

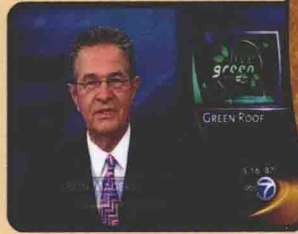
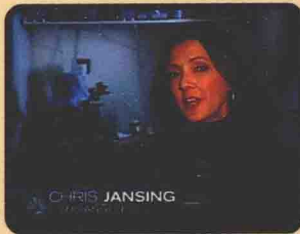
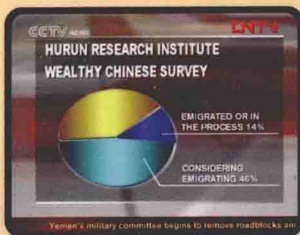


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高级新闻英语视听说(1)

Learning English Through News

朱其韵 主编



科学出版社

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总主编 董金伟

高级新闻英语视听说 (1)

Learning English Through News

主 编 朱其韵
副主编 权立宏 张骏宇
主 审 Neilane Liew (Australia)
编 委 权立宏 朱其韵 张骏宇
陶玉梅 彭珍珠
(按姓氏笔画排序)

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联系电话: 010-64030529/电子邮箱: yanli@mail.sciencep.com

科学出版社出版

北京东黄城根北街16号

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总序

随着经济全球化的飞速发展、信息技术的广泛应用和网络社会的日益兴起,知识经济不断得到拓展和深化,使得高等教育国际化成为势不可挡的世界潮流。作为一所国际化特色鲜明的教学研究型大学和华南地区国际化人才培养及外国语言文化、对外经济贸易、国际战略研究的重要基地,广东外语外贸大学(以下简称广外)一直以培养国际化人才为目标,即秉承培养全球化高素质公民的使命,着力推进专业教学与外语教学的深度融合,培养具有国际视野和创新意识、能直接参与国际合作与竞争的国际化人才。在广外现有的八大学科门类(即文学、经济学、管理学、法学、工学、理学、教育学、艺术等)中,全日制在校本科生两万余人,其中,非英语类专业学生占四分之三,约15 000多名。大学英语作为我校非英语专业学生的必修课,其教学贯穿一、二、三年级的六个学期,修读学生人数最多,影响面最大。

为了加强大学英语的教学与研究,广外自2001年以来一直致力于大学英语教学改革与创新,遵照“分级教学、分类指导”的大学英语教学指导原则,努力构建“国际化、校本化、个性化、立体化、人性化”的大学英语教学体系,凸显“分层次教学、专业英语教学、网络自主学习、教师专业发展、课外延伸学习”的广外教学特色。经过层层申报和严格评审,2011年3月,我校顺利成为教育部第三批大学英语教学改革的示范点;同年6月,我校的大学英语系列课程被评为广东省精品课程。

作为大学英语教学实施、改革和创新的重要环节,教材的作用不容低估。因此,教材建设,尤其是特色课程的教材建设一直是我校大学英语教学改革的重要内容之一。在新时代大学英语教学改革中,有一套适合国际化人才培养的特色课程系列教材是非常必要的。根据教育部颁布的《大学英语课程教学要求》,针对培养具有跨文化交际能力的国际型英语人才的需要,我校组织长期从事一线教学的中、外籍教师,早在2006年就相继编写、出版了一些大学英语特色教材,供我校一年级和二年级学生使用。经过在长期教学实践中的不断修改、丰富和完善,并结合兄弟院校使用的反馈意见,我们对现有的教材进行了认真修订和改版,使之成为一套更加科学、系统、前沿、实用的大学英语特色课系列教材。该系列教材包括影视英语、新闻英语、文学文化三大版块,共6本,各版块相互衔接、合理分布,旨在从不同侧面和不同角度出发培养学生在跨文化交际中的英语语言实际运用能力。教材的编写从教学实际和学习规律出发,设计循序渐进、灵活多样的教学活动和练习形式,以达到外语课程教学的最大成效。

众所周知,英语教学中,文化与语言密不可分。在长期的教学中我们发现,学生乐于

了解西方文化,渴望能够用英语流畅、准确地就身边的社会文化现象与外国人交流。然而,语言产出能力的欠缺和文化层面知识的不足,常常导致学习者交流困难,甚至产生误解。本系列教材的特色之处恰是能够帮助师生在英语课堂上通过视、听、说、读等方面的训练,模拟、复制、创造文化语境,从而有效提高学生跨文化交际的英语实际应用能力。教材内容取材于原汁原味的英语新闻、电影和文学文化作品等,保证语料真实、语言地道、内容有趣,既增强学生的学习兴趣,又拓展学生的国际视野;既涵盖当代大学生关注的社会热点和热门话题,又辐射西方文化、社会礼仪和风土人情的各个领域,从整体结构到局部细节都精益求精,将知识的传授、能力的训练、方法的指导、习惯的培养、文化的意识相结合,架起一个较为系统的整体培养体系。

