



普通高等教育“十一五”国家级规划教材

英语专业
系列教材

高级英语视听说教程

学生用书 (上)(第二版)

Advanced Audio-video
English Course

(Second Edition) Student's
B o o k 1

刘 晶 王祥兵 主编

戴 劲 肖美玲 林骊珠
王泳利 杨柳群 王忠奎 编写

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内 容 简 介

本教程精选了涉及英语母语国家政治、经济和文化生活等不同侧面的视频短片作为素材,每单元围绕一段主题片段,精心设计了视前阅读、视前准备和视听训练三大教学环节。选题广泛、选材真实、语言多样化,在练习编排和设计上既重视语言微技能训练,又特别注意培养学生的评判性思维能力和深度跨文化交流能力。

本教程可供大学英语专业学生使用,也可供其他中、高级英语爱好者使用。

与本教程配套的视频素材可在 <ftp://ftp.tup.tsinghua.edu.cn> 中的“外语分社”文件夹里免费下载,或登录 <http://www.neie.edu.cn>,到“下载中心”中“其他教学资源”里下载。

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版前言

《高级英语视听说教程》(第二版)是为英语专业高年级学生及相当或以上水平的社会各界英语学习者编写的一套视听说教材。它根据国家教育部颁发的《高等学校英语专业高年级英语教学大纲》的有关规定和要求,结合我国英语视、听、说教学的特点和英语教学发展趋势编写而成。

中国在走向世界,高等教育也面临着前所未有的挑战。外语专业如何在原来重视语言微技能训练的教学模式基础之上,使学生具备较高的认知水平,从而更好地从事深度跨文化交流,乃至构建国家“中介文化能力”(Intercultural Competence)是专业英语教育必须解决的问题。正是基于这种考虑,在修订《高级英语视听说教程》时,我们本着向学科内涵拓展,培养评判性思维能力的理念,在原有模式上,增加训练高级思维能力的练习,目的是让学生在学英语的同时,拓宽视野,提升创造力。

培养评判性思维(critical thinking)能力是我们努力要做的事情。本世纪初,我国高等教育正在发生着从精英教育向大众教育的转换,此时,美国政府把培养这种能力列入其教育目标。相对而言,我们对“评判性思维”知之甚少。然而,信息时代通过网络也同时向我们传递着这个概念。2005年从我系英语专业三年级学生的学术论文写作课程中,这个概念第一次进入我们的视线,并引导我们逐渐涉足这个领域。

评判性思维可以在所有课程中得以培育。它鼓励学生勤学好问,睿智善思,克服偏见,理智判断。其思维能力包括:解释、交流、评判的知识及评判技能;思维技能则包括:解释、分析、

评估、推论、说明和自我校正；另外与之相关的概念还有思维气质，由以下方面构成：（1）好奇心（*inquisitiveness*），（2）成熟度（*maturity of judgement*），（3）系统性（*systematicity*），（4）分析性（*analyticity*），（5）开放度（*open-mindedness*），（6）求真度（*truth-seeking*）和（7）推理自信度（*CT confidence*）。小范围调查发现，和数学、计算机专业学生相比，英语专业学生在 1, 3, 4, 5, 7 项得分均领先，但在探索真理维度方面却不足。思想开放并充满好奇心，固然有利于酝酿创造力，但如果对真理探索不甚讲究，且有较高的推论自信，其潜在的危害性也是不言而喻的。

因此，在本教程的修订过程中我们尝试着手解决这个问题：在保留原有语言层面练习的基础上，通过增加培养评判性思维的练习和引导学生进行研究的练习，切实培养学生求真务实、积极探索的精神，培养学生批判性思维能力和独立解决问题的能力。

《高级英语视听说教程》（第二版）保持了原教材的几个特点，并新增一点：

1. 选材的真实性（*authenticity*）。本教程所用影视材料多数选自英美人士平常收看的电视节目，它们真实地反映着英语母语国家人民日常的交流方式及特点。编者认为，在网络高度发达的今天，学生从高年级起开始逐渐地接触这类真实性语言材料，对于提高英语交际水平很有必要，大有裨益。

