

大学学术英语 读写教程 (上册)

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

Teacher's Book

编 著 Kristine Brown
Susan Hood

English for Academic Purposes 总主编 夏纪梅

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ENCOUNTERS
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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

Introduction

This Teacher's Book provides specific teaching instructions for *Academic Encounters: Life in Society* and answers corresponding to its tasks. Photocopiable unit quizzes with answers are also included in this manual.

ABOUT ACADEMIC ENCOUNTERS: LIFE IN SOCIETY

Academic Encounters: Life in Society is a reading, study skills, and writing text based on material taken from sociology textbooks used in North American and other English-speaking colleges and universities. The student who will benefit most from this course will be at the intermediate to high-intermediate level of English-language proficiency. This student may well be encountering academic texts 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 nonnative speakers of English preparing to study in an English-speaking environment at the 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.

ANSWERS TO QUESTIONS COMMONLY ASKED ABOUT THE ACADEMIC ENCOUNTERS READING, STUDY SKILLS, AND WRITING BOOKS

Who are the books aimed at?

The *Academic Encounters* reading, study skills, and writing books are written for the student who has either just started or is about to start attending a college or university.

Ideally, this student should be entering an undergraduate program, although a graduate student who has never been exposed to academic English will also benefit from using these books. Even students who are native or nearly native speakers can benefit from the series, since the books prepare students for the types of texts and tasks that they will encounter in the college environment.

What approach is adopted and why?

In the *Academic Encounters* reading, study skills, and writing books, students are presented with authentic samples of text taken from textbooks used in English-speaking colleges and universities. The textbook material has been abridged and occasionally reorganized, but on the sentence level, little of the language has been changed. Students work with these texts to develop their reading and study skills. The high-interest content of the texts also provides stimulus for student writing assignments.

Academic Encounters adopts a content-based approach to the study of academic English. Students read through the authentic texts seemingly with the prime purpose of understanding the content. In fact, as students work through the book, they are also learning reading and study skills, and test-preparation strategies. Additionally, the texts are used for language study, so students become familiar with the vocabulary and sentence structures used in academic discourse.

Each unit of an *Academic Encounters* book focuses on some aspect of the book's content focus. The fact that the book has a unified thematic content throughout has several advantages. First, it gives the students a realistic sense of studying a course at a university, 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, which helps to build their confidence as readers of academic text. Finally, after studying the book, some students may feel that they have enough background in the content focus area to take a course in that subject (for example, sociology) to fulfill part of their general education requirements.

How were the topics and readings chosen?

The topics and readings in each chapter were chosen for their appeal to students. It is important for students to be interested in what they are reading about and studying, and for them to be able to find personal connections to it. According to language acquisition theory, it can be argued that language development occurs more readily under such conditions. Similarly, it can be argued that the writing process is facilitated when students are well informed on a topic, have developed personal connections to it, and are engaged by it.

Are there many opportunities for student interaction?

Although the *Academic Encounters* reading, study skills, and writing books are centered on these skills, 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.

How long does it take to teach an *Academic Encounters* reading, study skills, and writing book?

Each book contains five units of material. Each unit contains two chapters and each chapter requires approximately 8 – 10 hours of instruction. An *Academic Encounters* reading, study skills, and writing book could thus be suitable 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 book can be tailored to other time frames, however. For a shorter course, you might choose not to do every task in the book and to assign some tasks and texts as homework, rather than as classwork. For a longer course, you might choose to supplement the book with some content-related materials from your own files and to spend more time developing students' writing skills.

Do the units have to be taught in order?

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 presented in an earlier unit. However, if you want to teach the units out of order, you may do so. If this is the case, you might want to refer to the Task Index at the back of the book. This index lists all the tasks in the book and the page numbers on which they appear. It also indicates which tasks are preceded by a commentary box that provides useful tips and guidelines. If you teach the units out of order, you could review with your students any commentary boxes in skipped units that relate to tasks they are about to do.

What special design features does an *Academic Encounters* reading, study skills, and writing book have?

