



大学英语系列教材

丛书主编 田 鹏 张则玫

新闻英语

(第2版)

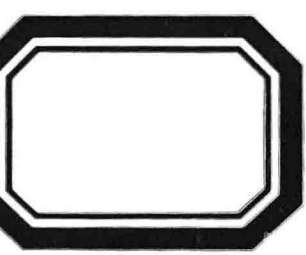


本册主编 王宏俐 王芙蓉



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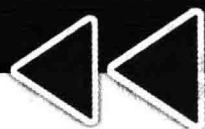
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总序

从2004年9月起,西安交通大学非英语专业的本科生开始在新的教学模式中学习英语。四年以来的教学实践令人鼓舞:新的教学模式得到了绝大多数学生的认可,大学英语教学质量明显提高。2006年8月,针对这种教学模式,我们编写了系列大学英语教材《大学英语口语》、《新闻英语》、《大学英语英汉互译实践与技巧》以及《大学英语词汇学习手册》。经过两年的使用,我们对这套教材修订再版,以更好地满足教学的需要。

我们以为,新的教学模式之所以能取得初步成功,主要是因为多样化的教学方法和课程设置既同这个时代对英语综合应用能力的要求一致,又尽可能地满足了广大学生不同的学习需求和学习特点。新的教学模式,包括“1+1”教学模式(即一年基础英语+一年英语选修课)及强化教学模式,都较好地体现这—个性化教学改革思路。以“1+1”教学模式(目前全校大多数学院采用该模式)为例,学完第一年(第一、第二学期)的基础英语课后,同学们即可在第二学年(第三、第四学期)按照自己的学习需求和特点选学英语选修课,其中第三学期选学2门技能类选修课(目前开设大学英语口语、新闻英语、大学英语英汉互译实践与技巧、英语视听说、英语写作、词汇学、基础英语技能和中级英语技能等八门课程,每门课均为周2学时),在第四学期选学1门应用类选修课(目前开设英美文学选读、英美电影欣赏、商务英语、西方文化、希腊神话与宗教,每门课周2学时)。而在以前的教学模式中,四个学期的课程设置均为基础英语(或称大学英语或综合英语,包括听、说、读、写等技能训练),教学内容类似,授课方法也难以多样化。从小学到高中,同学们学习英语已十年有余,这样僵化的教学模式,确实难以激发他们的学习兴趣。

再以强化教学模式为例,大学英语只在第一学年开设,集中强化、分科教学。第一学期每周8学时,第二学期每周6学时,总学时与“1+1”教学模式相同。这一教学模式将分散在两年的英语学时集中在第一年强化完成,学生的英语综合应用能力会得到较快的提高。对于那些计划在第二学年给学生开设双语课程的学院或专业来说,这种教学模式能较好地满足他们的需求。这无疑也是个性化教学的体现。

不过,新的教学模式虽然取得了初步成功,但仍有不足之处需要改进。例如,词汇教学在新教学模式中成了相对比较薄弱的环节;因为通过一年的强化教学很难系统地完成《大学英语课程教学要求》(以下简称《教学要求》)中规定的一般要求词汇(类似四级要求,共4538个单词,其中含中学已学词汇)和较高要求词汇(类似六级要求,在一般要求词汇的基础上再加上1081个单词)的教学任务。同样,在“1+1”教学模式下,由

于基础英语只学一年,而选修课(包括技能类选修课和应用类选修课)受课程内容和教学目的的限制,《教学要求》所规定的词汇也很难全部编入一名学生在两年学习期间所要学习的教材当中。《大学英语词汇学习手册》就是为了弥补这一缺陷而编写的。这是一本可供阅读的词汇手册,它是新教学模式下词汇教学的大纲,也可以在一年(如强化教学模式)或两年(如“1+1”教学模式)的大学英语教学完成之后,供学生继续学习词汇使用。事实上,对于我国现有的任何大学英语教学模式来说,要在一年或两年内帮助学生学好《教学要求》所规定的英语词汇,都决非易事。

新教学模式另一可能的不足之处,是“1+1”模式中选修课学习(尤其是技能类选修课)对全面提高学生英语综合能力可能会产生的不利影响。因为虽然有一年的基础英语教学,不少学生听、说、读、写、译等英语综合能力并没有达到《教学要求》所规定的目标,而随后的英语技能类选修课就其课程性质和教学目的而言,似乎主要着眼于某一特定语言技能的提高,如口语、阅读等等。如此,《教学要求》所规定的培养学生语言综合能力(包括听、说、读、写、译等语言技能)的教学目标如何能得以实现呢?

