

English

流利英语

口语

之路

◇ 韩 刚 编著

*Road to Proficient
English Speaking*

山东大学出版社

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图书在版编目(CIP)数据

流利英语口语之路/韩刚编著. — 济南: 山东大学出版社, 2007. 8
ISBN 978-7-5607-3415-6

I. 流...

II. 韩...

III. 英语—口语—教材

IV. H319.9

中国版本图书馆 CIP 数据核字(2007)第 122896 号

山东大学出版社出版发行

(山东省济南市山大南路 27 号 邮政编码: 250100)

山东省新华书店经销

莱芜市圣龙印务有限责任公司印刷

787×980 毫米 1/16 19.5 印张 426 千字

2007 年 8 月第 1 版 2007 年 8 月第 1 次印刷

印数: 1—4000 册

定价: 28.00 元

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代序

李玉陈

英语口语教学可分为三个阶段:语音阶段(一年级上),会话阶段(一年级),连续说话阶段(二年级和二年级以上)。

语音语调是口语的基础。外籍教师一般不太重视语音语调,大都认为没有必要教语音语调。中国教师则不然。他们能认识到语音语调的重要性,因为英语语音语调差,是一件很不体面的事;要说“打击积极性”,自觉语音语调差,这才最打击积极性呢。有鉴于此,中国教师也比较愿意研究语音语调的问题,这为教好口语打下了良好的基础。

会话是口语教学的初级阶段。学会话,不仅是应用和巩固语音学习成果的过程,也是掌握基本会话模式(或称“社交形式”)的过程。模仿、背诵、复用和编写会话都能引起学生的兴趣。这一阶段,要强调一个“稳”字,宁可说得慢一点,但要说得稳一点。稳才能准,稳才能真畅。从初级阶段开始,就要注意培养学生稳练的好习惯。

口语教学的下一个目标是训练学生连续说话的能力。由于难度增加,学生的积极性会下降。这就需要寻求突破。突破的办法是将说和听结合起来(听了什么就说什么),说和读结合起来(读了什么就说什么),说和写结合起来(可以写下来再说)。要连续说话,首先必须有话可说。听和读可以提供说的内容。看着稿子说,参照笔记说,循着提纲说,可以增强说的勇气和说好的信心,这没有什么不好。有了勇气和信心就是实现了突破。

口语教学的最高目标是就一个话题稍经准备就能连续发言。这可以从事先有充分准备(即写成稿子)的“一分钟一百字”做起,逐步达到稍经准备(即写下提纲或要点)的“三分钟三百字”。这是量的要求。质的要求是内容言之有物,结构安排合理,用词造句恰当,陈述准确稳练。课堂上,学生逐个走上讲台,面对教师和全班同学,“一人一次一分钟一百字”,讲完后教师即席讲评一至三分钟。开始时,两节课全班都能讲一遍;到后来,至少也有 $\frac{1}{3}$ 的学生可以得到练习机会。只要教师坚持做下去,学生会越做越带劲,甚至可以发展成“口语擂台赛”,当场出题,即席演讲。

口语教学是一个系统工程。除了一、二年级口语课上的专门训练外,其他年级和课程都有口语教学的责任。口头陈述(oral presentation)这种适合比较正式场合的口

语活动,就是一个有效的、经常性的口语训练形式,各个年级(特别是高年级和研究生阶段),各门课程(特别是知识、理论课程)都能采用。经过准备,“一人一次十分钟一千字”,坚持做下去,不仅能有效地提高口语能力,而且对掌握从某课程学得的知识 and 理论都有重大意义。已故许国璋教授曾说过:学习英语,只有口头掌握了,才算真正掌握了。

——摘自《英语教学新思路》

前言

《流利英语口语之路》的目标读者是修完大学英语基础课程,英语水平正在走向流利的中高级学习者。读者的起点是基本掌握 4000 个英语词汇,学完基本语法项目,达到 CET-4 级、PETS-3 级或同等英语水平。学习的目标是能够在公众场合,就所熟悉的话题做较长时间的连贯发言,语音正确、语调自然、语言得体、表达自如,并有效实现自己的交际意图。

