

北极星英语系列教程

中高级学生配套用书

刘骏系列主编

清华大学出版社

内 容 简 介

《北极星英语系列教程——学生配套用书》从单元内容简介、生词及语言难点讲解、相关文化背景介绍、相关网站推介、课外文章阅读、附加练习、学生单元自测八个方面帮助学生从语言和文化背景两方面更好地理解《北极星英语系列教程——学生用书》的内容,从而达到开阔学生视野,提高学生的实际交际能力、批判意识和创新能力的目的。

Adapted and published by Tsinghua University Press under the authorization of Pearson Education, Inc. No part of this book may be reproduced in any form without the express written permission of Pearson Education, Inc. and Tsinghua University Press.

《北极星英语系列教程——学生配套用书》经培生教育出版集团独家授权,由清华大学出版社改编并独家出版发行,未经出版者书面的许可,不得以任何方式复制或抄袭本书内容。

版权所有,侵权必究。

This edition is authorized for sale and distribution only in the People's Republic of China (except Taiwan, Hong Kong SAR and Macao SAR).

仅限于中华人民共和国境内(不包括中国香港、澳门特别行政区和中国台湾地区)销售发行。

版权所有,翻印必究。举报电话:010-62782989 13501256678 13801310933

本书封面贴有 Pearson Education 出版集团激光防伪标签,无标签者不得销售。

图书在版编目(CIP)数据

北极星英语系列教程. 中高级学生配套用书/刘骏系列主编. —北京:清华大学出版社,2005.8

ISBN 7-302-11569-9

I .北… II .刘… III .英语—教材 IV .H31

中国版本图书馆 CIP 数据核字(2005)第 091154 号

出 版 者:清华大学出版社

地 址:北京清华大学学研大厦

<http://www.tup.com.cn>

邮 编:100084

社 总 机:010-62770175

客户服务:010-62776969

责任编辑:蔡心奕

封面设计:

版式设计:

印 刷 者:

装 订 者:

发 行 者:新华书店总店北京发行所

开 本:203×255 印张:10.5 字数:231 千字

版 次:2005 年 8 月第 1 版 2005 年 8 月第 1 次印刷

书 号:ISBN 7-302-11569-9/H·689

定 价: 元

前言

教材对于外语教学而言是不可或缺的,而教材的选择往往与培养学生的目标是分不开的。我们选用由清华大学出版社引进的《北极星英语系列教程》(NorthStar),是因为该教程具有选材广泛、注重语言综合技能训练以及语言真实地道等特点。然而,由于这一系列教程并非完全针对把英语作为外语的学习者而编写的,在两年来的教学实践过程中,学生普遍反映该系列教程生词量大、文化信息较为浓缩等问题。为了帮助学生从语言和文化背景两方面更好地理解教材的内容,开阔学生的视野,提高他们的交际能力、批判意识和创新能力,汕头大学英语语言中心组织中外教师30多人共同参与编写了《北极星英语系列教程——学生配套用书》。该学生配套用书与系列教程一样共分5级,即:入门级(Introductory)、基础级(Basic)、中级(Intermediate)、中高级(High Intermediate)和高级(Advanced)。

该系列配套用书每单元包括以下八个部分的内容:

1. 单元简介

该部分为学生提供了单元概述,主要针对主题进行简要说明,同时说明该单元的学习目的。

2. 生词

该部分所选词语意义的解释主要依据其在语境中的含义,同时通过加注音标、词性以及附上例句和译文,使学生能更好地理解词语的用法。选词的标准参照了《大学英语课程教学要求》,一般要求的词语不设标记;较高要求和更高要求的词语分别标记为“★”和“▲”;超出要求的词语标记为“◆”。

3. 语言难点

该部分主要解释那些在语言方面或文化方面可能会造成理解困难的词语,如某些表达方式和习语。为了减少学生预习课文的难度,语言点的解释尽量做到简明扼要,并为学生提供了参考译文。

4. 相关文化背景介绍

该部分从历史、人物传记、文化等方面为学生提供与目标文化相关的背景知识,旨在提高学生的批判性思维能力。

5. 相关网站推介

该部分介绍了与课文主题相关的网站,提供了有效使用网站资源的方法,为学生进一步了解相关知识提供了便利。

6. 课外阅读材料

该部分选编了与学生本土文化相关的课外阅读材料并配以相应的练习活动,让学生从不同角度加深对同一主题的理解,进而开阔他们的视野。

7. 附加练习

该部分提供了独立完成或小组活动等形式多样的附加练习,为学生创造了更多提高自身语言与文化技能的机会,其中特别为学生提供了既富于培养创造性思维又能激发学习兴趣的写作练习。

