

听说测试中对话类文本听后复述的教学策略指导

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摘要：本文针对上海市初中英语毕业统一学业水平考“听说测试”中“听后复述”部分，通过介绍对话类型特点、解读辅助图示功能、列举复述中的难点与对策，帮助学生了解听后复述要求、领会听后复述技巧。

关键词：听说测试、对话类文本听后复述、对话类型、辅助图示、听后复述难点及教学策略

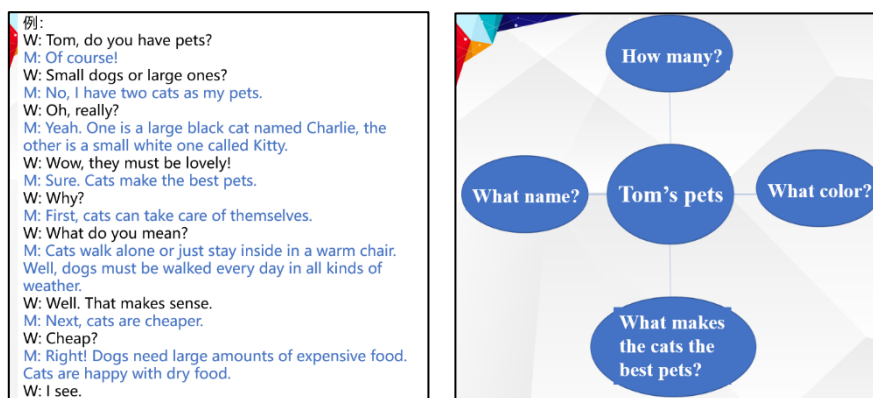
2021年起，上海市初中英语毕业统一学业水平考将新增“听说测试”考察内容。听说测试第三大题主要考察学生“听后复述”的语言能力。听后需要复述的语篇体裁多样，有记叙文、说明文或对话等。其中，对话文本因其对话的特殊形式，复述过程中存在一定难度。本文旨在分析听说测试中对话文本的题型、题旨等特色与功能、解析复述过程中的学生难点，探讨教学中可实施的指导策略等。

一、对话类型及特点介绍

对话虽然形式都是说话人两两之间的直接交流，但是开展对话的目的不尽相同。以下内容将对于在听说测试中学生可能听到的对话类型进行梳理，帮助学生理清三种常见的对话类型和特点，并结合辅助图示做好听前推断预判，听中分析记录，听后重组整合。

第一类：日常对话你问我答

此类对话通常涉及一些常见话题，在一问一答的过程中，提问一方的作用在于引出关键信息，回答的一方则需要学生记录、提炼与整理。学生需要通过训练，对这一类的提示信息敏感。



图（1）日常对话你问我答对话文本范例

以上对话范例以养育宠物为话题，提问一方通过“Why?”、“What do you mean?”、“Cheap?”等问句，提示回答部分将出现与提问和图示相对应的“原因”“解释”等具体信息。

第二类：日常对话观点表达

此类对话就日常话题进行讨论，且对话双方各自表达了对同一个主题的不同观点。因此，对话双方信息权重对等，对话双方的内容均需记录。相较于日常对话一问一答类型，更要求学生在听的过程中，能够构建起比较对照的意识，同时在复述时用适当的连词进行同一主题在观点碰撞时的信息整合。

