



高校英语选修课系列教材

学术英语口语教程

Academic

English

Communication

主编 陈美华



南京大学出版社

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前 言

随着我国高等教育国际化水平的提高,国际间的学术交流活动日益增多,社会对大学生学术口语能力的要求也在不断提高,以国际学术交流为导向,加强学术英语交流能力的培养,使大学生具有较强的英语学术交流能力,以满足进行国际学术交流的需要,已成为新时期人才培养的一项至关重要的内容。为此,我们组织具有学术交流能力和丰富教学经验的教师编写了《学术英语口语教程》一书,以教育部颁发的《大学英语课程教学要求》为指导,力求准确地把握大学英语教学的性质和目标。

本教程主要供已经完成大学英语基础阶段学习的本科生使用,同时也适用于研究生和具有相当英语水平的专业人士。通过学习可进一步提高学习者的学术英语表达能力,特别是提高学习者在校园、国际会议和其他公开场合进行演讲、宣读论文、即席答辩和交谈讨论等方面的能力。

本教程以学术交流为主线,内容主要分为三个部分,每个部分设立一个主题,每个主题由若干章节展开,围绕学术报告、论文宣读、学术讨论、会议主持、辅导咨询、论文答辩等学术交流活动展开听说技能训练,使学生通过本教程的学习在口语能力方面达到《大学英语课程教学要求》较高层次的要求。

《学术英语口语教程》的编写原则:

1. 力求从实际出发,突出教材的实用性、针对性和导向性,并确保内容全面,语言规范。

2. 注意英语学习基础阶段和提高阶段的衔接和融合,突出提高阶段的特点,注重培养学生进行国际学术交流的语言应用能力。

3. 紧紧抓住交际教学的精髓,以学生为中心,强调教学要为学生交际需要服务,以语言功能为纲,遵循学以致用的教材编写原则。

《学术英语口语教程》的编写特色:

1. 较强的实用性。本着培养学生国际学术交流的能力,强调学以致用,构建学术交流真实场景,营造语言应用的环境,力求使学生了解学术交流所需的知识。

2. 编排新颖,内容丰富。本教程以任务教学法为主导,把相关的知识和技能分解为不同的任务板块,学生通过完成各项任务达到融会贯通所学知识的目的。

每个教学单元一般包括任务目标、知识点介绍、任务语言扩展、任务实现、任务延伸等五个部分。具体说明如下:

任务目标:在每个教学单元一开始就明确提出学习完本单元后需要达到的学习目标。

知识点介绍:主要目的是帮助学生了解和熟悉各种学术交流场景和了解国际学术交流礼仪。课堂教学中可以组织学生对材料内容进行评价和讨论。

任务语言扩展:课堂授课的主要内容,教师通过归纳总结学生对思考题的回答,通过头脑风暴、小组讨论等方式帮助学生进一步理解阅读和视听材料,并引导学生列举出完成该任务所需的典型语言手段,即常用交际语句。

任务实现:课堂教学的另一主要内容,主要通过课堂对话练习完成。通过设计具有一定可操作性的不同交际场景并给予一定的提示,指导学生使用所学的典型语句来完成交际任务,并且发挥语言使用创造性,切实提高语言交际能力。

任务延伸:在充分练习的基础上,围绕所学内容,鼓励学生结合自身所学的专业,并充分利用图书馆和互联网资料,以小组为单位完成一个实际的交际任务。

3. 难易适中,适合课堂教学。本书所选材料难易适中,学生也可在教师指导下自主学习部分教程内容,也可在教学活动中通过自主学习和课堂讨论、学生报告相结合的形式,两条线索交叉展开,相互补充。单元后的听说练习设计形式新颖多样,便于活跃课堂氛围。教师也可根据学生情况灵活掌握,酌情取舍,调整教学内容。

4. 教学过程交际化。本教程着重发展学生的口语能力,兼顾听、读技能的发展,语言输入与输出的比例适当。任务设计由易到难,循序渐进,在教学中创造接近真实交际的多样情景,采用对话、交谈、讨论、辩论等多种小组活动的形式,通过大量言语交际活动来培养学生全面的口语能力。

本教材是学术英语口语教学团队集体智慧的结晶。在编写本书过程中,我们查阅了大量的国内外口语教学理论资料和教材,参考了大量报刊和书籍,得到国内外同行的启发,在此谨向这些作者和出版社表示衷心感谢。同时也向为本教材的编写提供反馈意见的出版社编辑老师表示衷心感谢。在教材使用中,我们希望得到更多院校师生的反馈意见和建议,以便不断完善。

