

高职高专公共英语系列教程

系列主编 王贵明 许建平
顾问 刘润清
主审 吴树敬

实用交际英语 (上)

主编 王贵明
编者 王贵明 [美] Mellisa Gulic 王 红

**PRACTICAL ENGLISH
FOR SUCCESSFUL
COMMUNICATION**



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中国人民大学出版社

图书在版编目 (CIP) 数据

实用交际英语. 上/王贵明主编
北京: 中国人民大学出版社, 2003
(高职高专公共英语系列教程)

ISBN 7-300-04540-5/H·361

I. 实…

II. 王…

III. 英语—高等学校: 技术学校—教材

IV. H31

中国版本图书馆 CIP 数据核字 (2003) 第 009694 号

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出版发行: 中国人民大学出版社

(北京中关村大街 31 号 邮编 100080)

邮购部: 62515351 门市部: 62514148

总编室: 62511242 出版部: 62511239

本社网址: www.crup.com.cn

人大教研网: www.ttrnet.com

经 销: 新华书店

印 刷: 北京金特印刷厂

开本: 787×1092 毫米 1/16 印张: 9.25

2003 年 2 月第 1 版 2003 年 2 月第 1 次印刷

字数: 222 000

总定价 (3 册): 42.00 元 本册定价: 15.00 元

(本书另配有 VCD 光盘)

(图书出现印装问题, 本社负责调换)

前 言

高职高专英语教学强调培养学生实际运用英语的能力,尤其是实际工作中实用而且急需的英语听说能力。《实用交际英语》正是基于国家教委制订的《高职高专公共英语教学大纲》的要求,针对高职高专学生的英语基础和学习特点编写的一套新颖而实用的教程。为了贯彻实用交际教学的原则,为了给高职高专学生提供一套符合其特点和要求的英语视听说学习材料,本教程编者与其他国内外人员一起精心创作并拍摄了一部情景真实、语言生动、对象明确的18集电视教学片。该片是迄今为止国内高职高专英语教材的独创,为中国的高职高专英语和中级英语视听说教学提供了一套新颖、独特、实用、目标明确的教材。

该电视教学片的内容分两部分:第一部分,即“步入大学——校园内外的情景对话”,围绕大学生的校园内外生活话题展开,内容丰富、情景生动、语言活泼;第二部分,即“走进纽约——国外求职的成功交流”,以大纲要求的实用业务话题为前提,围绕一个中国大学毕业生在美国求职和工作的情形展开——“到达纽约、乘车、住店、招聘、应聘、工作、晋升”,剧情连贯、话题实用;表演得体、语言生动;外景真实、音像互动。本片演员均为擅长表演的美国大学二、三年级的学生。

高职高专英语教学由于强调学习的实用性,其教学难点在于如何提高英语基础不太好的学生的听说水平。国内目前的形势和竞争压力要求这些学生不断提高英语听说能力,因此以英语录像教学为中心的“视听说”课的重要性日益增强。本教程的教学遵循交际教学原则,以学生活动为中心,以观看情景真实、语言生动的电视片为前提进行视听说课堂练习,强调视听与说互动、师生活动互动。这是一种真正符合外语语言习得的教学理念,录像的真实情景与英语国家演员实际生活化的表演给学生创设了模仿和生成英语话语的最佳契机。视听说录像教学使外语学习者告别了用盒式录音带教学为主的时代。随着多媒体教学的逐步展开,视听说录像教学已基本成为当代中国外语教学的主要模式,原来用录音带进行的听力课已逐步改为以录像视听为主的视听与说互动的新课型。由于音像同步作用对口语训练效果更显著,这种教学模式已受到广大师生的欢迎。

