

蔡基刚 总主编

通用学术英语系列

通用学术英语 写作教程

蔡基刚 著



復旦大學出版社

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总序

我国莘莘学子从小学开始学习英语,一路辛苦十多年,到了大学还有英语课程。其目的是为了什么?如果中小学英语主要学习通用英语,是为今后的应用打好基础,那到了大学还要求学习通用英语,目的是为了什么?是为了应对英语必修课程的考试,还是为了通过对他们毕业至关重要的大学英语四、六级考试?或是为了获得在英语环境中的日常生活交际能力,能够在街上指路,出国能够旅游?或是为了能够开阔眼界,提高自身文化素质修养?仁者见仁,智者见智。

但是如回顾国际上高校所开设的大学英语课程,无论教学环境是全英语的英美国家和亚洲的我国香港,还是教学环境是母语的欧洲和亚洲的日本等,他们学生学习英语的目的只有一个,即为自己的专业学习服务。可以说,这是国际上所有高校开设大学英语的核心价值。离开了为自己专业学习服务这一目的,大学英语就没有存在的必要。

为自己专业学习服务的英语就是学术英语。学术英语(EAP: English for Academic Purposes)是专门用途英语(ESP)下面的一个重要分支,是一种在高校层面上为大学生用英语进行专业学习提供语言支撑的英语教学,旨在帮助大学新生从高中通用英语顺利过渡到大学用英语进行专业学习。学术英语下面可分通用学术英语(EGAP)和专门学术英语(ESAP)两种。专门学术英语侧重特定学科(如医学、法律、工程等学科)的词汇语法、语篇体裁以及工作场所所需要的英语交流能力。通用学术英语是训练各学科中通用的听、说、读、写等学术英语交流技能,例如听讲座、做笔记、阅读专业文献、撰写文献综述和课程论文、陈述交流研究成果和参加学术讨论等能力。更重要的是通用学术英语还注重学术素养。例如:搜索、评价、综述和运用信息的批判性思维能力;提出问题和解决问题的创新能力;以及沟通交流、跨文化交流能力和团队合作完成研究项目的能力。这就是本教材提倡的通过学术英语学习要达到的 5C English: critical thinking, creativity, communication, collaboration, cross-culture。

因此,本系列教材适合每个大学生,包括高职高专学生。尽管好多大学生今后的职业生涯或许不主要搞学术研究,但是批判性思维能力、创新能力、沟通交流能力、跨文化交流以及团队合作开展工作的能力是企业对任何一个他们理想的员工的要求。研究不仅仅在学术领域,也完全应该用于职场。研究不仅仅是硕士博士的事情,所有大学生都应该学会研究。美国小学生就开始根据教师要求进行搜索文献和社会调查,写出“美国为什么要在日本扔原子弹”和“美国下层阶级对转基因食品看法”的报告,为什么中国大学生不能搞研

究呢?

根据 2003 年日本制定的《培养能用英语的日本人的行动计划》日本教育界对中小学生、普通公民的英语学习要求和大学生的英语学习要求是有严格区别的。前者要具备用英语进行日常交际的能力;后者是要具有能在专业学习和工作中使用英语的能力。日本科学家之所以能够从 1949 年开始起至今获得了 22 个诺贝尔科学奖,日本学者在国际学术刊物上发表的论文在英语作为外语的国家中排名第一,这一切和日本大学生具有很强的学术英语能力,尤其是用英语阅读专业文献,撰写专业论文的能力是分不开的。“日本英语教学的特点就是实实在在,不做表面文章,训练学生用英语为汲取现代科学文化的工具。日本在这一点上做得很成功,已为它的经济发展所证明”(许国璋,1978)。

在当今世界上,85%以上的科技文献都是用英语写成的。一个大学生若不能阅读文献,了解本领域的世界前沿发展情况,不能交流本专业的信息和成果,就不是一个合格的大学生,“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”(《国家中长期教育改革和发展规划纲要 2010—2020》)也就成为一句空话。实际上,教育部早在 2007 年颁布的《关于实施高等学校本科教学质量与教学改革工程的意见》的 1 号文件中,就提出了学术英语概念:大学英语教学改革要“切实提高大学生的专业英语水平和直接使用英语从事科研的能力”,但是,由于种种原因,这个要求始终得不到落实。

