

大学学术英语 听说教程

Academic Listening Encounters:
Listening, Note Taking, and
Discussion
(Content Focus: Human Behavior)

Teacher's Book
教师用书

编 著 Miriam Espeseth

大學學本英語

聽說教程

Academic Listening Comprehension
Speaking, Understanding and
Presentation

Second Edition

Michael Gordon, Andrew Gledhill

Engineering Mathematics Programme

第二版

11/11/2014 10:57 AM

Engineering Mathematics Programme

11/11/2014 10:57 AM

大学学术英语 听说教程

Academic Listening Encounters:
Listening, Note Taking, and
Discussion
(Content Focus: Human Behavior)

Teacher's Book
教师用书

编 著 Miriam Espeseth

图书在版编目(CIP)数据

大学学术英语 听说教程 教师用书 / (英)埃丝贝莎(Espeseth, M.)编著.

—上海:上海外语教育出版社,2013

大学学术英语系列教材

ISBN 978-7-5446-3337-6

I. ①大… II. ①埃… III. ①英语—听说教学—高等学校—教学参考资料 IV. ①H319.9

中国版本图书馆 CIP 数据核字(2013)第 074724 号

图字: 09-2004-389 号

Originally published by Cambridge University Press in 1999.

This edition is licensed for distribution and sale in the People's Republic of China only, Excluding Taiwan, Hong Kong and Macao, and may not be distributed and sold elsewhere.

本书由剑桥大学出版社授权上海外语教育出版社出版,仅限在中华人民共和国境内销售。

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 杭 海

印 刷: 上海景条印刷有限公司

开 本: 787×965 1/16 印张 15.25 字数 360千字

版 次: 2013年5月第1版 2013年5月第1次印刷

印 数: 3 100 册

书 号: ISBN 978-7-5446-3337-6 / H · 1736

定 价: 27.00 元

本版图书如有印装质量问题,可向本社调换

ACADEMIC
Listening
ENCOUNTERS

Listening, Note Taking, and Discussion

Teacher's Book

CONTENT

FOCUS

Human Behavior

MIRIAM ESPESETH



CAMBRIDGE
UNIVERSITY PRESS

PUBLISHED BY THE PRESS SYNDICATE OF THE UNIVERSITY OF CAMBRIDGE
The Pitt Building, Trumpington Street, Cambridge, United Kingdom

CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Cambridge CB2 2RU, UK <http://www.cup.cam.ac.uk>
40 West 20th Street, New York, NY 10011-4211, USA <http://www.cup.org>
10 Stamford Road, Oakleigh, Melbourne 3166, Australia

© Cambridge University Press 1999

First published 1999

Printed in the United States of America

Library of Congress Cataloging-in-Publication Data

Espeseth, Miriam.

Academic listening encounters : listening, note taking, and discussion :
content focus, human behavior / Miriam Espeseth.

p. cm.

ISBN 0-521-57821-3 (pb : student's). — ISBN 0-521-57820-5 (pb : teacher's).

— 0-521-57819-1 (cassettes)

1. English language—Textbooks for foreign speakers. 2. Study skills—Problems,
exercises, etc. 3. Listening—Problems, exercises, etc. I. Title

PE1128.E83 1998

428.2'4—dc21

98-21469

CIP

A catalog record for this book is available from the British Library

Typeset in New Aster

ISBN 0 521 57820 5 Teacher's Manual

ISBN 0 521 57821 3 Student's Book

ISBN 0 521 57819 1 Cassettes

Book design by Jill Little, *Mediamark*

Text composition by *American Composition & Graphics, Inc.*

Copyright

It is normally necessary for written permission for copying to be obtained in advance from a publisher. However, the quizzes at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her classroom. Only those pages which carry the wording "© Cambridge University Press" may be copied.

