

高等学校专门用途英语 (ESP) 系列教材

# 学术英语

ACADEMIC  
ENGLISH  
*for* SOCIAL SCIENCES

主 编 / 季佩英 张 颖

社科 /



外语教学与研究出版社  
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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常州大学  
藏书

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北京 BEIJING

ESP

## 图书在版编目(CIP)数据

学术英语: 社科 = Academic English for Social Sciences / 季佩英, 张颖主编. — 北京: 外语教学与研究出版社, 2012. 2

高等学校专门用途英语 (ESP) 系列教材

ISBN 978-7-5135-1711-9

I. ①学… II. ①季… ②张… III. ①社会科学—英语—高等学校—教材 IV. ①H31

中国版本图书馆 CIP 数据核字 (2012) 第 027993 号

出版人: 蔡剑峰

项目负责: 姜琳琳

责任编辑: 谢芸

装帧设计: 郭子

出版发行: 外语教学与研究出版社

社址: 北京市西三环北路 19 号 (100089)

网址: <http://www.fltrp.com>

印刷: 中国农业出版社印刷厂

开本: 889×1194 1/16

印张: 15

版次: 2012 年 3 月第 1 版 2012 年 3 月第 1 次印刷

书号: ISBN 978-7-5135-1711-9

定价: 38.90 元 (含 CD-ROM 光盘一张)

\* \* \*

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物料号: 217110001

# 前言

高等学校专门用途英语（ESP）系列教材是针对新时期大学英语教学的发展方向和新形势下我国人才培养目标对高等教育的要求而开发，以教育部《普通高等学校本科专业目录》的学科设置为基础，结合专家、学者、教师对 ESP 教学的理论和实践研究成果，根据院校实际教学情况综合考虑而编写的一套教材。该系列教材旨在将大学英语教学与学生所学专业相结合，提高大学生的学术英语能力及专业英语水平，为学生毕业后直接使用英语从事本专业工作，或者继续深造学习、进行学术研究以及参加学术活动打下坚实基础。

本系列教材分为“学术提升”和“专业拓展”两大类，以专业学科为基础，以提高英语学术能力和专业英语应用能力为核心，为高等院校师生提供教学和学习资源，同时为教师课堂教学提供有力支持。

## 学术提升类

高等学校专门用途英语（ESP）系列学术提升类教材以“用中学（learning by doing）”的教育学理念为指导思想，以大学科概念为划分基础，如人文、社科、理工、管理、医学、农林等，旨在帮助学生夯实语言技能、提升学术能力（academic skills），包括学术阅读、学术听力、学术写作和学术口语的能力，以及批判性思维能力和创新思维能力等。

## 专业拓展类

高等学校专门用途英语（ESP）系列专业拓展类教材以“专业需要（discipline-specific）”的教育学理念为指导思想，在商务、医学、法律、理工等不同方向之下细分为不同专业，旨在帮助学生在具备基本的英语听、说、读、写技能的前提下，获取本专业相关的前沿信息，掌握专业词汇，熟练专业语言的运用，强调培养学生在英语环境下从事本专业工作的能力。

此外，高等学校专门用途英语（ESP）系列还将陆续推出根据实际教学需求而不断开发的新的分册，不断丰富该系列教材，全力支持大学英语课程体系建设。

# 编写说明

## 本书使用说明

本教材为《学术英语 社科》，属高等学校专门用途英语（ESP）系列教材中的“学术提升”类，涉及经济学、政治学、社会学和新闻学等学科，适合修完大学英语基础课程，达到一般要求水平的学生。虽然本教材以专业内容而不是以语言训练为主线，但是基于培养学术交流能力为目的的听、说、读、写、译的训练贯穿每个单元，并且各个单元内容的语言训练相互衔接、前后呼应。学生学完本书后，其有效、得体地使用英语进行学业学习与学术交流的能力将得到较全面的提高。

