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华章英语 系列教材

听力  
教材

穿越时空

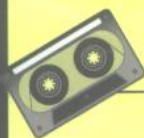
来自北美的最新报道

Radio Waves

Environment Edition

环境版

(美) Mary Lee Wholey / Judi



机械工业出版社

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华章英语系列教材



# 穿越时空：来自北美的最新报道

环境版

(美) Mary Lee Wholey 著  
Judith Ritter

机械工业出版社

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# 前言

## 关于本系列

《穿越时空：来自北美的最新报道》是一套系列有声杂志，为英语爱好者提供了原汁原味的广播报道，可用作高级英语听力教材，在学完《Step by Step》之后学习，也可以把它当作听力练习或是泛听材料。该系列是由美国和加拿大的获奖新闻报道组成的，共包括6版：健康版、娱乐版、商务版、环境版、体育版和音乐版。每版都以“新闻杂志”的形式给出5个5分钟报道，融合了新闻和学术的模式，集知识性和趣味性为一体。这些节目以典型的美国新闻广播的形式向听众敞开了北美文化的大门。节目以当前流行话题为内容，录自广播、电视、公开辩论以及各行各业。通过本书的学习，不但可以锻炼速记能力，提高听力，最终从容自如地听懂各类英语广播报道，还能从这套教材中获得丰富的北美文化知识，了解北美社会的风土人情及社会百态。简而言之，《穿越时空：来自北美的最新报道》系列将真实世界的听力材料和令人振奋的思想观点奉献给广大的英语学习者。

## 学习原则

《穿越时空：来自北美的最新报道》系列的每一版包括一盘磁带和一本练习册。练习册的设置遵循如下语言学习原则：

- 1) 语言技能并不是孤立的。听和说是紧密联系的，阅读和写作同样有助于听力理解。
- 2) 交流是最好的语言学习手段。听众应该尽量寻找机会与别人交流。
- 3) 听力理解能力的提高离不开练习。听的时候，应带着目的去听并且运用已经听懂的信息做练习。
- 4) 一定的技能技巧能帮助听力理解。完成我们精心设计的练习后，即可掌握这些技巧。

## 听力技能技巧

《穿越时空：来自北美的最新报道》系列的宗旨是帮助你获得听力理解所必备的技能技巧。运用这些技能技巧可以很容易地听懂广播报道。这些技能技巧同样可以运用于其他听力环境，例如各种正式和非正式的社交和学术场合。

听力技巧主要包括两项内容，一个是获取中心意思，另一个是做速记。本系列将教会你如何发现并复述广播报道中的中心意思，设置练习引导掌握速记的技能。有些节目还将引导你识别记者是如何组织报道的。

更为常用的听力技巧是做重点摘记。重点摘记主要是围绕一个总的问题记下辅助观点和细节，这个总的问题是记者所选择的焦点或要点，他通过采访、解释或评论展开报道。重点摘记的目的是使你对广播报道的组织有一个感性认识，了解记者是如何采访问题的。

本系列将帮助听众掌握一整套实用的听力技能和技巧，促进听力理解。所涉及的技能技巧包括：

- 1) 找出听力信息的整体结构。
- 2) 抓住引出主题思想的提示。
- 3) 主题思想后面常常带有详细解释。
- 4) 重要信息是经常重复的。
- 5) 识别关键信息(主题思想及细节), 并能和非关键信息(例如: 旁白、个人评论、口误、插入语)区分开。
- 6) 推测将会听到的内容有助于迅速、清晰地辨别论点。
- 7) 运用听到的信息做练习能增强听力。
- 8) 与别人交流有助于理解。
- 9) 要坚持连续、完整地练习听力, 这样才能逐渐达到对信息的全面理解。
- 10) 掌握从上下文猜意及应付不明情况的技巧有助于增强理解。
- 11) 多听多练才能提高听力水平。
- 12) 依靠自己, 寻求一切机会提高英语听力水平。

