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New

Integrated English

1B

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:

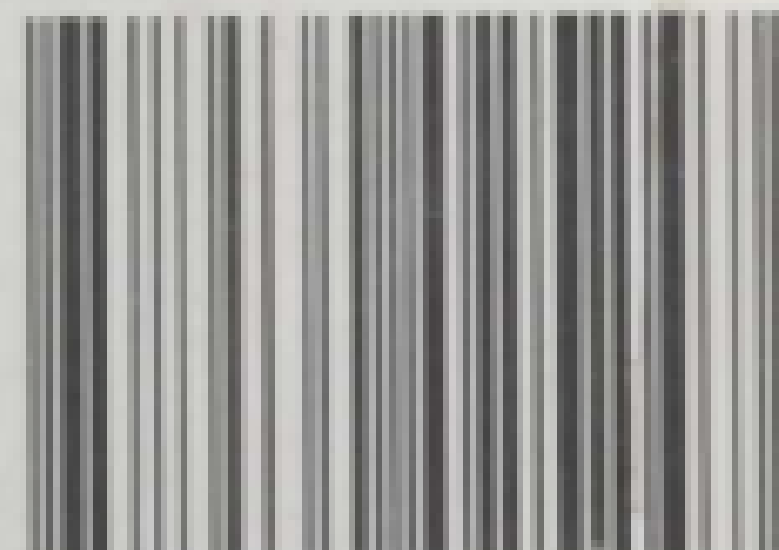
1. 贴近学生的生活实际, 符合当代社会发展的需要, 重视培养学生口头和书面运用语言进行交际的能力。
2. 编选的材料多取自现代生活实际, 文化背景知识丰富、信息量大, 具有极强的时代感和真实感。
3. 语言地道、自然, 不少课文富有幽默感、可读性较强。
4. 每个单元围绕中心话题开展听、说、读、写活动, 有利于四项技能的综合训练。
5. 练习形式活泼、内容新颖、针对性强, 有利于开发学生的智力——分析、判断、推理、思维和想像等能力。
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7. 改编组人员由高校语言专家、资深的中学教师和有经验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:

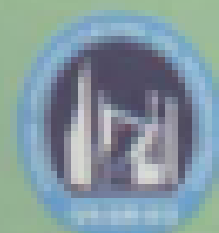
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New Integrated English 1B

新综合英语 1B

学生用书

(改编版)

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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

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，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，有效地提高基础英语教学的实效，有力发展学生的各种潜能和综合运用能力，激发学生的学习动机，培养学生的外语学习策略，外研社和朗文出版亚洲有限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

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8 Return to Jurassic Park P 13 – 24	<ul style="list-style-type: none"> • The five senses — sight, hearing, touch, smell and taste • Using <i>take</i> to show time P 16 – 19 	<ul style="list-style-type: none"> • Using <i>when</i> and <i>if</i> • Modal verbs P 20 – 21 	Answering questions P 22
9 Records P 25 – 34	<ul style="list-style-type: none"> • Vocabulary • Talking about statistical information P 28 – 29 	<ul style="list-style-type: none"> • Comparatives • Superlatives • Comparing adverbs P 29 – 31 	Answering questions P 32
10 Funny Stories P 35 – 44	<ul style="list-style-type: none"> • Vocabulary • Words for professions P 38 – 39 	<ul style="list-style-type: none"> • Adverbial phrases • Word order after <i>know</i>, <i>guess</i>, <i>wonder</i> and <i>tell</i> P 39 – 41 	Completing a letter P 42
11 Experimenting with Nature P 45 – 56	<ul style="list-style-type: none"> • Vegetables • Vocabulary • Adjectives from nouns P 48 – 50 	<ul style="list-style-type: none"> • <i>Few</i>, <i>a few</i>, <i>little</i> and <i>a little</i> • The present perfect progressive tense P 51 – 53 	Answering questions P 53 – 54
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UNIT 7

WHO NEEDS A BABYSITTER?

In this unit, you will learn when to use infinitives. You will also learn how to use compound nouns.

PRE-READING

- 1 Can you remember being left with a babysitter when you were younger? How did you behave? Were you very good or were you naughty sometimes? Talk about a time when you remember being naughty.
- 2 Look at the title of this unit. Does the title give you an idea of what the story might be about? Suggest what you think might happen in the story.
- 3 The following items appear in the story:
 - the babysitter's homework
 - a telephone
 - a large washing basket.How do you think these items will be used in the story?

READING

Read the following passage carefully.

5 'Be a good boy, Justin!' called Mrs **Zhuang** as she went out. Margaret said nothing. Justin was always naughty. Mr and Mrs **Zhuang** were going to a restaurant in Aberdeen to celebrate their 10th wedding anniversary. They had asked Margaret to babysit. Margaret lived two floors below the **Zhuangs**. She was hoping to visit her brother in Canada during the holidays, so she needed to earn some money. Although Justin was a nuisance, she agreed to babysit.

Eight-year-old Justin **Zhuang** was a horrible, spoilt child. When the **Zhuangs** left, Justin was playing a computer game in his room. Margaret made a cup of tea and started to do her homework. Everything seemed to be very quiet and peaceful. Then, suddenly, a loud bang came from Justin's room.

10 Margaret ran to Justin's door. The room was a terrible mess. Justin said he was making a rocket. The floor was covered with rubber bands and bits of metal. There was a bottle of petrol by the bed. 'Oh dear!' said Justin. He was smiling. Then Margaret noticed that the bedroom window had disappeared. Instead of a window, there was a hole in the wall. Trying to hide her anger, she told Justin to go and watch television while she cleaned up the room.

