新思维 New Outlook

高等学校研究生英语教材

国际学术交流英语

English for International Academic Exchange

王慧莉 贾卫国 主编

- International Conference
- Calls for Papers and Paper Submission
- Oral Presentation at a Conference
- Academic Exchanges
- Research Project
- Applying for Jobs and Graduate Programs

大连理工大学出版社

新思维
New Outlook

高等学校研究生英语教材

国际学术交流英语

ENGLISH FOR INTERNATIONAL ACADEMIC EXCHANGE

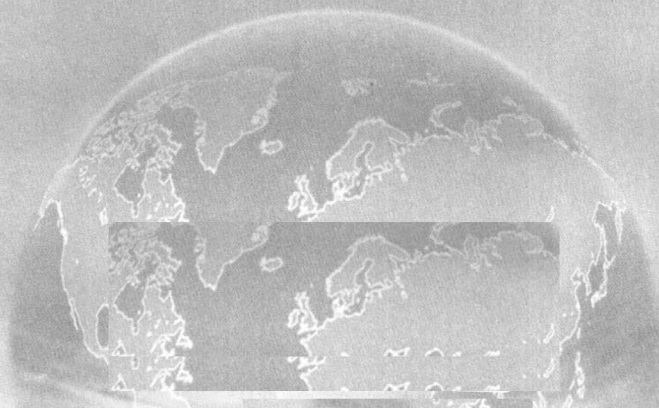
主编 王慧莉 贾卫国

副主编 刘文宇 宋军 胡智林 张绍华

编委 （按姓氏笔画为序）

左连君 史煜 任世芳 邱进 张征 杜新宇 周莹 唐功志 郭威 曹硕

审校 Gerhard H. Suss



大连理工大学出版社

高等学校研究生英语教材编委会

总顾问　孔庆炎

总主审　束定芳

总主编　（按姓氏笔画为序）

王桂芝（哈尔滨工业大学）　张绍杰（东北师范大学）

金启军（东北大学）　贾卫国（山东大学）

高桂珍（大连理工大学）

© 王慧莉，贾卫国 2005

图书在版编目(CIP)数据

国际学术交流英语 / 王慧莉，贾卫国主编. —大连 ：大连理工大学出版社，2005.4(2005.12 重印)

（高等学校研究生英语教材）

ISBN 7-5611-2865-7

Ⅰ. 国…　Ⅱ. ①王… ②贾…　Ⅲ. 学术交流—英语—研究生—教材　Ⅳ. H31

中国版本图书馆 CIP 数据核字(2005)第 012831 号

大连理工大学出版社出版

地址：大连市软件园路 80 号　邮政编码：116023

发行：0411-84708842　邮购：0411-84703636　传真：0411-84701466

E-mail：dutp@dutp.cn　URL：http://www.dutp.cn

大连理工印刷有限公司印刷　大连理工大学出版社发行

幅面尺寸：210mm×285mm　印张：15　字数：352 千字

印数：7 001～13 000

2005 年 4 月第 1 版　2005 年 11 月第 2 次印刷

责任编辑：韩　露　李玉霞　责任校对：合　力

封面设计：孙宝福

定　价：28.80 元

序

目前大学外语教学改革受到广泛的关注，由于成效与公众的期望相距甚远，几乎成了众矢之的。作为外语老师，面对一片“恨铁不成钢”的指责，又经常觉得十分窝火与不公。自然，大学外语改革能否成功离不开国家改革开放的大环境，但外语教学本身的“固步自封”也是造成外语教学难以满足社会需求的重要原因。

大多数人，其中自然也包括大学生和研究生，学习外语有明确的目的，主要是把所学外语作为涉外工作语言(working language)使用在各自的学习和业务的涉外活动中，而不是作为融入另一文化的社区语言(community speech)。前者侧重语言的交际工具功能；后者则侧重语言的文化载体特性。遗憾的是，当今的中国外语教学却始终围绕着后者做文章，而忽视语言作为交际工具的功能，所以我们主观地希望为全国的外语教学制定一个统一的等级标准，从小学逐步学到大学、研究生、博士后。结果却产生了相反的社会效应：研究生的英语水平不如本科生，博士生不如硕士生。问题到底出在哪里？痛定思痛之后发现，外语教学低效率的一个重要原因就是：有用的没学，学了的不会使用。研究生的外语教学尤其如此。

