

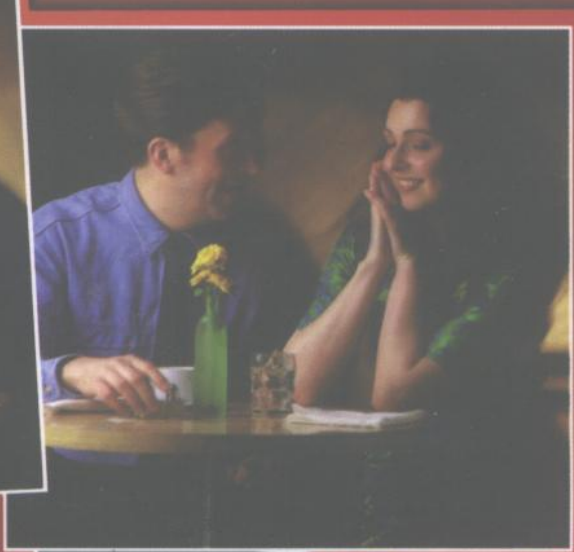
美国英语听说教程 下册

NEW PERSON TO PERSON

新英语交谈 (译注版)

COMMUNICATIVE SPEAKING AND LISTENING SKILLS

JACK C. RICHARDS DAVID BYCINA SUE BRIOUX ALDCORN 编著
孙建华 李亚雄 译注



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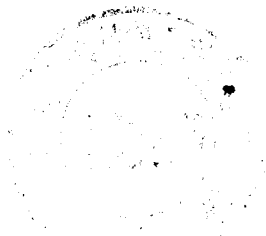
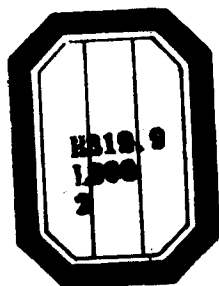
New Person to Person

Communicative Speaking and Listening Skills

美国英语听说教程 下册

(译注版)

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* * *

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To the student

致 学 生

Up to now, your study of English has probably focused on the study of English grammar and vocabulary. You already know quite a lot about what the rules of English grammar are, and how to form sentences in English. This knowledge provides an important foundation for you, but it is not enough to enable you to speak English fluently. In order to develop conversational listening and speaking skills, you need practice in these skills, and this is what *New Person to Person* aims to give you.

The focus of each unit in *New Person to Person* is not grammar. Instead, each unit focuses on conversational tasks or functions such as introducing yourself, talking about likes and dislikes, inviting someone to go somewhere, and so on. In order to take part in English conversations, it is necessary to learn how these and other common functions are used in English.

New Person to Person gives you opportunities to listen to native speakers. It also gives you guided practice in using many conversational functions. This is done in the following way:

CONVERSATIONS

Every unit has two sections. Each section begins with a conversation that includes examples of the functions you will be studying in that section. Listen to them on the cassette or as your teacher reads them. You can use them to improve your understanding of spoken English and to hear the language used in both business and social situations.

GIVE IT A TRY

Each function that you hear in the conversation is presented separately. You will be able to concentrate on each one and practice it with a partner until you feel comfortable with it. You will also learn different ways to say the same thing and have the chance to practice using your own ideas.

LISTEN TO THIS

Both sections in each unit end with the opportunity for you to use what you have learned. You will hear conversations that will help you with real-life listening tasks such as finding out opening and closing times, getting directions, and listening to and writing down information on forms.

PERSON TO PERSON

At the end of each unit, you and your partner will work together to solve a problem based on the functions you have just learned. Each of you will have information that the other needs, so you

will have to listen to and speak to each other carefully, often using ideas and opinions of your own.

We hope you will find that learning to speak and understand English is easier than you think. Like any skill, it involves practice, *New Person to Person* will guide you through various types of practice, moving from controlled to free use of the language. You can review what you have learned both within each unit and in special review units. The Let's Talk and Review Units provide you with the opportunity to use both the language and your imagination.

Because you will usually work with a partner, *New Person to Person* gives you as much conversational practice as is possible in a classroom situation. Remember, as you practice, that communication is more than just words: People “say” a lot with their faces, their bodies, and their tone of voice.

As you practice with your partner, don't keep your eyes “glued to the book”. Instead, use the “read and look up” technique: Look at your line before you speak. Then immediately look at your partner, make eye contact, and say the line as if you were acting. You may look down at your lines as often as you need to, but look at your partner when you speak. This will improve your fluency.

In addition to the language presented in each unit, here are some expressions that will be very useful to you—both in and outside of class.

