大学英语通识教育系列教材

学术交流英语

English for Academic Communication

下册

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编者 王 芳 成 旻 钱 希
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西安交通大学出版社
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学术交流英语上册

前言

FOREWORD

随着《国家中长期教育改革和发展规划纲要(2010－2020)》的颁布，以及教育部相应的高等学校本科教学质量与教学改革工程的实施，国家对高等教育及教学质量提出了更高的要求。大学英语课程作为一门本科必修课程也自然面临着继续更新教育理念、提高教学质量，以培养出国际化人才，满足国家发展的需求。因此，新的大学英语课程体系应该把学术英语能力的提高纳入教学目标，这已是大学外语界的共识。本部教材《学术交流英语教程》的编写正是顺应了新的教学改革要求，旨在培养学生用英语进行学术交流的能力。

本部教材的编写以文秋芳教授提出的输出驱动——输入促成假设理论(Output-Driven, Input-Enabled Theory)为依据，结合技能型教学法(Skill-Based Language Teaching and Learning)，从学术咨询开始，指导学生逐步学习学术英语相关主要技能，如会议发言、辩论、主持会议等。

纵观全册，有以下特点：

1. 主题材料高度吻合

该书首先给出了与每个单元相关的训练内容高度吻合的阅读材料，引导学生对所要训练的技能从内容到方法均有所了解，然后再辅以恰当的听力材料，以此帮助学生完成说的输出任务。

2. 目标明确可行、系统性强

本教程每单元设有明确可行的学习目标。上册注重培养学生校园生活需要的学术交流能力，包括如何听懂讲座、如何参与讨论、如何与老师沟通等。下册在继续培养学生思辨能力同时，注重培养学生在学术交流方面的实践应用能力，包括如何在学术会议上做主旨发言、如何主持学术会议等内容。全书自简而难，涵盖通用学术英语主要技能。

3. 注重培养学生跨文化交际能力与思辨能力

在培养学术交流技能的同时，本册的亮点在于加入了在学术交流中所需的跨文化交际能力和思辨能力培养的内容。上册内容注重跨文化交际能力培养，而下册则注重思辨能力的培养。

4. **注重培养学生实践应用能力**

该教程无论从教学内容，还是练习设计，均强调教学要为学生实际学术交流需要服务，以语言功能为纲，重视学生课后的练习和实践，达到“理论扎实，学以致用”的效果。

本部教材的编写为中国的学术英语教学进行了有益的补充和完善。

西安交通大学外国语学院

陈向京

2015. 3. 6

学术交流英语上册

使用说明

INSTRUCTIONS

一、编写理念：

本教材是为了培养学生用英语进行学术交流的能力而编写。编写的指导思想如下：

1. 以“学生为主”的教学模式为基准；

2. 教材设计紧密贴合并服务于未来教学设计，以技能型教学（Skill-based Language Teaching and Learning）为基本的教学手段；

3. 使用真实语料，尽可能提供接近真实的语境。

二、适用对象：

本教材适用于达到了《大学英语课程教学要求》中的一般要求的学生使用。

目标是培养、提高学生的学术交流能力：

1. 培养学生跨文化交际能力，以提高他们学术表达的适切性

2. 培养学生的逻辑思辨能力，以提高他们的学术表达的准确性

3. 培养学生话语分析能力，以提高他们的语言组织的能力（结合听力和阅读的训练）

4. 提高学生的听力水平：依据语音与话语分析知识，使学生在讲座听力过程中学会捕捉重要信息和听记要点

5. 增强学生学术英语方面交流意识，提高学生在此方面的实际应用能力。

三、教学内容：

本教材教学内容主要包括：学术辅导咨询，学术讨论，学术会议，表格图表分析阐释，演讲题目选择方法，演讲主体发展技巧，不同演讲类型应对策略，英语辩论，学术听力策略，笔记速记等作为专题进行理论讲解；针对讲解的理论，结合阅读资料、音频视频等让学生进行针对性练习；组织模拟学术会议，论文答辩，定题演讲、辩论等活动让学生对所学理论进行实践。

