

New



Ken Methold
Janet Tadman
Paul Hill

Integrated

4B

English

新综合英语



学生用书

改编版

主编 刘道义



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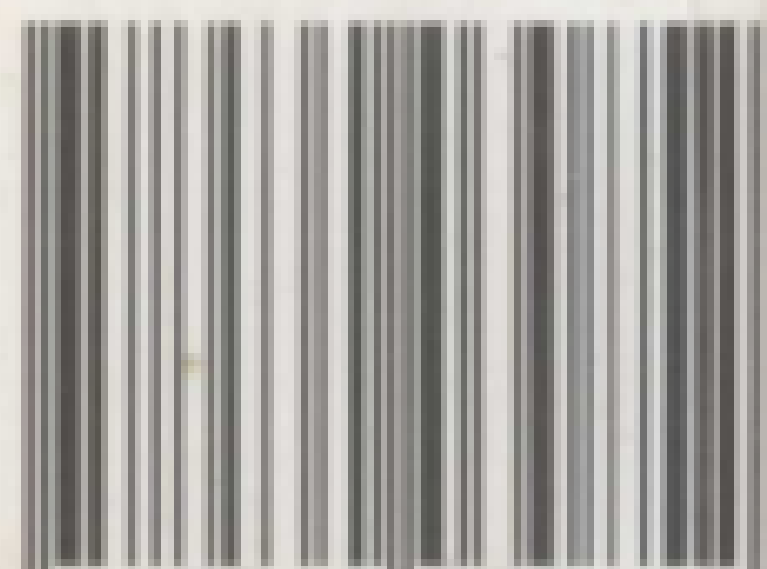
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学生用书

(改编版)

原版作者: Ken Methold(英)
Janet Tadman(英)
Paul Hill(英)

主 编: 刘道义
编 者: 董蔚君 陈 鸽
孙平华
审 校: 郑荣成



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出版说明

随着我国中学英语教学改革的进一步发展,英语教学对新教材的需求也发生了变化,一纲一本的传统模式不再适应我国中学外语教学的实际,一套更为适于大、中城市重点学校、特别是外国语学校的《新综合英语》(NIE)(改编版)便在这种新形势下应运而生。

改编版的变化主要体现在以下几本书中:

一、学生用书(Student's Book)

课文有少量的改动;书后增加了课文注释(包含词汇、语法和难句解释,以及文化背景知识介绍)、分单元词汇表和总词汇表(附有英汉释义)。凡超出基础词汇范围的单词均列入词汇表。

二、练习册(Workbook)

原练习册与听说练习册(Listening and Speaking Book)合并。每个单元有两部分练习:第一部分为读和写的练习(Reading and Writing),增加了教学大纲和高考要求的词汇和语法练习;第二部分为听和说的练习(Listening and Speaking),对练习中的生词加了中文释义。

为了使练习册中的语言材料更符合我国大部分地区的需要和教学的实际,改编组还对部分练习做了适当的删减和修改。

三、教师用书(Teacher's Book)

增加了有关修订的说明。每个单元删去了学生用书的内容,增加了阅读课文的译文、用英文写的注释和背景知识介绍。对各单元中的词汇注释(Vocabulary)做了修改和补充。教师用书的各单元还附有练习册中的练习答案。

四、《新综合英语》基础词汇表(Basic Words in NIE)

NIE 是以香港小学英语教学大纲词汇表为基础编写的。为了帮助师生更好地使用 NIE,解决小学与初中的衔接问题,编写组特意编写了《新综合英语》基础词汇表,收集了香港小学英语大纲和义务教育初中英语教学大纲及教材中共有的单词,约 1,500 个。每个单词注有音标、词类和汉语释义。

本套教材采用了第 14 版 *Everyman's Pronouncing Dictionary* 的国际音标标注英语单词的发音。采用这一新的音标系统是国际英语教学的趋势,现已体现在许多著名的词典里。下面的表格列出了新旧国际音标的符号,显示了两套音标符号的异同(辅音音标无任何变化)。

