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# NEW CONCEPT ENGLISH

*Developing Skills*

L. G. ALEXANDER



新概念英语

3

**NEW CONCEPT ENGLISH**

**DEVELOPING SKILLS**

An Integrated Course For Intermediate Students

**L. G. ALEXANDER**

Illustrations by Michael folkes, Graham and Gus

# 新概念英语

〔英汉对照本〕

第 3 册

张德富 郭兴家 王福林  
韦振雄 张关俊 译注

葛传槩教授审订译文

安徽科学技术出版社

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〔英〕 L.G. Alexander 原著

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安徽科学技术出版社出版

(合肥市跃进路 1 号)

安徽省新华书店发行 安徽新华印刷厂印刷

开本: 850×1168 1/32 印张: 8 插页: 1 字数: 250,000

1985 年 7 月第 1 版 1985 年 7 月第 1 次印刷

印数: 00,001—110,000

统一书号: 9200·16 定价: 1.90 元



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## To the Teacher

### Language Learning and the Intermediate Student

When a student has completed a pre-intermediate course, he enters a period of consolidation and expansion. What has been learnt so far must be practised constantly. At the same time, the student must learn to come to terms with wider English. He will still have intensive practice in the four skills, *understanding, speaking, reading and writing*, but many of the exercises he will be doing will be less mechanical.

At this level, there is less need for pattern control and contextualization. Now that the foundations have been laid, the student is in a position to cope with new sentence patterns as and when they occur. However, it is still necessary for the student to work from specially-written multi-purpose texts if he is to be trained systematically in speech and writing.

Students working at this level often wish to sit for academic examinations like the Cambridge Lower Certificate. Now it is a curious paradox that formal examinations often hinder rather than help a student to learn a language. However, there should be no need to work at cross-purposes: it is quite possible for the student to go on learning a language and to prepare for an examination at the same time. It must be clearly understood that a formal examination with its bias towards the written language will only exert a pernicious influence on language learning when it is regarded as an end in itself. When the teacher makes it his aim to get his class through an examination and no more, he will undoubtedly fail to teach the language properly. An examination must always be regarded as something secondary, a by-product which the student will take in his stride. It must never be regarded as an end in itself. An intermediate course should not only enable a student to go on learning English systematically, but should, incidentally, enable him to pass an examination without special preparation.

# About this Course

## Basic Aims

1. To provide a comprehensive course for adult or secondary students who have completed a pre-intermediate course. The course contains sufficient material for one academic year's work. It is assumed that the student will receive about four hours' instruction each week: i.e. four one-hour lessons on four separate occasions, or two 'double periods' each consisting of two hours or ninety minutes. The student will receive most of his training in the classroom and will be required to do a certain amount of extra work in his own time.
2. 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.
3. To provide the student with a book which will enable him to *use* the language.
4. To provide the teacher with material which will enable him to conduct each lesson with a minimum of preparation.
5. To enable the teacher and the student to work entirely from a single volume without the need for additional 'practice books'.
6. To enable students to sit for the Cambridge Lower Certificate examination at the end of the course if they wish to do so. This aim must be regarded as coincidental to the main purpose of training students in the four language skills.

## For Whom the Course is Intended

This course should be found suitable for:

1. Adult or secondary students who have completed *Practice and Progress: An Integrated Course for Pre-Intermediate Students*, or who have completed any other pre-intermediate course.
2. Schools and Language Institutes where 'wastage' caused by irregular attendance and late starters is a problem.
3. Intermediate students who wish to study on their own.

## How Much Knowledge has been Assumed?

The material in *Practice and Progress*, the pre-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

### Aural/Oral

1. The ability to understand short passages of English (narrative and descriptive) 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 fair number of elementary sentence patterns.
5. The ability to reproduce orally the substance of a short passage of English after having heard it several times and read it.

### Reading

1. The ability to read a short passage of English (up to 200 words in length) 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. The ability to read silently and understand works of fiction of the level of Longmans' Structural Readers Series, Stage 6. The student's passive vocabulary range should be in the region of 2000 words (*structural* and *lexical*).

### Writing

#### 1. Word Order

The ability to write *simple*, *compound* and *complex* sentences.

#### 2. Comprehension

The ability to answer in writing simple questions on a passage of English.

#### 3. Précis

The ability to connect ideas from notes that have been provided so as to form a complete paragraph.

#### 4. Composition

The ability to write a short composition of about 150 words based on ideas that have been provided.

#### 5. Letter-writing

Knowledge of the lay-out of the personal letter. The ability to write a short letter based on ideas that have been provided.

### Command of Language

#### 1. Grammar (Key Structures)

The course presupposes that the student has covered the elementary and pre-intermediate groundwork. It is clearly recognized, however, that further instruction and practice are required.

