

<<当代大学英语>>

图书基本信息

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前言

I consider myself very lucky and privileged to be given the opportunity to read the manuscripts of Active English Learners Workbook series for Band 1 before they are out for general public. At the series editors cordial request, I venture to make the following observations. As the title of the series betrays its substance, the series are workbooks, viz. books for learners to work on. Books of such kind cannot be more timely !

The more work you do with English and in English, the more English you learn !

This means time and energy. Some may be put off by this fact, for time and energy are exactly what they are always running out of supply. "We have so many other things to do," they will say. "There's little time and energy left for English. Tell us the quickest way !

" Nowadays there seems to be a general rush for English, and at the same time an anxious rush for a short-cut route to mastering English. Unfortunately, to the best of my knowledge, there is no such thing as a short-cut way to English. There are only better or poorer ways of learning it. The best way to learn is to use it, to work on it.

Some of our teachers may also be put off by the Workbook series, for a totally different reason. They find that if students possess too much information, particularly feedback on exercises, they will have nothing left to offer in class, thus de-authorising their status as a knowledgeable teacher. I have been a teacher for 21 years now. I don't find the students' possession of sufficient information disadvantageous to me. If my students can learn more things without my help, I cannot be happier. If they can study Active English textbooks all by themselves, this will save a lot of class time, which I can use to organise more productive activities such as group work, pairwork, panel discussion, inter-group debating, and so on. Furthermore, teacher-led learning tends to foster teacher-dependency, which is far from being desirable. Perhaps it is the greatest reward to a teacher whose students are taught to overtake him/her. The Workbook series will make a positive contribution to the promotion of autonomous learning. As the class size nowadays is getting increasingly large, so large that it is almost impossible for students to get individual attention from the teacher, autonomous learning can no longer be dealt with in a lip-service way. Teachers and administrators have to take resolute measures to implement it in order to secure the educational quality which would otherwise deteriorate as a result. The series have some built-in features that are specifically designed for the purpose. I feel confident that both students and teachers will find the series helpful and worth having.

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内容概要

《当代大学英语》是北京外国语大学外语教学与研究出版社与世界最大的跨国教育出版公司培生教育集团(Pearson Education)根据我国1999年颁布的《大学英语教学大纲》(修订本)联合推出的新型大学英语系列教材。

“学生学习课本”系列在主教材主编、北京外国语大学校长助理、博士生导师顾日国教授指导下,按照主教材两个模块6个级别(基础共核模块: Common Core Module, 1—4级; 高级实用模块: Advanced Module, 5—6级)设计。

《综合英语》以阅读真实英语文本为基础, 同时进行英语综合技能的训练, 其中包括学习技能的传授与培养。

4个级别构建了一个完整的文化知识结构网络, 把语言教学、文化教学与基本素质教育有机地结合起来。

书籍目录

Unit 1 Learning about learning Unit 2 Starting college Unit 3 Words Unit 4 Our changing environment Unit 5 Reading Unit 6 Diaries Unit 7 Our view of the world Unit 8 Friendship Unit 9 Sharks Unit 10 Pop music Unit 11 Population Unit 12 Too Young to play?

章节摘录

Below I have summarised the key language points, knowledge areas, and some language skills in this unit. Some of them are covered in this book, while others are not, but they are just as important. Also, I suggest you go through your textbook carefully and finish all the tasks which are not covered in the workbook. The key is provided at the end of this unit.

Vocabulary development——word power: learning words and phrases used talking about language and culture in general. These are: Receptive words: terms, proper, after all, equivalent, intellectual, industrialised, reaction, explain, work week, leisure, rural, academic, somewhat, illustrate, bilingual, definition, respective, general. Productive words and expressions: rely on, would, lead to, stand for, look forward to, get away from, cover, range, be in use, assume, point out, give some idea about, instead of, pay out, delay, likewise.

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