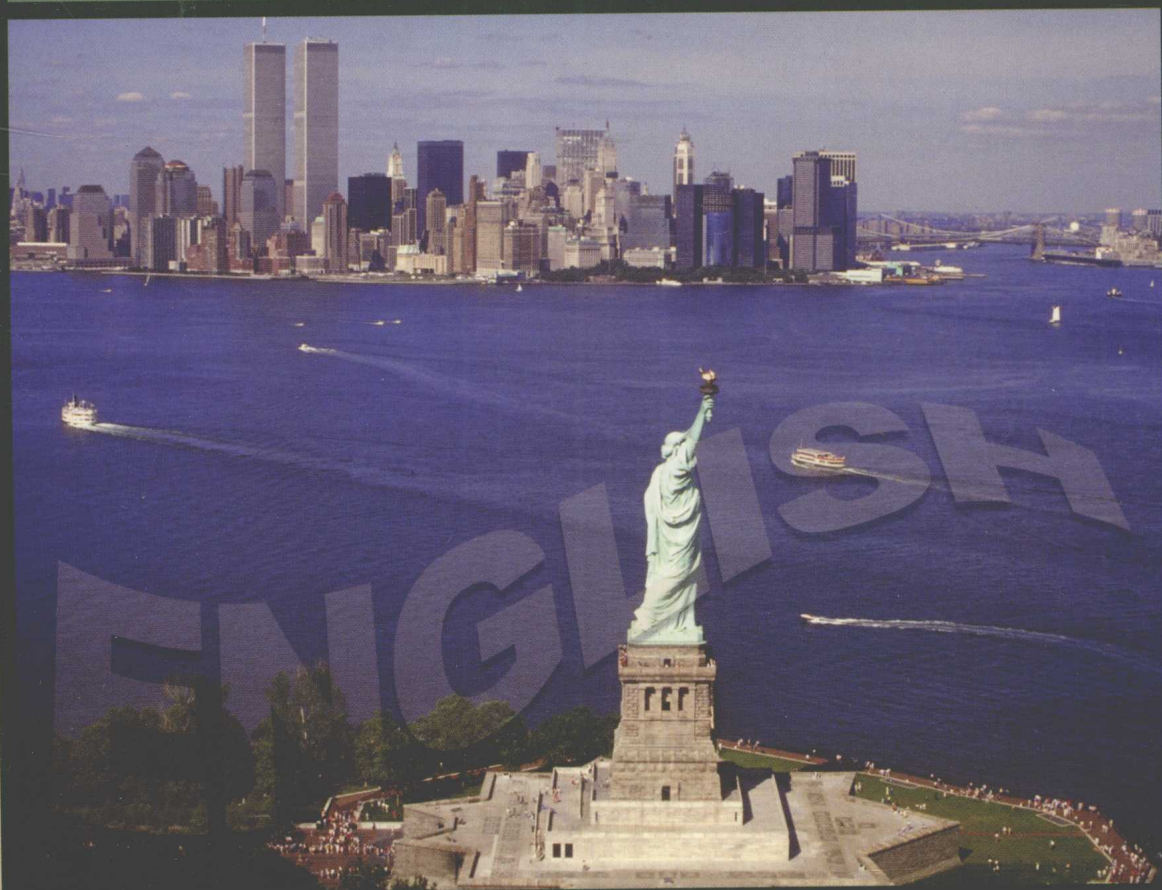


College Practical English

Listening & Speaking Course Teacher's book

大学实用英语 听说教程教师用书_03

十五
普通高等教育
“十一五” 国家规划教材



主编 / 丁丽军 徐筱秋

江西科学技术出版社


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教师用书

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再版前言

开发背景

→ → → → →

第一版《大学实用英语》自 2003 年正式问世以来,受到全国(特别是中西部地区)广大师生的热烈欢迎和认可,大家普遍认为这套教材能紧扣《基本要求》(即教育部颁布的《高职高专教育英语课程教学基本要求》,书中简称《基本要求》)和《高等学校英语应用能力考试大纲和样题》的要求,在重视语言质量、打好学生语言基础的同时,特别突出了实用性、趣味性、信息性、思想性,为课堂教学提供了丰富的素材,使老师有充分的发挥余地。不少师生称赞这套教材结构严谨、选文题材丰富、富有时代气息,符合了职业教育对知识和语言应用的需求。老师、同学们的称赞和认可对我们编者是极大的鼓舞和激励,我们表示由衷的感谢。

