前言

一、编写背景

改革开放特别是党的十八大以来，研究生教育快速发展，我国已成为世界研究生教育大国。随着中华民族伟大复兴事业的推进、国际形势的快速变化，各行各业对高层次创新人才的需求更加迫切，研究生教育的地位和作用更加凸显。

2017年教育部、国务院学位委员会印发《学位与研究生教育发展"十三五"规划》，提出学位与研究生教育改革发展的任务之一是"改革培养模式，提升创新和实践能力"。2020年教育部、国家发展改革委、财政部联合发布《关于加快新时代研究生教育改革发展的意见》，再次强调要"加强教材建设，创新教学方式，突出创新能力培养"。

在新时代、新形势下，培养具有国际视野和中国情怀、承担科技创新使命、服务国家发展战略、适应经济社会发展需求的创新型、复合型、应用型人才，有赖于研究生英语教学改革的支撑，而优质的教材是院校人才培养、教学改革的重要组成部分。针对研究生教材需求情况，外研社携外研在线深入调研高校研究生公共英语的教学现状、教学痛点和发展趋势，出版新形态、立体化研究生系列教材《新探索研究生英语》，为院校研究生英语教学改革保驾护航。

《新探索研究生英语》系列教材面向全体硕士研究生，包括学术学位硕士研究生和专业学位硕士研究生。教学目标定位为通用学术英语（EGAP）能力培养，为专业学术英语（ESAP）学习打好语言基础，培养学术技能，提升创新思维能力和学术实践能力，为学术创新培养良好的认知结构与思维习惯。教材定位与大部分院校的研究生人才培养目标和研究生英语教学的实际情况相符。同时，思政育人理念贯穿整个教材体系，隐性思政教学设计和显性思政板块相结合，寓价值观引领于知识传授和能力培养之中，培养德才兼备、全面发展的时代新人。教材充分体现信息技术与语言教学的融合创新，以线上线下混合的方式进行教学实践，课堂手册与数字课程互为补充，相得益彰。另外，教材符合"因材施教"的教育理念，主干教程模块与补充技能模块相互配合，低阶、高阶难度分级，读写、听说等技能分项，可支持院校针对本校研究生教学目标进行课程的个性化组合，满足多样的课型需求，也可满足本硕一体化人才培养模式下的学术英语教学需求。

二、编写依据

1. 在课程性质上落实思政育人的根本目标

《高等学校课程思政建设指导纲要》明确提出"全面推进课程思政建设是落实立德树人根本任务的战略举措","课程思政建设是全面提高人才培养质量的重要任务",强调要"将课程思政融入课堂教学建设全过程"。《新探索研究生英语》特别设置了思政育人板块,从中西对比、文化传承、价值观塑造等层面深化单元主题,介绍社会主义核心价值观、中华优秀传统文化、社会主义建设成就,并通过实践任务落实育人目标,培养国际视野和文化自信。

2. 在教学方法和手段上体现线上线下融合的混合式教学模式

在信息化与智能化时代,多媒体技术以及大数据、人工智能等现代信息技术已成为外语教育教学的重要手段。教材积极创建多元的教与学环境,依据布鲁姆-安德森认知能力模型,线上学生通过U校园智慧教学云平台完成语言练习,训练记忆、理解、应用等低阶思维能力,并获取评价与反馈,教师则基于数据开展学情监测、进行学情分析;线下教师基于个性化学情、借助数字化工具创设互动式、研讨式课堂,培养学生分析、评价、创造等高阶思维能力,通过线上线下融合的混合式教学实践,使学生朝着主动学习、自主学习的方向发展,真正实现教学的立体化、个性化、智能化。

3. 在教学目标上体现多元能力培养

整套教材以学术主题为牵引,以学术能力为导向。教材以英国麦克米伦出版有限公司高品质教材 Skillful (Second Edition) 为蓝本,涵盖多学科话题,注重学术阅读、学术写作、学术听说等技能培养。同时,教材将思辨英语教学理念和原则融入教学活动设计中,专门设立思辨板块,进一步提升研究生的批判性思维能力和创新创造能力。

4. 在教师发展方面全方位提升教师信息化素养

《教育部等六部门关于加强新时代高校教师队伍建设改革的指导意见》指出,高校要"积极应对新科技对人才培养的挑战,提升教师运用信息技术改进教学的能力"。使用《新探索研究生英语》的教师可以通过U校园平台的大数据反馈、写作智能评阅引擎、语音自动评阅引擎、语音实时转写、师生互动和生生互评等创新功能,开展学情分析,辅助作业批阅,提供即时反馈,激发学生互动与参与。这些功能也可以为教学研究提供方法指导和数据支撑。

三、教材特色

1. 打造新形态教材模式，创设智慧式教学流程

《新探索研究生英语》由U校园数字课程和课堂手册构成，引领院校开展线上线下融合的混合式教学实践。新形态教材厘清线上、线下功能，突出混合式特色，明晰课前、课中、课后的目标、任务与实施手段。课下学生使用U校园数字课程自主学习，教师监管辅助。课上教师基于U校园平台学情分析及教学互动工具，利用课堂手册引导学生进行深度理解、思辨讨论等研讨活动，实现高效、便捷、智能的教、学、管过程。

2. 体现时代脉搏、国际视野，深化思政育人理念

教材基于英国麦克米伦出版有限公司高品质教材 *Skillful (Second Edition)*，由国内著名教材编写专家进行改编。单元主题涉及心理学、美学、社会学等学科领域，围绕环境保护、疾病防治、法律与伦理道德、新兴科技发展等热门话题展开；阅读选篇以议论文、说明文为主要体裁；视听素材聚焦学术场景，以学术对话、学术研讨、学术讲座为主要形式。此外，教材巧妙融入思政素材，传递中华优秀传统文化与现当代社会主义建设成就，通过中西对比、实践产出等落实价值观塑造，培育文化自信与文化传播力。

3. 着重培养学术素养，提升思辨力、创新力、实践力

全套教材高度关注学术技能培养，勾勒出完整的学术技能图谱，涵盖学术读写、学术听说、学术思辨全场景。每单元基于素材选择2—4个技能点进行细致讲练，辅以U校园视频微课、交互式技能训练，帮助学生牢固掌握、熟练应用技能。同时，教材汲取英语思辨教学理念，研讨式课堂的教学设计着重训练分析、评价、创造等高阶思维能力，提升研究生的独立思考能力、创新创造能力。

