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经典课内外 英语会话

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1 英语课内外教学用语 180 篇经典呈现

2 经典行业英语→热点词汇→时代感强→易学易用

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经典课内外英语会话

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前言

近百年来,随着语言学的迅速发展,语言学课程在各类高校中普遍开设。除外语语言文学学院的学生要求学习语言学理论及各种应用语言学课程外,其他专业的学生也要求学习语言学课程,特别是英语。也可以说,学习英语已成为国民素质不可缺少的一个组成部分,并且对运用其进行交际的能力提出了更高的要求。

目前,虽然英语教学在国家指定的英语课程教学标准指导下和社会对人才需求的影响下有所改进,但穿新鞋走老路的现象还是屡见不鲜。英语教师要想改变这一现状,圆满完成英语教学课程标准所提出的任务和要求,需要大量反复的实践。良好的语言环境是一个十分重要的客观条件,也就是说,必须为学生创造听、说英语的条件和环境。教师应该尽量使用简单、易懂、学生熟悉的句子和词汇进行教学,做到遣词造句准确,发音清晰,语调恰当,有感染力。学生可以在教师优美而得体的英语口语中感受到英语语言美之所在,从而产生学习英语的兴趣和渴望。教师的课堂用语不仅可以帮助学生复习及巩固学过的词汇、句型等语言知识,同时还能培养学生听和说的能力。教师的表述语言还可以根据课型、教学内容不断变化不断丰富、更换,给学生以新鲜感,从而活跃课堂气氛,使学生在课内外经常运用所学内容进行交流。实践证明,凡是注重英语口语教学的,英语教学效果都较好。只有这样,教师的课才能上得生动有趣,吸引学生的注意力,易于让学生接受,从而达到教学目的。为此,笔者参考了国内外相关资料,根据自己的教学实践和新形势下外语教学的要求,编写了此书。本书取材广泛,为各级各类英语教师和学生提供了经典的常见的课内外英语会话。

本书以多种形式列举了现代英语教学的课堂用语,变化多样,内容丰富,适合我国的大学、中学和小学英语教学使用。为方便学习者更好地学习和领会,某些部分如“*How to be a good teacher?*”采用摘译的形式,把主要意思简要地用中文表达出来。

本书目的是帮助英语教师和学习者通过课内外英语会话实践,克服教与学英语中遇到的困难和问题,达到灵活运用语言之目的。更确切地说,该书的价值有以下几个方面:首先,它可作为一种有效的语言教学因素,帮助教师顺利执教;其次,它可以作为一种辅助手段来提高学习者的听说能力;再者,它可以作为一种学习的资源,扩大学习者的知识面;它还可作为课堂教学的补充,用以巩固教与学的成果,使学生更加全面、迅速地提高运用英语语言的能力,为培养社会所需要的合格的复合型人才做出贡献。

书后附录旨在为读者提供一些经典的行业词汇和热点词汇,帮助教师和学习者扩大相关领域的知识,这对于学生迅速扩大词汇量有很大帮助。

另外,本书属山东高等教育学会“十二五”高等教育科学研究课题立项《职业教育学生英语核心能力培养研究》结项成果。

由于编者水平有限,不妥之处在所难免,敬请读者批评指正。

编者

2012年2月于山东省日照市

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How to be a good teacher?

Teachers should make their lessons interesting. A teacher must love her or his job. If she or he enjoys her or his job, that will make the lessons more interesting. The teachers who share their personality with their classes often have better results than those who don't. A good teacher is an entertainer. Students enjoy being entertained and amused. Teachers must be approachable. A good teacher is somebody who has an affinity with the students that he/she is teaching. Successful teachers are those who can identify with the hopes, aspirations and difficulties of their students while they are teaching them. A good teacher should try and draw out the quiet ones and control the more talking ones. A good teacher should be able to correct students without offending them. A good teacher is someone who helps rather than shouts. Good teachers care more about their students' learning than they do about their own teaching. When teachers give instructions, it is important that the students have understood what they are asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the others in the class how the exercises works. Their class should at all times be comprehensible, and especially when giving instruction, it should be clear and well staged; discussed the relative merits of Student Talking Time and Teacher Talking Time. The teacher needs to have dress sense as well.

