

博雅英语

EEP

English for Elegance and Profoundness

- 语言与文化融合
- 知识与技能并举
- 内容与认知协同
- 深造与就业兼容

博雅英语简介

Synopsis for EEP



博雅英语编写委员会

Compilation Committee of English for Elegance and Profoundness

English for Elegance and Profoundness

语言与文化融合 The integration of Language and culture;
知识与技能并举 The simultaneous development of Knowledge and skill;
内容与认知协同 The coordination of Content and cognitive;
深造与就业兼容 The compatibility of Further study and employment.

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二〇一三年三月

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序

随着以信息技术为代表的现代科技的快速发展,新时期特别是 21 世纪以来的人类文明呈现出许多新的特征:(1)人类知识积累的速度与总量急剧增加。(2)世界经济日趋全球化。

(3)不同民族间的交流日益频繁。面对世界不同国家、不同民族间科技与经济领域深度融合与文化交流日益频繁的趋势,加强外语教学、提升国民外语水平已成为新时期许多国家和政府的重要发展战略之一。进入 21 世纪以来,中国的高等教育进入了快速发展期。随着高校招生规模的大幅度增长,我国高校在校生人数已跃居世界第一,成为名符其实的世界高等教育大国。为了适应我国新时期经济社会发展的需要和国际形势的变化,国家发展高等教育的重点已转向提高人才培养质量与建设高等教育强国。“关于实施高等学校本科教学质量与教育改革工程的意见”(教育部高教司[2007]1号文)、《国家中长期教育改革和发展规划纲要(2010-2020年)》和《教育部关于全面提高高等教育质量的若干意见》(教育部高教司[2012]4号文)均在强调高等教育应坚持走内涵式发展的道路同时,把提高高等教育的国际化水平、促进高等教育与国际接轨作为新时期发展我国高等教育的重要举措。不容置疑,在新的时代背景下外语教学在我国高等教育人才培养中正扮演着愈来愈重要的角色。

大学英语教学是我国高等教育的重要组成部分,长期以来特别是进入新世纪以来被赋予十分重要的地位。教育主管部门对高校大学英语提出了具体的教学目标和要求,同时鼓励和支持各高校开展大学英语教学改革、创新大学英语教学方法,提高大学英语教学效果。教育部和财政部联合签署的“关于实施高等学校本科教学质量与教育改革工程的意见”(教育部高教司[2007]1号文)要求高校加强大学英语教学改革、“切实提高大学生的专业英语水平和直接使用英语从事科研的能力”。2006年,教育部还在全国高校范围内建立了首批 31 个大学英语教学改革示范点。全国高校也无一不在政策和条件保障方面把大学英语教学作为优先考虑和重点支持的对象。大学英语教学在我国高等教育所受到的高度重视由此可见一斑。

经过多年的建设发展和不懈探索,我国高等院校的大学英语教学取得了丰硕的成果。大学生的英语水平较改革开放以前有了大幅度的提高;大学毕业生在大学所掌握的英语知识和所获得的英语交际能力在各行各业发挥了积极的作用,为改革开放以来我国经济社会的快速发展做出了重要的贡献。然而,在充分肯定过去所取得的巨大成绩的同时,我们还需要正视大学英语依然存在的问题与不足,即大学英语教学尚未从根本上摆脱“费时、低效”的弊病。调查研究显示,大学英语在我国是学生所学课程中延续时间最长的一门课程,大学生一般都有 8 至 12 年的英语学习经历。大学英语基础阶段的两年中,学生上英语课的时间为每周 5 学时。除英语课外,大多数学生(注:约 70%)每天还要花 2 小时以上的时间用于英语学习。

(王奇民 2002)大学生花在英语上的时间之多,也许是其它任何一门课程无法企及的,但大学英语的教学效果却难以令人满意。调查结果显示,经过两年的大学英语学习,大学生中仍有 22%的人听英语讲课有困难,30%的人不能讲英语,58%的学生无法同外国人开展一般性的日常会话。(同上)社会把这种现象戏称为“哑巴英语”和“聋子英语”。可见,大学英语教学离高等教育人才培养的要求依然存在明显的差距,尚不能满足经济社会发展的需要和适应新时期高等教育的发展趋势。对当前大学英语教学的现状进行深刻反思、进一步加大教学改革的力度、提高大学英语的教学效益显然已迫在眉睫。

大学英语教学存在“费时、低效”问题原因固然是多方面的,需要进行多维度的反思、创新和实践,问题才能从根本上获得解决。教材是教学活动的基本要素之一,是影响教学效果的关键因素。《大学英语课程教学要求》(教育部高教司,2007)指出,“大学英语是以外语教学理论为指导,以英语语言知识与应用技能、跨文化交际和学习策略为主要内容,并集多种教学模式和教学手段为一体的教学体系。”“大学英语的教学目标是培养学生的英语综合能力,特别是听说能力,使他们在今后的学习和工作中能用英语有效地进行交际,同时增

强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。”（同上）大学英语教材如何有效服务于大学英语的教学要求与目标自然应该成为当前深化大学英语教学改革的重要内容。以广州大学中加国际教育学院为依托组织国内相关高校专家学者编写的《博雅英语》（《英语读写教程》1-3册和《英语听说教程》1-3册）即是在新的时代背景下深化大学英语教学改革、力图克服大学英语教学长期存在“费时、低效”弊端的一次尝试。本教材以《大学英语课程教学要求》为指导，充分吸收国内、内外优秀外语教材的编写经验，同时借鉴语言研究的最新成果在教学理念、教学方法和教学内容组织上大胆创新，力图使大学英语在高等教育人才培养中的作用、教学效果取得新的突破。本教材的特点主要包括：

（1）**语言习得与文化学习融合**。文化或文明就其广泛的人种学意义而论，是一个复合的整体，包括知识，信仰，艺术，道德，法律，风格，以及作为社会成员的人们获得的任何才能和习惯。语言是文化的组成部分，也是文化的核心载体。作为人类最重要的交际工具，语言的产生与运用须臾离不开语言社团文化的影响。脱离英语赖以产生和发展的英语民族文化，学好英语只能是一枕黄粱的美梦。寓语言学习于文化学习是本教材的基本理念之一。本教材由以主题为主导的36个单元组成，教材涉及的主题涵盖了英语民族文化的各个方面，如，地理、经济、科技、教育、语言、艺术、家庭生活等。学生在习得英语语言知识与语言技能的同时，可以丰富自己的英语民族文化知识。两者相辅相成，进而相得益彰。

