



普通高等教育“十一五”国家级规划教材

# 英语广播听力教程

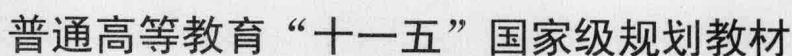
## 教师用书 上册

Listen to the News:  
An Advanced Course

Book 1

主 编 洪世松

副主编 林文华 陈丽莉



**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

## 图书在版编目(CIP)数据

英语广播听力教程. 上册/洪世松主编. —上海:上海外语教育出版社,2010  
教师用书

ISBN 978-7-5446-1475-7

I. 英… II. 洪… III. 英语-听说教学-高等学校-教学参考资料  
IV. H319.9

中国版本图书馆 CIP 数据核字(2009)第 117861 号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

**电 话:** 021-65425300 (总机)

**电子邮箱:** bookinfo@sflep.com.cn

**网 址:** <http://www.sflep.com.cn> <http://www.sflep.com>

**责任编辑:** 杭 海

---

**印 刷:** 上海欧阳印刷厂

**经 销:** 新华书店上海发行所

**开 本:** 787×1092 1/16 印张 17.5 字数 423千字

**版 次:** 2010 年 3 月 第 1 版 2010 年 3 月 第 1 次印刷

**印 数:** 2 100 册

---

**书 号:** ISBN 978-7-5446-1475-7 / H · 0603

**定 价:** 28.00 元

本版图书如有印装质量问题,可向本社调换





# 前言

《英语广播听力教程》教师用书上册是《英语广播听力教程》学生用书上册的配套教学用书,教师用书不仅提供了大量对教学与自学有益的资料,而且还提出了有价值的教学建议。教师用书是课堂教学和学习者自学的良师益友。

本教师用书内容包括:

1) 学生用书每课每个 Section 的语音时间长度。学习者知道了每课的时间就可以做到心中有数,安排好学习时间,克服时间上的盲目感。

2) 学生用书上每个 News Item 的背景知识注释。教师用书上的背景知识注释比较详实,不但可以帮助学习者加深对新闻的理解,而且还是很好的英文知识性读物。教师上课时如觉得光盘上 News Item 的英文提示信息不够,可以用教师用书上的背景知识加以补充。背景知识在不同新闻中有重复出现的,处理原则如下:如果重复出现的背景知识在意义及侧重点等方面完全相同,只在第一次作解释;如果重复出现的背景知识在意义及侧重点等方面有所不同,则再次解释。通过提供充分、详实的背景知识,作者希望尽可能多地给予读者帮助,加深他们对新闻的理解。

3) 学生用书上的练习答案。

4) 光盘上泛听部分加了简单词汇注释(包括新闻背景注释)的文字稿,以及为检查听力理解而设计的练习及答案。

5) Test 1 和 Test 2 两套自测题的录音文字稿和答案。自测题的录音则在光盘上。

英语广播听力属于英语高级听力范围,其教学要求、教学原则等事项在学生用书前言中已作了说明。作者在多年教学实践中反复探索,形成了一些重要的教学思想,现提出来与大家共同探讨,希望能对学习者的学习有所启发。

1) 重视“建构主义”学习理论在听力教学中的运用。“建构主义”学习理论近年来受到英语教学界的重视,该理论强调以学生为中心,学生是认知的主体,教师对学生的学习应起到适时的帮助与促进作用。如果说入门阶段教师的作用确应加强一些,那么到了英语高级听力阶段,教师还包办一切就显得毫无必要。因此,以“建构主义”理论处理好“教”与“学”的关系在这个教学阶段至关重要。

2) 体现听力教学的知识性魅力。二十世纪八九十年代的英语听力教学,绝大部分精力都放在了听力训练上,而对听力理解的内容(包括背景知识)重视不够。诚然,听力课的重点应放在听力训练上,但听力训练是借助于具体的语言材料来实现的,听力的内容(包括背景知识)对听力理解起着十分重要的作用。所以在训练听力的同时应注意相关知识的积累,熟悉各种题材,只有这样,才能促进听力理解能力的进一步提高。

