

MACMILLAN

新标准大学英语

New Standard College English

2

视听说教程

总主编：
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文秋芳

REAL COMMUNICATION Listening and Speaking



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

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Overview

New Standard College English has a number of important principles:

- it presents a balanced approach between language knowledge and language skills, so that the students not only learn about English, but also learn how to use their knowledge in interactive situations
- it develops effective communication strategies by integrating the language skills of reading, writing, speaking and listening in a holistic way, which reflects real-life language use
- it encourages the development of intercultural awareness, to allow the students to use their language knowledge and skills with speakers from different cultures
- it promotes a learner-centred approach, where the students are encouraged to personalize the process of language acquisition, to make best use of the resources within their classroom as well as online, and to develop learning strategies which are most appropriate to their personal requirements and circumstances
- it exposes the students to the variety of language which is spoken and written in everyday situations today
- it develops critical thinking, which encourages the students to look beyond the passages and consider the broader implications of what they have read or listened to

Components and course organization

There are six levels for New Standard College English to be used over the three years of English language instruction. Each level contains:

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

The Listening and Speaking course contains video and audio passages. The whole course is supported by an on-line version, which will both enhance the textbook version and include specially written material.

Each Student Book contains ten units, and each unit contains a single broad theme, such as starting out at college, learning to think, communication, feelings and emotions, popular science, travel etc. As the Integrated Course book is designed to be used alongside the Listening and Speaking book, the themes are the same in both books.

Course design and syllabuses

The course design adopts a multi-syllabus approach appropriate to the university students and teachers.

The syllabuses include:

- themes, chosen for their interest and relevance to university students studying in China, but who have a desire to learn about countries and cultures around the world
- lexis, guided by the wordlist in the College English Curriculum Requirements (CECR) and supported by the *Macmillan English Dictionary* (New edition, 2007)
- grammar and sentence patterns, presented in the context of the passages
- skills: reading, listening, speaking, writing and translating
- pronunciation, focusing on particular areas of difficulty for Chinese speakers of English
- intercultural awareness, through exposure to a wide variety of international issues as well as the linguistic and non-linguistic conventions, customs, traditions, attitudes and beliefs of cultures from all round the world

Unit organization

Real Communication: An Integrated Course

The unit follows a basic pattern:

Starting point introduces the unit theme by a variety of speaking activities, including questionnaires, discussion points and famous quotations.

Active reading (1) contains the first main reading passage and focuses on the words which should be learnt either for receptive or productive use. There is preparation for reading and prediction work, a while-reading activity, and a **Language and culture** box with information about cultural references in the passage which may be unfamiliar to the students.

Then there is a series of stages which focus on:

- **reading and understanding**, in which the main ideas and detailed meaning of the passage is explored
- **dealing with unfamiliar words**, where there are three types of words and activities. The words in the tinted vocabulary box are words which are prescribed by the CECR wordlist, and the activities which accompany them are designed to explore their meaning and form. There are also lexical sets in the vocabulary box which are related to the topic. The final type of words are those which are beyond the required level, but which need to be understood in order to be able to understand the main idea of the passage. The accompanying activity encourages the students to develop skills to deal with unfamiliar words, both within and beyond the passage
- **reading and interpreting**, in which aspects of inference, style, and writer's purpose are examined
- **developing critical thinking**, a series of questions which develop the ideas presented in the passage, and encourage independent thinking

Talking point is a short section where the unit theme is further explored by an opportunity for less intensive discussion and interaction.

Active reading (2) contains the second main reading passage, and covers the same stages as in Active reading (1). The passage explores the unit theme from a different perspective and is written in a different genre from the passage in Active reading (1). This ensures that the students are exposed to a variety of viewpoints and genres.

Talking point occurs again, and serves a similar function to the first Talking point.

Language in use is designed to explore aspects of grammar and complex sentence patterns which are

presented in the two reading passages. There may also be extra information about particular words or expressions, or some work on collocations. The section finishes with translation from and into Chinese.

Reading across cultures contains a passage which shows an aspect of cultural life, customs or behaviour in a country or culture other than China, and with which the students may not be familiar. There are comprehension questions and questions which provide an opportunity for the students to compare the culture shown in the passage with their own culture.

