

上海普通高校“九五”重点教材

上海市教育委员会组编

大学英语口语

王墨希 总主编

查林生 主 审

第一册 学会表达

卫雪娟 袁家谋 主编

A COLLEGE COURSE
OF SPOKEN ENGLISH

EXPRESSING YOURSELF

上海大学出版社

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内 容 提 要

本书是上海普通高校“九五”重点教材建设项目之一,旨在培养非英语专业的广大学生用英语口语叙事交谈的能力。它是针对大学英语增设口语教学将遇到的难题所设计的。本书教学环节齐全,操作方法简便,适于大班教学;难度适中,练习充分。

本书共有三册:《学会表达》、《扩大交际》、《走向未来》。可用作高等学校非英语专业本、专科学、研究生英语口语教材,也可供广大英语爱好者学习使用。

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前 言

《大学英语口语》是上海普通高校“九五”重点教材建设项目之一,由上海市教育委员会组编。本书的宗旨是帮助非英语专业的大学本、专科学生提高英语口语交际能力,以适应 21 世纪对人才的需求。

本书是充分考虑了大学英语课程增设口语课程时可能会遇到的难题进行课程设计和教材设计的。概而言之,它具有以下特点:

1. 适合大班上课,以解决大学英语教学班内学生人数多所引起的组织课堂教学的难题;
2. 便于广大教师使用,以减轻大学英语口语这一新课型给教师增添的负担;
3. 完备教学环节,统筹课内课外,利用有限的课内学时,指导学生课外自主发展;
4. 指导学习方法,便于学生独立提高英语口语水平;
5. 适用性强,既适合学习大学英语的本、专科学生、研究生,也适合其他英语爱好者。

全书共分为三册:《学会表达》、《扩大交际》和《走向未来》。叙述能力是人际交往中各类交际活动的核心,因此本书将以培养学生英语叙事能力为重点和主干,从训练学习如何提问开始,逐步掌握复述、转述、评述、讨论、说理、争辩等各项技能和相应的英语口语技巧。在把握上述重点和主干的同时,通过以校园为背景的情景会话练习,适当兼顾学习日常寒暄交谈中常用的功能性句型和用语,第一册着重练习一般交往和会话策略,第二册着重练习讨论问题和协调办事,第三册着重练习议论说理和委婉表达。

本书由上海大学外国语学院副院长王墨希教授主持设计并任总主编。参加全书编写的人员(按姓氏笔画为序)有卫雪娟、王墨希、陈希文、倪一平、袁嘉谋、童路明。其中第一册由卫雪娟、袁嘉谋主编,第二册由倪一平、童路明主编,第三册由陈希文主编。查林生任主审。插图由徐光夫创作绘制。

在编写这套教材的过程中,我们得到了国内外同行的启示。复述题材选自英美趣言笑语。语言文字承蒙加籍专家 Catherine Wilma G. Barrit 协助审阅。在此,对于所有关心、支持和帮助本书编写、出版和使用的人员、单位,表示衷心感谢。

大学英语教学法研究没有止境,大学英语口语更是如此。由于编者水平与经验有限,本书可能有疏漏和不当之处,我们诚恳希望广大师生不吝指教,帮助我们继续改进,使本书能对大学生提高英语口语交际能力起到一定的作用。

编 者

1997 年 2 月于上海大学

致学习者

获得英语口语的应用能力,是一个光灿诱人的目标,英语学习者都渴望实现这个目标。其实这个目标并不遥远,也不难实现。学习英语如同学习走路一样容易,路就在自己的脚下,话语就在脑海中。千里行程始于足下,光灿诱人的英语口语应用能力则始于今天!

