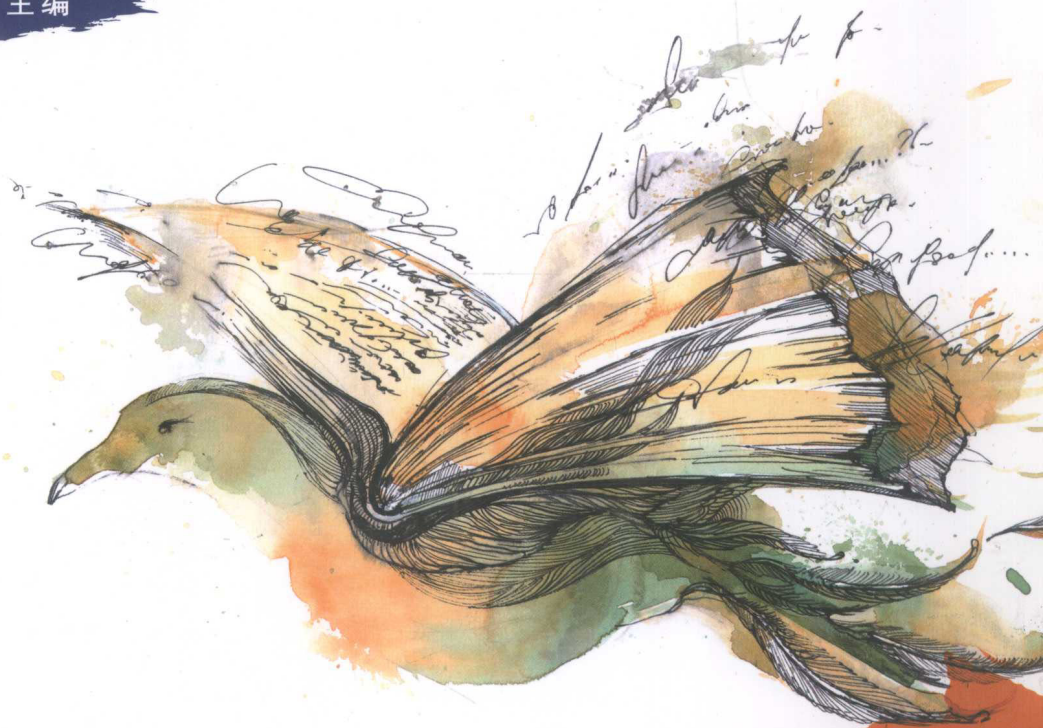


蔡基刚 总主编

通用学术英语系列

通用学术英语 综合教程

蔡基刚 主编



复旦大学出版社

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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。

但是如果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,他们的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目标。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cEnglish: 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。尽管很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文献搜索和社会调查,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,为什么中国大学生还不能搞研究呢?

根据2003年日本制定的《培养能用英语的日本人的行动计划》,日本教育界对中小學生、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。

上个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。但本世纪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,用以贯彻这一精神的《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校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，共有下列四册：《通用学术英语综合教程》、《通用学术英语听说教程》、《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，且又有了许多创新点。

《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

编者的话

一、对象

本教程是“通用学术英语系列教程”中的一种。编写目的是帮助非英语专业的大学生1)熟悉正式论文的结构,提高他们阅读英语学术论文和文章并从中汲取信息的能力;2)掌握用英语撰写文献综述和小论文的基本写作技巧;3)提高汇报研究成果、参加学术讨论的能力。简言之,本教程致力于帮助我国大学生通过通用学术英语技能的学习来更好地进行自己的专业学习。因此可以说,本教材是我国莘莘学子十多年孜孜不倦学习英语的最后归宿。

本教程适合对象有三类:1)达到大学英语三级或四级水平的大学生;2)高中国际班学生;3)非英语专业的研究生新生。这些学生可以来自不同学科和专业,略微偏向理工科。

二、特色

本教程定位在通用学术英语是让不同专业的学生能够坐在一起学习各学科的最基本的共核学术英语技能。全书共6个单元,主要按两条主线编写。1. 每个单元至少有一篇正式学术论文。由于我们采取了下面的措施,这些学术论文变得友善,除了长度,并不比现在的大学英语课文难:(1)长度控制在1 700和2 300词,但麻雀虽小五脏俱全,都包含了摘要、引言、方法、结果、讨论和文献参考这些学术论文最基本的要素;(2)生词量除了术语外控制在3%内,以减轻学生阅读学术论文的压力(客观地说正式学术论文除术语外,词汇量并不很大,主要是学术英语共核词汇);(3)课文虽然涉及医学、环境学、心理学、生物学,但没有专业背景知识的读者也能理解。六个单元的主题分别是吸烟与健康、地球变暖与温室效应、母乳喂养方式、转基因食品、医学造假、学生注意力和耐心实验等。2. 每个单元按照学术论文写作的步骤安排内容,如第一单元到第六单元的写作主题分别为:如何选择论文的主题,如何收集写论文所需要的资料,如何写文献综述和引言部分,如何写方法和结果部分,如何写讨论、结论和摘要部分,以及如何写论文的口头陈述稿。这种编写方法在中国大陆属初次尝试。传统的学术英语写作教材就是在写作范围内展开,阅读教材主要是阅读,写的成分是次要的;而本教材较好地吧学术英语写作和学术英语论

