



普通高等教育“十五”国家级规划教材  
TARGET: ENGLISH FOR HIGHER EDUCATION

大学目标英语

ACADEMIC ENCOUNTERS:  
LIFE IN SOCIETY  
(Reading, Study Skills, Writing)

教师用书

# 高年级英语读写

——学术英语初探

Kristine Brown & Susan Hood 编著

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江苏工业学院图书馆  
藏书章

**图书在版编目(CIP)数据**

高年级英语读写: 学术英语初探/(英)布朗(Brown, K.), (英)胡德(Hood, S.)编. —上海: 上海外语教育出版社, 2005

(大学目标英语)

教师用书

ISBN 7-81095-699-X

I. 高… II. ①布…②胡… III. ①英语—阅读教学—高等学校—教材②英语—写作—高等学校—教材  
IV. H31

中国版本图书馆 CIP 数据核字(2005)第 046876 号

图字: 09-2004-388 号

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 王冬梅

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印 刷: 上海华业装璜印刷厂

经 销: 新华书店上海发行所

开 本: 787×960 1/16 印张 9.75 字数 230 千字

版 次: 2005 年 9 月第 1 版 2005 年 9 月第 1 次印刷

印 数: 3 100 册

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书 号: ISBN 7-81095-699-X / H · 272

定 价: 14.50 元

本版图书如有印装质量问题, 可向本社调换

## 出版说明

根据教育部《关于“十五”规划高等教育教材建设与改革的意见》(2002年)中“编写具有质量上的突破的高水平教材”和“加强国外教材的引进工作”的精神,我们规划设计了《大学目标英语》(Target: English for Higher Education)教材系列,并成功通过普通高等教育“十五”国家级规划立项。该项目从剑桥大学出版社引进四本最新出版的精品教材《高年级英语读写:学术英语初探》(Academic Encounters: Life in Society),《高年级英语读写:多元文化思辨》(New Directions: An Integrated Approach to Reading, Writing and Critical Thinking),《英语学习方法》(Study Tasks in English),《高年级英语听说》(Academic Listening Encounters: Listening, Note Taking and Discussion),分别作为思辨性读写、交际化听说和任务型学习的“教学资源”。项目组对其中两本教材进行了教案加工,其目的在于:力求实现大学英语课程与人文通识教育的有机结合,同时使教师在使用高质量教材的过程中达到“教学相长”的目的。

### 指导思想

本教材以《大学英语课程教学要求(试行)》(2004年)制定的教学性质和目标为指导思想,即“大学英语教学是高等教育的一个有机组成部分”,“是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容”,“以提高学生的综合文化素养”。因此,本教材综合贯彻“三育”:高等教育、外语教育、人文通识教育(或称博雅教育或素质教育);充分体现“四性”:时代性、思想性、工具性、人文性;力争实现“五结合”:语言知识与语言功能相结合,语言学习与文化学习相结合,语言能力与交际能力相结合,语言培养与素质培养相结合,语言应用能力与社会生存能力相结合。

### 课程目标

现代高等教育和外语教育的发展趋势是以学生为中心,以方法为导向,以创新能力、思辨能力、处理问题的能力、自我发展的能力和国际文明人为培养目标。本教材以此为课程目标,将学生培养成为会思考、会学习、会应用、会生存、会自我发展和可持续发展的人才。

## 课程特色

**理念明晰：**以人为本，以学生为中心，以方法为导向，以交际为目标；关注学习过程，强调语境应用；视语言为符号、工具、技能、媒介、行为和文化设计教学，视学生为社会人、交际人、文化人，视学习为认知、感悟、体验、反思、归纳等行为过程开展教学。

**方法新颖：**综合应用和多品种交替使用现代教育提倡的主题法、功能法、难题法、任务法、案例分析法、角色扮演法、过程法、合作法、互动法、归纳法、交际法、语境法、对比法、卷入法、反思法、“头脑风暴”(brainstorm)、“在干中学习”、“师生合作”等。

**内容广博：**涵盖了世界最新、最多样、最广泛的人文社科知识，人类共同的关注点，关乎生存质量的常识，多学科科学家的观点等。例如，取材来自1995年以来的英美大学经典讲座、新闻媒体报道或评论、精选文学作品等材料；事件涉及世界五大洲；课文作者有学者、作家、教授、社会工作者、明星、普通人等；思维空间开阔，有正论、争论、驳论、议论等；学科视角广泛，涉及社会语言学、应用语言学、教育学、心理学、交际学、语用学、民俗学、人类学、社会学、经济学、传播学、性别学、人生哲学、环境科学、信息学等领域；主题鲜明，分类相对集中，主要涵盖跨文化交际，涉及文化定义、文化差异、文化成见、文化冲突、文化沟通、文化交融、中西文化差异等；人生教育，涉及与现代社会生存相关的人际交往、团队合作、教育性质与意义、工作种类与意义、人生价值与意义、传媒功能与意义、社会变迁特征与适应、信息技术对人类生存方式的影响、犯罪问题、性别问题、环境问题、行为问题、人口问题等话题。这样的课程内容把英语学习与培养积极的、批判的、深层的思考能力和思维方式有机地结合起来，使学生既了解现代社会特征，又了解中西文化的不同与差异，为他们日后进行国际交流打下扎实的基础。学生学到的不仅有英语语言和英语文化，更有超越延伸的比较文化、国际文化、人生文化、社会文化。学生不仅知识面扩大了，而且灵魂得到升华，整体素质得到了提高。

