

Essential English

for



主编 陈国亭 仲艳琴

零起点英语学习系列之二

ORAL 精编交流英语

COMMUNICATION



哈尔滨工业大学出版社

零起点英语学习系列之二

精编交流英语

主 编 陈国亭 仲艳琴
副主编 魏绪涛 王 双

哈尔滨工业大学出版社

主 编 陈国亭 仲艳琴

副 主 编 魏绪涛 王 双

参编人员 (以下按姓氏笔画排序)

王明贝 王晨爽 王颖轶 仲艳琴

李 傲 李春梅 张丽丹 陈国亭

赵 明 修 芸 程 杰 翟晓慧

魏绪涛

图书在版编目(CIP)数据

精编交流英语/陈国亭主编. —哈尔滨:哈尔滨工业大学出版社, 2007.5

ISBN 978-7-5603-2525-5

I. 精… II. 陈… III. 英语-口语-教材 IV. H319.9

中国版本图书馆 CIP 数据核字(2007)第 063024 号

责任编辑 孙雅杰

责任校对 许秀慧

封面设计 卞秉利

出版发行 哈尔滨工业大学出版社

社 址 哈尔滨市南岗区复华四道街 10 号 邮编 150006

传 真 0451 - 86414749

网 址 <http://hitpress.hit.edu.cn>

印 刷 哈尔滨市工大节能印刷厂

开 本 850mm × 1168mm 1/32 印张 10.375 字数 26.8 千字

版 次 2007 年 5 月第 1 版 2007 年 5 月第 1 次印刷

书 号 ISBN 978-7-5603-2525-5

印 数 1 ~ 3 000

定 价 16.80 元

(如因印装质量问题影响阅读, 我社负责调换)

前 言

本书是一部英语学习的中级教材,是为已经掌握一定基础的英语学习者进一步提高交流能力而编写的。其宗旨是主观能动地培养学习者说英语的能力。这个阶段的英语学习者可能做不到用词精确、造句地道,一个现实的目标是能将自己的基本思想用英语简明扼要地表达清楚,其中可能夹杂着一些汉式英语句或洋泾浜英语,但这是一个不可避免的学习过程。这时的英语学习,不是以英美人怎么表达为准,而应以中国人如何能将自己的思想用英语大致表达出来为目的。如果能用十句八句把自己的基本观点和想法用英语表达明白,就应看做是一种成功,而不能过高地要求纯正和地道。这样,我们这本书的编撰原则是:中国人的思想(思维)、英语的表达。

我们把言语交流主要归纳为四大方面:(1)介绍情况(人或事物概况、自己的现状);(2)讲述一个过程;(3)表达自己的观点;(4)与别人讨论问题。其中每个方面又大致分为五个话题,每个话题基本由两个短文和两个对话构成。这之中,我们将每个短文及对话分解成单个句子,给出可替换词语,这样便可以生成无数个适应说话者表达思想需要

的句子,然后,再将这些句子按需要和表达程序重新组合,成为又一篇具有新思想的短文。这实际上是在训练学习者掌握分解与重组的方法,并很快具备独立运用英语构思的能力。

本书对英美国情文化和语法疑难点均做了适当的注释,本书为保证语言的纯正和实用,所有英语部分均经哈尔滨理工大学外语系外教 Briggs Ikpeme 和 Jeffrey John Ortlieb 两位专家审订,在此我们表示衷心的感谢。相信读者掌握本书主要内容之后,实际交际能力会有较大提高。

由于我们水平有限,书中不足乃至错误在所难免,诚望读者批评指正。

主编联系地址:150080,哈尔滨,黑龙江大学 125# 陈国亭

联系电话:(0451)88197949

E-mail: cgt 20032001@yahoo.com.cn

编 者

2007 年 4 月

目 录

第一部分 介绍情况

Lesson 1 第一课	1
Text 1 Michael Jordan	1
Text 2 Bill Gates in His Boyhood	7
Dialogue 1 About Music	14
Dialogue 2 City League Basketball	18
Lesson 2 第二课	21
Text 1 Personal Statement	21
Text 2 A Typical Job Application	28
Dialogue 1 New at Job-hunting	33
Dialogue 2 How to Write a Résumé	36
Lesson 3 第三课	40
Text 1 Sydney Opera House	40
Text 2 British Universities	47
Dialogue 1 Building the Next Great Wall	54
Dialogue 2 Talk about the World Expo	58
Lesson 4 第四课	64
Text 1 American Space, Chinese Place	64
Text 2 American's Attitude toward Older People	70
Dialogue 1 Chinese and Western Medicine	76
Dialogue 2 Chinese and American Hobbies	80
Lesson 5 第五课	85
Text 1 American Food Habits	85
Text 2 The English Character	91
Dialogue 1 Dumpling and Rice	96

