● 专门用途英语课程系列

ESP

大学学术英语

总主编　杨惠中

视听说教程 上册

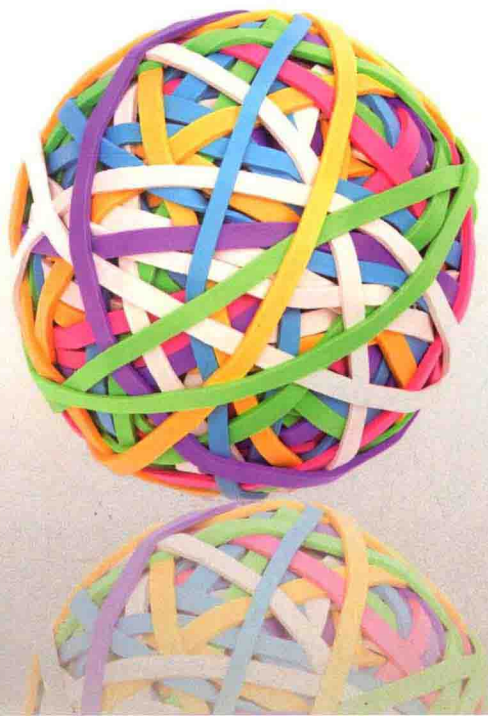
学生用书

Academic Encounters: Life in Society

Watching, Listening and Speaking

Student's Book

Kim Sanabria



上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

● 专门用途英语课程系列

大学学术英语 总主编 杨惠中

视听说教程 上册

学生用书

Academic Encounters: Life in Society

Watching, Listening and Speaking

Student's Book

Kim Sanabria
Series Editor: Bernard Seal

上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

CAMBRIDGE UNIVERSITY PRESS
www.cambridge.org

图书在版编目（CIP）数据

大学学术英语视听说教程学生用书.上册/（英）金姆·萨纳布里亚（Kim Sanabria）编著.
—上海：上海外语教育出版社，2017
（专门用途英语课程系列）
ISBN 978-7-5446-4655-0

I. ①大… II. ①金… III. ①英语—听说教学—高等学校—教材 IV. ①H319.9

中国版本图书馆CIP数据核字（2017）第008972号

This is a reprint edition of the following titles published by Cambridge University Press:

Academic Encounters 2nd Edition Level 3 Student's Book Listening and Speaking with DVD: Life in Society (ISBN: 9781107673144)
© Cambridge University Press 2012

Academic Encounters 2nd Edition Level 3 Class Audio CDs (3) Listening and Speaking: Life in Society (ISBN: 9781107697843)
© Cambridge University Press 2012

This reprint edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Shanghai Foreign Language Education Press 2017

This reprint edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorized export of this reprint edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Shanghai Foreign Language Education Press.

本书由上海外语教育出版社和剑桥大学出版社合作出版。本书任何部分之文字及图片，未经出版者书面许可，不得用任何方式抄袭、节录或翻印。
此版本仅限中华人民共和国境内销售，不包括香港、澳门特别行政区及中国台湾。不得出口。

图字：09-2016-519

出版发行：上海外语教育出版社
（上海外国语大学内） 邮编：200083
电　　话：021-65425300（总机）
电子邮箱：bookinfo@sflep.com.cn
网　　址：http://www.sflep.com.cn http://www.sflep.com
责任编辑：代　红

印　　刷：上海景条印刷有限公司
开　　本：850×1168 1/16 印张 12.75 字数 328千字
版　　次：2017年4月第1版 2017年4月第1次印刷
印　　数：5 000册

书　　号：ISBN 978-7-5446-4655-0 / H · 2119
定　　价：47.00元
本版图书如有印装质量问题，可向本社调换

此为试读，需要完整PDF请访问：www.ertongbook.com

序 言

改革开放以来，我国累计已有超过 4,000 万大学生达到了基础阶段的英语教学要求，具备相当程度的英语听说读写能力；他们的英语阅读速度已达到每分钟 70—100 英语词，在写毕业论文的时候通过阅读获取专业所需信息基本上没有问题；同时也具备了初步的用英语进行口头交际的能力。然而，有相当一部分大学生或为出国深造，或为从事学术研究，希望能听懂全英语专业课，能用英语进行学术交流。那么基础阶段教学要求的英语程度能不能满足这样的需求呢？我们认为还有一段距离，要实现这一目标，他们还需要学习学术英语（EAP）课程。

