PEARSON
Longman

College English 1

新通用大学英语

Top Notch

教学参考书
Reference Book

Joan Saslow Allen Ascher 原著

《新通用大学英语》项目组 改编

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高等教育出版社
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前　言

《通用大学英语》最早出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在国家"九五"重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上，依据教育部2004年颁布的《大学英语课程教学要求（试行）》重新研发的一套供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，充分考虑现代教育技术在大学英语教学中的应用，力图建立一套能适应以学生主动、交互和自主学习为主的，集先进的语言学习理论、教学理论和教学手段与媒介于一体的，具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了刚刚于2006年获得美国教育出版大奖的 *Top Notch*，为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面，我们进行了积极有益的探索，主要体现在以下几个方面：

☛ **系统化的语言教学思想**

本套教程采用了多技能交际大纲的编写原则，融语言知识与听、说、读、写四项技能于一体，同时扩展了语音和词汇部分内容，并辅以先进的多媒体与网络教学手段。以全面提高学习者的英语交际能力为目标，以交际主题为线，意义构建为本，以活动为导向，任务为驱动，通过多样化的交际活动与探究式学习来进行知识建构，并以形成性评价作为教学重要的评价方法，来培养学生的综合分析能力和跨文化交际能力。

☛ **模块化的内容架构**

每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

☛ **知识性、趣味性与文化性并重**

在语料的选择方面，注重语言素材与中西方文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容的设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

☛ **一体化的教学解决方案**

全套教程由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

为帮助教师深入了解与掌握《综合教程1》中各个环节的编写意图，我们特别编写了这本教学参考书。除了《综合教程1》10个单元导入部分和听力部分的录像、录音材料以及所有练习和活动的参考答案以外，我们还提供了许多其他的教学资源和教学建议。现结合《综合教程1》的内容加以说明：

♪ Unit Goals：明确阐述了本单元的语用与交际目标。

♪ Lead-in：提供了学生用书中单元导入部分。

♪ Listening：提供与单元主题相关的对话与短文，以及相应的听力练习，并依据不同的学习内容，加入有关听力方面的学习策略指导。在本书中，我们为所有的短句、独白和对话部分设计了详尽的教学建议，并以具体的教学步骤呈现，使听力教学更具操作性。

♪ Speaking：主要包括 Conversation Model 和 Conversation Pair Work 两部分。同时，依据不同的学习内容，提供有关口语方面的学习策略指导。Conversation Model 为学生提供基于场景的交际活动框架，图文并茂的场景对进一步开展口语活动提供了原素材，同时也兼顾了不同层次学习者的需求。Conversation Pair Work 通过引导性的会话模式与框架，让学生可进一步操练会话，并进一步拓展会话内容。在本书中，我们依据这两部分的不同侧重点，分别设计了切实可行的教学指导，帮助学生完成从"有话想说"到"有

话会说"的顺利过渡，真正体现口语教学先模仿，后活用的原则。

  ♪ Reading：主要包括 Topic Preview、Text A、Text B 和 Text C 四部分。依据不同的学习内容，给予有关阅读方面的学习策略指导。Topic Preview 通过图文并茂的语料，依据可理解性输入原则与图示理论，在新旧知识间构筑有机的联系，为下一步阅读活动的开展热身。在三篇阅读文章之后，设计了相应的阅读理解练习、重点词汇练习和语法结构练习，以帮助学生巩固提高。在本书中，根据阅读文章难度和需要我们为 Text A、Text B 和 Text C 提供了 Background Information, Key Words and Expressions, Language Notes, Teaching Suggestions, Reference Translation 和 Sentence Paraphrasing，极大地方便了教师备课和组织教学。

  ♪ Writing：写作的核心是 Discussion 和 Writing Practice 两部分。Discussion 通过互动与讨论式的方式来加深及拓展学生的知识结构。Writing Practice 采用任务链的形式，通过引导性的练习为后面写作任务做准备与铺垫。在本书中，每个单元均提供了参考范文，为教师备课提供了方便。

  《新通用大学英语》由东北大学、哈尔滨工业大学、哈尔滨工程大学、黑龙江大学、东北林业大学、哈尔滨理工大学、沈阳理工大学、辽宁科技大学等多位教授与英语教学专家分工协作、集体编写而成。香港中文大学的孔宪辉教授、David Coniam 教授、Arthur McNeill 博士和马冠芳博士担任了本系列教材的审定与顾问工作。此外，在新版教材面世之际，特向参与《通用大学英语》编写工作的金启军、卢燕、李树和、王大青、张春良等同志和语言顾问 Nancy V. Lee 致以诚挚的谢意。

  本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版中心的大力支持与帮助，东北大学教务处、东北大学外国语学院以及东北大学计算中心和沈阳理工大学外语学院的领导为本教材的编写和试用提供了鼎力支持，在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在体现和探索新型教学思想方面尽了最大努力，但由于水平有限，这套教材中难免有一些不尽人意之处，我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

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项目组
2006 年 11 月

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Contents

Getting to Know People

UNIT GOALS

1 Get to know someone
2 Offer to introduce someone
3 Talk about people
4 Interview a classmate
5 Write about people

Lesson 1

Lead-in

Sitcom: Introduce Me!

