



西安交通大学 少年班规划教材

总主编 张则玫 顾问 Graham Wilson

学术英语技能

XJTU EAP

提升篇(上)

Intermediate Skills

分册主编 牛莉 成旻

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西安交通大学出版社
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图书在版编目(CIP)数据

学术英语技能——提升篇(上)/张则玫总主编. —西安:
西安交通大学出版社, 2014. 9(2015. 8 重印)
ISBN 978-7-5605-6659-7

I. ①学… II. ①张… III. ①英语-高等学校-教材
IV. ①H31

中国版本图书馆 CIP 数据核字(2014)第 194340 号

书 名 学术英语技能——提升篇(上)
总 主 编 张则玫
分册主编 牛 莉 成 旻
责任编辑 李 蕊 黄科丰

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 虎彩印艺股份有限公司

开 本 787mm×1092mm 1/16 印张 10.75 字数 245 千字
版次印次 2014 年 9 月第 1 版 2015 年 8 月第 2 次印刷
书 号 ISBN 978-7-5605-6659-7/H·1703
定 价 26.50 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)82665571
读者信箱:qsfs2010@sina.com

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总序

为进行创新与素质教育改革试点,以探索新形势下高校与中学合作培养拔尖创新人才的新途径,经教育部批准,西安交通大学从1985年开始在全国范围内招收少年班大学生,目的在于不拘一格选拔智力超常的少年,进行专门培养,促使他们尽早成才。在教育部的支持下,西安交大历经30年的实践与探索,逐步形成了选拔、培养和后续培养的少年大学生培养体系,取得了明显的效果,一批又一批少年大学生脱颖而出,众多毕业生已在祖国各条战线上为国家建设做出突出贡献。

目前,西安交大少年班实行“预科(两年)—本科(四年)—硕士(两年)”八年制贯通培养模式;其中,预科阶段分别在中学(预科一)和大学(预科二)进行,为期两年。在预科学习中,少年班大学生既要学完高中三年的全部知识,又要先修部分大学基础知识,完成中学教育与高等教育的平滑过渡。而现行的教材无一例外都是中学与大学知识体系分开的教材,这种分开的教材反映出我国中学与大学教育在认知、方法和规律上存在着差异。因此,编写一套适合少年班大学生预科阶段学习的教材,在人才培养模式上实现中学基础教育与高等教育无缝衔接,是一项极具前瞻性和战略意义的教育任务。

对此,西安交通大学教务处于2009年9月启动少年班预科教材编撰工作,并专门设立教学改革项目,组织专家与教师进行少年班预科教材的研究与编写;2010年开始,教务处陆续出版了少年班预科试用教材;2011年12月,西安交通大学成立拔尖人才培养办公室(拔尖办),少年班预科教材编撰任务交由拔尖办负责;2013年5月和12月,拔尖人才培养办公室连续两次组织相关任课教师与专家召开少年班预科教材编撰工作研讨会,来自大学及高中近60名专家和一线教师谨遵因材施教,发掘潜能,注重创新的指导思想,通过多次研讨和严格审核,规范了少年班预科课程教学大纲的内容,并决定在试用教材的基础上,于2014年正式出版少年班预科系列教材。

此次少年班预科教材涉及语文、数学、英语、物理、化学和计算机等课程,是专门针对少年班大学生的特点设计的预科教材,这些教材的出版不仅推动了少年班培养模式的创新与完善,同时对于探索新形势下教育体制改革有着重要的探索指导意义。最后,拔尖人才培养办公室要向参与少年班教材编撰工作的全体人员表示感谢,对他们的奉献表示敬意,并期望这些教材能受到少年大学生的欢迎。同时希望作者不断改版,形成精品,为中国的高等教育做出贡献。

杨森

西安交通大学拔尖人才培养办公室

2014年8月20日

前言

写此前言之际正值暑假,西安气候酷热难耐,有唐朝诗人王毂《苦热行》一诗为证:

