



LEARN **to** LISTEN

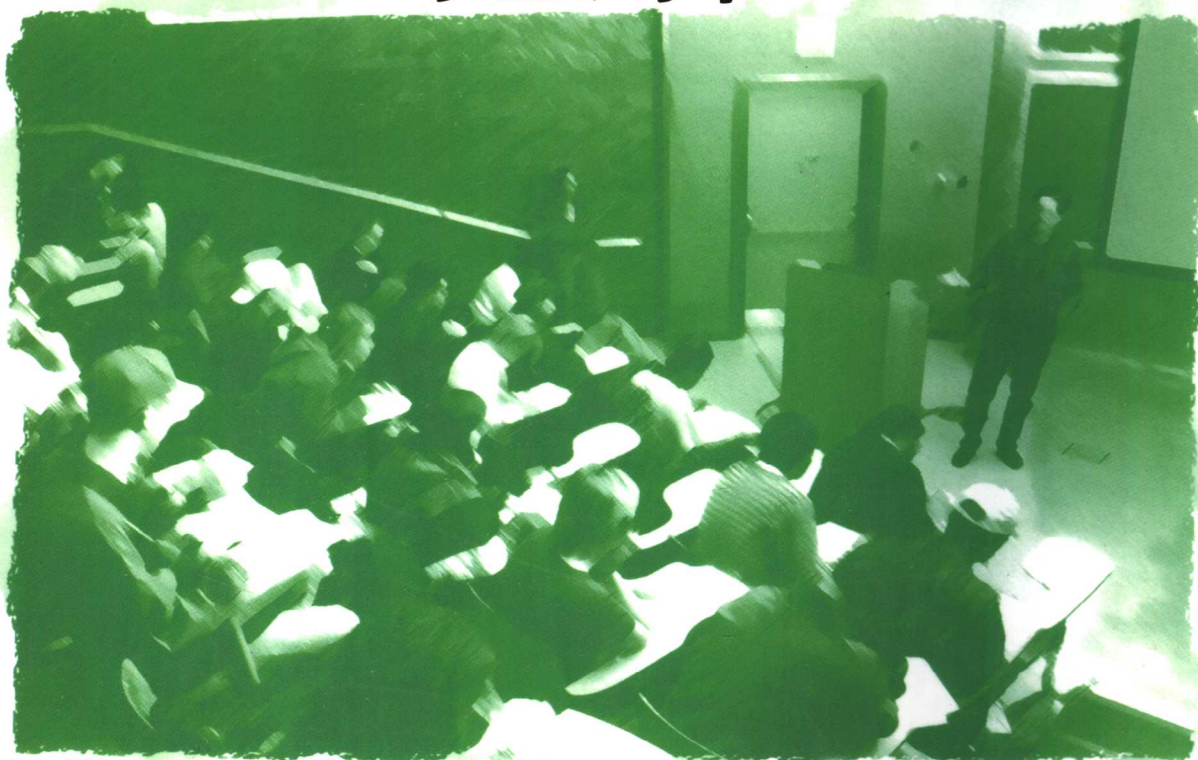
LISTEN **to** LEARN

Academic Listening and Note-Taking

Second Edition

朗文英语讲座听力

学生用书



Roni S. Lebauer

卢小萍 姜蓉 译



北京语言大学出版社
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序

你听过英语学术讲座吗？

也许你的英语已经很不错了，专业成绩更不用说。但是，一场讲座下来，你却不得要领，笔记本上只记下能听懂的只言片语，毫无系统。为什么会这样？其实，听英语学术讲座，你所需要的不仅仅是一般的英语听力技能和专业知识，还需要了解英语学术讲座的文体特点，知道哪些是应该记录下来的重要信息、不同信息之间的关联以及如何根据讲座前面的内容预判后面的内容，懂得如何利用报告人的词汇、语法和篇章线索帮助自己抓住讲座的要点和结构。听英语学术讲座，是有很多技巧的。

你经常查阅英文学术文献吗？

如果要写一篇学术论文，你必须把相关专题的重要专业文献基本梳理一遍。许多到国外留学的中国学生感慨最深的是，导师布置阅读的专业文献太多，需要天天熬夜看文献。能出国留学，说明这些人起码在英语方面都是成功者。但是，如何快速阅读理解专业文献，往往是他们必须逾越的一道新的障碍。专业文献阅读一个很大的障碍是，一些常用词在学术文献中的往往有不同的含义。集中突破掌握这些词汇，专业文献阅读就会顺畅得多。

