


General
Academic
English 

大学通用学术英语综合教程

Integrated Course for General Academic English I

主 编 颜海璐 王蓓蓓
副主编 陆亚芳 伍 轶



上海交通大学出版社
SHANGHAI JIAO TONG UNIVERSITY PRESS

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内容提要

本系列教材包括三册, 供非英语专业本科三个学期的通用学术英语教学使用。三册书所遵循的编写框架基本一致, 主要包括 Focus on the Topic, Focus on Listening and Speaking, Focus on Reading and Thinking, Focus on Writing, Unit Review 五大板块, 涉及主题广泛, 旨在培养学生听、说、读、写、译等方面的学术英语基本技能, 为大学生从基础英语顺利进入双语或全英语专业课程学习做好准备。

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前言

2007年,教育部颁布文件,提出高等院校学术英语教学改革要探索有效的教学方法和模式,切实提高高等院校学生的专业英语水平和直接使用英语从事英语科研的能力。2013年2月,上海市教委颁布《上海市大学英语教学参考框架(试行)》,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,在自己的专业领域具有较强的国际交往能力”。

为推动新一轮大学英语教改,我们组织编写了以学术英语为主要教学目标的“大学通用学术英语系列教材”,旨在提高学生用英语直接从事本专业学习、工作的能力,并使其在专业领域具有较强的国际交往和竞争能力,以适应上海市和国家的社会、经济发展以及国际交流的需要。

本系列教材包括三册,供非英语专业本科三个学期的通用学术英语教学使用。三册书所遵循的编写框架基本一致,主要包括**Focus on the Topic, Focus on Listening and Speaking, Focus on Reading and Thinking, Focus on Writing, Unit Review**五大板块,涉及主题广泛,旨在培养学生听、说、读、写、译等方面的学术英语基本技能,为大学生从基础英语顺利进入双语或全英语专业课程学习做好准备。

本系列教材强调以学习者为中心,具有以下编写特色:

1. 以内容为依托

从世界各国的实践来看,进行以内容为依托(content-based instruction)学习的学生往往要比单纯学语言的学生学得更出色,在听读输入技能方面和说写输出技能方面更受益匪浅。因此以内容为依托的外语教学在降低焦虑感、提高学习动机、激发兴趣、保证输入量、消除人为的语言和内容隔阂等方面有很大优势。

不否认现在大学英语很多教材中的主题和内容有助于学生了解英美国家的文化和价值观,有助于他们和英美等国家人士进行日常交流,但是这些内容无助于他们的专业学习,难以培养较高的认知能力,更不要说学术能力。就大学的外语教学而言,“内容”必须与学科知识相关,而非一般知识。真正的以内容为依托的教学基本上不对原文进行语言和内容方面的调整,目的是保持语料的原生态,以便使学生更快适应原汁原味的英语世界。

与传统的高校英语教材突出趣味性原则和选材以经典文章为主所不同的是,本系列教材充分考虑到学生在专业学习和日常工作中英语听、说、读、写、译等方面的需要,以及当代高校学生的知识结构和思维特点,选取当今20多个与多个专业相关的热点话题进行编写。听说部分的内容也基本选自相关的原声语料或讲座;阅读部分的文章基本选自国外知名报纸和期刊杂志,内容强调信息性和适度的抽象性,训练学生收集信息、汲取信息、辨别信息、评价信息的能力,提高学生对听、读语篇的分析能力,激发学生对主题的深层次思考和

探索精神,进而有效培养学生的语言综合应用能力、批判性思辨能力、学术写作能力和学术素养。

2. 以应用为目的

考虑到我国高校学生的英语语言基础仍相对薄弱,本系列教材每单元围绕同一主题提供三篇与主题相关联的课文,1—2篇讲座性质的听力音频或视频以及与主题有关的网址链接,以保证较大量的信息输入。同时,每单元均配有 Brainstorming, Critical Thinking 和 Creative Thinking 等独立或团队口语练习活动。单元最后一个板块为 Unit Review, 要求学生在阅读本单元文章的基础上进行比较分析,归纳总结,最后提出自己的见解。这一系列练习活动都是以语言的实际应用为目的而设计的,有助于学生把语言和信息的输入和输出进行有机结合和良性互动,进而提高学生的英语语言的的实际应用能力。

