

# 主题英语立交桥

—大学英语 听 说 读 写 译 综合推进

姜欣 姜怡 主编



大连理工大学出版社

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——大学英语“听、说、读、写、译”综合推进

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大连理工大学出版社

## 图书在版编目(CIP)数据

主题英语立交桥:大学英语“听、说、读、写、译”综合推进/姜欣,姜怡编  
—大连:大连理工大学出版社,1997.1  
ISBN 7-5611-1205-X

I. 主… I. ①姜…②姜… II. 英语-高等学校-自学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(96)第 21644 号

### 主题英语立交桥 ——大学英语“听、说、读、写、译”综合推进 姜欣 姜怡 主编

\* \* \*  
大连理工大学出版社出版发行  
(大连市凌水河 邮政编码 116024)  
普兰店市第一印刷厂印刷

\* \* \*  
开本:787×1092 1/16 印张:11.75 字数:250千字  
1997年1月第1版 1997年1月第1次印刷  
印数:1—8000册

\* \* \*  
责任编辑:刘宪芹

责任校对:王伟

封面设计:孙宝福

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ISBN 7-5611-1205-X

H·149

定价:14.00元

**“主题英语立交桥”**适合于具备大学英语四级以上水平的读者,它是一本用于训练提高英语综合能力技巧的辅导书籍。本书从我国实情出发,以学生最迫切需要的主题与功能为主体设计,以提高实际语言应用能力为目的,以听、说、读、写、译五项技能纵横交叉的联贯训练为特色,具有广泛的适应面和很高的实用价值。

本书针对目前许多教材中存在的**内容分散,各项技能训练相互脱节,功能意念与主题无良好的整体联系**等现象,将英语学习中的**五项技能有机地结合起来,抓住主题核心,以功能意念为主线,调动学习者的主观能动性,将接收型技能与创造性技能练习融为一体,交替进行**。从不同角度,以不同形式,采用不同风格,运用不同手法层层深入,不断挖掘同一主题内容,并将其逐步引入特定的语言点与功能意念的操作运作。这样,在主题内容得到透彻理解,重点功能意念得以充分体现的同时,读者的**五项英语技能也达到熟能生巧的同步提高**。通过学习本书,读者还能领悟到触类旁通之内涵,体会到现实生活之贴近,从而很自然地走向能力表现的大舞台。

本书共分十章,每章紧扣一个主题,分别由**听、说、读、写、译**五部分组成。这五个部分内容的体裁、形式、风格各异,但中心内容紧密相连,所体现的重点语言功能从精心设计的场景及五个不同的技能角度反复出现:**“听”**到的信息可用于充实**“说”**的内容;**“说”**的内容反过来又可提高**“听”**的技巧;**“读”**不仅仅进一步巩固加强了**“听”**与**“说”**的能力,而且为下一步的**“写”**打下基础,而**“写”**又为**“读”**的浓缩与深入;最后一部分的**“译”**则可被视为对

前四部分的精炼概括和总结。在每一章节中,各项功能技巧的训练相辅相成,环环相扣,构成了一个纵横交错而又完整统一的功能技巧训练“**立交桥**”,读者可在此座“**立交桥**”上畅行:在学中用,在用中学,英语能力必然会得到稳步提高。

为方便读者,本书在每章开始刻意安排了“**热身辅助**”(Warm-up Aid)这一项,旨在帮助读者熟悉本章主题功能所涉及的常用词、词组及句型等,并附有形象生动的图画以启迪读者的想象力。本书的听与说部分均配有磁带,由美籍教师录音,上海海文音像出版社录制。

本书编写具体分工如下:

冷慧:第一章;王慧莉:第三、四章;牛晓春:第二、七章;刘淑彦:第八、十章;姜欣、姜怡:第五、六、九章。全书由姜欣、姜怡设计、统稿、修改,由孔庆炎教授精心指导,审定。

由于编者能力有限,经验不足,书中肯定存在某些错误及不妥之处,我们衷心企盼广大读者的批评建议。

**编者**

1996年12月

# A Brief Introduction of the book

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Topic English Flyover is a book written for non-English majors above Band 4 level. Its guiding principle is the National Syllabus and its objective is to improve students' practical proficiency in English. It will train the students' communicative skills in listening, speaking, reading, writing, and translating with a series of integrated exercises.

Topic English Flyover is basically topic/function approached. It contains 10 units with each one focusing on only one topic and the application of a few related functions. Each unit is divided into five parts. The five parts, varied in style or in discourse, all centre on the same topic in order to get a recycling and reinforcing effect. Different situations and notions are introduced to coordinate naturally with different functions. Various forms of exercises are provided to ensure the progress. It is expected that the emphasized aspects may largely cover students immediate and target needs.

The characteristic of the book is its good exploitation of the receptive skills (listening, reading) to train the productive skills (speaking, writing, translating) and vice versa. It does not only provide the students with new input, but also, and more importantly, helps the students to transfer the input into practical application and gradually learn to use different skills better and eventually improve their English proficiency to a higher level.