20 世纪我国基本处于封闭状态,与国际交流较少,英语几乎没有外在的需求,英语只能当作一种知识或兴趣来学习,掌握语法知识,提高听说读写能力;只能突出其人文性一面:通过外语学习,了解世界,提高自身素质修养,因此高校大学英语教学选择通用英语是可以理解的。但 21 世纪以来,我国进入了经济全球化和高等教育国际化时代,我们的专业学习和毕业后的社会都对大学生的英语交流能力有很强需求,急需既有专业知识又有外语能力的人才,此时进行教学定位转移,选择学术英语才是正确的决定。

2012 年,以贯彻这一精神的《上海市大学英语教学参考框架(试行)》(简称《上海框架》)正式诞生。这份我国第一个以学术英语为导向的地方大学英语教学大纲明确规定“大学英语教学的目标是培养学生听、说、读、写等学术英语交流技能,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”。学术英语教学的价值得到越来越多的人的认识,学术英语教学的实践在越来越多的大学开展。

《通用学术英语教程》就是在这个背景下编写和出版的。通用学术英语和通用英语有三个不同:1)两者在目的上不同,前者是为学生专业需求学习服务的,后者纯粹为打基础而学习,或为提高自身人文修养;2)输入材料有所不同,学术英语选择信息性较强,以培养一定抽象思维能力的一般人文科普文章和讲座为主,而通用英语主要是趣味性和可思性较强的故事、散文和新闻;3)教学方法不同,学术英语不仅仅是词汇、语法和句子分析,而是主要训练信息的查找、评价和表达等批判性思维能力,同时结合课文主题开展具有一定研究性质的项目活动,始终贯彻以学生为中心的教学方法。通用学术英语和通用英语都是语言学习课程,都是在继续提高学生英语综合语言技能,因此,在学习起始水平和课程难度上并无太大的差异。这可以从全国近百所高中开设通用学术英语得到证明。

《通用学术英语系列教程》按听、说、读、写四项技能编写,共有下列四种:《通用学术英语综合教程》、《通用学术英语视听说教程》、《通用学术英语写作教程》和《通用学术英语演示教程》。学术英语按这种方式编写在国内还是首创。外语教学与研究出版社出版在2012年出版了《学术英语系列教材》,但是按学科分类的,有理工、医学、经济、管理和人文等分册。清华大学出版社在2013年出版了由清华大学外文系编写的《通用学术英语读写系列教材》,主要是读写方面的:四册分别为《英语研究论文读写教程》、《英语文献综合读写教程》、《英语议论文读写教程》和《英语说明文读写教程》,且层次较高。其对象是“英语能力达到《大学英语课程教学要求》规定的‘较高要求’的学生”,也即大学英语六级水平的学生。而我们的《通用学术英语系列教程》的使用对象是大学英语三级或四级水平的学生。上海交通大学出版社在2014年出版的《综合学术英语教程》也有四册,但属于同一类型按难易度分的,即《综合学术英语教程》一、二、三和四册,其对象是从本科新生开始的。可以说,从听、说、读、写四个方面培养本科生的学术英语能力,起点又相对较低的《通用学术英语系列教程》在我国是第一套。有了编写《学术英语理工分册》和《综合学术英语系列教程》的经验和一些高校使用这两套教材的反馈意见,我们在编写《通用学术英语教程》时,编写理念更新颖,教材设计更完善,并又有了许多创新点。

《通用学术英语教程》是我国大学英语教材从几十年一贯的打基础性质的通用英语教学向为满足学生专业学习需求的学术英语教学转型的又一尝试。尽管国际上已有许多通用学术英语教材出版,但本土化的高校系列通用学术英语教材编写是首创。经验不足,错误难免,但该系列教材和我们正在进行的学术英语教学改革一样,有着强大的生命力,她代表我国大学英语教材发展的方向。

