Map of the book

| Unit	Listening Skills & Strategies
Unit 1 **Environmental Issues** P2	• take effective notes to grasp the outline of a text • use details to build up a complete picture
Unit 2 **Health Care** P20	• recognize an English speaker's regional accent • infer the meaning of a word from the context
Unit 3 **Crisis Management** P40	• understand the main idea of a text as well as details • improve your note-taking skills
Unit 4 **Legal Debate** P58	• identify and note down key words • use contextual clues to infer the meaning of a word • identify various points of view on a topic and trace how they are developed
Unit 5 **Marriage Issues** P80	• identify features of non-native speakers' pronunciation • work out the meanings of key words in context • summarize the main idea of a text in one sentence
Unit 6 **Gender** P98	• make generalizations out of specific details • recognize discourse markers
Unit 7 **Race and Ethnicity** P116	• make generalizations from detailed information • identify the structure of a coherent discourse • identify speakers' intentions with the help of pragmatic clues
Unit 8 **News and Media** P134	• note down the structure of a speech
Unit 9 **The Internet** P154	• identify the implied meaning of the speaker
Unit 10 **Cyber Security** P174	• identify the key points of the listening material • infer the meanings of new words and expressions from the context

Appendix P192

Critical Thinking Skills	Intercultural Competence
• recognize speakers' intentions • use contextual clues to predict and infer • grasp and summarize the main idea of a text • compare different methods of reducing pollution around the globe	• discuss the causes of the extinction of species around the globe
• evaluate the reliability of statistical evidence • question the causal relationship between unhealthy food and mortality levels	• analyze the similarities and differences between Chinese and Western perspectives regarding medical practice • investigate the similarities and differences between China and other countries in terms of health beliefs • explore the importance of health care and causes of some health problems
• use contextual clues to infer speakers' intentions • identify the purpose of the listening material • evaluate facts about progress made in reducing losses caused by earthquakes • generate solutions to reduce the damage caused by natural disasters	• compare ways of crisis management in different cultures • understand MSF as a typical international organization
• interpret statistics of the death penalty in the US • evaluate the advantages and disadvantages of carbon taxes	• explore the pros and cons of legalizing the death penalty for child traffickers
• differentiate between objective and subjective claims about divorce in the US • evaluate the effectiveness of the speaker's arguments	• appreciate and respect different marriage customs across cultures • explore people's attitudes toward blind date and divorce in different cultures • examine different forms of domestic violence
• infer the purpose of speakers' intentions • make inferences from what has already been said	• discuss gender inequality in different cultures • understand the significance of gender equality • avoid gender stereotyping and gender discrimination
• understand the underlying logic of seemingly random information provided by speakers	• understand the significance of racial equality • appreciate cultural diversity among different races • identify and critique ways of racial stereotyping and racial discrimination
• recognize ways of building consensus on an issue • evaluate the reliability of news media content	• identify differences between real news and fake news • understand the significance of media in history and in modern society • explore the positive and negative sides of social media
• discover facts and make connections between them	• understand similarities and differences between Western and Chinese Internet cultures • evaluate the impact of the Internet technology on languages (English/Chinese) • make predictions about the future development of the Internet
• identify the purpose of the listening material • classify the different uses of the Internet • give suggestions on how to protect oneself online	• compare cybercrime statistics from different countries • examine international efforts and challenges in fighting cybercrime

Unit 1 | Environmental Issues

Environmental protection is the practice of protecting the natural environment at individual, organizational or governmental levels, for the benefit of both the natural environment and humans. The biophysical environment has been degraded, sometimes permanently, because of waste production, air pollution and water pollution. Fortunately, governments around the globe have begun placing restraints on human activities that cause environmental degradation, while environmental movements have raised awareness of the most pressing environmental issues. Protection of the environment is influenced by three interwoven factors: environmental legislation, ethics and education. For environmental protection to become a reality, it is important for society to develop each of these areas that, together, will inform and drive environmental decisions.

What do you know about environmental protection? What environmental problems do you think are most pressing? What effective measures have been taken to protect the environment from further deterioration? Hopefully, this unit will offer you some insights into these issues.

