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高等院校小学教师培养（初中起点）规划教材

# 基础英语教程

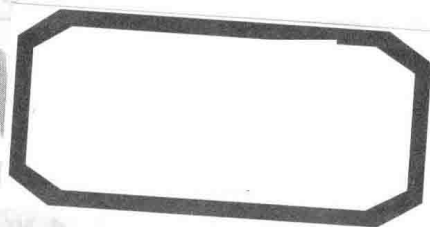
第4册

JICHU  
YINGYU  
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刘明东◎主 编



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# 高等院校小学教师培养(初中起点)规划教材

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# 序 一

顾明远\*

百年大计，教育为本；教育大计，教师为本。

基础教育新课程改革的不断深化和素质教育的推进，对教师的能力和素质提出了更高的要求。而当前小学教师队伍特别是农村小学教师队伍，普遍存在着年龄老化、知识老化、学历偏低、数量不足、优质师资流失严重等问题，农村小学教师队伍建设面临严峻挑战。

《国家中长期教育改革和发展规划纲要(2010—2020年)》明确提出，要加强教师教育，深化教师教育改革，创新培养模式。以农村教师为重点，提高中小学教师队伍整体素质。创新和完善农村教师补充机制。积极推进师范生免费教育，进一步完善制度政策，吸引更多优秀人才从教。

为加强小学教师队伍建设，进一步优化农村师资队伍，湖南省在2010年率先开始了“初中起点六年制本科农村小学教师公费定向培养”试点工作，该项改革被列入国家教育体制改革试点项目。湖南第一师范学院成为最先承担该试点项目的培养学校。湖南第一师范学院素有“千年学府、百年师范”的美誉，在小学教师的培养上积累了丰富的经验，做了许多探索性的工作。目前，该项目在小学教师培养领域产生了广泛影响，并已辐射至全国多个地区。

从初中毕业起点培养小学教师，我非常赞同。当年取消中师我就感到不妥。小学教师需要的是宽广而不是专深的知识，而且他们最好在体育、艺术方面有所专长，会唱善跳，能适应儿童活泼的天性。特别是农村小学教师应是全科性的，什么课程都能胜任。但是高中毕业生，可塑性就不如中师生，艺术素养和技能都不如原

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\* 作者系北京师范大学资深教授，国家教育咨询委员会委员，中国教育学会名誉会长。

来的中师生。再加上高等学校那种专业的导向作用，不利于培养小学教师。而且当年中师都提前招生，师范生都是初中毕业生中最优秀的。因此，从初中毕业起点培养小学教师是明智的，是符合实事求是精神的。记得 2007 年我访问湖南第一师范学院时就和该校校长讨论过这个问题。

初中起点本科学历小学教师培养模式在培养目标、培养规格、课程体系、教学内容和教学方式方法等方面均有其特殊性。教材作为教学内容和教学方法的重要载体，是实现人才培养目标的重要保障。本套系列教材就是为初中起点本科学历小学教师培养而专门编写的。

这套教材针对培养对象初中学历起点、教师综合素质可塑性强的特点及培养目标，从学生认知发展规律和能力培养规律入手，不仅关注了学生作为小学教师基本知识、基本技能的需求，而且关注了他们未来的职业可持续发展能力的培养，帮助学生构建合理的知识结构，提高教师综合素养。同时，又充分借鉴了国内外小学教师培养的成功经验，吸收了学科的最新研究成果，注重了对学生学习主动性和积极性的调动，对学生学习、思考、研究能力的培养。对于全面有效地达成初中起点本科学历小学教师培养的预期目标、有效地促进教育教学改革，必将起到十分重要的作用。

希望该系列教材的编撰者们密切关注当今世界教师教育的发展趋势，力求使新编写的教材与学生的全面发展需求相适应，与高等教育大众化条件下多样化的学习需求相契合，与国家基础教育课程改革要求相衔接，具有足够的广度、深度和梯度，成为一套富有特色的精品教材。

2014 年 8 月



## 序 二

彭小奇\*

党的十八大指出，教育是民族振兴和社会进步的基石。《国家中长期教育改革和规划纲要(2010—2020年)》提出，有好的教师，才有好的教育，要以农村教师为重点，深化教师教育改革，创新人才培养模式，提高教师培养质量。

