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New

Integrated English

1A

新综合英语



学生用书

改编版

主编 刘道义



Amanda Brown • Ken Methold • Janet Tadman • Clare Vickers



一个学术性教育性
出版机构

I. 《新综合英语》(改编版) 的特色:

1. 贴近学生的生活实际, 符合当代社会发展的需要, 重视培养学生口头和书面运用语言进行交际的能力。
2. 编选的材料多取自现代生活实际, 文化背景知识丰富、信息量大, 具有极强的时代感和真实感。
3. 语言地道、自然, 不少课文富有幽默感、可读性较强。
4. 每个单元围绕中心话题开展听、说、读、写活动, 有利于四项技能的综合训练。
5. 练习形式活泼、内容新颖、针对性强, 有利于开发学生的智力——分析、判断、推理、思维和想像等能力。
6. 词汇和语法是通过语篇呈现给学生的, 加上大量的彩图、表格和浅显的英文解释, 使教科书饶有趣味、引人入胜。
7. 改编组人员由高校语言专家、资深的中学教师和有经验的英语教科书编辑组成。

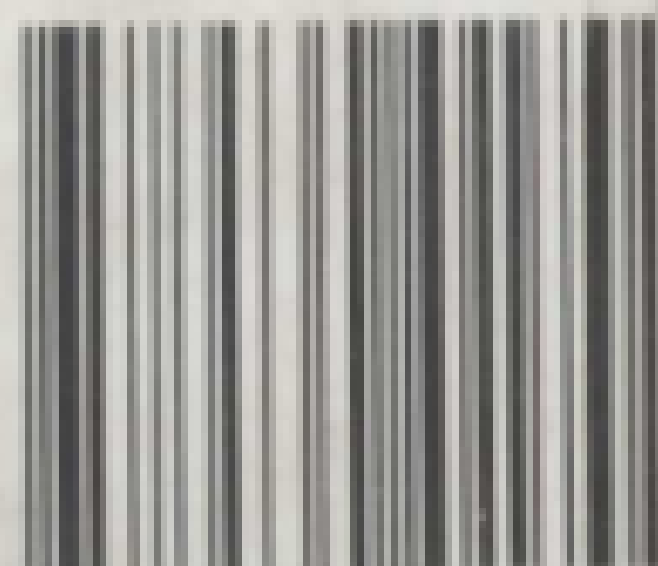
II. 《新综合英语》(改编版) 系列教材包括:

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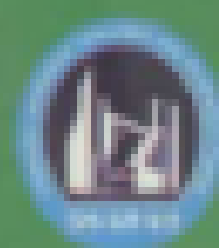
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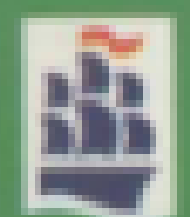
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学生用书

