



普通高等教育“十一五”国家级规划教材



College English 4

新通用大学英语

Top Notch

综合教程

Integrated Course

Joan Saslow Allen Ascher 原著
《新通用大学英语》项目组 改编



高等教育出版社
Higher Education Press





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《新通用大学英语》立体化系列教材

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前 言

《通用大学英语》最早出版于1998年8月，是国内开发较早的一套面向学习者需求的系列电子教材。《新通用大学英语》是在国家“九五”重点科技攻关项目——《通用大学英语》的研究、开发与应用的基础上，依据教育部新近颁布的《大学英语课程教学要求》重新研发的一套供大学基础阶段英语教学使用的立体化系列教材。

本系列教材共分为6级，供大学英语课程的一般要求和较高要求层次的教学使用。每级由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》以及配套的电子教案、网络课程等组成。

本系列教材以面向信息时代的大学英语教学内容、课程体系和教学方法的改革为出发点，充分考虑现代教育技术在大学英语教学中的应用，力图建立一套能适应以学生主动、交互和自主学习为主的，集先进的语言学习理论、教学理论和教学手段与媒介于一体的，具有时代特色的本土化与国际化相结合的新型大学英语立体化教材。在设计及编写上充分吸纳了国内外教材先进的编写理念与特色，引进了2006年获得美国教育出版大奖的*Top Notch*，为教材提供了真实、自然与鲜活的语料。在教材的引进、改编与自主研发等方面，我们进行了积极有益的探索，主要体现在以下几个方面：

◆ 系统化的语言教学思想

本套教程采用了多技能交际大纲的编写原则，融语言知识与听、说、读、写四项技能于一体，同时扩展了语音和词汇部分内容，并辅以先进的多媒体与网络教学手段。以全面提高学习者的英语交际能力为目标，以交际主题为线、意义构建为本，以活动为导向、任务为驱动，通过多样化的交际活动与探究式学习来进行知识建构，并以形成性评价作为教学重要的评价方法，来培养学生的综合分析能力和跨文化交际能力。

◆ 模块化的内容架构

每一册书共有10个单元，每单元2课。这10个单元的主题均贴近学生的生活现实，其情景的设置与学生在学校、社会以及未来的生活密切相关。每个课程单元又分为单元导入、听、说、读、写等几大模块，每个模块的内容均与主题相关，并重点操练2~3种语言功能。

◆ 知识性、趣味性与文化性并重

在语料的选择方面，注重语言素材与中西文化的结合，融知识性、趣味性与文化性于一体，题材广泛、体裁多样、语料真实、语言地道、版式活泼、图文并茂。在内容设计上，力求语言知识学习、文化意识与批判性思维能力的培养并重。

◆ 一体化的教学解决方案

由《综合教程》、《阅读教程》、《综合技能训练》、《教学参考书》、电子教案、网络课程和基于教学内容的语料库等构成了完备的一体化的教学解决方案。

《综合教程》包括10个学习单元，每单元的结构由以下部分组成：

◆ 单元目标：用明晰的行为动词词组来阐述本单元的语用与交际目标。

◆ Lesson 1

■ Lead-in：课程单元的导入部分，通过情景剧片断来导入每课的主题，有利于激发学生的英语学习兴趣，激活学生原有的知识，在新旧知识间构筑有机的联系。

■ Listening：与单元主题相关的对话与短文，以及相应的听力练习。

■ Speaking：主要包括Conversation Model和Conversation Pair Work两部分。同时，根据不同的学习内容，提供有关口语方面的学习策略指导。Conversation Model为学生提供一定场景下的交际活动框架，图文并茂的场景为进一步开展口语活动提供了素材，同时也兼顾了不同层次学习者的需求。Conversation Pair Work通过引导性的会话模式与框架，让学生可以进一步操练会话，并拓展会话内容。第四册主要包括Conversation Snapshot以及相应的课堂会话活动。