3. 以思辨能力为核心

本系列教材与传统教材最大的不同是,在内容选材和学习任务设计上旨在培养学生的批判思维能力、创新思维能力和哲学思辨能力。每单元提供同一主题但不同来源的文章,并配套设计了一系列以培养思辨能力为目的多种学习任务,如 **Focus on the Topic** 部分的任务目的在于对课文主题的热身和导入; **Focus on Listening and Speaking** 部分的任务是使学生能集思广益,在辩论、讨论中探讨学习; **Focus on Reading and Thinking** 是每单元的核心部分,围绕主课文 **Text A**, 有多个以提高学生批判性思维能力为目的的任务; **Focus on Writing** 部分的任务有助于学生加大相关信息输入,拓宽思路,并对所汲取的信息加以对比分析和评价不同视角的观点; **Unit Review** 部分的任务有助于学生综合理解所输入的信息,进行合理的批判性思维,形成独立客观的自我见解并加以陈述,培养学生分析问题、思考问题的能力,提高学生的质疑能力、讨论能力、归纳能力、陈述演示能力以及团队合作能力。与此同时,教师也能在这样的教学过程中达到教学相长的目的。

大学通用学术英语系列教材是我们在英语教材编写领域的大胆尝试,书中存在的不足之处,恳请各位专家、同仁和广大读者批评指正。

方小菊

2014年8月

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Our attitude towards life determines life's attitude towards us.

— Earl Nightingale

We have our own attitudes towards life. You can look at a situation and see the good or you can look at the same situation and choose to see the bad. Often, your view of what's happening is filtered through the lens of your thoughts.

Focus on the Topic



Task 1 Predicting

What will come to your mind if you are given such a topic? Discuss in a small group.

- (1) _____
- (2) _____

Task 2 Sharing Information

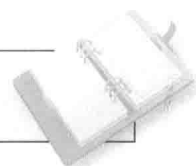
Complete the following chart to show your opinions and hold a discussion with your partners.

What influences people's attitude towards life?	Strongly support	Somewhat support	Strongly oppose	Somewhat oppose
Health				
Appearance				
Intelligence				

(Continued)

What influences people's attitude towards life?	Strongly support	Somewhat support	Strongly oppose	Somewhat oppose
Financial status				
Social status				
Society				
Education				
Family				

Focus on Listening and Speaking



Task 3 Matching

The following words will appear in the listening materials. Match the words with their definitions.

- | | |
|-----------------|----------------------------------------------------------------------|
| (1) unconscious | a. rules or conditions that limit or restrict someone or something |
| (2) restraint | b. to make a deliberate effort not to show or have a certain feeling |
| (3) balance | c. concerned with emotions and feelings |
| (4) repress | d. to keep something steady |
| (5) emotional | e. unaware |
| (6) id | f. to have a disagreement over something |
| (7) ego | g. primitive instincts and energies underlying all psychic activity |
| (8) dispute | h. the conscious mind, self |



Task 4 Listening for Details

Listen to the report and choose the best answer to each question you hear.

- (1) According to Freud, _____.
- A. we can easily recall all the painful memories of childhood
 - B. the painful memories of childhood make the patients feel even more pained than when they were kids
 - C. the painful memories of childhood will no longer make the patients feel pained

because they are now adults

- D. the patient would get better if they could feel, examine and understand the painful memories of childhood
- (2) Which of the following words is a synonym for "self"?
- A. id. B. ego.
C. superego. D. unconsciousness.
- (3) Which is the correct statement according to the passage?
- A. Our childhood memories are stored in the unconscious mind.
B. Our childhood memories are stored in the conscious mind.
C. As adults we understand everything we do.
D. Superego always wins.
- (4) Which of the following is NOT in Freud's theory?
- A. The idea of the unconscious mind.
B. The way our mind works has to do with sex.
C. Early childhood experiences are very important.
D. Early childhood experiences are not very important.
- (5) According to the author, almost all the people in the world think Freud's theory _____.
- A. acceptable B. not acceptable
C. influential D. disputable



Task 5 Spot Dictation

Fill in the blanks while listening.

