

Unit

# 6

# Embrace the unknown



## LEARNING OBJECTIVES

**After learning this unit, you will be able to:**

- ◆ give and take turns naturally in a conversation
- ◆ pronounce stressed words in sentences accurately
- ◆ organize your notes
- ◆ identify and articulate cultural similarities
- ◆ question claims
- ◆ make a podcast about someone famous for exploring the unknown
- ◆ use descriptive language

不登高山, 不知天之高也; 不临深溪, 不知地之厚也。

——荀子

*Truly if you do not climb a high mountain, you will be unaware of the height of the sky. If you do not look down into a deep gorge, you will be unaware of the thickness of the earth.*

– Xunzi

*Do not follow where the path may lead. Go instead where there is no path and leave a trail.*

– Ralph Waldo Emerson (U.S.)

## Get on board

Throughout history, human beings have made great efforts to explore unknown areas. Look at the list of these areas and think of some famous people and events related to these areas. Add other areas you can think of. Then choose one area from the list that interests you most.

Areas	Famous people	Events
1 outer space		
2 the deep ocean		
3 the North and South Poles		
4 Mount Qomolangma		
5		
6		

**Work in pairs and compare your answers.**

*A: I am really interested in outer space. My hero is the Russian astronaut Yuri Gagarin. He was the first person to travel to space.*

*B: Yes, I've read about him. When did he go into space?*

*A: It was in 1961. Since then, there have been many missions to space with astronauts from other countries.*

## Listening 1

## New words

astronaut /'æstrənɔ:t/ n. 宇航员

float /fləʊt/ vi. 飘浮; 飘动; 飘荡

belt /belt/ n. 皮带

strap /stræp/ n. 带子

## Before you listen

- 1 Imagine you had the opportunity to talk to an astronaut. What questions would you like to ask about life on the space station? Work in pairs and try answering each other's questions.

## While you listen

- 2 Listen to a radio interview with a Russian astronaut and check (✓) what it is mainly about.

1. The projects that Anna and her fellow astronauts are working on.  
 2. The food on the space station and how Anna feels about it.  
 3. Some of the details about Anna's daily life on the space station.

- 3 Listen to the interview again and decide whether the statements are true (T) or false (F).

1. Sometimes Anna feels strange living in space.  
 2. Astronauts use seat belts when there is an emergency.  
 3. Astronauts on the space station eat three meals every day.  
 4. Anna hates the food on the space station.  
 5. Anna sometimes gets bored of watching movies in her free time.

- 4 Complete the conversation turns with the given responses. Then listen to the interview for a third time and check your answers.

A It can be, yes!

C It sounds amazing.

B I can imagine!

D And what do you do in your free time?

1. **Anna:** It's great ... We live in quite a small area, and float around everywhere. It can be really annoying if you drop something!

**Jack:** \_\_\_\_\_ It sounds fun, though!

**Anna:** \_\_\_\_\_

2. **Jack:** I hear you! \_\_\_\_\_

**Anna:** Oh, we like to watch movies, play games and email our families, just like anyone else. But personally, I never get bored of just watching our beautiful planet Earth through the window!

**Jack:** \_\_\_\_\_

### ***Giving and taking turns naturally in a conversation***

Conversations have to involve both listening and speaking. A good conversation is a mix of giving and taking turns to speak. Knowing how to do that naturally will help your conversations move along smoothly.

**Giving turns.** If you speak for too long without pausing, the other person may feel they have no chance to take their turn. When giving turns, first speak your thoughts briefly and then ask the other person what they think. Some useful expressions are:

- *What do you think?*
- *I'm interested in your opinion.*

Then pause to give the other person time to respond and express their thoughts.

**Taking turns.** When taking turns, you can pick up on agreeing or disagreeing with what the other person has said. Some useful expressions are:

- *I totally agree.*
- *Well maybe, but don't you think that ...*
- *I'm afraid I don't think so.*

Remember not to interrupt the other person, but wait for a pause. You don't need to be asked a direct question to take a turn; just listen for the appropriate gaps!