### 练习部分

练习的设置是为了使你积极地、带有目的地去听, 以帮助理解。练习主要包括总结主题思想和做速记。此外, 我们还准备了一些准确性要求较高的简短问题供你回答。练习和听的过程是一个整体, 在听的同时必须记下有关信息, 以备做说、读、写的练习。我们鼓励大家能组成学习小组, 互相交流、合作, 核实自己的答案。如果你是独自练习, 我们也鼓励发挥个人的独创性。你可以选择自己感兴趣的信息, 并对此发表个人观点、得出结论、进行点评; 还可以根据自己的需要选择练习。

每一版包括长度和难度相当的5个节目。每单元的练习都是精心设计的, 便于你逐渐娴熟地掌握各种听力技能技巧, 自如地完成练习。为此, 各版前几单元练习中会有更多的指导, 帮助你抓住主题思想、掌握速记要领。

### 关于本系列教材的教学

《穿越时空: 来自北美的最新报道》系列可以满足不同的学习需求: 既可用于听力教学, 也可在语言实验室使用, 还可以作自学教材。

#### 教学使用

- 1) 全班一起听, 由教师掌握听力速度。
- 2) 分组听, 一台机子带有四、五个耳机。这样, 教师可以将教室变为一个听力中心, 更好地控制听力速度。

#### 复述练习

在复述练习中, 学生听两个不同的节目并互相复述。在课堂教学或语言实验室中, 同一个班的学生可以使用不同的磁带做复述练习。听相同节目的学生合作做速记, 然后利用速记向听其他节目的学生做口头报告。这种听力复述活动能为学生创建真实的语言交流环境。

## 语言实验室使用

在语言实验室中，学生可以根据自己的实际情况灵活控制进度。

## 自学使用

本系列可供自学使用，你可根据实际情况在家里或是在语言实验室里练习听力。自学的学生可做如下调整：

### 1. 听力准备

讨论问题部分可帮助你对节目的主题进行了解、思考。将你的答案写下来并对照练习答案。

### 2. 听磁带

按要求做本部分练习。有些练习的完成需要你多听一遍，以加强理解。听力理解问题是用来检查听力效果的，应尽可能多地回答问题，并对照练习答案再听一遍，以确认信息准确。

### 3. 语言点练习

本部分练习都可作自学使用。对照答案完成练习。

### 4. 扩展练习

本部分练习能扩展知识。对照答案做阅读练习，对其他练习，我们建议你准备一个3分钟的演说并录下来，为自己提供一个口语练习的机会。

## 各单元的结构

各单元的练习由4部分组成：听力准备、听磁带、语言点练习和扩展练习。

### 第1部分：听力准备

这部分练习的设置有两个目的：一是促使学生对将要听到的节目内容产生兴趣，帮助听众运用以前的知识对节目内容进行推测；另一个是引出节目的主题和相关背景知识，以降低听力材料的难度，帮助学生完成以后的练习。学生通过该部分练习可以获取相关信息。

“听力准备”部分可以根据学生的实际情况进行扩充和调整。该部分的练习指导应考虑到学生的实际能力和对所使用的教学方法的熟悉程度。为降低练习的难度，教师可以偶尔做重点讲解。例如，在做完“推测练习”后，教师可组织学生做集中讨论，并把提示写在黑板上。同样，在做完“听力理解练习”之后，教师可再组织讨论，将得出的结论与学生所做的推测相比较。在学生对这种教学方法熟悉后，这种集中讨论的练习就可省去。

如果学生是两个人或小组活动，教师的作用是鼓励他们互相交流，帮助他们完成练习。这时，教师主要是监控全班的进度，保证听力活动的生动性。随着学生的进步，教师可以调整小组成员，或自己设计一些练习给学生做。