Dialogue 2 On American Festivals	99
--	----

第二部分 讲述过程

Lesson 6 第六课	104
Text 1 Stranger than Fiction	104
Text 2 Choosing One Life Means Giving up Others	110
Dialogue 1 What Do You Think of This Letter?	115
Dialogue 2 Impolite Questions for Foreigners	118
Lesson 7 第七课	121
Text 1 Mackenzie's First Exploration	121
Text 2 Ten Minutes in Hell	125
Dialogue 1 A Quarrel	129
Dialogue 2 I was Cheated by False Advertising	134
Lesson 8 第八课	139
Text 1 An Extra Car Key	139
Text 2 Putting Dreams to the Test	144
Dialogue 1 It Was Very Kind of You to Invite Us	148
Dialogue 2 How to Learn Oral English	151
Lesson 9 第九课	153
Text 1 Peruvian Troops end Hostage Crisis	153
Text 2 Sudden Attack from the Air	158
Dialogue 1 The Mayor's Speech on TV	162
Dialogue 2 Terrorism	165
Lesson 10 第十课	170
Text 1 Summer Holiday	170
Text 2 Telling the West about China	175
Dialogue 1 About Yesterday's Conducted Tour	181
Dialogue 2 The Return Visit	184

第三部分 表达观点

Lesson 11 第十一课	189
Text 1 Every living Person Has Problems	189
Text 2 Life Is Full of Choices	193
Dialogue 1 A Successful Businessman	197
Dialogue 2 A Singing Contest	199
Lesson 12 第十二课	202
Text 1 The Value of Time	202
Text 2 Wait Another Three Days	206
Dialogue 1 An Old Fable and Modern Business	208
Dialogue 2 A Conversation between a Child's Parent and his Teacher	211
Lesson 13 第十三课	216
Text 1 Saving Sea Turtles	216
Text 2 The Earth's Getting Hotter	221
Dialogue 1 Cleaning up the Environment through Bacteria	224
Dialogue 2 The Troubled Earth	227
Lesson 14 第十四课	232
Text 1 East and West	232
Text 2 Cloning	236
Dialogue 1 Energy Shortages in Saudi Arabia	239
Dialogue 2 Health Care Industry in China	242
Lesson 15 第十五课	244
Text 1 Learn to Learn, not to Study	244
Text 2 Bill Clinton: Fight against Youth Smoking	249
Dialogue 1 Choosing a University	253
Dialogue 2 Why Work in China	257
Dialogue 3 Increasing Number of Foreign Experts	260
附文 Population and Society	262

第四部分 讨论问题 交流思想

Lesson 16 第十六课	266
Dialogue 1 How to Make Dumplings	266
Dialogue 2 Young Business People	270
Dialogue 3 A Best Seller	274
Lesson 17 第十七课	279
Dialogue 1 Basketball — A Team Sport	279
Dialogue 2 At the Football Stadium	282
Dialogue 3 A Champion Comes Through	285
Lesson 18 第十八课	289
Dialogue 1 Chinese Marriage	289
Dialogue 2 Breaking Up	292
Dialogue 3 Solving a Family Crisis	294
Lesson 19 第十九课	300
Dialogue 1 An Extract of an Interview	300
Dialogue 2 Could I Get a Part-Time Job?	305
Dialogue 3 The Probability of Space Travel in the Future.	308
Lesson 20 第二十课	312
Dialogue 1 At the Graduation Party	312
Dialogue 2 The Way to the Riverside Church	316
Dialogue 3 May I Ask You Some Questions?	319

第一部分 介绍情况

Lesson 1 第一课

Text 1 Michael Jordan

There were already signs that Michael Jordan had a great deal of talent. Harvest Smith who played basketball with him every day thought he was the best player: not tall, but very quick.

There was no doubt as to which of the two of them was the better player—it was Michael. But on the day the players were announced, Smith's name was on the list, and Michael's was not.

It was the worst day of Jordan's young life. He kept on reading the list, hoping that he had missed it. That day he went home by himself sadly. After he entered the room, he burst into tears.

"We knew Michael was good," his coach said later, "but we wanted him to play more and more and we thought the jayvee was better for him." He easily became the best player on the jayvee that year.

"The first time I ever saw him, I had no idea who Michael Jordan was. I entered the gym when the jayvee game was just ending. There were nine players on the court, but there was one kid playing his heart out. With the way he was playing I thought his team was down one point. So I looked up at the clock and his team was down with twenty points and there was only

one minute left. It was Michael, and I quickly learned he was always like that." His coach said so.

Between the time he was cut off and the start of basketball in his junior year, Jordan grew about four inches. His speed had always been quick, and now he was stronger, and he could dunk. He was as driven as ever, the hardest-working player on the team during practice. If he thought that his teammates were not working hard enough, he would persuade them himself or pushed the coaches to persuade them. Suddenly Laney High had a very good basketball team, and its rising star was Michael Jordan.

