全国教育科学"十一五"规划2010年度教育部重点课题 "非英语专业博士生学术英语教学课程体系与教材建设研 究"(GPA105050)成果

高级学术英语

Advanced Academic English

曾蕾 傅晓玲 主编



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前 言

随着国际学术交流的日益加强,作为国际间传播学术知识的一种语言,英语越来越显示出其重要的地位,可以说,它已成为世界各地学者之间进行学术交流的主要桥梁。在此背景下,英语高层次教学不能只限于语言知识的简单传授,而应注重提高学习者运用英语的实际能力,做好参与国际性学术交流的准备,具体来说,就是提高学习者用英语进行学术交流的口头与书面的表达能力。为此,我们汲取并借鉴了国内外已有教材的长处,总结了近十多年来学术交流英语教学的实践经验,编写了这本《高级学术英语》教材,以便于更好地帮助英语高层次学习者提高运用英语进行学术交流的能力。

《高级学术英语》这本教材最主要和最突出的特点是,在模式上突破了以往学术英语教材单一的阅读或写作形式,在结构上将学术英语与学术影像、普通英语与学术英语、学术阅读与学术视听说、学术写作与学术翻译有机地融合,呈现出学术英语学习的多元化模式。这一多元化模式,既设置有学术主题的阅读选段,又配备有学术英语各讨论主题的听力录音,还精选有以学术交流语境为背景的英文影视剪辑。为便于引进、介绍及深化单元主题,本教材还特意在每个单元的前后分别增设了与本单元学术主题语境相关的漫画。

这种多元模式的设计,可以通过引导和重点介绍学习者在学习学术英语时所关注的前沿而有趣的学术话题,讲解学术英语基础知识,讨论学术文化方面英语国家与我国的差异,并由此提供实用性较强的学术性英语口语、写作、翻译等练习,在最大程度上激发学习者的学习兴趣,从而培养和提高他们参与国际性学术交流所需要的多方面的能力。

本教材依据学术英语的学习专题,分为学术研究与学术英语、学术会议、学术听力、学术阅读、学术写作、学术翻译与口译、学术演讲及学术视觉语言交流八个单元。每个单元又按专题学习的内在结构,分为阅读、听写、录影观看及漫画讨论四个学习部分。

其中,阅读部分的选段为三篇,涉及诸如学术英语学习、学术论文发表、学术摘要、学术信件通讯、学术书评、学术演讲、学术讨论、学术语篇翻译等多方面的学术英语主题。我们设计的宗旨是,通过阅读学术语言的各主题,一方面,让学习者了解学术英语听、说、读、写、译各方面的基本理论知识与技能;另一方面,通过阅读教材中多篇学术论文的英语语篇,提高学习者阅读学术英语语篇的能力。听写部分主要为学术英语听说的实践部分,所选听说材料的主题主要涉及学术英语、英语问候语言与英语口音、英语学术讲座、英语学术阅读、英语学术写作、学术剽窃、英语学术讲座与辅导、学术翻译与口译、学术视觉语篇等,旨在通过与单元和阅读主题相关的听力训练,提高学习者听力水平的同时,加深其对学术主题的理解;录影观看部分主要介绍一些以学术背景为题材的英语经典影视片剪辑。这样设计的目的在于,通过观看以英语为媒介的学术文化主题影像,使学习者宛若身临真实的英语学术语境,感受到真实的学术英语交流实况,由此引发学习者学习学术英语的兴趣,进而使语言学习的目标更加明确与细化;漫画讨论部分可作为"轻松一刻",让学习者通过形象

直观、幽默风趣的漫画,讨论并充分感受学术研究中的"酸甜苦辣"及英语国家的学术文化氛围。

为切实有效地提高学习者的语言实际运用能力,在学习部分中的各章节后面都附设多种 形式的练习,融"听、说、读、写、译"语言综合技能为一体。

此外,本教材的听力和影像剪辑及词汇表均刻录在光盘上,以便于学习使用。各单元的 文化背景介绍、听力和影视作品原文文字、练习参考答案等都可参考《高级学术英语学习 指导》一书。

