

王强·编著

# 王强口语

2

让你的嘴里也刮起一场美语的风暴！

王强英语工作室

SPEAKING  
YOUR  
MIND

征服无数学子的当代美式口语“教父”之心血力作！

中国第一美语思维口语理念精华集成！



辽宁教育出版社



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致谢:

本书著者感谢新东方图书总策划包凡一先生、美籍专家白若德先生、我的助理芦裔颖小姐、以及图书事业部的王薇、胡怀栋、李蕾、杨晓燕、胡馨颖在本书制作过程中所付出的辛勤劳动;加拿大英语专家 Karin Zuppiger 女士,中国录音录像出版总社沈凡鹤录音师在本书录制过程中以高超的专业水准使得本书的录音达到了最佳的效果;辽宁教育出版社在版式的制作方面进行了精心的设计,与本书的内容保持了高度的完美一致。



# 从鬼话到人话

——中国人究竟应该怎样学英语口语

**"A word is dead**

**When it is said,**

**Some say.**

**I say it just**

**Begins to live**

**That day."**

—Emily Dickinson

1. 十九世纪中叶,五口通商的结果使广州成为中国人从实用角度开始学习英语的最早地方。当时在广州出现了一本英语教科书,叫做《鬼话》(Devil's Talk)。其实,这部旨在教中国人学习英语的课本不过是一种粗浅的、用汉语注音的英语词汇入门书。例如:把 today 注为“土地”,把 man 注为“曼”。1884 年上海的点石斋石印了一本可以被称之为最早的英语 900 句的会话书,书名叫《无师自通英语录》。这部书突破了《鬼话》只以单词为核心的编排方式,而代之以译成汉语的英文句子为核心。当然,它仍采用汉语的字词来标注英文的读音。例如:How many chapters are there in this book?这句英文被注成了“好美呢却迫忒儿司阿儿则儿意因祭司不克”。另外,英文在上海更发展成了以通俗的、类似打油诗一样压韵的竹枝词为载体的不乏趣味的“洋泾浜”英语,这就是所谓的“别琴”竹枝词。“别琴”这两个字原本是英文 business(生意)的近似汉语读音,后来英国人恶意地取笑这种不准确的读音,于是就用 pidgin 这个发音相近的英文词来表示胡编乱造的、不规范的、不准确的英文。Pidgin English 便成了“洋泾浜英语”的代称。举个例子博大家一笑:“清晨相见好猫迎(早上见面说 good morning),好度油图嘘阔情(相互问候说 how do you do);若不从中市归市(squeeze,意思是敲诈),如何觅市叫先生(称小姐为miss)。”

2. 从英语习得史的角度看,在这一英语学习的“启蒙期”,中国人学习英语的方法



特点是:(1)完全以字为中心,简略之极;(2)完全以汉文化的生存实境来强迫英文就范。换句话说就是:“字本位”,中学为体,西学为用,“以中制夷”。只是,依照这样的方法学出来的英文真难为了洋鬼子。

3. 1898年,一个名叫马建中的人出版了一部影响巨大的著作——《马氏文通》。这是国人写的第一部汉语语法书,以欧洲语言的所谓“葛郎玛”(grammar)来系统地解释古汉语的文言文。“葛郎玛”这样一种总结语言规律的方法被马建中拿来“以夷制中”,使国人茅塞顿开地感受到汉语文言文亦有语言“规律”可循。从英语习得史的角度看,进入这一以“句本位”为特征的英语学习的“理解期”后,中国人学习英语的方法一变而为强调“语法”,即注意力转向到英文词与词之间的“构成关系”上,重视完整的句子,旨在理解英文的“意义结构”。对于“启蒙期”而言,无疑这是一次英语学习方法上的革命。

4. 然而令人遗憾的是,从此以后,中国人学习英语的方法就再也没能跳出这一“如来佛的掌心”:要么强调“词本位”,变着花样背单词,以为背下一部词典也就等于掌握了英文;要么强调“句本位”,东拼西凑些连编者自己都未必能解释清楚为什么学习者必须掌握的所谓“精品句子”,以为把这些“精品句子”倒背如流,就可以去疯狂地征服世界。结果,中国人的英语学习热从未减退过,而真正的英语交流能力却似乎没有发生革命性的“进化”。