15 When Margaret returned to the living room, the television was on. It was the news. 'The burglar, who has become known as the Hong Kong Fly, struck again today. This film was taken by an amateur photographer. The photographer noticed a man climbing up the outside of a building ...' On the screen, there was a picture of a man climbing up the outside of a skyscraper. Margaret was more interested in finding Justin, who was not there.



20 Twenty minutes later, Margaret was really worried. She could not find Justin. To Margaret's surprise, the phone wasn't working. 'I'm going down to my parents' flat to telephone your parents,' she called, just in case the child was hiding. Then she ran out of the flat, stopping only to lock the door after her.

25 Laughing happily, Justin climbed out of the large washing basket behind the bathroom door. He had been hiding there. In his pocket was a pair of scissors from Margaret's pencil case. Justin had used them to cut the telephone lead. He jumped up and down on the sofa and scribbled all over Margaret's homework. Finally, he took a big tub of ice cream out of the freezer in the kitchen. He put the ice cream on his mother's polished coffee table and went to fetch a comic from his bedroom. When he reached the door, he forgot all about the comic.



30 A mysterious figure was climbing in through the broken window. Justin immediately stepped back behind the door so that the man could not see him. Then he ran back to the bathroom and hid in the washing basket. Justin felt very frightened, listening to the man walking around the flat. He decided he would never get rid of his babysitter again.

COMPREHENSION

A Answer the following questions in complete sentences.

- 1 Where are Mr and Mrs Zhuang going for the evening?

- 2 Why has Margaret agreed to babysit for the Zhuangs?

- 3 What is Justin doing when his parents leave?

- 4 What is Justin doing while Margaret is doing her homework?

- 5 Is Justin sorry about the mess in his room? How do you know this?

- 6 Why isn't Margaret interested in watching the television?

- 7 Why does Margaret call out before she leaves the flat?

- 8 Justin does three naughty things after Margaret leaves the flat. What are they?

- 9 Why does Justin forget about his comic?

- 10 Who do you think the man in Justin's room is?

B Some things in the story are important because they make other things happen. Answer the following questions, explaining what each thing makes happen. Write in complete sentences.

- 1 What happens because it is Mr and Mrs Zhuang's 10th wedding anniversary?

- 2 What happens because Margaret wants to visit her brother in Canada?

- 3 What happens because Justin finds Margaret's pair of scissors?

C Summarise what happens from the moment Justin blows a hole in his bedroom window. Write no more than 10 sentences. Write in the present tense. Write in the third person (use 'he'/'she'/'they').

USING WORDS

A Container words

We use container words to show how things are measured out or served.

e.g. Margaret made *a cup* of tea.

There was *a bottle* of petrol by the bed.

Look at the following picture. Then write six sentences to describe the picture using container words from the box below.

