



普通高等教育“十五”国家级规划教材

English for academic study:
Reading
新世纪标准大学英语 学生用书

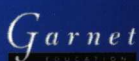
学术英语阅读教程

原著 John Slaght
with Paddy Harben

改编 清华大学外语系



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The University of Reading



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前 言

随着我国大学英语教学改革的不断深入与发展,大学本科生对英语学习有了更高的要求。许多学生通过了大学英语四级考试后,希望尽快进入选修课程的学习,如:实用写作、高级听说、英美社会与文化、报刊选读等,以便更有针对性地加强某项语言技能或提高某方面的语言能力和文化素养。从多数院校的实际情况看,高年级或通过大学英语四级考试后的学生开设英语选修课程已成为高校大学英语课程建设与发展的重要的一个方面。

为了更好地适应大学英语教学这一发展趋势以及学生的需要,高等教育出版社引进了由英国里丁大学开发、Garnet出版社出版的本系列教材,并将其列入《新世纪标准大学英语》系列教程。这套教材以学术性写作和阅读为主体,针对具有较好英语基础的大学生和研究生而设计,以语言运用培养为主线,以学术内容为基础。其主要特点是:

1. 选材新颖,内容丰富,题材广泛;具有强烈的时代气息;有利于拓宽学生在英语方面的视野及知识面。
2. 语言规范,难度适中,语言实践性强;适合于大学高年级学生的实际需要,能够达到《大学英语课程教学要求》的相关要求。
3. 教学内容实用,注重学术英语的培养,有利于学生较早地了解这方面的知识,为将来的工作打下相应的基础。

为了使这套教材能够更好地符合我国大学英语选修课程的教学需要,我们做了以下工作:

1. 根据《大学英语课程教学要求》对选修课程的要求,将这套系列教材合并为两册,即《学术英语阅读教程》和《学术英语写作教程》。
2. 在保持原书风格的基础上,适当增加相应的练习,以满足我国大学英语教学的需要。首先我们在《大学英语学术阅读》的每个单元后面做了词汇标注。同《大学英语课程教学要求》一致,较高要求的单词我们用★表示;更高要求的单词我们用▲表示;超纲词不用任何标记。此外,我们还配备了注释、词汇练习、汉译英、英译汉等练习。
3. 在所有增加的练习后面,配有参考答案。
4. 对一些内容和有关文字做了必要的修改,使其更加符合大学英语教学的需要。

《学术英语阅读教程》和《学术英语写作教程》分别包含学生用书和教师用书,每册约需48学时,供一个学期使用。主要适用于本科高年级或通过大学英语四级考试的学生使用,也可用于研究生英语选修课程。本教程还适用于自修和准备到国外留学的人员。

由于编者水平有限,时间紧迫,错误和疏漏之处一定不少,热忱欢迎批评指正。

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Contents

1	Introduction	Page	7
2	Academic achievement	Page	17
3	Early human development	Page	23
4	The environment today	Page	31
5	Statistics without tears	Page	36
6	Human activity & climate change	Page	42
7	The global village	Page	51
8	The new linguistic order	Page	62

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John Slaght, Author, February 2006,
Centre for Applied Languages Studies,
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Texts

