Contents

UNIT

1 Stay Hungry, Stay Foolish 01

2 The Internet: A Double-Edged Sword 17

3 Animation World 31

4 Financial Intelligence 49

5 Body Language 65

6 Beyond the Blues 83

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UNIT

1 Stay Hungry, Stay Foolish

Unit Overview

- get to know the story of Steve Jobs and the suggestions given by a career expert on how to plan your four years at college
- talk about college life through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Lesson 1

Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 74 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. What impressed the author when he was 17?

   Answer: A quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right."

2. What happened to the author about a year before he wrote this passage?

   Answer: He was diagnosed with an incurable cancer and told that he should expect to live no longer than three to six months.

3. What did the doctors find when they performed a biopsy on the author?

   Answer: They found that he had a very rare form of pancreatic cancer that was curable with surgery.

4. According to the author, what is the most important thing in one's life?

   Answer: Having the courage to follow your instincts.

5. What advice does the author give young graduates?

   Answer: Stay hungry. Stay foolish.

Task ❷ Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

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Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the passage mainly about?
   - ☐ A) Jobs' computing talents.
   - ☐ B) Jobs' advice for the young.
   - ☑ C) **A brief introduction of Jobs.**
2. What can you infer from the passage?
   - ☐ A) Steve Jobs is a great computer and movie expert.
   - ☑ B) **Steve Jobs is a successful and respected businessman.**
   - ☐ C) Steve Jobs is a crazy movie lover.

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. Steve Jobs is the largest individual shareholder in Pixar.
2. Jobs and Wozniak founded Apple in 1974.
3. Jobs had a successful liver transplant in 2009.

Key: 1. **F** 2. **F** 3. **T**

Script

Steve Jobs is the co-founder and CEO of Apple Inc. and former CEO of Pixar Animation Studios. He is the largest individual shareholder in Walt Disney. His name is associated with innovative products like the iPod, iPhone and iTunes. He is a much respected corporate leader whose management style is studied worldwide. His attention to design, function and style has won him millions of fans.

Jobs was born in San Francisco in 1955. He became interested in computers when he was a teenager. In 1974, he got a job as a technician at the video game maker Atari. He saved enough money to backpack around India and then returned to Atari.

Jobs and Wozniak founded Apple in 1976. Jobs guided Apple to become a major player in the digital revolution. The introduction of the iMac and other cutting-edge products made it a powerful brand with a loyal following. Jobs also enjoyed considerable success at Pixar. He created Oscar-winning movies such as *Toy Story* and *Finding Nemo*.

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In 2004, Jobs was diagnosed with a cancer. In April 2009, he underwent a liver transplant and his prognosis was "excellent".

His advice to aspiring young entrepreneurs is: "You've got to find what you love."

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Jobs started Apple with Woz in his parents' garage at 18 years old.
2. *Toy Story* is the world's first computer-animated feature film created by Pixar.
3. Jobs believes that he would not have founded NeXT or Pixar or met Laurene, his future wife, if he had not been fired from Apple.

Key: 1. **F** 2. **T** 3. **T**

Script

I was lucky. I found what I loved to do early in life. Woz and I started Apple in my parents' garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a two-billion-dollar company with over 4,000 employees. We'd just released our finest creation — the Macintosh — a year earlier, and I'd just turned 30.

And then I got fired. How can you get fired from a company you started? Well, as Apple grew, we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. And so at 30, I was out, and very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down, that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure and I even thought about running away from the valley. But something slowly began to dawn on me: I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being

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a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the world's first computer-animated feature film, *Toy Story*, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, and I retuned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometime life … sometimes life's going to hit you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking, and don't settle. As with all matters of the heart, you'll know when you find it. And like any great relationship, it just gets better and better as the years roll on. So keep looking. Don't settle.

In-class Activities

Task ❶ Describing the Picture

Describe the pictures first and then discuss the extracurricular activities that you enjoy.

Teaching Tips

❶ This task is designed to prepare students for the topic "College Life".

❷ Ask students to describe the pictures with their peers.

❸ Here are some questions for students to discuss: What kind of extracurricular activities are the people/students engaged in the pictures? What are your favourite extracurricular activities?

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

List the important events that happened to Steve Jobs and the outstanding characteristics reflected from them.

Events	Characteristics
1. Steve Jobs is the co-founder and CEO of Apple Inc. and former CEO of Pixar Animation Studios. He is the largest individual shareholder in Walt Disney. His name is associated with innovative products like the iPod, iPhone and iTunes.	1. He is a well-respected corporate leader whose management style is studied worldwide. His attention to design, function and style has won him millions of fans.
2. Jobs and Wozniak founded Apple in 1976. Jobs guided Apple to become a major player in the digital revolution. The introduction of the iMac and other cutting-edge products made it a powerful brand with a loyal following.	2. He had a sharp insight into the digital revolution and the market.
3. Jobs also enjoyed considerable success at Pixar. He created Oscar-winning movies such as *Toy Story* and *Finding Nemo*.	3. He was a man of great creativity and aesthetics.
4. In 2004, Jobs was diagnosed with a cancer. In April 2009, he underwent a liver transplant and his prognosis was "excellent".	4. He had great nerve to face and fight against the disease.
5. His advice to aspiring young entrepreneurs is: "You've got to find what you love."	5. He was a man driven by great passion and honest to his inner heart.

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Task ❸ Getting Details

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Step 1

Fill in the following Cornell-method table.

Key Events	Notes
1. Getting fired from the company.	Reasons: As Apple grew, they hired someone who was very talented to run the company with Jobs, and for the first year or so things went well. But then their visions of the future began to diverge and eventually they had a falling out. When they did, their Board of Directors sided with him against Jobs. Job's Feeling: Initially, he felt he was a very public failure and he even thought about running away from the valley. But something slowly began to dawn on him: He still loved what he did. The turn of events at Apple had not changed that one bit. He had been rejected, but he was still in love. And so he decided to start over. Finally, it turned out that getting fired from Apple was the best thing that could have ever happened to him.
2. During the next five years, he started NeXT and Pixar.	Pixar went on to create the world's first computer-animated feature film, *Toy Story*, and is now the most successful animation studio in the world. NeXT was bought by Apple in a remarkable turn of events, and Jobs retuned to Apple, and the technology they developed at NeXT is at the heart of Apple's current renaissance.
3. He fell in love with an amazing woman who would become his wife.	

(to be continued)

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(continued)

Inspirations Steve Jobs had got from his getting fired from Apple:

- Don't lose faith.
- Have got to find what you love.
- If you haven't found it, keep looking, and don't settle.

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the audio and video clips.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

Summary

Steve Jobs, the co-founder and CEO of Apple Inc., started Apple in his parents' garage at the age of 20. However, he was fired from the company when he was 30, which was devastating for him. He considered himself a public failure. But the turn of events at Apple did not change the fact that he still loved what he did. So he decided to start over. It turned out that getting fired from Apple freed him to enter one of the most creative periods of his life.

During the next five years, he started two companies, NeXT and Pixar, and was fortunate enough to meet his future wife. When Apple bought NeXT, he returned to Apple and achieved great success there.

He believes that, if you want to achieve great things, you need to love what you do. So he suggests that, if university students haven't yet discovered what they want to do, they should keep looking and not give up.

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Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the passage mainly about?
   - ☐ A) Comparing high school and college life.
   - ☐ B) Introducing life in college.
   - ☑ C) **Tips for adjusting to life in college.**
2. Which of the following is **NOT** a piece of advice to college students given in the clip?
   - ☐ A) It's important to keep an open mind.
   - ☑ B) **It will be impossible for you to manage your own time.**
   - ☐ C) You should call your parents if you are homesick.

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. Here are a few **tips** that will make the transition to college life a little easier.
2. Using a planner to help you stay organized is highly **recommended**.
3. When you first move to college, you're going to be in a new place, handling **new situations**.
4. College isn't just about learning facts and theories from textbooks. A large part of college involves learning how to be **an adult**.

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5. Don't be **pessimistic**. And if things get too bad, home is only a phone call or instant message away.

Script

Making the transition from high school to college life can be difficult. It is easy to become discouraged, overwhelmed and homesick. Here are a few tips that will make the transition to college life a little easier.

You are in Charge of Your Time

Along with your newfound freedom at college comes responsibility. Being responsible involves being able to manage your time. Using a planner to help you stay organized is highly recommended. You should also try to plan your coursework in advance, so you can determine what extracurricular activities you will have time for.

It's Important to Keep an Open Mind

When you first move to college, you're going to be in a new place, handling new situations. So you need to keep an open mind. College isn't just about learning facts and theories from textbooks. A large part of college involves learning how to be an adult.

Home is Only a Phone Call or Instant Message Away

If going away to college is the first time you've been away from home for a long period of time, it's natural to feel homesick. Don't be pessimistic. And if things get too bad, home is only a phone call or instant message away.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Lindsey is the author of a book called *Getting from College to Career*.
2. Lindsey Pollak is standing on the campus of California University and talking about a four-year plan.
3. Freshman year is the time for students to make their career plans.
4. Students should try a lot of activities in their sophomore year.
5. Lindsey recommends students get a professional internship during their senior year.

Key: 1. **T** 2. **F** 3. **F** 4. **F** 5. **F**

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Script

At the start of freshman year, finding a job after graduation is probably the last thing on your mind, but before you know it, it'll be senior year and finding that job will be your top priority. Hi, I'm Lindsey Pollak, generation Y career expert and author of *Getting from College to Career*. I'm standing here on the campus of Columbia University to talk about a four-year plan to land the job of your dreams after you graduate.

Well, everybody's experience is very different. There are a few guidelines you can follow for each of your four years. Freshman year, don't worry too much about your career plans. Try lots of activities, get your feet wet on campus and take several different classes to see what it is you most enjoy. Sophomore year is the time to narrow down your academic focus and decide on a college major. You also want to narrow your options in terms of your extracurricular activities to focus on your biggest commitments.

And finally I recommend getting a professional internship the summer between your sophomore and junior years to start having professional experience you'll be able to list on a résumé. Junior year is a time to take on leadership positions in the extracurricular activities that you've chosen. It's also really important to get your GPA above a 3.0 because that's the cut-off for many employers to give you a job. And finally if you haven't done an internship already, it's essential to have at least one on your résumé by the end of your junior year.

During your senior year, your goal should be to find a balance among the leadership positions you've taken on in your extracurricular activities, keeping up your grade point average in your college major and focusing on the job search for a position after graduation. I strongly encourage you to become involved in your career services centre to make sure you're clear on the deadlines and requirements for any jobs you will be applying to.

And finally it's your senior year of college. Enjoy, have some fun. Take some time to really enjoy college before you're off into the real world.

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In-class Activities

Task ❶ Brainstorming

Work in pairs and compare your life in high school and at college. Share your opinion with your peers.

Teaching Tips

❶ This task is designed to arouse students' interest in this lesson.

❷ Ask students to work in groups and fill in the table.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ❷ Discussing

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Useful Words and Expressions:

move to

make a transition from … to …

be in charge of …

keep an open mind

take part in extracurricular activities

balance studies and social activities

manage time

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Task ❸ Making a Plan

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Make a plan of college life in each year and fill in the following table. Present it specifically to your peers.

Time	Things to Do
Freshman	make more friends; know about the major; take part in more social work; deal with the interpersonal relationships …
Sophomore	take part in some clubs; work hard in courses; gain a scholarship; do some fieldwork; read more books; travel around …
Junior	make a more practical career plan; read more books; do more fieldwork; manage time better …
Senior	make a goal for graduation; read more books; learn a second foreign language; do a part-time job …

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

Summary

Lindsey Pollak, who is a career expert and author of *Getting from College to Career,* advises students how to devise a four-year plan for their time at college. She suggests guidelines for them to follow for each of their four years. In their freshman year, students should try different activities and classes in order to discover what they most enjoy. The sophomore year is when students should narrow down both their academic focus and extracurricular activities in order to concentrate on their most important commitments. Getting a professional internship is highly recommended in the summer vacation of the sophomore year. During the junior year, it is important to take on leadership positions in extracurricular activities and ensure that one's GPA is above 3.0. The senior year is the time to find the right balance among leadership positions in extracurricular activities, keeping up one's GPA in one's major, and searching for a job after graduation. Students should also enjoy their last year at college before they enter the real world.