编 者

2011年6月于南京

Contents

Part One Presentation

Unit One Planning Your Presentation	2
1.1 Definition of presentation	2
1.2 Differences between conversation and presentation	5
1.3 The presentation process	6
1.4 Coping effectively with presentation anxiety	7
1.5 Speaking in an appropriate style	11
1.6 Principles of an effective presentation	16
Unit Two Structuring Your Presentation	22
2.1 Focusing on your topic	22
2.2 Outlining your presentation	25
2.3 Introduction—starting a presentation	33
2.4 Body—giving the subject in detail	40
2.5 Conclusion—summarizing and concluding	52
Unit Three Delivering Your Presentation	65
3.1 Using effective visual aids	65
3.2 Non-verbal communication	81
3.3 Voice elements	88
3.4 Performance elements	93
Unit Four Thesis Defense	97
4.1 Knowing about thesis defense	97
4.2 Preparing for a thesis defense	99
4.3 Delivering a thesis defense	103
Checklist What Will Be Asked?	106

Part Two Seminars and Tutorials

Unit One Definition of Seminars and Tutorials	110
Unit Two Preparing for a Seminar	113
Unit Three Running a Seminar	120
3.1 Delivering a seminar presentation	120
3.2 Asking and dealing with questions	124
3.3 Having discussions	127

Unit Four	Communicating Strategies of a Chair	138
Unit Five	Tutorials and Consultations	147
5.1	Preparation	148
5.2	Engaging in discussion	149
5.3	Taking notes in discussion groups	150
5.4	Follow-up work	151
5.5	Conclusion	151
5.6	Language points	151

Part Three International Conference

Unit One	Obtaining Conference Information	158
1.1	The internet	158
1.2	Professional journals	161
1.3	Membership of professional organizations	161
1.4	Conference literature	165
Unit Two	Conference and Organizational Information	169
2.1	Different meetings	169
2.2	Conference organization and session modes	171
Unit Three	Call for Conference Papers and Conference Notice	192
3.1	Call for conference papers	192
3.2	Conference notice	196
Unit Four	Letters and Curriculum Vitae (CV)	204
4.1	Letter of invitation	204
4.2	Letter of application	206
4.3	Letter of acceptance	208
4.4	Curriculum vitae	211
Unit Five	Conference Presentation and Chairing	220
5.1	Preparing and delivering presentation	220
5.2	Chairing a meeting	223
5.3	Talking with professionals	224
5.4	Cultural consideration	225
5.5	Participating in other activities	225
Keys		228
Transcripts		238
Bibliographies		250

Part One

Presentation

Learning Objectives:

- To understand the important issues of a presentation;
- To learn how to prepare for a presentation;
- To learn how to structure a presentation;
- To learn how to deliver an effective presentation;
- To know about thesis defense.

Unit One Planning Your Presentation

This unit is designed to offer you the opportunity to:

- Understand the need for effective presentations;
- Assess your own strengths and weaknesses to meet the need;
- Learn how to conquer stage fright, nervousness and anxiety;
- Understand important issues of presentation.

Preparation is everything! With good preparation and planning you will be totally confident and less nervous. And your audience will feel your confidence. Your audience, too, will be confident in you. And this will give you control of your audience and of your presentation. With control, you will be “in charge” and your audience will listen positively to your message.

1.1 Definition of presentation

1.1.1 What is a presentation?

Presentation is the practice of showing and explaining the content of a topic to an audience or learner. A presentation is a formal talk to one or more people to “present” ideas or information in a clear, structured way. All presentations have a common objective. People give presentations because they want to communicate in order to:

- inform
- train
- persuade
- sell

A successful presentation is one of the most effective ways of communicating your message. And because English is so widely used in social, economic and cultural exchanges, a working knowledge of the vocabulary and techniques used in an English language presentation is a valuable asset.

1.1.2 How important is a presentation?

Regardless of who you are and what type of job you currently have or plan to have, there is a good chance that one day you will be required to make a presentation at one time or another. And sometimes when you have to speak in front of others, it can be one of the most important events in your life. Whatever the purpose, you need to be prepared for that day. The events include:

- A key report to your company's big cheese
- A presentation to your critical colleagues
- A pep talk to some teenagers
- A toast at your best friend's wedding
- A training that you are asked to do
- A motivational talk to your staff
- Making a professional sales pitch

There are also a number of different situations in which you will need to communicate orally in English on your academic courses. In academic culture, you need to clearly express your views on different issues related to your subject. These views are often based on a critical reading and evaluation of written texts. The more you study and engage with your subject areas, the more your ideas will develop and change. This will help you develop your critical thinking skills, which is a key part of academic study. It is also important that you develop the language skills that will enable you to express your ideas most effectively.