### 第2部分：听磁带

这部分的练习包括：获取主题思想、做速记、回答问题。

#### 1. 听主题思想

在每版的前几单元中，学生的任务是将所听到的论点排序，他们只须在听的过程中辨别论点。对于组织严谨、主题思想有清楚提示的新闻报道以及各版的后几单元内容，学生应能

够自己写出节目的主题思想。这样设置能使练习由易到难。

对于第一次做该练习的学生，教师可做示范，帮助学生得出答案并写在黑板上，以使學生掌握如何获取中心意思以及如何做各种复述。

### 2. 速记练习

该项练习的设置是为了培养听众的速记技能。各版的第一单元中，专设了基本要领的说明。教师的集中讲解对学生有很大帮助，教师可以例示各速记技巧：如何缩略、如何使用数字、符号及如何用自己的话释意。掌握这些技巧需要多花时间，不断练习。学生们互相交流的过程也是对各速记技巧运用的过程。教师可偶尔集中讲解应该记下的内容和所用的方法，也可将速记信息留为作业。学生进行讨论的时候，应使他们通过交流获得新的信息。

本系列旨在使学生逐渐养成良好的速记习惯。教师可根据学生的实际情况选择使用，也可另外给学生设计一些速记练习。

### 3. 听力理解问题

学生使用自己的速记笔记口头回答听力理解问题，并互相验证。我们建议让学生增加一次听力，以得到完整、正确的答案。教师可以在学生初次使用本听力系列时增加听的次数。如果感觉听力难度大，教师也可调整听力次序，在学生做速记前，让他们先将要回答的问题看一遍，做到心中有数。如果是个人自学，听力理解问题可用来检查听力。

## 第3部分：语言点练习

本部分练习的设置旨在帮助学生准确理解。有的练习重点在语法结构，有的重点在理解口语、辨认提示、论点以及对信息的释义等。我们还准备了一些练习，训练学生猜测的技能。本部分练习可供自学，听众可在家里或在语言实验室中使用。

本部分练习集中反映了各种报道节目的特点，可教性强。也就是说，练习中的语言点清楚、实用。应该指出，这些练习并未包括所有的语言点，教师可根据课堂教学的重点另外设计语言点练习。

## 第4部分：扩展练习

本部分练习鼓励学生对所听到的信息进行扩展、选择、使用。这些练习一般都提供相关的阅读材料，大多数阅读练习要求学生互相复述，为学生提供更多的口语练习机会。其他练习鼓励学生走出教室练习语言技巧，评论所收集的信息。

本系列主编及制作人Judith Ritter 目前在加拿大蒙特利尔市的麦吉尔大学任教，她曾多年在加拿大广播公司做电台节目主持人及独立制作人，她的节目在多家美国公共广播网播出。

另一位主编Mary Lee Wholey 执教于加拿大蒙特利尔市的康科迪亚大学成人教育语言学院，她在教材开发、课程设置、教师培训、上岗及测试等领域都有广泛的经验。另外，她还出版了很多英语教学方面的教材和论文。

参加本系列制作的还有来自加拿大广播公司的节目声音制作技术人员。

预祝各位英语爱好者能从本系列的学习中有所收获。

## 环境版概览

### Unit1 Killer Bees in California

#### 第一单元 杀人蜂肆虐加州

##### 听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧解释

语言点

语法要点: 动词

从上下文猜意

扩展练习: 家庭作业

批判性地去听

##### 说

练习活动: 两人或以小组形式互相交流信息

扩展练习: 热烈讨论

##### 读、写

练习: 图文材料; 复述练习; 杂志阅读

做推测; 快速阅读; 精读; 积极思

考; 事实及主观信息

### Unit2 Logging and Lost Jobs in the Pacific Northwest

#### 第二单元 太平洋西北地区的伐木业和失业问题

##### 听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想;

速记技巧练习; 主题思想和细节练习

语言点

语法要点: 形容词

辨论论点; 猜意

##### 说

练习活动: 两人或以小组形式交流信息

扩展练习: 确定论点并进行辩论

##### 读、写

练习: 看图表; 回答问题

### Unit3 City Recycling:

#### On the Garbage Trail

#### 第三单元 城市里的再循环: 垃圾的归宿

##### 听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧;

重要摘记

扩展练习: 家庭作业

语言点: 带有提示内容的词; 辨认不同的声音

##### 说

练习活动: 两人或以小组形式互相讨论、交流信息

扩展练习: 确定论点并进行辩论

##### 读、写

练习: 读一篇短文; 找出统计信息

看宣传材料; 复述

### Unit4 On Guard in the Everglades: Florida's River of Grass

#### 第四单元 保卫艾威格雷兹: 佛罗里达的绿色沼泽

##### 听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧;

重要摘记

语言点: 术语

语法要点: 动词

词组: 从上下文猜意

##### 说

练习活动: 两人或以小组形式互相讨论、交流信息

##### 读、写

练习: 图文材料; 复述

阅读杂志文章; 作推测; 快速阅读;

