

NEWS

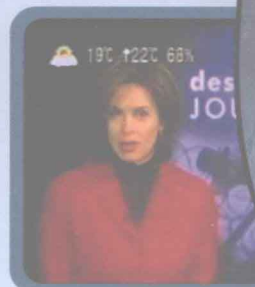
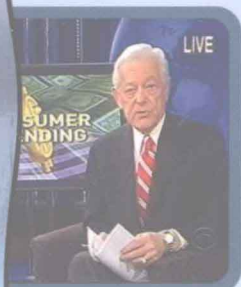
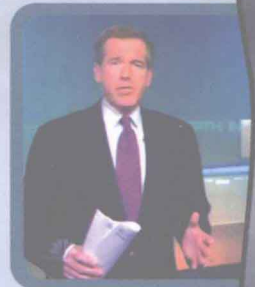
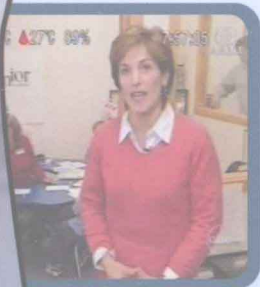


◎ 朱其韵 主编

新闻英语视听说(上)

Learning English Through News

ABC CBS CNN BBC



ABC CBS CNN



科学出版社
www.sciencep.com

大学英语互动学习系列

新闻英语视听说 (上)

Learning English Through News

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前言

在语言运用中，口语位于输出的端口，根据语言学习的规律，正常的输出必须建立在大量输入的基础上。而目前大学英语的现状是，学生在听说方面存在着输入量低和输入的语言不真实两大问题。输入量低，顾名思义，就是学生通过听和阅读所获得的语言信息量远远不足以实现输出的目的；输入的语言不真实体现在学生所获得的语言信息偏书面化，将书面语言用于口头交流，给人一种极不自然的“背课文”的感觉，这也就是某些外国专家所说的中国学生学会了炫耀语言（display language），而不是使用语言（use language）。教育部颁布的《大学英语课程教学要求》中明确指出，大学英语的教学目标是培养学生的英语综合能力，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。编者依据《大学英语课程教学要求》，广泛借鉴了国内外优秀英语视听说教材的编写经验，编写了《新闻英语视听说》（*Learning English Through News*）上、下册，旨在通过输入大量的英美国家主流电视网直播的新闻听力材料，通过形式多样的、模拟真实交际情境的口语训练，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。

教程编写指导思想与理念

本套教程是以任务型语言教学理论为指导思想进行编写的。任务型语言教学的主要理论支柱为心理语言学。根据心理语言学理论，人们掌握语言需要通过某种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。在语言的使用方面，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情境中综合运用语言知识，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。在完成的过程中，学习者学会调控自己的学习目标，调整自己的学习行为，逐步产生自主学习意识。而根据心理语言学的互动理论模式，语言学习的最佳途径是通过互动和交流，因此，课堂教学能否为学生提供大量互动和交流的机会就成为他们掌握一门语言的关键。在上述指导思想的引领下，我们在教材的编写中，就材料的选择和安排，练习和活动的的设计都是通过任务的形式来体现，围绕任务来完成的，为学习者创造了大量的互动和交流的机会。

教程结构

本套教程分上、下册，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**◇ 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几个问题,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

这部分是每个单元的主干部分,又可分为三个小部分:Section One、Section Two和Section Three。Section One的听力材料以自录的对话为主,语速与大学英语六级听力考试基本一致,比后面几部分的新闻听力稍慢,使学生在听力难度上有一个循序渐进的过渡,这部分旨在输入不同真实交际情境中常用的口语表达语,并在此基础上通过角色扮演(role-play)口语活动,培养学生根据特定的场合和角色,灵活、恰当地运用英语完成各项任务、解决问题的能力,这是最接近真实交际情境的训练,我们还就不同的情境提供了Useful Expressions供学生参考使用。

Section Two与Section Three的体例基本一致,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,并配以相应的听力练习,如理解大意(main idea)、抓住细节(details)等。在做听力练习时,教师要引导学生使用一些听力技巧和策略,如记笔记(note-taking)、跟读(shadowing)和复述(retelling)等,使学生不断强化听力理解能力。这两部分的口语活动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,活动形式由浅入深,循序渐进,形式生动,操作性强。

