

● 专门用途英语课程系列



Lectures

Learn listening and note-taking skills

学术英语讲座

Fiona Aish and Jo Tomlinson



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出版说明

根据高等教育本科阶段人才培养新目标和大学英语教学新要求，外教社策划推出了“专门用途英语课程系列”。本系列教材以外教社已出版的多种拓展课教材为基础，吸纳专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，必将进一步推动我国大学英语教学的发展。

本系列教材包含“学术英语课程群”和“职业英语课程群”两大类。

● 学术英语课程群

侧重高级英语及学术英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：综合、视听说、演讲、写作等。

● 职业英语课程群

侧重提升与专业及职场相关的英语运用能力，在培养学生基本语言技能的基础上，教授与专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息，游刃有余地应对英语职场生活。

除了已出版的专门用途英语教材外，外教社还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

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Jo and Fiona are now directors of Target English Ltd, a company specialising in teaching English for Academic Purposes and English for exams. They have co-authored three books in the Collins English for Exams Series: *Listening for IELTS*, *Grammar for IELTS* and *Get Ready for IELTS: Writing*.

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Introduction

Collins Academic Skills Series: Lectures will give you the skills you need to listen to and understand lectures.

Designed to be used on a self-study basis to support English for Academic Purposes or study skills courses, it is intended for students on pre-sessional or Foundation courses as well as for first year undergraduate students. It will also be useful for more experienced students who want to improve their library-based research skills.

The book has ten chapters covering the key skills for listening to lectures and taking notes. There are also five authentic lectures to give you realistic practice. You will learn how to:

- prepare for a lecture
- recognise different lecture structures
- follow the key points of a lecture
- understand lecturers' accents and speaking styles
- take notes and use them for assessments
- evaluate your listening ability

At the back of the book there is:

- a glossary of key terms
- a comprehensive answer key

Chapter structure

Each chapter includes:

- Aims – These set out the skills covered in the chapter.
- A self-evaluation quiz – By doing this you are able to identify what you already know on the subject of the chapter and what you need to learn.
- Information on academic expectations and guidelines on how to develop academic skills – These sections will help you understand university practices and expectations so you know what is required.
- Practical exercises – These help you to develop the skills to succeed at university. You can check your answers at the back of the book.
- Tips – Key points are highlighted for easy reference and provide useful revision summaries for the busy student.
- Glossary – Difficult words are glossed in boxes next to where the text appears in the chapter. There is also a comprehensive glossary at the back of the book.
- Remember sections – This is a summary of key points for revision and easy reference.

Authentic lectures

The book uses examples of authentic lectures in different academic subjects in the authentic lectures chapters. The authentic lectures together with the accompanying exercises provide supported practice of the academic listening skills needed to understand lectures at university.

Glossary boxes POWERED BY COBUILD

Where we feel that a word or phrase is difficult to understand, we have glossed this word/phrase. All definitions provided in the glossary boxes have been taken from the *COBUILD Advanced Dictionary*. At the end of the book there is a full alphabetical list of the most difficult words from the book for your reference.

Using Lectures

You can either work through the chapters from Chapter 1 to Chapter 10 or you can choose the chapters and topics that are most useful to you. The Contents page will help in your selection.

Study tips

- Each chapter will take between three and four hours depending on how many times you listen to the audio scripts. Take regular breaks and do not try to study for too long. Thirty to sixty minutes is a sensible study period.
- Regular study is better than occasional intensive study.
- Read the chapter through first to get an overview without doing any exercises. This will help you see what you want to focus on.
- Try the exercises before checking the Answer key. Be an active learner.
- After doing the listening exercises in the book, you may want to do them again to try to understand more of the content.
- All university departments are different. Use the information in the book as a guide to investigating your own university department.
- Write questions you can ask to find out how your department delivers lectures, seminars and tutorials.
- There is no one correct way of listening to lectures and taking notes. Use your experience of doing the exercises to learn what works best for you. Adapt the suggestions in this book to suit your learning style and context.
- Learning to listen to lectures and take notes is an on-going process, which means you need to practise the same skills many times. Revise regularly.

Other titles

Also available in the *Collins Academic Skills Series: Writing, Research, Numbers, Presenting, and Group Work*.

