



普通高等教育“十一五”国家级规划教材

Richmond
PUBLISHING

New Framework

Student's Book

新编

大学基础英语

综合教程 4

- 原著 Peter Jeffery and Mark Lloyd with Ben Goldstein
- 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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4

Xinbian Daxue Jichu Yingyu Zonghe Jiaocheng

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《新编大学基础英语》立体化系列教材

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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基础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、学习和今后的工作紧密相关,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设计灵活多样的学习任务与活动的优点,同时立足于满足中国大学生,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。以真实的交际情景为基础设计学习任务与活动,实施交互式课堂教学。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、写等多方面,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4》,由华南农业大学范栩、何高大担任主编,米亮琴、陈琳慧担任副主编。其中范栩负责第2、3、4、5单元的编写工作,何高大负责第1单元和第6单元的编写工作,米亮琴负责第7、8、9、10、12单元的编写工作,陈琳慧负责第11单元的编写工作。

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10月

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2 Tall Tales <i>page 19</i>	Past habits Recycling: Narrative tenses	Reporting verbs Descriptive adjectives Expressions with <i>in</i> Communication The Real Thing: <i>The thing is</i>	Unusual news stories Film reviews "A family Christmas" Anecdotes
3 Globetrotting <i>page 33</i>	Future predictions & intentions Question tags	Means of transport Leisure activities Describing holidays & places The Real Thing: <i>like</i>	Article about two explorers Holiday competition webpage "Travel in a Trixi" Australia WORKBOOK: How to improve your English on the Internet
World English DVD 1: Lindbergh — 75 Years On & Holiday <i>page 46</i>			
4 Nature or Nurture? <i>page 48</i>	Causative <i>have</i> Future Perfect & Future Continuous Recycling: The continuous aspect	Health & lifestyle collocations The Real Thing: <i>even</i>	"Nature or nurture?" Differences between the sexes Article about Heroes
5 In the News <i>page 61</i>	Passive constructions Conjunctions of purpose & reason Recycling: Passive tenses	Using the Internet News & newspapers The Real Thing: <i>You know what I mean?</i>	News stories "The four most influential blogs" "Your news, your views" WORKBOOK: How to interpret newspaper headlines
6 Get Some Perspective <i>page 74</i>	<i>be used to / get used to</i> Certainty & uncertainty Recycling: Modals of deduction	Talking about people Descriptive adjectives Describing character The Real Thing: <i>reckon</i>	"Stalking cat" E-mail from a friend in Japan Extract from novel about Africa Two traditional stories

World English DVD 2: The Book of Life *page 88*

	Speaking	Listening	Writing	Pronunciation	Takeaway English / Zoom In
	<p>Answering a questionnaire A class survey Role play: memory loss Discussing professional lookalikes</p>	<p>People talking about identity Describing clothes at work and in free time Memory problems Mystery person</p>	<p>Questionnaire Report: hobbies & interests Celebrity profile</p>	<p>Listening strategies</p>	<p>Takeaway English: Less direct questions WORKBOOK: Zoom in: Phrasal verbs with <i>get</i></p>
	<p>Talking about films Describing celebrations Childhood memories Telling an anecdote</p>	<p>News stories People talking about a film and a news story Anecdotes</p>	<p>News story Summary of a film WORKBOOK: Writing a story</p>	<p>Telling stories</p>	<p>Zoom in: <i>get</i> + adjective WORKBOOK: Takeaway English: Exaggeration</p>
	<p>Talking about famous travellers Discussing transport systems Planning a visit to Sydney</p>	<p>People talking about travel problems Couple talking about holiday competitions Visiting a city Interview with a <i>trixista</i> Couple visiting Sydney</p>	<p>A holiday brochure</p>	<p>Sound game</p>	<p>Takeaway English: Suggestions & preferences WORKBOOK: Zoom in: Travel prepositions</p>
	<p>Discussing identity and upbringing Talking about gender stereotypes Predictions about the distant future Reacting to predictions</p>	<p>Lecture on gender stereotypes People making predictions about 2050</p>	<p>A discursive essay WORKBOOK: Writing about opinions</p>	<p>Connected speech I</p>	<p>Zoom in: <i>will</i> WORKBOOK: Takeaway English: Giving opinions</p>
	<p>Discussing headlines Talking about blogs vs traditional media Debating the role of the press Presenting a news report</p>	<p>Radio broadcasts People discussing article about blogging People talking about a controversial picture A radio news interview Song: <i>News of the World</i></p>	<p>A news report A blog posting</p>	<p>Intonation & emphasis</p>	<p>Takeaway English: Talking about preferences WORKBOOK: Zoom in: phrasal verbs with <i>up</i></p>
	<p>Talking about dedicated people Discussing similarities in cultures Retelling a fairy tale</p>	<p>People talking about an exhibition Alternative version of a fairy tale</p>	<p>WORKBOOK: Writing informal e-mails</p>	<p>How do you pronounce it?</p>	<p>Zoom in: <i>so</i> WORKBOOK: Takeaway English: Language of discussions</p>