One of the most important design features of the book is that the text pages have been formatted to look very much like pages in a college-level textbook. The two-thirds' width column of text found in many textbooks has been employed, and there are figures, diagrams, and tables spread throughout the texts.

Photographs or illustrations with captions appear on almost every text page. Key words are shown in boldface and specialized terms are given in italics. The words in boldface

also appear in the margin with brief definitions.

GENERAL GUIDELINES FOR TEACHING THE DIFFERENT COMPONENTS OF AN *ACADEMIC ENCOUNTERS* READING, STUDY SKILLS, AND WRITING BOOK

Each unit of an *Academic Encounters* reading, study skills, and writing book contains these elements:

- a unit title page
- a Previewing the Unit page
- two chapters, each containing four sections, each of which is divided into these parts:
 - Preparing to Read
 - Now Read
 - After You Read
- two chapter writing assignments (one at the end of each chapter)
- a unit content quiz (photocopiable pages found in the teacher's manual only)

The remainder of this section contains guidelines for teaching each element. See Units 1–5 in the body of this Teacher's Manual for more detailed information, and for specific ideas for teaching each text and task found in *Academic Encounters: Life in Society*.

Unit title page

Each unit starts with a unit title page that contains the title of the unit, a large illustration or photograph that is suggestive of the content of the unit, and a brief paragraph that summarizes the unit. This page is intended to look like a typical unit opening page in a college or university course book.

Naturally, this page is a good place to start the study of a new unit. You should look at the title of the unit with the students and make sure they understand what it means. Then look at the picture and have students describe it and attempt to relate it to the title. Help students with vocabulary as necessary.

Finally, look at the summary paragraph at the bottom of the page. Read it to the students and check to be sure that they understand the vocabulary and key concepts. At this point, it is not necessary to introduce the unit topics in any depth, since the unit preview activities that follow will achieve this goal.

Previewing the unit

Following the unit title page is a two-page spread that includes, on the right-hand side, a

contents page listing the titles of the two chapters in the unit and the titles of the four sections in each chapter. On the left-hand page of the spread are tasks that relate to the titles on the unit contents page. These tasks preview the unit either by having students predict what information might be found in each section or by giving them some information from the unit and having them respond to it. In this way, students are given an overview of the unit before they start reading it in order to generate interest in the content of the unit. Furthermore, students are taught an important reading strategy, which is to preview the titles and headings of long readings.

Activities in “Previewing the Unit” are often to be done as pair work, followed by a report back to the whole class. The unit preview activities should take about one contact hour of class time to complete.

The chapters

Each unit is divided into two chapters, and each chapter contains four readings. Each reading forms the basis for a lesson, which should take approximately two contact hours to teach. There are three stages to the lesson, corresponding to the three headings on the task pages. First, students do a number of prereading tasks under the heading “Preparing to Read.” Then students read the text, following the instruction under the heading “Now Read.” Finally, students carry out a number of postreading tasks to be found under the heading “After You Read.”

Preparing to Read

In an *Academic Encounters* reading, study skills, and writing book, prereading is regarded as a crucial step in the reading process. Thus, before students embark on reading any section of the book, they are required to do a page of prereading tasks.

Prereading activities serve three main functions:

- 1 They familiarize students with the content of the reading, arousing their interest and activating any knowledge that they may already have on the topic.
- 2 They introduce students to reading attack strategies, giving students tools to be used when they undertake any future reading assignments.
- 3 They expose students to some of the language in the text, making the text easier to process when students actually do the reading.

The prereading tasks of each section should take approximately 20 minutes of class time. Of course, some may require more or less time.

Although one or two prereading tasks are always included before each reading, you should look for ways to supplement these tasks with additional prereading activities. As

you and your students work through the book, students become exposed to more and more prereading strategies. Having been introduced to these, students should be adding them to their repertoire, and you should encourage their regular use. For example, after having practiced the prereading strategies of examining graphic material, previewing headings, and skimming, students should ideally carry out these operations before each and every reading.

