

高等学校学术英语 (EAP) 系列教材

学术英语

TEACHER'S BOOK

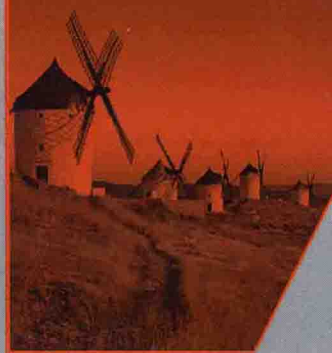
教师用书 /

ACADEMIC
ENGLISH

AN INTEGRATED COURSE

主 编 / 范 焱 季佩英

综合 /



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前言

高等学校学术英语（EAP）系列教材遵循新时期大学英语教学的发展方向，围绕新形势下我国人才培养目标对高等教育的要求，结合专家、学者、教师对 EAP 教学的理论和实践研究成果而开发。本系列教材以“用中学”的教育学理念为编写思路，以《大学英语课程教学要求》提出的更高要求为目标，以提高英语学术能力和应用能力为核心，综合考虑院校实际教学情况，旨在提高学生的学术英语能力，为学生顺利完成学业、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。

本系列教材以大学科概念为划分基础，包含《学术英语 综合》、《学术英语 人文》、《学术英语 社科》、《学术英语 理工》、《学术英语 管理》、《学术英语 医学》等分册。各分册通过读学科主题文章、听专业相关讲座、练学术口语、写学科专业论文以及做学科相关研究等环节，训练学生对信息的获取、分析、整合、利用能力，提高学生撰写学期论文及学术论文的技能，帮助学生顺利过渡到专业双语课程以及全英课程的学习，全面培养学生的学业能力、思辨创新能力和解决实际问题的学术研究能力。

本系列教材同时提供学习和教学资源，为高等院校师生课堂教学提供有力支持。

本书使用说明

作为《学术英语 综合》的配套教师用书，本书体现了学术英语的特色，注重教学思路的创新，充分考虑教师备课需求。内容既涵盖重点语言知识、背景信息和练习答案，同时还提供教学步骤提示，补充个性化教学活动，旨在帮助教师丰富课堂教学内容，提升教学效果，促进教师发展，实现教学相长。

本书结构框架

本书配合《学术英语 综合》学生用书，分为十个单元。每单元从教学目标、教学计划、教学活动与资源方面为教师提供教学参考。每单元结构如下：

- 教学目标（Teaching Objectives）
- 教学计划（Suggested Teaching Plan）
- 教学活动与资源（Teaching Activities and Resources）
 - » 正课文（Text A）
 - » 副课文（Text B）
 - » 副课文（Text C）

- » 语言训练 (Academic language and discourse)
- » 学术听力 (Listening)
- » 学术口语 (Speaking)
- » 论文写作 (Writing)

本书内容简介

现将本书内容特色简介如下:

Teaching Objectives 为教学目标,即通过教学活动在专业知识、学术阅读、语言训练、学术听力、学术口语、学术写作和学术研究方面预期达到的教学效果,帮助教师从整体上把握教学重点。

Suggested Teaching Plan 为教学计划,即通过对整个单元教学内容的提炼,为教师合理安排教学提供参考。

Teaching Activities and Resources 为教学活动与资源,即教学过程中可以组织的教学活动和需要的教学资源。本部分主要包括以下内容:

- **Teaching steps** 根据每个单元阅读文章特色、背景知识,以及听说技能训练重点对教学活动进行梳理,根据不同板块的教学内容,提供教学建议与教学技巧,帮助教师明确练习目的,合理安排教学步骤。同时,结合教材内容和教学目标进行拓展性教学活动设计并提供具体操作建议,为教师拓展教学思路提供更多的选择。
- **Supplementary information** 提供单元主题相关背景知识、学科相关概念和术语的解释、各类语言学习技能的介绍及其他参考信息,主要用于支撑各项教学活动的进行。教师可根据实际教学需要选择讲解,灵活运用教学策略,有效组织课堂活动,帮助学生拓展专业视野。
- **Answer keys** 提供学生用书练习参考答案,针对主观讨论问题提供多角度的探讨,帮助教师引导学生进行独立思考,培养学生思辨、创新能力。
- **Scripts** 为听力内容的脚本,帮助教师引导学生学习学术讲座的语言特点,针对学生听力中遇到的问题进行有针对性的分析讲解。