Unit	Language Focus	Vocabulary	Reading
7 One World <i>page 90</i>	Inversion Reporting questions, intentions & advice Recycling: Reported speech	Environmental problems Holidays Waste / rubbish Alternative energy The Real Thing: Rhetorical expressions	Global warming debate Website about voluntourism Article about waste disposal WORKBOOK: How to give a talk
8 The Perfect Choice <i>page 104</i>	Hypothetical or imaginary situations Synonyms of <i>if</i> Recycling: Conditional sentences	Feelings Personal relationships The Real Thing: <i>about</i>	E-mails to agony aunt Extracts from travel guides A refugee's journey from Afghanistan to England "The perfect best friend"
9 Work Experience <i>page 117</i>	Using the <i>-ing</i> form Cleft sentences Recycling: Infinitive or <i>-ing</i> form	Tools Jobs Compound nouns Echoing The world of work The Real Thing: <i>actually</i>	Article about two dangerous jobs Dress code at work A covering letter WORKBOOK: How to build your vocabulary

World English DVD 3: The Value of a Degree *page 130*

10 New Speak <i>page 132</i>	Alternatives to relative clauses Future in the past Recycling: Relative clauses	Body language Dealing with stressful situations The Real Thing: Vague language	"The perfect name" Article about addiction to mobile phones A self-help leaflet
11 The Wider World <i>page 146</i>	Quantifiers Emphasis in comparisons	Asian activities & philosophies Asian food Cooking verbs The Real Thing: <i>mind you</i>	Extract from novel Asian Dub Foundation / Manu Chao "If it's Tuesday, this must be Bangkok" Sushi recipe WORKBOOK: How to understand different accents
12 Consumer Society <i>page 160</i>	Intensifiers Adjective order Recycling: The perfect aspect	Advertising The music industry Fashion styles The Real Thing: <i>fact</i>	"Spam or popups?" Goth culture

World English DVD 4: The Hacienda – Rise and Fall *page 173*

Communication Bank *page 175*

Pronunciation Worksheet *page 185*

Speaking	Listening	Writing	Pronunciation	Takeaway English / Zoom In
Discussing environmental problems Choosing holiday destinations Discussing how to deal with waste Talking about alternative energy sources	Radio interview about <i>An Inconvenient Truth</i> Opinions of voluntourism destinations People giving opinions about recycling Experts discussing alternative energy sources	Letter to the editor	Pronunciation & Spelling 1	Takeaway English: Expressing doubt WORKBOOK: Zoom in: <i>-able</i>
White lies Talking about problems and giving advice Discussing refugees Describing one's best friend	Agony aunt giving advice People expressing three imaginary wishes Sadiq describing his journey to England Three people talking about their best friend Song: <i>Perfect</i>	WORKBOOK: Writing a magazine article	Pronunciation & Spelling 2	Zoom in: Negative prefixes WORKBOOK: Takeaway English: Asking for and giving advice Giving compliments
Talking about different jobs Talking about employers and employees Discussing job advertisements	People talking about their jobs People solving a problem at work Radio report describing results of two surveys	Covering letter for job application	Word stress	Takeaway English: Complaining and criticising WORKBOOK: Zoom in: <i>work / job</i>
Talking about body language Role-playing a difficult conversation Reacting to difficult situations	People describing communication problems Four conversations about small problems Using mobile phones People describing difficult situations A complaint to a travel agent	Advert for a product Text messages WORKBOOK: Writing a report	Connected speech 2	Zoom in: Phrasal verbs with <i>talk</i> WORKBOOK: Takeaway English: Putting someone off
Describing Asian activities and philosophies Talking about multi-cultural societies Planning an imaginary trip to Asia Describing national cuisine	People describing yoga, origami and Feng Shui People describing their cultural background Two friends planning a trip to Asia Four people describing their national cuisine Song: <i>New Way, New Life</i>	A recipe	Word stress & homographs	Takeaway English: Expressing contrasting ideas WORKBOOK: Zoom in: <i>as / like</i>
Analysing adverts Compiling an album Discussing street cultures Giving opinions about "Adbusters" Giving a presentation	Expert describing advertising techniques Couple talking about cover versions Review of Putumayo CD Creating an Adbuster advertisement	WORKBOOK: Complaining about a product or service	Word pronunciation game	Zoom in: Phrasal verbs with <i>back & away</i> WORKBOOK: Takeaway English: Discussing advertising

