the sentences in Task 2 are facts or opinions by using what they have learned from the mini-lecture.
- 4 Check Ss' answers of Task 2 and summarize how to distinguish facts from opinions.

Alternative activity

 Ask Ss to take notes while watching the mini-lecture, using the following outline: How do you distinguish facts from opinions?
 Definitions:

Facts:

Opinions:

2) Discourse markers:

Facts: ____ Opinions:

2. Ask Ss to listen to *The discovery of fire* and note down the statements about facts and opinions in the listening material. Then Ss work in pairs to compare their notes based on what they've learned in the mini-lecture.

3. The T invites 1 or 2 Ss to share their answers with the class.



Oral practice

Task 1 The following sentences will help you state research findings. Translate the Chinese in brackets into English using the words and expressions you've just learned, and then record each sentence.

1. Being able to cook our food is something we take for granted (视某事为理所当然), right?

2. However, cooked food, researchers suggest, was a major <u>turning point</u> (转折点) for our ancestors.

3. Furthermore, cooking helped to <u>preserve</u> (保存) food. Thus, food could be stored and used later when less food was available.

4. I read that some researchers consider using fire <u>a step forward</u> (前进的一步) in our use of technology.

Task 2 You will hear four clips of the conversation. Each clip will be played only ONCE. After you hear a tone, please repeat the exact words the second speaker has said. You may take some notes while you listen.

S1: From what I've found, it seems that the discovery of the controlled use of fire dramatically changed the lives of our ancestors.
 S2: Wow I access the week about life before fire or life without fire. Converse size we are accessed as a found of the second seco

S2: Wow. I never thought about life before fire or life without fire. Can you give us some examples you found of how life changed?

- S3: So, there were two benefits at night: heat and protection?
 S1: Absolutely. Both were very important. For me, though, the third benefit is one I had never considered: the controlled use of fire enabled people to cook food.
- S3: All right, so far we have warmth and expanded living options, protection, and cooked food. How about other benefits, like having light to see at night? Wasn't that a major change?
 S1: Sure. The controlled use of fire allowed for more socializing at night.
- S1: However, they say technology is the application of knowledge to improve our lives. Using fire for warmth and to cook food fits this definition, doesn't it?
 S2: Sure, so then we can say discovering how to use fire was an important advance in our use of technology.

Listening 2 Forest fires: friend or foe?

Audio script

Forest fires: friend or foe?

Today, we're going to look at how a forest fire is both friend and foe. Some people claim that it's a foe, that is, an enemy, because a forest fire can become a natural disaster. However, others view it as a friend because a forest fire keeps a forest healthy and growing.

First, forest fires as natural disasters. A forest fire can move through an area quickly and destroy almost everything: homes, trees, buildings, animals, and people. For example, the Black Saturday bushfire in Victoria, Australia on

February 7, 2009, was one of the worst in recorded Australian history. Over 2,000 homes were destroyed, and many people and animals were killed.

Every day, there are hundreds of forest fires all over the world. According to recent research, we're seeing that climate change has had a big impact on forest fires—studies have found that forest fires in the US have occurred nearly five times more often in recent years than in the 70s and 80s (the 1970s and 1980s). These findings confirm that higher summer temperatures are causing areas to be hotter and drier for longer, thus increasing the risk of forest fires. While many forest fires are started by lightning during a rainstorm, others are accidentally started. For example, first someone drops a burning cigarette, or builds a small fire and then suddenly, the fire gets out of control.

After a forest fire breaks out and starts to spread, the next response by most people is to try to get the fire under control and put it out as quickly as possible. They know a forest fire can have a terrible impact. They want to preserve trees, people's homes and avoid destruction, if possible. However, controlling the fire isn't always the best idea. Scientists have demonstrated that forest fires play an important role in keeping forests healthy and the ecosystem of a forest in balance.

So turning now to the more surprising idea of fire as a "friend": what are the benefits of forest fires? Well, there are several. After forest fires clear away dead trees and plants on the floor of the forest, this provides open space for new plants to grow. The new, small plants are low to the ground. As these plants grow and become visible, they provide an easy source of food for small animals. These new plants also provide more nutrition for animals than older plants. In short, a forest fire is a bit like cleaning a house; the fire clears out the dead wood and plants in the forest. Afterward, it's a healthier place for trees, plants, and animals to live. The fire also makes it safer for the people living nearby because by removing dead trees and plants, it lowers the risk of hotter, bigger fires in the future.

