



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

STUDY TASKS IN ENGLISH

教师用书

# 英语学习方法

Mary Waters & Alan Waters 编著



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## 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”,“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”,“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、文学作品精选等材料；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、交流思想的能力、表述思想的能力进行系列设计。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《大学英语课程教学要求》的“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

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# CONTENTS

<i>Acknowledgements</i> .....	v
-------------------------------	---

## Part 1 Introduction

A Main features of <i>Study Tasks in English</i> .....	2
B Overview of contents .....	4
C Unit structure .....	5
D Getting the best out of <i>Study Tasks in English</i> .....	6

## Part 2 Teacher's Notes

Unit 1 How do I learn? .....	12
Unit 2 Thinking it through .....	16
Unit 3 Asking critical questions .....	24
Unit 4 Finding information .....	31
Unit 5 Taking and making notes .....	38
Unit 6 Coping with extended English .....	42
Unit 7 Taking part in discussions .....	48
Unit 8 Getting started on writing .....	53
Unit 9 Getting the writing right .....	61
Unit 10 Coping with research .....	69
Unit 11 Getting to grips with assessment .....	76
Unit 12 Transportation in urban areas .....	80
Unit 13 Crime in the modern world .....	83
Unit 14 Communication and the media .....	85
Unit 15 Study in an academic context .....	88

## Part 3 Tapescripts

.....	91
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# PART 1

## Introduction

*Study Tasks in English* is intended to enable non-native speakers of English, of intermediate level and upwards, to acquire the skills needed for English-medium higher education study.

To use *Study Tasks in English* effectively, students should have already attained a level of at least 4.5 on the IELTS examination scale, or a score of 450 points on the TOEFL, or the equivalent.

Each unit provides between twenty to thirty hours of classroom material.



## **Main features of *Study Tasks in English***

The principal features of *Study Tasks in English* are as follows:

### **i) A task-based approach**

We believe that there is no single best way to study successfully, and that it is thus important for students to find out for themselves which study techniques suit them best. *Study Tasks in English* is therefore task-based. Whenever possible, students learn about the skills they need and how to use them through a process of discovery and induction, rather than by telling. We believe this helps the learning to be deeper and more personalized. Such an approach also helps the learner to get used to learning more independently — an essential skill in higher education.

However, we also believe it is important that the learners and the teacher should be clear about what the intended major learning points of the tasks are. We have therefore built a degree of structured guidance into the tasks, in order to try to strike a balance between the need to give learners an opportunity to think for themselves, and the need for learning outcomes to be concrete and tangible. In other words, we have attempted to sketch in the overall destination and the general direction of travel, but have left the means of travel and exact itinerary as open as possible.

### **ii) Study skills AND study competence**

Studying can be seen as consisting of two main levels, namely a study skills level and a study competence level. The study *skills* element is made up of individual techniques of study, such as note-taking, skimming/scanning, using a bibliography and so on. The *competence* aspect is a general capacity for study, consisting of self-confidence, self-

awareness, the ability to think critically and creatively, independence of mind, and so on.

Study competence is the foundation on which mastery of study skills rests. Being able to ask critical questions, for example, is an integral part of study techniques such as revising an essay draft, searching for references, examining statistical data and so on.

Thus, throughout *Study Tasks in English*, the focus is first and foremost on building up study competence. We regard a knowledge of the techniques of study as vitally important also, and this too is therefore a major focus of *Study Tasks in English*. However, in our approach, study skills are always acquired within a framework of study tasks that concentrates in the first instance on building up the underlying cognitive and affective capabilities needed for effective study.

### **iii) Tone**

Learning to study in English can be a daunting task. *Study Tasks in English* therefore frequently includes cartoons and other types of illustrations in order to make serious points in a light-hearted way. Likewise, some of the content and activities are deliberately less academic, especially in the first few units, in order to help the student over the initial ‘hump’ of grasping difficult concepts and skills. At the same time, we have tried to maintain a sufficiently serious tone throughout, in order to take into account expectations of this kind as well.

### **iv) Analysis AND synthesis**

Most of the units in *Study Tasks in English* concentrate on helping learners to acquire individual skills or sets of them. This is necessary for the sake of clarity and depth of treatment. However, the skills themselves obviously form part of a larger whole, and so it is vital to provide opportunities for learners to put the skills together into larger units as well. In *Study Tasks in English* this is done in two main ways. First, each unit in Parts A and B ends with an application activity, which gets the students actively to draw together the threads of the unit in question. Second, in Part C (*Study practice*), students work through four major study simulations, each of which is designed to consolidate and give further practice, through an integrated study cycle, in the skills studied in other parts of the book.

