

AROUND THE WORLD IN ENGLISH

AN INTRODUCTION TO MODERN CONVERSATIONAL ENGLISH

现代英语口语入门

用英语环游世界

by LEGER BROSNAHAN



Volume One

CHINA : PREPARATIONS FOR DEPARTURE

北京语言学院出版社

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中文版说明

本书是美国语言文化学者专为中国学生编写的一套以英语口语为主体的现代教材,同时兼顾以读写全面语言技能的训练,是一套综合语言课本。使用者不但可以学到语言交际的技巧,同时也可以学到许多非言语交际的技巧,了解文化背景。这是本教程的一个特点。本书适合初学者和具有一定英语基础的读者。

全书共分三册,以两个中国人用英语环游世界为线索,将全书内容连为一体。每课的设计为:一幅图片、对话、注释、英文背景知识(上、中册有中文译文)、练习。每课对话的长度相当,难度适中;练习设计重在引导学生掌握英语会话、读写能力,并了解口语与书面语的区别。读写练习是从中册开始增加的。所有练习以对话为中心,通过反复练习以达到全面运用的能力。

中文版对原书稍有修改。我们未将对话译成中文,而是通过注释和背景知识使读者理解句子的含义、课文的内容。

全部对话配有录音带。

本书上册由张玲编译,中册和下册由梁晓编译,全部中文由区启超审阅。

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PREFACE

This text and its accompanying tapes are intended to teach Chinese students contemporary, informal, spoken English, the English of everyday, educated, private conversation and the reading and writing of both the informal and general levels of English writing, as well as some English nonverbal communication signals and cultural information. It is intended to maintain a reasonable balance between the English verbal skills of listening, speaking, reading, and writing and between these verbal skills and the English nonverbal skills — sending and receiving body, artifact, and environmental language and understanding the cultural differences involved.

The text and tapes include 150 dialogs accompanied by exercises designed to lead the student to a fluent practical control of conversational English and the ability to read and write informal and general English competently. The text is a comprehensive English language textbook and contains materials intended to teach all six communication skills and selected parts of the target culture. It contains no exercises specifically designed to correct isolated pronunciation problems because such exercises frequently create as many pronunciation problems as they solve. The printed text depends necessarily on the tapes which have been prepared to accompany it or on an instructor of native or near-native control of conversational English and reading and writing. Reading and writing exercises are carefully limited to the situations and language limitations of the dialogs. These exercises may seem less demanding than other reading and writing exercises, but they represent the author's conviction that the quickest way to make progress in reading and writing, that is real reading and real writing, is to keep

reading and writing strictly within the listening and speaking competence of students.

It is presumed that most students using this text will have completed at least a three-year, junior highschool curriculum in English; but the text is constructed largely as a review of that curriculum and may not be too difficult for the student who might be beginning the study of English with this text.

The theme of the dialogs is a trip around the world by air. Volume I traces the preparations of a young Chinese couple, brother and sister, for their trip and carries them to the airport in Beijing. Volume II traces their travels through the United States and Canada. Volume III traces their travels through Ireland, Scotland, and England and follows their return to China through Europe and Asia.

The length of the dialogs and exercises and the linguistic and cultural material in them have all been carefully controlled and programmed to avoid overwhelming the student with the complexities of the language, the differences of the cultures, and the length of the individual lesson but also to allow for growth in control of all three.

An attempt has been made to make the English of the written text as acceptable as possible to the speakers of the various national dialects of English by seeking out the neutral and shared ground in the language and trying to avoid usage not characteristic of all the major dialects. When such neutrality has proved impossible, statistically dominant standard usage and the more transparent forms have been followed. An equal attempt has been made to keep the dialogs and particularly the exercises as authentic as possible and of high probability of actual occurrence in the situations in which they are found. All the exercises have been kept as relevant as possible to the dialogs in order to avoid the imaginative strain placed

on the students in conjuring up a different situation for every substitution or modification they are asked to make.

The text is designed to put particular emphasis on the peculiarities of conversational pronunciation, characterized as it is by innumerable ellipses, fragments, contractions, reductions, and sandhis. All these shortenings are represented intentionally in their relatively extreme forms on the tapes and, to the limits acceptable orthography, on the page because they are so rarely taught, are often difficult to understand when heard, are of course difficult to produce unless noted and understood, and are so much the heart of conversational English. The reading and writing exercises, on the other hand, reflect both the informal level of writing, on which these various shortenings are reflected in the spellings, and the general level of writing, which excludes all spoken contractions and tends to give the fullest forms of the language. Among the reading, writing, speaking, and listening exercises, the students will be systematically exposed to the fullest forms of the language and also their various shortenings in conversation.