1	Introduction		
	Text 1-1: Economics focus: On the move	page	71
2	Academic achievement		
	Text 2-1: The influence of class size on academic achievement	page	73
	Text 2-2: A case study: Shining star	page	76
	Text 2-3: The Asian paradox: Huge classes, high scores	page	77
3	Early human development		
	Text 3-1: Interaction between nature and nurture	page	78
	Text 3-2: Capacities of the newborn	page	80
	Text 3-3: Hearing, taste and smell	page	81
4	The environment today		
	Text 4-1: Acid rain in Norway	page	82
	Text 4-2: Skylarks in decline	page	84
5	Statistics without tears		
	Text 5-1: Making sense of experience	page	87
	Text 5-2: What is statistics?	page	91
	Text 5-3: Descriptive and inferential statistics	page	93
6	Human activity & climate change		
	Text 6-1: Extra-textual information	page	96
	Text 6-2: Common questions about climate change	page	97
	Text 6-3: Are human activities contributing to climate change?	page	99
	Text 6-4: What human activities are contributing to climate change	page	102
7	The global village		
	Text 7-1: Introduction	page	104
	Text 7-2: The shrinking planet	page	105
	Text 7-3: Economic globalisation	page	106
	Text 7-4: Community & conflict	page	109
	Text 7-5: The sharing of sovereignty	page	111
	Text 7-6: Converging or diverging?	page	113
8	The new linguistic order		
	Text 8-1: The new linguistic order	page	116
V	Vocabulary and Complementary Exercises	Page	127
k	Keys to Complementary Exercises	Page	183

In this course you will be working on four main aspects of academic reading:

- Reading for a specific academic purpose
- Working on specific strategies that are associated with effective and successful reading
- Detailed comprehension of sentences and paragraphs
- Text analysis

Let's look at each of these in detail, as they will be referred to again during the course.

1. Reading for a specific academic purpose

Here you will be concentrating on getting information from the text which will help you complete an academic task. There are many academic tasks that involve reading.

For example, you may need to:

- complete an assignment on a specific question, for which it is necessary to combine information from various sources (e.g. to submit an essay or give a spoken presentation);
- get an introductory overview of a new topic in order to assist with listening to a series of lectures on that topic;
- add new knowledge about a topic to what you already know. This could be, for example, note-taking for future exam revision or simply reading a text and thinking about what you have read in order to understand the topic better.

2. Working on specific strategies that are associated with effective and successful reading

The main strategies we will be looking at are:

- **Skimming** Looking at a text very quickly in order to do one or more of the following:
 - Identify what the text is about (the topic)
 - Identify the main idea of the text
 - Decide how useful the text is for your purposes
 - Decide how you will make use of the text

Skimming a text might involve looking at some or all of the following features of the text:

- Title
- Section headings
- Abstract or summary provided by the writer
- First and last paragraphs
- First and last sentences of intervening paragraphs
- Concentrating on the topic sentences in each paragraph. These are sometimes referred to as 'paragraph leaders'.

Another form of skimming is when you are previewing a book in order to decide how useful it is for your purposes. In this situation, you might also look at one or more of the following:

- Information about the author and/or publication details
- Contents page
- Foreword and/or Introduction
- Index

- **Predicting** Using what you already know about the topic, what you want to learn about the topic from the text, and what you have learnt from your previewing in order to guess what kind of information the text will contain and how useful it will be. You will often be surprised how much you already know about a text before you even begin reading. Brainstorming your 'prior' knowledge will help you to understand the text – at least at the surface level.

- **Scanning** Finding *words* (or other symbols, such as figures) which have particular importance for you, the reader. When you are scanning, you already know the form of the words or symbols you are looking for. This is a bit like using word-processing, when you ask the program to search the document on screen for a particular word or phrase. When you scan, you normally focus on small parts of the text only.
- **Search reading** Quickly finding *ideas* which are particularly important for you. This is different from scanning, because you don't know the exact words you are looking for in advance, so you cannot make a direct match. When you search read, you normally ignore a lot of the text.
- **Identifying the main ideas** Understanding the writer's main points. It may be possible to do this quite quickly after skimming the text. However, with more difficult texts it may only be possible to identify the main ideas after more detailed reading.
- **Careful reading** Reading slowly and carefully so that you understand every word in the text (or the part of the text that you are most interested in). You might do this in order to understand the details of the text and also to infer meaning that has not been directly stated (see below).
- **Inferring** Obtaining meaning from the text that the writer has not explicitly stated. You may have to infer different types of meaning. For example:
 - Sometimes the writer expects you to fill gaps in the text in order for it to make sense. Example: *The invention of the steam engine had a major effect on society.* The reader must infer that it is not just the *invention* that affected society, but *the way it was used*.
 - Sometimes you may wish to infer *why* the writer wrote the text (i.e. the writer's purpose). Connected to this, you may wish to infer the writer's *attitude* to what he or she is writing about.
- **Dealing with unfamiliar words** When you find a word you don't understand in a text, you need to decide first whether it is really necessary to understand the word. Perhaps you can understand enough of the text without understanding the word, in which case you can ignore it. Alternatively, the context in which the word is located may allow you to guess the meaning of the word well enough to continue reading. If neither of these applies, you may have to look up the word in a dictionary. If you find you are using a dictionary so much that you are prevented from reading the text at a reasonable speed, the text may be too specialised for you, and you should consider finding another one which deals with the same topic in a more generalised way.

