新世纪网络课程建设工程项目

大学体验英语®

Experiencing English

高级教程 教学参考书（上、下）

Advanced Course
Teacher's Guide

《大学体验英语》项目组

Higher Education Press

《大学体验英语®高级教程 上、下 教学参考书》

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《大学体验英语®高级教程 上、下 教学参考书》
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6. 立体化教材为英语学习提供全方位服务。《大学体验英语》是包括文字版、网络版、多媒体学习课件、电子教案等在内的立体式系列教程，为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

7. 图文并茂，版式新颖。《大学体验英语》有大量与主题相关的启发性强的图片，为语言学习提供了形象的立体的训练情景，加强了学生对学习和使用语言的实际体验。

对于中国大学生而言，学习英语的主要目的是为了能够使用英语去进行涉外交际，特别是技术和学术交流。在打下一定的语言基础之后，创造条件将所学的语言运用到实际涉外交际中就成为英语学习的关键。另外，从英语学习的角度来看，使用英语本身其实也是一种极好的学习英语的途径和过程。真所谓读书是学习，使用也是学习，而且是更重要的学习。这也正是我们编写《大学体验英语高级教程》的主旨之一。

《大学体验英语高级教程》是在Braumüller出版的*Best Shots: Projects for Presentation, Simulation, and Role-play*的基础上改编的。它的教学对象主要是已经达到《大学英语课程教学要求》中所规定的"一般要求"的学生，其教学目的是进一步提高他们的英语应用能力。

《大学体验英语高级教程》遵循最新外语教学理念——任务式教学法。教材围绕大学生会面临的涉外交际项目展开*(Project-based)*。每个单元完成一个交际项目。项目下再设若干个具有相对真实意义的交际任务。为了完成这些交际任务，学生必须进行一定的听、说、读、写等方面的语言交际活动，运用一定的实用交际技能，如就一定的主题进行陈述、磋商、辩论等。学生通过使用英语进行这些交际活动来提高自己的综合应用语言的能力。

因此，本教程必定坚持以教师为指导、以学生为中心的互动教学原则。在教师精心的指导下，学生积极主动地参与教学的全过程，包括确定自己的学习目标，制定科学的学习计划，探索和改进学习方法，选择符合自己要求的学习材料，认真对待每个教学环节等。学生在参与中使用语言，在使用中学习语言。要确保学生的参与，教师就必须在教学过程中对教学活动进行精心的设计和组织，对学生提供及时的辅导、督促和评估，使每一个学生都能朝着正确的目标前进，按照各自的能力学习、提高和发展。

本教程重视语言的实际使用，强调学生在交际活动中的首要任务是使用英语去完成规定的交际任务。这也是高级英语教程应着重承担的任务。与此同时，还要注意引导学生在使用英语顺利进行任务交际的过程中去提高所使用语言的质量，使所用英语更加准确和恰当。为此，本教程在各个单元也为学习者提供了一定量的语言练习，指导他们在进行交际活动前对相关的语言表达方式进行适当的预习和准备，并在交际活动结束后再对所使用过的语言进行适当的归纳和复习，实现"用中学"、"用中提高"的目标。

《大学体验英语》可以明显提高学生实际使用英语进行涉外交际的能力，较好地体现了大学英语教学要突出全面培养提高学生的英语综合应用能力的大方向。

本套教材是集体科研和智慧的结晶，它的编写和出版得益于以下院校教授、专家的参与和辛勤的工作：北京大学、南京大学、华南理工大学、电子科技大学、华中科技大学、大连理工大学、中山大学、武

汉大学、重庆大学、西安交通大学、湖南大学、东南大学、浙江大学、南京师范大学、扬州大学、西南财经大学、四川大学、东北大学、中国农业大学等。

本书分为两部分。《大学体验英语高级教程（上）教学参考书》副主编为陈海、马广惠、俞洪亮，作者为王大平、乔丽婷、张丹丽、张洁、杨靖、陈萱、夏慧珺、秦旭。《大学体验英语高级教程（下）教学参考书》副主编为黄建滨，作者为盛跃东、周星、冯冰、黄海军、张昀、徐莹、王小璐、焦华红。

