

# Real 剑桥实境英语



独家引进 ◉ 实用英语权威教程  
真实再现听·说·读·写日常情境!



# 北京新东方大愚文化传播有限公司

Beijing New Oriental Dogwood Cultural Communications Co., Ltd.

北京新东方大愚文化传播有限公司是一家集图书、期刊、音像制品的编辑、制作、发行及零售于一体的企业，是新东方教育科技集团文化产业链的重要组成部分。

大愚文化坚守“原创精品”的出版理念，以新东方最具核心竞争力的备考指导书籍为龙头，致力于为基础英语教育提供全面解决方案。近年来，大愚公司推出的“出国考试丛书”、“国内考试丛书”、“朗文新派少儿英语系列”、“新东方英语（期刊）”等产品已成为同类出版物中的佼佼者，在全国范围内树立了良好的声誉。坚持原创的同时，大愚文化也注重国际合作与交流，与包括培生教育集团、麦格劳·希尔公司、圣智学习出版集团、剑桥大学出版社在内的许多国际著名出版企业建立了良好的合作关系，引进了众多优秀外版图书，获得广大读者的一致好评。迄今为止，大愚文化已出版图书、期刊、音像制品共800余种，影响遍及全国各地。作为新东方教育理念和思想的重要传播者和实践者，大愚文化以精品战略为读者提供优质的精神食粮，力争成为莘莘学子的良师益友。

公司旗下还有北京新东方大愚图书音像有限公司、北京新东方大愚广告有限公司两家子公司。北京新东方大愚图书音像有限公司主要从事新东方系列图书及国内各大出版社的外语图书、软件与音像制品的零售业务，目前已在上海、广州、武汉、成都、重庆、西安、天津、沈阳、南京、济南、哈尔滨等城市设立了40多家分支机构。

北京新东方大愚广告有限公司是一家集广告创意、宣传策划、品牌推广、印刷品设计制作于一体的专业广告公司，以其独特、创新的专业服务，为广大客户精心打造面向数百万新东方学员及读者的品牌和产品推广平台，现公司独家代理《新东方英语》、《新东方大愚广告DM》系列杂志及国内部分媒体广告业务。

秉承追求卓越、超越自我的新东方理念，大愚文化将始终以踏实高效的工作态度与国内外出版商、承销商、作者及各界朋友精诚合作，为广大读者奉献更多更好的图书。“嘤其鸣矣，求其友声”，大愚人热爱传播思想、服务社群的文化事业，愿意为之付出全部的力量和智慧，同时也希望与广大师生有更广泛、更深入的交流，为中国的英语教育事业作出更多的贡献。





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## 教程简介

《剑桥实境英语》( *Cambridge Real English Skills* ) 由新东方大愚文化自剑桥大学出版社独家引进，是一套全面提升英语学习者听、说、读、写综合技能的实用型教程。整套教程共 12 册，根据语言教学需求，分为听说分册、阅读分册、写作分册三大项，每项内含四个级别，逐级对应欧洲语言教学与测试标准（英文简称 CEF）的 A2、B1、B2、C1 级别（详见附加说明），可与新托福、雅思等留学考试所考查的语言能力直接衔接。分段教程每分册均含 16 个教学单元，围绕学习、工作、生活、旅游四大类话题，展开听、说、读、写全方位实用技能训练。每个主题真实还原了英语国家社会生活实景，让英语学习者在真实的语境中全面提升英语沟通能力，培养英语表达思维，从容应对各种英语交流场景。

考虑到英语的国际性，《剑桥实境英语》的听说分册和写作分册采集了包括英语为母语人士和英语为官方语言的国家中英语使用者的音频，帮助学习者充分适应国际化的英语交流环境。

本教程实用性强、覆盖面广、题材丰富、内容精炼、图文并茂。教程设计支持开放互动的研究型教学模式，为教师提供了广阔的发挥空间。《剑桥实境英语》系列教程特设专属网页，供教师、学员下载丰富的教学资料，全面满足亟待提高英语实用能力的在校学生、准备出国留学人员、海外工作人士以及外企职员的学习需求，实为近年来难得一见的高品质培训教程。



## 教程特色

- 教学主题源于海外衣、食、住、行的实际生活情境，即学即用
- 教程设计倡导开放、互动的研究型教学氛围，使学员充分体验国外院校的授课模式
- 难度设计参照欧洲语言教学与测试标准，同步提升学习者的英语基础与应试能力
- 每单元参照欧洲语言联合委员会（英文简称 ALTE）制订的语言能力描述（Can-do Statement），设置教学效果反馈，帮助学习者建立形成性评价
- 适用广泛，兼顾青少年与成年人的英语学习个性化需求

注：更多关于欧洲语言联合委员会等级标准的信息，请访问 [www.ALTE.org](http://www.ALTE.org)



# 级别划分

教程级别	CEF级别	适用人群
剑桥实境英语（听说、阅读、写作）1级	A2	高中生在校生、毕业生、本科留学准备阶段学生及同等学力成人学习者
剑桥实境英语（听说、阅读、写作）2级	B1	大学低年级、留学准备阶段及同等学力青少年及成人学习者
剑桥实境英语（听说、阅读、写作）3级	B2	大学高年级、留学准备阶段学生及同等学力成人学习者
剑桥实境英语（听说、阅读、写作）4级	C1	大学高年级、英语专业、留学准备阶段、海外归国人员及同等学力成人学习者

附：

## 欧洲语言教学与测试标准

欧洲语言教学与测试标准（A Common European Framework of Reference for Languages: Learning, Teaching, Assessment, 简称CEF）由欧洲委员会制定，于2001年正式公布、2003年修订出版。该框架是欧盟各国外语教学和评估的标准，旨在为欧洲语言教学的课程设计、大纲制订、语言测试和教材编纂提供一个共同的基础和参考。该标准详细地描述了语言学习者进行有效交流时所必须掌握的技能和达到的标准。

