

WELL-SPOKEN

A Short Course in English Conversation

美国英语听说教材

A · 范布伦



世界图书出版公司

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(附中文注释)

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内 容 简 介

本书是麦克米伦语言出版公司专门为亚洲人学习美式英语编写的系列丛书中的一本，旨在训练学习者熟练如流地听说美式英语。适合大中学生和自学美式英语的速成班、初级班学员使用。内容涉及问候、天气、校园、打电话、旅游日期与时间，计数及数量以及遗憾与道歉、感谢与致意、注意与警告、要求与建议等日常口语中最基本的题材。本书集内容的实用性、语言的准确性、操练的科学性于一体。

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by Alice VanBuren

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使用说明

本书原版系世界著名的麦克米伦公司语言出版社日本东京有限公司出版的系列英语教材。是专为非英语国家学生编写的；尤其适合亚洲学生使用。这套全新的教材突破了旧的教学模式，强调听说和实用，从听说入手，伴有人文、社会和科技等各门类的通俗阅读，一扫过去依赖儿童故事、文学作品和深奥的专业文章来学习英语的艰难道路。这套教材虽然成系列，但各自独立，读者可以根据各自需要，自行选用。

这本《美国英语听说初级教材》旨在训练熟练如流地听说美国英语，每课包括会话、句型、训练活动和会话指导；附录音磁带。适合中小学生和自学美语口语的人使用。

该课本的使用方法如下，供参考：

1. 首先合上书，听磁带的对话。
2. 阅读并记忆句型和词汇。

3. 然后进行会话练习：可把学生分成两方进行，也可教师与学生分别为一方进行，还可以一人同时充当两方进行。对话时可以看书，但最好不看书。可以按原句练习，也可以按照句型换字练习。

4. 注意模拟实际场合的交流，鼓励有意义的引申，不要把注意力引导到只关心语法上。

本书附有标准的美音磁带，不仅练习听说，而且练习听写，从而把音、形、意三者结合成一个整体，势必会对英语学习起到实用与速成之功效。

本书附有详尽的中文注释，从而把学生从花费大量时间查词典与琢磨意思的艰辛劳动中解脱出来，使他们对所学的英语与相

对应的本民族语有一个清晰的概念，更重要的是使他们能够腾出更多的时间用于实际训练和记忆与熟练上。

注释者

1994年11月

PREFACE

The purpose of this text is to foster fluency in speaking American English. Therefore the text provides sample dialogs, sentence patterns, conversation guidelines, do's and don'ts and speaking and listening activities. It is important that the activities be done only in English if the maximum benefit is to be gained from this short course in English conversation. To be well-spoken is the goal of this text and the hope of the author for those who use it.

The following are some suggestions on how this textbook might be used:

1. Begin by listening to and reading the dialog followed by reviewing the vocabulary to insure comprehension. For example, the dialog can be presented first by listening to the tape without using the text and by answering questions about it to check comprehension. Then the dialog can be read and unknown vocabulary items explained.
2. Practice the dialog. Memorize it if desired. At first, the dialog can be practiced in unison with other students and the teacher and then again by taking different roles. For example, the students can practice with the teacher taking one role and then in pairs with other students each taking a role. The dialog could also be written from memory or from a dictation or by filling in the missing parts from a cloze form of the dialog. These activities ought to be done with the textbook closed.
3. Review the sentence patterns and practice them. Memorize them if possible. For example, the sentence patterns can be first practiced chorally with the teacher asking the question or reading the statement and the students giving the appropriate response. Then the students can practice the sentence patterns in pairs.
4. Return to the text dialog and practice it again with the teacher and the students in pairs but this time substituting the alternative expressions used in the sentence patterns or your own words for those of the text.

5. Perform the activities remembering that some are open-ended and thus any appropriate answer is acceptable. Open-ended activities allow for freedom of expression which is an important aspect in gaining fluency. It is best to begin by using structured activities and then proceed to ones less structured and finally to ones encouraging complete freedom of expression. In this way the student can be guided toward fluency. Remember that the purpose of language is to communicate meaning and so let us not become overly concerned with grammar.
6. Remember that role-playing is an important part of learning and practicing English conversation because it promotes fluency. It is important that conversations used in role-playing be true to life in order to be of practical value and meaningful to the students. Role-plays also are important because they encourage creativity, an essential aspect of fluency in conversation. The conversational "dos and don'ts" and guidelines in the text should be used to help create these realistic role-plays.