本教材适合于研究生、本科生学术英语教学使用,也可作为学术英语教学和科研工作者的参考用书。

编 者 2012年8月

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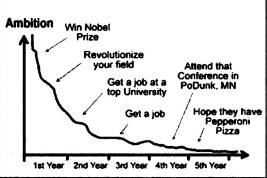
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Unit 1

Academic Study and Academic English

YOUR LIFE AMBITION — What Happened??







$W_{ m arm-up}$

Look at the comics, and then discuss the following questions in pairs.

- Why does a Ph. D. student's ambition go down with the passage of time as is illustrated in the comics?
- · How do you plan your study as a graduate student?
- How can we balance ideal and reality in our society?

O bjectives

- To find out what requirements should be met in students' academic life.
- To make an academic study plan in English.
- To get started to use English for academic purposes.



A. How to Finish Your Ph. D.

Vocabulary Preparation:

detour	crystallize	compensation	outweigh
statistician	handyman	disillusioned	

A few years ago I was asked by several Ph. D. students what advice I could give to finish a Ph. D. While I don't think there is only one answer I do have some principles that worked well for me. Over the years I have received many positive comments from Ph. D. students from the U. S., Canada, and as far as China and Korea. If you are a current Ph. D. student, hopefully you will find this useful also.

Begin with the end in mind.

I found it always helpful to know what my overall goal was. During my Ph. D., I aimed to finish my Ph. D. in 3 years. I didn't make that in the end — it took 4 years — but that isn't important. The important thing is that I knew in order to make 3 years I had to do a certain course load in the first and second term, I had to take the comprehensive exam the first time it was offered, and I had a rough idea of how much time I had to write the dissertation. There are road blocks along the way and things turn out different than you expect. But if you know your overall goal, obstacles won't through you off the course, and you are just taking a detour.

You have no obligation to write an important or even useful thesis.

Sometimes students set out to write this all-encompassing breakthrough dissertation and then fail because they try to accomplish too much at once. Very few researchers achieve fame because of their dissertation work. Try to write a good dissertation, not a great dissertation. Further, don't insist on writing a useful dissertation. Your primary goal is to get a Ph. D., not to change the world. There is enough time for changing the world after your dissertation when you have less constraint about what criteria your work has to meet.

Write!

A psychology student told me once that he spent the entire day doing research and then forced himself at the end of the day to summarize what he found — even if he did think he found anything that day. This is important for several reasons: (a) Writing helps your thoughts to crystallize; (b) You accomplish your daily task which will make you feel good; (c) You can track your progress; (d) When you write your dissertation you have material to draw on; (e) You won't forget what you were thinking two weeks ago. In my opinion most students start too late putting their thoughts into words.

Exercise regularly.

I have always found I can work better when I am physically in good shape. During stressful



times such as exams, I exercise more often rather than less often. The energy I get from exercise is more than the compensation for the "time lost".

Enjoy your "play time".

There is a time to work and a time to play. I try to work hard when I work, and not to think at all about work when I don't work. For example, every year I fly home to Germany for Christmas. I never take work to Germany. All that would accomplish is that I would feel bad the whole time about not doing the work. When you have worked hard all week and can afford to take the weekend off, try to get out and do something fun. Try not to think about work at all.

Talk to others about your problems.

After finishing his Ph. D. a social scientist at an Ivy League university told me once that at some point during his Ph. D. he had so much dissertation anxiety that he went to see a psychologist at the medical center. To his surprise the waiting room for the psychologist was packed and he recognized several other people. Everyone was there for the same reason. He later emailed one of the students he saw whether he wanted to talk about it. Within 10 minutes he got a reply email: the other student was just as desperate to talk about it. Most Ph. D. students at some point or another have problems — talking to fellow students or professors almost always helps. You are not alone. (The above mentioned student graduated smoothly and now excels working at a very prestigious institution).