Researchers have found that trees, plants, and insects that live in areas that frequently have forest fires adapt to these conditions in order to survive. For example, the cork oak tree doesn't burn easily. After a forest fire, the outer part of the tree may be totally burned and look dead, but the inner part of the cork oak tree is still alive, and the tree continues to live. They've also found that forest fires benefit certain trees and plants, animals, and insects in specific ways. Some trees (plants) need fires to spread their seeds, for example, a tree-like bush in Australia called the "banksia bush." First, the banksia bush burns, next its cones open, and then the cones release seeds. Eventually, new trees (plants) start to grow. The point is, the cones must get burned a little before they will open and drop new seeds. Thus, fire helps to maintain the forest.

One insect that benefits from fires and has adapted well is the blue beetle. The blue beetle has heat sensors that enable it to detect a forest fire up to 50 kilometers away. You might think the beetle would use its heat sensors to avoid the fire, but it does just the opposite. Here's what happens. The blue beetle senses a fire. Next, it starts flying into the burning area. Then the beetle lands and lays its eggs in the trees that have been burned. The beetle knows this wood is an excellent food source for its eggs. Consider this: if the beetle laid its eggs before the fire moved through, the fire would destroy the beetle's eggs.

In sum, there are positive outcomes of forest fires. Yet, they can cause terrible damage. The question is: does the destruction justify the advantages? This is difficult to answer. After a fire, a sequence of events take place which

restore the forest's ecosystem. First, fast-growing plants and grasses start to grow. Then slower-growing plants emerge, and then, lastly, new trees grow. The first steps happen quickly, but it can take many years for a forest to return to health.

Words and expressions

foe n. 敌人,仇敌 cork n. 栓皮,软木 banksia n. 山龙眼

Proper names

Victoria 维多利亚(澳大利亚东南部州)



Before you listen

Task 1 Match the words and expressions in bold with their definitions.

1. The forest fire was the largest natural	A. (v.) to reduce something in strength,	
disaster in the country's history.	amount, or degree	
В		
2. The fire was started accidentally when a	B. (<i>n</i> .) an event in nature that kills or injures	
man dropped his cigarette.	a lot of people	
F		
3. The destruction caused by the fire was	C. (n.) the damage caused to something so	
shocking.	that it can't be used again	
С		
4. When a fire breaks out , the first response is	D. (<i>adj.</i>) on the inside of something	
to put it out.		
G		
5. When the wind blew, it spread the seeds of	E. (v.) to make something happen	
the plant.		
Н		
6. Removing dead trees lowers the risk of a big	F. (<i>adv</i> .) by mistake, not on purpose	
fire.		
A		
7. The inner part of the tree was alive, but the	G. (phr. v.) to start suddenly (usually a fire, a	
outer part looked dead.	war, or a disease)	
D		
8. Lightning strikes cause around 10% of forest	H. (v.) to move something so it covers a large	
fires in the US.	area	
E		

Task 2 Complete the sentences with the following words and expressions. Change the form if necessary.

accidentally	break out	cause	destruction	

inner	lower	natural disaster	spread	
-------	-------	------------------	--------	--

- 1. If a fire starts to <u>spread</u>, the situation can quickly become dangerous.
- 2. I was still living in the city when the war broke out.
- 3. Locals were shocked by the <u>destruction</u> to public property in the area.
- 4. The hurricane was one of the worst <u>natural disasters</u> in recent history.
- 5. The inner city was almost unaffected by the storm.
- 6. They were given six months' detention for <u>accidentally</u> starting the fire.
- 7. The tsunami was <u>caused</u> by a huge earthquake off the coast.
- 8. Rain lowers the risk of forest fires.

Task 3 Work in pairs to discuss the following question.

Why might fire be considered both a friend and a foe?

Reference answer:

In our daily lives, fire can be used to generate light and heat, which makes our modern life possible. So, fire is a friend to human beings. On the other hand, fire, if not controlled properly, may cause great property losses and severe injuries. Therefore, fire can also be a foe.

Global listening

Task 1 Listen to Forest fires: friend or foe? and choose the topics mentioned.

- A. The main reason a forest fire is called a "foe"
- B. A scientific description of what a fire needs to burn
- C. Some causes of forest fires
- D. The usual response to a forest fire
- E. Regions in the world with the most forest fires
- F. The factors that make fires spread
- G. Several benefits of a forest fire
- H. The process of a new forest growing after a fire

Close listening

Task 1 Listen to Forest fires: friend or foe? again and complete the notes.

