

<<英语高级口语教程>>

图书基本信息

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内容概要

张芸、冯正斌编写的《英语高级口语教程》分上、下册，共30个单元，主要内容涉及校园问题、大众传媒、住房问题、婚姻与爱情、网络、名人、休闲娱乐、工作、假日和成功等30个话题。

《英语高级口语教程》力求图文并茂，有选择地给出相应话题所涉及图片，以便减轻纯文字带给学生的压力，从感官上给学生以愉悦。

本教材配有英语录音，录音效果清晰、流畅、优美，语音和语调标准、纯正。

录音光盘便于教师课堂教学以及学生课后适时地训练与检测。

《英语高级口语教程》读者对象为英语专业学生或其他较高水平英语学习者。

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章节摘录

版权页： 插图： Text 5. Examinations Exert a Pernicious Influence on Education We might marvel at the progress made in every field of study, but the methods of testing a person's knowledge and ability remain as primitive as they ever were. It really is extraordinary that after all these years, educationists have still failed to devise anything more efficient and reliable than examinations. For all the pious claim that examinations test what you know, it is common knowledge that they more often do the exact opposite. They may be a good means of testing memory, or the knack of working rapidly under extreme pressure, but they can tell you nothing about a person's true ability and aptitude. As anxiety-makers, examinations are second to none. That is because so much depends on them. They are the mark of success or failure in our society. Your whole future may be decided in one fateful day. It doesn't matter that you weren't feeling very well. Little things like that don't count: the exam goes on. No one can give of his best when he is in mortal terror, or after a sleepless night, yet this is precisely what the examination system expects him to do. The moment a child begins school, he enters a world of vicious competition where success and failure are clearly defined and measured. Can we wonder at the increasing number of "drop-outs": young people who are written off as utter failures before they have even embarked on a career? Can we be surprised at the suicide rate among students? A good education should, among other things, train you to think for yourself.

The examination system does anything but that. What has to be learnt is rigidly laid down by a syllabus, so the student is encouraged to memorize. Examinations do not motivate a student to read widely, but to restrict his reading; they do not enable him to seek more and more knowledge, but induce cramming. They lower the standards of teaching, for they deprive the teacher of all freedom. Teachers themselves are often judged by examination results and instead of teaching their subjects, they are reduced to training their students in exam techniques which they despise. The most successful candidates are not always the best educated; they are the best trained in the technique of working under duress. The results on which so much depends are often nothing more than a subjective assessment by some anonymous examiner. Examiners are only human. They get tired and hungry; they make mistakes. Yet they have to mark stacks of hastily scrawled scripts in a limited amount of time. They work under the same sort of pressure as the candidates. And their word carries weight. After a judge's decision you have the right of appeal, but not after an examiner's. There must surely be many simpler and more effective ways of assessing a person's true abilities. Is it cynical to suggest that examinations are merely a profitable business for the institutions that run them?

This is what it boils down to in the last analysis. The best comment on the system is this illiterate message recently scrawled on a wall: "I were a teenage drop-out and now I am teenage millionaire."

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编辑推荐

《英语高级口语教程(套装上下册)》在对国内外多种口语教材研究的基础上,针对中国学生对口语有恐惧感等现实,试图将听、读与说相结合,通过听提高学生对英语语言的敏感度,通过阅读弥补学生用英语表达观点的缺失,进而过渡到口语的流畅表达。

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