

<<大学英语听说>>

图书基本信息

书名：<<大学英语听说>>

13位ISBN编号：9787810958974

10位ISBN编号：7810958976

出版时间：2006-6

出版时间：上海外语教育

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页数：241

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前言

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。

修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部：] = 2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。

遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

本次修订原则： 1.教材的定位不变。

《大学英语》是综合教育型（Englishforintegrativepurposes）而非特殊目的型（Englishforspecificpurposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2.选材原则不变。

正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。

选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3.在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。

这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4.本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

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内容概要

根据《课程要求》和当前学生的英语听说水平,《大学英语听说(第3册教师用书第3版)》第一册至第四册的再修订工作围绕以下几个方面进行:1.宗旨:1)帮助学生掌握必要的听力技能;2)进一步提高学生在语篇水平上的听力理解能力;3)帮助学生掌握多种交际功能,培养学生口头表达的能力;4)逐步培养学生单句和成段说话的能力。

2.话题:保留原来一至四册约70%的话题,另外约30%则为新增贴近时代的话题。

3.选文:力求课文语言流畅、地道和规范;内容具有趣味性和时代气息。

保留部分使用效果较好的篇目,其余70%左右的课文均为新选材料。

4.说的训练:组织学生围绕课文内容进行问答,提供表达各种交际功能的日常口语以及样板对话,设置各种情景,多方为学生提供口语活动的机会,以提高他们的实质性的口语能力(即能言之有物)。

5.录音语速:为保证达到《课程要求》对学生提出的听力要求,教程的选文以正常语速录音。

书籍目录

UNIT 1 PART A Micro-listening Listening for Important Details PART B Macro-listening Conversation 1 I ' d Like to Make a Reservation Conversation 2 Marcel Always Does My Hair PART C Oral Practice 1 . Communicative Function : Making Reservations 2 . Retelling PART D Home Listening Conversation Making Reservations Conversation Booking Seats

UNIT 2 PART A Micro-listening Finding the Main Idea PART B Macro-listening A Conversation Choosing Pet A Story Dog Plays " Mother " . ro Tiger Cubs PART C Oral Practice 1 . Pair . Work 2 . Retelling PART D Home Listening A Passage How Do People Treat Animals A Story The World's Oldest Cat

UNIT 3 PART A Micro-listening Listening for Specific Information PART B Macro-listening Conversation You Sure Don't Look It Conversation 2 Do You Mind If I Ask You How Old You Are PART C Oral Practice 1 . Communicative Function Talking About Age and What You'll Do in Future 2 . Retelling PART D Home Listening A Passage Age Is a Sensitive Subject A Story Hate Birthdays

UNIT 4 Personal Budgets PART A Micro-listening Drawing Inferences PART B Macro-listening Conversation 1 Saving and Spending Money Conversation 2 Sounds Like You Have a Budget Problem PART C Oral Practice 1 . Pair Work 2 . Retelling PART D Home Listening A Conversation What Are Your Biggest Expenses A Discussion Spend or Save It

UNIT 5 PART A Micro-listening Drawing Inferences PART B Macro-listening A Passage The Olympic Por A Conversation Do You Like Sports PART C Oral Practice 1 . Communicative Function Talking About Sports 2 . Retelling PART D Home Listening A Compound Dictation A Conversation Playing Sports

UNIT 6 Transportation PART A Micro-listening Tables PART B Macro-listening A Passage The Magley Train A Conversation Is This Your Car? PART C Oral Practice 1 . Pair Work 2 . Retelling PART D Home Listening A Story Rode to Work on My Motorcycle A Passage Forms of Transportation

UNIT 7 PART A Micro-listening Making Comparisons PART B Macro-listening Passage 1 This Room Looks a Bit Of Mess Passage 2 A Room with No Personal Objects PART C Oral Practice 1 . Communicative Function : Making Comparisons 2 . Retelling PART D Home Listening A Passage Twin Sisters A Passage Thanksgiving Day and Christmas

