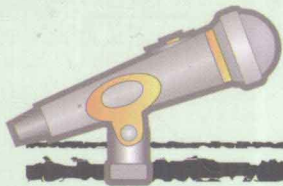


NEWS

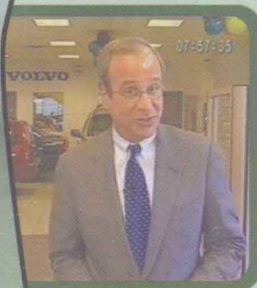


◎ 权立宏 主编

新闻英语视听说(下)

Learning English Through News

ABC CBS CNN BBC



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科学出版社

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大学英语互动学习系列

新闻英语视听说 (下)

Learning English Through News

主 编 权立宏
副主编 朱其韵 张骏宇
编 委 权立宏 朱其韵 张骏宇
陶玉梅 彭珍珠
(按姓氏笔画排序)

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前言

在语言运用中，口语位于输出的端口，根据语言学习的规律，正常的输出必须建立在大量输入的基础上。而目前大学英语的现状是，学生在听说方面存在着输入量低和输入的语言不真实两大问题。输入量低，顾名思义，就是学生通过听和阅读所获得的语言信息量远远不足以实现输出的目的；输入的语言不真实体现在学生所获得的语言信息偏书面化，将书面语言用于口头交流，给人一种极不自然的“背课文”的感觉，这也就是某些外国专家所说的中国学生学会了炫耀语言（display language），而不是使用语言（use language）。而教育部颁布的《大学英语课程教学要求》中明确指出大学英语的教学目标是培养学生的英语综合能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际。编者依据《大学英语课程教学要求》，广泛借鉴了国内外优秀英语视听说教材的编写经验，编写了《新闻英语视听说》（*Learning English Through News*）上、下册，旨在通过输入大量的英美国家主流电视网直播的新闻听力材料，通过形式多样的、模拟真实交际情境的口语训练，在夯实学生听说能力的基础上，提高其语言思辨能力和跨文化交际能力。

教程编写指导思想与理念

本套教程是以任务型语言教学理论为指导思想进行编写的。任务型语言教学的主要理论支柱为心理语言学。根据心理语言学理论，人们掌握语言需要通过某种对信息进行加工的心智运作与语言运用的过程，而任务既可以引导学习者参与这种心智运作与语言运用的过程，也可以使学习者在这个过程中学会如何对信息进行加工。在语言的使用方面，学习者通过积极参与各种语言学习任务，在真实或模拟真实的情境中综合运用语言知识，创造性地使用语言，使他们的语言知识逐步内化为语言能力。在完成任务的过程中，学习者学会调控自己的学习目标，调整自己的学习行为，逐步产生自主学习意识。而根据心理语言学的互动理论模式，语言学习的最佳途径是通过互动和交流，因此，课堂教学能否为学生提供大量互动和交流的机会就成为他们掌握一门语言的关键。在上述指导思想的引领下，我们在教材的编写中，就材料的选择和安排，练习和活动的设计都是通过任务的形式来体现，围绕任务来完成的，为学习者创造了大量的互动和交流的机会。

教程结构

本套教程分上、下册，每册各10个单元，在任务型语言教学的理念指导下，将每个单元分为6个版块。

板块设置◇ **Lead-in** 导入部分

通过与主题相关的介绍性文字 (Introductory Notes) 和图画引入话题, 然后讨论与单元主题相关的几个问题, 作为热身练习, 起到检查学生课前预习情况和调动课堂气氛的作用。

◇ **Listen and Speak** 听与说

这部分是每个单元的主干部分, 又可分为三个小部分: Section One、Section Two 和 Section Three。Section One 的听力材料以自录的对话为主, 语速与大学英语六级听力考试基本一致, 比后面几部分的新闻听力稍慢, 使学生在听力难度上有一个循序渐进的过渡, 这部分旨在输入不同真实交际情境中常用的口语表达语, 并在此基础上通过角色扮演 (role-play) 口语活动, 培养学生根据特定的场合和角色, 灵活、恰当地运用英语完成各项任务、解决问题的能力, 这是最接近真实交际情境的训练, 我们还就不同的情境提供了 Useful Expressions 供学生参考使用。