本书使用建议

本书的编写着眼于学术英语语言技能训练、学术思辨和创新能力培养以及各学科专业素养的提升,结合学生用书的特色,帮助教师进一步探索教学方法。在具体安排教学时,编者结合自己的实际教学经验,在内容编排顺序和板块设计上与学生用书有所不同。考虑到学术英语词汇、句子结构、语言及语篇特点在三篇课文中皆有体现,故将语言训练(Academic language and discourse)置于三篇课文讲解之后,在处理专业内容和专业词汇之后,再进行学术技能的训练。建议实际使用时,教师根据课时情况及学生特点进行调整。同时,在不同教学环节中,教师也可以有所侧重。在编写过程中,编者遵循了以下几个教学理念,同

时也是我们对于本课程教学法的点滴建议:

- 重视锻炼自主学习及探究的能力,合理安排各类预习及调查研究任务。
- 强调培养团队合作的能力,将双人或小组的学习任务贯穿于整个课程中。
- 倡导独立思考和批判、创新思维的培养。针对单元主题的讨论是本课程的重要组成部分,教师应该循循善诱,认真倾听学生的见解,鼓励思想火花的碰撞。
- 紧密联系语言输入与输出。教师用书中的语言输出活动(说和写)大多围绕语言输入(听和读)展开,而且对于输入的分析(比如分析学术文章的语篇特点、学术讲座的语言特征)能潜移默化地影响学生自身的语言输出。
- 有机地结合语言技能学习与专业基础知识学习。学生在进行语言技能训练的同时,自然而然地习得专业词汇、锻炼学术交流能力。不过,在每一个教学环节,教师可以有不同的侧重。比如,在对文章内容进行深入讨论时,可以主要关注专业内容;而在语言训练(Academic language and discourse)环节,可以将重点放在语言上。

最后,我们对使用本书的广大师生和同行表示感谢。由于编者水平有限,不妥之处,敬请读者批评指正。

编者

2013年12月

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UNIT 1 Economics

I Teaching Objectives

After learning Unit 1, students (Ss) are expected to develop the following academic skills and knowledge:

Professional knowledge	Get acquainted with some important economic concepts (e.g. the invisible hand, signaling theory, antitrust law, comparative advantage, etc.)
Reading	<ul style="list-style-type: none">• Summarize the main idea of a text and identify essential supporting points• Understand difficult sentences (e.g. sentences with abstract meaning or ambiguous reference)• Analyze complex or controversial issues critically (e.g. monopoly, free market vs. government regulation, etc.)
Listening	Make predictions about the content of a lecture
Speaking	<ul style="list-style-type: none">• Ask for information and clarification in a polite and effective way• Learn to do interviews and report the findings in an oral presentation
Writing	Understand what kind of topic is suitable and manageable for a term paper
Researching	Independently locate and study a variety of resources (articles, books, videos, etc.) to know more about the Microsoft case
Academic language and discourse	<ul style="list-style-type: none">• Know what is specialized vocabulary and acquire some specialized vocabulary of economics• Understand the functions of parenthetical statements• Comprehend stylistic differences between formal and informal English and acquire some formal expressions

II Suggested Teaching Plan

Part	Teaching focus	Activities
1	Text A	<ul style="list-style-type: none"> • Finish the task in Lead-in/Text A • Study Text A • Finish the tasks in Critical reading and thinking/Text A
2	Text B	<ul style="list-style-type: none"> • Study Text B • Finish the tasks in Critical reading and thinking/Text B • Search more about the Microsoft case and finish the task in Researching/Text B
3	Text C	<ul style="list-style-type: none"> • Study Text C • Finish the task in Text C
4	Academic language and discourse	Finish the tasks in Language building-up/Text A
5	Listening	<ul style="list-style-type: none"> • Study the tips and Word bank in Listening • Finish the tasks in Listening
6	Speaking	<ul style="list-style-type: none"> • Study the tips in Speaking • Prepare for the task in Speaking, focusing on different ways of asking for information and clarification
7	Writing	<ul style="list-style-type: none"> • Study the tips in Writing • Finish the tasks in Writing