Record your progress.

Sometime during the second year of my Ph. D., I started writing down every weekend what I had accomplished during the preceeding week. I took great care in this and I often reread what I had done in the past few weeks. This weekly ritual became very important to me and motivated me a great deal. Sometimes in the middle of the week I would realize that I hadn't accomplished anything to be recorded at the end of the week and I would make sure I would get something done. In addition, I kept a list of things to do at the white board and marked each item off once I had done it. I wouldn't erase it until a few days later because that gave me the satisfaction of seeing what I had accomplished already. I still follow this habit to this day.

Don't find excuses — don't do too many other important things.

Some of the brightest students sometimes have trouble finishing because they are so successful doing other things that may reasonably also be considered important. A very bright young fellow I know kept taking on temporary consulting jobs working for the UN in Brazil and all kinds of other exciting and useful jobs. Working for the UN in Brazil is a great experience and you may not want to pass it up. But at some point finishing your Ph. D. outweighs taking on extra consulting jobs.

Choose a dissertation topic you are passionate about.

You will do your best work when you work on a topic that you really care about. Also, it is better to come up with your own dissertation topic rather than having your supervisor find you a dissertation topic. You will find it easier to care deeply about a dissertation topic that you come up with yourself.

Work on your strengths, not on your weaknesses.

I was once fortunate enough to have a brunch with the famous statistician Erich Lehman. Dr.

Advanced Academic English

Lehman had an unusual career and had many things to say. I will never forget the following advice he gave: when in England the professors noticed that his background in mathematics was much stronger than in physics. They therefore forced him to take extra classes in physics. On hindsight Dr. Lehman felt that that was a big mistake. He didn't have any passion for physics and he claims he wasn't good at it either — so there was an extraordinary effort going into something that wasn't necessary.

Unless necessary though I always thought that it was good advice to work on one's strengths because otherwise we'll be constantly disillusioned and frustrated.

Do what is right for you — including the choice of discontinuing your Ph. D.

A Ph. D. is not for everyone and I think not to continue a Ph. D. ought to be one of your options. I am most impressed with Judy whom I met during my time as a student. She successfully mastered the comprehensive exam, and then decided that she wasn't really all that interested in research. I still hear her say "You know, it's not for everyone" — not disappointed but just matter-of-fact. She is happier now. However, I do think you should only quit because you have come to the conclusion that you do not enjoy research, not because "it's overwhelming", "it's too much work", or "I don't know whether I can do it" or "I don't like my supervisor". People can do more than they think — they just have to really try.

(Adapted from M. Schonlau)

Practice

Fill	in	the	hla	nba	hal	10111
I'LLL	LIL	une	I/III	LKX	110.1	unu.

1. By suggesting "Begin with the end in min	nd", the writer means
2. The statement "You have no obligation t	o write an important or even useful dissertation"
means	
3. Writing is important for several rea	sons: (a) Writing helps your thoughts to
(b) You accomplis	h your daily task which will make you feel good.
(c) You can track your	(d) When you write your dissertation you have
to draw on. (e) You won't	forget what you were two weeks ago.
4. Most Ph. D. students at some point or a	another have problems talking to or
almost always helps.	
5. You will do your best work when you work	k on a topic that
Comment: Give your opinions on the tips or have	e a group discussion to make comments on any of
the tips given in the text applicable in your Ph. D.	

B. English for Academic Purposes

Vocabulary Preparation:

entail	multi-faceted	core-subject	pre-sessional
Anglophone	plagiarism	pragmatic	



English for Academic Purposes (EAP) entails training students, usually in a higher education setting, to use language appropriately for study. It is a challenging and multi-faceted area within the wider field of English language learning and teaching (ELT), and is one of the most common forms of English for specific purposes (ESP).

