



# 美国情景英语

楼光庆 詹姆士·奈伊

AMERICAN ENGLISH IN  
A SITUATIONAL CONTEXT

美国情景英语  
American English in a  
Situational Context

楼 光 庆 编著  
〔美〕詹姆斯·奈伊

外语教学与研究出版社

**(京)新登字 155 号**

**责任编辑: 田路一**

**责任校对: 李师钊**

**American English in a Situational Context**

by

**Lou Guang-qing**

**Beijing Foreign Studies University**

and

**James W. Ney**

**Arizona State University**

**Beijing, China and Tempe, USA**

**美国情景英语**

**楼光庆等 编著**

\* \* \*

**外语教学与研究出版社出版发行**

**(北京西三环北路19号)**

**北京第二新华印刷厂印刷**

**新华书店总店北京发行所经销**

**开本 787×965 1/32 12.25 印张 194 千字**

**1991年11月第1版 1991年11月北京第1次印刷**

**印数 1—31000 册**

\* \* \*

**ISBN 7-5600-0606-X/H · 301**

**定价: 4.80 元**

## 前 言

情景英语教学法是近年来国外最新的教学法之一，现在已被我国越来越多的人所接受。大多数人学习外语是为了交际，这就需要在学外语的同时，还要了解语言内含的社会文化因素；否则，即使掌握了“标准的语言”，也难以使用得当。

当然，学习外语最理想的条件是“身临其境”，例如到国外去生活一段时间。但绝大多数人是无法做到的。他们无疑期望在学习英语的同时，能了解国外的社会文化和习俗，特别是和语言直接相关的文化习俗。为此，我在美国进修及教学期间，同亚利桑那州大学詹姆斯·奈伊教授(Prof. James W. Ney)共同编写了《美国情景英语》(*American English in a Situational Context*)。奈伊教授师承美国结构主义语言学派创始人之一 C. C. 弗里斯(C.C. Fries)。他本人又是当代美国应用语言学界权威，造诣很深。“社会文化”范围极广，本书所涉及的仅是其基本部分。我们编写本书的目的，除了帮助读者掌握这些与交际直接有关的情景功能外，还希望引起读者对社会文化因素的重视。

本书以情景功能为脉络，分为七个单元，介绍了最常见的一些交际情景。它对不同身份、对象等人物在不同场合的对话从最标准的英语到最随便的口语，从

最礼貌、拘谨的用词到不拘礼节、直率的对答，都作了介绍说明。不仅初学英语者可以从中直接学习日常对话，就是具有一定英语水平的人也可借鉴本书提高用英语进行交际的水平。各单元均附有语音、语法、阅读和写作练习，对听、说、读、写进行全面训练。内容深入浅出，简明扼要，注音采用国际音标，不仅可作课堂教材，尤可作自学用书。

本书原稿用英文撰写。为便于国内读者阅读学习，我们又加了汉语注释。本书的出版，得到了北京外国语学院杨树勋教授的大力支持，在此，我深表谢意。

楼光庆

# CONTENTS

Unit I	Greetings 问候 .....	1
Unit II	Requests (service) 请求 .....	49
Unit III	Introduction 介绍 .....	98
Unit IV	Requests (information) 询问 .....	154
Unit V	Apologies 致歉 .....	215
Unit VI	Accounts 解释 .....	272
Unit VII	Requests (restaurant) 用餐 .....	328

# Unit I Greetings(问候)

(Lessons 1-5)

## Introduction

If you reflect upon the various ways that you use your native language for a moment you will realize that knowing the grammar, vocabulary, and sound system of your language composes only a small part of your total ability to use your language. Other considerations are the setting in which you use language — physical and psychological, the goals or ends which motivate you to use language, the norms which govern your use of language, and the tone you choose to determine your choice of language. Obviously, knowing the grammar, vocabulary, and sound system of English will not get you very far unless you understand some of these factors determining language usage. Learning a new language seems to proceed best when the learner works on the grammatical aspects of the language and the social aspects of the language simultaneously.

The text provides a framework for you to work on both parts of language learning. Each unit (each five lessons) focuses on a single “goal” or end of language usage. The first unit (Lessons 1-5) deals

with “supportive interchanges” — interactions which identify and enhance relationships. The most basic of these “supportive interchanges” is the standard greeting. You do not greet everyone in the same fashion precisely because you do not have the same relationship with every person you know. Greetings vary according to relationships, but greetings seem to have one thing in common — the first party “forces” the second party into responding. Failure to respond constitutes a denial of the relationship; similarly, an extension of the response defines a relationship as being beyond a level of basic “acquaintance”.

