

# KEY CONCEPTS 2

## 新编 大学核心英语

听说教程（下）

Listening, note taking, and speaking  
across the disciplines

原著 [美] Elena Vestri Solomon [美] John Shelley

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主编 何莲珍



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编者 蒋景阳 方富民 王元春 傅莹 林晓

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新编大学核心英语：听说教程（下）

Key Concepts: Listening, Note Taking and Speaking 2

Elena Vestri Solomon, John Shelley

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# 前言

随着落实《国家中长期教育改革和发展规划纲要（2010—2020年）》的进程不断深入，国家对高等教育人才培养提出了新的要求。作为量大面广的公共基础课，大学英语的教学改革持续深化，并在“十三五”期间呈现创新发展的态势。

目前，引领大学英语教学改革的纲领性文件《大学英语教学指南》的研制任务已经完成，并已在大学英语教学界取得广泛的共识。《大学英语教学指南》中明确指出：“提高高等教育教学质量要求我们为高校大学生提供优质外语教育。高校开设大学英语课程，一方面是满足国家战略需求，为国家改革开放和经济社会发展服务，另一方面，是满足学生专业学习、国际交流、继续深造、工作就业等方面的需要。”根据这一课程定位，大学英语教学的主要内容包括通用英语（English for General Purposes）、专门用途英语（English for Specific Purposes）和跨文化交际（English for Cross-cultural Communication Purposes）三大类课程。其中的专门用途英语课程将特定的学科内容与语言教学目标相结合，教学活动着重解决学生学科知识学习过程中所遇到的语言问题，以培养与专业相关的英语能力为教学重点。学术英语（English for Academic Purposes）从属于专门用途英语，是英语语言教学的一种形态，培养和提高学生的学术英语能力是大学英语教学的一项重要任务。

为更好地服务广大高校学术英语课程教学，提高大学生学术英语应用能力，高等教育出版社联合浙江大学大学英语教学团队，引进美国圣智学习出版公司KEY CONCEPTS系列教材，并针对我国高校学术英语课程教学实际，改编出版《新编大学核心英语》系列教材。该系列教材以内容教学法为理论框架，着重培养学生专业学习所需的学术英语能力。

《新编大学核心英语》系列教材具有以下特点：

- ◆ 以学术性听说和读写为主体，针对具有较好英语基础的大学生而设计，以语言运用培养为主线，以学术内容为基础。
- ◆ 语料选自准学科类的真实语篇，突出共性，淡化专业，重点培养学生跨学科的学术共核词汇和英语综合应用能力。
- ◆ 提供规范、实用的听、说、读、写知识，输入到输出环环相扣，输入学习——强化练习——策略学习——有详细指导步骤的输出练习。

该系列教材包括听说教程和读写教程，听说和读写教程均分为上、下两册，各6个单元，听说与读写的单元主题完全对应。语法、技巧和策略学习紧扣学术英语能力的培养和训练，层层递进。主题聚焦哲学、文学、历史、心理学、人类学、文化、数学、物理、商科等方面，通过同一主题的听力和阅读输入，熟悉该主题的常用表述，进而推及说和写，听说读写练有机结合，体现以输入为基础，输出为驱动的教学理念。

《听说教程》（Listening, note taking, and speaking across the disciplines）单元结构如下：

- ◆ 输入性学习（简单）— Listening 1
  - 听（Get Ready to Listen, Listen to Short Conversations）

◆ 输入性学习 (复杂) – Listening 2

- 准备 (Vocabulary, Taking notes)
- 听 (Listen and Respond)

◆ 策略学习 – Listening 3

- Listening Strategies

◆ 强化练习 – Listening 4

- 准备 (Vocabulary)
- 听 (Listen and Respond)

◆ 输出 – Speaking

《读写教程》(Reading and writing across the disciplines) 单元结构如下:

◆ 输入性学习 – Reading 1

- 读前活动 (Get Ready to Read, Surveying and Predicting)
- 读 (Passage + key concept words + glossed words)
- 读后学习技巧

◆ 强化练习 – Reading 2

- 读前活动 (Get Ready to Read, Surveying and Predicting)
- 读 (Passage + key concept words + glossed words)
- 读后练习技巧

