

全 息 美 国 英 语 教 程

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华 章
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英 语
.....
系 列
.....
教 材

(美) Cheryl Wecksler 著

到 美国 上大学 — 成功技能

Study Skills
For Academic Success



本书另配有磁带一盘



机械工业出版社
China Machine Press



华章英语系列教材·全愈美国英语教程

Study Skills For Academic Success

到美国上大学

——成功技能

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Cheryl Wecksler: Study Skills For Academic Success.

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欢迎使用“全息美国英语教程”！语言学习的过程可以看作是学习者在创作一篇日臻完善的华美的文章。这篇文章由许多方面组成，如：听、说、读、写技能；教师的水平、愿望、需求；学生的背景以及第二语言习作的基本过程等等。当所有这些因素和谐地起作用时，学习者就能创作出一篇绚丽多彩、精美绝伦的华章。而这正是二十一世纪语言学习最大的特点和目标——使学习者能充分展示自己的才华和语言天赋。“全息美国英语教程”是华章英语系列教材的一部分。“全息美国英语教程”包括：听说、阅读、写作、语法、词汇、商务英语、科技英语、文化交流等，按6个层次从易到难编排：

- 初级 (Beginning)
- 中初级 (Low Intermediate)
- 中高级 (High Intermediate)
- 高中级 (Low Advanced)
- 高级 (High Advanced)
- 过渡级 (Bridge)

(过渡级高于高级，旨在帮助学生能象讲母语一样自如地运用英语进行沟通交流。)

“全息美国英语教程”是在同一语言学与教学法理论指导下编写的，使用者可以在教学中根据自己的需要选用其中部分教材。

“全息美国英语教程”主要是针对那些非英语国家ESL学生的需求编写的，它能适应英语专业、英语特色学校和广大自学者的各种不同需求。通过使用“全息美国英语教程”，学习者可以自然地使用英语，达到**流畅性与精确性的完美结合**。

“全息美国英语教程”教学原则



赋予学习者学习能力

在“全息美国英语教程”学习环境里，学习者处于积极状态，并能逐渐地发展自己的语言技能与文化能力。这种自主性会产生更好、更快的学习成效。在某些教材里，学生被训练成被动的学习者，但“全息美国英语教程”会使他们从被动状态中解脱出来。它提供了生动有趣的材料，多彩引人的活动，个性化的自我评估任务，同学之间相互合作的学习活动，以及有效的学习技巧等等。这些都有助于自主性的学习。

学习过程是学习者获得能力的过程，也是对教师不断提出新的要求的过程。教师变成了信息提供者，实际活动的参与者、诊断者、指导者和帮助者。在这种原则指导下，教师可自由发挥其创造性，学生则成为更自主的学习者。

帮助学习者改进学习策略与技巧

学习策略与技巧是学习者用来强化学习效果的行为或步骤，比如说做笔记、练习、分析词语、寻找一个对话练习伙伴、使用背景知识，以及控制焦躁情绪等等。这种技能有上百种，成功的学习者依据他们自己的学习风格，使用最为有效的学习策略与技巧。他们可按某一语言学习任务的需要，灵活地应用相应的策略。相反，不太成功的学习者的学习技巧与策略往往是杂乱无章的，临时抱佛脚式的。

所有学习者都应了解并掌握广泛的学习技能与策略。他们都需要进行有系统的训练，以便能根据不同任务采用相应的策略。“全息美国英语教程”把语言活动与对语言学习技能的综合训练有机地交织在一起并在此方面独树一帜。这些学习技能在“全息美国英语教程”中分为八个部分。

形成概念

形成个人学习风格

记忆新材料

协调自己的学习

理解情感

克服局限

验证假设

与他人共同学习

最有用的技能与策略有时重复出现，并用“很有用，学习策略……”（在页边）作为标志，以提醒学生实践他们已见过的某一学习策略。这种往返重复突出了学习策略的价值，提供了更多的练习机会。

