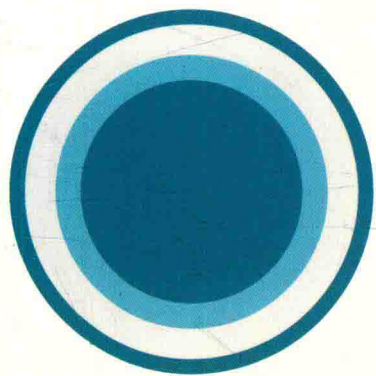


英语学术讲座与交流 (1)

Academic Lectures and Discussions in English (I)

主编 王 哲
编者 郭 曼 谢 芳 杜 敏
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前 言

大学外语教育是我国高等教育的重要组成部分，国家也给予高度重视。2018年4月，经国家语言文字工作委员会语言文字规范标准审定委员会审定通过，《中国英语能力等级量表》由教育部、国家语言文字工作委员会正式发布，作为国家语言文字工作委员会语言文字规范，自2018年6月1日正式实施。

大学外语教育中，学术英语教学是新时代教学改革的必然要求。在高水平、开放性办学的过程中，以英语为工具语言的学术讲座和学术会议交流等情形日益增加，学生迫切需要得到专业的学术英语听说训练，从而能有效地听懂英语的学术讲座和运用英语进行学术交流。

《英语学术讲座与交流》是一套系统、开放、动态、立体的学术英语视听说教材，遵循“以教师为主导，以学生为主体”“英语是媒介，学术交流是核心”“输入为先，交流随后”等教学理念，开展人文社科领域英语学术讲座视听教学，组织学术交流活动，有效提升学习者的英语学术听说交流能力。

《英语学术讲座与交流（1）》教材主要适用于国内高水平院校本科二年级或以上的学生和研究生，旨在培养学生的学术英语听说交流技能和拓展他们的国际学术视野，进而为其专业学习和学术交流打下扎实的学术英语基础。

编 者
2018年10月

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Chapter 1 Language and Education

Part I Warm-up

Discuss the following questions in pairs or groups.

1. Is English important for any individual in your country?
2. What are the possible disadvantages of being a monolingual?
3. Do you think language diversity is important? Why?
4. What obstacles may you have when you go abroad to receive education?
5. What should university students learn to prepare themselves for future jobs?

Part II Mini-lecture 1: Non-verbal Communication

Listen to the lecture. Write *T* for true or *F* for false for each statement.

1. () This talk is given in a workshop about issues that international students face.
2. () Communication refers to verbal communication only.
3. () According to psychologists, more than 16% of our communication is done through body languages.
4. () Body languages vary from culture to culture.
5. () In America people expect others to look at them directly while having a conversation.
6. () A firm handshake is regarded as positive in America.
7. () In Japan, a “thumbs up” is a sign of a good job.

8. () Only people in love hold hands and kiss in America.
9. () People keep distance between them and others while they are talking without exception.
10. () Smile is universal to convey the meaning of pleasure and happiness.

Part III Mini-lecture 2: Course Content and Graduate Employability

Listen for main ideas. Listen to the lecture and answer the following questions.

1. What do communication skills include?
2. What does the speaker mean by “technical ability”?
3. Why are communication skills significant?
4. Who are interviewed to see the relationship between university course and employability?
5. What do some universities do to prepare students with their future work?
6. What do you think the speaker will probably talk about later in the lecture?

Listen for more detail. Listen to the lecture again and fill in the blanks.

OK, welcome to the third lecture in our series looking at the relationship between course content and graduate employability.

As you'll remember, last week we talked about why so many students study subjects like science and engineering in the first place, even if they don't all go on to become scientists and engineers in their working lives. Today, I'm going to start by looking at the kind of skills that a 1) _____ group of engineering graduates felt they needed in the current jobs, and what I also want to look at is how well they thought their university courses helped them to develop these skills.

So the purpose of today's lecture is really to get you to think about the kind of skills that you're developing while you are studying. In other words, how well your given course of study 2) _____ you to perform, and hopefully to succeed in the world of work.

Ok, er, first, let's look at current skills. We asked three groups of engineering graduates

to name the five most important skills required in the current job role. Now in the 3) _____ interviews, they came up with a total list of around 4) _____ different skills. Way too many, obviously. But then, when we narrowed down the selection to those skills which were named by two or more people in each group, this produced a 5) _____ of six key skills.