其实,早在新教学模式实施之前,这一可能存在的矛盾就是相关教学改革试点和教学研究重点关注的对象。从教改试点和教学研究中得出的结论是:这一矛盾是能够被化解的。这是因为,提高某一特定语言技能,当然是新教学模式下一门具体技能类选修课的主要任务,但这远不是该门课程唯一的教学目标。技能类选修课应该在提高特定语言技能的同时,也能带动其它相关语言技能的提高;而其它相关语言技能的提高又有利于特定语言技能的进一步提升。简言之,技能类选修课的教学,既要注重“一专”,又要培养“多能”。在新教学模式过去两年的教学当中,大部分技能类选修课都比较好地实践了这一原则。本次编写的《大学英语口语》、《新闻英语》、《大学英语英汉互译实践与技巧》三种教材,正是为了能在技能类选修课教学中更好地体现这一原则。以《大学英语口语》为例,编者围绕口语学习的需要,设计了听、读、写等教学内容,其目的就是要提高在提高学生口语能力的同时,也有利于他们听、读、写等能力的提高。语言技能是相互联系的,如果听、读、写等综合能力得不到有效提高,口语能力也难以有实质性的突破。由此看来,喜欢学习《大学英语口语》的同学,完全可能通过口语的学习提高他们的英语综合能力。当然,不同的技能课程,“一专”不同,“多能”也各有侧重。按照教学计划,每一名同学要选学两门技能类选修课,提高英语综合应用能力的教学目标应该是能够实现的。这样,下一个阶段的英语应用类选修课教学(其实就是以英语为工具来学习相关知识,进一步提高语言应用能力)才能获得比较满意的教学效果。

最后,需要特别说明的是,目前国内专门针对大学英语选修课编写的教材还不多见,这一类教材建设还属起步阶段。这三本选修课教材,包括《大学英语词汇学习手册》的编写,从内容到形式都有不少新的尝试,加之编者水平所限,不妥之处敬请读者批评指正。本书在编写和出版过程中得到了包括西安交通大学出版社在内的多方支持,编者在此深表谢意。

编者

2008年8月

前言

作为大学英语技能类选修课的核心教材之一,《新闻英语》主要适用于已修完大学基础英语,希望进一步提高英语水平的非英语专业的学生。同时,该书也适合具备一定英语能力的英语学习者自学使用。教育部最新颁发的《大学英语课程教学要求》对大学英语较高要求中的阅读能力提出了新的目标:大学生在阅读方面应能基本读懂英语国家大众性报纸杂志的一般性题材的文章,阅读速度为每分钟 70 个词。为了帮助学生达到这一要求,编者从近年的美英各主要报刊及网络资源中精心挑选出一些中外舆论广泛关注的新闻报道编写成书。

本书共分 12 个单元,内容涉及校园内外、灾难回顾、社会广角、医疗卫生、人物特写、政治风云、体育娱乐、文化点击、科技掠影、经济瞭望和专栏采撷。每个单元均由广播新闻、课内阅读、现场播报、课外阅读和新闻英语知识简介五个部分组成。其中新闻阅读文章把握时代脉搏、贴近学生生活、思想内涵深刻、难度适宜,旨在帮助学生扩大知识面,提高阅读能力。同时,每章的广播英语新闻和电视新闻现场播报是本书不同于市场现有同类书籍的独到之处,旨在训练学生的听力理解能力。此外,针对不同的新闻内容和学生英语水平,我们还设计了丰富多彩、轻松活泼的课堂活动,可有效激发学生学习的积极性,调动学生讨论新闻、学习新闻的热情。总体来说,这本书是一本立体化的教材,兼顾听、说、读、写四个方面,有助于培养学生的英语综合应用能力。