（2）**知识技能和能力素质并举**。大学英语教学存在“费时、低效”的弊端与对英语的错误认识不无关系，即，只看到英语的工具性，忽视了英语的人文性以及大学英语教学在大学生能力和素质培养方面的重要作用。教学中普遍存在唯语言知识传授和语言技能训练是举、以考试成绩作为唯一评价标准的现象。本教材的选材与教学活动设计力避这种有违教育初衷的单向度的思维方式，课文材料的选择在充分考虑《大学英语课程教学要求》所规定的语言知识同时，高度重视题材的广泛性与时代性、内容的真实性与趣味性以及语言的欣赏价值与美学功能；教学活动设计在强调巩固语言知识、训练语言技能的同时，突出活动的实践性和启发性，融学生自主学习能力、思辨能力与语言鉴赏能力的培养于语言实践之中。

（3）**教学内容与认知心理协同**。语言学的研究成果对外语具有重要的启示和借鉴作用，历来是外语教学研究的重要理论来源。以认知科学为依托发展起来的语言研究前沿学科认知语言学认为，语言反映人的认识；语言知识并非天赋的、而是后天以语言使用为基础构建而成的。本教材的编写借鉴了认知语言学的两项理论成果，即基于使用的语言知识观与框架语义学。基于使用的语言知识观指出：人的语言知识来自语言实践，并非天赋的规则；高频率出现的语言事件通过人的认知机制固化或规约为一系列从具体到抽象的认知结构，进而形成由语音、词汇、语法组成的语言知识。在框架语义学中，框架是人们在外部世界互动过程中形成的“与某个具体概念相关的背景知识或连接相关联的某个已知语言形式的多个认知域的知识网络。”（Fillmore, 1982）。研究表明，框架与语言的理解与使用如影相随、密切不可分。譬如，没有[WEEK]这一框架作为基础，我们就无法获得对“Sunday”一词的理解。不以[SEAFARING]和[FLYING]两个框架为依据，我们就无法知晓“land”和“ground”语义与用法上的差异。按照框架语义学的观点，不同文化的民族风土人情、价值观念与生活方式往往存在明显的差异，各自基于体验形成的框架自然存在或隐或显的许多不同。在语言上的一个具体体现就是，一种语言的词语另一种语言的词语往往并不存在语义上一一对应的关系。如，英语的“colleague”语义上不等同于汉语的“同事”就是一个典型的例子。《博雅英语》在强调教学活动实践性的同时，《英语读写教程》和《英语听说教程》两个系列在结构上坚持单元主题一致、教学进度同步的原则，这样一方面大大提高了英语词汇与语法范畴的复现率，从而使学生通过反复的语言实践使所学的英语语言知识有效得以固化，进而逐步构建起完整的英语语言知识体系，另一方面，有利于学生习得与英语理解及运用密切相关的体现英语独特文化特征的各种认知框架，从而提升学生英语知识的可靠性和英语使用的得体性。

(4) **职业发展与学术深造兼容**。如前所述,随着我国高等教育的快速发展,国家已把提高高等教育国际化水平作为新时期发展高等教育的重要举措。可以预见,不久的将来,越来越多的大学生将根据国家经济社会发展和自身发展的需要寻求去国外高校或中外合作办学机构学习或深造的机会。面对新的高等教育发展趋势,大学英语在充分考虑大学生毕业职业发展需求的同时,无疑应因时而动、不断创新以满足这一大学生群体的需要。众所周知,国外高校和中外合作办学机构对学生均有较高的英语语言能力要求,大多数把强调以英语能力为衡量标准的“雅思”或“托福”考试成绩作为学生能否被录取的重要依据。鉴于此,本教材在不脱离单元主题的前提下还参照“雅思”和“托福”考试的要求,在每个单元的语言实践部分设计了与“雅思”和“托福”考试形式与难度一致的各种语言实践项目。这样,学生在进行以英语语言与文化知识学习和英语技能与交际能力训练为核心目标的语言实践活动同时,也获得了对“雅思”和“托福”考试的认知与体验。学生们日后对国内大学英语四、六级考试和英语国家“雅思”与“托福”考试的适应能力能够潜移默化地得以提高,从而提前为接受国际化的高等教育奠定必需的英语语言能力基础。

《博雅英语》是顺应时代变化深化大学英语教学改革的一次尝试。教材对《大学英语课程教学要求》的精神领会深刻,在编写理念、内容与结构设计方面敢于突破传统思维的桎梏、大胆创新。此外,本教材的编写除聘请学术造诣高、对大学英语教学有深入研究的权威学者清华大学外文系博士生导师崔刚教授担任顾问外,还邀请了哈佛大学等国外大学和中国社会科学院等科研机构的有关专家和学者担任教材编写的指导工作。本教材无疑是国内外众多专家学者智慧的结晶和共同努力的结果。我们相信,《博雅英语》定能为新时期深化大学英语教学改革做出应有的贡献,广大在校大学生、研究生以及准备出国访学、访问和开展国际交流的各类人士使用本教材后一定能感受到编者开拓创新的器识、体验到教材的标新立异之处、得到高度契合自我期待的收获。

肖坤学

二〇一三年三月於

广州大学城

Preface

Along with the rapid development of modern science and technology represented by the information technology, the human civilization in the new era, especially since the 21st century, presents many new characteristics: (1) the speed and total amount of the accumulation of human knowledge have been increasing dramatically. (2) The world economy is globalizing. (3) The exchanges among different nationalities are more frequent. In the face of the deep integration of science and technology with the economic field in different countries and nationalities in the world as well as the trend of the increasingly frequent cultural exchanges, strengthening the teaching of foreign language and enhancing people's foreign language proficiency have become one of the important development strategies of many countries and governments in the new era. Since the 21st century, China's higher education has entered a period of rapid development. With the large increase in the enrollment scale, the number of students in colleges and universities in China has ranked first in the world, making China a veritable higher education power in the world. In order to adapt to the needs of economic and social development in the new era and the change of the international situation, China has shifted its focus of higher education to improving the quality of talent cultivation and constructing the higher education power. "Opinions on Implementing the Teaching Quality and Education Reform Projects of Undergraduates in Universities" (Department of Higher education, Ministry of Education [2007] No.1), the Outline of the National Plan for Medium and Long-Term Education Reform and Development (2010-2020) and Several Opinions on Overall Improvement of Higher Education Quality issued by the Ministry of Education all take the improvement of the international level of higher education and the promotion of integrating higher education to the world system as the important measures to develop China's higher education in the new era when emphasizing that higher education should adhere to the road of connotative development. Undoubtedly, the teaching of foreign languages is playing a more and more important role in talents training of our higher education in the new era.

As an important part of higher education in China, college English teaching has been given a very important position for a long time, especially since entering the new century. The administrative department of education puts forward the specific teaching goals and requirements on college English in universities and encourages and supports the universities to carry out college English teaching reforms and innovate college English teaching methods to improve the teaching effect. "Opinions on Implementing the Teaching Quality and Education Reform Projects of Undergraduates

in Universities” (Department of Higher education, Ministry of Education [2007] No.1) signed by the Ministry of Education and the Ministry of Finance jointly requires colleges and universities to strengthen college English teaching reform and substantially improve college students’ English level and their ability to use English in scientific research. In 2006, the Ministry of Education established the first 31 college English teaching reform demonstration sites in the colleges and university all over the country. And, colleges and universities all give priority to college English teaching with full supports in policies and conditions, indicating the great attention to college English teaching in our higher education.

