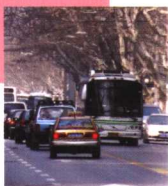


E N G L I S H



英语

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新视点



(上册)

V I E W P O I N T S

E N G L I S H

英语

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前言

随着我国中小学英语教学水平的提高,现在中学毕业生的英语能力已今非昔比,无论是读写还是听说,都有了大幅度的提高。当他们进入大学之后,自然希望能够在大学里接受到更符合他们实际英语水平的语言教育和训练。随着社会经济以及日益频繁的国际交流的不断发展,社会对大学毕业生的英语水平要求越来越高。这些都要求大学英语教学必须顺应新的形势,进行全方位的改革。在这种背景下,国家教育部适时出台了《大学英语课程教学要求(试行)》,它明确规定:“大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在以后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国经济发展和国际交流的需要。”

为了顺应国家大学英语教学改革的发展,广东外语外贸大学英语教育学院在教材编写与建设方面进行了大刀阔斧的改革与尝试,Viewpoints 就是其中的一项重大举措。Viewpoints 是我们根据新的教学要求和我校学生现有的英语水平,为了更加切实有效地培养大学生的英语综合应用能力、文化素养和批判性思维,为我校二年级学生量身定做的综合英语教材。本书之所以命名为 Viewpoints,主要是因为每个主题都涉及了一些极具有争议的话题,我们希望学生在学习话题的过程中对其中的不同观点进行批判性思维,客观地分析、深入地辨别,从而形成自己对事物的看法。因而,从某种意义上说,Viewpoints 是不同观点的碰撞、交流和融合。

一、教材目的

1. 让学生熟知媒体所报道的热门事件,避免学生成为“一心只读圣贤书,两耳不闻窗外事”的“象牙塔学子”。

2. 进一步地帮助学生提高听、说、读、写、译、视及演示的能力,让学生在一年级学习策略课上学到的各种英语学习技巧得以充分应用。

3. 培养学生的批判性思维能力。随着世界各国教育改革的推进,培养学生批判性思维已成为学校教育的重要目标,它能增强学生的思辨能力和文化意识,保持中国的文化特色,并在此过程中不断地取长补短来丰富中国文化,这一点在日益频繁的国际交往中尤其重要。

二、教材特点

1. 课文素材的现实性强。本教材知识面广,与社会现实紧密联系。每单元的话题涉及政治、经济、文化、军事、科技、医学等,内容丰富,而且大多都是热门话题,从而增强了教材的现实性和可读性。

2. 语言的真实性强。教材中的英语阅读材料都是地道英语;听力材料绝大部分是英语原声,小部分是本校教师的录音和音乐。

3. 思考性强。教材中设计了许多有利于激发学生多视角思考问题的活动和话题,教师能够利用这些活动和话题有效地组织学生进行不同形式的讨论和辩论,培养学生的批判性思维能力。

4. 趣味性强。教材每个单元的素材丰富多彩,而且大部分练习与语境紧密联系,有讨论、个案分析、模拟法庭等,趣味性极强,有利于提高学生的学习兴趣。

5. 可视性强。Viewpoints 中穿插了许多生动的图画,听力材料也大部分采用可视材料,弥补了传统教科书单调的学习方式,增强了学生的学习效率。

三、教材使用建议

教材分上下两册,每册均有五个主题,每个主题可用 5—6 个学时。

每部分的阅读量都大于实际可用学时量,教师可根据实际情况,对教材进行取舍,合理安排教学内容,其他部分由学生自主学习。

本册由吴霞辉主编,吴霞辉、李惠胤、徐里居、陈炜负责了各主题的编写。

各主题编写分工为:

前 言

Terrorism: 吴霞辉主要编写,李惠胤、陈冬梅、黄海璇、胡海娟参编。

Education: 李惠胤主要编写,秦勉、杨芳参编。

Beauty: 徐里居主要编写,吴霞辉、吴志春、陈水玲参编。

Jobs and Career: 陈炜主要编写,王斌华参编。

Campus Problems: 吴霞辉主要编写,徐里居、李惠胤参编。

四、本教材的读者对象

本教材适应于大学英语专业、非英语专业二年级学生使用学习,同时,也可以作为参考教材或辅助教材使用。

本书是在广东外语外贸大学英语教育学院李海丽书记、霍海洪院长的直接领导和热忱关心下出版的。美籍教师 Jennifer E. Castro 和加拿大籍教师 Douglas Roy 对书稿进行了校对以及部分练习的修改,上海教育出版社南钢博士对本书的出版给予了大力的支持,诸颖老师对本书做了认真的修改,特在此一并致以诚挚的谢意。由于编写时间仓促,教材中一定存在许多疏漏,恳请同仁不吝赐教。

编者

2006 年 5 月

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Terrorism



Unit One

What Is Terrorism?

