

唐 义 均 著

# 新概念英语 自学系

## 补充笔头练习详解 ②

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# 新概念英语 补充笔头练习详解(2)

唐义均 著

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## 序

风华正茂的唐义均老师十年前一出南京大学外语系校门，便踏入了外文局“干部训练班”——一个原来主要目的是培养中级翻译的学校。

之后，由于改革开放的深入，社会发展一日千里，外语人才需要与日俱增，这个“训练班”，已成长为“中央文化管理干部学院”一个独立的分部，体制上是成人教育高等院校的永久性机构。主旨也从培养中级翻译，发展为基本上是两年制英语大专班和更为灵活的培训班，为社会输送英语人才。

我校教师队伍中早期的老、中、青三代，老中两代都是多年搞翻译的，而唐老师代表青年一代，他最大的优势是更了解学生，对自己、对学生、对工作、对学习，比我们老一代都严格得多，在树立良好的学风，生产优质“产品”方面，出色地贡献了他的一份力量。

长期以来，我们在英语精读课方面，以《新概念英语》为相对稳定教材，并将此原则写入教学大纲，一致通过，其理由是：

一套教科书，必须代表一种方法或流派，比如说，传统的翻译语法法，直接教学法、或以《英语 900 句》为代表的句型操练、听说领先法。《新概念英语》之“新”，是它采撷各家之长，既听说领先（第 1 册），又重视书面语的提高（2~4 册）；既重句型操练，以提高口语水平，又重语法练习及写作。特别强调“缩写（precis）”，是其最大特点。

《新概念英语》作为打基础的教材，其它优点还有：

(1) 各种补充练习齐备并附有标准答案。学生在课后经常可以进行“托福”式的自我测验。

(2) 第 2、3、4 册的课文均可在一课时内处理完毕，节奏感强；精讲多练，重点突出。

(3) 配有原声录音带，包括课文和 10~15 句口语操练（此法源于《英语 900 句》）。语音语调有困难的学员，经过模仿和苦练，短期见效

者,不乏其人。

(4)自第3册起,词汇猛增;最后20课的大量生词,均属有意介绍一般英语读物中出现频率较高或很高的词汇。这样3册学完,水平上了一个台阶。学习第4册(那些本国人之间交流思想的课文)便不至于那么困难了。

当然,教材或什么流派的教学思想或方法,只是决定教学效果的因素之一。60年代各派全球性的争论,早已销声匿迹。在我国,再也听不到那些年绝对化的意见了,大家有了新的共识——根据目的,决定方法及教材。比如,一个班的学员大多数由于就业的迫切需要,对听说领先的要求较强烈,便选用偏重口语的教材,而一个班有志深造者较多,则更应重视阅读能力的提高。(例如)研究生院和一般大学的公共英语课,“四会平行”的方法不一定好。大量课时搞听说,会妨碍扩大词汇量,以致影响主要目的——阅读能力的提高。而对于两年制脱产专修这类的班,“四会并举”的《新概念英语》,更为适合。对自学英语的学员,目的在“四会”的,也更加有效。

现在,唐义均老师根据自己历年的教学经验和积累的材料,有针对性地编写了这一套“《新概念英语》自学系列”,在帮助学生自学和减轻老师的备课负担方面,作出了突出的贡献。

这一本《补充笔头练习详解》,一如坊间多种《托福试题答案详解》一样,帮助在校的和自学英语的学员“知其所以然”,同时也帮助了广大教师。

虽然年龄相差四旬之多,我们两人常在茶余饭后坐而论“教”,交流思想,畅谈读书之乐。难怪他从不言“下海”;其实,读书写书出书,其乐无穷,也便是他的海吧!

