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*A self-study
reference
and practice
book for
students of
English*

WITH
ANSWERS



Mehdi Vaez Dalili

سرشناسه: واعظ دلیلی، مهدی، ۱۳۶۰-

Vaez Dalili, Mahdi

عنوان و نام پدیدآور: Learn English News Through Videos: 400 Video Clips + Texts: A Self-Study Reference and Practice Book for Students of English with Answers/ Mehdi Vaez Dalili.

مشخصات نشر: تهران: رهنما، ۱۳۹۰ = ۲۰۱۱م.

مشخصات ظاهری: ۳۰۴ ص.

شابک: ۹۷۸-۹۶۴-۳۶۷-۴۸۱-۶

یادداشت: انگلیسی.

آوانویسی عنوان: لرن اینگلیش...

موضوع: زبان انگلیسی -- کتاب‌های قرائت -- مطبوعات

موضوع: زبان انگلیسی -- خودآموز دید و شنودی

رده‌بندی کنگره: ۱۳۹۰ م/۱۱۲۷/PE

رده‌بندی دیویی: ۴۲۸/۶۴۰۲۴۳۰۲۲۳

شماره کتابشناسی ملی: ۲۵۵۱۶۸۱

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No. 112, Shohadaye Zhandarmerie St. (Moshtagh St.) Between Farvardin & Fakhre Razi, Enghelab Ave., Oppo. Tehran University, Tehran, Iran.

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http://www.rahnamapress.net



Learn English News Through Videos ، مؤلف: مهدی واعظ دلیلی، طرح و اجرا: رهنما، چاپ: چاپخانه نقره‌فام، چاپ اول: ۱۳۹۴،

تیراژ: ۳۰۰۰ نسخه، ناشر: انتشارات رهنما، آدرس: مقابل دانشگاه تهران، خیابان فروردین، نبش خیابان شهدای زاننارمری، پلاک ۱۱۲، تلفن: ۶۶۴۰۰۹۲۷،

۶۶۴۱۶۶۰۴ ، ۶۶۴۸۱۶۶۲ ، فاکس: ۶۶۴۶۷۴۲۴ ، فروشگاه رهنما، سعادت‌آباد، خیابان علامه طباطبایی جنوبی، بین ۴۰ و ۴۲ شرقی، پلاک ۲۹ ،

تلفن: ۸۸۶۹۴۱۰۲ ، آدرس فروشگاه شماره ۴: خیابان بیروزی نبش خیابان سوم نیروی هوایی، تلفن: ۷۷۴۸۲۵۰۵، نمایشگاه کتاب رهنما، مقابل دانشگاه تهران

پاساژ فروزنده، تلفن: ۶۶۹۵۰۹۵۷، شابک: ۹۷۸-۹۶۴-۳۶۷-۴۸۱-۶

حق چاپ برای ناشر محفوظ است

قیمت: ۱۸۰۰۰۰ ریال

Table of Contents

| | Page |
|----------------------------|-----------|
| Preface | ix |
| Pronunciation Guide | xi |
| Lessons | 1 |

