



新时代成教英语系列教材

综合教程 (第三册)

Integrated Book

总主编 熊选琴 刘重霄

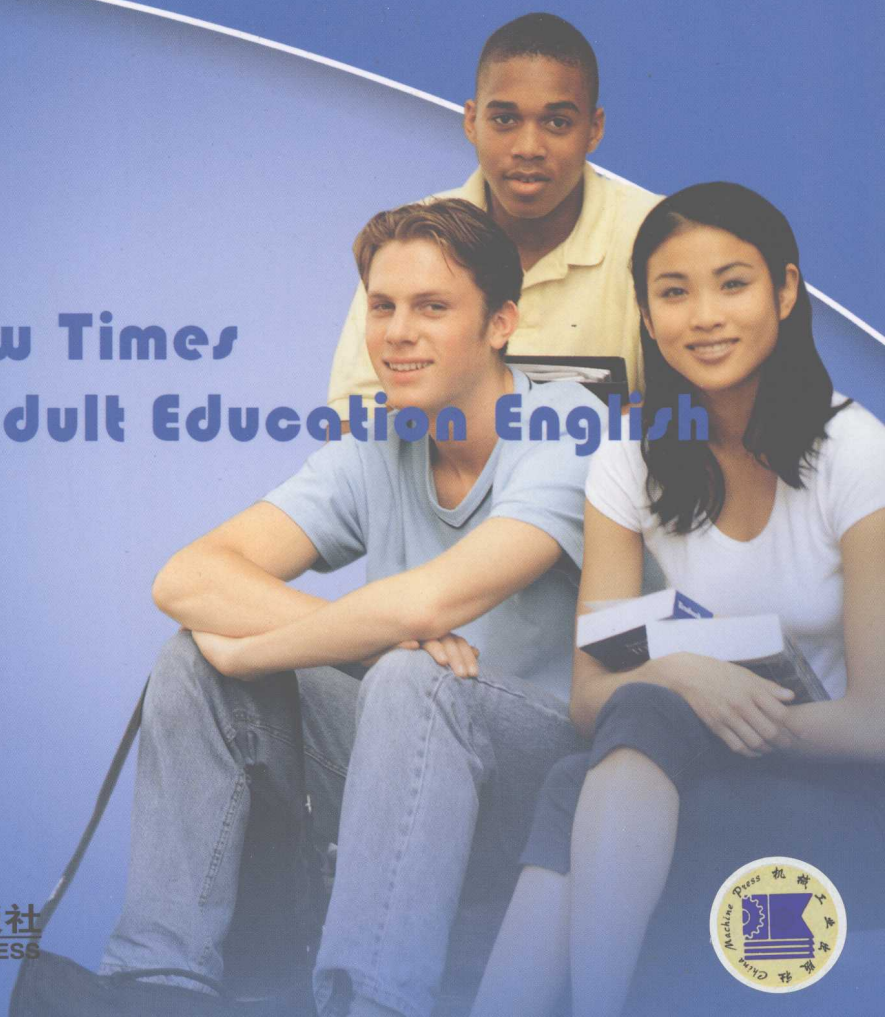
分册主编 王学伟

主审 (澳) Graham Lindsay Paterson



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(第三册)

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“新时代成教英语系列教材”的《综合教程》是一套为高等学校成人英语教学而编写的英语教材。

本系列教材从全面提高学生的英语应用能力出发,在整体结构上突破了一般语言教材的模式。本系列教材共分三册,每册 10 个单元。每单元由 10 大特色内容组成:Text A (精讲课文); Word Study (基础词汇讲解); Grammar (重点语法讲解); Word Building (常用构词法介绍); Supplementary Exercises (近义词辨析及练习;介、副词搭配练习); Text B (课外阅读); Reading Skill (阅读技巧讲解); Writing (写作知识介绍); Communication (对话练习与热点话题的讨论); Hot Words (与本单元相关的热点词汇)。每册还另附自测题两套,并有本册出现的词汇总表。

本系列教材既可以作为高等学校夜大、函大、高职高专院校的教材,也可供同等层次的英语学习者自学使用。

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序

随着我国高等教育改革的深入发展,成人高等教育规模的不断扩大,社会对成人高等教育的质量也提出了更高的要求。1996年原国家教委曾组织对全国普通高校的夜大、函大进行了教育评估,从中可以看出各校对成教外语课程的设置与教学相当重视,但不规范的方面也非常明显,如:教学要求参差不齐;学生的学习效果与他们的实际语言运用能力存在差距等。造成这种情况的主要原因除了师资力量不足以外,其中一个很重要的原因就是没有全国统一的教学大纲及相应的教材。1997年12月,原国家教委公布了《全国成人高等教育英语课程教学基本要求(非英语专业用)》,对成人高等教育这门重要的公共课——英语课程作了全国性的规范。此后,各种与之相配套的教材也在酝酿之中。