#### 2. Usage (Special Difficulties)

The student should be familiar with a number of words that are often confused or misused and a limited number of idiomatic expressions.

## A Description of the Course

The course consists of the following:

One text book (to be used by teachers and students).

Set 1. Four 5 in. (13 cm.) long-playing tapes (length: 900 feet), recorded at 3 $\frac{3}{4}$  i.p.s. (9.5 cm. p.s.), on which drills have been recorded.

Set 2. Five 4 $\frac{1}{4}$  in. (11 cm.) long-playing tapes (length: 600 feet), recorded at 3 $\frac{3}{4}$  i.p.s. (9.5 cm. p.s.), on which multi-purpose texts have been recorded.

Recorded drills: Tapescript.

Supplementary written exercises: Multiple choice.

### *General Arrangement of Material*

This course is divided into three Units the first two of which are preceded by searching tests. Each Unit consists of twenty passages which become longer and more complex as the course progresses. Detailed instructions to the student, together with worked examples, precede each Unit.

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; précis; composition; grammar.

### *Instructions and Worked Examples*

These precede each Unit and should be read very carefully. The successful completion of this course depends entirely on the student's ability to carry out the instructions given.

### *Pre-unit Tests*

A searching test, based on material already studied, precedes Units 1 and 2. This will make it possible for students to find their own level and enable them to begin at any point in the book. At the same time, the student who works through the course systematically from beginning to end is not expected to make too sudden a jump between Units. The tests should enable the teacher to assess how much the students have learnt. If they are found to be too long, they should be divided into manageable compartments.

### *The Passages*

An attempt has been made to provide the student with passages which are as interesting and as varied in subject-matter as possible. Each passage will be used as the basis for aural/oral and written work. The approximate length of the passages in each Unit is as follows:

Unit 1: 250 words.

Unit 2: 350 words.

Unit 3: 530 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 student will elicit specific information from each passage.

### *Précis*

Work has been graded as follows:

*Unit 1:* The students will be trained to write notes by means of comprehension questions on the passages. The students will answer the comprehension questions in note form and then connect their notes to form a paragraph. Connecting words have not been provided.

*Units 2 & 3:* The students will now be in a position to elicit specific information from each passage and write a précis on their own.

### *Composition*

Work has been graded as follows:

*Unit 1:* Alternating exercises.

*a* Expanding sentences to form a paragraph of about 150 words.

*b* Writing compositions in three paragraphs on set plans in which the ideas have been provided. About 200 words.

*Unit 2:* Alternating exercises.

*a* Expanding ideas to construct a plan. Writing a composition of about 250 words which is based on each plan.

*b* Writing compositions in three or four paragraphs based on set plans in which ideas have been provided. About 250 words.

*Unit 3:* Writing compositions of about 300 words on topics suggested by the passages. The student will be required to construct his own plan and to provide his own ideas.

### *Letter-writing*

Work has been graded as follows:

*Unit 1:* Writing letters based on ideas which have been provided.

*Units 2 & 3:* Writing letters on set topics.

### *Vocabulary Exercises*

Exercises in explaining words and phrases as they are used in the passages are given in all three Units.

### *Key Structures and Special Difficulties*

All the exercises on Key Structures (Essential Grammar) and Special Difficulties (Usage) are derived from each passage. There are grammar exercises in Units 1 and 2 only. The exercises given are based largely on patterns which were fully explained in the pre-intermediate course *Practice and Progress*.

### *Cross-references*

Cross-references have been included to enable the student to refer to material he has already learnt and to draw useful comparisons. Students who previously studied *Practice and Progress* are advised to refer to it when in difficulty. In the text, cross-references are in heavy type and are indicated in the following manner:

*a* **1 KS (=KEY STRUCTURE)** These letters are followed by a page number and sometimes a paragraph reference: e.g. **1 KS 47b**. The figure '1' indicates that the reference is to a section in the previous volume *Practice and Progress*.

**b KS (=KEY STRUCTURE)** The omission of the figure '1' indicates that the reference is to a section of the present volume.

**c 1 SD (=SPECIAL DIFFICULTY)** These letters are followed by a page number and sometimes a paragraph reference: e.g. 1 SD 52c. The figure '1' indicates that the reference is to a section in the previous volume *Practice and Progress*.

**d SD (=SPECIAL DIFFICULTY)** The omission of the figure '1' indicates that the reference is to a section of the present volume.

### *Multiple Choice Questions*

Multiple Choice Questions have been added to Units 2 and 3 to provide additional help for students who are specifically preparing for the Cambridge Lower Certificate examination. In this form of comprehension exercise, the student is asked to select the correct answer from a number of suggested answers. A separate publication consisting entirely of multiple choice exercises based on each text is also available.