◆ 技巧和策略学习 – Writing 1A

- 语法 (Grammar of ...)
- 句子构成 (Sentence Essentials)
- 连接从读到写 (Making the Connection)

◆ 写作技巧学习 – Writing 1B

- 写作技巧学习 (Get Ready to Write)
- 具体分解写法步骤 (How Did They Do That)

◆ 输出性写作 – Writing 2

- Write, Steps, Editing and Proofreading

在读写教程中,除了提供学科相关的词汇以外,每一单元还提供了来自于本单元阅读材料的高频率学术英语词汇,并设计了相应的练习帮助学生掌握这些词汇。

《新编大学核心英语》系列教材配有资源学习服务网站 (<http://abook.hep.com.cn>),学生用户可在该网站获取听力录音、扩展阅读、自测试题等学习资源。教师用户可在中国外语网 (<http://www.cflo.com.cn>) 获取教师用书等其他教学辅助资源。此外,大学核心英语课程建设团队还将与高等教育出版社合作建设在线开放课程资源,为使用《新编大学核心英语》开展教学的师生提供微课视频、在线练习、教师指导等资源,融合课堂学习与课后学习、线上学习与线下学习,发展学生的自主学习能力。

编者

2017年3月

# INTRODUCTION

The Key Concepts series takes a content-based approach to teaching students the academic skills they need to participate successfully in college or university classes in English. The series is designed for mid- and high-intermediate level students, and each level includes two books: Listening, Note Taking, and Speaking and Reading and Writing.

The books in the series may be used separately, each offering an integrated-skills approach to listening, note-taking, and speaking or to reading and writing. Because the corresponding chapters at each level address the same academic disciplines, however, using both books in the level results in a fully-integrated four-skills approach to teaching academic English.

*Key Concepts 2 Listening, note taking, and speaking across the disciplines* is the second in a two-volume series focusing on the academic skills of listening, note-taking, speaking, and vocabulary-building. The most important element of the *Key Concepts* series is the subject matter itself, both in the text and on the accompanying audio program. The text revolves around the academic disciplines. Each chapter covers a topic from one of the following: college success, science, business, mathematics, history and language arts. Mirroring general education requirements found in most community colleges and universities, *Key Concepts* allows students to refine their academic skills through the understanding of the main concepts and lecture points they will encounter in higher education.

The theme of each chapter is the driving force behind the listening skills exercises, which involve understanding dialogue, discrete listening and classroom note-taking. The group work and speaking activities also focus on the theme of each chapter, offering the student a consistent and unified approach to learning the material. Because the texts are aimed at students in the mid- and high-intermediate levels, the listening activities — particularly the lectures — are designed to allow for  $I + 1$  input as well. In addition to content-specific vocabulary, each chapter of *Key Concepts* introduces students to vocabulary items from the Academic Word List and offers extensive practice with these lexical items. The Academic Word List, developed by Averil Coxhead, is a compilation of the most frequently found vocabulary items in college-level arts, commerce, law, and science texts. See more about the Academic Word List under Contents of a Chapter below.

For many ESL students, the term “academic English” brings to mind grammar, writing, and reading skills, and too few listening/speaking texts focus on improving academic *oral* communication. By contrast, *Key Concepts* prepares students for the many academic tasks they will face in higher education by providing an active listening/speaking component contextualized to the academic material—understanding key points of the disciplines, discrete listening, note-taking strategies, understanding discourse markers, academic vocabulary practice—as well as speaking strategies.

## Text Organization

The skills practiced in *Key Concepts* can be broken down into the following:

- 50% listening: main ideas, details, inference, note-taking
- 30% vocabulary building: high-frequency vocabulary, content-based vocabulary, discourse markers (transitions), idiomatic expressions
- 20% speaking: recycling vocabulary and content, negotiating meaning, formal presentation skills, group problem solving

The text is divided into six chapters and seven appendixes. Mirroring current trends and best practices in higher education, Chapter 1 introduces students to college success skills. Chapters 2 through 6 each focus on one particular field of the major college disciplines. The appendixes include Academic Word List entries, speaking tips and sample speaking evaluation forms, discourse markers and commonly used expressions, common phrasal verbs, and note-taking symbols.

