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# 4 NEW VISION COLLEGE ENGLISH

## 新视界大学英语

总主编: Simon Greenall (英) 周燕

视听说教程  
Listening and Speaking

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

  
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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公司合作开发、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,提高学生在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

Welcome to *New Vision College English* and the world of English language learning in the 21st century!

## So what is *New Vision College English*?

*New Vision College English* is a course of English which is designed to take you and your fellow students in colleges around China from what you learnt at senior high school to the level required by College English Curriculum Requirements (CECR).

While we've been preparing *New Vision College English*, we've been aware that you need English for two important purposes. The first is that English, as you know, is a language used all over the world for communication, most often between people who are not native speakers. The second is that a good knowledge of English is essential for success in CET-4.

Other factors are important as well. Using English can be great fun, and allows you the opportunity to make friends and get to know people from other cultures and countries. But it's not just the worldwide community of English speakers which is huge, it's the worldwide community of English learners which is so important. And they're all people like you, with similar interests and tastes in movies, music, books, as well as all the information and social networking made available on the Internet.

So we've tried to make the material in *New Vision College English* interesting and motivating, and to ensure that you not only learn and think but talk about it as well. Remember! Learning a language is learning to communicate.

But language learning requires a thorough foundation in language knowledge and language use. This means we need to cover:

- the grammar and sentence patterns which are appropriate for your level
- the vocabulary which is covered by the recommended wordlist in CECR
- pronunciation, stress and intonation of individual words and in sentences, with special attention
- practice in listening, reading, writing and speaking of natural, everyday English
- intercultural skills to allow you to use your English with speakers from different cultures, and focusing on a wide variety of international issues
- development of critical thinking

We need to be sure you possess this language knowledge and have had extensive practice in language use before you take the CET-4 exam. We also want to help you acquire the language knowledge and language skills which will be most useful to you in your future professional life.

Trying to achieve a balance between English as a means of communication and English for an exam has been a challenge for me and for every member of our Chinese and international team. I sincerely hope you agree that we've managed to achieve this.

## What are the components of the course?

There are four levels of *New Vision College English*, to be used over your two years of English learning at college. In each level you have:

- An Integrated Course Student's Book
- Listening and Speaking Student's Book
- Workbook
- An Integrated Course Teacher's Book
- Listening and Speaking Teacher's Book

You'll also see videos and audio passages of natural, everyday English in the CD-ROMs which accompany the Listening and Speaking Course. There is also an online version with both the textbook version and extra material.

## How is *An Integrated Course* organized?

Every unit follows the same basic pattern.

You'll begin with a **Starting point** which introduces the theme of the unit by a variety of reading, listening and speaking activities, including questionnaires, famous quotations and discussion points.

In **Active reading** you'll find the first of the three reading passages in the unit, accompanied by activities to prepare you for reading. The **Language and culture** box contains information about cultural reference which may be unfamiliar to you. Then there are some **Reading and understanding** activities to help you grasp the passage's main ideas and detailed meaning. **Dealing with unfamiliar words** explores the usage of words to be found in the passage. We highlight the words which you need to learn for CET-4 in the vocabulary boxes. We also focus on other difficult words to help you develop the skills for working out their meaning. Under **Reading and interpreting** you'll find some information and activities about more literary aspects of the passage, such as inference, style or the writer's purpose. Finally, we include a series of questions in **Developing critical thinking** to encourage independent thinking about some of the issues raised in the passage. The step-by-step approach of this section is designed to help you read carefully, develop your reading skills, explore new vocabulary, and acquire more complex skills required for close analysis of the passage.

In **Talking point** you'll find an opportunity for less intensive discussion and interaction, to provide a change of pace in your learning.

In **Language in use** we explore aspects of grammar and sentence patterns which you have seen in the Active reading passage. We also include some extra information about particular words and expressions, especially on collocations. At the end of this section there's some translation to and from Chinese. The aim of the activities is to help you use the new grammatical and lexical patterns which you've read in the Active reading passage.

