



普通高等教育“九五”国家级重点教材

新编英语教程

A NEW ENGLISH COURSE

主 编 李观仪

副主编 梅德明

英语专业用

(修订版)

(REVISED EDITION)

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学生用书

STUDENT'S BOOK



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修订版前言

《新编英语教程》第三、四册与本教程第一、二册同样,自初版以来已逾十年。通过问卷和座谈会调查,使用本教程的大多数师生认为《教程》重视语言基本功的训练,也注重语言交际能力的培养,语言实用性较强,阅读材料题材广泛,内容丰富。但也还有待改进之处。例如个别课文的语言较陈旧,有关课文内容的背景知识和语言注释、写作知识和巩固词汇的练习等都有所欠缺。为此我们对本教程进行了相应的修订。其修订重点如下:

一、个别课文作了必要的调整。

二、对课文的注释,包括背景知识、难词难句解释、习惯用语等的用法和举例等等,进行了较大幅度的补充。

三、写作部分增加了写作知识的指导。

四、每课都增加了汉译英单句翻译练习和完形填充练习等等,以巩固词汇的学习和运用。

五、练习册的各项练习排列作了调整。除了与学生用书相对应的各种练习编排不变外,其他诸如拼写、听写、听力理解、翻译、填充、句子改写等练习现在归在综合练习项目下。

我们希望《教程》第三、四册修订本能更好地为高校英语专业学生打好坚实的语言基础服务。

编者

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初 版 前 言

《新编英语教程》是一套综合训练英语教材,供外语院校和其他高校英语专业学生在基础阶段使用。本教材共分1A、1B、2、3、4等五册,每册由学生用书、练习册、教师用书、录音资料等组成一套。

由于不同来源学生的英语水平各不相同,供一年级第一学期学生使用的教程分为1A和1B两册,以适应不同英语水平学生的需要。教师可以根据入学新生的实际需要而选择采用第1A册或1B册作为起点。整套教材可以在两年或两年半内学完。

高等学校基础阶段的学生必须狠抓基本功,英语专业学生也不例外。英语专业学生在入学后两年或两年半之内的主要任务是打好坚实的基础。《新编英语教程》就是为帮助学生打好基础而编写的。我们认为,坚实的基础包括语言能力和交际能力两个方面。在基础阶段,所谓语言能力就是指能够正确、自然而流畅地运用本阶段所学的语言本身,而交际能力则是指能在某些场合恰当地并机动灵活地使用语言的能力。学完整套《新编英语教程》后,在其他单项语言技能训练课程的配合下,学生应能达到高校英语专业基础阶段英语教学大纲的要求。

编写本教材的原则列举如下:

1. 全面考虑、合理评估当前我国英语教学的情况。

在编写《新编英语教程》时,我们充分考虑了有关教材设计的各种因素,例如教师和学生的素质、以汉语为母语的学习环境、传统英语教学法的影响等等。我们研究了这些因素并设计了这套能够满足多数教师和学生要求的、真正能为使用者所接受的教材。

2. 兼顾传统英语教学法和当代英语教学法中某些观点。

我国传统英语教学法中 useful 和 effective 的部分,我们予以保留,而交际法中值得采用而确能为我所用的,予以采纳。

3. 对准确与流利的关系和语言能力与交际能力的关系进行研究。

鉴于我们的英语专业毕业生必须熟练地掌握高水平的英语,而他们却在以汉语为母语的环境中学习,我们认为在这两对关系中,准确和语言能力更为重要;当然我们也决不忽视流利和交际能力。我们试图在培养语言准确性的同时要求流利,而在进行流利训练的同时也不忽视准确性。在训练学生语言能力的同时,尽可能给他们以大量的交际能力训练。

4. 综合训练听、说、读、写四项语言能力,并采用翻译练习。

本教材的目的是全面发展四项语言能力,但在不同学习阶段侧重点不同。具体地说,第1A册、1B册和第2册侧重听说,第3、4两册侧重读写。从第1B册到第4册也提供了翻译练习,以引起学生对两种语言对比的注意。

5. 以学生为主,但又不忽视教师作为语言学习指导者和促进者的作用。

要把一种语言学到手,学生必须在基础阶段进行大量实践。为此,我们试图在教材中设计

了大量有一定难度的、可供学生进行实践活动的练习。同时,教师必须起到学习指导者和促进者的作用,在需要时给学生以指导和帮助。

《新编英语教程》第1A册、1B册和第2册以语法结构为基础。主要的语法结构有规律地循环加深,并都在有一定情景的上下文中出现。每一单元有一至两篇有知识性和趣味性的阅读材料,还有较大量的启发式口笔语练习。在第1B册和第2册中每个单元都有两篇对话,一篇以语言结构、情节和题材为重点,另一篇以语言功能为重点。

