

Unit 3

Social Problems

PART 1

Listening, Understanding and Speaking

Listening I

SCRIPT

In August 1975, three men were on their way to rob the Royal Bank of Scotland at Rothesay when they got stuck in the revolving doors. They had to be helped free by the staff and, after thanking everyone, sheepishly left the building. A few minutes later, they returned and announced their intention of robbing the bank, but none of the staff believed them. When, at first, they demanded £5,000, the head cashier laughed at them, convinced that it was a practical joke.

Considerably disheartened by this, the gang leader reduced his demand first to £500 then to £50 and ultimately to 50 pence. By this stage the cashier could barely control herself for laughter.

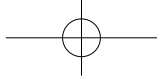
Then one of the men jumped over the counter and fell awkwardly on the floor. The other two made their getaway, but got trapped in the revolving doors for a second time, desperately pushing the wrong way.

Word tips

Rothesay 罗斯西 (地名)
revolving door 旋转门
sheepishly 羞怯地
practical joke 恶作剧
dishearten 使失去信心
ultimately 最终
clutch 紧握
make one's getaway 逃跑

1 Listen to a story about a bank robbery and choose the best answer to each question you hear on the recording.

- How many robbers were involved in the robbery? B
A Two. B Three.
C Four. D Five.
- What happened when the robbers tried to get into the bank? C
A They broke the door to the bank.
B They closed the door to the bank.
C They got stuck between the doors.
D They ran into a policeman.
- How much did they demand at first? D
A 50 pence. B £50.
C £500. D £5,000.



- 4 What did the head cashier think of the incident? A
- A A practical joke. B A movie scene.
C A real robbery. D A false alarm.

2 Listen to the story again and decide whether the following statements are true (T) or false (F).

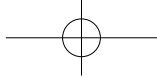
- 1 The robbers helped each other to get away from the revolving doors. F
2 The robbers thanked everyone of the staff and left the bank when they got free from the revolving doors. T
3 The robbers came back to rob the bank a few hours later. F
4 Nobody believed that the men were robbers when they announced their intention. T
5 The cashier was frightened when one of the men jumped over the counter. F
6 The men were caught in the doors again when they tried to escape. T

3 Work in groups to discuss the following questions. Then report your solutions to the class.

- 1 What do you think can be effective ways to prevent bank robberies?
2 How do people try to prevent their houses from being burgled or robbed?

SAMPLE

- 1 Some effective ways to prevent bank robberies:
- having strong guards / doorkeepers;
 - having alarm systems installed;
 - having bullet-proof doors and windows installed;
 - having video cameras installed;
 - having the police phone number on hand.
- 2 Some measures to prevent one's house from being burgled or robbed:
- having the police phone number on hand;
 - not planting trees or hedges near the house;
 - having bright lights installed around the house;
 - making the doors secure by installing double-safety locks which require a key on both sides;
 - raising a large dog at home;
 - having an alarm system installed;
 - having burglar-proof doors and windows installed;
 - leaving the radio or TV on even when you are not at home.



Listening II

SCRIPT

Man: Yes, I'd like to report a theft.

Police Officer: OK. Can you tell me exactly what happened?

Man: Well, I was walking home from work two days ago, enjoying the nature all around me... the birds, the frogs, the flowing stream... OK, OK, when this woman knocked me right off my feet, grabbed my stuff, and ran off through the trees. Hmm. I was so surprised by the ordeal that I didn't chase her.

Police Officer: Yeah. Can you describe the woman for me?

Man: Yeah. She was about 190 centimeters tall...

Police Officer: Wait. You said a woman robbed you.

Man: Well, I'm not really sure. Hmm. You see, the person was wearing a white and black polka-dot dress, a light red sweater over it, and she... or he... was wearing a pair of basketball shoes.

Police Officer: Hmm. What else can you tell me?

Man: Like I said, the person was about 190 centimeters tall, heavily built, with long wavy hair. She... or he... was probably about in her or his late 30s. I didn't get a good look at the person's face, but well... uh...

Police Officer: What? Was there something else?

Man: Well, the person... had a beard.

Police Officer: Oh! What was, uh, taken... exactly?

Man: Well, just my left shoe. Crazy, isn't it?

Police Officer: Ah hah! The "bearded woman" has struck again!

Man: The "bearded woman"?

Police Officer: Yeah. It's this man who dresses up like a woman and, for some unknown reason, removes the left shoe from his victims. He's really quite harmless, though, and he usually returns the shoe to the crime scene a couple of days later.

Man: Hey, he can keep my shoe, and I'll just take off my left shoe every time I walk through the park.

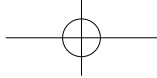
Word tips

ordeal 可怕的经历

polka-dot 有圆点图案的

1 Listen to a conversation about a theft and choose the best answer to each question you hear on the recording.

- 1 What is the man doing in the conversation? **B**
- A Telling a story to his friend.
 - B Reporting a crime to the police.
 - C Watching a TV report about a robbery.
 - D Reading a news report to his fellow worker.



- 2 What was the man doing when the incident happened? D
- A Going to work. B Going to a park.
C Going out for a walk. D Going home from work.
- 3 What was the incident? A
- A The man was robbed.
B The man saw someone attacked in the park.
C The man lost his sweater.
D He saw a woman knocked off in front of his house.
- 4 What was taken from the man? D
- A His bag. B His wallet.
C His coat. D His left shoe.

2 Listen to the conversation again and complete the following table with the information you get.

Information About the Robber	
Age	in the late 1) <u>30s</u>
Gender	2) <u>male</u>
Height	3) <u>190</u> centimeters
Hair	4) <u>long wavy</u> hair
Body Type	5) <u>heavily built</u>
Clothing	6) <u>light red sweater</u> over a white and black polka-dot dress
Appearance	had a 7) <u>beard</u>

3 Work in pairs to role-play a conversation.

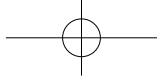
Student A

You are Mike. You rode your newly-bought bike to a supermarket. When you came out of the supermarket two hours later, you found your bike was stolen! Now you are going to the nearest police station and report the crime.