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Task ❺ Debating

Debate on the motion **China should reduce the number of students at university.**

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.

❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

Those of us who are college veterans will never forget our freshman year. It is a time filled with anticipation, 1) **anxiety** and wonderful discoveries.

College is far different from high school. Your freshman experience will 2) **definitely** make an impression on you. So what can you expect as you head off into the wonderful world of higher education?

The first thing you'll notice is the workload. It will be heavier and more intense than you have ever 3) **experienced**. The major challenges of college work are the large 4) **volume** of reading, the short deadlines, and the writing, writing, writing. All this can cause doubt, frustration and 5) **possibly** loneliness. You'll be away from the comforts and friendships your home has provided for you hitherto.

On some of those long, seemingly endless nights of studying and writing, it will be only natural for you to long for the good old days. Hang in there. These down periods will pass. Whatever you do, don't make major 6) **decisions** about your major, your courses, or even your roommate during one of these blue periods. Things always look better the next morning.

You'll be making a lot of new friends. Continue to be yourself. Select your friends with the same care and 7) **patience** you always have. Believe it or not, your college friendships will be among the most 8) **satisfying** and long-term relationships you ever have. And it's always exciting to discover how wonderfully diverse they can be.

You'll also be on your own. 9) **Explore the local town or suburbs with one or two of your new friends**. Remember, though, that with freedom comes responsibility. Even though your parents won't be around to check up on you, you shouldn't let yourself go completely. Just find your own style. 10) **Going to college is as much about finding out who you really are as it is about getting that degree**.

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UNIT

2 The Internet: A Double-Edged Sword

Unit Overview

- get to know the pros and cons of the Internet through reading, listening and viewing
- talk about the Internet's impact on your intellectual life through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Lesson 1

Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 77 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. What is Jakob Nielsen's opinion of the search engine giant — Google?

   Answer: Google provides a mass of detailed information which people tend to absorb fleetingly. However, in order to make connections and illuminating comparisons and gain any understanding in depth, other media are preferable.

2. What more traditional methods of communicating does Jakob Nielsen still use?

   Answer: Writing books and lecturing with the aid of a slide projector.

3. Why do users spend less than two minutes visiting a website when using Google?

   Answer: Because Google makes it so easy to find additional places to surf.

4. What is David Alan Grier's opinion of the search engine giant — Google?

   Answer: Anything that gives us easy access to the vast and ever-changing body of knowledge is bound to stimulate us and make us think more deeply about the world. Therefore, Google makes us more intelligent.

5. What did Brin and Page intend to do when they created Google?

   Answer: They wanted to build a system that organized information according to its popularity among the people and organizations that contribute to the Internet.

Task ❷ Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

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Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What did UCLA researchers find in their study?
   - ☑ A) **Searching the Internet improved seniors' memories.**
   - ☐ B) Half of the middle-aged adults had Internet experience.
   - ☐ C) People with Internet experience had better memories.
2. What do we know about the two test groups?
   - ☐ A) Both had Internet experience before.
   - ☐ B) Both had sharp memories.
   - ☑ C) **Both did the same tasks.**

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. Most middle-aged adults have little Internet experience.
2. Twenty-four volunteers with Internet experience formed the two groups.
3. The 24 volunteers were between 55 and 76 years old.

Key: 1. **F** 2. **F** 3. **T**

Script

Searching the Internet may help middle-aged and older adults keep their memories sharp, according to a recent study. Researchers at the University of California, Los Angeles, recorded the brain activity of people searching the Web and found that those with experience of the Internet used more of their brain during their searches. This suggests that simply searching the Internet has the effect of training the brain and keeping it active and healthy. Many studies have found that challenging mental activities such as puzzles can help preserve brain function, but few have looked at what role the Internet might play. According to Dr. Gary Small, a UCLA expert on ageing, this is the first time anyone has simulated an Internet search task while scanning the brain. Dr. Small's team studied 24 normal volunteers between the ages of 55 and 76. Half were experienced at searching the Internet and the other half had no Web experience. Both groups were asked to do Internet searches and book reading tasks while their brain activity was monitored.

The team found that people who are familiar with the Internet can engage at a much deeper level of brain activity.

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Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. The major focus of Dr. Small's new book is the digital divide between the young and the old.
2. Old people are the digital natives.
3. Young people should improve their face-to-face human contact skills to bridge the brain gap.

Key: 1. **T** 2. **F** 3. **T**

Script

Anchor: Did you know that the Internet could be a good exercise for the brain? A new study from UCLA finds that, when middle age and senior age adults perform Internet searches, it activates many different areas of the brain, including those involved with memory, decision making and reasoning. Joining us today is the lead author of a study looking at this — Dr. Gary Smalls [Small] — and he's also the author of the book *iBrain, Surviving the Technological Alteration of the Modern Mind*. Welcome Dr. Smalls [Small].

Gary Small: Thank you! It's great to be here.

Anchor: So, in my parents' house, I have to tell you how it works. My mom and dad might sit up and at some point there's a discussion — hey you are on the Internet, quit surfing Internet. Can I now tell my parents, it's OK for dad to surf the Internet, it's good for his brain?

Gary Small: Well, we don't see any harm in it, and this first study to see what the brain looks like when it searches on the Internet showed very dramatic results. Compared to just reading a book text page, there was much greater activation and particularly in the front part of the brain that controls complex reasoning and decision-making.

Anchor: That's interesting. So it's kind of akin to crossword puzzles, sounds like.

Gary Small: Well, it's … it's probably different from crossword puzzles but similar. One thing about when we're searching on the Web is we're constantly deciding "should you go for this site or that other site?", whereas if we're just reading a book page, the decision is "should I turn the page when I finish the last sentence?" And there's something about that decision-making process, something about the interaction, that is activating a much greater extent of brain neural circuits.

Anchor: That's interesting. Now what about ages where you're looking at these kind of … I saw your study was relatively small, it seemed to be 24 people on the stuff that I've read. Uh, what ages are we looking at and when does this become potentially neural preventive for people?

Gary Small: We don't know whether it's neural preventive and we don't know about the age

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effects, but one thing I focus on in *iBrain*, in my new book, is the digital divide between young people, digital natives who are getting this technology 24/7 born into it, and the older generation, the digital native*, the digital immigrants who come to it more reluctantly later in life, and how do we bridge that so-called brain gap by upgrading the text skills of older people and helping younger people with their face-to-face human contact skills?

Anchor: It's fascinating. We just have time for one last question, kind of comment, but I've been fascinated how able people in their 60s and 70s are really in incorporating this new technology into their daily lives in Internet searching, etc. It's really been amazing to me to see how quickly that's happened.

Gary Small: Well I encourage boomers and seniors to get involved in the technology, to have fun with it and enjoy it, and it's a great way to reach out to people who are not nearby. The communication ability is… (Absolutely) really spectacular.

Anchor: Absolutely. Sorry we are out of time, but thanks so much for coming to see us Dr. Smalls [Small]. Loved to hear what you had to say.

Gary Small: Thank you.

Slip of the tongue:

* the digital native: a mistake made by the speaker. He means to say "the digital immigrants", as he immediately does afterwards, thereby correcting himself.

In-class Activities

Task ❶ Describing the Picture

Describe the picture first and then discuss the positive effects of the Internet on the seniors' lives.

Teaching Tips

❶ This task is designed to prepare students for the topic "Internet Searches Improve Senior Citizens' Memory".

❷ Ask students to describe the picture with their peers.

❸ Here are some questions for students to discuss: What are the two seniors doing on the computer? What can you infer from their facial expressions? Do your parents or grandparents use a computer or surf the Internet?

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Discuss with your peers about the advantages of searching the Internet for the middle-aged and the older people. Provide as many new ideas as possible. List the advantages on a sheet of paper.

1. They will be kept well informed of the outside world.
2. They could remain curious about the new progress and live a more refreshed life.
3. They might keep thinking while browsing the information online, which encourages them to be mentally creative and flexible.
4. They may feel confident by surfing on the Internet.
5. They may have a convenient life by taking the advantages of the Internet.
6. They may help their children by combining the online information and their own experiences.

Task ❸ Making Up a Dialogue

After watching the online video clip, make up a dialogue by taking the following roles.

Role A: an elderly family member who enjoy himself/herself by learning to use the smart phone

Role B: a younger family member who is eager to offer help

They are talking about how the elderly people benefit themselves by learning to use the smart phone and the younger one introduces to the elder one some new apps and the advantages of using them.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

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Useful Words and Expressions:

various apps; upload; download; eSports; navigation; face identification; fingerprint identification; WeChat; Official Account

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.
❷ Ask students to summarize the audio and video clips.
❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
❹ Select some of the pairs to present their summaries.

Summary

Dr. Gary Small found that searching the Internet can keep the brain active and healthy. Twenty-four middle-aged and senior adults volunteered to be tested in the study. They were divided into two groups, one with Internet experience and the other without. Both were required to complete Internet search and book reading tasks. The process of searching the Internet is more complex than that of reading a book. Different brain activities such as memorizing, decision-making and reasoning are involved when people surf the Internet and the experiment showed that more areas of the brain were activated.

Dr. Small also particularly highlighted the digital divide between digital natives (young people) and digital immigrants (the older generation). In order to bridge the brain gap, the former need to improve their face-to-face human contact skills, while the latter should be encouraged to enjoy the new technology.

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Lesson 2

Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the topic of this audio clip?
   - ☐ A) Advantages of the digital age.
   - ☑ B) **Unexpected effects of the digital age**.
   - ☐ C) New developments of the digital age.
2. Which is true about American young adults in the digital age?
   - ☑ A) **Most of them don't read literature.**
   - ☐ B) They become more intelligent.
   - ☐ C) They don't know about American history.

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. Many believed that the Internet, e-mail, blogs, and interactive video games would **produce** a generation of more intellectually sophisticated children.
2. The terms "**information superhighway**" and "knowledge economy" entered the dictionary.
3. The technology that **was supposed to** make young adults more intelligent, diversify their tastes, and improve their verbal skills has had the opposite effect.

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4. They cannot explain basic **scientific methods**, recount basic American history, name their local political representatives, or locate Iraq or Israel on a map.
5. *The Dumbest Generation*, written by Mark Bauerlein, is a startling indictment of the **intellectual life** of young adults.

Script

At the dawn of the digital age, many believed that the Internet, e-mail, blogs and interactive video games would produce a generation of more intellectually sophisticated children. The terms "information superhighway" and "knowledge economy" entered the dictionary, and it was assumed that teens would use their knowledge and understanding of technology to blaze a trail as the pioneers of this new digital age.

That was the promise. But the enlightenment didn't happen. The technology that was supposed to make young adults more intelligent, diversify their tastes and improve their verbal skills has had the opposite effect. According to recent reports, most young people in the United States do not read literature, visit museums or vote. They cannot explain basic scientific methods, recount basic American history, name their local political representatives or locate Iraq or Israel on a map. *The Dumbest Generation*, written by Mark Bauerlein, is a startling indictment of the intellectual life of young adults and a timely warning of its consequences for American culture and democracy.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Mark Bauerlein argues that the Internet makes people stupid.
2. The author is a professor of American culture.
3. American youth have more exposure to the liberal arts than ever before.
4. In Mark's 2002 research, young people formed the most active reading group.
5. The author urges his students to read more books in their spare time.

Key: 1. **T** 2. **F** 3. **F** 4. **F** 5. **T**

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Script

Anchor: And finally, *The Dumbest Generation*. And if you are watching this webcast, that apparently means you. At least that's a theory of a professor of English at Emory University who's written a book which basically argues that the Internet is making people stupid.

Mark Bauerlein: I'm Mark Bauerlein, professor of English at Emory University. The book has a provocative title. It's *The Dumbest Generation: How the Digital Age Stupefies Young Americans and Jeopardizes Our Future.*

[In] Recent years though, I have begun to look at youth culture, youth knowledge, youth academic achievements, and what has come up, more and more, is that things don't look good. Young people today enjoy more and more digital connections, more screen time than ever before and one of the effects of that is that they are steadily disengaging from the traditional contents … uh … the liberal arts.