4. 充分体现Unipus数字产品能力，大幅提升教与学效果

基于此套教材，Unipus为研究生公共英语教学全力保驾护航。教材引入丰富的数字化教学手段，如iWrite写作智能评阅引擎，提供写作任务的机器评阅、同伴互评、小组互评等功能，实现以评促教，以评促学；Unipus智慧云盒、智慧教室创新课堂展示效果，提升多资源协同的教学体验；语音实时转写功能激发学生主动性，帮助教师实施个性化教学，给予学生针对性指导。

四、教材构成

教材分为主干教程与补充技能两大模块。

▶ 主干教程模块共设两个级别（基础级和提高级），每个级别包括《读写教程》和《视听说教程》两个分册，每个分册含六个单元，《读写教程》与《视听说教程》单元主题呼应。每个分册由 U 校园数字课程、课堂手册构成新形态、立体化的教学体系。

《读写教程》 U 校园数字课程　　《读写教程》课堂手册　　《视听说教程》 U 校园数字课程　　《视听说教程》课堂手册

▶ 补充技能模块为拓展学习资源，包括《学术词汇讲练》《学术论文写作》《学术英语交流》三门 U 校园数字课程，鼓励学生根据自身需求，自主选择学习。

▶ 配套资源包括混合式教学指导手册、助教课件、试题库等。

五、编写团队

　　《新探索研究生英语》系列教材主干教程的《读写教程》（基础级）由复旦大学季佩英教授主编，《视听说教程》（基础级）由西安交通大学陈向京教授主编，《读写教程》（提高级）由山东大学王俊菊教授、闫秋燕教授主编，《视听说教程》（提高级）由东南大学陈美华教授主编。

　　参与《新探索研究生英语》系列教材策划与编写的人员是来自复旦大学、西安交通大学、山东大学、东南大学等多所高校的外语教育专家和一线教师。美籍专家 Ann Marie Ross 教授参与了教材审读工作，在此谨表示衷心的谢意。

《新探索研究生英语》系列教材应新时代的人才培养需求而生，从筹划到出版历经数年，通过理念创新、模式创新、资源创新，将成为教学改革的有力抓手，为高校提供教学资源、教学手段和教学方法的全方位支撑，为提高人才培养质量打好基础、创造条件。同时我们希望教材在使用过程中得到广大院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。
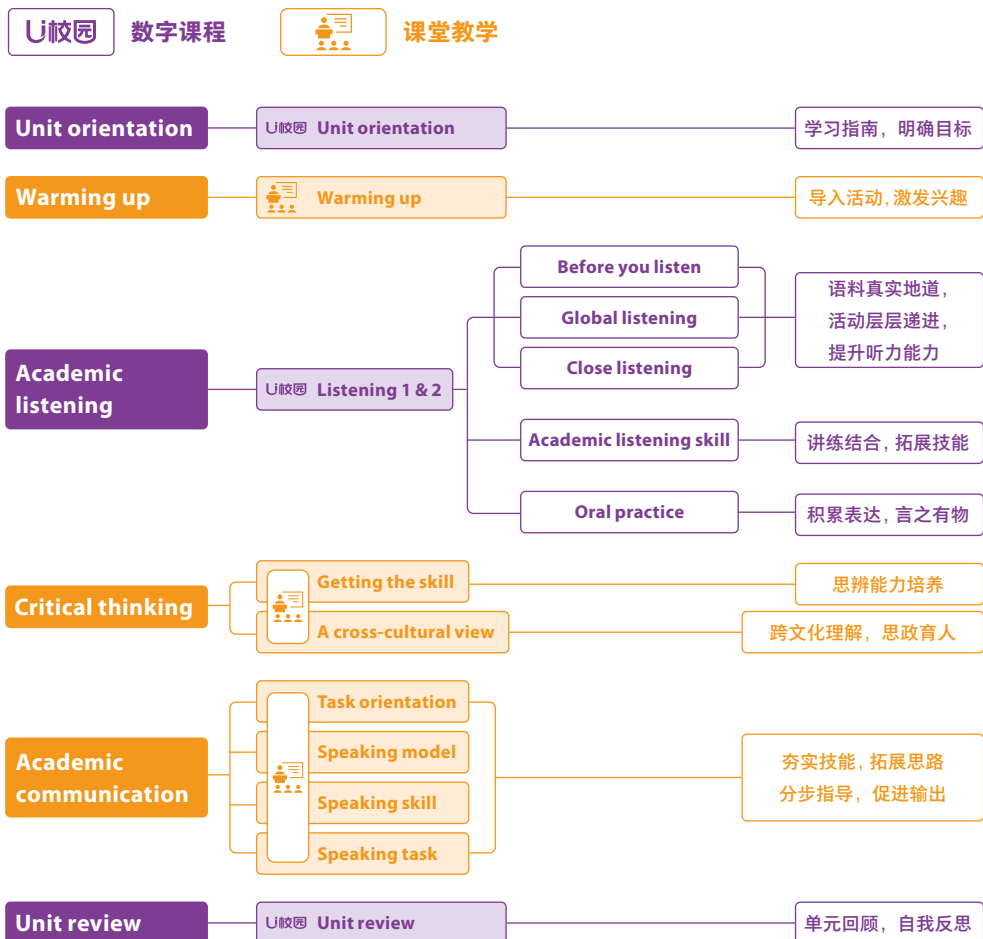
《新探索研究生英语》编写团队

编写与使用说明

　　《新探索研究生英语 视听说教程》的设计和编写充分考虑国内研究生人才培养目标和研究生公共英语的教学需求，教学内容符合研究生认知水平，学术特征突出；教学设计紧密围绕学术听力、学术口语和思辨能力培养；教学资源立体多元，包括学术技巧微课、思政视频素材、口语范例等，为教师因材施教、学生自主学习创造有利条件。

　　《新探索研究生英语 视听说教程》遵循线上线下融合的混合式教学模式，线上学生自主学习，完成听力训练、技能学习和语料积累，为线下活动做好充分的语言和技能准备；线下教师引导学生进行讨论与口语产出，训练分析、评价、创造等高阶思维能力。U校园智慧教学云平台将线上、线下环节进行有机融合，大数据分析即时反馈学情，帮助教师反拨课堂教学；线上讨论消除线上学习的迷航与孤独，促进师生互动交流。