单 元 音				双 元 音			
旧	新	旧	新	旧	新	旧	新
i:	i:	u:	u:	ei → eɪ	eɪ	əu → əʊ	əʊ
i → ɪ	ɪ	u → ʊ	ʊ	ai → aɪ	aɪ	iə → ɪə	ɪə
əɪ → ɜɪ	ɜɪ	ɔɪ → ɔɪ	ɔɪ	ɔi → ɔɪ	ɔɪ	ɛə → eə	eə
ə	ə	ɔ → ɒ	ɒ	au → aʊ	aʊ	uə → ʊə	ʊə

新旧音标符号的变动由此表格可一目了然。学会使用新的音标系统不仅有利于学习 NIE 的词汇表,更重要的是有助于学习使用国际上具有权威性的词典及其他工具书。

NIE 改编组是由三方面人员组成的:高等院校的语言专家、资深的中学教师和有经验的英语教科书编辑。

Introduction

New Integrated English 4B has been completely rewritten in accordance with the exam syllabus. The emphasis has been shifted towards communication skills, particularly in the Integrated Listening, Reading and Writing and Oral sections, in order to help you pass your examination and communicate effectively in English in your future.

Pre-reading

The pre-reading activities introduce the topic of each unit and provide practice of skimming and scanning questions.

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 will find in these passages will also help you with your own writing.

Comprehension

The comprehension exercises provide practice of the different types of question you will find in the examination.

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 Practice

This section revises grammar taught in Secondary 1–3 and introduces new grammar points in a clear manner. Each grammar point taught is closely related to the passages.

Usage

This section provides practice in exam-style questions.

Integrated Listening, Reading and Writing

This section will help you improve your listening skills and teaches the skills needed for Paper III of the exam syllabus.

Writing

Practice of writing in different styles is provided, along with points to remember when preparing for a writing task.

Oral

This section aims to improve your speaking skills. It is also presented in exam format to help you prepare for Paper IV of the examination.

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

Paul Hill
Ken Methold
Janet Tadman

前 言

新世纪伊始,教育部制订了我国基础教育阶段英语课程标准。新的课程标准以素质教育和学生发展为本宗旨,以培养学生的综合语言能力为目标,以目标分级的方式设计新的英语课程,以发展学生的语言实践能力为主线。在综合语言技能中,特别明确地指出了“只有在大量吸收的基础上才能提高表达的技能。在吸收信息与表达自己意愿的过程中才能培养交流的能力”;“只有在听说读写的实践中,才能真正提高语言技能与综合运用能力。”

为了大力推动新世纪外语教学改革,提高基础英语教学的实效,激发学生的学习动机,培养学生的综合应用能力和外语学习策略,外研社和培生教育集团朗文公司合作出版了本套《新综合英语》(NIE)改编版。

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,有利于阅读理解能力的提高和增强学生的语感。课文具有时代感、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,不仅有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、想像等能力,特别是创新的能力和实践能力。

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,符合青少年的生理和心理发展的特征。除语篇外,通过“Using Words”拓宽了词汇范围,并增加了英语释义,有助于培养学生自主学习的能力,并为将来的进一步发展奠定良好的基础。

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,力求符合我国基础教育阶段英语课程标准的最高要求。

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基础英语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
中 小 学 英 语 事 业 部

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UNIT 6

DISC JOCKEYS

PRE-READING

- A**
- 1 How often do you listen to music programmes on the radio or watch them on television? What sort of music programmes do you listen to or watch?
 - 2 Which is your favourite pop music programme? What do you think makes it a good programme?

B Look at the title of the passage and the picture at the beginning of it. What sort of information can you guess about Tony Zhang?

READING

Read the following excerpt of an interview from a TV pop music show.

Night Talk with Tony Zhang



Leslie Fang is the host of a weekly pop music show on TVZ in Hong Kong. Here is an interview from a recent programme.

Leslie : With me today is Tony Zhang, a DJ from Vancouver, Canada. Nice to have you here, Tony.

Tony : Thanks, Leslie. Nice to be here.

Leslie : What brings you to Hong Kong?

Tony : Well, I work for a pop music station called KIST-FM in Vancouver and as you may know, we've got quite a large Chinese community in Vancouver now, many of them immigrants from Hong Kong. KIST-FM wants to serve that audience better. There's so much great Canto-pop music now, we want to bring some of that in and do a nightly bilingual show. So I'm here to pick up some ideas from Hong Kong's DJs.