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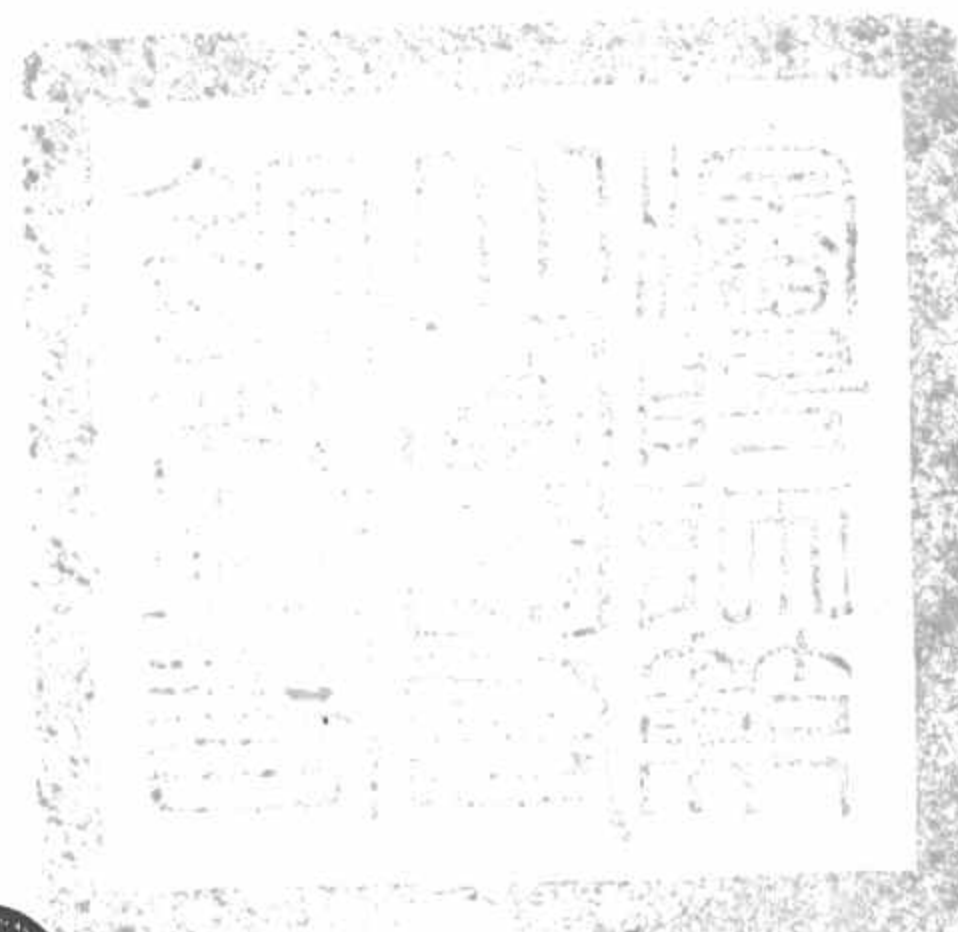
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Introduction

New Integrated English has been completely rewritten in accordance with changes in the English Language syllabus. The emphasis has been shifted towards communication skills in order to help you communicate effectively in English in your future.

Pre-reading

The pre-reading activities introduce the topic of each unit and enable you to discuss your ideas and experiences.

Reading

The passages are based on authentic material from a variety of local and foreign sources. The topics all have local implications and, it is hoped, will provide a basis for classroom discussion. The different examples of style you find in these passages will also help you with your own writing.

Comprehension

The comprehension exercises are designed to develop your reading skills.

Using Words

These exercises use vocabulary from the passages in a variety of interesting and communicative ways. This section also introduces new vocabulary items related to those found in the passages.

Language

This section introduces language structures in a systematic and clear manner. Each grammar point taught is closely related to the passages.

Reading, Listening, Writing

This section will help improve your listening skills in realistic and communicative contexts.

Speaking

This section will help you improve your confidence and competence in speaking English.

Writing

Practice of writing in different styles is provided by authentic and contextualised tasks, which are closely related to the passages.

Summary

This section provides a quick guide to the vocabulary and language structures introduced in the unit. It will be helpful for reference and revision.

Finally, we hope you enjoy using *New Integrated English* and we wish you every success in the future.

Amanda Brown
Ken Methold
Janet Tadman
Clare Vickers

前 言

国家教委制订的中学英语教学大纲是面向全国绝大多数学校的,所提出的要求是基本的,或者说是“保底”的要求。我国幅员广阔,各地发展极不平衡。对于一些大、中城市里条件优越的学校,有外语特色的,特别是外国语学校,外语教学要求可以超出大纲要求,所谓“上不封顶”,就是对这类学校而言的。只有这样,才能有效地提高英语教学的实效。为此,这些学校迫切需要高于大纲要求的英语教材。外研社和朗文出版亚洲有限公司合作出版的《新综合英语》(NIE)正好满足这些学校和学有余力的学生的需要。

我们认真研究了这套教材,认为 NIE 具有以下六个特色:

一、选材贴近青少年的生活实际,符合当代社会发展的需要,重视培养学生口头上和书面上运用语言进行交际的能力。

二、课本的材料多选自现代生活,信息量大,文化背景知识丰富,有利于听读理解能力的提高和增强学生的语感。课本具有时代感、真实性、知识性和趣味性。

三、语言流畅、地道、自然;不少课文编得生动、活泼,富有幽默感,可读性较强。

四、每个单元围绕中心话题开展听、说、读、写活动,非常重视四项技能的综合训练。书中听、说、写的练习都与阅读课文有密切的联系。口、笔头练习充分体现了语言的功能。口语训练设有角色扮演、采访、调查、讨论、讲故事等交际性活动。各单元围绕中心话题设计了功能性写作练习,如练习写应用文(书信、报告、小品、短文等)。