5. 怎样才能告别“哑巴英语”,而让自己的英文达到能够进行“交流”的水平呢?首先,让我们廓清一个重要的观念。很多人都对中国英语教学现状表示不满,原因是中国的英语教学培养出的是一种“哑巴”英语。我曾对学生说,中国人要是真能发明出一种“哑巴英语教学法”,即学完英语后什么都不会说了,那就太厉害了,因为学了半天最后什么都不会说,那简直就是一种奇迹。我个人认为中国人学到的并非是一种“哑巴英语”。不错,我们花了大量的时间学习英语,学了若干年后,等到真正要开口说话时却像哑巴一样说不出达意的话来。造成这种现象的真正原因是什么呢?我认为,中国人把对英语的学习和其他学科的学习放在了同一高度上,把英语学习当成一种知识掌握,而不是当成技能培训。这让我想起庄子说的那句话:“吾生也有涯,而知也无涯,以有涯追无涯,殆矣。”人的一生有很多东西需要学习,但要在有限的生命中学到最重要的东西才会派上用场。所以说,中国人学英语必须把语言和交流分开思考。换句话说,学习全部语言不是目的。语言浩瀚无际,花一辈子时间也是学不完的。但人在日常交流中所能使用到的那部分语言,不过是语言中的沧海一粟。如果把大量的精力只花在语言学习上,试图去征服语言的海洋,那我们就把大量的精力浪费了。而学到的东西大多是在交流中用不到的,或者说需要用的还没有学到手。所以要学会从语言的汪洋里舀起一瓢能解渴的水,而且要学会舀起哪一瓢,这两点至关重要。如果从你舀的那瓢水中能看到交流的大海,那就对了。连钱钟书这样的大学问家都宣称他的大作为《管锥编》,也就是这个道理。他通过“管”、“锥”看到了整个世界。

6. 语言和交流是两个层次的问题。语言为表达意义提供了基本的“板块”,但它并不等于交流本身。



学语言不是终极目的,因为语言并不是确定“意义”的惟一场所。也就是说,不要错误地以为:我知道了这个词是什么意思,我在交流中就能运用了。实际上并非如此。在语言层面上,我们只是对词义进行了大范围内的界定,但意义的真正理解在实际交流过程中才能实现。因此我说,所谓的“哑巴英语”其实是指学生学了很多的英语知识,认为每一个词或短语对应着惟一一个意思,而忽略了在实际交流中意义是变化无穷的,它会涉及到感情、涉及到情景等多种因素。当需要用同一个词来表达不同的意义时,就不会表达了,因此当然也就说不出来了,这就是所谓“哑巴英语”表现出来的最大特征。这就像一部交响曲写出来,不同的指挥家指挥定会产 生不同的意思和效果。因为音乐在某种程度上说和语言是一样的,它是一种在时间中实现的东西,它是流动的,飘忽不定的。语言就是乐谱,而交流是指挥下的现场演奏,关键是看现场指挥怎样去阐释乐谱。

7. 为什么说只有熟悉并掌握了“英语思维方式”才能进行真正意义上的交流呢?具体来说,交流的全过程由说者(speaker)和听者(listener)这两个因素决定。彼此要想准确无误地理解对方,其中关键是两个人在使用语言刹那间的思维过程或逻辑思维结构是否接近。举个通讯的例子:大家使用的符码都是一样的,但是为什么我们很难截获敌方的电报?因为敌方把电报符码重新定义了。同样的符码对我方来说是一个意思,对敌方来说却是另外一个意思。如果不能接近敌方的思维方式,我们永远也不会知道敌方符码真正的意思,所以说我们要去破解它。但我们破解的不是符号本身,而是破解符号后面的“思维方式”,即依某种方式确定的“意义”。

8. 本书就是设计来把英、美人之间交流的思维方式或交流过程中最重要的东西展示给英语学习者。究竟“说什么”(what to say),“怎么说”(how to say)能使我们同 native English speakers 之间的交流明白晓畅,这才是学好英语的关键,而不是我们中国人之间怎样用英语交流能懂,因为我们只要学会了英、美人之间交流的思维方式,我们肯定能把英语口语练好,和他们进行无障碍的交流。所以说,我们要想“掌握”英语,别无选择,那就是一定要学会去 read a native English speaker's mind。只要我们掌握了他们的思维方式,我们肯定也就真正掌握了英语。