真的今天就能开始吗?一些学习者开始怀疑了。

有些学习者说:他们想用英语口语表达时,脑海里一下子变得空空。于是他们感到还需学点专门的口语句型,还需提高英语水平到高深些时再“说”。他们以为到那时,口语就会自然而然脱口而出了。其实,这是认识上的误区。这与从来不用英语口语表达思想的人开始用英语口语交际时的感觉是相似的。事实上,中学阶段一般学生都已学了1600多个词汇,而口语常用部分则不足1000个。问题在于所学的英语知识都用在阅读和做题上去了,要把这些知识用于口头表达,还需一个过程。

有些学习者说:周围的人都不说英语,我们能学得会吗?于是他们等待。希望到了国外才开始,或是等到有了外国人才开始,以为那时口语就会自然而然学到手。其实,这也是认识上的误区。英语口语技能是学习者个人的口头表达能力,环境条件只起引导作用,主要是靠个人下功夫。在国内国外都是一样的。更何况环境条件是可以创造的,不是已有成千上万的学习者,努力创造条件,规定自己在某些时间和范围内只准讲英语,而成为成功者的吗?

还有的学习者说:今天开始只说点那么简单的东西,这有什么说头?不说也能会。当然这也是认识上的误区。世界上任何复杂的事物,都是从简单开始的,英语语言的技巧尤其如此。请问:哪一次外事交往,重大谈判,不是从寒暄致意转入正题的?事实上,对于一个简单的故事,一件简单的事情,以不同身分和角度进行几次复述,不正是为了将来在重大的场合,从不同角度叙述甲方、乙方或我方的观点作准备吗?

获得英语口语应用能力的道路是勇于迈步走路、勇于开口讲话的勇敢者的道路,光灿诱人的英语口语能力属于始于今天的人。

致 教 师

在大学英语课程教学中,如何安排和加强口语教学,是 21 世纪大学英语教学上新台阶的一个新课题。大学英语口语课的课型特征、培养途径、教师任务、课堂操作、纠错策略以及评分导向,都是英语教师普遍关注的问题。为此,我们谈谈自己的粗浅认识,仅供教学时参考。

大学英语口语课的课型特征

大学英语口语课以学生为中心。课程目的在于引导学生运用已有的英语知识和能力,谈论校园生活,谈论常人趣事,在闲谈中提出多种猜测设想乃至进行说理争辩,从而逐步形成用英语叙事交谈的口语技能。

培养学生口语能力的途径

从理论上讲,先听后说便于发展口语能力。但是,从当前学生的实际情况来看,他们的“听”、“说”能力均明显滞后于阅读。过分强调先听后说,是不现实的。因此我们决定从实际出发,从第二语言(外语)的学习规律出发,利用大学生英语能力之所长来克服其所短,适当利用学生阅读能力较强的现实,从学习提问入手,训练口语表达能力。

大学英语口语教师的任务

在这种以学生为中心的课堂上,教师不是主要发言人,当然也不是袖手旁观者。教师的职责是组织学生开展口语活动,引导学生参与口语交谈。教师可以用英语,也可以用汉语,布置课内课外训练活动,提出编组谈话要求,认真考虑编组方法,落实编组名单,展开组间比赛,指出练习要领。各种检查考核也要多方鼓励学生多讲多练,注意增强学生口语表达方面的成就感和自信心。一节口语课的成败,不在于教师讲了多少英语或是英语讲得如何,而是在于学生的参与,在于学生讲了多少英语。

大学英语口语课班大、学生多,如何操作?

这是大学英语口语课的一大难题。解决这个难题的办法之一是对学生进行编组,编组方法可以相对固定与机动灵活相结合。这样就把大班化成了若干小组,学生讲话机会大大增多。教师在巡视中,可以选出典型进行全班交流。

如何对待学生讲话中的错误?

学生学习用英语口语表达思想,显然是学习上的重大进步,因为他们开始走进新的领域,努力攀登语言学习的新高峰,以求尽早结束“哑巴英语”状态。

但是,开口讲英语是会出现不少错误的,因为用以表达思想的语言形式必然受到来自母语的干扰。凡是英语中特有而汉语中没有的语言现象,凡是汉语中存在而英语中没有的表达方法,都会成为学习者开口讲英语的障碍,稍不注意,就立即构成错误。学生虽然学过语音、语法和词汇,但是要求他们一开口就完全正确是不切实际的,因为人们讲话时都是想到哪里说到哪里,思索的时间极短。要求说话人在刹那间英语语言形式达到完全正确,则必须帮助学习者培养出对英语语言现象和语言形式的高度敏感,以及对违反英语特征的语言形式(即错误)的快速识别、快速反应和快速改正能力。这些能力决不因为学习了语音、语法和词汇就会自然形成,而是必须通过学习者在较长的口语实践中反复揣摩,刻意磨练,才能锻炼出来。也就是说,教师在口语教学中,最重要的是维护学习者开口讲英语的安全感和自信心,使口语活动长期坚持下去。只有这样,才能有效地减少学生英语失误,也才能尽早地使学生取得口语交际能力。相反,如果操之过急,当场打断纠正,则往往适得其反。

