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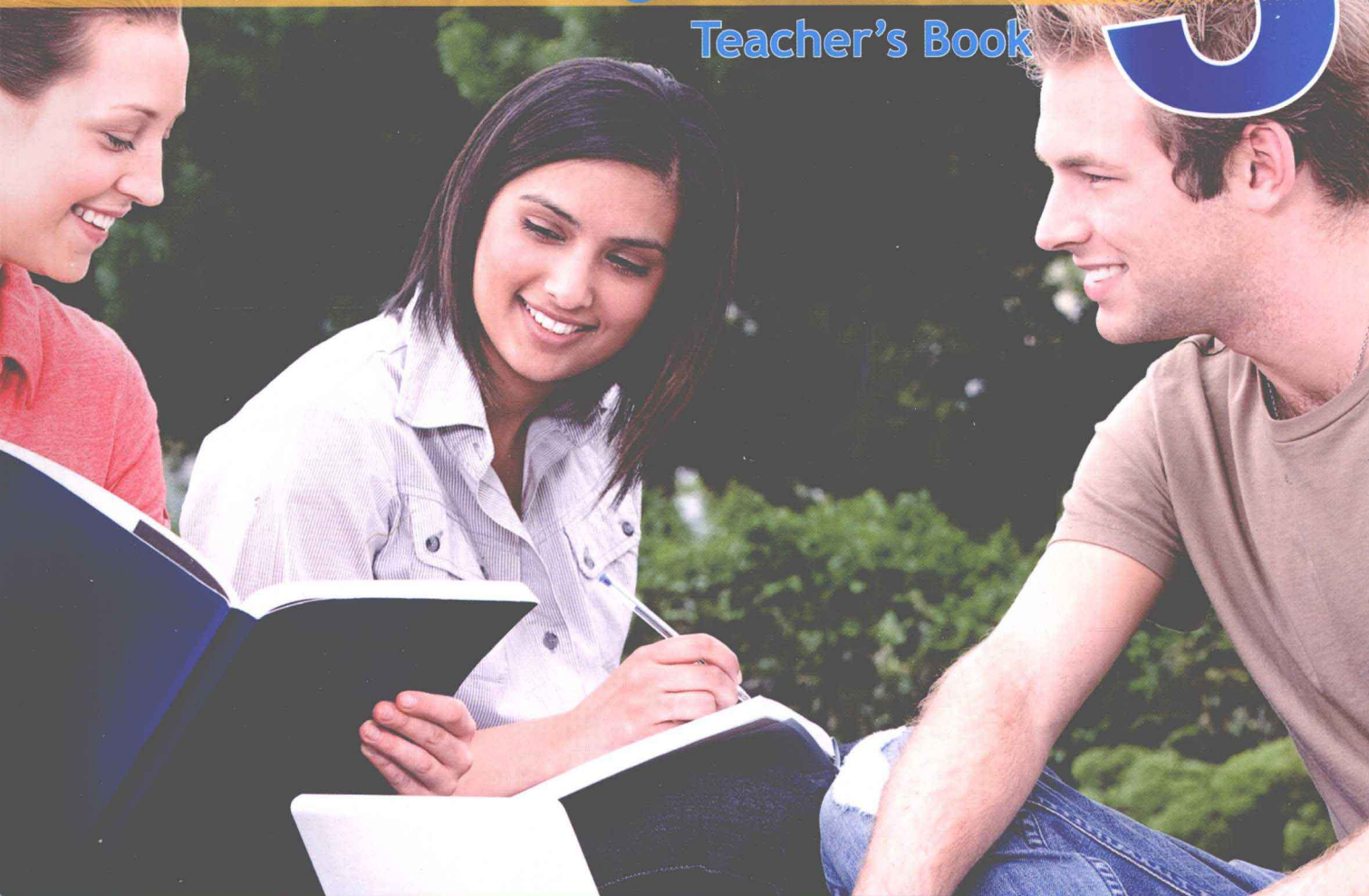
综合教程 教师用书

Real Communication

An Integrated Course

Teacher's Book

3



新标准大学英语

NEW STANDARD COLLEGE ENGLISH

总主编: Simon Greenall (英) 文秋芳
主 编: Martin Cortazzi (英) 金立贤 (英)

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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前言

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应用能力、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

This series of Teacher's Books for *New Standard College English* not only provides answers for closed exercises and example answers for open-ended questions in the Student's Books, but, more importantly, shows teachers how to teach with further culture and language points, alternative and additional classroom activities. It also offers current applied linguistics knowledge and practical skills for English language teaching in the section of Further teacher development and Photocopiable worksheet. This series of Teacher's Books offers English teachers in China an opportunity to improve their teaching skills, enhance their English competence and have a better understanding and application of applied linguistics.