Section Two 与 Section Three 的体例基本一致, 听力材料为英美国家主流电视 (如 CBS、ABC、CNN、BBC 等) 直播新闻, 有词汇注释和背景知识简介, 并配以相应的听力练习, 如如何理解大意 (main idea)、抓住细节 (details) 等。在做听力练习时, 教师要引导学生使用一些听力技巧和策略, 如记笔记 (note-taking)、跟读 (shadowing) 和复述 (retelling) 等, 使学生不断强化听力理解能力。这两部分的口语活动与听力新闻内容紧密结合, 形式多样, 有对子活动 (pair work)、小组讨论 (group discussion)、角色扮演 (role-play)、故事复述 (story retelling)、看图说话 (picture talking)、拼图游戏 (jigsaw) 等, 活动形式由浅入深, 循序渐进, 形式生动, 操作性强。

◇ **Speaking Skills** 口语技巧

上册单元口语技巧参照《大学英语课程教学要求》的常用口语表达用语附录编写, 介绍了一些在日常生活和工作、学习中常用的言语行为表达技巧, 如 Opening & Closing a conversation、Making invitations、Making suggestions & Giving advice、Apologizing、Offering or Asking for help 等, 下册口语技巧分两部分, 第一部分主要介绍一些课堂口语活动操作的常用技巧, 如 How to do story-telling、How to do small-group discussion、How to do role-play、How to debate 等; 第二部分介绍一些特定场合的演讲技巧和范例, 如 How to make an introduction speech、How to make a welcome/farewell speech、How to make a persuasive speech、How to make an informative speech 等。

◇ **Further Listening** 泛听拓展

主要为新闻听力部分, 可作为学生的课外练习。

◇ **Enrichment Reading** 拓展阅读

精选拓展主题的文章，供学生课前或课后阅读。

◇ **Leisure Time** 休闲时刻

该部分通过听笑话、英文歌曲、英文诗歌、名言等，在轻松中加强对单元主题的理解。

● **版块内部构成**

版块名称	版块内部构成	
Lead-in	Introductory Notes Pictures & Cartoons	
	Warm-up Questions	
Listen and Speak	Section One	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in Dialogue(s)/Monologue(s) Task 2 Speaking out Role-play
	Section Two	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in News Report 1 <ul style="list-style-type: none"> — Listen for the main idea — Listen for details Task 2 Speaking out Specific oral activities
	Section Three	<ul style="list-style-type: none"> ● Introductory Notes ● Let's Practice! Task 1 Listening in News Report 2 <ul style="list-style-type: none"> — Listen for the main idea — Listen for details Task 2 Speaking out Specific oral activities
Speaking Skills		
Further Listening	Listening — News Report 3	
Enrichment Reading		
Leisure Time	Jokes/Songs/Poems/Quotes	

教程特色

1	理念	编写理念先进, 在编写上贯穿了围绕主题 (theme-centered) 的、任务型 (task-based) 的语言教学理念, 使学习者在模拟现实的情景中, 学有所用, 达到语言输入和产出的合理分配。
2	主题	所选主题力求贴近日常生活, 讲求趣味性, 并从一定角度上反映中西方文化特质。上、下册各 10 个单元, 所选主题涉及文化、教育、娱乐、科技、自然等领域, 都是国内外较前沿或有争议的话题, 容易激发学习者的学习兴趣。
3	选材	各部分主要视听材料的选择以短小精悍、难易度适中的国外原版材料为主, 兼顾材料的多样性及语言的真实性, 对材料中涉及的语言和文化现象的文字词汇提供详细的说明, 在提高学生听说能力的同时注重培养他们的综合文化素养和跨文化交际能力。本教程在对话练习部分提供了大量的口语常用句型和词汇表达, 供学习者使用。
4	内容	每个单元的主干 Listen and Speak 版块三部分的讨论主题都提炼了出来, 便于老师和学生掌握要点, 使得口语任务具有很强的目的性和实操性。听力和口语任务编排别具一格, 均经过精心设计, 听力练习符合新闻听力的训练规律, 口语与听力练习环环相扣, 并且带有很强的互动性和交际目的。口语技巧部分与口语任务密切相关, 深入浅出, 形式多样。本教程还附有光盘、练习答案、文本和词汇表。使得录音、文本和答案不再是教师的“特权”, 而可用来帮助学生上课之余能够反复练习, 检查学习情况。而词汇表根据《大学英语参考词汇表》设计, 一般单词不设标记; 较高要求单词, 表中用★标记; 更高要求单词, 表中用▲标记; 《大学英语参考词汇表》中没有出现的单词用◆标记。
5	多媒体	充分利用多媒体技术, 将平面素材转化为视频教学形式, 为学生创造个性化、自主化的学习环境, 既有丰富的视频和音频听力输入, 又有互动式的口语活动, 通过视、听、说三方面的内容切实提高学生的听说能力。
6	梯度	上、下册以及每册各单元之间都基本遵循由易到难、由浅入深的原则, 特别体现出口语技能提高的系统性与连续性。

