

In-English:
English through Sit-Coms

情景喜剧英语 视听说

徐 真 主编



復旦大學出版社

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前言

Preface

英语原声资料通常被认为是学习英语的第一手资料,其中,学习者又尤其热衷于英语影视剧,原因很简单:语料丰富,场景多元,原汁原味,寓教于乐。然而,通过观察以及与学生们的交流,本人惊讶并且遗憾地发现,英语影视剧并没有在教学中体现出它应有的作用。大多数的教师,仍然把播放原版影视作为填补时间空档的手段;而大部分的学生,则无论在课堂还是课外,将观看原版影视作为一种娱乐方式,或许说服自己是在“学习”英语,但往往最终只停留在欣赏剧情的层面上,在语言内容和文化知识方面没有得到任何实质性的提高。事实上,由于字幕的广泛介入,学生在有外界助力的情况下,会自觉不自觉以看字幕来理解剧情;又由于字幕翻译者水平的参差不齐,往往即使在“理解剧情”这一层面也未必达到理想程度。

有鉴于此,本人编写了这本教程,旨在填补目前英语教学中的相对空白。本教程的选材主要出于以下几点考虑:首先,电视剧英语较之电影英语,由于时长的限制,语言出现的频率更高,密度更大;由于艺术表现形式的原因,语言包含的内容和信息也更自然及口语化,而这两点又恰好是课堂所需要的。其次,在电视剧的各个种类中,喜剧又尤其适合教学。电视喜剧的特点在于语言丰富,语料涵盖范围广,发音纯正,语速适中,内容贴合现实生活,作为大学生英语学习的教材具有趣味性、现代性、广泛性以及应用性,符合当代大学生对于掌握英语的需求。第三,电视喜剧对于语言的要求尤其高,在有限的长度中,要求几秒钟有一个喜剧“包袱”,而多数幽默是由语言层面、语言与文化、思维方式、人物性格等结合的方式来呈现,从这一角度可以考察和锻炼学生对于“幽默”的理解,以及由“幽默”来体现的剧情深意和社会文化等元素的消化,可以说以小见大,同时达到多种维度的锻炼。本教程选用的情景喜剧,是喜剧中对于语言和文化层面涵盖最广泛、挖掘也最深入的种类。

本教程精心选取了在艺术成就、专家评价和观众口碑方面皆有良好表现的8部情景喜剧为素材,主题涵盖年轻人关心的方方面面:家庭、学业、爱情、友

情、时尚、职场等。本教程以主题为单元,以文本为出发点,以多媒体为手段,从多个层面引导学生学习生活中的英语语言,并探讨语言背后的价值观、思维方式和文化现象,可视为“视听形式体现的精读教程”。每个单元分为五个部分:引导(introduction)、信息(information)、深入(in-depth)、思考(insight)和应用(integration)。前三部分以输入为主,结合输出;后两部分以输出为主,结合输入。

教学建议:将班上同学首先分为小组(以6组为佳),进行各部分的实践。第一部分,由问题引发学生对相关主题的表达,要求学生分别在小组内讨论以及对全班表述,在讨论和表述的过程中,对主题生发初步的思考。第二部分,由教师对本章主题剧集进行简单有效的介绍。由于情景喜剧主要以人物展开,人物又都具有鲜明的个性,在这部分也可着重对人物进行介绍,以帮助学生尽快进入情境。第三部分,学生将在教师的带领下,对三个精心选择的剧中片段,进行深入挖掘,在细节中发掘语言、思维、交流、文化的方方面面。此部分可以根据学生水平,决定播放视频的次数以及讲解的重点。本教程希望学习者将剧集视作流动的精读教材挖得更深更透,因此需要教师在这一部分提供引导和鼓励。第四部分进入对主题的拓展延伸,因此将给予学生一定的课后准备时间,对相关内容进行调研、组织、演练以及在课堂中呈现。第四部分的另一角度是对于幽默的鉴赏。这一部分提供一些欣赏幽默和运用幽默的小贴士,并伴以小练习,教师可根据时间,布置课后要求或者课堂讨论。第五部分,要求学生进行各类口语表达活动,形态各异,类型丰富,包括演说、小品剧、游戏、报告等。在中国学生的英语课堂上,使用情景喜剧作为实质上的教学素材,不仅是一次创新,也是将语言、思维、跨文化糅合起来,将输入和输出融合起来的一次尝试。整章内容综合起来,对学生的语言能力、思辨能力以及运用语言和思辨进行实际操作和解决问题的能力都有较全面的涉及。教师可以根据学生水平选择任务布置给学生,在教学过程中应强调互动性、趣味性、知识性、实用性和思想性,有意识地引导学生不断进行中外文化的对比。

当代中国需要真正的跨文化的人才。在“用世界的语言,讲述中国的故事”的大前提下,知己知彼,方能游刃有余。希望这部教材在培养学生的语言运用和沟通能力,以及文化理解和比较能力方面,提供一定程度的帮助。