I .New Words & Expressions (生词和习惯用语)

- deal [di:l] *n.* 大量,许多;交易,买卖,生意
talent ['tælənt] *n.* 天才,天资,才能;人才
player ['pleiə] *n.* 演员;游戏者;运动者
doubt [daʊt] *n.* 怀疑,不相信 *v.* 怀疑
burst [bɜ:st] *v.* 爆发;猝发 *n.* (一阵)点射
jayvee ['dʒei'vi:] *n.* & *adj.* (院校或俱乐部的)二线队(的);二线队员(的)
enter ['entə] *v.* 进入
gym [dʒim] *n.* (= gymnasium) 体育馆
end [end] *v.* 结束;终止
kid [kid] *n.* [俚]小孩;年轻人
down [daʊn] *adj.* 落后的
point [point] *n.* 〈体〉分
coach [kəʊtʃ] *n.* 教练;四轮大马车,长途汽车 *v.* 训练,指导
junior ['dʒu:njə] *adj.* 年少的;年轻的
inch [intʃ] *n.* 英寸(一英尺的十二分之一)
speed [spi:d] *n.* 速度
dunk [dʌŋk] *v.* 〈体〉(篮球)扣篮
teammate ['ti:meit] *n.* 队友

persuade [pə'sweɪd] *v.* 说服, 使相信

push [pu:ʃ] *v.* 推, 推动

high [haɪ] *n.* [美口] 中学

beginning [bɪg'ɪnɪŋ] *n.* 开始; 开端; 起点

star [stɑ:] *n.* 星; 明星

keep on 继续 (进行)

have no idea 不知道

play out (使) 筋疲力尽; 把 (比赛) 进行到底

II .Notes (注释)

1. Michael Jordan ['maɪkl'dʒɔ:dn] 迈克尔·乔丹

2. Harvest Smith ['hɑ:vɪst 'smiθ] 哈维斯特·史密斯

3. Laney High ['læni 'haɪ] 兰尼中学

III .Meaningful Structure Patterns (语义句型结构)

1. There were already signs that **Michael Jordan** had a good deal of

Tom

Mary

they

talent.

money.

wisdom.

wealth.

2. There was no doubt which of **the two of them** was the

the two girls

the twins

the three

better player.

more beautiful one.

cleverer.

most diligent.

3. He kept on **reading the list**, hoping that
 working hard ,
 encouraging his son ,
 criticizing the student ,

he had missed it.

he had passed the exam .

he would make greater progress .

he could correct his mistakes .

4. The first time I ever **saw him**, I had no idea
 came here ,
 met you ,
 went to your office ,

who Michael Jordan was . .

what I should do .

what kind of person you are .

where I put the homework .

5. There were **nine players** **on the court**, but there was
 many students *in the classroom* ,
 some boys *in the open air* ,
 a few of girls *in the hall* ,

one kid playing.

one child reading .

a boy running .

a girl singing .

6. **His** team was down **twenty points** and there was only

Shanghai *two points*

The Japan' s *five points*

Dalian *ten points*

one minute left.

half a minute

ten seconds

two minutes

7. He was as **diligent** as ever.

lazy

busy

kind

IV. Cultural Notes (文化点滴)

迈克尔·乔丹

1963年2月17日生于美国,身高1.98m,体重98.1kg。

场上位置:后卫

NBA生涯:14个赛季(1984~1993、1994~1998、2001~2002)

主要战绩:6次获得NBA总冠军:(1990~1991, 1991~1992, 1992~1993, 1995~1996, 1996~1997和1997~1998) 2次夺得奥运会冠军:1984年、1992年

荣誉:1985年获NBA年度最佳新人奖

6次当选NBA总决赛最有价值球员(1991, 1992, 1993, 1996, 1997, 1998)

5次当选NBA最有价值球员(1988, 1991, 1992, 1996, 1998)

3次当选NBA全明星赛最有价值球员(1988, 1996, 1998)

1996年当选“NBA历史上最伟大的50位球员”之一

单场得分纪录:69分(1990年3月28日对骑士队)

V. Translation (译文)

迈克尔·乔丹

已经有迹象表明迈克尔·乔丹很有天赋。每天与他打篮球的哈维斯特·史密斯认为他是最好的球员:虽然个子不高,但是速度非常

快。

要说他们两个之中谁是更出色的球员,那么毫无疑问是迈克尔。但是在校运动队队员被公布那天,名单上有史密斯的名字,却没有迈克尔。

对于年轻的乔丹来说这一天简直糟透了。他一遍又一遍地看着,真希望是自己看漏了,那天他独自回了家,进屋后便大哭起来。

他的教练后来说:“我们知道迈克尔很出色,但我们想让他多练练,所以觉得二队更适合他。”就在那一年他轻松地成了二队中最出色的队员。

“我第一次见到他的时候,我不知道迈克尔·乔丹是谁。我走进体育馆的时候,二队比赛正接近尾声。场上有九个球员,但只有一个孩子在努力打完比赛。他打比赛的那种架势,我还以为他的队落后 1 分。于是我抬头看了一下表,他的队落后 20 分,而比赛时间只剩 1 分钟了。是迈克尔,我很快知道他总是如此。”他的教练这样说。

