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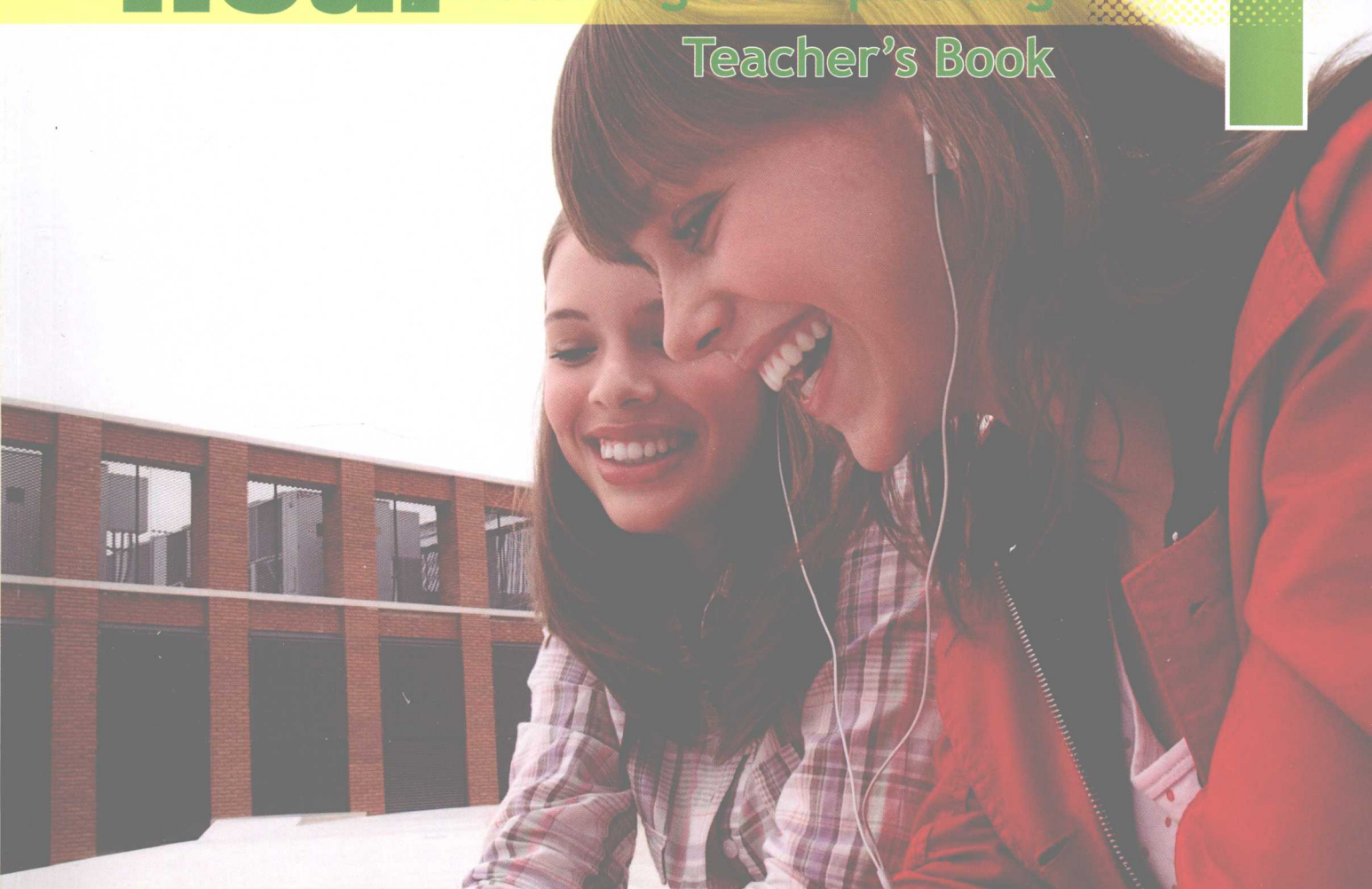
视听说教程 教师用书

