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The New
CAMBRIDGE
English Course

TEACHER

新剑桥英语教程

第三册

(教师用书)

安徽教育出版社

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TEST

INTERMEDIATE

MICHAEL SWAN
CATHERINE WALTER

CAMBRIDGE
UNIVERSITY PRESS



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(见注)	i	
i	I	ship
e	e	bed
æ	æ	bad
ɑ:	ɑ:	calm
ɔ	ɒ	top
ɔ:	ɔ:	caught
u	u	put
u:	u:	boot
ʌ	ʌ	cut
ə:	ə:	bird
ə	ə	about
ei	eɪ	make
ai	aɪ	bite
ɔi	ɔɪ	boy
əu	əu	note
au	au	now
iə	ɪə	here
ɛə	eə	there
uə	uə	poor

辅 音

国内通用音标	书中使用音标	例 词
p	p	pool
b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
n	n	noon
ŋ	ŋ	sung
r	r	red
l	l	led
j	j	yet
w	w	wet

[注]本书中使用的[i],在我国国内通用音标中尚无与之对应的,它的发音介于本书中所用音标[I]与[i:]之间。

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ɔ	ɒ	top
ɔ:	ɔ:	caught
u	u	put
u:	u:	boot
ʌ	ʌ	cut
ə:	ɜ:	bird
ə	ə	about
ei	eɪ	make
ai	aɪ	bite
ɔi	ɔɪ	boy
əu	əu	note
au	au	now
iə	ɪə	here
ɛə	eə	there
uə	uə	poor

辅 音

国内通用音标	书中使用音标	例 词
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b	b	boot
t	t	tea
d	d	day
k	k	key
g	g	gay
f	f	few
v	v	view
θ	θ	thing
ð	ð	then
s	s	soon
z	z	zoo
ʃ	ʃ	ship
ʒ	ʒ	pleasure
h	h	hot
tʃ	tʃ	cheer
dʒ	dʒ	jump
m	m	moon
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Map of Book 3

Grammar

Phonology

Students learn or revise these grammar points

Students work on these aspects of pronunciation

Block A

Present and past tenses: terminology, formation and use; non-progressive verbs; infinitives and *-ing* forms after verbs; *-ing* forms after prepositions; *-ing* forms as subjects; verb + object + infinitive; modal auxiliaries; distancing use of past tenses; reported statements and questions.

Problems with sound/spelling relationships; perception and pronunciation of unstressed syllables; stress and rhythm; decoding rapid speech; /əʊ/ and /o/.

Block B

Present Perfect for reporting 'news'; *can* with verbs of sensation; tenses of *there is*; use of *-ing* forms for activities; imperatives; comparative structures: *worse* and *worst*; question tags; position of prepositions in questions and relative structures; leaving out object relative pronouns; building sentences with conjunctions and *-ing* forms; adverbials of degree; *so do I*, *neither do I* etc.

Stress and rhythm; /ə/ in unstressed syllables; vowel and consonant linking; intonation of question tags; /ð/ and /θ/.

Block C

Simple Past and Past Progressive; Simple Past tenses with *as*; Present Perfect Progressive; passives; hypothetical *if*-clauses with Simple Past and *would*; modal verbs, including *will have to*; *should(n't)* and *must(n't)*; *won't* for refusals; infinitive of purpose; *how to* ...; imperative; *by ...ing*; two-word verbs.

Stress and rhythm; perception and pronunciation of unstressed syllables; stress for emphasis and contrast; weak and strong forms; initial consonant groups; final consonant groups; difficult pronunciation/spelling relationships.

Block D

Present Perfect Simple and Progressive; *have to* and modal verbs; modal verbs with perfect infinitives; past conditionals; reporting with infinitives; *would you rather* ...?; frequency adverbs; connecting adverbs and conjunctions; prepositions of movement.

Stress and rhythm; word stress; perception and pronunciation of unstressed syllables; assimilation of consonants and linking; vowel linking with /r/, /j/ and /w/; /h/ and /i:/; /ɜ:/ and /eə/; pronunciations of the letter o.