Guided writing uses the passage in Reading across cultures as a model for writing practice. Aspects of language which are commonly found in written English, especially academic writing, are explored, and the section finishes with an activity designed to help the students perform a new and unique piece of writing which practises the aspects of language explored earlier.

Unit task provides a task which allows the students to review all the language skills they have encountered in the whole unit.

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

Real Communication: Listening and Speaking

Starting point is a pair- or group-work activity which introduces the unit theme.

Inside view provides listening practice by means of a video story of three students, Mark (English), Kate (American) and Janet (Chinese) at the University of Oxford in England. Filmed on location in Oxford, it 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 to explain unfamiliar cultural references. **Everyday English** highlights some of the words and expressions which are very common in spoken, contemporary English, and which may be difficult to understand. The section ends with a guided functional dialogue, with a box of useful functional expressions, taken from the video story as references.

Talking point is a pair- or group-work activity which remains close to the unit theme, but allows a change of pace in the lesson.

Outside view uses short extracts from video material in which the English is authentic and roughly graded to the students' level. The accompanying activities are designed more to enable the students to understand the main ideas, rather than to check detailed comprehension. There is a section for **Developing critical thinking**, with a similar intention to the ones in the Integrated Course.

Listening in contains two listening passages which provide further practice listening to roughly graded material. As with Outside view, the intention is to expose the students to language which may be slightly higher than their present level of English, but which will prepare them for listening and understanding in real-life contexts. This section finishes with a **Developing critical thinking** activity too.

Presentation skills includes advice on techniques for giving effective presentations, as well as a box of functional expressions. The main activities lead the students to give a presentation related to the unit theme.

Pronunciation focuses on the specific points in pronunciation, stress and intonation which cause Chinese speakers of English difficulty, and includes aspects such as linking sounds, stressed words, and sense groups.

Unit task contains a task which allows the students in pairs or groups to review all the language skills they have covered during the unit.

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

English in 21st-century China

"If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people."

The Chinese proverb is equally well-known in English. New Standard College English plans for a lifetime of learning by promoting best practice in language teaching and quality education.

The course aims to encourage the students to enjoy using English and to develop a sense of progress and achievement in their learning.

Secondly, it sets a new standard for English language teaching in Chinese universities. It stands as the sum of our knowledge about English in the 21st century, about language teaching methodology, about how to choose

content which reflects the interests of university students, and about how to bring all these features together in an attractively designed, state-of-the-art textbook.

Above all, New Standard College English lays the foundations of educating a lifetime of English users in China, which will encourage their membership of the worldwide and intercultural English speaking community. It invites the students to reach beyond their university, beyond their region and beyond China itself, and to join an international community where English is used both as the language of commerce, economics, entertainment, culture and politics, and as a means to promote international understanding and peace.

Simon Greenall
Co-editor in chief
New Standard College English

《新标准大学英语》为外语教学与研究出版社与英国麦克米伦出版公司合作出版的立体化大学英语系列教程。本系列教程由中英专家合作编写，依据教育部《大学英语课程教学要求》（以下简称《课程要求》）的精神，体现先进的外语教学理念，同时充分结合国内英语教学的特点与需要。该教程在选材与设计上关注学生整体素质与综合能力的培养，具有以下鲜明特点：

- 内容贴近生活，语言鲜活地道，体现时代特色与多样文化
- 有机融合各项语言技能，培养真实语境下的语言应用能力
- 语言练习兼顾思维发展，启迪创新思考，引导学生探索学习方法
- 教学活动注重交际实效，鼓励参与实践，促进团队合作
- 生动展示文化现象与差异，增强学生的文化意识与沟通能力

整体而言，本系列教程的编写以“育人为本”、“人文教育”为原则，着重培养新时期大学生的创新精神和独立思维与实践能力，使学生一方面学习到适应现代社会所需的语言知识和技能，一方面了解文化异同，发展健全人格，增强合作精神和社会责任意识。

教材构成

《新标准大学英语》针对大学英语一般要求和较高要求设计，包含1-6级，供3个学年使用。每一级包含以下分册：《综合教程》及教师用书、《视听说教程》及教师用书、《综合练习册》。与教材配套的还有学习光盘、网络课程、电子教案、试题库等数字资源。

