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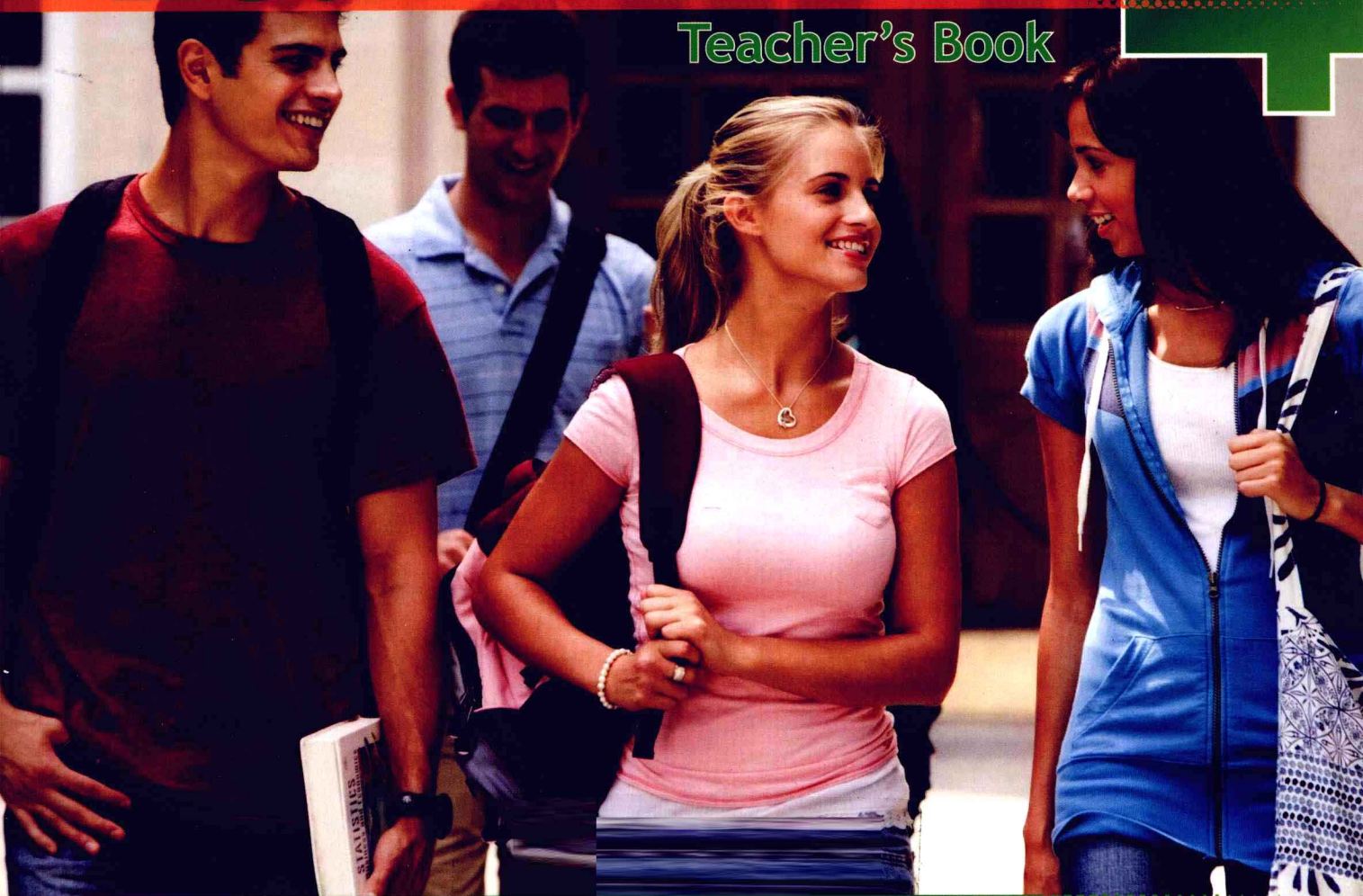
视听说教程 教师用书

Real Communication

Listening and Speaking

Teacher's Book

4



新标准大学英语

NEW STANDARD COLLEGE ENGLISH

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主 编: Martin Cortazzi (英) 金立贤 (英)

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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。

