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preparation
tasks

Reading the News



新闻英语阅读

〔美〕 Pete Sharma 编

INTERNATIONAL
Herald Tribune

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出版说明

本教程旨在提高学生阅读英文报刊的理解能力和语言技巧,包括在阅读、听力及词汇等方面的技能,并通过对英文报刊知识特征的介绍和分析,培养他们对时事的兴趣。

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本教程共选用 24 篇《国际先驱论坛报》上的真实新闻报道作为课文,根据主题共分为六大单元:新闻与特写、言论、商业、生活、艺术与娱乐、科技与健康。选材长度和难度适中,语言准确地道,课文各具特色。每篇课文都配有大量阅读练习及辅助理解材料,包括 PRE-READING TASKS, READING FOCUS, COMPREHENSION WORK, VOCABULARY WORK, EXAM PREPARATION TASKS 和 DISCUSSION PROMPTS 等项。其中“聚焦报纸”(Focus on the newspaper)是专门介绍英语新闻文体特色的段落和练习。另一大亮点是专为参加托福、托业及雅思考试(TOEFL/ TOEIC/ IELTS)的学生提供了标准化样式的练习。

此次出版我们将原版的学生用书、教师用书合为一本书,并根据我国读者的需要添加了词汇表部分。

我们在出版时未对课文和练习做出任何改动,保留了课文中个别难词的注释,以满足读者接触原汁原味的英文原版教材的需求。同时,为了便于阅读和学习,郭丽萍老师在全书最后加注了课文中出现的生词、难词,配有中英文解释,词后标出了课文出处(按照目录中课文的编号,重复出现即不再标注)。

本教程可供英语专业二、三年级学生作为英语报刊阅读教程或泛读辅助教程,也可供新闻传媒专业的学生作为专业英语教程及其他完成基础阶段学习的非英语学生作为提高阅读水平的教程。参加 TOEFL, TOEIC 和 IELTS 等各类考试的考生也可选用。

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NEWS AND FEATURES

1 > NEWS

People primarily read the newspaper for . . . news! News can be a *breaking* story, where the facts are changing moment by moment, or it can involve a recent event in a long-running story, where it is important for the reader to know the background. With *hard* news the most important factor is that it is read today—we rarely pick up yesterday’s newspapers to read about current news.

Think about an article you have read in the newspaper recently. Why was it in the news? Was it a breaking or long-running story? How important and significant was it?

2 > UNDERSTANDING NEWS ARTICLES

2a News stories answer the following questions:

- What happened?
- When did it happen?
- Who was involved?
- Where did it happen?
- Why / how did it happen?

These questions are answered briefly in the first or second paragraph of the article, as the purpose of the article is to elaborate on the answers.

2b Using the IHT Web site.

Go to the *International Herald Tribune* (IHT) Web site at www.ihrt.com and find a news story that interests you. Complete the following grid.

Story headline	
What	
When	
Who	
Where	
Why / how	

3 > FEATURES

Feature articles are less “time-dependent.” In other words, they are not so tied to an exact moment in time, but address contemporary areas of interest to the reader.

Before reading a feature, it is useful to ask yourself what you know about the subject. In doing so, you will do the following:

- Predict vocabulary which may occur in the article; this can help reduce the “processing load”—the amount of new information you need to cover in order to understand the text.
- Think about how much you know about the background to the story. If you know very little, you will look for this information in the article. If you know a lot, you might *skim* over parts of the text which provide readers with this information.
- Identify questions you want the text to answer; this will give you a “reason for reading” the text.

4 > UNDERSTANDING FEATURE ARTICLES

The purpose of a headline is to get the reader’s attention. A good headline should make the reader curious and provoke interest in the article.

4a Look at the two headlines below, taken from the four articles in this section. What do you think each article is about?

- A hunger for English lessons
- As smoke clears, tobacco maker opens lounge

4b Here are some useful questions you can ask yourself before reading the articles in this section. Add more points before reading the articles.

	BACKGROUND NOTES	QUESTIONS
A hunger for English lessons	English lessons are popular / expensive in my country. It can be nerve-wracking speaking English in front of native speakers.	Why are people “hungry” to learn English?
As smoke clears, tobacco maker opens lounge	More and more countries are banning cigarette smoking in public places	Which tobacco company? What “lounge” is opened, and why?

4c Look at the other two articles used in this section. With a partner, discuss what you think the article will be about.

4d With a partner, predict what vocabulary you might need for all four articles.

