

(第二版)

高等学校教材  
主编 梅德明

大学  
英语  
口语教程

*A Functional Course*

of Conversational English  
Second Edition

上海译文出版社



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# 大学英语口语教程

A Functional Course of Conversational English

第 二 版

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主编 梅德明

编者 梅德明 龚龙生 邹 申

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## 第二版说明

《大学英语口语教程》是国家教委高等学校外语专业教材编审委员会审定出版的高校英语口语教材。本书初版本由上海译文出版社出版后,即为全国各地诸多高等院校采用为英语口语课的主干教材。本书的语言交际功能的特色受到普遍欢迎,好评如潮,先后印刷出版了 10 次。

本书的第二版基本上保持了初版的风貌。为了加强学生连贯表达能力的培养,第二版增加了 Reading for Speaking 部分,以篇章形式向学生提供交谈专题,以期学生在获取充分语料的基础上,进行专题连贯表达,组织深入的对话活动,开展有意义的小组讨论。

为了便于学生学习和携带,第二版将初版的上下两册合为一本,开本由原大 32 开改为 16 开,并配有录音磁带五盒,主要内容为示范性对话。

借此第二版出版之际,编者谨向全国各地的使用单位和广大师生深表谢意。

梅德明

2001 年 3 月于上海外国语大学

## 序

英语口语有其特殊的各种表达方式和规律,与书面语的差异往往很大。尤其值得注意的是,由于讲话者本人的身份、处境和所希望达到的效果不同,而且对话的话题、场合以及对象各种因素都在同时起作用,即使所说的是同一内容,在表达方式上也会大不相同。要学好英语口语,使讲话得体,并非轻而易举。《大学英语口语教程》就是为了解决这个问题而设计和编写的一本教科书。

《大学英语口语教程》的主要特点,是以应用语言学理论为基础,以语言交际功能为主线,按英语口语的主要交际功能,分成若干单元进行重点讲述和操练。每一单元大致包括必要的文化背景知识、常用词组和语句、示范性对话、各种练习、讨论题等,内容丰富,重点突出,语言规范,条理清楚,科学性和实践性紧密结合。这一编写特点,对于培养英语口语能力十分必要。为此,特向广大读者推荐。我相信,这本教材一定能在英语教学中发挥预期的积极作用。

杨小石

1989年3月于上海

## 前 言

《大学英语口语教程》是一套以高等学校英语专业基础阶段的学生为主要学习对象的口语教材,同时也适用于意欲培养和提高英语口语交际能力的非英语专业的大学生、中学教师、专业技术人员、具有英语基础语法知识的自学者、出国人员以及涉外工作者。因此,《大学英语口语教程》既可用作课堂教学的口语教材,也可用作英语爱好者、出国人员或涉外工作者的口语自学课本,或在社交时的会话参考书。

《大学英语口语教程》按照《高等学校英语专业基础阶段英语教学大纲》中有关交际功能的要求,以语言的交际功能为编写原则,旨在使学生在贴近实际生活的情景中准确地掌握和使用口语的各种表达功能,通过在语言材料丰富的语言环境中大量的实践,从而达到能够准确和熟练地使用规范语进行交际的目的。

全书用英语编写,共有 30 单元。每一单元以一个或数个相关的常用交际功能项目为核心内容,含“背景知识”、“表达用语”、“示范性对话”、“操练”、“讨论题”和“要点须知”等六部分。

**背景知识** 介绍与功能项目有关的文化习俗背景知识。语言是文化的载体,受社会环境的影响。一个民族的文化习俗特征必然会在这个民族所操的语言中反映出来,形成有别于其他民族语言的一些独特的表达方式。成功的口语交际不仅取决于说话者是否发音准确、语法规范和择词恰当,而且还取决于说话者是否通晓母语和外语之间文化因素的差异,取决于说话者是否在特定的交际情景中恰当地运用习惯表达用语来交流思想和传递信息。

**表达用语** 罗列功能项目的各种基本句子结构和表达方式。表达一种概念往往有多种句型和词语,其中约定俗成的用语占了很大的比例。此外,说话者的身份、年龄、地位、心境、意图,以及他们相互之间的关系和所处的场合等诸因素都会影响他们所用的语句是正式的还是非正式的。编者在这里尽可能详尽地向学生提供这些常用语。或许有的学生会有如堕烟海之感,可是他们很快便会明白,这些表达用语在他们的口语实践中都起着重要的作用。虽然在短期内试图掌握和熟练使用所列举的表达用语是困难的,也是不必要的,但是我们的学生至少应该理解各类用语的含意和作用。