为了帮助有志于进一步深造的中国学生克服听英语学术讲座和阅读英文文献的困难，我社和培生亚洲教育集团通力合作，共同出版了《朗文英语讲座听力》和《朗文英语学术高频词汇》。

《朗文英语讲座听力》对英语学术讲座的语体特点进行了深入细致的分析，根据讲座语体的特点编排学习内容，讲解如何听懂学术讲座的结构，听讲座记笔记的技巧，包括如何使用笔记符号、缩写，如何听数字，等等。通过对大量真实讲座文本的具体分析，让学生在短时间内（30—40学时）基本掌握理解英语讲座的技巧，为听懂讲座打下基础。本书配有六张CD以及教师用书一本。

《朗文英语学术高频词汇》，借鉴当今最新词汇研究成果，在全新的词汇教学理念指导下编写而成。书中选取的词汇以及编排的练习参照的是容量为350万词的朗文英语语料库，以确保内容的真实性。本书编排设计的主要特点是：强调单词的高出现率；通过不同上下文体现词汇的不同含义；呈现学习材料关注度（学生对学习材料感兴趣的程度）；词汇搭配得到极致体现。值得一提的是，书中还专门开辟了词汇提示（word tips）和策略训练（strategy practice）两个栏目，在丰富学生英语词汇知识的同时，还提供了各种各样的话题供学生进行口头表达训练使用。

针对性很强的学习往往有事半功倍的效果。希望这两本书的出版，有助于你快速掌握你的相关学科最前沿的研究成果。

随着我国高校国际交流的日益频繁，越来越多的国际学术会议在中国举办，越来越多的国际知名学者来中国举行学术讲座。中国当代学子是幸运的，可以通过直接聆听国外一流学者或专家的学术讲座获取相关学科前沿信息，查阅最新的学术文献，缩短学术积累的旅程。如果你即将远赴英语国家开始你的留学生涯，如何迅速提高你的听懂学术讲座和阅读英文学术文献的能力，更是迫在眉睫的当务之急。

韩宝成

北京外国语大学英语教授 博士生导师

2006年8月

前言

概述

《朗文英语讲座听力》一书专为满足 ESL/EFL 的学生听懂讲座和学会记笔记而编写。听讲座、记笔记不仅仅涉及语言技能。领会讲座内容，记好笔记还需要具备分辨信息（区分哪些是重要信息并记下来），组织信息（明白观点是怎样互相关联的）以及对信息的预测（预测讲座内容和方向）等技能。本书主要围绕这些技能展开，并包括学习和识别讲座结构大量的词汇，识别语言线索（词汇的、语法的以及非语言的）的练习等内容。

本书的目标是教会学生如何听讲座、记笔记：怎样辨别讲座的结构、怎样使用暗示结构和强调的线索和惯例，怎样识别多余的信息以及如何预测信息。书中提供了大量的机会来实践讲授的技能。

本书的另外一个目标是提供重现学术讲座的体裁、功能的语言材料。书中选择的讲座不仅是为了让学生学会某种语言技能，还从获得知识的角度出发来调动学生听的积极性。为了达到这个目标，书中讲座的话题丰富多样，教师可以根据学生的兴趣和需要进行选择。这些讲座的内容覆盖面广，教师可以利用教师用书模仿真实讲座或是使用 CD 中的内容，或是两种方法都使用。此外，书中的很多练习活动设计了给英语是本族语的学生提供的真实讲座。

全书分成七个单元。第一至第五单元侧重听讲座时理解和记笔记所必要的技能。第一单元“Pre-Coursework Evaluation”帮助教师评估学生在使用本书前的水平。该部分是关于讲座的理解过程，所以有讲解也有测验。第二单元“Looking at Lecture Transcripts”中有一些讲座讲义，目的在于帮助学生更多地认识、了解讲座的特色，例如讲座中较常出现的解释和重复性语言，以及引出主题、标示结构、总结讲座的提示。第三单元“Note-Taking Basics”包括笔记基本功的原则、信息和练习：捕捉关键词、使用符号、运用页面上的空白处标记观点之间的关系。第四单元“Noting Numbers and Statistics”是关于记录数字、年代和统计数据的讲座与练习。第五单元“Listening for Organization in Lectures”介绍讲座中运用的不同结构，然后学生练习理解、预测并对一些体现这些结构的讲座节选做笔记。（本单元的听力材料直接取材于给英语为本族语的大学生所做的大学讲座。）

