

实用学术英语阅读教程

- 东方剑桥应用英语系列 -

主 编 黄庆欢 唐洁



*Studying English
in Academic Context*



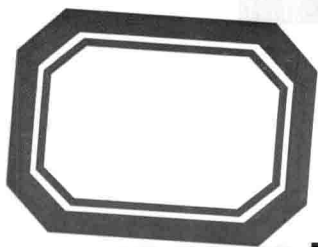
Oriental Cambridge Practical

ENGLISH



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社



实用学术英语阅读教程

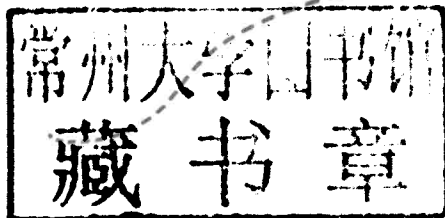
- 东方剑桥应用英语系列 -

主 编 黄庆欢 唐 洁

副主编 徐 焰 卢双双

Studying English

in Academic Context



ZHEJIANG UNIVERSITY PRESS

浙江大学出版社

图书在版编目(CIP)数据

实用学术英语阅读教程 / 黄庆欢, 唐洁主编. —杭州: 浙江大学出版社, 2014.9

ISBN 978-7-308-13691-4

I. ①实… II. ①黄… ②唐… III. ①英语—阅读教学—高等学校—教材 IV. ①H319.4

中国版本图书馆 CIP 数据核字(2014)第 185643 号

东方剑桥应用英语系列

实用学术英语阅读教程

主 编: 黄庆欢 唐 洁

责任编辑 张 琛 (zerozc@zju.edu.cn)

责任校对 张远方

封面设计 墨华文化

出版发行 浙江大学出版社

(杭州市天目山路 148 号 邮政编码 310007)

(网址: <http://www.zjupress.com>)

排 版 杭州金旭广告有限公司

印 刷 富阳市育才印刷有限公司

开 本 787mm×1092mm 1/16

印 张 16

字 数 493 千

版 次 2014 年 9 月第 1 版 2014 年 9 月第 1 次印刷

书 号 ISBN 978-7-308-13691-4

定 价 36.00 元

版权所有 翻印必究 印装差错 负责调换

浙江大学出版社发行部联系方式: (0571)88925591; <http://zjdxcs.tmall.com>

Studying English in Academic Context

随着高等教育国际化的发展，提高学术语境下的英语运用能力显得尤为重要。《实用学术英语阅读教程》通过阅读训练的方式帮助学生了解英语国家的学术规范、论文撰写、研究报告、学术演讲、数据解读及国外大学的评估和考试系统等信息，在培养学生阅读能力的同时有针对性地为学生进入高年级后进行以英语为工具语言的专业学习及出国留学打下英语语言基础和学术基础。本教程可供高等学校各年级学生使用，尤其适合中外合作办学项目中的英语语言学习者和希望留学英语国家的学习者。

P 前言

REFACE

本教程以英语国家通用的学术规范、论文撰写、研究报告、学术演讲、数据解读及国外大学的评估和考试体系的介绍为主题，精选阅读文章，编排阅读理解练习，通过阅读训练的方式帮助学生了解国际上主要学术规范，同时培养学生的阅读能力，为学生毕业后直接用英语从事本专业工作或继续深造、进行学术研究以及参加学术活动打下英语语言基础和学术基础。

教程共十个单元，每个单元由三部分构成：第一部分是阅读训练，第二部分是自我检测，第三部分是巩固与运用。所有阅读资料均为对学术规范及各种学术研究的介绍，具体内容如下：

第一单元主要介绍学术性文章的风格、体裁、词汇特点和阅读方法，促使学生养成良好的阅读习惯，提高阅读效率，以便更快适应大学学术氛围。

第二单元对剽窃的学术定义、学术剽窃典型案例及如何避免学术剽窃进行介绍和分析，同时以真实案例对学生进行检测，帮助学生树立诚实正直的学术研究意识。

第三单元介绍学术英语的引用规范。为避免剽窃，学习如何规范引用是关键。本单元介绍了目前国际上通用的引用体系的异同之处及各自的使用范围，同时配套相关检测练习。

第四单元介绍大班讲课和小班辅导这两种大学最常用的教学方法。其中的阅读篇章分别介绍了讲课和辅导的历史发展、课堂组织、授课方式以及对学生的要求。学生在做阅读练习的同时，可以了解如何充分利用不同教学方式的特点，运用合理的学习方法来获取知识。

