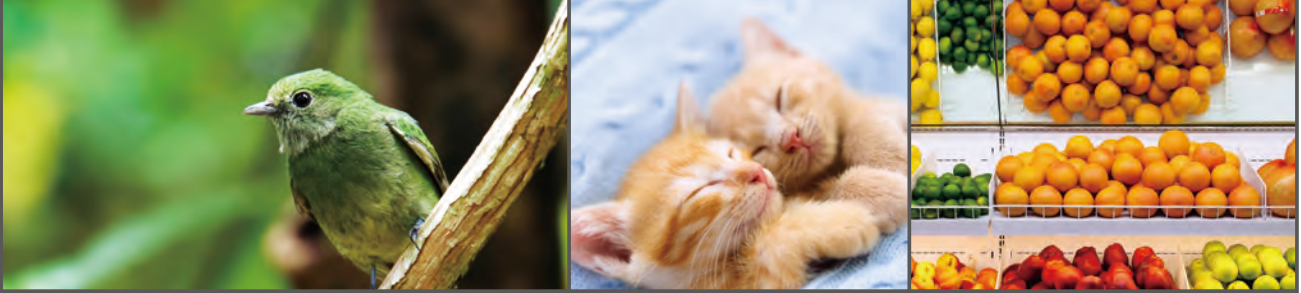




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Article Type / Subject	Issue	Core Competency
<b>paragraph/</b> language & communication	reading literacy	semiotics
<b>dialogue/</b> culture	multiculturalism	global understanding
<b>blog/</b> culture	gender equality	aesthetic literacy
<b>passage/</b> health & body	disaster prevention	global understanding
<b>column/</b> animals	life	
<b>card/</b> families, family relationships & kinship terms	morality	expression
<b>dialogue/</b> social behavior	security	moral praxis
<b>passage/</b> education	reading literacy	logical thinking
<b>passage/</b> gender equality	gender equality	expression
<b>dialogue/</b> teens		self-advancement
<b>broadcasting/</b> daily routines		media literacy
<b>invitation/</b> life	technology	information and technology literacy
<b>speech/</b> teens	morality	interpersonal relationships
<b>passage/</b> holidays & festivals	environment	physical and mental wellness
<b>passage/</b> arts & literature	multiculturalism	artistic appreciation

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Article Type / Subject	Issue	Core Competency
<b>dialogue/</b> health & body	morality	logical thinking
<b>advertisement/</b> life	reading literacy	planning and execution
<b>passage/</b> science	life	problem solving
<b>passage/</b> social behavior		logical thinking
<b>passage/</b> arts & literature	morality	physical and mental wellness



Article Type / Subject	Issue	Core Competency
<b>news clip/</b> health & body	reading literacy	self-advancement
<b>website/</b> entertainment	technology	planning and execution
<b>poem/</b> teens	morality	self-advancement
<b>passage/</b> famous people	environment	self-advancement
<b>passage/</b> sports	reading literacy	self-advancement
<b>diary/</b> daily routines	reading literacy	problem solving
<b>passage/</b> health & body	reading literacy	
<b>notice/</b> life	security	planning and execution
<b>passage/</b> nature	environment	
<b>passage/</b> families & kinship terms	family education	interpersonal relationships



Article Type / Subject	Issue	Core Competency
<b>passage/</b> health & body	reading literacy	logical thinking
<b>passage/</b> Internet or technology	technology	information and technology literacy
<b>passage/</b> animals	life	problem solving
<b>passage/</b> environment	environment	problem solving
<b>passage/</b> entertainment	reading literacy	logical thinking

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Article Type / Subject	Issue	Core Competency
<b>passage/</b> life	reading literacy	expression
<b>passage/</b> animals	life	semiotics
<b>passage/</b> culture	multiculturalism	cultural understanding
<b>passage/</b> travel	information	semiotics
<b>passage/</b> culture	multiculturalism	cultural understanding



Article Type / Subject	Issue	Core Competency
<b>website/</b> career	career planning	planning and execution
<b>advertisement/</b> Internet or technology	technology	innovation and adaptation
<b>brochure/</b> nature	outdoor education	teamwork
<b>talk/</b> plants	life	expression
<b>poem/</b> life	morality	physical and mental wellness
<b>passage/</b> famous place	environment	
<b>magazine article/</b> health & body		problem solving
<b>dialogue/</b> gender equality	gender equality	interpersonal relationship
<b>passage/</b> families & kinship terms	family education	teamwork
<b>passage/</b> Internet or technology	technology	information and technology literacy

