

Ceri Jones & Tania Bastow

with Jon Hird

新要求大学英语

Inside Out

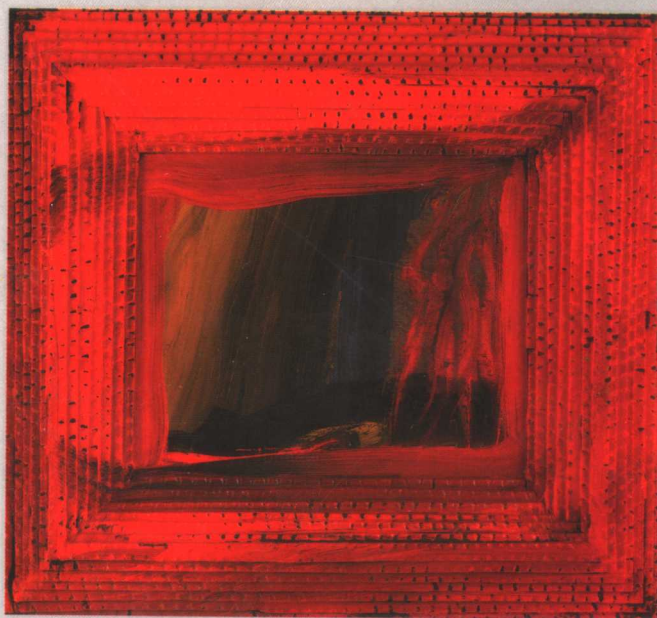
综合教程

学生用书

Student's
Book

第四册

Advanced



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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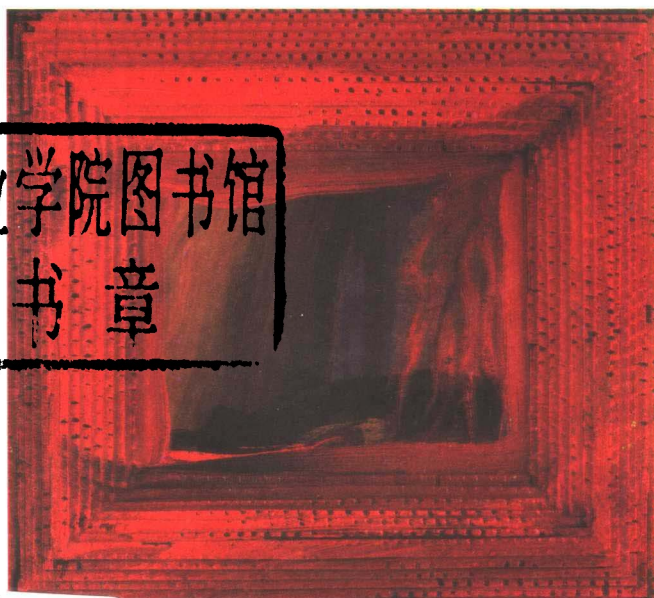
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出版前言

21世纪,我国经济和社会发展进入新的阶段,对人才的需求亦不断提高,高等教育面临新的形势和任务;英语教育加强培养大学生的英语综合应用能力,特别是听说能力,已是当务之急。

2004年6月,教育部颁布了《大学英语课程教学要求(试行)》,对学生英语能力、课程设置、教学模式和教学评估等提出了明确要求,这意味着教学手段、教材编写和出版方面的一系列变革。作为全心致力于我国外语教育事业发展的出版者,我社经过广泛比较和调研,决定引进英国著名教育出版机构——麦克米伦出版公司的全球畅销教材 *Inside Out* (《新要求大学英语》),结合国内教学实际加以改编,奉献给全国师生,希望它能成为高校贯彻课程要求的得力工具。

本教材具有下列特点:

1. 设计编写以学生为中心:完全采用注重学生知识和情感“参与”的教学策略,回答问题、讨论等开放式题型取代了机械的练习,鼓励学生结合日常生活信息来学习和运用新知识,充分体现了学生在学习过程中的主体地位。

2. 选材全面,来源真实,语言地道:教材各单元按主题划分,每个单元内又包含若干子主题,使所有学生均“有话可说”。课文选自国外的报刊、小说、网站、个人交往材料等;音像材料选自访谈、戏剧、流行歌曲等,让学生接触到真实生活中的地道英语。真实的语境、合适的话题、丰富的内容、新颖的课堂活动,能够唤起学生学习英语的兴趣,使学生通过吸收丰富的语料,快速提高听、说、读、写能力,深入了解英语国家的文化和社会知识,有效培养他们的英语交际能力。