| Lesson | Subject (A-Z) | Title | Page |
|-----------|---------------|---|-----------|
| 1 | Accident | Pilots Hailed as Heroes in Russian Crash | 2 |
| 2 | Accident | Man Jumps from Balcony of Romania's Parliament | 4 |
| 3 | Accident | India Stampede Kills more than 100 Pilgrims | 6 |
| 4 | Accident | Dutch Chemical Plant Goes up in Flames | 8 |
| 5 | Archaeology | Archaeological Finds in Turkey | 10 |
| 6 | Attack | Dozens Killed in Northwest Pakistan Blasts | 12 |
| 7 | Attack | Suicide Bombers Attack UN in Afghanistan | 14 |
| 8 | Attack | Dozens Dead in Moscow Airport Bombing | 16 |
| 9 | Attack | Rome Police Search All Luggage after Blasts | 18 |
| 10 | Cars | Toyota Recalls 1.7 Million Vehicles | 20 |
| 11 | Cars | Fiat Splits to Grow | 22 |
| 12 | Clashes | Algeria Govt Cuts Food Prices after Deadly Riots | 24 |
| 13 | Clashes | Violent Scenes at Unsanctioned Moscow Rally | 26 |
| 14 | Clashes | Haiti Riots over Presidential Vote | 28 |
| 15 | Conflict | North and South Korea Tense after Shelling | 30 |
| 16 | Conflict | Religious Rhetoric Grows between N. and S. Korea | 32 |
| 17 | Crime | French Hostages Probably Murdered: Military | 34 |
| 18 | Crime | WikiLeaks Handed Secret Swiss Banking Data | 36 |
| 19 | Crisis | Fears of Disease amid Water Crisis in Northern Ireland | 38 |
| 20 | Culture | Istanbul's World Heritage Status under Threat | 40 |
| 21 | Demonstration | Strikes and Arrests amid Tunisian Social Unrest | 44 |
| 22 | Demonstration | Egypt's Unprecedented Dissent | 46 |
| 23 | Demonstration | UK Govt Wins Vote on Tuition Fees | 48 |
| 24 | Demonstration | European Austerity Measures Provoke Protests | 50 |
| 25 | Demonstration | Protests as Romanian PM Survives Confidence Vote | 52 |
| 26 | Diplomacy | Iran Launches Bitter Attack on Russia | 54 |
| 27 | Diplomacy | Chinese Leader Heads to US for State Visit | 56 |
| 28 | Diplomacy | Medvedev Plans to Revisit Disputed Islands | 58 |
| 29 | Diplomacy | World Relations Shaken by WikiLeaks Revelations | 60 |
| 30 | Diplomacy | Turkey Takes Stock of WikiLeaks Disclosures | 62 |

| Lesson | Subject (A-Z) | Title | Page |
|--------|-------------------|--|------|
| 31 | Economy | Chinese Inflation Fuels Currency Debate | 64 |
| 32 | Economy | Strong Chinese Growth Mean Tighter Policy Likely | 66 |
| 33 | Economy | UK Sales Tax Rises to Cut Deficit | 68 |
| 34 | Economy | Estonia's Euro Switchover | 70 |
| 35 | Economy | Eurozone Gets International Rescue Fund | 72 |
| 36 | Economy | Davos Policymakers Address Global Burnout Syndrome | 74 |
| 37 | Economy | Abu Dhabi Unveils Industrial Free Zone | 76 |
| 38 | Education | WISE Focuses on Education Finance | 78 |
| 39 | Elections | Candidates Tussle to Register for Egyptian Poll | 80 |
| 40 | Elections | Fourth Term Formality for Lukashenko | 82 |
| 41 | Elections | Tension in Ivory Coast ahead of Presidential Vote | 84 |
| 42 | Elections | Gloves off in Brazil's Presidential Runoff | 86 |
| 43 | Elections | US Voters Expect Political Change after Midterm Poll | 88 |
| 44 | Energy | Qatar Marks LNG Output Boost | 90 |
| 45 | Environment | Activists Block "Nuclear Waste" Train in France | 92 |
| 46 | Environment | Naples Promised a Rubbish-free New Year | 94 |
| 47 | Finance | Japanese Weakness Highlights Currency Tensions | 96 |
| 48 | Financial Crisis | Anger as the Eurozone Tries to Stand Firm | 98 |
| 49 | Financial Crisis | Hard Times Confirmed for the Portuguese | 100 |
| 50 | Health | Germany Moves to Calm Fears over Toxic Eggs | 102 |
| 51 | Health | Cholera Spreading in Haitian Capital | 104 |
| 52 | Hi-tech | Swedish Designers Invent Airbag Collar for Cyclists | 106 |
| 53 | Immigration | Asylum Seekers' Drowning Shocks Australia | 108 |
| 54 | Immigration | Immigration on the Agenda in Greek-Turkish Talks | 110 |
| 55 | Industry | Airbus to Upgrade A320 Engines | 112 |
| 56 | Internet | EU Opens Formal Investigation into Google | 114 |
| 57 | Justice | Russian Court Postpones Khodorkovsky Verdict | 116 |
| 58 | Justice | Saddam's Deputy Tariq Aziz Sentenced to Death | 118 |
| 59 | Justice | Israeli Soldiers Convicted over 'Human Shield' Boy | 120 |
| 60 | Justice | Croatia Aims to Extradite Ex-PM from Austria | 122 |
| 61 | Military | Karzai Meets NATO on Afghan Troop Withdrawal | 124 |
| 62 | Military | UK and France Pool Military Resources for Cost-wise Future | 126 |
| 63 | Military | A Final Call-up for Germany's Last Conscripts | 128 |
| 64 | Mining | Gas and Heat Obstruct New Zealand Mine Rescue | 130 |
| 65 | Natural Disasters | Haiti Still Struggling a Year after the Earthquake | 132 |
| 66 | Natural Disasters | Australian Floods Look Set to Get Worse | 134 |
| 67 | Natural Disasters | Hundreds Dead in Brazil Floods | 136 |
| 68 | Natural Disasters | Brazil's Slow Response to Rescue of Mudslide Victims | 138 |