### ■ **After you listen**

**5 Do you think you would like to travel to space? Why or why not? Work in pairs and have a conversation. Try to give and take turns naturally in your conversation.**

*A: I would jump at the chance to travel to space. I'm sure it would be an amazing experience, don't you think?*

*B: Well ... I find space fascinating, but I think I would be a little scared to travel there.*

*A: I can understand that ...*



## Listening 2

### New words

- explorer** /ɪk'splɔːrə/ *n.* 探险者  
**mechanical** /mɪ'kæniːkl/ *a.* 机械操作的; 机械的  
**sledge** /sledʒ/ *n.* 雪橇  
**reliable** /rɪ'laɪəbl/ *a.* (设备、系统等)耐用的, 性能稳定的  
**tent** /tent/ *n.* 帐篷  
**persistence** /pə'sɪstəns/ *n.* 坚持不懈

### Before you listen

- 1 Look at the pictures of the South Pole. What challenges do you think explorers to the South Pole might have had? Work in pairs and share your ideas.




### While you listen

- 2 Listen to a radio program about two teams of British and Norwegian explorers and match the statements with the correct team.



- This team was the first to reach the South Pole.
- This team used dogs to pull their sledges.
- This team used mechanical sledges.
- Members of this team became ill during the journey.
- This team learned how to dress from the Inuit people.
- This team got trapped in bad weather.

3  Listen to the radio program again and complete the sentences with the words and phrases you hear.

1. The British were led by the famous Captain Scott, and used \_\_\_\_\_.
2. The Norwegian team's traditional, wooden sledges were also very \_\_\_\_\_.
3. When the British finally arrived at the South Pole in \_\_\_\_\_, they were disappointed to see the Norwegian flag \_\_\_\_\_ the snow.
4. Throughout the journey, Captain Scott recorded \_\_\_\_\_ of the journey in a diary.

After you listen

4 Work in pairs and discuss the questions.

1. If you were given an opportunity to explore the South Pole, would you go? Why or why not?
2. Do you think it's important to explore regions like the Arctic and the South Pole? Why or why not?
3. What do you know about voyages to Antarctica led by Chinese teams?

*A: If I had an opportunity to explore the South Pole, I'd love to go. I think it would be a wonderful experience. What do you think?*

*B: No, I hate the cold. But I'd be interested in the wildlife: penguins and seabirds. Maybe I can see them on TV.*

*A: True, but I am sure it's not the same as seeing them in real life ...*

 Culture note

**Captain Scott**

He was a British explorer famous for his two voyages to the Antarctic. Scott was beaten to the South Pole by Norwegian explorer Roald Amundsen.


**Roald Amundsen**

He was a Norwegian explorer famous for being the first to reach the South Pole. His other achievements include being one of the first to cross the Arctic by air, and being the first to sail through the Northwest Passage. In 1928, he went missing on a mission to the Arctic.



## Language in focus

### Usage

- 1  Listen to the sentences and repeat after the speaker. Pay attention to the words and expressions in bold.
1. Can you tell our listeners what **it's like** to live in space?
  2. I love space! But it can **feel strange** sometimes!
  3. **Most of the time**, we use seat belts and straps to **stop ourselves from** floating around.
  4. I never **get bored of** just watching our beautiful planet Earth through the window!
  5. At first, the British team thought that having the latest technology would **give them a great advantage**. However, their heavy sledges **broke down** on the ice.
  6. **To make things worse**, on the way back, they were **trapped by** a terrible snowstorm with very little food left.
- 2 Write five sentences about exploration, each of which should include at least one of the words and expressions in bold from Activity 1. Change the form of the words and expressions if necessary.

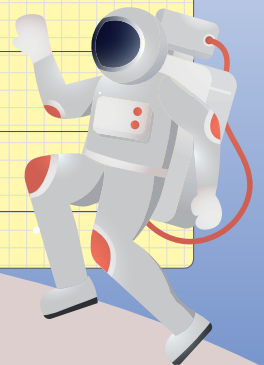
1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_



**Sentence stress**

In every sentence spoken aloud, some words are stressed more than others. The stressed words are usually content words (in bold in the example sentence below), which carry the meaning. On the other hand, function words, which just make the sentence grammatically complete, are usually not stressed.

*We'll fly to the **South Pole** when we have the **money**.*


Content words tend to be nouns, verbs, adjectives, adverbs, demonstratives, interrogatives and numerals. Function words tend to be articles, prepositions,

pronouns, conjunctions and auxiliary verbs.

For example, consider these two examples in the audio (stressed words in bold):

- *We **use seat belts and straps** to **stop** ourselves from **floating** around.*
- *They were **trapped** by a **terrible snowstorm** with very little **food** left.*

You can also choose to stress different words in the sentence in order to alter the emphasis.

