



普通高等教育“十一五”国家级规划教材

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# New Framework

Student's Book

## 新编

# 大学基础英语

## 综合教程

# 3

原著 Ben Goldstein with Leanne Gray

改编 《新编大学基础英语》改编组



高等教育出版社  
HIGHER EDUCATION PRESS



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# 前言

普通高等教育“十一五”国家级规划教材《新编大学基础英语》是在西班牙里奇蒙德出版公司(Richmond Publishing)出版的NEW FRAMEWORK系列教材的基础上,根据教育部《大学英语课程教学要求》,结合我国当前高等学校音乐、体育和美术专业大学英语教学实际和我国社会经济发展对该类专业学生英语综合应用能力,特别是听说能力的要求,改编的一套新颖而实用的大学英语教材。

NEW FRAMEWORK系列教材根据欧盟最新语言教学大纲(Common European Framework of Reference for Languages: Learning, Teaching, Assessment,简称CEF)编写。该系列教材的教学设计以培养学生的交际能力为目标,通过一系列以真实的交际情景为依据而设计的学习任务与活动,实施交互式的课堂教学。选用的材料与现代大学生的生活、学习和今后的工作息息相关,具有很强的趣味性。学习任务与活动的设计可参与性强,语言技能训练全面,语法与词汇学习作为进行交际的必要工具放在交际情景中,可达到学以致用目的。该套教材的理念和运用的教学法体现了现代外语教学的研究成果,与我国大学英语“培养学生的英语综合应用能力,特别是听说能力”的教学目标相吻合。

在改编的过程中,我们坚持突出原教材以培养学生的交际能力为目标的鲜明特色,发扬原教材根据真实的交际情景而设计的灵活多样的学习任务与活动的优点,同时做到满足中国大学生,尤其是音、体、美专业学生英语学习的需求,使该系列教材结构更加清晰,便于教学。

经改编,《新编大学基础英语》具有以下特色:

1. 注重听说,以交际为目标。通过以真实的交际情景为依据设计的学习任务与活动,实施交互式的课堂教学。设计的学习任务与活动具有很强的可参与性,语言技能训练涉及听、说、读、写的方方面面,符合我国大学英语的教学目标。

2. 结构灵活,便于安排教学。每册由12个单元和4个World English DVD组成。尽管每单元各部分之间相互交叉,但每一部分又可以相对独立。教师可根据教学对象的需求和时间自行安排教学计划。

3. 易学易练,重视语言基础。语法与词汇作为进行交际的必要工具放在交际情景中,达到学以致用目的。在听力与阅读材料中列出每单元要学的语法要点,突出显示,并配有情景化的练习,最大限度地为学生提供听说的机会,在练中掌握语法规则。

4. 情景真实,语言地道实用。选用的材料具有很强的趣味性和实用性,体裁与题材多样化,提供了大量的口语中的自然语句和社会交往中关键的功能语言。录音部

分反映出真实的交际情景。这些情景与单元的主题直接相关，并结合单元的语法与词汇，循序渐进。

5. 图文并茂，版式活泼新颖。大量色彩鲜明、主题突出的图片把学生带入交际情景，启发思考，激发兴趣，帮助理解和表达。

6. 整体设计，教学资源齐备。本系列教材由《综合教程》、《教学参考书》、《训练与自测》和配套的录音、录像光盘和电子教案组成。

7. 教学设计思路清晰，方法灵活多样。《教学参考书》和电子教案包括各单元的总介绍，具体目标。教学指导提供灵活多样的课堂活动和任务，对不同的教学对象具有针对性和可替换性，方便组织教学。

8. 课外练习紧扣主题，便于自主学习。《训练与自测》12个核心单元直接与教材配套，另外还有4个复习单元和单元测试，以及语言通行证。除了为教材提供相应的语法、词汇和语音练习外，每个单元还设计了指导性写作的小课程和学习策略，引导学生从阅读进入写作。书后附有练习答案和录音材料。