III Teaching Activities and Resources

Part 1 Text A

Teaching steps

1 Lead-in

Ask Ss to work in pairs and do the task in Lead-in/Text A. Then invite several Ss to share their answers with the whole class.

2 Overview

Ask Ss to preview Text A before class. Or, allocate some time for Ss to read the text quickly in class. Then invite several Ss to summarize the main idea of Text A.

3 In-depth analysis of Text A

- 1) Show Ss the following key words and ask them to contribute as much as possible what they know about them. Provide additional information when necessary. (see Supplementary information)
 - Thanksgiving
 - Adam Smith
 - the invisible hand
- 2) Discuss with Ss the functions of “Thanksgiving” in the text on the basis of Task 1/ Critical reading and thinking/Text A. (see Answer keys)
- 3) Guide Ss to focus on some of the difficult sentences in Text A by doing Task 2/ Critical reading and thinking/Text A. Ask Ss to report their answers to the class. (see Answer keys)
- 4) Organize a group discussion about the questions in Task 3/Critical reading and thinking/Text A. Encourage Ss to think independently, critically and creatively. (see Answer keys)

Supplementary information

1 Thanksgiving (Para. 1)

It is an annual national holiday in the U.S. and Canada. Americans celebrate Thanksgiving on the fourth Thursday of November, honoring the early Plymouth settlers and their harvest feast. They commonly trace the Thanksgiving holiday to a 1621 celebration at the Plymouth Plantation, where the Plymouth settlers held a harvest feast after a successful season. Although prayers and thanks were probably

offered at the 1621 harvest gathering, the first recorded religious Thanksgiving in Plymouth happened two years later in 1623. On this occasion, the colonists gave thanks to God for rain after a nearly catastrophic drought.

2 The invisible hand (Para. 8)

It is a metaphor used by Adam Smith to describe the natural force that guides free market capitalism through competition for scarce resources. The general idea is that individuals pursuing self-interest end up doing what is best for society as if guided by an invisible hand. For example, when the price of something increases due to higher demand or lower supply, more people will start producing it. This is done out of self-interest, but it also benefits society. As a whole it will make the goods available to more people as well as lowering the price again.

Answer keys

Critical reading and thinking

Task 1

Beginning
(Paras. 1-2)

Bring in the theme of Thanksgiving and raise the question of whether you have ever given thanks for what you are blessed with in the daily economic life

Body
(Paras. 3-8)

Use the labor and skills behind the Thanksgiving weekend as examples to illustrate the concept of “the invisible hand”

End
(Para. 9)

Echo the beginning, emphasizing we should be grateful to the miracle on this Thanksgiving Day and every day

Task 2

- 1 It is not difficult at all to explain why grocery stores stock up on turkey before Thanksgiving. There seems to be no miracle in it.
- 2 The use of so many “and’s” helps to emphasize that a series of actions and all kinds of work are involved in the sale of Thanksgiving turkey.
- 3 Here “from above” means “from God”. The phrase is used to show that there is something wondrous and almost inexplicable in the social order of freedom.

Task 3

Market has its own way of punishing business malpractice. For example, if a fast food chain sells contaminated food, nation-wide demand for their food will go down, along with their profit. When a company sells defective products, they have to deal with liability costs.

