

<<大学英语跟踪阅读>>

图书基本信息

书名：<<大学英语跟踪阅读>>

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前言

《大学英语跟踪阅读》基于二语习得学习策略分析,深入研究了国内外英语阅读教材编写的特点及社会反馈,吸取了国内教材注重思想性、人文性、科学性以及侧重语言基础的优点,又借鉴了国外教材在选材、编写体例等方面的先进经验和教育理念,具备以下五个方面的特点: 1强调层次递进,选材来源广泛、由浅入深、循序渐进。

《大学英语跟踪阅读》共分4册,涵盖预备阶段、基础阶段和较高阶段。

2注重交际实用,突出思想前瞻。

本书在选材上既考虑思想性、知识性、实用性、趣味性、时代性,又充分突出针对性、全面性。文章短小精悍、内容丰富翔实,便于学生广泛涉猎及提高交际应用能力。

3植入图片图表,帮助消化理解。

本书里的大部分文章都配有贴切的图片,图文并茂、有利理解、增加词汇、拓展知识。

4选题难易适中,注重逻辑思维。

本书每篇文章后面的习题难易适中、针对性强、区分度大、贴切合理,侧重培养和开发学生的逻辑思维能力。

5体现教学结合,便于检查落实。

本书每篇文章均独立编号,预留日期位置;此外,还提供了文内词数,记录阅读用时,以督促学生持之以恒,帮助学生自我检查,便于教师课堂测试。

本书供大学一年级和二年级四个学期使用。

每篇文章之前都标上了星期几,要求学生每天读两篇,希望借此培养学生的毅力和规划意识;

“TimeSpent”是指“阅读耗时”。

参加《大学英语跟踪阅读》编写的院校有哈尔滨理工大学、上海交通大学、吉林大学、北京邮电大学、湖南大学、北京语言大学、黑龙江大学、哈尔滨师范大学、哈尔滨商业大学及广州大学等。

本书在编写过程中也参考了国内外相关材料,在此向作者表示感谢。

同时恳请广大读者及时向我们反馈意见,以便本教程的合理与完善。

由于编写人员教学任务重、时间紧,又限于水平,难免出现错误和不妥之处,希望广大读者不吝匡正。

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内容概要

《大学英语跟踪阅读》是依据《大学英语课程教学要求》的精神，顺应大学英语教学改革的发展趋势编写而成，分为4册。

本册18个单元，每单元由10篇阅读理解文章及不同形式的练习题构成。

在编写过程中，力求所选文章依据难易梯度置，各篇词汇分布均匀，尽可能覆盖《大学英语课程教学要求》中规定的词汇和各项语言基础知识。

每篇阅读文章之前均提供了文章字数，供学生及时评估阅读速度和效率，逐步提高阅读理解能力。

本教程既可作为独立的大学英语阅读教材使用，也可配合大学英语主干教材使用。

本教程的目标读者为高等院校在校学生，大学英语四、六级备考人员及英语水平相当的其他人士。

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章节摘录

My husband had just bought a new washing machine for me. I decided to use it and I washed a lot of things. Everything worked well, but I found one of my husband's socks missing. I looked everywhere for it, but I couldn't find it anywhere. The next morning, I got ready for school as usual. When the bell rang, the students came in. I greeted them first and then told them what we were going to do that day. When I turned around to write on the blackboard, the class broke out a roar (大笑)!

They laughed and laughed. They laughed so much, in fact, that I was afraid the headmaster would be in to see all this. I asked the class to stop, but the more I talked, the more they laughed. I decided to pay no attention to them and I continued to write on the blackboard. When I did this, they roared even more. Finally, the teacher who had the room next to mine came in to see what all the laughter was about. When he came in, he started laughing, too!

"Good heavens," I said. "Will someone please tell me what is SO funny?"

"Oh, God," said the teacher. "You have a brown sock to the back of your skirt!"

"So that's how I found my husband's missing sock. Oh, well," I said to the class. "Let's just say you have had an unforgettable lesson on static electricity."

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