



新视域大学英语系列教材

总主编 赵家红 刘晓艳



*New Perspective
College English:
An Integrated Course (4)*

新视域大学英语 综合教程

(第四册)

郭 航 主编



对外经济贸易大学出版社
University of International Business and Economics Press



新视域大学英语系列教材

总主编 赵家红 刘晓艳

新视域大学英语综合教程

(第四册)

**New Perspective College English:
An Integrated Course (4)**

主 编 郭 航

副主编 崔红叶

编 者 赵冬梅 陈 茹 阎 毅

贵州师范学院内部使用

对外经济贸易大学出版社
中国·北京

图书在版编目 (CIP) 数据

新视域大学英语综合教程. 第四册 / 郭航主编. —
北京: 对外经济贸易大学出版社, 2020.1

新视域大学英语系列教材 / 赵家红, 刘晓艳总主编
ISBN 978-7-5663-2104-6

I. ①新… II. ①郭… III. ①英语-高等学校-教材
IV. ①H319.39

中国版本图书馆 CIP 数据核字 (2019) 第 227619 号

© 2020 年 对外经济贸易大学出版社出版发行

版权所有 翻印必究

新视域大学英语综合教程 (第四册)
**New Perspective College English:
An Integrated Course (4)**

郭 航 主 编

责任编辑: 谭利彬

对外经济贸易大学出版社
北京市朝阳区惠新东街 10 号 邮政编码: 100029
邮购电话: 010-64492338 发行部电话: 010-64492342
网址: <http://www.uibep.com> E-mail: uibep@126.com

北京时代华都印刷有限公司印装 新华书店经销
成品尺寸: 185mm×260mm 7 印张 125 千字
2020 年 1 月北京第 1 版 2020 年 1 月第 1 次印刷

ISBN 978-7-5663-2104-6

ISBN 978-7-88761-113-0

印数: 0 001-3 000 册 定价: 39.00 元

前言 | Preface

“新视域大学英语系列教材”根据教育部最新颁布的《大学英语课程教学要求（试行）》和高等教育阶段少数民族学生的实际英语水平设计和编写。本教材重视文化教学，强调跨文化意识培养，旨在指导学生从读、写、译、听、说等方面进行英语语言综合学习，使学生具备扎实的英语语言基础知识和基本技能，为学生进一步的英语学习和语言应用打好基础。本教材适用于民族院校、应用型本科院校和高职院校的非英语专业学生，尤其是少数民族学生使用。

“新视域大学英语系列教材”包括：

《新视域大学英语综合教程》（1-4 册）

《新视域大学英语综合教程（教师用书）》（1-4 册）（请登录 www.uibepresources.com 下载）

《新视域大学英语综合教程》教学课件（1-4 册）（请登录 www.uibepresources.com 下载）

《新视域大学英语综合教程》配套音频（1-4 册）（请扫封底二维码）

编写原则

1. 遵循英语语言学习规律，突出英语基础知识的学习和基本技能的训练。
2. 根据少数民族大学生英语语言学习基础和语言学习特点，编写教学内容，设计教学方法。
3. 强调语言材料的趣味性、文化性和实践性。

