



第三届全国青少年英语口语大赛指导读物

全球最大英语学习出版集团之一Thomson Learning力推

汤姆森环球英语教程

English in Action

Barbara H. Foley · Elizabeth R. Neblett

学生用书

4

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Barbara H. Foley and Elizabeth R. Neblett: English in Action Student Book 4

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教材简介

总体介绍

《汤姆森环球英语教程》是专为非英语国家的英语学习者编写的大型英语教程。教程内容包括听、说、读、写四种技能,同时进行语音训练、词汇扩展、语法的系统学习和实际应用技能的培养,尤其强调听记技能的培养和以学生为中心进行素质教育的教学方式。本书利用丰富多彩的内容编排和真实的语言环境充分满足了不同课堂和不同场景教学的需求,并且最大限度地提高了学习者的英语交际综合应用能力。

本教材共分四册,针对初级到中高级的英语学习者,每一册阶段性的学习目的各有侧重,从所选择的话题到语言、文化知识点滴循序渐进地代表了四个不同的语言学习级别。

第一册:针对完全零基础或者那些基本没接触过英语的学习者,包括初到美国的学习者和那些虽然在美国生活了很多年但从来没有系统学习过英语的成年人。围绕日常情景,如学校、家庭、工作、社区等等,讲解基本语法知识,常用词汇、日常地道表达和语言功能。认真学习完第一册的读者可以使用英语的基本句型和句子,对其周围日常生活中的事物进行自然交流、阅读和写作。

第二册:针对有初级英语水平英语学习者,围绕校园、工作、饮食、节假日等日常活动,进一步讲解语法、词汇、惯用表达和语言功能。认真学习完第二册的读者可以对身边发生的日常事件,利用规范语法,常用词汇进行准确、自然、轻松地地道表达,使学习者达到初高级水平。

第三册:针对有初中级英语水平的学习者,深入生活话题如宠物、电脑与互联网、健康、自然灾害、婚礼、犯罪等等,结合各国多元文化,进一步巩固和培养语法、词汇、句型和语言技能。认真学习完第三册的读者可以流利、准确地交际,并且发表自己的观点和看法,使学

习者达到中级水平。

第四册:针对中级水平的学习者,进一步深入话题,如教育、殖民、全球化与区域化、休闲娱乐、商业与工业、今日科技等等,进一步结合跨文化主题,较深层次地巩固、培养和发展语法、词汇、句型和语言技能。认真学习完第四册的读者可以用比较精确、流利、地道的英语进行轻松的人际交际,并对不同价值观的主题流畅地表达自己的观点,使学习者达到中高级水平。

课时安排

每级课时安排为75到120小时,中国老师可以根据实际情况,借助教师手册和练习册中可供选用的材料组织课堂活动,适当增加内容,延长课时;如果可用课时较少,可以根据实际教学情况适当减少学生活动,小组讨论、阅读、写作或者练习册方面的时间安排。本书充分考虑中国学生不同层次学习者的自身听说水平特点,将第一册和第二册学生用书和练习册分成上下分册版本(1A,1B和2A,2B)。上下分册版本每册课时安排为40到60个小时,中国教师可以根据实际教学情况灵活安排教学课时。

教学思想和教学方法

本教程利用生活式话题与全球多元主题文化相结合,使英语语言知识体系与文化背景紧密结合。此外,本教程不仅为把英语作为外语的学生提供了大量真实、自然、鲜活的语言环境,而且充分利用具有启发性、挑战性和能引起读者兴趣的各种练习活动来激发读者真正参与到本书中来,热情,这种将接受型学习和创造型学习的教学相结合的方式使每个学习者把自己的学习态度、经历和感觉有效地结合起来,使英语学习变

得真实、深入、个性化和主动化。

本书主要特色

真正零起点 本教材可供没有任何英语基础的初学者学习使用。由最基本的字母表开始的超低起点,适用于更广泛的英语爱好者。

内容生活化 本教材由美国语言培训学校资深教师编写,内容和题材都与日常生活紧密相关,实用性极强。国内学子可由此了解英语国家的生活与文化;欲到英语语言国家移民留学、探亲工作的人员,亦可由此掌握英语这门海外生存必备技能。

快捷易用 内容精,进度适中,教授最核心的语法知识和最常用的词汇、句型。轻松简练,易学易用,关键词汇附有实际图片对照参考,学生易于记忆吸收。不仅适合接受能力强的大中学生,而且是成年英语学习者的最佳选择。

