



高等院校英语课程“十二五”规划系列教材

Teacher's Book

Integrated Skills of English A New Course

Book

8

◆ 总主编 张维友 舒白梅

新编综合英语 (八)

◆ 主编 曹 曼 闫春梅

教师用书

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新出图证(鄂)字 10 号

图书在版编目(CIP)数据

新编综合英语(八)教师用书/张维友,舒白梅主编;曹曼,闫春梅分册主编.

—武汉:华中师范大学出版社,2012.2

ISBN 978-7-5622-5065-4

I. ①新… II. ①张…②舒…③曹…④闫… III. ①英语—师范大学—教学参考资料

IV. ①H31

中国版本图书馆 CIP 数据核字(2011)第 108628 号

新编综合英语(八)教师用书

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责任编辑:庞 丹

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电话:027-67867364

出版发行:华中师范大学出版社

社址:湖北省武汉市珞喻路 152 号

电话:027-67863426(发行部) 027-67861321(邮购)

传真:027-67863291

网址:<http://www.ccnpublish.com>

电子信箱:hscbs@public.wh.hb.cn

经销:新华书店湖北发行所

印刷:湖北新华印务有限公司

督印:章光琼

字数:336 千字

开本:787mm×1092mm 1/16

印张:15.75

版次:2012 年 2 月第 1 版

印次:2012 年 2 月第 1 次印刷

印数:1-3000

定价:31.00 元

欢迎上网查询、购书

敬告读者:欢迎举报盗版,请打举报电话 027-67861321

编写说明

《新编综合英语》高级阶段共四册，本册为第四册，供师范院校英语专业四年级下学期使用。

本册由 12 个单元组成。每个单元包含 2 篇课文 (Reading 1 & Reading 2) 与 5 大板块 (Schema Building, Information Surfing, Text Understanding, Language Building & Teacher Awareness)。各板块的安排如下：

Schema Building—激活已知，调动兴趣。单元主题代表选材范围，力求体现选材的多样性与内容的丰富性。由于高级阶段的综合英语课堂教学多围绕第 1 篇课文进行，故该板块的活动往往针对第 1 篇课文的内容展开，但也不排除在单元主题与第 2 篇课文内容高度相关时，则活动针对单元主题展开的情况。活动内容多为课文篇名的解释，即题解 (What does it mean?) 与课文内容的预测 (What do you think?)，鼓励学生利用已知学习新知。

Information Surfing—信息分享，锻炼交际能力。该板块包含 2 个部分。第 1 部分相当于常见的课文注释 (由学生完成)，列出了文章涉及的背景知识，如作者、作品、语言学、文学、文化等信息，要求学生提前查阅了解，养成自主学习的习惯；第 2 部分为课堂展示，时限 20~25 分钟。它既是第 1 部分的延伸，也涉及少量的难词、难句理解。学生以 3~4 人为 1 组，课前协商分工、准备，课中利用多媒体、黑板等手段进行展示，然后生生互动提问、评价，最后由教师总结。活动的准备与实施过程既促使学生进行探究性学习，又培养、锻炼他们的教学与沟通能力。

Text Understanding—分层理解，提升认知能力。Literal comprehension 为表层理解，关照课文的主旨大意、细节、事实等信息；Inferential comprehension 属于深层理解，要求学生根据文章的已知信息推断出作者的写作目的、语气、态度、结论、阅读教益或启示等；Text awareness 意在培养语篇意识，即引导学生对课文的

篇章结构、文体、写作技巧、修辞应用等予以思考、分析，体验“在做中学”，提高认知能力。

Language Building—综合训练，促进合作学习。Vocabulary 包含词义解释与应用。Translation 中的汉译英练习用于巩固对课文中重点词汇的理解与应用；课文段落的英译汉练习能够强化对文章内容的理解；Speaking and writing 属于说写相结合的练习，给学生提供语言输出的机会。其话题多样，且贴近大学生的生活与学习，尽量使人人有话可说、有文可写，充分体现合作学习，避免直接给学生一个作文题，要求课后完成，以致不少学生不知道写什么，作文质量不高，语言综合训练的效果不佳。