**体系独特：**引进版原封不动，原汁原味。与传统教材体系的区别在于：改介绍语法知识为介绍修辞知识，变语言知识的系统性为人文知识的通识性，改语言形式练习为语言功能应用型任务。本土加工版与原版相匹配，为教师提供深化和细化了的教案，对学习行为、交际行为、社会行为和思考能力、交流思想能力、表述思想能力进行系列设计。具体包括：明确单元学习目标，分为语言能力目标、学习能力目标、生存能力目标。前两项属于工具性目标，后一项属于素质目标。提供热身或导入活动，结合课文主题，联系学生实际，刺激建立“信息沟”或“观点差”，引发学习动机。补充背景知识，包括历史人物、事件、专有词等。对课文逐段提问，引发批判性思考、反思性思考，帮助深层理解，建立读者与作者的思想交流或交锋。设计多种语言活动，例如语境造句、问题讨论、专题辩论、采访、调查、报告等。列出生词和符合上下文的词义；设计与主题相关的词汇档案；引导词汇应用；组织归纳要点；布置课堂内外任务；提供相关网址以便进一步扩充学习等。本土版教案与传统教师用书的区别在于，教案不限于提供练习答案，不拘于词语注释例句，对课文的学习从重分析语言形式

转为重分析语篇意义,检测学生接收事实信息的准确性,也启发学生从多角度理解作者观点、立场和意图,将学生的注意力从理解语言表层信息转为领会深层信息;同时注重语言的正确用法,更注重语言的语境应用。引进的四本教材有主有副,有听说,有读写,有知识,有技能,还有策略、人文性和工具性,可供课内课外使用。

## 教学对象

高等学校非英语专业学生。

## 水平定位

起点在普通高中七—八年级英语水平,相当于英语国家 ELT 惯常所指的 intermediate level;终点达到大学英语更高要求,相当于欧洲语言测试联合委员会 (ALTE: Association of Language Testers in Europe) 制定的英语五级标准中的四级 (ALTE/Cambridge Level 4: Certificate in Advanced English)。

## 教学计划

本教材不按传统的语言知识体系编排,因此完全可以不按单元次序教学。随着学生自主学习意识的加强和能力的提高以及任务教学法的实施,教材内容不必全部在课堂内完成。四本引进教材中,《高年级英语读写:学术英语初探》和《高年级英语读写:多元文化思辨》两本做主干教材,侧重阅读、讨论、思考和写作,为人文性教材;《高年级英语听说》和《英语学习方法》两本做辅助教材,侧重听力、笔记和学习策略,属于操作性教材。《高年级英语读写:多元文化思辨》课文较长,难度较大,语言水平比《高年级英语读写:学术英语初探》高一层次。两本主干教材所提供的教学量均够一学年使用。

## 编写队伍

本系列教材中,《高年级英语读写:学术英语初探》教师用书补充教案由夏纪梅主编,冯芃芃和邓志辉参编;《高年级英语读写:多元文化思辨》教师用书补充教案由夏纪梅主编,何玉梅和辛枝参编。全稿编写过程中曾由美国外语教学专家 Eddie McGee 和 Herbert Pearson 审阅。

本系列教材的立项得到教育部高教司的关心和重视,在策划、引进、编写和出版的全过程中得到上海外语教育出版社和剑桥大学出版社的支持,在此一并致谢。

夏纪梅

2005年7月

# Introduction

This Teacher's Manual 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 Manual 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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# Belonging to a Group



## Unit title page (Student's Book pg. 1)

Make sure students understand the meaning of the unit title.

Ask them to look at the picture and think about how it relates to the unit title.

Give students time to read the unit summary paragraph and check to make sure they understand the areas the unit will cover. Be sure students understand that the focus is on the influence of groups rather than on the groups themselves.

## Previewing the unit (Student's Book pg. 2)

Draw students' attention to the task commentary box. Discuss the importance of previewing for both understanding the content of a textbook unit or chapter, and for understanding its organization.

## Chapter 1: Marriage, Family, and the Home

- 1 After students have discussed the meanings of the terms with a partner, have them share their understandings with the class. At this point, students may volunteer information about types of families and households in their countries. Give a little time to such a discussion, if it arises, but keep in mind that there is opportunity for students to discuss this later in the chapter in "Thinking About the Topic" on page 4, Task 4 on pages 9 – 10, and "Thinking About the Topic" on page 11.
- 2 Give students the opportunity to share both the child behaviors they have listed as good and the methods of teaching these behaviors. Interesting and amusing differences often arise with this topic if you have a culturally mixed class.



## **Chapter 2: The Power of the Group**

- 1 After students have looked at and discussed the pictures, encourage them to talk about why people do not do these things (if the behaviors are not common in their country), or to talk about what groups in their country can be found playing chess, shaking hands, or eating in the street.
- 2 You may need to prompt students to think beyond the obvious here. For example, encourage them to think about their friends and acquaintances and consider through what sorts of connections or activities they have gotten to know them. Some possible responses may be family; church; neighborhood; school, college, or university; sports or other interest group; gender; age; nationality; home town or city; urban or rural origins; ethnicity or language.