<p>例: W: Hey, Daniel. There' s a new superhero movie opening this weekend. Do you want to go and see it on Saturday? M: Superhero movies are really great, but I don' t usually go to the theatre to watch them. I prefer to watch DVDs at home. W: Seriously? The home TV has nothing to compare with the huge theater screen. You don' t feel excited watching movies at home. M: I don' t need to go to the theatre to feel the excitement. My TV is HD 3-D, and I have surround sound. W: That does sounds cool! But you have to wait a long time before DVDs come out. What if someone tells you about the movie before it comes out on DVD? M: Actually, I don' t really mind. It' s kind of fun to know what' s going to happen. Because for some movies, it' s easy to guess the plot. The bad guy tries to take over the world, fights against superheroes, superheroes win. W: but they' re still entertaining, especially when you watch one with friends at a theatre. M: Honestly, I think it' s more fun to watch movies at home with friends. Then we can discuss the movie more freely. And just think about the money you save on movie tickets and snacks! W: Yeah, I guess. But I can buy a lot of movies tickets for the price of your entertainment system. Well, I' m going to book my ticket for the movie this weekend. Are you sure you don' t want to come? M: I' m sure, but you can watch it again with me when it comes out on DVD.</p>	<p style="text-align: center;">Watching movies on DVDs</p> <table border="1"> <tr> <th style="text-align: left;">advantages</th> <th style="text-align: center;">To feel the excitement</th> <th style="text-align: right;">disadvantages</th> </tr> <tr> <td>1. HD 3-D TV,</td> <td>←</td> <td>1. ... nothing to compare with ...</td> </tr> <tr> <td>2. ... easy to guess the plot ...</td> <td>←</td> <td>2. ... impossible to avoid the spoilers ...</td> </tr> <tr> <td>3. ... more freely ...</td> <td>←</td> <td>3. ... entertainment system ...</td> </tr> <tr> <td>4. _____</td> <td>←</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">To wait for DVDs to come out</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">To discuss the movie</td> <td></td> </tr> <tr> <td></td> <td style="text-align: center;">To save/spend money</td> <td></td> </tr> </table>	advantages	To feel the excitement	disadvantages	1. HD 3-D TV,	←	1. ... nothing to compare with ...	2. ... easy to guess the plot ...	←	2. ... impossible to avoid the spoilers ...	3. ... more freely ...	←	3. ... entertainment system ...	4. _____	←			To wait for DVDs to come out			To discuss the movie			To save/spend money	
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图（2）日常对话观点表达对话文本范例

结合辅助图示，学生需要针对“watching movies on DVDs”这一话题，对应着四个分论点记录对话双方相反的观点。之后，利用恰当的连接词比如 but、while、however 等，通过重组信息，对照着分论点逐一复述。

第三类，特定主题采访调查

此类型的对话涉及特定场合，比如新闻报道、采访面试、发布会等；话题有关时事、名人访谈、科技发明等。与“日常对话你问我答”类型相似的是，“特定主题采访调查”通过一问一答的提问引出关键信息，答的内容需要借助图示进行记录、提炼与整理。

location	
problems	effect on people: 1. _____
	other problems: 2. _____
	3. _____
	4. _____
The cause of the big fires	_____ use fires to _____.

M: In South-east Asia, the forests are still on fire. Our reporter, Penny, is there and has this report.
W: It' s just three in the afternoon, but it seems like night-time. Many people are wearing masks to cover their mouths and noses. But the fires are too big to put out.
M: Can you tell us how the terrible fires started?
W: Well, farmers and big companies used fires to clear the land because they wanted to plant new fields.
M: Penny, what other problems are the fires causing?
W: There are almost no tourist here at the moment. Also, the smog has caused some bad accidents. The most serious problem is that the fire is destroying the forests.
M: I hope the fire will be put out soon.

图（3）日常对话观点表达对话文本范例

以上对话文本改编于牛津九年级第二学期 Unit1 more practice 的课文。提问者以“Can you tell us how the terrible fires started?”、“What other problems are the fires causing?”等问题引出答案中的关键信息。

二．辅助图示类型及功能解读

辅助图示在复述部分起到非常重要的作用。首先，辅助图示提示学生复述时需要包含哪些信息；其次，学生可以通过图示的帮助搭建复述时的语言框架；此外，辅助图示中已包含的信息可以提示学生对话所围绕的主题，做出及时合理的推测与预判。

第一类，思维导图

思维导图是学生比较了解的一种辅助图示，它的优点在于能够很清楚得将各级主题的关系用相互隶属与相关的层级图表现出来。因此思维导图本身，就已经帮学生做了对话复述结构上的初步梳理。学生在笔记记录时，只需要参照给到的辅助图示——对应记录下即可。

