

<<大学英语网考视听新体验2>>

图书基本信息

书名：<<大学英语网考视听新体验2>>

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## 前言

2007年教育部高教司颁布了《大学英语课程教学要求》(以下简称《教学要求》)。

《教学要求》重新定位了大学英语课程的教学目标,“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”。

听说能力是对学生语言能力进行评价的一项重要指标,社会需求也对大学生的英语能力提出了更高的要求,因此教育部启动了基于计算机网络的大学英语自主教学模式改革。

大学英语四级网考于2008年12月开始试点。

网考模式加大了听写、视频等方面的分值比例,而占比重较大的视频题在听、读、写中都要涉及,因此,能真实反映出学生的水平。

大学英语四级网考的反拨作用要求大学英语教学采用现代信息技术,推动以多媒体和网络技术为支撑的英语多媒体教学模式的改革,使英语教学不受时间和地点的限制,向个性化和自主式的学习方向发展,体现英语教学的实用性、知识性和趣味性原则,最终达到“培养学生综合应用能力,全面提高学生的文化素质”的教学目标。

《大学英语网考视听新体验》(1—4册)是以《大学英语课程教学要求》为依据,以“应用性、实用性和真实性”为指导思想,结合目前大学英语教学中对视听课比重加大的实际情况和师生对网考练习材料的需求而编写的,供大学英语教学基础阶段使用。

该套教材具有以下特色: 1.突出网考模式的特点。

教材无论从选材、难易度还是内容体系上,都以大学英语四级网考题型为蓝本,认真筛选、精心设计,力求让学生在课堂上熟悉、了解网考模式,掌握网考应试技巧,体验网考带来的挑战和乐趣。

2.

课堂教学和自主学习相结合。

教材既注重课堂教学,又注重学生课外自主学习。

教材的编写形式和设计的任务便于教师课堂操作,每个单元的材料除了足够教师课堂使用以外,还可供学生课外操练。

3.选材注重思想性、现代性和真实性。

所选音频和视频材料贴近学生的生活和思想,内容健康、积极向上,而且音、视频材料均为近期出现在BBC、VOA、cNN和CCTV '9中的新闻报道和访谈等节目,具有很强的时代感,语言地道、规范。

4.主题内容的安排由近及远、由浅入深。

第一册和第二册的主题涉及学生学习、生活的方方面面,如娱乐休闲、网上学习、友情、健康等话题。

第三册和第四册的主题涉及当前社会和世界所关注的热点问题,如计算机安全、环境保护、灾难、商业道德、全球化等话题。

每册的语速、难易度和长度基本上呈阶梯状上升。

5.图文并茂,版式新颖。

《大学英语网考视听新体验》系列教材配有大量与主题相关的启发性强的图片,为语言学习提供了形象的训练情景,加强了学生对学习和使用语言的实际体验。

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### 内容概要

《大学英语网考视听新体验2》共8个单元，单元主题包括Famous Universities, Travelling, Natural World, Health, Viaues, Stress, Education和Jobs and Professions。  
内容题材广泛，语言规范，题型设计、练习难度与大学英语四级网考一致，音、视频的平均语速都控制在每分钟130个词以内，适合大学英语一年级使用。  
书后附有参考答案和录音文字材料供学生参考。  
本书是学生提高听力能力和了解网考听力题型的必备教材。

书籍目录

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## 章节摘录

News Item Two This is the VOA Special English Education Report. Forty-two of the fifty American states offered some kind of public online learning this past school year. One state, Michigan, now requires all students to have an online learning experience before they finish high school. Even the idea of a school has changed since the rise of the Internet in the 1990s. A new report from the Center for Evaluation and Education Policy at Indiana University says eighteen states have full-time virtual schools. There are no buildings. All classes are online. Online learners might work at different times. But there might be set times for class discussions—by text, voice or video—and virtual office hours for teachers. Florida started the first state-wide public virtual school in the United States in 1997. Today, the Florida Virtual School offers more than ninety courses. Fifty-six thousand students were enrolled as of December. Almost sixty percent were female. The school's Web site says each student was enrolled in an average of two classes. Two-thirds were also enrolled in public or charter schools. Charter schools are privately operated with public money. Other students are home-schooled or in private school. Florida Virtual School has now opened the Florida Virtual Global School. Students in other countries pay for classes. Janet Heiking teaches an English class. She lives in Indianapolis, Indiana. Her students live as far away as Africa and Japan. She says they are taking her Advanced Placement class to prepare for attending an American college. They can earn college credits by passing the A. P. test. So how good are virtual schools? Studies have shown mixed results, as that new report from Indiana University notes. For example, students at Florida Virtual School earned higher grades than those taking the same courses the traditional way. And they scored higher on a state-wide test. But virtual school students in Kansas and Colorado had lower test scores or performed at a lower level than traditional learners. Studies also find that virtual schools may not save much in operating costs. Education experts say the mixed results suggest the need for more research to find the best ways to teach in virtual schools. Also, they say schools of education need to train more teachers to work in both physical and virtual classrooms. And that's the VOA Special English Education Report, written by Nancy Steinbach. To learn more about computer-based learning, go to [www.unsv.com](http://www.unsv.com). I'm Bob Doughty.

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