◇ Speaking Skills 口语技巧

上册单元口语技巧参照《大学英语课程教学要求》的常用口语表达用语附录编写而成,一方面强调夯实基础,检验学习者的language foundation,要求掌握Intonation、Stress和Register Usage,另一方面,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,如Fillers in Conversation、Making Small Talk等,下册口语技巧分两部分,第一部分主要介绍一些课堂口语活动操作的常用技巧,如How to do story-telling、How to do small-group discussion、How to do role-play、How to debate等;第二部分介绍一些特定场合的演讲技巧和范例,如How to make an introduction speech、How to make a welcome/farewell speech、How to make a persuasive speech、How to make an informative speech等。

◇ Further Listening 泛听拓展

主要为新闻听力部分,可作为学生的课外练习。

◇ **Enrichment Reading** 拓展阅读

精选拓展主题的文章，供学生课前或课后阅读。

◇ **Leisure Time** 休闲时刻

该部分通过听笑话、英文歌曲、英文诗歌、名言等，在轻松中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	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in Dialogue(s)/Monologue(s) Task 2 Speaking out Role-play
	Section Two	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in News Report 1 <ul style="list-style-type: none"> — Listen for the main idea — Listen for details Task 2 Speaking out Specific oral activities
	Section Three	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in News Report 2 <ul style="list-style-type: none"> — Listen for the main idea — Listen for details Task 2 Speaking out Specific oral activities
Speaking Skills		
Further Listening	Listening — News Report 3	
Enrichment Reading		
Leisure Time	Jokes/Songs/Poems/Quotes	

教程特色

1	理念	编写理念先进,在编写上贯穿了围绕主题(theme-centered)的、任务型(task-based)的语言教学理念,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。上、下册各10个单元,所选主题涉及文化、教育、娱乐、科技、自然等领域,都是国内外较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的选择以短小精悍、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,对材料中涉及的语言和文化现象的文字词汇提供详细的说明,在提高学生听说能力的同时,注重培养他们的综合文化素养和跨文化交际能力。本教程在对话练习部分提供了大量的口语常用句型和词汇表达,供学习者使用。
4	内容	每个单元的主干Listen and Speak版块三部分的讨论主题都提炼了出来,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。听力和口语任务编排别具一格,均经过精心设计,听力练习符合新闻听力的训练规律,口语与听力练习环环相扣,并且带有很强的互动性和交际目的。口语技巧部分与口语任务密切相关,深入浅出,形式多样。本教程还附有光盘、练习答案、文本和词汇表,这样,录音、文本和答案不再是教师的“特权”,而可用来帮助学生上课之余能够反复练习,检查学习情况。而词汇表根据《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,将平面素材转化为视频教学形式,为学生创造个性化、自主化的学习环境,既有丰富的视频和音频听力输入,又有互动式的口语活动,通过视、听、说三方面的内容,切实提高学生的听说能力。
6	梯度	上、下册以及每册各单元之间都基本遵循由易到难、由浅入深的原则,特别体现出口语技能提高的系统性与连续性。

教程使用对象

本套教程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。此外,也适合不同年龄层次的社会人士自学及培训机构使用。

教程使用建议

本套教程分为上、下两册(均配有光盘),使用一学年,每单元安排4~6学时。

编写成员

本套教程由广东外语外贸大学英语教育学院视听说部部分教师编写,由权立宏统一策划,上册主要由朱其韵统稿,编写的具体分工如下: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。

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,本套教程得以出版。加拿大籍教师Kathy Lee对上册教程做了认真的校对,孙红老师提出了宝贵的建议,严永怡老师对本册教程个别单元内容有所贡献。本套教程的出版得到了科学出版社领导的大力支持,阎莉编辑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。本套教程还参考了国内外一些相关的书籍、杂志和网站的资料,特在此一并致以诚挚的谢意!

由于编写时间仓促,错漏和不妥之处在所难免,我们恳请同行专家和广大读者批评指正。

权立宏

2008年8月于广州白云山下

大学英语互动学习系列

DA XUE YING YU HU DONG XUE XI XI LIE



◎《影视课堂互动英语》

原版的电影电视剧蕴涵着丰富的语言学习资源。

本教程旨在以原版的英文电影、电视剧为语言学习的平台，通过运用故事性兼趣味性强的影视剧情构建真实自然的英语语言环境和学习氛围，训练学生的语言听说基本功。

◎《互动式英语精听》

“听”是语言交际的重要方面。

本教程以听力方法（包括听力技巧和训练策略两方面）为主线，旨在进行实效性的互动式精听训练，培养学生良好的听力习惯，夯实听力基本功，并力图通过这样的训练模式使学生克服听力“瓶颈”，实现听力突破。