glass

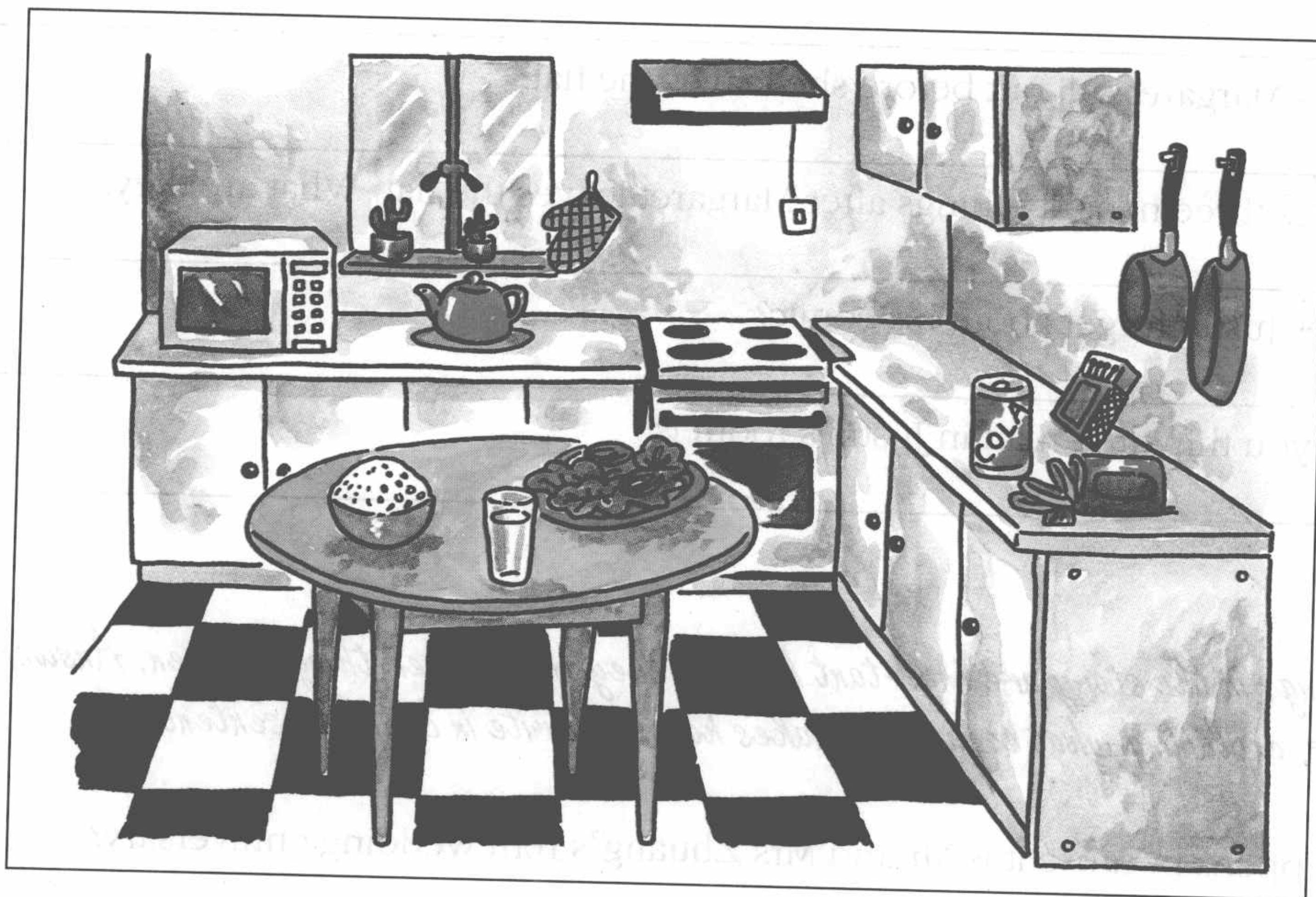
plate

bowl

box

packet

can



1

2

3

4

5

6

B Noun phrases/Compound nouns

Sometimes we can put two nouns together. The first noun then acts like an adjective.

e.g. Justin was playing a *computer game*. Margaret started to do her *homework*.

Look at the passage on pages 1 and 2 again. How many examples can you find of two nouns used together in this way?

In pairs, say different sentences using two nouns joined together. Each sentence must use the second noun from the previous sentence as its first noun.

e.g. I would like to work in the *fashion world*.
World history is a very interesting subject.
 Have you seen my *history book*?

C Household equipment

The floor was covered with *rubber bands* and bits of metal.

Make sure you know all these useful words for things we use around the house.