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》、《快速阅读》、《综合训练》与《同步测试》。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。《快速阅读》选材与主教材相呼应，选篇长度、体裁、练习设置、阅读速度等方面充分体现快速阅读的特点，并与大学英语四级考试快速阅读题型紧密结合。《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，学会活学活用。《同步测试》针对《综合教程》每单元教学重点，多角度考查学生学习效果，题目设计体现大学英语四级考试改革思路，帮助学生巩固知识，提高能力。

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。

Map of the book

Unit	Inside view	Outside view	Listening in
Unit 1 Nine to five T1	Janet and Andy talk about their future plans T2 <i>Speculating about the future</i> <i>Making enthusiastic comments</i> <i>Reassuring people</i> <i>Talking about attitudes and relationships at work</i>	How to get a job T6 <i>Listening to natural English: sounding confident</i>	The secret of success T8 Working lives T9
Unit 2 A good read T13	Janet and Andy discuss Charles Dickens T14 <i>Starting a meeting</i> <i>Criticizing</i> <i>Conceding</i> <i>Talking about writers and writing</i> <i>Describing someone's behaviour</i> <i>Calming people and responding</i>	The reading habit T18 <i>Listening to natural English: rhetorical questions</i>	What did you think of ...? T20 <i>London, Oxford, Bath, Yorkshire ...</i> T21
Unit 3 Fashion statements T25	Janet and Joe go to a fashion show T26 <i>Encouraging people to do things</i> <i>Showing astonishment</i> <i>Asking for and giving opinions</i>	Street style T30	Fashion or comfort? T32 The size zero debate T32
Unit 4 Money talks T37	Janet finds out about the Bank of England T38 <i>Checking and changing arrangements</i> <i>Asking for and giving further information</i> <i>Describing a tour of a building</i>	Who wants to be a millionaire? T42	From exchanging salt to the stock exchange T44 Student finances T45
Unit 5 Gender studies T49	Janet and Andy discuss gender stereotyping T50 <i>Talking about self-esteem</i> <i>Conceding</i> <i>Making a strong point</i> <i>Talking about vague amounts</i>	Women in South Korea T54	Has feminism gone too far? T56 All in the brain? T57 <i>Listening to natural English: noticing the degree of emphasis</i>
Unit 6 All in the past T61	Janet learns about the history of the Houses of Parliament T62 <i>Clarifying and asking for clarification</i> <i>Recommending</i> <i>Saying how sure you are</i> <i>Reporting thoughts, beliefs and opinions</i>	Queen Elizabeth I T66	On the high seas T68 Pompeii T69 <i>Listening to natural English: the use of the word so</i>
Unit 7 No place like home T73	Andy looks for a new flat T74 <i>Talking about accommodation</i> <i>Making comparisons</i> <i>Complaining and criticizing</i> <i>Giving warnings and making threats</i>	Homes in Britain T78	Living in my car T80 The boomerang generation T80 <i>Listening to natural English: vague language</i>
Unit 8 Architecture: frozen music T85	Janet does an interview with an expert on buildings T86 <i>Thanking</i> <i>Expressing willingness and unwillingness</i> <i>Confirming and correcting</i> <i>Talking about expectations and surprise</i>	My kind of town T90	East meets West T92 The world's most unusual architecture T93 <i>Listening to natural English: agreeing and disagreeing</i>
Unit 9 Words of wisdom T97	Janet learns to speak like a Londoner T98 <i>Making small talk</i> <i>Making offers</i> <i>Showing understanding and lack of understanding</i> <i>Showing indecision</i>	Communication is what it's all about T102	Languages in danger T104 When a dog wags its tail ... T105
Unit 10 The human spirit T109	Janet says goodbye T111 <i>Giving positive opinions</i>	Expect the unexpected T114	Survival at sea T116 Because it's there ... T117 <i>Listening to natural English: formal and informal register</i>