8. 学生自评

该部分从背景知识、词汇、语法和写作技巧等方面让学生对所学知识的实际掌握情况进行自我评价,进而调整自身的学习策略。

《北极星英语系列教程——学生配套用书》是汕头大学英语语言中心30多位中外老师团结协作、辛勤劳动的结果。在此,我们感谢所有参与编写的人员,同时感谢马兰和苏珊·斯宾塞两位老师为该系列配套用书的编写提供了样张。在编写的过程中,清华大学出版社一直非常关心和支持编写工作,特别是该社的蔡心奕编辑为提高书稿的质量做了大量的工作,在此一并致谢。

我们希望该系列配套用书的出版将有助于促进学生提高学习效率和兴趣,对培养学生的批判性思维和英语交际能力起到指导性的作用。由于参与编写的人员较多,时间紧迫,不足之处在所难免,恳请广大读者批评指正。

系列主编:刘 骏

系列副主编:肖亮荣

2005年6月

SERIES FOREWORD

There are three fundamental considerations for any language educator: What to teach, when to teach it, and how to teach it. “What to teach” is related to teaching materials, without which teaching cannot be focused. “When to teach it” addresses the issues of curriculum and syllabus, without which teaching will not be efficient. “How to teach” addresses teaching methodology, without which teaching cannot be effective. Among these three considerations, teaching materials are by far the most essential, indispensable for language teachers and learners. The selection of materials is largely dependent on the projected teaching objectives. Among the various materials in teaching English as a Foreign Language (EFL) on the market, we have chosen the *NorthStar* series for its comprehensive coverage of topics, integrative skills training, and authentic presentation of materials.

In order to maximize the potential of imported textbooks to benefit Chinese students of English, Chinese culture and language, learner styles and strategies, and a sensitivity to students’ prior exposure to English all need to be taken into consideration. This has been consistently agreed upon by curriculum developers, syllabus designers, materials writers, as well as English language teachers in China. At the English Language Center (ELC) in Shantou University, we have used the *NorthStar* textbook series for our English courses for a number of years, focusing on training students’ communicative competence and critical thinking. While we applaud the merits in the textbook series, we have found ourselves busy searching for additional materials, interactive tasks, bilingual annotations, and cultural/intercultural notes to accompany the text and to facilitate the learning process in the Chinese context. As the *NorthStar* series was not originally designed for Chinese students of English *per se*, there is a need to substantiate more culturally appropriate and pedagogically-tailored materials as a complement to the existing textbooks. As such, the faculty at the ELC has produced this *NorthStar Student Companion Book* series as counterparts to the textbooks.

There are five student companion books in the series, parallel to the textbooks, with each book covering both strands of reading and writing, and listening and speaking at each of the five levels (Introductory, Basic, Intermediate, High Intermediate, and Advanced). Every unit in each student companion book in this series is comprised of eight sections as follows:

A Brief Introduction to the Unit

In this section, students are given unit overview, which provides a brief explanation of the theme, imparts some relevant learning information, and states the objectives of the unit.

New Words

This section helps to clarify the meanings and usage of selected words and expressions from the unit in context, adding International Phonetic Alphabets (IPA) and providing examples with a Chinese translation. In addition, words and expressions are all selected and marked in accordance with the “Reference Word List of College English Curriculum Requirements” issued by the Ministry of Education in China. “★” and “▲” correspond to “intermediate requirements” and “higher requirements,” respectively, as stated in the Word List. Words and expressions marked with “◆” indicate that they are beyond the scope of the Word List. Selected words and expressions without any symbol match to “basic requirements” stated in the Word List.

Language Points in the Unit

The focus of this section is to clarify the meanings of words and phrases that are linguistically and/or culturally challenging (e.g., expressions and idioms). They pose potential difficulties for Chinese students previewing the text; therefore, succinct explanations of the language points are provided in both English and Chinese.

Additional Information and Explanations

This section mainly focuses on providing further information (e.g., historical, chronological, biographical, cultural, and thematic) and explanations related to the target culture, while at the same time enhancing the students’ critical thinking.