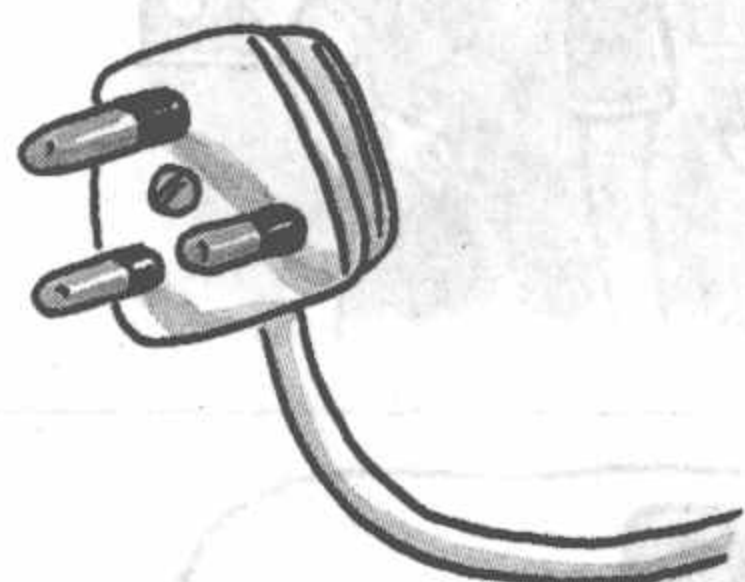
screwdriver



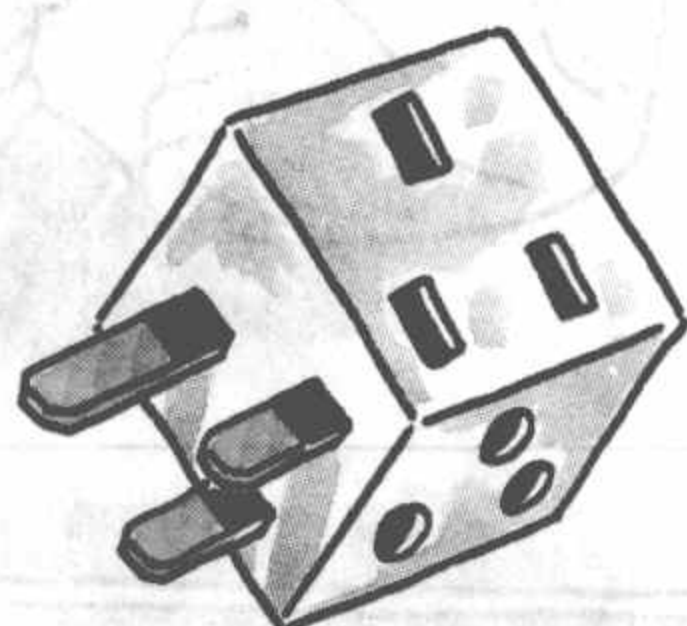
screws



light bulb



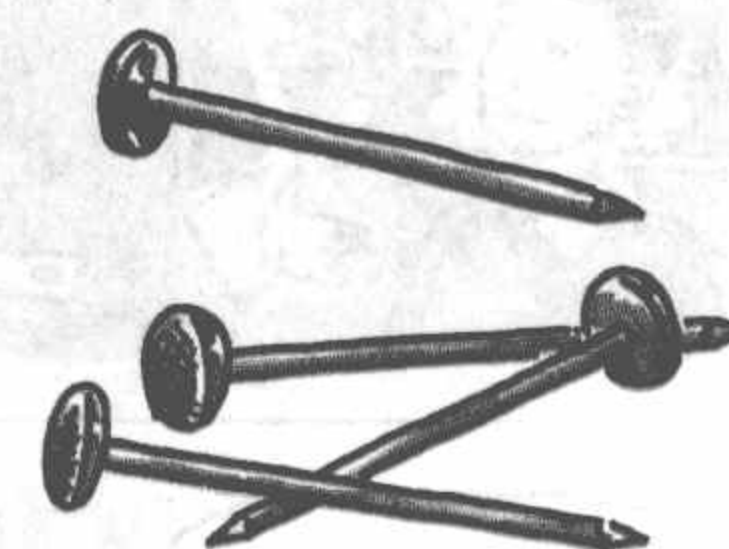
plug



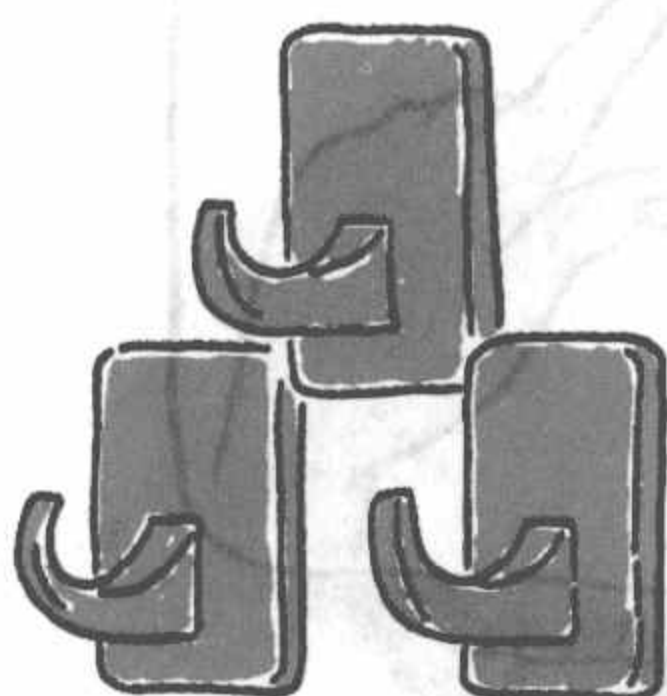
adapter



hammer



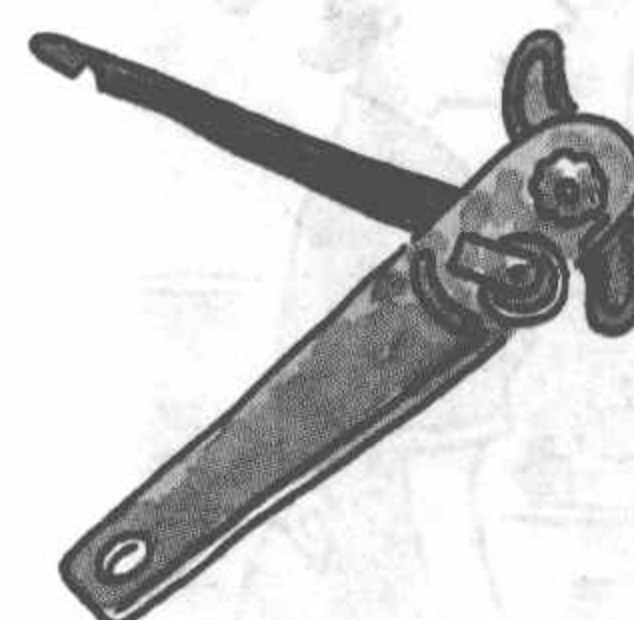
nails



hooks



lighter



tin opener



bottle opener

Mark and his mother are buying things for their flat. Fill in the blanks in their conversation with words from page 5.

Mother : I need some things for the kitchen first. For opening things, I need a ¹⁾ _____ and a ²⁾ _____. I also need a ³⁾ _____ for lighting the gas stove. I have a new lamp which needs a ⁴⁾ _____, a ⁵⁾ _____ and an ⁶⁾ _____.

