



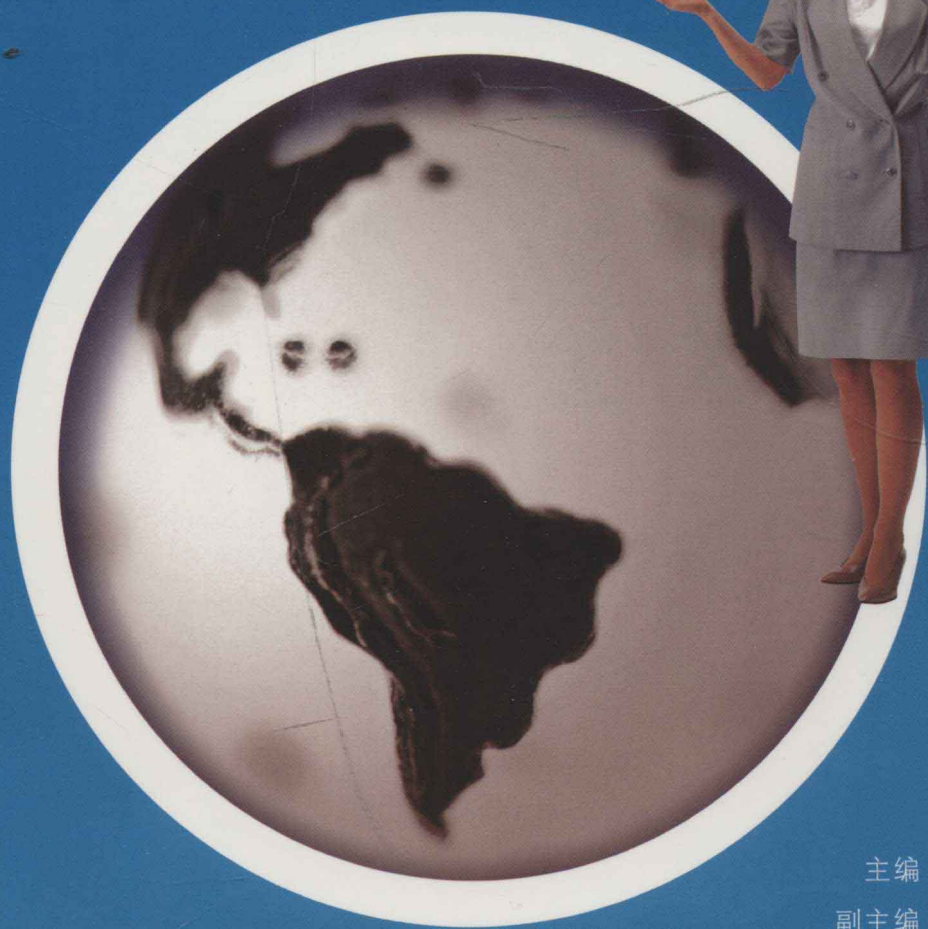
商务英语

综合教程

4

BUSINESS ENGLISH: AN INTEGRATED COURSE

教师用书 Teacher's Book



主编 王立非

副主编 许德金 陈俐丽

本册主编 杨颖莉

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前 言

到2010年为止,教育部已批准了15所高等院校开办商务英语本科专业,《高等学校商务英语专业本科教学要求》(试行)也编写完成,即将问世,商务英语专业作为我国高等外语教育教学改革的一个全新的探索,已走上了符合学科规律的健康发展轨道。作为一个新专业的建设,教材建设是关键,而其中的综合教程又更为重要,代表着一个专业的水平和质量。《商务英语综合教程》(以下简称《综合教程》)就是在这样一个背景下诞生的,它是商务英语专业第一套按商务英语专业教学要求编写的教材,本套教材由对外经济贸易大学和上海外语教育出版社共同策划,全力打造。

教材以现代语言教育理论和教材设计理论为指导,结合商务英语语言和教学的特点,将多年的商务英语教学实践应用到教材编写中。《综合教程》1-4册专为商务英语专业本科一、二年级编写,可供商务英语专业学生、财经类院校本科生、其他各类经管商务类学生使用,也可作为社会各类商务英语读者学习商务英语的教材。

