“冲击波英语”之成功口语训练策略（2）

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第一阶段

情节想象法——Scenario Imagination（适用于突破口语学习的第一次质变）

之前，我们对起床后遇到的一系列事情以及与人见面打开话匣的语料（opening gambits）有了初步的了解；接下来，如果是学生的话，该是上课的时候了。

有些学校在上课铃（the second bell）前有预备铃（the first bell），我们的想象从预备铃敲响的那一刻开始。

首先，我们会联想到铃响后同学们急急忙忙涌入教室 (When the bell rings, students stream/pour/flow/flock into the classroom.)怎么表达，因为我们常常要表达公园(park)、超市(supermarket)、博览会(exhibition)、杂货店（grocery store）、医院 (hospital)、银行(bank) 里的“人山人海”(a sea of people)、“人潮如流” (a flood of people)、“接踵摩肩”(jam-packed with people coming and going)、“络绎不绝”(a continuous/constant/steady stream/influx of people)；老师还没来时，“教室里，同学们端正地坐着等待着老师的到来”(All students sat straight waiting for their teacher.)，“教室里座无虚席”(The classroom is fully packed)，当然我们不排除还有另外一种极端的现象 (the other extreme)——“铃响了，教室里却仍然空无一人”(There isn't a single student in the classroom.)。这一想象非常有价值，因为我们可以交叉联想在会场 (at a conference)、讲座上 (in a lecture / presentation)、商店里(in stores/shops) 人流量(population flow) 等的类似表达，或者“座无虚席(empty most of the time)”“门可罗雀(visitors are few and far between)”。而在某些特殊会议或者讲座时大家 “正襟危坐” (sit properly/upright and attentively)，老师进来前教室里 “鸦雀无声” (in absolute silence and one would even hear a pin drop)。

下面我们可以联想一些上课过程中的表达，比如老师会点名(call the roll)，不过西方的大学讲师一般不会点名，而是让某个同学把名册轮着传下去(pass/hand the roll around)，让来的学生签名(sign their names)，然后发上课的讲义 (distribute the hand-outs)。老师可能会问学生：“我们上一节学到哪里了？(Where have we left/come to last time?)”其实这句话在讨论的时候也会经常用到，比如“我们上次讨论到哪儿了”“让我们接着上次的讨论继续吧” （Let's continue from where we left last time.）。接着，最关键的部分是我们上课提问的手段，西方的大学学生可以随时举手提问(put their hands up to raise questions) [参考我们视频学习中心的耶鲁大学讲座系列：http://no1english.56.com]，因为西方的大讲座一般有上百人，所以教授通常会允许问题随时提出，这时候，举手加上洪亮的一声“excuse me”是最常用的。如果在专门给学生提问的时间里，举手后被教授示意认可后可直接陈述问题，比如 “I was wondering...”，“I was thinking that...”，“Could you please tell me the difference between... and...?” “May I have your office hours, please?” “You have mentioned that.... But what if...?” “When you talk about..., do you mean/try to say/attempt to build up...?” “Do you define... as...?” “What kind of evidence is there for...?”，“To what extend are these notions validated cross-culturally?”以上提问方式仅作参考，同学们可以根据不同的场合与实践总结出更多的各类提问措辞方式，或者是直接询问定义，或者是两个概念的对比，或者是寻求证明，或者是进一步澄清概念中的疑点，或者是进一步探讨另一种可能的情况，甚至是与教授进行辩论，说明自己的不同观点。那么在提问中，当然要懂得使用 line（行），sentence（句子），paragraph（段落），passage（篇章），textbook（课本）和 spelling（拼写），pronunciation（发音），intonation（语调），tone of voice（语气），term（术语），word（单词），phrase（词组），set phrase（短语），idiom（成语），slang（俚语）等基本词汇，希望深入了解更多表示语篇用语的同学，请联系下面第二阶段口语学习中有关 discourse analysis 的问题进行更深入探索的学习（见第二阶段 Q4）。在提问的时候，了解有关第几页第几行的表达也很重要，比如“39 页第 2 行”使用 line 2 page 39 或者 the second line of the 39th page，“倒数第四行”(the third line before the last/from the bottom).

下面我总结出学术探讨中使用频率较高的动词，根据字母表顺序罗列出来，它们中的大部分与不同的“说”(say) 的方式有关，如果同学们能把这些词汇所有的用法都熟记于心，并且在写作时广泛训练运用，当能够达到把这些词汇运筹帷幄后，在今后进行英文学术写作时，比如雅思的论文写作和图表作文时一定会觉得非常轻松的：

Accept; accuse; achieve; acknowledge; add; admit; advise; affirm; agree; analyze; announce; appeal; appreciate; argue; articulate; ascertain; ask; assert; assume; argue; attempt; babble; balance; banter; bark; bear comparison with sb. /sth.; bear witness to...; begin; believe; bellow; beseech; blare; blast; boast; brag; bring forward; cast light/doubt on; caution; challenge; chuckle; cite; coax; coincide; come up with...; command; comment on...; compare... with...; compare... to...; complain; concern; conclude; confess; confide; conform; consent; contrast... and/with...; contribute to...; cover; cry out; criticize; debate; declare; decline; describe; deem; define; demand; deny; detail; dictate; differ; differentiate; disagree; discern; discourse with sb. about sth.; discuss; display; dispute; distinguish; doubt; draw on; draw up; drop; drop sb. a line; echo; elicit; emphasize; employ; enclose; encompass; encourage; engage; enquire; estimate; evidence...