编者

2016年9月

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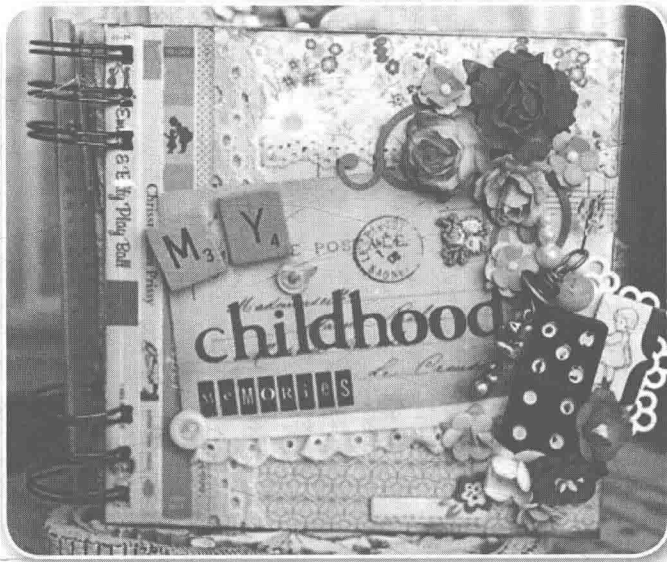
Introduction — Getting Ready

A Talk within the group

Describe your childhood with 3 words to your group members.

B Talk to the class

Tell about one incident in your childhood that you cannot forget. Why is it so unforgettable?



In the following lesson, you'll go back to childhood by spending some moments with little Chris at school and at home. Enjoy!

Information — About the Show

A Plotline

“Everybody Hates Chris” is an American sitcom that is based on the troubled childhood experiences of comedian Chris Rock during the 1980s. The show is set between 1982 and 1987.

Chris is a normal, responsible, kind-hearted, but unlucky, unpopular, untalented, middle child. He tries hard to fit in with his peers, but often finds himself a victim of circumstance. As the eldest child, he is often put in charge of his younger siblings: Drew and Tonya. Drew is popular, lucky and talented, and Tonya is a smart-mouthed and shrewd little girl. Julius is the frugal, worrisome, and devoted husband and the father of the kids. Whenever Chris has a problem, he goes to Julius, who gives him advice in a confusing manner. The kids’ mother is Rochelle, who is cautious about how she and her family are perceived in public. Greg is Chris’s weird, nerdy, and anxious best friend at school.

B Characters

Drew Rochelle Chris Julius Tonya Greg



C Focus

Childhood is not always full of happy moments. This show is acclaimed for “providing a very real look at growing up in America — a challenge that demands a discussion of race and class often absent from television today”. For example:

- ✓ Chris is the only black kid at his school.
- ✓ Chris lives in a ghetto.
- ✓ Chris’s father has to work two jobs to make ends meet.
- ? What kind of problems did you have to face in your childhood at school or at home?

In-Depth



A Learn Your Language

Scene I Where’s the meat?



● Before Watching

I. Language Highlights

1. **Karate:** a method developed in Japan of defending oneself without the use of weapons by striking sensitive areas on an attacker's body with the hands, elbows, knees, or feet 空手道
2. **paleontology:** the science of the forms of life existing in former geologic periods, as represented by their fossils 古生物学
3. **arithmetic:** the method or process of computation with figures; the most elementary branch of mathematics 算术
4. **porkchop:** a chop of pork 猪排
5. **vegetarian:** someone who eats only vegetables, bread, fruit, eggs, etc. and does not eat meat or fish 素食主义者
6. **holler:** to cry aloud; shout 叫喊

II. Chris' family are sitting around the dinner table. Make predictions regarding the following questions.

1. What will they talk about at dinner?
2. What does Chris tell his mom (Rochelle) about his school day?
3. What food does Chris' dad (Julius) want? Why can't they have it?

● While Watching

I. Locate the following sentence in English in the video and write it down.

听上去很厉害的样子。

II. Consider these questions while you watch the clip for the 2nd time.

1. What does Drew do before dinner?

Hint: practice

2. What do they do before eating?

Hint: blessing

3. What does Rochelle tell them about her job? What happened?

Hint: quit; disrespect

● **After Watching**

I. Answer these questions by filling in the blanks.

1. What is Julius' attitude toward Drew's hobby?

He doesn't see the r_____ of learning anything that doesn't get you a j_____.

2. Why does Rochelle think Chris learns all kinds of things at school?

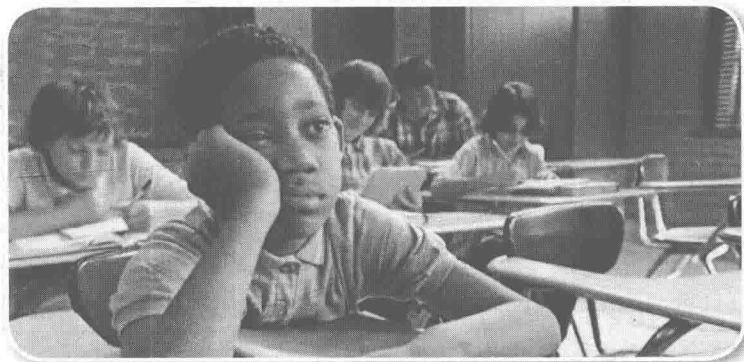
Because Chris goes to a w_____ school and she thinks "a_____" sounds more complicated than "m_____".

