
Reading Master **4**

Teacher's Manual

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Unit 1

A Green Future

Unit Goal

The primary goal of this unit is to introduce the concept of eco-cities as it relates to selected cities in Europe and China. The first reading details some of the ground gained in cities becoming more green as well as the setbacks. The key word *set* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that use the word *work*. The Further Reading section discusses how Brazil has transformed its agricultural industry to become a leading world exporter.

Before You Start

In addition to the student questions, you may introduce the idea of an environmentally friendly city and ask if they believe their city or neighborhood to be eco-friendly. Ask them to describe it in pairs or groups. Share their answers with the class.

Sample Answers:

1. There are not too many green spaces where I live, but there are a lot concrete parks that are open to the public.
2. There is not a lot of pollution, but it really depends on the day. Mostly the air is healthy and breathable but some people complain more about the noise pollution. Sure I prefer to live in less polluted area, because everyone needs fresh air and clean water.
3. Yes. The government has increased public environmental awareness by advertising. But still I think the government should do more to improve the environment by planting more trees and flowers and creating more green spaces or even community gardens.

Reading

Main Goal: To compare three cities that have had variable success in becoming more eco-friendly.

Give the students time to scan the reading. Ask them why some cities are more successful than others in becoming more green. Do they think all cities should make an effort to be more green? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

The World Health Organization (WHO) listed cities with the worst outdoor air pollution for 2013. It was Iran that featured prominently on the WHO list, with four cities placing in the top 10. The city with the highest level of air pollution was Ahwaz in southwestern Iran. India and Pakistan each had two cities in top 10, while Botswana and Mongolia completed the rankings.

Stockholm (Subtitle 1)

Stockholm is the capital of Sweden and the most populous city in the Nordic region, with 914,909 people living in the municipality, approximately 1.4 million in the urban area, and 2.2 million in the metropolitan area.

Freiburg (Subtitle 3)

It is a city in Baden-Württemberg, Germany with a population of about 230,000. In the south-west of the country, it straddles the Dreisam river, at the foot of the Schlossberg.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. d 3. a 4. c 5. c 6. b 7. b 8. d 9. a 10. b

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. b 3. d 4. a

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *set* and phrasal verbs which use *work* are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

1. aspire 2. initiative 3. metropolis 4. combat 5. uninhabitable
6. emission 7. implement 8. eliminate

Key Word: *set*

The word *set* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review as a class.

Key:

- 👉 fire 👉 a trend 👉 an alarm 👉 a goal 👉 a table
👉 an example 👉 a date 👉 in motion

Phrasal Verbs

These are all common pairings as they relate to houses and homes. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. e 2. b 3. d 4. a 5. h 6. i 7. f 8. j 9. c 10. g

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. a 2. c 3. c 4. b 5. b

C. Reading Overview

Sample Answer

Stockholm seems to be the most eco-friendly of the three cities. They are definitely more ambitious in their goal to eliminate their dependency on fossil fuels in the near future.

D. Thinking Cap

A. In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. The government in my country has set up ecological reserves on water and land. This is done to protect the plants and wildlife in the area. I think this is admirable, but I would also make laws that not only protect these reserves, but also punish those who break the rules.
2. National parks are great! You really do get to see the results of having protected an area when you see animals moving around the area and view the untouched landscape.
3. As an average citizen, we can protect environment with our own action. For example, we should turn off and unplug the electrical items when they are not working; switch off the tap when we don't use it; try to walk if possible... All these are tiny actions. If everyone can bear saving notion in mind, the environment can be well protected.

□ Further Reading □

Main Goal: To describe Brazil's surprising agriculture industry.

Give the students time to scan the reading. Ask them what is special about the Brazil's agriculture industry. In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Note

Thomas Malthus (Para. 1, Line 1)

Thomas Robert Malthus (13 February 1766—29 December 1834) was an English cleric and scholar, influential in the fields of political economy and demography.

A. Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. d 3. c 4. b 5. c

B. Thinking Cap

A. In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. I think the author is not hopeful since he states that famine and food shortages are already on the rise. Humans feed the world, but we lack the will, political or otherwise, to really fight famine and feed the world.
2. Generally speaking, our country is self-sufficient in many resources. But we still need to import a lot of different things from abroad. For example, we import wheat, corn, beans and some fruits from America; wool and beef from Australia; coco from Brazil and tropical products from Africa etc. One reason is that our production is far less than the domestic consumption because of our large population. Other reasons could be that we don't produce such things for lack of the suitable climate, or people in our country just want to taste some fruits grown in other countries. American plum and American apples are good examples for this point.
3. Food shortages sometimes happen due to corrupt governments who care more about keeping their armies fed than helping their citizens. The international community should hold these governments accountable for the famines they cause.

Unit 2

Under Watchful Eyes

Unit Goal

The primary goal of this unit is to introduce the idea of database state in which citizens are required to have all their personal information filed electronically with the government. The first reading details the case of Britain where the government seriously entertained the idea of mandatory identity cards. The key word *watch* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to surveillance. The Further Reading section discusses how you might be a target of hack attack.

Before You Start

In addition to the student questions, you may ask if they are aware that they are constantly being tracked on their smart phones and/or Internet activities. Ask them to discuss some of the reasons why companies do this in pairs or groups. Share their answers with the class.

Sample Answers:

1. In my country there is an identity card for everyone we need to carry whenever we are and wherever we go. For example, when you buy a train ticket, a plane ticket or open an account in a bank, you are required to show your ID card. If not, you can't get all these things done.
2. Identity theft is always a concern. I have heard stories of the problems this causes innocent people. In many cases it causes financial damage when PIN numbers and credit cards are accessed by criminals.
3. Generally speaking there are no fears of government misuse. However, there is always a danger that hackers may be able to access personal information if the government does not take precautions in securing our data.

Reading

Main Goal: To describe the U.K.'s plan to implement a national identity registration system which was later scrapped.

Give the students time to scan the reading. Ask them why the British decided not to follow through with their plan. Do they think this was a good decision? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Big Brother (Para.1, line 13)

Big Brother is a fictional character or symbol in George Orwell's novel *Nineteen Eighty-Four*. He is claimed to be the leader (either the actual enigmatic dictator or perhaps a symbolic figurehead) of Oceania, a totalitarian state wherein the ruling Party wields total power "for its own sake" over the inhabitants.

George Orwell (Para. 1, line 13)

Eric Arthur Blair (25 June 1903 – 21 January 1950), who used the pen name George Orwell, was an English novelist, essayist, journalist and critic. His work is marked by lucid prose, awareness of social injustice, opposition to totalitarianism, and outspoken support of democratic socialism.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. e 2. c 3. a 4. d 5. d 6. a 7. e 8. b

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. d 3. c 4. b 5. b

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of watch and phrasal verbs related to surveillance are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. compulsory 2. biometric, championed 3. Violation 4. rebutted 5. climbdown
6. prevalent 7. fraud 8. bureaucracy 9. outcry 10. scrapped 11. monitor 12. unprecedented
13. accountability

Key Word: watch

The word *watch* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. c 2. e 3. d 4. b 5. a

Phrasal Verbs

These are all common expressions as they relate to surveillance. Explain to students that these phrasal verbs are sometimes separable as in the case of *pick up* versus *pick something up*.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. spying on 2. picked up 3. snooping around 4. looking through 5. reported back
6. inform on

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. of 2. about 3. to 4. of 5. by/at 6. with 7. for

C. Reading Overview**Sample Answer:**

I think people are justifiably worried that their personal data could be misused by authorities or even stolen by hackers. In recent years, even large corporations have admitted to having customer data stolen including credit card accounts as well as other information. In the U.S., there have also been issues with the government tracking the Internet activities of citizens for the sake of “national security.”

D. Thinking Cap

A. In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. I think if authorities have good reason to suspect criminal activity, they should be allowed to hack computers or wiretap calls. However, they should always operate within the parameters of the law. This is how human trafficking and child abuse cases have been solved.
2. It is true that surveillance helps to keep us secure from terrorist acts, but to what extent? I believe that surveillance is just one tool that can be used to assist in tracking terrorists, but authorities should not rely on any one single tool.
3. I don't think I would be too upset about being monitored since I have nothing to hide. On the other hand I would want to know the reason why and also demand some accountability for their actions.

□ Further Reading □

Main Goal: To understand how you might be a target of hack attack.

Give the students time to scan the reading. Ask them what an informer actually does. In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

FBI (Para.4, Line 1)

The Federal Bureau of Investigation (FBI) is the domestic intelligence and security service of the United States, which simultaneously serves as the nation's prime Federal law enforcement organization.

