

College Applied English Teacher's Book

大学应用英语系列教材

大学应用英语 教学参考书 1

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高等教育出版社
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前言

《大学应用英语》(College Applied English)是由北京城市学院和高等教育出版社共同规划、设计、编写的一套大学英语教材。

一、编写依据

《大学应用英语》全面贯彻教育部《大学英语课程教学要求》。编者在教材规划、编写和试用过程中紧密结合《大学英语课程教学要求》对词汇、听力、口语、阅读、写作、翻译等语言知识和语言技能提出的标准和要求,对新建本科院校学生英语学习特点和需求进行了深入研究。教材吸取、借鉴了数十年来国际国内二语习得、大学英语教学的丰硕成果,参照北京城市学院建校以来大学英语一线教学的丰富经验,充分体现了“实用为本、有效为主、适合为度”的教材编写原则。教材以《大学英语课程教学要求》中的“一般要求”为最终能力培养目标,并按照教育部相关文件的精神、结合学生语言应用方面的实际情况,将“听说能力”作为语言技能培养的重要目标。

二、教学对象

《大学应用英语》以新建本科院校的非英语专业本科学生为主要教学对象。教材充分考虑该类生源在英语学习上的语言水平、学习特点和应用需求,将夯实语言基础知识、提高各项语言技能与增强综合语言应用能力设定为总体目标。教材将各种语言媒介方式与教学活动相结合,旨在提高学生对英语学习的兴趣、掌握有效的英语学习策略、并培养自主学习的良好习惯。

三、教材特色

《大学应用英语》全面覆盖了听、说、读、写、译等语言技能,同时尤其突出听说能力的培养。教材在语言学习各个环节的输入—输出过程中整合各种单项语言技能,体现了learning language as a whole的语言学习原则。教材重点培养口语输出能力,在以文本、音频、图片、视频等媒介进行语言输入后均设计有口头语言输出环节。

《大学应用英语》充分体现了情景教学和任务型教学的过程,注重学习策略和方法的系统培养。教材以“培养学生的自主学习能力,使学生在教师的引导下成为英语语言学习的主体”为出发点,针对各单元具体教学内容精心设计了各种促进学生自主学习、主动应用学习策略和方法的教学活动。教材还为每个教学活动提供了详细的教学操作步骤和教学活动所需材料。

《大学应用英语》突出体现了教材编写的趣味性、知识性和可思性原则。为满足新建本科院校学生在英语学习上对趣味性的要求,教材采用可视化方式将抽象语言用具体、生动、形象的方式进行二次呈现。教材每个单元还设有与主题挂钩的“开心一刻”板块,以进一步提高学生兴趣。教材选材充分考虑语言点和知识点的覆盖,不仅为学生呈现丰富的语言现象,也提供了语言学习之外的知识性内容。为帮助学生弥补、夯实语言基础,教材各单元还设计有基础语法、基础写作、基础翻译等独立板块。

《大学应用英语》设计题型紧密结合具体教材内容、灵活多样。教材每个单元中各个模块的练习和习题针对不同语言材料的体裁和内容特点、根据某一具体的语言知识、语言技能或学习方法设计。教材中的习

题形式灵活多样,借鉴了社会各权威语言测试的习题设计理念和形式。

四、教材体系

《大学应用英语》教材主要由综合教程、教师用书、综合教程配套光盘、教师用书配套光盘四大部分组成。教材共分三册,每册八个单元,每个单元的教学内容均围绕同一主题。教材第一册八个单元的主题围绕大学新生的校园生活展开,分别是:进入大学、时间规划、学习、理财消费、饮食、兴趣爱好、时尚、旅行。教材第二册的八个单元围绕学生关注的社会话题展开,分别是:社会名人、志愿者、社会道德、网络与生活、家庭、文化、灾难应对、科技。教材第三册的八个单元围绕学生日常生活中应具备的专业和行业知识展开,分别是:教育、经济、法律、艺术、新闻传播、医药卫生、城市建设、社会管理。

《大学应用英语》综合教程的每个单元由以下四个模块组成:听说(Listening and Speaking)、阅读(Reading and Understanding)、写译(Writing and Translating)、轻松一刻(Enjoying and Entertaining)。教师用书为学生用书上述四个部分中的各项练习提供详细的讲解和说明,并在听说模块和阅读模块各设计了一项便于操作的教学活动,各教学活动所需的纸质材料也收入教师用书的附录中。综合教程配套光盘包括教材听说模块的音频、视频文件、阅读模块主课文导入部分的音频、视频文件及单词音频、课文音频和词汇练习。教师用书配套光盘中纳入教师授课用PPT课件。

五、编写团队

《大学应用英语》系列教材是“公共英语课程教学改革方案研究”课题的一项重要成果。教材编写者多为在北京城市学院等新建本科院校长年担任大学英语教学、具有丰富一线教学经验的优秀中籍和外籍教师。教材编写过程中还聘请了知名专家进行指导和指正,教材编写每个环节中的文字工作均经过美籍专家的审定,视频制作由北京城市学院传媒系承担,PPT制作由北京城市学院网络中心承担。

本教材已经过一个教学周期的试用和实践,受到了学生的普遍欢迎,学习英语的积极性大幅度提高。由于编者水平有限,难免存在不足之处,敬请广大同仁批评指正!