单元结构与教学场景

　　《视听说教程》共设"基础级"与"提高级"两个级别，每级包括6个单元。单元结构与教学场景具体如下：

| U校园 **数字课程** | | **课堂教学** |

Unit orientation	U校园 **Unit orientation**	学习指南，明确目标
Warming up	**Warming up**	导入活动，激发兴趣

Academic listening	U校园 **Listening 1 & 2**	**Before you listen**	语料真实地道，活动层层递进，提升听力能力
		Global listening	
		Close listening	
		Academic listening skill	讲练结合，拓展技能
		Oral practice	积累表达，言之有物

Critical thinking	**Getting the skill**	思辨能力培养
	A cross-cultural view	跨文化理解，思政育人

Academic communication	**Task orientation**	夯实技能，拓展思路分步指导，促进输出
	Speaking model	
	Speaking skill	
	Speaking task	

Unit review	U校园 **Unit review**	单元回顾，自我反思

Unit orientation

激发学习兴趣，梳理学习重点，明确学习目标，
指引学习路径

Ⓤ 学生课前自主完成

Warming up

导入单元主题，了解背景信息，激活相关知识，为后续
板块的学习作铺垫
1 听前练习：激活话题相关知识储备，预测视频内容
2 观看视频：理解视频内容，整合重点信息，分析信
   息结构
3 课堂讨论：对视频中呈现的信息与观点进行分析与
   评价，联系生活实际，拓展讨论

课上观看视频，完成讨论活动

Academic listening

 学生课前自主完成

本板块包含 Listening 1 & 2 两大训练内容，教学流程基本一致，包括听前热身、泛听活动、精听练习、听力技巧讲练和口语跟读训练五大步骤，系统提升听说能力。听力素材丰富多样，真实地道，贴近学术场景。Listening 1 选取学术场景下的对话，如课堂讨论、节目访谈、学术探讨等；Listening 2 选取学术场景下的主题演讲，难度略高于 Listening 1。
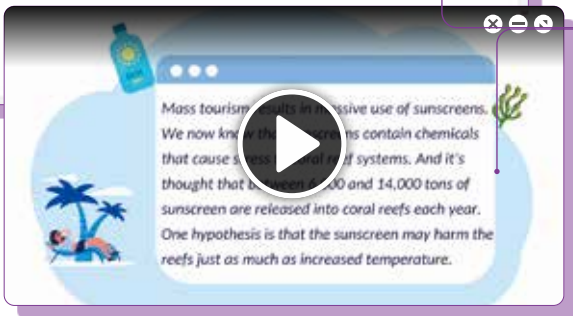
Before you listen

听前活动激活知识储备，扫清词汇障碍，激发学生的学习兴趣。

Global listening

泛听活动考查整体理解，把握语篇结构。

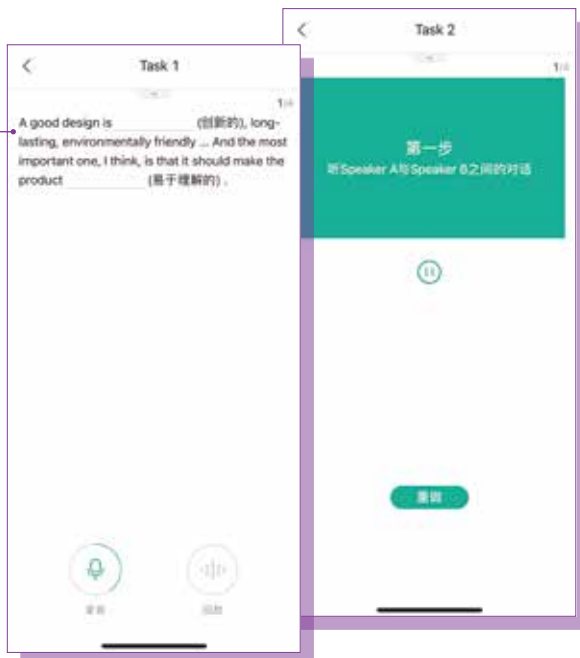## Close listening

精听练习考查学生对细节信息的把握，通过拓展讨论锻炼学生思维能力与知识迁移能力。

Task 1

(Words & tips)

1. Question 1

A It should be innovative.

B It should be long-lasting.

C It should be environmentally friendly.

D It should make the product understandable.

Task 2

1/□

What does Jack say about the door in his school library?

Academic listening skill

视频微课阐释学术听力技巧，多样练习促进学生实践运用，讲练结合，切实提升学术听力能力。

Directions: Read the following passage to learn about the skill of inferring from context.

Inferring from context

Inferring is the process of drawing conclusions based on information that is implied, but not said directly. By listening for clues - the speaker's or speakers' words and tone of voice, and based on your knowledge of the world, you can make inferences about the conversation.

The following are common types of inference questions:
Who are the speakers? / What are they talking about? / How does the speaker probably feel about ...? / What does the speaker mean by ...? / Why does the speaker say ...? / What can you conclude about ...? / It can be inferred that ...

Mass tourism results in massive use of sunscreens. We now know that sunscreens contain chemicals that cause stress to coral reef systems. And it's thought that between 6,000 and 14,000 tons of sunscreen are released into coral reefs each year. One hypothesis is that the sunscreen may harm the reefs just as much as increased temperature.

Oral practice

口语跟读训练精选听力素材中的重点语料：单句跟读帮助学生积累话题相关词汇；对话复述引导学生学习积累功能性语言。通过语音引擎智能评分，提升学生特定话题下的口语表达与交际能力。

Task 1

1/□

A good design is _____ (创新的), long-lasting, environmentally friendly ... And the most important one, I think, is that it should make the product _____ (易于理解的).