教程使用对象

本套教程使用对象为具有一定的英语听力水平和口语表达能力,能基本听懂英语国家的新闻报道(如VOA、ABC、CBS、BBC等)的大学本科二年级英语或非英语专业的学生。此外,也适合不同年龄层次的社会人士自学及培训机构使用。

教程使用建议

本套教程分为上、下两册(均配有光盘),使用一学年,每单元安排4~6学时。

编写成员

本套教程由广东外语外贸大学英语教育学院视听说部部分教师编写,由权立宏策划和统稿。下册编写的分工如下:朱其韵编写第一和第十单元;陶玉梅编写第二和第七单元;权立宏编写第三和第六单元;张骏宇编写第四和第九单元;彭珍珠编写第五和第八单元。

本套教程是在广东外语外贸大学英语教育学院领导和老师们的热忱关心和支持下出版的。加拿大籍教师Wendy Chan对教程做了认真的校对,孙红、古克平等老师给予了宝贵的建议。本套教程的出版得到了科学出版社郝建华编辑的大力支持,阎莉编辑对本书的出版做了大量的工作,在此谨对以上人士深致谢意。本套教程还参考了国内外一些相关的书籍、杂志和网站的资料,特在此一并致以诚挚的谢意!

由于编写时间仓促,错漏和不妥之处在所难免,我们恳请同行专家和广大读者批评指正。

编者

2007年12月于广州白云山下

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Main Contents

Unit	Theme	Listen and Speak			Speaking Skill
		Section One	Section Two	Section Three	
1	It's Only a Game!	Olympics and I	X-games	Steroids and Sports	Story-telling
2	Online World	Online Wonderland	Living a Virtual Life	Online Security	Small-group Discussion
3	Dealing with Emotions	Expressing Our Emotions	Dealing with Stress	Laughter Is the Best Medicine	Role-play
4	Chinese Craze	It Is't an Easy Choice	Raging Popularity	China's Next Big Export	Making Speeches (1)—Introduction
5	Crime and Punishment	A Robbery in the Bank	BTK Killer	Death Penalty	Debate (1)
6	Housing	Buying a Home or Renting a Home	Housing Bubble	Living in Cities, or in the Countryside	Debate (2)
7	Story of Cars	Looking at Cars	Hybrid Cars	Concept Cars	Making Speeches (2)—Introduction Speech
8	Marriage	To Get Married or Not	Polygamy	Same-sex Marriage	Making Speeches (3)—Welcome Speech/Farewell Speech
9	Reaching out to the Needy	Don't Let Them Slip Away	Reintegrate AIDS Victims	You Can Make a Difference	Making Speeches (4)—Persuasive Speech
10	Unknown World	The Outer Space	Mysteries of the World	Life in Other Planets	Making Speeches (5)—Informative Speech

Unit One

It's Only a Game!

I. Lead-in

Introductory Notes

Sports, games or contests, played individually or in teams, involve physical strength, skill, and endurance. Games date from prehistoric times and are probably as old as community life. Most early peoples were engaged in games simulating combat, such as boxing and wrestling. In historical times, a great development of organized games took place in ancient Greece and Rome. Nowadays, sports have become an indispensable part of people's leisure life.



Warm-up

Test on Your Vocabulary of Sports

A Directions: Please match the Chinese equivalents on the right column with the English on the left. An example has been given.