The five parts are:

1. **Listening:** This part opens the door to each unit and functions as warm-up section for the following parts. It contains dialogues or a talk/a discussion/a monologue of about 500 words. Two or three tasks are provided to facilitate and check the comprehension.
2. **Speaking:** It contains a short passage/monologue of about 300~400 words in spoken style, which is closely related to the content of the listening part. Some useful patterns and expressions (about 15) are given to guide the speaker. The model speech is provided both on tape (for another chance to train your listening) and in Scripts for reference.

3. **Reading:** This is the longest part of the whole unit. It includes one passage of about 1000 words which enlarges and reinforces the listening and speaking materials; one or two more passages for extensive reading practice; four to six tasks to ensure a thorough understanding.
4. **Writing:** Two different forms of writing tasks are designed for this part: 1). A composition. Some sentences (in English or in Chinese) have been provided to guide the students in this exercise. And 2). An abstract/summary of the major passage. The samples are provided in Model Compositions for reference.
5. **Translating:** This part provides students with an opportunity to go back to the previous parts. In this part, 20 to 30 sentences centring the major functions and language points are assigned for translation practice, 10/15 sentences from English to Chinese (mainly selected from the materials in the unit), and 10/15 from Chinese to English (focusing on the emphasised patterns, expressions and functions of the very unit). Suggested versions are provided in Key for the students to refer to.

The 10 topics and functions concerned are:

1. *On Some Social Occasions*  
(introducing people, giving thanks, expressing emotions)
2. *Life on Campus*  
(describing, presenting, narrating)
3. *Cultural Differences*  
(making comparison and contrast)
4. *Sports Enjoyment*  
(giving comments, narrating and explaining)
5. *Points to Bear in Mind in Job-Hunting*  
(enquiring and acquiring information, giving advice)
6. *The Selection of a Suitable Career*  
(expressing satisfaction and dissatisfaction, giving opinions)
7. *In Some Cases of Emergency*  
(warning, reminding, asking for help)
8. *Some English Study Skills*  
(giving suggestions and advice, agreeing and disagreeing)
9. *Something about Advertising*  
(persuading, negotiating, encouraging, reassuring)
10. *Environment Protection*  
(showing concern, warning)

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# Unit One

## On Some Social Occasions



**Warm-up aid** Useful patterns concerning the topic:

### I Greetings

- A — Good afternoon/morning/evening. Long time no see.  
— Yeah, it's been a long time. Too long.
- B — Hello! How're things with you?  
— Fine, thanks. How're you doing?

C — Hey! How're you (doing)?

— Just so-so. How about you?

D — Hi! How's it going?

— Not bad. And you?

## II Farewell and Leave-takings

A — Bye-bye/Good-bye.

— Bye.

B — Enjoy talking with you this afternoon.

— It's my pleasure, too.

C — See you again.

— Sure thing.

D — See you later.

— See you.

E — Take care of yourself.

— Good-bye.

F — Take it easy.

— You, too.

G — Thank you for a lovely afternoon/evening/meal.

— Thank you for coming to see us.

## III Introducing People

A Allow me to introduce myself. I'm Lucy.

Hello. My name's Peter.

Hi. I'm Ruth.

I'd like to introduce myself. I'm Betty.

I'd like you to meet my friend, John.

I don't think you know Stephen.

Let me introduce my wife to you.

May I introduce my classmate to you?

May I introduce myself? My name's Bob.

B Nice/Pleased to meet you. I'm Michael.

## IV Giving Thanks

Thanks/Thank you/Thanks a lot.

That was very kind of you.

It was very nice of you to help me.

How can I ever thank you enough?

I appreciate what you've done for my family.

## V Giving Compliments

Congratulations!

I must congratulate you. That was a brilliant/wonderful performance.

Marvelous! I'm so glad you've made it.

That's a lovely dress.

Well done!

You look very well. Very well indeed.

Your new hair-cut is very attractive.

## Part I Listening: Introducing and Greeting People

**Directions:** *Listen to the dialogues of introducing and greeting people on different social occasions. Listen carefully and then do the exercises.*

**Task I** *Write your brief answers with the information you have got from the dialogues.*

### Dialogue A

#### AT A SEMINAR

1. How many speakers are talking?

\_\_\_\_\_

2. Who is Professor Marlow?

\_\_\_\_\_

3. Why is Professor Marlow late for the seminar?

\_\_\_\_\_

4. What is the relationship between the speakers?

\_\_\_\_\_

### Dialogue B

#### AT A CHRISTMAS PARTY

5. Who is John?

\_\_\_\_\_

6. Where has Karen been?

\_\_\_\_\_

7. What does Lucy offer to the Browns and John?

\_\_\_\_\_

### Dialogue C

#### AT MR. SMITH'S OFFICE

8. Where does Emily Cheng work in China?

---

9. Who is Harry Smith?

---

10. Why has Emily Cheng come to see Harry Smith?

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**Task II** Choose the best answers from the four supplied options according to the three dialogues.

