

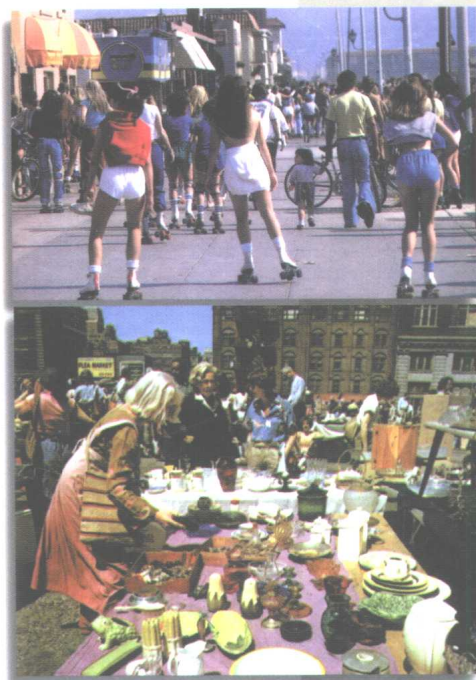


# 新世纪美国口语

## **Get it ? Got it !**

**NEW CENTURY AMERICAN ENGLISH**  
**Living and Learning in the West**

[美] Naomi Woronov (南华美) 编著  
Gao Jie (高杰) 协撰



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外教社

Shanghai Foreign Language Education Press

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# PREFACE

***Modern American English: Living and Learning in the West*** was published in Shanghai in 1983. It was dedicated to my students in the Third and Fourth Academia Sinica Intensive English Training Courses held at Zhejiang University between October 1979, and August 1981. They suggested I make my classroom lessons into a book, they named the book, and they paid careful attention to the details of each unit. For the first edition, special thanks was due to my co-teacher Chi Yunfang, who wrote the Chinese notes, and made many helpful suggestions on the text.

***Get it? Got it!*** is for the more than two million readers of the original book, and especially the teachers and students of English in China who shared with me their experiences with the book. Their criticisms of those aspects that were successful and those that failed to meet the stated purpose of the book have enriched the new book on every page. It is my hope that the new ***Get it? Got it! New Century American English: Living and Learning in the West*** will prove as useful as the original.

For this edition, I am profoundly grateful to Prof. Gao Jie (高杰), Professor of English as a Second Language at LaGuardia Community College in New York City. Prof. Gao made invaluable cultural and professional contributions to every unit and wrote all the notes. Together, Prof. Gao and I created the language points and exercises that end each unit.

I couldn't have completed this book without Kathleen Hintz, who solved my almost daily technical, research and editorial problems; Ruth Misheloff, who offered superb copy editing advice; Dennis O'Neil and Juliet Ucelli, who helped with the health and post office sections; Michael Wou (胡辉璧), who was so generous with his knowledge of sports in the U. S. and China, as well as advice on the World Wide Web; and Louise Spain, who worked with me on the library dialogues.

I am deeply indebted to Edward Gunther and Phyllis Jacobs for many of the drawings that appear in the text.

Special thanks goes to the editors at SFLEP for their excellent suggestions and endless patience with me.

Before she died of cancer in the fall of 2000, my friend Nancy Duke Lay, Chair of the English as a Second Language Department at City College in New York, was one of the preeminent U. S. experts on English for Chinese speakers. Nancy read and

commented on several sections of this book. I am grateful to Nancy for her friendship and her advice, and I dedicate this book to her memory.

*Neomi Wornat*

# INTRODUCTION

## I. OUR PURPOSE

This book has two purposes. First, it provides dozens of normal, everyday conversations so you can learn sounds, sentence patterns, idioms and vocabulary by listening to and speaking English. At the same time the dialogues provide insights into Western society that will help if you plan to study or work in the West, or talk with Westerners in China.