## 本书结构框架

本教材分为十个单元。每单元设一个主题，内容包括围绕同一主题的三篇课文，与专业相关的学术听力、学术口语、学术写作训练以及相关的重点术语和参考网站。每单元结构如下：

- 正课文（Text A）
- 副课文（Text B）
- 副课文（Text C）
- 学术听力（Listening: Lecture）
- 学术口语（Speaking: Seminar and Presentation）
- 论文写作（Writing: Research Paper Project）
- 重点术语和参考网站（Reference: Key Terms and Websites for Further Study）

## 本书内容简介

现将本书各单元的内容简介如下：

**Text A** 由Lead-in、Text A、词表、注释和练习五部分组成。课文前的导入部分通过思考题、问答题等让学生先对相关话题作独立思考或者搜集背景知识，以便更好地理解课文。课文注释采用脚注，主要介绍作者、重要人物、概念、事件等。练习部分主要包括以下两个方面：

- 批判性阅读和思考（Critical reading and thinking）：不仅考查学生对文章意思的理解，也培养批判、质疑精神和独立思考能力。其中的讨论题可以结合Speaking中的学术口语策略使用。
- 语言训练（Language building-up）：帮助学生学习学术英语的表达规范、了解专业领域的术语并加强正式文体的语感。

**Text B** 由Text B、词表、注释和练习组成。其中的练习分为两部分：第一部分是批判性阅读与思考（Critical reading and thinking）；第二部分是拓展性的研究（Researching），该板块要求学生结合本单元所学的专业知识完成一项小型的调查研究或自学任务。

**Text C** 由Text C、词表、注释和练习组成，课文以百科文章为主，补充介绍与专业相关的常识。

**Listening** 为学术听力。介绍听讲座的一些策略，并布置实践任务。主要培养学生听专业学术发言、记笔记、整理笔记的能力。

**Speaking** 为学术口语。主要培养学生在参加学术讨论和进行学术发言时恰当、得体地使用英语的能力。内容包括参与学术讨论时何时发言、如何邀请别人发言、如何提出质疑、如何做大会发言等。

**Writing** 以一个研究论文项目为纲，培养学生在完成项目的过程中学会如何规范地撰写学术论文，包括学术规范写作、文献综述、研究方法、恰当引用、避免抄袭等。

**Reference** 汇总了本单元课文中出现的重点专业术语，并提供了课外学习的参考网站。

本书的编写从内容到形式都有不少新的尝试，加之编者水平有限，不妥之处，敬请读者批评指正。

编者  
2012年2月

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# UNIT

# 1

## Decision-Making Behaviors in Economic Activities

People are constantly making decisions in economic activities in their daily lives. Part of economists' work is to observe the often implicit rules behind people's decision-making behaviors. Sometimes economic policies are formulated accordingly. This unit introduces just some of these rules or economic principles.

# Text A

## Lead-in

Before you start reading anything, ask yourself why you are reading it and what you want to know by reading it. Asking questions like these can help us become active readers.

**Task /** Look at the title of Text A and think about how people make decisions. You may choose from the following answers or write down your own answer.

- A People make decisions when they have found the best choice.
- B People make decisions when they have no other choice.
- C People make decisions because they might be punished if they do not.
- D People make decisions because they are fooled into doing so.

Your answer: \_\_\_\_\_

Now read Text A to see if the author agrees with you.

## How People Make Decisions<sup>1</sup>

*N. G. Mankiw*



<sup>1</sup> The text is taken from the book *Principles of Economics* by N. G. Mankiw in 2009.