3. 各种技能训练紧密契合,浑然一体:语法、词汇、口语、听力和写作的讲授或训练环环相扣,特色鲜明。语法学习分语言分析、强化练习和实际运用三个步骤,充分结合课文场景和学生自身生活,注重个性化;单词采用情景记忆法,利用上下文和与单元内容相关的练习形式,在课堂上和课后反复操练,注重系统性,帮助学生积极高效积累词汇;口语练习与单元主题、词汇和语法相互关联,为学生提供了学以致用机会,内容上则鼓励学生讲述真人真事,从而激发学生的交流意愿,使学生更加投入,有效提高英语表达的流利度;视听材料借助VCD、CD,用生动的题材、丰富的体裁、多样化的语言材料,为学生提供了生活中英语运用的真实例子,训练学生对日常英语的听力技能,增强他们用英语交际的自信;写作自成体系,包含在练习册中,训练学生对记叙文、议论文、信件等多种体裁的写作能力。

4. 立体化的教学资源:《新要求大学英语》共5级(含预备级,适合大学不同起点的学生使用),是一套立体化教材,课本、录音磁带和CD、多媒体光盘和网站紧密结合,互相支持。

课本以综合教程学生用书为核心,配有教师手册、练习册、课堂活动、视听说学生手册和视听说教师手册。

教材支持网站是 www.insideout.net,为教师提供了丰富的教学资源,也提供了一个与世界各地的教师交流的平台;网站还包含E-lesson,每周更新,并附有教学指南,供教师免费下载,用于课堂教学。

《新要求大学英语》是一套经过教学实践检验、旨在培养学生英语综合应用能力、特别是听说能力的英语教程。在当前英语教学环境和条件发生重大变化,各高校积极探索运用电脑和网络进行教学的情况下,本教材的立体化特征使之适于各校根据实际条件选择使用,尝试多种教学模式和教学手段。我们深信,本套教材是贯彻《大学英语课程教学要求(试行)》、提高教学质量、培养高层次人才的最好选择之一。

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Reading & listening texts

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14 Review 2


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1


Identity

1 Do you recognise these famous people?


A	
NAME	
DATE OF BIRTH	25.8.1930
NATIONALITY	SCOTTISH
OCCUPATION	LIFEGUARD




B	
NAME	
DATE OF BIRTH	1.6.1926
NATIONALITY	AMERICAN
OCCUPATION	FACTORY WORKER



C	
NAME	
DATE OF BIRTH	13.10.1925
NATIONALITY	ENGLISH
OCCUPATION	RESEARCH CHEMIST



D	
NAME	
DATE OF BIRTH	19.8.1946
NATIONALITY	AMERICAN
OCCUPATION	UNIVERSITY LECTURER



2 Check your answers on page 132.


3 Work with a partner and discuss these questions:

- What documents do you usually use to identify yourself?
- Do you always carry ID? Is this required by law in your country?
- When are you usually asked to show your ID?
- What information does your ID give about you?
- Do you have any ID on you at the moment?
- Do you like the photo? When was it taken?

Born & bred

1 Work in small groups and answer these questions:

- Where is your home town? Were you born there? If yes, were your parents born there too?
- When someone asks you where you come from what do you say? If that person was a foreigner and obviously didn't know your country very well, would your answer be the same?
- Which is most important to you in defining who you are: your town, your country, your language, your job or something else? Why?

2  01 Listen to Steve, David and Valeria answering some of the questions above. Make short notes on their answers. Which questions did they answer?

3 Compare your answers with a partner and discuss these questions:

- Which person do you identify most closely with? Why?
- Were any of their answers similar to the ones your group gave?

Close up

Types of adverbials

Language reference p6

- 1 Look at the sentences below. Underline all the *adverbials*.

- I always stress the fact that I'm Scottish and not English.
- I live in the North of England.
- I've lived there since I left home.
- I went there to study medicine.
- I really like living there.

- 2 Work with a partner and look at these six extracts from the recording. Two or three adverbials have been removed from each. Put the adverbials in the correct place in the sentences. They are given in the order you hear them.