承认不同学习特点与风格并有效地兼顾到各种学习者

学习者个人学习风格不同（如：视觉型、动手型、反馈型、冲动型、分析型、总体型、封闭型、开放型等等），在外语学习环境中，学习者来自完全不同的文化背景，不同的学习风格与特点可能会产生不同的学习效果。与其他绝大部分教材不同的是，“全息美国英语教程”由于提

供了具有较强的针对性和趣味性的练习，从而满足了不同学习风格的学习者的各种需求。在使用任何一本“全息美国英语教程”时，你都可以发现书中的材料与活动适应不同的学习风格。这套系列教材是在教育学与心理学研究的最新理论指导下，依据丰富的材料与活动而设计的。

提供真实的、有意义的交际活动

学生需要接触在真实而有意义的交际中所使用的语言。他们应参与真实性的交际活动，以激发他们想要或需要用英语去读、写、说、听，而且，为使交际活动更为有效，交际活动应围绕学习者感兴趣的主题展开，比如：家庭关系，如何适应新教育体系，个人健康，在陌生的国度如何尽快建立友谊，政治变迁，环境保护等等。同时，我们把它们编辑成学习者喜闻乐见的语言活动和练习。这种练习活动有具体的任务、明确的目标、可操作的材料，使学生特别感兴趣，而且活动效果很好。

理解和欣赏不同的文化

许多英语教材中重点突出的是“新”文化，也就是学生将要学习的文化。这里隐含的信息是学外语的学生应该只学习目标文化，没必要进一步理解自己的文化。这样，一些学英语的学生会感到自己国家的文化在这个“新”国家里不受重视。

“全息美国英语教程”为学习者提供了对北美文化清晰易懂的入门介绍，与此同时，它对外语课堂中存在的各种不同的文化平等相看。“全息美国英语教程”的学习者在学习语言的同时有大量的机会接触、熟悉北美文化，也能够更好地从不同角度理解本国的文化。

语言技能合成

语言的交际绝不限于某一技能。把英语作为第二语言学习的学生应学习（或多或少的）所有四种语言技能：读、写、听、说。他们还应强化语法能力，以及社会用语敏感度，并在遇到“语言障碍”时知道如何应付。

研究表明同时学习多种语言技能比只发展单项语言技能更有效，因为运用几种功能的学习活动会强化学习，有助于记忆。因此，“全息美国英语教程”采用综合技能学习法，比如，阅读课在强化阅读技能的同时，还注重培养其他技能，以使学习者的语言能力均衡发展。

当然，许多强化性的外语教学项目都按单项技能区分课程（如：阅读课），最多按两种综合技能区分课程，（如听说课等），“全息美国英语教程”的各分册完全适应这种传统格局，并在每册都清楚地标明所强调或重点涉及的语言技能。

语法分布在“全息美国英语教程”系列的各册之中，但也为学生单出了一套语法书《“全息美国英语教程”——英语语法教材》，并且每册都有一本语法《练习册》，从而形成了“全息美国英语教程”语法系列。

“全息美国英语教程”的其他特点



试用点机制

教材仅有引人入胜的活动、漂亮的插图和精美的装帧是不够的，使用者应了解这些材料是否被使用过、是否具有使用价值。许多外语教材只是在少数地方使用过，甚至只在作者的班级

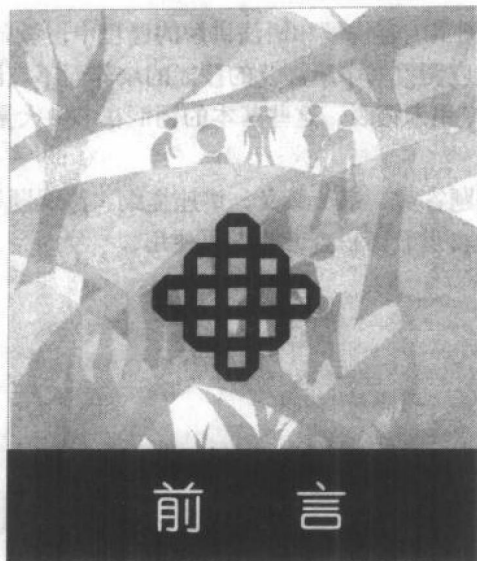
中使用过，而海林出版社(Heinle & Heinle Publishers)在北美建立了“全息美国英语教程”使用网。目前，有40个左右的教学机构作为试用点。这些机构试用新教材，并提出修改意见。