尹智麒 教授

1993年6月 于中央文化管理干部学院分部

## 前 言

在长期的教学实践中,笔者发现学生(无论是哪一届的)在做这本《补充笔头练习》时所犯的错误几乎相同。这便引起了笔者的注意。为了找到解决问题的方法,笔者对那些具有普遍性的错误进行了研究,同时对他们进行心理调查,了解学生选择答案时的语言心理倾向(psycholinguistic approaches),然后又回过头来认真研究《补充笔头练习》。

令人欣慰的是,每一届的学生都非常热情和积极地配合,使我积累了大量的第一手资料(大部分已在《新概念英语自学词典》中体现出来)。就是这些资料,使我能够对学生的“语言病症”进行诊断和治疗;教学方法也从一般的知识传授转变为具有较强针对性的“治疗式教学法”,将重点集中在中国学生常犯的语言错误上,对“语言病人”的具体问题“对症下药”。

在众多的问题中,最主要的有以下几类:

(一)语言文化差异。中西文化有相同或相似之处(如 to fish in troubled waters 浑水摸鱼;to look for trouble 自找麻烦),但不同点毕竟是主流。

我们要说噪音太大时,就说“吵死人了”,而英美人却说“把死人吵醒了(loud enough to wake the dead)”;我们把小偷形容为“三只手”,因为他比常人多了一只专拿别人东西的手,而英美人却说“粘乎乎的手指(sticky fingers)”;当然,“粘乎乎的手指”更便于干“顺手牵羊”之类的事。

西方社会是以私有制为基础的,因此,对具体的东西都冠以物主形容词,以表明谁是物主。例如:

I put *my* hand in *my* pocket.

我把手放进了口袋。

句中的两个物主形容词明确告诉大家:我没有把手伸进别人的

口袋里。

而中国社会则以公有制为基础，因此养成的语言习惯也有别于西文。不管是政府工作人员、教师、银行职员、经理，还是工人、邮递员、饭店招待、汽车修理工，都拿一份固定的、相差无几的“月薪(salary)”。但在西方，“白领”与“蓝领”层次分明。“白领”拿 salary(大多付入银行的个人帐户)，“蓝领”则拿 wages。对不了解西方文化的学生来说，当要求他在 salary 和 wages 之间作出选择时，他会感到无所适从。

凡此种种，不一而足。

(二)词法。英语动词的词法各不相同。虽然有些动词意思相同或相近，但用法却不同。大部分学生根本意识不到这一点。例如：(26 页第 8 题)(以下页码均系《详解》)beat 和 win 均表示“赢”，但 beat 带 somebody, win 却带 something, 因此，我们只能说：I beat him, so I won the game. (我赢了他，因此我赢了这场比赛。)

有些同义词的差异就在于及物与不及物，如 expect 和 wait(23 页第 8 题)、answer 和 reply(45 页第 11 题)、raise 和 rise(124 页第 5 题)。又如：since 和 from(12 页第 5 题)均表示“自从”，但 since 只能与完成式连用，from 则与其它各种时态连用(除完成式以外)。

(三)语法。语法和词法之间的区别难以界定，但有些词(尤其是动词)具有很强的语法限制。涉及情感的动词不能用于进行时态，如 love(183 页第 5 题)。matter 和 mind(149 页第 11 题)表示“关系、在乎”时，只能用于疑问和否定，而且主语各不相同；时间连接词引导的从句中不能用将来式(172 页第 7 题、174 页第 5 题)等等。

(四)词义。一般来说，不同的语言情景需要不同的用词，而绝大部分学生则根据汉语的语言习惯和逻辑，把英语单词的中文意思堆积起来理解习题答案，从而造成汉语通顺而英语上下文别扭的局面。更为严重的是，有一些学生把英语单词输入到他们自己的“汉字系统”——认知结构(cognitive structure)——中进行“汉化”。当然“汉化”后的英文便成了“天书”。当你看到象 to enter the door, a hole on

his shirt 以及 She has thirty years old 这样的短语或句子时,你只能循着“作者”的思路对英文进行“汉化”。其结果是“进门”、“他衬衫上的一个洞”和“她有 30 岁了。”

