



大学英语立体化网络化创新系列教材

普通高等教育“十二五”规划教材

博雅

普通学术英语教程

听说与思考

都建颖 ©总主编

English for General Academic Purposes:
Listening, Speaking and Critical Thinking



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English for General Academic Purposes

Listening, Speaking and Critical Thinking

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前言

本书主要目的:

1. 强化学术讲座、小组讨论、研究成果展示等学术活动要求的基本听说技能,主要包括如何聆听对方的讲话,辨别和记录要点,如何参与小组讨论,如何通过演讲与答辩进行成果展示和信息交流。

2. 培养批判性思维能力,这是高等教育的主要目的,对专业学习和个人素质提高都具有重要意义。批判性思维能力主要包括认清事实、发现问题、寻找并考量解决方案等能力。

3. 提高对问题的识别、分析和判断能力,以及口头表达能力,包括表达的正确性、流畅性、充分性、有效性和完整性。

本书编写原则:

1. 注意过渡性。本书以综合性大学本科一、二年级学生为对象,在材料选择、练习设计、章节组织上既体现了英语学习从高中向大学阶段的过渡,又照顾到大多数学生的接受程度和进一步发展的实际需求,难度适中,多以例子分析代替刻板的理论输入。

2. 以听促说,并与读写结合。本书以培养学生的学术口语表达能力为主要目标,并配以影音材料。这些材料服务于两个目的,第一,为学生提供以学术讲座、小组讨论等情境中的学术口语表达的思维架构和语言表达范本;第二,培养学生对问题的识别、分析、总结和判断能力,从而最终做到能“理性地思考,清晰地表达”。

词汇把控:

本书在编写和选取材料时以普通学术英语为目的,尽量避免使用专业术语、口语以及冷僻的词汇和表达方式。学生在本课程结束时词汇量应达到3500至4000,其中主要是普通学术英语词汇(基本词汇750,扩展词汇2500)。

编撰指导思想:

学术英语听说与读写联系密切,听与读是信息输入过程,说与写是信息输出过程,两个过程都以搜索信息和审慎思考为基础,并借助各种语言技巧,达到有效交流的目的。因此,学术英语教学既注重思维方式的培养,也注重语言表达的得体与严谨。目前我国高校大多数本科新生仍然认为英语学习主要是高级词汇和复杂句子的堆砌,而在具体表达时缺乏逻辑性、分析性和批判性。而大多数英语教师对学术英语教学也存在误解,认为学术英语强调专业词汇和文章体例。通过本书的撰写,我们希望大学英语课堂能培养学生思辨能力,提高语言能力,从而增强学生的整体素质,在国际交流中体现中国大学生的真正风采。