编写《高等学校研究生英语教材：国际学术交流英语》就是改革研究生英语教学的重要举措。它不仅填补了研究生英语教材的空白，更体现了创新的教学思路：把英语教学从封闭的英语课堂上解脱出来，让学生使用所学的语言去直接从事自己的涉外学术交流活动。英语课堂不再是单纯学习英语生词和课文的场所，而变成了学生学习使用英语从事涉外活动的训练基地。不仅教学生实用的英语，更训练他们如何排除语言障碍，在涉外活动中实际使用。学为用，用促学，学用融为一体，开创生动活泼的主动学习局面。

我毕生从事大学外语教学，这次应邀帮助以王慧莉和刘文宇为代表的编者们，在总结多年从事研究生英语教学的经验教训的基础上为《国际学术交流英语》设计了如下编写框架：(1)以任务为基础(Task-based)，也即一个单元学会完成一个涉外学术交流任务；(2)以模拟套用训练为主线(Simulated operation-centered)，也即训练活动以模拟套用为核心；(3) 以表达技能为主导(Productive skill-dominated)，也即语言训练围绕培养表达能力展开；(4)以因特网为支持(Internet-supported)，也即鼓励学生充分利用因特网来扩大自学和独立使用语言的范围。这 4 大特点在教材的每个单元中分别体现为：Sample Demonstration(任务展示)，Language Assimilation(归纳模拟套用的语言)，Simulated Operation(实际模拟完成交际任务)和 Further (Online) Exploration(进一步独立探索和丰富完成交际任务的能力)。

我希望这一新的尝试会得到广大研究生的欢迎，也会开阔英语教师的教学思路，丰富他们教授实用交际英语的能力。也盼望这套有特色的教材会为研究生英语教学改革推波助澜。

孔庆炎

2005. 2. 24

序

近年来，大学英语教学改革由于大学英语四、六级考试的巨大的社会影响引起了全国范围内的关注和讨论。相对而言，非英语专业研究生阶段的英语教学由于其特殊性则在很大程度上没有受到应有的重视。

说非英语专业研究生英语教学特殊，主要是指两个方面：一是学习的目的，二是学习的内容。就目的而言，由于许多研究生通过了四级，甚至六级考试，学习英语就缺少了直接的动力，不知道再继续学习下去还有什么用。就学习内容而言，由于大部分研究生英语已经有了相当的基础，不愿再通过应试的方式，即通过学习语法、词汇、做模拟题等方式来学习英语，而且到了研究生阶段，专业方向分得更细，没有一套普遍可以使用的英语教材供所有专业选用。各个学校只能根据各校的师资等情况象征性地开设一些英语课程。由于目标不明确，没有合适的教学大纲和教材，教师只能自己临时准备材料，因此教师教得吃力，学生学得没劲，英语课形同虚设，其质量和效果不容乐观。

这本非英语专业研究生英语教材系列之一——《国际学术交流英语》，我看是一次针对研究生英语教学的特点进行的有益的尝试。我作为教材审定者之一，认真通读了整部教材后，感觉它至少有这样几个特点：第一，实用。大部分研究生毕业以后将直接走上工作岗位，一部分可能会选择继续攻读博士学位，无论是哪一种情况，参加国际性学术会议、参与组织国际性学术会议、申请研究资金和项目、撰写实验报告等都将是他们今后学术生涯中非常现实的任务和工作的一部分。而这本教材主要就是提供研究生学习这些活动的国际惯例和相关的英语表达的素材和练习机会。一箭双雕，其实用性勿容置疑。第二，真实。本教材中几乎所有的材料都直接取自真实的学术活动或现实生活，许多直接取自于中国国内高校和学术机构所组织的有关国际性学术活动的相关英语文本材料，令使用者备感亲切，常有身临其境或就发生在身边之感。这样学得的东西基本上马上就能派上用场。第三，实在。教材除了提供了真实的语言样本之外，另外一个最大的特点是安排了大量的可供学习者选择的相关表达方式，为拓宽学习者的语言使用视野，丰富他们的语言表达方式，了解相关的文化知识提供了极为丰富的素材。