五、练习形式活泼、新颖、多样,针对性强,不仅利于加强学生对语言的理解和实际的应用,而且有助于发展学生的智力。例如,每个单元的阅读课文都有读前思考性问题和读后理解性问题。书中这类思考性的练习较多,能够启发学生的思维,有助于发展学生分析、判断、推理、想象等能力。

六、词汇和语法知识是通过语篇呈现给学生的,并作了适当的归纳,加上大量的插图、表格和浅显的英文解释,使教科书饶有趣味,引人入胜。这就使得课本符合青少年的生理和心理发展的特征。

改编后的《新综合英语》保持了上述的优点和特色,但对教材内容做了适当和必要的修改,并补充了一些语言材料,使 NIE 具有较好的思想性、科学性、系统性和实用性,力求符合中学英语教学大纲的要求,适应考试的要求。

总之,《新综合英语》所采用的教学方法符合现代语言教学理论发展的趋势。经过改编以后,这套教材将更加符合我国大部分地区教学的实际和学生语言学习的认知规律。我们相信,这套教材的使用会对目前我国方兴未艾的中学英语教学改革起到促进的作用。

《新综合英语》改编组

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UNIT 1

THE LIFE OF A SOLDIER

In this unit, you will learn to talk or write about facts and about things that happen regularly. You will also learn how to say how often things happen and talk about your daily routine.

PRE-READING

- 1 Look at the title of this unit. When you read this title, what do you think the passage will be about?
- 2 You will find the following words in the passage: army, enemies, fight, protect. Can you think of any other words that might be in a passage about the life of a soldier?
- 3 What do you already know about soldiers and the lives they lead? Can you give any examples of the things soldiers have to do?
- 4 Do you have a picture in your mind when you think about soldiers? Can you describe that picture? Do you think this picture will change when you read the passage?

READING

Read the following passage carefully.

I'm a soldier from Brazil. I protect and serve my community. Without the army, the community could not survive. We have thousands of enemies just waiting to kill us. We have to attack first, or die.

I always wake at sunrise. There are millions of us in the camp. At night we stay close together, with our queen and the young ones in the middle. We are safe like that.

sunrise 日出, 黎明
= sun-up
sunset 日落, 黄昏

thousands of
enemy 敌人, 敌对

First, I must eat. Soldiers don't carry and store the food — that's not our job. We go down from the campsite and have a good breakfast. You can't fight without food inside you. Then we get ready for the day's march. We are very hardworking. Every morning, we march for about five hours, rest in the middle of the day and march for another three hours in the evening.

My job is hard and dangerous. Soldiers must always have courage. We never show fear. We have weapons — great biting jaws and a sting which can kill. To protect the young ones, we form two lines, one on each side. The nursemaids hurry along between the lines, carrying the eggs.

Other ants carry the queen. She is very big and fat and it takes hundreds of them to carry her. During rest times, we form a circle round the community. We face outwards and we keep watch. If anything attacks us, we fight. We are loyal to our queen. Every day, thousands of us die.

Our other job is killing for food. Usually, we eat big insects, such as cockroaches. These insects are unpleasant and harmful, so we are helpful. Humans and other animals are pleased to get rid of them. We run quickly over them and sting them to death. We eat as much as we want and pass food along to the rest of the community.

Our column is about 14 metres across and we average a speed of 30 centimetres every minute.

Most animals run away when they see or hear us coming, but sometimes, a large animal is unable to. For example, the people in the forest keep chickens. Often, the chickens are inside a henhouse and cannot escape. Millions of ants can easily kill a chicken. Then we have chicken for dinner.



COMPREHENSION

A Answer the following questions in complete sentences.

- 1 What does the soldier do first in the morning?

- 2 How do the soldiers protect the community during the march?

- 3 What are the two main jobs of a soldier?

- 4 What is the nursemaids' job during the march?

- 5 What do the soldiers do during rest times?

- 6 What happens when an animal cannot escape from the army ants?

