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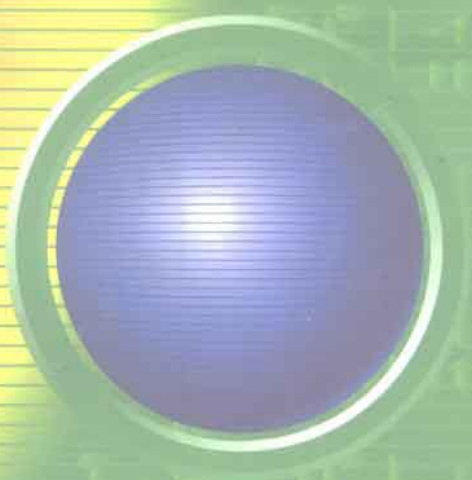
新概念英语

NEW CONCEPT ENGLISH

New Edition 新版

亚历山大 (L. G. ALEXANDER) 何其莘 合作编著

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Fluency
in English
流利英语



外语教学与研究出版社



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What's new in this edition?

This is the only new edition ever to be undertaken since *NCE* was originally published. The classic course continues to provide a complete and well-tryed system for learning English, enabling students to reach their maximum potential in the four primary skills of understanding, speaking, reading and writing. The sound basic principles which made *NCE* a world-famous course have been retained. However, the following important features have been introduced in the new edition:

- All topical references in the texts and exercises have been brought up to date.
- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.
- The original methodology has been modified to improve communication skills, with *active* training in listening comprehension right from the very first lesson.
- Drills and written exercises, previously published separately as supplementary materials, have been incorporated into the main coursebooks.
- The following features have been added to help Chinese learners of English: Bi-lingual vocabulary lists; notes in Chinese on texts and exercises and suggested translations of the texts.
- The pages have been enlarged and, where possible, are self-contained, so that lessons are easy to conduct.

本版本有什么新内容？

本版是《新概念英语》首次出版以来第一次推出的新版本。这套经典教材一如既往向读者提供一个完整的、经过实践检验的英语学习体系，使学生有可能在英语的 4 项基本技能——理解、口语、阅读和写作——方面最大限度地发挥自己的潜能。新版本保留了《新概念英语》得以成为世界闻名英语教程的一整套基本原则，同时又包含了以下重要特色：

- 所有课文和练习中有关时事的内容都已更新。
- 所有过时的课文都已更换，由新课文和配套的新练习、新插图取代。
- 原有的教学法经过调整，以利于提高学生的交际能力。从第一课开始就安排了有效的听力训练。
- 教材更简洁精练，过去作为补充材料单独出版的句型训练和笔头练习均已取消，其精华纳入主干教程。
- 为了帮助中国的英语学习者，新版增加了英汉对照词汇表、课文注释、简短的练习讲解和课文的参考译文。
- 版面加大，在可能情况下，每课书相对独立，以方便课堂教学。

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To the teacher and student

Towards fluency

The student who has successfully completed an intermediate course in English often has good reason to feel disheartened when he embarks on an advanced course. The reason for this is not so much that he has at his command only a fairly limited vocabulary, but that he is suddenly thrust into the world of ideas. The biggest barrier, particularly with younger students, is not language as such, but mental maturity. An advanced course necessarily presupposes a degree of mental maturity and fairly wide general knowledge which many students do not possess. In oral work, the student is expected to take part in discussions on argumentative topics covering a wide range of subjects. As far as writing is concerned, it is not enough to be able to write narrative or descriptive compositions in simple, correct English. The student must pay close attention to form and content; he must express difficult ideas and know how to handle facts and opinions. Where before his *précis* work consisted largely in reproducing the main sequence of events in a piece of narrative, he now has to summarize difficult passages of factual, argumentative and reflective prose. In addition to this, he frequently has to work under pressure, particularly if he is preparing for an examination. Because the syllabus is loaded, the teacher is obliged to assume that his students have, by now, grasped the fundamentals of grammar. He therefore spends little, if any, time on it, even though he knows how much his students require further practice.