## Rational people think at the margin

- 1 Economists normally assume that people are rational. Rational people<sup>2</sup> systematically and purposefully do the best they can to achieve their objectives, given the available opportunities. As you study economics, you will encounter firms that decide how many workers to hire and how much of their product to manufacture and sell to maximize profits. You will also encounter individuals who decide how much time to spend working and what goods and services to buy with the resulting income to achieve the highest possible level of satisfaction.
- 2 Rational people know that decisions in life are rarely black and white but usually involve shades of gray. At dinnertime, the decision you face is not between fasting or eating like a pig but whether to take the extra spoonful of mashed potatoes. When exams roll around, your decision is not between blowing them off or studying 24 hours a day but whether to spend an extra hour reviewing your notes instead of watching TV. Economists use the term *marginal changes*<sup>3</sup> to describe small incremental adjustments to an existing plan of action. Keep in mind that *margin* means “edge”, so marginal changes are adjustments around the edges of what you are doing. Rational people often make decisions by comparing *marginal benefits*<sup>4</sup> and *marginal costs*<sup>5</sup>.
- 3 For example, consider an airline deciding how much to charge passengers who fly standby. Suppose that flying a 200-seat plane across the United States costs the airline \$100,000. In this case, the average cost of each seat is  $\$100,000/200$ , which is \$500. One might be tempted to conclude that the airline should never sell a ticket for less than \$500. In fact, a rational airline can often find ways to raise its profits by thinking at the margin. Imagine that a plane is about to take off with 10 empty seats, and a standby passenger waiting at the gate will pay \$300 for a seat. Should the airline sell the ticket? Of course it should. If the plane has empty seats, the cost of adding one more passenger is tiny. Although the *average* cost of flying a passenger is \$500, the *marginal* cost is merely the cost of the bag of peanuts and can of soda that the extra passenger will consume. As long as the standby passenger pays more than the marginal cost, selling the ticket is profitable.
- 4 Marginal decision-making<sup>6</sup> can help explain some otherwise puzzling economic phenomena. Here is a classic question: Why is water so cheap, while diamonds are so expensive? Humans need water to survive, while diamonds are unnecessary; but for some reason, people are willing to pay much more for a diamond than for a cup of water. The reason is that a person’s willingness to pay for any good is based on the

---

2 **rational people:** 理性人

3 **marginal change:** 边际变化

4 **marginal benefit:** the additional benefit from an increase in an activity 边际效益

5 **marginal cost:** the additional cost from an increase in an activity 边际成本

6 **marginal decision-making:** making decisions by comparing marginal benefits and marginal costs 边际决定

marginal benefit that an extra unit of the good would yield. The marginal benefit, in turn, depends on how many units a person already has. Water is essential, but the marginal benefit of an extra cup is small because water is plentiful. By contrast, no one needs diamonds to survive, but because diamonds are so rare, people consider the marginal benefit of an extra diamond to be large.

- 5 A rational decision-maker takes an action if and only if the marginal benefit of the action exceeds the marginal cost. This principle can explain why airlines are willing to sell a ticket below average cost and why people are willing to pay more for diamonds than for water. It can take some time to get used to the logic of marginal thinking, but the study of economics will give you ample opportunity to practice.

## People respond to incentives

- 6 An *incentive*<sup>7</sup> is something that induces a person to act, such as the prospect of a punishment or a reward. Because rational people make decisions by comparing costs and benefits, they respond to incentives. You will see that incentives play a central role in the study of economics. One economist went so far as to suggest that the entire field could be simply summarized: “People respond to incentives. The rest is commentary.”
- 7 Incentives are crucial to analyzing how markets work. For example, when the price of an apple rises, people decide to eat fewer apples. At the same time, apple orchards decide to hire more workers and harvest more apples. In other words, a higher price in a market provides an incentive for buyers to consume less and an incentive for sellers to produce more. As we will see, the influence of prices on the behavior of consumers and producers is crucial for how a market economy allocates scarce resources.
- 8 Public policymakers should never forget about incentives: Many policies change the costs or benefits that people face and, therefore, alter their behavior. A tax on gasoline, for instance, encourages people to drive smaller, more fuel-efficient cars. That is one reason people drive smaller cars in Europe, where gasoline taxes are high, than in the United States, where gasoline taxes are low. A gasoline tax also encourages people to carpool, take public transportation, and live closer to where they work. If the tax were larger, more people would be driving hybrid cars, and if it were large enough, they would switch to electric cars.
- 9 When policymakers fail to consider how their policies affect incentives, they often end up with unintended consequences. For example, consider public policy regarding auto safety. Today, all cars have seat belts, but this was not true 50 years ago. In the 1960s, Ralph Nader’s<sup>8</sup> book *Unsafe at Any Speed* generated much public concern over auto

7 **incentive**: sth. that provides a motive for a person to choose a particular course of action 激励

8 **Ralph Nader**: (1934- ) an American attorney, author, lecturer, political activist. He wrote the book *Unsafe at Any Speed* in 1965. 拉尔夫·纳德

safety. Congress responded with laws requiring seat belts as standard equipment on new cars.

