

<<应用型大学英语教程>>

图书基本信息

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前言

2004年，教育部制定了《大学英语课程教学要求》，提出“大学英语的教学目标是培养学生的英语综合应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流”。

根据上述的教学要求，大学英语这门课程教学的中心任务，就是培养学生的“英语综合应用能力”。然而，这种综合应用能力的核心又是什么呢？

语言教育学家海默斯（Hymes）从语言认知和语言教学角度出发，对乔姆斯基（Chomsky）提出的语言能力（language competence）的概念做了释义和扩展，认为语言交际能力（the communicative competence）具有四个组成部分，即可能性（possibility）——生成合乎语法的句子的能力；可行性（feasibility）——生成能够为人脑所理解的句子的能力；适宜性（appropriate——ness）——在具体的社会变化场合准确使用语言形式的能力；行事性（performance）——使用语言表达思想的行为或事物。

后来，西方的一些语言教育学者和专家们就依据海默斯的观点，拟定出了相应的语言交际功能教学大纲、意念功能大纲和情景交际大纲等。

迄今为止，在我国大学英语教育界，按照蔡基刚教授的说法，已经编出和推出了四代大学英语教材，而当前呼之欲出的该是第五代大学英语教材了。

对于第五代大学英语教材该如何编写，众多的名师大家意见不一。

在我们这个人口众多的国家，大学入学新生的英语基础参差不齐。

而目前市场上出现的大学英语教材，已有多种。

虽然众多学者历尽艰辛，但对目前使用的教材，大家普遍的反映是练习编得越来越多，课本编得越来越厚，配套辅助教材多得无力应付，教师和学生都感到不堪重负。

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内容概要

本书是《应用型大学英语教程》的第2册。

按照《大学英语课程教学要求》的精神，本书旨在继续引导学生打好英语基础，突出听说和语篇阅读能力的培养，并为学生顺利通过大学英语四、六级考试和高等学校英语应用能力考试做好准备。

本书分为10个单元。

每单元均设预听说、主课文学习及与该课文相关的重点词汇讲练、语法结构讲练、写作能力训练及综合运用能力扩展5个部分。

为实现上述目标教学，本书课文编写追求体裁多样、情趣盎然、人文与理工并重、经典与时文兼顾，并编排了与各单元主题相关的谚语警句、名人名言、幽默故事和背诵短文。

考虑到学生通过多媒体和网络进行自主学习的需要，本书每单元最后设有Study More on the Topic by Surfing the Internet，以促进自主学习，发挥创造性，扩大学习视野。

本书内容精练，主题突出，活泼多样，寓教于乐。

本书可作为普通高等学校公共英语基础课教材。

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章节摘录

As a child——and as an adult as well——Bill was untidy. It has been said that in order to emmteraet this , Mary drew up weekly clothing plans for him. On Mondays he mightgo to school in blue , on Tuesdays in green , on Wednesdays in brown , on Thursdays inblack , and so on. Weekend meal schedules might also be planned in detail. Everythingis arranged in time , at work or during his leisure time.² Dinner table discussions in the Gatess family home were always lively and educa-tional. "It was a rich environment in which to learn , " Bill remembered.³ Bills contemporaries , even at the age , recognized that he was exceptional. Everyyear , he and his friends would go to summer camp. Bill especially liked swimming andother sports. One of his summer camp friends recalled , "He was never a nerd or a goofor the kind of kid you didnt want in your team. We all knew Bill was smarter than us.Even back then , when he was nine or ten years old , he talked like an adult and couldexpress himself in ways that none of us understood".⁴ Bill was also well ahead of his classmates in mathematics and science. He needed togo to a school that challenged him to Lakeside——an all-boys school for exceptionalstudents. It was Seattles most exclusive school and was noted for its rigorous academicdemands , a place where "even the dumb kids were smart. "⁵ Lakeside allowed students to pursue their own interests , to whatever extent theywished. The school prided itself on making conditions and facilities available that wouldenable all of its students to reach their full potential. It was the ideal environment forsomeone like Bill Gates.

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