B Some of the following sentences are true and some are false. Write 'T' next to the true sentences. Write 'F' next to the false sentences. Then rewrite the false sentences to make them true.

- 1 The camp is made up of millions of ants.

- 2 The ants march for 10 hours every day.

- 3 Soldiers must not show courage.

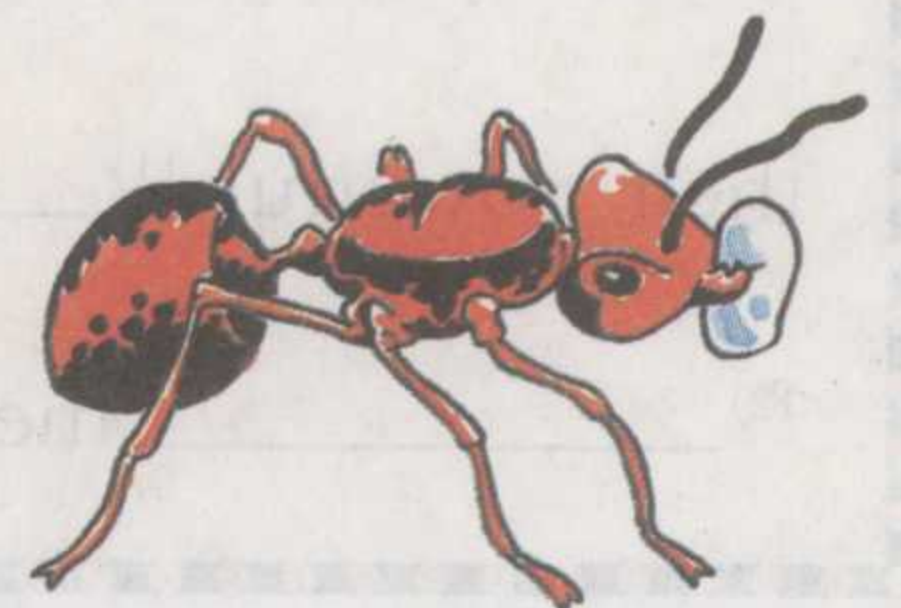
- 4 The nursemaids carry the queen during the march.

- 5 In an hour, the column advances about 18 metres.

- 6 Animals in front of the marching column either run away or die.

C The following sentences summarise the paragraphs in the passage. Write the number of the correct paragraph next to each sentence.

- a) The ant describes how it gets its food. _____
- b) The ant introduces itself. _____
- c) The ant describes how it kills larger animals. _____
- d) The ant gives more information about the queen. _____
- e) The ant describes the first part of its day. _____
- f) The ant describes the soldiers. _____
- g) The ant describes how the community stays safe at night. _____



USING WORDS

A Vocabulary

Here are the meanings of six words in the passage on pages 1-2. Write the six words next to their meanings and circle the words in the wordsquare. Then fill in the blanks in the passage below, using each word once.

- 1 the biting part of the mouth _____
- 2 to manage to run away _____
- 3 a line of marching people or animals _____
- 4 a place to sleep outside for a short time _____
- 5 a number of people or animals living as a group _____
- 6 to put something away for safety _____

C	O	M	M	U	N	I	T	Y
A	J	A	W	S	T	O	R	E
M	A	R	A	I	S	E	M	Y
P	I	C	O	L	U	M	N	O
Y	O	H	E	S	C	A	P	E

Army ants live in a large ⁷⁾ _____ of several million. Each ant has its own job. For example, the soldiers do not ⁸⁾ _____ food. The ants make a sort of ⁹⁾ _____ at night and march by day in a huge ¹⁰⁾ _____, 14 metres wide. They kill insects and small animals with their powerful ¹¹⁾ _____. Animals which are unable to move out of their path cannot ¹²⁾ _____ them.

