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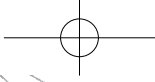
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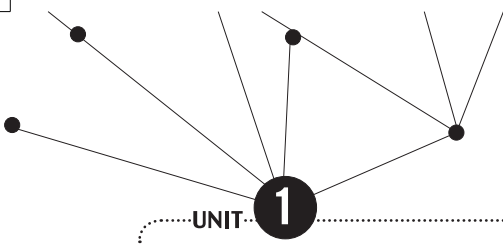
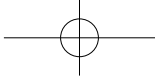
UNIT

1

Home of the Future

Unit Overview

- get to know the concept of “Home of the Future” through reading, listening and viewing
- talk about our future lives through guided activities
- learn to reflect on your own learning and comment on that of your peers



02

Lesson 1

Pre-class Activities

Task ① Topic Preview

Read the passage on page 72 and answer the following questions.

Teaching Tips

- ① This task is designed to check students' understanding of the reading material.
- ② Ask students to answer the following questions.

1. How many “future homes” are discussed in this article? Which one do you prefer? Why?

Answer: Eight. I prefer the home of the 21st century because it is spacious, comfortable and full of high-tech devices.

2. What is unique about plastic home?

Answer: Everything in the home is made out of plastic.

3. How do you understand the phrase “life in a biscuit tin”?

Answer: The Dymaxion House is built out of stamped sheet metal which can heat and cool naturally, and it is very light just like a biscuit tin.

4. According to Prof. Wagner, what are the advantages of steel igloo?

Answer: The igloos will be cheap to build and young couples could start off living simply and then add on more as they become more prosperous and their families grow.

5. What is the key feature of home of the 21st century?

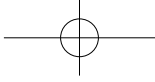
Answer: It is the computer that runs everything automatically.

Task ② Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② 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 this audio clip mainly about?
 - ☐ A) The possibilities in the future.
 - ☐ B) The exploration of the future.
 - ☒ C) **The advanced technologies of the future.**
2. What are some leading scientists working on today?
 - ☐ A) Developing new products for consumers.
 - ☒ B) **Applying new techniques to create a better home.**
 - ☐ C) Predicting what our future home should be like.

Bridging the Gap

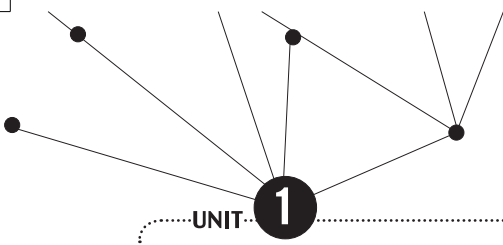
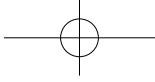
Listen to the audio clip again and fill in the blanks according to what you have heard.

1. Science fiction is another way to **predict** the future.
2. It's a kind of writing that blends real science with **fantasy**.
3. For instance, **sensors** can show if someone is in your home and where they are at all times.
4. The stuff of **cutting-edge** scientific research today is tomorrow's household technology.
5. And high-tech **consumer** products could be available in your future home!

Script

To imagine life in the future, you have to know what might be possible. You also need a lot of imagination. There have been many exhibits, such as those at World's Fairs and theme parks, showing how future homes might look and work, sponsored by builders, developers or technology companies. Science fiction is another way to predict the future. It's a kind of writing that blends real science with fantasy. Over the years, science fiction writers, artists and engineers have had many ideas about what life would be like in the future. Here's a look at what some of the leading scientists are working on today to bring into your homes tomorrow.

On the outside a home might look like any other. But inside, it can be high-tech all the way! Computer scientists have found new ways to use technology to make people's lives easier. For instance, sensors can show if someone is in your home and where they are at all times. You can check in from any computer — anywhere. The stuff of cutting-edge scientific research today is tomorrow's household technology, and high-tech consumer products could be available in your future home!



UNIT 1

04

Checking Your Comprehension

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

1. In the future, the new appliance “Fabber” can make whatever you want, so you won’t have to go shopping.
2. Fabber can deposit a variety of materials to make two-dimensional objects, turning digital data into solid physical objects.
3. At present, it takes the fab-at-home printer a couple of minutes to fabricate a fork.
4. With the Fabber downloading and printing, you’ll have your own home-improvement store by just purchasing the blueprint of anything you want, and then print it at home.

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

Script

Other than to enjoy your personal rocket, in the future you may never wanna leave the house. Your home will be self-sufficient in ways you never dreamed of.

To begin with, you won’t have to go shopping. Your house will be able to make whatever you want with a revolutionary new appliance called the Digital Fabricator, or Fabber.

“Fabber is a 3D printer, [a] machine that can deposit a variety of materials in order to make three-dimensional objects.”

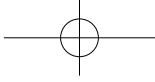
Hod Lipson’s fab-at-home Fabber will make 3D objects right on your desktop. Just as your computer printer creates two-dimensional documents and photos, the Fabber takes this process one step further, turning digital data into solid physical objects. Instead of ink, it uses whatever material the desired object is made of.

“We start off with a computerized model of what the target object should look like, and then these different materials are extruded from the syringe layer by layer in order to gradually create the three-dimensional objects.”

Right now, Lipson’s home version of the Fabber only works in simple plastics and metals. The results are still crude and take a long time to complete.

“Currently, the fab-at-home printer can fabricate something like a fork in a couple of hours. I think eventually we’ll be able to use these machines to print things in a matter of minutes.”

As the technology improves, there is theoretically no limit to what the Fabber can produce.



“Recently we’ve been able to use a Fabber to make things like a functional three-dimensional battery, circuitry, toys, parts of robots, and even food.”

Once all the kinks in this computerized cooking are worked out, your Fabber may become an essential kitchen appliance. And expectations for the device don’t stop there. “This is a very universal type of technology that’s applicable to a wide variety of things, and it is conceivable that you could print even large things such as cars or houses.” While printing your own house seems like a stretch, your Fabber could download and print the latest must-haves for your home and eliminate the need for replacement parts. You’ll be your own factory and builder. And with the Fabber, you’ll never again have to make that last-minute run to the home-improvement store.

“You could imagine in the future where you shop online for items, and once you find what you want, you’ll essentially purchase the blueprint and print the device you’ve purchased on your own desk at home.”

Futuristic homes, humanoid robots, superhuman powers all represent science fiction fantasies come to life.

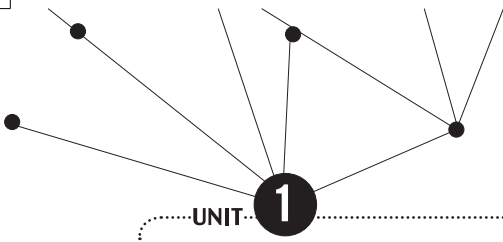
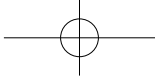
In-class Activities

Task ① Describing the Picture

Describe this picture within 5 sentences first and then discuss with your peers about what our house will be like in the future.

Teaching Tips

- ① This task is designed to prepare students for the topic “Future Life”.
- ② Ask students to describe the picture with their peers.
- ③ Here are some questions for students to discuss: What does the house look like? Would you like to live in such a house and why? What daily necessities would you need to put in the house for your personal convenience?



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Task ② Discussing

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step ①

Discuss with your peers about the following questions.

1. In your imagination, what kind of high-tech will be applied in the future house?

The desk in your study may be something called “iDesk”. The entire desktop will become a big touch screen with commonly used applications such as calendars, weather, to-do lists, vocabulary, notifications, notepads, and email. You can use any of them by touching the icon on the screen. Therefore, it is a comprehensive intelligent device that perfectly substitutes for most of the current tools used in daily life and work. Besides “iDesk”, there may be other high-tech furniture like “iBookcase”, “iBed”, “iCloset”, which all have touch screens for you to glance at the content and operate easily.

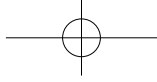
2. How will the high-tech change our life?

The high-tech will follow what life wants: higher efficiency, more opportunities, changes, and diversities, more freedom. What's more, people will get more convenience and help from robots. Robots can not only perform more complex production tasks in factories, they can also serve and assist people in daily life.

Step ②

Finish the table below.

The High-tech in the Future House	How Will It Change Your Life
A.I. housekeeper	It will help me with all the household duties.
A.I. robots	It will serve and assist you when you are away or at home.
“iCloset”	It will help you match clothes according to the weather and your mood.



Task ③ Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

Make an oral summary about what “Fabber” is.

“Fabber” is a 3D printer that can deposit a variety of materials in order to make three-dimensional objects, such as simple toys and foods.

Step 2

Talk about the advantages and disadvantages of “Fabber” with your peers and finish the table below.

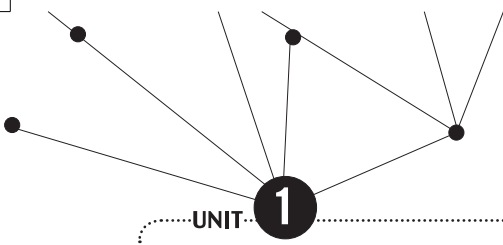
Advantages	Disadvantages
More convenience	Possibilities of creating illegal weapons and dangerous items
Higher efficiency	Possibilities of putting more people out of work
More possibilities	Possibilities of wasting materials

Task ④ 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

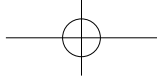
- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the audio and video clips.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.



08

Summary

With the future home technologies, your home will be self-sufficient in ways you've never dreamed of. A new appliance, called the Fabber, can make whatever you want, so you won't have to go shopping. It can deposit a variety of materials to make three-dimensional objects, that is, turn digital data into solid physical objects. At present, the home version of the Fabber can work only in plastics and metals, so the results are still crude and it will take some time to complete. But it will be able to produce almost everything as the technology improves. Such technology is applicable to various tasks, and it can print even larger things like cars or houses. With the Fabber downloading and printing, you'll have your own home-improvement store by just purchasing the blueprint of anything you want, and any fantasies you can imagine will come to life.



Lesson 2 09

Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

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

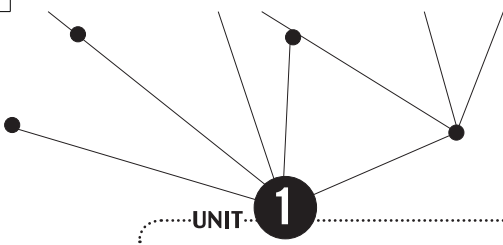
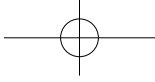
1. What is the title of the audio clip?
☐ A) Developing Humanoid Technology
☒ B) **Robots in Our Lives**
☐ C) Fast-Paced Technology
2. What can you conclude from the audio clip?
☐ A) Robots will be more complex.
☐ B) Robots will replace humans someday.
☒ C) **Robots will serve humans better.**

Checking the Facts

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

1. Technology is developing very fast and affecting our life.
2. Robots are developing more human characteristics and doing very simple and safe jobs.
3. Robots can do perfectly everything we can imagine and improve our future lives.

Key: 1. T 2. F 3. F



UNIT

1

10

Script

What if we could wear bodysuits to give us super strength? Own an identical robot twin to work for us? What if we could travel through time? Technology is pushing from every direction, getting faster with each passing second. Prepare yourself! The future is closer than you think.

A robot conducting a symphony orchestra! Amazing as that is, it's just one-way reality is outpacing science fiction. Every day robots become even more sophisticated, taking on additional human traits. Until now, robots have mostly gotten the toughest jobs. They work at the assembly line and defuse or even detonate explosive devices.

The traditional tasks for a robot have always been the 3D's: dull, dirty, dangerous. But as technology improves and as researchers are working towards developing these intelligent humanoids, we are going to see our homes and offices occupied by robots. It makes sense that if you are going to build a general-purpose robot that can perform any task that a human can do, you'd like to give it a human shape. It can walk gracefully. Its creators study motion-capture video of both humans and animals. I believe that humanoid technologies will improve our lives in the 21st century.

Checking Your Comprehension

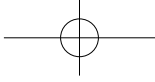
Watch the video clip and decide whether the following statements are true or false.

1. Claytronics enhances distance communication from person to person.
2. You cannot have the experience of touching the person far away.
3. The Twister itself alone can show you around the world.
4. The Twister will give you a three-dimensional live motion picture experience, creating the ultimate virtual reality with life-like and multi-dimensional images and spaces.

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

Script

"One of the main goals of claytronics is to improve human-to-human communication even when two people aren't in the same room. So you can imagine having a call in the future where you pick up your phone and you dial someone, and instead of just hearing their voice, you see them sitting across from you. Of course, they are made out of claytronics. They are still where they were originally. And that way you can have a very real experience of being in the same place with somebody — it's voice, picture and touch."



Your future home may be self-sufficient, creating its own furniture, your dinner, even your dinner partner at the press of a button. But what if being a homebody gets a little boring? The home of tomorrow even has that covered, allowing you to travel around the world without packing a bag.

“Telexistence is a technology that enables you to go everywhere, so you can go [to] Mexico, you can go [to] Paris, or even the Amazon, and you have the feeling that you are over there without going there.”

Professor Susumu Tachi is the inventor of a cutting-edge multimedia device called the Twister.

“Twister is a future TV — television, future computer display, and future play station.”

The Twister will give you a three-dimensional live motion picture experience. A cylinder with 30 separate display units rotates around the viewer, as fast as 1.6 revolutions per second. As the units show slightly different perspectives of the same image, the sensation becomes both immersive and three-dimensional. Science calls this the binocular parallax effect. You will experience it as the ultimate virtual reality.

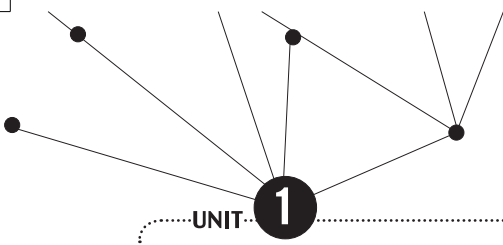
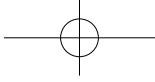
“If you have the 360-degree scenery, and also it’s three-dimensional, it’s top stuff.”

When connected to live video, the Twister will give you the experience of going anywhere in the world and visiting anyone.

“So you have the feeling that you are meeting other people, just like you are meeting face-to-face directly.”