A ▷ **Write the occupation of each person in each blank.**

1. an office manager
2. a tour guide
3. a receptionist
4. a singer
5. a travel agent

B ▷ **Check whether each statement is True (T) or False (F).**

1. F   2. T   3. F   4. T   5. T   6. F

Video Script

Scene 1

Giorgio Moretti, a famous Italian singer, visits Top Notch Travel Agency and causes a sensation.

Mr. Evans:	Well, it happens in some countries, but usually not over here. So, you're from Italy?
Mr. Moretti:	Yes, I am.
Mr. Evans:	And you're traveling to Tokyo?
Mr. Moretti:	Yes.
Mr. Evans:	Well, welcome to Top Notch Travel Agency. Let me introduce you to my staff. Then we'll talk about Tokyo. Marie, I'd like you to meet ...
Marie:	Giorgio Moretti!
Mr. Evans:	Oh, you know him.
Mr. Moretti:	It's very nice to meet you. What's your name?
Marie:	My name? Um ... uh ... Marie! Yes! I'm Marie LePage.
Mr. Moretti:	Very nice to meet you, Marie.
Mr. Evans:	Marie is our receptionist. She's from Paris. Mr. Moretti is a new client. He's from Italy.
Cheryl:	Giorgio Moretti! Giorgio Moretti! That's Giorgio Moretti!
Mr. Evans:	Yes, I know. He's a new client. He's from Italy.
Cheryl:	Introduce me! Introduce me!
Marie:	Oh, yes. This is ...
Cheryl:	Cheryl!
Marie:	Cheryl! Yes. Cheryl. She's our ...
Cheryl:	Office manager. Hello, Mr. Giorgio ... I mean, Mr. Moretti!
Mr. Moretti:	Please. Call me Giorgio.
Cheryl:	Call him Giorgio! It's so meet to nice ... I mean, nice to meet you.
Mr. Moretti:	It's nice to meet you, too.

Cheryl:	Bob! Bob! Come meet Giorgio Moretti!
Bob:	Hey, Giorgio Moretti! Hey, man, how are you? I'm Bob, but everyone calls me Roberto.
Mr. Evans:	Bob is a travel agent. (to Bob) Who calls you "Roberto"?
Paul:	Giorgio Moretti!
Mr. Evans:	Paul is a tour guide.
Paul:	Good-bye. So long. Take it easy. It's nice to meet you, but I must be gone. Good-bye. So long, Signorina. It's nice to know you, but I'm traveling on.
Mr. Evans:	So, Mr. Moretti, what is your occupation?
All:	He's a singer!
Mr. Evans:	Everyone knows that.

Listening

Part 1 This Is My Teacher.

Listen and complete the following sentences.

    1. A   2. C   3. B

Script

Diana:	Mom, this is my teacher, Mr. Mills.
Mrs. Dare:	Nice to meet you, Mr. Mills.
Mr. Mills:	Please call me Tom.
Mr. Mills:	Let me introduce you to my wife, Carol ... Carol, Mrs. Dare and her daughter, Diana.
Mrs. Mills:	Nice to meet you both.

Teaching Suggestions

Step 1

Begin by having students look at the photos. Ask:

How many people are in the photos? (Four.)
How many are men? (One.)
How many are women? (Three.)

Step 2

After students listen to the conversation, check comprehension. Ask:

What's the man's name? (Mr. Mills, Tom.)
What's his first (or given) name? (Tom.)
What's his last (or family) name? (Mills.)
What's his occupation? (Teacher.)
Is Tom married or single? (Married.)
What's his wife's name? (Carol.)

Part 2 Nice to Meet You.

Listen and circle the right answer to each question.

1. C   2. B

Script

Andrew Young:	Hi, my name is Andrew.
Anita West:	Good to meet you, Andrew. I'm Anita.
Andrew Young:	Andrea?
Anita West:	No, Anita. Anita West. What's your last name?
Andrew Young:	My last name is Young. Are you a student here?

Teaching Suggestions

Step 1

Have volunteers read aloud the names listed in the choices. Correct their pronunciations when necessary.