第五单元介绍学术演讲的基本结构、特征、技巧和语言表达，帮助学生理解和掌握学术演讲的概念，了解演讲的准备与呈现的技巧。

第六单元介绍学术界普遍使用的定量和定性研究方法、调查研究设计，有助于大学生对学术研究方法形成基本认识。

第七单元介绍研究报告或调查报告的体裁、格式、语言要求等基础知识。本单元的两篇主课文分别为一篇社会学调查报告和一篇商业可行性报告，通过对这两篇报告的阅读，学生可以了解不同类型报告的不同结构，并体会其不同的阅读要点。

第八单元介绍各种图表类型和数据分析的方法及相关术语，同时配备数据分析的真实案例帮助学生进行练习、巩固和运用。

第九单元介绍了案例法，包括案例研究法和案例教学法。本单元的阅读旨在使学生了解案例法的起源、分类、主要特点和优势，以及它与其他研究方法或教学方法的区别。

同时，文章也提供实例来说明案例法应如何应用于科研和教学实践。

第十单元介绍国际通用的教育评估方式和国际测试，旨在使学生了解“多元智能”的概念，了解目前现存的不同的教育评价方式及其异同和优劣。

本教程特色：

以“学术规范”和“学术研究主要方法”的介绍作为主题进行阅读能力的培养，为学习者用英语语言进行学术思想交流和学术研究奠定基础。

强调自主性学习能力的培养，每个单元的第二部分都编排了自我检测，让学生在课后根据课堂内容自主学习和自主检测。

突出“在做中学”的教学理念，强调实际运用，每个单元第三部分的“巩固和运用”都设置了实际运用的内容供学生进行实际操作和演练。

本教程可供高等学校各年级学生使用，尤其适合中外合作办学项目中的英语语言学习者和希望留学英语国家的学习者。

本书的编者均来自浙江大学城市学院外国语学院，他们长期从事中外合作办学项目的英语教学，特别是在学术英语教学方面进行了积极探索。其中，唐洁负责编写第一、四、七和九单元，黄庆欢负责编写第二、三、八单元，卢双双负责编写第五和第十单元，徐焰负责编写第六单元。

由于编者水平有限，本书还存在诸多有待改进之处，欢迎广大读者和同行不吝批评指正。同时，本书的编写获得浙江大学城市学院的大力支持，在此表示感谢。

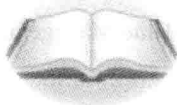
编者

2014年4月

CONTENTS

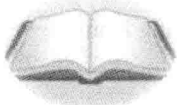
目录

Unit 1



Academic Style	1
Part I Reading	2
Reading 1 Reading Myths and the SQ3R Method	2
Reading 2 Writing in an Appropriate Style	11
Part II Mastery Test	18
Reading Writing across the Disciplines	18
Part III Consolidation and Application	23
Reading 1 Harvard Report	23
Reading 2 How to Write an Article in an Academic Style	25

Unit 2



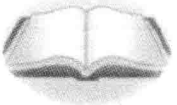
Plagiarism	28
Part I Reading	29
Reading 1 How to Avoid Plagiarism	29
Reading 2 Why Students Plagiarize	37
Part II Mastery Test	44
Reading 1 Academic Plagiarism Definition	44
Reading 2 Is It Plagiarism Yet?	47
Part III Consolidation and Application	48

Unit 3



Referencing	53
Part I Reading	54
Reading 1 Introduction	54
Reading 2 Principles of Referencing	57
Part II Mastery Test	61
Reading 1 References and Bibliographies	61
Reading 2 Choosing Sources	63
Part III Consolidation and Application	67
Reading Introduction of Referencing Styles	67

Unit 4



Lecture and Tutorial	75
Part I Reading	76
Reading 1 Lecture	76
Reading 2 Discussion Skills for Tutorials & Seminars	81
Part II Mastery Test	87
Reading Effective Note-taking	87

CONTENTS

目录

Unit 5



Part III Consolidation and Application	92
Reading Academic Success Tips: Time Management	92
Academic Presentation	98
Part I Reading	99
Reading 1 Preparing an Academic Presentation	99
Reading 2 How to Give a Talk: Better Academic Speaking in a Nutshell	104
Part II Mastery Test	109
Reading 1 Speech by H.E. Ambassador Liu Xiaoming at the Lunch of the Asian Business Leaders Summit	109
Reading 2 Presentation of a Marketing Plan	116
Part III Consolidation and Application	119
Reading A Commencement Address	119

Unit 6



Research Method	127
Part I Reading	128
Reading 1 Research Methods	128
Reading 2 Qualitative vs. Quantitative Research	132
Reading 3 Different Research Methods —How to Choose an Appropriate Design	133
Part II Mastery Test	137
Reading Survey Research Design	137
Part III Consolidation and Application	144