编 者

2013年9月

《大学应用英语教学参考书1》使用说明

本书为《大学应用英语综合教程1》的教学参考书,为使用该教材的教师提供参考,内容主要包括:(1)各单元内容的文字资料(2)语言和文化背景知识注释(3)练习和答案(4)课堂活动模板(Photocopiable Activity)(5)各单元参考教案(Reference Lesson Plan)。

为方便教师查阅和使用,本教学参考书的内容编排顺序与学生用书一致,在每个模块后提供了相应的音频(视频)文本、课文译文、语言点及文化点注释、练习答案等。同时,本书还针对每个单元的重点教学内容——口语训练(Real World Speaking)和主课文阅读(In-depth Reading)——设计了建议性的课堂活动,以期为教师提供详细的教学建议。

本书正文后的两个附录(Appendix I & II)分别为课堂活动模板(Photocopiable Activity)和参考教案(Reference Lesson Plan)。其中,课堂活动模板(Photocopiable Activity)是口语训练(Real World Speaking)和主课文阅读(In-depth Reading)建议课堂活动的配套教学材料,可拆取复印,便于课堂教学。参考教案(Reference Lesson Plan)则是编者(均为一线教师)根据教学实践归纳整理的各单元完整教案,是对教学情况的真实记录,未经刻意美化和修饰。每单元教案后所附的教学反思记录了实际教学中的经验和不足,供使用本教材的教师参考借鉴。

下面以 Unit 1、Unit 2 和 Unit 3 部分内容为例,配合图片说明本教师参考书各组成部分及相关的使用方式:

Part One Listening and Speaking

Pronunciation & Intonation	Vowels in stressed Syllables Phonetic Rules for Five Vowels a, e, i, o, and u, and Vowel Teams
Listening Strategy	Listening for Numbers Listening for Dates, Time, Room Number and Telephone Numbers
Conversation One	Is Bob There? Making Telephone Calls
Conversation Two	Having Dinner Together Making Appointments
Real World Speaking	Making an Appointment on the Phone Reading Aloud Useful Expressions Making Up and Acting Out a Dialogue According to a Video Clip
Home Listening	Listening for Fun A Talking Clock

每单元的 Part One, Part Two, Part Three 前都有一个目录,列出各模块的具体教学环节和教学内容。此处为 Unit 1 Part I 的目录。

Part I 中的各教学环节

教学环节的具体教学内容

24 | UNIT 2

Pronunciation and Intonation

Exercise 1: Listen and circle which of the two words you hear. Pay special attention to the underlined parts.

- | | | | |
|--------------------|----------------|--------------------|------------------|
| 1. A. <u>leave</u> | B. <u>live</u> | 2. A. <u>stuff</u> | B. <u>starve</u> |
| 3. A. <u>said</u> | B. <u>sad</u> | 4. A. <u>way</u> | B. <u>why</u> |
| 5. A. <u>them</u> | B. <u>her</u> | 6. A. <u>wound</u> | B. <u>wood</u> |
| 7. A. <u>foil</u> | B. <u>fail</u> | 8. A. <u>lot</u> | B. <u>lord</u> |
| 9. A. <u>bear</u> | B. <u>beer</u> | 10. A. <u>load</u> | B. <u>loud</u> |

Keys: ABBAB ABAAB

Notes:

There are four front vowels in English: /i:/, /ɪ/, /e/ and /æ/. When pronounced, the tongue body is shifted forward, causing the vowel sound to be produced in the front of the mouth.

There are two central vowels in English: /ɜ:/ and /ə/. /ɜ:/ The sound is made with the tongue positioned in the middle of the mouth. It occurs only in stressed syllables. /ə/ is also called a schwa. The sound is produced similarly to /ɜ:/, but with less tension.

There are six back vowels in English: /u:/, /ʊ/, /ɔ:/, /ɒ/, /ɑ:/ and /ɔ/. They are produced by shifting the body of the tongue back from its central position.

There are eight diphthongs in English: /eɪ/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ and /aʊ/. They are sounds which consist of a movement or glide from one vowel to another. Remember that in all diphthongs the first part is much longer and stronger than the second part.