**This is not a grammar book. There is one unit on letter writing, and a few grammar issues that are particularly difficult for Chinese are included under LANGUAGE POINTS. But this book is designed to help you speak and understand English. If you skip over the oral exercises at the end of each unit under ROLE PLAY, CONVERSATION TOPICS, and TRY THIS, you will have completely missed the point of this book.**

The dialogues are based on my own speech patterns. Since I have been an English teacher all my life, and since I speak what is known as “radio English”, I think it’s the form of American English that will be most useful to you. There are pronunciation and vocabulary differences within the United States, but they rarely interfere with communication and are, therefore, of no importance to you at this point in your studies.

***Get It? Got It! New Century American English*** is designed for classroom use. Since a complete set of tapes is available, however, it is equally useful for self-taught students.

## II. YOUR PURPOSE

Chinese children study *putonghua* so that everyone in China will have a common spoken language. You’re studying English for a similar reason: to have a common means of communication with people from English-speaking countries and from most nations in the world.

You may be planning to go abroad to do business, to study, to do scholarly research, to attend international conferences or business meetings, or just to see the world. Perhaps you’re not going abroad at all, but want to communicate with foreign guests in China. You may want to talk with them about finding a good restaurant, seeing a soccer game, running a business or splitting an atom. Or perhaps you’ll have no contact with foreigners at all, but want to be able to function in English on the World Wide Web.

**Whatever your reason for learning English, remember that your purpose**

**is not to speak grammatically perfect English. Your purpose is to understand and make yourself understood.**

### **III. ACHIEVING YOUR PURPOSE**

Do you think you could learn to play basketball by reading books and watching others play? Do you think you could learn to play a musical instrument by reading books on music theory and listening to recordings? You can't just think about learning English; it's something you have to do, a physical activity. Like music, language uses sounds, so you must do your practicing out loud.

The feudal idea of "losing face" is your biggest obstacle to language learning. Perhaps the first thing to understand about Western society is this: Westerners respect and help people who try, no matter how many errors they make; they have no respect for people who do not try for fear of making errors. If you hesitate to speak English because you're afraid of making mistakes, you simply will never learn the language.

Be an active rather than a passive learner. You can't expect your teacher to fill you up like an old vinegar bottle. And your teacher is not a mind-reader; if you don't understand something, help your teacher teach you by asking a question or asking for further explanation.

**Remember: 1) You lose face by remaining silent. 2) You get good practice in formulating your ideas in English when you ask questions. 3) You help yourself, your teacher and your classmates by asking for clarification — if you are unclear about something, you can be sure that several other students are also.**

### **IV. TECHNIQUES FOR LANGUAGE LEARNING**

Basically, there are three processes involved in language learning: imitation, substitution and analysis.

#### **A) IMITATION**

You learned to speak Chinese when you were a preschooler by imitating adults. You unconsciously developed a whole system of sound and word order patterns. These are now habits. Because these habits will interfere with English, you have to learn a whole new set of habits, to make sounds you've never made before, and to create sentence patterns which are strange to you. Try to concentrate on English sounds and sentence patterns instead of looking for Chinese equivalents or translating directly from Chinese. Learn to think in English.

To do this you must imitate a model speaking at normal speed. This will be difficult and frustrating for you at first, but remember that no one in an English-speaking country speaks "Special English". Furthermore, language changes dramatically as it is spoken more rapidly, and you'll find yourself unable to understand if you have only learned "Special English". Here's a simple example: "Do you know what I mean?" becomes /dʒanowadaimin/ in ordinary speech. There are many more exam-

ples of this fusion of words and phrases throughout the text.

At first, you may understand only 20 or 25 percent of what the tape or the teacher says. That's OK. Don't worry about it. Soon you'll understand about half, and by the end of the semester you'll understand most — or at least the essence — of what a normal speaker says. So don't ask the teacher to slow down.

Listen carefully to the teacher and the tapes and practice imitating them aloud. **Concentrate on the spoken forms of phrases and sentences, not on the written forms in your text.** Repeat what you hear (not what you read) as closely as you can. Your pronunciation will improve with practice. At the end of each unit you'll find TRY THIS exercises to help you overcome some of the major pronunciation problems faced by Chinese speakers of English. Determine what your particular problems are and work on them one by one, day by day.