After years of development and unremitting exploration, college English teaching in Chinese colleges and universities has achieved fruitful results. College students’ English level has improved significantly compared with it before the reform and opening up; and the English knowledge acquired by college graduates and their English communication skills mastered in colleges and universities have played a positive role in all walks of life, which has made great contribution to the rapid economic and social development in our countries since the reform and opening up. However, when fully recognizing the great achievements in the past, we should also face the existing problem and deficiency of college English. That is, college English teaching has not yet got rid of the problems of time consuming and inefficiency fundamentally. The investigation results suggest that college English is a course with the longest duration among all the courses that the Chinese students learn. College students generally have learned English for eight to 12 years. In two years of the basic stage of College English, students have English lessons for 5 credit hours every week. In addition to the English classes, most students (about 70%) spend over 2 hours per day in learning English. (Wang Qimin 2002) The time that college students spend on English learning is so long that maybe any other course cannot be comparable, but the college English teaching effect is far from satisfaction. The investigation results show that after two years of college English learning, 22% of students still have difficulties in understanding the English lessons, 30% cannot speak English and 58% cannot make conversation with foreigners. (Ditto) This phenomenon is known as deaf and dumb English in the society. Thus, an obvious gap still exists between college English teaching and the requirements of talent training of higher education. College English teaching can neither satisfy the needs of economic and social development nor adapt to the development trend of higher education in the new era. Therefore, it’s is imminent to reflect on the current situation of college English teaching profoundly, further strengthen the teaching reforms and improve the college English teaching efficiency.

The reasons for the time-consuming and inefficient college English teaching are manifold. In order to solve the problem fundamentally, it's necessary to make the multi-dimensional reflection, innovation and practice. Teaching material is one of the basic elements of the teaching activities as well as the key factor affecting the teaching effect. College English Curriculum Requirements ((Department of Higher education, Ministry of Education, 2007) points out that college English is a teaching system which “takes the foreign language teaching theory as the guide and English knowledge and application skills, cross-cultural communication and learning strategies as the main contents, and integrates various teaching modes and teaching means together.” “The teaching goal of college English is to cultivate students’ ability of comprehensive English application, especially the listening and speaking skills, to enable them to make the effective communications in English in the future study and work. Meanwhile, it aims to enhance their autonomous learning ability and improve the comprehensive cultural quality, so as to adapt to the needs of social development and international exchange in our country.” (Ditto) How college English teaching material serves the teaching requirements and goal of college English teaching effectively should naturally become the important contents of the deepening college English teaching reform at present. English for Elegance and Profoundness (English Reading and Writing Volume 1, 2 and 3 & English Listening and Speaking Course Volume 1, 2 and 3) compiled by the experts and scholars in the domestic colleges and universities based on CIBT International College of Guangzhou University is an attempt to deepen the college English teaching reform and try to overcome the long-existing problem of time consuming and inefficiency in college English teaching. Under the guidance of College English Curriculum Requirements, this teaching material fully absorbs the writing experience of outstanding foreign language teaching materials at home and abroad and draws lessons from the bold innovation of the latest language research achievements in teaching concept, method and content organization, trying to make the role and teaching effect of college English in talent cultivation of higher education achieve new breakthroughs. This teaching material has the following characteristics:

(1) Integration of Language Acquisition and Culture. In terms of the general ethnological significance, culture or civilization is a compound whole, including knowledge, belief, art, moral, law, style and any skill and habit acquired by people as the social member. Language is an integral part as well as a core carrier of culture. As the most important communication tool for human, the generation and application of language is inseparable from the influence of the language community

culture. Without the culture of English speaking nations English relies on for generation and development, it's just a fond dream to learn English well. Combining language learning with culture learning is one of the basic concepts of this teaching material. It consists of 36 units with themes as the guide. The themes cover all aspects of the culture of English-speaking nations, such as geography, economy, science, technology, education, language, art, family life, etc. When acquiring English knowledge and language skills, students can also enrich their cultural knowledge of the English-speaking nations. Both complement each other and thus illuminate each other.

(2) Simultaneous Cultivation of Knowledge Skills and Ability Quality. The problem of time consuming and inefficiency in college English teaching has something to do with the wrong understanding of English, that is, just regarding English as a tool but neglecting its humanity and the important role of college English teaching in the cultivation of college students' abilities and qualities. It's common to obsess on language knowledge teaching and skill training and take the examination result as the only evaluation criterion in teaching. However, the material selection and teaching activity design of this teaching material try to avoid the one dimensional thinking against the original intention of education. When taking into full account the language knowledge regulated by College English Curriculum Requirements, the material selection also pays great attention to the extensiveness and times of the subjects, the truth and interest of the contents, and the appreciation value and aesthetic function; the teaching activity design not only emphasizes the consolidation of language knowledge and the training of language skills, but also highlights the practice and enlightenment of activities and integrate the cultivation of students' abilities of autonomous learning ability, critical thinking and language appreciation in language practice.

(3) Co-ordination between the Teaching Contents and the Cognitive Psychology. With the important inspiring and influential effect on the foreign languages, the research results of linguistics have been always the important theoretical sources of the foreign language teaching research. Cognitive linguistics which is a front line subject in language research developing based on cognitive science holds that language reflects people's understanding; people were not born with the language knowledge but acquire it with the language application as the basis. The compilation of this teaching material draws lessons from two theoretical results of cognitive linguistics, namely, application-based viewpoints on language knowledge and frame semantics. Application-based viewpoints on language knowledge points out that people were not born with the language knowledge but acquire it in language practice; the language events appearing frequently are solidified or conventionalized

to be a series of cognitive structures from concrete to abstract through human's cognitive mechanism and thus form the language knowledge consisting of pronunciation, vocabulary and grammar. In frame semantics, the frame refers to "the background knowledge related to a specific concept or the knowledge network in multiple cognitive fields which connects a related known language form" formed in the interactive process between people and the external world (Fillmore, 1982). Research shows that the understanding and application of frame and language are inseparable from each other. For example, without the frame of WEEK as the basis, we cannot understand the word of Sunday; without two frames of SEAFARING and FLYING as the basis, we cannot know the difference between land and ground in semantics and usage. According to the view of frame semantics, the national customs, values and ways of life of different cultures are often obviously different, so their frames formed based on experience are implicitly or explicitly different. A specific embodiment in language is that words of a language words do not directly correspond to those of another language in semantics. Let's see a typical example. Colleague in English does not mean "Tongshi" in Chinese in semantics. When emphasizing the practice of the teaching activities, English Reading and Writing Course and English Listening and Speaking Course of English for Elegance and Profoundness adhere to the principles of consistent unit theme and simultaneous teaching schedule in structure, which improves the recurrence rate of English vocabulary and grammatical category, so that students can effectively consolidate what they have learnt through the repeated language practice and thus gradually construct the complete English knowledge system; on the other hand, it's helpful for students to acquire various cognitive frames which are closely related to English understanding and application and reflect the unique cultural characteristics of English, thus improving the reliability of students' English knowledge and the appropriateness of English application.