For example:

... that's a difficult one because I've travelled around ^{so much} there, Toronto I suppose. I mean, I've lived ^{for more than twenty years} there, and that's where I was born.

so much / for more than twenty years

- He's become Canadian and he's proud of that ...
just / after thirty-five years of living there / really
- ... people take it for granted that I'm English, or maybe they're using the word English to mean British.
sometimes / when I'm abroad / just
- There is a Welsh TV channel and weekly papers and stuff, but it's not such a strong presence I suppose. I mean, it is possible to ignore it. It is possible to live and not be a Welsh speaker ...
just / totally / in Wales
- ... I've lived here and so have my family. My family have lived in the same house.
all my life / actually / for seven generations
- ... I like the idea that I'm the seventh generation of notaries in the family and that a woman can carry on what was a male tradition.
really / basically / until very recently



- 3 02 Listen again and check your answers.

- 4 Look at the adverbials that were removed in 2. Put them into the categories below.

- describes how often something happens
- intensifies an adjective
- emphasises the verb
- describes where the action happens
- describes when the action happens
- indicates how long an action continued for
- commenting on the noun phrase

Position of adverbials

Language reference p6

- 1 Work with a partner. Look at the sentences below. Where would you normally place the adverb *always* in each of them?

- We define ourselves according to our place of birth.
- We have defined ourselves according to our place of birth.
- We would have defined ourselves according to our place of birth.
- We wouldn't have defined ourselves according to our place of birth.

- 2 Look at this sentence again and answer the questions.
- (1) We (2) define (3) ourselves (4) according to our place of birth (5).
- In which position, 1–5, would you normally add these adverbials to this sentence?
 - when we are children
 - if we live there
 - on the whole
 - often
 - to some extent
 - probably
 - Which adverbials would you not use in position 2?
 - In which position can you never add an adverbial?
- 3 Modify the model sentence to fit your own opinion as closely as possible.
- 4 Look at these pairs of sentences. The adverbials in *italics* are in different positions. How does this change the meaning of the sentence?
- For example:
- A *Actually* he's performing in the play tomorrow. (and not doing something else)
- B He's *actually* performing in the play tomorrow. (and not just sitting in the audience)
- 1A *Only* Kate knows how to look after horses.
- 1B Kate *only* knows how to look after horses.
- 2A *Honestly*, I can't speak to her any more.
- 2B I can't speak to her *honestly* any more.
- 3A *Earlier*, I had wanted Rich to come to the meeting.
- 3B I had wanted Rich to come to the meeting *earlier*.
- 5 Interview another student and write a profile of them for a class magazine. Use at least five adverbials.

Language reference: adverbials

An adverbial can be a word (*usually, really, probably, softly*) or a phrase (*at home, once a week, to get a good job, when I was a child*). You generally use an adverbial to provide additional information about a verb or an adjective.

Types of adverbials

Adverbials fulfil a number of functions.

- You can use them to add information about the verb by
 - describing how often something happens
*I speak to my mother on the phone **every other day**.*
 - describing where the action happens
*I was mugged **on the way home**.*
 - describing when the action happens
*The dinner will probably be ready **by then**.*
 - telling us how long an action continued for
*He'd been dreaming about it **for months**.*
- You can use them to give extra information about adjectives, for example, by grading them.
*He was **extremely** happy to see her.*
*It was **fairly** hot for the time of year.*
- You can use them to comment on a clause or focus attention on one part of it.
***Generally speaking**, the trains are very quick and efficient.*
***Frankly**, I didn't believe a word they said.*
*I've **actually** lived here for five years now.*

Position of adverbials

You can use adverbials in three positions in a sentence.

- Initial position
***On the whole** I prefer to eat home-made food.*
 - You tend to use one-word adverbials of frequency, emphasis and probability in the mid position.
 - between the subject and the main verb:
*I **never** trusted him.*
 - between an auxiliary and the main verb:
*I've **always** loved travelling by train.*
 - In negative sentences the adverb can be placed either between the subject and a negative auxiliary:
*I **really** don't think you should be doing that.*
or directly after the negative auxiliary:
*I don't **really** think you should be doing that.*

Adverbs of probability usually follow the first pattern and adverbs of frequency usually follow the second:
*They **probably** didn't mean to offend you.*
*I don't **always** get along with him.*
 - You tend to use longer adverbial phrases and adverbs of manner in the final position.
*They finished the job **as quickly as they could**.*
- Changing the position of the adverb can change the meaning of the sentence:
- Only** Sarah has Pierre's e-mail address. (no-one else has it)*
*Sarah **only** has Pierre's e-mail address. (and nothing else)*

I am who I am

Anecdote

- 1 Which do you identify most strongly with: your job, your home town or your family? You are going to describe the importance of one of these three things to a partner. Choose which one you are going to describe and read the questions below. Think about what you are going to say and the language you will use.