一、编写思路与特色

- ◆ 体现《教学要求》的培养目标,着重打牢语言基本功,商务专业素质与人文素养并重。编排和选材不仅注重学生正确世界观和道德观的形成,而且注重思维能力、创新能力和自主学习能力的培养。
- ◆ 强调语言、文化与商务三者的有机融合,语言技能、商务知识、文化知识按比例分配,培养学生的跨文化交际能力;兼顾同其他商务英语技能课程和商务专业课程的衔接。
- ◆ 每单元紧扣社会热点话题,选择不同难度和文体的课文,兼顾语言学习、商务通识、外国文化、中国文化;课文长短适中、语言精练,思想内涵深刻,语言可读性强,充分反映经济全球化时代的特点。
- ◆ 贯彻任务教学法,设计丰富多彩的学习任务,训练学生的交际能力和合作学习能力,符合当代外语教学思想和方法的发展趋势。
- ◆ 突出多媒体技术的应用,提供丰富的相关视频材料,加大语言学习的趣味性和输入的有效性,能调动学生课堂参与的积极性。

二、教材结构与使用建议

本套教材共分4册,包括学生用书、教师手册和多媒体光盘。每册共8个单元,每单元建议教学课时为5-6小时,每个单元围绕一个话题,三篇课文和配套视频资料相互联系又各有侧重,教师可以重点讲解一篇文章,引导学生阅读其余两篇课文,完成相应的练习。1-4册中的语言、商务、文化按比例合理分配,第1册比例为语言70%,商务与文化30%;第2册比例为语言60%,商务与文化40%;第3册比例为语言50%,商务与文化50%;第4册比例为语言40%,商务与文化60%。第4册每单元的大体结构如下:第1部分:激活准备(词汇、内容、知识),第2部分:课文I(阅读理解练习),第3部分:课文II(阅读理解练习),第4部分:课文III(问题讨论与词组练习),第5部分:语言训练(学习技能、写作技能、案例分析、视听练习)。

本套教材由国内知名的外语教学专家主编,长期从事商务英语基础教学的教授和博士参与编写,英美语言专家审校,教材编写得到上海外语教育出版社领导和编辑的大力支持,在此表示衷心感谢。

编者

2010年3月

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UNIT 1

Media: Fact or Fable

Map of the Unit

Theme:	Understanding how media works in the western world
Skills:	Reading: reading for general ideas, specific information, implied meaning Listening: listening for the gist, listening for specific information, listening and note-taking Speaking: discussion, survey, presentation skills Writing: book review Business-oriented skills: case study, research Study skills: how to distinguish between argumentative and expository essays
Notion:	Mainstream media, mass media, elite media, power play
Function:	Expressing opinions, describing the issue(s), making analysis
Task:	Using the ideas from the texts to conduct a survey on the forms of media university students are most frequently exposed to, their primary sources for information, and their preferred channels to watch movies and why.
Objectives:	By the end of the Unit, the students should be able to: <ul style="list-style-type: none">◆ Understand the main idea of the three texts and construct a mental picture of how the media operate in the western world;◆ Research on the key terms related to the Unit;◆ Understand and use the expressions picked from the texts;◆ Apply the principles in the texts to a case study.

Part One

Activation

This should be done before the students come to class. Most of the words and terms will appear in TEXT I.

The teacher may spend only a limited time in the first lesson to compare answers with the students. Do not go into details, as they can better understand them in the context.

1 Group the following words and phrases according to their related meaning.

investigation evidence hypothesis assumptions conjecture (conducting investigation)
entertainment Hollywood soap opera newspapers audience journalist reporter editor
the elite media mass media news the big press television (media)
scandal the privileged power play fascist democracy (politics)
government corporation university foundation institute academy hospital college
(institutions and organizations)

2 Explain the following words and phrases in English.

Agenda-setting media refer to the top mainstream media agencies such as *The New York Times* and CBS, which take the lead in determining what issues to be covered by the media industry nationwide and set the tone and contents to be discussed on those issues.

Upper class In sociology an upper class is the group of people at the top of a social hierarchy. Members of an upper class may have great power over the allocation of resources and governmental policy in their area, but only to the extent that the power of the state can intervene in free exchange or distort investment.

Tyranny In modern usage, the word “tyrant” carries connotations of a harsh and cruel ruler who places his or her own interests or the interests of a small oligarchy over the best interests of the general population, which the tyrant governs or controls. Many individual rulers or government officials are accused of tyranny, with the label almost always a matter of controversy.