回答问题



Unit5 Clean Air Cabs in the Capital

第五单元 首都华盛顿的无尾气型汽车

听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧;

重要摘记

语言点

语法要点: 动词

带有提示内容的词: 转折词

猜意

说

练习活动: 两人或以小组形式互相讨论、交流信息

扩展练习: 角色游戏

读、写

练习: 阅读材料: 复述; 回答问题

自测: 技能技巧

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# Killer Bees in California

# 1



## OVERVIEW

### Preparing to Listen

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|----------------|----------------------------------------------------------|
| Activity One   | Discussion Questions                                     |
| Activity Two   | Getting Information from Illustrations and Text; Retells |
| Activity Three | Predictions; Bridge to Listening                         |

### Listening to the Tape

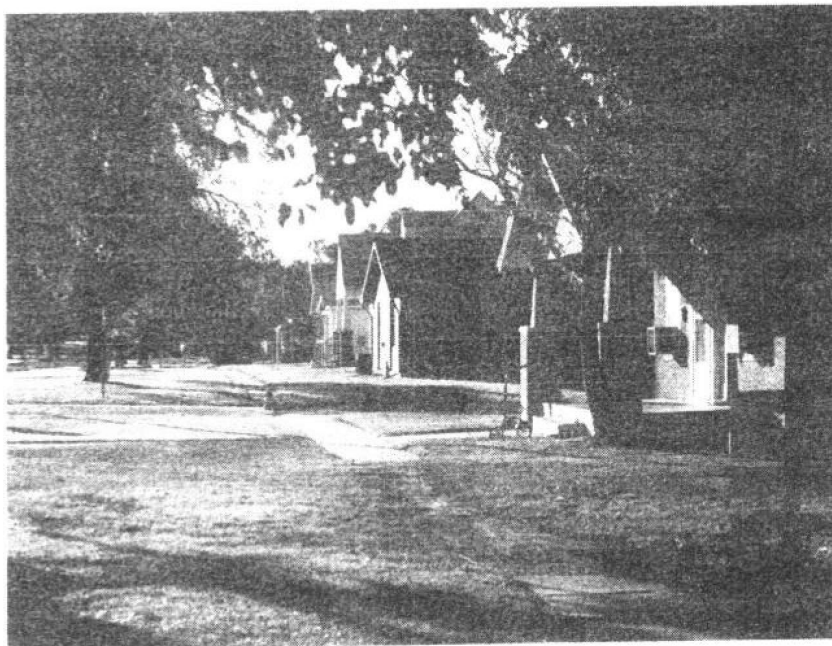
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| Activity Four | Listening for the Main Ideas |
| Activity Five | Writing Focused Notes        |
| Activity Six  | Comprehension Questions      |

### Language Close Up

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|----------------|-------------------------------------------|
| Activity Seven | Language Focus: Verbs                     |
| Activity Eight | Vocabulary: Guessing Meaning from Context |

### Follow-Up

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|---------------|---------------------------------------|
| Activity Nine | Critical Comparisons; Reading Retells |
| Activity Ten  | Critical Listening in the Real World  |



*Courtesy of California Coop. Extension—University of California, San Diego.*

If you've ever experienced a bee sting, then you know how painful it can be. This program looks at the preparations being made in California to counteract the environmental threat of killer bees. Because these insects are easily aroused and attack with little provocation, people often react to killer bees with fear and panic. You will hear from the people who are preparing to handle the arrival of the bees and from one group of people who may be negatively affected—beekeepers. The activities that follow will help you to understand and use the information you hear.