前 言

“大学学术英语系列教材”是以学术英语为主要教学目标的大学英语教材,旨在丰富我国新时期大学英语课程体系,为高校大学英语教学提供更多的选择。

一、学术英语课程论证

回顾我国 20 世纪 80 年代以来大学英语教学改革的历程,《大学英语教学要求》历经多次修订。在此期间,高校师生体验了多种教学目标、教学模式、教学评价的改革探索与实践,取得了预期的改革效果。进入 21 世纪以来,学术英语作为在完成基础阶段教学后英语学习的延伸,在部分高校的课程设置中受到了越来越多的重视,该课程的开设符合大学外语教学改革和发展的需求。

学术英语作为大学基础英语的重要后续课程,主要有两个依据。

首先,基础教育阶段的英语水平逐步提高。我国基础教育英语课程改革自启动以来,新课标、新课程、新教材、新教法、新成果已为高等教育奠定了较为扎实的基础。依据《普通高中英语课程标准(实验)》,高中阶段英语课程的目标以义务教育一至五级目标为基础,共有四个级别(六至九级)的目标要求。其中七级是高中阶段必须达到的级别要求,八级和九级是为愿意进一步提高英语综合语言运用能力的高中学生设计的目标。八级要求学生学会使用 3 000 个左右的单词和 400~500 个习惯用语或固定搭配,相当于目前大学英语三级水平。事实证明,我国高等院校的入学新生英语水平有了较大的提高,部分英语基础扎实的大学生对英语学习有了新的需求。

其次,学术英语课程逐步成熟。在外语教育领域,“学术英语”属于“专门用途英语”,是与“职场英语”、“专业英语”具有同等价值意义的、比较成熟的课程分支。在国际发达地区,学术英语是大学生必修或辅修的课程之一。学术英语可分为“通用性学术英语”和“专业性学术英语”。前者传授普适的学术规范和通用的学术英语技能;后者培养学生的专业英语技能,如医学英语、法律英语等。

学术英语课程对于新世纪的大学英语教学而言,具有必要性和可行性,主要原因有三个。

第一,学术英语是我国高等教育本科教学质量工程的有机组成部分。该课程不但让学生学习英语,更重要的是使学生通过学习学术英语掌握国际学术规范和方法以及科学、创新的思维方法,如逻辑性思维、批判性思维、创新性思维、比较性思维等。

第二,近年来我国部分高校开始走国际化办学之路,学生、课程、教师的国际交流日趋频繁,规模越来越大,学术英语是利用国际化高等教育资源和进行学术交流的必要工具。

第三,我国国家人才资源发展的一个重要表征是国际事务的参与能力以及在国际企业中的就业能力,包括学术开发、研究、创新和推广能力,这些能力的培养都离不开英语这一使用广泛的国际通用语。对大学毕业生群体而言,掌握较强的学术英语能力无疑是增强自身国际竞争能力的必备条件之一。

由此可见,部分院校,特别是重点院校有必要针对英语基础较好的学生开设学术英语课程,适时恰当地满足学生学习基础英语后继续发展的要求,满足国家与社会发展对国际型人才的需求。

二、本系列教材的定位、课程设计与教学内容

“大学学术英语系列教材”按照“通用性学术英语”的目的和内容设计,旨在通过学术性听、说、读、写训练,使大学生在接受高等教育的同时,能够规范、熟练、顺利地用英语进行书面和口头学术交流。本系列教材的目标定位为:让学生在学术活动过程中学习英语,从而有效地将英语学习与学术活动有机结合。

与大学阶段的基础英语相比,学术英语并不意味着英语学习难度加大,而是有目的地把英语的听、说、读、写集中在学术活动层面,内容与学术相关,训练学术技能。其实,读大学期间,大部分活动都属于学术性活动,例如上课、听讲座、记笔记、读文献、写论文、做项目、课题讨论等。随着国际化办学的发展,越来越多的教学活动用双语或英语开展,如上专业课、听讲座、检索和阅读文献、撰写论文等。本系列教材的课程设计和教学内容紧紧围绕这些需求,可满足学生学习通用性学术英语之需。