20

Leslie : Sounds great. Tony, you speak perfect English. Were you born in Canada?

Tony : No, actually I was born in Hong Kong, but my family moved to Vancouver when I was very young.



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Leslie : Do you speak Cantonese as well?

Tony : Oh, sure. My parents always spoke Cantonese to us when we were children. So I'm lucky. It wasn't any effort to become bilingual. It's a real asset.

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Leslie : How did you become a DJ, Tony?

Tony : Just by accident, really. I was in my high school drama club and always enjoyed performing. And I guess I was a bit of a clown, so I started carrying my 'act' over into real life. I'd wear a false nose and glasses to class, that sort of thing.

35

Leslie : Didn't that type of behaviour get you into trouble with your teachers?

Tony : Sometimes it did. But I was a good student and I didn't disrupt classes, so I usually got away with it. Anyway, to cut a long story short, a local DJ called the school one day and said he was looking for a student to work as a summer intern at the radio station and the principal immediately thought of me. I've been involved in radio ever since.

40

Leslie : What do you think makes a good DJ?

Tony : I'd say the one most important quality is to have an up-beat personality. On the radio you always have to be really 'up', even when you don't feel like it and that's difficult to do unless you're a very positive person to begin with.

45

Leslie : What do you mean by 'up'?

Tony : Well, for example, let's say I'm very tired or I have toothache. Listeners aren't interested in that. They want me to be lively and entertaining. Maybe they're tired or depressed. They want me to put them back in a good mood, so I have to make sure I'm always communicating the positive side of things.

50

Leslie : Can you tell us how you manage to do that?

Tony : A lot of it is through my own attitude. I look at being a DJ as more than just being a performer, although that's part of it. I think of myself as more of a reliable companion. For instance, if I'm always entertaining people by telling a lot of jokes and playing a 'character' — that 'crazy DJ on KIST-FM' — what happens one day when I come in burnt out and I just can't put on the mask? My audience would be terribly disappointed.

55

60

Leslie : How do you think a DJ can keep that from happening?

Tony : I try to be natural and communicate my own attitude towards life — that it's interesting and funny and worth living, that type of thing.

65

Leslie : Do you read from a script when you're on the air?

Tony : Never! Oh, I make little notes to myself, but I think a script locks away your personality in a boring, repetitive style. I prefer to prepare a lot of interesting material, which I get from everyday life, to share with my listeners and then be natural when I present it.

Leslie : That makes a lot of sense to me. OK, then. We'll be back with Tony and some tips on becoming a DJ right after this commercial break.

COMPREHENSION

A Answer the following questions using complete sentences.

- 1 Why is Tony Zhang visiting Hong Kong? Give two reasons.

- 2 Why is being bilingual an 'asset' to Tony's job?

- 3 Did Tony always plan to become a DJ?

- 4 Tony says he was 'a bit of a clown' at school. What example does he give to illustrate this?

- 5 What does Tony mean by having an 'up-beat' personality?

- 6 In line 58, what does Tony mean by 'put on the mask'?

- 7 What does Tony think about DJs who read from a script? How does he avoid becoming like this himself?

B Find words or phrases in the interview with the same meaning as the following phrases.

- 1 people coming to live in a country from some other country

- 2 happening every night

- 3 a valuable skill or quality

- 4 cause trouble by bringing disorder

- 5 full of life and spirit; quick to move or think

- 6 a person in a play or show, etc.

- 7 give a part (of something) to others so all can have or enjoy equally

- 8 a pause for rest between activities

C Answer the following questions by either circling the correct answers or writing full sentences.

- 1 Which of the following adjectives best describes Tony Zhang's personality?
a) crazy b) reliable c) lively d) lucky
- 2 Which of the following adjectives best describes Tony's attitude?
a) enjoyable b) interesting c) entertaining d) positive
- 3 Do you think Tony enjoys being a DJ? Give three reasons to support your opinion.

- 4 Do you think being a DJ is:
a) an enjoyable career? Why or why not?

b) a difficult job to do? Why or why not?

USING WORDS

Idioms with get

Look at the following sentences.

'Didn't that type of behaviour *get you into trouble* with your teachers?'

= Didn't that behaviour annoy or anger your teachers so that they punished you (caused trouble for you)?

