

E N G L I S H



英语

李惠胤 编著

上海教育出版社

新视点



(下册)

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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,使他们在将来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,为我校二年级大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性的话题,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,而且大多都是热点话题,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,小部分是本校老师的录音和音乐。

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,老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,对材料进行取舍,合理安排教学内容,其他部分由学生自主学习。

本书由李惠胤编著和统稿,吴霞辉、陈炜、徐里居、王斌华分别负责了各主题的编写。

各主题编写分工为:

Globalization: 吴霞辉主要编写, 李惠胤参编。

Singles and Couples: 李惠胤主要编写, 董金伟、陈水玲、彭娜参编。

Public Health: 徐里居主要编写, 黄海璇、王斐参编。

Technology: 陈炜主要编写, 胡青球、吴志春参编。

People and Life: 王斌华主要编写, 卢红梅、李静参编。

四、本教材的读者对象

本教材适合于大学英语专业、非英语专业二年级学生学习使用, 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。本书的编写还得到了广东外语外贸大学加拿大籍教师 Douglas Roy 的悉心指导, 广东外语外贸大学英语教育学院王斐、张艺琼、赵红辉等老师承担了本书的校对工作, 上海教育出版社南钢博士对本书的出版给予了大力支持, 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。

李惠胤

2005 年 11 月于白云山下

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Globalization



Unit One

Understanding Globalization

I . Warming-up :

1. Brainstorming :

Spend a few minutes working with your partner to talk about your understanding of globalization. And then discuss with your partner how you interpret the following cartoons/pictures.

Picture one:

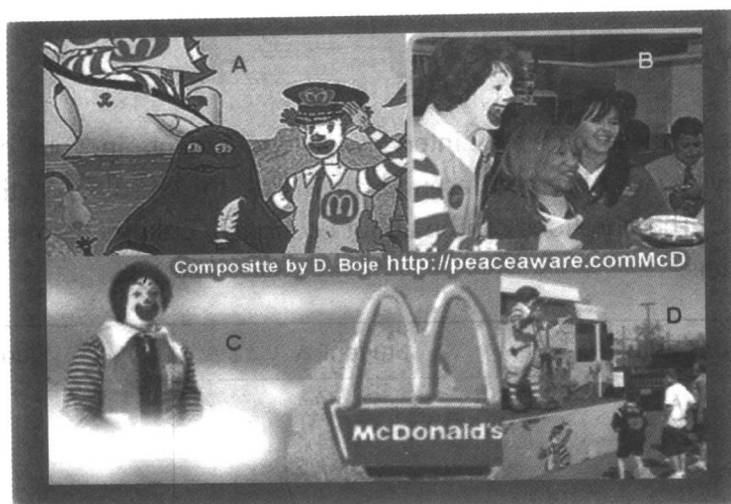


Picture two:



"You should check your e-mails more often. I fired you over three weeks ago."

Picture three:



Picture four:



2. Activity:

After looking at these pictures, interview a few students in your class about the changes they have observed around them as the results of the process of globalization. The questions can be about economy, culture, communications and personal beliefs.

Questions asked	Student A	Student B
1)		
2)		
3)		
4)		

II . Vocabulary Exercises :

Do you know the following terms in globalization?

- () 1. protectionism a. to relegate or confine to a lower or outer limit or edge, as of social standing
- () 2. subsidy b. a company or corporation operating in more than two countries
- () 3. dumping c. the integration of cultures and beliefs through internationalization of trade, communications, and migration
- () 4. multinational d. monetary assistance granted by a government to a person or group in support of an enterprise regarded

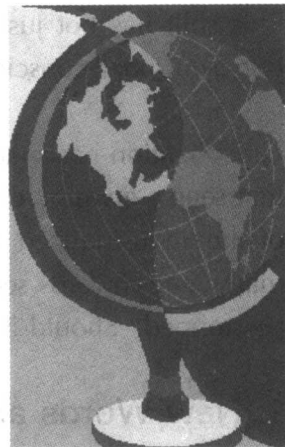
- as being in the public interest
- () 5. marginalize e. the policy of imposing tariffs or quotas on imports in order to protect home industries from overseas competition
- () 6. globalization f. selling (goods or stock, for example) on the market in large quantities and at a low price

III. Reading:

A General View of Globalization

By Douglas Roy

The world of order, tradition and **predictability** has died. In its place, a **hurricane** of change is sweeping our planet. This hurricane is named “globalization”, and is **comprised** of the forces of economics, culture, communications and personal beliefs. They are winds that threaten to wipe out **diversity** across the planet. Indeed, they are changes that could wipe out humanity itself.



