

功能 美国口语

FUNCTIONS OF
AMERICAN ENGLISH

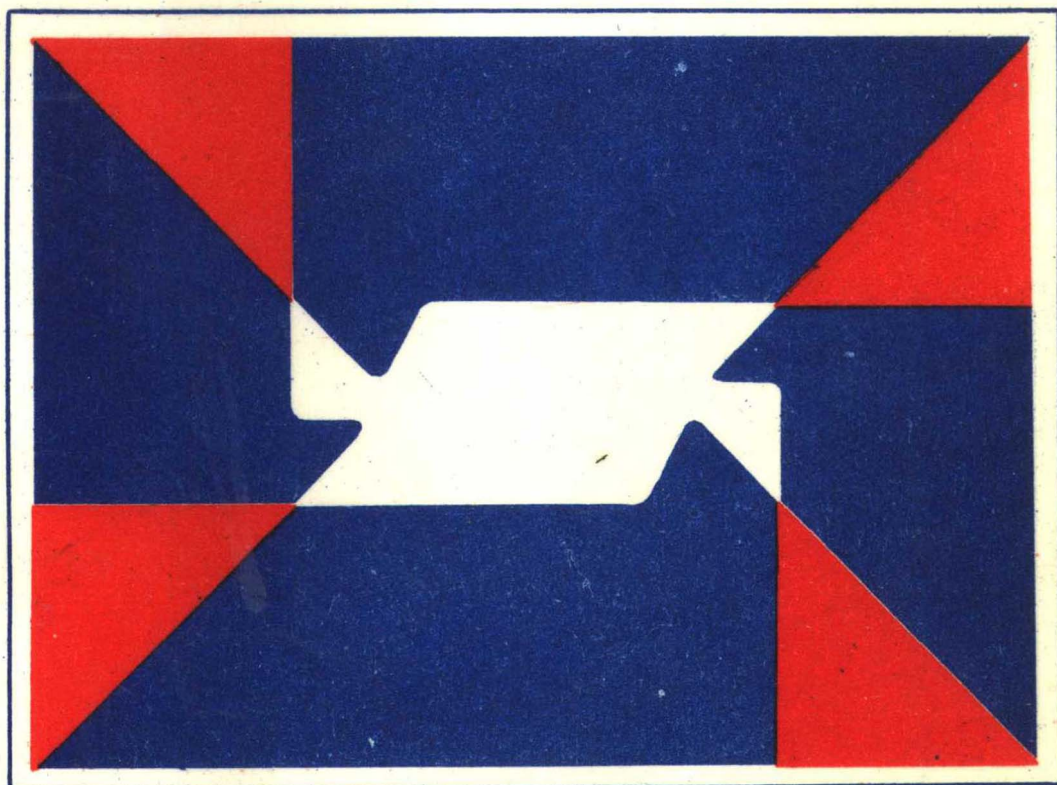
【英】L·琼斯 C·V·贝耶 著

TEXT-BOOKS FOR FOREIGNERS
CONVERSATION AND PHRASE BOOKS
AMERICANISMS

适于外国学生的教科书

会话、短语手册

美国情调



轻工业出版社

功能美国口语

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Functions of American English

Leo Jones C. Von Baeyer

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编者说明

具有了一定英语基础的读者，总想应用所学的知识试着和外宾交谈，但在实践中经常会遇到这样的难题，即和一个陌生的外国人讲话该怎样开口？怎样说才不失礼貌？之后又如何将谈话继续下去？如何准确地表达自己的意图和观点？怎样才能了解到更多的情况？如何生动地描述事物，谈论自己的经历？如何礼貌地表达自己的请求？委婉地表示拒绝对方？诚恳地表示歉意？……。

正是为了帮助广大读者突破这些难点，我们选择了剑桥大学出版的这本《Functions of American English》，译注出版。

本书分十五个单元介绍了现代美国口语的各种语言功能。每个单元除针对主题的会话外，进一步介绍了有关句型的语言功能，多种表达方法，语言技巧。并附有大量丰富的情景资料，以供读者作多种形式的练习。为了帮助读者掌握语言难点，对会话部分加了难点注释，并提供了参考译文。