LANGUAGE TOOLBOX

Stressing importance

I suppose it really means a lot to me ...
It's quite an important part of my life ...
It's kind of central to who I am, I suppose ...

Running out of things to say

Let me see ...
I think that's it.
There's not much else to say really.
I'm not sure what else I can tell you.
I'm sure you know what I mean.

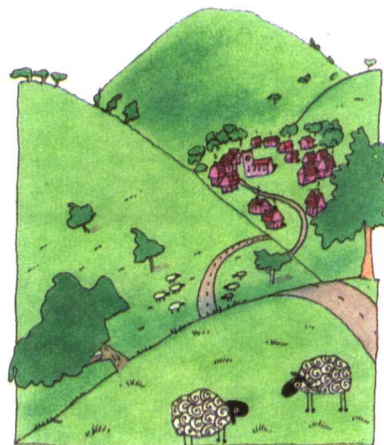
Your job

- ☐ What do you do?
- ☐ How long have you done it for?
- ☐ Did you need to study a lot to do it?
- ☐ Have you always wanted to do this job?
- ☐ Does anybody else in your family do the same job?
- ☐ What do you most enjoy about your job?
- ☐ Is there anything you don't enjoy?
- ☐ Do you think you will continue in the same job for the rest of your working life?
- ☐ Is there anything else you'd like to add?



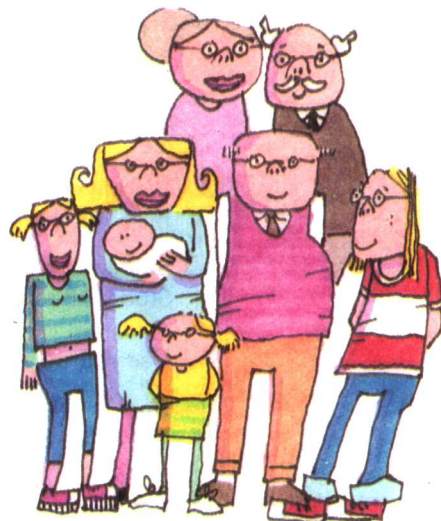
Your home town

- ☐ Do you still live there? If yes, do you think you will ever leave? If not, would you like to go back there to live sometime?
- ☐ How long have you lived there/did you live there?
- ☐ Has your family lived there for generations or do your parents come from somewhere else?
- ☐ What's your favourite place in the town? Why?
- ☐ At what time of year is the town at its best? And its worst?
- ☐ Is it famous for anything? Do tourists come to visit it?
- ☐ Is there anything else you'd like to add?



Your family

- ☐ Do you come from a big family?
- ☐ How many brothers or sisters do you have?
- ☐ Do you have any children?
- ☐ Who do you get on with best of all?
- ☐ Is there anyone in your family you don't get on with?
- ☐ Are you a close-knit family?
- ☐ What kind of things do you do together?
- ☐ How much time do you spend together?
- ☐ Do you prefer spending time with your family or with your friends?
- ☐ Do you go on holiday with your family?
- ☐ Is there anything else you'd like to add?



- 2 Work with a partner. Tell them about the thing you identify most strongly with. As you listen to your partner's anecdote, make a note of any questions you'd like to ask. When your partner has finished, ask your questions.

The gender gap



- 1 Work in small groups and discuss these questions. Which question generates the most discussion?
 - a) If you were a member of the opposite sex how would your life be different?
 - b) To what extent does our society expect men and women to fulfil different roles?
 - c) Do you think men and women think differently or perceive the world differently?
- 2 You are going to read an extract from a book that explores the differences between men and women. Work with a partner. Read the blurb from the book cover and answer the questions which follow.

Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: they forgot they were from different planets.

Using this metaphor to illustrate the commonly occurring conflicts between men and women, Dr John Gray explains how these differences can come between the sexes and prohibit mutually fulfilling loving relationships. Based on years of successful counselling of couples and individuals, he gives advice on how to counteract these differences in communication styles, emotional needs, and modes of behaviour to promote a greater understanding between individual partners.

(Excerpt from *Men Are From Mars, Women Are From Venus* by John Gray, Ph.D.)