B Compound nouns

Look at the following words.



sunrise



nursemaid

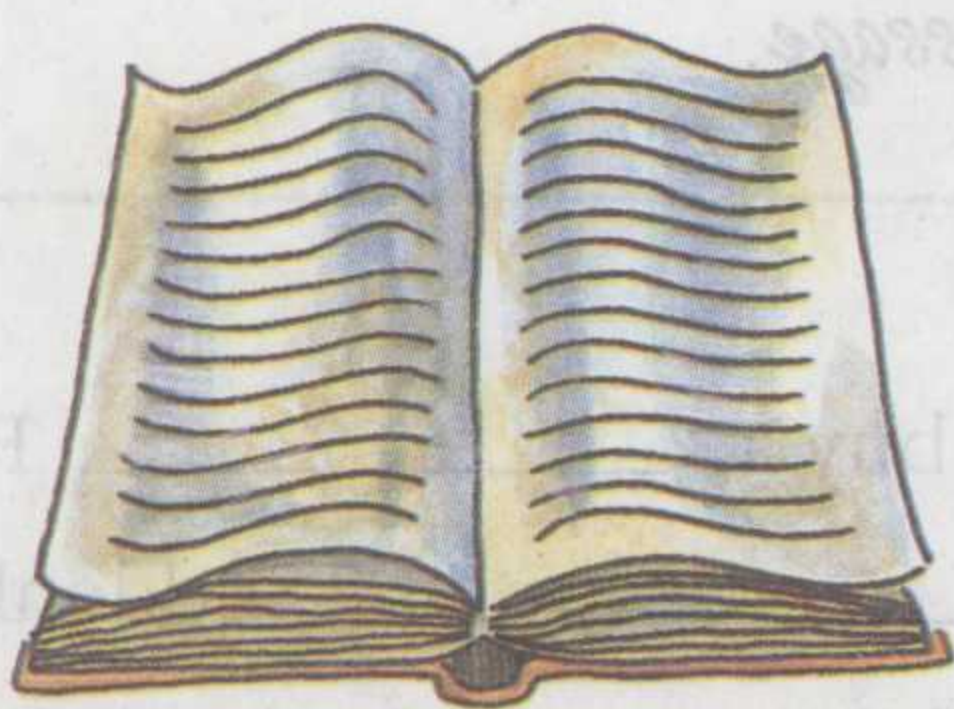


henhouse

All these words are alike because they are made from two words, joined together.

I Look at the pictures below and on page 6. Write the correct word next to each picture. Then match each picture on the left with one on the right to make a new word. Write the correct letter in the space provided. Check in your dictionary if you are not sure about them.

1



a)



Letter _____

2



b)



Letter _____

3



c)



Letter _____

4



d)



5



Letter _____

e)

Letter _____

II Now use the words you have made to fill in the blanks in the following passage.

Joe was a ¹⁾_____. One day, he went into a ²⁾_____ to buy a ³⁾_____. He saw a newspaper. The ⁴⁾_____ was: 'Thief snatches woman's ⁵⁾_____!' Suddenly, he saw a man running past. Someone shouted, 'Stop thief!' Joe grabbed the man. Then the police arrived. The next day the newspaper said: 'Bagsnatcher caught!'

