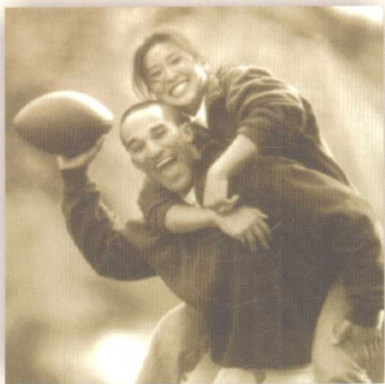


PASSWORD 1

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捷进



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新新概念英语

PASSWORD

1

Linda Butler

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主 编 李丽虹

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刘道义:中国教育学会外语教学专业委员会顾问,人民教育出版社英语教授、统编初、高中《英语》教材主编

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Anne Whelan:吉林出版集团外语教育中心英语顾问

前言

朗文《新新概念英语》传承风靡中国的朗文新概念的主旨和品质,在词汇学习、主题选择、阅读策略等方面吸取了当今英语教学最先进的理论,有着清新、时尚的时代气息。朗文新新概念共3册,共分初、中、高三级,每册相对独立,学校可以根据学生对象的英语水平独立使用。

《新新概念英语》(初级)要求学生具备600个单词,适合初中入门班和学过朗文新概念第1册的成人学生;《新新概念英语》(中级)要求学生具备1000个单词,适合初中超前班和学过朗文新概念第2册的成人学生;《新新概念英语》(高级)要求学生具备1500个单词,适合高中提高班和中级以上成人学生。

从每本书中,学生都将学到美国英语中高频的400个生词和短语。《新新概念英语》系列可以帮助学生熟练掌握和运用2000高频单词,研究表明达到这个水平后,大多数的学习者都能应付日常基本口语交际,读懂原文文本。《新新概念英语》系列中所有词汇均为精挑细选,这些目标单词是经过对不同语料库的真实材料分析选定,并确定为最常用的词语,涵盖了中学英语课程标准中的核心词汇,所以具有典型性。同时撷取常见的搭配和短语,如动词短语进入课文。目标词语不按章节的主题决定,而按词汇的使用频率和实用价值决定,不受主题的限制。

读好英语只知道词语的意思是不够的,词汇毫无疑问是关键,但学生在学习生词时,需要在不同的语境中,反复见到生词,学生要学会通过语境猜测词意。但是做到这一点必须理解全文,所以,我们严格地控制了阅读材料中的句子结构和词汇。阅读材料中的词汇,限定在600,1000和1500个主题词汇,为英语学习者应知应会的词汇,另有前面章节中复现的目标词和短语,学生通过练习活动讲解和训练这些词语。另外,学生还能在以后阅读任务和复习中,以口语训练和自测的形式遇到这些单词。以系统的方式完成词汇的学习是《新新概念英语》的突出特色。

《新新概念英语》—初级要求学生具备600个英语单词,重点讲授500多个目标单词。每个单元从阅读文本中取12~15个单词,并在练习中作为目标单词。这些单词在以后的章节中会重复出现。因为本书采用词汇系统构建的学习方法,以及阅读技能练习的过程性,所以最好按书中的顺序进行单元和章节学习。

目标单词大都是英语中的高频1000词之内的词,这是学生坚实英语基础所需要的词汇。其他目标单词在讨论主题时非常有用,例如第4单元WORKING中career和profession。

教材框架

本书共有七个单元,每单元有4章内容,然后是总结部分,在第4单元和第7单元结束后都有词汇自测题:在书的结尾部分为词汇自测题答案和所有目标词汇与短语的索引。

• UNITS

每个单元都以一个主题为中心,有4课,涉及到真人、真事、还有发生地点。学生需要理解、讨论其中的内容,并就此写一些东西,但不要求记忆。每项阅读材料和目标词汇表配有CD录音。

• CHAPTERS

每课内容是按如下方式设计的:

▲ GETTING READY TO READ

每一章的开篇是照片或插图,读前问题或任务。这些问题与任务供两人或小组使用,但在教师的指导下也可作为全班的活动。

“GETTING READY TO READ”以学生思考所读内容为开始,以自己已知的信息和知识为基础,阐明自己的观点或者引入相关的词语。

▲ READING

本部分为本章中的课文,阅读的长度从开始的 200 词到本书结尾的 450 词。在前 3 单元中只使用现在和将来时态,一般过去时在第 4 单元出现。本书不再使用动词的其他时态。学生第一遍阅读时最好不要查词典,教师会要求学生边听自己朗读或放录音边阅读文章,边听边读有助于学生的理解和记忆,让学生听生词也是有好处的。阅读结束后,有一个“QUICK COMPREHENSION CHECK”,这是一组正误辨认练习,用来检查学生对阅读的一般理解情况。