Sometimes we do make decisions that have irrevocable (不能挽回的) and terrible consequences either for our own or for (1) _____ people's health and happiness and livelihoods. And in the vary (2) _____ case, you know, even their lives. Now obviously those kinds of regrets are incredibly piercing and enduring. I mean, even the stupid "reply all" regrets can leave us in a fit of excruciating (折磨人的) agony for days. So how are we supposed to live (3) _____ this? I want to suggest that there're three things that help us to make our peace with regret. And the first of these is to take some (4) _____ in its universality (普遍性). If you google regret and tattoo (纹身), you'll get 11.5 million hits. The FDA estimates that of all the Americans who have tattoos, 17 percent of us regret getting them. That's John Depp and me and our seven million friends. And that's just regret about tattoos. We are all in this together. The second way that we can help make our peace with regret is to (5) _____ at ourselves. Now in my case, this really isn't a problem, because it's actually very easy to laugh

at yourself when you're 29 years old and you want your mommy because you don't want your new tattoo. But it might seem like a kind of cruel or glib (油嘴滑舌的) suggestion when it (6) _____ to these more profound regrets. I don't think that's the case though. All of us who've (7) _____ regret that contains real (8) _____ and real grief understand that humor and even black humor plays a crucial role in helping us (9) _____. It connects the poles of our lives back together, the positive and the negative, and it sends a little current of life back into us. The third way that I think we can help make our peace with regret is through the passage of (10) _____, which, as we know, heals all wounds, except for tattoos, which are permanent.

Task 6 Brainstorming

Discuss the following questions within the groups and try to give a report after the discussion.

- (1) List some of the positive attitudes towards people and life. Then report them to the whole class.
- (2) Tick the ones you are lacking in, and make an effort to improve yourself in those areas.
(individual work):

Task 7 Giving a Presentation

Work in groups and prepare a presentation on the following topic: Ways to Stay Positive. Your presentation is expected to include a brief introduction, an argument, grounds and a conclusion.

Focus on Reading and Thinking

Text A

Two Words to Avoid, Two to Remember

BY ARTHUR GORDON

- 1 Nothing in life is more exciting and rewarding than the sudden flash of **insight** that leaves you a changed person—not only changed, but changed for the better. Such moments are

rare, certainly, but they come to all of us. Sometimes from a book, a **sermon**, a line of poetry. Sometimes from a friend ...

2 That wintry afternoon in Manhattan, waiting in the little French restaurant, I was feeling **frustrated** and **depressed**. Because of several **miscalculations** on my part, a project of considerable importance in my life had **fallen through**. Even the **prospect** of seeing a dear friend (the Old Man, as I privately and affectionately thought of him) failed to cheer me as it usually did. I sat there **frowning** at the **checkered** table-cloth, chewing the bitter **cud** of **hindsight**.

3 By the time he came over and sat beside me, the waiter had brought his invariable bottle of **ale**. I had not seen him for several months, but he seemed as **indestructible** as ever. "Well, young man," he said without **preliminary**, "What's troubling you?"

4 I had long since ceased to be surprised at his **perceptiveness**. So I proceeded to tell him, **at some length**, just what was bothering me. With a kind of **melancholy** pride, I tried to be very honest. I blamed no one else for my disappointment, only myself. I analyzed the whole thing, all but the bad judgments, the false moves. I went on for perhaps 15 minutes, while the Old Man sipped his ale in silence.

5 When I finished, he put down his glass. "Come on," he said. "Let's go back to my office."

6 "Your office? Did you forget something?"

7 "No," he said mildly. "I want your reaction to something. That's all."

8 The Old Man took a tape from a flat cardboard box and fitted it onto the machine. "On this tape," he said, "are three short recordings made by three persons who came to me for help. They are not **identified**, of course. I want you to listen to the recordings and see if you can **pick out** the two-word phrase that is the **common denominator** in all three cases." He smiled. "Don't look so puzzled. I have my reason."

9 What the owners' voices on the tape had in common, it seemed to me, was unhappiness. The man who spoke first evidently had suffered some kind of business loss or failure; he **berated** himself for not having worked harder, for not having looked ahead. The woman who spoke next had never married because of a sense of obligation to her widowed mother; she recalled bitterly all the **marital** chances she had let go by. The third voice belonged to a mother whose teenage son was in trouble with the police; she blamed herself endlessly.