正因为如此，本人认为这套非英语专业研究生英语教材在内容和编排方式上非常有特色，值得向广大读者推荐，不仅包括本教材的目标对象，即非英语专业的研究生们，还有那些对这方面有兴趣或现实需求的英语专业研究生，甚至是英语教师们，以及有同样需求的其他广大读者。

是为序。

束定芳

（上海外国语大学教授、博士生导师）

2005年2月3日

试读结束：需要全本请在线购买： www.ertongbook.com

前言

近年来，非英语专业研究生英语教学水平有了较大的提高，不少重点高校硕士研究生入学时已通过了全国大学英语六级考试，所以，非英语专业的英语教学起点可以提高，课程设置也可以拓宽，研究生英语教学的宗旨应该是有效提高学生的语用能力，尤其是交际能力、获取信息的能力、独立解决实际问题的能力。鉴于此，我们编写了以任务型教学为基础的《高等学校研究生英语教材：国际学术交流英语》。

在大量的实际调查和论证的基础上，我们根据研究生目前和将来学习与工作的实际需要，划分为 6 大学习任务，以任务为驱动，改变传统的以知识点为核心的教学模式，使学习者在完成任务的过程中，潜移默化地培养符合自身特点的学习模式。书本具有以下特点：

- 注重真实场景下的、以明确目标为导向的语言交际活动，使学生通过完成学习任务、学习活动来掌握真实、实用和有意义的语言。
- 强调以教师为主导、以学生为主体的教学活动，突出体验、实践、参与、交流和合作的学习方式。学生在参与经精心设计的任务型学习活动中认识语言，运用语言，发现问题，找出规律，归纳知识和感受成功。
- 将英语教学中常用的呈现—练习—运用(Presentation, Practice, Production)模式颠倒过来了。在常规的"3P"教学模式中，任务通常体现为 Production 中的综合运用式练习，用来巩固所学的语法结构、语言功能或词汇。而在任务型教学模式中，学生通常以完成任务中的活动为开始，待任务完成后，教师再把学生的注意力引到在活动中曾使用过的语言上，并进行纠正和调整。
- 使教师从知识的传授者转变为课堂活动的设计者、组织者和指导者，以编写话题为主，提供真实的语言环境，设计能引导学生完成语言目标的任务或活动，使学生从被动的听众变为主动的参与者。

全书共分为 6 个单元，分别是：国际会议、会议征文与论文提交、会议发言、学术交流、科研项目及求职求学。每一单元又由若干个任务组成；每一个任务下面分成：样例示范(Sample Demonstration)、语言扩展(Language Assimilation)、模仿操练(Simulated Operation)和任务延伸(Further Exploration)。

样例示范 目的是让学生对一些任务实例有一个直观的认识，并在每一个样例之后设有理解练习，用于检查学生对样例的理解，该练习的特点是：简明、扼要，使学生通过做练习而抓住样例的主要内容的句型；

语言扩展 将完成该任务所需的句子进行了归纳和拓展；

模仿操练 主要根据样例设计了一些可以让学生进行模仿套写和套说的练习，使学生在完成任务的过程中不知不觉地提高了语言的实际运用能力；

任务延伸 是对本单元完成的任务的补充。另外，本书在附录中还为学生和教师提供了旨在培养学生语言交际能力的一些任务，是对前面6个单元的完善。

书后还附有听力的文字材料和练习答案供读者参考。

本书虽然只有6个单元，但是每一单元下面都有至少3个任务，每个任务可以用2个学时完成。读者在使用本书的过程中既可以按照本书的编排顺序，也可以从任何一个单元开始，根据自己的需要安排教学和学习。

