

大学英语通识教育系列教材

学术交流英语

English for Academic Communication



主编 牛 莉

编者 曹杨波 牛 莉 邱 鹤



西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

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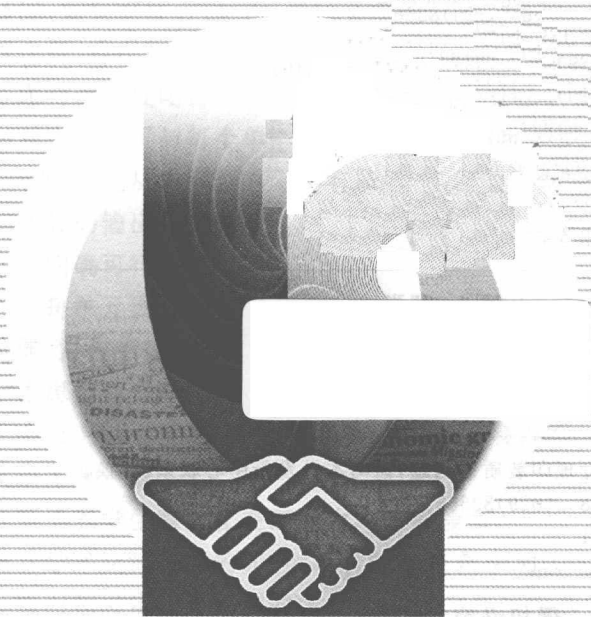
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上册

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图书在版编目(CIP)数据

学术交流英语上册/牛莉主编. —西安:西安交通大学出版社,2015.8

ISBN 978-7-5605-7714-2

I. ①学… II. ①牛… III. ①学术交流-英语-高等学校-教材 IV. ①H31

中国版本图书馆 CIP 数据核字(2015)第 181191 号

书 名 学术交流英语上册
主 编 牛 莉
责任编辑 牛瑞鑫

出版发行 西安交通大学出版社
(西安市兴庆南路 10 号 邮政编码 710049)
网 址 <http://www.xjtupress.com>
电 话 (029)82668357 82667874(发行中心)
(029)82668315(总编办)
传 真 (029)82668280
印 刷 陕西宝石兰印务有限责任公司

开 本 727mm×960mm 1/16 印张 6.5 字数 114 千字
版次印次 2015 年 9 月第 1 版 2015 年 9 月第 1 次印刷
书 号 ISBN 978-7-5605-7714-2/H·1790
定 价 12.00 元

读者购书、书店添货,如发现印装质量问题,请与本社发行中心联系、调换。

订购热线:(029)82665248 (029)82665249

投稿热线:(029)82665371

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前言

学术交流英语上册

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》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的培养,而下册则注重思辨能力的培养。

4. 注重培养学生实践能力

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

| | |
|--|-------|
| Unit One Academic Advising | (001) |
| Academic Speaking | (001) |
| Academic Listening | (007) |
| Unit Two Academic Etiquette | (011) |
| Academic Speaking | (011) |
| Academic Listening | (020) |
| Unit Three Types of Questions | (025) |
| Academic Speaking | (025) |
| Academic Listening | (031) |
| Unit Four Ways of Asking Questions | (037) |
| Academic Speaking | (037) |
| Academic Listening | (041) |
| Unit Five Different Roles in Discussion | (046) |
| Academic Speaking | (046) |
| Academic Listening | (051) |
| Unit Six Brainstorming | (055) |
| Academic Speaking | (055) |
| Academic Listening | (060) |
| Unit Seven Putting on Thinking Hats | (065) |
| Academic Speaking | (065) |
| Academic Listening | (070) |
| Unit Eight Being an Active Listener | (075) |
| Academic Speaking | (075) |
| Academic Listening | (079) |

Unit One Academic Advising

In this unit, you will learn:

- how to communicate with your academic adviser in a proper way;
- how to understand the idea of the listening material with the skill of prediction before your listening;
- how to understand the meaning by identifying sense groups in your listening.