A general principle for each unit is that teachers need to understand the key purposes of the passages and activities so that they prepare for classes with these purposes in mind. Teachers can use both the Map of the book in the Student's Book and the Unit overview provided in the Teacher's Book, together with Teaching tips for specific activities to identify and determine the teaching aims of the activities. The section of Teaching aims also shows teachers how teaching helps to achieve the purposes of different sections in a unit.

The following contains four aspects of information: an overview of the contents in the Teacher's Book, key features of the Teacher's Book, teaching aims of all the sections in a unit in the Student's Book and further suggestions for the management of classroom teaching – giving feedback to students and managing class time.

What is in the Teacher's Book?

Each unit of the Teacher's Book includes:

Unit overview

- Key features showing text types and language and cognitive skills in the unit
- Brief organizing suggestions to teach the skills in the unit

Extra information

- Background information on the passages, eg information on the writers and their writing styles
- Culture points
- Language points
- 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

Further teacher development

The section Further teacher development is related to the discourse features of the passages or ways to help teachers to develop teaching skills.

Photocopiable worksheets

- A Photocopiable worksheet for students which is on the theme of the unit and related to the Further teacher development section
- Example answers to the Photocopiable worksheet

Features of the Teacher's Book

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

Unit overview

The Unit overview gives brief notes on the unit organization, and helps teachers to identify the nature of the passages. It also highlights the main language skills, ie reading, speaking and writing skills, together with the cognitive skills identified in the unit. Suggestions are given to help teachers organize their teaching by considering timing and prioritization in class.

Background information

This section gives background information on the passages, eg information on the writers and their writing styles. This gives teachers extra knowledge so that they are better prepared to explain and discuss the passages or to answer students' questions. Teachers could share this information with students by putting it in their own words when they feel the need arises, but it is not suggested that teachers read this to students.

Culture points / Language points

The Language and culture boxes in the Student's Book give brief notes on the culture items in the passages. In the Teacher's Book, the Culture points and the Language points provide more information on the culture points and language use in the passages.

The **Culture points** explain some proper names, terms and cultural concepts which arise in the passages. Again, this gives teachers extra knowledge to explain such points or to answer students' questions. Sometimes teachers might read these items to the class, but generally it would be better to explain in their own words when they feel an explanation is needed. Occasionally, teachers could give students a mini-quiz about the culture points or ask students in advance to find brief information on some points and present it in class.

The **Language points** provide detailed notes on the new words, expressions and difficult sentences in the passages so that teachers have a ready explanation in English. Sometimes more extensive explanation is given about the words and expressions than in most dictionaries so that teachers can add something extra to expand students' understanding of them. Some words and expressions are explained using other associated terms to help students to associate words of similar meaning and to develop a sense of collocation. This is important for most Chinese students because in their belief, "new" words are important for language learning, but they often neglect the fact that known words with new uses or in new combinations are just

as important for communication. Some definitions and collocation information are taken from the *Macmillan English Dictionary for Advanced Learners Second Edition* published 2007 © Macmillan Publishers Limited.

Language support

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

Teaching steps

Additional notes about how to use a particular activity are given in clear steps, especially in earlier units. In later units teaching steps for similar activities are not provided unless additional steps are suggested. For similar activities, teachers can check the steps given in earlier units.

Teaching tips

Teaching tips offer specific guidance about how to conduct activities in class. Again, they 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, eg how to give feedback, how to read the passage, how to do multiple choice questions etc. They can be applied to similar contexts in any unit. They are connected to Teaching steps and Teaching tips.

Alternative activities

This section appears occasionally to offer teachers an alternative way of conducting an activity, which is different from the one given in the Student's Book. The purpose is to give teachers more choice. The alternatives are, of course, optional ideas to bring students a greater variety. They will help teachers to develop a wider range of strategies in their teaching.

Introduction to Teacher's Book

Additional activities

Some units offer additional activities which are not mentioned in the Student's Book. Like the Alternative activities, they will bring a greater variety of interaction to class work, and will help teachers to extend their repertoire of teaching strategies.