An authentic spoken model for the students to listen to and imitate is, of course, absolutely necessary for learning conversational English. English orthography is an extremely poor guide to pronunciation, and even phonetic transcriptions are at best a pale reflection of a spoken model. A competent live instructor, with his ability to model both verbal and nonverbal communication and monitor students responses and distribute instructional effort, is, of course, preferable even to well-made tapes, but since such a teacher is not always available to students in person, tapes which provide an authentic model have been provided to give the students the necessary modeling of the language. Since the reading and writing exercises are based directly on the spoken dialogs and their exercises, just as the reading and writing skills are necessarily based

on competent listening and speaking, success in reading and writing are dependent on listening and speaking success and ultimately dependent on the models students imitate, live or recorded.

The speakers on these tapes include not only native speakers from the various English-speaking nations of the world but also a wide and very important variety of competent non-native speakers of English. This wide variety of models may at first seem an unnecessary complication, but it is hoped that the distribution of native and non-native speakers of various sorts roughly approximates their relative importance among speakers of English and in the process can help students understand the very wide variety of standard English pronunciations found in the world today and also likely to be encountered in China.

It is a pleasure to acknowledge my indebtedness to the United States Fulbright Program for its generous support for two years in China during which I began work on this book, to the Shanghai Foreign Language Institute, where I first thought of writing it, to the Shanghai American School where parts of the book were written, to Noam Chomsky, whose writings first suggested to me that manipulation of syntax was probably more valuable than manipulation of vocabulary in language learning, to Edward Hall, whose writings first suggested to me that language learning involves nonverbal as well as verbal elements, to the Peace Corp's method of language teaching, which convinced me that the more aspects of language students attacked simultaneously the faster progress they made toward communicative competence, to Lu Jianji, who found the book publishable, and finally to professor Irene Teoh Brosnahan, whose professional advice and assistance from first idea to final proofing has constituted a continuous and here inadequately acknowledged collaboration.

L. B.

INTRODUCTION

Conversational English

Conversational English is the type of English used almost all of the time by native speakers in conducting almost all of their daily affairs. It has its own distinctive phonology, morphology, syntax, and lexicon, and its most striking characteristic, in contrast to formal spoken English and written English, which are used only occasionally, is its economy. This economy is found in the general tendency toward shortening expression and suppressing whatever can be suppressed without destroying communication. These shortenings include ellipses, which make "fragment" sentences about a quarter of normal conversation, contractions, reductions, sandhis, and a preference for short words and short forms of longer words. It might be compared with shorthand writing. It is the leanest and lithest form of the language and depends more heavily than formal spoken English and written English on the hearer's ability to supply mentally the fuller forms of the language in responding to spoken signals that are always the heart of the matter but often only small fragments of the full structures presumed to be understood. It is this "shorthand" method of speaking and the assumption it makes that the hearer can supply mentally the full structures intended from incomplete or minimal structures that make conversational speech in any language at once the most lively and the most difficult form, particularly for the learner of the language.

There is no point in denying the difficulties of learning this type of English, which is highly complicated and very low in

redundancy, but there is also no possibility of denying that it is the form of the language which dominates in normal life and which must be learned before real and easy entrance into the life lived in that form of the language is possible.

Some of the peculiarities and difficulties of this form of English when it is compared with the fuller forms of written and formal spoken English may be suggested by a few examples. In normal conversation auxiliaries and modals are regularly contracted, and the *h*'s of pronouns beginning with *h* are not pronounced when these pronouns occur in unstressed positions. The word division of written English, moreover, only partially reflects the regularly fewer divisions of utterances in conversational English. Sentences which might be written *What did he say? When did you see her?* and *I have got them* or more realistically and informally *What'd he say? When'd you see her?* and *I've got 'em* are normally pronounced as if they were written *Waddy say? Wen Jew seer?* and *I've Gotham*. In conversation the normal plural ending, the possessive ending, *is*, *has*, *does*, and *us* can all be reduced by normal contraction to *-(e)s*, with its various sound values of [s, z and iz], and its various potential meanings must be sorted out from other signals in the context around it, as in *What's he saying? What's he say?* and *What's he said? Let's go! Here're my books. Straight from the horse's mouth* and *Straight from the horses' mouths*.

Conversational syntax, while not necessarily shorter than formal spoken or written syntax, is generally less highly varied and at the same time frequently quite different and frequently shorter. Such structures in written English as *the man to whom he spoke*, *He had only a minute*, *That is the concern of the man in the driver's seat* emerge in conversational English as *the man he talked to*, *He only had a minute* and *That's the man in the driver's seat's business*.