Section 1 Academic Speaking

I. Understanding the Background Notes

What Is Academic Advising

Academic advising is a developmental process in which students are provided with support in clarifying their academic, career and life goals, developing plans to achieve these goals, and evaluating their own progress. Academic advising is also a process in which students are empowered to think critically, explore available options, and take personal responsibility for decision-making with the guidance of their teachers and academic advisers.

Different Types of Academic Advisers

Upon full implementation of the University-wide Academic Advising System, there will be five types of Academic Advisers:

I. Faculty Academic Advisers

(Every First-year student will be assigned an academic adviser from his/her Home Faculty to support the students throughout the course of their study.)

II. Advisers for different Major programmes, or for Faculties offering

professional programmes; Advisers for each curriculum or year of study

III. Faculty Student Advisers

IV. Residential Student Advisers

V. Academic Advisers in the Academic Advising Office (AAO)

In addition, each Faculty has appointed an Academic Advising Co-ordinator and an Academic Advising Administrator to oversee the academic advising work in respective Faculty.

What You Can Expect from Your Academic Adviser

The following are some of the things that you can expect from your Adviser:

- Provide support to your transition to the University.
- Clarify requirements of Curriculum / Degree / Major / Professional Core which you may have questions.
- Guide you in developing your academic goals and study plan.
- Provide up-to-date information and offer advice on course selections.
- Discuss your academic performance and progress and the implication of it to your future plans (career or postgraduate studies).
- Care about your academic success.
- Provide you with information on other available campus resources and support services.
- Respect your privacy.
- Make effective referrals and direct you to other sources of advice. Your adviser might not know the answer of every question, but they will help you find the answer.

What Your Academic Adviser Will Expect of You

The relationship between Adviser and Advisee is one of shared responsibility and two-way traffic. Things that your Adviser expects from you:

- Take the initiative to contact your Faculty Academic Adviser (FAA). First-year students are required to meet with his or her FAA once every semester. Senior year students are also encouraged to make regular contacts with the major / minor advisers of their Faculty.
- Familiarize yourself with the requirements of your Curriculum / Degree / Major / Professional Core.

- Be well prepared for each advising meeting by doing these preparations prior to the meeting:
 - think about your educational, personal and career goals.
 - consider your study plan / intended course enrollment for the coming terms or beyond.
 - check the prerequisites for each course you intend to take and consider how they will affect the sequencing of your courses.
 - prepare a list of questions or concerns that you would like to raise with your Adviser.
- Turn up punctually for the scheduled appointment with your Adviser.
- Actively ask questions on matters you do not understand or are confused.
- Accept responsibility for decisions and take ownership of your academic plans.

Post-reading questions: Please answer the questions according to the text.

- 1) What is academic advising?
- 2) What are the responsibilities of an adviser?
- 3) What are expected of a student from his/her adviser?
- 4) What's the relationship between adviser and advisee?
- 5) What do you think of academic advising? Is it necessary for you? Why?

II. Learning to Speak Academically

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

Task 1 Understanding communication skills in academic advising: conversation patterns

Step 1 Read the Script of a conversation, and answer the following questions.

- 1) Why has the student changed her mind about prebusiness and economics?
- 2) Which classes does a student have to have in order to take paleontology?
- 3) Do all astronomy classes have labs?
- 4) Where are the telescopes located on campus?

Step 2 Read the script of the conversation for the components of the conversational pattern with the questions below.

- 1) Does the session include small talk? If so, what is it about?

- 2) Who initiates it?
- 3) What is the response to the small talk? That is, is it a simple “yes” or “no”?
- 4) Which areas of study are discussed first?
- 5) In very general terms, what does the student say about these fields of study?
- 6) Which areas of study are discussed next?
- 7) In very general terms, what are the student and adviser discussing?
- 8) Is the closing a simple “good-bye”? What else is included?

Step 3 Read the script of the conversation again for the style of the language.

- 1) Which speaker seems to use more contractions?
- 2) Whose speech contains more false starts and/or repairs?
- 3) So whose language would you characterize as more formal? Why?

Task 2 Understanding communication skills in academic advising: soliciting and giving advice

Step 1 Read the extracts and underline the phrases the speakers use for soliciting advice.

