

Advanced English

高级英语 **视听说** 教程

Look Listen & Speak 学生用书 ②



刘晶 戴劲 肖美玲 王祥兵 谢立特 梁晓波 编著

清华大学出版社

高级英语视听说教程

(学生用书)

(下)

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内 容 提 要

本教程精选了涉及英语国家政治、文化和生活等不同侧面的短片作为视听教材。这些材料具有选题广泛和语言多样化等特点,真实地反映出英语国家人民日常交际的方式和特色。

每课的教学内容和习题都是为提高学生的英语交际能力而进行安排和编写的。本教程可供大学英语专业高年级学生使用,也可供其他英语爱好者使用。本教程同时配有教师参考用书。

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前 言

《高级英语视听说教程》是为提高英语专业高年级学生视听说水平而编写的一套教材。它根据国家教委颁发的《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,结合我国英语视听教学的特点编写而成。本教程编写的宗旨是:以反映英语国家不同生活侧面的电视片为教材,让学生在了解和熟悉英美等国文化习俗的过程中提高对英语影视片的理解能力和鉴赏水平,并以此提高学生的英语运用技能。

作为教材,《高级英语视听说教程》有以下几个特点:

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视的电视节目;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. 选题广泛(breadth)。本教程所选材料的内容涉及到英语国家人民生活的不同侧面,例如,从人物访谈到司法制度,从进化论、克隆技术到宇宙探索,从美国少年问题到种族歧视大辩论,从艺术节到国际互联网所带来的商业革命……。本书在内容上力求思想性,知识性和趣味性兼容并蓄。

3. 语言多样化(variety)。由于教程中的影视材料分别选自英国、美国、加拿大、澳大利亚等国的电视节目,因此学生能从中了解和熟悉不同国别英语的异同。此外,影视材料中出现的人物在社会、经济、教育等层次及语言特色方面都不尽相同,有总统,也有杂货店伙计;有影星,也有电视节目主持人;有英国英语(Queen's English),也有大多数中国学生尚不很熟悉的澳洲英语;有白人讲

的英语,也有黑人讲的英语,凡此种种。学生能从中感受和领略到英语的多样化特点。对于英语专业学生来说,这无疑是非常重要的。

4. 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、视听与训练。

· 视前阅读是让学生在视听活动前阅读一篇与视听片内容相关但又不雷同的选文。视前阅读的目的在于让学生通过阅读获得有关的背景性知识,以助后续视听理解。每篇选文后一般都附有较浅易的问题,供教师了解学生的阅读理解情况。

· 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疑障的词语以及初次出现的专有名词一般都一一列出;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。每一阶段都按照明确的要求对学生进行针对性训练。所编写的练习题旨在检测和提高学生的理解能力和综合思维能力,并非机械记忆力。视后练习也注重培养学生的英语口语交际能力。为此,每课还编有讨论题。这些题目既与视听材料内容有关,又不受其局限,有助于学生积极参加课内外英语讨论。为加强学生对相关主题的进一步了解,培养学生获取信息的能力,每课练习增加了信息查询实践。

除主题片外,每课还可配备短小精悍、轻松愉快的旅游风光片;激烈、紧张的体育比赛片断;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,本书力图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,为提高学生的英语视听水平创造良好的气氛和环境。

外籍专家 Nils Olov Fors, Shireen Tolley Moore 参与了本书后期

的编写工作。他们选编了部分阅读材料及习题,还对全书进行了审校,Michael and Karen McAllister 夫妇负责大部分手稿的录入。没有他们的参与,本书不可能这么快就与读者见面。他们认真负责的态度,卓有成效的工作,使我们难以忘怀。教师用书 1,10 课由谢立特撰稿;2,3,11 课由刘晶撰稿;肖美玲撰稿 4,6,7,12,13,17 课;王祥兵撰稿 7,8,9,14,15 课;梁晓波撰稿 16,18 课。其中原文听写工作分别由王祥兵,刘晶及 Karen McAllister 完成。在编写过程中,我们还得到了李天波等同志的帮助,在此,编者也向他们表示感谢。

英语视听课在我国高校英语专业教学中虽已开设多年,但至今尚无比较系统和完整的教材。本书是我们在这方面所作的一次尝试。

视听材料中的某些立场和观点与我们不尽一致,提请使用者采取审慎的态度。

由于编者这方面经验不足,水平有限,谬误之处在所难免,敬请读者斧正。

编 者

2005 年 8 月

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Unit 1 George C. Marshall

I . Preview Reading

1. Text

POST-WAR RECONSTRUCTION

In several areas of the world the United States opposed colonialism and demonstrated support for self-determination. A year after the end of World War II, President Truman proclaimed the full independence of the Philippines. The following year Congress authorized the Puerto Ricans to elect their own governor as a step toward becoming a self-governing commonwealth in 1952, associated with the United States on the basis of common citizenship.