Teacher Awareness—教学训练，突出教师教育特色。本板块的目的在于适当培养并训练师范生的微观教学技能、技巧。内容涉及教师的课堂提问、反馈、任务设计、小组活动等。活动形式是在知识解释的过程中穿插练习，使知识学习与应用相结合。

本册的编写工作由华中师范大学、湖北第二师范学院与南京晓庄学院共同承担。由于时间紧，加上编者水平有限，书中难免存在疏漏与问题，真诚希望专家同行和广大使用者不吝赐教。

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Unit 1

Education

READING 1



Scenes from the School Turnaround Movement

—Passion, frustration, mid-course corrections mark rapid reforms

Laura Pappano

变革是痛苦的,其结果是无法预料的。

——迈克尔·富兰

Schema Building

1. School reforms are desirable at times of flat school performance. They are carried out to help all students, especially underperforming ones to improve their learning outcomes. However, reforms are not a straightforward process due to the unpredictability of change and various constraints. Apart from positive impacts, they sometimes bring about unanticipated impacts, and even negative consequences.
2. There are multiple contributing factors that lead to positive impact of a school reform, including the relative advantage to potential adopters of adopting the reforms; the compatibility of the reform with previous practice; the complexity of the reform, the trialability of the reform; and the observability of the reform. The presence of all these factors is likely to lead to positive changes.
3. Change should not only happen to students in their test results, which is only one indicator of positive change. Systemic and holistic changes are indicators of good change, including changes in students, teachers, support staff and school environment, etc. Here is a list of positive changes:
 - students' increased interest and motivation in learning
 - more autonomous student learning
 - more peer support among students
 - students' better test results

- teachers' commitment to helping all students
- teachers' efforts to pursue their professional development
- close collaboration between teachers and support staff
- provision of resources for teaching and learning
- a consensus of goals of school education in the school
- teachers' and students' involvement in school reforms

Detailed Study of the Text

1. **definitive**, *adj.* precisely defined or explicit; authoritative and complete, e. g.
 - a. *Her book is the definitive works on Milton.*
 - b. *The doctor gave him a definitive diagnosis with the modern machine.*
2. I stepped into a process that – while energetic and intense – is still being figured out. I didn't have a definite answer before I started the exploration, though the process was exciting and painstaking.
figure out, find the solution to (a problem or question) or understand the meaning of, e. g.
 - a. *The cost of the operation will need to be figured out very precisely.*
 - b. *We can't figure out why he's been behaving so oddly.*
3. **aspiration**, *n.* a strong desire for high achievement; an object of such desire, e. g.
 - a. *She had aspirations to be an actress.*
 - b. *Tom was filled with the aspiration to succeed in life.*
4. It's marked not by concrete implementations but by altering a lot of things and being willing, if something doesn't work, to step in midstream and change it, and change it again.
 The change implementation process is by no means straightforward as policy makers idealistically expected. It requires that everyone concerned be active to make continuous changes to improve the status quo.
implementation, *n.* the act of accomplishing some aim or executing some order; carrying into effect, e. g.
 - a. *The supervisors would examine the implementation of the policy on a regular basis.*
 - b. *A UN spokesman insisted that the implementation of the peace plan is back on track.*
5. **superintendent**, *n.* a person who has the authority to supervise or direct, e. g.
 - a. *Our principal was appointed superintendent of the schools.*
 - b. *A police superintendent is an officer of high rank.*
6. **education supervision**, *n.* an organization or a group of people which are responsible for monitoring education movements 教育监察机构

7. *Test scores are an indicator of success — or lack of it — everywhere, but Adamowski has created a scientific, so-called “performance matrix” that has become the visual image of the district’s progress.*

Instead of using test scores as an indicator of success or failure used by the mainstream education system, Adamowski has created a multi-colored “performance matrix” which measures multiple aspects of student performance to clearly indicate the changes in the district.

indicator *n.* an instrument for measuring atmospheric pressure; something that registers or responds to fluctuations; an indicator 气压计; 标记; 指示物

matrix *n.* something resembling such an array, as in the regular formation of elements into columns and rows 矩阵

8. *axes* *n.* (plural form of axis) straight lines about which a body or geometric object rotates or may be conceived to rotate 轴, 轴线; 坐标轴

9. *proactive* *adj.* acting in advance to deal with an expected difficulty; anticipatory, e. g.
- a. *Though she’s proud of her proactive decision, she says she’s reminded of her loss every day.*
 - b. *The project manager is proactive and finds problems early, looks for changes, and prevents problems.*

10. *My personal style is more of ripping the Band-Aid off and really engaging into all the challenges.*

I don’t like a conservative approach that is commonly regarded as safe and secure in the reform, instead I prefer to go deep into it and change thoroughly.

rip *v.* to cut, tear apart, or tear away roughly or energetically, e. g.

