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NEW VISION COLLEGE ENGLISH

新视界大学英语

总主编: Simon Greenall (英) 周 燕

主 编: 金立贤 (英) Martin Cortazzi (英)



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视听说教程
教师用书

Listening and Speaking
Teacher's Book

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《新视界大学英语》系列教程

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前言

《新视界大学英语》(New Vision College English)是由外语教学与研究出版社和英国麦克米伦出版集团合作开发、中外英语教育专家共同设计、国内多所高校教师参与编写的一套国际化、立体化大学英语教材。在编者和出版者等多方努力下,历经三年多的调研、策划与编写,现正式出版,与全国高校广大师生见面。

一、编写依据

《新视界大学英语》全面贯彻《大学英语课程教学要求》,在设计与编写中借鉴近年来大学英语教学的成功经验与教学成果,汲取国内外先进的教学理念与教学方法,并充分考虑国内高校大学英语教学的实际以及学生学习和发展的需要。系列教材体现了“分类指导、因材施教”的教育原则与“教学相长、学用相成”的教学理念。

《新视界大学英语》以普通本科院校的大学生为教学对象,针对此类院校的生源特点、培养目标与教学特色,在打好语言基础、提高英语综合应用能力的总体目标下,更加关注学生的学习兴趣和学习方法,注重培养学生的实践能力。教材目标明确,特色突出,力求以丰富的内涵、新颖的形式、立体的资源为普通本科院校的大学英语教育注入新的活力,推动教学发展与人才培养。

《新视界大学英语》的编写以《大学英语课程教学要求》“一般要求”为教学目标,其有效教学也能为进一步提高学生的语言水平与综合能力、实现“较高要求”和“更高要求”打下良好基础。

二、教材特色

《新视界大学英语》在广泛调研的基础上,充分考虑了普通本科院校大学英语课程的教学模式和学生的学习特点,在语言、内容、练习、资源等方面体现了以下特色:

夯实基础,培养能力

从普通本科院校的英语教学实际出发,通过不同形式的语言训练,帮助学生巩固语言基础;通过真实的语境、生动的语料和灵活的练习,提升学生的语感,提高学生不同情境下应用语言的能力。

激发兴趣,开拓视野

主题贴近学生生活,体现时代特色,涵盖校园生活、社会万象、经济文化、职业发展等。选材内容丰富、角度新颖,语言地道实用、生动鲜活,版式设计赏心悦目、充满创意,有助于学生愉快学习,拓展视野。

引导方法,注重实用

任务设计鼓励参与,启发思考,各类结合真实场景的活动有助于培养学生的实践能力;语言练习提供听、说、读、写等技能的策略讲解,帮助学生养成良好的语言学习习惯,提高自主学习能力。

结合测试,有效评估

语言练习参考大学英语四六级考试的改革方向,体现语境真实、技能综合、注重应用的设计原则,有助于学生以练促学;通过单元复习、辅学练习册、试题库等多种方式,检验学习成效,提高教学质量。

资源立体,便于教学

除主干教材外,提供《快速阅读》、《综合训练》等辅助教材,并设计了光盘、网络课程、教学课件与试题库等立体化资源,为师生提供全方位、个性化的教学支持。

三、教材体系

《新视界大学英语》针对大学英语“一般要求”层次的教学进行设计,包含1—4级,供两个学年使用。每一级由以下分册构成:《综合教程》(配教师用书)、《视听说教程》(配教师用书)、《综合训练》和《快速阅读》。

