

<<读写 (中级) >>

图书基本信息

书名：<<读写 (中级) >>

13位ISBN编号：9787302070894

10位ISBN编号：730207089X

出版时间：2003-9

出版时间：清华大学出版社

作者：(美) 贝特 等编

页数：41

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前言

清华大学出版社引进2003年版培生教育集团面向非英语国家精心打造的21世纪最新英语教材——《北极星英语系列教程》(NorthStar)。

引进出版NorthStar除了因为其知识内容极其丰富、内涵颇深又极具亲和力等特点以外,更重要的是我们发现她非常符合教育部正在启动的新一轮《大学英语教学课程标准》的思路与精神。

我们认为无论从教材的形式还是内容上,该系列教材更能适应新世纪英语学习者需要。

其特色如下: 听说与读写并重 该系列丛书分《听说》(Focus on Listening and Speaking)和《读写》(Focus on Reading and Writing)两大系列。

其中《听说》的每个单元设置七大版块。

大量操练听说,将听力理解能力与表达能力完美结合。

教学模式更体现交互式、个性化、自主性 课本、光盘、网络互为补充,强调互动式学习。注重把教师与学生之间、学生与学生之间的反馈通过练习轻松、自然地反映出来,既有利于提高教学质量、活跃课堂气氛、评估学生学习效果,又激发学生的学习兴趣、提倡自主学习、促进学习效率。配套学习网站免费提供网上资源库、教师指导、网上阅读、写作、听说练习等。

注重培养应用能力,非应试教育 着重生活工作中需要的技能,如:演讲、场景对话、走出教室实战练习、信件、总结、学术小论文等。

编写思路明确,编写人员水平出众 遵循外国人学习英语的普遍规律,由著名美国教育专家Frances Boyd和Carol Numrich主持、召集英美30多位常年从事对外英语教学的专家和教师编写。

语言真实地道,文化信息量大;主题相关,便于巩固 注重把语言技能的训练与知识文化有机结合起来,使学生在英语学习过程中除了学到语言的形式以外,还学习其文化内容。

书中主题丰富多样、贴近生活、时代感强,灵活实用。

如:年轻企业家的成功,食物对心情的影响,语言与性别的关系,情商与智商,等等。

教材体系完备,可供不同水平学生灵活选用 《听说》与《读写》系列各分为5个级别,即:入门(

Introductory)、基础(Basic)、中级(Intermediate)、中高级(High Intermediate)、高级(Advanced)。

每套教材包括学生用书(Student Book)(含单元测试题及总测试题)、教师用书(Teacher's Manual)、写作练习册(Activity Book)、配套CD,极大地方便了教师与学生在教与学中的各种需要。

适用对象明确 该系列教材是为初、中级英语水平学习者而设计编写的。

她既适用于各类学校,特别是新入校学生英语水平跨度较大的学校,如新建本科院校、扩招院校、专科学校、双语学校及师范类院校,此外,也适合同年龄层次的社会人士自学及培训机构使用。

“风乍起,吹皱一池春水”。

在中国承办奥运会和入世的大背景下,全国英语教学改革正在进行。

以往的教材在新形势下已显“明日黄花”,难以适应和真正提高学生的综合英语的应用能力。

《北极星英语系列教程》应运而生,她从初级入门到高级应用,莲花步步,浑然一体;每一个级别又自成一统,可为不同级别的学生因“材”施用。

我们认为好的教材就像乐谱或电影脚本,她能告诉您步骤、大概的进度及顺序,但是还需要您赋予她生命,把她演活。

我们衷心地希望这套教材能有助于英语教学的改革,激发学生自主性学习,真正提升英语能力。

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内容概要

本书分为：“听说”和“读写”两大系列（各5级）。
两大系列从不同角度讨论同一主题，激发学生的想像力，倡导学生批判性思考。
两大系列既可分开使用，也可同步采用。
特点：两大系列主题相关，便于巩固语法，词汇；话题广泛，趣味性强；各项技能综合训练；练习活动极具针对性和趣味性；专配网络：www.longman.com/northstar。

书籍目录

- 1 THE WORLD OF ADVERTISING
- 2 TELECOMMUTING: GOING HOME TO WORK
- 3 A MIRACLE CURET
- 4 THE METAMORPHOSIS
- 5 SPEAKING OF GENDER
- 6 BREAKING THE SURFACE
- 7 CARS: PASSION OR PROBLEM?
- 8 ALWAYS IN FASHION
- 9 CRIME AND PUNISHMENT
- 10 FINDING A SPOUSE

章节摘录

Invite students to examine the text more than once. Students should pair up, identify differences in their answers, then read again. The questions link students with the text and encourage them to reread—
—and really delve into the comprehension. There will be a lot of student-to-student talking.

D. READING BETWEEN THE LINES This is the most exciting of the comprehension activities. Students are asked to interpret and infer meaning from the text. This activity may be unfamiliar to you and your students for several reasons, including textbook style, culture, and format, especially the fact that there can be only "suggested answers." However, "once you become used to these types of items, you and your students may come to look forward to them and find them among the most challenging and interesting. Pair and group work lead to class discussion. Be sensitive to different opinions and encourage students to support their answers, including those that differ from the "Suggested Answers" in the Answer Key. You may have to teach students how to approach this activity. If you model a tolerance for ambiguity—a range of possible answers and reasons for them—then students can begin to accept that comprehension is not always black and white. This section is especially important for students with academic goals, as they will be asked inference-level questions by professors in class and on exams, both standardized and teacher-made.

4. READING TWO A. EXPANDING THE TOPIC

The selections here are often shorter and easier than in Reading One. As a result, the reading could be done in class. There is an assumption that comprehension will not be a big issue, so there is no preteaching of vocabulary and limited comprehension work. If you feel that students need comprehension work, you may wish to add to it here. The context usually offers a new or different perspective on the topic presented in a different genre of text; e.g., if Reading One is expository, Reading Two may be a narrative. The purpose is to add another layer of content to the topic. With this extension, students are more ready to dive into interpretive tasks that require a higher level of thinking.

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