

<<英语专业 基础科段-英语阅读>>

图书基本信息

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作者：国试书业 编

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内容概要

《全国高等教育自学考试标准预测试卷·英语专业 基础科段：英语阅读（2）（最新版）》每套试卷均附有详细的参考答案，题型、题量及难度与真题相仿，注重实战，讲求技巧，通过深度的点评、详尽的解析、精准的预测，力求全真模拟实战演练，切实提升考生的综合应试能力，满足考生科学地进行自我考评的需求。

书籍目录

英语阅读（二）标准预测试卷（一）英语阅读（二）标准预测试卷（二）英语阅读（二）标准预测试卷（三）英语阅读（二）标准预测试卷（四）英语阅读（二）标准预测试卷（五）英语阅读（二）标准预测试卷（六）英语阅读（二）标准预测试卷（七）英语阅读（二）标准预测试卷（八）英语阅读（二）标准预测试卷（九）英语阅读（二）标准预测试卷（十）英语阅读（二）标准预测试卷参考答案2007年10月高等教育自学考试全国统一命题考试英语阅读（二）试题及参考答案2008年10月高等教育自学考试全国统一命题考试英语阅读（二）试题及参考答案2009年10月高等教育自学考试全国统一命题考试英语阅读（二）试题及参考答案2010年10月高等教育自学考试全国统一命题考试英语阅读（二）试题及参考答案

章节摘录

C. doesn't mean that one has the right to do things at will D. doesn't mean that one has the right to charge others without evidence

Passage Five Throughout the nation's more than 15000 school districts, widely differing approaches to teaching science and math have emerged. Though there can be strength in diversity, a new international analysis suggests that this variability has instead contributed to lackluster (平淡的) achievement scores by U.S. children relative to their peers in other developed countries. Indeed, concludes William H. Schmidt of Michigan State University, who led the new analysis, "no single intellectually coherent vision dominates U.S. educational practice in math or science. The reason," he said, "is because the system is deeply and fundamentally flawed." The new analysis, released this week by the National Science Foundation in Arlington, VA, is based on data collected from about 50 nations as part of the Third International Mathematics and Science Study. Not only do approaches to teaching science and math vary among individual U. S. communities, the report finds, but there appears to be little strategic focus within a school district's curricula, its textbooks, or its teachers' activities. This contrasts sharply with the coordinated national programs of most other countries. On average, U.S. students study more topics within science and math than their international counterparts do. "his creates an educational environment that is a mile wide and an inch deep," Schmidt notes. For instance, eighth graders in the United States cover about 33 topics in math versus just 19 in Japan. Among science courses, the international gap is even wider. U. S. curricula for this age level resemble those of a small group of countries including Australia, Thailand, Iceland, and Bulgaria. Schmidt asks whether the United States wants to be classed with these nations, whose educational systems "share our pattern of splintered (支离破碎的) vision" but which are not economic leaders. "The new report couldn't come at a better time," says Gerald Wheeler, executive director of the National Science Teachers Association in Arlington. "The new National Science Education Standards provide that focused vision," including the call "to do less, but in greater depth." Implementing the new science standards and their math counterparts will be the challenge: heard Schmidt agree, because the decentralized responsibility for education in the United States requires that any reforms be tailored and instituted one community at a time. In fact, Schmidt argues, reforms such as these proposed national standards "face an almost impossible task, because even though they are intellectually coherent, each becomes only one more voice in the babble." Questions 21 - 25 are based on Passage Five.

21. According to the passage, the teaching of science and math in America is 【 】
 A. focused on tapping students' potential B. characterized by its diversity
 C. losing its vitality gradually D. going downhill in recent years

22. The fundamental flaw of American school education is that 【 】
 A. it lacks a coordinated national program B. it sets a very low academic standard for students
 C. it relies heavily on the initiative of individual teachers D. it attaches too much importance to intensive study of school subjects

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