

<<英语专业八级题库与解析>>

图书基本信息

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前言

《英语专业八级题库与解析》是根据《高等学校英语专业高年级英语教学大纲》和《高等学校英语专业八级考试大纲（2004年新版）》的要求，并参照“高等学校英语专业八级考试”的题型编写而成的。

全书共分听力理解、阅读理解、人文知识、改错、英汉互译五章。

其目的是通过超大量的模拟训练和详细而重点突出的讲解，帮助英语专业本科高年级的学生从整体上提高他们的听、说、读、写能力，使他们在英语专业八级考试中取得理想成绩。

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内容概要

本书严格按照高校英语专业考试大纲对听、读、写的题型、难度和范围的要求编写而成，其题型设置、重难点的分布和覆盖范围与大纲提供的样题和历年考试真题保持一致，力争做到难度适中。

作者一向认为，英语考试的重点永远是重点，难点是所有人的难点。因此，作者在本书中特别注意重点难点内容的重现率，以期读者通过对这些重点难点内容的反复练习，能将其全面和彻底掌握。

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章节摘录

Good morning. Today, we'll look at some study activities used in university. As we know, students in colleges or universities are expected to master some academic materials that are fairly difficult to understand. However, some of them find it hard to learn some complex, abstract or unfamiliar subject matter. As a result, a central problem in higher education is how to internalize academic knowledge—that is, how to make knowledge our own. In order to do so, we must convert knowledge from being "other people's knowledge" to being part of our own ways of thinking. Then, how are we going to do it? And what are the means available to help us in the process of learning? There are four key study activities currently used in higher education to encourage students to internalize knowledge. They are the ones we are familiar with: writing essays, going to classes and seminars, having individual tutorials, and listening to lectures. These four activities are long-established features of our higher education, and they are almost as important now as they were a hundred years ago. Now let's look at the features of them one by one.

First, essay writing. The central focus of university work, esp. in the humanities, for example in literature, history or politics, is on students producing regular essays or papers which summarize and express their personal understanding of a topic. Then, what is good about essay writing? Firstly, writing essays forces you to select what you find interesting in books and journals, and to express your understanding in a coherent form. Individual written work also provides teachers with the best available guide to how you are progressing in a subject, and allows them to give advice on how to develop your strengths or counteract your weaknesses. Lastly, of course, individual written work is still the basis of almost all assessment in higher education. Written assignments familiarize you with the form that your exams or coursework papers will take.

The second key activity in colleges and universities is seminars and class discussions. Their role is to help you to internalize academic knowledge by providing specialized contexts, so that you can talk about such difficult problems as the trade-off between inflation and unemployment in economic policy, or the use of metaphors in Shakespeare's plays.

Talking is a more interactive activity than written work. In a conversation, you know immediately how effectively you are expressing a viewpoint, and can modify what you are saying in response to people's reactions. In addition, a normal program of between ten and twenty-five classes will cover far more topics in one subject than you can hope to manage in your written work. Participating in flexible conversations across this range of issues also allows you to practice using the broader knowledge gained from other key activities such as lectures.

Now, let's take a look at another activity: individual tutorials. Discussions between a teacher and one or two students are used in many colleges as a substitute for, or a supplement to, group discussions in classes, like those mentioned before. Tutorials can range from direct explanations by the teacher in a subject, to flexible conversational sessions which at their best are very effective in stimulating students' mastery of a body of knowledge. The one-to-one quality of the personal interaction is very important in stimulating acceptance of ideas and producing fruitful interaction. In order to make individual tutorials really work, students should make good preparation beforehand, and during the tutorial, they should also ask questions to keep the ball rolling rather than let teachers "talk in a vacuum".

The last activity is lectures. As we all know, lectures play a large part in most students' timetables and occupy a considerable proportion of teachers' efforts. However, the major difficulty with lectures is that they are not interactive like discussions or tutorials. The lecturer normally talks for the whole time with minimal feedback from questions. Besides, making notes in lectures while concentrating on the argument being developed is often difficult to some students, esp. when the argument is very complicated.

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编辑推荐

《英语专业八级题库与解析》是根据《高等学校英语专业高年级英语教学大纲》和《高等学校英语专业八级考试大纲（2004年新版）》的要求，并参照“高等学校英语专业八级考试”的题型编写而成的。

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本书有以下几个突出特点： 一、紧扣大纲。

突出重点。

本书严格按照《高校英语专业八级考试大纲（2004年新版）》和《高等学校英语专业高年级英语教学大纲》对听、读、译、写的题型、难度和范围的要求编写而成，其题型设置、重点难点的分布和覆盖范围与大纲提供的样题和历年考试真题保持一致，力争做到难度适中。

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二、信息超大，内容全面。

本书一部分内容选自往年的英语专业八级考试真题，而更多的则是作者在过去辅导英语专业八级考试中积累的大量的、对重点内容有查缺补漏作用的、来自当前国内权威考试的资料，这约1500题几乎可以全部覆盖所有的已测试过的和将来可能测试的英语的重点和难点。

作者坚信，通过对这些内容的全面掌握，读者能够在考试中取得理想成绩。

三、解释详尽，举一反三。

本书对阅读理解和改错等题型都做了详尽的解析。

在详解中不仅说明了选择正确答案的原因，而且还举出了实例进行说明；让学生不仅知其然，而且知其所以然，使他们能够举一反三，提高英语水平和应试能力。

四、材料丰富，一书多用。

本书资料多采自近年英语专业八级考试真题、托福考试真题、大学英语六级考试真题、硕士研究生入学英语考试真题，因此本书也是托福考生、六级考生以及研究生入学考生不可多得的备考宝典。

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