A hunger for English lessons

> PRE-READING TASKS

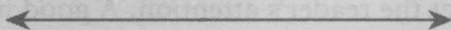
- 1 **Focus on language learning.** Which expressions reflect best your own experience of learning English? Compare your answer with a partner.

memorization of vocabulary lists
reading texts
fluency and conversation classes
having a native-speaking teacher

learning grammar rules
watching videos and listening to cassettes
meeting with English-speaking people
having a non-native-speaking teacher

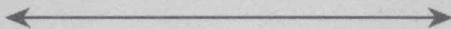
- 2 **When you learn to speak English, which is more important?** Put an X on the line at the position which best reflects your view. Compare and discuss your answer with a partner.

SPEAKING ACCURATELY



SPEAKING FLUENTLY

TARGET LANGUAGE ONLY



USE OF YOUR NATIVE
LANGUAGE IN CLASS
ALLOWED

- 3 **The language of business.** Define the following words.

competitiveness

natural resources

exports (n)

corporate giants

> READING FOCUS

Focus on the newspaper: COMPARING AND CONTRASTING

Newspaper articles are “cohesive.” This means the text flows logically—it is not a series of statements written one after the other. Among the most important cohesive devices are “connectors.” Some of these are for making comparisons, or for contrasting two different situations.

- 1a **Study the list of contrasting connectors.** What purpose does each connector have?

Although

Nevertheless

However

On the one hand... on the other hand

Despite the fact that

In spite of

- 1b **Find the connectors in paragraphs 9, 10, 11 and 13 and underline them.** Consider why they are being used and what is being contrasted in each case.

A hunger for English lessons

By Choe Sang-Hun

¹ Kim Hyo Jin, a timid junior high school student, stood before her American teacher fidgeting. The smiling teacher held up a green pepper and asked in clear, enunciated English: "What is this?"

² "Peemang!" the South Korean teenager blurted out, then covered her mouth with a hand as if to stop—too late—the Korean word that had left her mouth.

³ Mortified, she tried again. Without looking the teacher in the eye, she held both her hands out and asked, this time in English: "May I have green pepper?"

⁴ Kim took the vegetable with a bow, and darted back to her giggling classmates—beaming and feeling relieved that she had successfully taken a small first step toward demolishing what South Koreans consider one of their biggest weaknesses in global competitiveness: the fear of speaking in English to Westerners.

⁵ Kim was among 300 junior high school students going through a weeklong training in this new "English Village." Built a few kilometers from the western border with North Korea, the government-subsidized language camp is, at 280,000 square meters, or 3 million square feet, the largest of its kind in the world, officials say.

⁶ The complex—where the motto is, "We produce global Koreans!"—looks like a minitown scooped up from a European country and transplanted into this South Korean countryside dotted with pine groves, rice paddies and military barbed-wire fences. It has its own immigration office, city hall, bookstore, cafeteria, gym, a main street with Western storefronts, police officers and a live-in population of 160 native English speakers. All signs are in English, the only language allowed.

⁷ Here, on a six-day immersion course that charges students 80,000 won, or \$82, apiece, pupils check in to a hotel, shop, take cooking lessons and make music videos—all in English. There are language cops around, punishing students speaking Korean with a fine in the village currency or red dots on their village passports. To relieve the stress, the authorities do permit students to speak their native tongue a few times during their stay, usually at meal-times.

⁸ Across South Korea, the English Villages are sprouting up. Ten are already operating, with more on the way. They represent the latest big push in South Korean parents' multibillion-dollar-a-year campaign to give their children a leg up in conquering English skills.



⁹ Despite the fact that South Korea has very few natural resources, it realized early on that it must push exports and produce high-quality work forces. Education is an obsession. Mastering English is a nationwide quest from kids to office minions in corporate giants like Samsung and Hyundai.

¹⁰ "It's funny because Koreans know English," said Jeffrey Jones, former president of the American Chamber of Commerce in Korea who heads the Paju complex. "They can read, probably better than I can. However, they have trouble speaking."

¹¹ Although they spend a lot of time learning English, when many Koreans see a Westerner coming their way on the street, they detour or run away.

¹² South Korea has become one of the most aggressive countries in Asia at teaching English to its citizens. Outside the school system, parents are paying an estimated 10 trillion won a year to help their children learn English at home or abroad.

¹³ Nevertheless many college graduates falter in chats with native speakers. South Korean officials are often accused of grouping together in international conferences, afraid to mix with native English speakers. That, linguists say, is a result of a national school system that traditionally stresses reading and rote memorization of English grammar and vocabulary at the expense of conversation.

¹⁴ In Korea University of Seoul, 30 percent of all classes are now in English. Speaking English with a native accent has become a status symbol.

> COMPREHENSION WORK

Read the complete article and answer the questions below.

- 1. What problem did Kim Hyo Jin have?
- 2. Who funds the English village?
- 3. Why is Korea so “aggressive” when it comes to encouraging students to speak English?
- 4. What happens in the English village if students speak Korean?
- 5. What do Korean delegates usually do at international conferences?