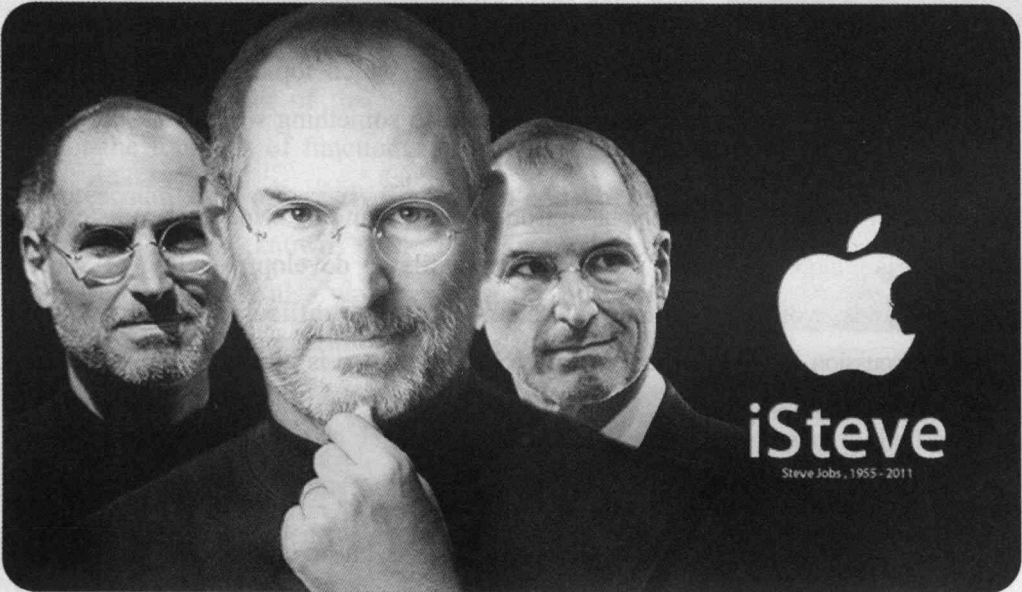


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Unit One

The X Factor for Success

Pre-listening Strategies



Lead-in Questions

1. What do you usually do before listening activities?
2. What do we need to do when we are given heroic figures as role models?



Part I Significance of Pre-Listening Work

1.1 Why do pre-listening work?

In real life, when we listen to an interview of a famous person, we probably have known something about that person already. When we choose to listen to a lecture out of our personal or professional interest, we probably know which topic is being discussed. For native speakers and listeners, it is unusual to listen to something without having some idea of what they are going to hear.

In our first language we rarely have trouble understanding what we are listening. But, in a second language, it is one of the harder skills to develop—dealing at speed with unfamiliar sounds, words and structures. This is even more difficult if we do not know the topic under discussion, or who is speaking to whom. Therefore, it is significant for second-language learners to do pre-listening work.

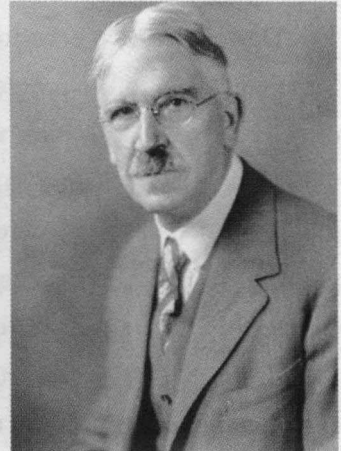
1.2 Advantages of pre-listening work

Pre-listening work helps us to generate interest, build confidence, make clear the purpose of listening, focus on the useful information, and facilitate listening comprehension.

The following are two articles about heroic figures. When people in modern society are overwhelmed by heroic figures in fields like economics, sports, high technology, and maybe warfare, few would spare time pondering on people whose thoughts and behavior were highly politically and philosophically influential. The articles present two heroic figures: John Dewey and Lei Feng. They both impact on the Chinese education, but in largely different ways. Discuss in groups about what you know about the two figures: their life, major work, social influence, anecdotes and your evaluations about them. Then read the articles, check whether the ideas expressed in the articles meet your anticipations. Think about whether your discussion contributes to your reading comprehension, and in what ways it does so.

Reading Text 1

John Dewey: A Philosopher and Democratic Educationist



- 1 John Dewey (1859—1952) was an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform. Dewey was an important early developer of the philosophy of pragmatism and one of the founders of functional psychology. He was a major representative of progressive education and liberalism. Although Dewey is known best for his publications concerning education, he also wrote about many other topics, including experience, nature, art, logic, inquiry, democracy, and ethics.
- 2 In 1919, while traveling in Japan on sabbatical leave, Dewey was invited by Peking University to visit China, probably at the request of his former students, Hu Shi and Jiang Menglin. The Chinese students' demonstrations on May Fourth excited and energized Dewey, and he ended up staying in China for two years, leaving in July 1921.
- 3 In these two years Dewey gave nearly two hundred lectures to Chinese audiences and wrote nearly monthly articles for Americans in *The New Republic* and other magazines. Dewey advocated that Americans support China's transformation and that Chinese base this transformation in education and social reforms, not revolution. Hundreds and sometimes thousands of people attended the lectures, which were interpreted by Hu Shi. For these audiences, Dewey represented "Mr. Democracy" and "Mr. Science," the two personifications which they thought represent modern values and replace "Mr. Confucius," the representative of traditional culture. Perhaps Dewey's biggest impact, however, was on the forces for progressive education in China, such as Hu Shi and Jiang Menglin, who had studied with him, and Tao Xingzhi, who had studied at Columbia School of Education.
- 4 While Dewey's educational theories have enjoyed a broad popularity during his lifetime and after, they have a troubled history of implementation. Dewey's writings can