## CEF对应语言能力的等级划分

CEF	听力/口语	阅读	写作
C2	能就复杂事件或敏感话题提出见解或建议，能领会口语所传达的信息，可以自信地处理恶意问题。	能理解正式文件、信件和报告，包括复杂文章的细节。	能书写任意主题的信函，能完整、准确地做好会议或研讨会议记录，文字水平好。
C1	能有效参与工作会议或研讨会，能够非常流畅地进行日常对话和表达抽象含义。	能快速阅读并理解学术资料，完成课程学习，能快速浏览媒介来获取信息，能看懂语言不标准的信件。	能起草工作信函，能基本准确地做好会议记录，能够写出足以展现沟通能力的文章。
B2	能够就熟悉的主题发言，能就较广泛的话题展开对话。	能浏览文章来获取相关信息，并能理解详细的指示或建议。	能记录他人谈话，能写信表达一些非正式的请求。
B1	针对抽象问题或文化问题，能用有限方式表达个人观点，能对已知领域内的问题提出建议，能理解指令或公告。	能看懂普通文章，理解常规信息，能理解熟悉领域内的特殊信息。	能就熟悉的或可预料的事件写信或记笔记。
A2	能在熟悉的情境下表达简单的观点或要求。	能理解熟悉领域内的简单信息，如产品、标识、简单的课本或报告内容。	能填写个人信息表，书写私人简函或明信片。
A1	能理解简单指令，能就已知话题参与简单对话。	能理解简单的通知、使用说明或资料等。	能填写简单表格，简单记录时间、日期和地点等信息。

(摘自剑桥大学外语考试部网站)

## 剑桥实境英语 · 听说分册简介

《剑桥实境英语》听说分册共分 4 个级别，依次对应 CEF A2、B1、B2、C1 四个等级。每册内含 16 个教学单元，分别归入“社交与旅行”、“学习与工作”两大主题。单元教学由热身、输入和输出等环节组合而成，其间穿插口语表达策略（Speaking strategy）、知识点解析（Focus on...）、学习提示（Learning tip）等板块。每类话题所辖单元全部结束后，设置一个复习单元（Review）作为阶段性成果测试，学习者可随时检测学习成效，也方便教师及时调整教学方法。



《剑桥实境英语》听说分册内容鲜活、生动，真实呈现出英语口语在日常学习及生活中的原汁原味，是开展特色听力、口语培训的最佳教材之选。

## 剑桥实境英语 · 听说分册样章展示



### A Listening

听力(泛听语料输入)——通过泛听和精听练习，训练学生把握全篇和细节的能力。

#### Get ready to...

预热听说话题，指引知识要点。

#### Learning tip

为学习者提示学习方略，详解学习要点。

**Unit 8 What can I do here?**

**Get ready to Listen and speak**

Look at the website information on the right. Listen to the voice-over from Gail and follow Amy, the Tourist Information Officer. Listen to their conversation. Which activities from Get ready to do they talk about?

**A Listening – Different activities**

1 Gail has just arrived in Australia so he visits the Tourist Information Centre and talks to Amy, the Tourist Information Officer. Listen to their conversation. Which activities from Get ready to do they talk about?

2 Listen again and complete the table. Remember to read the tasks first and think about what information is missing before you listen.

Task	Information needed	Information given
1	What's the weather like?	Sunny
2	What's the time?	It's 10 o'clock.
3	What's the temperature?	It's 25 degrees.
4	What's the wind like?	It's quite strong.

**Learning tip**

When you are listening to CD, you can use comprehension questions to help you process the message. If a tourist information officer asks what's the weather like, you can answer "The weather is quite nice today. It's sunny and it's 25 degrees."



## B Speaking

口语表达策略部分 (Speaking strategy) 对学习者进行从语音、语调到句式的综合训练，通过不同场景下的强化练习，精细雕琢学习者的口语基本功。

### • Speaking strategy

将学习者的表达需求细化为语音、语调、句型等口头表达要素的综合训练，使整个环节易教易学，有效刺激学习者的表达意愿，显著提升学习者的口语水平。

### • Sound smart

结合学习内容，专门设置语音语调训练。

### • Speak up!

与光盘内训练者对话，身临其境练习口语。



## C Listening

听力(精听语料输入)——更多与口语策略相关听力内容，强化训练学习者应对不同场景的表达能力。

帮助学习者了解语言背后的文化渊源，知晓不同英语国家间的语言差异以及与单元主题相关的文化信息。

### D Speaking - One activity

#### Speaking strategy

#### Talking about what you want to do

1 Look at these sentences and answer the questions below.

- a) I want to go skydiving.
- b) I'd like to go skydiving.

- c) Which sentence does Calum use? a / b
- d) Which sentence is more polite? a / b
- e) Look at sentence B. What does 'if' mean?

#### Learning tip

These words change when they are used by example:  
can/can't/could/couldn't  
would/wouldn't/would/could/couldn't  
would/could/couldn't/could/couldn't

# Real



## D Speaking

设置更加灵活的表达训练，提高学习者对口语表达策略的掌握程度。

### What can I do here?

#### C Listening – One activity

Calum goes back to the Tourist Information Office.

- 1 **CH** Listen to the conversation. What is Calum doing? Tick ✓ a, b or c.

- a Doing more information about an activity  
b Making a reservation for an activity  
c Asking about different activities

- 2 **CH** Listen again and complete the form.

#### Did you know ...?

You can do a lot of adventurous things in Scotland, such as bungee jumping and skydiving. In New Zealand there are activities such as bouldering, rock climbing and bungee jumping.



Booking form

Activity	✓ Skydiving
Name of passenger	Calum
Home	UK
Address	High Street 123
Postcode	AB12 3CD
Date	10/07/2012
Time	10:00

#### D Speaking – One activity

##### Speaking strategy

Thinking about what you want to do  
Look at these sentences and answer the questions below.

- a I want to go skydiving.  
b I'd like to go skydiving.  
c Which sentence is more polite? A/B  
d Look at sentence B. What does it mean?

#### Learning tip

When a verb changes adverb, there are two different possibilities. Answer the questions below.

Answer the questions. Then look at the common mistakes.

#### Hotel and travel

### Learning tip

给学习者提供实用的英语听说技巧提示，使学习达到事半功倍的效果。

### Focus on...

聚焦关键语言点，通过设置含上下文的引导性练习，使学习者自主训练听说技能。

### Class bonus

设置小组活动，给学习者创造语言环境，帮助其在互动氛围中巩固所学知识。

### Can-do checklist

每单元设置学习反馈表，提供 ALTE 制定的不同级别语言能力描述，使学习者明确了解学习效果。

### What can I do here?

#### Speak up!

- 2 Talk about the activities in Get ready. Which would / wouldn't you like to do? Give reasons for your answers.

I'd like to ... because I like to ...

Example: I'd like to go bungee jumping because I like it. I wouldn't like to go bungee jumping because I don't like heights.

- 3 **CH** Choose one activity from Get ready. Read the questions below. Think about your answers but do not write them. Then listen and answer.

Example: Q: You have ... What did you decide to do? The resp: I'd like to go bungee jumping.

- Q: What did you decide to do?

A: I decided to go bungee jumping.

- Q: Can you give me your full name?

A: No, I can't tell you my full name.

- Q: And I just need a contact telephone number as well.

#### Answer check

A: You are the tourist information officer. Ask Student B questions to get the information you need to make a booking.