Trojan horse (Para. 11, Line 1)

Originally the Trojan (特洛伊的) Horse is a tale from the Trojan War about the subterfuge that the Greeks used to enter the city of Troy and win the war. But here it refers to a program used by hackers to collect information of their targets.

A. Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. d 3. d 4. d 5. b

B. Thinking Cap

A. In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. *Sample Answers*

1. They often use their birthday as a password so that they can remember it easily. No, it isn't. There is even software available on the Internet which can calculate passwords.
2. They would persuade administrators and telephonists to give details of passwords or other things by pretending to be the staff, suppliers or trusted individuals. Sometimes they would pretend that they are police officers or computer repairmen. Yes, they need to be cautious when they have an advanced mobile phone because a mobile phone is a small computer with memory, important data and an access to the Internet.

Unit 3

By Repute

Unit Goal

The main goal of this unit is to introduce undeserved reputations of companies and people among other things. The first reading discusses these undeserved reputations as expressed by the writer. The key word *call* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to reputation. The Further Reading section talks about how a strong brand reputation can influence consumer behavior.

Before You Start

In addition to the student questions, you may ask if there is anything they dislike that others seem to love. Why do they particularly dislike this item? Ask them to describe it in pairs or groups. Share their answers with the class.

Sample Answers:

1. I have not been unfairly accused of anything, but I had a friend who was thought to have had extra training in the sport we both participated in. In fact, he was a gifted athlete and only trained during the season, but I think people were jealous of his abilities.
2. My city has a reputation for its wide forest and green land. I think that is the case.
3. China Airlines once had a bad reputation for poor aircraft quality and service. However, this has changed in recent years and they have upgraded their fleet and have placed an emphasis on providing great service.

Reading

Main Goal: To introduce some people and things that have an undeserved reputation according to the writer.

Give the students time to scan the reading. Ask them if they agree with any of the writer's assessments of undeserved reputations. Are there any they disagree with? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Joburg (Para.1, line 1)

Its full name is Johannesburg, abbreviated as JHB. It is also known as Jozi, eGoli and Joeys, the largest city in South Africa and the provincial capital of Gauteng, which is the wealthiest province in South Africa.

Nelson Mandela (Para. 1, line 4)

The late Nelson Mandela is one of the most famous and important political figures of the 20th century. Mandela served 27 years as a political prisoner for his fight against the apartheid system of minority white rule in South Africa. On his release in 1990, he set about dismantling the apartheid system and, in 1994, he was elected president of South Africa, in the country's first fully representative democratic election. During his five years in office, Mandela is credited with overseeing South Africa's peaceful transition from the apartheid system to a multicultural democracy. Mandela passed away in December, 2013, in Johannesburg, at the age of 95.

James Joyce (Para. 2, line 2)

James Joyce (1882–1941) was an Irish novelist and poet, considered to be one of the most influential writers in the modernist avant-garde (先锋) of the early 20th century. He employs “stream of consciousness”(意识流) in his works, which are complex in structure and full of peculiar and obscure language. *Ulysses*, his best known and a landmark work, is not an exception. Joyce's method of stream of consciousness, literary allusions and free dream associations was pushed to the limit in *Finnegans Wake*, which abandoned all conventions of plot and character construction and is written in a peculiar and obscure language, based mainly on complex multi-level puns.

***Super Size Me* (Para. 4, line 1)**

It is a 2004 American documentary film directed by and starring Morgan Spurlock. Spurlock's film follows a 30-day period during which he ate only McDonald's food. The film documents this lifestyle's drastic effect on Spurlock's physical and psychological well-being, and explores the fast food industry's corporate influence, including how it encourages poor nutrition for its own profit.

The Golden Arches (Para. 4, line 9)

The Golden Arches are the symbol of McDonald's (Some Americans like to substitute Micky D's for McDonald's), the global fast-food restaurant chain, resembling an "M" for "McDonald's".

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. d 3. d 4. a 5. c 6. b 7. c 8. a 9. c 10. b

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. b 3. c 4. b 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *call* and phrasal verbs related to reputation are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. apartheid 2. detesting 3. habitat 4. charlatan 5. putrid 6. rap 7. pompous
8. harebrained 9. Legions

Key Word: *call*

The word *call* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. d 2. c 3. e 4. a 5. b

Phrasal Verbs

These are all common pairings as they relate to reputation. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. riding on/staked on 2. passed on 3. wrote off/had written off 4. making up 5. shake off
6. staking, on 7. lives up to

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions. Some of the words listed can go under more than one category.

Key: 2. a 3. a 4. b 5. c 6. a 7. a/c 8. a

C. Reading Overview

Sample Answer:

I like the golden arches example because I've often thought that Macdonald's gets a bad rap from the health industry. I don't think it deserves a bad reputation since it is up to the consumer to decide what he or she puts in their mouth. It is sometimes annoying that movies try to put these companies in a negative light.

D. Thinking Cap

A. In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. Chinese proverbs:

人过留名，雁过留声；豹死留皮，人死留名；鸟惜羽毛虎惜皮，为人处世惜脸皮；只有千里的名声，没有千里的威风；宁愿折骨头，不愿败名声；美名不出门，恶名传千里等。

English proverbs:

Who that in youth, no virtue uses, in age all honor his refuses.

One crowded hour of glorious life is worth an age without a name.

Honor brings responsibility.

A good name is rather to be chosen than great riches.

Take honor from me and my life is done.

Reputation is often got without merit and lost without fault.

2. In the case of some companies this is very true. Sanlu Group, for example, was one of the leading companies of milk powder products. However, it no longer exists because its product has been contaminated with melamine.

3. I wish to be remembered as an intelligent but caring person. It is important for me to be remembered for the good things including my personal and academic achievements.

□ Further Reading □

Main Goal: To explain how a company's reputation can affect its success.

Give the students time to scan the reading. Ask them what they think of when they hear BMW. What are some their favorite brands? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

BMW (Para. 3, line 2)

It is the short form of Bavarian engine manufacturer Ltd., commonly known as BMW. In China, it is a multinational luxury German automobile. The BMW Group is currently the owner of BMW, Mini and Rolls-Royce. The color of its logo represents the flag of Bavaria where is the head of the Group while its shape of the logo is the symbol of blue sky, white clouds and the rotating propellers, which tells the origin of the Group, producing the aero-engine.

Mercedes-Benz (Para. 3, line 12)

It is a German automobile manufacturer, a multinational division of the German manufacturer Daimler AG. The brand is used for luxury automobiles, buses, coaches, and trucks. The headquarters of Mercedes-Benz is in Stuttgart, Baden-Württemberg, Germany.

Disney (Para. 4, line 1)

The Walt Disney Company, commonly known as Disney, is an American diversified multinational mass media and entertainment conglomerate headquartered at the Walt Disney Studios in Burbank, California. Disney established itself as a leader in the American animation industry before diversifying into live-action film production, television, and theme parks. An early and well-known cartoon creation of the company, *Mickey Mouse*, is a primary symbol of The Walt Disney Company

Palo Alto (Para. 5, line 6)

It is a charter city located in the northwest corner of Santa Clara County, California. It has also served as a hatcher to several other high-technology companies such as Google, Facebook and so on.

A. Reading Comprehension

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions

Key: 1. c 2. c 3. d 4. b 5. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. To some extent, I agree with the view. Once I bought a refrigerator just because one of my friends mentioned that she bought that brand and she thought it functioned well.
2. I don't think this happens overnight and often a company has to have been established for many years to build its customer trust. BMW is one of those lucky few companies that transcend time and have been around since cars were first produced.

Review 1 Units 1-3

A. Reading Comprehension

Key: 1. b 2. c 3. b 4. b 5. d

B. Multiple Matching

Key: 1. E 2. B 3. C 4. E 5. D

C. Translation Training

Part One

Translate a passage from English into Chinese.

如果不是纪录片《麦胖报告》，麦当劳永远都不会在近几年受到如此多的批评。在那部电影中，明星兼导演的摩根·史柏路克连续 30 天里只吃麦当劳快餐。30 天后，他的胆固醇急剧增加，并增重 11 公斤。这是一个有点愚蠢的实验，想揭示麦当劳快餐公司是多么的邪恶和危险。但任何人都知道你不能一直只吃一种食物。去年，高中科学教师约翰·西纳也尝试了麦当劳快餐，竟然减了肥！我吃麦当劳多年了，但我的饮食均衡，并大量锻炼。我不认为在麦当劳里出售的食品就比当地超市里卖的大部分加工食品要糟糕，像其他食物一样，这只是个应该适量食用的问题。

Part Two

Translate a passage from Chinese into English.