不知是有意还是无意地,L·G·亚历山大教授在这本《补充笔头练习》中为那些喜欢“汉化”英文的学生设置了一个个的陷阱,其中包括 pity 和 sorry(遗憾)(58 页第 9 题)、still 和 yet(还)(121 页第 4 题)、because 和 because of(由于)(144 页第 3 题)、although 和 despite(尽管)(168 页第 6 题)等等。

针对上述情况,《补充笔头练习详解》从语法、句法、词法、语言思维习惯和文化传统诸方面逐个分析习题答案,指出它们**为什么对、为什么错**,使自学者知其所以然;对课文中未涉及到的重要句子结构、语法、词法等作了必要的补充;同时列举了适量的例子,以助学生理解;对类似的语法现象、同义词、近义词等进行了详尽的比较和分析,以培养学生的自学能力和答题技巧;对中国学生容易答错的习题以及似是而非的答案作了特别提醒。

在此特别感谢全国优秀教师、享受政府特殊津贴的国家级专家、我校英语教学教授尹智麒先生为本书阅稿并作序。

唐义均

1993 年 7 月 10 日

于中央文化管理干部学院分部

# To the Teacher

This book has been written in response to requests from many teachers for additional writing material to accompany *Practice and Progress*. It consists of ninety-six sets of exercises based on the texts in *Practice and Progress*. The exercises are all in multiple choice form. The student is always presented with four choices and is asked to select the *best possible answer*. (It should be noted that there are no repeated instructions on every page.) The distractors in each exercise are by no means arbitrary. They are based on an analysis of errors most frequently made in classes of students of mixed nationality. The answers are clear-cut, on the whole, though the teacher may occasionally find that he disagrees with a particular answer noted as correct in the Key to Exercises at the end of the book.

Each set of exercises is in four parts:

## 1 COMPREHENSION

The student is required to select two correct answers (Questions 1 and 2) which are designed to test his understanding of the text. The aim is to find out whether the student has understood the *main point* of each story.

## 2 STRUCTURE

There are five exercises (Questions 3-7) based on structural words and grammatical problems which occur in the text. The exercises in this section are not confined to the 'Key Structures' contextualized in the passage, but deal with a wide variety of difficulties. The emphasis throughout is on *usage*. The distractors usually include errors which the student is most likely to make.

## 3 VOCABULARY

There are five exercises (Questions 8-12) dealing with lexical items. The emphasis throughout is on the *meaning of content words*—though, inevitably, there is a certain amount of overlap with the previous section regarding items that cannot be clearly defined as 'structural' or 'lexical'. The choice of distractors usually consists of 'false friends' and anticipates likely sources of student error.

## 4 SENTENCE STRUCTURE

In this final exercise the student is usually required to rewrite or join sentences which have been taken from the passage. After completing the exercise the student can immediately find out whether his answer is correct by referring to the passage.

This book should *not* be regarded as a set of tests. The multiple choice form of exercise is used here wholly for *teaching* purposes, the aim being to train students to read intensively, extend their command of patterns and increase their vocabulary range. Students should be encouraged to use a good English-English dictionary while working and should only refer to the Key when completing a set of exercises. The Key has been included to relieve the teacher of the burden of correction, to guide the student who is working on his own, and—in the last resort!—to help settle arguments in the classroom regarding particular choices. Teachers who set these exercises as homework may find it useful and illuminating subsequently to work through them in class with their students.

## To the Student

This book contains exercises based on the stories in *Practice and Progress*. There is one set of exercises for each story. Each set contains twelve questions. Four choices follow each question from which you are asked to choose THE BEST POSSIBLE ANSWER.

Each set of exercises is in four parts:

### 1 COMPREHENSION

Questions 1 and 2 deal with the meaning of the story as a whole.

### 2 STRUCTURE

Questions 3 to 7 deal with the way we express ourselves in English. They are about grammatical problems.

### 3 VOCABULARY

Questions 8 to 12 deal with the meaning of words.