B: This is a tourist and you would like to book an activity. Answer Student A's questions.

Then write your findings and do the role play again.

#### It's a great idea!

Take a virtual tour of Italy. Download a PDF of Italy's most interesting sights. Then tell a friend in English what you would like to do if you came to Italy.

### Can-do checklist

Tick what you can do:

- I can show I understand what someone is saying, and show that I am interested.  
I can talk about what I want and would like to do.  
I can book an activity at a tourist information centre.

Can do	Need more practice

### Extra practice

指导学习者在课下通过网络或走进现实生活场景，将所学的表达技能实地运用到生活之中，进一步拓展学习者的口语实践范围。



## • 听说分册教材功能展示

# Appendix 4

## Listening to the news

**Listening for the news**

It's a good idea to listen to the news every now and again.

**News items** **News and current affairs**

news is the stories in a paper or broadcast to help us know what's happening in the world.  
 1. **Current affairs** – the news about what's happening in the world.  
 2. **Local news** – news about what's happening in your town or city.  
 3. **Business news** – news about what's happening in business.  
 4. **Sports news** – news about what's happening in sports.

**Listening**

1 Listen to the news. How many different news stories are there?

2 Listen again and tick ✓ the topics the stories are about.

politics	✓
economics	✓
business	✓
society	✓
science	✓
environment	✓
international	✓
culture	✓
sports	✓

3 Listen again and take notes to fill in the table. Not everything will fit in each story so don't worry if you can't write something in every box.

Topic	Story 1	Story 2	Story 3	Story 4
politics				
economics				
business				
society				
science				
environment				
international				
culture				
sports				

**Speaking**

1 Recall yourself describing the news story. Listen to the recording. Were you interested in the news story?

2 Tell someone in English about one of the stories you listened to.

**Topics**

Choose one of the stories and find out more information about it. Look at different websites and newspapers to get extra information.

<h1>Appendix 6</h1> <h2>What's next?</h2> <p>What do you think about your learning goals? What do you want to do next? What do you need to do to help you reach your goals? Complete the following questions.</p> <p><b>1 What is your next important learning or reading goal?</b></p> <p>Describe what it means to you, what you will do, where to go, and what you will learn.</p> <p>Complete the sentence about your goal:</p> <p>I want to... because... so I can...</p> <p><b>2 How can you achieve this goal? Write a list of things you will do. The more we know about the steps you take to reach your goal, the better we can support you!</b></p> <p>Good support looks like this: I can see this goal is about something important to you, it's something you're interested in, and it's something you can do in the real world. If I can help you with anything, let me know.</p> <p>What do you need to do to help you reach your goal?</p> <p>My support needs:</p> <p>My support doesn't help me:</p> <p><b>3 What have been the things on your list that help about what you learned? Answer three questions about all of them:</b></p> <p>How did I feel?</p> <p>What did I learn?</p> <p>What was my thought pattern?</p> <p><b>4 How do the same for your other learning goals.</b></p> <p>What have been the things on your list that help about what you learned? Answer three questions about all of them:</p> <p>How did I feel?</p> <p>What did I learn?</p> <p>What was my thought pattern?</p>	
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# 剑桥实境英语 · 阅读分册简介

《剑桥实境英语》阅读分册共分 4 个级别，依次对应 CEF A2、B1、B2、C1 四个等级。每册内含 16 个教学单元，分别归入“社交与旅行”、“学习与工作”两大主题，涵盖海外生活必备的全部阅读题材。单元教学由热身、泛读和精读等部分组成，另配大量的教学补充材料和文化引导内容，以科学的教程设计提升学习者的英文阅读能力。每类话题所辖单元全部结束后，设置一个复习单元作为阶段性成果测试，学习者可随时检测学习成效，调整学习方法。



教材内容鲜活、生动，取材于真实的校园、工作、生活、文学、历史等领域，真正展示出英语的原汁原味，是开展特色阅读课程的最佳教材之选。

## 剑桥实境英语 · 阅读分册样章展示



### A、B子话题

围绕两个相互关联的海外生活子话题，科学设计为“精读+泛读”组合训练，全面提升学习者的阅读实战能力。

#### Get ready to read

热身阅读主题，指导预习知识点。

**Unit 15 It's on the shelf**

**Get ready to read**

**Using a library catalogue**

Imagine you live in Oxfordshire, UK and you want to find some books about the English language for your local library. Which of these things do you think the catalogue does? Tick ✓ one or more of the boxes.

- The catalogue gives details of all the books in every library branch, pretty, useful, boring, dramatic, exciting, etc.
- The catalogue has each book listed under its author's name.
- Books are sorted in the shelves and return to the same place.
- It's good to read the catalogues for each book.

Scan the webpage on the right about the Oxfordshire County Council Library Catalogue and check your answers to Exercise 1. What else does the catalogue do?

**Scanning the catalogue**

Scan the webpage again and answer these questions.

- How many ways can you search the catalogue? \_\_\_\_\_
- How many ways can they sort the books on the shelves? \_\_\_\_\_
- How many ways can they be shown in the catalogue? \_\_\_\_\_
- How long does it take to search the catalogue? \_\_\_\_\_

**Did you know ...?**

The Oxfordshire County Council Library Catalogue is available online at [www.oxfordshire.gov.uk/libraries/onlinecatalogue.htm](http://www.oxfordshire.gov.uk/libraries/onlinecatalogue.htm). You can search for books by title, author, subject, genre, date published, and so on. You can also search for books by ISBN number. This is useful for finding books by a particular author or for finding books in a specific collection.

**Search Results**

After you have searched for all the books in your local library, the first few choices are the ones you will see. You can click on the title of the book you want to read and select the details card or the search results or press the Return key to return to the catalogue.

**Class Task**

Imagine you are a member of the Oxfordshire County Council Library Catalogue. You want to find the classification number for "English". How many ways of finding it does the webpage mention? Underline them.

**Time practice**

With a partner, use the library catalogue to find the classification numbers for the following books. Then practise in pairs.

\* You are at a library in Oxfordshire. What kind of books would you look for in the catalogue?



**It's on the shelf! Unit 15**

**4** Read the webpage on the right about Keyword Search. What can you use for this? Tick ✓ one of the boxes.

a to find a specific book

b to find all the books on a specific topic

c both of the above

**5** Should you do the following when you do a Keyword Search? Write T (true) or F (not) after each statement.

a You should be as exact as possible when you choose your keyword(s).

b You should try to focus the keywords.

c You should put a space between keywords.

d You should put the author's name first and then the author's name.