本书在编写时力图体现以下几个特点:

1. 内容新颖,选材广泛、典型,具有很强的时效性和前瞻性。本书收录的文章均选自英美著名的报纸杂志。大多数文章报道的是 2005 至 2008 年的热点事件;
2. 本书旨在通过新闻这个载体,全方面、立体培养学生英语综合应用能力;
3. 本书练习设计始终以学生为中心,兼顾听、说、读、写四个方面,强调师生间的互动,课堂操作性好。

由于编写时间仓促、编者经验有限,书中难免有谬误之处,期待广大同行及读者予以批评指正。

编者

2008 年 5 月

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Unit 1

Campus 校园内外

随着社会的发展,曾经被认为远离尘世的象牙塔也在悄悄地发生着令人意想不到的变化。校园里学生的思维习惯和行为方式也开始引起人们越来越多的关注。校园内的学生已不再是“两耳不闻窗外事,一心只读圣贤书”,他们在获取书本知识的同时也关注着外面的一切,同时还在不知不觉中或多或少地受到外面世界潜移默化的影响。因此,对于学校的新闻报道不再仅仅局限于校园内的学习和生活,有关学生身心健康、行为方式方面的内容也成为了新闻关注的焦点。

近年来校园内时有发生暴力案件受到了全世界的关注,人们在惊叹校园这块用于学习、读书的净土竟然屡屡发生如此残忍暴力案件的同时,不免希望洞悉事件本身及其原因。此时,报刊等媒体就成为人们直击新闻事件以及了解相关评论的最快捷的途径。另外,现在学生越来越多地使用数码和电子产品。并且,随着计算机网络的极大普及,许多学生可能一边做作业,一边用 Google 查资料,而且还同时和多位朋友网上聊天。对此问题,专家持有不同意见。困扰着学生的问题还有睡眠不足、上课注意力不集中、做作业打盹等。是学习压力过重导致这样的问题还是另有它因?

在此,我们选取了近年来反映学生心理、观念、行为等方面的几则新闻,旨在通过这样的讨论,让大家能够更好地了解校园文化,并且感受此类新闻报道的文体和语言特点。

Part 1 Radio News

Duke University gave each first-year student an iPod from Apple Computer to know how



students and professors would put iPod to educational use. Now, researchers have reported the results of the experiment.

Section A: Warm-up

Before you listen to the news, discuss the following questions with your partner.

1. What do you know about iPod?
2. What do you use iPod for? Do you use it for your educational purposes?

Section B: Vocabulary Preview

Use the context to match the underlined words and expressions with their explanations.

Sentences	Explanations
1. The battle for Mosul that will <u>play out</u> in the coming weeks and months could be a very different struggle from the successful U. S. campaigns against al-Qaeda militants in Baghdad and elsewhere.	a. the body of teachers and administrators at a school
2. Virgin Mobile USA today announced that all new phones will <u>come with</u> a recycling envelope in the box. Virgin partnered with ReCellular to provide a prepaid recycling envelope that subscribers can use to return an old phone, or their new phone when it is eventually replaced.	b. having a secured legal right granted to an author on a written work
3. <u>In all</u> , 1,020 Republican delegates were up for elections Tuesday. To secure the nomination, a candidate must win 1,191 delegates.	c. to perform to a finish
4. New England's 41 full-time <u>faculty</u> members are top graduates of fine law schools, most of whom have practiced in the fields of law in which they now teach.	d. to co-occur with, go with
5. If you want to use <u>copyrighted</u> material for your own purposes, you need to get permission from the owners first. If you don't, you could find yourself stuck in a costly lawsuit.	e. on the whole; altogether

Section C: First Listening

Listen and decide whether the following statements are true or false.