《实用交际英语》(学生用书)以电视录像片剧本为核心编写,分上、下两册,每册内容分两大部分:第一部分是听说训练材料(即 Materials for Workshop),包括三个方面:(一)学习导引:通过了解相关内容的英语资料(如美国大学和美国教育的情形;在美国求职须知等等),既了解了相关的话题知识又丰富了语言知识,使学生能更好地进行电视片内容的学习;(二)课堂学习:这一小部分包括两种练习——录像视听后的语言听力测试(即填词练习)和课堂教学互动的问答练习;(三)第一册为一些实用的句型及日常话语表达法,第二册为电视片话语中出现过的难点语句的翻译和句型及短语提示。第二部分为电视教学录像片的剧本:在学生用书中提供电视剧英语脚本,有利于在视听说课的前后根据自己的基础做适当的准备或温习,以增强学生通过电视片练好听力和语音的自信心,从而提高学习效率。

《实用交际英语》(教师参考用书)包括学生用书上、下两册中的练习答案和两册部分英

文剧本的中文翻译。

教学建议：一、“实用交际英语视听说教学录像片”共18集，教师可以根据教学学时数和学生的基础调整进度，酌情取舍。每一集的长度并不均等，可根据学生的视听接受和互动能力酌情安排。录像片在演员语速上已经提出过循序渐进的要求，但是第二部分由于考虑到让学生尽可能接触到自然语速，因此听上要求较高，如果学生学习有点儿吃力，可以在课前熟悉剧本，即采取读与听结合的教学方式；在有一定的学习压力前提下，学生对自然语速表达的美国英语的理解水平会提高得更快。

二、《实用交际英语》（学生用书）的课堂问答部分，教师可根据学生对录像内容的理解情况和口语表达能力，酌情处理。如果有些学生听说能力较强，教师可根据录像内容或课本第一部分的课外相关读物的内容，随机增加一些问题，增强教学互动，为学生创设更多的口语表达契机。

《实用交际英语》（学生用书）上、下册第一部分由王贵明完成；第二部分的问答练习由王红完成，其余由王贵明完成；第三部分即剧本部分，由王贵明和 Melissa Gulic 合作完成初稿，然后由王贵明根据拍摄等方面的要求做了大量的内容增删，并在拍摄完成后按照录像片校正全部剧本（极个别地方由于演员对台词不熟悉造成的错讹无法更改）。

《实用交际英语》（教师参考用书）中练习答案部分，问答题答案由王红提供，词汇练习由王贵明提供；剧本翻译由北京理工大学和北京外国语大学的部分学生翻译，由王贵明整理成初稿，然后由王永静初步审校，由王贵明和许建平终审定稿。

本教程的剧本为创作稿，其余部分所参考和采用的材料涉及面广，在此一并致以谢忱。

由于本人水平有限，本教程错讹之处在所难免，希望广大读者批评指正。

王贵明

2002年12月

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PART I

MATERIALS FOR WORKSHOP

Life in a New University

UNIT ONE Greeting People

REFERENCE READINGS

Introduction to Two Universities

1. The History of Harvard University

Harvard College was established in 1636 by vote of the Great and General Court of the Massachusetts Bay Colony and was named for its first benefactor, John Harvard of Charlestown, a young minister who, upon his death in 1638, left his library and half his estate to the new institution.

Harvard University, which celebrated its 350th anniversary in 1986, is the oldest institution of higher learning in the United States. Founded 16 years after the arrival of the Pilgrims at Plymouth, the University has grown from nine students with a single master to an enrollment of more than 18 000 degree candidates, including undergraduates and students in 10 graduate and professional schools. An additional 13 000 students are enrolled in one or more courses in the Harvard Extension School. Over 14 000 people work at Harvard, including more than 2 000 faculty. There are also faculty appointments in affiliated teaching hospitals.

Seven presidents of the United States — John Adams, John Quincy Adams, Theodore and Franklin Delano Roosevelt, Rutherford B. Hayes, John Fitzgerald Kennedy and George W. Bush — were graduates of Harvard. Its faculty have produced nearly 40 Nobel laureates.

