

<<致用英语综合教程>>

图书基本信息

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## &lt;&lt;致用英语综合教程&gt;&gt;

## 前言

《致用英语综合教程》(共四册)是一套新生代英语专业教材,殚力于语言的学能培养,供攻读英语专业的一、二年级大学本科生以及具有相应水平的英语学习者使用,特别荐引于应用型英语专业的教学。

在我国的英语教学改革中,教材的创新本来就显得有些滞后。

近几年,英语专业的教学创新与教材编写无论在理论与实践的探讨上、在教学界的关注度上、在学术的活跃度上,以及在教材的更新频度上,又都不够活跃。

现有的英语专业教材存在的主要问题是:有些失之于“经院式”,偏重于文学作品或20世纪以前经典作家的作品,与现实生活中真实的、鲜活的语境以及学生未来职场的实际需求相去甚远,致使学生的“书本知识”同“实际技能”不相匹配;有些则失之于凸显教师的“学术权威性”,而忽视了学生的感受,把他们置于完全被动接受的地位,表现为信息量过大、知识点过繁、练习量过多,形成了“满书灌”的问题,使学生眼花缭乱,疲于应付。

单元内容大大超过规定学时的负荷,在教学实践中很容易引发“满堂灌”的弊端。

针对这些问题,我们对英语专业的教学现状进行了大量调研,对国内外同类教材进行了对比、分析、思辨,认为对英语专业教材进行积极的探索与改革势在必行,于是向社会奉献出此套教科书。

一、编写理念 一套较好的教材应该满足以下条件:选材新而且涵盖面广;知识点的介绍重点突出、模块链接、贴近实用;项目设计以“任务型”为主,陈述简约,突出“实战”;体例力求多样化、趣味性、助推式,这也是本套教材所力求实现的特色。

在教材编写的过程中,我们始终把体现学能培养与潜质开发作为编书的核心理念,多方面地帮助学生掌握学习策略、求知方法论、思辨能力、实践动口动手能力、语言应用的创新能力。

本教材之所以冠以“致用”二字,志在引导学生“学以致用”和“学以致用”也。

英国著名诗人托马斯·莫尔(Thomas Moore)曾说:“One of the greatest Drobblems of our time is that many are schooled but few are edLlicated... Education is, not the Diling on of learning, information, data, facts, skills, or abilities—that’s training or instruction-but is rather,

making visible what is hidden as a seed.”莫尔的话从一个侧面道出了对教育的本质要求。

的确,教育的功能不能局限于灌输具体的知识,核心的问题是要培育“种子”并造就它释放出自己的全部潜能。

教材的编著也应该具备这样深邃的认知和多维的视角。

在微观层面,我们力图在教材中既融入语言学的语用学、英汉语对比、认知语言学、二语习得、语块理论里与教学相关的智慧,又吸收交际法、任务型教学、自主学习等理论的精华,让英语教学更有效果。

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### 内容概要

《高等学校英语专业教材：致用英语综合教程1（学生用书）》主要旨在帮助学生激活并发展中学英语知识，进一步夯实基础，纠正误点，加强语感，增进悟性，逐渐由“逼迫型”学习向“自主型”学习转变；由被动式学习向主动式学习过度；由“负重型”学习向“欣赏型”学习升华。

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## 章节摘录

Last weekend my wife and I invited our extended family to our home to celebrate our daughter's birthday. During the celebration my young nephew spent the entire time on my computer playing a simulated war game. My brother-in-law and I were chatting near by and it struck us that in generations past, his son, my nephew, would have been outside playing with his friends. But now the little fellow goes on line to play his games against his friends in cyberspace. It seems to me that the Internet is a powerful tool that presents an opportunity for the advancement of the acquisition and application of knowledge. However, based on my personal experience I can understand how, as they surf the web some folks might be confronted with cognitive overload<sup>19</sup>. And I can also understand how one might have his or her sense of reality distorted in the process. Is the Internet a real place? Depending upon how a "real place" is defined it might very well be. At the very least, I believe that when we use the Internet, we are forced to ask fundamental questions about how we perceive the world about us — perhaps another unintended consequence. Some would argue that the virtual existences created by some users who debate, shop, travel and have romance on line are in fact not real. While others would argue that, since in practical terms, folks are debating, shopping, traveling and having romance, the converse is true.

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