学习英语，基础阶段很重要，只有从一开始就打下良好的基础，学会正确学习英语的方法，才能为英语能力的长远发展创造条件。但是从掌握基础英语到在实际学术交流中准确地使用英语，还有一个能力迁移的问题。我们在研究中发现，不少科技人员用英语写的论文或论文摘要，基础语法错误已经不多，但是在篇章结构、句式、修辞结构等方面尚未达到在国际学术刊物上公开发表的语言要求；在学术领域使用英语进行口语交际，准确性、得体性等方面也需要进一步提高。开设学术英语课程，正是为了满足这部分学生进行学术交流的语言需求。

一套好的学术英语教材应着力提升学生两方面的能力：语言能力和审辩式思维能力。

语言方面，学术英语教材的任务既然是培养学生以英语为工具从事学术交流的能力，就要帮助学生提高用英语表达思想的流利程度、准确性、得体性和灵活性，进一步学习会话策略，学会准确得体地表达自己的观点和意见，能够参加讨论和辩论，准确得体地表示同意或反驳别人的意见，能够用正确的语体撰写学术论文等等。为了达到这些目标，学术英语课程应培养学生的学习技能（study skills），如记笔记，发言，查阅资料然后进行分析、归纳、整理等。

另外，学术英语教材还要重视发展和培养学生的审辩式思维（critical thinking）能力。所谓审辩式思维就是对所获取的信息进行分析和评估，决定是否值得接受。学生应当学会对读到、听到或看到的信息进行积极、深入的思考：如果赞成，为什么赞成，有什么根据；如果不赞成，又为什么不赞成，有什么理由。通过审辨，把事情彻底搞清楚，这样才能在信息化时代避免被信息欺骗和操控，养成独立思考的能力和习惯，应对国际化所带来的挑战。

“大学学术英语系列教材”是一套为已完成基础阶段英语学习的大学生编写的学术英语教材，其核心教程有读写和视听说两种，改编自原版教材 *Academic Encounters*。《读写教程》和《视听说教程》有两个级别，选材均为各专业学生共同感兴趣的话题，而且两种教程的单元主题相同，如上册均为 Life in Society 方面的主题。其选材原则是：选文要有趣味性、新颖性、知识性；内容上既要有深度，又要是师生可以理解的；阅读、音视频等素材应选自正式出版的专业教科书。通过学习这些真实文本，学生在提高语言能力的同时，可学得一定的专业知识。

其核心教程采用基于内容的教学法（content-based approach），可以较好实现同步提升学生的语言能力和审辩式思维能力的教学目标。

基于内容的教学法是指采用真实文本（authentic texts），运用真实语言（authentic language），进行真实的交际活动（authentic tasks）。

所谓真实语言，是指文本充分体现学术英语的特点，教学重点是学术词汇（academic word list, 简称 AWL）的意义和用法、语篇结构以及学术英语常用交际功能的语言表达法，目标是进一步提高使用语言的流利程度、准确性和得体性。

真实的交际活动（如 taking notes, writing papers, making presentations）是指在语言教学活动中模拟真实的专业学习过程。由于讲课内容是真实的，反映了大学教学环境里的师生互动，因此在学术英语课上用真实的学术讲座材料进行听说读写模拟训练，要求学生充分介入听课过程：听讲座要求充分理解，记笔记要求准确全面，参加小组讨论要求结合个性化资料表达个人观点。准备演讲的过程更是涉及所学内容和语言，既训练交流、沟通、协作的能力，又提高说的准确性和流利程度，从而建立说英语的自信心。实际上，学术英语课程的过程是模拟的，但与专业课学习相比，过程与内容是一样的；学生不仅学习 EAP 语言和技能，而且同时听了一门专业课，学习了相关专业的概念与语言，也就是说 EAP 课程的过程和内容都是专业学习所必需的。