1. More than one thousand two hundred students received iPods from Apple Computer last August. ()

2. According to the news, Apple iPods are all small digital players with a voice recorder for music. ()
3. Officials from Duke University gave students iPods to know how students and professors would put iPods to educational use. ()
4. Some students and professors worry about the students' class attendance because the students will get the message online easily. ()
5. Duke University finds it necessary to give all first-year students iPods this fall. ()

Section D: Second Listening

Listen again and complete the table below with the words you hear.

1. Fifty classes includes foreign languages, music, _____, education, and _____.
2. _____ percent of the first year students questioned reported having used the iPod for at least _____ purpose(s) in their studies.
3. The most popular use was to record _____ or field notes.
4. _____ percent of students used the _____ for educational purposes.
5. The iPod could be used to _____, to move them from one computer to another.
6. The extent to which recorded lectures improve students' performance _____.
7. Some professors found _____ for the technology of loading information on the iPod, for _____ was not very good in all situation; and some publishers refused to permit students to record _____.
8. Also, there are some _____ difficulties.

Part 2 Print News

It has become routine for kids to conduct IM conversations, watch TV and do Google searches at the same time. It wasn't long ago when kids used to **rave** about their radios and

CD players.

Section A: Pre-reading activities

I. Composing school /class news

Suppose you are a news reporter of your school newspaper, now please compose a news story of something deserved to be reported in your class or school. Discuss with your group members and each group is supposed to report its news to the whole class.

II. Group discussion: Work in groups and discuss the following questions.

1. Look at the following pictures and find which one you often use in your daily life. And can you list some other electronic gadgets (装置) you often use?
2. Try to work out the meaning of “multitask” based on your knowledge of word building.
3. Describe your experiences of doing several things at the same time with more than one of the appliances displayed below. Base your description of the multitasking on your own or your classmates’ experiences and please list as many multitasks as you can.



4. Is it more efficient to do several things at the same time?

Section B: While-reading

Are kids too plugged in¹?

What's all that digital juggling doing to their brains, family life?

(Editor's note: The following is a summary of this week's Time magazine cover story. Tonight, learn how kids' **obsession** with their electronic **gadgets** is seriously affecting family life on "Anderson Cooper 360"², 10 p. m. EST³.)

Today 82 percent of kids are online by the seventh grade, according to the *Pew Internet and American Life Project*⁴.

The big finding of a 2005 survey of Americans ages from 8 to 18 by the Kaiser Family Foundation is not that kids were spending a larger chunk of time using electronic media—that was holding steady at 6.5 hours a day (could it possibly get any bigger?)—but that they were packing more media exposure into that time: 8.5 hours' worth, thanks to "media multitasking"—listening to *iTunes*⁵, watching a DVD and *IMing*⁶ friends all at the same time.

Human beings have always had a capacity to attend to several things at once. Mothers have done it since the hunter-gatherer era—picking berries while **suckling** an infant, stirring the pot with one eye on the **toddler**.

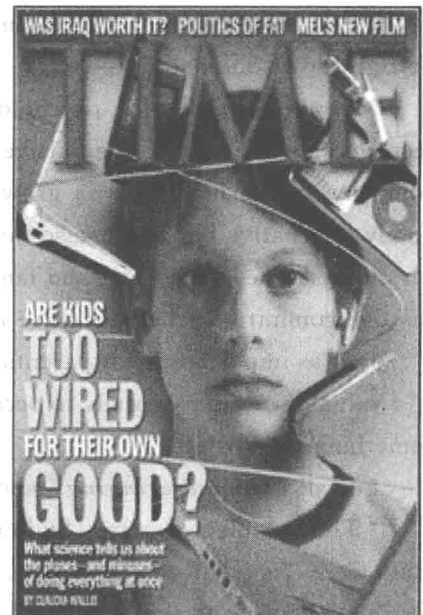
Nor is electronic multitasking entirely new: We've been driving while listening to car radios since they became popular in the 1930s.

But there is no doubt that the phenomenon has reached a kind of **warp** speed in the era of Web-enabled computers, when it has become routine to conduct six IM conversations, watch American Idol on TV and Google the names of last season's **finalists** all at once.

But what's the impact of this media consumption? And how are these multitasking devices changing how kids learn, reason and interact with one another?