本系列教材包括以下教程:《读写教程(上、下册)》、《听说教程》、《听力教程》、《口语教程》、《阅读教程》、《写作教程》,均为外教社与剑桥大学出版社和 Garnet 出版社合作出版。

三、本系列教材的课程特色与教学方法

1. 教育理念与时俱进

本系列教材以学习为中心,以方法为导向,遵循以下教育理念:高等教育、外语教育、人文通识教育、学术思维教育相结合;思想性、工具性、人文性、教育性相结合;综合培养语言能力、交际能力、学术能力、文化交流能力和社会生存能力。

2. 教学方法体现国际潮流

本系列教材在设计上充分体现国际上现代教育倡导的“干中学(learning by

doing)”的教学理念,所体现的教学法有:“主题法(theme-based)”、“任务法(task-based)”、“项目法(project-based)”、“探究法(inquiry-based)”、“案例法(case study)”、“归纳法(inductive)”、“功能法(functional)”,等等。真正做到在教与学的过程中应用这些方法,才能真正培养学生的创新思维能力、哲学思辨能力、探究问题的能力、处理问题的能力、自主发展能力以及合作发展能力。与此同时,教师也能在这样的教学过程中获得专业发展。

3. 以通识内容和通用体裁为主

本系列教材的取材以人类共同关注的问题为主,不论大学生主修什么专业,都必须了解和思考这些学科交叉的共核内容,如教育学、心理学、交际学、人类学、环境科学、信息科学等领域的基本知识,以求触类旁通。选文来自讲座、论文、研讨等学术界的基本活动。

4. 学术英语功能全面,任务真实适用

本系列教材为学术英语教科书的典范,每个单元都有明确的学术技能学习。例如,关于阅读,所需技能有学术型阅读和做笔记,特别是批判性阅读、选择性阅读、检索性阅读等。又如,关于写作,所需技能有选择写作类别与整理思路,特别是撰写题目、摘要、引语、结论以及掌握评价这些内容的标准与方法。再如,关于学术发言与演示,所需技能包括作充分准备,应对不同意见与观点碰撞,主持研讨会,依据文本、数据、争论点进行陈述等。关于学术型听力培养,本教材从“学术文化环境”入手,介绍如何聆听不同国家和文化背景的学者所作的讲座,训练学生注意讲座开场白、主要论点、专业用词、常用表达、笔记方法等。本系列教材除了提供具体、规范、标准的操作要领和实施技巧外,还对英语语言的学习进行了科学、合理的处理,例如讲解必要的语法、语音、语调、语用规律等。

综上所述,本套教材全方位地推介、指导、实施和引领学术英语教学,教师与学生互动,在学术英语的教学中共同提高国际交流的能力和水平,为真实的国际学术交流——包括在校期间和走出校门之后——打下扎实的基础。

为了让教师在课堂上更有效地使用这套教材,我们为其核心教程《读写教程(上、下册)》编写了《补充教案》。

“大学学术英语系列教材”是我国首套大规模编写的学术英语教材,不足之处在所难免,恳请各位专家、同仁和广大读者多提宝贵意见。

夏纪梅

2013年3月

Introduction

This introduction provides an overview of the goals and contents of *Academic Listening Encounters*, as well as general teaching suggestions and guidelines for its use in the classroom.

Specific chapter-by-chapter suggestions follow in the next section, beginning on page 3. That section also contains the answer key for the tasks in the Student's Book.

The third section of this book, the Listening Script, contains a complete transcript of the material on the *Academic Listening Encounters* audiotope (**with this edition, MP3 download of the original tape recordings is also available**), and the last section provides quizzes on the lectures.

OVERVIEW

Academic Listening Encounters is a content-based listening skills course designed primarily for academic-bound students of English, but also suitable for any learners of English who want to improve their general listening skills. The primary goal of the course is to prepare students for success in academic and also everyday settings. To this end, the listening materials include several types of spoken English: (1) general informational material, which students use to perform specific tasks; (2) conversations (in the form of interviews); and (3) academic lectures. These three types of discourse appear in each of the book's ten chapters. Working through the chapters, students do a wide variety of listening tasks, including listening for specific ideas, following directions, and completing summaries and outlines. The book puts a major focus on helping students learn note taking — an essential academic skill.

