

浙 江 大 学 出 版 社

新概念英语

教 学 参 考 书

3

UNIT 23

新概念英语

(第三册第二、三单元教学参考书)

浙江大学语言系“NCE(Ⅲ)教学参考书”编写组

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(第三册第二、三单元教学参考书)
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前 言

新概念英语 (New Concept English) 是七十年代中期从国外引进的一套英语教科书, 共分四册。该书课文短小生动, 文字规范流畅, 内容由浅入深, 因而在我国深受欢迎, 在许多高等学校及中学中被选为基础英语教材。

浙江大学自一九八〇年起逐步试用该书, 目前已全面推广, 选用该书的第二册 Practice And Progress 和第三册 Developing Skills 中的大部分课文作为理工科学生基础英语教学的教材。我们通过教学实践积累了一定的经验和补充资料, 在此基础上编写了这本教学用书, 以弥补原书的不足, 并供教师和学生参考。

本书以原书第三册课文为基础, 根据一九八四年的《大学英语教学大纲》重新安排语言教学内容。每课一般包括以下几个部分:

1. 原书课文。

2. Additional Information 或 Background Knowledge: 对课文中的主要历史事件、人物、地点或风土人情等提供一定的补充材料, 以加强对课文内容的理解。

3. Vocabulary: 结合公共英语教学对词汇学习的要求, 每课选 8—14 个常用词作为教学内容之一, 教师在课堂教学中可以从中挑选若干个作重点讲解。

4. Structure: 按新的教学大纲要求, 每课安排一、二项语言结构作为语法教学项目; 这部分内容可根据学生情况, 或讲解或自学。

5. Notes to the Text: 主要对影响理解而又并非常见的一些难词或难句加以简要阐述。

6. Exercises: 配合课文内容及语言教学重点, 每课配5—8个练习, 供教学中选用。

本书内容详尽, 补充材料丰实, 练习实用, 也适合于自学。

本书分两册出版。参加本分册编写的是: 钟小满、柳中梁、叶惠英、张青彦、盛云珍、庞继贤、沈先梅, 并由柳中梁整理。浙江大学英籍专家 Hilary Wilson 女士审阅了全部书稿, 邵永真承担了校核工作, 我们为此表示感谢。

由于我们学识浅薄, 编写仓促, 错误之处在所难免, 恳切希望读者批评指正。

浙江大学语言系“NCE(Ⅲ)教学参考书”编写组

一九八五年十月

Symbols & Abbreviations

	choice of items	plur, pl	plural
abbrev	abbreviation	p. p.	past participle
adj	adjective	predic	predicative
adv	adverb	prep	preposition
AmE	American English	pron	pronoun
attrib	attributive	Pt	pattern
BrE	British English	sb	somebody
cf	compare	sing	singular
conj	conjunction	sth	something
esp	especially	subj	subject
etc	and so on	to V	infinitive
Ex	example	usu	usual, usually
interj	interjection	v	verb
inf	infinitive	V	base form of verb
mod v	modal verb	V-ing	present participle/ gerund
n	noun	V-ed ₁	past form of verb
NB	note	V-ed ₂	past participle
obj	object		
phr	phrase		

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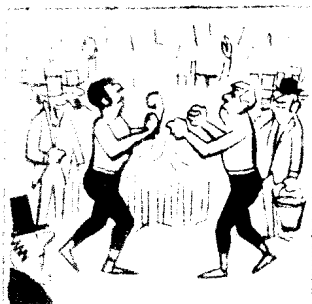
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21 Daniel Mendoza

Boxing matches were very popular in England two hundred years ago. In those days, boxers fought with bare fists for prize money. Because of this, they were known as 'prize-fighters'. However, boxing was very crude, for there were no rules and a prize-fighter could be seriously injured or even killed during a match.

- One of the most colourful figures in boxing history was Daniel Mendoza who was born in 1764. The use of gloves was not introduced until 1860 when the Marquis of Queensberry drew up the first set of rules. Though he was technically a prize-fighter, Mendoza did much to change crude prize-fighting into a sport, for he brought science to the game. In his day, Mendoza enjoyed tremendous popularity. He was adored by rich and poor alike.

- Mendoza rose to fame swiftly after a boxing-match when he was only fourteen years old. This attracted the attention of Richard Humphries who was then the most eminent boxer in England. He offered to train Mendoza and his young pupil was quick to learn. In fact, Mendoza soon became so successful that Humphries turned against him. The two men quarrelled bitterly and it was clear that the argument could only be settled by a fight. A match was held at Stilton where both men fought for an hour. The public bet a great deal of money on Mendoza, but he was defeated. Mendoza met Humphries in the ring on a later occasion and he lost for a second time. It was not until his third match in 1790 that he finally beat Humphries and became Champion of England. Meanwhile, he founded a highly successful Academy and even Lord Byron became one of his pupils. He earned enormous sums of money and was paid as much as £100 for a single appearance. Despite this, he was so extravagant that he was always in debt. After he was defeated by a boxer called Gentleman Jackson, he was quickly forgotten. He was sent to prison for failing to pay his debts and died in poverty in 1836.