- 10 How does a seat belt law affect auto safety? The direct effect is obvious: When a person wears a seat belt, the probability of surviving an auto accident rises. But that's not the end of the story because the law also affects behavior by altering incentives. The relevant behavior here is the speed and care with which drivers operate their cars. Driving slowly and carefully is costly because it uses the driver's time and energy. When deciding how safely to drive, rational people compare, perhaps unconsciously, the marginal benefit from safer driving to the marginal cost. As a result, they drive more slowly and carefully when the benefit of increased safety is high. For example, when road conditions are icy, people drive more attentively and at lower speeds than they do when road conditions are clear.
- 11 Consider how a seat belt law alters a driver's cost-benefit calculation. Seat belts make accidents less costly because they reduce the likelihood of injury or death. In other words, seat belts reduce the benefits of slow and careful driving. People respond to seat belts as they would to an improvement in road conditions — by driving faster and less carefully. The result of a seat belt law, therefore, is a larger number of accidents. The decline in safe driving has a clear, adverse impact on pedestrians, who are more likely to find themselves in an accident but (unlike the drivers) don't have the benefit of added protection.
- 12 At first, this discussion of incentives and seat belts might seem like idle speculation. Yet in a classic 1975 study, economist Sam Peltzman<sup>9</sup> argued that auto-safety laws have had many of these effects. According to Peltzman's evidence, these laws produce both fewer deaths per accident and more accidents. He concluded that the net result<sup>10</sup> is little change in the number of driver deaths and an increase in the number of pedestrian deaths.
- 13 Peltzman's analysis of auto safety is an offbeat example of the general principle that people respond to incentives. When analyzing any policy, we must consider not only the direct effects but also the less obvious indirect effects that work through incentives. If the policy changes incentives, it will cause people to alter their behavior. (1,303 words)

9 **Sam Peltzman:** a professor of Economics at the University of Chicago. He is an expert on regulation and voting behavior and the author of the book *Political Participation and Government Regulation*. 萨姆·佩兹曼

10 **net result:** the final result or effect of sth. 净结果

## New words and expressions

**maximize** /'mæksɪmaɪz/ *vt.* increase sth. such as profit or income as much as possible 使增加到最大限度; 最大化

**fast** /fɑːst/ *vi.* eat no food or very little food for a period of time, often for religious reasons (常因宗教原因而) 禁食, 斋戒

**spoonful** /'spuːnfʊl/ *n.* the amount that a spoon will hold 一匙之量, 一满勺

**mash** /mæʃ/ *vt.* crush sth., especially a food that has been cooked, until it is soft and smooth 把(某物, 尤指已煮熟的食物) 捣成泥状, 捣烂

**mashed potato** *n.* potatoes that have been boiled and then crushed until they are smooth 土豆泥

**roll around** happen or arrive again 再次发生

**blow off** (*AmE, infml*) not do sth. sb. has agreed or arranged to do 逃避(该做的)事

**incremental** /,ɪŋkrɪ'mentl/ *a.* increasing gradually 递增的

**adjustment** /ə'dʒʌstmənt/ *n.* a change or correction made to sth. so that it fits, looks, or works better 调整

**standby** /'stændbaɪ/ *a.* ready to buy tickets shortly before a plane takes off, if there are still some seats left for emergency use 备用的

