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iProduce

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iExplore 2

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iProduce

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Task: Make a presentation

Topic: What are the real causes of political conflicts?

Kindness and Indifference

iPrepare

Scenarios

Watch a video clip about the scenarios on the online course before class. Then think about what you need to learn from this unit in order to fulfill the tasks mentioned in the scenarios.



Learning objectives

Upon completion of this unit, you will be able to:

- describe the bystander's psychological reactions to an emergency
- explain why humans are willing to help others, even strangers, for no reward
- tell why many people do not help in emergencies and explain how to encourage them to help



1 iExplore

VIEWING

Watch a video clip and discuss the following questions.

- 1 Why did nobody come to help when noticing Peter lying on the ground for over 20 minutes?
- 2 What are the two conflicting rules that may influence bystanders' decision on whether to help?
- 3 Why did the woman not help Ruth at the beginning but later give her a hand?



NEW WORDS

bystander /'baɪ,stændə/ *n.* 旁观者; 局外人
diffusion /dɪ'fju:ʒn/ *n.* 散开; 扩散

READING

Indifference: Why people don't help in emergencies

As mentioned in the Scenarios video, the Yueyue incident is not an isolated case; there have been similar incidents (e.g., the murder of Kitty Genovese) involving a seeming lack of moral concern for others, which in social psychology is referred to as "the bystander effect." It offers a psychological explanation for people's failure to help in an emergency situation when they are a member of a group. Read the following text and you'll gain a preliminary understanding of this concept and its related theories.

The bystander effect

Dorothy Barkin

- ¹ It is a pleasant fall afternoon. The sun is shining. You are heading toward the parking lot after your last class of the day. All of a sudden, you come across the following situations. What do you think you'd do in each case?

Situation One: A man and a woman are wrestling with each other. The woman is in tears. Attempting to fight the man off, she screams, "Who are you? Get away from me!" You're the only one who witnesses this.

Situation Two: Imagine the same scenario as in Situation One except that this time the woman screams, "Get away from me! I don't know why I ever married you!"

Situation Three: Again imagine Situation Two. This time, however, there are a few other people (strangers to you and each other) who also observe the incident.

- ² Many people would choose not to get involved in situations like these. Bystanders are often reluctant to intervene in criminal or medical emergencies for reasons they are well aware of. They fear possible danger to themselves or getting caught up in a situation that could lead to complicated and time-consuming legal proceedings.



³ There are, however, other less obvious factors which influence the decision to get involved in emergency situations. Complex psychological factors, which many people are unaware of, play an important part in the behavior of bystanders; knowing about these factors can help people to act more responsibly when faced with emergencies.

⁴ To understand these psychological phenomena, it is helpful to look at what researchers have learned about behavior in the situations mentioned at the beginning of this article.

Situation One: An experiment involved staging scenarios like this and the next situation. In Situation One, bystanders offered some sort of assistance to the young woman 65 percent of the time.

Situation Two: Here the rate of bystander assistance dropped down to 19 percent. This demonstrates that bystanders are more reluctant to help a woman when they believe she's fighting with her husband. Not only do they consider a wife in less need of help; they think interfering with a married couple may be more dangerous. The husband, unlike a stranger, will not flee the situation.

Situation Three: The important idea in this situation is being a member of a group of bystanders. In more than 50 studies involving many different conditions, one outcome has been consistent: Bystanders are much less likely to get involved when other witnesses are present than when they are alone.

- 5 Thus, membership in a group of bystanders lowers the likelihood that each member of the group will become involved. This finding may seem surprising. You might think there would be safety in numbers and that being a member of a group would increase the likelihood of intervention. How can we explain this aspect of group behavior?
- 6 A flood of research has tried to answer this and other questions about bystanders in emergencies ever since the infamous case of the murder of Kitty Genovese.
- 7 In 1964 in the borough of Queens in New York City, Catherine “Kitty” Genovese, 28, was brutally murdered in a shocking crime that outraged the nation.
- 8 The crime began at 3 a.m. Kitty Genovese was coming home from her job as manager of a bar. After parking her car in a parking lot, she began the hundred-foot walk to the entrance of her apartment. But she soon noticed a man in the lot and decided instead to walk toward a police call box. As she walked by a bookstore on her way there, the man grabbed her. She screamed.
- 9 Lights went on and windows opened in the 10-story apartment building.
- 10 Next, the attacker stabbed Genovese. She shrieked, “Oh, my God, he stabbed me! Please help me! Please help me!”
- 11 From an upper window in the apartment house, a man shouted, “Let that girl alone!”
- 12 The assailant, alarmed by the man’s shout, started toward his car, which was parked nearby. However, the lights in the building soon went out, and the man returned. He found Genovese struggling to reach her apartment — and stabbed her again.
- 13 She screamed, “I’m dying! I’m dying!”
- 14 Once more lights went on and windows opened in the apartment building. The attacker then went to his car and drove off. Struggling, Genovese made her way inside the building.
- 15 But the assailant returned to attack Genovese yet a third time. He found her slumped on the floor at the foot of the stairs and stabbed her again, this time fatally.
- 16 The murder took over a half hour, and Kitty Genovese’s desperate cries for help were heard by at least 38 people. Not a single one of the 38 who later admitted to having witnessed the murder bothered to pick up the phone during the attack and call the police. One man called after Genovese was dead.