### 4 SENTENCE STRUCTURE

This exercise will help you to practise writing sentences in English.

## HOW TO WORK

- 1 Read the passage in *Practice and Progress* very carefully.
- 2 Choose the best possible answer to each question. Think very carefully when making your choice. Refer to the passage as often as you like and use a good English-English dictionary if you want to.
- 3 Check your answers against the Key to Exercises at the end of this book.

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# 1 A Private Conversation

## COMPREHENSION

- 1 The writer turned round. He looked at the man and the woman angrily  
(a) and they stopped talking. (c) but they didn't notice him.  
(b) but they didn't stop talking. (d) but they looked at him rudely.
- 2 The young man said, 'It's none of your business.'  
(a) He was talking to the young woman.  
(b) He was talking about the play.  
(c) He thought the writer was trying to listen to his conversation with the young woman.  
(d) He thought the writer was asking him a question.

## STRUCTURE

- 3 Last week the writer went to the theatre. He was . . . the theatre.  
(a) to (b) at (c) into (d) on
- 4 The young man and young woman were sitting behind him. He was sitting . . . them.  
(a) before (b) above (c) ahead of (d) in front of
- 5 . . . did the writer feel? Angry.  
(a) Where (b) Why (c) How (d) When
- 6 He looked at the man and the woman angrily. He looked at . . . angrily.  
(a) them (b) they (c) their (d) us
- 7 The young man and the young woman paid . . . attention to the writer.  
(a) none (b) any (c) not any (d) no

## VOCABULARY

- 8 He had a good seat. He was sitting in a good  
(a) chair (b) place (c) armchair (d) class
- 9 He was a young man. He wasn't very  
(a) old (b) big (c) tall (d) large
- 10 The writer looked at the man and the woman angrily. He was very  
(a) sad (b) unhappy (c) cross (d) pleased
- 11 The writer could not bear it. He could not . . . it.  
(a) carry (b) suffer (c) stand (d) lift
- 12 The young man spoke rudely. He wasn't very  
(a) clever (b) rude (c) polite (d) kind

## SENTENCE STRUCTURE

Arrange these words in their right order, then check your answer against the text:

- a. me young behind man sitting and were a woman young (lines 3-5)

## 2 Breakfast or Lunch?

### COMPREHENSION

- 1 When Aunt Lucy telephoned
  - (a) the writer was asleep.
  - (b) the writer was still in bed.
  - (c) the writer had already got up.
  - (d) the writer was having lunch.
- 2 Aunt Lucy was surprised because
  - (a) the writer was having lunch.
  - (b) it was one o'clock.
  - (c) it was late.
  - (d) the writer was having breakfast at lunch time.

### STRUCTURE

- 3 He sometimes . . . in bed until lunch time.
  - (a) stay (b) is staying (c) stays (d) staying
- 4 He stayed in bed until lunch time. He went . . . bed late last night.
  - (a) in (b) into (c) to (d) at
- 5 He doesn't get up early on Sundays. He gets up
  - (a) late (b) lately (c) slowly (d) hardly
- 6 . . . did aunt Lucy come? By train.
  - (a) When (b) How (c) Why (d) Where
- 7 The writer can't see aunt Lucy . . . He's having breakfast.
  - (a) still (b) now (c) often (d) always

### VOCABULARY

- 8 He . . . out of the window and saw that it was raining.
  - (a) looked (b) saw (c) remarked (d) watched
- 9 Just then, the telephone rang. It rang
  - (a) at once (b) immediately (c) again (d) at that moment
- 10 She was his aunt, so he was her
  - (a) son (b) grandson (c) nephew (d) niece
- 11 Breakfast is the first . . . of the day.
  - (a) food (b) dinner (c) lunch (d) meal
- 12 Aunt Lucy said, 'Dear me' because she was
  - (a) angry (b) surprised (c) tired (d) pleased

### SENTENCE STRUCTURE

*Rewrite this sentence, then check your answer against the text:*

I arrived by train a moment ago.