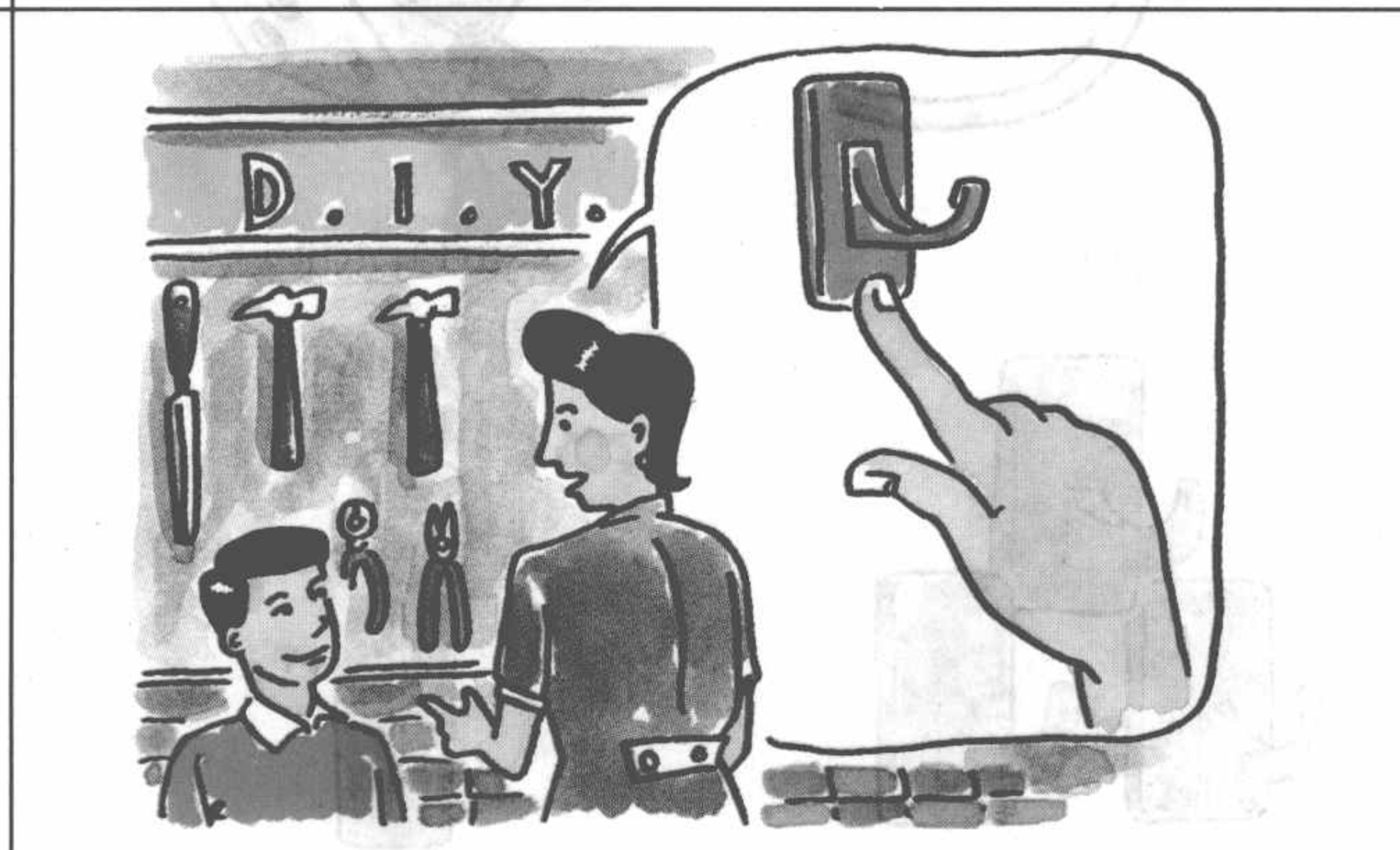
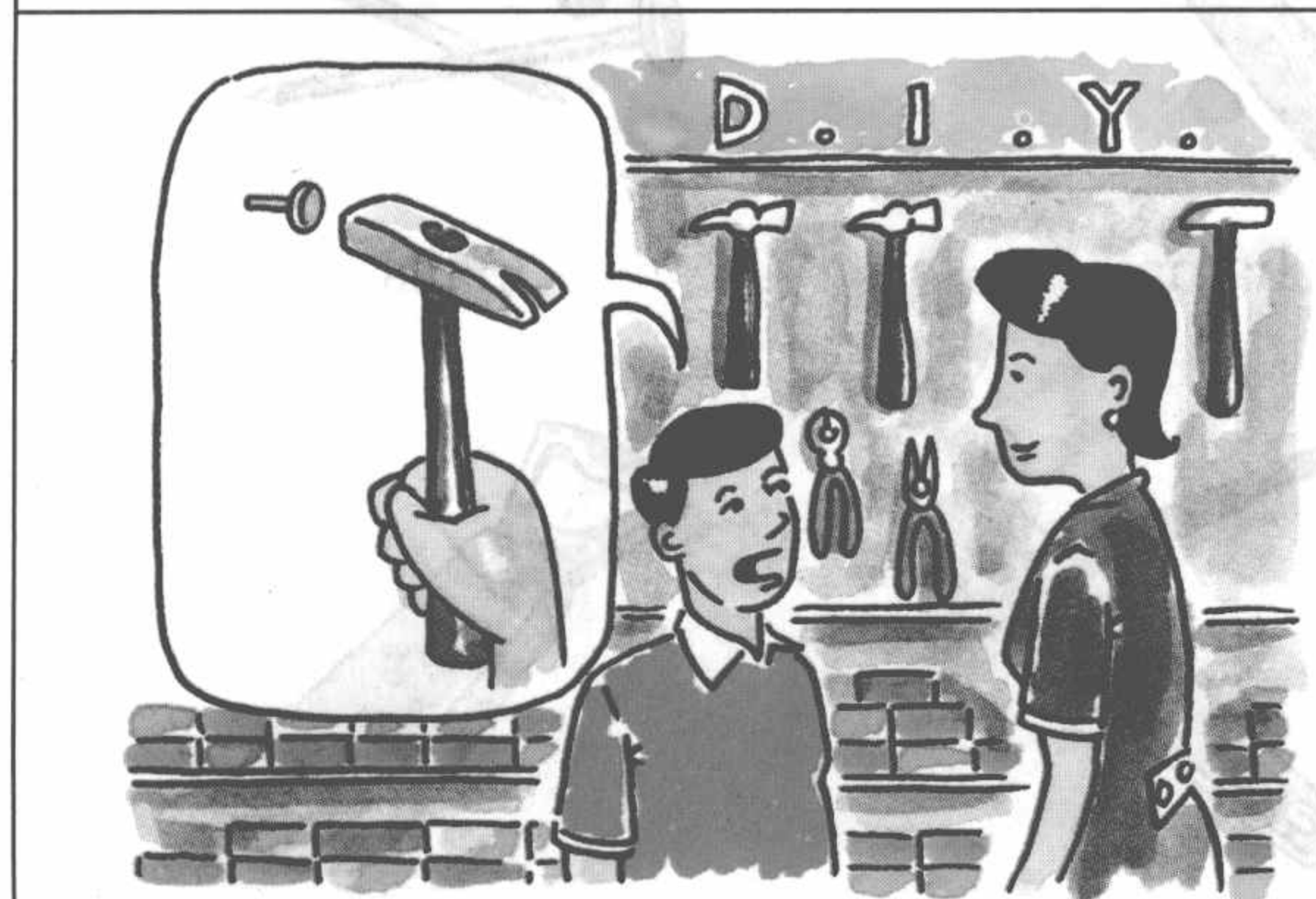
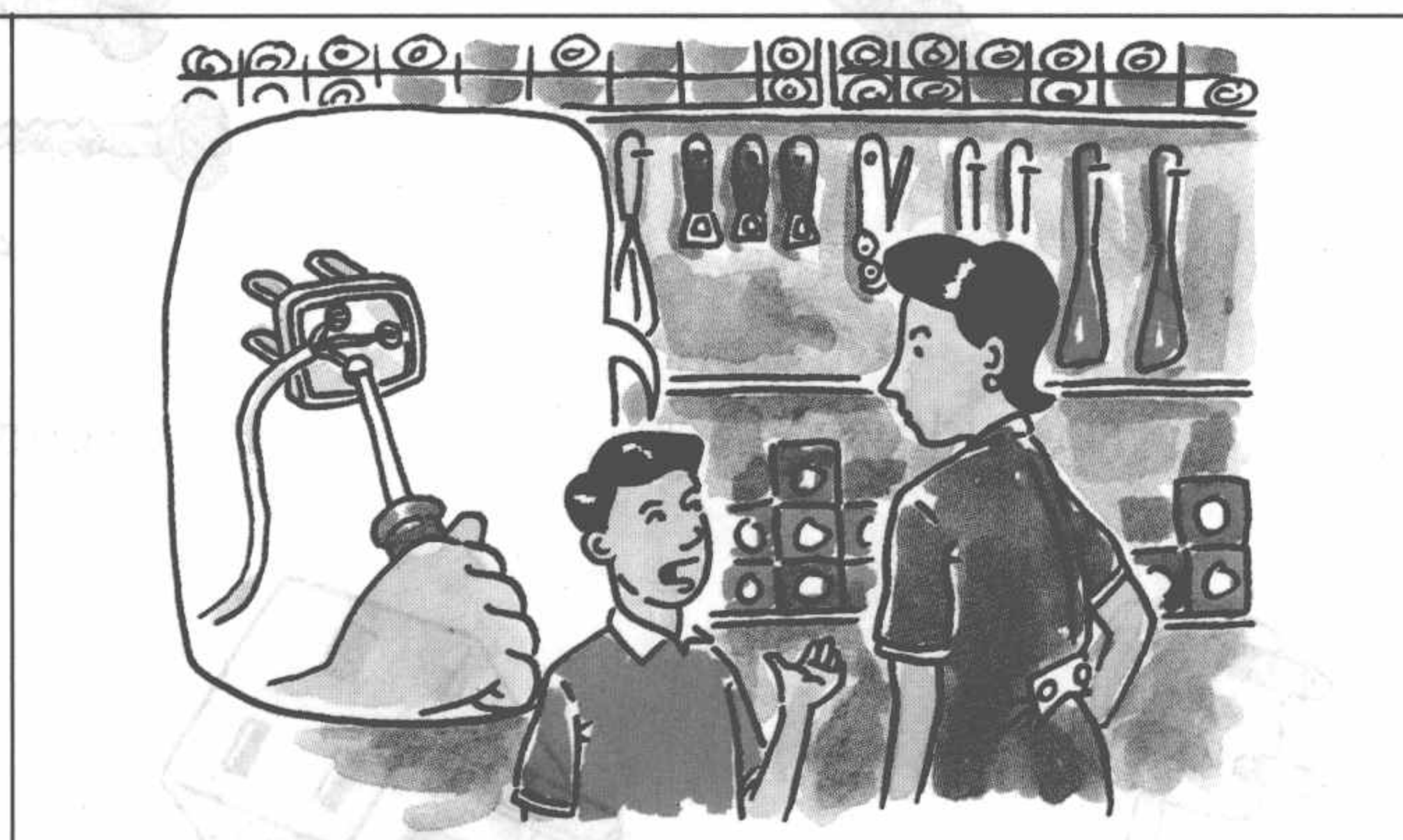
Mark : You'll need a ⁷⁾ _____ to fix your plug onto the wire. There are lots of ⁸⁾ _____ inside a plug.

