

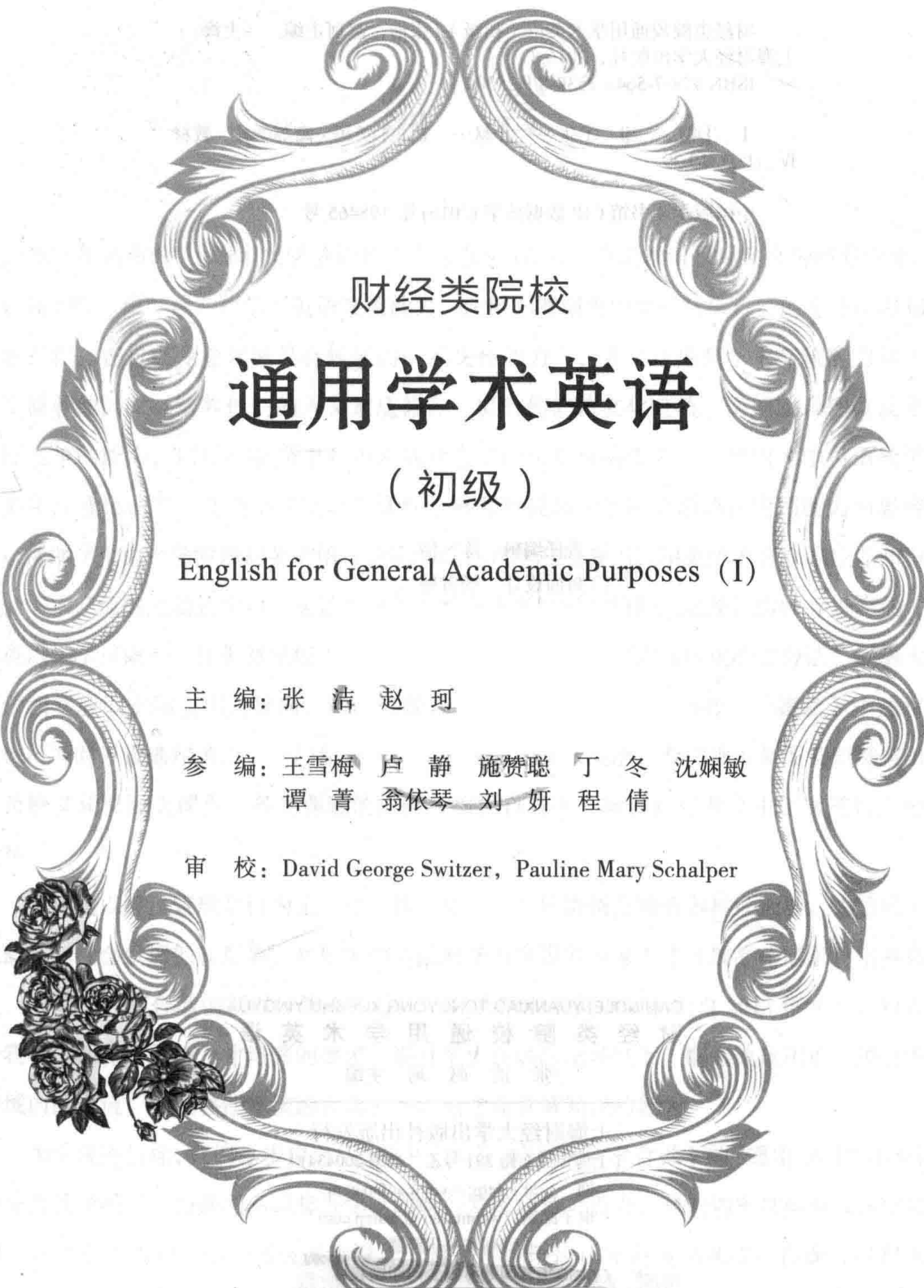
财经类院校

# 通用学术英语

( 初级 )

English for General Academic Purposes (I)