2. Georgetown University History

Georgetown University has grown from a small academy into a modern university with around 12 000 students coming from all 50 states and over 100 foreign countries. Our alumni are active in all phases of the life of the nation and the world. A representative sampling might include: former President William J. Clinton; Supreme Court Justice Antonin Scalia; broadcast journalist Maria Shriver; Project Hope founder William Walsh; Tony-award winners Jack Hofsis

and John Guare, author William Peter Blatty; NFL Commissioner Paul Tagliabue; and basketball star Patrick Ewing.

Georgetown is committed to providing a "whole person" education. Classroom learning is supplemented by students' personal growth and development achieved through activities and programs.

Arriving on Campus

For a freshman, one of the items which should be sent to you by the school should be a calendar of events. Many schools will send several separate papers describing arrangements to begin school, including placement testing, academic advisement, registration, and the first day of classes. Among these papers will be information on the orientation program or programs. Most schools offer general orientation for all students and a special separate program for foreign students. Do not miss these programs. Orientation sessions will explain how the American education system works and will usually include a segment on your rights and obligations under the immigration regulations. You will be told about expected behavior in the classroom, including oral participation, which is given importance in American education. You will be told how the grading and credit systems work, how to choose a major and what courses you are expected to take for general and major requirements.

Do not expect anything more than general answers about term papers, assigned books, reports, or examinations. In America, these matters are decided by individual professors, not the school, and even two professors teaching the same course may assign different books. They make different decisions on papers and examinations and may use different standards for awarding grades. Often, foreign student orientation will include a tour of the campus or surrounding community and guidance on special services and academic advisement.

VOCABULARY

Massachusetts Bay Colony 马萨诸塞湾殖民地

benefactor *n.* 捐助者

anniversary *n.* 周年纪念

Plymouth *n.* 普利茅斯州

candidates *n.* 候选人

affiliated *adj.* 附属的

laureates *n.* 桂冠诗人

academy *n.* 专科院校

orientation *n.* 熟悉环境

obligation *n.* 义务

immigration *n.* 移民

EXERCISES

I . Answer the following questions according to the video contexts.

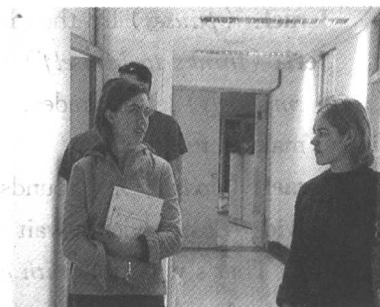
Chapter 1: Greeting People on Campus

1. What is the relationship between Lyle and Tony, Jeff and David?
2. Where did Lyle go in summer?
3. What impressed Lyle in Italy?
4. What are the study abroad opportunities in the school?
5. Where is Israel living?



Chapter 2: Greeting a Roommate

1. Where are Patrick and his friend going tomorrow?
2. Why does not Cindy like her future brother-in-law?
3. What are Richie and his friend planning to do Saturday?
4. What does Willy like to do in the university?
5. Does Willy have any plan for his music career?



Chapter 3: Going to the Party

1. What do they think of the car alarm?
2. What do they think of house alarms and guns?
3. What kind of music does Israel like?
4. Do you know anything about Bush?
5. Does Willy go clubbing often?



Chapter 4: Greeting People at a Party

1. How did Willy and Israel enter the house?
2. What is Israel majoring in?
3. What is Luke majoring in?



II. After video class, try to fill in the blanks with missing words according to the corresponding video part.

Chapter 1

Lyle: (*nods*) Yeah, (*pauses*) (*with emphasis*) that was a high 1 as well, of course, especially what I found in the (*with emphasis*) architecture. (*pauses*) After that I went on a trip to France and those marvelous paintings 2 me the most. Do you know anything about the impressionist schools?

Jeff: Well, (*pauses*) this school (*with emphasis*) does have study abroad 3 and, (*pauses*) I (*with emphasis*) think one of them is in (*with emphasis*) Paris, France.