《新编大学基础英语》系列教材共分5级，每级由《综合教程》、《教学参考书》、《训练与自测》和配套的录音光盘和电子教案组成。

《新编大学基础英语》由广东韶关学院安晓灿教授担任总主编，大连理工大学孔庆炎教授担任总主审。本书为《新编大学基础英语综合教程3》，由华南师范大学宫超英副教授和星海音乐学院张建华教授担任主编，1-12单元的作者分别为：华南师范大学刘英杰、宫超英、詹划生、廖定中、刘晓斌和星海音乐学院刘新平、高骊萍、张建华。

本系列教材的出版得到里奇蒙德出版公司和原书编者的大力协助，在此表示衷心的感谢。

由于编者的水平有限，本系列教材难免存在不足之处，恳请广大师生批评指正。

编者  
2010年6月

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2 <b>Home Alone</b> <i>page 20</i>	Quantifiers: <i>few, little, enough</i> Present Perfect & Past Simple <b>Recycling:</b> Countable & uncountable nouns	Types of homes / materials Furniture Property <b>The Real Thing:</b> <i>whole</i>	World homes The gospel according to IKEA Kosovan refugees
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5 <b>Best Days of Your Life</b> <i>page 67</i>	Present Perfect Simple & Present Perfect Continuous <i>make, let, be allowed to, be made to</i>	School subjects Education words <b>The Real Thing:</b> <i>anyway</i>	Facebook Universities in different countries Vocational colleges
6 <b>Screen Test</b> <i>page 81</i>	The passive voice <b>Recycling:</b> Adjectives	Genres Cinema words Gradable & ungradable adjectives TV programmes <b>The Real Thing:</b> <i>then</i>	<i>Pan’s Labyrinth</i> reviews Bollywood facts Reality TV is here to stay

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	Describing your house Discussing refugees Flat sharing	Talking about rooms Changing rooms Nightmare flatmates <b>WORKBOOK:</b> <b>How to</b> interpret information when you listen	An advert for a flatmate	Silent consonants	<b>Takeaway English:</b> Renting a room <b>WORKBOOK:</b> <b>Zoom In:</b> <i>piece</i>
	Discussing cosmetic surgery Giving advice for health problems Discussing allergies	Interview with cosmetic surgeon Why allergies are increasing	A "get well soon" note <b>WORKBOOK:</b> Informal writing: e-mails	Pronunciation & spelling	<b>Zoom In:</b> Collocations: <i>way</i> <b>WORKBOOK:</b> <b>Takeaway English:</b> Sounding sympathetic
	Discussing antisocial behaviour Discussing art Debating censorship <b>WORKBOOK:</b> <b>How to</b> speak politely	Nuisance behaviour Interview with a naturist Interview with a censor	A discursive composition	Sounding natural & polite	<b>Takeaway English:</b> Polite requests <b>WORKBOOK:</b> <b>Zoom In:</b> <i>point</i>
	Discussing school subjects Talking about courses Pros & cons of university systems Discussing exams	People talking about teachers Facebook website Preparing for exams	A CV <b>WORKBOOK:</b> Writing a grant application letter	Review of strong & weak forms of modals & auxiliaries	<b>Zoom In:</b> Collocations: Education words <b>WORKBOOK:</b> <b>Takeaway English:</b> Enquiring
	Discussing films Discussing TV shows Debating "trash" TV	Discussion about films Radio report about interactive show <b>WORKBOOK:</b> <b>How to</b> enjoy watching a film with subtitles	A film review	Silent vowels	<b>Takeaway English:</b> <i>A night in or out?</i> <b>WORKBOOK:</b> <b>Zoom In:</b> Television words



