



普通高等教育“十一五”国家级规划教材

英语专业
系列教材

中级英语视听说教程

学生用书 (上)(第二版)

Intermediate Audio-video
English Course

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

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北京

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.neic.edu.cn>,到“下载中心”中“其他教学资源”里下载。

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版前言

《中级英语视听说教程（第二版）》是为通过大学英语国家级考试的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《大学英语课程教学要求》有关规定和要求，结合我国英语教学的实际和英语教学发展趋势编写而成。

在中国走向世界的进程中，高等教育也面临着前所未有的挑战。大学英语教学适时提出了“基于现代技术的，以培养学生自主学习能力为中心”的外语教学新模式。在这种理念的指导下，大学英语教材编写呈现出了新面貌，综合能力训练强于单一微技能训练，因此，即使在阅读教材中也加入了视频短片，目的之一是让学生在视觉、听觉的共同作用下，训练他们的英语综合能力、特别是听和说的能力。但是，这些教材的视频片几乎是在特定的场景下就一个话题而专门摄制的。这种做法，虽然有一定的优势，但语言真实感不足，“人为”痕迹明显，不足以培养学生在真实语境中的交流能力。此外，目前互联网和电视节目中大量原汁原味的语言素材已是屡见不鲜，如何通过课堂教学引导学生正确使用现代技术所带来的丰富语料，从而提高学生的辨别力和英语应用能力，是外语教育工作者所面临的问题。

正是为了解决这一问题，我们在 20 世纪 90 年代末所编写的《高级英语视听说教程》的基础上，编写了这套教材。经过 10 多年的使用，《高级英语视听说教程（第二版）》入选国家“十一五”规划教材，并带动了《中级英语视听说教程（第二版）》的入选。这就说明这套教材以真实电视片为主，着重培养学生听、

说、读，乃至资料查阅能力的编写原则仍然有意义。只是和《高级英语视听说教程（第二版）》相比，中级教程在延续原来教材特点的基础上，更注重培养学生的语言能力，这也和国家《大学英语课程教学要求》相一致：

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，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。

作为教材，《中级英语视听说教程（第二版）》有如下特点：

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国家人民日常的交流方式及特点。编者认为，学生在教师指导下接触这类真实性很强的语言材料对于提高英语交际水平很有必要，且大有裨益。

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国家人民生活的不同侧面，例如，从白宫到塔希提，从蹦极滑雪到应对工作压力的负面效应，从动物世界到娱乐圈，从妇女权力到火星新发现，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主要英语国家的电视节目，因此学生能从中了解和熟悉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。学生能从中感受和领略到英语的多样化特点。这对正在步入全球化进程的学生来说，无疑是非常重要的。

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3项基本教学内容,即视前阅读、视前准备、视听与训练。

- 视前阅读是让学生在视听活动前阅读一篇与视听内容相关而又不雷同的选文。目的在于让学生通过阅读获得相关背景知识,以助后续视听理解。每篇选文后都附有较浅易的问题,既可作为快速阅读练习又可以课前预习形式完成。
- 视前准备包括:词汇、专有名词和背景知识。背景知识力求简洁,主要是为内容理解铺垫,列出了有可能构成学生理解疑障的词汇,有助于教师根据教参和实际需要取舍。
- 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。这一部分一般分三个阶段进行,每一阶段都有明确的、针对性强的训练。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并为他们学习《高级英语视听说教程(第二版)》、培养批判性思维能力做铺垫。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,教师可以根据需要,配备短小精悍、轻松愉快的旅游风光片,激烈、紧张的体育比赛片段,学生喜爱的英语经典歌曲、民歌、通俗歌曲等。此外,教师还可选配与视听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 16 单元，一般每两课时完成一单元，按每周两课时设计，共需 32 周。为保持内容的完整性，有些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 和 Michael McAllister 参与了部分练习的编写，并提出采用 *senario* 方式调动学生英语应用能力的建议。鉴于我们对这种方式的驾驭能力有限，学生用书中并没有采纳这一建议，只是在教师用书中作为参考练习加入，希望各位教师根据具体教学实践情况提出宝贵意见。参加《中级英语视听说教程（第二版）》上册编写的老师有林骊珠（1、2、5、7 单元）、王忠奎（3、9 单元）、王祥兵（6、10、11、12、13 单元）、杨柳群（4、15、16 单元）、王泳利（14 单元）、刘晶（8 单元）。参与下册编写的老师有王祥兵（3、4、5、6、7、8、9、10 单元）、杨柳群（1 单元）、林骊珠（11、12、13 单元）、王泳利（14、15、16 单元）、李杰（2 单元）。刘晶最后修订并校稿审定。参加修订版视听节目听抄工作的人员有刘晶、王祥兵、我校 2006 级英语专业学生、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 5 月

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The White House (I)

Part A Preview Reading

1. Text

History of the White House (I)

Following a competition for the design of the President's House in the spring of 1792, Irish born and trained architect James Hoban was commissioned to build a home and office for the President of the United States. With guidance from President George Washington, Hoban employed craftsmen brought from as far away as Scotland and oversaw a free and slave labor force that constructed what is considered today America's finest 18th-century stone building.

The cornerstone for the residence was laid on October 13, 1792. Labor and material shortages forced revisions in the original plan earlier developed by French engineer Pierre Charles L'Enfant for a "palace" that was five times larger than the house that was eventually built. Most significantly, there would only be two main floors not three, and a less expensive brick made at the site was employed as a lining for the stone facades.