第六单元“Lecture Comprehension and Note-Taking Practice”提供对第一至第五单元中所授技能的整体练习。这一单元共有 11 篇讲座，一般按下列顺序组织课堂活动：

- 听讲座前的讨论。这一活动的目的在于提供背景信息以引起学生的兴趣并由此介绍相关的词汇。讨论一般围绕与主题相关的阅读材料展开。

- 听讲座前的准备。学生根据标题和听讲座前的讨论来讲述他们对讲座内容的预测。这样可以帮助学生积累额外的背景知识，同时也帮助学生在听讲座之前对讲座的内容和结构进行预测。
- 听讲座大意。学生听一遍讲座，不做笔记，然后回答问题。这样有助于让学生把注意力集中在讲座大意上，而不是全神贯注地追求细节。
- 结构。学生阅读关于讲座结构的小结，确认他们最初的理解，或者引导他们更好地理解讲座。
- 确定词义。学生听讲座中不同上下文中的词汇，选择正确含义。
- 记笔记练习。学生听第二遍讲座，并记笔记。通过空白处最简练的评语提供的有关讲座结构的信息来引导学生，同时让他们建立自己的笔记方式，然后再修改或重写笔记，从而让记的内容更加有组织并包含所有相关的信息。
- 讲座后的讨论。学生参与小组讨论，鼓励对讲座中提出的问题进行交流。这些讨论常常涉及到相关的阅读材料。
- 使用笔记。学生利用笔记来回答大学考试中典型的题目，如判断题、多项选择题、简答题和短文答题等，以此来测试其笔记的准确性。
- 比较观点。学生比较、讨论所做的笔记，发现其他记笔记的方式，或更有效的笔记方法。
- 使用词汇。学生听不同上下文中的新词汇，选取最好的解释，以此来检查理解程度。
- 记单词。学生从他们想记住的章节中选取单词。因为所有的词汇的重要性对每个学生来说会有所不同，所以学生只要学习与自己有关的词汇就行了。
- 口语、听力或写作练习。学生运用讲座和相关阅读材料中的信息进行扩展的口语和听力练习，如做陈述、辩论，或者论文、书信等形式的写作练习等。

第七单元“课后评估”含有可以用作最后评估的两个讲座。给学生的指导和为听讲座、记笔记所做的准备会少一些，学生可像他们在大学里的情况一样运用笔记。也就是说，把笔记收起来，在准备一两周后的小测验时再拿出来作为参考资料。

课文配有CD和教师用书。教师用书中有教学建议、讲座提纲、讲座原文、练习原文和答案。同时还有第七单元的小测验试题。CD中录有各种风格的讲座，是可以在教室和语音室使用的宝贵资源。

