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研究生公共英语系列教材

SPOKEN ENGLISH FOR
ACADEMIC PURPOSES

学术交流英语口语

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内容提要

本书以学术交流为主线,通过营造互动的语言环境,将读、视、听、说、写等环节有机结合。全书分四个部分,对应的主题分别为学术会议、学术演讲、讲座与研讨会、职业沟通。共十章,每章均由五个板块组成:学习目的、阅读、练习、经典句式与表达及文化小贴士。内容的设计可以激发读者的学习兴趣和潜能,培养学术交流能力。

本书是上海交通大学“985 工程”三期资助项目“研究生公共英语课程建设”部分成果。可作为高等学校非英语专业的硕士生和博士生英语教材,也可供其他需要提高英语学术交流能力的人员使用。

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前 言

在现今的互联网时代,随着经济全球化进程的加速和深化,我国与世界各国的学术交流正在以惊人的速度和规模迅猛发展。非英语专业研究生英语教学以培养国家急需的高端人才的国际交流能力为主旨,必须加强并革新以适应这一发展趋势。这本供非英语专业研究生使用的《学术交流英语口语》教材,就是编者为此所作的区区奉献。

在编写之初,我们对国内非英语专业研究生英语能力的现状与国际交流需求做了细致的调研分析,力求本书在教学内容、方式方法和形式编排诸方面都具有针对性。鉴于我国大多数非英语专业研究生英语能力的现状,即阅读理解能力尚可而听说和书写能力较弱,缺少英语文化素养和在英语环境中的操练机会,仅靠课堂所学难以顺利地表述自己的研究结果,不能与国外同行自由地讨论学术等主要问题,本教材竭力为研究生营造听说互动的语言环境,对教学模式和实用能力的考核评估等方面都做了革新尝试;将读、视、听、说、写等环节有机结合,激发读者的学习兴趣和潜能;模拟参与各种学术活动,从中培养交流能力,磨炼理解、概括和表达能力。

参比国内同类教材,本教材力求突出以下特点:

- ◆ 内容丰富:既包括主要的公众交流活动,如学术会议、学术演讲和学术讨论等,也包括日见盛行的远程会议,还有求职面试等,更符合研究生学习期间和日后英语交流的需要。
- ◆ 选材实用:本教材本着学以致用原则,着重加强选材和配套练习的实用性,努力营造英语环境和学术氛围。

- ◆ 活动多样:通过小组讨论、模拟场景、角色扮演等丰富多彩的教学活动,锻炼学生在各种交流场景中的主动性、灵活性和沟通技巧。
- ◆ 输入输出相当:本教材以任务教学法为主导。阅读和视听是输入,口语和写作是输出。输入与输出相辅相成,以期有效地培养学生的英语交流能力。

本教材共四个部分,分十章,对应的主题分别是学术会议、学术演讲、讲座与研讨会、职业沟通。每部分含两至三章,涵盖主题涉及的主要环节。每章均有五个板块组成。第一,学习目的。学生对本章主要内容须有总体了解。第二,阅读。以文字输入形式,深入浅出地介绍本章主题内容,提供大量的知识信息及学习指导。第三,练习。既有阅读效果的检测,也有口语、写作及听力练习。通过接近真实情景的任务型练习,给学生提供学术交流的预演操练机会。第四,经典句式与表达。提供与章节内容紧密相关的经典句式、语篇模板和表达方式。第五,文化小贴士。通过富有趣味的补充阅读,提高学生的英语文化素养。

本教材编者均为长期从事研究生英语教学的一线教师,并都有在海外学习和访问的丰富经历。本教材适用于高等学校非英语专业的硕士生、博士生以及其他需要提高英语学术交流能力的人员使用,也可用作高等学校英语教学参考书。

本教材出版之际,编者衷心感谢上海交通大学研究生院、外国语学院及出版社的关心与支持,并热诚期待广大读者和国内外同行对本教材的错误和缺点提出批评指正。

本书是上海交通大学 985 工程三期资助项目“研究生公共英语课程建设”的部分成果。

编者

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Part One

Academic Conferences



Unit 1

Preparing for a Conference

Learning Objectives

- To learn about different types of conferences
- To learn about the principal activities at a conference
- To learn about various types of conference letters
- To learn how to obtain conference information

Passage A

Getting the Big Picture

The Latin root of the word “conference” literally means “bring together”. An academic conference brings together researchers who meet to present their work and discuss their views. Attending an academic conference can be a highly rewarding experience. Conferences not only provide an important channel for exchange of knowledge and information, but also have much more to offer: papers get published, new ideas are inspired, connections are made, grants are located, and jobs are offered. To help you better understand what to expect at a conference, a brief introduction is provided to different types of conferences and major conference activities.

I. Different types of conferences

The word “conference” can refer to a broad range of events. Conferences can be huge or small, long or short, formal or informal. You might find it useful to familiarize yourself with the different types of conferences listed below.

A **conference** is the most general term adopted by organizations, communities and associations for their regular meetings which typically last for a few days. Members of a profession, a political party, or people who have similar interests gather together at an arranged place and time in order to engage in discussions of their concern. Conferences are usually composed of various presentations followed by questions.

A **convention** is a large and formal conference, where delegates or representatives from various groups exchange information and discuss matters of common interest. Conventions are usually routine gatherings which are planned to offer a multitude of academic activities, educational and technical resources, and networking opportunities.