蔡基刚

2015年8月

前 言

1. 目的:

随着高等教育国际化,大学生在自己的专业学习中,越来越需要用英语回答思考题,用英语写一篇摘要,或文献综述,或小论文。因此通用学术英语写作是为学生自己的专业学习需要而掌握写作能力的。目的不同,也就决定了教材内容和教学方法的不同。

同样是写作练习,通用英语写作尤其是考试英语写作不需要引用文献来说明自己的观点,论点论据都是根据自己的经验体会和原有的知识面,因此,大多数中国学生写作用得最多的是 I believe, I think,以此引出想当然的论据。通用学术英语写作就完全不同了,要说明某个观点必须查阅资料、旁征博引,必须用相关文献来论证。这种差异也可以理解,前者主要是练笔,因此只有不读任何东西,独立完成才能充分暴露自己作文的弱点,这时观点的对错无关紧要,论据是否可靠无碍得分。但后者目的是为了交流信息,因此观点的客观、信息的准确是至关重要的了。

2. 特色:

通用学术英语还要求通过写作培养学生遵守学术规范,避免剽窃的能力,因此要求写的小论文无论是直接引用,即用双引号引用的原文,还是非直接引用,即引用大意,都必须在引用的后面用括号注明谁说的,什么时候说的,而且在文章后还要提供详细的文章来源,而通用英语写作没有这个要求,这也就是为何我国高中生或大学生到国外求学,进行写作,撰写论文时大半陷入了剽窃的陷阱,受到国外教育界和学术界的批评的原因。

另外,从写作的风格来说,通用英语写作的对象不明,考试英语写作的对象是批卷的老师,因此学生遣词造句随心所欲,口语词和缺少连贯、只有依靠情境才能理解的断句,小句等非常普遍;运用 I 和 you 的视角写作,口语化现象非常严重,与其是写作,不如说是在对话。而学术英语作文的对象明确,是看不见的,对你话题感兴趣的读者,因此在句子结构和用词方面都倾向书面和正式,要求准确等。

这种对比揭示了我国高校传统英语写作的短板,造成了我国涉外人员,学者和科学家在撰写商务邮件,合同,甚至论文时与国际的差距。大学英语写作与中小学英语写作不是文章长短的问题,不是话题深度的问题,而是目的性质的不同。大学英语写作不能再像中学写作一样,给一个题目写一篇作文;大学英语写作应当是学术英语写作。我国大学写作的落后与大学英语四、六级考试的影响有关。考试作文受制于各种因素,无法设置真正的学术英语作文,但我们的教材和教学应该有这个条件。因此本教材实际上是我国大

学英语写作改革的一种尝试,这种教材在我国是首创。

3. 编写:

本教材共六个单元,分别介绍因果分析,比较对比,定义分类,阐述观点等六大类常见的学术英语作文类型,每个单元提供至少 2 篇范文。这些范文都是一般话题,如能源问题、跨文化交际、高等教育、环境污染等。每篇范文的长度在 600 词左右,都遵循引用文献,提供出处的学术文章的写法。教材除了介绍这些类型的作文写作特点和技巧外,着重介绍如何防止剽窃的写作规范,如如何引用文献,如何改写原句,如何写文内出处,如何写文后参考文献等。教材还对书面文体,遣词造句方面设计较多的练习。

4. 对象:

本教材的对象有三类:1) 初步达到大学英语三到四级的大学新生或大学二年级学生;2) 高中国际班学生;3) 研究生新生。本教材为一个学期 36 课时的教学使用。要求学生根据每单元的内容,整个学期独立写出至少 5 篇作文。本教材还提供 1) 课程简介,2) 期末试卷,供教学参考。

廖雷昭、陈宁明、蔡竹君、李文、鲍淑蕙、茅昕琳等老师参与了其中编写。

蔡基刚

2015 年 8 月

Course Description

Objective:

This one-term course of academic writing is especially designed for the undergraduates who have taken basic English writing course and want to further improve their writing skills, especially academic writing skills which are required in their academic studies in English context and in the English proficiency tests such as TOEFL and IELTS. Emphasis is placed on such skills as to write essays of different genres which often occur in research essays.