为了使学生便于理解和使用这些用语,所有这些表达功能的句子结构都填入了意念词语,使之成为完整的句子。句子中的斜体字部分表示意念性内容,学生在

操练时可以根据不同的题材、情景和概念变换意念部分的内容。

**示范性对话** 提供一组表明功能项目在各种口语交际情景中用法的对话。这些对话大多编选自近年来英美国家出版的教材,内容和形式较贴近现实生活,反映了当代英美人士在日常社交活动中运用语言功能会话的诸多侧面。

**操练** 以结构式、半结构式和非结构式分阶段循序渐进的方法,提供量大面广的习题,让学生围绕有关的功能项目进行充分的、反复的操练。训练以受控较强的机械性结构式开始,逐步过渡到无严格的结构束缚、以情景为主导的非结构式阶段。

结构式操练以训练句型和单句性习惯用语为主,练习形式包括复述、替换、连词成句、模仿示范性对话的角色等。半结构式操练在选择句型和用语方面给予学生一定的自由,单句结构逐步为成段的、隐去功能词组的对话框架所取代,情景性角色扮演的练习占有一定的比例。非结构式操练以情景为交际环境,学生可以在各种假设的情景中根据角色的特点、题材的需要,以及自己的意愿,灵活地选择表达功能项目的词语,开展并完成预定的交际任务。在进行非结构式操练时,学生应该完全进入角色,应该认识到此刻他们是在与英美人士进行有个性、有感情的对话,他们不应受到示范性对话的束缚。

**讨论题** 以交际功能的语言表达方式和文化习俗影响为主要内容,其中包括中国学生感兴趣而又必须弄清楚的一些问题,引导学生开展有观点、有内容的讨论,并就其中一两个问题作连贯的发言。

**要点须知** 提出中国学生在使用交际功能项目时因受汉语影响而常说的一些“汉语式英语”句子,以及因受中国文化习俗的影响而往往误用的一些词语,或使英美人士产生误解的一些表达方式。这一部分既是对“背景知识”内容的补充,又是对功能项目语言表达方式和规范的一种指导,同时也可以用作小组讨论的题材。

《大学英语口语教程》在编写原则上与许多传统的口语教材不同,是以交际功能项目为主线编写的。除了上册最初几个单元外,全书其余各单元并无严格的共存或死板的“彼先我后”的关系。因此,是否按线性顺序使用本书并不重要。一般来说,教师和学生可以循单元顺序进行教学,当然也可以配合以教授综合技能的核心教程灵活编排各单元的教学顺序。

在国家教委高等学校外语专业教材编审委员会批准召开的审稿会上,编审委员、洛阳解放军外国语学院冯翠华教授、编审委员、南开大学常耀信教授、南开大学刘瑛生教授、四川大学周开顽教授、天津外国语学院朱柏桐副教授和上海译文出版社编辑章骏德先生参加了对本书的审稿并提出了许多十分有益的修改意见和建议。冯翠华教授担任主审。上海外国语学院杨小石教授为本书作了序。编者在此谨表示诚挚的谢意。

在本书的编写和修订过程中,始终得到了上海外国语学院的戴炜栋教授、何兆熊教授和姚天宠副教授的支持、指导和帮助,美国教师琼·洛夫林女士阅读了部分单元的初稿并提出了修改意见,编者在此一并致谢。

编者

1989年9月于上海外国语学院



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## INTRODUCTION

*A Functional Course of Conversational English* is intended for English majors at the foundation stage in colleges and universities in China. At the same time, it may be helpful to those who will use English in their oral communication with English-speaking people. It is suitable for learners of English who have a good knowledge of basic English grammar and vocabulary. Aiming at developing and increasing the student's oral communicative ability to use appropriate ways of expressing ideas which are appropriate in particular situations, the book can be used either in a classroom setting or as a private study material or resource handbook for social communication.

Organized on functional lines, *A Functional Course of Conversational English* takes as its objective the student's ability to use accurately the functional language in the kind of oral communication that is as close as possible to real life situations.

A language function denotes what one wants to do with the language, for example, seeking and giving information. Within the functional framework, *A Functional Course of Conversational English* does not follow the structural and grammatical grouping. Each unit of the book features on one or more commonly performed communicative functions.

It is hoped that *A Functional Course of Conversational English* will help the student to meet the functional-notional requirements set out in *A Syllabus for English Majors at the Foundation Stage in Chinese Colleges and Universities*.

*A Functional Course of Conversational English* contains thirty units, each consisting of seven parts: Background Information, Phrases and Expressions, Sample Dialogues, Practice, Topics for Discussion, Reading for Speaking and Points to Remember.