1

Identity

- Talking about identity
- Less direct questions
- Compound adjectives

- Free-time activities
- *you know*

- Auxiliary verbs & tenses
- The infinitive with *to*

Lesson 1 Getting to Know You



Speaking

1 Work in pairs. Choose three people from the photos above and imagine what their life is like. Think about ...

- where they live
- their hobbies and interests
- their daily routines
- their attitudes and beliefs

I think she's probably quite conservative ...

Listening & Speaking

1 Work in pairs. What defines who a person is? Order the following from the most to the least important.

clothes race work nationality gender
family food hobbies language religion

2 1.1 Asha, Russell, William and Katrina have been asked to do the same exercise. Listen to the conversation and tick (✓) the areas above that they talk about.

3 Listen again. Are these statements true (T) or false (F)? If false, explain why.

- 1 William is not convinced that food can define a person.
- 2 Russell says that he is more outgoing when he speaks French.
- 3 Asha felt uncomfortable because she was under-dressed in the nightclub.

4 1.2 Listen to the last part of the conversation. What did they decide were the three most important?

5 Work in groups. Explain your order to another pair.


6 Try the Internet activities for this unit at www.webframework.net

The Real Thing: **you know**

1 Look at these extracts from Transcript 1.1. Match them to their uses (a–c).

- 1 *There are many countries, you know, like Spain, India or China, where there is more than one language ...*
 - 2 *In fact ... well ... you know ... the whole thing is even more complicated than that.*
 - 3 *We want to conform ... you know ... be the same as everyone else.*
- You can use *you know* ...

- a) to give yourself time to think what to say next
- b) to introduce examples
- c) to introduce an explanation.

- 2  Listen to three more sentences containing the phrase *you know*. Why is the phrase used in each case?
- 3 Work in pairs. Act out three short dialogues using *you know* in the three different ways.

Speaking




- How honest are you?
- Are you a good friend?
- Old-fashioned or on the pulse?
- What's your attitude to relationships?
- Are you happy with your body?
- Are you a workaholic?

- 1 Work in pairs. Look at the titles for magazine questionnaires and answer the questions.
 - 1 Which questionnaire would you most like to answer?
 - 2 Would you tell family or friends the results?
 - 3 Which questionnaires would you be happy to answer for a researcher in the street?
- 2 Look at the questions below. Match them to one of the questionnaire titles in Exercise 1.
- 3 Which questions would you be comfortable answering for a) a friend, b) a researcher or c) neither? Tick (✓) the appropriate boxes in the table. Compare your answers with a partner.

	friend	researcher	neither
1 Are you in a relationship at the moment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 How many relationships have you had in the past?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 How old were you when you had your first boyfriend / girlfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 What do you think are the most important factors in a successful relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 What is the role of a good partner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Is it important to go out without your partner from time to time?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7 Would you be happy to stay at home while your partner went out to work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8 How important do you think children are in a relationship?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TAKEAWAY ENGLISH:

Less direct questions

- 1**  You will hear part of a survey in which a researcher is interviewing a member of the public about his attitude to relationships. Which of the questions above does she ask? Listen and tick (✓).
- 2** The researcher tries to make her questions less direct. Put the expressions she uses in the correct order.
 - 1 if wonder I... I wonder if ...
 - 2 telling me mind if would you ...?
 - 3 you could tell me do you think ...?
 - 4 you ask could I ...?
 - 5 tell me you could ...?
- 3** Listen again and complete the questions. How are they different to those in the questionnaire above?
- 4** Work in pairs. Ask your partner two questions from the questionnaire, using less direct question forms.

