

<<表达英语综合教程教师用书-3&4>>

图书基本信息

书名：<<表达英语综合教程教师用书-3&4>>

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作者：郑玉琪，石云龙，苏晓军 著

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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:每学期使用一册,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个单元结束后设计一套复习测试题,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。

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。

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内容概要

《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：每学期使用一册，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个单元结束后设计一套复习测试题，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。

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## 章节摘录

I went to Catholic schools in Minnesota, and we didn't have school uniforms, but we did have to wear some kind of blouse and skirt no jeans or T-shirts. So, when I came to Cambridge, I wasn't as uptight as those people who came from schools where there really were uniforms. But soon I found there's a 'uniform' here too, and if you don't wear it, you'll pay a price. Here, the scruffier the better. If you look neat and tidy: and your hair is combed and you're wearing a dress and some jewelry: people will think you're on your way to a job interview: or something has happened.

2. Free Speaking Sample Speaking

In France, school uniforms were phased out four decades ago amid widespread demand for democracy: freedom and individuality. Since then, school students have been wearing whatever they want as an expression of personal identity. However: the government has gradually realized the problems caused by this practice. Some teenagers are dressed in an extremely inappropriate way. For instance: some teenager girls wear their trousers so low down the waist that their pierced navels can be seen. Also, parents are dismayed to find the existence of a certain vying craze at school with regard to designer brands. Many people begin to ask whether it is a good thing to give young people so much freedom in choosing what to wear for school. The appeal by some educators of "Return of the school uniform" also reflects their deep concern about these youngsters. Therefore, school presidents are being urged to bring back the uniform in an attempt to improve school discipline of the students. In the long run, it may contribute to social stability and order.

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