

MACMILLAN

视听说教程

**Real** Communication  
Listening and Speaking

4



新标准大学英语

**NEW** STANDARD  
COLLEGE ENGLISH

总主编: Simon Greenall (英) 文秋芳

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

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### 新标准大学英语 视听说教程 4

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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》与《综合训练》。与教材配套的还有学习光盘、教学光盘、网络自主学习平台、试题库等教学资源。不同分册、不同媒体间紧密联系，相互支持。

《综合教程》每级10个单元，每单元围绕同一主题展开，包含两篇主要阅读文章与一个专题文化短篇，读、写、译、说各项技能有机结合。《视听说教程》与《综合教程》各单元主题呼应，提供真实、生动的视频与音频材料，并通过各类活动与练习提高学生的听说综合能力。《综合训练》主要配合《综合教程》各单元内容，提供词汇、语法、阅读、翻译等形式多样的语言综合练习，帮助学生加强语言训练，学会活用语言。

## 教学建议

《新标准大学英语》提供四个级别、两条主线（《综合教程》与《视听说教程》）以及丰富的立体化资源，教师可根据本校教学条件及学生英语水平选择合适的教学材料，进行“分类指导”与“分层教学”；同时充分利用网络教学资源，合理安排课堂授课与课下自主学习的内容，实施基于计算机网络的教学模式。网络平台中的记录、测试与评估功能还可协助教师进行形成性评价与终结性评价，加强对学生在学习过程中语言应用能力发展的检测。

由于教学条件的差异，教师在教授《新标准大学英语》时必然会采用不同的处理方式与多样的教学方法，也会产生许多有创见的思路与方法。我们鼓励多种教学方法的交流与共享，也将积极提供平台，促进教师之间的沟通，共同探索如何发挥教材特色，优化教学效果，实现在新形势下培养学生英语综合能力、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玢教授。《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

## 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 four levels for *New Standard College English* to be used over the two 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 online version, which will both enhance the textbook version and include specially written material.

Each Student's 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 for Advanced Learners* (2nd 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



# Introduction

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 视听说教程》编写说明

作为《新标准大学英语》系列教材的主干教程之一，《新标准大学英语 视听说教程》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，注重对学生语言综合能力、跨文化交际意识以及创造性、批判性思维的培养。

《新标准大学英语 视听说教程》包括 1-4 级，每级 10 个单元。每单元结构如下：

## Starting point

以调查问卷、趣味测试、话题讨论等多样的口语练习导入单元主题，开拓思维，激发兴趣。

## Inside view

专为中国大学生量身定做视频故事，以三个大学生在英国的生活情景为主线，讨论日常生活、兴趣爱好、关注热点、思想感情等，帮助学生了解异域文化，熟悉不同语音，学习地道表达。

本部分包括：

- 与视频内容相关的导入性练习
- 形式多样的听力练习，泛听与精听有机结合，各有侧重
- **Language and culture**，讲解视频中重要语言与文化信息

### Language and culture

#### American and British English

In the conversations, Kate and her family use these American English words:

American English	British English
school / college	university
clean up	tidy up
(real) funny	(very) funny
backyard	garden

Oxford is a large **university** and unlike most other universities, it is divided into different **colleges**. Students choose a particular college within the university at which to study. Students live in their college and it is also where they are supervised by a personal tutor.

In American English, **college** is the usual word for university and a place that gives students degrees.

**School** in American English is an informal word for university. It is also used in both British and American

- **Everyday English**，提炼视频中的日常口语，帮助学生理解与运用

#### Everyday English

There you are.  
No need to call me sir.  
This is awesome!  
by the way  
How can you tell?  
And you are ...?

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

- 1 **There you are.** Is the porter (a) giving Janet something, or (b) finding her name on the list?
- 2 **No need to call me sir.** Does this mean (a) she

- 按功能分类的常用表达，配有口语练习，引导学生灵活使用

#### Talking about food

What's minestrone soup?  
What's it made with?  
It's made with ...  
What's in it?  
How is it cooked?  
It's baked / boiled / fried / cooked in ...  
What flavour ice cream do you have?  
**Saying what food you like or dislike**  
It's delicious / tasty / spicy / hot!  
That sounds good.