### **v) Awareness-building**

We believe that it is very important to encourage study skills students to take as much responsibility as possible for their learning. Many of the tasks in *Study Tasks in English*

thus take the form of review and reflection activities. Each unit of *Study Tasks in English* ends with a major self-assessment task, to help the learners actively reflect on their level of mastery of the skills which they have focused on in the unit as a whole. There is also a *Study Skills Profile* chart (in Part D), which can be used to help the teacher and the students keep track of and evaluate the students' progress at any point throughout the book.

## **vi) Use of English**

*Study Tasks in English* provides numerous opportunities for learners to use their English. Although the main purpose of each of the tasks is to help the students to learn how to study, they also involve a great deal of valuable practice in all of the four main language skills. This is because the tasks require the learners to think, to make decisions, to exchange information, to be creative and so on. Thus, working through *Study Tasks in English* should improve not only the students' ability to study, but their ability to use English as well.

However, *Study Tasks in English* is not primarily an English language teaching book. For students who also need to improve their basic knowledge of English vocabulary, grammar, pronunciation etc., we would recommend using *Study Tasks in English* alongside appropriate ELT materials.



## **B**

## **Overview of contents**

*Study Tasks in English* is divided into four main Parts:

### **Part A: General skills (Units 1 – 3)**

These units foster self-awareness about learning and the thinking and questioning skills needed for study. We see these skills as underpinning the use of any of the type of skills covered in the next part.

### **Part B: Specific skills (Units 4 – 11)**

Units 4 – 11 develop specific study skills needed for different kinds of study — following lectures, taking part in discussions, using the library, writing notes, and so on. These skills are introduced in such a way as to draw on and further develop skills of the type

focused on in Part A.

### ***Part C: Study practice (Units 12 – 15)***

These units consist of four major study simulations, each of which is designed to consolidate and give further practice in applying the skills introduced in Units 1 – 11.

### ***Part D: Study information***

This part consists of:

- 1 a *Study Skills Profile* for the student to assess her/his improvement in study skills attainment as he/she proceeds through the book;
- 2 a *Glossary of study terms*, i.e., a list of expressions commonly used in study;
- 3 *Appendices* of task-related material, abbreviations and editing symbols;
- 4 a *Bibliography* of common reference books for study;
- 5 an *Index* of skills.

We regard Part A as essential for the kind of audience for which *Study Tasks in English* has been written. However, in our experience, students' needs with regard to the topics covered in the rest of the book are a good deal less predictable.

We have therefore tried to err on the side of comprehensiveness rather than narrowness, in terms of the range of topics covered. While we hope that the majority of users are likely to find the whole of the book of value, we have purposely designed it so that students only needing to improve specific skills can dip into it accordingly.

To this end, one of the aims of Unit 1 is to help students to evaluate their present knowledge of study skills in order to know how to make best use of the rest of the book. We also recommend that, throughout the use of the book, the teacher should provide for and encourage negotiation with the students about the choice, sequence and treatment (including adaptation) of the materials. It should also be noted that work involving Part C can be undertaken at any point when it is thought appropriate. There is no need to have gone all the way through Parts A and B first.



## **Unit structure**

### ***Parts A and B***

Each unit in Parts A and B covers a set of skills related to a main topic (e.g., 'Asking critical questions').

Each of these units is divided into five main sections.

In each of the first four sections, a series of linked tasks is used to build up an understanding of a set of related skills.

In turn, where possible, these sections build progressively one on the other throughout the unit. (It should be noted that this is not always the case, since a skills-based syllabus does not always allow a neat and orderly progression. However, the skills within each of the sections of a unit are all always closely related to those in the other sections.)

Section 5 always takes the form of a *Unit assessment and application*, in which, through a further series of tasks, the students are helped to draw together and review the threads of the unit as a whole.

### **Part C**

Each of the four units in this part involves extensive practice in applying the study skills focused on in the earlier parts, through a series of listening, speaking, reading and writing activities linked by a common academic topic.

Each of these units is divided into five main sections. In each of the first four sections, an aspect of the overall topic is focused on. The tasks in these sections simulate typical academic activities involving the subject matter, such as listening to a lecture, doing follow-up reading and then taking part in a seminar discussion.

Section 5 takes the form of a *Unit assessment*, in which students are encouraged to reflect on their performance in the work of the unit.

## **D**

## **Getting the best out of *Study Tasks in English***

### **i) Students' and teachers' roles**

*Study Tasks in English* is intended for classroom use (rather than self-study). The tasks involve the learners in working on their own or in small groups. The role of the teacher is primarily that of a facilitator — managing time, helping students form groups, monitoring group work, helping the learners to assess their progress and needs, setting tasks, and so on. At all times students are required to play an active role in arriving at an understanding of what successful study in English involves.

