

大学学术英语 读写教程 (上册)

Academic Encounters:
Life in Society
Reading, Study Skills, Writing

Study Skills

编 著 Kristine Brown
Susan Hood

English for Academic Purposes 总主编 夏纪梅

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Student's Book
学生用书

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ACADEMIC ENCOUNTERS

LIFE IN SOCIETY

Reading
Study Skills
Writing

*Kristine Brown
& Susan Hood*

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前 言

“大学学术英语系列教材”是以学术英语为主要教学目标的大学英语教材,旨在丰富我国新时期大学英语课程体系,为高校大学英语教学提供更多的选择。

一、学术英语课程论证

回顾我国 20 世纪 80 年代以来大学英语教学改革的历程,《大学英语教学要求》历经多次修订。在此期间,高校师生体验了多种教学目标、教学模式、教学评价的改革探索与实践,取得了预期的改革效果。进入 21 世纪以来,学术英语作为在完成基础阶段教学后英语学习的延伸,在部分高校的课程设置中受到了越来越多的重视,该课程的开设符合大学外语教学改革和发展的需求。

学术英语作为大学基础英语的重要后续课程,主要有两个依据。

首先,基础教育阶段的英语水平逐步提高。我国基础教育英语课程改革自启动以来,新课标、新课程、新教材、新教法、新成果已为高等教育奠定了较为扎实的基础。依据《普通高中英语课程标准(实验)》,高中阶段英语课程的目标以义务教育一至五级目标为基础,共有四个级别(六至九级)的目标要求。其中七级是高中阶段必须达到的级别要求,八级和九级是为愿意进一步提高英语综合语言运用能力的高中 学生设计的目标。八级要求学生学会使用 3 000 个左右的单词和 400 - 500 个习惯用语或固定搭配,相当于目前大学英语三级水平。事实证明,我国高等院校的入学新生英语水平有了较大的提高,部分英语基础扎实的大学生对英语学习有了新的需求。

其次,学术英语课程逐步成熟。在外语教育领域,“学术英语”属于“专门用途英语”,是与“职场英语”、“专业英语”具有同等价值意义的、比较成熟的课程分支。在国际发达地区,学术英语是大学生必修或辅修的课程之一。学术英语可分为“通用性学术英语”和“专业性学术英语”。前者传授普适的学术规范和通用的学术英语技能;后者培养学生的专业英语技能,如医学英语、法律英语等。

学术英语课程对于新世纪的大学英语教学而言,具有必要性和可行性,主要原因有三个。

第一,学术英语是我国高等教育本科教学质量工程的有机组成部分。该课程不但让学生学习英语,更重要的是使学生通过学习学术英语掌握国际学术规范和方法以及科学、创新的思维方法,如逻辑性思维、批判性思维、创新性思维、比较性思维等。

第二,近年来我国部分高校开始走国际化办学之路,学生、课程、教师的国际交流日趋频繁,规模越来越大,学术英语是利用国际化高等教育资源和进行学术交流的必要工具。

第三,我国国家人才资源发展的一个重要表征是国际事务的参与能力以及在国际企业中的就业能力,包括学术开发、研究、创新和推广能力,这些能力的培养都离不开英语这一使用广泛的国际通用语。对大学毕业生群体而言,掌握较强的学术英语能力无疑是增强自身国际竞争能力的必备条件之一。

由此可见,部分院校,特别是重点院校有必要针对英语基础较好的学生开设学术英语课程,适时恰当地满足学生学习基础英语后继续发展的要求,满足国家与社会发展对国际型人才的需求。

二、本系列教材的定位、课程设计与教学内容

“大学学术英语系列教材”按照“通用性学术英语”的目的和内容设计,旨在通过学术性听、说、读、写训练,使大学生在接受高等教育的同时,能够规范、熟练、顺利地使用英语进行书面和口头学术交流。本系列教材的目标定位为:让学生在学术活动过程中学习英语,从而有效地将英语学习与学术活动有机结合。

