

<<大学英语精读1·教师用书>>

图书基本信息

书名：<<大学英语精读1·教师用书>>

13位ISBN编号：9787810958707

10位ISBN编号：7810958704

出版时间：2006-6

出版时间：上海外语教育

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页数：191

字数：288000

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## 前言

《大学英语》是遵照1986年国家教委审定的《大学英语教学大纲（文理科本科用）》编写的一套系列教材，分精读、泛读、听说、快速阅读和语法与练习五种教程，由全国六所重点大学合作编写。教材于1986年出版试用本，1992年出版正式本，并于同年9月荣获全国高等学校第二届优秀教材特等奖，以及国家教委高等学校第二届优秀教材一等奖。

1998年，在广泛征求意见的基础上，《大学英语》系列教材根据《大学英语教学大纲（高等学校本科用）》进行了第一次修订。

修订本更加注意文、理、工、农、医等各科的通用性，力求给学生打好“宽、厚、牢”的语言基础。

为了推进大学英语教学改革，适应社会各界对大学生英语能力的要求，教育部于2004年颁布了《大学英语课程教学要求（试行）》（以下简称《课程要求》）。

遵照《课程要求》对大学英语提出的教学目标，即“培养学生的英语综合应用能力”，编者于2004年决定对教材进行第二次修订，以满足新时期国家和社会对人才培养的需要。

本次修订原则： 1.教材的定位不变。

《大学英语》是综合教育型（Englishforintegrativepurposes）而非特殊目的型（Englishforspecific：purposes）的教材，旨在帮助大学本科各专业学生进一步打下扎实的语言基础。

2.选材原则不变。

正因为《大学英语》是综合教育型的，选材必须做到题材广泛，体裁多样，语言规范，有利于打好语言基础。

选材遵循三性原则，即趣味性、知识性、可思性，以激发学生学习英语的兴趣。

3.在更新课文时注意经典性与时代性的融合，科普性与文学性的融合，使选文内容经得起时间考验，文字经得起反复咀嚼。

这两个融合是教材可教性与可学性的保证，也是教材生命力之所在。

4.本次修订按照《课程要求》所提出的培养“英语综合应用能力”这一目标，着重考虑增强听与说的训练，提高听与说尤其是说的要求。

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### 内容概要

本书是《大学英语》系列教材（第三册）精读第一册的教师用书。

内容包括第一至第十单元精读课文教案，以及“精读课文练习答案”、“精读课文参考译文”和“阅读材料参考译文”等三个附录。

《大学英语》（第三版）精读学生用书更换了相当一部分课文，教师用书自然随之作出相应的更新。

新课文教案的编写原有课文教案的修版，我们都力求做到语言新简洁、内容生动活泼。

而教案编写的原有框架。

也有所突破。

本书教案的设计或修改，不但着重发挥教师在教学过程中的主导作用，同时更注重提高学生的参与程度，以加强教学活动中的师生互动作用。

教学活动的安排，即着眼于学生读写能力的逐渐加强，更注意学生听说能力的稳步提高，尽量体现听、说、读、写兼顾并相互渗透的原则。

本书所设置的教案，系供教师备课参考使用，教师可以根据班级的具体情况，删选使用上述各项内容，甚或另行设计教案。

作者无意为教师讲课划定或某种模式。

讲课如同创作，极具个性色彩，不应受任何条条框框的约束。

教学效果的好坏，在一定程度上，取决于教师自身的素质、实践经验以及现场即兴发挥等因素。

事实上，也只有饱含激情、富于个性色彩的课堂教学，才能真正吸引学生，激活他们的学习热情，进而有效地贯彻课堂教学的意图。

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1-Unit 10 ) Appendix 3 Chinese Translations of the Reading Passages ( Unit 1-Unit 10 )

## 章节摘录

There were others to whom time was an enemy, though they knew the battle was losing one. She felt no difference in her inmost self, but outwardly there were changes. There was a lessening of energy so that things took longer to do, there was a tendency to withdraw, but of this she knew she must be watchful. However limited life might become, it was essential to keep in stride though the pace might be slower. Her group of friends began to decrease. Some went to the comfort of retirement homes, some to the unknown. There were strong-built ones who still enjoyed travel and chided her because she now chose to stay at home. Through books and in her imaginations she did travel. There were many places she had never been - up the longest river to its source or the highest mountain to its summit. She had not been where past civilizations had lived and disappeared, or gone below the ocean to discover what undersea life was like.

The Generation Gap We often hear people talking about the generation gap. The term is new, but the gap is as old as man. By "generation gap" we mean that young people and their parents don't understand each other and that different generations have different and even conflicting values.

old Mr. Ellis thinks he understands what has happened: "When I was a boy, I thought the world was a beautiful place. My life was very pleasant. But when I was older, I learned about people who were treated badly, people who didn't have enough to eat - I wanted to help them, and I married a girl who wanted to help them, too. We went to meetings and talked a lot, but it didn't seem to make much difference.

"Our children grew up in a world at war. They didn't know when the fighting would stop. They wanted their children to have nice clothes and toys. They didn't want to think about the future. They thought nothing could be done about it.

"Now I have grandchildren, and they have their own ideas. They are trying to make the world better. They are trying to help other people. They are making

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te "to them. I am proud of their generation"

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