(4) Compatibility between the Career Development and the Scholarly Pursuit. As mentioned previously, with the rapid development of higher education, China has taken the improvement of the international level of higher education as the important measure to develop higher education in the new era. Predictably, more and more college students will seek opportunities to study in the foreign colleges and universities or the Chinese-foreign cooperatively-run schools according to the economic and social development of our country and their own development needs in the near future. In the face of new development trend of higher education, when taking into full account the career development needs of graduates, college English should keep abreast of the times and forge ahead with innovation, so as to meet the demands of college students. As is well known, the foreign colleges and universities and the Chinese-foreign cooperatively-run schools have high requirements

in students' English language ability and most of them take the result of IELTS or TOFEL which emphasizes the English ability to be the measuring standard as the important basis for enrollment. In view of this, this teaching material refers to the requirements of IELTS and TOEFL on the premise of not being divorced from the unit themes to design various language practice projects consistent with the test form and difficulty of IELTS and TOEFL in language practice part of each unit. By this way, students acquire the cognition and experience of IELTS and TOEFL when making the language practice activities with English language and cultural knowledge learning and English and communication skill training as the core targets. As a result, students can gradually improve their adaptability to CET 4 and 6 in China and IELTS and TOEFL in the English-speaking countries, thus laying the necessary foundation of English language ability for accepting the international higher education.

English for Elegance and Profoundness is an attempt to keep up with the changes of the times and deepen college English teaching reform. The teaching material has a profound comprehension of the spirit of College English Curriculum Requirements and dares to break through the shackles of the traditional thinking and make innovation in the writing concept, content and structure design. Moreover, in addition to the employment of Professor Cui Gang who has the in-depth research of college English teaching as an authoritative scholar and Ph.D. supervisor in the foreign language department of Tsinghua University to serve as the adviser, it also invites the experts and scholars in the foreign universities like Harvard University, the Chinese academy of social sciences and other scientific research institutions to give advice and guidance. Therefore, this teaching material is undoubtedly the crystallization of wisdom and the result of joint efforts of many experts and scholars at home and abroad. We believe that English for Elegance and Profoundness will certainly make due contribution to deepening the college English teaching reform in the new era and the college students, graduate students and people who are planning to go abroad for study, visit and international exchange will certainly feel the innovative consciousness of the editors and experience the creative parts of the teaching material and have an expected harvest after using it.

Xiao Kunxue

Guangzhou Higher Education Mega Center

March 2013

语言能力培养系列
Training Series for Language Competence

《英语读写教程》第一册使用说明

《英语读写教程》共有三册书，每册有 12 单元，每单元包含学术阅读与写作技能训练两个部分。阅读部分由 3-4 篇文章组成，并配有多种阅读理解和词汇方面的练习，整套教程具有以下特点：

1.语言内容丰富。语言是信息的载体，学生在提高语言能力的同时，也在不断地获取信息。本套教材有 36 个单元，每个单元围绕一个主题，这些主题基本涵盖了生活、社会与学术的各个方面。在选择阅读材料时，我们也特别注意其内容的丰富性、知识性和启发性，从而使得学生在阅读的同时，还可以扩大自己的知识面，启发独立思维，全面提高个人的整体素质。另外，每个单元通常都包含至少一篇趣味性较强的文章，以便增加学生的阅读兴趣。

2.注重由浅入深、循序渐进的学习方法。从阅读内容看，第一册每单元阅读文章的总字数在 800-1000 字左右，第二册在 1000-1200 字左右，第三册在 1200-1400 字左右。从技能部分来看，第一册的重点为句子层面的写作及常见错误纠正，第二册集中训练段落写作与阅读技能，第三册则训练篇章写作和各种不同“雅思”考试题型的答题策略。在篇章的遴选过程中，每个单元主题与《英语听说教程》的主题同步，力求在同一个主题下选材。

3.重视提高学生词汇量。阅读内容配有丰富的词汇练习，以多种形式帮助学生反复训练学术阅读和写作中的常用单词，提高词汇量。此外，每个单元中的最后一道词汇题以纵横字谜、搜索单词等不同形式训练本单元主题所涉及到的单词。

本书为《英语读写教程》的第一册，其基本目标为：以高中英语水平为起点，通过强化训练全面提高学术英语阅读能力，并以此带动学术写作的能力，为学生进入第二册的学习打下扎实的基础。本册共十二个单元，每个单元包括以下几个部分：**Reading 1** 部分为本单元的主课文，可以安排在课上阅读讲解；**Reading 2** 和 **Reading 3** 部分为副课文，可以安排学生在课外阅读，上述三个部分均安排阅读和词汇训练活动；**Writing** 部分每个单元围绕一个中心任务，通过与阅读的结合，训练学生在句子层面的书面表达能力，讲解常使用本单元阅读文章中出现的实例，帮助学生体会所练技能在实际中的运用；**Language Clinic** 部分以写作中学生常犯的错误为依据，设计相应的讲解和练习题，训练学生语言表达的准确性。每个单元的上课时间大约需要 5 个学时左右。

Instruction for English Reading & Writing Course, Volume One

English Reading & Writing Course includes three Volumes in total. Each Volume contains 12 units, and each unit contains two parts: academic reading and training for writing skills. The reading part consists of 3-4 articles in company with various kinds of exercises in reading and vocabulary. The full set of course is of the following characteristics.

1. Be rich in language contents.

Language is the carrier of information. Students therefore improve their language competence and meanwhile, they are constantly acquiring information. The set of these textbooks includes 36 units and each unit focuses on one topic. And the topics almost cover various aspects of life, society and academia. Besides, in choosing reading materials, we pay particular attention to the adequacy, knowledge and enlightenment of the contents. Therefore, at the same time of reading, students can also broaden their scope of knowledge, trigger independent thinking, and comprehensively improve the overall quality of the individual. In addition, each unit includes at least one interesting article to increase the reading appetite of students.

2. Focus on stepwise learning method.

In terms of the contents of reading, the total number of words in each unit of Volume One is about 800-1000, Volume Two 1000-1200 and Volume Three 1200-1400. In terms of the part of skills, Volume One concentrates on the writing skills at sentential level and remedies for common mistakes; Volume Two is about the extensive training on writing skills at paragraph level and reading skills; and Volume Three is about training on writing skills at passage level as well as the types of questions in IELTS exam and its corresponding strategies. In selecting sections and chapters, the topic of each unit is on a par with the corresponding topic in Academic English Listening & Speaking Course, and materials are selected under the same topic.