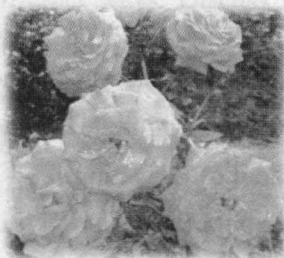


also be difficult to read. And his tendency to reuse commonplace words and phrases to express extremely complex reinterpretations of them makes him susceptible to misunderstanding. So while he held the role of a leading public intellectual, he was often misinterpreted, even by fellow academics. Many enthusiastically embraced what they mistook for Dewey's philosophy, but which in fact bore little resemblance to it.

5 Dewey tried, on occasion, to correct such misguided enthusiasm, but with little success. Simultaneously, other progressive educational theories, often influenced by Dewey but not directly derived from him, were also becoming popular, such as Educational perennialism which is teacher-centered as opposed to student-centered. The term "progressive education" grew to encompass numerous contradictory theories and practices. Several versions of progressive education succeeded in transforming the educational landscape: the guidance counseling, to name but one example, springs from the progressive period. Radical variations of educational progressivism were troubled and short-lived, a fact that supports some understandings of the notion of failure. But they were perhaps too rare and ill-funded to constitute a thorough test.

6 Dewey is considered the representative of liberalism by many historians, and sometimes was portrayed as "dangerously radical." Meanwhile, Dewey was critiqued strongly by American communists because he argued against Stalinism and had philosophical differences with Marx, despite identifying himself as a democratic socialist. Historians have examined his religious beliefs. Biographer Steven C. Rockefeller, traced Dewey's democratic convictions to his childhood attendance at the Congregational Church, with its strong proclamation of social ideals. However, historian Edward A. White suggested in *Science and Religion in American Thought* (1952) that Dewey's work had led to the 20th century rift between religion and science.

(Adapted from [http://en.Wikipedia.org/wiki/John Dewey](http://en.Wikipedia.org/wiki/John_Dewey) and http://en.wikipedia.org/wiki/Democracy_and_Education)



Reading Text 2

When Lei Feng Meets Non-believers

1 Lei Feng, a household name since the 1960s, is known for devoting almost all of this spare time and money to selflessly helping the needy. Late Chairman Mao Zedong called on the entire nation to follow Lei's example one year after Lei's death in 1962. However, debates over whether Lei Feng's spirit, mainly altruism, dedication, patriotism and modesty, is out of date seem to have grown more heated in recent years. The following part of this article presents different ideas about this icon among the general public and the scholars.



2 "When Lei Feng died in the line of duty, he was only 22, but his short life gives concentrated expression to the noble ideas of a new generation, nurtured with communist spirit, and also to the noble moral integrity and values of the Chinese people in the new period. These are firm faith in communist ideals, political warm-heartedness for the Party and the socialist cause, the revolutionary will to work for self-improvement, the moral quality and self-cultivation of showing fraternal unity and taking pleasure in assisting others, the heroic spirit of being ready to take up responsibilities for a righteous cause without caring for one's own interest and safety, the attitude of seeking advancement, and the genuine spirit of matching words with deeds and eventually fulfilling one's duties." (Editorial, *People's Daily*, 5 March, 1993)

3 Chinese leaders have praised Lei Feng as the personification of altruism. Leaders who have written about Lei Feng include Deng Xiaoping, Zhou Enlai, and Jiang Zemin. His cultural importance is still reproduced and reinforced by the media and cultural apparatus of the Chinese government, including emphasizing the importance of moral character during Mao's era. Lei Feng's prominence in school textbooks has since declined, although he remains part of the national curriculum. The term "活雷锋" (literally "living Lei Feng") has become a noun (or adjective) for anyone who is seen as selfless, or anyone who goes out of



their way to help others.