Try to imitate the rhythms of the language as well as the sounds. Don't learn words singly; learn phrases. This is a crucial point. If you read a sentence and look up each word in the dictionary, you'll often misunderstand its meaning. This is not difficult to understand if you take any ordinary Chinese phrase and analyze it. For example, if a non-native speaker says, word by word, (我很高兴), you are likely to think (我很高) before you get to (兴).

In the text you'll find notes in English and occasionally in Chinese on phrases that can't be looked up word by word in the dictionary because the words function as idiomatic phrases. **It's crucial that you learn both to listen and to speak in word groups, not word by word.** You'll find practice in recognizing word groups in the text.

## B) SUBSTITUTION

In my experience, there's no substitution for substitution drills. Begin with a model phrase or sentence from the text, and then substitute other words or phrases in the same pattern. For example:

A: Is this introduction too long? short

B: Is this introduction too short? essay

A: Is this essay too short? skirt

B: Is this skirt too short? long

By practicing sentence patterns aloud over and over, and learning to substitute new words and phrases within the pattern, you're learning English word order. In fact, you're learning to think in English instead of translating from Chinese. You don't have to rely on the teacher for such drills; using the patterns in the text, make up your own substitution drills as a form of study. But be sure to practice them aloud. This is also an excellent exercise for two or three students to work on together. Your substitution drills can begin with very simple sentences and become more complex as your language ability increases. Furthermore, substitution drills are fun, and the faster you go, the more fun they are.

## C) ANALYSIS

Children, of course, learn new sounds and patterns much more easily than adults.



But to make up for this, adults have greater patience, a better sense of purpose, more experience in learning — and the advantage of being able to analyze language.

Grammatical explanations and rules are useful tools that can help you learn a language more rapidly. You can see how an English sentence is put together, how it works, how it differs from Chinese.

**But remember: Learning about language is not the same as learning to use language.** Inside and outside the classroom, speak English with your teacher and fellow students. Talk to yourself in the street: “I’m standing at the bus stop. If the bus doesn’t come soon, I’ll be late for dinner. Here comes the bus. It’s too crowded. I can’t get on it. I’ll have to wait for the next bus.” At home, talk to yourself out loud: “I’m hungry. I think I’ll start making dinner. What are we going to have for dinner tonight?” Talk to tourists. They’re generally delighted to have some contact with “real” Chinese, i.e., people other than their tourist guides.

## V. A WORD ABOUT THE NOTES IN THE TEXT

When I finished writing a unit, I sent it to Prof. Gao. He read every sentence and determined what words or phrases might be difficult for you. He then looked them all up in his Chinese-English dictionaries. If the words or phrases were there, he did not note them. If they were not easily available or sufficiently clear in the dictionaries, he made notes in English. If it seemed to him impossible for you to grasp the idea in English, he added the Chinese. Keep this in mind as you do each unit. In writing the notes, Prof. Gao also consulted the following reference works:

*Longman’s Dictionary of American English*

*Barron’s Dictionary of American Idioms* (3rd ed)

Ballantine Reference: *Random House Webster’s Dictionary*

Prentice Hall: *Understanding and Using English Grammar* (2nd Ed.), Betty Schrampter Azar

Oxford Press: *The Oxford English Grammar*, Sidney Greenbaum

## VI. A WORD ABOUT THE SONG TITLES FOR EACH UNIT

Following the *Brief Guide to English for Chinese Speakers*, you will find a brief essay explaining the use of the Broadway tunes that introduce each unit. These would be difficult for you without translations. As far as possible, the translator has not changed the words in the original. Some of these songs may have Chinese versions, so don’t be surprised if the versions differ somewhat.

