

<<新目标英语（练习册）>>

图书基本信息

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## &lt;&lt;新目标英语 (练习册)&gt;&gt;

## 前言

《新目标英语》系列教材是在科学出版社2005年出版的《大学英语读写教程》系列教材（《大学英语读写教程》被教育部评为普通高等教育“十一五”国家级规划教材）的基础上，根据教育部高教司颁布的《高职高专英语课程教学基本要求（试行）》为指导改编而成的一套高职高专英语教材。本套教材共分3册，每册教材将听说和读写的内容融为一体，每本学生用书还配有学生练习册和教师参考书。

《新目标英语》系列教材的编写按照《高职高专英语课程教学基本要求》，以高职高专逐步改制为基点，结合教改后的英语教学总课时而编写。

教材遵循“应用为目的、实用为主、够用为度”的英语教学理念，即重视培养学生的英语语言基础知识和应用能力，更注重培养学生使用英语进行涉外交际的能力。

本套教材侧重“教、学、考”相互照应，贴近《高等学校英语应用能力考试大纲》的要求，学生在完成本教材的学习过程中能熟练掌握考试题型，顺利达到英语应用能力考试的A、B级水平。

一、教材的特点 1. 实用性 本套教材依据《高职高专英语课程教学基本要求》，既测试语言知识也着重测试语言技能，既测试一般性语言内容也测试与涉外业务有关的内容，并侧重后者，实用性内容约占60%。

本套教材的内容包括了日常生活和工作环境中常见的涉外交际活动，与高等学校英语应用能力考试紧密衔接。

教材中概括了英语常用单词、短语、语法规则等，注重语言听说的训练，在练习设计时注意了精讲多练，讲练结合。

同时，教材选材丰富、题型多样，并很好的与英语应用能力考试相结合。

学生通过对教材的学习不仅能充分地锻炼听、说、读、写、译，提高英语技能，也能熟悉高等学校英语应用能力考试题型和做题技巧。

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### 内容概要

《新目标英语（1）（学生用书+练习册 共2册）》共有10个单元，符合高校课程设置的要求，注意各章节内容配置均衡，便于专题学习。

每个单元包括Listening&Speaking（听说训练）、Intensive Reading（精读课文）、Grammar（语法知识）、Writing（写作练习）和Extensive Reading（扩展阅读）等5个部分，精选了与学习、生活紧密相关的文章进行讲解。

《新目标英语（1）（学生用书+练习册 共2册）》选题内容广泛；集科学、趣味于一体，重点要求学生掌握和提高英语的语言能力、交际能力和写作能力，实用性强。

《新目标英语（1）（学生用书+练习册 共2册）》还配有练习册供学生使用。

《新目标英语（1）（学生用书+练习册 共2册）》可作为高职高专英语教学的学生用书，也可以作为相关职业培训班的教材。

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书籍目录

学生用书Unit 1 CollegeUnit 2 SportsUnit 3 EnvironmentUnit 4 MusicUnit 5 HolidaysUnit 6 MannersUnit 7 Culture Unit 8 InternetUnit 9 TravelUnit 10 FriendshipGlossary练习册Unit One CollegeUnit Two SportsUnit Three EnvironmentUnit Four MusicUnit Five HolidaysUnit Six MannersUnit Seven CultureUnit Eight InternetUnit Nine TravelUnit Ten FriendshipTest Paper 1Test Paper 2Key to Exercises

## 章节摘录

TIME MANAGEMENT. "Man is first a social animal, then a rational one," says a professor at Purdue University. So you may find it hard to say "No" each time your roommate wants to see a movie when you need to read *Paradise Lost*. College is known for its distractions. In those first months, you'll meet people whose values and priorities are different from yours. The newness of the situation and the range of decisions you'll face could leave you confused. Think about what you want from college and from friends. Study after breakfast, between classes, whatever works best for you. Don't cut off all social contacts. They're as vital to surviving in college as reading. Study Hegel first, then catch a late movie.

STUDY METHODS. Would you take a trip by stopping for directions at every station instead of reading a map?

Of course not, but that's how most people study, says a professor, who teaches a course on preparing for college. Studying in college demands more reading and thinking, less memorization than in high school. Survey the material first to get a sense of it—formulate some questions. Jot down key ideas, tell yourself the essence of what you've read and review it. Does it make sense?

Were your questions answered?

Get copies of old exams from the library so you can see what types of questions each professor asks. Preparing for an exam on the Civil War will be easier if you know whether to study broad themes or specific battles.

KEEPING CURRENT. Professors may not notice whether you attend a large lecture, but you could notice later on. Some professors use lectures to discuss material not found in the reading on which they will base an exam. Others stress key points. If you must miss a lecture, get the notes promptly. If too much time elapses, the notes will make less sense than second-hand notes normally do. Never fall more than a week behind in reading. If you don't do the reading, you won't understand the lecture.

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