The answer to these problems is again to be found in the use of carefully selected passages which can be used as multi-purpose texts to continue the student's training in the four skills, understanding, speaking, reading and writing. At this level, the texts should be selected from the work of a wide variety of authors, so that the student can become familiar with different styles of writing. The passages should be graded in terms of length, complexity and intellectual content to introduce the student gradually to the world of ideas.

About this course

Basic aims

- 1 To provide a comprehensive course for adult or secondary students who have completed an intermediate course. The course contains enough material for one or two years' work, depending on the amount of time allotted to it. The student will receive most of his training in the classroom and will be required to do some extra work in his own time.
- 2 To introduce the student gradually to the world of ideas and to make him familiar with a wide range of different styles of writing. The passages are graded not only from the point of view of language, but in terms of length and intellectual content as well.
- 3 To continue the student's training in the four skills: *understanding, speaking, reading* and *writing* — in that order. In this respect, the course sets out to do two things: to provide material which will be suitable for aural/oral practice and which can also be used to train the student systematically to write English at a difficult level. The passages will be used to develop a maturity of approach as well as to provide a stimulating basis for discussion and study.
- 4 To provide the student with a book which will enable him to *use* the language.
- 5 To provide the teacher with material which will enable him to conduct each lesson with a minimum of preparation.
- 6 To enable the teacher and the student to work entirely from a single volume without the need for additional 'practice books'.

For whom the course is intended

This course should be found suitable for:

- 1 Adult or secondary students who have completed *Practice and Progress* and *Developing Skills*, or who have completed any other intermediate course.
- 2 Schools and Language Institutes where 'wastage' caused by irregular attendance is a problem.
- 3 Advanced students who wish to study on their own.

The material in *Developing Skills*, the intermediate course which precedes this one, has been designed to 'overlap' this course. Students who have completed it will have no difficulty whatever in continuing where they left off.

Students who have learnt English from other courses and who now wish to continue their studies with this course should have a fair working knowledge of the items listed below.

Assumed knowledge

Listening comprehension and speaking

- 1 The ability to understand English dealing with everyday subjects and spoken at normal speed.
- 2 The ability to answer questions which require short or extended answers.
- 3 The ability to ask questions to elicit short or extended answers.
- 4 The ability to use orally a large number of elementary sentences patterns.
- 5 The ability to reproduce orally the substance of a passage of English after having heard it several times and read it.
- 6 The ability to conduct a simple conversation on everyday subjects (e.g. expressing preferences; polite interchange; careers; travel; common experiences, etc.)
- 7 The ability to give a short talk (prepared or unprepared) lasting up to four minutes on everyday subjects.

Reading

- 1 The ability to read a passage of English aloud. The student should have a fair grasp of the *rhythm* of the language (stress and intonation) even if he is unable to pronounce unfamiliar words correctly.
- 2 Students should have a passive vocabulary range of around 3,000 words and should be able to read works of fiction and non-fiction to this level.

Writing

1 Word order

The ability to write simple, compound and complex sentences. The ability to join simple sentences using conjunctions to form compound and complex sentences. A sound command of the *word order* in an English sentence.

2 Comprehension

The ability to cope with reading comprehension exercises to the level of the Cambridge First Certificate or any equivalent examination.

3 Vocabulary

The ability to deduce the meaning of words and phrases and to explain them by means of other words and phrases.

4 Summary writing

The ability to reconstruct the main sequence of narrative prose (e.g. describing actions or experiences) that the student is capable of the following:

- a Reading, understanding and carrying out instructions
- b Extracting specific information to write a list or outline outlining the main sequence of events in a piece of text

c Connecting these points to form simple, compound and complex sentences and arranging them logically to write a well-constructed paragraph in a set number of words.

5 *Composition*

The ability to write a narrative or descriptive composition of about 300 words. This presupposes that the student is capable of the following:

- a Making a short plan (i.e. listing a few ideas in note form).
- b Connecting the ideas to write a composition of about three or four paragraphs. The composition should contain an Introduction, Development and conclusion.