Argument 1: A forest fire is a foe.

Why is it a foe?

A forest fire can become a(n) 1) <u>natural disaster</u> and destroy almost everything. *What would cause forest fires?*

- 2) <u>climate change</u>
- 3) <u>lightning</u> during a rainstorm
- accidents

What do people do?

Most people try to get the fire under control and 4) <u>put it out</u> as quickly as possible

Argument 2: A forest fire is a friend.

Why is it a friend?

A forest fire keeps a forest 5) <u>healthy</u> and the ecosystem of a forest in balance.

What are the benefits?

- It provides 6) <u>open space</u> for new plants to grow.
- It makes the forest 7) <u>a healthier place</u> for trees, plants and animals to live.
- It makes it safer for the people 8) <u>living nearby</u>.
- It benefits certain trees and plants, animals, and insects in specific ways, e.g. blue beetles.

Conclusion: Forest fires have 9) <u>positive outcomes</u> and can cause terrible damage.

Does the destruction justify the advantages?

- It is difficult to answer.
- After a fire, a sequence of events take place which restore the forest's 10) ecosystem.

Task 2 Answer the following questions according to what you have heard.

- 1. How does climate change affect forest fires according to recent research?
- 2. Why does the speaker say "a forest fire is a bit like cleaning a house"?

Reference answers:

1. Recent research findings confirm that higher summer temperatures are causing areas to be hotter and drier for longer, thus increasing the risk of forest fires.

2. Because the fire clears out the dead wood and plants in the forest. Afterward, it's a healthier place for trees, plants, and animals to live.

Task 3 Work in groups and discuss the following question.

Are there any other natural disasters that possibly have long-term benefits? Give examples.

Reference answer:

- Typhoon: First, typhoons bring large amounts of rainwater. According to statistics, this rainwater accounts for more than a quarter of the total precipitation in the coastal areas of China, Japan, India and the US. It helps relieve drought, increase freshwater supply and improve the ecological environment in these areas. Research also shows that typhoons have potential influences on the diversity and distribution of aquatic plants. Heavy rainfall and strong winds are likely to increase the diversity of aquatic habitats in regions frequently affected by typhoons.
- Volcano: After a volcano breaks out, the volcanic materials ultimately break down to form some of the most fertile soils on Earth. Moreover, the materials produced by volcanic eruptions have many daily, chemical and industrial uses. For example, volcanic products can be used as abrasives, cleaning agents, and construction materials. Besides, the internal heat of some volcanoes has been harnessed to produce geothermal energy.

Academic listening skill

Task 1 Read the following paragraphs to learn about the skill of listening to understand a sequence of events.

A sequence of events are a series of related events that happen in a specific order. The following words and phrases are used to describe the order of such events:

first, second, third, then, next, later, after that, before that, afterward, eventually, finally, at last ...

Note that sometimes a speaker doesn't present a sequence of events in the order they actually happened. Therefore, it's important to pay attention to these signal words and phrases to keep track of the correct sequence or order.

Task 1

Step 1 Listen to *Forest fires: friend or foe?* again and decide if the sequences described are correct or incorrect. Choose those that are correct.

1. When someone drops a burning cigarette, a fire breaks out, and then it spreads and gets out of control.

2. A fire clears away dead trees and plants, and then new plants can grow.

3. After a fire starts, the blue beetle senses the fire, flies into the burning area, and lays its eggs while the fire is burning.

4. After a fire, the ecosystem is restored because first fast-growing plants start to grow, then trees, and finally slower-growing plants.

Step 2 Review the sentences in Step 1. For those in the wrong sequence, correct them. Change the form if necessary.

Correction:

Reference answers:

Sentence 1: Correct

Sentence 2: Correct

Sentence 3: After a fire starts, the blue beetle senses the fire, flies into the burning area and lays its eggs after the fire has gone out.

Sentence 4: After a fire, the ecosystem is restored because first fast-growing plants start to grow, then slower-growing plants, and finally trees.

Task 2 The following sentences describe how fire helps to maintain the forest. Use the signal words and phrases learned in the listening skill to rewrite them into a paragraph. You can add other linking words or phrases to make your paragraph cohesive. Then listen to an extract from *Forest fires: friend or foe?* and compare your paragraph with what you hear. The first and last sentences have been written for you.

Introductory sentence: Some plants need fires to spread their seeds, such as the banksia bush.

- 1. The banksia bush burns.
- 2. The cones of the banksia bush open.
- 3. The cones release seeds.
- 4. New bushes start to grow.