I've ..... (lines 7-8)

### 3 Please Send Me a Card

#### COMPREHENSION

1 The writer

- (a) doesn't like buying postcards.
- (b) doesn't like receiving postcards.
- (c) doesn't like writing postcards.
- (d) doesn't like postcards.

2 What was the writer's 'big decision'?

- (a) He decided to write postcards to his friends.
- (b) He decided to spend the whole day in his room.
- (c) He decided to buy a lot of postcards.
- (d) He decided not to write a single card.

#### STRUCTURE

3 Last summer he went to Italy. He was . . . Italy last summer.

- (a) at (b) to (c) in (d) on

4 . . . him a few words of Italian? The waiter.

- (a) Who taught (b) Who did teach (c) What did he teach (d) Whom did he teach

5 He was a friendly waiter. He spoke to the writer

- (a) friendly (b) as friends (c) like friends (d) in a friendly way

6 The writer . . . a few lines, but he didn't understand a word.

- (a) reads (b) read (c) red (d) reading

7 He spent the whole day in his room. He was in his room . . . day.

- (a) the hole (b) the all (c) all (d) all of

#### VOCABULARY

8 A waiter usually works in a

- (a) public garden (b) shop (c) restaurant (d) private house

9 The waiter lent him a book. He . . . a book from the waiter.

- (a) lent (b) borrowed (c) took (d) stole

10 On the last day he made a big decision. It was the . . . day of his holiday.

- (a) final (b) end (c) latest (d) bottom

11 He made a big decision. He

- (a) thought about it (b) made up his mind (c) changed his mind (d) made a wish

12 He didn't write a single card. So he

- (a) wrote only one (b) didn't write even one (c) wrote just one (d) wrote all the cards except one

#### SENTENCE STRUCTURE

*Rewrite this sentence, then check your answer against the text:*

I did not send my friends any cards.

I did not send any ..... (lines 8-9)

## 4 An Exciting Trip

### COMPREHENSION

1 Only one of these statements is true. Which one?

- (a) The writer has been in Australia for six months.
- (b) Tim is a mechanic and he's working in Australia.
- (c) Tim is working for an Austrian firm.
- (d) Tim is working for a big firm as an engineer.

2 Only one of these statements is true. Which one?

- (a) Tim has been in Darwin for six months.
- (b) It's the first time Tim has ever been to another country.
- (c) Perth is in the centre of Australia.
- (d) Tim's brother has never been abroad before.

### STRUCTURE

3 Tim is in Australia. He went . . . Australia six months ago.

- (a) to (b) in (c) at (d) into

4 Tim is in Australia. How long . . . there?

- (a) is he (b) has he been (c) has he (d) was he

5 Tim has been in Australia for six months. His brother hasn't seen him . . . January.

- (a) for (b) since (c) from (d) by

6 He has just bought an Australian car. He bought one

- (a) a short time ago (b) a long time ago (c) last year (d) six months ago

7 He has just gone to Alice Springs. He has never . . . there before.

- (a) went (b) being (c) been (d) was

### VOCABULARY

8 Tim is working for a big firm. He is working for a big

- (a) society (b) company (c) factory (d) store

9 He has visited a great number of different places. He hasn't stayed in . . . place.

- (a) the only (b) a similar (c) the same (d) alike

10 Alice Springs is a small town. A town is usually

- (a) bigger than a village but smaller than a city (b) bigger than a city (c) the same size as a city (d) the same size as a village

11 He will soon visit Darwin. He will visit Darwin

- (a) quickly (b) for a short time (c) shortly (d) in a hurry

12 He will fly to Perth. He will go there

- (a) with air (b) in air (c) by air (d) through air

### SENTENCE STRUCTURE

*Rewrite this sentence, then check your answer against the text:*

Because my brother has never been abroad before he is finding this trip very exciting.

My brother has never been abroad before.....(lines 11-13)