

# Teacher's Manual Writing:Patterns and Practice Book III



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This series of three workbooks for the senior high school English courses teaches the culturally disadvantaged student to write. The focus of attention is the English sentence; indeed Book I is almost wholly devoted to teaching how to write sentences. Books II and III continue to emphasize the sentence and go further by teaching the types of writing that are useful in daily living: writing letters, reports, and filling out applications and other forms. The teaching methods used in these books are based mainly on the findings of modern linguistics and to some extent on the organization of prolonged instruction.

THE CULTURALLY DISADVANTAGED STUDENT

These

workbooksï¼Œ Writing: Patterns and Practiceï¼Œ Books Iï¼Œ IIï¼Œ and IIIï¼Œ<br>have one major goal: to give the culturally disadvantaged student the skills<br>needed to write sentences and paragraphsï¼Œ and thus make it easier for him<br>to become socially mobile.<br>\"Culturally disadvantaged\" is a vague termï¼Œ even a jargon phraseï¼Œ but the<br>authors intend it to refer to a specific type of student: one who may have<br>anywhere from a low average to a high abilityï¼Œ but who has not demonstrated<br>that ability in the normal classroom because his subcultural background has<br>been so alien or antagonistic to the American \"standard culture.\" This type<br>of student truly changes worlds when he enters the schoolï¼Œ tie is not necessarily \"dumbï¼Œ\" however the epithet is couched: \"slow learnerï¼Œ\" \"general<br>education majorï¼Œ\" \"Z studentï¼Œ\" etc. Of courseï¼Œ there are students in the low-<br>est ability groups whose learning problems stem from physiological rather<br>than cultural causes. For these studentsï¼Œ there is a section at the end of this<br>Manual called \"Lesson Plans for Slow Learnersï¼Œ\" which outlines an aligned<br>program for Book III.<br>

作者介绍:

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