10 The Old Man **switched off** the machine and **leaned** back in his chair. "Six times in those recordings a phrase is used that's full of **subtle** poison. Did you spot it? No? Well, perhaps that's because you used it three times yourself down in the restaurant a little while ago." He picked up the box that had held the tape and **tossed** it over to me. "There they are, right on the label. The two saddest words in any language."

11 I looked down. Printed neatly in red ink were the two words: If only.

- 12 “You’d be amazed,” said the Old Man, “If you knew how many thousands of times I’ve sat in this chair and listened to **woeful** sentences beginning with those two words, ‘If only,’ they say to me, ‘I had done it differently—or not done it at all. If only I hadn’t lost my temper, said the cruel thing, made the dishonest move, told that foolish lie. If only I had been wiser, or more unselfish, or more self-controlled.’” They go on and on until I stop them. Sometimes I make them listen to the recordings you just heard. “If only, I say to them, ‘you’d stop saying if only, we might begin to get somewhere!’”
- 13 The Old Man **stretched out** his legs. “The trouble with ‘If only’” he said, “is that it doesn’t change anything. It keeps the person facing the wrong way—backward instead of forward. It wastes time. In the end, if you let it become a habit, it can become a real **roadblock**, an excuse for not trying any more.”
- 14 “Now take your own case: your plan didn’t **work out**. Why? Because you made certain mistakes. Well, that’s all right; everyone makes mistakes. Mistakes are what we learn from. But when you were telling me about them, **lamenting** this, regretting that, you weren’t really learning from them.”
- 15 “How do you know?” I said, a bit **defensively**.
- 16 “Because,” said the Old Man, “you never got out of the past tense. Not once did you mention the future. And in a way—be honest, now!—you were enjoying it. There’s a **perverse streak** in all of us that makes us like to **hash over** old mistakes. After all, when you relate the story of some disaster or disappointment that has happened to you, you’re still the chief character, still in the center of the stage.”
- 17 I shook my head **ruefully**. “Well, what’s the **remedy**?”
- 18 “Shift the focus,” said the Old Man promptly. “Change the key words and substitute a phrase that supplies lift instead of creating drag.”
- 19 “Do you have such a phrase to recommend?”
- 20 “Certainly. **Strike out** the words ‘if only’; substitute the phrase ‘next time.’”
- 22 “Next time?”
- 23 “That’s right. I’ve seen it work **minor miracles** right here in this room. As long as a patient keeps saying ‘if only,’ to me he’s in trouble. But when he looks me in the eye and says ‘next time,’ I know he’s on his way to overcoming his problem. It means he has decided to apply the lessons he has learned from his experience, however **grim** or painful it may have been. It means he’s going to **push aside** the roadblock of regret, move forward, take action, and **resume** living. Try it yourself. You’ll see.”
- 24 My old friend stopped speaking. Outside, I could hear the rain whispering against the **windowpane**. I tried sliding one phrase out of my mind and replacing it with the other. It was fanciful, of course, but I could hear the new words lock into place with an audible click ...



