

配有
磁带

华章英语

系列教材

来自北美的最新报道

穿越时空

听力
教材

Radio Waves

Sports Edition

体育版



(美)
Mary Lee Whaley / Judith



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

体育版

(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了解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，以使学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个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。

体育版概览

Unit1 Getting to First Base:

Women in Baseball

第一单元 迈向成功的第一步: 女子垒球

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: 辨识不同的声音; 非正式口语的特点; 口语表达

扩展练习: 家庭作业

说

练习活动: 两人或以小组形式互相交流信息

读、写

练习: 从图表中收集信息; 阅读新闻体文章; 快速阅读, 完成填表练习

Unit 2 Football's Jamie Williams:

49er to filmmaker

第二单元 橄榄球员杰米·威廉姆斯: 从旧金山49队队员到制片人

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; 重点摘记

语言点: 辨认发言者何时引出重要论点; 口语特点

词汇: 从上下文猜意

说

练习活动: 两人或以小组形式交流信息;

读、写

练习: 复述; 快速阅读文章回答问题
杂志文章; 从文章的开头和结尾辨认论点; 做阅读摘记

Unit 3 Skiing into Summer

第三单元 夏日滑雪

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: 细节描写

语法要点: 形容词; 辨认问题; 非正式口语; 词组

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; 阅读手册; 回答问题
扩展练习: 复述; 新闻发布时分析信息

Unit 4 Mountain Man:

Scaling the Rockface

第四单元 征服大山: 攀岩者

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: 语法形式; 动词; 辨别口语的解释说明;

专业术语

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: 阅读复述; 预测; 快速阅读找出所需信息
读报纸文章; 回答问题

Unit 5 City on the Edge:
Atlanta'96

第五单元 热身中的城市：亚特兰大96

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；

主题思想和细节

语言点：辨认声音和细节；听数字信息；

辨认新闻报道中的转折点；专业

术语

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：阅读宣传材料；图文材料；快速阅读找出信息；回答问题

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| Activity Ten | Gathering Information from Reading |
|--------------|------------------------------------|

Women have always engaged in competitive sports like tennis, basketball, and baseball. In the 1940s, a professional women's baseball league was successfully formed, and it played during the years that American men were fighting in the Second World War. That league was short-lived, but the idea of a women's



league has not died out. It has come to life again with the Women's League of South Florida. In this program you will hear from some of the women who are ready to seriously play ball. The activities that follow will help you to understand and use the information you hear.



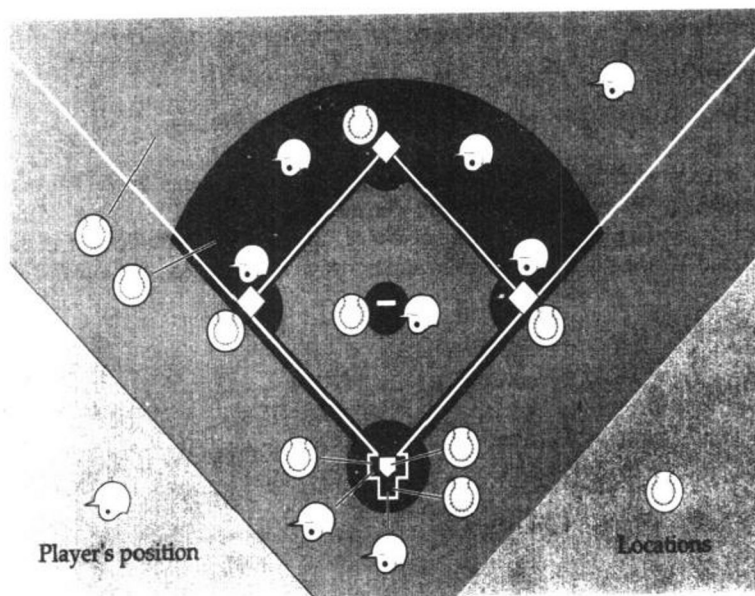
Preparing to Listen

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 Play Ball: Completing a Diagram

Baseball is one of the most popular American sports. At first glance, it appears not to be a complicated game. The objective seems clear and uncomplicated—to score more runs than the opposing team. This activity will give you a chance to see what you know about the basic features of the field and the player positions in baseball.

Step 1. Read the following list of baseball terms and identify their locations on the diagram of the baseball field. Write the correct letter or number for each of the places and the player positions in the space provided.



Locations

- A. Pitcher's mound
- B. First base
- C. Second base
- D. Third base

Player Positions

- 1. Pitcher
- 2. First baseman
- 3. Second baseman
- 4. Third baseman

Locations	Player Positions
E. Home plate	5. Shortstop
F. Catcher's box	6. Catcher
G. Batter's box	7. Batter
H. Infield	8. Infielder
I. Outfield	9. Outfielder

Step 2. Compare your answers with a partner or check the answer key.

ACTIVITY TWO

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 skills and abilities do baseball players need in order to play well?
2. At what age do people start playing baseball? Until what age can they continue to play?
3. When have women played baseball professionally? What have you heard about women ballplayers?
4. Do women play baseball differently than men? Explain.
5. What are the qualities that separate a serious player from someone who plays the game for fun?
6. What is the difference between amateur and professional baseball players?
7. What are the differences and similarities between softball and baseball?

ACTIVITY THREE Predictions; Bridge to Listening

Part One: Predictions

Based on the ideas you have thought about and discussed so far, write a few questions about women's baseball that you expect to have answered in this program.

