

《新概念英语》(新版) 辅导丛书

# 新概念英语

# 4

## NCE Conversation Practice

### 口语练习

主编：何其莘

顾问：Roy Kingsbury (英)

Julia Alexander (英)

Fluency in English

流利英语

编著：王琼琼

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

《新概念英语》(新版)辅导丛书

# 新概念英语

# 4

## NCE Conversation Practice

## 口语练习

**Fluency in English**  
**流利英语**

H31  
109=3C1  
:2(4)  
2005

主编: 何其莘

顾问: Roy Kingsbury (英)

Julia Alexander (英)

编著: 王琼琼

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

北京 BEIJING

京权图字 01 - 2004 - 3441

图书在版编目(CIP)数据

新概念英语口语练习. 4: 流利英语 / 何其莘主编; 王琼琼编著. —北京: 外语教学与研究出版社, 2005.6

(《新概念英语》(新版)辅导丛书/何其莘主编)

ISBN 7 - 5600 - 4792 - 0

I. 新… II. ①何… ②王… III. 英语—口语—自学参考资料  
IV. H319.9

中国版本图书馆 CIP 数据核字 (2005) 第 032944 号

出版人: 李朋义

责任编辑: 朱 宁

封面设计: 刘 莎

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷: 北京市鑫霸印务有限公司

开 本: 850×1168 1/32

印 张: 8.75

版 次: 2005 年 10 月第 1 版 2005 年 10 月第 1 次印刷

书 号: ISBN 7 - 5600 - 4792 - 0

定 价: 11.90 元

\* \* \*

如有印刷、装订质量问题出版社负责调换

制售盗版必究 举报查实奖励

版权保护办公室举报电话: (010)88817519

## 前 言

根据广大读者——特别是英语自学者——的要求，外语教学与研究出版社和朗文（Longman）公司共同推出了一批《新概念英语》（新版）的辅导用书，涵盖了自学导读、练习详解、词汇总表、语法及录音练习等方面的内容。第一批辅导用书出版后受到了广大读者的欢迎。

此次推出的第二批辅导用书包括：词汇随身听速记手册、口语练习、语法练习和词汇练习。

我们相信，这套新的辅导用书将为各个层次的学习者提供多方面的帮助，有助于他们通过学习《新概念英语》（新版）提高自己的英语综合运用能力。

何其莘

## 《新概念英语》(新版) 辅导丛书包括:

《新概念英语自学导读 1》

(*NCE Study Guide 1: First Things First*)

《新概念英语自学导读 2》

(*NCE Study Guide 2: Practice & Progress*)

《新概念英语自学导读 3》

(*NCE Study Guide 3: Developing Skills*)

《新概念英语自学导读 4》

(*NCE Study Guide 4: Fluency in English*)

《新概念英语练习详解 1》

(*NCE Exercise Companion 1: First Things First*)

《新概念英语练习详解 2》

(*NCE Exercise Companion 2: Practice & Progress*)

《新概念英语练习详解 3》

(*NCE Exercise Companion 3: Developing Skills*)

《新概念英语练习详解 4》

(*NCE Exercise Companion 4: Fluency in English*)

《新概念英语语法手册》(*An NCE Grammar Handbook*)

《新概念英语词汇大全》(*An NCE Complete Vocabulary List*)

《新概念英语词汇自学手册》(*An NCE Pocket Dictionary*)

《新概念英语录音练习手册 1》

(*Recorded Drills for NCE 1: First Things First*)

《新概念英语录音练习手册 2》

(*Recorded Drills for NCE 2: Practice & Progress*)

《新概念英语录音练习手册 3》

(*Recorded Drills for NCE 3: Developing Skills*)

《新概念英语录音练习手册 4》

(*Recorded Drills for NCE 4: Fluency in English*)

《新概念英语词汇随身听速记手册 1》

(*NCE Listening Vocabulary Companion 1*)

《新概念英语词汇随身听速记手册 2》

(*NCE Listening Vocabulary Companion 2*)

《新概念英语词汇随身听速记手册 3》

(*NCE Listening Vocabulary Companion 3*)

《新概念英语词汇随身听速记手册 4》

(*NCE Listening Vocabulary Companion 4*)

《新概念英语口语练习 1》(*NCE Conversation Practice 1*)

《新概念英语口语练习 2》(*NCE Conversation Practice 2*)

《新概念英语口语练习 3》(*NCE Conversation Practice 3*)

《新概念英语口语练习 4》(*NCE Conversation Practice 4*)

《新概念英语语法练习 1》(*NCE Grammar Practice 1*)

《新概念英语语法练习 2》(*NCE Grammar Practice 2*)

《新概念英语语法练习 3》(*NCE Grammar Practice 3*)

《新概念英语语法练习 4》(*NCE Grammar Practice 4*)

《新概念英语词汇练习 1》(*NCE Vocabulary Practice 1*)

《新概念英语词汇练习 2》(*NCE Vocabulary Practice 2*)

《新概念英语词汇练习 3》(*NCE Vocabulary Practice 3*)

《新概念英语词汇练习 4》(*NCE Vocabulary Practice 4*)