《综合教程》与《视听说教程》每级各为8个单元,每单元围绕同一主题展开。《综合教程》每单元包含一篇主要阅读文章、一篇辅助阅读文章和一篇文化专题短篇,文章主题广泛、体裁多样、难度适中,帮助学生学习基本词汇、巩固语法知识、提高语言能力,着重训练学生英语阅读、写作及翻译的技能。《视听说教程》每单元提供三段视频和多段音频材料,形式包含短对话、长对话、短篇、新闻报道、采访等,情境真实、语言地道,并配有各类听说练习,帮助学生提高听力与口头表达能力。《综合训练》配合《综合教程》使用,提供补充的语言练习,包括词汇、语法、阅读、翻译等不同方面。《快速阅读》每单元主题与《综合教程》呼应,提供5篇快速阅读文章,循序渐进地训练学生的快速阅读能力及技巧。

与教材配套的还有学习光盘(学生用)、教学光盘(教师用)、网络教学管理平台、试题库等立体化资源,全方位支持课堂教学与学生自学的需要。

四、教学建议

《新视界大学英语》以《大学英语课程教学要求》提出的“大学英语教学应贯彻分类指导、因材施教的原则,以适应个性化教学的实际需要”为指导,提供了丰富的材料和多种形式的资源,不同学校可根据学生特点和教学需要进行选择和组合,实现分类指导、因材施教。

《新视界大学英语》充分利用现代信息技术,支持基于课堂和计算机网络的英语教学模式。通过《新视界大学英语》网络教学管理平台,教师可以合理安排课堂授课和网络自主学习的时间,还可以利用网络平台中完备的教学管理功能,对学生的自主学习进行监控管理,随时记录、了解和检测学生的学习情况。

为便于学生熟悉教材结构,了解教材特色,《综合教程》与《视听说教程》分别提供了本册教材的“编写说明”,教师可引导学生在课前阅读和掌握。同时,为支持教师选择适当的教学内容与教学方法进行授课,《新视界大学英语》教师用书中提供了大量教学建议、策略指导与补充练习,供教师参考。

作为一套理念新颖、内容丰富的新型教材,《新视界大学英语》鼓励教师在教学实践中探索与创新,结合教学需要与自身优势,发挥教材特色,提升教学效果。《新视界大学英语》的编写团队也将为广大教师提供网上资源、教学研讨、教师培训等不同形式的教学支持。

五、编写团队

《新视界大学英语》系列教材的中方主编为北京外国语大学中国外语教育研究中心周燕教授,英方主编为国际英语教师协会(IATEFL)前任主席、英语教育与教材编写专家 Simon Greenall 教授。《教师用书》主编为英国华威大学 Martin Cortazzi 教授与英国迪蒙福特大学金立贤博士。

《新视界大学英语》系列教材在策划与编写过程中还得到了国内外多位专家和教师的指导与关心,教材中凝聚了他们的经验、创意与智慧。我们期待这套教材在新的时期、以新的理念,开拓大学英语教与学的“新视界”!

《新视界大学英语》编委会

2011年3月

Introduction

Each Teacher's Book (TB) provides, firstly, three basic elements to teachers: answers to the exercises, useful background information and culture points to the content of each unit. Further, each TB also gives examples of language expressions for the activities in the Student's Book (SB) and gives you guidance on how to teach the material and improve teaching skills.

Features of the Teacher's Book

The TB has different kinds of information and ideas which are not in the SB:

Unit overview

Each unit has a *Unit overview* which outlines the key content so that teachers can get a rapid overview of the whole unit.

Answers

- Answers to the closed exercises: There is only one answer to these.
- Example answers to the open-ended activities: These are suggestions because there are other possible answers and different opinions.

Teaching steps

These are notes about how to carry out a particular activity with clear steps, especially in earlier units. In later units, only different steps or steps for new activities are suggested. For similar activities, you can check the steps given in earlier units.

Teaching tips

These offer specific guidance on how to conduct some activities in class. Again, these are not given for every activity, but only where there is an extra point to be made.

Teaching techniques

These are practical techniques for teaching which are introduced in relation to specific contexts. They can be applied to similar context in other units. They are connected to *Teaching steps* and *Teaching tips*.

Additional activity

They are optional extras which will be interesting for you to read and consider; they will bring greater variety of interaction to class work, and help you as a teacher to extend your repertoire of teaching strategies.