Part 2 Text B

Teaching steps

1 Text analysis

- 1) Introduce to Ss the concept of “case study”. (see Supplementary information)
- 2) Elicit Ss’ understanding of the title of Case 1 “Gifts as Signals” based on the signaling theory. (See Supplementary information).
- 3) Ask Ss to work in groups of 4-5 to discuss the questions in Task 1/Critical reading and thinking/Text B. Then choose Ss to report their answers to the class, and provide additional information when necessary. (see Answer keys and Supplementary information)
- 4) Ask Ss to read Case 2 quickly and let one student summarize the main idea of Case 2 on the basis of Task 2/Critical reading and thinking/Text B. (see Answer keys)

2 Researching

Form Ss into teams to do the task in Researching/Text B. Within each team, the following roles will be assigned:

- 1) Facilitator:
 - Think about the whole group and manage the task and the learning process.
 - Make sure everyone feels included and has a job to do before and during the discussion.
 - Preside over the discussion.
- 2) Recorder:
 - Make notes of the group discussion.
 - Work with the reporter, who will have to read from the notes.
- 3) Reporter:
 - Summarize and present the discussion results to the whole class.
 - Speak on behalf of the group.

(See Answer keys)

Supplementary information

1 Case study

A case study is a descriptive or explanatory analysis of a person, group or unit. An explanatory case study (e.g. Case 1/Text B) is used to explore causation in order to find underlying principles.

2 Signaling theory (Para. 5)

Signaling theory is useful for describing behavior when two parties have access to different information. Typically, the signal sender chooses whether and how to communicate certain information, while the receiver chooses how to interpret the signal. Signaling theory tackles a fundamental problem of communication and applies in various areas. Back in 1974, Nobel laureate Michael Spence introduced the notion of signaling in economic thinking. Spence developed the theory of signaling to show how better-informed individuals in the market communicate their information to the less-well-informed to avoid the problems associated with adverse selection.

3 Microsoft case (Para. 6)

“United States v. Microsoft Corporation” is an antitrust law case. It was initiated in 1998 by the United States Department of Justice (DOJ) and 20 states. In this case, Microsoft was accused of abusing monopoly power, and the central issue was whether Microsoft was allowed to bundle Internet Explorer with its operating system. Microsoft claimed that Microsoft Windows and Internet Explorer were inherently linked together and the merging of the two was the result of innovation. The case was ultimately settled by DOJ. The proposed settlement required Microsoft to share its application programming interfaces with third-party companies and appoint a panel of three people who will have full access to Microsoft’s systems, records, and source code for five years in order to ensure compliance. However, the DOJ did not require Microsoft to change any of its code nor prevent Microsoft from tying other software with Windows in the future.

Answer keys

Critical reading and thinking

Task 1

- 1 Considering that her boyfriend doesn’t even bother to choose a gift for her, the girl concludes that he doesn’t love her. Therefore, she breaks off the relationship. In this case where the strength of affection is most in question, people care a lot about what is given as a gift.

- 2 The following is one more example where the signaling theory can be applied: In the job market, an employer may not know whether a candidate is qualified for a post or not. Very often, the candidate will show the employer education credentials, which can be used as a signal to the employer. Thus the information gap is narrowed.

Task 2

A central issue in the Microsoft case: Should Microsoft be allowed to bundle its <u>Internet browser</u> with its <u>Windows operating system</u> ?	
Claims made by the government	Claims made by Microsoft
1 Allowing Microsoft to bundle the products would <u>deter</u> other software companies <u>entering the market and offering new products</u> .	1 Putting new features into old products is a natural part of technological progress, for example, <u>cars today include many built-in products</u> .
2 Microsoft has substantial <u>monopoly</u> power, which it is trying to expand. (More than <u>80%</u> of new personal computers use a Microsoft operating system.)	2 The bundling can make computers more <u>reliable</u> and <u>easier to use</u> . 3 Its market power is <u>severely limited</u> . (The software market is always <u>changing</u> and Microsoft is constantly being challenged by <u>competitors</u> . The price it charges for Windows is <u>low</u> .)