#### 8 Work in groups of three. Plan your own dinner party.

- Student A** Suggest inviting some people for dinner.
- Student B** Agree with the suggestion.
- Student C** Ask what you'll make.
- Student A** Suggest a special or a favourite dish.
- Student B** Ask how it's cooked.
- Student A** Explain how it's cooked.
- Student C** Say that it sounds great. Ask what food you need to buy.

## Talking point

通过形式多样、生动有趣的口语活动引导学生探讨单元主题，调节学习节奏。部分单元提供了 Communication activities，巧妙设置信息差，营造真实语言环境。

## Outside view

选取真实视频材料，展现社会万象，开拓学生眼界，引发深入思考。本部分视频内容丰富、体裁多样，涵盖纪录片、新闻、访谈、专题节目等多种形式。

本部分包括：

- 导入练习，帮助学生了解视频主题，进行语言准备。
- 听力理解练习，考查对视频内容的理解与分析。
- **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 Do you think shopping online will ever become more popular than shopping in a mall?
- 2 What are the advantages and disadvantages of shopping online?
- 3 Can you think of ways to avoid the disadvantages?
- 4 What might happen to shopping malls and high street shops if shopping online becomes even more popular?

- **Listening to natural English**，总结视频材料中突出的语言特点，深入分析，提高学生的听力策略。

### Listening to natural English: identifying types of listening material

You'll hear English in many different types of listening:

- announcement
- advertisement
- conversation
- story or storyline
- lecture or speech
- message
- news bulletin
- interview
- joke
- documentary or report

All of these have certain distinctive features which include:

## Listening in

两段与主题相关的真实听力材料，包含各类文体，从不同角度探讨主题、介绍文化。讲话者身份各异，语音自然生动，语言鲜活地道。本部分也配有听力策略讲解和多种形式的听力练习。

## Presentation skills

以本单元视频、听力材料为基础，引导学生进行某一形式的 presentation（如表达见解、讲述故事、说明流程等），不仅详细讲解表达技巧，还提供相关表达用语。

### Giving a talk

In a talk, we'll be talking briefly about a number of different subjects. Below are some phrases we can use when moving on to a new subject. Similarly, when we end our talk, we can signal this by using certain phrases.

In any talk, particularly in a foreign language, it's natural to make mistakes or stumble over our words. Be prepared for this and don't worry about it. Instead, smile and say something like, *Sorry, I'll say that again.* This reassures listeners that we're in control and don't mind making a mistake.

Finally, here are a few tips about our speaking style:

- Don't try and speak too fast. It's much more important to speak clearly so that our audience can understand us.
- Remember to speak loudly so that the people at the back of the room can hear.
- Pause before we start a new subject.

### Introducing a new subject

As for my husband, ...

With regard to children, ...

Regarding my home, ...

### Correcting a mistake

Sorry, I'll say that again.

I'll just rephrase that.

Let me start again.

### Ending a talk

So there you have it – my ideal future family.

So now you know all about my ideal future family.

So that's it – my ideal future family.

## Pronunciation

以本单元视频、听力材料为例，讲解和训练学生发音及听力中的弱点和难点（包括语音、语调、弱读、连读、停顿等）。

本部分包括：

- 辨音与跟读练习，逐步纠正学生发音，提高语音技巧。
- 语音技巧讲解，帮助学生有意识、有策略地训练语音。

## Pronunciation

1 Listen and repeat. Check (✓) the words in which the stressed syllable changes.

<input type="checkbox"/>	standardized	standardization
<input type="checkbox"/>	scenery	scenic
<input type="checkbox"/>	information	informative
<input type="checkbox"/>	respected	respectable
<input type="checkbox"/>	inhabitant	inhabit
<input type="checkbox"/>	survive	survival
<input type="checkbox"/>	strength	strengthen
<input type="checkbox"/>	nominated	nomination
<input type="checkbox"/>	responsible	responsibility
<input type="checkbox"/>	autobiographical	autobiography
<input type="checkbox"/>	published	publication
<input type="checkbox"/>	separated	separation
<input type="checkbox"/>	possible	possibility

### Syllable stress in words

We have already seen that we stress the word which we consider to be the most important in a sentence. But syllable stress in words is not a matter of personal interpretation. There is a correct and an incorrect way to stress syllables in words of more than one syllable. It's important to learn which syllables are stressed when you learn the meaning of the word.