9. Edith J. R. Isaacs 在给世界著名舞蹈大师 Richard Boleslavsky 的名著《舞蹈:前六讲》(Acting: The First Six Lessons) 所作的序言里有这样一句话:“First to know rightly what to do, and then to do it rightly.”(“先要正确地知道该做什么,然后再正确地把它做出来。”)这句精辟的话表达的也正是我编著本书的最终目的——为真正想把英语变为驯服的“交流”工具的英语学习者提供一种量化的、扎实、有效、目标明确、循序渐进而又充满趣味的系统训练。我期待着,有耐心读完这三册书的读者会充满自信地说:“I made it! 让鬼话见鬼去吧!”

王强

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2002 年岁末于北京



## 本书使用说明

1. 本书为《王强口语》第二册,旨在训练读者的描述能力、用简单准确的英文进行表达的能力。

2. 本书由“听力部分”和“口语部分”构成。

3. “听力部分”分为“听写”(Dictation)和“完成对话”(Dialogue Completion)两部分。听写旨在训练读者的准确辨音能力。听写前应准备好纸和笔,然后跟磁带听写。磁带将朗读两遍,第一遍时读者应仔细听声音不要写任何东西,第二遍时才应进行填写。两遍过后若没能填进相应的词语,该项练习也不再重复进行,其目的是:要求使用者在规定时间内集中精力,准确辨别声音。录音中的标点符号特用不同声音读出,以提醒读者注意。缺少的标点符号也应准确填写。完成对话旨在提高使用者的听力理解力。进行此项练习时,使用者应先不看课文中的相应文本,听磁带二至三遍,看看自己听懂了多少;然后,阅读相关文本,对所听片断有一个大致的了解,再听磁带直到完成填充任务。填充完成后再参阅答案。听力部分的注解力图简要地点出中国读者比较陌生的语言、文化点,有些是以评点的口气给出的。

4. “口语部分”分“文化篇”、“描述篇”和“表达篇”三部分。

5. “文化篇”系统地展示了美国文化中的主要价值观,使读者对美国文化的核心价值有一种全方位的了解。读者应先跟读磁带,确保语音、语调的正确,然后自己朗读课文并依据注释准确理解课文。课文后的练习旨在检查读者对该文化点的掌握程度,读者可根据提供的回答线索组织完整的答案。

6. “描述篇”旨在训练中国学习者的英文描述能力。本篇由三部分构成:(1)描述逻辑提示(描述要点+描述思路);(2)描述范文示例;(3)描述练习。这一部分训练时要求读者进行深思熟虑的准备。读者应首先熟悉描述逻辑提示部分:图表从上至下提示描述的发展流程。然后,认真仔细地比较提供的两个描述范例,从描述逻辑的层次判断两个范例的优劣。两个范例中一个是中国学生的描述,另一个是经过修改后的描述。通过比较两个描述范例,读者会逐渐领悟到怎样的描述才是合格的描述。这时读者也就清楚地知道如何去完成所给的描述练习了。

7. “表达篇”旨在训练学习者在不太需要深思熟虑的准备下能够迅速脱口而出,比较到位地回答他人的提问。本篇由两部分构成:回答示例及回答练习。读者应通过研究提供的回答示例,学会如何快速、简洁、直达主题地回答问题。



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# Lesson One

王 强 口 语





## 听力部分

**Dictation:** Please prepare your paper and pen.

\_\_\_\_\_ these days \_\_\_\_\_ young \_\_\_\_\_ are \_\_\_\_\_  
 \_\_\_\_\_ by nannies that the \_\_\_\_\_ is \_\_\_\_\_ because  
 it 'flutters \_\_\_\_'. As \_\_\_\_\_ it \_\_\_\_\_, of course. But the name  
 \_\_\_\_\_ what it \_\_\_\_\_, and the \_\_\_\_\_ really is a 'butter' \_\_\_\_.  
 The name could \_\_\_\_\_ the pale or even \_\_\_\_\_  
 \_\_\_\_\_ of the \_\_\_\_\_ of many \_\_\_\_\_, or it could derive  
 from \_\_\_\_\_ that butterflies \_\_\_\_\_ and \_\_\_\_\_,  
 or it could even \_\_\_\_\_ the color of the \_\_\_\_\_  
 discharged \_\_\_\_\_ the \_\_\_\_\_ of \_\_\_\_\_.