教育之关键在基础教育，教育之质量在教师，教师之培养在师范。随着高等教育大众化，师范教育对优质生源的吸引力越来越弱。而对于培养小学教师来说，高中起点的本科师范生虽然有文化知识优势，但是其生理和心理条件都错过了高素质小学教师所应有的艺体综合素养和教师技能发展的最佳时期，培养潜质相对不足，导致师范生教学技能弱化、专业情意降低，不少毕业生“站不稳三尺讲台”，不能适应小学教学岗位需求。

为提高小学教师培养质量，促进城乡义务教育均衡发展和教育公平，湖南省人民政府在全国率先恢复免费师范教育，于2006年启动了“农村小学教师专项培养计划”，按照“初中起点，五年一贯，综合培养，分向发展”的思路实施专科学历农村小学教师定向免费培养。这一培养模式吸引了一大批优秀初中毕业生积极报考，走上了小学教师岗位，其中的许多毕业生迅速成长为学校的教学、管理骨干。

在初中起点五年制专科学历小学教师的培养实践中发现，初中毕业生年龄小、可塑性强、培养潜质大，特别是艺体综合素质养成教育效果好，有利于培养出“三能三会”(“能说会道”“能写会画”“能唱会跳”)、富有爱心和亲和力的小学教师，但其学科知识水平、教育教学研究能力和校本课程的开发能力等相对不足。而且，随着本科教育的日益普及，专科学历对优质生源的吸引力日益减弱。为此，2010

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\* 作者系湖南第一师范学院教授、党委书记，中南大学博士生导师。

年，湖南省又按照“自愿报名，择优录取，定向培养，公费教育，定期服务”的招生原则，采取“初中起点，六年一贯，分科培养，综合发展，定向就业”的模式，率先启动实施了“初中起点六年制本科学历农村小学教师公费定向培养计划”，每年面向省内县市区招收1500名优秀初中毕业生，为农村小学免费定向培养热爱教育事业、基础知识宽厚、专业知识扎实、德智体美全面发展、综合素质高、发展潜力大、具有实施素质教育能力和一定的教育教学研究及管理能力的优秀骨干教师。几年来的培养实践证明，六年制本科学历小学教师培养模式所采取的免费教育、定向就业和适度缩短学制等措施，有效吸引了具有较大培养潜质的优秀初中毕业生，特别是品学兼优的农村学生，显著提高了生源质量。而长达六年系统培养和训练使学科教育与师范技能培养能实现统筹兼顾、齐头并进，使师范生的教师专业情意明显强化、教学教研能力显著增强。这种培养模式作为我国免费师范教育的重大创举，于2010年被教育部列为国家教育体制改革试点项目，相关的改革成果不仅获得了各级领导的充分肯定，而且受到了社会各界的广泛关注和赞誉，产生了深远影响，不少省市教育行政部门和众多兄弟院校纷纷来校考察交流，学习、借鉴并付诸实践。

湖南第一师范学院作为这项国家教育体制改革试点项目的具体组织和实施单位，在六年制本科学历小学教师的培养中，按照“定格在本科，定性在教育，定向在小学”的思路，立足于基础教育实际与改革发展趋势，紧紧围绕人才培养目标，科学设计人才培养方案，构建了由“通识课程”“专业课程”“任选课程”“辅修课程”“实践课程”五大板块构成的融“高等教育共性”“高师教育个性”“小学教育特性”和“知识、能力、素质”为一体的六年制人才培养课程体系。该体系以“立足小学、服务小学、研究小学”为主线，从小学教师所必需的知识、技能及素养出发，依照各阶段培养目标和知识发展的逻辑顺序统筹兼顾、整体设计，重点突出教育教学能力、课程实施与开发能力、教育教学创新与研究能力、终身学习能力、现代教育技术应用能力等小学教师核心职业能力的培养，使毕业生能较好适应小学教育教学岗位的特殊要求。

由于初中起点本科学历小学教师培养是一种全新的人才培养模式，它在培养目标、培养规格、课程体系、教学方法等方面均有其特殊性，很多课程尤其是基础阶段的文化课程和技能课程没有现成的教材。因此，湖南第一师范学院举全校之力、聚内外资源，组织校内外精干力量编写了这套规划教材。总体上看，这套教材有如