This Building features a large ample amount of use of natural light to illuminate offices and a white roof to reflect heat. It has LEED certification, the country's most recognized of approval for green buildings. But the building is hardly the cross-section of energy efficiency. According to an environmental assessment last year, it did not score high enough to qualify for the Energy Star label granted by the Environmental Protection Agency. The study, made by the General Services Administration which owns the building, revealed the building's cooling system, a gas guzzler, was the culprit.

Unit 4

Greener Pastures

Unit Goal

The main goal of this unit is to discuss the problem of low fertility rates in many countries. The first reading reveals how low fertility has had an impact on developed nations. The key word *move* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to immigration. The Further Reading section talks about two prominent figures in the U.S. who come from modest immigrant backgrounds.

Before You Start

In addition to the student questions, you may ask if there are any issues with immigration in their country. What are they? Ask them to describe this in pairs or groups. Share their answers with the class.

Sample Answers:

1. It seems that I know nothing about it.
2. They sometimes encounter abuses such as extended work hours and low pay. Typically, they make more money here than they would in their own countries.
3. I would be afraid of living permanently in another country. It would be difficult to adjust to new customs, food and people.

Reading

Main Goal: To introduce the connection between low fertility and immigration and how it affects developed nations.

Give the students time to scan the reading. Ask them if they are aware of this issue. Do they think there is a similar problem where they come from? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

As a country that was itself founded on immigration, the United States unsurprisingly remains the most attractive location for many of the world's immigrants. The U.S. is home to over 45 million immigrants — almost 20 percent of the world's total. Foreign-born residents account for over 14 percent of the country's population. The next five countries combined (including Russia, Germany and the U.K.) have fewer immigrants in total.

U.N. (Para. 1, line 4)

U.N. is the short form for the United Nations. It is an intergovernmental organization, established on 24 October 1945 following the Second World War, to promote international co-operation, maintain international peace and security, promote human rights, foster social and economic development, protect the environment, and provide humanitarian aid in cases of famine, natural disaster, and armed conflict. The headquarters of the United Nations is in Manhattan, New York City.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. b 3. c 4. a 5. c 6. d 7. c 8. a

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. c 3. a 4. a 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of move and phrasal verbs related to immigration are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. offset 2. stimulate 3. drastic 4. quick-fix 5. reversible 6. homogeneously
7. replenish 8. stagnating 9. abandoned

Key Word: *move*

The word *move* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. d 2. e 3. a 4. b 5. c 6. f

Phrasal Verbs

These are all common pairings as they relate to immigration. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. let, in 2. shot up 3. pass through 4. Setting off 5. settling in 6. thrown out
7. sent back

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. away 2. near 3. Here 4. there 5. backwards 6. there

C. Reading Overview

Sample Answer:

In fact, we do see a decline in population in all modern countries. I am not sure that immigration will solve every country's problems so I agree with the article. Places like Japan do not place a high value on immigration so it will be interesting to see how they deal with this in the future.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. Yes, I agree. There is another reason, that is, young people are unwilling to get married. I think the feasible solution to the problem is to make people feel secure in economy.
2. People hope to immigrate because of different reasons, such as pursuing a better physical life, escaping persecution, natural disasters, poverty and so on. Many immigrants here do much of the manual labor in factories and households. However, there are other immigrants who are professionals and bring their specialized skills to work.
3. Yes. The U.S., Canada, Australia, Switzerland are the most popular countries for emigrants. People like to emigrate to these countries because they are more advanced and they may provide more opportunities to the emigrants. The emigrants do much manual labor in service industry while some are highly educated and are skilled in other industries. Those persons are highly valued and can work in more professional fields.

□ Further Reading □

Main Goal: To introduce and discuss two immigrants to the U.S. who went on to become successful people.

Give the students time to scan the reading. Ask them if they have heard of Kissinger or Albright. Do they think it was difficult for these two to get to where they are? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

The Paris Peace Accords (Para. 3, line 7)

The Paris Peace Accords of 1973 intended to establish peace in Vietnam and an end to the Vietnam War. The main negotiators of the agreement were United States National Security Advisor Henry Kissinger and Vietnamese politburo member, Le Duc Tho.

Le Duc Tho(Para. 3, line 8-9)

Le Duc Tho (14 October 1911–13 October 1990) was a Vietnamese revolutionary, general, diplomat and politician. He was awarded the Nobel Peace Prize jointly with United States Secretary of State Henry Kissinger in 1973, but he declined it.

the former Soviet bloc nations (Para. 5, line 2)

It was composed of the Czech Republic, Hungary, Lithuania, Poland, Slovakia, and Slovenia.

A. Reading Comprehension

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. a 3. b 4. d 5. a

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. *Sample Answers*

1. The immigration policy in China is somewhat strict that there are only a few immigrants in China. As far as I am concerned, the famous one may be one of Guo Moruo's wives, whose national origin was Japan and had Chinese nationality in 1949. But there are more foreign-born residents in China and have achieved success here. Most notably is Dashan, a Canadian, who was once a household name in China for his teaching English in 1980s ~ 1990s.
2. I think it takes a lot of perseverance and hard work. I admire anyone who immigrates to another country whether or not they reach fame. It is difficult for anybody to learn a new language and culture.
3. Language is the biggest obstacle I think. Without it you cannot do the things you want to do. It is as much a tool for communication as it is a way to learn about your adopted country.

Unit 5

The Letter of the Law

Unit Goal

The main goal of this unit is to discuss rules and laws which societies follow. The first reading reveals three points of view on bending some rules. The key word *pass* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to politics and laws. The Further Reading section is an excerpt taken from Henry David Thoreau's *On the Duty of Civil Disobedience*.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. Citizens' rights and obligations coexist in the field of law. They can't be separated from each other. The legal realization of civil rights must be based on the complete fulfillment of related obligations.
2. I disagree with laws that say you can't smoke outside. Other than being able to smoke on your own property, there should be some tolerance for smokers to smoke in certain areas.
3. When I was a little boy I stole a small toy from one vendor. When I got home my father discovered it and he forced me to return it and apologize to the store owner.

Reading

Main Goal: To introduce some personal perceptions on certain rules and laws.

Give the students time to scan the reading. Ask them if they agree with any of the opinions. Which ones and why? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

The Letter of the Law (Title)

The letter of the law is an idiomatic antithesis(对立面). When one obeys the letter of the law, one is obeying the literal interpretation of the words (the “letter”) of the law, but not necessarily the intent of those who wrote the law. Conversely, when one obeys the spirit of the law but not the letter, one is doing what the authors of the law intended, though not necessarily adhering to the literal wording.

bob (Para.2 line 6)

A short haircut worn by women and girls, which usually includes a fringe.

BitTorrent (Para. 3, line 12)

BitTorrent is a protocol for the practice of peer-to-peer file sharing that is used to distribute large amounts of data over the Internet. BitTorrent is one of the most common protocols for transferring large files. To send or receive files the user must have a BitTorrent client; a computer program that implements the BitTorrent protocol.

P2P (Para. 3, line 15)

P2P is the abbreviation for Peer-to-peer. Peer-to-peer (P2P) computing or networking is a distributed application architecture that partitions tasks or work loads between peers. Peers are equally privileged, equipotent participants in the application. They are said to form a peer-to-peer network of nodes.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. a 3. a 4.c 5. b

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. a 3. b 4. c 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of pass and phrasal verbs related to politics and laws are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. trimmed 2. lead 3. outmoded 4. piracy 5. license
6. unjustified 7. potential 8. libertarianism 9. outlaw

Key Word: *pass*

The word *pass* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. d 2. f 3. c 4. b 5. a 6. e 7. g

Phrasal Verbs

These are all common pairings as they relate to politics and laws. Explain to students phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. drum up 2. push through 3. step down 4. ruled over 5. do away with 6. presided over
7. get behind

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. a 2. c 3. b 4. a 5. b

C. Reading Overview

Sample Answer:

I don't agree with Elmore's comments. The law is enacted not only to protect people's interests from being violated but also to clear their obligations. As legal citizens, we can't live our life as we see fit because we can completely enjoy the benefits and freedom so long as we voluntarily take the responsibility of safeguarding public interests.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. Yes, I can. Zhou Zhenglong, the farmer in Shanxi Province who claimed to be the photographer of a South China tiger for more than 30 years was to take fake photos. A lot of famous people in the entertainment industry are accused of being addicted to drugs such as Fang Zuming, Ke Zhenhong and so on.
2. I agree with him because it has become an irresistible tendency for people to listen to and download music online at their convenience. On the contrary, I think record companies should make full use of the quickly effective way of recommending new singers and records to promote their circulations.

