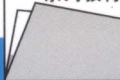




普通高等教育“十一五”国家级规划教材

英语专业
系列教材



中级英语视听说教程

学生用书 (下)(第二版)

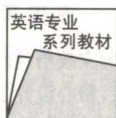
Intermediate Audio-video
English Course

(Second Edition) Student's
Book 2

王祥兵 王泳利 主编

林骊珠 杨柳群 编写
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清华大学出版社



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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.neie.edu.cn>,到“下载中心”中“其他教学资源”里下载。

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出版前言

《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抄录工作的人员有刘晶、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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Unit 1

Abraham Lincoln

Part A Preview Reading

1. Text

Emancipation Proclamation

America's Civil War of the 1860s began as a struggle over a state's right to leave the Union. President Abraham Lincoln firmly believed that a state did not have that right. And he declared war on the southern states that did leave. Lincoln had one and only one reason to fight: to save the Union. In time, however, there was another reason to fight: to free the Negro slaves. Lincoln had tried to keep the issue of slavery out of the war. He feared it would weaken the northern war effort. Many men throughout the north would fight to save the Union. They would not fight to free the slaves. Lincoln also needed the support of the four slave states that had not left the Union: Delaware, Kentucky, Maryland, and Missouri. He could not be sure of their support if he declared that the purpose of the war was to free the slaves. Lincoln was able to follow this policy, at first. But the war to save the Union was going badly. The north had not won a decisive victory in Virginia, the heart of the

Confederacy.

To guarantee continued support for the war, Lincoln was forced to recognize that the issue of slavery was, in fact, a major issue. And on September 22, 1862, he announced a new policy on slavery in the rebel southern states. His announcement became known as the Emancipation Proclamation. American newspapers printed the proclamation. For political reasons, the proclamation did not free slaves in the states that supported the Union. Nor did it free slaves in the areas around Norfolk, Virginia, and New Orleans, Louisiana. Most anti-slavery leaders praised the Emancipation Proclamation. They had waited a long time for such a document. But some did not like it. They said it did not go far enough. It did not free all of the slaves in the United States ... only those held by the rebels. Lincoln answered that the Emancipation Proclamation was a military measure. He said he made it under his wartime powers as Commander-in-Chief. As such, it was legal only in enemy territory. Lincoln agreed that all slaves should be freed. It was his personal opinion. But he did not believe that the Constitution gave him the power to free all the slaves. He hoped that could be done slowly, during peacetime.

Lincoln's new policy on slavery was welcomed warmly by the people of Europe. It won special praise in Britain. The British people were deeply concerned about the Civil War in America. The United States Navy had blocked southern exports of cotton. The British textile industry—which depended on this cotton—was almost dead. Factories were closed. Hundreds of thousands of people were out of work. The British government watched and worried as the war continued month after month.

Finally, late in the summer of eighteen-sixty-two, British leaders said the time had come for them to intervene. They would try to help settle the American dispute. Britain would propose a peace agreement based on northern recognition of southern rights. If the north rejected the agreement, Britain would recognize the Confederacy.

Then came the news that President Lincoln was freeing the slaves of the south. Suddenly, the Civil War was a different war. No longer was it a struggle over southern rights. Now it was a struggle for human freedom. The British people strongly opposed slavery. When they heard that the slaves would be freed, they gave their support immediately to President Lincoln and the north. Britain's peace proposals were never offered. The Emancipation Proclamation had cost the south the recognition of Britain and France.

The south was furious over the proclamation. Southern newspapers attacked Lincoln. They accused him of trying to create a slave rebellion in states he could not occupy with troops. They also said the proclamation was an invitation for Negroes to murder whites. The Confederate Congress debated several resolutions to fight Lincoln's proclamation. One resolution would make slaves of all Negro soldiers captured from the Union army. Another called for the execution of white officers who led black troops. Some southern lawmakers even proposed the death sentence for anyone who spoke against slavery.

In the north, most people cheered the new policy on slaves. Some, however, opposed it. They said the policy would cause

the slave states of the Union to secede. Those states would join the Confederacy. Or, they said, it would cause freed slaves to move north and take away jobs from whites. There was also another reason. 1862 was a congressional election year. The Democratic Party was the opposition party at that time. Party leaders believed their candidates would have a better chance of winning if they opposed the policy. Democrats said the policy was proof that anti-slavery extremists were in control of the government.

2. Questions

- 1) Why had Lincoln tried to keep the issue of slavery out of the war at first?
- 2) Some people said the Emancipation Proclamation did not go far enough because it did not free all the slaves in the U.S. How did Lincoln respond to this? What's your interpretation?
- 3) What was Britain's attitude towards the Civil War?
- 4) Why did some people in the north oppose the new policy on slaves?

Part B Preview Preparatory Work

1. Vocabulary

enshrine

fort

haul

majesty

rolling

outpost

flicker

paramount

cipher	steadfast
cordial	malice
supremacy	commence
conceive	Indiana
assassin	Kentucky
Illinois	Life of Washington
Missouri	Legislature
Aesop's Fables	Stephen A. Douglas
New Orleans	South Carolina
Springfield	Federal Union
Fort Sumter	New Salem
Confederate	Ford's Theater

2. Background Notes

- 1) Civil War:** In U.S. history, conflicts (1861-1865) between the Northern states (the Union) and the Southern states that seceded from the Union and formed the Confederacy. It is generally known in the south as the War Between the States and is also called the War of the Rebellion (the official Union designation), the War of Secession, and the War for Southern Independence. The name Civil War, although much criticized as inexact, is most widely accepted.
- 2) Confederacy:** The name commonly given to the Confederate States of America (*Abbr.* CSA), a republic formed in February, 1861, and composed of the 11 Southern states that seceded from the United States in order to preserve slavery and states' rights. It was dissolved in 1865 after being

defeated in the American Civil War.

3) Douglas, Stephen Arnold (Called “the Little Giant”, 1813-1861): An American politician who served as U.S. representative (1843-1847) and senator (1847-1861) from Illinois. He proposed legislation that allowed individual territories to determine whether they would allow slavery (1854) and in the senatorial campaign of 1858 engaged Abraham Lincoln in a famous series of debates.

4) The Battle of Gettysburg: (July 1-3, 1863), fought in and around the town of Gettysburg, Pennsylvania, as part of the Gettysburg Campaign, was the bloodiest battle of the American Civil War and is frequently cited as the war’s turning point. During the battle, the Union troops defeated the Confederate troops.

Part C Viewing and 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) The vast unsettled territories of Indiana, Illinois, Missouri and Kentucky were “the West” in Lincoln’s time.
- 2) The simple and beautiful language in *Aesop’s Fables* probably influenced Lincoln’s writings in later life.
- 3) In 1834, the voters of New Salem and of Sangamon County elected Lincoln to the Legislature of Illinois.
- 4) Lincoln practiced as a lawyer for 25 years.