Presentation is a skill that everyone needs to learn for the following reasons:

- **Practical benefits:** Almost everyone will be involved in presentation in some form at some point in our lives, so we need to be well-prepared.
- **Academic benefits:** Students may be required to make presentations in oral English classes or oral defense. Researchers may present papers at seminars or conferences.
- **Professional benefits:** Employers consistently rank presentations and related communication skills as one of the top skills they look for in employees.

To summarize, being an effective public speaker gives you the tools to make a difference in your academic community, business. Presentation skills not only develop confidence in front of audience, but also ability to think quickly, clearly and analytically.

Everyone speaks publicly—at one time or another! Make your presentation count!



Tasks

I. Students may have to give presentations individually, or as part of a group presentation. Why are students asked to give presentations? Which of the following do you agree most?

- It offers an opportunity for you to do some independent research on a topic.
- It gives you the chance to work together with other students in a small team.
- It will develop your verbal communication skills.
- It will help you prepare for careers where you will have to give presentations occasionally.

II. How do you think the learning of presentation skills can help you with your personal life, as well as academic and professional goals?

III. Your experience of speaking publicly.

1. Below is a list of some of the situations which require you to speak publicly. Which of them do you or will you have experience of, either in your own language or in English? Put a check (✓) in the appropriate box.

Situations	English	Chinese
Giving a formal presentation in class		
Discussing and giving your opinion in a seminar on pre-assigned articles you have read		
Participating in a seminar (group discussion)		
Speaking in a speech contest		
Making an election speech		
Making an oral defense for your thesis		
Presenting a research paper at a conference		
Reporting at a company's annual meeting		
Others (Please state)		

2. Compare your experiences with your partner. Give details of:

- a. where you had each experience;
- b. how it was structured (e. g. : how many students were involved and how long the speaking turns were);
- c. what kinds of topics you covered;

- d. how you felt over the speech;
- e. how the audience reacted to your speech.

3. Now discuss which of the situation in activity 1 you find, or think you will find, the most difficult to do in English. Can you say why?

1.2 Differences between conversation and presentation

Passive attention of a group is quite different from give-and-take of a conversation. Presentation is less fluid and interactive than conversation. In a conversation you talk and listen in an easy exchange. In presentation the only response you can expect from the audience is restless movement, laughter, clapping or nerve-wracking silence. All faces stare at you as if in judgment. It's hardly the same as a friendly conversation.

The next difference lies in the space between you and the audience. In conversation you are usually seated or standing closely to the person to whom you are speaking. You look into his/her eyes or face; you rarely look at his/her entirely body, or many bodies, as you do in front of a group. In presentations the space between you and the audience can be disconcerting if you are not used to it because you unconsciously miss the physical closeness of a conversation. Some may find this extremely threatening and have a feeling of disassociation. Compounding the dilemma, since your heart is beating very fast, you have a tendency to speak more quickly. As a matter of fact this is precisely what you should not do—the distance between you and the audience calls for a slower pace.

In addition, a presentation has a specific agenda, and your responsibility is totally different from your role in verbal exchanges. Unless there is a question-and-answer segment, as the leader of the group, you are engaged in a monologue with little, if any, feedback. If you have any doubt about your right to be a leader, this uncertainty brings up unsettling issues: low self-esteem and all of the feelings of shame and self-dislike that accompany this situation.

In terms of verbal and non-verbal communication, presentation is more formal than conversation. The slang or casual language often used in conversation is not appropriate for presentation. The non-verbal communication of presentation is also more formal. People engaged in a conversation often sit or stand close together, gesture spontaneously, and sometimes move about restlessly. Although presenters may use extemporaneous gestures while speaking, they also plan and rehearse some gestures and movement to highlight important parts of their speeches and make their

speeches forceful.

Another important difference between presentations and conversations is one's mind-set. In conversations your attention is out-directed as you listen to what your partner is saying. When you make a presentation in front of a group of people, however, different rules apply. You must shift your customary social behavior to the state of inner-attention. The shift will allow you to concentrate properly on your agenda while the audience observes and evaluates you. This ability to focus within the context empowers the speaker with the stability to withstand the scrutiny of the audience. The audience presses in; the speaker stands his ground. If you can withstand this kind of pressure, you will own your role as a leader. As your talk progresses, your steadfast concentration draws the audience to you, and a magnetic field is created. Thus, the audience is completely engaged.