主 编：张 洁 赵 珂



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主 编：张 洁 赵 珂

参 编：王雪梅 卢 静 施赞聪 丁 冬 沈娴敏  
谭 菁 翁依琴 刘 妍 程 倩

审 校：David George Switzer, Pauline Mary Schalper

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□责任编辑 陈 佶

□封面设计 杨雪婷

CAIJINGLEI YUANXIAO TONGYONG XUESHU YINGYU

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张洁 赵珂 主编

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# 前 言

2013年颁布的《上海市大学英语教学参考框架》将大学英语教学目标定义为培养学生“具有较强的听、说、读、写学术英语交流能力，使他们能用英语直接从事自己的专业学习和今后的工作，在自己专业领域具有较强的国际交往能力”，并“在提高学术交流能力和学术素质修养的同时，培养他们的人文素质修养，提升他们跨文化交流、沟通和合作以及参与国际竞争的能力，以适应上海市和国家的社会和发展的需要”。国内大学英语教学改革多年经验也证实，开设学术英语类课程能够有效提高学生的英语语言应用能力与思辨能力，帮助学生由中学阶段对英语语言知识的识记式学习过渡到运用英语语言获取专业知识、胜任学术交流的主动式学习。这是大学英语教学未来发展的趋势。此外，2015年颁布的《大学英语教学指南》（征求意见稿）中特别强调，应取消语言能力与应用的二分法，提倡大学英语教学应以实际应用为导向，将语言领域和实际应用相结合。因此，《指南》中建议各院校可同时开设通用英语、专门用途英语（包括通用学术英语，专门学术英语及职场英语）以及跨文化交际类课程。各类课程的比例应根据自身人才培养目标及学生层次进行个性化调整。

我校是以经济管理学科为主，经、管、法、文、理协调发展的多科性大学。为适应全球化经济与社会发展的新形势，我校大学英语教学力求服务国家人才发展战略需求，培养高层次、国际化、复合型创新财经管理人才。我校大学学术英语改革始自2013年9月，旨在结合我校国际化与创新人才培养的要求，提升学生在国际化环境下，娴熟地运用英语进行专业领域内的交流，并能够使用该语言建构与创造专业领域知识的能力。

为实现该目标，我们逐步建立从“通用学术英语”到大商学背景下的“通用专门学术英语”的分级教学模式。为兼顾不同起点学生的能力发展和学习需求，我们切实贯彻分级教学的原则，在学术英语初、中、高级课程设计上遵循不同阶段认知发展的规律；在课程材料的选择上采取自通识人文到商务，再到财经的逐步进阶，帮助学生顺利完成从通用英语到学术英语的过渡，保证学习效果。教学内容强调认知挑战，以培养批判思维能力与合作创新能力等高阶思维能力为导向，突出文本内容的通识性、实用性和时效性。教学材料选用国内

外社会文化、经济管理类报刊文章，如《时代周刊》、《纽约时报》、《经济学人》、《金融时报》、《哈佛商业评论》、《北京周报》等刊物的文章。采用教材与热点时事相结合、国外与国内资源相结合，兼顾内容的人文与商务性，从而使教学内容更加丰富、更具时代特色，不仅契合财经学生的专业背景，而且有利于拓宽其知识面；还能够激发学生的学习兴趣，增强学习动力，同时培养学生自觉利用期刊和网络获取相关信息的习惯。课堂教学采用“任务式学习”与“项目研究”的教学方法，加强语言输出，鼓励和引导学生进行主动研究式学习，并着眼于提升学生的批判创新能力。在设计课堂任务时，我们兼顾多维度、多层次的语言使用和思维训练，从语言形式到篇章特征，再到综合理解概括及批判思考，不同形式和层次的任务设计使学习目标更加具体明确，从而提升学习效果。

本册教材是在我校教学改革实践基础上编写的，是我校学术英语系列教材中的第一本，对应于以通识人文话题为主的初级课程。该系列教材的设计和编写最大化地体现了我校教学改革的理念、方法及课堂实践，也适用于国内其他财经类院校的大学英语教学。

本教材由8个单元组成，每个单元围绕一个社会人文热点话题展开，内容包括短视频、演讲、英美主流报刊杂志中的短篇和长篇阅读文章等教学材料以及相应的学习任务。在教学任务的设计上，我们秉持课前、课中和课后以及任务前、任务中和任务后三个阶段相兼顾的原则，鼓励学生将课前的自学与任务准备、课中的操练与展示以及课后的复习总结与反思有机结合，以形成完整的学习链。任务的设计兼顾多维度（如背景知识、思想内容、篇章结构及语言知识与运用）、多形式（如词汇树、纵横字谜、同伴教学、小组讨论与辩论等）和多层次（如词汇任务中针对词汇使用上下文、同义词辨析、词根词缀、搭配等的不同任务设计，以及篇章结构任务中针对语篇、段落及句子等不同层次技能的训练）。同时，在课中和课后小组合作任务中，我们强调学生通过小组合作式学习对听读内容进行批判性思考，提升合作创新的学习能力。

