

贵州省高等学校教材建设指导委员会审定

五年制师范专科统一教材(试用本)

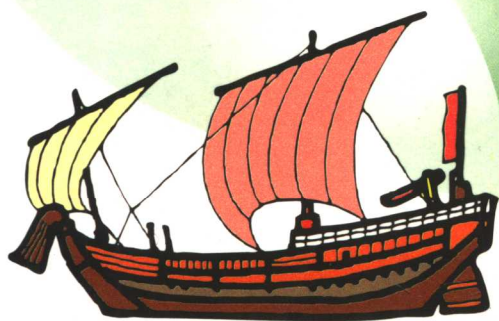
综合英语

(第六册)

A Course Book for Comprehensive English
--Learning for Success

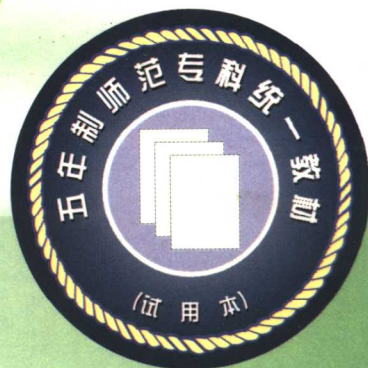
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ENGLISH



·五年制师范专科英语专业教学用书·

总主编 冒国安

综合英语

A Course Book for
Comprehensive English

Learning for Success

江苏工业学院图书馆
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总序



新世纪的最初一页刚刚翻过去，我们深切地感受到了科学技术的突飞猛进，知识经济扑面而来，世界范围内综合国力的竞争日渐激烈……全球的总体形势，既让我们看到了光明的前景，又让我们感到形势逼人、重任在肩。

历史前进的步伐告诉人们，一个国家、一个民族的兴旺发达或“积贫积弱”，都与教育紧密相关；而发展教育的关键又在于有没有高素质的雄厚的师资力量支撑。

1999年6月，《中共中央、国务院关于深化教育改革，全面推进素质教育的决定》明确提出了“2010年前后，具备条件的地区力争使小学和初中阶段教育的专任教师的学历分别提升到专科和本科层次”的战略目标，确立了把提高教师实施素质教育的能力和水平作为师资培养、培训重点的构想，为发展我国基础教育规划了重要途径。

根据整个社会和小学教育发展的实际状况和迫切需要，我省决定从2001年起，在全省范围内试行“五年制师范专科教育”，即中等师范学校与本科、专科院校联合办学，招收初中毕业生，修业五年，培养具有高等专科程度的小学教师的办学模式。并明确要求五年制师范专科教育从整体上五年统一规划，设计课程方案及教学计划，从整体上统一规划教材建设、教师队伍建设和教学管理。

继而，成立了贵州省五年制师范专科教学指导委员会，拟订、修订了贵州省五年制师范专科指导性教学计划、课程方案，召开了五年制师范专科教材编写会议，组建了贵州省五年制师范专科教材编写委员会及各专业编写组，启动了贵州省五年制师范专科统编教材编写的系统工程。

我们编写教材的指导思想和基本要求是：贯彻国家教育方针；坚持教育“面向现代化、面向世界、面向未来”，贯彻国家基础教育课程改革纲要的精神，树立适应社会主义现代化要求的教育新思想和新

观念；注重科学性、基础性、实践性、人文性、思想性、前瞻性、综合性，注重学科自身的规律、特点和发展状况；努力做到“以学科知识和信息技术为载体，以培养创新意识为核心，以实际运用为重点，以愉悦教育为动力，以培养能力为目的，以发展个性为特色”；充分体现“初中起点、大专水平、五年一贯、面向小学、师范性质”的特点，适应培养我省社会主义现代化建设和小学教育事业发展需要的高等师范专科程度的小学教师的要求，体现小学教育实际和小学教师的特点，坚持师范专科培养规格的要求，既区别于中等师范学校、普通高中的相关教材，又区别于三年制师专、大学本科的相关教材；通俗易懂，简明扼要，生动有趣，充分发挥五年一贯学制的优势，优化课程组合，构建科学的教材体系。