Writing & Speaking

A questionnaire

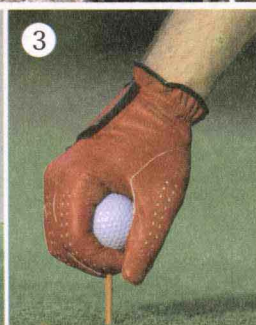
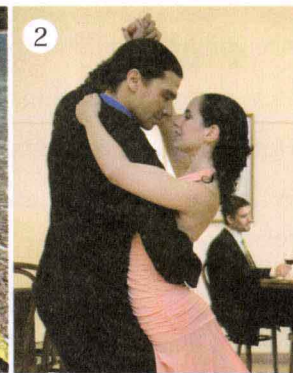
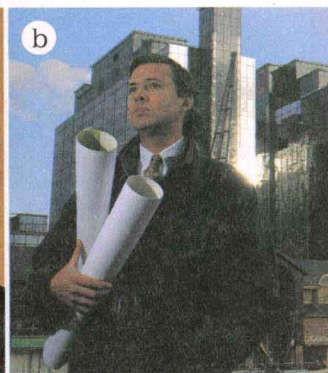
- 1** Work with a partner. Choose one of the questionnaire titles in Speaking, Exercise 1. Write ten questions to include in your questionnaire.
- 2** Imagine you are researchers in the street. Interview three other students each and note down their answers.
- 3** Compare your answers with those your partner was given. Report your conclusions to the class.


Lesson 2 You Are What You Wear

Listening

- 1** Work in pairs. Look at the photos of four people at work (a–d) and their free-time activities (1–4). Describe the photos and discuss these questions.
 - 1 What do you think the people do in their free time?
 - 2 Why do you think they enjoy these activities?

I think she might enjoy dancing because ...



- 2  Listen to a radio interview with two of the people in the photos.
- Which two people are being interviewed?
 - Are they happy with the clothes they wear for work? Why? / Why not?
- 3 Listen again and put a tick (✓) in the appropriate boxes. Both people may apply.

Who ...	David	Julia
1 mentions why he / she first started this hobby?		
2 enjoys his / her hobby partly because of the clothes he / she wears?		
3 says that the clothes he / she wears for this hobby provide protection?		
4 appreciates the contrast between his / her hobby and job?		
5 never worries about making a mistake when doing his / her hobby?		
6 plans to change his / her name when doing this hobby?		

Vocabulary & Speaking

Free-time activities

- 1 Match the activities (1–6) to the pictures (a–f).

1 salsa dancing 2 bungee jumping 3 stamp collecting 4 knitting 5 doing crafts 6 snorkelling



- 2 Work in pairs. Discuss these questions.

- Do you do / have you ever done any of these activities?
- What other activities do you enjoy doing in your free time?
- What were your hobbies or interests when you were younger? Do you still enjoy these activities now?
- What new activities would you like to try in the future?

Reading

- 1 Read Joanna's report about the students in her class and how they spend their free time. Answer these questions.

- How many different hobbies or free-time activities are mentioned in the report?
- What different reasons are mentioned for why people might enjoy their hobbies / free-time activities?

The students in my class enjoy a wide range of different free-time activities, although most admit it is hard to identify exactly why we enjoy them.

Since we are all studying English in our free time, it could be argued that this is a kind of hobby. Most of us are learning English to improve our career prospects. We hope to find a more rewarding job in the future or simply perform more effectively in our current jobs.

The main reason why we do our other leisure activities is to unwind after work, even though it can be stressful to do activities which require a lot of concentration, such as cooking or crafts, when we are feeling tired. One student made the point that for him it is important to have hobbies which take his mind off work, like playing chess or snorkelling. Another enjoys the adrenalin rush which comes with extreme sports like bungee-jumping.