- | | |
|------------------------------------|---------------------------|
| a. Please say that again. | e. What does ____ mean? |
| b. I'm sorry. I don't understand. | f. I don't know. |
| c. Please speak more slowly. | g. May I ask a question? |
| d. How do you say ____ in English? | h. How do you spell ____? |

The speaking and listening practice you get in this book will give you a firm basis for using English outside the classroom and when talking to other speakers of English person to person.

Publisher's note on the bilingual edition

译 注 说 明

《新英语交谈》是美国英语听说教程，是《英语交谈》的修订版。《英语交谈译注本》自1993年出版以来，深受广大读者的好评，已经再版多次。修订后的这套《新英语交谈》在保留了原教材基本框架的基础上，增加了真实对话语言材料，加强了会话练习，增加了练习形式，是一套不可多得的美式英语听说教程。

原题 Person to Person 借用长途电话指名与通话人直接通话的说法，意指不经传说，直接交流思想和感情。编者 Jack C. Richards, David Bycina 和 Sue Brioux Aldcorn 是美国著名英语教学专家。整个教程的文字材料分上、下两册，配有录音磁带4盒。原版还有教师用书两册。译注版以学生用书为主，另从教师用书中选出部分材料，附在书后作为学习指导。

本教程可以供略具英语基础的非本族人学习当代美国口语之用：既适合课堂教学，也适合小组学习和个人自学。

两册都各分为12个单元。每个单元分两课。每课包含4个部分：

- 1) Conversation(对话)提供一篇自然、地道的对话示范，介绍基本的语言材料；主要练习听，也为说做准备。
- 2) Give It A Try(试一试)分段学习示范对话；主要练说，也练听。同时提供学习语音重点和复习语法要点的机会。
- 3) Listen To This(听一听)通过题材广泛、发音地道的对话，做综合听力练习，并通过填表、答题等方式检查理解，培养听懂真实谈话的能力。
- 4) Person to Person(配对交谈)，在听懂所提供对话材料的基础上，练习复述所听内容，交流个人看法等综合活用能力。

本教程采取的是最新的口语教学法——交际法。重点不放在学习语法上，而放在培养语言交际能力上。不强调语法的盘练，也不斤斤计较于准确性，而更多地注重语言交际过程，以说话流利为口语训练的首要目标。对话能力包含对语法的掌握，但是除此之外还要加上别的技能。其中最重要的有以下各项：

· 熟悉足够广泛的话题

为了参加对话，学习者必须熟悉日常交谈中经常碰到的各种话题，必须能够对人们用英语交往时经常提到的情况、事件、活动等提出问题，作出回答。这就要求掌握足够的词汇，不仅能够听懂人家说的是什么，还要能够自己有话可说，对别人的话有所补充。

· 掌握各种言语功能

人与人相遇，不仅仅交换信息，而且还要利用语言相互影响。这就需要执行各种不同的言语功能。言语功能就是说话的目的，说话要解决什么问题，也就是为什么说话。例如向人问候、打招呼；顺利地开始和结束交谈；自然地引起和发挥话题等等。说话的时候，不仅只是讲话，而且做事，如描述事件、心情、想法、计划、成就；提出请求、命令、作出反应等等。这些都是学习外语的人所必

须掌握的言语功能，借此才能学会说话办事。

- 领会不可预知的表达能力

执行不同的言语功能时，通常都要有几个来回。例如：我请你去看电影。你接受邀请，问什么地点见面。我提出时间和地点。你同意我的建议，或者不同意而另提建议。开头几句话的功能定了之后，后面一连串的功能大体上是可以预测的，但是具体用什么词语来表达每一项功能，则是不可预测的。听话的人必须能够抓准不同句子的意思，根据词语在句中的位置领会其含义，这样才能具有对话的能力。

- 使用得体的语言

交谈双方社会地位差异的大小，往往决定所用的称呼形式以及谈话内容和谈话方式。说话的人每次说话都要判断说话和听话双方是什么关系，并据此做出不同的抉择。例如学生问教授问题时可能说：Could I possibly see you for a few minutes? (我可不可以费您几分钟的时间?) 问一个朋友就可能说：Hey, Joe, got a minute? (喂，乔，有空吗?)