与此同时，对幼儿教师的培养也做出了相应的决定，提出了相应的要求，制定了相应的教学计划、课程方案，组建了教材编写组，开始了学前教育专业统编教材的编写工作。

整套教材共分三大类（文化基础课程、教育基础课程、专业方向课程），主要用于培养专科层次的小学（幼儿园）教师，也可用于在职小学（幼儿园）教师学历提升培训。

贵州省五年制师范专科教材的编写出版工作，得到了社会各界及有关领导的关心和大力支持，参加编写的专家、教师、工作人员，负责审阅的教授、专家，负责编辑出版发行的出版界的朋友，均付出了艰辛的劳动。这里，我们一并致以衷心的感谢。

由于五年制师范专科教材编写是一项新的工作，加之我们水平有限、编写时间十分仓促等原因，这套教材的不当之处在所难免。恳请社会各界，广大教师、学生提出宝贵意见，以帮助我们下一步的编写工作和修订工作做好。

贵州省五年制师范专科教材编委会

2003年8月



前 言

一、编写宗旨

《综合英语教程》(1-9册)是初中毕业起点的五年制师范英语专业课程的主干基础课教材,是一套为师范专科学子设计编写的、面向21世纪的全新基础教材;旨在指导学习者掌握英语语言的基本规律和有效的学习策略、激发学习英语的兴趣,通过听、说、读、写、译的训练,培养学生运用英语的基本技能。可供师范英语专业专科学子和社会自学者使用。全书共九册,由学生用书、教师参考答案、课文录音以及学生学习情况评估表组成。

二、编写原则

本套教材运用了较新的英语教学理念,强调学生自主学习、互动学习、强调课堂的实践,内容新颖,具有现代气息。

教材具有严谨的科学性,编写体系均按照五年制师范专科英语专业学生年龄特征及师范专科学校课程改革的有关规定和要求设计。教材选材形式多样,知识面广,信息量大,趣味性强,便于学生自主学习、互动学习、探究性学习。练习设计丰富多彩,便于学生开展课堂讨论等活动和课外实践。注重培养学生的创造性思维能力、分析能力和灵活运用语言的能力。课文语言文字规范、流畅,难度适中,长短相宜。

教材具有很强的针对性,立足于培养小学英语教师必须具备的本专业语言和教学的基础知识和基本理论;注重培养学生的综合素质。通过准确熟练的英语听、说、读、写、译基本技能的训练,使学生具备独立进行小学英语教学的能力;通过大量的阅读,让学生有较宽厚、扎实的人文科学知识,了解英语国家的社会、历史、文化的背景知识。

三、板块设计及使用说明

本套教材精心设计了全新的教学及练习板块,将崭新的教学理念贯穿其中;现将各

板块的使用说明分述如下:

(1) 读前准备 (Before You Read)

利用学生已有的相关知识和生活经历, 调动学生的自主学习兴趣, 让学生互动地用英语进行与课文相关的交流活动, 为课文学习做好充分的导入。建议活动时间为 3~5 分钟。

(2) 阅读技巧 (Reading Skills)

主要检查学生的课文阅读理解能力, 同时还可以激发学生的互动学习气氛。建议学时: 课文讲解 2 学时; 阅读技巧练习 1 学时。

(3) 词汇积累 (Build Your Vocabulary)

英语学习的成功是需要一定的词汇作为基础的。该板块旨在加强学生对课文生词的理解和运用, 并在此基础上扩大学生的英语词汇以及提高他们的英语词汇活用能力。建议学时: 1 学时。

(4) 课文相关活动 (Activities Related to the Text)

为进一步加强学生之间的互动学习和探究性学习, 根据英语学习的基本规律, 该板块着重通过口头交流形式加强学生对课文的理解和语言运用的掌握。建议活动时间: 1 学时。