Block E

Past Progressive: use and pronunciation; *will*-future; *it'll* and *there'll*; passive infinitives after modal verbs; contractions; reported speech with *would* and *had*; position of frequency adverbs; use of noun, verb or adjective to express the same idea; word order: verb, object and adverb; verbs with two objects; punctuation.

Stress and rhythm; pronunciation of contractions; /h/; typical pronunciations of vowel letters; weak forms.

Functions and specific skills

Topics and notions

Vocabulary

In addition to revising vocabulary taught at earlier levels, students will learn 900 or more new words and expressions during their work on Level 3 of the course.

Students learn or revise ways of doing these things

Requesting and giving personal information; making and replying to requests and offers; making corrections; reporting; asking to be reminded; asking about English; expressing degrees of formality; seeing a text as a whole; skimming; reading and listening for specific information; guessing unknown words; using dictionaries; managing discussion; predicting.

Students learn to talk about

Physical appearance; food and drink; weather; animals; wishes, hopes and ambitions; language and language learning; sports, games and leisure; proportion (e.g. *three out of twelve*); various time relations.

Grammar Revision

A *Grammar Revision Section* on pages 116–129 gives further practice on elementary grammar points which were covered at earlier levels.

Giving advice and instructions; giving news; asking for personal information; asking for confirmation and agreement; expressing opinions; indicating shared and divergent opinions; evaluating; agreeing and disagreeing; asking for things without knowing the exact words; defining, describing and identifying; comparing; greeting and welcoming; operating mealtime conventions; leave-taking; reporting; building up and shaping narratives; dividing text into paragraphs; listening for gist and for specific information.

Likes and dislikes, news; emergencies; parts of a car; honesty, manipulations of objects and materials; processes; condition; obligation; purpose; method; degree; time relations; simultaneous and successive events.

Discussing problems and giving advice; giving instructions; dealing with misunderstandings; making and accepting formal and emphatic apologies; expressing opinions; making complaints; studying text structure; constructing narrative; guessing unknown words; using dictionaries; listening and note-taking.

Work and time-structuring; electrical appliances; household tips; families; boy- and girlfriends; problems with relationships; politics and authority; rules and regulations; driving and traffic regulations; obligation; purpose; method; processes; changes; various time relations.

Speculating about the past; criticising past behaviour; reporting instructions and advice; asking for and giving directions; asking about and expressing preferences; persuading; discussing illness; extracting the main ideas from a text; reading and listening for detail; guessing meaning from context; writing simple reports; writing personal letters.

Places and landscape; buildings and rooms; families; family relationships; games-playing; illness; crime; rules and regulations; obligation; frequency; spatial relations; movement; various time relations; driving.

Making and replying to requests and offers; predicting; reporting; asking for things without knowing the exact words; inviting and replying to invitations; expressing degrees of formality; scanning; listening for detail.

Weather; everyday objects; uses of objects; horoscopes; clothes and accessories; parts of the body; wildlife and conservation; the future; simultaneous past actions.

Introduction

The nature and purpose of the course

This is Level 3 of *The New Cambridge English Course*, a four-level course designed for people who are learning English for general practical or cultural purposes. The course generally presupposes a European-type educational background, but with some adaptation it can be used successfully with learners from other cultural environments. The course teaches British English, but illustrates other varieties as well.

Level 3 is for intermediate students. In order to begin this level they should be able to understand and produce English well enough to handle a variety of everyday situations and topics (around the level of the Council of Europe's 'Threshold' level). Level 3 can be used to follow on from *The New Cambridge English Course 2* or any other elementary course. There is systematic revision work for students who still have problems with basic structures. Used as suggested, the book will take students up to a point where they have a good all-round working knowledge of English, and will be ready to start preparing for an examination such as the Cambridge First Certificate.

The approach in Level 3 is different from that of many intermediate courses. Features which may be new to your students include:

- multi-syllabus course organisation
 - wide variety of presentation methodology
 - mixture of factual and fictional topics
 - opportunities for student choice
 - emphasis on systematic vocabulary learning
 - regular pronunciation and spelling work
 - some use of authentic listening material
 - deliberate inclusion of some 'too difficult' material (see *Basic principles*)
 - active and varied 'communicative' practice.
- These points are dealt with in more detail in the following sections.

Basic principles

The pedagogic design of Level 3 of *The New Cambridge English Course* reflects the following beliefs.