Did you know ...? / Have you heard ...?

These notes present some brief interesting information or facts related to the theme of the unit. Brief guidance is given. Teachers may ask students to discuss it very briefly as a lead-in to *Talking point* or *Unit task*, or in its own right.

The TB encourages students to use the limited language they have already known with greater confidence and fluency, perhaps with simpler vocabulary. At the same time, the TB has three further features – *Language support*, *Language for teachers and students*, and *Classroom language for teachers* – to develop these oral skills in ways that will be relevant to developing reading and writing skills too.

Language support

For some speaking activities, useful vocabulary and expressions are provided to help students express themselves.

Language for teachers and students

This section has phrases for conversational interaction to share with students. They may present challenges of expression and they may help you to use natural English in the classroom.

Classroom language for teachers

This section helps you to develop your own skills in using oral English to give instructions or explanations, organize classroom activities and give students feedback. These are adaptable examples which over the sequence of the units will help you to build up your skills in using English more naturally in class.

Teaching the sections in the Student's Book

The TB is organized into eight units which correspond to the eight units in the SB.

Starting point

This section includes one or more activities to raise the topic in students' minds and develop a focus on the theme of the unit. Then the TB gives example answers to the activities in the SB, sometimes with *Teaching tips* or *Teaching steps* to help you organize the activity.

Inside view

Sections of information for each unit in the TB which is not in the SB include:

- *Culture points*: specific terms, words or phrases which occur in the conversations. This section gives brief explanations of background knowledge or points of cultural reference, sometimes with explicit comparisons with Chinese life and culture.
- *Language points*: definitions, glosses or explanations of words and phrases in the conversations which are likely to be new or to cause difficulty for learners.

For the activities based on the video conversations in the SB, the TB often gives guidance on using each activity through *Teaching tips*, *Teaching steps*

or *Teaching techniques*, especially for the early units. Answers or example answers are given too. *Language for teachers and students* and *Classroom language for teachers* are placed at different points in different units to help you with your teaching.

Talking point

The TB gives example answers from the viewpoint of Chinese students; it often provides relevant useful vocabulary and expressions.

Outside view

The TB provides answers to these activities. *Culture points*, *Language points*, and *Teaching tips* will sometimes be given, and occasionally *Teaching steps* or *Teaching techniques*, to help you support students' understanding with additional background knowledge and cultural information.

Developing critical thinking asks students in pairs to discuss questions related to their own opinions, ideas, views, and experiences with the aim to help them develop independent thinking. The TB gives specific guidance and suggests specific steps and ideas to stimulate thinking. Examples of answers can be used to show students how to develop argument by elaborating opinions through giving reasons, examples or evidence, and later considering counter-arguments. The examples also suggest appropriate language for critical thinking. This is a progressive development through the four books.

Listening in

The TB gives answers or example answers to these activities. And sometimes explains why common or likely choices are wrong.

Presentation skills

This section helps students to discuss, plan, practise and give presentations. The TB gives

examples of presentations which will help give students an idea of the kind of language that a good presentation would have. These models might sometimes be read to the class. While sharing the examples in this way, teachers may also share the cultural information and background knowledge in the model with the class.

Unit task

This task generally involves preparing and giving an oral presentation. The TB gives examples, which are additional sources of expressions, ideas for the format and content of the task outcome. You may read them to students or ask students to read them to the class.

