

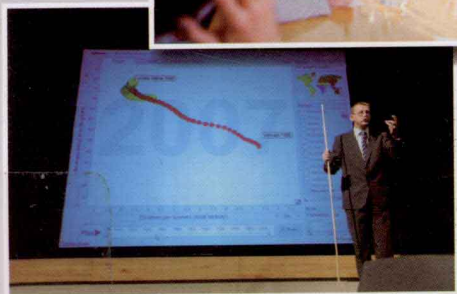
研究生英语视听说教程

学术交流英语

English

for Academic
Communication

主编 刘常华 肖振凤 许迪



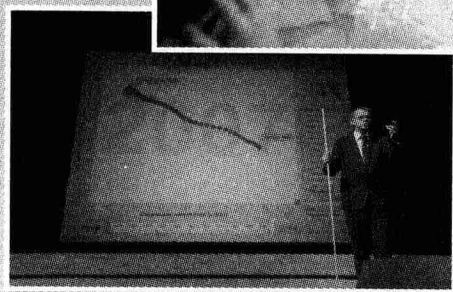
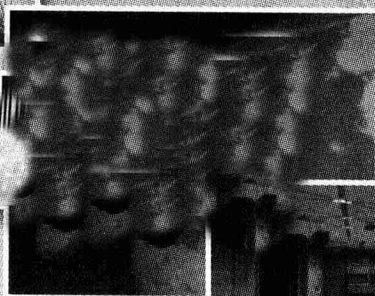
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内容简介

本书为非英语专业研究生英语视听说教程,由三部分组成,分别为:Understanding Academic Lectures; Giving Academic Presentations; Participating in Academic Seminars。共九个单元,每个单元均包括学术交流技能单项训练、学术交流技能综合训练和学术交流任务三部分内容。本书从“交流”的视角出发,以学术交流为语用语境,语言训练与学术交流技能训练并重,按照学术交流技能划分单元,每个单元均有明确的技能训练目标。本教程适用于“以任课教师为引导,以学生为中心”的任务型课堂教学,强调信息的获得和交际能力的培养。

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前 言

《学术交流英语》是专为非英语专业研究生编写的英语视听说教程,同时也适用于具有较好英语基础的专业人员和英语专业中高年级学生,也可用于对国际学术会议参会人员培训。本书从“交流”的视角出发,以学术交流场所为语用语境,覆盖学术交流中英语语用的规范和学术交流的基本技能两方面的内容,使学习者在学术交流中应用英语知识和英语交流技能,提高用英语进行规范而有效的国际学术交流的能力。

1. 本书编写原则

(1)突出研究生阶段英语学习的特点,满足高层次的、以学术交流为目的的英语学习需求。

(2)以学术交流实践为主线,以视、听、说、写多种形式展开“任务型”课堂活动,实践学术交流技能,促进英语学习向“参与式”学习模式的转变。

(3)“任务型”课堂活动的设计围绕两方面内容展开:学术交流中英语语用的规范和学术交流的基本技能。

(4)使学习者置身于学术交流活动的真实场景,直观了解学术交流的基本原则和学术交流的语用规范,通过实践强化用英语开展学术交流的能力。

2. 本书内容与结构

本书共九个单元,由三部分组成:第一部分(第一至第三单元)为 Understanding Academic Lectures,侧重学术报告及学术讲座的理解和记录;第二部分(第四至第七单元)为 Giving Academic Presentations,涉及学术报告的撰写和宣讲时的语言和策略;第三部分(第八和第九单元)为 Participating in Academic Seminars,围绕参与学术讨论和参加国际学术会议的流程和环节展开课堂活动。

3. 本书特点

本书的特点是语言训练和学术交流技能并重,按学术交流技能划分单元,每个单元均有明确的技能训练目标。

本书可作为必修课或选修课教材,需要60个课内学时。教师在教学过程中,可以根据学生的基础和特点筛选或补充。作为天津大学2008级、2009级和2010级部分硕士研究生的必修课教材,本书的编撰工作得到了广大师生的协助和支持,使得本书在教学过程中不断修改和完善。在编写过程中,编者还参阅了国内外部分网站的资料和其他相关材料,在此一并表示诚挚的谢意。