Exercise 1 mainly focuses on distinguishing the following vowels:

- | | | | | |
|-----------------|------------------|-----------------|------------------|-------------------|
| 1. /i:/ and /ɪ/ | 2. /ɜ:/ and /ə/ | 3. /e/ and /æ/ | 4. /eɪ/ and /aɪ/ | 5. /ə/ and /ɜ:/ |
| 6. /u:/ and /ʊ/ | 7. /ɔɪ/ and /eɪ/ | 8. /ɒ/ and /ɔ:/ | 9. /eə/ and /ɪə/ | 10. /əʊ/ and /aʊ/ |

练习的答案

练习背后的语言知识点

Listening Strategy

Exercise: You are going to hear five sentences spoken by different people. Listen and choose the most likely speaker for each sentence.

- | | | | |
|--------------------|----------------|----------------|---------------------|
| 1. A. a secretary | B. a teacher | C. a student | D. a waitress |
| 2. A. an assistant | B. a manager | C. a librarian | D. a landlady |
| 3. A. a patient | B. a doctor | C. a policeman | D. a boss |
| 4. A. a clerk | B. a passenger | C. a customer | D. a shop assistant |
| 5. A. a salesman | B. a professor | C. an officer | D. a driver |

Audio Script:

- Good morning! Student Affairs' Office, I'm Alison. Can I help you?
- Yes, I have an apartment for rent. It's on the third floor. Would you like to have a look?
- Mr. Thompson, I recommend you give up smoking and start doing more exercises.
- I've seen this cheaper in other places. Could you lower the price?
- Excuse me, is this the right way to Washington D.C.? I guess I lost my way.

Notes:

① In English listening, knowing the identity of the speaker is helpful for improving students' listening comprehension. A speaker's identity may be indicated or determined through important key words or phrases. Sometimes, a speaker's tone is also helpful. The key terms in this exercise are:

- Student Affairs' Office, Can I help you?
- apartment, rent, have a look
- give up smoking, more exercises
- cheaper, lower the price
- excuse me, lost my way

② *Student Affairs' Office*. Also known as *Student Life Office*. The staff in such offices provides services and support for students at institutions of higher education to enhance student growth and development in the U.S. and abroad.

③ *Washington D.C.* Formally it means the District of Columbia. It's the capital of the U. S. and commonly referred to as *Washington*, *the District*, or simply *D.C.*

练习题答案

听力音频原文

练习题听力策略讲解

听力原文语言点及文化要点解析

练习题答案

Conversation One

Why Don't You Join an English Club?

Exercise 1: Listen and tick(✓) the statements that best describe Philip's situation.

- ☐ A. There will be no one to help him with his English study.
- ☐ B. He will have a small oral test tomorrow.
- ☒ C. He couldn't pronounce well.
- ☒ D. He is afraid of speaking English in class.
- ☐ E. His classmates often laugh at him.
- ☐ F. Sometimes he can speak English like a native speaker.

Exercise 2: Listen again and supply the missing information. Each blank should be supplied with no more than four words.

1. Morning, Philip. How are things going?
2. I really need some help. What do you think I should do?
3. You should realize that this is not the way you should speak.
4. Isn't there anything else I could do?
5. If I were you, I would try to speak as often as I can.
6. Besides, have you ever tried to study with a group?
7. I still recommend that you speak English as much as possible.
8. Why don't you join an English club?
9. I will take your advice. I really appreciate it.
10. My pleasure. See you tomorrow.

听力音频原文

Audio Script:

Philip: Morning, Mr. Daniel.
Mr. Daniel: Morning, Philip. How are things going?
Philip: Not bad, but I'm worried about the big oral test next semester. I really need some help. What do you think I should do?
Mr. Daniel: Well, what are you afraid of?
Philip: It's my pronunciation. I am afraid of speaking in class because I think my classmates will laugh at me.
Mr. Daniel: Well, students like you always worry about not being able to speak like native speakers. You should realize that this is not the way you should speak.
Philip: Umm, I see. Isn't there anything else I could do?
Mr. Daniel: Yes. That's for sure. If I were you, I would try to speak as often as I can. Besides, have you ever tried to study with a group?
Philip: Well, I study by working with my classmates.
Mr. Daniel: Great. Tell me about it.
Philip: We meet regularly to preview and review lessons. I find it easier than studying by myself. But we seldom practice speaking English to each other.
Mr. Daniel: I still recommend that you speak English as much as possible. Besides, why don't you join an English club?
Philip: Yes. You are right. I will take your advice. I really appreciate it.
Mr. Daniel: My pleasure. See you tomorrow.
Philip: See you.