Student B

You are a police officer. A student is reporting to you his experience of losing a bike. The conversation may include the following information:

- What happened?
- When and where did it happen?
- Details about the bike?



SAMPLE

Mike: Officer, I want to report a crime.

Police Officer: OK, just keep calm and tell me what happened.

Mike: OK. Someone has stolen my bike!

Police Officer: Can you give me the details?

Mike: Yes. I rode my bike to this supermarket this afternoon and parked it near the entrance. Then I went into the supermarket to shop. When I came out, my bike was gone.

Police Officer: Are you sure you didn't park somewhere else?

Mike: Yes, I'm absolutely sure. I remember it very clearly, because whenever I came to shop in this supermarket, I always parked my bike near the supermarket entrance.

Police Officer: OK. What kind of bike is it?

Mike: It's a brand new Giant mountain bike. It's blue.

Police Officer: What time did you go into the supermarket?

Mike: Around 9:30.

Police Officer: And when did you come out?

Mike: At 11:45.

Police Officer: Did you see anyone suspicious?

Mike: No.

Police Officer: All right. We'll have to fill in an official police report. Can I have your identification card?

Listening III

SCRIPT

Marsha and Ed Gibson are sitting at the kitchen table. Ed is nervous and upset, and he's smoking. Marsha's eyes are red. She looks tired. Their children, Tony and George, eight and ten, are sitting with them. They know that their parents are having problems. Now, their parents are telling the boys that they're going to get a divorce.

Their mother is talking first. She's telling them that she loves them and their father loves them, too. But she and their father are having problems. They aren't going to live together as a family anymore. It has nothing to do with them. The boys are going to live with her. They're going to stay in the same house, go to the same school, and be with all their friends.

Now, their father is talking. He's going to leave the house this weekend. He's not going to move far away; he's going to be in the neighboring town. Two weekends a month, the boys are going to stay with him. And, they're going to be with him one month in the summertime. He'll take his vacation then and they'll go to the beach. The boys can call him anytime. He's going to be nearby.

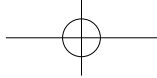


Tony and George don't really understand what's happening. On the one hand, they know that their parents aren't happy. On the other hand, they want everyone to stay together.

Word tips

Marsha 玛莎 (人名)
Ed Gibson 埃德·吉布森 (人名)

- 1 What do you think are some of the main causes of marital (婚姻的) problems?
- 2 What should a couple do when problems arise between them?



SAMPLE

- 1 Some of the main causes of marital problems are:

Financial problems. Almost all families experience financial stress sometime in their life. Arguments over school tuition fees, debt, house bills, loans and other financial issues are one of the leading causes of marriage failures.

Children. The couple may disagree on how to discipline their children, who is responsible for most of the child care, which school to attend, and other parenting issues.

Long-time separation. A lack of quality time spent together can cause a break in the relationship.

Household responsibilities. Many couples argue over unequal distribution of housework. They spend much time complaining and trying to divide household chores evenly.

Irritating habits. Trivial as they seem to be, irritating habits such as leaving the lights and the TV on while sleeping, knuckle cracking, nail biting can drive a marriage to failure.

Infidelity on the part of one or both spouses.

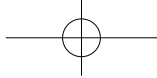
- 2 When marital problems arise, the first thing for a couple to do is to communicate openly with each other. Most marriage problems occur because of a lack of successful communication. Once problems arise, the couple should not blame each other. Instead, they should carefully analyze the situation and work together to find a way out. If they really love each other, they will do whatever it takes to preserve their marriage instead of seeking a quick divorce at the first signs of stress. But if, after all the efforts have been made to solve the problem, the couple are still not happy with each other, then divorce might be a better choice than staying together.

Listening IV

SCRIPT

Part A

Roger Ray and Tom Turner write musicals. Tom writes the stories and Roger writes the music. Tom lives alone in a house in Boston. His wife died five years ago. Roger lives with his family in a big house next door. He is married to Celia Hunt, who used to be a film star. Celia wants a divorce since she and Tom are in love with each other. Sara works for Roger and Tom as a secretary and always complains about being overworked and underpaid. Jack is Roger's son. He had several fights with his father last week when he told his father that he wanted to go around the world on a motorbike.



Part B

Celia: I'm Celia. I was in the kitchen making Roger a cup of coffee. He was in his study playing the piano, and he suddenly stopped playing. He often does that when he's writing a new song. I took his coffee into the study, and found him dead. The door into the garden was open, and there was a gun on the piano. I picked it up, and it was still warm. And then I screamed.

Sara: I'm Sara. I was in Tom's house, working in his study. I was typing some notes on the new musical. Tom was out in the garden. I could hear Roger playing the piano next door—he plays really loudly! Then the playing stopped, and I heard a scream. So I ran back home, went in the front door, and went into Roger's study. Jack and Celia were already there.

Jack: I'm Jack. I was upstairs in my bedroom, using my computer, and Dad was making a terrible noise on the piano, as usual. Then he stopped playing, and a minute later, I heard a loud scream. So I ran downstairs, and went into Dad's study, and I found my mother standing by the piano. She was holding a gun in her hand, and Dad was lying across the piano, covered in blood.

Tom: I was at home. Sara was in the study, typing on the computer, and I was walking around the garden, thinking about the new musical. Next door, I could hear Roger playing the piano. Suddenly I heard a shot, and the playing stopped. Then someone screamed. I ran back into my study—Sara was gone—and I followed her around to Roger's house.

1 Roger Ray was murdered yesterday morning. Listen to the introduction to the murder mystery in Part A and complete the following passage with the information you get.