具体而言，每个单元分为6个部分：

#### 第1部分：Starting Up

主要包括单元话题知识的课前准备任务以及用于导入单元话题的课中短视频任务。这两项任务旨在让学生通过课前有目的的资料查找以及课上趣味短视频的观看及讨论，建立对具体单元话题的初步认识与理解，为后续的深入阅读以及讨论做好准备。

#### 第2和第3部分：Short Reading Task & Extended Reading Task

这两部分共包括一短一长两篇阅读文章，均选自国内外主流英文报刊杂志及媒体，内容

上互为补充,针对具体单元话题或循序渐进、由浅及深,或从不同视角和立场对相关问题进行讨论。在阅读任务中,我们要求学生在课前完成对相关语言点及简单背景知识的自学,通过词汇树和关键词查找等任务引导学生利用词典及网络资源完成课前准备。课中任务主要针对文章的整体篇章结构,作者观点立场与论点阐述,以及某些可推广的语言及修辞特点等,通过多种形式的任务设计,鼓励学生交流及展示课前自学成果、了解篇章的宏观结构及语言特征,并对文章所阐述的观点与立场进行批判性思考与讨论,通过小组讨论及合作式学习增强口语输出及综合语言运用技能。课后的词汇知识检查练习通过多形式和多层次的习题设计,采用以评促学的理念,诊断学生词汇自学效果并促进学生掌握正确的自学方法,培养良好的自学习惯。

#### 第4部分: Further Viewing and Speaking

这一部分主要为观看、研讨与具体单元话题相关的在线公开视频课程选段。相对单元初的短视频而言,这部分的视频长度更长,语言和内容难度也更高,其设计目的旨在拓展话题知识,启发学生从不同视角进一步思考话题相关问题。

#### 第5部分: Writing and Translation Practice

这一部分主要是通过写作和翻译任务强化学生的笔头产出能力。初级课程中重点训练的写作技能包括转述及概括。从第一单元到第八单元,本教材从指定单词的改写、句子结构的改写、段落的转述,循序渐进至对段落及篇章的概括,旨在帮助学生掌握并巩固学术英语写作中转述和概括的基本技能。翻译训练主要包括阅读篇章及补充材料中的句子及篇章的英译汉与汉译英训练。这部分任务旨在鼓励学生使用在具体单元所学的语言资源就相关话题进行笔头产出,为后续课程中的综合写作训练打好基础。

#### 第6部分: Academic English Learning Tips

这一部分是学生课后的补充阅读材料,主要针对学术英语学习中普遍存在的一些困惑和学习策略,如学术英语学习的目标和用途、批判性思维、自主学习的重要性、听学术讲座的笔记策略以及学术道德及规避剽窃等。希望学生在完成课堂学习后,结合所读内容更好地理解学术英语课程的教学目标、意义以及相关的学习策略等。

教材编写分工如下:张洁、赵珂主要负责全书内容的策划、编排及修改、审定等;张洁、王雪梅、卢静、施赞聪、丁冬、沈娴敏、谭菁、翁依琴负责各单元内容的编写;刘妍、程倩参与了学术英语微技能训练部分的编写。上海财经大学外国语学院外籍教师 David George Switzer, Pauline Mary Schalper 对本教材进行审校。本教材在编写中参考了一些英美报刊、

TED 演讲及网站中的资料（具体的资料来源见书中脚注），并得到上海市高校本科重点教学改革项目与上海市学术英语教学示范点项目的支持，在此一并致谢。

编者

2016年7月于上海

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# Unit 1

## Life in the Information Age

### 1. Starting up

#### 1.1 Information Search Task

Search for information about:

● How the Internet has changed various aspects of our daily life in both positive and negative ways;

● Advantages and potential problems of communicating on social media.

Make notes on what you have read and take them to class for group discussion.

#### 1.2 Short Video Task



### 1.2.1 Pre-viewing Activity

Three days without the Internet.

Work in groups to discuss on the following topics. Make use of your notes in 1.1 when necessary.

- What is life going to be like without the Internet?
- What are the profound effects of the Internet on our daily life?

### 1.2.2 Video Comprehension

● Watch a short video clip about the way the Internet influences our thinking. Make notes on the key information in the video.

- Words you need to know.

predator 掠夺者, 食肉动物	dopamine 多巴胺, 快乐激素	compulsive 强迫性的; 上瘾的
perpetual 不断的	consolidation 合并, 强化	unplug 拔去电源插头

- Please answer the following questions based on your notes.