Communication Activities T121

Scripts T125

Presentation skills	Pronunciation	Unit task
Giving a talk T10 <i>Talking about personal abilities and preferences</i> <i>Talking about professional skills</i>	Intonation to express strong feelings and opinions, and to ask questions Linking sounds Natural connected speech T11	Making a life plan T12
Giving a lecture T22 <i>Giving an introduction</i> <i>Giving an overview</i>	Linking sounds Unstressed words Plosion T23	Preparing a top five list of favourite things to read T24
Holding a debate T34 <i>Correcting someone</i> <i>Sounding moderate</i> <i>Conceding</i> <i>Quoting people and sources</i>	Common loan words from French Consonant + <i>you / your</i> Linking sounds Sense groups T35	Presenting a review of fashion in China T36
Supporting opinions with facts and figures T46 <i>Talking about research</i> <i>Quoting statistics</i> <i>Arguing against research</i>	Weakened consonant Intonation T47	Presenting a financial report T48
Leading a formal discussion T58 <i>Starting a discussion by agreeing on terms</i> <i>Inviting opinions</i> <i>Inviting a general agreement</i> <i>Moving the conversation on</i>	Words spelt with <i>i</i> Sense groups T59	Taking part in a television programme T60
Presenting both sides of an argument T70 <i>Agreeing</i> <i>Stating that both views are important</i> <i>Stating whether your opinion has changed</i>	Unstressed words Natural connected speech T71	Acting out an important moment in history T72
Giving a talk T82 <i>Making superlative statements</i> <i>Asking about meaning</i>	Strong and weak pronunciation of <i>h</i> Natural connected speech Sense groups T83	Role-playing an interview for a flat-share T84
Holding a debate T94 <i>Referring to the previous speaker</i> <i>Listing points made by the previous speaker</i> <i>Presenting a different argument</i>	Natural connected speech Stressed words Unstressed words T95	Presenting a design to a committee T96
Giving a talk T106 <i>Invoking listeners' imagination</i> <i>Expressing sadness for others</i> <i>Speaking emphatically</i>	Natural connected speech Sense groups Stressed words Unstressed words T107	Writing a questionnaire and report about learning English T108
Narrating an exciting adventure T118 <i>Introducing an adventure</i> <i>Describing the beginning of a trip</i> <i>Describing physical reactions to frightening moments</i> <i>Describing nature and animals</i> <i>Talking about time</i>	Words with similar sounds Linking sounds Sense groups T119	Holding a press conference T120