Israel: (*pauses*) Do the grades transfer or is it as pass/fail?

Jeff: (*thinks to himself*) Hm, (*pauses*) I (*with emphasis*) think they 4 as (*with emphasis*) letter grades. (*pauses*) I had go to the (*with emphasis*) study 5 of-
fice to make sure, though.

Israel: (*nods*) Oh. Sounds good.

David: Most students wait until their (*with emphasis*) junior year to go abroad, though. (*pauses*) That's what is (*with emphasis*) recommended at least.

Israel: Is that to account for (*with emphasis*) transition time, etc.?

David: (*nods*) (*with emphasis*) I'm pretty sure they want to keep most of their students on 6 at (*with emphasis*) all times.

Chapter 2

Cindy: Actually, (*scared*) I don't really know. (*pauses*) Last I 1 she was in (*with emphasis*) Ohio. (*pauses*) I (*with emphasis*) hope to hear from her before she gets 2, in all honesty (*cringes*) I (*with emphasis*) really don't like the guy...

Alethea: Oh?

Cindy: Yeah, he's going (*with emphasis*) 3 and, (*pauses*) I don't like the way he 4 her.

Alethea: Well, (*nods*) I'd write her a letter once you find out her 5. (*pauses*) All you can do is (*with emphasis*) be there for her when she 6.

Cindy: (*nods*) Yeah, (*pauses*) you're right.

Chapter 3

(I)

William: (*nods*) Yes, I know. There's (*with emphasis*) just enough 1 without it feeling like a (*with emphasis*) 2 session from the wind. (*pauses*)

Israel: (*laughs*) That's a (*with emphasis*) good way of 3 it I suppose.

William: (*smiles*) Thanks.

Israel: So, (*pauses*) is this (*with emphasis*) on campus.

William: (*shakes head*) No, (*pauses*) they have some (*with emphasis*) 4 rules around here, this is to make (*with emphasis*) sure we can 5 it well, (*pauses*) if you know what I 6.

(II)

PARK, ANNOYING, RING, OTHER WISE, ALARMS, DETERRENT, APPARENT, REPRODUCTIVE, HOWEVER, CLEAR

William: (*nods*) I know, (*pauses*) it's (*with emphasis*) huge. But it's (*with emphasis*) pretty 1 when a car alarm goes off for (*with emphasis*) no 2 reason.

Israel: (*nods*) I'll bet. (*pauses*) I never saw the point of those things anyway. (*laughs*)

William: (*nods*) Yes, I think it mostly 3. (*pauses*) The potential thief sees the alarm and, as a result, shys away from stealing the car. (*shrugs*) It makes sense to me.

Israel: (*nods*) I can see (*with emphasis*) that kind of like (*with emphasis*) house 4, (*pauses*) and (*with emphasis*) guns.

William: Yeah, all I know is you had better remember where you 5 (*with emphasis*) around here.

Israel: (*nods*) I'm sure, 6 that you can take all semester to find your car?

William: (*laughs*) Yup. (*walks over to his car*) Well, (*pauses*) (*with emphasis*) here we are. (*with emphasis*) (*pauses*) It's my (*with emphasis*) baby.

Israel: Your (*with emphasis*) baby? What kind of (*with emphasis*) 7 and child-bearing organs do (*with emphasis*) you have?

William: (*laughs*) Hey now, (*pauses*) get in that car before I have to 8 your neck.

Chapter 4

William: Oh, (*pauses*) this is (*with emphasis*), (*pauses*) my (*with emphasis*) new

(with emphasis) 1 Israel.

Luck: Oh, (pauses) I see. (pauses) Cool. (extends hand out) I'm (with emphasis) Luke.

Israel: (smiles) Nice to meet you.

Luck: You bet. (pauses) What are you 2?

Israel: Well, (pauses) right now it's (with emphasis) 3. (pauses) (with emphasis) What about you?