## Preparing To Listen

Getting some background information and thinking about the topic before you hear the program will help you to understand the ideas more easily. Complete the activities in this section **before** you listen.

### ACTIVITY ONE Discussion Questions

What do you think? Read and consider the following questions. Write your ideas in note form and discuss them with others.

1. What are the uses and dangers of bees?
2. What kinds of reactions can people have to bee stings?
3. How common is it for people to get stung? Can it be avoided?
4. Why do people keep bees? What are the sources of income from beekeeping?
5. Do beekeepers get stung by bees? How do they dress to handle the bees?
6. Is it possible to prevent insects from being transported deliberately or accidentally from one country to another? What can happen if this occurs?

7. What are "killer bees"? What have you heard about these insects?

## ACTIVITY TWO **Getting Information from Illustrations- and Text; Retells**

There are four different sets of illustration and text. Choose one set, explain it, and share your information with those who chose the other sets. Exchange your information to answer all the questions.

**Step 1.** Choose the illustration and text that you will read and explain.

**Step 2.** Read the list of questions to answer. Discuss what you think the answer might be with a partner who has chosen the same illustration and text.

1. Where and how do bees live?

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2. What are the jobs of the queen, the drone, and the worker bee?

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3. What are the similarities and differences between European and Africanized bees?

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4. What do beekeepers usually wear?

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5. What do beekeepers use to prevent bees from attacking them?

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6. Is it more difficult to keep Africanized bees or European bees? Explain.

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7. What actually happens when a bee stings? Explain.

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8. How did African bees come to the American continent? How far have they spread?

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9. What is the importance of beekeeping to the agricultural sector of California's economy?

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10. How much of beekeepers' income comes from pollination services?

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**Step 3.** Look carefully at the illustration and scan your text (read quickly for the key words and important ideas). Underline or highlight the answers to as many of the questions as you can.

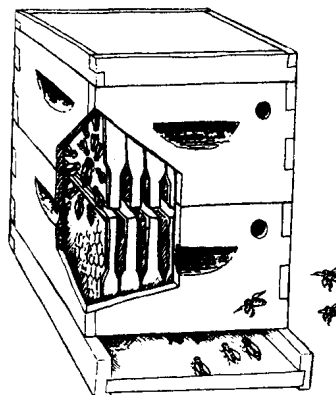
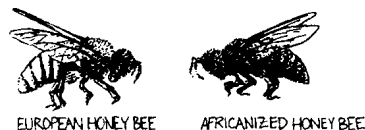
**Step 4 (Optional).** Discuss your answers with a partner who examined the same text as you did. Exchange information for all the questions for which you had information.

**Step 5.** Exchange information with people who read different texts and get answers for all the questions. Check your answers with the answer key.

### African and European Bees

Bees live in colonies that range in number from 200 to 60,000. Bees are social insects and depend on each other for survival. Individual bees isolated from their colonies cannot live very long. Within the colony, bees carry out a number of different tasks and, in fact, differ in physical form and development from each other.

A working colony will contain both male and female insects. The females are divided into queens and workers. The males are either drones or workers. The function of the queen is to reproduce; the drones mate with the queen for this purpose. The life span of a queen bee is typically two to five years. The work-



ers live for a shorter time in the summer because they work harder at this time of the year and wear themselves out.

Africanized and European bees have several similar characteristics. Both Africanized and European honeybees look the same. They have brown and yellow-gold colored bodies with darker stripes around their abdomens. Both protect their nest and sting in defense. Both can sting only once and have the same venom. They both pollinate flowers and produce honey and wax.

The differences between the Africanized and European strains are that the Africanized bees are more defensive and more easily irritated. They respond to a threat more quickly—three seconds for the Africanized honeybee versus 19 for the European bee—and in greater numbers. They will pursue an enemy for a longer distance (up to a kilometer, or 1,091 yards) than the European bee (under 30 yards).