**1**  **Listen to the sentences and underline the stressed words. Then listen again and repeat after the speaker.**

1. Have you ever wondered what it would be like to travel to space?
2. He loves to read stories about the world's greatest explorers.
3. In order to be successful and safe, explorers need to spend a lot of time preparing for their journeys.
4. In 1969, the American astronaut Neil Armstrong became the first person to walk on the moon.
5. I have always dreamed of traveling to the North Pole, but I think the trip might be too difficult!

**2**  **Listen to the passage and underline the stressed words. Then read the passage out loud.**

**O**n May 15, 2021, a Chinese spacecraft successfully landed on the surface of Mars. For China's space endeavor, this event was an historic milestone.

The spacecraft had been orbiting Mars for three months, studying its landing site, before activating some of its engines to come out of orbit and approach the surface of Mars. After three hours, the landing capsule split from the orbiter, and continued its descent to the landing site: a large Martian plain known as Utopia Planitia.

At 7:18 a.m., the capsule successfully landed on Mars, and then on May 22, the *Zhurong* rover finally set off on its mission to explore the red planet.



## Listening 1

### Before you listen

- 1 Work in pairs and check the meanings of the words. Complete the short passage with the words from the box.

fiction genre arise perspective

Science 1) \_\_\_\_\_ stories have been popular for many years. They often 2) \_\_\_\_\_ out of our curiosity and fear about what the future will be like. Many of these stories imagine the future world as a place with very advanced technology and a terribly damaged environment. But a recent trend in this 3) \_\_\_\_\_ is to suggest more optimistically how technology can be applied to solve environmental problems. This is a 4) \_\_\_\_\_ that will encourage lots of people.

### While you listen

#### Listening skill

#### Organizing your notes

You have already learned the importance of taking notes while listening and how it focuses your concentration and helps you remember details. After listening, it is worth adding any extra points you remember but did not have time to note down while listening.

Often your notes will look like a mess of single words, with no logical structure. This is why it's important to take time to organize your notes. While the listening material is still fresh in your memory, rewrite the notes under headings or in helpful shapes, to help reconstruct not just the words from the text, but its structure and meaning.

Notes for the South Pole exploration could be organized into two lists, with plus and minus signs for advantages and disadvantages:

#### South Pole, 1910–1912

##### British

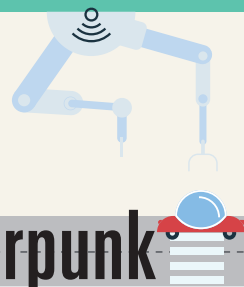
Captain Scott  
mechanical sledges (-)  
bad snowstorm (-)  
diary record (+)

##### Norwegians

Roald Amundsen  
traditional sledges with dogs (+)  
Inuit clothes (+)

You might also choose to draw diagrams to represent the hierarchy of information.

- 2  Listen to a talk about a new genre of science fiction and complete the summary with the words and phrases you hear.



## An introduction to solarpunk

### Comparison with traditional science fiction stories

- Both arise from concerns about 1) \_\_\_\_\_.
- Solarpunk focuses on solving problems.

### Features

- Stories are set in a world where  
2) \_\_\_\_\_ is used and people seek to live  
in 3) \_\_\_\_\_ with the Earth.
- Characters are positive about the future.

### Reader response

- It has won a growing number of  
4) \_\_\_\_\_.
- People find the positive perspective of the  
stories 5) \_\_\_\_\_.



- 3  Listen to the talk again and decide whether the statements are true (T) or false (F).

- 1. In many traditional science fiction stories, the future world is described as terrible and depressing.
- 2. Wind, water and oil can be common energy sources used in the world of solarpunk stories.
- 3. Solarpunk is a mature science fiction genre because it has won many followers.
- 4. Readers may like to live in the world presented in the solarpunk stories.

### After you listen

- 4 Work in pairs and introduce your favorite science fiction story / movie to your partner. Consider the following questions:

- Who is the author / director of the story / movie?
- Who are the main characters and what is the plot of the story / movie?
- What is the future world depicted in the story / movie like?
- What aspects about this story / movie do you like most? Why?

