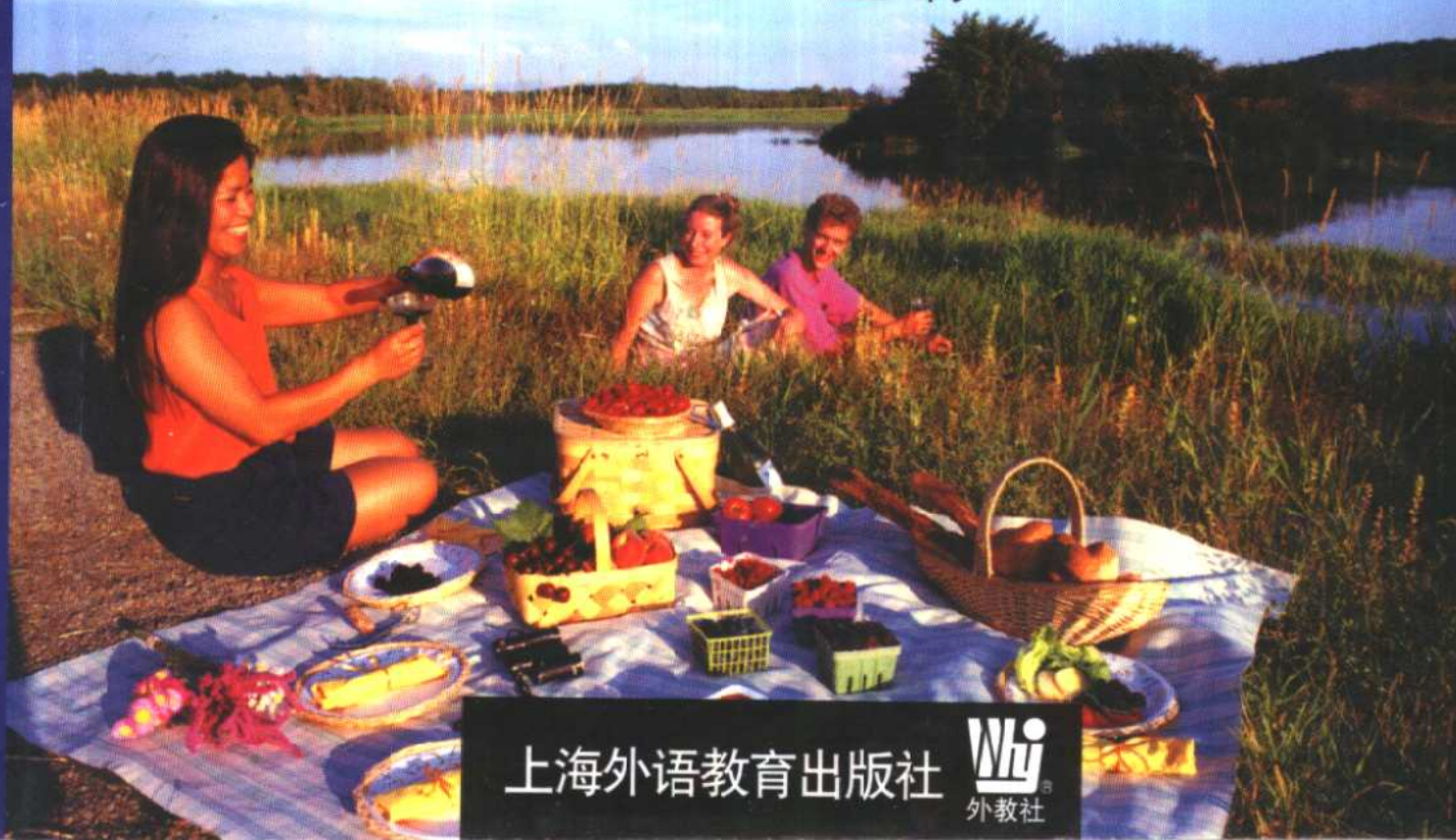


合 订 本

# 日常英语会话丛书

# Living English 2000

卢思源 主编



上海外语教育出版社

WJ  
外教社

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(合订本)

章

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丛书主编 卢思源

# English for Festivals

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**Liu, Zuwei** (b. July 22, 1922)