除了上述读写和视听说两种核心教程外，“大学学术英语系列教材”还包含学术英语写作、演讲、讲座等教程。

“大学学术英语系列教材”由谁来上呢？当然是英语教师。英语教师可以驾驭这套教材的原因如下：首先，该教材虽然使用了专业内容，但选材时已经考虑到难易度，专业内容师生都可以理解。其次，学术英语课程主要涉及的是语言训练。例如，听前训练方面，包括通过激发知识图式（schema）预期（predict）讲座内容，预期能力是提高听力理解能力（也是提高阅读理解能力）的重要前提；听后训练方面，包括利用笔记确保充分且准确地理解讲课内容，并就讲课内容进行各种互动练习；口语交际训练方面，包括区分正式语体和非正式语体，学会准确得体地发表意见，参加讨论，介绍研究课题，在全班同学面前作讲演；词汇方面，重点是掌握常用学术词汇的用法，包括意义、搭配、语义趋向等等，尤其要重视培养对预构成语块的敏感性，逐步培养正确的英语语感。另外，记笔记是学术英语学习中需要掌握的重要能力，要掌握准确、科学地记录讲课内容的技巧和方法，正确运用合适的笔记结构（树形图、大纲方式、mapping 方式等等）；学会有效地记笔记可以在听课时跟上授课教师的思路，把理解提高到语篇层次，而且所记笔记还可以用于专业内容复习以及广泛的语言训练中。所有这些语言训练的教学，只有语言教师才能胜任。

虽然英语教师可以驾驭“大学学术英语系列教材”，但要用好该教材，英语教师不但需要扩大知识面，熟悉学术英语的特征，而且要进一步充实语言学与应用语言学方面的知识。无疑，上好学术英语课程是时代发展对高校英语教师提出的更高要求，是称职的高校英语教师必须面对的一项挑战。

杨惠中

2017 年 1 月

Academic Encounters: Preparing Students for Academic Coursework

The Series

Academic Encounters is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic coursework and provide them with the skills to be successful when that encounter occurs.

Academic Content

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic watching, listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short oral presentations.

Flexibility

The books at each level may be used as stand-alone reading and writing books or watching, listening and speaking books. They may also be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but similar content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.

A Sustained Content Approach

A sustained content approach teaches language through the study of subject matter from one or two related academic content areas. This approach simulates the experience of university courses and better prepares students for academic study.

Students benefit from a sustained content approach

Real-world academic language and skills

Students learn how to understand and use academic language because they are studying actual academic content.

An authentic, intensive experience

By immersing students in the language of a single academic discipline, sustained content helps prepare them for the rigor of later coursework.

Natural recycling of language

Because a sustained content course focuses on a particular academic discipline, concepts and language naturally recur. As students progress through the course, their ability to work with authentic language improves dramatically.

Knowledge of common academic content

When students work with content from the most popular university courses, they gain real knowledge of these academic disciplines. This helps them to be more successful when they move on to later coursework.

Academic Skills

Academic Encounters Watching, Listening and Speaking teaches skills in four main areas. A set of icons highlights which skills are practiced in each exercise.

L Listening Skills

The listening skills tasks are designed to help students develop strategies before listening, while listening, and after listening.

S Speaking Skills

Students learn how to participate in formal and informal situations at universities, including sharing opinions, presenting research, and creating extended oral presentations. These skills and tasks were carefully selected to prepare students for university study.

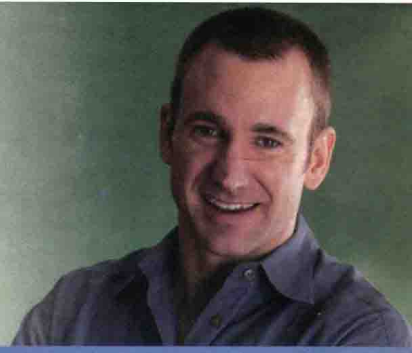
V Vocabulary Skills

Vocabulary learning is an essential part of academic preparation. Tasks throughout the books focus on particular sets of vocabulary that are important for reading in a particular subject area as well as vocabulary from the Academic Word List.

N Note Taking Skills

In order to succeed in university courses, students need to be able to take notes effectively. Each unit teaches a range of note taking skills, ranging from organizational strategies and listening for key numbers to using your notes to prepare for tests.

Preparing for Authentic Listening



B Answer the questions according to the information in the passage.