Roger Ray and Tom Turner write musicals. Tom writes the 1) stories and Roger writes the 2) music. Tom lives alone in a house in Boston. His wife died five years ago. Roger lives with his family in a big house 3) next door. He is married to Celia Hunt, who used to be a film star. Celia wants a divorce since she and Tom are 4) in love with each other. Sara works for Roger and Tom as a 5) secretary and always complains about being overworked and underpaid. Jack is Roger's son. He had several 6) fights with his father last week when he told his father that he wanted to go around the world on a motorbike.

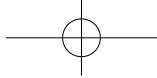
Word tips

Roger Ray 罗杰·雷
(人名)

Tom Turner 汤姆·特纳
(人名)

Celia Hunt 西莉亚·亨特
(人名)

underpay 少付……
工资



2 After the murder, a police detective interviews Celia, Sara, Jack and Tom. Listen to what each of them says in Part B and check (✓) the statements that are true according to the speaker.

Celia:

- ✓ She was in the kitchen when Roger was killed.
- ✓ She found a gun on the piano.
She heard a scream from Roger's study.
- ✓ Roger was in his study writing his new song.

Sara:

- She was working with Tom in his study when Roger was killed.
- ✓ She heard Roger playing the piano really loudly.
She heard a shot from Roger's study.
- ✓ When she arrived at Roger's study, she found both Jack and Celia there.

Jack:

- ✓ He was in his bedroom when Roger was killed.
He heard a scream from the garden.
He found his father lying on the floor, dead.
- ✓ In his father's study, he found his mother standing by the piano, with a gun in her hand.

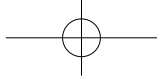
Tom:

- ✓ He was walking in the garden when Roger was killed.
- ✓ He heard Roger playing the piano.
- ✓ He heard a shot and then a scream.
He arrived at Roger's house before Sara did.

3 Discuss in groups who killed Roger Ray and explain your answers.

SAMPLE

It was Tom Turner who killed Roger Ray. The most important thing is that Roger Ray was playing the piano when the murderer shot him. He was playing very loudly. So the question is: Did anyone hear the shot? Celia did not hear it. She took Roger a cup of coffee into the study, and found him dead. Jack did not hear the shot. He came down because he heard his mother scream. And Sara did not hear it, either. Only Tom heard the shot. That could mean only one thing: He wasn't in the garden, he was in Roger's study, holding the gun, and he shot Roger himself.



PART 2

Viewing, Understanding and Speaking

Topic

Drinking and Driving

Characters

Paul (boy)

Pete (boy)

Ron (boy)

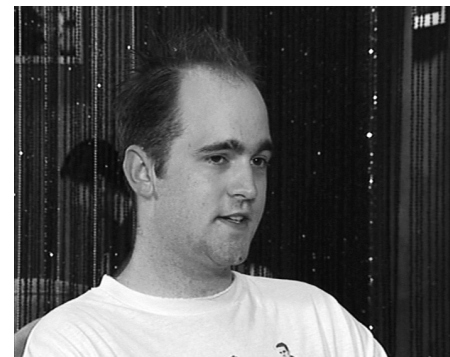
Donna (girl)

Jean (girl)

Setting

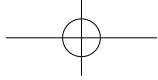
In a bar near a college campus in California

(Five students are celebrating the end of the school year.)



- Paul:** Guys, guys, it's getting late. Some of us have got to work tomorrow. Who wants to ride back with me?
- Donna:** No one is going to ride with you. Give me your car keys. I'll drive you home.
- Paul:** Hey, hey, hey, wait a minute! That's not happening... I know I've been drinking, but I can still drive.
- Donna:** No, you can't. We decided when we came that I would be the designated driver tonight. That's why I've been having soft drinks all evening.
- Pete:** She's right. And I can also drive. I haven't been drinking either since I'm under 21.
- Paul:** But, I really don't think that having a few drinks can make a person a dangerous driver.
- Donna:** Well, you're wrong about that. I read that even a few drinks can impair concentration and slow reactions.
- Jean:** I haven't been drinking that much alcohol tonight, but I would rather drive home with Donna. I know from first-hand experience... er... how drinking can affect a driver. My best friend in high school was killed in a drunk driving accident.

SCRIPT



Ron: How did it happen?

Jean: Well, it was the night of the senior prom at high school, and my friend had a date. Er, the date had borrowed a car for the evening, but his older brother had given him some booze, you know, just to make the evening go with a swing. Well, they, er... left the prom early with two other couples, and went to the beach, drinking...

Ron: What happened?

Jean: Well, on the way home, my friend's date was driving. He was speeding, lost control of the car, and drove to a lamppost. Er... my friend and two other students were killed outright and three others were badly injured. And the driver, he'll never walk again because his back was broken.

Paul: That's just one incident. That won't happen to me.

Donna: But it's not just one incident, and it could happen to you. I know that almost two thousand underage drinking drivers are involved in serious injury or death each year in the state of California alone. And almost 40 percent of high school seniors admit they have driven after drinking.

Paul: Well, I'm 21 now and a more experienced driver than most high school seniors. I've driven after drinking plenty of times and I haven't had any crashes.

Ron: Well, then you're lucky. I know I don't want to ride with you. I know when I've had too much to drink. Besides, Donna is a designated driver. Donna, why were you willing to do this for us? I know you like to drink sometimes.

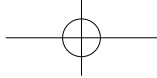
Donna: I'm a member of Students Against Drunk Driving, and my mother is a member of Mothers Against Drunk Driving. We believe in having non-drinking designated drivers in order to prevent accidents and help save lives. There are many groups of people of all ages who support programs against drinking and driving. They all agree that drunk driving is one of the major social problems in the U.S., especially among young people.

Pete: So that's how you know all those statistics. Don't you ever drink when you go out? I know I probably will when I'm old enough to do it legally. The bars in this town are very careful about checking our IDs to see if we're old enough.

Donna: Yes, I drink occasionally, but I never drive afterwards.

Jean: Don't forget that people that are older than we are cause accidents too. That's what frightens me.

Donna: Me too. Another fact that I remember is that the average drunk driver is typically male, 25 to 35, with a history of driving while intoxicated. I hate to see you, Paul, or any of my friends, to be included in that group.