结束语



我们高兴地欢迎大家学习“全息美国英语教程”！希望“全息美国英语教程”的理论和“全息美国英语教程”的每一本书能给你带来力量、信心和欢乐。“全息美国英语教程”的使用者一定会写出自己英语学习的绚丽华章，而我们大家共同的努力也一定会使英语学习在中国出现更加灿烂的华章。

张连仲 编译



《到美国上大学——成功技能》(Study Skills For Academic Success)是专为准备就读于美国大学的学生而设计的一本由中级水平至高级水平的教科书。本书的目的在于向学生介绍在典型的大学课程中他们所必须完成的一些工作，并且提供给学生在大学学习过程中所必备的技能 and 策略，通过学习本书学生们将学会如何利用大学所提供的各项服务以及使用图书馆。他们还将学习阅读大学教材，聆听有关的讲座，并且接受有关的测试。本书各章着重培养三个基本的学习技能……学会阅读各种类型学术作品，学会倾听各种讲座并做笔记以及学会准备各种考试。学生们将学习各种单独的技能，并在大学学习过程中将之综合运用。

本书采用的材料真实可靠，阅读材料来自于未经简化的原版大学课本或是大学生们所必须熟知的材料。学生们聆听各种学术讲座，参加讨论，并从中学会摘记所需的重要内容。写作技能包括回答论文考试的各种问题，总结并且对各种阅读、讲座以及讨论议题做出反应。口语技能则侧重培养学生在课堂上能确切表达的能力以及参加各种课堂讨论、演讲的能力。学生们还将获得参加客观性和主观性考试的应试经验、技能。

取得学习成功是一个积极的过程。为配合本书所介绍的各种技能，我们配以多种多样的实践练习。所有的习题都是以学生为中心的，所有的语言技能又是融会贯通的。为取得在美国大学学习的成功，本书着眼于培养每一个学生所必备的素质。大量练习要求学生独立或相互协作完成，并且积极地总结如何才能出色地完成一项任务。本书帮助学生们顺利地由“以英语为第二语言”的课堂过渡到美国大学课堂。

致教师

各章开始都简要地列出了本章学习目的和讨论问题，以便帮助学生为本章以后的学习内容做好准备。书中的练习提供给学生实际操作的经验，帮助他们提高学习技能，以便为大学学习做好准备。所有的章节均以总结结尾，将所涉及的学习技能分为两部分：“你所应具备的”和“课堂所需要的”。这样做的目的在于使学生明确要取得大学学习成功所应具备的素质和技能。