In general, the lower the level of the students' reading and overall language proficiency, the more important extensive prereading becomes. The more prereading tasks that are done, the easier it is for students to access the text when it comes time for them to do a closer reading.

Now Read

After "Preparing to Read" is an instruction that tells the student to read the text. This is a deceptively simple instruction that raises an important question: How closely should the students read the text at this point? Some students, after doing prereading tasks such as skimming, believe that now they should read very slowly and carefully. But students should be discouraged from doing this. For one thing, it is a poor use of class time to have students poring silently over a text for 20 minutes or more, and more importantly it is vital that students at this level train themselves to read quickly, tolerating some ambiguity and going for understanding main ideas and overall text structure rather than every word and every detail.

To promote faster reading, the *Academic Encounters* reading, study skills, and writing books contain several speed-reading tasks, in which students try to put into operation techniques for faster reading. If students consistently apply these techniques, most texts will take between 3 and 7 minutes to read. Before students start reading any text, therefore, it is a good idea to give them a challenging time limit, within which they should aim to complete their reading of the text.

An alternative to doing every reading in class is to assign some of the longer readings as homework. When this is done, you should do the prereading task in class at the end of the lesson and then start the next class by having students quickly skim the text before moving on to the "After You Read" tasks.

After You Read

Sometimes, after having completed a text reading, the first order of business is not to move on to the "After You Read" tasks, but to revisit the "Preparing to Read" tasks to check to see if students had the correct answers in a predicting or skimming activity, for example.

Like the “Preparing to Read” tasks, the “After You Read” tasks are of many different types and serve several different functions. You should not expect to find many conventional reading comprehension tasks. Instead, students are often asked to demonstrate their understanding of a text in less direct ways, such as language focus, study skill, and test-preparation tasks. Each text in an *Academic Encounters* reading, study skills, and writing book is intended as an opportunity to develop a skill, not simply test comprehension.

Postreading tasks serve the following main functions:

- 1 They develop students’ study skills repertoire by teaching them, for example, how to highlight a text, take notes in the margin or in notebooks, or guess the meaning of words in context.
- 2 They develop students’ test-preparation skills, asking them to assess what they would need to do if they were going to be tested on the text.
- 3 They ask students to think about the content, to find a personal connection to it perhaps, or to apply new information in some way.
- 4 They highlight some of the most salient language in the text, either vocabulary or grammatical structures, and have students use that language in some way.
- 5 They have students read for meaning, look for main ideas, think critically about the text, or look for inferences.
- 6 They present students with a variety of different writing tasks, some of which may develop such key skills as summarizing and paraphrasing, others of which ask students to respond personally to the content of the reading.

Because the “After You Read” tasks do not always deal in detail with reading comprehension or language issues, some teachers may want to go back over the text, reading it to the students or along with the students, and picking out pieces of language that are worth drawing attention to and concepts that may not have been discussed.

The chapter writing assignments

Should you want your students to produce a longer piece of writing on the content of a chapter, each chapter ends with a choice of writing assignment topics. You are free to adopt any methodology you wish in having students write on these topics. No methodology is recommended in this book, although most contemporary writing teachers would probably espouse a multidraft approach with feedback on content for the early drafts, and feedback on language and writing mechanics for later drafts.

The content quizzes

At the back of this Teacher's Book are five content quizzes, one for each unit. These are not mentioned anywhere in the student's book. The purpose of giving the students quizzes is to simulate what might happen in a college course. In college, students do not just read a text one day and never have to think about it again. Instead, they are expected to read, remember what they have read, and be able to demonstrate their understanding of a text under test conditions. The content quizzes provide these conditions. Furthermore, the quizzes force the students to revisit the texts and apply the reading and test preparation strategies taught in the book. The quizzes also give students practice in answering different types of test questions, since each quiz contains a mixture of true/false, multiple choice, short-answer, and short essay exam questions. Each quiz should take about 50 minutes of class time to complete, and the total score for each one is 100 points.

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