**Background Information** This part introduces cultural information about the functions. It is true that a successful oral communication depends not only on the speakers' accurate use of the language, its pronunciation, structure and vocabulary, but to a great extent, on their correct understanding of the cultural differences that relate to the target language and the mother tongue, and on their appropriate employment of the linguistic forms in a given setting.

**Phrases and Expressions** This part is meant to equip the student with a comprehensive list of phrases and expressions to perform the functions. The student will probably be puzzled by such an exhaustive range of expressions, but he will soon find them extremely useful and therefore, worth his while. And he will soon be aware of the fact that the same thing can be expressed in many different ways according to the speaker's mood, intention, relation to the other person and according to the situation he finds himself in — whether to speak in a formal or informal register. It is, of course, not always necessary to be able to use the entire range of the expressions in a given function. He should, however, be able to understand and interpret these expressions.

For the sake of clear understanding and easy learning and reference, the functional phrases and expressions are given in complete sentences, with the notional message put in italics. These phrases and expressions may be manipulated by the teacher and the student according to the given situations to convey different notional ideas.

As language varies in meaning according to context, it is not surprising to see that some of the phrases and expressions appear in several functional categories.

**Sample Dialogues** This part contains a group of dialogues each showing the language function in clear conversational context. The dialogue materials are carefully selected from among up-to-date textbooks of spoken English with a fairly light load of lexical items. Some of the dialogues are given in the original to show how native speakers of English use the functions in their daily life situations, and some are adapted to suit the Chinese learner of English.

**Practice** This part falls into three levels of intensive practice: Structured, Semi-structured and Unstructured. Extensive exercises in these sections are prepared to provide the student with enough opportunities to perform the language functions in a decreasingly controlled manner.

Structured Practice is very controlled, focusing on the phrases and expressions which are formulaic. It includes repetition exercises, substitution drills, organizing sentence fragments, and the acting out of the roles in Sample Dialogues.

Semi-structured Practice is designed to give the student less controlled language activities. Although the language context is still structured, the student is allowed more freedom to choose the phrases and expressions he wishes to use. Longer dialogue frameworks with missing functional items are supplied and situational and roleplay activities are introduced.

Unstructured Practice is freer and completely situational. The student is asked to

imagine himself in various situations and to choose the most appropriate language to perform the function in the given situation. He should feel free to practise in as relaxed and natural a manner as possible, as if he were conducting a normal and more unpredictable conversation with a native speaker in a real life situation. He is encouraged, and offered more opportunities, to move away from the constraints of the modeling dialogues towards a freer and more personal use of the language functions.

**Topics for Discussion** This part raises questions related to the language and culture of speakers from different national and social backgrounds. The student is given further opportunities to air his points of view on the suggested topics and discuss questions of common interest with his classmates.

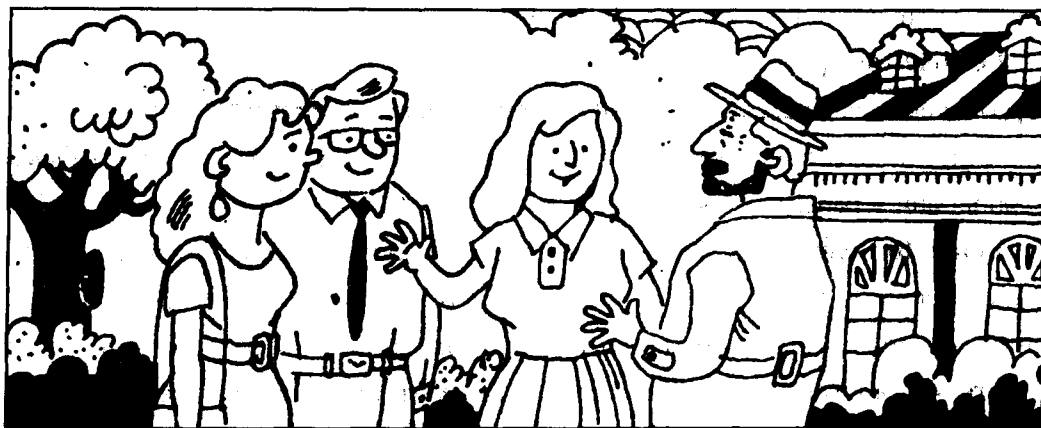
**Reading for Speaking** This part contains a full-length passage that is intended for providing students with an initially explored topic for oral presentation and discussion. Students may make use of the topic for constructing a report, building a dialogue or conducting a panel discussion.

**Points to Remember** This part provides additional information which is complementary primarily to Background Information. It is supposed to call the student's attention to some cultural differences that might impede his understanding of the ways of expressing a given language function, and to warn himself against certain pitfalls in his actual use of the functional language in communicative activities with native speakers.