Learning Objectives

In this unit, you will learn to:
- take effective notes to grasp the outline of a text
- use details to build up a complete picture
- recognize speakers' intentions
- use contextual clues to predict and infer
- grasp and summarize the main idea of a text
- compare different methods of reducing pollution around the globe
- discuss the causes of the extinction of species around the globe

Session One | Environmental Pollution

Warming Up

What types of pollution can you see in the pictures? What are the possible reasons for these types of pollution? Do you know about any other types of pollution?

1

2

3

Part One: Pollution Problems

Lead-in

Task **1** Listen to an audio clip and summarize its main idea in one sentence.

_____

_____

_____

_____

2 The words in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word in bold.

1. If something **pervades** a place or thing, it _____ through it and is noticeable in every part of it.

2. **Chlorofluorocarbons** are gases that are used in aerosols and refrigerators. They can cause damage to the _____.

3. **Sewage** is _____ such as dirty water from homes and factories, which flows away through sewers.

4. Something that is **biodegradable** breaks down or _____ naturally without any special scientific treatment, and can therefore be thrown away without causing pollution.

5. An **incinerator** is a special large container for burning _____ at a very high temperature.

6. If someone or something _____ a thing harmless, you can say that they **render** it harmless.

7. A government would be forced to take **remedial** action in order to reduce the _____ of an event or situation.

Listening Skills & Strategies

Task **1** Listen to an audio clip about pollution and answer the following questions.

1. How many types of pollution are mentioned in the audio clip? What are they?

   _____

   _____

2. How does pollution threaten human existence, according to the audio clip?

   _____

   _____

2 Listen to the audio clip for the second time and complete the table.

Type of Pollution	Sources of Pollution	Effects of Pollution
Air Pollution	• Car exhausts • Sulfur dioxide 1) _____ • Chlorofluorocarbons • Non-biodegradable solid waste	• 2) _____ in urban areas • Acid rain, causing deaths of thousands of trees, lakes and streams • Destroying 3) _____
Water Pollution	• Untreated 4) _____ • Industrial waste • Chemical fertilizers and pesticides	
Land Pollution	• 5) _____ fallout • Non-biodegradable solid waste	• Agricultural land rendered useless

Critical Listening

Task **1** Listen to the audio clip for the third time and discuss the following questions with your partner.

1. What problem is caused by the treatment of solid waste?

   _____

   _____

2. What does the speaker wish to illustrate with the account of the tragedy of Chernobyl?

   _____

   _____

3. What's the speaker's attitude toward pollution?

   _____

   _____

2 Discuss the following question in small groups.

Discussion

What other harmful effects does pollution bring about? Give examples from your own learning and experience.

Part Two: Pollution Treatment

Lead-in

Task **1** Listen to an audio clip about China's action plan to tackle water pollution and complete the table.

Aims	Indicators	Measures
• By 2020, gradually improve the water 1) _____ , reduce the percentage of severely polluted water 2) _____, improve the quality of drinking water, reduce the 3) _____ of groundwater, control the 4) _____ pollution of groundwater, improve the environmental quality of 5) _____ areas and the aquatic 6) _____ in areas such as the Beijing-Tianjin-Hebei Region. • By 2030, improve the quality of 7) _____ environment. • By the middle of the 21st century, realize the 8) _____ circle of ecosystem.	• The quality of over 70 percent of the water in seven key river basins will reach 9) _____ or above. • The amount of foul water in urban built-up areas will not exceed 10) _____.	• Controlling the discharge of pollutants. • Boosting economic 11) _____. • Improving scientific and technological support. • Administering stricter law enforcement.
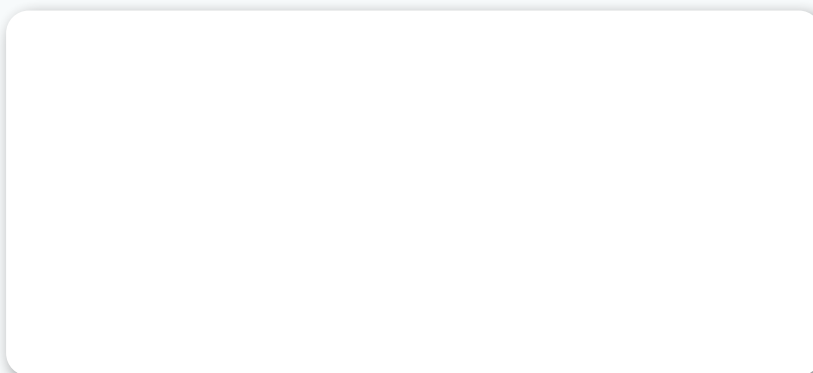
2 The words in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word in bold.