下显著特点：一是科学性。每本教材都在精心研制教学大纲的基础上编写，力求从培养基础知识宽厚、专业知识扎实、综合素质高、具有实施素质教育能力和一定的教育教学研究及管理能力的小学教师的培养目标出发，既注重选取学生必需的知识，又注重学科内容的相对系统性和完整性；既注重学科知识内在体系的逻辑完整性，又注重吸收学科最新研究成果，反映国内外教师教育的发展趋势。二是针对性。针对培养对象初中起点、综合素质可塑性强的特点及专业培养目标需要，教材力求符合学生认知发展规律和能力培养规律，注重与学生已有知识经验、生活环境的联系，重视知识的传授及课程资源开发能力的培养，帮助学生构建合理的知识和能力结构；针对优秀小学教师基本知识、基本技能需求，切实提高学生的专业化水平，强化学生未来可持续发展能力的培养。三是时代性。教材注重吸收学科最新研究成果，力求反映当今教师教育发展趋势，与国家基础教育课程改革相衔接，力求与人的全面发展相适应，与高等教育大众化条件下多样化学习和就业相适应，具有足够的广度、深度和梯度，凸显多样化、开放性和可选择性的特点。四是综合性。根据现代科技发展和基础教育课程改革综合化的趋势，教材强化综合素质教育，加强文理渗透，体现人文精神，注重科学素养，注重课程之间的相互渗透和知识整合，形成内容互补、相互融通的知识体系，确保了学制内知识体系的一贯性。

正因为本套教材具有上述鲜明特点，所以，这项既有传承性又有开创性的工作，对于推动小学教育专业建设和课程教学改革、实现高素质小学教师培养目标、提高基础教育教学水平等具有重要意义，同时也为国内兄弟院校开展小学教师培养提供了课程教学参考。愿此举在我国教师教育史上画上浓墨重彩的一笔。

2014年8月

# 前言

本着培养“四有”新型英语学习者的目标，秉承“学有所乐、学有所获、学有所用、学有所创”的英语教学理念，为了让英语教材编写能够有血有肉、鲜活有型，我们组织了一批优秀的有着丰富教学经验的高校一线英语教师编写了本教程。本教程共分为十个单元。每个单元的编写均按照“听、说、读、写、译”五个板块进行。每个板块的内容都紧紧围绕单元课文进行编写，使得整部教材的编写具有极强的整体性和极高的复现率，有利于读者的学习与巩固。编写采用任务型的方式，使得读者非常明了各个板块的学习任务。本教程具有“系统关联、强调输出、难易恰当、便于操作”等特点。本教程适用于六年制小学教育专业学生的第四学期英语课，每个单元建议学时为6学时。本教程由刘明东任主编，由杜晓文、陈倩任副主编。在编写过程中，我们参阅了大量的文献，特向有关作者致谢。由于编者水平有限，编写难免存有不足，敬请同行和读者批评指正。

编者

2016年2月于湖南第一师范学院

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## Unit One A Fable for Tomorrow

### Part I Listening

#### Task 1

**Directions:** Listen to the recording and you will hear five sentences. If the sentence you hear is exactly the same as the sentence listed below, write an **S** in the corresponding brackets. If not, write a **D**. The sentences will be read twice.

1. The town lay in the middle of wealthy farms, with fields of rice, wheat, corn or other crops, and hillsides of trees of orange, apple or other fruits. ( )
2. The foxes barked in the hills and goats silently crossed the fields, half hidden in the fog of the autumn mornings. ( )
3. When the flood of birds poured through in spring and autumn people traveled great distances to visit them. ( )
4. In the hospital in the town, the doctors were troubled by the causes of the new kinds of illness appearing among their patients. ( )
5. Great misfortunes have crept over us without our notice, and this imagined town may easily become real. ( )

#### Task 2

**Directions:** Listen to the recording and complete the following short passage with the exact words you hear. The passage will be read twice.

Once upon a time there was a town in the (1) \_\_\_\_\_ of America. All life there seemed to live in peace with its surroundings. People enjoyed various beauties during the four seasons. (2) \_\_\_\_\_ the roads fresh wildflowers delighted the traveler's eye through much of the year. Even in winter the roadsides were places of (3) \_\_\_\_\_. People came to fish in the streams, pools or ponds, which flowed clear and cool (4) \_\_\_\_\_ the hills. However, when the first settlers raised their houses, sank their wells and built their cattle





shelters, (5) \_\_\_\_\_ began to change. Strange illnesses swept the chickens; the cattle grew sick and died. Everywhere was a shadow of death. There was a strange stillness. The birds were gone. The fruit trees flowered but bore no fruit. The roadsides, once (6) \_\_\_\_\_, were lined with brown grass (7) \_\_\_\_\_ they had been swept by fire. They were, too, silent, deserted by all living things. Even the streams were now lifeless, for all the fish died. This town does not actually (8) \_\_\_\_\_, but it might easily have a thousand examples of this kind in America or elsewhere in the world. No town has experienced all the misfortunes described. Yet one of these has actually (9) \_\_\_\_\_ somewhere, and many real towns or cities have already suffered a number of them. Great misfortunes have crept over us (10) \_\_\_\_\_ our notice, and this imagined town may easily become real. That we shall all know.