四、框架内容：

1. 本教材包括上下两册，每个单元总体结构框架为：

* 学习目标

* 教学内容

* 学习反思

2. 在教学内容方面，设有两个主要部分：学术口语(Academic Speaking)和学术听力(Academic Listening)。以上册第一单元(Unit One)为例：

Unit One

Section 1 Academic Speaking

I. Understanding the background notes: What is academic advising

II. Learning to speak academically

1. Learning academic communication skills: Speaking properly to get academic advising

2. Speaking Tasks

Section 2 Academic Listening

I. Top-down listening: Understanding the main idea and the important details of the passage

II. Bottom-up listening

1. Understanding with the pronunciation skills: Sense groups

2. Dictation of the difficult sentences

五、使用建议：

1. 普遍适用于大学二年级，或大学一年级英语水平高的学生

2. 课时建议：4 课时/每周

3. 教学资源：可以从教材提供的网站下载，也可以根据具体的教学目的自行准备

4. 本教材既可以用于传统的课堂教学，也可用于翻转课堂的教学

六、资料下载地址：www. xjtupress. com **首页读者服务栏目**

本书编写仍有改进空间，敬请提出宝贵建议或意见：

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《学术交流英语教程》编写组

2015 年 6 月

学术交流英语下册

目录

CONTENTS

Unit One Data Analysis: Describing Charts and Graphs

In this unit, you will learn:

how to describe a graph, including

- how to define a graph;
- how to sum up the general trend;
- how to relate to numbers.

Section 1 Academic Speaking

I. Understanding the Background Notes

Presenting Numerical Data

Introduction

It is likely that there will be occasions when you have numerical information that you want to include in your work, for example, figures and other statistics from secondary sources (such as books, journal articles or newspaper reports), the results of experiments, or data that you have collected and analyzed as part of a project or dissertation. Such numerical information can be used to illustrate an argument or convey complex or detailed information in a concise manner.

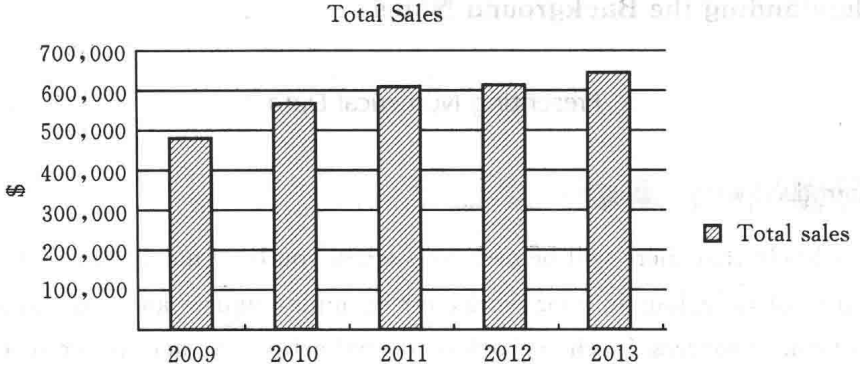
Graphs are a good means of describing, exploring or summarizing numerical data because the use of a visual image can simplify complex information and help to highlight patterns and trends in the data. There are many different graph types to choose from and a critical issue is to ensure that the graph type selected is the most appropriate for the data. Having done this, it is then essential to ensure that the design and presentation of the graph help the reader or audience

interpret the data.

Types of Graph

Bar Charts

Bar charts are charts with either horizontally or vertically arranged rectangular bars and are used to display and compare numbers, frequencies or other measures (e. g. means) for different discrete categories of data. In the example below, which shows data for total sales over a five-year period, the years are the discrete categories of data. The chart is constructed such that the lengths of the different bars are proportional to the sizes of the categories they represent. The x-axis represents the different categories and so has no scale. In order to emphasize the fact that the categories are discrete, gaps are left between the bars on the x-axis. The y-axis does have a scale and this indicates the unit of measurement. Bar charts are one of the most commonly used types of graph because they are simple to create and easy to interpret.

