

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)

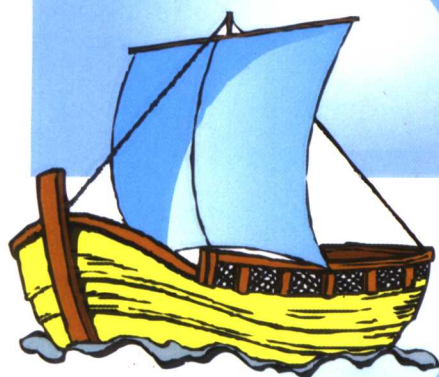
综合英语

(第七册)

A Course Book for Comprehensive English
--Learning for Success

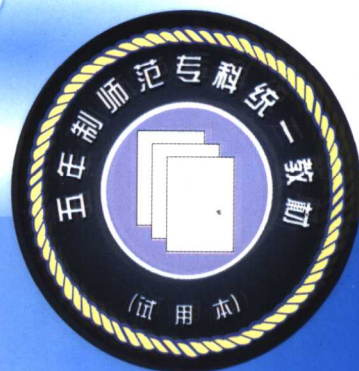
(Book VII)

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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

7

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贵州省五年制师范专科教材指导委员会 组织编写

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材指导委员会，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，制订了相应的教学计划、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%~100% —— 优/A

X=90%~94% —— 优-/A-

X=85%~89% —— 良+/B+

X=80%~84% —— 良/B

X=66%~79% —— 良-/B-

X=60%~65% —— 合格/C

X=1%~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

Teacher' Use (教师用)

[illegible]

SELF – ASSESSMENT FORM

(自评表)

Student Use (学生用)

Student' s Name _____										Teacher' Name _____									
Unit#	Reading Skills (%)		Activities Related to the Text (%)		Build your Vocabulary (%)			See If You Know How -- to (%)				Comprehensive Skills Training (%)					Final Assessment & Comments (%)		
	Task 1	Task 2	Task 1	Task 2	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3	Task 4	Task 1	Task 2	Task 3	Task 4	Task 5			
Unit1																			
Unit2																			
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Unit 1

Harnessing the Power of Words

Before You Read

The clouds of ignorance, dismalness, tragedy, illiteracy and sadness do not belong to our children. Their lives should be joyful and sunny. In this article a teacher recalls her experience of trying to offer her students a variety of worlds through reading and writing. As she did so, she was amazed to learn that the kids' writings were so powerful that they could keep up hope, awaken courage, soothe pain and change worlds.

In 1986, my first teaching experience took me to a small Catholic school in a poor section of North Philadelphia.

There, poverty surrounded people like a heavy smog.

Tragedy, sickness, illiteracy and bad luck were as prevalent and tangible to my students as the empty beer cans that cluttered their streets.^[1]

Accustomed to their dismal environment, my students nonchalantly kicked away bad days and beer cans. They brushed off daily injustices.

Tyrone was different.

Like the others, it was obvious he was from a home laced with poverty. He often came to school wearing the same clothes every day of the week.

But, unlike the others, his destitute life filled with hate. In his mind, he was destined to spend eternity in an employment line like his father,^[2] and he didn't like it.

It filled him with a silent rage.^[3]

As a new English teacher full of energy and hope, I promised Tyrone that reading and writing could transport him to a different "world". It was obvious he didn't like the one he was in.

I offered him a variety of worlds through reading. He was skeptical at first, but he trusted

me. I presented him with a cornucopia of literary classics. After a small taste, he politely let me know that they were dull and he wasn't interested. I was crushed.

But I didn't give up hope. I figured maybe he didn't like literary choices because they weren't relevant to his life experiences. Anxious to instill in him my love of literature, I went back to the drawing board.

From my own personal library, I grabbed entire collections of books by James Baldwin, and Paul Laurence Dunbar. Reluctantly, Tyrone read them, and raised one eyebrow.

"These books are a little better," he said. "But books ain't for me because they ain't about real times. ^[4] None of this literature stuff is for me. You don't know how I live. You don't know what it's like."

Fed up, I said, "Well, why don't you tell me! If you face more injustices than what these men have experienced, write about them. Tell the world your feelings. Let it out."

I wasn't sure what I was doing. It was one of those teaching moments that I could never tell my principal. It was one of those moments that you never face as a student teacher.

I was determined to get this troubled teen to love reading and writing.

After that day, Tyrone was absent for a week. When he returned, he sat silently in class as usual. After class, he lingered at his desk for a while, then he approached me.

I asked how he was doing. Erupting in a smile, he dropped a handful of tattered papers on my desk. I picked them up and read them.

I was thrilled with the effort—but shocked at the content.

Tyrone's collection of essays and poems illustrated the anguish and turmoil he had experienced in just 12 short years. His poems and essays were laced with risqué images and sassy similes. ^[5]

No matter. His work was as honest as a newborn and as death.

Anxious to show the world his talent, Tyrone wanted to publish his creative words.

Tyrone and I decided to submit his writing to various magazines, some of which published his work.

Ten years passed. Tyrone's an adult now. He enjoys reading and makes his living as a writer.

From my work with Tyrone, I learned a lesson that's stuck with me since. Young people write words loud enough to move mountains, part seas, and change worlds. ^[6]

I'm still not sure if the world is ready.





Word Bank

anguish	['æŋɡwɪʃ]	<i>n.</i>	mental or physical sufferings caused by extreme pain or worry 痛苦, 苦恼
catholic	['kæθəlik]	<i>adj.</i>	connected with the Rome Catholic Church 天主教的
classic	['klæsɪk]	<i>n.</i>	a book, play or film that is important and has been popular for a long time 杰作, 名著
clutter	['klʌtə]	<i>n.</i>	(a collection of) things scattered about in a disorderly manner 混乱
cornucopia	[kɔːnju' kəʊpjə]	<i>n.</i>	a lot of good things 丰富, 丰饶
dismal	['dɪzməl]	<i>adj.</i>	showing or causing sadness; lacking comfort 阴沉的, 凄凉的, 暗的
erupt	[i' rʌpt]	<i>v.</i>	to burst out 爆发; 喷出
eternity	[i(:)' tɜːnɪti]	<i>n.</i>	time without end; state of time after death, which is said to last forever 永远, 不朽, 来世, 来生
grab	[græb]	<i>v.</i>	to take hold of somebody or something with a sudden or violent movement 抢夺, 攫取, 夺取
harness	['hɑːnɪs]	<i>v.</i>	to control or use the natural force or the power of something 利用(河流、瀑布等)产生动力(尤指电力)
illiteracy	[i' lɪtərəsi]	<i>n.</i>	the state of being unable to read and write 文盲
injustice	[in' dʒʌstɪs]	<i>n.</i>	(an act of) not being just; unfairness 不公平, 不讲道义
instill	[in' stɪl]	<i>v.</i>	to teach someone a way of thinking or behaving over a long period of time 慢慢地灌输
linger	['lɪŋɡə]	<i>v.</i>	to stay somewhere a little longer, especially because you don't want to leave 逗留, 闲荡, 拖延, 游移
nonchalantly	['nɒnʃələntli]	<i>adv.</i>	carelessly 漠不关心地, 冷淡地
prevalent	['prevələnt]	<i>adj.</i>	existing commonly, generally, or widely (in some place or at something) 普遍的, 流行的
reluctantly	[ri' lʌktəntli]	<i>adv.</i>	unwillingly 不情愿地