UNIT 8 Office Work PART A Micro-listening Making Judgments PART B Macro-listening A Conversation I ' m Reporting for Work Today A Passage A Modern Office PART C Oral Practice 1 . Pair Work 2 . Retelling PART D Home Listening A Conversation A Company Meeting A Conversation A Company Meeting

UNIT 9 Jobs PART A Micro-listening Making Judgments PART B Macro-listening A Conversation Chandler Is Having an Interview A Passage Choosing a Career PART C Oral Practice 1 . Communicative Function : Jobs and Job Interviews 2 . Retelling PART D Home Listening A Conversation Writing a Letter of Reference A Compound Dictation

UNIT 10 PART A Micro-listening Listening for Specific Information PART B Macro-listening A Conversation A Court Scene A Story Mark Brown Part PART C Oral Practice 1 . Pair Work 2 . Retelling PART D Home Listening A Story Mark Brown Part II) A Story A Strange Thief

UNIT 11 Story Time PART A Micro-listening Expressing Likes and Dislikes PART B Macro-listening A Story A Man of Bad Memory A Story Lost in the Fog PART C Oral Practice 1 Communicative Function : Talking About Unusual Happenings 2 . Retelling PART D Home Listening A Story Unlucky in Love A Story Where Is the Millionaire

UNIT 12 Famous People PART A Micro-listening Tables PART B Macro-listening Passage 1 Milton Petrie Passage 2 Christopher Reeve PART C Oral Practice 2 . Retelling PART D Home Listening A Passage Who Was He A Compound Dictation

UNIT 13 Music PART A Micro-listening PART B Macro-listening PART C Oral Practice PART D Home Listening

UNIT 14 Education PART A Micro-listening PART B Macro-listening PART C Oral Practice PART D Home Listening

UNIT 15 Accidents and Disasters PART A Micro-listening PART B Macro-listening PART C Oral Practice PART D Home Listening

UNIT 16 Mass Media PART A Micro-listening PART B Macro-listening PART C Oral Practice PART D Home Listening

TEST 1 TEST 2

章节摘录

The ideal teacher may be young or old , tall or short , fat or thin. He should know his subject. He can't make mistakes but he is willing to learn. His personality is as important as his scholarship. The ideal teacher must be enthusiastic.

He must never teach anything he himself is not interested in. He should be a bit of an actor and he should not be afraid to show his feelings and express his likes and dislikes. He must like his students and respect them , but he must also respect himself and be proud of his work. Otherwise , he cannot respect his students and win respect from them. The ideal teacher should have an understanding of his students and be able to relate to them. He needs students' understanding , too. The ideal teacher should be kind , encouraging , and helpful. He is neither too strict nor too friendly. His attitude and approach towards his students should be in between these two extremes. The teacher should motivate the student , too , so that he wants to learn.

He needs patience and understanding , and must encourage the student without pushing or forcing him. The ideal teacher should see his students as individuals and recognize their differences. He must know how to encourage the self-development and growth of each of his students. The ideal teacher is one who grows , learns , and improves himself along with his students.

编辑推荐

以《大学英语课程教学要求（试行）》为依据，历经三年调研，汲取全国百所高校师生的建议和意见，旨在发扬我国大学英语教学的优良传统，推广成功经验，为新时期人才培养再作贡献。

融合传统与现代教学理念：强调打好扎实语言基本功，突出综合应用能力的提高；发挥综合优势，完善原有体系：大幅度、全方位修订《精读》、《泛读》、《听力》、预备级《泛读》、预备级《听力》，重编《快读阅读》、预备级《精读》，删繁就简《语法与练习》；调整起点，充实优化素材：1800词起点（预备级1300词）；选材全面完备，经典性与现代性、文学性与科普性完美匹配；革新练习，五种技能并重：阅读材料丰富多彩，听力训练形式多样，词汇练习注重复现，语法操练循序渐进，翻译训练实用全面，口语活动精彩纷呈，写作训练由浅入深，四、六级口、笔试中学生常犯的语言错误讲解分析精辟实用；辅以现代教育技术手段，充分满足教学需要：同步推出与纸质教材配套的电子教案和学生光盘，帮助教师构建新型的课堂教学模式，为学生创造自主式、交互式的学习环境。

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