■ **Reading:** 主要包括Topic Preview、Text A 和 Text B三部分。并依据不同的学习内容, 给予相关阅读方面的学习策略指导。Topic Preview 通过图文并茂的语料, 依据可理解性输入原则与图示理论, 在新旧知识间构筑有机的联系, 对下一步阅读活动的开展起到了良好的热身作用。在阅读文章Text A 和 Text B后, 本书设计了相应的阅读练习帮助学生巩固提高。

■ **Writing:** 写作的核心是Discussion和Writing Practice两部分。Discussion通过互动性与讨论式的方式来加深及拓展学生的知识结构。Writing Practice采用任务链的形式, 通过引导性的练习为后面的写作任务做准备与铺垫。

Lesson 2

本部分所包括的结构与Lesson 1基本相同, 但在内容的深度与广度上有所深化与扩展, 在能力与语言技能方面亦有所增强, 尤其是在写作方面, 采用了交互式的过程性写作的模式。

■ **Reading:** Text C从难度上较Text A、Text B提高一个层次, 旨在使学生适应四级考试的要求。课文后设计了从课文分析到词汇等各方面的练习。

■ **Extended Exercises:** 通过综合性的扩展性训练, 来巩固每一单元的语言知识, 强化语言技能。

■ **Checkpoint:** 针对单元学习目标与学习内容, 将抽象的目标描述转化为明晰的学习诊断, 可起到良好的教学反馈作用。

《新通用大学英语》由东北大学、哈尔滨工业大学、哈尔滨工程大学、黑龙江大学、东北林业大学、哈尔滨理工大学、沈阳理工大学、辽宁科技大学等多位教授与英语教学专家分工协作、集体编写而成。香港中文大学的孔宪辉教授、David Coniam教授、Arthur McNeill博士和马冠芳博士承担了本系列教材的审定与顾问工作。

本系列教材在策划、设计与编写过程中得到了高等教育出版社外语出版中心的大力支持与帮助, 东北大学教务处、东北大学外国语学院以及东北大学计算中心和沈阳理工大学外语学院的领导为本教材的编写和试用提供了鼎力支持, 在此一并表示感谢。我们也对在本教材编写、制作和使用过程中给予指导和帮助的师生表示感谢。尽管编写时我们在探索和体现新型教学思想方面尽了最大努力, 但由于水平、经验有限, 这套教材中难免有一些不尽如人意之处, 我们热诚欢迎广大师生在使用本教材时提出宝贵的意见。

《新通用大学英语》项目组

2008年1月

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Scope and Sequence

UNIT	Lesson	Lead-in	Listening
 New Perspectives <i>Page 6</i>	1	On-the-Street Interview: I'm very outgoing...	Part 1 Talk About Working in Another Country Part 2 Share a Life-changing Experience
	2		Talk About Making Invitation List
 Musical Moods <i>Page 27</i>	1	TV Documentary: Beck	Part 1 Talk About Musical Tastes Part 2 Discuss the Benefits of Music
	2		Talk About Concert
 Money Matters <i>Page 49</i>	1	On-the-Street Interview: I'm a little better about saving...	Part 1 Talk About Saving Money Part 2 Describe Your Spending Habits
	2		Talk About Financial Goals
 Looking Good <i>Page 69</i>	1	TV Documentary: Selling Them Short	Part 1 Talk About Dressing Up and Dressing Down Part 2 Evaluate Ways to Change One's Appearance
	2		Talk About Hair Styles
 Community <i>Page 90</i>	1	On-the-Street Interview: I enjoy living in the city because...	Part 1 Talk About City Life Part 2 Discuss Social Responsibility
	2		Talk About Living in the City

Speaking	Reading	Writing
Describe People's Personalities	Text A The Power of Optimism Text B Maintaining a Positive Perspective	Describe Optimists or Pessimists
Describe People's Personalities	Text C How to Change Your Point of View	Describe Personality Types
Describe the Music You Listen to	Text A Ray Charles Text B Ludwig van Beethoven: A Passion for Music	Describe Yourself
Describe the Music You Listen to	Text C What Do They Tell Us About	Describe a Friend or a Relative
Express Buyer's Remorse	Text A A Gift-giver's Guide Text B Paul Newman: Actor and Philanthropist	Describe a New Charitable Organization
Express Buyer's Remorse	Text C Financing a New Car	Explain Your Financial Goals
Comment on Fashion and Style	Text A From Shocking to Striking Text B Who Defines Beauty	Compare Two People's Tastes in Fashion
Comment on Fashion and Style	Text C African Fashion Clothing	Compare Ways People Make Themselves More Attractive
Politely Ask Somebody Not to Do Something	Text A Canberra: A Planned City Text B The Advent of the Megacity	Complain About a Problem
Politely Ask Somebody Not to Do Something	Text C Management of Calcutta Megacity	An E-mail Letter to An International Website

