9年级英语第55课时 学习指南

【学习目标】

1. 了解说明文的语篇特征

2. 通过案例和实战演练，分析说明文的结构

3. 在分析文章结构的基础上，准确理解文本含义，提高说明文的阅读能力

【学习任务单】

[任务1] 阅读下面的短文（选自东城区2019-2020学年第一学期九年级期末英语试题），

完成短文后的任务。

Most adults show less interest in climate (气候) change than young people. Yet it’s adults who have the power to influence the policies (政策) causing climate change. Now a new study shows that teenagers may be able to raise their parents’ interest in human effects on climate.

In the study, a new curriculum (课程) was used in some schools in coastal North Carolina. The students worked on four activities centered on the connections between climate change and local wildlife. They also took part in a community-based project and interviewed their parents about the changes in weather they had noticed in their lifetimes. To see how attitudes changed as a result of the program, the researchers surveyed both students and parents at the beginning and the end of the study.

The study shows the students who completed the climate change module cared more about the issue (问题). The effect was even stronger among parents. Experts say the program’s success had a lot to do with how teachers dealt with climate change in the classroom.

“Reading a textbook and completing a worksheet are unlikely to lead students to talk about their day at the dinner table,” says Martha Monroe, an expert on environmental education at the University of Florida. Instead, the researchers designed hands-on lessons focused on local issues. For example, one task involved monitoring the weather outside the school and comparing it with historical information about the area.

Those activities may have helped increase parental involvement. “If you can get kids so excited and talking with their parents about what they are learning in schools, parents will want to learn,” says Danielle Lawson, a social scientist and leading researcher of the study. However, she adds, “We are not telling the students what to think or what to say. That way, kids didn’t feel that there was all this responsibility put on them to change their parents’ minds about anything.”

Lawson is hopeful that kids can **boost** their parents’ understanding of climate science. “I know how powerful kids can be,” Lawson says. “Kids don’t need a special curriculum to discuss climate change at home. They just need to talk to their parents about what they see going on.”

27. The second paragraph is mainly about .

A. how the study was carried out

B. how the activities were designed

C. why a new curriculum was introduced

D. why both students and parents were surveyed

28. What can we learn about the new curriculum from the passage?

A. It developed students’ communication skills.

B. It focused on lessons about climate change in textbooks.

C. It helped students feel responsible to change their parents.

D. It created more chances for families to talk about climate change.

29. The word “**boost**" in the last paragraph probably means “ ”.

A. check B. express C. improve D. share

① 阅读短文，分析短文的结构，并画出结构图。

② 在分析的过程中理解并积累生词和短语，将所积累的词汇或短语写在下面空白处。

③ 完成答题，将答案写在题号前。

[任务2] 实战演练

具体任务： 1. 分析下面一篇短文，画出短文的结构图。

2. 完成答题。

阅读理解（选自西城区2019-2020学年第一学期九年级期末英语试题）

Old habits, especially bad ones, can be hard to break.

People often make fun of New Year's resolutions (决心). However, resolutions present a big opportunity for self-improvement. Fortunately, social science has some ideas about how to start a good habit and stick to it.

Gary Charness and Uri Gneezy, two scientists at the University of Chicago, did some research, where 120 students were asked to take part in an experiment about exercise habits, and each of them would get $175 in the end. The students were randomly assigned (随机分配) to three groups. The first group got the money for just giving researchers permission (允许) to record their gym attendance. The second group gave permission, but had to go to the gym at least once the next month. The final group gave permission and had to go to the gym eight times that month.

Unsurprisingly, the group that had to make eight gym visits to get paid exercised more than the other two groups. After the payments stopped, these students kept going to the gym at higher rates (频率). They went to the gym about twice as often as the other two groups.

In another study, researchers invited 151 students to work out in the gym, and randomly assigned 75 to a “**temptation-bundling**” group. As they exercised, they listened to the start of an attractive audio-novel (有声小说). At the end of their workout, students were told that if they wanted to hear what happened next in their book, they would have to come back to the gym. They could only listen to the audio-book while exercising. The other 76 students also completed the first workout but without any kind of temptation bundle.

It turned out that the students in the temptation-bundling group visited the gym 27% more often than the control group over the next seven weeks. Sadly, the temptation-bundling trick fell apart over the Thanksgiving holiday when the gym was closed.

The studies show that trying something new quite often for as little as a month can kick-start a lasting change in behavior. Moreover, “temptation-bundling” may also be a useful method for changing behavior, particularly when used together with other methods. Even if you cannot promise yourself to stick with something for long, there is a huge benefit in putting in a lot of energy for a few weeks. It may pay off for longer than you think. So, why not challenge yourself with next New Year's resolution?

27. What can we learn from the two studies?

A. The students got different payments according to their gym attendance.

B. The temptation-bundling group loved audio-novels more than the other group.

C. 27% of students in the temptation-bundling group exercised more often than before.

D. The students who exercised more often at first were more likely to keep working out.

28. The third paragraph is mainly about .

A. how the research was performed B. what was found in the research

C. why the scientists did the research D. who took part in the research

29. The underlined word “**temptation-bundling**” in Paragraph 5 probably means .

A. forming new habits by trying something you didn't like before

B. connecting something you like with something you have to do

C. improving your workout skills by listening to audio-books

D. pushing yourself by doing two tasks at the same time

30. What is the writer's main purpose in writing this passage?

A. To encourage people to go to the gym more often.

B. To present a new way to do scientific research.

C. To offer advice on how to develop a good habit.

D. To stress the importance of New Year's resolutions.