| Lesson | Subject (A-Z) | Title | Page |
|---------------------------|-------------------|--|------------|
| 69 | Natural Disasters | Indonesia's President Visits Tsunami Zone | 140 |
| 70 | Nuclear Energy | Iran Declares Nuclear 'Self-sufficiency' | 142 |
| 71 | Nuclear Energy | Protests at Franco-German Nuclear Waste Shipment | 144 |
| 72 | Oil | Thieves Blamed for Mexican Oil Pipeline Blast | 146 |
| 73 | Politics | Tunisia's Ben Ali: Dictator and Western Ally | 148 |
| 74 | Politics | Arab States Closely Watching Events in Tunis | 150 |
| 75 | Politics | The Winners and Losers of France's Cabinet Reshuffle | 152 |
| 76 | Politics | Brazil's 'Iron Lady' Takes Charge | 154 |
| 77 | Referendum | Swiss to Tighten Rules on Expelling Foreign Criminals | 156 |
| 78 | Referendum | Sudan Prepares for Crucial Independence Vote | 158 |
| 79 | Religion | Muslims Begin Annual Hajj Pilgrimage | 160 |
| 80 | Research | Virtual Heart may Hold Key to Better Treatment | 162 |
| 81 | Research | EU Project Looks to Make the Roads Safer | 166 |
| 82 | Scandal | Putting the Spotlight on WikiLeaks | 170 |
| 83 | Science | Major New Breakthrough for CERN Scientists | 172 |
| 84 | Security | Governments Tighten Air Cargo Security | 174 |
| 85 | Security | Portugal Imposes Border Control for NATO Summit | 176 |
| 86 | Society | Hungary's New Migration Law Branded "Heavy-handed" | 178 |
| 87 | Strike | Spanish Government Gets Tough with Strikers | 180 |
| 88 | Strike | Finn Air Cabin Crew on Strike over Conditions | 182 |
| 89 | Summit | Climate Summit: Ban Urges Lower Ambitions | 184 |
| 90 | Summit | Blistering Call for EU to Deal Better with Africa | 186 |
| 91 | Terrorism | Rebels Claim Deadly Iran Mosque Bomb | 188 |
| 92 | Terrorism | Greek Police Seek Answers to Wave of Parcel Bombs | 190 |
| 93 | Trade | France and China Pledge Closer Ties on Global Economy | 192 |
| 94 | Trade | Iceland and Russia Look to Boost Business | 194 |
| 95 | Transport | Transport Chaos in Europe's Deep Freeze | 196 |
| 96 | Transport | Landmark Commercial Flight to Baghdad | 198 |
| 97 | Unemployment | US Jobless Rate Unchanged despite More New Jobs | 200 |
| 98 | Unemployment | Spain Struggles with Unemployment | 202 |
| 99 | Weather | European Roundup of Fierce Winter Conditions | 204 |
| 100 | Weather | USA's East Coast Hit by Bitter Blizzard | 206 |
| Answer Key | | | 209 |
| Index of New Words | | | 283 |
| Bibliography | | | 299 |

Preface

Introduction

After publishing “News & Views: A Course in Reading British & American News” in 2010, I received some constructive positive feedback from both my colleagues and students regarding the video-based activities of the book. This provided me with further impetus to work on the present book to satisfy the needs and interest of readers, and this was how “**Learn English News through Videos**” came into existence.

Objectives

The book is overridingly intended to offer an authentic multi-skills syllabus in listening, reading and writing of news items that is specifically geared towards the needs of the students of EFL, as well as of media and cultural studies. To this end, 100 thematically-based lessons have been designed to encourage readers to work with dictionary while reading a piece of news text, practice their intensive and extensive listening skills, and write summaries for the news items they see.

