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新魅力英语

一套将改变无数人命运的英语教材

THIS BOOK WILL CHANGE YOUR LIFE

NEW CHARM ENGLISH

| 胡敏 主编 |

第4册

附赠配套MP3





new!

新魅力英语
NEW CHARM ENGLISH

江苏工业学院图书馆

藏书

第1册

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Teachers' Introduction

The Aims of the Books

The *New Charm English* series has been written by an international group of professional foreign writers living in China, with the help and support of a team of experienced Chinese writers and teachers. It is the only set of textbooks that incorporates “motivation” as its central theme.

The *New Charm English* series has been designed to provide teachers and students with a wide variety of interesting level-appropriate reading passages, and an excellent variety of well-constructed exercises based on each passage and the vocabulary and structures contained within it.

The texts have largely been selected from books published in the United States and the UK that have been written by top motivational speakers and business leaders from that country. Native speakers of English were the original target audience for the books, so the excerpts are in “real” English—not specially written for foreign students. The main advantage of this is that the texts are not contrived in any way and the students read English as it is naturally written for educated readers.

The levels that the books are loosely designed for are as follows:

Book 1—National College Entrance Examination / University Freshmen

Book 2—CET Band 4 / University Sophomores

Book 3—CET Band 6 and NETEM / University Juniors

Book 4—IELTS and TOEFL iBT / University Seniors

The books can be utilized in a wide variety of formats and programs. It offers a variety of language, grammar, exercises, and activities that are designed to teach reading and writing, with discussion points also included in each lesson. Books 1 and 2 each contain 50 lessons, whilst Books 3 and 4 each have 30 lessons. Class time can be allotted according to the specific situation of the students.

The material is presented in an interesting and engaging manner, with ample opportunities for mixed skill and communicative activities. Games and small group activities have been included. These allow teachers to manage large classes, give each student a chance to speak and contribute, and allow for many kinds of discussion, analysis and comparison. When a group of discussion questions is presented, the teacher can form groups and have each group discuss until they reach a consensus. Then each group can present their conclusions to the class. Students can compare and contrast their ideas, which allows real communication, the development of verbal logic and argumentation skills, the integration

of language skills and a cementing of the material presented in the passages.

Most topics throughout the series are personalized, allowing students to discuss their own experiences and ideas. The reading texts encourage the students to consider the wider aspects of life. A lot of factual information is presented in the texts, which students will probably not be aware of. This helps in that each lesson becomes generally educational, not only linguistically so.

The vocabulary exercises encourage students to develop a wider lexical resource through the use of synonyms and precision through the use of different word forms (adjectives, adverbs, nouns and verbs) derived from a single base word.

Finally, it is worth reminding teachers that it is not necessary to do all of the activities in each lesson.

Book Format

Pre-reading

This consists of an introduction related to the text with a few questions for discussion prior to reading the text. The aim is to get the students thinking about the subject matter of the text. The pre-reading section frequently contains information of a cultural nature, so that students become familiar with the cultural context of the text. Pre-reading exercises can be handled in pairs, small groups, or at class level. They are ideal for “warming up” a class prior to the task of reading.

Text

The theme running through the four books in the series is “motivation”, though there are several texts that are indirectly related to this topic and have been included for their general interest value and to add some variety. One of the key ideas behind choosing these particular texts was that they offer plenty for students to think about and discuss. We hope that the motivational theme will offer inspiration to students in both their quest to learn English and in their everyday lives.

Texts were placed in the series according to their vocabulary content and length. The vocabulary content of Books 1 through 4 matches that required at NCEE, CET-4, CET-6, NETEM, IELTS and TOEFL iBT levels. The length of the texts almost always falls into the following ranges.

Book 1—100 to 250 words

Book 2—200 to 350 words

Book 3—400 to 600 words

Book 4—450 to 800 words

Reading for gist

Books 3 and 4 ask students to note the time that they start and finish reading texts.

This is to develop faster reading skills to enable students to deal with extended texts within given time limits. The students are required to answer simple questions about the text and note down their comprehension score. One of the advantages of this exercise is that it places some responsibility with the student for their own learning.

