

21世纪高等学校专业英语系列规划教材

新闻



专业英语教程

丁莉主编



清华大学出版社·北京交通大学出版社

内 容 简 介

本书分为16个单元,较全面地涉及了新闻英语的16个主题。首先从传播学、大众媒介、新闻学、新闻、新闻记者的概念和定义讲起;然后具体讲述各种媒体,包括杂志、报纸、广播、电视和网络;其次从新闻专业写作的角度研究新闻导语、新闻写作、特稿写作及采访;最后讲述了新闻自由和相关法律法规及媒体职业道德。

本书可供高等院校新闻传播类专业及其他相关本科专业学生作为专业英语教材使用,亦可作为新闻专业人员的培训教材,还可供具有一定英语基础的新闻从业人员自学使用。

本书封面贴有清华大学出版社防伪标签,无标签者不得销售。

版权所有,侵权必究。侵权举报电话:010-62782989 13501256678 13801310933

图书在版编目(CIP)数据

新闻专业英语教程/丁莉主编. —北京:清华大学出版社;北京交通大学出版社, 2011.7

ISBN 978-7-5121-0609-3

I. ① 新… II. ① 丁… III. ① 新闻-英语-教材 IV. ① H31

中国版本图书馆CIP数据核字(2011)第119365号

责任编辑:张利军 特邀编辑:易娜

出版发行:清华大学出版社 邮编:100084 电话:010-62776969 <http://www.tup.com.cn>

北京交通大学出版社 邮编:100044 电话:010-51686414 <http://press.bjtu.edu.cn>

印刷者:环球印刷(北京)有限公司

经 销:全国新华书店

开 本:185×243 印张:21 字数:630千字

版 次:2011年7月第1版 2011年7月第1次印刷

书 号:ISBN 978-7-5121-0609-3/H·237

印 数:1~4 000册 定价:32.00元

本书如有质量问题,请向北京交通大学出版社质监组反映。对您的意见和批评,我们表示欢迎和感谢。

投诉电话:010-51686043, 51686008; 传真:010-62225406; E-mail: press@bjtu.edu.cn。

前言



在国际间交流日益频繁的今天，新闻与传播是我们了解世界的窗口，增长知识的渠道，也是学习外语、使用外语的重要途径。新闻以其特有的方式有效、快速地将信息呈现给所有读者。新闻工作者不仅要捕捉最具新闻价值的信息，而且要准确无误地传递信息。新闻的主要目的在于传递信息，但同时必须注重信息的时效性和准确性。新闻涉及社会的各个领域，新闻报道的目的也因各种不同因素而变得不尽相同。开放的中国需要新闻和大众传播事业的支持，日益兴旺的新闻与传播教育呼唤着中外大众传播事业和新闻与传播学界更加密切的交往。而要培养面向中国加速社会转型的现在和未来、面向日益全球化的世界的大学生，特别需要外语和专业知识与技能的有机结合。新的《大学英语教学大纲》要求“学生具有较强的阅读能力和一定的听、说、读、写、译能力，使他们能用英语交流信息”。

随着我国经济实力的增强，在诸多重大国际事务上越来越迫切需要发出中国的声音，崛起的中国需要世界了解我们，同时我们也需要了解世界。而要实现这些目标，最直接、最便捷、最有效的途径就是通过媒体来架起中国和世界之间的桥梁。因此，对于新闻传播专业人才的要求，不仅需要其具备新闻专业的知识与能力，同时还要熟练掌握和运用外语，成为在国际传播舞台上准确代表中国形象，发出中国声音的复合型人才。正是为了这一目的，我们编写了这本《新闻专业英语教程》。本书可作为高等院校新闻传播类专业及其他相关本科专业学生的专业英语教材使用，亦可作为新闻专业人员的培训教材，还可供具有一定英语基础的新闻从业人员自学使用。

