

<<读写教程·学生用书(第二册)>>

图书基本信息

书名：<<读写教程·学生用书(第二册)>>

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前言

21世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。

与之相适应, 编写符合新的时代要求的英语专业教材自然也成为广大师生的必然需要。

根据高等学校外语教学指导委员会《关于外语专业面向21世纪本科教育改革的若干意见》, 21世纪英语专业教材至少应具备以下几个基本特征: (1) 教学内容和语言能够反映快速变化的时代; (2) 要处理好专业知识、语言训练和相关学科知识间的关系; (3) 教材不仅仅着眼于知识的传授, 而且要有助于学生的鉴赏批评能力、思维能力、创新能力的培养; (4) 具有较强的实用性和针对性。

针对这些要求, 结合近几年高等学校英语专业教学改革的实践经验, 以及我省英语教学的实际需要, 安徽大学外语学院张红霞博士等主持设计了新教材的编写方案, 安徽大学出版社组织了数位省内英语教学专家, 对教材编写方案进行了多次研讨与论证, 在尽量吸取国内其他英语专业教材及公共英语教材、国外主要英语(外语)教材宝贵经验的基础上, 注意取其长并避缺、补短, 力求新教材科学、有效且有所突破与创新。

在科学论证、广泛讨论的基础上, 我们组织全省十几所高校英语专业院系的骨干力量, 编写了这套“新开端英语专业基础课系列教材”。

作为安徽省自主编写的第一套英语专业基础课教材, 本套教材从一开始就受到安徽省教育厅的充分肯定、重视, 被列入安徽省高等学校“十一五”规划教材。

本套教材包括三种: 《读写教程》、《视听说》及《阅读拓展》, 每种4册, 每册均有相配套的教师用书, 适合大学英语专业一、二年级的学生及相应水平的英语学习者使用。

教师用书不仅附有学生用书练习答案, 还为教师提供了丰富的背景、专业知识介绍以及相应的教学建议, 方便教师使用。

本套教材具有以下主要特点: 1. 以整体语言理论为指导, 充分体现“同步发展”的编写理念。

每种教材在突出自身重点的基础上, 又注重听、说、读、写、译技能的全面发展和提高。

三种教材不同的课型间有着密切联系, 每种每册教材的相应单元都围绕同一主题, 从不同的角度加以编排, 内容互相关联, 便于学习互动、迁移。

由此可以拓宽学生视野, 提高基础词汇、重点词汇的出现率, 扩大词汇量, 使重点语言知识、文化信息在不同的情境中反复出现, 得到强化, 加深记忆, 促进学生对语言的理解和接受, 有效地提高学习效果。

可以说, 整套教材的“套”的概念名副其实, 不仅能够促进任课教师之间互相交流、统一进度, 而且能够提高学生的学习兴趣, 促进学生语言能力全面、均衡地发展。

内容概要

21世纪是一个高度全球化的时代, 社会对英语人才的需求也已呈现多元化趋势。培养具有扎实的基本功、宽广的知识面、一定的专业知识、较强能力和较好素质的新型英语专业人才, 是我国目前对高等学校英语专业教学的迫切要求。

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书籍目录

People and Places Entertainment and Recreation Education Man and Nature Society Culture and History () Culture and History() Holidays and Festivals Health and Medicine Human Mind Literature Science and Technology

章节摘录

Clearly there was something missing in me. Nature had endowed the rest of the human race with a sixth sense and left me out. This must be so, I mused, on my way back to the class, since whether I had broken a window, or failed to remember Boyle's Law, or been late for school, my teachers produced me one, adult answer. "Why can't you think?" As I saw the case, I had broken the window because I had tried to hit Jack Arney with a cricket ball and missed him; I could not remember Boyle's Law because I had never bothered to learn it; and I was late for school because I preferred looking over the bridge into the river. In fact, I was wicked. Were my teachers, perhaps, so good that they could not understand the depths of my depravity? Were they clear, untormented people who could direct their every action by this mysterious business of thinking? The whole thing was incomprehensible. In my earlier years, I found even the statuette of the Thinker confusing. I did not believe any of my teachers were naked, ever. Like someone born deaf, but bitterly determined to find out about sound, I watched my teachers to find out about thought. There was Mr. Houghton. He was always telling me to think. With a modest satisfaction, he would tell that he had thought a bit himself. Then why did he spend so much time drinking? Or was there more sense in drinking than there appeared to be? But if not, and if drinking were in fact ruinous to health—and Mr. Houghton was ruined, there was no doubt about that why was he always talking about the clean life and the virtues of fresh air? He would spread his arms wide with the action of a man who habitually spent his time striding along mountain ridges. "Open air does me good, boys—I know it!

Sometimes, exalted by his own oratory, he would leap from his desk and hustle us outside into a hideous wind. "Now, boys!

Deep breaths!

Feel it right down inside you—huge draughts of God's good air!

He would stand before us, rejoicing in his perfect health, an open-air man. He would put his hands on his waist and take a tremendous breath. You could hear the wind trapped in the cavern of his chest and struggling with all the unnatural impediments. His body would reel with shock and his ruined face go white at the unaccustomed visitation. He would stagger back to his desk and collapse there, useless for the rest of the morning.

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