Conclusion: Fire helps to maintain the forest.

Reference answer:

Some plants need fires to spread their seeds, such as the banksia bush. *First*, the banksia bush burns, *next* its cones open, *and then* the cones release seeds. *Eventually*, new bushes start to grow. *Thus*, fire helps to maintain the forest.

Audio scripts:

Some trees (plants) need fires to spread their seeds, for example, a tree-like bush in Australia called the "banksia bush." First, the banksia bush burns, next its cones open, and then the cones release seeds. Eventually, new trees (plants) start to grow. The point is, the cones must get burned a little before they will open and drop new seeds. Thus, fire helps to maintain the forest.



Teaching suggestions

Close listening

- 1 Ask Ss to read the questions in Task 2. Then play the audio. Ask Ss to take notes while listening.
- 2 Ask Ss to work in pairs. Ss take turns to answer the questions.
- **3** After the discussion, the T invites 1 or 2 Ss to share their answers with the whole class. The T gives comments on the Ss' answers.
- **4** Ask Ss to read the question in Task 3. Ss think individually for one minute, and then jot down the long-term benefits of some natural disasters.
- 5 Ss work in groups to share and compare their ideas with group members.
- **6** The T invites 1 or 2 Ss to share their answers with the whole class. Finally, the T gives comments on the Ss' answers.

Academic listening skill

- **1** Log on Ucampus and present Task 1. Ask Ss to read the sentences in Step 1 first to try to recall if the sequences described are correct or incorrect.
- 2 Then play the audio for Ss to check their answers.
- **3** Ask Ss to review the sentences in Step 1 and correct those in the wrong sequence.
- 4 Check Ss' answers in Step 2.
- 5 Ask Ss to read the sentences in Task 2 and rewrite them into a paragraph.
- 6 Invite 2 or 3 Ss to share their paragraphs with the whole class.
- 7 Play the audio and ask Ss to compare their paragraphs with what they hear.
- 8 The T summarizes the listening skill.



Oral practice

Task 1 The following sentences will help you talk about forest fires. Translate the Chinese in brackets into English using the words and expressions you've just learned, and then record each sentence.

- 1. According to recent research, we're seeing that <u>climate change</u> (气候变化) has had a big impact on forest fires—studies have found that forest fires in the US have occurred nearly five times more often in recent years than in the 70s and 80s (the 1970s and 1980s).
- 2. After a forest fire breaks out and starts to spread, the next response by most people is to try to get the fire under control and <u>put it out</u> (扑灭) as quickly as possible.
- 3. Scientists have demonstrated that forest fires play an important role in keeping forests healthy and the <u>ecosystem</u> (生态系统) of a forest in balance.

4. After forest fires <u>clear away</u> (清除) dead trees and plants on the floor of the forest, this provides open space for new plants to grow.

Task 2 Read the following paragraphs about forest fires and record them. Pay special attention to the underlined expressions that help describe a sequence of events.

1. The blue beetle senses a fire. <u>Next</u>, it starts flying into the burning area. <u>Then</u> the beetle lands and lays its eggs in the trees that have been burned. The beetle knows this wood is an excellent food source for its eggs.

2. After a fire, a sequence of events take place which restore the forest's ecosystem. <u>First</u>, fast-growing plants and grasses start to grow. <u>Then</u> slower-growing plants emerge, <u>and then</u>, <u>lastly</u>, new trees grow. The first steps happen quickly, but it can take many years for a forest to return to health.

Critical thinking

Getting the skill



Teaching suggestions

- **1** Ss should have studied the skill of making a claim of value on Ucampus. To check if Ss have understood the skill, ask them to explain "a claim of value" in their own words.
- 2 Ss work in pairs to decide whether the claims of value in Task 1 are debatable or not and explain their decisions. This exercise helps Ss better understand "claims of value." Then ask volunteers to present their answers to the class.
- **3** Ask Ss to read the extract in Task 2 and discuss the questions in pairs. Then ask volunteers to present their answers to the class.
- **4** Ask Ss to follow the steps in Task 3 and make preparations for the debate. Then invite Ss to present their argumentation to the class.
- 5 The T gives comments on Ss' answers and summarizes the importance of making claims of value.

Reference answers

Task 1

ABDEF

Task 2

1. The claim of value in the extract is "Forest fires are friends."

2. The supporting evidence is "Some trees (plants) need fires to spread their seeds."

3. Forest fires cause air pollution to the neighboring areas. The fires will create large amounts of smoke with harmful gases such as carbon monoxide, carbon dioxide and nitrogen oxides, and tiny particles that may be invisible to the naked eye. The pollutants then affect the environment.