Luck: Oh, I am an (with emphasis) economics 4. I became interested in 5 through my father. He is a chief executive at a big 6.

Israel: Like father, like son. You must be a 7 economist.

USEFUL EXPRESSIONS FOR DAILY LIFE

I . GREETINGS 打招呼

Greeting Somebody (同某人打招呼)

1. Afternoon! (午后见面时用)
你好!
2. How nice to see you again.
真高兴又见到你了。
3. It was good you could come.
你能来我很高兴。
4. Haven't seen you for ages.
真的好久不见了。
5. Hello there, Charles!
你好, 查理!
6. Hi there, Stevens.
你好, 史蒂文斯!
7. Howdy (= How do you do?), my dear friend?
你好吗, 我亲爱的朋友?
8. What brings you here today?
今天什么风把你吹来啦?
9. I'm glad to have had the opportunity to meet you here.
很高兴有机会在此地与您见面。

Asking after Somebody (问候某人)

1. Are you feeling better now?
你现在觉得好点了吗?
2. How are things going with you?
你过得好吗?
3. What are you doing these days?
这些天你在忙什么?
4. Anything new?
近来怎样?
5. How goes it?
近来怎么样,
6. How is it coming?
日子过得怎样?
7. What's new with you?
你近况如何?
8. What's the good news?
有什么好消息?
9. I hope all goes well with you?
但愿你一切都顺利吧?

Stating How You Are (说明你近来怎样)

1. All right, thank you.
很好, 谢谢你。
2. Much better, thank you.
好多了, 谢谢你。
3. Quite well, thank you.
很好, 谢谢你
4. Well, not too good yet. Better than I was though.
嗯, 还不太好。不过比以前好点儿了。
5. Could be better, but not bad.
没有预期的那么好, 不过还过得去。
6. I'm on top of the world, thanks.
我现在幸福极了, 谢谢。
7. Oh, the usual rounds.
哦, 老样子。
8. So-so, thanks.
马马虎虎, 谢谢。

II . INTRODUCTION 介绍

Introducing Somebody (介绍某人)

1. By the way, do you know each other? John Brown, Susan Pound.
顺便问一下, 你们彼此认识吗? 这位是约翰·布朗, 这位苏珊·庞德。
2. Have you met Nathan Eliot?
你见过内森·艾略特吗?
3. Oh look, Wendy's here. Wendy, come and meet Walt Whitman.
哦, 瞧, 温迪来了。温迪, 来见见瓦尔特·惠特曼。
4. I'd like to introduce our director Mr. Sidney Carson.
我愿向诸位介绍我们的主任, 西德尼·卡森先生。
5. Let me introduce President of the Sino-American Friendship Association, Mr. John Grant.
允许我介绍中美友好协会主席, 约翰·格兰特先生。
6. May I present Mr. Stanley Young, Assistant Manager of General Electric?
请允许我介绍一下通用电器公司副经理, 斯坦利·杨先生。

Introducing Yourself (自我介绍)

1. How do you do? My name's Charles Ford.
你好。我是查尔斯·福特。
2. How do you do? I don't think we've met before. My name's Steven White.
你好。我想我们以前没有见过面, 我的名字叫斯蒂芬·怀特。
3. Excuse me, my name's Sidney Carson.
对不起, 我叫西德尼·卡森。
4. Hello? Henry James here. (打电话时用)
喂? 我是亨利·詹姆斯。
5. Hello? (This is) Jackson Irving speaking. (打电话时用)
喂? 我是杰克逊·欧文。
6. Hi! I'm John Keats.
你好! 我是约翰·济慈。
7. May I introduce myself: Donald Ervin.
请允许我自我介绍: 唐纳德·欧文。
8. Allow me to introduce myself: Jenny Heywood, an engineer from Camber.
请允许我自我介绍: 詹妮·海伍德, 坎伯公司的一名工程师。

Responding to an Introduction (对介绍的应答)

1. How do you do?