Lixian Jin
Martin Cortazzi

《新视界大学英语视听说教程 教师用书》

编写及使用说明

作为《新视界大学英语视听说教程》的配套教师用书，本书以《大学英语课程教学要求》为指导，遵循“分类指导，因材施教”的教育原则与“教学相长，学用相成”的教学理念，注重教学思想的创新和教学活动的设计，融入现代语言学和语言教学理论，为教师提供多角度、开放式、多样化的教学指导，旨在帮助教师提升教学效果，促进教师发展。

本教师用书不仅提供详细的教学辅助材料，如语言讲解、文化信息、练习参考答案等，更为教师提供全面的教学支持和参考，如教学策略、教学建议、个性化的教学活动等。

本书包括1-4级，每级8个单元。每个单元主要内容如下：

Unit overview

概括单元主要内容，明确单元教学目标，有助于教师从整体上了解单元结构，确定教学方法。

Answers

提供学生用书中各类练习的答案。对于Developing critical thinking等开放式问题以及Starting point、Talking point等课堂活动，提供多样的视角和多维的探讨，供教师参考。

Culture points

补充重要的文化信息，帮助学生扫清障碍，深层理解视听材料，拓展文化视野。

Language points

提供详细的语言点讲解，充分考虑学生的英语水平差异，供教师选择使用，实现因材施教。

Teaching steps / Teaching tips / Teaching techniques

针对学生用书中不同目标、不同类型的练习，提供多样的教学步骤、教学建议、教学策略，帮助教师灵活运用教学策略，合理安排教学步骤，有效组织课堂活动，不断提升教学技能，最终达到教学目的。

Additional activity

拓展学生用书中的活动，或提供补充练习（包括pair work、group work、class work等），供教师选择，满足不同学生的个性化需求。

Language support / Language for teachers and students

提供补充词汇、常用表达、经典例句，便于教师选用，组织各类口语活动，帮助学生增强信心，开拓思路。

Classroom language for teachers

提供教师课堂用语范例，供教师用于组织课堂活动，点评学生表现，体现教学活动的专业性。

Did you know ...? / Have you heard ...?

补充更多事实性信息和开放性问题，供教师选用，既可作为Talking point或Unit task的导入活动，活跃课堂，也可用作学生用书的补充练习，丰富教学。

《新视界大学英语视听说教程 教师用书》着眼教学过程，注重教学效果，以开放的教学思路和全面的教学方案，帮助教师进一步探索教学方法，提升专业水平，发挥教程特色，真正做到“教学相长，学用相成”。通过教学，教师能够培养学生的学习兴趣，帮助他们改进学习方法，提高英语应用能力，开拓国际视野，提升文化素养。

Map of the book

	Unit	Inside view	Outside view
T1	Unit 1 A working life	Janet and Andy talk about their future plans T2	How to get a job T6
T13	Unit 2 Talking books	Janet and Andy discuss Charles Dickens T14	Reading for pleasure T18
T25	Unit 3 Passing fashions	Janet and Joe go to a fashion show T26	Watch that style! T30
T37	Unit 4 Money matters	Janet finds out about the Bank of England T38	Fair exchange T42
T49	Unit 5 The gender gap	Janet and Andy discuss gender stereotyping T50	I want to be a train driver T54
T61	Unit 6 Make yourself at home	Andy looks for a new flat T62	From cottage to castle T66
T73	Unit 7 A love of language	Janet learns to speak like a Londoner T74	A sign of the times T78
T85	Unit 8 Enquiring minds	Janet says goodbye T86	The <i>Eagle</i> has landed! T90
T97	Communication activities		
T104	Scripts		



UNIT 1

A working life

**Janet and Andy talk
about their future plans**

How to get a job

Dos and don'ts of interviews

Rules at work

**Learn some cultural differences
in a British office**

Take it easy

Find out how to stop working so hard

Listening in	Presentation skills	Unit task
Rules at work T8 Take it easy T10	Giving a talk T11	Carrying out a survey on students' career plans T12
I want one of those! T20 The way we read T22	Telling the story of a novel T23	Doing an interview T24
Dress to impress T32 House of Chanel T34	Holding an informal discussion T35	Designing fashion pages for a college magazine T36
Just joking! T45 The best things in life are free T46	Giving advice T47	Carrying out a survey on students' allowances T48
Women across cultures T56 I just don't understand! T58	Holding a formal discussion T59	Presenting an idea for a radio magazine programme T60
A place of your own T68 Home from home T70	Telling a story in the first person T71	Describing your dream home T72
A trick of the brain T80 Divided by a common language T82	Leading a formal discussion T83	Planning a series of events for a Chinese language and culture week T84
Living your dreams T92 Fact or fiction? T94	Holding a debate T95	Delivering a news bulletin T96

