

English for Academic Purposes

总主编 夏纪梅

大学学术英语 读写教程 (下册)

New Directions:
An Integrated Approach to
Reading, Writing, and
Critical Thinking

Teacher's Resource Book



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编著 夏纪梅

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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

使用说明

《大学学术英语·读写教程(下册)》为“大学学术英语系列教材”的主干教材之一,由外教社和剑桥大学出版社合作出版。教学材料选自北美众多大学的人文课程和讲座,篇幅较长而且语言难度较大。但不论文、理、工、政、法、经、管、医、农任何一个专业的学生,都能从中学到他们应当了解的人生和社会知识,同时这也是他们通过英语学习达到高等教育与人文通识教育有机结合、向专业化双语教学过渡的有效途径。

《大学学术英语·读写教程(下册)》以五个与人生和社会相关的专题(theme)为主线,每个专题由五篇课文组成,文章体裁、学科视角、作者身份和文化背景都各不相同,这样做的目的是使内容更加丰富多彩,使学生的视野更加开阔,使学科的交叉渗透更加通识化。五个专题分别是:1)跨文化交际;2)文化偏见与成见;3)性别角色;4)工作意义;5)教育意义。取材来源于大学教材、期刊论文、报刊文章、短篇小说、民间故事等;文章体裁包括论说文、记叙文、诗歌等;学科视角涉及社会学、语言学、心理学、性别学、国际关系学、跨文化交际学等。作者文化背景和种族背景各有不同,身份也多种多样。课文作者既有男也有女,性别相对平衡。每篇课文都对作者及其作品的介绍入手,每个专题都提供与其相关的精彩引言语录。

本书为《大学学术英语·读写教程(下册)》的补充教案。

围绕以上人类共同关注的问题,本教案通过安排多种学习任务,帮助教师引导学生结合自己的专业知识、人生经验、社会常识、本族文化进行批判性思考和讨论,创造性地应用已掌握的和刚学的英语来进行思想与情感的交流。这样的学习任务有:

1) 深入研讨问题。课文提出的话题意义深刻、发人深省,涉及的知识面也很广泛。本教案针对课文精心设计了一系列问题,有议论事实的,也有讨论作者观点或态度的,更有引发学生联系自己的思想感情和立场观点作出判断和解释的。通过提出问题来帮助消化理解课文的语篇意义、深层内涵,共同探讨,追寻真理,是有效增进学生作为读者和课文作者之间的思想交流、保证外语教学过程人际互动的手段或途径。提问、思考、讨论和交流活动等各种书面和口头方式贯穿课文学习的始终。读前提出的问题目的在于热身和导入;读中提问为的是“集思广益”、“头脑风暴”(brainstorm)、

“在讨论/辩论中学习”(learn by/through discussion)、“分享智慧”;读后提问旨在归纳总结要点。

2) 学习应用修辞。结合课文写作体裁,分别介绍和学习各种修辞手段。

3) 发展认知技能。引导学生领会作者意图、观点或言外之意,区别不同类型的文体及写作目的,区分事实性陈述与意见性表述,探究事理的真伪。

4) 在反思中成长。引导学生对本族文化进行反思,重新审视自己和他人的旧习惯、旧观点;通过课文学习接触多元文化,认识文化的多元性;学会用新方法思考新老事物,让学生了解自己和周围的世界。

5) 合作任务。包括访谈、辩论、扮演角色、小组讨论等。

6) 写作技能。包括写读后感、小论文,拟定写作提纲,归纳总结,解释阐明,承接与关联词语应用,评价写作等。

7) 词汇学习。涉及构词法、习语、同义词、动名词搭配、猜词义、下定义、理解词的内在涵义等。

要完成以上任务,教师应督促学生努力做到:

1) 认真预习:依据课文题目预测课文内容,阅读引言语录并作反馈,阅读和讨论与课文主题相关的论述并且表达自己的观点态度。

2) 读后写作:专门准备一个“读写日记本”(reading journal),记录与课文相关的讨论,同意或不同意作者的观点,喜欢或不喜欢作者的写作,个人的经历和观察;完成写作作业,包括写归纳总结、案例分析、信函、论文。重点写论说文。

3) 读后评价:评价作者的写作目的、对象、观点、语气、文体风格、修辞手段。

4) 阅读质量:不仅理解字义、句义,更要理解文义;不仅理解字面意义,更要理解言外之意、深层意义、篇章意义。

以上实践目的在于帮助学生掌握大学求学期间应该掌握的学习技能。这些技能也可以应用在毕业后的海外深造或工作领域,是避免学生“读死书”和“高分低能”的有效措施。

本教案期望产生如下使用效果:教师的“教”具有激发性、辅助性、能动性,使学生能够应用语言(4 -ings: stimulating, facilitating, activating and enabling);学生的“学”与己相关、有事要做、有所鼓舞、乐在其中(4 -ments: involvement, engagement, encouragement and enjoyment)。