例：

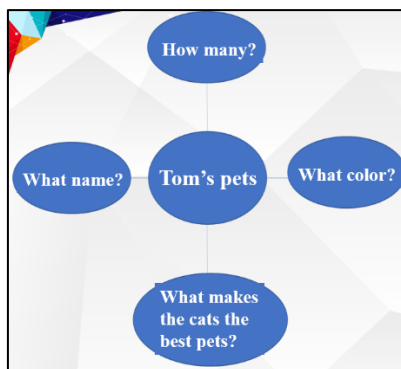


图 (4) 辅助图示: 思维导图

第二类, 列表

以下辅助图示上方是要求复述的主题, 中间依次罗列了四个分论点, 左右侧是双方所持的不同观点。这一类的图示在观点表达类对话中比较常见。学生在记录和复述时, 要注意选用适当的连接词将不同观点重组在一起进行复述。

例:

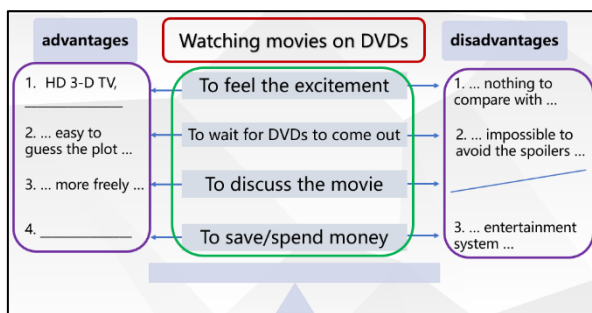


图 (5) 辅助图示: 列表

第三类, 表格

学生在看到表格时, 先确认好需留意的关键词, 在听的过程中将表格补充完整, 通常可以依照表格所呈现出的顺序逐一复述。

例:

location	
problems	effect on people: 1. _____
	other problems: 2. _____
	3. _____
	4. _____
The cause of the big fires	_____ use fires to _____.

图 (6) 辅助图示: 表格

第四类, 韦氏图

韦氏图通常用来针对两种事物之间的比较, 比如对话中需要对于两个城市进行比较与对照。在韦氏图相交部分记录相同点, 不相交部分记录不同点。学生在看到此类辅助图示时, 就能明确对话中势必涉及到了比较对照, 做好相应记录后, 在复述时, 建议先从交叠部分的相同点着手, 再复述两者的不同点。

例：

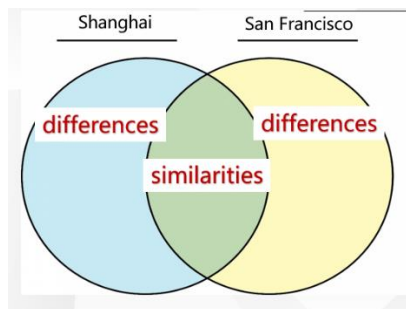


图 (7) 辅助图示：韦氏图

第五类，问题罗列

当辅助图示是以罗列问题的形式呈现时，学生记录下关键信息，并在复述时逐一回答提问内容，同时，用简洁的适当的连接词表达一些基本的逻辑关系即可。

例：

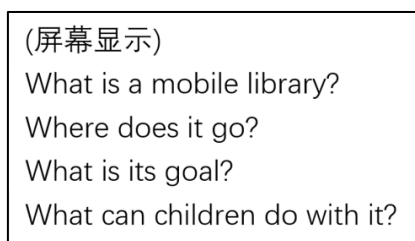


图 (8) 辅助图示：问题罗列

三．对话类文本听后复述的难点与指导策略

难点一：无法捕捉对话主题，造成紧张情绪

在电脑念 Direction 部分时，学生对于文本体裁并不知情。容易造成在听到对话时无从下手进而方寸大乱。针对这一问题，老师可以提醒学生有效利用播放 Direction 部分的时间，先观察辅助图示。学生通过合理预判，掌握对话主题，把握关键信息，即使听到的是对话，也不会手忙脚乱。