Task 3

Pros:

Nuclear energy is a kind of very promising clean energy. We have three reasons to support our argument. First, the sun doesn't always shine, and the wind doesn't always blow; but nuclear power can run almost every day of the

year. Second, nuclear energy is clean and environmentally friendly. It generates power through nuclear fission, which is the process of splitting uranium atoms to produce energy. The heat released by nuclear fission is used to create steam that rotates a turbine to generate electricity without such harmful byproducts as carbon dioxide and sulfur dioxide emitted by fossil fuels. Third, despite producing massive amounts of carbon-free power, nuclear power plants produce more electricity on less land than those of other renewable energy such as wind power and solar energy.

Cons:

Nuclear energy is not as promising as we would imagine. There is great concern that developing nuclear energy programs will increase the likelihood of the proliferation of nuclear weapons. The risk of nuclear fuels and technologies falling into the wrong hands is growing as they become globally available. Besides, constructing nuclear plants is too costly and time-consuming. Nuclear power facilities cost billions of dollars to construct and take a significantly longer time than any other infrastructure for renewable energy, sometimes even more than a decade. Although nuclear energy is clean, the radioactive nuclear waste contains highly poisonous chemicals like plutonium and uranium pellets. These materials can be extremely toxic for tens of thousands of years and for this reason, they need to be meticulously and permanently disposed of.

Extension activity

1 In Task 3, Ss have listed the pros and cons of nuclear energy. Organize a classroom debate about whether nuclear energy is a kind of very promising clean energy. Invite some groups to debate on the topic.

2 The T gives comments on Ss' performance.

A cross-cultural view

Video script

Energy: Then and now

From the light of the sun to the invention of solar panels, the history of energy use has gone through enormous changes, driven by technological development and man's unwearied pursuit of a better life. In general, there have been three major periods of energy development: the old time of drilling wood to make fire, the current reign of fossil fuels, and the incoming era of renewable energy.

The development of energy

Sun and wood

The sun is by far the oldest source of energy. It has been providing heat and light for millions of years and is directly responsible for sustaining life on earth. Although the sun's energy is inexhaustible, human beings could not control or preserve it. Therefore, they began to explore other energy sources. Approximately 2.4 million years ago, Chinese in now Shanxi Province used wood to make fire. It was a significant step in human history as fire gives people warmth, light, clean water and cooked food. The fire from wood also allowed people to manipulate many kinds of materials, such as clay and metal.

Fossil fuels

The Industrial Revolution marked a big change for people's use of energy. The sole dependence on wood to power became a thing of the past. Humans switched to a new source of fuel, coal, which is non-renewable. In 1769, James Watt patented the steam engine powered by coal. As manual labor was substituted with machinery, the rate of production soared. Coal continued to be the most important fossil fuel used in great quantities for a very long period of time, until when oil and gas rose to prominence. Then came the invention of the internal combustion engine and the automobile by Karl Benz in the 19th century, which used oil and gas instead of coal. While fossil fuels remain the main energy sources today, their detrimental effects are obvious. They are considered relevant to global warming, extreme weather, the melting of polar glaciers, etc.

Renewable energy

Since the 1930s, renewable energy began to be put into use with scientific and technological development. For example, breakthroughs in long-distance transmission technology means hydropower could be delivered farther and on a larger scale. Renewable energy refers to energy that is generated from natural sources that are continuously replenished, such as sunlight, wind, water, and biomass. It includes solar, wind, hydroelectric, biomass, geothermal and ocean energy. Renewable energy does not deplete natural resources and hardly creates pollution to the environment.

Energy in China's new era

China is striving to build a clean and diversified energy supply system. Although fossil fuels remain primary energy sources, the Chinese government attaches great importance to developing and utilizing renewable energy. By means of effective policies and strong financial supports, China is developing cutting-edge technologies and demonstrating its leadership in some aspects. For example, China is now able to independently design and construct the world's largest one-million-kW hydroelectric turbine, and leads the world in designing and manufacturing ultra-high dams. As to wind power, over 90% is generated by domestically manufactured wind turbines. In areas where annual average wind speed is below eight meters per second, China has built large-scale low-speed wind turbines to exploit wind currents. For solar power, China is accelerating the development of photovoltaic technology and leading the world in the conversion efficiency of solar photovoltaic cells. In the past decade, the average cost of electricity per kWh generated in photovoltaic energy projects was reduced by 75% in China.