说话除了要根据场合的不同而使用客气或者随便的语言之外，还必须符合英语的习惯。例如，用英语问候，一般说How are you? (你好吗?)，而 Are you well? (你身体怎么样?) 和 How is your health? (你的健康状况如何?) 虽然意思有相同之处，但通常不用来作为问候语。从某种意义上讲，交谈有很大一部分是习惯决定的。

- 共同创造对话

对话是一种有来有往的双向过程。双方都有责任使谈话顺利地进行下去，使各自所说的话清楚易懂，不离题。这就要求交谈双方不断反馈信息。对话能力包括语法、词汇知识和上述各种语言技能。本教程的目的就是要学生通过听说练习把二者结合起来。

以话题和功能为纲，而不以语法结构或形式为纲，是本教程的最大特色。从使用语言的角度看，功能比语法具有更直接的意义。因此这种编排方法更有助于学生更现实、更生动地掌握口语表达和领会语言的能力，收到即学、即用、即会的功效。

如前所述，言语功能是指说话办事，语法结构和形式则是实现或表达言语功能的手段。培养对话能力要求将功能与语法结合起来。但是，二者的关系常常不是一一对应的，而是多重交叉的。一种结构或形式可以有多种不同的功能。例如 will 不仅仅表示“将来”的意思，它可以作出预测(I think it will rain tomorrow. 我想明天会下雨。); 提出请求(Will you open the door? 请把门打开好吗?); 发出威胁(Do that again and I'll scream. 你再这样我就喊人啦!)等等。学生不知道 will 的这些用法，就会以为它可以跟表示“将来”的其他形式随意混用，结果造出不适当、不自然的句子。反之，一种功能也可以用多种不同的结构或形式来表达。例如表示劝告可以用情态动词(Maybe you should/ought to lie down. 也许你该去躺一躺。); 可以用问句(Why don't you lie down? 你为什么不去躺一躺? 或者 Have you thought about lying down? 你想没想过去躺一躺?); 还可以用条件句(If I were you, I would lie down. 我要是你，就去躺一躺。)。而所有语法知识的习得、语言技能的培养和提高，都依赖于大量的练习。因此本教程提供了丰富多样的听、说练习。

译注本兼顾我国大中学校学生、短训班学员和自学者的不同需要。为此，在原版学生用书的内容之外，

增加了“自学参考材料”，内容除了听力练习答案外，还包括中文注释、参考译文、语音重点和文化背景介绍。

- Conversation(对话)和 Listen To This(听一听)提供了参考译文，Conversation 还配有注释，为了照顾较大跨度的各类读者的不同需要，选注的项目力求详备。需要特别注意的是，所加的注释只供必要时参考。学生应当把注意力放在听和说的练习上。多在原文和原声上下工夫。
- 语音重点的内容选自原版教师用书。包括语音、语调、节奏、融合等。
- 文化背景注释的项目力求帮助读者更深刻地理解所听到的语言材料，以期达到顺利交际的目的。

配合课本的 4 盒磁带是本教程的重要组成部分。学生在使用本教程、做书中练习的过程中都应当先听录音，多听录音，模仿语音语调，然后再看文字。

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CONVERSATION 1

DON'T I KNOW YOU FROM SOMEWHERE?

UNIT

1

If you see someone you think you know, do you speak to them?
If yes, what questions can you ask?



- Paul:** This line is taking forever!
- Masako:** It sure is. But lunch hour is the busiest time of day.
- Paul:** That's true. Especially at the end of the month.
- Masako:** Mm-hmm.
- Paul:** You know, you look really familiar. Don't I know you from somewhere?
- Masako:** I'm not sure.
- Paul:** I think we were in the same computer course a couple of years ago. With Miss Clark?
- Masako:** I remember you now!
- Paul:** My name's Paul. Paul Miller.
- Masako:** I'm Masako Itoh. It's good to see you again. Sorry I didn't recognize you at first.
- Paul:** Well, my hair was a lot longer then, and I wore glasses.

GIVE IT A TRY

1. CONVERSATIONAL OPENINGS

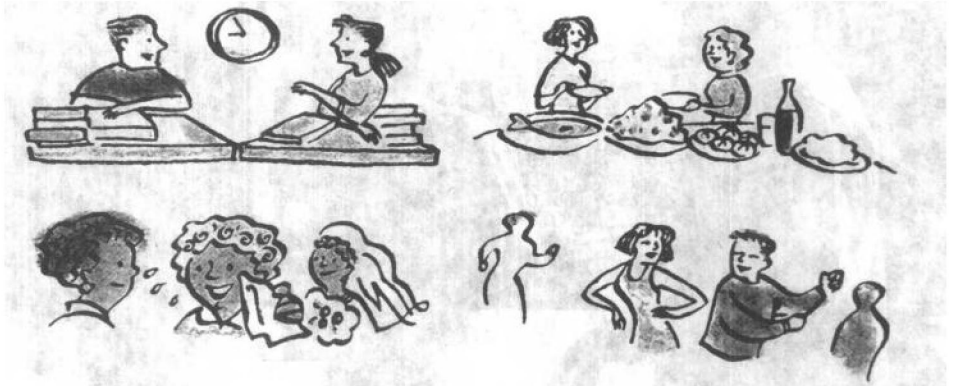
- ◆ This line is taking forever!
- ◆ It sure is. Lunch hour is the busiest time of day.