Intermediate learners

Intermediate language learners often have different backgrounds, problems, priorities and learning styles, so materials must be wide-ranging and flexible. Day-by-day improvement is not so obvious as at lower levels, and students need interesting short-term goals to maintain motivation. Many intermediate students prefer activities where progress or performance is easily measurable (e.g. grammar practice or tests). A course must however include other kinds of work where progress is less visible, and must help students to see the value of such activities. At this level, systematic skills practice is particularly important – intermediate students generally know much more English than they can use.

Respecting the learner

People generally learn languages best when their experience, knowledge of the world, interests and feelings are involved, and a course must allow students to 'be themselves' as fully as possible. But not everybody learns in the same way, and not everything can be taught in the same way. A course must provide fiction as well as fact; role play as well as real communication activities; personal as well as impersonal discussion topics; learner-centred as well as teacher-centred activities. Course material should not be childish and patronising, and it is worth remembering that the best classroom humour generally comes from the students, not from the textbook.

The language: multi-syllabus course design

A complete English language course will incorporate at least eight main syllabuses:

- **Vocabulary:** students must acquire a 'core' vocabulary of the most common and useful words in the language, as well as learning more words of their own choice.
- **Grammar:** basic structures must be learnt and revised.
- **Pronunciation** work is important for many students. Learners need to speak comprehensibly and to understand people with different accents speaking in natural conditions (not just actors speaking standard English in recording studios).
- **Notions:** students must know how to refer to common concepts such as *sequence*, *contrast* or *purpose*.
- **Functions:** learners must be able to do such things as *complaining*, *describing*, *suggesting* or *asking for permission* in English.
- **Situations:** a course must teach the stereotyped expressions associated with situations like *dinner parties*, *returning defective goods to shops*, *going to the doctor's* or *dealing with emergencies*.
- **Topics:** Students need to learn the language used to talk about subjects of general interest. The coursebook should include some controversial and emotionally engaging material, rather than sticking to bland, middle-of-the-road, 'safe' topics.
- **Skills:** learners need systematic practice in both receptive and productive skills. Reading and listening work will include some authentic interviews and texts, as well as specially written material.

How important is grammar?

Some students (for example examination candidates) may need a high level of grammatical correctness, and Level 3 provides systematic teaching and revision of all important structures. For many other intermediate students, however, skills development and vocabulary growth may be at least as important as grammar. (Vocabulary mistakes tend to outnumber grammar mistakes by more than three to one.) At this level, students have learnt most of the basic grammatical structures of English, and other aspects of language take on more importance. Students often feel that a lesson with no new grammar in 'doesn't teach anything'; they must learn not to judge their progress simply by the number of new structures taught.

'Learning' and 'acquisition'

Most people seem to learn a foreign language more effectively if it is 'tidied up' for them. This helps them to focus on high-priority language and to see the grammatical regularities.

However, learners also need to encounter a certain amount of 'untidy' natural language (even if this seems a bit too difficult for them). Without some unstructured input, people's unconscious mechanisms for acquiring language may not operate effectively.

A course should cater for both these ways of approaching a language (sometimes called 'learning' and 'acquisition' respectively). The occasional use of unsimplified authentic materials may require a change in learner expectations: many students and teachers are used only to texts in which every new word and structure has to be explained and learnt.

Methodology

- **Communicative practice:** where possible, language practice should resemble real-life communication, with genuine exchanges of information and opinions. Pair and group work can greatly increase the quantity and quality of practice.
- **Input and output; creativity:** students generally learn what they use and forget what they don't use. Lessons should lead up to genuine conversations, role play or writing activities in which students use creatively what they have learnt. If they can use their new language to entertain, inform or amuse each other, so much the better.
- **Error** is a natural part of learning, and over-correction can destroy confidence. Some learners will need a high level of accuracy, but very few will ever be perfect. Students' achievements should not be measured negatively (by how far away they are from perfection), but positively (by how successfully they can use the language for their own purposes).
- **Regularity and variety** need to be carefully balanced. If all the lessons are constructed in the same way, a course is easy but monotonous. Variety makes lessons more interesting, but too much variety can make material more difficult for teachers to prepare and for students to get used to.
- **Study and memorisation** are necessary, for most learners, for really thorough learning.
- **Learning and acquisition** should both be catered for.
- **The mother tongue**, if it can be used, can help to make explanations faster and more precise. The same is true of bilingual dictionaries, and students should practise their use.