Mother : Well done! I forgot that.

Mark : I want some long ⁹⁾ _____ and a ¹⁰⁾ _____ to put my picture on the wall.

Mother : No, Mark. You can buy stick-on ¹¹⁾ _____ for hanging things on your walls. It's much safer.

Mark : But it's not as much fun.



LANGUAGE

A To-infinitives

The main form of the verb is called the **infinitive**. The infinitive does not have any endings or tenses. It is what the verb looks like before it is used. This is the form you find in a dictionary. Often, the infinitive has *to* before it.

e.g. *to go*
to hide
to do

You find *to*-infinitives in many sentences. Several verbs are followed by a *to*-infinitive.

e.g. *ask*
They *had asked* Margaret *to babysit*.

hope
She *was hoping to visit* her brother.

agree
She *agreed to babysit*.



Fill in the blanks in the following story using *to*-infinitives where necessary.

Yesterday, I had ¹⁾ _____ shopping for my friend's birthday present. I wanted ²⁾ _____ a new computer game. The best ones seemed ³⁾ _____ very expensive! I phoned my uncle, who works in a computer shop and asked him ⁴⁾ _____ me one at a reasonable price. He agreed ⁵⁾ _____ this, so I decided ⁶⁾ _____ the bus to his computer shop in Wangfujing. I was able ⁷⁾ _____ *Toyland* for only ¥200



B Bare infinitives

Some verbs are followed by the infinitive without *to*. An infinitive without *to* is called a **bare infinitive**.

e.g. *let*

Let go of the canoe!

make

My mum *makes* me *clean* my room on Saturdays.

Notice that the pronoun comes between the first verb and the bare infinitive.

We also use a bare infinitive after modal verbs.

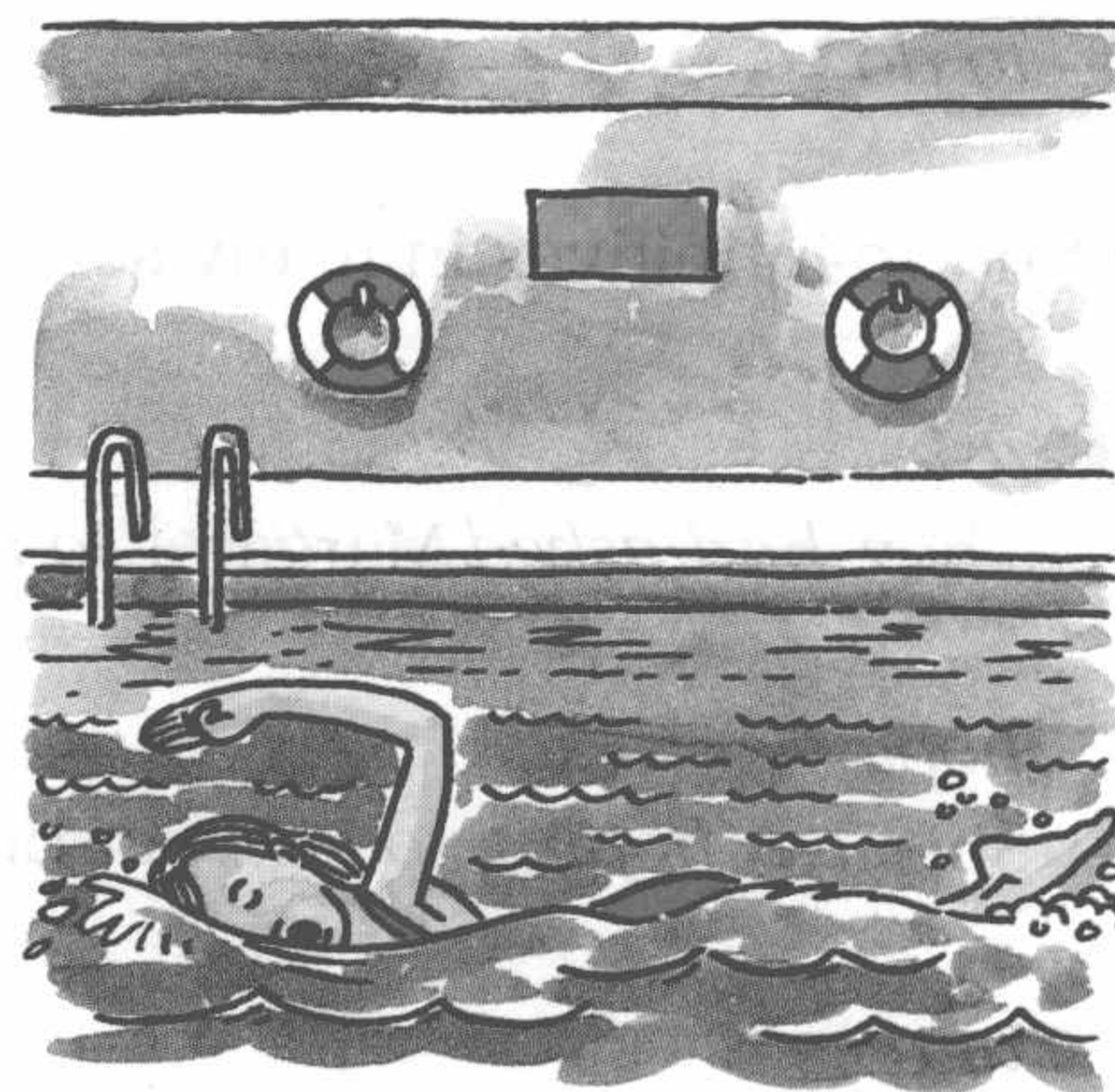
e.g. She *can swim*.

She *could not find* Justin.

You *must stop*.

They *should listen* to me.

She *may fail* the exam.



Fill in the blanks in the following passage with 'to'-infinitives or bare infinitives from the box below.