编者

2013年3月

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CHAPTER ONE

CROSS-CULTURAL COMMUNICATION

Chapter Objectives

1) Linguistic Capabilities

- to learn to identify main ideas and supporting details
- to be able to express ideas clearly and back them up with specific details
- to develop the ability of drawing inferences

2) Academic Capabilities

- to be able to grasp main ideas of long and complex reading
- to be able to write well-written paragraphs with topic sentences
- to be able to distinguish between objective observation and value judgment in reading

3) Life Capabilities

- to be familiar with the unwritten rules of different cultures and become a better cross-cultural communicator
- to be able to make objective observations of one's native culture and other cultures
- to develop critical thinking in life

Introductory Paragraphs

Question 1: How do you understand the statement about fish in water?

(You will not know your own culture until you encounter another culture. You do not know your culture deeply though you are familiar with it as you take much of it for granted. There is a Chinese saying “I can’t tell the true shape of Lu Shan because I myself am on the mountain” that expresses the same situation.)

Question 2: What is culture according to the author?

(Culture can be defined in many ways. According to the author culture refers to the values, beliefs and practices with which people grow up. They are the unwritten rules of people’s behavior.)

Question 3: According to the author do people normally realize the role culture plays in our lives?

(No, most people do not appreciate the role culture plays.)

Warm-up Questions

1. What are the unconscious values and expectations of different cultures?
(Hints for reference: Values of life, time, human rights, privacy, challenge, freedom, independence, and family; expectations of parents, friendships, relationships, power, etc.)
2. What are the major obstacles to cross-cultural communication, and how can they be avoided?
(Hints for reference: People from different cultures may use different languages, have different values, beliefs, assumptions, customs, habits etc. The best way to overcome these obstacles is to learn about each other’s language and culture.)
3. How can one best adjust to a new culture?
(Hints for reference: One should be open-minded and impartial, and be aware of the differences and learn how to handle them.)
4. What are the most important social and cultural factors shaping your own values, beliefs, and behaviors?
Hints for reference: Cultural factors include Confucianism (the major system of philosophy in China, developed from the teachings of Confucius and his followers,

and concerned with the principles of good conduct, practical wisdom and proper social relationships), teachings of Lao-tzu, Buddhism (derived from the teachings of Buddha, whose teaching is summarized in the Four Noble Truths, the last of which affirms the existence of a path leading to a deliverance from the universal human experience of suffering. A central concept is the law of karma, by which good and evil deeds result in appropriate reward or punishment in this life or in a succession of rebirths) and Chinese long history of feudalism. Other cultural factors, Marxism, communism, and socialism may work. In modern society social factors also include mass media such as TV, radio, films, newspapers and internet etc.

5. What experience have you personally had living in a new culture?

(Hints for reference: Besides living abroad, living in different parts of the country or encountering somebody from a new culture there is also a chance of encountering a new culture. Teacher can encourage students to talk about that.)

BRIEF QUOTES

Some Chinese equivalents of the quotes:

When in Rome, do as the Romans do. The Chinese equivalent of this quote is “入乡随俗”.

“It is within the families . . .” The Chinese equivalent of this quote is “The regulation of one’s family depends on the cultivation of his person; in order to govern his State, it is necessary first to regulate his family; the making of the whole peaceful and happy empire depends on the government of his State.” (修身,齐家,治国,平天下)

Reading

PREREADING ACTIVITIES

1. To write about cultural differences, students can approach this task from their experiences, or stories and observations etc.
2. Hints for reference: a list of major values in China such as family, parents, friendships; relationship, power, collectivism etc.
3. Hints for reference:
 - a. This statement shows the value of history and future. Teacher can ask students to draw their own pictures of history and future, which can show students’ assumptions of the relationship between history and future. Some Chinese tend to

- disagree on that because they think “History is a mirror, it can tell a country’s rise and fall(以史为鉴,可以知兴亡)”.
- b. This statement shows the value of individualism and diligence. A possible counter argument is: success also depends on social systems and the given culture context.
 - c. This statement shows the belief in the relationship between human and nature. The Chinese equivalent of this is “人定胜天”.
 - d. This statement shows the attitude towards the media.
 - e. It shows the value of equality.
 - f. It shows the value of independence. Chinese families are close-knit and tightly interdependent.
 - g. It shows the value of fate. The Chinese equivalent of this is “Life and death are both in the hands of ‘fate’, while riches and honors are up to Heaven” (死生有命,富贵在天).
 - h. It shows the value of time. The Chinese equivalent of this is “今朝有酒今朝醉”.
 - i. It shows the value of action. The Chinese equivalent of this is “坐而言不如立而行”.
 - j. It shows the value of self-reliance. The Chinese equivalent of this is “靠人不如靠己”.

Text One

American Values and Assumptions

Warm-up Question

What are American values and assumptions in your understanding? Summarize those mentioned in the text after you read it.