### Beekeeping and Bee Stings

Keeping European bees is an activity that can be pursued by farmers for additional income or as a hobby by individuals in both rural and urban settings. Bees can be kept in small or large quantities. The basic equipment needed to keep bees without getting stung includes a beekeeping suit or, at a minimum, gauntlets that protect the arms and reach below the wrists with cuffs that can be closed tightly; a veil to cover the face, placed over a hat so that it does not touch the face or neck; and pants that can be closed at the ankle. Special bee gloves are advisable. The basic equipment for inspecting and getting honey from the hives includes a smoker used to spray smoke inside the hive to prevent the bees from attacking, a brush to remove the bees from the comb, and a hive tool to take out the frames from the hive.

European bees are relatively docile, so it is normally possible to stack hives on top of each other and keep them close together in the backyard or in a field near the house. However, hives with Africanized bees must be placed farther apart, with each hive sitting on a separate stand, and cannot be located near houses or barns where people or animals could come close to them. The beekeeper has to wear multiple layers of protective clothing under a complete beesuit. A large smoker is needed and must be used almost continuously when

the hive is being inspected. Two people are needed to inspect or extract honey from the hive—one to blow smoke and another to quickly remove the frames. These precautions are necessary to prevent being stung. When an Africanized bee stings, its stinger, like a European honeybee's, remains anchored in the skin and continues to inject all its venom, producing an odor that attracts other bees for up to 60 seconds.

### Introduction of the Honeybee to the American Continent

Honeybees were first brought to North America by early American settlers from Europe. The bees did well in their new habitat because the climate was similar to Europe, but did not become well-established in the tropical areas of South and Central America. In 1956, African queen bees were brought to Brazil to be used in a breeding program that Brazilian scientists hoped would be useful in areas where citrus crops were being grown. An accident occurred, and 26 swarms of bees were released and became established in the Brazilian jungle. The escaped bees formed the nucleus of a wild population that has since spread 200 to 300 miles per year.

Since African and European honeybees are the same species, they interbred freely. This resulted in a hybrid bee population named Africanized honeybees (AHB). In areas where there were few European honeybees, the hybrid was more like the African variety. In areas with extensive European breeds, the hybrids showed the influence of the European stock. On October 15, 1990, an AHB swarm that moved naturally into the United States was captured and destroyed in southern Texas.





### The Importance of Beekeeping to California's Agricultural Production

There are approximately 700,000 registered commercial bee hives in California each year.

Forty-five percent of California's bees are used for almond pollination; 44% are used for the pollination of melons, alfalfa seed, plums/prunes and avocados.

California produced \$578,813,000 worth of almonds in 1991, 100% of U.S. production.

Almond pollination requires two beehives per acre for a total of at least 800,000 hives throughout the State.

At today's rental rate of \$32 per hive, the almond pollination bill in California can exceed \$25 million.

California beekeepers produced \$10,978,932 worth of honey in 1990 but earned more than three times that amount (\$40,440,128) by providing pollination services.

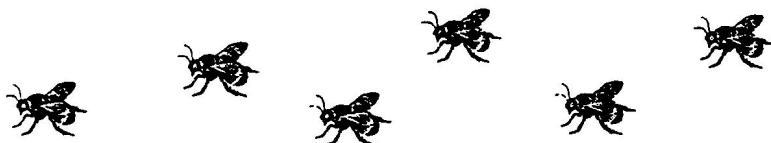
Approximately 1.43 million colonies of bees are rented in the state each year.

The total beekeeping income in California in 1990 was \$55,646,369.

The statewide value of pollinated crops in 1990 was \$2,352,278,392.

In 1991 California produced 14% of the nation's honey.

*San Diego County Department of Agriculture, Weights and Measures (5/93)*



## ACTIVITY THREE Predictions; Bridge to Listening

### Part One: Predictions

Based on what you have thought about and discussed so far, make a few predictions about the ideas you expect to find out about in this program.

Write your ideas on the lines below. You can write your ideas in either words or phrases, in question or sentence form. Write any ideas you have. Don't worry about whether they are good or bad or whether they are correctly written. Two predictions are given as examples to help you get started.

1. How dangerous are the bees?
2. Can people avoid getting stung?

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

Discuss your predictions. Later, you can check to see what you were able to predict.