注重听说 突出培养听说技能,练就非凡英语交流能力。以听力训练为先导,为良好的口语打下基础;以对话练习为后续,在实际交流中锻炼口语表达能力。听说互动,流利标准的英语口语一蹴而就。

活动丰富 丰富多彩的课堂活动,精心设计的多样化练习;教师以积极有趣的形式促进教学,学生在实际使用中巩固提高。本书提供的课堂活动,永远是英语教学的最佳途径。

测试题库 附赠测试题库光盘,便于教师进行日常及阶段性测试。学生学习进度了然于胸,教学从此便捷轻松。

单元组织结构

Dictionary 图解词汇

每单元都以1~2页的图解词汇开始,引入主题。学习者跟着磁带或CD反复听并跟着模仿朗读这些单词,课堂上老师会以各种趣味活动游戏来帮助学生记忆和掌握这些与本单元话题相关的主题词汇。这些词汇后通常配有听、说、读、写以及语法等各种练习,使这些关键词汇在各种语境中得到充分运用和理解。

Active Grammar 活用语法

每单元设置了3~6页的语法知识点和功能,通过每个单元中的各种活动将新词汇和语法紧密结合起来。对于第一、二册教程,不要求对语法精通掌握,语法只是用来作为英语基本结构和知识体系的入门介绍,并且通过语法培养读者对英语这门语言有感性 and 理性上的准确认识。本教程不但对每单元的语法知识进行了系统的讲解,而且通过自由的交际活动将语法与听说结合起来。每单元结束时,会对该话题中出现的新的语法项目进行演绎、归纳和总结。

Pronunciation 发音集训

本训练是在活用语法的基础上延伸出来的,针对各个单元中重要的语法知识点和语音特点进行集训,是该单元语法和词汇的补充。比如,单复数、缩写、重读、弱读、连续、节奏和语调等等。

Working Together 小组活动/角色扮演

每单元为读者提供1~2页的小组活动练习,如采访、指路、制订日常时间活动表等等。学生在此环节中允许出现各种可能出现的错误,因为本环节旨在针对每单元的教学要点培养学生的个性和主动性,尽量为学生提供在真实语境中独立运用所学语言的机会,尽可能利用所学的知识达到自然、流畅的表达。

The Big Picture 大图片

这是本教程中作者最喜爱的部分。此环节融听力、词汇和语法训练于一体。每幅鲜活的大图片都向读者展示了一个特别设定的生活场景,如饭店、医生诊所和五金店等等。学生要求先听有关大图片背景的对话或者一段故事,然后进行相关练习,复习本单元语法知识和进行自由的交际活动等等。

Reading 阅读

选择与各单元话题相关的真实的阅读材料,旨在为学生提供真实的语言学习环境,提高学生的阅读能力。阅读篇章中包含新的语法结构和认知词汇,因此学生能独立或者在老师的指导下掌握阅读篇章的大意即可,没有必要搞清楚每个语

法细节和词汇的具体含义。

Writing Our Stories 写下我们自己的故事

写作与口语一样属于提供创造型任务供读者模仿。本教程将此环节分成了两部分——模仿篇和创造篇。书中先向学生展示把英语作为外语或第二语言的学生或教师写的文章作为范例供读者模仿参考,然后通过各种趣味练习如填充句子、联想写作等方式帮助学生完成自己的创作作品。本环节不但可以提高学生的写作能力,而且还可以有效地巩固本单元话题中出现的词汇和语法知识。

Practicing on Your Own 家庭作业

这一部分很简单,就是教师留给学生的家庭作业。中国教师可以根据实际情况将练习拿到课堂上来做,或者留给学生作为课后作业进行自我复习,特别是听力的复习。例如很多学生把“The Big Picture 大图片”部分的录音作为听力练习来记录录音中的故事或者对话。

Looking at.../Learning Tips 学习点滴

在本单元话题的基础上再生和扩展新的相关知识,进而扩展学生的视野和对语言地道应用的把握。

Grammar Summary 语法点睛

在每单元末都有本话题下重点语法知识的总结,教师可以根据实际需要每课开始或结束时加以使用。

网络支持

汤姆森学习出版集团为全套教程开发设置了各种网络支持活动,欢迎大家登陆在线学习网站<http://englishinaction.heinle.com>了解更多的信息,享受学习的乐趣!