Key Features

Taking the objectives into account, the book has been developed so that a set of specific features are included. Here are some of the key features of the book:

- 100 easy-to-use lessons containing 400 video clips in total
- Four video-based exercises in each two-page lesson with the first exercise representing the theme of the lesson on the left-hand page and three follow-up exercises on the right-hand page
- A-Z thematic classification of news items with 44 different subjects such as accidents, archaeology, attack, cars, clashes, conflict, crime, culture, demonstration, diplomacy, economy, education, elections, energy, environment, finance, etc.
- Hands-on multimedia-based exercises supported by the accompanied DVD
- Coverage of more than 1500 frequently used new words and expressions
- Suitable for self-study and English laboratory use
- BrE and AmE phonetic transcriptions of new words
- Comprehensive reader-friendly answer key
- Alphabetical index of new words and expressions

The Organisation of the Lessons

The general structure of the lessons is as the following:

1. Exercise 1 is a kind of warm-up which elicits the context-based meaning of important words and expressions used in the first video clip. The pronunciation and part of speech of the words are also provided.
2. Fill-in-the-blank exercise whose main purpose is to improve intensive listening and to draw readers' attention towards certain words and expressions.
3. Guided summarisation intends to enable the readers to write the summary of a piece of news through having access to potentially difficult words and expressions.
4. Summarisation exercise which functions mainly as a wrap-up for each lesson. This exercise aims at improving readers' extensive listening and requires them to draw on their global understanding of a video clip to derive and provide an oral/written summary of the news item.



Contact Information

To receive any further information and to send your comments concerning the improvement or a prospective revision of the book please don't hesitate to contact me via: **news_videos@yahoo.com**.

Mehdi Vaez Dalili
Isfahan
November 2011

Pronunciation Guide

Pronunciation Symbols

| Consonants | Symbol | Key Word | Vowels | Symbol | Key Word | |
|------------|-----------|--------------|------------|------------|--------------|-----------|
| | b | bee | Short | ɪ | pit | |
| | d | do | | e | wet | |
| | f | fat | | æ | cat | |
| | g | go | | ʌ | run | |
| | h | hat | | ɒ | hot | |
| | j | yet | | ʊ | put | |
| | k | key | | ə | ago | |
| | l | led | | i | cozy | |
| | m | map | | u | influence | |
| | n | nose | | Long | i: | see |
| | p | pen | | | ɑ: | arm |
| | r | red | | | ɔ: | saw |
| | s | sun | | | u: | too |
| | t | ten | ɜ: | | her (BrE) | |
| | t̬ | better (AmE) | ɜ: | | bird (AmE) | |
| | v | vat | ə | | father (AmE) | |
| | w | wet | Diphthongs | | eɪ | day |
| | z | zip | | | aɪ | my |
| | dʒ | general | | | ɔɪ | boy |
| | ŋ | hang | | | əʊ | low (BrE) |
| | ð | that | | | oʊ | low (AmE) |
| | θ | thin | | | aʊ | how |
| | ʃ | ship | | ɪə | near (BrE) | |
| | ʒ | measure | | eə | hair (BrE) | |
| | tʃ | chin | | ʊə | poor (BrE) | |
| | | | | aɪə | fire | |
| | | | | aʊə | sour | |

Other Symbols Used in the Pronunciations

- /(r)/** This shows that the /r/ as in the word **teacher** /'ti:tʃə(r)/ is pronounced in UK English when followed by a vowel sound, but not when followed by a consonant sound. In US English it is always pronounced.
- /'** primary stress (the part of the word you emphasize most), as in **above** /ə'baʊv/
- /,/'** secondary stress (the part of the word you emphasize as well as, but not quite as much as, the primary stress), as in **backyard** /'bæk'jɑ:d/
- /l/** This is used when a consonant (usually 'l') can be pronounced as a syllable on its own, as in the word **angle** /'æŋ.gl/.
- ||** This separates British and American pronunciations: British on the left and the American on the right.
- .** This is the syllable mark shown as a full stop, coming before each new syllable as in the word **standard** /'stænd.əd/. The syllable mark shows that the word 'standard' has two syllables. If stress marks are shown in a word, they also show when a new syllable starts. So, in a word like **banana** /bə'nɑ:nə/ the stress mark and syllable mark show that there are three syllables in the word.