与大学阶段的基础英语相比,学术英语并不意味着英语学习难度加大,而是有目的地把英语的听、说、读、写集中在学术活动层面,内容与学术相关,训练学术技能。其实,读大学期间,大部分活动都属于学术性活动,例如上课、听讲座、记笔记、读文献、写论文、做项目、课题讨论等。随着国际化办学的发展,越来越多的教学活动用双语或英语开展,如上专业课、听讲座、检索和阅读文献、撰写论文等。本系列教材的课程设计和教学内容紧紧围绕这些需求,可满足学生学习通用性学术英语之需。

本系列教材包括以下教程:《读写教程(上、下册)》、《听说教程》、《听力教程》、《口语教程》、《阅读教程》、《写作教程》,均为外教社与剑桥大学出版社和 Garnet 出版社合作出版。

三、本系列教材的课程特色与教学方法

1. 教育理念与时俱进

本系列教材以学习为中心,以方法为导向,遵循以下教育理念:高等教育、外语教育、人文通识教育、学术思维教育相结合;思想性、工具性、人文性、教育性相结合;综合培养语言能力、交际能力、学术能力、文化交流能力和社会生存能力。

2. 教学方法体现国际潮流

本系列教材在设计上充分体现国际上现代教育倡导的“干中学(learning by

doing)”的教学理念,所体现的教学法有:“主题法(theme-based)”、“任务法(task-based)”、“项目法(project-based)”、“探究法(inquiry-based)”、“案例法(case study)”、“归纳法(inductive)”、“功能法(functional)”,等等。真正做到在教与学的过程中应用这些方法,才能真正培养学生的创新思维能力、哲学思辨能力、探究问题的能力、处理问题的能力、自主发展能力以及合作发展能力。与此同时,教师也能在这样的教学过程中获得专业发展。

3. 以通识内容和通用体裁为主

本系列教材的取材以人类共同关注的问题为主,不论大学生主修什么专业,都必须了解和思考这些学科交叉的共核内容,如教育学、心理学、交际学、人类学、环境科学、信息科学等领域的基本知识,以求触类旁通。选文来自讲座、论文、研讨等学术界的基本活动。

4. 学术英语功能全面,任务真实适用

本系列教材为学术英语教科书的典范,每个单元都有明确的学术技能学习。例如,关于阅读,所需技能有学术型阅读和做笔记,特别是批判性阅读、选择性阅读、检索性阅读等。又如,关于写作,所需技能有选择写作类别与整理思路,特别是撰写题目、摘要、引语、结论以及掌握评价这些内容的标准与方法。再如,关于学术发言与演示,所需技能包括作充分准备,应对不同意见与观点碰撞,主持研讨会,依据文本、数据、争论点进行陈述等。关于学术型听力培养,本教材从“学术文化环境”入手,介绍如何聆听不同国家和文化背景的学者所作的讲座,训练学生注意讲座开场白、主要论点、专业用词、常用表达、笔记方法等。本系列教材除了提供具体、规范、标准的操作要领和实施技巧外,还对英语语言的学习进行了科学、合理的处理,例如讲解必要的语法、语音、语调、语用规律等。

综上所述,本套教材全方位地推介、指导、实施和引领学术英语教学,教师与学生互动,在学术英语的教学中共同提高国际交流的能力和水平,为真实的国际学术交流——包括在校期间和走出校门之后——打下扎实的基础。

为了让教师在课堂上更有效地使用这套教材,我们为其核心教程《读写教程(上、下册)》编写了《补充教案》。

“大学学术英语系列教材”是我国首套大规模编写的学术英语教材,不足之处在所难免,恳请各位专家、同仁和广大读者多提宝贵意见。

夏纪梅

2013年3月

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Our on-going interest in reading pedagogy was fueled many years ago as colleagues in literacy programs in the Adult Migrant English Service in Australia, and we would like to acknowledge here the debt we owe to the many outstanding teachers we were able to work and write with in that institution.