Pete: I guess alcohol is only one of the drugs involved in the Driving While Intoxicated (DWI) cases. Many people would like to see marijuana and other drugs become legal in California, but I'm against it because I'm convinced it would increase the number of accidents even further. I recently read that in the U.S., there is a person killed every 33 minutes and someone injured every two minutes because of alcohol and other drug-related accidents. We don't need to add to that.

Paul: What if I drink a quick cup of coffee and then drive?

Jean: No way! Even I know that it won't lower your blood alcohol content, despite what people say. You just can't drive tonight. We've all seen how much you've drunk here. We'll be risking our lives driving with you. Donna is being a good friend by offering to drive your car for you. Anyway, if we didn't take your car keys away from you, I think the bartender would. He saw how much you drank here tonight. He wouldn't want to be responsible for an accident.

Ron: Well, please let's decide who is driving. Drinking makes me sleepy and I need to get back to my room and go to bed. I don't want to fall asleep here. Besides, I have a Saturday job too.

Donna: OK, let me give you one last statistic and I'll drive us all back. Have you ever thought how much it would cost you if you are arrested for DWI, even if you're just stopped in a routine check and you've been drinking, but not involved in an accident? Just listen to this: A first-time DWI conviction can cost you \$11,000 in fines, legal fees, and increased insurance costs. Can you afford that, Paul?

Paul: You know I can't. I'm still trying to pay my college fees for this semester. OK, Donna, you win. Here are my keys. Be sure to drive carefully.

Word tips

designate *v.* choose sb. or sth. for a particular job or purpose 选定; 指派

e.g. Thompson has been designated captain of the team.

impair *v.* make sth. less good than it usually is or less good than should be 削弱; 损害

e.g. The illness had impaired his ability to think and concentrate.

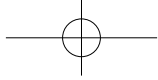
prom *n. (AmE)* a formal dance party for high school students, often held at the end of a school year (常在学年末举行的) 高中生的正式舞会

e.g. At school the most important decision the student council may ever be allowed to make is the theme for the prom.

booze *n. (informal)* alcoholic drink (非正式) 酒

e.g. The doctor told Jimmy to stay off booze for a while.

go with a swing (*BrE*) (of a party or activity) happen in a lively, enjoyable and



successful way (聚会、活动) 搞得活跃、欢快和成功

e.g. Sara Lewis' impressive recipes are guaranteed to make the party go with a swing.

outright *adv.* immediately and without any delay 立即, 当场

e.g. He was killed outright when his car crashed at high speed.

statistic *n.* a number that represents a fact or describes a situation 数字, 数据

e.g. Manchester United have not won the title for 25 years, a staggering statistic for such a strong club.

intoxicated *adj.* drunk 喝醉的

e.g. Our policy is not to serve alcohol to anyone who is already intoxicated.

marijuana *n.* an illegal drug smoked like a cigarette, made from the dried leaves of the hemp plant 大麻烟; 大麻毒品

e.g. It is illegal to grow, possess or use marijuana in many countries.

conviction *n.* a decision in a court of law that sb. is guilty of a crime 法庭认定有罪的判决

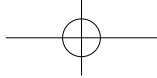
e.g. This was Tom's second conviction of accepting bribery.

1 Watch a video in which a group of five students are talking about drunk driving in a bar and match the statements according to what the characters say in the video.

- | | |
|--|---|
| 1 Donna: I would be the designated driver tonight. | A I really don't think that having a few drinks can make a person a dangerous driver. |
| 2 Pete: And I can also drive. | B We've all seen how much you've drunk here. |
| 3 Jean: You just can't drive tonight. | C I haven't been drinking either since I'm under 21. |
| 4 Ron: I know I don't want to ride with you. | D That's why I've been having soft drinks all evening. |
| 5 Paul: I know I've been drinking, but I can still drive. | E I know when I've had too much to drink. Besides, Donna is a designated driver. |

2 Watch the video again and decide whether the following statements are true (T) or false (F).

- | | |
|---|----------|
| 1 It is illegal for people under 21 to drink alcohol in the U.S. | <u>T</u> |
| 2 Jean had broken her back when she was riding with someone who was drunk driving. | <u>F</u> |
| 3 Fifty percent of high school seniors in the U.S. admit they have driven after drinking. | <u>F</u> |
| 4 Donna's mother is a member of Mothers Against Drunk Driving. | <u>T</u> |
| 5 Drunk driving is serious among young people in the U.S. | <u>T</u> |



- 6 The average drunk driver in the U.S. is typically male, aged 25 to 35. T
- 7 Pete believes that the use of marijuana and drugs would increase the number of accidents even further. T
- 8 In the U.S., there is a person killed every 33 minutes because of alcohol and other drug-related accidents. T
- 9 Coffee helps to lower one's blood alcohol content. F
- 10 A first-time DWI conviction in the U.S. can cost \$25,000 altogether. F

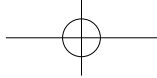
3 Repeat a few important lines and try to imitate the speakers' pronunciation and intonation.

- 1 Guys, guys, it's getting late. Some of us have got to work tomorrow.
- 2 No one is going to ride with you. Give me your car keys. I'll drive you home.
- 3 But, I really don't think that having a few drinks can make a person a dangerous driver.
- 4 I haven't been drinking that much alcohol tonight, but I would rather drive home with Donna.
- 5 My best friend in high school was killed in a drunk driving accident.
- 6 That's just one incident. That won't happen to me.
- 7 But it's not just one incident, and it could happen to you.
- 8 Donna, why were you willing to do this for us? I know you like to drink sometimes.
- 9 So that's how you know all those statistics. Don't you ever drink when you go out?
- 10 Don't forget that people that are older than we are cause accidents too. That's what frightens me.
- 11 What if I drink a quick cup of coffee and then drive?
- 12 Anyway, if we didn't take your car keys away from you, I think the bartender would.
- 13 Well, please let's decide who is driving.
- 14 OK, let me give you one last statistic and I'll drive us all back.

