

Learning English: An Audio-Visual and Speaking Course of Ecology

生态英语

视听说 教程

张弛 主编



中国矿业大学出版社

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本书系江苏省高等教育教改研究立项课题“生态特色英语专业视听说课程教学模式创新及学习方式改革的研究”成果(项目编号:2013JSJG486)

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内 容 简 介

为了探索并构建和谐发展的生态化英语视听说课堂,以期实现视听说课堂生态系统的可持续发展,改善教学效果,突出学生的主体性地位,本教程以生态哲学、生态教育学与生态语言学为指导,力求通过生态知识相关的选材控制与任务设计,为英语学习者提供一套反映时代特点、真实再现当代生态危机、便于课堂教学与自主学习的教材。本教材具有如下特点:其一,主题新颖,内容多样,还原真实的生态危机。其二,结构合理,多技能综合训练,便于教师因材施教。其三,语言真实,题型丰富,有效提升学习者英语技能。《生态英语视听说教程》共有 10 个单元,每个单元授课课时为 4~6 课时,适用于英语专业三、四年级的视听说课程教学。

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前 言

在涉及视听说教学这一话题时,不少人将之与传统的听力教学混为一谈。不可否认,听力技能在英语日常交际中占有十分重要的地位。研究表明,倾听在成年人日常交际行为中占据40%~50%的比重。然而,传统视听说课堂对听力技能的训练过于重视,导致学生普遍缺乏理性思考能力与口语表达能力,进而影响了语言交际功能的实现。南京林业大学外国语学院英语系于2013年新增了生态英语专业方向,旨在充分利用学校生态学科在教学、科研、实验条件等方面的突出优势,打造具有生态特色的英语专业人才培养模式,培养以通识型人才为基础、具有国际视野与生态理念的复合型英语人才。以此为契机,编者主持了江苏省高等教育教改研究立项课题“生态特色英语专业视听说课程教学模式创新及学习方式改革的研究”(项目编号:2013JSJG486),并基于生态英语专业方向开设了生态英语视听说课程,以生态学理论为基础,结合当前高等教育与专业英语教学的发展实际,试图通过对英语视听说课堂教学模式的研究与创新,形成生态化的专业英语教学理念。

从生态学的视角来看,课堂是一种微观生态环境系统,构成课堂的教室环境、教学事件、师生关系等都被视为参与其中的生态因子。综合南京林业大学特有的生态教育氛围,结合英语专业教学中所面临的问题,编者将生态特色的视听说课堂理解为一种运用生态哲学与教育生态学理念,实施以人文与自然生态知识为教学内容的教学策略。为了探索并构建和谐发展的生态化英语视听说课堂,以期实现视听说课堂生态系统的可持续发展,改善教学效果,突出学生的主体性地位,本教程以生态哲学、生态教育学与生态语言学为指导,力求通过生态知识相关的选材控制与任务设计,为英语学习者提供一套反映时代特点、真实再现当代生态危机、便于课堂教学与自主学习的教材。

具体而言,《生态英语视听说教程》具有如下特点:

其一,主题新颖,内容多样,还原真实的生态危机。《生态英语视听说教程》的选材以生态知识为出发点,全面覆盖自然生态与人文生态两大领域,涉及生态危机下人类与其他物种共处的各个方面。在学习过程中,学生们面对的并不是脱离生活的语言,而是与生活息息相关的鲜活题材。

其二,结构合理,多技能综合训练,便于教师因材施教。《生态英语视听说教

程》不仅安排了传统的“视”、“听”、“说”三大训练项目,还加入了“口译”与“笔译”的训练项目,以应对当前对翻译人才的需求。每一单元由 Warming Up, Extensive Listening, Intensive Listening, Challenging Material, Knowledge Expansion 五阶段任务组成,在难度上循序渐进,为教师与学习者提供了由浅入深、灵活多变的技能训练安排。在“Warming Up”阶段,学生可以通过阅读 Background Information 这一模块获得一定的背景输入,而后利用自己既有的知识体系与新近获取的信息进行 Group Discussion 这一模块中的问题讨论。此阶段的教学任务还可带领学习者迅速熟悉本单元主题。“Extensive Listening”、“Intensive Listening”与“Challenging Material”的任务设置为传统的视听任务。“Extensive Listening”部分选取 1 篇长度为 2~3 分钟的新闻或访谈片段,要求学生把握语篇大意,完成客观题型;“Intensive Listening”部分选取 2~3 篇近年来的世界主流媒体新闻报道,要求学生掌握细节信息,完成主观题型;“Challenging Material”部分选取 1 篇“科学 60 秒”报道,该语篇语速相对较快,供学有余力的学生作为提高训练项目使用;“Knowledge Expansion”阶段安排了长篇 TED 演讲视频材料,该部分强调口语产出,安排了讨论模块与口译模块,要求学生在听取大量的信息后针对一系列问题展开小组讨论及辩论,并由小组发言人进行小结,确保学习者达到学以致用目的。

