

<<高中英语同步评价手册>>

图书基本信息

书名：<<高中英语同步评价手册>>

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前言

《高中英语同步评价手册》是《英语》（新标准）系列教材的配套出版物，供学生课外检查和评价自己的英语学习，亦可作为教师了解学生实际学习状况、发现学生学习中存在问题的参考，不是一般意义上的课堂练习册或传统意义上的单元测验。

国家《英语课程标准》指出，“英语课程的评价应根据课程标准的目标和要求，实施对教学全过程和结果的有效监控。

通过评价，使学生在英语课程的学习过程中不断体验进步与成功，认识自我，建立自信，促进学生综合语言运用能力的全面发展。

”在这一总的原则指导下，我们设计了这套英语学习评价手册。

本手册是对学生进行形成性评价的一个重要组成部分，采用了与教材主题相同的模块化设计，每个模块涵盖听、说、读、写四项语言技能及所学语言知识，与教材同步。

本手册具有以下主要特色：一、提倡“评中有学、学不离评”的理念。

学生自我评价的过程不仅是检查自己学习情况的过程，完成各项评价任务、练习和活动的过程同时也是学习的过程，它要求评价任务是学生熟悉的、具有一定真实性的语言活动。

二、评价目标明确，体现形成性评价对学生发展的作用。

每个模块前都有本模块总的评价目标，与教学目标一致。

设置这一栏目的目的在于培养学生有目的地学习和评价的意识，同时便于学生在评价过程中发现问题，改正问题。

三、突出“任务型评价”设计理念，强调“为用而学”、“在用中学”。

本手册以灵活多样的语言任务代替传统的测验项目，以增强和提高学生综合运用语言的能力。

不用或少用客观试题，要求学生多动口、动手，在“做事”中提高语言技能。

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内容概要

本手册是依据《英语》（新标准）高中教材开发的配套评价手册，全面贯彻国家《英语课程标准》对中学英语学习所提出的各级评价要求。

特色：评价目标明确，体系科学，涵盖语言知识及四项语言技能，与教材协调呼应。

各模块前有评价目标，中有项目检查，后有汇总检查及学习日志，建立完整档案，培养自我反思，实现自我发展。

等级评定、量化评分及描述性评价相结合，体现评价方法多样性。

借鉴“任务型评价”理念，以任务代替项目，要求学生动口动手，增强语言综合运用能力。

适用对象：参与教育部普通高中新课程改革实验的中学 从小学三年级开始学习英语的高中学生

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章节摘录

There were about eighty girls in the schoolroom , divided into four classes. The oldest girls were in the fourth class , and the youngest were in the first class. I was in the first class. All four classes had their lessons in the same large and very cold schoolroom. We had to sit there quietly , not saying a word , until the teachers came into the room together. The lessons—— Math , History , French —— were not at all interesting , and always followed the same pattern. First , we read some pages in a book and then our teacher asked us questions. I tried to listen , but I soon got bored. After four hours , there was a lunch break , and we all went outside. Because it was winter , it was very cold. Very soon , a bell rang , and lessons started again. Three weeks passed. One afternoon , the head teacher , whose name was Miss Temple , came into the schoolroom. Mr Brocklehurst was with her , and we all stood up as they entered. I stood behind an older girl because I did not want Mr Brocklehurst to see me. Mr Brocklehurst walked slowly round the room. Everybody was very quiet. I closed my eyes and wished he would leave. My hands started to shake , and I dropped my book. Mr Brocklehurst stopped walking and looked straight at me. "Ah !

The new girl , " he said. "Come here , Jane Eyre !

" Then he pointed at two of the older girls. "You two girls —— put Jane Eyre on that high chair !

" he said. "Look at Jane Eyre , everybody !

" Mr Brocklehurst said. "This child is bad. She will be punished !

Miss Temple !

Teachers !

Girls !

Do not talk to this child."

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