

<<大学体验英语快速阅读教程>>

图书基本信息

书名：<<大学体验英语快速阅读教程>>

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## <<大学体验英语快速阅读教程>>

### 内容概要

英语阅读能力的培养是大学英语教学的重要任务。

对此，《大学英语课程教学要求（试行）》做出了定性定量的要求。

阅读不仅是获取信息的主要手段，也是学习和掌握语言的有效途径。

对于广大非英语专业大学生而言，只有通过大量阅读，才能获得充足的语言输入，进而打下扎实的英语基础，形成较强的英语语感，提高英语综合应用能力。

培养英语阅读能力一方面要依赖足够的阅读实践，在阅读中学会阅读；另一方面，能动地运用元认知策略，理性地改进阅读方法，积极地提高英语阅读技能，无疑能对培养较强的阅读能力起到事半功倍的作用。

英语阅读能力包含多种要素，而快速处理阅读材料所输入信息的能力是其中极其重要的微技能，这一点早已为阅读研究者所认识。

Grabe (1991) 曾经指出：“...a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing.”。

Taylor (1975) 也强调“reading has to be fast to be successful”。

一定的阅读速度是获取主要信息所必需的，是保持阅读兴趣、专注于阅读内容所要求的。

尤其是在当今这个“信息爆炸”、新知识以几何级增长的时代，快速阅读技能的重要性愈加突出。

这样，快速阅读技能的培养也就必然成为大学英语教学的要务。

而大学英语教学中要致力于快速阅读教学，就需要有适当的教材作支撑，适用的教材是保证教学活动顺利开展的必要条件。

《大学体验英语快速阅读教程》的编写正是为了满足目前国内大学英语教学的这一实际需要。

本教程的编写以《大学英语课程教学要求（试行）》为依据。

本教程共四册，每册含18个单元，可供大学英语教学1~4学期使用（按每学期18周，每周一个单元计）。

各册中每单元分Text A和Text B（一篇用于课堂，另一篇供课后练习）。

每册配有“Introduction to Important Reading Strategies and Skills”。

本教程的编写采取“主题与技能”相结合的模式，即单元设置围绕内容主题，练习设计针对阅读技能与文章内容。

第一、二册练习包括多项选择与正误判断两种题型，第三、四册练习包括多项选择与简短问答两种题型。

书后附有全书练习的参考答案。

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书籍目录

Introduction to Important Reading Strategies and Skills  
Unit One American Life Text A Choosing the Way We Live Text B The Evolving Notion of Home  
Unit Two Government Text A Government in Britain Text B Government in the U.S.  
Unit Three Job Text A Charcoal Drawing Text B My First Job -- The Parking-Lot Sweeper  
Unit Four Discovery Text A Is Intelligence Inherited? Text B Improving Your Memory  
Unit Five Education Text A American Style of Education Text B College: A Transition Point in My Life  
Unit Six Morality Text A Morality Without Free Will Text B Moral Issues  
Unit Seven Friendship Text A E-Mail to Understanding Text B Friendship of American Style  
Unit Eight Social Changes Text A Major Consequences of Modernization Text B Cultural Change  
Unit Nine Emotional Issues Text A Overcoming Loneliness Text B What Are the Causes of Divorce?  
Unit Ten Health Text A Health & Fitness Text B Walking  
Unit Eleven Culture and Geography Text A Culture and Cuisine Text B Florida  
Unit Twelve Water Text A Household Water Text B Water Wars  
Unit Thirteen Sports Text A Breaking Barriers Through Sports Text B How Much Exercise Do I Need?  
Unit Fourteen Economy Text A Connectivity and Economic Growth Text B The Place of Business and Work in U.S. Society  
Unit Fifteen Women Problems Text A For Working Women, Job Equality Elusive Text B Women in the Workforce  
Unit Sixteen Environment Text A Smog Controls Useless Without Global Clean-Up Text B Plastic Bags-- Prolific Problems  
Unit Seventeen Pay Text A What Does McDonald's Pay? Text B All Pay Is Not Created Equal  
Unit Eighteen Internet Text A On-Line or Off-Line Text B The Internet and the Intranet  
Answer Key

## 章节摘录

7. Understanding main ideas You will practice recognizing the main ideas contained within a text. In the process of skimming you will already have identified some of these main ideas. During a second and third reading you can recognize and understand them more fully. Each paragraph will usually contain one main idea, sometimes referred to as the paragraph topic. The reading materials provide several exercises which help you identify and understand the main ideas in a text. Knowing the key points in a reading text is vital in assessing its importance and relevance for your needs. Understanding the main ideas will also lead you to an understanding of a writer's organization.

Example 3: One hundred years ago, school teachers were expected to provide a variety of services in addition to their teaching duties and to behave themselves in an exemplary (serving as an example) manner. They cared for the oil lamps, tended the fire, and supplied their students with sharp pencils. After a long day in the classroom, they were expected to spend some time every evening reading the Bible. Women teachers could not marry, and barber shops were off limits to men teachers. Of course, alcohol and tobacco were forbidden.

Which statement best expresses the main idea?

A. Teachers performed domestic tasks. B. The teaching profession demanded total dedication. C. Teachers needed the guidance of religion. D. Teachers set good examples by not using tobacco and alcohol.

8. Recognizing important facts and details To understand the main idea thoroughly, however, you must recognize the important facts or details which help develop or support it. These facts and details give you a deeper understanding of the main idea. They may prove a point, show a relationship between ideas, or serve as examples to help you understand the main idea more fully. Here are some ways to help you recognize important facts or details:

1) Read for the main idea. If you have identified the main idea, you can more easily recognize the important facts that support it. 2) Keep it in mind that not all facts or details are equally important. Look only for the facts that related to the main idea. 3) To check on your understanding of the material you have read, review the facts or details which you have identified as the main idea. If adding up the facts or details does not lead logically to the main idea, you have failed either to identify the main idea or to recognize the important supporting details.

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