Athletics (track and field)

Boxing

Cycling

Diving

Equestrian

Fencing

Gymnastics

Hockey

Judo

Modern Pentathlon

摔跤

柔道

现代五项

铁人三项

田径

马术

跳水

曲棍球

跆拳道

自行车

Taekwondo

举重

Triathlon

拳击

Weightlifting

击剑

Wrestling

体操

B Directions: There are different words for “场” in English. Please check your dictionary and fill in the blanks with the words below.

field

court

pitch

course

basketball _____ 篮球场

tennis _____ 网球场

football _____ 足球场

golf _____ 高尔夫球场

Tips

field 和 pitch 都是指室外的场地，例如，baseball field but not baseball pitch, cricket pitch but not cricket field。

一般室内的称 court, 当然有时也可以是在室外，例如，basketball/badminton/volleyball/tennis court。

与冰有关的运动，其场地称为 rink, 例如，ice skating rink、ice hockey rink 等。golf 的场地虽然也是在室外，但它比较特殊，一般称 golf course。

II. Listen and Speak



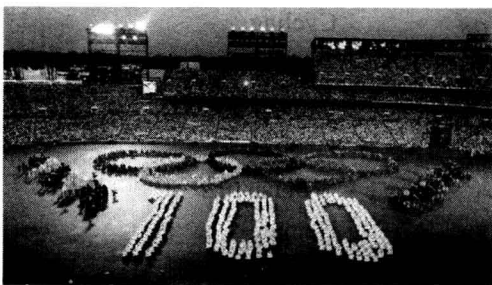
Section One Olympics and I



Introductory Notes

“Olympism is a philosophy of life, exalting and combining in a balanced whole the qualities of body, will and mind. Blending sport with culture and education, Olympism seeks to create a way of life based on the joy found in effort, the educational value of good example and respect for universal fundamental ethical principles.”

(Olympic Charter 2004, Fundamental Principles, paragraph 1)



Let's Practice!

▶▶ Task 1 Listening in (Monologue/Dialogue)

Monologue — A Close Encounter with the Olympic Spirit

Directions: Listen and complete a summary of the speech.

The Olympic Games were special for me because I worked as a technician, an _____ and _____ for the Summer Games. My responsibilities included _____ cables, _____ speakers, and _____ with rehearsals. I worked for the Olympics because _____. I had a life-long memory of unexpected touch of _____. I was also impressed with the _____ the audience showed for the security and the _____ they had while waiting.

Dialogue — Discussion about the Olympics

Directions: Helen and Gordon are discussing the Olympic Games. Listen and complete the table.

Topic & Position	Topic of their argument: _____	
Reasons	Helen: No	Gordon: Yes
Reason 1	Very good television show	Boring — sit and _____ for hours
Reason 2	_____ — men running faster, jumping higher etc.	Athletics not exciting, _____ better—more skill and goals
Reason 3	A tremendous act of _____	_____ — unfeminine
Reason 4	A competition among the best people, not _____	Undue emphasis on _____
Reason 5		Being exploited for _____, away from the _____

▶▶ Task 2 Speaking out

A Story-telling

Directions: Work with your partner and tell each other a story of your encounter with the Olympics. Consider the questions below before you tell a story. (Please refer to *Speaking Skills on how to tell a story.*)

(1) When and how was your first encounter with the Olympics?

(2) What impressed you most at the time?

(3) What do you enjoy most about the Olympics?

Useful Expressions

- ◇ I had a lifetime of memories and excitement for ...
- ◇ It's thrilling.
- ◇ It was one of the best things that happened to me that night.
- ◇ Being a part of it became much more than that.
- ◇ It was about the spirit of unity and how the world became focused on friendship, sportsmanship, and being the best we could be.
- ◇ It was so fun and inspiring to be part of such a global event. Being able to see behind the scene and work with the performance and athletes made it seem more special to me.

B Group Discussion

Directions: You're joining the discussion between Helen and Gordon. Try to answer the following questions.

(1) Would you care if the Olympic Games were abolished? Why/Why not?

(2) How could the Olympic Games be improved?

(3) What do you suggest?

Useful Expressions

? Questions:

- ◇ Who would really care if we abolished the Olympic Games?
- ◇ Why is it actually exciting to ...
- ◇ Oh really? Hours and hours in front of a TV set. What do you get out of it?
- ◇ Don't you think though that an undue emphasis is placed on nationality ...