Vocabulary

insight /'ɪnsaɪt/	<i>n.</i>	the capacity to gain an accurate and deep instinctive understanding of a situation 洞察力, 见识
sermon ['sɜ:mən/	<i>n.</i>	a talk on a religious or moral subject that is given by a member of the clergy as part of a church service 布道; 讲道
frustrated [frʌ'streɪtɪd/	<i>a.</i>	disappointingly unsuccessful 挫败的, 失意的
depress /dɪ'pres/	<i>v.</i>	to make someone feel sad and disappointed 使沮丧; 压下; 使消沉
miscalculation /,mɪskælkju'leɪʃn/	<i>n.</i>	a mistake in judging a situation or in making a calculation 算错; 误估; 误认
fall through /fɔ:l θru:/		to fail to happen 失败, 不能实现
prospect /'prɒspekt/	<i>n.</i>	something that you expect or know is going to happen 景色, 展望, 希望
frown /fraʊn/	<i>v.</i>	to look angry or sullen, wrinkle one's forehead, as is to signal disapproval 皱眉; 不赞成
checkered /'tʃekəd/	<i>a.</i>	patterned with alternating squares of color 有格子花的; 方格的
cud /kʌd/	<i>n.</i>	food of a ruminant regurgitated to be chewed again 反刍的食物
hindsight /haɪndaɪt/	<i>n.</i>	the ability to understand and realize something about an event after it has happened 后见之明; 事后聪明
ale /eɪl/	<i>n.</i>	a kind of strong beer 麦芽酒
indestructibility /ɪndɪstrʌktə'bɪlɪti/	<i>n.</i>	the strength to resist destruction 不可破坏; 不能毁损
preliminary /prɪ'lɪmɪnəri/	<i>n.</i>	something that is said or done first, to introduce or prepare for something else 初步行动, 准备工作
perceptiveness /pə(r)'septɪvnis/	<i>n.</i>	the quality of insight and sympathetic understanding 感知力; 觉察力
at length /æt leŋθ/		in a lengthy manner 最后; 详细地
melancholy /'melənkəli/	<i>a.</i>	characterized by causing or expressing sadness 忧郁的; 悲伤的; 凄凉的
identify /aɪ'dentɪfaɪ/	<i>v.</i>	to establish the identity of someone or something 识别, 鉴定, 认明
pick out /pɪk aʊt/		to choose from a group of people or things 挑选出; 辨认出; 拣出
common denominator /dɪ'nɒmɪneɪtə(r)/	<i>n.</i>	a characteristic or attitude that is shared by all members of a group of people 共同特性
berate /brɪ'reɪt/	<i>v.</i>	to scold or criticize angrily 严厉指责; 申斥
marital /'mæərɪtl/	<i>a.</i>	of or relating to marriage 婚姻的, 夫妻(间)的
switch off /swɪtʃ ɒf/		to cause to stop operating by disengaging a switch 关掉; 切断
lean /li:n/	<i>v.</i>	to bend from a vertical position 倚靠; 倾斜
subtle /'sʌtl/	<i>a.</i>	not immediately obvious or noticeable 微妙的, 不可思议的, 难捉摸的
toss /tɒs/	<i>v.</i>	to throw carelessly 抛, 投, 扔
woeful /'wəʊfl/	<i>a.</i>	very sad 悲伤的, 悲哀的
stretch out /stretʃ aʊt/		to extend one's body or limbs 延伸; 伸直
roadblock /'rəʊd.blɒk/	<i>n.</i>	any condition that makes it difficult to make progress or to achieve an object 障碍, 障碍物
work out /wɜ:k aʊt/		to happen or progress in a satisfactory way 进展顺利
lament /lə'ment/	<i>v.</i>	to express sadness, regret, or disappointment 悔恨; 悲叹
defensive /dɪ'fensɪv/	<i>a.</i>	attempting to justify or defend 防卫的, 辩护的, 防御的

a perverse streak		an obstinate quality 固执
hash over /hæʃ 'əʊvə/		to go back over 再三考虑, 详细商讨, 回顾
ruefully /ru:fəli/	<i>ad.</i>	regretfully 悲伤地; 悔恨地
remedy /remədi/	<i>n.</i>	a successful way of dealing with a problem 治疗法; 补救办法; 纠正办法
strike out /straɪk aʊt/		to remove from a list 删去
minor /maɪnə(r)/	<i>a.</i>	less important, serious, or significant than other things 不重要的; 不严重的; 次要的
miracle /mɪrəkl/	<i>n.</i>	any amazing or wonderful occurrence 奇迹; 奇事
grim /grɪm/	<i>a.</i>	unpleasant, depressing, and difficult to accept 严峻的; 令人不快的; 让人沮丧的; 令人难以接受的
push aside /pʊʃ ə'saɪd/		to ignore or refuse to think about something 把……搁置一边; 忽视
resume /rɪ'zju:m/	<i>v.</i>	to take up or begin again 重新取得; 重新开始
windowpane /wɪndəʊpeɪn/	<i>n.</i>	a piece of glass in the window of a building 窗玻璃

Task 8 Overview

Read Text A, take notes, then complete the following table.

Title: _____

Author(s): _____

Theme: _____

Key words: _____

Thesis statement (or main idea): _____

Task 9 Critical Thinking

Choose one of the topics and exchange ideas with your partners.

- (1) Tell your partners one of the regrets you have experienced and how you managed to overcome it.
- (2) Can you think of some other words that make you happy when you encounter difficulties?

Task 10 Discussing and Commenting

Discuss the following quotations with your partners and comment on them.