C Hundreds of, thousands of, millions of

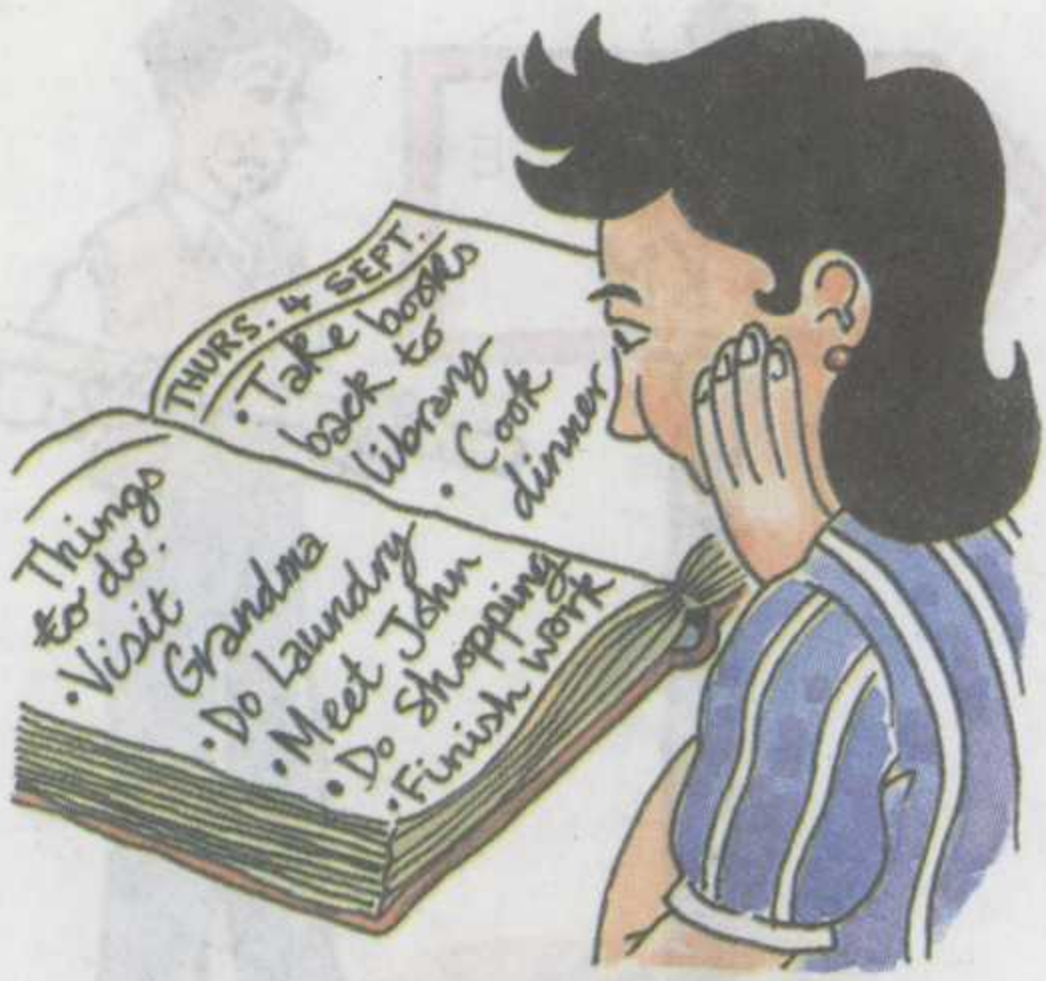
Look at the structure of these sentences from the passage.

It takes *hundreds of* them to carry her.

We have *thousands of* enemies.

There are *millions of* us in the camp.

We do not know how many hundreds or thousands or millions, but we know that it is a large number. We often use these words when we mean *lots of*.



e.g. I have *hundreds of* things to do today.
(I have *lots of* things to do today.)

There are *millions of* books in the library.
(There are *lots of* books in the library.)