The two men quarrelled bitterly

Background Knowledge

1. Boxing rules: For boxing, different countries followed different rules. In Great Britain, boxing is governed by the famous Queensberry rules, and in the USA, by the rules of the

Amateur Athletic Association of America.

•The Queensberry rules were drawn up by the Marquess of Queensberry in the 1860's and are still the basis for modern boxing rules. They call for three-minute rounds and for the use of gloves.

2. Titles of nobility, The British titles of nobility are, in order of rank, Duke, Marquess (Marquis), Earl, Viscount, and Baron. For females, they are: Duchess, Marchioness, Countess, Viscountess, and Baroness. These titles can usually be passed down from an older to a younger generation.

Another two titles of nobility are baronets and knights. They are not hereditary. People holding either of the titles are usually called 'Sir'. For instance, Sir Winston Churchill or, simply, Sir Winston, (not Sir Churchill).

3. Marquis of Queensberry, The titles Duke, Marquis and Earl are used with the name of a place, not the name of the title holder. The place may be a city or area where the title holder owns land given by the king or queen. Nowadays, however, it is usually a place which is chosen by the title holder himself because he has some close connections with it.

Vocabulary

1. popular (adj)

- a. liked or admired by many people

Ex. He's popular with his neighbours because he is always friendly and ready to help.

She's a popular film star.

- b. suited to the tastes, needs, educational level etc. of the general public

Ex. A writer of popular science makes scientific ideas easy to understand.

popularity (n)

the quality or state of being well liked or admired

Ex. He enjoys great popularity among the people.

(= He's very popular with/among the people.)

2. *fight* (v)

a. struggle bodily against; struggle with the hands or with weapons

Pt. fight (+ prep phr)

Ex. The US fought with/against Britain in the War of Independence.

The two dogs are fighting over a bone.

cf. *struggle*; make great efforts; make violent movements

Ex. struggle against/with difficulties

They have struggled for years to free their country from the enemy.

b. try to prevent the development, success, etc. (of something)

Pt. fight + sth

Ex. fight a fire, disease, etc.

3. *crude* (adj)

a. not showing or having grace, education, sensitive feeling, etc.

Ex. crude manners; crude people

b. (of materials) in a natural state; untreated

Ex. crude oil; crude sugar; crude steel

4. *can/could* (mod v)

a. (ability) be able to

Ex. He can swim well.

He could speak French when he was a boy because he was born in Paris.

NB. For the difference in usage between 'be able to' and 'can' indicating ability, see Passage 11, Vocabulary 11 'able'.

b. (possibility)

can: general or theoretical possibility;

could (may/might), present or future possibility.

Ex. Anybody who wants to can be a member of our club.
(general)

Hangzhou can be very warm in May. (theoretical)

Gold can't be dissolved in water. (general)

It could (\neq can) rain later on this evening. (future)

You could (\neq can) be right, but I don't think you are.
(present)

He could/may/might (\neq can) be in the library. (present)

NB. In questions or negative sentences, 'can' is sometimes used to talk about present possibility.

Ex. Can it be John at the door?

It can't be true.

c. (permission or right) may; be allowed to

Ex. The children asked whether they could/might go for a swim.

You can't (\neq may not) pick the ball up in football games.

(• You are not allowed to pick the ball up in football games.)

Can (\neq May) you park (cars) in the street in your country?

NB. 'May' is usually used in questions when the subject is 'I' or 'we', but it sounds more formal than 'can' or 'could'.

Ex. May/Can I come in?

May/Can/Could I use your phone?

d. (request) will/would (you please...?)

Ex. Can you help me? (= Will you help me, please?)

Could you come here a minute, please?

(= Will you come here a minute, please?)

5. injure (v)

hurt (a living thing, one's feelings, etc.)

Pt. injure + sb/sth

Ex. She was injured badly in the accident.

I hope I didn't injure her (feelings) by refusing to help her.

injury (n)

a place (in the body) that is hurt or wounded; an act that damages or hurts; harm or damage

Ex. The careless cyclist suffered several injuries.

He was accused of being a liar and this attack caused severe injury to his reputation.

6. *introduce* (v)

a. make known for the first time to each other or someone else

Pt. introduce + sb (+ to + sb else)

Ex. I introduced them (to each other).

Let me introduce myself: my name is Mary Wilson.

May I introduce Prof Swan to you?

b. bring (something) in or into use or into operation for the first time

Pt. introduce + sth

Ex. Tobacco was introduced into Europe from America.

Space travel is introducing many new words into our language.

c. to start; to begin

Pt. introduce + sth

Ex. A relative clause is usually introduced by a relative pronoun.