## Unit task

要求学生综合运用本单元的语言知识和语言技能，完成一项实践活动。学生可课下准备，课上演示。

### UNIT TASK

#### Delivering a news bulletin

1 Work in small groups and prepare a short news bulletin for radio.

- Make a list of events recently in the news.
- Choose four or five events to include in your bulletin. Two or three should be important and one or two should be interesting but unimportant.
- Discuss these events and make sure you agree on the story in each case.

## 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。

## UNIT FILE

### FUNCTIONS

#### Reporting speech

A woman reported (that) ...  
The policeman suggested ...  
The policeman told the thief (that) ...  
The thief agreed to ...

#### Introducing the news

There is still no news of ...  
Scientists claim (that) ...

#### Talking about habits

I mostly ...  
I've got used to ...  
I've got into the habit of ...  
I spend too much time ...

#### Expressing preferences

I (much) prefer TV (to the radio).  
I prefer watching TV (to listening to the radio).  
I prefer to relax with a newspaper.  
I'd rather read a newspaper (than read news online).

# Map of the book

Unit	Inside view	Outside view	Listening in
<b>Unit 1</b> <b>Nine to five</b> P1	Janet and Andy talk about their future plans P2 <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 P6 <i>Listening to natural English: sounding confident</i>	The secret of success P8 Working lives P9
<b>Unit 2</b> <b>A good read</b> P13	Janet and Andy discuss Charles Dickens P14 <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 P18 <i>Listening to natural English: rhetorical questions</i>	What did you think of ...? P20 <i>London, Oxford, Bath, Yorkshire ...</i> P21
<b>Unit 3</b> <b>Fashion statements</b> P25	Janet and Joe go to a fashion show P26 <i>Encouraging people to do things</i> <i>Showing astonishment</i> <i>Asking for and giving opinions</i>	Street style P30	Fashion or comfort? P32 The size zero debate P32
<b>Unit 4</b> <b>Money talks</b> P37	Janet finds out about the Bank of England P38 <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? P42	From exchanging salt to the stock exchange P44 Student finances P45
<b>Unit 5</b> <b>Gender studies</b> P49	Janet and Andy discuss gender stereotyping P50 <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 P54	Has feminism gone too far? P56 All in the brain? P57 <i>Listening to natural English: noticing the degree of emphasis</i>
<b>Unit 6</b> <b>All in the past</b> P61	Janet learns about the history of the Houses of Parliament P62 <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 P66	On the high seas P68 Pompeii P69 <i>Listening to natural English: the use of the word so</i>
<b>Unit 7</b> <b>No place like home</b> P73	Andy looks for a new flat P74 <i>Talking about accommodation</i> <i>Making comparisons</i> <i>Complaining and criticizing</i> <i>Giving warnings and making threats</i>	Homes in Britain P78	Living in my car P80 The boomerang generation P80 <i>Listening to natural English: vague language</i>
<b>Unit 8</b> <b>Architecture: frozen music</b> P85	Janet does an interview with an expert on buildings P86 <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 P90	East meets West P92 The world's most unusual architecture P93 <i>Listening to natural English: agreeing and disagreeing</i>
<b>Unit 9</b> <b>Words of wisdom</b> P97	Janet learns to speak like a Londoner P98 <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 P102	Languages in danger P104 When a dog wags its tail ... P105
<b>Unit 10</b> <b>The human spirit</b> P109	Janet says goodbye P111 <i>Giving positive opinions</i>	Expect the unexpected P114	Survival at sea P116 Because it's there ... P117 <i>Listening to natural English: formal and informal register</i>
<b>Communication Activities</b> P121			