Task 2

1/□

第一步
听Speaker A与Speaker B之间的对话

重做

Critical thinking

教师组织课堂研讨活动

本板块包括 Getting the skill 和 A cross-cultural view 两部分，在培养学生思辨能力的基础上，对学生进行思政教育，引导学生树立正确的人生观、价值观，实现思维能力与情感价值的双重培养。

- **Getting the skill** 选取实用有效的学术思辨技能，辅以形式多样的技能训练活动，帮助学生熟练掌握、运用思辨技巧，提升学术素养。
- **A cross-cultural view** 精选贴近时代、蕴含丰富思政内涵的视频素材，设置形式新颖、层层递进、实操性强的课堂产出活动，强化学生对中国文化、中国社会的了解，培养学生的跨文化意识与能力。

Getting the skill

系统教授思辨技巧，培养学生分析、评价信息与观点等高阶思维能力，为后续活动作准备。
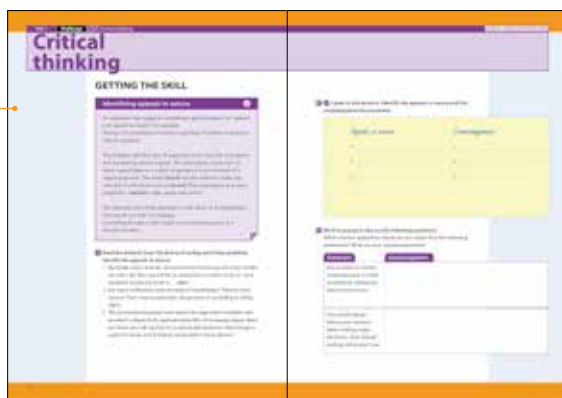
A cross-cultural view

从文化、价值观等层面拓展单元话题，观看具有思政、人文内涵的视频素材，完成小型实践任务，培养跨文化能力，增强文化自信。

Academic communication

Academic communication板块以课堂活动为主，辅以线上口语训练，精选地道鲜活的示范语料，系统讲解学术场景下的口语技巧，训练重点句型与表达，通过形式新颖的课堂活动夯实技能，拓展思路，通过详细的步骤指导，引导学生完成口语输出任务，提升口语交际能力。

Task orientation

了解单元口语任务，明确板块学习目标与学习路径。

教师组织课堂研讨活动

Speaking model

学习口语示范语料，完成相关练习，为后续的技能拓展作准备。

教师组织课堂研讨活动
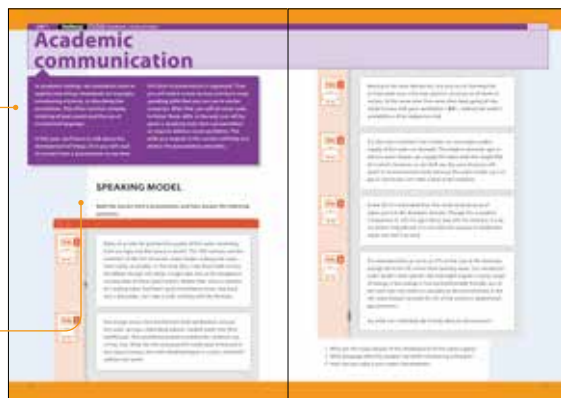
Speaking skill

○ Mini-lecture

通过视频微课系统学习口语技巧，为完成单元口语任务打基础。

学生线上完成，自主学习，教师课上总结、点拨

Let's begin by …

That's all I have to say about …; Next, I'll talk about …

Now we'll move on …

Let's consider …

Let me give you … next slide.

What happened next? Now, let's have a look at …

What did the studies reveal? Well, as the chart clearly shows …
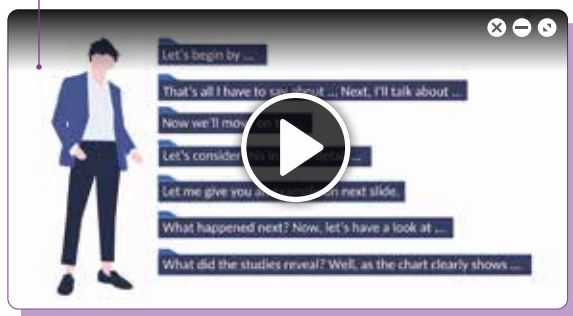
Speaking skill

○ **Oral practice**

单句跟读积累话题相关词汇，对话复述积累功能语言，角色扮演还原真实交际场景。

学生线上完成跟读练习，积累语料

○ **Skill enhancement**

小型口语输出活动，通过探讨实践，为学生完成单元口语任务铺设思路。

教师组织课堂研讨活动

Speaking task

学以致用，运用本单元已学习的语言知识与口语技巧，完成口语任务，提升交际能力。口语任务通过分步指导，化整为零，层层递进。

⊞ 教师组织课堂研讨活动

Unit review

自我反思、自主提升，培养终身学习能力。

Unit review

引导学生进行自我反思，帮助学生自我检测、复习巩固。如果某部分内容学习效果不理想，学生可点击相应板块进行复习。

Ⓤ 学生课后进行线上自我反思与复习巩固
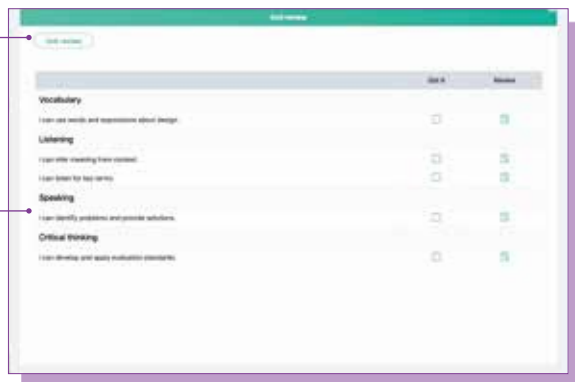
学习分析报告

学生可通过查看学习分析报告了解学习时长、成绩排名、学习进度与技能掌握情况等信息，促进自我反思，实现自主提升。
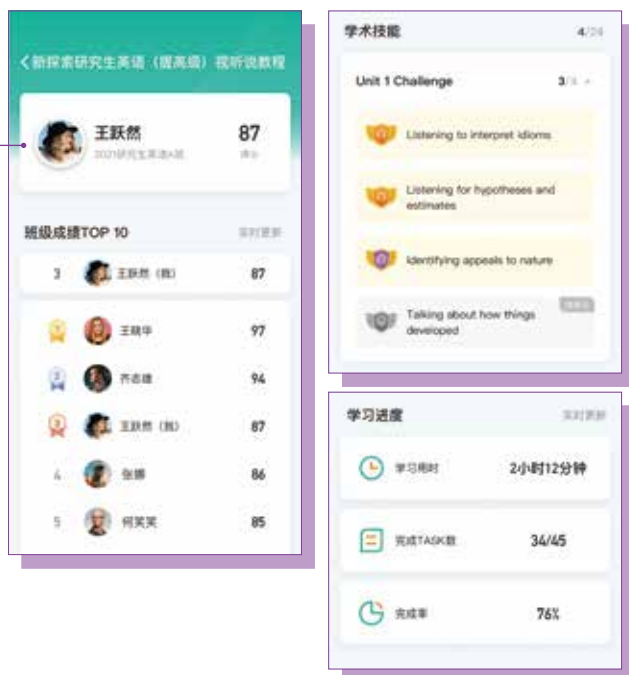
Map of the book