教材特色

“新视域大学英语系列教材”是专门针对我国民族高校大学生所编写的大学英语课程主体教材，具有以下主要特色：

1. 突出少数民族文化，大力提倡文化传承。借助少数民族人物、地域、节日等学生喜闻乐见的内容，弘扬民族文化。

2. 教材内容选择坚持秉承贴近少数民族大学生的英语学习生活实际，降低他们学习、理解及记忆的难度，注重趣味性。

3. 语言输入与输出并重，书面语与口语并重，突出口语。鼓励学生大胆尝试输出语言，鼓励学生通过音乐和影像资料走近英语，热爱英语。

4. 充分考虑大学生立体化思维特点，单列英语语法一部分，由点及面、由浅入深、结合实践地进行专题讲述。

5. 全新的“零起点”，更适应多元民族文化背景下的大学生入学英语水平，减少了学生接触英语时的恐惧，提升他们英语学习的自信。

使用建议

“新视域大学英语系列教材”学生用书共四册，每学期使用一册。每册包含四个单元，每单元一个主题，分读写和听说两课完成。第一课内容包含 Warming Up, Intensive Reading, Grammar, Language Practice 和 Extended Reading 五部分，主要进行词汇、短语、句型、语法等基础语言知识的讲授和少数民族文化知识介绍。第二课分为 Listening Practice, Oral Practice 和 Having Some Fun 三部分，配有辨音、选词、听写、填空、句型以及对话等练习，且练习内容均围绕读写部分的内容展开，帮助学生进一步巩固所学词汇和基本句型，为学生运用英语进行交流夯实基础。学生用书中附录部分，教师可选择使用，主要提供给学生进行自主学习。“新视域大学英语系列教材”均配有教师用书、教学课件和配套音频，供教师选择使用。

本书由刘晓艳、赵家红、郭航、崔红叶编写。赵家红负责制定编写原则，刘晓艳负责全书的整体设计。刘晓艳编写了第一单元和第二单元的听说部分；赵家红编写了第三单元和第四单元的听说部分；郭航负责第一单元、第二单元读写和附录部分的编写；崔红叶负责第三单元和第四单元读写部分的编写；刘晓艳、赵冬梅通读了全书。

教材编写过程中得到了北京外国语大学彭萍教授的指导，西藏民族大学外语学院王静老师对资料进行了审读，在此表示衷心的感谢。感谢对外经济贸易大学出版社的大力支持。此外，本教材在编写过程中参阅了部分国内外相关教材和资料，获得了启发和借鉴，同时，也选用了书刊上的有关内容。由于选材面涉及较广，不能在此一一注明。在此也一并向所有相关专家致以诚挚的感谢！

目 录 | Contents

Unit 1 Education	1
Lesson 1 Reading and Writing	1
Part A Warming Up	1
Part B Intensive Reading	2
Dialogue: An Interview	2
Text: Online Learning	4
Part C Grammar: The Past Continuous Tense	6
Part D Language Practice	7
Part E Extended Reading: Manchu Language	12
Lesson 2 Listening and Speaking	13
Part A Listening Practice	13
Part B Oral Practice	16
Part C Having Some Fun	18
Unit 2 Environment	21
Lesson 1 Reading and Writing	21
Part A Warming Up	21
Part B Intensive Reading	22
Dialogue: River Pollution	22
Text: Nature in Danger	24

Part C	Grammar: The Present Perfect Tense	26
Part D	Language Practice	27
Part E	Extended Reading: Living Environment of Uygur People	32
Lesson 2	Listening and Speaking	33
Part A	Listening Practice	33
Part B	Oral Practice	36
Part C	Having Some Fun	38
Unit 3	Science	41
Lesson 1	Reading and Writing	41
Part A	Warming Up	41
Part B	Intensive Reading	42
Dialogue: Why Is the Sea Blue?		42
Text: Alfred Nobel		44
Part C	Grammar: The Past Perfect Tense	48
Part D	Language Practice	48
Part E	Extended Reading: Ming Antu	54
Lesson 2	Listening and Speaking	55
Part A	Listening Practice	55
Part B	Oral Practice	59
Part C	Having Some Fun	61
Unit 4	Career	63
Lesson 1	Reading and Writing	63
Part A	Warming Up	63
Part B	Intensive Reading	64
Dialogue: What Do You Want to Be?		64
Text: How to Choose a Right Career		66
Part C	Grammar: The Past Future Tense	69

Part D Language Practice	70
Part E Extended Reading: Career Plans for College Students in Tibet	75
Lesson 2 Listening and Speaking	76
Part A Listening Practice	76
Part B Oral Practice	80
Part C Having Some Fun	81
Appendices	85
Appendix 1 Glossary	85
Appendix 2 Phrases and Sentence Patterns	92
Appendix 3 Grammar	95
参考文献	102

