

# 英语口语

## 核心技能进阶

丁煜◎编著

ENGLISH  
SPEAKING:

FROM BASIC SKILLS TO CORE COMPETENCES



华中科技大学出版社

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# 前 言

## ◎编写背景与理念

多年以前，英语课课间，一名学生疑惑地问：“老师，这不相当于语文课吗？”我对此感到很诧异，但马上感到可能不止一名学生有这样的疑惑。英语和语文，同是语言类课程，在学生心目中，竟然没有交集，学科与学科之间竟然被割裂得如此彻底，以至于将它们联系起来反而让学生们疑惑了。在后来的教学中，我会花更多些时间讲我的教学理念，讲我的教学规划。

我理想中的大学英语不是一门孤立的学科，而是开启另一种生活和文化的钥匙，它能够开启学生看世界的一扇窗，让他们通过多种视角去关注这个世界，为成为世界公民做准备。我理想中的大学英语教学不但关注词汇、语法、篇章，还应该能开拓学生的视野、开发学生的智力，启迪学生的思维，让学生的语言与思维在更广阔的文化时空背景中自由翱翔，让他们表达的内容和创意能体现他们心智水平的成长。我理想中的大学英语教学不但会带领学生学习，还会教学生如何学习，让他们成为具有自主学习能力的终身学习者、跨文化学习与交流的高手。我理想中的大学英语教学不但有知识的传递和技能的训练，还会关注到学生个体生命之健全健康发展，让学生通过参与课程的创新，成为学习的主人，成为不断超越自我、丰富自我的文化人。

这样的目标和价值追求可能让人觉得过于高远，但我觉得这其实是一个负责的大学英语教师不能不考虑的，也是我在接受英语专业本科、研究生教育，多年来从事英语本科教学基础上，选择攻读教育学博士后得到的收获和感悟。

经过多年的教学实践和探索，虽还远未达成理想，却也往通向理想的道路上迈进了一两步。《英语口语核心技能进阶》这本教材是一路走来的一个阶段性总结，它适合具有一定英语基础的学习者，如相当于或高于大学英语四级水平的学习者使用和参考。

## ◎章节内容

不同于大多数以话题为线索进行编排的口语教材，《英语口语核心技能进阶》这本教材是以语言和思维技能为主线，精选重要话题（如创业、共情、手机、认识自我、塑料污染、健康饮食等）配合技能训练。全书共分为九个单元，前八个单元为技能训练单元，第九单元为综合操练单元。

## II / 英语口语核心技能进阶

第一单元是互动与学习。学生与学生互动是口语课堂中最基本的活动，互动的质量直接影响到学生的学习效果，因此这一单元是所有单元的基础。本单元主要训练学生在对子活动或小组活动时如何与人互动，给予他人反馈，以获得最佳的结伴学习效果。本单元的核心是教会学生进行合作学习，让他们在对子活动或小组活动时不仅是轮着说，而且能够积极思考，给予同伴反馈，帮助同伴提高语言的准确性和思维的严密性。通过本单元的学习，学生应该理解互动的好处，掌握互动的六种方法和常用语言表达，并在情感上接受表达不同意见与纠错是课堂互动的积极方式，而不会产生个人情绪。

第二单元是聊天。聊天是一个重要的社会技巧，得体地“东拉西扯”几分钟，避免尴尬的沉默也不是件简单的事。本单元是创造良好课堂氛围的好机会，学生们可以在试错中进行人际交流，了解熟悉同班同学。通过本单元的学习，学生应该掌握开始聊天、将谈话继续下去，以及结束聊天的方法并能熟练运用；此外，还应具有谈吐得体的意识并掌握常用的语言表达。

第三单元是提问。提问是对思维的一个重要挑战。通过本单元的学习，学生应该了解提问的必要性，并知道问题的种类和层次，并通过多种活动，初步形成提问的意识，并能提出不同层次的问题。本书前八个单元的预备部分都会要求学生提问，希望学生通过提问设立学习目标，并对单元主题进行探索。

第四单元是改述。改述指用不同的话表达同一意思，在交流中经常用于检查自己是否理解正确或进行进一步说明，帮助他人理解。这一技巧还经常被运用于人际交往中的共情、增进理解和改善人际关系。通过本单元的学习，学生要掌握改述的学习方法以及进行改述的方法，并理解共情的概念，愿意进行共情。