1. What are two different approaches to controlling crime?

_____

2. How could educational and social programs help lower the crime rate?

_____

C Read these questions and share your answers with a partner.

1. Which of the two different approaches to controlling crime do you think is more effective? Why?
2. Do you think your community has a high crime rate or a low crime rate? Explain.

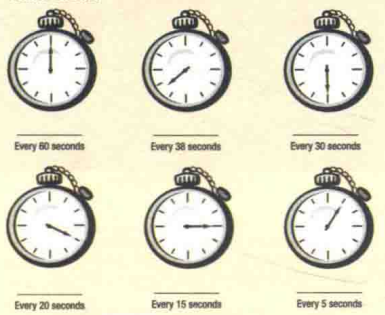
2 Examining graphics S

A Look at the illustration below. It shows how often, on average, crimes are committed in the United States. Fill in the blank with the crime you think is represented by each clock. Then compare your answers with a partner.

U.S. Crime Statistics

After rising for two straight years, the estimated number of violent crimes in the nation declined in 2007. Property crimes also dropped for the fifth straight year.

Crime Clocks:



Crimes
- Assault
- Burglary
- Car theft
- Robbery
- Theft of small item
- Violent crime

Source: U.S. Department of Justice/Federal Bureau of Investigation

B Check your answers at the bottom of the page. Did any of the information surprise you?

Answers:
Violent crime: Every 20 seconds
Burglary: Every 15 seconds
Theft of small item: every 5 seconds
Robbery: every 60 seconds
Assault: Every 38 seconds
Car theft: Every 30 seconds

Students develop a range of **skills** to help them **anticipate and prepare** for the listening tasks.

INTERVIEW 1 Preventing Juvenile Crime

1 Examining vocabulary in context V

Here are some words and phrases from the interview with David, printed in **bold** and given in the context in which you will hear them. They are followed by definitions.

. . . I think the media **exacerbates** the problem: *makes worse*

. . . we have thousands of security guards in the schools and **metal detectors**, too: *machines that can detect guns, knives, and other weapons made of metal*

. . . and the kids get **searched** as they go into school: *physically examined*

. . . put them **on a one-to-one basis**, and they're usually very friendly: *with one other person*

. . . the problem is that social support systems have really **fallen apart**: *become ineffective*

Kids should be doing . . . a **structured** program of activities: *organized*

. . . the **funding** for programs like those has been cut: *money*

But, we also need **harsher** punishments: *stronger, more serious*

. . . drug crimes carry a maximum **sentence** of 20 years or life imprisonment: *punishment*

The first listenings are **authentic interviews**, in which students develop **skills such as listening for main ideas and details.**

2 Listening for main ideas L N S

A Read these questions before you listen to the interview with David.

1. What does David think causes young people to commit crimes?

_____

2. Does David believe that schools are usually bright, welcoming places?

_____

3. How do kids feel about school?

_____

4. Does David believe that some kids are violent by nature?

_____

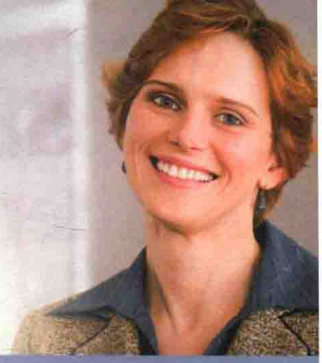
5. What kinds of programs does David think schools should organize?

_____

6. Does David believe in harsh punishments?

_____

Academic Listening and Speaking



3 Listening for tone of voice L S

A Listen to excerpts from the interviews. Circle one item that best completes the statements.

Excerpt 1

Kelly is discussing differences between now and the past. When she speaks about the future of the post office, she sounds

a. sure of her opinion.
b. amused.
c. confident.

Excerpt 2

Nina is talking about how she surfs the Internet. When she explains how long she can spend online, she sounds

a. serious.
b. proud.
c. as if she has mixed feelings.

Excerpt 3

Richard is talking about his feelings toward the media. He says he has to make a confession. He sounds

a. apologetic.
b. tired.
c. confused.

Excerpt 4

Orlando is discussing the digital divide in his country. He sounds

a. as if the situation is confusing.
b. worried.
c. optimistic.