□ Further Reading □

Main Goal: To introduce an excerpt from Henry David Thoreau's *On the Duty of Civil Disobedience*.

Give the students time to scan the reading. Ask them if they know what civil disobedience is. Can they give an example? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Henry Thoreau (Para. 1, line 5)

Henry David Thoreau (July 12, 1817 – May 6, 1862) was an American author, poet, philosopher, abolitionist, naturalist, tax resister, development critic, surveyor, and historian. A leading transcendentalist, Thoreau is best known for his book *Walden*, a reflection upon simple living in natural surroundings, and his essay *Resistance to Civil Government* (also known as *Civil Disobedience*), an argument for disobedience to an unjust state.

Poll tax (Para. 2, line 1)

The term “poll tax” refers to different, related forms of taxation depending on where the term is employed. In United States, it refers to a tax or fee levied (征收) as a precondition of exercising the right to vote.

On the Duty of Civil Disobedience (The origin of the passage)

Resistance to Civil Government (On the Duty of Civil Disobedience) is an essay by American transcendentalist Henry David Thoreau that was first published in 1849. In it, Thoreau argues that individuals should not permit governments to overrule or atrophy their consciences, and that they have a duty to avoid allowing such acquiescence to enable the government to make them the agents of injustice.

A. Reading Comprehension

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. c 3. d 4. d 5. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. He thinks government did express the voice of the people; this fact would not compel the obedience of individuals who disagree with what is being said. To some extent, I don't disagree with him. Because everyone is not separated from the society, individuals' happiness must be based on the happiness and prosperity of the nation as a whole.
2. It is not OK to refuse to pay taxes even if we don't depend on any assistance from the government. On one hand, we can realize our self-fulfillment by way of achieving career success. On the other hand, we benefit from a great variety of services provided by the government all the time, so it is our duty to pay taxes to help the government work well.
3. I think I can't manage without state-provided services and benefits because all the aspects of our life are closely connected with state-provide services and benefits. We can't live a single day without infrastructure and living necessities.

Unit 6

Doing the Right Thing

Unit Goal

The main goal of this unit is to discuss morality and moral judgments. The first reading tells a simple story of morality. The key word *get* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to moral judgments. The Further Reading section examines perspectives on morality.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. Most of us learn this from our parents and family. It could be that humans are instinctively good, but we still need input from others to aid us in making good moral decisions.
2. Basic morals are the same in each culture, but there are definitely some differences. For example, Asians generally value an extended family whereas Western cultures value nuclear families.
3. It is part of human nature to feel guilty about some of the things we do. This could be anything from lying to a loved one or eating junk food when we know we shouldn't.

Reading

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Give the students time to scan the reading. Ask them if they have heard this or any similar story before. Do they think the girl in the story has good morality? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Note

Stories that contain moral teachings or principles are known as parables or fables. Most religions include such tales, but they can also be found in literature and drama, fairy tales and children's stories and elsewhere. *Aesop's Fables* are perhaps the best known moral tales, and many of these were adapted by the 17th French writer Jean de la Fontaine. Perhaps the most famous is the fable of *The Fox and the Crow*, which warns readers against being fooled by flattery.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. b 3. a 4. b 5. b 6. a

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. c 3. a 4. a 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of get and phrasal verbs related to moral judgments are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. twinge 2. pruning 3. peering 4. monotonous 5. chuckled
6. mangled 7. engrossed 8. addictive 9. ponder 10. gadget

Key Word: *get*

The word *get* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. arrive 2. receive 3. understand 4. become 5. make 6. pay

Phrasal Verbs

These are all common pairings as they relate to for and against arguments. Explain to students that phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. give up 2. fell in 3. egged, on 4. shine through 5. clean up 6. putting on

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key:

Positive

laid-back, supportive, altruistic, selfless,
affable, gregarious

Negative

arrogant, vindictive, obnoxious, deceitful,
obstinate, egoistic

C. Reading Overview***Sample Answer:***

His story tells us that we should listen to the little voice of justice hidden in our deep hearts to separate right from wrong so as not to do something guilty. He hopes Harriet can be true of herself and become an honest person of sound judgment.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. Humans are not born with a moral sense, but they need to learn it. Morality should be educated and developed during our lifetime with the company of our teachers, parents and friends, even our enemies.
2. No, there isn't. Morality exists everywhere and in everyone. He must conform to its fundamental behavioral norms whoever he is if he wants to lead a harmonious life full of fairness, mutual respect and understanding. Also, there are no small matters in morality practices, so we must bring our words and deeds into correspondence with morality.
3. Nowadays, the strange phenomenon that celebrities call one another's names online is found acceptable and warmly welcomed by the public so that they can enhance their reputation overnight. An increasing number of scholars of every field in various colleges get used to plagiarizing others' papers and works during the process of conferring of academic titles.

□ Further Reading □

Main Goal: To introduce some arguments on morality and where it comes from.

Give the students time to scan the reading. Ask them if they have one point of view which they find particularly interesting. Which one and why? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Note

J. L. Mackie (Para.2, line 5)

John Leslie Mackie (25 August 1917–12 December 1981) was an Australian philosopher, originally from Sydney. He made significant contributions to the philosophy of religion, metaphysics, and the philosophy of language, and is perhaps best known for his views on meta-ethics, especially his defence of moral scepticism.

He authored six books. His most widely known, *Ethics: Inventing Right and Wrong* (1977), opens by boldly stating that "There are no objective values."

A. Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. a 3. b 4. c 5. d

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. I agree with Wilma. Altruism is the only possible basis for morality, but we never truly act based on altruistic motives alone. Morality can't be founded merely on the desire for praise and the fear of disgrace. Humans are naturally selfish, and everyone acts in self-interest. Thus, the foundation and implementation of morality is not hot air, but to civilize people to follow the moral norms voluntarily and purposefully.
2. To some degree, I don't think he is right. To be frank, I have to admit that everyone is selfish in nature. However, I believe most of us have deep feelings of sympathy for others and strong sense of responsibility for the county and its nation. Therefore, people always lend their hands to others in need, build the homeland with great efforts and fight together for the peace of the country. From these points of view, humans have the spirit of sacrifice over the nature of selfishness.
3. Honesty is another essential root of morality. If dishonesty is everywhere, the whole society would cease to function even collapse. Honor is also an indispensable factor for the foundation of morality. Sense of honor can motivate people's inner motives, desires and enthusiasm to defend morality against abuse and violation.

Review 2 Units 4-6

A. Reading Comprehension

Key: 1. a 2. c 3. d 4. c 5. d

B. Multiple Matching

Key: 1. C 2. D 3. A 4. C 5. B

C. Translation Training

Part One

Sample Answers

我以自由论者自居。简单说，那就意味着我不能容忍政府干涉我的事情，特别是税收。在美国许多人都赞同我的立场。例如，我并不支持总统奥巴马最近所推行的医疗改革。为什么我应该被迫向政府交税去帮助那些因为懒惰而无法照顾自己的人？坦白说，我认为这绝对是不公平的。同时还有持有枪械的问题。宪法规定了美国公民持有枪械的权利。然而，政府现在又试图通过法律使持有一些特定种类的自动武器的权利变得不合法。我同意政府可以强制执行背景考核来评估枪械持有者的心理健康问题，但是常言道“枪支不会杀人，是人杀人。”我觉得毒品也是如此。政府有什么样的权利去干涉人们的私人生活方式呢？只要你没有伤害别人，我认为你应该被准许按照自己的意愿生活。

Part Two

Sample Answers

Though autonomous machines become smarter and more widespread than ever, they are not bound to end up making life-or-death decisions in unpredictable situations. Thus ethical dilemmas are appearing. For example, should an automatic missile fire on civilians or on a target which is known to shelter civilians? Or should a driverless car swerve even it will hit other vehicles? Such questions have led to the emergence of the field of “machine ethics”, which also means to give machines the ability to make such choices appropriately—in other words, to tell right from wrong.

