

大学 新概念 英语

浙江大学NCE 教学参考书编写组编

浙江大学出版社

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前 言

新概念英语 (New Concept English) 是 70 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 1980 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 1984 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。练习附答案。

本书内容详尽, 补充材料丰实, 练习实用, 也适合于自学。书末附咨询单, 供读者提问题之用。

参加本书编写的是: 钟小满、柳中梁、应惠兰、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, 特此表示感谢。

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。

浙江大学外语系 “NCE 教学参考书” 编写组

1985年10月

再版说明

本书出版三年多来, 为全国大专院校广泛采用作为英语教材, 对提高学生英语水平效果显著。现我们将上、下两本及练习答案合并成册, 再次审订出版。

1989年4月

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I A Puma at Large

Pumas are large, cat-like animals which are found in America. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. However, as the evidence began to accumulate, experts from the Zoo felt obliged to investigate, for the descriptions given by people who claimed to have seen the puma were extraordinarily similar.

The hunt for the puma began in a small village where a woman picking blackberries saw 'a large cat' only five yards away from her. It immediately ran away when she saw it, and experts confirmed that a puma will not attack a human being unless it is cornered. The search proved difficult, for the puma was often observed at one place in the morning and at another place twenty miles away in the evening. Wherever it went, it left behind it a trail of dead deer and small animals like rabbits. Paw prints were seen in a number of places and puma fur was found clinging to bushes. Several people complained of 'cat-like noises' at night and a businessman on a fishing trip saw the puma up a tree. The experts were now fully convinced that the animal *was* a puma, but where had it come from? As no pumas had been reported missing from any zoo in the country, this one must have been in the possession of a private collector and somehow managed to escape. The hunt went on for several weeks, but the puma was not caught. It is disturbing to think that a dangerous wild animal is still at large in the quiet countryside.



Additional Information

Something about pumas,

The puma, also called cougar or mountain lion, is a large wild cat that preys on deer, elk, and other animals. It is the second largest cat in America. Only the jaguar, which is occasionally found near the Mexican border, is larger.

A puma has a small round head, long limbs, and a slender

muscular body. It stands 25 to 30 inches tall at the shoulder, is from 6 to 8 feet long, including its 30-inch tail, and weighs up to 170 pounds. Its short furry coat is greyish-brown.

Vocabulary

1. spot (n)

a. small mark

Ex. (example) a spot of ink on my shirt; blue cloth with red spots

b. a particular place

Ex. a pleasant, quiet spot; scenic spots; my favourite holiday spot; trouble spots in the world

on the spot (phr)

a. at the place of the action

Ex. The thief was caught on the spot.

b. at once

Ex. Anyone breaking the rules will be asked to leave on the spot.

spot (v)

a. mark or be marked with coloured or dirty spots

Pt. (pattern) spot + sth; be + spotted + with + sth

Ex. The soup spotted his tie.

My dress was spotted with ink.

b. see; discover; recognize

Pt. spot + sb/sth

Ex. A policeman spotted him.

He was at the front of the troops, so he was the first to spot the danger.

2. evidence (n)

indication; a reason for believing; proof

Ex. From the evidence, the police believe that two people

committed the crime.

Can you show me any evidence to support your theory?

3. *accumulate* (v)

increase in amount or number, collect or bring together

Pt. accumulate (+ adv/prep phr); accumulate + sth

Ex. Dust soon accumulates if we don't sweep our rooms.

By buying ten books every month, he soon accumulated enough for a library.

4. *oblige* (v)

compel to do by law, promise or duty, think it is necessary to do something

Pt. be + obliged + to V

Ex. They were obliged to sell their house in order to pay their debts.

Parents are obliged by law to send their children to school.

obliged (p. p/adj)

thankful, grateful

Ex. I am much obliged to you for your help.

NB. The word 'obliged' is more formal than 'thankful'.

5. *investigate* (v)

examine, inquire into

Pt. investigate (+ adv/prep phr); investigate + sb/sth

Ex. The police investigated the murder.

They thoroughly investigated the cause of the accident.

6. *claim* (v)

a. say, without showing much evidence, that something is a fact.

Pt. claim + to V; claim + that-clause

Ex. She claimed that she was the best student in the class.

I claim that these figures are correct.