Questions for Digesting the Text

Par. 1

Question: Can you find some examples of men’s and women’s domain in social worlds?
(men’s: workplace, bar, club; women’s: shop, market, home, kindergarten)

Par. 2

Question: Why are young people not encouraged to challenge or discuss what they are taught in some societies?

(Because of the assumption that in the process of education learners are seeking wisdom, which comes with age, and education takes place most efficiently when respectful young people do not challenge or even discuss what they are taught. Young and inexperienced people are not wise enough to know what is worth discussing.)

Par. 3

Question: What's the opposite situation for young learners in other societies?

(Learners are required to question and challenge what they are taught, on the assumption that learners are seeking knowledge, a process where age or social standing makes no difference.)

Par. 4

Question 1: What examples can you find for the argument that people who grow up in a particular culture do not all share exactly the same values to the same extent even though they share certain common values and assumptions?

(What has happened in the previous PREREADING ACTIVITIES item 3, when you are required to take a stand on those quotes? Did you have the same responses? If not, did you agree or disagree from time to time? Does the author make a good case? Another example is the generation gap.)

Question 2: What do you think are the possible reasons for the difference despite the same cultural background?

(Family background, educational background, age, sex, personality and personal experience, etc. are important factors in shaping one's values and they vary from person to person.)

Par. 5

Question 1: What's the essence of individualism that Americans believe?

(They consider themselves as separate individuals who are responsible for their own situations in life and their own destinies.)

Question 2: What's the difference between considering oneself as a separate individual and seeing themselves as members of a group?

(Considering oneself as a separate individual calls for independence, self-reliance and self-responsibility, while seeing themselves as members of a group means interdependence and caring about keeping harmony within the group, which calls for tolerance and awareness of others' responses or being influenced by others' opinions.)

Par. 6

Question: Why do American parents ask very young kids for their preference?

(American parents treat their kids as individuals who can make their own choices or decisions.)

Par. 7

Question: How do Americans develop their devotion to individualism according to the author?

(Americans are trained gradually in the process of growing up by their parents to view themselves as separate individuals with their own opinions and responsible for their own decisions.)

Par. 8

Question: What do you think of somebody beyond the age of 20 still living with his or her parents? What would be the responses of Chinese?

(It is normal and popular in China. Chinese assume that a family of parents and children should be interdependent, and be responsible for each other.)

Par. 9

Question 1: What do you think of a person concerned greatly about the opinion of parents, with following traditions or with fulfilling obligations to others? What would be the assumption of Chinese?

(The person loves and respects his parents. Chinese traditionally value rank and order, and parents, especially the father has absolute authority over the child. Fealty, filial piety and following traditions are all regarded as merits in Chinese culture.)

Question 2: Will you always be grateful for the opportunity to make up your own mind and do your own thing? Why?

(Not really. Chinese care much about others' comments. Besides it is difficult to get things done individually. When in trouble, such an opportunity will only make one feel worse, helpless and deserted.)

Question 3: What do you think of the Chinese expression “在家靠父母, 出门靠朋友”?

(Hints for reference: It shows the Chinese value of relationships, which actually encourages dependence.)

Question 4: How independent are you of your parents?

Question 5: How independent are you in terms of study? Why is it difficult for Chinese students to practice a “student-centered” or “independent learning” approach?

Par. 10

Question 1: What are some Americans unaware of according to the author?

(The fact that they share a culture with each other.)

Question 2: What would offend Americans' sense of dignity?

(When they are told that they are just like everyone else. But you can't be too absolute for there are examples of conformity in the cooperate world and among adolescents.)

Question 3: What would offend Chinese people's sense of dignity?

(When we are told we are different from others, just opposite to that of Americans.)

Par. 11

Question 1: What value do Americans assume incorrectly that people from elsewhere share with them?

(The value of the ideal person who is individualistic, self-reliant and independent or the value of being distinctive.)

Question 2: What does being distinctive mean?

(To draw others' attention by distinguishing oneself from others, to behave or act out of individualism.)

Question 3: Do Chinese glorify "the individual who stands alone"? Why not?

(No, because Chinese value modesty and collectivism. A good case in point is people's different responses to the answer "I am the best": when a famous Chinese actress said so, people were shocked at it and felt it disgusting, while when a famous American track and field athlete said so, it was nothing unusual in the States.)

Par. 12

Question 1: For Americans, the idea of individual freedom has strong positive connotations. What are they?

(They are freedom of speech, freedom of religion, freedom of thought and freedom from dictatorship.)

Question 2: Which one do you put above all: life, love or freedom? The quotation "生命诚可贵,爱情价更高。若为自由故,两者皆可抛" displays the value of freedom. Can you restructure them to show different values?

Par. 13

Question 1: What was found to be immoral behavior according to this paragraph and why?

(Parents and their grown-up children live their own lives and interfere as little as possible with others. Such behavior was found immoral by those who regard