Real Communication

Listening and Speaking

Teacher's Book

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新标准大学英语

NEW STANDARD
COLLEGE ENGLISH

总主编：Simon Greenall (英) 文秋芳

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新标准大学英语

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藏书章

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承外语教学与研究出版社与英国麦克米伦出版公司之邀，由中英双方作者组成的编写委员会联合主持编写了《新标准大学英语》这套国际化、立体化系列教材。

自 2005 年项目启动以来，《新标准大学英语》编委会成员密切合作，充分发挥各自优势与专长，就教材设计与编写等相关方面进行了广泛而深入的调查与研讨。在此过程中，我们拜访专家，研究现行教材，到课堂听课，与教师座谈，与学生交流，经过充分调研与反复论证，确定了本教材设计理念与编写方案。2008 年秋，我们在国内选定多所院校进行试用，在认真听取试用院校师生反馈意见与建议的基础上，又对教材进行了调整和完善。现正式出版，与广大高校师生见面。

编写依据

- 一、《新标准大学英语》以教育部颁布的《大学英语课程教学要求》为指导，在设计与编写中力求准确把握大学英语教学的性质与目标，遵循对学生英语综合应用能力培养的要求，贯彻为实现教学目标所倡导的教学模式、教学评估与教学管理等原则。同时，《新标准大学英语》借鉴与采纳了近年来大学英语教学改革的成功经验与教学实践的成果，希望通过新的教材体系与教学理念进一步推动大学英语教学的发展。
- 二、《新标准大学英语》充分考虑与基础阶段英语教学的衔接，满足新形势下的教学需要。自 2001 年起，教育部先后颁布了基础义务教育阶段与高中阶段《英语课程标准》，高中新课程实验自 2004 年开始实施。目前，根据《英语课程标准》“一条龙”教学培养出的中学生正大批升入大学，他们的英语能力、学习习惯、认知水平、思维方式等都已不同于以往入校的学生。这势必对大学英语教学提出更新、更高的要求。《新标准大学英语》在设计中充分考虑了新的教学对象的学习需求，并为教学提供了多种解决方案。
- 三、《新标准大学英语》体现“教师主导，学生主体”的教学思想，充分考虑学生与教师在教学过程中的关系、作用与需求，促进师生的积极互动与共同发展。本着“以人为本”的理念，《新标准大学英语》从教材到网络自主学习平台的设计，从每一教程、每一单元到每一具体语言点的设计，都以学生的学习与发展为根本；同时，在教学内容、教学活动与教学过程的安排中，注重教师的主导作用与师生的互动交流，从而实现在教师的启发与指导下，学生积极地、富有创造性地学习。

教材特色

一、选材内涵丰富，语言鲜活地道，体现社会发展与时代特色

《新标准大学英语》在选材上结合新一代大学生的知识结构与思维特点，主题内容以人与人、人与自然、人与社会的关系为主线，涵盖生活、学习、情感等日常话题及政治、经济、历史、文化、科技等深层问题。所选文章与视频材料注重语言质量、文化内涵、思想深意与创作视角，既有经久传诵的文学佳作，也有风格独特的优美时文。全书语言地道，贴近实际，鲜活生动，折射出社会的发展，也充分展现了语言的魅力。

二、融合多种技能，培养综合素质，提高语言能力与思维能力

《新标准大学英语》在练习与活动设计上注重对学生综合能力的培养。《综合教程》与《视听说教程》主题呼应，相互配合，训练多种技能；同时，每一单元内各板块环环相扣，内容彼此联系，技能互为补充。

前言

丰富的语言材料、形式多样的活动、具有启发性的训练（如 Reading and interpreting, Developing critical thinking 等）既能够培养学生的英语综合应用能力，又能够提高学生的学习策略与创新思维能力。