Competitive sports like football or tennis are played by everyone from time to time, whereas only two members of the class enjoy more solitary activities such as jogging or cycling. However, three students said that they would like to get fit and have been meaning to join a gym. Finally, one student has recently started salsa dancing to increase her chances of meeting new people.



Clothes people wear to work: Try the interactive activity for this topic on your CD-ROM

2 Decide if the following statements are true (T) or false (F). If false, say why.

- 1 The majority of the students in Joanna's class cannot really explain why they enjoy their hobbies. T
- 2 The majority of students are learning English for professional reasons.
- 3 Above all, hobbies are important to the students because they help them to relax.
- 4 For some students, thinking about their hobbies prevents them from concentrating at work.
- 5 Team sports are not as popular with the students as sports you do on your own.
- 6 Three of the students go to the gym regularly.

3 Work in pairs. Are the statements about the students in Joanna's class true for you and your partner?

4 Translate the following sentences into English.

- | | |
|--------------------------------------|--|
| 1 我给了她很大的选择范围。(a range of) | 4 教书酬劳不太高。(rewarding) |
| 2 幸福和财富不能混为一谈。(identify) | 5 繁忙的工作总会使人不去想家庭问题。(take one's mind off) |
| 3 人们总是不断地寻找更好的职业前景。(career prospect) | |

Language Focus

Using the to-infinitive

动词不定式

动词不定式可以用来说明做某事的原因或目的。

例句	译文
Most of us are learning English to improve our career prospects.	我们大多数人都在学习英语来提升职业前景。
One student has recently started salsa dancing to increase her chances of meeting new people.	有一位学生最近开始跳莎莎舞，以赢得更多认识新人的机会。

动词不定式可以用在某些动词的后面表示愿望、意愿和目标。

例句	译文
We hope to find a more rewarding job in the future.	我们希望将来找到一份酬劳更高的工作。
They longed to go back to Ireland.	他们渴望返回爱尔兰。
Her ambition was to be a cinema actress.	她的雄心是当一名电影演员。

动词不定式也经常被用在某些形容词的后面。

例句	译文
It is important to know your own limitations.	知道自己的局限性是重要的。
It would be foolish not to accept their offer.	不接受他们的帮助是愚蠢的。

See Workbook,
P. 1, Exs. 1-2



Practice

1 Complete the following sentences about yourself.

- | | |
|--|---|
| 1 For the last few weeks I've been meaning to ... | 5 When you are learning a language it is important to ... |
| 2 The main reason why I'm learning English is to ... | 6 One reason I do my free-time activities is to ... |
| 3 I sometimes find it stressful to ... | |
| 4 Before the end of my course I would like to ... | |

2 What is the use of the to-infinitive in each case?

3 Translate the following sentences into English.

- | | |
|-----------------|--------------------|
| 1 我想申请签证。 | 4 她用手捂着脸来掩饰她的激动情绪。 |
| 2 当众演讲是很难的。 | 5 能再见到他该多好啊! |
| 3 这位老人的愿望是回到故乡。 | |

Speaking & Writing

A class survey

1 You are going to do a class survey to find out how your classmates spend their free time. Work in pairs.

Write questions to find out a) what free-time activities they do, b) why they do them, c) what difficulties they experience and d) what other hobbies they would like to try in the future.

2 Interview half the class each and compare your findings. Write a report about how your classmates spend their free time. Divide your report into four paragraphs.

- 1 brief introduction
- 2 summary of free-time activities
- 3 reasons for doing these activities / difficulties experienced
- 4 other hobbies which people would like to try

Lesson 3 Living Memory

Listening & Speaking

1 Work in pairs. Answer these questions about memory and find out how much you have in common.

Do you have a good memory for ...

- | | |
|-----------------------------------|--|
| 1 names and faces? | 4 where you leave important objects? |
| 2 historical or scientific facts? | 5 directions? |
| 3 new words? | 6 the birthdays of family and friends? |

2 The people in the photos have a memory problem. Which of the above situations do you think they are in?