《新编英语教程》第3、4册以课文为中心,侧重阅读和写作技能训练,但也不偏废听、说训练。在这两册教材中,对语言的控制逐步减少,而对学生创造力的发挥则不断加强。要求学生逐步从有控制的练习过渡到自然的交际。

总之,《新编英语教程》的原则是博采众长。我们的意图是把当代的和传统的教学法相结合,以适应中国成年学生的需要。在本教程编写过程中,我们参考了不少英语教学法参考书和各类英语教材。我们从后者选用了各种材料,有的用原文,有的加以节选或改写,有的加以改编。由于这是英语教材编写的一次新尝试,我们恳切希望国内外同行教师提出批评和意见。凡参考或选用各种资料的书籍,我们在书后附录了参考书目。特此向各该书编著者表示感谢。

英国专家、教师 Kenneth James 先生在短期访沪期间给本书的某些部分提出了宝贵的意见和建议, Jane Sunderland 女士审阅了第三册全书并且提出了不少宝贵的意见,也在此一并致谢。

本书承中山大学、山东大学、北京大学、辽宁大学、南开大学、复旦大学、上海师范大学、华东师范大学、广州外国语学院、解放军外国语学院、国际关系学院等十一所高等学校和上海外语教育出版社的代表参加审稿并提出了宝贵的意见和建议。中山大学方淑珍教授担任主审,并作了最后的润饰。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计。编者在此一并表示衷心感谢。

外籍教师 Rosemary Thompson 女士和 Brian Smith 先生为本书的课文和听力材料录了音。参加本书编写工作的还有邹申、陈华琴、施秋萍等同志。龙纯立同志为本书绘制了插图。特此一并致谢。

编者

一九八六年八月

Preface to the Second Edition

It is over ten years since *A New English Course*, Levels 3 and 4, made their first appearance in 1987. According to the responses to inquiries made by questionnaires and discussion sessions, the majority of teachers and students who have been using these coursebooks agree that *A New English Course* attaches great importance to both the training of learners' basic language skills and the development of their preliminary communicative competence, that the language presented in the coursebooks is practical and useful, and that the reading texts are varied in subject matter and rich in content. However, there remains much room for improvement. For example, the language of a few texts is outdated, notes to the texts are inadequate, information on different kinds of writing is lacking, and exercises for the consolidation of new words and expressions are insufficient. To make up for the deficiency, we have made revisions to the following effect.

1. Necessary alterations have been made for a number of texts.
2. Notes to the texts of various kinds, including those of the background knowledge, explanations of difficult words, expressions and sentences, usage, and examples of idioms and expressions, have been greatly increased.
3. Ample information on various kinds of writing has been given.
4. A considerable amount of exercises such as sentence translation from Chinese into English and cloze procedure has been provided.
5. The exercises in the *Workbook* have been re-organized. The exercises corresponding to various parts of the *Student's Book* remain unchanged, but exercises such as Spelling and Dictation, Listening Comprehension, Translation, Blank Filling, and Sentence Rewriting are now grouped under the general heading *Comprehensive Exercises*.

It is our hope that this revised edition of *A New English Course* will better help English majors in the tertiary educational institutions to lay a solid foundation in English.

Preface to the First Edition

A New English Course is an integrated English course intended for English majors doing their foundation stage English language learning in foreign language institutes, colleges and universities in China. It is a set of five coursebooks ranging from the post-elementary to the post-intermediate level, comprising Level 1A, Level 1B, Level 2, Level 3 and Level 4. Each level consists of a Student's Book (SB), a Workbook (WB), a Teacher's Book (TB), and cassette tapes.

As there clearly exists a considerable difference in the level of English among students from different backgrounds, Level 1, which is meant for the first-term first-year students, is subdivided into 1A and 1B, catering for students with different English language attainments. The teacher may choose to begin with either 1A or 1B depending on the needs of the students. Therefore *A New English Course* can be completed in either two or two and a half years.