《大学体验英语》网络技术指导委员会的领导和专家有：吴中福（重庆大学校长，教育部现代远程教育资源建设专家组组长）、邹寿彬（电子科技大学校长，教育部现代远程教育资源建设专家组副组长）、樊明武（华中科技大学校长，中国工程院院士）、陈准民（对外经济贸易大学校长、教授）、庾建设（湖南大学副校长，网络教育学院院长）、陈建平（广东外语外贸大学副校长、教授，全国高等学校外语专业教学指导委员会委员，中国英语教学研究会副会长）、王洪（教育部现代远程教育资源建设委员会办公室副主任、高等教育出版社副总编）、顾宗连（中国人民大学网络教育学院院长）、张亚斌（华南理工大学网络教育学院副院长）。上述领导和专家对本系列教材的编写和网络课件的研制开发给予了建设性的指导和极大的支持。

本教材的编写还得到了许多同事和朋友的热情关心、帮助和指导。高等教育出版社的编辑们在整套教材的策划、编写、版式设计、题图设计、插图选配等方面做了大量工作。在此，编者一并表示感谢。

《大学体验英语》是我们在大学英语教学内容和课程体系改革方面所作的一次大胆尝试，其中定会存在不当和疏漏之处，敬请使用者批评指正。

编　者
2006年5月

Introduction

Why "Experiencing English—Advanced Course"?

Chairman Mao Zedong once said, "If you want to know the taste of pear, you must change the pear by eating it yourself." When applying the idea to English language learning, we may suggest that if you want to learn English well, you must use it in real communication. This represents the main idea behind the two volumes of *Experiencing English—Advanced Course*: the activities serve as a vehicle or springboard for the students to propel themselves forward in their English language learning.

Notice that we speak of the students doing this themselves. Language learning doesn't happen to you; you have to participate actively in the process. The activities suggested in *Experiencing English—Advanced Course* are designed to involve the students in all stages of this process. This learner-centered approach means that they are active all the time, completing a range of tasks which give them practice in all aspects of language use: speaking, reading, listening (to others), writing, as well as communication skills such as presenting, negotiating, and debating.

The emphasis is clearly laid on *using* the language, and less on treating it as subject of study. This means, in real terms, that students are encouraged to "experience the use of English" by worrying less about the grammatical accuracy of their next sentence and concentrating all of their energy on successfully getting their ideas across or fulfilling the communicative tasks that have been set.

Does this mean no grammar lessons?

Not necessarily. We believe that a fundamental awareness of how language works is necessary for students of English. The two volumes are designed to provide a resource bank of communicative, learner-centered lessons that may form the body of the courses; it can also be supplemented by any existing lessons one may consider necessary, e.g. grammar revision or listening comprehension.

The two volumes do, however, include tasks which encourage the students to analyze the language, either in the form of "language activities" designed in each module or by getting them to "evaluate" their own or their classmates' performance required by the tasks. That is also why the two volumes contain a variety of language styles (American and British English) and orthography in the selected authentic texts and in the modules themselves.

So, how do we evaluate it?

If we believe that successful language learning is made up of many different components, of which grammatical accuracy is just one small part, it is logical that the latter alone cannot prove the ability of a particular student. Neither can the knowledge of certain vocabulary on its own. Indeed, it is the overall ability that must be considered—not an easy task! A communicative approach to testing does, however, exist and is already being used all over the world (cf. Cambridge examinations), in which criteria such as task achievement, fluency, accuracy, range of vocabulary, communicative ability are combined to reach an overall grade that reflects more than just the student's ability to correctly formulate certain items.

OK, but I've never done lessons like this before!

Don't worry. No previous experience with these types of activities is necessary. Each module is described step-by-step in both the student's book and, in more detail, the teacher's book. Just follow the instructions.

It may take the students a few lessons to get used to the approach if they haven't encountered such activities before. If this is the case, don't simply give up after one lesson; talk to the students about it and try at least two modules. By then, the students will see that they will feel much more comfortable with these activities.

How does this module system work?

Each volume is divided into 8 modules and each is a separate, individual unit, which would require about 4–6 class hours or lessons. The modules are not intended to be done in any kind of order. The students can pick and choose which one they would like to do, depending on their interests, as well as the resources and the time available.

Flexibility is a key feature of *Experiencing English—Advanced Course*: not only can you select the modules according to the situation; the modules themselves are—in the main—flexible in structure. The students can also pick and choose from the individual steps within most modules and construct different lessons out of the various combinations. Again, it depends on their particular situation. The module can be, of course, simply followed as it stands.