'I took a long time *getting to grips* with the controls, but eventually I could drive very well.'

= It took me a long time to understand the controls.

Here are some more idioms with 'get'.

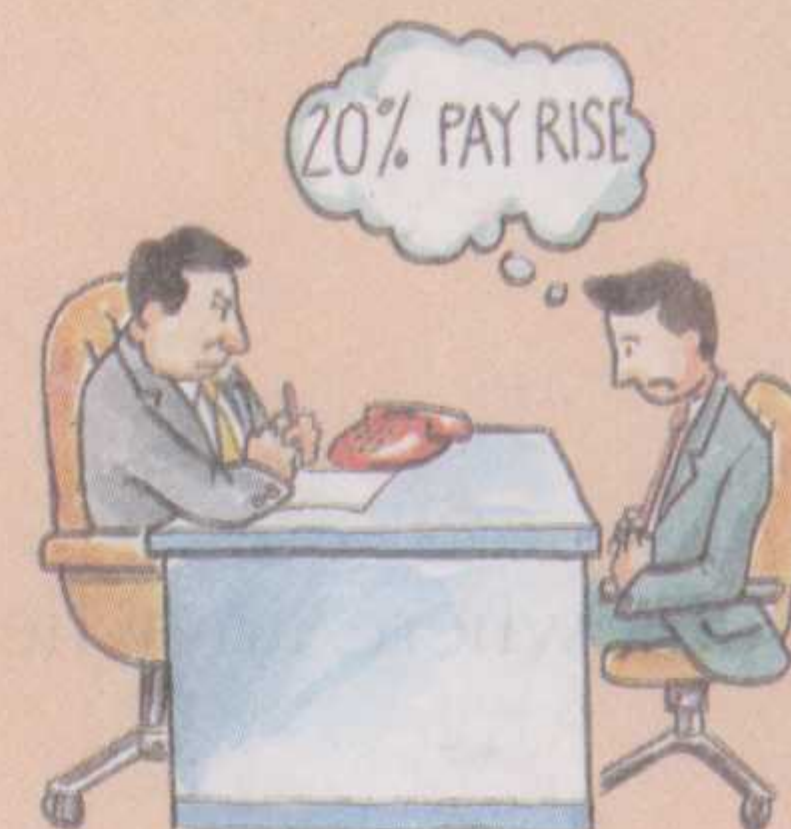
get carried away : allow the emotions of the moment to dominate your behaviour

e.g. Janet *got carried away* with the excitement of seeing the cheap prices and bought three skirts she didn't really need.



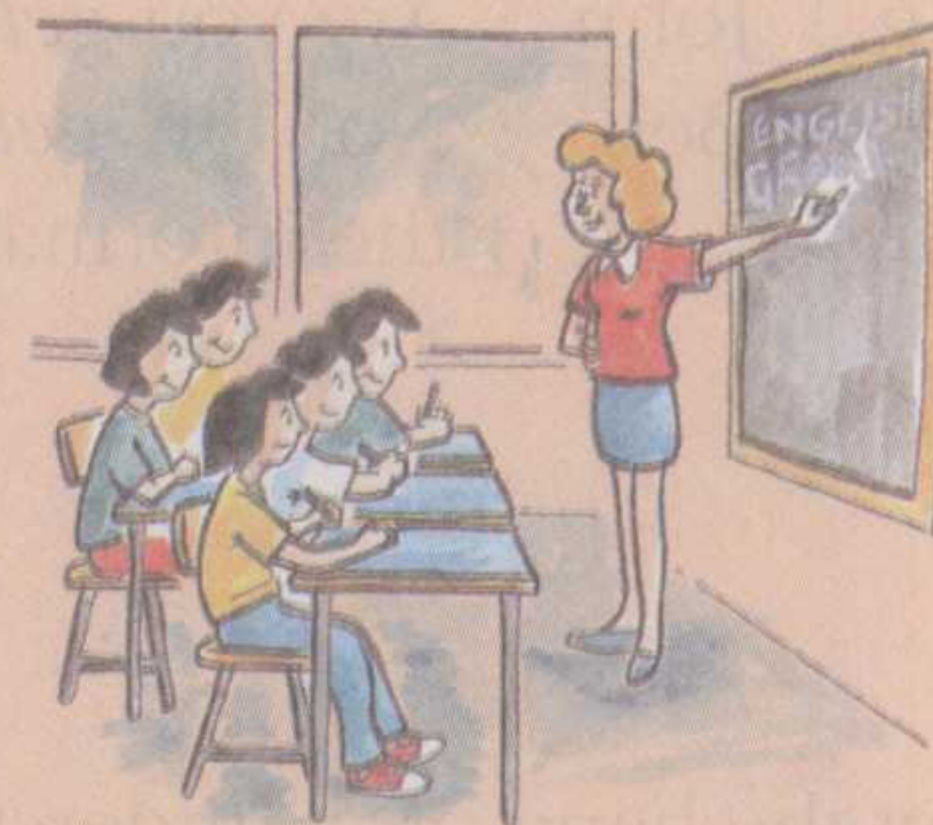
get cold feet : suddenly feel frightened or nervous before doing something