新闻学并不是一个孤立的学科，它和传播学、公共关系学、大众传媒等专业都有着很多理论上的联系，因此本书首先从传播学、大众媒介、新闻学、新闻、新闻记者的概念和定义入手，介绍这些概念在西方意识形态和理论体系中的含义。然后以这些理论为支撑，再深入探讨各种媒体的特点、发展及其作用，包括杂志、报纸、广播、电视和网络。因为本书的读者对象主要是新闻传播类专业的本科生，因此在接下来的几个单元中，从新闻专业写作的角度研究新闻导语、新闻写作、特稿写作及采访，为读者提高新闻写作能力提供了很好的指导。本书最后讲述了新闻自由和相关法律法规及媒体职业道德。这几个单元所涉及的都是西方媒体的相关法规和道德规范，因为要想发出中国的声音，媒体人必须做到“知己知彼”才能“百战不殆”。在面对很多重大国际问题时或在国际会议期间，经常会

出现这样的情形：对于同一事件，不同的媒体记者会从不同的角度报道，其结果是传递给不同国家的读者的信息也是不同的。如果这是有关中国的一个事件，如果西方媒体的报道有明显的偏见，那么我们的媒体人就应该以西方媒体所奉行的所谓职业道德规范为基础，去衡量西方媒体是否做到了他们所鼓吹的各种原则和规范，如果回答是否定的，那么我们就可以有理有据地予以还击。而这只有在透彻领悟西方媒体职业原则和道德规范的基础上才可以做到。因此，本书的最后两个单元详细探讨了相关的法律法规和道德规范，以供大家学习。当然，对于西方媒体的道德规范我们还应该取其精华，毕竟与西方发达国家相比，我国的新闻与传播学要年轻得多，需要向西方理论体系借鉴和学习的地方还很多。

本书每个单元有一篇课文，并附有较详尽的注释和练习。其中，练习紧扣课文内容，有根据课文内容回答问题、填空等形式，以促进学生对所学知识的掌握。同时，本书还设置综合类的练习题，形式包括完形填空、汉译英、英译汉等，以帮助学生消化吸收本单元的内容。此外，每单元还有两篇阅读理解文章，每篇文章后都附有相关的阅读理解题，以供学生检测阅读的质量。另外，每个单元还有一篇补充阅读材料，对本章内容的重要观点进行补充。

本书与目前的同类教材不同，不仅专业内容丰富系统，而且又体现了教育部最新《大学英语课程教学要求》的原则，突出了对学生听、说、读、写、译五个方面能力的不断提高。

听、说——每个单元的课文后有相关专业内容的回答和讨论，通过练习可提高听说能力。

读——每个单元都有较大的阅读量：课文、两篇阅读理解和补充阅读材料，通过大量阅读可提高学生的阅读能力。

写——按照大学英语六级写作的要求，每个单元都有一个基于课文内容的写作题目供学生练习。学完课文后，写作会变得轻松容易。这是一种提高写作能力的有效方法。

译——每个单元的练习中都有一定量的英译汉和汉译英练习。掌握了课文和相关词汇，就能顺利地完成这些练习，从而大大提高翻译能力。

因此，对教师而言，本书具有更大的可操作性，非常适合课堂教学使用；对学生而言，通过本书的学习，不仅能提高专业英语水平，而且也能极大地提升英语综合应用能力，有助于通过大学英语六级考试和硕士研究生英语入学考试。