文阅读有机地结合了。

三、编排

教材由以下三部分组成。

1. Reading Research Articles

这部分提供一篇正式学术论文的阅读,内容有趣,但不失学术论文的原味。练习题有课文信息匹配题、理解简答题、词汇词义配对题、多义词汇题、句子改写、段落摘要写作、全文摘要写作、听讲座写摘要等。这些练习的目的是:1)培养快速阅读论文、汲取信息的能力,2)扩大词汇量,尤其是掌握学术英语共核词汇,3)提高语言水平。每个单元还配上一个相关内容的听力材料,如讲座。

2. Writing Research Articles

这部分每个单元是有前后顺序联系的,从第一单元的课题选择到文献综述、引言写作、方法材料、结果分析、讨论与结论到最后一个单元的口头演示和海报演示,一步一步传授论文写作和国际学术交流的方法。每一步都配以足够的练习,以保证每一部分写作的成功。

3. Academic Survival Skills

这部分实际上是论文写作规范技巧的练习,如六个单元分别介绍如何防止剽窃、如何引用原文、如何综述不同来源的材料、如何使用正式文体的词汇和结构、如何用恰当的模糊限制语、如何写参考文献等。

四、方法

本教程为一个学期72课时的教学使用。教学方法可根据不同需要有所侧重。但不管什么方法,建议开展以项目为依托、以学生为中心的教学法。评估方法有两个建议:1)形成性评估:整个课程要求写一篇1500词左右的学术论文,随着单元教学的进展,逐步完成选题、文献综述、引言、正文(方法和结果)、讨论和文献参考等部分。期中时,根据学生写出的文献综述和引言部分,进行类似开题报告的陈述,进行交流(建议15%)。2)终结性评估:课程结束时举办模拟学术研讨会,每位学生把自己的论文(建议50%)通过陈述演示(10%)和海报演示(5%)两种形式进行交流。同时可以进行一节课的笔试(20%),主要内容有教材中的正式词汇掌握、转写和归纳等写作技能。为此,本教材提供1)陈述演示评价表、2)期末笔试考卷和3)学生论文范本,供教学参考。

廖雷昭、蔡竹君、贾娟、王娜、鲍淑蕙、茅昕琳、张茹冰和郎红琴等老师参与了其中编写。

蔡基刚

2015年8月

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Unit 1

Health and Cigarette Smoking

Learning Objectives

In this unit, you will learn how to:

1. guess the main ideas of the articles through the titles
2. guess the main ideas of the sections through the headings
3. understand the characteristics of a research article
4. choose a particular topic for your research
5. formulate research questions
6. write a working title for your research essay
7. use outside sources by paraphrasing

Part I Reading Research Articles

Research articles (RA) are the heart of the science community; they are one of the major ways scientists and scholars communicate their results and ideas to one another. If you want to be informed of the most up-to-date information about a particular field of science and technology, and if you're considering doing research of your own, being able to read RA is a must.

1. Guessing the main ideas through the title

Reading the title of a research article is the first step. Instead of glancing at it quickly, you

must study it more carefully even than you read the text, for it indicates the topic of the article and even summarizes its main idea and the authors' arguments. Since there is a tendency that the titles of research article are becoming longer, it is more important to study the titles and try to guess the topic, scope and main ideas of the articles.

Task Read some titles of the articles in the textbook and try to guess the main ideas of each article by turning them into questions like what, why, how and so on.

Example

Title: Academic Dishonesty in Online Courses

Main idea: Academic dishonesty in online courses is more prevalent and merits more intervention.

Research questions:

1. How frequent is academic dishonesty in online courses according to students' self report?
2. What are the faculty's perceptions of academic dishonesty in online courses?
3. What methods do we adopt to reduce academic dishonesty in online courses?