《新标准大学英语》每级包含10个单元，每个单元探讨一个贴近学生生活、并激发学生深入思考的主题，例如：starting out at college, learning to think, communication, feelings and emotions, popular science, travel 等等。《综合教程》与《视听说教程》各单元主题呼应，从不同的角度阐释同一主题。

设计主线

《新标准大学英语》系列教程在设计中融合了多条教学主线，主要体现在以下方面：

- 单元主题丰富广泛、趣味性强，满足中国大学

生了解各国文化和参与文化交流的需要；

- 词汇覆盖率广、复现率高，词汇练习设计以《课程要求》词汇表与麦克米伦英语词典为依据，基本涵盖《课程要求》中一般要求词汇和麦克米伦英语词典中的高频词汇；
- 结合单元主题和课文语境练习重点语法结构和句法结构；
- 有机融合听、说、读、写、译各项语言技能；
- 针对中国学生在英语发音中的弱点和难点设计语音练习；
- 展示各国文化传统、风俗习惯和价值观念，比较和探讨中外文化差异。

分册介绍

《综合教程》

选材兼顾语言的时代性和经典性，内容极富生活气息。教程广泛选取近二十年来英文书籍、刊物中的精美片断和优秀时文，让学生体验实实在在的语言运用。同时节选部分经久传诵的文学佳作，展现语言魅力。教程每单元围绕一个话题展开，通过不同体裁的选篇、丰富的内容、鲜活的语言和多元的视角激发学生的学习热情，培养跨文化意识和独立思考能力，提高语言的综合运用能力。各单元结构如下：

Starting point 由问卷调查、讨论话题、名人名言等多样的口语练习导入单元主题。

Active reading (1) 为本单元第一篇主课文，包含读前预测练习、阅读理解练习和文化点介绍等部分。课文后的练习包括：

- **Reading and understanding** 主要考查学生对课文主题思想和部分细节的理解
- **Dealing with unfamiliar words** 包含三种词汇练习。1. 带阴影的单词框内主要为《课程要求》中一般要求词汇。学生需要掌握这些词汇的意思、形式和用法。2. 不带阴影的单词框内为与某一主题相关的词汇，帮助学生扩展词汇量，尤其是现实生活中的常用词汇。3. 第三类为可能对课文理解造成障碍的非《课程要求》词汇，学生不必掌握这些词汇的用法，但通过精心设计的练习可以提高根据上下文猜测词义的能力
- **Reading and interpreting** 帮助学生理解文章的深层含义、语言风格、写作特征、作者意图等

- **Developing critical thinking** 由文章主题引出一系列需要深入思考和表达个人观点的问题,培养学生独立思考和解决问题的能力。

Talking point 通过内容精炼、形式丰富的口语活动进一步探讨单元主题。

Active reading (2) 为本单元第二篇主课文,与 Active reading (1) 结构相同,但文体和角度有所不同,从而使学生接触到不同体裁、不同视角的选篇。

Language in use 着重处理两篇课文中出现的语法、句法和词汇难点,包含常用的词语搭配,以及英汉、汉英翻译练习。

Reading across cultures 以一篇短小、生动的文章向学生展示不同国家的文化生活和传统习俗,文后配有阅读理解和中西方文化对比练习。

Guided writing 以 Reading across cultures 短文为范例,详细讲解写作过程,并通过练习引导学生进行模仿写作。

Unit task 提供一项实践活动,使学生综合运用本单元学过的语言知识和语言技能。

Unit file 总结本单元重要语言点和技能,方便学生自查和复习。

《视听说教程》

视听材料题材广泛,体裁多样,内容丰富,展现校园内外真实场景,讲解文化现象,训练听说技巧。口语活动形式新颖,从引导性的角色扮演到展开式的口语讨论,循序渐进,逐步提高学生交际能力与创新思维能力。Presentation skills 和 Pronunciation 部分提供技巧讲解和指导,并配以切实有效的练习,使学生学以致用。各单元结构如下:

Starting point 通过两人或多人的口语活动引入单元主题。

Inside view 是专为中国大学生量身定做的视频,展现了英国大学生生活的方方面面。故事以刚考入牛津大学的三个学生 Mark (英国)、Kate (美国) 和 Janet (中国) 的生活为主线,以神秘古老的牛津大学和牛津城为背景,展示了英国大学生的日常生活、兴趣爱好、关注热点、思想情感等。本部分除了提供听力理解练习与文化知识介绍外,还通过 Everyday English 对生活中一些非常实用的口语表达进行了提炼,并总结了视频对话中的功能表达法,供学生模仿和参考。