Another skill actively promoted in this course is oral fluency, and for this reason there is a great deal of pair and small group work, as well as many opportunities for students to give oral presentations to the class. The In Your Own Voice section in each chapter encourages students to respond to chapter topics personally or to analyze issues

related to the topic, through discussions with classmates, oral presentations, and surveys. Throughout the book, critical thinking skills important for academic success, such as making inferences and synthesizing information, are highlighted.

A secondary goal of the course is to present cultural content about the United States, with a view to promoting class discussion of cultural differences and universals. ESL/EFL students are a tremendous source of cultural information, and this course exploits that source.

The content focus of the book is *human behavior*. The specific topics covered within the ten chapters were chosen for their universal appeal, and they should be of relevance and concern to your students. They include such diverse issues as the effects of stress on the body, problems of adolescence, body language across cultures, and why people are attracted to each other. The ten chapter topics are grouped into five general topics, corresponding to the book's five units, each of which contains two chapters. For example, the general topic of Unit Two is "*development through life*." Its two chapters focus on issues and problems relating to adolescence and early adulthood, respectively.

The listening material for each chapter includes an unscripted conversation or informal interview with one or more real-life individuals that explores a particular aspect of the chapter topic. In addition, each chapter contains an authentic mini-lecture given by a professor or other expert presenting content that students might encounter in an introductory social science course.

CHAPTER ORGANIZATION

CHAPTER OUTLINE

Each chapter of *Academic Listening Encounters* is structured to maximize students' understanding of the chapter topic. Vocabulary and ideas recycle through the four sections of each chapter, and recur in later chapters, as students move from listening to discussing, and from informal to academic discourse.

Here is a brief description of the organization of the chapters in *Academic Listening Encounters*. Additional information can be found under Chapter Format and Teaching Suggestions in the Introduction to the Student's Book.

1 Getting Started

This section contains a short reading task and a listening task. The reading task is de-

signed to activate students' prior knowledge about the topic and to generate students' interest. Students answer comprehension questions on the reading and discuss the issues they raise.

The listening task in this section may require students to complete a graph, listen for specific information, do a matching exercise, or do something physical. This task provides skill-building practice and gives students a listening warm-up on the chapter topic.

2 American Voices

This section contains one or more informal interviews on issues related to the chapter topic. It is divided into three subsections:

Before the Interview

This subsection contains a prelistening task that calls on students either to predict the content of the interview or to share what they already know about the topic from their personal or cultural experience. (Be sure to take enough time with this task for all students to contribute.)

Interviews

In this subsection students listen to the interviews. The interviews are divided into two or three parts both on the audiotape and in the Student's Book to facilitate comprehension.

Each interview segment begins with a vocabulary preview: a bordered box glossing words and phrases from the interview that students may not know. These words and phrases are given in the context in which students will hear them and are followed by definitions.

After each vocabulary preview, students read either a list of questions they will be asked to answer or a partially completed summary of the interview they are about to hear. Then they listen to the audiotaped interview segment. After listening, they answer the questions or complete the summary. This approach allows students to demonstrate their understanding of the tape, provides a framework for listening, and teaches basic listening skills.

After the Interview

In this subsection students are given the opportunity to explore the topic more deeply through additional reading, sharing their own perspectives, drawing inferences, or thinking critically about what they have heard. Most of the tasks in this section are for pairs or small groups.

3 In Your Own Voice

The tasks in this section are designed to give students a chance to take creative control of the topic. Specific tasks are determined by the chapter content. The following tasks are included in some form in nearly every chapter:

- **Sharing your personal perspective:** Students talk with partners or in small groups, sharing their own experiences or opinions.
- **Gathering data:** Students gather data by questioning one or more people, either classmates or people outside the class. This step may be done in class, as homework, or by visiting another class if one is available. If students are writing their own interview or survey questions, check their questions before they begin to gather data.
- **Presenting data:** Students prepare and present their data in an informal speech. Stress that this is a “practice” situation, a chance for students to get comfortable speaking to an audience in English.