Unit 7

The Learning Curve

Unit Goal

The main goal of this unit is to the value of advanced education. The first reading talks about the case of Korea and its high number of graduates in relation to the jobs available. The key word *study* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to education. The Further Reading section examines three unique celebrities with surprisingly advanced degrees.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. The education system is ok here, but it is strict. It requires long hours of study so there is little time to explore more artistic types of subjects.
2. We usually have to decide early if we want to study science or business. In fact, many girls choose the business industry in my country.
3. If people can afford it, they study abroad. If they are able to complete a degree it gives them a higher status when they eventually have to come back and work locally.

Reading

Main Goal: To introduce the job market in Korea for young adults entering the workforce.

Give the students time to scan the reading. Ask them if they worry about job prospects when they graduate. What is their ideal job? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Literally translating as “wealthy clans,” Korea’s chaebols are the major driving force behind the country’s economy. These multinational conglomerates are often controlled by one family and helmed by one individual who has wields power over all aspects of the chaebol’s operations. As they are so powerful, the individuals running the chaebols have enormous political influence. Former President Lee Myung-bak, for example, was the CEO of Hyundai Engineering and Construction before he entered politics. His elder brother is also a politician. The wealthiest and most famous of the chaebol kingpins is Samsung Chairman Lee Kun-hee. Lee and his family are worth an estimated US\$12.6 billion.

GDP (Para.2, line 4)

Gross Domestic Product is defined by the Organization for Economic Co-operation and Development (OECD) as “an aggregate measure of production equal to the sum of the gross values added of all resident, institutional units engaged in production (plus any taxes, and minus any subsidies, on products not included in the value of their outputs).”

Hyundai Group (Para. 2, line 12)

Hyundai Group was a multinational chaebol (conglomerate) headquartered in Seoul, Korea. It was founded by Chung Ju-yung in 1947 as a construction firm. The name “Hyundai” comes from the Korean word which means “modernity”.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. c 3. a 4. b 5. b 6. c

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. a 3. b 4. c 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *study* and phrasal verbs related to education are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. vocational 2. coveted 3. run-of-the-mill 4. about-face 5. vying 6. conglomerate
7. exasperated 8. deign

Key Word: *study*

The word *study* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. b 2. c 3. a 4. d

Phrasal Verbs

These are all common pairings as they relate to music. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. called out 2. look, up 3. went through 4. reading up 5. dropped out 6. kick, out
7. hand out 8. let, out

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. a 2. a 3. c 4. b 5. b

C. Reading Overview

Sample Answer:

In my view a general education from university study is just as valuable now as it ever has been. People and businesses place a lot of value on practical experience, but a degree places a high value on overall learning. It is true that in many majors there is very little practical study, but many subjects teach us how to study, learn, write and evaluate and argue things. It is just as important to learn about art, language, philosophy as it is to study math, science and management skills.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. I believe everyone has the right to make up their own mind. If you refuse a job it is to your detriment since you lose out on valuable skills and knowledge.
2. Education is still very important for many people because it means financial freedom. It is rare if you can make a future in a job that requires little education.
3. I think the Korean government has the right idea, but it has to sustain its commitment to young people. Every generation needs help to secure their livelihoods and Korea is not alone in this regard.

□ Further Reading □

Main Goal: To introduce three celebrities who are a lot smarter than we thought.

Give the students time to scan the reading. Ask them if they have ever heard of any of these celebrities. Which one are they most surprised about? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

The Simpsons (Para. 2, line 5)

The Simpsons is an American animated sitcom created by Matt Groening for the Fox Broadcasting Company. The series is a satirical depiction of a middle class American lifestyle epitomized by the Simpson family.

Magna cum laude (Para. 2, line 7)

Many universities in the United States confer honors on students for outstanding achievements. These carry the Latin titles *summa cum laude* (with highest honor), *magna cum laude* (with great honor) and *cum laude* (with honor).

Hebrew (Para. 3, line 7)

Hebrew is a West Semitic language of the Afroasiatic language family. Modern Hebrew is one of the two official languages of Israel (the other being Modern Standard Arabic), while premodern Hebrew is used for prayer or study in Jewish communities around the world today.

Spider-Man(Para. 4, line 2)

Spider-Man is a fictional superhero appearing in American comic books published by Marvel Comics. The character was created by writer-editor Stan Lee and writer-artist Steve Ditko. Spider-Man's creators gave him super strength and agility, the ability to cling to most surfaces, shoot spider-webs using wrist-mounted devices of his own invention, which he calls "web-shooters", and react to danger quickly with his "spider-sense," enabling him to combat his foes.

A. Multiple Matching

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. a 3. d 4. d 5. a 6. c 7. b 8. a 9. c 10. d

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. Jolin Tsai is a popular entertainer and she has many hits songs. She graduated from a good university and majored in English.
2. I don't think my parents would let me do that and I would hate to disappoint them. It would have to be a situation where I was an overnight sensation and making a lot of money.
3. More than anything I think a college education teaches discipline in getting your work done and fostering independence. It is not for everybody, of course, but I believe everyone should try when they are ready.

Unit 8

Networking

Unit Goal

The main goal of this unit is to discuss the Internet and the impact of Facebook. The first reading discusses how Facebook has progressed over the past ten years. The key word *share* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that to computers and the Internet. The Further Reading section takes a look at the gradual demise of one microblogging site.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. I use social networking sites all the time. Some people love these sites and use three or four of them on a daily basis.
2. One that has become increasingly popular is WeChat. It has adorable stickers and it is free to use.
3. These sites can be as distractive as they are interactive. Many people have their faces buried in them when they should be working, studying or even socializing.

Reading

Main Goal: To discuss Facebook and its rise over the past ten years.

Give the students time to scan the reading. Ask them if they think there is a future for Facebook. Do they think Facebook will last another 10 years? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

The 2010 movie *The Social Network* tells the story of Mark Zuckerberg's founding of Facebook while a student at Harvard. The film was a critical and commercial success, winning three Oscars, but it was criticized for its inaccuracies, not least by Zuckerberg himself. The Facebook cofounder said that it attempted to glamorize his life at Harvard and that, rather than partying and chasing girls, he was actually spending all his time working hard and coding. Facebook COO Sheryl Sandberg agreed, pointing out that Zuckerberg was sitting in front of the computer eating pizza most of the time, but that no one would be interested in seeing a two-hour film about that.

What'sApp (Para.2, line 6)

What'sApp is an instant messaging app for smartphones that operates under a subscription business model. The proprietary, cross-platform app uses the Internet to send text messages, images, video, user location and audio media messages.

Twitter (Para. 2, line 7)

Twitter is an online social networking service that enables users to send and read short 140-character messages called "tweets". Registered users can read and post tweets, but unregistered users can only read them.

Pinterest (Para. 2, line 7)

Pinterest is a web and mobile application company, which operates an eponymous (同名的) photo sharing website.

Snapchat (Para. 2, line 7)

Snapchat is a video messaging application. Using the application, users can take photos, record videos, add text and drawings, and send them to a controlled list of recipients. These sent photographs and videos are known as "Snaps". Users set a time limit for how long recipients can view their Snaps, after which they will be hidden from the recipient's device but not deleted from Snapchat's servers.

Instagram (Para. 2, line 14)

Instagram is an online mobile photo-sharing, video-sharing and social networking service that enables its users to take pictures and videos, and share them on a variety of social networking platforms, such as Facebook, Twitter.

Messenger app (Para. 2, line 17)

Facebook Messenger is an instant messaging service and software application which provides text and voice communication.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. c 3. a 4. c 5. c 6. b

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. b 3. d 4. a 5. c

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of share and phrasal verbs related to computers and the Internet are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. acquisitions 2. rapidity 3. grasp 4. distinctly 5. envisage 6. demographics
7. retrospective

Key Word: *share*

The word *share* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. b 2. e 3. a 4. c 5. d

Phrasal Verbs

These are all common pairings as they relate to computers and the Internet. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. log out 2. boot up 3. take down 4. post up 5. sign up

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. a 2. c 3. a 4. a 5. b

C. Reading Overview***Sample Answer:***

Everything is very fast-moving and the culture is young. Facebook was no longer the new thing. In order to attract young users, it needs to be seen as trustworthy and cool, to keep up with the young users' interests, to keep up with the times.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. *Sample Answers*

1. People still use old-fashion e-mail to communicate, especially in business. However, the smartphone is still the most personable and effective way to communicate even now.
2. Wechat, QQ are relatively more popular in my country. It's convenient to stay in touch with friends. We can share ideas, pictures, videos with friends by them. Above all, it's free if WiFi is available.
3. Social networking sites will continue to be popular. I think we will see some very creative applications and features for users in the future.

□ Further Reading □

Main Goal: To introduce Sina Weibo a microblogging site.