三、展示多元文化，探讨文化差异，培养跨文化意识

《新标准大学英语》的编者充分发挥中西文化背景结合的优势，在教材中融入世界各国的文化传统、风俗习惯和价值观念，引导学生探讨和鉴别中西文化差异。无论是文化内涵深厚的选材、课文中的文化注释、练习中的文化比较，还是专题文化短篇（Reading across cultures），都在潜移默化地传授文化知识，培养文化意识，提升学生对不同文化的理解以及在跨文化交际情境中使用恰当、得体、地道英语的能力。

四、优化教学模式，提供立体资源，构建自主学习平台

《新标准大学英语》贯彻《大学英语课程教学要求》所倡导的教学模式，提供课堂教学与网络自主学习所需要的立体化资源。学生可以根据个人需要，通过多媒体光盘巩固所学知识，通过网络课程拓展学习内容。在网络平台中，学生可以在教师指导下，设定自己的学习目标与进程，选择相应练习，加强语言训练；也可以在线完成作业、参加测试、查询练习记录、与教师或同学进行交流。丰富的教学资源与个性化、自主式的学习环境有助于学生进一步提高语言能力与学习能力。

五、寓教于乐，激发兴趣，创建轻松学习环境

《新标准大学英语》通过对内容与形式的精心设计为学生与教师营造了一种轻松、愉快的教学氛围。其语言材料不但耐人寻味、启迪心智，而且体裁多样、文笔优美，读来让人身心愉悦；教材的版面设计色彩明快、构图新颖、画面生动；所配的声像材料场景真实、表演自然、语音地道。网络平台界面友好、操作方便，使学生在轻松的学习环境中享受学习的乐趣。

六、满足个性化教学需要，促进教师专业化发展

《新标准大学英语》丰富的教学资源给了教师广阔的自主设计与发挥空间，教师可根据学生特点与教学需要组合资源，因材施教。同时，与教材配套的教师用书、教学光盘和试题库为教师提供了全面、系统的教学支持。为促进教学交流，提升教学效果，《新标准大学英语》网络平台为教师管理教学、共享资源、交流信息提供了平台，还开通了教师与编者之间沟通的渠道，使教师在教学中不断提高，在探索中不断发展。

教材构成

《新标准大学英语》针对大学英语“一般要求”设计，包含1-4级，供两个学年使用。每一级设有《综合教程》、《视听说教程》与《综合训练》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”，同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

编写团队

《新标准大学英语》系列教材的中方总主编为北京外国语大学中国外语教育研究中心主任文秋芳教授，英方总主编为国际英语教师协会前任主席、英语教育与教材编写专家 Simon Greenall 教授。《综合教程》主编为北京大学柯彦玠教授。《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。

参与《新标准大学英语》系列教材策划与编写的还有国内外多位专家与教师。为确保教材的适用性，我们曾在国内多所高校征求意见，进行试用。本套教材的编委会成员包括来自北京大学、南京大学、中国人民大学、北京航空航天大学、首都师范大学、北京工商大学、山东大学、湖北大学等多所院校的英语教师，他们都为教材的合理使用与教学方法的创新提供了许多建议。

《新标准大学英语》诞生于我国教育改革的重要时期，是当前大学英语教学改革发展的必然产物，也将为我国大学英语教学注入新的活力，引发新的思考，探索新的标准。在四年多的编写与开发过程中，我们汇集多方意见与建议，凝聚多位专家与一线教师的经验与智慧，在教材内容与形式上进行了探索与创新。在教材使用中，我们希望得到更多院校师生的反馈意见与建议，以便我们不断完善教材，提供全面支持。

《新标准大学英语》编委会

2009年3月

Introduction to Teacher's Book

The key distinguishing features of this series of Teacher's Books are to help English teachers in China to practise more current teaching methods, to improve teaching skills and strategies which they use in class, and to serve as a resource for teacher development.