对话中的功能语句讲解

Notes:

- ① In English, people use a variety of expressions and sentences to ask for advice and suggestions, for example, "What do you think I should do?" and "Is there anything else I could do?" In response, people also use various expressions and sentences to give their advice and suggestions. The following are some of the commonly used sentences: "You should ought to had better ...", "I recommend that you ...", and "I advise you to ...". People often use interrogative sentences to give their advice and suggestions in order to be more polite, for example: "May I suggest ...?", "How about ...?", "Don't you think it might be a good idea to ...?", and "Why don't you ...?". People may also use more indirect and polite expressions, for example, "If I were you, I would ...". When receiving advice or suggestions from others, one is supposed to indicate his/her response through either a positive remark, "That's a good idea.", or a negative remark, "I don't think that's very practical."
- ② *Well, ... to speak like native speakers. You should realize that this is not the way you should speak.* This sentence indicates that it is impossible for someone learning to speak English to sound exactly the same as a native English speaker. Mr. Daniel says so in order to make Philip feel better and encourage him to speak English.
- ③ *Well, I study by working with my classmates.* This sentence refers to an effective learning technique widely used among western college students called "collaborative learning". By studying in groups, students can ask one another for information, evaluate one another's ideas, and monitor one another's work, etc.
- ④ *English Club.* A club is an organized group of individuals who meet regularly and take part in shared activities that reflect a common purpose or interest. English clubs in China are organized or sponsored to inspire interest among its members to study English and practice speaking.

听力原文语言点及文化要点解析

Home Listening

Exercise: Listen to the humor below and supply the missing words.

Growing Up

My son Mark was only 5 feet, 8 inches tall when he left for college in the fall. He worked through the Christmas holiday and didn't return home again until the February break. When he got off the plane, I was stunned (惊奇的) at how much taller he looked. Measuring him at home, I discovered he now stood at 5 feet, 11 inches. My son was as surprised as I. "Couldn't you tell by your clothes that you'd grown?" I asked him. "Since I've been doing my own laundry," he replied, "I just figured (认为) everything had shrunk."

练习题答案

Notes:

- ① 5 feet, 8 inches tall. Foot and inch are two measures of length widely used in Britain, the U.S., Canada, Australia, New Zealand, and other Western countries. Twelve inches make up one foot; in the metric system, one foot is around 0.3 meters, one inch is about 2.54 centimeters. Here, Mark is about 1.72 meters tall.
- ② He worked through the Christmas holiday. In the West, many college students work part-time jobs to afford their own education. This sentence means that Mark got a part-time job and didn't go home for Christmas.
- ③ February break. Most probably this refers to the two-week recess in early spring at universities and schools in the U.S., Canada, Britain, and other countries. It's most commonly called Spring Break, but it is also known as March Break, Study Week, Reading Week or Easter Break.

听力原文文化要点解析

Step 3: Watch the video clip again and compare your dialogue with what you hear. Then work in small groups and act out the dialogue.

Alternative Teaching Steps for Oral Practice:

1. Give each student a copy of the *Weekly Planner*. (See Photocopable Activity 2)
2. Tell students that each of them will assume the *role* of a company manager with a very busy schedule during weekdays. Tell students that their task is to make business appointments with other company managers. Explain that the appointments must be scheduled during office hours on weekdays. Each student should make at least five appointments while agreeing on *when* to meet, *where* to meet, *who* to meet, and *what* to discuss.
3. Ask students to walk around the class and find others to make appointments with. In this way, each student will naturally have a dialogue with at least five other students. During the process, remind them that they are required to keep a note of each appointment on the *Weekly Planner* by filling in the corresponding boxes. You should encourage them to use the expressions they learned in the two conversations above.
4. Allow the class 15–20 minutes to finish Step 3.
5. You may ask a few students to report to the class what appointments they have made. Preferably, you should provide an oral sample such as:
I have made five appointments with A, B, C, D, and E. A and I have arranged to meet at the local KFC at 10 p.m. Monday to mainly talk about imports/exports. On Tuesday, I'm going to meet B in Greenland Café at half past eight. We'll discuss the price of products...
6. You may comment on students' presentations and help them summarize their use of expressions.