Content:

The Features of academic writing that are introduced and practiced include:

- Academic conventions of using outside sources (including quotations, paraphrasing and summarizing)
- Different structures of academic writing (such as argumentation, causal effects and comparison and contrast)
- Appropriate grammatical structures and vocabulary which are essential in formal writing.

Methodology:

The course is intended to be covered in a 16-week semester with classes meeting 2 hours a week. Classroom activities include a mixture of individual, pair and small group work, based on a variety of exercises. Students are also required to complete at least 5 pieces of writing in class and at home, which they are encouraged to self-correct on the basis of tutor comments.

Assessment:

It is suggested that the course grade will be given on the basis of 75% for course performance (15% for each piece), and 25% for the final examination.

Reference books:

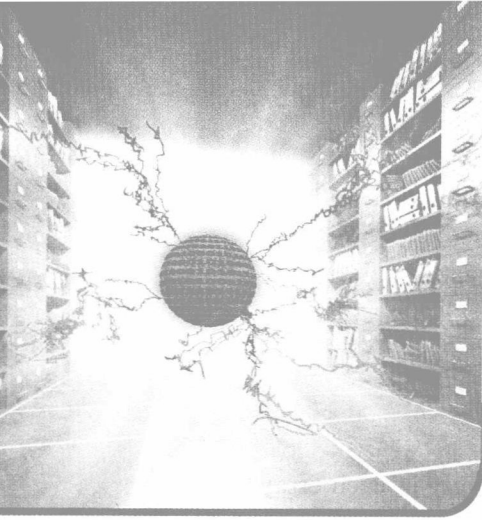
Peter Chin, etc. *Academic Writing Skills* Cambridge University Press, 2012.

Leki, Iлона *Academic Writing: Exploring Processes and Strategies* Cambridge University Press, 1998.

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Chapter 1

Writing a Research Essay

Goals

In this chapter, you will learn to

- 1) write a research essay;
- 2) write a paragraph with a well-written topic sentence;
- 3) avoid plagiarism by using acknowledgments;
- 4) use direct quotations and paraphrasing.

Section 1 Reading the research essays

Academic writing is characterized by research. The writers must research their topics in order to present a point of view that is supported by logical and objective evidence rather than mere personal views. Now read the following two essays on the similar topic and answer the following questions.

1. What are similarities of the two essays? List as many as possible.
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)

2. What are differences between the two essays? List as many as possible.
 - a)
 - b)
 - c)
 - d)
 - e)
 - f)
3. How many outside sources does the author use respectively in each essay?
4. Why do the authors use outside sources to illustrate their viewpoints?
5. Are the essays more convincing and powerful? Why?
6. Why do the authors provide the in-text citation and the references for their use of outside sources?

Reading 1

Nuclear Power: a Viable Means of Meeting the World Energy Demands

The key to environmental sustainability is curbing the overuse of fossil fuels like coal, natural gas and oil. Many people believe that increasing the reliance on nuclear power — a relatively clean, cheap, and reliable form of energy — is the answer. It contributes a vital 13.4% of the world's energy supply (International Energy Agency, 2011), and in Asia, region where nuclear energy is in favour (Chang & Thomson, 2011), 301 new reactors are either under construction, planned, or proposed (World Nuclear Association, 2010). Others, wary of the potential risks of nuclear power, see a solution in harnessing the power available through natural sources such as wind or sunlight. Considering that none of such renewable forms of energy have been shown to be able to produce energy on a level anywhere close to that currently being consumed around the world, nuclear energy seems to be the only viable option for satisfying the demands of an increasingly energy-hungry world while limiting damage to the environment.

