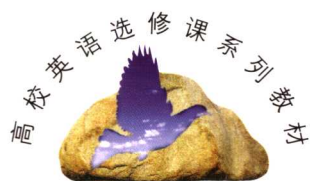


English Speaking

英语口语

Jody Marshall 祁文慧 潘飞南 编著



教师用书 第一册

Teachers' Book · Book I

清华大学出版社

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内 容 简 介

本套英语口语教材是在结合我国大学英语口语教学和高校学生口语实际水平和需要的基础上,对国内外众多口语教材进行了深入、彻底的研究,具有系统性、适用性和可操作性,符合英语口语教学规律。本书是教师用书,力图从教学原则、教学目的、教学方法、教学步骤、时间分配等方面进行了具体的指导,是教师课堂教学的指导用书。学生也可从本书中提供的教学活动资源及材料中获得口语学习的指导,养成英语表达的习惯和能力。

本书适合大学本科一、二年级学生作为教辅之用,是英语口语教师的必备书,也可作为英语口语自学爱好者及参加相关英语口语考试的人员参考之用。

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前 言

英语口语（教师用书·第一册）

目前，大学英语口语教材琳琅满目，为什么我们还要编写这套口语教材呢？这是因为：首先，我们发现我国现有的口语教材几乎都是以对话为主，而且在话题覆盖面、对话情景、语言层次、话语篇幅等方面难以帮助学生达到在一定场合用恰当语言表达复杂思想的交流目的，很多教材还留有“中国式英语”的痕迹。其次，由于我国许多高校的英语口语教学由外籍教师担任，据我们调查，这些教师在教学中普遍为难于找到合适的口语教材而困惑：用其他国家的教材，学生难于适应；用中国的教材，他们又感觉不知如何教才好。因此，我们通过与外国专家合作，在充分认识我国的培养目标，深入研究中外现有许多口语教材的基础上，结合我国高校实情以及我们和外籍教师在教学中的实践，试图开发出一套符合口语教学规律，具有系统性、适用性和可操作性的英语口语教材。

当今我国英语口语教学理念和教学模式远远滞后于英语应用能力培养的需要，英语口语教学只强调教学的表象而忽略了语言教学的规律性和普遍性，许多口语训练只注意培养少数口语突出的学生，而对如何普遍提高学生的口语水平重视不够。以致我国学生即使从小学开始学习英语，但是直至大学其英语口语水平并

不令人乐观，即使是英语专业学生能够在用英语交际中得心应手者也凤毛麟角。因此，口语课程应该成为大学英语课程建设的重点之一。而教材教法的完善又是培养学生口语应用能力和指导教师教学的关键。

教材是师生教与学的资源与工具。本套教材力求丰富多彩，灵活多样，以活动性为主，并在以下方面进行创新：（1）利用英语口语课训练学生用英语思维的能力；（2）口语学习与实际应用紧密联系；（3）发现并重视英语歌曲学习在英语口语教学中的作用；（4）充分利用网络信息为培养学生的英语应用能力服务；（5）培养学生识别不同英语间差异的能力；（6）符合中国实际的英语口语教学模式和方法，尤其是外籍教师如何教授中国学生。

本套教材可供大学一、二年级师生使用。包括学生用书和教师用书，学生用书另配 CD 一盘，供相关训练使用，这使得学生和教师在口语课上既有所依，又可有所不依，从而保证口语课堂教学有序而又活泼地开展。

学生用书（Students' Book）供学生课堂学习使用。在学生用书中，我们力图在语境和话题上体现兼容性，在语言水平上具有多层次性，以利于不同口语差异和爱好的学生口语能力的培养。趣味性和实用性是学生用书的另一个特色，也是解决如何实施体现“以学生为中心”之教学法的保证。通过教材学习，学生有机会充分产生自我成就感：他们不仅能够获得一般日常会话的能力，而且最后能够达到进行复杂思想交流和公开演讲的能力。

教师用书（Teachers' Book）是教师课堂教学的指导用书。该书从教学原则、教学目的、教学方法、教学步骤、时间分配等方面进行具体指导。该书的宗旨是使教师真正成为教学的领导者，课堂真正成为每一个学生的课堂，而不是某一些学生的课堂。该指导书力图在每个单元独立的前提下，注意整个系统的完整性和科学性。为了有机会让学生增强对英语的理解和运用能力，教师

用书提供了有关英语本土文化和民俗的丰富资料。对于在中国教授英语的外籍教师,该书从如何把握学生真实英语水平和如何有效组织、巩固教学等几方面进行指导。

教师用书中还提供了帮助教师开展教学活动的资源。它可以帮助创造真实的英语学习环境,使课堂更活跃。学生可以在本书提供的图片、资料帮助下离开座位,演示教学内容,从而保证了学习语言的真实性和实用性。