▲ EXPLORING VOCABULARY

学生对课文有一个总体的理解后,教师便可以把重点放在生词上了。在“THINKING ABOUT THE VOCABULARY”思考词汇”中,学生应看一下目标词汇与短语表,圈出词表和课文中的生词。学生再次阅读时,注意这些特殊词汇的用法。从一开始,要求学生分析生词的语境,分析一下语境为生词提供了哪些信息,学生们开始时需要全班一起分析,需要老师指导,接下来学生两人一组讨论生词。接下来是“USING THE VOCABULARY”,每课有三个练习(分出很多类型),可以帮助学生在阅读中和全文环境中理解目标词汇的意思。这些练习可以在课堂上或课堂下完成,学生也可以单独或两人一组完成。

“BUILDING ON THE VOCABULARY”有语法和搭配练习。语法练习有词类、短语动词、不可数名词、不规则动词的过去时态。搭配练习重点在于引导学生注意词与词的搭配,因为了解词的搭配(例如 homework 只能与 do 搭配,而不能与 make 搭配)是学习新词的重要方面。只有学生完成探索新词中的所有练习后,方可以查字典,根据需要了解更多的信息。

▲ DEVELOPING YOUR SKILL

本部分的任务仍是要求学生把重点放在阅读上,练习包括寻读、回答理解性问题,总结、找出原因和结果、注意细节、找出学习所指、找出和说出主旨思想等等。另外还有流利提高练习、讨论分享观点、角色扮演或访谈等。在使用生词的练习中,学生两两一组练习目标词汇,方式可以是口语也可以是写作,每课以写作结束,学生应写出句子或一段文字,有时会有一个或两个与所读内容相关的主题,老师如何利用写作任务请根据对课程的目标决定。

● UNIT WRAP-UPS

每个单元结束都有一个总结部分,将前 4 章的词汇集中起来,对初步学过的词汇进一步学习以巩固和丰富学生对词义的理解。第一部分是词汇复习,通过不同形式的练习复习词义。第二部分是“扩展词汇”,练习词族,词的成分和搭配等。第三部分是“文字游戏”,例如文字纵横游戏或找词谜等等。第四部分是学习词汇技巧。

● VOCABULARY SELF-TESTS

书中有两套单选词汇试题,第一套覆盖 1~4 单元,第二套覆盖 5~7 单元。

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Vocabulary Self-Tests Answer Key

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UNIT 1

FREE TIME

you think she is funny?
Then ask your partner

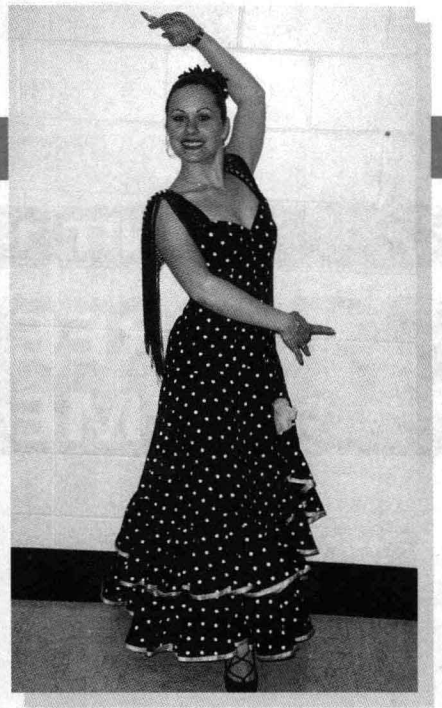
YOUR PARTNER



CHAPTER 1

A Student and a Dancer

Reyna the dancer



GETTING READY TO READ

Talk with a partner.

1. Look at the young woman in the photo. Where do you think she is from?
2. Read the questions in the chart. Write your answers. Then ask your partner. Write your partner's answers.

	YOU	YOUR PARTNER
a. Do you like to dance?		
b. Do you like to watch people dancing?		
c. Do you like to listen to music?		
d. What kind of music or dancing do you like?		

READING

Look at the words and pictures next to the reading. Then read without stopping. Don't worry about new words. Don't stop to use a dictionary. Just keep reading!