One of the things we measured was how much people read literature, and how much they read books in general. And the first time we did the study was in 1982, and at that time, young people formed the most active reading group. When we did it again in 2002, they were the least active. Only about half of them ever read a book on their own. If it's not assigned for school, if it's not assigned in the workplace, they simply don't care. The Internet is extraordinary. It is a miraculous tool for knowledge and information. But the fact is that is not what the Internet means to the average sixteen-year-old. What the Internet does is provide a more intense form of contact with other sixteen-year-olds.

You know, I do often tell my students, read more books. Please, read more books in your leisure time, unplug for just an hour or two per day. I urge them, and they, they generally just laugh at me. Some of them may feel that I come down on them too hard, but they know deep down that this is right.

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In-class Activities

Task ❶ Brainstorming

Work in pairs and compare your lifestyle before and after you had access to the Internet. Share your opinion with your peers.

Teaching Tips

❶ This task is designed to arouse students' interest in this lesson.

❷ Ask students to work in groups and fill in the table.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Discuss in groups about the problems brought by the Internet.

1. Internet addiction disorder is a serious problem.
2. Online shopping triggers overconsumption and a great amount of waste.
3. People who immerse themselves into the Internet find it hard to distinguish the virtual world and the real one.
4. Cyber crime is serious. People's personal information is easily stolen by hackers.
5. Many people are addicted to online games.
6. People have easy access to a great deal of harmful material, such as pornography.

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Task ❸ Discussing

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Discuss with your peers about the negative impact of the Internet on the following fields concerned with intellectual life and put forward some measures to improve the situation.

Fields Being Influenced	Measures to Be Taken
Reading habit	1. People should do more autonomous reading instead of reading the articles or books recommended by the websites. 2. People should learn to tell what is good to them from the confusing online reading materials. 3. Parents should help children form a good habit of reading and provide a good reading environment at home.
Sociability	1. People should make more face-to-face communication. 2. People should consciously get off the Internet instead of cocooning themselves to the virtual world. 3. Parents and teachers should help children organize more outdoor activities.
Traditional culture	1. People should consciously develop the awareness of traditional culture. 2. Traditional culture should be conveyed to the netizens, the majority of whom are young people, both online and offline.

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.
❷ Ask students to summarize the audio and video clips.
❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
❹ Select some of the pairs to present their summaries.

Summary

The technology of the digital age was supposed to make young adults more intelligent, diversify their tastes and improve their verbal skills. However, Mark Bauerlein, author of *The Dumbest Generation*, argues that the Internet is making young Americans stupid. They have more access to the Internet than ever before. As a result, they spend less time reading literature. Mark's study in 2002 showed that young people formed the least active reading group. Therefore Mark urges his students to read more books in their leisure time.

Task ❺ Debating

Debate on the motion The Internet has improved our lives.

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.
❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

One of the most negative aspects of the Internet is that it can 1) **alter** people's social behaviour, habits and abilities in ways that are harmful. Children are often 2) **especially** badly influenced by it.

Today, when nearly every household has a computer and can gain easy 3) **access** to the Internet, children are particularly 4) **vulnerable**. Of course, it is right that they should learn how to use the Internet. The world of the World Wide Web and virtual space are becoming more important every year and everybody should be able to make use of this new tool — even children. Everybody, including children, should know how to obtain 5) **information**, how to buy something on the Web, and how to meet people online. Those who are unable to use the Internet are likely to have great 6) **difficulty** getting on later in life.

What is worrying is that children are becoming 7) **expert** users of the Internet but no longer know how to live in the real world. The Internet shouldn't be considered 8) **suitable** as a substitute babysitter or friend for one's children. It is important that children learn how to use it but it is equally important that they learn to know its limitations. The Internet will never replace the real world. Children should know how to handle it but 9) **they should never treat it as a replacement for real friends or for real life**. Parents should not just put their children in front of a computer and say "There you are. That's the Internet. Go on. Have some fun and be quiet." 10) **The Internet has a constructive role to play in the modern world but only so long as we carefully control the ways we use it**.

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UNIT

3 Animation World

Unit Overview

- get to know some basic knowledge about animation through reading, listening and viewing
- talk about animated films and the Chinese animation industry through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Lesson 1

Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 80 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. Why are animated movies almost always successful?

   Answer: Because animation allows people to escape their normal lives and to explore a world where anything and everything is possible.

2. Why do animated movies specially for DVD release also make huge profits?

   Answer: The reason is that parents spend money on these films because their kids love to watch them.

3. Why is it cost effective to make an animated serial or franchise?

   Answer: Because the characters and storylines have already been developed and the animation artists have already worked out how to make the characters come to life on the screen.

4. How is it possible to make animated movies that are attractive to older audiences?

   Answer: They can feature cartoon characters that appeal to adults' nostalgia and include adult themes such as romance or hard-core action.

5. What is the marketing strategy for animated films directed at teens and adults?

   Answer: Producing posters that are suggestive of more adult themes.

Task ❷ Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

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Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the topic of this audio clip?
   - ☐ A) The story of Walt Disney.
   - ☐ B) The use of computers in animation.
   - ☑ C) **The development of animation.**
2. Which of the following is true about animation?
   - ☐ A) It appeared after 1910.
   - ☑ B) **Many films use animation for special effects.**
   - ☐ C) Animation is only created by professionals.

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. Early animation was extremely labour intensive.
2. Walt Disney first added sound to his movie *Snow White and the Seven Dwarfs*.
3. The first full-length computer-animated film *Toy Story* was released in 1990.

Key: 1. **T** 2. **F** 3. **F**

Script

Animation is the art of creating a sequence of drawings, each so slightly different that, when filmed and run through a projector at 24 frames per second, the figures seem to move.

Early animations, which started appearing before 1910, consisted of simple drawings photographed one at a time. It was extremely labour intensive as there were literally hundreds of drawings per minute of film.

Walt Disney took animation to a new level. He was the first animator to add sound to his movie cartoons with the première of *Steamboat Willie* in 1928. In 1937, he produced the first full-length animated feature film, *Snow White and the Seven Dwarfs*.

With the introduction of computers, animation took on a whole new dimension. Many feature films of today have had animation incorporated into them for special effects. A film like *Star Wars* by George Lucas relies heavily on computer animation for many of its special effects. *Toy Story*, produced by Walt Disney Productions and Pixar Animation Studios, became the first full-length feature film

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animated entirely on computers when it was released in 1995.

With the advent of personal computers, it has now also become possible for the average person to create animations.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Steve Jobs invested $10 billion in Pixar.
2. A Luxo lamp inspired John Lasseter when he wanted to create a small animated film.
3. In 1978, *Luxo Jr.* was nominated for Academy Award.

Key: 1. **F** 2. **T** 3. **F**

Script

Narrator: For the last 20 years, a group of artists and scientists have transformed two-dimensional drawings into their own three-dimensional world.

Transforming the hand-drawn line into a new art form was no easy task. Over the last 20 years, these artists faced struggles and the risk of failure every step of the way. This marriage of art and science was the combined dream of three men, a creative scientist, Ed Catmull, a visionary entrepreneur, Steve Jobs, and a talented artist, John Lasseter. Together they have revolutionized an industry and blazed an unprecedented record in Hollywood history.

The creative force behind Pixar Studios and the director of *Toy Story*, John Lasseter, helped pioneer this new art form from an early love of bringing drawings to life.

Lasseter: When I was growing up, I loved cartoons more than anything else. And when I was in high school, I found this book, this old, ratty book, called *The Art of Animation*. And it was about the Disney Studios and how they made animated films. And it was one of those things that it just dawned on me: people make cartoons for a living. They actually get paid to make cartoons. And [I thought], "That's what I wanna do." Right then, right there, it was like I knew that's what I wanted to do.

Narrator: An unexpected visitor to Lucasfilm was Steve Jobs. Steve was 21 when he co-founded Apple Computer, revolutionizing the concept of user-friendly personal computing with the Apple II and the Macintosh. By the age of 30, he had become a multimillionaire, selling his innovative computers all over the world.

Jobs: And he shared with me his dream to make the world's first computer-animated film. And I, in the end, ended up buying into that dream, both spiritually and financially.

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Narrator: Steve Jobs took a chance and invested $10 million to launch Pixar.

Jobs: The stuff that Ed and his team were doing was at the very high-end, and I could see that it was way beyond what anyone else was doing.

Catmull: We had the fortune to have Steve Jobs, who believes in passion and vision. He was responding to this passion.

Lasseter: It was really exciting when … when Steve was the one that bought our group.

I remember Ed came to me, and he says, "Let's do a little animated film, something that says who we are." I wanted something simple and geometric, and I was sitting there at the desk kind of thinking. And I just kept staring at this lamp, and it was sort of like a classic Luxo lamp. I just started moving it around like it was alive. I love bringing inanimate objects to life, in maintaining the integrity of the object, and pull personality and movement and physics out of that.

Narrator: In 1987, *Luxo Jr.* became the first three-dimensional computer-animated film nominated for an Academy Award.

Catmull: Luxo is the one that changed everything. It was a pure little story. And once we hit it with that, then it became a new goal for everybody.

Jobs: It was the combination of the new medium and John really bringing a character to life that made people say, "Oh my God", you know. And the smart ones say, "Look at this potential here."

Narrator: A hopping Luxo lamp would become a symbol of Pixar's optimism and determination.

In-class Activities

Task ❶ Describing the Picture

Describe the picture first and then discuss other cartoon characters you are familiar with.

Teaching Tips

❶ This task is designed to prepare students for the topic "Animated Films".

❷ Ask students to describe the picture with their peers.

❸ Here are some questions for students to discuss: Which cartoon character do you like best and why? Do you like western cartoons, Japanese cartoons or Chinese cartoons? Which animated films have you seen and which one do you like best?

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 2

Each group contributes to making a final timeline of the development of animation industry.

Time	Technology	Specific Description of the Tech	Example
Early 20th century	cel animation	a series of images played back at speed to give the illusion of life	
1937	roto-scoping	tracing the motion from a film one frame at a time	*Snow White and the Seven Dwarfs*
1993	synthesizing the dinosaur movement	doing motion studies of varied kinds of animals	dinosaurs in *Jurassic Park*
1995	3D computer animation	computer software being sophisticated enough to create the entire film	*Toy Story*
2001	an extension of roto-scoping: relatively new technique of performance capture	1. the actor wearing a special suit with reflective markers to show the key positions of his joints 2. the animators looking at the actor's performance using multiple cameras simultaneously and matching the motion's underlying dynamics	Gollum in *The Lord of the Rings*

(to be continued)

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(continued)

Time	Technology	Specific Description of the Tech	Example
2005	a different technique: a breakthrough in computer animation	1. gluing small reflective markers all over the actor's face to track the changes in skin position and tension as the actor performed 2. computing what his muscles were doing underneath	*King Kong*
2009	One important modification: a "facial action coding system" solver	1. each actor wearing a helmet that filmed their facial movements; then extracting the performance data from each frame and using a "facial action coding system" solver to translate the movements into muscle activations 2. allowing the director to see the actors live through a virtual camera	*Avatar*
2010 –	subsurface scattering: interaction between the characters and the surroundings	developing a technique to replicate this mechanism of light transport to create the translucency of Gollum's skin	
	interactive simulation: motion-captured performances	1. computing all of the mass, dynamics, tensions and interaction of each part of the body as a character moves 2. creating the complex visual cues that the human brain processes when taking in an image 3. ensuring that the physiology of creatures (real or fantastical) has a ground truth and is believable 4. combining these details with motion-captured performances of talented actors has enabled computer-animated characters to become lead actors	*Marvel Series*

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Task ❸ Getting Details

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Step 1

Complete the following table about what the three people did.

Name	What They Did
Ed Catmull	1. In 1987, Ed Catmull and John Lasseter made *Luxo Jr.,* the first three-dimensional computer-animated film nominated for an Academy Award. 2. He shared the dream to make the world's first computer-animated film.
Steve Jobs	1. He visited Lucas film unexpectedly. 2. He took a chance and invested $10 million to launch Pixar.
John Lasseter	1. He found the book called *The Art of Animation* in high school. 2. He has found out what he wanted to do — to make cartoon for a living. 3. In 1987, John Lasseter and Ed Catmull made *Luxo Jr.,* the first three-dimensional computer-animated film nominated for an Academy Award.