- 17 Research conducted since the Genovese murder indicates that the failure of the bystanders to get involved can't be simply dismissed as a symptom of an uncaring society. Rather, the bystander effect, as it is called by social scientists, is the product of a complex set of psychological factors.
- 18 Two factors appear to be most important in understanding the reactions of bystanders to emergencies.
- 19 First is the level of ambiguity involved in the situation. Bystanders are afraid to endanger themselves or look foolish if they take the wrong action in a situation they are not sure how to interpret. A person lying face down on the floor of a subway train may have just suffered a heart attack and be in need of immediate medical assistance — or he may be a dangerous drunk.
- 20 Determining what is happening is especially difficult when a man is attacking a woman. Many times lovers do quarrel, sometimes violently. But they may strongly resent an outsider, no matter how well-meaning, intruding into their affairs.
- 21 When a group of bystanders is around, interpreting an event can be even more difficult than when one is alone. Bystanders look to others for cues as to what is happening. Frequently other witnesses, just as confused, try to look calm. Thus bystanders can mislead each other about the seriousness of an incident.
- 22 The second factor in determining the reactions of bystanders to emergencies is what psychologists call the principle of moral diffusion. Moral diffusion is the lessening of a sense of individual responsibility when someone is a member of a group. Responsibility to act diffuses throughout the crowd. When a member of the group is able to escape the collective paralysis and take action, others in the group tend to act as well. But the larger the crowd, the greater the diffusion of responsibility, and the less likely someone is to intervene.
- 23 The more social scientists are able to teach us about how bystanders react to an emergency, the better the chances that we will take appropriate action when faced with one. Knowing about moral diffusion, for example, makes it easier for us to escape it. If you find yourself witnessing an emergency with a group, remember that everybody is waiting for someone else to do something first. If you take action, others may also help.

Source: Dorothy Barkin, "The bystander effect," *Ten Steps to Improving College Reading Skills*. Townsend Press, 2008.

Identifying and synthesizing information

1 According to the text, how do people react to different emergency situations? Read the first five paragraphs and complete the following table.

Situations	Bystanders' reactions
Time: 1) _____ Place: 2) _____ A man and a woman are wrestling with each other.	
Situation One: <ul style="list-style-type: none"> Perception of their relationship: 3) _____ Number of witnesses: 4) _____ 	The bystander offered 5) _____ to the young woman 6) _____ percent of the time.
Situation Two: <ul style="list-style-type: none"> Perception of their relationship: 7) _____ Number of witnesses: 8) _____ 	The rate of bystander assistance dropped down to 9) _____.
Situation Three: <ul style="list-style-type: none"> Perception of their relationship: 10) _____ Number of witnesses: 11) _____ 	Bystanders are 12) _____ to assist when other witnesses are present than when 13) _____.
Conclusion: Membership in a group of bystanders 14) _____ that each member of the group will 15) _____.	

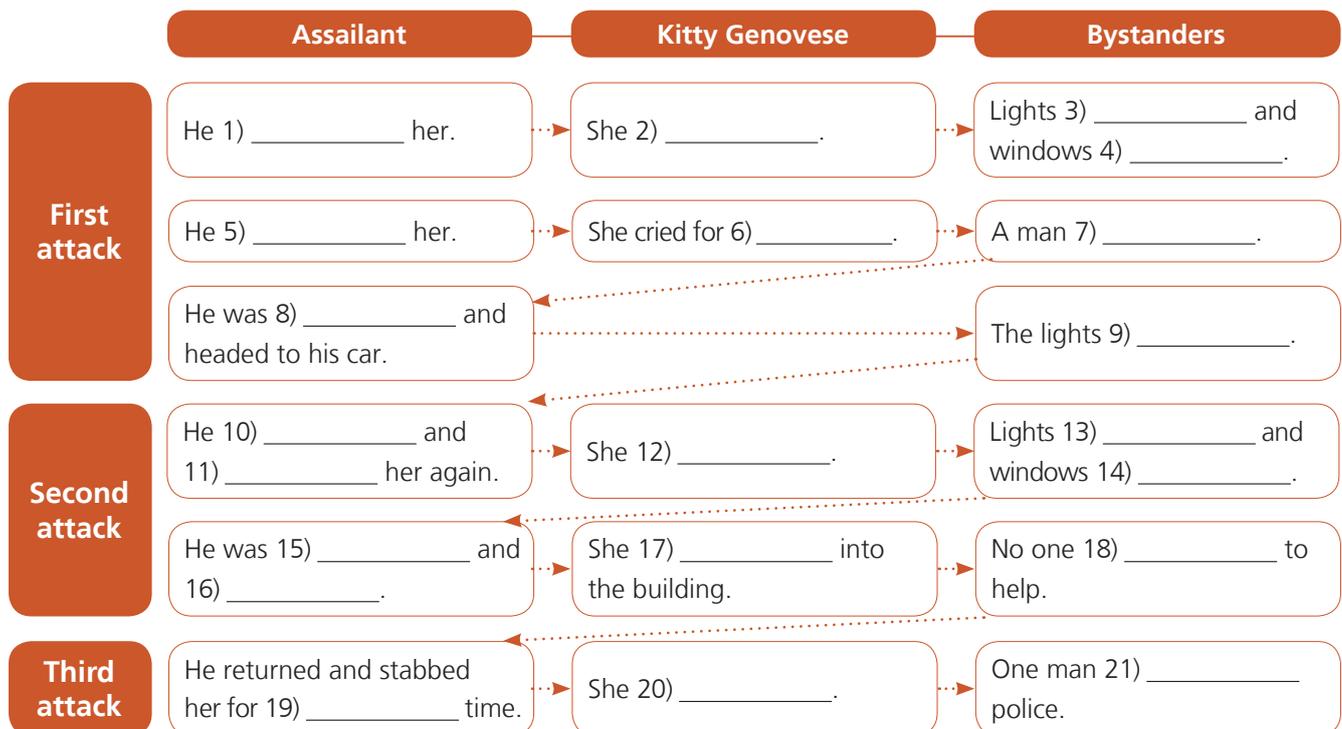
2 Read Paras. 6-16 and complete the following diagram to analyze the infamous case of the murder of Kitty Genovese in 1964.