3) 重视词汇,尤其是重视词汇搭配在培养与发展听力能力中所起的重要作用。词汇是任何语言的基石(cornerstone),掌握词汇不但要重视单词,也要重视词组。词组不但包括一



般的固定搭配、成语,还包括结构比较松散的组词(collocation)。我们提倡在听力教学中以太一些的语言单位(如词组或固定搭配)为掌握词汇的基本单位,这样做不但可以加快理解的速度,而且还可以增加理解的深度;我们在学生用书上列出大量词组就是出于这种考虑。作者在长期的教学实践中发现,不突破词汇关,听力不可能有大的长进。希望本套教材的这种做法能引起学习者对词汇的重视。

4) 鼓励学生课外多读中英文报纸,听中英文广播,关心时政,注意积累文化知识,这不但可以提高英语学习者的中英文素养,而且可以有效地提高英语学习者的听力理解水平。

5) 关于光盘上“英文提示”、“中文提示”的说明。为了帮助学习者理解新闻内容,克服因背景知识不足而带来的理解障碍,光盘上提供了“英文提示”和“中文提示”。“英文提示”是为英语听力水平较高的学习者(英语专业或涉外专业学生)设计的,“中文提示”是为英语听力水平低一些的学习者设计的。个人在单台电脑上学习时,能读懂“英文提示”的学习者就不必再读“中文提示”了。课堂教学时,教师可以直接读出“英文提示”或“中文提示”,也可以根据学生实际水平作些调整,还可以用教师用书上的背景知识加以补充,使之更加充实与全面。希望教师能灵活处理,发挥这部分的作用,不要让它流于形式。

6) 做光盘上的练习时,提醒学生使用学生用书后面附带的学生练习活页,以增强学习效果。

7) 提醒学生参看光盘上“精听部分”和“泛听部分”每课操作页面左下方第三个“获得帮助”按钮下的说明,获取有关光盘的操作信息。

本教师用书上册的全部框架和构思由主编洪世松(上海第二工业大学)完成。此外,洪世松还完成了学生用书上精听部分语音时间长度的统计、泛听部分全部英文文字稿和自测题的英文选材工作,并参与编写 Lessons 1-11 泛听文稿(44 篇)中的汉语注释、练习及练习答案,校对并改写了 Lessons 6, 7, 11, 17 精听与泛听的背景知识。上述工作完成后,邀请了有志于推广英语广播听力的同仁参与书的进一步编写。参编人员的具体分工如下:

林文华(上海第二工业大学):编辑、校对并改写了 Lessons 4, 5, 8, 9, 10, 12, 13, 14, 15, 16 十课精听部分背景知识、Lessons 4-17 泛听部分背景知识的注释;参与修改了 Lessons 7-11 泛听文字稿(20 篇)的汉语注释、练习及练习答案。

陈丽莉(上海理工大学):参与了 28 篇泛听文稿的修改。

孙苗飞(上海金融学院):参与了部分章节内容的编写。

吕佩爱(同济大学):编写 Lessons 12-17 泛听文稿中的汉语注释、练习及练习答案; Lessons 2, 3, 4, 5, 15, 16, 17 学生用书上的练习答案。