New words, phrases and expressions, proper nouns

Any vocabulary that students at this level are not expected to know is listed after the text. The words are translated into Chinese. Book 4 has the vocabulary defined in English, using the meaning of the word as used in the text. Students should be encouraged to use these definitions rather than the translations. The new words and phrases and expressions form the basis of vocabulary exercises and language points. Lexical resource will be a key indicator of the students' level. If students do not know words that are not listed, this will be an indicator that the students are not at the level of that particular book.

Grammar notes/Sentence structure

One or two grammar points are listed for each lesson in Books 1 and 2. Sometimes, these grammar points relate more closely to structuring than grammar. Grammar points may be repeated to embed them in the minds of students. Grammar is presented communicatively to link grammatical forms and their functions.

Language points

These include phrasal verbs, collocations, idioms, literary terms, etc. At least one is presented in each lesson. Sometimes, the Language Points include an exercise. This allows the students to practice and become familiar with the new language.

Reading comprehension

There are generally one or two comprehension exercises for each lesson. These exercises should be attempted while referring back to the text. Each exercise contains both easy and difficult questions. This allows less able students to feel confident that they have achieved something and pushes better students' abilities. The most common exercise types are

- (i) "true/false" with correction of the "false" sentences
- (ii) creating answers in response to questions on the text
- (iii) multiple choice

When doing true-false and multiple choice exercises, teachers should elicit reasons for the answers from students, or have them point out words or sentences that indicate an answer. Teachers should encourage students to give answers in full sentences in order that they get used to using appropriate grammar structures and become more communicative. Multiple choice exercises also offer students the chance to explain why certain choices cannot be true. Exercises that require students to produce full, original answers are naturally more difficult, but offer an excellent opportunity for teachers to see whether students can produce the language required at particular levels.

Grammar/Structures

There are one or two grammar exercises for each lesson, which involve work with the subjects of the grammar points. The most common exercise types are

- (i) gap-filling (cloze exercises)
- (ii) matching sentence halves/clauses
- (iii) sentence completion, using prompts
- (iv) sentence completion, using students' own ideas

Teachers should try to extend this section by allowing students to create sentences of their own to practice the new forms wherever possible. The trend nowadays is towards using grammar in a communicative setting, rather than simply memorizing grammatical rules.

Vocabulary

Two or three vocabulary exercises are usually included in each lesson. The vocabulary exercises involve using the New Words and Phrases and Expressions. The most common vocabulary exercise types are

- (i) gap-filling (cloze exercises)
- (ii) matching (synonyms and antonyms)
- (iii) word forms (presented as tables)
- (iv) sentence completion
- (v) sentence creation
- (vi) multiple choice
- (vii) substitution
- (viii) odd one out

One way of completing these exercises is to allow the students some time to complete each exercise alone or in pairs, then elicit answers from the whole class. Teachers can use the word forms tables to elicit sample sentences from students, allowing students to become familiar with how each word form is used. Sentence completion exercises clearly give the students opportunities to express their own ideas and opinions. Teachers can demonstrate to a class that numerous answers are possible by asking a few students to complete each sentence aloud in class.

Writing tips

One or two short tips are included in each lesson to help students with their writing techniques. These tips range from ones that are very short and simple (in Books 1 and 2) to more complex and lengthy ones (in Books 3 and 4), depending upon the level of writing required by students taking examinations at those levels.

Writing

There is typically one writing exercise per lesson in Books 1 and 2. This rises to two exercises in Book 3 and two or three in Book 4. The students are usually advised to write a minimum number of words or are given a range which they should try to stick to.

Book 1—80 to 120 words

Book 2—120 to 150 words

Book 3—150 to 250 words

Book 4—over 250 words

The creative writing topics are connected closely to the main text. Apart from essays, there are précis writing, summary writing, and paraphrasing. In Book 1, the writing topics are designed to engage the student in letter writing and the production of short essays. In Book 2, students are usually asked to write short essays about personal experiences or plans. In Book 3 and in Book 4, students write essays in a format similar to that used in CET Band 6, NETEM, IELTS, TOEFL iBT and more formal academic situations.