Unit	Language Focus	Vocabulary	Reading
7 Crime Doesn't Pay <i>page 98</i>	Alternatives to modal verbs Reported questions Verb patterns <b>Recycling:</b> Modal verbs	Crimes Punishments Identity theft Piracy <b>The Real Thing:</b> <i>bother</i>	Crimes in world cities Cyber bullying Rock stars' opinions on music piracy
8 In the Hot Seat <i>page 113</i>	Unreal conditionals: present & past <b>Recycling:</b> Real conditionals	Prepositional phrases Local problems <b>The Real Thing:</b> <i>Who cares? / I don't care</i>	Quotations by famous politicians Infamous scandals
9 Global Inequality <i>page 125</i>	Future forms <b>Recycling:</b> <i>will &amp; going to</i>	Charities NGOs Global concerns <b>The Real Thing:</b> <i>still, mind you, though</i>	UN World Food Programme IFAW, Friends of the Earth & Oxfam Fair trade

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10 Culture Shock <i>page 143</i>	Articles Expressing contrast <b>Recycling:</b> Comparatives & superlatives	Personality adjectives Compound adjectives Marriage & gifts <b>The Real Thing:</b> <i>that's all / and all (that)</i>	Global beauty Wedding presents around the world Prejudice in the workplace <b>WORKBOOK:</b> <b>How to</b> interpret small ads
11 Icons <i>page 158</i>	Defining & non-defining relative clauses <i>which</i> <i>what</i> Modals of deduction (past) <b>Recycling:</b> Modals of deduction (present)	Types of music Music words Homophones <b>The Real Thing:</b> <i>that kind / sort of thing</i>	Biographical texts Quotations about & by Eminem Good luck charms
12 On the Couch <i>page 173</i>	<i>some- / any- / no-</i> <i>I wish &amp; If only</i>	<i>self-</i> Phrasal verbs Madness & genius <b>The Real Thing:</b> <i>it / that depends ...</i>	An extract from <i>Bridget Jones' Diary</i> The Emotional Intelligence quiz Link between madness & genius <b>WORKBOOK:</b> <b>How to</b> use your dictionary

World English DVD 4: Bantu Refugees *page 188*

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Pronunciation Worksheet *page 203*

	Speaking	Listening	Writing	Pronunciation	Takeaway English / Zoom In
	Describing local crimes Debating suitable punishments Discussing music piracy	Crime & punishment in Singapore Radio report about identity theft Opinions on music piracy	A campaign poster <b>WORKBOOK:</b> A news article	Sounding grateful or annoyed	<b>Zoom In:</b> Collocations: <i>rob &amp; steal</i> <b>WORKBOOK:</b> <b>Takeaway English:</b> Accepting & rejecting offers
	Talking about political leaders Telling & detecting lies Discussing local problems <b>WORKBOOK:</b> <b>How to</b> talk on the telephone	Opinions on politics How to spot a liar Radio phone-in about problems in Los Angeles	A letter to the editor	Word-building & word stress (2)	<b>Takeaway English:</b> Making excuses <b>WORKBOOK:</b> <b>Zoom In:</b> <i>care</i>
	Discussing ads Talking about charities Discussing donations to charity	Lecture on advertising World forums	A protest leaflet <b>WORKBOOK:</b> A job application letter	Stressed & unstressed syllables: schwa	<b>Zoom In:</b> Collocations: <i>mind</i> <b>WORKBOOK:</b> <b>Takeaway English:</b> Applying for voluntary work
	Discussing cultural misconceptions & comparisons Discussing global beauty Predicting survey results	Cultural misconceptions Unlikely couples Radio programme on a marriage survey	Taking notes A short report on marriage	Review of strong & weak forms of pronouns, articles & conjunctions	<b>Takeaway English:</b> Generalising <b>WORKBOOK:</b> <b>Zoom In:</b> Compound adjectives with prepositions
	Talking about tastes in music Talking about cultural icons Discussing the role of protest songs	Top five CDs People giving opinions about Eminem People discussing lucky charms <b>Song:</b> <i>Strange Fruit</i>	A description of a lucky charm <b>WORKBOOK:</b> Writing text messages	Homophones	<b>Zoom In:</b> Phrasal verbs with <i>out</i> <b>WORKBOOK:</b> <b>Takeaway English:</b> Signs & notices
	Doing & discussing a quiz about emotional intelligence Talking about dreams Discussing madness & genius	A radio phone-in on people's problems People talking about their childhood dreams Two biographies <b>Song:</b> <i>I've Never Been to Me</i>	A biography	Prepositions & sentence stress	<b>Takeaway English:</b> Feeling blue <b>WORKBOOK:</b> <b>Zoom In:</b> Adjectives + dependent prepositions