例：

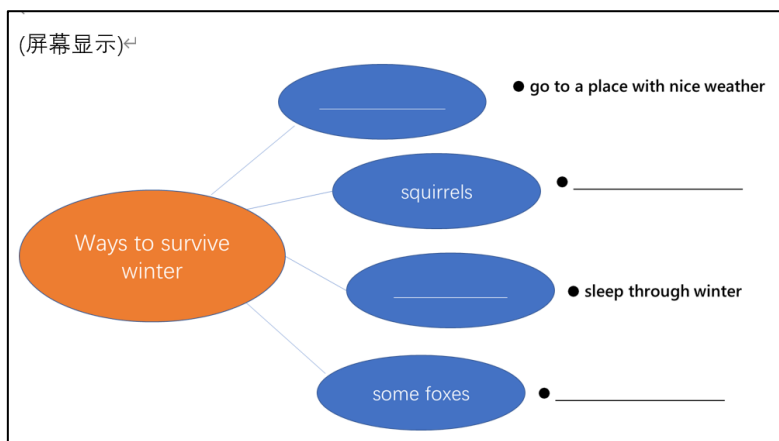


图 (9) 就辅助图示进行主题和关键信息预判

由以上思维导图可知，对话内容是围绕着“如何过冬”展开，思维导图的下一层级呈现出的是不同的动物，学生会将听的重点放在动物上。并且通过已知的第三层信息，补充相对应的动物在冬天存活的方式。

难点二：难以判断人物关系、身份及情绪

学生由于难以从对话中判断人物关系，人物身份和人物情绪，从而会影响学生对于主题、情境和背景的理解。解决的策略其实和学生们做听力对话练习时一样的，从关键词中去判断人物关系和身份。

例：

1. A: Good evening and welcome to this week's Business World. It programs for and about business people. Tonight we have Mr. Angeleno who came to the US six years ago, ... Tell us, Mr. Angeleno, how did you get started?

B: Well, ..

2. A: Good morning. Have a seat.

B: Good morning. Thank you.

A: I have your application here somewhere. Yes, her it is. Your name is John Martin, right?

B: That's right, Madam.

A: And you hope to enter our university next fall?

B: ...

从以上对话 1 的关键词 (welcome to this week's Business World; for and about business people) 中，可以判断对话双方为 host and guest (主持人和嘉宾)，场景为电视访谈。从对话 2 的关键词 (have a seat; application; Madam; hope to eater our university next fall) 中，可以判断对话双方为 interviewer and interviewee (面试官和面试者)，场景为大学入学面试。

而对话中的人物情绪可能不会以 I'm happy. I'm angry. I'm upset. I agree. I don't agree. 等较为直白的语言去体现。教师们可以在日常教学中有意识地渗透一些口语中较为常见的表达观点的句子，适当增加表达情绪句子的积累。比如：

A: It's everyone's responsibilities to save energy and stop polluting the environment.

B: I can't agree more. / I'm with you. / That's for sure. (表示赞同)

A: Let's dine out tonight.

B: You're the boss. / Anything you say! / That's fine with me. (表示没有异议)

A: I really like the play. The students did a great job with the scenery.

B: I doubt it. / I wish you could say the same thing about the makeup. (表示否定)

A: I prefer to go camping on rainy days.

B: Seriously? / You can't be serious. / You must be kidding. (表示惊讶)

难点三：复述时不能准确切换人称与时态

就对话文本进行复述的核心难点，在于学生听到的对话中，双方始终使用的是第一人称，但在复述时，则应转换成第三人称的，并且关注三单和时态。教师可以建议学生们在听到对话的当下就立刻在笔记上设置醒目的提示词，在复述时时刻刻提醒自己三单和时态上的切换。也可以在笔记记录时，就直接将三单和时态补充上去。

例：

W: What do you want to major in?

M: I want to major in biology. That was my best subject in high school.

以上对话在复述时应为：He wants to major in biology (because that was his best subject in high school).

难点四：复试时对于非连贯信息进行语言重组存在障碍

复述时需要的关键信息在对话中是非连贯的，出现在对话的不同位置，并没有按照辅助图示顺序逐一被提及，又或者需要复述的信息是出自不同的说话人口中，因此要求学生复述的内容需要根据对话进行重组。建议学生还是从图示入手，按照图示给出的复述结构，配合简练的笔记法，巧用连接词进行复述内容的梳理。

如：学生可以用 1, 2, 3 表示数量。比如要罗列问题、罗列理由时，123 便代表 one, another, the third; 也可以用 123 表示步骤或顺序，代表 first, secondly, thirdly。

同样，学生可以巧用表达转折的连接词。

例：

M: There are all kinds of cheats on social media. I prefer to be more private and only share with those I have a real relationship with.