Reductions and short forms are particularly numerous in conversation, as in *hist(o)ry*, *comf(or)table*, *basic(al)ly*, *(al)though*, *(un)til*, *lab(o)ratory* or *laborat(o)ry*, *(tele)phone*, *car* rather than *automobile*, and *claim checks* for *luggage claim checks*. Such reductions and contractions frequently produce sandhis in which the spoken form varies even further from the spelling than it does normally. *Soldier* is pronounced *soljer*. *Nation* is pronounced *nayshun*. *How did he find her?* or *How'd he find her?* is pronounced as *Howdy finder?* *When is she coming?* or *When's she coming?* is pronounced *Wen she comin(g)?* *How will I know them?* or *How'll I know 'em?* is pronounced *How lie Noam?* *Did you eat them?* or *Did you eat 'em?* may be pronounced as *Jew Edam?* or even *Jeetum?* in very rapid speech.

Finally, the characteristic ellipses or deletions found in running conversation often produce "fragments" which may even occur in series:

Conversation

Full Forms

"Where to?"	"Where (are you going)?"
"The library."	"(I am going to) the library."
"What for?"	"What (are you going to the library) for?"
"To read."	"(I am going to the library) to read."
"What?"	"What (are you going to the library to read)?"
"Journals."	"(I am going to the library to read) journals."
"Why?"	"Why (are you going to the library to read journals?)"

"For a paper. "	"I am going to the library to read journals) for a paper (I am writing). "
"Who for?"	"Who (are you writing the paper) for?"
"Mr. Smith. "	"(I am writing the paper for) Mr. Smith. "
"In Biology?"	"(Do you mean the Mr. Smith) in Biology?"
"Yes. "	"Yes, (I mean the Mr. Smith in Biology.)" "
"Good luck!"	"(I wish you) good luck!"
"Thank you. "	"(I) thank you. "
"See you. "	"(I will) see you (later). "
"Bye. "	"(Good)bye. "

Though the earlier examples are only a very small part of the innumerable shortenings and peculiarities of conversational English and the sample conversation is intentionally extreme in its ellipses, they may serve to point out both the special tendencies of the commonest form of English and the necessity of learning both the full forms, characteristic of formal spoken and general written English, and the reduced forms which occur so frequently in conversation. It should be clear that both full and reduced forms must be mastered before real conversation is possible, and this necessity determines in good part the form of the dialogs and exercises found in the text, which attempt to introduce and drill both the full and the reduced forms simultaneously.

Writing English Conversation

The first concern in writing the dialogs and exercises has been to write a type of English that, at least as it appears on the page,

would be acceptable to all educated native speakers of English. This not perfectly attainable goal has been pursued by attempting to find expressions acceptable to most English speakers and by attempting to avoid expressions limited to one or only a few dialects of English. The goal of even writing such a neutral English has proved unattainable in every detail because there are so many necessary contents which simply have no neutral form of expression in the various English dialects. Even so simple, common, and necessary an object as a mailbox has no name which is equally acceptable and neutral in all the dialects. It is known in various English-speaking countries, in roughly descending statistical order, as a mailbox, a pillar box, a letter box, and a post box. The solution to this admittedly only partially soluble problem, which involves every aspect of the language to some extent, has been to try to avoid regional peculiarities, and when that has proved impossible, as in the case above, to follow the statistically dominant world-wide usage as far as it could be estimated and/or the most transparent form, e. g. mailbox.

Though there is no problem in modelling exactly on tapes all the peculiarities of conversational English mentioned earlier, there are very serious limitations imposed by standard English orthography, whether British or American, on their representation in writing. Deletions, short forms of long words, conversational syntax, and lexicon, and even contractions can be reasonably well represented, but reductions and sandhis, to say nothing of the myriad pronunciations of individual words which are badly spelled in English orthography, cannot be well represented. What cannot be well represented in standard orthography has been left for the notes to explain and for the tapes or the competent live instructor to model for the students. On the other hand, *all* the resources of standard

orthography have been exploited as completely and consistently as possible, to make the written form of the dialogs and exercises as close a representation and reinforcement of the spoken models on the tapes as is possible within the limits of standard orthography. English orthography is notoriously undependable as an accurate guide to pronunciation, but its potential for representing conversational pronunciation has rarely been fully exploited. Even the full exploitation of orthography leaves the written text a relatively weak representation of conversational pronunciation, and the spoken model naturally takes precedence over the written text in any cases of conflict.

A phonemic transcription, which might accompany the standard orthography and give a more accurate written representation of conversational pronunciation, was considered but rejected on the basis of past experience with texts using such transcriptions. This experience points rather consistently to the fact that native-speaker teachers neglect the transcriptions as unnecessary or irritating when they depart from the teachers' pronunciation, and students and most non-native-speaker teachers neglect them also, for the very good reason that they demand training to be read accurately and a nearly native control of English phonology to be pronounced accurately. In a very real sense, such transcriptions presume native-speaker control of English pronunciation, which if present renders the transcriptions unnecessary.