4 Now you have some idea about what the speakers think of driving after drinking. Please give a one-minute speech on drunk driving. Your speech may include both the causes of the problem and possible solutions to it.

SAMPLE

Drunk driving is driving a motor vehicle after drinking much alcohol. It is a serious social problem that can lead to economic loss, accidents, injuries and even death. Then what are the causes of drunk driving? And what measures can be taken to prevent drunk driving?



One reason for drunk driving is that some people believe drinking one or two glasses of beer won't hurt anyone, especially if they just need to drive only a short distance. In fact, they are wrong and they may have to pay a high price for their behavior.

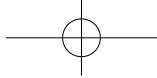
Another reason for drunk driving is peer pressure, especially among teenagers. Some people love to show off to their friends how much alcohol they can drink. When they get drunk, they usually refuse to let somebody else to drive them home because they are too proud to admit that they cannot control themselves anymore.

One of the best ways to prevent drunk driving is to plan campaigns against it. Through these campaigns, people would be made aware of the negative effects of drunk driving as well as the steps they can follow to prevent it. For example, if they go to a bar or a party, they should have a designated driver to drive them home.

Organizations such as Mothers Against Drunk Driving are also effective in opposition to drunk drinking by the young.

At the governmental level, strict laws should be formulated and enforced against drunk driving. For example, those who are caught drunk driving would have to stay in jail for a certain amount of time. In fact, many countries have already started to enforce such laws and they have proven to be very effective in curbing drunk driving.

In conclusion, with the efforts of both individuals and governments, it is possible to put an end to drunk driving.



PART 3

Video Appreciation and Singing for Fun

Video Appreciation



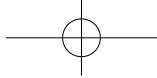
■ About the video clip:

This video clip discusses a number of transport policies of London that respond to the city's growth while improving its liveability.

Transport for London (TfL), which oversees all types of transportation in London, is a local government body created by the Greater London Authority Act 1999. The first Chair was Ken Livingstone, the mayor of London. TfL's findings and actions have resulted in a more equitable use of public space.

In 2002, the mayor launched the "100 Public Spaces Program" to upgrade key public spaces and improve the quality of life in London. Trafalgar Square is one of the places that have benefited from this initiative that gives pedestrians priority over cars.

In 2003, Ken Livingstone implemented charging of congestion fees in central London. Initially set at £5, then raised on 4 July 2005 to £8 and £10 in 2011, the daily charge must be paid by the registered keeper of a vehicle that enters, leaves or moves around within the congestion charge zone between 7 a.m. and 6 p.m. (previously 6:30 p.m.), Monday to Friday, excluding



SCRIPT

public holidays in England and a period over Christmas. While there was a lot of early resistance to congestion charging, the implementation of congestion charging resulted in reductions in traffic, congestion, CO₂ emissions and the release of other pollutants and the increase in the number of Londoners who use public transportation.

The city created “Transport for London” to integrate all modes of transit, including foot, cycle, and river traffic, into a central body with a common transport vision. “Transport for London” looks at car movement, and the roads, the buses, the tube, the trains, but also at cycling and walking. That is really unique. Most transport agencies of course look at either one of these areas. And it has already had very positive effects within these agencies to have people talk much more closely, that in fact all of them deliver the same thing, the same good.

So the congestion charge was one of these strategies which raised the sort of quality of life. It’s not a thing in and of itself. I mean you could talk about road taxing, congestion charges, if it’s a good thing because it reduces traffic. It’s part of a much more complex picture. And it’s about to do with making cities liveable.

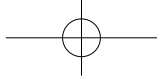
Efficient transit encourages people to visit the city. Access to parks and public squares makes them want to live there too. Improving that access is the aim of the “100 Public Spaces Program” started by Ken Livingstone.

The mayor’s “100 Public Spaces Program” was, a very simple idea to try and focus what we’re trying to do, to try and say that a city that’s growing as fast as London should be investing in public space.

Some of the investment from the mayor, which comes in through the congestion charge, is being used to improve the quality, literally the design of the environment. So the most famous of all is Trafalgar Square, which is already difficult for me now to remember that only six years ago it was a race track.

It looks very simple now when you see it: We closed it in front of the National Gallery, increased the flights of steps and paved it well. But actually it’s a very very subtle design Norman Foster carried out in order to create a far better square, add a far better focus for that part of London.

“Here we’ve just come round Trafalgar Square. They’ve pedestrianized the north side of the square, taken out one route completely. And what have we got? Fifteen-twenty-minute-wait on the Square sometimes because of the heavy congestion.”



With the exception of one or two people who, yeah, complain about the traffic being slightly slower around there, I could talk to almost any Londoner, any visitor that sees this being a huge success, an example where relatively small investments in the city can transform it, yeah really beyond recognition.

Word tips

transit *n.* the process of moving goods or people from one place to another 运输, 运送
e.g. Like some other rapid transit systems, this plan utilizes only former and existing railway routes.

tube *n.* (BrE) the system of trains that run under the ground in London 地铁
e.g. One evening, tired and hungry, I caught the tube home from central London.

congestion *n.* being full of traffic 拥塞, 堵塞
e.g. The problem of traffic congestion will not disappear in a hurry.

liveable *adj.* nice to live in 适宜居住的
e.g. We need to do more to make the neighborhood more liveable.

Ken Livingstone British Labour Party politician and mayor of London from 2000 to 2008 肯·利文斯通 (人名)

Trafalgar Square a public space and tourist attraction in central London 特拉法尔加广场

National Gallery an art gallery on Trafalgar Square, London. Founded in 1824, it houses a collection of over 2,300 paintings dating from the mid 13th century to 1900. 伦敦国家美术馆

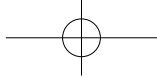
Norman Foster an English architect, winner of the 1999 Pritzker Prize 诺曼·福斯特 (人名)

pedestrianize *v.* change a street or shopping area so that cars and trucks are no longer allowed 使成为步行街
e.g. Proposals to pedestrianize a busy town center street in Belper have angered local residents and bus operators.

transform *v.* completely change the appearance, form, or character of sth. or sb., especially in a way that improves it 使改变, 使改观
e.g. E-mail has transformed the way people communicate.