Energy is the foundation and driving force for the progress of human civilization. It matters to the economy, to people's lives, and to the survival and progress of civilization. China will work together with all countries to expand cooperation on global energy governance, promote sustainable development of global energy, and protect global energy security. Let's expect a cleaner, greener, safer world.

Words and expressions

solar panel *n*. (通常放在房顶的)太阳能电池板 unwearied *adj*. (孜孜)不倦的,勤奋的;不屈不挠的 inexhaustible *adj*. 无穷无尽的,用不完的 rise to prominence 崭露头角 the internal combustion engine *n*. 内燃机 hydroelectric *adj*. 水力发电的 biomass *n*. (提供动力或能量的)生物量 geothermal *adj.* 地热的, 地温的 replenish v. 补充; 重新装满 deplete v. 减少, 损耗 turbine n. 涡轮机; 汽轮机 photovoltaic *adj.* 光伏的

Proper names

James Watt 詹姆斯·瓦特(1736—1819, 蒸汽机改良者) Karl Benz 卡尔·本茨(1844—1929, 奔驰汽车创始人)



Teaching suggestions

- 1 Ask Ss to think about the main sources of energy used by people.
- 2 Check Ss' answers in Task 1 to see if they understood the history of energy development and what measures China has adopted to cope with environmental and energy problems. Play the video for the class. Pause the video where Ss made most mistakes and guide them to get the correct answers.
- **3** Ask Ss to discuss the questions in Task 2 in groups. When Ss have finished the discussion, invite volunteers to present their group answers to the class. Finally, the T makes comments on their answers.
- 4 Ask Ss to do research on the energy problems and the possible solutions China can take to address them. Remind them to follow the steps provided. Ask volunteers to present their group ideas to the class. Finally, the T makes comments on the Ss' performance. You can use Ucampus to transcribe their presentations for assessment.

Reference answers

Task 1

- 1) heat and light
- 2) 2.4 / two point four
- 3) Industrial Revolution / industrial revolution
- 4) oil and gas
- 5) 1930s
- 6) pollution to the environment

Task 2

1. Renewable energy refers to energy that is generated from natural sources that are continuously replenished, such as sunlight, wind, water, and biomass. It includes solar, wind, hydroelectric, nuclear, biomass, geothermal and ocean energy.

2. China is now able to independently design and construct the world's largest one-million-kW hydroelectric turbine, and leads the world in designing and manufacturing ultra-high dams. As to wind power, over 90% is generated by domestically manufactured wind turbines. For solar power, China is accelerating the development of photovoltaic technology and leading the world in the conversion efficiency of solar photovoltaic cells. In the past decade, the average cost of electricity per kWh generated in photovoltaic energy projects was reduced by 75% in China.

Task 3

Today my topic is energy problems. One of the main problems the world is facing is the energy crisis. As we all know, energy is of great importance to every one of us. We can hardly imagine living in a world without energy. For example, without electricity, we wouldn't see clearly at night and we wouldn't be able to drive our cars, nor could we listen to our favorite music. With the agricultural and industrial development, the world has consumed a great amount of energy, especially fossil fuels. But most of the energy is not inexhaustible and will be depleted one day. Therefore, we must take active measures to deal with the energy crisis.

Now China is the world's most populous country and has a rapidly growing economy, which has driven the country's high energy demand and the quest for securing energy resources. Luckily, many of the possible solutions are already in place. First, moving toward renewable energy. The best possible solution is to reduce the dependence on non-renewable energy and to improve overall conservation. There is known technology that uses natural sources such as sunlight, wind, water and biomass to generate renewable energy which hardly creates pollution to the environment. Second, encouraging citizens to buy energy-efficient products, for example, replacing traditional bulbs with CFLs and LEDs. They use less electricity and last longer. If millions of people use LEDs and CFLs for residential and commercial purposes, the demand for energy can go down. Third, engineers, architects, and designers in large construction corporations and organizations can use energy simulation software to design and construct the most energy-efficient buildings and reduce carbon footprints. What's more, the Chinese government can take many initiatives to resolve the energy crisis, including the promotion of greener manufacturing projects and the funding of research into more sustainable technologies. With more people realizing the importance of energy resources and more sustainable energy introduced into people's life, China will surely resolve the energy crisis.

Academic communication



Speaking model

Task 1 Read the discussion about the benefits and harm of fire, and then answer the following questions.