由首都经济贸易大学外语系教师编写的这套“新时代成教英语系列教材”的《综合教程》,从内容到形式都体现了以成人为本、服务于成人学生的理念。该教材具有如下特点:

1. 针对性强:主要帮助成人本科学生顺利通过成人英语学位考试、专科学生顺利通过专升本入学考试。大量补充基本知识,练习题与学位考试题在内容与形式上一致。

2. 实用性强:根据成人教育的特点,本书的口语交际、文化介绍、应用文写作、专业选材都旨在提高学生在日常生活及实际工作中的英语语言应用能力。

3. 自学性强:为解决特殊情况下学习与工作的矛盾,本书重点突出,解释详细,适合自学。

4. 时代性强:本书选材新颖,题材广泛,包含人文历史、科普教育、社会问题、生活常识及成长经历等话题,集知识性、趣味性、实用性、思想性、欣赏性于一体。

5. 层次性强:本丛书由浅到深,无论从语言的知识结构,还是从题材的社会意义,各册各具特色,册册递进。

此外,该教材选用当代英语的常见语体或文体的典型文章作为素材,不仅语言规范,而且富有文采、引人入胜,更能给人以启迪,语体也兼顾书面语和口语以及正式语和非正式语;该教材设计的练习针对我国学生的薄弱环节和实际需要,做到了有的放矢,有利于学生打好语言基础和提高语言应用能力;练习的形式体现了互动式或“任务”式学习。

从整体来看,《综合教程》做到了理论与实践的统一,在借鉴当前先进的

教育理念、总结编者们多年的教学实践的经验基础上写成，无论在理论上，还是在实践上，都有较好的指导意义。相信该教材的出版能让进行成人高等教育的同志们受益匪浅。

北京师范大学外文学院教授 博士生导师
中国功能语言学会常务理事

前言

多年以来,成人教育没有权威的教材,或者说没有特别针对成人教育特点而编写的教材已是一个不争的事实。许多成人教育院校多年来一直采用全日制正规本科学生所使用的教材,而忽略了成人教育的学生与正规本科生在很多方面存在差别,比如:学生年龄结构不同、起点不同、授课时数不同、教学大纲的要求不同等。因此,与正规本科生采用同一种教材产生了很多问题。鉴于此,我们经过大量的调研之后编写了这本针对成人教育特点的教材。

“新时代成教英语系列教材”的《综合教程》是一套为高等学校成人英语教学而编写的英语教材,可以作为高等学校夜大、函大、高职高专院校的主干课教材。

本套教材的培养目标是:培养学生掌握扎实的英语基础知识、具有较强的英语阅读能力、可以进行日常的英语会话、具有一定的翻译和写作能力。

本系列教材共三册,供三个学期使用。其基本内容及编排如下:

1. 基本内容:丛书分3册,每册10单元(包括A、B两篇同一主题文章,A篇为精讲部分,B篇为课外阅读,内容上略深于A篇文章);每册附自测题两套;另附有本册出现的词汇总表(注明单词的基本词性、词义和单元出处)。

2. 所选文章的题材健康、向上,内容丰富、新颖。

第一册特色:趣味性、知识性;篇幅为450~550词/篇。主要题材有:英语学习方法介绍、知名人物、文化习俗、科普、生活指导、人与自然等。

第二册特色:实用性、欣赏性;篇幅为550~600词/篇。主要题材有:社会问题、生活经济学、时事知识介绍、情感世界、学习生活、如何应对压力等。

第三册特色:考试针对性、思想艺术性、语言复杂性(词汇量、语法、句子结构深度);篇幅为600~700词/篇,体裁多数为论说文及文学名篇。

本教材从全面提高学生的英语应用能力出发,在整体结构上突破了一般语言教材的模式。本教材每单元主要由10大特色内容组成,即:Text A(精讲课文);Word Study(基础词汇讲解);Grammar(重点语法讲解);Word Building(常用构词法介绍);Supplementary Exercises(近义词辨析及练习;介、副词搭配练习);Text B(课外阅读);Reading Skill(阅读技巧讲解);Writing(写作知识介绍);Communication(对话练习与热点话题的讨论);Hot Words(与本单元相关的热点词汇)。

此外,考虑到成年人的自学特点,我们对课文A进行了相当详细的注释。

这些注释涉及语法、词汇等语言难点，对常用句型结构和习语均通过附上例句说明其用法；特别是对西方文化以及中、西文化差异作了重点讲解。这些详细的注释有利于加深读者对课文的理解。