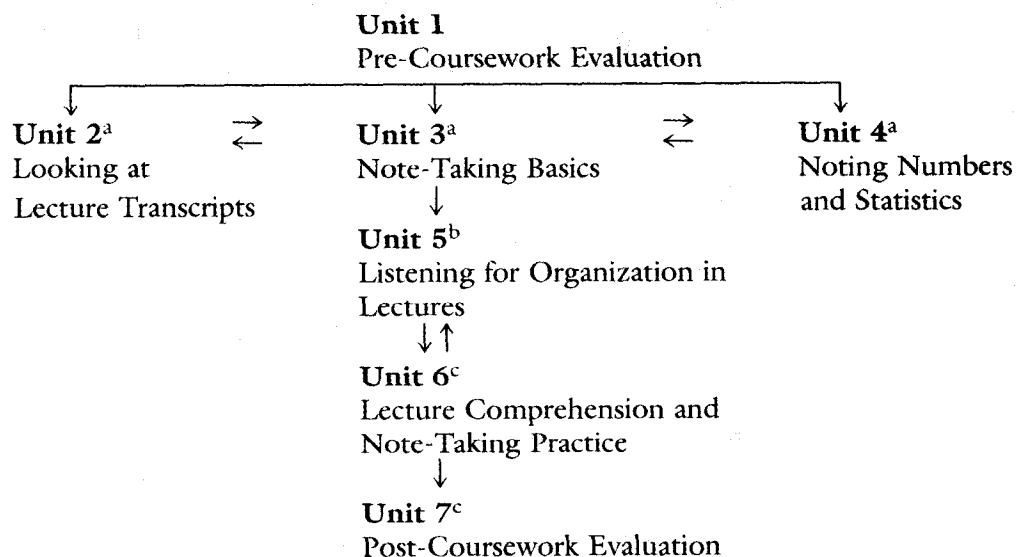
教师模拟讲座提纲

本书的设计具有极大的灵活性。根据学生的需要和期望，教师有两种授课方式。第一种是利用CD，教师可以让学生接触到多种讲话风格和口音。第二种方式是教师在课堂上做现场讲座。为了帮助教师的模拟讲座更具真实性，教师用书中备有讲座提纲。提纲介绍了讲座的基本信息和结构，教师可视具体情况进行解释、重复、增加信息、跑题和必要的总结。教师用书还含有CD讲座的原文，来说明真实的讲座是什么样的。

由英语作为第二语言/英语作为外语(ESL/EFL)教师现场讲授的讲座当然不会完全正宗。有研究显示，英语课程/英语作为外语教师为适应他们的母语为非英语的听众的水平而改动了语言。虽然不可能在讲授讲座时完全排除所有的“教师演讲”，但教师应当意识到他们是否修改了语言，以及改变了多少。目标应该是帮助学生去听对母语是英语的听众所做的讲座。因此，教师应该以正常的语速、词汇量、重复量和解释量为目标。

课堂内容安排指导

本书章节的编排并不一定要按顺序使用。教师可以根据每班学生的需要和兴趣来计划课程。下图可以提供一些指导：



a. 为了使活动和技能练习多样化，可同时运用第二单元、第三单元和第四单元中的材料。

b. 进入第六单元之前，不必按顺序或完全讲完第五单元所有内容。教师可选择讲解第五单元中的1—2个结构，然后选择第六单元中运用了相应内容的讲座。（附录A中有按结构顺序排列的讲座索引）。

c. 第六和第七单元中的许多讲座可以按任意顺序使用。但是通常开头的讲座和练习一般比后面的讲座和练习容易些。

下面的教学大纲体现了如何将本书运用在不同课程中: 为训练听讲座和记笔记技能而设置的单一听力课程或包括听讲座、记笔记技能的多项听力技能训练课程。

EXAMPLE SYLLABUS FOR A LECTURE COMPREHENSION AND NOTE-TAKING COURSE

有些学校开设专门训练听讲座和记笔记的课程。下面的课程提纲适合本教材用于每周3学时, 共30学时的课程。

Week 1

Pre-Coursework Evaluation (Unit 1)

开始 Looking at Lecture Transcripts (Unit 2)

Comparing the Language of Lecturing to the Language of Writing
Recognizing Cues

Recognizing Paraphrase, Repetition, Exemplification, and Tangential
Information

Summarizing Key Differences between the Language of Lecturing and the
Language of Writing

Week 2

继续 Looking at Lecture Transcripts (Unit 2)

Getting the Main Ideas Using Context and Prediction
Predicting Content and Lecture Direction

开始 Note-Taking Basics (Unit 3)

Noting Key Words

Using Note-Taking Symbols and Abbreviations

开始 Noting Numbers and Statistics (Unit 4)

Differentiating Between Numbers That Sound Similar
Noting Years

Lecture emphasizing years (Unit 4)

Lecture 4: Milestones in Technology

Week 3

继续 Note-Taking Basics (Unit 3)

Visually Representing Relationships and the Relative Importance of Information
Lecture demonstrating basic note-taking skills (Unit 3)

Lecture 2: Women and Work

Note-Taking Tips

开始 Listening for Organization in Lectures (Unit 5)

Recognizing Introductions and Conclusions

开始 Organizational Plans Within Lectures (Unit 5)

Defining a Term

Listing Subtopics

Lecture using definitions and lists (Unit 6)

Lecture 6: How to Deal with Stress

Week 4

继续 Organizational Plans Within Lectures (Unit 5)

Describing a Causal Relationship

Exemplifying a Topic

Lecture describing a causal relationship and exemplifying a topic (Unit 6)

Lecture 7: Acid Rain

继续 Noting Numbers and Statistics (Unit 4)

Noting Large Numbers in Isolation

Noting Fractions and Decimals

Week 5

Lecture emphasizing dates and larger numbers, fractions, and decimals (Unit 4)

Lecture 3: American Attitudes toward Work 或

Lecture 5: Immigration to the United States

继续 Organizational Plans Within Lectures (Unit 5)