☺ 怎样做一名好教师?

好教师应具备良好的品质和道德素养, 热爱自己的教学工作; 上课应和蔼可亲, 能引起学生的兴趣和注意力; 成功的教师能知道学生的希望、愿望和困难, 并竭诚帮助; 除此之外, 好教师上课时用的语言应易懂、清晰、深入浅出、表达得体、逻辑性强; 好教师应能把握好课堂模式可预测性和课堂活动新奇性的关系, 使课堂既丰富又有序; 好教师还应有较强的应变能力, 能够巧妙地应对课堂上的各种突发事件; 还应注意着装和举止。



How to be a good learner?

Many factors need to be taken into account when considering the qualities of good learners. Motivation is very important for a good student—the students' desire to learn. We have said that positive experiences in the classroom may change the students' attitude—for the better. Good learners take some of the responsibility for learning themselves. Good learners are willing to experiment, listen, ask questions and think how to learn. This implies the desirability of using appropriate study skills.

☺ 怎样做一名好学生?

当考虑好学生的品质时,许多因素需考虑。学生的学习动机非常重要,强烈的学习愿望会带来超常的学习效果。好学生一般对自己的学习持负责的态度,他们善于在老师的指导下自学,不会等待老师去教。比较成功的学生一般有以下特点:愿意听讲,善于吸收,愿意实践,愿意提问,善于思考,进取心强,愿意接受指导,善于接受批评建议,其中也应蕴涵恰当地运用学习技巧。



How to teach language?

There are some questions we should get to know first:

1. What does language study consist of?

There are four things that students need to do with a “new” language: be exposed to it; understand its meaning; understand its form (how it is constructed) and practice.

2. How should teachers expose students to language?

In a classroom, a major part of the teacher’s job is to expose students to language so that they can use it later.

3. How can teachers help students to understand meanings of a new language?

Some of the ways teachers can help students to understand meanings of a new language are illustrated, then—especially when dealing with fairly simple concepts—objects, pictures, drawings, gestures and expression.

4. How can teachers help students to understand the language form?

As well as hearing / seeing language and understanding its meanings, students need to know how it is constructed, how the bits fit together. Whether the teacher gives them this information or whether they work it out for themselves, they need to comprehend the constituent sounds, syllables, words and phrases of the new language. The point of all these techniques is to demonstrate to students how the elements of language add up, so the trick, for the teacher, is to work out what the important features of a word, phrase or grammatical structure are and how the bits fit together. When the teacher asks students to do exercises, she or he is asking them to discover the construction for themselves. Both the teacher and the textbook writers think that the students will be able to work it out without having to be told—and that this “discovery” will be more memorable for them than if she or he simply tells them.

5. How should students practise language?

If and when students have been exposed to language whose meaning and

construction they understand, it make sense for them to practise it under controlled conditions. This will allow them to check that they have got it right.

Practice should not go on for too long, however. There are many other things that teachers and students want to do in classrooms and too much practice will take time away from them.

It is, however, important to move beyond simple repetition during practice. We want students to be able to use a combination of the new grammar with the vocabulary items they have learnt so the teacher gets students to make similar sentences by prompting them with different words, objects or pictures.

If a teacher thinks students need more opportunity to practise question-and-answer exchange, she or he can put them in pairs to make as many invitations and replies as they can. In very large classes, it may be useful to divide the class in half.

To check that students have understood the meaning and construction of the sentences, a teacher can ask them to make more sentences according to the knowledge they have learned.

However, it is important to stress that with the language point—the amount of repetition (choral or individual) depends on how useful, enjoyable or comforting the students find it.

The teacher could ask students to produce their own sentences straightaway and correct them appropriately so that they learn as they try the new language out.

6. Why students make mistakes?

All students make mistakes at various stages of their language learning. It is part of the natural process they are going through and occurs for a number of reasons. In the first place, the students' own language may get in the way. This is most obviously the case with “false friends”—those words which sound or look the same but mean something different. False friends are more common where the learner's language shares a common heritage with English.