# UNIT 1

## Reading Skills

1-1

Subject Matter / Main Idea

1-2

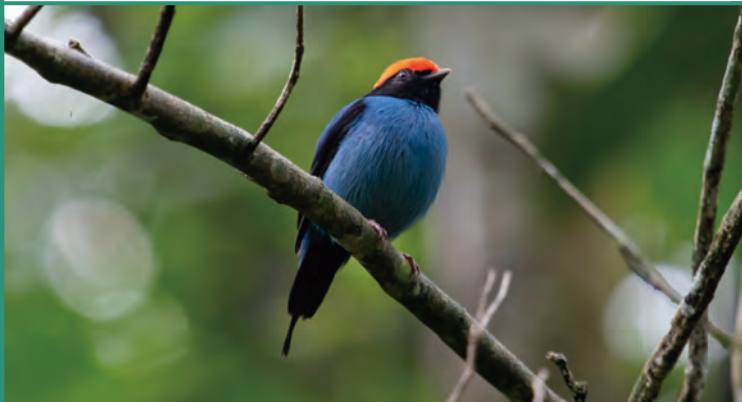
Supporting Details / Cause & Effect

1-3

Fact Or Opinion / Making Inferences

1-4

Review: Reading Skills







This unit covers six key ideas to look for when reading an article, including subject matter, main idea(s), supporting details, cause and effect, inferences, and fact or opinion.

In this unit, you will learn to recognize what a text is mainly about, understand how an author feels about a topic, make assumptions based on information, and observe how details can be used to support main ideas.







# A Strange New Language



influencer



go viral



troll



troll

1 The Internet is a strange place. It sometimes feels like its own country with its own special language. To help you learn that language, here are some common Internet words and their meanings:

2 **Influencer:** A person with many fans on social media. (e.g., “It seems like these days everyone wants to be an Instagram influencer.”)

3 **Hashtag:** The # symbol followed by a word or phrase. People often use hashtags to indicate the topic of a post. (e.g., “I just bought some metal straws. #savetheplanet”)

4 **Go viral:** If a video, picture, or story goes viral, it spreads quickly on the Internet. (e.g., “Johnny’s dance video went viral. It already has over 1,000,000 views!”)



- 5 **Troll:** Someone rude or mean on the Internet. (e.g., “*Stop writing bad comments about my photos. You’re such a troll!*”)
- 6 **Netizen:** Anyone who uses the Internet often. (e.g., “*Taiwanese netizens love watching food videos on YouTube.*”)

## QUESTION

1. What is the reading about?
- a. Popular Internet videos.
  - b. Common Internet words.
  - c. Rude people on the Internet.
  - d. Internet users in Taiwan.
2. What is the main idea of the reading?
- a. There are many words you should know if you want to talk about the Internet.
  - b. Many people want to become popular on Instagram.
  - c. Some online videos spread very quickly.
  - d. People often use hashtags to mark the topic of their post.
3. What is the third paragraph about?
- a. Where to buy metal straws.
  - b. Where the symbol # comes from.
  - c. The meaning of the word “hashtag.”
  - d. How to save the planet.
4. What is the main idea of the fifth paragraph?
- a. You shouldn’t write mean things about people’s photos.
  - b. The Internet can be a dangerous place.
  - c. You should not worry about Internet trolls.
  - d. “Troll” refers to someone who is rude on the Internet.
5. You found something in a dictionary:

### **binge-watch** (v.)

Watching all of a TV show in a short time.

e.g., “I binge-watched all 4 seasons of *Riverdale* on Saturday.”

### **What is this about?**

- a. The show *Riverdale*.
- b. The meaning of “binge-watch.”
- c. What I did on Saturday.
- d. Cool new TV shows.



# Cultural Differences Behind the Mask

**Rob:** Achoo!

**Constance:** Yikes. It sounds like you are getting a cold. Would you like to have one of my face masks?



5 **Rob:** Thank you, but what's the point? I'm already sick.

**Constance:** That's the most important time to wear a mask!  
You don't want to infect other people, right?

**Rob:** Wait, so you're saying all those people wearing face masks here are already sick?

10 **Constance:** Yes. It's part of the local culture here. It's considered rude to be sick in public and not wear a mask.

**Rob:** That makes a lot of sense now that I think of it. In the West, almost no one wears them. What's more, some people think it's rude to talk to someone if you cover your face.

**Constance:** So would you like to wear one?

**Rob:** Of course! I don't want to be rude. After all, the best thing about living in a new country is learning from another culture.