The purpose of lectures

- Aims**
- ✓ recognize different types of listening
 - ✓ understand what a lecture is
 - ✓ know what is expected from you
 - ✓ recognize possible problems in lectures
 - ✓ understand the importance of attending lectures



Quiz Self-evaluation

Read the statements below and circle the answers that are true for you.

1 I know who speaks in a lecture.	agree disagree not sure
2 I know how long a lecture usually is.	agree disagree not sure
3 I know why students go to lectures.	agree disagree not sure
4 I know what students are supposed to do in a lecture.	agree disagree not sure

What types of listening do you do at university?

At university there are many situations where you will listen to different speakers. Some of these situations will be academic, where you will listen to your lecturers and tutors, some will be to find information about university life, for example, from the university's accommodation staff and some will be social, such as talking to other students in a café.

In some situations you will listen to one person speaking and in other situations you will listen to a group of people speaking or discussing something. You will also listen for different lengths of time and for different reasons.

- Tip** ✓ The tertiary education institution you go to after high school can be called different names. In the USA, it is university, school and college. In the UK, it is university, or 'uni' and college. In South Africa, it is university, 'varsity', technikon, technical training college or just institutes of further education and training. In Australia it is university or 'uni' and TAFE (Technical And Further Education).

Glossary

intensive

Intensive activity involves concentrating a lot of effort or people on one particular task in order to try and achieve a great deal in a short time.

The different reasons for listening at university can be summarized as follows:

General listening: informal conversations, listening for specific information in social situations, listening for advice from non-academic university staff.

Academic listening: intensive listening for long periods of time to develop your understanding of a topic, listening to explanations of assignments, listening to topics being discussed in seminars, listening to your lecturers in tutorials.

**Exercise 1**

Listen to the four extracts and write the order in which you hear the following situations:



01

- A An informal conversation between students C A student asking staff for information
B A lecture D A talk for students

What is a lecture?

A lecture is a talk given by a subject expert on a particular topic. The subject expert is usually called a lecturer. A lecture often takes place in a large room or lecture hall/theatre and is attended by a large number of students, sometimes hundreds. The lecturer will talk about a particular topic to all the students who will take notes. A lecture normally lasts around 45 minutes to an hour.

The purpose of lectures

Glossary

overview

An overview of a situation is a general understanding or description of it as a whole.

Lectures are talks which give students a general overview of a topic. For example, a lecture on the anatomy of the brain will give you general information about the parts which make up the brain. Similarly, a talk on marketing ethics will give you general information on what 'marketing ethics' means along with information on current ideas on the topic. A lecture is meant to be an overview. It is up to you to research the topic in detail both before and after the lecture. The lecture is intended to give you a starting point for further study.

Tips

A lecture will give you:

- ✓ Current, general academic opinions on a topic.
- ✓ Key definitions, names, dates, theories and facts.
- ✓ Ideas for further research and reading.
- ✓ A starting point for your own thoughts.

How is a lecture different from other forms of speaking?

Glossary

real time

If something is done in real time, there is no noticeable delay between the action and its effect or consequence.

concentrate

If you concentrate on something you give all your attention to it.

A lecture is a specific type of speaking and differs from other types of speaking such as a conversation or a discussion. Below are some of the features of a lecture.

- 1 The lecturer has prepared what s/he is going to say in advance.

The lecturer brings notes and usually has some form of visual material (for example, a PowerPoint presentation) or handouts for students. This means that the lecture will follow a structure and has a more recognized order than a general conversation. The lecturer knows what s/he wants to say and has thought about how to explain it clearly. This is different from a conversation, where speakers think and speak in 'real time'.

- 2 The lecturer speaks for a long time.

In a lecture the lecturer usually speaks for an hour, sometimes longer. This means that the listeners have to concentrate hard on one speaker for a long period of time. This is not like conversations or discussions where the speakers share the talking and listening time.

- 3 The students do not usually ask questions.

In conversation or discussion the speakers can interrupt each other to ask questions, explain words, or give their own point of view. In a lecture it is different; the students do not usually have the opportunity to ask questions during the lecture except at the end. Occasionally the lecturer will invite questions during the lecture, but this is not always the case.



Exercise 2

Listen to two lecturers speaking about lecturing, and complete the dialogue.