Step 2

Discuss in groups about what they contributed to the animation industry.

Name	What They Contributed
Ed Catmull	He has revolutionized an industry and blazed an unprecedented record in Hollywood history with the other two.
Steve Jobs	1. He has revolutionized an industry and blazed an unprecedented record in Hollywood history with the other two. 2. He believed in passion and vision, which inspired his partners.
John Lasseter	1. He has revolutionized an industry and blazed an unprecedented record in Hollywood history with the other two. 2. He helped pioneer this new art form from an early love of bringing drawings to life.

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

Summary

The animation industry has witnessed a tremendous transformation from hand-drawn cartoons to computer-animated films. In this process, Pixar played a role which has revolutionized the whole concept of animation production. Pixar's success did not come easily. It was not until Steve Jobs, a visionary entrepreneur, bought the group that John Lasseter and his team came to realize their dreams. The idea of the short animated film *Luxo Jr.* was inspired simply by moving a desk lamp around, but John brought that lamp to life. The film, which was nominated for an Academy Award, marked the beginning of Pixar's success. Now a hopping lamp has become a symbol of Pixar's optimism and determination.

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Lesson 2

Pre-class Activities

Audio & Video Studio

iSmart

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the main subject of this audio clip?
   - ☑ A) **The animation industry is growing fast.**
   - ☐ B) Japanese computer games are becoming popular.
   - ☐ C) Asia is a major market for the animation industry.
2. Which of the following statements is true?
   - ☐ A) The Asian market is dominated by Japanese animation companies.
   - ☐ B) Animation series are produced for young children.
   - ☑ C) **The Internet contributes to the growth of the animation industry.**

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. The **rapid advance** of technology has made computer animation widely available to the masses and turned animation into one of the fastest growing industries in modern times.
2. In recent years, however, TV stations have been producing **animation series** for teenagers, adults and the whole family.
3. Animation is increasingly used in video games, and movies are also increasingly

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reliant on animation and computer graphics **special effects**.

4. Another key trend we are witnessing is the outsourcing of animation to Asia, especially by North American film and **television program** producers.
5. The major factor behind this shift continues to be the availability of powerful computer animation platforms and much lower **labour costs** compared to North America and Europe.

Script

The rapid advance of technology has made computer animation widely available to the masses and turned animation into one of the fastest growing industries in modern times. The demand for animated entertainment has expanded with the increase in broadcasting hours by cable and satellite TV along with the growing popularity of the Internet. In the past, animation series were aimed at children aged nine and below. In recent years, however, TV stations have been producing animation series for teenagers, adults and the whole family. Animation series like *The Simpsons* and *King of the Hill* have been successfully aired on prime time TV.

Major markets include the United States, Canada, Japan, France, Britain and Germany. Licensing operations for T-shirts, caps and other items have also been a major source of revenue for animation companies. In Japan, several successful computer games such as *Pokemon* and *Detective Conan* have been transformed into animated series. More broadly speaking, animation is increasingly used in video games, and movies are also increasingly reliant on animation and computer graphics special effects.

Another key trend we are witnessing is the outsourcing of animation to Asia, especially by North American film and television program producers. The major factor behind this shift continues to be the availability of powerful computer animation platforms and much lower labor costs compared to North America and Europe. The bulk of the outsourcing is for 2D animation, with some for 3D as well.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. This video clip is about an animated movie.
2. The actors only need to provide the voices in the film.
3. The power of the performance on screen comes from the interpretation of human actors.

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4. The actor's performance can be captured and translated into a digital character.
5. Digital characters are designed according to the imagination of animators.

Key: 1. **F** 2. **F** 3. **T** 4. **T** 5. **F**

Script

James Cameron (producer, director, and writer): I think the thing that people need to keep very strongly in mind is that this is not an animated film. These actors did not just stand at a lectern and do a voice part and then animators went off for the next two years and created the entire physicality of their performance.

Sam Worthington (Jake Sully): The most exciting thing is, it is my performance. This thing walks, talks and acts like me. It's my interpretation.

James: Every nuance, every tiny bit of the performance that you see on the screen was created by the actors. They had to run, they had to leap, they had to fight, they had to do all the things that you see them doing in the film and that's where the power of the performance comes from.

Richard Banehan (animation supervisor): It's not just we capture motion; we're trying to capture what's the intent of the actor.

Jon Landou (producer): What CGI technology does is it replaces prosthetics. Actors can now play any character that's designed in the computer without going through hours and hours of make-up and what we get is their performance coming through the CGI character. Just like you would get Eric Stoltz's performance coming through in *The Mask*, you get Zoe Saldana's performance coming through in Neytiri.

Joe Letteri (senior visual effects supervisor): Performance capture's the technique where you try to capture the performance of an actor and translate it to a digital character.

Stephen Rosenbaum (visual effects supervisor): Prior to them even moving out into the performance capture world, we put the actors inside this giant sphere covered with lights and we could photograph them and study their facial features and try to understand how to design their characters.

Joe: And then you put an actor in a suit with markers on the suit. We put you in a spatial volume, using a lot of cameras all around to record the motions of all the markers.

James: The computer is creating a real-time moving skeleton of you. From that skeleton you now can drive a computer generated character.

The part that we had to create during the making of this film was the facial image-based

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performance capture technology that allowed what the actors did to 100 percent translate to what you see the characters doing. So we came up with the idea that we would actually have a little boom and on the end of that boom there'd be a little tiny camera and it would image the face while the actor was working, so it captured every nuance of how their lips moved and how all their facial muscles moved, how their eyes moved.

Joe: What we're trying to do is take what the actor's doing emotionally in any given scene and to translate that into the characters and we do that by using their muscles. It gives us a way to correspond emotion to what you actually see expressed in the character's face.

James: It was a very very exciting time while we realized that we had rounded that corner and we had true human emotion captured and performed by a non-human character.

In-class Activities

Task ❷ Brainstorming

Work in pairs and list the contributing factors to the success of an animated film and put them in the blanks with given initial letters.

Teaching Tips

❶ This task is designed to arouse students' interest in this lesson.

❷ Ask students to work in groups and come up with the factors contributing to the success of an animated film.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

1. animator/advertising
2. budget
3. character/creation
4. director/dubbing
5. editing
6. imagination/innovation
7. music
8. plot/photography
9. storyline/special effect/soundtrack/sound editing
10. technology

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Task ❷ Discussing

After listening to the online audio clip, complete the oral taks by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work with your peers to discuss the following questions. Some specific examples would be helpful.

1. How do you think of the present situation of Chinese animation industry?

Following the overseas trend, animation has become one of the fastest growing industries in China. Many domestic companies cooperate with foreign ones and create a large group of images and fantastic stories. In recent years, many famous websites, like *Bilibili*, has become the main sources of animation, made both at home and abroad. Those websites have harvested a substantial viewership.

2. How is Chinese animation industry influenced by overseas counterparts?

(1) Chinese animation has been developing into a complete industrial chain. Films sequels, spin-offs, games, peripheral products, etc. are involved.

(2) Cartoon images are becoming more and more mature and begin to target at the adult audience.

(3) The government begins to implement some policies to support the animation industry and invest a great deal of fund.

(4) The intellectual property has been better protected.

3. What is the future of Chinese animation industry?

Chinese animation industry has broken the ice age and come to a golden epoch. Many excellent animation makers and storywriters have been cooperating to create more and more works.

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Task ❸ Describing and Guessing

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work in groups to describe the computer-generated images or heroes in the films like *The Lord of the Rings*, *King Kong*, *Avatar*, *Jurassic Park*, and *Toy Story*. You can add more films to the list.

Useful Words and Expressions:

The Lord of Rings (Gollum): the twisted, pitiful creature; coarse voice; protruded eyes; lamed; flexible joints; translucent skin; foxy; snaky; insidious

King Kong: muscular; grey-haired; giant figure; vivid muscle movement; subtle facial expression; powerful and flexible limbs; terrifying roar at rage; fierce and gentle

Avatar: true-to-life; blue skin; tipped ears; flexible limbs; humanist; fantastic and fairy sceneries

Jurassic Park: roaming freely; dangerous and lethal; giant appearance; carnivorous

Toy Story: a big head; lovely and funny facial expression; hilarious clothing

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

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Summary

The movie *Avatar* took computer-animated films to a new level. This was the first time that a human performance was captured and transplanted into a non-human character, thereby allowing CGI characters to express human emotions on the screen. The process is quite complicated. First of all, actors are photographed so that their CGI characters can be designed according to their facial features. Then moving skeletons are created by recording the motions of markers on the actors' suits. Capturing facial expressions is achieved by placing a tiny camera in front of the actor's face to record every movement of the actor's facial muscles. With this performance capture system, we can now experience the fantasy of animation as well as the power of performance.

Task ❺ Debating

Debate on the motion **We welcome the building of a Disneyland theme park in Shanghai.**

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.

❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

Have you heard of *Pleasant Goat and Big Big Wolf*? No? People will 1) **definitely** say you are out of touch. As the slogan "Behave like the lazy goat and marry a guy like the Big Big Wolf" is 2) **spreading** throughout the adult world, this animation has been successfully expanding its audience from children aged below six to all age groups. After an 3) **extended** period of relatively lackluster（枯燥乏味的）performance, the Chinese animation industry has sprung to life again. But does the success of *Pleasant Goat and Big Big Wolf* foreshadow（预示）a real resurgence（复苏，复兴）or does it just 4) **represent** a one off?

Interestingly, *Pleasant Goat and Big Big Wolf* was not a big budget production. Usually, the unit investment for local animations 5) **ranges from** RMB3,000 – 5,000 per minute, and can reach RMB10,000 if 3D technology is used. At a cost of only RMB2,000 per minute, *Pleasant Goat and Big Big Wolf* has triggered an astonishing market 6) **response**. It shows just what can be done. Its success can be 7) **attributed** to the fact that, rather than setting out to teach children moral lessons, it simply appeals to whatever is currently popular with that age group.

Derivatives（衍生物）can now be seen everywhere. They have greatly 8) **benefited from** the company's forward-looking practice of reserving space for future derivatives before the project started. At the same time, *Pleasant Goat and Big Big Wolf* has also broken the pattern that the animation images are applied only to toys, stationery and food, and 9) **expanded image licensing to new areas**.

Altogether, the film's innovative and entrepreneurial approach 10) **has set the best possible example for local animation enterprises**.

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UNIT

4 Financial Intelligence

Unit Overview

- get tips on money management through reading, listening and viewing
- talk about how to manage personal finance through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Lesson 1

Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 83 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. For what purposes does the author think it is acceptable to take out loans?

   Answer: To finance one's education through college, to start up a business or to buy a house.

2. What is the single most important piece of advice offered by the author?

   Answer: To avoid unmanageable or crippling debts.

3. After you have paid off all your debts, what does the author advise you to do?

   Answer: Set some money aside for emergencies.

4. What rules should you follow to avoid getting into debt in the first place?

   Answer:
   - Make sure you know where your money is going.
   - Keep a bit of money tucked away.
   - Be realistic about what you can afford.
   - Pay for everything outright if you can.
   - Use standing orders to pay for your regular bills.

5. How does the author advise you to pay regular bills?

   Answer: By standing order, which will allow you to arrange a specific date for your creditors to take money out of your account.

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Task ❷ Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the main idea of the audio clip?
   - ☑ A) **Paying for college is getting more difficult.**
   - ☐ B) Colleges are providing more ways of getting loans.
   - ☐ C) More students are applying for credit cards.
2. What will rising interest rates result in, according to the audio clip?
   - ☐ A) More students will drop out of college.
   - ☐ B) More parents will retire earlier.
   - ☑ C) **Young people will become more dependent on their parents.**

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. Starting in July, interest rates on new student loans will increase by 2.1%.
2. On a $20,000 loan, students will be paying about $2,500 more per year in interest payments.
3. Parents will have to make personal sacrifices to continue supporting their children once they have left college.

