

<<多维教程.探索 教师用书>>

图书基本信息

书名：<<多维教程.探索 教师用书>>

13位ISBN编号：9787040121292

10位ISBN编号：7040121298

出版时间：2003-7

出版时间：高等教育出版社

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页数：250

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前言

在“科教兴国”的基本方针指引下，我国的研究生教育有了蓬勃的发展。随着各层次、各类型研究生教学的开展，英语教学也面临着越来越高的要求。

《研究生英语系列教程》就是为了适应这一新的形势而编写的系统教材。

《研究生英语系列教程》是以教育部（原国家教委）颁布的《非英语专业研究生英语教学大纲》为依据，根据我国研究生教学的实际情况和国家对21世纪高级技术与管理人才的要求进行编写的。考虑到目前我国研究生层次多，其入学英语水平参差不齐，需要以不同水平为起点，因此本系列教程的编写原则是：既从当前研究生的实际水平出发，也力求满足新世纪对高层次人才的期望；既重视培养学生扎实的语言技能，更注重提高其全面的应用能力；既注意语言教育，更重视素质教育。

本系列教程具有以下特点： 1. 在编写中注意吸收我国在长期的研究生英语教学和教材编写中积累的丰富经验，同时充分采纳国外的先进教学理论和方法，力求有所继承又有所创新，使本系列教程成为具有中国特色的新一代研究生英语教材。

2. 本系列教程统一设计，分工编写，涵盖了自研究生课程班学生、硕士生至博士生的全部教学过程。

各个分册目的明确，相互衔接，系统性强。

由于我国研究生入学时的英语起点不一，对英语的教学目的和要求也不尽相同，因此各分册又相对独立，有利于在教学中根据学生的实际情况和水平灵活使用。

既可以从第一册开始，也可以从后续教材开始。

可以使用全套教材，也可以针对本专业需要有所选择地使用。

3. 研究生阶段培养的是高层次的专业人才，其英语教材应体现先进性和学术性。

本系列教程务求内容新颖、知识性强，并且具有学术英语（English for academic purposes）的特点。

同时，语言是交际工具，非英语专业研究生掌握英语的目的是为了进行国际信息交流和从事各种涉外业务活动，研究生英语教学也必须重视学以致用原则。

为此，本系列教程讲求实用，选材广泛，具有鲜明的时代特征。

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内容概要

本书是教育部“高等教育面向21世纪教学内容和课程体系改革计划”的研究成果，是面向21世纪课程教材和教育部“九五”规划教材。

本书是《研究生英语系列教程》基础阶段《多维教程·探索·教师用书》。

全书不仅提供了学生用书中课文的背景材料、练习参考答案和课文参考译文，而且还对课文知识点进行了详细的讲解，提供了充足的例句。

此外，全书提供了大量与课文主题相关的材料和文章，以供教师授课时选择。

本书可供从事高等学校非英语专业研究生英语教学工作的教师备课之用，书中材料亦可作为高等学校非英语专业研究生的英语课外阅读材料，供教师灵活选择。

书籍目录

Unit One Travel LanguageUnit TWO Lies and TruthUnit Three Generation XUnit FOUR SuccessUnit FIVE Women, Men & MoneyUnit SIX The Soul of A BusinessUnit SEven To Err Is HumanUnit EIGHT Throwing Away the KeyUnit Nine OnBeing Black and Middle ClassUnit Ten Depression and How to Beat ItUnit ELEVEN The Japanese ChallengeUnit TWELVE On Friendship

章节摘录

This makes traditionalists emphasize the enduring value of printed books, vetted as most are by editing. In many schools, however, libraries are fairly limited. I now volunteer at a San Francisco high school where the library shelves are so bare that I can see how the Internets ever-growing number of research documents, with all their short-comings, can sometimes be a blessing. Even computer enthusiasts give the Net tepid reviews. "Most of the content of the Net is total garbage," Esther Dyson acknowledges. "But if you find one good thing you can use it a million times Kerr believes that Dyson is being unrealistic." If you find a useful site one day, it may not be there the next day, or the information is different. Teachers are being asked to jump in and figure out if what they find on the Net is worthwhile. They don't have the skill or time to do that" Especially when students rely on the Internets much-vaunted search so,ware. Although these tools deliver hundreds or thousands of sources within seconds, students may not realize that search engines, and the Net itself, miss important information all the time. "We need less surfing in the schools, not more; David Gelernter, a professor of computer science at Yale, wrote last year in *The Weekly Standard*. "Couldnt we teach them to use what theyve got before favoring them with three orders of magnitude more?" In my conversations with Larry Cuban, of Stanford, he argued, "Schooling is not about information. Its getting kids to think about information. Its about understanding and knowledge and wisdom"

It may be what youngsters growing fascination with the Internet and other ways to use computers will distract from yet another of Clintons education priorities:to build up the reading skills of American children. Sherry Dingman, an assistant professor of psychology at Marist College , in Pough-keepsie, New York who is optimistic about many computer applications, believes that if children start using computers before they have a broad foundation in reading from books, they will be cheated out of opportunities to develop imagination. "If we think were going to take kids who havent been read to, and fix it by sitting them in front of computer, were fooling ourselves; Dingman told me not long ago. This doesnt mean that teachers or parents should resort to books on CD-ROM, which Dingman considers"a great waste of time stuffing childrens minds with "canned" images instead of stimulating youngsters to create their own. "Computers are lollipops (棒棒糖) that rot your teeth" is how Marilyn Darch, an English teacher at Poly High School, in Long Beach, California, put it in *Silicon Snake Oil*. "The kids love them. But once they get hooked ... It makes reading a book seem tedious. Books dont have sound effects, and their brains have to do all the work"

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《多维教程·探索》可供从事高等学校非英语专业研究生英语教学工作的教师备课之用，书中材料亦可作为高等学校非英语专业研究生的英语课外阅读材料，供教师灵活选择。

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