Recommended Websites for Further Information

This section is intended to provide additional information and resources for students who are eager to learn more about the subject matter and issues presented in the textbook. A few websites related to the theme of each unit are recommended, along with some guidance on the scope and the effective utilization of those websites.

Supplementary Reading Materials with Tasks

This section is designed to expose Chinese students to different perspectives on the same theme, through individual work or group activities, in the hope that students will broaden their outlook and consider contrasting opinions. With sensitivity to the Chinese and Asian context, the additional readings and materials are easier for the Chinese students to relate to.

Suggested Activities and Tasks

To facilitate self-study and group work, the various activities and tasks in this section are designed to provide more opportunities for students to develop their linguistic and cultural competences. In particular, we have provided some additional writing assignments that are more creative and imaginative—even playful—in nature.

Self-Checklist

This section enables students to monitor their own progress and comprehension of the content in terms of cultural background, vocabulary, grammar, and writing style. After completing each unit, students will be able to assess how well they have learned the materials and what skills they need to focus on to further their learning.

About 35 ELC teachers at Shantou University participated in the creation of the *NorthStar Student Companion Books*. We would like to take this opportunity to thank all of our contributors, in various roles, for their involvement in the construction of this *Student Companion Book* series. In particular, we would like to thank our book editors for their leadership throughout the process. Thanks also go to Ma Lan and Susan Spencer for providing a sample unit that served as a model for the development of the series. We are grateful to the editors at Tsinghua University Press, especially Ms. Cai Xinyi, for her conscientiousness in ensuring that we deliver the highest quality possible.

We hope that the publishing of this *NorthStar Student Companion Book* series will greatly facilitate our students by making their learning more efficient, effective, and enjoyable. We encourage our students to take advantage of this series for lesson preparation and unit review. It is our intention that this series will play an instrumental role in developing students' critical thinking and communicative competence in English.

Jun Liu, Series Chief Editor

Liangrong Xiao, Series Deputy Chief Editor

CONTENTS

1	Theme: Media	1
	I A Brief Introduction to the Unit	1
	II New Words	1
	III Language Points in the Unit	6
	IV Additional Information and Explanations	10
	V Recommended Websites for Further Information	13
	VI Supplementary Reading Materials with Tasks	13
	VII Suggested Activities and Tasks	16
	VIII Self-Checklist	17
2	Theme: Justice	21
	I A Brief Introduction to the Unit	21
	II New Words	21
	III Language Points in the Unit	25
	IV Additional Information and Explanations	27
	V Recommended Websites for Further Information	29
	VI Supplementary Reading Materials with Tasks	29
	VII Suggested Activities and Tasks	30
	VIII Self-Checklist	31
3	Theme: Medicine	33
	I A Brief Introduction to the Unit	33
	II New Words	33
	III Language Points in the Unit	38
	IV Additional Information and Explanations	42
	V Recommended Websites for Further Information	45
	VI Supplementary Reading Materials with Tasks	45
	VII Suggested Activities and Tasks	47
	VIII Self-Checklist	47

4	Theme: Natural Disasters	51
	I A Brief Introduction to the Unit	51
	II New Words	51
	III Language Points in the Unit	54
	IV Additional Information and Explanations	57
	V Recommended Websites for Further Information	58
	VI Supplementary Reading Materials with Tasks	59
	VII Suggested Activities and Tasks	62
	VIII Self-Checklist	63
5	Theme: Conservation	65
	I A Brief Introduction to the Unit	65
	II New Words	65
	III Language Points in the Unit	75
	IV Additional Information and Explanations	77
	V Recommended Websites for Further Information	78
	VI Supplementary Reading Materials with Tasks	79
	VII Suggested Activities and Tasks	80
	VIII Self-Checklist	81
6	Theme: Philanthropy	83
	I A Brief Introduction to the Unit	83
	II New Words	83
	III Language Points in the Unit	88
	IV Additional Information and Explanations	94
	V Recommended Websites for Further Information	95
	VI Supplementary Reading Materials with Tasks	96
	VII Suggested Activities and Tasks	98
	VIII Self-Checklist	99
7	Theme: Education	101
	I A Brief Introduction to the Unit	101
	II New Words	101
	III Language Points in the Unit	106
	IV Additional Information and Explanations	108
	V Recommended Websites for Further Information	109
	VI Supplementary Reading Materials with Tasks	109