e.g. Henry was going to ask his boss for more money but he *got cold feet* and decided not to.



get (your) money's worth : receive as much from something as you paid for it.

e.g. These English lessons are expensive but you *get your money's worth* — the teachers are really good and we're all improving fast.



get rid of : dispose of something you don't want

e.g. We should *get rid of* all these old broken toys — they're useless.



get (it/this/that) straight : understand and be sure of the facts

e.g. Let's *get this straight* — May's bringing the meat, Billy's bringing the drinks and I'm bringing the buns.



get the sack : be dismissed (from a job)

e.g. If you come to work late again, you'll *get the sack*.



get (your) own way : do what one wants

e.g. My little cousin knows how to be good in front of adults, so she nearly always *gets her own way*.



get somewhere/anywhere/nowhere : obtain some/any/no results

e.g. John : Are you *getting anywhere* with that project?
Ben : No, I'm *getting nowhere* because I can't find the information I need.



get the hang of : understand how something works

e.g. Once you *get the hang of* verb tenses, learning English will be much easier!



Complete these sentences using idioms with 'get'. Remember to use the correct tense for each one.

- 1 Kim wanted to dive off the top board, but she _____ and dived off the bottom one instead.
- 2 There's a cockroach in the shower — can you _____ it for me?
- 3 John's looking for a new job — he _____ from his last one.
- 4 That was an expensive holiday, but I _____ as it was all very well organised.
- 5 He argued so much that I let him _____ and watch the TV programme he wanted.
- 6 This job is really hard — I feel I'm _____ !
- 7 Have you _____ how to work the new video camera?
- 8 Michael _____ by the moonlight and actually asked Pamela to marry him!

LANGUAGE PRACTICE

A Asking for opinions

Look at these sentences from the interview on pages 1-3.

Leslie : What do you think makes a good DJ?

Tony : I'd say (=I would say) the one most important quality is to have an up-beat personality.

Here are some other ways of asking Leslie's question.

In your opinion, In your view,	what makes a good DJ?
What do you feel What do you think	makes a good DJ?

B Expressing opinions

- If someone wants your opinion about something, they may ask:

Type 1 : Which do you think ... ?

Type 2 : What do you think of/about ... ?

Type 3 : How do you feel about ... ?

They are asking you to say whether you like or are in favour of something. You answer in a way that shows how you feel or think.

- We can answer the first type of question with a fact or an opinion.

Look at the following example.



Lawrence : Which city do you think this picture was taken in?
Terry : Sydney.
Lawrence : Which do you think is the most beautiful city in the world?
Terry : Paris.

- To answer the other two types of questions, however, you must give an opinion. Remember that an opinion is NOT a fact. Therefore, we often use a word or expression in our answer to emphasise that it is a personal view. We can say:

I'd say I think I feel I believe In my opinion	the most important quality is an up-beat personality.
--	---

Look at the following dialogue.

Steven : Who do you think is a better singer, Crystal or Linda?
I'd say Crystal.
Mary : *Well, I think* Linda's better.
Sam : *In my opinion*, Crystal's better.

Here are some more useful phrases for giving your opinions or ideas.

I approve/disapprove of ... I am/am not in favour of ... I prefer ... That's a good/bad/nice (+ noun) ... On the whole, I think ... On the one hand ... but on the other (hand) ...
--