尽管本书的编写力求准确、实用，但限于编者水平，书中定有许多需进一步改进和完善之处，祈请各位同行和广大学生批评指正。

编 者

2005年2月

目录

Unit One	**International Conference**	国际会议	**1**
Task 1	Understanding and Writing a Conference Notice	会议通知	2
Task 2	Understanding and Writing a Letter of Invitation and Reply	邀请信及回复	10
Task 3	Understanding and Writing a Conference Program	会议日程	17
Unit Two	**Calls for Papers and Paper Submission**	征集论文及论文提交	**26**
Task 1	Understanding and Writing a Call for Papers	征集论文	27
Task 2	Writing an Abstract and a Thesis for Submission to a Conference	摘要写作与提交	34
Task 3	Understanding and Writing a Notice of Acceptance or Rejection of an Abstract or a Paper	接受和拒绝论文摘要	41
Unit Three	**Oral Presentation at a Conference**	会议发言	**50**
Task 1	Introducing a Speaker	介绍发言人	51
Task 2	Handling the Question and Answer Session	会议提问与作答	59
Task 3	Understanding and Making an Oral Presentation at a Conference	会议发言	69
Unit Four	**Academic Exchanges**	学术交流活动	**79**
Task 1	Understanding and Giving a Welcome Speech	欢迎辞	80
Task 2	Understanding and Giving a Closing Speech	闭幕辞	85
Task 3	Understanding and Making a Campus Tour Guide Speech	参观校园	93
Task 4	Understanding and Making a Lab Tour Guide Speech	参观实验室	100

Unit Five	**Research Project**	研究项目	**105**
Task 1	Understanding and Writing a Research Proposal including Feasibility Analysis	项目建议书	106
Task 2	Understanding and Writing a Lab Report, a Progress Report and a Final Research Report	实验报告、进度报告及结题报告	117
Task 3	Understanding and Writing a Research and Lab Description	描述实验过程	130
Unit Six	**Applying for Jobs and Graduate Programs**	求职与求学	**137**
Task 1	Understanding and Writing Applications for Jobs and Graduate Programs	求职与求学申请信	138
Task 2	Understanding and Writing a Resume	个人简历	145
Task 3	Understanding and Writing a Personal Statement	个人陈述	151
Task 4	Getting Access to a Job Interview	面　试	157
APPENDIX 1	**Extended Tasks**	扩展任务	**168**
Task One	Applying for Loans	申请贷款	168
Task Two	Inviting Celebrities to a Fun Dinner Party	宴请名人	170
Task Three	Establishing Successful Advisor-Student Relationship	建立成熟的导师与学生关系	173
Task Four	Choosing a Career, a Boss, and Designing an Office	选择职业、选择老板与设计办公室	177
Task Five	Bidding for Convention Venue	会议地点招标	182
APPENDIX 2	**Databank**	资料库	**189**
APPENDIX 3	**Scripts**	录音原文	**193**
APPENDIX 4	**Key**	参考答案	**210**

UNIT ONE

International Conference

Objectives Set

In this unit, you' ll learn to accomplish the following tasks.

Task 1: Understanding and Writing a Conference Notice

Task 2: Understanding and Writing a Letter of Invitation and Reply

Task 3: Understanding and Writing a Conference Program

Understanding and Writing a Conference Notice

TASK 1

Sample Demonstration

Read the following samples of a conference notice to familiarize yourself with the format and content.

Sample 1

CONFERENCE NOTICE

Developing Research at Four-Year Colleges and Universities, 3/21/03 — 会议名称

The South Carolina Experimental Program to Stimulate Competitive Research (EPSCoR) and Biomedical Research Infrastructure Network (BRIN) Programs in cooperation with the South Carolina Academy of Science will sponsor a half-day workshop on: Developing Research Programs at Four-Year Colleges and Universities. — 会议简介

The Workshop, coinciding with the South Carolina Academy of Science Annual Meeting, is to be held on Friday, March 21, 2003 from 12 noon to until 5 p.m. at the Madren Conference Center at Clemson University. — 会议时间与地点

The workshop, including lunch and a keynote speaker, national experts on developing research at four-year colleges and universities, panel discussions and breakout brainstorming sessions, will focus on three key topics: — 会议内容

- Strategic planning for moving a four-year institution into the research arena
- Encouraging under-represented groups to participate in research
- Funding opportunities for four-year colleges and universities

Administrators from all four-year colleges and universities in South — 参加会议人员

试读结束：需要全本请在线购买：www.ertongbook.com

Carolina are encouraged to participate, including Presidents, Provosts, Vice Presidents for Research and Academic Affairs, Deans, Department Chairs or Heads, and Sponsored Program and Research staff. Faculty and staff with strong interests in developing the research enterprise at their institutions are also invited to attend.