在本书的编写过程中，编者得到了北京外国语大学研究生杜垚、西北大学研究生李颖的大力协助，在此表示感谢。

此外，对本书所选文章及段落的原刊出单位和机构及其作者表示诚挚的谢意。

由于编者水平有限，书中不妥及疏漏之处在所难免，恳请专家和读者不吝指正。

编 者
2011 年 7 月于北京

目 录



Unit 1 Communication	(1)
Part One Text: The Effects of Mass Communication — Four Questions ...	(1)
Part Two Reading Passage: The Effects Debate	(17)
Unit 2 Mass Media	(19)
Part One Text: The Changing Media	(19)
Part Two Reading Passage: Mass Media Models	(34)
Unit 3 Journalism	(37)
Part One Text: Journalism Trends	(37)
Part Two Reading Passage: A New Look at the New Journalism	(47)
Unit 4 News	(51)
Part One Text: What's News and What's Not	(51)
Part Two Reading Passage: Why a Falling Tree Doesn't Make News Unless a Reporter Hears It	(66)
Unit 5 Journalist	(68)
Part One Text: Why They Are Reformers Not Revolutionaries	(68)
Part Two Reading Passage: Personal Values in News	(82)
Unit 6 Magazine	(86)
Part One Text: A Short History of Magazines	(86)
Part Two Reading Passage: Consumer Magazines	(103)
Unit 7 Newspaper	(107)
Part One Text: Newspaper History — Journalism in the Making	(107)
Part Two Reading Passage: National Dailies	(122)

Unit 8 Radio	(127)
Part One Text: Radio News	(127)
Part Two Reading Passage: A Short History of Radio	(143)
Unit 9 Television	(147)
Part One Text: Television News	(147)
Part Two Reading Passage: Out of the Wasteland?	(163)
Unit 10 Internet	(166)
Part One Text: The Internet Today	(166)
Part Two Reading Passage: Who Shall Rule the Internet?	(181)
Unit 11 News Lead	(187)
Part One Text: Leads and Nut Graphs	(187)
Part Two Reading Passage: Hard-news Leads	(207)
Unit 12 News Writing	(213)
Part One Text: Newswriting: Three Considerations	(213)
Part Two Reading Passage: Why Reporters Invert Pyramids	(231)
Unit 13 Feature	(234)
Part One Text: Writing and Organizing Feature Stories	(234)
Part Two Reading Passage: Writing Tools	(252)
Unit 14 Interview	(256)
Part One Text: The Interview	(256)
Part Two Reading Passage: When to Use Direct Quotes	(276)
Unit 15 Press Freedom and Laws	(279)
Part One Text: A Short History of the First Amendment	(279)
Part Two Reading Passage: Responsible Reporting	(297)
Unit 16 Media Ethic	(300)
Part One Text: Media Industry Ethics	(300)
Part Two Reading Passage: The Difficulty of Ethics	(321)
References	(325)

Unit 1

Communication



Part One Text

The Effects of Mass Communication — Four Questions¹

Scientists and scholars use these theories, the earliest and the most recent, to form conclusions about the effects of mass communication. But there are other media effects questions that occupy thinkers' interest beyond that and the others highlighted here.

Does Media Violence Lead to Aggression?

No media effects issue has captured public, legislative, and industry attention as has the relationship between media portrayals of violence and subsequent aggressive behavior. Among the reasons for this focus are the facts that violence is a staple of both television and movies and that the United States experienced an upsurge in real violence in the 1960s, just about the time television entrenched itself as the country's dominant mass medium, and that movies turned to increasingly graphic violence to differentiate themselves from and to compete with television.

The prevailing view during the 1960s was that *some* media violence affected *some* people in *some* ways *some* of the time. Given the dominance of the transmissional perspective of communication and the limited effects paradigm, researchers believed that for “normal” people—that is, those who were not predisposed to violence — *little* media violence affected *few* people in *few* ways *little* of the time.² However, increases in youth violence, the assassinations of Robert F. Kennedy and the Reverend Martin Luther King Jr., and the violent eruption of cities during the civil rights, women's rights, and anti-Vietnam War movements led to creation of the Surgeon General's Scientific Advisory Committee on Television and Social Behavior in 1969. After 2 years and \$1 million worth of research, the committee (whose members had to be approved by the television networks) produced findings that led Surgeon General Jesse L. Steinfield to report to the US Senate:

While the . . . report is carefully phrased and qualified in language acceptable to social scientists, it is clear to me that the causal relationship between televised violence and antisocial behavior is sufficient to warrant appropriate and immediate remedial action. The data on social phenomena such as television and violence and/or aggressive behavior will never be clear enough for all social scientists to agree on the formulation of a succinct statement of causality.³ But there comes a time when the data are sufficient to justify action. That time has come. (Ninety-Second Congress, 1972, p. 26)

Despite the apparent certainty of this statement, disagreement persists over the existence and extent of the media's contribution to aggressive behavior. Few would argue that media violence *never* leads to aggressive behavior. The disagreement is about what circumstances are needed for such effects to occur, and to whom.

