

大学学术英语 读写教程 (下册)

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

Student's Book
学生用书

编

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English for Academic Purposes 总主编 夏纪梅

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编著 Peter S. Gardner

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NEW DIRECTIONS

AN INTEGRATED APPROACH
TO READING, WRITING,
AND CRITICAL THINKING

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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

NEW DIRECTIONS

AN INTEGRATED APPROACH
TO READING, WRITING,
AND CRITICAL THINKING

PREFACE

AUDIENCE

New Directions: An Integrated Approach to Reading, Writing, and Critical Thinking is designed for advanced ESL/EFL students who are preparing for study at an English-speaking college or university. The book can also be used by those wishing to improve their English for personal and/or professional purposes. An interactive, content-based reader, *New Directions* is geared toward helping nonnative speakers of English meet the demands of reading and writing assignments in undergraduate courses, and can be used in both intensive and nonintensive settings. The book is appropriate for ESL students and native speakers of English in college courses that stress the connection between reading and writing.

OVERVIEW

New Directions is a thematically based, integrated skills reader designed to bridge the gap between ESL and college content courses by providing reading and writing assignments representative of *real* college courses. Many nonnative speakers of English experience a large leap when moving from the relatively short readings in most ESL/EFL texts to the long selections in college texts for native English speakers. To help prepare students for the large amount of complex reading they will be doing in college courses, *New Directions* provides a number of long, challenging college-level readings and activities that encourage holistic and synthetic reading strategies. The book focuses on the higher-order cognitive skills of inference, interpretation, evaluation, synthesis, and application that students will need in order to think and write critically about the substance, meaning, and purpose of readings in their college courses.

Rather than emphasizing “skill areas” in isolation, *New Directions* stresses the

critical reading strategies that will help students interact with texts and construct meanings. Although the book is content-based, it does introduce one key reading strategy per chapter — practiced within the context of the chapter readings. (The strategies in the first four chapters might better be called “reading/writing” strategies, as they apply equally to both processes.) *New Directions* thus provides an alternative to the large number of tightly controlled, skill-focused texts. Through extended, integrated reading, writing, speaking, and listening activities, students learn to generate hypotheses, argue, analyze critically, distinguish between different types of writing and purposes for reading, identify a writer’s point of view and tone, interpret a writer’s meaning inferentially as well as literally, discriminate between opinion and fact, detect fallacies in reasoning, reach conclusions and judgments based on supportable criteria, and propose new ideas.

As the title suggests, *New Directions* challenges students to expand their horizons — to question their own cultural preconceptions and to reinterpret old habits, views, and biases (their own as well as those of others). Through its multicultural readings and stress on the social and cultural forces shaping human experience, students gain an appreciation of cultural diversity. Thinking about old things in new ways and new things in new ways, students learn about themselves and the world around them.

IMPORTANT FEATURES OF THE BOOK

- Thematically organized chapters with multiple readings, allowing students to explore subjects in depth from a variety of perspectives
- Development of advanced thinking skills — inference, interpretation, evaluation, synthesis, and application
- Acquisition of reading and writing strategies in interrelated and realistic contexts
- Focus on reading skills within the context of chapter selections — identifying main ideas and supporting details, identifying a writer’s purpose and tone, summarizing and paraphrasing, appreciating figurative language, and guessing the meaning of unknown words and expressions from their context
- Large number of authentic multicultural readings, including textbook excerpts, articles, essays, short stories, and poems
- Questions that encourage critical thinking and student interaction with the content of readings
- Variety of writing activities, including journal entries; short, structured exercises; and essay assignments
- In-depth vocabulary development in realistic contexts

- Collaborative tasks, including interviews, debates, role plays, and group presentations
- Appendices that explore the writing process, outlining, summarizing, paraphrasing, transitional words and phrases, context clues, and evaluating a piece of writing
- A glossary explaining the literary, rhetorical, and grammatical terms used in the book
- A Teacher's Book providing detailed information

READINGS

New Directions contains twenty-five authentic college-level readings of varying length. The selections are interdisciplinary — from such fields as sociology, linguistics, psychology, and international relations — and include excerpts from college texts, newspaper and magazine articles, personal essays, short stories, folktales, and poems. In addition, there are four cartoons. Provocative and challenging, the readings are diverse in subject matter, aim, voice, style, tone, rhetorical technique, and degree of complexity/abstraction and represent a balance of descriptive, narrative, expository, and argumentative writing. Most of the pieces are written by contemporary American authors of different ethnic backgrounds, including African, Asian, Greek, and Jewish, and three are by writers from India, France, and England. (For lack of a more precise term, the word *American* is used throughout the book to refer to someone from the United States.) A conscious effort has been made to include an equal number of female and male writers. Although most of the selections focus on cultural patterns in the United States, several explore prominent values, beliefs, and practices of other countries. Throughout the book, students are encouraged to compare the cultural patterns discussed in the readings with those of their native country. All of the readings have biographical headnotes and footnotes. (Footnotes include words and phrases that would be difficult for students to understand from the context or find in a dictionary. Footnotes also explain cultural/historical references they would unlikely be familiar with.)