1. If something is **contaminated** by dirt, chemicals, or radiation, it is dirty or _____.

2. When something **originates**, it begins to happen or _____.

3. If you **contain** something, you control it and prevent it from _____ or increasing.

4. To **immobilize** something or someone means to stop them from moving or _____.

5. If one thing or person **replaces** another, the first is used or _____ instead of the second.

6. **Debris** refers to pieces from something that has been destroyed or pieces of _____ or unwanted material that are spread around.

7. When someone **flushes** something with water, they try to _____, rinse, or empty it with a rapid flow of water.

8. **Surfactant** is short for "surface active agent," which is a(n) _____ molecule with a water-hating end and a water-loving end.

9. If something is done in a **vacuum**, it is not affected by any _____ influences or information.

10. **Vapor** consists of _____ drops of water or other liquids in the air, which appear as mist.

Listening Skills & Strategies

Task   **1** Listen to an audio clip about ways of dealing with soil pollution. Write down the methods mentioned by the speaker.

2 Listen to the audio clip for the second time and fill in the blanks.

1. Plants growing in contaminated soils may take in toxins and die, or worse, people or animals may eat them and become _____.

2. Contaminants haven't necessarily _____ from their current location; they might have been spilled or dropped onto the soil or they may have migrated from other locations.

3. Plants assist in decontamination by helping soil micro-organisms _____ the pollutant or by immobilizing or extracting the pollutant.

4. On-site treatments may include chemical, biological, electrical or _____ treatment.

5. Some polluted soils are treated by flooding them with a(n) _____ that moves the contaminants to an area where they can be removed.

6. Some polluted soils can be _____ by placing a large waterproof cover over the area to prevent rain water from being absorbed into the soil and causing the contaminants to spread.

Critical Listening

Task **1** Listen to the audio clip for the third time and discuss the following questions with your partner.

1. What are the consequences of soil pollution?

   _____

   _____

2. How is soil pollution related to air pollution and water pollution?

   _____

   _____

3. How does flushing soils work as a method of dealing with soil pollution?

   _____

   _____

Discussion

2 Discuss the following questions in small groups.

1. How has pollution affected your life?

2. What can individuals do to reduce pollution?

Part Three: Intercultural Reflection

Task

1. Watch a video clip about deforestation in the Amazon. Work in small groups and discuss whether a similar situation exists in China. Prepare an 8-minute group presentation for your next class.

2. Listen to the song *Pollution* by Tom Lehrer and share your views about the song with your classmates.

> **Background**
>
> Tom Lehrer (born on April 9, 1928), American retired musician, singer, songwriter, satirist, and mathematician. He is best known for the pithy, humorous songs he recorded in the 1950s and 1960s.

Environmental Changes Threaten the Existence of Species

Warming Up

Work in pairs to discuss the following questions.

1. What extinct species do you know?
2. What do you think caused their extinction?

Part One: Tourism Threatens Bird Life

Lead-in

Task 1 Watch a video clip about the rising of temperature on earth and complete the summary.

