

English for
Academic
Purposes

学术英语

综合教程

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东华大学出版社

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前言

近年来,大学英语教学趋向多元化,通过开设多种多样的选修课程或模块来满足大学生不同的英语学习兴趣和需求。学术英语是高校英语教学探索的方向之一,通过参照英语国家高等院校教授学术英语的指导思想和教学模式,旨在引导学生掌握学术英语词汇、遵守英语论文的写作规范,掌握并运用学术报告技巧、提高学生在学业及学术交流方面的沟通能力,同时促进学生的创新能力和团队合作意识等综合素质的提高,学术英语教学在中国大陆地区方兴未艾,目前亟待加强教材、语料库等方面的硬件建设。

上海工程技术大学基础教学学院综合英语教学(普通)团队在王萍博士的带领下,勇挑重担,编写了这本学术英语教材。编写之前,我们对开展学术英语教学试点的一些上海高校开展了调查,倾听了师生对于学术英语教材的期待与要求,参考了牛津大学出版社、培生教育集团出版的同类教材,研究了加拿大阿尔伯塔大学及英美的一些高等院校的学术英语教学大纲和教学理念,在此基础上确定了本教材的编写方案。选材真实新颖,编排别具匠心,突出学术英语的特色,让学生既能窥见全貌,又能得到具体的训练。

全书第一、第二单元由马德忠负责编写,王萍负责第三单元,蒙晓虹负责第四单元,刘淑云负责第五单元,陈文华编写了第六单元。团队成员教学经验丰富,工作态度严谨,扎实做好每一个环节,希望编写出一本实用且好用的学术英语教材,成为师生的得力助手。

本教材的编写得到上海工程技术大学主管部门的资助,项目编号 j201421001,同时还得到上海工程技术大学基础教学学院领导的热情鼓励与大力支持,在此一并表示衷心的感谢。

由于水平有限,错误与不足之处在所难免,敬希各位批评指正,不胜感谢。

编者

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Unit 1 Education

In this chapter you will learn to :

- Identify the critical skills of the 21st-century learning
- Apply skimming & scanning techniques
- Use citations and references
- Distinguish an academic and non-academic texts
- Write an academic paragraph

Gearing up

1. What important skills do we have to develop if we want to survive and succeed in the 21st century? What are the major differences between the traditional educational philosophies and those of the 21st century?
2. What should China's universities do when the world is adopting a new paradigm in higher education for the 21st century?

Reading 1

The problem with 21st century education

By Mary Beth Hertz

- 1 Ever since 2000, educators and education reform folks have been quick to refer to “21st-century education.” For over a decade, this term has been used to describe the changing landscape for educators. What it has become is another one of the many catchphrases (e.g. “personalized learning”) thrown around by educators, reformers and anyone, really, who feels they know enough about education to talk about it.
- 2 But what do we really mean by “21st-century education?” What makes education in this century so much different than the last? Does anyone remember saying “20th century education” back in the 1990s?
- 3 Most people argue that we are at transitional time for education — that with the incredible rate at which technology is advancing and entering the classroom, and with the amount of information available at our students’ fingertips, educators need



to change how they teach to best prepare students for the future.

- 4 I have to wonder. Yes, technology has changed, and yes, we are no longer concerned with our students finding information, but rather what to do with it all, but does teaching itself really need to change in drastic ways?

Flipping the classroom

- 5 One of the biggest trends right now is the flipped classroom model. In this model, the traditional teacher's lecture during class is moved to at-home viewing through recorded videos. Class time is, instead, dedicated to guiding students through deeper understanding of the content and to helping students with concepts with which they are struggling.
- 6 The flipped classroom model is a return to the idea that students need to build knowledge, and that knowledge cannot be poured into a child's head but must be created. By flipping their classrooms, educators have found that they are able to meet students where they are and provide more personalized learning experiences. While this model relies heavily on fairly new technologies (streaming video, DVDs), the concept is nothing new. John Dewey, back in the 19th century, argued that school put too much focus on the teacher and that the teacher should play more of a guide rather than a trough of knowledge for the child.

Preparing students for the future

- 7 Many conversations about 21st-century education focus on preparing students for a job market and a world that doesn't exist yet. Technology is evolving at breakneck speed and schools are often lagging. How can we prepare our students for the future if our classrooms are stuck in the 20th or 19th centuries? While I would agree that this is a huge problem, and that it saddens me how slow schools are to catch up with the times, I have to believe that this is nothing new.
- 8 I'm sure, that with the advent of the ballpoint pen, many schools lamented the change, citing that without using ink to craft their words, students' handwriting would become sloppy and careless, and that students themselves would become lazy or careless. Schools have always been preparing their students for an unknown world, and they have often trailed the innovations of the day. This is not to say that it is acceptable for schools to be laggards. There is no reason that schools cannot get with the times.
- 9 As such, this is not a "21st-century" problem. The technological advances that our students face are reflective of those who have faced since the start of public education in this country.