# 1

# The Gender Gap

- Present tense overview
- Jobs
- just

- Word-building & word stress (1)
- Character adjectives
- Collocations: take

- A profile
- Phrasal verbs with up

## Lesson 1 At Work

### Speaking & Vocabulary

#### Jobs

- 1 In China, which of these jobs are normally done by a) men, b) women or c) both equally?

nurse	computer programmer	secretary	babysitter
mechanic	bank manager	hairdresser	airline pilot
air cabin crew	university lecturer	engineer	architect

- 2 Which jobs do you think are more suited to a) women and b) men? Give reasons for your answers.

- 3 Look at the two adverts and answer these questions.

- 1 What do the pictures in the adverts show?
- 2 Is there anything unusual or surprising about them?
- 3 What is the message of the advertising campaign?
- 4 Do you agree with this message?

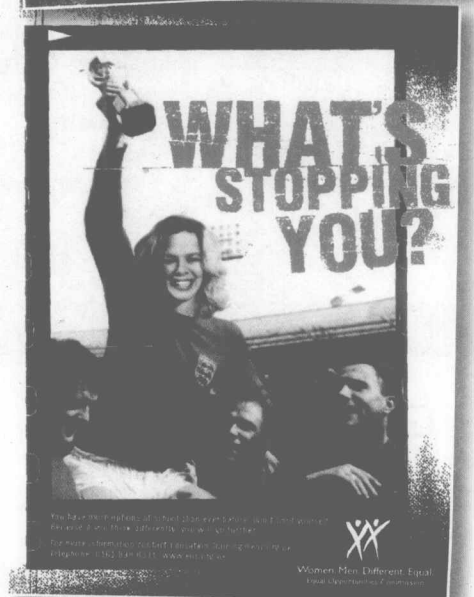
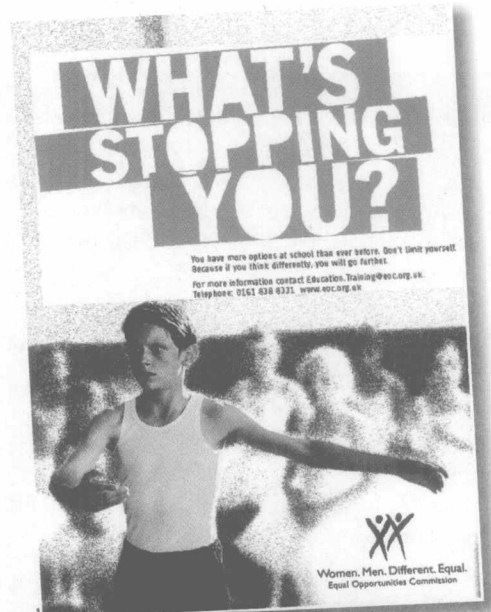
- 4 Look at the table and follow the instructions.

- 1 Work in pairs. Complete the table below with the percentage of men and women you think are employed in the following sectors in China.
- 2 Compare your answers with other pairs.

employment sectors	China ♀ / ♂ (%)	the UK ♀ / ♂ (%)
a) computing		
b) architecture		14 / 86
c) primary school teaching		
d) the law		
e) hairdressing		
f) the police force		
g) nursing		90 / 10
h) banking / insurance		

- 5 You are going to read an article called "Girls still choose 'women's jobs'". Work in pairs. Which sentences (1-6) do you think are true?

- 1 Statistics show that nothing much has changed for women at work or at school.



- 2 There is real equality in sectors like banking and insurance.
- 3 Women aren't taking more risks at work.
- 4 Women can feel optimistic about the future.
- 5 Women outnumber men in higher-paid professions such as architecture and medicine.
- 6 Boys prefer to study languages and girls Maths.