I . Defining Terrorism :

The following are definitions of terrorism. Read and find out the words mostly used in all the definitions below.

1. “Any action constitutes terrorism if it is intended to cause death or serious bodily harm to civilians or non-combatants with the purpose of intimidating a population or compelling a government or an international organization to do or abstain from doing any act.” (by UN Secretary-General Kofi Annan)
2. The US State Department defines terrorism as “premeditated, politically motivated violence perpetrated against noncombatant targets by sub-national groups or clandestine agents, usually intended to influence an audience.”
3. Paul Pillar, a former deputy chief of the CIA’s Counter-terrorist Center, argues that there are four key elements of terrorism:
 - a. It is premeditated—planned in advance, rather than an impulsive act of rage.
 - b. It is political—not criminal, like the violence that groups such as the mafia use to get money, but designed to change the existing political order.
 - c. It is aimed at civilians—not at military targets or combat-ready troops.
 - d. It is carried out by sub-national groups—not by the army of a country.
4. The F. B. I. defines terrorism as “the unlawful use of force against persons or property to intimidate or coerce a government, the civilian population or any segment thereof, in the furtherance of political or social objectives”.
5. “Terrorism is an act carried out to achieve an inhuman and corrupt objective, and involving threat to security of any kind, and violation of rights acknowledged by religion and mankind.” The following does not qualify as an

act of terrorism:

- a. acts of national resistance exercised against occupying forces, colonizers and usurpers;
- b. resistance of peoples against cliques imposed on them by the force of arms;
- c. rejection of dictatorships and other forms of despotism and efforts to undermine their institutions;
- d. resistance against racial discrimination and attacks on the latter's strongholds;
- e. retaliation against any aggression if there is no other alternative.

(by Ayatullah Shaykh Muhammad Ali Taskhiri, who was the Director of the International Relations Department of the I. P. O., at the International Conference on Terrorism called by the Organization of the Islamic Conference, Geneva, from June 22—26, 1987)

Exercise:

Discuss with your partner which definition is the best and why. If possible, come up with your own definition of terrorism.

II . Fast Reading:

Read the following events fast. Discuss with your partner and decide whether the following events are terrorist acts or not and justify your opinion. You can begin your discussion with "I think/I don't think this is a terrorist act because ..."

1. On 25 February 2005, at 11:20 p. m. local time, a Palestinian suicide bomber blew himself up on the busy Tel Aviv Promenade, just as youths were going out for the night. Five people were killed, all of them waiting to enter a nightclub—Yitzhak Buzaglo, Aryeh Nagar, Ronen Reuvenov, Odelia Hobera and Yael Orbach, who carried with her invitations for her wedding to distribute to her friends. Over 50 more were injured, many of them teenagers. The notorious terrorist organization Islamic Jihad announced responsibility for the attack from its headquarters in Damascus, Syria. This organization, which operates in Palestinian Authority territory, and enjoys safe haven and support from the Syrian regime, is responsible for literally tens of terrorist attacks which have claimed hundreds of innocent lives and wounded thousands more.

2. In a classified 1998 intelligence finding, President Clinton authorized the CIA to use covert lethal force against Osama bin Laden and his deputies. Having declared after September 11 that bin Laden was wanted “dead or alive”, President Bush issued another intelligence finding, this one giving the CIA permission to use lethal force against a wider class of al-Qaeda personnel. The United States subsequently targeted individual al-Qaeda operatives during the military campaign in Afghanistan, and in November 2002, the CIA used a Hellfire missile to kill an al-Qaeda leader in Yemen. The Bush administration says al-Qaeda operatives are enemy “combatants” under international law—and that strikes against al-Qaeda personnel are thus military actions, not assassinations.

3. RED LAKE, Minnesota (AFP)—In March 2005, teenage gunman Jeff Weise drove a stolen police car up to his school and then randomly shot at students and teachers, authorities said as the remote town of Red Lake grieved for the victims of the latest rampage to stun the United States.



The small community based around an Indian reservation was at a loss to explain Monday's killing of Weise's grandfather and his companion, five students, a teacher and a security guard at Red Lake High School. The teenager then killed himself. Seven people were wounded.