六年来,我们也不断收到一些师生对教材的不足提出的批评和修订建议,这些批评和建议都是中肯、很富建设性的。为此我们委托江西科学技术出版社的编辑同志在全国范围内组织召开了数次修订大会,集中倾听和收集他们的意见和建议。在结合大家反馈的意见后,值此职业教育改革新时期,我们对教材结构、知识体系、选文题材做了全面的调整,经过历时一年半的准备和紧张的编撰,推出了这套《大学实用英语》(第二版)。

新版教材的特色

→ → → → → → → →

一、涵盖范围更广、针对性极强。

我国的职业院校学生入校英语水平跨度特别大,语言基础显得参差不齐。教材为入校基础薄弱的学生在两方面做了改进:(1)在知识点选择上先以复习初、高

中知识为主,由浅入深;(2)论述上力求通俗,即便在后期学习比较难的知识点时,也通过比较详尽、浅显的叙述来启发学生,尽可能弥补基础的薄弱。这种改进,尤其对我国中西部地区院校适用,由于这些地区的学生在前一阶段(初高中)英语教育水平相对低下以及我国高职规模迅速发展的原因,导致了学生英语语言基础差,对于一些的中等职业院校也比较适用。

教材的重点放在针对入学基础一般的高职高专学生身上,为此教材紧扣《基本要求》和《高等学校英语应用能力考试大纲和样题》,所规定的所有知识点在本套教材中均得到了较好的反映。学完本套教材的第二级可以参加“高等学校英语应用能力考试”的B级考试,学完第三级可参加A级考试。从这个角度说,教材满足了多数高职高专学生学习的要求。

对于学有富余的学生,同时也为与本科院校接轨,教材设置了第四级,主要是根据教育部颁布的《大学英语教学大纲》和《大学英语四级考试大纲》编写而成。

二、结构更加科学,“听”、“说”、“读”、“写”、“译”比例合理,知识点循序渐进。

教材共四级,每级配备了综合教程、听说教程、教师用书、练习册、多媒体教学光盘、电子教案、录音磁带等七个部分。

综合教程包含四大模块:Communicating、Reading、Grammar、Merry Learning。其中Reading又包含三篇课文A~C。每单元由三篇课文组成,课文A为精读材料,配有阅读理解、词汇词组、完形填空、英汉翻译、写作等多种练习。课文B为泛读材料,并配有阅读理解练习题,供学生们课外阅读。课文C突出英语应用能力训练,按照《基本要求》编写,由浅入深,有日常交际能力训练和业务能力训练。涵盖了《基本要求》中所提到的各种信函、外贸单证、经贸合同等高职高专学生将来就业常用的应用文。每册含10个单元。这四大模块就包括了“说”、“读”、“写”,而将“译”融于Text A后的练习中。

听说教程是围绕综合教程的主题延展开,并力求使学生在“听”、“说”两方面进一步得到专门训练。

三、内容更加突出实用性,同时兼顾了趣味性、信息性、思想性。

1. 注重实用。首先,本教材非常注重对学生语言技能和应用能力方面的培养,为此特意在各级的 Text C 中安排了实用应用文的学习,这些应用文涵盖了从书信、应用信函(如求职信、请假条等)、产品说明到简易外贸单证、合同书,种类近 70 种,均从实际工作中选材,对学生今后走向工作岗位具有重要意义。其次,教材将英语应用能力的训练体现于实用英语能力的培养之中。应用能力既指应用语言基本功的能力,更指把这些基本功运用到实际涉外交际中的能力。教材十分注意“应用能力”和“实用能力”的关系,即“应用能力”是“实用能力”的基础,“实用能力”则是“应用能力”的具体体现。这一特点在综合教程的课文 C 中明显地表现出来。