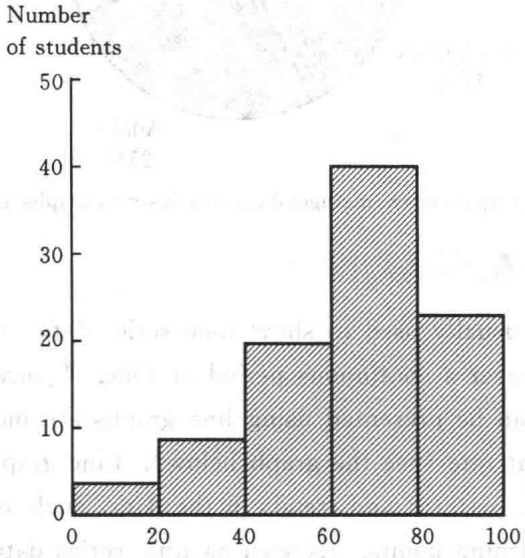


(Source: http://www.accaglobal.com/ng/en/student/exam_support_resources/foundation_level_study_resources/mal/technical_articles1/effective_presentation.html.)

Histograms

Histograms are a special form of bar chart where the data represent continuous rather than discrete categories. For example, a histogram can be used to present details of the average number of hours for which people of different ages work out each week because age is a continuous rather than a discrete category. The example histogram shown below depicts the results of a final exam

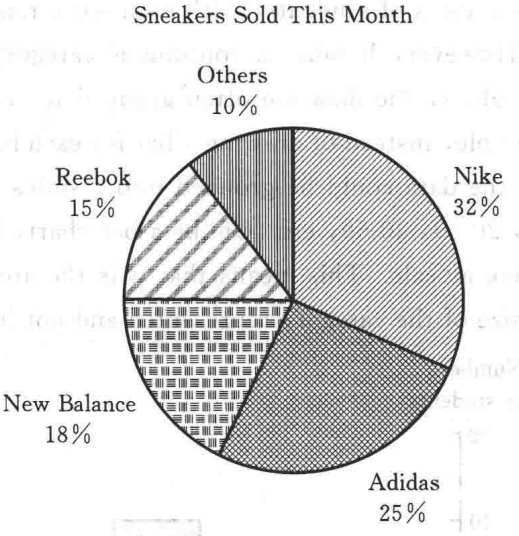
given to a hypothetical class of students, with each score range denoted by a bar of a certain color. However, because a continuous category may have a large number of possible values, the data are often grouped to reduce the number of data points. For example, instead of drawing a bar for each individual exam score between 0 and 100, the data could be grouped into a series of continuous score ranges such as 0-19, 20-39, 40-59, etc. Unlike a bar chart, in a histogram both the x- and y-axes have a scale. This means that it is the area of the bar that is proportional to the size of the category represented and not just its height.



(Source: http://searchsoftwarequality.techtarget.com/definition)

Pie Charts

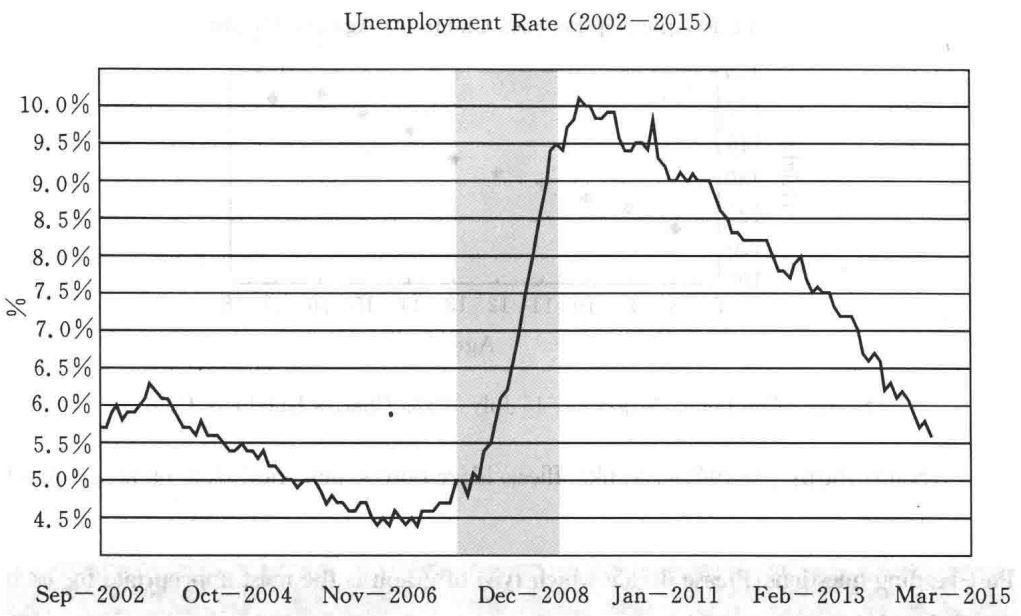
A pie chart is a circular chart that is divided into sections to illustrate proportions. The example here shows the proportional distribution of different brands of sneakers sold this month. Similar uses of a pie chart would be to show the percentage of the total votes received by each party in an election. Pie charts should only be used for displaying nominal data (i. e. data that are classed into different categories).