The ultimate goal of virtual reality is to create images and spaces so life-like, so dimensional, that it’s impossible to distinguish them from the real world. Twister will make this dream come true, turning tomorrow’s home into a global environment.

No single planet has captured our imagination more than Mars. And as our actual knowledge of earth’s nearest cousin increases, so do the odds that one day we might need to live there. It’s because of what’s happening here on earth that traveling to the red planet is considered so important.



UNIT

1

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In-class Activities

Task ① Brainstorming

Work in pairs and think about science fiction concerning robots and share them with your group members. Can you summarize the common features of these robots? What do they provide for human beings? Put these ideas down in the “Reflection” box. Share the items on your group’s list with other groups.

Teaching Tips

- ① This task is designed to arouse students’ interest in this lesson.
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ② Discussing

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

Teaching Tips

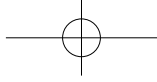
- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step ①

Discuss with your peers about the following questioners.

1. What’s your impression about robots? High-tech? dangerous?

The robot is something originated from people’s imagination but is being realized step by step. Robots have the basic characteristics like perception, decision-making, and execution. They can assist or even replace humans in completing dangerous and repetitive tasks, improve work efficiency and quality, serve human life, and extend the scope of human activities and capabilities.



2. How will the development of robot change our life in the future? In a good way or in a bad way?

Robots change our life in both good and bad ways. In terms of the advantages, the robots and their accessory equipment and sensors have some abilities that humans do not have, and they can respond to multiple stimuli or handle multiple tasks at the same time, while humans can only respond to one current stimulus. However, the disadvantages are obvious too. When robots do most of people's work, there will be economic and social problems. Besides, robots lack emergency response capabilities.

Task ③ Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

What's your opinion about VR technology? Do you think the over-developed technology would bring us only good experience? Will you still go on a tour or see your friends even when you have the device that allows you to stay at home to do all this? Write down the key words of your answer.

1. What's your opinion about VR technology?

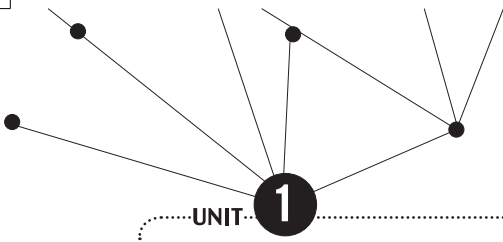
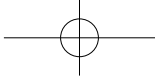
Immersion; fun; high-tech.

2. Do you think the over-developed technology would bring us only good experience?

Of course not. The technology, as we all know, is a double-edged sword. Science and technology, as the primary productive force, will promote the development of our society. People's living standards will continue to improve, and the ability of sustainable development will continue to increase. But on the other hand, people rely too much on the benefits brought by science and technology. Without it people may be at a loss.

3. Will you still go on a tour or see your friend even when you have the device that allows you to stay at home to do all this?

Yes, I will. Only by face-to-face communication can the real-time expressions and emotions of the other



UNIT

1

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party be observed, so it is easier to establish emotional resonance with the counterparty. The deep trust can never be built through online chat.

Task ④ Summarizing

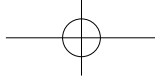
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

Claytronics can improve distant human-to-human communication by giving you the sense of hearing, sight, and touch of anyone you are calling. Your future home may create its own furniture, your dinner, and even your dinner partner at the press of a button. It can even allow you to travel around the world without leaving. A technology called the Twister will give you a three-dimensional live motion picture experience, creating the ultimate virtual reality with life-like and multi-dimensional images and spaces, thus turning tomorrow's home into a global environment.

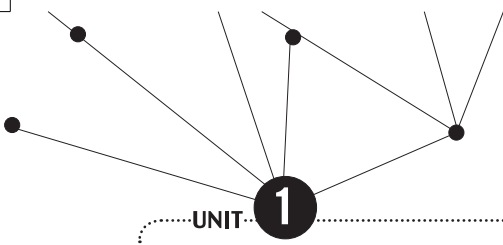


Task ⑤ Debating

Debate on the motion Technology, including Artificial Intelligence, holds the key to the future wellbeing of the human race.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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.



16

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

- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ② Ask students to finish the Home Listening task after class and check the answers on their own.

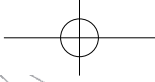
Some people don't stop at imagining the future. They start building it. That happened when people wanted better ways to get around. They made 1) **models** of machines that would change the world. Or so they thought. Take the jetpack. It's a backpack that carries a small rocket engine. You put it on, rev it up and soar. No need to ask for a ride to school or wait for the bus. But real life turned out to be more 2) **complicated** — doesn't it always?

For starters, jetpacks couldn't carry much fuel. So the 3) **average** trip was maybe half a minute. You can't get very far in that time. Then there were problems with safety. Jetpack fuel can be dangerous stuff. It heats up to about 700° Celsius (1,300° Fahrenheit). The roaring engine can also 4) **damage** your hearing.

Of course, there are some 5) **incredible** problem solvers in this world. Someday, a clever 6) **inventor** may come up with a jetpack that truly takes off. It may be a while, though. So you'd better hold on to your bus pass.

The dreamers of the 1950s also had ideas about how people might communicate. One idea turned up in the "Dick Tracy" comic strip. Tracy was a tough, smart 7) **detective**. He had a special way of staying in touch with people. On his wrist Tracy wore an 8) **amazing** watch. It had a telephone that he could use anywhere. Even better, it had a two-way television. This meant he could see people while he was talking to them.

The two parts of Tracy's watch — telephone and television — existed in the 1950s. 9) **Yet it took an artist to put them together in a new way** — slowly, real life caught up with the comics. Today, people have cell phones. Some are even videophones. People also use webcams to see each other while they "talk" over the Internet. 10) **As "Dick Tracy" exemplified, pieces of what was in the present can come together later in the future.**



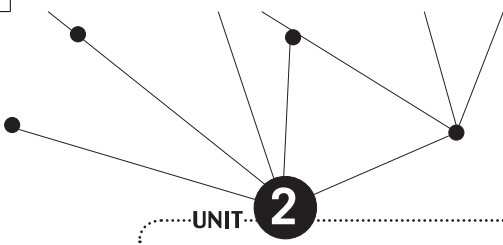
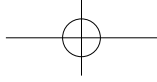
UNIT

2

Recession and Jobs: Surviving the Recession

Unit Overview

- get to know information about economic depression through reading, listening and viewing
- talk about the economic depression's impacts on people's lives through guided activities
- learn to reflect on your own learning and comment on that of your peers



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UNIT

2

Lesson 1

Pre-class Activities

Task 1 Topic Preview

Read the passage on page 75 and answer the following questions.

Teaching Tips

- ① This task is designed to check students' understanding of the reading material.
- ② Ask students to answer the following questions.

1. What was the worry of many people when a large amount of money was poured into the financial markets in late 2008?

Answer: They worried these actions would result in inflation.

2. What indicated that the current economic situation would become even worse?

Answer: Manufacturing at its lowest level in 26 years, 120,000 jobs being shed a month, the volatility on Wall Street, home prices plummeting. These signs of economic despair suggested that the bottom may be a long way off.

3. According to the author, were the rate cuts of the Federal Reserve effective?

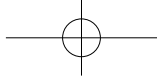
Answer: No. These rate cuts by the Fed did nothing to stop the economic crisis from deepening.

4. Why does the author think that it is difficult for America to step out of the worsening economy?

Answer: Through disastrous trade policies, America no longer had the capacity to innovate, manufacture and create wealth.

5. What is the author's opinion on the future of the America's economy?

Answer: The United States will without a doubt be in the nation's worst depression.



Task ② Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② 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 message of the audio clip?
 - ☐ A) The financial crisis continues to infect the wider economy of the U.K.
 - ☒ B) **The U.K. is sinking into recession.**
 - ☐ C) The U.K. government is taking measures to cope with the worsening economy.
2. Which is **NOT** true about the British economy?
 - ☐ A) It received support from government policies.
 - ☐ B) It is experiencing the biggest decline in nearly 30 years.
 - ☒ C) **The current economic situation started as a financial crisis.**

Checking the Facts

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

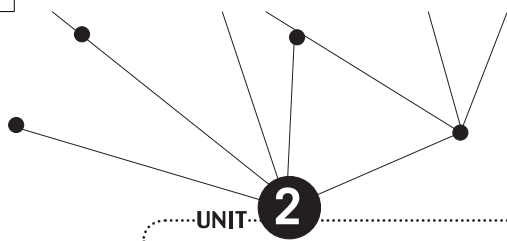
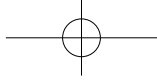
1. The significant fall in industrial production lies in the rapid decrease of world trade.
2. Over two million people in U.K. have lost their jobs.
3. The British government didn't anticipate the economic downturn.

Key: 1. T 2. F 3. F

Script

It's official — the British economy is in recession. Government figures released Friday show the economy contracted by a larger than expected 1.5 percent in the last three months of 2008, after a 0.6 percent drop in the previous quarter.

Britain's finance chief, Chancellor Alistair Darling acknowledged the economy had taken a sharper downturn than anticipated.



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“If you look at today's figures, what you're seeing is a very significant fall in industrial production, and that's been caused because world trade has really fallen away very, very rapidly over the past few weeks and months,” said Chancellor Darling.

What started as a crisis in the financial sector in Britain continues to infect the wider economy. Unemployment is accelerating sharply, with nearly two million people now out of work, the housing market remains severely depressed and retail sales are weak. For the U.K. Friday's figures show the biggest decline in nearly 30 years.

But, Chancellor Darling was quick to point out that Britain is certainly not alone.

“We're facing this problem everywhere,” he said. “America has been in recession for a year now, even Germany, Italy, Japan. Countries in the Southeast Asia are seeing a substantial slowdown in growth.”

The British government has moved to bail out failing banks and has put in place a multi-billion dollar stimulus package to shore up the ailing economy, including a cut in the national sales tax and help for businesses, homeowners and low-income families.

Checking Your Comprehension

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

1. Mr. Achuthan thought that the traditional definition of recession was right.
2. Four interacting indicators can suggest the arrival of a recession, including falling sales and industrial production, decreasing jobs and falling wages.
3. Mr. Achuthan pointed out that the U.S. now was in a shallow recession, and no signs of recovery had emerged.

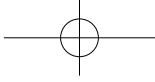
Key: 1. F 2. T 3. T

Script

Reporter: Well, he said we were in a recession back in March, and the US economy has skidded along for the past two quarters. So where are we now? In the Economic Cycle with me now Lakshman Achuthan, managing director of ECRI, the Economic Cycle Research Institute, thanks for being with us.

Lakshman Achuthan: Well thanks for having me back.

Reporter: This is a call you've made a lot, but what we recently — and it's likely right a lot of people are starting to agree with you — but the question is, we have not seen two back-to-back quarters of contracting growth. That is the traditional definition of a recession.



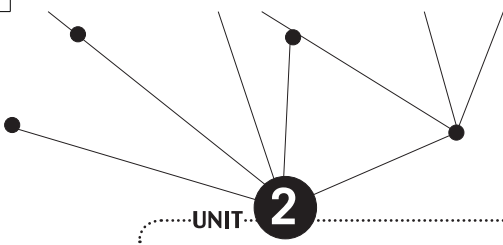
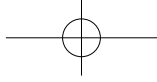
Lakshman Achuthan: Yeah, it's it — what that is really is, it's a rule of thumb that was, and I was researching this coz I've heard so much about it — it came out in an article in 1974 where there was a laundry list of ways of knowing about a recession for the man on the street, and one out of, like, ten things was two negative quarters back-to-back, coz [it] usually happens around a recession. What you find is that, that's not the way you define a recession, because a recession is really a sequence of events, and so you need to look at a sequence of indicators. Essentially what you're looking for is for sales to fall, so broad sales is a key indicator, which then pulls down production, so industrial production is an indicator they use to define recession, which then hits jobs, because if production falls, then jobs are gonna fall. You don't need to hire that many people and then wages or income comes down, and that's the last piece. So it's the sequence, and then if wages come down, then it goes to the front of line, and people can't buy that much. So sales fall and that's how you get a recession, so the two negative quarters, I think, is something you often see there in a recession.

Reporter: Not always.

Lakshman Achuthan: But not always. So 2001 for example: definitely a recession; we almost lost 3 million jobs, we lopped off half the value of the NASDAQ, a lot of grief around there. I don't think anyone disputes that it was a recession. You never had two negative quarters of back to back GDP.

Reporter: Yeah, and correct me if I'm wrong. We're dealing with inflation at the, you know, fastest rate in 17 years. (That's correct.) Wages are not up 5.6 percent like inflation is, and we're dealing with more than 400,000 jobless claims last week, we're dealing with all of this ... going on so, who's to say right now that we aren't in a recession?

Lakshman Achuthan: Well, I think, you know, some, uh, a cheer leader of the economy for one reason or another, some institutions who wanna do that, if you are bullish, and you wanna have a — you might have a certain vested interest in arguing that. What we're trying to do is just get it right where, you know, where are we in the business cycle and what's the likelihood of a turning point ahead. Now we've already called the peak. I think when the dust settles, you're gonna see more negative quarters of GDP, they're gonna get revised down next year. And looking forward what we're very concerned about is any sign of a recovery, and that hasn't really appeared yet. So you know the bad news is we are in a recession. The good news is it's been kind of shallow so far, the not so good news or ongoing concern is that we don't see the foundations for a recovery.



UNIT 2

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In-class Activities

Task 1 Describing the Picture

Describe the pictures first and then discuss their association with “recession” or “global economic crisis”.

Teaching Tips

- 1 This task is designed to prepare students for the topic “Recession”.
- 2 Ask students to describe the pictures with their peers.
- 3 Here are some questions for students to discuss: What trend can you see in picture on the left? What happened to the woman in picture in the middle? What do you think led to the situation in picture on the right? Which words can be used to describe the situation depicted in the three pictures?

Task 2 Getting Details

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

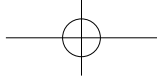
Teaching Tips

- 1 This task is designed to train students to get the gist of the given material.
- 2 Answers will vary.

Step 1

Talk with your peers about what you have learned about economic recession from the audio clip and your opinion about economic recession.

