2 Be Afraid, Be Very Afraid

Warm Up

Help Prevent the Spread of COVID-19

In late December 2019, a previously unidentified coronavirus emerged in
[不明的]
Wuhan, China, which caused the highly infectious disease, named COVID-19.
[具有高度（傳染性的）感染性疾病] [出現；浮現]
[微生物 microbe]
The disease soon spread globally, affecting millions of people's lives. The
following is a poster that was made to raise public awareness of COVID-19.

According to the poster, check (✓) whether each of the following statements is
a "Do" or a "Don't."

Dos Don'ts
- ☐ ☐ 1. Go to school when you are running a temperature. [take a temperature]
- ☐ ☐ 2. Greet a friend by shaking hands.
- ☐ ☐ 3. Wear a mask when shopping in a supermarket.
- ☐ ☐ 4. Rub your itchy nose with your hands when cleaning the classroom.
- ☐ ☐ 5. Attend your idol's concert with your friends.
- ☐ ☐ 6. Clean your smartphone with sanitizer every day.
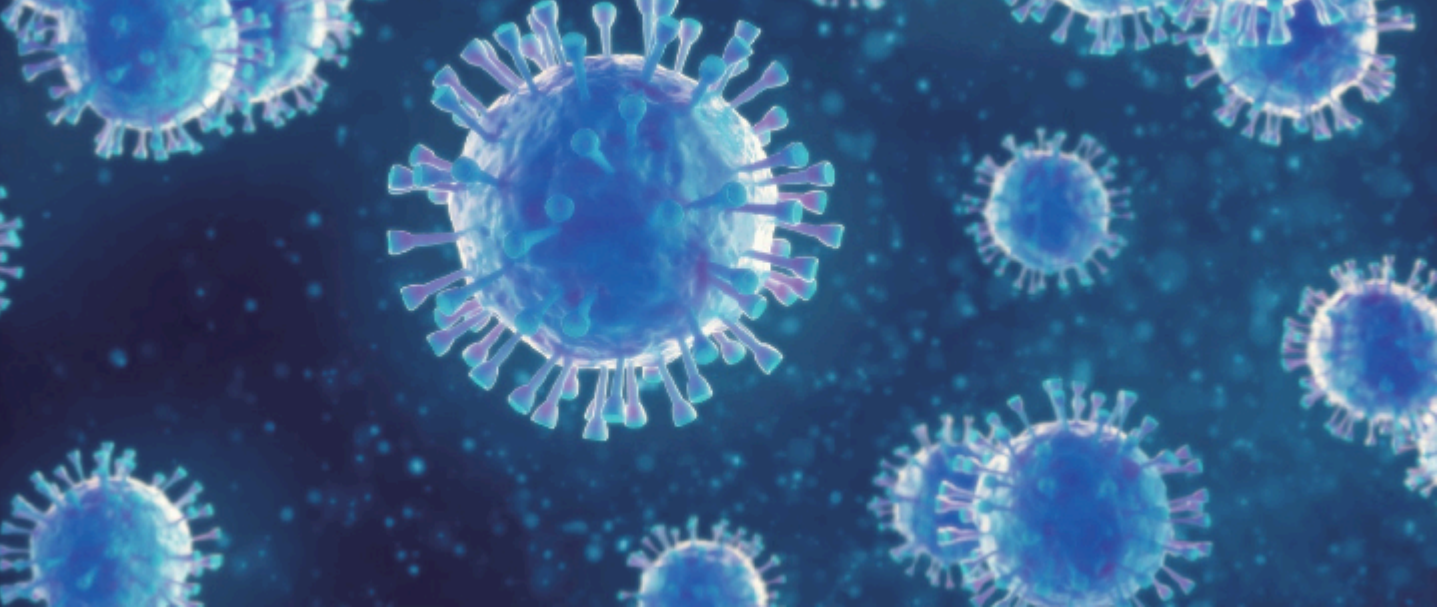
🔍 itchy 發癢的　sanitizer 清潔劑