本套教材的最大特点是:着重研究如何从真正意义上突破英语口语;彻底改变传统的单纯由口语突破口语的做法,试图从听、读、写、说全方位出发,训练学生的英语口语交际能力。

参与本套教材编写的外籍教师是由爱德基金会派出的。爱德基金会派出外籍教师的宗旨除了直接服务于教学,另外还鼓励中外英语教师合作研究,以更好地促进中国英语教学水平的提高。本套教材由 Jody Marshall 和祁文慧共同草拟编写提纲,潘飞南、Michelle Flack 等中外教师参加了全部或部分编写讨论会;具体由 Jody Marshall、祁文慧和潘飞南执笔编写,最后由潘飞南统稿。

本套教材的编写得到了爱德基金会、清华大学出版社以及宜春学院外国语学院的大力支持,同时也得到了 Michelle Flack 等许多外籍教师的帮助,还有中国同行和学生们的真诚合作。对此,我们一并表示衷心感谢!

作为一种尝试,书中难免有谬误纰漏之处,敬请批评指正。

祁文慧 潘飞南

2004 年 12 月

使用说明

英语口语（教师用书·第一册）

《英语口语》第一册共有两本书：教师用书和学生用书。你会注意到教师用书中有的课在学生用书里没有出现，这是因为这些课是为口头英语而设计的，它们根据口语的流畅性、准确性、语调、语音以及学习心理类型精心融合而成，以便达到教学目标。我们认为要有效教好口头英语，重点应放在“说”上，“写”应该当作强化口语的工具，而不应该成为口语课的核心。研究表明，如果学生自己创造他们自己的学习基础，而不是将什么都以课文的形式交给他们，那么他们会学得更多。的确如此，一些视觉图像（如单词、图画、颜色、形状）都要求一一刺激每个学习者。因此，教师用书中有的课就没有在学生用书中出现。我们觉得这些课完全有理由不必使用课文形式而独立存在，从而允许学生强化自身的语言习得领域。下面介绍各书定义。

教师用书：本书包含每一课的核心，对教师应该为何和如何组织教学进行设计并逐一作出详解。本书还包含下列有用的教学资料：期中项目意见；全球词汇差异；国际俚语；课堂结束文化；英语笑话；基础语音；寝室讨论题以及关于语音战列舰游戏玩法的介绍。请记住有的课含有歌曲，这些歌曲录制在学生用书 CD 上。

本书还含有下列有用的教学资料：各种补充内容（以备万一你的课完成得比计划快）；愚人节虚设考试；课堂规则；家庭小组图表范例；英语角图表范例；部分学生英语名字；心理测试以及教你激发全班各种学习心理类型的钥匙和语音绕口令。

学生用书：本书是每个学生完成本年级口语课程的必备书。同样，教师用书中有的课没有出现在学生用书里，这是因为本课程的重点是口头英语技能，而非阅读或写作技能。本书亦含有下列有用的教学资料：语音游戏“战列舰”图表；精心选择的语音选辑和翻译过来的流行歌曲（这些歌曲录制在学生 CD 上）；填字谜补充练习或家庭作业以及读者剧场（这些戏剧对提高学生的语调大有裨益）。

在安排教学计划时，我们建议教师按照以下课文顺序授课：

ADDITIONAL LESSON ONE	Getting to Know Your Students
LESSON ONE	My Island
ADDITIONAL LESSON TWO	Pronunciation Poems
LESSON TWO	Family Tree
ADDITIONAL LESSON THREE	Directions
LESSON THREE	Gestures
LESSON FOUR	Parents and Children
ADDITIONAL LESSON FOUR	Emotions
LESSON FIVE	Education
LESSON SIX	Bicycle
LESSON SEVEN	Knife and Fork
ADDITIONAL LESSON FIVE	A Bit of Slang
LESSON EIGHT	Descriptions
LESSON NINE	Ghosts
LESSON TEN	Restaurants
LESSON ELEVEN	New Year
LESSON TWELVE	Sports
LESSON THIRTEEN	Deforestation
LESSON FOURTEEN	Weddings
LESSON FIFTEEN	Homelessness
LESSON SIXTEEN	Amnesty
LESSON SEVENTEEN	Friends
LESSON EIGHTEEN	Employment Fair
LESSON TWENTY-ONE	Debate
ADDITIONAL LESSON SIX	Class Reunion
ADDITIONAL LESSON SEVEN	Grapevine
LESSON TWENTY-TWO	War
ADDITIONAL LESSON EIGHT	Hypothetically Speaking
ADDITIONAL LESSON NINE	Before Breakfast
LESSON TWENTY	Faithful Street
LESSON NINETEEN	Believe in Yourself

How to Use This Book

英语口语（教师用书·第一册）

In this series there are two books: A teachers' book, and a students' book. You will notice that some of the lessons in the teacher's book do not appear in the student's book. This is because these lessons have been designed for oral English. A careful blend of fluency, accuracy, intonation, pronunciation and psychological learning types has been combined in order to achieve this goal.