Unit 7



Report	149
Part I Reading	150
Reading 1 The Work Values of First-Year College Students: Exploring Group Differences	150
Reading 2 Feasibility Report on Establishing Internet Courses (E-learning)	158
Part II Mastery Test	164
Reading The IMRAD Format of Report	164
Part III Consolidation and Application	170
Reading 1 Report	170

CONTENTS

目录

Reading 2	The Format of Business Report	172
Reading 3	Exploration of Intimacy in Intercultural and Intracultural Romantic Relationships in College Students	175

Unit 8



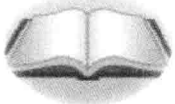
Data and Graph	179
Part I Reading	180
Reading 1 Introduction of Data	180
Reading 2 Graph	182
Part II Mastery Test	187
Reading Introduction of Graph Types	187
Part III Consolidation and Application	195

Unit 9



Case Study	198
Part I Reading	199
Reading 1 The Case Study Research Method	199
Reading 2 The Case Method: Art and Skill (I)	206
Part II Mastery Test	211
Reading The Case Method: Art and Skill (II)	211
Part III Consolidation and Application	218
Reading 1 Case Study Research	218
Reading 2 Case Selection and Structure	220
Reading 3 An Example	221

Unit 10



Assessment and Examination	224
Part I Reading	225
Reading 1 Multiple Intelligences	225
Reading 2 Definitions and Categories of Assessment	228
Reading 3 Reliability and Validity of Assessment	233
Part II Mastery Test	238
Reading 1 Testing in Education	238
Reading 2 International Examinations and Tests (I)	241
Part III Consolidation and Application	244
Reading International Examinations and Tests (II)	244

Unit 1 Academic Style



1. Awareness is empowering.

—Rita Wilson (1956–)

2. The simpler the words in which a thought is expressed, the more stimulating its effect.

—Eric Hoffer (1902–1983)

3. Proper words in proper places make the true definition of style.

—Jonathan Swift (1667–1745)

Group Discussion

1. What is a TEXT? Name a few types.
2. What is an ACADEMIC TEXT? Name a few types.

Part I Reading



Reading 1 Reading Myths and the SQ3R Method



Task 1 Text Identification¹

Examine the following texts and identify any significant features. What kind of text does the extract come from? Is it academic or nonacademic? Then check your answer with your partner.

TEXT 1

COSTATA alla PIZZAIOLA, SERVES 4

1.5 lb (750 g) thinly sliced sirloin or rump steak or veal or chicken breasts, skinned
 6 tablespoons olive oil
 3 cloves garlic, peeled and crushed
 1.5 lb (750 g) canned tomatoes, sieved
 2 tablespoons chopped parsley
 3 tablespoons chopped basil salt and pepper

Trim any gristle and fat off the meat, flatten it as much as possible with a meat mallet and set it to one side. Heat the oil in a frying-pan wide enough to take all the meat in a single layer, add the garlic and fry gently for about 3 minutes. Add the tomatoes, parsley and basil, stir and bring to the boil. Slip the meat into the tomato sauce, cook very quickly for about 5 minutes, sprinkle with salt and plenty of pepper and serve at once.

¹ The texts are adapted from <http://www.uefap.com/writing/feature/intro.html>.

TEXT 2

This paper examines interaction in written text through the interplay between the notions of text averral and attribution (Sinclair, 1988). Text averral is evidenced in the unmarked parts of the text, where the utterances are assumed to be attributed to the author. Attribution, the counterpart of text averral, is the marked case where the sources of authority are clearly signalled.

It is hoped that this study will add to our knowledge about the characteristics of different types of text, and illuminate the way for students who find themselves lost amidst the echoes of the multiple voices they hear within the same text.

TEXT 3

Shall I compare thee to a summer's day?
 Thou art more lovely and more temperate:
 Rough winds do shake the darling buds of May,
 And summer's lease hath all too short a date:
 Sometime too hot the eye of heaven shines,
 And often is his gold complexion dimmed,
 And every fair from fair sometime declines,
 By chance, or nature's changing course untrimmed:
 But thy eternal summer shall not fade.

TEXT 4**Ultra Cool DVD Home Cinema System**

Four beautiful, slim floor-standing speakers and an active subwoofer to bring you a great entertainment experience. A powerful player/S-Master digital amplifier, boosting 5 x 100W, facilitates DVD-Video, multi-channel Super Audio CD, Video CD and DVD-R/RW playback, while an integrated RDS tuner provides 30 pre-set channel options. This is a true one box solution for your TV!