第五单元是支持观点。如何有效地支持观点对学生思维的严密性和逻辑性提出了挑战，是非常重要的思维能力。通过本单元的学习，学生要掌握如何用具体的、恰当的证据来支持自己的观点。本单元还有一个有趣的性格测试活动，通过活动让学生用具体的证据来说明自己是或者不是某种类型的人，对自己的性格进行反思，从而更好地认识自己。

第六单元是讲故事。故事往往有趣易懂，讲故事是一种非常有效的娱乐、教育或传递信息的手段。通过本单元的学习，学生应该掌握故事的基本要素，笑话、趣事的特点，以及让故事更有趣的方法；同时还要学会听故事，在别人讲故事时给予恰当的反馈。本单元还有流畅性训练，流畅性训练方法可以在课堂上经常使用。

第七单元是讨论。讨论是学习工作生活中常用的交流形式，也是英语课堂中最常用的活动形式之一。在本单元中，学生将学习讨论中的角色，讨论中的礼节，以及进行讨论所要遵守的一些原则。讨论是综合性非常强的活动，学习者要有意识地使用前面单元中所学到的技能，尤其是第一单元的互动和第五单元的支持观点。

第八单元是公共演讲。公共演讲内容非常丰富，有专门的公共演讲课程，但毕竟并不是所有的学生都会去选修这门课程，而很多学生都有在课堂上做小演讲的机会，因此本单元简要讲述公共演讲的核心内容，如何克服怯场，演讲如何开头、如何结尾、如何组织主体部分、肢体语言等。本单元给出了一些 TED 演讲供学生分析学习，也提供详细的步骤指导学生准备演讲。

第九单元是综合操练单元。在本单元中，学生有机会综合运用所学习的技能完成交际任务。本单元的一个重要活动是基于信息差的小组内合作、小组间既合作又竞争的交际活动。这一活动的程序稍微有些复杂，教师和学生进入活动前要充分理解活动目的和步骤。在我的教学实践中，在进行这一活动时，所有学生都是全身心投入的，毕竟，每个人都需要对小组的成绩做出贡献才行。作为课程学习的最后一单元，本单元还设计了教学反馈活动，希望能帮助教师更好地了解学生的学习情况和自己的教学效果。

教材最后有五个附录。附录 A 为活动材料，主要用于有信息差的活动，不同角色的学生会在不同的页面看到自己的信息卡片，信息差的创设会让活动变得真实有趣起来。附录 B 提供了各单元音视频的文本。附录 C 为部分练习的参考答案。附录 D 提供教学活动说明和一些资源，供教师参考。附录 E 是功能性表达的汇总，按功能的首字母排列，相当于一个索引。

### ◎章节结构

前八个单元的结构如下：

1. 预备。这部分告知学生学习主题，并提供关键词的字典释义，让学生审视这些词的含义。这部分还要求学生以问题的形式提出他们对这一单元的期望，目的是让学生进行思考，进入主题，训练提问能力，并帮助学生确立学习目标。

2. 场景创设。这部分要求学生想象他们可能用到所学技能的场景，其目的是让学生发现训练的现实意义。创设场景后要求学生进行本单元的第一个口语活动，作为学习前的预热。

3. 技能聚集。这部分对口语和交际技能进行讲解，让学生了解可用的策略和技巧。

4. 技能训练。这部分提供了多种单项技能训练和综合技能训练活动，是重要的实践环节。单项训练强化技能聚焦部分中的单项策略或技巧应用；综合训练则提供使用多种策略或技巧的机会，让学生完成复杂程度较高的任务。这部分还包括一个用于后测的活动和一个反思活动，让学生进行自我测评，反思自己的学习情况。测评和反思是耗时的活动，但它是值得的。它能帮助学生脱离单纯的做、做、做，而从元认知的角度来认识自己的学习情况，从而更好更快地提高。

5. 技能测评表。这部分针对每单元的技能提供测评量表,用于学生的自我评价或同伴评价。反思是学习发生的重要促进因素,而自我测评表则为学生反思提供了框架,让学生知道从哪些方面来反思自己的学习,找到自己的强处和弱点,从而更有针对性地进行下一步学习,提高学习效率。

6. 回顾。作为单元结束部分,要求学生回忆本单元所学所练,进行复习与自我反思。学生在完成单元回顾后,还要与预备部分提出的问题进行比较,检测单元学习目标是否达成。如果还有目标未达成,则考虑进行进一步探索。