A null hypothesis is a hypothesis (within the frequentist context of statistical hypothesis testing) that might be falsified using a test of observed data. Such a test works by formulating a null hypothesis, collecting data, and calculating a measure of how probable those data were, assuming the null hypotheses were true. If the data appear very improbable (usually defined as a type of data that should be observed less than 5% of the time), then the experimenter concludes that the null hypothesis is false. If the data look reasonable under the null hypothesis, then no conclusion is made. In this case, the null hypothesis could be true, or it could still be false; the data give insufficient evidence to make any conclusion. The null hypothesis typically proposes a general or default position, such as that there is no relationship between two quantities, or that there is no difference between a treatment and the control.

3 Do you know the differences among the three terms below? Do you know any other terms related to the word “media”?

Mainstream media Some people believe mainstream media are coordinated and controlled by large corporations which own a vast majority of the means of televised and radio transmission stations, which allows them to transmit a standardized message en masse. Large news conglomerates including newspapers, which underwent successive mergers in the US and elsewhere at an increasing rate beginning in the 1990s, are often included in the expression. The term “MSM” or “mainstream media” has been widely used in conversation and in discussion of the mass media and media bias.

Mass media denotes a section of the media specifically designed to reach a large audience. The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. However, some forms of mass media such as books and manuscripts had already been in use for centuries.

Mass media includes Internet media (like blogs, message boards, podcasts, and video sharing) because individuals now have a means to exposure that is comparable in scale to that previously restricted to a select group of mass media producers. The communications audience has been viewed by some commentators as forming a mass society with special characteristics, notably atomization or lack of social connections, which render it especially susceptible to the influence of modern mass-media techniques such as advertising and propaganda.

The term “public media” is less used and can be defined as “media whose mission is to serve or engage a public.”

Elite media is a term used to describe newspapers, radio stations, TV channels and other media that influence the political agenda of other mass media. According to Noam Chomsky, “[t]he elite media set a framework within which others operate.” *The New York Times* is used as an example of elite media by both Chomsky, a left-wing intellectual, and Bill O’Reilly, a right-wing commentator. Thus the term denotes a structural position within the mass media, rather than a particular political agenda. However, the term, like its sibling term “liberal elites”, may be used by conservatives in a pejorative context.

Part Two

Text I

Warm-up Activities ① Pre-reading questions

Students may form groups and discuss the questions and the teacher may write some key words or phrases on the board.

② Group work

The teacher may bring up a couple of such recent events and provide students with some hints on possible causes that may have attributed to drawing great media attention.

③ Discussion

The students are to form groups of four or five to discuss the two questions for five minutes. Then the teacher may ask one representative from each group to give their answers. The teacher may list these answers on the board. Students are encouraged to speak up if they have different opinions and give their reasons. At the end of the discussion, the teacher may give a summary.

Reading

Read TEXT I.

Give students a time limit for reading.

Comprehension

Check

In order to train students’ skills in reading for general and specific information, comprehension questions are asked at once. It’s possible that they may not have all the answers. In that case, ask them to read the text for a second time for further discussion. The teacher should refrain from providing all the answers early on.

① Reading for general ideas

1. In Chomsky’s opinion, the media come out everyday and permeate people’s daily life. They can be regarded as representative of the whole intellectual culture, and with easy access to ample evidence, a systematic investigation is made possible.
2. One can take a look at the media’s internal institutional structure and then make some hypotheses based on the structure as to what the media product is likely to look like. Then one may investigate the media product and see how well it conforms to the hypothesis.

3. One is the mass media such as Hollywood productions and most of the newspapers in the country. The other is the elite media such as *The New York Times* and CBS.
4. The elite media are sometimes called the “agenda-setting” media because they are the ones with the big resources, they set the framework in which everyone else in the industry operates. Their audience are mostly privileged people, who are wealthy and often involved in the political system.
5. The big press or the elite media would drive the local newspaper right back into line if they moved out. If the latter tried to break the mold, it would not be able to survive for very long.