(Source: http://www.mathgoodies.com/lessons/graphs/compare_graphs.html)

Line Graphs

A line graph is usually used to show time series data—that is how one or more variables vary over a continuous period of time. Typical examples of the types of data that can be presented using line graphs are monthly rainfall and annual unemployment rate (see the graph below). Line graphs are particularly useful for identifying patterns and trends in the data, such as seasonal effects, large changes and turning points. As well as time series data, line graphs can also be appropriate for displaying data that are measured over other continuous variables such as distance. For example, a line graph could be used to show how pollution levels vary with increasing distance from a source, or how the level of a chemical varies with the depth of soil. However, it is important to consider whether the data have been collected at sufficiently regular intervals so that estimates made for a point lying half-way along the line between two successive measurements would be reasonable. In a line graph the x-axis represents the continuous variable (for example, year or distance from the initial measurement) whilst the y-axis has a scale and indicates the measurement. Several data series can be plotted on the same line chart and this is particularly useful for analyzing and comparing the trends in different datasets.

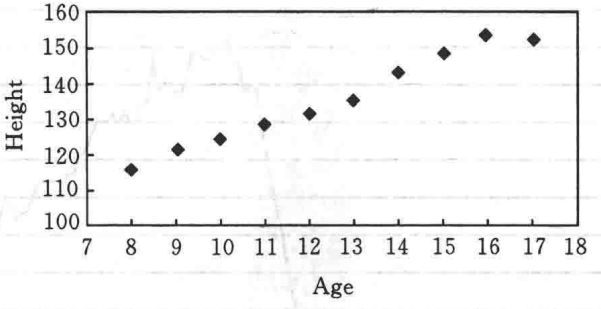


(Source:http://www.macrotrends.net/1339/unemployment-rate-last-ten-years)

Scatter Plots

Scatter plots are used to show the relationship between pairs of quantitative measurements made for the same object or individual. For example, a scatter plot could be used to present information about the examination and coursework marks for each of the students in a class. In the example here, the paired measurements are the age and height of children in 1837. In a scatter plot a dot represents each individual or object (children in this case) and is located with reference to the x-axis and y-axis, each of which represents one of the two measurements. By analyzing the pattern of the dots that make up a scatter plot, it is possible to identify whether there is any systematic or causal relationship between the two measurements. For example, in this case it is clear from the upward trending pattern of the dots that children's height increases with age. Regression lines can also be added to the graph and used to decide whether the relationship between the two sets of measurements can be explained or if it is due to chance.

The Relationship Between Children's Age and Height



(Source: The Penny Magazine, 15 July 1837. Charles Knight & Co.)

(Source:http://www2.le.ac.uk/offices/ld/resources/numerical-data/numerical-data)

Post-reading questions: Please decide which type of graph is the most appropriate for each set of data below.

1) The growth of 7 different plants was recorded in centimeters. What type of graph would be best for comparing the growth of these plants and why?

2) When asked if they will travel during the summer vacation, 50 students said "yes", 35 students said "no" and 15 students said "I don't know". What type of graph would best compare these responses to each other and with the total and why?