The element of teaching skills includes how to organize a class efficiently and effectively for students' learning, how to make maximum use of the limited class time available, and how to manage group and pair work to promote real interaction in English. Teachers can improve teaching skills and strategies by following the teaching steps given for particular activities, by carrying out the teaching tips, by considering and trying out a broad range of alternative and additional activities. Collectively, these elements represent a range of choices and resources through which teachers can extend their repertoire of skills and strategies in the immediate context of current English classes.

The Teacher's Books have an additional resource for teacher development in the form of additional cultural and language information which goes well beyond the information presented in the Student's Books. This gives teachers extra background knowledge and interesting points for their teaching.

What is in the Teacher's Book?

Each unit of the Teacher's Book includes:

Unit overview

- Brief summary of the key content
- Key features showing the listening and speaking skills practised in the unit

Extra information

- Language and culture
- Language support

Guidance and suggestions

Guidance and suggestions for the different sections in each unit in the form of:

- Teaching steps
- Teaching tips
- Teaching techniques

- Alternative activities
- Additional activities

Answers

- Answers to the closed exercises
- Example answers to the open-ended activities

Features of the Teacher's Books

The following is an outline of relevant information that can be found in the Teacher's Book.

Unit overview

The unit overview outlines the key content so that teachers can get a rapid overview of the whole unit.

Language and culture

This section is related to the video clips and audio passages. It provides much more information about words and phrases, background information and culture than what appears in the Student's Book.

The language points are defined and explained in English only, using mainly the *Macmillan English Dictionary for Advanced Learners Second Edition* published 2007 © Macmillan Publishers Limited. These words and expressions are sometimes given more extensive explanation so that teachers can add something extra and students can hear vocabulary items explained in a different way. Some words and expressions are explained using other associated terms so that teachers can help students develop a sense of vocabulary networks.

The cultural points have information about proper names, terms and cultural concepts or points of information which arise from the listening material. This gives teachers extra knowledge to explain such points or to answer students' questions. Sometimes this section has a related additional activity, like a quiz, which could be given at any time in the unit.

Language support

For some speaking activities, useful vocabulary and expressions are provided.

Teaching steps

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

Teaching tips

This section offers specific guidance about how to conduct some activities in class. They also offer practical hints for some activities. These are not given for every activity, but only where there is an extra point to be made. Paying attention to these tips will help teachers reflect on practical aspects of English teaching and learning.

There are also teaching tips with language examples for different ways of involving students actively in the feedback – each of these will multiply the opportunities for active practice for students' listening and speaking in English.

Teaching techniques

These are practical techniques for teaching which are introduced in relation to specific contexts in different units; however, they can be applied to many other units. They are connected to Teaching steps and Teaching tips.

Alternative activities

This section appears to offer teachers an alternative way of conducting an activity, which is different from the one given in the Student's Book. The purpose of this is to give teachers more choices and to extend the repertoire of teaching strategies. These alternatives are, of course, optional ideas to bring students a greater variety.

Additional activities

Some units offer additional activities which are not mentioned in the Student's Book. These are offered as optional extras to extend teachers' repertoire of teaching strategies and increase students' knowledge.

Often they can be used at any point in the unit, so sometimes they may be useful to finish a class in a different way.

Answers

The book has answers to activities and questions which are closed. Sometimes there are explanations or comments to help teachers clarify why one answer is right and others are wrong.

For open-ended activities, there are example answers since many answers or a likely range of opinions for such questions are possible.

The example answers:

- help teachers prepare for the activity and have an idea of target levels for good students
- provide relevant vocabulary and expressions
- can sometimes be shared with students before they do an activity to give them an idea of the response expected. This is particularly useful for those activities where a more extended response can be expected, for example, in Developing critical thinking.
- can be used as models for feedback to students after they have completed the activity
- give ideas and extra thoughts for possible class discussion to follow up an activity

Teaching aims of the sections in the Student's Book

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. They may involve a short discussion about a photo, a common experience, some quotations or perhaps a questionnaire.