Time: 3 a.m.



Place: on Genovese's way home



3 What are the most important factors in understanding the reactions of bystanders to emergencies? Read Paras. 17-22 and check (✓) the right explanations.

Factors	Explanations
Level of ambiguity involved in the situation	<ul style="list-style-type: none"> <input type="radio"/> 1 Bystanders are afraid to endanger themselves or look foolish if they take the wrong action in a situation they are not sure how to interpret. <input type="radio"/> 2 Bystanders tend to intervene when a man is attacking a woman. <input type="radio"/> 3 Being with a group of bystanders makes it easier to interpret an event than when one is alone. <input type="radio"/> 4 Bystanders normally look to each other for cues about what is happening when faced with an incident.
The principle of moral diffusion	<ul style="list-style-type: none"> <input type="radio"/> 5 The larger the group, the greater the diffusion of responsibility, and the less likely someone is to intervene. <input type="radio"/> 6 When a member of the group takes action and gives a hand, others in the group are likely to follow.

4 What is the value of the research on the bystander effect? Read the last paragraph and discuss the following questions.

- 1 What's the importance of knowing the research findings on the bystander effect?
- 2 What will you do if you witness an emergency with a group next time? Why?

Building your language

Words and expressions

1 Complete the following sentences with appropriate words or phrases from the paragraphs indicated in the brackets. Change the form when necessary. There may be more than one option for each blank.

FUNCTION: Describing an emergency or a crime

- 1 In case of a(n) _____ emergency, you should call 911 in the United States. (Para. 2)
- 2 This study examines major newspaper coverage of _____ cases of school violence. (Para. 6)
- 3 Treason was once, and should be still, the most _____ crime of which a person could be accused — worse than picking pockets or robbing banks, because it involves the betrayal of the entire society in which one lives. (Para. 7)

FUNCTION: Referring to witnessing an emergency

- 4 If you _____ an emergency situation that requires your immediate attention, the first thing to do is to stay back and check the area for danger. (Para. 1)
- 5 Should you feel in any way unsafe or _____ an incident that concerns you, please report the matter to Campus Control. (Para. 1)
- 6 Since you may be _____ an emergency sometime in your life, it's important that you know how to recognize an emergency and how to respond. (Para. 3)

2 Complete the following sentences with appropriate expressions given in the boxes below. Change the form when necessary.

FUNCTION: Describing positive reactions to an emergency

offer assistance intervene in take action

- 1 New York City Mayor called on President Obama to _____ immediate _____ on gun violence, following the shooting in Connecticut, which killed 28 people, including 20 children.
- 2 Seeing the aircraft in flames, a fireman at the airport telephoned the fire brigade for more help and went to _____.
- 3 Mediators were standing by, prepared to _____ the labor dispute, even though both sides had refused earlier offers of assistance.

FUNCTION: Describing passive reactions to an emergency

be afraid to endanger oneself
fear getting caught up in
be reluctant to get involved

- 4 Celebrity chef Nigella Lawson was photographed being gripped around the neck by a man believed to be her husband in a London restaurant, and everyone there _____.

- 5 Researchers found that dolphins may not _____ to rescue trapped dolphins, lifting an injured dolphin to the water's surface to help it breathe.
- 6 Sometimes people turn their back to others' cry for help because they _____ a situation beyond their control.

3 Rewrite each of the following sentences by paraphrasing the underlined part with an expression from the box. Change the form when necessary.

take action get involved in
endanger oneself psychological factor
interpret an event outrage the nation

- 1 The research aims to investigate some of the social and mental variables that have helped to account for people's responses to some emergencies.