## QUESTION

- 1. What is this reading mostly about?**
  - a. Cultural bias.
  - b. Face masks.
  - c. Being rude.
  - d. Getting a cold.
- 2. What's the main idea of this reading?**
  - a. Face masks mean different things in different cultures.
  - b. We should all wear face masks at all times.
  - c. It is easy to get sick when you visit a new country.
  - d. Face masks are easier to find in some countries than others.
- 3. What is the last line mostly about?**
  - a. People can be rude sometimes.
  - b. Face masks.
  - c. Living in a new place.
  - d. Infection.
- 4. What is the first dialogue mostly about?**
  - a. Being sick.
  - b. Living in a new place.
  - c. Local culture.
  - d. Learning from other cultures.
- 5. When Rob speaks for the fourth time, what is the main idea he expresses?**
  - a. The weather is worse in the West.
  - b. It is hard to find a face mask in the West.
  - c. Face masks mean something different in the West.
  - d. Most people are scared of getting sick in the West.







# UNIT 3

## Study Strategies

3-1

Visual Materials

3-2

Reference Sources

Visual material like charts and graphs, and reference sources like indexes and dictionaries, all provide important information. What's more, they help you understand complicated information more quickly than you can by reading. In this unit, you will learn to use them to gather information.







## 31

# What Your Body Needs



**1** Your body needs several things to work well. It needs energy to keep it moving. (We measure energy in calories). It also needs protein. Protein helps you grow. It also helps your body fix itself when it is broken. Your body can store energy as fat, but it cannot store protein. So it is important to eat enough protein each day.

**2** Each day, people need around 0.8 grams of protein per kilogram of body weight. For example, if you weigh 65 kilograms, you need 52 grams of protein ( $0.8 \times 65$ ). Some foods have lots of protein. Others much less. The table on the next page shows you how many grams of protein each food has per 150 calories.

**3** A table arranges information in columns (down) and rows (across). To find out how much protein each food has, first find it in the left column. Then look across to the protein column.

## Grams of Protein per 150 Calories

	Food	Protein
	Pork	23 g
	Sushi	20 g
	Steak	23 g
	Cheese	16 g
	Milk	10 g

	Food	Protein
	Egg White	24 g
	Tomato	1 g
	Shrimp	11 g
	Donut	4 g
	Oatmeal	4 g

## QUESTION

- Which type of food has the most amount of protein?  
a. Pork.      b. Shrimp.      c. Egg white.      d. Pepper.
- Which of the following is TRUE?  
a. Milk has more protein than sushi.  
b. Pork and steak have the same amount of protein.  
c. Oatmeal has more protein than cheese.  
d. Tomato and pork have the same amount of protein.
- Which of the following is NOT true?  
a. Cheese has more protein than sushi.  
b. Oatmeal has more protein than tomato.  
c. Tomato has more protein than pork.  
d. Donut has more protein than tomato.
- My doctor told me to eat more protein. Which of these foods should I eat more of?  
a. Cheese.      b. Tomato.      c. Oatmeal.      d. Pork.
- Which food has more protein than milk, but less protein than sushi?  
a. Shrimp.      b. Oatmeal.      c. Steak.      d. Cheese.



# No Internet at Home? No Problem!

**1** We do almost everything online these days.

We get our news online. We find places to eat online. And we talk with our friends online.

Having the Internet is now a human right.

video chat

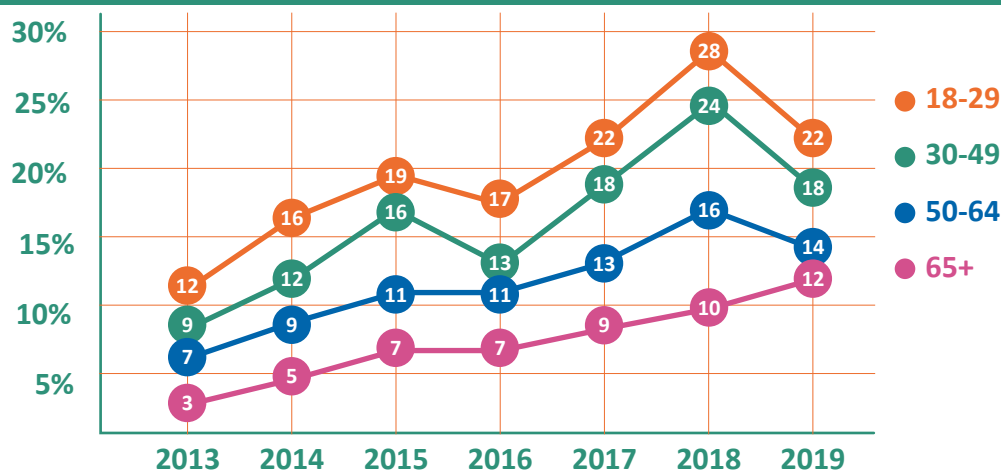
However, more and more people do not have home Internet.