Tasks

I. Work with a partner. Fill in the following form with differences between a presentation and a conversation. Add more to the form if possible.

	Presentation	Conversation
Response		
Space		
Role		
Verbal & Non-verbal Communication		
Attention		
Others		

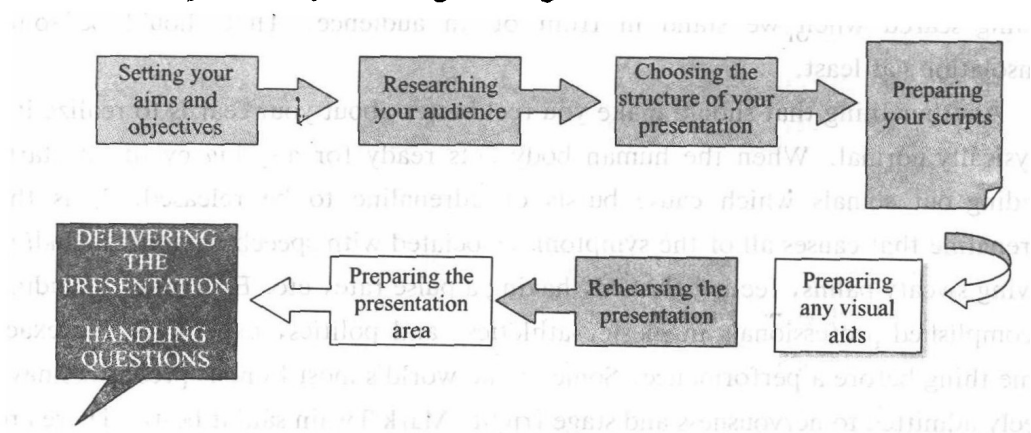
II. Watch a presentation. In what ways does this speech seem more formal, structured, or intentional than would a conversation with this same speaker?

1.3 The presentation process

You'll probably have a number of opportunities to make oral presentations at

university. These can take place informally or formally and sometimes be assessed by your audience. You will usually start with short, informal presentations and gradually build up. Look on each presentation positively as an opportunity to enhance your technique and confidence. You'll find that both develop a great deal through practice, and presentation skills will benefit you later on as they are becoming an essential part of working life.

An oral presentation can be to a small group of fellow students who are well known to you, or a large group of people you have never met before. Whatever the situation, the processes you must go through are the same.



1.4 Coping effectively with presentation anxiety

1.4.1 Symptoms of presentation anxiety

Almost every of us have some level of public speaking apprehension. Do you suffer from any of the following in public speaking?

- Lack of confidence
- Profuse sweat
- Uncontrollable nerves
- A racing heartbeat
- Dizziness
- Breathing problems

Signs of presentation anxiety vary from individual to individual, ranging from physical, emotional to cognitive. Physical signs range from stomach aches, flushed skin, shaking, light-headedness, sweaty palms, accelerated heart rate, memory loss

and even difficulty in breathing to verbal disfluencies including stuttering and vocalized pauses (like, “you know”, “ah”, “um”, and so forth): Presenters may show emotional symptoms like feeling anxious, worried or upset before the delivery of presentations. Cognitive signs are usually displayed by some negative thought patterns. A highly apprehensive person might dwell on thoughts such as “I’m going to make a fool of myself.”

Studies have revealed what most of us already knew: people are afraid of speaking in public. It is found that a large percentage of people claim that public speaking is their biggest fear. If it is the case, then that means we’re not alone at feeling scared when we stand in front of an audience. That should be some consolation, at least.

Another thing that should make you feel better about your fear is to realize it’s physically normal. When the human body gets ready for any big event, it starts sending out signals which cause bursts of adrenaline to be released. It is the adrenaline that causes all of the symptoms associated with speech anxiety, including having sweaty palms, feeling flushed, having a pulse rate, etc. Everyone, including accomplished professionals in music, athletics, and politics, experience the exact same thing before a performance. Some of the world’s most famous presenters have freely admitted to nervousness and stage fright. Mark Twain said it best, “There are two types of speakers: those that are nervous and those that are liars.”