Now, not surprisingly, when the interviewees were asked which of these six skills was considered to be the most important, the 6) _____ response was... any suggestions? ... Right, yes, communication. And here communication skills 7) _____ both spoken and written communication, and presentation skills. I should just say that this is very much 8) _____ what we also found when we talked to the expert interviewees, in other words, with employers- it's clear that employers 9) _____ graduates above all to have good communication skills. In all areas, actually, not just engineering.

Ok, erm, a clear second in the list is technical ability. And here technical ability means not only being able to understand technical issues and problems ... but also, having a continuing 10) _____ to increase your technical knowledge, to expand your 11) _____ in professional terms. Next is... creativity and 12) _____ skills-that's third-... with people management skills coming a significant fourth.

And communication was also seen as an important part of other people-based skills, er, for example, er, managing people, 13) _____, team-working and influencing people, as well as being important as a means of sharing lessons learnt.

So what does this tell us? Well, the fact that recent graduates consider that they need these skills early in the engineering careers would suggest that such people-based skills need to be 14) _____ and developed while students are engaged in their 15) _____ studies at university.

So, how well does a university course in engineering actually prepare students for 16) _____ as an engineer in terms of skills?

Ok, I just want to look briefly at the university experiences of the three groups of graduate engineers who were interviewed. They were asked, based on their own personal 17) _____, how well they thought their university engineering courses helped them to develop these skills. The comments differed 18) _____ and there was a huge variety of responses, which is interesting.

So what did they say? Well, some of the interviewees said they thought that students should be developing these skills anyway as part of the process, of "growing up". Others felt

that university should be providing the 19) _____ that individuals could build on later. One or two people also said they thought that the degree to which these skills were developed depended a lot on how willing university 20) _____ were to help.

It was also suggested that some universities do more than others—for example, providing elements of project management methodology that give their graduates a head start in their new “real life” engineering role. And having strong links to university business schools was also seen as advantageous for engineering departments in helping to develop business-oriented skills.

Part IV Main Lecture: How Language Shapes the Way We Think

Listen to the main lecture and answer the following questions.

1. What does language enable humans to do?
2. How many languages are there in the world?
3. How do languages differ from each other?
4. What is Shakespeare's idea on the relationship between language and how we think?
5. What's special about Kuuk Thaayorre?
6. How do English speaking people work out the number of something?
7. Why do Russian speakers discriminate blue colors better?
8. How can languages differ in terms of describing events?
9. What are the consequences of different ways to describe events?
10. What's the benefit of linguistic diversity?
11. What does the speaker mean by saying that languages are “living things”?
12. How fast are humans losing their language?
13. What does the speaker expect the audience to do at the end of the speech?
14. Can you list other examples to show how language changes the way we think?
15. What are the possible benefits of learning a foreign language?

Part V Projects and Presentations

Choose one of the following projects, or design one of your own closely related to the theme of the unit. Finish the project by giving a presentation in class and leading a discussion afterwards.

1. Online education is getting more and more popular nowadays. Make a survey among students on your campus to find out their attitudes towards online education. You can focus on the following questions:
 - What content do they expect to learn online?
 - How should online educators present their information? By video or audio?
 - How should students be evaluated for their online education?
 - Can they earn credits for the online education they receive? Why?
 Once you finish the survey, write an essay to report your finding.
2. What are the examples of common non-verbal language in your country? Form groups of 4 people. Work together with your group members to make a video to introduce typical non-verbal language for overseas students to watch. Pay special attention to the body language that may cause misunderstandings for foreigners who come to your country.
3. What are the main languages and dialects in your country? Are they frequently used by people or dying out? Please do some library-based research on the linguistic diversity in your country. Sum up the current situation and propose possible solutions to protect linguistic diversity. Make a group presentation to share your idea with your classmates.

Part VI Vocabulary and Notes

orientation [ˌɔːriən'teɪʃn] *n.* the type of aims or interests that a person or an organization has; the act of directing your aims towards a particular thing 方向; 目标; 定向

verbal ['vɜːbl] *adj.* relating to words 文字的; 言语的; 词语的

limp [lɪmp] *adj.* lacking strength or energy 无力的; 无生气的; 无精神的

forefinger [ˈfɔːfɪŋɡə] *n.* the finger next to the thumb 食指

placement exam In many countries, including the United States, it is not unusual for students to take a placement exam in a subject such as mathematics upon entering middle or high school to determine what level of classes they should take. 分级测验; 分班考试

employability [emˈplɔɪˈbɪləti] *n.* the attributes of a person that make that person able to gain and maintain employment 受雇就业能力