> VOCABULARY WORK

LEARNING TIP: Writers often use colorful verbs to enrich and enliven an article. Usually these verbs have a more easy-to-understand equivalent, or synonym. Recognizing these words can expand your receptive vocabulary, and help you to enjoy the article more.

1a Focus on verbs. Match the verbs in the first box with a corresponding verb in the second box which has a similar meaning. What is the difference between the verbs?

- sprout up
- enunciate
- chat
- dart back
- giggle
- beam
- blurt out
- falter
- demolish
- feel relieved
- run away

- knock down
- pronounce
- feel pleased
- talk
- smile
- flee
- return
- grew up
- laugh
- say
- stumble

1b Complete the sentences with a word from Exercise 1a. You may need to change the form of the verb.

- 1. She was a great athlete but she _____ at the last hurdle and fell.
- 2. What a fool! He got drunk and just _____ the secret!
- 3. He hated living with his new foster parents and he _____ from home.
- 4. He spends all evening _____ on MSN Messenger.
- 5. They finally _____ that old warehouse on Silver Street—it just had to go!

> EXAM PREPARATION TASKS

- 1 **Look at the passage again.** Match the article's sub-headings below with the appropriate paragraphs from the article. One sub-heading will not be used.

- | | |
|---------------------------|----------------------------------------|
| _____ 1. paragraphs 1–5 | A. English Villages |
| _____ 2. paragraphs 6–8 | B. Importing Foreigners |
| _____ 3. paragraphs 9–12 | C. Identifying the Root of the Problem |
| _____ 4. paragraphs 13–14 | D. Afraid to Speak English |
| | E. An Obsession with Speaking English |

- 2 **Look at the squares in the paragraphs below.** Circle the square that indicates the best place to add the **bolded** sentence.

1. They are from many different English-speaking countries so no one accent is dominant.

■ The complex—where the motto is, “We produce global Koreans!”—looks like a minitown scooped up from a European country and transplanted into this South Korean countryside dotted with pine groves, rice paddies and military barbed-wire fences. ■ It has its own immigration office, city hall, bookstore, cafeteria, gym, a main street with Western storefronts, police officers and a live-in population of 160 native English speakers. ■ All signs are in English, the only language allowed. ■

2. The English language business is booming.

■ Across South Korea, the English Villages are sprouting up. ■ Ten are already operating, with more on the way. ■ They represent the latest big push in South Korean parents' multibillion-dollar-a-year campaign to give their children a leg up in conquering English skills. ■

3. The Korean government spends millions on English education.

■ Nevertheless many college graduates falter in chats with native speakers. ■ South Korean officials are often accused of grouping together in international conferences, afraid to mix with native English speakers. ■ That, linguists say, is a result of a national school system that traditionally stresses reading and rote memorization of English grammar and vocabulary at the expense of conversation. ■

> DISCUSSION PROMPTS

1. In your opinion, will English remain the most important global language?
2. Re-read the description of the English village. Would you like to study there? Why / why not?
3. What is the most effective way of learning a language?

Have foreign MBA, will travel in Chinese business

> PRE-READING TASKS

1 Which of the following business terms and concepts are you familiar with? Explain them to a partner.

MBA program	a business school	a state-owned enterprise
an entrepreneur	management consulting	a multinational company
recruiter	supply and demand	business network

2 How important do you think English is to become a successful business executive? Which of the following statements do you agree with most?

- 1. It's not important. Many successful executives only deal with their local market.
- 2. It's important. Many business concepts are developed in the US, and training is in English.
- 3. It's very important. Successful executives today work in a global environment.

> READING FOCUS

Focus on the newspaper: THE FIVE W'S

A good way to approach an article and extract the key information is to ask yourself the five Wh-questions: *What? Where? When? Why? Who?* This key information can usually be found in the first and second paragraphs of an article.

1 Read the article and complete the missing information below.

What happened?	
Where?	
When?	
Why?	
Who?	Hellmut Schütte: Steve Mullinjer: Jevan Soo:

2 Which paragraphs did you find this information in?

Have foreign MBA, will travel in Chinese business

By Sonia Kolesnikov

Insead, one of the top European business schools, based in Fontainebleau, near Paris, opened an Asian campus in Singapore several years ago. This autumn, if all goes according to plan, it will take an additional step into the Asian market, with the introduction of an executive MBA program in China, offered jointly with Tsinghua University, of Beijing.

"The Chinese believe very strongly that China is unique and therefore they should learn something on China in China," Hellmut Schütte, the dean of the Singapore campus, said in an interview.