## 目 录

Lesson 1	Finding fossil man 发现化石人	(1)
Lesson 2	Spare that spider 不要伤害蜘蛛	(6)
Lesson 3	Matterhorn man 马特霍恩山区人	(12)
Lesson 4	Seeing hands 能看见东西的手	(18)
Lesson 5	Youth 青年	(24)
Lesson 6	The sporting spirit 体育的精神	(29)
Lesson 7	Bats 蝙蝠	(35)
Lesson 8	Trading standards 贸易标准	(41)
Lesson 9	Royal espionage 王室谍报活动	(47)
Lesson 10	Silicon Valley 硅谷	(53)
Lesson 11	How to grow old 如何安度晚年	(58)
Lesson 12	Banks and their customers 银行和顾客	(64)
Lesson 13	The search for oil 探寻石油	(70)
Lesson 14	The Butterfly Effect 蝴蝶效应	(75)
Lesson 15	Secrecy in industry 工业中的秘密	(80)
Lesson 16	The modern city 现代城市	(85)
Lesson 17	A man-made disease 人为的疾病	(90)
Lesson 18	Porpoises 海豚	(96)
Lesson 19	The stuff of dreams 话说梦的本质	(102)
Lesson 20	Snake poison 蛇毒	(108)
Lesson 21	Williams S. Hart and the early "Western" film 威廉·S·哈特和早期的“西部”影片	(114)
Lesson 22	Knowledge and progress 知识和进步	(120)
Lesson 23	Bird flight 鸟的飞行方法	(125)
Lesson 24	Beauty 美	(131)

Lesson 25	Non-auditory effects of noise 噪音的非听觉效应 .....	(136)
Lesson 26	The past life of the earth 地球上的昔日生命 .....	(142)
Lesson 27	The <i>Vasa</i> “瓦萨”号 .....	(148)
Lesson 28	Patients and doctors 病人与医生 .....	(153)
Lesson 29	The hovercraft 气垫船 .....	(159)
Lesson 30	Exploring the sea-floor 海底勘探 .....	(164)
Lesson 31	The sculptor speaks 雕塑家的语言 .....	(170)
Lesson 32	Galileo reborn 伽利略的复生 .....	(175)
Lesson 33	Education 教育 .....	(180)
Lesson 34	Adolescence 青春期 .....	(186)
Lesson 35	Space odyssey 太空探索 .....	(191)
Lesson 36	The cost of government 政府的开支 .....	(196)
Lesson 37	The process of ageing 衰老过程 .....	(201)
Lesson 38	Water and the traveller 水和旅行者 .....	(207)
Lesson 39	What every writer wants 作家之所需 .....	(213)
Lesson 40	Waves 海浪 .....	(219)
Lesson 41	Training elephants 训练大象 .....	(224)
Lesson 42	Recording an earthquake 记录地震 .....	(230)
Lesson 43	Are there strangers in space? 宇宙中有外星人吗? .....	(236)
Lesson 44	Patterns of culture 文化的模式 .....	(242)
Lesson 45	Of men and galaxies 人和星系 .....	(248)
Lesson 46	Hobbies 业余爱好 .....	(254)
Lesson 47	The great escape 大逃亡 .....	(260)
Lesson 48	Planning a share portfolio 规划股份投资 .....	(266)



## Lesson 1 Finding fossil man

### 发现化石人

#### I. Comprehension 理解

Read the passage in the Students' Book and ask yourself or your partner(s) the following questions. 阅读课文后, 用下列问题提问自己或同伴。

1. What is the main idea of the passage?
2. When and where, according to the passage, did people first learn to write?
3. How can people today learn something about the history of ancient people who have not left written records?
4. Are there any people in the world today who still cannot write?
5. How can they preserve their history?
6. What is a saga?
7. What is the use of sagas?
8. What is the name of the science that does research into the history of peoples?
9. What was the anthropologists' question about the Polynesian peoples now living in the Pacific Islands?
10. Where did the remote ancestors of the Polynesian peoples come from?
11. When did these migrations to the Pacific Islands take place?
12. Which tools can last for a long time? And which tools cannot?

13. What is the importance of anthropologists' work for mankind?

14. Do you know any interesting sagas and legends?

## II. Vocabulary 词汇

Make sentences of your own with the following words and phrases. 用下列词汇和短语造句。

1. to read of

\_\_\_\_\_

2. happen *v.*

\_\_\_\_\_

3. preserve *v.*

\_\_\_\_\_

4. recount *v.*

\_\_\_\_\_

5. saga *n.*

\_\_\_\_\_

6. legend *n.*

\_\_\_\_\_

7. to hand down

\_\_\_\_\_

8. to tell about

\_\_\_\_\_

9. migration *n.*

\_\_\_\_\_

10. anthropologist *n.*

\_\_\_\_\_

11. wonder *v.*

\_\_\_\_\_

12. like *prep.*

---

13. so... that

---

14. neither... nor...

---

15. to find out

---

16. to make sth. of

---

17. shape *v.*

---

18. may have

---

19. to rot away

---

20. remain *v.*

---

### III. Explanation 解释

Use your own words to paraphrase the following sentences.