- 2 Bill is a likable guy and a good father who would take the risk to himself in protecting his son.

- 3 To deliberately intervene in a situation that does not concern you may be annoying to others.

- 4 Awareness of the fact that the child was in danger impelled the police to act immediately.

- 5 People all over the country were extremely angered and shocked by the news of the assassination of the president.

- 6 Changing the way we view or understand what is happening can change the way that we experience it.

Extended box

Read the following sentences that might be useful for you to complete the tasks in this unit. Pay special attention to the structures and expressions in bold.

FUNCTION: Describing an emergency

- A man and a woman are **wrestling with** each other.
- **Attempting to fight** the man **off**, she screams ...
- In 1964 in the borough of Queens in New York City, Catherine “Kitty” Genovese, 28, **was brutally murdered** in a shocking crime that **outraged the nation**.
- **The crime began** at 3 a.m.
- The murder took over a half hour, and Kitty Genovese’s **desperate cries for help were heard** by at least 38 people.
- Three teenagers **surrounded him**, grabbing him. He **shouted at** them to leave him alone.

FUNCTION: Describing bystanders’ reactions to an emergency

- ... the rate of **bystander assistance dropped down to** 19 percent.
- Bystanders are much **less likely to get involved** when other witnesses are present than when they are alone.
- ... membership in a group of bystanders **lowers the likelihood** that each member of the group will **become involved**.
- Not a single one of the 38 who later admitted to having witnessed the murder **bothered to pick up the phone** during the attack and **call the police**.
- She lay on the pavement, was hit by another driver, and **was ignored by** more than a dozen passersby.
- The murder will be remembered for the reaction — or apparent non-reaction — of two Apple Store employees next door, who **heard cries for help and did nothing**.

FUNCTION: Explaining bystanders’ failure to help in an emergency

- There are ... less obvious **factors which influence the decision** to get involved in emergency situations.
- Complex **psychological factors ... play an important part in** the behavior of bystanders.
- ... the failure of the bystanders to get involved can’t be simply **dismissed as a symptom of** an uncaring society.
- ... the bystander effect, as it is called by social scientists, is **the product of a complex set of psychological factors**.
- Bystanders **are afraid to endanger themselves or look foolish** if they take the wrong action in a situation they are not sure how to interpret.
- ... **the larger** the crowd, **the greater** the diffusion of responsibility, and **the less likely** someone is to intervene.

Preparing for the structure



How to describe an incident from a bystander's perspective? Read the following passage, a bystander's account of an incident in which he and other passersby failed to give a helping hand. Then figure out the structure of the passage by completing the tasks.

- 1 Analyze the structure of the following passage by filling in the blanks in the right column.

It was around 6:30 a.m. in Mumbai. As usual, I walked toward Sion Circle to catch a rickshaw (人力车) to work. Suddenly I heard a loud scream across the street and was surprised to see there, about 50 feet away, two men were wrestling. What's happening? I couldn't help slowing down. Then, in awe I saw a flashing blade in the hand of the taller man; he was stabbing the shorter man who, in turn, was trying to fight back by grabbing the knife-edge and forcing it away. "Help me! Help!" The shorter man yelled, blood streaming down from his palm. The sight of the blood made me stop. What should I do? Should I help? But I was so shocked that my brain went blank. I turned my head to several other passersby and saw the same surprise in their eyes. Though they were slowing down to glance at the scene, none of them stopped to do anything. "What's happened?" "I'm not sure ... Maybe street brawl (打架) ..." I heard whispers from them. The thought of "street brawl" terrified me. I couldn't get myself into trouble or get hurt. So I began to run, trying to get away from this fighting scene as soon as possible.

Not until the next day did I realize I had made a mistake: I learned from the newspaper that a man was robbed near Sion Circle and he was seriously injured in the attack. I felt very regretful. I could have helped, but I didn't.

Describe the incident

1) _____

2) _____

2 When describing the bystander’s reactions to an incident, it’s important to integrate the bystander’s inner thoughts and emotions into the description of the incident. Complete the following table with information from the passage.

Scenes	Thoughts	Emotions
When I saw two men wrestling	1) _____	I was 2) _____.
When I saw blood	3) _____	I was 4) _____.
When I heard whispers of “street brawl”	5) _____	I was 6) _____.

Sharing your ideas

The case of Kitty Genovese happened over 50 years ago. Yet today this name will still be brought up when similar incidents occurred — that’s why your pen pal David mentioned it in his email in “Scenario One.” Suppose you were one of the witnesses to the Genovese case, write a 250-word account of the case from a bystander’s perspective (i.e., in the tone of a bystander). You may find the following information helpful.

After the murder of Kitty Genovese, journalists interviewed some of the witnesses. These are some of the comments they made:

“I didn’t want my husband to get involved.”

“Frankly, we were afraid.”

“We thought it was a lovers’ quarrel.”

