

Paraphrase在《基础英语》 教学中的重要作用及原则方法

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【摘要】英语专业低年级学生在《基础英语》学习过程中,一看到 paraphrase 总感到无所适从。Paraphrase要求学生正确理解原文的意思,同时用更加简单的语言表达出来。本文对其原则方法进行了探讨。

【关键词】基础英语 Paraphrase 重要作用 原则方法

《基础英语》课程是英语专业低年级阶段一门重要的专业基础课,对学生英语技能的培养和提高起着重要作用,是为其高年级阶段专业课的学习奠定语言基础的重要课程。通过几年的《基础英语》教学,笔者发现,学生在该课程的学习过程中,遇到难懂的句子时,通常的解决方法是查看参考书中的汉语翻译。且不说翻译的局限性决定了有些句子的译文和原文的不完全对等,单从其不利于学生运用英语进行思考和表达的角度来说,这种方法是不可取的。那么,如何正确理解英语中的疑难句子呢? Paraphrase是一种不错的方法。

何谓 paraphrase? 根据《新英汉词典》,其意思是“释义,意译”,但这还不足以清楚表达 paraphrase 的内涵。根据 Longman Dictionary of Contemporary English paraphrase 指的是“re-expression of something written or said in different words especially words that are easier to understand”。由此可见,paraphrase 包含两个方面:一是用不同的词表达与原文相同的意思,二是用来重新表达的词汇要更简单易懂。那么,掌握 paraphrase 对学生在两个方面的提高有重要作用,一是对英语中较难内容的理解能力,二是运用英语进行表达的能力。

在明白 paraphrase 的重要性和基本要求之后,学生需要了解如何正确地对句子进行 paraphrase。尽管对此并无定论,但其操作性还是有章可循的。笔者根据自己几年的《基础英语》教学经验,对于什么时候需要 paraphrase 以及如何 paraphrase 提出几条方法。

一、替换原句中的单词

这是 paraphrase 最简单的方法,就是对原文中较正式的、抽象的、罕见的词、或使用非常规意义的常用词或短语用通俗易懂的词或短语来代替。使用这种方法时,通常不需要对句子的其它部分进行改动。如:

In the distance I spotted a couple approaching

→ In the distance I saw a couple coming near

二、解释原句中的较难部分

这种方法针对的通常是句子中的专业术语、婉语和俚语。这些词汇或短语的意义仅仅从其表面意义来理解还远远不够,需要用更简单通俗易懂的词或句子来解释。

1. 专业术语

During this time students are going through an identity crisis and are endeavoring to find out who they are and what their strengths and weaknesses are

Identity crisis 是心理学术语,用汉语来说叫“认同危机”,但仅仅如此学生还是无法理解其意义,我们需要使其更加具体,其含义是“the difficulties confusions and anxieties that you go through during adolescence when you are not sure who you really are and what your purpose in life is”。

2. 婉语

We already have 2.4 million people under some form of correctional supervision 412,000 of them locked away in a prison cell

Correctional supervision 从字面上看是“矫正监督”,这其实是一种委婉的说法,其意义是“being disciplined or being made to improve one's behavior under the control of the community etc as a punishment”。我们可以将上述句子 paraphrase 如下:

In this country there are already 2.4 million people who are receiving punishment in one form or another 412,000 of them are kept in prison

3. 俚语

Are we supposed to believe that he didn't get up and run to the door and see the kid beat it downstairs 15 seconds after the killing?

Beat 一词在此不再是“打”的意思,而是 walk or run very quickly。那么以上句子可解释为:Should we believe that he didn't get up and run to the door and see the kid run very quickly downstairs 15 seconds after the killing?

三、改变句子成分

有时候,英语中时间或地点状语被用作主语,在 paraphrase 时应当将其成分改变。如:

Night found him legweary with hands and face lashed by the branches on a thickly wooded ridge

→ He felt his leg tired when night came and his hands and face were lashed by the branches on a thickly wooded ridge

四、将长句拆分

通常在面对一个较长的句子时使用此方法,首先要正确划分句子成分,然后将长句分解成简单句。如:

Obviously then an insect that lives on wheat can build up its population to much higher levels on a farm devoted to wheat than on one in which wheat is intermingled with other crops to which the insect is not adapted

这个长句中看起来非常复杂,其主干实际上是 an insect can build up its population to much higher levels on a farm than on one insect 后面有定语从句来修饰, farm 和 one 分别由过去分词和定语从句修饰,在清楚了句子的结构以后,我们可以将其拆分成几个简单句如下: On a plot only wheat is grown and on another plot wheat and other crops are mixed together. The number of an insect living on the former will become bigger than that living on the latter

五、个别变一般

You will see to it that the cyanide stays out of the aspirin that the bull doesn't jump the fence or that your client doesn't go to the electric chair as a result of your incompetence 上述话语列举了一个人作为药剂师、工程师或者律师时失职的一个方面,用来代替这个职业中的失职行为,我们需要将这种具体行为一般化,那就是失职。

