

English XP

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New

新大学英语

综合教程·习察篇

Experiencing English

Coursebook *Learning to see*

总主编 王海啸 余渭深
主 编 贾国栋

高等教育出版社

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体验式教学思想自古有之，但一直到20世纪才形成较为系统的体验式教育理念。在第二语言教学领域，人们已经普遍认识到语言、认知和社会知识是三个既有区别，又相互紧密联系的系统。语言学习的过程就是对新的语言系统不断体验，认知，再体验，再认知的过程。语言不但是外部世界在人脑中的反映，也是人们认识、体验外部世界的结果。

近年来，外语教学界所提倡的交际式外语学习强调语言的使用在外语教学中的重要作用。这一点也为体验式外语教学所提倡。但也有越来越多的研究表明，在外语教学中过分强调教学活动的交际性，忽略学习者对学习活动的反思，对新的语言现象的注意和有意识的练习，也不利于有效的外语学习。因此，体验式外语教学在强调语言使用的同时，也注重学习者对自身学习过程的认识。不同的学习者会有不同的学习风格和学习目的。因此，他们也可能选择不同的学习内容，使用不同的学习方法。外语学习的过程应该是一个不断体验和不断反思的过程。

我国大学英语教学现阶段所实施的《大学英语课程教学要求》指出，大学英语“是以英语语言知识与应用技能、跨文化交际和学习策略为主要内容”；大学英语教学应“促进学生个性化学习方法的形成和学生自主学习能力的发展”，应允许并使学生能够“选择适合自己需要的材料和方法进行学习”。这些理念和要求与体验式外语教学思想有高度的一致性。本教材正是遵循这样的理念与要求编写的。

不同的教材编写理念主要体现在对语言材料的选择、编排和处理上。传统的外语教学往往根据语言难度选择和编排在内容上互不相关的语言材料。然后再将一份份完整的语言材料拆开来教授给学生。比如在阅读教学中，教师会在教学中将完整的阅读篇章分割成词汇、句子、段落、篇章结构等不同的形式呈现给学生。外语学习的过程基本上就是处理语言碎片的过程。本教材主张语言学习的过程是学习者对自己的语言体系不断创建和不断完善的过程。学习者不但需要从外界吸收语言形式，还要创造性地使用已有的语言材料，完成实际的交际任务，最终实现构建自己新的语言体系的目的。这也正符合《大学英语课程教学要求》所提出的“培养学生的英语综合应用能力”，“同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”这一总体教学目标。

为此，本教材的每一个单元都是围绕一个具有实际意义的项目来设计的。项目的完成涉及一系列的语言活动。单元学习的结果即是意味着项目的完成。而每一个项目的结果都会落实在一个完整的语言形式上，或者是一个演讲，或者是一份研究报告，或者是一次辩论。单元学习过程就是运用不同的语言材料和语言技能完成项目的过程。

在教材构成上,《新大学英语综合教程》和《新大学英语同步练习》为有机整体。前者所涉及的教学活动主要是围绕项目的完成而设计的。后者则更加强调对语言形式的学习,以及对相关技能的拓展性训练。这也是遵循体验式教育理念所提倡的教学原则。

本书为《新大学英语综合教程》系列“习察篇”,共8个单元,每个单元包含5个部分。

第一部分(Part One: Warming Up)是热身练习。该部分以阅读和视听材料的学习为主。一方面给学生提供一些语言样本,另一方面引发学生的学习兴趣。其中一部分练习活动为后面的活动内容或语言上的准备。在语言技能训练上,本部分以接收性(即听、读)训练为主,辅之以适当的产出性技能训练。学生可以在课内,也可以在课前自主完成该部分内容。

第二部分(Part Two: Initializing the Project)通过一系列学习活动,让学生从语言、格式、文化、技巧等方面对本单元将要完成的项目进行学习。学习活动的设计既照顾到交际性,也包含对语言形式和文化知识的学习。在语言技能训练上,本部分既注重接受性(即听、读)训练,也包含适当的产出性技能训练。

第三部分(Part Three: Exploring the Field)是单元学习的重点。这一部分提供一到两个项目结果样本或参考文本等。材料为阅读篇章,类似于传统教材中的主课文,或精读课文。在语言技能训练上,本部分以输入性训练为主,同时也包含适当的产出性(即写、说)训练。