- (1) *A single event can awaken within us a stranger totally unknown to us. To live is to be slowly born.*

— *Antoine de Saint Exupery*

(2) *No matter how far you have gone on the wrong road, turn back.*

— Turkish proverb

(3) *Sorrow looks back, worry looks around, faith looks up.*

— Anonymous

(4) *Holding on to anger is like grasping a hot coal with the intent of throwing it at someone else; you are the one getting burned.*

— Buddha

(5) *The man who insists upon seeing with perfect clearness before he decides, never decides. Accept life and you must accept regret.*

— Henri Frederic Amiel

Task 11 Creative Thinking

Piece together the following words, and weave them into a story.

Insight, resume, depress, happy, mistake, success, work out, pick out

Language Skills

Target Words and Phrases

at length	depress	fall through	frustrate	identify
indestructable	insight	lean	marital	perceptiveness
pick out	preliminary	prospect	push aside	remedy
resume	strike out	subtle	switch off	work out

Target Sentence Patterns

- (1) Nothing in life is more exciting and rewarding than the sudden flash of insight that leaves you a changed person—not only changed, but changed for the better.
- (2) If only I had been wiser, or more unselfish, or more self-controlled.

Task 12 Word Family

Find more words of each word family. The first one has been done for you.

Base form	Other related forms in the word family
frustrate	frustrated, frustrating, frustratingly, frustration
depress	
indestructible	
perceptiveness	
identify	

Task 13 Blank Filling

Complete the following sentences by using the target words or phrases above. Change the form where necessary.

- (1) David Ricardo described land as the “original and _____ power of the soil.”
- (2) Her strength as a novelist lies in her _____ and compassion.
- (3) A person’s psychology is a _____ thing. How true it is that words are echoes of the heart.
- (4) _____ the witness’s last remark, it is out of place in the court record.
- (5) An investigation of the relationship between inventories, shipments and sales may provide additional _____.
- (6) Should their present plans _____, the consequences will be fatal.

Task 14 Sentence Translation

Translate the following sentences into English, using the given words or phrases.

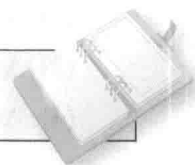
- (1) 等到他过来的时候,我们差不多已经把工作做完了。(by)

- (2) 住院一个星期后,我突然认识到没有比健康更重要的东西了。(nothing is more ... than ...)

- (3) 货车司机把事故责任归咎于公交车司机。(blame somebody for something)

- (4) 要是她能活得再长一些,那该多好啊! (if only)

- (5) 我的工作的问题在于它只有工作没有玩乐。(the trouble with ...)



Academic Writing Skills—Compound Words

Academic writing follows certain rules of formality. The expressions and sentence patterns we use when we are writing a research paper are different from those we use when writing to friends. For the former, formal words and expressions are preferred and colloquial ones are avoided. There are some skills to make your writing more formal. In this unit, the use of Compound Words will be introduced.

Compounding:

Compounding is the process of word formation that creates compound lexemes. That is, compounding occurs when two or more words are joined together to be another word. Compounding has always been one of the features of the English language. With the development of modern technology and the emergence of more inter-disciplines, many compound words appear in academic English writings, some of which become technical terms. Most widely used compound words are compound nouns, compound verbs and compound adjectives etc.

The Formation of Compound Nouns:

- (1) Noun + Noun: stem cell, mouse mat, information highway.
- (2) Adjective + Noun: hard disk, deadline, easy chair.
- (3) Participle + Noun: rocking chair, ruling class, floating bridge.
- (4) Verb + Noun: breakwater, driveway, jump suit.
- (5) Noun + Verb: window-dress, heartbeat, snowfall.
- (6) Verb + Adverb: follow-up, take-off, put-off.
- (7) Adverb + Verb: outlet, downfall, upset.

The Formation of Compound Adjectives:

- (1) Noun + Adjective: fat-free, photoelectric, world-famous.
- (2) Adjective + Adjective: deaf-mute, extraterrestrial, bitter-sweet.
- (3) Participle + Adjective: soaking-wet, freezing-cold, steaming-hot.
- (4) Adverb + Adjective: over-cautious, all-round, evergreen.
- (5) Noun + Participle: man-carrying, handheld, air-borne, home-made.

The Formation of Compound Verbs:

- (1) Verb + prep/conj + Verb: point-and-click, drag-and-drop.