其三,语言真实,题型丰富,有效提升学习者英语技能。《生态英语视听说教程》选取的材料均来自国际主流媒体近年来的报道,其中提供给学习者的信息量远比传统的平面载体丰富、直观。教程题型丰富,融合了雅思、托福、中/高口译等其他一些英语水平测试的常用题型,并根据选材的具体内容与特点对各种题型进行了灵活设计与配对。

《生态英语视听说教程》共有 10 个单元,每个单元授课课时为 4~6 课时,适用于英语专业三、四年级的视听说课程教学。该教材同样适用于普通高校研究生英语课程及相当水平的英语学习者使用。为了方便教师课堂讲解与学生课外自学,编者在每项视听练习后用耳机图标标明了对应的音频名称,在个别模块中同时注明了节选视频的起止时间点。

本书中的小图片与讨论主题相关,同时为美化版式所用,均选自互联网,因难以与版权所者一一联系、致射,还望版权所有者的见谅。

《生态英语视听说教程》是编者在探索高校英语专业听力教学改革、构建动态发展的课堂生态平衡方面所作的一次大胆尝试,难免挂一漏万,诚请学界长辈和同人吝予批评指正。

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Unit 1

How Can We Define Ecology?



Part I Warming up

Background Information

Ecology is the scientific study of interactions among organisms and their environment, such as the interactions organisms have with each other and with their abiotic environment. Topics of interest to ecologists include the diversity, distribution, biomass, population of organisms, as well as competition between them within and among ecosystems.

Ecosystems are composed of dynamically interacting parts including organisms, the communities they make up, and the non-living components of their environment. Ecosystems sustain life-supporting functions and produce natural capital like biomass production, the regulation of climate, global biogeochemical cycles, water filtration, soil formation, erosion control, flood protection and many other natural features of scientific, historical, economic, or intrinsic value.

Group Discussion

Discuss the questions below in a group of four or five students. During

the discussion, one should act as the leader and lead the discussion. At the end of the discussion, the leader should summarize the group's discussion and present.

1. When/How did you first hear of ecology? What do you know about it?
2. Do you think ecology is in close relationship with our daily life? Please illustrate with detailed examples.
3. As a student of your major, what can you learn from ecology?

Part II Extensive Listening

Glossary

acre *n.* 英亩

charismatic *n.* 有魅力的

fauna *n.* 动物群

jargon *n.* 行话, 术语

mammal *n.* 哺乳动物

recycle *v.* 回收

sewage *n.* 污水

stewardship *v.* 管理工作

Proper Names


North Carolina 北卡罗来纳州(美国地名)



TODAY, we human beings are in the midst of a scientific revolution in our understanding of the earth and our relationship to it. What makes the earth so fascinating is that as we live here longer and longer, we are revealing how intimately life and the planet are connected.

Interview

What Does Ecology Mean to You?

- A. Listen to the interview once and pair up a number in List I with one or more alphabets in List II.  [U1-P2-A]

I	II
1. Rob Jackson	A. are the large, sexy mammals that people like to watch.
2. Ecosystem capital	B. is the director of the Global Change Center at Duke University.
3. Charismatic mega fauna	C. is that we don't do a good job of putting a value on the services that we get from nature.
4. One of the problems with our current economics	D. are the number of miles that food travels before ending up on your plate.
5. Food miles	E. is the value of what we get from natural system.
	F. might be an elk, a bear, a wildebeest in Africa, an elephant, or a polar bear.

1——() 2——() 3——() 4——() 5——()

B. Listen to the interview once and decide whether the following statements are true or false. Write T for true and F for false. 📍 [U1-P2-B]

[] In the interview, Rob Jackson puts great emphasis on how to protect wild animals such as elephants and polar bears.

[] Some years ago, New York City bought thousands of acres of land and used natural capital to cleanse water for the citizens, saving a lot of money.

[] Polar bear is a great example of charismatic mega fauna because these bears are pretty and are often the animals that provide the ecosystem that the human beings value most.