Economic recession refers to the outcome of the crisis of overproduction that periodically erupts during the production process of capitalism. The general manifestation of an economic crisis is: a large backlog of commodities, a sharp decline in production, a large number of factory closures, millions of workers being unemployed, severe damage to credit relations, and the entire social economy in extreme chaos and paralysis. To be honest, it seems that economic recession is far away from me. But from the news and the discussion with other people, I know that the economic recession has at least the following manifestations: the instability of the stockmarket, the breakdown of the housing industry, or even the food crisis. We cannot just



take it as something written in the history or broadcasted in news. It actually happens in our life and affect our life. With the recession, we have more difficulties in job hunting and cheap purchase.

Task ③ Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

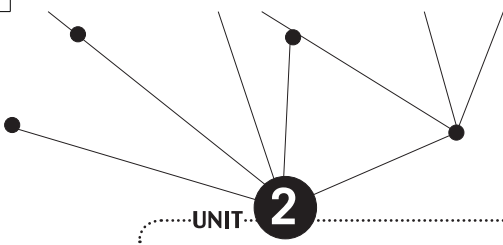
Discuss with your partner about how economic recession would influence our daily life. With the economic recession, the unemployment will accelerate, the food price will rise, the housing industry will remain severely depressed and retail sales will be weak. In general, people earn less money and are not willing to spend money.

Task ④ 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

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.



UNIT

2

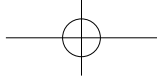
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Summary

The reporter questioned why Mr. Lakshman Achuthan believed a recession has started, as no two back-to-back quarters of contracting growth had appeared, which was the traditional definition of a recession. Mr. Achuthan agreed that two negative quarters back-to-back usually happened around a recession; however, he didn't think it was the right way to define a recession, because he believed that a recession was actually a sequence of events. Therefore, finding a sequence of some key indicators was necessary to define a recession.

According to Mr. Achuthan, four interacting indicators could suggest the arrival of a recession, including falling sales and industrial production, decreasing jobs and falling wages, which further led to shrinking spending and falling sales.

When responding to the reporter's question over whether the current economy was in a recession, Mr Achuthan predicted that more negative quarters of GDP would appear. He pointed out that the U.S. now was in a shallow recession, and no signs of recovery had emerged.



Lesson 2 25

Pre-class Activities

Audio & Video Studio

Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

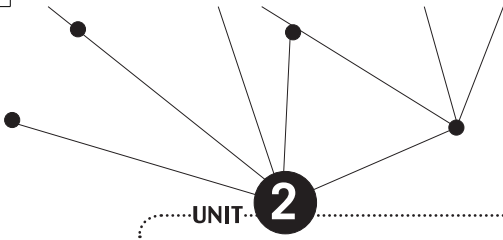
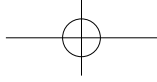
Listen to the audio clip, and choose the right answers to the questions.

1. What's the main message from this audio clip?
 - ☐ A) The global economic slowdown hit the auto industry hard.
 - ☒ B) **Chrysler announced it would cut down its workforce by one fourth.**
 - ☐ C) The condition of American car workers will be even worse.
2. What is **NOT** true about Chrysler?
 - ☐ A) It tends to cut costs by slashing both white-collar and blue-collar jobs.
 - ☒ B) **More structural changes will happen very quickly.**
 - ☐ C) Most of its market is inside the country.

Bridging the Gap

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

1. These are truly unimaginable times for our industry. Never before have auto industry sales fallen at such a fast rate.
2. This news will send a worrying message to other auto manufacturers around the world.
3. This could lead to tens of thousands more job losses as the new company makes deep cost cuts.
4. Ninety percent of its market is in the USA, and consumers are having huge problems getting car loans in the credit crunch.



UNIT 2

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5. American car buyers today are choosing to buy smaller, more **fuel-efficient** cars.

Script

The global economic slowdown is hitting the auto industry hard. Demand for cars is down and car makers are having to cut costs. The latest casualty in this crisis is the US giant Chrysler. It has just announced it will slash its white-collar workforce by a quarter. This means 5,000 employees will lose their jobs. Chrysler's CEO Bob Nardelli e-mailed his workers with a very gloomy message: "These are truly unimaginable times for our industry. Never before have auto industry sales fallen at such a fast rate," he wrote. Mr. Nardelli also had bad news for his blue-collar workers. Chrysler will also axe 1,825 workers at two of its assembly plants. This news will send a worrying message to other auto manufacturers around the world.

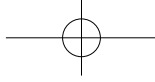
The worst could be yet to come for American car workers. There is a deal brewing that could see a merger between Chrysler and one of its rivals General Motors. This could lead to tens of thousands more job losses as the new company makes deep cost cuts. Mr. Nardelli suggested that more structural changes are in the pipeline. "We cannot operate as we have in the past," he warned. Chrysler is not in a position to restructure quickly. Ninety percent of its market is in the USA, and consumers are having huge problems getting car loans in the credit crunch. The company also depends on sales of its gas-guzzling sports utility vehicles. American car buyers today are choosing to buy smaller, more fuel-efficient cars.

Checking Your Comprehension

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

1. A recent survey showed that average salaries in US companies have experienced the smallest increase this year in more than 30 years.
2. If the boss doesn't agree to a negotiated future raise, set a date for your next discussion.
3. If the boss says he can't give you money, ask for less work time.
4. When talking with your boss about the salary raise, emphasize how hard you have been working.

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



Script

Announcer: A recent survey found that average salaries at US companies have risen by less than 2% so far this year; that's the smallest increase in more than 30 years. In these tough times people may be afraid to ask for raises, but Jill Schlesinger says it's all in how you do it. Good morning.

Jill Slessinger: Good morning.

Announcer: This sounds like the fool's errand to end all fools' errands. I mean really, seriously, going in and asking a boss for a raise in these day[s] and times?

Jill: I know it sounds crazy but, and it's true, base salaries have stagnated; but the variable compensation that adds in bonuses, profit sharing options, that's actually increased to a larger part of your total compensation. So there could be ways to beef up your compensation.

Announcer: Serious question though. We're looking at phenomenal unemployment levels, hundreds of thousands of new people going into unemployment lines every month and in this atmosphere, I would be afraid to even broach the subject.

Jill: You have got to find the eye of the tiger my friend because you bring something to your organization and your boss needs you. That's the deal.

Announcer: Alright, so let's go through how to exactly do this and your first piece of advice is what?

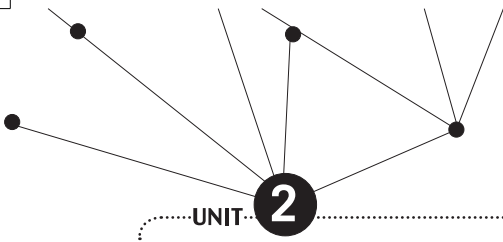
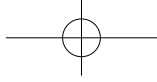
Jill: Talk face to face with your boss. You know, I can't stand when people say, "Oh I e-mailed my boss." You e-mailed your boss? It's like breaking up on a post-it note. Don't do that. You gotta present your list of accomplishments; keep that spreadsheet handy and focus on the money you have saved or made for the company and the additional responsibilities you have assumed since the recession began.

Announcer: Because of these other downsizes and everything else you're doing all these other people's jobs, I'm this much more valuable to you.

Jill: You are critical to this organization and here's why, boss.

Announcer: Okay, what other pieces of advice in this process do we need to be paying attention to?

Jill: Well, you know, when you're thinking about this, think about also other ways to get your compensation, right? So you may want to say, "Hey, what about if I could get maybe a negotiated future raise?" "I'm not going to give you anything now," your boss says; you say, "Okay, how about in six months?" "Okay, no," boss says, "No way." Then set a date for your next discussion, set specific goals that you can achieve that will help you out; very important — the specific goal part.



UNIT 2

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Announcer: Right. Now, this eye of the tiger thing [Jill laughs], I'm— no I'm very serious about this — because you have to play this with a certain amount of finesse, right? If you're in there as the squeaky wheel, sometimes the squeaky wheel gets grease; sometimes the squeaky wheel gets kicked off.

Jill: And if your boss says, "You know we cannot give you money; there are other things that you can get," and that's really important; because you say, "Alright, no money? How about some other kinds of compensation — some more vacation; how about you pay for my education, get me a better title, how about I get actually a nicer office, make my quality of life at work pretty much. It's stinky now, maybe it gets better." These things do matter and you do have to go in believing in yourself.

Announcer: Alright, so all of these things are the things you ought to do. What should you absolutely not do?

Jill: Well, we are in a recession; I think you've heard that?

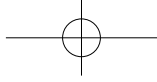
Announcer: Right.

Jill: So don't go in all cocky and don't use the rules of the past, the bull markets. Don't threaten to leave because no one's leaving really. Don't flaunt your other [offers] — Harry says to his boss, "Oh, I have an offer from another network." Well, you know what, maybe that's not the greatest idea and don't talk about how hard you work. Everybody is working hard. They all know you're working hard. Go in there, be confident and be clear about what you need and why you deserve it.

Announcer: Can we just set up like a 1 – 800 number so all the viewers can call you and kind of get this pep talk?

Jill: Baby, I'm here for you. When you get your next contract, I'll do it with you. I'll coach your manager, okay?

Announcer: There you go, very good, Jill. Thank you very, very much.



In-class Activities

Task ① Brainstorming

What lifestyle changes would you need to make if you were unemployed? Talk about the items listed in the table with your peers. You may add more items to the list based on your own situation.

Teaching Tips

- ① This task is designed to arouse students' interest in this lesson.
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ② Making Up a Dialogue

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

Role A: an auto industry owner

Role B: a worker in the auto industry

The owner is comforting the worker who is about to be fired. What would the owner say and how would the worker react?

Teaching Tips

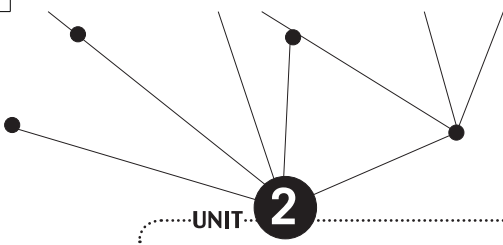
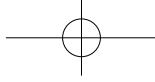
- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

1. What would the owner say to comfort the worker who is about to be fired?

"You have been in our company for such a long time, and your ability is recognized by everyone. But considering the recent economic conditions, we cannot afford your salary temporarily. I believe you know the difficulty of the management and you can understand us."

2. What would the worker say to react to this horrible situation?

"I definitely understand our conditions now. The overall economy is not good, but I really hope to stay and tide over the difficulties with you together. I don't mind the salary during this period, but trust me I have affection for our company."



UNIT

2

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Task ③ Getting Details

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

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.

Step 1

If you are an employee of a small company, what will you do to persuade your boss to give you a raise? Make a list of what you think is possible.

Firstly, I will find out the average salary about my position in the industry, then get the confidence when negotiating with the boss.

Secondly, I will focus on what values I have brought to my company when explaining why I deserve a raise.

Thirdly, I will tell my boss that I can accept other compensations if the raise is impossible.

Lastly, I will express my thanks to the boss for his listening to me.

Task ④ Summarizing

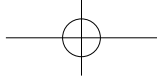
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

One recent survey has found that average salaries at U.S. companies have risen by less than 2% so far this year. In these tough times people may be afraid to ask for raises, but Jill Schlesinger says it's all in how you do it.



Jill believes even though base salaries have stagnated, there could be ways to beef up your compensation. According to Jill, the best way to broach the subject of a salary raise is to talk face to face with your boss instead of emailing him/her. You must present your list of accomplishments, focusing on the money you have saved or made for the company and the additional responsibilities you have assumed since the recession began.

The alternative ways to get your compensation include negotiating a future raise or setting a date for a future discussion. If your boss refuses to give you more money, try to ask for other things, such as some more vacation, a paid education, a better title or a nicer office.

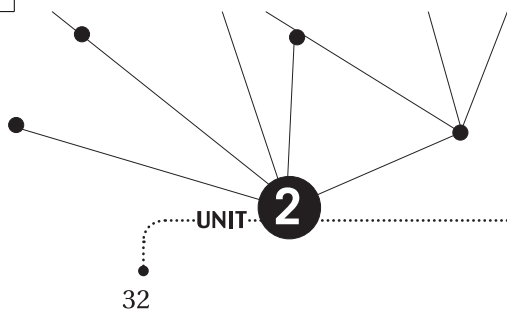
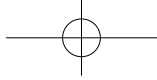
Jill suggests three Don'ts, namely, don't emphasize how hard you work; don't threaten to leave and don't flaunt your other offers to your boss.

Task ⑤ Debating

Debate on the motion In times of deep recession, eliminating unemployment should be the priority.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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

- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ① Ask students to finish the Home Listening task after class and check the answers on their own.

Graduate unemployment has increased by 44% in 12 months and is now at its 1) **highest** in 12 years, according to research released today.

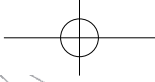
Some 7.9% of students who left university in 2008 were out of work in January, the Higher Education Careers Services Unit (HECSU) found, up from 5.5% the 2) **previous** year. HECSU warned the picture could be even worse for those graduating this year. The last time levels of 3) **joblessness** were so high was in 1995 – 1996.

The research found that 4) **recruitment** in the public sector bucked the downward graduate employment 5) **trend**, with the number of graduates entering 6) **healthcare**, teaching and social work increasing.

But 7) **architecture** and building graduates were hit particularly badly, 8) **reflecting** the slump in the construction industry, with unemployment nearly tripling from 2.9% in 2007 to 8.5% for those who left in 2008. The proportion of civil engineering graduates without a job increased from 2.4% to 7%.

9) **The proportion of graduates employed in business or financial work fell to 7.5%, compared with 8.7% the year before.** And the number working as financial and investment advisers or mortgage consultants dropped 19%, with only 1,700 of the 220,065 graduates surveyed getting that kind of job, compared with 2,100 in 2007.

10) **Among those who revealed how much they earned, the average salary was £19,677 — up 2% from 2007.** But Scotland saw a rise of 5.6%, to an average of £19,953 — higher than the £19,561 reported in the south-east, traditionally the highest-paid region after London.