What makes "21st-century" education different?

- 10 While the core pedagogical beliefs communicated through discussions of "21st-



century education” are nothing new, this surge of conversations around “student-centered classrooms,” “personalized learning” and “technology integration” (was there ever a “pencil integration” movement?) is a knee-jerk reaction to a decade of teach-to-the-test, drill-and-kill practices that have stripped the student out of the equation.

- 11 What we are seeing now is a new Progressive Era for education, with the focus less on compulsory schooling and expansion of access to education and more on redefining school based on pre-Progressive Era models such as apprenticeships, internships and school-as-real-life. 21st-century education has also come to mean preparing students for life (as Dewey would have wanted) rather than preparing them for work at the factory or placing them on a track that would define the rest of their adult life. It has also come to mean putting students back into the equation, offering choice and multiple paths for success.
- 12 What truly makes education in the 21st century different from earlier iterations is the Internet and the ease at which it enables participatory learning and real-world experiences for learners, whether they are in school, home-schooled or unschooled. (751 words)

(Source: <http://smartblogs.com/education/2012/07/09/the-problem-21st-century-education/>)

Notes:

1. Personalized learning: The term personalized learning, or personalization, refers to a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students. Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, the same assignments, and the same assessments with little variation or modification from student to student. Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools. (<http://edglossary.org/personalized-learning/>)
2. John Dewey, an American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform.
3. The Progressive Era was a period of reform in U. S. history that ran roughly from the 1890s through the 1920s. Antitrust laws, Prohibition, women’s suffrage and the federal income tax all came about during this time, as did many of the social reforms that shape the way Americans live and work today.
4. Participatory learning: Participatory learning is a process which directly acknowledges,



welcomes, values and uses the existing knowledge and competences of those being taught. It is particularly appropriate where the subject matter under consideration touches on people's deeply held beliefs and attitudes. It is different than “Mug and Jug” or “Chalk and Talk” styles which are knowledge-based and teacher-driven learning. Participatory learning has proven itself to be a powerful, successful learning tool that is personally fulfilling, meaningful and fun. (http://www.learningaboutliving.com/south/about/educational_approach/participatory_learning)

Language focus

Learn these academic words.

transitional	<i>adj.</i>	relating to or characteristic of a process or period of transition
lecture	<i>v.</i>	teaching by giving a discourse on some subject (typically to a class)
concept	<i>n.</i>	an abstract idea; conceptualize <i>v.</i>
evolve	<i>v.</i>	develop gradually
cite	<i>v.</i>	mention as an example
integration	<i>n.</i>	the act or process of making whole or entire.
equation	<i>n.</i>	a situation in which several factors must be taken into account
access	<i>n.</i>	the right or opportunity to use or benefit from something
redefine	<i>v.</i>	define again or differently
participate	<i>v.</i>	to be involved; take part; participatory <i>adj.</i>
surge	<i>n.</i>	a sudden, large increase

Vocabulary

I Fill the gaps with words or phrases given in the box. Change the form where necessary.

transform	dedicate	surge	access	reflective
landscape	throw around	cite	integrate	equation

- Today, more than ever before, there are many forces affecting the _____ of special education. The most powerful force is the tightening of school budgets.
- The name that I've heard _____ a lot is Jim Morrison.
- I would like to thank you for the time you dedicated to me during my last visit and I would like to welcome you and your clients to one of our hotels in Barcelona and Paris.
- The company _____ a 13 percent decline in new orders as evidence that overall



demand for its products was falling.

5. Our life was _____ by the advent of the Internet.
 6. The school is _____ of society: the same problems that exist in society exist at the school, too.
 7. The sport is enjoying a (an) _____ in popularity.
 8. Managing the economy is a complex of _____ controlling inflation and reducing unemployment.
 9. With Germany, France has been the prime mover behind closer European _____.
 10. Getting _____ to clean drinking water is an ongoing problem for people in developing countries.
- II The preposition “to” is used in many phrasal verbs. Here is a short list of some of the most common. Find the appropriate verb+ to combination in the box to fill in the blanks in the sentences that follow.

answer to; appeal to; attend to (doing) something; apply to something; apply oneself to (doing) something; attribute something to somebody; be resigned to (doing) something; boil down to something; commit oneself to (doing) something; dedicate oneself to (doing) something; get to something; devote oneself to (doing) something; look forward to (doing) something; confess to (doing) something; prefer one thing to another thing; react to something; refer to (doing) something; refer someone to someone; resort to (doing) something; object to something; see to (doing) something; subject someone to (doing) something

1. If anything is missing when I get back, you'll have to _____ me.
2. I think you should _____ yourself _____ getting a degree.
3. She _____ herself _____ finding a new job.
4. The boy _____ stealing the apple.
5. I'm going to _____ myself _____ playing the piano after I retire.
6. It _____ this; You need to work hard.
7. Professor Samson _____ this painting _____ Leonardo.
8. That car really _____ Tom.
9. Mother Teresa _____ her life _____ caring for the poor and the needy.
10. I always have so many things to _____ when I come into the office after a trip abroad.

