



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)

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学生用书

# 高年级英语读写

—— 学术英语初探

Kristine Brown & Susan Hood 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

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There are of course numerous others who have helped us in various ways, at different times and in different places. These include colleagues who have provided sounding boards for our ideas and who have piloted sections of the book and given us feedback. We would especially like to thank Rod Gardner at the University of New South Wales, and Gail Forey, Sima Sengupta, and Carol McLennan at the Hong Kong Polytechnic University. We also thank students in the Masters in TESOL program at UNSW and in the Masters in English Language Teaching at the Hong Kong Polytechnic University for many stimulating discussions and practical ideas.

Our on-going interest in reading pedagogy was fueled many years ago as colleagues in literacy programs in the Adult Migrant English Service in Australia, and we would like to acknowledge here the debt we owe to the many outstanding teachers we were able to work and write with in that institution.

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Kristine Brown  
Susan Hood

# Introduction

## To the Instructor

### ABOUT THIS BOOK

*Academic Encounters: Life in Society* is a reading, study skills, and writing text based on material taken from sociology textbooks used in North American community colleges and universities. The student who will benefit most from this course will be at the intermediate to high-intermediate level. This student may well be encountering academic text 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 non-native speakers of English preparing to study in English at the community 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.

### ACADEMIC ENCOUNTERS READING, STUDY SKILLS, AND WRITING BOOKS

#### The approach

In the *Academic Encounters* Reading, Study Skills, and Writing books, students are presented with authentic samples of academic text. The material has been abridged and occasionally reorganized, but on the sentence level, little of the language has been changed. Students study these texts to develop their reading and study skills. The high-interest content of the texts also provides stimulus for student writing assignments.

#### The content

The fact that each book has a unified thematic content throughout has several advantages. First, it gives the students a realistic sense of studying a course in college, 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, building their confidence as readers of academic text. Finally, after studying an *Academic Encounters* book, some students may feel that they have enough background in the content focus area to actually take a course in that subject (e.g., sociology) to fulfill part of their general education requirements.



## **The skills**

The main goal of the *Academic Encounters* Reading, Study Skills, and Writing books is to give students the skills and the confidence to approach a piece of academic text, read it efficiently and critically, and extract the main ideas and key details. But the goal of academic reading is not just to retrieve information. It is also important for a student to be able to display that knowledge in a test-taking situation. For this reason, students are taught highlighting, note taking, and test-preparation skills. An additional goal is the development of students' academic writing. Writing, reading, and study skills are developed in tasks that accompany each reading and that appear in two separate sections: "Preparing to Read" and "After You Read."

## **The format**

Each Reading, Study Skills, and Writing book consists of five units on different aspects of the book's content focus. Units are divided into two chapters, with four readings in each chapter.

## **Preparing to Read**

Each reading is preceded by a one-page section of prereading tasks called "Preparing to Read." Prereading is heavily emphasized since it is regarded as a crucial step in the reading process. Some of the prereading activities teach students how to quickly get a good overall idea of the content. Students learn to skim for main ideas and to survey the text for headings, graphic material, and terms in boldface, all of which can provide important content clues. Another type of prereading task has students think about the topic of the reading, predict its content, and recall their prior knowledge and personal experiences to help them assimilate the new information they are about to encounter in the reading.

## **After You Read**

Each reading is followed by a variety of postreading tasks in a section called "After You Read." Some of these tasks ask students to demonstrate their understanding of the text, either by answering reading comprehension questions or by doing an activity such as drawing a graph or performing a roleplay. Other tasks ask students to reflect on the content and deepen their understanding of the text by personalizing the information. Some tasks ask students to analyze the structure of the text, looking for main ideas, supporting details, and authorial commentary. There are language tasks which focus on vocabulary or on some of the salient grammatical features of the text. Students learn how to highlight a text, take notes in the margins and in a notebook, and practice test-taking skills. The rich variety of tasks and task types allows students to experiment with different study-skill strategies and to discover their learning-style preferences.