Presentation skills	Pronunciation	Unit task
Giving a talk P10 <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 P11	Making a life plan P12
Giving a lecture P22 <i>Giving an introduction</i> <i>Giving an overview</i>	Linking sounds Unstressed words Plosion P23	Preparing a top five list of favourite things to read P24
Holding a debate P34 <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 P35	Presenting a review of fashion in China P36
Supporting opinions with facts and figures P46 <i>Talking about research</i> <i>Quoting statistics</i> <i>Arguing against research</i>	Weakened consonant Intonation P47	Presenting a financial report P48
Leading a formal discussion P58 <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 P59	Taking part in a television programme P60
Presenting both sides of an argument P70 <i>Agreeing</i> <i>Stating that both views are important</i> <i>Stating whether your opinion has changed</i>	Unstressed words Natural connected speech P71	Acting out an important moment in history P72
Giving a talk P82 <i>Making superlative statements</i> <i>Asking about meaning</i>	Strong and weak pronunciation of <i>h</i> Natural connected speech Sense groups P83	Role-playing an interview for a flat-share P84
Holding a debate P94 <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 P95	Presenting a design to a committee P96
Giving a talk P106 <i>Invoking listeners' imagination</i> <i>Expressing sadness for others</i> <i>Speaking emphatically</i>	Natural connected speech Sense groups Stressed words Unstressed words P107	Writing a questionnaire and report about learning English P108
Narrating an exciting adventure P118 <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 P119	Holding a press conference P120