**tempt** /tempt/ *vt.* give rise to a desire by being attractive or inviting 吸引, 打动

**profitable** /'prɒfɪtəbəl/ *a.* making a profit 盈利的; 有利可图的

**ample** /'æmpəl/ *a.* more than enough 充足的, 充裕的

**incentive** /ɪn'sentɪv/ *n.* sth. which encourages a person to do sth. 刺激; 鼓励

**commentary** /'kɒməntəri/ *n.* a discussion of sth. such as an event or theory 评论

**orchard** /'ɔːtʃəd/ *n.* an area of land where fruit trees are grown 果园

**allocate** /'æləkeɪt/ *vt.* distribute according to a plan or set apart for a special purpose 分配, 配给

**fuel-efficient** *a.* a fuel-efficient engine or vehicle burns fuel in a more effective way than usual, so that it uses less fuel 燃油高效的, 节油的

**carpool** /'kɑːpuːl/ *vi.* if a group of people carpool, they travel together to

work, school etc. in one car and share the cost 拼车

**hybrid** /'haɪbrɪd/ *n.* sth. that consists of or comes from a mixture of two or more other things 混合物

**hybrid car** *n.* 混合动力汽车

**probability** /,prɒbə'bɪləti/ *n.* a measure of how likely sth. is to happen 概率

**attentively** /ə'tentɪvli/ *ad.* 专注地; 专心地

**calculation** /,kælkjʊ'leɪʃən/ *n.* a judgment about what is likely to happen, based on available information 估计; 推测; 预测

**likelihood** /'laɪklihʊd/ *n.* the chance that sth. might happen 可能性

**adverse** /'ædvɜːs/ *a.* not favorable 有害的; 不利的

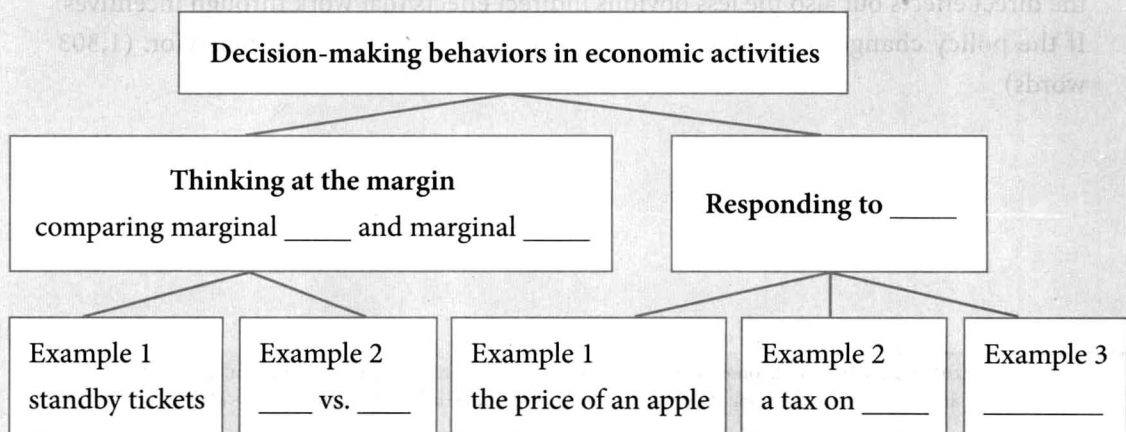
**pedestrian** /pɛ'destrɪən/ *n.* sb. who is walking, especially on a city street, instead of driving or riding 行人

**speculation** /,spekjʊ'leɪʃən/ *n.* ideas or discussion about why sth. has happened or what might happen 推测

**offbeat** /,ɒf'bi:t/ *a.* unusual and not what people normally expect 不寻常的; 不落俗套的

## Critical reading and thinking

**Task 1** / The tree diagram below illustrates the main points of the text. Fill in the blanks according to the text.



Task 2 / Decide whether the following statements are true (T) or false (F).

- \_\_\_\_\_ 1 When rational people make decisions in life, they are very certain of the choice.
- \_\_\_\_\_ 2 At the time of examination, students have to decide how to use all their time studying.
- \_\_\_\_\_ 3 Marginal changes are small gradual changes of the present plan of action.
- \_\_\_\_\_ 4 The example of the standby fly is told to show how cost can be ignored.
- \_\_\_\_\_ 5 Diamonds are more expensive than water because people are more attracted to them.
- \_\_\_\_\_ 6 The quotation of one economist “People respond to incentives. The rest is commentary.” is given to show the importance of incentives.
- \_\_\_\_\_ 7 The example of the apple shows how food prices vary according to market needs.
- \_\_\_\_\_ 8 The gasoline tax has an effect on people’s choice of cars.
- \_\_\_\_\_ 9 When the seat belt is made compulsory, people drive more carefully.
- \_\_\_\_\_ 10 Policymakers need to take into consideration the less obvious indirect effects of a policy.