本书实用性强，生动活泼，读者可通过大量地练习，掌握英语的语言功能，提高会话能力。本书适于作英语口语教材，供课堂教学使用，也可为具有一定基础的英语爱好者学习使用。

本书由《英语世界》的主编陈羽纶、编委沈师光先生审校全部译注部分，并得到薛钗教授的帮助，在此一并致谢！

1989.1

序 言

许多学习英语的年青人都有这样的体会，即，如果只是在文字上掌握了英语，甚至很精通，但是一遇到同英美人谈话的场合，就觉得力不从心，难以应付了。造成这种情况的因素很多：缺乏练习，怕讲错，没有勇气讲，是阻碍进步的一大原因。另外还有各国风俗习惯的差异，也往往使谈话格格不入，无法继续。比如，我们在遇见熟人时，习惯地以“吃过饭了吗？”来作为开场白，可是这种话在英美人听来觉得很滑稽，“我吃过饭没有管你什么事！”又比如，我们遇见老人，喜欢问一句“您高寿呀？”而在英美人听来，问对方年龄是很不礼貌的事。所以，我们要学习英语口语，不仅要象本书里所说的：用你所掌握的英语，大胆说出来，不要怕出错，要从错中学习，另外还要掌握在什么情境中说什么话，怎样说，怎样用开场白，这些就是所谓“语言功能”。本书的特点就是教导你如何充分发挥和运用“语言功能”即在各种不同的情景中应如何淋漓尽致地表达你所充当的角色，以达到双方交流的目的。本书既通俗易懂，又图文并茂，几位青年朋友通过自己亲身学习实践，认为这是一本好教材，特意予以译注出版以饕读者。我们也认为这是一本很好的书，特予郑重推荐。

陈羽纶

沈师光

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Introduction to the student

Please read this Introduction carefully to get to know the aims and methods of this book.

Who is this book for?

Functions of American English is for high intermediate and advanced learners who feel confident about using basic English grammar and vocabulary, and who are now ready to learn more about using English in real-life situations. This book is accompanied by a tape and a Teacher's Manual.

What does this book cover?

In order for your English to be effective, it must be appropriate to the situation you are in. So, when you are trying to choose the best way to express yourself in a particular situation, you have to keep in mind several things:

- What are you trying to do with your English sentences? Are you describing something, persuading someone, giving your opinion, or what? These are called *language functions*.
- What is your *role* in this situation? Are you a friend, stranger, employee, customer?
- Where are you talking? Is the *setting* on a plane, at a party, at a meeting?
- What are you talking about? Is the *topic* business, travel, sport?

Each unit in this book describes three important *language functions*. For example, the first unit covers “talking about yourself,” “starting a conversation,” and “making a date.” The exercises in each unit let you practice all sorts of useful roles and topics in all sorts of typical places. You will practice the English that you know already and learn many useful new ways of saying things.

This book is just the starting point, though. There are many places in the book where you may want to ask your teacher for more information or for more time to practice some new material.

How is this book organized?

Each unit in *Functions of American English* is divided into several sections:

Conversation

This illustrates how each language function could be carried out during a conversation. Don't read the conversation section in the book until you have listened to the tape at least twice. This is *not* a “dialogue” that you

have to learn by heart. Sometimes the teacher will tell you the situation that the conversation takes place in, and sometimes you should try to guess. The same six characters keep appearing in different situations throughout the book.

Presentations

The presentation sections include descriptions of the functions and various ways of carrying them out. When you come to a presentation, read it by yourself. Then keep your book closed while the teacher presents the ideas using the board and the tape, and asks you for your ideas. Make sure that you can pronounce the new expressions well. There are usually three presentations in a unit.