**Unit**  
**1**

# Nine to five

Janet and Andy talk about  
their future plans

## How to get a job

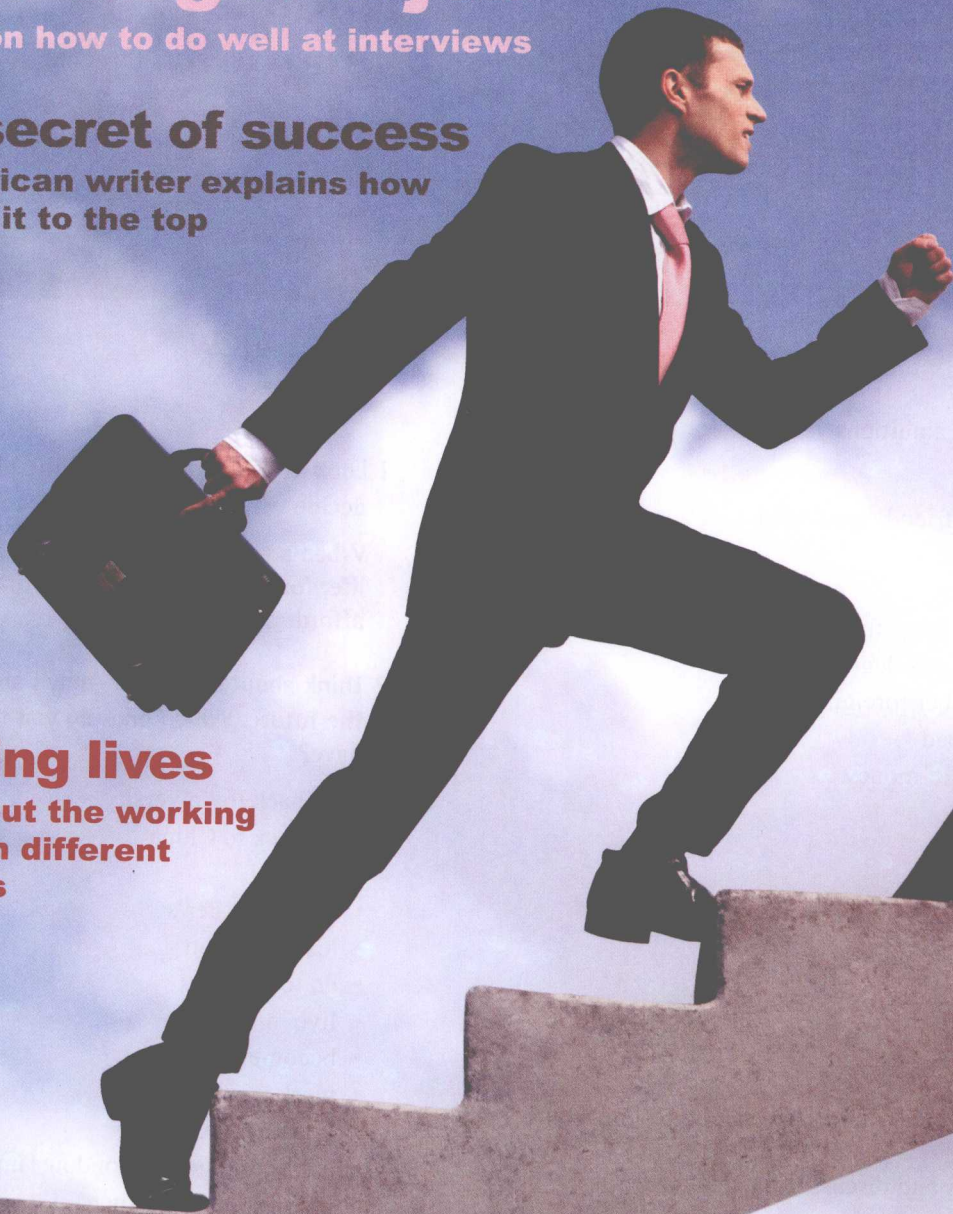
Advice on how to do well at interviews

## 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



**N**ew Standard  
College English



## 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.





Conversation 2

gofer /'gəʊfə/ n. 杂工 (做送信等杂事的人)

competent /'kɒmpɪtənt/ a. 能胜任的, 能干的

buddy /'bʌdi/ n. (AmE) 朋友

4 Work in pairs and discuss the questions.

- 1 Have you ever been tired of your home town?
- 2 Have you ever thought of living in another city, or another country?
- 3 Do you know what your plans are next year?
- 4 When was the last time you updated your CV?
- 5 What would be your ideal job in the future?
- 6 Do you think it would be a good idea to look for a job together with a friend?

5 Now watch Conversation 2 and make notes about:

- 1 Joe's past career \_\_\_\_\_
- 2 Andy's future ambitions \_\_\_\_\_

3 Watch Conversation 1 again and check (✓) the true statements according to the clip.

- 1 Samuel Johnson was tired of London.
- 2 Janet plans to go back to China and become a teacher.
- 3 Andy plans to leave London and go to China next year.
- 4 Janet has no intention of staying in London.
- 5 Neither of them has written a CV.
- 6 Janet's CV isn't good enough to get a job in publishing.
- 7 Janet thinks she's got a good chance of getting a job at London Time Off.
- 8 They talk about looking for work together.

Language and culture

**Samuel Johnson** (1709–1784), often referred to as Dr Johnson, was an English author, who wrote poetry, novels, literary criticism and political essays. He is most famous for his work on the first *Dictionary of the English Language*, published in 1755.

6 Choose the best way to complete the sentences.

- 1 Andy probably likes working for London Time Off because \_\_\_\_\_.
  - (a) he wants to be a producer
  - (b) he could find work in the parent company
  - (c) he gets on well with Joe
  - (d) his roots are in London
- 2 \_\_\_\_\_ is a job for people starting out in the film and TV industry.
  - (a) Producer
  - (b) Researcher
  - (c) Editor
  - (d) Gofer
- 3 Andy will probably leave London Time Off if \_\_\_\_\_.
  - (a) a producer's job isn't available
  - (b) he can't have Joe's job
  - (c) Joe and he can't get along better
  - (d) he can go to the US and do media studies
- 4 Andy was probably going to ask Janet if \_\_\_\_\_.
  - (a) she'd like to have a drink with him
  - (b) she's thirsty
  - (c) she'd like to go out with him
  - (d) she has any secrets