

学术英语 读写教程

(下)

梁晓晖

高等教育出版社

XUESHU YINGYU DUXIE JIAOCHENG

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前言

《学术英语读写教程》针对国内大学生对英语综合应用能力及学术思维创新能力的的需求，依据认知语言学的基本理念设计，体现了全新的教学思想。

本教程以大学生日常生活中的基本认知技能为出发点，设计出一套生动有趣的科学方法培养学生的英语思维能力，分步骤提高学生阅读与撰写传记性文章、说明性以及议论性论文的能力，夯实英语功底，挖掘科研潜力，为学生继续深造或进入职场打下良好的英语语言及创新思维基础。

我们生活在五彩缤纷的大千世界中，如果没有一定的认知方法，是无法应对日常的学习和生活的。掌握规律，学习就会得心应手；不去有意识地寻找规律，学习就会成为没有成效的苦差事。当今社会对大学生不仅有学业上的要求，更有人际沟通、课外技能等要求，只有分门别类、触类旁通，才能沉着应对。

如果希望掌握足够的英语知识去描述复杂的世界，进而再描述抽象思维，那么在学习英语词句以及篇章时，就要保证输入大脑的英语知识是有序的，这样才能加深记忆。本教程就是以此为目的编写而成的。

撰写学术论文，首先要学会讲述一个事件、现象、实验过程，然后条清晰地说明其中的问题，最后对自己的观点加以论证。所以学术论文的阅读与写作包含记叙、说明、议论三个层次的技巧，这也构成了本教程上、下册的三个部分（Section）。同时，教程尝试在每个部分从宏观到微观层面将知识有序化。其总体布局及单元结构如下：

总体布局

Volume: 教程分为上、下两册。上册重视宏观结构思维的培养和字词能力的训练，适合大学英语入门阶段的学生使用。下册在重视宏观结构思维的同时，加强了次宏观层面对文章逻辑脉络的把握及思辨能力的培养，适合大学英语提高阶段的学生使用。

Section: 两册共分三个部分，以文章体裁进行划分，即记叙文、说明文和议论文。

Unit: 每一部分包含四个单元。

Text: 每个单元提供两篇文章，四个单元正好涵盖每种体裁最为典型的文章写法。文章的难度依次增强，从有趣的爱情故事开始，到具有一定学术思维的议论文结束。开始先让学生放下负担沉浸在故事阅读中，提高快速阅读能力。最后让学生阅读经过简化的国外课本及科研论文，学习其中的逻辑脉络及思辨技巧。

单元结构

本教程每单元遵循从写到思考、到读、再到拓展式听说读写练习四个步骤。

Writing Starter: 第一步，以热身写作导入写作任务。

Reading Skill: 第二步，从学生已经具备的认知技能出发，引入英语学习技能，深入浅出，挖掘学生的创新思维能力。每部分先从本体裁文章的宏观结构特点出发，寻找篇章规律，再到次宏观的文章脉络规律，最后到微观的掌握字词句的方法。

Text Reading: 第三步，阅读写法相近的两篇文章，通过课前和课后练习巩固该单元的学习方法。

Exercises: 第四步，拓展课下阅读与相关的视听练习，并完成口语与写作任务。鼓励学生独立思考、亲自实践，真正参与到课堂互动中。学生应初步掌握小故事、简单的考察报告，以及学术论文的摘要和文献综述等内容的写法。

具体来讲，第一步热身写作（**Writing Starter**）中的任务，是根据本单元的教学目的，结合学生的日常生活，让学生为一篇小作文草拟大纲。这个任务可在课堂上限时完成。不要求写完整，只需让学生意识到构思上的问题与困惑，从而更好地吸收单元所要学的内容。

第二步的阅读技能（**Reading Skill**）是单元的核心知识，分三个小项。第一项先描述日常生活中人类的一种基本认知技能，第二和第三项讲述在阅读和写作时怎样应用这种认知技能理解文章主旨、构思文章结构，以及拓展词句能力。

第三步包含两篇体裁一致、题材或写法相近的课文（**Text A**和**Text B**），两篇课文在结构和内容上都体现阅读技能中的要点。课前练习（**Pre-reading Focuses**）的设计是帮助学生在学课文时巩固本单元阅读技能中的知识点。课后练习（**Post-reading Focuses**）分为阅读理解（**Reading Comprehension**）和写作