*My favorite science fiction movie has to be 2001: A Space Odyssey directed by Stanley Kubrick. I think the most impressive thing is that it was released in 1968, but the plot is still fascinating and the visual effects still seem amazing today!*

## Viewing

## New words

Mars /mɑ:z/ *n.* 火星

fable /'feɪbl/ *n.* 寓言

canyon /'kænjən/ *n.* 峡谷

delta /'deltə/ *n.* 三角洲

arid /'æɪrɪd/ *a.* 干燥的; 干旱的

scarce /skeəs/ *a.* 不足的; 缺乏的

briny /'brɪni/ *a.* 盐水的; 似海水的

probe /prəʊb/ *n.* 宇宙探测器; 航天探测器

spacecraft /'speɪs,kra:ft/ *n.* 航天器; 宇宙飞船

undertake /ˌʌndə'teɪk/ *vt.* 承担; 着手做

align /ə'lɑɪn/ *vt.* 使成一条直线

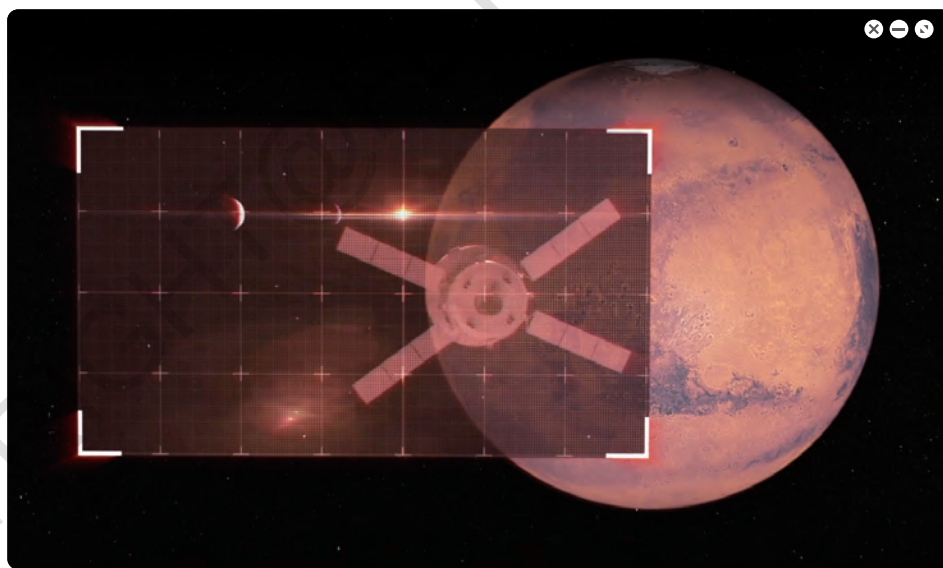
daunting /'daʊntɪŋ/ *a.* 吓人的

## Before you watch

- 1 In recent years, there is an increasing possibility of sending humans to Mars. Work in pairs and discuss why humans are exploring Mars. List three reasons.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## While you watch



- 2 Watch a video clip about Mars and decide whether the statements are true (T) or false (F).
1. In recent years, humans started to have a fascination with Mars.
  2. It is possible that there is currently life on Mars.
  3. There are multiple plans to send humans to Mars within the next few decades.
  4. The journey to Mars is so challenging that few people will try it.

**3** ▶ Watch the video clip again and choose the best answer to each of the questions.

1. What does the speaker say about Mars?
  - A. Mars is an ancient word for “red”.
  - B. Ancient people learned a lot about Mars.
  - C. Ancient people named it for the god of peace.
  - D. Humans have always been curious about Mars.
2. Which is one of the similarities between Mars and Earth?
  - A. The atmosphere.
  - B. The surface temperature.
  - C. The length of a day.
  - D. The length of a year.
3. What do Mars’ riverbeds and dried lakes suggest?
  - A. Humans can survive on Mars.
  - B. Mars used to be closer to Earth.
  - C. There used to be water on Mars.
  - D. There used to be intelligent life on Mars.
4. How long does the journey from Earth to Mars take?
  - A. Nine months.
  - B. 24 months.
  - C. One year.
  - D. 26 months.

■ After you watch

**Intercultural skill**



**Identifying and articulating cultural similarities**

It’s commonly believed that people from different cultural backgrounds have completely different values and practices. In truth, however, people from different cultures often have a lot more in common than we might think. Identifying cultural similarities can help you overcome a sense of division and remind you of the shared values.

In the video clip, it mentions American efforts to explore Mars, but space exploration (and exploration of the unknown more generally) is not just an American pursuit. It is a common pursuit of humanity. In fact, many other countries are developing space programs to explore the mysteries of our solar system.