TEXT 5

Dear John,

How are you? Everything here's fine. I'm very happy at the moment because my football team won last week. I went to the match with my brother Fernando, and we both enjoyed it very much. The score was 6 - 1.

What are you doing in September? I'm on holiday then, and I'd like to invite you to come to Almeira for a month. The weather is usually very good in September (it's not too hot!). We could go swimming and I could show you something of Spain. I hope you can come. My family and I think it's a great idea, and we all want to meet you.

Best wishes to you and your family.

Reading Myths and the SQ3R Method¹

Many college students discover that there is **significantly** more to read in college than there was in high school. Students **frequently** remark that they don't have enough time to read through all of their assignments during the week. However, many students have bad habits and **subscribe** to reading myths. This passage is to help you understand reading as an activity and help you become a more **efficient** and effective reader.

MYTH 1: I HAVE TO READ EVERY WORD

Many of the words used in writing grammatically correct sentences actually **convey** no meaning. (1) If, in reading, you **exert** as much effort in **conceptualizing** these meaningless words as you do important ones, you limit not only your reading speed but your **comprehension** as well.

MYTH 2: READING ONCE IS ENOUGH

Skim once as rapidly as possible to **determine** the main idea and to identify those parts that need careful reading. Reread more carefully to plug the gaps in your knowledge.

Many college students felt that something must be wrong with their brain power if they must read a textbook chapter more than once. (2) To be sure, there are students for whom one **exposure** to an idea in a basic course is enough, but they either have read **extensively** or have an excellent background or a high degree of interest in the subject.

For most students in most subjects, reading once is not enough. However, this is not to

¹ The text is prepared by the Academic Skills Center, Dartmouth College (2001), abridged and adapted from <http://www.dartmouth.edu/~acskills/success/reading.html>.

imply that an unthinking **Pavlovian-like** rereading is necessary to understand and **retain** materials. Many students automatically regress or reread doggedly with a self-punishing attitude. (“I didn’t get a thing out of that paragraph the first time, so if I punish myself by rereading it maybe I will this time.”) This is the hardest way to do it.

Good reading is selective reading. It involves selecting those sections that are **relevant** to your purpose in reading. Rather than automatically rereading, take a few seconds to quiz yourself on the material you have just read and then review those sections that are still unclear or confusing to you.

The most effective way of spending each study hour is to devote as little time as possible to reading and as much time as possible to testing yourself, reviewing, organizing, and relating the concepts and facts, mastering the technical terms, **formulas**, etc., and thinking of applications of the concepts—in short, spend your time learning ideas, not painfully **processing** words visually.

MYTH 3: IT IS SINFUL TO SKIP PASSAGES IN READING

Many college students feel that it is somehow **sinful** to skip passages in reading and to read rapidly. We are not sure just how this attitude develops, but some authorities have suggested that it stems from the days when the Bible was the main book to be read, savored, and reread. Indeed, the educated person was one who could quote long passages from these books from memory.

Today **proliferation** of books and printed matter brought about by the information explosion creates a reading problem for everyone. (3) Furthermore, much of this printed material offers **considerably** less than Shakespeare or the Bible in meaning or style. You must, of course, make daily decisions as to what is worth spending your time on, what can be glanced at or put aside for future **perusal**, and what can be **relegated** to the wastebasket.

The idea that you cannot skip but have to read every page is old-fashioned. Children, however, are still taught to feel guilty if they find a novel dull and cut it down before finishing it. I once had a student who felt she could not have books in her home unless she had read every one of them from cover to cover. Studies show that this is the reason why many people drop Book-of-the-Month Club subscriptions; they begin to collect books, cannot keep up with their reading, and develop guilty feelings about owning books they have not had time to read.

The idea that some books are used merely for reference purposes and are nice to have around in case you need them seems to be ignored in our schools. Sir Francis Bacon once said that some books are to be **nibbled** and tasted, some are to be swallowed wholly, and a few need to be thoroughly **chewed** and digested no matter how **trivial** the content is. No wonder many people dislike reading.

MYTH 4: IF I SKIM OR READ TOO RAPIDLY MY COMPREHENSION WILL DROP

Many people refuse to push themselves faster in reading for fear that they will lose comprehension. However, research shows that there is little relationship between rate and

comprehension. Some students read rapidly and comprehend well, others read slowly and comprehend poorly. Whether you have good comprehension depends on whether you can **extract** and retain the important ideas from your reading, not on how fast you read. If you can do this, you can also increase your speed. If you “clutch up” when trying to read fast or skim and worry about your comprehension, it will drop because your mind is **occupied** with your fears and you are not paying attention to the ideas that you are reading.