微技能 (Micro-writing Skills) 两大部分。其中, 阅读理解考查学生对本单元阅读技能要点的掌握情况。而写作微技能的训练两篇文章各有侧重。

Text A的写作微技能中, 词汇扩展 (Vocabulary Building) 挑选了课文中的重要单词和词组, 重点练习对不同语境下其不同涵义的把握。结构积累 (Structure Cumulating) 一题练习课文中出现的、在写作书面语中广泛应用的句子结构。在填空测验 (Cloze Testing) 中, 学生可练习在信息不全时对与课文内容相关的选文的理解能力。功能训练 (Functional Training) 结合阅读技能中的指示, 以一个主题或任务来串联课文中的一组词语表达或句子, 帮助学生以使用为目的去掌握所学词句, 并能够在写作中复用。

Text B的写作微技能中, 中英互译练习 (Translation Practice) 考查对课文难点的深入理解及应用; 限制性写作 (Controlled Writing) 是从课文中挑选一个典型段落, 保留内容性词语, 删除连接性词语和语法提示语, 让学生连接成段, 可以有效提高学生的语篇衔接能力。

第四步的单元拓展练习旨在全面提高学生在主题统领下的听说读写等技能, 共分为讨论及口头报告问题 (Questions for Discussion and Oral Presentation)、读与看视野拓展 (Enlarge Your Scope of Reading and Watching) 和真实经历写作 (Connect Writing with Your Experience) 三部分。讨论及口头报告问题可用于教师组织或学生自己进行针对单元内容的口语练习。读与看视野拓展是课下学习的重点, 每个单元推荐一至两本与课文体裁、内容相近的读物, 鼓励学生在单元讲述完毕后同步阅读完成, 并撰写读书报告; 同时这个部分还推荐一个与课文内容相关的电影或视频, 希望能够帮助学生在主题引导下提高听力水平。真实经历写作要求学生利用单元知识, 在广泛阅读的基础上, 根据真实生活经历或简单的调研, 去完成作文。

课文的语言点、知识点以及练习答案将放在“中国外语网” (www.cflo.com.cn) 上, 供教师参考。

谨以此教程献给新一代大学生。对于绝大多数学子来说, 创新不是从大处去想望的。创新如果能够成为驱动, 是要我们从基础工作中找到入手点的。希望这套教程所体现的全新的英语学习方法能为学生提高学术思维能力提供实质性的帮助。

本教程在使用过程中定会发现疏漏与问题, 期待广大师生给予指正。

梁晓晖

2014年1月

Map of the Books

体裁 思维技巧	记叙文 Section One Reading and Writing Narrative Stories	说明文 Section Two Reading and Writing Expository Articles	议论文 Section Three Reading and Writing Argumentative Essays
宏观思维技巧	Unit 1 Love Stories Narrative Structure 记叙文结构	Unit 1 Reading and Writing Expository Structure 说明文结构	Unit 1 Persuasion Argumentative Structure 议论文结构
次宏观思维技巧	Unit 2 Christmas Stories Narrative Perspective 记叙角度	Unit 2 Comparison and Contrast Expository Patterns Unit 3 Defining Traits of the Abstract Cohesive Devices 说明模式与衔接	Unit 2 Dissuasion Grounds of Argument Unit 3 Critical Thinking Point of Entry in Argumentation Unit 4 Two Sides of One Coin Points of View and the Author's Standpoint 寻找论据与议论入手点
微观思维技巧	Unit 3 Parents Word Power (1) Context Clues Word Power (2) Associative Field Unit 4 Memories Word Power (3) Idiomatic Usage Word Power (4) Polysemy 词汇能力	Unit 4 Elaborating Scientific Findings Word Power (5) Elegant Variations Word Power (6) Word Formation 词汇能力	Sentence Power 句子能力

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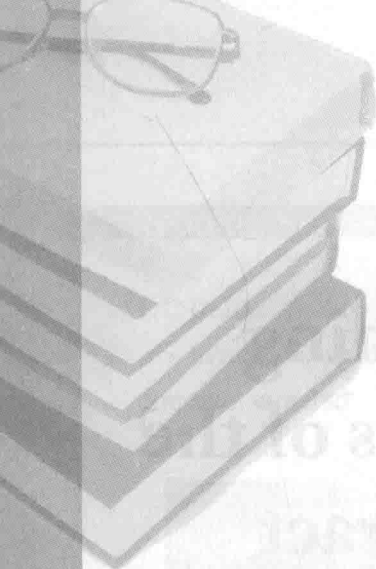
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Section

TWO

Reading and Writing Expository Articles

Section Two Highlights

1. Macro-level Knowledge: Expository Structure
2. Submacro-level Knowledge: Expository Patterns
3. Micro-level Knowledge:

Word Power

Elegant Variations

Word Formation

UNIT

3

Defining
Traits of the
Abstract

1 Writing Starter

It is easy to say that iron is hard and snow is soft. But if you are required to define the hardness or the softness of any object with an exposition, it would not be that easy. Write down a few sentences or merely a few words to elaborate the softness of snow.