REGISTRATION IS FREE BUT SPACE IS LIMITED—Please go to www.scepscor.org/outreach/workshop to access the tentative agenda, to register, and to request a travel grant to attend. 报名渠道

Questions regarding the conference and registration should be directed to Ms. Dawn Ward, ward@scra.org, or by telephoning (803)376-4940. 咨询方式

(posted 2/06/03) 张贴时间

Check your understanding

Answer the following questions briefly.

1. What is the subject of the workshop?
2. What are the three topics to be discussed at the workshop?
3. When is the workshop to be held?
4. What is the website to consult and register?
5. When was the conference notice posted?

Sample 2

NOTICE OF CONFERENCE

"Changing Japanese Identities in Multicultural Canada" 会议名称

August 22–24, 2002, University of Victoria, B.C., Canada 会议时间与地点

The conference will be held at the University of Victoria, Victoria, B. C., Canada, on Aug. 22–24, 2002. The conference will examine the history and current status of the Japanese identity in Canada and in Japan. This will be an interdisciplinary conference, potentially drawing academic and non-academic participants working in fields as varied as history, literature, linguistics, psychology, political science, and cultural aspects of Japanese studies. 会议简介

The conference will include several keynote lectures, paper presentations, and oral history sessions. By focusing on a theme of common interest, namely, the notion of changing Japanese identities in the Canadian, 会议主题

Japanese, and global arenas, our hope is to bridge the gap between disciplines, between academics and non-academics, and between Canada and Japan, through dialogue on the following topics:

会议议题

1. Japanese immigration to Canada
2. Narrative histories of the Japanese experience by Japanese-Canadians
3. The contemporary status of the Japanese identity in modern multicultural Canada
4. Japan's changing identity and its impact on Canada
5. Images of Japan and the Japanese in the Canadian consciousness
6. Japanese as a heritage language in Canada: language loss vs. language maintenance
7. The popularity of Japanese language in Canada

报名方式

Submissions, in either English or Japanese, should be sent by December 15, 2001, via fax, e-mail, or surface mail to the Organizing Committee, in care of Dr. Hiroko Noro, hnoro@uvic.ca, Department of Pacific and Asian Studies, University of Victoria, P.O. Box 3045, Victoria, British Columbia, V8W 3P4 (fax 250-721-7219).

会议进程

The conference will begin with registration and a reception on the evening of Thursday, August 22nd; Friday, August 23rd, will feature a keynote speech, oral history and paper sessions, and an evening banquet. Saturday, August 24th, will also feature oral history and paper sessions in both the morning and afternoon, with the conference ending on Saturday evening. The Centre for Asi-Pacific Initiatives is hosting this unique conference and looks forward to welcoming conference participants to the University of Victoria.

组委会

The Organizing Committee: Michiko Ayukawa, Joseph F. Kess, Hiroko Noro

Check your understanding

Are the following statements true or false?

1. The conference will be held at the University of Victoria, Victoria, B.C., Canada, on Aug. 22-24, 2002. ( )
2. One of the topics of the conference is Canada's changing identity and its impact on Japan. ( )
3. Submissions should be sent in English via fax by December 15. ( )
4. The conference will begin with registration and a reception on the evening of Friday, August 23rd. ( )
5. The conference will last three days. ( )

PRELIMINARY NOTICE

Designing Reading Space: Libraries, the Public and Politics — 会议名称

A Conference organized by the Cambridge Project for the Book, at Pembroke College, Cambridge Friday and Saturday, March 25–26, 1994. — 会议时间与地点

The design of public and national libraries has promoted fierce debate about the ideals represented, the nature of reader access and identity, and the specifications of internal arrangements and appearance. Notions of the library as a repository of knowledge, a temple to learning, and a symbol of the advance of civilization, were confronted by questions of finance, politics and religion. — 热点主题

This one-day conference to be held in the Old Library, Pembroke College, will examine the building and use of institutional libraries in 17th-and 18th-century Europe. The afternoon session will compare the problems of public library design, patronage and representation with the experience of modern library architects. — 会议内容

Further details of speakers and papers will be circulated in the autumn.