陈零(同济大学):参与编写 Lessons 6, 7, 11, 17 精听、泛听部分的背景知识。

张韬(华东师范大学):Lessons 8, 12, 15 精听部分和 Lesson 8 泛听部分背景知识的资料收集。

王璇(华东师范大学):Lessons 9, 14, 16 精听部分和 Lesson 9 泛听部分背景知识的资料收集。

敖玉敏(东华大学):参与编写了部分内容。

伍莹(华东师范大学):Lessons 4, 5 精听、泛听部分背景知识的资料收集。

李旭(华东师范大学):Lessons 10, 13 精听、泛听部分背景知识的资料收集。

在分工的基础上,由主编洪世松整理、修改,最后交出版社审稿、定稿。全体编写人员

付出了长期的辛劳与巨大的努力,历时数年才得以完成。

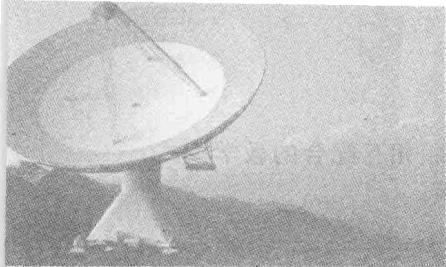
自《英语广播听力教程》被列入普通高等教育“十一五”国家级规划教材项目之后,本教师用书的编写就一直受到领导、朋友和同事们的关心。上海外语教育出版社欣然承担了本书的出版任务,编辑王冬梅审阅了书的框架并提出了有价值的建议。在此一并向他们致谢。

由于时间仓促,水平有限,书中不足之处在所难免,欢迎大家批评指正,也欢迎学界同仁来函交流赐教。

洪世松

2010年春于上海





# 教材的构成及

## 建议的教学步骤

### 1. 光盘

光盘是本套教材的关键部分之一,共两张,每张光盘可以播放7个多小时,同时每张光盘上还有约28万字的文字材料和两套自测题的录音。和上世纪80、90年代的磁带相比,光盘具有体积小、容量大、成本低等优点,但光盘必须在电脑上才能使用。个人用户可以直接在单台电脑上学习;学校教学必须在多媒体语音室或教室进行,设备的最低要求是语音室或多媒体教室的主控台上必须有电脑(配有较高质量的扬声器)。由于各个学校的教学设备不同,学生座位上的设备情况也各异,光盘的使用主要有以下三种情况:

1) 座位上有荧屏,有耳机,此时光盘设计的功能能全部实现。

2) 座位上无荧屏,有耳机,但教室前面有投影屏幕,此时光盘设计的功能也能全部实现。

3) 座位上无荧屏,有耳机,教室前面无投影屏幕,此时光盘上文字材料学生看不到。这种情况下,学生借助学生用书后面附带的学生练习活页也可进行正常学习。但此时,教师应进行更多的讲解。

课堂教学时,无论哪种情况均建议学生使用学生用书后面附带的学生练习活页做题,以增强学习效果。

本教材推荐使用的教室为上述前两种。此外,个人用户在单台电脑上学习也会收到良好效果。

有关光盘的操作请参看光盘上“精听部分”和“泛听部分”每课操作页面左下方第三个“获得帮助”按钮下的说明。

本光盘必须安装使用。把光盘放入光驱后会弹出安装对话框,按提示操作即可完成安装。安装成功后会在桌面生成图标。双击图标即可运行程序。有的电脑速度慢,光盘放入光驱后弹出对话框可能需要较长时间,请耐心等待。如迟迟没有对话框弹出(超过3分钟),请用右键单击光盘盘符,打开光盘后把全部文件拷入硬盘上自建的文件夹中,双击 **Setup** 也可安装。

### 2. 学生用书

学生用书是本套教材的另一关键部分,学生用书分为上、下两册。和一般听力用书不同的是,本教材的学生用书融听力、词汇和背景知识于一炉,其信息量得到了极大增加。同

时,本教材开辟了将听力教学与词汇、背景知识密切融合、共同提高、相互配合的教学模式,极大地提高了听力课的教学质量。学生用书上还附有学生练习活页。

### 3. 学生练习活页

学生练习活页用以配合课堂教学,方便学生做光盘上的练习。学生练习活页内容包括光盘上精听部分每课中每个 News Item 下“听后练习”里的多项选择题以及光盘上泛听部分的练习一和练习二。学生练习活页附在学生用书的最后,可以裁下来使用。

### 4. 教师用书

教师用书供教师上课参考,也供学生进一步学习使用。教师用书内容包括学生用书上每课中每个 Section 的语音时间长度,学生用书上每个 News Item 的详细背景知识注释,学生用书上练习的答案,光盘上泛听部分的所有材料以及两套自测题的录音文字稿及答案。教师上课时如觉得光盘上 News Item 的“英文提示”信息不足,可以使用教师用书上的背景知识加以补充。详细情况请参阅教师用书上的前言。