Instead, they use their phones to go online.



**2** As a result, people are getting used to using the Internet “on-the-go.” This makes people more and more reliant on their phones. We know this is bad for people’s health. Many now can’t be without their phones for even a few minutes.

**% of U.S. adults with a smartphone but without a home Internet connection, by age**



source: <https://www.pewresearch.org/internet/fact-sheet/mobile/>

The line graph on the previous page shows the percentage (%) of adults in the United States with a smartphone but with no home Internet. A line graph shows numbers as points. A line then joins these points together. This way it is easy to see how numbers change over time.

☞ phone addiction



⌆ phubber

## QUESTION

1. What percentage of 18–29-year-olds had a smartphone but no home Internet in 2015?  
a. 19%      b. 5%      c. 11%      d. 28%
2. Sixteen percent of which age group had a smartphone but no home Internet in 2018?  
a. 18–29      b. 30–49      c. 50–64      d. 65+
3. In which year did 5% of people aged 65 and over have a smartphone but no home Internet?  
a. 2013      b. 2014      c. 2017      d. 2019
4. Which of the following is TRUE?  
a. The numbers went up for 30–49-year-olds between 2015 and 2016.  
b. The numbers went up for 50–64-year-olds between 2018 and 2019.  
c. The numbers went down for 18–29-year-olds between 2013 and 2014.  
d. The numbers for 50–64-year-olds stayed the same between 2015 and 2016.
5. Which of the following is NOT true?  
a. Between 2013 and 2019, the numbers for the oldest age group never dropped.  
b. The numbers for 30–49-year-olds were higher in 2015 than in 2016.  
c. The numbers for 18–29-year-olds were lower in 2019 than in 2016.  
d. The numbers for the youngest age group were always the highest each year.



## Unit 1 閱讀技巧

### 1-1 明辨主題／歸納要旨

#### 奇特的新語言

網路是個奇特的世界，彷彿是擁有自己的語言的獨立國家。以下列出幾個常見的網路用語和釋義，帮助大家學習網路語言：

**網紅**：在社群媒體擁有許多粉絲的人。

（例句：「最近似乎人人都想當 IG 網紅。」）

**主題標籤**：意指接在某措辭或短語後的「#」字號。大家常會以主題標籤來標明發文的主題。（例句：「我剛買了一些金屬吸管。# 拯救地球」）

**爆紅**：如果有影片、照片或故事「go viral」，這表示該內容在網路上被迅速瘋傳。（例句：「強尼的舞蹈影片爆紅，已經超過百萬點閱率了！」）

**酸民**：在網路上發表無禮或苛薄言語的人。（例句：「別再對我的照片留下難聽字眼了，你這個酸民！」）

**網民**：泛指經常上網的人。（例如：「台灣鄉民超愛觀賞美食類的 YouTube 影片。」）

#### 戴口罩的文化差異

**羅伯**：哈啾！

**康詩坦絲**：唉呀，你好像感冒了。要不要我給你一片口罩？

**羅伯**：謝謝妳，但為何要戴啊？我已經生病啦。

**康詩坦絲**：那正好是戴口罩的重要時機啊！你不想傳染給其他人吧？

**羅伯**：等等，你的意思是，這裡所有戴口罩的人都已經生病了？

**康詩坦絲**：沒錯。這是本地文化的一部分啊。生病卻不在公共場所戴口罩的話，會被覺得沒有禮貌。

**羅伯**：現在想起來，這還挺有道理的。西方國家幾乎沒有人戴口罩，而且如果你與人交談但不露臉，對方還會覺得你沒有禮貌。

**康詩坦絲**：那你現在想戴口罩了嗎？

**羅伯**：當然要戴！我可不想無禮。畢竟，住在一個不同的國家，最大的好處就是學習新文化。

#### 男人能跳草裙舞嗎？

你聽說過夏威夷草裙舞嗎？大家常以為，草裙舞的舞者多是穿著草裙的女性，但其實男性也可以跳喔！

在過去，學好草裙舞對夏威夷男人來說相當重要。如果你是個優秀的草裙舞舞者，就等於你有能力成為優秀的戰士。所有男人都想成為驍勇善戰的鬥士，所以他們需要接受許多訓練，好變得敏捷強壯。