**Dialogue Completion:** Listen to the tape repeatedly and try to complete the following dialogues, using the exact words or phrases that you hear on the tape.

**Receptionist:** \_\_\_\_\_ will you be \_\_\_\_\_ us?

**Mr. Collier:** Uh, just \_\_\_\_\_ will be \_\_\_\_\_.

**Receptionist:** If \_\_\_\_\_ just \_\_\_\_\_, sir.

**Collier:** \_\_\_\_\_.

**Receptionist:** (To bag handler). Arthur, \_\_\_\_\_. Have a \_\_\_\_\_.

**Collier:** Okay, thanks a lot.

**Receptionist:** Thank you.

**Arthur:** Is this \_\_\_\_\_? Mr. ...

**Collier:** Collier. Yeah. For \_\_\_\_\_, I never got around to coming here. I always heard how nice it was though.

**Arthur:** Uh-huh. When was that?

**Collier:** Oh about eight years ago. I used to be a student up at Millfield College.

**Arthur:** Yeah, the students come here now and then to enjoy the restaurant, and the rooms. It seems to me I remember

they had a graduation prom here back in '47, wasn't it?

**Collier:** Oh really? You've been here that long?

**Arthur:** I've been here since \_\_\_\_\_.

**Collier:** \_\_\_\_\_?

**Arthur:** Uh-huh. Came here with my parents when I was five years old.

**Collier:** Really?

**Arthur:** My father was a \_\_\_\_\_. I used to drive him crazy playing ball in the lobby. He got so mad at me sometimes. I'm lucky I lived to be six! (They came to Collier's room.)  
 George. Got yourself a nice view here.

**Collier:** Oh great. There you go.

**Arthur:** Thank you Mr. Collier. If there's anything I can do for you, just let me know. My name is Arthur. I live in the bungalow behind the hotel.

**Collier:** Okay, thanks a lot, see you around, Arthur.

**Arthur:** Have we ever met before?

**Collier:** Have we ever? No, no I don't think so.

**Arthur:** No. No I'm sure we haven't. Have a nice stay here, Mr. Collier.

**Collier:** Okay, thanks a lot.

### 听力部分注解

**Dictation:**

**nanny:** one who cares for / looks after children full-time

This is usually an adult who is a nanny by profession. (Compare to the word "baby-sitter," which means one who cares for children for a few hours here and there, not as his or her full-time job. Also, usually a baby-sitter is 14-21 years of age.) A "nanny" can be a man or a woman. 全职照料孩子的人

**flutter by:** to move by flapping up and down

It does not mean to fly in a smooth way, like an eagle. For example, a piece of paper caught in the wind is said to "flutter in the wind." Or, a humming bird is said to "flutter" in the air





## 口 语 部 分

### 文 化 篇

*Read the text carefully and be prepared to answer the question:*

#### American Values

Americans sometimes fall into the **trap**<sup>1</sup> of thinking that American values are universal ones. We can't always see that our values are actually typical American values. Instead, we **assume**<sup>2</sup> the things Americans **value**<sup>3</sup> are obviously what everyone should believe in.

But we should remember the saying: when you "assume", you make an "ass" out of "u" and "me". We only need to look at what happens when Americans go as **advisors**<sup>4</sup> to developing countries to see how wrong our assumptions can be. Some Americans go thinking they're sharing pearls of wisdom with the backward natives about how to get things done right. They assume that stimulating competition and giving financial **incentives**<sup>5</sup> for individual achievement will naturally change people's behavior and lead to success. When their projects **barely**<sup>6</sup> get off the ground, they can't understand what went wrong. They mistakenly think that people must just be lazy or that they don't really want a higher standard of living. So the advisors **wind up**<sup>7</sup> getting discouraged and going home, grateful to be surrounded by hardworking Americans again.