(5) 语法基础 (Lay a Grammar Foundation)

该板块主要目的是加强英语语法知识的归纳和总结并利用学到的语法知识促进对课文等阅读材料的理解。建议讲解学时: 1~1.5 学时。

(6) 是否会用 (See if You Know How - to)

通过语法的学习之后, 再加上一些具体运用, 测试学生对语法知识的掌握程度。建议学时: 1~1.5 学时。

(7) 综合技能训练 (Comprehensive Skills Training)

该板块通过一定量的各种练习 (包括完型填空、词形转换、句型转换、口语技能训练、合作写作、书面表达等), 以任务型练习方式综合测试学生的英语语言的交际能力, 更加全面地了解学生的综合英语运用能力。建议学时: 1.5~2 学时。

(8) 读书俱乐部 (Reading Club)

综合技能训练之后, 我们还选编了一些附加阅读材料, 如: 谚语点滴、名言点滴、幽默故事等, 以便学生进行课后阅读, 激发英语阅读的兴趣和能力。教师也可要求学生就其内容写读后感, 提高学生的写作能力。建议教师课堂讲解时间: 0.5 学时。



四、评估体系

为了保证教材的使用效率和教学质量,帮助学生了解自己的学习情况并帮助教师更准确地掌握学生的学习情况,建立能激励学生学习兴趣和自主学习能力发展的有效机制和评估体系,我们特意为个体学生和教师分别设计了学习情况评估表。评估表是建立在板块教学理念的基础上,分为供学生使用的“自评表”(Self-assessment Form)和供教师使用的“班级评估表”(Class-assessment Form)。教师应根据学生的自评表和自己的教学记录填写班级评估表。该评估表应作为教师对学生学期学习成绩进行形成性评价的重要依据。

评估分值换算方式: 答对题数 / 该任务的总题数 = X (%) [成功率]

如: Reading Skills (阅读技能) 中任务一(判断正误 T/F) 的总题数为 10 题, 如答对 8 题, 则 $X = 80\%$

最终评估成绩为本单元所有任务评估成绩的平均值。

最终评估成绩参考标准: $X = 95\% \sim 100\%$ —— 优/A

$X = 90\% \sim 94\%$ —— 优⁻/A⁻

$X = 85\% \sim 89\%$ —— 良⁺/B⁺

$X = 80\% \sim 84\%$ —— 良/B

$X = 66\% \sim 79\%$ —— 良⁻/B⁻

$X = 60\% \sim 65\%$ —— 合格/C

$X = 1\% \sim 69\%$ —— 不合格/C⁻

以上提供的建议课时计划和评估标准仅供教师参考。教师可根据学生的实际情况进行局部调整。总之, 我们寄希望于通过这样的教学形式体现我们的编写指导思想。由于编写时间有限, 定会有些瑕疵, 敬请指正。

《综合英语教程》编写组

2003 年 6 月

Student Use (学生用)

[illegible]

(班级评估表)

Teacher Use (教师用)

Teacher's Name _____

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Unit 1

How to Study Read

Before You Read

Everyone has purposes for reading. Sometimes we read for entertainment, sometimes for tests. Do you know what studying read means? If so, how do you study read? In the following passage some tips are given about studying read. Before you read the passage, talk with your partner what techniques you usually use when you read a passage.

Most students don't know how to study read. They usually open their textbooks to the assigned page and start reading.^[1] But before long, their minds have wandered off somewhere. Or they read and mark up the pages by understanding everything that seems important. Study reading is different from regular reading.^[2] You are expected to remember more, and in most cases, will be tested on what you read. Here is a four-step method for study reading that can help improving comprehension and promote retention of what is read.