VII	Suggested Activities and Tasks	111
VIII	Self-Checklist	112

8	Theme: Space	115
I	A Brief Introduction to the Unit	115
II	New Words	115
III	Language Points in the Unit	118
IV	Additional Information and Explanations	121
V	Recommended Websites for Further Information	122
VI	Supplementary Reading Materials with Tasks	123
VII	Suggested Activities and Tasks	124
VIII	Self-Checklist	125

9	Theme: Immigration	143
I	A Brief Introduction to the Unit	143
II	New Words	143
III	Language Points in the Unit	147
IV	Additional Information and Explanations	149
V	Recommended Websites for Further Information	151
VI	Supplementary Reading Materials with Tasks	151
VII	Suggested Activities and Tasks	153
VIII	Self-Checklist	154

10	Theme: Technology	143
I	A Brief Introduction to the Unit	143
II	New Words	143
III	Language Points in the Unit	147
IV	Additional Information and Explanations	149
V	Recommended Websites for Further Information	151
VI	Supplementary Reading Materials with Tasks	151
VII	Suggested Activities and Tasks	153
VIII	Self-Checklist	154

1 T H E M E : Media

Focus on Reading and Writing: **Untruth and Consequence**

Focus on Listening and Speaking: **No News Is Good News**

I

A Brief Introduction to the Unit

Unit 1 focuses on the reporting of news in various print and electronic media, especially on sensational tabloid journalism and how it affects people's lives. Through the reading and listening selections, unit 1 presents a discussion of the current practices, ethical considerations, rights and responsibilities of journalists based on contemporary real life media situations. In addition, the material investigates the power of the media, for both good and bad, and how this power is used to influence individuals and society.

II

New Words

Reading 1 Peeping Tom Journalism

abuse / ə'bjʊ:s / *n.* improper use or handling; misuse 不正确的使用或处理; 滥用
drug abuse 滥用药品

◆ **affiliate** / ə'filieit / *n.* a person, an organization, or an establishment associated with another as a subordinate, subsidiary, or member 成员, 分支机构
network affiliates 网络成员

anchor / 'æŋkə / *n.* the person who reads the news and introduces reports on TV
新闻节目主持人

She is the anchor for the six o'clock news. 她是“新闻6点钟”的节目主持人。

- ▲ **anguish** / 'æŋɡwɪʃ / *n.* a agonizing physical or mental pain; torment 剧痛; 极度痛苦
be in anguish 极度痛苦
- ★ **anonymous** / ə'nɒnɪməs / *adj.* having an unknown or unacknowledged name 匿名的; 无名的; 假名的; 不具名的
an anonymous letter 匿名信
- ▲ **celebrity** / si'lebrɪti / *n.* a famous person 名人, 知名人士
- ▲ **columnist** / 'kɒləmnɪst / *n.* writer of a column in a publication such as a newspaper 报刊专栏作者; 出版物中一个栏目的作者
- correspondent** / ,kɒri'spɒndənt / *n.* a person who reports news from a distant place 记者; 通讯员
a correspondent for the Times 《时代周刊》的记者
- ◆ **dramatize** / 'dræmətaɪz / *v.* to present or view in a dramatic or melodramatic way 渲染; 使戏剧化
The novel is currently being dramatized for TV. 这部小说目前正被改编成电视剧。
- due** / djuː / *adj.* anticipated; looked for 被期望的
a long due promotion 盼望已久的提升
- ◆ **embarrassment** / ɪm'bærəsmənt / *n.* the act or an instance of embarrassing 困窘的动作或事件
to ease one's embarrassment 缓解某人的困窘
- hero** / 'hɪərəʊ / *n.* a person noted for special achievement in a particular field 杰出人物; 因在某领域内的特殊成就而著名的人
the heroes of medicine 医学界杰出的人物
- ◆ **hitchhiker** / 'hɪtʃhaɪkə / *n.* a person who travels by getting free rides from passing vehicles 搭便车的旅行者
- ★ **hound** / haʊnd / *v.* to keep following someone and asking them questions in an annoying or threatening way 追逼; (不断地) 烦扰
He was hounded by reporters. 他受到新闻记者的追踪。
- ▲ **humiliation** / hjuːˌmɪli'eɪʃən / *n.* a humiliating condition or circumstance 丢脸; 丢人
Being forced to resign was a great humiliation for the minister. 被迫辞职对这位部长来说是个巨大的耻辱。
- ignore** / ɪɡ'nɔː(r) / *v.* to refuse to pay attention to; disregard 忽视
"Ignore the child if he misbehaves, and he'll soon stop." “小孩不乖时, 别去理他, 他很快就会安静下来。”
- ◆ **instant coverage** immediate news report 及时的新闻报道
- intense** / ɪn'tens / *adj.* so great or strong that can be heard or felt clearly 强烈的; 剧烈的; 紧张的
That is intense but orderly work. 那是紧张而有秩序的工作。
- ◆ **journalism** / 'dʒəːnəlɪzəm / *n.* the collecting, writing, editing, and presentation of news or news articles in newspapers and magazines and in radio and television broadcasts 新闻