3. Focus on widening the vocabulary of students.

The reading contents are set with abundant exercises in vocabulary to help students in many ways by repeatedly practicing the frequently used words in academic reading and writing and widening their vocabulary this way. Besides, the last question in each unit is designed to practice the words involved in the topic by various means such as crosswords and words-searching.

This is Volume One of English Reading & Writing Course. Its elementary objective is: comprehensively improve students' academic reading ability of academic English, put their reading ability in motion, and lay a firm foundation for students' study of Volume Two. Volume One includes twelve units in total; each unit includes the following parts: Reading 1 is the major text of the unit which can be lectured in class; Reading 2 and Reading 3 are the supplementary reading materials which can be read out of class. And exercises on reading and vocabulary are arranged throughout these three parts. Besides, Writing is arranged in each unit with a central task and combines with reading to train students' writing ability at sentential level, to introduce the frequently used examples in the reading part of the unit, and help students understand the application of the training skills in reality. Moreover, Language Clinic is designed based on the common mistakes committed by students in writing. Here corresponding instructions and exercises are arranged to help students express accurately. It takes 5 credit hours or so to finish each unit.

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《英语听说教程》第一册使用说明

本书为《英语听说教程》的第一册，其基本目标有两个：一是在高中英语水平的基础上进一步提高学生的日常听说交流能力；二是全面提高学生的学术英语听说能力，为学生进入第二册的学习打下扎实的基础。本册共十二个单元，每个单元包括四个部分，每个部分的内容均围绕一个相对核心的内容，并按照由易到难的顺序安排。前面两个部分为听说结合的训练活动，第三部分主要安排长篇听力材料的训练活动，第四部分为发音训练。每个单元的学习大约需要4个学时左右。在教材的选编过程中，我们力求使本教材具备以下特点：

1.听说结合。听和说两项技能之间存在着密切的联系，在本教材中，听说活动密切结合，说以听为基础，要根据听的内容设计口语训练活动。本册教材在强化训练学生听力的同时，主要训练学生在句子层面的口语表达能力。与此同时，为了帮助学生改进英语发音的准确性和流利性，我们还针对中国学生英语发音中的常见问题和特殊困难，在每个单元专门设计了语音训练的环节。

2.录音材料真实。听力教材的关键在于听力材料的录音是否有真实感，这也是国内所编教材与国外教材的最大差异之所在。只有真实的、丰富多彩的听力材料，学生才能感兴趣，能够听得进去，从而真正达到听力教学的目的。本教材的所选听力材料的录音均选自国外的原版教材，言语语调真实，情景感强，而且还包含了各种不同风格的发音，为学生听力水平的提高奠定了良好的基础。

3.练习形式多样。听力训练活动是确保听力效果、提高听说能力的重要途径，在练习题的选择和设计上，我们充分考虑了学生的心理特点，选择和设计多种多样的为学生所喜闻乐见的训练活动，从而保证听力教学的效果。

4.语言内容丰富。语言是信息的载体，学生在提高语言能力的同时，也在不断地获取信息。本套教材同36个单元，每个单元都围绕一个主题，这些主题基本涵盖了生活、社会与学术的各个方面，另外在选择听力材料是，我们也特别注意其内容的丰富性、知识性和趣味性，从而使得学生在训练听力的同时，还可以扩大自己的知识面，启发思维，全面提高个人的整体素质。

Instruction for English Listening & Speaking Course, Volume One

This is Volume One of English Listening & Speaking Course and it has two elementary objectives: first, further improve students' daily listening, speaking and communication ability on senior high school's basis; second, comprehensively improve students' listening and speaking ability of academic English and lay a firm foundation for students' study of Volume Two. Volume One includes twelve unites in total, each unit includes four parts and moreover, each part is arranged in accordance with a core content and is compiled in orders from the easy to the difficult. The first two parts are about combined training activities for listening and speaking. The third part is mainly about training activities for long listening materials. And the fourth part is about the pronunciation training. It takes 4 credit hours or so to learn each unit. During the compilation of the textbooks, we try to equip the textbooks with the following features.

1. Listening and speaking are integrated.

Listening skill and speaking skill are closely related. In the textbook, listening activity is closely combined with the speaking activity. And speaking is based on listening and moreover, the training activity for oral English is designed pursuant to the content of listening. This textbook values the listening ability of the students and at the same time cultivates the oral expression ability at sentential level. Meanwhile, to help students improve the accuracy and fluency of their pronunciation, in each unit, we design a link of pronunciation training in accordance with common problems and special difficulties facing Chinese students in learning English pronunciation.

2. The recording materials are real.

The key point of the teaching materials for listening is whether the recording is real or not. This is also the sharpest difference between domestic and foreign textbooks. Only those colorful listening materials with real situations will interest the students and attract them to listen to, and therefore the purpose of listening teaching can be reached indeed. All the listening materials in this textbook are selected from the foreign original textbooks. So the tunes and tones and the situations are real. Besides, pronunciations of different styles are also included, which lay a sound foundation for the improvement in listening.

3. The forms of exercise are diverse.

The training activity of listening is an essential way to ensure the outcomes of listening and to enhance listening and speaking ability. In choosing and designing the exercises, we take students' psychological features into full account. We choose and design various kinds of training activities popular among students to ensure the outcomes of listening teaching.

4. The contents of language are adequate.

Language is the carrier of information. Students therefore improve their language competence and meanwhile, they are constantly acquiring information. The set of these textbooks includes 36 units and each unit focuses on one topic. And the topics almost cover various aspects of life, society and academia. Besides, in choosing listening materials, we pay particular attention to the adequacy, knowledge and interestingness of the contents. Therefore, students can also broaden their scope of knowledge, develop the mind, and improve the overall quality of the individual.

