

<<大学英语口语教程>>

图书基本信息

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前言

随着大学英语教学改革的深入,突破“哑巴英语”,解决学生开口难、交流难的现状,提高学生的口语表达能力,已经成为大学英语教学中亟待研究和探讨的一个课题。

要大幅度地提高口语课的教学效果和教学质量,必须先了解学生的困难和口语教材的现状。

一、学生的困难 理工科学生在长期重理解、轻表达的教学指导思想的影响下,口头表达能力受到很大的抑制,等真正要他们开口说英语时,往往表现出羞于启齿或张口结舌的症状。这些症状可以归因于以下3个方面。

1.缺乏语音基础对于理工科学生,传统的教学理论认为没必要、也不可能对他们进行类似于对外语专业学生所进行的那种纠音训练,其结果是大多数的学生(约占70% - 80%)缺乏基本的语音常识。

在教学中我们发现,许多学生不能按发音规则读出生词,基本元音发错由于语音基础太差,学生往往产生自卑感,不敢开口,从而失去“我也能说一口漂亮的英语”的自信心和学好英语的兴趣;由于语音基础太差,学生即使敢开口,说出的英语也不像英语,让人听不懂,使语言失去交流的功能。

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内容概要

《大学英语口语教程（第3册）》主要内容简介：丁丁又升了一个年级，这时的他向往更丰富的生活，经常与同学谈论（3-1）电影、电视、小说等。学校要开（3-2）运动会了，丁丁是个体育迷，谈起各种体育活动来头头是道。还有许多他喜爱的（3-3）体育明星、歌星、影星等，也是他热衷的话题。他还加入了学生会，可很快就发现，很难处理好（3-4）学习与社会活动的关系。他迷上了（3-5）上网及电子游戏，还经常到购物中心（3-6）购物。他渐渐不喜欢吃食堂的饭菜，不时要（3-7）下下馆子。这可不得了，他的财政状况迅速出现了危机，人不敷出。如何（3-8）合理支配钱，使丁丁很伤脑筋。为了有更多的钱用，他开始考虑出去（3-9）打工。快到圣诞节了，学校准备组织一次盛大的晚会，丁丁跃跃欲试，可他对（3-10）西方节日了解甚少，因此先与同学和老师讨论了一番。到了开晚会的那天，丁丁有备而来，玩得非常高兴。

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章节摘录

Chen Ge : No , but Ive read the book. I dont think Id enjoy seeing the film actually. It would spoil everything.D : Really ?

Its incredible !

(6) If I had to choose between the film of a story and the book , Id go for the film every time.C. Would you.9D. Yes. The cinematic (7) experience is much more real. You can get the atmosphere better ——complete with all the special effects , cinematography , costumes (9) , accents , and amazing battle sequences.C : Thats so Hollywood !

Id much prefer to use my own imagination. I can see it how I want to see it , rather than how some director makes me see it. Anyway , I think you get much more insight into a character when you read the book. Half of the character is lost on film because you never know what he or she is thinking.D. True , but well , I dont know. Its not as much work going to the cinema. It takes less time. I can get the whole story in two hours whereas it might take me a week to read the book.

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