2. 选题的广泛性（*breadth*）。本教程在内容上力求思想性、知识性和趣味性兼容并蓄，所选材料的内容涉及英语母语国家人民生活的不同侧面，例如，从国旗到节日，从温哥华饮食文化到伦敦街头娱乐文化，从总统就职演说到国家宪法，从种族歧视、同性恋大辩论到美国前国防部长对越南战争的忏悔，从达尔文的进化论到克隆技术，从宗教与艺术的关系到格莱美奖和奥斯卡奖，几乎涵盖了政治、经济、军事、科技、环境、旅游、宗教、文化、娱乐等各个领域，内容跌宕起伏，精彩纷呈。

3. 语言的多样性 (variety)。由于教材中的影视材料分别选自英国、美国、加拿大、澳大利亚等主要英语母语国家的电视节目，因此学生能从中感受不同国别的英语的异同。此外，影视材料中出现的人物在社会地位、经济状况、教育层次等方面及语言特色都不尽相同，有总统，也有杂货店伙计；有影星，也有杀人恶魔；有电视节目主持人，也有被大学开除的大学生；有英国英语 (Queen's English)，也有澳洲英语；有白人讲的英语，也有黑人讲的英语；有地道纯正的英语，也有带有浓重口音的移民英语；凡此种种。学生能从中感受和领略到英语的多样化特点。对英语专业学生来说，这无疑是非常重要的。

4. 思维能力的渗透性。视频给我们呈现的画面，只是我们认识世界的引子，只注重语言理解层面的问题，不足以成为让我们能够在复杂多变的现实中辨别是非、作出理性抉择的依据。与语言练习常见问题“对某事的见解、看法……”相比，学科知识，尤其是理论，蕴含着更多的人类探索未知世界的轨迹。将之融入到习题中，是我们把培养评判性思维能力从概念层面转换成可操作层面的尝试，希望这种训练有助于学生养成查找资料、探究事实、研究问题的习惯，从而提高发现问题、解决问题的能力。

本教程每课教学内容的编排紧紧围绕教学目的而展开。每课有三项基本教学内容，即视前阅读、视前准备、视听练习。

- 视前阅读是让学生在视听活动前阅读一篇与视听片段内容相关而又不雷同的选文。视前阅读的目的在于让学生通过阅读获得相关背景性知识，以助后续视听理解。每篇选文后都附有较浅易的问题，以便教师了解学生的阅读理解情况。这一部分可以安排在课前预习，使学生大致了解本课节目内容的范围。
- 视前准备包括：词汇、专有名词、背景知识，本书对影视材料中出现并有可能构成学生理解障碍的词语以及初次出现

的专有名词都一一列出；影视材料中涉及的一些背景性知识也都予以简述。

- 视听练习包括：学生对主题片的视听活动和相关的训练活动。这一般分三个阶段进行，每一阶段都明确要求对学生进行针对性的训练。所编写的练习题注意检测和提高学生的理解能力，并非完全囿于还原答案的机械记忆力。视后练习以视听节目内容为出发点，注重培养学生英语口语交际能力和评判性思维能力，如新增加的深度学习（Further Study）题目，要求学生在课后查找各种资料，以小论文或课堂口头报告的形式完成。教师可以根据具体情况有选择地组织教学，既可以让学生选择感兴趣的主题，撰写若干篇小论文，记入期末考试成绩，也可以课堂口头汇报，通过建立学习档案，以形成性评估方式调动学习积极性。

除主题片外，教师还可选配与视听片内容有关的英语故事片，供学生课外观看，作为课堂视听教学的延伸。总之，本教程力求在材料的选取与编排、教学内容的组织等方面发挥出视听教学手段的特点，充分利用多媒体技术，为提高学生的英语视听说水平创造良好的气氛和环境。