建议的口语课堂活动(Real-world Speaking), 此处为 Unit 2 的口语活动步骤。

根据序号可在附录 1(Appendix I) 中找到该课堂活动中需要的活动模板。

In-depth Reading

步入象牙塔

- 1 首先,祝贺大家高中毕业!很快,你,以及许许多多其他年轻人即将迈入成年生活的第一步:上大学。无论你在家乡还是在国外上大学,这都将是你一生中令人激动时光。
- 2 新的挑战,新的经历,新的朋友等待着你。你在大一学年的经历会对随后的大学生涯,甚至你今后一辈子的生活产生重大影响。尽管有许多方法能让你在大学的时光不那么压力重重,以下的六条建议会使你尽情享受大学一年级的的美好时光。
- 3 学会规划时间。首先,要把课程安排的井井有条。为自己准备一个文件夹和一套文件夹,每门课使用一个文件夹并开始在记事簿。我并不建议你使用电脑上的软件或网络服务程序来管理日程规划,因为大多数时候,你都

主课文(In-depth Reading)译文

Introduction to the Author and the Passage:

This passage is adapted from Jinhao's Blog, a website publishing articles, videos, and slideshows contributed by millions of Yahoo! Bloggers. The author of the original article, Teena P, is a mother of three young children. She is a part-time student, and she enjoys writing in her spare time.

This passage was chosen to give freshmen an overview of the college life awaiting them. The contents of the passage cover six important aspects of college life: time management, schoolwork, dining, finance, sports, and extracurricular activities and travel. Actually, it also covers most of the topics of other Units in the book. In this sense, the passage plays a role of introducing what students are going to learn from the book.

In terms of its writing style, the passage is a typical exposition with sub-topics. The language is easy to understand, and the generally short imperative sentences allow for increased student comprehension. The author's tone combines the serious and the humorous which should give students a relaxing and enjoyable read.

主课文(In-depth Reading)来源、作者简介及写作特点

主课文(In-depth Reading)重点及难点解析,主要分为难句理解(Paraphrasing)、语法点讲解(Instruction)和文化要点讲解(Culture)三种类型。

Language Points:

(1) *Less Effort, More Result* (title)

Paraphrasing: To accomplish more without overextending one's self. In the text, it means the author has achieved a challenging goal by using effective time management skills. It is similar in meaning to an old Chinese proverb "事半功倍".

(2) *After deciding to go to college many years ago, I challenged myself — I set a goal of graduating in only three semesters.* (para. 1)

Paraphrasing: When I was a freshman years ago, I chose to finish my college education within three semesters knowing that it would be very difficult to achieve.

Instruction:

* Here, "after" introduces a prepositional phrase that is used as adverbial to indicate time. The gerund phrase "deciding to go to college" is the object of the preposition. Normally, an adverbial clause would be used to indicate time in this situation, however, clauses that begin with "before" or "after" are usually shortened to prepositional phrases when the subjects of both clauses are the same. Therefore, "After deciding to go to college many years ago ..." and "After I decided to go to college many years ago ..." are equal in function.

Culture: A semester is equal to one of two academic terms in an academic year, generally excluding the summer or January terms, and so is about 16 to 18 weeks long. "Three semesters" is about 48 to 54 weeks in length. In most countries, the academic year begins with the start of autumn (August) and ends the following spring (May). Normally, a college or university may adopt one of three schedules: a semester system, a trimester system, or a quarterly system. The semester system divides the academic year into two terms; the trimester system divides the academic year into three terms; and the quarterly system divides the academic year into four terms and generally counts the summer as one of the terms.

建议的主课文(In-depth Reading)课堂阅读活动

根据序号可在附录1(Appendix I)中找到该课堂活动中需要的活动模板。

Suggested Teaching Steps:

1. Make students work in groups of three or four. Assign a leader for each group.
2. Give each group a KWL Chart (refer to Photocopiable Activity 1) and explain to students the usage of the KWL Chart. The chart is used to help students connect their present knowledge/experience (what they already know) with their desire to know more (what they want to know) and their understanding of new knowledge (what they learned from the reading).
3. Before reading the passage, tell the groups that they need to talk about the first two columns in the chart (*What I Know about College Life* and *What I Want To Know about College Life*) according to the cue words given in each column. The leader takes the role of encouraging each student to talk and keeping notes of what they say in the chart (key words only). Please keep in mind that the information in the column, *What I Want to Know about College Life*, should be kept in question form, such as "What books does the school library offer?"
4. Give the groups around 10 minutes to carry out Step 3.
5. Tell the groups that they now can begin reading the passage. The leader may assign each member of his group to read aloud several paragraphs of the passage (e.g., student A reads aloud Paragraphs 1 and 2, student B reads aloud paragraphs 3 and 4). When a member is reading, the others should focus their attention on the content.
6. When one member finishes reading his part, the leader may ask all members the question: "What did you learn from what you just read/heard?" He may ask every member to talk, freely and write down the important points.