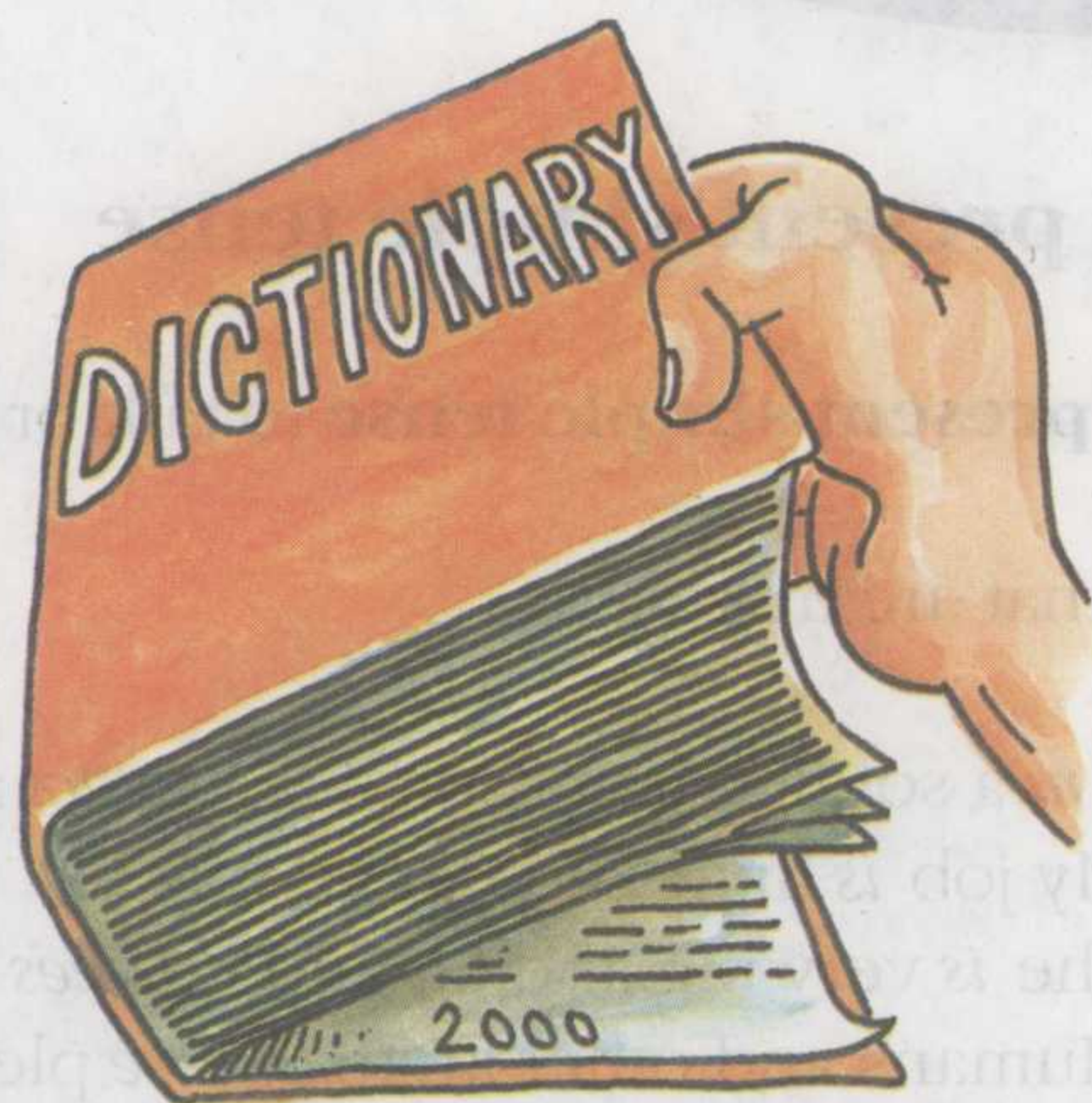
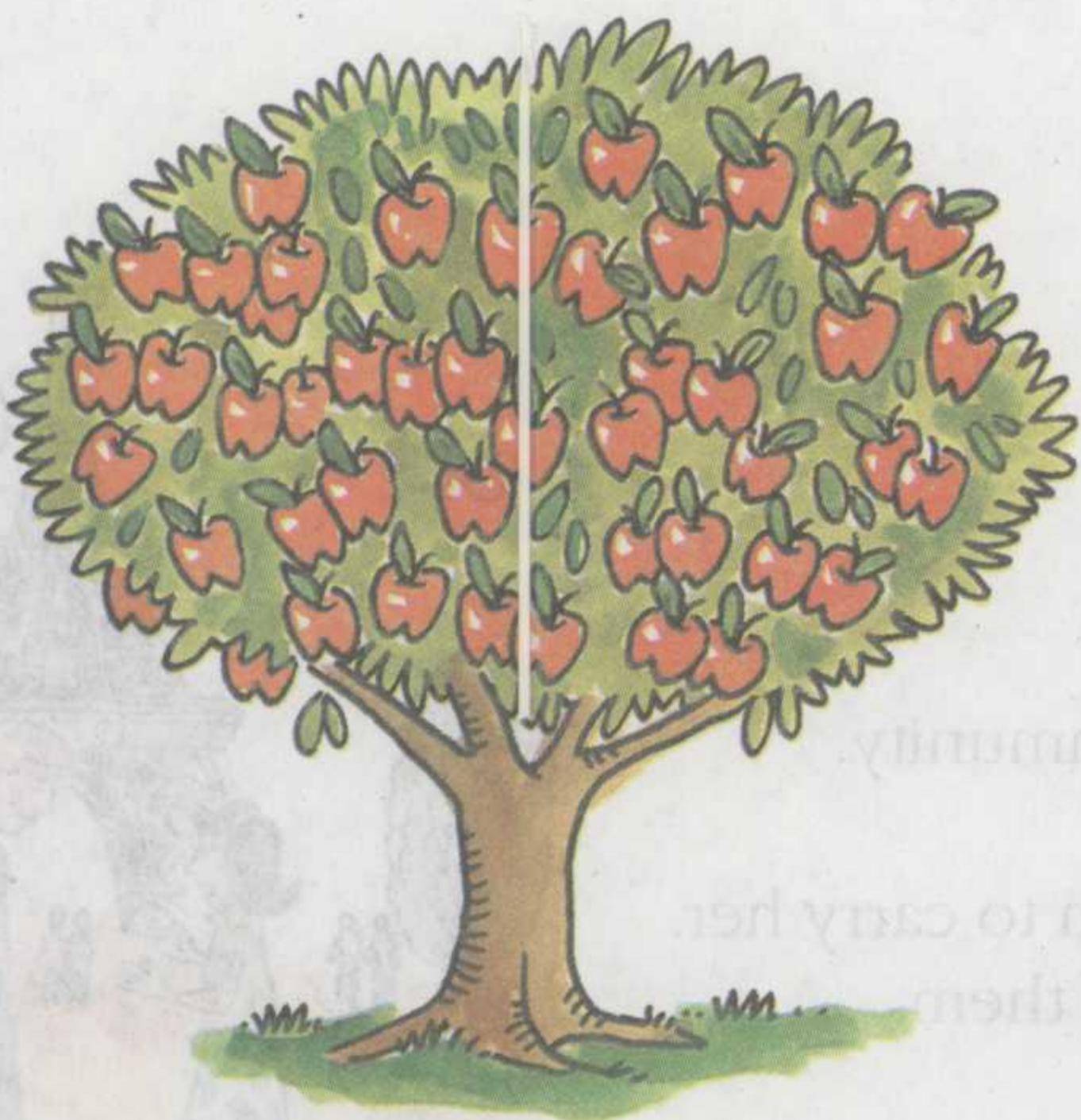
When we use *hundred*, *thousand* or *million* after numbers, we do not add -s.