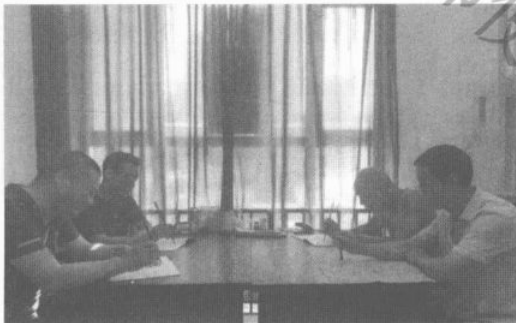
Unit 1

Education

Lesson 1 Reading and Writing

Part A Warming Up

Look at the pictures and talk about what they are doing.



Part B Intensive Reading



Dialogue

Read the dialogue and learn how to talk about your education background.

An Interview

Bonny: Come in, please. How do you do?

Jason: How do you do?

Bonny: We have received your resume and I'd like to ask you some questions.

Jason: Yes, please. It's great to have the chance for this interview.

Bonny: Could you say something about your education background?

Jason: Sure. I graduated from the University of Ohio, America.

Bonny: What degree did you get?

Jason: A bachelor's degree.

Bonny: What's your major?

Jason: I majored in English and minored in Chinese.

Bonny: What was your GPA?

Jason: I graduated with honors. I had a 3.9.

Bonny: Do you plan to pursue further education and what major will you choose?

Jason: Yes. I'd like to obtain a master's degree in international relations.

Bonny: When do you think you will do that?

Jason: I'll do it after I work for three or four years.

Bonny: I see. Thank you for coming. You'll know the result next Wednesday.

Jason: Thank you very much.

New Words and Expressions

background /'bækgraʊnd/ *n.* 背景; 隐蔽的位置

Ohio	/əu'haɪəu/	n. 俄亥俄州
degree	/di'grɪ:/	n. 程度; 学位
bachelor	/'bætʃələ/	n. 学士; 单身汉
major	/'meɪdʒə/	vi. 主修 n. 主修科目
minor	/'maɪnə/	vi. 辅修 n. 辅修科目
pursue	/pə'sju:/	v. 继续执行; 从事
obtain	/əb'teɪn/	vt. 获得; 得到
GPA (grade point average)		美国大学采用的计分法



Reading Comprehension

Choose the correct answer to fill in each blank according to the dialogue.

Jason was attending a/an 1 with a 2. Bonny was the interviewer. Bonny asked Jason some questions about his 3. And Jason answered these questions. From their conversation, we got to know that Jason had gone to the university of 4 in America and had gotten a 5. He majored in 6 and minored in 7. He'd like to obtain a 8 degree in international 9 after he had 10 years of work experience.

- | | | | |
|-------------------------|-------------------------|--------------|--------------|
| 1. A. test | B. meeting | C. interview | D. show |
| 2. A. company | B. school | C. a friend | D. a teacher |
| 3. A. family | | B. friends | |
| | C. education background | D. life | |
| 4. A. Princeton | B. Harvard | C. Yale | D. Ohio |
| 5. A. bachelor's degree | B. degree | C. honor | D. award |
| 6. A. Chinese | B. English | C. French | D. Japanese |
| 7. A. English | B. Math | C. Chinese | D. Culture |
| 8. A. engineering | B. master's | C. law | D. honor |
| 9. A. relations | B. literature | C. economics | D. law |
| 10. A. 1-2 | B. 2-3 | C. 5-6 | D. 3-4 |



Online Learning

As a new learning pattern, online learning is gaining more and more popularity. It has become an effective complement to traditional learning. Some people even propose the question: "Is it time for online learning to replace traditional learning?"

Opinions vary from person to person toward the above question. Some people think online learning will take place of traditional learning. Since online learning doesn't require face-to-face communication with teachers, and is not limited by time and space, it is beneficial to both teachers and students. In addition, online learning can release teachers from repetition in that the video or audio material could be played again and again.