Discussion

These activities can be dealt with by dividing the students into small groups, then bringing the groups together to report back to the class. The interactive nature of these exercises allows students to use the vocabulary and structures they have learned. It truly gives the students an opportunity to use English in a directed fashion, without the restrictions of exercises.

The fun bit/The last word

These “exercises” include quizzes, word searches, interesting facts, etc. They often serve to increase students’ vocabulary. Also, both students and teachers appreciate fun activities, games, puzzles and songs. Especially on Fridays, or at the end of a long class, it is relaxing and enjoyable to use language in a non-academic way. The fun bit exercises often include references to websites which students can go to. These websites are in English, subtly encouraging the students to use English outside class.

Answer key

These are provided for all exercises, including writing samples for the writing exercises. Most exercises have clear answers (e. g. “true” or “false”), but other exercises (such as sentences completion) may have numerous possible answers. Student creativity should be encouraged wherever possible, because this illustrates clearly that learning a foreign language is not about memorizing formulaic language, but is about communicating a person’s thoughts to others.

An Introduction for the Students

Would you like to improve your English? Are you planning on taking an English exam soon? Do you find most English textbooks to be boring, uninspiring, or unpractical? Do you feel that you are wasting your time studying topics that are irrelevant or unhelpful to your life and/or studies?

If you've answered yes to any of the questions above, then this series of books by *New Charm English* are for you! The writers have worked hard to make these books stand apart from the rest by using motivational texts, innovative pedagogical designs and teaching methods that work.

The goals of this series of books are:

To heighten the students' awareness of the cultural differences that exist between the East and the West;

To improve the students' English reading comprehension skills;

To improve the students' understanding of grammar/sentence structure;

To improve the students' vocabulary;

To provide real English texts, which are informative, motivational and interesting;

To provide both creative and practical writing tips and tasks for the students;

To provide the students with interesting discussion topics;

To help prepare the students for the following exams: National College Entrance Examination (Book 1), CET Band 4 (Book 2), CET Band 6, NETEM (Book 3), IELTS and TOEFL iBT (Book 4).

Now, take a look at the following explanations of how to use the variety of exercises found in the books.

Pre-reading

All of the books begin with a few pre-reading exercises which include: cultural/textual notes and warm-up questions. These exercises should be done before you read the text to help you get acquainted with the theme of the lesson.

Text

The texts in these books were chosen for their motivational, humorous or generally interesting themes, sentence structure (with a progression of reasonably simple structures in Book 1 to more complex structures in Book 4), and length (100—250 words for Book 1, 200—350 words for Book 2, 400—600 words for Book 3, and 450—800 words for Book 4). Because the texts were chosen from books/magazines/newspapers that were written not for EFL learners, but for native English speakers, you may find that you are unfamiliar with some of the vocabulary words or grammar/sentence structures. It is not necessary to understand everything. Though this is a hefty obstacle

for many students, living with ambiguity will actually help you to become a better language student. When two people converse with each other, there are always differences in their understanding of the world and language abilities—with native and non-native speakers alike. The reason we have chosen such texts is to give you REAL English to learn from in order to ease the transition from a student of English in a classroom to a user of English in the real world.

Reading for gist

In Book 3 and Book 4, you will be asked to “read for gist”. You should write down the time you begin reading, read with the goal of understanding the general idea of the text, and then write down the time you finish. If there are questions for you to answer about the text here, you should try to answer them from memory. Throughout the course of the book, you should try to read faster and to understand more. This is a good way to improve your speed and reading comprehension for exams like IELTS.

New words, phrases and expressions, proper nouns

All new words, phrases, expressions and proper nouns were chosen carefully. Book 1, Book 2 and Book 3 provide Chinese definitions. Book 4 provides English definitions. There are some words in the texts that are above the level of the book, but are still needed in order for you to understand the text; they are marked with a star (*). We will not test you on these words.

Grammar notes

You will be provided with grammar notes for Books 1 and 2. Each grammar point includes a few sample sentences, and a usage explanation. It is not as important for you to remember the title of the grammar point as it is to be able to accurately use the grammar points in your oral and written English.

Language points

Here, you will find in-depth explanations and examples of language points from the texts. For example, you might find idioms, differences between British and American English, common Chinglish problems, punctuation tips, literary terms, etc.