我们认为,经过多年的英语学习,一方面大部分读者都有了较好的英语基础,另一方面在口语表达上又有所不足,不够流利。这是因为在过去的英语学习中,许多人没有进行过专门的口语训练,有些人即使进行过专门训练,也会随着时间的流逝而逐渐生疏。要迅速提高自己的口头表达能力,必须集中一段时间进行专门系统的学习、操练;口语表达讲究的是熟巧,只有在正确方法指导下,经过不断练习才能逐步熟练起来。

基于这种认识,本书的编写主要从两个方面着手:一是全面复习,二是继续提升。全面复习是指从基础开始全面系统地复习英语口语表达中所涉及的各项内容,继续提升是指在公众发言的层次上,以实现交际意图为目标,进一步提高口语表达中的各项技能。英语口语有两种形式,一是日常交谈,二是连续发言。不管是你来我往的轮流发言,还是连续不断的连贯发言,都涉及语音语调、交际内容、交际意图、交际情境和语言风格问题。在公众场合中用英语发言时,这些问题显得更加重要。

本书由六部分、十八个单元组成。每一部分包括若干不同的单元,每一单元分口语语体知识和口语分项练习两个模块;口语语体知识主要由读者在课外阅读学习,口语分项练习主要在课堂上完成。全书主要包括以下五个方面的内容:

(1) 语音语调知识(Pronunciation and Intonation):这一部分包括英语发音、读音、重音、节奏、停顿、连读、爆破音、语调等基本的语音语调知识和专项练习。

(2) 常用口语用句(Functions of English):这一部分主要包括 1800 多个典型的日常英语口语用句,并根据交际功能、语言风格或适用场合进行归纳分类,以供读者系统复习或根据场合有选择地使用。

(3) 常用口语词汇(Notions in English):这一部分以话题为单位,列举了 2800 多个较重要的英语口语常用词汇,涉及 100 多个日常社会生活话题;这些词汇主要是帮助

读者熟悉部分日常生活意念的英语表达方法。

(4)演讲英语知识(Public Speaking in English):演讲英语是一种特殊的文体,尽管它同日常口语、书面英语有共同之处,但确有些因素使其形成相对独立的风格。本部分主要是从功能文体的角度,对演讲英语的语言特色进行分析介绍。

(5)英语讲演范例(Model Speeches in Public):这一部分主要包括 18 篇经典英语讲演及其原声录音,这既可以作为语音语调练习的语料,也可以作为演讲语言分析的素材和讲演稿撰写的范文;同时,还可以帮助读者了解一些美国历史文化知识。

本书是按照“方法先行,功能意念为纲”的理念设计的。“方法先行”是指在内容的编排上,首先对英语口语表达中的语言技巧、训练项目进行分析介绍,然后再做相关练习,这可以更好地适应学习者“自主学习”的形势需要。“功能意念为纲”是指在内容的编写上,本书的主要依据之一是在英语技能培养、水平考查中占有重要地位的功能意念法;学会用英语表达特定的意念、实现不同的交际意图是英语口语学习的主要内容。

在本书编写过程中,笔者参考借鉴了许多英语文体学、语体分析、言语交际、英语演讲和口语语音教学方面的著作。对这些作品的作者,笔者在此致以衷心的感谢,并分别在参考书目和引文来源中一一注明。笔者需要特别感谢的是 J. A. Devito, Michael Osborn, D. Ehinger 及 W. W. Braden,书中部分语料样本出自他们的作品。

本书是在英语课程教学改革的背景下诞生的。本书的编写先后得到过山东大学李玉陈教授、贾卫国教授的指导与鼓励,本书的试用得到过山东大学研究生院、大学外语教学部的支持,本书的出版得到了山东大学出版社及黄福武先生的大力协助,笔者在此一并致谢。

英语口语学习是个不断深化的过程。由于笔者学识、能力有限,书中一定存在着各种欠缺和不足,欢迎各位热心的读者、同行或专家批评指正。另外,为了便于本书的使用,我们还准备了讨论教学内容、交流学习资料的邮箱,具体地址是 pereading@126.com。

韩 刚

2007 年 3 月

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PART ONE

Unit 1

1.1 Basics of Speech Analysis: Text and Context *text and context*

In order to better understand public speeches, we need to know more about text, context, style and functional style. They are the most basic concepts in speech analysis.