本教程分为上、下两册，每册 18 单元，一般每两课时完成一单元，按每周两课时设计，共需 36 周，但是下册部分节目的时间和难度均增加，教师可根据实际需求适当增减。

外籍专家 Nils Olov Fors、Michael McAllister 和 Shireen Tolley Moore 参与了此次修订的部分校改工作。编写本教程的第一版时，他们还选编了本书的部分阅读材料及习题，并对全书进行了审校。Michael and Karen McAllister 夫妇负责部分手稿的录入，他们认真负责的态度和卓有成效的工作，使我们难以忘怀。在第一版的基础上，修订版完成情况如下：

上册: 1、2、12、13 单元(刘晶、林骊珠), 3 单元(谢立特、王忠奎), 4、5、6 单元(王祥兵), 7 单元(戴劲、林骊珠), 8、10、15 单元(李杰、杨柳群), 9 单元(李杰、王泳利), 11 单元(王泳利), 14、16、17 单元(肖美玲、王忠奎), 18 单元(肖美玲、王泳利);

下册: 1 单元(刘晶、王忠奎), 2 单元(刘晶、王祥兵), 3、6、7 单元(肖美玲、王祥兵), 4 单元(杨柳群), 5 单元(刘晶、杨柳群), 8、9、10、11 单元(王祥兵), 12 单元(谢立特、王泳利), 13 单元(刘晶、王泳利), 14、15 单元(肖美玲、王忠奎), 16、17 单元(戴劲、杨柳群), 18 单元(肖美玲、王泳利)。

刘晶主要负责深度思考题的编写和修改, 并最后校稿审定。参加修订版视听节目听抄工作的人员有刘晶、王祥兵、Nils Olov Fors 和 Michael McAllister 夫妇等。在编写过程中, 我们还得到了李天波、彭家平等同志的帮助, 在此, 编者也向他们表示感谢。

由于编者经验不足, 水平有限, 谬误之处在所难免, 敬请读者斧正。

编 者

2010 年 1 月

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The Stars and Stripes

Part A Preview Reading

1. Text

Flags of the United States

The Stars and Stripes is the most popular name for the red, white, and blue national flag of the United States. No one knows where this name came from, but we do know the origin of several other names. Francis Scott Key first called the U.S. flag *the Star-Spangled Banner* in 1814 when he wrote the poem that became the national anthem. William Driver (1803-1886), a sea captain from Salem, Massachusetts, gave the flag another popular name, *Old Glory*. He first used the name for a flag some friends gave him when he took command of a ship in 1831.

The Stars and Stripes stands for the land, the people, the government, and the ideals of the United States, no matter when or where it is displayed. Some other flags also stand for the United States, or its government, in certain situations. The *Navy Jack*, a blue flag with white stars, stands for the United States whenever it flies from a U.S. Navy ship. The stars, stripes, and colors of the U.S. flag appear in many other official

flags, and in the flags of many states and territories.

First United States Flags

In the first years of the Revolutionary War, Americans fought under many flags. One of them, the *Cambridge or Grand Union Flag*, flew over George Washington's headquarters in Boston. It was the first American flag to receive a salute from another country. On November 16, 1776, the Dutch governor of St. Eustatius, in the West Indies, saluted Isaiah Robinson's ship, *Andrew Doria*. But the colonists wanted one flag, not many. Finally, on June 14, 1777, the Continental Congress passed the following resolution:

"Resolved, that the flag of the thirteen United States be thirteen stripes alternate red and white; that the union be thirteen stars, white in a blue field, representing a new constellation."

This flag received its first salute from another country on Feb. 14, 1778, when French vessels in Quiberon Bay, France, saluted John Paul Jones and his ship *Ranger*.

No one knows who designed this flag, or who made the first one. Soon after the flag was adopted, Congressman Francis Hopkinson claimed that he had designed it. Some historians believe that Betsy Ross, a Philadelphia seamstress, made the first U.S. flag. Her grandson, William J. Canby, made this claim in 1870. He based the claim on sworn statements from several persons, including some of Betsy Ross's daughters, nieces, and granddaughters. Historical records

show that she did make flags for the government in 1777. But many historians doubt that she made the first United States flag.