The spirit of exploration can be seen in other time periods and cultures as well, though it may take different forms. Ancient writings from the poet Qu Yuan show a fascination with space. The same is true of many ancient Greek and Roman poets. In these cultures, curiosity about the unknown can be seen through poetic expression rather than scientific exploration, but it’s still there!

When you actively look for similarities among cultures, you may be surprised by how many similarities you will find.

**4** Work in groups. Research a space mission and present your findings to the class.

**Group 1:** *The Indian Space Research Organisation (ISRO) launched its first moon probe, Chandrayaan-1, on October 22, 2008. The project planned to survey the surface of the moon ...*

## Listening 2

## Voice of China

## New words

emperor /'emp(ə)rə/ n. 皇帝

voyage /'vɔɪdʒ/ n. 航行; 航海

spice /spais/ n. 香料; 调味品

ostrich /'ɒstrɪtʃ/ n. (非洲) 鸵鸟

## Culture note

**Columbus**

He was an Italian explorer whose journeys across the Atlantic kick-started the European exploration and colonization of the Americas.

**Magellan**

He was a Portuguese explorer who sailed from Spain around South America. One of his ships was the first to sail completely around the circumference of the Earth, though he himself had been killed in the Philippines earlier on the journey.

## Before you listen

- 1 You are going to hear a radio program about the Chinese explorer Zheng He. Write some questions that you think will be answered in the audio. Then work in pairs and compare your questions.



## While you listen

- 2 Listen to the radio program and check (✓) the sub-topics mentioned in the program.
- 1. The places Zheng He visited during his voyages.
  - 2. The accidents Zheng He had during his voyages.
  - 3. The attitudes of Zheng He's men to these long voyages.
  - 4. The gifts Zheng He received on his travels.
  - 5. The importance of Zheng He's seven voyages.
- 3 Listen to the radio program again and answer the questions with information from the program.
1. Which part of Africa did Zheng He lead his ships and men to?  
\_\_\_\_\_
  2. What did Zheng He use to exchange for spices and other local goods?  
\_\_\_\_\_
  3. How much earlier did Zheng He's voyages take place than Columbus' discovery of America?  
\_\_\_\_\_
  4. Why were Zheng He's voyages important?  
\_\_\_\_\_

### Questioning claims

Not all claims made by a speaker are reasonable, logical or well-supported. You should always be ready to question them, and be able to examine them critically, rather than simply accept them.

To evaluate a claim, first listen out for the claim made by the speaker. Identify the evidence they provide or any further evidence you can find yourself. Then think actively, check and evaluate the claim against the evidence, and decide if the claim can be supported.

For example, in the audio, the claim made by the speaker is that Zheng He's sea journeys were carried out for political, cultural and business purposes. You might be able to identify his political purposes, and probably his business purposes. But you might not be sure whether he set out with cultural purposes, so this could lead you to question the claim of the speaker.

**4 Work in groups. Try to find the supporting details for the purposes of Zheng He's exploration from the recording. Then discuss the questions.**

1. Do you think the claim is well-supported? Which aspect of the claim do you think is the most convincing? Why?
2. What other evidence do you think can be used to support the claim?

*A: Well, he clearly went for political purposes, as he was sent by the Ming Emperor.*

*B: And the business purposes are evident, as he exchanged Chinese silk and tea for local specialities.*

*C: But what about cultural purposes? What evidence can you find for that?*



## Project

### Making a podcast about someone famous for exploring the unknown

*Your university is hosting an English Podcast Contest and you plan on entering the contest. You have decided to make a podcast about someone who is famous for exploring the unknown.*

**Step 1** Think of a person who is famous for exploring the unknown.

The person could be:

- a scientist.
- an astronaut.
- a science fiction writer.
- an explorer.

**Step 2** Plan how you will structure your podcast. Try to think about the following:

- How will you welcome your listeners to the podcast?
- What basic information on the person will you introduce?
- What details of the person's achievements are you going to include?
- What is your opinion of the person?
- How will you end the podcast?

**Step 3** Practice what you will say with a partner. Ask your partner for advice on how to improve it.

**Step 4** Record your podcast and share it with the class. Then the class vote for the top three using the Evaluation form on Page 121.



## Project builder

A podcast is an audio recording that is available on the Internet. Listeners can download podcasts to their computers or phones. Using simple digital technology, you can make a podcast about any subject. By posting your podcast online, you can reach listeners all around the world! You can organize your podcast in the following way.