Give the students time to scan the reading. Ask them if they have ever heard of this website. Has anyone in the class tried it? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Weibo (title)

The Chinese word for “microblog”. It refers to mini-blogging services in China, including social chat sites and platform sharing.

WeChat (Para. 3, line 1)

A mobile text and voice messaging communication service developed by Tencent in China, WeChat provides text messaging, hold-to-talk voice messaging, broadcast (one-to-many) messaging, sharing of photographs and videos, and location sharing.

A. Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. a 3. c 4. d 5. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. *Sample Answers*

1. Mobile apps are very popular and there are just too many to name. Games are always a popular item and instant messaging is wildly entertaining nowadays.
2. People want to stay connected with family and friends. Social media is a fast and easy way to stay in touch and be up-to-date with what is happening in others' lives.

Unit 9

Stereotypes

Unit Goal

The primary goal of this unit is to discuss stereotypes and discrimination. The first reading talks about stereotypes in different parts of the world. The key word *assume* and its usage is introduced. The exercise on phrasal verbs focuses on expressions related to stereotypes and discrimination. The Further Reading section examines the caste system in India.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. Blacks are considered to be good at sports because they have great endurance. Of course, this is not always true, but I think in general people believe it.
2. I have experienced age discrimination. In high school my friends and I went to a restaurant and we didn't receive good service. I think it was because we were young.
3. We sometimes hear reports about immigrants working illegally or overstaying their visas. This is often blown out of proportion. The overwhelming majority are good citizens and friendly.

Reading

Main Goal: To discuss some stereotypes from around the world.

Give the students time to scan the reading. Ask them if they have heard of any of these stereotypes. Which one do they find most surprising? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

A hijab is a kind of headdress commonly worn by in the Middle East by Muslim women. It usually covers the head and shoulders. Other types of Islamic clothing for women include the burqa, which covers the whole body and even the face, and the niqab, which usually reveals only the eyes. These garments have caused controversy in some countries where Islam is not the predominant religion. In France, it is now illegal for students to wear almost any type of religious garment and full-body coverings such as burqas are forbidden in public.

Amsterdam (Para. 2, line 8)

Amsterdam is the capital city and most populous city of the Kingdom of the Netherlands. The city is located in the province of North Holland in the west of the country, and is also North Holland's largest city.

Guatemala (Para. 5, line 3)

Guatemala, officially the Republic of Guatemala (危地马拉共和国), is a country in Central America bordered by Mexico to the north and west, the Pacific Ocean to the southwest, Belize to the northeast, the Caribbean to the east, Honduras to the east and El Salvador to the southeast.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. b 3. c 4. a 5. a 6. a

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. d 3. a 4. c 5. b

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of assume and phrasal verbs related to stereotypes and discrimination are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. dogging 2. stereotype 3. justification 4. cheapskate 5. generalization 6. dispel 7. Blatant 8. hostile 9. renowned 10. tightfisted

Key Word: *assume*

The word *assume* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. a 2. d 3. b 4. c

Phrasal Verbs

These are all common expressions as they relate to stereotypes and discrimination. Explain to students that some of these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. putting across 2. look down on 3. come across 4. take out

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions. Remind students that there are no right or wrong answers.

Key: Example answers

German

efficient, romantic,
hardworking, laid-back,
familial, cold

French

romantic, cold, laid-back,
withdrawn, passionate

Chinese

hardworking, efficient,
romantic, withdrawn

B. Sample answers

1. I chose “efficient” for the Germans because they make such awesome cars. “Romantic” for the French since Paris, wine and perfume are all French creations.
2. I think Chinese people are frugal because they don’t like to spend money needlessly. A lot of people even keep chunks of gold in their homes in case of an emergency.

C. Reading Overview

Sample Answer:

Stereotypes are often unfounded and do more damage than good. People might believe in stereotypes because they are taught to us by the older generations. It is not good to continue these generalizations so I think it is best to avoid them and don't pre-judge people.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. Stereotypes come from our elders, our fears, or even mistaken information. We believe them because we lack true knowledge about the people who are being stereotyped.
2. We think, in order to break down stereotypes, individuals, societies, and government institutions should make a commitment to gaining new insights and perspectives through openness, honesty, compassion, self-control, understanding, cultural sensitivity, compromise, and participation with the common good of society in mind.

□ Further Reading □

Main Goal: To examine India's caste system.

Give the students time to scan the reading. Ask them if they have ever heard the caste system. What is their opinion? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Hinduism (Para. 1, line 3)

Hinduism is the dominant religion, or way of life, in South Asia, most notably in India and Nepal. With approximately one billion followers, Hinduism is the world's third largest religion, after Christianity and Islam.

Rigveda (Para. 6, line 2)

The Rigveda (《梨俱吠陀》) is an ancient Indian sacred collection of Vedic Sanskrit hymns. It is counted among the four canonical sacred texts of Hinduism known as *the Vedas*.

A. Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. c 3. d 4. b 5. a

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. In my view, if the people of India truly believe in this way of labeling others, we cannot say with certainty that it is wrong. This is an outdated way of thinking, so the younger generations should try to initiate change for the good of every member of society.
2. In India, the traditional social systems have a serious handicap in economic development and social stability. Because of the traditional social systems, some people continue to suffer from discrimination, physical abuse and even slavery. They hardly enjoy the right to receive education.
3. Now that every country has its own traditions and social values, I think we shouldn't criticize harshly and instead offer another point of view. Education will help, but only if they are willing to accept it.

Review 3 Units 7-9

A. Reading Comprehension

Key: 1.d 2.a 3.b 4. b 5. b

B. Multiple Matching

Key: 1.D 2. B 3.C 4.B 5.B

C. Translation Training

Part One Translate a passage from English into Chinese.

“我应聘了二十几份工作”，这位 23 岁小伙子生气地说到，“但是没有一家聘用我。”不仅如此，有些公司甚至都懒得回复。李只好重新考虑自己的选择。李并不是个例，因为一味强调文凭，韩国高中毕业生中四分之三的学生会接受高等教育。以韩国 2.4% 的国民生产总值来看，韩国政府花在本科教育上的经费是全世界最多的。然而，近年来政府不得不转变这一趋势了，因为市场上的大学生已经供大于求。2011 年，有 320000 名大学毕业生希望能在三星，现代以及 LG 等大企业找到一份工作，但是这些企业只招聘 260000 个职位，这使得剩下的 60000 人找不到工作。结果，2012 年的失业率达到了 6.4%。

Part Two Translate a passage from Chinese into English.

The microblog is an equivalent to Twitter in China. Weibo sounds like “scarf” in Chinese and to write a microblog is usually called “knitting a scarf”. The content can be anything varying from critical comments to the expression of moods and feelings. Microbloggers can have a group of fans who visit their webpages and give corresponding comments. Many microbloggers believe the new medium has changed their lives in many ways. The users find microblogs make it easier to access information and make friends compared to traditional media. In addition, people can record their thoughts whenever and wherever they like.

Unit 10 International Relations

Unit Goal

The main goal of this unit is to discuss how sports and politics influence each other at times. The first reading takes a look at some countries where this was truly the case. The key word *sport* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate to politics and international relations. The Further Reading section examines a few of the Secretary-Generals for the United Nations.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. International relations is at the forefront of politics in any good nation. It is important social and economic reasons.
2. Sometimes there are political differences and countries may choose to fight in order to settle them. Unfortunately, there are also cultural and religious reasons why nations go to war.
3. We have close commercial ties with almost all countries. Since we are a democracy, we enjoy even closer relations with a variety of nations and open our economy and have culture exchanges with them.

Reading

Main Goal: To introduce two cases of politics and sports going to extremes.

Give the students time to scan the reading. Ask them if they have heard of these cases before. What do they think of the first case? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Although cricket is played in many countries across the world, only 10 nations currently have “Test status,” which is the top level of the game, involving matches that are played over a total of five days. Most of the top tier of cricket playing nations are former British colonies. In British English, the expression “simply not cricket” is used to refer to something that is not honest, moral or fair. This is because cricket is considered an honorable game, which frowns upon unsportsmanlike conduct.

El Salvador (Para. 2, line 4)

El Salvador, officially the Republic of El Salvador (萨尔瓦多共和国), is the smallest and the most densely populated country in Central America.

FIFA (Para. 2, line 4)

FIFA is world soccer’s ruling body. The name stands for Fédération Internationale de Football Association, which is French for International Federation of Football.

Kashmir (Para. 3, line 9)

Kashmir, archaically spelled Cashmere (克什米尔), is in the northwestern region of South Asia.