# 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 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 written 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 Conversation

Books required:

*Developing Skills* (for teachers and students)  
*Recorded Drills Tapescript* (for teachers only)

### The Stages of the Lesson

1 Aural/Oral Presentation:	about 15 minutes
2 Question and Answer Practice:	about 10 minutes
3 Pattern Drill:	about 5 minutes
4 Oral Reconstruction:	about 10 minutes
5 Talking Points, Singing, Games, Story-telling, etc:	about 10 minutes

Let's see what each step involves:

#### 1 Aural/Oral Presentation:

- Listening* (Books shut)
- Intensive Reading* (Books open)
- Listening* (Books shut)
- Reading Aloud* (Books open)

*a Listening* (Books shut). Play the recording or read the passage once. The students should *listen* and try to understand as much as they can.

*b Intensive Reading* (Books open). Read the text in small units (e.g. a sentence at a time, or less) making sure the students *really* understand it. 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. If your students fail to understand in spite of all your efforts, translate briefly and move on. Remember, if you don't translate a particular difficulty, then someone in the class will!

*c Listening* (Books shut). Play the recording or read the passage once more.

*d Reading Aloud* (Books open). Ask a few individual students to read small portions of the text.

## 2 Question and Answer Practice

Question and answer practice should be based mainly on the text. However, you may frequently vary this with questions which relate to the student's own experience. If you find it difficult to ask questions spontaneously, prepare yourself in advance. Questions should be asked individually round the class—preferably at speed. Two exercises are suggested:

### *a Mixed Questions*

#### *b Asking Questions in Pairs*

*a Mixed Questions.* General comprehension questions may be asked. Here, for instance, are a number of questions which relate to Text 1.

Teacher: What are pumas like?

They're like cats, aren't they?

Where are they found? etc.

*b Asking Questions in Pairs.* Train the student to ask a question using an auxiliary verb and then to ask *precisely the same question again* preceding it with a question word.

Teacher: Ask me if pumas are like cats.

Student: Are pumas like cats?

Teacher: What ... (Always provide the Question word.)

Student: What are pumas like? etc.

## 3 Pattern Drill

Drill the main language point which has been introduced in the text. Use the publication entitled 'Developing Skills, Recorded Drills: Tapescript' for this purpose. Here, for instance, is part of the drill which relates to Text 2:

Teacher: I've borrowed George's car.

Student: You're always borrowing George's car.

Teacher: He's got into trouble.

Student: He's always getting into trouble. etc.

The students may be trained to answer in chorus or groups, or the drill may be conducted a number of times rapidly round the class with individual students responding. A brief grammatical explanation may be given before the drill is conducted. If a language-laboratory is available, this will be adequate preparation for further practice. However, it must be stressed that a laboratory is by no means indispensable: it is quite possible to do all the drilling live in the classroom. Alternatively, teachers who have tape-recorders may choose to play the drills in class.

#### 4 Oral Reconstruction

Write a number of brief notes ('key words') on the blackboard summarising the subject-matter of the last paragraph (*not* the whole story!). Now invite individual pupils to reconstruct the text by referring to the notes. The students should be encouraged to speak without interruption for short periods and should try to use as many as possible of the expressions, structures, etc., of the original story. Here, for instance, are some notes which relate to Text 1:

- |  |                                 |
|--|---------------------------------|
| 1 Hunt—village.                          | 5 Trail—dead deer—rabbits.      |
| 2 Woman—blackberries—large cat.          | 6 Paw prints—fur.               |
| 3 Ran away—experts confirmed—not attack. | 7 Cat-like noises—business man. |
| 4 Search difficult—morning/evening.      | 8 Was a puma—where from?        |
|  | 9 Not zoo—private collector.    |

#### 5 Talking Points, Singing, Games, Story-telling, etc.

The final part of the Guided Conversation Lesson should be devoted to free conversation. Where the text immediately suggests a subject or subjects for general discussion, individual students should be invited to speak impromptu. Here, for instance, are a few talking points suggested by Text 1.

a Which animals you like/dislike most and why.

b Describe a visit to a zoo.

c Your attitude to zoos: is it right to put animals into cages?

Obviously, not all texts provide suitable material for conversation. Where a general discussion is not possible, the lesson may end with any one of the following activities:

a *Singing*: Teach the class traditional or modern British and American songs. Any good song book may be used for this purpose.

b *Games*: Well-known parlour games like 'Twenty Questions' are always popular with students. A book like 'Language-teaching Games and Contests' by W. R. Lee (O.U.P.) is full of excellent ideas.

c *Story-telling*: You may occasionally read a story to the class—providing it is roughly within the students' structural/lexical range. Many of the titles in the Longman Simplified English Series are suitable for this purpose.