Researching Task

The U.S. economy is a free market economy with some government regulation and there has been a lasting debate about how much government regulation is necessary. Those who argue for less regulation claim that the free market itself will require businesses to protect consumers and provide good products or services and the interference from the government can do nothing but increase the cost of doing business. Those who argue for government regulation insist that corporations are not concerned about the public's interest, so regulation is indispensable. Interestingly, Adam Smith himself believed that government had an important role to play in economic life. For example, he believed that the government should enforce contracts and grant patents and copyrights.

Teaching steps

- 1 Ask Ss to contribute what they know about the following terms and then give examples as many as possible. Provide additional information when necessary. (see Supplementary information)
 - comparative advantage
 - free trade
- 2 Guide Ss to do the translation task in Text C. (see Answer keys)

Supplementary information

1 David Ricardo (Title)

David Ricardo (1772-1823) is an English economist who gave systematized, classical form to the rising science of economics in the 19th century. At age 27, after reading Adam Smith's *The Wealth of Nations*, Ricardo got very interested in economics. He wrote his first economics article at 37 and then spent the rest of his life as a professional economist. In one of his most famous books *On the Principles of Political Economy and Taxation*, Ricardo clearly illustrates the theory of comparative advantage.

2 *An Inquiry into the Nature and Causes of the Wealth of Nations* (《国富论》) (Para. 2)

An Inquiry into the Nature and Causes of the Wealth of Nations, usually abbreviated as *The Wealth of Nations*, is Adam Smith's masterpiece. It was first published in 1776, and is widely considered to be the first modern work in economics. Through reflection over the economics at the beginning of the Industrial Revolution the book touches upon broad topics as the division of labour, productivity and free markets.

3 Comparative advantage (Para. 3)

Comparative advantage is an economic theory first developed by English economist David Ricardo. According to this theory, a person has a comparative advantage at producing something if he can produce it at lower cost than anyone else. And having a comparative advantage is not the same as being the best at something. It can explain why a country might produce and export things that it doesn't seem good at producing when compared directly to another country.

Answer keys

Critical reading and thinking

Task

每一个精明的一家之主都知道，如果买一样东西所花的钱比在家里自己生产所花

的成本要小，那就永远不要尝试在家里生产。裁缝不会去做自己的鞋子，而向鞋匠购买；鞋匠不会去做自己的衣服，而雇裁缝来做；农民不会去做鞋也不想缝衣，宁愿雇用不同的工匠来做。他们都会为了自身的利益而采取某种方式来利用整个产业，在这种方式里，他们会比邻居更有优势，并用自己生产的一部分产品或者相同的东西，即以一部分产品的价格，来购买他们所需要的其他任何物品。

Part 4 Academic language and discourse

Teaching steps

1 Specialized vocabulary

- 1) Give a brief introduction to the concept of specialized vocabulary.
- 2) Check Ss' answers to Task 1/Language building-up/Text A. (see Answer keys)
- 3) **Additional activity:**

Ask Ss to translate the following economic terms, which appear in Texts B and C, from Chinese into English.

信号传递理论 signaling theory

垄断 monopoly

市场支配力 market power

相对优势 comparative advantage

商品 merchandise

股票经纪人 stockbroker

反垄断法 antitrust law

税收（制度）taxation

2 Signpost language

- 1) Check Ss' answers to Task 2/Language building-up/Text A. (see Answer keys)
- 2) Discuss with Ss the effects of parenthetical statements (see Supplementary information).
- 3) **Additional activity:**

Ask Ss to find parenthetical statements in Text B.

Suggested answers:

- *But your reaction is very different when someone who (you hope) loves you does the same thing. (Line 4, Para. 3)*
- *It is costly (it takes time), and its cost depends on the private information (how much he loves her). (Line 4, Para. 4)*
- *Certainly, the case did not lack drama. It pitted one of the world's richest men (Bill Gates) against one of the world's most powerful regulatory agencies (the U.S. Justice Department). Testifying for the government was a prominent economist (MIT professor Franklin Fisher). Testifying for Microsoft was an equally prominent economist (MIT professor Richard Schmalensee). At stake was the future of one of the world's most valuable companies (Microsoft) in one of the economy's fastest growing industries (computer software). (Line 2, Para. 6)*