Scope and Sequence

UNIT	Lesson	Lead-in	Listening
 Animals <i>Page 110</i>	1	TV Documentary: Pecking Order	Part 1 Talk About Animals in Zoos Part 2 Compare Animal Characters
	2		Talk About Pets
 Advertising and Consumers <i>Page 130</i>	1	On-the-Street Interview: I think there's too much of it	Part 1 Talk About Ads Part 2 Persuade Someone to Buy a Product
	2		Talk About Buying
 Family Trends <i>Page 149</i>	1	TV Documentary: Being a better parent	Part 1 Talk About Music Tastes Part 2 Compare Generations
	2		Talk About Parent-teen Issues
 History's Mysteries <i>Page 170</i>	1	On-the-Street Interview: I don't believe everything I read...	Part 1 Talk About a Mystery Part 2 Discuss How Believable a Story Is
	2		Talk About Mysteries
 Your Free Time <i>Page 192</i>	1	TV Documentary: The Work Obsession	Part 1 Talk About R & R Part 2 Describe the Risk-taking Personality
	2		Talk About Leisure Time

Glossary for Listening Page 214

Glossary for Reading Page 216

Speaking

Reading

Writing

Discuss the Benefits of Certain Pets

Text A Finding the Best Pet for You
Text B Protecting Our Natural Inheritance

Express an Opinion on Animal Treatment

Discuss the Benefits of Certain Pets

Text C The Universal Declaration of Animal Rights

Express an Opinion on Animal Conservation

Give Shopping Advice

Text A Upward Trend in Global Online Shopping
Text B Compulsive Shopping: The Real Cost

Explain an Article You Read

Give Shopping Advice

Text C Mrs. Dalloway

Explain an Article You've Read

Discuss Parent-teen Issues

Text A The Sandwich Generation
Text B Uncertain Future for China's Elderly

Describe Your Relationship with a Family Member

Discuss Parent-teen Issues

Text C The Parent-teen Relationship: How Parents Can Make the Most of It

Compare Your Generation with That of Another Family Member

Speculate About the Out-of-the-ordinary

Text A Urban Legends of Today
Text B The World's Greatest Hoaxes

Write a News Article

Speculate About the Out-of-the-ordinary

Text C Shroud of Turin — Authentic?

Write About an Interesting Experience

Explain the Benefits of Leisure Activities

Text A Are the "Leisure" Activities of Today's Teens Unhealthy and Overstimulating?
Text B Is Technology Killing Leisure Time?

Comment on Another's Point of View

Explain the Benefits of Leisure Activities

Text C Work and Leisure

Comment on Another's Point of View

For online activities, visit the website at www.longman.com/summit.

New Perspectives

Unit Goals

- 1 List people's favorite ways to enjoy life more
- 2 Describe people's personalities
- 3 Compare perspectives on life
- 4 Share a life-changing experience
- 5 Write about attitudes toward life

Lesson 1

Lead-in

On-the-Street Interviews: I'm very outgoing ...

A How does each woman describe herself? Write adjectives from the box under the name. You will use some words more than once.

outgoing shy happy honest talkative fun

Catherine

Angelique

San

B Check whether each statement is true (T) or false (F).

1. The three women's personalities are very different.
2. Angelique dislikes the city because there are so many people.
3. San says she has qualities that both a serious and a funny person would have.
4. Catherine says that she cannot get comfortable in new surroundings.
5. San says her personality changes, depending on the situation she is in.
6. Angelique says other people see her much as she sees herself.