🔒 Suggested Answers:

- ◇ Oh, I would. I think it's the television show of the decade.
- ◇ I've no idea. I mean I'm so busy ...
- ◇ I think that nearly all the events are very very exciting, and I am really involved.
- ◇ Well, of course the Olympic Games are always open to being exploited for political ends.

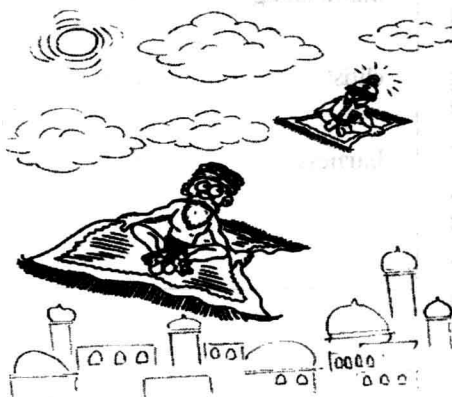


Section Two X-games



Introductory Notes

Extreme sports (extreme games, X-games) are nontraditional sports and activities that require participants to combine athletic skill with pronounced risk. Most extreme sports are not true competitive sports because the main challenge is not imposed by another athlete or opposing team, but by the inherent difficulty of the activity. Extreme sports allow and encourage individual creativity in the innovation of new maneuvers and in the stylish execution of existing techniques.



Let's Practice!

▶▶ Task 1 Listening in (News Report 1 — Dancing on Air)

Word Tips

troupe	<i>n.</i>	a group of performers such as singers or dancers who work and travel together (巡回演出的) 剧团, 歌唱团, 舞蹈团, 马戏团, 戏班等
nerve	<i>n.</i>	courage necessary to do something difficult or dangerous 胆量、勇气
bound	<i>vi.</i>	to move quickly with large jumping movements 跃起; 跳跃; 弹跳
illusion	<i>n.</i>	something that is not what it seems to be 错觉, 假象, 幻觉
gravity	<i>n.</i>	the force which causes things to drop to the ground 地心引力, 重力
convention	<i>n.</i>	the customary way of in which things are done within a group 惯例, 习俗; 对某种惯常做法或态度的一致同意或接受认可
choreography	<i>n.</i>	the skill of combining a series of movements to create dances 舞蹈术, 舞台舞蹈
cliff	<i>n.</i>	a high steep rock or ice face, especially a rock face extending along a coastline 悬崖, 绝壁
intimidating	<i>adj.</i>	making people feel frightened or nervous 令人害怕(胆战心惊)的
elitist	<i>adj.</i>	(disapproving) based on elitism 与少数有特殊才能或兴趣的精英相关的
harness	<i>n.</i>	an arrangement of straps fitted and worn by a person or animal to keep them in position or from falling 系在身上的绳子

Language Tip

draw sb. in: to get somebody involved in something 吸引, 引入

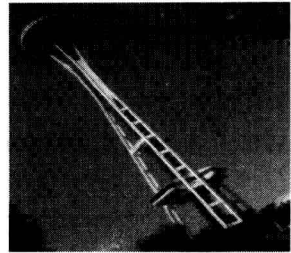
Background Tips

Yosemite: (美国加利福尼亚州中部) 约塞米蒂国家公园

New Hampshire: 美国新罕布什尔州

The Space Needle: It is the Pacific Northwest's most recognizable landmark and the symbol of Seattle, Washington, located on the grounds of Seattle Center. It was built for the 1962 World's Fair, during which it hosted 2.3 million visitors. The Space Needle is a tower 184 m (605 feet) high and 42 m (138 feet) wide at its widest point and weighs 9,550 tons.

西雅图的太空针塔



View of the Space Needle

Directions: Listen and complete the table below.

Name of the group	Project Bandaloop
Event	_____
Venue	_____ such as cliffs of Yosemite, the Space Needle in Seattle, the back wall of the theatre
Requirements for doing this activity	_____ and nerve
Reasons for doing this activity	Part of the idea is to _____, to get out _____ where _____ can be drawn in.
Their feeling about this activity	It's about freedom. It's about giving in. It's very _____ for me. It feels like we're _____ in a way that ... It's just a different ... a different way of _____.