附录1(Appendix I)中的课堂活动模板。此处显示的模板适用于Unit 1主课文(In-depth Reading)阅读教学,可拆下复印。

Appendix I Photocopiable Activity

Photocopiable Activity 1

Unit 1

Class: _____ Date: _____ Group Members: _____

KWL Chart

K What I Know	W What I Want to Know	L What I Learned
Campus Location:		Time Management:
Campus Environment:		Schoolwork:
Courses:		Diet:

Appendix II Reference Lesson Plan

Unit 1 Into the Ivory Tower

Part I- Listening and Speaking (4学时)

Pronunciation and Intonation: (识别元音)

- * 带领学生听 Exercise 1 并完成相应练习,使用PPT上的NOTES 帮助学生认知元音音标,帮助学生记在黑板上:
总结前元音,中元音,后元音和双元音;
- * 挑选学生读出黑板上的各种元音;
- * 学生听 Exercise 2,听一句学生模仿一句;
- * 听完后再2人一组再次朗读并相互指出发音问题;
- * 挑选学生在班里进行展示并帮助其纠正存在的问题。

Listening Strategy: (辨别人物身份)

- * 学生听一遍录音并完成相应练习,核对答案;
- * 核对答案过程中找5名学生分别说明选择答案的依据;
- * 根据学生的回答说明识别说话者身份主要依靠关键词和说话人的语气;
- * 让学生再听一遍并要求复述所听到的句子;
- * 在学生复述过程中引导学生猜测 student affairs' office 和 Washington D.C. 的含义,教师补充文化背景知识。

可在附录2(Appendix II)中找到Unit 1及其他各单元的参考教案。

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UNIT

1

INTO THE IVORY TOWER

Part One Listening and Speaking

Pronunciation and Intonation	Identification of Vowels Front Vowels, Center Vowels, Back Vowels and Diphthongs
Listening Strategy	Who is Speaking? Identifying the Speakers
Conversation One	Nice to Meet You Greetings
Conversation Two	This is My Friend Sarah Introduction
Real World Speaking	Meeting New Friends Reading Aloud Useful Expressions Making up and Acting out a Dialogue According to a Video Clip
Home Listening	Listening for Fun Video Clip Review Growing up

Pronunciation and Intonation

Exercise 1: Listen and circle which of the two words you hear. Pay special attention to the underlined parts.

- | | | | |
|--------------------|----------------|--------------------|------------------|
| 1. A. <u>leave</u> | B. <u>live</u> | 2. A. <u>stuff</u> | B. <u>starve</u> |
| 3. A. <u>said</u> | B. <u>sad</u> | 4. A. <u>way</u> | B. <u>why</u> |
| 5. A. <u>them</u> | B. <u>her</u> | 6. A. <u>wound</u> | B. <u>wood</u> |
| 7. A. <u>foil</u> | B. <u>fail</u> | 8. A. <u>lot</u> | B. <u>lord</u> |
| 9. A. <u>bear</u> | B. <u>beer</u> | 10. A. <u>load</u> | B. <u>loud</u> |

Keys: ABBAB ABAAB

Notes:

There are four front vowels in English: /i:/, /ɪ/, /e/ and /æ/. When pronounced, the tongue body is shifted forward, causing the vowel sound to be produced in the front of the mouth.

There are two central vowels in English: /ɜ:/ and /ə/. /ɜ:/ The sound is made with the tongue positioned in the middle of the mouth. It occurs only in stressed syllables. /ə/ is also called a schwa. The sound is produced similarly to /ɜ:/, but with less tension.

There are six back vowels in English: /u:/, /ʊ/, /ɔ:/, /ɒ/, /ɑ:/ and /ʌ/. They are produced by shifting the body of the tongue back from its central position.

There are eight diphthongs in English: /ɪə/, /eə/, /ʊə/, /eɪ/, /aɪ/, /ɔɪ/, /əʊ/ and /aʊ/. They are sounds which consist of a movement or glide from one vowel to another. Remember that in all diphthongs the first part is much longer and stronger than the second part.

Exercise 1 mainly focuses on distinguishing the following vowels:

- | | | | | |
|-----------------|------------------|-----------------|------------------|-------------------|
| 1. /i:/ and /ɪ/ | 2. /ʌ/ and /ɑ:/ | 3. /e/ and /æ/ | 4. /eɪ/ and /aɪ/ | 5. /ə/ and /ɜ:/ |
| 6. /u:/ and /ʊ/ | 7. /ɔɪ/ and /eɪ/ | 8. /ɒ/ and /ɔ:/ | 9. /eə/ and /ɪə/ | 10. /əʊ/ and /aʊ/ |

Exercise 2: Now listen to the following sentences. Pay special attention to the pronunciation of the underlined parts. Then work in pairs and practice reading while following the recording you hear.

