

<<六级新题型突破>>

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## <<六级新题型突破>>

### 前言

自2005年全国大学英语四、六级考试改革项目组和全国大学英语四、六级考试委员会制定了《全国大学英语四、六级考试改革方案(试行)》以来,四、六级改革按照预定的进程稳步推进。2006年6月在全国180所试点院校进行的四级新题型试测、2006年12月在全国高校范围内实施的第一次四级新题型考试。

六级考试改革紧跟其后,2006年12月在全国180所试点院校进行了六级新题型试测、2007年6月在全国高校范围内实施大学英语六级新题型考试,至此在完成了改革最初的阵痛之后四、六级改革终于全新登场。

它的亮相使众多学子在终于摆脱合格证这个曾经挥之不去的梦魇之后,其心情可谓欣然。

然而喜悦之余,我们更要进一步的叩问:改革后的四、六级意味着什么?

是“两耳不闻英语事,一心只读专业书”,从此与艰苦的英语学习一刀两断?

在对外交流日益广泛,英语人才极其匮乏的今天,答案定是非然。

纵观新四、六级考卷,整体感觉是在变化与不变之间寻找一个平衡点。

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### 内容概要

《六级新题型突破》由从事大学英语教学与六级辅导的一线教师精心编写，旨在帮助考生全面、系统地了解大学英语六级新题型考试的全部题型，掌握各部分内容的真谛。

《六级新题型突破》分册内容紧扣《大学英语课程教学要求（试行）》和《大学英语六级考试（CET-6）试点考试样卷》的精神，突出“讲练结合，以练为主”的特点。

全书对六级考试的全部新题型进行了详尽的解析，每一种题型均包括两个部分（两个章节）：一部分剖析大学英语六级考试新题型和应试策略；另一部分则属于实战演练，供考生练习、揣摩使用。最后的附录部分是答案与解析，对前面各章所给的练习题进行了详尽地讲解与解析。

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### 作者简介

王晓军，女，学士，副教授，国际交流合作处翻译。  
1993年毕业于杭州师范学院，现在浙江大学外国语学院就读研究生。  
曾主讲过大学英语，并为《21世纪大学英语》我校首位主讲者之一。  
敬业、诚恳、开朗，有10年高校教龄，承担过大学英语1 - 6级教学任务，拥有较为丰富的基础教学经验及4、6级应试辅导经验。  
曾在青年教师上课比赛中获第二名。  
至今发表论文数篇，参与多种教辅用书的编写工作，曾担任《21世纪大学英语自学与辅导用书》第三册主编，《新编大学英语学习指南》第一册主编、《大学英语四级考试指南》参编等，并积极参与高等教育研究课题。

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书籍目录

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题型解析第九章 选词填空练习附录 答案与解析

## 章节摘录

In a lecture on capitalism and socialism, for example, Melendres asked the teacher how the Chinese economy could be both socialist and market-driven, without incurring some of the problems that befell the former Soviet Union. "I don't want to memorize information for tests only," says Melendres. "Better grades come from better understanding." Study together. The value of hitting the books together was demonstrated in an experiment at the University of California at Berkeley. While a graduate student there, Uri Treisman observed a freshman calculus class in which Asian-Americans, on average, scored higher than other minority students from similar academic backgrounds. Treisman found that the Asian-Americans discussed homework problems together, tried different approaches and explained their solutions to one another. The others, by contrast, studied alone, spent most of their time reading and rereading the text, and tried the same approach time after time even if it was unsuccessful. On the basis of his findings, Treisman suggested teaching group—study methods in the course. Once that was done, the groups performed equally well. Test yourself. As part of her note-taking, Roman highlights points she thinks may be covered during exams. Later she frames tentative test questions based on those points and gives herself a written examination before test day. "If I can't answer the question satisfactorily, I go back and review," she says. Experts confirm what Roman has figured out for herself. Students who make up possible test questions often find many of the same questions on the real exam and thus score higher.

Do more than you're asked. If her math teacher assigns five problems, Christi Anderson does ten. If the world-history teacher assigns eight pages of reading, she reads 12. "Part of learning is practicing," says Anderson. "And the more you practice, the more you learn." The most important "secret" of the super-achievers is not so secret. For almost all straight-A students, the contribution of their parents was crucial. From infancy, the parents imbued them with a love for learning. They set high standards for their kids, and held them to those standards. They encouraged their sons and daughters in their studies but did not do the work for them.

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### 编辑推荐

《六级新题型突破》适用于参加大学英语六级考试的在校大学生，同时，也可以作为考研备考和教师备课的参考资料。

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