Step 2

Have students listen to the conversation twice and make their choices independently. After students listen, check comprehension. Ask:

What's the woman's family name? (West.)
What's the man's first name? (Andrew.)

Step 3

Review answers as a class. Ask students to demonstrate the source of each answer in the conversation.

Part 3 Ask for Personal Information.

Listen to the conversations and fill in the missing information.

Name: <u>Erol</u>	Name: <u>Roberta</u>	Names: <u>Mieko</u> and Rika
Age: <u>25</u>	Country: <u>Costa Rica</u>	Nationality: <u>Japanese</u>
Country: <u>Turkey</u>		Occupation: <u>flight attendants</u>

Script

Conversation 1

A: Who's that over there?

B: Oh, that's Erol. E-R-O-L. He's from Istanbul, the capital of Turkey.

A: How old is he? He looks very young.

B: I think he's twenty-five.

Conversation 2

A: Is that your new neighbor?

B: Yeah. Her name is Roberta.

A: How do you spell that?

B: R-O-B-E-R-T-A.

A: Where's she from?

B: Costa Rica, a Central American country.

Conversation 3

A: Who're they?

B: Oh, they're my classmates.

A: What're their names?

B: Mieko and Rika. The one on the left is Mieko, M-I-E-K-O, and the one on the right is Rika.

A: Where're they from?

B: They're from Japan.

A: What do they do?

B: They're flight attendants.

Teaching Suggestions

Step 1

Make sure students understand *that* and *over there*. Indicate different students who are sitting far away from you. Ask the class *Who's that*? To clarify, gesture toward a student and say *Over there*.

Step 2

Have students listen to the conversation twice and check answers with their partners. Then review as a class.

Step 3

For each conversation, have two different students play the roles of A and B. To model the activity, have volunteers ask you information questions with *be*. Write a few of the questions on the board. Then answer with complete sentences.

Culture Note

In some cultures, asking a person's age is considered impolite. It's typically OK to ask a child or young person *How old are you*?

Corpus Note

In spoken American English, the contractions "who's," "what's," "where's," and "that's" are used more than seven times as often as "who is," "what is," "where is," and "that is."

How Do You Spell Your Name?

Listen and write down the names you hear correctly.

Given Name: <u>Josh</u>	Last Name: <u>Streep</u>
Family Name/Surname: <u>Groban</u>	First Name: <u>Meryl</u> Occupation: <u>actress</u>

Script

Conversation 1

Woman:	What's your family name?
Man:	Groban.
Woman:	Groban? How do you spell that?
Man:	G-R-O-B-A-N.
Women:	And your given name?
Man:	Josh.
Women:	J-O-S-H?
Man:	That's right.

Conversation 2

Woman:	Who's the woman in the picture?
Man:	Don't you know her? She is Meryl Streep, a famous actress.
Woman:	I'm afraid I've never heard of her. Could you tell me how to spell her name?
Man:	That's M-E-R-Y-L, S-T-R-E-E-P.
Woman:	M-E-R-Y-L, S-T-R-E-E-P?
Man:	That's right. She starred in *Sophie's Choice*.
Woman:	Oh, that's a great Oscar movie.

Teaching Suggestions

Step 1

Before students listen, read the lines in the speech balloons out loud to the class.

Step 2

Have students listen to the conversation twice and complete the exercise independently. To check, have volunteers read the completed responses out loud. Make sure that they don't confuse the pronunciation of the letters *J* and *G*.

Step 3

If possible, say a few more words about Meryl Streep and her movie *Sophie's Choice*.

Part 4 Get to Know People.

Passage 1

Read the following statements before listening to the passage. And then, check whether each statement is True (T), False (F), or Not Mentioned (NM) according to what you hear.

1. T   2. T   3. F   4. NM   5. F

Script

Meet Inéz Jaramillo, 21, a student at Los Andes University in Bogotá, Colombia. Her hometown is Cartagena, a beautiful old city on the coast of Colombia, but she likes Bogotá. She lives in a small apartment near the university with two Venezuelan friends. Ms. Jaramillo plans to be a computer programer. "I love to work with computers," she says. She is in her second year at the university. She likes school and gets good grades in her classes. After she graduates, she hopes to work for a large international company in South America or in the United States.

Passage 2

Listen carefully and complete the following table with the information about J. K. Rowling and her books.