**Further reading** contains a second passage which you may have time to do during unsupervised study. It explores the unit theme from a different point of view and is written in a different genre from the passage in Active reading. As you go through this section, you should remember to review the reading skills you explored in the Active reading section and in earlier units, develop further vocabulary related to the unit theme, and think about applying this knowledge and these skills to your own reading beyond the coursebook.

**Reading across cultures** contains a passage which shows an aspect of cultural life, the customs, traditions or behaviour in a country or culture other than China, and with which you may not be familiar. There are some comprehension questions as well as questions to encourage you to think about similarities and differences with Chinese culture.

**Guided writing** uses the passage in Reading across cultures as a model for writing practice. We also focus on aspects of language which you often see in written English. A final activity asks you to write a new passage containing your own experiences and views, but using the features of language we've already explored earlier in this section.

**Unit task** encourages you to review all the language skills you have covered in the unit. They're all designed to be real-life tasks and can help you in your use of English for communication in other future situations.

**Unit file** is a summary of all the language points and skills presented in the unit. When you look back over the work you've done, check the language points, and try to remember the passages or activities in the unit where you first came across them. When you've completed your review, use Unit file to check what you've learnt.

We chose the passages according to several criteria. We wanted them to provide you with interest and new information, and to be relevant to Chinese students in the 21st century. The ideas they contain needed to be challenging and thought-provoking. They also needed to be of a suitable length, to have a suitable number of new words, and to provide you with a wide variety of text types. Above all, we wanted to ensure that our activities didn't simply test your understanding, but helped give you access to the very best styles of writing in English today. We want you to enjoy and celebrate with us the pleasure of well-written English!

## **And what about *Listening and Speaking*?**

Each unit also follows the same basic pattern.

**Starting point** provides you with a pair-work or group-work activity which introduces the unit theme.

**Inside view** is a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. It was filmed on location in Oxford and shows their typical lives, interests and concerns, and

provides an insight into the university and the city. There are comprehension activities and a **Language and culture** box which contains information about aspects of culture in the video which may not be familiar to you. **Everyday English** focuses on some words and expressions which are very common in spoken, everyday English, and which you may find difficult to understand. The section ends with a guided functional dialogue with a box of useful functional expressions taken from the video story.

These video conversations are closely related to everyone's life at college, which should allow you to understand and learn how to communicate in everyday situations as students.

**Talking point** is a pair- or group-work activity related to the unit theme, and is designed to change the pace of the lesson.

**Outside view** contains short extracts from video material in which the level of English is roughly graded to your own. We designed the activities to help you understand the main ideas, and to encourage you not to worry too much when you hear authentic English but don't understand everything. At the end of this section, there are some questions for **Developing critical thinking**. The video clips we have chosen are of different genres, which will help you acquire the skills necessary to listen to real-life English wherever you may hear it.

**Listening in** contains three parts. The first part has five short conversations with comprehension questions. The second and third parts contain passages to provide listening practice to roughly graded material. The listening passages are of various types, including conversations, discussions, adverts, radio quizzes, news bulletins and lectures, all chosen to help you develop your listening skills.

In Books 1 and 2 there's a **Pronunciation** section which helps you with the pronunciation, stress and intonation of English sounds which you may find difficult, and includes a focus on aspects such as linking sounds, stressed words and sense groups.

In Books 3 and 4 there's a **Presentation skills** section which helps you think about the ideas you'll need for presentations and the phrases and skills you need to put these ideas across to your audience as effectively as possible. Gradually, each section over these two levels will help you develop your speaking skills in English.

The pair or group work in **Unit task** allows you to review all the new language and skills you have covered in the unit.

**Unit file** is a summary of all the language points and skills presented in the unit.

## English in the 21st century

It's been estimated that English is spoken by about 375 million native speakers, and more than a billion people around the world as a second or foreign language. It's a language which allows you to join an international community where English is used both as a language of commerce, economics, entertainment, culture, politics and the Internet, and as a means to promote international understanding and peace. So English is often referred to as the global language of the 21st century.

In *New Vision College English* we want to reflect not just the need to learn English to pass your exams, but to give you the language knowledge and skills to communicate in the world beyond your college, beyond your region and beyond China.