- a. *You should rip the cover off the box first.*
- b. *Anyone can rip off the tape and then the package is open.*

Band-Aid *n.* a trademark used for an adhesive bandage with a gauze pad in the center, employed to protect minor wounds 邦迪创可贴

11. *crisis* *n.* a critical moment or situation, especially one that occurs because of a shortage of time or resources 危急时刻; 关键时刻

12. *she is a petite, energetic woman with a no-nonsense demeanor — who does not shy from tough conversations.*

She is a small and energetic woman with a high efficiency, and she is never afraid of challenging conversations.

petite *adj.* (used of a girl or woman) small, slender and trim, e. g.

- a. *My date is petite and beautiful, just like my dream date Meg Ryan.*
- b. *We are all envious of her long legs and perfect petite figure.*

demeanor *n.* the way in which a person behaves; deportment, e. g.

- a. *The man was polite and his general demeanor had the air of a clergyman.*
- b. *He was certainly the loser — just in terms of his demeanor through the debate.*

13. Classes designed to be project-based were too textbook focused.
The classes which were expected to use project approach in the teaching relied heavily on the textbooks instead of using them creatively.
14. The problems at the academy, located in a building with two other schools, went beyond pedagogy.
The problems arising in the academy, which was based in a building with two other schools were not simply confined to pedagogical ones concerning teaching. There were other problems such as the school culture.
pedagogy: *n.* the art or profession of teaching; the principles and methods of teaching, e. g.
 - a. *The seminar will explore how lessons from research can improve pedagogy and guide policy.*
 - b. *We just don't have the money to reinvent the model of pedagogy.*
15. culinary: *adj.* of or relating to a kitchen or to cookery, e. g.
 - a. *"America," she says, "is a melting pot, with countless culinary traditions to draw upon."*
 - b. *This food factory's sacred mission is to enrich the catering market and promote Chinese culinary art.*
16. gut: *v.* destroy the inside or contents of sth; to extract essential or major parts of, e. g.
 - a. *Many media experts say it would gut the ad revenue they get now and drive people away.*
 - b. *He gave a short speech to the students by gutting his manuscript.*
17. a small red spiral-bound notebook: a small red note book with rings (in the shape of spiral) for holding sheets of paper 一个小的、红色的活页笔记本
18. jot: *v.* to write down briefly or hastily, e. g.
 - a. *Carry a notepad and pen or pencil with you to jot down ideas.*
 - b. *Let me jot down your phone number before you leave.*
19. flip: *v.* turn sth over very quickly, e. g.
 - a. *The two could not agree with each other and finally chose to flip a coin to decide who would leave first.*
 - b. *He flipped the pages of the report for the data he needed.*
20. Its contents offer a snapshot of what school turnaround looks like at ground level.
What he noted down in his notebook conveys a real picture of what happened in the school turnaround reform at the school and classroom level.
snapshot: *n.* a informal photograph taken with a small hand-held camera; brief description of sth, e. g.
 - a. *He carries the family snapshot with him wherever he goes.*
 - b. *Let's take a snapshot of the main news stories around China.*