### 5. 建议的教学步骤

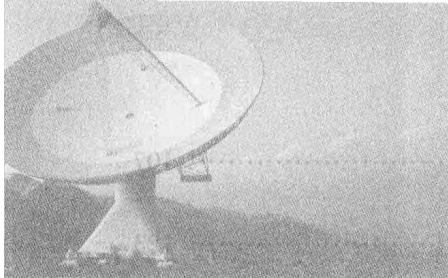
第一步:学生简单地预习学生用书上每课开篇的汉语简介,做到心中有数。上课时翻到相应的学生练习活页(也可以裁下来),准备上课。

第二步:上课时从光盘开始,练习听力,配合学生练习活页做听力练习题,听一至二遍。也可以先分段听,再完整听。特别需要提醒的是,在第一次听光盘上的新闻报道录音之前,学生不要阅读学生用书上的录音文字稿。

第三步:配合书本做听力,听读。精心学习,听懂听透。

第四步:做书上练习。如果仍有时间,可以利用学生练习活页做光盘上的泛听部分。泛听部分也可用作学生课外自主学习的材料。





# 目 录

## 英语广播听力入门篇

<b>Lesson 1</b>	<b>VOA 特别节目综合介绍</b> .....	<b>2</b>
	Introduction of VOA Special English Program	
<b>Lesson 2</b>	<b>VOA 特别节目：美国教育报道</b> .....	<b>10</b>
	VOA Special English Program: American Education Report	

## 英语广播听力提高篇

<b>Lesson 3</b>	<b>中国国际广播电台简介</b> .....	<b>20</b>
	Introduction of China Radio International	

## 英语广播听力高级篇

### 第一部分：BBC 及英语广播中常见的其他口音英语

<b>Lesson 4</b>	<b>BBC——英国英语的典范</b> .....	<b>30</b>
	Introduction of BBC Program	
<b>Lesson 5</b>	<b>澳大利亚、新西兰及各地口音英语——世界化的英语</b> .....	<b>42</b>
	Australian/New Zealand English and Other English Accents	

### 第二部分：VOA 标准英语节目

#### 第一单元：VOA 国际政治、军事、时事

<b>Lesson 6</b>	<b>多事的世界</b> .....	<b>58</b>
	Disasters and Accidents	
<b>Lesson 7</b>	<b>国际政治与国际关系</b> .....	<b>73</b>
	World Politics and Relations	
<b>Lesson 8</b>	<b>国际反恐怖与反腐败斗争</b> .....	<b>91</b>
	World Anti-terrorism and Anti-corruption	

<b>Lesson 9</b>	<b>国际事务综合报道(一)</b> .....	107
	World Affairs I	
<b>Lesson 10</b>	<b>国际事务综合报道(二)</b> .....	123
	World Affairs II	
<b>Lesson 11</b>	<b>美国总统选举与美国内政外交</b> .....	138
	U. S. Presidential Elections, Domestic Affairs and Foreign Diplomacy	
<b>Test 1</b>	<b>Tapescripts and Key</b> .....	156

第二单元: VOA 文化、生活、娱乐

<b>Lesson 12</b>	<b>教育、书报、法制——文明社会的基石</b> .....	166
	Education, the Press and the Law	
<b>Lesson 13</b>	<b>民生、环境、农业——人类生存的基础</b> .....	180
	Livelihood, Environment and Agriculture	
<b>Lesson 14</b>	<b>绘画、雕塑、文物——沧海桑田的见证</b> .....	197
	Drawing, Sculpture and Cultural Relics	
<b>Lesson 15</b>	<b>节日、庆祝、歌咏——幸福欢乐的人生</b> .....	210
	Holiday Celebrations and Festivities	
<b>Lesson 16</b>	<b>宗教、移民、交流——世界民族的融合</b> .....	226
	Religion, Immigration and International Exchange	
<b>Lesson 17</b>	<b>舞蹈、电影、娱乐——绚丽多姿的生活</b> .....	244
	Choreography, Films and Entertainment	
<b>Test 2</b>	<b>Tapescripts and Key</b> .....	260