B Compare your answers with a partner. Explain why you chose those answers.

AFTER THE INTERVIEWS

1 Sharing your opinion S

A Read the statements below. For each statement, check (✓) whether you agree strongly, agree, are not sure, disagree, or disagree strongly.

	Agree strongly	Agree	Not sure	Disagree	Disagree strongly
1. We are brainwashed by the news we see on TV.					
2. Being online for many hours makes people antisocial.					

Post-listening activities help students **analyze and understand** the authentic interviews.

3 In Your Own Voice

In this section, you will conduct some research on the way society expects men and women to behave. You will observe groups of men and women and discuss what you see with other students. You will also practice using language to describe an experiment.

Conducting and discussing a class experiment S N

Academic lecturers and textbooks often refer to research conducted by experts. It is interesting to try to copy the experts' research experiments on a smaller scale. Doing your own experiments will give you an idea of some of the steps involved in doing more extensive research. It can also provide interesting information and lead to unexpected findings.

A Read some background information.

Many researchers have conducted experiments on gender. Some experiments have involved observing the speech and behavior of thousands of men and women. These experiments have concluded that most men and women obey the "rules" and act the way that society expects them to act.

For example, Robin Tolmach Lakoff discovered that women and men speak in different ways. Women tend to be very polite and apologize more frequently than men do. Deborah Tannen also found that there are differences between the way men and women communicate. For example, men often exchange information, but women tend to discuss their emotions. Because of these differences, men and women often misunderstand each other. Joyce McCarl Nielsen et al., discovered that men and women not only speak differently but also behave differently, acting in ways that seem common for their gender. They made a list of the ways men and women behave in public and discovered that people usually adopt accepted behavior.

B Prepare your own experiment. Look at the list of behaviors below. With a partner, decide if each behavior is commonly associated with men or women, and write *M* (male) or *F* (female).

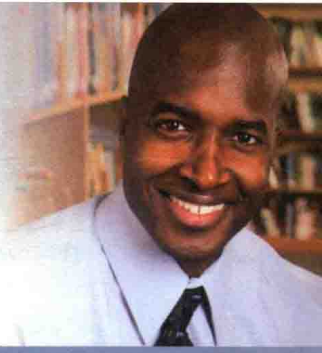
___ Speaking loudly
___ Talking about feelings
___ Asking a lot of questions
___ Using aggressive body language
___ Talking about cars
___ Talking about sports like baseball, boxing, or football
___ Whispering quietly to another person
___ Playing with hair
___ Wearing perfume
___ Knitting or sewing
___ Painting fingernails or toenails
___ Reading a romance novel
___ Carrying a handbag
___ Opening a door for a member of the opposite sex
___ Crying in public

Other (your own example) _____

Students then study and practice using discrete **speaking skills**, as they express their own opinions about the **academic content**.

此为试读，需要完整PDF请访问：www.ertongbook.com

Academic Lectures and Note Taking



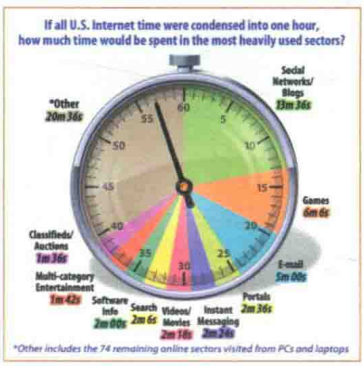
4 Academic Listening and Note Taking

In this section, you will hear and take notes on a two-part lecture given by Dedra Smith, a media expert who conducts workshops about media and society. The title of the lecture is "Dangers of the Mass Media." Ms. Smith will describe what she believes are some harmful effects of the media today.

BEFORE THE LECTURE

1 Personalizing the topic S

A According to experts, Americans spend a lot of time online. Some people say they spend up to 8 hours a day! What are people doing online? Look at the following chart produced by the Nielsen Company, which monitors media use.



Source: Nielsen; data from August 2010

B Work with a partner. Discuss how you spend your time online. Do you spend more or less time on the activities listed above than the typical Internet user?

2 Organizing your notes as a map N L

One way of taking notes is called *mapping*. In this method, you write the main idea on your paper and draw lines out to related points. As you take notes, you can show connections between different parts of the lecture by adding lines.