It is generally acknowledged that students at the foundation stage in tertiary institutions must be given a rigorous training, and the same is true for English majors. As a matter of fact, the main task of the English majors during their first two or two and a half years in foreign language institutes, colleges and universities is to lay a solid foundation in English. *A New English Course* has been produced with this in view. A solid foundation, in our opinion, comprises both linguistic competence and communicative competence. At the foundation stage, what we mean by linguistic competence is the spontaneous and flexible as well as the correct manipulation of the essentials of the language system, whereas communicative competence involves principles of appropriacy and a readiness on the part of the learner to use relevant strategies to cope with certain language situations. On completing *A New English Course*, and on being given adequate single-skill training courses, the students are expected to fulfil the requirements set in the Foundation Stage English Syllabus for English Majors in Institutions of Higher Learning.

The general principles underlying the coursebooks are as follows:

1. An overall consideration and rational estimation of the current English language teaching situation in China.

In producing *A New English Course*, we have taken into consideration various factors affecting the course design, e. g., teacher capacity, student capacity, Chinese as the first language environment, and the existing influence of traditional English language teaching methodology. We have studied these factors and designed a course that is relevant to the needs of many of our teachers and students and that can be readily accepted by the users of the course.

2. Due attention to the traditional English language teaching methodology in China and to current views on English language teaching methodology.

What has been useful and effective in China's English language teaching methodology is retained and those principles of communicative language teaching which are practicable and applicable to the Chinese situation are adopted.

3. A careful study of the relationship between accuracy and fluency and that between linguistic competence and communicative competence.

In view of the fact that our English majors, upon graduation, must acquire a high degree of proficiency in English and that they are studying in an environment where Chinese is the first language, we consider accuracy and linguistic competence to be of primary importance, though we do not by any means overlook fluency or communicative competence. What we advocate is to require fluency in the practice for accuracy and not to be neglectful of accuracy when fluency practice is carried on. Moreover, we attempt to provide as much practice as possible for students to develop communicative competence at the same time as practice for the achievement of linguistic competence is given.

4. Integration of listening, speaking, reading and writing and the use of translation exercises.

The aim of this integrated English course is an all-round development of the four language skills, but at different stages emphasis is laid on different aspects of language learning. To be specific, listening and speaking are given priority in Levels 1 and 2, while reading and writing are given more attention in Levels 3 and 4. Translation exercises are provided from Level 1B to Level 4 to call the students' attention to the contrast between the two languages.

5. Student-centred orientation, while not neglecting the teacher's role as a facilitator.

As language acquisition requires a large amount of practice on the part of the students at the foundation stage, we attempt to keep the students involved as much as possible in various kinds of classroom activities. In the meantime, the teacher must function as a facilitator, giving guidance and advice when necessary.

Levels 1A, 1B and 2 of *A New English Course* are structure-based, with essential grammatical structures cycled regularly. The language structure practice is contextualized throughout. There are dialogues focusing on language structures, situations and topics as well as dialogues focusing on language functions. Interesting reading materials and challenging oral and written work are given.

Levels 3 and 4 of *A New English Course* are text-based; here reading and writing skills are given emphasis. But speaking and listening are still given adequate attention. In these two levels, there is less and less control, and more and more initiative on the students' part is called for. In other words, the students gradually advance from controlled practice to spontaneous communication.

To sum up, *A New English Course* is eclectic in approach. What we have done is an attempt at combining the new with the old to suit the needs of adult learners in China. In the process of producing this set of coursebooks, we have had recourse to large numbers of books on English lan-

guage teaching methodology and English coursebooks of many types. From the latter we have adopted various kinds of materials, some of which in the original, some having been simplified and adapted, and some re-edited. As this is a novel undertaking in English language teaching materials production, we sincerely invite comments and criticism from our colleagues at home and abroad. At the back of this coursebook there is a list of books that we have consulted and availed ourselves of. We are very grateful to the authors. We are also indebted to Mr. Kenneth James, who, during his brief stay in Shanghai in spring, 1986, made valuable comments on and helpful suggestions for part of this coursebook, and to Ms. Jane Sunderland, who read through the whole set of Level 3 and made many valuable comments.

TO THE STUDENT

It is presumed that you have used Levels 1 and 2 of *A New English Course* properly, and by this time you must have achieved a reasonable proficiency in basic English. In other words, you have reached the intermediate stage of English learning. You are now going to use Levels 3 and 4 of the same course, and you will progress from the intermediate level towards the post-intermediate level.

Levels 3 and 4 are quite different from the preceding three levels in format and in language requirements. In brief, Levels 3 and 4 are text-based and emphasis is laid on reading and writing skills; however, adequate attention is still given to listening and speaking skills. Each of the fifteen teaching units in *A New English Course*, Level 3, *STUDENT'S BOOK*, consists of:

TEXT I. The texts, all written by native English speakers, among whom not a few are well-known authors, vary in subject matter and writing style. The texts in this section are intended for intensive study. Each text is dealt with under the following headings:

Pre-reading Questions. After you have read the title of the text but before you begin reading the text, you are expected to think over or answer or ask some questions about the content of the text. This prepares you for active participation in the reading and affords you a better understanding of the text.