- a) Have you read the book? If you have, did you enjoy it? If you haven't read it, have you heard of it? What kind of book is it? Who was it written for? What do you think the main argument is?
- b) The book is based on the premise that men and women are very different. The author mentions three categories of differences: communication styles, emotional needs and modes of behaviour. What do you think the differences are?
- c) Which of the following do you think he associates with men and which with women?

uniforms self-help books romance sports clothes shopping
gadgets and gizmos spirituality communication power

- 3 Work with a partner. You are going to read two extracts in which the author highlights the main differences between the two sexes.

Student A read about life on Mars on page 132.

Student B read about life on Venus on page 134.

- 4 Use your notes to tell your partner about your extract and then discuss these questions:
 - a) Do you identify with the description given of your sex?
 - b) Are men and women really different?

Lexis 1 Do these sentences refer to men or women?

- a) ____ value power, efficiency, and achievement.
- b) The issue of competence is very important to ____.
- c) ____ value love, communication, beauty and relationships.
- d) ____ experience fulfilment through sharing and relating.
- e) ____ feel satisfaction when they win a race, achieve a goal, or solve a problem.
- f) ____ take pride in being considerate of the needs and feelings of others.
- g) ____ are always doing things to prove themselves and develop their power and skills.

- 2 Find words or phrases in the sentences in 1 to match the definitions below.
- the knowledge and abilities that enable you to do something well, which can often be learnt
 - something which someone has succeeded in doing, especially after a lot of effort
 - the general ability to do something well or efficiently
 - the quality of being able to do a task successfully without wasting time or effort
 - the pleasure you feel when you have done something well
 - the feeling you have when a hope, dream or ambition has been realised
 - thoughtful towards other people
 - to think that something is important and to appreciate it

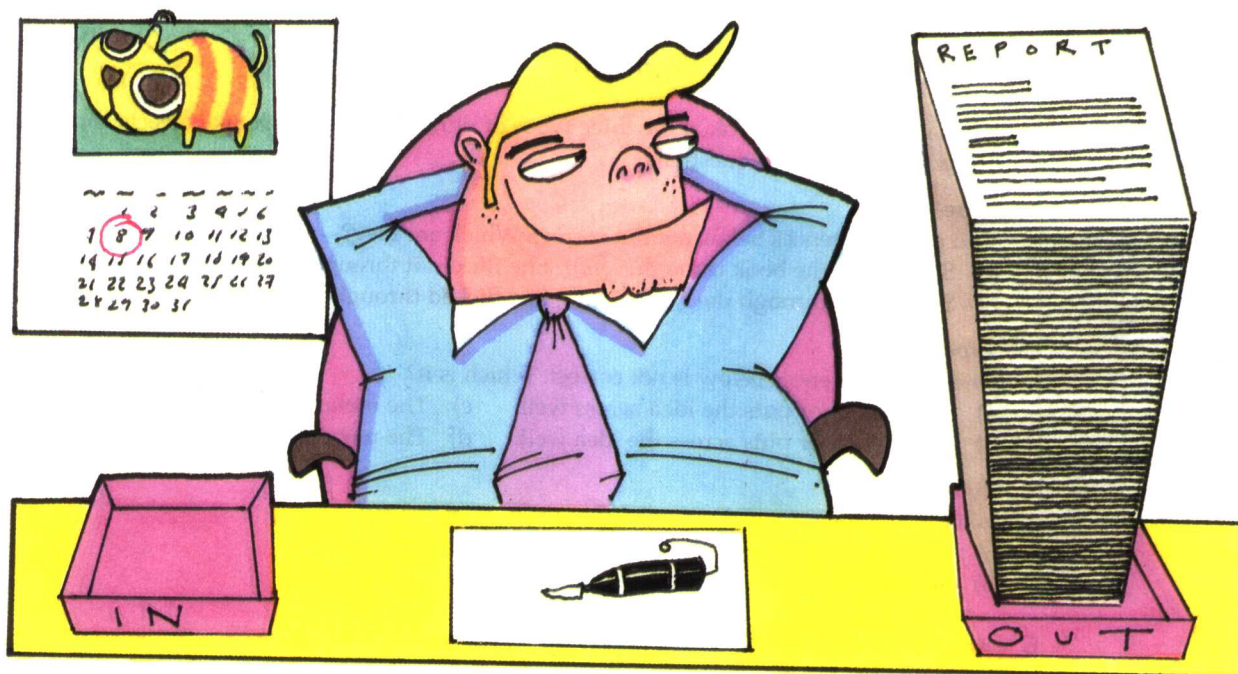
- 3 Create a table and complete it with the verb, noun, adjective and adverb forms for your answers to 2 where appropriate.

