

亚历山大英语学习丛书

外研社 朗文

英语辩论手册

FOR AND AGAINST

L. G. 亚历山大 编著



外语教学与研究出版社



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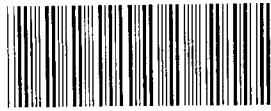
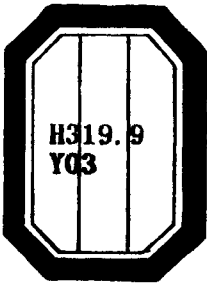


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出版说明

英国著名的英语教学专家路易·亚历山大先生是风靡中国近三十年的《跟我学》(Follow Me)和《新概念英语》(New Concept English)的作者。他的《朗文英语语法》(Longman English Grammar)也是语法书中的翘楚,至今畅销世界。亚历山大先生潜心研究英语教学法,结合实际教学经验(他曾在欧洲多所大学任教),经过多年的埋头写作,又为英语作为外语的学习者和教师编写了一系列极为有用的参考书。《英语辩论手册》(For and Against)引导您使用英语表达自己的论点,针锋相对地驳斥对手的看法,很能帮助英语学习者提高口头表达能力。《朗文英语词汇用法手册》(Right Word Wrong Word)可以指导您辨析和正确使用近义词、同义词和其他难词。《请教亚历山大》(Ask Alexander)则可以解答您在学习和教学中遇到的疑惑,并且启发您学习和教学的思路。如果您迫切希望提高对英语语法的认识,而又是一位初学者,亚历山大先生专门为您提供了一套《朗文循序渐进学英语语法》(Step by Step),可使您一步一个脚印地掌握英语语法。如果您认为自身已具有中级水平,但还需要提高,那么您可以选择《朗文高级英语语法》(Longman Advanced English Grammar),它会让您如虎添翼。如果您刚学完《朗文英语语法》,意犹未尽,您可以自我测试一番,做做《朗文英语语法练习》(Longman English Grammar Practice),该书其实是《朗文英语语法》不可或缺的一部分。

外研社一直以全心全意服务于中国外语学习者为宗旨,致力于为中国外语学习者提供最全面的外语教学用词典、教材、读物和参考书。为了使中国英语学习者更多地得益于亚历山大先生的功能主义教学思想,在阅读、听说、写作和语法方面有长足的进步,外研社与朗文公司精诚合作,再次携手推出以上一系列的英语教学丛书,希望读者对我们的工作提出宝贵的建议和意见。

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The arguments put forward in these essays do not necessarily reflect the personal opinions of the author.

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To the Teacher

THE CONVERSATION LESSON

In most advanced English courses, time is usually set aside for conversation lessons. These can be the most difficult and most unrewarding of all the lessons the teacher is called upon to conduct. The root of the trouble is that the teacher cannot predict the course of each lesson. He sets a topic and then attempts to stimulate a class discussion by asking questions, suggesting ideas and so on. How the students will respond depends very much on their maturity, general knowledge, range of interests and command of English. It depends, too, on personal factors like shyness or sociability, etc., and even on such things as the time of day and the mood of the class. With some classes, teachers may find that they fail to get any response at all and are finally driven to abandon conversation lessons altogether. With others, the conversation may always be dominated by one or two students, while the teacher spends most of his time coaxing reluctant members of the class to join in. Whatever the case, the conversation lesson tends to be a random, unprogrammed affair over which the teacher has little control. More often than not, time is needlessly frittered away and nothing effective is added to the student's knowledge and skill.

BASIC AIMS

This book seeks to meet most of the problems posed by the advanced conversation lesson by providing a flexible programme which the teacher can manipulate according to the needs of his class. The book contains material which can be used for routine drill work with an unresponsive class, or conversely, the teacher may use it as a source

book for ideas and vocabulary with a highly responsive class. The basic aim behind the book is to enable the teacher to predict, to a certain extent, the course of each lesson and to ensure that it will be suited to the requirements of his students.

More specifically, the book provides material which can be used for the following:

Aural/Oral Comprehension

Reading Aloud

Oral Composition

Class Discussion

FOR WHOM THE BOOK IS INTENDED

This book should be found suitable for:

- 1 Secondary or adult students who are preparing for the Cambridge Proficiency in English Examination. The book may be used in addition to an advanced course like *Fluency in English*.
- 2 Secondary or adult students who are not preparing for an examination of any kind and who are attending classes mainly to improve their command of spoken English.
- 3 Schools and institutes where 'wastage' caused by irregular attendance and late starters is a problem.