**Shanghai Jiao Tong University, 1979 – Present**

*Curriculum Advisor, 1994 – Present*

*Consultant on Foreign Language Teaching, 1996 – Present*

*Consultant Research Fellow, Department of History of  
Science, 1998 – Present*

*Chairman of Department of Foreign Languages for Science  
and Technology, 1980 – 1985*

**Chinese Academy of Natural Sciences**

*Senior Translator, 1978 – 1979*

*Convenor of Committee on Translation of History of  
Science, 1985 – Present*

**Technical University of Berlin**

*Professor of History and Philosophy of Science &  
Technology in China, 1992 – 1994*

**All China Translators' Association**

*Member of Board of Directors, 1985 – Present*

**Xin Hua News Agency**

*Editor, Department of Foreign Languages, 1955 – 1978*

**Major Translations:**

(Chinese into English)

*Achievements of Science and Technology in Ancient China*,  
1980, Beijing Foreign Languages Press

(English into Chinese)

*Soviet Science*, 1979, Beijing Youth Press

*From X-Ray to Quark*, 1985, Shanghai Knowledge Press  
*Paper-Making and Printing in Ancient China* (Section 5  
of Vol. V of J. Needham's *Science and Civilization in  
China*), 1990, Shanghai Press of Ancient Books

**Education :**

*Bachelor of Laws*, 1946, National Central University,  
Chongqing

*Graduate Student of Public Law & Government*, 1947 –  
1949, Columbia University, New York



**卢思源** 1956年毕业于复旦大学外文系英国语言文学专业。1979至2000年间,历任上海机械学院外语系副主任、系主任、华东工业大学文理学院院长、上海理工大学外语学院院长、上海—纽约国际联合语言学院院长。现任香港 LangolT(中国)有限公司高级顾问、上海邦德学院外语系系主任、上海市外文学会常务会长、上海市科技翻译学会会长、中国翻译工作者协会理事、上海市社会科学界联合会委员、上海大学外语学院顾问教授、上海铁道大学兼职教授、上海市高等院校英语专科教学指导小组顾问、英语能力考试委员会委员、上海市翻译系列高级职务任职资格评审委员会委员兼英语学科评审组组长、上海市科技协会首届终身高级会员兼软科学组成员、上海外语教育出版社特约编审、上海市科技翻译事务所特级专家翻译。

已出版专著6本、主编词典5部、中英论文50多篇。主审词典6部、教材8本、书籍10册。已培养英语研究生41名。主要从事翻译学、科技英语及词汇学研究。1987—1988年任美国纽约市立大学客座教授,1992—1993及1995—1996年任香港商务印书馆高级编审兼顾问。1993年主编《工程师英语》并任该套教材电视录像片主讲,由中央电视教育台通过卫星向全国及亚洲地区播放。卢是我国科技英语专业的开拓者。1991年被评为中国机械电子工业部“有突出贡献专家”,1992年起享受国务院专家津贴待遇。

# Foreword

## (分册前言)

### ——Thinking in English

Among young translators in Beijing in the early fifties, two were head and shoulders above others in English. When asked how they had learnt to be so, both stressed “thinking in English”.

One said she kept a notebook for anything she heard from good native English speakers that sounded “strange” to her mind. Once she was walking up a wooden staircase with an English lady who suddenly uttered: “Oh, **I caught** my skirt **on** a nail!” Immediately the young translator jotted down these to incorporate into her own vocabulary.

The other had had her first few years' schooling in London. She said she couldn't forget how she was brought up in that early school environment. She gave an example: When the four fundamental arithmetic operations were taught to her, the long and hard words “addition”,



“subtraction”, “multiplication” and “division” were never or very seldom heard. In explaining the steps dividing 1398 by 15, for instance, the teacher said to the class:

15) 1398(93	Fifteen <b>into</b> thirteen <b>won't go</b> ;
	fifteen <b>into</b> one hundred and thirty-nine
	<b>goes</b> nine <b>times</b> ; nine <b>times</b> fifteen <b>are</b>
135	one hundred and thirty-five; one hundred
—	and thirty-five <b>from</b> one hundred and
	thirty-nine <b>leaves</b> four; <b>I bring down</b>
48	eight; fifteen <b>into</b> forty-eight <b>goes</b> three
45	<b>times</b> ; three <b>times</b> fifteen <b>are</b> forty-five;
—	forty-five <b>from</b> forty-eight <b>leaves</b> three.
3	15 <b>into</b> 1398 <b>goes</b> 93 <b>times</b> , and 3
	remainder.