1 Allow me to tell my story and say my last words. I was
allow sb to do sth; allowing doing something.
born into a great dynasty in 2050. My family history makes
出生於
me proud. Humans called us coronaviruses because
call sb sth
"corona" means crown in Latin, and we are covered in
cover A in/with B
5 spikes. They must have thought these spikes looked like
the points on a crown. Indeed, we are kings in nature and
our spikes are our weapons. In this century, all human
beings have noticed my relatives bringing death,
destruction, and **grief** to their species. They named one of

descendant (n.)
後代子孫

10 my **ancestors** "SARS." She caused the **outbreak** of the
epidemic in 2003 and finally killed 774 people. Another
became known as COVID-19. He initiated the pandemic
開始；創始

that reached every corner of the earth, causing global **chaos**. If it hadn't been for the heroic efforts of my

假設語句（和過去事實相反的假設）

ancestors, I would have been regarded as just another 15

regard A as B

virus. However, having understood my ancestors, humans **shuddered** with fear on discovering my existence. Since

on/upon Ving 一…就…

birth, I have **resolved** to become as influential as my famous family members and bring **humanity** to its knees.

❷ Originally, my mom and dad **resided** in a bat. 20 Afterward, they moved to a ferret where I was born. My parents told me that I was different from them and that I had the **capacity** to jump into human bodies. There, my

have he capacity to Vr 有能力可以…. be capable of Ving/ be able to Vr

spikes could **attach** to, enter, and then control human cells

attach to N n 附著於某物

in order to use them as factories for producing my 25

in order to Vr 為了

offspring. My parents commanded that I should "Go **forth**

表達命令、要求

and multiply!" I did not disappoint them.

❸ One day a golden opportunity arrived. A young man

絕佳的機會

named Simon captured the ferret in which I dwelled and

dwell in

kept it as his pet. If Simon had remembered how his race 30 survived COVID-19, he might have escaped his destiny.

Paragraphs 2–4:
Skimming:
Good readers skim to get the main idea of paragraphs.
★ What is the main idea of the three paragraphs?

Fortunately for us, humans are careless and forgetful creatures, so seldom do they worry about personal **hygiene**.

倒裝句型.

Simon touched his ferret and then dug into some potato

大吃一頓

35 chips without washing his hands. For this, he deserves my sincere thanks. Upon entering his body, I **kidnapped** his

upon/on Ving…, 一…就…   as soon as (conj.)

cells to produce more offspring. **P**oor Simon's immune defense forces attempted to fend off my military **invasion**,

attempt to Vr 嘗試做…

causing coughs and sneezes. Yet, all was in vain as I was a

徒勞的

40 **deadly** enemy that his **antibodies** could not overcome. My powerful army would soon make them **surrender**.

4   As expected, my **troops** were victorious. I then used Simon's coughs and sneezes to send my offspring, now great warriors, into the air, **infecting** anyone who breathed

45 in the droplets. Two of my children deserve special mention. One of them, Illya, can infect humans, and then

值得一提

make them show no **symptoms** for days. Unaware, the

好幾天   Being unaware,

individuals who my son infects spread viruses onto the surfaces they touch. The other, Elvira, not only can do this

50 but also can force her victims to manufacture billions more

anticlockwise
antidepressant
anticyclone
antidote
antifreeze
antiglobalization
antigravity
antioxidant
antisocial
antitrust
antivirus

deserve (vt.) 值得
preserve (vt) 保護、維護

conserve (vt.) 保存
reserve (vt) 保留；預定
serve (vt)_提供（食物、飲料）

of her offspring. Whomever she infects becomes a
No matter whom
super-spreader. After conquering Simon's city, my army
超級傳播者   征服
invaded countries around the globe. Before long, millions
入侵   globally/ around the world   不久後
of humans fell ill and died. It seemed that my dream of
病倒
causing the **collapse** of human civilization was close to   55
人類文明
coming true.