2. 内容浅显易学、趣味性强。如本教材选文紧扣日常工作、生活中的主题,听力材料以一些故事和歌曲为主,这些无一不是为了提高学生学习的兴趣而设计。编者们的耗费了大量的时间进行选文,筛选留用了一些有教育意义、时代性强的文章,教育学生怎么做人,强调怎样与人相处,注重培养学生的爱国主义情操。

教材的结构体系

《大学实用英语》(第二版)在结构体系上突出了立体构架、多元教学的思想。

主要包含:

综合教程·第一、二、三、四级

综合教程练习册·第一、二、三、四级

综合教程磁带·第一、二、三、四级

综合教程课件·第一、二、三、四级

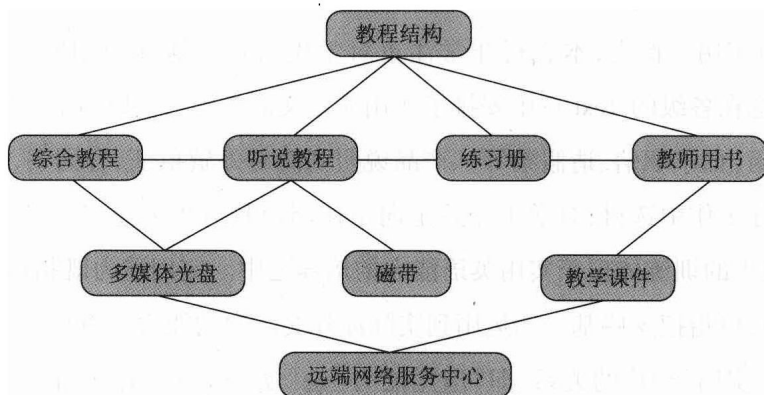
听说教程·第一、二、三、四级

听说教程磁带·第一、二、三、四级

听说教程课件·第一、二、三、四级

教师用书·第一、二、三、四级

远端网络教学服务中心 www.jxkjcb.com



参加《大学实用英语》(第二版)教材编写的编者是一支优秀的学者队伍,主要来自英语教学第一线骨干教师和资深教授组成,他们既有丰富的教学经验、了解职业院校学生的特点和大纲的要求,又有一定的教材编写经验。正是由于这些教授和学者共同不懈的努力和辛勤的工作,才打造这套完整的教材体系,他们倾注了大量心血和汗水。但是编者的水平有限,肯定还有很多不足之处,恳请广大师生不吝指正,以便我们不断修订改进。

编者

2010年5月

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Unit One

Psychological Health

Background Information

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According to the World Health Organization, health is more than just not being sick. It is “a state of complete physical, mental and social well – being and not merely the absence of disease or infirmity.” In other words, if you are having problems with one aspect of your health, you will have problems with the other two as well. For example, your mood and your social well – being will always be affected if you have a physical disease – it doesn’t matter if that disease is as serious as cancer or as minor as the common cold.

What are common symptoms of stress?

Manifestations of stress are numerous and varied but they generally fall into four categories (this is only a partial list of most common symptoms) :

Physical: fatigue, headache, insomnia, muscle aches / stiffness (especially neck, shoulders and low back), heart palpitations, chest pains, abdominal cramps, nausea, trembling, cold extremities, flushing or sweating and frequent colds.

Mental Processes: decrease in concentration and memory, indecisiveness, mind racing or going blank, confusion, loss of sense of humor.

Emotional (Feelings) : anxiety, nervousness, depression, anger, frustration, worry, fear, irritability, impatience, short temper.

Behavioral: pacing, fidgeting, nervous habits (nail – biting, foot – tapping), increased eating, smoking, drinking, crying, yelling, swearing, blaming and even throwing things or hitting.

Lead - in



In modern society, people will face a lot of difficulties and will always be under big pressure. To some extent, maybe everyone has some mental disease no matter if you noticed or not.

Picture one: People go to a hospital when they are physically ill.