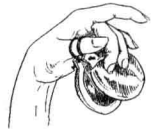
A Student and a Dancer

- 1 Reyna Giner de Oriol is from Caracas, Venezuela. Right now, she is a student in the United States. Reyna is taking **courses** in **education** at an American college. She's planning to teach English back home in Venezuela.
- 2 **During** the school week, Reyna spends a lot of time at the college. Every day, she sits and listens in her classes, sits and reads in the **library**, and sits and works at a computer. At home in her apartment, she sits and studies at her **desk**. All this sitting is hard for Reyna. She doesn't like to sit—she likes to move!
- 3 In her free time, Reyna dances the flamenco. It's a **famous** dance from Spain. She dances to Spanish guitar¹ music. The music can be fast or slow. It can be happy, sad, or romantic.² Reyna says, "You can't just listen to the music—you have to feel it in your heart. Then you show your **feelings** in your dancing."
- 4 Reyna dances the flamenco with castanets³ in her hands. She moves them with her **fingers**. "The hands are very important in the flamenco," she says. "I want my hands to look like a **pair** of flying birds."
- 5 These days,⁴ Reyna doesn't dance very often. She's **busy** with schoolwork. She **misses** dancing. She sometimes talks about the flamenco with students from other countries. Sometimes she dances for them, too. "And every night, in my sleep," Reyna says, "I dance in my **dreams**."



¹ a Spanish guitar

² *romantic* = about love



³ a pair of castanets

⁴ *these days* = now

Quick Comprehension Check

Read these sentences. Circle T (true) or F (false).

- | | | |
|--|------------------------------------|---|
| 1. Reyna is studying at a college in the United States. | <input checked="" type="radio"/> T | F |
| 2. She studies at school and at home. | T | F |
| 3. She's taking classes in flamenco dancing. | T | F |
| 4. Flamenco music is always fast and happy. | T | F |
| 5. Flamenco dancers don't move their hands. | T | F |
| 6. Reyna doesn't dance very often because of her schoolwork. | T | F |

EXPLORING VOCABULARY

Thinking about the Vocabulary

Guessing Meaning from Context

We use words in a **context**. The context of a word is the words and sentences before and after it. These other words can help you guess a word's meaning. For example, look at the context of *library*:

Reyna spends a lot of time at the college. Every day, she sits and listens in her classes, sits and reads in the **library**, . . .

The context of *library* tells you it is a place, it is at school, and people read there.

Look at the target words. Which words are new to you? Circle them here and in the reading.

Target Words

courses (paragraph 1)

desk (2)

pair (4)

education (1)

famous (3)

busy (5)

during (2)

feelings (3)

misses (5)

library (2)

fingers (4)

dreams (5)

Read "A Student and a Dancer" again. Look at the context of each new word. Can you guess the meaning?

Using the Vocabulary

A These sentences are **about the reading**. Complete them with the words in the box.

busy courses during ~~education~~ famous feelings misses pair

1. People can study many things in college. Reyna wants to be a teacher, so she's studying education.
2. Reyna is studying at a college. She's taking _____ at the college.
3. She has classes _____ the week but not on weekends.
4. People from many countries know about the flamenco. It's a _____ dance.
5. Reyna doesn't have much free time. She's usually _____ with schoolwork.
6. She doesn't often dance now, and she feels sad about that. She _____ dancing.
7. Flamenco music can make Reyna happy or sad. She shows her _____ in her dancing.
8. Reyna's hands move "like a _____ of flying birds" (like two flying birds).

B These sentences use the target words in new contexts. Complete them with the words in the box.

busy course ~~during~~ education famous feelings misses pair

1. Please don't talk during the movie.
2. John wants to learn to speak Spanish, so he's taking a _____ in Spanish.
3. Everyone knows about Disney World. It's a very _____ place.
4. Do you want a good job? Then go to college and get a good _____.
5. That's a nice _____ of shoes.
6. Yuri is studying in the United States. His family and friends are back home in Russia. He thinks about them and he _____ them.

7. Maria is a student with a job and two small children. She has a _____ life.
8. Is George happy? I don't know. He doesn't talk about his _____.

C Read these sentences. Match the **boldfaced** target words with their definitions.

- a. She has beautiful hands with long **fingers**.
- b. Do you remember your **dreams** in the morning?
- c. Sometimes I go to the college **library**, and I sit at a **desk** to read and study.

Target Words Definitions

1. library = a building with many books for people to use
2. _____ = a table you can sit at to write and work
3. _____ = things you think of in your sleep
4. _____ = the five long parts on your hand

Building on the Vocabulary

Studying Collocations

Collocations are words that we often put together. Some words can go together, and some can't. For example, we can say, I'm **taking** a math course. We can't say, I'm **making** a math course.

A Read these sentences with **take**. Complete the chart.



a taxi



a camera

1. We can **take** a taxi to the airport.
2. I **take** the bus to school.
3. Learning a language **takes** time.
4. The bus ride **takes** an hour.
5. You can **take** pictures with a camera.
6. Let's **take** a walk in the park.