Knowing where you are

Students can easily get lost in the complicated landscape of language study. A course must supply some kind of 'map' of their language-learning, so that they can understand the purpose of each kind of activity, and can see how the various lessons add up to a coherent whole. Regular revision should be provided, helping students to place the language items they are learning into the context of what they already know.

The organisation of the course

The material at each level includes a Student's Book, a Teacher's Book and a set of three Class Cassettes (for classwork); a Practice Book, with or without Key (for homework); an optional Student's Cassette containing selections from the Class Cassette Set (for home use); and an optional Test Book for teachers.

Student's Book 3 contains 70 to 100 hours' classwork (depending on the students' mother tongue, the way their classes are organised, where they are studying, whether they use the Practice Book, how strong their motivation is, their previous experience of English and various other factors). During this time students will revise basic material, learn new language forms and their uses, and practise receptive and productive skills.

Five blocks Level 3 of *The New Cambridge English Course* consists of five blocks. Each block is made up of eight numbered lessons, followed by a three-part consolidation section. A lesson generally provides enough work for an hour and a half upwards (depending on the learners' speed, motivation and previous knowledge).

General-purpose lessons The first, third, fifth and seventh lessons of a block are 'general-purpose' topic- or function-based lessons; work on grammar, pronunciation, vocabulary and skills leads up to communicative exchanges, discussions, dramatisations or writing exercises related to the theme of the lesson.

'Focus on Systems' lessons The second and sixth lessons in each block focus on language systems – points of grammar, vocabulary and pronunciation which have been selected for special attention. Teachers will choose exercises from these lessons according to the needs of their classes.

'Skills Focus' lessons The fourth and eighth lessons of each block provide training in particular aspects of listening, reading and writing skills.

Consolidation section After each block of eight lessons, there follow a **Summary** (which displays the language learnt in the block), a **Revision and Fluency Practice** section (with a wide choice of extra fluency activities), and a **Test**.

Sequence of lessons Each of the five blocks therefore contains the following sequence of lessons:

1. topic- or function-based lesson
2. focus on systems
3. topic- or function-based lesson
4. skills focus
5. topic- or function-based lesson
6. focus on systems
7. topic- or function-based lesson
8. skills focus
9. summary
10. revision and fluency activities
11. test

Grammar Revision Section At the end of the Student's Book, on pages 116–129, there is a Grammar Revision Section. This can be used to revise and reinforce points of basic grammar which should have been learnt at earlier stages, but which may have been forgotten or incompletely mastered. The exercises are designed for class use; the Teacher's Book gives guidance as to what revision activities may be appropriate for any given lesson.

Additional reference material Also at the back of the Student's Book there is an index of the vocabulary taught and revised in the course, with phonetic transcriptions; a guide to the phonetic symbols used; and a list of irregular verbs. At the back of the Practice Book there is a systematic 'Language Summary' which sets out all the structures taught at this level. The Teacher's Book also contains an index to the structures, functions and notions contained in the course.

Using the course

(Many teachers will of course know very well how to adapt the course to their students' needs. These suggestions are meant mainly for less experienced teachers who are unfamiliar with this approach.)

Preparation

You may need to prepare the first lessons very carefully in advance, until everybody is used to the approach. Later, less work should be needed – the teacher's notes will guide you through each lesson.

Choice

You don't have to do all the lessons in the book, or to do them in the 'right' order. (But if you drop a lesson, check that you don't 'lose' vital language material.)

Leave out exercises that cover points of language which your class don't need.

Don't do an exercise if you or your students really dislike it. (But don't leave out a strange-looking activity without giving it a try!)

Don't force a lesson on your students if it bores everybody; find another way to teach the material. But don't automatically drop a topic because it makes people angry – rage can get people talking!

The 'Focus on Systems' lessons are not meant to be worked through from beginning to end. Each of them deals with several separate points which can be taught as and when necessary.