The author wishes to thank the following people for their kind and generous assistance in the preparation of this text. Very special thanks to Professor Kiyoe Miyakawa for her encouragement, perseverance, dedication and commitment in planning, making suggestions and many hours of proof-reading and to Professor Satoko Kodama for her suggestions and proof-reading also. Deep gratitude is also expressed to Mrs. Virginia LoGalbo, Lois Gadsby, Patricia Nachreiner and Esther Kaneko for their valuable ideas and many hours of assistance. Much appreciation is expressed also to Miss Hamako Shinkai, Mrs. Naomi Nagayama and Mrs. Miyuki Yasuda for their innumerable hours of typing and retyping of the manuscript. This text would not have been possible without the efforts of these many people.

Alice VanBuren

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UNIT ONE

Getting Acquainted

PART I

GREETINGS

- Hideo:** Good morning, Yoshiko.
Yoshiko: Good morning. How're you?
Hideo: Fine, thanks. And you?
Yoshiko: Not so well. I have a cold.
Hideo: I'm sorry to hear that. I hope you feel better soon.
Yoshiko: Thanks. I hope so, too.



SENTENCE PATTERNS AND VOCABULARY

1. Good | morning, | (name) .
| afternoon, |
| evening, |
2. Hello, | (name) .
Hi, |
3. I'm glad | to see you.
It's | nice |
| good |
4. It's | nice | seeing you.
| good |

Responses

- It's | nice | seeing | you, too.
| good | to see |

5. How're you(,) (today)?
 How are you(,) (name) ?
 doing?
 feeling?

Positive Responses

Just fine. Thank you. (And you?)
 Good.
 Okay.

Negative Responses

Not so well. I have a cold.
 very good. a headache.
 a sore throat.
 I broke my arm.
 sprained ankle.

Replies

Oh, I'm sorry to hear that.
 That's too bad.
 I hope you feel better soon.
 get well
 Take care of yourself.

Responses

Thank you. I hope so, too.
 I will.

■ **Do's and Don'ts for Greetings** ■

1. Look the other person in the eye. Don't look down.
2. Smile!
3. Shake hands firmly. Don't bow.
4. Compliment the other person.
 "That's a nice suit you're wearing."
 "I like your hairstyle."
5. Introduce the younger person to the older one, a man to a woman.

ACTIVITIES

1. Practice these conversations with your classmates.

(a) **Mrs. Lowe:** Good morning, Junko. How're you?

Junko: Fine, thank you. And you?

Mrs. Lowe: Just fine. Thanks.

(b) **Atsuko:** Hello, Yoshiko. How're you doing?

Yoshiko: Not so well. I have a cold.

Atsuko: I'm sorry to hear that. I hope you feel better soon.

Yoshiko: Thank you.

(c) **Maki:** Hi, Mio. It's nice to see you.

Mio: I'm glad to see you, too. How're you?

Maki: Good. And you?

Mio: Just fine.

2. Listen to the tape, then finish the conversations and role-play them.

(a) **Kenta:** Hello.

Maki: _____. How' _____?

Kenta: Fine. _____?

Maki: Not _____. I have a sore throat.

Kenta: _____.

(b) **A:** Good _____.

B: Good _____. How're you?

A: _____, thanks. _____?

B: _____.

(c) **A:** Hello. _____?

B: Not _____. I have a _____.

A: I'm sorry _____. I hope _____.

B: Thank you.

- (d) A: _____ ?
B: Fine. And you?
A: I have _____ .
B: Take _____ .

3. Greet each person in your class using the sentence patterns on pages 1 to 3.

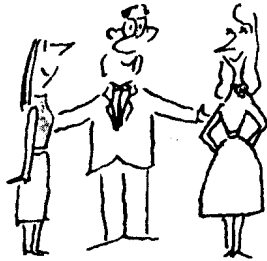
4. Choose the way you would handle this situation, then role-play your choice with two other classmates.

You forgot the person's name that you want to introduce to your friend.

- (a) Introduce your friend but don't say the other person's name.
(b) Say, "I'm sorry, I forgot your name."
(c) Don't introduce them and hope that they will introduce themselves.
(d) Just leave with your friend without introducing her.