祝融南来鞭火龙,火旗焰焰烧天红。

日轮当午凝不去,万国如在洪炉中。

暑假乃师生休养生息之机。然而,暑假中很多老师仍在充电、备课、科研和编写教材。说到编教材,可不是像编教辅材料那么东拼西凑便能对付的。编写教材必须要有先进的教学理念、科学的教学内容设计、完备的教材框架体系、充足的素材,更重要的是还要有强有力的编写团队。西安交通大学大学英语教改团队的老师们经过三年的教学试用、修改和再修改的自编教材《学术英语技能》终于快要交印了。大家请我代表团队写前言,我自然是欣然应允。

该教材是大学英语教改团队继《大学综合英语》系列教材之后编写的又一套个性化特色教材。其主要目的是培养我校拔尖创新型学生在学术环境下的英语应用能力,为未来的国际英语学术交流,如留学、国际会议、夏令营等学术交流活动铺平道路,扫除障碍。该教材以培养学术英语(EAP)技能为目标,而非普通英语(EGP)技能,故名《学术英语技能》。全书共6册:《预备篇》(上、下)、《提升篇》(上、下)及《应用篇》(上、下),分别用于西安交大少年班预科一年级、二年级和大学一年级的学生的学习使用,也同样适用于同等英语水平和对英语有同样学术交流需求的学生。

教书多年,见过的教材也颇多。但本人认为,相比于其他同类教材,该教材独具特色。首先,空间大。教师可根据不同情况灵活地选用、设计和添加教学内容和练习,有充分的选择和变动空间。其次,见效快。教材始终围绕培养技能这个中心点,专为任务型教学而设计。三年的教学试用表明,学生使用该教材,在“动中学”,短期内学术英语技能可以得到显著提升。第三,资源广。借助互联网,广泛收集、精心选用真实语料,如文学原著、报刊杂志、国际名校网络公开课等等。第四,设计独特。比如,不同于多数教材的练习形式通册固定,该书根据具体的教学目标和内容的不同做出不同的教学设计和任务设计,练习形式各册均有不同。再如,不同于其他同类教材,该教材增加了形式逻辑的内容,教学生如何从逻辑的角度去审视、解释、分析问题。这不仅使学生的英语思辨能力进一步得到提升,而且对学生参加雅思、GRE等出国考试也很有帮助。第五,少而精。比如,每《篇》都分为上、下两册,每册6个单元,而不是通常的8或10个单元,以适应交大每学期16周的教学安排。既节省精力,又节省资源。

相信即将使用这部教材的师生及读者一定会喜欢它。

在编写过程中,我们得到了德国班贝格大学语言教学中心 Astrid Krake 和 Graham Wilson 两位专家以及我校外国语学院同行们的鼎力支持,在此一并表示感谢。

我等食五谷杂粮,非比神仙,故,定有谬误之处,敬请原谅并给予批评指正。

蒋跃

2014年7月15日于逸夫楼

一、编写原则

这部教材的编写遵循如下原则：以目标为导向的教学和练习设计；以“任务型”(TBLT)为主、其他方法为辅的“实效型”(Eclectic Approach)教学手段；以“学生为主体，教师为主导”的课堂教学模式；以“用教材教，而不教教材”的教材使用原则，旨在提高学生在学术环境下使用英语的综合技能(EAP Skills)以及英语思辨能力(Critical Thinking)。

二、内容介绍

《学术英语技能》(XJTU EAP)是专门针对西安交通大学(Xi'an Jiaotong University)少年班学生编写的，也适合具有同等英语水平、对学术英语技能有同样需求的非英语专业学生使用。编写目的是提高学生在学术环境下使用英语的综合能力。

《学术英语技能—预备篇》(XJTU EAP—Lower Intermediate Skills)针对的是少年班预科一年级的学生，也适用于中学英语基础没打好，英语能力较弱的学生。本篇适用于学术英语技能教学的预备阶段，以训练普通英语技能为目标，将高中三年内应该掌握的普通英语技能(EGP Skills)压缩在一年内完成。本篇内容包括语音、日常交际能力、基础语法、常用基本词汇、语篇基础等，以及英语的学习方法。