Year of birth	1965
Nationality	British
Field of learning	French
Degree	Bachelor of Arts

Title of books	Year of publication
Harry Potter and the Philosopher's Stone	1997
Harry Potter and the Chamber of Secrets	1998
Harry Potter and the Prisoner of Azkaban	1999
Harry Potter and the Goblet of Fire	2000
Harry Potter and the Order of the Phoenix	2003

Script

J. K. Rowling was born in Edinburgh in 1965 and studied French and classical literature in France, where she won the Bachelor of Arts. At the age of 24 on the train to London she got the idea of writing Harry Potter books. As soon as her first book *Harry Potter and the Philosopher's Stone* was published in 1997, it was well received and aroused people's great interest, for which Rowling won many prizes. Afterwards, she published *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), and *Harry Potter and the Order of the Phoenix* (2003). Now she has become a well-known English writer.

Speaking

Teaching Suggestions

CONVERSATION MODEL

Step 1

After students read and listen, ask them to underline the names (*Bill, David, Stacey*). Then have students read again and label the people in the photo.

Step 2

Have students repeat each line chorally. Make sure students:
- use rising intonation for the two questions.
- equally stress *You* and *too*.
- use the following stress pattern:

STRESS PATTERN

.   .   —

A: Are you Bill?

— — — . — — . —

B: No, I'm David. That's Bill over there.

.   — — . . — . — . — .

Well, I'm Stacey. It's nice to meet you, David.

— —

B: You, too.

. — . — . .

A: Are you a student here?

. . — . . — . —

C: As a matter of fact, I am.

CONVERSATION PAIR WORK

Step 1

Write your name and your students' names on the board. You can also use the name tags from the first day of class.

Step 2

To model the activity, choose a name from the board and ask *Are you _____? Let the student respond. Then, as a class, think of different ways to answer the question, such as:

Yes, I am.
As a matter of fact, I am.
No, I'm not.

No, I'm [Name].

That's [Name] over there.

Step 3

Choose another name from the board and let the student ask you a <u>yes</u> / <u>no</u> question with *be*. The student might ask:

Are you from [Name of neighborhood]?

Are you married / single?

Are you [occupation]?

Respond and then ask the student a <u>yes</u> / <u>no</u> question to demonstrate how to keep the conversation going.

Step 4

Continue modeling the conversation. If your students are ready, point out that in place of *It's nice to meet you,* they can also say *Nice to meet you, Good to meet you,* or *Pleasure to meet you.*

Step 5

Have students work in pairs and practice the conversation out loud. Walk around the classroom, listening to students' conversations. If necessary, go over some common errors you heard students make as they worked in pairs.

Reading

Text A

Background Information

1. **Filling out names on a form**

    Forms generally ask for a person's family name first and given name second. This is because family names are used to keep records. So even though *Family Name* comes first on the form and *Given Name* comes last, we refer to the family name as the last name and the given name as the first name.

2. **Greeting someone in English-speaking countries**

    In some English-speaking countries, when meeting someone for the first time, you should use a title and last name if the person is older or if you are in a professional / formal situation. If you're not sure, address the person formally and see if he or she responds *Please call me [first name].* It is not necessary to use titles with younger people or peers.

Key Words and Expressions

including *prep.* 包括

    There are all sorts of animals in the zoo, including bears, pigs, and monkeys.

    Disney created cartoons with other characters including Minnie Mouse and Donald Duck.

avoid *v.* （故意）避开

    Stress is a natural part of everyday life and there is no way to avoid it.

    We can hardly avoid making any mistakes in our work however hard we try.

fill out	填写

Don't forget to fill out the job application carefully. It can make a big difference.
All the participants filled out a questionnaire, and answered questions about their age, education and occupation.

Teaching Suggestions

Step 1

Have students look at the website and ask *What's the purpose of the website?* (To offer advice for international travelers / for intercultural exchange.)

Step 2

Ask students to read Text A and underline ZHANG Yin's problem and Allen's advice. Then ask them to close their books and talk about ZHANG Yin's problem and Allen's advice with their own words.

Step 3

Ask students *Have you ever encountered a similar problem before? If yes, what was your solution?* Have students discuss it in pairs or small groups.

Reference Translation

请教艾伦

亲爱的艾伦：

　　我有一个问题。我是中国人，名叫"张寅"。"张"是我的姓，"寅"是我的名。在中国，姓在前，名在后。我是一名推销员，经常要到英语国家做生意。当我用英文填写个人信息表的时候，我把"寅"填在名的方框里，把"张"填在姓的方框里。结果人们叫我"寅张"。当我自我介绍为"张寅"时，他们叫我"寅先生"。所以有时候我说我的名字是"寅张"。但是这种说法让我感觉很不舒服，因为这不是我真正的名字。我该怎么办呢？

<div align="right">

张寅
中国上海
</div>

亲爱的寅：

　　在说英语的国家里，当你问某人"你叫什么名字？"的时候，通常你首先得到的是这个人的名，然后才是姓。在中国和包括日本、韩国在内的众多亚洲国家，姓在前，名在后。为了避免混淆，可以试着这样介绍自己："嗨！我是张寅。我的名是"寅"，姓是"张"。请叫我"张先生。"

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艾伦
</div>

Comprehension Check

Now read the following sentences. Check whether each statement is True (T), False (F), or Not Mentioned (NM) in the box given below.

