

<<英语阅读教程-第二册>>

图书基本信息

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内容概要

《展望 (Prospect) 全国高等院校英语专业系列精品教材：英语阅读教程 (第2册)》是理论和实践的相得益彰主要表现在相关语法理论和阅读技巧，为以课堂实践为主的阅读能力的培养提供了理论保证，并保证了理论的升华；然后，大量高信度、高效度练习题的设置，又为检验理论、实现理论的再升华提供了契机。

此外，教程配套有辅导用书和幻灯片，可供多种教学方式选择使用。

学生可以通过使用本教程提升自身的英语综合阅读素质，提高阅读速度，增强对英语的感知力，扩充词汇量，扩展对英语民族文化和背景知识的认知，有助于把自身培养成新时代需要的复合应用型人才。

《展望 (Prospect) 全国高等院校英语专业系列精品教材：英语阅读教程 (第2册)》供英语专业学生基础阶段一、二年级使用。

14个单元，涉及英语国家的社会、政治、经济、文化、教育、文学、历史、宗教、体育、环境、风土人情、自然景观、科普知识等各个领域，兼具知识性、启发性和趣味性。

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Forms of Teaching I came away from my years of teaching on the college and university level with a conviction that enactment , performance , 'dramatization are the most successful forms of teaching. Students must be incorporated , made , so far as possible , an integral part of the learning process. The notion that learning should have in it an element of inspired play would seem to the greater part of the academic establishment merely silly , but that is nonetheless the case. Of Ezekiel Cheever , the 'most 'famous schoolmaster of the Massachusetts Bay Colony , his onetime student Cotton Mather wrote that he so planned his lessons that his pupils "came to work as though. they came to play , " and Alfred North Whitehead , almost three hundred years later , noted that a teacher should make his/her students "glad they were there." Since , we are told , 80 to 90 percent of all instruction in the typical university is by the lecture method , we should give close attention to this form of education. There is , I think , much truth in Patricia Nelson Limerick's observation that "lecturing is an unnatural act , an act for which God did not design humans. It is perfectly all right , now and then , for a human to be possessed by the urge to speak , and to speak while others remain silent. But to do this regularly , one hour and 15 minutes at a time ... for one person to drag on while others sit in silence? ... I do not believe that this is what the Creator ... designed humans to do." The strange , almost incomprehensible fact is that many professors , just as they feel obliged to write dully , believe that they should lecture dully. To show enthusiasm is to risk appearing unscientific , unobjective; it is to appeal to the students' emotions rather than their intellect. Thus the ideal lecture is one filled with facts and read in an unchanged monotone. The cult of lecturing dully , like the cult of writing dully , goes back , of course , some years. Edward Shils , professor of sociology , recalls the professors he encountered at the University of Pennsylvania in his youth. They seemed "a priesthood , rather uneven in their merits but uniform in their bearing; they never referred to anything personal. Some read from old lecture notes and then ha/ting/y explained the thumb-worn last lines.

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