

<<新目标大学英语泛读>>

图书基本信息

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## <<新目标大学英语泛读>>

### 前言

教育部《大学英语课程教学要求》规定：大学英语课程以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，其目标是培养学生的英语综合应用能力。

改革后的大学英语四、六级考试，也侧重于考查学生的英语应用能力，提高了阅读理解的难度和阅读速度，以测试快速捕捉信息的水平。

我们以此为依据，编写了《新目标大学英语泛读》。

本教材以凸显文化性为主要特色，注重选择了一些有关中西方文化、教育理念、学习策略以及科技、经济、社会生活等方面的文章。

我们从普通高校非英语专业学生入学时英语水平的实际情况出发，同时紧扣大学英语四、六级考试新题型，设置了丰富多样的练习题，从内容到练习形式，都极力体现《大学英语课程教学要求》中有关大学英语泛读教学的指导理念，以期满足普通高校非英语专业大学生学习英语的需求。

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### 内容概要

《新目标大学英语泛读2》在文章素材的选取上，注重了知识性、趣味性、时代性，同时着重选编了一些有关中国文化和学习策略的文章，相信这对于拓宽同学们的英语表达领域、增强自主学习观念会有所帮助。

<<新目标大学英语泛读>>

书籍目录

Unit1 Information TechnologyUnit2 Classroom Teaching and LearningUnit3 Campus LifeUnit4 Western Customs and ConventionsUnit5 Western ValuesUnit6 SportsUnit7 Chinese Kung FuUnit8 Non-verbal CommunicationUnit9 Reading StrategiesUnit10 Chinese Traditional FestivalsUnit11 Teaching ModelsUnit12 Western and Chinese EducotionUnit13 Cooperative LearningUnit14 Strategies for Developing Writing SkillsUnit15 Chinese PhilosophiesKey

## 章节摘录

Cooperative Learning in English Lessons—It Really Works !

Nofei—Arbel at Kibbutz Ginossar is an experimental school where I've been teaching English for many years and I have been trying out alternative methods for the teaching of languages . Three years ago , when I first initiated to apply cooperative learning techniques into my classes , it was welcomed as a positive step in this direction . Since then , I have found that CL ( cooperative learning ) not only develops the pupils ' ability to read and write but , as the term suggests , it also enhances the pupils ' social skills and academic skills as well . In order to understand how CL can enhance pupils ' learning , we have to remember in mind that having the pupils sit in groups to work on a task is not the same as forming CL groups . So , what is Cooperative Learning ? Here is a quick reminder of what CL is all about . CL has its roots in STAD which was developed by Slavin in the USA and was further developed by Sharan and Lazarowitz in Israel . It is important to mention that CL is an eclectic ( 兼收并蓄的 ) method which draws from different fields related to teaching , namely , sociology , linguistics , psychology and so on . Perhaps here lies its strength as CL combines the " Whole Language " approach to learning a language by which the holistic ( 全面的 ) elements are located in the connections between the basic skills of the language and the needs of the learner , i . e . the teacher uses the course book as well as other resources to create students ' interest and motivation ( 动机 ) .

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