Do Portrayals of Drugs and Alcohol Increase Consumption?

Concern about media effects reaches beyond the issue of violence. The claims and counterclaims surrounding media portrayals of drugs and alcohol parallel those of the violence debate.

The wealth of scientific evidence linking media portrayals of alcohol consumption, especially in ads, to increases in youthful drinking and alcohol abuse led the US Department of Health and Human Services' National Institute of Alcohol Abuse and Alcoholism to report, "The preponderance of the evidence indicates that alcohol advertising stimulates higher consumption of alcohol by both adults and adolescents" and "There is sufficient evidence to say that alcohol advertising is likely to be a contributing factor to overall consumption and other alcohol-related problems in the long term" (Center for Science in the Public Interest, 2002, p. 2).⁴ The National Institute on Media and the Family (2002) reports the following.

- By the time teenagers reach driving age, they will have seen 75,000 alcohol ads.
- Beer ads are a strong predictor of adolescents' knowledge, preference, and loyalty to beer brands and of their intention to drink.
- Young people report more positive feelings about drinking and their own likelihood to drink after watching alcohol commercials.
- Fifty-six percent of children in grades 5 through 12 say that alcohol advertising encourages them to drink.
- Ten million people ages 12 to 20 report drinking "in the last month". Seven million are classified as "binge drinkers".
- The average age of first alcohol use is 13.1 years old.

Yet there is a good deal of scientific research—typically from alcohol industry scientists—that discounts the causal link between media portrayals and real-world drinking. Again, researchers who insist on the demonstration of this direct causal relationship will rarely agree on media's influence on behavior. The larger cultural perspective, however, suggests that media

portrayals of alcohol, both in ads and in entertainment fare, tell stories of alcohol consumption that predominantly present it as safe, healthy, youthful, sexy, necessary for a good time, effective for dealing with stress, and essential to ceremonies and other rites of passage.⁵

The same scenario exists in the debate over the relationship between media portrayals of non-alcohol drug use and behavior. Relatively little contemporary media content presents the use of illegal drugs in a glorifying manner. In fact, the destructive power of illegal drugs is often the focus of television shows such as “CSI: Miami” and “The Wire” and a central theme in movies such as “Traffic” and “Maria Full of Grace”. Scientific concern has centered therefore on the impact of commercials and other media portrayals of legal over-the-counter drugs. Again, impressive amounts of experimental research suggest a causal link between this content and subsequent abuse of both legal and illegal drugs; however, there also exists research that discounts the causal link between media portrayals and the subsequent abuse of drugs. It cannot be denied, however, that media often present legal drugs as a cure-all for dealing with that pesky mother-in-law, those screaming kids, that abusive boss, and other daily annoyances.⁶

What Is Media’s Contribution to Gender and Racial/Ethnic Stereotyping?

Stereotyping is the application of a standardized image or concept to members of certain groups, usually based on limited information. Because media cannot show all realities of all things, the choices media practitioners make when presenting specific people and groups may well facilitate or encourage stereotyping.⁷

Numerous studies conducted over the last 40 years have demonstrated that women and people of color are consistently underrepresented in all media. An exhaustive analysis of prime-time programming on all the major television networks published in 2002, for example, came to these conclusions:

First, older adults, children, and women are underrepresented on comedies and dramas shown in prime-time network television. Second, white characters, men and middle-aged individuals are overrepresented.... Third, women tend to be overrepresented in younger adulthood, but underrepresented in later middle-age. Fourth, older adults tend to be portrayed in a more negative fashion than young adults. Latino characters ... were also underrepresented ... [There is] “ghettoization” of black characters in a limited number of shows. Of the black characters in our sample, half were from only seven of the [61] shows [about 11 % of the shows studied]. (Harwood & Anderson, 2002, p. 89)

Any of a number of theories, especially cultivation analysis, symbolic interaction, and social construction of reality, can predict the probable outcome of repeated and frequent exposure to these limited and limiting representations.⁸ They influence people’s perceptions, and people’s perceptions influence their behaviors. Examine your own perceptions not only of women and people of color but of the elderly, lawyers, college athletes, and people

sophisticated in the use of computers. What images or stereotypes come immediately to mind?