Talking point 通过各类形式生动的口语活动进一步探讨单元主题,同时还能起到调节课堂气氛的作用。

Outside view 选取真实视频材料,展现校园之外的社会万象,引导学生从多角度、多方面看问题。为了更有效地训练学生的听力,本部分的材料难度略高于学生水平,但所设计的练习难度适中,能够帮助学生更好地理解视频内容。除听力理解题之外,本部分还设计了 Developing critical thinking 练习,引导学生开拓思路,展开讨论。

Listening in 包含两段音频材料,供学生做进一步的听力训练。同其他部分一样,这些听力材料也取材于现实生活中的场景,语音自然生动,语言鲜活地道。

Presentation skills 帮助学生循序渐进地提高口头表达能力。这部分不但提供了详细的建议和技巧,也提供了相关的功能性语言,一步步引导学生完成与单元主题相关的 presentation。

Pronunciation 结合中国学生的发音特点提供语音技巧的讲解和训练,帮助学生突破发音以及听力中的弱点和难点,包括语音、语调、弱读、连读、停顿等等。

Unit task 提供一项实践活动,使学生综合运用本单元学过的语言知识和语言技能。

Unit file 总结本单元重要的语言点和技能,方便学生自查和复习。

《新标准大学英语》系列教程融合了先进的语言教学理论与方法,在选材上注重学生的能力与素质发展,在设计上注重学生的兴趣与感受,具有鲜明的时代特色与人文气息。这套教程鼓励学生在学习中发现学习的乐趣,在课堂外探求更多的知识,引导他们养成良好的学习习惯,掌握受益终生的学习方法。《新标准大学英语》系列教程鼓励学生跨越大学校园、地区与国家的界限,了解多元文化,融入国际环境,学会用英语从事经济、贸易、文化、科技等活动,在多个领域展开合作交流,促进世界发展。

编者
2008年8月

Map of the book

Unit	Inside view	Outside view	Listening in
Unit 1 College culture P1	Doing sponsored punting P2 <i>Checking and confirming decisions and arrangements</i> <i>Making plans</i> <i>Making suggestions</i>	Oxford traditions P6 <i>Listening to natural English: understanding natural everyday English</i>	First six months at uni P8 Oxford and Cambridge P9
Unit 2 Mixed feelings P13	Janet's feeling down P15 <i>Talking about feelings</i> <i>Congratulating</i> <i>Sympathizing</i> <i>Complimenting</i>	The great IQ – EQ debate P18	How colours influence shopping P20 Talking about emotions P21
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Unit 10 Science fact or science fiction? P109	Janet's laptop breaks down P110 <i>Making deductions</i> <i>Expressing regret</i> <i>Discussing technological problems</i> <i>Criticizing</i> <i>Expressing relief</i>	Technology (Airbus A380) P114	Is modern technology changing the way our brains work? P116 The computer revolution P117
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Telling a story P22 <i>Setting the scene</i> <i>Introducing a sudden event</i> <i>Sounding dramatic</i> <i>Looking back</i>	Stressed words Plosion P23	Preparing and acting out a sketch about feelings P24
Giving professional advice P34 <i>Introducing yourself</i> <i>Giving advice</i> <i>Giving advice based on experience</i> <i>Warning</i>	Loan words Saying long sentences quickly Contracted forms Linking sounds Plosion P35	Carrying out a survey on students' experience of crime P36
Giving a talk P46 <i>Expressing preference</i> <i>Talking about advantages and disadvantages</i> <i>Making concessions</i>	Sense groups Stressed words Linking sounds Plosion P47	Delivering a news bulletin P48
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Giving a talk P82 <i>Asking questions</i> <i>Emphasizing</i> <i>Persuading</i>	Stress and intonation to express strong feelings and attitudes Plosion Stressed words P83	Doing an animal role-play P84
Giving a persuasive presentation P94 <i>Exaggerating</i> <i>Showing enthusiasm</i> <i>"Extreme" adjectives</i>	Intonation to give praise and express surprise Linking sounds Listening to natural English P95	Creating a leisure club P96
Leading a formal discussion P106 <i>Introducing the topic</i> <i>Inviting people to speak</i> <i>Moving the conversation on</i> <i>Summarizing</i>	Different intonation in questions Stressed words Contracted forms: weakened /t/ P107	Interviewing candidates for a part-time job / an internship P108
Holding a debate P118 <i>Referring to a previous speaker's argument</i> <i>Making concessions</i> <i>Refuting an argument</i> <i>Going on to make a new point</i>	Participles in connected speech P119	Carrying out an opinion poll P120

Unit
1

College culture

Janet, Kate and Mark
go punting

Oxford traditions

How important are they to college life?