The economic winds, fueled by the **trinity** of expansion, growth and development, provide the hope of increased income for the world's poor, but serve largely to **enhance** the wealth of multinational corporations whose offices and **headquarters** are in the West. In **pursuit** of profit, they threaten our environment, destroy our cultures, and **enslave** the workers of the Third World, a world where unions and labor laws are unknown.

As a **byproduct**, the increased worldwide production has produced a catalog of planet change that threaten our **species'** very existence—air and water pollution, atmospheric change, climate change, nuclear waste, **deforestation**—the list seems endless.

The industrial push of the Western corporations and the ethic that **propels**

Capitalism has **infiltrated** cultures worldwide. The names McDonald's, Coca Cola, Hollywood, Nike, KFC, Yao Ming are recognized **commodities** in nearly every corner of the planet. Western products, western thinking, and western values are being **transmitted** by means of entertainment, sports, employment, education and communications.

A major contributor to this change is the world of communications. Television brought the world together and showed us that in many ways we are all the same. The Internet has given humanity the opportunity to talk to one another. Greater understanding is one byproduct; the expansion of the English language is another. While much of the world is still without Internet or computer, those who are "plugged in" now have the ability to meet, do business, fall in love, or simply communicate with strangers around the world. It makes us more understanding of our fellow humans because it has caused a shift in the way we view our world. This shift has not just changed national or corporate structures, but has changed our own inner consciousness and **identity**.

Globalization has made our world less predictable, less set in its ways, a world that seems **erratic**, **dislocated** and out of control. But it offers to spread the fruits of the industrialized world, promising a Mercedes Benz for every garage. To many, the rewards seem **irresistible**. Globalization is like a runaway train. Can it be stopped? Should it be stopped?

1. New Words and Expressions:

predictability
hurricane
be comprised of
diversity
trinity
enhance
headquarter
pursuit
enslave
byproduct
species

deforestation
infiltrate
propel
commodity
transmit
identity
erratic
dislocate
irresistible

2. Exercises for Comprehension:

- 1) Find out the metaphors in this article and tell each other the functions of these metaphors.
- 2) It is mentioned in the article that globalization also causes bad effect to environment. Could you give some specific examples to illustrate this point?
- 3) According to the author, globalization makes our world less predictable and more erratic. Do you agree?
- 4) In the end, two questions have been raised: "Can it be stopped? Should it be stopped?" What's your answer?

IV. Listening and Watching: The World Bank View

1. New Words and Expressions:

buzzword	millennium	integrate	unprecedented	life expectancy
the haves and the have-nots	reverse	slash	subsidy	in the wake of

2. Gap-filling:

- 1) The issue of globalization is not one of whether you have it or you don't have it. Globalization is here to _____ and it's been _____ for a millennium. There are those who benefit and those who don't benefit. Our task is to make globalization benefit the _____, wherever they are.
- 2) Recent research by the World Bank shows that if _____ increase their _____ into the world economy, they can achieve _____, longer life expectancy and better schooling, whereas _____ the door to globalization can widen the _____ between the haves and the have-nots.
- 3) And so the issue is not to _____ globalization. The issue is to _____ that the benefits of globalization are passed to all people on our planet.
- 4) To achieve this, _____ must be prepared to open up their markets and slash agricultural subsidies so that developing country exports can _____. At the same time, more _____ is needed, specifically for education and health, since neglect of these essentials only _____ between the rich and the poor.

V. Discussion:

After reading and listening to the materials about globalization, what opportunities and challenges do you think globalization brings to you as college students? And what should we do to face globalization?

Unit Two

English and Local Cultures

I . Warming-up :

Share with your partner your English learning experience. How long have you been learning English? How much time do you devote to English learning? What do you think you have got, lost or changed after learning English? Use examples to illustrate your points.

II . Reading :

The following passage is about learning English in China.



I work for Pearson Education, the largest English language publisher in the world. I have been to Shanghai to bring English teaching software to mainland China. My opinions may be **biased**, but I feel strongly that:

You can learn other languages without losing your culture. China has been around a long time and the culture has remained **intact**. I think people confuse American cultural **invasion** with the fact that people everywhere want **prosperity**; they want cars, nice homes, and good life. Having more prosperity is not an import of America. We have a developed country and we have all these things. For hundreds of years Europe was the **envy** and Britain was the ideal, before that it was France.

English is not the world language because of America. Britain established English in