One benefit of nuclear power is that it is a much cleaner and safer energy

source than fossil fuels. Nuclear energy emits virtually no environmentally harmful carbon. British Energy (2005) asserts that the total CO₂ emissions from the Torness nuclear reactor in Scotland are estimated to be just over 5 grams per kilowatt hour (g/kWh), compared to the 900 g/kWh produced by a coal plant (p.6). Indeed, research by the International Energy Agency (2011) showed that greenhouse gas emissions over a nuclear reactor's lifecycle are actually lower than what wind or solar power would emit over a similar period at a similar wattage. It is apparent then that nuclear energy has a crucial part to play in lowering the world's carbon emissions and safeguarding the environment.

Another appeal of nuclear power is that the cost of production is extremely low for such an efficient energy source. With energy demands increasing, producing enough energy is vital, and keeping cost low is necessary for making sure energy remains affordable. The U.N. Secretary-General, Bani Ki-Moon, in addressing the world's growing population, has consistently emphasized the necessity of supplying the poor with cheap electricity (United Nations Population Fund, 2011) — and few forms of electricity come cheaper than nuclear energy. Nuclear energy can be produced at 2.14 cents per kilowatt hour (kWh), compared with natural gas (4.86 cents per kWh), and oil (15.18 cents per kWh) (Nuclear Energy Institute, 2010). Essentially, the many parts of the world eager to become less reliant on fossil fuels are unlikely to find a more cost-effective alternative to nuclear energy.

A further reason why nuclear power should be a significant part of the world's energy supply is its reliability. Once nuclear plants are built and functioning, the production of nuclear energy is constant. Wind and solar power, however, are intermittent energy producers. Wind turbines are not much use when there is no wind, while solar power has limited potential in, say, cloud-covered Northern Europe. A key advantage of nuclear power is that, come gale, rain or shine, nuclear energy is still generated. Nuclear power plants can also depend on having a stable supply of materials. Oil and gas are currently produced in relatively unstable region of the world, which makes an over-reliance on this energy source risky to the extent that it could jeopardize national security. Accordingly, as Moran and Russel (2009) point out, issues of energy security are now high on the agendas of political leaders throughout the world.

It is apparent that nuclear power does offer a realistic means of meeting the

world's growing energy demands, while at the same time limiting environmental destruction. Nuclear energy is clean and cheap, its production is reliable, and its materials are readily available. Although the public is wary of potential disasters like the Chernobyl accident in 1986 and the nuclear leaks from a reactor in Fukushima, the rigorous prevention, monitoring, and containment procedures in reactors now virtually eliminate the likelihood of such accidents (Nuclear Energy Institute, 2011). Therefore, governments and the nuclear energy industry should make the case for nuclear energy more aggressively to appease a nervous but seemingly misinformed public about the role nuclear power plant plays in making life comfortable for so many around the world. (from *Academic Writing Skills*, 2012, Cambridge University Press)

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Exercise 1

Complete the outline of Reading 1.

Background	The importance of developing new energy which can meet the demands of environmental sustainability.
Thesis	Nuclear energy seems to be the only viable option for satisfying the demands of an increasingly energy-hungry world while limiting damage to the environment.

Argument 1	
Evidence & method	
Argument 2	
Evidence & method	
Argument 3	Nuclear power is more reliable and sustainable.
Evidence & method	Use comparison and sources to show that the materials for the production of nuclear energy is constant and stable.
Conclusion	Governments and the nuclear energy industry should publicize the advantages of nuclear energy and help the public to have a better understanding of it.

Exercise 2

Match each word in the box with the group of words (1 - 8) that regularly occur with it.

harness	safeguard	address	jeopardize
wary	potential	on the agendas	eliminate

- _____ power/energy
- _____ the rights/our environment against ... /
- _____ the possibility/barriers/chances/worries
- _____ the chances/economic strength/freedom/operation
- environment/safety is now/high _____
- _____ the problems/concerns/issues
- fulfil/realize/exploit/develop/see the enormous/limitless/great _____
- _____ of people/the offer/the proposal/risk/danger

Reading 2

No Reason for Commercial Whaling

Since human first built boats and fished the seas, they have hunted whales. This practice remains culturally significant for many small communities around the world who hunt a few whales each year using traditional methods. In contrast, for other people, whaling has become a high-tech industry using sophisticated equipment to hunt and kill thousands of whales each year for