21. a kid who has his pants sagging down his butt: a kid whose trousers are very big and drooping 穿着宽松裤的孩子
 sag: *v.* to sink, droop, or settle from pressure or weight, e. g.
 a. *His cheeks are beginning to sag though he is just around 50.*
 b. *The tent began to sag as the canvas became wet.*
 butt: *n.* (informal) the buttocks; the rear end 臀部, 屁股
22. expel: *v.* force to leave; deprive of membership, e. g.
 a. *The university might suspend or expel a student if he fails in too many courses.*
 b. *It is necessary to expel the smell of the cooking from the kitchen.*
23. collide: *v.* come together with violent and direct impact; to meet in opposition; conflict, e. g.
 a. *If the aims of two countries collide, there may be war.*
 b. *In running around the corner, John collided with another boy.*
24. graffiti: *n.* (plural form of graffito) drawings or inscriptions made on a wall or other surface, usually so as to be seen by the public 涂鸦
25. notation: *n.* a brief note; an annotation, e. g.
 a. *She has the habit of making notations on the margin of the paper.*
 b. *He made a notation on his engagement calendar lest he should forget.*
26. This is one of those below-the-radar struggles in school turnaround.
 This is one of the invisible predicaments that the school experiences.
27. Johnson doesn't want students who are working hard to take advantage of what the redesigned school offers to be derailed by those who put in little effort and cause trouble.
 The hard-working students should benefit from the school reform, and Johnson doesn't want them to be negatively influenced by underperforming students and its likely trouble.
 derail: *v.* run or cause to run off the rails, e. g.
 a. *The engine was derailed by a tree lying across the line.*
 b. *They can boost or derail any decision.*
28. ... but set out to hire teachers with a do-what-it-takes attitude who would be dedicated to his vision.
 ... but he decided to adopt a practical criterion to hire teachers, i. e. , he would be interested in those teachers who were down-to-earth and committed to his ideal.
29. Hill took a straightforward, visceral-reaction approach to finding teacher candidates.
 Hill would choose the teacher candidates in person by direct contact, and observation of their teaching.
 visceral: *adj.* relating to or affecting the viscera; obtained through intuition rather than from reasoning or observation; instinctive, e. g.

- a. *I had a visceral mistrust when he told me he would sign a contract with that company.*
 b. *Linda has a visceral dislike of onions.*
30. **stall** *v.* check the motion or progress of; bring to a standstill, e. g.
 a. *The plane stalled just after take-off and crashed on to the runway.*
 b. *Be quick! Stop stalling and answer the question, please.*
31. **sign out** *v.* leave; to record the departure of oneself by signing a register, e. g.
 a. *Most of the students in this college sign out on Friday and return on Sunday evening.*
 b. *Remember to sign in and sign out your email box safely when you are using a public PC.*
32. **veteran** *n.* a veteran (informal form: vet) who once experienced the Vietnam War 越战老兵
33. **naysayer** *n.* one who critically disagrees, e. g.
 a. *Nearly every workplace has them; the naysayer, who dismisses team members' ideas.*
 b. *He is the only naysayer of the proposal.*
34. **white hair** *n.* the hair that is white, especially at the temples, forehead, or back of the head 白发
 Mark Oakman has long white hairs curling up at the back of his neck. He likes helping students by meeting and discussing with them while other teachers mainly rely on the internet, thus making room 401 where he teaches special among chemistry labs.

- confer** *v.* meet in order to deliberate together or compare views, e. g.
 a. *I must confer with my lawyer before I decide.*
 b. *They conferred on the best way of paying off the debt quickly.*
- confess** *v.* type on the keyboard of computer continuously 敲打键盘
- confession** *n.* a full written account 详细书面说明; 书面记录
35. **gruff** *adj.* (informal) a fellow that is harsh in words and experienced (in dealing with students and teaching) 一个言语严厉、经验丰富的家伙
 a. *gruff* *adj.* rough and surly, and often harsh in speech (but does not necessarily suggest rudeness), e. g.
 a. *Beneath his gruff exterior he's really very kind-hearted.*
 b. *His gruff manner made me angry.*
- gruff** *n.* (slang) a fellow; a chap (俚语) 男人; 家伙
36. **opinionated** *adj.* holding stubbornly and often unreasonably to one's own opinions, e. g.
 a. *There is no arguing with him; he is too opinionated to listen to anyone else.*