减少学生口语错误,重在引导。可以采取多种方式,例如,要求学生先准备后发言,先小组练习而后再在全班说,也可以由教师先提出阶段性改错目标,而后及时肯定学生在每阶段所取得的进步。还可以在考试前公开考题,引导学生先练后考等等。

大学英语口语课的评分原则

如何评定成绩,这是口语课的重要导向问题。根据大学英语教学实际,我们建议:对于仅会背故事、背对话的学生,至多只给“及格”;对于能按问题组织思想进行复述的、敢于用间接引语复述的、敢于略去无关内容的、敢于增添话语的、敢于加上想像或评论进行复述的学生,都要着重表扬,给以“中”或“良”;而对于其中语言质量较高、且表达自然的,则可评为“优”。

使用说明

本书为《大学英语口语》第一册《学会表达》(Expressing Yourself),供大学英语口语教学的初级阶段使用,包括学生用书、教学参考,并配有录音磁带和教师手册。

一、学生用书

1. 第1—30课为新课,每课分为四个部分。

1) 第一部分(Part A Now I Can)包括上一课的故事复述练习、离稿复述表达练习、校园英语交谈练习、功能句型练习等。

2) 第二部分(Part B Campus English)包括校园英语会话、功能句型介绍、会话内容提问、功能句型练习或情景会话练习等。

3) 第三部分(Part C Story Club)包括:(1)弄清故事内容(What Is the Story?)。获知故事的渠道有二:一为根据问题听故事、讨论故事、复述故事;另一为阅读故事,学会对要点提出问题,作出回答,根据问答要点的讨论进而进行复述。(2)讨论故事趣味所在(What Is the Humor?)。(3)转述故事,评论由来(How Did It Happen?)或推测下文(What Next?)等。

4) 第四部分(Part D English Corner)包括各种课外练习,如个人复述、小组讨论、撰写发言稿等。

上述每一课的第二、三、四部分和下一课的第一部分,构成一课的完整教学过程。其中,第二、三部分是新课,是课堂活动;第四部分是课后练习,是课外活动;下一课的第一部分是对上一课的复习巩固,也是学生评估自己学习收获的依据。

每一课使用时间约为一个学时。由于本书中口语练习量较大,教师可根据学时和学生的具体情况灵活掌握。譬如:1)按每周一学时掌握教学内容,用下一课的第一部分检查基本要求;2)可将部分课堂活动改为课外练习,用本课的第二、三、四部分中各项练习的要求来检查学生学习情况,达到口语交际能力提高的要求;3)如有条件,也可增加学时数量,充分完成各项练习,达到更高的要求。

2. 第31—36课为复习课。

每一复习课,分别复习前面五课的内容,即第31课复习第1—5课,第32课复习第6—10课,依此类推。每一复习课,包括前面所学五课的功能性句型复习、综合性情景或功能会话练习,以及改变复述者身分人称的复述、转述、评述练习。复习课既可以作为学生的复习练习题,又可以用作学期期末考试考查题。

二、教学参考(*Reference Material and Arrangements*)

为了引导英语口语初学者掌握正确的学习方法,特在本书第一册中将教学参考附在学生用书后面,不分成另册装订。教学参考提供:1)要求学生对故事划线部分提出问题的参考性提问方案;2)学生用书中的难点注释;3)有关练习的目的要求、注意事项或教学活动组织方法。

三、录音磁带

包括英语会话、故事、提问等。

四、教师手册

提供用英语口语叙事交谈时的多种构思思路和复述、转述、评述等全部练习答案,仅供教师参考。需要此书的院校或单位请与上海大学嘉定校区英语二系联系(邮编:201800)。

编 者

1997年2月于上海大学

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UNIT 1

Part A Now I can —

1. Introduce myself.

Hello. (greetings)
my name
previous schooling
birth place (home town)
my hobby
like to speak English or not

2. Read aloud the following verse.

Way to Success

Now I learn Campus English,
and join the Story Club.
Then I'll go to the English Corner
to talk and talk.
Where there is a will,
there is a way
to express oneself and communicate.