VIII

阅读材料见附录A。在侧重内容讲解和语法讲解的课程中，教师可以使用一些自己的阅读材料、讲座和测试题。课程应侧重书中所涉及的技能的培养而不应淡化这一目的。

附录B是大学和图书馆专用术语表。这些基本的词汇在书中大量运用。学生们也可运用该词汇表作为一个参考资料。

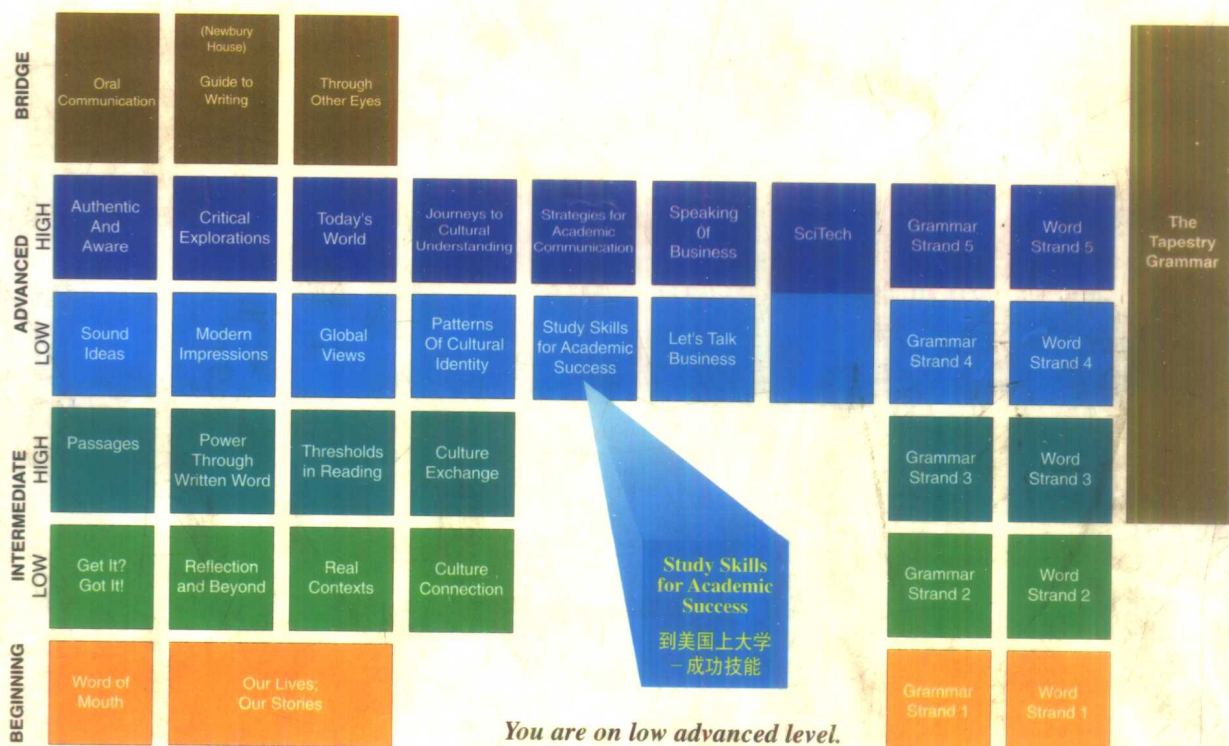
学习指导的内容包括习题答案、章节释义、讲座提纲、测试题等，同时，书中还包括一个标准的教学大纲和评估表格供教师检查教学效果使用。

何建国 译

TAPESTRY CURRICULUM

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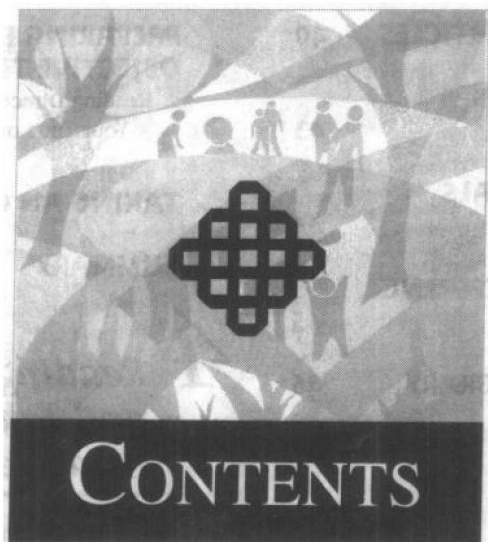
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Beginning the Academic Year

1

CHAPTER





INTRODUCTION

In this chapter you will:

- think about taking responsibility for your academic success.
- learn where to go to get help on campus.
- analyze your goals and study habits.
- use a college catalog.
- understand a course syllabus and the requirements of a course.
- manage your course load and your time.

The beginning of the academic year in a new college or university is always an intimidating experience. It's helpful to become familiar with the school and the services that it offers before you begin your classes. You'll be able to concentrate on your work more fully once your classes begin. In this way, you can get your semester off to a strong start.

Discuss the following questions with your classmates.



1. How did you feel when you arrived at this school? Were you lonely and confused, or did you feel comfortable and confident? Explain.
2. Do you feel that you have a clear set of goals? What are they?
3. Do you know where to go on campus to get answers to your questions? Give some examples of campus services with which you are familiar.
4. Do you think you have good study habits? Why or why not?
5. Do you have trouble keeping up with your school work? Explain.