The Main Idea(s). This section helps you to form the habit of skimming through the text rapidly for the main idea(s). Once you have grasped the main idea(s), you will be able to read more efficiently. You will be able to follow the development of ideas without losing sight of the main theme and to relate the parts to the whole as far as the content is concerned.

Vocabulary. There are two types of lexical work to help you to study the text intensively and to achieve basic reference skills.

1. You are to guess the meanings of some words and phrases from the context of the text.
2. You are to look up words and phrases from the text in an English-English dictionary and get the definitions that fit the context of the text.

Notes. In this section, you are given some information about the author and the cultural background, summaries of grammatical structures, and notes on some difficult lexical items and sentence structures.

Questions. In this section you are asked comprehension questions on the explicitly stated information. This is to be done orally in class.

Some Comments on the Text. By the time you come to this section, you should have a good understanding of the language and the content of the text. You are now given some comments on the style of the writing, the writing techniques of the author, and miscellaneous other information.

TEXT II. The texts in this section are, as far as possible, related to TEXT I texts in subject matter and they are written by native English-speaking writers. These texts serve as supplementary materials to TEXT I texts so far as the language and the content are concerned. They are not intended to be studied as intensively as TEXT I texts and ample notes are given. A fair degree of comprehension is required and a few of the texts are only meant for appreciation. Comprehension exercises are given in WB.

ORAL WORK. The training of speaking skills is still essential at the intermediate and post-intermediate stages of language learning. In this section, oral work is of two types:

Role-play. This type of oral activity is familiar to you. A situation is given and specific roles are assigned. Some expressions classified by language functions are given. The purpose of role-play at this stage is to help you to improve language fluency and appropriacy.

Interaction Activities. This is another type of oral work familiar to you. You are expected mainly to express your own views freely on a variety of topics. The purpose is to help you to communicate effectively on any number of subjects.

GUIDED WRITING. This section is further divided into three parts.

Précis Writing. Writing a précis is not really new to you. In the preceding coursebooks, you were asked to answer some factual questions and then to piece the answers together to form a sensible passage, which was actually a précis. In Level 3, you are still required to write a précis for each TEXT I text, but questions such as those given before are no longer asked. Instead, you are taught how to select an appropriate topic or opening sentence, how to select the main information and discard the minor points, how to form an outline, and finally how to write a précis with only a few cues and little guidance.

Paragraph/Composition Writing. In this section, you are taught and required to practise some of the principles of writing techniques, for example, the writing of the topic sentence and the outline, and the overall organization of a paragraph or a composition.

Letter Writing. You have learned how to write short informal notes for various occasions before. Beginning from Level 3, you will learn to write informal letters of various kinds.

For the GUIDED WRITING section, classroom group work, both oral and written, must be given special attention to.

It is our firm belief that patience, perseverance and painstaking efforts on your part will be duly rewarded.

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|------|----------------------|---|--------------------------------------|--|
| 13 | Christmas | Precis Writing Paragraph Writing — Argument Letter Writing — Making an Offer | Family Christmas | Role-play A Wrong-numbered Call Interaction Activities Advantages and Disadvantages of Having a Phone at Home |
| 14 | After Twenty Years | Precis Writing Paragraph Writing — Persuasive Writing Letter Writing — Making a Suggestion | Detectives' Lives — Fact and Fantasy | Role-play Are Second-hand Bookshops Worth Visiting? Interaction Activities |
| 15 | A Fable for Tomorrow | Precis Writing Paragraph Writing — Argument Letter Writing — Borrowing a Book | The Year 2000 | On Bookshop Service Role-play What Do People Come Out to See in a Boxing Match? Interaction Activities On Sports |
| | | Precis Writing Paragraph Writing — Narration Letter Writing — Thanking a Friend for His Hospitality | | Role-play Arguing about Examinations Interaction Activities On School Discipline |
| | | Precis Writing Composition Writing — Parts of a Composition Letter Writing — Apologizing for Carelessness | | Role-play The Courageous Gals Interaction Activities When I Think of Sharks |
| | | Precis Writing Composition Writing — Organizing the Ideas Letter Writing — Making an Offer | | Role-play My Favourite Season Interaction Activities Which Passage Appeals to Me More |