Describing a Process or Sequence of Events

Lecture including a description of a process or sequence of events (Unit 6)

Lecture 8: Archaeological Dating Methods 或

Lecture 14: Paging Robodoc: Robots in Medicine

Week 6

期中考试

继续 Organizational Plans Within Lectures (Unit 5)

Classifying Subtopics

Week 7

继续 Organizational Plans Within Lectures (Unit 5)

Describing characteristics

Lecture emphasizing or incorporating descriptions and/or classifications (Unit 6)

Lecture 9: Pheromones

Lecture 10: The Near Side of the Moon 或

Lecture 13: How to Look at Art

Week 8

继续 Organizational Plans Within Lectures (Unit 5)

Comparing and Contrasting

Lecture emphasizing comparison and contrast (Unit 6)

Lecture 12: Voter Turnout in the United States 或

Lecture 16: Hall's Classification of Cultures

Tangents (Unit 5)

Week 9

继续 Organizational Plans Within Lectures (Unit 5)

Making a Generalization and Providing Evidence

Lecture emphasizing a generalization supported by evidence (Unit 6)

Lecture 11: Drink Your Green Tea! 或

Lecture 15: Earthquakes: Can They Be Predicted?

Week 10

Post-Coursework Evaluation (Unit 7)

Lecture 17: The Pyramids of Egypt: An Engineering Feat 或

Lecture 18: Perfectionism

期末考试任选两个讲座中的一个，考查运用记笔记的记忆测试。

EXAMPLE SYLLABUS FOR TWO MULTI-SKILL COURSES WITH A LECTURE COMPREHENSION AND NOTE-TAKING COMPONENT

许多学校没有开设专门训练听讲座的课程,但在一般课程中包括听力和记笔记的技能训练。下面的教学大纲将本书分成两个级别:

Level 1

Pre-Coursework Evaluation (Unit 1)

Looking at Lecture Transcripts (Unit 2)

Note-Taking Basics (Unit 3)

Noting Numbers and Statistics (Unit 4)

Lecture emphasizing dates and numbers (Unit 4)

Lecture 3: American Attitudes toward Work 或

Lecture 4: Milestones in Technology

Listening for Organization in Lectures (Unit 5)

Using Introductions to Recognize Lecture Focus and Direction

Recognizing and Comprehending Conclusions

开始Organizational Plans Within Lectures

Defining a Term

Listing Subtopics

Describing a Causal Relationship

Exemplifying a Topic

Describing a Process or Sequence of Events

可选择以下讲座: (Unit 6)

Lecture 6: How to Deal with Stress

Lecture 7: Acid Rain

Lecture 8: Archaeological Dating Methods

Level 2

复习 level 1 的材料

Lecture 5: Immigration to the United States (noting large numbers and years)

Lecture 14: Paging Robodoc: Robots in Medicine (which includes definitions, exemplification, and a description of a process)

继续Listening for Organization in Lectures (Unit 5)

Classifying Subtopics

Describing Characteristics

Comparing and Contrasting

Making a Generalization and Providing Evidence

Tangents (Unit 5)

可选择以下讲座: (Unit 6)

Lecture 9: Pheromones

Lecture 10: The Near Side of the Moon

Lecture 11: Drink Your Green Tea!

Lecture 12: Voter Turnout in the United States

Lecture 13: How to Look at Art

Lecture 15: Earthquakes: Can They Be Predicted?

Lecture 16: Hall's Classification of Cultures

可选择以下讲座: (Unit 7)

Lecture 17: The Pyramids of Egypt: An Engineering Feat or

Lecture 18: Perfectionism

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1

PRE-COURSEWORK EVALUATION

► Goals

- Evaluate listening comprehension skills
- Evaluate note-taking skills
- Evaluate ability to note numbers

► Questions for Discussion

- What problems do you have when you listen to a lecture in English?
- Do you have any of these problems when you listen to a lecture in your native language?
- In your opinion, what are the sources of these problems?

▣ Evaluating Listening Comprehension and Note-Taking Skills

In this unit, you will listen to two parts of a short lecture about lecture comprehension and a dictation of numbers. You will practice taking notes and using your notes to complete a chart or answer comprehension questions. After each activity, you will evaluate your listening comprehension and note-taking ability. To get a sense of your listening and note-taking skills, your teacher will also evaluate your notes and your answers.