Grammatical considerations matter too: Chinese students have to deal with a completely different written system, etc. Whatever the reason for “getting it wrong”, it is vital for the teacher to realize that all students make mistakes as a natural and useful way of learning. By working out when and why things have gone wrong, they learn more about the language they are studying.

7. How should teachers correct students?

Correction helps students to clarify their understanding of the meaning and construction of language. It is a vital part of the teacher's role, and something that the teacher is uniquely able to provide. What is appropriate for one student may be quite wrong for another one.

In general, the teacher's job is to point out when something has gone wrong and see if the student can correct herself or himself. Maybe what they said or write was just a slip and they are able to put it right straightaway.

Sometimes, however, students can't put mistakes right on their own, so we have to help them. We can do this by asking if one of them can help out or by explaining the problems by ourselves.

If we get other students in the class to help out, we have to make sure that the student who made the mistake in the first place isn't going to be humiliated by this. Sometimes, students like that prefer gentle correction from the teacher. On the other hand, in the right kind of atmosphere students enjoy helping each other.

When organizing practice, teachers need to listen out for mistakes, identify the problem and put it right in the most efficient and tactful way. It is worth pointing out that it is just one response that teachers can make to student language production. It is just as important, perhaps even more important to praise students for their success as it is to correct them when they fail.

Teachers can show through the use of expression, encouraging words and voices that students are doing really well.

8. Where do language study activities fit in teaching sequences?

"Language study" is one element of "Engage-Study-Activate" trinity. The elements can come in different orders and sequences depending on what is being studied.

Students must be given chances to see or hear the language before they are asked to produce it themselves. Teachers should look at many ways of making sure if students understand the meaning of words and grammar; look for many ways in which we can help students to understand the construction of words and sentences; talk about how we can get students to practise the language they are studying.

☺ 怎样教语言?

首先,我们对一些问题应有所认识:

1. 语言学习由哪些方面组成?

要学习一种新的语言,需要做四个方面的事情:学习者必须先接触它,理解它的意义,了解它的结构形式,然后才能应用。

2. 如何向学生呈现语言?

在教室里,教师的主要作用是:为了学生以后的应用,教师(可采取不同的呈现方法)让学生接触语言材料。

3. 教师如何帮助学生理解其意义?

教师可采取不同的呈现方法,例如插图、事物、图片、绘画、体态语加表述,让学生理解新语言的意义。

4. 教师如何帮助学生搞清楚语言形式的构成?

在教学过程中,教师不但要让学生看到或听到语言,而且应理解其含义,并搞清楚其结构和组合过程。无论是教师传授还是学生自己获取信息,学生应理解新语言声音的产生、音节、单词和短语。教师重点是向学生展示语言构成的基本原理,单词、短语和语法结构是怎样有机结合而成的。当教师让学生做练习时,尽量让学生自己去理解其结构,这样的记忆比先讲记得牢固。

5. 学生应该怎样进行语言实践练习?

当学生理解所接触的意义的结构和时,在控制的情况下进行有意义的练习,这样可以帮他们自检。

无论如何,一项练习时间不要过长,课堂上要做的事情很多,还应为其他练习留出充足的时间。

在练习的过程中应超越简单的练习,我们应让学生利用他们所学过的新语法、单词、实物和图片进行综合性练习,进而提高语言综合运用能力。

如果老师想让学生有更多的机会进行问答练习,就应让学生编出尽可能多的邀请和答复或回帖话语让他们进行两两对话,大的班级可以把整个班级分为两部分进行练习。

教师应让学生根据他们所学过的知识造更多的句子,用以检查学生是否理解其意义和句子结构。

无论如何,教师应强调语言点的掌握并根据学生的运用情况和兴趣进行反复练习。同时让学生自己造新句子,老师进行适当的纠正,以帮助学生尽快掌握运用新语言。

6. 学生为什么会犯错误?

学生在学习新语言过程中犯错误在所难免,原因有两个:一是来自母语的干扰,再就是学习语言自身发展过程的产物。犯错误是语言学习过程的一部分。在理想情况下,学生应该能够自己意识到并改正错误。但如果他们不能做到这一点,纠正错误就成了教师的一大任务。学生无论犯了什么错误,作为教师,至关重要的是认识到学生出错是正常的,是学习运用语言过程中的一种自然现象,应尽量帮助他们找出犯错的原因,采取鼓励措施,增强学生学习的自信心。

7. 教师应怎样纠正学生的错误?