Key: 1. **T** 2. **F** 3. **T**

Script

Paying for college in the US is about to get harder. Starting in July 2007, interest rates on new student loans will rise to 6.8%, from today's rate of 4.7%. And interest rates on new loans that parents take out called PLUS loans will rise to 8.5%. The bottom line is that getting your degree is

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becoming even more expensive.

On a $20,000 loan, students will be paying about $2,500 more over the life of the loan just in interest payments. And parents will have to put up $3,000 more.

This is going to prevent a lot of young adults from living independently once they leave school. Many will be unable to pay off their credit card debt. Parents are also going to feel the pain because they will have to support their children for much longer, with the result that they may have to defer their own retirement.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Jacob Gold is a second generation financial planner.
2. The mass of financial advice put out by the media is helpful to ordinary people to enable them to overcome the financial crisis.
3. Jacob Gold suggests people should buy software to help them organize their finances better.

Key: 1. **F** 2. **F** 3. **T**

Script

Anchor: How do you manage your cash? Do you have a budget? Do you keep track of what comes in, what goes out and where you spend your money? If you want to be debt free and have financial freedom, knowing every detail of your expenses is crucial, especially in this tough economic times. Jacob Gold is a third generation financial planner, as well as author of a new book *Financial Intelligence — Getting Back to Basics After An Economic Meltdown.* And he's here to give us some tips on improving our cash flow. Welcome Jacob, it's great to see you.

Jacob: Thanks for having me.

Anchor: Now Jacob, before we get to all your tips, let's talk a little bit about your book. What motivated you to write it?

Jacob: Well, you'd be surprised that, with the abundance of financial information that's readily available to individuals via the internet and … and TV and newspapers, you would think that people would have a clear path to get back on track after this terrible economic meltdown. But the exact

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opposite has happened. There's too much information out there. And people tend to put their head in the sand and they don't have that path. So my goal was to create a simple "How to" guide of getting back on track financially and prepare for yourself a financial future that is … er … that is worthy of, of your time and effort.

Anchor: It sounds great. A lot of confused folks out there, and they can definitely use, use some good advice. Now what are some of the biggest complaints you're hearing about the current economic situation?

Jacob: You know, I'd say the biggest complaint is people really didn't have a good grasp of how much risk they were taking on when they were investing in stocks, bonds, mutual funds as well as real estate. And when there's an economic meltdown that is the worst since the Great Depression, many people lost more money than they ever thought they could lose in a given calendar year. So that has been … er … absolutely a detriment for individuals and they're just scared on how to move forward.

Anchor: All right. So let's jump right in with your first tip on how to improve cash flow. And you say organize yourself better. What exactly are the things we need to organize?

Jacob: Well, a lot of times people have things all over the place. They don't know how much they have in their credit card debt. Perhaps they don't know what their mortgage payment is. And the first step is to get organized. Designate a place in the house where you focus on your financial situation. Perhaps you buy some type of software like a Microsoft Money or, or a Quicken. And really begin to categorize and alphabetize all of your expenses and try to find some type of spending pattern.

Anchor: All right. And the next thing you say we need is dedication. What do we need to be dedicated to?

Jacob: Well, it, it's never convenient to er, manage your money appropriately. There're always obstacles and people tend to always want to procrastinate. But what you need to do is you need to set aside a little time every single month to go over your expenses, to know what your debt liability is, and just really be focused on improving your financial situation.

Anchor: So you really have to be dedicated to making this a goal, right?

Jacob: Absolutely. I mean it is difficult to become financially independent and to have a good grasp of where you stand financially and you act always keep your eye on the price.

Anchor: … I love your next tip, but it's not a very easy thing to do. You say leave home with less cash. And I suppose that also means staying away from the cash machine.

Jacob: You know, in, in, in some cases, yes. Er, you know, the problem about people going to an ATM machine is they repeatedly go to an ATM machine and withdraw 20, 100, 200 dollars a month.

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Many times when they start to go over their finances, they have no idea where they actually spent their money. So even if you were to use a debit card, at least electronically you can keep track of those purchases. And then also too, the less money you have in your pocket, we would hope the less money you would spend just on every day little items.

Anchor: As long as you don't use that as an excuse to keep going to the ATM and incurring all these ATM fees, right?

Jacob: Correct, absolutely.

In-class Activities

Task ❶ Describing the Picture

Describe the picture first and then discuss the implications of the cartoon with your peers.

Teaching Tips

❶ This task is designed to prepare students for the topic "Financial Difficulties in College".

❷ Ask students to describe the picture with their peers.

❸ Here are some questions for students to discuss: What is the boy doing? Why? Do you think college expenses are a heavy burden on college students and their families? What can be done to solve the problem?

Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

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Step 2

Talk with your peers about your budget and your way to get the financial support.

Useful Words and Expressions:

pocket money; lucky money; to be independent of; a part-time job; savings; to make both ends meet; on-line shopping; to dine out

Task ❸ Making Up a Dialogue

After watching the online video clip, make up a dialogue by taking the following roles.

Role A: a senior student

Role B: a freshman

The senior student offers to the freshman some practical advice on how to deal with the economic pressure. The advice can be obtained from the video clip.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Useful Words and Expressions:

financial crisis; to make a weekly budget; to reduce unnecessary expenses; not to keep up with the Joneses; spend more than one earns; to win a scholarship

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

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Summary

Jacob Gold, a third generation financial planner, argues that people have been left confused as a result of the recent terrible economic meltdown. Overwhelmed by advice and information from the media, they tend to bury their heads in the sand.

In order to help people face up to the need for financial management, Gold has written *Financial Intelligence: Getting Back to Basics After An Economic Meltdown.* Gold recommends that people buy an appropriate software and spend time tracking how they are spending their money. For this purpose, a debit card can be helpful as it records where purchases have been made. People also need to keep an eye on how much debt they owe and to save on a regular basis. And he warns against making a habit of frequently withdrawing sums from ATMs or carrying too much cash around with one.

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Pre-class Activities

Audio & Video Studio iSmart

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the topic of this audio clip?
   - ☐ A) Ways of applying for scholarships and grants.
   - ☑ B) **Ways of financing students through higher education.**
   - ☐ C) Ways of obtaining grants from financial aid offices.
2. On what basis are grants usually awarded?
   - ☐ A) Academic achievement and merit.
   - ☑ B) **Geographical location and financial need.**
   - ☐ C) Both A and B.

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. One of the most common ways of paying for college is through **scholarships** and **grants**.
2. Both are considered "gift aid" and do not have to **be paid back** after graduation.
3. Repayment of these loans does not begin until six months after the student **has graduated or left school**.
4. If there's nowhere else to turn, students can **contact** the college or university's

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financial aid office.

5. A college education should not **be put on hold** due to funding problems

Script

The financial aid package has just arrived in the mail from your dream school but with a slight problem — it's still not enough. Where are you going to find the extra?

One of the most common ways of paying for college is through scholarships and grants. Scholarships are usually awarded to students based on academic achievement or merit, while grants are usually based on other considerations, such as geographical location or financial need. Both are considered "gift aid" and do not have to be paid back after graduation.

Another way to pay for college is through federal loans, which often come in association with grants, scholarships and other aid that an institution awards potential students for a given academic year. Repayment of these loans does not begin until six months after the student has graduated or left school.

If there's nowhere else to turn, students can contact the college or university's financial aid office. They will usually then be assigned a specific financial aid counselor to help them with their concerns or to secure additional resources to enable them to finance their college education.

A college education should not be put on hold due to funding problems. However reluctant students and their parents may be to get into debt in order to finance higher education, they will surely find that it turns out to be an investment that pays off when the student enters the professional world and starts a career.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. College financial aid officers say that the laptop is the single biggest budget buster on campus.
2. Besides the cost of the car and of insurance, parking on campus is also very costly for student owners of cars.
3. It has become so much more expensive to live in a college dorm because living on campus is much nicer than it used to be.

Key: 1. **F** 2. **T** 3. **T**

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Script

Anchor: Welcome Kim. Thanks for being here.

Kim: My pleasure. Thanks for having me.

Anchor: So the bottom line is the more a college student can cut now from their expenses, the better off they are on graduation day, right?

Kim: Absolutely. Every dollar you cut out of your expenses is one dollar you don't have to borrow or one dollar you don't have to earn or try to raise in scholarships.

Anchor: So they should, really should be focused on keeping student loans especially to a minimum.

Kim: Absolutely. I mean there are wonderful new repayment programs but still, less debt is always better. More … less is more.

Anchor: Less is more. Let's talk about some of the ways to cut the debt. First, you say "sell the car". That is a significant cost.

Kim: You know, college financial aid officers say the single biggest budget buster on campus is the car. Think about it, not only do you have the car payment, you've got insurance, which for a young person is very high, and you'd be surprised by how expensive parking is, is on campus. And of course, then you've got maintenance and gas. So we figure if you sell the car, you just, you'll right away you'll save like 6,000 dollars a year.

Anchor: And plus you can save on your gym membership because you'll be walking everywhere, right?

Kim: Right.

Anchor: So next you say forego the suite in the dormitory. I had no idea that they had suites — I went to the university of Montana, there was no such thing. But how much could someone save from doing that?

Kim: Well, um, one of the reasons college has gotten so much more expensive is that campuses are a lot nicer. You go into a, you go into a modern dorm these days, and you do see suites, you see single rooms and, if students are willing to live a little more like you and I lived, maybe double up, triple up, even say, live in a quadruple, you can save big bucks. Another wonderful way to save money is to look for what's called a co-op dorm. This is a dorm when you have to do, let's say, five hours a week of chores, and you can save, literally, three, four, five thousand dollars a year on your dorm costs.

Anchor: That's huge. Food is another major expense. Everybody wants to eat the pizza late at night. But you recommend dropping the …, stop, ordering delivery and eat from the cafeteria.

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Kim: Yeah. Just think about it. If you get your coffee at breakfast in the cafeteria each morning, that's three dollars each day you're saving. If you can manage not to order the late night pizza, you're saving ten to twenty dollars a night. And you probably won't gain that freshman fifteen.

Anchor: Let's move on to the next one and this involves technology, and you suggest going on a technology diet. You don't always need the laptop, for instance. That would be pretty hard to do, especially in today's society. But can they do it? Can they get by?

Kim: They can. I mean it's not gonna be easy. Absolutely. Do you need access to a computer to succeed in today's college? Absolutely. But more and more colleges are provi … realizing this is an expense that a lot of students can't afford and are providing computers. Many dorms have one or two just … computers that you can use, sign up and use, so if you really want to save that extra one or two thousand dollars, you can forego the laptop.

Anchor: How about cell phones?

Kim: Yeah, cell phones. Well, one way you can save money on cell phones, of course, is to get a pre-paid plan. And if you don't, you know, forego the land line in your dorm, then maybe you're saving money on one hand and spending it on another. Obviously if you have an unlimited plan where you don't pay for each text message, it's probably a good idea if you're going to text … text message a lot.

Anchor: I was surprised when I went back to visit my sorority on campus, they don't even have phones in the house any more, so it almost seems as if … (right) as if you have to have your cell phone.

In-class Activities

Task ❶ Brainstorming

Work in pairs and discuss the following questions.

Teaching Tips

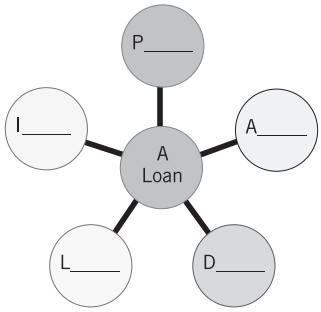
❶ This task is designed to arouse students' interest in money management.

❷ Ask students to work in groups and fill in the table.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

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2. What are the basic components of a loan agreement?



Answer:

Amount: the exact amount you are borrowing

Payment: the exact amount you are required to pay back to the lender and how frequently the payment should be made (weekly, monthly, annually, etc.)

Interest rate: the rate of interest you will be charged

Late fees: the additional amount owed if you are late with a payment

Default: what happens if you fail to make the payments

Task ❷ Making Up a Dialogue

After listening to the online audio clip, make up a dialogue by taking the following roles.