业，新闻工作

journalist / 'dʒə:nəlist / *n.* one whose occupation is journalism 新闻工作者

sports journalist 体育记者

justify / 'dʒʌstɪfaɪ / *v.* to demonstrate or prove to be just, right, or valid 论证或证明……正当、正确或有效

justified each budgetary expense as necessary 证明每一项预算费用都是必要的

anger that is justified by the circumstances 被事实证明是有正当理由的愤怒

★ **legitimate** / li'dʒɪtɪmɪt / *adj.* being in compliance with the law; lawful 合法的，遵照法律的，正当的

a legitimate claim 正当的要求

★ **orientation** / ɔ(ɪ)riən'teɪʃən / *n.* a tendency of thought; a general inclination 倾向；趋向
sexual orientation 性倾向

perspective / pə'spektɪv / *n.* subjective evaluation of relative significance; a point of view 观点，看法

the perspective of the displaced homemaker 被革职的女管家的观点

★ **privacy** / 'praɪvəsi / *n.* a state of being free from unsanctioned intrusion 隐私
a person's right to privacy 个人隐私权

◆ **profile** / 'prəʊfaɪl / *n.* degree of exposure to public notice; visibility 态度，姿态；能见度
kept a low profile until the controversy had abated 保持低姿态直到争议减少

◆ **senator** / 'senətə / *n.* a member of a senate or law-making body 参议员
He was a US Senator in 1858. 1858年他当选为美国参议院议员。

◆ **sensational** / sen'seɪʃənəl / *adj.* arousing or intended to arouse strong curiosity, interest, or reaction, especially by exaggerated or lurid details 耸人听闻的，引起轰动的
sensational journalistic reportage of the scandal 对丑闻的耸人听闻的报刊报道

◆ **speculation** / 'spekju'leɪʃən / *n.* reasoning based on inconclusive evidence; conjecture or supposition 推测；推理；思索

Your speculations were all quite close to the truth. 你的揣测已经非常接近事实。

◆ **spouse** / spauz / *n.* a marriage partner; a husband or wife 配偶；丈夫或妻子

◆ **sue** / sjuː;suː / *v.* to institute legal proceedings; bring suit 控告

◆ **tabloid** / 'tæblɔɪd / *n.* a newspaper that has small pages, a lot of photographs, and stories mainly about sex, famous people etc. rather than serious news (以轰动性报道为特点的，文简图多的) 小报

tabloid journalism 大众化(通俗)报纸

◆ **trash** / træʃ / *n.* worthless or offensive literary or artistic material 拙劣的文艺作品

◆ **veteran** / 'vetərən / *n.* someone who has a lot of experience in something especially in war 老手；经验丰富的人；老兵

◆ **visibility** / 'vɪzɪ'bɪlɪti / *n.* the capability of being easily observed 引人注目
an executive with high visibility 有很大吸引力的总经理

Reading 2 Focus on Bomb Suspect Brings Tears and a Plea

▲besiege /bi'si:dʒ/ v. to harass as with requests 纠缠

Reporters besieged the winner for interviews. 记者们纠缠住获胜者进行采访。

◆bombard /'bɒmbə:d/ v. to flood with information 信息如潮水般地涌入

We were bombarded with news about the earthquake. 有关地震的消息铺天盖地而来。

charge /tʃɑ:dʒ/ v. to state officially that someone may be guilty of a crime 指控 控告

He was charged with stealing a car. 他被指控偷了一辆汽车。

civil /'sivl/ adj. relating to the rights of private individuals and legal proceedings concerning these rights as distinguished from criminal, military, or international regulations or proceedings 民事的, 民法的

civil case 民事案件

convict /kən'vikt/ v. to find or prove (someone) guilty of an offense or crime, especially by the verdict of a court 宣告……有罪