教师的关键作用是帮助每一个学生搞清楚语言的意义和构成。

总的来讲,教师的工作就是指出学生所出现的错误,可能是口误或是笔误,他们自己就能改过来。

有时学生怎么也不能纠正所犯错误时,我们就得帮助他们。我们可以让其他同学帮助解决,或者我们给同学们亲自讲解。

让同学们相互纠正这种方法很好,同学们喜欢互相帮助的这种氛围。有时,学生们也需要教师给以讲解。

当组织学生实践练习时,老师要听出学生的错误,认识到学生存在的问题,有效灵活地对待和处理。老师指出问题的价值在于使学生能够自己运用语言,重要的是老

师通过表情、鼓励的话语和嗓音，表扬他们的成功，指出他们的不足。

8. 在语言学习过程中，活动怎样进行较为恰当？

语言学习的关键就是：投入、学习和运用三位一体。三个基本要素的顺序变换和组合依据不同的学习内容而定。

要求在自己运用语言表述之前，学生必须看和听。教师采取多种方法搞清楚学生是否真的明白了所学单词和语法的真正含义；寻找多种渠道帮助学生理解单词和句子结构；探讨在学习过程中，如何让学生练习运用所学语言（才有较好效果）。



The opening words

开场白

1. Practice makes perfect. / Experience is the best teacher. / Experience is the mother of wisdom.
实践出真知。
2. Only through much practice shall we be able to master a foreign language.
只有通过大量实践，我们才能掌握一门外语。
3. The ability to use a language can be acquired only by the act of using it.
只有通过使用一种语言的实践，才能培养使用该种语言的能力。
4. A repetition of practice is the resort of gaining genuine knowledge.
反复实践是取得真知的方法。
5. This book can help you to do that.
这本书能帮助你实现这个目标。
6. In a classroom, a major part of the teacher's job is to expose students to language so that they can use it later. Here are some examples of how we can do this.
在课堂上，教师工作的一个主要部分就是：为了使学后能用，对学生学习语言做一些引导，下面是一些实例。

01 Preparation before class

课前准备

Specifier 指示语

Before class, students must have something to talk when they start or meet. This is the best time for them to grasp the classroom English. If they often do that, they can understand their teacher better when they have English class.

在课前, 学生们在出发或见面时一定有些交流, 这是他们掌握课堂英语的最佳时间。如果他们经常这样做, 当他们上英语课时, 就会听得好一些。

Teacher's words in common use 常用语

1	What's the time by your watch? / What time is it? / What time do you make it? 几点了?
2	It's a quarter past seven. / It's seven fifteen (7:15). 7点1刻。
3	It's nearly time for class. / It's nearly time to have class. / It's about to have class. Let's hurry. 就要上课了。快点。
4	Have you heard the bell? / Did you hear the bell? / Has the bell rung? 铃响过了吗?
5	The bell has rung. 铃响过了。
6	Is that the first bell or the second? 是预备铃还是上课铃?
7	That's the first bell. 是预备铃。
8	Is there enough time to go to drink? / Is there enough time to have some water? / Is there enough time to go to have a drink of water? 有时间去喝点水吗?
9	The teacher is here. / Here comes / is the teacher. / The teacher is coming. Be quiet. Let's have a roll call. / Let's call the roll. / I'll just mark the register. Say "here" or "present" when your name is called. 老师来了, 大家要安静。现在点名了。叫到你的名字时请回答“到”。
10	I hope you are all ready for your English class. 我希望你们都做好上课准备。

● Situational dialogues | 经典情景会话

Dialogue 1

A: Hi, what's the time by your watch? / what time is it? / what time do you make it?

B: It's a quarter past seven.

A: There are forty-five minutes left for us to have class.

B: Oh, take our time. Let's go together.

A: 哎，几点了？

B: 7点1刻。

A: 离上课还有45分钟呢。

B: 噢，不急，我们走吧！

Key phrases and sentences 关键词语

- Take our time. Let's go together.