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Kristine Brown
Susan Hood

Introduction

To the Instructor

ABOUT THIS BOOK

Academic Encounters: Life in Society is a reading, study skills, and writing text based on material taken from sociology textbooks used in North American community colleges and universities. The student who will benefit most from this course will be at the intermediate to high-intermediate level. This student may well be encountering academic text in English for the first time. However, the readings are short enough and the tasks sufficiently well scaffolded to allow a student at this level to access the texts successfully.

ABOUT THE ACADEMIC ENCOUNTERS SERIES

This content-based series is for non-native speakers of English preparing to study in English at the community college or university level and for native speakers of English who need to improve their academic skills for further study. The series consists of *Academic Encounters* books that help students improve their reading, study skills, and writing, and *Academic Listening Encounters* books that help students improve their listening, note-taking, and discussion skills. A reading book and a listening book may be used together to teach a complete four-skills course in English for Academic Purposes.

ACADEMIC ENCOUNTERS READING, STUDY SKILLS, AND WRITING BOOKS

The approach

In the *Academic Encounters* Reading, Study Skills, and Writing books, students are presented with authentic samples of academic text. The material has been abridged and occasionally reorganized, but on the sentence level, little of the language has been changed. Students study these texts to develop their reading and study skills. The high-interest content of the texts also provides stimulus for student writing assignments.

The content

The fact that each book has a unified thematic content throughout has several advantages. First, it gives the students a realistic sense of studying a course in college, in which each week's assignments are related to and build on each other. Second, as language and concepts recur, the students begin to feel that the readings are getting easier, building their confidence as readers of academic text. Finally, after studying an *Academic Encounters* book, some students may feel that they have enough background in the content focus area to actually take a course in that subject (e.g., sociology) to fulfill part of their general education requirements.

The skills

The main goal of the *Academic Encounters* Reading, Study Skills, and Writing books is to give students the skills and the confidence to approach a piece of academic text, read it efficiently and critically, and extract the main ideas and key details. But the goal of academic reading is not just to retrieve information. It is also important for a student to be able to display that knowledge in a test-taking situation. For this reason, students are taught highlighting, note taking, and test-preparation skills. An additional goal is the development of students' academic writing. Writing, reading, and study skills are developed in tasks that accompany each reading and that appear in two separate sections: "Preparing to Read" and "After You Read."

The format

Each Reading, Study Skills, and Writing book consists of five units on different aspects of the book's content focus. Units are divided into two chapters, with four readings in each chapter.

Preparing to Read

Each reading is preceded by a one-page section of prereading tasks called "Preparing to Read." Prereading is heavily emphasized since it is regarded as a crucial step in the reading process. Some of the prereading activities teach students how to quickly get a good overall idea of the content. Students learn to skim for main ideas and to survey the text for headings, graphic material, and terms in boldface, all of which can provide important content clues. Another type of prereading task has students think about the topic of the reading, predict its content, and recall their prior knowledge and personal experiences to help them assimilate the new information they are about to encounter in the reading.

After You Read

Each reading is followed by a variety of postreading tasks in a section called "After You Read." Some of these tasks ask students to demonstrate their understanding of the text, either by answering reading comprehension questions or by doing an activity such as drawing a graph or performing a roleplay. Other tasks ask students to reflect on the content and deepen their understanding of the text by personalizing the information. Some tasks ask students to analyze the structure of the text, looking for main ideas, supporting details, and authorial commentary. There are language tasks which focus on vocabulary or on some of the salient grammatical features of the text. Students learn how to highlight a text, take notes in the margins and in a notebook, and practice test-taking skills. The rich variety of tasks and task types allows students to experiment with different study-skill strategies and to discover their learning-style preferences.

Writing

There are plentiful and varied opportunities in Reading, Study Skills, and Writing books for students to practice their writing skills. Students write essays, text summaries, and journal entries, as well as short answers to test questions. At the same time, as students continually read and analyze academic English, they begin to acquire insight into its organization and style, and their own writing begins to develop a more academic tone.