作者的话

我们相信本书一定会给大家带去应有的学习乐趣并且在未来的三四年中一定会再次修订改版。希望大家使用本书的这段时间内将您的切身感受告知我们,大家可以登陆网站www.heinle.com用E-mail与我们保持联系。我们真诚地希望知道使用者对本书的看法、意见和建议,最后祝大家轻松学习,快乐使用本教程!

2004.5



To the Teacher

Many years ago, I attended an ESL workshop in which the presenter asked a full audience, "How many of you read the **To the Teacher** at the front of the text?" Two participants raised their hands. Since that time, I have begged my publishers to release me from this responsibility, but have always been overruled.

As a teacher, you can form a clear first impression of this book. Flip through the pages. Will the format appeal to your students? Look carefully through the table of contents. Are most of the structures and contexts that your program has established included in the text? Thumb slowly through a few units. Will the activities and exercises, the support, the pace be appropriate for your students? If you wish, you can even read the rest of **To the Teacher** below.

English in Action is a four-level core language series for ESL/EFL students. It is a comprehensive revision and expansion of *The New Grammar in Action*. The popularity of the original edition delighted us, but we heard the same requests over and over: "Please include more readings and pronunciation," and "Could you add a workbook?" In planning the revision, our publisher threw budgetary concerns to the wind and decided to produce a four color, redesigned version. The revision also allowed us, the authors, an opportunity to refine the text. We are writers, but we are also teachers. We wrote a unit, then immediately tried it out in the classroom. Activities, tasks, and exercises were added, deleted, and changed in an ongoing process. Students provided daily and helpful feedback.


This fourth book is designed for high-intermediate level students. Students at this level already have good control of the basic tenses and structures of English, and can apply them in meaningful communication. The units in this text gradually expand the students ability to use more complex language to discuss high-interest, universal topics.

Units are completely contextualized and gradually build around topics such as leisure activities, sports, job performance, business and industry, and country music. Throughout each unit, there is support in the form of clearly illustrated situations, vocabulary boxes, grammar notes, and examples. As students move through the unit, they engage in situations and activities in which they can see, hear, and practice English. Listening is a key component of the unit. Initially, students are asked to listen for the structures in individual sentences. As the unit

develops, the structure is incorporated into dialogues and longer narratives. The pronunciation section additionally reinforces the structure, providing practice with elements such as contractions and tense contrast.

Active Grammar

Each unit opens with an illustration or photo and discussion questions to introduce the topic and to draw the students into the unit. The following six to seven pages of exercises integrate the context and the new grammar. As students progress through this section, they will find a wide variety of both controlled and open-ended activities. There are pictures to discuss, opportunities to interview their teachers and their classmates, conversations to develop, stories to enjoy, dictations for students to present to a partner, and even a few traditional fill-in-the-blank exercises to complete. We encourage you to try them all.

The directions are clear and there are examples for each exercise. Artwork and photos illustrate the context clearly. For many of the exercises, the entire class will be working together with your direction and explanations. Other exercises show a pairwork icon —students can try these with a partner or in a small group. You should walk around the classroom, listening to students and answering questions. With this variety of activities, this book should appeal to every learning style.

Pronunciation

Within the **Active Grammar** section is an exercise that focuses on pronunciation. These are specific pronunciation points that complement the grammar or vocabulary of the lesson, such as contractions, syllable stress, reductions, and linking.

The Big Picture

This is our favorite section, integrating listening, vocabulary, and structure. A large, lively picture shows a particular setting or situation, such as obtaining a driver's license, speaking to a school counselor, or gossiping about friends. After listening to a short narrative or conversation, students answer questions, fill in information, review structures, or complete conversations.

Reading

In the fourth book, the reading feature has been significantly expanded and is now a two-page spread. Each reading is longer and is directly related to the context of the unit. There are new vocabulary words and structures that have never been introduced. Teachers can help ESL readers learn that understanding meaning is primary. It is not necessary to master or look up every new word. Each reading is followed by exercises that help to develop reading skills, such as scanning for information, reading for details, taking a multiple choice test, understanding vocabulary in context, and understanding the pros and cons of a topic.