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《英语读写教程》第二册使用说明

《英语读写教程》共有三册书，每册有 12 单元，每单元包含学术阅读与写作技能训练两个部分。阅读部分由 3-4 篇文章组成，并配有多种阅读理解和词汇方面的练习，整套教程具有以下特点：

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2.注重由浅入深、循序渐进的学习方法。从阅读内容看，第一册每单元阅读文章的总字数在 800-1000 字左右，第二册在 1000-1200 字左右，第三册在 1200-1400 字左右。从技能部分来看，第一册的重点为句子层面的写作及常见错误纠正，第二册集中训练段落写作与阅读技能，第三册则训练篇章写作和各种不同“雅思”考试题型的答题策略。在篇章的遴选过程中，每个单元主题与《英语听说教程》的主题同步，力求在同一个主题下选材。

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本书为《英语读写教程》的第二册，其基本目标为：在第一册教材学习的基础上，通过强化训练全面提高学术英语阅读能力，并以此带动学术写作能力，为学生进入第三册的学习打下扎实的基础。本册共十二个单元，每个单元包括以下几个部分：**Reading 1** 部分为本单元的主课文，可以安排在课上阅读讲解；**Reading 2** 和 **Reading 3** 部分为副课文，可以安排学生在课外阅读，上述三个部分均安排阅读和词汇训练活动；**Paragraph Writing** 部分每个单元围绕一个中心主题，通过与阅读的结合，训练学生在段落层面的书面表达能力；**Reading Skills** 部分进行系统的阅读技能训练。每个单元的上课时间大约需要 5 个学时左右。

Instruction for English Reading & Writing Course, Volume Two

English Reading & Writing Course includes three Volumes in total. Each Volume contains 12 units, and each unit contains two parts: academic reading and training for writing skills. The reading part consists of 3-4 articles in company with various kinds of exercises on reading and vocabulary. The full set of course is of the following characteristics.

1. Be rich in language contents. Language is the carrier of information. Students therefore improve their language competence and meanwhile, they are constantly acquiring information. The set of these textbooks includes 36 units and each unit focuses on one topic. And the topics almost cover various aspects of life, society and academia. Besides, in choosing reading materials, we pay particular attention to the adequacy, knowledge and enlightenment of the contents. Therefore, at the same time of reading, students can also broaden their scope of knowledge, trigger independent thinking, and comprehensively improve the overall quality of the individual. In addition, each unit includes at least one interesting article to increase the reading appetite of students.

2. Focus on stepwise learning method.

In terms of the contents of reading, the total number of words in each unit of Volume One is about 800-1000, Volume Two 1000-1200 and Volume Three 1200-1400. In terms of the part of skills, Volume One concentrates on the writing skills at sentential level and remedies for common mistakes; Volume Two is about the extensive training on writing skills at paragraph level and reading skills; and Volume Three is about training on writing skills at passage level as well as the types of questions in IELTS exam and its corresponding strategies. In selecting sections and chapters, the topic of each unit is on a par with the corresponding topic in Academic English Listening & Speaking Course, and materials are selected under the same topic.

3. Focus on widening the vocabulary of students.

The reading contents are set with abundant exercises in vocabulary to help students in many ways by repeatedly practicing the frequently used words in academic reading and writing and widen their vocabulary this way. Besides, the last question in each unit is designed to practice the words involved in the topic by various means such as crosswords and words-searching.

This is Volume Two of English Reading & Writing Course. Its elementary objective is: comprehensively improve students' reading ability of academic English, put their academic reading ability in motion, and lay a firm foundation for students' study of Volume Three. Volume Two includes twelve units in total; each unit includes the following parts: Reading 1 is the major text of the unit which can be lectured in class; Reading 2 and Reading 3 are the supplementary reading materials which can be read out of class. And exercises on reading and vocabulary are arranged throughout these three parts. Besides, Paragraph Writing is arranged in each unit with a central topic and combines with reading to train students' writing ability at paragraph level. Moreover, Reading Skills are systematic trainings for reading skills. It takes 5 credit hours or so to finish each unit.

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《英语听说教程》第二册使用说明

本书为《英语听说教程》的第二册，其基本目标为：在第一册教材学习的基础上，通过强化训练全面提高学术英语听的能力，并以此带动口语表达能力，为学生进入第三册的学习打下扎实的基础。本册共十二个单元，每个单元包括四个部分，每个部分的内容均围绕一个相对核心的内容，并按照由易到难的顺序安排。前面两个部分为听说结合的训练活动，第三部分主要安排长篇听力材料的训练活动，第四部分为听力专项训练。每个单元的学习大约需要4个学时左右。在教材的选编过程中，我们力求使本教材具备以下特点：

1.听说结合。听和说两项技能之间存在着密切的联系，在本教材中，听说活动密切结合，说以听为基础，要根据听的内容设计口语训练活动。本册教材在强化训练学生听力的同时，主要训练学生在句子层面的口语表达能力。与此同时，为了帮助学生全面系统地提高学术英语听力技能，我们在每个单元专门设计了听力专项训练的环节。

2.录音材料真实。听力教材的关键在于听力材料的录音是否有真实感，这也是国内所编教材与国外教材的最大差异之所在。只有真实的、丰富多彩的听力材料学生才能感兴趣，能够听得进去，从而真正实现听力教学的目的。本教材的所选听力材料的录音均选自国外的原版教材，言语语调真实，情景感强，而且还包含了各种不同风格的发音，这为学生听力的提高奠定了良好的基础。

3.练习形式多样。听力训练活动是确保听力效果、提高听说能力的重要途径，在练习题的选择和设计上，我们充分考虑了学生的心理特点，选择和设计多种多样的为学生所喜闻乐见的训练活动，从而保证听力教学的效果。

4.语言内容丰富。语言是信息的载体，学生在提高语言能力的同时，也在不断地获取信息。本套教材同36个单元，每个单元都围绕一个主题，这些主题基本涵盖了生活、社会与学术的各个方面，另外在选择听力材料是，我们也特别注意其内容的丰富性、知识性和趣味性，从而使得学生在训练听力的同时，还可以扩大自己的知识面，启发思维，全面提高个人的整体素质。

Instruction for English Listening & Speaking Course, Volume Two

This is Volume Two of English Listening & Speaking Course. Its elementary objective can be specified as: comprehensively improve the listening ability of academic English via extensive training on the basis of Volume One; and strengthen the oral expression ability to lay a firm foundation for students' study of Volume Three. Volume Two includes twelve units in total, each unit includes four parts and moreover, each part is arranged in accordance with a core content and is compiled in orders from the easy to the difficult. The first two parts are about combined training activities for listening and speaking. The third part is mainly about training activities for long listening materials. And the fourth part is about the special training for listening. It takes 4 credit hours or so to learn each unit. During the compilation of the textbook, we try to equip the textbooks with the following features.

1. Listening and speaking are integrated.

Listening skill and speaking skill are closely related. In the textbook, listening activity is closely combined with the speaking activity. Speaking is based on listening and moreover, the training activity for oral English is designed pursuant to the content of listening. This textbook values the listening ability of the students and at the same time cultivates the oral expression ability at sentential level. Meanwhile, to help students improve the accuracy and fluency of their pronunciation of academic English, we design in each unit a link for special training on listening.

2. The recording materials are real.

The key point of the teaching materials for listening is whether the recording is real or not. This is also the sharpest difference between domestic and foreign textbooks. Only those colorful listening materials with real situations will interest the students and attract them to listen to, and therefore the purpose of listening teaching can be reached indeed. All the listening materials in this textbook are selected from the foreign original textbooks. So the tunes and tones and the situations are real. Besides, pronunciations of different styles are also included, which lay a sound foundation for the improvement in listening.