1. His sister often sits under the tree and looks at the sea.
2. My mum's farm is a little far, but we can go there by car.
3. A cat caught a fat rat and put it near the hen's left leg.
4. Kate hates to be late because time and tide wait for no man.
5. There are thirty thirsty birds under the computer.
6. Mr. Cook said to the cook, "Let's bring some books and food to school today."
7. It's a joy to watch the boy playing with his toys.
8. The boss is watching the tall girl walking on the lawn.
9. The hair of the dear bear drops here and there.
10. She grows many flowers on the ground and most of them are yellow.

Notes:

Exercise 2 is based on the vowels that appeared in Exercise 1. The purpose of the second exercise is to make students read aloud in pairs and become aware of the different pronunciations of certain vowels. The following is a reference for the teacher:

- | | |
|--|---|
| 1. /i/: sister, sit /i:/: tree, sea | 2. /ʌ/: mum, but /ɑ:/: farm, far, car |
| 3. /æ/: cat, fat, rat /e/: hen, left, leg | 4. /eɪ/: Kate, hate, late, wait /aɪ/: time, tide |
| 5. /ə/: thirty, thirsty, bird /ə/: under, computer | 6. /ʊ/: cook, book /u:/: food, school |
| 7. /ɔɪ/: joy, boy, toy | 8. /ɒ/: boss, watching /ɔ:/: tall, walk, lawn |
| 9. /eə/: hair, bear, there /ɪə/: dear, here | 10. /əʊ/: grow, most, yellow /aʊ/: flower, ground |

Listening Strategy

Exercise: You are going to hear five sentences spoken by different people. Listen and choose the most likely speaker for each sentence.

- | | | | |
|--------------------------|--------------------|----------------------|----------------------|
| 1. <u>A. a secretary</u> | B. a teacher | C. a student | D. a waitress |
| 2. A. an assistant | B. a manager | C. a librarian | <u>D. a landlady</u> |
| 3. A. a patient | <u>B. a doctor</u> | C. a policeman | D. a boss |
| 4. A. a clerk | B. a passenger | <u>C. a customer</u> | D. a shop assistant |
| 5. A. a salesman | B. a professor | C. an officer | <u>D. a driver</u> |

Audio Script:

1. Good morning! Student Affairs' Office, I'm Alison. Can I help you?
2. Yes, I have an apartment for rent. It's on the third floor. Would you like to have a look?
3. Mr. Thompson, I recommend you give up smoking and start doing more exercises.
4. I've seen this cheaper in other places. Could you lower the price?
5. Excuse me, is this the right way to Washington D.C.? I guess I lost my way.

Notes:

- ① In English listening, knowing the identity of the speaker is helpful for improving students' listening comprehension. A speaker's identity may be indicated or determined through important key words or phrases. Sometimes, a speaker's tone is also helpful. The key terms in this exercise are:
 1. Student Affairs' Office, Can I help you?
 2. apartment, rent, have a look
 3. give up smoking, more exercises
 4. cheaper, lower the price
 5. excuse me, lost my way
- ② **Student Affairs' Office.** Also known as *Student Life Office*. The staff in such offices provides services and support for students at institutions of higher education to enhance student growth and development in the U.S. and abroad.
- ③ **Washington D.C.** Formally it means the District of Columbia. It's the capital of the U. S. and commonly referred to as *Washington, the District*, or simply D.C.

Conversation One

Nice to Meet You

Exercise 1: Listen to the conversation and tick (✓) the true statements.

1. ✓ Frank is a first-year student.
2. ☐ Frank is looking for Student Affairs Office.
3. ✓ The student café is just around the corner.
4. ☐ Adam is from San Francisco.
5. ✓ Perhaps Adam likes playing basketball.
6. ☐ Frank has to leave because his girlfriend is waiting for him.

Exercise 2: Listen again and supply the missing information.

1. Can you tell me the way to the student café?
2. Thanks a lot.
3. May I have your name?

4. Nice to meet you, Frank.
5. Glad to see you, too, Adam.
6. I've heard so much about you.
7. Fancy meeting you here and you look great today.
8. But I'm afraid that I must be leaving.
9. Looking forward to meeting you again.
10. See you soon.

Audio Script:

Frank: Excuse me. I'm new to the campus. Can you tell me the way to the student café?

Adam: Sure. Just over there, around the corner.

Frank: Thanks a lot. By the way, you look familiar to me. Are you Adam Smith from New York?

Adam: Yes, I am Adam. May I have your name?

Frank: I'm Frank Ben from San Francisco.

Adam: Nice to meet you, Frank.

Frank: Glad to see you too, Adam.

Adam: I've heard so much about you.

Frank: Really? How come?

Adam: They said you were very good at basketball. Fancy meeting you here; you look great today.

Frank: So nice to hear that! But I'm afraid that I must be leaving. My friends are waiting for me.