UNIT 1

A working life

Unit overview

Inside view

Conversation 1

Janet, a student from China at Oxford University, talks to Andy, a Londoner and her fellow-worker at London Time Off, an entertainment information website, which is employing her for the summer. They discuss their future plans.

Conversation 2

The conversation continues with Andy voicing his problems with Joe, their American superior.

Outside view

The video clip shows two applicants being interviewed for a job. One is an excellent interviewee, and the other is badly prepared and confused. Naturally, the first gets the job.

Listening in

Short conversations

The five short conversations are all on the topic of jobs and illustrate the use of such phrases: *don't give up the day job*, *no one could have done more*, and *get the best out of*.

Conversation

A Chinese woman talks about her work experience in Britain and comments on the differences between Chinese and British office cultures.

News report

The news item is about people who become addicted to their work and let it take over their lives.

Presentation skills

In this section, Ss are asked to talk about an imaginary situation and then guided to talk about likes and preferences, abilities and professional skills and give reasons.

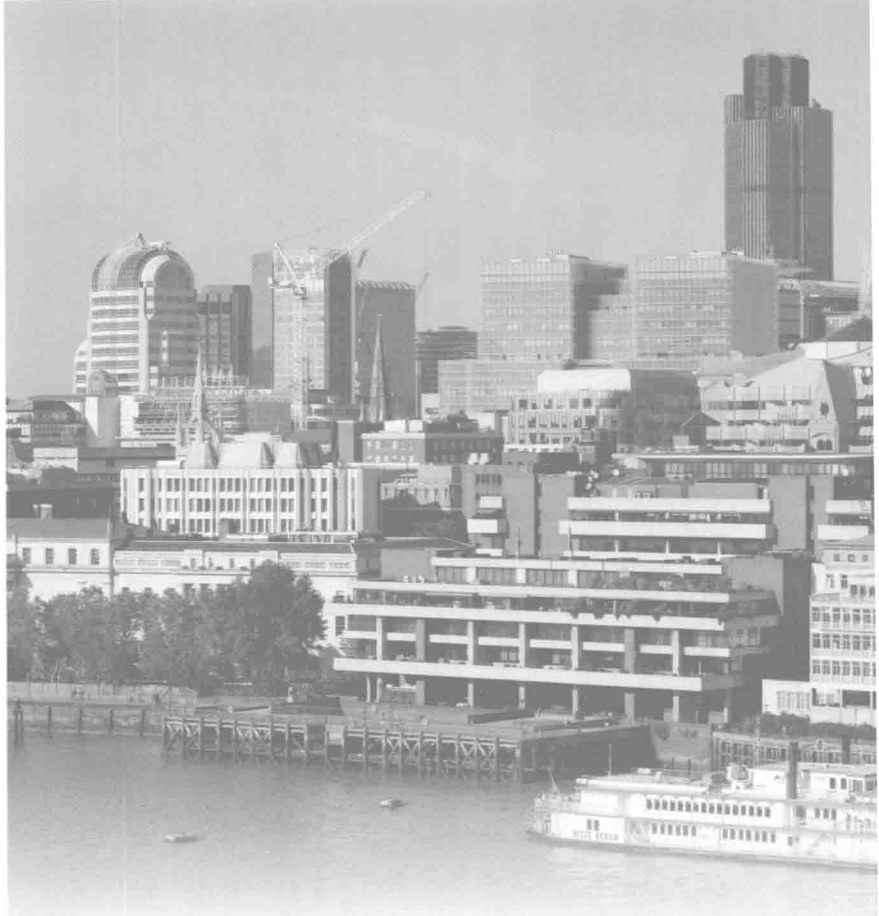
Starting point

1 Work in pairs. Read the character descriptions (1-7) and for each person choose the most suitable job from the list below.