1.1.1 Definitions of Text

What does the word text mean? Because it has been defined by different linguists from different points of view, it is first of all necessary for us to have a review of these observations and make clear what is meant by text in the present book.

I. R. Galperin, a famous stylistician, once defined text as “a product of man’s creative activity in the realm of language”^①. He maintained that “text can be what it claims to be only if it possesses the quality of integrity, i. e. wholeness characterized by its gestalt”^②. According to this opinion, any text must be an entity^③ in itself and enjoy a kind of independent existence. If a sequence of sentences lacks wholeness, or does not enjoy the quality of integrity, it cannot be regarded as a text.

R. Quirk et al also made a very important observation in 1985. They wrote, “A text is a stretch of language which seems appropriately coherent in actual use. That is, the text coheres’ in real world context, semantically and pragmatically, and it is also internally or linguistically coherent”^④. This definition sounds quite well. While showing that a text usually

① I. R. Galperin: *Stylistics*, 1981, p. 318.

② Gestalt *n.* a whole which is different from all its parts put together and has qualities that are not present in any of its parts, e. g. Gestalt psychology (格式塔心理学).

③ entity *n.* something that has a single separate and independent existence, e. g. a political entity.

④ R. Quirk et al: *A Comprehensive Grammar of the English Language*, 1985, p. 1423.

enjoys internal semantic coherence and coheres in the social context in which it is used, it does not assert that a text must or should be so. There are indeed some stretches of language that can perform the purpose of communication but that do not enjoy internal semantic coherence. In the same place, They also pointed out that “a text—unlike a sentence—is not a grammatical unit but rather a semantic and pragmatic unit”.

In her *Dictionary of Stylistics*, Katie Wales not only gave a detailed account of text, but also made a clear distinction between text as a countable noun and text as an uncountable noun. As a countable noun, a text is “a sequential collection of sentences or utterances which form a unity by means of their linguistic cohesion and semantic coherence”^①. As an uncountable noun, text is used by some linguists and discourse analysts to describe “any stretch of writing or speech, not necessarily complete, which is the object of observation or analysis, e. g. children talking, an interview, extracts from a legal contract”. She further added that a text could consist of only one sentence or utterance which “is semantically complete in itself, and pragmatically tied to a specific situation.”

Another very popular observation was proposed by M. A. K. Halliday. He wrote that “A text is any passage, spoken or written, of whatever length, that forms a unified whole. It may be the product of a single speaker/writer, or that of several speakers”. Some other modern linguists defined the term from the point of view of human linguistic communication. Since these definitions related text to other disciplines of the humanities, we will not touch upon them herein.

1.1.2 Features of Text

From the above definitions, we can see that a text may take various forms. It may be spoken or may be in writing. It may be the product of a single speaker (as with public speaking), of a single writer (as with personal letter); or it may be the product of several speakers engaged in conversation or debate. Although a text can be wholly realized in a single sentence or even a single word or utterance, it is mostly realized in a string of several sentences or even hundreds of thousands of sentences which form a unified whole by means of their linguistic cohesion, semantic coherence and pragmatic implication.

An important aspect of text is, in addition to semantic unity, that it is generally hierarchic^② or multi-stratal^③. As Dwight Bolinger noted, “Dozens of distinctive sounds are organized into scores of syllables, which become the carriers of hundreds of more or less meaningful

① Katie Wales: *A Dictionary of Stylistics*, 1989, p. 459.

② hierarchy *n.* a system by which the members of an organization are grouped and arranged according to higher or lower ranks. —hierarchic *adj.*

③ stratal *adj.* of or about a layer of rock or earth, esp. with other types above and below it in the ground.