- b. *Avoid being overly opinionated or you will lose your friends.*
37. Order may be important to progress in one's study or in the career of schools, but another is surely one's stance to describe their futures.
- Quietness (good discipline and orderly school environment) may be a good sign of progress in the underperforming inner-city schools, however, students' positive visions of their futures would be a more significant indicator of school progress.
38. *slack*: *v.* make slower or looser; to be careless or remiss in doing, e. g.
- a. *Don't slack off in your studies.*
- b. *The train slacked off (its speed) as it pulled into the station.*
39. *ascent*: *n.* the act or process of rising or going upward, e. g.
- a. *When oil prices started their frequent ascent, some people stopped using their private cars and turned to buses.*
- b. *Who was the first man to make an ascent in a balloon?*
40. *reform*: *v.* to change or correct a law, system, or institution; *n.* the act of making a big change in an organization or system, especially a government or a social system.
- ...the education reform is not targeted only for the rise of scores, but rather to gain the trust of teachers and students, and to achieve more than in the past...
41. *flutter*: *v.* vibrate or beat rapidly or erratically, e. g.
- a. *My heart fluttered wildly when I was about to make a public speech.*
- b. *The birds fluttered excitedly in the trees.*

Information Surfing

1.1) Laura Pappano

The author of the article Laura Pappano is a veteran education journalist. She is a regular contributor to the *Harvard Education Letter*. This article was published in *Harvard Education Letter* in September/October 2010 in Number 5 of Volume 26. It was adapted from her book, *Inside School Turnarounds: Urgent Hopes, Unfolding Stories* published in November 2010 by Harvard Education Press.

2) Education in the United States

The United States does not have a uniform national educational system. Schools are maintained by states and local governments. All American children are offered free public education for 12 years, called K-12. In most public and private schools, education is divided into three levels:

- elementary school: from kindergarten to 5th grade
- middle school (sometimes called junior high school): from 6th to 8th grade
- high school: from 9th to 12th grade

Higher education (Post-secondary education) in the United States is known as

college or university and commonly consists of four years of study at an institution of higher learning.

3) school reforms in recent years in the United States

The publication of the U. S. Department of Education's explosive report in 1983, *A Nation at Risk: The Imperative for Education Reform*, launched the largest school-reform movement in the nation's history, paving the way for strategies as different as charter schools and federal No Child Left Behind (NCLB) Act.

NCLB has undoubtedly been the most significant component of recent school reform efforts in the United States. The school reform is based on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools. The Act does not assert a national achievement standard; standards are set by each individual state.

The massive reform efforts in the United States have been intended to close two types of so-called achievement gaps in order to deliver a better future for America and all Americans. The first is the gap inside the United States and among the different subgroups of the population; the second is the gap between the United States and other countries.

4) school turnaround

Turning "failing" schools around is a prominent focus of contemporary educational policy. Turnaround is the emerging response to an entirely new dynamic in public education: the threat of closure for under performance. Definitions of "school turnaround" vary. Some include closing schools or hiring new staff members; others don't. Most definitions share the view, however, that what distinguishes a "turnaround" from "school improvement" efforts is that it delivers dramatic improvement within a few years.

5) education community

Education community in the U. S. means teachers or anyone working in the education profession. It usually refers to elementary /primary and secondary /high school teachers, but it could include professors at colleges and universities (referred to as "higher education"). So basically it means anyone working in education.

6) state education watchdog group

Literally, it means an organization or a group of people responsible for monitoring education movements. Here in the article, it refers to ConnCAN (Connecticut Coalition for Achievement Now). It is an American think tank and state-level education advocacy group founded in January 2005, with offices in

Hartford, Connecticut and New Haven, Connecticut. Its stated mission is “building a movement of concerned citizens advocating to fundamentally reform our public schools through smart public policies.” Its major projects include education research reports and issue briefs, ranking Connecticut public schools, parent outreach and education, and legislative advocacy.

7) superintendent for secondary schools

In education in the United States, a superintendent is selected or hired by the school board of the local school district, has executive oversight and administration rights, coordinate and instruct the work of all the secondary schools in the school district. As chief executive officer of the public schools, the superintendent is responsible for carrying out day-to-day decisions and policy implementations.

8) CAPT (Connecticut Academic Performance Test)

The Connecticut Academic Performance Test (CAPT) is an achievement test administered by the Connecticut State Board of Education to public high school students in grade 10 (sophomores). It is intended to gather information necessary to the ongoing improvement of public education in Connecticut. The results of the test show how well students are performing compared to expectations set for all grade 10 students in Connecticut public schools. The test areas include writing, reading, math and science.

The test is designed to: a) establish performance standards for all high school sophomores on a range of skills and knowledge; b) emphasize the application of knowledge and skills in realistic contexts; c) promote better instruction and curricula by providing feedback on strengths and weaknesses of students and of school districts; d) increase the accountability for high school level education.