The name “White House” probably came into colloquial use soon after the stonemasons whitewashed the house in 1798 to protect the walls. The white finish brought out the fine exterior ornamentation. On November 1, 1800, President John Adams became the first occupant of the house. He and his family would shiver within the house’s unfinished walls for four months.

Thomas Jefferson was the next president to reside in the house. Before moving in, he fit fireplaces with coal-burning fixtures and installed two water closets. With architect Benjamin Latrobe’s assistance, Jefferson also built long, columnar terraces extending on the east and west.

In 1810, Latrobe installed a “Pettibone” furnace for James and Dolley Madison. It used a series of kettles and clay pipes to force hot air up from the basement. When British troops set fire to the house on August 25, 1814, the system was destroyed and never replaced.

Burned to a charred ruin during the War of 1812, the President’s House became an object of shame and wonder. Talk spread of moving the capital inland with a suggestion to go as far as Cincinnati, Ohio. But Andrew Jackson’s victory over the British at the Battle of New Orleans restored national pride and the idea of rebuilding in the nation’s capital became symbolic of triumph.

James Hoban was hired to rebuild the executive mansion in 1815. Two years later, President James Monroe took residence and purchased furnishings for the still unfinished

interiors. During Monroe's administration in 1824, Hoban completed the south portico. Double stairs curved up to a much-needed porch, and columns lent a vertical sweep to the architecture of the house.

In 1829, Hoban started construction of the north portico and finished it a year later during the presidency of Andrew Jackson. The fine carved stone north door surround and garland of roses and acorns over the north portal were overshadowed by the mass of the portico. With the finishing of the porticoes the image of the White House as we know it today was complete.

Running water was introduced to the Jackson White House in 1833. An ingenious system was devised to pump water to an east terrace bathing room. In 1840, Martin Van Buren hired a live-in fireman to manage the boilers of a monstrous new furnace. In 1848, James Polk directed that gaslights replace candles in the chandeliers and wall fixtures. It was an era of great innovations.

In the years prior to the Civil War, the cumbersome furnace was converted to an efficient hot water system. Franklin Pierce installed a private bath in 1853. James Buchanan added a wooden greenhouse on the roof of the west terrace in 1857, adjacent to the State Dining Room. This simple structure burned in 1867 and was replaced by an iron and wood greenhouse twice as large as the earlier one. In the 1870s and 1880s, additional conservatories were added to the White House, including rose houses, a camellia house, orchid houses and a house for bedding plants. All were removed to construct

the Executive Office Building (the West Wing) in 1902. (to be continued)

2. Questions

- 1) Who was commissioned to build the White House?
- 2) When was the cornerstone for the presidential residence laid?
- 3) Who was the second occupant of the White House?

Part B Preview Preparatory Work

1. Vocabulary

chandeliers	Louis C. Tiffany
stenciled	Gilbert Stuart
bust	Dolley Madison
parlor	Abigail Adams
sturdy	John Adams
mahogany	Ulysses S. Grant
miniature	Lyndon B. Johnson
expansive	Warren G. Harding
mantelpiece	James Monroe
calisthenics	Martin V. Buren
pier	Grover Cleveland
oval	Frances Folsom
autogiro	Herbert C. Hoover
Chester A. Arthur	Calvin Coolidge

2. Background Notes

1) 1812 War: After James Madison became president, relations with England were tense and a second war with England was inevitable. England had always wanted to take back what she had lost in America, and kept on carrying out armed provocation with the United States. Congress, therefore, had to declare war on England in June, 1812.

In August 1814, the English occupied the capital, the City of Washington, and the residence of the President was burned. Almost at the same time, Andrew Jackson, a brave American general, defeated the British troops in the Southwest. On Christmas Eve of 1814, *the Peace Treaty of Ghent* was signed.

The War of 1812 had been called the Second War of Independence, and it was in fact a continuation of the War of Independence. It was only after this war that the United States completely got rid of the British control and began a new period of rapid development from a semi-colonial economy to an independent and self-reliant capitalist economy.

2) The White House Easter Egg Roll: The annual White House Easter Egg Roll was held on Monday, April 17 from 8 a.m. to 2 p.m. on the South Lawn of the White House. Rolling eggs on the Monday after Easter was a tradition observed by many Washington families, including those of the President. Some historians believe Dolley Madison first suggested the

idea of a public egg roll, while others tell stories of informal egg-rolling parties at the White House dating back to President Lincoln's day.

- 3) The Fireside Chats:** a series of thirty evening radio speeches given by United States President Franklin D. Roosevelt between 1933 and 1944.



- 4) The Burning of Washington:** on

August 24, 1814, during the War of 1812 between the British Empire and the United States of America. British forces occupied Washington, D.C. and set fire to many public buildings following the American defeat at the Battle of Bladensburg. The facilities of the U.S. government, including the White House, were largely destroyed, though strict discipline and the British commander's orders to burn only public buildings are credited with preserving the city's private buildings.

- 5) Benjamin Franklin** (January 17, 1706-April 17, 1790) was one of the Founding Fathers of the United States of America. A noted polymath, Franklin was a leading author and printer, satirist, political theorist, politician, scientist, inventor, civic activist, statesman, soldier, and diplomat. As a scientist, he was a major figure in the Enlightenment and the history of physics for his discoveries and theories regarding electricity. He invented the lightning rod, bifocals, the Franklin stove, a carriage odometer, and the glass "armonica".