The five 'Revision and Fluency Practice' lessons contain a wide choice of activities. These can be done at any time; it is probably best to spread selected activities out over the course, rather than working through them systematically when you come to the end of each block.

Timing

Motivated students should average an hour and a half or more per lesson. (Some lessons will of course go more quickly or more slowly than others.) The book should take a minimum of 70 hours to complete (plus any time spent on tests, homework correction etc.). If you don't have that much time, you will need to look through the book in advance and decide what to leave out. It is better to do part of the course thoroughly than to rush through all of it without giving students time to use and assimilate what they have learnt.

Learner expectations and learner resistance




Students have their own ideas about language learning. Up to a point, these must be respected – individuals have different learning strategies, and will not respond to methods which they distrust. However, learners sometimes resist important and useful activities which do not fit in with their preconceptions, and this can hinder progress. So you may have to spend time, early in the course, training students in new attitudes to language learning. Problems are especially likely to arise over questions of grammar and correction (students may want too much), over the use of authentic materials and over exercises involving group work.

Authentic recordings

The course contains some 'real life' recordings of conversations, interviews and other material. These teach vocabulary, stimulate discussion and train learners to understand natural speech (in a variety of accents). Students may not understand every word of what they hear. **THIS DOES NOT MATTER!** They need to experience some language which is beyond their present capacities – this happens in natural language learning all the time. (You can help by sometimes talking naturally in English about your interests, events in your life etc.)

Discourage students from asking for complete transcriptions and explanations of long recordings – this is not usually an efficient use of time.

Tapescripts and recording symbols

Tapescripts are provided in the Teacher's Book. Exercises using authentic recordings are marked . Exercises using scripted recordings are marked  where the recording must be used, and  where the exercise can be done without it.

Vocabulary learning

Words and expressions to learn or revise are listed at the end of each lesson. You may need to suggest techniques of learning new vocabulary. Some possible approaches are for students to:

- copy new words with their translations into a special notebook. Cover the words and try to recall them from the translation.
- note English-language explanations or examples of the use of new words. Write more examples.
- keep 'vocabulary diaries', listing new words under subject/grammatical headings (e.g. 'verbs of movement'; 'professions'). Revise occasionally by trying to write from memory as many words as possible from the list.

Different people learn best in different ways – but for most students, some systematic vocabulary study is necessary.

Summaries and tests

You may need to show students how to use the Summary lessons. They should spend time, with you or on their own, looking at the material and studying the grammar, functional exponents and other language items. Encourage them to look back at the previous lessons to see exactly how the new items are used.

The Test lesson which finishes each block covers the language from the previous eight lessons. It is meant to give students and teacher an idea of how well the material has been assimilated. Only use those parts of the test that cover material important to your students. Don't worry if your students prepare the test in advance and get it all right – this is an extremely effective form of

revision. If you wish to administer unseen tests as well, the Test Book provides a parallel test at the level of each Test in the Student's Book.

Practice Book

The Practice Book is an essential part of the course. It provides a choice of consolidation and revision exercises, together with regular work on reading and writing skills; it also includes activities using the Student's Cassette. Together with the fluency activities sections, the Practice Book ensures that students integrate current learning with areas previously covered and get additional opportunities for skills development. A 'with Key' version of the Practice Book contains answers to the exercises, where appropriate, if you wish your students to work on a self-study basis.

The Practice Book also includes a 'Language Summary': a concise summary of all the grammar points covered in Level 3 of the course.

Student's Cassette

The Student's Cassette consists of a selection of material from the Class Cassette Set, comprising all the recordings for the listening exercises in the Practice Book as well as the songs. Motivated learners who have the time can thus make active use of the Student's Cassette at home.

Supplementing the course

The course is relatively complete, and it should not need much supplementation if students are at the right level. Some extra work may be needed on problem points for speakers of particular languages. And of course, the more extra reading, listening and speaking students can do – in or out of class – the better. A circulating class library of supplementary readers can be useful.

Comments

The New Cambridge English Course, as a completely revised edition of a very successful course series, has had the benefit of the best sort of piloting programme – thousands of teachers have used the original edition over several years, and their feedback has helped us to shape the present version. But improvements are always possible, and we would be delighted to hear from users. Letters can be sent to us c/o Cambridge University Press (ELT), The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, Great Britain.

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