## Contents of a Chapter

### Listening 1: Short Conversations

The first listening task includes the following activities: Getting Ready to Listen with **brainstorming and discussion**, **listening** for meaning and inference, and **responding** to the conversations.

### Listening 2: Mini-Lecture

To prepare for the second listening task, students are introduced to **vocabulary** items from the Academic Word List. Students then practice the vocabulary through different exercise formats. This practice is followed by a mini-lecture, for which the students use one of five distinct note-taking strategies presented in Chapter 1. They use their notes to answer comprehension questions about the lecture.

## Academic Word List Practice

The Academic Word List figures prominently in the *Key Concepts* series. *Key Concepts 2* contains 100 lexical items on the list. These are the **most frequently used vocabulary words** in college-level texts. Each chapter includes definitions of the key words and various vocabulary exercises, allowing for student practice of the key terms. In addition, the phonetic spelling of each word is provided in the chapters and in Appendix 1.

## Listening 3: Extended Lecture

To prepare students for the extended lecture portion of the chapter, **discourse marker exercises** are included. Students practice the **meaning and usage** of specific discourse markers to better prepare them for the use of these markers in the extended lecture. Additional **vocabulary** from the Academic Word List is presented in this section. **Note-taking** is again reinforced. **Comprehension questions** and a **critical thinking** activity follow.

## Speaking

Each chapter ends with students practicing different speaking activities. They include interviewing, developing surveys in groups, extemporaneous speaking, debating, presenting as a group, summarizing and explaining a visual.

Each chapter includes additional activity ideas related to the chapter theme. Time permitting, instructors may choose to have all the students participate in this expansion activity or assign it as an extra credit activity.

## Online Resources

### Additional Activities for Students

The *Key Concepts* series also offers additional activities using audio recordings. These listening activities are connected to the disciplines presented in each chapter. Students can listen to the lecture, then practice note-taking, listening, and vocabulary by logging on to HEP's Abook website.

### Teachers' Book and Other Resources

Teachers' Book including the instructor manual and answer keys, and other teaching resources such as lecture notes and student tests for the *Key Concepts* series are available on HEP's CFLO website.



# KEY CONCEPTS 2

## Skills Overview

Listening for ...			Speaking
Chapter	Note Taking	Discourse Markers and Commonly Used Expressions	
<b>1</b>	<ul style="list-style-type: none"> <li>• outlining</li> <li>• word maps</li> <li>• Cornell method</li> <li>• key word method</li> <li>• paragraph method</li> </ul>		survey
<b>2</b>	choice	Discourse Markers and Commonly Used Expressions	extemporaneous speech
<b>3</b>	choice	Discourse Markers	interview
<b>4</b>	choice	Discourse Markers	explain a visual
<b>5</b>	choice	Discourse Markers and Commonly Used Expressions	debate
<b>6</b>	choice	Discourse Markers	group presentation

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Office of the Registrar  
**OFFICIAL TRANSCRIPT**

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Record of: JOE RODRIGUEZ  
Major: LIBERAL ARTS  
Year of Graduation: 2023

SUBJECT NO.	COURSE TITLE	CREDITS	GRADE
FALL 2020			
ENGL 1101	Freshman English	3	A
BIOL 1201	Intro to Biology	3	A
FREN 1001	Intro to French	3	B
PHIL 1500	Philosophy	3	B
MATH 0900	Applied Mathematics	3	A
CVT 1735	Early American Government	3	B

## CHAPTER

# 1

## Student Success

One of the most influential times in a person's life is his or her educational experience. Many people want to have great careers, an abundance of wealth, and respect from their peers. One of the most rewarding ways of attaining these goals is a solid education.

This book will aid you in your educational goals. By studying the information presented, you will arm yourself with some of the necessary skills to be successful in college.

This chapter will help you understand some **key concepts** of success in college such as

- time management
- note-taking basics
- vocabulary development

It will also prepare you for many of the activities that follow in the text.

# Listening 1 Time Management

## Activity ① Check Your Schedule

How well do you manage your time? Look at the following schedule and spend at least 10 minutes filling it out. Include your work, school, travel, and study time. Don't forget to write in your leisure time!