American leaders encouraged Great Britain in its decision to grant independence to India, Pakistan, and Burma, and served as mediators to expedite the independence of Indonesia from Dutch rule. In 1949 President Truman advanced his "Point Four" program to speed US technical and financial assistance to the newly developing areas of the world. Under this program, American specialists in agriculture, education, public health, housing, and many other fields provided help and advice to countries throughout Asia, Africa, and Latin America.

As numerous new nations emerged on those continents, the war-ravaged countries of Europe suffered severe economic difficulties. In a speech at Harvard University early in June 1947, Secretary of State George C. Marshall suggested a sweeping program to restore the economies of Europe. The "Marshall Plan" offered American money,

supplies, and machinery to any European nation that wished to participate. Although they were included in the offer, the USSR and the East European nations in the Soviet orbit declined to take part.

Launched in April 1948, this massive program of American aid, involving \$ 12,000 million in goods and services, helped bring rapid economic recovery to 16 countries from Iceland to Turkey. In less than three years industrial production rose to 25 percent above prewar levels and agricultural output to 14 percent above prewar farm production.

Even as the "Marshall Plan" was getting under way, a critical situation developed in Berlin. In February 1948, France, Britain, and the United States consolidated their occupation zones of Germany and of Berlin (175 kilometers inside the Soviet zone of Germany). When the allies announced a currency reform to integrate the economies of their three zones and to bring the combined economy into close relationship with western Europe, the Soviet Union retaliated by first restricting and then totally blocking road and rail traffic between Berlin and West Germany.

The British-American answer to this Soviet action was the Berlin airlift. Starting in the summer of 1948 and continuing for nearly a year, British and American planes transported more than two million tons of food, fuel, medicines, and other necessities to the people of West Berlin. The Soviets lifted the blockade in May, 1949.

The Berlin crisis, following the expansion of Soviet influence in east Europe and the threats against Greece and Turkey, aroused growing alarm throughout western Europe. As a consequence, in April 1949, 12 nations established the North Atlantic Treaty Organization (NATO) to coordinate the military defenses of member nations against possible Soviet Aggression. Belgium, Canada, Denmark, France, Great Britain, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, and the United States—with Greece, Turkey, and the Federal Republic of Germany joining afterward—agreed to consider an armed attack against any one of them as an attack against all. In December 1950, General Dwight D. Eisen-

hower was appointed Supreme Commander of NATO military forces.

United States involvement in international affairs during the Truman Administration was not confined to Europe. In 1948 the United States joined 21 Latin American nations to form the Organization of American States (OAS), designed to ensure peaceful settlement of inter-American disputes, to promote economic and social development in Latin America, and to provide for common defense.

In the Middle East, when the creation of the independent nation of Israel in May 1948 plunged that new country into war with its Arab neighbors, the United States supported the successful efforts of a UN truce team to arrange an armistice. For his work as head of this team, Dr. Ralph Bunche, the grandson of an American slave, received the Nobel Peace Prize in 1950.

2. Questions

- 1) What is President Truman's Point Four program?
- 2) What were the results of the Plan?
- 3) Why did the allies announce a currency reform?
- 4) Why did twelve nations establish the North Atlantic Treaty Organization in April 1949?

II . Preview preparatory work

1. Vocabulary

prestigious	Nobel Peace Prize
coalition	CCC camp
mediocre	Franklin D. Roosevelt
corps of cadets	Adolf Hitler
aptitude	Eisenhower
tick	Patton

subordinate	Bradley
V-E Day	Churchill
envoy	Stalin
radical	DeGaulle
doctrine	Bevin
skeptical	Bedot
legislation	Arthur Vandenberg
daunt	European Union
proclaim	ledger
bipartisan	unprecedented
legacy	

2. Background notes

1) Marshall, George C

b. Dec. 31, 1880 Uniontown, Pa., US — d. Oct. 16, 1959, Washington, DC.

General of the army and US Army Chief of Staff during World War II (1939—1945) and later US Secretary of State (1947—1949) and Defense (1950—1951). The European the Recovery Program he proposed in 1947 became known as the Marshall Plan. He received the Nobel Prize for Peace in 1953.