For example:

noun	verb	adjective	adverb
skills	–	skilful / skilled	skilfully

- 4 Complete these sentences using words from 3.


- I always try to take other people's points of view into ____ before making a decision.
- I find helping others very ____.
- Honesty is the thing I ____ most in a friend.
- I always feel really ____ when I manage to reach a deadline.
- Passing my degree has been my greatest ____ so far.
- I really admire people who are super- ____ and always manage to do everything on time.
- My job is the one thing that gives me real ____.
- Using a computer is probably one of the most important ____ I've learnt in my present job.
- Feeling ____ about doing my job gives me confidence.



- Do you agree with the sentences in 4? If not, change them so they are true for you.
- Work with a partner and compare your answers.

Close up

Phrasal verbs with objects

- 1  03 Listen to Martha and Liz discussing the book *Men Are From Mars, Women Are From Venus* and answer the following questions:

- Have they both read the whole book?
- What do they think of it?
- Which passages from the book do they discuss?

- 2 Work with a partner. Look at the statements below. Are they true or false according to the conversation you've just heard?

- Neither of them has read the book, they've only had a chance *to look at* it *very quickly and superficially*.
- Both think the Mars/Venus metaphor is a good way *to communicate* the idea of the difference between the sexes.
- The book claims that men prefer *to find solutions* to their problems by talking to someone.
- The book suggests that men tend *to reflect on* their problems.
- The book suggests that women tend *not to show* their feelings.
- The book suggests that women do not like *to discuss* their problems.
- The book suggests that men's refusal to talk about their problems tends *to depress* women.
- The main solution the author is able *to propose* is to learn to understand and *to tolerate* our differences.



Martha and Liz

- 3 Listen again and check your answers.

- 4 Look at the sentences in 2 again. Match the phrases in *italics* to the phrasal verbs below.

- | | | |
|------------------|--------------------|-------------------|
| 1 to sort out | 4 to flick through | 7 to talk through |
| 2 to bottle up | 5 to think through | 8 to put across |
| 3 to put up with | 6 to get down | 9 to come up with |

- 5 Work with a partner. Look at the three types of phrasal verbs which take objects shown below and answer the questions.

Type 1

Two of the sentences below are not correct. Which are they?

- She flicked the book through.
- She flicked through the book.
- She flicked it through.
- She flicked through it.

Type 2

One of the sentences below is not correct. Which is it?

- The metaphor puts the idea across well.
- The metaphor puts across the idea well.
- The metaphor puts it across well.
- The metaphor puts across it well.

Type 3

What is the correct word order for these sentences?

- differences we others' put should each with to learn up.
- author with what up solution did the come?

- 6 Answer these questions:

- What are the rules for word order in types 1 and 2?
- Are type 3 verbs similar to type 1 or type 2?

- 7 Look at the other phrasal verbs in 4. Are they type 1, 2 or 3?



'I can't stand him, really, but I quite like dressing him up.'

8 Complete the sentences below with a phrasal verb from 4. Put the object (in brackets) in the right position.

- I try not to ____, it's always much better to talk about them with a friend. (my feelings)
- I hate asking people for help. I'd much rather ____ on my own. (my problems)
- I don't often buy a newspaper, but sometimes I ____ at the bar. (one)
- I'm not a very confident speaker. Sometimes I'm not sure I've managed to ____ very effectively. (my ideas)
- My motto is 'if you can't change it, then you'll just have to ____'. (it)
- I tend to be a little too impulsive and don't ____ enough. (things)
- I hate arguments, I'd much rather ____ quietly and calmly. (things)
- My sister's a really happy, positive person, nothing ever _____. (her)

9 Are the sentences in 8 true for you? If not, change them so that they are true. Compare your answers with a partner.

My girl

- Work with a partner. Make a list of five common complaints girlfriends and boyfriends make about each other. Do the complaints differ according to sex?
- You're going to listen to a song about an argument between a couple. Look at these expressions from the song. What do you think the problem between them is?

had enough on my own why can't I explain
we argued just the other night I don't care
see the film tonight lovely to me on the telephone
doesn't understand talked it out mad at me


- 04 Listen to the song and put the expressions in the order you hear them.
- Were your predictions correct? What is the boy complaining about? What is the girl upset about?