### Welcome your listeners

Provide an introduction to the podcast and greet listeners.

- *Welcome to [name of the podcast], everyone! ...*
- *You are now listening to [name of the podcast]. Today I will talk about ...*

### Introduce the person who is famous for exploring the unknown

Present some basic information on the person who will be discussed.

- *The amazing science fiction writer Jules Verne was born in 1828 ...*
- *Xu Xiake was a great explorer and geographer in the Ming Dynasty ...*

### Describe the person's achievements

Explain what the person is famous for.

- *He wrote dozens of world-famous science fiction stories about ...*
- *She is remembered for being the first person to explore ...*

### End with your own opinion of the person

End your podcast with why the person has been important for you.

- *For me, she stands out as the first woman to accomplish such a feat ...*
- *In my opinion, he has been undervalued for generations ...*

## Presentation skill

### Using descriptive language

When giving a podcast, you have no visual aids to back up your presentation. So how can you bring your descriptions to life with words alone?

One thing that many professional speakers do is to identify small details that bring their description alive. So rather than saying "He sat and drank his tea.", you could say, "The sugar wrappers were blowing round the café tables as he sipped his tea."

Being more poetic, you could use appropriate similes, e.g. "The desert continued like a boundless ocean of sand." or "The dunes were like waves piling up in endless succession." You have to think visually about what each feature really reminds you of, and how it could help the listener visualize the scene.



## New words

universe /'ju:nɪvɜ:s/ *n.* 宇宙alien /'eɪliən/ *n.* 外星人classical /'klæsɪkl/ *a.* 古典的

## New words

rocket /'rɒkɪt/ *n.* 火箭nerd /nɜ:d/ *n.* (理工科学科的)

爱好者, 痴, 迷

effective /ɪ'fektɪv/ *a.* 有效的; 产生

预想效果的

## Proper names

Justin Schiavo /dʒʌstɪn

ski'a:vəʊ/ 贾斯廷·夏沃(人名)

## Conversation

① Listen to a conversation between a girl and her grandfather and choose the best answer to each of the questions.

- When did *Voyager 1* and *2* travel to space?
  - In the 1950s.
  - In the 1960s.
  - In the 1970s.
  - In the 1980s.
- What was the purpose of *Voyager 1* and *2*?
  - To explore Mars.
  - To land on the moon.
  - To explore the universe.
  - To take pictures of the Earth from space.
- Which of the following is not on the Golden Record?
  - People laughing.
  - Modern rock music.
  - Chinese *guqin* music.
  - A picture of the solar system.
- Why does the grandfather hope the Golden Record will be found?
  - It had lots of great music.
  - It represented life on Earth.
  - It carried a message of peace.
  - It would mean that aliens exist.

## Passage 1

② Listen to a radio program about a young rocket scientist and choose the best answer to each of the questions.

- What is Justin's opinion about studying space?
  - It is something just for scientists.
  - Everyone can learn about and enjoy it.
  - It is simple but not interesting to most people.
  - It is too complicated for most people to understand.
- Who gave advice on Justin's rocket design?
  - His best friend.
  - A college professor.
  - A scientist he knew.
  - His classmates at MIT.
- Why does Justin want to build rockets?
  - He hopes it will make him a great scientist.
  - He thinks it will help him make a lot of money.
  - He wants to find a way to travel to space himself.
  - He believes that people will travel between planets one day.

## Passage 2

3 Listen to a lecture about lunar eclipses and choose the best answer to each of the questions.

1. What is the lecture mainly about?
  - A. A brief introduction to lunar eclipses.
  - B. How ancient people reacted to lunar eclipses.
  - C. How ancient culture explained lunar eclipses.
  - D. An introduction to the most beautiful lunar eclipses.
2. According to the ancient Chinese story, why did people beat drums and make noises during a lunar eclipse?
  - A. To celebrate this rare event.
  - B. To draw the attention of the giant dog.
  - C. To demonstrate their love for the moon.
  - D. To scare away the giant dog from eating the moon.
3. What did the ancient people of Togo and Benin believe caused lunar eclipses?
  - A. The fight between the sun and the Earth.
  - B. The fight between the sun and the moon.
  - C. The fight between different communities.
  - D. The fight between the Earth and the moon.
4. What would the ancient people of Togo and Benin do during a lunar eclipse?
  - A. They would worship the moon god.
  - B. They would perform an eclipse dance.
  - C. They would make their dogs bark at the moon.
  - D. They would get together to resolve old conflicts.