ASSUMED AURAL/ORAL ABILITY

Students who have completed elementary and intermediate courses in spoken English should have no difficulty with this book. *For and Against* may be used to follow up any of the following:

Conversation Exercises in Everyday English (Jerrom and Szkutnik)

Question and Answer (Alexander)

The Carters of Greenwood (Cineloops) Elementary and Intermediate Levels (Alexander)

In any case, the following skills have been assumed:

- 1 The ability to understand English dealing with everyday subjects and spoken at normal speed.
- 2 The ability to answer questions which require short or extended answers.
- 3 The ability to ask questions to elicit short or extended answers.
- 4 The ability to use orally a large number of elementary and intermediate sentence patterns.
- 5 The ability to reproduce orally the substance of a passage of English (narrative and descriptive prose) after having heard it several times and read it.
- 6 The ability to conduct a simple conversation on everyday subjects (e.g. expressing preferences; polite interchange; careers; travel; common experiences, etc.).
- 7 The ability to give a short talk (prepared or unprepared) lasting up to five minutes on everyday subjects.
- 8 The ability to read a passage of English aloud. The student should have a fair grasp of the rhythm of the language (stress and intonation) even if he is unable to pronounce unfamiliar words correctly.
- 9 The ability to read silently and understand works of fiction and non-fiction of the level of Longmans' Bridge Series. The student's passive vocabulary should be in the region of 3, 000 words (*structural and lexical*). The student should be sufficiently familiar with a wide variety of English sentence patterns so that he can 'get the gist' of what he is reading even though he may not know the meaning of individual words.

A DESCRIPTION OF THE MATERIAL

Layout

For and Against consists of thirty exercises each one of which is laid out on facing pages. An argumentative essay always appears on the left-hand page; and two sets of notes appear on the right-hand page.

Left-hand Pages : The Passages

Each essay is approximately 500 words in length and argues in favour of a proposition. The passages are not academic essays; they are light, informal and conversational in style. Only one side of the case is presented and the argument is often deliberately provocative and even bigoted and extremist. The intention is to motivate the students by any means – even by making them angry – and spark off a spontaneous debate in the classroom. The thirty essays cover a wide range of subjects of general interest, some serious, some light-hearted. Most of the topics have been tried out with considerable success on mixed classes of adult students. With regard to the subject-matter, it has been assumed that the student reads newspapers (either in his own language or in English) and takes an interest in topics which are frequently discussed in the papers, in magazines, and on radio and television programmes. The passages are not graded at all linguistically, but roughly in terms of intellectual content, the more difficult subjects being presented in the latter part of the book.

Right-hand Pages : The Notes

Each right-hand page is divided into two parts. The top half consists of a list of numbered ‘key words’ and notes summarising the argument put forward in the essay. The lower half of the page

consists of 'key words' and notes summarising the counter-argument; this information is *not* derived from the essay. Brackets appear beside the notes. These are intended to catch the student's eye when he is speaking impromptu from the notes. The brackets conveniently group together the main sub-divisions in the argument and counter-argument and may be found useful for round-the-class exercises as well.

Additional Topics

A list of forty additional topics appears at the end of the book.

HOW TO USE THIS BOOK

The teacher is obviously free to use the material in any way that best suits his class. In general, it may be said that the less responsive the class is, the more it will be necessary to adopt a fixed routine. With highly articulate classes, the essays and notes may be referred to as source material. Even with articulate classes, however, some teachers prefer to adopt a fixed routine.

The ideas given below should be treated as suggestions only. The following procedure is recommended:

- (a) Listening (books shut)
- (b) Listening and understanding (books open)
- (c) Listening (books shut)
- (d) Reading aloud (books open)
- (e) Answering mixed questions (books shut)
- (f) Asking mixed questions (books shut)
- (g) Oral composition (books open)
- (h) Class discussion or debate (books open)

In practice, this would work as follows:

(a) *Listening (books shut)*

The teacher reads the passage once. The students listen only and try to understand as much as they can at first hearing.

(b) *Listening and understanding (books open)*

The teacher reads the passage again, stopping at convenient points to explain unfamiliar words and constructions. Rather than give direct explanations, he tries to elicit as much information as possible from the students. Explanations should be given entirely in English. Translation into the students' mother-tongue may, on occasion, be used as a last resort and then only to translate lexical items, not patterns. The teacher must ensure that the students understand the text completely before proceeding to the next part of the lesson. The students must, of course, read the text silently while the teacher is going through it.

(c) *Listening (books shut)*

The teacher reads the passage once more. The students should now be in a position to understand all of it.

(d) *Reading aloud (books open)*

Individual students are now asked to read small sections of the passage. This is done quickly round the class.

(e) *Answering mixed questions (books shut)*

The teacher asks questions about the passage to elicit short or extended answers. The questions are asked rapidly round the class.

(f) Asking mixed questions (books shut)

The teacher may get the students to ask each other questions about the passage, or he may choose to elicit questions in the following manner:

Teacher: Ask me if it was printed in the papers.

Student: Was it printed in the papers?

Teacher: When...

Student: When was it printed in the papers? etc.

N.B. If time is short, or if the students are quite proficient at answering and asking questions, sections (e) and (f) may be omitted.

(g) Oral composition (books open)

The students may be asked to work in two ways:

- 1 The students refer to the key words of the argument which appear on the top half of the facing page. Individual students are asked to reconstruct the argument, or part of the argument, by referring only to the key words. The bracketed notes will be found useful for this purpose. At a later stage, when the students have made some progress, they may be asked to make their own notes of the argument and to compare them with the key words before attempting oral reconstruction.
- 2 The students are then asked to refer to the key words of the counter-argument on the lower half of the facing page. Individual students are asked to construct the counter-argument orally by