《学术英语技能—提升篇》(XJTU EAP—Intermediate Skills)针对的是少年班预科二年级的学生，也适用于已经具备普通英语技能的学生使用。本册以优化和提升普通英语技能(EGP Skills)为目标，训练学生在各种学术环境下用英语进行口、笔头交流以及英语的思辨能力(Critical thinking skills)，如概括、分析、推断、评价等。

《学术英语技能—应用篇》(XJTU EAP—Upper Intermediate Skills)针对的是少年班大学一年级的学生，也适用于已经具备一定的学术英语技能的非英语专业本科生或研究生使用。本篇以实践应用为主要教学内容和形式，使学生将已学到的学术英语技能运用在模拟的学术环境下，从而进一步提高学术英语(EAP)水平，能够更好地用英语进行学术写作与交际。并且，在本篇下册有四个单元增加了形式逻辑的内容，使学生在具备英语思辨能力的基础之上得到更大的提升，能够从逻辑的角度去审视、解释、分析问题。这也是本套教材的一大亮点。

三、框架结构

因为针对不同的教学目标，所以每册书的框架结构各有不同。

《预备篇》上、下两册的每个单元都有听说和读写两个板块，内容包括语音、日常交际能力、语法、词汇、语篇。同时，在练习的设计上注重以正确的英语学习方法引导学生，使学生在最初阶段就养成良好的学习习惯。以下册第一单元为例：

Unit One

Listening and speaking skills

- Sound recognition: Sense Group
- Listening: Listening for filling in a form
- Speaking: Talking about social problems
 - Expressing agreement and disagreement
 - Expressing intentions and purposes

Reading and writing skills

- Reading I: Language Learning
 - Words and expressions
 - Vocabulary in the text
 - Paraphrasing the sentences
 - Grammar
 - Verb-ing form
- Reading II: Language in Writing
 - Writing sentences with the key word given

《提升篇》上、下两册的每个单元都由听说、精读、泛读、写作四个板块组成,内容包括听说技能(包括语音、语调、预测、捕捉和听记重要信息、讨论、演讲、言语行为交际策略的使用等)、阅读技能(包括语篇分析及逻辑分析、修辞手法、泛读技能等)和写作技能(包括句子、段落、篇章和总结)。以下册第一单元为例:

Unit One

Listening and Speaking

- Speaking appropriately by using proper discussion strategies and expressions: different roles in a discussion
- Speaking accurately: planning an effective oral presentation
- Listening for idea by taking notes while listening
- Understanding by recognizing intonations: tone units-nucleus

Intensive Reading

- Analyzing and understanding the text by identifying the way of reasoning
- Learning language by paraphrasing
- Learning language in a derogatory sense

Extensive Reading

- Distinguishing fact from opinion
- Consolidating skimming and scanning

Writing

- Planning the structure of an essay
- Writing a thesis statement of an essay

- Writing an outline of an essay

《应用篇》上、下两册的每个单元都由读写、听说、词汇与结构三个板块组成,内容包括最常用的学术英语技能的练习与实践,学术环境下的英语口语表达以及学习并掌握学术英语写作中的常用结构和用语。略有不同的是听说板块在上、下两册中的顺序。在上册,听说板块的作用是导入,即从听说入手学习技能;在下册,读写板块是重心,听说板块仅是一个围绕重心而设计的练习项目。以下册第一单元为例:

Unit One

Reading and Writing

Recognizing noun + noun collocations

- Creating noun + noun collocations
- Using noun phrases

Listening and Speaking

- Summarizing a lecture

Vocabulary and Structure

- Learning to use noun collocations
- Learning about tenses in academic writing

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(提升篇、应用篇)

<http://cc.xjtu.edu.cn/G2S/Template/View.aspx?action=view106courseType=0&courseId=317> (提升篇)