7. *alike* (adj)

similar; almost the same; like one another

Ex. The two sisters look very much alike.

All music is alike to him. (He cannot tell the difference between one kind of music and another.)

NB. As an adjective, 'alike' is usually used predicatively after

'be' or 'look' and, unlike the word 'like', is not followed by a noun or pronoun.

Ex. You two look more alike than I thought.

(cf. The puma looks like a cat.)

alike (adv)

in (almost) the same way; equally

Ex. She treats all her children alike.

He was adored by rich and poor alike.

Note that the adverb 'alike' is usually placed at the end of the sentence.

8. *eminent* (adj)

famous and admired, esp. of a person who has a high social position because of his/her excellent achievements in science, the arts, etc.

Ex. Ba Jing is one of the most eminent writers in China.

9. *pupil* (n)

person who is learning in school, not at college, or one who is taking lessons from a private teacher

Ex. The famous singer was Prof Zhou's pupil.

NB. In British English, the word 'student' refers to a person studying at a college or university whereas in American English it also refers to a boy or girl who is too young for college.

10. *argument* (n)

a. (the use of) a reason given in support of one's opinions and against other opinions

Ex. They spent hours in argument about how to spend the money.

There are many arguments against smoking/that one should not smoke.

b. disagreement, esp. one that is noisy; quarrel

Ex. The argument made her cry.

11. highly (adv)

a. to a high degree; very (esp. before adjectives)

Ex. a highly interesting film; a highly successful experiment

b. (very) well (esp. after 'think' and 'speak')

Ex. We think highly of him. (= We had a high/good opinion of him.)

He spoke very highly of her abilities.

(= He praised her abilities.)

12. academy (n)

a. an organization of people interested in the development of art, science, or literature, to which members are usually elected as an honour

Ex. the Chinese Academy of Sciences

b. a school for training in a special art or skill

Ex. a military academy; an academy of music

Structure

1. Emphatic 'It':

It + is/was + n/pron/adv, etc. + that (who)-clause

It is usually a noun, pronoun, adverb, or prepositional phrase that can be emphasized in this construction. If the noun or pronoun is a person, 'who' can be used instead of 'that'.

Ex. It was Tom who/that rescued us from the fire.

(Compare: Tom rescued us from the fire.)

It was I/me who/that helped her to move the table out of the house. (Compare: I helped her to move the table out of the house.)

It was the steam engine that started the Industrial Revolution. (Compare: The steam engine started the Industrial

Revolution.)

It was in 1979 that we met in Shanghai for the first time. (Compare: In 1979 we met in Shanghai for the first time.)

It was when I was already in bed that the telephone rang. (Compare: The telephone rang when I was already in bed.)

This construction is sometimes also found in questions.

Ex. What was it that made her so excited?

(Compare: What made her so excited?)

Note that the predicative and the though/although-clause cannot be emphasized in this construction. For example, it would be wrong to say: It is a teacher that he is.

2. Use of 'by + agent' in the passive sentence

In a passive sentence, the agent, or doer of the action, is often not mentioned.

Ex. A puma was spotted in the fields near London. (Compare: Somebody spotted a puma in the fields near London.)

The bridge is being repaired.

(Compare: They are repairing the bridge.)

The new railway has been completed.

(Compare: They/We have completed the new railway.)

These windows must be shut.

(Compare: We/You/They must shut these windows.)

The agent is only expressed when it is important to say who or what something is done by. And the by-phrase (agent) usually comes directly after the verb.

Ex. The trouble was caused by her mother.

The gate of the factory is opened by an old man every morning at six.

Notes to the Text

1. In those *days*, ... (L 2)

The word 'day' can mean 'time' or 'period' and is often used in the plural.

Ex. in these days, nowadays; at the present time
in those days; then; at that time
in my school days. In my day things were different.

2. *Because of* this, ... (L 4)

'Because' is a conjunction introducing a clause and 'because of' is a compound preposition followed by a noun or pronoun (but not by the -ing form of the verb).

Ex. Because of these difficulties, the plan was not fulfilled.
(Not, 'Because of having these difficulties, ...')

3. ... was *not* introduced *until* 1860 ... (L 11)

Note that 'not ... until' means, in Chinese, '直到……才……'.

Ex. We won't start until Bob comes.
She didn't arrive until 6 o'clock.

4. Though he was *technically* a prize-fighter, ... (L 14)

The adverb suffix, '-ly' can mean 'from a (stated) point of view'.

Ex. Musically (speaking), he's the cleverest member of his family.

The test was a success, scientifically
(= from a scientific point of view).

5. ... his young pupil *was quick to learn*. (L 21)

= ... his young pupil learned quickly.

Adjectives like 'quick', 'slow', 'prompt', etc. can be followed by an infinitive and they function like adverbs of manner.

Ex. He is slow to react. (= He reacts slowly.)

6. The two men quarrelled *bitterly* ... (L 23)