## Reading

- 1 Read the article and check your answers to Exercise 5 on pages 6–7. Correct the untrue sentences.
- 2 Complete “the UK” column in the table on page 6 with the correct percentages from the article.

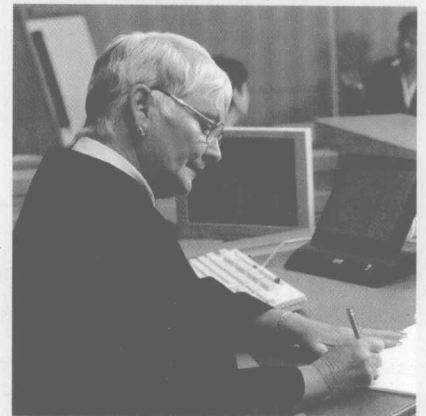
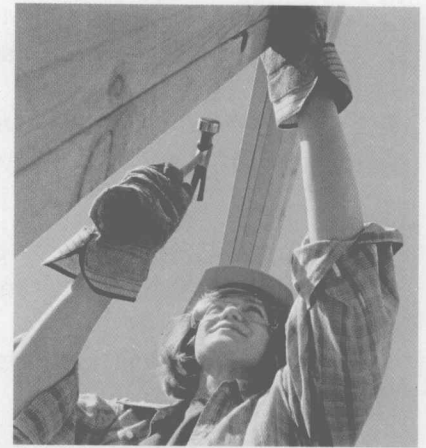
### Girls still choose “women’s jobs”

We all believe in equality, especially young people, but new research shows that nothing much has changed at school or at work — boys still prefer to study Maths and girls languages. Government campaigns such as “What’s stopping you?” are not making an impact either.

A survey organised by the EOC (Equal Opportunities Commission) shows that most children still choose school subjects and build their future careers on very traditional models. Men frequently opt for high-powered careers in architecture, computing and the police force (86, 84 and 80 percent of total workers, respectively) — professions they have dominated for generations.

As EOC chairwoman Julie Mellor says, “Working women are taking more risks, but normally concentrate their attention on a narrow range of occupations, all at the lower-paid end of the labour market.” Statistics back this up. In lower-paid professions such as nursing, hairdressing and primary school teaching, women take 90, 88 and 86 percent of the posts, respectively.

There are signs for optimism though. Currently, women are beginning to work in higher-paid professions. There is real equality in sectors such as banking and insurance — here women represent 52 percent of the workforce — while the number of female employees in the law sector has risen rapidly in the last few years: women make up 37 percent of solicitors, lawyers and judges.



- 3 Find information in the article which supports these statements.
  - 1 Young people are not taking any notice of campaigns such as “What’s stopping you?”.
  - 2 There have always been more men in high-powered careers.
  - 3 Women tend to focus on a limited selection of career choices.
  - 4 The future is looking brighter for women at work.
- 4 Translate the following sentences into English.

- 1 我们信任他，因为他总是说话算话的。(believe in)
- 2 她选择了冬天休假而不是夏天。(opt for)
- 3 在那次政治集会上，记者的数量超过了来宾。(outnumber)
- 4 尽管有暴风雨，他们还是冒险驾车赶路。(take a risk)
- 5 开车时驾驶员要把注意力集中在道路上。(concentrate one’s attention on)

## Language Focus

### Present tenses

现在时态用法比较	例句	译文
<b>一般现在时</b> 1. 表示目前经常发生的行为动作或存在的状态; 2. 常用于谈论学习和工作, 或表示习惯、能力或客观存在。	Father always reads newspapers after breakfast. Do you wash your hair every day? She can speak several languages. After summer comes autumn.	父亲总是在早餐后读报。 你每天都洗头发吗? 她能讲几国语言。 夏去秋来。
<b>现在进行时</b> 1. 表示说话时或现阶段正在进行的行为动作; 2. 表示已经确定并即将进行的行为动作。	I am still working in the bank. They are getting married next month.	我还在那家银行工作。 他们下个月结婚。
<b>现在完成时</b> 1. 表示之前已发生或完成的行为动作或状态, 其结果与现在有联系; 2. 表示持续到现在的行为动作或状态。	Up till now, we haven't received any news from her. He has lived here for twenty years.	到目前为止, 我们还没有收到关于她的任何消息。 他已经在这里住了二十年了。