An approach to dealing with new vocabulary is to decide whether:

- you need to know the word **now** to help you understand the text **and** use it **later** under different circumstances. In this case, you will need some way of recording the word, e.g. in a vocabulary notebook. In this case, you will have to decide whether to rely on working out the meaning of the word from context, or whether you need to check the meaning in a dictionary;
- you **only** need to know the word **now** to help you understand the text. This is often the case with technical words or low-frequency words. These are words which are not often used in English, even by native speakers of the language, unless for specialist reasons. Of course, if you are reading a text in your academic area, you may need to know certain specialist vocabulary and not only record it, but use this vocabulary so that it becomes part of your **active** vocabulary, i.e. words that you use regularly in order to communicate effectively;
- you **don't** need to know this word either now or in the future. If you feel the word does not prevent you from understanding the rest of the text, then you probably do not need to worry about this word. If the word occurs several times in the text, however, you may feel it is necessary to work out its meaning or look it up and record it.

3. Detailed comprehension of sentences and paragraphs

A lot of your work will involve dealing with complete texts and getting information from them in various ways. However, in order to do this it may at times be necessary to have a very precise understanding of specific sentences and paragraphs. This may be difficult in terms of either grammar or ideas, of organisation or because of a combination of these.

4. Text analysis

It is often helpful to understand the way a text is organised in order to make the best use of it. The organisation of a text can be considered at the global level; for example, the way that the text is organised into sections and paragraphs according to the purpose of the text and the type of text. In a report of an experiment, for example, it is very common to see the following pattern of organisation:

- Title
- Abstract
- Introduction/background
- Method
- Results
- Conclusions
- References/bibliography

Another aspect of organisation that can be useful to examine is how information is organised logically at the local level within complex sentences or paragraphs. For example, the following sentence taken from *Hilgard's Introduction to Psychology*, 12th edition by Atkinson. © 1996.

The question of whether heredity ("nature") or environment ("nurture") is more important in determining the course of human development has been debated through the centuries.

If this sentence seems difficult to understand, its organisation can be identified as **x has been y**, as in

- **x** [The question of whether heredity ("nature") or environment ("nurture") is more important in determining the course of human development]
- has been
- **y** [debated through the centuries.]

As you can see, there are many different aspects of academic reading that we will be considering during the course. Whilst it is important to be aware of all these different things, it is also important to:

- develop a flexible reading style. Becoming a better academic reader is not just about mastering different aspects of reading. It is also important to decide which is the best way to read a text depending on the particular academic purpose that you have for reading it. This will be stressed a great deal during the course;
- remember that the more you read, the better you will read. Regular independent reading outside the classroom is essential for any student wishing to develop reading abilities such as fluency, greater reading speed, vocabulary acquisition and the strategies associated with successful reading. You can improve your academic reading level by making decisions about:
 - **why** you are reading;
 - **what** you are reading;
 - **how** you are reading;
 - **how well** you are reading.



Task introduction

Economics focus: On the move

In the accompanying *Texts* (pages 71–72), you will find a sample reading text through which you will practise some of the skills and strategies outlined in the Introduction on pages 7–9 of this book.