Students are encouraged to share ideas, interpretations and opinions. Later units encourage students to give reasons for their opinions.

For this section, teachers should make sure students understand what to do and arrange for them to work in pair or groups. As they work, teachers may circulate and listen to check that the student discussion

Introduction to Teacher's Book

is appropriate and give help with vocabulary and expression, if necessary. Later, teachers may choose a pair to report back or summarize their discussion to the whole class. Teachers can then give a very brief comment for encouragement and feedback, or make a link with the next section.

Inside view

This section is based on two video conversations. Each conversation has two or more activities which aim to help students understand the conversation and use the target language within it. Each conversation is viewed twice for a different purpose each time. In a later activity, students also read part of the written version to complete sentences from it. Since the activities are arranged progressively, with re-viewing, students should not worry if they cannot understand everything the first time.

The viewing is preceded by a pre-listening activity, in which students discuss a photo related to the video, or work in pairs to predict aspects of the topic or the uses of likely words and expressions or the sequence of sentences. This task is in itself language practice. Students should know that a prediction task means that it focuses on what the text might be about or asks students to discuss relevant personal experiences as preparation for listening. Clearly a range of answers are possible because students can make different, but valid, predictions. The emphasis is not about being right or wrong but of discussing ideas, and giving reasons for predictions, or working with relevant language.

This section has listening activities in which students respond by checking a list or chart, completing sentences from given choices, making sentences using given words, giving answers to the questions, completing the conversation by filling in blanks etc.

The **Everyday English** highlights common words, phrases and idioms with an activity for students to deduce their meanings and to check that they understand them.

This section also has a guided functional dialogue (“act out the conversation”): Students are given functional instructions about what to say but they need to supply

the actual words themselves, which means that there is an element of creativity here with the content and a variety of different expressions in slightly different dialogues is possible.

The Teacher’s Book gives guidance on using each activity, especially for the early units.

Talking point

The aim of this section is for students to discuss their own thoughts, ideas, opinions and experiences, ie to use their English in a more personalized way. Some Talking point activities use pages at the back of the book arranged in a communicative format, and others ask students to discuss and formulate advice or talk about ideas, actions and experiences, or to complete a questionnaire. The Talking point activities are designed to be more open-ended activities than the ones in later Developing critical thinking.

The Teacher’s Book has examples of possible responses which can be used as model answers. More detailed answers are given when students need to draw on general knowledge; thus, if some students find the activities difficult, the Teacher’s Book offers extensive information for teachers to help them. Such answers also give teachers extra background information.

Outside view

This section has activities following the viewing of an authentic video clip which explores the topic from a different angle.

Before viewing the clip, there is a pre-listening activity in which students discuss photos from the video or questions related to the topic. The **Watching and understanding** section has three or four activities, arranged so that students actually view the clip two or three times. Students should not worry if they do not understand everything after the first or second viewing. The activities include checking a chart related to the content, identifying true statements, numbering sentences in the order in which they appear, finding out specific information, completing a factfile etc.

The Teacher’s Book provides answers to these

activities and the Language and culture should help teachers to support the 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. These are open-ended discussions and the Teacher's Book provides examples of possible answers, together with guidance on helping students extend their answers. Sometimes it will be better for students in their pairs to discuss one or two questions in more detail – with examples, reasons, evidence or alternative ideas – rather than to answer all questions with only brief or superficial answers.

Many students find this critical thinking discussion difficult at first. The Teacher's Book gives specific guidance and suggests specific steps and ideas to stimulate thinking. Teachers can introduce these before, during or after the student discussion and give extensive examples to encourage students in critical thinking. Many examples 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.

Listening in

This section has two audio recordings of monologues or dialogues for students to listen to. Each passage has a pre-listening activity and several other activities after listening. Generally the activities follow more than one playing of the passage, which again means that students need not worry if they do not understand everything the first time, though they will be listening for the second time with a different focus.