The jury convicted the defendant of manslaughter. 陪审团判定被告犯有杀人罪。

◆coordinator /kəu'ɔ:dineitə/ n. someone who organizes the way people work in an activity 协调人; 调度员

We've appointed a coordinator who will oversee the whole project. 我们已指定了一位监督整个工程的协调人。

deputy /'depjuti/ n. a person appointed or empowered to act for another 代理人, 代表

You can talk with my deputy during my absence. 我不在时, 你可与我的代理人谈。

★despise /dis'paiz/ v. to regard as unworthy of one's interest or concern 蔑视 轻视
despised any thought of their own safety 将自身安危置之度外

◆deathbed /'deθbed/ n. the last hours before death 临终时刻, 死前的最后一段时间
on one's deathbed 生命垂危

executive /ig'zekjutiv/ n. a person or group having administrative or managerial authority in an organization 执行者

explode /iks'pləud/ v. to release mechanical, chemical, or nuclear energy by the sudden production of gases in a confined space 爆炸

The bomb exploded. 炸弹爆炸了。

incident /'insident/ n. an occurrence or event that interrupts normal procedure or precipitates a crisis 突发事件, 插曲

an international incident 国际性事件

innocent /'inəsnt/ adj. not guilty of a specific crime or offense; legally blameless 无辜的
法律上无罪的

innocent of all charges 对所有指控无罪责的

insurance /in'ʃuərəns/ n. the act, business, or system of insuring 保险行为、业务或系统

◆lawsuit /'lə:su:t; 'lə:sju:t/ n. an action or a suit brought before a court, as to recover a right or redress a grievance 诉讼, 被诉诸法庭的诉讼或案例

- numerous /'nju:mərəs/ adj. amounting to a large number; many 许多的,为数众多的
Those birds have become more numerous lately. 最近,那种鸟越来越多起来。
- ▲ordeal /ɔ:'di:l;-'di:əl/n. a difficult or painful experience, especially one that severely tests character or endurance 考验,困难或痛苦的体验
the ordeal of being shipwrecked 遭受海难的痛苦经历
- ★plea/pli:/ v. an earnest request; an appeal 恳求 呼吁
spoke out in a plea for greater tolerance 喊出来恳求更大的宽容
- photographer /fə'tɒgrəfə/n. someone who takes photographs, especially as a profession or as an artist 摄影师,摄影家
- ◆recount /ri'kaunt/v. to narrate the facts or particulars of an event 详细叙述
- ◆sadden /'sædn/ v. to make or become sad 使悲伤,使伤心
She was saddened by her son's ingratitude. 儿子的忘恩负义伤了她的心。
- ★scrutiny /'skru:tini/n. close observation; surveillance 仔细的检查
His theory wouldn't bear scrutiny. 他的理论经不起推敲。
- ▲sob /sɒb/ v. to weep aloud with convulsive gasping; cry uncontrollably 呜咽,啜泣
The child sobbed loudly. 这个孩子忍不住大哭起来。
- ★suppress /sə'prəs/v. to inhibit the expression of (an impulse, for example); check 抑制 限制
suppress a smile 忍住笑容
- suspect /səs'pekt/ v. to surmise to be true or probable; imagine 猜想 想象
He seems poor, but I suspect that he has quite a lot of money. 他看上去很穷,可是我怀疑他很有钱。
n. one who is suspected, especially of having committed a crime 嫌疑犯,被怀疑的人
The police have taken the suspect to the police station. 警察把这个嫌疑犯送到了警察局。

Listening 1 A New Approach to News

- alternative /ɔ:l'tə:nətiv/n. the choice between two mutually exclusive possibilities 两者选一
We have no alternative but to go on. 除了继续下去,我们没有选择的余地。
- ★gossip /'gɒsɪp/n. rumor or talk of a personal, sensational, or intimate nature 流言蜚语,谣言
You shouldn't listen to gossip. 你不应该听信流言蜚语。