◎ 《新闻英语视听说(上)》



◎ 《新闻英语视听说(下)》

国外原版材料蕴涵着丰富的语言学习资源。

本套教程旨在通过输入大量的英美国家主流电视网直播的新闻听力材料,通过形式多样的、模拟真实交际情境的口语训练,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。

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	Animals as Tools	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	Can Gender Bias Be Conquered?	Men Are from Mars, Women Are from Venus	Women at Work	Tongue Twister
5	Towards Financial Independence	Are You Clear about Your Financial Goals?	Be Wise When Using Your Credit Cards	Managing Personal Finances	Register Usage (I)
6	Migration	Internal Migration	Desperate Journey	Friction on Immigration	Register Usage (II)
7	Environmental Concerns	Global Concerns	Pay the Price	Take Action	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	Ethics vs. Medical Wonders	Medical Wonders and Humanity	Magic Stem Cells	Is the Test Tube Baby Technology Ethical?	Making Small Talk (I)
10	Euthanasia	Break the Taboo	The Right to Die	Living Will	Making Small Talk (II)

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Unit One

When I Was a Child

I. Lead-in

Introductory Notes

Looking back, did you find your childhood enjoyable? Many of us feel nostalgia 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 on 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.

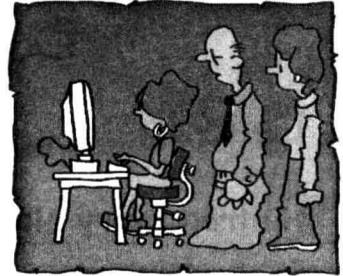
II. Listen and Speak



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?



"Your mother and I are not happy about your BLOG's criticism of our parenting skills."

Let's Practice!

▶▶ Task 1 Listening in (Dialogues)

Dialogue 1 — Homeschooling vs. Public Schooling

Background 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.

Directions: Listen to the arguments and opinions, and then complete the questions below.

(1) What are they arguing about?

(2) Why does the man insist on keeping his child at home? List at least four reasons.

(3) Why does the woman disagree with the man? What problems can arise?

(4) What does the man suggest to solve this problem?

(5) Does the woman change her mind in the end?

Dialogue 2 — Do We Nanny Our Kids Too Much?

Background Tip

(Nanny State)

Nanny state is a derogatory term that refers to state protectionism, economic interventionism, or regulatory policies, and the perception that these policies are becoming institutionalized as common practice. This term is primarily in use in the UK, Ireland, Australia, New Zealand, Canada, and the United States.

A Listen for the main idea

Directions: Listen to the arguments and opinions and complete the table below.

	The man	The woman
Opinion	We shouldn't nanny our children too much.	_____ are necessary.

(continued)

Arguments	(1) The government regulates everything our kids do, softening life's hard _____ and, softening us in the process.	(1) This is a modern, _____, often _____ world.
	(2) Life is often a _____ There are winners and losers, and there are hard knocks along the way.	(2) The man _____ a parent's worry for their kids.
	(3) Children won't be able to _____ problems in their life.	
	(4) We actually _____ the childhood experience in many ways, not allowing kids to experience _____ on some level, to experience the things that life will be about when you're an _____.	
Examples	(1) Embedding GPS chips in _____ _____, for example, to _____ _____ the little wonders, installing cameras on school buses to _____ _____, even making playgrounds super safe, _____ for goodness sakes.	(1) If kids have _____ with each other, they don't get a black eye. They get dead. They _____.
	(2) It's a culture where every teammate gets a _____.	(2) The woman has two children. To have a child means you will have your heart go _____ _____ your body forever.
	(3) Florida elementary schools say there is so much _____, students need yoga.	
	(4) Dodge ball is deemed too _____ and tag is _____ on playgrounds in Massachusetts and Colorado.	

B Listen for details**Directions: Listen again and answer the following questions.**

(1) Do they reach an agreement?

- (2) What does it mean by saying “we nanny our children too much”? Cite some statements from the dialogue that give you some hints to understand it.

Language hints:

▶▶ Task 2 Speaking out

Role-play

Directions: Make up short conversations based on the following roles and situations. Try to use the expressions offered.

Situation 1

Role A: You used to be homeschooled before you went to college. You run into a friend on campus. He/She is very curious about the education you have received as a child. Try to explain and answer his/her questions.

Role B: You met a friend today. You were surprised to find that his/her experience of homeschooling is totally different from your experience of formal schooling. You want to learn more about homeschooling from him/her.