注:本书中用到的视频资料、音频资料等可到天津大学出版社网站(<http://121.193.130.77/Press/>)下载。

编者

2011年6月

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Part Two	Part Three
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Part Two	Part Three
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reading about childhood obesity in America, watching presentations and comparing the presenters' delivery, practicing delivery strategies, an overall evaluation of a presentation on obesity	preparing presentations on a group theme, presenting and evaluating each other's presentations, strategies to deliver evaluation

Part Two	Part Three
chairperson's roles and tasks, strategies to invite participation and discussion, dealing with difficult situation, watching seminars for chairperson's specific responsibilities and useful expressions	procedures and expressions for chairing, learning from samples and working out chairing remarks for a seminar, practicing chairing in groups
watching a presentation and asking critical questions, observing and evaluating the Q&A session of the presentation	strategies for inviting questions, working in groups to plan/chair/present in/participate in a seminar and evaluating each other's performances

SECTION ONE

Understanding Academic Lectures

UNIT

1

Getting the Big Picture

Objectives

In this unit, you will:

- get to know some important tips for note-taking;
- learn about a few important steps that lead to full comprehension of a lecture;
- listen to a lecture about genetically modified food and practice using the tips for note-taking;
- try to note down key information in an exchange of academic propositions;
- learn to enter a discussion;
- know strategies to agree and disagree during a discussion.

Activity A: preview questions

1. What do you listen to in English? For what purposes?
2. What methods do you use to assist comprehension when listening?
3. What should you write down in your notes for a lecture?
4. What does a listener need to do in order to comprehend a lecture?

Activity B: different purposes and methods for listening*Task*

Listen to a collection of selected texts, and decide on text type, your purpose for listening, and method you often use. Add more details and support your ideas with illustrations.

Type of Text	Purpose	Method
Weather forecasts	find out weather; _____	listen for details; _____
News reports	keep up to date with world	listen for gist; _____
Advertisements	_____	pay not much attention unless details needed
Recipes	find out details to cook a dish	listen for details; take notes; _____
Phone calls	find out who calls and why	take notes; can repeat; _____
Speeches	find out rules	ignore some parts; _____
Presentations	_____	carefully remember details; take notes

Type of Text	Purpose	Method
Lectures	get information & ideas	extract main argument and details; take notes; review notes later _____

Activity C: reading on effective note-taking

Tips for Effective Note-taking

Academic listening usually involves trying to follow a lecture or discussion in English and writing adequate notes on it. There is also a need for you to be aware of the way lectures are organized, the particular kind of language that is used in lectures and making sure you know the language. The most important skill is to learn to recognize the structure of lectures — the main points and subsidiary points.

You need to practice:

- Listening skills: skimming — listening to obtain gist; scanning — listening to obtain specific information;
- Note-taking skills: recognizing lecture structure — understanding relationships in the lecture; selective extraction of relevant points to summarize text.

The most effective order of activities when taking notes is: listen, think, understand, paraphrase, and then write. Here are some tips to follow:

- Strive to understand the big picture of the lecture. Don't waste time writing down details and copying tables or illustrations that can be found in the book and copied later.
- The lecturers usually repeat and paraphrase information, so make a guess if you miss some information. Don't give up listening.
- Avoid writing in full sentences. Instead, use abbreviation, shorthand or symbols to save time (e. g. gov't for government). And be consistent in your use of abbreviation, shorthand and symbols.
- Write on your own notebook paper. There is not enough space to take notes on outlines or handouts provided by the instructor. Skip lines or leave empty spaces for adding information, clarifying information, or writing down your reflections.

- Try to link new ideas with past lectures and personal experience. When possible, interpret the lecture into your own words.

Task

Work out a table of Dos and Don'ts for effective note-taking based on the passage you've just read.

	Dos	Don'ts
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Activity D: signals for main ideas and structure

A signal word or expression shows the connection between what is being said and the wider context. It enables us to trace the development of ideas in the lecture and offers us a clue to organize our notes. There are a variety of signal types. Some of them help us identify the main ideas and move structure of a lecture. Some examples:

- The topic of today's talk is...
- There are three main features.

- Firstly...
- Let's now move on to...
- Another category is...
- To sum up,...

Task 1

Can the following help identify main ideas and move structure? Check the ones you think can serve as the signals. The first one has been done as an example.