To do this task, you should make full use of the details about the Genovese case given in the text; at the same time, you need to make some reasonable speculations about the onlooker’s inner thoughts based on the above comments as well as your understanding of the bystander effect. Also, you can organize your writing by modeling the structure of the passage in “Preparing for the structure.” Besides, don’t forget to use the words and expressions in “Building your language” exercises.



YOU CAN REFER TO THE ONLINE COURSE FOR MORE EXERCISES.

2

iExplore

DISCUSSION

To understand the mechanisms of helping in both humans and animals, scientists have carried out many experiments. Read each of the following descriptions of experiments and judge which would be the observed result in each case. Give your explanations.

- Experiment 1:** A child of 18 months saw a dropped item and he or she was not told to pick it up. Then what did he or she do?
- A. He or she spontaneously picked it up.
 - B. He or she didn't pick it up.
- Experiment 2:** A chimpanzee was eating a banana. Two other hungry chimpanzees came over and begged for food. How did the first chimpanzee respond?
- A. He or she shared the banana with them.
 - B. He or she didn't share the banana with them.
- Experiment 3:** A mother chimpanzee was about to eat a banana, and her baby came over and begged for food. What did the mother chimpanzee do?
- A. She immediately gave the banana to the baby.
 - B. She passed on a small piece of banana reluctantly to the baby.

READING

Kindness: Why people help others?

After reading the infamous case of Kitty Genovese and the bystander effect, you might feel frustrated at people's indifference. However, this is just one side of the coin. Humans are complicated in nature. The following text reveals a good side of human nature; that is, it is in human nature to help others including strangers. Together, the two texts provide you with different perspectives on the complexity of human nature in general and the psychological motives for willingness or reluctance to help in particular.

The kindness of strangers

Bruce Hood

¹ We often help others in situations where there is no immediate benefit to ourselves or indeed there is no reward in the future. We are even willing to help strangers. Young children start to help strangers surprisingly early. At 18 months, they will spontaneously pick up dropped items and open doors or boxes to help an experimenter even when they are not told to do so or given a reward. In fact, rewarding children makes them less helpful because we generally do not like having our acts of kindness reduced to something that was done for obvious gain. It is unlikely that children have been trained to help, but rather, they do so because it is in our human nature. Animals can help other members of their own species, but the observations of helping in non-human primates are sporadic and open to alternative interpretations that divide the scientific community. In fact, some argue that the basic principle of helping others out of good will is uniquely human.

² Chimpanzees will reliably help a human retrieve an out-of-reach object, but the helping may have been shaped during their captivity. Whenever we see domesticated animals performing feats that are not observed regularly in their natural habitat, we have to ask whether those abilities are part of their repertoire or rather demonstrations of the power of learning and expectations. After all, researchers have been arguing that domestication changes brains and behavior. Semi-wild chimpanzees and other non-human primates appear to cooperate, but they do not necessarily think of helping as a selfless act. There are many reports of animals working in collaboration but ultimately these are strategies to benefit the individual.

³ Chimpanzees will lend a hand to help another gain access to food, but not if they have to give up food that is already in their possession. Not only



do chimpanzees fail to share food with non-relatives but that selfishness also applies to mothers and their babies. When their baby is begging for food, it has been observed that mothers will pass on a morsel, but when they do, it is usually done reluctantly and she gives the less nutritious and appetizing parts of the plant to her baby. Of course, chimpanzee mothers possess a maternal instinct to protect their babies, but apparently that nurturing does not reliably extend to readily giving up a treat or two. Can you imagine a human mother behaving like that at the local nursery group?

- 4 For humans, helping is all about emotions. We help others out of the goodness of our hearts. As Abraham Lincoln said, “When I do good, I feel good. When I do bad, I feel bad. That’s my religion.” The kindness of strangers reminds us that humans are an altruistic species willing to help others even when there is no obvious payoff. We do so because it seems right but also because we feel better about ourselves and worse when we do not. When we help others we get a “warm glow” — an experience that registers in the pleasure centers of our brain.
- 5 The other mechanism that promotes altruism is not pride, but the fear of criticism from others for not helping. Two famous economists, Ernst Fehr and Simon Gächter developed a cunning game to test people’s motives to help the group. They had teams of adults play a game where they were given tokens worth money that they could either keep or put into a collective pot as an investment that would be paid out to everyone irrespective of whether they contributed to the pot or not. The best strategy is for everyone to contribute, but someone who wants to get the most out of game — in other words, to be a freeloader — should not contribute any of their own money and just reap the benefits of all the other players willing to make a contribution. The game was played anonymously, but after each round of the game it was revealed who had contributed what. Now players were given the chance to “fine” those who had not contributed sufficiently to the pot. The twist was that whoever imposed the fine also had to pay for the privilege even though they would not get their money back.
- 6 As the study progressed, something interesting happened. Even though it came at a cost to impose a fine, players were more willing to pay up in order to punish freeloaders. Over time, freeloaders started to contribute more to the pot as the rounds continued. Punishment was changing their behavior. We prefer to punish transgressors even when it comes at a cost to ourselves, but that punishment eventually changes selfish people’s behavior.