Listening

Part 1

Talk About Working in Another Country

A Sound Bites

Read and listen to a conversation between two colleagues working temporarily in another country.

GILBERT: Oh, man! Am I ready to head home!

ANNA: Are you kidding? I can't get enough of this place.

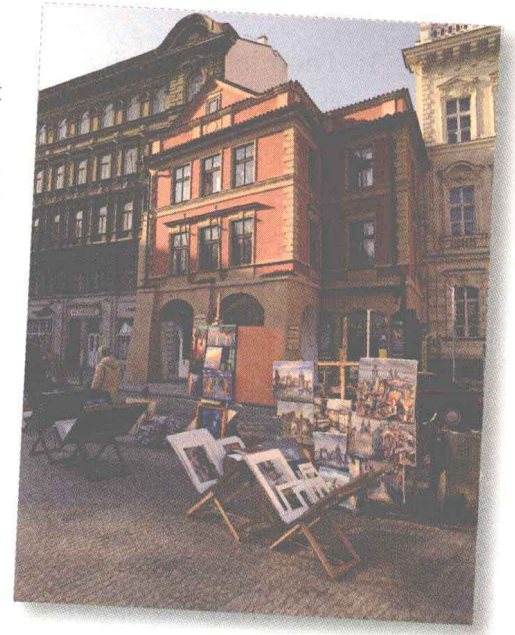
GILBERT: Well, it's been three weeks, and I think I've had about enough. I'm tired of eating strange food.

ANNA: Wow! I feel just the opposite. I can't get over how much I enjoy being here. I love how different the food is.

GILBERT: Well, not me. And frankly, it's a pain in the neck having to work so hard to understand what people are saying to me.

ANNA: I actually think it's fun trying to figure out how to communicate. Stop complaining! You'll be home before you know it!

GILBERT: Fine by me. There's no place like home.



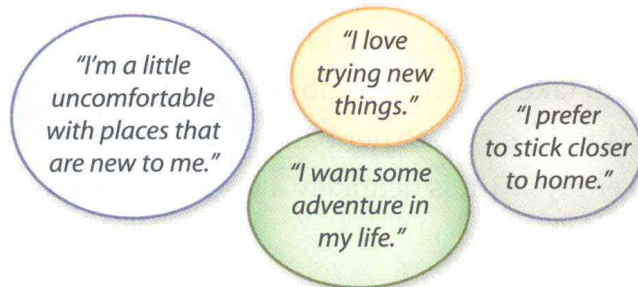
B Pair Work

Read the conversation again. With a partner, explain the meaning of each of the following statements.

1. "Am I ready to head home!"
2. "I can't get enough of this place."
3. "I think I've had about enough."
4. "I can't get over how much I enjoy being here."
5. "It's a pain in the neck having to work so hard."
6. "There's no place like home."

C Pair Work

Read each statement and decide who you think said it — Anna or Gilbert. Support your opinion with information from the conversation.



Part 2

Share a Life-changing Experience

A Listening Comprehension

Listen to each person talking about a life-changing experience. Then choose the best answer to complete each statement.

- The most significant experience of the first speaker's life was when he _____.
 - became a father
 - began working
 - traveled to another country
 - got married
- The second speaker's life changed when she _____.
 - got a full-time job
 - had a baby
 - got more free time
 - got married
- The third speaker's perspective on life changed when he _____.
 - lost his home in a fire
 - lost his job
 - got divorced
 - had a serious illness



B Understanding Meaning from Context

Read the statements. Then listen again to infer what each speaker means.

- When the first speaker says, "I was really able to see other people's points of view," he means that _____.
 - he could understand how other people feel about things
 - he met people of different nationalities
- When the first speaker says, "It was a real eye-opener for me," he means that _____.
 - the experience was a bit scary
 - the experience taught him a lot
- When the second speaker says, "It hit me that I was responsible for her," she means that _____.
 - she realized she had to take care of her baby
 - she regretted she had to take care of her baby
- When the second speaker says, "[It] is definitely a life-altering experience," she means that _____.
 - the experience is not rewarding
 - the experience changes a person
- When the third speaker says, "That put things in perspective," he means that _____.
 - he realized some things are not so important
 - he had to work day in and day out
- When the third speaker says, "You start to see the big picture," he means that _____.
 - he understood what was really important in life
 - he realized how much he had lost

C Discussion

In your own words, summarize each person's life-changing experience from the listening. Which person's experience can you identify with the most? Why?