Extract A [*Event: Statistics Office Hours*]

S1: um I have to_ and then I have to go away this weekend what should I do? I have to leave tomorrow morning so what should I do? I wanna_ I'm going on a plane and I wanna do a bunch of practice for stats [S2: mhm] so what sh- what would you recommend?

Extract B [*Event: Academic Advising*]

S1: I want to start working on some other major and, [S2: mhm] one major I'm interested in economics but I want to do something else with economics, what do you suggest? math? stats? what would go well? [S2: no let me_ I feel like] a double major?

S2: you can do a double major or did you know that you can concentrate on mathematical economics?

(...)

S2: I mean that's a possibility to take another humanities if you're thinking about maybe majoring in statistics, you might wanna go on and take Calc Three.

Step 2 The above solicitations for advice are phrased as direct questions. What

other phrases could you use to ask for advice in the following situations?

- 1) You want to know if your adviser agrees that you take an intro statistics class;
- 2) You would like some feedback on a paper you have written.

Step 3 Read each of the following excerpts of someone giving advice.

- 1) Try to figure out who the advice-giver might be, and who they are talking to.
- 2) Think about how compelling or imperative the advice or suggestion sounds — i. e. how obligated do you think the speaker is to follow the advice?
- 3) Rate the five extracts from 1 to 5, with 1 being the weakest and 5 being the strongest or most obligatory.
- 4) Circle or underline key words that help you decide how to interpret it.

Step 4 The below statements sounds stronger and more direct because “should” is used. Think about some ways of rephrasing them to convey roughly the same idea in a softer or more indirect way.

- 1) You shouldn't use so many words.
- 2) You should revise this sentence to make it shorter.
- 3) You should make sure that each paragraph (or sentence) has only one clear main idea.
- 4) You should be more specific.

Step 5 Here are several excerpts. For each excerpt, answer the following questions;

- a) How direct or indirect does it seem to you? Rate each excerpt on a scale from 1 to 5, as in *Step 4* above.
 - b) Does the speaker use any *hedging* or *softening* devices? Circle these.
 - c) Underline the phrases that indicate some kind of advice. Is it phrased as criticism or as advice/suggestion? If both, label the part that is criticism and the part that is advice.
 - d) On the line below each excerpt, summarize the essence of the advice and/or criticism, being as brief and direct as you can. (i. e. rewrite as simple statements and imperative commands; the first one is done for you.)
- 1) um, okay. this is a tiny bit repetitive in here so you might just wanna somehow tighten it up, um.

_____ This is repetitive. Tighten it up.

2) um, here's a case where, I think that that to begin with with that move into into the Housman poem, it's a little too, um... informal and casual for the rest of the writing um, here. uh that that maybe what you could do_ I mean here's another instance where, you could use a while transition and say, while in Larkin's poem this happens in To an Athlete Dying Young Housman uses, mokay. that that, you wanna make a distinction and you need to to do that. and again, uh, you're using you're using more words than you need to.

3) it seems to me like in this paragraph there are lots of totally different things going on. um, and in general you should do this throughout the paper too. you need to go through and ask yourself what the point of each paragraph is, right? um and make sure it has a point, and make sure it says what its point is, okay? [S1: okay]

4) okay now this is a bit of a different point. right? um, I mean, this first point about um, the mall becoming a place for people to socialize, is directly tied to your, thesis right? [S1: okay] this is a point that you do wanna make, but you don't wanna make it in the same paragraph. right?

5) now here's a place where you could pull in more, specifically um, you know partly from the Crawford i think um, but you could pull in more specifically I mean, all businesses exist to make money. right? [S1: mhm] I mean that's the nature of, capitalism. um, so... you gotta be a little more specific than "malls exist to make money." you know what I mean?

2. Speaking tasks

Task 1 Work in group and discuss on the following questions:

- 1) What are the components of the conversation pattern?
- 2) What do you think of academic advising? Is it necessary for you? Why?
- 3) Do you have any academic problems to be solved? What are they?
- 4) If you have any chance to meet an academic adviser, how can you communicate with him/her properly?