Task 3 / You are having to make a decision about whether or not to take a week’s trip to England during the summer vacation. Complete the following table about your decision-making process. Here are some ideas:

- The financial costs including applying for a visa, the flight, accommodation etc. are quite high for you as a student.
- The benefits you gain include pleasure, entertainment and experience in an English-speaking country.

<b>Costs</b>	
<b>Benefits</b>	
<b>Your decision</b>	
<b>Your reasons</b>	

Task 4 / The Chinese basketball star Yao Ming fully understood opportunity cost and incentives. Despite the opportunity to enter college, he decided to go straight to the pros and played in NBA. Write down the costs and benefits of his decision.

<b>Costs</b>	
<b>Benefits</b>	

# Language building-up

## Task 1 / Specialized vocabulary

Specialized vocabulary consists of the words and phrases used regularly in a given subject area. For example:

*The ocean has a significant effect on the biosphere. Oceanic evaporation, as a phase of the water cycle, is the source of most rainfall.*

“Biosphere”, “oceanic evaporation”, “water cycle” and “rainfall” are all technical terms belonging to the field of ocean and life. To comprehend writings or talks on a specific subject, you must have a good command of the special terms relating to that subject.

- 1 Match the words in Column A with those in Column B and then translate the phrases you have got into Chinese.

Column A	Column B
1 marginal	a resource
2 scarce	b result
3 maximize	c change
4 net	d satisfaction
5 level of	e people
6 rational	f profit

- 1 \_\_\_\_\_ 2 \_\_\_\_\_  
3 \_\_\_\_\_ 4 \_\_\_\_\_  
5 \_\_\_\_\_ 6 \_\_\_\_\_

- 2 Translate the following sentences into English, using some of the phrases above.

1 我们明年的目标是获得利润最大化。

\_\_\_\_\_

2 时间是一种稀缺资源，因此如果工人失业，他们的时间就浪费了。

\_\_\_\_\_

3 理性人有非理性的想法吗？

\_\_\_\_\_

4 满意度调查结果表明游客对某些服务不满意。

\_\_\_\_\_



## Task 2 / Signpost language

In streets, you can see many signposts which show directions. In English writing, some expressions function as signposts to prepare the reader for what is coming up.

1 Match the signpost language from Text A with the purpose each of them serves.

Signpost language	Purposes
1 as we will see	a explanation
2 at the same time	b time sequence
3 by contrast	c giving examples
4 for example	d comparison and contrast
5 in other words	e coherence
6 in this case	

2 Complete the following sentences using the signpost language listed above.

- 1 He is not well-known for his respect for factual accuracy, \_\_\_\_\_, he was lying.
- 2 Offices can easily become more environmentally-friendly by, \_\_\_\_\_, using recycled paper.
- 3 We don't like the situation. But \_\_\_\_\_, we have to deal with this problem.
- 4 Their economy has expanded enormously, while ours, \_\_\_\_\_, has declined.
- 5 \_\_\_\_\_, in this chapter there is no general formula for the solution to this question.
- 6 The whole team don't want to lose him. \_\_\_\_\_, he needs to realize that company regulations must be obeyed.

## Task 3 / Formal English

Academic writing follows certain rules of formality. The expressions we use when we are writing to friends are different from those we use when writing a research paper. For the latter, formal words and expressions are preferred and colloquial ones are avoided. For example:

- She got the Nobel Prize in 2007. (colloquial, informal)  
She was awarded the Nobel Prize in 2007. (formal)
- The results of the study were important. (colloquial, informal)  
The results of the study were of great importance. (formal)