Task 1: Deciding if a text is useful

Imagine you need some information because you are going to attend an Economic History lecture about the link between migration and economic forces. This is a new subject for you, and you want to have some background information before attending your first lecture.

You have found a number of articles on the subject, but you don't have time to read them all, so you have to decide which ones to read. The article *Economics focus: On the move* is an introduction to one of the articles you have selected for background reading. You have to decide whether the whole article would be useful. We will go through the stages that will help you make that decision.

1.1 Look only at the parts of the article in the *Texts* which have been printed in *italics*. Looking at these parts of the article will provide you with important information about the text. For example, you may work out who the intended reader is.

Who is the intended reader?

- a) a business analyst
- b) an educated general reader
- c) an Economics student
- d) a historian

Write down one reason for your choice:

1.2 Without reading the whole text, but only the parts in *italics*, what could you guess about its content and the way it will be organised? Write down as many ideas as you can. The important thing is to start thinking about the text before you read it and to predict what it may contain.

Task 3: Identifying the organisation of a text

3.1 How is the text *Economics focus: On the move* divided up?

3.2 Clearly the text is divided into two parts. Where does this division into two parts occur?
Discuss with a partner and then check with your teacher.

Look more closely at the first part of the text. Look specifically at the first paragraph.
What is the main idea in this paragraph? Again discuss the answer with a partner
before checking with your teacher.

The main idea is _____

Now look at paragraphs 2–5. What is the main purpose of these paragraphs?
As above, discuss the answer with your partner and then check with the teacher.

The purpose of paragraphs 2–5 is _____

3.3 Look more closely at the second part of the text. What appears to be the main purpose of the second half of the text?

Highlight some words, phrases or even sentences in the text to support what you think is the main purpose of the second part of the text.

The main purpose of the second half of the text is _____

Check with a partner and then discuss with your teacher.

Task 4: Writing a summary of part of the text

4.1 How well have you understood the first part of the text as far as line 98? Reread this part of the text in order to understand the main ideas more clearly.

When you have finished reading, try to complete the summary on page 13.

Use one, two or three words in the gaps. The first gap has been completed as an example.

There is a clear link between the history of migration to America and ① economic factors. At first, migration to America was very expensive and migrants were usually ② _____ or indentured labourers. However, as travel became easier, many more people ③ _____. This continued throughout ④ _____ and early 20th century, but then war and ⑤ _____ slowed down and even reversed migratory trends. After the Second World War, ⑥ _____ increased again.

4.2 Now see how well you have understood the second part of the text. Reread this part of the text in order to understand the main ideas more clearly.

Paragraph matching: label the paragraphs, beginning at line 100, A–G.

Three of the paragraphs are summarised below, but are not in the order of the text. Match these summaries to three of the paragraphs A–G.

- Countries all over the world have experienced economic growth, and this factor is likely to encourage another wave of migration.
- Countries with the greatest wealth are now in a position to be selective in the type of immigrant they want. This is good for these countries, but causes greater problems for the poorest, least-skilled migrants.
- Both the immigrants involved and the countries where they migrate to can benefit from the migration of labour. However, at first, the workforce in these countries tends to suffer.

Task 5: Dealing with unknown vocabulary

This activity will help you practise the technique for dealing with unknown vocabulary described on page 8.

5.1 The following words and phrases appear in the text *Economics focus: On the move*:

makes plain (line 25); **harsh** (line 36); **indentured** (line 43); **slavery** (line 49); **falling** (line 65); **comparatively** (line 75–76); **net** (line 79); **feasible** (line 91); **expansionary** (line 124)

5.2 Which of these words do you already know?

5.3 Find the words in the text and decide whether **(A)** you need to know the word now and add it to your active vocabulary; **(B)** you only need to know this word now because it is preventing you from understanding the general meaning of the text; or **(C)** you don't need to know this word or add it to your active vocabulary.