■ Guidelines for Making Small Talk ■

1. Begin with a greeting.
"I'm glad to see [meet] you."
2. Comment on the weather.
"Isn't this rainy weather awful?"
3. Share some news.
"Did you know my sister is getting married?"
4. Promise to meet again.
"Let's have lunch together next week."
5. End with a parting.
"Well, I have to go now. It was nice talking with you. See you next week."



PART II

INTRODUCING PEOPLE AND GETTING ACQUAINTED

A: Hello. Let me introduce myself. I'm ____.

B: I'm glad to meet you. My name's ____.

A: I'm glad to meet you, too.

Akira: Hello, Mary. I'd like you to meet my friend, Keiko.
Keiko, this is Mary Smith.

Mary: How do you do?

Keiko: I'm pleased to meet you.

Mary: I'm glad to meet you, too.

Keiko: Mrs. Lowe, let me introduce my classmate, Akira
Watanabe. Akira, this is my English teacher, Mrs.
Lowe.

Akira: How do you do?

Mrs. Lowe: I'm glad to meet you.

SENTENCE PATTERNS AND VOCABULARY

Introductions

- | | | | | |
|----------------------------------|--|-----------------|--|------------------------------|
| 1. I'd like to introduce myself. | | My name's ____. | | |
| Let me introduce myself. | | I'm ____. | | |
| Hello. | | | | |
| Hi. | | | | |
| 2. Let me introduce | | my | | teacher, Professor Yamada. |
| I'd like you to meet | | | | friend, Toshiko Nakamura. |
| I'd like to introduce | | | | parents, Mr. and Mrs. Smith. |

3. This is Mr. (name) .
Miss
Ms.
Mrs.
Doctor
Professor
(Toshiko)

4. (name A), I'd like you to meet (name B).
(name B), this is (name A).

Responses

How do you do?

It's nice meeting you.

I'm glad to meet you.
happy
pleased

Getting Acquainted

1. Where're you from?

Responses

I'm from Hokkaido.

We're Yokohama.

2. Where do you live?
work?
go to school?

Responses

I live at home.

in the dorm.

We work at (name) .

go to school (name) .

3. Do you live at home?
in the dormitory?
in an apartment?

Responses

Yes, I do.

No, I don't. I live | alone.
| with my (aunt) .

4. Do you have any | brothers or sisters?
Have you got any |

Responses

Yes, I do. I have | three | older | sisters.
| two | younger | brothers.

No, | I'm an only child.
| I don't have any, but I wish I had (a sister) .

5. How many brothers and sisters do you have?

Responses

I have | three | sisters.
I've got | two | brothers.
| a brother and a sister.

6. Where do you go to school?
What year are you in?

Responses

I go to (name of school) .
I'm a freshman.

7. Do you have any pets?

Responses

Yes. I do. I have | a dog.
| two birds.
No, I don't. But I wish I had a cat.

ACTIVITIES

1. Practice the following conversations with your classmates.

(a) **Tom:** Mary, I'd like you to meet my friend, Rie. Rie, this is Mary.

Mary: How do you do?

Rie: I'm pleased to meet you.

(b) **Maki:** Mrs. Lowe, let me introduce my classmate, Norio Sato. Norio, this is my English teacher, Mrs. Lowe.

Norio: It's very nice to meet you.

Mrs. Lowe: It's nice meeting you, too, Norio.

2. Listen to the tape, then finish the following conversations and role-play them.

(a) **A:** Hello. My name's _____. What's yours?

B: Mine's _____.

A: I'm glad _____ you.

B: It's nice _____ you, too. Where're you from?

■ Do's and Don'ts for Asking Questions ■

1. The question "Where're you from?" can have two meanings. One meaning is where you were born and the other meaning is where you are living.
2. Avoid asking personal questions such as "How old are you?" except for children, "How much did you pay for your car?" or "How much do you make as an engineer (a secretary)?".
3. Don't ask stupid questions such as "Can you eat raw fish?" or "Can you use chopsticks?". These questions are insulting to foreigners in Japan. How would you feel if someone asked if you could eat hamburgers or use a knife and fork? Instead ask, "Do you like to use chopsticks?, or/and Do you enjoy eating raw fish?".
4. Don't presume all foreigners are Americans by asking "Are you an American?" Instead ask, "What country are you from?".