Source: Bruce Hood, “Are we born bad,” *The Domesticated Brain*. Pelican, 2004.

NOTES

Ernst Fehr (1956 –): Professor of Microeconomics and Experimental Economics at the University of Zürich, Switzerland. His most outstanding achievements are in the field of neuroeconomics and behavioral finance.

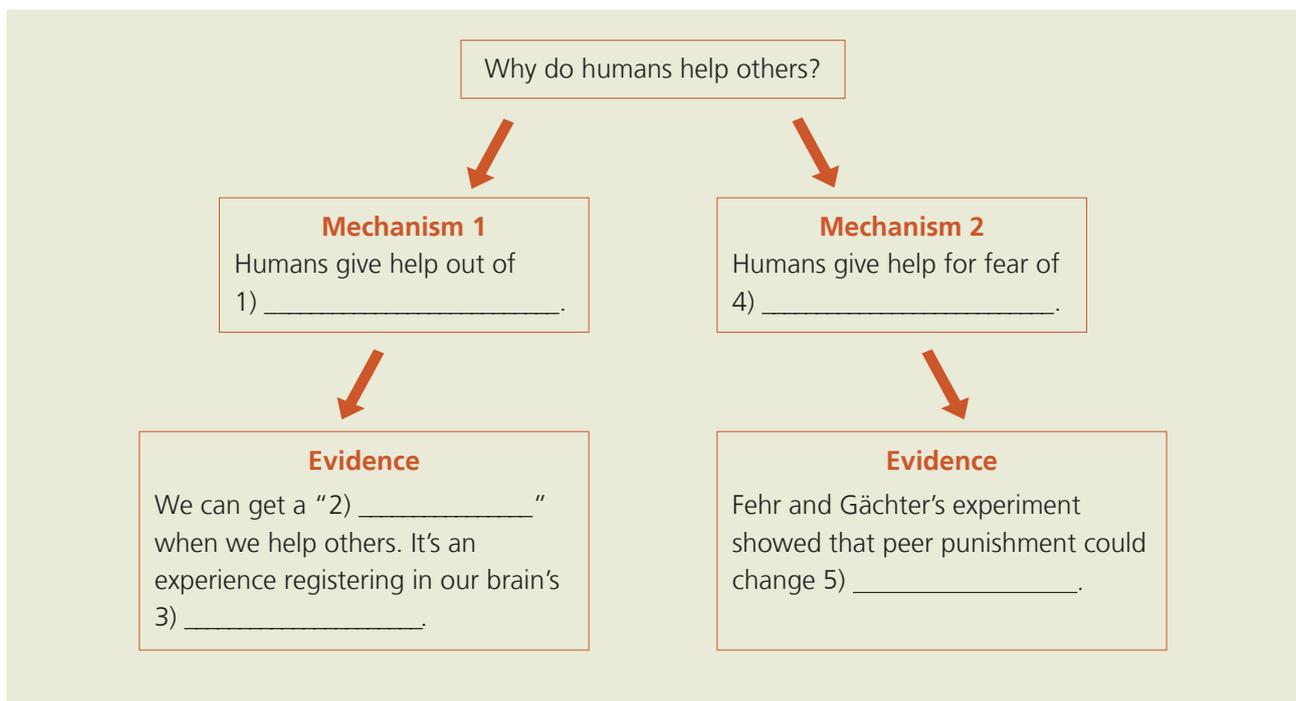
Simon Gächter (1965 –): Professor of Psychology of Economic Decision Making at the University of Nottingham in Britain. He is a world-famous German-speaking economist.

Identifying and synthesizing information

1 How do humans differ from animals in giving help? Read the first three paragraphs and check (✓) the true statements .

What experiments have shown	<input type="radio"/> 1 Chimpanzees are reluctant to share food with non-relatives, but such selfishness does not exist between mothers and their babies. <input type="radio"/> 2 Animals may help each other, but the observations of helping are sporadic and open to alternative interpretations. <input type="radio"/> 3 Eighteen-month-old children will help strangers spontaneously without being given a reward.
How helping is shaped	<input type="radio"/> 4 Domesticated animals may learn helping during their captivity as domestication changes their brains and behavior. <input type="radio"/> 5 Rewarding children is an effective way to train them to help others because children are inclined to be induced by obvious gain like candies. <input type="radio"/> 6 Children are unlikely to be trained to help because it is in human nature.
What motivates helping	<input type="radio"/> 7 Non-human primates appear to cooperate, and they think of helping as a selfless act. <input type="radio"/> 8 Animals may work in collaboration, but their helping may not be a selfless act but a strategy to benefit themselves. <input type="radio"/> 9 Humans help others out of good will with neither immediate benefit nor future reward to themselves.

2 Why do humans help others when there is no obvious payoff? Read Paras. 4-6 and complete the following diagram by filling in the blanks.



3 How much do you know about the experiment conducted by Ernst Fehr and Simon Gächter with regard to people's motives to help others? Read the last two paragraphs and complete the following outline.