e.g. nine *hundred* eggs
five *thousand* enemies
two *million* ants

When we don't know exactly how many there are, we sometimes make a guess and use *about* + number + *hundred*, *thousand* or *million*.

e.g. There are *about twelve hundred* students in our school.

Complete the sentences below and on page 8 using the words 'hundred', 'thousand' or 'million'. Add a number, 'about' + number, or '-s' + 'of' where appropriate.



e.g. There are about three hundred apples on that tree.

1 My dictionary has got _____ pages.



2 _____ people went to
the Huan Liu concert.



3 There are _____ metres
in three kilometres.



4 There are _____
people in Hong Kong.



5 This is my favourite cassette.
I've listened to it _____
times.

LANGUAGE

A The present simple tense

We use the **present simple tense** to talk or write about:

- facts that are true now

e.g. I'm a soldier from Brazil. I *protect* and *serve* my community.
My job *is* hard and dangerous.
She *is* very big and fat and it *takes* hundreds of them to carry her.
Humans and other animals *are* pleased to get rid of them.
Donna *speaks* French.

- things that always, often or never happen.

e.g. I always *wake* at sunrise.
We never *show* fear.
Other ants *carry* the queen.





Answer the following questions in complete sentences, using the present simple tense. Score one point for each correct answer.

- 1 Where does the sun rise?

- 2 What is the capital of China?

- 3 What happens to water at 100°C?

- 4 Where is Mount Fuji?

- 5 What is a baby cat called?

- 6 Where does the sun set?

- 7 What is the capital of England?

- 8 How many eggs are there in a dozen?



Mount Fuji

B Frequency

An **adverb** tells us something more about the verb. An **adverb of frequency** tells us how often something happens.

- e.g. I *always* wake at sunrise.
We *never* show fear.
Usually, we eat big insects.
Sometimes, a large animal is unable to run away.

Look at the following adverbs of frequency.

Adverb of frequency	Frequency
Always	All of the time
Usually	
Often	
Sometimes	
Occasionally	
Rarely/Seldom	
Never	None of the time

When something happens:	We use:	Example:
always	every/each	Every morning
usually	most	Most evenings
sometimes	some	Some nights