

Social English Learners



龙得地道 2



Betty Kirkpatrick

How about ...?

No problem! Here you are.

Would you like to ...?







Social English
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Say II

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说得地道社交英语

Betty Kirkpatrick



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Betty Kirkpatrick

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引言

北京大学英语系教授 刘树森

美国哲学家和作家乔治·桑塔亚那(George Santayana,1863~1952)有一句名言论及教育的本质性特征:"教育中真正的困难是从概念中获得体验。"对于英语学习者、特别是尚且处于初级和中级学习阶段的人来说,乔治·桑塔亚那的观点应当说也是恰如其分。许多人学习英语数年如一日,坚持不懈,但往往还是摆脱不了纸上谈兵的窘境,很难在工作与个人生活中得心应手地使用英语与人交流与沟通。究其原因,一个常见的问题就是自觉与不自觉地将学习定位于获得英语语言中高度系统化的概念,例如词汇及其定义、句法以及修辞法等等,一味培养理解与鉴赏英语的能力,犹如欣赏一副名画或者一首名曲,而在学习过程中缺少互动性的体验,忽视了培养个人实际应用英语的能力与技巧。

如何才能摆脱上述窘境呢?这是普通英语学习者、英语教师以及相关研究者都无法回避的难题。从英语口语入手,培养使用英语进行社交的能力,不失为一个自然而且能够事半功倍的选择。《说得地道社交英语》就是一套专门为培养英语社交能力而设计的口语教材,编写意图与目的都是为了协助英语学习者培养在社交场合用英语进行交际的能力与技巧。目前,形形色色的英语教材汗牛充栋,各有千秋,《说得地道社交英语》的特色在于改变传统的学习观念,不再将英语视为概念化的文化符号来学习、理解与欣赏,而是着力培养学习者个人的实际英语社交能力。

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还需要提及的是,大凡学习英语的人都知道,英语口语与书面英语之间存在显而易见的差异,譬如在词汇、语法与表达方法等方面都有所不同,但往往意识不到,与书面英语相比,英语口语应用能力中具有更高的共性原则。换言之,培养英语社交能力与技巧与其说是培养一种技能,不如说是培养学习者掌握约定俗成的语言与礼仪规则。在当今社会与个人生活都日益全球化的背景下,各种形态的资源都被赋予社会共享的特性,语言自然也不例外。因此,如果将英语也视为一种社会公共资源,对于英语学习者来说,通过学习获得这种资源固然重要,但同样重要的是学会使用这种资源的规则。希望《说得地道社交英语》能够帮助英语学习者习得并掌握能够在社交场合地地道道地使用英语交际的能力与技巧。

该书设计的社交场合以及相应的英语表达具有较为广泛的适应性,可以作为自学教材,也可以作为课堂教学与短期强化培训英语口语的教材,适用于高中、中专、大专、大学低年级学生以及具有一定英语水平的成年人培养英语口语社交能力,提高与丰富英语社交技巧。

于京西燕北园 2006年10月6日

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Introduction

Learners of a language as a second or foreign language usually find it much more difficult to become competent in the spoken language than they do in the written version. This is partly because, in the early stages of learning a language at least, it is much easier to get help with learning to write than with learning to speak. Yet the ultimate goal of learning a foreign language is to become so fluent in it that the learners can readily engage in social communication.

This series of two books is intended to help adult learners of English to achieve this goal by acting as a guide to the functional language that learners need to master in order to cope with everyday social situations. Each book presents a series of 16 units that deal with a wide range of such common situations, including how to greet someone, how to say goodbye to someone, how to introduce someone to someone else, how to apologize, how to thank someone, how to offer advice, how to make a telephone call, how to make a comment on the weather, etc. It can be used for short courses on social English.

Each unit begins with the phrases that are commonly associated with a particular social situation and learners should make sure that they can use these phrases accurately. In order to help them do this several examples have been given for each expression to show them in use. The expressions are mainly arranged in order of frequency of use, although related expressions have been treated together. Also included are some **Language Help** notes which provide additional information.

The second section of each unit provides two short reading passages. The purpose of these is to remind the learners of some of the important expressions and to show how these are used in conversation.

The third section provides a contextual exercise to test learners' comprehension of the expressions which they have learned.

At the end of the book there are two tests and an Answer key.

UNIT 1

I wouldn't ... if I were you

You give someone a **warning**, or **warn** them, about something to point out the likely consequences of what they might do. For example, you might point out that what they might do is dangerous, risky, harmful, etc.



Learn the vocabulary

INDIRECT INFORMAL WARNINGS

There are some phrases which you use in an informal context to suggest to someone that they should not do something for some reason. Usually you also state this reason.

1 I wouldn't ... if I were you

You can use the expression I wouldn't ... if I were you in an informal context when you are warning someone against doing something:

- 'I wouldn't buy a car from that garage if I were you, Jim. Bob bought one which stopped going as soon as he got it home.'
 - 'Thanks for telling me, Mike. I'll go somewhere else then.'
- 'I wouldn't lend Jim money if I were you. I lent him some two years ago and he still hasn't paid it back.'
 - 'Is that so? Then I'm certainly not going to lend him any.'