Academic lectures take place in real college classrooms, complete with interactions between professors and students.

The full-color **design mirrors university textbooks**, providing students with an **authentic university experience**.

Each unit provides extensive instruction and practice in **taking notes**, helping **students succeed** in university courses.

2 Organizing your notes in columns N L

It is critical that you organize your notes in a format that helps you understand and remember the content of a lecture. You do not always have time to do this while you are listening to the lecture. The notes you take during a lecture are rough notes. But good note takers revise their notes as soon as possible after a lecture. You revise by putting your notes in an appropriate format and making any changes necessary to clarify the information.

In this book, you will learn several ways to organize your notes. It is important, however, that you experiment and find ways that work best for you. Organizing your notes in columns is one good way to clearly show the difference between main ideas and supporting details.

A Look at these notes on Part 1 of the lecture. Notice that the main ideas are in the left column and the supporting details are in the column on the right.

Ms. Beth Handman: Family Lessons
Part One: Rewards and Punishments

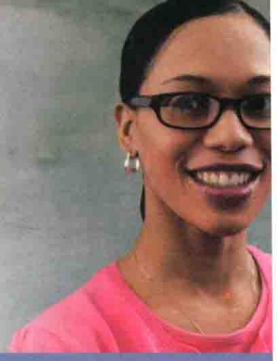
Main Ideas	Details
1. Type of family (traditional or nontraditional) is not as important as love and support at home.	• _____ • _____ • _____
2. Three ways children learn social behavior from their families: rewards, punishments, modeling.	• _____ • _____ • finish homework – then TV
3. Children learn good behavior through rewards.	• _____ • _____ • _____
4. Another way children learn to behave is through punishments.	• _____ • _____
5. Rewards and punishments are controversial.	• _____ • _____ • If parents are violent, children may become violent.

B Now watch or listen to Part 1 of the lecture. Take notes on your own paper.

C Use your notes to fill in the missing details in the column on the right.

D Compare the notes you took on your own paper and your completed notes with a partner.

Academic Vocabulary and Oral Presentations



Unit 1 Academic Vocabulary Review

This section reviews the vocabulary from Chapters 1 and 2. Some of the words that you needed to learn to understand the content of this unit are specific to its topics. Other words are more general. They appear across different academic fields and are extremely useful for all students to know. For a complete list of all the Academic Word List words in this book, see the Appendix on pages 181–182.

A Read the sentences and fill in the blanks with a form of the word.

1. **acquire (v), acquired (adj):**
   We know that children _____ some behavior from their family members. Honesty and discipline, for example, are _____ values.
2. **alternative (adj), alternatively (adv):**
   Single-gender education and coeducation are two _____ models of education. _____ , children may even do *homeschooling*.
3. **benefits (n), beneficial (adj):**
   Families provide many _____ to their members. For example, eating with other members of the family is very _____ for children.
4. **clarify (v), clarified (v), clarification (n):**
   When I was in my early twenties, my father _____ my problems with me. This _____ was very helpful. Families often help children _____ their goals.
5. **concentrate (v), concentration (n):**
   My son's teacher says if he develops his _____ , he will do much better in school. I always tell him to _____ on what he's doing, too.
6. **conflict (n), conflicting (adj):**
   When there is a _____ between children and their parents, most experts say that the two parents should not give _____ opinions. That does not help the situation.
7. **conform (v), conforming (n):**
   _____ to group behavior is not always a good idea. It's important to use your own judgment, even when there is pressure to _____ .
8. **consequence (n), consequently (adv):**
   People are influenced by others around them. As a _____ , they tend to follow the behavior of the group. _____ , when in a new culture, they often feel like "a fish out of water."
9. **controversy (n), controversial (adj):**
   There is always a lot of _____ about the best way to bring up children. Education, teaching values, and dealing with peer pressure are all _____ topics.
10. **cooperates (v), cooperation (n), cooperative (adj):**
    My daughter _____ well with her peers and her siblings. Being _____ is one of the most important things I've tried to teach her. _____ is a key to success.

Academic vocabulary development is **critical to student success**. Each unit includes **intensive vocabulary practice**, including words from the Academic Word List.