编写组

2014 年 7 月 19 日

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Unit 1



LEARNING OBJECTIVES

• Listening and Speaking

- Speaking appropriately; making a small talk
- Speaking accurately; asking questions for information
- Listening for ideas by anticipating before listening
- Understanding by recognizing sense groups

• Intensive Reading

- Analyzing and understanding an exposition
- Learning vocabulary with EE dictionaries
- Learning vocabulary in collocations
- Learning the use of rhetorical questions

• Extensive Reading

- Previewing for the structure, the main idea and the topic
- Skimming for the topic and the main idea
- Scanning for the supporting details
- Moving your eyes fast by reading in clusters
- Guessing meanings from the context

• Guided Writing

- Knowing elements in English sentences
- Recognizing sentence structures
- Using punctuation properly



I. Expressing yourself appropriately in daily communication

1. Work in pairs and answer the questions.

(1) If you meet a stranger, are you the person who breaks the ice? Why or why not?

(2) What topics have you used to make a conversation with a stranger?

2. Watch the conversation and fill in the blanks.

Part I

Man: _____?

Woman: Well, I've seen better, but this is OK.

Man: _____?

Woman: Yes, I do. I go as often as I can.

Man: Me, too. By the way, my name's Alan Ross.

Woman: How do you do? I'm Dianne Cooper.

Part II

Woman: _____, Mr. Ross?

Man: No, I don't. _____ Los Angeles.

Woman: Have you lived in Los Angeles long?

Man: No, only for the last two years. Before that, I lived in Chicago.

Woman: _____.

Man: It's a great place.

Part III

Man: _____?

Woman: Oh, different things, _____. How about you?

Man: On weekends _____, I need the exercise.

Woman: I don't enjoy _____. I'm not really _____.

3. Watch the conversation again to see how the speakers start their conversation.
4. Watch the conversation again to see how the speakers continue their conversation.
5. After watching the conversation, work in groups and discuss what topics are good for making a small talk.
6. Work in pairs and make small talks with the situations given below.
 - Situation 1: First time you meet your new English teacher in the classroom.
 - Situation 2: First time of a day you meet someone you know on the campus.
 - Situation 3: First time you meet a friend of one of your friends in your dorm.

II. Listening for ideas

1. Passage 1 is about the Ivy League. Please work in pairs, and answer the questions before you listen to it.
 - (1) Have you ever heard about the Ivy League? What is it?
 - (2) What information do you want to know about the Ivy League? Please list them.
2. Listen to Passage 1, and take down the information you want to know or you feel important.
3. Check your notes with your partner. Then listen to Passage 1 again to confirm the information.
4. Listen to Passage 1 again, and take down the questions in it.
5. Work in pairs, check the questions you take down and try to answer the questions in turns with your notes.

III. Expressing yourself clearly

1. Listen to Passage 2 and fill in the missing information.

Oxford and Cambridge—two universities so _____ that they are often spoken of together as “Oxbridge”. They’re both in the UK, _____ near London, and both _____ come top in any ranking of the world’s best universities.

The two universities began _____. Oxford University, now 900 years old, was founded towards the end of the 11th century. In _____ there was a _____ between the university and the townspeople of Oxford. As a result, some of the Oxford teachers left and _____ a university in the town of Cambridge, some 84 miles away. Ever since then, the two institutions have been very _____.

Unlike most modern universities, both Oxford and Cambridge consist of a large number of colleges. Oxford has _____ and Cambridge _____. Many of these colleges have old

and very beautiful architecture, and large numbers of _____ visit them.

In all UK universities, you need good grades in the _____ taken at 18. But to get into Oxford and Cambridge, it's not enough to get A grades in your exams. You also have to go for a long interview. In these interviews, students need to show that they are _____ of original thinking.

Through the centuries, both universities have made huge contributions to British _____ life. They have produced great writers, world leaders and _____. Cambridge, _____, has produced scientists whose discoveries and inventions have changed our lives.