Task commentary boxes

When a task type occurs for the first time in the book, it is headed by a colored commentary box that explains what skill is being practiced and why it is important. When the task occurs again later in the book, it may be accompanied by another commentary box, either as a reminder or to present new information about the skill. At the back of the book, there is an alphabetized index of all the tasks. Page references in boldface indicate tasks that are headed by commentary boxes.

Opportunities for student interaction

Many of the tasks in *Academic Encounters* are divided into steps. Some of these steps are to be done by the student working alone, others by students in pairs or in small groups, still others by the teacher with the whole class. To make the book as lively as possible, student interaction has been built into most activities. Thus, although the books focus on reading, study skills, and writing, speaking activities abound. Students discuss the content of the texts before and after reading them; they often work collaboratively to solve task problems; they perform role play activities, and they frequently compare answers in pairs or small groups.

Order of units

The units do not have to be taught in the order in which they appear in the book, although this order is recommended. To a certain extent, tasks do build upon each other so that, for example, a note-taking task later in the book may draw upon information that has been offered in an earlier unit. Teachers who want to teach the units out of order, however, may do so. They can use the task index at the back of the book to see what information has been presented in earlier units and build that information into their lessons. In terms of reading topics, also, the order of units is regarded as optimal, although teachers may use them out of order if they wish.

Course length

Each of the five units of a Reading, Study Skills, and Writing book contains a unit preview section and eight readings, and represents approximately 16–20 hours of classroom material. An *Academic Encounters* book could thus be a suitable course book for a 64- to 80-hour course (when a teacher selects four of the five units) or an 80- to 100-hour course (when all the units are used). The course can, however, be made shorter or longer. To shorten the course, teachers might choose not to do every task in the book and to assign some tasks and texts as homework, rather than do them in class. To lengthen the course, teachers might choose to supplement the book with some content-related material from their own files and to spend more time developing students' writing skills.

To the Student

Welcome to *Academic Encounters: Life in Society*. In this book, you will encounter readings that have been taken from sociology textbooks used in regular North American university or community college courses. *Academic Encounters: Life in Society* will teach you how to become a more efficient and competent reader of such texts and provide you with the study skills that you will need to be successful in college classroom.

Texts that appear in college textbooks are different from other types of texts that you may have read in English. They are organized differently and are written in a distinctive style. Since a great deal of effort has gone into making the texts in *Life in Society* look and read exactly as they might in an academic textbook, by studying this book you will have an excellent opportunity to become familiar with the special features and style of academic text.

The approach in *Academic Encounters* may be different from what you are used to. First, you are asked to try to master the subject matter, as if you were studying in a regular university course. Then, after having studied the texts and having read them critically, you are taught the skills that would allow you to retrieve the information you have learned in a test-taking situation. For example, you are taught highlighting, note taking, and testpreparation skills.

Although the primary emphasis in the book is on reading and study skills, there are also opportunities to study the language of the texts. It is particularly important as you get ready to study in a university that you broaden your vocabulary, and many of the activities are designed to help you do so. Sometimes, too, the focus of instruction is on a grammatical structure that occurs commonly in academic text.

There are also plentiful opportunities in *Life in Society* for you to practice your academic writing skills. You will find that by continually reading and studying academic English your own academic writing will improve. As you become more and more familiar with academic texts, how they are organized, and the language in which they are written, you will find yourself naturally beginning to adopt a more academic writing style of your own.

The topics in this book all come from the academic discipline of sociology. One effect of studying subject matter that comes only from one field is that you will build up a lot of new knowledge in this area. After using this book, you may feel that you have had enough background information in the subject matter to go on and take an introductory course in sociology to fulfill part of your general education requirements. Or, perhaps you will have gained the knowledge and confidence to do so at some future date.

Finally, we hope that you find this book to be not only useful, but enjoyable. The topics have all been chosen for their high interest, and you will have many opportunities to discuss them with your classmates. It is important to remember in all your studies that the most successful learning takes place when you enjoy what you are studying and find it interesting.

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