So, how's it going?

Hear students talk about their first six months at uni

Oxford and Cambridge

Learn more about the two great rivals

New Standard
College English

Starting point

1 Work in pairs and discuss the questions.

- 1 How much do you enjoy living on campus?
- 2 How much do you enjoy college food?
- 3 How noisy is it at night when you're trying to sleep?
- 4 How comfortable is your room?
- 5 How much privacy do you have?
- 6 How well do you get on with the students in your dormitory?
- 7 How much are you looking forward to living next year?

Inside view

Conversation 1

1 Look at the photos and answer the questions.

- 1 What is happening in the photos?
- 2 How do people raise money for charities in China?
- 3 What happens when you sponsor someone for a charity event?

2 Watch Conversation 1 and check (✓) what Kate, Janet and Mark have decided on.

- 1 the charity they will raise money for
- 2 the way they are going to raise the money
- 3 the date of the charity event
- 4 the design of the sponsorship form
- 5 who will change the wording of the sponsorship form
- 6 where the sponsored punting will start from

3 Watch Conversation 1 again and answer the questions.

- 1 Why have Mark and Kate decided to raise money for charity?
- 2 What does Janet say about this?
- 3 What does Kate explain to Janet?
- 4 What does Mark show the girls?
- 5 Why does Mark suggest starting the punt from the Cherwell Boathouse?

Language and culture

A **punt** is a long flat boat with square ends that you move by pushing a long pole against the bottom of the river. Punts were originally used to carry cargo but today they are used only for pleasure trips on the rivers in the university towns of Oxford and Cambridge.

In a **sponsored punting** event, people raise money for charity by asking other people to sponsor them to go punting, in other words, to give them money to go punting.



Conversation 1

boathouse /'bəʊt.haus/ *n.* (常设于河边或湖边的) 停船场所, 停船棚屋

punt /pʌnt/ *v.* (用篙) 撑方头平底船

charity /'tʃærəti/ *n.* 慈善事业

sponsorship /'spɒnsəʃɪp/ *n.* 资助, 赞助

route /ru:t/ *n.* 路线, 航线



Conversation 2

4 Work in pairs and check (✓) the events that you think will happen during the sponsored punting.

- 1 Kate offers to punt.
- 2 Janet admires the scenery.
- 3 Kate criticizes the way Mark punts.
- 4 The friends discuss arrangements to collect the sponsorship money.
- 5 Kate complains that a lot of people have not paid their sponsorship money yet.
- 6 The friends discuss the amount of money that has been raised.
- 7 The friends arrange a meeting.
- 8 Mark falls into the river.

5 Watch Conversation 2 and choose the best way to complete the sentences.

- 1 Janet says that she _____.
 - (a) loves boats
 - (b) has never punted before
 - (c) isn't used to boats
 - (d) is scared she might fall in
- 2 Mark suggests that he punt for _____.
 - (a) half an hour
 - (b) the first 20 minutes
 - (c) the first hour
 - (d) most of the trip
- 3 Kate says she will have all the sponsorship money by _____.
 - (a) Friday
 - (b) next Friday
 - (c) Thursday
 - (d) next Thursday
- 4 The friends have raised _____.
 - (a) about £600
 - (b) £600
 - (c) about £700
 - (d) £700
- 5 Mark suggests that they _____.
 - (a) eat their picnic while travelling along the river
 - (b) move over to the bank and stop for a while
 - (c) eat their picnic in about ten minutes
 - (d) move over to the bank and eat their picnic