4 Details of Lei Feng's life, as presented in the official propaganda campaign, have been subject to dispute among scholars. While someone named Lei Feng may have existed, scholars generally think the person depicted in the campaign was probably a fabrication. Some observers noted, for instance, that the campaign presented a collection of twelve photographs of Lei Feng performing good deeds. The photographs were of exceptionally high professional quality, and the depicted Lei—supposedly an obscure and unknown young man—engaging in mundane tasks.

5 The impossible details of Lei Feng's life according to official propaganda let him to become a subject of negation or ignorance among some Chinese people. A survey by Xinhua News Press in 2008 noted that a large number of elementary school students have vague knowledge of Lei Feng's life, despite the reasonable understanding of Lei's spirit.

(Adapted from http://en.wikipedia.org/wiki/Lei_Feng)

Finish Practice 1 about Steve Jobs, and discuss what kind of pre-listening work you can do.

Practice 1: Blank filling (course audio material 1.1)

Listen to the VOASE Report on Steve Jobs two times, complete the missing information and figure out which statement is fact (F) and which is opinion (O).

- 1) () Steve Jobs died of _____ at the age of _____.
- 2) () Steve Jobs' adopters (养父母) supported _____ in electronics.
- 3) () Steve Jobs rejoined Apple in 1997 and he helped remake Apple from a business that was _____ then to _____ in the world today.
- 4) () By making computers personal and putting the Internet in our pockets, he made the information revolution not only _____, but _____ and _____.
- 5) () He died a day after the company released a new iPhone version that met with _____.
- 6) () The fact that he was able to redesign American commerce top to bottom and across is really _____.

Part II Effective Pre-Listening Strategies

2.1 What are pre-listening strategies?

Pre-listening work is guided by learning strategies. Strategies are the thoughts and behaviors that learners used to help them comprehend, learn, or retain information. There are three main types of strategies: metacognitive, cognitive and social/affective strategies. The metacognitive strategy was a kind of self-regulated learning. It included the attempt to plan, check, monitor, select, revise, and evaluate, etc. strategies. The cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval. They are classified into bottom-up strategies and top-down strategies. Social/affective strategies are the techniques listeners used to collaborate with others, to verify understanding or to lower anxiety. Strategies and the ability to use them effectively were particularly important in foreign language listening.

Pre-listening strategies, which are applied before listening process, belong to metacognitive strategy. The strategies include **checking the listening tasks, pre-learning relevant vocabulary, activating current knowledge, and predicting content** etc. For teachers, they should engage the learners in a pre-listening activity. This activity should establish the purpose of the listening activity and activate the schemata by encouraging the learners to think about and discuss what they already know about the content of the listening text. This activity can also provide the background needed for them to understand the text, and it can focus attention on what to listen for.

2.2 Pre-listening checklist

Several effective pre-listening strategies are listed as follows:

- Make clear your purpose of listening;
- Check the listening tasks if you need to finish exercises;
- Think about the lecture and the lecturer's purpose;



- Predict content, opinions, or key words of the lecture by activating prior knowledge and experience of language (prediction strategy);
- Pre-learn vocabulary relevant to the subject that you are likely to hear.

The following is a checklist for pre-listening performance.

Pre-listening Performance Checklist	
Before listening	Yes
I understand the task (what I have to do after I have finished listening).	
I know what I must pay attention to while I listen.	
I have asked the teacher for clarifications, if necessary.	
I have attempted to recall all that I know about the topic.	
I have attempted to recall what I know about the type of text I will listen to and the type of information I will probably hear.	
I have made predictions on what I am about to hear.	
I am ready to pay attention and concentrate on what I am about to hear.	
I have encouraged myself.	

(Place a check mark “√” in the “yes” column when verifying each statement)

In order to improve my performance, next time I will _____

(The table is adapted from Mendelsohn (1994:94))



Finish the following Practice 2, before listening, you need to: a. self-learn the word bank which relevant to the listening material; b. complete the Pre-listening Performance Checklist.