Unit	Warming up	Academic listening		Critical thinking skills
		Listening	**Skills**	
4 **Change** *p56*	**Viewing** *How people react to change p58*	**Listening 1** Staff workshop • Management *All change, please p60* **Listening 2** Lecture • Social psychology *Perspectives on the past p62*	**Listening 1** Following the way a discussion develops *p61* **Listening 2** Listening to annotate presentation slides *p63*	Evaluating deductive arguments *p64*
5 **Energy** *p74*	**Viewing** *Fire p76*	**Listening 1** Presentation • History *The discovery of fire p78* **Listening 2** Lecture • Environment *Forest fires: friend or foe? p80*	**Listening 1** Listening to distinguish facts from opinions *p79* **Listening 2** Listening to understand a sequence of events *p81*	Making a claim of value *p82*
6 **Conflict** *p92*	**Viewing** *Cognitive dissonance p94*	**Listening 1** Debate • Applied psychology *Conflict resolution p96* **Listening 2** Lecture • Psychology *Role conflict p98*	**Listening 1** Anticipating information to come *p97* **Listening 2** Coping with different lecture styles *p99*	Refuting arguments *p100*

Critical thinking		Academic communication	
A cross-cultural view	**Moral objectives**	**Skills**	**Speaking tasks**
Viewing *Change and permanence* *p66*	Understanding how Chinese people face change and adversity *p66*	Giving group presentations *p70*	Giving a group presentation about proposed solutions for dealing with change *p72*
Viewing *Energy: then and now* *p84*	Understanding the history of energy development and China's achievements in this field *p84*	Exchanging opinions in a discussion *p88*	Debating whether fire does more harm than good *p90*
Viewing *All under heaven are one family* *p102*	Understanding the notion of "harmony but not uniformity" and its contemporary practice *p102*	Conducting formal debates *p106*	Debating the motion: *Conflict between cultural groups is inevitable and natural* *p108*

Challenge

What is the biggest challenge you've ever encountered? What did you do to overcome it? Just as our personal life is full of challenges, the world is also facing all sorts of challenges that are threatening the entire humanity. What should we do to cope with these challenges, big or small? Let's explore the topic together.

Learning objectives

Knowledge
- learn about the history of surfing
- understand ocean problems in the world
- learn about how China copes with ocean problems and develops its marine power

Skills

Listening skill
- listen to interpret idioms
- listen for hypotheses and estimates

Critical thinking skill
- identify appeals to nature

Speaking skill
- talk about how things developed

Unit task
deliver a presentation on ways to address ocean problems

A scuba diver's encounter with a whale

Warming up

1 Humans rely on the ocean for various natural resources. But the ocean can also bring harm to humans as it is not always tranquil. List the benefits and harm of the ocean and work in pairs to discuss them.

Benefits	Harm

2 ▶ Watch the video about the ocean and complete the notes on the right page with the information below.

You can watch the video on Ucampus.

① coastal tourism ② marine transport ③ planetary climate

④ respiratory system ⑤ the Asia-Pacific region

⑥ 8.5% ⑦ 1/3 ⑧ 71%

3 ▶ Watch the video again and then answer the following questions.
1　Of all the facts in the video, which surprises you most? Why?
2　How should we cope with the challenges mentioned in the video?

Why should we care about the ocean?

Basics about the ocean

- Covering about _____ of the Earth's surface
- The most prominent feature on the planet

Benefits of the ocean

Ecology

- Moderating the _____: absorbing, circulating and releasing heat
- Serving as the Earth's _____: absorbing CO_2 and releasing O_2

Socioeconomic well-being

- **Fisheries & aquaculture:** supplying _____ of the global consumption of animal protein
- **Source of energy:** about _____ of global oil & gas extracted offshore
- **Means of transportation:** about 90% of global cargo moving by _____
- **Recreational function:** _____
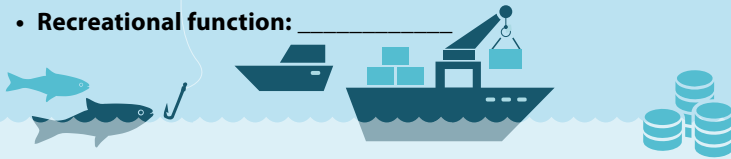
Challenges brought by the ocean

- **Disasters:** tsunamis, hurricanes & typhoons
- **Causes of disasters:** intense wave movements, underwater earthquakes and atmospheric activities at sea
- **Affected areas:** coastal & inland areas, especially _____

Words and expressions

respiratory /rɪˈspɪrət(ə)ri/ *adj.* 与呼吸有关的；与肺有关的

socioeconomic /ˌsəʊsiəʊekəˈnɒmɪk/ *adj.* 社会经济的

fishery /ˈfɪʃəri/ *n.* 渔场

aquaculture /ˈækwəkʌltʃə/ *n.* 水产养殖（业）

offshore /ˌɒfˈʃɔː/ *adj.* 海上的；海底的；近海的

cargo /ˈkɑːɡəʊ/ *n.*（船或飞机装载的）货物

marine /məˈriːn/ *adj.* 海洋的；海洋生物的；船舶的；海军的

GDP (gross domestic product) *n.* 国内生产总值

oceanic /ˌəʊʃiˈænɪk/ *adj.* 海洋的，大海的

Academic listening

LISTENING 1 The history of surfing

ONLINE activities

Before you listen

1 Learn about the words to better understand the audio.
2 Predict the content of the audio.

ONLINE activities

Global listening

Practice listening for main ideas.

Close listening

ONLINE activities

1 Practice listening for details.

CLASSROOM activities

2 Answer the following questions according to what you have heard.
1 What did Tahitians think of surfing, as a sport or something more than that?
2 According to Jen, what attractions does a dangerous sport like surfing have?