## VII. A WORD ABOUT DICTIONARIES

Dictionaries are invaluable for language study, but you must be flexible in your use of them. English is a living language; what is correct or incorrect, acceptable or unacceptable, current or out-of-date, changes over time. Furthermore, dictionary compilers sometimes make mistakes, even grammatical errors. **Try to get the sense of whole sentences before turning to your dictionary.**

Begin the semester with an English-Chinese dictionary, but within a month or

two try using an English-English dictionary. Try to make notes in your text in English, not in Chinese. As you complete the study of each unit of the text, be sure that you can explain new idioms and words in English.

The use of an English-English dictionary and the habit of making notes in English instead of Chinese will help you learn to think in English, and to understand and speak it.

### **VIII. SETTING GOALS**

Be realistic. If you set impossible goals for yourself you can only be disappointed in your progress. Psychologists have determined that learning takes place this way: First, you make a lot of progress and you feel very happy. Then your language ability seems to stay the same. You believe you're not learning anything at all and you feel very annoyed with yourself. This period can last for days or even weeks, but you must not be discouraged. At some point your language abilities will take another big jump and you'll see that you really have been learning all along.

**Friends, have fun!**

# 简介

## I. 我们的目的

本书有两个目的。首先,它提供了几十个普通日常对话,通过听说英语,你可以从中学习发音、句型、成语和词汇。同时,通过这些对话你可以了解西方社会。如果你计划出国深造或工作,或者与外国友人进行交流,这本书无疑会有所助益。

这不是一本语法书。其中一个单元涉及信的书写,在“语言要点”下面包括了一些对中国人来说难度比较大的语法项目。这本书的目的是帮助你说英语和理解英语。如果你跳过每一个单元后面的“角色扮演”、“主题对话”和“试试看”中的口语练习,那么你就与这本书的意图失之交臂了。

这些对话是以我自己说话的模式为基准的。我终生都在做英语教师,而且操一口所谓的“广播英语”,我认为它是对你最有用的美国英语模式。在美国境内也存在着发音和词汇上的差异,但是它们很少会影响交流,因此在你目前的学习中无须虑及。

《新世纪美国口语》是用做课堂教学的。不过既然全套的磁带都可以买到,对自学者它也同样适用。

## II. 你们的目的

中国人从小学习普通话,所以中国有统一的口语。学习英语也怀有相似的目的:掌握一种能用来与英语国家和世界上大多数国家的人进行交流的工具。

你可能正在计划出国经商、深造、进行学术研究、参加国际会议或商务会议,或者单纯为了看看外面的世界。或许你不想出国,但是需要和外国客人交流。你想谈的问题可能五花八门:找一家好餐馆,看一场足球赛,经营一间公司,甚至关于原子裂变。或许你根本不需要跟外国人打交道,但是希望能运用英语在因特网上进行操作。

不管你学习英语的动机是什么,请记住你的目的不是学说语法上无懈可击的英语。你的目的是明白他人的话并能成功地传达自己的意思。

## III. 目标的实现

光靠看书和观摩就能学会打篮球吗?光靠读音乐理论方面的书和听录音就能掌握一门乐器吗?英语学习也是如此,你不能耽于想象,你需要“做”起来,它是实在的活动。像音乐一样,语言也使用声音,所以你一定要出声地练习。

传统的“丢面子”的想法是语言学习的最大障碍。关于西方社会首要了解的一点是:

对于努力尝试的人,不管他们犯了多少错误,西方人都表示尊重并会给予帮助。如果你因为害怕出错而不敢开口,那么你永远也别想学会这门语言。

做一个积极主动的学习者。别指望老师像灌老醋瓶一样地把你塞满。老师不能读出你的思想,所以如有不懂的地方,应该提出问题或者请老师作进一步的解释。

记住:1)保持沉默才是真正的丢面子。2)用英语组织观点、提出问题,这本身就是很好的练习。3)你要求老师就某问题进行详述时,实际上是在做对自己、对老师、对同学都有利的一件事——如果你有不明白的地方,肯定还有其他同学也对此心存疑惑。