Pervez Musharraf (Para. 3, line 12)

Pervez Musharraf, born in 1943, is a Pakistani politician and a retired four-star rank army general who tenured as the tenth President of Pakistan from 2001 until tendering resignation to avoid impeachment in 2008.

Manmohan Singh (Para. 3, line 15-16)

Manmohan Singh, born in 1932, is an Indian economist who served as the 14th Prime Minister of India from 2004 to 2014.

Yousuf Raza Gillani (Para. 3, line 16)

Yousuf Raza Gillani also spelled Gilani, born in 1952, is a Pakistani politician who served as the 16th Prime minister of Pakistan.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. b 2. a 3. b 4. a 5. b 6. a

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. b 3. a 4. d 5. b

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of *sport* and phrasal verbs related to politics and international relations are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. assaulted 2. impasse 3. turf 4. escalate 5. enmity 6. invective 7. compromises
8. fractious 9. suspended 10. sparked

Key Word: *sport*

The word *sport* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. b 2. a 3. c 4. c

Phrasal Verbs

These are all common pairings as they relate to politics and international relations. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. blow over 2. face up to 3. stand down 4. win over 5. put forward 6. breaking off

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. sovereignty 2. protocol 3. consulate 4. extradition 5. bilateral 6. resolution
7. annexation 8. ally

C. Reading Overview

Sample Answer:

I think if a country's athletes can demonstrate true sportsmanship, it can only have a positive effect on international relations. I saw movie based on a true story of how the Jamaican bobsled team showed their true competitive spirit and won the hearts of millions of fans around the world. People mocked them at first because there is no snow or ice or even a winter in Jamaica. But in the end, they demonstrated their willingness to try.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. It is hard to say how it could have prevented, but the government on both sides should have spoken to its citizens. I also think that perhaps FIFA should have provided a neutral place for them to play.
2. Politics and sports or sports diplomacy describes the use of sport as a means to influence diplomatic, social, and political relations. Sports diplomacy may transcend cultural differences and bring people together.
3. Organizations, such as the U.N., can assist in easing tensions between nations. Their involvement and leadership has been instrumental in keeping the peace in many hotspots around the world.

□ Further Reading □

Main Goal: To introduce some leaders, past and present, who have headed the U.N.

Give the students time to scan the reading. Ask them if they have ever heard of any of these leaders. Which one do they think is the most interesting? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

LGBT (Para. 1, line 11)

LGBT stands for lesbian, gay, bisexual, and transgender. This acronym is commonly used when referring to the rights of individuals falling under this definition.

Dag Hammarskjöld (Para. 4, line 2)

Dag Hammarskjöld was a Swedish diplomat, economist, and the second Secretary-General of the United Nations.

Nikita Khrushche (Para. 4, line 3-4)

Nikita Khrushche (1894 –1971) was a Russian politician who led the Soviet Union (前苏联) during part of the Cold War.

Cuban Missile Crisis (Para. 4, line 4)

The Cuban Missile Crisis, also known as the October Crisis, the Missile Scare, or the Caribbean Crisis, was a 13-day (October 16–28, 1962) confrontation between the United States and the Soviet Union over Soviet ballistic missiles deployed in Cuba.

Shwedagon Pagoda (Para. 4, line 10)

The Shwedagon Pagoda, officially named Shwedagon Zedi Daw and also known as the Great Dagon Pagoda and the Golden Pagoda, is a gilded stupa located in Yangon, Myanmar.

A. Multiple Matching

Ask students to answer the matching section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. c 3. b 4. b 5. a 6. d 7. c 8. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. The main tasks of the United Nations are to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international economic, social, cultural and humanitarian problems and in promoting respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these ends.
2. Tzu-Chi is a group founded in Taiwan. It is Buddhist in principle, but it places a high value on human life so it routinely sends its volunteers to places that have been devastated by war or natural disaster.

Unit 11 War and Conflict

Unit Goal

The main goal of this unit is to discuss the war and conflict. The first reading tells a writer, who spent eleven years living in Palestinian refugee camp in Bethlehem, compares her life in the camp to what she enjoys now in Austin, Texas. The key word *drift* and its usage is introduced. The exercise on phrasal verbs focuses on expressions related to war and conflict. The Further Reading section takes a look at some conflict resolution strategies.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. The common causes of conflicts or wars include invasion by another country, control of part of a country or resources, religions and ideological changes, bargaining failures in political issues, etc.
2. The general public suffer the most from the wars and conflicts. They may face deaths of family members and friends, instability of life, destruction of homes, lack of resources for basic survival, and physical as well as psychological trauma.
3. My country was occupied by Japan in the Second World War, although they were present long before that period.

Reading

Main Goal: To introduce an experience of a writer, who spent eleven years living in Palestinian refugee camp in Bethlehem, compares her life in the camp to what she enjoys now in Austin, Texas.

Give the students time to scan the reading. In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Austin (Para. 1, line 1)

Austin is the capital of the US state of Texas and the seat of Travis County. Located in Central Texas, Austin is the 11th-most populous city in the United States and the fourth-most populous city in Texas. It is the fastest growing of the largest 50 US cities. Austin is also the second largest state capital in the United States, after Phoenix, Arizona. The city is the cultural and economic center of the Austin-Round Rock metropolitan area.

Bethlehem (Para. 2, line 2)

Bethlehem is a Palestinian city located in the central West Bank, Palestine, about 10 kilometers south of Jerusalem. Its population is approximately 25,000 people. It is the capital of the Bethlehem Governorate. The economy is primarily tourist-driven. The Hebrew Bible, which says that the city of Bethlehem was built by Rehoboam, identifies it as the city David was from and where he was crowned as the king of Israel. The New Testament identifies Bethlehem as the birthplace of Jesus.

Jerusalem (Para. 4, line 6)

Jerusalem, located on a plateau in the Judean Mountains between the Mediterranean and the Dead Sea, is one of the oldest cities in the world. It is considered holy to the three major Abrahamic religions—Judaism, Christianity and Islam. During its long history, Jerusalem has been destroyed at least twice, besieged 23 times, attacked 52 times, and captured and recaptured 44 times. The Old City became a World Heritage Site in 1981, and is on the List of World Heritage in Danger. Modern Jerusalem has grown far beyond the Old City's boundaries.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. a 3. d 4. b 5. c 6. a 7. d 8. d

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. a 2. d 3. c 4. a 5. b

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of drift and phrasal verbs related to war and conflict are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1.utterly 2. inscription 3.bewildered 4.lingered
5.venture 6.inhaled 7.dazed 8.uprising

Key Word: *drift*

The word *drift* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. on the drift 2. drift from... to... 3. Drifting from 4. drifts along 5. drifting into
6. drift toward 7. drift off 8. drift away

Phrasal Verbs

These are all common expressions as they relate to conflict and war. Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. wiped out 2. put down 3. rained down 4. blown up 5. thrash out 6. building up
7. put together 8. broke out

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key: 1. c 2. g/h 3. g/h 4. a 5. f 6. d 7. b 8. e 9. i

C. Reading Overview

Sample Answer:

The two Koreas have been technically at war with each other since the 1950s. Periodically there are skirmishes between the two sides which always put surrounding countries on alert. There is always the potential for the conflict to escalate and spill over to other countries including China and the U.S.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. We have military conscription for anyone over 18 who is not attending school. It is a good idea since there is no such thing as absolute security in any given region. However, the amount of service has been reduced considerably in recent years.
2. I don't think war is ever justified, unless a country has been taken over by force. Diplomatic solutions are welcome, but they don't necessarily work in each instance. I doubt Hitler would have left France if the allies asked nicely.
3. Wars can be avoided if certain countries give up their claims to a region. If they can't give this up then they can save face through negotiations and diplomatic channels.

□ Further Reading □

Main Goal: To introduce some skills on how to deal with conflict at home or work.

Give the students time to scan the reading. Ask them if they have ever tried any of the strategies mentioned. Did they work? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

A. Multiple Matching

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. d 3. a 4. c 5. b 6. a 7. b 8. d 9. c 10. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. Yes, I always try to be a good listener and it works with most people. However, this doesn't work with everyone so you have to decide if it is worth arguing your position or not.
2. I find that smiling helps when I have a disagreement with someone. This can calm my nerves and give the impression that I am not upset. This works because I am a good listener, but may come off as not taking the other person seriously. So be careful.
3. Agreeing to disagree is not a bad way of looking at things. It could be that both sides have valid arguments and might be better to hold off until a later time.