See Workbook,  
PP. 1-2, Exs. 1-4

## Practice

### 1 Put the verbs in brackets into the correct tense to complete the sentences.

- 1 My parents have always had (have) the same job.
- 2 More and more women \_\_\_\_\_ (start) to work in traditionally male professions.
- 3 Most women in my country \_\_\_\_\_ (not / work) after they have children.
- 4 The number of men working as nurses or teachers \_\_\_\_\_ (increase) recently.
- 5 My father \_\_\_\_\_ (earn) more than my mother; this is normal.
- 6 The number of women in positions of political power \_\_\_\_\_ (rise) all the time.

### 2 Are these sentences true for China? Discuss with a partner.

### 3 Translate the following sentences into English.

- 1 我正在等一个很重要的电话。
- 2 我今晚不能去看电影了, 因为我把票弄丢了。
- 3 我已经等了一个小时了, 可他还是没有来。
- 4 你今晚要与比尔见面吗?
- 5 自从我搬到这里来就没有见过她。

## Lesson 2 Stereotypes

### Speaking & Reading

- 1 Look at the photo. What stereotypes about men and women does it represent?



- 2 Read this extract from an Australian website about gender in the workplace and answer the questions. Which pieces of advice are directed at men and which at women? How do you know?

a) I think it's directed at men as men can be rude.

- 3 Which pieces of advice do you agree / disagree with? Why?

- 4 Translate the following sentences into English.

- |                               |                             |
|-------------------------------|-----------------------------|
| 1 你最好能坦白地认错。(own up to)       | 4 恶习难改。(give up)            |
| 2 下雨中断了我们的棒球比赛。(interrupt)    | 5 发泄烦恼比强忍着对身体有益。(bottle up) |
| 3 你所有的朋友都会支持你的。(stand up for) |                             |

http://www.stereotypes.org

### Stop being a stereotype

Seven ways you can help mend fences in the sex war

- Focus on being "more polite". Use words such as *please* when you make a request.
- If you make a mistake, own up to it. Don't blame others!
- Speak up! Don't allow them to interrupt you. Stand up for yourself!
- Lighten up! Don't take things too seriously. Learn to separate business matters from your personal feelings.
- Don't use names like *sweetheart*, *honey*, *dear* or *darling* — it's condescending.
- If you don't succeed, don't give up! You know you can compete!
- Say what you feel. Don't bottle up your emotions.

Done

### Vocabulary 1

#### Character adjectives

- 1 Choose from these adjectives to complete the sentences below.

passive	apologetic	patronising	emotional	aggressive	competitive
rude	insensitive	dishonest	bossy	selfish	introverted

According to the website,

- stereotypical men are ...
- stereotypical women are ...

- 2 Do you know anyone (real or fictitious) who "breaks the stereotype mould"?

They say that most men are insensitive, but X is not like that. In fact, he's very ...

- 3 Tell the class about the person you chose. If you talked about a famous person, do they agree?

## Vocabulary 2

### Phrasal verbs with *up*

1 Look at the website again. Find six examples of phrasal verbs with *up*. Match them to the definitions below.

- |                        |           |
|------------------------|-----------|
| 1 don't be so serious  | 4 defend  |
| 2 stop doing something | 5 repress |
| 3 admit                | 6 protest |

2 The particle *up* can have many different meanings. Match the verbs in the box below to each category (1–3).

He looked **up** and saw the plane. 1

I gave **up** running after my accident. 2

She couldn't hear the radio so she turned it **up**. 3

We had to **drink up** very fast, because the pub was closing.

The teacher told me to sit **up** straight.

I really **cheered up** when I heard the good news.

The price of oil **shot up** during the Gulf War.