[] The purification of air and water and all the resources that people get from nature always go beyond their accounting system.

[] Rob Jackson believes that the lower the food miles the greater the environmental cost associated with the food.

C. Listen to the interview twice and note down the key words in the blanks. Then define the following terms. 📍 [U1-P2]

Notes:

1. the field of ecology

2. sustainability

Part III Intensive Listening

Glossary

dumpster *n.* 大型垃圾箱

fauna and flora 动植物

endemism *n.* 地方特殊性

insurgent *n.* 叛乱者

inventory *n.* 存货

poach *v.* 偷猎

solar panel 太阳能电池板

timber extraction 木材采集

Proper Names

STEM 美国政府 STEM 计划 (science, technology, engineering, mathematics)

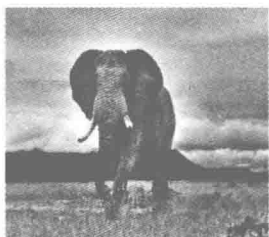
Gabon *n.* 加蓬

Madagascar *n.* 马达加斯加

Mozambique *n.* 莫桑比克

Togo *n.* 多哥


News Item 1



Protecting Africa's Elephants

WILDLIFE FACES threats from habitat destruction, pollution and other human actions. Although protecting wildlife can seem overwhelming at times, even small actions in your own neighborhood can help protect many different animals. As the saying goes, think globally and act locally. You can protect wildlife for future generations.

A. Listen to the news item once and answer the following questions briefly.

 [U1-P3-1]

1. What is a multi-billion dollar per year business?

2. When was trade in ivory banned?

3. What is one of the iconic wildlife species in Africa?

4. Several countries have crushed tons of confiscated ivory to send a powerful message. What are these countries?

5. What did Togolese authorities do in January 2014?

B. Listen to the news item once and fill in the blanks.  [U1-P3-1]

1. Organized crime's increasing involvement in _____ promotes _____, strengthens _____, destabilizes _____ and undermines _____ that depend on wildlife for _____.

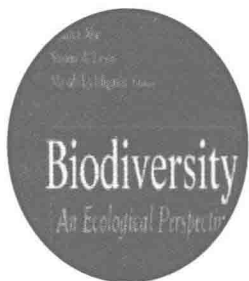
2. But the international community is fighting back. In late January, the _____ adopted two resolutions targeting countries that are _____ of poachers and traffickers, as well as _____, where demand for illicit wildlife is highest.

3. Individually and collectively, these are _____ of illegal ivory in West Africa's history. In _____, the Government of Togo arrested _____ Emile N'Bouke.

4. These efforts from Togo contribute to _____ against wildlife trafficking. The U. S. is committed to _____ African countries, such as Togo, to _____ this transnational threat.

News Item 2

Scientists' Study on Biodiversity



EUROPEAN and African scientists are embarking on two major expeditions to take stock of the biodiversity in little known areas of Mozambique and Madagascar. The projects focus on areas considered to be “biodiversity hotspots” that are also threatened by development.

A. Listen to the news item once and fill in each blank with one word only.

 [U1-P3-2-A]

The expeditions are being _____ by the National Museum of Natural History in Paris and Pro-Natura International, along with the International Union for Conservation of Nature. The first team is setting out in November, to _____ an inventory of fauna and flora in little-known areas of Mozambique.

Worldwide, scientists have only identified a small _____ of the millions of species they estimate are living on our planet. Taking these kinds of inventories is critical, they say, because _____ are disappearing. A _____ at London's Royal Botanic Gardens, Jonathan Timberlake, is a member of the research team going to Mozambique to focus on little-known coastal forest areas.

“These coastal forests have been looked at in quite a lot of _____ in ten years, particularly in Kenya and _____ in recent years and they show very high levels of diversity and also high levels of endemism—that is species that are only found in very _____ areas. And it has always been _____ these forests continue into Mozambique, but nobody has ever really looked at it.”

The project is being conducted in close _____ with Mozambican research institutes. Timberlake says taking stock of the country's _____ is critical because Mozambique is developing rapidly. Agriculture, timber _____, oil and gas exploration all pose threats to wildlife.