**6** One of your searches gives you very few results. What could you do to get more?

**Did you know ...?**

The Dewey Decimal System is classification system in the US and the USA. It organizes library collections. It groups together resources on the same subject by using a decimal numbered system. It consists of ten general classes which are then broken down into subgroups. At the top there are 420 at Philosophy, 430 at Theology, 440 at Law, and 450 at English literature. The system was developed by an American librarian, Melvil Dewey in the 1870s.

**Extra practice**

Find out if your library uses the Dewey Decimal System of Classification. Use the webpage to find books on reading skills.

**Keyword Search**

- Learning how to search is a powerful and effective way of finding the information you need from the catalogue.
- The keyword search will work on any combination of names, terms, author, title, series or subject in a book. You can look up one or lots of different subjects if you can't find many resources on one theme.
- For example, for find a book on Justice written by Dracula Murphy, enter Justice Murphy.
- If you enter many words as keywords, narrowing the search would work.
- You can use the keyword search if you are looking for a particular subject, for example ACID RAIN, SUSTAINABILITY, etc.
- Try to make your choice of words as specific as possible, especially for WHERE TO FIND books rather than WHERE TO BUY books.
- For example, if you are looking for a book about Shakespeare, enter Shakespeare. If you are looking for a book about Shakespeare and his plays, enter William Shakespeare.
- You should also try to use words sensibly so that your search finds what you want. For example, if you are looking for a book about Shakespeare, enter Shakespeare and not Shakespearian.
- You should also try to use words like AND, OR, NOT, etc. If you are looking for a book about Shakespeare and his plays, enter Shakespeare AND plays.

**7** You want to find items **a-f** in the library catalogue. Write suitable keywords for each item.

a A book by sufficiently Putter with city and country in the title  
Edinburgh, Scotland

b A book by Michaela Boulter available online  
online

c The Remains of the Day - you don't know the author's name

d some information about how to play backgammon

e A book about the history of classical music by Frederick Gomshall

f A book to help you improve your reading skills

**8** Read the webpage below about Class Search. Imagine you want to find the classification number for 'English'. Underline them.

**Class Search**

- The library stores a collection according to the Dewey Decimal System, which is a classification system in the United States. If you know the name of a theme, it responds with the number where it is stored, so you can look for all books with that classification number. This is a great way to search for books on a wide range of topics. If you know the name of a library staff member, you can ask them for a book's classification number. Library staff can tell you the first few digits of the number, or, if you know more, another book on the same subject, you can ask what its classification number is. All books have a number, and you can look for it in most places. For example, all books with the number 398.4 are fiction novels, including, for example, all class novels, such as War and Peace by Leo Tolstoy.

**9** You are at a library in Oxfordshire. What kind of books would you look for in the catalogue?

补充大量海外生活、学习所需的常识信息，帮助学习者掌握更多文化背景。

以讲练结合的教程编撰思路，呈现系统的语法教学内容。

# Real

#### • 阅读分册教材功能展示

# Review 2

## Units 9–16

### A Are these statements true (T) or false (F)?

- 1 You can use one word instead of the rest to understand the meaning of an unfamiliar word.  T  F
- 2 If you want to know who you are copied as you need to read the email.  T  F
- 3 In reading texts and newspapers, we often notice the relationship between different words in a text.  T  F
- 4 Formal writing may contain language which we don't use in our everyday lives.  T  F
- 5 Different types of news stories have more details.  T  F
- 6 The news sentence usually in order to find out are we looking for.  T  F
- 7 It's easier to understand the meaning of unfamiliar words when you are reading them, not just by looking at the page.  T  F
- 8 Reading the first sentence of each paragraph will help you get a general idea of what the text is about.  T  F

### B Read Text A. Then answer the Learning tips for Units 9–16 on pages 89–91. Do you want to change any of your answers in Exercise A?

### C Skim Text A on the opposite page. What is each text, on where does it come from? Use the words in the list.

an email a letter a note a postcard a questionnaire  
a newspaper a speech a webpage

### D Read Text A and find the following words. Write the words and their meanings below. Write the letters on the boxes.

1. blog  18. email   
2. comment  19. news   
3. feedback

a news item

4. a word which originally means 'old' or 'out-of-date'  
but now has a new meaning

5. a word which originally means 'no longer in use', but  
which now has a new meaning

### E Read Text B. Which of this information does Linda provide? ✓ = information given, ✗ = information not given.

- 16 The car company that Linda bought a car from  T  F
- 17 Where Linda is living in  T  F
- 18 Linda's job  T  F
- 19 Where Linda's husband works  T  F
- 20 Where Linda's husband works  T  F
- 21 Where Linda's husband works  T  F
- 22 What Linda is cooking for  T  F

### F Read Text C. Choose the five adjectives which best describe Linnet Ridgway. Write the letters in the boxes in alphabetical order.

a friendly  b confident  c tidy  d elegant  e serious  f good-natured  g promising  h outgoing  i rich  j shy

### G Look at the tables in Text D. They show the top ten exporters and importers of watches and clocks between 2002 and 2005. Complete the following questions.

29 The value of Switzerland's exports grew by the greatest amount in  2002  2003  2004  2005  2006

30 The total value of Germany's exports was the same as / less than / more than the total value of its imports during the four-year period.

31 The value of Germany's exports grew by the same percentage / at the same rate / more than the value of its imports in this period.

32 In fact, the UK's highest imports came in  2002  2003  2004  2005  2006

33 The USA's position in exports in 2005, when measured against its position in  2002  2003  2004  2005  2006

# Appendix 1

## Useful language

# Appendix 2

## Learning tips

Each unit of the book contains one learning tip. However, this does not mean that they try to confine it only to that particular unit. Whilst learning tips can be used in several different contexts, many are all the learning tips in the books. Each one is under its own heading and you will find a list of the types of test one needs to take.

When you have completed a test, decide which one could have been done better. If you could do more than one test to a problem, look at the other Learning tips and decide if any one used any of those tips in the way you have just finished. Make a note of the test name and number and the test type (or the category). In this way, you can keep a record of the teaching strategies that you are employing.

### Gold 1 I'll cook something

#### Learning tip

Put yourself back in a canteen. Remember that sometimes you will not always need to read instructions to figure out what to do. If the instructions are not helping, try and guess what the test is asking.

- recipes
- following a recipe
- cooking

Which other units have you used this Learning tip so far?

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### Gold 2 We've fixed a car

#### Learning tip

Ask someone to help you for a specific problem. If possible, ask them to explain what needs to be done. This type of feedback is called monitoring. When you ask, make sure your words are clear about what help we are looking for.

Remember that the best thing to do when solving a test is to ask for help. Don't be afraid to ask for help. You may get the answer you were looking for.