### ◎教材资源

教材中引用的资源都注明了出处,大多数音视频资源可以通过扫描下方二维码直接获得。教师也可以与编者直接联系(编者邮箱:dingyu@hust.edu.cn),获得更多补充资源和教学支持。

### ◎致教师

教学都是为了最后的放手。在这门课上,希望教师们可以适当放开语法词汇的输入,更多地关注学生的思考能力和自我评价能力,关注对一些重要问题的思考,关注学生的全面发展。对于每一位有教育情怀的教师来说,教学从来都不是一件容易的事。愿我们互相鼓励,互相支持,在教书育人的道路上坚定地走下去。

### ◎致学生

英语技能的学习不同于知识的学习,它需要反复的练习和改进。我希望通过这门课程,使学生们能对各种技能有更深刻的了解,并找到适合自己的学习方法,勤加练习,最终达成自己的学习目标。但愿学习者借助英语,看到更丰富的世界,成就更好的自己。

### ◎致谢

我想特别感谢我的朋友和前同事文灵玲。在教材编写的过程中,我多次向她寻求帮助,而她从来没有让我失望,总能为我提供特别好的建议和资源。此外,还要感谢我的领导胡艳红主任,没有她的敦促和鼓励,我也许还迟迟不会下决心通过编写教材来总结我的教学研究及实践,也找不到时间进行这一耗时耗力的工作。最后,感谢我的博士生导师桑新民教授,一位真正的教育家。在完成书稿后的某一天,我突然意识到我想通过教材培养的能力就是导师培养学生时一直强调的能力。感谢导师在我追寻理想的道路上指引我、鞭策我、支持我。生活因为你们而更美好!



本书配套音视频资源  
(在线收听、收看)

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# 01

## Interacting and Learning



### Getting Prepared

Working in pairs or small groups benefits language learning in various ways, and knowing how to interact will maximize the benefits. Unit 1 deals with peer interaction. What do you want to know about peer interaction? Please ask three questions about it.



#### Examples:

- 1) *What does peer interaction mean?*
- 2) *How can peer interaction benefit us?*



#### Your Questions:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

Your **peers** are the people who are the same age as you or who have the same status as you.

When people **interact with** each other or **interact**, they communicate as they work or spend time together.

(*COBUILD Advanced English Dictionary. 2006. Harper Collins Publishers.*)



## Creating Scenarios

1. Think of two situations where you are likely to interact with your peers in English.



### Examples:

1) *In English classes, we are often asked to do pair work or group work.*

2) *I might work with colleagues from other countries in the future.*



### Create two situations:

1) \_\_\_\_\_

2) \_\_\_\_\_

2. Work in pairs and discuss the advantages and disadvantages of working in groups.

Record your performance so that you can review it later.



## Zooming in on Peer Interaction

### 1. Benefits of peer interaction

Most Chinese students learn English in an environment where English is not spoken by the community. Therefore, creating opportunities to use the language and practice with peers is definitely a good choice to improve English proficiency.

When you practice with real people, you get a chance to do both speaking and listening. You will try to make your ideas clear to them and at the same time try to catch what they say. In this communication process, you actively participate in language use; you may solve communication breakdowns together with your peers and develop social skills; you may learn new expressions from your peers; and compared with teacher-student

interaction, peer interaction gives you more chances to speak and to experiment with language at your ease.

However, simply working together with others does not guarantee effective learning. You need to learn how to interact to facilitate learning.

## 2. How to interact in language learning

To maximize the benefits of interaction in language learning, you should know some strategies and practice them. Here are some strategies that have been proven effective in promoting interaction and language learning.

### 1) Agree and give further support

Responding to what others have said not only shows that you have been listening attentively, but also helps to elicit more ideas and therefore makes the conversation go deeper. You may simply nod your head or say “yes” “right” to show agreement, but you will seem more genuine if you add your own supporting evidence. For example:

*A: Online shopping is time-consuming. There are so many choices and you have to spend a lot of time comparing similar products before making a decision.*

*B: That's true. The diversity of commodities is really baffling. Sometimes I spend hours on shopping websites without buying anything. (Here, B does not simply say yes. Instead, B shows agreement and gives further support by adding personal experience.)*