Academic listening skill

Listening to interpret idioms

Idioms are fixed expressions that use images and metaphors to describe things. They can be difficult for foreign language learners because the connections between images and ideas may not be immediately obvious. Idioms in the learner's own language may involve different ideas and images. However, despite these differences, it is often possible to deduce the meaning of an idiom.

Here are some tips for you:
- Think about the context the idiom is used in.
- Consider the literal meanings of the words in the idiom.
- Look for its connections and relationships with the context.

*They must have had **nerves of steel**, given the size of the waves and the design of the boards, which were actually made to be difficult to maneuver.*

The expression ***nerves of steel*** is an idiom. The phrases *the size of the waves* and *the design of the boards* provide the contextual information and indicate that the idiom is related to surfing, a dangerous sport. ***Steel*** is a kind of strong metal. So ***nerves of steel*** indicates the courage and boldness of the surfers.

Being able to recognize the meanings of idioms will help you understand what the speaker intends to convey.

Practice listening for idioms.

Oral practice

1 **Learn to use the words and expressions about surfing.**
2 **Practice conducting short conversations about making comments and answering questions.**

LISTENING 2   Ocean problems

ONLINE activities

Before you listen

Learn about the words to better understand the audio.

ONLINE activities

Global listening

Practice listening for main ideas.

Close listening

ONLINE activities

1 **Practice listening for details.**

CLASSROOM activities

2 **Answer the following questions according to what you have heard.**
1 What are the possible solutions to the overfishing problem mentioned in the lecture?
2 What are the causes of coral bleaching?

CLASSROOM activities

3 **Work in pairs to discuss the following question.**
Coral bleaching is the second ocean problem discussed in the lecture. At the end of it the professor asked "… as marine ecological engineers, how can we address this situation?" If you were one of the marine ecological engineers, how would you answer this question?

Academic listening skill

ONLINE activities

Listening for hypotheses and estimates

Hypotheses
Speakers often present facts and statistics about a situation, and then make a hypothesis to provide a possible explanation for this situation. The more supporting information and / or agreement among experts, often the stronger the hypothesis. Here are some signposts for identifying hypotheses:
be thought to be / be likely to be / might be / It seems to be … / It's possible that …

Estimates
Exact research statistics may not always be available or result from research studies. However, it is often possible to make an estimate based on available information. Speakers may present estimates from experts, or estimates they make themselves. The use of the following words, expressions and / or sentence patterns may give you a clue:
- *about / around / almost / nearly / roughly / approximately / presumably*
- *more or less / close to / or so / not far off / in the region of / in the neighborhood of*
- *To give you an idea of …, … was estimated / It was estimated that …*

1 ▶ Watch the mini-lecture about the listening skill.
2 Practice listening for hypotheses and estimates.

Oral practice

ONLINE activities

1 Learn to use the words and expressions about ocean problems.
2 Practice using transitional language.

Critical thinking

GETTING THE SKILL

Identifying appeals to nature

An argument that suggests something is good because it is "natural" is an appeal to nature. For example,
Fishing is a natural way for humans to get food. Therefore, it cannot be seen as a problem.

The problem with this type of argument arises from the assumption that everything natural is good. This assumption can be seen as either meaningless or a matter of opinion; it is not the basis of a logical argument. The word *natural* can also intend to make you associate it with words such as *normal.* This association has a value judgment—*normal* is right, good, and correct.

The opposite form of the argument is also used, i.e. if something is not natural, it is bad. For example,
Controlling the types of fish caught is not a natural process, so it shouldn't be done.

1 **Read the extracts from *The history of surfing* and *Ocean problems*. Identify the appeals to nature.**

1 My family worry at times, and one of my friends says I'm crazy to take the risks I do. But I say it feels so natural for us surfers to do it—so it would be wrong not to do it … right?

2 But aren't surfboards that are made of wood better? They're more natural. That's how people have always done it, according to Oliwa, right?

3 The previously unspoiled coral rejects the algae that it contains and on which it depends for approximately 90% of its energy. Again, there are those who will say that it's a natural phenomenon, that change is a part of nature, and therefore we shouldn't worry about it …

2 ▶ **Listen to the extracts. Identify the appeals to nature and the counterarguments presented.**

Appeals to nature

1 _____

2 _____

3 _____

…

Counterarguments

1 _____

2 _____

3 _____

…

3 **Work in groups to discuss the following questions.**

What common appeals to nature are you aware of in the following statements? What are your counterarguments?

Statements	Counterarguments
Our product is a better choice because it is free of chemical substances. Nature knows best.	
You should always follow your instincts when making major decisions. Your natural feelings will protect you.	

A CROSS-CULTURAL VIEW

> **You can watch the video on Ucampus.**

The ocean is our planet's life support system. We rely on the ocean for food, transportation and a hospitable environment. But now the ocean is in crisis. Issues such as pollution and overfishing are threatening the ocean and need to be addressed. You'll watch a video about how China copes with these issues and utilizes ocean resources sustainably, and how China endeavors to develop its marine power.

Words and expressions

bounty /ˈbaʊnti/ *n.*（食物、财富的）丰富，富足
crumble /ˈkrʌmb(ə)l/ *v.* 衰弱，崩溃
depletion /dɪˈpliːʃ(ə)n/ *n.* 减少，损耗
degradation /ˌdegrəˈdeɪʃ(ə)n/ *n.* 退化，恶化
biodiversity /ˌbaɪəʊdaɪˈvɜːsəti/ *n.* 生物多样性
moratorium /ˌmɒrəˈtɔːriəm/ *n.*（官方对某项活动的）暂停
hairtail fish *n.* 带鱼
high seas *n.* 公海
conduit /ˈkɒndjuət/ *n.* 渠道，通道
traverse /ˈtrævɜːs/ *v. (fml.)* 跨过，穿过
submersible /səbˈmɜːsəb(ə)l/ *n.* 深潜器，潜水器
share weal /wiːl/ **and woe** /wəʊ/ 祸福与共

