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当代大学英语 ACTIVE ENGLISH

强化阅读英语
Enrichment Reading



教师用书
Teachers' Guide

主编：郭婍庆
副主编：张伯香



外语教学与研究出版社



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ACTIVE ENGLISH

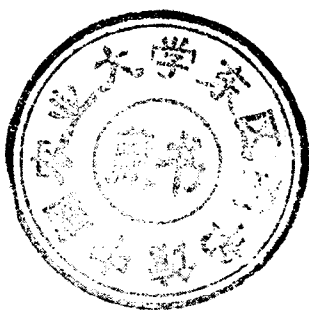
强化阅读英语
Enrichment Reading

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Teachers' Guide

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Active English

Enrichment Reading Band 1 Teachers' Guide

强化阅读英语 第1级 教师用书

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Preface to the Teachers' Guide to *Active English*

The Teachers' Guide to *Active English* works in lock-step with the students' books. As the latter has 6 bands, each of which in turn has 3 components – *Comprehensive English* (CE), *Interactive English* (IE), and *Enrichment Reading* (ER) (see the general introduction to *Active English* for details), the former has the corresponding numbers and components.

The Teachers' Guide each consists of three sections: (1) general introduction to *Active English*; (2) approaches and principles concerning a particular component (e.g. *Comprehensive English*) in question; and (3) unit-based support to a particular component of a particular band. The table below gives you a tabular view of how the Teachers' Guide is organized.

Textual Structure of the Teachers' Guide to <i>Active English</i>						
Preface to the Teachers' Guide	the same running through 6 bands and 3 components					
Section 1 General introduction to <i>Active English</i>	the same running through 6 bands and 3 components					
Section 2 Approaches and principles concerning a particular component	the same running through the 6 bands of <i>Comprehensive English</i>					
	the same running through the 6 bands of <i>Interactive English</i>					
	the same running through the 6 bands of <i>Enrichment Reading</i>					
Section 3 Unit-based support to a particular component of a particular band	Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
	CE Bk1	CE Bk2	CE Bk3	CE Bk4	CE Bk5	CE Bk6
	IE Bk1	IE Bk2	IE Bk3	IE Bk4	IE Bk5	IE Bk6
	ER Bk1	ER Bk2	ER Bk3	ER Bk4	ER Bk5	ER Bk6

The Teachers' Guide is intended to achieve the following:

Provide a teacher training component to the new textbooks

- ◇ encourage the breeding of new ideas, theories or practices with special ref-

erence to Chinese learners of English

- ◇ encourage a new teaching practice
- ◇ encourage learner-centered orientation
- ◇ encourage learning process monitoring
- ◇ emphasize communicative competence
- ◇ encourage the integration of five skills

Enhance classroom performance

- ◇ offer guidelines/suggestions/tips for the designing of classroom activities
- ◇ offer guidelines/suggestions/tips for classroom discourse
- ◇ offer guidelines/suggestions/tips for classroom management

Provide text /activity /task support

- ◇ provide extra background information for some texts
- ◇ provide answers to the textbook questions or tasks
- ◇ provide supplementary activities/tasks

Encourage a new scheme of course assessment

- ◇ encourage learner self-assessment
- ◇ encourage learning process/strategy assessment
- ◇ encourage the examination of communicative performance

It should be pointed out from the very onset that this guide is not intended to serve as the standard that you must abide by slavishly both in theory and practice. No. It is intended to serve as a springboard that projects you to a chain of critical reflections upon your own teaching philosophy and practice. It is a hallmark of an outstanding teacher who always tailors what is available to the needs of his or her own students.

Section 1

General Introduction to *Active English*

- 1.1 Components and entrance points
- 1.2 Units and semester/weekly planner
- 1.3 Some general design principles
 - 1.3.1 Textual selection*
 - 1.3.2 Communicative methodology*
 - 1.3.3 Learner autonomy*

1.1 Components and entrance points

The *Active English* series has been written to reflect the new College English syllabus for non-English majors introduced in 1999. It runs six bands, each of which consists of three components — *Comprehensive English* (CE), *Interactive English* (IE) and *Enrichment Reading* (ER). It makes room for three potential entrance points, as shown in Figure 1.