He claimed to have done the work without help.

b. ask for, demand

Pt. claim (+sth) (+prep phr on/for)

Ex. He claimed 20 yuan from the driver for the injuries he suffered.

Does anyone claim this umbrella?

c. need, require

Pt. claim +sth (often, 'attention')

Ex. There are several matters that claim our attention.

7. *confirm* (v)

make sure, strengthen, ensure the truth of something

Pt. confirm +sth, confirm + that-clause

Ex. The new facts confirmed his opinion.

He would not confirm the report.

The engineer confirmed that the old machine should be replaced.

8. *prove* (v)

a. supply proof of; show to be true

Pt. prove +sth, prove + that-clause

Ex. Scientists can prove that air consists of many tiny bits of solid matter.

He has proved his courage in battle.

b. be seen or found (to be) in the end

Pt. prove (+ to be) + adj/n

Ex. The report proved (to be) true.

The experiment proved unsuccessful.

The plan proved impossible.

He proved (himself) to be a successful scientist.

proof (n)

9. *convince* (v)

persuade by argument, satisfy by proof, make somebody feel

certain of something

Pt. convince + sb + of + sth; convince + sb + that-clause

Ex. You have convinced me that I should go.

We couldn't convince him of his mistakes.

convinced (adj)

certain, sure

Ex. I am convinced of his honesty.

(= I am convinced that he is honest.)

10. *complain* (v)

say that one is not satisfied, that something is wrong, or that one is suffering

Pt. complain (+ to + sb) + of/about + sth/sb;

complain (+ to + sb) + that-clause

Ex. She complained to me of / about his rudeness.

(= She complained to me that he had been rude to her.)

We have nothing to complain of / about.

complaint (n)

Ex. Have you any complaints to make?

They are full of complaints about their food.

11. *possession* (n)

a. ownership (esp. in the phrase; in the possession of)

Ex. The house is in the possession of (= belongs to) my father.

cf. be in possession of; take possession of; own

Ex. My father is in possession of (= owns / has taken possession of) the house.

b. that which is possessed

Ex. These are all my private possessions.

The child's favourite possession was a little wooden dog.

possess (v)

own, have

Ex. A dog possesses a keen sense of smell.

12. *manage* (v)

a. control (esp. a business); deal with

Pt. manage + sth/sb

Ex. He is learning how to manage a hotel.

He couldn't manage his horse, and it threw him to the ground.

He knows how to manage her when she's angry.

b. succeed in doing something

Pt. manage (+ to V)

Ex. I just managed to get there.

It's heavy, but I can manage (to carry it).

Structure

1. V-ing/V-ed₂ (phrase) as postmodifier

A V-ing/V-ed₂ phrase can be used to modify a preceding noun. In such a structure, the V-ing/V-ed₂ phrase can be understood as equivalent to a relative clause.

Ex. I have a friend living in London (= who lives in London).

Will the people sitting at the back, (= who are sitting at the back) please, keep quiet?

Students attending this school (= who attend this school) have to wear uniforms.

The puma found in the village (= that was found in the village) escaped from the zoo.

He likes to read novels written in English (= which are written in English).

As may be noted from the above examples, the difference between the V-ing and V-ed₂ is that the former is used in the active sense whereas the latter is usually passive.

2. V-ing phrase as complement

Vt (active) + n/pron + V-ing; be + V-ed₂ (passive) + V-ing
Look at these sentences,

When we got there, we found him lying at the foot of the hill.

I heard someone knocking.

Puma fur was found clinging to bushes.

In these sentences, the V-ing phrase is grammatically known as subject/object complement. The verbs to be used in the structure are 'see', 'hear', 'feel', 'find', 'watch', 'notice', 'observe', etc.

More examples;

I saw him crossing the road.

We watched the children climbing up the hill.

He was heard singing in the next room.

The next day she was found playing the piano in her room.

Notes to the Text

1. A Puma at Large (Title)

'At large' here is a set phrase, meaning 'free', 'uncontrolled'.

2. ... which are found in America. (L 1)

In this sentence, 'are found' = (are known to) exist.

Ex. Pandas are found mainly in the south-eastern Himalayas.