2 Reading for specific information

1. F 2. F 3. T 4. T 5. F

3 Reading and making interpretations

1. My impression is the media aren't very different from the academic world or from, say, journals that publish intellectual opinions. Although there are some extra constraints on the media, the difference is not huge. These fields interact with each other, which is why people are able to easily switch from writing academic articles to writing for the media and vice versa.
2. They can be people who manage political affairs, corporate executives or other types of business managers, scholars, or journalists who are involved in analyzing things and influencing the way people think and look at things.
3. These stories are neither about local affairs nor published to entertain your audience. Rather, they are the stories that you will save for the most noticeable section of the newspaper.
4. So, it is like a filtering device which ends up with people who accept as their own without any doubts the key belief and attitudes of the power system influencing their social surroundings.
5. What kind of assumption can you make about the nature of the media product, if you are asked to use a null hypothesis (a null hypothesis typically proposes a general or default position, such as that there is no relation between two quantities)?

4 Fill in the blanks with the correct form of the words given.

- | | | | |
|-----------------|-------------|------------------|-----------------|
| 1. A. doctrinal | B. doctrine | 2. A. parasites | B. parasitic |
| 3. A. slanted | B. slant | 4. A. hypothesis | B. hypothetical |
| 5. A. Fascism | B. fascists | 6. A. geared | B. gear |

5 Translate the following into English, using words and phrases given in brackets.

1. With the ongoing development of China's market economy, Chinese broadcasting media is becoming more sophisticated day by day, which fits perfectly the Chinese saying: “All styles of art and all schools of thought are given the freedom to contend with each other”.
2. The traditional TV broadcasting concept can hardly adapt to today's diversified mass media or meet the requirements for competition.
3. The new media design is contrasted with the traditional design and is comprehensive, real-time and interactive.
4. The Chinese language just took a step in a decidedly French direction. In the interests of linguistic purity, the country's broadcasters have been asked to stop using popular English-based acronyms such as NBA, WTO and GDP.
5. Although, with globalization, Hollywood films have become great hits all over the world, they cannot replace the focus and writings on our domestic culture, life and experiences.

Part Three

Text II

Reading

Read through TEXT II to identify any common threads with TEXT I. If time allows, the teacher can ask the students to compare the different angles of TEXT I and TEXT II in describing the media.

Comprehension

Check

① Read the text through quickly and answer the following questions.

1. According to the Gallup Poll, while a little more than half of those surveyed said they have “a great deal” or “a fair amount” of trust in the fullness, accuracy, and fairness of what they see and hear on the news, they do not completely trust the media.
2. They are often referred to as the Fourth Estate, an unofficial fourth branch of the government.
3. An important element for an organization to move from reactive media relations to proactive media relations is a strong working relationship between the journalist and the public relations practitioner.

② Answer the following questions according to the text.

1. In a free society with constitutional protections for the media, it is more likely that the media can harm your organization than that you can harm the media. Therefore, maintaining a good relation with the media will help protect your organization.
2. The public relationship practitioners should stay true and not compromise their commitment to their organization’s core values. While journalists’ conventional wisdom should be thoughtfully considered, they need to be comfortable in who they are, the organizations they represent, and what they believe.
3. The author’s tips for maintaining good media relations are:
 - 1) Be prepared.
 - 2) Be cool.
 - 3) Never lie.
 - 4) Demand accuracy.
 - 5) Don’t go off the record.
 - 6) Never speculate.
 - 7) “No comment” is a non-starter.
 - 8) Be there in good times and bad times.

③ Explain the following sentences based on your own understanding.

1. What President Truman meant to say is: “Whenever newspapers stop insulting me in their news items or articles, I know I must have done something wrong.”
2. When the media is saturated with newspapers, magazines, TV stations and web sites, these media businesses start to invest a lot of money in the competition for the attention of viewers, readers, and listeners.
3. Answers based on guess work rather than evidence can result in people’s false expectations, which will bring trouble to an organization at a later time when the truth is revealed. It is those people who prospect gold or tell fortunes with tarot cards and a crystal ball that often form theories and speculations without evidence.
4. A public relations practitioner is no longer valued or respected once people have lost trust in them. When that happens, they will have no future in their career in public relations.

4 Match the following words with their definitions.

phalanx	a group of people or things of a similar type gathered together
estate	an area or amount of land or property
foster	to encourage or promote the development of
saturation	the state that occurs when nothing more can be absorbed or added
adversarial	involving or characterized by conflict or opposition
speculate	to form a theory or conjecture about a subject without firm evidence
tarot	one of a special pack of cards used for fortune-telling

Part Four

Text III

Reading

Unlike the previous two texts, the language structure of TEXT III is more complex. So the first reading should be based on a general understanding.