1.4.2 Tips to overcome stage fear

It is good to realize that your anxiety is a natural reaction and that millions of people, including the majority of people in your audience, have the same fear. But it doesn’t help you relax. Here are a few additional tips that will lessen your speech anxiety. The more you practice and prepare, the more comfortable you will be with your presentation.

- **Prepare for your speech**

Nothing will relax you more than to know you are properly prepared. It is extremely important to have a thorough understanding of your topic. Knowing a great deal about the topic will enable you to overcome public speaking anxiety and will convey to the audience your interest and passion for the material. Also, by immersing yourself in the topic, you actually shift the focus off yourself and onto the message, moderating much of the self-consciousness that is associated with public speaking anxiety.

- **Recognize the importance of introduction**

Getting off to a good start can be an important boost. Pause to arrange your

notes and get oriented. Smile. Start slowly. Seek an early favorable response from the audience—perhaps with an anecdote, a reference to someone in the audience, acknowledgement of common interests, or a rhetorical question. Do not speak rapidly. Positive audience feedback can boost confidence quickly.

- **Visualize yourself speaking**

Prior to giving your speech, imagine the execution of your speech in its entirety: Envision yourself exuding complete confidence as you walk to the podium and initiate your delivery. See yourself speaking slowly and concisely, making eye contact with individuals as you move from one audience member to another. Picture your audience to be warm and receptive. Anticipate problem areas and/or mistakes and imagine yourself moving through them gracefully and without incident. If you close your eyes and visualize yourself successfully delivering the speech, you will literally trick your brain into believing you've done it and you won't feel as nervous.

- **Utilize notes/outline**

Well designed outlines and/or notes are acceptable and expected. However, notes should not be read verbatim, and should only be used as reference. Many people suffering from public speaking anxiety (stage fright) will use notes as a distraction from making eye contact with their audience. This makes them look unprepared. Rather, design your outline/notes as such: Write out your introduction in full, because this is when your public speaking anxiety will be at its peak. Use symbols for key points. Write out transitional sentences in full to avoid abrupt transitions and/or uncomfortable pauses (this will also avoid the “umms” and “ahhs” you might feel compelled to use while you are gathering your wits). Write your conclusion in full as well, as this will be the summary of your message, and should be communicated clearly. This does not mean reading directly from your notes, but rather, acts as the insurance against forgetting valuable information.

- **Practice**

A substantial part of overcoming public speaking anxiety is rehearsing your speech out loud repeatedly until you feel that you know it virtually by heart, and recite it with ease. Practicing in front of family and/or friends can also help tremendously, as can rehearse your speech in front of a mirror. Practice is the best time to make revisions, smooth out transitions and create pauses if necessary. The fine line here, however, is not to memorize it to the point that it comes across as rehearsed; remember to speak in conversational tones, as though you are talking with a friend. Reading your speech verbatim will only highlight your nervousness of speech to your audience.

- **Realize that no one can see your nervousness**

Even though we're extremely nervous, we don't want anyone in the audience to know that we are. The more we worry that they can know, the more nervous we become. You need to realize that most of your nervousness is invisible to the audience. To them, you just seem to be calmly presenting your speech.

- **Don't apologize for being nervous**

While many professionals are divided on this as a tool for overcoming public speaking anxiety, this will ultimately be your call as the speaker. Admitting you are a little nervous may lighten up some of the tension you are experiencing, and some feel that it breaks the ice with the audience. However, this admission could bring unnecessary attention to your public speaking anxiety that the audience probably would not have noticed anyway. There is a term referred to as "the illusion of transparency" that suggests that those suffering from public speaking anxiety perceive themselves to be transparent; hence, they believe that their audience is able to detect all their fear of public speaking anxiety that they may be experiencing. However, it is important to remember that this is rarely the case. Remember that your audience wants you to succeed, and they are not there to scrutinize or criticize.

- **Understand that mistakes are going to happen**

No matter how much you prepare and practice, mistakes will happen. While we may be devastated if we screw something up during our speech, the truth is that the audience will only realize that you've made an error if you draw it to their attention. Instead of making a big deal out of the error, you should simply take a deep breath, collect your thoughts, and keep moving on as if nothing ever happened.

If the fear of public speaking causes you to prepare more, then the fear of speaking serves as its own best antidote. Remember, "He who fails to prepare is preparing for failure—so Prepare, Prepare, Prepare."



Tasks

I. Identify whether the following statements are helpful or not for managing your presentation anxiety. Why or why not?

- a. You arrive early and walk around the room including the speaking area. Stand at the lectern, and speak into the microphone. Walk around where