- a friend/relative  
will help
- a teacher  
will help

Which other units have you used this Learning tip so far?

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### Gold 3 Remember to live

#### Learning tip

Put aside the time to do some exercise for leisure purposes. Physical growth has been shown to increase when people exercise regularly. It is important to exercise, particularly when you are growing. This will help you to stay fit and increase your bone density.

When you read a story, can you guess what lesson will that test? This would help test comprehension test questions. If you can't guess what the lesson is, then you can't answer the question correctly in the test section.

- a walk/run
- doing exercises

Which other units have you used this Learning tip so far?

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# 剑桥实境英语 · 写作分册简介

《剑桥实境英语》写作分册共分 4 个级别，依次对应 CEF A2、B1、B2、C1 四个等级。每册内含 16 个教学单元，分别归入“社交与旅行”、“学习与工作”两大主题，全面涵盖海外生活必备的写作题材。

单元教学前设置主题热身练习，然后从例文精解入手，按照遣词、造句、谋篇的教学逻辑，充分利用书信、电子邮件、博客、论坛、网购、短信、PPT 演示文稿等实际生活中常见的书面沟通形式，训练学习者的实战写作技能。每单元提供丰富详实的词汇、语法训练和文化导引内容。一类话题的教学单元全部结束后，设置一个复习单元作为阶段性成果测试，可供学习者随时检测学习效果。

《剑桥实境英语》写作分册的附录内容十分丰富，涵盖语言风格、句子连接技巧、趣味词汇记忆法、常见标点用法等实用知识。随书附赠音频光盘，帮助学习者同步提升听力和口语水平。



## 《剑桥实境英语》写作分册

内容鲜活、生动，取材于真实的校园、工作、生活、文学、历史等领域，真正展示出英语的原汁原味，图文并茂、版式灵活，是开展特色写作课程的最佳教材之选。

# 剑桥实境英语 · 写作分册样章展示



## Look at examples

提供主题写作范例，逐层解析难点，讲练结合，帮助学习者掌握核心写作技能。

**Unit 1**  
Somewhere to stay

**What country to write?**

- These countries have opportunities to increase their tourism industry:
  - Germany
  - Australia
  - China
  - USA
  - UK
- More than 100 million tourists are now traveling to the USA every year.
- Stay with us people will discover something they have never seen before.
- It's a great place to live and travel.
- Information about our city and surrounding areas is available online.

**Arranging accommodation**

**Look at examples**

Look at the small examples about holiday arrangements on the opposite page and answer questions 1–3.

- What type of accommodation is a self-catering studio?
- Why are the rooms in hotel groups?
- What would you do if you stayed with a group host?

**Did you know ...?**

The USA was the top tourist destination in 2009. This is followed by the UK, Germany, France, Australia, Spain, Italy, Canada, China, and Japan. In order to meet the needs of the rapidly increasing tourism, 10 billion new rooms will be built over the next 10 years. This means that almost half the world's new rooms will be built in the USA, while the other half will be built in Europe, Africa, and Australia.

## Get ready to write

主题热身，提示单元知识要点，指导学习者做好预习。

# Real



提示谋篇要点，帮助学习者理清逻辑，搭建文章框架。



布置写作任务，提示学习者注意遣词造句、文章风格等细节上的注意事项。

**Businesses in step**

3 You are writing the email instead of a small group of friends you will be meeting with. One of your goals is to persuade us to go ahead with writing more formal business emails.

- From whom did the business come?
- Length of time?
- Number of people (adults / children)?
- Business or personal?
- Special requirements or facilities (e.g. quiet room).
- Questions about the place where the business is?
- Questions about methods of payment?

4 You are writing paragraphs by paragraphs or by sections. Use the template on page 11 to help you:

- Paragraph 1: Give general idea about the business.
- Paragraph 2: Explain the purpose of your visit. If it's a business, then explain what you want to buy or what you need.
- Paragraph 3: Include details about the cost of the travel for your business.
- Paragraph 4: Ask for further information you would like. Hold the travel agent responsible for giving you that information if they do not communicate or make detailed information.

**Businesses in step**

5 Read and answer the following questions by filling in the box below.

If you are not a fan of this question try to write or speak your own questions about the following situation or make up your own questions.

1. If yes, to whom do you consider yourself as you?

2. If no, to whom do you consider yourself as you?

3. If yes, to whom do you consider yourself as you?

4. If no, to whom do you consider yourself as you?

5. If yes, to whom do you consider yourself as you?

6. If no, to whom do you consider yourself as you?

7. If yes, to whom do you consider yourself as you?

8. If no, to whom do you consider yourself as you?

9. If yes, to whom do you consider yourself as you?

10. If no, to whom do you consider yourself as you?

**Businesses in step**

6 Write the final version of your email, making any necessary corrections and improvements.

**Businesses in step**

7 Answer simple questions to assess your progress and three-quarters assess the effectiveness of how you are dealing with business letters and formal emails.

