



普通高等教育“十一五”国家级规划教材

◎ 大学英语选修课 / 学科课程系列教材

# 学术英语 阅读教程 (修订版)

■ 《大学英语选修课 / 学科课程系列教材》项目组 编

English for  
Academic Study:  
**Reading**



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- 《大学英语选修课 / 学科课程系列教材》项目组 编
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# 《大学英语选修课 / 学科课程系列教材》总前言

随着我国经济、文化、科技的不断发展,社会对大学生的英语水平提出了更高的要求,大学英语教学改革已成为社会关注的热点之一。为了推动大学英语教学改革,教育部在总结近年来教学改革经验的基础上,对2004年公布的《大学英语课程教学要求(试行)》进行了全面修订,并于2007年8月正式颁布了《大学英语课程教学要求》。与以往的《大学英语教学大纲》相比,新的《大学英语课程教学要求》从以下三个方面为大学英语教学带来了新的变化:1. 培养目标的变化。《大学英语课程教学要求》提出,大学英语要培养学生的英语综合应用能力,在坚持其通用基础学科定位的同时,提出了与专业学习相结合的专门用途英语,以及以人文、国际交流为核心的文化素质课程的定位;2. 教学思想的变化。提出了自主学习的思想,鼓励学生自主选择学习内容和学习方式;3. 教学模式的变化。鼓励在教和学的过程中使用以计算机为基础的教育技术,拓展英语学习的渠道,增加语言练习的机会,提高语言输入和输出的质量。

面对新的改革形势,我们明显感到,现行的以英语基础能力发展为核心的大学英语教材体系难以适应新形势的需要,广大师生也盼望着更多与国际文化知识、专业知识、学术交流相结合的新型英语教材,满足正在出现的大学英语的多重定位、学生自主选择学习内容和基于计算机技术的自主学习方式等变化的需要。为此,我们提出开发《大学英语选修课 / 学科课程系列教材》。

本系列教材为“普通高等教育‘十一五’国家级规划教材”,主要供完成《大学英语课程教学要求》中规定的“一般要求”后,继续学习“较高要求”和“更高要求”英语课程的学生使用,也可供研究生及广大专业技术人员学习专业英语、学术英语,提高英语综合应用能力使用。

本系列教材包括语言技能发展、跨文化交际能力发展和通用学术交流能力发展三个子系列。语言技能发展系列教程着重发展学生的通用英语技能。在该系列教材的开发中,我们将分期、分批建设若干门大学英语高级技能发展课程教材,其中包括:网络视听、翻译实践、网上阅读、高级阅读、口译技巧、应用写作等。跨文化交际能力发展系列教程着眼于扩展学生的国际文化视野,培养学生将英语作为国际交流语言使用的能力。在该系列教材的开发中,我们拟建设的教材有中西方文化概论、英语文化解读、英语演讲与辩论、跨文化交际、世界文明与文化导论、科技与人文、文学选读、经典作品欣赏、影视欣赏等。通用学术交流能力发展系列教程重在发展学生使用英语进行相关专业学术交流的能力。在该系列课程的开发中,我们将重点建设两大类别的专业学术英语课程,即A类教材和B类教材。其中,A类教材以学术研究和职业技能为基础,包括学术写作、学术会议、批判性思维等;B类教材以专业知识为基础,提供能供双语教学使用的专业通用基础教材,从而将专业学习与语言学习有机地结合起来。

本系列教材的开发是我们的一个新的尝试,新教材强调英语学习与文化学习、专业学习、学术交流和工作的结合,突出英语学习的实用性、学术性和人文性,充分反映国内外新式教学思想和理念,

突出学生的参与和自主学习，强调信息技术的使用和教材的立体开发。我们相信，本系列教材的出版一定会给广大师生带来新的感受和新的教学体验，进而深化我国大学英语教学改革，创造出大学英语教学的新范式。

由于编者水平有限，加之时间仓促，疏漏和不妥之处在所难免，恳请读者不吝指正。

《大学英语选修课 / 学科课程系列教材》项目组

2011年3月

# 前 言

随着我国大学英语教学改革的不断深入与发展,学生对英语学习也有了更高的要求。许多学生在本科阶段通过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,为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一个重要的方面。

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 出版社出版的系列教材 *English for Academic Study*, 该系列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,题材广泛,内容丰富;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。

为了使该系列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,将原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,包括词汇练习、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作了必要的修改,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。

编 者  
2011 年 3 月



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The Reading course has been developed to dovetail with the Writing course produced by CALS colleague, Anne Pallant. Anne has played a major role in reviewing material at every stage of development and helping refine the rationale behind the reading into writing approach.

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Many thanks to all the above and also to the many hundreds of students who have already worked with pilot editions of these materials.

A big apology to anyone I have omitted from this list.

John Slaght, Author, February 2006,  
Centre for Applied Languages Studies,  
University of Reading, UK

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# 1

# Introduction

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 at 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.

### Reading 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:

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**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.

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- 1.3** Read through the text and highlight any sections of the text which are similar to the ideas that you predicted. Don't worry too much about vocabulary at the moment, as you are just reading to get an overall (global) understanding of the text. Some vocabulary will be looked at in Task 2.

As you work through the following tasks, you can check the accuracy of your predictions.

## Reading task 2: Word-building from a text

You will have noticed the word *immigration* in the subtitle. Scan through the text to find all the examples of this word being used. Note the line number and highlight the word and any words that seem to go with it. Also look for similar words, e.g. *migration* (line 5). The word *migration* is a noun, and in line 18 the word is connected to the verb *restrict*. Use three of the different forms of the word *immigration* you find to complete the table below.

**2.1**

Word used	Line number	Word class	Connected language
migration	line 18	noun	restrict migration

- 2.2** You have probably realised that nearly all the words you have found to complete the table are nouns. What verbs or adjectives could you form from the words you have used to complete the table? For example, *to migrate*; *people first migrated to America in the 17th century*.

Make up your own sentences to show how verbs or adjectives can be formed from the words in the table.

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## Reading 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 your 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.

## Reading 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 99? 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.