6 Watch Conversation 2 again and complete the sentences.

- Janet** I'm not used to boats – Woah!
- Mark** Whoops!
- Kate** Watch out! You nearly hit me with that thing!
- Mark** Sorry! I didn't mean to. ... OK, we're off!
- Kate** (1) _____ do the punting.
- Mark** It's fine. I've got the hang of it now – give me a chance.
- Kate** Well, I'd like to have a go.
- Mark** (2) _____ I do the first hour. Then you can take over for a while, if you want to.
- Kate** Yes, great.
- Janet** You're really good at it, Mark! This is fantastic! It's exactly how I imagined life here! Look over there – isn't it lovely!
- Kate** Yes, it is.
...
- Janet** Kate, (3) _____, for collecting the sponsorship money?
- Kate** Yes, (4) _____ get the money to me by next Friday – if they haven't paid online. (5) _____.
- Janet** Good. (6) _____ have a meeting soon after that, don't you think? How much have we raised?
- Janet** About 600.
- Kate** Fantastic! I'm so enjoying this!
- Mark** Hey guys, (7) _____ – (8) _____ moving over to the bank and we can have our picnic! Hey, look, there's Louise and Sophie!
- Mark** Whoo ...
- Girls** Mark!
- Janet** Are you all right?
- Mark** Er ... Of course I'm all right. Kate, I think it's your turn to punt!

Everyday English

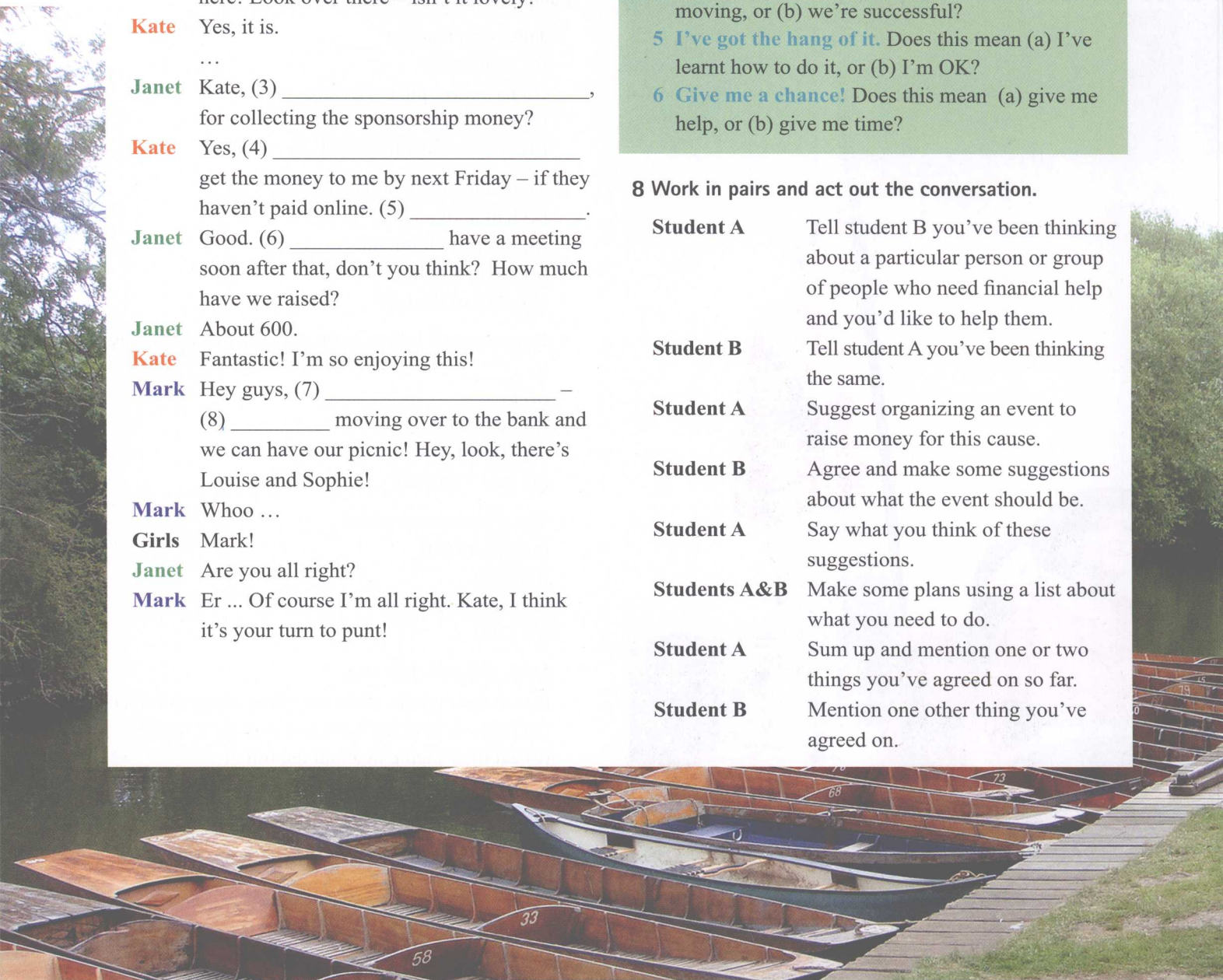
No question!
I'm with you on that.
Watch out!
OK, we're off!
I've got the hang of it.
Give me a chance!

