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# 大學課堂內外交際英語

*Active Speakers in and out of the College English Classroom*



西北工业大学出版社

# 大学课堂内外交际英语

Active Speakers in and out of the College English Classroom

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**【内容简介】** 本书内容分为两部分：第一部分为英语课堂内师生间、学生间的英语对话；第二部分为课堂外各种场景下的交际英语。本书适用于大学生、大学英语老师以及广大英语爱好者。

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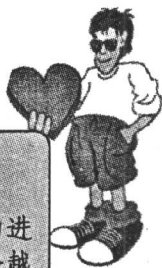
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# 序



随着我国经济建设的快速发展和对外开放的进一步扩大,人们用英语进行口头交际的场合和机会越来越多。科技人员渴望能直接用英语与国外同行交流,新毕业的大学生想说一口流利的英语。但是,由于中学阶段没有口语要求,也没有相应的设施来加强口语教学,在大学阶段十分有限的英语教学学时又无法开设专门的口语课,近几年的大学毕业生及目前的在校学生用英语进行口头交际的能力总体不理想。针对这些实际情况,徐淑华女士和李靖民先生特编写了这本《大学课堂内外交际英语》。

《大学课堂内外交际英语》首先从教师在各个课型的课堂中常用的口语入手,让口语基础薄弱的学生了解常见的课堂用语怎样表达,使他们从 Yes, No, Thank you 等最简单的口头表达中慢慢过渡到用较完整的句子来表达自己的思想。当学生能基本听懂课堂用语、同老师进行一般性的交流后,作者又设计了 12 个校园内外不同的专题,给学生既提供了各个场景的表达方式,又收集整理了常用句语、短语,使学生有了去熟记的原始材料,还学会了在各种场合灵活交际的技能。

该书既是一个统一的整体,各个章节又相对独立,学生可通读通背,还可根据需要选择某个章节进行专门练习,口语基础薄弱的学生可以得到全面的训练,基础较好的学生可以进一步提高口语表达能力。此外,本书对那些已通过了国家四六级考试,欲参加 CET 英语口语考试的学生来说还是一本难得的考前训练教材。

李民权

2001 年 7 月于西安

# 前言



在大学英语教学尤其是针对非英语专业大学生的英语教学中,学生们在语言交际方面所面临的一大障碍就是听不懂、说不出。教师用英语授课,学生的听力障碍影响了他们对教学内容的理解和接受,口语障碍则影响到他们开口用英语进行课堂内外的交际,从而影响到教学效果及学生们英语学习的积极性。所以,广大教师和学生都希望能有什么好的解决方法,使学生们能够学得轻松、感兴趣、有收获,使教师们能够组织好课堂、活跃课堂、利用好课堂。另外,还能让学生们有机会在课外用英语交际,做到在学中练,练中学,巩固课堂上学到的东西,提高学习英语的兴趣。针对这一状况我们特编写了这本书,旨在给学生以及教师提供一些课堂内外实用的各种口语交际素材,解决一些实际问题。尤其是使学生们通过参考本书,调动起学习热情,能尽早地适应大学英语的授课特点和学习方法,在学习中不断提高英语语言实际运用能力。为了便于学生自学和尽快掌握本书的内容,所有内容均为英汉对照。这本书不仅能成为大学在校生,即将进入大学学习的学生们学习上的好帮手,而且对所有从事外语教学的教师也是很好的参考书。

由于水平有限,书中难免会有不足之处,还望批评指正。

编者

2001年7月

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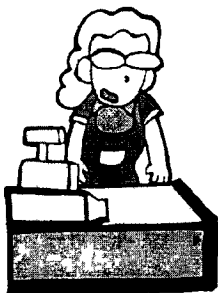
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Unit 1

In the Reading Class

(阅读课交际用语)

1. Text analysis (篇章分析)

T: This morning we are going to deal with (have, start, begin) a new lesson. Have you got prepared for it?

S: Yes, we've got over the text as you told us.

T: Good. Now I will give you 5 minutes to go over the text and then I'd like to ask you a few questions to check (see) how well you have got prepared and your comprehension of the text.

今天早上我们开始讲新课,预习好了没有?