Use the following quiz to test yourself on your stereotypes of women, teens, marriage, and family.

- (1) True or false: Teen pregnancy and out-of-wedlock birthrates continue to climb.
- (2) What percentage of junior high kids have had sexual intercourse by age 15—45% , 53% , or 17% ?
- (3) What percentage of all US families are headed by two parents, that is, a married mother and father—35% , 50% , or 75% ?
- (4) The rate of juvenile crime has risen, stayed about the same, or dropped over the last 20 years?
- (5) Which of these three states has the highest divorce rate—Mississippi, Oklahoma, or Connecticut? Which set of religious believers has the highest divorce rate—Baptists, nondenominational Christians, or atheists and agnostics?
- (6) How tall is the average American woman—5'3" or 5'7"? How much does she weigh—110 or 152 pounds?

Are you surprised to learn that teen birthrates and pregnancies are at historic lows and that fewer than 17% of teens experience sexual intercourse by age 15 (Males, 2002)? That 72% of American families are headed by a mother and father (Elber, 2002)? That the juvenile crime rate is at its lowest point in 2 decades (Muwakkil, 2003)? That the divorce rate is lowest in northeastern liberal Connecticut (33%), far lower than the national average of 51% and even further below that of Mississippi (73%) and Oklahoma (79% ; Harrop, 2003)? Atheists and agnostics divorce at a rate of 21% , well below that of Baptists (29%) and nondenominational Christians (34% ; "Marriage", 2004)? Did you know that the average American woman is 5'3 3/4" tall and weighs 152 pounds (Irving, 2001)? How did you develop your stereotypes of these people and places? Where did you find the building blocks to construct your realities of their lives?

Do Media have Prosocial Effects?

Virtually every argument that can be made for the harmful or negative effects of media can also be applied to the ability of media to do good. A sizable body of science exists that clearly demonstrates that people, especially children, can and will model the good or prosocial behaviors they see in the media, often to a greater extent than they will the negative behaviors.⁹ Research on the impact of media portrayals of cooperation and constructive problem solving (Baran, Chase, & Courtright, 1979) and other "good" behaviors indicates that much more than negative behavior can be socially learned from the media.

Words and Expressions

aggression /ə'ɡreʃən/	<i>n.</i>	the act of initiating hostilities or invasion 侵犯, 侵略, 挑衅
agnostic /æɡ'nɒstɪk/	<i>n.</i>	a person who holds that knowledge of a Supreme Being, ultimate cause, etc., is impossible 不可知论者
assassination /ə,sæsi'neiʃən/	<i>n.</i>	murder of a public figure by surprise attack 暗杀
atheist /'eɪθɪst/	<i>n.</i>	someone who denies the existence of god 无神论者
causality /kɔ:'zælɪtɪ/	<i>n.</i>	the relationship of cause and effect 因果关系
entrench /ɪn'trentʃ/	<i>v.</i>	fix firmly or securely 用壕沟围绕或保护……, 牢固地确立……
nondenominational	<i>a.</i>	not of or related to any religious denomination 不受教派控制的
pesky /'peskɪ/	<i>a.</i>	troublesome 烦人的, 让人讨厌的
portrayal /pɔ:'treɪəl/	<i>n.</i>	a representation by picture or portraiture 描绘, 描写, 描画
preponderance /prɪ'pɒndərəns/	<i>n.</i>	the quality of being greater in weight, force, influence, etc. 数量上的优势
staple /'steɪpl/	<i>n.</i>	a necessary commodity for which demand is constant 常用品, 主要要素
succinct /sək'sɪŋkt/	<i>a.</i>	marked by brevity and clarity; concise 简明的, 简洁的, 简要的
warrant /'wɒrənt/	<i>v.</i>	to guarantee the quality, condition, etc., of (something) 保证, 担保, 使……显得合理
binge drinker		狂饮者