Role A: a counselor at the College Students' Affairs Office

Role B: a freshman

The freshman is calling to the office to consult about the college policy of scholarships or grants. The counselor explains in detail to the student about how to win the scholarship or to get the grant from the college. The counselor even explains to the student how to gain a part-time job on campus.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

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Useful Words and Expressions:

credits; extra curriculum activities; academic performance; compulsory courses; optional courses; scale of the scholarship; to appraise; to fail the examination; to violate the regulations; to be a teaching assistant

Task ❸ Sharing Opinions

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Complete a table about the expenses you think you can further cut down in order to reduce the financial pressure. The items could be as specific as possible. The reduced sum of money and the methods to cut down expenses could be listed.

Items	Reduced Sum (RMB)	Methods
some unnecessary clothing/ cosmetics	200 – 500	making a new match of the old clothes
computer game	300 or so	trying to give up computer games
food	100 – 200	having meals at canteen
snacks	50 – 100	giving them up
recreational activities	200 – 300	watching movies online rather than at theaters

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

Summary

Kim points out that the more college students cut now from their expenses, the better off they will be on graduation day. Her first tip is that they should keep their borrowing to a minimum. She then urges them to sell their cars, which are a major cause of student indebtedness. Thirdly, she suggests they save money by sharing accommodation and eating in the cafeteria. Finally, she recommends that they should buy a pre-paid program for the cellphone and consider giving up the landline in the dorm in order to save on the phone bills.

Task ❺ Debating

Debate on the motion We have a moral duty to save rather than spend.

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.

❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

Knowing how best to manage your money is not rocket science. It's largely a matter of common sense. But it's an activity that requires you to 1) **devote** time and attention to it at regular intervals. Obviously you need to 2) **monitor** your spending. If you do so, you will probably notice how using a credit card or a mobile phone is fraught with danger. They are very easy ways of spending 3) **beyond your means**, almost without realizing you are doing so.

You also need to save intelligently. So you should 4) **shop around** for attractive rates of interest when choosing where to invest your money. If the rate of interest is lower than the rate of inflation, then your money will be losing value in real terms. But in seeking high 5) **returns**, you need to be aware of risk. If you invest in the stock market, for example, the value of your investment may go up but it may also go down. There is no 6) **guarantee**. The price of a guaranteed return will usually be a lower rate of interest, but that may well be a price worth paying.

Consider how soon you may need to 7) **access** the money you are investing. If you can commit your capital for a longer period, the rate of interest will probably be higher. So you need to plan.

Beware of financial advisers. Nothing is free. Financial advisers earn their living by recommending products from which they earn a 8) **commission**. You need to remember you are the only person 9) **whose main concern is what is good for you**. Don't trust anyone else's judgment unless you are confident that you understand entirely what they are recommending. Don't be charmed into 10) **following someone's advice simply because he is plausible and friendly**.

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UNIT

5 Body Language

Unit Overview

- investigate nonverbal communication through reading, listening and viewing
- discuss the secrets of body language through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 87 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. Why is it **NOT** safe to infer that people with shifty eyes are lying?

   Answer: Because there are many possible reasons for having shifty eyes. Nervousness, for example.

2. In a job interview, should the interviewee stare fixedly at the interviewer? Why or why not?

   Answer: No, because this behavior is likely to make the interviewer uncomfortable.

3. How many phases of smiling do infants go through, and when? What are the main characteristics of these different phases?

   Answer: There are two phases of infant smiling. The first occurs two to twelve hours after birth and the second begins between the fifth week and fourth month. The first is void of content. The second is fixed on another person's face.

4. What are the signs of deception mentioned by the author?

   Answer: Speech errors and pauses.

5. Why can speech errors or pauses also occur when a lie has been carefully prepared?

   Answer: Because high detection apprehension may cause the prepared liar to stumble or forget his/her line.

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Task ❷ Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What is the topic of this audio clip?
   - ☐ A) The importance of communication.
   - ☑ B) **A brief introduction to nonverbal communication.**
   - ☐ C) How to interpret nonverbal signals.
2. According to the passage, what do we continuously give and receive when interacting with others?
   - ☑ A) **Countless nonverbal signals.**
   - ☐ B) Verbal messages.
   - ☐ C) Gestures that deliberately communicate coded meanings.

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. Good communication is the foundation of successful relationships, both personally and **professionally**.
2. This explains why it's often hard to **infer meaning** from a telephone call or written words.
3. The ability to understand and use nonverbal communication is a powerful tool that will help you connect with others, express what you really mean, deal with **challenging situations**, and build better relationships at home and at work.
4. All our nonverbal behavior — the **gestures** we make, the way we sit, how fast or how loudly we talk, how close we stand, how much **eye contact** we make — send strong messages.

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5. The nonverbal signals you send either produce a sense of interest, trust and desire to communicate — or they **generate** disinterest, distrust and confusion.

Script

Good communication is the foundation of successful relationships, both personal and professional. But we communicate with much more than words. In fact, research shows that most of our communication is nonverbal. Nonverbal communication, or body language, includes facial expressions, gestures, eye contact, posture and even tone of voice. Much of the nonverbal information we receive from people comes from their eyes. This explains why it's often hard to infer meaning from a telephone call or written words.

The ability to understand and use nonverbal communication is a powerful tool that will help you connect with others, express what you really mean, deal with challenging situations and build better relationships at home and at work. When we interact with others, we continuously give and receive countless wordless signals. All our nonverbal behaviour — the gestures we make, the way we sit, how fast or how loudly we talk, how close we stand, how much eye contact we make — send strong messages. The ways you listen, look, move, and react tell the other person whether or not you care and how well you're listening. The nonverbal signals you send either produce a sense of interest, trust and desire to communicate or they generate disinterest, distrust and confusion.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Behind the facade of bonhomie between Barak and Arafat, there is a power struggle going on.
2. In the Middle East, letting someone through the door first has no cultural significance.
3. Arafat grabs Barak, holds him by the arm and shoves him through the door bodily.
4. This apparently light-hearted tussle between Arafat and Barak was a sign that they were getting on well.
5. The body language between Barak and Arafat is a classic example of how the last man through the door is deemed to be the winner.

Key: 1. **T** 2. **F** 3. **F** 4. **F** 5. **T**

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Script

Narrator: Here President Clinton leads Israeli and Palestinian leaders Ehud Barak and Yasser Arafat out before the press during peace negotiations. It's all smiles for the cameras. But behind the facade of bonhomie, there's a power struggle going on. Clinton jokily explains that none of them will take any questions.

Bill Clinton: We pledged to each other we would answer no questions and offer no comments. So I have to set a good example.

Narrator: The body language then revealed just why that was.

Harry Witchel: Oh, my!

Patti Wood: Well …

Mark Jefferies: Wow, almost a physical fight.

Narrator: Many viewed this apparently light-hearted tussle as a sign that Arafat and Barak were getting on well. Think again.

Mark Jefferies: There is a … a great meaning behind who goes through the door first. Now, of course, you know, here in the West, letting someone through the door first doesn't really matter. It's polite, maybe. But in the Middle East, it has significant cultural impact.

Patti Wood: The host, the power person, says I'm in control, I'll help you through the door, I'll show you the way.

Narrator: Throw in the fear and tension present in most Middle East negotiations and suddenly the desire of both Arafat and Barak not to go through that door before the other starts to make sense.

Harry Witchel: This is a classic example in an extreme way of how the last man through the door is the winner. So Barak reaches for Yasser Arafat. Arafat literally grabs his arm, moves around and starts waggling his finger at Barak who then … Barak then uses it as an opportunity like a wrestling match to move round, to actually be behind Arafat, and then literally grabs Arafat, holds him by the arm and shoves him through the door bodily.

Patti Wood: So you've got fear and power struggle showing in big, big, big, big, bold body language movements.

Narrator: Arafat and Barak are not the only ones to appreciate the significance of the last man through the door move. Even when friends and allies meet, subtle cues reveal who's top dog. 2003. British Prime Minister Tony Blair plays host to President Bush.

Harry Witchel: In this particular example, we're looking at No.10 Downing Street and one would expect Tony Blair to be very territorial. It's his territory. He should be host. He should be in charge and

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the boss in terms of who at least goes through the door.

Mark Jefferies: And yes, Tony Blair the Prime Minister accepts that the seniority in place here is the President. So President Bush says photo op's over, gives him a little nod, and so they start going in. The President's in charge of the choreography.

Harry Witchel: He goes through the door last. He uses his left hand and taps Blair forward, not shoving Blair through the door, but helping him through the door, meaning Bush is in charge.

Mark Jefferies: As they go in, the President, being in charge, and wanting him to be clear that he's in charge, not only displays the ownership symbol of putting his hand on Tony Blair's back, but then he displays a further bit of dominance — gives him three little taps, just to let him know that actually he is a good little boy and that George W. Bush is boss.

In-class Activities

Task ❶ Describing the Picture

Describe the pictures first and then discuss the meaning behind their facial expressions.

Teaching Tips

❶ This task is designed to prepare students for the topic "How to Interpret Body Language".

❷ Ask students to describe the picture with their peers.

❸ Here are some questions for students to discuss: Who are the people in the pictures and when were these pictures taken? What can you infer from their facial expressions and postures?

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work in groups and list the benefits of nonverbal communication mentioned in the audio clip and give your own opinion.

From the Audio Clip	Your Opinions
1. help you connect with others	
2. express what you really mean	
3. deal with challenging situations	
4. build better relationships at home and at work	

Task ❸ Getting Details

After watching the online video clip, complete the and task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

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Step 1

Fill in the table using the information from the video clip.

Cases	Body Language Involved	Underlying Meanings
President Clinton **Ehud Barak** **Yasser Arafat**	Arafat grabs Barak's arm, moves around and starts waggling his finger at Barak. Barak then uses it as an opportunity like a wrestling match to move round, to actually be behind Arafat, and then literally grabs Arafat, holds him by the arm and shoves him through the door bodily.	In the West, letting someone through the door first doesn't really matter; but in the Middle East, it has significant cultural impact.
Tony Blair **President Bush**	President Bush goes through the door last. He uses his left hand and taps Blair forward, not shoving Blair through the door, but helping him through the door. As they go in, President Bush put his hand on Tony Blair's back and gives him three little taps.	Bush is in charge. Bush displays a further bit of dominance.

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the audio and video clips.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

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Summary

Good communication is the foundation of successful relationships, both personal and professional. But we communicate with much more than words. Understanding and using nonverbal communication well helps us connect with others, express what we really mean, deal with challenging situations, and build better relationships at home and at work. Since culture influences communication, and different countries have different cultures, the ways people communicate are different too. For example, in the West, letting someone through the door first is polite. But in the Middle East, the last through is the person in control. Even when friends and allies meet, subtle cues reveal who is determined to be on top. For example, on one occasion George Bush's body language towards Tony Blair — patting him on the back — revealed that Bush considered himself to be in charge.

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Lesson 2

Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. What do we learn from the audio clip?
   - ☑ A) **All of us communicate with one another verbally and nonverbally.**
   - ☐ B) Most body language is conscious and deliberate.
   - ☐ C) Nonverbal communication is more important than verbal communication.
2. What have researchers discovered in their study of body language?
   - ☑ A) **Body language is almost as comprehensible as language itself.**
   - ☐ B) Much of it is random and incidental.
   - ☐ C) Not everybody communicates through body language.

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. When you don't speak, you may stop communicating.
2. While speaking with our vocal organs, we converse with our whole bodies.
3. According to the passage, the thumbs-up sign indicates that we approve.

Key: 1. **F** 2. **T** 3. **T**

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Script

When you remain silent, you may still be communicating. It is true that you may not wish to say anything. But your very silence may reveal a wish to be left alone or to stay uninvolved, which is the message which, consciously or subconsciously, you want to send. So it has rightly been said that, while we speak with our vocal organs, we converse with our whole body. All of us communicate with one another nonverbally as well as with words. Sometimes we know what we're doing, such as when we give a thumbs-up sign to indicate that we approve. But most of the time we're not aware of what we're doing. We gesture with eyebrows or a hand, meet someone else's eyes and look away, shift uneasily in a chair. We assume that these actions are random and incidental. But researchers have discovered that there is a system to them almost as consistent and comprehensible as language itself. They conclude that there is a whole range of body language, including the ways we move, the gestures we employ, the postures we adopt, the facial expressions we wear, the direction of our gaze, the extent to which we touch and the distance we stand from each other.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. Jones held a press conference in 2004 following the allegations that she had been taking drugs.
2. Newberry said he would feel sad when he is accused of something he didn't do.
3. According to Janine Driver, when you've been falsely accused of something, your brows should come down.