We've taken great care to choose themes, passages and activities which will interest you and motivate you to learn. We've used the latest teaching

methodology and the most up-to-date expertise in design and publishing. We've also been careful to ensure that you'll be extremely well prepared for your CET-4 exam.

Above all, we've hoped to introduce something of the enjoyment and fun of speaking a foreign language. Speaking English is your passport to communicate with people from different cultures and countries. It has been our responsibility and our privilege to help you acquire and enjoy this precious skill.

There's an Irish saying, "Strangers are only friends you have yet to make." We hope English will help you make friends with strangers from all over the world.

Simon Greenall  
Co-editor in chief  
New Vision College English

# 《新视界大学英语 视听说教程》 编写及使用说明

《新视界大学英语 视听说教程》是《新视界大学英语》系列的主干教材之一，以《大学英语课程教学要求》为指导编写，遵循“教学相长，学用相成”的理念，注重对学生学习兴趣的培养、学习方法的改进、学习策略的指导，并以“学以致用”为目的，循序渐进地提高学生的语言综合能力。

## 教材特色

### 语言真实生动

视频、音频材料展现真实生动的交际场景，使学生感受世界多元文化，学习地道鲜活的语言。

### 视听素材多样

包括短对话、长对话、新闻、演讲、采访、辩论、故事等多种形式的视听材料，为学生提供原汁原味的语料，提高听力，增强语感。

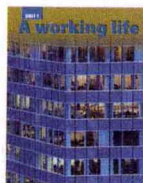
### 练习形式丰富

听力练习丰富多样，既有单项选择、填空等基础听力练习，又有记笔记、问答、讨论等提高练习。口语活动循序渐进，从发音训练、对话模仿到不同形式的自由表达，帮助学生逐步提高口头表达能力。

### 教学模式多维

教材、光盘、网络三位一体，为教学提供生动鲜活的材料，满足学生课堂学习与课外自主学习的需要；教学课件与试题库有效辅助教师教学与评估。

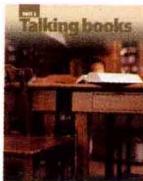
## 单元主题



Unit 1 **A working life**  
职场人生



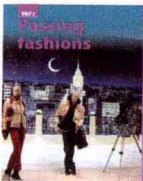
Unit 5 **The gender gap**  
男女有别



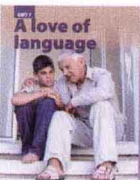
Unit 2 **Talking books**  
悦读时光



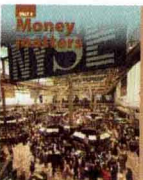
Unit 6 **Make yourself at home**  
温暖如家



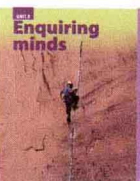
Unit 3 **Passing fashions**  
时尚情怀



Unit 7 **A love of language**  
语言之美



Unit 4 **Money matters**  
居家理财



Unit 8 **Enquiring minds**  
探索发现

## 教材结构

### Starting point

调查问卷、趣味测试、话题讨论等口语活动导入单元主题，开拓思维，激发兴趣。

### Inside view

专为中国大学生量身定制的视频故事，以三个大学生在英国的学习和生活情景为主线，帮助学生在学习日常生活、学习和工作中的惯用表达。

每单元为两段视频对话，练习包括：

- 形式多样的听力练习，泛听与精听有机结合。
- Language and culture，讲解视频中重要语言与文化信息。

#### Language and culture

**Cappuccino** is a strong coffee made with hot milk and often with chocolate powder on top. It was originally an Italian drink but is now found all over the world.

**The Eagle and Child** is a well-known pub in Oxford where famous writers used to meet in the 1940s and 1950s. The word pub means “public house”. Pubs have signs outside the building with the pub name and a picture illustrating the name. This is because pubs are often centuries old and as many people in the old days could not read, the pictures enabled them

- Everyday English，提炼视频中的日常用语，帮助学生理解与活用。

#### Everyday English

Tell me about it!  
It sounds crazy!  
Good for you!  
by the way  
How did your meeting go?  
right now

#### 6 Work in pairs and answer the questions about Everyday English.

- 1 Tell me about it! Does this mean (a) tell me more, or (b) I know all about it?