Answers

Answers to the closed exercises are provided. For some activities there are explanations or comments to help teachers to clarify why one answer is right and the others are wrong, but usually only the correct answer is given because most students should not have difficulty with them.

There are example answers to the open-ended activities. They are examples since there are many possible answers or a likely range of opinions for such questions.

The example answers:

- help teachers to prepare for activities 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, especially for the writing tasks
- can be used as models for feedback after students complete the activity
- give ideas and extra thoughts for possible class discussion to follow up an activity

Further teacher development

This section is designed to help teachers think in more detail about an aspect of teaching and, through the Photocopiable worksheet, teachers have the opportunity to put the ideas into practice immediately. In Teacher's Book 1 many of these sections focus on different aspects of discourse so that teachers can develop students' reading and writing skills by making them more aware of the text organization.

This section includes ideas about coherence and text types (problem-solution, generalization and examples,

cause and effect, and argumentation). These features of discourse are important because most students have a strong background in studying grammar, but know much less about discourse. Discourse learning and analysis can also engage students in thinking about argumentation and exposition of ideas, which help them to develop critical thinking. This is especially helpful as students use English for study and academic purpose. Some units focus on speaking skills, which allow students to re-express the passages and to pay particular attention to stress, intonation and fluency. This helps a lot with reading comprehension.

Photocopiable worksheets

These are single-sheet activities to supplement the activities in each unit. Each one follows on from Further teacher development so that teachers can put it into practice immediately. Each sheet focuses on an aspect of the unit for writing or speaking. Sometimes a writing activity is preceded by speaking in pairs. In these cases the speaking is preparation for the writing, but either could be done without the other.

There is an answer sheet with suggested example answers to the Photocopiable worksheet.

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' mind and develops 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 pairs. As they work, teachers may circulate and listen to check that the student discussion is appropriate

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

Active reading (1) and (2)

These sections include two main reading passages with pre-reading activities which, through prediction and discussion, will lead students into reading the main passages. They can be a brief warm-up activity, but sometimes they may involve much more discussion.

The pre-reading activities are designed to encourage students to discuss the title of the passage, photos, key words, main ideas or personal experiences related to the topic of the passage before they read the passage. Students should know that these are usually prediction activities – they focus on what the passage might be about, or ask students to discuss relevant personal experiences as preparation for reading.

There are a series of activities which follow the passage.

- **Reading and understanding**

This section helps students to understand the main ideas and details of the passage through multiple choice questions, true or false questions or other comprehension questions, and activities which ask students to identify the best summary or functions of sections of the passage.

When students complete this section, do not worry if they have not yet understood every word of the passage. These activities are for learning, not testing. And there are still other activities which help their understanding and appreciation of the passage.

The Teacher's Book gives answers, mostly closed answers, but sometimes there are additional comments so that teachers can explain the answers and show students why other answers are inappropriate.

- **Dealing with unfamiliar words**

The activities in this section ask students to match words with given definitions (based on the word meaning in the passage), to complete sentences by using words in their correct form, or to replace underlined words in sentences or paragraphs with some target words. Notice that the new words are not given before students read the passage. Thus they encounter and learn about the words in context. The vocabulary activities also feature the words in context, so students develop skills in handling unfamiliar words and expressions. This contextualization is a more realistic way to learn new words, in the sense that this is how we usually read or hear new words in real life. Students may, of course, refer to the Vocabulary Booklet, which has Chinese translation for the new words. This is helpful for reference and is an immediate guide to meaning, but it is better for students to memorize words as they are used in the context.

The Teacher's Book gives the answers. A section below suggests ways of going through the answers in class.

- **Reading and interpreting**

In this section students develop and apply their understanding of the passage in activities which go beyond literal meanings to explore features of the passage style or genre, or to consider the writer's purpose and attitude.

- **Developing critical thinking**

This section uses questions to help students to develop the ideas presented in the passage and to encourage them to think independently. The key to handling this activity in class is to encourage students to go beyond short answers so that they think through what they are saying and give more extended or elaborated responses.

Students may find this difficult at first. The Teacher's Book gives specific guidance and extensive examples to encourage students to

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express their own opinions. Often a series of steps is given so that students tackle the activity in stages to consider different aspects of a theme, to take alternative points of view, or to reflect on personal experiences. A particular feature of the Teacher's Book is that students are encouraged to develop argument by elaborating on their opinions through giving reasons, examples or evidence, and considering counter-arguments. The example answers in the Teacher's Book therefore not only suggest appropriate language for the activity, but also suggest specific steps and ideas to stimulate thinking. Teachers can introduce them before, during or after students' work in pairs.