Writing Our Stories

The writing section has also grown into a two-page format. The first page provides a writing model and some form of brainstorming, such as a checklist, discussion questions, fill-in sentences, or a chart. The writing tasks usually ask students to write about their lives or opinions. For variety, other units may direct student to describe a process, write street directions, or write an opinion letter. Each section also practices or develops one writing point, such as using transition words, using quotation marks, or organizing ideas before writing. Several teachers have told us about the creative ways they share student writing, including publishing student magazines, designing a class Web page, and displaying stories and photos taken by their students. Included at the end of the writing page is a new feature entitled *Looking at the Internet*. If your school has a computer lab or students have Internet access at home, these short suggestions will provide a starting point for follow-up activities on the Internet.

Practicing on Your Own

Some teachers ask students to do the exercises in class. Another suggestion for homework is the audio component. Ask students to listen to it three or four more times, reviewing the vocabulary and the exercises they did in class. Our students tell us that they often write the story from the Big Picture as a dictation activity.

Grammar Summary

Some teachers wanted this summary at the beginning of the unit; others were pleased to see it at the end. Use this section if and when you wish. Some students like to see the grammar up front, having a clear map of the developing grammar. We have found, though, that many of our students at the intermediate level are confused with long grammar explanations at the beginning of a unit. There are small grammar charts as needed throughout the unit. The ending summary brings them together.

I am sure we will be revising the text again in three or four years. We will be gathering your input during that time. You can always e-mail us at www.heinle.com with your comments, complaints, and suggestions.

About the Authors



Liz and I both work at Union County College in Elizabeth, New Jersey. We teach at the Institute for Intensive English, a large English as a Second Language program. Students from over 70 different countries study in our classes. Between us, Liz and I have been teaching at the college for over 40 years! When Liz isn't writing, she spends her time traveling, taking pictures, and watching her favorite baseball team, the New York Mets. Liz took many of the pictures in the texts, for which our

students eagerly posed. In the warm weather, I can't start my day without a 15- or 20-mile bicycle ride. My idea of a good time always involves the outdoors: hiking, kayaking, or simply working in my garden.

Barbara H. Foley
Elizabeth R. Neblett



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p. 228, bottom middle: AFP/CORBIS
p. 228, bottom right: Abilio Lopo/CORBIS
p. 230: Reuters NewMedia Inc./CORBIS
p. 233, top: Reuters NewMedia Inc./CORBIS
p. 233, bottom: Reuters NewMedia Inc./CORBIS
p. 236, top left: AP Photo/John Russell
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p. 236, bottom: AP Photo/Mark Humphrey
p. 238, top: Evan Agostini/Liaison/Getty Images
p. 238, bottom: AP Photo/Luca Bruno

A. High school. Which picture best describes a high school classroom in your native country?

1.



2.



3.



4.



B. Schools are different from country to country. Answer or complete the following statements about high school in your native country. Then, compare your answers with a group of classmates.

- The school year begins in _____ (month) and ends in _____ (month).
- The school day begins at _____:_____ (time) and ends at _____:_____ (time).
- School **meets** / **does not meet** on Saturdays.
- High school students **choose** / **do not choose** some of their own courses.
- Students **type** / **do not type** their papers for their classes.

6. All students **study / do not study** the same subjects in school.
7. Students **study / do not study** with students of the same ability.
8. The teacher **changes / does not change** classrooms.
9. The teacher **gives / does not give** oral tests.
10. Most students **work / do not work** after school.
11. Families **pay / do not pay** for books.
12. Students **wear / do not wear** uniforms.
13. There **are / are not** after-school clubs for the students.
14. What kind of tests **do** high school students take in your native country?
Circle all correct answers.
 - a. multiple-choice
 - b. true / false statements
 - c. essay (write compositions)
 - d. oral tests
 - e. other _____
15. High school students are required to study the following subjects.
Circle all correct answers.

biology	foreign languages
physics	literature
chemistry	typing
psychology	secretarial skills
sociology	physical education
cooking	woodworking
art	sewing
music theory	mathematics
musical instruments	Latin or Greek
drama	geography
history	government



Active Grammar: Present Continuous Tense

A. Look at the pictures. In your notebook, write as many sentences as you can in ten minutes. Compare your sentences with a partner.



*A student
is talking on
the telephone.*

Be Statements		
I	am am not	studying.
He She	is is not	
We You They	are are not	

1.



2.



3.



4.