'Well, I've been ¹ lecturing for about 40 years now, and it's changed a lot. I remember my first lecture; it was me, the ² _____ and about 100 students. It was a bit of a scary experience. I've seen lots of changes since then, mainly when ³ _____ were introduced. We started with ⁴ _____, where I would project slides so that the students could see them, to PowerPoint presentations which everyone uses, and now finally to ⁵ _____. I'm a professor in philosophy, but sometimes I feel like a professor of technology!'

'I lecture in pharmacy at the local university. The ⁶ _____ has room for about 60 students. It's got a ⁷ _____ at the front, but I don't like to use it. I always try to make the lecture interesting. I bring in ⁸ _____ to help students make ⁹ _____. There isn't time for ¹⁰ _____ in the lectures. Lectures are more like ¹¹ _____, but students can always bring questions to their ¹² _____ instead.'



Exercise 3

Choose a word from your answers and match the word to its definition.

- 1 discussion when people talk about something, often in order to reach a decision
- 2 _____ a large flat, thin, rectangular piece of wood used for writing on
- 3 _____ a paper containing a summary of a lecture
- 4 _____ a regular meeting between a member of the teaching staff and one or several students for discussion of a subject that is being studied
- 5 _____ a large touch-sensitive screen connected to a computer and a digital projector, used for teaching in the classroom
- 6 _____ a high sloping desk for notes when giving a lecture
- 7 _____ a flat vertical surface on which pictures or words are shown
- 8 _____ a machine that has a light inside it and makes the writing or pictures on a sheet or piece of plastic appear on a screen or wall
- 9 _____ a room in a university or college where lectures are given
- 10 _____ something you write down to remind yourself of something
- 11 _____ a formal talk to show and explain an idea to an audience

What is expected from you?

Glossary

ensure

To ensure something, or to ensure that something happens, means to make certain that something happens.

preparatory

Preparatory actions are done before doing something else as a form of preparation or as introduction.

Your lecturers will expect you to do the following things.

Before the lecture:

- Do some preparatory reading. This will give you some background on the topic and make it easier to understand the lecture.
- Find out what the lecture is about and look up some key words.

For more on preparing for lectures see Chapter 2.

During the lecture:

- Take notes while the lecturer is speaking.
- Do not talk to other students. Try to concentrate during the lecture.

After the lecture:

- Do any follow-up reading suggested by your lecturer.
- Organize your notes and any handouts you are given. This will help with essay writing and revision in the future.



Exercise 4

Imagine you are going to a lecture called 'The Future of Social Networking'. Look at A–I below and decide if you should do them before, during or after the lecture.

- A Look up any unknown words from the lecture, or ask a friend.
- B Try to sit near the front and make notes. Don't expect to understand everything.
- C Try to listen to radio programmes on the subject.
- D Look up words on the topic of social networking and check their translations. If possible, try to listen to the words so when you hear them you will be able to identify them.
- E Check through your notes and make sure you understand them.
- F Speak to other students about the topic before you go to the lecture, to familiarize yourself with the subject.
- G Compare your notes with someone else who was at the lecture.
- H Write down any important words that you don't understand.
- I Try to write down only the key points. Don't try to write everything down!

Before the lecture	During the lecture	After the lecture

Tip ✓ You may be able to record lectures, but you must ask the lecturer's permission to do this.

Pronunciation: the rhythm of English

Glossary

rhythm

A rhythm is a regular series of sounds or movements.

Standard English is a stress-timed language, which means that the content words (nouns, verbs, adjectives, adverbs) are usually spoken with more emphasis or 'stress' by the speaker. In general the speaker does not stress the other 'grammar' words. Below are some examples of unstressed grammar words.

For example:

Modal verbs: *may, might, can, could, will, would, must, should ...*

Auxiliary verbs: *is, are, was, were, have, had*

Prepositions: *in, at, to, for, etc.*

Articles: *a, the*

Pronouns: *I, he, she, it, they, etc.*

Quantifiers: *some, all, none, etc.*

These two English sentences take approximately the same amount of time to say.

- 1 Please wait here **and** **the** manager **will** see you **in** 5 minutes.
- 2 **If** you **just** wait here, **the** manager **will** **be** able to see you **in** 5 minutes.

The stressed words are in **bold** and the unstressed words are underlined.