3. Read aloud the following verse.

His Merit

His English is wonderful.
He speaks very well.
His accent is perfect.
You really can't tell
that he isn't a native of the USA.
What's his merit, above all?
He always tries to find something to say.

Part B Campus English

Conversation

Self-Introduction

- A: Hi, nice to meet you. My name is Wang.
 B: Hi, nice to meet you. My name is Li. Are you a freshman too?
 A: Yes, I've just come here this morning.
 B: So, we are going to share this room, aren't we?
 A: I think so. You speak very good English. I guess I can learn a lot from you.
 B: Thank you. You are really good at socializing. I'm sure I can learn a lot from you too.
 A: Thank you. Let's help each other and try to do something great.
 B: A good idea!

Notes to the Conversation

freshman 大学一年级学生
 socialize 社交, 交际

Learning How to Exchange Greetings and Introduce Yourself

<i>Hi, my name is Li.</i>	<i>Hello, my name is Wang.</i>
<i>Nice to meet you.</i>	<i>Let me introduce myself. I am</i>
<i>Glad to see you.</i>	<i>Li from Beijing.</i>
<i>Pleased to meet you.</i>	<i>How do you do?</i>
	<i>How do you do?</i>

Exercises

Speaking Out

Work in pairs. Make up conversations from the cues given above. Tell your real name, class and department to your partner. And don't forget to tell him/her what merits you have found in him/her.

Part C Story Club

What Is the Story?

1. Read the following story. Try to put questions to the underlined parts in the passage, and make brief notes in the notebook for your use. You will need them in talking about the story.

Pleased to Meet You

During World War II, a lot of young women in Britain ¹were in the army. Joan Phillips was one of them. She worked ²in a big camp, and, of course, met a lot of officers and soldiers.

One evening she met ³Captain Humphreys at a dance. He said to her,

"I'm going ⁴abroad tomorrow, but I'd be very happy if we could write to each other." Joan agreed, and they ⁵wrote to each other for several months.

Then his letters stopped, but she received one from another officer. It told her ⁶that he had been wounded and was in an army hospital in England.



Joan ⁷went there and said to the nurse, "I've come to visit Captain Humphreys."

⁸Only relatives are allowed to visit patients here," the nurse said.

"Oh, that's all right," answered Joan. ⁹"I'm his sister."

¹⁰"I'm very pleased to meet you," the nurse said, ¹⁰"I'm his mother!"

Notes to the Story

camp 军营
captain 上尉

relative 亲属

2. Now close your books. Work in pairs. With the help of your notes, try to get the story by asking your partner the questions you have prepared. Then take turns.

What Is the Humor ?

Obviously you have read a humorous story. Then what is it that causes amusement? Is it Joan's reply, or the nurse's words? Or is it something else? Think it over, and explain all the delicate and warning hints to your classmates.

What Next ?

Would Ms Joan Phillips leave after the nurse said that she was the captain's mother? Certainly not. But what would she say? Talk with your partner as if you were the girl and your partner the nurse. Take turns, if you like.

Part D English Corner

1. Form pairs for oral practice in English Corner. Then enter your names in your teacher's register.
2. Read aloud the two verses. And try to think out why they should appear at the beginning of Unit One. After you have got well prepared, work in pairs, asking your partner to tell you what he/she thinks about it. Exchange your views.
3. Work in pairs. Have your partner retell the story "Pleased to Meet You." But care must be taken not to allow him to repeat the text word by word. Encourage him to use indirect speech, or add his own comments. Then take turns.
4. Work in pairs. Take turns telling the story and imagine what the girl would say at the nurse's answer.
5. Imagine yourself being the nurse and tell the story to your friend, who is free to ask questions and give her information. Before you start to talk, each of you is to put down at least 5 questions.
6. Written work. Make a brief self-introduction.