即使到了現代，夏威夷男人仍會跳草裙舞。但他們不靠上健身房來鍛鍊身體，而是依循古法，在海裡游泳，並背負重石沿著沙灘跑步，他們甚至會爬上椰子樹頂。

現今的男性草裙舞舞者不想打鬥，他們只想謹記祖父與曾祖父的古法，草裙舞不只強化他們的體能，還有他們的心智。

#### 平安度過新冠肺炎

冠狀病毒的種類繁多，有些只會造成不大嚴重的普通感冒，有些卻很危險。新冠肺炎病毒入侵人體後會繁衍數量，使我們生病。新冠肺炎容易在人與人之間傳染，還可能讓我們病重致死。

如果帶源者對著我們近距離打噴嚏或咳嗽，我們就有可能感染到新冠肺炎。我們還可能因為碰到患者接觸過的物體而染病。如果我們手上帶有病毒，又用手去觸摸臉部，一樣有可能罹病。為了防止大家感染病毒，醫師建議大家應該勤洗手，並彼此保持安全距離。

我們現在一定要記得保護自己，才能在下次有危險病毒時做好準備。

## 來自朋友的舉手之勞

### 週二真諦

克萊爾·史密斯 撰

即使是芝麻小事，也能讓人領悟出重要道理，是不是很有趣呢？

我前幾天在網路上看了一部逗趣的影片，是關於巴西小藍鳥的。為了尋覓女友，鳥兒必須借助兩位朋友的幫忙。牠們每天苦練艱難的求偶舞，直到完美了，才肯在母鳥面前大展舞姿。如果母鳥舞藝夠精湛，就會讓帶頭的公鳥當牠的男友。

起先我被這些小鳥傻呼呼的舞姿逗得哈哈大笑，但我隨後想起，我的朋友總是幫助我克服困難。我才領悟到，有朋友在必要時刻及時援助，這是多麼棒的一件事。

因此，我這週二的真諦就是：要對你的朋友心存感激，因為他們能幫助你完成不可能的任務！

## 1-2 找出支持性細節／ 理解因果關係

### 珍重再見，詹姆斯老師！

親愛的詹姆斯老師：

很難過聽到您下週要離職的消息。我一定會非常想念您的。您在這學期教會了我許多重要的事情，包括增進我的寫作能力、運用新詞彙，還有正確的發音。但更重要的是，您教會我相信自己。

去年的我，上英文課時都會感到很害羞。我怕犯錯，所以不喜歡舉手。但您教導我，勇於嘗試才是重要的。就算犯錯了也沒關係，因為我能從錯誤中學習，也才能更加進步。

因為您的緣故，我現在變得更有自信。希望您回到美國後也不會忘記我們全班，我們會一直思念您的。

敬祝安康

2A 班的莉莉

## 挑戰判斷力

珊卓：嘿，路易！你好嗎？

路易：喔，嗨，珊卓。

珊卓：妳怎麼悶悶不樂的？發生什麼事嗎？

路易：我弟弟住院了。

珊卓：傑克嗎？為什麼？

路易：他因為「三人跳挑戰」而受傷。

珊卓：那是什麼？

路易：那是一種新的惡作劇方式，很愚蠢又危險，是從美國傳過來的。

珊卓：是什麼樣的惡作劇呢？

路易：會有兩個人讓第三個人站在中間，騙他說他們要拍三個人一起跳起來的影片。當中間的人跳起來的時候，旁邊兩個人就一起踢中間人的腳，讓他背部著地跌倒。

珊卓：聽起來真危險。那傑克上當了？

路易：對啊。他兩個「朋友」整他的。他現在背部受重傷。其他被整的人，還有頭部撞地導致腦部受損的，甚至有兩個小孩還因此不治！

珊卓：太可怕了！希望傑克趕快好起來。

路易：他會的，謝謝妳。只希望他下次小心一點。

## 做出正確的選擇

潔絲：發生什麼事啦，老弟？

麥特：我朋友約我今晚跟他們去逛夜市。但我真的得待在家讀書準備我的考試。

潔絲：那你打算怎麼辦呢？

麥特：我不知道。我所有的朋友都要去。他們說我應該把考試拋諸腦後，跟他們出去玩。

潔絲：原來如此。要對朋友說不，是滿困難的。

麥特：對啊。我擔心如果待在家讀書，他們就不想跟我做朋友了。

潔絲：這個考試很重要嗎？

麥特：很重要，我真的需要得到一個好成績。

潔絲：我的建議是，別因為替自己著想而感到擔心，即使朋友不認同你也沒有關係。