Special Terms

cultivation analysis	涵化分析
limited effects paradigm	有限效果范式
rite of passage	标志人生重大变化的事件
social construction of reality	现实主义的社会建构
symbolic interaction	符号互动论 (米德提出)



1. This text is taken from *Introduction to Mass Communication—Media Literacy and Culture*, by Stanley J. Baran, published by McGraw-Hill Companies, Inc., in 2008.
2. Given the dominance of the transmissional perspective of communication and the limited effects paradigm, researchers believed that for “normal” people—that is, those who were not predisposed to violence — *little* media violence affected *few* people in *few* ways *little* of the time. 考虑到电视作为一种占统治地位的传播媒介和有限效果范式, 研究者们认为对于“正常人”, 也就是那些不具有暴力倾向的人而言, 只有很少的媒体上的暴力在很少数的时间以很少数的方式影响到很少数的人。(有限效果范式有两层含义: ① 说服动机的传播行为在受传者身上引起的心理、态度和行为的变化; ② 传播活动尤其是报刊、广播、电视等大众传播媒介的活动对受传者和社会所产生的一切影响和结果的总体。)
3. The data on social phenomena such as television and violence and/or aggressive behavior will never be clear enough for all social scientists to agree on the formulation of a succinct statement of causality. 一些诸如“电视与暴力”及“电视与攻击性行为”的社会现象的数据, 对于社会科学家们在两者是否具有因果关系这一问题上达成共识, 是远远不够的。
4. “The preponderance of the evidence indicates that alcohol advertising stimulates higher consumption of alcohol by both adults and adolescents” and “There is sufficient evidence to say that alcohol advertising is likely to be a contributing factor to overall consumption and other alcohol-related problems in the long term”. “大量的证据表明酒的广告会刺激成人和青少年对于酒精更多的摄入”。“已经有足够的证据表明, 从长远来看, 酒类广告很可能成为对酒的大量消费及与之相关的其他问题产生的重要因素”。
5. The larger cultural perspective, however, suggests that media portrayals of alcohol, both in ads and in entertainment fare, tell stories of alcohol consumption that predominantly present it as safe, healthy, youthful, sexy, necessary for a good time, effective for dealing with stress, and essential to ceremonies and other rites of passage. 我们可以从更大的文化层面看到, 各种媒体对于酒的描绘, 不管是广告中还是娱乐中, 都是主要讲它的益处: 安全、健康、永葆青春、适于作为消遣、克服压力、具有某种仪式和标志性意义。
6. It cannot be denied, however, that media often present legal drugs as a cure-all for dealing with that pesky mother-in-law, those screaming kids, that abusive boss, and other daily annoyances. 然而, 我们必须承认, 媒体经常把一些合法的药物说成是包治百病、解

除所有烦恼的灵丹妙药，好像有了这些药，让人讨厌的婆婆、吵吵闹闹的孩子、恶言相向的老板和其他生活的困扰就不存在了似的。

7. Because media cannot show all realities of all things, the choices media practitioners make when presenting specific people and groups may well facilitate or encourage stereotyping. 由于媒体不可能展示生活的方方面面，所以媒体从业者对于特定人群和团体的描绘很可能促成某种思维定式的形成。
8. Any of a number of theories, especially cultivation analysis, symbolic interaction, and social construction of reality, can predict the probable outcome of repeated and frequent exposure to these limited and limiting representations. 我们从一大堆理论中的任何一个，尤其是涵化分析理论、符号互动理论和现实主义的社会建构理论中都可以预计到经常性的接触有限表征物的结果是什么。
9. A sizable body of science exists that clearly demonstrates that people, especially children, can and will model the good or prosocial behaviors they see in the media, often to a greater extent than they will the negative behaviors. 大量科学成果清楚地表明，人们，尤其是孩子，可以并且将会以他们在媒体中看到的好的、推动社会进步的行为为榜样，这个作用远超出他们所受媒体的不良影响。

• Exercises



I Answer the following questions.