- **The research purpose**

To test people's 1) _____ to help others

- **Participants**

Teams of 2) _____

- **Procedures**

Participants were given 3) _____, which could be 4) _____ by themselves or put into 5) _____ as an investment. Those who did not 6) _____ any of their own money and just reaped 7) _____ of all the other participants' contribution were called 8) _____. Although the game was played 9) _____, participants would know 10) _____ after each round. Then they could have 11) _____ to fine those who had not 12) _____ to the pot, but it cost money to 13) _____.

- **Results**

- 1 Participants were willing to 14) _____ even when it 15) _____ to themselves.
- 2 Such punishment ultimately 16) _____ selfish people's behavior. Over time, freeloaders were willing to 17) _____ to the pot as the rounds continued.

Building your language

Words and expressions

1 Complete the following sentences with appropriate words or phrases from the paragraphs indicated in the brackets. Change the form when necessary.

FUNCTION: Referring to a reward

- 1 Maybe you don't see immediate _____ from helping others, but they are bound to come one day. (Para. 1)
- 2 In China, the term "Huo Lei Feng" refers to anyone who helps others without obvious _____. (Para. 1)
- 3 Humans show a particular sort of altruism that has no obvious _____. (Para. 4)

FUNCTION: Referring to an altruistic act

- 4 Firefighters are almost always associated with _____. (Para. 1)
- 5 He seemed to stand a bit taller, one close friend said, when he was doing things _____. (Para. 1)
- 6 In _____ of gratitude for saving his mother's life, he committed to giving money to the local breast cancer charity each year for the rest of his life. (Para. 2)
- 7 Last fall, out of _____, I volunteered to be a student teacher in our church's Sunday school. (Para. 4)

2 Complete the following sentences with appropriate expressions given in the boxes below. Change the form when necessary.

FUNCTION: Discussing helping and its motives

impose a fine come at a cost the fear of criticism

- 1 Such things as _____ or the expectation of rewards can motivate effort to help others.
- 2 Although the helping of strangers is encouraged, we are not supposed to _____ on those who are not willing to help.
- 3 Sometimes people may help others even when it _____ to their own interests.

motives to help promote altruism lend a hand to

- 4 They look back to the good old days, when there always seemed to be a kind and sturdy neighbor nearby who was willing to pop in to _____ the elderly and disabled.
- 5 There are clear social mechanisms that _____, for example, fear of punishment, reputation building, ideas of fairness, and inculcation (谆谆教诲) by religious or authority figures.
- 6 If people possess altruistic _____, then they sometimes act to benefit others without the prospect of gain to themselves.

3 Match the beginning of the sentences with their appropriate ending parts. Then make a list of collocations you have learned from these sentences.

- ___ 1 Existing evidence for animals' helping is sparse ...
- ___ 2 A good teacher should care for all students ...
- ___ 3 After the Wenchuan earthquake, thousands of volunteers went there, ...
- ___ 4 Little acts of kindness and little deeds of love ...
- ___ 5 Out of the goodness of our hearts, ...

- a** ... hoping to lend a hand to local people with the rebuilding of their homeland.
- b** ... we will provide investment consulting services for free.
- c** ... make the world around us like the Heaven above.
- d** ... and open to alternative interpretations.
- e** ... irrespective of their academic achievements.

Extended box

Read the following sentences that might be useful for you to complete the tasks in this unit. Pay special attention to the structures and expressions in bold.

FUNCTION: Showing helping as a human nature

- At 18 months, they will spontaneously pick up dropped items and open doors or boxes to help an experimenter **even when they are not told to** do so or given a reward.
- **It is unlikely that** children have been trained to help, **but rather**, they do so because it is in our human nature.
- Chimpanzees will reliably help a human retrieve an out-of-reach object, but the helping **may have been shaped during** their captivity.
- There are many reports of animals working in collaboration **but ultimately** these are strategies to benefit the individual.
- **Not only do** chimpanzees **fail to** share food with non-relatives **but that** selfishness **also applies to** mothers and their babies.
- Most people are honest, kind and generous, **especially when** someone asks them for help.
- As a species, we **tend to** help each other **in times of** personal tragedy, **and even in** normal times.

FUNCTION: Explaining motives to help for no reward

- For humans, helping **is all about** emotions.
- We do so **because** it seems right **but also because** we feel better about ourselves and worse when we do not.
- When we help others we get a “warm glow” — **an experience that registers in the pleasure centers of our brain.**
- The other mechanism that promotes altruism **is not** pride, **but** the fear of criticism from others for not helping.
- **The experiments, in which** people must decide whether to share or keep resources, **show that** the initial human inclination is to give.
- **Some research reveals that** people report more happiness **when they** spend money on others **than when they** spend on themselves.

Sharing your ideas

In "Scenario One," your pen pal David asked in his email whether people were in the first place willing to help strangers. After studying the text, are you ready to answer his question? Give a two-minute oral report addressing the question: "Is helping strangers out of good will in our human nature?"

Try to make full use of what you've learned from this section by selecting the arguments from the text, and using the words and expressions in "Building your language" exercises.



