

图书基本信息

书名：<<大学体验英语听说教程教学参考书.4>>

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## 前言

《大学体验英语》系列教材是根据教育部大学英语教学改革精神和我国当前高等学校大学英语教学实际以及我国社会经济迅猛发展对大学英语教学要培养具有很强国际竞争能力人才的要求,加强了实用性英语教学,以培养学生的英语综合应用能力为目标,特别突出和加强了听说与交流能力的训练与培养,而设计开发的一套理念创新、内容实用、体系科学并具时代特色的全新立体化系列教材。

《大学体验英语》根据新世纪我国大学英语课程教学要求,分为1~6级,供大学英语课程的一般要求和较高要求层次的教学使用。

每级由《综合教程》、《扩展教程》、《听说教程》、《教学参考书》以及配套的多媒体学习课件、网络课程以及电子教案和学习系统等组成。

此外,还编写了《大学体验英语——基础教程》一册,供入学水平低于第一级起点要求的学生使用。

《大学体验英语》充分研究了国内外各教育层次的英语教材的编写原则与特点,既吸纳了国内教材注重思想性、人文性、科学性以及注重打好语言基础等优点,又注入了国外社区教育、大众教育、终身教育的实用、应用型教学的特点;既注意打好语言基础,更侧重培养应用能力,特别是实际使用英语进行涉外交际的能力。

在培养阅读能力的同时,加强听、说、写、译等语言技能的综合训练,尤其注重口头和书面实用表达能力的训练与培养,以适应中国入世以后对外交往的需要。

在上述总体思路的指导下,更新教学理念和内容体系,这主要体现在如下几个方面: 1. 注重培养表达能力。

《大学体验英语》不仅重视语言技能的训练,更注重这些技能的实际运用。

以任务为主线进行教材的编排,使课文和练习成为一个有机的整体,有利于培养学生实际使用英语进行涉外交际的能力。

#### 2. 强调交际内容的实用性。

《大学体验英语》在选材中注重思想性、现代性、科学性、前瞻性、趣味性和可操练性。

文章短小精悍,易于学习、操练。

为了突出英语作为涉外交际的工作语言这一特点,本教程还特别突出交际内容的实用性,而且听、说、读、写、译各项技能的培养与训练都围绕同一交际话题展开。

#### 3. 课堂教学和自主学习相结合。

《大学体验英语》充分注意课堂教学与课外自主学习相结合,使课堂教学的内容在课外得以延展。

《大学体验英语》的《综合教程》(Integrated Book)和《听说教程》(Listening and Speaking)主要用于课堂教学,《扩展教程》(Extended Book)供学生自主学习使用。

二者紧密配合,相辅相成。

#### 4. 重视文化教学,培养“跨文化意识”。

跨文化交际中的文化因素在外语教学中具有特殊意义。

《大学体验英语》注意语言材料与文化内容的融合,注意对西方文化背景的介绍与教学,专门设计的“文化沙龙”模块就是其特点之一。

#### 5. “教、学、考”相互照应。

《大学体验英语》的《扩展教程》专门设计了自测试题,供学生自我检测学习《综合教程》和《扩展教程》的效果。

#### 6. 立体化教材为英语学习提供全方位服务。

《大学体验英语》是包括文字版、网络版、多媒体学习课件。

电子教案,大学英语学习系统等在内的立体式系列教程,为英语教学网络化及使用多媒体等现代化教学手段提供了立体、互动的英语教学环境。

倡导基于计算机/网络+课堂教学的新型教学模式。

#### 7. 图文并茂。

版式新颖。

《大学体验英语》有大量与主题相关的启发性强的图片,为语言学习提供了形象的立体的训练情景,

加强了学生对学习和使用语言的实际体验。

## 内容概要

《大学体验英语》是为适应中国加入WTO后对大学英语教育要培养具有较强国际竞争力的人才而编写的大学本科基础阶段英语教材，它吸纳了国内外各层次英语教材的特点，具有较强的实用和应用性的特点，具体有：1.注重实用表达能力的培养；2.注重教材的可操练性；3.重视文化教学，培养“跨文化意识”；4.立体化教材为英语学习提供全方位服务。

《大学体验英语》系列包括《基础教程》、《综合教程》、《扩展教程》、《听说教程》及与之配套的电子教案、多媒体学习课件、网络课程。

《听说教程》是引进、改编培养生教育出版集团朗文出版社2001年版的听说教材，声音真实。

书籍目录

- 1 Introductions Good evening and welcome to 2 Lifestyle Open to everything !  
3 Descriptions You are what you wear 4 Nationalities An outsider looking in 5 Personality You are my rescuer 6  
Family A three-way marriage ? 7 City Life Online dating 8 Jobs A choice of attitude 9 Travel To move is the great affair  
!  
10 Business Too many to choose from 11 Schedules Year in, year out 12 Weather Its raining frogs !  
13 Entertainment Hold on or give up 14 Home East or west, home is best 15 Health Catch a cold if I kiss her? 16  
Shopping No discount 17 Food Blasted McDonalds !  
18 News Whats going on ?

