

大学学术英语 读写教程 (下册)

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

Textbook



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编 著 Peter S. Gardner

English for Academic Purposes 总主编 夏纪梅

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NEW DIRECTIONS

大学学术英语读写教程(下册) 夏纪梅主编

AN INTEGRATED
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AND CRITICAL THINKING

大学学术英语 读写教程 (下册)

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Teacher's Book

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Peter S. Gardner

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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

ORGANIZATION OF THE TEACHER'S BOOK

This Teacher's Book for *New Directions: An Integrated Approach to Reading, Writing, and Critical Thinking* includes the following sections: (1) "**Overview and Organization of the Text**," a brief discussion of the book's aims and structure; (2) "**Course Suggestions**," ideas about how to use the text, including a sample syllabus; (3) "**Pedagogy**," a review of the book's pedagogical apparatus; and (4) "**Chapter Comments and Suggestions**." This fourth section, which comprises most of the book, includes a discussion of each chapter topic and reading skill; a summary of the content of each reading and typical student responses to selections; comments on the activities for each reading and sample answers to most questions; and a list of recommended readings and films related to the topic in each chapter.

OVERVIEW AND ORGANIZATION OF THE TEXT

New Directions is a thematically organized reading/writing text for advanced ESL/EFL students to be used in intensive and nonintensive settings. Although the book focuses on preparing nonnative English speakers to meet the demands of reading and writing assignments in college and university content classes, it can also be used by native English speakers in high school and college classes. I have personally used the materials over a number of years in many settings: intensive preuniversity ESL and EFL classes; college ESL writing classes; college writing classes for native speakers of English ("Developmental English" and "English 101"); and cross-cultural communication classes for native and nonnative English speakers. Although the ideal setting for this text is multicultural (many of the activities stress the sharing of experiences by people of different national, ethnic, and linguistic backgrounds), the book can also be used successfully in monocultural settings in this country and abroad.

Stressing an interactive, integrated-skills approach, *New Directions* focuses on the higher-order thinking skills necessary for academic success in university classes: inference, interpretation, evaluation, synthesis, and application. The book attempts to simulate the academic nature of "real" university classes by providing a number of long, sophisticated readings and challenging reading and writing activities. I personally find that most advanced ESL readers do not have enough long, thematically and structurally complex selections to sufficiently prepare students for the large amount of reading they will be doing in university courses. I have, therefore, included many long readings in *New Directions* engaging different rhetorical techniques, and focused on the critical

reading strategies that will help students comprehend and evaluate texts.

New Directions consists of five chapters, each centering on a particular theme and reading strategy. (In the first four chapters, these reading strategies, or skills, might better be called “reading/writing strategies” since they are approached both from the point of view of reading comprehension and writing technique.) Throughout the book, I have made a special effort to help students improve their comprehension of *nonliteral* (inferential) meaning — something that is very difficult in a foreign language but essential to a full understanding of a writer’s message and purpose.

The chapters are based on the following topics and reading strategies:

<u>Chapter</u>	<u>Topic</u>	<u>Strategy</u>
One	Cross-cultural communication	Identifying main ideas and supporting details
Two	Stereotyping and discrimination	Identifying a writer’s purpose and tone
Three	Gender roles	Summarizing and paraphrasing
Four	Work	Appreciating figurative language
Five	Education	Guessing the meaning of unknown words from context

COURSE SUGGESTIONS

In *New Directions* there are more readings and exercises than any teacher would use in a single semester. This is not the type of book that one tries to “get through” in a semester. I have intentionally provided a variety of materials and expect teachers to select the ones that are most interesting to them and their students and to add other readings and assignments. How one designs the course depends on the level of the students, the time available, and one’s particular approach to teaching reading and writing.

Since the chapters in *New Directions* are not sequenced in any particular way, they can be read in *any* order. I usually start with the first chapter, which focuses on cross-cultural communication, since it provides students with a cultural orientation to life in the United States. (The chapter explores such issues as cross-cultural similarities and differences in values, beliefs, expectations, and practices; cross-cultural misunderstandings and misinterpretations; and culture shock.) One of my colleagues, however, who has used the materials, prefers to start with Chapter 5 (“Education”) since it exposes students right off to cross-cultural differences in educational expectations and practices and also focuses on figuring out the meaning of unfamiliar words and expressions from their *context* — an essential skill for college students required to do a large amount of complex

reading. Although one might select the chapters based on the reading strategy emphasized in each, I would recommend choosing the chapters according to the themes that most interest the instructor and students (I often poll the students and have them decide on which topics they'd like to explore).

I have used the materials in *New Directions* over a number of years in my ESL reading/writing classes at Berklee College of Music. Our semester is fifteen weeks long, and there are three one-hour class meetings per week. (I have also used the materials in an intensive ESL summer program meeting for four hours a day over a six-, nine-, and twelve-week period.) I usually select four of the chapters in *New Directions* and spend around three and a half weeks on each chapter. I have at times covered all five chapters but find this rushed. During the fifteen-week semester, students read most of the selections in each chapter, write four essays (one related to each chapter theme), and revise three of them.

Following is a sample syllabus for one chapter, assuming three one-hour meetings per week and two hours of homework per class. (The homework assignments are due on the days indicated.) The syllabus can be modified to suit the needs of one's own classes.