## IV. 语言学习的技巧

语言学习基本上包括三个过程:模仿,替换和分析。

### A) 模仿

还在学龄前的时候你通过模仿成年人学会了汉语。不知不觉中你形成了完整的发音和词序系统。这些已成为习惯。而这些习惯会影响你的英语学习,你需要养成一套全新的习惯,发从未发过的音,使用对你来说十分陌生的句式。要把注意力放在英语的发音和句型上,别去管对应的中文,更不要把意思直接从中文翻译过来。学着用英语思考。

做到这一点你需要模仿正常语速的范例。开头可能很困难,甚至令人绝望,但是英语国家里没有人讲“慢速英语”。而且,语速快起来时,英语会有很大的变化,如果你只学过“慢速英语”,你就会感觉跟不上。有一个很简单的例子:在正常会话中,“Do you know what I mean?”变成了/djanowadaimin/。在本书中此类单词或词组连读的例子不胜枚举。

最初,你可能只听懂磁带或教师授课内容的20%或25%。这没关系,不必担心。很快你就能明白一半的内容,到学期结束的时候,你已能听懂正常语速谈话的大部分或至少是核心内容了。所以不要请求老师放慢速度。

仔细地听老师和磁带上的发音,然后进行大声模仿。**注意学习词组和句子的口语形式,而非课文中的书写体形式。**尽量逼真地重复自己听到的(而非读到的)话,练习会改善你的发音。在每一个单元后面有“试试看”练习,目的是帮助克服一些中国学生常见的重大发音问题。找出自己的问题所在,一一解决,坚持不懈。

模仿发音的同时也要模仿语言的节奏。不要孤立地学单词,要掌握词组。这一点至关重要。在阅读一个句子的时候,如果你在字典中查每一个词的意思,往往会曲解整句话。我们可以拿一个普通的汉语词组做例子,对它进行分析,如果一个外国人一个字一个字单蹦地说“我很高兴”,他还没说到“兴”的时候,你会以为他在说“我很高”。

有些短语的理解不能靠查每个词的意思而获得,因为它们是用作习语的。关于它们,本教材中有英语注释,偶尔也会有中文解释。**关键是你要学会辨别词组,并在口语中学会按照词群进行表达。**在教材中有辨别词群的练习。

### B) 替换

依照我的经验,替换练习具有不可替代的重要性。学习课文中做范例的词组或句子,

然后在同一个句型下,用其他的单词或词组进行替换练习。例如:

A. Is this introduction too long? short

B. Is this introduction too short? essay

A. Is this essay too short? skirt

B. Is this skirt too short? long

通过大声地反复操练句型,并用新的词和短语进行替换,你学会了英语的词序。事实上你在学习用英语思维,不再从中文转译了。做这种练习不必依赖老师;利用课文中的句型自己就可以进行替换练习。一定要出声地练习。这种练习也非常适合两到三人共同进行。起初你的替换句型会非常简单,随着你的语言能力的增强,句式也可以相应变得复杂起来。而且,替换练习非常有趣,你的速度越快,乐趣越大。

### C) 分析

诚然,孩子们学习新的发音和句型比成人要快得多,不过成年人更有耐心,做事目的性更强,拥有更多的学习经验,也就是具有语言分析的优势。

语法说明和规则是非常有用的工具,它能助你更快地掌握一门语言。你能够了解英语句子的构成、使用以及跟汉语的区别。

不过请记住:学习语言知识跟学习使用语言不是一回事。课堂内外跟老师和同学们用英语进行交谈。走在街上可以用英语默想:“I’m standing at the bus stop. If the bus doesn’t come soon, I’ll be late for dinner. Here comes the bus. It’s too crowded. I can’t get on it. I’ll have to wait for the next bus.”在家里可以自言自语:“I’m hungry. I think I’ll start making dinner. What are we going to have for dinner tonight?”跟旅游者交谈。他们一般都很乐意与“地道”的中国人(也就是导游以外的老百姓)接触一下。