7 Work in pairs and answer the questions about Everyday English.

- 1 **No question!** Does this mean (a) don't ask about this, or (b) I'm sure of this?
- 2 **I'm with you on that.** Does this mean (a) I've heard that too, or (b) I agree?
- 3 **Watch out!** Does this mean (a) be careful, or (b) look?
- 4 **OK, we're off!** Does this mean (a) we're moving, or (b) we're successful?
- 5 **I've got the hang of it.** Does this mean (a) I've learnt how to do it, or (b) I'm OK?
- 6 **Give me a chance!** Does this mean (a) give me help, or (b) give me time?

8 Work in pairs and act out the conversation.

- Student A** Tell student B you've been thinking about a particular person or group of people who need financial help and you'd like to help them.
- Student B** Tell student A you've been thinking the same.
- Student A** Suggest organizing an event to raise money for this cause.
- Student B** Agree and make some suggestions about what the event should be.
- Student A** Say what you think of these suggestions.
- Students A&B** Make some plans using a list about what you need to do.
- Student A** Sum up and mention one or two things you've agreed on so far.
- Student B** Mention one other thing you've agreed on.



Checking and confirming decisions and arrangements

So that's decided then.

Everything's organized, isn't it, ...?

I've arranged (for ...) to ...

Making plans

Let's make a list of things we need to do.

I'll ...

One of the first things we should do is ...

We need to ...

We have to ...

We'd better ...

Making suggestions

Maybe I should ...

Supposing ...

I've got a suggestion.

How about ...?

Talking point

1 Do the quiz.

- 1 When you have a lecture at nine o'clock, do you ...?
 - A turn up 45 minutes late and get a black look from the lecturer
 - B arrive out of breath, straight from the gym
 - C sleep through it – you only got back at 2 am after a great party
 - D wait nervously outside the lecture hall 30 minutes before it starts
 - E arrive punctually – hate to miss anything
- 2 How much time do you spend studying?
 - A I might have a quick look at my notes when I'm in the bar.
 - B Not much time this week: I've got to practise for the match on Saturday.
 - C As much time as I need, but I don't usually start until midnight.
 - D Most of the day (and all of the night).
 - E A lot of time – that's why I'm at university!
- 3 How do you get on with your tutors?
 - A I don't know them very well as I don't see them that often.
 - B They're all right if they support my football team.
 - C I get on fine with them, as long as we don't have to talk about work.
 - D I send them a lot of emails but for some reason they don't always reply.
 - E I think they like me and we always have interesting discussions during tutorials.
- 4 What will you be doing at 11 o'clock this evening?
 - A Watching TV in the bar.
 - B Still working out in the gym.
 - C On my way to another party.
 - D Researching on the Internet: I want to check something from today's lecture.
 - E Sitting in bed reading through my assignment for next week.

Turn to Page 123 and find out what type of student you are.

- 2 Work in pairs. Discuss the types of students and decide whether Chinese students fall into similar categories. Can you think of any more types of students?



Outside view

1 Work in pairs. Look at the photo and discuss the questions.

- 1 What is happening in the photo?
- 2 What time of year do you think the event happens?
- 3 Who do you think takes part in the event?

Now watch the video clip and check your answers.