The conference will coincide with an exhibition of national library design at the Architecture Centre, Kings Parade. The exhibition will feature plans of the new Bibliotheque de France, the proposed National Literature Centre, Swansea, and the new college libraries of Cambridge (it is expected that negotiations are currently in progress to also feature models and plans of two other national libraries. — 相关活动

A lecture by Dominique Perrault, architect of the Bibliotheque de France, will open the exhibition on the evening of Friday, March 25th.

Anticipated conference fee—£148 to include an evening reception at the Architecture Centre on Friday, the Perrault lecture, a three-course lunch and refreshments at Pembroke College, an optional Sunday tour, by Eastern Region Architects, of New Cambridge Libraries. — 会务费

Further details will be posted later—this is just an advance notice for the diaries of those wanting to know the date and for all interested in attending. — 更多新信息

A booking form will be available by the end of Sept./early Oct. from The Malting House, Newnham Road, Cambridge, CB3 9EY — 会议预约登记

James Raven — 发通知人

Check your understanding

Complete the following statements according to the information given.

1. A Conference organized by the Cambridge Project for the Book, at Pembroke College, Cambridge will be held _____.
2. Further details of speakers and papers will be circulated _____.
3. The conference coincides with _____ at the Architecture Centre, Kings Parade.
4. A lecture by Dominique Perrault, architect of the Bibliotheque de France, will _____ on the evening of Friday, March 25th.
5. The anticipated conference fee will be _____.

Language Assimilation

Here is the Data Bank. Practice these patterns and expressions often used in conference notices.

会议时间和地点

(1) The conference will be held at (*the University of Victoria, Victoria, B.C., Canada,*) on (*Aug. 22–24, 2002*).

(2) The Workshop is to be held on (*Friday, March 21, 2003*) from (*12 Noon*) to until (*5 p.m.*) at (*the Madren Conference Center*) at (*Clemson University*).

(3) A Conference organized by (*the Cambridge Project for the Book*) is to be held at (*Pembroke College, Cambridge*) (*Friday and Saturday, March 25–26, 1994*).

(4) (*The roundtable*) will be held (*9 a.m. to 5 p.m., Tuesday, May 13, 2003*).

(5) The (*pre-proposal*) conference will be held in (*Bldg. 38, the Oasis Club, Nebo Base*), on (*May 12, 2000*).

会议主题

(1) The workshop, including (*lunch and a keynote speaker, national experts on developing research at four year colleges and universities, panel discussions and breakout brainstorming sessions*) will focus on (*three*) key topics:

(2) The conference will examine the history and current status of (*the Japanese identity in Canada and in Japan*).

(3) This will be an interdisciplinary conference, potentially drawing (*academic and non-academic*) participants working in fields as varied as (*history, literature, linguistics, psychology, political science, and cultural aspects of Japanese studies*).

(4) The design of (*public and national libraries*) has promoted fierce debate about (*the ideals represented, the nature of reader access and identity, and the specifications of internal arrangements and appearance*).

(5) Notions of (*the library as a repository of knowledge, a temple to learning, and a symbol of the advance of civilization*) were confronted by questions of (*finance, politics and religion*).

(6) By focusing on (*a theme of common interest*), namely the notion of (*changing Japanese identities in the Canadian, Japanese, and global arenas*), our hope is to bridge the gap between (*disciplines, between academics and non-academics, and between Canada and Japan, through dialogue*) on the following topics ...

会议日程

(1) The first day will consist of (*an exhibition and demonstration of new, innovative wireless technologies, devices and applications*).