不急，我们走吧！

Dialogue 2

A: Hi, please tell me what time it is now.

B: It's a quarter to eight. The bell will ring in a few minutes / in no time.

A: Oh, will the bell ring soon?

B: Yes. It's nearly time for class. / It's nearly time to have class. / It's about to have class. Let's hurry.

A: 哎，请告诉我几点了。

B: 7点45。还有几分钟就打铃了。

A: 噢，就要打铃了吗？

B: 是的。就要上课了。快点。

Key phrases and sentences 关键词语

- It's nearly time for class. / It's nearly time to have class. / It's about to have class. Let's hurry.

就要上课了。快点。

Dialogue 3

A: Have you heard the bell? / Did you hear the bell? / Has the bell run?

B: Yes. The bell has run.

A: Is that the first bell or the second?

B: That's the first bell. The bell is running again. This is the second one.

A: Quick! / Hurry up! / Get a move on! / Step on it!

A: 打铃了吗?

B: 是的。铃响过了。

A: 是预备铃还是上课铃?

B: 是预备铃。铃又响了。这是上课铃。

A: 快点。



Key phrases and sentences 关键词语

- Quick! / Hurry up! / Get a move on! / Step on it!
快点。

Dialogue 4

A: Is that the bell?

B: No.

A: How many minutes are there to go? / How many minutes are there left over?

B: There are still five minutes to go / left over.

A: Is there enough time to go to drink / to have some water? / to go to (the) W.C. (water closet / lavatory / washroom/ toilet / convenience)?

B: Hurry up or you'll be late.

A: 是铃响吗?

B: 不是。

A: 还有几分钟? (离打铃还有多少时间?)

B: 还有5分钟。

A: 还有时间去喝点水吗? (还有时间去趟卫生间吗?)

B: 快点, 要不就迟到了。



Key phrases and sentences 关键词语

- Is there enough time to do something?
还有时间去做……吗?

Dialogue 5

A: There goes the bell. I'm just in time for class. The first bell has rung. Sit down, please.

B: The teacher is coming. Be quiet. Let's have a roll call. / I'll just mark

- the register. Say "here" or "present" when your name is called.
- A: Are you all here / present, monitor / monitress? / Is everyone present / here, monitor? / Are you all here, monitor?
- B: We are all here except Li Ping.
- A: What's the matter with Li Ping today? / What's wrong with Li Ping today?
- B: He was reading in the library a moment ago. Maybe he didn't hear the bell.
- C: You are mistaken. He wasn't here yesterday, either.
- A: Why is he absent indeed?
- B: He's absent because he is ill / he's not well.
- C: He has asked for sick leave. / He is on sick leave. He is at the doctor's. / He's gone to see the doctor / to the clinic. Here is a note from the doctor.
- A: Is he serious?
- B: Nothing serious, don't worry. He's only got / had / caught / taken a cold. / He's only got / had / taken a flu (influenza).
- C: He's running a fever. / He's running a high temperature. / He has got a temperature for three days.
- A: I'm sorry to hear that. Who else is absent? / Is anyone else absent?
- B: No, no more / not anybody else.
- C: Zhang Hua is also absent.
- A: Is she coming?
- B: She's gone to teacher's room. She's coming. / She will soon be here.
- A: I hope you are all ready for your English class. Are you ready for class? / Have you prepared for class? / Have you got everything ready for class? Is everybody ready to start? Close your desks, please. Put that book away. Let's sing an English song together before class. Then let's begin our class.
- B: Great! / All right. / OK.

- A: 铃响的时候, 我刚好到了。预备铃已响过, 请坐下。
- B: 老师来了, 大家要安静。现在点名了。叫到你的名字时请回答“到”。
- A: 班长, 大家都到了吗?
- B: 老师, 除李平没到以外, 大家都到了。
- A: 李平今天怎么了?
- B: 刚才他在图书馆看书, 可能没有听到铃声。
- C: 你弄错了。他昨天就没有来。
- A: 那他到底为什么缺席呢?
- B: 他病了。他因病缺席。
- C: 他请病假了。他去看医生了。这儿有医生的证明。
- A: 严重吗?