Exercises

There are several exercises after each presentation. The first one is often directed by the teacher, so that you have a chance to ask for help and advice. For the other exercises, the class is divided up into pairs or small groups of students who work on their own. Try hard to use new expressions that you have just learned in the presentation.

Many units have a Consolidation exercise at the end. In this kind of exercise you can practice expressions from all the presentations in the unit.

Communication activities

The exercises are often followed by instructions to look at a particular number in the *Communication activities* section at the back of this book. The activities involve two or more sides communicating with each other in discussions, role plays, problem-solving activities, etc. Each side has different instructions, printed on different pages so that the participants can't see each other's instructions. In this way you can have information that is different from your partner's information, just as in most real communication outside the classroom.

Please, don't prepare the communication activities ahead of time – let them be a surprise. And don't look at your partner's instructions – keep the activities spontaneous.

Try to experiment with different ways to get your point across in these activities. Be as talkative as you can – never just say *Yes* or *No*. And don't be afraid to make mistakes – learn from them! Your teacher will be going around from group to group to listen and help. At the end of each activity, the class will discuss difficulties, and the teacher will point out serious mistakes that would make a listener misunderstand something.

Written work

The written work at the end of each unit gives you further practice on some important items from the unit. Again, experiment with new ways of communicating.

The tape



marks sections that are recorded on the cassette tape.

Conclusion

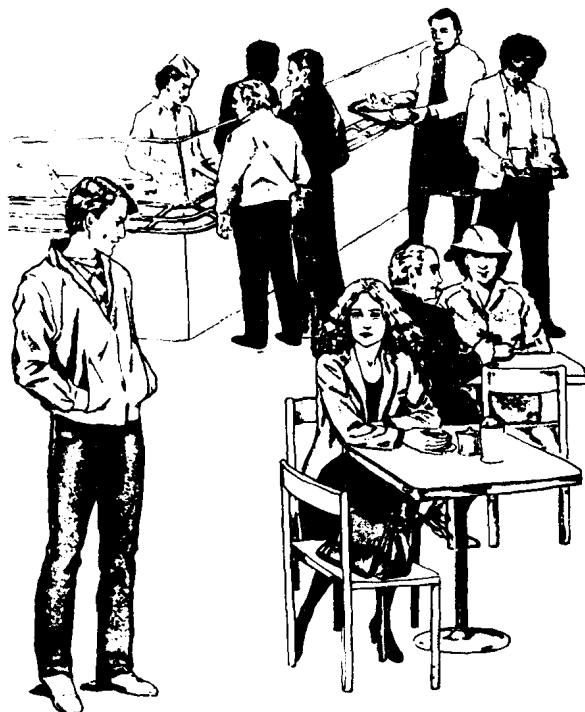
This book may be a little different from what you are used to. Don't be surprised – a course that teaches conversation must be a little unpredictable, since real-life conversations are so often unpredictable. We hope that you find working with these materials interesting and enjoyable.

1

Talking about yourself, starting a conversation, making a date

1.1

Conversation



John: Excuse me, is anybody sitting here?

Anne: Uh no ... no, here, let me move my purse from the chair.

John: Oh, thank you. Say, haven't I seen you with Jack Davidson?

Anne: I work with Jack Davidson. How do you know Jack?

John: Oh, Jack and I went to school together. What sort of work do you do?

Anne: Oh, I ... I work on commercial accounts at the trust company with Jack. Um ... what do you do?

John: I'm a telephone installer – I just happen to be working on this street the last couple of days. I should introduce myself – my name's John Spencer.

Anne: Well pleased to meet you! I'm Anne Kennedy.

John: Happy to know you. Do you live around here?

Anne: Yeah, I live in the neighborhood – it's real convenient to work.

John: Oh, it sounds like ...

[fade]

John: ... Are you doing anything tonight?

Anne: Oh ... uh, sorry, I'm afraid I'm busy tonight.