3. The forms of exercise are diverse.

The training activity of listening is an essential way to ensure the outcomes of listening and to enhance listening and speaking ability. In choosing and designing the exercises, we take students' psychological features into full account. We choose and design various kinds of training activities popular among students to ensure the outcomes of listening teaching.

4. The contents of language are adequate.

Language is the carrier of information. Students therefore improve their language competence and meanwhile, they are constantly acquiring information. The set of these textbooks includes 36 units and each unit focuses on one topic. And the topics almost cover various aspects of life, society and academia. Besides, in choosing listening materials, we pay particular attention to the adequacy, knowledge and interestingness of the contents. Therefore, students can also broaden their scope of knowledge, develop the mind, and improve the overall quality of the individual.

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《英语读写教程》第三册使用说明

《博雅英语》《英语读写教程》共有三册，每册设 12 单元，可供三个学期使用。《英语读写教程》1-3 册彼此关联，但教学目标各有侧重。第三册的教学目标是，在第一册和第二册教材学习的基础上，通过训练提高学生学术英语阅读与写作的能力，并获得“雅思”考试的认知与体验。教程具有以下特点：

1. 主题多样、内容丰富。语言是信息的载体。本教材力求使学生在习得语言知识和提高语言能力的同时，不断获取语言密切相关的英语文化知识。教材由以主题为主导的 36 个单元组成，教材涉及的主题涵盖了英语民族文化的各个方面，如，地理、经济、科技、教育、语言、艺术、家庭生活等。阅读材料选择注重内容的丰富性、知识性和启发性，从而使得学生在阅读的同时，可以扩大自己的知识面，锻炼自己分析能力与独立思考能力，全面提高自身的综合素质。另外，每个单元都包含至少一篇趣味性较强的文章，以提高学生的阅读兴趣。

2. 由浅入深、循序渐进。从阅读内容看，第一册每单元阅读文章的总字数在 800-1000 字左右，第二册在 1000-1200 字左右，第三册在 1200-1400 字左右。从技能部分来看，第一册的重点为句子层面的写作及常见错误纠正，第二册集中训练段落写作与阅读技能，第三册侧重篇章写作训练和“雅思”考试的认知与体验。《英语读写教程》与《英语听说教程》在结构上保持单元主题一致、教学进度同步。

3. 词汇语法范畴复现率高，语言知识固化效果好。阅读内容配有丰富的词汇练习，以多种形式帮助学生反复训练学术英语阅读和写作中的常用单词和语法项目。此外，每个单元中的最后一道词汇题以纵横字谜、搜索单词等不同形式训练本单元主题所涉及到的单词。

第三册每单元包含阅读与写作技能训练两个部分。阅读部分由 3-4 篇文章组成，并配有多种阅读理解和词汇练习。Reading 1 为本单元的主课文，供课堂进行阅读训练和讲解；Reading 2 和 Reading 3 为副课文，可以安排学生课外阅读。Passage Writing 旨在训练学生英语篇章写作能力；Cracking IELTS Item Types 旨在让学生了解“雅思”考试阅读题型和体验“雅思”阅读考试。每个单元的教学可安排 5 个学时。

Instructions for English Reading and Writing Course, Volume Three

English Reading and Writing Course of English for Elegance and Profoundness consists of three volumes with 12 units in each for 3 semesters. English Reading and Writing Course Volume 1, 2 and 3 are associated with each other, but they have their own particular emphasis in teaching goal. The teaching goal of Volume 3 is to improve students' ability of academic English reading and writing based on the study of Volume 1 and 2, and acquire the cognition and experience of IELTS. The course has the following characteristics:

1. Diversified themes and rich contents. Language is the carrier of information. This teaching material strives to enable students to obtain the English cultural knowledge closely related to language when acquiring the language knowledge and improving the language ability. It has 36 units guided by different themes. The themes cover all aspects of the culture of English-speaking nations, such as geography, economy, science, technology, education, language, art, family life, etc. The selection of reading materials emphasizes the richness, knowledge and inspiration of contents, so that students can expand their knowledge, practice their abilities of analysis and independent thinking and improve their comprehensive qualities in reading. In addition, each unit includes at least one interesting article to improve students' interest in reading.

2. Going from the Easy to the Difficult and Complicated and Making Progress Step by Step. From the reading contents, the words of the reading articles in each unit totaled about 800 to 1000 in Volume 1, 1000 to 1200 in Volume 2 and 1200 to 1400 in Volume 3. From the skills, Volume 1 focuses on sentence writing and common error correction, Volume 2 practices paragraph writing and reading skills and Volume 3 focuses on passage writing training and cognition and experience of IELTS test. English Reading and Writing Course and English Listening and Speaking Course keep the consistent unit theme and simultaneous teaching schedule in structure.

3 High recurrence rate of vocabulary and grammar and good consolidation of language knowledge. The reading contents have the rich vocabulary exercises to help students repeatedly train the common words and grammars in the academic English reading and writing in various forms. In addition, the last line of words in each unit with a crossword puzzle, search words in different forms such as words relating to training topic of this unit. In addition, the last vocabulary question in each unit helps students to practice the words related to the theme of this unit in different ways, such as crossword puzzle, word searching, etc.

Each unit in Volume 3 contains two parts of reading and writing skills training. The reading part has 3 to 4 articles with various reading comprehension and vocabulary practice. Reading 1 is the main article of this unit for reading training and interpretation in the class; reading 2 and 3 are for extracurricular reading. Passage Writing is designed to train students' English passage writing ability; Cracking IELTS Item Types is intended to let students understand the reading types of IELTS and experience the reading test of IELTS. Each unit can take 5 hours.

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《英语听说教程》第三册使用说明

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1. 主题内容保持一致、听说训练交叉融合。听与说，一为接受性技能，一为产出性技能。两者虽性质不同，但彼此密切相关。本教材实行听说训练交叉融合：说以听为基础，听以说为旨归。在强化训练学生听力的同时，突出学生口语表达能力的训练。

2. 听力训练材料丰富、口语实践情景逼真。材料的多样性是影响听力训练效果的关系因素。本教材选用的听力材料大多自国外原版教材，语音、语调地道，题材多样。为了增强学生对不同口音英语的适应能力，教材还选用了各种不同风格发音的语篇、段落。口语实践项目的设计充分考虑学生的心理特点，每个单元均设有多种强调互动、情景逼真、趣味性高的口语实践活动，从而保证口语训练效果。

3. 学习内容丰富，知识能力并重。语言是信息的载体，学生在提高语言能力的同时，也在不断地获取信息。教材由以主题为主导的 36 个单元组成，教材涉及的主题涵盖了英语民族文化的各个方面，如，地理、经济、科技、教育、语言、艺术、家庭生活等，从而使学生在获得听说能力训练的同时，可以扩大自己的知识面，锻炼自己分析能力与独立思考能力，全面提高自身的综合素质。

Instructions for English Listening and Speaking Course, Volume Three

English Listening and Speaking Course of English for Elegance and Profoundness consists of three volumes with 12 units in each for 3 semesters. English Listening and Speaking Course Volume 1, 2 and 3 are associated with each other, but they have their own particular emphasis in teaching goal. The teaching goal of Volume 3 is to improve students' ability of academic English listening and speaking based on the study of Volume 1 and 2, and train students' adaptability to IELTS test. This volume has 12 units with 4 parts in each. Each part focuses on a core and is arranged from the easy to the difficult and complicated. The first two parts are the training of listening and speaking; Part 3 is to practice the comprehension of the long listening material; Part 4 is the listening skill training for IELTS test. Each unit can take 4 credit hours. In addition, there are four simulated tests of listening comprehension of IELTS test at the end of the Volume to help students check the study results. This teaching material has the following characteristics.