3. When reports came into London Zoo that a wild puma had been spotted forty-five miles south of London, they were not taken seriously. (L 2)

a. Here, 'reports' means 'one report after another'.

b. 'that a wild puma had been spotted forty-five miles south of London' is an appositive clause, which tells what reports came to London Zoo.

c. The word 'south' here is an adverb, meaning 'to the south'.

d. Here 'take ... seriously' means 'treat ... as important or needing thought'.

4. ... who claimed *to have seen the puma* ... (L 9)
A perfect infinitive is used here to indicate the action of seeing happened before the main verb 'claim'.
5. ... a puma will not attack a *human being* unless it is *cornered*. (L 17)
 - a. A 'human being' means a 'person'.
 - b. The word 'corner' is here used as a verb, meaning 'drive into a corner' or 'put into a difficult position'.
6. *Wherever it went*, it left behind it a trail of dead *deer* ... (L 19)
 - a. 'Wherever it went' = No matter (不管) where it went.
 - b. The noun 'deer' takes the same form for both the singular and the plural; one deer, two deer, etc.
7. ... a businessman *on a fishing trip* ... (L 22a)
Here 'on' = engaged in, and the phrase '(going) on a fishing trip' means '(going) out in order to fish'.
8. As no pumas had been reported *missing* from any zoo in the country, this one *must have been* in the possession of... (L 24)
 - a. 'missing' is an adjective, used as subject complement (see "structure 2")
 - b. Here 'must + perfect infinitive' is used for deduction about the past.
9. The hunt *went on* for several weeks, ... (L 27)
Here 'went on' means 'continued', 'lasted'.
10. It is *disturbing* to think that ... (L 27)
The word 'disturbing' here is an adjective. It means 'worrying people' or 'causing people to become anxious'.

Exercises

1. Say whether the following statements are true or false. Give reasons to support your choice when you think the statement

is false.

- ① Pumas are large cat-like animals which are found 45 miles south of London.
 - ② London Zoo received information that a puma had been seen forty-five miles south of London.
 - ③ When the first reports were received, experts investigated the matter immediately.
 - ④ The hunt started in a small village where the puma was first seen by a woman.
 - ⑤ When the woman saw the puma, she immediately ran away.
 - ⑥ According to the experts a puma will not attack a human being unless it is in a corner.
 - ⑦ It was difficult to find the puma because it was moving from place to place all the time.
 - ⑧ Several people thought they heard the puma at night.
 - ⑨ After several weeks' search, the puma was found.
 - ⑩ The experts were unable to find out whom the puma belonged to.
2. Go over the following passage and fill in each of the blanks with a word which you think is suitable in the context.

Mrs Stone had spent the whole morning ____ blackberries. It was nearly lunch time, so she decided to ____ working and go home. She was just getting ____ to leave when she heard a noise in the ____ . Then she saw an animal which ____ like a cat. She knew it was not a cat because it was much ____ . The animal suddenly ____ towards her and she thought it was going to ____ her. She dropped her basket and began to cry for ____ . Hearing the sound, the animal turned and ____ away. Then Mrs Stone stopped ____ and ran all the way home. She told her neighbour that she had a narrow escape from a dangerous ____ .

but they did not believe her. She also telephoned the police but they did not ____ her words seriously.

3. Fill in the blanks with appropriate words from the passage, paying attention to the proper form of the verbs.

- ① Work started to ____ while he was ill.
 - ② The enemy were ____ to retreat because they had no more food supplies.
 - ③ I looked very carefully but I couldn't ____ her in the crowd.
 - ④ There wasn't enough ____ to prove him guilty.
 - ⑤ He ____ to be the best table-tennis player in the school, but he had not played against everyone.
 - ⑥ I am fully ____ that the animal people claimed to have seen was a puma because their descriptions were extraordinarily similar.
 - ⑦ How can you ____ that most metals expand when they are heated?
 - ⑧ Yesterday the police reported that a little boy was ____ from his home.
 - ⑨ It was ____ on the radio last night that scientists had discovered a new planet.
 - ⑩ The police ____ traffic accidents to find out their causes and discover if a law has been broken.
4. Turn the V-ing/V-ed₂ phrases in the sentences into relative clauses if possible. (Be careful about the choice of relative pronouns.)
- ① A student hoping to finish college in three years must work very hard.
 - ② Any customer not satisfied with the service in the store may complain to the management.