我们真诚希望,通过这套特色课系列教材的使用,能够进一步推进我校的大学英语教学朝着“国际化、校本化、个性化、人性化、立体化”的方向发展;使我们“分层次教学、专业英语教学、网络自主学习、教师专业发展、课外延伸学习”的广外大学英语教学特色结出丰硕的成果;使我们的“教育部大学英语教学改革示范点”真正起到全国示范的作用;使我们的“大学英语系列省级精品课程”建设在广东省独树一帜,成为品牌。同时,我们也希望,此系列教材的出版,能为全国兄弟院校开展大学英语特色教学提供一些有益的启示,在他们的教材使用上提供一种选择。

借此机会,再次感谢科学出版社领导和同仁,尤其是胡升华主任和阎莉编辑慧眼识珠,在我们修订、完善此系列教材的过程中给予专业指导、真诚帮助和大力支持。广外英语教育学院前任院长霍海洪教授生前也曾出谋划策,给予了悉心指导和大力支持,让我们以此系列教材的出版告慰他的在天之灵。

是为总序。

总主编 董金伟

2013年10月

前言

教育部颁布的《大学英语课程教学要求》(2007)中明确指出:“大学英语的教学目标是培养学生的英语综合应用能力,特别是听说能力,使他们在今后学习、工作和社会交往中能用英语有效地进行交际,同时增强其自主学习能力,提高综合文化素养,以适应我国社会发展和国际交流的需要”。在“听力”技能培养的较高要求和更高要求中指出:能基本听懂英语(或英语国家)的广播电视节目,能掌握其中心大意,抓住要点。为贯彻执行《课程要求》,我们教材编写组广泛借鉴国内外优秀英语视听说教材的编写经验,编写了《高级新闻英语视听说》(1册&2册, *Learning English Through News*),旨在通过大量的英、美国家主流电视网直播的视频新闻作为地道的语言输入,通过形式多样的、模拟真实场景的口语训练,在夯实学生听说能力的基础上,提高其语言思辨能力和跨文化交际能力。

教材编写指导思想与理念

本套教材是以任务型语言教学为指导思想进行编写的。任务型语言教学的理论支柱为心理语言学的“互动假设”和“认知途径”。根据这两个理论模式,人们掌握语言需要经历对信息进行加工的心智运作与语言运用的过程,而任务既可以引导学习者参与这种心智运作与语言运用的过程,也可以使学习者在这个过程中学会如何对信息进行加工。学习者通过积极参与各种语言学习任务,在真实或模拟真实的场景中学会运用语言知识,并创造性地使用语言,使他们的语言知识逐步内在化为语言能力。同时,在完成任务的过程中,学习者学会调控自己的学习目标,调整自己的学习行为,逐步培养自主学习的意识。根据互动理论,语言学习的最佳途径是互动和交流,在各种任务下,学习者不仅关注语言意义和形式,而且,学习者之间以及学习者和教师之间交流思想和观点,在语言学习的过程中逐步培养思辨能力。在上述理念的引领下,本套教材各个单元都是围绕循序渐进的听力和口语任务编写而成。

☆ 教材

新闻英语视听说作为广东外语外贸大学的校本特色课程和精品课程,开设已十年有余,彰显了广东外语外贸大学英语教学“校本化、个性化和立体化”等特色,深受学生欢迎。本课程组扎根教学实践,不断积累教学经验,开发了具有创新性和时代感的大学英语

特色课程教材——《高级新闻英语视听说》(*Learning English Through News*)。

本套教材分第1册和第2册,每册各10个单元,在任务型语言教学的理念指导下,将每个单元分为6个版块。

版块设置说明

◇ Lead-in 导入部分

通过与主题相关的介绍性文字(introductory notes)和图画引入话题,然后讨论与单元主题相关的若干问题,作为热身练习,起到检查学生课前预习情况和调动课堂气氛的作用。