我们按照您的要求预习了课文。

好。现在我给你们5分钟时间浏览一下课文,然后我提几个问题,检查一下你们预习的情况和你们对课文的理解程度。

\* \* \* \* \*

- T: Are you ready?  
S: Yes.  
T: Please answer my questions without looking at your textbooks. Who can tell us something about the author's life?  
S: The author is a famous professor, and he was born in...  
T: What's the central idea (theme) of this passage? Wang Ping, can you give us a brief introduction in your own words?  
S: I am sorry; I can't right now. May I listen to the others first, and then I will have a try for it?  
T: OK. Liu Ying, will you have a try?  
S: I am afraid I can't express myself in English. Can I use Chinese?  
T: No, you can't. This is an English class, and you have to express yourself in English. In our English class, try to think and express yourselves in English. In addition, you must keep your mind working in English all the time when you answer my questions.  
S: Let me have a try. In this passage, the author takes the characters peculiar to the British people as a topic to show that they are quite different
- 准备好了吗?  
准备好了。  
回答我的问题时请不要看书。谁能讲一下作者的生平?  
作者是一位有名的教授,出身于……  
这篇文章的中心思想是什么?王平,你能用自己的话简单地讲一讲吗?  
对不起,我现在还不行。能不能让我先听听其他同学的,然后我再来试试?  
好吧。刘影,你来说说看?  
恐怕我用英语难以表达,我能用汉语吗?  
不行。我们是在上英语课,你必须用英语来表达。英语课上,应尽量用英语思考,用英语来表达。另外,回答我的提问时,要始终保持用英语思考。  
让我来试试吧。在本篇文章中,作者以英国人的特点为主题来说明英国人与其他国家人的不同之处。

from other nationalities. They are quiet, shy and reserved. . .

英国人内向、腼腆和保守……

T: Very good. What have you got to know after reading the text?

说得不错。读完这篇文章,你们了解到了什么?

S: We have got a better understanding of the British people, especially their differences from the peoples of other western countries.

读完这篇文章我们对英国人有了更好的了解,特别是他们与其他西方国家人之间的不同。

T: Now, I'll give you 10 minutes or so to go over the text again. After that, I will ask you to analyze the organization of the passage.

现在,我给大家 10 分钟左右的时间再看一下课文,然后我会让你们分析课文的结构。

\* \* \* \* \*

T: Time is up. Who can tell us how many parts this passage is made up of? Wang Ling, please tell us the organization of the text and locate the topic sentence of each section.

时间到了。谁能说出这篇课文由几部分组成? 王玲,请说出课文的结构并指出各个部分的主题句。

S: I am sorry, Mr. (Mrs., Miss) . . . My parents came to see me last weekend, and I showed them around the city. So I did not prepare my lessons well enough. But I promise I will make it up soon.

对不起,……老师。我爸爸妈妈上个周末到学校来看我,我领他们到市里各处转了转,没有好好预习功课。我保证尽快补上。

T: That's excusable. But you should have prepared your lessons in advance. Just this once. Then, monitor, will you please?

这情有可原,但是,你应当提前预习功课,下回请注意。班长,你来说说吧?

S: I am sorry, Mr. (Mrs., Miss)... I did try my best, but I still couldn't make out the organization of the passage.

T: It doesn't matter. You may listen to the other students attentively and see how they analyze the passage. That will be of some help. I will ask you to do it next time we deal with a new lesson.

S: Let me have a try, Mr. (Mrs., Miss)... What do you think if I analyze the passage in this way? It consists of 5 parts. The first paragraph is the first part. It is the introductory paragraph, which gives the time, place, heroes and the subject matter of the story. Paragraphs 2 to 5 make up the second part...

T: What do you think of his analysis?

S: I should say it's excellent.

T: What's your opinion, Xiao Jiang?

S: I'm afraid he did not analyze the organization correctly. In my opinion, this passage is made up of 4 parts. May I ask him a question?

T: Sure, go ahead.

S: What is the function of the second paragraph? The author does not seem

对不起,……老师。我尽了最大的努力,可就是搞不清楚这篇文章的结构。

没关系,仔细听听其他同学是怎样分析文章结构的,这对你会有所帮助。下回学新课的时候,还让你来分析。

老师,让我来试一试吧。我像这样分析课文,您看对吗?这篇课文由5部分组成。第一段即是第一部分,为起文段落,给出故事的时间、地点、人物和事由。第二部分由第2~5段构成……

你们认为他分析得怎么样?我认为非常好。

肖江,你怎么看?

恐怕他对文章结构的分析不正确。在我看来,这篇文章由4部分组成。我能问他个问题吗?

当然可以,你问吧。

第二段起什么作用?作者在本段中似乎并没有讨论

to deal with any specific topic here.

S: Yeah, you are right. I was not careful enough just now. The second paragraph is also an introductory paragraph. The author presents the thesis statement in this paragraph, which indicates how the passage is going to develop.

T: That's the point. As we know, an introductory paragraph of a story usually not only gives the setting of the story, i. e. the time and the place etc., but also implies how the story is going to develop.

S: I see.

T: Can you predict, according to the introductory paragraph, how this story is going to develop, i. e. how the author is going to write the story?

S: It will be centered upon ... in two respects: What kind of ... are and what differences between ... The author also introduces ... by associating ... with ...

T: Very good. This is a clever way of writing. Now, I'll give you 10 minutes to read the text again and then retell it in your own words. I would like you to retell the text in

某个具体的主题。

是的,你说得没错,我刚才不够仔细。第二段也是一个起文段落。作者在本段中给出了篇章话题,表明整篇文章将如何扩展。

这就对了。我们知道,故事的起文段落通常不仅会给出故事的背景,即故事发生的时间和地点等,还会表明其将如何进展。

嗯。

根据起文段落你们能看出故事将如何进展吗?也就是说作者下面是怎样继续写这个故事的?