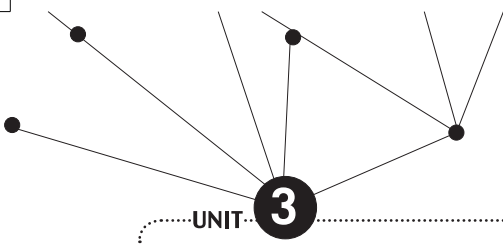
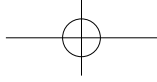
UNIT

3

One World, One Ocean

Unit Overview

- consider the state of the Great Barrier Reef through reading, listening and viewing
- discuss the environmental threats to coral reefs through guided activities
- learn to reflect on your own learning and comment on that of your peers



UNIT

3

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Lesson 1

Pre-class Activities

Task 1 Topic Preview

Read the passage on page 78 and answer the following questions.

Teaching Tips

- 1 This task is designed to check students' understanding of the reading material.
- 2 Ask students to answer the following questions.

1. What is life like in the village of Kiobo?

Answer: People live as their ancestors did. They eat the vegetables they grow, the coconuts they pick and the fish they can catch from the sea that surrounds them.

2. What are the threats to the villagers' survival?

Answer: Pollution, climate change and tourism.

3. What is the villagers' plan to protect life underwater and their culture above ground?

Answer: Use the money earned by tourism to protect the underwater environment, the fish and their local traditions.

4. How do the villagers manage the money coming in from tourism?

Answer: They teach their kids about what makes each of the Kubalau cultures distinct. They take courses on how to host visitors. They also train fish wardens, who prevent poachers from fishing illegally.

5. Which endangered sea structure is mentioned at the end of the passage?

Answer: The coral reefs.

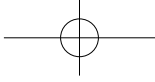
Task 2 Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- 1 The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- 2 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) **An introduction to the Great Barrier Reef.**
 - ☐ B) An introduction to sea animals.
 - ☐ C) An introduction to sea pollution.
2. Which of the following is **NOT** a threat to coral reefs?
 - ☐ A) Global warming.
 - ☐ B) Tourism.
 - ☒ C) **Large fish.**

Bridging the Gap

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

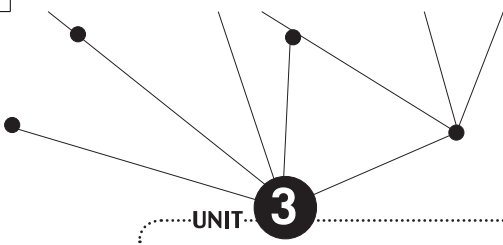
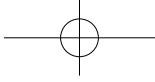
1. Reefs are important **breeding grounds** and shelters for fish and other sea life.
2. This area contains 900 islands and **comprises** nearly 3,000 individual reefs.
3. The reef is home to **4,000** types of mollusks and **1,500** different types of fish.
4. Global warming, pollution, tourism, shipping accidents and overfishing **have contributed to** its decline.
5. Earnest efforts are **under way** to protect the world's reefs and restore them.

Script

Coral reefs are sensitive undersea structures, made up of tiny animals called coral polyps. Reefs are important breeding grounds and shelters for fish and other sea life. These delicate ecosystems also protect coastlines, are critical sources of food for millions of people, and attract tourists.

The largest coral reef ecosystem is the Great Barrier Reef, stretching along the northeast coast of Australia. This area contains 900 islands and comprises nearly 3,000 individual reefs. It covers an area bigger than Britain and is the largest living structure on Earth and the only one visible from space. The reef is home to 4,000 types of mollusks and 1,500 different types of fish. There are also 200 different species of birds. Aside from all of this, it is a very beautiful place and the temperature and climate are fantastic. It has definitely got tourist appeal and attracts two million visitors each year.

Like other coral systems, the Great Barrier Reef is facing a range of environmental threats.



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Global warming, pollution, tourism, shipping accidents and overfishing have contributed to its decline. Earnest efforts are under way to protect the world's reefs and restore them. But man's impact on the environment continues to make the future of coral reefs uncertain.

Checking Your Comprehension

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

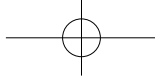
1. The Great Barrier Reef was created by a series of natural events.
2. Normally, most baby starfish can survive even without the influence of human activities.
3. Today, the population of crown-of-thorns starfish has decreased because the pollution levels have dropped.

Key: 1. T 2. F 3. T

Script

Eighteen million years ago, a series of remarkable events conspired to create the Great Barrier Reef: the migration of a continent, the might of an ocean and the full power of the tropical sun. The result is a world that's as tough as it is beautiful. It's been through numerous catastrophes, and every time it's bounced back. But the Great Barrier Reef now faces its biggest challenge: Us.

Over the last few decades, evidence of our influence on the reef has become all too real. Marine biologist Ove Hoegh-Guldberg is on the front line to protect it. Today, he's come to look for one of its greatest enemies — a single creature with the power to destroy the largest reef in the world. "Relatively small changes in the conditions can cause some species to literally explode. And one of those is the crown-of-thorns starfish." This evil-looking animal grows up to three feet across. It's covered in sharp, venomous spines. And its favourite food is coral. They can descend on the reef in their millions, swarming over it and eating it alive. This starfish is capable of producing six million children every year. Normally, very few survive. But now man has tipped the odds in their favour. Fertilizers from inland farms have washed down from the rivers onto the reef. They make the perfect nutrient for the baby starfish, and their numbers go through the roof. The population can explode to 2,000 times its normal level. And they're incredibly hard to kill. "One of the early methods of getting



rid of starfish was to cut them in half literally with a knife. But starfish have this amazing property where they regenerate." Far from killing them, cutting these animals in half actually creates two of them. They have to be physically picked off the reef or injected with poison to control their numbers. Today, pollution levels have dropped and so has the crown of thorns population. For now, anyhow.

In-class Activities

Task ① Describing the Picture

Describe the pictures first and then discuss which one you like better and why.

Teaching Tips

- ① This task is designed to prepare students for the topic "Coral Reefs in the Great Barrier Reef".
- ② Ask students to describe the picture with their peers.
- ③ Here are some questions for students to discuss: Which picture do you like better and why? What leads to the death of the beautiful coral reef? Do you know any ways to prevent such disaster?

Task ② Discussing

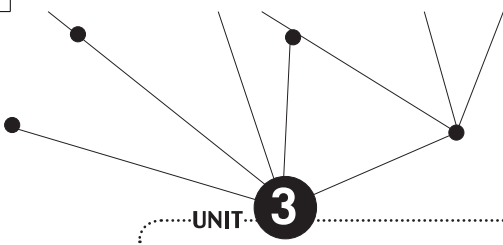
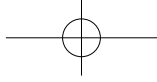
After listening to the online audio clip, complete the oral task by following the steps below.

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

Discuss with your peers about your favourite oceanic creatures and your opinion about the polluted ocean.



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My favourite oceanic creature is dolphin. It is a cute creature with great intellectual and physical capabilities. What attracts me most is their way of communication. Dolphins use sound to help them find their way, looking for food and talking with each other. To some extent, sound is just like their eyes and mouths.

Ocean pollution is a serious social problem. It poses a terrible threat to people's health. Large quantity of sewage and chemical waste are dumped daily into rivers, lakes and the sea, which kills millions of fish. We don't want to see such a beautiful place damaged by human beings. It not only spoils the natural beauty, but also hurts ourselves.

Task ③ Sharing Opinions

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

Teaching Tips

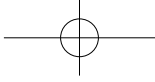
- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

Prepare a three-minute extemporaneous speech on the topic "Ocean Protection". Use the words and expressions you learned from this unit.

Useful Words and Expressions:

tough challenge; global warming; man-made pollution; tourism; shipping accidents; overfishing; rubbish disposing system; plant more trees; halt deforestation; a long-term and difficult task



Task ④ Summarizing

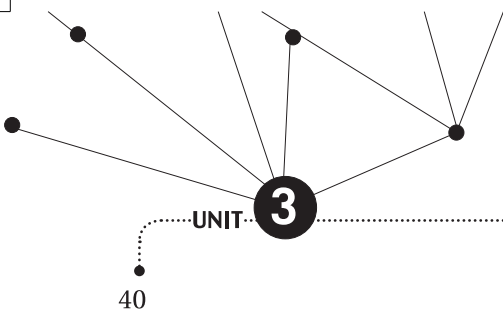
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

The Great Barrier Reef was created by a series of natural events. Although it has bounced back after experiencing many disasters, its survival is now at stake because of human activities. One great enemy to the coral reef is the crown-of-thorns starfish, which can eat the coral alive. The population of this starfish has exploded because agricultural fertilizers washing out to sea are nutrients for baby starfish. Human activities break the balance of nature. Up to now, sea pollution has been reduced and the number of this starfish has been controlled. However, the future is still uncertain.



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Lesson 2

Pre-class Activities

Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

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

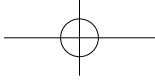
1. What is the topic of this audio clip?
 - ☐ A) Coral reefs' different colors.
 - ☒ B) **The bleaching of coral reefs.**
 - ☐ C) Big threats to coral reefs.
2. What is the main cause of coral bleaching?
 - ☒ A) **High water temperature.**
 - ☐ B) Hard reefs.
 - ☐ C) Too many species of fish.

Checking the Facts

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

1. Coral reefs provide homes for different species of sea animals.
2. The new coral eats the old ones to survive.
3. A two-degree rise in global temperature would cause bleaching of 82% of the reef.

Key: 1. T 2. F 3. F

**Script**

Coral reefs are brightly colored structures. They are home to thousands of different species of fish, plants and other marine animals. Coral is actually made up of tiny animals called coral polyps. Millions of coral polyps stick together in colonies and form a hard outer shell. Over time, the colonies grow together and create large reefs. When coral die their skeletons are left behind, and new coral builds on top.

One of the biggest threats to coral reefs is called “bleaching”. Coral bleaching happens when the temperature of water rises. Coral contains tiny algae, which are plant-like organisms. They give coral its bright color. Coral uses the algae to create food and grow. At high temperatures, corals get stressed and release algae. This causes the coral to whiten, or bleach. When coral bleaching occurs, the coral can die. A reef scientist, Terry Done, has predicted that a one degree rise in global temperature would cause bleaching of 82% of the reef, two degrees would cause 97% bleaching and 3% would mean total devastation.

Checking Your Comprehension

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

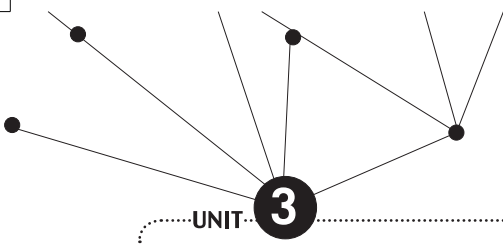
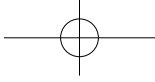
1. The smallest climate change can break the natural balance of the Great Barrier Reef.
2. The turtles may be extinct in 14 years.
3. A change of one or two degrees will not disturb the coral reef's normal life.
4. The process of bleaching will eventually lead to the death of the coral.

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

Script

Even the smallest change in climate upsets the natural order here. The turtles are already feeling it. Their eggs are very heat-sensitive. With higher temperatures, fewer eggs are hatching, and the turtle population is in decline. In 40 years there may be none left.

And the coral reef itself is in grave danger, because water temperature is a matter of life and death. A change of just one or two degrees can wipe it out. But scientists are discovering that coral isn't totally defenseless. It has a protection mechanism that defies belief. If temperatures get too hot, coral responds by trying to change the weather. It exudes an invisible chemical that floats above the water and encourages clouds to form, providing shade on the hottest days. It's an astounding



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mechanism, but it looks like it's being overwhelmed. Recently, the coral has been telling us that it's had enough, because when it overheats, it self-destructs, expelling the algae that live with them. They turn deathly pale, a process known as bleaching. It's a desperate measure that will eventually kill them. So Ove is constantly monitoring the reef to see which corals are at risk. A temperature rise of just two degrees would wipe out almost all the coral on the Great Barrier Reef — a change that could happen within the next 60 years. No coral. No fish. No life.

And it's not the only effect of global warming. As carbon dioxide levels rise in the atmosphere, acidity levels rise in the ocean, dissolving the living coral away from the rocks. If it continues, the Great Barrier Reef will perish. We may be the last generation to see this incredible natural wonder as it is today. But the one thing that the past has taught us is that the reef always bounces back. The question is, will we be around to see it?

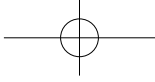
In-class Activities

Task ① Brainstorming

Work in pairs and discuss the following questions: What do you know about the Great Barrier Reef? What have you learned about it in the previous lesson? And what else do you want to know? Fill in the table and share your opinion with your peers.

Teaching Tips

- ① This task is designed to arouse students' interest in the topic "the Great Barrier Reef".
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.



Task ② Getting Details

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

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.

Step ①

Discuss with your peers about the following questions based on the information from the audio clip.

1. What would happen if all the coral reefs were dying?

Thousands of different species of fish, plants and other marine animals would have no home to stay. This might upset the oceanic ecosystem quite badly.

2. What causes the raise of water temperature?

It is believed that global warming is the main cause of the raise of water temperature. Apart from this, because of the emission of greenhouse gases, the gap of temperature between the land and the sea is narrowing, which can also contribute to the high water temperature.

3. What could we do to save the coral reefs?

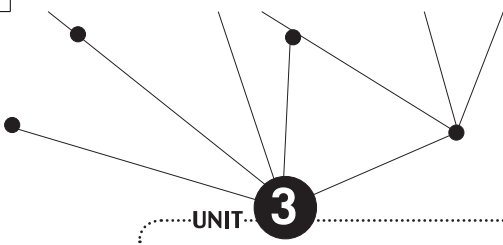
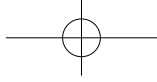
In order to save the coral reefs, we need to reduce global greenhouse gas emissions and limit temperature rise. From a technology viewpoint, a device used to handle the bleaching threat has been invented by our scientists. To start with ourselves, taking public transportation or walking will reduce the greenhouse gas emissions.

Task ③ Sharing Opinions

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

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.



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Step 1

Prepare a mini presentation to share your opinion about the relationship between human beings and the nature, and provide some measures to protect the ocean.

The natural law is merciless. Whoever violates it will be punished. While we are disrupting the order of the natural world, nature is seeking its own revenge. Disappearing forests, drying rivers, earthquake and global warming have punished greedy human beings. If we continue destroying our own planet, we may be the last generation to see the natural beauty. It's time for us to take actions.