Questions for Group Discussion

Free discussion. Students form groups and discuss the questions after reading the text.

Language Focus

- | | | |
|-----------------------|-------------------------|-----------------|
| 1. counsel | 2. estate | 3. conjecture |
| 4. is crazed about | 5. outright | 6. prevails |
| 7. archetypal | 8. phalanx | 9. play up |
| 10. continuum | 11. unobtrusively | 12. add to that |
| 13. gravitate towards | 14. High-stakes | 15. adversarial |
| 16. grind out | 17. weed out | 18. speculative |
| 19. baffling | 20. Conventional wisdom | |

Part Five

Study Skills

How to Distinguish Between Argumentative and Expository Essays

This exercise is designed to help students distinguish essay genres by essay titles.

Answers to the exercise (“A” for Argumentative & “E” for Expository):

1. Buying or Borrowing Books? A
2. Should College Students Do Part-time Jobs? A
3. The Importance of Physical Exercise E
4. Income Sources of College Students E or A
5. Computer Age E or A
6. Traveling with a Companion E or A
7. About Weight-losing E or A
8. The Importance of Physical Exercise E
9. How to Keep Fit E
10. Campus Love E or A
11. Wealth and Happiness A
12. Internet Surfing A
13. Competition and Cooperation A
14. How to Achieve Team Work? E
15. The Importance of Winning Respect E

Writing Skills

Book Review

The teacher may consider finding from online a couple of well-written book reviews (in English) to show to the students, so that they may use as references for their own writing.

Case Study ① Discussion

For the discussion questions, the teacher may ask the students to discuss them in pairs and then share their answers with the rest of the class.

② Project

For this project, students will be divided into groups of 3 or 4. It is best if the teacher can show the class some sample surveys beforehand or make up the survey questions together with the students in class. The teacher may comment on students' performance in terms of the content, as well as their use of language and presentation skills.

Video



Desperate Housewives

This video clip is taken from *Desperate Housewives*, a popular American TV series. In the video clip, Gabrielle and her fiancé Victor, who is running for the city mayor, were photographed half-naked together and made the headline in the local newspaper. While Victor was trying to defend himself before the media, Gabrielle stood out and gave a very convincing explanation of what had happened when they were caught half-nude. The media was so touched by Gabrielle's "story" that, instead of losing his votes, Victor ended up winning more constituents' support for the mayor's campaign.

Follow-up Reading

The Media of Mass Communication, 2008 Update (8th Ed.). John Vivian. Boston, USA: Allyn & Bacon, 2007

Recommended Websites

TheMediaOnline (<http://www.themediaonline.co.za/>) provides news and analysis relevant to the media industry.

On the Media (http://wamu.org/programs/on_the_media/) is a program run by NPR, which tries to lift the veil from the process of “making media,” especially news media.

Recommended Films

Thirteen Days

In the movie, Soviet Union was trying to place nuclear bombs in Cuba and the US tried to stop that from happening. There is one scene in the movie that perfectly illustrates the power of the media, or the so called “freedom of the press”, where President J F Kennedy had to call the editor of *The New York Times* to convince the latter not to disclose the US government’s secret plan.

UNIT 2



Originality and Fair Play

Map of the Unit

Theme:	Understanding the concept of intellectual property and the increasing concern about the protection of it
Skills:	Reading: reading for general ideas, specific information, implied meaning Listening: listening for the gist, listening for specific information, listening and note-taking Speaking: discussion, survey, presentation skills Writing: quoting effectively and avoiding plagiarism Business-oriented skills: case study, research Study skills: etymology
Notion:	Intellectual property, copyright, patent, plagiarism
Function:	Expressing opinions, describing process, making comparisons
Task:	Use the ideas from the texts to conduct a research on protection of intellectual property related to intangible cultural heritage and their owners.
Objectives:	By the end of the Unit, the students should be able to: <ul style="list-style-type: none">◆ Understand the main idea of the three texts and establish the link among them;◆ Research on the key terms related to the Unit;◆ Understand and use the expressions picked from the texts;◆ Apply the principles in the texts to a case study.

Part One

Activation

This should be done before the students come to class. Most of the words and terms will appear in TEXT I and TEXT II.