（更多请见我刊官网及博客。）

一些逻辑过渡语：

In general; ideally; generally speaking; to begin with; for a start; in the first place; on the one hand..., on the other hand...; firstly..., secondly..., next..., afterwards..., what's more..., finally...; In addition to / furthermore/besides/apart from/to put sth. aside; in conclusion; to sum up; last but not least.

阐述自己（或者某人）观点：

in my opinion; in my view; from my point of view; for/on my part; from my perspective; as far as I am concerned; personally I think...; for me; It seems to me that...; to my knowledge, ...; as I know.

第二阶段

问题想象法 + 定义学习法——Q&A + Definition Construction（适用于突破口语学习的第二次质变）

Q1: Can you describe a person who has greatly influenced you in your education? (3mins+)

Q2: In the Chinese educational system, some people would say that examinations play an important role. To what extent do you agree or disagree with that and why? (5 mins +)

Q3: Why is Spring Festival so important in China and how would you celebrate it in 2011? (5 mins +)

Q4: Please describe discourse analysis (话语分析 / 语篇分析) in detail and share your opinions about how we can make use of it in learning English. (5 mins +)

Q5: Please define "critical thinking" (批判性思维) in your own words. (2 mins +)

Q6: What are the differences among the use of "guess", "assume" and "presume"? Please explain with sufficient examples. (5 mins +)

笔者建议：前面三个问题根据雅思常见口语问题并结合我们在第一阶段的知识点展开，注意回答时对各类过渡词组或短语的运用，要尽量使用某些列举出来的动词，并在多次训练的基础上总结出自己认为最好的结果记录在口语笔记本上。后三个问题培养学生的学术分析探讨能力，这种能力不但可以使用在学习英文的探讨中，也有助于在英文环境中学习别的学科。**切记：**笔记本的内容仅是一个激发思维的参考读物而非一成不变的回答模板，同学们在今后的学习的过程中需要定期重复阅读、补充修订、自主演练，这样，你们的回答和知识含量会朝专业化的水平发展，而这个过程会在不知不觉中自然形成。

关键提示：在自主训练中，因为词汇或者表达卡壳使英文语句受阻时，可改用中文继续，完成指定时间的发言，然后把中文的内容以翻译的形式记录下来，熟记以后继续练习，直到可以用英文流畅自如地表达。**切记：**记录的内容是提供理解话语的参考，不可养成在口语发言中刻意背诵记忆文段的习惯，背诵仅仅起到提供语料参考的作用，背诵的材料需要经过学习者的理解（转换媒介）后转化成为自然的口语输出，这样的背诵应用才是有效的。这个过程可以表示为：背诵——理解——口语输出。



第三阶段

广泛的阅读、思考、分析、总结与大量的讨论—Extensive Reading on Selected Topics with Critical Thinking, Analysis, Summary and Discussion（适用于突破口语学习的第三次质变）

Q: A new round of China tour concert by Richard Clayderman is around the corner of early 2011 from 25 December 2010 to 5th January 2011 with its first leg at Beijing's Great Hall of the People. His popularity in China has fueled interest among Chinese children to master the piano. But every success has a story behind it. For example, Clayderman's life changed dramatically in 1976, when he recorded the single "Ballade pour Adeline". Based on your research, can you introduce Clayderman to music lovers in English this month and talk about his success story in detail? (10 mins +)



Background:

Richard Clayderman (born in Philippe Pagès on 28 December 1953, Paris) is a French pianist who has released numerous albums including the compositions of Paul de Senneville and Olivier Toussaint, instrumental renditions of popular music, rearrangements of movie soundtracks, ethnic music, and easy-listening arrangements of most popular works of classical music. In 1976 he was invited by Olivier Toussaint—a French record producer and his partner Paul de Senneville to record a gentle piano ballad. Paul de Senneville had composed this ballad as a tribute to his new daughter "Adeline". The 23-year-old Philippe Pagès was auditioned along with 20 other pianists and got the job. "He was an interesting musician with a soft touch and good technique", said Toussaint. "And he looked good, too".

Philippe Pagès' name was changed to Richard Clayderman (he adopted his great-grandmother's last name to avoid mispronunciation of his real name outside France), and the single took off, selling 22 million copies in 38 countries. It was called Ballade pour Adeline.

He has recorded over 1,200 melodies and has created a new romantic style through a repertoire which combines his trademark originals with classics and pop standards. He has devoted much of his time to performing concerts, going as far as playing 200 shows in 250 days. He has clocked up worldwide record sales of approximately 70 million, as of 2006[update], and 267 Gold and 70 Platinum discs to his credit. He is popular in Asia and is noted by the Guinness Book of World Records as being "the most successful pianist in the world". He lives in Normandy with his wife Christine, son Peter, and daughter Maud.

第二阶段和第三阶段的口语问题，我们会在 QQ 海外英语官方学习群（OELG）展开详细讨论，希望广大读者参与讨论，实现"讨论出真知"，OELG 的群号是(54268620), 也可以在我的英文学习空间留言提问 http://qq.simyang.net.