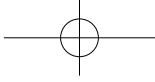
Establishing the awareness of protecting environment and sustaining development is of vital importance, and it is always beneficial to spread the idea around. If more and more people get to know the harm of ocean pollution, they will join the team to protect environment. It is said that no trading, no killing. As consumers, if we refuse to buy sharks, sea turtles and other marine animals who face the risk of extinction, those endangered animals will be protected to some extent. I believe, people surely can live in harmony with nature if we treat other creatures as friends, and respect their right to live.

Task 4 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

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.



Summary

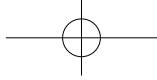
The smallest change in climate may have a great impact on marine creatures. The coral reef is in grave danger now because a temperature rise of one or two degrees can wipe the coral out. When it is hot, coral gives off a chemical to form clouds over the ocean. Although coral can respond with its self-defense mechanism, it still bleaches when the temperature gets too hot. This desperate measure leads to the death of coral. In addition to global warming, the rise of acidity levels is another threat to coral. If it continues, we may be the last generation to see this natural wonder.

Task ⑤ Debating

Debate on the motion The world we live in is a less and less environmentally friendly place.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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.



UNIT

3

Home Listening

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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

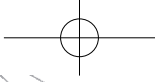
- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ② Ask students to finish the Home Listening task after class and check the answers on their own.

The study, from Stanford University in the United States, makes gloomy assessments about the future health of the world's coral reefs. It finds that carbon dioxide 1) **emissions** are making seawater so acidic that coral reefs could begin to disintegrate within a few 2) **decades**. The report states that even ambitious plans to stabilize greenhouse gas emissions, thought by many to be the main 3) **cause** of a warming climate, will not be enough to save the reefs. About a third of carbon emissions is soaked up by the world's oceans, where it 4) **combines** with seawater to form carbonic acid.

The research comes as the Queensland state government in Australia 5) **announces** a new plan to protect the Great Barrier Reef from 6) **agricultural** pollution. The iconic reef is being damaged by pesticides and sediment from farms that seep into waterways. The Queensland government is to spend an 7) **extra** \$30,000,000 to reduce this hazardous run-off. Farmers also will face tougher 8) **environmental** regulations. Queensland Premier Anna Bligh says that man-made threats present serious challenges to the reef, which is a world heritage site.

Coral reefs are common in warm southern and equatorial oceans, and provide homes and feeding grounds for thousands of species, 9) **including fish that are important to the diets of millions of people in the developing world**. Indonesia and Papua New Guinea are among the many countries that rely on reefs to provide food and to draw in tourists eager to explore the ocean.

Environmental groups welcome the Queensland plan to protect the Great Barrier Reef. 10) **Farmers, however, argue that they have already taken significant steps to stop the spread of pollutants from their lands.**



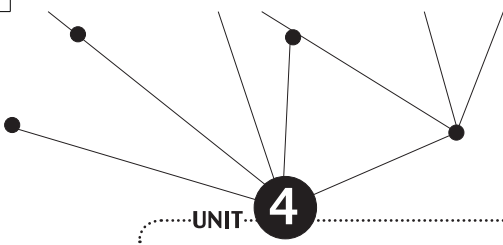
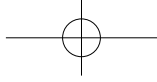
UNIT

4

Path to Leadership

Unit Overview

- get to know the characteristics a good leader should have in different fields through reading, listening and viewing
- talk about key elements to good leadership as well as your own characteristics through guided activities
- learn to reflect on your own learning and comment on that of your peers



UNIT 4

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Lesson 1

Pre-class Activities

Task ① Topic Preview

Read the passage on page 81 and answer the following questions.

Teaching Tips

- ① This task is designed to check students' understanding of the reading material.
- ② Ask students to answer the following questions.

1. What is the difference between a task-oriented leader and a people-oriented leader?

Answer: The former places emphasis on training and performance while the latter on interpersonal relationships.

2. What is the main contributor to success among good leaders?

Answer: Their hard work.

3. What should a good leader do to motivate his/her team to strive for success?

Answer: Create task excitement in his or her team.

4. Why should high self-esteem be one of the qualities a good leader should have?

Answer: Because with high self-esteem, the leader can face tough challenges and complex situations.

5. How would a leader with optimism treat problems in difficult times or situations?

Answer: He or she would regard problems as challenges and opportunities.

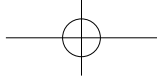
Task ② Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② 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's the topic of this audio clip?
 - ☐ A) Nelson Mandela's struggle for peace.
 - ☒ B) **Nelson Mandela's life and times.**
 - ☐ C) Nelson Mandela's walk to freedom.
2. What do you know about Nelson Mandela?
 - ☐ A) He was the first president of South Africa.
 - ☐ B) He is now South Africa's ambassador.
 - ☒ C) **He was a Nobel Peace Prize winner.**

Checking the Facts

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

1. Nelson Mandela was once imprisoned for 25 years.
2. In 2001 Nelson Mandel resigned as president of South Africa.
3. Nelson Mandela made contributions to world peace.

Key: 1. F 2. F 3. T

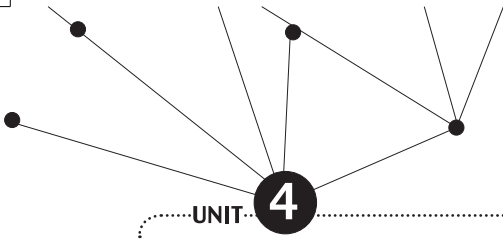
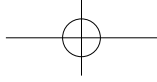
Script

Nelson Mandela, one of the world's most revered statesmen, led the struggle to replace the apartheid regime of South Africa with a multi-racial democracy. Jailed for 27 years, he emerged to become the country's first black president and to play a leading role in the drive for peace in other spheres of conflict. He won the Nobel Peace Prize in 1993. His charisma, self-deprecating sense of humor and lack of bitterness over his harsh treatment, as well as his amazing life story, partly explain his extraordinary global appeal.

Since stepping down as president in 1999, Mandela has become South Africa's highest-profile ambassador, campaigning against HIV/AIDS and securing his country's bid to host the 2010 football World Cup.

Mandela was also involved in peace negotiations in the Democratic Republic of Congo, Burundi and other African countries. He has also encouraged peace efforts in other areas of the world.

In 2004, at the age of 85, Mandela retired from public life to spend more time with his family



UNIT

4

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and friends and engage in “quiet reflection”.

“Don’t call me, I’ll call you,” he warned anyone thinking of inviting him to future engagements.

Checking Your Comprehension

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

1. In the fall of 1979, Obama went to Occidental, where he became friends with several black students and found it easy to be part of black community.
2. At the end of his sophomore year, Obama transferred to Columbia where he behaved in a more controlled way.
3. Obama took a job with a Chicago-based group called Developing Communities Project and succeeded at various projects.

Key: 1. F 2. T 3. T

Script

In the fall of 1979, Barack Obama said goodbye to his family and began his first year at Occidental. He became friends with several black students, but no matter how hard he tried he just didn’t see himself as one of them.

“It was very important for him to figure out what it meant to be a part of the black community. He was an American. He was a black American. And he, I think, needed to figure out what that was.”

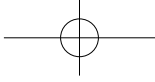
At the end of his sophomore year, Obama transferred to Columbia University in New York. He hoped to find his place in the city’s diverse population. Once there, Obama took long walks through New York’s ethnic neighborhoods. Obama became more disciplined. He ran three miles a day and studied harder. He also turned to books for answers about race and social injustice.

“He basically wasn’t going out much. He was reading Nietzsche, and Gandhi, and absorbing just everything he could.”

His work gained momentum, and he stopped using drugs.

“He was ready for a battle, and he was growing up. He had to figure out what he was going to do for the rest of his life.”

Obama stayed focused on his studies and began to think about life after college. He eventually decided to pursue a career as a community organizer, where he hoped to confront the kind of racism



and poverty that had troubled him for most of his life. After graduation, he took a job with a Chicago-based group called Developing Communities Project. He moved to the city's South Side and began working to improve the conditions in a public housing project called Alt-Geld Gardens. Over the next few years, Obama succeeded at various projects, including school reform, hazardous waste cleanup and establishing a job training center.

"It became clear to him that so much of the struggle of people who had been left behind involved laws and that, if he was to be an advocate, that he needed to be credentialed in the law."

Obama set his sights high and applied to Harvard Law School. He was accepted and took out hefty student loans to pay his tuition.

In-class Activities

Task ① Describing the Picture

Describe the picture first and then discuss key elements to good leadership.

Teaching Tips

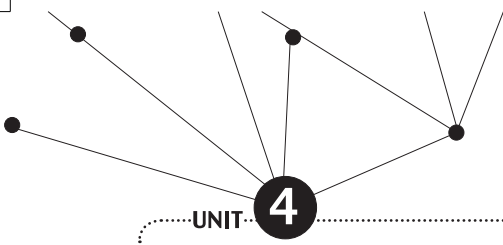
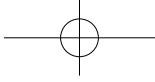
- ① This task is designed to prepare students for the topic "Key Elements to Good Leadership".
- ② Ask students to describe the picture with their peers.
- ③ Here are some questions for students to discuss: Who is the leader in the picture? Why? What are the characteristics of a good leader?

Task ② Getting Details

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

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.



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Step 1

Explain the characteristics of Nelson Mandela which made him a great leader based on the examples mentioned in the audio clip.

one of the world's most revered statesmen; his charisma; self-deprecating sense of humor; lack of bitterness over his harsh treatment; his extraordinary global appeal

Step 2

Besides what has been mentioned in the audio clip, can you find any more elements which made Nelson Mandela a great leader? Work with your partner to talk about it.

strength and resilience; an excellent public speaker; not seeking vengeance; focus on goals and missions beyond himself

Task 3 Sharing Opinions

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

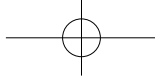
Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

List all the things Barack Obama did to prepare himself on the way to success mentioned in the video clip.

1. He became more disciplined and studied harder.
2. He turned to books for answers about race and social injustice.
3. His work gained momentum, and he stopped using drugs.
4. He eventually decided to pursue a career as a community organizer, where he hoped to confront the kind of racism and poverty that had troubled him for most of his life.
5. After graduation, he took a job with a Chicago-based group called Developing Communities Project. He moved to the city's South Side and began working to improve the conditions in a public housing project called Alt-Geld Gardens.
6. Over the next few years, Obama succeeded at various projects, including school reform, hazardous waste cleanup and establishing a job training center.



7. He set his sights high and applied to Harvard Law School. He was accepted and took out hefty student loans to pay his tuition.

Task ④ Summarizing

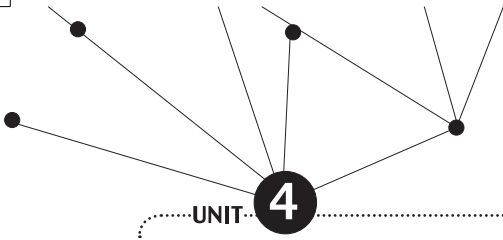
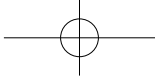
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

In the fall of 1979, Obama went to Occidental where he became friends with several black students but found it difficult to be part of black community. At the end of his sophomore year, Obama transferred to Columbia where he behaved in a more controlled way. He exercised and studied harder. He showed great interest in race and social injustice. At Columbia, Obama grew up and figured out what he was going to do for the rest of his life. Eventually he decided to work as a community organizer to confront racism and poverty. He took a job with a Chicago-based group called Developing Communities Project and succeeded at various projects. However, he realized much of the struggle of people who had been left behind involved laws. So setting his sights high, Obama applied to Harvard Law School and was accepted.



UNIT 4

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Lesson 2

Pre-class Activities

Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

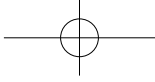
Listen to the audio clip, and choose the right answers to the questions.

1. What's the topic of this audio clip?
 - ☐ A) Efficient Paths to Accomplishment.
 - ☒ B) **Steps to Success.**
 - ☐ C) Persistence toward Your Dream.
2. What should you do while pursuing your dream?
 - ☒ A) **You should keep optimistic.**
 - ☐ B) You should act efficiently.
 - ☐ C) You should be cooperative.

Bridging the Gap

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

1. Make sure that you're motivated by and **committed** to the goals you've set for yourself so that you're willing to take the necessary steps to reach those goals successfully.
2. It's easy to stray off course, but by keeping your goals **in sight**, you can work towards them every day.
3. No one ever said that reaching your goals and **obtaining** success was easy.
4. Having a negative attitude and thinking that you can't **accomplish** your goals and be successful in life will only slow you down.



5. Things may not always **turn out** the way you'd hoped or planned, but by being flexible and creative, you'll be able to think of new, more efficient ways to reach your goals.

Script

The following things may help you make your goals and dreams become a reality.

Set clear long-term and short-term goals. Make sure that you're motivated by and committed to the goals you've set for yourself so that you're willing to take the necessary steps to reach those goals successfully.

Stay focused on your goals once you've set them. It's easy to stray off course, but by keeping your goals in sight, you can work towards them every day.

Overcome obstacles. No one ever said that reaching your goals and obtaining success was easy. If you truly desire success in life, you must be willing to overcome obstacles on the way to reaching your goals and dreams.

Approach your goals and dreams with a positive attitude. Having a negative attitude and thinking that you can't accomplish your goals and be successful in life will only slow you down. Stay positive even if the road gets tough, and you'll be that much closer to achieving success.

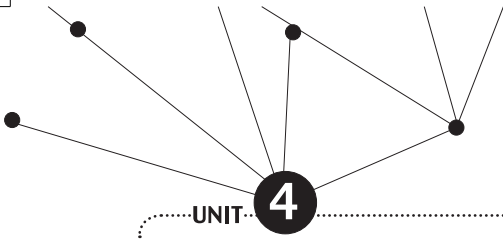
Be flexible and creative. Things may not always turn out the way you'd hoped or planned, but by being flexible and creative, you'll be able to think of new, more efficient ways to reach your goals.

Checking Your Comprehension

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

1. Bill Gates, founder of Microsoft, is now Co-Chair of the world largest education foundation.
2. Bill Gates' father was a lawyer and his mother a politician.
3. In his childhood Bill Gates was smarter than most children.
4. Card games at a young age helped Bill Gates develop a competitive spirit.

