

<<积极英语阅读教程>>

图书基本信息

书名：<<积极英语阅读教程>>

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内容概要

《积极英语阅读教程》这套最新版教程的教师用书增设了扩展阅读内容，将阅读能力的培养与听力、口语和写作能力的培养结合起来；提供了4种有用的教学技巧，帮助提高和巩固学习者的阅读流利程度；针对阅读教学领域教师们常提出的问题，Neil J. Anderson作了拨云见日的解答；涵盖了TOEFLR iBT(新托福网络测试)需要的所有阅读技巧，并制作了表格，对每种技巧在积极英语阅读教程中的位置做了定位；最新版提倡“积极阅读”(ACTIVE Reading)的教学方法，以帮助学习者树立自信，成为独立、积极的英语阅读者。

本册为教师用书，第三级，最新版。

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作者简介

尼尔·J·安德森是阅读教学方面的专家，本书采用了他设计的ACTIVE阅读法，帮助读者成为更自信、更独立——也是更积极的英语阅读者。

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章节摘录

Speaking/Listening Skill Extension: The Worst Storm Ever Students tell about the worst storm they ever experienced. 1. Ask students to think about the worst storm they ever experienced. What kind of storm was it? Where were they—at home or away on vacation? What did they do to cope with the storm? Students should make brief notes on each of these points. 2. Tell students to form groups of four, then two pairs within each group. Within each pair, have students take turns telling their storm stories while the other partner listens carefully. The speaker may use notes, but not the listener. 3. When the pairs have told their stories, they work with the other pair. However, in this case, the partner tells the story, not the original person who experienced the storm.

4. After each person tells his/her partners story, the original storyteller can correct any inaccurate information before the next person speaks. Integrated Skill Extension: Strangest Vacation Contest Partners work together to make a sales strategy for promoting tourism in an unlikely place. 1. The reading tells of how tourism departments in India are trying to turn a liability (something that is a disadvantage) into an asset (something that is an advantage and valuable). Tell students that they will work on a plan for a place they know.

2. Divide the class into pairs of students. Each pair brainstorms to think of an unlikely vacation spot. It could be a place such as an industrial city that does not have holiday facilities such as beaches, scenic beauty, or famous attractions. It could also be a place that is pleasant during some times of the year, but not attractive at other times. For example, what do people do in ski resorts when there is no snow? 3. After brainstorming, have each pair research their unlikely vacation spot to find out what it does offer to visitors. For example, tourists visiting deserts in the Arabian Gulf can ride camels or go skiing on sand dunes. Even famous Paris has underground tours of its sewers!

4. After gathering information, each pair makes a poster about their unlikely destination. The partners use the poster to give a one-minute presentation to the rest of the class. 5. When all teams have given their presentations, the class votes on the strangest place to visit. Writing Skill Extension: In My Dreams

Individual students write about a place they dream of visiting. 1. Each student does a five-minute "quick write" on the place they would most like to visit. 2. Next, students look on the Internet for information about the place. They make notes of information that fits their existing ideas about the place and new information that changes their view (for better or worse). 3. Students re-read their "quick write" and write a second draft incorporating the new information.

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