1. F	2. F	3. T	4. T	5. NM

Text B

Background Information

1. **São Paulo**

    São Paulo city is the capital of São Paulo state, southeastern Brazil. It is the foremost industrial center in Latin America. With one of the world's fastest growing metropolitan populations, it is also the largest city of the southern hemisphere and one of the largest conurbations in the world.

2. **Shizuoka**

    Shizuoka is a city of east-central Honshu, Japan, on Suruga Bay southwest of Yokohama. It is a port and processing center.

3. **Tokyo**

    Tokyo is the capital and largest city of Japan, in east-central Honshu on Tokyo Bay, an inlet of the Pacific Ocean. Founded in the 12th century as Edo, Tokyo became the imperial capital in 1868. Much of the city was destroyed by an earthquake in 1923 and by bombing raids during World War II.

4. **New York City**

    New York City is a city of southern New York on New York Bay at the mouth of the Hudson River. Founded by the Dutch as New Amsterdam, it was renamed by the English in honor of the Duke of York. It is the largest city in the country and a financial, cultural, trade, shipping, and communications center. Originally consisting only of Manhattan Island, it was re-chartered in 1898 to include the five present-day boroughs of Manhattan, the Bronx, Brooklyn, Queens, and Staten Island.

5. **Iowa**

    Iowa is a state of the north-central United States. It was admitted as the 29th state in 1846. Part of the Louisiana Purchase of 1803, Iowa was organized as a separate territory in 1838. The Mound Builders lived in the area in prehistoric times. Des Moines is the capital and the largest city.

6. **Tibet**

    Tibet, in full Tibet Autonomous Region, is a historic region and autonomous region of China that is often called "the roof of the world."

Key Words and Expressions

overseas *adv.*	向海外；在海外；在国外	
	It is easier for people in the central states to ship their goods to New York for export overseas.	
	The university has over 16,300 students, almost a quarter of these students are from overseas.	
occupation *n.*	工作；职业	
	Each occupation is commonly associated with a different level of status, usually called an economic class.	
	Everyone faces the problem of choosing an occupation after graduation from college or university.	

Language Notes

1. **Hometown**

    A hometown is the town or city where a person was born and lived as a child. It can also mean the place a person lives now.

2. **Interpreter & Translator**

    An interpreter changes spoken words from one language into another. A translator changes speech or writing into a different language.

Teaching Suggestions

Step 1

On the board, write *Ms. Petrizzi, Dr. Kamimura, Ms. Dockendorff.* Pronounce each of the names and have students repeat.

Step 2

After students read Text B silently, have them close their books. Then read the following sentences. Ask students to identify who the person is.

He's married. (Dr. Kamimura.)

She's Brazilian. (Ms. Petrizzi.)

She's from the United States. (Ms. Dockendorff.)

His hometown is Shizuoka. (Dr. Kamimura.)

Her photographs are on the Internet. (Ms. Dockendorff.)

Her husband's name is Roberto. (Ms. Petrizzi.)

Step 3

Ask students what they remember about each person. Say *Who's Cristina Petrizzi?* Write what the class remembers about her under her name. For example, *She's an interpreter. She's Brazilian. She's married. Her husband's name is Roberto.* Then students open their books and check the information on the board.

Reference Translation

常出公差的人

Cristina Petrizzi

让我们结识一下 Maria Cristina Petrizzi S. Ferreira，她 38 岁，是一位来自巴西的译员，为好几家著名的巴西和国际公司工作。Petrizzi 女士和她的丈夫 Roberto 及女儿 Natalia 居住在圣保罗。她来自海边城镇桑托斯。"我的工作很不错，因为我可以旅行，还结识很多人。"她说道。

Hidetaka Kamimura

这是 Hidetaka Kamimura 博士和他的家人。Hidetaka Kamimura 博士是一家制药公司的经理。1951 年，他出生于日本中部的静冈。现在，他和妻子 Yumi 及三个孩子住在东京。"为了工作，我每年都要出国几次，"他说道，"但我更喜欢和家人一起旅行。"

Arlys Dockendorff

52 岁的 Arlys Dockendorff 女士是一位摄影师，她来自于美国中部的爱荷华州，现住在纽约市附近。她