Unit Two

9-11

I . Warming-up :

1. What do you know about 9-11?
2. Do you agree with America by condemning it as a terrorist act?
3. How do you feel about those people who hijacked the plane and bombed the WTC at the cost of their own lives?

II . Listening: Survivor 9-11

1. New Words and Expressions:

tavern
restaurateur
detached
army reserves
reservation
sue



2. Exercises:

- 1) Answer the following questions.
 - a. Who is Tom Sullivan? How many identities does Tom Sullivan have? What are they?
 - b. Where was Tom when the first plane hit the North Tower?
 - c. How did Tom get out of the building?
 - d. Did Tom stay at home to take care of his family after the event?
- 2) Listen and complete the following information.

If Tom Sullivan seems a bit _____ ,

“Have you had a good _____?”

“No, I _____ a good cry yet.”

You’ll have to _____ him. Could be he’s _____ , but maybe he’s just been too busy. You see, _____ Tom Sullivan is also Captain Tom Sullivan with the US army _____.

III. Listening: America Under Attack

The following is President George W. Bush’s statement to America after 9-11. Listen and do the exercises.

1. New Words and Expressions:

deliberate

despicable

unyielding

chaos

shatter

dent

beacon

implement

priority

precaution

harbor

condolence

2. Exercises:

1) Answer the following questions.

a. According to President George W. Bush, who are victims of 9-11?

b. According to President Bush, why was America targeted?

c. What is the United States doing and will do in the future in order to stop terrorism?

2) Listen again and fill in the blanks.

Good evening. Today, our fellow citizens, our way of life, our very _____ came under attack in a series of **deliberate** and deadly _____ acts. The _____ were in airplanes, or in their offices; secretaries, businessmen and women, military and federal workers; moms and dads, friends and neighbors. Thousands of lives were suddenly ended by _____, **despicable** acts of terror.

A great people have been moved to _____ a great nation. Terrorist attacks can _____ the foundations of our biggest buildings, but they cannot _____ the foundation of America. These acts _____ steel, but they cannot _____ the steel of American resolve.

3) The following words are the vocabulary in the listening material. Choose the appropriate word to fill in each blank. Change the form if necessary.

chaos	evacuate	harbor	condolence
despicable	implement	dent	condemn

- a. The desk was a _____ of papers and unopened letters.
- b. The village was _____ because of the danger of a flood.
- c. Please accept my _____ on your mother's death.
- d. The committee's decisions will be _____ immediately.
- e. It is _____ to desert your children.
- f. _____ criminals is an offence in law.
- g. The holiday has made a big _____ in our savings.
- h. Most people would _____ violence of any sort.

3. Reading: My Favorite Speech

Choose one of your favorite speeches and read it aloud to your classmates. Pay special attention to your pronunciation, tone and gesture.

Unit Three

How the World Responded?

I . Listening: Fear of Terror

1. New Words and Expressions:

lurk
weird
stake
be braced for trouble
look over one's shoulder



2. Exercises:

Listen to the news item and answer the following questions.

- 1) How will you describe the general mood of the American public after 9-11?
- 2) In the video, different people are interviewed. How does each person describe his or her feeling at present?
- 3) After learning what happened in 9-11, how do you feel about the whole event?

II . Reading: Responses from Britain

Pre-reading note:

Keep this question in mind while reading: What is the general mood of British

public? Do most of them support the military action against terrorists?

Passage A:

Anti-Americanism in Europe? Maybe, but there is precious little sign of it in this morning's Guardian/ICM poll on the British public mood in the wake of the terror **assault** on America a week ago. The figures may not quite compare with current feelings in the United States—where a Gallup poll yesterday showed 88% support for US **retaliatory** military action and 91% approval of the way George Bush has handled the crisis—but the message from this country is very clear nevertheless.

Overall, there is five to one British support for military action against those who bombed the World Trade Centre and the Pentagon, and three to one backing for action against states that protect them. Half of us even say we are prepared to get into a war. Mr. Bush, meanwhile, still scores a 76% approval rating over here for his handling of the crisis.

Poll results like these always need an accompanying health warning; at such times, people want to pull together and to feel they are saying the right thing. That mood could change further down the line. But there is no **disputing the bottom line**. On this one, Tony Blair is definitely speaking for Britain.

—*Guardian*, written by *Leader*

Exercises:

1. How many polls are mentioned in this passage? What are their respective results?
2. How many figures are mentioned in the second paragraph and what do they refer to?