We recognise that there will sometimes be pressures in the average teaching situation

which will make it tempting for the teacher to adopt a more direct, 'telling' approach. However, while this may save time in the short term, the quality of long-term learning is likely to be lower, since the students will not have had an opportunity to think for themselves, to get accustomed to learning independently, and so on. Students need to understand this and other aspects of the rationale behind the approach adopted in *Study Tasks in English*. We therefore recommend that the teacher discusses this point with the students, in order to increase their understanding and, we hope, sympathy with the approach used.

## **ii) Guidance**

A number of basic task types are used throughout *Study Tasks in English*. For example, students are frequently asked to reflect on what they already know about a given study topic, or what they feel they have learned about it after having done a series of tasks. On other occasions, the activities call for discussion with fellow students as part of the process of arriving at a clearer understanding of a study concept or technique. Other tasks involve analysis, decision making, problem solving and creativity of various kinds.

For students to carry out these tasks as effectively as possible, we recommend that appropriate guidance is provided. Thus, for example, the teacher should show the students how to do an unfamiliar activity by working through the first item with them, or by getting a group to model the process for the rest of the class, and so on. This is especially necessary for tasks which involve a way of working or mode of thinking which students may have had little or no exposure to in their previous education (such as co-operative small-group work or self-evaluation, for example). In such cases, try to anticipate potential problems and trouble-shoot them before, during and after the activity, as appropriate. This principle applies equally to subsequent encounters with similar activities, until students clearly show mastery of the processes involved, since it will rarely be the case that these are learned thoroughly enough after only one exposure.

## **iii) Academic subject matter**

Many of the activities in *Study Tasks in English* involve making use of academic information as a vehicle for mastering the aspects of study in question. It is important to take into account students' attitudes to and knowledge of academic content of this kind. Although the role of academic subject matter in *Study Tasks in English* is secondary, it is nevertheless essential that students understand and identify with it to the extent needed for carrying out the task in hand. To this end, it is important before introducing a task involving such information (e.g., in the form of a reading or listening passage) to check

for any major factual, conceptual or linguistic gaps in the students' knowledge, and to remedy these appropriately. (It may also be the case that with certain groups of students it makes sense to substitute academic subject matter which is more appropriate in terms of interest, background knowledge and so on, and we recommend that this is done whenever necessary.)

It is also important to take into account the possibility that some students will not be motivated initially by some of the academic subject matter because they feel it is not related to their area of study. In such cases, it is worth pointing out that none of the subject matter in *Study Tasks in English* is highly specialised; it is intended to appeal to and be within the grasp of any student about to enter or already in higher education, regardless of their specialism. It is also usually the case that the work the topics relate to can be approached from a variety of perspectives (e. g., scientific, technological, humanities-oriented, etc.), thus providing scope for students from a wide cross-section of disciplines to contribute their knowledge and ideas. It might also be worth pointing out that, in any case, a wide-ranging interest in information of all kinds is a vital study skill in itself!

#### **iv) Time**

Many of the activities in *Study Tasks in English* involve discussion, reflection, preparation and so on, and all this takes time. We have already pointed out that we feel that this is time well spent — learning how to study effectively is a time-consuming process, and therefore there needs to be an adequate minimum amount of time set aside for this purpose. However, steps can be taken to use what time there is as efficiently as possible, as follows:

- assign as much work as possible to be done outside class (e. g., as homework); this encourages independence, as well as saving time;
- be selective in what you cover in *Study Tasks in English*; it is unlikely that every student will need to study all of the book;
- set time limits for small-group work, discussions and so on.

#### **v) Knowledge**

It is very important for the study skills teacher to be adequately prepared in terms of his/her own knowledge of what studying in English involves. Having had experience of English-medium higher education oneself is an important source of background information. However, this needs to be complemented by an understanding of the nature of the study process and how it can be learned. We therefore recommend that



teachers who feel the need to expand their knowledge in this respect should consult the Bibliography of study skills books in the Student's Book (Part D).

Of equal importance is a knowledge of one's students — their study situations, their specialisms, and their perceptions about their study needs, both initially and as they progress. Study skills students are usually adults and will probably have clear views of their own about their priorities, and these obviously need to be taken into account. *Study Tasks in English* tries to create a context for finding out this kind of information and building on it. Thus the greater the interest the teacher has in his/her students' knowledge of and attitudes to study, the more he/she and they will get out of many of the activities in *Study Tasks in English*.

## **vi) Supplementation**

No single book can of itself provide the student with all the knowledge and practice needed in order to prepare adequately for English-medium higher education. There is therefore every likelihood that the teacher will need to supplement some parts of *Study Tasks in English* with additional information and activities. Also, we strongly recommend that students undertake a programme of additional work involving application of the skills learned in *Study Tasks in English*. Only in this way are they likely to give themselves the degree of practice needed. Finally, it should once again be stressed that *Study Tasks in English* is not intended to cater to any significant extent for the language development needs of the learners. Additional material will therefore need to be provided for this purpose, as required.