W: Sometimes your own personal sharing can encourage someone. Even people you don't actually know. This can be pretty powerful!

以上对话双方就社交网络表达了自己的观点时，学生可以 while, however, 或者 but 来将对立的观点重组在一起。让表达更简洁且富逻辑性。复述时应为：The man prefers to be more private while the woman thinks it's powerful that her own personal sharing can encourage people she doesn't know.

学生们也可以通过掌握一些速记符号，来节约记录的时间，同时更直观地体现笔记内容。但若熟练运用，还需要一定训练的积累才能在实际操作中驾轻就熟。



图 (10) 巧用速记符号

四 . 模拟练习

学生可以根据以下对话文本进行模拟练习：

W: What makes a bad resume?

M: There are a number of things. A resume should be short. No more than two pages long. I recently read a resume that was twenty pages long.

W: Unbelievable.

M: But usually the problems are quite simple.

W: What type of things?

M: Spelling mistakes. People write their resumes in ink, not on computer. But the worst thing is that twenty-five percent of resumes are not true.

W: What do you mean?

M: People tell lies. They say they have certain qualifications and we find that they don't have them.

W: So what advice can you give about writing a resume?

M: Read the advertisement carefully. Learn as much as possible about the job. Then write a new resume

specially for this job. Write it on a computer and only write what's important for this job.

W: Thanks a lot. That's really helpful.

以下是可供参考的听写笔记:

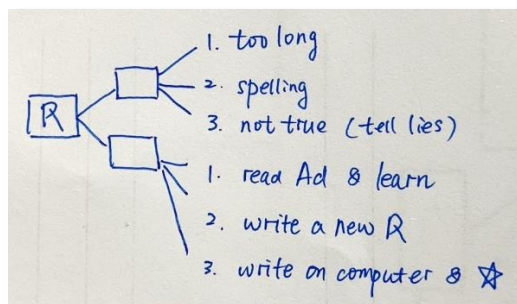


图 (11) 参考笔记

笔记重点:

1. 仿照图示格式在草稿纸上做笔记
2. 已有的文字可以不写, 复述时直接对照手稿和屏幕
3. 擅用数字表示顺序、数量等递进或并列关系。1, 2, 3 = first, second, third
4. 巧用一些缩写或速记技巧

难点五, 语言表达受辅助图示限制

当学生复述时的语言, 受到了辅助图示的限制, 往往表达更复杂, 造成了语言错误。

例:

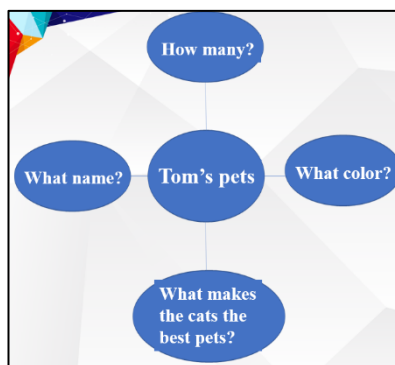


图 (11) 辅助图示的提问方式对于口头表达的限制

以上的思维导图最下方提示问题是: What makes cats the best pets? 在做书面的阅读理解中, 学生习惯用名词词组甚至名词性从句来完成 What 提问的句子。如果按照书面的语法规则去回答问题: What makes cats the best pets? 学生可能会做出如下回答: The fact that cats can take care of themselves and another fact that they are cheaper make them the best pets.

既然是口语测试, 复述时尽量用自己有把握的正确表达形式组织句子。不要被辅助图示中的问法限制住。而应当“化繁为简”: Cats are the best pets because they can take care of themselves and they are cheaper.

五. 总结

总而言之, 在就对话类文本进行复述的过程中, 因为辅助图示已经很完整地展示出复述时应该包含的内容, 因此学生比较容易掌握内容的完整性。难点则是如何及时调整听写策略, 捕捉关键信息, 转换人称, 合并信息。学生在复述时应力求语言正确、简单。