Don't **use up** all the milk, it's for breakfast!

I **ran up** the hill to catch the bus.


- 1 In an upward direction: *look up*, ...
- 2 Complete or end an action: *give up*, ...
- 3 An increase or improvement: *turn up*, ...

3 Find two other phrasal verbs with *up* in the text on page 7. Can you guess their meaning?

## Listening

1 Look at the picture. Describe what the man and woman are doing. Why is the picture unusual?



2  Listen to Jurgen and Tracey having an argument about doing the household chores. Answer these questions.

- |   |                                   |
|---|-----------------------------------|
| 1 What is the argument about?                     | 3 What does Jurgen do in the end? |
| 2 Why is Jurgen angry with Tracey and vice versa? | 4 What is Tracey's reaction?      |



The Real Thing: **just**

- 1 (1.2) Listen to these extracts from Transcript 1.1 and number them in the order you hear them.
- JURGEN: *I've just come back from the shops.*
  - JURGEN: *I've just had enough!*
  - TRACEY: *This is just my way of relaxing.*
- 2 In which sentence (a, b or c) does *just* mean "only"; "a few minutes ago"; "really"?
- 3 *Just* has a lot of different meanings. Sometimes it is used for emphasis only: "Just do it!", "Just shut up!".
- 4 *Just* can appear in a different position depending on the words it combines with. Add *just* in the correct place in each of the following sentences.
- I'm going out to the shops.
  - Don't worry. It's a window slamming.
  - I can't wait any longer.
  - The match has finished.
  - There was enough time.
- 5 (1.3) Listen and check.
- 6 Match the sentences in Exercise 4 (1–5) to the different meanings of *just* (a–e).
- |              |                     |
|--------------|---------------------|
| a) only      | d) exactly          |
| b) right now | e) a short time ago |
| c) really    |                     |

## Language Focus

*just* + Present Perfect & Present Continuous副词 **just**

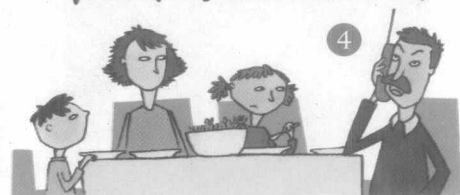
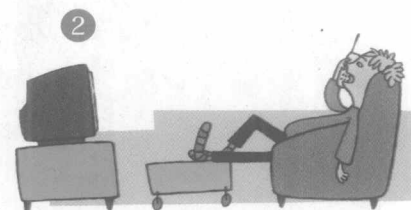
副词 *just* 通常与现在进行时连用, 表示“正好, 恰好, 正要”; 与现在完成时连用, 表示“刚才, 方才, 刚刚”。

例句	译文
Wait a minute. I'm just coming.	稍等片刻, 我马上就到。
I'm just finishing my homework — it won't take long.	我很快就写完作业, 用不了多长时间。
John's just told me that he's getting married.	约翰刚刚告诉我他要结婚了。
I've just been out shopping.	我刚才出去买东西了。

See Workbook,  
P. 2, Ex. 3d

## Practice

- 1 Match the pictures to the four phrases (a–d) below.
- OK, I'm just leaving!
  - Sorry, he's just left!
  - Actually, we're just having lunch.
  - No, it's fine, we've just had lunch.
- 2 Think of a suitable response to these questions.
- Would you like some of these chocolates?  
No thanks, I've just had a big lunch.
  - Do you fancy going out for a coffee?
  - I haven't seen James for ages! I wonder how he is.





- 4 Have you finished that report yet?
- 5 Why is there water all over the floor?

3 Translate the following sentences into English.

- |                        |             |
|------------------------|-------------|
| 1 我们正好在吃晚饭，你早些时候打过来好吗？ | 4 他们刚刚完成作业。 |
| 2 那个小男孩恰好在睡觉。          | 5 铃刚响过。     |
| 3 你刚好错过了公共汽车。          |             |

## Lesson 3 In the Picture

### Speaking

1 Look at photos a-c. What jobs are shown? How do you know?

