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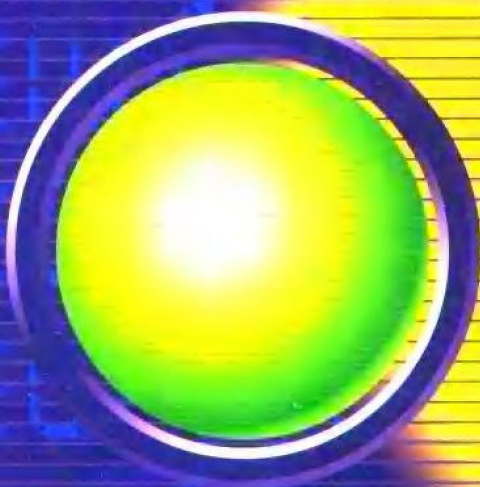
新概念英语

NEW CONCEPT ENGLISH

3

New Edition 新版

亚历山大 (L. G. ALEXANDER) 何其莘 合作编著



外语教学与研究出版社



LONGMAN 朗文

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外研社 **新概念英语**

NEW CONCEPT ENGLISH

New Edition 新 版

Developing Skills
培养技能

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朗文
外研社 **新概念英语** (新版)

NEW CONCEPT ENGLISH (*New Edition*)

DEVELOPING SKILLS *Students' Book* 培养技能 学生用书 3

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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-tried 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- All outdated texts have been completely replaced and accompanied by new exercises and new artwork.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。

To the teacher and student

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 First 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 First 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

Listening comprehension

- 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 Students should have a passive vocabulary range of around 2,000 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.

2 *Comprehension*

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

3 *Summary writing*

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 ground work. 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).
- A set of cassettes, on which the multi-purpose texts have been recorded.
- Another set of cassettes, on which the Pattern drill has been recorded.

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: listening comprehension; oral practice; reading aloud; tell the story; extended oral exercises; dictation; comprehension; summary writing; 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 listening comprehension 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.

Summary writing

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 summary of his 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 STRUCTURES)** 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 STRUCTURES)** The omission of the figure '1' indicates that the reference is to a section of the present volume.

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

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 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 conversation

Books required:

Developing Skills (for teachers and students)

The stages of the Lesson

1	Listening comprehension	about 15 minutes
2	Question and answer practice	about 10 minutes
3	Tell the story	about 10 minutes
4	Topics for discussion	about 15 minutes

1 Listening comprehension (about 15 minutes)

Let's see what each step involves:

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 story
- 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 story

The teacher introduces the story 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 story about a puma that has escaped.

b Understanding the situation

The students are asked to look at the cartoon 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 picture.

For example (Text 1):

Look at the picture and tell me what is happening here.

What is the man holding?

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: Where must the puma have come from?

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, where must the puma have come from?* 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 presentation 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: What are pumas like?
 They're like cats, aren't they?
 Where are they found? etc.

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 pumas are like cats.
STUDENT: Are pumas like cats?
TEACHER: What ... like?
STUDENT: What are pumas like? (Not *What pumas are like?* or *What pumas like?*)

**3 Tell the story
(about 10
minutes)**

This 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 Text 1:

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

**4 Topics for
discussion
(about 15
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 (omitting, for example, such exercises as 'Tell the story'). Here, for example, are a few topics suggested by Text 1:

- a* Which animals do you like or dislike most and why?
- b* Tell us about a visit to the zoo.
- c* Is it right to put animals in cages? 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.

Books required:

Developing Skills (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. Exercise 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.

- 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. Dictation is an excellent exercise in syntax, spelling, and listening comprehension.
- Multiple choice exercises** Multiple choice exercises provide extra practice in reading comprehension, structure and vocabulary.
- Homework** The written exercises become more demanding and time-consuming as the student progresses through the course. At a later stage, exercises which have not been completed in class may be set as homework.
- Pre-unit tests** These should always be set before the students move on to a new Unit.
- Future work** If the student wishes to proceed further, he may go on to the following book after completing this one. They are designed to 'overlap' each other so that the student can continue without difficulty:
- Fluency in English:*
An integrated course for advanced students

致教师和学生

语言学习和中级水平的学生

学生学完中级以下水平的教材后，就进入巩固和扩展阶段。以前学到的语言技能要不断地练习，同时学生还要学会进一步地深入学习。理解、口语、阅读和写作 4 项技能还要进行强化训练，但是许多练习不再像以前那样机械。

到了这个阶段，按句型的难度和在语境中练习句型已不是那么必不可少。由于基础已经打下，学生一旦遇到新的句型也就能够对付。但是，如果要系统地训练学生在说和写方面的能力，还需要使用专门编写的多功能课文。

中级水平的学生常常希望参加专业性的考试，如剑桥初级证书考试。现在有一种怪现象，即正规考试往往妨碍而不是有助于学生学习一门语言。但是，学习和考试并非一定是相互矛盾的：学生完全有可能在学习语言的同时，作好应试的准备。必须清醒地认识到：正规考试侧重于书面用语，如果把应付正规考试作为最终目标，那么必然对英语学习产生有害的影响。如果教师把自己所教的班能通过某种考试作为教学的唯一目的，他必然教不好语言。要永远把考试放在第二位，把它当成是学生在学习中顺理成章必然会取得的一种副产品，而决不能把它当成最终目的。一本中级水平的教材不仅应能使学生系统地学好英语，而且应使他无需专门的准备就能通过某种考试。

关于本教材的说明

基本目的

1 为完成中级以下教程的成年人或中学生提供一本综合性的教材。这本教材中的内容足够 1 学年使用。假定学生每周上课约 4 个课时，即互不相连的 4 个课时，每课时为 1 小时，或两个“双课时”，每个双课时为 2 小时或 90 分钟。学生主要在课上接受训练，在课下仅做一点额外的作业。

2 继续训练学生的 4 项技能：**理解、口语、阅读、写作**——按此顺序进行训练。从这方面来讲，这本教材准备做两件事：为听/说练习提供适合的材料，同时，这些材料也可用于系统地训练学生的写作能力。

3 为学生提供一本令他能够**使用**语言的教材。

4 为教师提供一本只需很少的备课时间即可登台讲授的教材。

5 为教师和学生提供一本单卷本的教材，而无需其他附加的“练习手册”。

6 学完本册书后，能使有意参加“剑桥初级证书”考试的学生达到应试的水平。必须认识到这个目标与训练学生的 4 项语言技能的主要目标是一致的。

适用对象

本教材适用于：

1 已经学完中级以下水平综合教材《实践与进步》或任何中级以下教程的成年人或中学生。

2 那些由于学生上课出勤率不高、学英语起步较晚而造成“损失”严重的中学和语言学校。

3 愿意自学中级教程的学生。

应具备的知识范围

本教材的前一册是中级以下水平综合教材《实践与进步》，其内容编排与本册有所重叠。学完前一册的学生接着学本册，不会有什么困难。

学完其他教程而想接着学本册教材的学生应对下列语言知识具有扎实的基础。

应有的知识

听力理解

1 能听懂以正常速度讲述的英文片断（叙述与描写性的）。

2 能就所提问题给出简短或较长的回答。

3 能提出问题以要求对方给出简短或较长的回答。

4 能口头使用相当数量的基本句型。

5 对一篇短文能在听几遍和读过一遍后，口头复述出其大意。