The tone of a greeting varies on a continuum of formality and informality. Please note in the dialogues and in the native language commentaries how level of formality operates in basic interactions. One thing you will notice is that English does not have separate forms of direct address for familiar and non-familiar “you” as do many languages. “Status” is often indicated in greetings by clarity and fullness of expression, tone of voice, posture and gestures. As you go through the dialogues, your teacher will demonstrate some of these differences. Try to imitate some of these variations; as noted before, a working knowledge of these differences constitutes a large part of language “fluency”.



## 概论:

如果你对自己使用母语的方式略作思考,你就会意识到对语法知识、词汇及发音系统的掌握仅构成使用母语整体能力的极小部分。其它必须考虑的因素是:使用语言的情景(外界的和心理的);促使使用语言的用意和目的;指导使用语言的规则;以及用某种口气时所需选择的语言等。显而易见,除非掌握了以上这些决定语言用法的要素,否则,仅仅懂得语法、词汇及发音系统是不会学好语言的。看来,学习一种语言的最佳方式是必须同时学习语言的语法知识和语言的社会功能。

课文(text)为从这两方面学习语言提供了模式。每一单元5课(lessons),围绕一种语言用法的“用意”或目的进行。第一单元(1—5课)重点是“辅助式交流”——如何在交往中互相认识及加深关系。“辅助式交流”最基本的是标准问候形式。人和人打招呼的形式是不一样的,因为他和每个人的关系是不一样的。问候形式随关系不同而不同。但有一点却是共同的——甲方“迫使”乙方作出反应。无反应意味着对这种关系的否认。反之,较多的反应标志着关系已超过一般的“相识”。

问候的语气沿拘谨和不拘礼节这条线变化。请注意本书的对话及注解对不同语体是如何体现的。还应注意一点,英语不象有的语言,第二人称有尊称“您”及一般称呼“你”两种形式。在问候中,“身份”是由措词的明确、达意、语调、姿态以及手势来表明的。在学习对话时,教师将指出这些不同点,要努力模仿这些不

同用法。如上所述,只有灵活掌握了这些不同用法,才会“熟练地”掌握英语。

# Lesson I

## Content Infusion

A.

Juanita: Hi! How are you?

Juan: Fine, thanks. How are you?

Juanita: I'm O.K.

B.

Mr. Smith: Hello, Juan. How are you?

Juan: I'm fine, thank you. How are you?

Mr. Smith: Very well, thanks.

## Commentary on Content Infusion

A. Juan and Juanita meet on the campus of the school. Since they are the same age and since they are also friends, they greet each other in an informal manner. The greeting at A can be a conversational opener or simply a passing hel-lo. It is customary for the young woman to speak first so that she has the right to initiate the conversation if she wants to. (This custom may be breaking down and fading now.) Young women, if they do not want to converse with young men, will avoid eye contact as

they pass on a sidewalk or campus mall.

- B. Mr. Smith, an instructor at the school, meets Juan in passing on the campus. Since he is the elder and since he is under some obligation to show interest in Juan, he initiates the conversation. Notice that Juan uses more formal, more “correct” language in talking to Mr. Smith than he does in talking to his friend Juanita. He says thank you, the formal term. Since Mr. Smith is older than Juan, he permits himself to address Juan informally with thanks. Notice also that Mr. Smith’s Very well, is more formal, more curt than Juanita’s I’m O. K. which is not only less formal but less enthusiastic and convincing.

### 对话注解:

- A. 胡安(Juan) 和胡尼达(Juanita) 在校园相遇。他们是同龄朋友,因此双方打招呼就用较随便的方式。招呼在此可为谈话的引子,也可为随意的“你好”。通常是年轻女子先开口。这样,如果她愿意和你谈话,她就有权采取主动。(这种习惯也许正在瓦解、消失。)男女青年在人行道或校园林荫路相遇,如果女青年不愿与他谈话,她就回避与对方的目光接触。
- B. 史密斯先生(Mr. Smith)是教师,在校园偶遇胡安。他年龄长于胡安,作为教师也有责任关心胡安,因此他先开口。我们注意到胡安在此使用的语言要

比他与胡尼达谈话时的语言更拘谨，更“正确”。他使用 thank you 这种较拘谨的词语，而不是 thanks。由于史密斯先生比胡安年长，他可以对胡安说 thanks。我们还注意到史密斯先生说的 Very well 要比胡尼达的 I'm O. K. 更拘谨、更简短。胡尼达的 I'm O. K. 不但较随便，而且缺乏热情和可信性。

## Pronunciation Exercise

### A.

/i:/	/i/	/e/
Pete	pit	pet
Jean	Jim	gem

### B.

I'm very well.