6 *Letter writing*

The ability to write a short personal letter of about 100 words. This presupposes that the student is familiar with correct layout (heading, salutation, subscription).

Command of language

1 *Grammar (Key structures)*

The course presupposes that the student has had a fair amount of practice in using tenses, articles and prepositions. It is clearly recognized, however, that further practice is required.

2 *Usage (Special difficulties)*

The student should be familiar with common phrasal verbs, certain words which are often confused or misused, and a limited number of idiomatic expressions.

A description of the course

The course consists of the following:

- One textbook (to be used by teachers and students)
- A set of cassettes, on which the multi-purpose texts have been recorded.

General arrangement of material

The course falls into two parts each of which is preceded by a searching test. The first part aims to teach English at the pre-advanced level: it ensures that there will be a smooth transition between intermediate and advanced levels. The second part aims to teach English at the advanced level.

Each part consists of three units and each unit comprises eight passages, making a total of forty-eight passages in all. As the course progresses, the passages become longer and more complex. Each unit is preceded by Instructions to the Student.

The passages are multi-purpose texts. Each passage will be used to train the student in the following: aural comprehension; oral practice; reading aloud; oral composition; extended oral exercises; dictation; comprehension; vocabulary; sentence and paragraph structure; summary; composition; grammar and usage.

Instructions to the student

The instructions which precede each Unit should be read carefully. They deal only with the difficulties presented by the central exercises in each Unit: Sentence structure; The paragraph; Summary; Composition, etc. The successful completion of this course depends entirely on the student's ability to carry out the instructions given. Worked examples have not been provided; what the student has to do should be abundantly clear without the aid of examples. The exercises that follow each passage should be done *in the order in which they have been presented*.

Introductory tests

The test which precedes Part 1 will enable the student to tell if he is ready for this course. The test leading to Part 2 is so designed that the student will not be expected to make too sudden a jump between one year's work and the next. It will provide a clear indication of how much the student has assimilated.

The passages

The passages have been drawn from the work of a wide variety of modern authors and are extremely varied in style and subject-matter. Some of the passages are broadcast talks and will be suitable for oral work. The approximate length of the passages in each unit is as follows:

Unit 1: 250-300 words.

Unit 2: 250-300 words.

Unit 3: 300-350 words.

Unit 4: 350-400 words.

Unit 5: 400-500 words.

Unit 6: 550-700 words.

Oral exercises

Oral exercises are not included in the book itself and must be supplied by the teacher. They may be along the lines suggested in the section on *How to use this course*.

Comprehension questions

The questions in Part 1 are straightforward; in Part 2, they are more searching.

Vocabulary

The student will be required to write sentences using words and phrases derived from the passage.

Summary writing and composition

The work that will be done in summary and composition has been carefully graded and controlled by means of a series of progressive exercises which gradually become more difficult as the Course proceeds.

The treatment of these two exercises is based on the principle that summary-writing is the exact counterpart of composition, the former being largely a matter of *analysis*; the latter of *synthesis*. For instance,

when setting out to write a summary, the student must be able to understand a passage, break it down into its component parts, and reconstruct the original 'plan' of the piece in note form before writing his own version. Essay writing requires the reverse procedure, for the student sets out with a subject which has to be developed first in note form and ultimately written out in continuous prose. Accordingly, the exercises will aim at training the student in these two processes and will run exactly parallel. In Part 1 many of the exercises are based directly on material contained in the passages. The student will therefore be able to correct his own work simply by referring to the passage after he has finished an exercise.

Key structures and Special difficulties

All the exercises on Key structures (Essential grammar) and Special difficulties (Usage) are derived from each passage. No use has been made of grammatical terminology, all difficulties being presented as sentence pattern. Where explanations are necessary, this has been done by relating one pattern to another.

Practice work in the Key structures consists largely of exercises in recall, particular attention being paid to the use of verbs, prepositions, articles and the position of adverbs. The student will again be able to correct a great deal of his own work by referring to the passage after he has completed an exercise.