5   Nevertheless, contrary to our expectations, people
和預期相反   contrary to sth/ in contrast to sth   與...相反
started to take preventive measures in order to **combat** us.
採取預防措施   in order to + Vr 為了
Wearing masks, washing hands frequently, and social
distancing began to halt the march of my armies. What's   60
worse, some humans' immune cells produced antibodies
to fight off my warriors. Eventually, **mankind** developed a
vaccine, which **signaled** the end of my **reign**.

6   I am dying, and so are my fellow viruses. It is such a
pity that my **empire** is in **decline**, yet I will not let my   65
倒裝
dynasty be destroyed so easily. Humanity,
王朝‘朝代
beware! My relatives still **thrive** within other
animals, and a new warrior king will enter the
human **realm** one day. If I were a human,
和現在事實相反的假設
I would be afraid, very afraid.   70

—*Ian Fletcher*

Understand the Text Structure

According to the passage, fill in each of the following blanks with your own words.

② **Introduction**

A future virus from the coronavirus family resolves to 2 _____ _____ _____ .

① **Settings**

Main character: a future virus
Time: 2050
Family name: 1 _____

③ **The First Infection**

The virus enters Simon's body when 3 _____ _____ _____ .
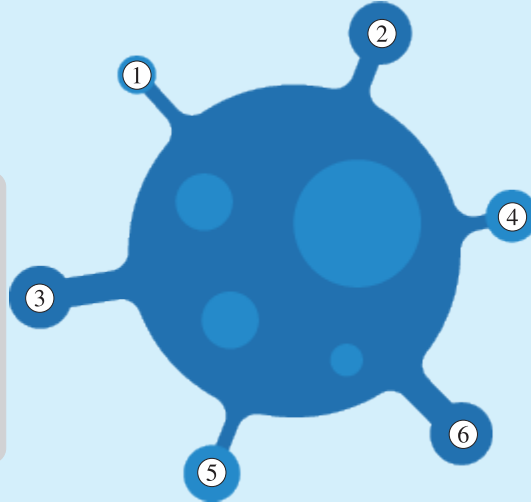
④ **Symptoms and Main Routes of Infection**

The virus makes Simon cough and sneeze. In this way, more viruses are sent out to infect other people.

⑤ **Measures to Avoid Spreading**

To fight off the virus, 4 _____ _____ _____ .
This deters the virus's attack.

⑥ **Conclusion**

The virus has no choice but to give up his ambition to rule the world, but 5 _____ _____ _____ .

deter 阻止

I. Choose the correct answer to each question.

(　　) 1. What message does this story try to convey?

(A) SARS has nothing to do with COVID-19.

(B) Coronaviruses are not a serious threat to humanity.

(C) New coronaviruses are likely to be less powerful.

(D) Humans will probably never be safe from coronaviruses.

(　　) 2. Which of the following statements is **NOT** true about the coronaviruses?

(A) The weapon they are armed with is their spikes.

(B) They have led to hundreds of people's death in 2003.

(C) Whoever is infected with them shows obvious symptoms.

(D) They will multiply in human bodies to cause a disease.

II. According to the passage, check (✓) each of the following pictures that describes a situation where people run the risk of being infected by coronaviruses.
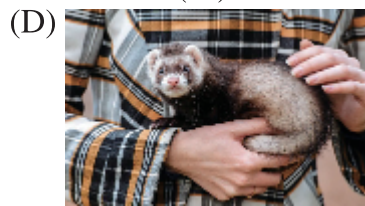
(A)

(　　)

(B)

(　　)

(C)

(　　)

(D)

(　　)

(E)

(　　)

(F)

(　　)

1. Viruses are everywhere. What can we do to prevent illnesses caused by viruses? Share with the class your tips on how to avoid the infection by viruses.

2. Over the course of history, humans have combated many deadly viruses, such as the Spanish flu virus, the Ebola virus, the Zika virus, SARS, COVID-19, and so on. Suppose you were the chief medical officer in your country, and a new-found virus broke out and spread so quickly that you had to take some urgent measures to stop it. What would you do to deal with the epidemic?