# 英语广播听力入门篇



## VOA 特别节目综合介绍

## Introduction of VOA Special English Program

## I.

*Time length for each section in Intensive Listening*

Section One:	7 分 45 秒
Section Two:	17 分 21 秒
Section Three:	3 分 57 秒
Exercises:	1 分 02 秒
Total Time:	30 分钟左右

## II.

*Key to Exercises*

## 1. Listen to News Item 10 and fill in the missing words.

Most sports players are 1) known for how great they play a game, or how many 2) records they break. But Roberto Clemente was loved not only for his 3) ability in sports, but also for the kind of person that he was.

Clemente was one of the first 4) professional Latino baseball players in the United States. He became one of the best. He also worked to 5) change the way baseball, and the country, treated racial 6) minorities in the nineteen fifties and sixties. He stood up against racism and did not permit anyone to be treated differently in his 7) presence.

Today's Latino baseball players say Roberto Clemente opened doors for them to reach their goals in a sport that had not always treated them 8) equally.

## 2. According to the context provided, choose the most appropriate meaning for the underlined words.

1) D    2) C    3) B    4) B

## 3. According to the news you have heard, provide the English equivalents for the following expressions.



- |                                    |                                  |
|------------------------------------|----------------------------------|
| 1) <i>be accused of</i>            | 2) <i>in return for</i>          |
| 3) <i>be responsible for</i>       | 4) <i>be linked to</i>           |
| 5) <i>the sky meets the ground</i> | 6) <i>be native to</i>           |
| 7) <i>in the ownership of</i>      | 8) <i>non-profit corporation</i> |
| 9) <i>in case of</i>               | 10) <i>sensible diet</i>         |



**Extensive listening materials** (This part, which is available on the CD-ROM, is also offered in this Teacher's Book for the convenience of both teachers and learners.)

### *Item 1*

#### **All About Names: An Average Joe Was Walking Down the Street**

By Jill Moss

Now, the VOA Special English program, Words and Their Stories.

A person's name is very important. Some names also have special meanings in popular American expressions. To better understand what I mean, sit back and listen. You might even want to get a cup of **Joe** (美俚:咖啡), I mean, a cup of coffee.

One day, an **average Joe** (美俚:普通的人) was walking down the street. An average Joe is a common person — either male or female. This average Joe was lost. He did not know Jack about where he was going. By this, I mean he did not know anything about where to find things in the city.

So average Joe asked **John Q. Public** (普通公民) for directions to the nearest bank. John Q. Public is also a common person — male or female.

"**Jeez Louise** (哎呀)," said John Q. Public. This is an expression of surprise. "Jeez Louise, don't you know that all banks are closed today? It is Saturday."

"**For Pete's sake** (看在上帝份上)," said average Joe. This is also an expression used to show a feeling like surprise or disappointment.

"For Pete's sake, I do not believe you," said average Joe. He was being a **doubting Thomas** (一贯抱怀疑态度的人), someone who does not believe anything he is told.

At that moment, Joe Blow was walking down the street with a woman. Joe Blow is also an expression for a common man. Now this Joe Blow was NOT walking next to a **plain** (朴素的) Jane. A plain Jane is a woman who is neither ugly nor pretty. She is simply plain. No, the woman with Joe Blow was a real Sheila — a beautiful woman.

Average Joe asked the woman if all banks were closed on Saturday. "No way, Jose," she answered. This is a way of saying "no." "No way, Jose. Many banks are open on Saturdays."

Average Joe did not know either of these two people from Adam. That is, he did not know them at all. But he followed their directions to the nearest bank.

When he arrived, he walked to the desk of the chief bank employee. Now this man was

a true **Jack of all trades** (杂而不精的人). He knew how to do everything.

"I am here to **withdraw** (提取) some money so I can pay my taxes to **Uncle Sam** (山姆大叔)," said average Joe. Uncle Sam represents the United States government. The banker produced some papers and told average Joe to sign his **John Hancock** (美俚: 亲笔签名) at the bottom. A John Hancock is a person's signed name — a signature. Historically, John Hancock was one of the signers of the United States Declaration of Independence. Hancock had a beautiful signature and signed his name larger than all the others.