Madness

Madness are a popular British band who reached the peak of their career in the 1980s. They had many hits including *House Of Fun*, *Baggy Trousers* and *It Must Be Love*.



- 5 Work with a partner. Act out their telephone conversation.
Student A look at page 133.
Student B look at page 135.
- 6  05 Listen to the conversation. Was it very different from yours?
- 7 Work with your partner. Here are some extracts from their telephone conversation. Do you remember who said each line, the boy or his girlfriend?
- ... a bit stressed out, had a hard day at work, you know, the usual.
 - So, what about the film then?
 - ... do you mind if we go another night?
 - What's going on?
 - I just don't fancy it tonight ...
 - Have I done something wrong?
 - But not tonight, eh? The football's more interesting ...
 - Shall I come and pick you up?
 - Let's just drop it.
 - Whatever. Just please yourself.
- 8 Listen again and check your answers.
- 9 What do you think he should do now?

Getting angry

- 1 Work with a partner. Look at these two extracts from the telephone conversation and discuss the questions that follow.
- A But not tonight, eh? The football's more interesting I suppose.
B No, forget it! I wouldn't want you to go out of your way or anything!
- Does the girl mean what she says?
 - How does she convey her anger?
- 2  06 Listen to the two extracts being repeated, first in a normal tone and then angrily. What is the difference?
- 3 Look at tapescript 05 on page 144. Find other phrases where the girl uses an angry tone of voice. Work with a partner and read the conversation aloud.

Language reference: phrasal verbs with objects

There are three basic types of phrasal verbs which take an object.

Type 1: not separable

verb + particle + object

They flicked through the newspaper.

The research group looked into it quite thoroughly.

Type 2: separable

1 verb + object + particle

We picked the rest of the party up at the corner.

He'll be bringing the issue up in the next meeting.

2 verb + particle + object

We brought up the subject of Harry's birthday party.

John and Linda have broken off their engagement.

If the object is a pronoun, only the first order is possible: verb + object pronoun + particle

I'm trying to sort it out. ✓

I'm trying to sort out it. ✗

The second order is favoured if the noun phrase is particularly long:

He bottled up all his negative feelings against his mother-in-law until he could stand it no longer.

Note: Distinguishing between type 1 and type 2 is never easy, but a good dictionary will tell you which pattern any verb follows.

Type 3: two particles

verb + particle + particle + object

In this type of phrasal verb the particles are not separable.

I had to come up with a solution quickly.