Reading comprehension

Some of the questions here are easy enough that you shouldn't have to go back and re-read the text in order to find the answers. Most of them, however, were designed for you to go back and find the answers in the text. Read the instructions carefully—there are a variety of different tasks for you to complete.

Grammar/Structure exercises

Many Chinese students are able to complete grammar/structure exercises correctly and easily on paper, but are unable to use them when they speak English. Therefore, practical situations are used whenever possible. In order to incorporate these into your

everyday speech, it is up to you to practice using them when you speak and write.

Vocabulary

The vocabulary exercises in these books will quiz you on the words found in the lists after the text. You will be asked to do a variety of things, like defining the words, matching words with their definitions, and completing a word chart. Again, it is up to you to continue practicing using the words in your daily conversations. If you don't use it, you'll lose it!

Writing

The goal of the writing section is to familiarize you with personal letter writing and basic writing skills, like writing a topic sentence, supporting sentences, description essays, and narrative essays (Books 1 and 2). In Book 3, you will work on polishing these skills and in Book 4, you will work on writing academic and test essays. Writing tips and sample essays are provided for most of these tasks. In order to improve your writing skills, it is important for you to use the samples and tips merely as a guide. This is a good place for you to use the new vocabulary words and grammar/sentence structures, as well!

Discussion questions

These questions were designed to get you talking about the topics in the lesson. Again, this is another good place to practice the vocabulary and grammar/sentence structures that you learn in each lesson.

The fun bit

Fun? In a textbook? Yes, it is possible! We've added this section to help you remember that learning English doesn't have to be boring. It's not all about memorizing words and struggling through grammar points. You should use this section to develop your vocabulary as well as to gain more insight about the text from each lesson—and to have fun!

Internet resources

Some of the books provide you with Internet resources. You may go to your favorite search engine (like www.google.com) and search for the same topic there.

Answer key with sample answers

The answer key includes the answers for each of the lessons as well as writing samples for the writing tasks. It is important to remember that sometimes, there is no one correct answer. In these situations, sample answers have been given to you for reference. Furthermore, if you want to improve your English, resist the temptation to copy all the answers from the back of the book. It is not having the right answer that is important; it is finding the answer on your own and understanding it.

教师使用说明

编写目的

《新魅力英语》由一批居住在中国的外籍专家和在教学与创作方面都具有丰富经验的中国英语教师联袂打造,“励志”是这套教材的核心内容,在教材编写史上可谓独树一帜。

《新魅力英语》课文内容丰富有趣、难度适中,配套练习精心设计、紧扣原文、词汇语法巧含其中。

所选文章主要来自美国和英国出版的出自名家之手的励志类图书。由于这些图书最初以英文读者为对象,因而是“原汁原味的”英语——而不是专门为外国学生撰写的课文,这套教材的最大优点是学生接触到的英语清新自然,没有任何精心加工的痕迹。

这套教材大致适合以下几种水平:

第一册——高考水平/大学一年级水平

第二册——大学英语4级水平/大学二年级水平

第三册——大学英语6级和考研英语水平/大学三年级水平

第四册——雅思考试和新托福水平/大学四年级或以上水平

本教材可供多种计划和课程使用,因为它提供大量的语言练习和语法练习,同时还设计了许多学习阅读和写作的活动,并且每课还设置了一些讨论话题。第一册和第二册各有50篇课文,第三册和第四册各有30篇课文。课时分配可以根据学生的实际情况进行合理安排。

本教材的内容编排不仅妙趣横生,而且富有吸引力,学生可以获得足够的机会培养综合技能和交际能力。此外,本教材还设计了一些游戏和小组活动,这样教师不仅可以进行大班教学,而且可以给每个学生说话和参与的机会,可以进行各种各样的讨论、分析和比较。布置一组讨论话题时,老师可以把学生分成几个小组,让每个小组展开讨论,直到小组达成一致意见,然后让每个小组把结论告诉全班,大家再来对照对比,这样就形成了真正的交流,说话会有逻辑,辩论会有技巧,不仅语言能力得到全面提高,而且还能巩固从课文里面学到的知识。