Figure out Information Graphics

The following data shows the impact of COVID-19 on different industries in the United States in 2020. Discuss the information graphic with your partner and answer the questions below.

Unemployment Rate

Industry	Number	Rate
Leisure and hospitality	4.85m	39%
Wholesale and retail trade	3.22m	17%
Education and health services	2.55m	11%
Government workers	2.02m	9%
Manufacturing	1.89m	13%
Professional and business services	1.70m	10%
Construction	1.53m	17%
Other services	1.42m	23%

The Industries Worst Affected by the COVID-19 Job Crisis

Number of unemployed persons aged 16 and over in the U.S. in April 2020, by industry

Other Industries 3.21m

Source: Bureau of Labor Statistics

hospitality 接待服務　wholesale 批發的　retail 零售的

(　　) 1. According to the data, which of the following is true?

      (A) The unemployment in construction industry is twice as high as that in manufacturing.

      (B) There is an unemployment rate of less than 10% for government workers.

      (C) A higher unemployment rate is found in education and health services industry than in construction industry.

      (D) One in two people from the leisure and hospitality industry has lost his or her job because of COVID-19.

2. According to the data, many industries have been deeply affected by COVID-19. However, can you think of some industries that are growing during this time? What are the factors or reasons for their survival or growth? Do research and share your opinions with the class.

Industries	Reasons/Factors

Narrative Writing

In narrative writing, a writer tells a story, such as a fairy tale, fable, and short story, with supporting details to describe an event or experience or explain what has happened in a certain situation. The first-person perspective or the third-person perspective is usually used. The following are five methods that a writer can use to tell a good story.

❶ Construct a plot, including "the setting (time, place, etc.)," "rising action (problem or conflict)," "climax," "falling action," and "resolution."

❷ **P**rovide supporting details in chronological order. Transition words expressing time order are commonly used in narrative writing.

❸ Use figures of speech, such as similes, metaphors, or personification, to paint a picture in readers' minds.

❹ Make use of lively dialogues to add realism and excitement.

❺ Conclude with a memorable ending.

Example:

Allow me to tell my story and say **my last words**. **I was born into a great dynasty** in 2050. **My family history makes me proud**. Humans called **us** coronaviruses . . . **Originally**, my mom and dad resided in a bat . . . **My parents** commanded that **I** should **"Go forth and multiply!"** . . . **I** am dying, and so are my fellow viruses. It is such a pity that **my empire is in decline** . . . My relatives still thrive within other animals, and a new warrior king will enter the human realm one day.

→ The writer uses the first-person perspective to tell the story of the family history of coronaviruses in the first paragraph. To spice up the story, personification, vivid descriptions, and dialogue are also used to grab the readers' attention. In the end, the writer cautions humans by stating the fact that even though the main character's empire is collapsing, a new coronavirus will rise again.

perspective 視角   chronological 按發生時間順序排列的   figure of speech 修辭格   metaphor 隱喻   personification 擬人化

Exercise A:

The following sentences are from the passage. Read the sentences and identify the figure(s) of speech used in each of them. Mark "S" for "simile," "M" for "metaphor," and "**P**" for "personification." Note that there may be more than one figure of speech used in each sentence. The first one has been done for you.

<u> S </u> 1. They must have thought these spikes looked like the points on a crown.

<u>   </u> 2. Indeed, we are kings in nature and our spikes are our weapons.

<u>   </u> 3. Since birth, I have resolved to become as influential as my famous family members and bring humanity to its knees.

<u>   </u> 4. There, my spikes could attach to, enter, and then control human cells in order to use them as factories for producing my offspring.

<u>   </u> 5. I then used Simon's coughs and sneezes to send my offspring, now great warriors, into the air, infecting anyone who breathed in the droplets.

Exercise B:

Read the following passage and answer the questions.