Task 2 Make a conversation with your partner according to the answers to the questions # 3 and # 4 in *Task 1* above. Before making your conversation, you may go and get the solutions to your problems from the professors or the instructors in your school.


Section 2 Academic Listening


I. Top-down Listening: Understanding the Main Idea and the Important details of the passage

Task 1 Understanding the main idea by predicting before listening: using your background knowledge of the topic

Step 1 The title of the passage you are going to listen to is “*Music Classes in Childhood May Lead to Changes in the Brain*”. What information do you expect to get from the listening?


Step 2 Listen to the passage three times, and take down the notes related to your predictions.

 I think the main idea of the passage is:

 Some important details I heard are:


- Underline them in your notes.
- Arrange and write down the details.

Step 3 With your partner, check your notes and evaluate what you know while listening.

 My partner and I think the main idea of the passage is:

 The most important details we heard are:

Step 4 With your partner, evaluate your prediction:


 I think the prediction with my background knowledge is (helpful / helpless) to my understanding this lecture, because...

Task 2 Understanding the listening material using your research on the background information

Step 1 The title of the passage you are going to listen to is related to

“Edwin Hubble”. Please do some research about the topic on the Internet, and take down some notes. Discuss your information with your partners and make some prediction of the content of the lecture.

Step 2 Listen to the passage three times, and take down the notes related to your prediction.

 I think the main idea of the lecture is:

 Some important details I will hear are:


- Underline them in your notes.
- Arrange and write down the details.

Step 3 With your partner, check your notes and evaluate what you know while listening.

 My partner and I think the main idea of the passage is:

 The most important details we heard are:

Step 4 With your partner, evaluate your prediction.

 I think the prediction using my research on the background information is (helpful / helpless) to my understanding this lecture, because. . .

II. Bottom-up Listening

1. Understanding with the pronunciation skills

Task 1 Understanding with sense groups

Step 1 Listen to the sentences and understand them with the pausing marked by “//” at the end of the sentences and “/” in the sentences.

- 1) Today, / Richard Rael and Tony Riggs / tell the story / of American astronomer / Edwin Hubble. //
- 2) Many of them are using the Hubble Space Telescope / that is named after him. //
- 3) It doesn't matter / whether you play a guitar, / a piano, / a horn, / or a drum. //

Step 2 Listen to the sentences and mark out the sense groups with “//” at the end of the sentences and “/” in the sentences.

- 1) We've known for some time that playing a musical instrument can change the anatomy as well as the function. . . the way the brain works.
- 2) The second sound is not as clear as the first, but it provided the information needed to be studied on a computer screen.
- 3) These young adults who received formal music instruction as children had more robust neural responses to sound than peers who had never participated in music lessons.

Step 3 Read the sentences with the proper pausing.

2. Dictation of the difficult sentences. Finish the dictation in three times without any pause.

1) _____

2) _____

3) _____

Self-Evaluation: What have you learned in this Unit?

■ *about* Academic Speaking

■ *about* Academic Listening

Unit Two Academic Etiquette

In this unit, you will learn:

- how to communicate with instructors and adviser;
- how to identify syllables and stresses;
- how to listen for the big picture;
- how to predict during listening.

Section 1 Academic Speaking

I. Understanding the Background Notes

A Student's Guide to Academic Etiquette

“Please.” “Thank you.” “You are welcome.”

These everyday expressions along with countless others form a universal language of civility, a language based on the three core principles of respect, integrity, and truthfulness. What's more, these core principles make the practice of civility possible in a wide range of settings. The college experience in general and the classroom in particular provide two settings germane to this etiquette guide, for in either setting, civil language allows students, staff, and faculty alike to sustain an informal and voluntary contract of reasonable expectations, mutually beneficial good manners, authentic sensitivity, and common sense.

Because Collin College values freedom of expression and diverse viewpoints as basic underpinnings of the learning experience, it encourages such a contract. After all, how else can a community as diverse as that of college students learn and practice mutual respect and tolerance for their peers regardless of differing values, backgrounds, and viewpoints? The answer lies in respectful attention to them, not in snide asides or in classroom tirades. Similarly, how else can faculty