

《新空间大学英语系列》

图书基本信息

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作者：王炳炎 编

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前言

在中国，英语的教与学，无论是教师或是学生，不可谓不重视，各方面的投入也很多，然而其效果之差，人皆知之。相当多的人在学了几年英语之后便陷入了一种尴尬的局面：单词认识了不少，语法规则背了不少，可是英语却读不懂，说不出，写不成，无法用英语进行真正的交际，因而由厌倦变灰心，继而最终放弃，不但浪费了宝贵的年华，而且当需要使用英语时又常常会后悔不已。面对这种情况，作为英语教育工作者，我们一直在探求提高英语教学效果的有效途径，比如如何针对中国学生英语学习的特点和规律，创新教材体系，激发学生和教师的积极性和主动性，营造良好的语言实践环境，促进学生语言综合运用能力的提高。“新空间大学英语”系列教材就是为此所作的一次尝试。“新空间大学英语”系列教材编写依据是教育部《全国大学英语教学基本要求（课程标准）》，同时参考教育部《高职高专教育英语课程教学基本要求》，并根据发展的需要有一定的前瞻性。“新空间大学英语”系列教材的对象为大学本科、专科院校非英语专业对英语综合应用能力要求较高的专业及高职高专英语专业等相关专业。“新空间大学英语”系列教材从中国学生的实际出发，注重培养学生的扎实语言技能，全面提高学生的英语综合运用能力。将英语阅读和交际性相结合，正确处理听、说、读、写、译的关系，听说与读写并重，强调英语教学应从实际出发，博采众长，讲究实效。“新空间大学英语”系列教材的编写吸收了当代语言学和教学理论研究的最新成果，它是一套开放性的、立体式的现代化教材。其《综合教程》在词汇量等方面略有超越，选取有一定难度的文章来激发学生的学习热情，增加学生的语感，为启发学生深入思考提供充裕的素材，帮助学生提高阅读能力、分析和解决问题的能力。《泛读教程》选材难度控制严格，有助于提高学生的阅读速度，扩大学生的知识面，增强其对英语国家文化的了解。《听说教程》以系统的训练方法帮助学生打牢听说基础，激发学生的学习兴趣，提高学生的整体语言水平。“新空间大学英语”系列教材在教学理念方面走的是综合创新之路，使教师在教学上有更大的弹性，有助于发挥教师的潜力，培养教师的创造力，为教师施展才能提供了广阔的空间，创造出各种新颖的教学法。

内容概要

《泛读教程2》具有较强的针对性，无论是选材还是练习的编排都充分考虑到教学要求和学生的特点。所选材料难度适中，短小精干，便于老师课堂操作和学生课上课下阅读；同时强调趣味性，所选文章贴近学生生活。反映学生感兴趣的话题，能够比较充分地调动学生阅读的热情；同时也注意将不同的文体和题材包括其中，使学生对不同类型的文体和话题有所接触，为他们在今后的就业中很快适应实际工作打好基础。

课后练习形式上注重多样性和趣味性。每个单元除了配有检查学生阅读理解的传统练习，还配有形式新颖的词汇巩固和扩展练习、文化知识练习、任务型练习等。词汇巩固和扩展练习将课文中重点词汇提出来操练，并从课文的题材出发，对相关词汇进行联想扩充，比较好地处理了阅读和词汇量积累之间的关系；任务型练习则有助于开发学生的创新思维能力，加深对所学语言知识的记忆，提高课下自主阅读的积极性。在练习中还融入了很多文化知识，有助于在提高学生理解能力的同时，扩大学生的知识面，增强对英语国家文化的了解。

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书籍目录

Unit 1 Job Hunting Text A The More One Learns, the More One Loses Text B Tips on Job Hunting
Learning Activities Supplementary Reading A CV Example Unit 2 The Other Side of the World Text A
What Do You Say after You've Said "Hello"? Text B Pets Are Almost Like Family Learning Activities
Supplementary Reading The "War" over the Traffic Police Unit 3 Science Text A Can Babies Be Designed?
Text B Computer and Chess Learning Activities Supplementary Reading Top 10 mysteries in Space Unit 4
Sports Heroes Text A Li Ning Text B Michael Jordan Learning Activities Supplementary Reading Lance
Armstrong Unit 5 Food We Eat Text A Holiday Eating--Food for Thought Text B Working Dinner
Learning Activities Supplementary Reading Food Shock Unit 6 Unusual Families Text A Confessions of a
Stepmother Text B Come to Our House Learning Activities Supplementary Reading Foster Adoptions Unit 7
Environmental Protection Text A Pollution Is a Dirty Word Text B Waste Deep Learning Activities
Supplementary Reading 40 Ways to Save the Earth Unit 8 World Rivers Text A River and Civilization Text B
The Huang He Learning Activities Supplementary Reading The Mississippi River Unit 9 Focus on China
Text A A Year without "Made in China" Text B North American Hospitality --Underdone Learning
Activities Supplementary Reading Learn to Get Along with China--A prominent American's letter to his
grandchildren Unit 10 Father and Son Text A Rooftops Unit 11 Movies Unit 12 Automobiles
Key to Some of the Exercises

章节摘录

Learn from Failure It was a few minutes before air time and the talk-show host was about to begin his radio program. He poured himself a cup of coffee and then, turning to me, said something surprising: “ You know, this job never gets any easier, ” said this knowledgeable man who for years presided over an extremely popular call-in show. “ Everytime I go on the air, I have to overcome a fear that I ‘ ll fail; that the show won ‘ t be any good. ” He paused. “ But I ‘ ve found out something interesting about failing. And that is, you can build on success but you really learn only from failure. ” A few days later, a letter arrived that seemed, in a way, to continue this line of thought. Written by a young man I know quite well, the letter concerned itself with the idea that adversity might offer, in the long run, more rewards than getting what you thought you wanted. My correspondent wrote: “ What I guess I ‘ m learning from my difficult situation is a deeper sense of who I am. And what I ‘ m capable of when it comes to handling disappointment. I think at least I hope I ‘ ll come out of this a stronger person. ” Then last week, in what seemed a curious completion of the philosophy lurking beneath both these remarks, I came across this unattributed quotation in a book on mountain climbing, “ Today is a new day, you ‘ ll get out of it just what you put into it. If you have made mistakes, even serious mistakes, you can make a new start whenever you choose. For the thing we call failure is not the falling down but the staying down. ” Few among us can claim the distinction of not knowing the sting of falling down, of “ failure ” : the promotion not gotten; the honor not won; the job lost; the praise denied.

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