本教材大部分话题都与个人有关,这样就有助于学生结合自己的经历发表自己的观点。课文内容会鼓励学生开阔自己的视野、增加对生活的了解。学生也许不会意识到,课文里的内容许多是真实的。这就是这些课文的魅力所在,因为它们不光语言上光彩照人,而且本身就具有教育意义。

词汇练习中对同义词和派生词的学习有助于学生扩大词汇量、提高用词的准确性。

最后,值得提醒教师的是,每一课的内容不一定要面面俱到,教师可以根据情况做出调整。

编写体例

课文导读

这一部分包括与课文有关的背景介绍和几个课前讨论的问题,目的是想让学生就课文主题展开思考。课文导读部分经常提供文化方面的知识,以便学生了解课文里的文化背景。课文导读里面的练习可以分成两人组、小组或者由全班来做,它们是很好的课前“热身”练习。

课文

整套教材以“励志”为核心,虽然有些课文与这个主题没有直接关系,由于它们能引起大家的兴趣,而且能增加文章的多样性,所以也被收录进来。之所以挑选这些课文,一个重要的原因是它们能使学生积极思考、展开讨论。我们希望这些励志类文章能激发学生们的灵感,不只是激发他们学习英语的灵感,同时还激发他们在日常生活中的灵感。

课文的先后顺序是按词汇量和文章长度编排的,第一册到第四册的词汇量基本上是按高考、大学英语4级、大学英语6级、考研英语、雅思和新托福考试的顺序,课文长度基本上在以下范围:

第一册——100至250个词

第二册——200至350个词

第三册——400至600个词

第四册——450至800个词

主旨阅读

第三册和第四册要求学生记录自己读课文的起始时间,目的是想提高学生的阅读速度,使他们在规定时间内处理长篇课文的能力。学生还要回答一些有关课文的简单提问并且记录他们的理解得分。这种练习的好处之一是让学生对自己的学习承担一些责任。

生词、短语及表达法、专有名词

课文后面会针对学生的水平列一个生词表并配有中文翻译,第四册的生词会根据课文内容提供英文解释。要鼓励学生多使用英文解释而不是中文翻译。生词、短语及表达法是词汇练习和语言点的主要依据。词汇量是衡量学生英语水平的重要标志,如果学生不认识未列入生词表的词,这说明该学生还未达到学习该册书的水平。

语法注释/句子结构

第一册和第二册每课后面都有一至两个语法点。有时候,这些语法点与其说与语法有关,不如说与结构有关。为了加深在学生脑海中的印象,语法点可能会重复出现。语法以交际的形式出现,以便把语法形式和语法功能联系起来。

语言点

其中包括短语动词、习惯搭配、习惯用法、文学术语等。每课至少有一个语言点,有时候还会带有一些练习,通过这些练习学生可以熟悉和掌握新学的语言知识。

阅读理解

每课通常有一至两组理解练习,这些练习应该在回头看课文的时候做。每组阅读理解练习题有难有易,这有助于帮助水平较差的学生找到自信、获取成就感,同时提高水平较高者的能力。最典型的阅读理解练习是:

- (i) “是非判断题”,同时将错误句子改正过来
- (ii) 根据课文回答问题
- (iii) 多项选择

在做是非题和多项选择题的时候,教师应该让学生说出所给答案的理由,或者让学生指出答案依据的词或句子。教师应该鼓励学生用完整的句子回答问题,以便他们养成使用合适的语法结构的习惯,让他们变得更加具有交际能力。多项选择练习也为学生提供了解释某些选项为什么是错误的机会。要求学生给出完整并且有创意的答案的练习自然会更难一些,但是教师可以利用这个极好的机会了解学生是否具备特定水平要求的语言表达能力。

语法/结构

每课配有一至两组与语法点相关的语法练习。最典型的语法练习是:

- (i) 填空(完型填空)
- (ii) 把句子连起来
- (iii) 根据提示把句子补充完整
- (iv) 根据学生自己的想法把句子补充完整

教师应该想办法在这组练习中作一些补充,只要有机会就让学生通过自己造句练习新学的内容。现在的趋势是在交际场景中使用语法,而不是简单地背记一些语法规则。

词汇

每篇课文通常配有两至三组词汇练习,这些练习涉及生词和短语及表达法里面的内容。最常见的词汇练习是:

- (i) 填空(完型填空)
- (ii) 配对(同义词和反义词)
- (iii) 词的各种形式(以表格的形式出现)
- (iv) 把句子补充完整
- (v) 造句
- (vi) 多项选择
- (vii) 替换
- (viii) 排除

做这些词汇题的方法之一是给学生一些时间,让他们单独或者两人一组完成这些练习,然后在全班得出答案。教师可以用表格里的单词形式让学生造句,让学生熟悉每种形式的词的用法。把句子补充完整显然为学生提供了表达自己的想法和意见的机会。通过让不同的学生大声补充句子,教师可以向全班展示答案可能不止一个。

写作提示

每课后面都有一至两个写作提示帮助学生提高写作技巧。这些提示根据不同考试要求的写作水平从短而简单(第一册和第二册)过渡到长而复杂(第三册和第四册)。

写作

第一册和第二册一般都配一个写作练习,到第三册增加到两个,到第四册就增加到两到三个。一般会对学生提出字数要求,他们要遵守的字数范围是:

- 第一册——80 至 120 个词
- 第二册——120 至 150 个词
- 第三册——150 至 250 个词
- 第四册——250 个词以上

创造性写作与课文有密切的联系。除了短文写作,还有摘要写作、总结写作和释义写作。第一册的作文题主要是让学生练习写书信和小短文,第二册经常要求学生根据自己的经历和打算写一些小短文,第三册和第四册则要求学生写一些类似大学英语 6 级、考研英语、雅思、新托福考试以及更加正式、学术的环境中使用的文章。

讨论

讨论活动可以通过把学生分为不同的小组、然后让各个小组向全班汇报的形式来进行。这些练习具有互动性,学生们可以借这个机会使用学过的词汇和语法。由于不受练习的限制,这是一次真正让学生在一定的指导下自己使用英语的好机会。

开心乐园

这里的“练习”包括小测验、找单词、有趣的资料等。它们常常有助于增加学生的词汇量。而且,无论学生还是教师都喜欢有趣的活动、游戏、谜语和歌曲,尤其是在星期五或长长的一节课快结束的时候,用非传统的方法学习语言是件轻松而快乐的事情。开心乐园里面的练习经常为学生提供一些相应的网址,由于这些网站使用英语,从而为学生课外学习英语提供了机会。

练习答案

所有练习都附有答案,其中包括写作练习的范文。大部分练习都有明确的答案(如“是非题”),但也有一部分练习(如把句子补充完整)可能有多种答案,学生的创造性应随时得到鼓励,因为它清楚地表明学习一门外语不是背记公式化的语言,而是和别人进行思想上的交流。

学生使用说明

你想提高英语水平吗？你近期有参加英语考试的打算吗？你是否认为大多数英语教材枯燥乏味、激发不起兴趣或者实用性不强？你是否觉得学习与自己的生活和/或学习无关或者毫无裨益的课文内容是浪费时间呢？

如果你对上面任何一个问题的回答是肯定的，那么这套《新魅力英语》就是为你编写的！《新魅力英语》的编写者们力图用励志性课文、全新的教学设计和教学方法使这套教材脱颖而出、独树一帜。