Social scientists and educators are just beginning to **tackle** these questions, but the researchers already have some strong opinions.

Although multitasking kids may be better prepared in some ways for today's **frenzied** workplace, many cognitive scientists are positively alarmed by the trend. "Kids that are instant messaging while doing homework, playing games online and watching TV, I predict, aren't going to do well in the long run," says Jordan Grafman, chief of the cognitive neuroscience section at the *National Institute of Neurological Disorders and Stroke*⁷.



On the positive side, *Gen M*⁸ students tend to be extraordinarily good at finding and manipulating information. And presumably because modern childhood **tilts** toward visual rather than print media, they are especially skilled at analyzing visual data and images, observes Claudia Koonz, professor of history at Duke University. A growing number of college professors are using film, audio clips and PowerPoint presentations to play to their students' strengths and capture their **evanescent** attention.

By the time many kids get to college, their devices have become extensions of themselves, indispensable social **accessories**.

"The minute the bell rings at most big public high schools, the first thing most kids do is to reach into their bag and pick up their cell phone," observes Denise Clark Pope, lecturer at the Stanford School of Education, "never mind that the person(they're contacting) could be right down the hall."

Many educators and psychologists say parents need to actively ensure that their teenagers *break*⁹ free of compulsive engagement with screens and spend time in the physical company of human beings—a growing challenge not just because technology offers such a handy alternative but because so many kids lead highly scheduled lives that leave little time for old-fashioned socializing and family meals. Indeed, many teenagers and college students say overcommitted schedules drive much of their multitasking.

Just as important is for parents and educators to teach kids, preferably by example, that it's valuable, even essential, to occasionally slow down, unplug and take time to think about something for a while.

For all the *handwringing*¹⁰ about Generation M, technology is not really the problem.

"The problem," says Sudbury, Massachusetts, psychiatrist and author Edward Hallowell, "is what you are not doing if the electronic moment grows too large" —too large for the teenager and too large for those parents who are equally **addicted** to their gadgets.

In that case, says Hallowell, "you are not having family dinner, you are not having conversations, you are not debating whether to go out with a boy who wants to have sex on the first date, you are not going on a family ski trip or taking time just to veg. It's not so much that the video game is going to **rot** your brain, it's what you are not doing that's going to rot your life."

(By Claudia Wallis, CNN, March 20, 2006)

Word Bank

rave	[reiv]	v.	(about) 极力赞美;咆哮
obsession	[əb'seʃən]	n.	着迷
gadget	[gædʒɪt]	n.	小器具,小配件,小玩意
suckle	['sʌkəl]	v.	给……哺乳
toddler	['tɒdlə]	n.	刚学步的小孩
warp	[wɔ:p]	n.	扭曲,不正常

finalist	[ˈfaɪnəlɪst]	n.	参加决赛的选手(运动队)
tackle	[ˈtækəl]	v.	处理, 解决
frenzied	[ˈfrenzɪd]	adj.	疯狂的
tilt	[tɪlt]	v.	倾斜
evanescent	[ˌevəˈnesənt]	adj.	瞬息的, 短暂的
accessory	[ækˈsesəri]	n.	附件, 附属品
addict	[əˈdɪkt]	v.	迷住, 沉浸于
rot	[rɒt]	v.	腐烂