In these situations, we should realize that American values may come from America's unique position as the land of opportunity. We are brought up with the American dream that everyone can work hard and get ahead. But we should realize that in countries with a different history and different opportunities, other values might be more important, like avoiding **conflict**<sup>8</sup> or saving face.

as it beats its wings.上下拍动翅膀的动作

**pale**: light in color 浅颜色

**dark yellow**: 深黄色

**discharge from**: release from, or come out of (从体内)排出来

#### Dialogue Completion:

**To get around to doing something/Getting around to doing something**: This means that you have finally decided to complete a task that should have been done at some point in the past.(你最终决定要去完成一件本应该已经完成的工作。)

用法:After watching the grass grow wild in his garden for several weeks, Dick finally got around to cutting it.

眼看着花园里的野草疯长了几个星期,Dick 终于决定去剪了。

**graduation prom**: When you finish college in the States, you go to a prom—it's the most important party in a young American's life, and can be remembered for good or bad reasons for the rest of your life.(毕业舞会)





1. trap: n. a dangerous situation which a person has got into and from which it's hard or impossible to escape 陷阱、圈套

例句: He fell into the trap of his opponent when playing chess and finally lost the game.

下象棋时,他中了对手的计,最后输了比赛。

2. assume: vt. to accept sth. to be true without question or proof 假设,设想

例句: We can't assume that he won't come until we get a definite message from him.

在我们从他那里得到确切消息之前,不能假定他不来了。

3. value: vt. to have a high opinion of 重视

例句: I value the friendship between us above all else.

我把我们之间的友谊看得比什么都重要。

4. advisor: n. a person who gives advice 顾问,提供意见的人

例句: Quite a lot of companies have their own advisor agencies.

相当多的公司都有自己的咨询机构。

5. incentive: n. sth. that arouses someone to action 激励,奖励

例句: Only hard-working employees will be offered cash incentives.

只有勤奋工作的职员才能得到奖金。

6. barely: adv. almost not 几乎不能

例句: He could barely see anything after the eye operation.

他眼睛刚做完手术,几乎什么也看不见。

7. wind up: to arrive in a place or situation as a result of an action 以……结束,落得个……的结局

例句: When I get sleepy I always wind up drinking a cup of coffee because it helps to refresh me for more study.

犯困的时候,我总是得喝上一杯咖啡,因为咖啡能令我清醒,继续学习。

8. conflict: n. disagreement; quarrel; argument 分歧;争论;冲突

例句: We wish to avoid conflict between our countries if at all possible.

我们希望尽可能避免我们两国之间的冲突。

**Exercise: Describe the factors that have attributed to the American value system.**

**Clues to answer:** a land of opportunity, work hard





## 描 述 篇

## 如何清晰准确地进行描述

1. 我这里所说的“描述”是广义的：既涉及到“描”(describe)也涉及到“述”(narrate)，同时也涉及到描述的目的——传达意义(meaning)，也就是所谓的阐释(illustrate)。

2. “描”(description)是向人静态地展现外界留给你的印象；“述”(narration)是向人动态地展现事情的发展及过程；“阐释”(illustration)则是通过具体的例子揭示事物或抽象观念的意义(meaning)。

3. 英语学习者在用英文进行上述意义的“描述”时，常常受到母语思维方式的影响，难以有效地组织描述，或者描述出来之后令英美人士不得要领。问题出在汉语思维方式倾向于强调普遍的东西而英语思维方式则倾向于具体的东西；汉语思维方式倾向于不分重点地罗列而英语思维方式则倾向于依照意义的重要性来进行人为地组织或加工。

4. “细节性思维”+“清晰的逻辑结构”是掌握英语描述的关键。所谓“细节性思维”指的是每当你表达的时候，要求自己引用具体的东西来支撑你的表达或使你的表达具体化、清晰化，这也就是英文中总强调的突出“要点”(point)的意思。泛泛而谈而没有具体细节支撑，对方则看不到(see)你的要点(point)，自然也就不会明白你的意思。所谓“清晰的逻辑结构”指的是英美人所习惯的组织他们描述的框架，这一框架基本上由三个部分构成：A 导引(the lead)→B 事件的流程(the flow of events)→C 收尾(the end)。

5. “导引”是描述的第一步。在导引里，你可以展示一个问题(set out a problem)、引入一个新的情况(introduce a novel situation)、提出某种挑战(pose a challenge)、抛出一个令人吃惊的东西(pop a surprise)、问一个问题(ask a question)或者提及你的最初印象