Talking point

This section provides students with an opportunity for less intensive discussion and interaction to express opinions. The activities are related to the theme and to students' life. They are more open-ended activities than the ones in Developing critical thinking.

Language in use

This section explores aspects of grammar and complex sentence patterns in the two main reading passages. There are information boxes which give extra information about words or expressions, sentence patterns or common collocations. The section finishes with translation from and into Chinese. The translation activities are designed to develop students' translation skills using language they have encountered in the passages. It is also very important for teachers to explain how to translate certain words and expressions in a more appropriate way and to encourage students to discuss the subtlety or difficulties in translation.

The Teacher's Book provides examples of translation, and more importantly, provides some translation tips about the difficult points.

Reading across cultures

Here students read a passage extending the theme of the two main reading passages to show aspects of

cultural life, traditions or customs in different countries or cultures. There are comprehension questions to develop students' understanding of the passage. There are also questions asking students to compare the culture(s) shown in the passage with the Chinese culture.

Guided writing

This section takes the unit theme further into writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored. The section finishes with an activity designed to help the students write a piece of writing which practises the aspects of language explored earlier. The writing tasks are made easier by using a step-by-step format in the first two levels.

The Teacher's Book gives examples of the writing tasks. Sometimes the key features are highlighted with subheadings so that teachers can read them to students (or ask a couple of students to read to the class) to help them to see how their own writing might be structured. Again, the examples suggest useful words and expressions.

Unit task

The Unit task asks students to make productive use of the language skills in the unit. Students need to discuss and plan work in pairs and write (in pairs or groups) advice, guidance or information in the format of a leaflet, short article or poster, or design a website. This section may be dealt with during class so that students can brainstorm, but it can be completed out of class. Examples of completed work may be displayed on a classroom wall or can be circulated electronically among students so that they have a chance of evaluating each other's work. This also provides an additional resource for students to read further on the topic.

This section expects students to produce creative ideas related to the unit theme, often in a local or imagined context, so the Teacher's Book only gives examples. Once again, the examples are additional sources of ideas and expressions, so teachers may read them to students or ask students to read them – and explain 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 can ask them to test each other in pairs on the vocabulary and to discuss how well they feel they have developed the language skills.

Two more points for classroom consideration

Going over answers and giving feedback

New Standard College English promotes a learner-centred approach and many activities are designed to be carried out in pairs. To encourage variety, flexibility and student-involvement, it is worth considering a range of strategies to go over the answers to activities.

For closed activities:

- Write the answers on the board or show students the answers electronically. For variety, students might check each other's work in pairs. If the answers are straightforward, teachers might – occasionally – make a deliberate mistake in one item. Students have to spot the error and tell their teacher the correction quickly.
- Ask one or two students to list their answers on the board or present them electronically. They then introduce and explain their answers, if necessary.
- Give the answers on a bulletin board or in electronic format to save class time and ask students to correct their work themselves. Make sure they bring any comments or difficulties to the next class. This can help them to work independently and responsibly.
- Ask selected students for their answers and give highly varied conversational replies, eg “I completely agree with you”, “Well, yes, that's what

I think too”, or “At first I was wondering about (b), but later I changed my mind and chose (c) so in fact we have the same answer.” Later teachers can ask students how many of these comments they remember or ask other students to give such comments on the answers.

- Give selected students numbers corresponding to the question numbers, teachers then simply call out the number and the relevant student reads both the question and the answer, then teachers make a brief comment, perhaps after the last item.
- Students are already grouped in pairs, A and B. Student A reads a question, Student B gives the answer, then Student A gives a conversational comment. Teachers make a quick comment, if necessary.

For open-ended activities:

- Ask two or three students in turn to give responses, but teachers can interject further ideas and alternatives. This illustrates a range of replies and teachers can use the opportunity to model conversational comments, “That's a good idea but you know, here's another viewpoint ...” or perhaps “Well, there are lots of other possibilities here ... for instance ...”
- Students are grouped in pairs. Name a pair and read the question. Student A gives a response, then Student B has to make a brief conversational comment before giving his or her own response. Conversational comments include such examples as “I agree, but my answer is slightly different ...”, “I can understand that point, but my response is different ...” Possibly another pair can extend the chain of responses with the same item. Alternatively, a third student, having just heard two contrasting ideas, is asked to briefly evaluate them.
- Ask a student – with advance warning and after preparation time – to conduct a brief discussion by getting some students to give answers and asking other students for comments, eg “Would

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you agree with that?” or “I wonder whether you could give a different possibility ...” The selected student could read the section in the Teacher’s Book beforehand.