Notes

1. Are kids too plugged in?: 孩子们是否太多地使用电子产品? (指现在很多学生同时使用多种数码或电子产品的趋势。)
2. Anderson Cooper 360° (pronounced Anderson Cooper three-sixty): 这是美国有线电视网(CNN)的主播安德森·库伯尔主持的现场新闻播报。栏目名《360度》, 意为要全方位地进行报道。许多人认为此节目之所以受欢迎是由于库伯尔现场的超凡魅力以及新闻报道中的幽默风格。
3. Eastern Standard Time (abbr. EST): 东部标准时间。英格兰的格林威治西部第五时区的标准时间, 在北美东部使用, 也称为东部时间。
4. Pew Internet and American Life Project: 美国皮尤因特网和生命工程, 一所研究互联网对美国的社会效应的非赢利性研究中心。
5. iTunes: 苹果电脑公司的一种媒体播放器软件, 可以用来播放数码音乐和视频文件。iTune 是 iPod 的配套软件, 可以方便与 iPod 之间上传、下载音乐。
6. IM(Instant Messenger): 一种网络在线聊天工具。
7. National Institute of Neurological Disorders and Stroke: 简称 NINDS, 美国国家神经疾病及中风研究所, 是一所美国国家卫生研究所, 资助并研究大脑健康, 发现和宣传如何预防、治疗和治愈神经和神经肌肉紊乱及中风。
8. Gen M/ Generation M: the Multitask Generation, 指许多年轻人一边学习或看书时, 一边用电脑在网上聊天, 用 Google 搜索资料或用手机与别人通话等等。Generation: 一代。Generation 一词是报刊中的时髦词。社会学家将有共性、生于同时代的特定群体称为“代”(generation)。比如 Lost Generation: 迷惘的一代, 指第一次世界大战后感到悲观失望和精神空虚的美国青年一代, 尤其是指 20 世纪 20 年代后出生的美国作家。Babyboom Generation: 婴儿潮一代。二战期间, 美国和欧洲国家许多年轻人参军服役, 无暇顾忌自己的婚姻大事。1945 年战争结束后, 他们纷纷组建家庭, 生儿育女。从 1946 年到 1966 年, 美国的新生儿达 7 000 多万, 因此美国称这段时间出生的一大批人是 the baby boomers 或 babyboom generation。他们勤奋工作, 但不懂得自我牺牲, 是难以成熟的一代。Beat Generation: 垮了的一代, 是指 20 世纪 50 年代末出现于美国知识阶层的一个颓废流派, 其特征是蓄长发、穿奇装异服、吸毒、反对世俗陈规、排斥温情、强调“个性自我表达”。伴随电视成长的一代称为 Generation X; 20 世纪 70 年代伴随电脑与互联网成长的一代称为 Generation Y; 伴随着网络、手机以及各种各样

无线设备的发展成长的是 Wireless Generation。这一代人的特征是:1)至少拥有一款新型手机;2)渴望速度;3)希望实现远程办公,PDA 和笔记本电脑是基本装置;4)习惯于收发电子邮件而不是寄信;5)热爱符号;6)喜新厌旧;7)“我”是重复率最高的词。

9. break of:改掉(习惯);戒掉(嗜好)

10. handwringing:歇斯底里的

Exercises

I. Answer the following questions briefly.

1. What are the findings of the survey of the Pew Internet and American Life Project?
2. Is multitasking completely new?
3. What are the negative opinions of the multitasking?
4. Is there any positive viewpoints towards the multitasking kids? If yes, what is it?
5. What are the suggestions of many educators and professors to the parents of Gen M?

II. Fill in the blanks with the words or phrases given below. Change the form where necessary.

plug in	rather than	rave about	chunk	tilt
manipulate	indispensable	gadget	rot	presumably
alternative	break of	capture		

1. The design of the bike features a single front wheel and two slim rear wheels. As the bike slows, the rear wheels _____ back to the tricycle formation.
2. There is no _____ to hard work if you want to succeed.
3. As usual, when she woke up, she _____ the radio, switched it on and began to listen to VOA Special News.
4. _____ there is a good reason for his absence, as he doesn't usually stay away from work.
5. With her sweet and lovely smile, the little girl has _____ film-goers' hearts by 2000.
6. Too many electronic _____ in the bedroom make many teenagers sleep much less than the recommended amount of time.
7. The new teacher _____ the students' active performance in the class.
8. His doctor told him that a balanced diet is _____ for a good health.
9. What matters was what he meant _____ what he said.
10. Equally immoderate quantities of drink and ambition _____ his mind.
11. Today the money spent on children's education often meant a big _____ of the family income.
12. Doctors keep trying to _____ him _____ his dependence on the drug.
13. A clever politician knows how to _____ public opinion.

Section C After-reading

- I. Discuss with your group members and give a concise report of the news you've just read.