

中国

英语口语

(澳) Brid Lyons 著
孔繁荣 主审

ORAL ENGLISH IN CHINA

The contents and suggested teaching approaches are based on experience teaching students undergoing tertiary education aged between eighteen and twenty-six years. The material can be used at elementary to upper intermediate levels and has been developed from the author's experience at two tertiary education institutions in eastern China. Class numbers have generally varied between twenty and fifty students.



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〔澳〕Brid Lyons 著

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Introduction

This textbook is designed to take students beyond seven or more years of instruction in English speaking in middle and high school. This instruction method seeks to get students to use what they already know although some new vocabulary will be introduced.

The design of this book is to encourage students to formulate their own English dialogue in situations which are part of daily life in China.

The language used in the textbook has endeavored to use idiom that encourages the use of casual everyday English without usage of regional specific idiom from Britain, North America, Africa, India or South-East Asia or my country Australia. If I used Australian idiom you would be left standing not comprehending a word!

In China, there is already established spoken English idiom. Perhaps some of these idiomatic expressions can be avoided. However what counts most is that the class is speaking English to each other not just the teacher.

The text is in two parts. The first part is Title, Vocabulary and Phrases, Listening and Dialogue and Presentation. The hard work is for the student, Dialogue and Presentation, and will take up most of the lesson time which is based on two instruction periods of fifty



minutes each.

The second part of the text is where the class is expected to voice an opinion on the subjects set out. The presentation is designed to be prepared and delivered either singularly, in pairs or perhaps in threes. The Opinion segment takes the form of Topic, Vocabulary and Phrases and Opinion (Topic).

At the discretion of the teacher, it is probably best that whatever the lesson topic, it is completed in one lesson time (two periods).

There is no set order the teacher may choose to deal with these lessons. However the first seven or eight lessons may be chosen in numerical order by the teacher to allow the student to become accustomed to the lesson format.

At some stage during a teaching program an 'OPINION' lesson plan may be introduced .

Of course, the teacher's evaluation at the end of group presentation or class is essential.

前 言

本书的内容是专门为在初中、高中阶段已经经过了7年或7年以上的英语口语学习的学生而设计的学习和教学方法。学生们已经可以熟练地使用一些已知的词汇,并且也知道这些词汇会有不同的用法。当然,一些新词汇还需要对学生进行说明和解释。

本书的设计在于鼓励班级里的学生根据自己的生活环境、中国的生活情景,来大胆构思和进行英语对话,目的是打破目前很多中国学生只会写、不敢说英语的“瓶颈”,让学生大胆地说英语。

语言方面,本书在日常英语中鼓励使用一些通俗的英语成语,但是一些特定区域的俗语除外,比如:英国、北美地区、非洲、印度或东南亚国家以及我的祖国——澳大利亚。如果我使用了澳大利亚的方言、俗语,其结果有可能你一个字也听不懂!

在中国说英语,学生们可能已经形成带有中国自己风格的英语成语。或许一些成语用法不是很地道,但是这不妨碍同学们在教室里互相用英语交流。要知道英语口语课的目的不是教师一个人在讲解,而是在于学生们在学习和提高如何用英语沟通的能力。

关于每节课的内容,一般分两个部分。第一部分是标题、词汇、短语、听力、对话和演讲。对学生来说,比较困难的是对话和演讲。因此,根据一课时50分钟来算,学生的对话和演讲要占用每节课的大部分时间,目的是锻炼学生的英语口语能力。

课文第二部分的内容,是根据具体课程进行的情况和科目的需要,着手进行主题演讲准备,形式有单人演讲、凑成对子或是三人合作,取决于每个人的意愿。教师要对学生在英语演讲中的主题、词汇和短语,以及观点方面进行评价。

关于主题演讲的时间问题,即使是教师评价非常好的演讲,无论



如何也只能占用一次课的时间(两个课时),因为每次课的主题不同。

俗话说“教无定法”。如果不是亲身实践,这些授课方式还不可能形成固定的模式供教师和学生选择。然而,教师可以在开头进行了7~8课的授课实践中,因地制宜选择合适的教学方式,形成自己的教学风格。然后在教学中不断总结经验,逐渐让学生适应和习惯你的教学风格。

另外,为了防止课堂教学中过于无聊或其他问题发生,教师可以根据需要对教学计划进行调整,使整个教学程序有张有弛、丰富多采。

书末附录是作者参加学术会议的演讲论文。

本书中文部分由王秀兰副教授协助完成。

本书特别适合专科和本科院校的大学生学习使用,也适用于高校讲授英语口语的老师及广大英语爱好者。

由于作者水平有限,书中不足之处在所难免,恳请专家和读者批评指正。

Brid Lyons

2012年12月于青岛

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Lesson One

Sport

Vocabulary and Phrases

Why does sport exist?

keep fit

competition

entertainment

What sports are there?

football

baseball

volleyball

track and field

golf

skiing (snow/water)

swimming

surfing

windsurfing

scuba diving

kayaking

skydiving

sailing

white water rafting

diving

What is your favorite sport and why?

Do you play it or are you a spectator?

Listening Exercise

Han Xin likes playing basketball and watching teams play it on television.

At university he tries to play it at least once a week when the opportunity arises. At high school he played basket ball twice a week, sometimes more. He says you don't need many people to play although there should be five players on opposing sides if the game was played according to the rules.

He used to play with his old friends in his hometown nearly every afternoon. But now of course he doesn't see them very often. But they still get together on important holidays like the Spring Festival. Of course his friends are students or workers now in many places away from their hometown and it is a great opportunity to get together.

Han Xin thinks Basketball is a good game for young men but not suitable for girls.

Questions:

What do you think is Han Xin's favorite sport?

How many times did he play basketball when he was at high school?

In his home town when did he play with his old school friends?

When does Han Xin get together with his old school friends to play

basketball now?

Does Han Xin think girls should play basketball?

Do you agree?

Dialogue and Presentation

You and your group have been hiking all day.

You are getting the campsite ready.

Everyone is tired and some are possibly bad tempered.

There is a problem!

Did someone forget the food?

A wild panda invades the campsite?

Someone in the group goes missing looking for firewood?

There is a terrible earthquake?

Lesson Two

Why Be Polite

Listening Exercise

Opening role play by teacher and selected student. . .

“At The Tobacconist”

Bad Tempered Businessman (BTB) and Sales Clerk (SC) standing behind a counter of a shop. BTB enters.

BTB: I want a box of cigars.

(BTB sits down noisily on chair)

SC: Certainly, Sir. Would you like Cuban or Dutch?

BTB: Only Cuban you ass!

(SC Fetches some samples.)

SC: Perhaps you would like these?

(BTB rolls the cigar against his ear and sniffs it for aroma. BTB breaks the cigar and throws it on the floor.)



BTB: Not good enough! Bring me some others.

SC: Here are some others but they are very expensive.

BTB: Not a problem! I can afford it!

(BTB's mobile phone rings and he becomes engrossed in the conversation saying "I'll be there in 15 minutes." BTB exits casually throwing the cigar at the SC.)

Questions:

Will the Sales Clerk be happy to serve Bad Tempered Businessman next time?

Will the Sales Clerk serve the Bad Tempered Businessman next time?

Vocabulary and Phrases

So why be polite?

Gives a good feeling

Develop a good reputation

Make friends

Good for business

Dialogue and Presentation

Choose a situation. . . Someone wants something from someone else.



Maybe your group is in a restaurant, a hotel, a supermarket, at a hospital, a car dealership or a computer shop.

Your dialogue maybe impolite.