1 Watch a video clip about a number of transport policies of London and complete the answer to each of the following questions with the information you get.

- 1 What is the purpose of Transport for London?
To integrate all modes of transit into a central body with a common transport vision.
- 2 What is the aim of the "100 Public Spaces Program"?
To improve the access to parks and public squares.



- 3 What did Trafalgar Square use to be?
A race track.
- 4 What do a few people complain about the changes to Trafalgar Square?
The traffic being slightly slower around there.
- 5 How do most Londoners and visitors respond to the changes made to Trafalgar Square?
They see the changes as a huge success.

2 Watch the video clip again and complete the following sentences with the information you get.

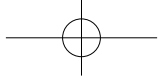
- 1 Transport for London looks at car movement, and the roads, the buses, the tube, the trains, but also at cycling and walking.
- 2 So the congestion charge was one of these strategies which raised the sort of quality of life.
- 3 Efficient transit encourages people to visit the city.
- 4 Some of the investment from the mayor, which comes in through the congestion charge, is being used to improve the quality, literally the design of the environment.
- 5 But actually it's a very very subtle design Norman Foster carried out in order to create a far better square, add a far better focus for that part of London.

3 Work in groups to discuss how each of the following people might feel about the congestion charge at central London.

- A a storeowner near a transit stop
- B a business owner who makes daily deliveries to central London
- C a public citizen who drives to work
- D a student who takes the bus to school

SAMPLE

- A I fully support the congestion charge. I think it is perfectly reasonable to collect money from the motorists who cause the congestion to pay for public transportation. As a storeowner near a transit stop, I have witnessed positive changes to the roads. Fewer cars are running on the roads and many more people choose to use the public transport. Besides, the business in my store is improving slightly.
- B Personally, I don't like the congestion charge. My business is heavily affected because of increased delivery costs. I did consider using public transportation, but I gave up this idea since it was slow and inconvenient. Besides, I don't think the city government should decide how the citizens get around.



- C I'm not supportive of the congestion charge. I doubt that an expansion of the public transportation system would curb the growing congestion problem in downtown London. I don't see that the traffic is getting any better in the recent few years. Even if the traffic is improving within the charging zone, this has been achieved at the cost of other parts of London because some drivers choose other routes to avoid the zone.
- D I think the congestion charge has greatly improved the city's quality of life. The traffic speeds up and congestion has been improved greatly within the charging zone. Besides, the charge raises funds for the improvement of London's public transport system. As a student who takes the bus to school, I spend less time on the road now. What's more, with fewer private cars on the roads, I believe our environment will be greatly improved.

Teaching tips

The teacher can lead into the activity by asking the following questions:

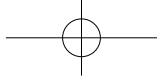
- 1 How do you think the cab driver in the video felt about the congestion charge?
- 2 Is a cab driver's opinion likely to reflect the opinions of most Londoners? Why or why not?

Divide the class into groups of four. Within each group, one person represents a storeowner near a transit stop; a second represents a business owner who makes daily deliveries to central London; a third plays a public citizen who drives to work; and the fourth a student who takes the bus to school. Depending on the number of students in a group, you may add some other characters such as a bus driver or a woman who walks to work.

Then group together all the students representing the same character. They discuss the topic, decide what the likely viewpoints the character may have, and try to present compelling arguments to support their viewpoints.

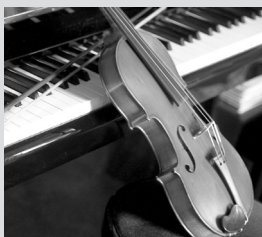
Students then return to their original group. Each character presents their case in open discussion.

If the discussion was quite heated with clear differences of opinion, the teacher may ask students to vote for the congestion charge. The teacher may also finish the activity by asking students whether they think the congestion charge and the "100 Public Spaces Program" have improved the quality of Londoners' life. Encourage students to use specific details from the video to support their answers.



Singing for Fun

■ About the song:



“Tell Me Why” is an anti-war song written by Ian Mack, Stuart Mack, and Barry Mason for Declan Galbraith, a British singer who has both a heavenly voice and the capacity to skillfully interpret a broad range of music. On December 9, 2002, just 10 days before his 11th birthday, during a nationwide tour, Declan sang “Tell Me Why” live with some 10,000 children and was also simultaneously linked, by radio and satellite, with more than 80,000 children in their schools all over the U.K., who accompanied him in achieving the world’s largest choir, breaking the Guinness World Record.

Listen to the song “Tell Me Why” and learn to sing it.

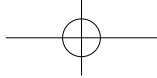
LYRICS

Tell Me Why

In my dream children sing
A song of love for every boy and girl
The sky is blue and fields are green
And laughter is the language of the world
Then I wake and all I see
Is a world full of people in need

Tell me why (why) does it have to be like this
Tell me why (why) is there something I have missed
Tell me why (why) 'cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why

Every day I ask myself
What will I have to do to be a man
Do I have to stand and fight
To prove to everybody who I am
Is that what my life is for
To waste in a world full of war

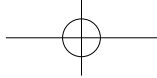


Tell me why (why) does it have to be like this
Tell me why (why) is there something I have missed
Tell me why (why) 'cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why

(Tell me why)
Tell me why
(Tell me why)
Tell me why
(Tell me why)
Just tell me why (why why)

Tell me why (why) does it have to be like this
Tell me why (why) is there something I have missed
Tell me why (why) 'cause I don't understand
When so many need somebody
We don't give a helping hand
Tell me why

(Why, why does the tiger run)
Tell me why
(Why, why do we shoot the gun)
Tell me why
(Why, why do we never learn)
Can someone tell us why we let the forest burn
(Why, why do we say we care)
Tell me why
(Why, why do we stand and stare)
Tell me why
(Why, why do the dolphins cry)
Can someone tell us why we let the ocean die
(Why, why if we're all the same)
Tell me why
(Why, why do we pass the blame)
Tell me why
(Why, why does it never end)
Can someone tell us why we cannot just be friends



Why, why do we close our eyes
Why, why do the greedy lie
Why, why do we fight for land
Can someone tell us why 'cause we don't understand
Why, why

PART 4

Further Speaking and Listening

Further Speaking

Work in groups to do the following activities.