### New words

**lunar** /'lu:nə/ *a.* 月亮的  
**eclipse** /'ɪklɪps/ *n.* 日食; 月食  
**giant** /'dʒaɪənt/ *a.* 巨型的  
**persuade** /pə'sweɪd/ *vt.* 说服;  
劝服

### Proper names

**Togo** /'təʊgəʊ/ 多哥 (西非国家)  
**Benin** /bə'nɪn/ 贝宁 (西非国家)



**New words****convenience** /kən'vi:niəns/ *n.*

方便; 便利

**anxiety** /æŋ'zaiəti/ *n.* 焦虑; 忧虑**intelligent** /ɪn'telɪdʒ(ə)nt/ *a.*

能思维的; 有智能的; 有灵性的

**spaceship** /'speɪs,ʃɪp/ *n.* 宇宙飞船**Passage 3**

④ Listen to a talk about AI and answer the questions with information from the talk. Use no more than three words for each answer. You will hear the recording twice.

1. How many ways in which AI worries people are mentioned in the talk?

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2. According to the speaker, which area is causing people anxiety if robots are used in a wrong way?

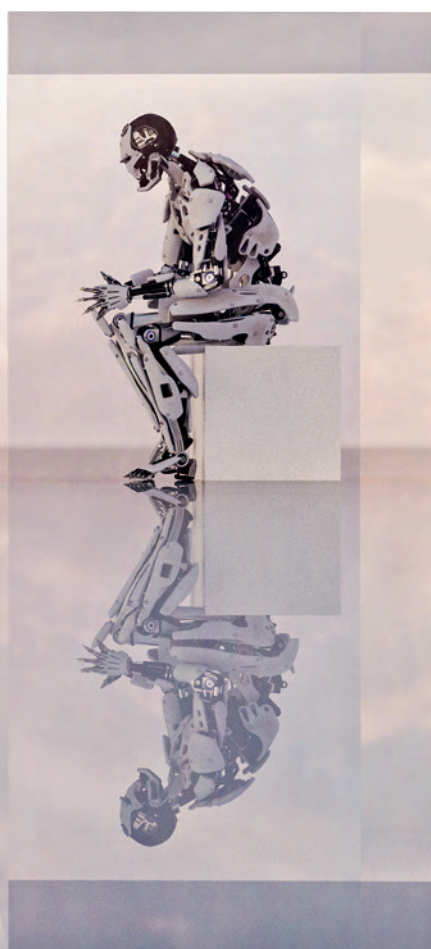
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3. What type of film is *2001: A Space Odyssey*?

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4. Who does the computer try to kill in *2001: A Space Odyssey*?

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## What have you learned in this unit? Rate your performance.

Experience the world		very poor	poor	average	good	very good
<b>Conversation skill</b>	Giving and taking turns naturally in a conversation					
<b>Pronunciation skill</b>	Pronouncing stressed words in sentences accurately					
Understand the world		very poor	poor	average	good	very good
<b>Listening skill</b>	Organizing your notes					
<b>Intercultural skill</b>	Identifying and articulating cultural similarities					
<b>Critical thinking skill</b>	Questioning claims					
Over to you		very poor	poor	average	good	very good
<b>Project</b>	Making a podcast about someone famous for exploring the unknown					
<b>Presentation skill</b>	Using descriptive language					

## Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?

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2. What do you still need to improve? How do you think you can improve it?

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## OTY Evaluation form

- Read the criteria below. Keep them in mind when you present and watch your classmates' presentations.
- Note down your comments in the "Written feedback" row when watching your classmates' presentations. Then grade the presentations in the "Points" column on a scale of 1–5.

**Rating scale:** very poor = 1   poor = 2   average = 3   good = 4   very good = 5

	Criteria	Points
<b>Content</b>	<ul style="list-style-type: none"> <li>• provided basic information about and major achievements of the person</li> <li>• ended with personal opinions of the person</li> </ul>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• presented with a clear structure</li> <li>• connected the main points logically</li> </ul>	
<b>Language</b>	<ul style="list-style-type: none"> <li>• spoke clearly, fluently and appropriately</li> <li>• used some expressions learned</li> </ul>	
<b>Delivery</b>	<ul style="list-style-type: none"> <li>• used descriptive language</li> <li>• managed time effectively</li> </ul>	
<b>Written feedback</b>		