Finally, *A Functional Course of Conversational English* is so designed that it is not always necessary to move through the course in a linear way, that is, to follow the sequence of the units in the book. Each unit, actually, concerns itself with a certain small area of language which may be studied at an earlier or later time during a course. The teacher should feel free to choose whichever unit he thinks suitable for his teaching at a certain stage, especially when he is using this book as a supplementary teaching material to an English coursebook intended for teaching integrated skills.

## Unit One

### GREETINGS AND INTRODUCTIONS



#### Background Information

According to the Chinese custom, it is normal and polite to greet a friend or an acquaintance when you meet him or her for the first time during a day. This is also true of the native speakers of English. We Chinese and native speakers of English share much in the way we greet each other. However, some differences exist in the types of set phrases and expressions that we use, as a result of the differences in culture. For example, it is normal to greet someone in Chinese with "Have you eaten yet?" In English such a question would be regarded as an invitation to eat rather than a greeting. Similarly, "Where are you going?" a common way of greeting an acquaintance in China, may cause English-speaking people embarrassment and confusion. If they know little of Chinese culture, they may consider your remark an invasion of their privacy.

Many native speakers of English, Americans in particular, greet each other infor-

mally except on some very formal occasions. They rarely shake hands except when they are being introduced to a new person. They often call one another by their first names, even when they do not know one another very well.

Yet, although many native speakers of English like to think of themselves as informal, they often expect people from other countries to be more formal on certain occasions. Therefore, an American or a Britisher may be shocked if a foreigner is very informal with him or her on first acquaintance.

There are occasions when formality is required both of the Chinese and native speakers of English.

As to introductions, when you meet someone you do not know and you want to establish a friendly relationship with him or her, or just appear to be polite, you may introduce yourself first. Normally the other party will then introduce himself or herself to you. When you are introducing people to one another, your introduction should include names, appropriate titles and a very brief statement of their relationship to you. It is usual, though not important in all situations, to introduce the man to the woman, the junior to the senior and the person in a lower position to the person in a higher position.

## Phrases and Expressions

### Formal greetings

Hello,  $\left. \begin{array}{l} \text{Mr.} \\ \text{Mrs.} \\ \text{Miss} \\ \text{Ms.}^1 \end{array} \right\} \text{Brown.}$   
 $\left. \begin{array}{l} \text{Dr.} \\ \text{Prof.} \end{array} \right\}$

Good  $\left. \begin{array}{l} \text{morning,}^2 \\ \text{afternoon,}^3 \\ \text{evening,}^4 \end{array} \right\} \text{Mr. Brown.}$

Hello, *Mr. Brown.* How are you?<sup>5</sup>

Good  $\left. \begin{array}{l} \text{morning,} \\ \text{afternoon,} \\ \text{evening,} \end{array} \right\} \text{Mr. Brown. How are you?}$

Hello, Mr. *Brown*. It's { good  
nice  
wonderful  
delightful  
marvellous  
exciting } to see you again.

### Response

Hello, { Mr.  
Mrs.  
Miss  
Ms.  
Dr.  
Prof. } *Smith*.

Good { morning,  
afternoon,  
evening, } *Mr. Smith*.

Fine,  
Very well, } thank you. How are you?<sup>6</sup>

### Informal greetings

Hi.

Hi,  
Morning, } *John*.

Hi, *John*. How's { it going?  
everything going?  
life?

Hi, *John*. How are { you doing?  
you getting on?  
you keeping?  
things with you?  
things going?

Hi, *John*. What's { up?  
new?



Hello. { Beautiful day,  
Lovely day,  
Nice day,  
Miserable weather,  
Awful weather, } isn't it?

Hello. It's { so hot  
a bit cooler  
extremely windy } today, isn't it?

### Response

Hi.

Hi,  
Morning, } *Mary.*

Fine.  
O. K.  
Alright.  
Not bad.  
Not so well. } (How about you?)

Fine, thanks. And you?

Not too bad, thanks.

Yes, { isn't it?  
it certainly is!

I should say so!

### Meeting people unexpectedly

Well, hello *John*. This is a pleasant surprise. How are you?

Hi, *John*. Fancy meeting  
you here. } How are { things?  
you doing?  
you keeping?

Well, if it isn't *John*.

### Formal introductions

Mr. { *Brown*,  
*John Brown*, } I would { to introduce  
you to } Mrs. { *Smith*.  
*Mary Smith*. } She is a  
good friend  
of mine.

*Mr. Brown*, allow me to introduce my good friend *Mr. Wang*.