- Yuki: Frankly, it's clear to me that there are so many benefits of using fire. For example, think about all the ways fire is used to manufacture the things we use. Fire is also used to cook and preserve food that we can buy at the store. Fires are a source of heat. They provide protection and warmth. I could go on about all the benefits.
- **Guy:** Well, to be honest, I have to disagree with you. Let me explain why. According to the report we heard, fires can be natural disasters and cause a lot of destruction. Fire destroys homes and buildings. Fires can injure people.
- Yuki: Speaking of injuries, that reminds me of another benefit. Fire is used in lots of ways in hospitals and in doctors' offices, for example, to make instruments sterile.
- **Guy:** Yes, of course you have a good point there, but back to what I was talking about, fires do a lot of harm. Forest fires can release a lot of heat. They kill animals and plants. The smoke affects visibility. Birds have a hard time flying.

- Yuki: As a matter of fact, while it's true that forest fires destroy a lot of trees every year, we also know that fires also help keep forests in balance.
- Guy: As I was saying before, fires do a lot of harm, especially if they spread into towns, and burn houses and historic buildings. Houses can be replaced, but old, historic buildings can't.
- Yuki: Sorry, but that reminds me of another benefit. Sometimes, when a fire spreads through a town, it can help the town get rid of old buildings it doesn't want. It might burn trash and old trees. Then, when the fire is gone, the town can make a fresh start. It's been cleaned up. Sounds good to me.
- Guy: Anyway, I'm not sure it's as simple as that. Sometimes, no one detects a fire in time and many people are affected.
- 1. What phrases are used to express stances?
- 2. What phrases or sentence patterns are used to change the topic?
- 3. What sentence patterns are used to return to the topic?

Reference answers:

- 1. Frankly; to be honest; as a matter of fact.
- 2. Speaking of ...; that reminds me of ...
- 3. Back to what I was talking about ...; As I was saying before, ...

Speaking skill

🔠 You can watch the video on Ucampus.

Mini-lecture

Watch the mini-lecture and learn about the skill of exchanging opinions in a discussion.

Oral practice

Task 1 The following sentences will help you talk about the benefits and harm of fire. Translate the Chinese in brackets into English using the words and expressions you've just learned, and then record each sentence.

1. Fire is also used to cook and preserve food that we can buy at the store. Fires are a source of heat (热源). They provide protection and warmth.

2. Forest fires can release a lot of heat. They kill animals and plants. The smoke affects visibility (能见度). Birds have a hard time flying.

3. Sometimes, when a fire spreads through a town, it can help the town get rid of (毁掉) old buildings it doesn't want. It might burn trash and old trees.

4. Anyway, I'm not sure it's as simple as that. Sometimes, no one detects (发现) a fire in time and many people are affected.

Task 2 You will hear two clips of the conversation. Each clip will be played only ONCE. After you hear a tone, please repeat the exact words the second speaker has said. You may take some notes while you listen. 1.

Guy: Well, to be honest, I have to disagree with you. Let me explain why. According to the report we heard, fires can be natural disasters and cause a lot of destruction. Fire destroys homes and buildings. Fires can injure people. Yuki: Speaking of injuries, that reminds me of another benefit. Fire is used in lots of ways in hospitals and in doctors' offices, for example, to make instruments sterile.

2.

Guy: Yes, of course you have a good point there, but back to what I was talking about, fires do a lot of harm. Forest fires can release a lot of heat. They kill animals and plants. The smoke affects visibility. Birds have a hard time flying.

Yuki: As a matter of fact, while it's true that forest fires destroy a lot of trees every year, we also know that fires also help keep forests in balance.

Task 3 Now it's your time to role-play the discussion. Firstly, choose the way you want to do the task. You can click on Scripts to role-play it, or you can do a more challenging task by clicking on Hints to role-play it according to the hints in Chinese. Then choose the role you want to play.

Yuki: Frankly, it's clear to me that there are so many benefits of using fire. For example, think about all the ways fire is used to manufacture the things we use. Fire is also used to cook and preserve food that we can buy at the store. Fires are a source of heat. They provide protection and warmth. I could go on about all the benefits.

(表明自己的立场:火有许多益处。举例说明火的作用:火可以用来制造产品、烹饪并保存食物;火还是热源,能给人提供保护、带来温暖。)

Guy: Well, to be honest, I have to disagree with you. Let me explain why. According to the report we heard, fires can be natural disasters and cause a lot of destruction. Fire destroys homes and buildings. Fires can injure people.