这套教材的目标是：

培养学生对东、西方文化差异方面的意识；

提高学生的英语阅读理解技巧；

增强学生对于语法/结构的认识；

扩大学生的词汇量；

提供原汁原味、增进知识、激发兴趣并且妙趣横生的英语课文；

提供富有创意、实用性强的写作指导和写作练习；

提供生动有趣的讨论话题；

帮助学习者准备以下考试：大学入学考试（第一册）、大学英语4级考试（第二册）、大学英语6级考试和考研英语（第三册）、雅思和新托福考试（第四册）。

下面我们看一看有关如何使用书中各种练习的介绍：

课文导读

所有课文都以课文导读开头，其中包括：文化/课文介绍和热身练习。这些练习必须在读课文之前做，以便帮助你熟悉课文主题。

课文

所有课文均以催人奋进、生动幽默或者妙趣横生为入选标准，同时还要满足句子结构（从第一册的简单慢慢过渡到第四册的复杂）和字数（第一册100至250个词、第二册200至350个词、第三册400至600个词、第四册450至800个词）方面的要求。由于这些课文选自不同的图书、杂志和报纸，其目标读者是以英语为母语的人，而非不以英语为母语的英语学习者，你也许会发现你对某些单词或语法/句子结构不太熟悉。但你没有必要什么都懂，虽然这对许多学生来说是个巨大的障碍，保留一点模棱两可的东西实际上有助于你成为一个更好的语言学习者，因为在两个人交流的时候，对世界的理解和语言能力总是会存在一些差别——以英语为母语的人与不以英语为母语的人之间都会存在这种差别。我们之所以挑选这样的课文是想让你学习原汁原味的英语，更好地完成从课堂英语学习者到现实生活中英语使用者的过渡。

主旨阅读

第三册和第四册会要求你做“主旨阅读”，你要记录下开始阅读、看懂文章大概内容、完成阅读的时间。如果这里有关于课文内容的提问，你应该凭记忆进行回答。在整本教材的学习中，你应该想办法读得更快、理解得更多，这是一种提高阅读速度、加强阅读理解、准备雅思之类考试的好办法。

生词、短语及表达法、专有名词

所有生词、短语、表达法和专有名词都经过精心挑选，第一册、第二册和第三册提供中文解释，第四册提供英文解释。课文中有一部分单词超出了该书应有的水平，但对于理解课文却又必不可少，这时它们会标上星号（*），这种词不会成为测试对象。

语法注释

第一册和第二册会为你提供语法注释,每个语法点会包括一些例句和用法说明。重要的不是记住这些语法点的名称,而是在口语和书面英语里准确地使用这些语法点。

语言点

你会在这里找到课文中出现的语言点的深入分析和用法举例。例如,你会找到一些习惯用法、英国英语和美国英语的区别、常见的中式英语问题、标点符号提示、文学术语等。

阅读理解

有些阅读理解题很容易,你不必回过头去再看课文就能回答,但大部分题是要回到课文里找答案的。回答问题前要仔细看题目要求——你要完成的任务是多种多样的。

语法/结构练习

许多中国学生能在纸上准确无误、轻而易举地做语法/结构练习,可是到说英语的时候就不能活学活用了。有鉴于此,教材尽可能地使用了一些真实场景,为了把这些场景运用到你的日常会话中,你要在说话和写作当中练习使用这些学过的内容。

词汇

这套教材的词汇练习考查你对课文后面生词表里面的单词的掌握,你要做很多事情,比如给单词下定义、把单词和定义连接起来、完成一个填词表。同样地,你要在日常对话中练习使用这些单词,记住:不用则废!

写作

写作部分的目的是让你熟悉个人书信写作和基本写作技巧,比如练习写主题句、扩展句、说明文和记叙文(第一册和第二册)。到第三册,你将进一步提高这些技巧。到第四册,你将学习写学术性文章和考试类作文。大部分写作练习都提供了写作提示和范文。要想提高你的写作技巧,你一定要只把范文和提示作为指导,新学了那么多的词汇和语法,在这里好好展示一下吧!

讨论

这里的练习题是为了让你开口讨论课文里的话题。同样地,这里又为你提供了一次好的机会,练习从课文里学到的词汇和语法。

开心乐园

开心?在一本教材里?是的,这确实是可能的!我们增加这项内容,目的是想让你记住英语学习不一定枯燥乏味,不一定就是背单词、啃语法,你应该利用这一部分不仅扩大词汇量,而且加深对课文的理解——同时还乐在其中!

网上来源

有的书提供了网上来源,你可以上你喜欢的搜索引擎(如 www.google.com),从那里搜索相同的话题。

练习答案和范文

练习答案包括每篇课文的答案和写作练习的范文。需要记住的是:有时候没有所谓的答案,在这种情况下,我们会给你提供参考答案。此外,如果你想提高你的英语水平,一定要抵制从书后面抄答案的诱惑。重要的不是拥有正确答案,而是自己找到答案并且理解这个答案。