- (1) What is the major problem of the overuse of the Internet?
- (2) Why does the speaker mention the prehistoric age?
- (3) What are the suggestions put forward by the speaker to overcome the distractions from the Internet?

● Please fill in the following table with information about the process of memory consolidation in the video clip.

Memory consolidation refers to:	The process of _____
During the process of memory consolidation:	People create _____
The process of memory consolidation gets interrupted:	When _____
The key to memory consolidation is:	_____

### 1.2.3 Post-viewing Activity

It was contended by some netizens in the video that learning may be less important “if all the information in the world is just a Google search away”. With the abundance of information available online and the facility of technology, do you agree that learning could be replaced by a Google or Baidu search? Hold a brief debate within your group and list arguments from both sides below.

Yes, learning can be replaced by a Google search because...	No, learning cannot be replaced by a Google search because...
➤	➤
➤	➤
➤	➤

## 2. Short Reading Task

### TEXT A

#### Social Media Is Changing How We Live Our Lives<sup>1</sup>

1. Like any college student, or any millennial for that matter, our phones are our lifelines. We use our phones 24/7 to stay connected to the world around us via messaging, and most importantly, social media. It seems as though social media has essentially set the standard for the way in which we want to live our lives; we view the world and other people around us through the narrow lenses of social media. The social world that has been so highly emphasized has determined one's social status and popularity via likes, retweets, or favorites. As millennials, we crave and devour this social attention, so much so that it has become more than just a “way of life”: it has become an addiction.

2. Have you ever found yourself snapchatting that Starbucks coffee you just bought, tweeting a picture of the sunset you came across during an afternoon walk, or instagramming your trendy brunch? I can truthfully say that I have. Because social media has become so deeply engrained into our daily lives, activities such as the ones just mentioned are automatically shared to millions just

1 Tanner, A. (2014). Social Media Is Changing How We Live Our Lives. Retrieved from: <https://www.theodysseyonline.com/social-media-changing-how-we-live-lives>.

for the sake of getting likes or favorites. What's even more accurate is that it seems as if we are doing specific activities just so that we can post it on social media, not because we actually want to or genuinely enjoy doing it.

3. Is this how we should be living our lives...going to dinner, taking walks, reading a book, or even studying just so we can post and gain attention on social media? Although that doesn't seem like a logical way to live, social media has taken over and completely altered the way in which we experience the world. Essentially, we desire the attention social media gives us so desperately because it is validating that we are living our lives correctly based on the level of popularity that is received.

4. What we do need to do is learn to put down the phone without having an anxiety attack and learn to live in the moment—not for the moment. We need to do things out of pure enjoyment or curiosity, not for the sake of posting and sharing it on social media. Social media has made our lives so insincere and forced; that's not how we should be living. So next time you're on a walk, at the gym, out to dinner, or on campus, leave your phone behind...you may find your experience to be a little more enjoyable and much more genuine.

## 2.1 Before-class Self-learning Tasks

2.1.1 Study the highlighted words in Text A (see Appendix I ) following the structure of Word Family Tree in Appendix II .

2.1.2 Search for more background information about the following key words in the text.

social media	millennial
Tweet	Instagram

### 2.1.3 Reading Comprehension

- (1) What does the author think is the root of people's over sharing of personal life on social media?
- (2) According to the author, what should be the right way in which we experience the world?

## 2.2 In-class Activities

### 2.2.1 Social Media Language

- (1) Example: We use our phones 24/7 to stay connected to the world around us via **messaging**, and most importantly, social media. (Paragraph 1)

**message n.** A generally short communication transmitted by words, signals, or other means.

→ **message v.** To send a message to.

Finding other similar examples from the text and explain how they are transformed in part of speech.

(2) Discussion: From unfriend (删除好友) to selfie (自拍), social media is clearly having an impact on our daily language use. Discuss with your group mates and find more examples of how social media influences modern language. Do you think it is a good trend or a bad one?

## 2.2.2 Supplementary Reading

### The Science behind Your Social Media Addiction<sup>2</sup>

1. The siren call of social media can be hard to resist, especially when you're working on a difficult project, folding laundry, or doing, oh, anything less interesting than seeing what all your friends did over the weekend. And there's actually a legit reason for Facebook addiction (and Instagram insanity and Twitter mania): According to a new study from UCLA, when we need a mental break, that's our brains craving social interaction. "The social nature of our brains is biologically based," said lead researcher Matthew Lieberman, Ph.D., a UCLA professor of psychology and of psychiatry and biobehavioural sciences. "When I want to take a break from work, the brain network that comes on is the same network we use when we're looking through our Face book timeline and seeing what our friends are up to."