- (✓) We'll examine two contrasting opinions about...
- () The last point I'm going to make is...
- () It's a very confusing picture.
- () I'm going to start by...
- () Here are some explanations.
- () As you all know, ...

Task 2



Listen to a lecture about modern art. Check the signals you hear.

- | | |
|------------------------------------|---------------------------------------|
| () Today we're going to talk... | () The next type... |
| () I'll be discussing... | () Now I'm going to move on to... |
| () We'll take a look at... | () Another purpose of art is... |
| () Then I'll describe... | () One typical example is... |
| () I'm going to start by... | () To give you some examples... |
| () First of all, ... | () Let's take a look at another... |

Task 3



Step 1: Listen to the lecture "Four Things to Do to Understand a Lecture" while reading the signals. Observe how these signals help you grasp the ideas and structure.

Now there are four things

The first thing is

There are other features

For one thing

Now the next thing

And finally

The next thing is

Two sources of knowledge

The third thing is

Let me give you two reasons

For one thing

And another reason

And there are two types of (predictions)

Now the last thing is

There are again two reasons

The first one is

And the second reason is



Step 2: Listen again. Take notes according to the above layout.

Four Things to Do to Understand a Lecture

1. Note the parts that carry meanings

words

stress

intonation

...

Step 3: Compare the layout in step 1 and your notes in step 2. Note how the signal and the content complement each other. Signals enable us to identify main/sub topics and help us organize our notes, but they are not likely to be the words we note down. The things we write down are what follow the signals.

Part Two

Listen and Practice Note-taking Skills

Activity A: reading on GM Food

Genetically modified (GM) foods and genetically engineered crops have become a controversial and heated topic over the last several decades, with no likely end to the debate in sight anytime soon. The term itself is used to describe food crops that have been modified through a specific range of techniques, which ultimately give the crops completely new or improved qualities. These qualities could include improved resistance to pests or they may involve increasing the nutritional value of the food.

For some, the concept of a genetically modified food can seem very unusual, primarily because it is seen as meddling with nature. However, the uses are thought to be beneficial to humans for a number of reasons.

By genetically modifying foods, technologists can insert the gene from one organism into another organism that does not normally carry that gene. The organism's genes may be sourced from one or more other organisms, depending on the desired effects. One example is the use of bacteria. If a specific kind of bacteria had a protein that could eliminate the larvae from insects, the use of genes from this bacteria into a crop can mean that the crop has a natural resistance to that insect. In this way, farmers can reduce costs and improve crop yields by handling pests without having to use toxic pesticides and herbicides.

If you consider the struggles of growing crops each year, only to have all of the farmer's hard work destroyed by uncontrollable pests or weather conditions, you can begin to appreciate how some people strongly support the use of genetically modified foods. However, the process is not without controversy.

As you read more about the process of genetic modification, you will begin to learn that the consequences are not always positive ones. When changes are made to an organism, the results are not always completely predictable, which in some cases could cause issues to human health or the health of the environment and delicate ecosystem. For instance, there is the potential for allergies to occur when foods are genetically modified.

If you were severely allergic to peanuts and a gene from peanuts was inserted into an apple, you might eat the apple thinking that there is no allergy issue. Yet, you could suffer from a major immunological reaction as a result of the genetic modification.

On the other side of the issue are those who cite global problems such as poverty. By improving the nutritional quality of a food — for instance, increasing a nutrient in a staple food for a specific country — the idea is that micro nutrient deficiencies can be alleviated. In the same light, others believe that instead of genetic modification, we should be focusing on ways to simply improve access to a broad range of nutritious foods.

Additional issues relating to genetically modified foods include the concern that this technology could negatively impact the environment. The biodiversity in the environment is a real issue that could be affected by the production of genetically modified foods.

(Source: <http://www.geneticallymodifiedfoods.co.uk/what-are-genetically-modified-foods.html>)

Task 1

The following words are taken from the article you've just read. Choose 5 of them to make statements about GM Food in your own words.

resistance (resistant)	bacteria	nutritional (nutrition/malnutrition)
protein	yields	pesticides and herbicides
uncontrollable	predictable	potential
controversial	issue	ecosystem
allergic (allergy)	poverty	nutrient
alleviate	negative	biodiversity