2) Marshall Plan

Formerly the European Recovery Program (1948—1952), a US-sponsored program designed to rehabilitate the economies of post-World War II Western and Southern European nations in order to create stable conditions in which democratic institutions could survive.

III . Exercises

1. Put a T before a statement if it is true according to the video

and put an F if it is false .

- 1) It is contradictory that a professional soldier should have been awarded the Nobel Peace Prize .
- 2) The most important lesson, which would accompany him his whole life, was to understand and show respect for America ' s citizen soldiers .
- 3) George C. Marshall was named as President Franklin D. Roosevelt ' s new Army Chief of Staff due to the former ' s personality and understanding as well as his previous experiences .
- 4) It took a long time to implement the Marshall Plan and later it was proved successful only to a certain extent .
- 5) Marshall ' s vision was to create a peaceful world of freedom and prosperity .

2. Rearrange the following sentences in the chronological order .

- 1) Marshall made an address at Harvard University .
- 2) Young people, who were taken off the streets, were sent to the CCC camps and given work to do .
- 3) Soon after he chose to make the army his career, Marshall showed self-discipline, hard work and great compassion .
- 4) Marshall had a teaching experience at Fort Benning in 1927, when he became head of instruction at the infantry school .
- 5) It took Adolf Hitler ' s powerful forces only four weeks to conquer Poland .

3. Choose the best answer to complete each of the following statements .

- 1) The Marshall Plan refers to _____ .
 - A) Marshall ' s great military scheme in World War II
 - B) the successful effort to rebuild war-torn Europe ' s societies
 - C) Marshall ' s outstanding leadership

- D) Marshall's great success as a soldier
- 2) During his five years at FB, Marshall _____ .
- A) trained more than 200 men to be generals
 - B) gave lectures of how to inform the infantry
 - C) reformed the way infantry leaders were taught
 - D) conceived his famous Marshall Plan
- 3) The war was the most destructive in human history because _____ .
- A) many cities were destroyed
 - B) Hitler's military forces were too powerful
 - C) so many people fought in the war
 - D) 55 million people were killed all over the world
- 4) George C. Marshall became a great American hero mainly due to ____ .
- A) the radical plan he proposed in a Harvard University address
 - B) all his previous success
 - C) his unique leadership during the World War II
 - D) his belief in restoring peace to the whole world
- 5) It is implied in the passage that George C. Marshall was a _____ .
- A) real patriot
 - B) professional soldier
 - C) statesman
 - D) reformer

4. Based on what you have learned from the video, fill in the blanks in the following statements.

- 1) If not for his efforts _____ the Marshall Plan to restore _____ to the battered villages and _____ of both friends and former _____, poverty, despair, and continued _____ would have made our _____ hollow.
- 2) This gave him a unique _____ to understand the personality and _____ made the young Americans of _____ age tick so that when they _____ 8 million of them over a _____ of three years, he had an _____ into how to go about _____ them and making them part

of the team.

- 3) But George Marshall had no _____ of knowing that all his _____ experiences served only as preparation _____ the monumental tasks that lay _____.
- 4) “We just had this over-powering _____ of patriotism and duty and _____ to his country that is really _____ in our history, I think.”
- 5) The Nobel Prize Committee in 1953 _____ appreciation for the great _____ of the Marshall Plan when they awarded the prestigious _____ to George Marshall.

5. Paraphrase the following statements.

- 1) He found ways to include nearly every element of American society into that successful formula.
- 2) Our policy is directed not against any country or doctrine, but against hunger, poverty, desperation, and chaos.
- 3) “. . . , and there is also no doubt in my mind that the whole world hangs in the balance. The United States is the only”
- 4) “The cost of war in human lives is constantly spread before me, written neatly in many ledgers whose columns are gravestones.”
- 5) And for the United States and Europe, Marshall’s legacy is a bridge that links our continents and strengthens our nations.

6. Discuss the following questions.

- 1) Why was George C. Marshall, a *military man*, awarded a Nobel Peace Prize?
 - 2) In your opinion, what are the unique merits of Marshall?
 - 3) Significance of the Marshall Plan?
 - 4) What do you think of the US role in world affairs in a broad sense?
7. For more information about the Marshall’s Plan, visit the following site.

<http://lcweb.loc.gov/exhibits/marshall/mla.html>

Unit 2 Political Farewell

I . Preview Reading

1. Text

JESSE'S WORLD

It used to be instructive to watch Sen. Jesse Helms smoke a cigarette. For years he puffed on the ultimate coffin nails, unfiltered Lucky Strikes. But (like Bill Clinton with marijuana) he didn't inhale. He just blew the smoke out of his mouth. Helms' smoking was a metaphor for his political style, which appeared more menacing than it actually was.