Listening 2 Conversation about the News

- aggressive /ə'ɡresɪv/ adj. inclined to behave in a hostile fashion 侵犯的 挑衅的
an aggressive foreign policy 侵略性的外交政策
- ▲innovative /'ɪnəuveɪtɪv/ adj. marked by or given to innovations 革新的,创新的
- ★subscribe /səb'skraɪb/v. to pay money to an organization in order to receive a publication 订阅
She subscribes to several women's magazines. 她订阅了几种妇女杂志。

stuff /stʌf/ n. specific talk or actions 废话

Don't give me that stuff about being tired. 不要对我说累了之类的话。

◆victimize /'vɪktɪmaɪz/ v. to make a victim of 使……成为牺牲品



Language Points in the Unit

Reading 1 Peeping Tom Journalism

1. Police find his car parked about halfway to the lake. (Paragraph 2, Line 2)

The police were looking for the minister who did not return from a fishing trip to a lake. During the search, the police find his car stopped and empty along the road to the lake at approximately the midpoint between the minister's home and the lake.

警察发现这位部长的车停在去钓鱼的湖的半路上。

2. You're the reporter and your story is due. (Paragraph 2, Line 6)

This statement is asking the reader to imagine that he or she is the reporter and to think about how the facts of the story should be reported. The word "due" implies that time is short and that the reporter may have to make some quick judgments without adequate investigation.

你是记者,所以需要赶紧进行跟踪报道。

3. In the old days, reporters knew politicians (including presidents) who slept around, movie stars who were gay, and public figures who used drugs or abused alcohol. They just kept it to themselves. (Paragraph 5, Lines 1-3)

"The old days" refers to past times that are believed to have been quite different in outlook than modern times. In those times reporters were aware of famous people who were promiscuous, homosexual, drug users or alcoholics but the reporters often did not expose these behaviors in the media. The implication is that these sorts of things were private and that the reporters had more respect for privacy in those days.

过去,记者知道某些政客(包括总统)拈花惹草,某些影星是同性恋,还有些公众人物吸毒和酗酒。可是记者们没有声张。

4. When a famous person dies, does the public have a right to all the details? (Paragraph 6, Lines 5-6)

Reporters often state that the reason they publish all kinds of private information is that the public (people of the country) has a "right to know" and that the reporter is fulfilling some sort of a duty to the public by providing all the intimate details of a situation. This philosophy has even been used as a defense in court cases. In this case the reader is being asked to consider the positive and negative results of this kind of reporting.

当一位名人去世，公众是否有权知道他去世的全部过程？

5. When Gennifer Flowers alleged a twelve-year affair with President Bill Clinton, she first sold the story to the tabloid *Star*. (Paragraph 7, Lines 1–2)

When Bill Clinton became a famous national figure by running for president, Gennifer Flowers came forward with her claim of a sexual relationship with him. The word “alleged” implies that the claim was not yet proven. Ms. Flowers chose to tell her story to the newspaper *Star* which has a reputation for reporting sensational and sometimes dubious news. She was presumably paid for the story.

詹妮芙·弗劳尔声称，她和比尔·克林顿总统有染已达12年之久，并首先把这一花边新闻卖给了一家叫《星》的小报。

6. Some stories receive such wide visibility that to ignore them is to “play ostrich man,” (Paragraph 8, Lines 1–2)

It is said that an ostrich will bury his head in the sand when threatened by danger. To “play ostrich” is a phrase that means to ignore danger or the true facts of a situation even when faced with much evidence.

有些故事已被媒体多次曝光，那些故事的主人公已难以申辩任何事实，只好佯装不知，真有些“掩耳盗铃”的感觉。

7. Scrutiny may be the price one pays for fame. (Paragraph 9, Line 1)

Scrutiny is a word that means, “extremely detailed inspection.” This statement implies that famous people have no right to privacy and that they should expect to have every detail of their lives made public. Reporters often believe that this justifies publishing intimate details of a celebrity’s life.

名人似乎就不应该有任何隐私，记者们总是会理所当然地对名人的隐私穷追不舍、大肆报道。

8. Do people who accidentally find themselves involved in such high-profile cases have rights, or do we deserve to know everything about them? (Paragraph 12, Lines 2–4)

A “high-profile” case is one that has received a lot of media attention, a story that has been “in the news” for an extended period of time. During the time when a story is receiving great attention, reporters, for the sake of the news, may constantly harass the people involved. Personal rights and privacy issues are ignored.

焦点人物就不该有隐私吗？我们就一定要了解他人的隐私吗？（当某一事件受到各大媒体的广泛关注时，记者们往往会为了新闻的缘故，不断播报其中所牵扯的人物，并肆意曝光其个人隐私。）