	1. <u> a taxi </u>
	2. <u> </u>
take +	3. <u> </u>
	4. <u> </u>
	5. <u> </u>
	6. <u> </u>

B Write four sentences. Use *take* + a word or phrase from the chart in Part A.

1. _____
2. _____
3. _____
4. _____

DEVELOPING YOUR SKILLS

Scanning

Sometimes you need to find a piece of information in a reading. To do this, you **scan** the reading. **Scan** means to read very quickly and look for just the information you need.

Where is the information about these topics in “A Student and a Dancer”? Scan the reading on page 3. Write the paragraph number (1–5).

- 3 a. flamenco music
- _____ b. Reyna’s dreams
- _____ c. her future plans
- _____ d. her hands
- _____ e. her life every day

Summarizing

A **summary** tells a story again, but it has only the main information.

Some of the information in this summary of the reading is wrong. Find and correct six mistakes. The first mistake is corrected for you.

the United States

Reyna is a college student in ~~Venezuela~~. She plans to be a teacher, and she’s taking courses in math. She has to move a lot, and she doesn’t like it. In her free time, she plays the guitar. She says, “You have to feel the music in your fingers.” Every night, she dances in the library.

Discussion

Talk about these questions in a small group.

1. Reyna says she dreams about dancing. Do you remember your dreams?
2. Do you ever have dreams about dancing? about flying? about playing a guitar or another musical instrument? about doing something in the classroom?
3. What is a nice thing to dream about?

Using New Words

These questions use some of the target words. Ask and answer the questions with a partner. Then talk about your answers with the class.

1. Reyna **misses** dancing. What or who do you **miss**?
2. What **courses** are you taking this year?
3. What things do people buy in **pairs**?
4. Name three **famous** people. Why is each person **famous**?

Writing

Write sentences about your free time. Answer these questions.

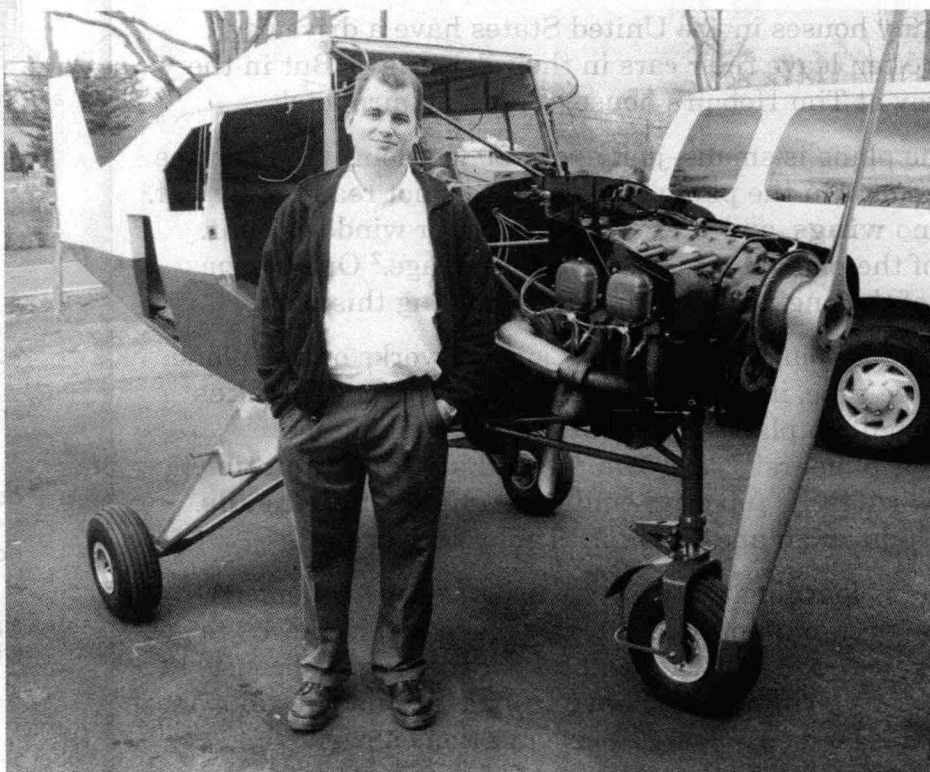
1. When do you have free time?
2. What do you like to do in your free time?
3. Do you usually spend your free time alone or with other people?

Example:

1. I *don't have much free time during the week. I have more free time on the weekend. I usually go out on Friday and Saturday nights.*

CHAPTER 2

Making a Dream Come True



Tim and his plane

GETTING READY TO READ

Talk in a small group or with your class.

1. What do you see in the photo?
2. Do you like to fly? Why or why not?
3. Do you agree with these statements? Why or why not?
 - It's nice to spend your free time building something.
 - Building something takes a lot of hard work.