- Act out a brief role-play, taking the role of a TV reporter or chat show host to link student responses in a more imaginative context, “Well, here’s an interesting question and I wonder what our audience think ... Can I just ask you, Sir / Madam? ... and how about you, would you agree with that? ... and would anyone over in this corner like to add a comment? (turning to the Teacher’s Book) ... and several people have sent in emails about this, I’ll just read a couple of comments ...”
- Ask a group of more confident students to prepare a mini role-play (as above) to go over the activities and their responses. Most students will need advance warning for this.

Notice that some of these suggestions are themselves additional language practice for students. There are many other possibilities which teachers might think of once they have started to vary their strategies in a flexible way.

The question of time

When teachers use *New Standard College English*, there will always be a question of time because class time is limited and there is a lot of material to cover. The following points may help teachers to think about this in relation to the whole course and especially in connection with the Alternative and Additional activities and the use of Photocopiable worksheets.

- Whether a particular class has more or fewer hours, there will always be a shortage of time. Fundamentally, it is not really a question of how much time is available, but rather of how effectively the available time is used, both in and out of class.
- Different amount of time should be allocated to different activities. Some can be quite brief while others need more time. The overview of each unit

gives brief guidance on this point and there are other comments on some specific activities. Some activities may be done out of class with brief reporting back in class. The out-of-class work follows the important principle that students at this level must learn to study independently and prepare for or follow up classwork at other times.

- For language learning and teaching, a variety of approaches are necessary. Some routine, well-tried activities are necessary for consolidation in successful learning, but they need to be balanced with different activities or different ways of handling familiar activities so that there is flexibility and freshness. The course design uses these principles and there can be variety in time allocation of similar activities in different units.
- The allocation of time depends on the nature of the activity and on the ability, level, learning experience and language needs of particular students, so time allocation is different in different classes in different universities. This second aspect allows for local variation and teacher judgment. The activities in the Student’s Book and the guidance and suggestions in the Teacher’s Book are fundamentally resources for learning. If teachers judiciously select some activities for in-class work and others for out-of-class learning, or have a reason for not doing an activity, this is their professional judgment.
- Students often feel that they have to complete every activity in a unit, but this is not always possible, so decisions about timing and how an activity can be done may need to be briefly explained to them to avoid misunderstanding.

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《新标准大学英语综合教程 教师用书》编写说明

本书是《新标准大学英语综合教程》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料，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)。

《新标准大学英语综合教程 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 (课文文体、阅读技能、写作技能、认知技能等)、教学目的及对各部分的教学组织建议，帮助教师从整体上把握单元结构，思考教学方法。

Background information

提供与课文相关的背景知识，如作者信息、写作背景、写作风格等，为教师讲解课文提供参考资料。

Culture points / Language points

此部分内容是《综合教程》中 Language and culture 部分的扩展。Culture points 讲解课文中的重要文化信息；Language points 解释课文中的语言难点 (重点词汇、复杂句式等)。教师可根据学生的实际水平选择讲解，帮助学生理解课文，拓展文化视野。

Teaching steps / Teaching tips / Teaching techniques

《综合教程》中的练习活动丰富多样，注重培养学生的学习和交际能力。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 activity / Alternative activity

针对学生的不同水平和不同的教学需求，教师用书或基于《综合教程》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《综合教程》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 等课堂活动，提供多角度的探讨，教师可以灵活使用。

Translation of the passages

提供每单元 Active reading (1)、Active reading (2)、Reading across cultures 三篇课文的参考译文，便于加深对课文的理解。

Further teacher development

Further teacher development 是本教师用书的主要特色之一。此部分内容基于教材，又自成体系。每单元结合课文的话语特点，或分析文章的语篇结构，或讲解特定的教学方法，或介绍相关的学习技能，帮助教师系统提高教学能力。

Photocopiable worksheet

Photocopiable worksheet 针对 Further teacher development 所涉及的专题设计练习，使用方便。教师可以复印后分发给学生，讲练结合，鼓励学生学以致用。Answer sheet 提供此部分内容的参考答案。

《新标准大学英语综合教程 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应用能力、自主学习策略以及综合文化素质的目的。

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