Academic skills focus: techniques to help read fast and well

To skim and scan are fast ways to read for specific information.

Strategy 1: Skimming—getting the main idea



To skim means to run your eyes over a text very quickly. The purpose of skimming is to concentrate your attention on the essentials of a paragraph or series of paragraphs. In skimming you ignore the details and look for the main ideas. It is also useful to pay attention to the organization of the text.

How do you do it?

1. Predict the kind of thing you will be reading about and try to generate an interest in the text based on what you may already know of the subject;
2. Read the heading and subheadings if there are any;
3. Skim read the article paying particular attention to the first and last sentences of each paragraph;
4. Read the questions and answer those that you can. For those you are unsure on, use your knowledge of the subject of each paragraph to quickly locate the information you need.

Mastering the art of skimming effectively requires that you use it as frequently as possible. Skimming can usually be accomplished about 1000 words per minute.

Strategy 2: Scanning—locating for specific information

The purpose of scanning is to help you locate a specific fact or piece of information such as a specific name, date, statistic, or fact within a relatively large body of information. You ignore everything except the specific information you want.

How do you do it?

- 1) keep in mind at all times what you are searching for—if you hold the image of the word or idea clearly in mind, it is likely to appear more clearly than the surrounding words;
- 2) anticipate in what form the information is likely to appear numbers and proper names, etc;
- 3) analyze the organization of the content before starting to scan;
 - a. If material is familiar or fairly brief, you may be able to scan the entire article in a single search;
 - b. If the material is lengthy and difficult, a preliminary skimming may be necessary to determine which part to scan;
- 4) let your eyes run rapidly over several lines of print at a time;
- 5) when you find sentence that has the information you seek, read the entire sentence;
Using the clues available can help you to scan more easily: capital letters, numbers, boldfaced or italicized words, and keywords.

If you are scanning for facts to answer a specific question, one step is already done for you: the question itself supplies the keywords. Follow these steps:



- 1) Read each question completely before starting to scan. Choose your keywords from the question itself.
- 2) Look for only one keyword at a time. If you use multiple keywords, do multiple scans.
- 3) When you locate a keyword, read the surrounding text carefully to see if it is relevant.
- 4) Re-read the question to determine if the answer you found answers this question.

In scanning, you must be willing to skip over large sections of text without reading or understanding them. Scanning is directed and purposeful and can be done at 1500 or more words per minute.

Focused Reading

1. Skim Reading: Write down the main idea of these paragraphs in your own words.

Paragraph 1: _____

Paragraph 3: _____

Paragraph 6: _____

Paragraph 8: _____

Paragraph 10: _____

Paragraph 11: _____

Paragraph 12: _____

2. Read the questions. Using your responses in Exercise 1, write the number of the paragraph where you can find the answers to the questions. Do not look back at the reading.

_____ a. The knowledge shouldn't be spoon-fed to students, but constructed by them.

_____ b. The new teaching philosophy prepares students more for life than work.

_____ c. What education should be like has become a hot topic in the new century.

_____ d. Internet makes it easy for the active learning to happen in the 21st century.

_____ e. Schools don't have to a follower of innovations of the day.

_____ f. The essence of so-called 21st century learning is a backlash to test-centered teaching.

_____ g. Educators should adapt to the new era when information technologies come into play.

3. Work with a partner. Look at each question in the chart. Think about what you will scan for to find the answers; capital letter, number, or key word. Check (✓) all



that apply. If you check any word, also underline the key word in the question. Do not look back at the reading.

	What will you scan for?		
	Capital Letter	Number	KeyWord
What did John Dewey think of the role of a teacher?			
What is a flipped classroom like?			
Why is it now a new Progressive Era for education?			
What if our classrooms are stuck in the 20th or 19th centuries?			
What difference does Internet make to education?			