Key: 1. **T** 2. **F** 3. **T**

Script

Narrator: In 2004, track and field star Marion Jones held a press conference following allegations that she had been taking performance-enhancing drugs.

Marion Jones: First of all, I'd like to thank everybody for coming out today on such short notice.

Narrator: She was being investigated by the United States Anti-Doping Agency, USADA.

Marion Jones: To begin, I wanted the world to have an opportunity to hear from me.

Narrator: JJ Newberry runs the Institute of Analytic Interviewing in California. He trains people to identify the telltale signs in a person's face that indicate they could be lying.

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Marion Jones: … but from me, so that you can get a good idea of how I'm feeling …

JJ Newberry: She's saying she wants us to know how she's feeling, so I'm gonna look to see if … if she's gonna express how she's feeling.

Marion Jones: … that in the end the truth would prevail and my name would be cleared. However, the events of the last several weeks have led me, more in sadness than in anger, …

JJ Newberry: "Have led me more in sadness than in anger", but she doesn't show sadness and she doesn't show anger. I'll ask you, what is missing from this whole tape? If somebody accused you of something you didn't do, would you be mad, or would you be sad? I'd be mad at them.

Marion Jones: And I have done all I can do to provide USADA with information that I have knowledge of, because I believe in a drug-free sport.

Narrator: As Newberry watches Jones's performance, he is looking for micro-expressions that may conflict with what she was saying and reveal her true emotions.

JJ Newberry: Her eyebrows go up almost into the corner.

Marion Jones: … that I asked for the meeting.

JJ Newberry: Eyebrows are up and coming together in the corner, almost like a fear. Surprise and fear almost together.

Janine Driver: Ideally if she's telling the truth, we'd like to see the brows coming down, 'cause you should be angry. You're being falsely accused of something you didn't do. The brows should come down.

Marion Jones: I have truthfully answered every question asked of me under oath …

Janine Driver: There shouldn't have been fear and surprise. It might leak out, maybe a little bit, but it's non-stop here — the fear and surprise — it's the dominant emotion that is leaking out subconsciously.

Marion Jones: If they tell the truth …

Narrator: Fear and surprise weren't the only emotions leaking from Jones's face.

Marion Jones: If the truth is told, then my name will be cleared and I can move on with my life.

Harry Witchel: "If the truth can be told, then I can move on with my life." And then immediately she creates this unbelievably sad expression. She looks down. She's got a long, literally, a long face.

Marion Jones: … and I can move on with my life.

Narrator: Marion Jones's brief flash of sadness here is a classic example of what experts call a hot-spot.

Marion Jones: … then my name will be cleared and I can move on …

Narrator: These are facial expressions that seem to be at odds with what someone is saying, or inconsistent with how they would be expected to behave in a given situation.

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Harry Witchel: That's a point where you have to look for more information. It could mean a lie, but it could mean many different things. Do we know that it's guilty and not something else? At the time, I think it would have been very hard to tell.

Marion Jones: There exists no one …

Narrator: For Newberry the biggest hot-spot of all is the absence of one specific emotion on Jones' face.

JJ Newberry: It's not what you're seeing, it's what you're not seeing. And you're not seeing an … an anger response.

Marion Jones: I'm not going to engage in USADA's secret kangaroo court.

Narrator: Jones's words were defiant; her face certainly wasn't. Her body language just didn't go with what she was saying.

Marion Jones: … hear and evaluate.

Narrator: Three years later all that had changed. Here she emerges from court to face the media again, having been found guilty of lying under oath to Federal Agents.

Marion Jones: And so it is with a great amount of shame that I stand before you and tell you that I have betrayed your trust.

Janine Driver: It moves me now to even talk about it. And that's what happens when people are being authentic. You are taking to their level of pain, or their level of anger, or their level of fear. And here, when she's finally coming clean, you see a more relaxed Marion Jones.

In-class Activities

Task ❶ Brainstorming

Work in pairs and describe how your behaviour is likely to change as a result of having become more aware of the significance of body language. Share your opinion with your peers.

Teaching Tips

❶ This task is designed to arouse students' interest in interpreting the body language.

❷ Ask students to work in groups and fill in the table.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work in pairs and list the examples of conscious body language and subconscious/unconscious body language separately.

Conscious Body Language	Subconscious/Unconscious Body Language
1. give a thumbs-up sign	1. gesture with eyebrows or a hand
2. cross one's arms	2. meet someone else's eyes and look away
3. cross one's legs	3. shift uneasily in a chair

Task ❸ Getting Details

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Step 1

Work in groups and identify the words and body languages of the track and field star Marion Jones which are inconsistent.

Words	Body Language	Meaning Behind the Body Language
"The events of the last several weeks have led me, more in sadness than in anger …"	Her eyebrows go up almost into the corner.	Surprise and fear almost together. (If she's angry, the brows should come down.)
"If the truth is told, then my name will be cleared and I can move on with my live."	She looks down. She's got a long, literally, a long face.	Flash of sadness.

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the audio and video clips. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.
❷ Ask students to summarize the audio and video clips.
❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
❹ Select some of the pairs to present their summaries.

Summary

All of us communicate with one another nonverbally as well as with words. Sometimes we know what we're doing, such as when we give a thumbs-up sign to indicate approval, but most of the time we don't. For example, we gesture with eyebrows or a hand, meet someone else's eyes and look away, or shift uneasily in a chair. We assume that these actions are random and incidental. But researchers have discovered that there is a system to them that is almost as consistent and comprehensible as language itself. For example, in 2004, track and field star Marion Jones held a press conference to assert her innocence of the charge of taking performance-enhancing drugs. Her facial expressions and body language were at odds with what she was saying. Jones's words were defiant, but her facial expressions betrayed her. Three years later, as she emerged from court to face the media again, having been found guilty of lying under oath to Federal Agents, there was no longer any contradiction between how she looked and what she was saying.

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Task ❺ Debating

Debate on the motion **We should learn more foreign languages.**

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.

❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

Good communication skills can help you in both your personal and your professional life. While verbal and written communication skills are important, research has shown that nonverbal behaviour makes up a large 1) **percentage** of our daily interpersonal communication. How can you improve your nonverbal communication skills? The following top four 2) **tips** can help you learn to read the nonverbal signals of other people and 3) **enhance** your own ability to communicate 4) **effectively**.

1. Pay Attention to Nonverbal Signals

People communicate information in 5) **numerous** ways, so pay attention to things like eye contact, gestures, posture, body movements and tone of voice. All of these signals can 6) **convey** important information that isn't being put into words. By paying closer attention to other people's nonverbal behaviour, you will improve your own ability to communicate nonverbally.

2. Look for Inconsistency

If someone's words do not 7) **match** their nonverbal behaviour, you should pay careful attention. For example, someone might tell you they are happy while frowning and staring at the ground. Research has shown that when words are inconsistent with nonverbal signals, 8) **people tend to ignore what has been said and focus instead on nonverbal expressions of moods, thoughts and emotions**.

3. Concentrate on Your Tone of Voice When Speaking

Your tone of voice can convey a wealth of information, ranging from enthusiasm to disinterest to anger. 9) **Start noticing how your tone of voice affects how others respond to you** and try using tone of voice to emphasize ideas that you want to communicate. For example, if you want to show genuine interest in something, express your enthusiasm by using an animated tone of voice.

4. Make Good Eye Contact

When people fail to look others in the eye, it can seem as if they are evading or trying to hide

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something. On the other hand, too much eye contact can seem confrontational or intimidating. 10) **While eye contact is an important part of communication, it's important to remember that good eye contact does not mean staring fixedly into someone's eyes**. How can you tell how much eye contact is correct? Some communication experts recommend intervals of eye contact lasting four to five seconds.

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UNIT

6 Beyond the Blues

Unit Overview

- get to know the causes, symptoms and treatments of depression through reading, listening and viewing
- talk about depression on campus through guided activities
- learn to reflect on your own learning and comment on that of your peers

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Lesson 1

Pre-class Activities

Task ❶ Topic Preview

Read the passage on page 90 and answer the following questions.

Teaching Tips

❶ This task is designed to check students' understanding of the reading material.

❷ Ask students to answer the following questions.

1. What was probably the cause of Monica's depression?

   Answer: Monica had been denied a promotion at work three weeks before.

2. What are the classic physical and mental symptoms of clinical depression shown by Monica?

   Answer: She was losing weight, eating poorly, and not sleeping well. At times she felt so hopeless that she considered killing herself.

3. What is the difference between clinical depression and temporary sadness?

   Answer: Everyone has bad days, even bad weeks, but a severe clinical depression can last for months.

4. According to Dr. Ken Wells, what are the possible results of clinical depression?

   Answer: Clinical depression can result in long periods in bed and off work.

5. What does the author think of clinical depression?

   Answer: Depression is a serious illness, which ought to be treated. It is not merely a mood that can be washed away or worked through.

Task ❷ Audio & Video Studio 

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

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Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. When are people most often affected by depression?
   - ☐ A) When they are under great stress.
   - ☑ B) **When they are going through periods of change.**
   - ☐ C) When they feel lonely.
2. What may be the result of clinical depression?
   - ☐ A) People with clinical depression can easily get out of it.
   - ☐ B) People with clinical depression will never get out of it.
   - ☑ C) **People with clinical depression may commit suicide.**

Checking the Facts

Listen to the audio clip again and decide whether the following statements are true or false.

1. Anyone who feels down is suffering from clinical depression.
2. Depression can be triggered by life-changing events.
3. Depression only changes the way people think, not the way they behave.

Key: 1. **F** 2. **T** 3. **F**

Script

Everybody feels down for a day or two. This sadness is a natural part of being human and feeling this way for a few days is normal. But if these feelings last for more than a couple of weeks and you start noticing that it's affecting your life in a big way, you may be suffering from an illness called depression.

Depression, also known as clinical depression, is a mood disorder that will affect one in eight people at some point in their lives. It changes the way people feel, leaving them with mental and physical symptoms for long periods of time. Depression can be triggered by a life-changing event such as the loss of a job, the end of a relationship or the loss of a loved one, or other life stresses like a major deadline, moving to a new city or having a baby. While depression can affect anyone, at any time, it does seem to strike most often when a person is going through changes — changes like the loss of a loved one, starting university or the onset of an illness. One of the most important things to remember is that people who have it can't just "snap out of it" or make it go away. It's a real illness, and the leading cause of suicide.

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Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. There is no difference between the brains of depressed people and the brains of those who do not suffer from depression.
2. CBT and medications are two treatments for depression.
3. Telling someone you trust, and finding a doctor or therapist are the first steps on the road to recovery from depression.

Key: 1. **F** 2. **T** 3. **T**

Script

Rodolfo: I didn't want to face anyone; I didn't want to talk to anyone. I didn't really want to do anything for myself because I felt so, I felt like I was such an awful person that there was no real reason for me to do anything for myself.

Narrator: Depression is more than just a feeling of being down in the dumps or blue for a few days. It is a serious illness that affects many people. Symptoms can vary, but many depressed people lose interest in activities they normally enjoyed, have feelings of sadness, guilt and worthlessness, and have trouble concentrating.

Rodolfo: [I] couldn't sit down for a minute really to do anything that took deep concentration. I tried a journal and I tried to do things but I couldn't do that, I couldn't. I didn't read a book, didn't, didn't really do … I barely went to class. I wouldn't get out of the house. I was in college so I wouldn't go to classes at all. I gained a lot of weight.

Narrator: A person with depression can feel irritable and restless and have sleep problems.

Rodolfo: Sometimes I'd sleep like only three hours a night or … 'cause I couldn't sleep for weeks, and then … But most of the time the opposite happened, where I would sleep 10, 12, 15 hours a day even.

Narrator: People who are depressed can feel numb and tired all the time. In some cases, it can even lead to thoughts of suicide.

Rodolfo: It was like I had big huge weights on my legs and I was trying to swim and just kept sinking. And I'd get a little bit of air, just enough so survive and then I'd go back down again. It was just constantly, constantly just fighting, fighting, fighting, fighting, fighting.