We understand that each classroom is different—heterogeneity is what makes our world interesting—and, therefore, the timing of each step is given in the form of a possible range of time it could take, from the quickest time we can imagine, to the most generous time that can still be considered effective. The modules have been tried and tested in many colleges and universities, and it is on the basis of our experience that we have made these estimates. They are to be seen as guidelines only—feel free to "break the rules!"

Finally, the authors would like to wish you all the best in working with this textbook and hope that, not only for the students, but for the teachers—as for us—it can encourage us all to "find the real taste of pear"!

The authors

Experiencing English

Advanced Course (I)

TEACHER'S GUIDE

郑 重 声 明

MODULE 1
The Product Is You !

IN GENERAL

It is an important philosophy of this book that students direct their own learning. Over time, they accept more responsibility for their tasks and call upon the teacher less and less to answer all questions.

Working in teams and presenting oneself (or one's product and company) are vital professional skills that must be trained before entering on a career path. This module starts with the most important element in a presentation — the presenter.

DESCRIPTION

In this module learners will be introduced to some fundamental ideas of presenting themselves, along with products and companies. Like most of the units in this book, there will be several parts to work through and some materials to help complete tasks. All of these tasks will help your learners to make a good presentation of themselves, their product, or their company. This is something that they will need to do throughout their professional career. This is what the modules in this textbook series are designed to do— to promote the professional representation of oneself in English.

This module is planned for a total time of four to five hours, depending on class size. One lesson is needed for the presentation development and brainstorming, one for poster development and presentation, and one lesson for the trade fair. Some of the information gathering, business card design, etc. should be assigned as homework. The time needed to develop good presentation skills is, of course, considerably longer!

Materials needed for the modules consist of flip chart paper and sufficient red, black, and blue poster pens for all students. Tables, walls, and boards are used to form "information booths" for the trade fair.

1 Working on your presentation style (20–30 mins)

Suggested tasks are outlined in the module. It is important for teachers and learners to discuss and practice specific elements of a successful presentation. These have been identified as:

— preparation — posture — voice
— eye contact — gestures — visual aids

This is a good point to work through the checklist for presentation fill-in text.

One additional idea might be to compile a list with the students of the "10 worst presentation techniques for a really awful presentation". Different groups will respond differently based on their experience, but some of the most common responses are listed in the following table.

Read from your text	Don't pause
Speak in quiet, monotone voice.	Make no structure; assume the audience knows the subject.
Use no visuals.	Don't look at the audience.
Move around the room, or don't move at all.	Have no interest in your topic.
Allow no questions.	Use information overkill.

A. 1. Analyze the *audience.*
   2. Begin with an *attention* getter.
   3. *Preview* the main points of your talk.
   4. Limit the discussion to no more than *three* points.
   5. *Explain* who, what, when, where, why, and how.
   6. In longer presentations, include *previews* and *summaries* as you go along.
   7. Close by reviewing your *main points* and making a *memorable* statement.

B. 1. Use visual aids to show how things *look, work* or relate to each other.
   2. Use visual aids to highlight *important* information.
   3. Use visual aids to create *interest.*
   4. Select appropriate visual aids.
      a. Use flipcharts, boards, or transparencies for *small* informal groups.
      b. Use slides or films for *major occasions* and *large* groups.
   5. Limit each visual aid to *three or four* graphed lines or five or six points.
   6. Use *short* phrases.
   7. Use large *readable* type.
   8. Keep charts and graphs *simple.*
   9. Make sure the *equipment* works.

C. 1. Establish *eye contact.*
   2. Speak *clearly* and distinctly.
   3. Do not go too *fast.*
   4. Be sure everyone can *hear.*
   5. Speak in your *natural* style.
   6. Stand up *straight.*
   7. Use gestures in an *appropriate,* and natural way.
   8. Encourage *questions.*
      a. Allow questions during the presentation if the group is *small.*

b. Ask the audience to hold their questions until the end if the group is *large* or hostile.

9. Respond to questions *without* getting sidetracked.

10. Maintain control of your feelings in spite of *criticism*.

② Brainstorming (12–13 mins)

This task is a good ice-breaker and vocabulary generator. It is also interesting to compare in which terms students describe themselves. You should let this task run for two to three minutes before asking students to exchange ideas. This could take another ten minutes.