John: Well how about tomorrow? Maybe we could go to a movie.
 Anne: Hey, that sounds like a great idea! Um ... do you like comedies?
 John: Oh yeah, I like comedies ... uh, let's see, what could we see? How about ^①*Bread and Chocolate*? I think that's playing over at ...
 Anne: Ah ...
 John: ... on Main Street there.
 Anne: That's a great idea.
 John: Well I guess, uh, we should meet about eight o'clock then, 'cause I think the movie starts about eight-thirty. Uh, where would be a good place to meet? ^②
 Anne: There's ... uh ... there's a clock tower near the movie theater. We could meet there at about eight.
 John: OK. That sounds good. See you tomorrow, then.
 Anne: I'll see you then. Goodbye!
 John: Bye-bye.

1.2 介绍: 谈论你自己

从本书的介绍部分, 你能学到一些新的表达方法。目前, 先使用你已经掌握的英语, 通过以下两个练习, 你就会熟悉本书中所使用的方法。在每个练习中, 试试看向你的伙伴尽量多提一些简短的问题, 以便获得更多的信息。在回答对方的提问时, 则尽量使用长句子, 作出完整的回答, 使谈话进行下去, 不要只说 Yes 或 No。

1.3 Exercise

Get together with another student. Introduce yourselves first and then find out about each other. Be friendly. Your teacher will demonstrate first. Here are some ideas to start off with, but ask for as much detail as possible. Ask about his or her:

- | | |
|------------|--|
| FAMILY | Brothers and sisters. Parents. Childhood – happy? Home – where does he or she live? |
| FRIENDS | Many or just a few? What do they talk about and do together? Is it easy to make new friends? |
| EDUCATION | Different schools, colleges, or universities. Favorite subjects at school and why. Diplomas and degrees. Future plans. |
| EMPLOYMENT | Present job. What exactly does he or she do? Advantages and disadvantages. Previous jobs – details. Future plans. |
| FREE TIME | Hobbies. Sports. TV, radio, movies. What does he or she do on weekends and in the evening? What does he or she like to read? |
| TRAVEL | Countries visited. Parts of own country he or she knows. Languages. Favorite kind of vacation. Future plans. |

After everyone has finished, tell the whole class the most interesting things you found out about your friend.

Get together with a different student from the one you talked with in 1.3. Look at the questionnaire below. Help each other to fill in the blanks. Discuss how to answer the more difficult questions. When you have finished, compare your answers with another pair of students. Give your completed questionnaire to your teacher to read and correct.

Questionnaire

Last name _____

First name _____

Nationality _____

Permanent address _____

Present address _____

Occupation or subject you are studying _____

High school education _____

Degrees or other qualifications _____

Other education and language courses _____

What foreign languages do you speak and how well? _____

Have you ever lived in a place where people speak English most of the time? If so, for how long? _____

What English textbooks have you used? _____

When do you (or will you) need to use English? _____

In what areas does your English need the most improvement? _____

What is the main thing that you hope to get from this course? _____

1.5

Exercise

Imagine that you are at a cocktail party with the rest of the class. At a cocktail party everyone stands with a drink, chats for a few minutes to one guest, and then is expected to *circulate* and move on to another guest. The host or hostess (your teacher) normally speeds up the circulation by introducing guests to each other.

Now stand up and have a party! Talk to as many people as possible.



1.6

介绍: 如何提起话题

同讲另外一种语言的陌生人接触常常是困难的——当然, 如果你掌握了几种开场白, 那就另当别论了。这里向你介绍几种同陌生人开始谈话的方法。

Nice day, isn't it?

Horrible weather we're having.

Excuse me, is anybody sitting here?

Say, don't I know you from somewhere?

Sorry, I couldn't help overhearing – did you mention something about ...

Excuse me, have you got a light?

Uh, could you help me, I'm looking for ...

设想一些能使用这些开场白的场景, 并考虑在什么情况下说这些话是合适的和接下去还说些什么。

1.7

Communication activity

To practice ways of starting a conversation, the class is divided into two groups: A and B. If you are in group A, look at communication activity 151 at the back of the book; if you are in group B, look at communication activity 38.