As average Joe left the bank he began to sing. But sadly, average Joe was not a good singer. He was a Johnny One Note. He could only sing one note.

This VOA Special English program, Words and Their Stories, was written by Jill Moss. I'm Faith Lapidus. (4:55)

### Exercises:

#### 1. Listen to the news item and decide whether the following statements are true (T) or false (F).

- 1) ( F ) A cup of Joe means a cup of tea that Joe likes.
- 2) ( F ) An average Joe is a common person who was lost one day.
- 3) ( T ) Jeez Louise is an expression of surprise.
- 4) ( F ) Uncle Sam is Joe's uncle who works in the U. S. government.
- 5) ( T ) A John Hancock is used to mean a person's signed name.

#### 2. Listen to the news item again and answer the following questions.

- 1) What was an average Joe doing one day?  
He was walking down the street looking for the nearest bank.
- 2) Who is a doubting Thomas according to the passage?  
He is a person who does not believe anything he is told.
- 3) What does a Jack of all trades mean?  
A person who can do many different kinds of work but not necessarily well.
- 4) What did the banker tell average Joe to do when he produced some papers?  
The banker told Joe to write his name at the bottom of the papers.
- 5) Who was John Hancock?  
He was one of the signers of the United States Declaration of Independence.

### Item 2

#### Cervical Cancer

By Joe Mars

This is Steve Ember with the VOA Special English Development Report.

Research scientists had developed an experimental treatment to protect women against **cervical cancer** (子宫颈癌). A new study found the treatment kept almost everyone tested

safe from **infections** (感染) that lead to the disease. The medical publication *Lancet Oncology* reported on the study. Experts say more than 200,000 women die from cervical cancer every year. These deaths are most common in developing countries.

The main cause of cervical cancer is the human **papilloma virus** (乳头瘤病毒) or HPV. This is a common virus that people can give each other through sexual activities. HPV usually is harmless and disappears in healthy women, but if it remains in the body the virus greatly increases the chances of cervical cancer. The **cervix** (子宫颈) is part of the female reproductive system; it is the opening at the end of the **uterus** (子宫). HPV infections are responsible for **genital warts** (生殖道尖锐湿疣). These growths on **reproductive organs** (生殖器官) can lead to cervical cancer.

Cervical cancers develop slowly, usually over a period of 10 or 20 years. There are tests that can find the disease early enough to save a woman's life. A common test is called a **Pap smear** (巴氏试验). Laboratory workers examine cells under a microscope. Luisa Villa of the Ludwig Institute for Cancer Research in Brazil organized the new study. It involved 552 women from Brazil, Europe and the United States. About half of them were given repeated injections of the treatment or **vaccine** (疫苗). The other half received a harmless substance or **placebo** (安慰剂). Researchers observed the two groups for three years. During that period, the women received repeated Pap smears.

HPV tests also were performed. The researchers say the vaccine was effective in preventing infection from four forms of HPV. Doctor Villa and her team found the vaccine was 90 percent effective in preventing the majority of **viral infections** (病毒感染). They also say it was 100 percent effective in preventing genital warts and **cervical lesions** (宫颈病变) which can lead to cancer. More studies will be done to test the effectiveness of the vaccine. One drug maker Merck is expected to ask the United States Food and Drug Administration to approve the vaccine later this year. If approved, it may be offered as early as next year.

This VOA Special English Development Report was written by Joe Mars. This is Steve Ember. (4:00)

### *Exercises:*

#### 1. Listen to the news item and decide whether the following statements are true (T) or false (F).

- 1) ( F ) Deaths from cervical cancer are most common in developed countries.
- 2) ( T ) HPV usually is harmless, but it increases the chances of cervical cancer if it remains in the body.
- 3) ( F ) Cervical cancers develop over 20 years.
- 4) ( T ) A test that can find the disease early enough is called a Pap smear.
- 5) ( T ) Vaccine was said to be the most effective in preventing the development of cervical cancers.