4. Scan Reading 1 and write the answers to the questions in the chart. Then compare your answers with a classmate's.

1. _____
2. _____
3. _____
4. _____
5. _____

➔ Reading 2

21st Century Learning Is Not a Program

By William Washington

- 1 Perhaps the biggest misconception that one can have about 21st century learning is to think of it as a single reform program.
- 2 21st century learning is not a singular “thing” that can be plugged into an existing school environment and used as an easy upgrade to improve existing practice. Learning that teaches children how to think is a process with deep philosophical underpinnings and embraces new findings about how people teach, learn, and get motivated. This challenges educational organizations to incorporate new thinking into the ways in which we view the function and purpose of formal education; it implores us to move beyond draconian practices that are rooted in 19th century assumptions about learning.

Premise of 21st Century Education

- 3 The premise of 21st century education is very important. The argument being made is that we are ignoring societal shifts and continue to teach to a target audience that doesn't exist and we're preparing them for a market that doesn't exist (Marx,



2006). Heidi Jacobs (2010) often uses the analogy of time travel in reference to the gap in current educational practice. She says that students step into a simulation of the 1980s each time they enter the school and reenter reality once they step off the bus. We can no longer afford to promote and sustain the status quo; it is imperative that we transform education because it is, morally, the right thing to do (Sergiovanni, 1997).

- 4 Many people tend to associate 21st century learning with digital technology. This is an incomplete perception because 21st century education goes beyond mere trinket tools of the trade. Rather, it is a way of thinking—a rationale about what educators do and why they do it.
- 5 The overarching purpose of 21st education is to provide students with a set of critical skills that will be needed for success in a global market. The Partnership for 21st century skills (2011) identifies these specifically: creativity, collaboration, critical-thinking, and communication. In order to help our children develop these skills to a high level, we must incorporate modalities that are relevant to present times (e.g. social networking, mobile technologies, digital computing and gaming,) and also engage the student with instruction techniques that facilitate learning (e.g. pinwheel discussion, group collaboration and projects). In other words, we need to put the student at the center of the learning and allow them to create their own meaning from experiences.
- 6 This is very different than what we've experienced in the past 75 years. The education that we have all experienced is no longer appropriate for preparing today's learner for a global market. For this reason, proponents of 21st century education argue that we can no longer seek to reform education; we must transform it into something entirely different (Berry & Team, 2011; Schlechty, 2011; Jacobs, 2010).

Changing Our Ideas about a “Good” Education

- 7 It's difficult to make something better if there is no agreement about the desired outcome. Telling stakeholders that you want students to be “college ready” invites a great degree of misinterpretation and misunderstanding. I passed one of my former students in a grocery store yesterday. She graduated high school at the top of her class and attended an Ivy League College. She did everything that her teachers and parents told her to do in regard to behavior, extracurricular activity, and academics. She dropped out of school after her first year of college. Was she misled by her elders? Did her experiences prepare her for a world beyond her local community and high school? I would argue that the people around her may have a different mental model of an ideal student than one that meets the demands of today's global economy.
- 8 Peter Senge (2006) coined the term “mental model” to describe our deeply ingrained



assumptions, generalizations, pictures, and images that influence how we make sense of the world. We all frame our opinions of education based on our own beliefs about what comprises a “good education.” These “mental models” are primarily based on our own experiences with participating and observing educational practices. The difficulty of subscribing to 21st century learning ideology is that it requires a deep understanding of a student outcome that is unfamiliar to our own life experience. We have to educate with less control and allow our students minds to play.

- 9 Many educational leaders are culturally conditioned to attempt transformation through emulation and 21st century learning skills is an outcome of authentic learning. 21st century education is an ongoing process that involves authentic learning and an organic integration of modern skill sets; it cannot be copied or emulated. Those who need real-life exemplars from which to copy will find it almost impossible to circumvent the required comprehensive understanding of the philosophy and rationale that drives 21st century educational practices.

21st Century Learning Skills

- 10 21st century education incorporates social skill sets that will be needed to help our children survive an economy that has yet to occur and do knowledge work that will require the highest levels of cognitive ability. We can no longer fashion our educational systems to produce skilled labor and depend on random acts of excellence to emerge in small pockets. We have to strive to produce citizens who work with their minds rather than their hands.
- 11 Today’s educational system simply misses the mark in preparing children to think critically, independently, and at a high-level. Instead, we have become a massive test-prep industry that is evaluated by how well our students temporarily memorize disjointed information.
- 12 I can assure you, modeling “sage on the stage”/lecture instruction and tossing around paper worksheets while commanding people to “be quiet and work” is a model that will not yield the individuals this century will need. 21st century learning is about engagement and making learning an intrinsic process.

“Gist” is not a substitute for comprehensive understanding

- 13 As I traverse through the world of academia (i. e. practical experience, doctoral research, seminars, professional development, and conferences), I can’t help but notice how so many people lack the desire to completely understand critical issues. It is interesting that education deals with student comprehension, but those responsible for education often have a loose interpretation of the concept of what it means to be “comprehensive”.