What do shopaholics look forward to before the gift-giving season starts? The anniversary sales at department stores, of course! ❶ The stores bombard customers with promotions of their sales to encourage them to spend as much money as possible. ❷ Last year, Amy had the chance to go to one of these sales with her mom. ❸ Attracted by an advertisement, Amy's mom set her heart on a limited quantity name-brand bag. ❹ To ensure that they were "early birds," they hurried to the department store in the early morning. ❺ To their surprise, when they arrived, a long line had already formed in front of the store. ❻ Not surprisingly, as soon as the doors opened, people rushed into the store, trying to elbow their way past each other to get to the items they wanted, just like football players racing to catch a ball. Amy was not used to the rush and felt tired of it.

❼ But the story didn't end here. ❽ To get the name-brand bag, Amy and her mom had to reach the bag shop. Amy nearly got suffocated because she was

🔍 shopaholic 購物狂　bombard 轟炸　suffocate 悶死

squeezed in the crowd! After they finished the shopping trip, Amy gave a sigh of relief. This was the worst shopping experience she'd ever had. Then, when they got home, her mom found that the bag she finally bought was stained, which she hadn't noticed as she had to shop in such a hurry with little time to inspect her purchase. Disappointed at the quality of the bag, Amy's mom decided to ask for a refund. Amy couldn't help but frown on hearing this. ❾ She never wanted to shop that way again, since she thought that shopping at the department store's sale was like fighting on a battlefield. ❿ After this experience, she was determined to become a wiser shopper who shops at leisure, making a shopping list and carefully examining the quality of products. She would never want to be influenced by an annual sale to make impulse purchases!

1. Which narrative perspective is used?

_____

2. The writer uses transition words, similes, and metaphors to tell a good story. Some of the sentences in the passage are numbered ❶ to ❿ . Write down the **NUMBER** of the sentence to provide evidence of these transition words and figures of speech.

Transition words that show time order: _____

Similes: _____

Metaphors: _____

3. What is the function of the two sentences numbered ❺ and ❼ ?

_____

battlefield 戰場

The Subjunctive Mood: Impossible or Contrary to the Fact in the Present and in the Past

Examples:

❶ **If** I **were** a human, I **would** be afraid, very afraid.

❷ **If** Simon **had remembered** how his race survived COVID-19, he **might have escaped** his destiny.

❸ **If** it **hadn't been** for the heroic efforts of my ancestors, I **would have been** regarded as just another virus.

What do the sentence structures look like?

❶ **If + S$_1$ +** $\begin{Bmatrix} \textbf{were} \\ \textbf{V}_1\textbf{-ed} \end{Bmatrix}$ **. . . , S$_2$ +** $\begin{Bmatrix} \textbf{would} \\ \textbf{could} \\ \textbf{might} \end{Bmatrix}$ **+** $\begin{Bmatrix} \textbf{be} \\ \textbf{V}_2 \end{Bmatrix}$ **. . .**

❷ **If + S$_1$ + had +** $\begin{Bmatrix} \textbf{been} \\ \textbf{p.p.}_{-1} \end{Bmatrix}$ **. . . , S$_2$ +** $\begin{Bmatrix} \textbf{would} \\ \textbf{could} \\ \textbf{might} \\ \textbf{should} \end{Bmatrix}$ **+ have +** $\begin{Bmatrix} \textbf{been} \\ \textbf{p.p.}_{-2} \end{Bmatrix}$ **. . .**

❸ **If it had not been for N(P), S +** $\begin{Bmatrix} \textbf{would} \\ \textbf{could} \\ \textbf{might} \end{Bmatrix}$ **+ have +** $\begin{Bmatrix} \textbf{been} \\ \textbf{p.p.} \end{Bmatrix}$ **. . .**

Exercise A:

Explore the differences among the three sentence structures above. Then, complete the following conversations by choosing the correct answer to fill in each blank. Note that there may be more than one possible answer. The first one has been done for you.

(A) 1. A: What is that noise out there? I cannot concentrate.

B: I have no idea. _____ So, let me go to the window, and check out what is going on outside.

