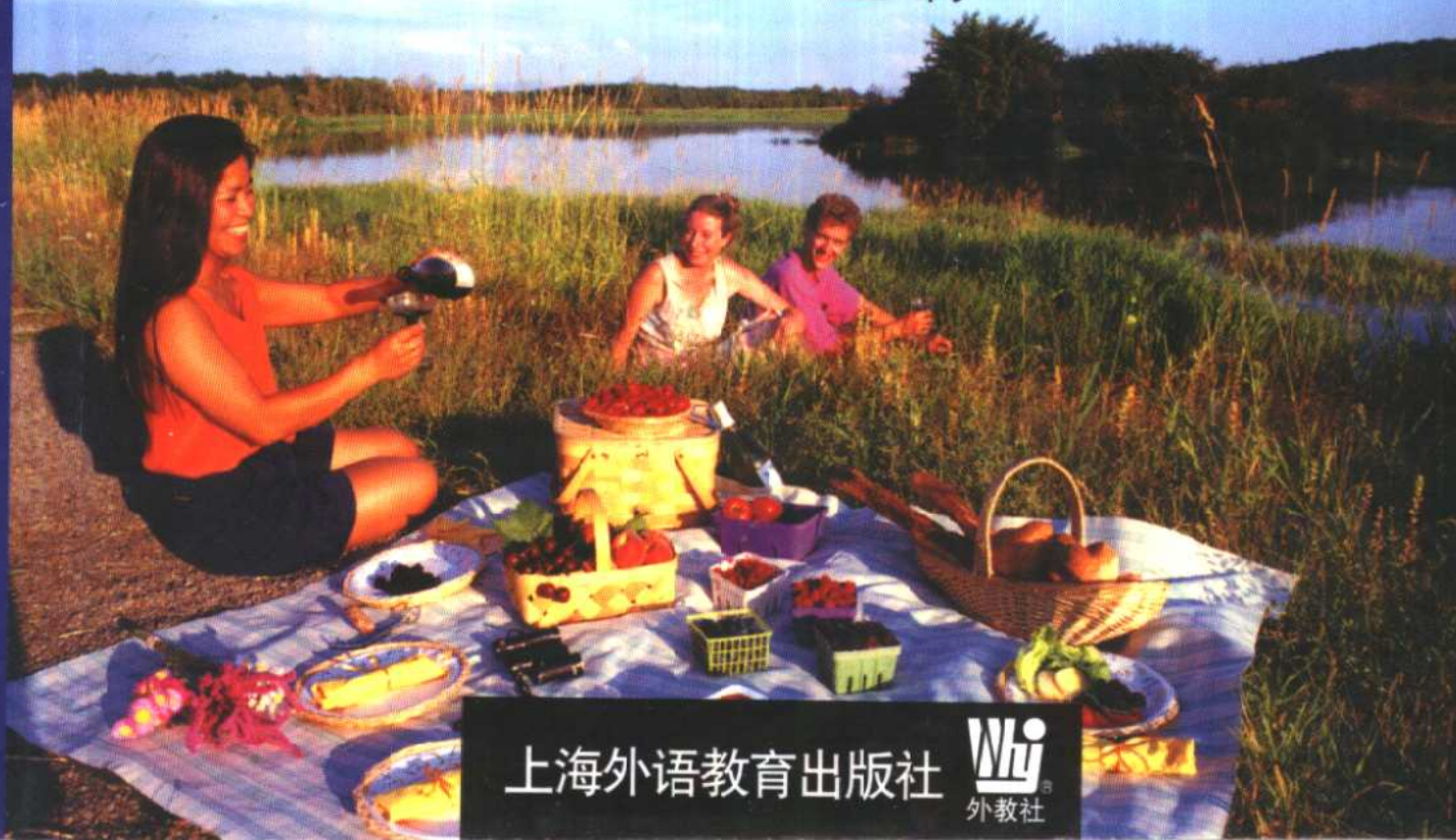


合 订 本

# 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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丛书主编 卢思源

# Everyday Conversation

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刘祖慰 编著

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# 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

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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*



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