The pre-listening activity asks students to discuss photos or illustrations, or questions and this can generally be done quite rapidly as a prediction activity. Then there are sets of **Listening and understanding** activities to be completed after listening. These include completing charts, tables or forms to identify

information, correcting sentences, completing sentences, or matching items together etc. Since responses are generally brief these activities can usually be completed quite quickly. The answers are given in the Teacher's Book.

A **Developing critical thinking** section follows each listening passage. As before, these require personal responses from students in pair discussion. Example responses are given in the Teacher's Book.

Presentation skills

This section helps students to discuss, plan, practise and give presentations. A box in the Student's Book gives advice and guidance about the particular presentation, so that progressively students practise various presentation skills. Each time, there are several steps for pairs or groups of students and these lead up to an actual presentation. These steps are designed to help students think of ideas and relevant language and to structure their presentations. Some of this preparation might be done out of class and where presentations require factual information, students should be encouraged to use the Internet or other resources to get the information in advance.

Presentations need not be long: perhaps less than a minute and probably not more than two minutes. Even so, for reasons of time, it is unlikely that more than two or three students could give their presentations to the whole class for any particular unit. However, presentations can often be given in groups working simultaneously while teachers circulate to listen and give assistance – later teachers can choose one or two students to give their presentation to the whole class. Teachers can keep a record of those who have given presentations to ensure that all students have the chance to give a whole class presentation at some time.

There are examples of presentations in the Teacher's Book 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 or teachers could ask one student to present this example. Sharing the examples in this way will also share the

Introduction to Teacher's Book

cultural information and background knowledge in the model with the class.

Pronunciation

Each pronunciation activity focuses on a specific point, which is generally explained in a box in the Student's Book. Students should be assured that this regular practice with a specific focus is a sound approach to developing good pronunciation over time: The first important step is for them to become aware of key features through listening and, often, underlining. Students then read a dialogue or a passage which has examples of the target feature, either before or after listening to the recording. This reading can be done in pairs for both dialogues and passages – the latter can easily be divided into sections for pairs to practise. The Teacher's Book has answers to the underlining activities and sometimes an additional activity.

Unit task

This is a culminating oral activity in the form of a pair or group task which allows students to make productive use of the language skills in the unit. The task has several steps which lead to a prepared pair or group presentation or a role-play of a meeting, an interview, a radio programme etc. Students can be reminded that the process of preparing the task is itself language practice. This section may be started during class so that there is a benefit of sharing the stimulation and ideas in a group, but it can probably be developed out of class (especially if students need to locate factual information) and presented in a later class.

The Teacher's Book gives examples, which are additional sources of expressions, ideas for the format and content of the task outcome, so teachers may read them to students or ask students to read them to the class.

Unit file

This is a summary list of the language points and skills presented in the unit. It is given in the Student's Book so that students themselves have a clear record of what they have accomplished in a unit. They can check their vocabulary knowledge and evaluate their own perceptions of the skills they are developing. To encourage students to check for themselves, teachers could ask them in pairs to test each other briefly on the useful expressions and to discuss how well they feel they have developed the language and skills.

Lixian Jin
Martin Cortazzi

《新标准大学英语视听说教程 教师用书》编写说明

本书是《新标准大学英语视听说教程》的配套教师用书。本书的编写以《大学英语课程教学要求》为指导，遵循“以人为本”的理念，注重教学理念的创新及教学活动的设计与灵活运用，融合现代语言学与英语教学的知识与理论，为教师提供开放式、多角度的教学指导，在提升教学效果的同时也为教师职业发展提供帮助。

作为教师教学的重要参考资源，本书在编写理念与内容设计方面都有所创新：不仅提供详细的教学辅助材料，包括语言讲解、文化信息以及练习参考答案等，而且为教师提供全面的教学支持，包括教学策略提示、教学设计建议以及个性化的教学活动等。对各部分更详细的说明与建议请参见本书英文编写说明 (Introduction)。