(initial impression)。导引只是提供必要的而不是全部的背景，不可铺垫过长，一定要选择有代表性的时刻切入；“事件的流程”在描述中起着最重要的作用，因为所有相关的事件都在这一步按照一定的方式被组织成有意义的、有序的主干(logical order of events)；“收尾”是完成描述的最后一步，收尾的时候一定要回应“导引”，解决了这个问题(resolve the problem)、展示了新情况要么向好要么向坏的变化(show the change of situation for better or worse)、成功或失败地回应了挑战(succeed or fail in responding to the challenge)、解释了令人吃惊的东西(make the surprise understood)、回答了问题(answer the question)、进一步印证或推翻了你的最初印象(prove or fail to prove your initial impression)。

6. 在用英文进行描述时，初学者应牢记两点：A) 汉语思维中描述一系列事件习惯采取的方式就是按照这些事件发生的先后顺序一一展现。这样一种方式对英美人士来说十分枯燥无趣。英语思维方式往往打破这样一种所谓的“自然时间序列”(natural sequence order in time)，按照讲述者的主观时间序列来一一展现。这一主观序列的本质在于，他们总是先把自己认为最重要的东西说出来，然后说第二重要的、第三重要的……把最不重要的留在后面说。例如：描述你第一次去上海的经历。汉语思维往往是这样的——先介绍上海的历史、文化背景，然后抵达上海，上海现代化的市容吸引了你，你见到了上海的熟人，熟人要你一定去看看外滩的夜景，你看到了外滩的美丽，最后你依依不舍地告别上海返回家乡。英语思维多半会这样组织——期刊里上海现代化的市容吸引了你，你抵达上海，你见到了上海的





熟人,熟人要你一定去看看外滩的夜景,你研究并熟悉了外滩的历史,你依依惜别地离开了上海,最令你难以忘怀的是你看到的外滩的美丽。**B**讲述时中国同学往往不知道说完一句该怎样接着说下一句,以至生拼硬凑,想说什么说什么,让自己跟着感觉走。其实英语思维中连接两个句子的模式不外乎这样几种:a) 句子A直接导向句子B(A leads to B.);b) 句子B和句子A正好相反(B is the opposite of A.);c) 句子A和句子B同属一个相关的事件群(A and B both belong to the same group of related events.);d) 事件A发生在事件B身上(A happens to B.);e) 事件A之所以发生是因为事件B(A happens because of B.)。

7.千万不要在一个描述中试图说太多的事情,学会只选择一件事情来说(talk about only one thing)。另外,要保证你描述中的每一句话紧紧扣住主题(stick to your subject),不要涉及毫不相关或关系不大的其他细节(focus on the one thing)。收尾要出人意料、引人入胜(make the end interesting)。

8.下面我们仔细比较几个具体例子来消化以上的论述。

例一:

**Can computers in the classroom ever replace teachers? (the lead)**

.....

——同意或反对意见

——举出事实和数据 {logical flow}

——相互争论观点

.....

**"Sure, computers can help kids learn," Bob says, looking at the rows of blinking screens in his classroom, "but I'd take a good teacher without computers over a poor one with computers, every time." (the end)**

例二:

### 1.对一只宠物狗的两端描述

#### Version A

We have a dog. Her name is Beauty. She is a bulldog (一种脖子粗,性凶猛的狗). She has a pretty face. She likes to catch rats.

评点:这一描述中出现的事件太多,不集中。Too many things about a pet dog!

#### Version B

One night when I was about to go to bed, my dog Bud got into the kitchen. He saw a box of cornstarch (淀粉) on the shelf. He jumped up and knocked it all over himself. In the morning when I saw Bud, he was as white as a ghost.

评点:只围绕一件事描述。Focus on one event. Stick to the subject.

### 2.描述一个星期六

#### Version A

Saturday I helped my mother clean house. Then I ran on some errands (跑腿办事). When father came home at noon, he gave me ten bucks (美元). In the afternoon I went to a movie. The movie was terrible. I didn't enjoy it so much as the one I saw last Saturday. Next Saturday I am going again.

评点:描述乏味,事件太多,多数句子没能紧扣主题,结尾无趣。Subject is not interesting. Not all the sentences stick to the subject. Too many things. The ending is boring.