"That is understandable," he continued. "American business schools are dominating the field with their way of business thinking, which is all very interesting but is not always applicable back in China's state-owned enterprises. But at the same time, students appreciate they need to learn about global practice. This is why many local schools are now offering joint programs with international business schools. Students can get the best of both worlds."

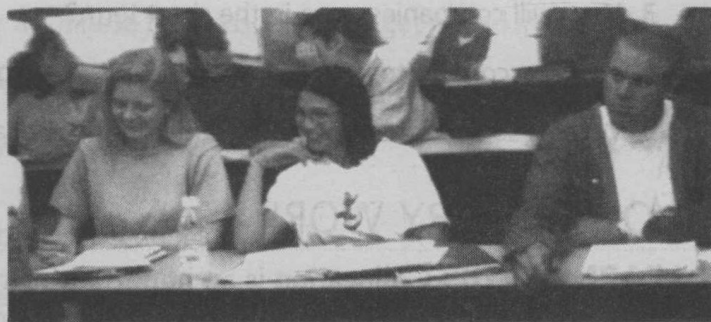
The program may make life easier for Steve Mullinjer, a recruiter in Shanghai for Heidrick & Struggles, an international executive search firm based in Chicago. "Foreign-trained executives that can prove they can adapt their learned skill sets to the local market are in rare supply, but in great demand," Mullinjer said.

MBA-holders with international exposure are increasingly in demand in China, a country that has created plenty of successful, self-taught entrepreneurs, but few with much experience of Western-style best-management practices.

As Chinese companies face increasing international competition in their own backyard, while simultaneously taking on the outside world, the limitations of their senior executives' understanding of Western practices can often weigh them down.

A few years ago, many Chinese executives would have jumped at the opportunity to study abroad, but now they are hesitant to leave, for fear that they will not only lose touch with the country's fast evolving economic realities, but also lose precious business contacts and networks.

The management consulting firm McKinsey estimates that Chinese companies, given the global aspirations that many nurture, will need 75,000 leaders who can work effectively in global environments over the next 10 to 15



years, compared with the 3,000 to 5,000 that they have now.

⁹ "When you add on top of that the hiring needs of multinationals doing business in China, you can imagine the vast demand for executive talent in the country," said Jevan Soo, McKinsey's manager of Asia-Pacific recruiting, in Shanghai.

¹⁰ In the short-term, companies are coping through a variety of mechanisms, including continuing to bring both Chinese and non-Chinese expatriates from overseas, and developing local hires from entry-level positions to managerial roles.

¹¹ "However, the long-term solution will require a shift in the Chinese education system to increasingly emphasize the practical skills and the English language skills that global companies require," Soo said.

¹² Foreign universities have been quick to pick up on the trend, and in the last couple of years joint-executive education programs have flourished.

¹³ Insead's intended partner in its executive MBA program, Tsinghua, one of the top Chinese universities, already offers an international MBA program in collaboration with the Massachusetts Institute of Technology's Sloan School of Management. Graduates of the program earn a Tsinghua MBA and a Sloan certificate.

¹⁴ But, Schütte said, the Insead-Tsinghua qualification would be the first dual-degree executive MBA offered by top international and Chinese business schools in China.

¹⁵ "Most multinational firms are still hiring in relatively small numbers at Chinese MBA schools as compared to their hiring levels at U.S. and European MBA schools," Soo, of McKinsey, said. "However, it is only a matter of time before Chinese schools close this gap."

> COMPREHENSION WORK

Read the article and answer the questions below.

- 1. What was Insead's previous involvement in Asia?
- 2. Do you agree with the view expressed by the dean of the Singapore campus?
- 3. How will companies cope in the short term?
- 4. What, according to the article, will need to change in the long term?
- 5. What is so special about the Insead-Tsinghua collaboration?

> VOCABULARY WORK

LEARNING TIP: Collocation is an important feature of English. Collocation is the way words combine with other words to form strong and frequent “word partnerships.”

1 **Focus on collocations.** Create a word partnership from the article, using the words in the box below.

firms	market	demand	practices	environment	program	practice
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- 1. joint _____
- 2. Western _____
- 3. multinational _____
- 4. local _____
- 5. vast _____
- 6. global _____

2 **Complete the sentences below with a phrase or collocation from Exercise 1 above.**

- 1. There is a _____ for executives who have local and international experience.
- 2. It's a small shop that sells specialty items for the _____.
- 3. McDonald's is, arguably, the most famous example of a successful _____.
- 4. Japan and Korea have a _____ for engineering students of either country.
- 5. We can no longer think of producing goods for a local economy. In today's world, we must always think about how our products will sell in a _____.
- 6. Chinese business students like going to Harvard in order to learn about _____.