If you **concentrate** on your purpose for reading—locating main ideas and details, and forcing yourself to stick to the task of finding them quickly—both your speed and comprehension could increase. Your concern should be not with how fast you can get through a chapter, but with how quickly you can **locate** the facts and ideas that you need.

MYTH 5: THERE IS SOMETHING ABOUT MY EYES THAT KEEPS ME FROM READING FAST

This belief is nonsense too, assuming that you have good vision or wear glasses that correct your eye problems. Of course, if you cannot focus your eyes at the reading distance, you will have trouble learning to skim and scan. Furthermore, if you have developed the habit of focusing your eyes too narrowly and looking at word parts, it will be harder for you to learn to sweep down a page rapidly.

Usually it is your brain, not your eyes, that slows you down in reading. (4) Your eyes are capable of taking in more words than your brain is used to processing. If you sound out words as you read, you will probably read very slowly and have difficulty in skimming and scanning until you break this habit.

SQ3R Method

When you have overcome the myths, it is time to learn how reading should be done at college level. The reading you do at college differs in two significant ways from the reading you did in high school. Not only are you asked to complete longer assignments in a shorter period of time, but you are also expected to analyze and **evaluate** what you read with more **sophistication** and skill. Professors expect you not just to comprehend what you read, but to be able to do something with it: talk or write about the material in an engaged and **complex** fashion, apply information or concepts to a new **scenario** or problem, or solve a problem you haven't gone over in class, just to mention a few.

The strategies listed below will help you do a large quantity of reading without the frustration that sometimes results from having a lot to read. It will also help you to retain more of the key concepts and information that you will need to know for exams. While this method (SQ3R) is more **applicable** to textbook reading, you can **modify** it for reading literature or other more narrative type material.

STEP 1: SURVEY

Skim the chapter: read only the chapter title, subtitles, italicized terms, boldface type, and introductory or summary sections. Make mental predictions about what you think the chapter will discuss.

You can also write notes as you go along and then look over these notes before **proceeding** to the next step.

STEP 2: QUESTION

Change all chapter titles, subtitles, sections, and paragraph headings into questions. For example, instead of reading paragraph headings such as “Basic Concepts of Reading”, change to read, “What are the Basic Concepts of Reading?” These questions will become “hooks” on which to hang the reading material.

Write these questions out in a reading journal; look over the questions to see the emphasis and direction; then attempt to give **plausible** answers before further reading.

STEP 3: READ

Read with **alertness** to answer the questions. Write notes in your own words under each question. Take a **minimum** number of notes—use these notes as a **skeleton**.

STEP 4: RECALL

Without looking at your books or notes, mentally **visualize** and sketch in your own words the high points of the material immediately upon completing the reading.

STEP 5: REVIEW

Look at your questions, answers, notes and books to see how well you actually recalled the reading. Observe carefully the points you recalled incorrectly or simply **omitted**. Fix carefully in your mind the logical **sequence** of the entire idea, concepts, or problem. Finish up with a mental picture of the whole paragraph, or chapter you’ve just covered.

N.B. The bulk of your time should be spent on Steps 4 & 5.



Task 2 Comprehension Questions

For questions 1–5, choose the best answer from choices A, B, C and D; for questions 6–10, write down your answers in your own words in the blanks provided.

1. What do you NOT do in the first reading of an article?
 - A. Summarizing the main idea of the article.
 - B. Selecting the important sections.
 - C. Thinking about what it is that you do not understand.
 - D. Plugging the gaps in your knowledge.
2. Why do many people dislike reading?
 - A. Because it is difficult to decide which books are worth reading carefully.
 - B. Because many books have trivial contents.
 - C. Because books have to be read from cover to cover.
 - D. Because many people feel guilty about having no time to read.
3. For some people, why will comprehension drop if reading fast?
 - A. Because fast reading is difficult.
 - B. Because the content becomes more difficult when they read fast.
 - C. Because they soon forget what they've read.
 - D. Because they're too busy worrying about their comprehension.
4. Some people claim that they have eye problems that prevent them from reading fast. Actually their eyes are fine, but _____.
 - A. their eyes cannot focus at the reading distance
 - B. their vision is too narrow
 - C. they have to wear glasses
 - D. they sound out words as they read
5. What is not a difference between college reading and high school reading?
 - A. College reading is longer.
 - B. College reading requires students' evaluation of material.
 - C. College reading requires less comprehension but more application.
 - D. College reading is more sophisticated.
6. What do you do before actually reading the material?

7. What's the benefit of answering your own questions?

8. What do you think is the purpose of Step 4?
