

<<2014考研英语作文周计划>>

图书基本信息

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内容概要

全书学时共5周，每周学习5天，共25天——周一至周五，轻松学习，周六至周日，回味复习。

25天学习，我们巧妙安排，带您熟练驾驭结构、灵活变换句式、巧妙设计亮点、练透最新话题。

1.行文结构，轻松驾驭如前所答，结构清晰，是一篇高分作文的第一要素。

第一周至第五周每周一至周四，我们带您熟悉演练各类型作文行文思路、高分模板，让您对各类型行文烂熟于心。

2.句型句式，灵活优化如前所答，句式多变，是一篇高分作文的第二要素。

第一周至第五周每周五，我们给您设计了形式多样的变句练习、改文练习，带着您学习如何让句子变得摇曳生姿。

3.出彩亮点，巧妙设计如前所答，出现亮点，是一篇高分作文的第三要素。

第一周至第五周每周五，我们给您设计了丰富多彩的亮点练习、改文练习，让您学会如何给自己的作文点缀亮点。

4.最新话题，熟悉练透谙熟了一篇作文如何清晰行文、变换句式、设计亮点，还要熟悉、练透一些热点话题。

第六周，我们给您预测了20套最新热点话题应用文、短文，让您上场时胸有成竹。

5.每日好文，诵读赏析每天读一篇精彩好文，可以潜移默化、陶>台语感。

5周25天学习时间，每天给出一篇精选短文，让您琅琅诵读、品味行文、临摹佳句，不知不觉间提高自己的语言语感。

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书籍目录

主编寄语 你问我答 问答之一 问答之二 问答之三 问答之四 本书特色 第一周 应用文（一） 星期1 信函——建议信、道歉信 星期2 信函——请求信、辞职信 星期3 信函——求学信、求职信、推荐信 星期4 信函——介绍信、投诉信、咨询信 星期5 学会作文如何生彩 第二周 应用文（二） 星期1 信函——祝贺信、感谢信、邀请信 星期2 信函——婉拒信、倡议书、慰问信 星期3 非信函——便笺、通知、启事 星期4 非信函——备忘录、报告、摘要 星期5 学会作文如何生彩 第三周 图画作文（一） 星期1 现象解释型学习 星期2 现象解释型演练 星期3 问题解决型学习 星期4 问题解决型演练 星期5 学会作文如何生彩 第四周 图画作文（二） 星期1 观点论证型学习 星期2 观点论证型演练 星期3 对比选择型学习 星期4 对比选择型演练 星期5 学会作文如何生彩 第五周 图表、文字作文 第六周 练透热点附 写作高分装备

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章节摘录

版权页：插图： Directions: Study the following essay carefully and write a summary in about 100 words.
Student Rights Who knows better than the students themselves what a university should do for them and how they should be treated? Yet how often do students have any say at all in such important issues as faculty selection, curriculum planning, and scheduling? The answer is obvious: never. If university administrations refuse to include student representatives in the decision-making process, something drastic must be done. Let's examine what is happening right here on our own campus in the areas mentioned above. The first major issue is the selection of faculty members. Never in the history of this college has a student been permitted to interview, examine the credentials of, or even meet prospective professors. All hiring is done by a joint administrative faculty committee, often made up of people who will not even have extensive dealings with the individuals after they begin teaching. Those who have the most at stake and whose lives and academic careers will be governed by the professors—the students themselves—never even meet the new teachers until the first class meeting. No one is better equipped to evaluate a professor's ability to communicate with students than those whom he or she intends to teach. Anyone can read curriculum vitae to ascertain the level of professional training and experience someone has had, but the best judges of a teacher's ability to teach, which is the primary function of any professor, are undoubtedly the students themselves. Students' interest in and commitment to appropriate curricula are even more obvious. We have come to college with very specific purposes in mind: to prepare ourselves intellectually and practically for the future. We know what we need to learn in order to compete successfully with others in our chosen fields. Why should we be kept out of the curriculum planning process? If we pay for the textbooks, spend hours in the library doing research, and burn the midnight oil studying for tests and exams, why are we not permitted to give our opinions about the materials we will spend so many hours studying? It is imperative that our views be made known to curriculum planners.

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