



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

NEW DIRECTIONS

An Integrated Approach to Reading,
Writing and Critical Thinking

S

学生用书

高年级英语读写

——多元文化思辨

Peter S. Gardner 编著



上海外语教育出版社
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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”,“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

出版说明

- I -

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. It is intended to serve as the primary text in a preuniversity ESL/EFL class that focuses on reading and writing, and it can be used in both intensive and nonintensive settings. The book is also 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
- An Instructor's Manual 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.

ACKNOWLEDGMENTS

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PETER S. GARDNER

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