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THE ONLINE
COURSE FOR
MORE EXERCISES.

WE CAN
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iProduce

UNIT PROJECT

Writing an opinion post: Helping in emergencies

In “iExplore 1” of this unit, you’ve gained a preliminary understanding of the bystander effect, which offers a socio-psychological explanation for people’s failure to lend a hand in emergency situations. In “iExplore 2,” you’ve been exposed to research evidence suggesting that it’s in our human nature to help others, including strangers. Taking together what you’ve learned from both sections, you’re going to write an opinion post as mentioned in “Scenario Two,” discussing why many people do not help in emergencies and how to encourage them to lend a hand when help is needed. Your writing should be no less than 350 words and you may post it onto an online discussion board so that you can share thoughts with people like David who are interested in this topic.

In order to complete this project efficiently, you may take the following steps.



1
STEP

Draw up a plan

Before you even write anything, you need to be clear about what major points you're going to discuss in your post. In order to make full use of what you've learned from this unit, you may cover the following points in your writing.

- Whether helping strangers out of good will is in our human nature
- Reasons why many people hesitate to help in emergencies
- Suggestions on how to encourage people to help

2
STEP

Develop your ideas

According to your plan, the first point to discuss is whether helping strangers out of good will is in our human nature. You have already prepared for a two-minute oral report on this topic in "iExplore 2." Yet for the current task, you can't copy the entire script of your report, because you can only allow one or at most two paragraphs for discussing this point.

Point 1: Whether helping strangers out of good will is in our human nature

Your claim: _____

- Evidence 1: _____
- Evidence 2: _____
- ...

The second point for discussion is why people hesitate to help in emergencies. One reason you'll immediately come up with is the bystander effect introduced in the text in "iExplore 1." Are there other possible reasons? Add one or two more reasons into your discussion. Don't forget each reason should be supported with sufficient and credible evidence.

Point 2: Reasons why many people hesitate to help in emergencies

- Reason 1: _____
Evidence: _____
- Reason 2: _____
Evidence: _____
- Reason 3: _____
Evidence: _____

Based on the reasons you've given for people's reluctance to help strangers in emergency situations, what suggestions can you think of to encourage people to give a helping hand? For each suggestion, give your explanations.

3
STEP

Point 3: Suggestions on how to encourage people to help

- Suggestion 1: _____
Elaboration: _____
- Suggestion 2: _____
Elaboration: _____
- Suggestion 3: _____
Elaboration: _____

You can search the Internet or the university library for as much information as is needed.

Write the script

Now that you’ve got all the ideas, it’s time to write. Remember, the posts people enjoy reading the most always have very good organization and very to-the-point content. So, show the structure of your writing by using headings (See the template below). And don’t try to make your post “sound good” by using lots of big words, descriptions, adjectives, etc. Use simple words, short sentences and short paragraphs.

	Template
●	Introduction: One short paragraph to introduce the topic
●	Body:
●	• Is helping strangers out of good will in our human nature? ...
●	• Why do people hesitate to help in emergencies? ...
●	• How can people be encouraged to help? ...
●	Conclusion: One short paragraph to conclude

4
STEP

Upload your post

When your draft is done, use the checklist to improve your writing. You can consider adding necessary graphics or photos to spice up your post. Also, before you upload your post, don’t forget to give a title to your post and add your signature either at the beginning or the end. You may refer to the following post by a professor from Tufts University for help.

Sam Sommers

Professor, Tufts University; Author

Why Being in a Crowd Makes Us Callous

Posted: 10/21/2011 8:49 a.m. EDT Updated: 12/21/2011 5:12 a.m. EST



It happens, it would seem, with the regularity of the new moon. Unfortunately, every month or so a news story captures local, national, or even global attention because of the apparent indifference of a crowd of people. This week it's the very sad story of a toddler at a market in China who was gravely injured by a hit-and-run driver (actually, multiple drivers), then lay bleeding in the street while passersby took no action ...

Source: http://www.huffingtonpost.com/sam-sommers/bystander-effect-_b_1021113.html

Now it's time for you to publish your post. You can upload it to an online discussion forum on the bystander effect.

CHECKLIST

OK Needs work

- | | | |
|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | 1 My writing centers around the chosen topic. |
| <input type="radio"/> | <input type="radio"/> | 2 My major points are clearly presented. |
| <input type="radio"/> | <input type="radio"/> | 3 The points I have made are based on evidence from reliable sources. |
| <input type="radio"/> | <input type="radio"/> | 4 I have used headings to highlight my major points for discussion. |
| <input type="radio"/> | <input type="radio"/> | 5 My writing is clear and easy to follow. |
| <input type="radio"/> | <input type="radio"/> | 6 I have avoided mistakes in grammar, spelling and punctuation. |
| <input type="radio"/> | <input type="radio"/> | 7 I have used proper graphics to spice up my writing. |



YOU CAN
UPLOAD YOUR
POST TO
THE ONLINE
COURSE AFTER
FINISHING IT.