- 1 Julia: She's imaginative, sociable, good at writing, wants to make money.
- 2 Luke: He left school at 16, is practical and good with his hands.
- 3 Rachel: She likes people but isn't very confident, wants to do something useful and is good at science.
- 4 Laura: She left school at 16, is visual, creative, and shy.
- 5 Joseph: He's good at languages, wants to do something useful, is sociable and wants to travel.
- 6 Ben: He left school at 16, likes people, is talkative and adventurous.
- 7 Emma: She loves animals, is sociable and good at science, wants to travel.

- electrician
- doctor
- psychologist
- photographer
- lecturer
- translator
- carpenter
- salesperson
- journalist
- flight attendant
- vet
- animal scientist
- advertiser
- art editor

2 Work with another pair and discuss your choices.



Inside view

Conversation 1

1 Look at the quotation and the photo, and decide why Andy might say it to Janet.

When a man is tired of London, he is tired of life; for there is in London all that life can afford.

Samuel Johnson

2 Think about Janet and Andy's ambitions for the future. Which ones do you think they have?

- ☐ go back to university
- ☐ go back to China
- ☐ get a job
- ☐ do a master's
- ☐ leave London
- ☐ go to China
- ☐ live in London
- ☐ become a teacher
- ☐ work in publishing
- ☐ update CV
- ☐ apply for a job at London Time Off
- ☐ look for jobs together

Now watch Conversation 1 and write J (Janet) or A (Andy) next to the ambitions they mention.

Starting point

1

Example answers

- 1 I think Julia could be a journalist. She would be able to write about many interesting events and enjoy interviewing lots of people.
- 2 It sounds as if Luke would make a fine electrician or carpenter.
- 3 I wonder if Rachel likes animals. I think she might make a good animal scientist or vet.
- 4 Laura should work in the art field. If she's good she can become an art editor and use her creativity. Most of the time she would be working on the computer so her shyness would not be a problem.
- 5 Joseph could be a good journalist with his writing skills and interest in people.
- 6 Ben is just right for being a salesman. You need to be quite brave and to be good at talking and creating relationships with people if you want to sell them things.
- 7 I guess Emma should be an animal scientist or vet. Maybe the first travels to see animals in the wild, though vets don't.

Additional activity

- Ask Ss to brainstorm an alphabetical list of jobs (from accountant to zoo-keeper).
- Ask Ss to comment on the characteristics needed for different jobs, eg
Nurse: gentle, patient and caring
Construction worker: strong, careful and not afraid of heights.
- Ask Ss to suggest in turn adjectives for the sort of jobs they want, eg, well-paid, prestigious, caring, scientific, interesting.

Inside view

Conversation 1

1

Example answer

Andy quotes Samuel Johnson as he wants to say that London, as we also see in the picture, offers a huge range of sights and sounds, activities, entertainment, and variety of life, so nobody should ever get tired of the city – if a person does, they must be tired of living.

2

Answers

Janet: go back to China, do a master's, live in London, work in publishing, update CV, apply for a job at London Time Off, look for jobs together

Andy: leave London, go to China, look for jobs together

Culture points

master's degree (an MA, MSc or MS): a postgraduate degree which usually includes a dissertation or research project. A PhD (a doctor of philosophy, from the Latin) or DPhil is a doctorate. In the US this involves completing postgraduate courses and a research thesis; in Britain it is mostly completed by research so the thesis is generally longer.

Language points

I've got another year to go: I must complete one more year

your roots: metaphor from a plant; your place of birth and early upbringing

go for it: make an attempt to do something

stand a chance: have a reasonable possibility of success