Word Bank (Practice 2):

multibillion-dollar

insanely

abrasive

Pixar Studios

Brim

commencement address

decade

undergo

CEO

the Macintosh

prevail

ouster

revitalize

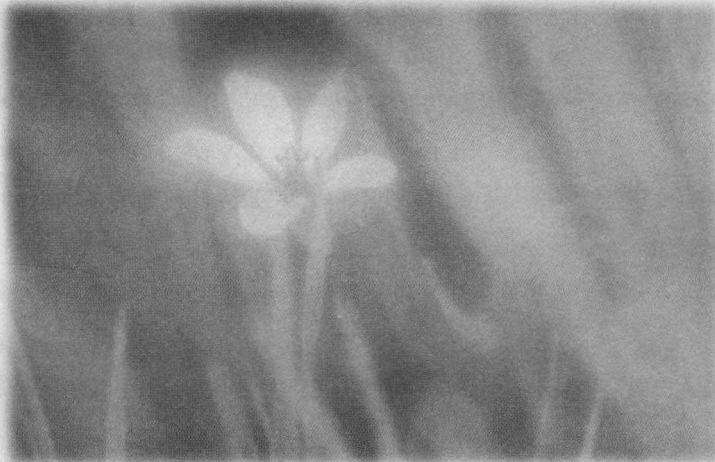
pancreatic cancer

Stanford University

destination

liver transplant

the Silicon Valley





Practice 2: Listen to the NBC news of “Steve Jobs: Remembering a Genius”; with appropriate pre-listening strategies, finish the exercises. (course audio material 1.2.1~1.2.4)

Exercise 1: Listen to the headline of the report and complete the following chart about the death of Steve Jobs. (course audio material 1.2.1)

Cause of his death	Steve Jobs died of 1) _____ at the age of 2) _____.
Fame of Steve Jobs	3) _____; 4) _____; The man behind 5) _____.
Our celebration	We celebrate 6) _____, 7) _____ and 8) _____.

Exercise 2: Listen to the Standout of the reporter, and then retell what is Steve Jobs based on the outline given below. (course audio material 1.2.2)

This is a very sad day for 1) _____. They're mourning Steve Jobs, a man who 2) _____ and had no 3) _____ but 4) _____ and transformed 5) _____.

Exercise 3: Listen to the News Story and then answer the following questions. (course audio material 1.2.3)

- 1) According to the reporter, what's the secret of Steve Jobs' success?
- 2) Why did Steve Jobs think that the computer industry hasn't done a good job?
- 3) What are the 2 possible causes of Steve Jobs' ouster from Apple in 1985?
- 4) When did Steve Jobs return to Apple and what did he achieve?
- 5) Which product of Apple changed people's way of consuming media?

Exercise 4: Complete the following chart on Steve Jobs' declining health.(course audio material 1.2.4)

Time	Incidents
2004	He was operated on for _____;
2009	He received _____;
08-24-2011	He stepped down _____;
10-05-2011	He died peacefully _____.

2.3 Prediction strategy

Prediction, or looking ahead, is a basic strategy for using prior knowledge to understand a text. It is an activity learners carry out before listening to a lecture, where they predict what they are going to hear, generates a hypothesis about the type, purpose, or scope of a lecture. This gives them a reason to listen, as they confirm or reject their predictions.

We can take the following two steps to predict a lecture. **First**, look at the title of the lecture and any other clues you have (photos, maps, charts, outlines, etc.) and think of specific questions you think might be answered in the lecture. Then think about possible answers to each of your questions. Discuss the questions with a partner, if possible. If you have trouble thinking of questions, consider the major question words (who, what, when, where, why, how) and ask yourself how they might apply to the lecture topic. Creating these “**prediction questions**” will help you maintain your focus during lectures. In addition, the answers to the questions you form during this pre-listening step will often correspond to the actual main ideas of the lecture; in this way, these questions actually improve comprehension by helping you to identify main ideas and discriminate them from less important details.

Second, try to predict vocabulary you may hear in the lecture. To do this, you can analyze the main words in the title of the lecture. A dictionary and the saurus will be very helpful.