- 常用口语表达形式按功能分类，并配有口语练习，帮助学生灵活运用。

#### Encouraging

Just believe in yourself.  
You're a great guy.  
It'll / You'll be fine.  
Just be yourself.

#### Asking for and offering suggestions

Got any suggestions?  
You could ...  
How / What about ...?  
Why don't you ...?

**Student A** Explain that you like a girl / boy but have never talked to them. Give some information about them and ask for suggestions about how to meet them.

**Student B** Make a suggestion.

**Student A** Explain why the suggestion is not good.

**Student B** Make another suggestion.

**Student A** Accept the suggestion but say

### Talking point

形式多样的口语活动，活跃气氛，调节节奏。部分单元提供 Communication activities，营造真实语言环境。

### Outside view

真实视频材料，展现社会万象，拓展视界，启发思维。视频体裁包括纪录片、电视节目、新闻、访谈等，帮助学生熟悉生活与工作中各种交际情景。

本部分练习包括：

- 词汇预热，帮助学生做好语言准备。
- 听力理解练习，帮助学生理解视频内容和观点。

- **Developing critical thinking** 练习，引导学生独立思考，培养创造性思维。



### Developing critical thinking

**6 Work in pairs and discuss the questions.**

- 1 Are friends as important as money and career?
- 2 What is the most important quality in a friend?
- 3 Do you need to share similar qualities and interests in order to be friends with someone?
- 4 How easy is it to share a room with someone?

- **Listening to natural English**, 总结不同体裁视频的语言特点，培养听力策略。

### Listening to natural English: recognizing the speaker's attitude

Speakers reveal their attitude by the words and expressions they use and the sound of their voice. Look at this extract from the video clip.

*Jessica Great. Well, let's do it! This is great.*

*This is cute!*

*Lisa Hm mmh.*

## Listening in

与主题相关的音频材料，角度多样、体裁丰富，包含短对话、长对话、新闻、讨论、演讲、辩论等，有针对性地训练听力技巧与策略。

本部分音频材料包含：

### Short conversations

5 段短对话，与单元主题相关。

### A long conversation

各种类型的长对话，例如：采访、讨论、辩论等。

### A short passage

各类形式的听力短篇，例如：新闻、演讲、专题节目等。

本部分练习包括：

- **形式多样的听力练习**，训练学生的听力技能。
- **Listening to natural English**，总结不同体裁音频的语言特点，培养听力策略。

### Listening to natural English: informal radio interviews

Radio interviews are often very informal. The interviewer usually starts by addressing the interviewee by their name, so that the audience hears their name, and briefly stating the subject of the interview.

*Frances Wilson, you've written a book about family histories.*

## Pronunciation / Presentation skills

教材第一、二级提供专门的发音讲解与练习。以本单元视频、音频材料中的发音难点为例，讲解和训练学生发音和听力中的弱点与难点。

### Sense groups

We usually pause briefly after each sense group before we continue. It's hardly noticeable, but just enough to distinguish between a native and a non-native speaker of English. If we can manage to pause in the correct place, we'll sound more fluent.

教材第三、四级则提供口头表达技巧讲解和训练，指导学生进行某一形式的口头表达（如讲述故事、说明流程、演讲辩论等），提高学生实际生活与工作中的口头表达能力。

### Giving a talk

When we give a talk, we introduce the subject with a few general comments. Then in many talks, as in this one, we talk briefly about a number of different subjects. There are certain expressions we can use when we introduce a new topic. Similarly, when we end the talk, we can signal this by using certain expressions.

Here are a few tips about our speaking style:

- As we said in Unit 1, remember to speak slowly and clearly. That way, you make fewer mistakes and your audience is able to understand you.

