

<<大学英语人文阅读>>

图书基本信息

书名：<<大学英语人文阅读>>

13位ISBN编号：9787040268539

10位ISBN编号：7040268531

出版时间：2009-9

出版时间：高等教育出版社

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页数：250

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前言

2008年的这个时候，西安培华学院校园里春意盎然，我们站在学院“以人为本，德育为先”办学理念的巨大标语下，望着身边来来往往的学子，编者和我谈起她想以此为指导思想编写一本引导学生学做人、学做事、学与人相处的课外读物。

她认为这样做一方面可以补充学生英语阅读量的不足，另一方面也可以使学生在读的过程中学会思考，提高他们的解码能力，再要求他们写出读书报告，提高他们的编码能力，逐步培养学生的语法能力、社会语言能力、语篇能力和策略能力。

我即刻表示支持，因为学习语言没有大量的输入和输出是学不好的，而且在语言教学过程中注重育人也正是我们所追求的。

一年过去了，当她将这本书呈现给我时，我的确顿感眼前一亮。

第一，它对中国学子有普遍的教育意义。

这本书的独特之处在于它所选取的文章可以说是从不同角度对人生意义的分析和总结。

马斯洛是一位人本主义的实践者，其理论是对人本主义的升华。

在今天，重温马斯洛，从某种意义上讲，就是学习以人为本。

特别是在我国转型时期，马斯洛的以人为本的思想具有现实意义。

第二，它为我们趟出了一条新路。

教学重在改革。

什么叫改革？

创新就是改革。

多数英语教学对学生人文素质的培养重视得不够，而这本书打破传统，自成一格。

作者集数十年英语教学的心得，以马斯洛的需求层次理论为主线，用平实的语言材料折射出了人的生理需求、安全需求、爱与归属需求、尊重需求和自我实现需求，读后会使人受益匪浅；后又引导学生学习如何发掘自己的潜力和培养兴趣，生活中怎样充满爱心和体验生活，困难时怎样正视现实和排除焦虑，工作时怎样培养创造力和自主性，对社会应负有怎样的责任感和使命感。

这种独辟蹊径的英语读本编写方式值得提倡。

第三，它是与时俱进的典范。

英语教学也要和时代同步，掌握了这个脉搏，就掌握了英语教学的方向。

和谐社会是时代的要求；尊重是和谐的基因；“以人为本”是尊重的前提。

作者不拘泥于英语，而是先对人生的重大课题有所思考，有所领悟，这也充分说明了她对英语教学的负责态度，对学生的关爱程度。

有了这本书，英语教学必能再进一步，再深一层。

第四，它开辟了英语教学的新天地。

英语是可以用来思考的。

英语的教和学，过去是讲得多，记得多，但这远远不够。

作者认为英语还必须多思，并且用英语思维，这就给英语教学提出了更高的要求。

思考，是衡量一个民族、一个国家、一个社会、一个时代的标尺。

我们学英语，不仅仅是要多一种语言，添一种工具，更是要用语言来充实头脑，这才是学习英语的意义。

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内容概要

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章节摘录

The runner set out with the letter. At first, he ran well; but then he heard an animal in front of him. He could not see it, but it was a big animal. It made a lot of noise. He ran back and went up a tree. He waited there for a long time until he could not hear the animal. Then he came down the tree. But he could not find the letter; it was lost.

He remembered the ship, which was going on its way down the river. He ran through the forest and looked for the letter. There was not much time. He must find the letter quickly. At last he saw it on the ground under a tree.

The runner caught the ship, and the ship took the letter down to the sea. There it was put into a bag with some other letters, and the bag was put into a bigger ship. On the next day it set out on its long journey over the sea, and in about a month it got to London. When the bags of letters were taken off the ship, something broke. Some of the bags fell into the water. A man went down under the water to find the bags. He found them all. Some men opened the bags and looked at the letters inside. The letters were wet, but these men were able to read the names on the letters. They did this kind of work all their lives. They knew their work. Susan's letter went on its way with the others. The bags of letters were put into a train. At the end of that journey they were all taken out, and seven of them were put into a fast train to Newton. Susan lived at Newton. The train ran quickly through the night. In a part of the train next to the bags, two men waited. At the right time they began the work which they were going to do. They made a big hole in the wooden wall, and got through the hole to the bags of letters. Some of these letters had money in them, and the thieves knew about it. They wanted the money.

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