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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：郭棣庆
副主编：张伯香



外语教学与研究出版社



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BAND
3
第 3 级

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Teachers' Guide

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Active English

Enrichment Reading Band 3 Teachers' Guide

强化阅读英语 第3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 lockstep with the students' books. As the latter has 6 bands falling into two modules — the Common Core Module (Bands 1 to 4), and the Advanced Module (Bands 5 and 6), the former is thus structured accordingly. Though the two modules share some basic design principles, they differ, quite substantially, in emphasis on the integration of five language skills, the cultural, intellectual and academic input in textual selection, and the development of learning skills and life skills (see the General Introduction to *Active English* — the Common Core Module for details).

Similarly, the Teachers' Guide to the two modules will be written in such a way that the different emphases will be duly reflected.

The present Teachers' Guide is primarily concerned with the Common Core Module. Each of the 4 bands in the module is made of three components, *Comprehensive English*, *Interactive English* and *Enrichment Reading*, which generate the three separate treatments of them by the Teachers' Guide. The table below gives you a tabular view of how the Teachers' Guide to the module is organized.

Textual Structure of the Teachers' Guide to
Active English — the Common Core Module

Preface to the Teachers' Guide	The same runs through the module, ie through the 3 components over the 4 bands
Section 1 General introduction to <i>Active English</i> — the Common Core Module	The same runs through the module, ie through the 3 components over the 4 bands
Section 2 Approaches and principles concerning a particular component	The same runs through the 4 bands of <i>Comprehensive English</i>
	The same runs through the 4 bands of <i>Interactive English</i>
	The same runs through the 4 bands of <i>Enrichment Reading</i>

Section 3	Band 1	Band 2	Band 3	Band 4
Unit-based support to a particular component of a particular band	CE BK1	CE BK2	CE BK3	CE BK4
	IE BK1	IE BK2	IE BK3	IE BK4
	ER BK1	ER BK2	ER BK3	ER BK4

As it may become apparent to you, Section 3, ie the unit-based support to the students' books, including things like keys to questions, text translations, extra materials and background information, is quite traditional in the sense it is written in the format in which a teachers' guide is habitually done in China. You will find, so we hope, that Sections 1 and 2 have broken away from tradition, and that the ideas and approaches discussed are innovative, if not provocative from time to time. This effect is deliberate: we intended to invite you to reflect, with us, upon what and how we did in the foreign language classroom in the last century, viz. its pros and cons, and upon what we should do more effectively in the new century!

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 reference to Chinese learners of English
- ◇ encourage new teaching approaches
- ◇ 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 outset 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. The hallmark of an outstanding teacher is the ability to tailor what is available to the needs of his or her own students.

Section 1

General Introduction to *Active English* — the Common Core Module

1. Components and entrance points
2. Units and semester/weekly planner
3. Some general design principles
 - 3.1 *Textual selection*
 - 3.2 *Communicative methodology*
 - 3.3 *Learner autonomy*

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, which are in turn organized into two modules. Module 1, consisting of Bands 1 to 4, represents a common core of basic skills, and is thus referred to as **Common Core Module**. Module 2, consisting of Bands 5 and 6, captures more advanced skills, and is thus referred to as **Advanced Module**.

Common Core Module

The 4-band Common Core Module is structured in terms of three components — *Comprehensive English* (CE), *Interactive English* (IE), and *Enrichment Reading* (ER), and it makes room for three potential entrance points, as shown in Figure 1.

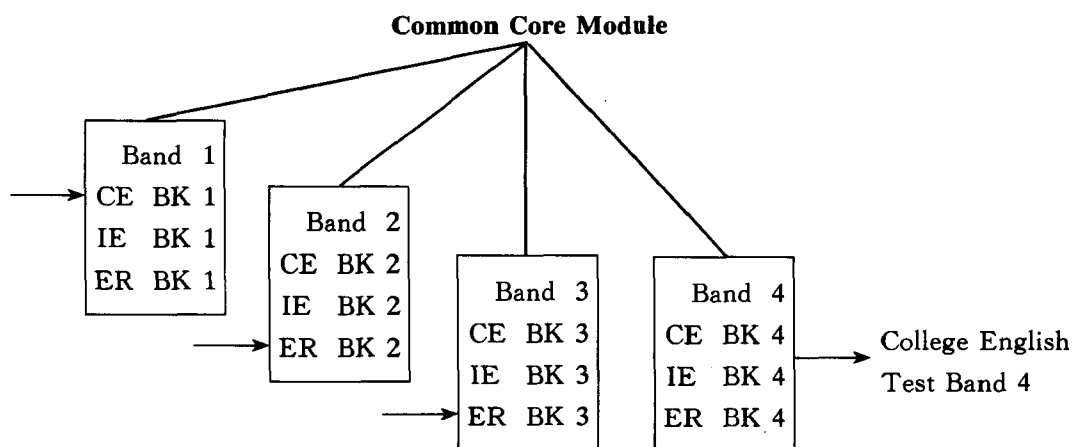


Figure 1: 4 Bands and 3 entrance points

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

Advanced Module

The Advanced Module of Bands 5 and 6 is designed for those learners who would like to continue to enhance their English after they have successfully completed the study of the Common Core Module or have achieved the proficiency level equivalent to the Common Core Module. It has the following design features:

- The three components — *Comprehensive English*, *Interactive English* and *Enrichment Reading* — being separate in the Common Core Module, are merged into one volume so as to achieve the maximum integration of the five skills.
- Tasks are specially designed to help learners to develop **life skills** (eg skills in job hunting, self-presentation, academic paper writing, CV writing, interview techniques, cross-cultural communication strategies) that are essential for the survival in the new millennium.
- Over 20 topics of major concern to collegiate students, based on our questionnaire survey of 500 students in five major universities, are dealt with in width and depth. Learners are thus made both linguistically proficient and intellectually able for the challenges they are going to face in their future work.

In what follows, however, our Guide shall focus on the Common Core Module, leaving the Guide to the Advanced Module until Bands 5 and 6.

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 lockstep 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,

Comprehensive English	12 units
Interactive English	12 units
Enrichment Reading	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:

Active English	Weekly	Units (= 36)	Semester-wise
Comprehensive English	2 hrs per wk	3 hrs/unit	36 hrs/18 wks
Interactive English	1 hr per wk	1 hr & a half/unit	18 hrs/18 wks
Enrichment Reading	1 hr per wk	1 hr & a half/unit	18 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.

3. Some general design principles

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, but also exploring (through English) an interesting or important area of human knowledge or experience.

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 eg 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 way-stage to literacy, even if literacy skills may be the prime aim.

Interaction — To achieve this, there is a considerable emphasis on pair work, and where possible and appropriate, group work, 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. (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 — 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.

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;
- skill building 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, eg in the “Things to do” section;
- opportunities for monitoring their own progress, eg self-assessment checks at the end of each unit, and achievement tests.

Section 2

Approaching *Enrichment Reading*

1. An understanding of the resources
2. Textual structure
3. Towards an understanding of your students
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.

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.