ORGANIZATION

New Directions is divided into five thematically based chapters, each introducing

one important reading skill. The chapter topics were selected because of their relevance and interest to most students. The skills were chosen because of their stress on the comprehension of both literal and nonliteral (inferential) meaning.

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

- Chapter One: “Cross-Cultural Communication” (skill: identifying main ideas and supporting details)
- Chapter Two: “Stereotyping and Discrimination” (skill: identifying a writer’s purpose and tone)
- Chapter Three: “Gender Roles” (skills: summarizing and paraphrasing)
- Chapter Four: “Work” (skill: appreciating figurative language)
- Chapter Five: “Education” (skill: guessing the meaning of unfamiliar words and expressions from their context)

Each chapter begins with a brief introduction describing the major theme of the chapter, the central questions raised in the readings, and the content of each selection. There is also a list of short quotations relating to major issues raised in the chapter.

Each chapter has three core readings of various length (with a balance of academic pieces, personal essays, and short stories) and three or four additional short selections (in most cases, an article, poem, and cartoon). The first two core readings in each chapter have a full selection of pre- and postreading activities. The third core reading has only prereading activities, a reading journal entry, and a vocabulary exercise. The additional readings have no activities. These extra selections — which can be read in or out of class — allow students to explore issues in greater depth and apply the skill learned earlier in the chapter.

The pedagogical apparatus for the first two 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 section “Making Connections” appears at the end of each chapter.

- Prereading Activities

In this section, students write journal entries about topics relating to the readings, make predictions about the content of the selections, respond to brief quotations, agree and disagree with statements, and discuss issues in small groups. These activities encourage students to examine their own views, helping them better understand, analyze, and take issue with perspectives reflected in

the readings.

- **Reading Journal**

After reading a selection, students write an entry in their reading journal. These entries include discussions of specific topics relating to the readings, interpretations, points of agreement and disagreement with the authors, likes and dislikes, and personal experiences and observations.

- **Meaning and Technique**

These activities help students understand the main ideas in the readings and the manner in which they were written. In this section, students learn to think critically about such aspects of writing as purpose, audience, point of view, tone, style, and rhetorical strategy. The reading skill introduced in each chapter is taught and practiced in this and the following section.

- **Drawing Inferences**

Whereas the previous section focuses on understanding meaning literally, this section helps students interpret meaning inferentially. The activities in this part encourage students to read between the lines — to use the hints and suggestions a writer provides to understand the unstated meaning of a passage. By focusing on the author's ideas and their own responses and experiences, students are drawn into the fabric of the text.

- **Vocabulary**

This section helps students develop their vocabulary by using words and expressions in realistic contexts. Rather than just filling in blanks and matching words with definitions, students actively use vocabulary in formal and informal contexts. The vocabulary exercises include work with phrasal verbs, other types of idioms, parts of speech, synonyms, context clues, word parts (prefixes, roots, suffixes), paraphrasing, figures of speech, and denotations and connotations.

- **Discussion and Debate**

These activities help expand the critical context of the readings by encouraging students to search for connections between the ideas in the selections and their own lives, to take issue with the opinions expressed by the authors (and by classmates), and to interact with sources of knowledge outside the classroom. The activities in this section focus on cross-cultural similarities and differences and include group discussions, debates, role plays, oral reports, interviews, library research, and community-related projects, such as trips to stores, museums, and schools.

- **Writing Activities**

These activities consist of two short writing exercises, such as summaries,

case studies, letters, and paragraphs written in different tones, and longer assignments, including essays, narratives, speeches, and research papers. One of the short exercises is always collaborative. Although the focus of the activities in this section is on expository and argumentative writing, students have ample opportunity to write in descriptive and narrative modes. The writing assignments engage various rhetorical strategies, and most are based on personal experience and observation.

- **Making Connections**

This section, appearing at the end of each chapter, includes activities that can be used for both writing assignments and class discussions. The activities help students to synthesize the information presented in the chapter — to combine facts, ideas, and beliefs to form their own opinions and judgments about issues. In this section, students compare and contrast chapter readings and their own experiences and observations. In addition to reviewing the main ideas of the chapter selections, students practice the reading skill learned in the chapter by applying it to the additional readings.

A Note to the Teacher

Because the subjects and skills in this book are not presented in any particular sequence, the chapters can be read in *any* order.

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PETER S. GARDNER

*To my mother and father ,
who've taught me how to listen*