文章将从两个方面来介绍,……是什么样的以及不同之处。作者把……同……联系在一起介绍。

很好。这种手法是非常巧妙的。现在,我再给大家10分钟的时间看一遍课文,然后用你们自己的话来复述课文。要求用第三

the third person, so you'll have to make some other necessary changes, such as pronouns and the forms of verbs.

人称复述,所以你们得注意做一些必要的更改,如代词、动词的形式等。

\* \* \* \* \*

T: Li Lan, please.

李岚,请开始。

S: The passage was written according to ... The author went to travel in Britain and saw a lot of new and strange things...

这篇文章是根据……写的,是作者在英国旅行见到了很多新奇的事情……

T: You did a very good job. Is there anybody who has anything more to say?

你讲得非常好。谁还有补充的吗?

S: No.

没有了。

T: If not, let's take up the passage paragraph by paragraph. Since we have learnt that the first two are introductory paragraphs, let's start from Paragraph 3. Lu Nan, please read the third paragraph.

如果没有,咱们就来逐段讨论这篇文章。我们已经知道头两段是起文段落了,现在就从第三段开始。陆南,请你把第三段读一下。

T: Which sentence, do you think, is the topic sentence of this paragraph? And what is its function?

你们看哪句话是这一段的主题句?其作用是什么?

S: I think the first sentence is the topic sentence and it functions as...

我认为第一句话是主题句,其作用是……

T: After reading this paragraph, how many pieces of information can we get from it and what are they?

读完这一段后,我们可以了解到几个方面的内容,这些内容是什么?

- |  |   |
|--|---|
| <p>S: I think, we can get 3 pieces of information from this paragraph, and they are ...</p>  | <p>我认为从这一段可以了解到三个方面的内容,它们是……</p>                                  |
| <p>T: What does the writer try to tell us in this paragraph?</p>   | <p>作者在这一段中想说明什么?</p>  |
| <p>S: He wants to tell us that...</p>  | <p>他想说明……</p>   |
| <p>T: I'm afraid you did not understand the paragraph well, and your answer was not quite to the point. Will you please think it over again?</p>   | <p>看来你对文章理解得不大透彻,回答不够切题。再想想看,好吗?</p>                              |
| <p>S: Well, I see. The topic sentence indicates that the writer...</p>   | <p>哦,我明白了。主题句表明作者……</p>   |
| <p>T: He did a good job this time, didn't he?</p>  | <p>大家说,他这次是不是讲得很好?</p>  |
| <p>S: Yes, indeed.</p>   | <p>的确不错。</p>  |
| <p>T: Let's go on to the next paragraph. Well, this paragraph is very easy for you to understand, so let's skip it and start with the next one. I want someone to give the gist of this paragraph.</p> | <p>现在我们来查看下一段。哦,这一段你们理解起来很容易。咱们跳过这一段,从下一段开始。我想让一个同学讲一讲这一段的要点。</p> |
| <p>S: This is a transitional paragraph. The writer is going to change his topics from one to another, that is...</p>   | <p>本段为一过渡段,作者打算从一个主题转向另一个主题,即……</p>                               |
| <p>T: Who can say a little more in detail?</p>   | <p>谁能说得再详细些?</p>  |
| <p>S: Beginning from this paragraph, the author is to talk of his happy days in Britain. And with specific examples, the author presents the central idea of</p>                                       | <p>从本段开始,作者要讲述其在英国度过的快乐时光,并举一些具体的事例来说明文章的中心思想。</p>                |



- the story.
- T: This paragraph is in sharp contrast with the third one above. What is the point presented by the author in this paragraph? What are the supports?
- S: His point is... The second, third and fourth sentences in this paragraph are the supports.
- T: Please notice that the style of writing is simple and clear; no big words and complex sentences are employed.
- S: Do you think, Mr. (Mrs., Miss) ..., this paragraph is a very good description, and we should be able to learn it by heart?
- T: Yes, this kind of writing style is popular and easy to learn. You should take this as a model of writing in English
- T: Who can give a summary of the next paragraph?
- S: Let me have a try. This paragraph tells us that...
- S: Would you mind explaining this paragraph a little more? I found it is difficult to understand.
- T: The last 3 sentences of this paragraph are a little bit difficult to
- 本段与前边的第三段形成鲜明对照。在本段中作者提出的观点是什么? 说明其观点的具体内容都有哪些?
- 他提出的观点是…… 本段中的第二、三、四句话为说明其观点的具体内容。
- 请注意,这种写作风格既简单又明确,而且也没有使用大词和复杂的句子结构。
- ……老师,您是否认为这一段描写得很好,我们应该能把它背下来?
- 很对,文章的写作风格既受欢迎,又容易学会,应作为英语写作的范例。
- 谁能说一说下一段的概要?
- 让我试一试。这一段告诉我们……
- 您能再解释一下这段的意思吗? 我发现挺难理解。
- 本段最后3句有些难理解,但是我认为你们通过上下