第四部分(Part Four: Constructing the Project)是项目完成阶段,也是每个单元的核心部分。这一部分的主要任务是提供项目执行过程中的各个阶段与步骤的描述与指导,帮助学生收集相关资料,提供项目结果的最终呈现方式,同时要求学生在课上或课后展示和介绍、评估项目结果。听众同时对其他同学的项目结果以及他们的展示或汇报进行评估。在语言技能训练上,本部分以产出性技能训练为主,同时强调学生在项目完成过程中的自主阅读与听力训练。

第五部分(Part Five: Assessing Learning)为学生提供反思的机会,回顾自己在本单元的学习过程中都做了些什么,学了些什么,效果如何,还有哪些欠缺之处,下一步有什么打算等。

本教材是我们对体验式外语教学理念在我国大学英语教学中的应用的一次新的尝试。由于编者水平有限,教材中如有疏漏和其他不尽完善之处,还请广大师生提出宝贵意见和建议。

编者

2011年10月

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	Exploring the Field	Constructing the Project
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Unit 1



Caring for Families

In this unit, you are expected to learn

- a how parents try hard to ensure their children's growth;
- b how to share stories with each other about one's own parents;
- c how to write an effective personal letter.

■ Part One | Warming Up

The word "family" has different meanings for different people. Some think of a family as a mother, a father and their children; others include grandparents, aunts, uncles, and cousins. While the structure of family is different from one country to another or from the modern family to the traditional one, families are important to people all over the world. Every family has a sense of what a family is. It is a place where you can be yourself, a place where you are accepted for what you are and a place where you are completely tension free.

Family acts as a security for people, especially children. Families provide you with affection, appreciation, comfort, support and a sense of belonging, without your demanding for it. Family members are the only people who feel genuinely for you. They are the only people who really care for you. The best part of a family is that they keep on giving to you without expecting anything in return.

Reading

Read the two texts below and complete the following activities.

Text 1

There Is No Job More Important than Parenting

My mother was a domestic. Through her work, she observed that successful people spent a lot more time reading than they did watching television. She announced that my brother and I could only watch two to three pre-selected TV programs during the week. With our free time, we had to read two books each from the Detroit Public Library and submit to her written book reports. She would mark them with check marks and highlights. Years later we realized her marks were a ruse. My mother was illiterate; she had only received a third-grade education.

Although we had no money, between the covers of those books, I could go anywhere, do anything and be anybody.

When I entered high school I was an A-student, but not for long. I wanted the fancy clothes. I wanted to hang out with the guys. I went from being an A-student to a B-student to a C-student, but I didn't care. I was getting the high fives and the low fives and the pats on the back. I was cool.

One night my mother came home from working her multiple jobs and I complained about not having enough Italian knit shirts. She said, "Okay, I'll give you all the money I made this week scrubbing floors and cleaning bathrooms, and you can buy the family food and pay the bills. With everything left over, you can have all the Italian knit shirts you want."

I was very pleased with that arrangement but once I got through allocating money, there was nothing left. I realized my mother was a financial genius to be able to keep a roof over our heads and any kind of food on the table, much less buy clothes.

I also realized that immediate gratification wasn't going to get me anywhere. Success required intellectual preparation.

I went back to my studies and became an A-student again, and eventually I fulfilled my dream and I became a doctor.

My story is really my mother's story — a woman with little formal education or worldly goods who used her position as a parent to change the lives of many people around the globe. There is no job more important than parenting. This I believe.

Text 2

Interview with Benjamin Carson

Interviewer: How did your mother support the family?