8 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

9 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

10 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

11 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

12 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

13 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

14 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

15 You can now go back to the first section of this unit and continue to work through the remaining sections.

**Businesses in step**

16 You can now go back to the first section of this unit and continue to work through the remaining sections.

### Focus on...

提示文中可能使用的重要词句，强化学习者的语法基础。

### • Class bonus

提供更多课堂互动设计，活跃课堂气氛，巩固学习效果。



## • 写作分册教材功能展示

<h1>Review 1</h1> <h2>Units 1-5</h2>	<p><b>Customer complaints department:</b> Follow-up form</p> <p>Date: 01.01.2011</p> <p><b>Customer details:</b></p> <p>Name: M. T. / Mrs. / Mr. / Mrs. (Mr.) Address: 17, No. Avenue, Residential Area, residential, 2000 AB Phone: +38 031 222 0000 Email: customer@abc.com</p> <p><b>Details of the complaint:</b></p> <ul style="list-style-type: none"> <li>1. Date of reservation or service: _____</li> <li>2. Day: _____ Month: _____ Year: 2011</li> <li>3. Description of the problem: _____</li> </ul> <p><b>Brief summary of your complaint:</b></p> <p>1a. We had a difficult time to book a flight ticket to Paris.</p> <p>1b. Two days before the flight, we realized that the regular flight to Paris was delayed by 2 hours.</p> <p>1c. Our luggage got lost and we had to wait 3 hours to receive our luggage.</p> <p>1d. We were late for our flight because the bus to the airport was late.</p> <p>1e. We were late for our flight because the bus to the airport was late.</p> <p><b>What are the following things? If they are used in a sentence:</b></p> <ul style="list-style-type: none"> <li>a) the _____</li> <li>b) a _____</li> <li>c) some _____</li> <li>d) some _____</li> <li>e) _____</li> </ul> <p><b>2. What are the following things? If they are used in a sentence:</b></p> <ul style="list-style-type: none"> <li>a) _____</li> <li>b) _____</li> <li>c) _____</li> </ul>
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<h1>Appendix 1</h1> <h2>Useful language</h2>	
<hr/>	
<p><b>1.1 Asking for information</b></p> <ul style="list-style-type: none"> <li>What's the name of...? (name)</li> <li>Can I have a look at...? (book)</li> <li>How much does it cost? (TV programme)</li> <li>Where is...? (post office)</li> </ul> <p><b>1.2 Making arrangements / events</b></p> <ul style="list-style-type: none"> <li>When is it? (date)</li> <li>What's the address? (post office)</li> <li>What time? (train)</li> </ul> <p><b>1.3 Accommodation availability</b></p> <ul style="list-style-type: none"> <li>Can we...? (stay)</li> <li>Is there a...? (room)</li> <li>Are there any...? (rooms)</li> <li>How much is it? (room)</li> <li>How many rooms? (room)</li> <li>How many bedrooms? (room)</li> <li>Under £...? (room)</li> <li>Special... (room)</li> </ul> <p> <b>1.4 Consumption words and expressions</b></p> <ul style="list-style-type: none"> <li>I'd like... (order food)</li> <li>I'd like a... (order drink)</li> <li>I'd like to... (order service)</li> </ul> <p><b>1.5 Expressions of regret and admissions</b></p> <ul style="list-style-type: none"> <li>Sorry... (admission)</li> </ul> <p><b>1.6 Warning words</b></p> <ul style="list-style-type: none"> <li>Watch out! (danger)</li> <li>Be careful! (danger)</li> <li>Don't touch! (danger)</li> <li>Don't eat! (danger)</li> <li>Don't drink! (danger)</li> <li>Don't go near! (danger)</li> <li>Don't go in! (danger)</li> <li>Don't go out! (danger)</li> <li>Don't go up! (danger)</li> <li>Don't go down! (danger)</li> </ul> <p><b>1.7 Colloquial grammar</b></p> <ul style="list-style-type: none"> <li>It's... (informal)</li> <li>It's... (informal)</li> <li>It's... (informal)</li> </ul>	<p><b>1.1 Types of accommodation</b></p> <ul style="list-style-type: none"> <li>Holiday (vacation) (holiday)</li> <li>Business (business) (business)</li> <li>Residential (residential) (residential)</li> <li>Short-term (short-term) (short-term)</li> <li>Medium (medium) (medium)</li> <li>Long-term (long-term) (long-term)</li> </ul> <p><b>1.2 Information</b></p> <ul style="list-style-type: none"> <li>Check-in (check-in)</li> <li>Check-out (check-out)</li> <li>Check-in time (check-in time)</li> <li>Check-out time (check-out time)</li> <li>Check-in date (check-in date)</li> <li>Check-out date (check-out date)</li> </ul> <p><b>1.3 Booking</b></p> <ul style="list-style-type: none"> <li>Our bookings</li> <li>Our bookings for you to choose from</li> </ul> <p><b>1.4 Checking</b></p> <ul style="list-style-type: none"> <li>Our facilities</li> <li>Our facilities for you to choose from</li> </ul> <p><b>1.5 Other words and phrases</b></p> <ul style="list-style-type: none"> <li>It's important to... (advice)</li> <li>It's important not to... (warning)</li> <li>It's important that you... (advice)</li> <li>It's important that you don't... (warning)</li> </ul> <p><b>1.6 Qualifying questions</b></p> <ul style="list-style-type: none"> <li>Is it...? (information)</li> <li>Is it...? (information)</li> <li>Is it...? (information)</li> <li>Is it...? (information)</li> </ul> <p><b>1.7 Intercultural switches which appear on</b></p> <ul style="list-style-type: none"> <li>Accommodation (accommodation)</li> <li>Booking (booking)</li> </ul>

Appendix 3	
Style	Definition
<b>Informal, jocular, colloquial</b>	Conversational tone; direct and casual; uses “you” and “I”
<b>Arguing</b>	“I’m not convinced you’re right.” “I think you’re wrong.” “I don’t agree with you.”
<b>Disaggregating</b>	“I’m not sure I’m agreeing with this.” “I’m not sure about this.”
<b>Hypothesizing</b>	“I think it’s possible that...” “I think it might be true that...”
<b>Asking for advice</b>	“Can you tell me more about...?” “What would you do if...?”
<b>Showing offence</b>	“It’s not nice to...” “It’s not appropriate to...”
<b>Showing respect</b>	“It’s very important to...” “It’s really good to...”
<b>Showing agreement</b>	“I agree with you.” “I think you’re right.”
<b>Showing disagreement</b>	“I don’t agree with you.” “I think you’re wrong.”
<b>Commenting on ideas</b>	“That’s brilliant.” “That’s a great suggestion.”
<b>Commenting</b>	“That’s interesting.” “That’s a good point.”
<b>Comparing</b>	“This is similar to...” “This is different from...”
<b>Comparing and contrasting</b>	“The article you’re referring to is comparing... with...” “The article you’re referring to is contrasting... with...”
<b>Showing an example</b>	“For example...” “For instance...”
<b>Summarizing</b>	“So, in summary...” “In conclusion...”
<b>Specifying sources and referencing</b>	“According to...” “As... says...” “In...’s words...” “In...’s research...”

Appendix 5 Punctuation	
<b>Full stops</b>	<b>Full stop</b> A full stop (.) is used to end a sentence. It can also be used to end a statement, a question or an exclamation.
<b>Commas</b>	<b>Comma</b> A comma (,) is used to separate items in a list, or to indicate where a pause is needed in a sentence.
<b>Quotation marks</b>	<b>Quotation marks</b> Quotation marks (“ ”) are used to enclose direct speech or a quotation from another writer.
<b>Capital letters</b>	<b>Capital letter</b> A capital letter (A, B, C, etc.) is used at the start of a sentence and for names of people and places.
<b>Question marks</b>	<b>Question mark</b> A question mark (?) is used at the end of a question.
<b>Exclamation marks</b>	<b>Exclamation mark</b> An exclamation mark (!) is used at the end of an exclamation.
<b>Hyphens</b>	<b>Hyphen</b> A hyphen (-) is used to join two words together, or to show that a word continues onto the next line.
<b>Brackets</b>	<b>Brackets</b> Brackets ([ ]) are used to enclose extra information in a sentence.
<b>Ellipses</b>	<b>Ellipsis</b> Ellipses (...) are used to show that something has been left out of a sentence.
<b>Quotation marks</b>	<b>Quotation marks</b> Quotation marks (“ ”) are used to enclose direct speech or a quotation from another writer.
<b>Capital letters</b>	<b>Capital letter</b> A capital letter (A, B, C, etc.) is used at the start of a sentence and for names of people and places.
<b>Question marks</b>	<b>Question mark</b> A question mark (?) is used at the end of a question.
<b>Exclamation marks</b>	<b>Exclamation mark</b> An exclamation mark (!) is used at the end of an exclamation.
<b>Hyphens</b>	<b>Hyphen</b> A hyphen (-) is used to join two words together, or to show that a word continues onto the next line.
<b>Brackets</b>	<b>Brackets</b> Brackets ([ ]) are used to enclose extra information in a sentence.
<b>Ellipses</b>	<b>Ellipsis</b> Ellipses (...) are used to show that something has been left out of a sentence.