→ You have to take responsibility for the work you do If you're a pharmacist you should make sure that aspirin is not mixed with poisonous chemicals As an engineer you shouldn't get things out of control If you become a lawyer you should make sure an innocent person is not sentenced to death because you lack adequate legal knowledge and skill to defend your client

六、将句子放到上下文中理解

Nobody has to prove otherwise Innocent until proven guilty

Otherwise 有一项意思是“in another or a different way”,但由于上文提到过 2 号陪审员认为被告有罪只是因为无人能证明他无罪,于是 8 号陪审员说了上述话。意思是 Nobody has to prove that the accused is not guilty: He is innocent until he is proven guilty

七、将隐喻转换为通俗的意义

Soon I began to see her almost every weekend and my well of knowledge about natural history began to brim over

在这里,作者将自己的知识储备比喻成一口井,知识(下转第 86 页)

Be A Good Observer In The Classroom

◆雷 蕾

Abstract: People are born to be different. Even with our lessons planned, there can be other needs to be met at times, so we should always be prepared to adapt our plans and be flexible about our plans, because we are not teaching textbook, we are teaching children.

Key words: Understanding Observation Responsibility

I Introduction

It is really not easy to be a good primary school teacher. She may have to play many different roles, like a parent, a teacher, a friend, a motivator, a helper, a story-teller, an actor, an organizer, an evaluator, an observer, etc. Besides many the qualities, a good primary school English teacher need to develop competence in at least three areas: the English language, the understanding of children, and the techniques and methods for teaching children English. Among these, understanding how children think and learn is the key to undertake primary education. Even with our lessons planned, there can be other needs to be met at times, so we should always be prepared to adapt our plans and be flexible about our plans, because we are not teaching textbook, we are teaching children. So be a good observer in the classroom is a clever way.

II Some methods of being a good observer

1. In class, if we find most of students are happy, listening to the teacher carefully, that means the activity designed is suitable for students and they are enjoying learning.

2. But if most of the students are overexcited, at this time, we may adjust a more settling activity, like reading quietly or listening to the recorder.

3. If we see most of children look like boring, we should ask ourselves whether the task is too mechanical, too easy or they may have done it before. For example, after a long presentation or some individual work, like copying or listening, children will feel bored and may not be able to concentrate on the same activity. The teacher should understand students and vary the activities by using some stirring activities, like playing some games, or having a competition. So when I teach numbers, I will use the game "bingo game", teach new words, I use "I spy with my little eyes", "touch and guess", or "rock, paper, scissors" when help students remember how to spell the words. I will use "hungman", when I teach the drills, I will use "pic-a-boo", etc. The activities that involve children in singing songs and saying rhymes, telling stories, total physical response activities, tasks that involve coloring, cutting and sticking and simple speaking activities that have an obvious communicative value would present no problems to children but rather add to the excitement and interest of learning.

4. Sometimes we will find students look confused, which may mean they don't know what they should do. It's maybe because our designed task is too difficult, or teacher's target language is not meaningful, real or doesn't have a clear purpose. So teachers should adjust their original teaching accordingly.

5. In the teaching procedure, when we see those students who try to get at-

tention, we may satisfy this need by giving the children the opportunity to the right thing and praise them when it is done well, for example, we can give them chances to answer teacher's questions.

6. To a child who seems to be doing wrong things, we simply need to look for something positive to say to him and believe it or not, it can sometimes be more effective than scolding for leading to good behavior.

7. And we can find in our classes some of the students are very shy, especially girls, their faces will turn red when I ask them to answer my questions.

8. And there are some children, who are so called "disabled students" usually can't do well in language. Every time I ask them to answer my questions, they will be nervous and most of times they can't give correct answers. As a teacher, we should know those children may have their own needs and they may learn in different styles and achieve the objectives with different speed. That demands we should observe them and understand them. I know they need more love, care, encouragement and patience. And if we find they feel embarrassed, we should care more about the pupils' feeling and change another way to correct their mistakes in order not to lose their confidence.

III Conclusion

Therefore, we need to be very sensitive to observe students' facial expressions and adjust our teaching accordingly. But we will say this is only one partly true. What we should not be neglected at the same time is children's overall development in an all round way as human beings. We need to care for "the whole child" instead of just caring for the language that we are teaching. So be a good observer in the classroom and meet students' different needs.

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(上接第 39 页)储备的增加好像要溢出井的水。

→ I learnt a lot about natural history from her, and my knowledge in this respect is like a well, which is so full that it began to spill out.

以上是笔者在教学中总结的几个方面,但仅有上述技巧是不够的,还需要学习者大量的练习;同时上述原则也不是彼此对立的,有时候学习者需要同时遵循几条原则。Paraphrase 也不是纯技巧性的实践,它还需要学习者不断扩大自己的知识面,了解英语语言国家的历史文化、风俗习惯以及政治等各个方面的知识,只有如此,才能更加了解写作者本身的意图,增强自己的理解力,也才能丰富自己的表达能力。

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