3) The hourly minimum wage in a city was recorded each year from 2003 to 2013. What type of graph would best show the changes in the minimum wage during this time period and why?

4) A graph is to be drawn to show the percentage of men spending at least one hour per week participating in sports or exercise. The data have been grouped into a series of continuous age ranges: 6-24, 25-34, etc. What type of graph should be used here and why?

5) A local ice cream shop keeps track of how much ice cream they sell versus the noon temperature each day for the last 15 days. Which graph would best show the relationship between the two sets of data?

II. Learning to Speak Academically

1. Watching for Academic Communication Skills

Task 1 Understanding and expressing numbers

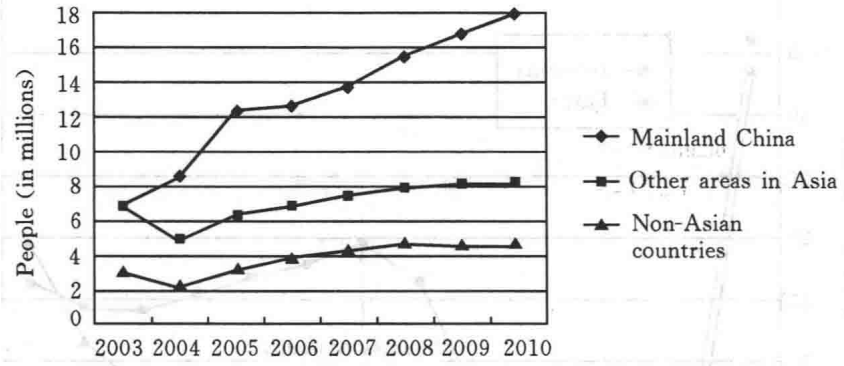
Exercise 1 **Watch a video clip on the topic *Why Smart Statistics Are the Key to Fighting Crime* by Anne Milgram and put down all the numbers mentioned in the video, including integers, fractions, and percentages.**

Exercise 2 **Watch this video clip again. Work with a partner and figure out how these numbers are read and what expressions or signal words are used when these numbers are related to (for example, the signal word "for" is used in the sentence "Less than five percent of all arrests are for violent crime."). What other expressions or signal words can you provide?**

Task 2 Understanding and practicing how to describe a graph

Exercise 1 **You will read part of a graph description. Work with a partner and first underline the expressions and signal words for referring to numbers on the scatter plot and then analyze how the presenter describes the scatter plot (i.e., how to define the graph, sum up the general trend, and then describe the numerical information). Note that simple past tense is used in describing the graph.**

Visitors to Thailand by Country/Area 2003—2010



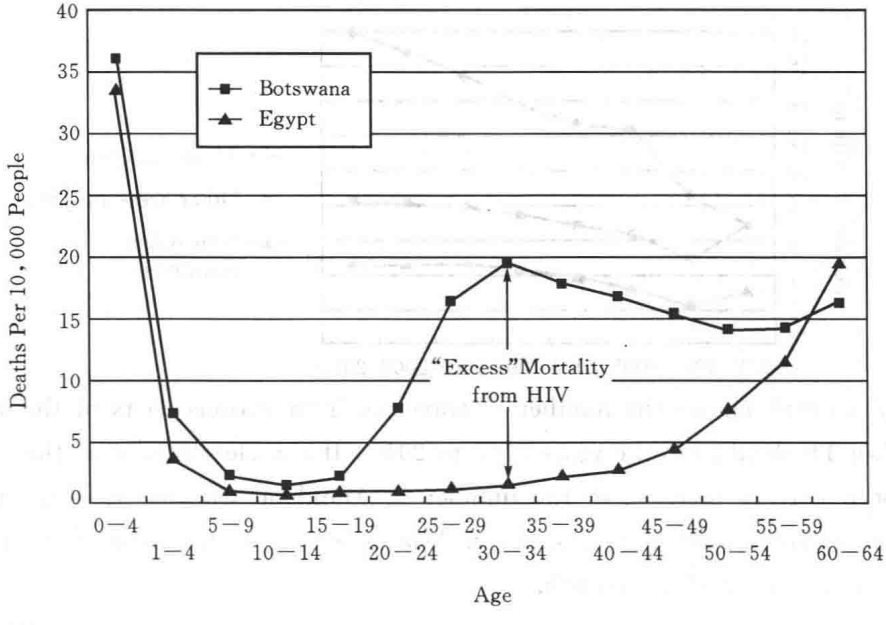
The graph shows the number of travelers from various parts of the world entering Thailand from the years 2003 to 2010. It can clearly be seen that there has been a large increase in the number of Mainland Chinese visitors, while figures for visitors from other areas in Asia as well as other areas of the world have only shown a slight growth.