<h1>Appendix 6</h1> <h2>Editing your writing</h2> <p>Writing accurate English is an important part of becoming a successful writer. This appendix contains some tips on how to make sure your English is as clear as possible.</p> <ul style="list-style-type: none"> <li>To improve, focus on reading through the following sections. As you read, pay attention to what you can learn.</li> <li>The contents of this book will help you to do this.</li> <li>When you have finished reading, go back through the book again and edit your writing.</li> <li>It is important to remember that editing is not the final step in writing. It is a process of continually checking and improving your work.</li> </ul> <p>Finally, if you are writing for an audience outside your class, consider the following tips:</p> <ul style="list-style-type: none"> <li>When you write, think about who your audience is and what they know about the subject.</li> <li>When you edit, think about what your audience needs to know about the subject.</li> </ul> <p><b>Style</b></p> <p>Use the following tips to help you to write clearly and effectively.</p> <ul style="list-style-type: none"> <li>Use simple sentences. If you are writing for a general audience, try to keep your sentences short and simple. If you are writing for a specialist audience, try to keep your sentences longer and more complex.</li> <li>Use active verbs. Try to avoid using passive verbs. Instead, use active verbs to make your writing more dynamic and interesting.</li> <li>Use simple words. Try to avoid using difficult words. Instead, use simple words to make your writing easier to understand.</li> </ul> <p><b>Structure</b></p> <p>Use the following tips to help you to structure your writing effectively.</p> <ul style="list-style-type: none"> <li>Start with an introduction. If you are writing an argumentative text, start with an introduction that states your position and provides evidence to support it.</li> <li>Use headings and sub-headings. These help to structure your writing and make it easier to read.</li> <li>Use bullet points. These help to structure your writing and make it easier to read.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Use simple language. Avoid using jargon or technical terms that may be unfamiliar to your audience.</li> <li>Use clear language. Avoid using language that may be ambiguous or unclear.</li> <li>Use simple grammar. Avoid using grammar that may be difficult to understand.</li> <li>Use simple punctuation. Avoid using punctuation that may be difficult to understand.</li> <li>Use simple spelling. Avoid using spelling that may be difficult to understand.</li> </ul> <p><b>Proofreading</b></p> <ul style="list-style-type: none"> <li>Read your writing out loud. This helps to identify mistakes and errors.</li> <li>Ask someone else to read your writing. This helps to identify mistakes and errors.</li> <li>Use a dictionary. This helps to identify mistakes and errors.</li> <li>Use a thesaurus. This helps to identify mistakes and errors.</li> <li>Use a grammar checker. This helps to identify mistakes and errors.</li> </ul>	<h2>Spelling</h2> <ul style="list-style-type: none"> <li>Use a dictionary. This helps to identify mistakes and errors.</li> <li>Use a thesaurus. This helps to identify mistakes and errors.</li> <li>Use a grammar checker. This helps to identify mistakes and errors.</li> <li>Use a thesaurus. This helps to identify mistakes and errors.</li> <li>Use a grammar checker. This helps to identify mistakes and errors.</li> </ul> <h2>Vocabulary</h2> <ul style="list-style-type: none"> <li>Use simple words. This helps to identify mistakes and errors.</li> <li>Use clear language. This helps to identify mistakes and errors.</li> <li>Use simple grammar. This helps to identify mistakes and errors.</li> <li>Use simple punctuation. This helps to identify mistakes and errors.</li> <li>Use simple spelling. This helps to identify mistakes and errors.</li> </ul> <h2>Punctuation</h2> <ul style="list-style-type: none"> <li>Use simple punctuation. This helps to identify mistakes and errors.</li> <li>Use clear language. This helps to identify mistakes and errors.</li> <li>Use simple grammar. This helps to identify mistakes and errors.</li> <li>Use simple punctuation. This helps to identify mistakes and errors.</li> <li>Use simple spelling. This helps to identify mistakes and errors.</li> </ul> <h2>Grammar</h2> <ul style="list-style-type: none"> <li>Use simple grammar. This helps to identify mistakes and errors.</li> <li>Use clear language. This helps to identify mistakes and errors.</li> <li>Use simple punctuation. This helps to identify mistakes and errors.</li> <li>Use simple spelling. This helps to identify mistakes and errors.</li> <li>Use simple grammar. This helps to identify mistakes and errors.</li> </ul> <h2>Other points</h2> <ul style="list-style-type: none"> <li>Use simple language. Avoid using jargon or technical terms that may be unfamiliar to your audience.</li> <li>Use clear language. Avoid using language that may be ambiguous or unclear.</li> <li>Use simple grammar. Avoid using grammar that may be difficult to understand.</li> <li>Use simple punctuation. Avoid using punctuation that may be difficult to understand.</li> <li>Use simple spelling. Avoid using spelling that may be difficult to understand.</li> </ul>
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This image shows the back cover of a textbook titled "Answer key". The page contains several sections of handwritten answers to exercises from the previous pages. At the top, there's a large section for "Answers to 1-100". Below it, there are sections for "Answers to 101-200", "Answers to 201-300", and "Answers to 301-400". There are also smaller sections for "Answers to 401-500" and "Answers to 501-600". The handwriting is in black ink on a light-colored background.