## Part II Speaking

### Task 1

**Directions:** Read the following sentences aloud and recite them to your team members.

1. Love the nature and we can be rewarded with its love.
2. Stay closer and closer to the nature and you will find more and more of its beauty.
3. It is everybody's responsibility to protect the nature.
4. The protection of the nature is as important as that of our lives.
5. It is wise for human beings to live harmoniously with the nature.

**Notes:**

reward [rɪ'wɔ:d]

v. 回报, 报答

responsibility [rɪ,spɒnsə'bɪləti]

n. 责任

protection [prə'tekʃn]

n. 保护

harmoniously [hɑ:'məʊniəsli]

ad. 和谐地

### Task 2

**Directions:** After studying the reading text, read the following short paragraph aloud, paying attention to your pronunciation and intonation.

Once upon a time there was a town in the heart of America. All life there seemed to

live in peace with its surroundings. The town lay in the middle of wealthy farms, with fields of rice, wheat, corn or other crops, and hillsides of trees of orange, apple or other fruits. In spring, white clouds moved slowly above the green fields. In summer, wheat waved in the wind, producing the song of a golden ocean. In autumn, various fruits changed the color of the slopes. The foxes barked in the hills and goats silently crossed the fields, half hidden in the fog of the autumn mornings.

### Task 3

**Directions:** After studying the reading text, discuss with your team members and tell your understanding of **nature**. Two samples are given below.

**Sample One:** Nature is like our mother. It provides us with everything we live by. We cannot live without the essentials provided by the nature. Therefore, we should spare no efforts to protect the nature as if it were our mother. Only in this way can we survive on the earth, our mutual home.

**Sample Two:** As a famous saying goes, love the nature and we can be rewarded with its love. It is true that our life depends on the nature. That is the very reason why we should love the nature as deeply as possible. If we love the nature, we can live harmoniously with it. As a result, the nature will be selfless in providing us with what we need.

**My Note:**

## ► Part III Reading

### A Fable for Tomorrow

A) Once upon a time there was a town in the heart of America. All life there seemed to live in peace with its surroundings. The town lay in the middle of wealthy farms, with



fields of rice, wheat, corn or other crops, and hillsides of trees of orange, apple or other fruits. In spring, white clouds moved slowly above the green fields. In summer, wheat waved in the wind, producing the song of a golden ocean. In autumn, various fruits changed the color of the slopes. The foxes barked in the hills and goats silently crossed the fields, half hidden in the fog of the autumn mornings.

- B) Along the roads fresh wildflowers delighted the traveler's eye through much of the year. Even in winter the roadsides were places of beauty. Countless birds came to feed on the seed heads of the dried plants rising above the snow. The countryside was, in fact, famous for its rich and various kinds of bird life. When the flood of birds poured through in spring and autumn people traveled great distances to visit them. Others came to fish in the streams, pools or ponds, which flowed clear and cool out of the hills. So it had been from the days many years ago, when the first settlers raised their houses, sank their wells and built their cattle shelters.
- C) Then a great misfortune crept over the town and everything began to change. Strange illnesses swept the chickens; the cattle grew sick and died. Everywhere was a shadow of death. The farmers spoke of many illnesses among their families. In the hospital in the town, the doctors were troubled by the causes of the new kinds of illness appearing among their patients. There had been several sudden and unexplained deaths, not only among the grown-ups, but even among the children. They would be stricken suddenly while at work or play and die within a few hours.
- D) There was a strange stillness. The birds—nobody knew where they had gone. The fruit trees—they were coming into flower but bore no fruit. The roadsides, once so beautiful, were lined with brown grass as though they had been swept by fire. They were, too, silent, deserted by all living things. Even the streams were now lifeless, for all the fish died.
- E) No evil, no heaven, no enemy action had silenced the life of the place. Some months before, rains of bitter taste, sometimes mixed with fine grains of sand, black as coal, had fallen upon the roofs and hills, fields and streams.
- F) This town does not actually exist, but it might easily have a thousand examples of this kind in America or elsewhere in the world. I know of no town that has experienced all the misfortunes I have described. Yet one of these has actually happened somewhere, and many real towns or cities have already suffered a number of them. Great