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00- 20:00							
20:00- 23:00							

Now exchange schedules with a classmate. How many hours of study time does your partner use? Is there anything that your classmate is doing that you consider an ineffective use of time?

## Listen and Take Notes

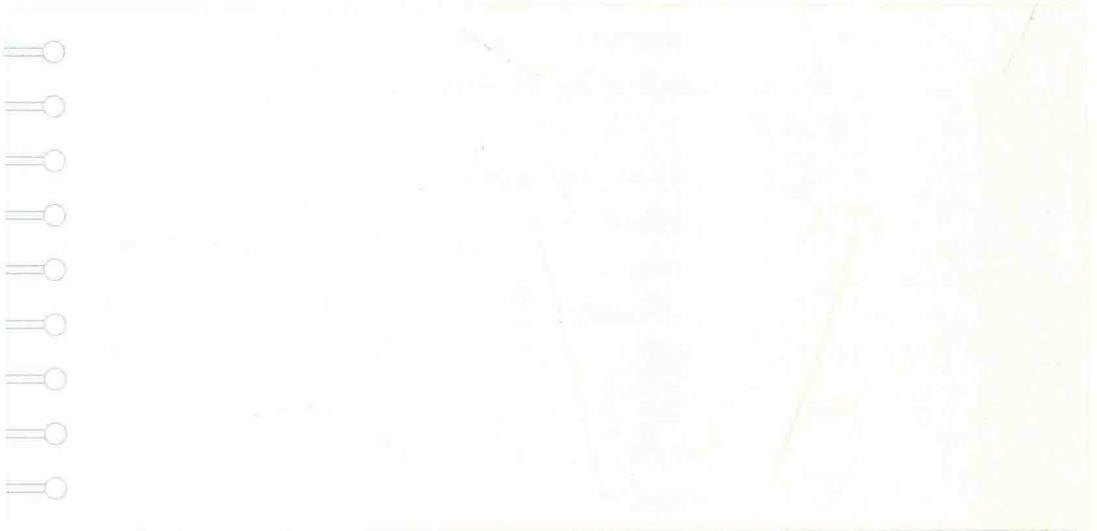
### Activity

②

### Listen to Mini-Lecture 1: Managing Time in College



Listen to a short lecture on the importance of time management. As you listen the first time, write down the most important information you hear. Then listen a second time and fill in any information that you might have missed. When you are finished, compare your notes with those of a classmate.



## Listening ② Note-Taking Methods



There is no one correct way to take notes. The method you choose should be one that you are comfortable with. Study the various note-taking methods in this section. They all use the mini-lecture **Managing Time in College** as an example. Which method is closest to the way you usually take notes?

### Outline Method

One method of recording is using an outline. Because teachers who prepare lectures well tend to speak in organized and logical patterns, it can be easy for students to use the outline format when they take notes. The outline form is similar to what students use when they prepare to write an academic paper.

## I. Introduction

### A. Students and Time Management

1. Students think they're good
2. FALSE!
  - a. Cramming for tests
  - b. Up all night
  - c. Homework in class

### B. Time as resource

1. Not renewable — unlike money
2. When finished, can't get it back

## II. Steps

### A. Observe how you use time

1. Time chart
2. Fill it out
3. Group activities
  - a. Sleep
  - b. Class
  - c. Study
  - d. Work
  - e. Meals
  - f. Entertainment

### B. Strategy

1. Make a list
2. Use ABC method
  - a. A — most important
  - b. B — less important
  - c. C — small jobs
3. Cross off things as you do them
  - a. Evaluate list at end of day
  - b. Write new list for tomorrow
  - c. Think about moving tasks from one list to another

## Word Maps

Another way of taking good notes is to use word maps. A word map consists of connected circles, each with important information in it. These circles connect ideas with lines from one circle to another. The large central circles contain main ideas, and



the outer connected circles contain supporting or related details. The information usually starts from the center and moves outward as the information gets more specific.



## The Cornell Method

Many students use the Cornell Method to take notes. In this method you divide the paper into two columns. You record main points in the left column and related or supporting details in the right column.