1. Please list at least two media effects questions besides the effects of television violence.
2. What specific occurrences led to the creation of Television and Social Behavior in 1969?
3. According to the passage, which two groups are probably the acceptable targets for real-world aggression?
4. According to the National Institute on Media and Family reports, what is the average age of first alcohol use?
5. Which groups are consistently underrepresented in all media according to the numerous studies over the last 40 years?
6. List some occasions, ceremonies or other rites of passages that drinking seems essential.
7. Can you list some prosocial effects that media exerts on our society?
8. Use your own words to explain “cultivation analysis”.

II Complete the following sentences with the words and phrases from the text in their proper forms.

1. No media effects issue has captured public, legislative, and industry attention as has the relationship between media portrayals of violence and _____ aggressive behavior.
2. The United States experienced an _____ in real violence in the 1960s, just about the time television entrenched itself as the country's dominant mass medium.
3. It is clear to me that the causal relationship between televised violence and antisocial behavior is sufficient to _____ appropriate and immediate remedial action.
4. Despite the apparent certainty of this statement, disagreement _____ over the existence and extent of the media's contribution to aggressive behavior.
5. The claims and counterclaims surrounding media portrayals of drugs and alcohol _____ those of the violence debate.
6. Beer ads are a strong predictor of adolescents' knowledge, preference, and _____ to beer brands and of their intention to drink.
7. Scientific concern has centered therefore _____ the impact of commercials and other media portrayals of legal over-the-counter drugs.
8. Numerous studies conducted over the last 40 years have demonstrated that women and people of color are consistently _____ in all media.
9. True or false: Teen pregnancy and _____ birthrates continue to climb.
10. _____ every argument that can be made for the harmful or negative effects of media can also be applied to the ability of media to do good.

III Fill in the blanks with the words, phrases or terms given below. Change the forms if necessary.

feedback	perceived	cooperation	interchange	barrier
mutually	process	in an attempt to	transfer	information
define	via	body	nonverbal	eye contact

Communication is a process of 1 information from one source to another. Communication is commonly 2 as "the imparting or 3 of thoughts, opinions, or 4 by speech, writing, or signs". Communication can be 5 as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas towards a 6 accepted goal or direction. Communication as an academic discipline has a long history.

Communication is a process whereby information is encoded and imparted by a sender to a receiver 7 a channel/medium. The receiver then decodes the message and gives the sender a 8. Communication requires that all parties have an area of communicative commonality. There are auditory means, such as speaking, singing and sometimes tone of voice, and 9, physical means, such as 10 language, sign language, paralanguage, touch, 11, by using writing.

Communication is thus a 12 by which we assign and convey meaning 13 create shared understanding. This process requires a vast repertoire of skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. It is through communication that collaboration and 14 occur.

There are also many common 15 to successful communication, two of which are message overload (when a person receives too many messages at the same time), and message complexity.

IV Translate the following sentences into Chinese.

1. If a language is about communicating with signals, voice, sounds, gestures, or written symbols, can animal communications be considered as a language? Animals do not have a written form of a language, but use a language to communicate with each another. In that sense, an animal communication can be considered as a separate language.
2. Human spoken and written languages can be described as a system of symbols (sometimes known as lexemes) and the grammars (rules) by which the symbols are manipulated. The word “language” is also used to refer to common properties of languages.
3. Language learning is normal in human childhood. Most human languages use patterns of sound or gesture for symbols which enable communication with others around them. There are thousands of human languages, and these seem to share certain properties, even though many shared properties have exceptions.
4. Visual communication as the name suggests is communication through visual aid. It is the conveyance of ideas and information in forms that can be read or looked upon. Primarily associated with two dimensional images, it includes: signs, typography, drawing, graphic design, illustration, color and electronic resources.
5. We might say that communication consists of transmitting information from one person to another. In fact, many scholars of communication take this as a working definition, and use Lasswell’s maxim, “who says what to whom in what channel with what effect”, as a means of circumscribing the field of communication theory.

