

大学学术英语 听说教程

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

Student's Book
学生用书

编著 Miriam Espeseth

大學學術英語 聽說教程

Academic Listening Exercises
Listening Comprehension
Activities
(General English for Academic Purposes)

Student's Book
學生用書

Unit 1-10 (10 Units)

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English for Academic Purposes 总主编 夏纪梅

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ACADEMIC
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ENCOUNTERS

Listening, Note Taking, and Discussion

CONTENT
FOCUS

Human Behavior

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To David

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、顺利地使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

Plan of the Book

UNIT ONE *Mind, Body, and Health*

► Chapter 1: The Influence of Mind over Body

<i>1 Getting Started</i>	<i>2 American Voices</i>	<i>3 In Your Own Voice</i>	<i>4 Academic Listening and Note Taking</i>
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Examining visual material • Listening to directions 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Personalizing the topic • Listening for specific information • Comparing information from different sources • Drawing inferences <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Nancy: The stress of teaching first-graders • Sam: The stress of being a police officer 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Collecting data • Giving an oral presentation 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Building background knowledge on the topic • Guessing vocabulary from context • Summarizing what you have heard • Sharing your cultural perspective • Comparing information from different sources <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Using telegraphic language <p><i>Lecture Topic</i></p> <p>Stress and the immune system</p> <ul style="list-style-type: none"> • Part One: Psychoneuroimmunology and animal studies on stress • Part Two: Human research in PNI

► Chapter 2: Preventing Illness

1 Getting Started	2 American Voices	3 In Your Own Voice	4 Academic Listening and Note Taking
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Recalling what you already know • Listening to directions 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Restating what you have heard • Hearing versus inferring • Examining graphic material <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Pat: How he started smoking, and how he finally quit • Donna, Part One: How she started smoking, and how she tried to quit • Donna, Part Two: How she stopped smoking, and how her life has changed 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your cultural perspective • Conducting a survey 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Building background knowledge on the topic: Vocabulary • Predicting the content • Guessing vocabulary from context • Outlining practice • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Using symbols and abbreviations <p><i>Lecture Topic</i></p> <p>Risk factors in cardiovascular disease</p> <ul style="list-style-type: none"> • Part One: Unalterable risk factors in CVD • Part Two: Alterable risk factors in CVD

UNIT TWO *Development through Life*

► Chapter 3: Adolescence

1 <i>Getting Started</i>	2 <i>American Voices</i>	3 <i>In Your Own Voice</i>	4 <i>Academic Listening and Note Taking</i>
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Examining visual material • Recording numbers 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your cultural perspective • Listening for specific information; Script writing • Listening for main ideas • Summarizing what you have heard • Drawing inferences • Looking at the cultural context <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Jora and Eric, Part One: Freedom and responsibility • Jora and Eric, Part Two: Clothes and makeup • Jora and Eric, Part Three: Different parents, different rules 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your personal perspective • Giving an oral presentation 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Looking for causes • Guessing vocabulary from context • Note-taking practice • Sharing your cultural perspective • Considering related information <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Using space to show organizational structure <p><i>Lecture Topic</i></p> <p>Common problems of adolescents in mental health treatment</p> <ul style="list-style-type: none"> • Part One: Adolescent alcohol and drug abuse • Part Two: Common problems related to school

UNIT THREE *Intelligence*

► Chapter 5: Assessing Intelligence

1 <i>Getting Started</i>	2 <i>American Voices</i>	3 <i>In Your Own Voice</i>	4 <i>Academic Listening and Note Taking</i>
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Listening to directions 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Personalizing the topic • Listening for specific information • Retelling • Summarizing what you have heard • Considering related information; Correlation <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Ruth, Part One: Being a “smart kid” • Ruth, Part Two: A subject she “didn’t get” • Ruth, Part Three: An incorrect label 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your personal and cultural perspective • Gathering data 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content; Writing information questions • Guessing vocabulary from context • Outlining practice • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Recognizing examples <p><i>Lecture Topic</i></p> <p>Intelligence testing — an introduction</p> <ul style="list-style-type: none"> • Part One: A history of intelligence testing • Part Two: Current approaches and some problems

► Chapter 4: Adulthood

1 Getting Started	2 American Voices	3 In Your Own Voice	4 Academic Listening and Note Taking
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Predicting the content • Recording numbers 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Answering true/false questions • Summarizing what you have heard • Creating a chart <p><i>Interview Topics</i></p> <p>The best age to be:</p> <ul style="list-style-type: none"> • Survey, Part One: Bruce, Julie, and Ann • Survey, Part Two: Otis, Laurie, and Gene 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your cultural perspective • Conducting a survey 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Building background knowledge on the topic • Guessing vocabulary from context • Note-taking practice • Applying general concepts to specific data • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Paying attention to signal words <p><i>Lecture Topic</i></p> <p>Developmental tasks of early adulthood</p> <ul style="list-style-type: none"> • Part One: Separation from parents • Part Two: The crisis of intimacy versus isolation