◇ Listen and Speak 听与说

该部分是每个单元的主干部分,该部分又分为3个小模块:Section One、Section Two和Section Three。Section One的听力材料以自录的对话为主,附加了部分视频和音频的电视节目和纪录片等材料。自录部分的听力语速与大学英语六级听力考试一致,比后面几部分的新闻材料略慢,使学生在听力难度上有一个循序渐进的适应过程。在口语方面,编写了不同真实交际场景中常见用语(useful expressions),设计了各种角色扮演(Role-play)的口语任务,旨在培养学生在各种场景下灵活、恰当地运用英语完成任务、解决问题的能力。Section Two与Section Three的体例一致,听力材料为英美国家主流电视(如CBS、ABC、CNN、BBC等)直播新闻,有词汇注释和背景知识简介,并设计了相应的听力任务:理解大意(listen for the main idea)和抓住细节(listen for details)。在完成听力任务时,教师要引导学生使用一些听力技巧和策略,比如:记笔记(note-taking)、跟读(shadowing)和复述(retelling)等,使学生不断巩固和强化听力理解能力。这两个模块的口语任务与听力新闻内容密切结合,形式多样,有对子活动(pair work)、小组讨论(group discussion)、角色扮演(role-play)、故事复述(story retelling)、看图说话(picture talking)、拼图游戏(jigsaw)等,任务由浅入深,循序渐进,形式活泼,操作性很强。该部分还配以文化背景版块(culture tip),对材料中涉及的文化现象提供详细说明,旨在培养学生的综合文化素养和跨文化交际能力。

◇ Speaking Skills 口语技巧

第1册单元口语技巧参照《大学英语课程教学要求》(2007)常用口语表达用语附录编写,介绍了一些在日常生活和工作、学习中常用的言语行为表达技巧,包含两部分:第一部分主要介绍一些流利口语必备的语言基础及训练方法,如language foundation、intonation and stress、tongue twister等;第二部分介绍一些日常交流中应注意但常被忽略的问题,如register usage、fillers in conversational English、making small talk等。

◇ **Further Listening 泛听拓展**

主要为新闻听力部分，可作为学生的课外任务。

◇ **Enrichment Reading 拓展阅读**

精选拓展主题的文章，供学生课前、课中或课后阅读。

◇ **Leisure Time 休闲时刻**

该部分主要为笑话、英文歌曲、英文诗歌、名言的录音材料，旨在通过轻松愉快的语言形式加强对单元主题的理解。

版块内部构成

版块名称	版块内部构成		
Lead-in	Introductory Notes Pictures & Cartoons		
	Warm-up Questions		
Listen and Speak	Section One	Task	<ul style="list-style-type: none"> ● Introductory Notes ● Listening in—Dialogues ● Listening Tasks ● Speaking out—Role-play
	Section Two	Task	<ul style="list-style-type: none"> ● Introductory Notes ● Listening in—News Report 1 ● Listening Tasks ● Speaking out—Task 1 & Task 2
	Section Three	Task	<ul style="list-style-type: none"> ● Introductory Notes ● Listening in—News Report 2 ● Listening Tasks ● Speaking out—Task 1 & Task 2
Speaking Skills			
Further Listening	Listening—News Report 3 Listening Tasks		
Enrichment Reading			
Leisure Time	Jokes/Songs/Poems/Quotes		

☆ 光盘

本套教材有配套的光盘,其中包含新闻视频、音频材料以及自录的音频材料。为教材使用者提供了丰富、地道的语言素材。

教材特色

1. 理念

本套教材编写理念先进,在编写时贯穿了围绕主题的(theme-centered)任务型语言教学(task-based language teaching)理念,使学习者在模拟现实的情景中学有所用,达到语言输入和产出的合理分配。

2. 主题

所选主题力求贴近日常生活,讲求趣味性。并从一定角度上反映中西方文化特质。第1册和第2册各10个单元,所选主题涉及文化、教育、娱乐、科技、自然等领域,都是国内外前沿或有争议的话题,容易激发学习者的学习兴趣。

3. 选材

各部分主要视听材料以短小精悍、难易度适中的国外原版材料为主,兼顾材料的多样性及语言的真实性。

4. 内容

每个单元的主干部分(listen and speak)主题均提炼了出来,便于老师和学生掌握要点,使得口语任务具有很强的目的性和实操性。听力和口语任务均经过精心设计,听力任务符合新闻听力的训练规律,口语与听力任务环环相扣,口语技巧部分与口语任务密切相关,深入浅出,形式多样。词汇表根据《大学英语参考词汇表》设计,一般单词不设标记;较高要求单词,表中用★标记;更高要求单词,表中用▲标记;《大学英语参考词汇表》中没有出现的单词用◆标记。

