

<<大学英语阅读进阶>>

图书基本信息

书名：<<大学英语阅读进阶>>

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前言

To the Instructor We all know that many students entering college today do not have the reading skills needed to do effective work in their courses. A related problem, apparent even in class discussions, is that students often lack the skills required to think in a clear and logical way. The purpose of Ten Steps to Improving College Reading Skills, Fourth Edition, is to develop effective reading and clear thinking. To do so, Part I presents a sequence of ten reading skills that are widely recognized as essential for basic and advanced comprehension. The first six skills concern the more literal levels of comprehension: Understanding vocabulary in context Recognizing main ideas Identifying supporting details Recognizing implied main ideas and the central point Understanding relationships that involve addition and time

Understanding relationships that involve examples, comparison and/or contrast, and cause and effect The remaining skills cover the more advanced, critical levels of comprehension: Distinguishing between facts and opinions Making inferences Identifying an authors purpose and tone Evaluating arguments

In every chapter in Part I, the key aspects of a skill are explained and illustrated clearly and simply. Explanations are accompanied by a series of practices, and each chapter ends with four review tests. The last review test consists of a reading selection so that students can apply the skill just learned to real-world reading materials, including newspaper and magazine articles and textbook selections. Together, the ten chapters provide students with the skills needed for both basic and more advanced reading comprehension. Following each chapter in Part I are at least six mastery tests for the skill in question. The tests progress in difficulty, giving students the additional practice and challenge they may need for the solid learning of each skill. While designed for quick grading, the tests also require students to think carefully before answering each question.

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内容概要

Steps & Skills系列包括阅读、写作、听力、口语等分册，旨在帮助学习者循序渐进地提高英语语言技能。

本系列全部为原版引进，作者均为在语言教学与教材编写领域有丰富经验的专家。

教材编排新颖，讲解生动，由浅入深，有助于学习者打下扎实的语言基础，同时增强英语思维能力。

本系列既可用于课堂教学，也适合自学提高。

注重基础，系统性强：介绍提高英语阅读能力的十大技巧，由基础阅读向高级阅读过渡，配有大量练习与测试题。

材料丰富，趣味性强：选篇难度适中，内容引人入胜，辅以形式多样的阅读活动，帮助学习者加深理解。

锻炼思维，挑战性强：系统的阅读训练与启发性的思考活动有助于学习者提高推理、分析与判断能力。

使用方便，实用性强：讲解重点部分配有中文，便于学习者理解和掌握。

各章内容安排合理，从讲解、举例、练习到测试，便于教学与评估。

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作者简介

John Langan has taught reading and writing at Atlantic Cape Community College near Atlantic City, New Jersey, for over twenty years. The author of a popular series of college textbooks on both subjects, he enjoys the challenge of developing materials that teach skills in an especially clear and lively way. Before teaching, he earned advanced degrees in writing at Rutgers University and in Reading at Rowan University. He also spent a year writing fiction that, he says, “ is now at the back of a drawer waiting to be discovered and acclaimed posthumously. ” While in school, he supported himself by working as a truck driver, a machinist, a battery assembler, a hospital attendant, and an apple packer.

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书籍目录

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章节摘录

Check Your Understanding Now read the following paragraph and see if you can underline its main idea:

1Tailgating--following too closely behind another vehicle is a common cause of accidents. 2yet tailgating accidents could be avoided if drivers followed some clear-cut guidelines. 3Any car that is less than two seconds behind the one ahead is definitely too close. 4Two car lengths is a safe following distance to maintain in local driving. 5Two-car accidents often become chain-reaction pileups when a number of drivers are all tailgating in a line. 6At freeway speeds, or in snowy, icy or foggy conditions, people should increase following distance well beyond what is normally safe. 7Finally, drivers who are impatient or aggressive need to develop the self-control not to express those feelings through dangerous behaviors like tailgating. Explanation: In the preceding paragraph, the main idea is stated in the second sentence. The first sentence introduces the topic, but it is the idea in the second sentence--tailgating can be avoided by following clear-cut guidelines--that is supported in the rest of the paragraph. So keep in mind that the first sentence may simply introduce or lead into the main idea of a paragraph. Very often, a contrast word like yet, but, or however signals the main idea, as in the paragraph you have just read:

Tailgating--following too closely behind another vehicle--is a common cause of accidents. Yet tailgating accidents could be avoided if drivers followed some clear-cut guidelines.

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