'I wouldn't rent a flat in that area if I were you. It's not safe there after dark.'
 'I didn't know that. I certainly won't buy a flat there.'

Language Help

You can also use I wouldn't ... without adding if I were you without changing the meaning:

- 'I wouldn't take your car into the town centre. It's almost impossible to park and Parking places are very expensive.'
 - 'If that's the case, I'll take the bus.'
- "I wouldn't go there at this time of year. It's likely to be unpleasantly hot."
 'That won't put me off. I love the heat.'

2 I don't think you should ...

You can also use the expression I don't think you should ... in an informal context when you are warning someone against doing something:

- 'I don't think you should buy a second-hand washing machine from that shop.
 You won't get a guarantee with it and it might break down soon.'
- 'I don't think you should spend such a lot of money on a dress for Jane's wedding. You can get just as nice a one cheaper and you'll have money left to buy shoes and a bag.'
 - 'You're probably right, but I'm going to buy it anyway. It's gorgeous.'
- 'I don't think you should go to that nightclub. It has a reputation for supplying drugs.'
 - 'I didn't know that! I'm not going to go near it.'

DIRECT INFORMAL WARNINGS

Some warnings which can be used in informal contexts are made in a more direct way:

3 don't ...!

- Don't touch those plates. They're very hot.'
- 'Don't go near that wall! The paint's still wet.'
- 'Don't come in here! The floor's wet and you might slip.'



You can add the phrase whatever you do to add emphasis to your warning:

- . Don't turn that switch off, whatever you do. It switches the heating off.
 - Don't ride that bike, whatever you do! The brakes are faulty.

4 you mustn't ...

The expression you mustn't ... is a more forceful way of saying don't ...!:

- You mustn't go near the old quarry. It's not safe.
- You mustn't drink this medicine. It's poisonous.

5 if you do ..., you will (or you might) ...

The expression if you do ..., you will ... or If you do ..., you might is a less direct way of saying don't ...!:

- If you wash that dress in the washing machine, you might shrink it.
- If you give your dog too many treats, you'll make him too fat.

6 I warn you!

You use the expression I warn you as a way of emphasizing how serious the consequences of someone's action might be:

- I warn you. You'll regret it if you give up your university course.
- I warn you. Mike's not to be trusted. Don't get involved with him.
- I warn you. You'll be expelled if you're found playing truant again.

7 be careful!

You use the expression **be careful!** to tell someone that they should act in a careful way and not do anything that is dangerous or likely to hurt or harm them in some way:

- Be careful! The garden path's very muddy and you might slip.
- Be careful! You're walking very near the edge of the cliff.
- Be careful! Those knives are very sharp.



You can shorten the expression be careful! to careful! :

· Careful! The path is icy!

8 watch out!

You use the expression watch out! as a warning to someone to act carefully or to get out of the way in case they hurt or harm themselves in some way, especially when something might be about to happen:

- Watch out! There's a car coming.
 - Watch out! That ladder's falling!
 - Watch out! The guard dog has spotted you!



You can use the expression look out! in the same way as watch out! :

- Look out! That branch looks as though it's breaking!
- Look out! That lorry's going much too fast

9 mind ...!

You use the expression **mind** ...! to warn someone of something that might harm them or cause them injury. Such expressions are sometimes used in public announcements or on public notices:

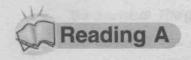
- Mind the step!
- · mind the gap!
- Mind the closing doors!

Mind the low ceiling!

PUBLIC WARNINGS

Public signs sometimes carry warnings when there may be some kind of danger or risk of injury present:

- · Danger! Poison.
- Danger! Highly fammable.
- Beware of the dog!
- · Caution. Keep out of the reach of children.
- · Caution. Store in a cool place.



Read the following passage. Notice how the expressions in bold are used.

Kitchen dangers



Sue: Careful, Sally! Those plates are very hot. I've just taken them out of the oven.

Sally: Thanks, Sue.

Sue: Be careful, Meg! Those plates are very hot.

Meg: Too late, Sue! I've burnt myself.

Sue: Sorry, Meg.

Meg: It wasn't your fault, Sue. I should have been more careful.

Sue: Mind that step, Sally. People keep tripping over it. A kitchen's a dangerous place!

Meg: Watch out, Sue! Someone's let the dog in and he's trying to reach that dish of meat.

Sue: Could someone get that dog out of here! It's most unhygienic! We should really have a sign saying **Beware of the dog**!

Sally: It's Amy's dog and it's Amy's kitchen. She tries to keep him out, but he's determined to get in.

Sue: Let's get on with this meal. Could you stir that sauce, Meg? You mustn't let it burn.

Meg: There. Amy's surprise dinner is ready now.