(2) The second day will feature panel discussions on (*unlicensed wireless technologies*) by (*key policy makers, entrepreneurs, industry representatives*), and (*experts from government and academia*).

(3) The conference will begin with registration and a reception on (*Thursday, August 22nd*).

(4) (*Friday, August 23rd,*) will feature a keynote speech, (*oral history and paper*) sessions, and an evening banquet.

(5) The conference coincides with (*an exhibition of national library design at the Architecture Centre, Kings Parade*).

(6) This one-day conference to be held in (*the Old Library Pembroke College*), will examine (*the building and use of institutional libraries in 17th-and 18th-century Europe*).

(7) The afternoon session will compare the problems of (*public library design, patronage and representation with the experience of modern library architects*).

(8) Presenters will be invited to present (*their project's work*) in the form of (*a poster presentation*).

(9) Posters will be (*mounted on a wall*) and authors will be available to answer questions (*from other participants*).

(10) (*Three*) poster authors will be selected to elaborate on their theme (*for 30 minutes*) on (*the final day*) of the conference.

参加会议人员

(1) Administrators from (*all four-year colleges and universities in South Carolina*) are encouraged to participate, including (*Presidents, Provosts, Vice Presidents for Research and Academic Affairs, Deans, Department Chairs or Heads, and Sponsored Programs and Research staff*).

(2) Faculty and staff with (*strong interests*) in (*developing the research enterprise*) at (*their institutions*) are also invited to attend.

组委会

(1) The (*South Carolina Experimental*) Program to Stimulate Competitive Research (*EPSCoR*) and (*Biomedical Research Infrastructure Network*) Programs, in cooperation with (*the South Carolina Academy of Science*), will sponsor a half-day workshop on: (*Developing Research Programs at Four-Year Colleges and Universities*).

(2) The Centre (*for Asia-Pacific Initiatives*) is hosting this unique conference and looks forward to welcoming conference participants to (*the University of Victoria*).

会 务 费

(1) We will cover the costs of all invited presenters after arrival at the conference (*in Lanzhou*).

(2) The costs of invited participants not making presentations will also be covered, but a (*300 RMB*) registration fee will be required.

(3) Anticipated conference fee —(*£148*) to include evening reception at (*the Architecture Centre*) on (*Friday*), the (*Perrault*) lecture, (*three-course*) lunch and refreshments at (*Pembroke College*), an optional (*Sunday*) tour of (*new Cambridge libraries*) given by (*Eastern Region Architects*).

联 系 方 式

(1) Please go to (*www.scepscor.org/outreach/workshop*) to access (*the tentative agenda*), to register, and to request (*a travel grant to attend*).

(2) Questions regarding the conference and registration should be directed to (*Ms. Dawn Ward, ward@scra.org*), or (*by telephoning (803)376-4940*).

(3) Submissions, in either (*English*) or (*Japanese*), should be sent by (*December 15, 2001*), via (*fax, e-mail*), or (*surface mail*) to the Organizing Committee, in care of (*Dr. Hiroko Noro, hnoro @ uvic.ca*), (*Department of Pacific and Asian Studies, University of Victoria, P.O. Box 3045, Victoria, British Columbia, V8W 3P4 (fax 250-721-7219)*).

(4) All media inquiries should be directed to the Office of (*Public Affairs, NTIA, at (202) 482-7002*).

Simulated Operation

1. *Write a conference notice based on the following information in reference to Sample 1.*

会议名称	International Conference on School Development Planning
主办单位	Gansu Provincial Education Department, British Government Department for International Development (DFID)
会议主题	School Development Planning
中心主题	School Development Planning (SDP) experience in China and worldwide
会议持续时间	one day
会议日期	Friday, Sept 24, 2004 from 9 a.m. until 5 p.m.
会议地点	Academic Conference Center, Lanzhou University
参加会议人员	administrators from all colleges and universities in China, faculty and staff in institutions
注册和会议日程的获取方式	www.sdpch.org
联系人姓名、电子邮件及电话	Ms. Hilary Wang, hilary@adp.org, (0931) 8476-6960
网上张贴日期	Sept. 12, 2004

试读结束：需要全本请在线购买： www.ertongbook.com