

<<表达英语综合教程>>

图书基本信息

书名：<<表达英语综合教程>>

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前言

本书是与《表达英语综合教程》(以下简称《教程》)1-4册相配套的教师用书,主要供教师备课和授课时参考使用。

全书共分为两册,第1册与《教程》第1-2册配合使用,第2册与《教程》第3-4册配合使用,分别提供每单元Text A中的以读促思(Read to Think)、以读促说(Read to Speak)、以读促写(Read to Write)、以读促译(Read to Translate)、语言研习(Language Studies)五个部分的答案和Text B中的细读(Reading for Details)、略读(Reading for Main Ideas)两个部分的答案,以及两套模拟测试题的参考答案。

《表达英语综合教程》共4册,供高等院校英语专业本科1—2年级基础阶段使用。

具体使用建议如下,每学期使用1册,每册共分12个单元,每单元教学时间为6课时,也可根据各院校教学计划而定。

每个单元围绕一个主题,包含两篇课文(主、副课文各一篇)。

每6个单元结束后设计1套复习测试题,检查和巩固学生的英语水平。

每单元具体由以下9个部分组成: 每单元精选一句语言精练、思想内容深刻并且与该单元内容有一定联系的经典名句,如谚语、歇后语、名言等,要求学生课前熟记或背诵,培养学生的世界观和道德情操,使学生尽快进入该单元的学习状态。

课前准备(Pre-reading Activities) 围绕本单元的主题和课文内容开展相关的课堂导入活动,要求学生查找资料,就课文将要涉及的内容了解相关背景信息,开展交流和讨论。

主课文(Text A) 主课文Text A用于课堂精讲,一般2课时完成;副课文Text, B可以在课堂讲解,也可以作为课后补充阅读材料。

以读促思(Read to Think) 本部分包含针对主课文内容和结构的两类问题。教师在课堂上可就课文的内容、结构、语言等组织学生进行讨论,并回答问题,帮助学生加深理解课文。

以读促说(Read to Speak) 这部分提供与本单元主题相关的口语练习话题。口语练习形式主要包括复述、自由发言、即席讨论、辩论等,教师可以要求学生事先准备,也可以让学生以对子、小组、大组发言等形式练习。

以读促写(Read to Write) 这部分包括续写、改写、指导性写作、自由写作等形式,主要训练学生运用在本单元所学过的单词、词组、句型等表达类似课文中的思想内容。

教师可要求学生当堂写作,也可以作为课后作业布置给学生。

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内容概要

《表达英语综合教程》是《表达英语综合教程》与1—2册相配套的教师用书，主要供教师备课和授课时参考使用。

全书提供每单元Text A中的以读促思（Read to Think）、以读促说（Read to Speak）、以读促写（Read to Write）、以读促译（Read to Translate）、语言研习（Language Studies）五个部分的答案和Text B中的细读（Reading for Details）、略读（Reading for Main Ideas）两个部分的答案，以及两套模拟试题的参考答案。

《表达英语综合教程》供高等院校英语专业本科1年级基础阶段使用。

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书籍目录

第一册 Unit 1 Get to Know English-speaking Countries Text A USA Text B England Unit 2 Teachers Propose , Students Dispose ?
 Text A A Classroom Full of Flowers Text B Schoolwork : The Students Job Unit 3 Keep a Healthy Body Text A How to Lose Weight —— And Whether You Should Text B Dine Out Without Clogging Your Arteries Unit 4 Keep a Healthy Mind Text A Grief Text B The Power of Forgiving Unit 5 The Internet and Our Life Text A One Internet , Two Nations Text B Digital Domain : Struggling to Evade the E-mail Tsunami Unit 6 Get Yourself Connected Text A A False Wikipedia "Biography" Text B Guidelines for Using a Cellphone Abroad Review Test I Unit 7 Like Father , Like Son Text A Father Forgets Text B Father : Sons Role Model Unit 8 Friendship Counts Immensely Text A An Incredible Torch Run Text B Personal Health Unit 9 Do Men Lead and Women Follow ? Text A A Woman Can Learn Anything a Man Can Text B The Two of Us Unit 10 Do Patients Trust Doctors ? Text A From a Web-Savvy Patient to a "Cyberchondriac" Text B Patient Tells , Doctor Reads , Writer Shares Unit 11 Man and Nature Text A Mirages Text B Rainbow