Students create **oral presentations**, applying the vocabulary and academic content they study in each unit, and **preparing them to speak in a university classroom.**

Oral Presentation

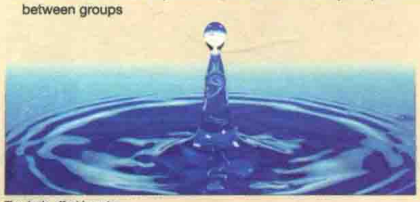
In academic courses, you will sometimes give oral presentations to a small group about a topic you have researched. Here are some guidelines to keep in mind.

BEFORE THE PRESENTATION

1 Choose a topic

There have been many experiments on group dynamics. Choose one of the following topics that you think will be of interest to your classmates.

1. The **Asch conformity experiments**, in which participants were asked to look at some lines
2. The **Milgram experiment** on people's response to authority figures
3. The phenomenon known as **"six degrees of separation,"** which examines social networks
4. The **Robbers Cave experiment,** which studied ways to promote understanding between groups



The ripple effect in water.

5. The **ripple effect**, the **domino effect**, and the **butterfly effect**. These expressions are often used to discuss trends and group behavior.

2 Organize your presentation

1. Research your topic in a library or online. Check at least three different Web sites or texts. Be prepared to answer the following questions:
   - When did the experiment take place?
   - Who was involved?
   - What did the researcher(s) do?
   - What did the study show?
2. Plan what you want to say, but do not write it out and memorize it. Instead, make notes on index cards. Plan to speak for no more than 5 minutes.
3. Organize your notes carefully so that you present your ideas clearly. Introduce your topic as soon as you begin speaking.

To the student

Welcome to *Academic Encounters Watching, Listening and Speaking: Life in Society*!

The *Academic Encounters* series gets its name because in this series you will *encounter*, or meet, the kinds of *academic* texts (lectures and readings), *academic* language (grammar and vocabulary), and *academic* tasks (taking tests, writing papers, and giving presentations) that you will encounter when you study an academic subject area in English. The goal of the series, therefore, is to prepare you for that encounter.

The approach of *Academic Encounters Watching, Listening and Speaking: Life in Society* may be different from what you are used to in your English studies. In this book, you are asked to study an academic subject area and be responsible for learning that information, in the same way as you might study in a college or university course. You will find that as you study this information, you will at the same time improve your English language proficiency and develop the skills that you will need to be successful when you come to study in your own academic subject area in English.

In *Academic Encounters Watching, Listening and Speaking: Life in Society,* for example, you will learn:

- what to listen for in academic lectures
- how to think critically about what you have heard
- how to participate in conversations and more formal discussions
- how to give oral presentations in an academic style
- methods of preparing for tests
- strategies for dealing with new vocabulary
- note-taking and study techniques

This course is designed to help you study in English in *any* subject matter. However, because during the study of this book, you will learn a lot of new information about research findings and theories in the field of sociology, you may feel that by the end you have enough background information to one day take and be successful in an introductory course in sociology in English.

We certainly hope that you find *Academic Encounters Watching, Listening and Speaking: Life in Society* useful. We also hope that you will find it to be enjoyable. It is important to remember that the most successful learning takes place when you enjoy what you are studying and find it interesting.

Author's acknowledgments

Academic discourse in another language can be both exciting and challenging, and everyone involved in this project has tried to keep students foremost in the design of the exercises. I would like to thank the many people who have supported the development of this series, particularly those whose "behind the scenes" efforts have brought this book into existence.

I thank Bernard Seal, the series editor, whose vision and direction were constantly present. I would like to thank Christopher Sol Cruz, the editorial manager, a source of incredible guidance, and Maya Lazarus, one of the best development editors in the world. Heartfelt thanks also go to the book designers and producers of the audio and video components. Finally, the person who worked with me on the first edition, Kathleen O'Reilly, has been a constant "presence in absence" on the second.

The people who form the centerpiece of the book, namely the interviewees and lecturers, have been amazingly generous in providing me with hours of discussion and expertise. Speaking with you, and hearing your ideas afresh, I am struck by what wonderful people I have been privileged to meet. Last, but not least: Carlos, Kelly, and Victor, as you know, you are my source of inspiration and support.

