

<<全新英语读写一体化教程（上）>>

图书基本信息

书名：<<全新英语读写一体化教程（上）>>

13位ISBN编号：9787811243420

10位ISBN编号：7811243423

出版时间：2008-5

出版时间：北京航空航天大学出版社

作者：梁晓晖 等编著

页数：232

字数：298000

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内容概要

本套教材在编写过程中遵从了以下原则：1.教材在设计中通过写作调动学生阅读——在写作实践中学生在词语表达、文章组织上的困惑激发了他们的阅读兴趣，并增强了他们在阅读过程中吸收知识的敏感度。

所以本教材不仅适用于阅读、写作综合课程，也适用于单独设立的泛读课程。

2.教材在选文上按照与人有关的话题划分了总的框架，紧贴学生生活及学生所关心的事物，以语言功能为统领，以题材完全相同，甚至话题相同的一组组文章作为主课文，由记叙文过渡到各种体裁相结合，从而调动学生对同一问题进行多角度分析和思考的能力。

3.各单元开头的阅读技能训练从字面意义理解、引申意义理解过渡到批评性理解，从词句理解上升为对作者意图的判定，囊括了阅读理解的全部思维过程及英语语言的基本特点，帮助学生透析阅读理解及英语语言的奥秘。

4.利用语篇帮助学生建立语义场以及反映同一思想的各种表达方式：引导学生从词汇关系入手，用科学的方法记单词，改变学生无序背单词的现状。

在练习中体现学生需要掌握的积极词汇及使用场合，便于写作。

5.语法和句型训练不仅体现系统语法的规则，即重点在于语言的内部底层关系，更体现了功能语法的规则，即针对语言结构在语篇中的功能的学习。

帮助学生掌握英语句型的奥妙和使用方法，改变学生孤立学习语法及英文写作时中文表述的现状。

6.注重培养学生对谋篇机制及文章结构的认识，意识到在表达思想时各句不能孤立使用，应依靠衔接机制相互粘合：英文思想表达具有一定的逻辑结构。

这样既可以大大提高学生的阅读速度及理解能力，又能解决学生在写作时句与句之间意思交错、跳跃、逻辑关系不清的问题。

7.《全新英语读写一体化教程，阅读与写作》（修订版）丛书适合大学一、二年级学生以及培训期为一至两年的学生使用。

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4 "She was a pretty woman," he said, "with six children and another on the way. She was always saying, I'm going to pay you soon, when my husband gets a second job. I believed her. What a fool I was! I thought I was doing a good thing, but I've learned my lesson. I've had!" All I could say was, "I'm so sorry." 5 The next time I saw him, his anger seemed worse. He bristled as he talked about the messy young ones who had drunk up all his milk.

6 I repeated my condolences and let the matter rest. But when Ben left, I found myself caught up in his problem and longed to help. Worried that this incident would sour a warm person, I mulled over what to do. Then, remembering that Christmas was coming, I thought of what my grandmother used to say: "When someone has taken from you, give it to them, and then you can never be robbed." 7 The next time Ben delivered milk, I told him I had a way to make him feel better about the \$79. 8 "Nothing will do that," he said, "but tell me anyway." 9 "Give the woman the milk. Make it a Christmas present to the kids who needed it." 10 "Are you kidding?" he replied. "I don't even get my wife a Christmas gift that expensive." 11 "You know the Bible says, I was a stranger and you took me in. You just took her in with all her little children." 12 "Don't you mean she took me in? The trouble with you is, it wasn't your \$79." 13 I let the subject drop, but I still believed in my suggestion. 14 We'd joke about it when he'd come. "Have you given her the milk yet?" I'd say.

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