Watching and understanding

2 Watch the video clip again and check (✓) the true statements according to the clip.

- 1 Julie Deardon and Eugene Berger say they were both students at Oxford.
- 2 Formal hall takes place at seven in the evening.
- 3 Most of the speakers at the Oxford Union are British.
- 4 Everybody gets up very early on May Day.
- 5 Summer Eights is held in June.
- 6 Examination Schools is a building.
- 7 During their exams, men wear different coloured flowers to women.
- 8 Eugene enjoys wearing the exam uniform.

3 Watch the video clip again and complete the sentences.

- 1 My name's Eugene Berger, I studied here in Oxford for _____, studying _____ at Somerville College.
- 2 It's a very beautiful evening because there are, there's a _____ and we eat by candlelight.
- 3 There is a choir which sings on top of the tower at Magdalen College and all the people _____ and all the students go to listen to the singing.
- 4 And in this competition, each college is trying to _____ which it won the previous year.
- 5 The women wear a _____ and a black skirt or black trousers.
- 6 I think the Oxford traditions lend character to the place, and it's such an old institution, it _____, but they can be very inconvenient.
- 7 So when you take your first exam you wear a _____ flower, and when you take your second exam you wear a _____ flower, and when you take your final examination you wear a _____ carnation.
- 8 I really like the Oxford traditions, I think it's part of _____, and part of being a student or a teacher here at Oxford University.

conservative /kən'sɜ:vətɪv/ *a.* 保守的, 守旧的
liberal /'lɪb(ə)rəl/ *a.* (社会或机构等) 思想开放的
high table /haɪ 'teɪbl/ *n.* (BrE) (正式宴会中的) 贵宾桌
forum /'fɔ:rəm/ *n.* 论坛, 研讨会
celebration /selə'breɪʃn/ *n.* 庆祝活动, 庆典
choir /kwaɪə/ *n.* (学校的) 合唱团
rower /'rəʊə/ *n.* 桨手, 划船者
gradually /'grædʒuəli/ *ad.* 渐渐地, 逐渐地
gown /gaʊn/ *n.* 长袍, 长外衣
inconvenient /ɪnkən'vi:niənt/ *a.* 引起不便的
buttonhole /'bʌtn.həʊl/ *n.* 纽扣, 扣眼
carnation /kɑ:'neɪʃn/ *n.* 康乃馨
starched /stɑ:tʃd/ *a.* (衣服) 上过浆的
bow tie /bəʊ 'taɪ/ *n.* (蝶形) 领结
mortarboard /'mɔ:tə.bɔ:d/ *n.* 方顶帽, 学位帽
Dearden /'di:ədɪn/ 迪尔登
Eugene Berger /ju:'dʒi:n 'bɔ:dʒə/ 尤金·伯杰
Somerville /'sʌməvɪl/ **College** 萨默维尔学院
Magdalen /'mɑ:dəlɪn/ **College** 莫德林学院
according to 根据, 按照





Developing critical thinking

4 Work in pairs and discuss the questions.

- 1 Which of these Oxford traditions would you most like to take part in?
- 2 Do you find any of the traditions strange?
- 3 Are there any traditions in your college that are similar?
- 4 How important are traditions to college life?

Listening to natural English: understanding natural everyday English

The most common features of natural everyday English are that most speakers hesitate and use vague language because we're thinking as we're speaking. We also construct sentences which are not grammatically correct.

When we hesitate, we often use a filler word such as *er* or *um*. If you're trying to understand every word, you may think the filler word means something, so it's a good idea to be able to recognize them in order to ignore them.

Each college is very different um, from um, the others, and it has its own character.

I think er, the traditions that make Oxford so unique are firstly the Oxford Union and er, secondly, May Day.

Vague language includes expressions such as *kind of* and *sort of*.
... *some are much more liberal and have a tradition of um, kind of liberal politics.*

Ungrammatical sentences are also very common, especially when we don't know how we're going to finish the sentence, or if the sentence makes sense in the context of what has just been said.

It's a very beautiful evening because there are, there's a special meal ...

The Oxford Union being a debating society where speakers come from all around the world ...

You may also have learnt that you shouldn't start a sentence with *and*. But this is extremely common in natural everyday English.

I was a rower. And Summer Eights is a rowing competition, held in May in the summer term. And in this competition, each college is trying to improve its place ...

Of course, you don't need to use these features when you speak English, but it's useful to be able to recognize them.