TAKING RESPONSIBILITY

In college, you are on your own, and you have to take the initiative to solve your own problems. Many people on campus are ready and willing to help you, but you have to know where to go to get their assistance. If you are on a large campus, learn your way around right away. Check the information center and bulletin boards for information about tours and orientation activities for new students. You should learn your way around campus and about services offered to students before your classes begin. You'll be too busy after your classes start.

LEARNING YOUR WAY AROUND



EXERCISE 1.1

Directions: If you are on a large campus, get a campus map. If you were involved in an orientation program, you might find a map in your orientation packet. If not, use the map in your college catalog or pick one up at the information center on campus. Locate the following places on the map:

- The building where most of your classes are held
- The building where your program's offices are located
- The library (or libraries)
- The cafeteria (or cafeterias)
- Student health services
- Administrative offices
- The foreign student advisor's office
- The bookstore
- The gymnasium
- Recreational facilities (pool, tennis courts, etc.)
- The dormitory (or dormitories)
- The information center or information booths
- The parking office

If you can't find these places on your map, ask your instructor for help.

EXERCISE 1.2

Directions: Once you have located these places on the map, go for a walk on campus to find each of the locations listed in Exercise 1.1. While you are walking around campus, answer the following questions and complete the following tasks.

1. Are your English language classes held in the same buildings that the regular university classes use, or does your program use a separate building?
2. Go into the library. What do you see in the entrance area? Are there any brochures or maps in this area? If so, pick up a map of the library.
3. Go into the student health services office. Are there any brochures or pamphlets available? If so, pick up one or two which you think would be interesting or useful.
4. What time do the cafeterias open in the morning? Are they open on the week-end?
5. Look around the cafeteria and the bulletin board areas. Can you find any brochures, pamphlets, flyers, or newspapers nearby? Pick up anything that looks interesting to you.
6. Go into the bookstore. What is sold there besides other than books?
7. What kinds of recreational facilities are on campus? Are rules and regulations posted outside these facilities? What are they?

Threads
Harvard College,
founded in 1636, was
the first American
college.

*The World Almanac and
Book of Facts, 1994*

While you are walking around the campus, you'll notice that there is information all around you. Pick up some of the brochures and pamphlets that you find and read them. Read the information posted on bulletin boards throughout the campus, and pick up the student newspaper on a regular basis. Important information about services and events on campus is available in many places. Get into the habit of looking for this information.

EXERCISE 1.3

Directions: After you return, report to the class on what you learned on campus. Look at the printed material that you picked up. Choose something that you find interesting and summarize its contents for your classmates.



GETTING HELP ON CAMPUS

If you need extra help, guidance, or basic information at any time during the academic year, you can go to a number of places on campus. Student services vary from campus to campus. Check your catalog or campus directory to find out what services are available. All you need to do is make an appointment. Some of the people who can help you and the services they offer are listed below.

- **Students** who have already taken courses and are more familiar with the departments and professors than you are can give you valuable advice about specific courses and professors.
- **Professors** can answer questions about their departments and the courses they teach. Go to see your professors during their office hours.
- If you need help choosing a major, or if you need more information about the requirements of your major, you can see an **academic advisor** or talk to a **faculty member** in that department.
- If you have questions about your visa or any other immigration matter, see the **international student advisor (foreign student advisor)**.
- **Career services** or the **placement office** can sometimes help you find a part-time job on campus while you are a student. They can also advise you in identifying and pursuing career goals or graduate studies goals.
- If you need extra help in specific subjects, many colleges and universities offer programs where students can get individual or small-group instruction (**writing centers, math centers, reading centers, etc.**). Many schools offer **tutorial programs**.
- Many schools offer workshops designed to help students relax and cope with their heavy work load. If you feel you need help in these areas, look for **stress reduction workshops** and **test anxiety workshops**.
- Look in your college catalog under **Campus Services, Student Services, or Student Affairs** to see what else is available at your school. In addition to meeting your academic needs, schools generally provide information in many nonacademic areas, such as financial aid, recreation, clubs, housing, and travel.