to make
go

to help
carry

to send
do

to carry
send

to go
point

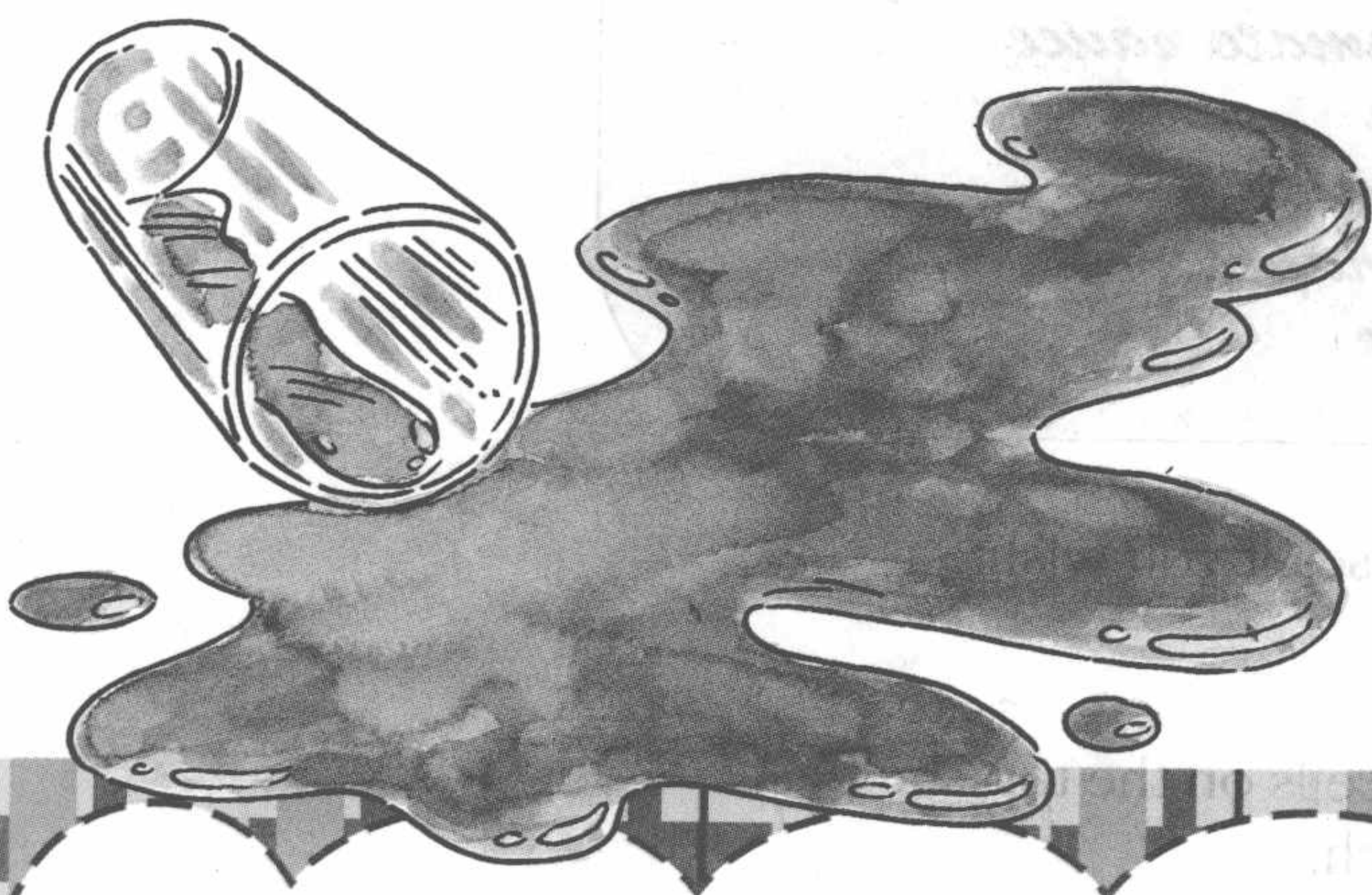
to take
stop

Yesterday, Margaret helped Justin ¹⁾ _____ a model plane. 'Let's ²⁾ _____ it off from the roof,' said Justin. Margaret said 'no' and told him ³⁾ _____ into the park. 'It may ⁴⁾ _____ too far,' she said. 'We must ⁵⁾ _____ it towards the trees. It can't ⁶⁾ _____ any damage then.' Justin agreed ⁷⁾ _____ it off from the park. He asked Margaret ⁸⁾ _____ the metal body of the plane, so he could ⁹⁾ _____ the expensive motor himself. Unfortunately, Justin fell over a step. He could not ¹⁰⁾ _____ the motor from breaking into hundreds of pieces. He picked all the pieces up and asked Margaret ¹¹⁾ _____ him fix the motor. Next time he would tell Margaret ¹²⁾ _____ the motor while he would take the body.

RE DI G, IS EN NG WR TI G

Joanne's little sister, Alice, always wants to help, but usually just makes extra work for Joanne. Joanne keeps a diary. A page from Joanne's diary is printed here, but some words are missing because Alice accidentally spilt a glass of water over the page.

Listen carefully to the tape and fill in the missing words.



Friday 6 April

Hurried home from school to make ¹⁾ _____ for Mum because
²⁾ _____. I thought Alice was watching television, but unfortunately
she came into the kitchen to ³⁾ _____. When I told her, she wanted
⁴⁾ _____ of course. I made her promise ⁵⁾ _____ but, as usual, it was a
disaster. ⁶⁾ _____, She got out the flour. She stood on the edge of
⁷⁾ _____ to reach ⁸⁾ _____ and fell off. She didn't hurt herself, but
⁹⁾ _____ went all over the floor. When we had brushed up ¹⁰⁾ _____,
Alice took ¹¹⁾ _____ out of ¹²⁾ _____. As she was carrying them, her
feet slipped on ¹³⁾ _____. ¹⁴⁾ _____ flew out of Alice's
hands, fell to the floor and ¹⁵⁾ _____. Poor Alice! She was so upset. Of course, she
said ¹⁶⁾ _____, but I couldn't make ¹⁷⁾ _____ for Mum. I had to give
Alice ¹⁸⁾ _____ and send her to ¹⁹⁾ _____ to buy ²⁰⁾ _____
for Mum instead!