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



UNIT 4

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Script

“Well, thank you for that kind introduction.”

Everybody knows his accomplishments: founder of Microsoft, creator of Windows, world's richest man for most of his career and now Co-Chair of the world's largest charitable foundation. What was Bill Gates like before he was Bill Gates?

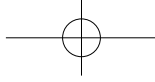
In exclusive interviews provided to us by Microsoft, family members and Microsoft colleagues provide their own memories of what Bill Gates was like when he was young and what life has been like with him in Microsoft. Bill Gates was born Oct. 28th, 1955 in Seattle to a very prominent family. His father was a lawyer. His mother was very engaged in public matters. And from the beginning of his life, he was really intense and displayed an unusual intelligence. By the time he was in sixth grade, he was already involved in technology and computing and doing things that would be very unusual for most children. He was a very unusual child, very intense, very intelligent from the beginning. And those qualities really help define the company that he would later found.

“We have a very competitive family, and I think the competitiveness started very young with card games. My brother likes to think of himself as sort of the best at everything, and it turns out he is a pretty darn good pickleball player.”

“The family is going somewhere together and the other four of us upstairs, getting, gonna get into the car. And ‘Bill where are you, what are you doing?’ and all that sort of thing. And on one occasion in particular he hollered back up. He said, ‘Mother I’m thinking. Don’t you ever think?’ And Mary and I looked at each other and we sort of, ‘Well I wonder if we ever do think?’”

My parents were great about sharing their experiences, my Dad talking about different lawsuits he was in, my Mom talking about some of the challenges in the board and non-profit work she was doing. And so from an early age, my sisters and I felt like business problems were something that we could understand and think about. And from an early age, I got a chance to think about well, what do I want to choose to do? And that got me reading magazines, some books, *Fortune* magazine. And when the computer came along, the idea of starting a business around it was a fairly natural thing.

Eager to make his mark on the emerging personal computer industry, which was still tiny, Bill Gates dropped out of Harvard in 1975 after only three semesters and founded Microsoft with his childhood friend Paul Allen.



In-class Activities

Task ① Brainstorming

Work in pairs and list as many adjectives as possible to describe personal qualities of an entrepreneur and put them in the blanks with given initial letters.

Teaching Tips

- ① This task is designed to arouse students' interest in the topic "Qualities an Entrepreneur Should Have".
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.

C ompetitive _____

E fficient _____

H ardworking _____

I nnovative _____

I ntelligent _____



M otivated _____

O ptimistic _____

P ersistent _____

P assionate _____

R esourceful _____

Task ② Getting Details

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

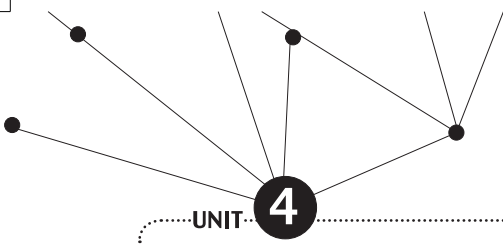
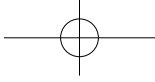
Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.

Step 1

Talk with your partner about the things listed in the audio clip which may help you make your goals and dreams become a reality and tell each other which one you agree most.

The one I agree most is "Stay focused on your goals once you've set them". As everyone knows, when we set a goal we should strive for it. It won't always be easy, because we may come across fears, problems, obstacles



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and numerous unpredictable issues. Some people might be stopped in the middle way, but if you don't give up and stay focused on your goals, you have great chances to realize your dreams.

Task ③ Making Up a Dialogue

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

Role A: a TV host/hostess

Role B: Bill Gates

The TV host/hostess interviews Bill Gates about his family. You can talk about the relationship between Bill Gates' family members and the influence of his family on him.

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.

Suggested interview questions:

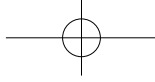
1. Do your parents have great influence on you?
2. Why do you say that your family is a very competitive family?
3. Do you have good relationship with your sisters?

Task ④ 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

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

**Summary**

Bill Gates is known as founder of Microsoft, creator of Windows, world's richest man for most of his career and is now Co-Chair of the world's largest charitable foundation.

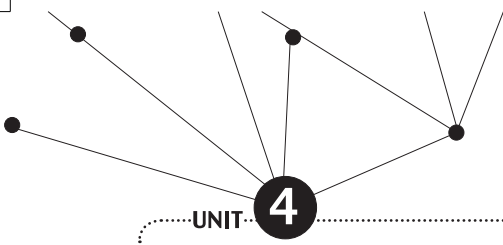
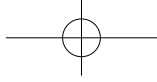
He was born on Oct. 28th, 1955 in Seattle. Young Bill Gates was unusually intelligent and was doing things that would be unusual for most children. In his childhood, playing card games in his family helped Bill Gates develop a competitive spirit. His parents often talked about things concerning their work, and this stimulated his interest in business at an early age. He got to thinking about what he wanted to choose to do. So for Bill Gates it was natural to start a business around the computer when it came along. In 1975 he dropped out of Harvard and founded Microsoft with his childhood friend Paul Allen.

Task ⑤ Debating

Debate on the motion The main purpose of higher education should be to train people for leadership.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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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UNIT

4

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

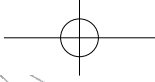
- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ② Ask students to finish the Home Listening task after class and check the answers on their own.

A person's motivation is combination of desire and energy directed at achieving a goal. 1) **Influencing** someone's motivation means getting him or her to want to do what you know must be done.

People can be motivated by beliefs, values, interests, fear, 2) **worthy** causes, and other such forces. Some of these forces are 3) **internal**, such as needs, interests, and beliefs. Others are external, such as danger, the environment, or 4) **pressure** from a loved one. There is no simple formula for motivation — you must keep an open viewpoint on human nature. There is a 5) **complex** array of forces steering the direction of each person, and these forces cannot always be seen or studied. Also, if the same forces are steering two different people, each one will act differently. Knowing that different people react to different needs will 6) **guide** your decisions and actions in certain situations.

As a leader you have the power to influence motivation. You should allow the needs of your people to coincide with the needs of your organization. Nearly all people are influenced by the need for job 7) **security**, promotion, raises, and approval from their peers and leaders. Internal forces such as values, morals and ethics also influence them. Likewise, the organization needs good people in a wide variety of jobs. Ensure that your people are trained, 8) **encouraged**, and provided the opportunity to grow. Ensure that the way you conduct business has the same values, morals and ethical principles that you seek in your people. 9) **If you conduct business in a dishonest manner, your people will be dishonest to you.**

You should also reward good behaviour. 10) **Although a certificate, letter or a thank you may seem small, they can be powerful motivators.** The reward should be specific and prompt. Do not say, "for doing a good job." Cite the specific action that made you believe it was a good job. In addition, help your people who are good. We all make mistakes or need help to achieve a particular goal.



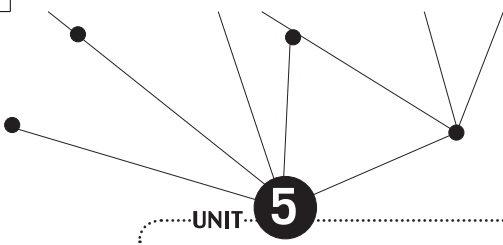
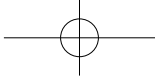
UNIT

5

Crazy Fans

Unit Overview

- get to know fandom through reading, listening and viewing
- talk about the psychology and behaviour of fans
- learn to reflect on your own learning and comment on that of your peers



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UNIT

5

Lesson 1

Pre-class Activities

Task ① Topic Preview

Read the passage on page 84 and answer the following questions.

Teaching Tips

- ① This task is designed to check students' understanding of the reading material.
- ② Ask students to answer the following questions.

1. What is the purpose of the author in writing this passage?

Answer: To decode the psychology of English soccer fans.

2. How does a fan's body respond to the outcome of a game?

Answer: His testicular hormone will go up and down depending on the outcome of the game.

3. How do fans of the same team feel when they are watching a game?

Answer: They feel emotionally close and thus get a sense of solidarity.

4. Why are the English more passionate about soccer than people from other countries?

Answer: They regard their country as the home of soccer and see success in football as a sort of compensation for loss of empire and status as a world power.

5. According to the last paragraph, what do many British people yearn for?

Answer: They yearn to be accepted as part of a wider social group.

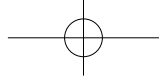
Task ② Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② 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 psychologists say about sports fans?
☒ A) **The behaviour of sports fans is understandable.**
☐ B) Sports fans cannot escape the pressures of normal daily life.
☐ C) Most sports fans are not very sociable.
2. Which of the following is **NOT** the reason for sports fans being enthusiastic about watching sports games according to the passage?
☐ A) relaxation
☐ B) socializing
☒ C) **keeping fit**

Checking the Facts

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

1. Watching a game can help relieve people of stress.
2. Sports fans are always optimistic about everything in life.
3. Sports fans will stop going to watch games if their teams constantly lose.

Key: 1. T 2. F 3. F

Script

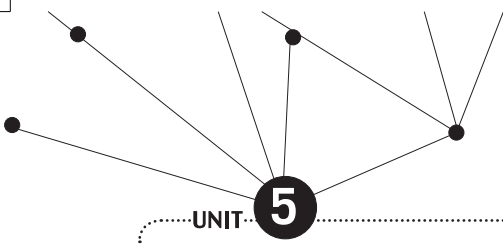
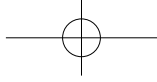
People who don't follow sport often question the sports fan's enthusiasm. "It's just a game," they say, "What's the big deal?" However, psychologists have conducted in-depth studies to decode the psychology of sports fans. The results of these studies reveal why it's not "just a game" for the fans.

First, fans tend to identify themselves with the team they root for and consider themselves as fellow travelers with their team. When the team wins, they tend to believe it's their success too and, equally, when it's defeated, they mourn.

The self-esteem of fans rises and falls with a game's outcome. Losses affect their optimism about everything from getting a date to winning at darts.

In addition, sports allow fans to escape normal daily life, overcome social inhibitions, and express themselves freely by both cheering for their teams and lashing out at rivals. It's a good way to release pressure, just like a therapy.

A match is more than just an event. It is a social activity on a voluntary basis. Where else do you



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spend big money and have a 50-50 chance of being displeased (if the team loses)? If you order pizza and it is delivered cold three times in a row, you won't order from that business again. Not so with sports fans.

It isn't just a game. Some people will never get it.

Checking Your Comprehension

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

1. As last World Cup in Germany was so close to Britain, tens of thousands of British fans went to support their team.
2. British fans have brought more tickets than any country in the coming 2010 World Cup except South Africa.
3. Sony Ericsson, the official mobile handset for next year's tournaments, is ready to provide all kinds of services to enable soccer fans to enjoy the games and share information with their friends.

Key: 1. T 2. F 3. T

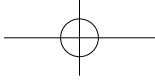
Script

The last World Cup in Germany was so close to home that it's estimated well over 100,000 England fans went to support their team over the course of three weeks and five matches. Stuart Fuller was one of them. He's cheered on England's football team around the world for 25 years and he's blogged about his experiences. He will be in South Africa for next year's World Cup, despite warnings it will be expensive and concerns about crime.

"A lot of the England fans don't necessarily perceive that there is such a thing as security risk when they go somewhere, so they will be expect[ing] to, if they want to go from the hotel to the city center and they want to walk, they'll try and walk it, and whilst the security forces will say no, it's a bad idea, it's a bad idea, it's bad idea, the mentality of a football fan is "Well, if we're in a group, we're fine".

Keith Prowse is one of just four official tour operators based in the UK. It will have to meet the high demand of British fans who have so far bought more tickets than any country except for the USA and South Africa itself.

"The UK, as travelling supporters, whether it be European Football Championships, whether it be the Lions or, you know, they are big followers of sport in this country, and very, very passionate, so there is always going to be big demand out of the domestic market to go to any major tournament."



Tens of thousands of British and Irish fans recently experienced South Africa's ability to host a major sporting event. They traveled there in June and July to support the Lions Rugby Team.

Coach Ian McGeechan says the country coped reasonably well.

"The food is of a high quality and, once you're there, very cheap, so you can have a very good night out for ... for not a lot. I think what you have to realize is that, after dark, you have to be security conscious. You can't do what you would expect to do here at night time and I think that just needs some sensible approach from supporters."

Sony Ericsson is the official mobile handset for next year's tournaments. And the company believes it will be the first social networking World Cup, making it the unique experience for the fans.

"We have a world of entertainment that now comes into your mobile, whether it's watching football action, whether it's seeing football news updates, whether it's sharing your experience as a football fan with your friends, whether that be on Facebook, whether it be on Twitter. Or if you go on to YouTube, you can find footage in virtually any stadium in the world taken on a mobile phone."

Thirty-two countries will compete at the 2010 World Cup but, based on the experience of 2006, England will have more support than most, assuming their fans can overcome the obstacles of cost and logistics and concerns about security.

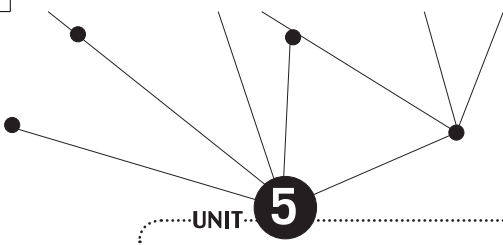
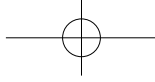
In-class Activities

Task ① Describing the Picture

Describe the picture first and then create a dialogue between the husband and the wife.

Teaching Tips

- ① This task is designed to prepare students for the topic "A Sports Game is a Big Deal to a Faithful Fan".
- ② Ask students to describe the picture with their peers.
- ③ Here are some questions for students to discuss: What is the husband doing? What is the wife going to do? What can you tell from the facial expressions of the husband and the wife?



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Task ② Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

The enthusiasm of sports fans:

1. Fans tend to identify themselves with the team they root for and consider themselves as fellow travelers with their team.
2. The self-esteem of fans rises and falls with a game's outcome.
3. Sports allow fans to escape normal daily life, overcome social inhibitions, and express themselves freely by both cheering for their teams and lashing out at rivals.

