

<<综合英语>>

图书基本信息

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前言

创新是一个民族的灵魂，也是高层次人才水平的集中体现。

因此，创新能力的培养应贯穿于研究生培养的各个环节，包括课程学习、文献阅读、课题研究等。文献阅读与课题研究无疑是培养研究生创新能力的重要手段，同样，课程学习也是培养研究生创新能力的重要环节。

通过课程学习，使研究生在教师指导下，获取知识的同时理解知识创新过程与创新方法，对培养研究生创新能力具有极其重要的意义。

西安交通大学研究生院围绕研究生创新意识与创新能力改革研究生课程体系的同时，开设了一批研究型课程，支持编写了一批研究型课程的教材，目的是为了推动在课程教学环节加强研究生创新意识与创新能力的培养，进一步提高研究生培养质量。

研究型课程是指以激发研究生批判性思维、创新意识为主要目标，由具有高学术水平的教授作为任课教师参与指导，以本学科领域最新研究和前沿知识为内容，以探索式的教学方式为主导，适合于师生互动，使学生有更大的思维空间的课程。

研究型教材应使学生在学习过程中可以掌握最新的科学知识，了解最新的前沿动态，激发研究生科学研究的兴趣，掌握基本的科学方法，把教师为中心的教学模式转变为以学生为中心教师为主导的教学模式，把学生被动接受知识转变为在探索研究与自主学习中掌握知识和培养能力。

出版研究型课程系列教材，是一项探索性的工作，有许多艰苦的工作。

虽然已出版的教材凝聚了作者的大量心血，但毕竟是一项在实践中不断完善的工作。

我们深信，通过研究型系列教材的出版与完善，必定能够促进研究生创新能力的培养。

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内容概要

随着经济的全球化和国际交流的日益增强，提高学生的语言应用能力已经成为各高校外语教师关注的重点。

“研究生创新教育英语系列教材”之《综合英语》教材的编写正是按照教育部《非英语专业研究生英语(第一外语)教学大纲》制订的教学目标，以语言基础为主，培养学生语言应用能力；以阅读为出发点，对学生进行听、说、读、写、译等综合技能的训练，巩固和提高学生的语言基础知识和语言应用能力，全面提高学生综合应用语言的能力。

《综合英语》的编写从学生的实际出发，以大学英语四级水平为起点，遵循了循序渐进的规律。教材分为 Ⅰ、Ⅱ 两册并备有配套的教师用书，涵盖研究生教学的基础阶段，也可以相对独立地选择使用，因而可以更具针对性地进行教学。

《综合英语》选材广泛、新颖，内容与时俱进，既涉及到当今社会的许多热门话题，如社会、经济、教育、文化及科技，又包含了原汁原味的文学作品，更穿插有励志、节能、探月等新兴主题。

一方面体现了很强的实用性和学术性，另一方面又极具可读性和趣味性。

同时，文章思想内容深刻，适合在研究生阶段的英语学习中进行讨论式教学，以达到激活思想、启迪思维的目的。

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章节摘录

I finally took a deferred pass , as they called it , and waited a year and tried again. (You had to pass one of the biological sciences or you could not graduate.) The professor had come back from vacation brown as a berry , bright-eyed , and eager to explain cell-structure again to his classes. "Well , " he said to me , cheerily , when we met in the first laboratory hour of the semester , "we're going to see cells this time , aren't we? Yes , . sir , " I said. Students to right of me and to left of me and in front of me were seeing cells ; what's more , they were quietly drawing pictures of them in their notebooks. Of course , I didn't see anything. "We'll try it , " the professor said to me , grimly , "with every adjustment of the microscope known to man. As God is my witness , I'll arrange this glass so that you see cells through it or I'll give up teaching. In twenty-two years of botany , I——" He cut off abruptly for he was beginning to quiver all over , like Lionel Barrymore , and he genuinely wished to hold onto his temper ; his scenes with me had taken a great deal out of him. So we tried it with every adjustment of the microscope known to man. With only one of them did I see anything but blackness or the familiar lacteal opacity , and that time I saw , to my pleasure and amazement , a variegated constellation of flakes , specks and dots. These I hastily drew. The instructor , noting my activity , came back from an adjoining desk , a smile on his lips and his eyebrows high in hope. He looked at my cell drawing. "What's that?" he demanded , with a hint of asqueal in his voice. "That's what I saw , " I said. "You didn't , you didn't , you didn't!" he screamed , losing control of his temper instantly , and he bent over and squinted into the microscope. His head snapped up. "That's your eye!" he shouted. "You've fixed the lens so that it reflects! You've drawn your eye!" Another course that I didn't like , but somehow managed to pass , was economics. I went to that class , straight from the botany class , which didn't help me any in understanding either subject. I used to get them mixed up.

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