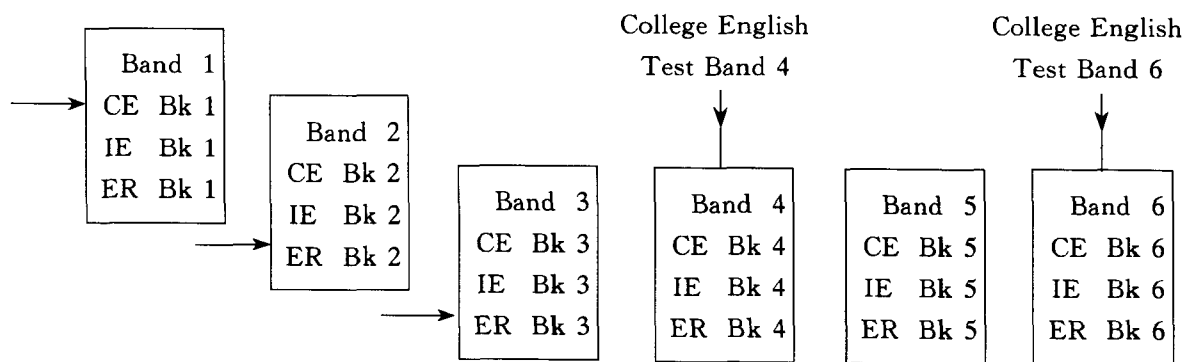


Figure 1

If your students scored poorly, i.e. a near pass in the university entrance examination of English, you may very well advise them to start from the first entrance point (i.e. Band 1). Those who scored very well, i.e. far above the average, can start from the second entrance point (i.e. Band 2). Only those exceptionally good students may start from the third entrance point (i.e. Band 3).

Figure 1 also shows the connection between the Band 4 of *Active English* and College English Test Band 4. Those who have successfully completed *Active English* Band 4 should be able to sit for the Band 4 exam. Bands 5 and 6 of *Active English* are written for those who would like to continue to enhance their English proficiency or to prepare for Band 6 exam after they have passed the Band 4 exam.

1.2 Units and semester/weekly planner

The component *Comprehensive English* is the main “motor” of the series. It is a reading-based treatment of “comprehensive” skills in learning English, such as reading, writing, vocabulary building, functional use of grammar, and so on. It also integrates cultural awareness into language learning by systematically building up a knowledge network at a “comprehensive” scale. The *Interactive English* component, on the other hand, focuses on listening and speaking skills. It is termed *interactive*, for it goes beyond the traditional way of treatment of these two skills, as the

Teachers' Guide to *Interactive English* will show in detail. Finally, the *Enrichment Reading* component works in lock-step with the *Comprehensive English* component, and reflects quite closely its relevant themes. It substantially enlarges students' exposure to English.

The word *component* needs emphasizing. *Active English* encourages an integrated approach to teaching the five skills. In design, each band of *Active English*, consisting of 36 units, constitutes one **whole** dealing with five skills in an integrated manner. In physical binding, the 36 units are evenly distributed in three separate volumes, that is,

<i>Comprehensive English</i>	12 units
<i>Interactive English</i>	12 units
<i>Enrichment Reading</i>	12 units

In classroom terms, ideally it is you alone who teach a band a semester rather than one of its components, thus you can achieve maximum mutual reinforcement among the three components, and the integration of the five skills.

Suppose that you have 18 teaching weeks a semester, 4 hours a week, plus 2 weeks for review and exam. You can thus work out a semester planner like this:

<i>Active English</i>	Weekly	Units (= 36)	Semester-wise
<i>Comprehensive English</i>	2 hrs per wk	3 hrs/unit	36 hrs/18 wks
<i>Interactive English</i>	1 hr per wk	1 hr & a half/unit	18 hrs/18 wks
<i>Enrichment Reading</i>	1 hr per wk	1 hr & a half/unit	18 hrs/18 wks
	4 hrs per wk	3 units/a week & a half or 6 units/3 weeks	72 hrs/18 wks

Your weekly planner may run as follows:

	Week 1	Week 2	Week 3	Week 4	Week 5	...	
CE	Unit 1		Unit 2		Unit 3		...
	2hrs	1hr + 1hr	2hrs	2hrs	1hr + 1hr	...	
IE	Unit 1		Unit 2		Unit 3		...
	1hr	30ms + 30ms	1hr	1hr	30ms + 30ms	...	
ER	Unit 1		Unit 2		Unit 3		...
	1hr	30ms + 30ms	1hr	1hr	30ms + 30ms	...	

This weekly planner will work equally well even if you teach only one of the component courses.