在经过接触并进行短暂的谈话之后, 你或许想要安排另一次会面。下面介绍一些用于安排约会的方法。

Uh, are you going to be busy this evening?

Um, I was thinking of going to a movie tonight. Would you like to come? Are you doing anything tonight? I was wondering if you'd like to go to a movie with me.

I'm going to a play with a group of friends. Would you like to join us?

YES! *That'd be very nice.*

I'd love to.

That's a great idea.

NO! *Sorry, I'm afraid I'm busy tonight.*

Tonight's a problem. What about tomorrow night?

Sorry, I've got people coming over tonight.

设想一些可以使用这些表达方式的场景, 决定在什么情况下, 用这些表达方式是合适的, 以及在此之前和之后你还可以说些什么。

1.9

Exercise

Make up conversations from the cues below, using expressions presented in 1.8. Follow this pattern:



A: *I'm going to have some people over for dinner tomorrow night.*

Would you like to join us?

B: *Oh, I'm afraid I'm busy tomorrow night.*

A: *Some other time maybe?*

B: *Sure. Thanks for asking me.*

movie

picnic

play

football game

drink

swimming

lunch/dinner

drive

dancing

roller skating

1.10

Exercise

Get up again and try to make a date with the people you contacted earlier. One way to begin might be: *Oh, it's nice to see you again. How are you?*

Remember that if you become too friendly or emotional, the person you are talking to may think you want a favor or that you are not sincere. Of course, if you are not friendly enough, you will sound rude.

Keep experimenting and practicing until you feel comfortable with the expressions in this unit.

1.11**Written work**

Discuss each of the following with your teacher before you do them yourself. Decide on the best way to approach each one:

- 1 Imagine two people meeting for the first time and write the conversation between them in dialogue form.
- 2 Imagine that you are writing your first letter to an American pen pal. Introduce yourself, so that he or she has an impression of what kind of person you are.
- 3 Write a letter inviting an American acquaintance to spend the weekend with your family.

1.12**注释**

- ① How about……? 用来征求对方对某事的意见。意思是:“……怎么样?”
- ② 'cause = because

1.13**参考译文 (会话)**

约翰: 请问, 这儿有人坐吗?

安妮: 啊, 没有, 让我把手提包拿开。

约翰: 哦, 谢谢。哎, 我好像看见过你和杰克·戴维森在一起, 对吗?

安妮: 我和杰克·戴维森一起工作, 你怎么认识杰克?

约翰: 哦, 过去我和杰克是同学。你是干什么工作的?

安妮: 哦, 我……, 我和杰克一起在信托公司搞商业账。嗯……, 你是干什么工作的?

约翰: 我是电话安装工。最近这两天我正好在这条街上干活。我应该作个自我介绍, 我叫约翰·斯潘塞。

安妮: 很高兴认识你, 我叫安妮·肯尼迪。

约翰: 认识你很高兴。你就住在这附近吗?

安妮: 是的, 我就住在附近, 上班方便极了。

约翰: 哦, 这听起来……

约翰: (压低声音) ……你今晚有事吗?

安妮: 哦……啊, 对不起, 我今晚恐怕没空。

约翰: 那么, 明天怎么样? 或许我们可以去看场电影。

安妮: 嘿! 这倒是一个好主意! 嗯, 你喜欢喜剧吗?

约翰: 哦, 是的, 我很喜欢。嗯, 让我想想, 我们看什么呢? 看《面包和巧克力》怎么样? 我想这个剧正在上演。

安妮: 啊……

约翰: ……就在大街那边。

安妮: 太好了。

约翰：那么，我想我们应该在8点见面，因为电影在8点半开演。嗯，在哪儿见面好呢？

安妮：嗯，电影院附近有个钟楼，我们8点在那儿见面吧。

约翰：行，明天8点见。

安妮：到时候见，再见。

约翰：再见。