## 教材使用常见问题

### 《剑桥实境英语》各个级别分别要求学习者具备何种英语水平？与国内考试或培训如何衔接？

《剑桥实境英语》系列教程可广泛适用于计划参加以下考试的学习者，以及参加过以下培训的学员，是有效提升其基础英语技能的最佳教材之选。

参考权威英语教学专家的意见，《剑桥实境英语》系列教程的适用者以及与常见考试或培训的难度对应关系如下：

教程级别	计划参加以下国内考试的学习者	接受过以下课程培训的学习者	雅思	新托福
剑桥实境英语1级	高中阶段考试、预备四级、BETS-1、PETS-2	新概念2册、剑桥通用英语KET	2.0~3.0	50分以下
剑桥实境英语2级	BETS-2、PETS-3、大学英语四级	新概念3册、剑桥通用英语PET、BEC初级	3.5~4.5	50~65
剑桥实境英语3级	BETS-3、PETS-4、大学英语六级	新概念3册、剑桥通用英语FCE、BEC中级	5.0~6.0	70~85
剑桥实境英语4级	考研/考博英语、专业英语四级/八级	新概念4册、CAE、BEC高级	6.5~7.0	95~105

### 《剑桥实境英语》与传统教材有何区别？

从素材选取和教程设计上看，《剑桥实境英语》选取的素材更加原汁原味，贴近现实生活，涉及从初次见面、购物、用餐、银行、社交、外出、交通、突发事件、媒体、健康以及政治活动等场景，涵盖生活、学习、工作、社会等各层面话题。在素材的权威性方面，《剑桥实境英语》参照欧洲语言教学与测试标准编写，确保教程设计兼顾学习者提升英语基础技能和通过语言测试的双重需求。

同时，《剑桥实境英语》的教程设计遵循“以听说带动读写，以读写规范听说”的语言教学综合标准，最大限度地支持互动的、多元的、课堂内外相结合的创意语言教学模式。基于教材内容与现实生活的高度一致性，相当数量的单元教学可以在课堂内及真实生活中模拟演练，或借助网络工具来实现语言训练。《剑桥实境英语》系列教程支持教师在教学思路、教学形式和手段上的不断创新，尤其是听说分册，更能体现本套教材的这一特色。听说分册注重训练学员在不同场景下表达情感、意图、观点的能力，创设多样场景促使学员自觉运用所学的口语表达策略，使他们在自在、自由的氛围中领悟和掌握语言表达的要义，从而使自己的英语表达更加鲜活而富有生气，让有生命力的语言真正成为跨文化沟通的桥梁。

### 学完每个级别、各分册教程后，能够掌握哪些具体的语言知识？

《剑桥实境英语》1级：

- 涵盖高中阶段常用的语法点
- 阅读词汇量：2000个初阶词汇

- 听说句型量：350 种常用场景句型
- 写作功能：日常实用文体写作

#### 《剑桥实境英语》2 级：

- 涵盖大学低年级阶段常用语法点
- 阅读词汇量：4500 个中阶词汇
- 听说句型量：160 种生活、工作、学习话题讨论句型
- 写作功能：常见应用文体写作

#### 《剑桥实境英语》3 级：

- 涵盖大学阶段常用语法点
- 阅读词汇量：6200 个中高阶词汇
- 听说句型量：250 种生活、工作、学习话题深化句型
- 写作功能：正式主题的写作

#### 《剑桥实境英语》4 级：

- 英语能力的专业化精进
- 阅读词汇量：8000 个高频核心词汇
- 听说句型量：256 条高级口语句型
- 写作功能：社会、学术专业主题的写作



#### 如何就这套教程设置培训课程？

《剑桥实境英语》包括听说、阅读及写作分册三大类，每类设四个级别，每册内含 16 个单元，既能满足听说读写综合培训的需要，又适合设置单项提高型课程；既适合学期全日制基础英语教学，又适合寒、暑假基础能力培训；既适合系统培养英语学习兴趣及学习能力的长期课程，也可作为准备出国考试、赴海外留学或工作前的集训课程教材，同时适合国企、外企提升员工国际交流水平的短训课程。课程内容可随市场定位、招生目标、培训效果而定。总之，《剑桥实境英语》是一套市场导向型的综合教程。

#### “学生用书”中的材料对于我的课堂不够用，怎么办？

可登录剑桥大学出版社为《剑桥实境英语》特设的专用网页，下载教案和补充素材。  
网址为：[www.cambridge.org/englishskills](http://www.cambridge.org/englishskills)

#### 《剑桥实境英语》培训服务

北京新东方大愚文化公司将为《剑桥实境英语》的使用机构提供包括教材讲解、示范课、教学研讨会等形式的教师培训服务，为各教学机构的日常教学培训提供强有力的支持。

教程讲解及培训联系电话：010-62605078 邮箱：[books@staff.neworiental.org](mailto:books@staff.neworiental.org)



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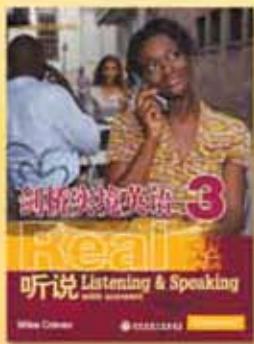
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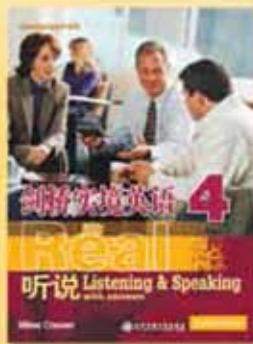
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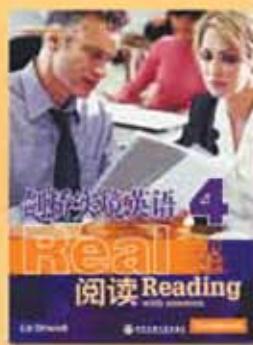
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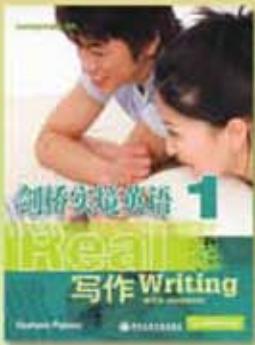


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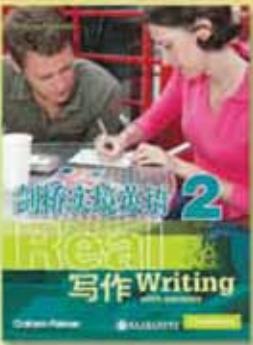


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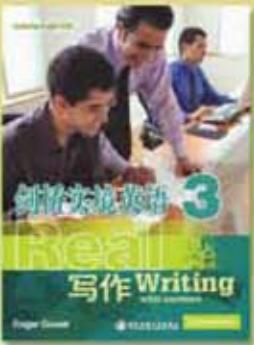
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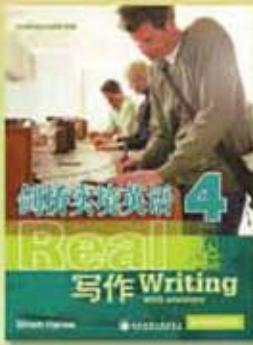
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