## V. 关于教材中的注解

我每写完一个单元,就请高教授看一下。他逐句阅读,找出其中可能对学生理解造成困难的单词或词组,然后去查英汉字典,如果这些词或词组出现在字典里,他就不做注解。如果字典里查不到或者给出的释义不是很明确,他就用英语写注解。如果他感觉你们无法用英语理解某些词或词组的涵义,他会给出汉语解释。在学习每一单元的时候,请记住这一点。在进行注释的时候,高教授还参考了以下工具书:

Longman 的《朗文美语字典》

Barron 的《美国习语字典》(第三版)

Ballantine 工具书:《兰登书屋韦氏字典》

Prentice Hall:《理解与使用英语语法》(第二版),Betty Schrampter Azar

Oxford Press:《牛津英语语法》,Sidney Greenbaum

## VI. 关于用作单元标题的歌曲名称

在“写给中国学生的英语学习指南”后面有一篇短文,对于每单元开头作为引子的百

老汇旋律进行阐释。没有译文可能会有理解上的困难。译者尽量保持歌词原貌。有些歌曲可能有中文版本,如果文字上有出入的话,也不必吃惊。

## **VII. 关于词典**

词典对于语言学习是十分重要的,但是对它们也要灵活使用。英语是活的语言;其表达方式是正确还是谬误,可接受还是不可接受,流行还是过时都在不断变化之中。而且词典的编纂者有时也会失误,甚至会犯语法错误。**查词典之前先对句子有个整体的把握。**

学期开始时使用英汉词典,一两个月后试着换成全英字典。在课文中不要用中文做笔记,要用英文。学完一个单元之后,你应该能够用英文对新的习语和单词进行解释。

使用全英词典,养成用英语做笔记的习惯,有助于你用英语思考,提高你的理解能力和口语能力。

## **VIII. 目标的制定**

要切合实际。如果制定无法实现的目标,你只会对自己失望。心理学家认为学习的过程是这样的:起初,你进步很大,满心欢喜。然后你的语言能力似乎停滞不前了。你觉得什么都没学到,开始对自己恼火。这一阶段可能持续几天,甚至几个星期,不过不要泄气。到某一阶段,你的语言能力又会向前跃进一大步,你会发现自己一直都在提高。

**朋友们,享受学习吧!**

# A BRIEF GUIDE TO ENGLISH FOR CHINESE SPEAKERS

## A. SOUNDS

Sounds determine meaning. “Eat” and “it”, “sheet” and “seat”, “veil” and “wail”, “graze” and “glaze” have different meanings. Chinese speakers of English generally share certain pronunciation problems, though problems vary according to which province you come from and which dialect of Chinese you speak.

The major problems are distinguishing between the vowel sounds / i: /, / ɪ / and / aɪ /, and between the following sets of consonants: / v / and / w /; / θ / and / ð /; / l / and / r /; / s /, / ʃ / and / ʒ /. At the end of units 1 – 10 you’ll find exercises under TRY THIS to help you overcome these problems.

## B. THE EXTRA SYLLABLE

With the exception of the nasal consonants / n / and / ŋ /, Chinese words generally end in vowel sounds. Thus Chinese speakers often add an extra syllable to the end of English words. This is a difficult habit to break.

Many English words which end in vowels do not end in vowel sounds. The purpose of the extra vowel is not to add an extra syllable to the end of the word, but to change the vowel sound in the middle:

tap / tæp /	tape / teɪp /
cut / kʌt /	cute / kjʊt /
not / nɒt /	note / nəʊt /
cop / kɒp /	cope / kəʊp /

Note also that words like “nice” are pronounced / naɪs /, not / 'naɪsə /.

At the end of Unit 11 you’ll find practice sentences. Listen to them carefully several times, then repeat each sentence. If you can, record them and compare your recording with the original. Did you say / 'gʊdə / instead of / gʊd /?