4 Academic Listening and Note Taking

This section contains an authentic audiotaped lecture on an aspect of the chapter topic. This section is divided into three subsections:

Before the Lecture

The first task of this subsection calls on students to predict the content of the lecture, to explore what they already know about the topic, or to do a brief reading exercise designed to provide them with background information they will need to understand the lecture content.

Following this first task is the presentation and practice of an academic note-taking skill; the specific nature of the skill is determined by the particular structure or language of the lecture. The skill is explained in a shaded task commentary box, and after reading the box students do a listening task designed to practice it. The audiotaped material used in this listening task is drawn from the lecture itself.

Lecture

In this subsection students hear the lecture. To facilitate student comprehension, all lectures are divided into two parts, both on the audiotape and in the Student’s Book.

Each lecture part is preceded by a matching or multiple-choice vocabulary task designed to introduce vocabulary that students will encounter in the lecture and help them develop their ability to guess meaning from context. The words and phrases are given in the context in which they will be heard in the lecture.

Following the vocabulary task, students preview a comprehension task for the lecture. The task may involve completing a partial summary or an outline, or answering comprehen-

sion questions. The task generally reinforces the note-taking skill taught in Before the Lecture. Students are instructed to take notes during each part of the lecture, and then to use their notes to complete the lecture comprehension task.

After the Lecture

This subsection includes one or both of the following task types:

- **Analyzing additional information:** Tasks of this type allow students to deepen their understanding of the chapter topic, often by synthesizing information from the lecture and the American Voices section. Additional information related to the chapter topic is often presented to students in the form of a paragraph or statistics.
- **Sharing personal/cultural perspectives:** Discussion questions lead students to think critically about the chapter content and to present their own views.

SPECIAL FEATURES

Task Commentary Boxes


Throughout the book, the title of each task describes the skill that it practices. When a task type appears for the first time, it is followed by a shaded commentary box. The material in the box explains to the student why that particular skill is important and how to practice it. Through this feature, students can learn to apply the skills and approaches to listening learned and practiced in this book to other contexts. At the back of the Student's Book, there is an alphabetized index of all the tasks.

Note-Taking Skills

Section 4 of each chapter, Academic Listening and Note Taking, presents a specific academic note-taking skill; the presentation includes a boxed explanation of the skill, followed by a taped task providing practice with the skill. The ten note-taking tasks presented in this course were chosen to help students develop the skills they will need to be successful note takers in an academic lecture course. These include such skills as using symbols and abbreviations; using space to show organizational structure; and paying attention to signal words. Go over the information in the task commentary box carefully with students before you begin each note-taking task. In the steps that follow, students listen to segments of the lecture that they are about to hear, and practice a note-taking skill.

Audiotape

The audiotape contains the conversations, interviews, and lectures for the course, as

well as the material for the listening warm-ups in Section 1 (Getting Started) of each chapter. It also contains the listening material for note-taking tasks in Section 4. Tasks for which there is accompanying audiotaped material are marked in the Student's Book with . The specific location (or step) where students should listen to the tape is marked with a cassette symbol.

The interviewees in *Academic Listening Encounters* include both native and non-native speakers of English. The lectures are authentic, prepared, and given by professors or other experts.

Note that the material on tape is provided in printed form in this book, in the section titled Listening Script.

SCHEDULING THE COURSE

Each chapter of *Academic Listening Encounters* represents approximately 7 to 11 hours of classroom material. Thus, with a 90-minute daily class, a teacher could complete all ten chapters in a ten-week course. For use with a shorter course, a teacher could certainly omit chapters or activities within chapters. The course could also be expanded with the use of guest speakers, debates, movies, and other authentic audiotaped material. See the specific suggestions below for skipping or adding material.