Picture two: People talk to the psychiatrist when they are mentally ill.

Work in pairs. Discuss the following questions and then share your answers with the whole class.

1. Will you go to a psychiatrist when you are under stress?
2. What is your opinion about modern people's psychological health?
3. Do you think pressure is a common problem with the college students?

For Your Reference

1. I think I will. Because going to a psychiatrist's can reduce the pressure you face or give you some methods of reducing stress. This is very good for my health.
2. In modern society, more and more people get some problems of psychological health, but many of them ignore such problems.
3. I don't think it is a common problem with the college students. However, it is a problem some students have. Although students are living and studying on campus, they still face a lot of stress.

Task One Listening Skills

Section One

Directions: In this section, you are going to listen to ten sentences; Listen carefully and complete the following sentences with the words provided. Change the form of the words according to the tape. The sentences will be read only once.

suspicion	anxiety	headache	gloom	violence
mental	depress	overcome	stress	indigestion

1. The clamor of traffic gave me a headache.
2. He suffers from indigestion.
3. After she'd overcome her initial shyness, she became very friendly.
4. He can't bear the stresses and strains of modern life.
5. Her husband regards her behavior with suspicion.
6. Don't let defeat fill you with gloom.
7. He was depressed by his defeat.
8. The doctor's report removed all their anxieties.
9. The young man was charged with robbery with violence.
10. He is mentally ill and cannot be held accountable for his actions.

Keys:

1. headache
2. indigestion
3. overcome
4. stresses
5. suspicion
6. gloom
7. depressed
8. anxieties
9. violence
10. mentally

Section Two

Directions: In this section, you are going to hear a conversation. Listen carefully and label the correct places on the map. The conversation will be read only once.

Scripts:

W: Good morning! Can you tell me how to get to the hospital please?

M: Yes. Now we are at the parking lot, in the front of it, you can see a school....

W: Oh, a school?

M: Yes! It is called No. 1 Middle School. Then you go across Main Street, just opposite of the school, you will see the hospital.

W: Oh, thank you. By the way, is there a supermarket nearby?

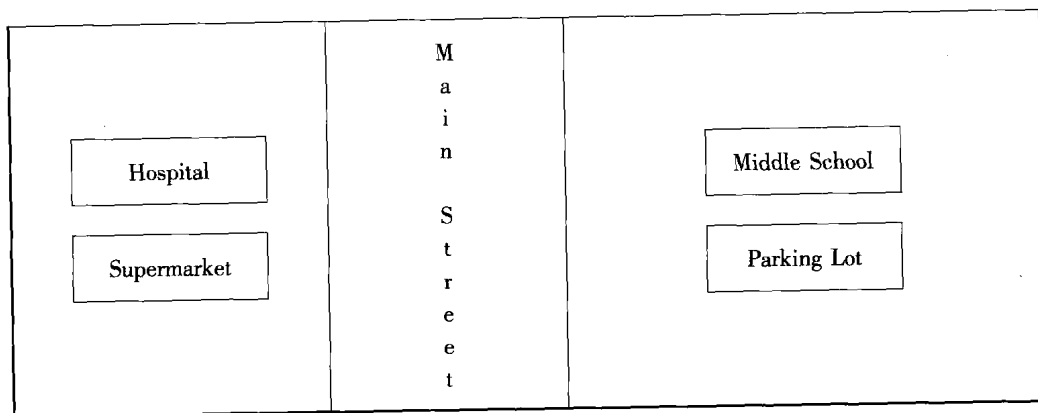
M: There is a Wal-Mart south of the hospital. You can't miss it.

W: Thank you very much!

1. Middle school

2. Hospital

3. Supermarket



Section Three

Directions: Listen to the conversations twice and choose the best answer to each question.

1. W: My daughter finds it difficult to be away from home. I'm afraid that she will drop out of university.

M: I had a similar problem with my elder son. But he managed to adjust and stayed in college until he graduated.

Q: What do we learn from the conversation?

A. The woman's daughter has left school.

B. The man's son did not graduate.