2. The researchers showed study participants photos of people, similar to the kind you see on social media. (So lots of babies and people hiking with their dogs?) Each picture was captioned with either a physical description of the person or a statement about how the person was feeling. People looking at the emotion-captioned pictures experienced major activity in their prefrontal cortex, revealing a social connection just from gazing at a photo. They found the same pattern of brain behavior when people took a mental break, leading them to conclude that we're wired to seek out other people whenever we're not working.

3. Blame that Facebook stalking on your dorsomedial prefrontal cortex, the brain structure responsible for making us see the world through a social lens. When this part of your brain is

2 Andersen, C.H. (2015). The Science Behind Your Social Media Addiction. Retrieved from: <http://www.shape.com/lifestyle/mind-and-body/science-behind-your-social-media-addiction>.

activated, you're more perceptive of other people and can make faster judgments about what emotions they may be feeling—about 10 percent faster, to be exact.

4. “It might not seem like a huge advantage, but being 10 percent faster, time after time, in each conversation will allow a person to be much better prepared and in control of their social lives,” Lieberman explained, adding that this craving of our brains for social interaction could explain the “addiction” to social media that so many of us feel.

5. Alone time is getting us ready to see the world socially in terms of other people's thoughts, feelings, and goals, Lieberman said. “That indicates it is important; the brain doesn't just turn systems on. We walk around with our brain trying to reset itself to start thinking about other minds.”

6. But you do have to be careful, as becoming emotionally dependent on social media and technology is a very real possibility. So the next time you're tempted to check Facebook one more time before your meeting, don't feel so guilty—that social break might be exactly what your mind needs.

Read the article entitled “The Science behind Your Social Media Addiction”. Please summarize the gist and main arguments of each article. Which side would you take and why?

## 2.3 Vocabulary Check-up

### 2.3.1 Words in the Context

Complete each sentence with the appropriate forms of the words from the list.

emphasize	trend	specific	logical	media
automatically	status	via	alter	devour

- (1) Your decision must be translated into \_\_\_\_\_, concrete actions.
- (2) Please keep us informed of the \_\_\_\_\_ of this project.
- (3) He was right, in that America was \_\_\_\_\_ with staggering rapidity.
- (4) He \_\_\_\_\_ everything he could lay his hands on: books, magazines and newspapers.
- (5) In the last ten years \_\_\_\_\_ has reduced the work force here by half.
- (6) List the key headings and sort them into a \_\_\_\_\_ order.
- (7) The \_\_\_\_\_ is full of shock-horror headlines about under-age crime.
- (8) Most surfers access the web \_\_\_\_\_ their mobiles.
- (9) Our target market is young consumers who like \_\_\_\_\_ clothing.
- (10) \_\_\_\_\_ was placed on the school as a transmitter of moral values.

## 2.3.2 Words and Definitions

Please fill in the blanks based on the definitions given below.

- (1) G\_\_\_\_\_: Used to describe people and things that are exactly what they appear to be, and are not false or an imitation.
- (2) M\_\_\_\_\_: Used to refer to people who were born from the early 1980s to the early 2000s.  
Also called Generation Y.
- (3) C\_\_\_\_\_: To have an intense desire for something.
- (4) A\_\_\_\_\_: Liking something so much that you do not want to stop doing it or having it.
- (5) D\_\_\_\_\_: Feeling that you have no hope and are ready to do anything to change the bad situation you are in.

## 2.3.3 Synonyms

Look up the following words in a dictionary and note the subtle differences. Fill in the blanks with proper words to make the sentences complete.

- (1) **genuine**                      **authentic**                      **true**                      **real**                      **actual**

- a. Your Chinese is quite \_\_\_\_\_, with no foreign accent.
- b. Besides the acting being \_\_\_\_\_ to life, the singing was splendid.
- c. On further examination it was found that the signature was not \_\_\_\_\_.
- d. Assuring the patient that she has a \_\_\_\_\_ and not imaginary problem is the first step.
- e. The \_\_\_\_\_ cost may run out at rather more than we originally expected.

- (2) **validate**                      **confirm**                      **verify**                      **prove**                      **testify**

- a. The data obtained clearly \_\_\_\_\_ that the proposed method is far better than the traditional one.
- b. You had better \_\_\_\_\_ your reservation for the hotel before your departure to the city.
- c. Two witnesses will \_\_\_\_\_ against her and three will testify on her behalf.
- d. They now take extra steps to \_\_\_\_\_ the creditworthiness of customers.
- e. In order to \_\_\_\_\_ the agreement, both parties sign it.