A **symposium** usually describes a small conference at which experts meet to discuss a single subject. Its original meaning of a drinking party devoted to conversation and debate suggests that it is a slightly informal meeting which provides participants with an opportunity to deepen their discussion and to exchange useful information and opinions.

A **seminar** is a highly interactive occasion when a teacher and a group of students meet to study and discuss something. As a form of academic instruction different from a lecture, a seminar expects more student involvement, with the teacher overseeing rather than leading the class. Students present are requested to discuss assigned readings, raise questions, and exchange results of their own research.

A **colloquium** indicates a conversational seminar, as suggested by its literal meaning “to talk together”. Unlike a seminar, which is usually designed for a more technically versed audience, a colloquium tends to be less technical and cover more accessible topics, so that someone from outside the field will not have trouble understanding the presentations and participating in the discussions.

A **workshop** originally describes a room or building used for manufacture or repair of goods. In academia, it refers to a brief intensive course in which a group of people share their knowledge and experience through discussion and

practical work. A workshop usually has a less academic and more hands-on character than a seminar, and its main focus is for the participants to gain new techniques and skills in a particular field.

A **roundtable** is a form of academic discussion. Participants come together to discuss and debate a specific topic which they have agreed on. The roundness of the table symbolizes the equal status of all participants. Each of them has the same right to take the floor and can speak their mind freely on the subject. A roundtable has no head, but may have a moderator to facilitate the work process.

A **forum** is an open meeting which encourages reflective thinking, exchange of experience, and debate of ideas. Extensive discussions on various topics are held among participants to provide an opportunity to further dialogue and foster collaboration.

A **teleconference** allows people to discuss matters, hear presentations, and do many of the things they might do at a conference, without having to travel long distances to get to a site. Telephones, computers, video cameras, and high-speed Internet connections may be employed to enable people in different locations to communicate with one another.

II. Conference activities

Different types of conferences may vary in length. Typically, seminars and teleconferences are shorter and may only last for a few hours, whereas the other types are usually longer and may last anywhere from a few days to over a week. During these longer conferences, participants can have access to all kinds of activities, including formal meetings, informal meetings, and various additional events. The following are some formal meetings which usually take place at a conference.

General Assemblies are attended by all the participants of a conference and sometimes by government officials and reporters. Activities may include the opening ceremony, welcome speeches, and the closing ceremony.

Plenary Sessions are typically scheduled both near the start and towards the end of a conference. All participants are invited to attend these sessions during which plenary speeches are given by prominent speakers to introduce the theme of the conference.

Parallel Sessions refer to smaller meetings held concurrently to address

various issues. They are important occasions for individual speakers to present their work. Participants may attend one of these sessions based on their own interests.

Poster Sessions require subscribed authors to post a visual description of their paper on bulletin boards or walls. During the session, they will be standing with their posted materials to lead discussions and answer questions posed by interested viewers.

Apart from the formal meetings mentioned above, a conference program may also include various informal meetings to promote exchange of information among participants.

Free Information Exchanges are arranged in a relaxing setting for participants to walk in and talk about ideas on topics related to the theme of the conference.

Free Paper Presentations typically allot each accepted paper ten minutes, which is usually eight minutes for presentation and two minutes for questions from the audience. The chair for each session needs to enforce time limits so that no presenter uses someone else's time.

Additional events of a conference program may include product or equipment exhibitions, teaching services in the form of short courses or tutorials, and a job fair that brings job seekers and employers together. During intervals or breaks of a conference, field trips may take participants to visit and experience places and programs related to the topics of the conference. Social events, such as dinner dances, live music, films, tours of local attractions, may also be included in a conference program.

Passage B

Obtaining Conference Information

There are various ways to find academic conferences relevant to a specific discipline. One's personal contacts, such as supervisors, advisers, or colleagues, may run or attend conferences in a particular subject area. Conference organizers often advertise through faculty heads or administrators of academic departments, and many departments have a notice board where such advertisements can be easily accessed. Some portals provide an updated

directory of conferences as they become available, and alert subscribers on their mailing lists to upcoming events. Journals are another good way of finding out about conferences. In this case, it is important to consult the latest issues or there may not be enough time to respond to a conference advertisement.

Conferences are generally announced through conference notices and calls for papers.

I. Conference notices

A conference notice is circulated to academic institutions and specialized mailing lists and newsgroups to inform prospective participants about details of the conference, including the name, date, venue, organizer, aim, theme, topics to be covered, registration, and contact information. Below is a sample conference notice.

Sample conference notice

**THE THIRD INTERNATIONAL CONFERENCE
ON BUSINESS CHINESE TEACHING
Atlanta, Georgia, USA
(August 31 – September 1, 2012)
CONFERENCE NOTICE**

With increased business activities between China and other countries in recent years, we have witnessed a growing demand for business Chinese by foreign companies. To address this demand and its accompanying challenges as well as opportunities, the 1st and 2nd International Conferences on Business Chinese Teaching were held respectively by the Confucius Institute for Business London in 2010 and the Copenhagen Business Confucius Institute in 2011. To build on the success of these two previous conferences, the Confucius Institute at Georgia State University is pleased to announce that, with the support by Hanban, Georgia State University, and Beijing Language and Culture University, the 3rd International Conference on Business Chinese Teaching will be held at Georgia State University on August 31 – September 1, 2012.

The theme of this year's conference will be Cutting-edge Theories and Practice of Business Chinese Teaching. The details of the Conference are as follows:

1. Dates and Venue

Dates: August 31 – September 1, 2012

Venue: Georgia State University, Atlanta, GA, USA