Proper names

Ministry of Ecology and Environment 生态环境部
Bohai Bay 渤海湾
Ministry of Agriculture and Rural Affairs 农业农村部
Yellow Sea 黄海
East China Sea 东海
South China Sea 南海
Atlantic Ocean 大西洋
the Maritime /ˈmærətaɪm/ **Silk Road** 海上丝绸之路
Zheng He 郑和（1371 – 1433，明代航海家、外交家）
Persian /ˈpɜːʃ(ə)n/ **Gulf** 波斯湾
Red Sea 红海
Mariana Trench /ˌmæriˈɑːnə trentʃ/ 马里亚纳海沟

1 **Decide whether the following statements are true or false. Tick T for true and F for false.**

① Human activities are causing damages to oceans, which in turn affects the existence and development of humanity.   T / F

② Forty-four key monitored bays along China's vast coastline were damaged by human activities.   T / F

③ China plans to achieve the goal of building the "Beautiful Bay" by 2050.   T / F

④ The Ministry of Agriculture and Rural Affairs first introduced the annual ban in 1995, which covered the Bohai Sea, the Yellow Sea and the South China Sea.   T / F

⑤ China sacrificed its economic growth to restore and protect the marine ecology.   T / F

⑥ China's earliest voyage route to foreign countries began to form in the Ming Dynasty.   T / F

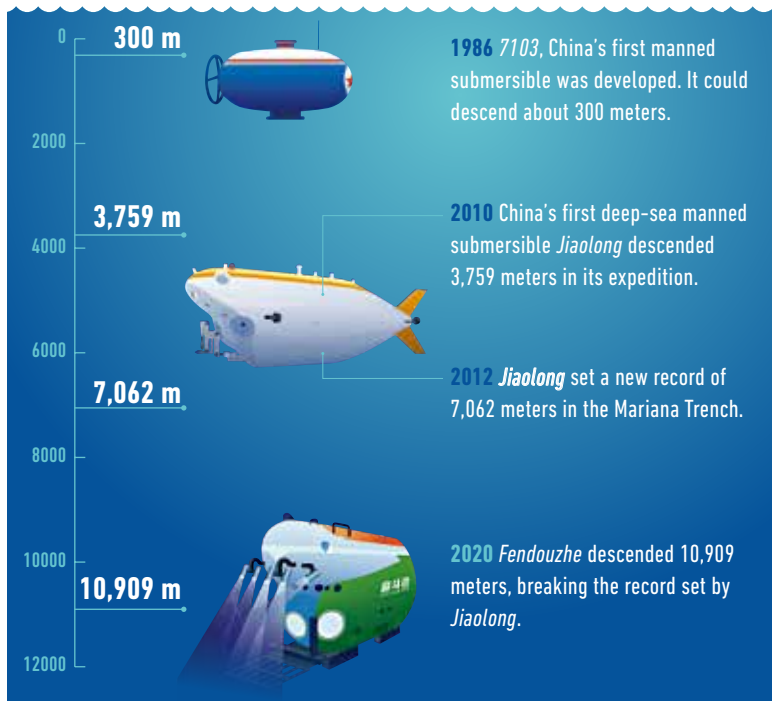⑦ The first Chinese maritime explorer Zheng He led seven expeditions in the *Yongle* reign period of the Ming Dynasty.   T / F

2 ▶ **Watch the video again. Work in groups to discuss the following questions.**

1 What are the ocean problems mentioned in the video?
2 What actions did China take to cope with the challenges?
3 How do you understand the sentence "The ocean is the point at which the planet, people, and prosperity come together"?

3 **If you were to present the history of China's manned submersibles to foreign friends, what would you say? Work in groups and prepare the presentation based on the graph. Follow the steps below.**

300 m	**1986** *7103*, China's first manned submersible was developed. It could descend about 300 meters.
3,759 m	**2010** China's first deep-sea manned submersible *Jiaolong* descended 3,759 meters in its expedition.
7,062 m	**2012** *Jiaolong* set a new record of 7,062 meters in the Mariana Trench.
10,909 m	**2020** *Fendouzhe* descended 10,909 meters, breaking the record set by *Jiaolong*.

Step 1 Read the information in the graph. Do some research on these submersibles.

Step 2 Select the events that you want to include in your presentation and do more research on them.

Step 3 Give your presentation to the class.
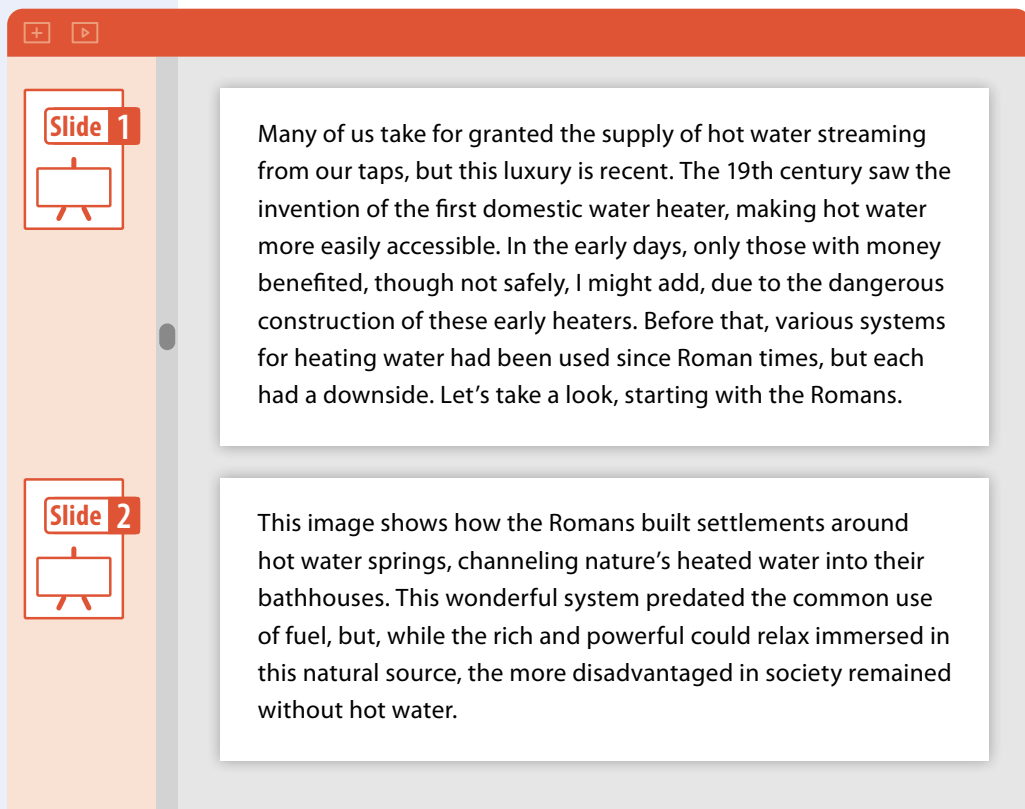
Academic communication

In academic settings, we sometimes need to explain how things developed, for example, introducing a history, or describing the procedures. This often involves complex ordering of past events and the use of transitional language.