Helms gave up smoking a few years ago, but he is still striking poses. Asked on CNN two weeks ago whether he thought President Clinton was a capable commander in chief, he replied, "No, I do not. And neither do the people in the armed forces." Three days later, Helms puffed a little harder. On a visit to North Carolina, he told the Raleigh News & Observer, "Mr. Clinton better watch out if he comes down here. He'd better have a bodyguard."

The indignation was nearly universal. Last week Democrats demanded that Helms be denied the post of chairman of the Senate Foreign Relations Committee. Republican leader Bob Dole had to remind Helms to watch what he said (just kidding, Helms replied, though he promised not to do it again). At the United Nations, Sodom and Gomorrah in Helmsian demonology, diplomats compared the senator from North Carolina to Le Pen of France and Zhirinovsky of Russia—a dangerous isolationist ultra-

nationalist government-by-congress .

If Newt Gingrich is prime minister in the Republicans' new government-by-Congress, does that make Helms Secretary of State? Will he disrespect the president, cut off foreign aid, frighten America's allies? Maybe. But more likely, he will continue to posture without much effect.

Once the favorite bogeyman of the establishment press, Helms had been mostly ignored for the past few years. It wasn't that he had toned down his rhetoric. In speeches in committee and on the Senate floor, he vitriolically lampooned Clinton's advisers. He suggested that Health and Human Services Secretary Donna Shalala and Surgeon General Joycelyn Elders were "condom queens" and described a gay activist who had been nominated for a top administration housing job as "not your garden-variety lesbian . . . she's a militant-activist-mean lesbian." His favorite target was Deputy Secretary of State Strobe Talbott, who represents the Eastern establishment that Helms despises. Helms insinuated, outrageously, that Talbott was in cahoots with the KGB.

Helms could talk, but he couldn't accomplish much. Earlier this year he couldn't even stop the nomination of Talbott's brother-in-law, Derek Shearer, as ambassador to Finland. The GOP sweep on Nov. 8 alters the equation. In theory at least, Helms now has the power to bend American foreign policy to his will.

Many of the Republicans who control Congress agree with Helms that foreign aid is a "rathole". They may try to limit the administration's options by cutting the money Clinton has to spend abroad. Clinton has preferred to act through the United Nations; the administration's UN ambassador, Madeleine Albright, has been a powerful voice at the White House. The United States now contributes soldiers to most of the 15 UN peacekeeping operations, ranging from a few dozen troops in the western Sahara to as many as 20,000 in Haiti. Helms will surely try to cut America's annual \$ 1.3 billion contribution to the United Nations, \$ 986 million of which goes for peacekeeping. Another prime target is the \$ 3 bil-

lion Congress spends each year on international development funds, mostly in Africa, for which Helms shows the same regard he does for unmarried mothers on welfare.

In his chairman's role, Helms will have the power to block the administration's foreign-policy appointments. He has already informally nixed defeated House Speaker Thomas Foley as ambassador to China. Administration insiders laugh that Helms is employment insurance for Warren Christopher, since no new nominee for Secretary of State could survive confirmation hearings before Helms—certainly not Strobe Talbott, the name most often mentioned as Christopher's successor.

Staff purge: But it would be a mistake to overstate Helms' clout. At 73, he has slowed a little. He has had operations for prostate problems and an abdominal hernia, and two years ago he had quadruple bypass surgery. He no longer has a rabid staff to push the conservative agenda. During the 1980s, Helms' aides would resort to any tactic—leaking highly classified secrets about US and Soviet nuclear arsenals to undermine arms control, even cooperating with liberal Democrats to stop the nomination of Sen. John Tower as defense secretary in 1989. But in 1992 Helms purged his staff, which had gotten increasingly out of control. At one point, the staff had sent out a query under Helms' name demanding that Russian President Boris Yeltsin reveal the location of a concentration camp holding the survivors of the 1983 shootdown of Korean Airlines Flight 007. Current Helms aides refer to this inquiry as the "Search for Elvis".

Helms' new staff director, Adm. James (Bud) Nance, appeals to Helms' southern courtliness, which has always balanced the senator's mean streak. Nance and Helms have fairly cordial relations with Secretary Christopher, who knows how to patiently listen to Helms, and also how to buy him off.

Helms has certain pet issues. One is Nicaragua. He is obsessed with the fact that the United States has given \$ 1 billion to Nicaragua since 1991 without forcing Nicaraguan President Violeta Chamorro to return