Adam: Ok, looking forward to seeing you again.

Frank: That's for sure. See you soon.

Notes:

- ① In Western countries, people use different expressions to greet other people. For example, "How is everything?", "What's up?", "What's new?", and "What's happening?" are commonly used among friends. "How are you?" is often used to greet people whom one doesn't know much about. "How do you do?", "Nice to meet you.", and "Glad to see you." are used to greet people whom one meets for the first time. "How have you been?" and "Long time no see." are used to greet friends whom one hasn't met for a while. In addition to these commonly-used expressions, it is recommended to use expressions like "A small world, isn't it?" and "What a small world!" to greet people whom one didn't expect to meet on a certain occasion.
- ② **Student café.** In Europe, *café* generally means a place where people may buy and drink coffee, beer, wine, spirits, etc. However, in Britain, it refers to a tea shop or a small restaurant at which meals may be bought but alcoholic drinks are not served. In the conversation, *café* refers to the students' dining place on campus. Other similar expressions include *student cafeteria*, *student canteen*, and *student dining hall*.
- ③ **You look familiar to me.** This sentence indicates the speaker's willingness to have a conversation.
- ④ **New York.** Here it refers to *New York City of the State of New York*. It's often shortened to "N.Y." in oral and written English. New York City, with a population of over 8.1 million, is the most populous city in the U.S. and known for its status as a financial and cultural center.
- ⑤ **San Francisco.** The financial, cultural, and transportation center of the State of California, U.S. With a population of over 8 million, it's the fourth most populous city in California.
- ⑥ **You look great today.** It's always pleasant for someone whom one meets for the first time to hear this expression, and it will leave them with a good impression of the speaker. Another sentence with similar effect in the conversation is "I have heard so much about you." You may also use these sentences on different occasions: "You are looking sharp!", "You look nice in that color.", "Your son/daughter is very cute!", "Your wife is charming.", "I envy you.", and "I have been looking forward to meeting you for a long time."

Conversation Two

This Is My Friend Sarah

Exercise 1: Listen to the conversation and answer the questions using at least three words.

1. What is the relationship between Rosa and Sarah?

They are roommates.

2. Who is Mrs. White?

(Mrs. White is) Rosa's math teacher.

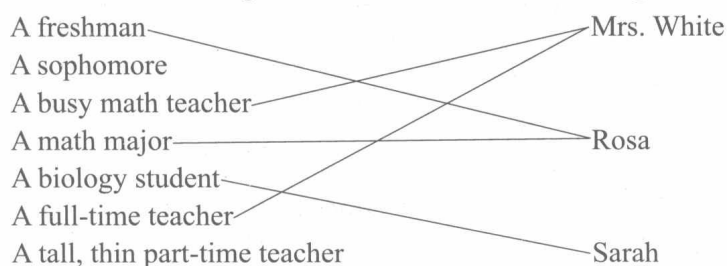
3. What are Rosa and Sarah going to do?

(They are going to) buy some school stuff.

4. When does the conversation most likely take place?

(The conversation most probably takes place) at the beginning of a semester.

Exercise 2: Listen again and match the following details with each speaker.



Audio Script:

Rosa: Hello, Mrs. White.

Mrs. White: Hi, Rosa. How are you doing?

Rosa: Pretty good. How is everything with you?

Mrs. White: Keeping busy. Where are you going?

Rosa: To buy some school stuff. You know, it's the first week of college. Oh, this is my roommate Sarah. Sarah, this is my math professor Mrs. White.

Sarah: Nice to meet you, Mrs. White.

Mrs. White: Nice to meet you too. Are you also a math major?

Sarah: No. I'm in the biology department, but we do have math classes.

Mrs. White: Oh, really? Who is your professor?

Sarah: Mr..., sorry, I didn't catch his name. He is a tall, thin man who wears glasses.

Mrs. White: Ok. I guess it's one of the faculty.

Sarah: I don't think so. I heard he was a part-time teacher.

Mrs. White: Oh? I'd like to meet him sometime.

Sarah: No problem.

Mrs. White: Sorry for taking up your time. Have a good time shopping.

Girls: That's fine. Bye-bye!

Mrs. White: Bye!

Notes:

- ① In English, there are formal and informal expressions of introduction. For example, "Please allow/let me (to) introduce..." and "It's my (great) honor to introduce..." are used on formal occasions while "This is my friend..." and "I'd like you to meet..." are used on less formal occasions. Judging from the sentence patterns, there are basically two different ways to make an introduction: using statements and using questions. For example, "I'd like to introduce my sister to you" is a statement but "May I introduce my sister to you?" is a question which sounds more polite. When a speaker uses a question to make an introduction, the request for