从乔丹少年时开始打篮球到被筛选掉的这段时间,他长了四英寸。他的速度仍然是那么快,只是现在他健壮了许多,并且也能扣篮了。他一直充满着紧迫感,他是队中最勤于练球的队员。倘若他发现队友不够努力,他就会亲自去说服他们,或者鼓励教练去做说服工作。一时间兰尼中学出了一支非常优秀的篮球队,而一颗冉冉升起的明星就是迈克尔·乔丹。

VI. Writing Practice (习作)

Xiao Wang

There were already signs that **Xiao Wang** had a great deal of talent. Xiao Zhang, who **often** played the **violin**⁽¹⁾ with him, thought he was the **best performer: performing gracefully and very skillfully.**

There was no doubt as to which of the two of them was the better **performer**—it was **Xiao Wang**. But on the day the **performers, who would engage (take part) in a musical contest**, were announced, Xiao Zhang's

name was on the list, **but Xiao Wang's** was not.

It was the worst day of **Xiao Wang's** young life. He kept on **looking over**⁽²⁾ the list, hoping that he had **got it wrong**. That day he went to his **dormitory alone**⁽³⁾ sadly.

"We knew **Xiao Wang** was good," his **teacher** said later, "but we wanted him to play more and more." Later, there was **a contest** in which he would score **the highest** point.

Between the time he was cut off and the start of **playing the violin** in his **younger**⁽⁴⁾ years, **Xiao Wang** grew **more mature**. His **basic skills** had always been **astonishing**, and now **his skills** were more **perfect**. He was as **diligent**⁽⁵⁾ as ever, the hardest-working player **in his class** during practice. If he thought that his **classmates** were not working hard enough, he would persuade them himself or pushed **the teachers to persuade them**. **Gradually**, he became a **popular** star.

violin [ˌvaɪəˈlɪn] *n.* 小提琴

diligent [ˈdɪlɪdʒənt] *adj.* 勤勉的, 用功的

performer [pəˈfɔ:mə] *n.* 演奏者

gracefully [ˈɡreɪsfʊli] *adv.* 优美地

skillfully [ˈskɪlfəli] *adv.* 灵巧地, 熟练地

mature [məˈtʃʊə] *adj.* 成熟

astonish [əsˈtɒnɪʃ] *adj.* 使惊讶

(1) play **basketball/football/the violin** 打篮球/踢足球/拉小提琴

(2) keep on **reading/looking over/checking the list** 反复看/检查名单

(3) go home **by himself/alone/on his own** 独自回家

(4) in his **junior/young/old** year 在他少年/青年/老年的时候

(5) be as **driven/diligent/lazy** as ever 像以往一样有紧迫感/勤奋/懒惰

Text 2 Bill Gates in His Boyhood

As a child—and as an adult as well—Bill was untidy. He hated wast-

ing time, whether at work or during his leisure time.

Bill's contemporaries recognized that he was exceptional. When he was nine or ten years old, he talked like an adult and could express himself in ways that nobody could understand.

Bill was also well ahead of his classmates in mathematics and science. He needed to go to a school that challenged him. His parents decided to send him to Lakeside—an all-boys' school for exceptional students. It was Seattle's most restricted school and was famous for its strict academic demands, a place where "even the dumb kids were smart."

Lakeside allowed students to go after their own interests, to whatever extent they wished. It was the ideal place for someone like Bill Gates.

In 1968, the school made a decision that would change thirteen-year-old Bill Gates' life.

Funds were raised mainly by parents, which enabled the school to use a computer—a Program Data processor (PDP)—through a teletype machine. Bill Gates was immediately attracted, and so was his friend, Paul Allen.

Whenever they had free time (and sometimes when they didn't) they would go to the computer room hurriedly to use the machine. The students became so interested that they soon were better than their teachers in knowledge about computing, and got into a lot of trouble because of their obsession. They were neglecting their other studies—every piece of work was handed late, and classes were cut.

At fourteen, Bill was already writing short programs for the computer to perform. Early games programs were written in what was to become Bill's second language, BASIC.

If Bill Gates was going to be good at something, he was sure to be the best.

Computer time was expensive and, because both boys were desperate to get more time and because Bill already had found what they could succeed financially, Bill and Paul decided to set up a company: The Lakeside Pro-