Task ③ Discussing

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

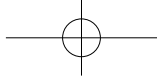
Work with your peers to list the characteristics of football fans and classify them into good and bad groups.

Good qualities of football fans:

passionate — crazy about the games they love

energetic — shouting and cheering in the games and staying up late into the night to watch the games

fearless — going everywhere to watch games, even the places with security problems



...

Bad qualities of football fans:

hot-tempered — easy to be infuriated while watching games

violent — going fighting sometimes

rude — breaking the rules and say dirty words

...

Task ④ Summarizing

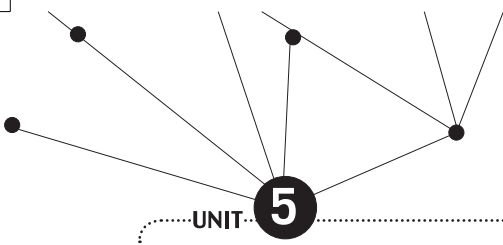
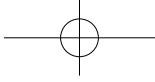
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

Tens of thousands of British fans went to support their team in Germany during the last World Cup, and they will do so again in the coming 2010 World Cup despite high costs and concerns about security. Recently British and Irish fans traveled to South Africa and experienced its ability to host a major sporting event. Meanwhile, British tour operators are trying to meet the high demand of British fans who intend to go to South Africa to support their team. And Sony Ericsson, the official mobile handset for next year's tournaments, is ready to provide all kinds of services to enable soccer fans to enjoy the games and share information with their friends.



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UNIT

5

Lesson 2

Pre-class Activities

Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

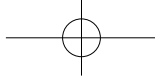
Listen to the audio clip, and choose the right answers to the questions.

1. What is the speaker's attitude toward celebrity worship?
☐ A) Positive.
☐ B) Negative.
☒ C) **Both.**
2. According to the audio clip, what can be learned about sufferers of Celebrity Worship Syndrome?
☐ A) They ignore family responsibilities.
☒ B) **They feel depressed and anxious.**
☐ C) They don't have many friends.

Bridging the Gap

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

1. Whether the objects of our affections are movie stars, athletes, poets or politicians, we're **hungry for** information about them.
2. Most celebrity worshippers follow the celebrity scene purely for **entertainment value**.
3. It's also common for teenagers to start liking celebrities and **looking for direction** in life.
4. But when you become completely obsessed or think you've got a **special bond** with those superstars, there's more of a problem.



5. To these people, celebrity worship becomes a “**substitution for real life**”.

Script

Who among us hasn't fallen victim to a little celebrity worship? Whether the objects of our affections are movie stars, athletes, poets or politicians, we're hungry for information about them. We want to know what they're saying, what they're wearing, where they're going and whom they're with.

Most of the time, of course, loving your idol is totally harmless. Most celebrity worshippers follow the celebrity scene purely for entertainment value. It's also common for teenagers to start liking celebrities and looking for direction in life. So it's fine if you kiss the poster of your idol before you go to bed or buy all the CDs of your favorite singer.

But when you become completely obsessed or think you've got a special bond with those superstars, there's more of a problem. It's called Celebrity Worship Syndrome and it can make you feel really bad.

Sufferers from Celebrity Worship Syndrome are obsessed with celebrities so much that their self-esteem diminishes and they develop depression or anxiety. To these people, celebrity worship becomes a “substitution for real life”.

Checking Your Comprehension

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

1. Mr. and Mrs. Scarola feel very lucky since both of them have tickets.
2. Many fans of Michael Jackson feel upset that they can't enter the Staples Center.
3. The number of police officers is larger than at 1984 Los Angeles Olympics.
4. According to the police, the crowds outside the Staples Center are almost out of control.

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

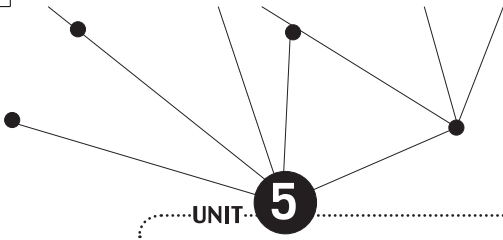
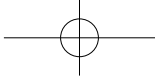
Script

“Michael! Michael!”

He may have been the King of Pop but, to his fans, Michael Jackson was like a modern day pied piper. And today they followed him to the end.

“I'll be there. You know I'll be there.”

Some were lucky enough to score tickets and a seat inside.



UNIT

5

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“I am so happy. I have hope.”

“Have your wristband visible. Walk slowly. Watch your step please.”

Paulette McCowan flew in from Texas. “I’m so excited to be a part of this historical event because you’ll never get opportunity like this again in your life.”

Hundreds of other fans without tickets came from just down the block and down under.

Leo Scarola flew in from Australia with his wife. She got a ticket. He did not. “I just feel so emotional at the same time that my wife is in there.”

This devoted crowd was kept blocks away in the so-called cold zone.

“I would love if they turn on the TV right here and just show us what’s going on inside.”

Mostly they didn’t mind having a front row seat to nothing. They weren’t here for the view.

“We came down here just for this, knowing that I wasn’t going to get in, you know, just to be here for the atmosphere I love.”

“Not get crazy. Here I have one ticket.”

And this guy spread the love by giving a ticket away to a fan, who in turn gave it to his dad.

Meanwhile, the police presence was massive. Three thousand LAPD officers, more than were on hand for the 1984 Los Angeles Olympics. But the crowds they feared could swell towards a quarter million never materialized. In the end, it was about 600[000].

“The crowds have been respectful, they have been orderly, no issues with that ... I think we had one arrest so far for someone disturbing the peace.”

Most people just wanted a chance to say goodbye.

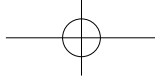
“He’s just gone too soon. He’s an icon, the king of pop. I just had to be here.”

Lots of Michael Jackson fans still hanging out down here near the Staples Center and you know, over the last couple of days, they have been signing their names to this giant wall back here. But no word yet as to what will become of that. Katie.

Ben, meanwhile California’s, something like 26 billion dollars in debt. So how will the state pay for this huge police presence and lots of overtime costs?

Yeah, it is going to fall on the city’s shoulders. Actually the city of Los Angeles is cash strapped right now. We’re told that today’s event will cost the city about 3.8 million dollars. However, today the city set up a website asking ... actually asking people for donations. We called them but no word yet as to whether they’ve gotten any donations. Katie.

All right. Ben Tracy. Ben, thank you so much.



In-class Activities

Task ① Brainstorming

Discuss the following questions with your partners and then fill in the table.

Teaching Tips

- ① This task is designed to arouse students' interest in the topic "Celebrity Worship".
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.

Task ② Sharing Opinions

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

Teaching Tips

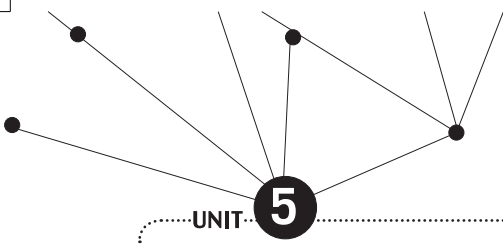
- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Students can search online to prepare this task. They can also talk about their real experience or the stories of the people they know.
- ③ Answers will vary.

Task ③ Getting Details

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

Teaching Tips

- ① This task is designed to train students to get the gist of the given material.
- ② Answers will vary.



UNIT 5

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Step 1

Work in groups to find out information of the fans of Michael Jackson with the help of the video clip.

From what we have watched from the video, we may come to conclusion that the fans of Michael Jackson really love him very much. They come all around to say goodbye to him. Just as what is said in the video, "Mostly they didn't mind having a front row seat to nothing. They weren't there for the view. They came down there just for to be there for the atmosphere they love." And the fans are respectful and orderly.

Task 4 Summarizing

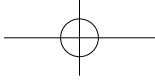
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- 1 This speaking activity is designed to train students to summarize.
- 2 Ask students to summarize the video clip.
- 3 Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- 4 Select some of the pairs to present their summaries.

Summary

Michael Jackson, the King of Pop, died on June 25th, 2009. His public memorial service was held at the Staples Center in Los Angeles on July 7. Faithful fans, with or without admission tickets to the memorial service, flew from all over the world to Los Angeles to bid a final farewell to the pop icon. The huge crowds outside the Staples Center put the city of Los Angeles under immense pressure. On one hand, more than 3,000 police officers were deployed to keep the crowds in order. On the other hand, the city government had to shoulder the huge costs involved in the security arrangements for the memorial service. In the end, the city had to appeal to fans for donations, but not many people responded to the appeal.

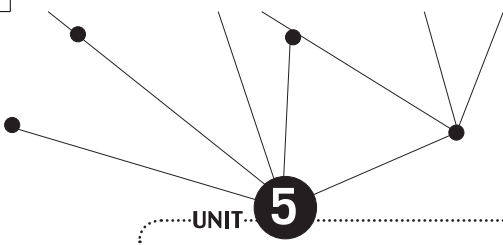
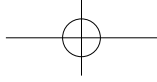


Task ⑤ Debating

Debate on the motion We disapprove of the cult of celebrity.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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.



UNIT

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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

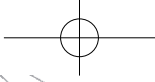
- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ② Ask students to finish the Home Listening task after class and check the answers on their own.

We all know of cases where negative fan behaviour has driven some athletes to perform at less than their best or perhaps even knock them completely out of a competition. "Athletes want to live up to a high paying 1) **contract** as well as fan expectations. It is the same with Olympians who 2) **strive** to live up to expectations. Athletes may say they are immune to fans, but we know better. They are like teenagers who say they don't care what their parents think," said Daniel L. Wann, who heads the Association for Applied Sport Psychology (AASP) Special Interest Group on Fandom.

According to Wann, there has been a good deal of research on fans and their ability to pump up the home team or negatively 3) **impact** on the visiting team. "Some athletes thrive under this pressure and others don't. This is where a sports psychology 4) **consultant** can help." Wann has been studying the psychology of sports spectators since the mid 1980s, with a particular interest in fan identification (i.e. a fan's psychological connection to a team), spectator 5) **violence**, and the actions of parents as spectators at youth sporting events.

A Professor of Psychology at Murray State, Wann works with athletes, teaching them how to 6) **address** fan behaviour. He helps them develop their mental abilities, while the coaches focus on their physical skills. "The key is for 7) **athletes** to learn to compartmentalize what they pay attention to, to be able to tune out the fans but not the coaches. They need to be 8) **selective** between valuable information (from coaches or teammates) versus noise (from fans)."

Just as athletes are involved in their sports for a variety of reasons, fans are motivated for different reasons. 9) **It is important to remember that fans are driven by a variety of motives.** You can't paint them with one brush stroke. Some are driven by the entertainment of the sports, some want to see a good contest. 10) **Some are there for social reasons, while others are there to see beautiful plays.**



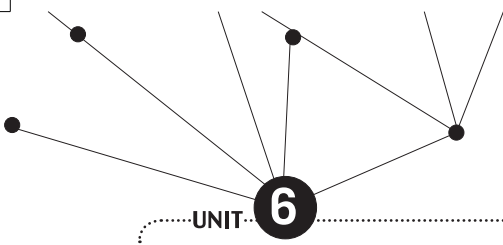
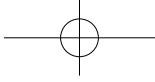
UNIT

6

Golden Years

Unit Overview

- get to know lives of senior citizens through reading, listening and viewing
- talk about problems caused by an aging society and possible solutions
- learn to reflect on your own learning and comment on that of your peers



UNIT

6

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Lesson 1

Pre-class Activities

Task ① Topic Preview

Read the passage on page 86 and answer the following questions.

Teaching Tips

- ① This task is designed to check students' understanding of the reading material.
- ② Ask students to answer the following questions.

1. What does the author compare retired life to?

Answer: Driving along a slower lane.

2. How does one begin to feel after passing the honeymoon phase of retirement?

Answer: He/She may start feeling disoriented.

3. According to the passage, what puts people's dreams on hold when they are young?

Answer: Obligations of family and work.

4. Why does the author say travelling is the best part of retiring?

Answer: You don't need to worry about what's going on at work in your absence.

5. How can you benefit from being a volunteer when you become old?

Answer: It can enrich your life and give you a sense of being useful to others.

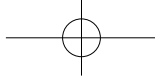
Task ② Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② 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 this audio clip?
☒ A) **Global aging is presenting difficulties to many counties.**
☐ B) In Japan robots are developed to help the aged.
☐ C) Our planet can't sustain the fast growing population.
2. According to the audio clip, in what aspect might robots help the elderly in Japan?
☐ A) Cooking meals for the elderly.
☐ B) Assisting the elderly in shopping.
☒ C) **Keeping old people company.**

Checking the Facts

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

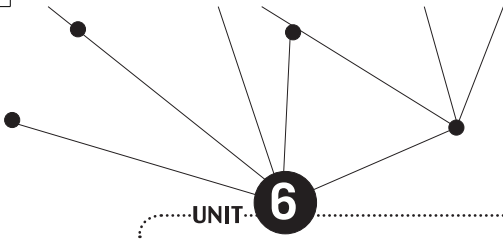
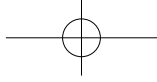
1. By 2040, 14% of the Japanese population will be of retirement age.
2. Soon the number of the elderly in the world will be more than that of young people.
3. The aging problem in Japan is expected to get better.

Key: 1. F 2. T 3. F

Script

The world is getting older and older. Not the planet, but the people who live on it. A new report reveals that the global population of older people is growing at its fastest rate ever. By 2040 around 14 percent of the world's population will be of retirement age. Researchers say the number of elderly will soon outnumber the young for the first time in human history. This will have a big impact on our societies, economy and the way we live.

America's National Institute of Aging reports: "Aging is affecting every country in every part of the world ... Global aging is changing the social and economic nature of the planet and presenting difficult challenges." Japan is already dealing with these problems, and they are expected to get worse. By 2040, experts predict one percent of the Japanese population will be over 100 years old. There is a booming industry in Japan to cater for the aged. Engineers are developing robots to feed and clean up after the elderly. There are now robot companions on sale to keep old people company. One positive effect of our aging population is that we need to reconsider how we define middle age and old age. We now often view a 60-year-old as being young.



