

<<经纶学典·教材解析>>

图书基本信息

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内容概要

本书内容通俗易懂，但里面包含着丰富的信息，我们把教材所包含的信息挖掘出来，并进行系统整理，让知识的内涵和外延、知识间的联系充分展现。

本书不是对课堂教学的重复，而是在此基础上，对其进行补充、提高，挖掘那些学生难以理解、难以掌握的内容，进行归纳和总结，为学生串起一条规律性的“线”。

地理注重特殊学习方法的应用，读图技巧，重要解题思想方法的归纳整理，易错易混点辨析，学科内小专题的归纳等。

这些由于课堂教学时间限制或教师水平发挥的问题，在课堂上并没有全部传授给学生，而这些恰恰就是考试中要考查的，是同学们拉开差距的所在。

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章节摘录

In the primary school, a child is in a comparatively simple setting and most of the time forms a relationship with one familiar teacher. On entering secondary school, a new world opens up and frequently it is a much more difficult world. The pupil soon learns to be less free in the way he speaks to teachers and even to his fellow pupils. He begins to lose gradually the free and easy ways of the primary school, for he senses the need for a more cautious approach in the secondary school where there are older pupils. Secondary staff and pupils suffer from the pressures of academic work and seem to have less time to stop and talk. Teachers with specialist roles may see hundreds of children in a week, and a pupil may be able to form relationships with very few of the staff. He has to decide which adults are approachable; good schools will make clear to every young person from the first year what guidance and personal help is available, but whether the reality of life in the institution actually encourages requests for help is another matter. Adults often forget what a confusing picture school can offer to a child. He sees a great deal of movement, a great number of people, often rather frightening cooking people and realizes that an increasing number of choices and decisions have to be made. As he progresses through the school the confusion may become less but the choices and decisions required will increase.

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