③ & ④ Designing a poster and presenting your poster (30 +20 mins)

This part will take approximately one lesson. The proper design of a poster is discussed in the instructions for the module. The main skill in this chapter will be using the flip chart / poster type of visual aid. The teacher may wish to participate in this activity with his / her own poster.

It is important to remember not to "crowd" your poster with a lot of text or tiny pictures. A few keywords, not immediately understood by the audience, a symbol or logo, should be on the poster. The object is to talk about yourself, and your poster. Do not let your visual aid "do the talking" for you. Make sure that you circulate with the students and that everyone has a chance to present and listen during this activity. This applies to both the individual poster and the trade fair simulation. After presenting, stress what the student does well. Note also what could be improved immediately, e.g., not reading from the notes.

Much work will be needed on skills to make a good presenter, but remember that not all of them should be trained at one time, especially here at the beginning. Specific skills and tips are referred to throughout the book. It is also a good idea to keep a record, a type of logbook with dates, about strengths and weaknesses in presenting.

⑤ Self-evaluation

This can be assigned as homework. In the following few weeks, some students can be asked to share what they have recorded in their logbooks with the rest of the class.

⑥ Designing a logo and business card (30–40 mins)

Before class, students can be asked to look at business cards and advertisements in print for logos and different styles. They could be asked to come to class with samples they have found. The company selection and logo and poster design should take up the second hour in preparation for the trade fair simulation.

Alternatively, students could select Webpages from international companies to find out how they present themselves in this medium. Contrasting the differences is a useful speaking activity.

7 Designing a trade fair booth and presenting your company (50 mins)

This part of the module is a non-threatening form of presentation which simulates what an engineer or salesperson must do to represent their company during a trade fair. This context will be important for later modules in this book and, of course, in real life.

Students should use their posters, logos, and business cards (name tags with a logo are a nice touch) to set up a booth using available wall and board space. They should have a table to put things on and stand in front of it. Move the extra tables and chairs off to the side. Students could be encouraged to bring sample products, drawings, or pictures to help them explain their company and its products. This part of the module will certainly take most of the lesson.

8 Debriefing for tasks and language (10–20 mins)

Time allowing, debrief with your students immediately after the trade fair. It is time to address presentation skills problems and language problems—not during their presentations! Discretely make a list of language problems encountered during the presentations. Write these on the board and ask the students afterwards to correct them together.

Note also the kinds of presentation problems. Ask the students for practical remedies for these. You may also wish to give them this task as a homework assignment and then to compare it with the do's and don'ts list in the next lesson.

9 Questions for further study

This is a good time for both the students and teachers to look back on what they have done so far, in terms of both the task performance and the use of language. Encourage students to turn themselves into active learners of the language as well as good analysts of their own learning processes.

10 Analyzing a company report

Refer to Extended activities.

11 Language activities

Do these as follow-up in the lesson after the trade fair, but do not wait too long! It will clearly show the distinction you make between fluency activities as in the presentations and accuracy activities when you look at language. This would be a good opportunity to have the students start a language and skills logbook showing difficulties with vocabulary and structures.

Many of the texts center on the idea of quality production, service, and training. This is what the students should try to filter out of the short company descriptions. There are also a number of abbreviations common to engineering. It's a good opportunity to seek out different dictionaries and colleagues who can serve as references. This applies to the students as well as the teachers!

The following link are useful for finding more examples for different company types and how they present themselves.

Austrian Business Agency at Http://www.aba.gov.at/default.asp

Business Europe at http://www.businesseurope.com7cmn/index.jsp

Enterprise Ireland at http://www.enterprise-irland.com/english.asp
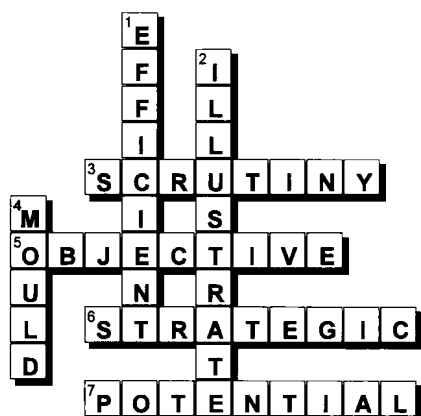
EU Business at http://www.eubuisness.com

B. 1. We needed to link it very directly to the European environment of unification, its attendant increased competitiveness and industry consolidation.
2. Our ambition had to be based on outperforming our competition.
3. Our ambition had to stress the need for increased productivity and responsiveness.
4. Our ambition had to emphasis employee ownership — in a broad sense, not only as shareholders.
5. Business Excellence provides the framework for running our businesses.