In 2003 there were nearly 7 million Mainland Chinese visitors to Thailand, similar to the figure for other parts of Asia and just over double that for non-Asian travelers. This number climbed to approximately 8 million in 2004 and then rose dramatically by 4 million to just over 12 million only one year later. Since 2005 there has been a steady increase, with around 18 million Mainland Chinese travelers visiting Thailand in 2010. This is more than double the number of the visitors from other areas in Asia, and around four times the figure for non-Asian visitors.

The figure for travelers from non-Asian countries showed, first, a dip of roughly one-third the total number of visitors from 2003 to 2004, and then slow growth until 2008, followed by a leveling out. Overall, the number of Asian tourists rose by 1 million from just under 7 million in 2003 to roughly 8 million seven years later, while the corresponding figures for visitors from non-Asian parts of the world were roughly 3 millions and 4.5 millions, respectively.
(Source: http://lc.hkbu.edu.hk/sall/english/doc/Introduction_Steps_writing_graph_description.pdf)

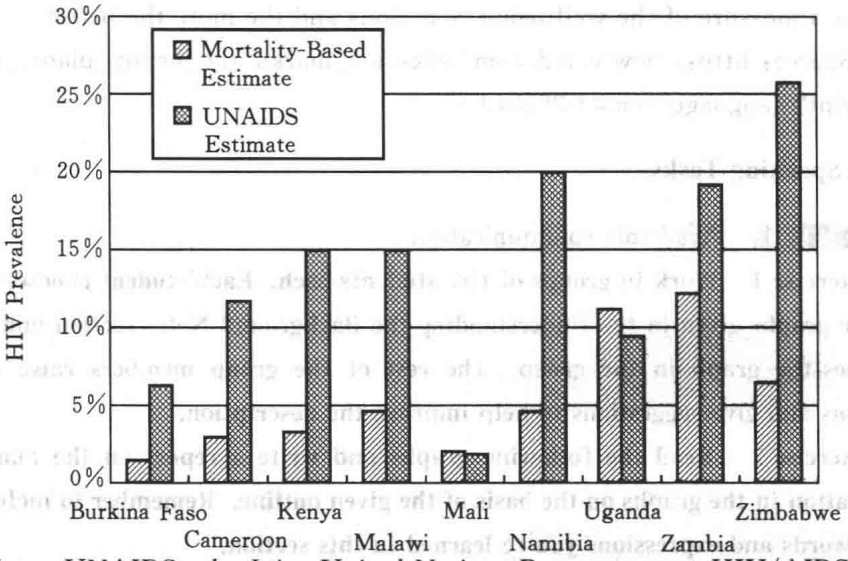
Exercise 2 Work with a partner and describe the graphs shown below. After that, watch a video clip and compare your descriptions with those made by the presenter. What technique(s) does the presenter use in describing the charts? Do you think the presenter's description effective? Why or why not?

Fig. 1 Death Rates by Age, Countries with and without HIV



Note:Botswana is a place with a lot of AIDS; Egypt is a place without a lot of AIDS.

Fig. 2 Estimates of HIV Prevalence; UNAIDS and Mortality—Based



Note: UNAIDS, the Joint United Nations Programme on HIV/AIDS

(Source:http://www.ted.com/talks/emily_oster_flips_our_thinking_on_aids_in_africa/transcript?language=en#t-176983)

Exercise 3 Work with a partner and describe the scatter plot below. After that, watch a video clip and compare your description with the one made by the presenter. Do you think the presenter's description effective? Why or why not?

A Happy planet?

Happy life years and ecological footprint for 143 countries, and world average