9) community college

A community college is a type of educational institution. The term can have different meanings in different countries. In the United States, community colleges, sometimes called junior colleges, technical colleges, or city colleges, are primarily two-year public institutions providing higher education and lower-level tertiary education, granting certificates, diplomas, and associate's degrees. The name derives from the fact that community colleges primarily attract and accept students from the local community, and are often supported by local tax revenue. After graduating from a community college, some students transfer to a four-year liberal arts college or university for two to three years to complete a bachelor's degree.

2. (open)

Text Understanding

A. Literal comprehension

1. 1) She prepared to write about positive changes in the schools, but beyond her expectation, positive changes did not occur in the schools. The school realities made her realize that there was a need to report truthfully what was actually happening, whether positive or negative.
 - 2) Hartford, Conn. was an example of negative changes in the school reform as a result of the challenges it encountered. The evidence can be found in the sentences “under Superintendent Steven Adamowski’s leadership, the education community was showing an impatience and a willingness to rethink and redesign the district’s schools”, and “the district closed Hartford Public High School”.
 - 3) They are a similar type of character in implementing school changes. They are both proactive, energetic, goal-oriented and decisive.
 - 4) Adam Johnson was a principal, who believed in the importance of all-school improvement and establishing a good learning environment for all students. He paid close attention to all students’ and staff’s behaviours. His answer to the question was probably that turnaround meant changing the outcome for everyone, not just for those willing to work at it.
 - 5) His approach was different from conventional approaches that examined candidates’ resumes and teaching in simulated classroom contexts. His selection of teacher candidates was based on his observation of teachers’ performance in real-life classrooms, which he believed to be a truthful reflection of the candidates’ professional qualities.
 - 6) Her implication was that reformers should not only focus on test results in the process of reform, but also examine the complexities in the change process. They should provide support to teachers to empower them and ensure their commitment to reform endeavours.
2. 1) T
- 2) F (It turned out to be a complex process which involved complexities and unanticipated problems arising in the process.)
- 3) T
- 4) F (due to the low graduation rate)
- 5) T
3. 1) The change implementation process is by no means straightforward as policy makers idealistically expected. It requires that everyone concerned be active to make continuous changes to improve the status quo.

- 2) She is a small and energetic woman with a high efficiency, and she is never afraid of challenging conversations.
- 3) The problems arising in the academy, which was based in a building with two other schools were not simply confined to pedagogical ones concerning teaching. There were other problems such as the school culture.
- 4) What he noted down in his notebook conveys a real picture of what happened in the school turnaround reform at the school and classroom level.
- 5) Quietness (good discipline and orderly school environment) may be a good sign of progress in the underperforming inner-city schools, however, students' positive visions of their futures would be a more significant indicator of school progress.

B. Inferential comprehension

1. The two assistant superintendents were activists in implementing school turnaround reforms. They were proactive, decisive and determined to carry on with their efforts despite various obstacles in schools.
2. The purpose of writing about Terrell Hill was to depict an epitome of school principals who were playing an important role in school reforms. Terrell Hill was down-to-earth. His evaluation of teachers was based on first hand knowledge gained through classroom observation. He expected teachers' understanding of and their commitment to his vision of education.
3. She was objective as a journalist in reporting what she had observed in schools without any scenes being distorted.
4. The author was initially simple-minded and idealistic about the school turnaround reform and expected to report positive results arising in schools. Her visits to the schools allowed her to obtain first-hand knowledge of the real situations in schools. She realized that reformers should value not only test results as indicators of progress, but also improving the overall school environment to improve students' well-being. Subsequently she was realistically positive and well prepared for the complicated process of school reform.

C. Text awareness

1. Her writing was generally descriptive with its focus placed on what was really happening in schools. The tone of writing was objective, however, her intention was clearly reflected from her choice of schools, teachers and students in her report.
2. The subtitles were important signposts that help readers follow the author easily. They effectively convey to the readers the major focuses of the report, and the authors' standpoint as well.
3. The author deliberately employed this strategy to serve her purpose of truthfully reporting what she witnessed in schools. The subtitles effectively raise critical issues