

<<实用英语综合训练与自测>>

图书基本信息

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前言

《实用英语》是国内最早专为高职高专英语教学编写的教材之一。自1995年正式出版以来，它所坚持内容的实用性、教学的针对性和编写的科学性受到了使用者的欢迎，先后被列为“面向21世纪课程教材”、“21世纪高职高专规划教材”、“普通高等教育‘九五’教育部重点教材”，第二版获得全国普通高等学校优秀教材一等奖，第四版被列为普通高等教育“十一五”国家级规划教材。

本教材在编写过程中注意吸收现代外语教学理论中适合我国英语教学实际的观点，结合我国外语教学中行之有效的理论和方法以及我国高职高专英语教学的现状，力求正确处理好打好语言基础和语言应用的关系，突出加强英语实践能力的培养和实际运用，并注意结合学生毕业后实际工作的需要，将语言基础能力与实际涉外交际能力的培养有机结合。

本系列教材共分3册，每册包括《综合教程》、《综合训练与自测》、《教师参考书》及配套的多媒体光盘、MP3等。

《综合训练与自测》（第四版）1-3册是根据当前高职高专英语教学的实际情况，紧扣《综合教程》（第四版）1-3册各单元的主题与教学内容进行修订的。

《综合训练与自测1》（第四版）替换了第三版1、3、4、6单元第一部分（Reading, writing&nanslating）的部分文章，重新编写了相应的练习和答案。

《综合训练与自测1》（第四版）由广东韶关学院安晓灿教授负责修订。

编者对使用本教材的师生表示感谢，感谢他们对本教材编写工作的支持和使用教材后给予的反馈意见，同时也希望他们在今后的使用过程中继续提出宝贵意见，以使本教材能得到进一步完善。

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内容概要

《实用英语》系列教材是教育部规划的高职高专公共英语教材。

本套教材1995年正式出版发行，先后进行两次修订。

为了更加有利于学生英语应用能力的培养，结合《实用英语》的教学使用反馈情况，编写组以教育部颁发的《高职高专教育英语课程教学基本要求（试行）》为依据，现对《实用英语》进行第三次修订。

《实用英语综合训练与自测1》为第四版。

全书共有8个单元和5套模拟试题。

每单元包括读写技能训练、听说技能训练、词汇结构训练三部分；模拟试题包括1 - 4单元和5 - 8单元模拟试题各两套以及1 - 8单元模拟试题一套。

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书籍目录

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章节摘录

The murder took place around ten o'clock p.m. on June 10. Thirty-two people watched Kitty being killed right beneath their windows. She was their neighbor. Yet, none of the 32 helped her. Not even one called the police. Was this inhuman cruelty (狠心)?

Was it lack of feeling for one's fellow man?

'Not so,' say scientists Dr. Darley and Dr. Fatane.

They've found the reasons why people don't act. According to them, a person has to go through two steps before he can help. First he has to notice there is an emergency (紧急情况). Suppose you see a middle-aged man fall onto the ground. Is he having a heart attack, or some other physical trouble?

Or is he simply about to sleep off a drunk (醉酒)?

So it's not always easy to tell if you are faced with a real emergency. Second and more important, the person faced with an emergency must feel himself responsible. He must feel that he must help. The researchers found that a lot depends on how many people are around. They asked college students to come in to be "tested." Some came alone, some with one or two others, and some in large groups. When they came in, either alone, in pairs, or in groups, a lady went into the next room. Soon the students heard a scream, the noise of something falling and a cry for help. Eight out of ten of the students taking the test alone acted to help. Of the students in pairs, only two often helped. Of the students in groups, none helped. In other words, in a group, Americans often fail to act. They feel that others will act. They, themselves, needn't.

They do not feel any direct responsibility.

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