《新标准大学英语视听说教程 教师用书》包括1—4级，每级10个单元。每单元主要内容如下：

Unit overview

总结单元主要内容（视听内容、听力技能、口语技能、语音技能等）及教学目的，帮助教师从整体上把握单元结构，思考教学方法。

Language and culture

本部分是《视听说教程》中 Language and culture 部分的扩展：补充讲解视听材料中的重要文化信息；解释材料中的语言难点。教师可根据学生的实际水平选择讲解，为学生听力技能扫清障碍，并帮助学生拓展文化视野。

Language support

提供补充词汇和常用表达。教师可根据学生水平进行补充，帮助学生有效开展各类口语活动。

Teaching steps / Teaching tips / Teaching techniques

《视听说教程》中的练习活动丰富多样，注重培养学生的策略和交际能力。为帮助教师明确练习目的，有效组织活动，教师用书针对不同性质和形式的练习，提供了教学步骤、教学建议与教学技巧。教学有方，但教无定法，因此教师应有意识地尝试不同的教学方法，不断提升教学技能，同时也应根据具体情况合理安排教学步骤，灵活应用教学技巧。

Additional activities / Alternative activities

针对学生的不同水平和不同的教学需求，教师用书或基于《视听说教程》中的活动进行拓展，或提供形式多样的补充练习，包括 pair work、group work、class work 等，供教师根据实际情况选择使用。

Answer keys

提供《视听说教程》中各类练习的参考答案。对于 Developing critical thinking 等开放式问题以及 Starting point、Talking point、Presentation skills 等课堂活动，提供多角度的探讨，教师可以灵活使用。

《新标准大学英语视听说教程 教师用书》不仅内容全面，而且注重教学过程与实际效果，提供多种教学方案，引导教师开拓思路，并籍此抛砖引玉，鼓励多种教学方法的交流与共享，促进教师之间的沟通，探索如何发挥教材特色，优化教学效果，实现新形势下培养学生英语综合能力、自主学习策略以及综合文化素质的目的。

Unit overview

Inside view Conversation 1 Conversation 2 Conversation 3	<ul style="list-style-type: none">• C1 is about Janet's experience of getting her room key from a porter in the college.• C2 gives a clip about introductions in a new environment.• C3 shows another account of introductions and having a conversation with people you do not know.
Outside view	<ul style="list-style-type: none">• This is an interview of a staff member and a student who talk about their work and life experiences of college traditions at Oxford University.
Listening in Passage 1 Passage 2	<ul style="list-style-type: none">• P1 is an interview about the history, information and achievements of the Ivy League universities in the US.• P2 is a conversation about the film <i>A Beautiful Mind</i>, which is about the academic and personal life of the genius mathematician and Nobel Prize winner, John Forbes Nash.
Presentation skills Giving a factual presentation	<ul style="list-style-type: none">• This section highlights the presentation skills of giving facts by asking Ss to present factual information about their own university.
Pronunciation Stressed words Rising intonation in unfinished sentences Sense groups	<ul style="list-style-type: none">• This section gives opportunities to practise stressed words and intonation to show a sentence is unfinished.• It explains how pauses between sense groups form a part of meaning and help the fluency of speech.

Unit
1

Starting out

Janet, Kate and Mark
arrive at Oxford

Oxford traditions

How important are they
to college life?

The Ivy League

Learn all about America's
top universities

A Beautiful Mind

Find out how mathematician
Forbes Nash conquered his demons

New Standard
College English

Starting point

Work with the whole class.

Find someone who:

- comes from the same province as you do
- used the same English textbook in senior high school as you did
- liked the same subjects at school as you did
- has an English name
- worked during the summer vacation
- did some studying during the summer vacation
- knows where Oxford and Harvard universities are
- is excited about starting out at college
- is missing their family

I am from Sichuan.