The exercises on Special difficulties deal entirely with problems concerning usage: vocabulary, phrasal verbs and idiomatic expressions. Many of these are deliberately repetitive, the aim being to eliminate common recurring errors.

Multiple choice questions

Multiple choice is a *testing* device, not a *teaching* device. Its purpose here is to train students for the kind of objective testing which is usual in public examinations. Multiple choice exercises cover the following: reading comprehension, structure and vocabulary.

How to use this course

TEACHERS! PLEASE READ THIS INTRODUCTION CAREFULLY!

Allocation of time

Ideally, two classroom lessons of approximately 50 minutes each should be spent on each text. The first lesson should be devoted to Guided and free conversation; the second to Composition and language study. This means that there is enough material in this book for 120 lessons. However, you may choose to spend only one classroom lesson on each text — in which case, every lesson may be devoted to Guided conversation and a selection of exercises may be set as homework. Your first task is to decide how much time you have in your programme in relation to the material available in the course.

The suggestions given below outline the basic steps in each lesson. You may decide to follow them closely, adapt them to suit your style of teaching, or reject them altogether — BUT PLEASE READ THEM FIRST!

Lesson 1: Guided and free conversation

Books Required:

Fluency in English (for teachers and students)

The stages of the Lesson

- | | | |
|---|---------------------------------|---------------------|
| 1 | Listening comprehension | about 15 minutes |
| 2 | Question and answer practice | about 10 minutes |
| 3 | Oral reconstruction of the text | about 10-20 minutes |
| 4 | Topics for discussion | about 10-20 minutes |

Let's see what each step involves:

1 Listening comprehension (about 15 minutes)

There are eight recommended steps for presenting each text which will train students to understand spoken English. The steps are as follows:

- a Introduce the topic
- b Understand the situation
- c Listening objective
- d Play the tape or read the text
- e Answer the question
- f Intensive reading
- g Play the tape or read the text again
- h Reading aloud

Every one of these steps must be very brief:

a Introduce the topic

The teacher introduces the topic with a few words, so the student clearly understands what's going on and is not obliged to guess. English should be used entirely as far as possible. For example (Text 1):

Today we'll listen to a text about pre-historic people.

b Understanding the situation

The students are asked to look at the photograph to see if they can understand what is going on in the text. The teacher may ask a few questions in English to help the students understand the photo. For example (Text 1):

Look at the photo and tell me what you can see.

What were these tools used for?

c Listening objective

The teacher gives the students 'a listening objective', by setting them a question they will try to find the answer to. This means, the students will listen to the text *actively* rather than *passively*.

For example (Text 1):

Listen to the story, then tell me: Why are legends handed down by story-tellers useful?

The Coursebook always provides a question of this kind.

d Play the tape or read the text

The teacher plays the tape or reads the text just once while the students simply listen without interruption. They should try to 'hear' the answer to the question given in *c* above.

e Answer the question

Now the teacher asks the question (*c* above) again and the students try to answer it: 'Now you've heard the story, why are legends handed down by story-tellers useful?' Don't let students shout out the answer. Train them to raise their hands if they think they know the answer. Get one student to answer, then ask the others, 'How many of you agree with him/her?' 'Put up your hands if you agree with him/her.' 'You don't agree (to another student), so what do you think the answer is?' 'How many of you agree with him/her? Put up your hands.' This keeps the students guessing and involves *the whole class*. Students should be trained to listen right from the start without 'preparation' or 'translation'. They will soon get used to the sound of English and to understanding the meaning of what they hear.

f Intensive reading

Now the teacher plays the tape or reads the text again, pausing after every sentence to check the students understand. This is an extremely important part of the lesson as the students must fully understand the text at the end of the presentation. Rather than give direct explanations, try to get as much information as possible from the students (think of it as 'a corkscrew operation'!). Explanations should be given entirely in English, but don't carry direct-method teaching to absurd lengths. Use gesture and mime where possible. If some of your students still don't understand, ask the best students in the class for a 'confirmatory translation' of a particular word or phrase for the benefit of other students

who haven't grasped the meaning. Remember, if you don't translate a particular difficulty, then someone in the class will. However, translation should always be regarded as a last resort.

g Play the tape or read the text again

Play the tape or read the text again right through without interruption. This time, the students will understand it without difficulty because of the careful explanation you provided in *f* above.

h Reading aloud

Ask a few students to read the text aloud, taking turns round the class. You will be able to tell from this how well particular students can pronounce correctly the English they have already heard.