## Unit task

真实场景的实践活动，帮助学生灵活运用单元语言知识和技能。学生可课下准备，课上演示。

### Unit task

#### Giving a talk about protecting the environment

① Work in pairs. You are going to give a talk to primary school children about how they can help the environment. Think about what they can do. Here are some suggestions:

- turn lights off
- close doors to keep heat in
- don't drop litter
- don't drop chewing gum – it's bad for birds

## Unit file

总结单元核心语言点和技能，方便学生自查和复习。

### Unit file

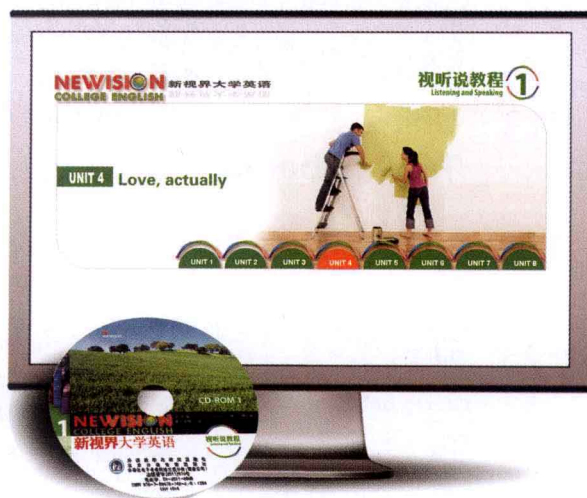
#### FUNCTIONS

##### Expressing concern

It's getting worse and worse!  
They really should do something about it!  
I'm just concerned about the environment.  
Doesn't it worry you?  
It's really frightening.

## 相关资源

《新视界大学英语 视听说教程》提供课本、光盘、网络三种载体，互为补充，互相支持。



专门配备的 CD-ROM 光盘提供音频材料和视频材料，并设置快慢语速供学生选择。每部分提供单词释义和录音，供学生点读学习。Pronunciation 部分设置点读功能，方便学生跟读、模仿。网络课程与教材互为补充，提供更多交互活动，创建自主学习环境，方便学生安排个性化自主学习。教学光盘提供丰富的文化背景信息与详尽的语言知识与技巧讲解，拓展教材内容，为教师备课与授课提供支持。试题库结合大学英语四级考试改革方向及新题型，以学业成就测试为主，提供视、听、读、写、译等形式多样的测试题目，为教学提供有力支持。

# Map of the book

|     | Unit                                    | Inside view                                                                                                                                                                                                                  | Outside view                                                                                               |
|-----|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| P1  | <b>Unit 1<br/>A working life</b>        | Janet and Andy talk about their future plans <b>P2</b><br><i>Speculating about the future</i><br><i>Making enthusiastic comments</i><br><i>Reassuring people</i><br><i>Talking about attitudes and relationships at work</i> | How to get a job <b>P6</b><br><i>Listening to natural English: expressions implying lack of confidence</i> |
| P13 | <b>Unit 2<br/>Talking books</b>         | Janet and Andy discuss Charles Dickens <b>P14</b><br><i>Starting a meeting</i><br><i>Conceding</i><br><i>Talking about writers and writing</i><br><i>Describing someone's behaviour</i>                                      | Reading for pleasure <b>P18</b>                                                                            |
| P25 | <b>Unit 3<br/>Passing fashions</b>      | Janet and Joe go to a fashion show <b>P26</b><br><i>Encouraging people to do things</i><br><i>Showing astonishment</i><br><i>Asking for and giving opinions</i>                                                              | Watch that style! <b>P30</b>                                                                               |
| P37 | <b>Unit 4<br/>Money matters</b>         | Janet finds out about the Bank of England <b>P38</b><br><i>Checking and changing arrangements</i><br><i>Asking for and giving further information</i><br><i>Describing a tour of a building</i>                              | Fair exchange <b>P42</b>                                                                                   |
| P49 | <b>Unit 5<br/>The gender gap</b>        | Janet and Andy discuss gender stereotyping <b>P50</b><br><i>Talking about self-esteem</i><br><i>Conceding</i><br><i>Making a strong point</i><br><i>Talking about vague amounts</i>                                          | I want to be a train driver <b>P54</b>                                                                     |
| P61 | <b>Unit 6<br/>Make yourself at home</b> | Andy looks for a new flat <b>P62</b><br><i>Talking about accommodation</i><br><i>Making comparisons</i><br><i>Complaining and criticizing</i><br><i>Giving warnings and making threats</i>                                   | From cottage to castle <b>P66</b>                                                                          |
| P73 | <b>Unit 7<br/>A love of language</b>    | Janet learns to speak like a Londoner <b>P74</b><br><i>Making small talk</i><br><i>Making offers</i><br><i>Showing understanding and lack of understanding</i><br><i>Showing indecision</i>                                  | A sign of the times <b>P78</b>                                                                             |
| P85 | <b>Unit 8<br/>Enquiring minds</b>       | Janet says goodbye <b>P86</b><br><i>Giving positive opinions</i>                                                                                                                                                             | The <i>Eagle</i> has landed! <b>P90</b>                                                                    |
| P97 | <b>Communication activities</b>         |                                                                                                                                                                                                                              |                                                                                                            |