An EAP program focuses instruction on skills required to perform well in an English-speaking academic context across core-subject areas generally encountered in a university setting. Programs may also include a narrower focus on the more specific linguistic demands of a particular area of study, such as business subjects. Programs may be divided into pre-sessional courses and courses taken alongside students' other subjects. In the former case, sometimes EAP courses may be intended to raise students' general English levels so that they can enter university. In the UK, this often means endeavoring to help students get a score of 6 or above in the IELTS examination. In the US, this can mean helping students attain a score of 80 or greater on the TOEFL. Outside Anglophone countries, English-medium universities may have a preparatory school where students can spend a year or two working on their English and academic skills before starting degree courses. English courses running alongside other degree courses may be based on the American English and composition model, or may employ content-based instruction, either using material from the students' degree subjects or as an independent, elective-like course.

In common with most language teaching, EAP instruction teaches vocabulary, grammar and the four skills (reading, writing, speaking - including pronunciation and listening), but usually tries to tie these to the specific study needs of students; for example, a writing lesson would focus on writing essays rather than, say, business letters. Similarly, the vocabulary chosen for study tends to be based on academic texts. In addition, EAP practitioners often find that, either directly or indirectly, they are teaching study skills and often having to tackle differences in educational culture, such as differing attitudes to plagiarism. This trend has become more prominent as the numbers of foreign students attending UK universities, and other institutions across the Anglo sphere, have increased over the last decade.

There is some debate amongst EAP teachers as to the best way to help students with academic English. On the one hand, students might be taught particular conventions but not expected to understand why they need to adapt their writing; a pragmatic approach. On the other hand students might be encouraged to challenge writing conventions and only adopt them if they seem justified; a critical approach. Recently attempts have been made to try and reconcile these opposing views. A critical pragmatic approach to EAP encourages students to develop writing conventions required by universities while also encouraging them to think about the reasons why these conventions exist.

(Adapted from Net 1)

Practice

Questionnaire: EAP Needs

In pairs, use the following table to ask questions and find out your academic English language needs and your ability in each area. You can then work out your priorities and report to the whole class.

Advanced Academic English

WRITING	How important is it for you to perform these tasks well in English?			How well can you perform these tasks in English?				
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Research papers								
2. Case studies								
3. Reports (of experiments)		•						
4. Literature review								
5. Practical writing (letters)								
6. Research proposal								
7. Writing grammatically			,					
8. Creating well structured paragraphs								
9. Acknowledging sources								
10. Writing a list of references								
11. Avoiding plagiarism								
12. Developing an argument								
13. Writing abstracts								
14. Writing introductions and conclusions								
15. Other writing activity (please specify)								



READING	l · · · · · · · · · · · · · · · · · · ·				How well can you perform these tasks in English?			
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Reading textbooks		_		_				
2. Reading journal articles								
3. Reading to check information								
4. Reading to establish and evaluate author's position								
5. Reading quickly and efficiently								
6. Taking notes			-					
7. Other reading activity (please specify)								

SPEAKING					How well can you perform these tasks in English?			
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Asking questions in class								
2. Answering questions in class								
3. Speaking in groups								
4. Speaking and listening								
5. Speaking to class								
6. Giving presentations								

Advanced Academic English

(Continued)

SPEAKING	How important is it for you to perform these tasks well in English?				How well can you perform these tasks in English?			
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
7. Discussing academic problems								
8. Discussing personal problems								
9. Working with other students								-
10. Practical speaking (e. g. · telephone)								
11. Speaking in oral exams								
12. Speaking accurately								_
13. Pronunciation								
14. Speaking fluently							-	
15. Other speaking activity (please specify)								

LISTENING	How important is it for you to perform these tasks well in English?				How well can you perform these tasks in English?			
	Not important	Quite important	Very important	Essential	Not at all	Not well	Quite well	Very well
1. Listening in lectures								
2. Listening in seminars and discussions								
3. Listening to cassettes						_		