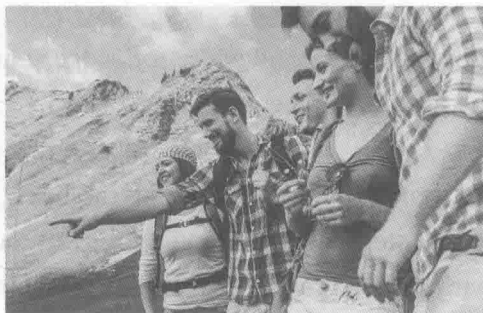
Can you further extend your expository skill to the explanation of qualities of leadership or of American people?



2) Reading Skill — Deixis and Cohesive Devices

1. Deixis

In our life, we always need to point to something by raising an index finger to the direction targeted.



Moreover, destination boards can be found everywhere in public space to indicate where we may find what we need.

In written material, the function of leading our sense of direction is played by deixis (指示语). Deixis is used to refer to persons or things (I / me / you / they / he / she / it, the man), places (here / there, nearby / far away), time (today / yesterday / tomorrow / soon / later, in my youth, after three weeks) or the other parts of the article.

More generally, an article is made into a unified one by two elements. One is coherence in content, and the other is cohesive devices in form that help to stick words and sentences together. And deixis is the major part of cohesive devices.

With the help of cohesive devices, we can read an article more smoothly.

2. Cohesive Devices

Cohesive devices are *the links among the surface elements* in a text and the visual signals that mark the logical sequence of a writer's thoughts, which contribute to the property of unity in the text. At each stage, they will show you where you are, where you are going next, and what relationships between the parts you should keep in mind. With the help of these devices within the paragraph, you can move easily and

smoothly from sentence to sentence; you will understand how each new sentence is connected to the topic sentence of the paragraph and to the sentence immediately before it; you will see how each fits into the pattern of the whole paragraph. Cohesive devices also enable you to read from paragraph to paragraph with ease. You will be aware of how each paragraph serves to support the thesis statement; you will understand its connections with the previous paragraph, and how each fits into the structure of the whole article.

The writer often adopts the following cohesive devices to bridge sentence or paragraph changes and to indicate the relationship between ideas:

(1) Topic sentences

A good writer sharply refines the topic sentence of the material being written. For both writer and reader this is the first step in establishing a coherent paragraph. If the terms in the paragraph are clearly enough related, they will lead the reader to grasp the logical relationships between sentences.

In addition to establishing the unity of a single paragraph, the topic sentence has another function. It also serves as a road sign. It shows the relationship between paragraphs and the relationship between one paragraph and the controlling thesis of the whole essay.

The first sentence of each paragraph in Text B serves as a topic sentence. Each sentence identifies one aspect of the traits of Americans as queer people — Americans are queer people: they can't rest, read, drink, play ... — and therefore builds up the relationship between paragraph and paragraph, and between paragraphs and the whole essay. At the same time, each paragraph focuses on the main point raised in the topic sentence and forms a unified and coherent part of the essay.

(2) Key function words

One of the standard ways of showing the logical relationships of the parts is to use a great variety of function words.

One type of function words shows numerical or chronological relationship. These can be forms of numbers, such as *three*, *secondly*, or *third*. Or they can be more generalized, such as *after*, *soon*, *next*, *another*, *other*, *further*, *also*, *at last*, *finally*.

Another type shows emphasis and significance. These are usually adjectives

and adverbs, such as *deeper*, or *chief*, *main*, *primary*, *lesser*, *more important(ly)*, *most important(ly)*, *less important(ly)*, *opposite*, *contrasting*, *different*, *unique*.

A third type shows some forms of grammatical and logical connection. These include the many conjunctive adverbs, such as *however*, *moreover*, *thus*, *therefore*, *on the other hand*, *nevertheless*, *of course*. They also include conjunctions, such as *despite*, *although*, *because*, *and*, *but*, *yet*, and comparative words such as *like*, *as*, *than*.

(3) Key content words

The repetition of key content words is also an important device.

In Text B, the key word *queer* is repeated again and again throughout the essay. In addition, in each paragraph, the key words *read*, *play* ... also appear several times.

(4) Pronouns

Such as *this*, *that*, *it*, *he*, *they*.

(5) Synonyms

With this variation, the writer may use a substitute, a synonym, for a key word, rather than repeat the exact word itself. If in one paragraph the writer says someone was *responsible*, in the transition the author may say that someone else was also *to blame*. If throughout an essay one is referring to the idea of *freedom*, one may employ various synonyms, such as *liberty* or *the right to protest*, which are subdivisions of the concept *freedom*.