WEEK 1

Class 1: Prereading Activities

Class 2:

Homework: Reading # 1; entry in reading journal; one or two questions of own choice from "Meaning and Technique" and one or two from "Drawing Inferences"

In Class: Discuss reading # 1 (small groups: read journal entries and/or compare answers to questions; whole class: questions/answers and discussion)

Class 3:

Homework: Reading # 1: vocabulary exercises

In Class: Go over vocabulary exercises; "Discussion and Debate" or short "Writing Activity"

WEEK 2 (Start working on first draft of essay #1)

Class 1:

Homework: Reading # 2: journal entry; one or two questions from "Meaning and Technique" and one or two from "Drawing Inferences"

In Class: Discuss reading # 2 and answers to questions

readings in each chapter includes the following sections: “Prereading Activities,” “Reading Journal,” “Meaning and Technique,” “Drawing Inferences,” “Vocabulary,” “Discussion and Debate,” and “Writing Activities.” The third core reading in each chapter has only prereading activities, a reading journal entry, and a vocabulary exercise, and the additional readings have no activities. The section “Making Connections” appears at the end of each chapter.

Since the preface to the book describes the activities in each of the sections mentioned above, I won’t repeat the discussion here. I would, however, like to make a few additional comments on the activities in several of the sections.

Prereading Activities

The prereading activities always include a reading journal entry and a list of statements with which students agree and disagree. I usually have students write their prereading journal entries in class (unlike the postreading journal entries) and then read them in pairs or small groups. Generally, I ask students to do the agree/disagree exercise by themselves and then to discuss their responses in a small group. I usually follow this with a whole-class review of responses, in which I read the statements aloud and ask how many students strongly agree, agree, are undecided, and so on. Of course, students often agree and disagree with statements at the same time.

Reading Journal

The reading journal entry after the three core selections of each chapter consists of three possibilities: two focused on particular themes in the text and one on a topic of the student’s own choice. I usually have students write two or three entries per week (outside of class) and ask that they spend around 15 minutes on each entry. I continually encourage students to disagree with the authors, to share personal experiences and observations, and to develop the journal material (ideas, details, experiences, associations) in their essays. In general, I don’t collect the journal entries but have students read them to each other in pairs or small groups. When I do collect the entries, I don’t correct or grade them since I want students to feel free to experiment with English—to explore ideas and find different ways of expressing themselves without worrying excessively about grammar, spelling, punctuation, and organization. Rather than correcting the entries, I make brief comments on their content, asking students to clarify a point, provide more supporting detail, consider an opposing point of view, and so on.

Following are different types of entries that students might consider for the third topic of their own choice.

- (1) Discuss your reaction to the author's ideas. (Feel free to consider impressions, feelings, likes and dislikes, points of agreement and disagreement, and so on.)
- (2) Relate the reading to other selections in the chapter, to something else you have read or heard, to classroom discussions, or to personal experience.
- (3) Analyze a particular aspect of the reading: the content, purpose, theme, organization, tone, style, and so on.
- (4) Raise one or two questions and attempt to answer them.
- (5) Write a short, creative piece that relates to issues discussed in the reading: a story, poem, character sketch, cartoon, and so on.

Additional Readings

The additional readings for most chapters consist of a short article (in some cases an essay or a story), a poem, and a cartoon. I usually have students read the selections in class without a dictionary and then discuss them in a small group (often after writing a journal entry). Sometimes students will focus on the reading strategy learned in the chapter—for example, looking for supporting detail in a passage or analyzing its tone—and other times on the main theme of the chapter. Since there are no questions for the extra selections (except for the cartoons), I sometimes have students work by themselves and in groups to come up with questions of their own.

Appendices

The appendices of the book deal with the writing process, outlining, summarizing, paraphrasing, using transitional words and phrases, guessing the meaning of unknown words and expressions from their context, and evaluating a piece of writing. Instructors can either focus on an appendix when it is referred to in the text or discuss it separately in class at any point. I often ask students to read a particular appendix for homework and then have them work on related exercises in class.

Glossary

All of the rhetorical, grammatical, and literary terms used in the book are explained in the glossary (often with examples). Students should be encouraged to refer to the glossary whenever they come upon an unfamiliar term in the text.

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CHAPTER 1

CROSS-CULTURAL COMMUNICATION

The thematic focus of this chapter is cross-cultural similarities and differences in values, beliefs, and practices and the problems these variations create when people from different cultures interact. The reading skill in the chapter involves identifying main ideas and supporting details. In addition to working with students on this skill within the context of chapter readings, I concentrate on students' own writing: on the need to express their main points clearly, to back them up with specific detail (examples, facts, statistics, reasons, anecdotes, definitions, quotations, and so on), and to balance generalizations and concrete evidence.

If instructors wish students to read additional selections relating to the topic of cross-cultural communication, they may assign any of the readings in Chapters 2 or 3, "Señor Payroll" (Chapter 4), or "They Get by with a Lot of Help from Their Kyoiku Mamas" (Chapter 5).

"American Values and Assumptions" by Gary Althen

In this chapter excerpt, Althen focuses on seven prominent values and assumptions shared by the majority of Americans (among others, individualism, equality, progress, action, and directness). He contrasts these cultural patterns with those of other countries and describes the types of problems that can occur when people from different cultures, with different beliefs and value systems, interact. Students usually find this excerpt an engaging cultural orientation to life in the United States.

To help students get used to the large amount of reading they will be doing in college classes, I usually assign the whole selection (the longest in the book) for homework and