(A) If I knew, I could answer you.

(B) If I had known, I could have answered you.

(C) If it had not been for my ignorance, I could not have answered you.

(   ) 2. A: Thank goodness the GSAT exam is finally over! Do you think you did alright?

       B: I think so, but I'm not really sure. To be honest, I was really nervous. _____

       (A) If I prepared for the exam earlier, I would feel more confident of doing well on it.

       (B) If I had prepared for the exam earlier, I would have felt more confident of doing well on it.

       (C) If it had not been for the early preparation, I would not have felt confident of doing well on it.

(   ) 3. A: What a brilliant thriller movie!

       B: Totally agreed! I'm so glad that we were late for the romance movie we had originally planned to see!

       A: _____ So, it was in fact a blessing in disguise, wasn't it?

       (A) If we were not caught in the traffic jam, we would make it to the romance movie.

       (B) If we had not been caught in the traffic jam, we would have made it to the romance movie.

       (C) If it hadn't been for the traffic jam, we would have made it to the romance movie.

(   ) 4. A: Listen! This is my favorite song, **P**ray You Catch Me. Do you know who sang it?

       B: Yeah, I know. It's Beyoncé's song. She is not only a singer but also a songwriter. To my knowledge, this song is also written by her.

       A: That's right. _____

       (A) If she didn't have a passionate interest in music, she wouldn't be a singer-songwriter.

       (B) If she hadn't had a passionate interest in music, she wouldn't have been a singer-songwriter.

(C) If it had not been for a passionate interest in music, she wouldn't have been a singer-songwriter.

Exercise B:

Translate the following pairs of Chinese sentences into English. Use one of the sentence structures on page 31 to translate one of each pair.

I.

1. Dahlia 老是忘東忘西，這讓她媽媽一直很擔心。

2. 如果 Dahlia 能更謹慎，她媽媽現在就會答應讓她參加隔夜宿營了。

II.

1. 昨晚我坐在觀眾席中，看著陳博士接受諾貝爾醫學獎。

2. 若不是他對人類健康的重大貢獻，委員會也不會頒予他這項殊榮。

Listen Carefully

Why Are Deadly Diseases Becoming More Frequent?

Have you wondered why deadly diseases like Ebola and COVID-19 are becoming more frequent and lead to epidemics or even pandemics? The following is a film clip about some possible explanations for this phenomenon. Listen to the words in Vocabulary Bank first.

> **Vocabulary Bank**
>
> 1. standstill *n. sing.*　停滯
> 2. Meliandou *n.*　美良度村
> 3. Guinea *n.*　幾內亞
> 4. colony *n.* [C]　(物種) 聚落
> 5. sprawl *vi.*　(城市) 雜亂無序地擴展
> 6. sweepstake *n.* [C]　賭局
> 7. civet *n.* [C]　麝貓
> 8. respiratory *adj.*　呼吸的
> 9. pangolin *n.* [C]　穿山甲
> 10. viral *adj.*　病毒的

I. Oftentimes, a speaker signals the main points and themes of his talk with repetition of certain keywords or by asking rhetorical questions. Rhetorical questions are questions that are asked not for the answers but to emphasize a point or just to get the audience thinking. For example, the question in the introduction above "Have you wondered why deadly diseases . . . ?" is a rhetorical question. Listen carefully to the film clip and find the rhetorical question and the words and phrases that occur repeatedly. Then, write them down in the chart below.

rhetorical question	
repeated keywords	

🔍 rhetorical 反詰的

II. Listen carefully again to double-check what you've written down, and then answer the questions below.

(   ) 1. (A) To inform a wide audience of the impact of deadly diseases.

               (B) To explain how bat's natural habitats are being destroyed by humans.

               (C) To raise public awareness about the risks of eating and touching wild animals.

               (D) To connect the rise in the number of deadly diseases with environmental destruction.

(   ) 2. (A) Logging and mining.   (B) Weak human immunity.

               (C) Sprawling cities.   (D) Increased animal contact.