Kim Sanabria

Publisher's acknowledgments

The first edition of *Academic Encounters* has been used by many teachers in many institutions all around the world. Over the years, countless instructors have passed on feedback about the series, all of which has proven invaluable in helping to direct the vision for the second edition. More formally, a number of reviewers also provided us with a detailed analysis of the series, and we are especially grateful for their insights. We would therefore like to extend particular thanks to the following instructors:

Matthew Gordon Ray Courtney, The University of Auckland, New Zealand

Nancy Hamadou, Pima Community College – West Campus, Tucson, AZ

Yoneko Kanaoka, Hawaii English Language Program at the University of Hawaii at Manoa; Honolulu, Hawaii

Margaret V. Layton, University of Nevada, Reno, Nevada

Dot MacKenzie, Kuwait University, Sabah Al-Salem University City, Kuwait

Jennifer Wharton, Leeward Community College, Pearl City, Hawaii

Table of Contents

Scope and sequence iv
Introduction viii
To the student xv
Acknowledgments xvi

Unit 1: Belonging to a Group 1

Chapter 1 Marriage, Family, and the Home 3
Chapter 2 The Power of the Group 22

Unit 2: Gender in Society 43

Chapter 3 Gender Roles 45
Chapter 4 Gender Issues Today 64

Unit 3: Media and Society 85

Chapter 5 Mass Media Today 87
Chapter 6 Impact of the Media on Our Lives 106

Unit 4: Breaking the Rules 127

Chapter 7 Crime and Criminals 129
Chapter 8 Controlling Crime 146

Lecture video scripts 167
Appendix: Academic Word List vocabulary 181
Skills index 183
Credits 184

Scope and sequence

Unit 1: Belonging to a Group • 1

	Content	Listening Skills	Speaking Skills
Chapter 1 **Marriage, Family, and the Home** page 3	**Interview 1** Growing Up in a Large Family **Interview 2** Family Stories **Lecture** Family Lessons	Listening for factual information Listening for details Listening for stressed words	Sharing your opinion Responding to questions with short answers Thinking critically about the topic Asking and answering questions
Chapter 2 **The Power of the Group** page 22	**Interview 1** Living with Teenagers **Interview 2** Expressions About Groups **Lecture** Culture Shock: Group Pressure in Action	Listening for specific information Listening for main ideas Listening for tone of voice	Sharing your opinion Personalizing the topic Thinking critically about the topic Conducting a survey Studying a syllabus

Unit 2: Gender in Society • 43

	Content	Listening Skills	Speaking Skills
Chapter 3 **Gender Roles** page 45	**Interview 1** Bringing Up Children **Interview 2** Growing Up as a Boy or Girl **Lecture** The Benefits of Single-Gender Education for Girls	Listening for specific information Listening for opinions Drawing inferences	Personalizing the topic Answering multiple-choice questions Sharing your opinion Conducting and discussing a class experiment Sharing your point of view Thinking critically about the topic
Chapter 4 **Gender Issues Today** page 64	**Interview 1** Gender Discrimination in the Workplace **Interview 2** Gender Inequality at Home and in the Workplace **Lecture** Gender and Language	Listening for specific information Listening for tone of voice	Examining graphics Answering multiple-choice questions Answering true/false questions Thinking critically about the topic Conducting an interview and discussing your findings Applying what you have learned

Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Examining vocabulary in context Guessing vocabulary from context	Personalizing the topic Main ideas and supporting details Organizing your notes in columns	Prepare and deliver an oral presentation on an aspect of group dynamics
Reading and thinking about the topic Examining vocabulary in context Building background knowledge on the topic Guessing vocabulary from context	Organizational phrases Organizing your notes in outline form Using a lecturer's diagrams and charts	

Vocabulary Skills	Note Taking Skills	Learning Outcomes
Reading and thinking about the topic Personalizing the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Using symbols and abbreviations Using your notes to make an outline	Prepare and deliver an oral presentation to demonstrate and support a particular point of view on a topic
Reading and thinking about the topic Building background knowledge on the topic Examining vocabulary in context Guessing vocabulary from context	Using telegraphic language	

此为试读，需要完整PDF请访问：www.ertongbook.com