## **Writing**

There are plentiful and varied opportunities in Reading, Study Skills, and Writing books for students to practice their writing skills. Students write essays, text summaries, and journal entries, as well as short answers to test questions. At the same time, as students continually read and analyze academic English, they begin to acquire insight into its organization and style, and their own writing begins to develop a more academic tone.

### **Task commentary boxes**

When a task type occurs for the first time in the book, it is headed by a colored commentary box that explains what skill is being practiced and why it is important. When the task occurs again later in the book, it may be accompanied by another commentary box, either as a reminder or to present new information about the skill. At the back of the book, there is an alphabetized index of all the tasks. Page references in boldface indicate tasks that are headed by commentary boxes.

### **Opportunities for student interaction**

Many of the tasks in *Academic Encounters* are divided into steps. Some of these steps are to be done by the student working alone, others by students in pairs or in small groups, still others by the teacher with the whole class. To make the book as lively as possible, student interaction has been built into most activities. Thus, although the books focus on reading, study skills, and writing, 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.

### **Order of units**

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 offered in an earlier unit. Teachers who want to teach the units out of order, however, may do so. They can use the task index at the back of the book to see what information has been presented in earlier units and build that information into their lessons. In terms of reading topics, also, the order of units is regarded as optimal, although teachers may use them out of order if they wish.

### **Course length**

Each of the five units of a Reading, Study Skills, and Writing book contains a unit preview section and eight readings, and represents approximately 16–20 hours of classroom material. An *Academic Encounters* book could thus be a suitable course book 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 course can, however, be made shorter or longer. To shorten the course, teachers might choose not to do every task in the book and to assign some tasks and texts as homework, rather than do them in class. To lengthen the course, teachers might choose to supplement the book with some content-related material from their own files and to spend more time developing students' writing skills.

## To the Student

Welcome to *Academic Encounters: Life in Society*. In this book, you will encounter readings that have been taken from sociology textbooks used in regular North American university or community college courses. *Academic Encounters: Life in Society* will teach you how to become a more efficient and competent reader of such texts and provide you with the study skills that you will need to be successful in college classroom.

Texts that appear in college textbooks are different from other types of texts that you may have read in English. They are organized differently and are written in a distinctive style. Since a great deal of effort has gone into making the texts in *Life in Society* look and read exactly as they might in an academic textbook, by studying this book you will have an excellent opportunity to become familiar with the special features and style of academic text.

The approach in *Academic Encounters* may be different from what you are used to. First, you are asked to try to master the subject matter, as if you were studying in a regular university course. Then, after having studied the texts and having read them critically, you are taught the skills that would allow you to retrieve the information you have learned in a test-taking situation. For example, you are taught highlighting, note taking, and testpreparation skills.

Although the primary emphasis in the book is on reading and study skills, there are also opportunities to study the language of the texts. It is particularly important as you get ready to study in a university that you broaden your vocabulary, and many of the activities are designed to help you do so. Sometimes, too, the focus of instruction is on a grammatical structure that occurs commonly in academic text.

There are also plentiful opportunities in *Life in Society* for you to practice your academic writing skills. You will find that by continually reading and studying academic English your own academic writing will improve. As you become more and more familiar with academic texts, how they are organized, and the language in which they are written, you will find yourself naturally beginning to adopt a more academic writing style of your own.

The topics in this book all come from the academic discipline of sociology. One effect of studying subject matter that comes only from one field is that you will build up a lot of new knowledge in this area. After using this book, you may feel that you have had enough background information in the subject matter to go on and take an introductory course in sociology to fulfill part of your general education requirements. Or, perhaps you will have gained the knowledge and confidence to do so at some future date.

Finally, we hope that you find this book to be not only useful, but enjoyable. The topics have all been chosen for their high interest, and you will have many opportunities to discuss them with your classmates. It is important to remember in all your studies that the most successful learning takes place when you enjoy what you are studying and find it interesting.

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