1. Consistent themed contents and integration of listening and speaking training. Listening is a receptive skill while speaking is a productive skill. Despite the different properties, they are closed related. This teaching material integrates the training of listening and speaking together: speaking is based on listening and listening is for the purpose of speaking. When strengthening students' listening skill, it highlights the training of students' speaking ability.
2. Rich listening materials and realistic oral English practice situations. The diversity of materials is the key factor affecting the listening practice effect. The listening materials in this teaching material are mostly from the original foreign textbooks with the authentic pronunciation and intonation and the diversified themes. In order to enhance students' adaptability to English of different accents, it also selects the passages and paragraphs of different pronunciation styles. The design of the oral English practice projects takes into full account students' psychological characteristics with various interactive and interesting activities of the realistic situation in each unit to ensure the oral English training effect.
3. Rich contents and equal stress on knowledge and ability. Language is the carrier of information. When improving their language ability, students can also acquire information continuously. The teaching material consists of 36 units with themes as the guide. The themes cover all aspects of the culture of English-speaking nations, such as geography, economy, science, technology, education, language, art, family life, etc., so that students can expand their knowledge, practice their abilities of analysis and independent thinking and improve their comprehensive qualities.

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学习能力培养系列

本系列有三册书，全部使用英语撰写，同样注重相互兼容和照应，目的在于丰富大学通识教育的内涵，拓展国际间的课程学分互认的渠道。第一册的内容是国外大学概况(Getting to Know Foreign Universities)。主要介绍英语国家大学的学习环境，包括学生、教师、教学环境与资源、学习方式与特点、学习要求、大学的部门与职责，国内外大学的差异等。结合着上述内容，本教材还介绍一些在国外大学学习的学习与生存技能，例如，如何与同学相处、如何与老师沟通、遇到困难该如何处理等等。第二册的内容是批判性思维(Critical Reading, Writing and Thinking)。由于传统原因，中国学生普遍缺乏批判性思维的能力，这成为中国学生在外国大学完成学业的一大障碍，本教材将针对中国学生在外国学习期间面临的实际问题，系统培训学生的批判性阅读、写作和思维能力。第三册的内容是研究方法(Research Methodology)。中国学生普遍缺乏用英语完成学术研究任务的能力，本教材重点培养学生开展研究性学习的能力，使学生掌握从事学术研究的基本程序、规范和方法，能够学会快速准确地查阅资料和文献，梳理研究资料和内容，以及掌握撰写学术论文的基本要求。

Training Series for Learning Ability

This series include three Volumes; all are written in English and attaches the same importance to mutual compatibility and correspondence. The series aims to enrich the connotation of general college education and expand the channels for internationally mutual recognition for credit. Volume One is about Getting to Know Foreign Universities. It mainly introduces the learning environments of universities in English speaking countries which include students and teachers, teaching environment and resources, learning style and characteristics, study requirements, the college departments and their function, and the disparities of universities at home and abroad etc. Combined with the aforesaid contents, the textbook also introduces some learning and survival skills that will work in foreign universities, such as how to get along with classmates, how to communicate with teachers and how to handle difficulties. Volume Two is about Critical Reading, Writing and Thinking. Due to traditional causes, Chinese students are commonly in want for the ability of critical thinking. And this is a major obstacle for students from China to complete their education in foreign universities. Therefore, the textbook proceeds from the actual problems Chinese students encounter during their overseas learning, and systematically cultivates their ability of critical reading, writing and thinking. Volume Three is about the Research Methodology. It is a common weak point for Chinese students to complete academic research in English. And this textbook focuses on students' ability to carry out research-oriented study, and aims to enable them to master the basic procedures, norms and methods for academic research, to look up documents references quickly and accurately, to comb research documents and contents, and to command the basic requirements for composing academic paper.

- The integration of Language and culture;
- The simultaneous development of Knowledge and skill;
- The coordination of Content and cognitive;
- The compatibility of Further study and employment.

EEP 博雅英语

English for Elegance and Profoundness

《博雅英语》是顺应时代变化深化大学英语教学改革的一次尝试。教材对《大学英语课程教学要求》的精神领会深刻，在编写理念、内容与结构设计方面敢于突破传统思维的桎梏、大胆创新。此外，本教材的编写除聘请学术造诣高、对大学英语教学有深入研究的权威学者清华大学外文系博士生导师崔刚教授担任顾问外，还邀请了哈佛大学等国外大学和中国社会科学院等科研机构的有关专家和学者担任教材编写的指导工作。本教材无疑是国内外众多专家学者智慧的结晶和共同努力的结果。我们相信，《博雅英语》定能为新时期深化大学英语教学改革做出应有的贡献，广大在校大学生、研究生以及准备出国访学、访问和开展国际交流的各类人士使用本教材后一定能感受到编者开拓创新的器识、体验到教材的标新立异之处、得到高度契合自我期待的收获。

English for Elegance and Profoundness is an attempt to keep up with the changes of the times and deepen college English teaching reform. The teaching material has a profound comprehension of the spirit of College English Curriculum Requirements and dares to break through the shackles of the traditional thinking and make innovation in the writing concept, content and structure design. Moreover, in addition to the employment of Professor Cui Gang who has the in-depth research of college English teaching as an authoritative scholar and Ph.D. supervisor in the foreign language department of Tsinghua University to serve as the adviser, it also invites the experts and scholars in the foreign universities like Harvard University, the Chinese academy of social sciences and other scientific research institutions to give advice and guidance. Therefore, this teaching material is undoubtedly the crystallization of wisdom and the result of joint efforts of many experts and scholars at home and abroad. We believe that English for Elegance and Profoundness will certainly make due contribution to deepening the college English teaching reform in the new era and the college students, graduate students and people who are planning to go abroad for study, visit and international exchange will certainly feel the innovative consciousness of the editors and experience the creative parts of the teaching material and have a expected harvest after using it.

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