| <b>Listening in</b>                                                                                                               | <b>Presentation skills</b>                                                                                                                                                                                   | <b>Unit task</b>                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Rules at work <b>P8</b><br>Take it easy <b>P10</b>                                                                                | Giving a talk <b>P11</b><br><i>Talking about an imaginary situation</i><br><i>Talking about likes and preferences</i><br><i>Talking about abilities and professional skills</i><br><i>Giving reasons</i>     | Carrying out a survey on students' career plans <b>P12</b>                     |
| I want one of those! <b>P20</b><br>The way we read <b>P22</b><br><i>Listening to natural English: numbers and figures</i>         | Telling the story of a novel <b>P23</b><br><i>Introducing a novel</i><br><i>Setting the scene of a novel</i><br><i>Describing the theme of a novel</i><br><i>Describing events in a story</i>                | Doing an interview <b>P24</b>                                                  |
| Dress to impress <b>P32</b><br>House of Chanel <b>P34</b><br><i>Listening to natural English: checking you understand</i>         | Holding an informal discussion <b>P35</b><br><i>Starting off a discussion</i><br><i>Reacting to others' opinions</i><br><i>Entering a discussion</i><br><i>Closing a discussion</i>                          | Designing fashion pages for a college magazine <b>P36</b>                      |
| Just joking! <b>P45</b><br>The best things in life are free <b>P46</b>                                                            | Giving advice <b>P47</b><br><i>Giving advice in a friendly, personal way</i><br><i>Being emphatic with advice</i><br><i>Explaining likely effects</i>                                                        | Carrying out a survey on students' allowances <b>P48</b>                       |
| Women across cultures <b>P56</b><br>I just don't understand! <b>P58</b><br><i>Listening to natural English: telling anecdotes</i> | Holding a formal discussion <b>P59</b><br><i>Giving an opinion in formal language</i><br><i>Making a concession</i><br><i>Presenting a counter-argument</i><br><i>Inviting people to speak</i>               | Presenting an idea for a radio magazine programme <b>P60</b>                   |
| A place of your own <b>P68</b><br>Home from home <b>P70</b>                                                                       | Telling a story in the first person <b>P71</b><br><i>Using emphasis in everyday language</i><br><i>Describing difficulties</i><br><i>Describing successes</i>                                                | Describing your dream home <b>P72</b>                                          |
| A trick of the brain <b>P80</b><br>Divided by a common language <b>P82</b>                                                        | Leading a formal discussion <b>P83</b><br><i>Introducing the topic</i><br><i>Inviting people to speak</i><br><i>Moving the conversation on</i><br><i>Asking for different opinions</i><br><i>Summarizing</i> | Planning a series of events for a Chinese language and culture week <b>P84</b> |
| Living your dreams <b>P92</b><br>Fact or fiction? <b>P94</b>                                                                      | Holding a debate <b>P95</b><br><i>Supporting / Opposing a motion</i><br><i>Presenting an argument</i><br><i>Agreeing / Disagreeing (formal)</i>                                                              | Delivering a news bulletin <b>P96</b>                                          |