Unit 12 The End

Unit Goal

The main goal of this unit is to discuss endings and death. The first reading examines the way different cultures deal with death. The key word *death* and its usage is introduced. The exercise on phrasal verbs focuses on expressions that relate deaths and endings. The Further Reading section takes a look at four finales from TV, games and sports.

Before You Start

Ask students to read the questions in groups or pairs. They may discuss these and share their answers with the class.

Sample Answers:

1. In some regions families put on a big parade with dancers, loud music and firecrackers. This is done to celebrate the person's life and wake up the gods to welcome him or her to the afterlife.
2. I believe that death is part of life. Whether one is superstitious or not, it's something that everyone will go through. Therefore, there's nothing to be fearful for about death.
3. No. Because, so far, there hasn't been any scientific proof that supports the existence of such things even though lots of people claimed that they had haunted experience.

Reading

Main Goal: To introduce a variety of customs from around the world that deal with death.

Give the students time to scan the reading. Ask them if they know about any of the customs mentioned. Do they think any of them are unusual? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Even within individual religions, there is a marked difference in rituals relating to death and grief. For example, in Bali, it is generally considered inappropriate for woman to cry, whereas in other Islamic societies such as Egypt, it is strongly encouraged.

Día de los Muertos (Day of the Dead) (Para. 2, line 14)

Day of the Dead (Spanish: Día de Muertos) is a Mexican holiday celebrated throughout Mexico, in particular the Central and South regions, and acknowledged around the world in other cultures. The holiday focuses on gatherings of family and friends to pray for and remember friends and family members who have died, and help support their spiritual journey. In 2008 the tradition was inscribed in the Representative List of the Intangible Cultural Heritage of Humanity by UNESCO.

Victorian England (Para. 3, line 6-7)

The Victorian era of British history (and that of the British Empire) was the period of Queen Victoria's reign from 20 June 1837 until her death, on 22 January 1901. It was a long period of peace, prosperity, refined sensibilities and national self-confidence for Britain.

A. Do You Get It?

Main Goal: To ensure students have a global understanding of the reading material. By the end of these exercises they should be able to identify the main ideas put forth in each section of the article.

Multiple Matching

Have the students work in pairs to answer the matching together. This will enable them to check their work and comprehension as well as generate discussion. This may also be done in small groups as the teacher sees fit. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. c 3. a 4. c 5. a 6. b 7. b 8. c

Reading Comprehension

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. d 2. a 3. b 4. c 5. d

B. Master Your Vocabulary

Main Goal: To practice the key vocabulary and phrases from the reading. The students will gain a better understanding of each key word through practical use in the exercises provided. The focus on the usage of death and phrasal verbs related to death and endings are also introduced in this section.

Find the Word

Have the students repeat the words out loud after the teacher. Assist with any pronunciation difficulties. In pairs or small groups, students may work on the exercise together. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. deceased 2. morbid 3. receptacle 4. frenzy
5. ineffable 6. lamentation 7. shrine 8. cremated

Key Word: finish

The word *finish* may be used in a variety of ways. Review the exercise as a class without revealing the answers. Set a time limit and review the answers together as a class.

Key: 1. c 2. a 3. f 4. e 5. b 6. d 7. g

Phrasal Verbs

These are all common pairings as they relate to death and endings. Explain to students that these phrasal verbs are sometimes separable.

Have students repeat the verbs aloud and explain any meanings and/or correct pronunciation. Have them work in pairs or small groups to complete the task. Set a time limit and go over the answers as a class and review any errors and/or related questions.

Key: 1. pull through 2. killed off 3. give out 4. phase out 5. died out 6. bumped off
7. died down 8. finishing off 9. ended up

Vocabulary Helper

Ask the students to review the notes from this section. Go over the information as a class and review any difficulties and/or related questions.

Key A:

Body	Place	Other
autopsy	cemetery	epitaph
embalm	mausoleum	obituary
bury	morgue	legacy

Key B: 1. legacy 2. mausoleums 3. Obituaries 4. autopsy

C. Reading Overview

Sample Answer:

I know about the Day of the Dead celebrations in Mexico because we studied it in a social studies class. It is a little weird because they really use the skull everywhere as a sign of death. They even make candies in the skull shape.

D. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Tell them to be creative and come up with interesting answers!

B. Sample Answers

1. I think it has to do with showing family status and their commitment to getting their loved ones into the afterlife. It seems a little weird, but the intention is good and serves a purpose for the family of the deceased.
2. Where I live most people will burn the body and bury the ashes. If families have a big enough tomb they can bury the bodies of the deceased or preserve the ashes inside.
3. Beliefs have not changed much and many traditions about going to heaven are still very important in burials and funerals.

□ Further Reading □

Main Goal: To introduce some finales from TV, games and sports.

Give the students time to scan the reading. Ask them if they know about the endings mentioned.

Which ones? In pairs or small groups you may ask them to read the article out loud. Tell them to circle or highlight any difficult vocabulary they encounter. Go over any questions they may have as

a class. Explain to the students that you are going to play the track and that they may listen and follow in their text books.

Notes

Agatha Christie (Para. 2, line1)

Agatha Christie, (1890—1976) was an English crime novelist, short story writer, and playwright. *The Murder of Roger Ackroyd* is a work of detective fiction is one of Christie's best known and most controversial novels. Its innovative twist ending having a significant impact on the genre. In 1971, she was made a Dame by Elizabeth II at Buckingham Palace for her contribution to literature.

Dallas (Para. 3, line 1)

Dallas is a long-running American prime time television soap opera that aired from 1978 to 1991 on CBS. The series revolves around a wealthy and feuding Texan family, the Ewings, who own the independent oil company Ewing Oil and the cattle-ranching land of Southfork. J.R. Ewing is a fictional character in this show and Patrick Duffy, American actor, played Bobby Ewing from 1978 to 1985 and from 1986 to 1991.

Halo 2 (Subtitle 3)

Halo 2 is a 2004 first-person shooter video game developed by Bungie Studios and was released for the Xbox video game console on November 9, 2004.

A. Multiple Matching

Ask students to answer the multiple choice section individually. Set a time limit and then ask them to compare answers in pairs or small groups. Go over the answers as a class and review any errors and/or related questions.

Key: 1. c 2. d 3. a 4. a 5. c 6. a 7. d 8. b 9. b

B. Thinking Cap

In this section, students may write their answers on paper or practice answering out loud with a partner. If time permits, have students walk around taking note of the responses they get. Extra points for the most interesting answers!

B. Sample Answers

1. I read a book about a fierce warrior in a world of fantasy. I thought he would prevail and the story would have a victorious ending. Instead he failed in his objective and got his head chopped off.
2. I tried to get into a good university but couldn't get in because my grades were not so high. I was disappointed but I will keep trying.
3. In the case of books, endings are sometimes anticlimactic because the author is telling us not to always invest so much on having things turn out perfectly. This is a reflection of real life unfortunately. Like the old Rolling Stones tune says, "You can't always get what you want, but you can try real hard."

Review 4 Units 10-12

A. Reading Comprehension

Key: 1. c 2. b 3. c 4. b 5. c

B. Multiple Matching

Key: 1.C 2.D 3.B 4.C 5.A

C. Translation Training

Part One Translate a passage from English into Chinese.

种姓制度与印度教紧密相连。因为所有的印度人都坚信转世轮回，下层阶级的人们，来生有望出生上层。例如，理论上，即使是种姓等级中最低等级首陀罗成员，只要德行高尚，来生也可能成为种姓制度中最高等级的婆罗门成员。然而，除了这些主要的种姓以外，有一群人被排除在种姓制度外。他们被称为贱民或者弃民，占印度总人口的百分之十五。由于一直以来遭受遗弃，当前贱民依然受到歧视、虐待和奴役。印度政府已采取措施，保障他们的受教育权，平等就业机会，获得政治权力。事实上，在 1997 年，当贱民当选总统时，呈现出改变的迹象。此外，印度及其它地方的许多人权组织都把种姓制度看成是过去历史偏见的遗留物，在自由的现代社会无法立足。

Part Two Translate a passage from Chinese into English.

Buddhism believes that people, including many living things on earth have reincarnation. What kind of reincarnation would have much to do with deeds of the previous life. This is the so-called “your present life reflects your previous life, and your present life also predicts your next life.” As to why people generally do not know their previous lives, this is because the memory will be cleaned up during the reincarnation. And for this argument, the general people would regard it as a religious superstition. “If you believe it, there it is; if you don’t believe it, it’s a sheer nonsense.”