5. 多媒体

充分利用多媒体技术,构建立体化的视听说教学模式。本教材有配套的光盘,其中包含新闻视频、音频材料以及自录的音频材料。课程组多年来开发的网络视听说课后自主学习平台(computer-aided instruction),包括了不同主题下的视频新闻素材和听力练习,为学生创造了个性化、自主化的学习环境。

教材使用对象

本套教材使用对象为具有一定的英语听力水平和口语表达能力，能基本听懂英语国家的新闻报道（如 VOA、ABC、CBS、BBC 等）的大学本科二年级英语或非英语专业的学生。

教材使用建议

本套教材分为第 1 和第 2 两册，使用 1 学年，每单元安排平均学时为 4 ~ 6 学时。

编写成员

本套教材由广东外语外贸大学英语教育学院视听说部组教师编写，由权立宏策划和统稿。第 1 册编写的分工如下：朱其韵编写第一和第八单元；陶玉梅编写第二和第七单元；权立宏编写第三单元和第四单元；张骏宇编写第五和第九单元；彭珍珠编写第六和第十单元。

本套教材是在广东外语外贸大学英语教育学院领导和老师们的热忱关心和支持下出版的，教材的编写得到了广东外语外贸大学英语教育学院董金伟院长、吴岩、肖建芳和陈金诗副院长的热忱关心和指导。澳大利亚籍外籍教师 Neilane Liew 对教材做了认真的校对。科学出版社外语分社的编辑阎莉和常春娥对本书的出版做了大量的工作，在此谨对以上人士深致谢意。本教材还参考了国内外一些相关的书籍、杂志和网站等，特在此一并致以诚挚的谢意。

由于编写时间仓促，教程中一定存在许多疏漏和不妥之处，我们恳请同行专家和广大读者批评指正。

编 者

2014 年 6 月于广州白云山下

Main Contents

Unit	Theme	Listen and Speak			Speaking Skills
		Section One	Section Two	Section Three	
1	When I Was a Child	How to Bring Up a Child	Preschool Education	Cyberbullying	Language Foundation
2	Animals' Planet	Amazing Animals	Animals as Pets	Animals as Victims	Intonation and Stress (I)
3	Keeping Fit	It's Never Too Late to Start Exercising	Healthy Weight	Eating the Right Things	Intonation and Stress (II)
4	Gender Issues	Gender Imbalance	Men Are from Mars, Women Are from Venus	Working Women	Tongue Twister
5	Money Dilemmas	Saving or Spending	Be Wise When Using Your Credit	What Might Shopping Help?	Register Usage (I)
6	Migration	Migration and Emigration	Rich Chinese Look to Emigrate	Friction on Immigration	Register Usage (II)
7	Environmental Concerns	Global Concerns and Everyone's Duty	Pollution First and Then Treatment	Let's Go Green!	Fillers in Conversational English (I)
8	In the Spotlight	I Couldn't Take My Eyes off Him	Becoming Famous	Hounding the Celebrities	Fillers in Conversational English (II)
9	Fear of New Tech	Controversial Technologies	IVF on Live TV	Campaign to Label GMO Ingredients	Making Small Talk (I)
10	The Right to Die	To Break the Taboo	The Right to Die	Living Will	Making Small Talk (II)

目 录

总 序	i
前 言	iii
Unit 1 When I Was a Child	1
Unit 2 Animals' Planet	23
Unit 3 Keeping Fit	40
Unit 4 Gender Issues	59
Unit 5 Money Dilemmas	75
Unit 6 Migration	93
Unit 7 Environmental Concerns	106
Unit 8 In the Spotlight	124
Unit 9 Fear of New Tech	144
Unit 10 The Right to Die	159
Keys to the Exercises	173
Script	195
Glossary	257
References	267

Unit 1 When I Was a Child

I. Lead-in

Introductory Notes

Looking back, did you find your childhood enjoyable? Many of us feel nostalgic for the time with our family, our playmates and the days at school when we were much younger. How have all these shaped the way we are? Let's go back in time to our childhood, the good old days.



Warm-up

Directions: Read the quotes below in pairs and tell each other in what sense they are true. Illustrate your points with examples.



- (1) Human beings are the only creatures that allow their children to come back home.
- (2) The first half of our lives is ruined by our parents, and the second half by our children.
- (3) There's nothing sadder in this world than to wake up Christmas morning and not be a child.
- (4) You can learn many things from children. How much patience you have, for instance.
- (5) There are only two lasting legacies we can hope to give our children. One is roots; the other, wings.
- (6) You know your children are growing up when they stop asking you where they came from and refuse to tell you where they're going.

