

<<表达英语综合教程2>>

图书基本信息

书名：<<表达英语综合教程2>>

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前言

《表达英语综合教程》Expressing English以最新《高等学校英语专业英语教学大纲》为指导原则，运用国际第二语言习得理论的新成果，充分体现“以人为本”的思想，突出英语专业的特色和优势，注重培养英语专业学生的语言、认知、逻辑等能力。本套教材为英语专业本科1-2年级基础阶段编写，核心理念是关注英语表达能力的培养，将思考、听力、口语、阅读、写作、翻译融为一体，综合提高英语表达能力。

一、编写理念

与国内同类教材相比，本套教材在编写和选材理念上突出3个特点：

外语教育整体性 强调外语教学中的语言能力、思维能力、策略能力、知识面、人生观的平衡关系和综合发展

外语学习一体性 根据第二语言习得中输入—输出假设原则，将输入与输出有机结合，通过提高语言输入能力，促进语言输出能力发展，达到增强外语表达核心竞争力的目的

外语交际双向性 强调中西文化表达的平衡，在口头表达训练中提供相关中文信息，在笔头表达训练中强调英汉对译

本套教材在选材上注重内容的思想性、文化性、可读性，语言地道，范文质量高，题材广泛多样，篇幅适当，内容涉及社会、文化、教育、科技等领域。练习设计强调与主题内容相关，形式多样，如理解思考题、语言运用题、测试模拟题等。教材设计的整体思路围绕4条路径展开：

以读促思 (Read to Think) 以读促说 (Read to Speak) 以读促写 (Read to Write) 以读促译 (Read to Translate)

二、教材结构与使用建议

本套教材基础阶段共4册，每学期使用1册，每册共分12个单元，每单元教学时间为6课时，也可根据各院校教学计划而定。每个单元围绕一个主题，包含两篇课文（主、副课文各一篇）。每6个单元结束后设计1套复习测试题，检查和巩固学生所学知识。每单元由9部分组成，使用建议如下：

经典名句 (Proverbs and Sayings) 每单元精选一句语言精炼、思想内容深刻并且与该单元内容有一定联系的经典名句，如谚语、歇后语、名言等，要求学生课前熟记或背诵，使学生尽快进入该单元的学习状态。

课前准备活动 (Pre-reading Activities) 围绕本单元的主题和课文内容开展相关的课堂导入活动，要求学生查找资料，就课文将要涉及的内容了解相关背景信息，开展交流和讨论。

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内容概要

《表达英语综合教程2》是《表达英语综合教程2》与1—2册相配套的教师用书，主要供教师备课和授课时参考使用。

全书提供每单元Text A中的以读促思（Read to Think）、以读促说（Read to Speak）、以读促写（Read to Write）、以读促译（Read to Translate）、语言研习（Language Studies）五个部分的答案和Text B中的细读（Reading for Details）、略读（Reading for Main Ideas）两个部分的答案，以及两套模拟测试题的参考答案。

《表达英语综合教程2》供高等院校英语专业本科1年级基础阶段使用。

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章节摘录

“ E-waste includes computers , entertainment electronics , mobile phones and other items that have been discarded by their original users. While there is no generally accepted definition of e-waste. in most cases e-waste consists of expensive and more or less durable products used for data processing , telecommunications or entertainment in private households and businesses. ” “ E.waste is both valuable as source for secondary raw material , and toxic if treated and discarded improperly. Rapid technology change , low initial COSt and even planned obsolescence have resulted in a fast growing problem around the globe. Technical solutions are available but in most cases a legal framework , a collection system , logistics and other services need to be implemented before a technical solution can be applied. ” “ ‘ The China Undergraduates Consumption and Lifestyle Study 2005 ’ , or CUS.2005 , is the second of an annual study initiated in 2004 and CO-sponsored by Sinomonitor, a Sino-Japanese independent market monitoring company, and China Youth Zeitgeist Cultural Co.Ltd. , a domestic media firm specializing in university students. It sampled 9 , 000 undergraduates from 125 colleges and universities with a total of 4.4 million undergraduates in 31 major cities across China... The research shows that the top two items of consumption of Chinese undergraduates are information-technology (IT) and digital communication products. ”

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