If the world warms by 1) _____, the oceans will become marine wastelands, deserts will become 2) _____, natural disasters will become more 3) _____, many cities will be 4) _____ by water and abandoned, and a lot of species will get 5) _____. It means more or less a global 6) _____.
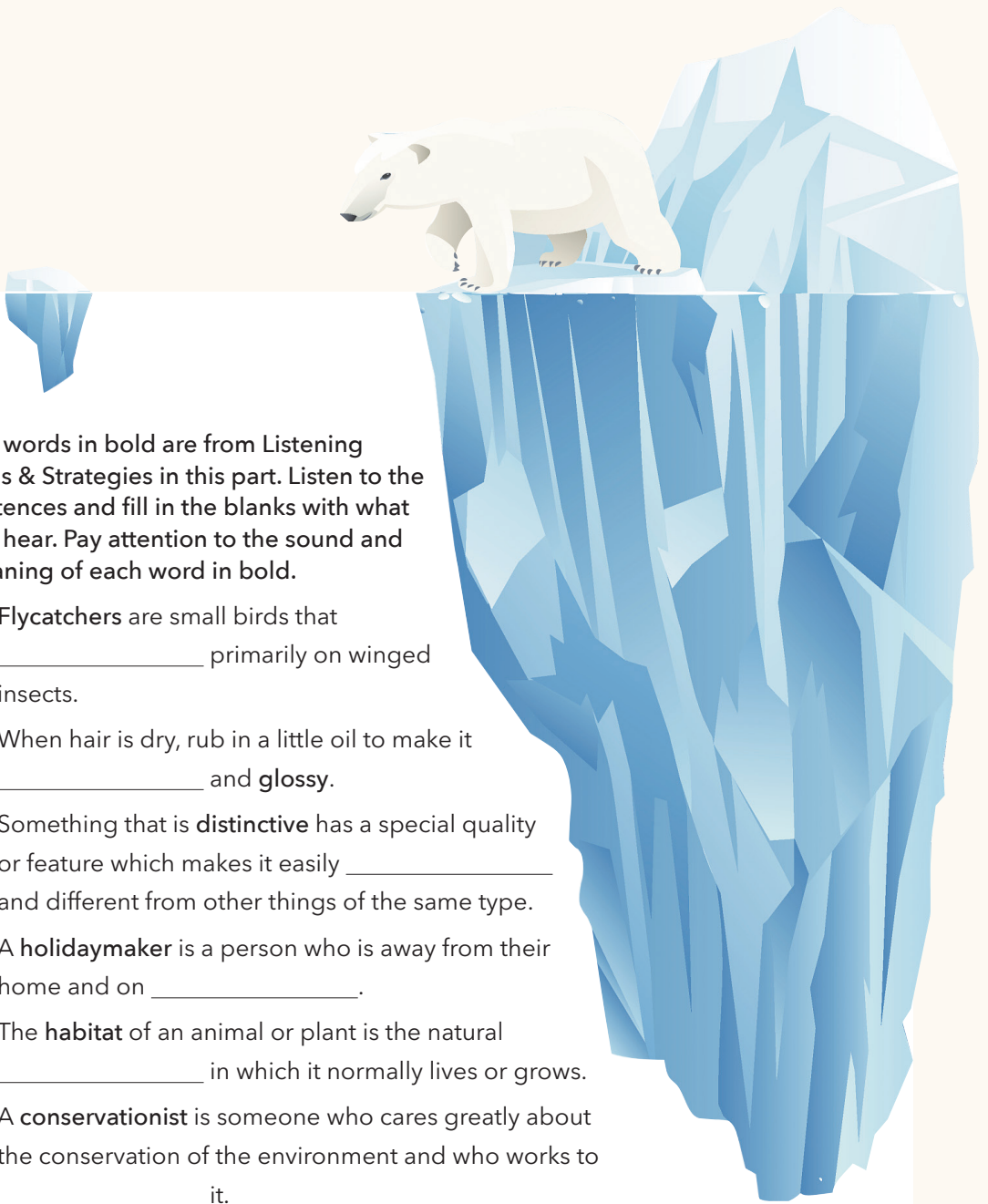
2 The words in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word in bold.

1. **Flycatchers** are small birds that _____ primarily on winged insects.

2. When hair is dry, rub in a little oil to make it _____ and **glossy**.

3. Something that is **distinctive** has a special quality or feature which makes it easily _____ and different from other things of the same type.

4. A **holidaymaker** is a person who is away from their home and on _____.

5. The **habitat** of an animal or plant is the natural _____ in which it normally lives or grows.

6. A **conservationist** is someone who cares greatly about the conservation of the environment and who works to _____ it.