II. Listen and Speak

Section One How to Bring Up a Child

Introductory Notes



To raise a child means huge responsibilities. Right up to the moment before a child is born, parents-to-be are planning the future of their children. What is best for my child? If you want to be in control of your child's educational, moral, social and religious development, would you consider homeschooling? How much and how far should we go in parenting? Will we nanny our children too much?

Let's Practice!

Task 1 Listening in (Dialogue & Report)

Dialogue—Tiger Moms and Helicopter Parents

Culture Tip

Soccer Mom

The phrase *soccer mom* broadly refers to a North American middle-class suburban woman who spends a significant amount of her time transporting her school-age children to their youth sporting events or other activities.

Todd and Julia discuss tiger moms and helicopter parents.

A Directions: Listen for the gist and fill in the blanks below.

● *What is a helicopter parent like?*

A helicopter parent is basically a parent that just (1) _____ their child all the time. They're always worried about their child. They (2) _____. They want to know (3) _____ and they just worry a lot.

● *What is a tiger mom like?*

It's like for an Asian mother and it's basically really (4) _____, really (5) _____, like really push your kids, make them study hard, (6) _____ good grades, (7) _____ that they do extra curricular activities, really push them to

have high paying careers or successful careers, do well (8) _____ and stuff like that.

B Directions: Listen again and answer the following question.

What kind of mom does the woman think she is?

(9) _____.

Report—Homeschooling

Culture Tip

Legal Status of Homeschooling in the U.S.

In 1972, the U.S. Supreme Court supported the rights of Amish parents to keep their children out of public schools for religious reasons. This is considered the basis for calling homeschooling a fundamental right under the Supreme Court's concept of liberty protected by laws. In the U.S., homeschooling is legal in all 50 states. To help protect the rights of parents to legally homeschool their children, membership organizations have been started. There are several national level groups across the nation.

A Directions: Listen for essential information about homeschooling in the United States, and then complete the table below.

Homeschooling activities	help (1) _____ Lake Fairfax outside Washington with (2) _____ trout (鳟鱼); building a (3) _____ to catch micro invertebrates (微型无脊椎动物) which is part of the trout's food source; playing sports, reading or (4) _____
Resources for studying	books and (5) _____, beanbags, dice (骰子) and maps; kitchen; online materials
Reasons for homeschooling*	Parents homeschool their children for different reasons. Some do it for (6) _____ reasons, others for (7) _____ reasons.
Estimate of number of homeschooled children	About (8) _____ children across the country, were homeschooled. Here in Virginia, the Virginia Department of Education's estimate is (9) _____ some.

* Some families do it for social reasons. Their child is not getting along with the other children at school. This reason is not mentioned in the news.

B *Directions: Listen for detailed information about the Nathaniel family, and then answer the questions.*

- *What's the educational philosophy of Leslie Nathaniel, the mother?*

Learning is an (10) _____ process that takes place (11) _____, and (12) _____ in the house.

- *Why does she homeschool her children?*

(13) _____

Task 2 Speaking out

A Discussion

Directions: In a group of two or three discuss and explain the way your parents raised you when you were a child. The questions below can be used as a guideline.

- (1) What was it like to grow up in your family in terms of how your parents raised you? What kind of parents were they?

- (2) What kinds of rules did your family have? Did you think they were fair at the time? Has your opinion on these rules changed as you have grown older?

- (3) Do you think that it is harder or easier to raise a child in today's world as compared to the time when your parents or grandparents were growing up?

B Discussion

Directions: Read the graphs below, which are created by a homeschool advocacy group, about homeschool vs. public school in the United States. Then discuss the following questions in a group of two or three.

(1) What do you find surprising or interesting?

(2) Why do you think homeschoolers outperform public school children?

(3) Do you think homeschooling is suitable for everyone? What factors could influence the effectiveness of homeschooling?

(4) Do you prefer homeschool to public school? Why or why not?

Useful Expressions

- ◇ It was good but it was bad. There are things that I liked and there are things that I didn't like.
- ◇ Sometimes, given the circumstances or personal preference, one option is obviously better than the other, sometimes it isn't.
- ◇ My homeschooled friend and I discovered that despite the problems and the loneliness, we both cherished certain aspects of what we learned as homeschoolers, largely left to our own devices, and we both felt that if we had been sent to public school as little kids, we would not be who we are today, that we wouldn't value the same things.
- ◇ I have chosen public schooling for my children because of convenience, support services available, low cost, and because I believe that public schooling will expose my children to a diversity of people and ideologies.