

<<新编大学英语综合教程（练习册）>>

图书基本信息

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前言

根据我国高等教育发展的新形势，为了深化教学改革，提高教学质量，满足新时期国家和社会对人才培养的需要，教育部2007年7月颁布了《大学英语课程教学要求》，作为高等学校组织非英语专业本科生英语教学的主要依据。

《课程要求》进一步明确了大学英语的教学性质：“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”，同时也明确了大学英语的教学目标是“培养学生英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能够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。

”随着这一政策的颁布，国家对新时期大学英语的教学提出了新的要求和目标，同时，对大学英语四六级的考试题型和模式也在不断探索和创新，这样一来，市场上大多数出版多年的教材已无法适应这种新的要求。

我们经济科学出版社本着科学严谨的态度和“与时俱进、勇于创新”的精神，历时近三年，编写了这套新理念、功能型的大学英语立体化教材--《新编大学英语综合教程》。

/ 妒带 器带-竹鬻；__翟冀翼‘：？

、编写依据 本套教材在设计、编写和制作上严格贯彻《大学英语课程教学要求》和《大学英语四/六级考试大纲》中对大学英语教学性质、教学目标、教学模式、教学评估、教学管理及大学英语参考词汇表等各方面所做的界定和描述，并在此基础上，结合外语教学理论与实际教学需要，进行教学理念和教学模式的探索与创新，开拓大学英语教学的新形式。

本套教材共分为4册，每册8个单元，每个单元由Wal’ ming up， ‘ Fext A， ’ Fexl， B， Stl~acturedwriting，（ 2ulture FOCHS五大模块构成。

这五大模块涵盖了语言学习中的听、说、读、写、译五大要素，每个模块均配有相应的注释或练习，即学即练，形式活泼，图文并茂。

整套教材在编写过程中遵循统筹科学、循序渐进的原则，通过1、2册的学习，学生应该达到《大学英语课程教学要求》中的一般要求和《大学英语四级考试大纲》中要求的水平；通过3、4册的学习，学生应该达到《大学英语课程教学要求》中的较高要求和《大学英语六级考试大纲》中要求的水平。

同时，为了方便学生查找和辨认，我们分别对四六级词汇和超纲词汇进行了标注：四级词汇（ ）、六级词汇（ ）和超纲词汇（无标识）。

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内容概要

依据最新的《大学英语课程教学要求》的精神及大学英语四六级新的考试的改革方向，经济科学出版社联合各大知名高校隆重推出了这套《新编大学英语综合教程》立体化系列教材——学生用书、教师用书、练习册、多媒体学习光盘、多媒体教学课件和网络资源等配套齐全。

本套教材通过课本、光盘和网络平台等不同载体的有机结合，为新形势下的大学英语教学提供全方位、多层次、立体化的服务。

书籍目录

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章节摘录

Section A Directions : In this section , you will hear 8 short conversations and 2 long conversations . At the end of each conversation , one or more questions will be asked about what was said . Both the conversations and the questions will be spoken only once . After each question there will be a pause . During the pause , you must read the four choices marked A) , B) , C) and D) , and decide which is the best answer .

- 1 . A) Tom is usually talkative . B) Tom has a very bad temper . C) Tom is disliked by his colleagues . D) Tom has dozens of things to attend to .
- 2 . A) To find out more about the topic for the seminar . B) To make a copy of the schedule for his friend . C) To get the seminar schedule for the woman . D) To pick up the woman from the library .
- 3 . A) The man doesn ' t want to sell his textbooks to the woman . B) The woman has to get the textbooks in other ways . C) The woman has sold her used textbooks to the bookstore . D) The man is going to buy his textbooks from a bookstore .
- 4 . A) She couldn ' t have left her notebook in the library . B) She may have put her notebook amid the journals . C) She should have made careful notes while doing reading . D) She shouldn ' t have read his notes without his knowing it .
- 5 . A) Review the details of all her lessons . B) Compare notes with his classmates . C) Talk with her about his learning problems . D) Focus on the main points of her lectures .

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