V Translate the following paragraphs into English.

1. 非言语交流是通过传递和接受非语言信息进行交流的过程。这种信息交流可以是 通过手势、肢体语言、面部表情和目光接触来完成,也可以通过外部事物进行交流,如服装、发型,甚至建筑物,或符号和图表,以及所有这些的综合运用。从 求职面试到玫瑰求情,非言语交流在人们的日常生活的方方面面都有着举足轻重 的作用。
2. 话语也会包含非言语的元素,即辅助语言,包括音色、情感、说话方式,以及节 律特征,如节奏、语调和重音。同样,书面文章也包含非言语的元素,如字体、 空间布局或情感符——单词 emotion 和 icon 的混合词。情感符是以书面或信息的 形式来传递情感内容的一个符号或几个符号的组合。

VI Write a 150-word composition according to the topic given below.**The Effects of Communication on People's Lives****VII Reading comprehension.****Types of Communication**

Mass communication is only one of the possible modes of communication. Another hallmark of the classical approach is to classify communication according to the number of people communicating and to examine processes that are unique to each mode. The basic categories include intrapersonal, interpersonal, small group, and large group, as well as mass communication. When a mechanical or electronic medium is used to transmit information we say that the communication is mediated. Now we can also distinguish between analog and digital forms of communication in each category.

Intrapersonal communication is an exchange of information we have with ourselves, such as when we think over our next move in a video game or sing to ourselves in the shower. Typing into a computer or Palm Pilot is electronically mediated intrapersonal communication.

Interpersonal communication includes exchanges in which two or more people take part, but the term is usually reserved for situations in which just two people are communicating. Having a face-to-face conversation over lunch and writing a letter to a friend are everyday examples. When interpersonal communication is electronically mediated, as in a telephone conversation, the term point-to-point communication is sometimes used.

Group communication is when three or more people communicate with one another. Not all communication that takes place in a group setting is included, however. When pairs of students talk to each other in a classroom before the start of a lecture, for example, they are engaged in interpersonal communication.

Small-group communication, usually involving fewer than a dozen people, extends interpersonal communication into situations where group dynamics become important. For example, when students get together to “scope out” an exam, their interaction is likely to follow one of several well-known patterns of small-group interaction as they define a study plan.

Large-group communication involves everywhere from a dozen to several hundred participants, and the communication situation restricts active involvement to only a few of the parties. However, large-group communication still involves immediate feedback from the receivers of the message, which is not the case with mass communication. Examples are lectures, concerts, and live theatrical performances.

Of course, many communication situations do not fit neatly into these categories. Are talk-radio shows, in which audience members provide instant communication back to the source—and even, in a sense, become sources themselves—still true mass media forms? The number of participants is not always reliable indicator. A college lecture delivered on the last day before spring break to only six students would still be a large-group communication (because of the style of presentation), even though the audience is a small group. Thus, both the nature of the communication setting and the size of the gathering must be considered.

Other classifications stress the setting for the communication or the nature of the communication process. *Organizational communication* takes place in formally structured organizations, spans the entire spectrum of communication types as classified by size, and is affected by a person’s position and function within the organization. Communication can also be distinguished between *one-way communication*, in which the flow of information goes exclusively from source to receiver, or *two-way*, in which both participants take an active role. *Intercultural communication* takes place across international or cultural boundaries.

Note: This text is taken from *Media Now: Understanding Media, Culture, and Technology*, by Joseph Straubhaar and Robert LaRose, published by Thomson Learning (a division of Thomson Learning Asia Pte Ltd) in 2004.

Choose the best answer.

1. What are the basic categories of communication?
 - A. Personal, interpersonal, small group, large group, and mass communication.
 - B. Intrapersonal, small group, large group, and mass communication.