In this part, we'll learn to talk about the development of things. First you will read an extract from a presentation to see how this kind of presentation is organized. Then you will watch a mini-lecture and learn some speaking skills that you can use in similar scenarios. After that, you will do some tasks to foster these skills. In the end, you will be given a speaking task: Give a presentation on ways to address ocean problems. The skills you acquire in this section will help you deliver the presentation smoothly.

SPEAKING MODEL

Read the extract from a presentation and then answer the following questions.

Slide 1

Many of us take for granted the supply of hot water streaming from our taps, but this luxury is recent. The 19th century saw the invention of the first domestic water heater, making hot water more easily accessible. In the early days, only those with money benefited, though not safely, I might add, due to the dangerous construction of these early heaters. Before that, various systems for heating water had been used since Roman times, but each had a downside. Let's take a look, starting with the Romans.

Slide 2

This image shows how the Romans built settlements around hot water springs, channeling nature's heated water into their bathhouses. This wonderful system predated the common use of fuel, but, while the rich and powerful could relax immersed in this natural source, the more disadvantaged in society remained without hot water.

Slide 3

Moving to the post-Roman era, the practice of burning fuel to heat water over a fire was used for centuries at all levels of society. At the same time, fires were often kept going all day inside houses with poor ventilation (通风), making hot water's availability a dirty, dangerous task.

Slide 4

It is this next invention that creates our seemingly endless supply of hot water on demand. The modern domestic gas or electric water heater can supply hot water with the simple flick of a switch. However, as we shall see, the ease of access will point to environmental issues because the water heater runs on gas or electricity. Let's take a look at the numbers.

Slide 5

In the UK, it is estimated that 10% of the total amount of water use is in the domestic domain. Though this is small in comparison to 70% for agriculture and 20% for industry, it is by no means insignificant. It is not only the amount of residential water use that is at issue.

Slide 6

It is estimated that as much as 25% of the cost of the domestic energy bill in the UK comes from heating water. Our wonderful water heaters that operate day and night require a heavy usage of energy. If this energy is not environmentally friendly, as is in the case now, hot water is a burden on the environment. In the UK, water heaters account for 5% of the country's greenhouse gas emissions.

So, what can individuals do to help alleviate these issues?

1 What are the major phases of the development of hot water supply?
2 What language does the speaker use when introducing estimates?
3 How can you reduce your water consumption?

SPEAKING SKILL

Talking about how things developed

Complex ordering of past events

In higher-level texts, the description of an event or period of time may not follow the chronological order. The description may move backwards and forwards in time, and often requires precise use of a combination of tenses and linkers. For example,

*The activity certainly **predates** that first glimpse foreigners **had** of it—Tahitians **had been surfing** for centuries. It **had been** a part of ancient Polynesian culture.*

Simultaneous events and interruptions may also be included. For example,

*Anyway, in Cornwall, **whenever** I could, I'd borrow a board and have a go. **At about that time** I heard about Margo Oberg …*

Transitions in presentations

Transitions between main points can help the audience to follow your ideas. In a presentation, as you move from one visual to another, transitions linking the sections help the audience engage and also anticipate the upcoming material. For example,

- *… often catastrophically in both cases. **Let me give you an example, on this next slide.** As you can see, it concerns …*
- *… as the majority of studies show. **However, as we will see**, things have changed. This chart shows …*
- *… concerning this issue. **But what did the studies reveal? Well, as the chart clearly shows** …*

Other expressions and sentence patterns to indicate a transition of ideas:

- *Let's begin by …*
- *That's all I have to say about … Next, I'll talk about …*
- *Now we'll move on to …*
- *Let's consider this in more detail …*
- *What happened next? Now, let's have a look at …*

Mini-lecture

ONLINE activities

▶ Watch the mini-lecture about the speaking skill.

Oral practice

ONLINE activities

1. Learn to use the words and expressions about the supply of hot water.
2. Practice using transitions between sections in a presentation.
3. Role-play the speaking model of talking about how things developed.

Skill enhancement

Look at the presentation slides about using water efficiently by reducing, reusing and recycling. Work in groups to discuss what we can do in our daily life. Then present your ideas to the class.

Slide 1

Reduce

Let's begin by …

Slide 2

Reuse

That's all I have to say about … Next, I'll talk about …

Slide 3

Recycle

Now we'll move on to …

SPEAKING TASK

Give a presentation on ways to address ocean problems.

STEP 1

Brainstorm

Review *Ocean problems* and the speaking skill. Then work in groups to do the following.

- Choose a topic related to ocean problems, for example, pollution, depletion of marine life, sea level rising, or other topics you are interested in.
- Identify the ocean problems within the chosen topic and analyze them.
- Research the actions taken to solve the problems and their outcomes.
- Think about what else can be done to address these problems.

Make a note here:

Your chosen topic:	
Ocean problems:	**Ways to cope with the problems:**
1.	1.
2.	2.
3.	3.
…	…

Unit review

STEP 2

Plan

Review and organize your notes. Then plan your presentation. Include an explanation of a historical aspect of the subject. Plan to use visuals and transitions between the main points.

STEP 3

Speak

Practice your presentation. Try to answer the following questions in your presentation. Speak for two minutes.
- What are the causes of the problems?
- What actions have been taken to solve these problems? What are the outcomes?
- What else can be done?

STEP 4

Share

Present it to the class.

STEP 5

Reflect

Review your presentation and think about the following questions:
1 Did I describe the problems clearly?
2 Did I describe the past actions and their outcomes clearly?
3 Did I use transitional language to indicate shifts between sections?

You have completed this unit. Congratulations! Now you may go to the online course to check if you have achieved the learning objectives of this unit and review what you've learned.