Step one: Prepare to Read

It's important to prepare yourself to read. Much time can be lost when you try to plunk yourself into reading an assigned chapter when your mind isn't ready.^[3] Because you can think faster than you read, your mind can easily go into daydreams or other thoughts if you aren't ready to read an assignment. The wisest thing to do is to skim over the chapter to be read. Let the title sink in.^[4] Read an opening paragraph or two to see what the chapter is about. Then read the headings and subheadings. Next read the summary or the last couple of paragraphs. It may not

make a lot of sense, but your mind will begin to clear out other thoughts. You'll begin to think about the content of the chapter. If there are study questions at the end of the chapter, read those. Having questions about what you are reading helps concentration and gives you a purpose for reading.

Step Two: Read

After you've looked over the chapter, you are ready to read. If you don't have any questions about the content of the chapter, mark some up. You can do this by turning the title and headings into questions. If you are reading a long chapter, don't try to read too much at once. It's better if you read from one heading to the next. Then stop and follow Step Three below. If there are no headings in the chapter, read about two pages; then stop and follow Step Three below.

Step Three: Examine What You Read

By reading only short passages and then stopping, you stand a better chance of concentrating on the chapter's content.^[5] The third step is now to examine what you read. Put the textbook aside, and write some notes in your words. In a few key words or phrases, write down the major points you just read. Research shows that doing this aids comprehension and retention for future tests. If you don't believe in taking reading notes, at least try to recite to yourself the key points you just read. When you are satisfied, you understand what you read, then read from the next heading to the next, stopping every once in a while to take notes or go over what you read. Follow this step until you are finished with the chapter. Though this may seem slow, as you practice this study reading technique, you'll discover it's really faster because you don't waste time by losing concentration or having to reread what you've read.

Step Four: Plan to Review

This last step does not take place immediately after you read, but it's very important for remembering what you read and it can mean the difference between a C and an A on a test.^[6] You should make a definite plan to review your reading notes every week. As you move through a course, you can't remember it all. In fact, unless we review every week what has been studied before, we can forget over 80 percent of what we read. So plan to review once a week. Go over your notes. If they don't make sense when you review, go back to the chapter and reread what isn't clear. (It's important to write chapter titles and page references to key points in your notes so you can find things quickly when you review.)

Research shows it's not so much how long you study that gets good grades, but how well and how often you study. Try this four-step method (PREP) and watch those grades go up.



Word Bank

aid	[eid]	v.	to give support to; help 援助;帮助
aside	[ə'said]	adv.	to the side 在旁边;到(向)一边
assign	[ə'sain]	v.	to appoint; decide on 分配;指定
assignment	[ə'sainment]	n.	a job which one is given or to which one is being sent 分配;指定
chapter	[ˈtʃæptə]	n.	one of the main divisions of a book or long article, usu. having a number or title (书籍、文章的)章;部分
concentrate	[ˈkɒnsentreit]	v.	to keep or direct (all one's thoughts, efforts, attention, etc.) 专心;集中(思想、精力、注意力)
concentration	[ˌkɒnsen'treɪʃən]	n.	close attention 集中注意;专心
definite	[ˈdefinit]	adj.	clear; without any uncertainty 明确的;界限清楚的
heading	[ˈhedɪŋ]	n.	the words written as a title at the top of (each part of) a piece of writing 标题;题目
improve	[im'pru:v]	v.	to (cause to) become better(使)变好;改善
plunk	[plʌŋk]	v.	to put down heavily or with force 砰地放下
promote	[prə'məut]	v.	to help the progress of something 提高;提升
recite	[ri'sait]	v.	to say (something learned) aloud from memory 背诵
reference	[ˈrefrəns]	n.	a direction to a book etc. (or a passage in it) where information may be found 参考;出处
retention	[ri'tenʃən]	n.	ability to remember longer (保持)记忆
satisfy	[ˈsætɪsfaɪ]	v.	to make (someone) happy; please 使高兴;令人满意
sink (sank, sank)	[sɪŋk]	v.	to (cause to) go down below a surface, or to the bottom of water 下沉;沉没
skim (-mm-)	[skim]	v.	to read quickly, noting only the chief points 略读;快读
subheading	[ˈsʌbhedɪŋ]	n.	a subordinate heading or title in a chapter,