The teacher may spend only a limited time in the first lesson to compare answers with the students. Do not go into details, as they can better understand them in the context.

① Find out the expressions that do not belong to the same category.

1. seduction (metamorphosis *n.* 变形, 变化; seduction *n.* 诱惑)
2. narcissism (utopianism *n.* 乌托邦主义; anarchy *n.* 无政府主义; narcissism *n.* 自恋 cf. Nazism *n.* 纳粹主义)
3. camper (podcaster *n.* 上传或下载音频视频文件的人)
4. privacy (plagiarism *n.* 剽窃; piracy *n.* 盗版)
5. independence (patent *n.* 专利, 专利权)
6. amateur (litigation *n.* 诉讼; plaintiff *n.* 原告; infringement *n.* 侵权)

② Explain the following words and phrases in English.

1. **Web 2.0** see note 4 in Part Two.
2. **Intellectual property** (law) an idea, a design, etc. that somebody has created and that the law prevents other people from copying.
According to the World Intellectual Property Organization (WIPO), intellectual property (IP) refers to “creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce. IP is divided into two categories: Industrial property, which includes inventions (patents), trademarks, industrial designs, and geographic indications of source; and Copyright, which includes literary and artistic works such as novels, poems and plays, films, musical works, artistic works such as drawings, paintings, photographs and sculptures, and architectural designs. Rights related to copyright include those of performing artists in their performances, producers of phonograms in their recordings, and those of broadcasters in their radio and television programs.” For further introduction to IP, refer to the website of the WIPO at: <http://www.wipo.int/about-ip/en/>.
3. **Copyright** the legal right granted to an author, a composer, a playwright, a publisher, or a distributor to exclusive publication, production, sale, or distribution of a literary, musical, dramatic, or artistic work.
4. **Plagiarism** the act of copying another person's ideas, words or work and pretending that they are your own.
5. **Infringement** to break a law or rule. Copyright infringement is the unauthorized or prohibited use of works under copyright, infringing the copyright owner's exclusive rights, such as the right to reproduce or perform the copyrighted work, or to make derivative works.
6. **Class action** a type of lawsuit that is started by a group of people who have the same problem.

③ Decide whether the following statements are right (✓) or wrong (×).

1. × 2. × 3. ✓ 4. ✓ 5. ✓ 6. ✓

- Copyrights protect works of authorship, such as writings, music, works of art, and computer software that have been tangibly expressed.
- Currently, works no longer have to be published to be protected and no longer require a copyright notice.
- Copyright does not continue indefinitely. The duration of a copyright varies according to the type of material and nations. In most cases, copyright lasts from the time the material is created until 70 years after the end of the year the creator dies. Obviously, the copyright protection of Shakespearean works has expired.

Part Two

Text I

Warm-up Activities ① Pre-reading questions

Ask students to discuss these questions before class in pairs and compare their answers.

② Role-play

Ask students to work in pairs and let them choose either the role of a movie producer or a music producer. Let them talk about the positive and negative impact of the Internet on their own business. After that, ask a few pairs to demonstrate their talk in class.

③ Discussion

The students form groups and discuss the questions and the teacher may note down key words or phrases on the board.

Reading

Ask students to preview the text before class and try to answer the questions in Comprehension Check.