B. Yes/No questions. Answer the questions about the photos in Exercise A.

Photo 1

1. Are the students taking a test?
2. Are they working together?
3. Are they listening to a tape?

Yes/No Questions		
Am	I	studying?
Is	he she	
Are	we you they the students	

Photo 2

- Are some students working on computers?
- Are they working in the library?
- Are they using the printer right now?

Photo 3

- Is the young woman concentrating on her work?
- Is the student behind her talking?
- Are the students taking a test?

Photo 4

- Are the students playing soccer?
- Is everyone wearing a uniform?
- Are they playing in bad weather?

Write two more questions about the photos. Ask a classmate your questions.

- _____?
- _____?

C. Your classroom. Look around your classroom and answer the following questions. Write your answers on the blanks.

Present Continuous Tense: <i>Who</i> *		
Who	is	studying English? reading a novel? writing an essay? talking to you?
* <i>Who</i> takes the singular verb form.		

Present Continuous Tense: <i>Wh- Questions</i>			
What Where Why	am	I	studying? reading? writing? doing?
	is	he she	
	are	we you they the students	

- Who is sitting next to the door? _____
- Who is talking to the teacher? _____
- What are the students doing? _____
- Where is the teacher standing? _____
- Who is wearing a suit? _____
- What are you wearing? _____
- Where are you sitting? _____
- What language are the students speaking? _____



Active Grammar: Simple Present Tense

A. Your school. Complete the sentences about your school. Use the verbs in parentheses.

- I _____ (study) in the morning.
- Students _____ (pay) tuition for classes.
- A typical student _____ (go) to classes every day.
- Students _____ (live) in dormitories.
- I _____ (call) my teachers by their first names.
- Our school _____ (have) good computer facilities.
- There _____ (be) a library in my school building.
- The school _____ (offer) after-school activities for the students.
- Teachers _____ (give) many tests during the semester.
- My classmates and I _____ (take) class trips.

I We You They	study do not study don't study	English.
He She	studies does not study doesn't study	

B. Adverbs of frequency. Talk about your teacher, using adverbs of frequency.

Speak loudly

My teacher *almost always* speaks loudly.

- Speak softly
- (be) on time
- give quizzes
- use a tape recorder
- write on the chalkboard
- give spelling tests
- show videos
- use red ink to correct our papers
- give homework on the weekends
- _____

Place adverbs of frequency after the verb *to be* and before all other verbs.

He is *never* on time.

He *always* comes to school late.

always	100%
usually	90%
frequently	70–80%
often	
sometimes	50%
rarely	10–20%
seldom	
almost never	5%
never	0%

- 22 C. Study habits.** How do you study? Read each statement and check (✓) *always*, *sometimes*, or *never* about your own study habits. Then, listen to your partner describe his or her study habits.

	Me			My partner		
	always	sometimes	never	always	sometimes	never
1. I do my homework.						
2. My homework is neat.						
3. I ask questions in class.						
4. I read a newspaper in English.						
5. I try to speak English outside of class.						
6. I ask for extra help when I need it.						
7. I speak English in class.						
8. I study in a quiet place.						
9. I study an hour or more a day.						
10. I get to class on time.						

Complete these sentences about you and your partner. Use the adverbs in parentheses.

- My partner _____ . (always)
- I _____ . (always)
- My partner _____ . (never)
- I _____ . (sometimes)
- My partner _____ . (sometimes)
- My partner and I _____ . (always)
- My partner and I _____ . (sometimes)
- My partner and I _____ . (never)



Active Grammar: Simple Present Tense Questions



A. Roommates. Sophie and Lizzy are college roommates, but they have very different schedules, habits, and interests. Listen to the two roommates, complete the questions with "Do" or "Does," and then, answer the questions.



Yes/No Questions

Do you work?
Does she work?

Yes, I do.
Yes, she does.

No, I don't.
No, she doesn't.

- Does Sophie take all of her courses in the morning? Yes, she does
- _____ you take your English class in the morning? _____
- _____ Sophie keep her side of the room neat? _____
- _____ Sophie get up early? _____
- _____ you get up early? _____
- _____ Sophie study in the room? _____
- _____ you study in your bedroom? _____
- _____ Lizzy take all of her courses in the afternoon? _____
- _____ Lizzy keep her side of the room neat? _____
- _____ you keep your home neat? _____
- _____ Lizzy hand in her papers on time? _____
- _____ you hand in your homework on time? _____

Are you more like Sophie or Lizzy? Explain.