However, many people hold opposite opinions. They say that confusion in online courses can not be dealt with instantly. Besides, the computer system as a useful tool for online learning can go wrong at times.

In all, both the two patterns are necessary to people's learning. Only when people combine traditional learning with online learning can they improve their learning efficiency.

New Words and Expressions

popularity	/ˈpɒpjʊləreɪti/	<i>n.</i> 普及; 流行
pattern	/'pætərn/	<i>n.</i> 模式; 图案; 典范; 式样
beneficial	/ˌbeni'fiʃ(ə)l/	<i>adj.</i> 有益的; 有利的
complement	/'kɒmplim(ə)nt/	<i>n.</i> 补充; 补足语; 补充物
propose	/prə'pəʊz/	<i>n.</i> 建议; 提议
release	/ri'li:s/	<i>vt.</i> 释放; 放开 <i>n.</i> 释放; 解除
opposite	/'ɒpəzɪt/	<i>adj.</i> 相反的; 对立 <i>n.</i> 对立面
confusion	/kən'fju:ʒən/	<i>n.</i> 混乱; 混淆; 困惑
instantly	/'ɪnstəntli/	<i>adv.</i> 立即; 马上
fruitful	/'fru:tfl/	<i>adj.</i> 果实累累的; 效果好的
online learning		网络学习

take place of	代替
face-to-face communication	面对面的交流
release...from	使免于(课程、工作)



Reading Comprehension

Decide whether the statements are true (T) or false (F) according to the text.

- () 1. Online learning is gaining more and more popularity.
- () 2. Online learning is a new learning pattern.
- () 3. There are different opinions about online learning.
- () 4. Students' confusion in online courses can be solved instantly.
- () 5. According to the author, only traditional learning is necessary to students.



Pattern Practice

Read and write the following sentence patterns.

1. vary from ... to...

The opinions vary from one to another.

The temperature varies from day to day.

The students vary in height from 100 cm to 150 cm.

Her mood varied from optimism to extreme depression.

2. It is... to do...

Is it good for online learning to replace traditional teaching?

It is difficult to finish this work.

It is necessary to change your job.

It is very hard for them to walk such a long way in the snow.

3. be necessary (for sb.) to...

Both online learning and traditional learning are necessary for students.

It is necessary to be prepared for a job interview.

It is necessary for us to have a discussion before making decisions.

It is necessary for us to study English.

4. combine... with

Only when we combine traditional learning with online learning can we improve our learning efficiency.

The film combines humor with suspense.

He will combine his job with his life over the next three years.

If improved education is combined with other factors dramatic results can be achieved.

5. release... from...

Online learning can release teachers from repeating the same contents.

They had just been released from prison.

He is expected to be released from hospital today.

Students were released from classes.

Part C Grammar

The Past Continuous Tense

过去进行时表示过去某个具体时刻正在进行的事情或动作。

● 构成：

	构成	例句
肯定式	主语+was/ were + doing+其他	We were watching TV from seven to nine last night.
否定式	主语+was/ were + not +doing+其他	They were not playing basketball, but playing volleyball.
疑问式	一般疑问句：Was/Were+主语+doing+其他 (答语：Yes, 主语+was/were. 或 No, 主语+wasn't/weren't.) 特殊疑问句：特殊疑问词+一般疑问句+其他	—Were you having dinner when they came? —Yes, we were. /No, we weren't. What was he researching all day last Sunday?

● 应用：

(1) 过去进行时表示过去某段时间内持续进行的动作或者事情。常用的时间状语 this morning, the whole morning, all day yesterday, from nine to ten last evening, when, while 等。例如：

We were watching TV from seven to nine last night.

昨天晚上七点到九点的时候我们在看电视。

(2) 过去进行时可以表示在过去某个时间点发生的事情。时间点可以用介词短语、副词或从句来表示。例如：

What was she doing at nine o'clock yesterday?