The great bulk of the contractions used in this text can be conveniently summarized in the following table:

	does ^①	did ^①			
	has	had			
am	is	would	will	are	have

	'm	's	'd	'll	're	've
I	I'm	—	I'd	I'll	I're ^③	I've
	(<i>rime</i>) ^②		(<i>hide</i>)	(<i>isle</i>)	(<i>ire</i>)	(<i>hive</i>)
you	—	—	you'd	you'll	you're	you've
			(<i>food</i>)	(<i>Yule</i>)	(<i>your</i>)	(<i>move</i>)
he	—	he's	he'd	he'll	he're ^③	he've ^③
		(<i>bees</i>)	(<i>heed</i>)	(<i>heel</i>)	(<i>here</i>)	(<i>heave</i>)
she	—	she's	she'd	she'll	she're ^③	she've ^③
		(<i>bees</i>)	(<i>heed</i>)	(<i>heel</i>)	(<i>shear</i>)	(<i>heave</i>)
it	—	it's	it'd	it'll	it're ^③	it've ^③
		(<i>its</i>)	(<i>bid(ded)</i>)	(<i>little</i>)	(<i>sitter</i>)	(<i>it of</i>)
we	—	—	we'd	we'll	we'r	we've
			(<i>weed</i>)	(<i>weal</i>)	(<i>weir</i>)	(<i>weave</i>)
they	—	—	they'd	they'll	they're	they've
			(<i>paid</i>)	(<i>veil</i>)	(<i>there</i>)	(<i>save</i>)
who	who'm	who's	who'd	who'll	who're	who've
	(<i>whom</i>)	(<i>whose</i>)	(<i>food</i>)	(<i>fool</i>)	(<i>poor</i>)	(<i>move</i>)
what	what'm	what's	what'd	what'll	what're	what've
	(<i>wad 'em</i>)	(<i>watts</i>)	(<i>wad(ded)</i>)	(<i>wattle</i>)	(<i>water</i>)	(<i>wad of</i>)
when	when'm	when's	when'd	when'll	when're	when've
	(<i>wen 'em</i>)	(<i>wens</i>)	(<i>wend</i>)	(<i>kennel</i>)	(<i>tenor</i>)	(<i>wen of</i>)
where	where 'm	where's	where'd	where'll	where're	where've
	(<i>wear 'em</i>)	(<i>wears</i>)	(<i>fared</i>)	(<i>beryl</i>)	(<i>wear(er)</i>)	(<i>wear of</i>)

why	why'm	why's	why'd	why'll	why're	why've
	(<i>rime</i>)	(<i>wise</i>)	(<i>wide</i>)	(<i>wile</i>)	(<i>wire</i>)	(<i>hive</i>)
how	how'm	how's	how'd	how'll	how're	how've
	(<i>Raum</i>)	(<i>cows</i>)	(<i>loud</i>)	(<i>howl</i>)	(<i>hour</i>)	(<i>how of</i>)
this	—	this's	this'd	this'll	this're ^③	this've ^③
		(<i>Mrs.</i>)	(<i>viscid</i>)	(<i>thistle</i>)	(<i>kisser</i>)	(<i>this of</i>)
these	—	—	these'd	these'll	these're	these've
			(<i>eased</i>)	(<i>weasel</i>)	(<i>geezer</i>)	(<i>these of</i>)
that	—	that's	that'd	that'll	that're ^③	that've
		(<i>hat</i>)	(<i>matted</i>)	(<i>buttle</i>)	(<i>hatter</i>)	(<i>that of</i>)
those	—	—	those'd	those'll	those're	those've
			(<i>closed</i>)	(<i>proposal</i>)	(<i>poser</i>)	(<i>those of</i>)
there	—	there's	there'd	there'll	there're	there've
		(<i>theirs</i>)	(<i>fared</i>)	(<i>beryl</i>)	(<i>wear(er)</i>)	(<i>there of</i>)
here	—	here's	here'd	here'll	here're	here've
		(<i>hears</i>)	(<i>feared</i>)	(<i>Cyril</i>)	(<i>hear(er)</i>)	(<i>here of</i>)

① *Webster's Ninth New Collegiate Dictionary.*

③ Only following compound subjects: e. g. *She and I're going.*

② Parentheses contain pronunciation guides. Italicized forms are rimes. Roman forms are homophones.

These same contractions are also regularly found following nouns, phrases, and even clauses, too numerous to be summarized, but no less true of real conversation and no less able to be represented in standard orthography in writing conversational English. Though