Write down / 'gʊdə / on a piece of paper, cross out the / ə / and then try it again.

## C. CONTRACTIONS

Contractions develop first in the spoken language. Once they’ve become common usage, written forms are developed for them. Then, after many years of use, the written forms become acceptable or “standard” English.

Because many of you learned to read English before learning to understand or

speak it, you may have problems with contractions. But remember that you can't understand spoken English today unless you're thoroughly familiar with common contractions.

TRY THIS in Unit 2 provides a list of common contractions and suggestions for learning to understand and use them.

## D. FUSION

As noted in the introduction, rapid speech often results in the fusion or running together of words. "Do you want a beer?" becomes /dʒə'wɒnə'biə/. You'll find practice in understanding fused phrases in Unit 9.

## E. RHYTHMS

The rhythms of English sentences are created by:

- 1) the correct pronunciation of words,
- 2) strong and weak word and syllable stress,
- 3) grammatical units, and
- 4) special stress to clarify or emphasize meaning.

### 1. Correct Pronunciation

English, of course, doesn't have tones like Chinese, but where you place the stress in English (on which syllable) is almost as important to comprehension and meaning as tone is in Chinese. Chinese words are monosyllabic (having one syllable), but English words may be mono- or polysyllabic (having many syllables). There is generally only one correct pronunciation for each word. Because English is derived from so many languages, however, it rarely helps to memorize pronunciation rules. As you listen to and speak English you'll become aware of stress patterns: "nation", "station", "ration". If you said "thermometer", I'd have to figure out your meaning in context just as you would if I said (不可气) instead of (不客气). Once you've learned to say "thermometer", however, you have instantly learned to pronounce a whole string of words such as "barometer", "speedometer", "spectrometer". Through practice you'll form habits that will enable you to pronounce most new words without looking them up in your dictionary.

Note that some words change stress with part of speech, e.g., "record" (n.) and "record" (v.); "subject" (n.) and "subject" (v.); "suspect" (n.) and "suspect" (v.). These simply have to be learned. TRY THIS in Unit 12 gives you more practice.

### 2. Weak Forms

Articles, conjunctions, prepositions and auxiliary verbs are generally unstressed.

I was going to give you the name of the school, but I left my book in my dorm room.

See Unit 13 for practice exercises.



### 3. Grammatical Units

To speak and understand English, you need to work with phrases instead of single words. You can see from the example below that the second sentence is divided according to strict grammatical units:

- a) Being able to speak in phrases rather than word by word requires practice.
- b) Being able to speak in phrases rather than word by word requires practice.

Note the grammatical units: participle phrases (being able), infinitive phrases (to speak), prepositional phrases (by word), etc.

But here is the way a speaker would normally say this sentence, and it is in this way that you want to learn to read, listen to and speak English:

- c) Being able to speak in phrases rather than word by word requires practice.

Natural phrasing depends on both grammatical units and the sense (meaning) of the parts of the sentence. In Unit 14 there is a list of words and phrases that will help you identify word groups. Practice exercises are in Unit 16.

### 4. Emphasis

Word stress may also change to clarify or emphasize meaning. Consider the difference between these two sentences:

A. His first experiment proved nothing.

B. His first experiment proved nothing, but his second was a great success. The first syllable of “second” and the word “great” get extra stress to emphasize the difference in results between the two experiments.

Note the possible meanings of this sentence, depending on where the speaker puts the stress:

- A. I don't know where she is now (but maybe someone else does).
- B. I don't know where she is now (so don't keep asking me).
- C. I don't know where she is now (in what place, location).
- D. I don't know where she is now (but I know where her husband is).
- E. I don't know where she is now (but I saw her this morning).

Practice exercises are in Unit 15.

### F. WORD ORDER

English word order is generally different from Chinese, so try to think in English instead of translating directly from Chinese.

Chinese: Today weather nice.

English: The weather is nice today.

Chinese: You eat already, yes?

English: Have you eaten yet?