► Chapter 6: Accounting for Variations in Intelligence

1 Getting Started	2 American Voices	3 In Your Own Voice	4 Academic Listening and Note Taking
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Recording numbers 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Listening for specific information • Applying general concepts to specific data • Comparing information from different sources <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Dennis, Part One: Gender differences • Dennis, Part Two: Different expectations • Dennis, Part Three: Factors affecting school performance 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your personal and cultural perspective • Giving an oral presentation 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Predicting the content • Guessing vocabulary from context • Listening for specific information • Sharing your personal and cultural perspective • Thinking critically about the topic <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Recording numbers <p><i>Lecture Topic</i></p> <p>Intelligence — nature or nurture?</p> <ul style="list-style-type: none"> • Part One: Evidence for the role of nature • Part Two: Evidence for the role of nurture

UNIT FOUR *Nonverbal Messages*

► Chapter 7: Body Language

<i>1 Getting Started</i>	<i>2 American Voices</i>	<i>3 In Your Own Voice</i>	<i>4 Academic Listening and Note Taking</i>
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Reading nonverbal cues 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Recalling what you already know • Answering true/false questions • Restating what you have heard • Thinking critically about the topic • Considering related information <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Marcos: Brazilian body language • SunRan: Korean body language • Airi: Japanese body language 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Gathering data • Asking for clarification 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Looking beyond the facts • Guessing vocabulary from context • Mapping • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Mapping <p><i>Lecture Topic</i></p> <p>Body language across cultures</p> <ul style="list-style-type: none"> • Part One: Aspects of body language • Part Two: Cross-cultural misunderstandings

UNIT FIVE *Interpersonal Relationships*

► Chapter 9: Friendship

<i>1 Getting Started</i>	<i>2 American Voices</i>	<i>3 In Your Own Voice</i>	<i>4 Academic Listening and Note Taking</i>
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Personalizing the topic • Listening for specific information 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Recalling what you already know • Answering true/false questions • Summarizing what you have heard • Drawing inferences • Sharing your personal and cultural perspective <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Catherine, Part One: Starting friendships • Catherine, Part Two: Maintaining friendships 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Conducting a survey • Giving an oral presentation 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Building background knowledge on the topic: Culture notes • Guessing vocabulary from context • Listening for specific information • Sharing your personal perspective • Considering related information <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Using morphology, context, and nonverbal cues to guess word meaning <p><i>Lecture Topic</i></p> <p>Looking at friendship</p> <ul style="list-style-type: none"> • Part One: The role of friendship in psychotherapy • Part Two: How male and female friendships differ

► Chapter 8: The Language of Touch, Space, and Artifacts

1 Getting Started	2 American Voices	3 In Your Own Voice	4 Academic Listening and Note Taking
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Reading nonverbal cues • Listening to directions 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Recalling what you already know • Summarizing what you have heard • Listening for specific information • Personalizing the topic • Sharing your cultural perspective • Considering related information <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Marcos, SunRan, and Airi: Touch and space • Airi: Clothing 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Gathering data • Using examples to illustrate a general point 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Recalling what you already know • Guessing vocabulary from context • Summarizing what you have heard • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Listening for stress and intonation <p><i>Lecture Topic</i></p> <p>Nonverbal communication — the hidden dimension of communication</p> <ul style="list-style-type: none"> • Part One: Sarcasm and proemics • Part Two: Touch

► Chapter 10: Love

1 Getting Started	2 American Voices	3 In Your Own Voice	4 Academic Listening and Note Taking
<p><i>Skills</i></p> <ul style="list-style-type: none"> • Reading and thinking about the topic • Personalizing the topic • Listening for details 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Sharing your cultural perspective • Listening for specific information • Sharing your personal and cultural perspective • Considering related information <p><i>Interview Topics</i></p> <ul style="list-style-type: none"> • Ann and Jim, Part One: Courtship • Ann and Jim, Part Two: Making marriage work 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Conducting a survey • Gathering data 	<p><i>Skills</i></p> <ul style="list-style-type: none"> • Building background knowledge on the topic • Guessing vocabulary from context • Outlining practice • Applying general concepts to specific data • Sharing your personal and cultural perspective <p><i>Note-Taking Skill</i></p> <ul style="list-style-type: none"> • Taking advantage of rhetorical questions <p><i>Lecture Topic</i></p> <p>Love — what's it all about?</p> <ul style="list-style-type: none"> • Part One: The matching hypothesis • Part Two: The matching hypothesis (continued) and other theories