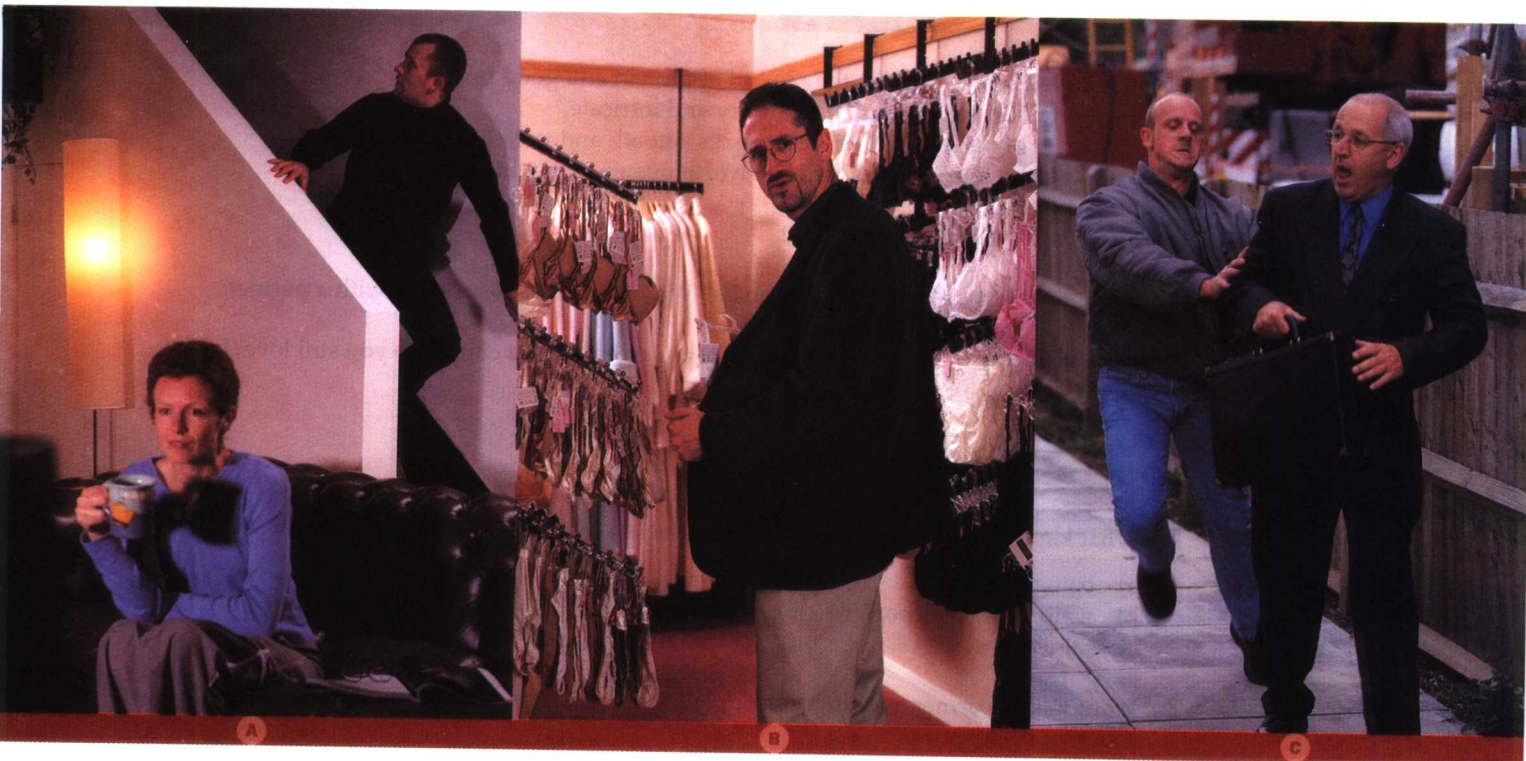
I've always looked up to my father.

Mistaken identity

- 1 Work with a partner. Read this passage and decide whether the statements that follow are true, false or unknown.









A young man drove a car into a car park. He had just thought how badly lit it was when a man appeared next to the car and said, 'Give me the keys.' The owner of the car reluctantly handed over a large bunch of keys. The car was driven away at speed. Shortly afterwards, a police officer arrived.

- a) The car was driven into the car park.
 - b) The young man parked the car.
 - c) A man demanded the car keys.
 - d) The driver handed over the keys.
 - e) The car was stolen.
 - f) The police were called shortly after the incident.
 - g) A policeman arrived.
 - h) Three people are involved in the story.
- 2 Check your answers on page 137.
- 3 The text is *not* describing a car robbery. What do you think the situation might be? Work with your partner and think of a story which fits with all the facts given in the passage.
- 4 Tell your story to the class. Which story was the most original?
- 5 Work with a partner. Look at the three photographs below. What do you think is happening in each one?



- 6 Turn to page 132 and read about the three situations. Were you right?
- 7 Have you ever interpreted a situation incorrectly or jumped to the wrong conclusions? Discuss your answer with a partner.


- 1 Four people were asked 'If you were a food, what food would you be?' Which of the four do you think gave each of the answers below? Why?

1 Melody, an art teacher and mother	2 Nicholas, an army officer	3 David, a sailor	4 Zena, a pensioner
			
a 	b 	c 	d 

- a) 'Baked beans, because they're full of protein and good for you.'
 b) 'A cauliflower, because it's flowery and intricate.'
 c) 'A bar of dark chocolate, because it's smooth and velvety like me!'
 d) 'Nuts, because they're hard but worth opening for what's inside!'

- 2 Check your answers on page 132.
 3 If you were a food, what would you be? Why? Discuss your answer with a partner.
 4 Were there any foods you particularly loved or hated as a child? Do you still love/hate them?

Food associations

- 1 What kind of food or drink would you associate with the following situations? Why?
- | | |
|--------------------------|-----------------------------|
| a) being in love | d) summer |
| b) waiting at an airport | e) the end of a hard day |
| c) rainy days | f) your grandmother's house |
- 2 Work with a partner and discuss your answers. Are your partner's associations very different from yours?
- 3  07 Listen to six people giving their answers to 1. Answer these questions for each person:
- a) Which situation are they talking about?
 b) What food do they associate with that situation?