D Pair Work

What are some experiences that can change a person's perspective on life? Complete the list with your partner.

Things that can change one's perspective
-the birth of a child
-a disaster
-travel

Speaking Describe People's Personalities

A

CONVERSATION Snapshot

- A:** Have you had a chance to meet the new manager?
B: Liz? Actually, no. Have you?
A: Not yet. I wonder what she's like.
B: Well, everyone says she's bad news.
A: You know, you can't believe everything you hear.
She might turn out to be a real sweetheart.

Rhythm and intonation practice Strategies for Speaking

- Ask a question to buy time
- Use *Actually* to soften a negative response
- Answer a question and then ask a similar one to show interest
- Use *I wonder* to elicit an opinion politely
- Use *You know* to indicate that you are about to offer advice or a suggestion



B Vocabulary. Personality types.

Positive	Negative
a sweetheart someone who is likable and easy to get along with	a tyrant someone, especially a boss, who makes people work extremely hard
a team player someone who works well with other people so the whole group is successful	a workaholic someone who is always working and does not have time for anything else
a brain someone who is intelligent and can solve problems that are difficult for others	a pain in the neck someone who complains a lot and often causes problems
a people person someone who likes being with and works well with other people	a wise guy someone who says or does annoying things, especially to make himself or herself seem smarter than other people

C Listening Comprehension

Listen carefully to the conversations about people's personalities. Infer which expression the speaker would use to describe the person.

- The woman thinks that Shelly is _____.
 - a sweetheart
 - a brain
 - a pain in the neck
- The woman thinks that Peter is _____.
 - a workaholic
 - a tyrant
 - a team player
- The man thinks that Paul is _____.
 - a team player
 - a people person
 - a wise guy

Reading

Text A

Warm-up

- Do you know someone (your friends or relatives) who is very optimistic? Share your information with your partner.
- Do you know who Lance Armstrong is? What do you know about him?
If you do not know him, can you tell your partner a story of a person who has a strong will?

The Power of Optimism

Martin Seligman has been studying optimists and pessimists for 25 years. He is a psychologist and the author of bestselling books that help people to be more optimistic. In his studies of

world-class athletes and top performers in the business world, Seligman found that optimists perform better when they encounter difficult situations than pessimists do. According to

Seligman, "When pessimists come up against an obstacle, they often quit; when optimists meet an obstacle, they try harder." An optimist stays in the game and instead of seeing a problem, looks for

a solution.

One world-class athlete who stayed in the game and is a perfect example of the power of optimism is the cyclist Lance Armstrong. In 1996, Armstrong was diagnosed with advanced testicular cancer that had spread to his lungs and brain. His doctors were not optimistic, but he was. Instead of feeling down and defeated by his serious condition, Armstrong felt challenged and prepared for his future. He found chemotherapy treatments that

would not damage his lungs permanently (because a world-class cyclist needs strong lungs). He rode his bicycle 80 to 100 kilometers a day, even though he was so sick that it was difficult for him to get out of bed. And, he had his sperm frozen so that he could have children someday, even though he was single at the time.

Armstrong survived cancer and won the Tour de France seven times. He has three children, a boy and

twin girls. Lance Armstrong has been called a "hope machine" and is an inspiration for those of us who need help being optimistic.



Exercises

A Think of a problem you have or a difficult situation you are facing. What is the problem or situation?

Now try to "see a solution." What are three things you could do to make the situation better?

1. _____

2. _____

3. _____

B Match the perspectives to their definitions.

- | | |
|----------------------|---|
| 1. _____ optimistic | a. perceiving and responding to situations in a practical way, according to what is actually possible |
| 2. _____ pessimistic | b. believing that good things will happen in the future, or feeling confident that you will succeed |
| 3. _____ realistic | c. expecting that bad things will happen in the future or that a situation will have a bad result |