1.3 Some general design principles

1.3.1 Textual selection

A recognition was made that the materials used — both in terms of content and activity — should reflect the real world outside the classroom to a much greater extent than heretofore. In particular:

- the texts featured in the course are widely representative of the present day world, both in terms of content and features of design and layout.
- they are as far as possible authentic, both in content and presentation. For example, if a newspaper article is used, then it is printed as a newspaper — with narrow columns, shorter paragraphs; and with headings, sub-headings, captions, artwork, photographs etc. — all the features that indicate that a text is from a newspaper, and not from a textbook.
- They also have a high interest value, and are of relevance to the students in the context of their other disciplines. They are, in a good sense, entertaining, but at the same time raise the cultural level of the learners by reflecting appropriate value systems, as well as cultural insights into other worlds.
- A memorable context is best achieved through this: A unit of learning is based, not on an element of grammar, or a register, but a theme, or topic of common interest — “Friendship”, “Air pollution”, “The world under the sea”, “Money

matters”, etc. In this way, the learners will feel that they are not just studying English for its own sake; as exploring (through English) an interesting or important area of human knowledge or experience.

1.3.2 Communicative methodology

A communicative methodology is employed throughout the series. Because “communicative” means so many different things to different people, it is beneficial here to set out a list of what its salient features might be in the context of English teaching and learning at this level of the education system in China.

Respect for the learner — This is a necessary feature of any classroom where the classroom is learner- rather than teacher-centered. Among other things, it means encouraging learners to state their opinions, to talk about their own experience, and for whatever they say, even inaccurately, to be treated with respect by the teacher. There is today an increasing emphasis on involving learners in decisions affecting their own learning — getting them to take responsibility for their own learning decisions, and to consciously develop learning skills. Research into autonomous learning bears this out (see e.g. Nunan 1996); moreover, the new syllabus seems to expect it.

Use, not just study — Modern methods give priority to classroom activities that encourage students to use the language, rather than merely study it.

Oracy — There is a continuing stress on oracy, as an end in itself, and as a waystage to literacy, even if literacy skills may be the prime aim.

Interaction — To achieve this, there is a considerable emphasis on pairwork, and where possible and appropriate, groupwork, of various kinds. This is seen as the only sure way of ensuring sufficient practice.

Fluency as well as accuracy — In the past, the lingering influence of behaviorist theory has resulted in an undue emphasis on accuracy, particularly grammatical and phonological. Today, this is seen as counter-productive — encouraging a neurotic obsession with accuracy simply has the effect of frightening learners into safe silence. (See Byrne 1987). Most authorities today emphasize the importance of both activities that develop accuracy, and activities that develop fluency.

Authenticity — High priority is given to getting away from “classroomese”, and to

bringing realism into the classroom, both in terms of text (authentic or pseudo-authentic texts are highly valued) and in terms of communicative activity.

Discourse — Communicative activity necessitates a shift to some extent from sentence-based activities towards discourse-based approaches, including paragraphs, dialogs and the like.

Exchange of information — Communicative activity also necessitates a focus not just on the forms of language, but on the information that is accessed through it; and information that may be exchanged: hence the importance of such features as “cognitive challenge” (getting learners to think about what they say) and “information-gap” work, in which student A has to find out from student B information known to the latter, but not known to the former.

Skills integration — Language learning is seen as a skill-acquiring process, and the five skills — listening, speaking, reading, writing and translating are seen as mutually supportive. For most efficient learning to take place, the approach to learning English should be integrated as far as possible, so that the five skills, together with lexical, grammatical, and notional/functional elements, are mutually supportive and reinforcing while exploring a given theme.

Eclecticism — This final heading is included to denote an increasing degree of eclecticism in the modern ELT classroom: theorists are decreasingly dogmatic about what should or should not happen in the modern ELT classroom, providing the main thrust of any lesson centers on student activity and involvement. For example, there was a time when theorists attempted to outlaw, under any circumstances, the use of L1 in the classroom, the use of translation, and any form of grammatical explanation. Today, few would say that any of these had no place in the ELT classroom — although most would agree that any of these should only be used very sparingly.

It may be appropriate here to add a footnote on grammar: the teaching of functional grammar is now widely seen as entirely consistent with communicative approaches, providing it is done situationally, with a minimum of jargon; and with a minimum of time spent on actual explanation.

1.3.3 Learner autonomy

Autonomous learning takes place whether we like it or not: research indicates that frequently, what learners may learn within a given time-span is not necessarily what the teacher thought that he or she was teaching! In fact, in these days of large classes and overworked teachers, autonomous learning has become a necessity. Fortunately, research shows that autonomous learning can also be extremely effective, but what we do in our classes can help — or hinder! — the autonomous learning process. The same applies to this series you use.