第二册 Unit 1 Wakening the Soul Text A Broken Wing Text B The Santa Claus on 1-40 Unit 2 Childhood Memory Text A Latchkey Children —— Knock , Knock , Is Anybody Home ?
 Text B The Room with Five Doors Unit 3 Body Clock and Luck Text A The Secrets Our Body Clocks Reveal Text B How to Get Lucky Unit 4 Are They Still Kids ?
 Text A They Stole Our Childhood Text B Stolen Childhood Unit 5 Imaginative Learning and Creative Thinking Text A Universities and Their Functions Text B Learning by Doing Unit 6 Skills of Interpersonal Communication Text A Six Steps to Put People at Their Ease Text B Alone Versus Lonely Review Test I Unit 7 What Do You Know about Americans ?
 Text A The American Character Text B Fast-free Living Unit 8 Doing Your Share to Save the Earth Text A You Can Make a Difference —— an Earth Day Story Text B Global Warmings PR Problem Unit 9 Growing Pains Text A Chameleons and Codas Text B Ugly Girl Unit 10 The Mixed Nature of Life Text A Force of Nature Text B In Their Loss , They Found Each Other Unit 11 Virtual Reality Text A Internet Issues Text B A Design for Living on the Internet Unit 12 These Are the Times That Try Men s Souls Text A The Christmas Crossing Text B Voice of Courage Review Test II

章节摘录

9) That implies the students began to treat their studies seriously and also gathered their confidence to learn better . 10) Eye contact with every student indicates her strong desire to interact with the students . It also indicates that the teacher is no long lacking in confidence . 11) The teacher managed to teach the students by telling her own experience . When she was a child , she was regarded as a “ retard ” : she could not write her own names ; she could not spell words and numbers . But after hard working , she became a teacher . 12) After hearing the teachers words , the students began studying hard . They wanted to make improvements . 13) Only when the students realized the importance of grammar could they learn it effectively . 14) Because she once wanted to quit teaching , something that later proved to be rewarding . 15) The author regards teaching as a rewarding job in that she has changed the studentsviews on themselves and is appreciated by them . 16) Open . 2 . Read to understand the organization of the text . 1) On her first day of teaching , the author taught several classes and every class was going well . Thus , the author concluded teaching was not difficult . But the author mentioned the last period , period 7 . The special mention of this class makes readers expect something unsuccessful to happen . 2) The passage can be roughly divided into three sections . The first section , from Paragraph 1 to Paragraph 10 , reports the authors unsuccessful teaching of the class . The second section , from Paragraph 11 to Paragraph 21 , mainly talks about how the author successfully made the students study hard . The last section , from Paragraph 22 to Paragraph 29 , tells us how deeply the students appreciated the author . 3) Another teacher was introduced into the story so as to make a sharp contrast with the author : to show what an ordinary teacher would do while what a responsible teacher would do . The introduction of another teacher helps the development of the whole essay : that the teachers tough measures show the authors inability to control the class ; that the teachers words help the author learn more about her students . 4) Dialogues can provide an accurate and vivid account of what has happened . Dialogues can promote the development of the plot . 5) The part provides some background information about the students : Why are they special ? 6) Short paragraphs are more forceful . 71 The story develops in a chronological / temporal order . The essay consists of such signals as “ on my first day ” , “ the next afternoon ” , “ months flew by ” , “ the month of June approach ” , “ on my final day of classes ” , “ two years later ” , etc .

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