C. 1. F 2. T 3. I 4. F 5. T 6. F
7. T 8. T 9. F 10. F 11. T 12. T

D. 1. e 2. j 3. a 4. g 5. h
6. f 7. c 8. d 9. b 10. i

E.

Crossword solution:
- 1 down: E F F I C I E N T
- 2 down: I L L U S T R A T
- 3 across: S C R U T I N Y
- 4 down: M O U L D
- 5 across: O B J E C T I V E
- 6 across: S T R A T E G I C
- 7 across: P O T E N T I A L

F. 1. commitment 2. articulated 3. criterion 4. embodies 5. objectives 6. via
7. attributes 8. integral 9. merged 10. scrutiny 11. credibility 12. prospered

(12) Extended activities

These can be used as homework assignments.

Blueprint for Success

DESCRIPTION

In this module students will be practising both left and right side brain activities. Presenting both in words and pictures is important here. In addition, the element of opinion forming based on a reading text will be practised. The module also provides opportunity for small group and large group presentation with PowerPoint or flipchart. The opportunity to draw or to produce a technical drawing as homework supports both language expression in labeling and explaining and professional drawing skills.

The module is flexible in its parts; however, some time should be spent on introducing, reviewing, and practising presentations with PowerPoint or flipchart. It is estimated that five hours will be necessary for the tasks in this module.

1 Brainstorming (5–10 mins)

This step is to quickly elicit answers and check if the concept of teleworking is known to the students. Write the students' lists on the board or flipchart.

2 Classifying and discussing ideas (10–15 mins)

Have students assist you in linking words and phrases to concepts. A variation on this could be to have teams make a PowerPoint file or a poster for each topic per group and have a team of two students explain their ideas.

3 Determining the advantages and disadvantages of teleworking (15 mins)

Have students read the article. Remind them that they don't have to understand every detail of the article but just concentrate on the information that is necessary for answering the two questions. They can make a new grid and fill in the space with what they find in the article.

4 Comparing your answers (30–40 mins)

In a group of three to four, students compare their results with their partners. They should find common points of agreement. They should then decide as a group whether they see more advantages or disadvantages of teleworking. The team now prepares a new poster or PowerPoint file to present their ideas to the class. This should take about 15 minutes preparation time, and the presentation should last no longer

than 30 minutes. Make sure that every group has a chance to present before the class and that students take notes of their classmates' ideas.

The second reading is useful for gathering equipment designations and descriptions. Students can construct a new grid listing types and usefulness of equipment for their home office.

5 Learning about workplace design (15–20 mins)

Students are asked to imagine what they would have on their desk or in their office if they were to have a home office. They could also draw a sketch of their ideal workplace. Students can list the types of equipment presented in a grid and take turns describing it to their partners. The partners should be able to draw a sketch from the description. Students then compare sketches with what they said and discuss the differences or similarities. This is an activity that really gets students to use the language!

6 Designing your workplace

As homework, students could draw their workplace on a poster and make labels for its parts.

Students could also use or find newspaper ads or junk mail ads from furniture stores for ideas in designing their ideal workplace. They could bring these to class in the second lesson and present or discuss in small groups why they think this is their "desk for success".

Alternatively, students can explore the Office Depot Website at http://www.officedepot.com, which offers numerous sources of technical equipment, and furnishings for the office.

7 Presentations (20–25 mins)

This activity is both a right and left side brain activity. In designing a workplace — desk, surroundings— students are better focused on the situation and topic of teleworking. How would this appeal to you? Are you comfortable with the thought? These questions will also show up in the design and descriptions of the students' ideal workplaces at home.

Labeling the different objects on their desks and the design of the workplace itself is a conscious opportunity for students to recycle known technical vocabulary and look for new words in their dictionaries and consult their colleagues or you.

8 Follow-up activities

As homework, students could write an article to illustrate their opinions concerning teleworking. They could bring these to class and present or discuss their blueprint for "desk for success".