Narrator: Depression is a real and complex illness that is not yet completely understood. We do know that the brains of people with depression are different from those without the illness, but we

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aren't sure why. Scientists at the National Institute of Mental Health are studying brain images of people who suffer from depression, trying to learn why it affects some people but not others. Treatments for depression do work. One type of effective psychotherapy is called cognitive behavioral therapy or CBT. CBT can help you change ways of thinking and behaving that may be damaging or contribute to depression.

Rodolfo: I had one really good therapist and through her I think I started really thinking about that I did have depression.

Narrator: Medications called anti-depressants can also help. NIMH researchers are getting closer to figuring out exactly how these medications work, who benefits from them the most, and how to make better, more effective ones. For many people, a combination of medication and psychotherapy may be the best choice. Depression can be successfully treated in many people, but sometimes treatments fall short. For this reason, NIMH continues to study the genetic, biological and environmental factors that influence depression so that new and better treatments can be developed.

Rodolfo: With people it became easier. I totally think it is a lot easier when people know. I think that was one of the key things that helped me do it, so that I wasn't doing it all alone.

Narrator: If you have depression, telling friends, family or someone you trust, and finding a doctor or therapist are the first steps on the road to recovery. Depression treatment can take time to work, so don't give up.

In-class Activities

Task ❶ Describing the Picture

Describe the picture first and then discuss the symptoms of depression.

Teaching Tips

❶ This task is designed to prepare students for the topic "Depression as Mental Illness and Its Possible Treatment".

❷ Ask the students to describe the picture with their peers.

❸ Here are some questions for students to discuss: What is the man in the picture doing? What is he intending to do? Why How can you talk him out of it?

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Task ❷ Sharing Opinions

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work in pairs. List the causes of depression mentioned in the audio clip and give your own opinion.

From the Audio Clip	Your Opinion
1. triggered by a life-changing event such as the loss of a job, the end of a relationship or the loss of a loved one 2. triggered by other life stresses like a major deadline, moving to a new city or having a baby	

Task ❸ Getting Details

After watching the online video clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Step 1

Work in groups and try to find out the supporting details for each of the three ideas taken from the video clip.

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Ideas	Supporting Details
1. Depression is more than just a feeling of being down in the dumps or blue for a few days.	1. Symptoms can vary, but many depressed people lose interest in activities they normally enjoyed, have feelings of sadness, guilt and worthlessness, and have trouble concentrating. 2. A person with depression can feel irritable and restless and have sleep problems.
2. Depression is a real and complex illness that is not yet completely understood.	The brains of people with depression are different from those without the illness, but we aren't sure why.
3. Treatments for depression do work.	1. One type of effective psychotherapy is called cognitive behavioral therapy or CBT can help you change ways of thinking and behaving that may be damaging or contribute to depression. 2. Medications called anti-depressants can also help.

Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.
❷ Ask students to summarize the video clip.
❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
❹ Select some of the pairs to present their summaries.

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Summary

Many depressed people lose interest in activities they normally enjoy, have feelings of sadness, guilt and worthlessness, and experience trouble concentrating. They can feel irritable and restless, and have sleep problems. The brains of people with depression are different from those without the illness and scientists are trying to find out why.

Depression can be treated. One type of effective psychotherapy is cognitive behavioral therapy (CBT). Medication in the form of antidepressants can also help. For many people, the best choice is a combination of medication and psychotherapy. However, sometimes treatments fall short. So NIMH is therefore continuing to study the genetic, biological and environmental factors that influence depression so that new and better treatments can be developed.

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Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

❶ The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.

❷ Ask students to finish them independently before class.

Identifying the Gist

Listen to the audio clip, and choose the right answers to the questions.

1. According to the audio clip, when is it most likely that people will experience mental health problems?

   ☐ A) Before going to university.

   ☑ B) **At university.**

   ☐ C) After leaving university.

2. According to the audio clip, which of the following is true??

   ☑ A) **More and more students have already experienced mental health problems before arriving at college.**

   ☐ B) Most young adults have identifiable mental health problems of some kind.

   ☐ C) More boys than girls feel extreme stress during their freshman year.

Bridging the Gap

Listen to the audio clip again and fill in the blanks according to what you have heard.

1. More and more students arrive on campus having received **mental health** services before starting their college careers.
2. Increasing numbers of students are **seeking help** for emotional problems that occur after they arrive at college.

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3. Many mental health issues first emerge in the late teens or **early 20s**.
4. Their feelings about their physical and emotional health **hit record lows** in 2001.
5. There was a very good chance they would **seek personal counseling** while attending college.

Script

More than 16 million young people attend colleges and universities in the United States. According to the Suicide Prevention Resource Center, a fifth of college students experience a mental illness, and more and more students arrive on campus having received mental health services before starting their college careers. Also, increasing numbers of students are seeking help for emotional problems that occur after they arrive at college.

College-age adults are especially vulnerable to mental health problems, in part because many mental health issues first emerge in the late teens or early 20s. Overall, an estimated 27 percent of young adults between the ages of 18 and 24 have diagnosable mental health problems.

According to a study of college freshmen, their feelings about their physical and emotional health hit record lows in 2001. For example, the percentage of freshmen who reported feeling that there was a very good chance they would seek personal counseling while attending college reached 6.6 percent. More than 35 percent of first-year female students reported feeling frequently overwhelmed by what they had to do, as did nearly 20 percent of first-year male students.

Checking Your Comprehension

Watch the video clip and decide whether the following statements are true or false.

1. College students feel depressed only in the first two weeks of their college life.
2. Depressed college students are more likely to drop out of school.
3. College freshmen's stress comes mainly from homesickness and loneliness.
4. Many high school seniors are not well prepared for the stressful aspects of college life.
5. If depression lasts for more than a week, students should turn to their friends for help.

Key: 1. **F** 2. **T** 3. **T** 4. **T** 5. **F**

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Script

Narrator: A new study out tonight shows that depression is a big problem on college campuses. For many students, college is the first time they're out on their own, and the experience can quickly become overwhelming. Sarah is a high school senior, busy narrowing down college choices and writing applications. She's excited but also a little worried.

SARAH: I think it's going to be difficult to, you know, make all those new friends and adjust to it so quickly.

Narrator: It may be more difficult than she knows. According to a new Associated Press Poll, 85 percent of college students feel stressed, 42 percent say they have felt depressed or hopeless in the past two weeks, and another 13 percent showed the signs of being at risk for [from] depression.

DR. JOHN LOCHRIDGE (a psychiatrist): They just get there and they're surprised by how much homesickness they have, how much loneliness they may have amongst all these people ….

KASIM HASAN (a college student): It's a little stressful, but I'm trying to hold it together, you know, together, so far.

Narrator: And according to a study by the University of Michigan, college students who are depressed are twice as likely to drop out of school. Many high school seniors don't anticipate that part of the college experience and that's why parents should prepare them.

DR. JOHN LOCHRIDGE: You have to open up that conversation and say, "You know, I think it's going to be harder than you think. It's a different kind of stress from anything you're used to".

Narrator: Let them know it's OK to feel down at times and that you'll be there to listen. And encourage them to talk about their struggles with a roommate or new friends because they're probably struggling, too. Sarah realizes that struggle is part of becoming an adult.

SARAH: It's all going to fall on me. I have to get everything done, and just hopefully I can become independent and rely on myself.

Narrator: Well, experts say it's normal for any college students to feel down for a day or two. But if the sadness lasts for more than a week and leaves them unable and unwilling to function, it might be clinical depression, and they should see a professional.

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In-class Activities

Task ❶ Brainstorming

Work in pairs and try to find out the stresses on campus that may cause depression and the possible solutions to them. Share your opinion with your peers.

Teaching Tips

❶ This task is designed to arouse students' interest in the stresses on campus and possible solutions.

❷ Ask students to work in groups and fill in the table.

❸ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ❷ Getting Details

After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

❶ This task is designed to train students to get the gist of the given material.

❷ Answers will vary.

Step 1

Work in pairs and try to note down the facts that are related to the percentage listed in the table below.

Numbers	Sentences
a fifth	According to the Suicide Prevention Resource Center, a fifth of college students experience a mental illness.
27 percent	An estimated 27 percent of young adults between the age of 18 and 24 have diagnosable mental health problems.
6.6 percent	The percentage of freshmen who reported feeling that there was a very good chance they would seek personal counseling while attending college reached 6.6 percent.

(to be continued)

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(continued)

more than 35 percent	More than 35 percent of first-year female students reported feeling frequently overwhelmed by what they had to do.
nearly 20 percent	Nearly 20 percent of first-year male students reported feeling frequently overwhelmed by what they had to do.

Task ❸ Sharing Opinions

After watching the online video clip, complette the oral taks by following the steps below.

Teaching Tips

❶ This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.

❷ Answers will vary.

Step 1

Work in groups and discuss Sarah's case. The following details should be included:

1. Who is Sarah?
2. What's her problem?
3. What advice has Sarah received?
4. What advice will you give to Sarah?

Sarah is a high school senior, busy narrowing down college choices and writing applications. She's a little worried about making new friends and adjusting to college life. Dr. John Lochridge, a psychiatrist, suggested Sarah should know it's going to be harder than she thinks and it's a different kind of stress from anything she's used to. Sarah should also know it's OK to feel down at times and she's encouraged to talk about her struggles with parents, roommates or new friends.

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Task ❹ Summarizing

Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

❶ This speaking activity is designed to train students to summarize.

❷ Ask students to summarize the video clip.

❸ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.

❹ Select some of the pairs to present their summaries.

Summary

Depression is a big problem on college campuses. For many students, college is the first time they are on their own. It's difficult to make new friends and adjust quickly to their new situation. Most college students will feel stressed due to homesickness and loneliness. Those who are depressed are twice as likely to drop out of school. So their parents should prepare them for college life beforehand. They should let them know it's OK to feel down at times and encourage them to talk about their problems with a roommate or new friend. As likely as not, the roommate or new friend will be experiencing similar problems. But if a student is unable and unwilling to function for more than a week, it might be clinical depression, and he/she should see a professional.

Task ❺ Debating

Debate on the motion <u>In order to reduce pressure on students, the Gaokao should be abolished</u>.

Teaching Tips

❶ This speaking activity is designed to stimulate students to think independently, critically and creatively.

❷ Students need to be informed before class of the motion of the debate, and assigned their roles in the debate, so that they have time to prepare.

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Home Listening

Listen to the audio clip and fill in the blanks with the exact words or sentences. You are expected to do it after class and check the answers on your own.

Teaching Tips

❶ This section is designed to reinforce students' understanding of this topic and give them further practice at listening.

❷ Ask students to finish the Home Listening task after class and check the answers on their own.

If you know a person who is showing signs of severe depression, the best thing you can do is be there for them and show them you 1) **care**. The key to remember here is to provide support and companionship, even though they may repeatedly refuse your offers of help and even seek to 2) **avoid** you. Listen to what they have to say. Suggest to them that perhaps they should seek 3) **professional** help. Support them by going with them to the doctor, if they feel your company will be a help. Encourage them to 4) **engage** in activities such as going to the cinema or taking a walk in the park. If they don't want to do that, then perhaps suggest renting a movie to watch at home. I remember that during my depressive bouts I 5) **preferred** to stay indoors, so I always 6) **appreciated** someone renting a movie for me to see at home.

Another thing that I was 7) **grateful** for during those difficult times were the inspirational books and gifts that friends gave me. Many of those books were memoirs and stories of people who had experienced 8) **similar** things and were able to overcome them. The gifts were as simple as a frame or jewelry that symbolized hope. Those things I held very close to my heart, and still do.

If you have a friend or know someone who is showing signs of depression, support them any way you can and remember to never use phrases such as "snap out of it". 9) **Phrases such as these can be very harmful and even dangerous for the individual suffering from depression**. They may feel misunderstood and their feelings of loneliness can intensify, causing them to have irrational thoughts that can even contribute to erratic behaviour.

Awareness and knowledge are very important in dealing with complex and sensitive illnesses such as depression. 10) **The more knowledge we have, the more helpful we are to ourselves, our friends and families, and even to society as a whole**.

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