Changes in the United States Flag

By 1794, two new states had joined the Union. Congress decided to add two stars and two stripes to the flag. It ordered a 15-stripe flag used after May 1, 1795. The stars appeared in five rows, three in a row. Americans carried this flag in the War of 1812.

Five more states had come into the Union by 1817. Congress did not want the flag to have 20 stars and 20 stripes, because it would be too cluttered. Samuel Chester Reid (1783-1861), a navy captain, proposed a flag of 13 stripes, with a star for each state. Congress accepted the idea, because it could then change the stars easily. On April 4, 1818, it set the number of stripes at 13 again. It ordered a new star to be added to the flag on July 4th after a state joined the Union.

Congress still did not say how the stars should be arranged, so flagmakers used various designs. For example, the Great Star Flag of 1818 had its 20 stars arranged in the form of a five-pointed star. In the years that followed, various presidents sometimes proclaimed new arrangements for the stars when a new state entered the Union. In some cases, the army and navy worked out the new designs. And, in some cases, no official action was ever taken. During the Civil War, President Abraham Lincoln refused to have the stars for southern states taken from the flag. Union troops fought under a 33-star flag for the first

three months of the war, a 34-star flag until 1863, and a 35-star flag until the end of the war. No one ever decided on the design of the 46-star flag, used from 1908 to 1912. Presidential orders fixed the positions of the stars in 1912 (for 48 stars), in 1959 (for 49), and in 1960 (for 50).

Manufacturing Flags

Almost all flags are made of cloth. Most flags that fly outdoors are made with fabrics blended of nylon and wool. These fabrics are light, strong, and colorfast. For many years, flagmakers used bunting in flags. Mills produced this strong woolen cloth in long strips 9 inches wide, called *breadths*, and many flag books still describe flags in terms of breadths. Inexpensive flags are usually made of cotton, and the cotton fabric is sometimes also called *bunting*. Special ceremonial flags are almost always made of silk, which is richer looking and more colorful than the nylon, woolen, or cotton fabrics.

Sewing is the most common method of making flags. Strips of flag material are sewn together in the proper positions and sizes to create the flag. Elaborate designs, such as the complicated seals within some flags, may be painted on cloth and then applied, or sewn, onto the background cloth of the flag. They may also be embroidered on the flag by hand. Especially complicated flags, such as Great Britain's Royal Standard, may be painted or embroidered entirely by hand.

Many flags are printed, usually on paper or plastic materials, but sometimes on cloth. Flags and pennants are

often printed on cloth by the silk screen process, with a separate silk screen stencil for each color. Most governments do not regard printed flags as official, even if they are carefully printed on cloth, and especially if they are printed on paper. They point out that paper replicas of flags are not durable and may be discarded accidentally or in an inappropriate manner. They feel that a flag must be carefully made, preferably by hand, to be worthy of honor and respect.

In making a U.S. flag, workers cut stars from white cloth in the appropriate size, then attach them to the blue field of the canton with a spot of glue, just for position. The stars are then sewn permanently in place on the blue cloth. At the same time, other workers sew together long strips of red and white fabric to form the stripes. Each strip of cloth is added separately. Many flagmakers sew panels of six stripes for the area below the blue field and seven stripes for the area beside it, then cut the panels into the appropriate lengths. The blue field and panels of stripes are then sewn together and a strip of strong heading material is added along the hoist for extra strength. A special machine punches holes at the top and bottom of the heading and puts metal rings in them. With these rings, the heading will be strong enough to hold the flag on the halyards.

In most countries, private firms make all the flags, although some governments make their own. Annin & Company is the world's largest flagmaker. It makes about 25,000,000 flags a year, including U.S. flags and flags for other countries. The company has offices in New York City and a plant in Verona, N.J. Annin produced one of the world's largest flags, a 60-by-90