So am I!

Inside view

Predicting

Before we listen in class, we usually make predictions by looking at the photos and any other illustrations (such as the form on the right), and think about:

How many people am I likely to hear?

What's the situation likely to be?

Conversation 1

staircase /'steə.keɪs/ *n.* 楼梯间

sign for 签收

Stewart /'stjuːət/ 斯图尔特

1 Work in pairs. Look at the form and talk about:

- when you might see or use a form like this
- if you're likely to know the person you're speaking to

Hertford College accommodation form

First name	Family name
Staircase number	
Room number	
Keys	(sign here)

2 Watch Conversation 1 and complete the form in Activity 1.

3 Watch Conversation 1 again and answer the questions.

- 1 What does the porter ask Janet?
- 2 What does the porter give Janet?
- 3 What does Janet call the porter at first?
- 4 What does the porter ask Janet to call him?
- 5 What does the porter ask Janet to do?

Starting point

Teaching steps

- Ask Ss to talk to at least five others from all areas of the room to find the information.
- Encourage Ss to use a variety of questions and comments, for example, about the province:
Yes, I'm from Sichuan, too. I wonder how many other people we will meet from Sichuan.
Well, I'm from Hubei. I haven't met anyone from my province yet.
- Walk around to listen and encourage conversations. Help any Ss who seem uncertain or shy.
- After four to five minutes check whether most of the Ss have collected the information. It is not necessary for all Ss to have all the information.
- Go over the activity with the whole class. For each item, choose one or two Ss to talk about the information. Give conversational comments, for example, *Really? That's interesting, I suppose that's unusual or I think that might be a common experience, don't you?*

Teaching tips

Before Ss start, establish a clear signal to ask Ss to stop and go back to their seats.

Remind Ss to ask questions or give comments politely to find the information and to make a quick note of other people's names.

Inside view

Language and culture

Hertford College was founded in 1740. It is one of the 38 colleges of Oxford University. (The merger of Green College and Templeton College in 2008 has reduced the number of official Oxford colleges from 39 to 38.) It is made up of three quads which are joined by a pedestrian bridge (seen in Conversation 1) called the Bridge of Sighs, after a similar bridge in Venice. Former students include the poet, John Donne, the philosopher, Thomas Hobbes, the satirist and writer, Jonathan Swift, and the novelist, Evelyn Waugh. It was also one of the first Oxford colleges to admit women.

Staircase 6, Room 5 shows that the building is quite large and complex.

Sharing a room refers to two or more people living in one bedroom. In Britain, students may share university accommodation but they more often have their own bedrooms and share the bathroom and the kitchen.

Conversation 1

1

Example answers

- When you first arrive at your university accommodation and collect a room key.
- No, because the person is a college employee (probably in a college office) and you have just arrived.

2

Answers

Hertford College accommodation form

First name	Family name
Janet	Li
Staircase number	6
Room number	5
Keys	Janet Li (sign here)

3

Teaching steps

- Ask Ss to note down short answers while they watch.
- Check the answers by asking one or two Ss what they have written.
- Share some of the cultural information about Hertford College.

Answers

- 1 Her family name and her first name.
- 2 The porter gives Janet the keys to her room.
- 3 Janet calls the porter "sir" at first.
- 4 The porter asks Janet to call him Stewart.
- 5 The porter asks Janet to sign for her keys.

Conversation 2

4

Example answers

- Janet is speaking to another student.
- They are in the college.
- They probably do not know each other.
- They are likely to introduce themselves and tell each other where they are from and what they are studying.

5

Teaching tips

As a different way to check the answers, ask two Ss to perform a role-play. Ask one to introduce herself as Janet and the other as Kate. The pair uses the information from their completed tables while other Ss check their answers.

Answers

	Janet	Kate
English name	Janet Li	Kate Santos
Chinese name	Li Hui	
Home town	Anshan	New York