Open your book, please.

Sit down, please.

## Commentary on Pronunciation Exercise

- A. Very often, in trying to make the distinction between the /i:/ of Pete and the /i/ of pit, the tongue drops too far so that pit is pronounced with a sound very close to the /e/ of pet. Listen carefully to the teacher's model and make sure that this does not happen.
- B. Make sure that the /e/ of well, the /i:/ of please and the /i/ of sit are right on target. Remember

that the difference between the /i:/ and the /i/ is largely a matter of the quality of the vowel and not the quantity of it (length). The difference between the /i/ and the /e/ is largely a matter of tongue height.

### 语音练习注解:

- A. 有时为了区别 Pete 中的 /i:/ 和 pit 中的 /i/ 的发音, 舌头有时太往后, 将 pit 中的 /i/ 发成与 pet 中的 /e/ 相似的音。仔细听教师的示范, 努力避免上述错误。
- B. 一定要做到 well 中的 /e/, please 中的 /i:/, sit 中的 /i/ 发音到位。记住 /i:/ 和 /i/ 的区别不仅是量(长短)的区别, 主要是质的区别。/i/ 和 /e/ 的区别主要在于舌位的高低。

### Grammar Infusion

#### A. Substitution

##### Teacher

##### Students

- |                               |                               |
|-------------------------------|-------------------------------|
| 1. Open your book.            | 1. Open your book.            |
| 2. close                      | 2. Close your book.           |
| 3. Open your book,<br>please. | 3. Open your book,<br>please. |
| 4. close                      | 4. Close your book, please.   |
| 5. Please open your<br>book.  | 5. Please open your book.     |
| 6. close                      | 6. Please close your book.    |

#### B. Transformation

## Teacher

## Students

- |                             |                             |
|-----------------------------|-----------------------------|
| 1. Open your book.          | 1. Open your book, please.  |
| 2. Open your book, please.  | 2. Please open your book.   |
| 3. Close your book, please. | 3. Please close your book.  |
| 4. Close your book.         | 4. Close your book, please. |
| 5. Close the door.          | 5. Close the door, please.  |
| 6. Close the door, please.  | 6. Please close the door.   |
| 7. Open the door.           | 7. Open the door, please.   |
| 8. Open the door, please.   | 8. Please open the door.    |

## Commentary on Grammar Infusion

- A. Do as the teacher tells you. When the teacher says Close your book, you close your book. Then, you tell the teacher to close a book. Do the same for Open your book. Have another student close the door for you. Remember that when please is added to the sentence it makes it more polite. It really doesn't matter whether please is at the beginning or the end of the sentence.
- B. When the teacher says a sentence without please, you make a sentence with please at the end.

When the teacher says a sentence with please at the end, you change it to a sentence with please at the beginning.

### 语法练习注解:

- A. 请按教师所说的做。教师说 Close your book, 你就合上书。然后你对教师说合上书。同样, Open your book 也以此来做。还可请另一学生为你关上门。请记住把 please(请)加入句中,使语气更客气。please 放在句首或句尾均可。
- B. 教师说一未带 please 的句子,你说一带 please 的句子,把 please 放在句尾。教师说句尾带 please 的句子,你改变一下,说句首带 please 的句子。

### Reading Exercise

Juanita meets Juan at school. She says, "Hi! How are you?" Juan answers, "Fine, thanks. How are you?" Juan and Juanita are friends.

### Commentary on Reading Exercise

This passage concerns two friends, Juan and Juanita, possibly two foreign students studying in the States, meeting each other one morning at school. Notice that the greetings they give each other are enthusiastic and friendly.



## 阅读练习注解:

这一小段讲的是两位朋友一天早上在校园相遇。胡安和胡尼达也许都是在美国学习的外国留学生。我们注意到他们之间的相互问候是非常热情、友好的。

## Writing Exercise

A. I'm fine, thanks.

I'm O. K., thanks.

B. I'm fine, thank you.

I'm very well, thank you.

## Commentary on Writing Exercise

The teacher will read the sentences above. You write them down, but don't look at the written version until after you have written the sentences down. You should have some idea about how to write the sentences since the teacher has let you read them at least one time after you have performed the preceding exercises.

## 写作练习注解:

教师口述以上句子。请你把它们写下来。但在写下这些句子前不要看书。你在做前面几项练习时至少已读过一遍这些句子。此时你完全应知道如何写这些句子。