Practice 1

Start a conversation by choosing one of the openings below. Your partner answers with one of the responses below. Take turns.

Openings

1. I hope this course will be interesting.
2. Everything looks delicious. I don't know what to try first.
3. It's a beautiful wedding, isn't it?
4. I'm glad I came to this party.



Responses

- Me, too. I'm having a great time.
- I think it will be. The professor is very good.
- It sure is. Mary Ann is a beautiful bride.
- Try the salmon. It's fantastic.

Practice 2

You and your partner are in the following situations. Take turns starting a conversation by using the cues below. Try to continue the conversation.

Example:
in a line at a movie

A: hope/good movie
B: newspaper review/excellent

Student A: I hope this is a good movie.

Student B: Well, the newspaper review was excellent.

1. at a party
A: think/great party
B: John's parties/always good
2. on the first day of class
B: heard/this teacher/very good
A: my older brother/really like her
3. at a baseball game
A: hope/Tigers win today
B: your idea
4. at the airport
B: can't wait/get to Hawaii
A: your idea
5. buying concert tickets
A: your idea
B: your idea

2. ASKING IF YOU'VE MET BEFORE

<p>◆ Don't I know you from somewhere? Haven't we met before?</p>	
<p>◆ I'm not sure. Do you? Have we?</p>	
<p>◆ I think we were in the same computer course. You were in my computer class, weren't you?</p>	
<p>◆ Oh, yes. I remember you now. Yes, that's right.</p>	<p>◆ No, I don't think so. I think you have the wrong person.</p>
<p>◆ My name's Paul. Paul Miller.</p>	<p>◆ Oh, sorry.</p>
<p>◆ I'm Masako Itoh.</p>	

Practice 1

Student A: You see someone you think you know. You don't remember the person's name, but you think you remember something about him/her. Follow the model above, and check if you know him/her.

Cue: went to the same high school

Question: I think we went to the same high school.

Practice 2

Student B: Answer either *Yes, I remember you now* or *No, I don't think so*. Then reverse roles.

- | | |
|-----------------------------------|------------------------|
| 1. met at Kate Bowen's party | 4. take the same train |
| 2. used to be neighbors | 5. <i>your idea</i> |
| 3. belong to the same tennis club | 6. <i>your idea</i> |

Follow the instructions for Practice 1. This time, **Student B** checks if he/she knows them:


Cue: went to Milton High School

Question: You went to Milton High School, didn't you?

Student A answers either *Yes, that's right* or *No, I think you have the wrong person*.

- | | |
|-----------------------|---------------------|
| 1. work for IBM | 4. are a teacher |
| 2. studied at Harvard | 5. <i>your idea</i> |
| 3. are from Kyoto | 6. <i>your idea</i> |

LISTEN TO THIS

 Listen to the conversation and answer the questions below.

1. At first, does the man recognize the woman?
2. Where does the woman think the man's from?
3. Where does the woman think they met?
4. Have they met before?

CONVERSATION 2

I'VE HEARD A LOT ABOUT YOU!

What are three topics that you can talk about when you first meet someone?

What are three topics that you shouldn't talk about?



Louis: Hi. Sorry I'm late.

Gina: Oh, that's OK. We just got here. Louis, this is my fiancé, Max. Max, this is my old friend, Louis. We went to school together.

Max: Hi, Louis. I'm really glad to meet you.

Louis: Hi, Max. I've heard a lot about you.

Max: All good, I hope!

Gina: Louis just got back from California.

Max: Really? How was it?

Louis: It was fantastic.

Gina: You went with your brother, didn't you?

Louis: Yeah. We saw a lot of California, that's for sure!

Max: I hear you like golf.

Louis: Love it! We played six different golf courses. Do you play?

Max: I sure do! How about a game this weekend?

Gina: Uh-oh. I was afraid of this.

Pronunciation Focus

Listen to the blended sounds in these words.

just ^ˌgot meet ^ˌyou

about ^ˌyou didn't ^ˌyou

Now practice the conversation. Pay attention to blended sounds.