7. A **plateau** is a large area of high and fairly _____ land.

8. Helicopters **rescued** nearly 20 people from the roof of the _____ building.

Listening Skills & Strategies

1 Watch a video clip about endangered flycatchers and answer the question: Who threatens the existence of the black paradise flycatchers on the Island of La Digue?

_____

_____

2 Watch the video clip for the second time and fill in the blanks.

1. Black paradise flycatchers are among the most _____ animals on earth.

2. Male birds are identified by a glossy black body and _____ feathers, while the smaller female has brown feathers, and a distinctive white breast with a(n) _____.

3. The people of the islands earn most of their money from tourism, but the growth in _____ and _____ for land to build houses and hotels threatens the _____ of the black paradise flycatcher.

Critical Listening

Task **1** Watch the video clip for the third time and discuss the following questions with your partner.

1. What problem has the development of tourism brought to the Island of La Digue? Why?

   _____

   _____

2. What attitude do the islanders take toward the future of the island? Do you agree with them? Why?

   _____

   _____

2 Discuss the following question in small groups.

Discussion

Do you think economic development can go hand in hand with the protection of wildlife? Why or why not?

Part Two: Endangered Species

Task **1** Watch a video clip about endangered species and complete the summary.

The species are becoming 1) _____ at an alarming rate due to human activities. The speaker is 2) _____ though and encourages everyone to take up the 3) _____ responsibility to reverse the process, where 4) _____ can play a role.

2 The words in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word in bold.

1. If something possesses **ferocity** it has a(n) _____ or violent nature.

2. A **juvenile** is a child or young person who is not yet old enough to be regarded as a(n) _____.

3. The **equatorial** region includes all areas along the imaginary line called the equator, which is located precisely at the _____ between the North and South poles.

4. A **secluded** place is quiet and _____.

5. If something **disorients** you, you lose your sense of direction, or you generally feel lost and _____.

6. When someone is **mandated** to carry out a particular policy or task, they are given the official _____ to do it.

7. A **tumor** is a mass of diseased or _____ cells that has grown in a person's or animal's body.

8. A **toll** is the total number of deaths, accidents, or _____ that have occurred at a particular period of time.

9. Winds and rain **toppled** trees and _____ lines.

Listening Skills & Strategies

Task **1** Watch a video clip about the extinction of mountain gorillas and sea turtles and answer the question: What may be the future for mountain gorillas and sea turtles?

_____

_____

2 Watch the video clip for the second time and complete the reasons why gorillas and sea turtles are endangered.

Mountain Gorillas

- Pushed by 1) _____, they retreat deeper into the mountains.
- Their habitat is destroyed because of 2) _____.

Sea Turtles

- Nesting 3) _____ are disappearing because of human activities.
- Turtle eggs are easy 4) _____ for poachers and predators.
- Disoriented by 5) _____, many hatchlings head inland.
- Adult sea turtles die in fish and shrimp 6) _____.
- Some are hunted for their 7) _____.
- A strange and fast-spreading 8) _____ takes a heavy toll.

Critical Listening

1 **Watch the video clip for the third time and discuss the following questions with your partner.**

    1. Do you think the gorillas will survive their deteriorating living conditions? Why or why not?

       _____

       _____

    2. What reasons have led to the endangered existence of sea turtles?

       _____

       _____

Discussion

2 **Discuss the following questions in small groups.**

    1. What factors may lead to the extinction of certain species around the world?

    2. What can human beings do to slow down or reverse this process?

Part Three: Intercultural Reflection

Task **1** Listen to an audio clip about US politician Al Gore, who is also an eloquent advocate of environmental awareness. In 2007, the Nobel Peace Prize was awarded jointly to Intergovernmental Panel on Climate Change (IPCC) and Al Gore "for their efforts to build up and disseminate greater knowledge about man-made climate change, and to lay the foundations for the measures that are needed to counteract such change." Do some research on Gore's words and deeds concerning environmental protection, share your findings in small groups, and decide if you agree to award him the Nobel Peace Prize. Prepare an 8-minute group presentation to announce your decision for your next class.

2 Listen to the song *Diary of the Earth and Trees* and try to figure out what messages the singer tries to convey in the song.

> **Background**
>
> The song was composed in celebration of Earth Day 2010, in which the singer expresses her hope that every day will be Earth Day.