Unit
1

Nine to five

Janet and Andy talk about
their future plans

How to get a job

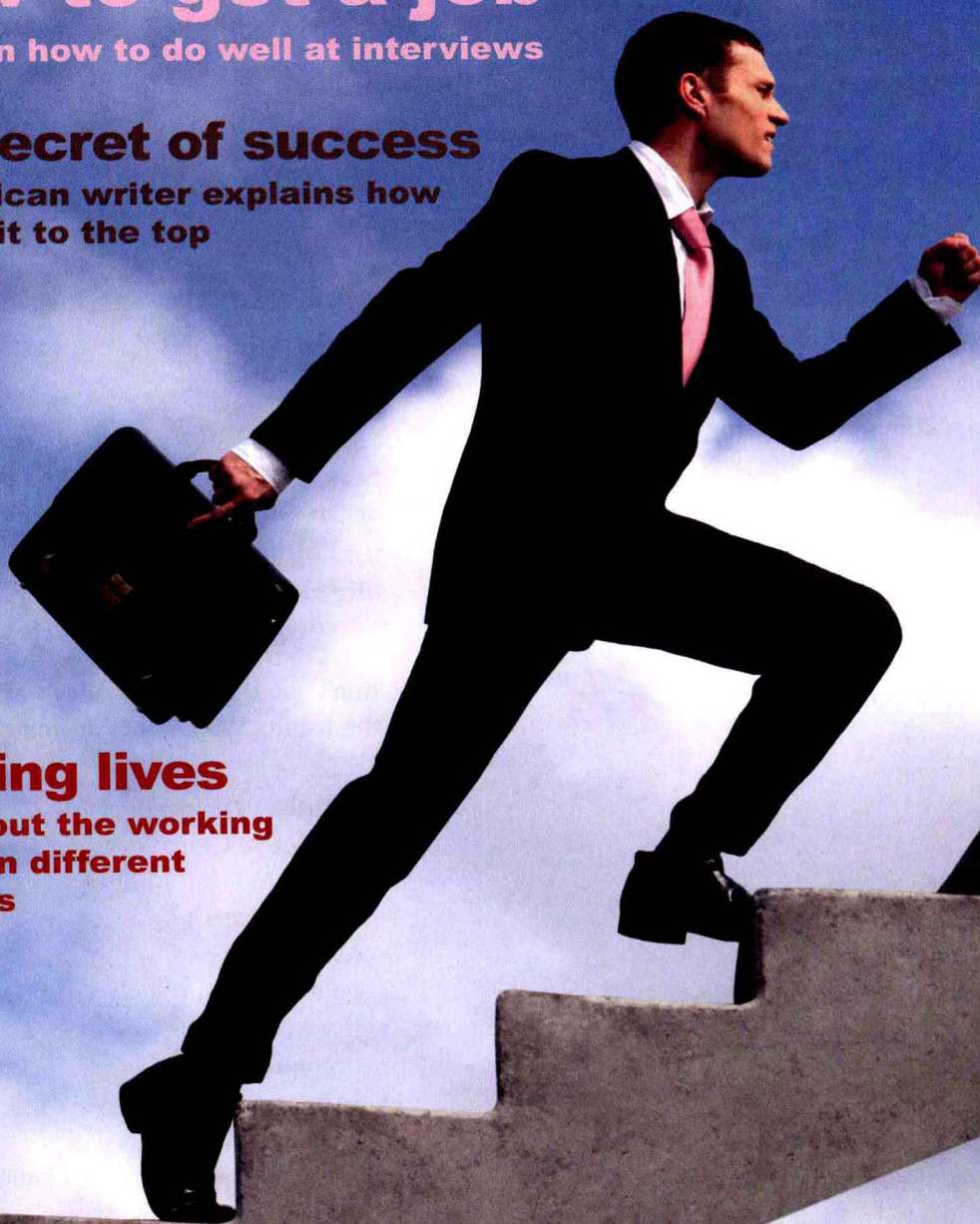
Advice on how to do well at interviews

The secret of success

An American writer explains how
to make it to the top

Working lives

Hear about the working
culture in different
countries





Starting point

1 Check (✓) the ambitions you have for your life.

- find a job
- find a boyfriend / girlfriend
- get married
- have a baby
- move to a large flat
- get a master's degree
- learn another foreign language
- work abroad
- earn a lot of money
- be happy
- be healthy
- become famous
- buy a car
- have more free time
- travel abroad
- buy my own house / flat
- study for a PhD

Now number your ambitions in order of importance.

2 Work in pairs and discuss the questions.

- 1 Do you share the same ambitions?
- 2 Are they equally important to you both?
- 3 What do you need to do to achieve your ambitions?

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 my master's
- leave London
- go to China
- live in London
- become a teacher
- work in publishing
- update my 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

Teaching tips

Tell Ss that they have to choose at least five points from the list in the Student's Book. When Ss number their ambitions in order of importance, they need to give a reason for their rating of how important they think each chosen item is.

2

Teaching tips

Ask Ss in pairs to spend more time on Question 3. Each in a pair needs to give at least two ways which are different from the other person for achieving their ambitions.

Example answers

- 1 We both want to earn a lot of money and be healthy.
- 2 Yes, they are.
- 3 • Well, firstly, I would work hard and use my time efficiently for achieving my ambitions. Secondly, I will always be positive and persistent about what I do, no matter how much difficulty I may face. Thirdly, I should learn to seek for advice and help from others.
• For me, being happy is so important. Happiness to me means that my inner self is content with those around me and what is available to me. I should laugh more, learn not to worry and always be ready to offer help to others. If I am happy in this way I will probably succeed in my career, too.

Inside view

Conversation 1

1

Example answer

Andy quotes Samuel Johnson because he means that London offers a huge range of sights and sounds, activities, entertainment, and a variety of life, so nobody should ever get tired of the city – if a person gets tired here, they are tired of life.

Language and culture

Samuel Johnson (1709–1784) is a scholar, lexicographer, poet and man of letters. He was known as Dr Johnson because he had honorary doctorates from Dublin and Oxford but he himself rarely used the title.

A **master's degree** (an MA or Ms/MSc) is 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 USA this involves completing postgraduate courses and a research thesis; in Britain it is mostly completed by research so the thesis is generally longer.

In Britain, all teachers in primary and secondary schools are graduates and many have higher qualifications. They also need to be qualified by completing a postgraduate certificate in education (a PGCE), which takes a year. Teachers in universities, especially those starting out, generally also need to take a short training course.

To go for it is to make an attempt.

Don't even think about it means that Janet shouldn't worry about whether Joe likes her or not.

2

Answers

Janet: go back to China, do my master's (which means going back to university), live in London, become a teacher, work in publishing, apply for a job at London Time Off, update my CV and look for jobs together.

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