Write your ideas on the lines below. You can write 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. *Reasons for beginning the women's league*
2. *Who plays in the league*
- 3.
- 4.
- 5.

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

Part Two: Bridge to Listening

The purpose of the introduction is to prepare you for the information in the program. It will give you an overview or a taste of something interesting to come.

Step 1. Cue your tape to the introduction of the show, which begins, "Baseball is considered the great American pastime." Turn on your tape.

Step 2. Listen to the introduction, which ends, "women have finally made it to first base in the world of baseball," without stopping the tape. Think about the information as you listen. Stop the tape at the end of the introduction.

Step 3. Answer the following questions about the information you heard. Write the answers in note form. The first answer is provided as an example.

1. How popular is baseball in the United States?

-great pastime
-th. men play/semi-pro
-m. of kids/amateur league

2. When did women play? Why?

3. What happened to the Women's League?

Step 4. Discuss your ideas with a partner or check the answer key. Compare these ideas to the predictions you made before.



Listening to the Tape

The activities in this section will help you to practice your skills in understanding and using the information you hear. Concentrate on the task you have to accomplish and practice the skills, such as note taking or listening for details, needed to complete the task.

STRATEGIES FOR COPING/NOTING INFORMATION FROM LISTENING

1. Focus on the information you understand; don't worry about what you miss.
2. Remember that all listeners lose a certain percentage of any information they listen to for a number of different reasons.
3. If you are working with others, discuss the information to help clarify ideas when you're not sure of what you heard or when you need more information.
4. If you are working alone, get as much information as you can.
5. You can listen again to get important information you may have missed.



Photo courtesy of The Women's Baseball League of Florida

Note Taking

In many of the activities that follow, you will be identifying the main points, supporting points, and details and often writing what you hear in note form. These activities will help you get more of the important information in your notes more quickly. Here are a few tips about writing quick notes as you listen:

Use Key Words, Symbols, and Abbreviations

- Write only the important words and key phrases, not whole sentences.
- Use abbreviations for words when possible.
Example: Abbreviate by writing *B.B.* for "baseball" or use *sp.* for sport. For nonstandard abbreviations like these, always write the complete word the first time with the abbr. beside it, so that you won't forget the meaning. There are standard abbreviations such as *FL* for "Florida" or *Pres.* for "President."
- Use numerals, *12 yrs.*, for example, instead of writing the words *twelve years*.
- Use symbols like = to show that ideas are the same or equally important.

Spacing

- Use spacing to show important relationships of groups of words.
- Write separate words on a separate line and indent. Indenting details shows that the details pertain to a particular idea.

Example: -Types of people playing in league
 -college students
 -physicians

Paraphrasing

- Paraphrase the information you hear when you write your notes.
- Paraphrasing involves choosing a word of your own that summarizes or states the ideas you hear.

Example Use the words *players/all kinds* to express the idea "Players from the Women's Baseball League of Florida come from all walks of life."

- Remember: When you paraphrase, the words you write in your notes convey **the same meaning** as the information you heard.

There are differences in the ways individuals take notes. The examples that are given show **one** way to note information. You will develop and improve your own style of note taking as you complete the activities in this section.

For more information about improving your note-taking skill, refer to the Guide to Note Taking (Appendix 1, p. 87).

ACTIVITY FOUR Listening for the Main Ideas

Step 1. Listen to the program “Getting to First Base: Women in Baseball” without stopping. Number the following main ideas according to the order in which you hear them.

- () A. The reasons women give for playing
- () B. The difficulties for women players
- () C. The growth of women’s baseball leagues
- () D. Future possibilities for women’s baseball

Step 2. Discuss your answers with a partner or check the answer key.

ACTIVITY FIVE Writing Focused Notes

You may not be able to write as much as you would like. Don’t worry—you’ll be able to write more notes as you get more opportunities to listen. The percentage of information you can jot down in notes will increase with each program.

When you listen to a radio report, you hear a wonderful mix of voices and sounds. The information that you hear is a mixture of factual information, opinion, and emotion. A radio report isn’t always organized in the same logical pattern as a good academic lecture. It follows a pattern of describing or explaining the important ideas (main points and details) related to the topic from the reporter’s point of view.

Your task is to listen and take notes so that you will be able to explain the main points and important details of this report to someone who has questions about the start-up of a women’s baseball league. The questions guide you in finding the major points of this report. The focused notes you write for the general questions will help you to discuss the details of what you heard with others.

DIRECTIONS To take focused notes follow these steps:

Step 1. Read the following general questions and think about the information you heard. What details relating to each question can you recall?

1. What is unusual about women playing baseball?
2. What difficulties do women face when they start playing baseball?
3. Why did Liz Smith and Kate Lamm join the league?
4. How serious is this team?
5. What would team members like to do in the future?

Step 2. If possible, discuss these questions with others.

Step 3. Rewind to the beginning of the program. Start the tape. As you listen, write details in note form for each of the questions you have just read and discussed.

Read the sample notes to see what kind of detail is important and how to write in note form. Try taking notes yourself as you listen to the tape. Compare what you have written to the sample notes provided. Your wording may not be the same, but the ideas should be.

1. What is unusual about women playing baseball?

- wom. -play softball
- girls-baseball/—teenager-softball/slow-pace
- now-change/women—baseball

2. What difficulties do women face when they start playing baseball?

3. Why did Liz Smith and Kate Lamm join the league?

4. How serious is this team?

5. What would team members like to do in the future?