本系列教材的编者长期从事大学英语教学和教材研究，尤其是对成人英语学习者的学习特点有多年的研究。教材在内容与结构上独具匠心的精心编排是我们在改革中国成人英语教材方面的一个大胆尝试。我们希望它能够切实体现以人为本的原则，全方位满足读者的要求，使读者学后有更大的收获。

本教材的策划得到了首都经济贸易大学成人教育学院院长安鸿章教授、副院长刘凤英老师和外语系领导解小娟、刘丽玲、林立等同志的大力支持。对教材文章的筛选和审校得到了 David Martin Shaw 先生、Maureen Gunnell 女士两名外籍专家和李秋菊老师的帮助。此外还得到了外语系谢丽蓉、徐丽群老师的帮助，在此一并表示感谢！

因编者水平有限，加之时间紧张，本套教材一定还有许多不尽如人意之处。我们恳请使用本套教材的读者提出宝贵的意见和建议，使之更能满足广大读者的需求。

编者

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Unit 1

Focal Points:

Text A Changing the Pace of School 改变学校步调

Word Study: bear; charge
容忍; 收费

Grammar: Agreement of Subject and Predicate
主谓一致

Word Building: Compound Nouns (I)
合成名词 (I)

Supplementary Exercises

Text B Managing Speed in the 21st Century 21 世纪的时效管理

Reading Skill: Denotation and Connotation
外延与内涵

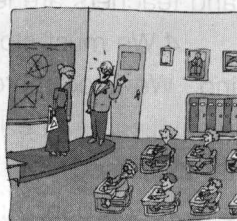
Writing: Invitation Letter

邀请信

Communication: Music

音乐

Hot Words: School
学校



Text A

Pre-reading Questions :

- 1. Do you think it is enough for students to only achieve good academic performance?*
- 2. What is the distinctive characteristic of our school today?*
- 3. What can we do to change the pace of school?*

Changing the Pace of School

Changes in educational approaches, beliefs and practices come faster today than most teachers, parents and children can begin to assimilate. Speedy results are seen as politically necessary. When new approaches are not successful immediately, they are abandoned in favor of even newer ones.

2 In repeated and accelerated cycles of change it is the children who suffer. Hurried through the school day and through the grade levels, they are left with little time to reflect on what they are learning or where their lives are headed.

3 Our schools tend to be fact factories, cramming more into every minute of every hour of every day. There always seems to be more curriculums to cover and more tests to take—but never any time added to the day. Children and teachers are left gasping for air.

4 We must stop hurrying children and give them adequate time for learning. We need more clarity, more planning and less impulsive, reactive implementation of “the latest best thing”. There is an urgent need in our schools for increased accountability and more focused attention on basic skills. But that very urgency must not lead us to rush. The pace of change must be reasonable and related to the right pace for children's learning.

5 True learning requires time; time to wonder, time to share and time to pay attention to what is most important. To hurry through classes and a pre- 20 determined timetable of achievements is contrary to the nature of children and will do irreparable damage to their minds and souls. School comes from the Greek word *skhole*, which translates literally as “leisure”. Consider how far we’ve moved from our educational roots!

One Model of Change

25

6 For the past two decades, I have worked in consultation with administrators and teachers in hundreds of schools that are committed to school-wide reform. Using an approach known as the Responsive Classroom model, these schools are working to improve the quality of education by making significant changes in the way time is structured and used. This model allows 30 more time for relationships, in-depth research, inquiry and reflection.

7 Schools commit a minimum of three years to implement the Responsive Classroom model. Below are some of the key systemic changes that this model advocates.

8 (1) **Allow time for in-depth learning investigation and contemplation by 35 narrowing the scope of the curriculum and lengthening time blocks.** The answer to meeting each day’s curriculum expectations is found in a paradox. We must consider smaller topics for longer periods of time in order to accomplish more. This can be clearly seen at the middle school level, where recent research findings have made it evident that block scheduling, small classes and 40 “advisory” periods improve student behavior and academic performance.

9 (2) **Begin the school year slowly: Encourage teachers to take time to set clear social and academic expectations and to establish an atmosphere of trust.** Instruction cannot be delivered in classrooms where children are unfocused, inattentive and struggling with one another. Teachers must know how to cre- 45 ate a trustworthy space for learning before learning can occur. During the first six weeks, teachers set goals, generate rules with students and guide students’ discoveries of new materials, equipment and supplies. They take time to build trust so students will take risks, ask questions and state their ideas. In the long run both teachers and students gain time by taking time. Dis- 50 cipline problems are fewer and less time-consuming than in classrooms where the social expectations are not clear. Children better understand academic expectations, and academic outcomes improve.