Step ONE

Look through the following social problems and choose one that you are interested in.

piracy 盗版 generation gap 代沟 drunk driving 醉驾 bribery 贿赂
high divorce rate 高离婚率 pollution 污染 corruption 腐败
gender discrimination 性别歧视 unemployment 失业 layoff 下岗
fake product 冒牌产品 domestic violence 家庭暴力
overpopulation 人口过剩 traffic jam 交通堵塞
soaring housing price 高房价

Step TWO

Discuss in groups what can be done to solve the problem.

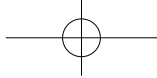
SAMPLE

1 Generation gap

Generation gap is a popular term used to describe differences and disagreements between older and younger generation. In order to overcome the generation gap, both generations have to make an effort. Take the relationship between parents and children for example. It is possible to bridge the generation gap between them if they try the following ways:

- Parents need to acknowledge that their children will not think or behave in the same way as they used to.
- Children need to understand that whatever their parents do, they do for the children's sake.
- Both parents and children need to create more opportunities to exchange opinions. Once they have disagreements, they should learn to be patient and tolerant.

(to be continued)



(continued)

- Parents and children should spend some time having fun together. The generation gap between them will be narrowed or even bridged if they become close friends.

2 Fake products

Fake products are now a serious social problem which has caused great concern and even fear among the general public. Every day we hear people talking about fake products, things we wear, things we use and even things we eat. The leather shoes may turn out to be worn out in a few days. The sweater claimed to be made of 100 percent cashmere may be just a product of ordinary wool. The most terrible fake products are food, like milk powder, bird nest, etc. Measures that can be taken to solve the problem include the following:

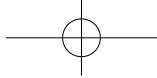
- Severe punishment for those making and selling fake products. People who are involved in making and selling fake products should be severely punished, and in the case of fake products which result in death or permanent damage of a certain part of the human body, the manufacturers should be put into jail or even sentenced to death. Those who sell fake products should be given a heavy fine, punished by canceling their business license or stopping their business completely.
- Regular and rigorous checks should be done. Government organs responsible for the manufacturing and selling of products, such as Administration for Industry and Commerce and Administration of Quality and Technology Supervision, should take up their responsibility and conduct regular and rigorous inspections of the manufacturing and selling of products, and take strict measures once problems are identified.
- Supervision by the general public should be enhanced. The general public should watch out for the manufacturing and selling of fake or defective products and, once they detect any problem, they should report to the government organs concerned so as to stop the practices.

Further Listening

Listening I

It isn't strictly true that one half of the world is rich and the other half is poor. It is one-third that is very rich and two-thirds that are very poor. People in the rich third may not realize the enormous difference between them and the other two-thirds. A very simple example is that a dog or a cat in North America eats better than a child in many of the poor countries. A fisherman in South America may be catching fish which are processed into pet food and yet his own children are not getting enough protein for their bodies to develop properly. Although a lot of the world's natural resources come from these poor countries, people in the rich countries are probably using much more

SCRIPT



of these resources than people in Asia or Africa. The rich countries are in a position to dictate to suppliers what kind of prices they are prepared to pay for these natural resources. In some cases the prices have gone down. In others they have remained steady. But the prices the rich countries get for their own exports have continued to rise. So, they are getting richer and richer, and the poor countries are getting poorer and poorer.

Word tips

dictate 强制规定

supplier 供应商

1 Listen to a passage about the difference between the rich and the poor and decide whether the following statements are true (T) or false (F).

- 1 One half of the world is rich and the other half is poor according to the passage. F
- 2 The pet food of the rich people is better than the food for children of the poor people. T
- 3 The poor countries are getting poorer and poorer because of a lack of natural resources. F
- 4 One way for the rich countries to get richer is to control the prices of the natural resources. T

2 Listen to the passage again and complete the following sentences with the information you get.

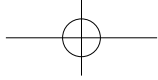
The enormous difference between rich and poor countries:

- 1 A fisherman in South America may be catching fish which are processed into pet food and yet his own children are not getting enough protein for their bodies to develop properly.
- 2 People in the rich countries are probably using much more of the natural resources than people in Asia or Africa.
- 3 The rich countries are in a position to decide what prices they are prepared to pay for the natural resources imported from the poor countries. Sometimes the prices have gone down; sometimes they have remained steady.
- 4 The prices of the rich countries' exports have continued to rise.
- 5 The rich countries are getting richer and richer while the poor countries are getting poorer and poorer.

Listening II

SCRIPT

The news report that night was about a famine in Ethiopia. From the first few seconds it was clear that this was a really big disaster. The pictures were of people who were so thin that they looked like beings from another planet. The camera focused on one man so that he looked directly at me, sitting in my comfortable living room. All around was the sound of death.



It was clear that somehow the world had not noticed this tragedy until now. You could hear the despair, grief and disgust in the voice of the reporter, Michael Buerk. At the end of the report he was silent. My wife, Paula, started crying, and then rushed upstairs to check our baby, Fifi, who was sleeping peacefully.

I kept seeing the news pictures in my mind. What could I do? I was only a pop singer—and by now not a very successful pop singer. All I could do was make records which no one bought. But I would do that, I would give all the profits of my next record to Oxfam, an organization which helps poor people around the world. What good would that do? It would only be a little money but it was more than I could give just from my bank account. Maybe some people would buy it because the profits were for Oxfam. And I would be protesting about this disaster. But that was not enough.