(表明自己相反的立场,并解释原因。报告显示,火会引发自然灾害并造成很多破坏。火灾会摧毁房 屋与建筑,并可能伤人。)

Yuki: Speaking of injuries, that reminds me of another benefit. Fire is used in lots of ways in hospitals and in doctors' offices, for example, to make instruments sterile.

(转换话题:提到伤害,想到了火的另一个好处。火在医院有许多用处,比如用火给设备消毒。)

Guy: Yes, of course you have a good point there, but back to what I was talking about, fires do a lot of harm. Forest fires can release a lot of heat. They kill animals and plants. The smoke affects visibility. Birds have a hard time flying.

(回应对方观点,并回到之前的话题:火灾会带来很多危害。森林火灾会释放巨大热量,导致动植物 死亡。浓烟会影响能见度,不利于鸟类飞行。)

Yuki: As a matter of fact, while it's true that forest fires destroy a lot of trees every year, we also know that fires also help keep forests in balance.

(承认森林火灾的确会破坏森林,但同时也能帮助森林保持生态平衡。)

Guy: As I was saying before, fires do a lot of harm, especially if they spread into towns, and burn houses and historic buildings. Houses can be replaced, but old, historic buildings can't.
 (回到自己此前的观点:火灾会带来很多危害,特别是当火灾蔓延到城镇时,会毁坏房屋和历史建筑。

房屋可以重建,但是古老的历史建筑无法复原。)

- Yuki: Sorry, but that reminds me of another benefit. Sometimes, when a fire spreads through a town, it can help the town get rid of old buildings it doesn't want. It might burn trash and old trees. Then, when the fire is gone, the town can make a fresh start. It's been cleaned up. Sounds good to me.
 - (表示遗憾,但是也想到了火的另一好处。有时大火会帮助城镇清除无人居住的老旧建筑,烧掉垃圾 和枯树。清理完后,城镇可以重建,焕然一新。)
- **Guy:** Anyway, I'm not sure it's as simple as that. Sometimes, no one detects a fire in time and many people are affected.

(表示事情并非那么简单。有时没有人及时发现火灾,许多人会因此而受到影响。)



Teaching suggestions

Speaking model

- 1 Introduce the objectives of Academic communication.
- 2 Ask Ss to work in pairs to discuss the questions.
- 3 When they are ready, ask volunteers to share their answers briefly with the class.

Speaking skill

Comment on Ss' online performance.

Alternative activity

k Ss to think of more phrases and sentence patterns to express stances and change and return to the pic.	
' answers may be:	
Expressing stances: Personally,	
It is a fact that	
There is no doubt that	
2) Changing the topic: Talking about	
Oh, while I remember	
Now let's turn to the problem of	
3) Returning to the topic: As we were discussing just now,	
Let's get back to what we were talking about.	
Let's get back to business.	

Skill enhancement

- 1 Ask Ss to study the pictures and prompts. Think of what they can do to use water efficiently in daily life.
- 2 Discuss in groups. Ss take turns to introduce their own ideas and try to find the most efficient ways.
- **3** Ask Ss to present their ideas to the class. Encourage Ss to use the speaking skill.
- 4 The T gives comments on Ss' performance.

Speaking task

Brainstorm

1 Ss work in groups of four. Ask them to make a list of ways fire affects our life, both positively and negatively.

Plan

- Ask each group to divide themselves into two pairs.
 Pair 1: Discuss the ways fire can be used to benefit our lives.
 Pair 2: Discuss the ways fire can harm us.
- 2 Ss work in pairs and choose at least four ideas they plan to cover from those they've brainstormed. Add details.
- **3** Ss decide who will present each idea in the debate.

Speak

- 1 Ask Ss to carry out the debate in their groups. Encourage them to use the language and skills learned from this unit. Walk around the class to see how Ss are doing.
- **2** Ask each group to have a debate after class based on the speaking task and record it. Then upload their recordings online.

Share

- **1** Ask each group to choose one member to summarize the main points presented in the debate.
- **2** Ask the representatives to share the main points with the class and compare them with the other groups' ideas.

Reflect

- **1** Ask Ss to review their debates and think about the listed questions.
- 2 Make comments on their debates.

Unit review



Vocabulary

□ I can use the words and expressions about fire and energy.

Listening

- □ I can distinguish facts from opinions.
- □ I can understand a sequence of events.

Speaking

□ I can exchange opinions in a discussion.

Critical thinking

□ I can make a claim of value.