10 (3) Allow time for reflection and review through the year. Periods following vacations require review of social and academic expectations. Taking 55 the time for this reexamination of basic expectations will create more time for learning. During the last six weeks of school, students should reflect on their year in order to sell all they have accomplished. This is a key time for exhibitions, science fairs and parent nights.

11 (4) Adjust the schedule of the school day to change the nature and pro- 60
ductivity of the afternoon. In the middle of the day children need a break from the rigor of academics. Many schools use a midday schedule that gives children recess, followed by lunch and then quiet time. This break helps children be productive and engaged in the afternoon. The idea of a quiet time after lunch may be unthinkable to many teachers, given all they believe they must 65 fit into the day, but here, again, is a paradox of teaching and learning: Quiet time away from academic demands increases learning.

12 (5) Change the school schedule to allow more time for teachers, staff, administration and parents to interact with one another. Devising schedules that allow time for grade-level and team planning is an important administra- 70 tive function. Administrators should schedule the first parent/teacher conference as close to the beginning of the year as possible. By asking parents what they would like their children to learn in school can be created before problems have a chance to arise. Teachers also can use this conference to share, learn about their students and share their expectations. 75

13 If we truly wish to transform our schools into challenging, exciting and secure places, we need an education system that is dedicated, from top to bottom to giving teachers more time to teach and children more time to learn.

(884 words)

New Words

* **assimilate** /ə'simileit/

v. to think about new ideas, information etc. so that you feel ready to use them 吸收, 理解, 掌握

abandon /ə'bændən/

vt. to decide that you no longer believe in a particular idea or principle 放弃信念或原则

accelerate /ək'seləreit/

vt. to cause to occur sooner than you expect; to happen faster than usual (使) 加快; (使) 提前

* **cram** /kræm/

vt. to force sth into a place 把……塞入

* **curriculum** /kə'rikjuləm/

n. (*pl.* curricula or curriculums) the subjects that are taught by a school, college etc. , or the things that are studied in a particular subject 课程

* **gasp** /gæsp/

vi. to breathe quickly and deeply because you are having difficulty breathing (由于呼吸困难而) 急促地呼吸

* **impulsive** /im'pʌlsiv/

a. tending to do things as soon as you think of them, without considering the possible dangers or problems 冲动的; 草率的; 鲁莽的

implementation /'implimenteiʃən/

n. [U] enforcement 执行计划/政策/建议

urgent /'ə:dʒənt/

a. very important and needing to be dealt with immediately 紧急的, 急迫的

accountability /ə,kauntə'biliti/

n. the responsibility for the effects of your actions 负有责任; 应作解释; 可说明性

* **predetermined** /pri:di'tə:mind/

a. if something is predetermined, it has been formed or arranged before it happens, and does not happen by chance (正式) 预先决定的

* **irreparable** /i'repərəbl/

a. unable to be repaired or made better (破坏, 伤害) 不能修复的; 无法弥补的

- * administrator /əd'ministreɪtə/ *n.* someone whose job is connected with the management and organization of a company, institution etc. 管理人; 行政官员; 主管
- significant /sig'nifikənt/ *a.* having an important effect or influence, especially on what will happen in the future 重要的, 重大的, 影响深远的
- * implement /'impliment/ *vt.* to take action or make changes that you have officially decided (正式地) 执行计划/政策/建议
n. tool or instrument 工具, 器械
- * systemic /sis'temik/ *a.* (technical) having an effect on the whole of something, especially a living thing <术语> 影响全局的; (尤指) 影响 (有生命体) 全身的
- * contemplation /'kɒntem'pleɪʃən/ *n.* quiet, serious thinking about something for a long time, especially in order to understand it better 深思; 冥想, 默想
- block /blɒk/ *n.* a quantity of things considered as a single unit 一组, 一批, 一套
vt. to make movement difficult or impossible 阻塞, 堵塞
- * paradox /'pærədɒks/ *n.* a situation that seems strange because it involves two ideas or qualities that are opposite 自相矛盾的情况
- evident /'evidənt/ *a.* easily noticed or understood; obvious 明显的; 明白的
- schedule /'skedʒul/ *vt.* to plan that something will happen at a particular time 把……安排在, 预定
- * advisory /əd'vaɪsəri/ *a.* having the purpose of giving advice 提供意见 (咨询) 的
- * academic /ækə'demik/ *a.* good at studying and getting good results at school or university 学业 (成绩) 优秀的