1. Jennifer doesn't know where they should sit mainly because \_\_\_\_\_.
  - a. they have no tickets
  - b. there are no free seats
  - c. they don't know whom to sit together with
  - d. they are late for the seminar
2. Steve is waiting for Professor Marlow so as to \_\_\_\_\_.
  - a. introduce Jennifer and Rani to him
  - b. talk with him about the Children's Magazine
  - c. find a parking lot for him
  - d. talk about his essay for publication
3. Which one is not the reason why John has come to visit China?
  - a. To meet Karen's students.
  - b. To tour around China.
  - c. To enjoy a White Christmas.
  - d. To visit Mr. and Mrs. Brown.
4. Mr. Smith asks Ms. Cheng to wait for a minute because he \_\_\_\_\_.
  - a. wants to learn how to pronounce her name well
  - b. will inform the teacher of her coming to his class
  - c. likes to give Ms. Cheng a minute to rest
  - d. needs to arrange her observation with other teachers
5. Which of the following ways of introduction would not be proper if Rani and Jennifer were introduced to Professor Marlow in the formal seminar?
  - a. Professor Marlow, allow me to introduce my friends Rani and Jennifer to you.
  - b. May I introduce my friends, Jennifer and Rani to you, Professor Marlow?
  - c. Jennifer, Rani, I'd like you to meet Professor Marlow.
  - d. Professor Marlow, I don't think you know my friends Jennifer and Rani.

## Part II Speaking: Making Speeches

**Directions:** Imagine you are going to make speeches on different formal social occasions. The

## Speech A INTRODUCING A GUEST SPEAKER

## INTRODUCING A GUEST SPEAKER

1. Greetings and opening remarks — Good morning/afternoon! It gives me a great pleasure/honor to ... (introduce our distinguished guest Professor Robins).

3. Expressing thanks—It is our honor, therefore, that... (he has agreed to come to our university to talk with us).

**Speech B EXPRESSING THANKS TO A FOREIGN GUEST AT A BANQUET**

## EXPRESSING THANKS TO A FOREIGN GUEST AT A BANQUET

1. Greetings and opening remarks — Good evening/morning! Our guest ... (Mr. Robins), after ... (having done a lot to help us), is leaving for ... (America).

3. Expressing thanks and expressing good wishes — Now let me take the opportunity to ... (thank him for all his efforts and his friendship). I wish that ... (Mr. Robins could come to visit China again in the near future).

**Speech C**                      **A SPEECH AT A FAREWELL PARTY**

### A SPEECH AT A FAREWELL PARTY

1. Greetings and opening remarks — I'd like to take/use this opportunity to ... (say something to express my gratitude/thanks).

3. Expressing thanks and emotions — Everybody has been so ... (kind/helpful/



friendly) to me. I feel as if ... (I were at home). I don't know how to ... (thank you enough/express my gratitude). It's sad to have to ... (leave you/say good-bye to you).

4. Expressing hopes and wishes — I hope that ... (our cooperation will achieve greater success in future), I wish ... (I could join you again some day). I'm hoping for ... (an opportunity to treat you at my place). If only time did not fly this quickly.

5. Closing remarks and proposing a toast — Let me propose a toast to ... (the health of everybody/the friendship).

## Part III Reading: Proper Behaviours on Some Social Occasions

### Passage A WHEN AT ROME, DO AS THE ROMANS DO

**Directions:** *Read the following passages about proper behaviours on different social occasions and do the exercises.*

People of the same area generally speak the same language and share the same cultural values. Each country or society then forms its own traditions and customs, that is, its own ways of doing things. Many foreign language students, therefore, find it interesting and indispensable to learn foreign culture in order to learn to use the language appropriately and really well.

Introducing and greeting people are cultural behaviours. How do people in the West introduce and greet people for the first time? Since cross-cultural communication in China has been studied only recently as a new subject, many English learners still do not realize the importance of English culture, while they are learning by heart English grammar and vocabulary. Here are several tips that will guide you to behave properly in English contexts when you are on some social occasions.

Firstly, when introducing people, the polite and appropriate way is to introduce the young to the old, a man to a woman of about the same age, a person in a lower position to a person in a higher position, and someone you know well to someone you know less well.

Secondly, use "How do you do?" to greet someone you have been introduced to on very formal occasions. It is a greeting, not a question. However, Americans rarely use it, for they consider the expression too formal to make people feel comfortable. Anyway, the matching response is "How do you do?". On most occasions, if you want to start conversations after being introduced to the person, use "Hello! How are you?" or "Glad to meet you", "Pleased to know you." If you run into a friend or an acquaintance that you have met or been introduced to before, you can greet them by saying politely "Hello! It's nice to see you