2. Listen to the news item again and answer the following questions.

- 1) What is the main cause of cervical cancer?

The human papilloma virus.

- 2) For how many years can cervical cancers develop?

10 or 20 years.

- 3) What is a Pap smear?

A test that can find the disease early enough to save a woman's life.

- 4) What is the new study given by Luisa Villa of the Ludwig Institute for Cancer Research?

Researchers observed two groups of women for three years, half of whom were given injections of the treatment or vaccine and the other half received a harmless substance or placebo.

- 5) Why does the drug maker Merck expect the United States Food and Drug Administration to approve the vaccine later this year?

Because the vaccine is found to be effective in preventing cervical cancer.

*Item 3*

**Agriculture Report — Mulch**

By George Grow

This is Steve Ember with the VOA Special English Agriculture Report.

**Mulch** (覆盖料) is important to farmers. Mulch is a protective cover of material that is spread on top of soil. It is usually made out of **organic material** (有机材料), like crop waste. Farmers may keep the remains of maize or other crops on top of the soil. This creates mulch on the soil surface. The plant remains help protect the soil against wind and water damage. This is called **conservation tillage** (保护性耕种).

Mulching is one of the best things people can do for their plants. Mulch not only protects the soil against wind and water damage. It also helps keep the soil wet and reduces the need for watering plants. It also limits temperature changes in the soil. And it stops unwanted plants, or weeds, from growing.

Organic mulch improves the condition of soil. As the mulch **breaks down** (分解), it provides material which keeps the soil from getting hard. This improves the growth of roots and increases the movement of water through the soil. It also improves the ability of the soil to hold water. Organic mulch contains nutrients for plants. It also provides a good environment for **earthworms** (蚯蚓) and other helpful **organisms** (有机物) in the soil.

The United States Department of Agriculture says it is easy to find organic mulch materials. **Cut-up** (割碎的) leaves and small pieces of **tree bark** (树皮) can be used. Grass cuttings are also a good mulch for plants. Mulch from newspapers works well in controlling weeds.

The best time to add mulch depends on your goal. Mulch provides a thick barrier



between the soil and the air. This helps to reduce temperature changes in the soil. As a result, mulched soil will be cooler than other soil in the summer. Mulched areas usually warm up more slowly in the spring and cool down slowly in autumn. In winter, the mulched soil may not freeze as deeply as other soil.

Mulch used to help **moderate** (减轻) the effects of winter weather can be added late in autumn. The best time is after the ground has frozen, but before the coldest weather arrives. Spreading mulch before the ground has frozen may attract small animals searching for a warm place to spend the winter. Delaying the spreading should prevent this problem. The animals will probably find another place to live.

This VOA Special English Agriculture Report was written by George Grow. This is Steve Ember. (3:53)

**Exercises:**

**1. Listen to the news item and decide whether the following statements are true (T) or false (F).**

- 1) ( T ) Mulch is created by organic material, such as remains of maize or other crops.
- 2) ( F ) Mulch can only protect the soil against wind and water damage.
- 3) ( T ) Cut-up leaves and small pieces of tree bark can also be used as organic mulch materials.
- 4) ( T ) Mulched soil will be cooler than other soil in summer and warmer in winter.
- 5) ( T ) Small animals may be attracted to the mulched soil to spend the winter before the ground has frozen.

**2. Listen to the news item again and answer the following questions.**

- 1) What is mulch?  
Mulch is a protective cover of materials that is spread on top of soil.
- 2) What is mulch made of?  
It is made of organic material, like crop waste.
- 3) What are the functions of mulch? Name one or two.  
It keeps the soil from getting hard, improves the ability of the soil to hold water and provides a good environment for earthworms and other helpful organisms in the soil.
- 4) What is the best time to add mulch to help moderate the effects of winter weather?  
The best time is after the ground has frozen, but before the coldest weather arrives.
- 5) What can prevent the small animals from coming to the ground?  
Delaying the spreading of mulch until the ground has frozen.