1) Health-Related Quality of Life and Health Risk Behaviors Among Smokers

Main idea: _____

Research questions: _____

2) Using Interactive Technology to Support Students' Understanding of the Greenhouse Effect and Global Warming

Main idea: _____

Research questions: _____

3) The Impact of Urbanization and Socioeconomic Status on Infant Feeding Practices in Lagos, Nigeria

Main idea: _____

Research questions: _____

- 4) Influence of Genetically Modified Soya on the Birth-Weight and Survival of Rat Pups

Main idea: _____

Research questions: _____

- 5) Fraud in Medical Research: An International Survey of Biostatisticians

Main idea: _____

Research questions: _____

- 6) The Effects of Food Deprivation on Concentration and Perseverance

Main idea: _____

Research questions: _____

2. Guessing the main ideas of the sections through the headings

A research article contains several sections which may be further broken down into a variety of subsections, especially in the results sections. Each section/subsection has its own heading or subheadings. Such headings and subheadings often suggest the main idea of the sections and subsection, especially in the research articles of humanities or in review articles.

Task Read the subheadings of Text 1 and Article 5 in the book and write down the main idea the author tries to express.

Example

Title: Academic Dishonesty in Online Courses

Section Headings:

Defining Academic Dishonesty

What are the definitions of academic dishonesty?

Frequency of Academic Dishonesty in Online Courses

How frequent is academic dishonesty?

Motivations for Student Cheating in Online Courses

What are the motivations for student cheating?

Perceptions of Cheating in Online and Face-to-Face Courses

What do people perceive cheating in online and face-to-face courses?

Reducing Cheating in Online Courses

How to reduce cheating in online courses?

Text 1

Demographic Characteristics

Health Risk Behaviors and HRQOL of Current Smokers Versus Never Smokers

Health Risk Behaviors and HRQOL of Current Smokers Versus Former Smokers

Health Risk Behaviors and HRQOL of Former Smokers Versus Never Smokers

Article 5

Why breastfeeding and breast milk are important

Reduced health risks for breastfed children

Protection against short-term infections

Protection against serious infections and diseases

Protection against chronic diseases and conditions

Reduced health risks for mothers who breastfeed

Breastfeeding and early childhood caries

3. Doing reading tasks

Task 1 *Skim Text 1 for the following questions.*

- 1) What are the problems of previous studies in question?
- 2) What major factors will help recover the health of the smokers apart from the reduction of smoking?
- 3) What kind of people tend not to smoke currently according to Table 1?
- 4) What findings of the article are not consistent with those of the previous research?
- 5) What is the objective of the study?

Task 2 *Scan Text 1 for the following information and identify the paragraphs which contain the information. Then exchange your answer with your partner:*

No.	Ideas	Para.
1	The former smokers are most likely to be overweight than the current smokers.	
2	Data come from qualified participants whose socio-demographic information and other variables were taken into consideration.	
3	Previous studies are not consistent about the relationship between smoking and mental problems.	
4	Respondents were asked to finish the self-assessment questions related with general health.	
5	The weakness of the self-reported data is that there was a bias when the respondents report their situation.	
6	Results show smoking has some relationship with alcohol consumption, mood disorders, physical inactivity, inadequate sleep and consumption of fruits and vegetables.	
7	A clear definition is given of former smokers, current smokers and persons who never smokers.	
8	More impairments in the HRQOL measures were shown in current smokers than the persons who never smoked.	
9	Risk behaviors were frequently observed in those who formerly smoked and those who never smoked.	
10	Results show there is no relationship between heavy drinking and gaining weight among current smokers.	
11	The cost for smoking is not only concerned with personal health but with the economy of a nation.	

(To be continued)

(Continued)

No.	Ideas	Para.
12	People who have higher education and who are married, old and retired are among those who tend not to smoke currently.	
13	Doctors should pay attention to physical activity, sleep, and dietary characteristics when they assess the patients who smoke.	
14	Physical inactivity, alcohol consumption, and inadequate consumption of fruits and vegetables are respectively defined.	

Text 1
(Article 1)

Health-Related Quality of Life and Health Risk Behaviors Among Smokers

Tara W. Strine, and et. al

INTRODUCTION

A With an estimated 46.2 million adult smokers in the United States, tobacco use has been identified as the leading preventable cause of mortality, resulting in >18% of all deaths. Notably, smoking poses serious economic implications as well, accounting for >\$75 billion per year in medical costs and \$82 billion per year in lost productivity. Given the detrimental effect of smoking on health, *Healthy People 2010* seeks to reduce the prevalence of smoking from 24% in 1998 to \leq 12% by 2010. Although much previous research has described the associations between smoking and poor physical health, few studies have examined the associations of smoking status with health-related quality of life (HRQOL) and health behaviors among non-institutionalized adults. Research in this area has been largely restricted to studies conducted outside of the United States. Yet, examining the associations among smoking, HRQOL, and health behaviors appears to be particularly important for identifying behaviors and conditions linked with smoking that may further jeopardize the health of smokers in the U.S. population. To better address these issues, data were analyzed from the 2001 and 2002 Behavioral Risk Factor Surveillance System (BRFSS). These analyses were conducted in 2004.

METHODS

B The BRFSS, an ongoing, state-based, random-digit-dialed telephone survey