3. How does Julius react when Rochelle tells him to have some vegetables?

He says he's not a v_____ and he has to work 60 h_____ a week, l_____ papers and boxes all night.

B Practice Your Skills

Scene II I hate sausage!



- Before Watching

I. Language Highlights

- 1. stomp:** to walk with heavy steps, especially because you are angry
重踏
- 2. variety:** the differences within a group that make it interesting
多样性
- 3. detention:** a punishment in which children who have behaved badly are forced to stay at school for a short time after the others have gone home
放学后留校
- 4. punch:** to give a sharp thrust or blow to, especially with the fist
拳打
- 5. smack:** to strike sharply, especially with the open hand or a flat object
拍, 打, 掴
- 6. torture:** to deliberately hurt someone to force them to give you information, to punish them, or to be cruel
拷打
- 7. pathetic:** so useless, unsuccessful, or badly done that they annoy you
可怜可悲的
- 8. crust:** the brown, hard outer portion or surface of a loaf or slice of bread
面包皮
- 9. crate:** a box made of wood or plastic that is used for carrying fruit, bottles, etc.
箱
- 10. hook-up:** a temporary connection with something
连接

II. Do a quick research on the following terms within your groups and report the results to the class.



meadowlark



Pop-Tarts



Child Welfare

III. Consider the following questions.

1. What does Caruso do to Chris at school? Why does he call Chris “meadowlark”?
What could have happened before?
2. Why do Chris’ family have sausage every meal for a week?

● **While Watching**

I. Watch the clip for the 1st time and pay special attention to the language points you were asked to get familiar with in the previous section.

II. Consider these questions while you watch the clip for the 2nd time.

1. With regard to the bully at school,
 - What causes Chris’ detention?
 - What type of plan does Chris have to get his revenge?
2. How does Julius help Tonya with the sausage problem?
3. Why does Rochelle insist that Tonya eat the sausage? What does she fear?

III. Watch the clip for the 3rd time and fill in the blanks with the words you hear.

Part 1

Rochelle: What’s this?

Julius: Meat. Fresh sausage links. I got a 1) _____ from the meat man.

Chris: In Bed-Stuy, “getting a 2) _____” meant you bought something that was stolen. Now, everybody knew the stuff was stolen, which was 3) _____, as long as it wasn’t stolen from you.

Julius: Hey! This is mine!

Rochelle: Julius, look at all of this. We’ll be eating sausage every meal for a whole week.

Julius: If you hadn’t quitted your job, maybe we’d 4) _____

Rochelle: Huh?

Julius: Meat is good for 5) _____.

Part 2

Greg: He said you 1) _____ him 2) _____?

Chris: Yeah, and I mean, like, Raymond believed it. A hundred kids saw me getting 3) _____ home. And now, everyone’s afraid of me. Caruso’s already beaten the heck out of me every day, and I can’t even try to 4) _____ myself without getting sent to detention. You know, I can’t take this.

Greg: Well, why don’t you just punch him 5) _____ _____? You did do it before.

Chris: I didn’t just walk up there and “pow”, punch him in the face. I had a 6) _____ _____ getting beaten down, chased home and sent to detention.

● After Watching

I. Use the language points in both Scene I & Scene II to fill in the blanks below.

1. She gave him a _____ in the face when she knew he had lied to her.
2. Of his age, the child is above the norm in _____.

3. It's strangely painful and _____ to see grown up men dressed up in boyish clothing!
4. No one has the right to hurt you or to _____ you.
5. If I need help, I promise I'll _____ loudly.
6. Jason will be in _____ after school for the 3rd day. I wonder what his parents feel about it.
7. Breaking a brick with one hand is as easy as cake for me. I'm a black-belt in _____.
8. The company actively supports the community and encourages associate volunteerism through a _____ of organizations.
9. If you're happy and you know it, _____ your feet!
10. When boxing, do not expect to have the first _____ a knock-out.

II. Match the food names on the left with their corresponding photos on the right.

sausage links

spam

Vienna sausage

beef jerky

Kung-pao

spaghetti



III. Check your understanding of the content by answering the questions from the previous section.

1. With regard to the bully at school,
 - What causes Chris' detention?
 - What type of plan does Chris have to get his revenge?
2. How does Julius help Tonya with the sausage problem?
3. Why does Rochelle insist that Tonya eat the sausage? What does she fear?

IV. Pay attention to the words in *italics* in the following parts. Consider the following questions.

Part 1

Chris: After being beaten down and set up by Caruso, *detention was about the safest place I could be*, as long I followed the rules.

Teacher: *The rules are clearly posted.* I suggest you read them. The rules were simple: If you talk, ten minutes of detention. If you eat, ten minutes of detention. If you sleep, ten minutes of detention. If you did anything in detention other than sit down and shut up, ten minutes of detention.

Chris: Since I was the new guy in detention, everybody tried to get me in more trouble.

- Why does Chris think detention is the safest place he could be at?
- What trouble does detention bring to Chris?
- ✧ Did you have similar kinds of experiences at school as a kid?