

<<英语泛读教程3>>

图书基本信息

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## 前言

近年来,我国高职高专教育的改革和发展取得了长足的进步。无论是学校数量,还是在校生人数都占到普通高校总数和学生人数的一半以上。与此同时,高职高专英语专业的数量和学生人数也增长很快。为了满足新形势对高职高专英语专业教育和人才培养的要求,我们编写了这套“高职高专英语专业立体化系列教材”。

该套教材被列为普通高等教育“十一五”国家级规划教材。

本套教材的编写力图体现我国高职高专英语专业的教学实践的特点,遵循高职高专教育“实用为主、够用为度”的总体指导方针,充分反映中国学生学习英语的学习规律和要求,同时体现我国英语教学研究的新成果、新思想和新理念。

教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求应符合高职高专英语专业人才培养要求与目标,处理好打好英语语言基础与培养英语语言应用能力的关系,强调英语语言基本技能的训练与培养实际运用英语从事涉外交际活动的语言应用能力并重。

《英语泛读教程》(以下简称《泛读》)是“高职高专英语专业立体化系列教材”之一,是一套以高职高专英语专业学生为主要对象的阅读教材。

《泛读》由高等教育出版社组稿,由上海外国语大学英语学院和高职学院教师合作编写。

《泛读》共4册,每册用于一个学期的教学。

《泛读》每册含16个单元,每单元由2篇课文和2篇补充阅读组成。

2篇课文为现代时文,2篇补充阅读为与单元主题相关的阅读练习。

我们建议在教学中应该以第1篇课文为主课,第2篇课文为补充教材,补充阅读为任务型练习。

作为主课的第1篇课文含“阅前提问”、“课文”、“注释”、“阅读理解”、“阅读理解练习”、“词汇解意练习”和“语境提示练习”等部分的内容。

每册在第4、8、12单元之后附有“阅读技巧”的介绍和练习。

《泛读》的编者遵循“明确对象、准确定位、精心选材、合理设计、科学编排、规范编写”的原则精心编写,努力打造出一套“选材广泛、体裁新颖、课文经典、语言纯正、练习适量、操作性强”的高职高专英语阅读教程。

编者建议,有关教师在使用《泛读》的同时,可设计一些有利于激发学生创新思维的教学内容,鼓励学生充分利用网络资源进行自主学习,达到“学以致用、用以促学”的目的。

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### 内容概要

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“高职高专英语专业立体化教材”是普通高等教育“十一五”国家级规划教材。

本套教材的编写力图体现我国高职高专英语专业教学实践的特点，遵循高职高专教育“实用为主、够用为度”的总体指导方针，充分反映中国学生学习英语的规律和要求，同时体现我国英语教学研究的新成果、新思维和新理念。

教材的设计充分考虑高职高专英语专业的课程设置、课时、教学要求与高职高专英语专业人才培养要求与目标，处理好打好英语语言基础与培养英语语言应用能力的关系，强调英语语言基本技能的训练与培养实际使用英语从事涉外交际活动的语言应用能力并重。

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## 章节摘录

Anne Whitney , a sophomore at Colorado State University , first had a problem taking tests when she began college. "I was always well prepared for my tests. Sometimes I studied for weeks before a test. Yet I would go in to take the test. only to find I could not answer the questions correctly. I would blank out because of nervousness and fear. I couldn't think of the answer. My low grades on the tests did not show what I knew to the teacher." Another student in microbiology had similar experiences. He said , "My first chemistry test was very difficult. Then , on the second test , I sat down to take it , and I was so nervous that I was shaking. My hands were moving up and down so quickly that it was hard to hold my pencil. I knew the material and I knew the answers. Yet I couldn't even write them down !

"These two young students were experiencing something called test anxiety. Because a student worries and is uneasy about a test , his or her mind does not work as well as it usually does. The student can't write or think clearly because of the extreme tension and nervousness. Although poor grades are often a result of poor study habits , sometimes test anxiety causes the low grades. Recently , test anxiety had been recognized as a real problem , not just an excuse or a false explanation of lazy students. Special university counseling courses try to help students. In these courses , counselors try to help students by teaching them how to manage test anxiety. At some universities , students take tests to measure their anxiety. If the tests show their anxiety is high , the students can take short courses to help them deal with their tension. These courses teach students how to relax their bodies. Students are trained to become calm in very tense situations. By controlling their nervousness , they can let their minds work at ease , learn information and then come out without difficulty on a test. An expert at the University of California explains , "With almost all students , relaxation and less stress are felt after taking our program. Most of them experience better control during their tests. Almost all have some improvement. With some , the improvement is very great."

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