### 2) Disagree and give reasons

When you respond to others' ideas, you should not be afraid to disagree, but you should do it respectfully and give good reasons to justify your opinion. Disagreement can actually generate opportunities for you to negotiate meaning. It may also give you new insights into the issue you discuss. For example:

*A: Family reunion dinner is the most important thing on New Year's Eve. We used to spend days preparing for this important occasion. This year my family chose to dine out. I felt this special occasion was not so special any longer.*

*B: What a shame, but think of the trouble you saved. You didn't have to plan the menu, to buy the ingredients, to do the cooking, or to wash dishes. (Disagreeing and giving reasons.)*

*A: Yes, that's true, but it seems to me we lost a very meaningful tradition.*

3) Ask follow-up questions<sup>①</sup>

Getting ready to ask questions makes you more attentive listeners and answering questions pushes you to talk more. The conversation will therefore move forward in a more meaningful way and create more opportunities for language practice. Here is an example:

A: Hi, Ming. Did you register for optional classes?

B: Yes, I did it yesterday.

A: What classes did you choose? (Follow-up question.)

B: I chose piano for beginners. I'm longing to learn an instrument.

A: Sounds interesting, but do you think you have enough time to practice? (Follow-up question.)

B: Well, I'll see what I can do.

## 4) Request and give clarification

It is quite common that you do not understand the meaning of certain expressions or fail to catch what has been said. Requesting and giving clarification therefore encourages you to deal with communication breakdowns and learn new ways of expression in the process. For instance:

A: There is a lecture on the latest development in AI this Saturday. Would you like to go with me?

B: AI? What is that? (Asking for the meaning of AI.)

A: Artificial intelligence. It is quite popular nowadays.

B: Oh, yes, artificial intelligence. I am also interested in it. Did you say this Saturday? (Confirming the time.)

A: Yes, this Saturday afternoon, from two to four.

## 5) Correct mistakes

Learning a language is a process of making and correcting mistakes. Sometimes, you can correct your own mistakes, but oftentimes you are unaware of the mistakes you make. That is why peer correction should come into play. If you correct each other in language practice, you may gain more from your language practice. You can correct pronunciation, grammar, word usage, and even logical problems. As Chinese students are very likely to err

<sup>①</sup> Research results of strategies 3 to 6 are reported in Naughton, D. (2006). Cooperative strategy training and oral interaction: Enhancing small group communication in the language classroom. *The Modern Language Journal* 90:169-184.

in tense, pronouns ( he/she ), subject-verb agreement, and articles ( a, an, and the ), you should pay special attention to them. For example:

A: *I went to see a friend yesterday. She is studying in Wuhan University, which is famous for its cherry flowers. He invited me ...*

B: *He or she? ( Correcting pronouns. )*

A: *She, she invited me to see the cherry flowers. I go to, went to her school early in the morning, but it is still very crowded. ( Self-correcting tense. )*

B: *It was. ( Correcting tense. )*

A: *Yes, it was, it's still very crowded.*

Correcting mistakes facilitates language learning, and you should be open to criticism and do not regard mistake correction as face-threatening.

### 6) Request and give help

Two heads are better than one. When you need help in communication, for example, finding a proper word or expression, you can always ask your peers for help. Similarly, when you notice a need for help, for example, a long pause, you can also anticipate what will be said and offer help. For example:

A: *I like playing basketball when I feel stressed. It can ... ( long pause )*

B: *Relieve stress? ( Offering help. )*

A: *Yes, it can relieve stress. I always feel more relaxed after playing basketball.*

B: *That's good.*

A: *Yes. I also learn how to ... ( long pause ). What is the word for " he zuo " ? ( Asking for help. )*

B: *Cooperate.*

A: *Yes, cooperate. I learn how to cooperate with others.*

One important thing you should remember is that all interaction skills are based on attentive listening!

### 3. Useful expressions

Agreeing strongly

- I couldn't agree more!
- That's absolutely true!
- Absolutely!
- I agree with your point / every word you said.