1 Listen to a speech of a pop singer about famine and complete the following passage with the information you get.

The news report that night was about a famine in Ethiopia. From 1) the first few seconds it was clear that this was a really big disaster. The pictures were of people who were 2) so thin that they looked like 3) beings from another planet. The camera 4) focused on one man so that he 5) looked directly at me, sitting in my comfortable living room. 6) All around was the sound of death.

It was clear that somehow the world had not noticed this tragedy 7) until now. You could hear the 8) despair, grief and disgust in the voice of the reporter, Michael Buerk. At the end of the report he was silent. My wife, Paula, 9) started crying, and then rushed upstairs to check our baby, Fifi, 10) who was sleeping peacefully.

Word tips

famine 饥荒

Ethiopia 埃塞俄比亚
(东非国家)

grief 悲伤, 悲痛

disgust 愤慨; 厌恶,
憎恶

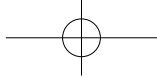
Michael Buerk 迈克尔·
比尔克 (人名)

Paula 保拉 (人名)

protest 抗议; 提出异议

2 Listen to the speech again and check (√) the statements that are true of the speaker.

- √ 1 He and his wife felt very bad after they saw a news report on TV about the disaster in Ethiopia.
- √ 2 He felt upset because his life was easy compared to the people in the report.
- 3 His wife gave him some ideas about how to help.
- √ 4 He decided that he had to do something after seeing the report.
- √ 5 He was a pop singer at the time he saw the news report.
- 6 He thought he was a very successful pop singer.
- 7 He succeeded in collecting a large sum of money for the people in Ethiopia.
- √ 8 He wanted to do more than just make a record.



Listening III

SCRIPT

A pensioner was shot to death in front of his wife last night. He had complained about local drug dealers shortly before his murder. Terry Morgan, 69, had just driven his wife back from work but was killed by a single shot in the chest as he got out of his car. His wife was opening the front door when she heard a loud bang and found her husband lying on the ground. He died without saying anything. The murder happened at his home in Rugby. It shocked everyone in his town. People said it was really a cold-blooded killing. As police began a major investigation into this horrible murder, they found Mr. Morgan had made complaints to a local official about drug dealing in a nearby street. He had mentioned his concern twice to the local official. A neighbor of Mr. Morgan said he was against drugs of any kind. Whenever this topic arose he always expressed strong views about drugs. Last summer, gangs of teenagers in his neighborhood were found to be drug abusers. He tried to help them stop using drugs, but it only made them angry. But it's still too early to say this is related to the murder. As a lady who used to live in the same street as Morgan said: "Mr. Morgan was a respectable man, a nice man. But it's getting really bad here with gangs of teenagers abusing drugs and stealing. They should be the ones accused of this murder."

Word tips

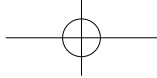
pensioner 领养老金（或退职金、抚恤金等）的人
Terry Morgan 特里·摩根（人名）

Rugby 拉格比（英国英格兰中部城市）

drug abuser 嗜毒者

Listen to a passage about a murder and complete the following passage with the information you get. For blanks numbered 1 to 7, fill in the exact words you have heard. For blanks numbered 8 to 10, fill in the missing information.

A pensioner was shot to death in front of his wife last night. He had 1) complained about local drug dealers shortly before his murder. Terry Morgan, 69, had just driven his wife back from 2) work but was killed by a single shot in the 3) chest as he got out of his car. His wife was opening the front door when she heard a loud bang and found her husband lying on the ground. He died without saying anything. The murder happened at his home in Rugby. It 4) shocked everyone in his town. People said it was really a 5) cold-blooded killing. As police began a major 6) investigation into this horrible murder, they found Mr. Morgan had made complaints to a local official about drug 7) dealing in a nearby street. 8) He had mentioned his concern twice to the local official. A neighbor of Mr. Morgan said he was against drugs of any kind. 9) Whenever this topic arose he always expressed strong views about drugs. Last summer, gangs of teenagers in his neighborhood were found to be drug abusers. He tried to help them stop using drugs, but it only made them angry. 10) But it's still too early to say this is related to the murder. As a lady who used to live in the same street as Morgan said: "Mr. Morgan was a respectable man, a nice man. But it's getting really bad here with gangs of teenagers abusing drugs and stealing. They should be the ones accused of this murder."



Listening IV

SCRIPT

In many countries in the process of industrialization, overcrowded cities become a major problem. Poor conditions in these cities, such as lack of housing, inadequate means of keeping places clean and healthy and lack of employment, bring about an increase in poverty, disease and crime.

The overpopulation of towns is mainly caused by the drift of large numbers of people from the rural areas. These people have become dissatisfied with the traditional life of farming and have come to the towns hoping for better work and pay.

One possible solution to the problem would be to impose registration on town residents. Only officially registered inhabitants would be allowed to live in the towns and the urban population would thus be limited. In practice, however, this causes a great deal of resentment, which would ultimately lead to violence.

The only long-term solution is to make life in the rural areas more attractive, which would encourage people to stay there. This could be achieved by rewarding people for going and working in the villages. Facilities in the rural areas, such as transport, health and education services, should be improved. Education should include training in improved methods of farming and other rural industries, so as to foster a more positive attitude toward rural life. The improvement of life in the villages is doubly important, because the towns themselves cannot be developed without the development of the rural areas.

Listen to a passage about overpopulation of towns and complete the following sentences with the information you get.

- 1 Poor conditions in overcrowded cities lead to poverty, disease and crime.
- 2 Towns become overcrowded because large numbers of people drift from the rural areas into towns hoping for better work and pay.
- 3 Solving the cities' problem of overcrowding by strict registration is not practical in that this would cause a great deal of resentment.
- 4 The only long-term solution to the overpopulation of towns is to make life in the rural areas more attractive, including improving transport, health and education services.
- 5 Education in the rural areas aims to develop a more positive attitude to rural life.

Word tips

inadequate 不充分的

drift 流动

impose 把……强加于

resentment 怨恨

foster 培养, 促进