### 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 *either* the Précis *or* the Composition *must always be set*. Needless to say, more satisfactory results will be obtained where a complete classroom lesson can be devoted to written exercises.

#### Books Required:

<i>Developing Skills</i> (for teachers and students)
<i>Supplementary Written Exercises</i> (for teachers)

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 student progresses through the course. However, it is not necessary to complete every single exercise. Note that additional multiple choice practice is provided in a separate publication.

### Dictations

Depending on the amount of time available, dictations should be given frequently. A few sentences taken from a passage the students have already studied may be dictated. The students may correct their own work by comparing their version with the passage.

### Pre-Unit Tests

These should always be set before the students move on to a new Unit.

### Additional Reading Material

It is essential for the students to read as much as possible in their own time. The books set for extra-curricular reading should be simplified and well within their range. The following readers are suggested to accompany the Units in this book: *Units 1 and 2*: As many titles as possible from Longman Simplified English Series.

*Unit 3*: As many titles as possible from Longman Bridge Series.

### Additional Oral Practice

If additional oral practice is required, it may be obtained from the following: *The Carters of Greenwood (cineloops) Intermediate Level*, published by Longman Group Limited.

*Question and Answer Chapters 5 and 6*, published by Longman Group Limited.

### Additional Written Practice

If additional practice in writing is required, the following books may be used to accompany the Units in this course:

#### *Précis*

*Unit 1: A First Book in Comprehension, Précis and Composition Chapter 4, Passages 61-70.*

*Unit 2: A First Book in Comprehension, Précis and Composition Chapter 4, Passages 71-70.*

*Sixty Steps to Précis Part I, Passages 1-10.*

*Unit 3: Sixty Steps to Précis Part I, Passages 11-30.*

#### *Composition*

*Units 1-3: Essay and Letter Writing, Chapters 3 and 5.*

#### *Letter-writing*

*Units 1-3: Essay and Letter Writing, Chapter 4.*

### Future Work

If the student wishes to proceed further, he may go on to the following course which is designed to 'overlap' this one: *Fluency in English: An Integrated Course for Advanced Students.*



## IF YOU CAN DO THIS TEST GO ON TO UNIT 1

### Key Structures

#### A. Word Order.

Rewrite these sentences using the joining words in brackets:

1. My hotel room overlooked a court-yard. There was a fountain. There were several trees. (*in which . . . and*)
2. Uncle Charles looked everywhere for his glasses. He could not find them. (*Though*)
3. During Christmas, there was extra work at the post office. A great number of students were employed to help. (*so much . . . that*)
4. I don't want to see that film. It had poor reviews. (*because*)
5. Wages have gone up. Prices will rise. The cost of living will be higher than ever. (*Now that . . . and*)
6. The police searched everywhere. The missing boy could not be found. His dog could not be found. (*Although . . . neither . . . nor*)
7. James Sullivan will give a lecture at the local library next week. His book on the Antarctic was published recently. (*whose*)
8. Fares have increased. The railway company is still losing money. The employees have demanded higher wages. (*In spite of the fact that . . . because*)
9. He gave me a fright. I knocked the teapot over. (*such . . . that*)
10. The climbers reached the top of the mountain. They spent the night there. (*not only . . . but . . . as well*)

#### B. Composition.

Write two paragraphs in about 150 words using the ideas given below:

1. Circus act—a man was walking on a tight-rope—rode a one-wheel bicycle—carried two others on his shoulders—the crowd clapped his performance.
2. The man returned to give a repeat performance—tight-rope again—he did a handstand on the one-wheel bicycle—lost his balance—the crowd gasped—the man grabbed the tight-rope—he was still holding on to the bicycle—climbed on again and rode to the other side.

#### C. Verbs.

*a What happened? What has happened? What has been happening?*

Give the correct form of the verbs in brackets:

The mummy of an Egyptian woman who (die) in 800 B.C. just (have) an operation. As there (be) strange marks on the X-ray plates taken of the mummy, doctors (try) to find out whether the woman (die) of a rare disease. The only way to do this (be) to operate. The operation, which (last) for over four hours, (prove) to be very difficult. The doctors (remove) a section of the mummy and (send) it to a laboratory. They also (find) something which the X-ray plates not (show). The doctors not (decide) yet how the woman (die). They (fear) that the mummy would fall to pieces when they (cut) it open, but fortunately, this not (happen). The mummy successfully (survive) the operation.

*b What happened? What was happening? What used to happen?*

Give the correct form of the verbs in brackets. Use *would* in place of *used to* where possible:

I (travel) by air a great deal when I (be) a boy. My parents (live) in South America