We feel that in order to teach oral English effectively the emphasis should be on speaking and writing should be used as a tool for reinforcement and should not be the core of an oral lesson. Research has proven that students learn more if they themselves create their own foundation for learning as opposed to be handed everything in the form of a text book. This is true up to a point where certain visual images (words, drawing, colours, shapes, etc.) are required to stimulate each child individually. It is for this reason that some of the lessons in the teachers' book do not appear in the students' book. We feel that these lessons have enough scaffolding to stand alone, allowing the students to reinforce the areas of their own personal language acquisition. The following definitions therefore apply to each book.

The teachers' book: This book contains the core of each of the lessons, and is designed with the teacher in mind giving a step by step detailed explanation as to why and how each lesson should progress. This book also contains the following useful teaching material: mid-term project ideas; global lexical differences; international slang; end of lesson culture; English jokes; basic phonetics; dormitory discussion questions and an introduction about how to play the pronunciation battleships game. Please be aware that some of the lessons have songs as part of the lesson. The music for these songs can be found on an accompanying CD in the students' book.

This book also contains the following useful teaching material: different fillers (in case your lesson is quicker than planned); a bogus examination for April Fools' Day; a structure for classroom rule; a sample family groups grid; a sample English corner grid; some English names for your students; a psychology test and key to ensure you are stimulating all of the different psychological learning types in your class and pronunciation tongue twisters.

The students' book: This is the book which should be given to each individual student in order to complete each lesson. Again some of the lessons in the teachers' book do not appear in the students' book. This is because the emphasis is on oral English and not on reading or writing skills. This book also contains the following useful learning material: the grid for the pronunciation game "battleships"; a various selection of carefully selected pronunciation and translated pop songs (the music for these songs can be found on an accompanying students' CD); filler or homework crossword puzzles and various readers' theatres (these are brilliant to help students improve their intonation).

Introduction

英语口语（教师用书·第一册）

Why yet another oral English book

The main reason for writing this book is because I have hunted high and low to find an oral activity book, which has a content of more than just dialogs. I agree dialogs have a place in learning oral English, but there comes a time when dialogs are not enough and human thinking and creativity in a second language must take first place. Most of the lessons in this book involve using imagination and require the ability to think in English. Before coming to China I asked a Chinese tutor to teach me how to say "Where do you come from?" in Chinese, so I would know what to listen for when asked this question. I was taught the phrase, "Ni na li lai?" (A phrase used between Chinese people from different provinces and towns to find out where each other comes from). After three years in China, I have still never been asked this question in this way. The dialog I had learned was totally useless and a complete waste of time. Instead of learning this dialog, if I had been taught the words that pertain to "come from" or "country", and been taught how to listen for these words, then

communication would have been made easier for me.

I have also noticed that the level of many oral English books in China is very low. In some books the topics which are discussed, in my opinion, are very abstract and require the use of language that most students will probably never use again. I feel that it is very important (and useful) for the students to use the language which they have learnt.

Chinese songs, which have been translated from English, (*Brother Louie* by Modern Talking as an example) have played an important role in the improvement of my oral and listening Chinese. From learning how to sing only a few songs, my Chinese vocabulary has grown; my grammar errors are decreasing and I now have a sense of achievement when a song plays on the radio and I know how to sing it. This is my reason for including songs in the students' book (these songs have nothing to do with the lessons). The students will know the tune to more than half the songs, all you have to do is give them words. I have experimented a little with this theory with some of my weaker students, and the results so far have been very favorable.

One day, after many hours of studying Chinese, I ventured into the fruit and vegetable market to buy a few provisions. I was just about finished when I walked up to a new stall selling eggs. I asked the price of the eggs (in Chinese of course) and I was horrified by the response. I didn't understand a word! Limping home with my tail between my legs and disappointed about the level of my language (not to mention

my language learning ability) I started enquiring why I didn't understand. I later learned that it was because the person selling eggs was not speaking Mandarin (Putong Hua), but was speaking the local dialect. Had my listening been better I would have been able to distinguish the differences between Mandarin and local dialect. It is for this reason that I use many songs during my lessons. Songs help students' listening abilities, and give the students a sense of achievement when they have successfully completed the listening exercise.

The future for education is online. The Internet is now a major source of information and multi million dollar companies (like Encyclopedia Britannica) have realized this. It is for this reason that I have included internet research into many of my lessons — this is a valuable skill for successful students. Many modern companies are demanding that their employees have the ability and skill to source cheaper raw materials or products, and have the ability to find more favorable markets for their goods — the Internet has become our future.