## 章节摘录

1. Explain the activity. T: From the Real World Listening section, we know that Princess Fiona was greatly surprised by her rescuers appearance. In this task you are supposed to be the princess and narrate her story. You can base your narration on the conversation and develop it as you like. Teaching Tip Students are expected to synthesize the words of several people on the same topic. Such an exercise demands a stronger ability of using English than to retell the words of one person. The teacher may play the recording once to let students take notes and encourage them to exercise their creativity to supply any missing information they may need to fulfill this task.

2. Explain the activity. T: It seems that the young could not understand their parents position if parents tend to arrange or interfere in their personal business until they themselves become parents. Can you make any comments on that phenomenon?

Work in pairs or groups and write down your ideas. Answers for Reference On the one hand, parents are the first teachers of their own child. They shoulder a great part of the responsibility for the growth of the child. In terms of law, parents are the legitimate guardians of their child. They have the right to give their child proper guidance. The young cannot tell right from wrong. It will be harmful if parents let things drift. On the other hand, if parents are too deeply involved into their child's personal business, it will worsen the parent-child relationship. Inappropriate ways of interference in a child's life may ruin the harmonious family life. Parents and children need patient communication, instead of cold war, to close the generation gap. Since many factors may contribute to that phenomenon, the two sides should make joint efforts to overcome it. 3. Explain the activity. T: We are going to have a debate based on the motion "Physical appearance or personality — Which is more important for a marriage?"

. Let me divide the class into two groups. Group One supports the idea that "Physical appearance is more important for a marriage" while Group Two supports the idea that "personality is more important for a marriage". Try to find as many reasons as possible to defend your ideas. 1 Teaching Tip Students ideas may be various. The teacher's task is to encourage them to present their ideas. The teacher may help them to figure out the meaningful contents in "physical appearance" and "personality". At the very beginning of a romance, it is usually the physical appearance that attracts people to be together. Physical appearance could only perhaps be the way they smile or they laugh, or a twinkle in their eyes. However, it should not be what somebody looks like that is important. People should be able to look beyond the physical appearance and see what sort of a person he or she is, i.e. his or her personality. Students should differentiate between falling in love with somebody and loving somebody.

Falling in love is superficial attraction, whereas loving somebody is a profound feeling. It comes with shared experiences, perhaps enjoying doing the same things together, shared interests, suffering together as well, going through the bad times, helping each other, supporting each other. All that needs time to grow. Interaction Link

Possible Reasons for Starting and Sustaining a Relationship 1. Introduce the activity. T: Open your book. In this unit, we have learnt what makes or influences a marriage. Now, let's do a number of exercises to find out the possible reasons for starting and keeping a relationship. 2. Put students in pairs. Suppose Student A was in love

with a girl/boy, Student B wants to know what makes them start their relationship. Both of the students should write down the reasons and then have a dialogue. T: Now, let's do the first exercise. You can refer to the sample and hints for this exercise. 3. Still work in pairs. Suppose Student A has led a happy life with his / her spouse for a long time. B wants to know what sustains the relationship between the couple. Both should put down the reasons so that they can have another dialogue by exchanging the roles. Follow the example and have a dialogue. Self-study This exercise is supposed to be done by students themselves after class. If the teacher decides to do it in class, introduce the exercise this way. T: In this exercise, you are going to listen to the Real World Listening section once more. This time, you should listen attentively and fill in the blanks.

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### 编辑推荐

注重实用表达能力的培养：在语言基础中加大听力和口语的学习内容。  
加强实用阅读、实用会话、实用写作的训练，培养学习者英语综合运用能力和在涉外交际中的实用表达能力。

注重教材的可操练性：选文短小精悍，生动有趣，便于听、说、读、写、译的训练；练习设计层层深入，通过训练达到学懂、会用的教学目的。

强调以人为本，突出“个性化”学习：注重学习者在整个学习过程中自主学习的引导，强调学习者在体验语言的立体化环境中获得语言知识，体验用英语表达和交流思想的美妙。

重视文化知识的学习，培养“跨文化意识”：提供大量真实的图片、富有时代感的文字材料以及英语国家丰富的文化背景，开拓学习者的视野。

立体化教材为英语学习提供全方位服务：文字版、网络版、电子教案以及多媒体学习课件等提供了立体、互动的英语学习环境。

倡导英语学习现代理念      提供英语学习整体方案      创造英语学习崭新体验      迎接中国入世全面挑战

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