Benjamin Carson: My mother worked as a domestic, two, sometimes three jobs at a time because she didn't want to be on welfare. She felt very strongly that if she gave up and went on welfare, she would give up control of her life and of our lives, and I think she was probably correct about that. So she worked very hard. Sometimes we didn't see her for several days at a time, because

she would go to work at five in the morning and get back after 11:00 p.m., going from one job to the next. But, one thing that she provided us was a tremendous example of what hard work is like, and she was also extremely thrifty. She would go to the Goodwill, she'd get a shirt that had a hole and put a patch on it and put another one on the other side to make it look symmetrical, and she sewed her own clothes. She would take us out in the country on a Sunday and knock on a farmer's door and say, "Can we pick four bushels of corn, three for you and one for us?" and they were always glad at that deal. And she'd come home and she'd can the stuff, so that we would have food. She was just extremely thrifty and managed to get by that way. No one could figure out how she was able to do what she did. She would drive a car until it fell apart, and then she would buy a new car because she saved every dime and every nickel, stuck it under the mattress, and when it came time, years later, to buy a new car, she could do it. And the neighbors said, "What is it with this woman? What is she doing?" Because our mother was a very attractive woman and they figured, she was selling her body and doing all kinds of things like that. But in fact, she had to endure that kind of ridicule, and work extremely hard. But, she figured it would pay off in the long run.

Activity 1 In both texts, Benjamin Carson, a renowned pediatric neurosurgeon, recalls how his mother managed to support the family and bring up her children though she was a domestic. Can you find some specific acts that his mother performed and write them down? One of them has been done for you as an example.

* She made her children read books and write book reports in their free time.

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-
-
-

Activity 2 The following is a list of words that can be used to describe a person's character traits. Based on what you have read in the two texts, which of them do you think reflect the character traits of Carson's mother? Put a tick (✓) in the blank for what you have chosen.

- | | |
|-------------------|-------------------|
| _____ Hardworking | _____ Thrifty |
| _____ Greedy | _____ Caring |
| _____ Strict | _____ Tolerant |
| _____ Responsible | _____ Curious |
| _____ Stingy | _____ Pessimistic |



Viewing / Listening

Watch the video clip *College Road Trip* and do the following activities.

Activity 1 Complete the following table with the information you have heard.

James Porter's job	
Porter's criteria for choosing a university for his daughter Melanie	
The most important criterion	
The university he has chosen for his daughter	
The reasons for his selection of the university	
The best part of his plan	
The university that Melanie is interested in	
The reason why she feels that she doesn't have a good chance of admission	
The judge's reason for recommending Melanie to Georgetown University	

Activity 2 Answer the following questions.

1. Why have Mr. and Mrs. O'Mally come to the Porter's home?

2. What does the O'Mally couple want to know?

3. How does Mr. O'Mally feel while he is talking to the Porters?

4. What do Melanie's friends plan to do on the coming weekend?

5. What is Melanie's response to her friends' invitation?

6. What is James' motto for raising children?

Activity 3 Read the following words and phrases which are used in the clip. Then find the right explanation for them.

1. hang out: a. weak or uncool

- 2. rager: b. a wild party
- 3. curfew: c. a short statement that expresses something such as a principle or aim
- 4. sorority: d. spend time in a particular place
- 5. lame: e. the time by which someone, especially a child, must be home in the evening
- 6. motto: f. a social club for women students at a U.S. university or college

Activity 4 Watch the video clip again and contrast the “father-daughter” relationship according to what James Porter and Melanie say to their respective friends.

What Porter says about his relationship with Melanie	
What Melanie says about her relationship with her father	

Part Two | Initializing the Project

For hundreds of years, or at least since pens and paper became commonplace, people who wanted to get in touch with family members, friends or others separated by distance had only one way to do it: they wrote letters, the only means of long-distance communication. Even after the invention of the telegraph in the 19th century, letters remained a primary way to communicate with someone who was at a distance. Now, in this day and age, with the advent of electronic mail has come the imminent neglect of the world of pens and paper and stamps and postmen. Few people write letters. The art of letter-writing, the traditional practice of communication through the written word, is largely lost in this generation. However, there is nothing as valuable or revelatory as a good letter. Personal letters, especially correspondence between family members and close friends, express the forces of intimacy and warmth that bring people together. Focus on the value of personal letters and the basic principles of writing them while going through the essay and the letter in this part.

Reading

Find out the similarities and differences between a letter and an e-mail. Learn about the value of a personal letter and the various parts that you should cover when writing a letter to family members or friends.

Activity 1 Work in pairs and ask each other the following questions.

1. How do you usually communicate with your family members and friends?
2. Have you ever written letters to your family members or friends?
3. When was the last time you received a personal letter that was not sent by e-mail, but regular mail?
4. How do you feel when you receive a nice handwritten letter?