#### Version B

Saturday my brother Tom said he would teach me to skate. So he let me take hold of a stick. Then he would pull me along. Once he let go of me. He thought it was fun to see me fall, but I didn't see the joke.

评点:题材有趣,所有的句子围绕滑冰一件事来说,结尾出人意料。Interesting subject. Every sentence is talking





about skating. The ending gives surprise.

### 3. 描述放学回家的过程

#### Version A

Yesterday I went home from school. I saw many cars. I also saw some large trucks. I went home with my brother. We were very late when we made it home.

评点：事与事之间无联系，没有统一的主题。

#### Version B

Yesterday noon I saw a girl who had trouble with her car. She stopped at a street crossing (路口). When the traffic cop signaled (给信号) to go, she couldn't start (起动). There was a long line of cars behind her. After a while she finally started her car. I think she was frightened to death.

评点：主题突出，句子紧凑，只围绕一件事说，结尾有总结性观点。

9. 中国同学训练自己的英文描述能力时应按以下步骤进行：

A: 想清楚要表达的主题。

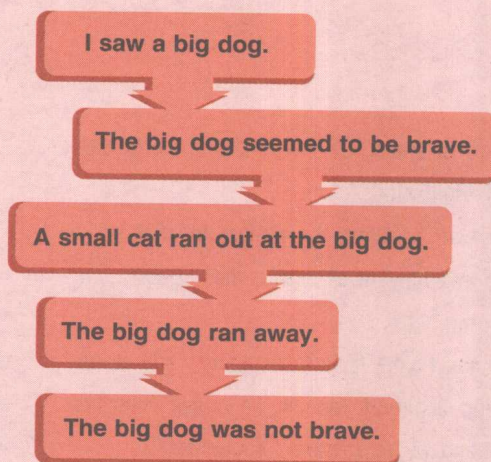
B: 用逻辑流程图展示描述的结构，并且检验这一结构是否有效地组织了事件。

C: 用有意思的细节扩展完成这一流程图。

本册的“描述篇”所给出的练习应按如下例子所展示的步骤使用。

例：(主题) 要描述一只看上去很勇敢的狗

(逻辑流程)



(扩展完成)

#### A Brave Dog

I saw a funny thing this morning. A big ugly black dog came into our yard. He barked for a while and then walked around as if he was not afraid of anything. Just then, a small white cat ran out at him. The fluffy fur on her back stood up straight. The big dog gave one quick look at her then he turned and ran as fast as he could. I thought he was not as brave as he appeared to be.





## 表 达 篇

*Read aloud the following frequently asked questions and study how the native speakers would answer them.*

**1. What is your greatest fear in the world now?**

**A:** "Another terrorist attack. Or maybe a third world war. That'd be really frightening, too."

**B:** "I'm really worried about the welfare of children. I have three kids and they're all asking me, 'Daddy, are they going to bomb here?'"

**C:** "Losing my job. I work for a travel agency and all the airlines are going bankrupt and all the cruise lines are going bankrupt, and we're a (travel) wholesaler."

**2. Will the recent airline(航空系统, 航空公司) tragedies alter(改变) your mode(方式) of transportation(交通) in the future?**

**A:** "I will still fly. I still think it's the safest form of transportation. We're more at risk driving a car or crossing a road than riding in a plane".

**B:** "I am still undecided. I wasn't afraid before but with the plane crashing (yesterday) in New York, it's becoming a little scarier".

**C:** "I'll still fly. I don't plan on taking a ship, riding a bike or walking the distances I have to go. I am a fatalist—if I die, I die, nobody can control it."

*Exercise: Based on what you've just learned about the way that a native English speaker*

*would handle a question, try to express your opinions briefly and clearly by answering the following questions.*

1. Many film fans (n.影迷) believe that 1939 was the greatest year in cinematic (a.电影的) history. That year saw the release (n.发行) of *Gone With the Wind*, *The Wizard of Oz* and *Wuthering Heights*.

**What year do you consider to be your greatest year? What happened to make it the best?**

2. Manon Rheaume became the first woman to play professional hockey (n.曲棍球) in the NHL. The Silver Bullets (n.子弹头), a women's professional baseball team, toured (v.在……巡回比赛) the U.S. playing men's teams.

**Do you think that women should compete directly with men in sports? How do you think male athletes will respond?**