UNIT

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Checking Your Comprehension

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

1. In China, the number of the senior population is growing at a fast rate, which presents many challenges to our society.
2. It was easy for Mrs. Zhou to get into Sijiqing, the nursing home.
3. The nursing home in Beijing can hold 300,000 senior citizens.
4. Recently, China has launched a pension program to address the problem of senior citizens in rural areas, which aims to cover all farmers in China by 2020.

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

Script

According to the China Research Center on Aging, more than 8.3% of the population are above 65. In most cities more than 50% of the elderly live apart from their children. Taking caring of them is a major social concern.

Some choose to go to nursing homes. 83-year-old Mrs. Zhou lives in the Sijiqing nursing home in Haidian District. When she first came, leg problems prevented her from walking. Therapy has now allowed her to enjoy the fresh air by herself, but it wasn't easy for her to get into Sijiqing.

"My daughter and son looked for several nursing homes for me, but they were all full. We waited for several years to have a place."

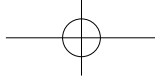
The waiting list of Sijiqing is long.

"We have 500 beds, and they are always full. There are about a thousand on the waiting list, and some of them have waited for more than three years."

Statistics indicate over 300,000 senior citizens in Beijing want to live in a nursing home, but the city can provide only 40,000 beds. On the national level there are 1.6 beds for every hundred senior citizens, much more than in developed countries, where it's 5 to 7. Since China became an aging society in 1999, building a social security system for the elderly has been a long-term strategy for the government. China is now expanding the field of services in three areas:

1. setting up a social security system with pension insurance and health insurance;
2. improving social welfare services; and
3. advancing laws on issues relating to aging.

The biggest challenge is in the rural areas. The senior population there accounts for over 70% of



the country's total, but the majority still follow centuries of tradition of relying on their children as most don't have pensions. China launched a pilot rural pension program in August, which is expected to cover 10% of the counties by the end of 2009, and the whole country by 2020. The new scheme would be subsidized by the central and local governments. Farmers over 60 will receive a monthly pension, set according to their area's standard income levels.

In this village in Shaanxi Province, 75 senior received their pensions in August for the first time.
“We received this money without paying anything. It will make life easier.”

In-class Activities

Task ① Describing the Picture

Describe the picture first and then talk about problems the elderly might encounter in their lives.

Teaching Tips

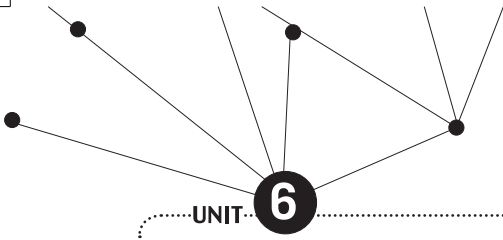
- ① This task is designed to prepare students for the topic “Global Aging Presents Challenges to Our Society”.
- ② Ask students to describe the picture with their peers.
- ③ Here are some questions for students to discuss: What can you infer from the facial expression of the elderly man? In what ways do you think retirement might be stressful? What problems does a country have if too many of its citizens are in retirement?

Task ② Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.



UNIT 6

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Step 2

Describe to your classmates what the life is like of a Chinese senior person based on your discussion.

In China, the senior people might be classified into the following groups. The first group is the ones who enjoy their life. Some of the seniors of this group are well-off, so they travel 2 or 3 times a year, home or abroad. The ones who are not so well-off also enjoy their retirement life very much. If they cannot afford the travel, they also have their entertainment, like morning exercises in the parks, attending the singing group or going to public square dancing. The second group are the “children-centered” ones. Seniors of this group devote their retirement life to their children, helping them in the housework or taking care of the grandchildren. The third group are the working group. They might be the ones who are energetic and still want to work after retirement, so they find a job to do. Also there might be the seniors who have to work to support themselves or help their children in finance.

Task 3 Discussing

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

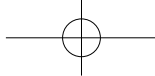
Teaching Tips

- 1 This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- 2 Answers will vary.

Step 1

Work with your peers to list the problems and challenges an aging society may face up with and the possible solutions the society can have.

From the video, we can learn that the problems and challenges of an aging society might be the following. The first is the old-age care. Some seniors choose to spend their lives in the nursing homes. But as stated in the video, beds in the nursing homes are not sufficient enough. The better solution might be the perfection of the community service which may help the seniors have a better life at home. Besides what is mentioned in the video, the challenges of an aging society might also be health services and welfare system. The implement of laws of certain fields might be helpful.



Task ④ Summarizing

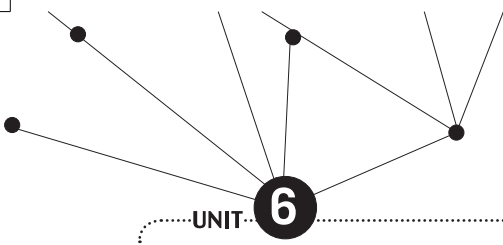
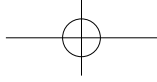
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

In China, the senior population is growing at a fast rate, which presents many challenges to our society. In cities, living in a nursing home is one possible solution for the elderly who live apart from their children. However, currently the number of beds in nursing homes is far from meeting the demand of the aged in China. Another big challenge is caused by the large percentage of senior citizens in rural areas, since many of them don't have pensions. Recently, China has launched a pension program to address this problem, which aims to cover all farmers in China by 2020.



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UNIT

6

Lesson 2

Pre-class Activities

Audio & Video Studio



Complete the online exercises on iSmart.

Teaching Tips

- ① The online exercises on iSmart are designed to train students to understand the general idea or important details of the audio and video clips.
- ② Ask students to finish them independently before class.

Identifying the Gist

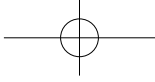
Listen to the audio clip, and choose the right answers to the questions.

1. What is the subject of the research mentioned in the audio clip?
 - ☐ A) How long working hours affect one's health.
 - ☒ B) **How retirement age affects one's lifespan.**
 - ☐ C) The relationship between gender and lifespan.
2. What does the result of the research indicate?
 - ☒ A) **Early retirement is not connected with increased lifespan.**
 - ☐ B) People who retire late usually die of poor health.
 - ☐ C) Fifty-five is the ideal age for people to retire.

Bridging the Gap

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

1. There is a **strong possibility** that early retirement may even shorten one's life.
2. The team considered factors such as gender and **economic status** to find out whether retiring early is connected with better survival.
3. The life expectancy of employees who retired at 55 was much lower **compared with** people who retired at 65.
4. Retiring early at 55 or 60 was not **associated with** better survival than retiring at 65.
5. People who retired at 55 often died earlier than those who **continued working**.

**Script**

Retiring from your job at an early age may not help you to live longer. There is a strong possibility that early retirement may even shorten one's life. This is the conclusion of a study published by the British Medical Journal. The study followed more than 3,500 employees working for Shell Oil in Texas. The workers retired at 55, 60 or 65 and were monitored for 26 years. Researchers studied the effect their age at retirement had on their lifespan. The team considered factors such as gender and economic status to find out whether retiring early is connected with better survival.

The results were surprising. The life expectancy of employees who retired at 55 was much lower compared with people who retired at 65. The researchers concluded that: "Retiring early at 55 or 60 was not associated with better survival than retiring at 65." In fact, the study found that people who retired at 55 often died earlier than those who continued working. Leader of the research team Shan Tsai said, "Although some workers retired at 55 because of bad health, these results clearly show that early retirement is not associated with increased survival."

Checking Your Comprehension

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

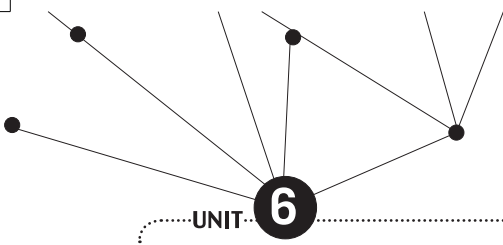
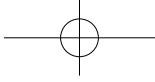
1. For most Japanese retirement means the start of a second life.
2. Many senior citizens in Japan continue working mainly due to labour shortage.
3. People who work in government jobs usually retire at the age of 55.
4. Japan's model can't be applied to China due to different welfare systems.
5. Senior citizens in China are suggested to find a new life after retirement.

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

Script

Elsewhere in the world, aging is affecting every country. Japan has the highest proportion of residents over 65 in the world, about a fifth of the population. You can see senior citizens nearly everywhere. It's estimated that by 2050, people over the age of 65 will account for 40% of the population. Most Japanese retire around the age of 55 or 60, and they continue to contribute to society. Hisashi Hosokawa is a good example of someone who retired from his government job and decided to continue working by starting his own company.

"Half the people who work in government jobs usually retire in their late 50's. But around that



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time, they are usually still full of energy and very young at heart. That's why I decided to start my company and continue to work."

For most Japanese retirement signals the start of their second life. The average lifespan for women in Japan is 86 years and 79 years for men. That's a lot of time after retirement.

"I think it is really important that retirees can still contribute to society. These people should at least be fulfilled mentally and feel useful in whatever they do."

In Japan, the cost of nursing homes is very high for most people. Those who choose to live in retirement homes have to augment their pensions with savings to cover the fees, so a majority choose to live the rest of their lives comfortably at home. Japan's model offers some suggestions to China's strategy. For its fast growing economy, looking after the old is looking after the social welfare system. For China's 169,000,000 senior citizens, finding a new life after retirement is a way to help themselves. And for the country's young, a mature social welfare system means a secure retirement in the future.

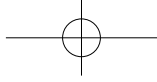
In-class Activities

Task ① Brainstorming

What comes to your mind when you hear the word "retirement"? Work in pairs and compare your answers with those of your peers.

Teaching Tips

- ① This task is designed to arouse students' interest in the topic "Retirement".
- ② Ask students to work in groups and fill in the table.
- ③ Encourage students to share their opinions and argue with each other when disagreements occur.



Task ② Sharing Opinions

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

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.

Step 1

Talk with your peers about your opinion on the appropriate age of retirement and explain why.

In my opinion, the appropriate age of retirement should be 60. For most people, 60 is the age they may not work efficiently full-time, so it's better to retire from the work. With the improvement of living standard, people can live longer and have better health condition. If we retire at the age of 60, we can enjoy the leisure life with our family happily and healthily.

Task ③ Making Up a Dialogue

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

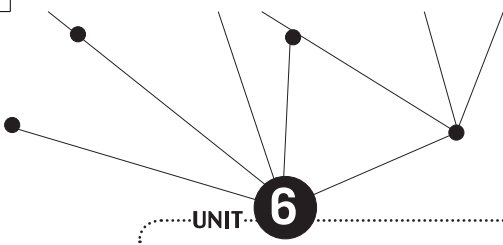
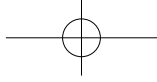
Role A: an interviewer

Role B: an elderly person

Choose an elderly person you admire or like and work with your partner to search online about his/her stories, then make an interview. Please focus on the elderly person's old year life and how he/she spends his/her retirement life.

Teaching Tips

- ① This task is designed to encourage students to express themselves and exchange thoughts and ideas with each other based on the given material.
- ② Answers will vary.



UNIT 6

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Suggested interview questions:

1. How do you comment on your work achievements?
2. Do you think you have a balance of work and family?
3. In your opinion, what is the appropriate age to retire?
4. Who will be your successor and why? Why don't you choose your children as the successor?
5. Do you have any plan of your retirement life?

Task 4 Summarizing

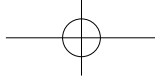
Discuss with your peers and complete the following tips with the information you have learned in the video clip. Then prepare an oral presentation with the help of the tips.

Teaching Tips

- ① This speaking activity is designed to train students to summarize.
- ② Ask students to summarize the video clip.
- ③ Ask students to work in pairs and allow them some time to prepare an oral presentation with the help of the given tips.
- ④ Select some of the pairs to present their summaries.

Summary

Japan has the highest percentage of aging population in the world. It is estimated that by 2050, people over the age of 65 will account for 40% of the population. Most Japanese choose to continue working after retirement, for they think they are still energetic and they want to feel useful to society. And in Japan it's very expensive to live in a nursing home, so the majority of Japanese spend their retired life at home. The model in Japan offers some suggestions to China for its own aging problems.

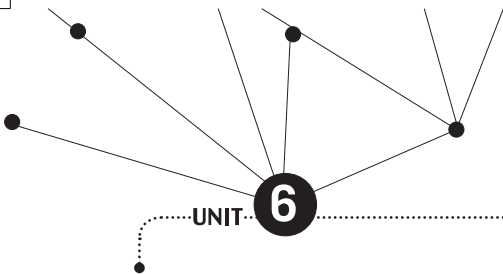


Task ⑤ Debating

Debate on the motion To deal with the challenge of an aging population we should raise the age of retirement for everyone to 70.

Teaching Tips

- ① This speaking activity is designed to stimulate students to think independently, critically and creatively.
- ② 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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UNIT

6

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

- ① This section is designed to reinforce students' understanding of this topic and give them further practice at listening.
- ② Ask students to finish the Home Listening task after class and check the answers on their own.

Traditionally, retirement communities and nursing homes have been the destination of senior citizens. But more and more older Americans want to grow old in familiar 1) **surroundings**. To them, the focus is on staying in their own homes and living in a community with neighbors who have babies or school age children.

It is a 2) **trend** called aging-in-place. But, many people recognize, to remain in their home as long as possible, they are going to need some help. So, they have joined a group called Capitol Hill Village.

This is a fee-based organization aimed 3) **primarily** at senior citizens. Its executive director, Gail Kohn, organizes volunteers to help members, and if they need 4) **additional** services, she manages a referral list of reliable 5) **contractors**. "We have a vendor and that vendor is going to provide a service and then we 6) **arrange** with the vendor to call our member," she explains.

Kohn coordinates volunteers and finds 7) **reliable** plumbers, electricians and other repairmen for her senior citizen members. "We aim at helping them do what needs to be done in order for them to live as 8) **comfortably** as possible."

Capitol Hill Village is one model of innovative programs designed to 9) **allow senior citizens to remain in their homes and part of their communities**. William Daroff of United Jewish Communities says, "10) **Our older Americans can be seen as a great resource**. If you look back at how we dealt with folks who were aging 20, 30 years ago, it wasn't very creative, not very innovative. But today's 70-year-old is more like yesterday's 50-year-old."