The following chart gives approximate class times for each of the sections and subsections in a chapter. Of course, times may vary according to the needs and interests of your class.

Section	Approximate Class Time
1 Getting Started	1 hour
2 American Voices Before the Interview Interview After the Interview	$\frac{1}{2}$ hour 1 - 2 hours $\frac{1}{2}$ - 1 hour
3 In Your Own Voice	$1\frac{1}{2}$ - $2\frac{1}{2}$ hours
4 Academic Listening and Note Taking Before the Lecture Lecture After the Lecture	1 - $1\frac{1}{2}$ hours 1 - $1\frac{1}{2}$ hours $\frac{1}{2}$ - 1 hour

WHAT CAN BE SKIPPED?

Each chapter of *Academic Listening Encounters* is structured to maximize students' understanding of the chapter topic. As mentioned, vocabulary and ideas recycle through the four sections, as students move through a chapter. However, it is certainly possible to skip sections that do not address your students' needs. You may want to emphasize listening, in which case you can eliminate many or all discussion tasks, as well as Section 3 (In Your Own Voice). If you want to emphasize discussion over speeches, you can skip the oral presentations in Section 3 while still doing the other activities in that section. Depending upon the focus of your course, you can use only the lectures, or only the interviews. The first listening activity is a content preparation for the chapter, but can be skipped to save time. You can also save time by completing vocabulary exercises, summaries, outlines, etc., as a class rather than having students do them on their own first and then checking answers together.

Chapters or even units can be skipped as well, or done in a different order. Remember that the first time a task appears, it is accompanied by a task commentary box. If you skip chapters or do them out of order, use the task index at the back of the Student's Book to locate the commentary boxes for new tasks.

ADDITIONAL ACTIVITIES

Additional activities are given at the end of each unit in the Chapter-by-Chapter Teaching Suggestions in this Teacher's Book. Read these suggestions before you start the unit. You may find that you want to insert one of them into the middle of a chapter, depending on your student's response to the material.

TEACHING SUGGESTIONS

SUGGESTIONS FOR RECURRING CHAPTER FEATURES

Section Introductions


Each chapter in the Student's Book is divided into four sections. Each section begins with a brief preview: *In this section you will...* Always read these previews together

with the class, and answer any questions that arise. Take enough time with this task for all students to contribute.

Tasks and Commentary Boxes


Virtually every activity throughout *Academic Listening Encounters* is presented as a task. Each task practices a specific language or thinking skill critical for high intermediate academic-bound students of English. Most tasks are recycled throughout the book. (See the task index at the back of the Student's Book.) The first time a task title appears, it is followed by a shaded task commentary box containing information about the task. Always read this commentary and check for understanding. Ask students: *What are we doing in this exercise? Why is this useful?*

Listening Tasks

You will notice a headset symbol  next to certain tasks. This denotes a listening task. Before students listen to the audiotape and complete the task, make sure that students read over the task (for example, the outline, incomplete summary, or list of comprehension questions) and think about what information they will need to listen for.

Replay tape excerpts as many times as you think will benefit the majority of students and enable them to complete tasks successfully, including interviews and lectures.

Use of the Audiotape

A cassette symbol  indicates the point at which you should play the audiotape. Play the tape as many times as you think will benefit the majority of your students. They are not expected to catch every word; it is not necessary.

As an alternative to the tape, you may try reading the lectures to your students. (See the section titled Listening Script in this Teacher's Book.) Try to incorporate appropriate stress, intonation, and body language. Except for Chapters 4 and 9 (which contain interviews in Section 1), the tape segment for the listening task in Section 1 (Getting Started) can also be read.

Oral Presentations

Section 3 (In Your Own Voice) contains suggestions for oral presentations. While students are presenting, have classmates take brief notes. To keep them on task, you may do the following: Announce that there will be a content quiz on the presentations later. Use your own notes to write one general question about each presentation. Dic-