overwhelming [ˌəʊvəˈwelmɪŋ] *adj.* very great or very strong; so powerful that you cannot resist it or decide how to react 巨大的; 无法抗拒的; 压倒一切的

encompass [ɪnˈkʌmpəs] *v.* to include a large number or range of things 包含; 包括; 涉及

equip [ɪˈkwɪp] *v.* to provide yourself/sb/sth with the things that are needed for a particular purpose or activity 配备; 装备

nurture [ˈnɜːtʃə] *v.* to care for and protect sb/sth while they are growing and developing 养育; 养护; 培养

vibration [vaɪˈbreɪʃn] *n.* a continuous shaking movement or feeling 震动; 颤动; 抖动

hiss [hɪs] *v.* to make a sound like a long “s” 发嘶嘶声

puff [pʌf] *v.* to breathe loudly and quickly, especially after you have been running 急促喘息; 气喘吁吁

eardrum [ˈɪədrʌm] *n.* the piece of thin tightly stretched skin inside the ear which is moved by sound waves, making you able to hear 耳膜; 鼓膜

waltz [wɔːltz] *n.* a dance in which two people dance together to a regular rhythm; a piece of music for this dance 华尔兹舞; 华尔兹舞曲; 圆舞曲

quantum mechanics [ˈkwɒntəm mɪˈkæniks] the branch of mechanics that deals with movement and force in pieces of matter smaller than atoms 量子力学

craft [kra:ft] *v.* to make sth using special skills, especially with your hands (尤指用手工) 精心制作; 手工制作

Kuuk Thaayorre the southwestern part of the Cape York Peninsula, Queensland in Australia, primarily in the settlement Pormpuraaw 科乌克

Cape York Cape York Peninsula is a large remote peninsula located in Far North Queensland, Australia. It is the largest unspoiled wilderness in northern Australia. 约克角城

cardinal [ˈkɑːdɪnəl] *adj.* most important; having other things based on it 最重要的; 基本的

magnet [ˈmæɡnət] *n.* a piece of iron that attracts objects made of iron towards it, either naturally or because of an electric current that is passed through it 磁铁; 磁石; 吸铁石

trick [trɪk] *n.* something that you do to make sb believe sth which is not true, or to annoy sb as a joke 诡计; 花招; 骗局; 把戏

distinguish [dɪ'stɪŋɡwɪʃ] *v.* to recognize the difference between two people or things 区分; 辨别; 分清

perceptually [pə'septʃʊəli] *adv.* with regard to perception 基于感知地; 感性地

discriminate [dɪ'skrɪmɪneɪt] *v.* to recognize that there is a difference between people or things; to show a difference between people or things 区别; 辨别; 区分

quirk [kwɜ:k] *n.* a strange thing that happens, especially by accident (尤指偶发的) 怪事; 奇事

masculine [ˈmæskjəlɪn] *adj.* belonging to a class of words that refer to male people or animals and often have a special form 阳性的

feminine [ˈfemənɪn] *adj.* belonging to a class of words that refer to female people or animals and often have a special form 阴性的

stereotypically [steriəˈtɪpɪkli] *adv.* 带有成见地

eyewitness testimony the account a bystander or victim gives in the courtroom, describing what that person observed that occurred during the specific incident under investigation 目击者证词

frame [freɪm] *n.* the general ideas or structure that form the background to sth (构成某事物背景的) 总的思想; 框架; 模式

realm [reɪlm] *n.* an area of activity, interest, or knowledge 领域; 场所

fuss [fʌs] *v.* to do things, or pay too much attention to things, that are not important or necessary 瞎忙一气; 过分关心

Chapter 2 Stress and Depression

Part I Warm-up

Discuss the following questions in pairs or groups.

1. How do you recognize stress in your life?
2. Have you ever helped someone who was feeling stressful?
3. Do you think stress is ever good, useful, or necessary? Why or why not?
4. Can you provide any suggestions for making school life less stressful?
5. In your opinion, what type of job is the most stressful? Why?

Part II Mini-lecture 1: Stress

Listen to the lecture. Write *T* for true or *F* for false for each statement.

1. () Stress is a single mental reaction to changes in life.
2. () Stress is abnormal in people's common life.
3. () Headache may be an indicator of stress.
4. () Getting angry at your family for no good reason can be a sign of stress.
5. () Stress itself affects you more than your attitude towards it.
6. () Trying to relieve stress with smoking, drinking, or overeating might have harmful side effects.
7. () Talking with one's partner helps people understand and cope with emotions better.
8. () Walking is a moderate activity to release stress.