This preparation should not take more than about fifteen minutes.
DON'T SPEND TOO MUCH TIME ON ANY ONE ACTIVITY!

Students working at home on their own should listen to the recording of each text as often as is necessary for them to become thoroughly familiar with it.

2 Question and answer practice (about 10 minutes)

Once the text has been presented, proceed with question and answer practice. This is in two parts:

- a The teacher asks a variety of questions and the students answer them
- b The students ask a variety of questions

a The teacher asks a variety of questions and the students answer them

The questions you ask should be highly varied (including both yes/no questions and Wh-questions). They should be asked rapidly round the class and the students should be trained to answer naturally (i.e. don't insist on complete answers where they would not normally be given in the course of ordinary conversation). The essence of this exercise is *pace*, so it's better to get the students to answer individually rather than in chorus. Here, for example are a few questions which relate to Text 1:

TEACHER: How long ago did people first learn to write?

Was it two thousand years ago?

What's the situation regarding writing in some parts of the world today?

b The students ask a variety of questions

In order to prevent incorrect forms like *Where he went?*, students are trained to ask two questions at a time. The first of these is a yes/no question and the second a Wh-question. For example:

TEACHER: Ask me if people first learned to write 5,000 years ago.

STUDENT: Did people first learn to write 5,000 years ago?

TEACHER: How long ago ...?

STUDENT: How long ago did people first learn to write? (Not *How long ago people first learned to write?* or *How long ago people first write?*)

3 Oral reconstruction of the text (about 10-20 minutes)

This is an optional exercise. You can skip it and go straight on to Topics for discussion, or spend a little time on oral reconstruction before going on to topics for discussion. The section consists of numbered notes which form a summary of the text. Write notes on the blackboard (or have them written up and covered before the lesson begins) and ask individual students round the class to tell you the story. This gives students semi-prepared practice in speaking without interruption. Point out only the main errors made *after* students finish speaking. Don't constantly interrupt them!

Here, for example, are some notes which relate to part of Text 1:

1. Read – 5,000 – Near East – people – write.
2. Some parts of the world – people – now – write.
3. Can preserve history – sagas legends – generation.
4. Useful – migrations – people long ago – none could write.
5. Anthropologists wondered – ancestors Polynesia – came from.
6. Sagas – Indonesia – 2,000 years ago.

4 Topics for discussion (about 10 minutes)

The final part of the Guided conversation lessons should be devoted to free conversation. Students should be invited to 'have a go' at expressing their own ideas, no matter how many mistakes they make. The topics become progressively harder *within* each lesson and one or all of them may be attempted. Individual students should be invited to make one or two statements about the topics. As conversational skill develops, you may occasionally arrange to spend more time on free conversation (completely omitting, for example, 'Oral reconstruction of the text'). Here, for example, are a few topics suggested by Text 1:

- a Exchange information about local history and pre-history: tell us what you know.
- b Exchange information about the migration of peoples in ancient and modern time: tell us what you know.
- c Is migration more difficult now than it used to be in the past? Why/Why not?

Lesson 2: Composition and language study

As has already been indicated, this entire lesson may be omitted and a selection of written exercises may, instead, be set as homework. If this approach is adopted, then the Summary and Composition exercises *must always be set*. Needless to say, more satisfactory results will be obtained where a complete classroom lesson can be devoted to written exercises.

Book required: *Fluency in English* (for teachers and students)

The exercises may be tackled in the order in which they are given. While the students are writing, you may go round the class helping individuals. Exercises not completed in class time may be set as homework. The written exercises become more demanding and time-consuming as the