In the first paragraph of Text B, for example, the idea “keep moving” is expressed through “rush up and down, move about, invade, flood, keep ... full.”

(6) Sentence structures

A final useful device is the repetition of sentence structures.

The coherence of Text B is greatly improved and easier to follow through the repetition of sentence structures. The whole essay overflows with and is characterized by the structure “they can’t ...”.

3. Coherence

Now we turn to the second element that contributes to the property of unity in a written text, that is, coherence. Coherence is *the links among the underlying ideas* and it forms the logical organization and development of its thematic content. A unified article contains a central theme or a central idea, and every piece of

information is related to the central idea. *Cohesive devices* and *coherence* work together and bring you the comprehensive, analytical understanding of the material that you are seeking.

A good piece of writing contains cohesive devices and coherence, mostly with a dominant tone. The tone is determined by the attitude of the writer toward his subject and his audience. The subject itself often suggests or shapes the writer's attitude. In a biology report, the writer will be neutral and objective. If the paper is about death, the writer will probably be serious. But a writer may very well choose to write a biased biology report or a satirical essay on death. In that case, you must not misunderstand the author's tone. Otherwise, you may misunderstand the whole piece of article all together. "You little devil!" will mean totally different things in different tones. There is a long list of adjectives to describe the tone, such as *happy, sad, gay, loving, tender, intimate, indignant, serious, angry, solemn, playful, satirical, contemptuous, ironic, reminiscent, melancholy*, and so on. In some texts, tone-detecting will be prerequisite for understanding the author's purpose of writing.

A tone consistently appears in unified and coherent writing. Learning to identify the elements contributing to the *coherence* (the wholeness of the article in its content) and *cohesive devices* (the wholeness of the article in its form) can help you detect the author's tone.

Pre-reading Focuses

1. Read the first paragraph quickly, and locate the thesis statement. And then make the following inference: what potentials of leadership might the author include?
2. Read the second paragraph quickly and make the inference again. Read on and make the same inference according to the logics being exhibited in

what you have read.

3. How the unity of the article is achieved with both the coherence in thought and the cohesive devices in expression?



TEXT A

The Qualities of Leadership

① The qualities of leadership are almost constant the world over. If you would like to become president of your class, school, or student council, you must first demonstrate that you have the potentials of leadership.

② For one thing, you must show that you are interested in your school and in your fellow students. In practical terms, this means taking an active part in school activities. It means joining clubs, attending dances and other social functions, and going out for athletics — if you are athletic. But many young people have to push themselves to join clubs or attend dances. Perhaps you are one of them. The basic reason for this hesitancy is natural shyness. There is nothing whatever wrong with shyness; it can be overcome if you recognize that it is not a permanent affliction, and if you realize, too, that most of your schoolmates are probably as shy as you are.

③ If you consciously strive to overcome shyness by going out to meet people, you will find yourself at the same time developing another quality of leadership — understanding. As your circle of friends and contacts widens you will get to know your schoolmates better. Because you are no longer so concerned with your own feelings, you will begin to respect and take into account the feelings of others. Your friends and acquaintances will be aware of your new attitude, for it will show in many small ways — your greeting, conversation, and willingness to give and accept friendship.

- ④ Another quality of leadership which you can develop is willingness to do a bit extra. If you are expected to sell ten tickets to a dance, for example, and sell fifteen, you have proved your interest and your effort to make your organization successful. Once you acquire the reputation of always doing a little more than expected, your fellow students will be willing to trust you with greater responsibilities. All your extra effort also indicates enthusiasm, and shows that you concentrate more on how to do a job efficiently than on its difficulties.
- ⑤ A fourth quality of leadership is imagination — the ability to see a way through problems and to develop new ideas. You can develop this all-important quality by devoting extra thought during quiet moments to problems being faced by your organization. Many members of a club sit passively through a meeting, and give no more thought to club matters until the next meeting. But if you take time during the week to think over the last meeting, you are likely to come up with new ideas (or at least some questions) to contribute at the next meeting.
- ⑥ As you show that you are interested in your school or organization, that you have understanding and respect for your schoolmates, and that you will work hard and use your imagination, your schoolmates will naturally think of you as one of their leaders. When the time comes for election of class or student body officers, you will be mentioned as a possible candidate by your closer friends, and this word will reach other groups until you are given a chance to declare yourself a candidate without seeming immodest.

● Post-reading Exercises

I. Reading Comprehension

For each of the questions and unfinished statements about the text, there are four choices. Decide on the best choice.