The girl said Chinese students should learn to master simple words like the blackened ones above. Her own command of the like helped much.

Note: English people usually **think** in **simple**, common words they have learnt from the cradle up. It is more natural for them to think and say “An agreement was **come to** (not consummated)”; or “Please **look into** (not investigate) this matter”. Yet often a particular word combination and word

order like these may likewise have a meaning not obvious through individual meanings of the constituent words. Chinese learners must be hard put to it to master such common English idioms, as only long, conscious exposure to usages characteristic of educated speakers can achieve this. Once I made a test in an English class: Seeing me thrusting hard a large dictionary into too small a bag, most students were unable to say simply "It **won't go into** the bag" (as "Fifteen **into** thirteen **won't go**"). They were merely translating from their Chinese thoughts.

Master English writers never turn their backs on the idiom of simple English speech. In a few pages in John Galsworthy's *The Forsyte Saga* I find: "He has brought that house **over** James' **head**"; "Yours won't **come short of** a hundred thousand"; "I don't know what to **make of** him"; "This will **stand** you in good **stead**" and "He works like a nigger, but I see no good **coming of** it."

*Liu Zuwei*

## Preface to the Series

### (丛书前言)

*Living English 2000* is a series of six books intended to be used for oral practice in English either on the campus or outside the school. The text is planned for use with middle school students, freshmen or sophomores of college as well as adult English learners who have completed a beginning course in English.

Each of the six books is self-contained and they may be studied at any point during a course, and the class need not necessarily follow the sequence in the book or series; in other words, this series is designed in such a way that it is not necessary to move through all the books in a linear way.

In each of the books there are ten self-contained units, grouped arbitrarily. All of them are situation-based, cutting across as many social strata and covering as many everyday necessities as possible. The readers will find many of them with

types of people and occasions valid equally for both the students' home country and for English-speaking nations. The topics of these books cover a wide spectrum of our daily life, ranging from English at Home to English at Work, from English for Parties and Ceremonies to English for Holidays and Festivals; almost all the important things of what we see and hear in our social life are included. They provide, indeed, many a kaleidoscopic picture for the readers.

The main aims of this series are to increase the readers' oral communicative ability and to enable them to choose ways of saying things which are appropriate to different situations. The majority of the practice is designed to enable the readers to learn how to be more polite or idiomatic in using the functional language according to the social situations they are in.

It is hoped that these six books will help to give the students or readers an opportunity to use their oral English with greater ease. If this aim can be realized, compiling such a series of books has been a very rewarding experience for all those

involved in the work.

*Lu Siyuan (卢思源)*

*Shanghai, Feb. 18, 2000*



## Foreword

### (分册前言)

*English for Festivals* is a small book intended for learners of English at the intermediate level. It is meant to help learners at such a level to have some sense of the customs and institutional practices of the native speakers of English. Ten of such popular festivals are dealt with, each consisting of a few words about its origin and featuring activities, four or five conversations reflecting its typical ways of celebration and a glossary of useful words.

Language and culture are twin brothers, and the same is true to language learning and cultural awareness. But when it comes to compiling a book of oral English reflecting cultural patterns of doing things, it is both significant and difficult on the compiler's part. In this regard, the author is particularly indebted to Professor Lu Si-yuan, the compiler-in-chief of the series and a noted scholar of English language and translation, without whose



kindness, trust and careful scrutiny, it would never be possible for me to complete this book. My gratitude also goes to the Shanghai Foreign Language Education Press for its editorial work.

This book is an attempt the author has made to introduce the cultures of the native English speakers, with the reference to a number of helpful books published in the West. With the limited scope and academic proficiency, it is unlikely for the author to avoid making errors or blunders, so criticisms and suggestions for further improvements are welcome.

*He Gang*  
(*David K. He*)

**何刚** 1963年生。现供职于上海理工大学外语学院英语专业高年级教研室,英语副教授,教研室主任。1995年毕业于上海外国语大学语言学与应用语言学专业,获文学博士学位。毕业后一直从事高级综合英语课(本科)和语用学教学(研究生),并指导语言学硕士研究生。本人主攻语用学方向,亦对语言与文化关系在会话过程中的体现感兴趣。从1995至今,先后在国内核心期刊发表10余篇论文,对言语行为理论进行深入研究。