Agreeing strongly	<ul style="list-style-type: none"> <li>• I'd go along with you there.</li> <li>• I'm with you on that.</li> <li>• That's just what I was thinking.</li> <li>• That's exactly what I think.</li> </ul>
Half agreeing with an opinion	<ul style="list-style-type: none"> <li>• Yes, perhaps, however ...</li> <li>• Well, yes, but ...</li> <li>• Yes, in a way, however ...</li> <li>• Hmm, possibly, but ...</li> <li>• Yes, I agree up to a point. However ...</li> <li>• Well, you have a point there, but ...</li> <li>• I guess you could be right, but ...</li> <li>• Yes, I suppose so. However ...</li> <li>• That's worth thinking about, but ...</li> </ul>
Disagreeing	<ul style="list-style-type: none"> <li>• Do you think so?</li> <li>• I'm not so certain.</li> <li>• Well, it depends.</li> <li>• Well, I don't know.</li> <li>• Well, I'm not so sure about that.</li> <li>• Hmm, I'm not sure you're right.</li> <li>• I'm afraid I don't agree.</li> <li>• I couldn't accept that for a minute.</li> <li>• I wouldn't go along with you there.</li> <li>• You can't be serious about that.</li> <li>• You must be joking.</li> </ul>
Asking for repetition	<ul style="list-style-type: none"> <li>• Sorry, I didn't quite hear what you said. Could you say it again?</li> <li>• Sorry, I didn't get the question. Could you say it again please?</li> <li>• Sorry, what was the last word?</li> <li>• Sorry, I didn't catch you. Did you say ...?</li> <li>• Could you repeat that?</li> </ul>
Asking for clarification	<ul style="list-style-type: none"> <li>• Could you say a little more about ...?</li> <li>• Could you give an example?</li> <li>• I'm sorry I didn't get your point. Could you explain your idea a bit more?</li> <li>• I don't quite see what you mean. Could you clarify that, please?</li> </ul>

Asking for clarification	<ul style="list-style-type: none"> <li>• I don't quite see what you're getting at. Could you be more specific, please?</li> <li>• Sorry, I don't understand your point. Could you explain it further?</li> <li>• Sorry, I didn't get your point. Could you elaborate on it?</li> <li>• What do you mean?</li> <li>• What(exactly) do you mean by ...?</li> </ul>
Clarifying	<ul style="list-style-type: none"> <li>• I mean ...</li> <li>• What I mean is ...</li> <li>• To put it another way, ...</li> <li>• Let me put it another way.</li> <li>• Let me explain that ...</li> <li>• Let me give an example / more details.</li> <li>• To put it differently, ...</li> <li>• In other words, ...</li> </ul>
Checking understanding	<ul style="list-style-type: none"> <li>• Do you mean ...?</li> <li>• So what you're getting at is ...</li> <li>• Can I say it this way ...?</li> <li>• If I've got it right, ...</li> <li>• Did you say ...?</li> <li>• In other words, ...</li> <li>• Would it be correct to say ...?</li> </ul>
Asking for help with words	<ul style="list-style-type: none"> <li>• How do you say ... in English?</li> <li>• What's the English word for ...?</li> <li>• What's the English for ...?</li> </ul>
Correcting mistakes	<ul style="list-style-type: none"> <li>• Sorry, I think you need to say ...</li> <li>• I think it should be ... here.</li> <li>• I think ... is wrong here.</li> </ul>





## Acting Out

### ★ Task 1.

Match the statements in Column A with appropriate follow-up questions in Column B.

A

- 1) Do you know that Ming broke our school's 100-meter record?
- 2) I broke up with John last week.
- 3) I saw Sandy yesterday.
- 4) I sort of did a stupid thing last night.
- 5) I went shopping with Alice all day.
- 6) The baby is crying.
- 7) This morning's classes were really boring.
- 8) We dined out last night. The food was amazing.

B

- a. How was she?
- b. Is he hungry already?
- c. What classes did you have?
- d. What did you buy?
- e. What did you do?
- f. Where did you go?
- g. Why?
- h. Wow. What's the new record?

### ★ Task 2.

Ask follow-up questions and find out the hidden information.

Step 1: Form groups of three or four (A, B, C, D). You will be given different topics. The topics for Student A, B, C, D are on page 133, 137, 141, 143 respectively.

Step 2: Choose one topic and get ready to talk about it, but withhold the information you are required to hide.

Step 3: One of you talk about the given topic and answer questions. The others take turns to ask follow-up questions to find out the hidden information. If the hidden information is found, the questioner who asks the right question gets one point. If the questioners cannot get the hidden information within two minutes, the speaker gets one point.

Step 4: Repeat Step 3 until everybody has been a speaker. If time permits, you can talk about both topics on your topic page.

Step 5: Count your scores and decide who wins.