“If we are aware of what is there and which particular sites are most important, maybe the Mozambican government, to have shown interest in this, can help conserve these areas and allow development to go on in _____

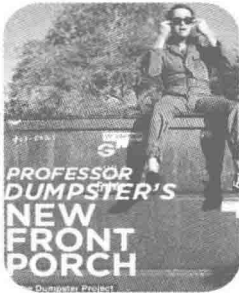
areas, but to allow some of the most special sites, the ones which are particularly rich or have particular species, which do not occur _____ Mozambique or in just limited areas across the border. They can help get these areas conserved. And _____ we are all going to benefit from that.”

B. Listen to the news item twice and dictate. 🎧 [U1-P3-2-B]



News Item 3

Dumpster Life US Project



A TEXAS college professor wanted to teach his students how people could live with much less than what the average American consumes, so he decided to set up living conditions for a year—on a rotating basis—for one person in a space of about three square meters. It’s in a metal dumpster that is typically meant for trash. His experiment is attracting a lot of attention.

A. Listen to the news item twice and answer the following questions in detail.

🎧 [U1-P3-A]

1. Why is Jeff Wilson an environment science professor known as “Professor Dumpster” and what do his research interests include?

2. What are the three phases of Wilson’s course?

3. How did Wilson's students react to his project?

4. What kind of perspective does Wilson expect his project to achieve?

B. Listen to the news item twice and translate each sentence into Chinese.

 [U1-P3-B1-3]

1.


2.

3.

Part IV Challenging Material

News Item

Biodiversity Survives Extinctions

A. Listen to the news item twice and complete the sentences with the missing information.  [U1-P4]

1. Species of birds, fish, mammals and plants are _____

_____—at least not yet.

2. A new look at ecosystems from the poles to the tropics shows _____

_____ of different species there.

B. Listen to the news item once and fill in each blank with a number.

🔊 [U1-P4]

1. We are living during what seem to be the opening stages of the _____ mass extinction in our planet's _____ year history.
2. The researchers analyzed _____ surveys that followed more than _____ different species over various lengths of time.
3. The meta-analysis showed that _____ of places had more species present, _____ had less and _____ were unchanged.

Part V Knowledge Expansion

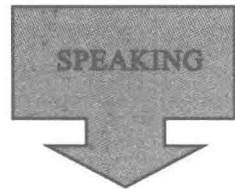
Lecture

Environment Guides Our Development



HUMAN GROWTH has strained the Earth's resources, but as Johan Rockstrom reminds us, our advances also give us the science to recognize this and change behavior. His research has found nine "planetary boundaries" that can guide us in protecting our planet's many overlapping ecosystems.

JOHAN ROCKSTROEM leads the Stockholm Resilience Centre, focusing on a new approach to sustainability: the capacity to use change and crisis to spur renewal and innovative thinking.




A. Group Discussion 🔊 [U1-P5]

Listen to the lecture given by Johan Rockstrom and discuss the questions below in a group of four or five students. During the discussion, one should act as the leader and lead the discussion. At the end of the discussion, the leader should summarize the group's discussion and present.

1. What are the four kinds of pressure we human beings have put on our planet?
2. Rockstrom says that "the majority of the environmental impacts on the

planet have been caused by the rich minority.” Do you agree or disagree? Please use specific examples to illustrate your point.

3. How does Rockstroem prove to the audience that people can do this transformative change?

B. Familiarize with the key words and watch the video clip twice. Then interpret the selected part into Chinese.  [U1-P5] [15:40-17:50]

Key Words

backcast *v.* 回测

collaborate *v.* 合作

feed-in tariff 固定价格

global scale 全球范围

incremental change 递增量

industrialization *n.* 工业化

laureate *n.* 得奖者

resilience *n.* 恢复力

subsidize *v.* 资助

Proper Name

Elinor Ostrom 埃莉诺·奥斯特罗姆

Notes:

Unit 2

What Is a Terrestrial Ecosystem?



Part I Warming up

Background Information

While many ecosystems exist on land and in the waters of the world, terrestrial ecosystems are those that are found only on land. The biotic, or living things found in an ecosystem, include various life forms, such as plants and animals. The abiotic, or non-living things found in an ecosystem, include the various land-forms and the climate. It is now generally accepted that there are six types of terrestrial ecosystems.

Taigas are cold-climate forests found in the northern latitudes. The tundra ecosystems of the world are found primarily north of the Arctic Circle. Deciduous forest ecosystems make up the eastern half of North America and a large portion of Europe. Tropical rain forest ecosystems have the greatest diversity of plants and animals of all the ecosystems. Grasslands are also known as plains and prairies. If you imagine the “Wild West” with tumbleweeds blowing across the plains and large herds of deer and buffalo, such as the prairies of