How to use this book

There are two books in this edition — teachers' book, and students' book with an accompanying CD. The students' book and CD should be given to each student in your class and should be used to complete the relevant exercises during the year. The teachers' book is a resource for the teacher. It has many different photocopy-able ideas to try and help your class "come to life". It also has a few activities to get your

students off their chairs, walking around, and speaking English. The teachers' book is a resource book of how to teach each lesson. It gives some ideas of time, level and rationale for the lesson. (Please note that the teachers' book is a small guideline. Your lesson will work better if you teach your students and not the book. Try adding a little of your own personality, you will be amazed at the results.)

You will notice in the teachers' book the reference to "family groups". Family groups are groups of designated students (You must choose the students and you must decide what groups they are designated to. Just a small tip — if possible do not put two boys in the same group who belong to the same "click" in class as this will cause endless amounts of clique using Chinese and talking about sport etc.), who work together throughout the year researching different topics. (See the teachers' book for a sample grid for you family groups). This is different from your in-class group work. The reason for the same family group is because the group must work together as a family. If one person in the group does not have time to do homework then the other group members should support that person and inform him/her about that week's homework before class the following week. Explain this to your students, and show them that you are trying to help them with their homework.

Targeting pronunciation is another major task. It is important to establish and teach typical pronunciation errors from the beginning. In the "island lesson", we try to teach and model most of the students' pronunciation problems. The major problems that I have found being:

- The difference between /d/; /z/ and the aspirated /th/ sounds. The tongue being on the palate and behind or on the teeth.
- The difference between /s/; /sh/ and the non aspirated /th/ sounds. "Get that tongue out your mouth and spit everywhere!"
- The difference between the /w/ and /v/ sounds.
- The differences between the /l/ and /r/ sounds. Play lots of attention to the back of the tongue to get this one right.
- And the addition of an extra /a/ syllable at the end of words ending in /d/; /g/ etc. (Please note that this is a listening problem and not a problem which cannot be corrected through modeling. The students need to hear themselves say the extra syllable before they can correct themselves.)

We have included a basic explanation of phonetics, a few diagrams and a phonetic chart at the back of this book.

Addressing the problem of speaking English in the student's dormitory, is another mountain we have to climb. There is a list of discussion topics at the back of the book, which can be handed to the students on a weekly basis. We recommend that you ask the dormitory leader to hand in a report (weekly) about what was spoken everyday and which topics were discussed. There are many different topics and we recommend that you try and use topics that relate to the class discussions which were discussed that week in class.

At the end of every lesson you will notice four words: "Phonetics, Culture, Slang, Jokes and Homework". At the end of this book you will find an explanation of how to use each topic at the end of each lesson. There is a very simple explanation of phonics with a few examples of how to compare the different pronunciations at the end of your class. You will find a list of English slang words and web page reference to where you can find more slang. There is also a page of cultural differences between China and other Western cultures for you to choose from. Finally, at the beginning of every lesson, there is a list of what homework needs to be done for that particular lesson. My suggestion is to try and be organized and plan your lessons two weeks in advance, so that you are aware of what homework needs to be completed for that particular lesson.

We have also included a list of words that have differences in vocabulary between British, North American and South African English. We feel that it is important to stress the differences in both spelling and pronunciation to your students. We have found (as we teach British English) a few pronunciation difficulties, in that our students listen to EFL tapes from America and then learn British pronunciation in class. The outcome is a new Brican (British American English) accent that combines the two accents. Our only solution is awareness in class, and be sure to teach both American and British pronunciation, using phonics if you can.

In the back of the teachers' book you see that there is a document for teaching. This is a sample of an agreement between teachers and students (class). We have found this to be useful from the first day of teaching a class, to control students doing other homework, listening to music etc., during our class. Many of you will say, "But my students do not use mobile phones in class." Here is our answer to this question. Many students in China (and in the rest of the world) receive gifts for doing well at university. As the second term approaches your students will all of a sudden have mobile phones. This is good for the students but bad for your lessons. If you enforce the law from day one then you will not have a problem. We post my "contract" at the front of the class so everyone in the class can read it, that way we just take away the phone when the student uses it and point to the agreement. There is no fuss, no fighting and no interruption to our lesson.

You will find a test at the back of the teachers' book. That says "ORAL ENGLISH TEST (This test will account for 30% for the final grade)." This is an April fool's day test. We have used it many times and the laughter roars — terrible culture teachers!

Another inclusion in the students' books is some crosswords. These are just in case you need a filler at anytime. (How we all need fillers — especially on Monday morning!) They can also be used for homework if you like.