## 2.3.4 Collocations

- (1) Anxiety attack in Paragraph 4 means \_\_\_\_\_.
- (2) The word "attack" could also go together with the following nouns to form similar

collocations. Choose from the words below and fill in the following sentences with the proper collocations.

**terrorist                  surprise                  heart                  suicide                  panic**

- German intelligence expected Japan to launch a \_\_\_\_\_ on the US, and Pearl Harbor was the likely target.
- Security was strengthened at the embassy as a precaution against any \_\_\_\_\_.
- I've never thought that something positive could provoke a \_\_\_\_\_.
- A \_\_\_\_\_ is a violent attack in which the attacker expects to die in the process.
- Bob died of a \_\_\_\_\_, brought on by his lifestyle.

### 3. Extended Reading Task

#### TEXT B

#### Why “Likes” and “Shares” Don't Make You an Activist<sup>3</sup>

1. Think about how many Facebook posts or tweets on “special causes” you've read. Now think about how much thoughts you gave those posts. Did you go out of your way to donate money to this organization or did you organize your community to do something about it?

2. Try to remember a time that you've ever shared a post aiming to raise awareness on any issue that has come across your feed. Did you think your share changed the world? Did you think you were doing something for the greater good of society? You probably said yes to all of these things, as I myself have done countless of times, but here are a couple of thoughts on why we should translate our “likes” and “shares” into real, tangible actions.

3. According to UNAIDS, the United Nations' HIV/AIDS organization, a “slacktivist” is a person who supports a cause by performing simple measures that are not truly engaging or devoted to making a change (i.e. millennial “activists” on Twitter and Facebook). This is also known as being a “clicktivist”.

4. Let's talk about the ALS Ice Bucket Challenge. If you don't remember it from last summer, the ALS Ice Bucket Challenge was created to raise money for the American ALS Association,

<sup>3</sup> Alvarez, E. (2015). Why “Likes” and “Shares” Don't Make You an Activist. Retrieved from: <https://www.theodysseyonline.com/why-likes-and-shares-dont-make-you-an-activist>.



which advocates awareness of the disease and raises money for research. ALS (amyotrophic lateral sclerosis) is a progressive neurodegenerative disease that affects nerve cells in the brain and the spinal cord. In layman's terms, it attacks your muscle cells and deteriorates them, eventually causing you to lose the ability to walk.

5. The challenge required the participant to either donate money to ALS or dump a bucket of ice on themselves, record it and post it on social media to “challenge” other participants. The reason why the challenge involves dumping a bucket of ice on yourself is because when you do this, your spinal cord freezes up and for a moment it's as if you can't move your body at all. This is what people with ALS sometimes feel until the disease progresses further. The campaign had good intentions, making people aware of this disease by literally making you experience it for yourself and “challenging” others to do the same.

6. When I first heard about the ALS Ice Bucket Challenge, I did what everyone else was doing and dumped a bucket of ice on myself. Mainstream, right? But then when I saw my friend re-recording his video over and over again because his abs didn't look “good enough” in the first one, I realized how a well-intentioned campaign became an opportunity for us to be shallow and promote ourselves online. How could I have said or thought I did anything to help people with ALS when I myself didn't even know what its acronym stands for?

7. What was meant to be a fun campaign to donate to a good cause became another medium for us to show off and receive attention on social media (i.e. people that wanted their video to be considered for a “Sexiest Ice Bucket Challenge” compilation). During the months of June and July you might have overheard people saying, “Yeah, she just did it because she wanted to show off her body” , and although that comment seems shallow and passive-aggressive, it proves the extent to which we have become clicktivists by thinking that we are helping society by making a silly video of ourselves, rather than supporting this cause with any tangible actions. Organizing your school to raise money for ALS is actual activism; recording yourself, “sharing” and not donating money is slacktivism.

8. Yes, the ALS Ice Bucket Challenge was successful in raising money. Since July 29, 2014, ALS research has received over \$115 million in donations. And you know another way the ice bucket challenge was successful? In raising our sense of self-fulfillment for about 24 hours when we were receiving likes on Instagram and Facebook for our stupid yet well-intentioned videos. Don't get me wrong. If you did dump a bucket of ice on yourself and also donated money to the organization, I commend you, but that was likely not the case with most people.

9. Although I believe that we can achieve great things through social media and am aware that it can be used to achieve the success of social revolutions, such as the Arab Spring, I think that we