Notes to Text I

1. **Bob Dylan** (born Robert Allen Zimmerman; May 24, 1941) is an American singer, songwriter, and musician. He has been a major figure in popular music for five decades. Much of his most celebrated work dates from the 1960s when he was at first an informal chronicler, and later an apparently reluctant figurehead of social unrest. A number of his songs such as *Blowin' in the Wind* and *The Times They Are a-Changin'* became anthems for the civil rights and anti-war movements. He has received numerous awards over the years including Grammy, Golden Globe and Academy Awards.
2. **Johann Sebastian Bach** (1685-1750) was a German composer and organist, violist, and violinist whose ecclesiastical and secular works for choir, orchestra, and solo instruments drew together the strands of the Baroque period and brought it to its ultimate maturity. He is considered by many to have been the greatest composer in the history of western music. Bach's works include the *Brandenburg Concertos*, the *Goldberg Variations*, the *Mass in B Minor*, *The Art of Fugue*, and hundreds of cantatas and organ works.
3. **O'Reilly Media** is an American media company established by Tim O'Reilly that publishes books and websites and produces conferences on computer technology topics. Based in Sebastopol, California, O'Reilly is responsible for the creation of the concept of "Web 2.0".
4. **Web 2.0** (2004–present) The term is closely associated with Tim O'Reilly because of the O'Reilly Media Web 2.0 conference in 2004. The term is commonly associated with web applications that facilitate interactive information sharing, interoperability, user-centered design, and collaboration on the World Wide Web. Examples of Web 2.0 include web-based communities, hosted services, web applications, social-networking sites, video-sharing sites, wikis, blogs, mashups, and folksonomies. A Web 2.0 site allows its users to interact with other users or to change website content, in contrast to non-interactive websites where users are limited to the passive viewing of information that is provided to them.
5. **Wikipedia** is a free, web-based, collaborative, multilingual encyclopedia project supported by the non-profit Wikimedia Foundation. Its name is a portmanteau of the words wiki (a technology for creating collaborative websites, from the Hawaiian word wiki, meaning "quick") and encyclopedia. Wikipedia's articles have been written collaboratively by volunteers around the world, and almost all of its articles can be edited by anyone with access to the site.
6. **MySpace** is a social networking website. Its headquarters are in Beverly Hills, California, the US, where it shares an office building with its immediate owner, News Corp. Digital Media, owned by News Corporation. MySpace became the most popular social networking site in the United States in June 2006.

7. **YouTube** Founded in February 2005, YouTube is the leader in online video, and the premier destination to watch and share original videos worldwide through a Web experience. YouTube allows people to easily upload and share video clips on www.YouTube.com and across the Internet through websites, mobile devices, blogs, and email.
8. **Sir Alfred Joseph Hitchcock** (1899–1980) was an English filmmaker and producer who pioneered many techniques in the suspense and psychological thriller genres. After a successful career in his native United Kingdom in both silent films and early talkies, Hitchcock moved to Hollywood. In 1956 he became an American citizen while retaining his British citizenship.
9. **The Birds** (1963) is a modern Hitchcock thriller/horror masterpiece. It is the apocalyptic story of a northern California coastal town filled with an onslaught of seemingly unexplained, arbitrary and chaotic attacks of ordinary birds.
10. **Doctor Doolittle** is a 1998 American family comedy film starring Eddie Murphy as a doctor who discovers that he has the ability to talk to and understand animals.
11. **Albert Arnold Gore, Jr.** (1948–), often known as Al Gore, served as the 45th Vice President of the United States from 1993 to 2001 under President Bill Clinton. He is currently an author, businessperson, and American environmental activist who starred in the 2006 documentary *An Inconvenient Truth*, which won an Academy Award in 2007. Gore won the Nobel Peace Prize together with the Intergovernmental Panel on Climate Change in 2007. He also wrote the book *An Inconvenient Truth: The Planetary Emergency of Global Warming and What We Can Do About It*, which won a Grammy Award for Best Spoken Word Album in February 2009.
12. **The Exxon Mobil Corporation**, or ExxonMobil, is an American multinational oil and gas corporation. It is a direct descendant of John D. Rockefeller's Standard Oil company, and was formed on November 30, 1999, by the merger of Exxon and Mobil. ExxonMobil is the world's second largest publicly traded company when measured by market capitalization.

Comprehension

Check

① Reading for general ideas

1. The author believed that in the 1990s the Internet industry will help to popularize the classical music and make the world a more musical place.
2. The author became an Internet skeptic after attending the FOO Camp and knowing about the emptiness of the “Web 2.0 revolution”.
3. The “great seduction” comes from the Web 2.0 revolution, which is peddling the lofty ideal of bringing more truth to more people — more depth of information, more global perspective, more unbiased opinion from dispassionate observers.
4. For the author, the digital revolution is transforming the world into a chaotic place functioning in accordance with the law of digital Darwinism, where truth may be distorted and intellectual property rights violated in the name of democratization.

② Reading for specific information

1. F 2. F 3. T 4. T 5. F 6. T

③ Reading and making interpretations

1. My change from believer into skeptic is not very sudden, exciting and surprising.
2. These friends of Tim O'Reilly, who is the founder of O'Reilly Media and a multi-millionaire, are extraordinarily rich and very unconventional, and they also hold a strong and enthusiastic belief that to worship amateurs will bring economic benefits and that the development of technology will enhance social culture.