In effect, a good textbook can be a “learners’ guide”, enabling the learners to become more self-reliant. Teachers should not feel threatened by this — instead, a great burden should be lifted from their shoulders! *Active English* can help the autonomous learning process by providing

- plenty of varied activities in which, at the teacher’s discretion, learners can work in groups and pairs.
- skills focus boxes fostering self-study and personal skills development. These may not always suggest the “best” way of doing something: they offer alternatives.
- appendices for learners to refer to when required.
- an index, to help them to access information independently.
- opportunities for independent work, e.g. in the *Things to do* section.
- opportunities for monitoring their own progress, e.g. self-assessment checks at the end of each unit, and achievement tests.

Section 2

Approaching *Enrichment Reading*

- 2.1 An understanding of the resources**
- 2.2 Textual structure**
- 2.3 Towards an understanding of your students**
- 2.4 Lesson plan and classroom management**

In what follows we are going to examine three general factors that have a direct bearing on the outcome of teaching/learning *Enrichment Reading*: (1) an understanding of the resources, (2) an understanding of the students, and (3) skills in the classroom delivery and management.

2.1 An understanding of the resources

As pointed out in above, *Enrichment Reading*, like the other two components, consists of 12 units. Each unit provides students with a rich diet of interesting, enjoyable and useful texts, usually on topics related to *Comprehensive English*. It therefore continues to substantiate the knowledge networks developed in CE.

The new 1999 College English syllabus puts a great emphasis on students' ability in fast reading skills. *Enrichment Reading* is, in a sense, specially designed to achieve this objective. Tasks are designed with a suggestion of standard reading speed so that students can constantly assess their performance.

Apart from the wide exposure to knowledge networks, and the fast reading training, students will also be **enriched** by the vocabulary development. They are to be exposed to three kinds of vocabulary: (1) the words listed in the syllabus and occurring for the first time; (2) the words listed in the syllabus and having occurred before, either in CE or in IE; and (3) the words not included in the syllabus and occurring for the first time. Obviously the three should be treated differently. The non-syllabus words can be temporarily understood and eventually "thrown away" if students choose to do so.

As pointed out in the teachers' guide to CE, when reading a text, students should always be encouraged to attempt to develop word attack skills without going outside the text for help. There is a tendency among some teachers to try to address, overtly, all the lexical items displayed in a text, and to try to teach them all, consciously, as they occur. In this way, a functional reading lesson, aiming at developing comprehension skills, all too easily degenerates into a rambling lecture on vocabulary, in which the learners are asked to read the text in minute detail, in slow motion as it were, going almost word-by-word through the text. The lesson taught to these learners is that every reading text requires a detailed conscious understanding of all the words displayed in a text for them to understand it. This cannot be right: many texts are easily accessible even if some of the words are not understood. It should be our aim to help students to realize this, and to prevent them from becoming obsessed with every word that they do not immediately understand, at the expense of understanding the global meaning.

Enrichment Reading, as CE and IE, also features a skill-building box. It primarily focuses on the learning skills of fast reading and “keep journal”. Journal-keeping can help students to achieve the following goals:

- * To monitor and reflect upon their own learning process;
- * To foster a habit of writing in English;
- * To develop a sense of self-discipline;
- * To diagnose learning problems.

2.2 Textual structure

Each unit of *Enrichment Reading* consists of two parts (Parts 1 and 2), with an extra Part 3 occasionally added as reading for pleasure. Here is what a unit may look like:

Unit

Unit objectives

- * They are performance objectives, and can be used as yardsticks to assess the effectiveness of learning/teaching.

Part 1 Reading Text 1

Before you read

- * This is meant to achieve the priming effect, that is, to activate what students already know.

Skill-building

- * This skill-building box will appear when the training of learning skills is felt to be necessary before students are asked to perform a given task.

First reading: Reading for gist

- * This gives students practice in surveying a text very quickly. In real life situations it is often used in reading newspapers, advertisements, brochures, notices, etc.

The Text

- * A target reading time is attached for students to monitor their own reading speed.

Second reading: Reading for information

- * This gives students practice in extracting detailed information from a text. In our case, it is the same text that students just surveyed. Note that since it is an information extracting task, it should not be turned into another instance of “intensive reading”. It suffices that students get the right information.