昨天晚上九点她在做什么？（介词短语表示时间点）

(3) 在复合句中，如果主要动作和背景动作都是延续的或同时发生的，那么主从句的动词都可用过去进行时。例如：

While he was waiting for the bus, he was reading a newspaper.

他边等车边看报。（两个动作都是延续的）

Part D Language Practice

I. Choose the correct answer to fill in the blanks.

- My brother _____ while he _____ his bicycle and hurt himself.
A. fell, was riding
B. fell, were riding
C. had fallen, rode
D. had fallen, was riding
- Tom _____ into the house when no one _____.
A. slipped, was looking
B. had slipped, looked
C. slipped, had looked
D. was slipping, looked
- The last time I _____ Jane, she _____ cotton in the fields.
A. had seen, was picking
B. saw, picked
C. had seen, picked
D. saw, was picking
- I don't think Jim saw me; he _____ into space.
A. just stared
B. was just staring
C. has just stared
D. had just stared
- I first met Lisa three years ago. She _____ at a radio shop at the time.
A. has worked
B. was working
C. had been working
D. had worked
- Hey, watch out!
—Oh, I'm terribly sorry. _____
A. I'm not noticing. B. I wasn't noticing. C. I haven't noticed. D. I don't notice.
- The reporter said that the UFO _____ east to west when he saw it.
A. was traveling
B. traveled
C. had been traveling
D. was to travel

8. I _____ my breakfast when the morning post came.
A. had B. had been having C. have been having D. was having
9. When I arrived at his office, he _____ on the phone.
A. was speaking B. spoke C. had been speaking D. had spoken
10. —“What’s the matter, Mary? You look sad.”
—“Oh, nothing serious. I _____ of my friends back home.”
A. just thought B. have just been thinking
C. was just thinking D. have just thought

II. Fill in the blanks with the right forms of the verbs given in the brackets.

1. John _____ (work) all day yesterday.
2. He _____ (walk) home when the rain _____ (begin).
3. —What _____ you _____ (do) at ten o’clock yesterday?
—I _____ (study) in class.
4. When Harry _____ (have) breakfast Lily _____ (telephone) him.
5. When I _____ (go) to school this morning, I _____ (see) a car running into a bus.
6. This time yesterday Jack _____ (mend) his bike.
7. I _____ (write) a letter at ten last night.
8. It was six. The Greens _____ (have) supper.
9. When you _____ (knock) at the door yesterday, I _____ (do) some washing.
10. While my mother _____ (watch) TV, I _____ (make) a kite.

III. Correct the mistakes in the following sentences.

1. When he worked here, John was always make mistakes.

2. She tell us Mr. Lee was arriving here.

3. My brother fall while he was ride his bicycle.

4. It was raining when they leave the station.

5. When I got to the top of the mountain, the sun is shine.

6. It’s clever of you to working out the math problem.

7. I was walking in the street when someone calls me.

8. He was cleaned his car while I was cooking.

9. Lei Feng was always did good deeds for the people.

10. My parents was watching TV at 8:00 last night.

IV. Match the proper answers listed on the right with the following questions.

- | | |
|---|--------------------------------------|
| 1. Where were you leaving for? | A. Yes, I was. |
| 2. What are you doing when I came in? | B. When you called, I was eating. |
| 3. What are you doing when I called? | C. She was planting a tree at 5 p.m. |
| 4. What was she doing at 5 p.m.? | D. I was leaving for Wuhan that day. |
| 5. Were you shopping yesterday afternoon? | E. We were talking. |

V. Put the following words into sentences.

1. fell, when, he, was, he, reading, asleep

2. I, was, playing, was, while, studying, he

3. was, I, wondering, me, if, you, a, could, give, lift

4. were, we, us, hoping, you, stay, would, with

5. at, was, a, talk, with, having, Li Hua, that, I, time

VI. Change the sentence patterns according to the requirements in the brackets.

1. I was doing my homework at 3 p.m. last Sunday. (改为一般疑问句)