用自己的话解释下面的句子。

1. The only way that they can preserve their history is to recount it as sagas—legends handed down from one generation of storytellers to another.

---

---

2. These legends are useful because they can tell us something about migrations of people who lived long ago, but none could write down what they did.

---

---

3. But the first people who were like us lived so long ago that even their sagas, if they had any, are forgotten.

---

---

---

4. Fortunately, however, ancient men made tools of stone, especially flint, because this is easier to shape than other kinds.

---

---

---

5. Stone does not decay, and so the tools of long ago have remained when even the bones of the men who made them have disappeared without trace.

---

#### IV. Reconstruction 改写

Reconstruct the passage from the following notes. 根据下列提示改写课文。

1. we can read of things—5,000 years ago—in the Near East—where people learn to write
2. but—people in some parts—now—not write
3. the only way—preserve history—recount—sagas—legends—one generation to another
4. legends—useful—tell—migrations—long ago—but—not write down—they did
5. anthropologists wondered—where—remote ancestors—Polynesian peoples—Pacific Islands—from
6. sagas explain—they—from Indonesia—2,000 years ago

7. but the first people like ourselves—lived so long—  
that even their sagas—forgotten
8. archaeologists—have neither history nor legends—  
help them to find out—first “modern men”—from
9. fortunately—ancient men made tools of stone—flint—  
because—easier to shape
10. they—may have used wood and skins—but—rotted away
11. stone—not decay—tools—long ago—have remained—  
even the bones of the men—have disappeared

## V. Discussion 讨论

Think about and discuss the following topics. 思考并讨论下列话题。

1. Have you seen any fossils? Where are they kept or displayed? What is the history behind them?
2. How can stories about customs or traditions help to preserve history?
3. Is it necessary to protect historical buildings and artifacts? Why?/Why not?
4. “Man is a history-making creature who can neither repeat his past nor leave it behind.” What do you think about this statement?
5. “To be ignorant of what occurred before you were born is to remain always a child. For what is the worth of human life, unless it is woven into the life of our ancestors by the records of history.” What does this sentence mean? Do you agree?

## Lesson 2 Spare that spider

### 不要伤害蜘蛛

#### I. Comprehension 理解

Read the passage in the Students' Book and ask yourself or your partner(s) the following questions. 阅读课文后, 用下列问题提问自己或同伴。

1. What is the main idea of the passage?
2. According to the passage, why should we protect spiders?
3. What would insects do to our crops, flocks and herds?
4. Why should we regard spiders as our friends?
5. What are other creatures that also eat insects?
6. What is the number of insects eaten by birds and beasts compared to that eaten by spiders?
7. Is there any harm that spiders may do to us or our belongings?
8. Are spiders insects? Are they closely related to insects?
9. What is the difference between a spider and an insect?
10. How many spiders are estimated in one acre in a grass field in the south of England?
11. How many spiders would there be on a football pitch?
12. How do we know the number?
13. Who conducted the census?
14. Is it possible to calculate out how many insects are killed by spiders?

15. Are spiders big eaters? Are they satisfied with only three meals a day?
16. What is the estimated weight of insects destroyed by spiders in Britain in one year?

## II. Vocabulary 词汇

Make sentences of your own with the following words and phrases. 用下列词汇和短语造句。

1. spare *v.*  
\_\_\_\_\_
2. destroy *v.*  
\_\_\_\_\_
3. to make it impossible  
\_\_\_\_\_
4. devour *v.*  
\_\_\_\_\_
5. to owe a lot to sb. /sth.  
\_\_\_\_\_
6. fraction *n.*  
\_\_\_\_\_
7. unlike *prep.*  
\_\_\_\_\_
8. to do harm to  
\_\_\_\_\_
9. belongings *n.*  
\_\_\_\_\_
10. as *prep.*  
\_\_\_\_\_
11. to relate to  
\_\_\_\_\_

12. at a glance

---

13. to be engaged in

---

14. on one's behalf

---

15. census *n.*

---

16. to be busy in doing

---

17. it is impossible to do

---

18. creature *n.*

---

19. to be content with

---

20. it has been estimated that...

---

### III. Explanation 解释

Use your own words to paraphrase the following sentences.

用自己的话解释下面的句子。

1. Insects would make it impossible for us to live in the world; they would devour all our crops and kill our flocks and herds, if it were not for the protection we get from insect-eating animals.

---

---



2. We owe a lot to the birds and beasts that eat insects but all of them put together kill only a fraction of the number destroyed by spiders.

---

---

3. Spiders are not insects, as many people think, nor even nearly related to them.

---

---

4. It is impossible to make more than the wildest guess at how many they kill, but they are hungry creatures, not content with only three meals a day.

---

---

5. It has been estimated that the weight of all the insects destroyed by spiders in Britain in one year would be greater than the total weight of all the human beings in the country.

---

---

#### IV. Reconstruction 改写

Reconstruct the passage from the following notes. 根据下列提示改写课文。

1. why—spiders—our friends
2. because—destroy insects—insects include—greatest enemies—human race
3. insects make it impossible—live in the world—because—devour crops—kill flocks and herds—if—not for—protection—insect-eating animals