Among the great university institutions is the world's most famous _____ society, the Oxford Union, where undergraduates get a chance to practice speaking in public. Cambridge's comedy club Footlights has produced many first-class _____, while some of the UK's most famous actors and actresses began their _____ at The Oxford University Dramatic Society, known as OUDS. Then there's the Oxford and Cambridge Boat Race, which takes place every year in _____, and is watched on television all over the UK.

So with all this _____ in so many fields, it's not surprising that the _____ of clever students all over the world is to _____ either one of these great universities.

2. Work individually, and work out at least 3 Wh-questions about the information mentioned in Passage 2.

3. Work in pairs. Ask and answer the questions done in Ex.2 in turns.

4. Work in pairs and try to use one sentence to summarize Passage 2.

IV. Practicing pronunciation: Sense groups

1. Work in pairs and practice saying home telephone numbers in turns.

Instructions: Generally, we read telephone numbers in groups with pauses.

e. g. Area code	Local code	Personal code
029	8266	0000

Your conversation:

Partner A: What's your home telephone number?

Partner B: _____

Partner B: What's your home telephone number?

Partner A: _____

Unit 1

Asking Questions for Information

2. Listen to the sentences, and notice how pauses are used between the sense groups.

- (1) I'd like six oranges, and two wedges of cheese.
- (2) When you get there, call me, and I'll come get you.
- (3) "Let's go for a walk," I said. But she replied, "I'm busy."

3. Read and mark out the sense groups by using "in sentences" and "at the end of a sentence".
Rosy said that Vimala was stopped abruptly on the way to college and abducted by a gang of youngsters in black masks.

4. Listen and read after the passage "The Size of the United States". Understand the meaning by recognizing the pauses left by the speaker.

The Size of the United States

Visitors to the United States are often surprised to learn the distance from the east coast to the west coast. It is more than 3,500 kilometers from the Atlantic Ocean on the east coast to the Pacific Ocean on the west. A jet plane crosses the continental United States in about five hours, but a traveler in a fast railroad train needs more than forty-eight hours to cross the country.

The new state of Hawaii is very far from the states on the east coast of the continent. Hawaii is in the Pacific Ocean. It is more than 3,000 kilometers from Hawaii to the mainland of the United States.



Your notes:

Immobilization

Wayne W. Dyer

- 1 As you consider your potential for choosing happiness, keep in mind the word *immobilization* as the indicator of negative emotions in your life. You might believe that anger, hostility, shyness and other similar feelings are worth having at times, and so you want to hang on to them. Your guide should be the extent to which you are in any way immobilized by the feeling.
- 2 Immobilization can range from total inaction to mild indecision and hesitancy. Does your anger keep you from saying, feeling, or doing something? If so, then you are immobilized. Does your shyness prevent you from meeting people you want to know? If so, you are immobilized and missing out on experiences that are rightfully yours. Is your hate and jealousy helping you to grow an ulcer or to raise your blood pressure? Does it keep you from working effectively on the job? Are you unable to sleep because of a negative present-moment feeling? These are all signs of immobilization. Immobilization: A state, however mild or serious, in which you are not functioning at the level that you would like to. If feelings lead to such a state, you need to look no further for a reason to get rid of them.

3 Here is a brief checklist of some instances in which you may be immobilized. They range from minor to major states of immobility.

You are immobilized when...

- *You can't talk lovingly to your spouse and children though you want to.*
- *You can't work on a project that interests you.*
- *You sit in the house all day and brood.*
- *You don't play golf, tennis, or other enjoyable activities because of a leftover gnawing feeling.*
- *You can't introduce yourself to someone who appeals to you.*
- *You avoid talking to someone when you realize that a simple gesture would improve your relationship.*
- *You can't sleep because something is bothering you.*
- *Your anger keeps you from thinking clearly.*
- *You say something abusive to someone that you love.*
- *Your face is twitching, or you are so nervous that you don't function the way you would prefer.*

4 Immobilization cuts a wide swath. Virtually all negative emotions result in some degree of self-immobility, and this alone is a solid reason for eliminating them entirely from your life. Perhaps you are thinking of occasions when a negative emotion has a payoff, such as yelling at a young

Your notes: