

大学专门用途英语系列教材

Academic English: Reading and Writing

学术英语读写教程

主 审 / 杨金才
总主编 / 肖 飞
主 编 / 鲍志坤

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

大学专门用途英语系列教材

Academic English:
Reading and Writing

学术英语读写教程

主 审 / 杨金才
总主编 / 肖 飞
主 编 / 鲍志坤
编 者 / 戴雪芳
 吴雪峰
 赵 莉

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

图书在版编目(CIP)数据

学术英语读写教程 / 鲍志坤主编 ; 戴雪芳等编. — 北京 : 外语教学与研究出版社, 2017.6

大学专门用途英语系列教材 / 肖飞总主编
ISBN 978-7-5135-9252-9

I. ①学… II. ①鲍… ②戴… III. ①英语—阅读教学—高等学校—教材②英语—写作—高等学校—教材 IV. ①H319.37②H319.36

中国版本图书馆 CIP 数据核字 (2017) 第 166119 号

出版人 徐建忠
责任编辑 孔乃卓
责任校对 陈新
版式设计 袁凌
封面设计 锋尚设计
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 三河市北燕印装有限公司
开本 787×1092 1/16
印张 13.5
版次 2017 年 12 月第 1 版 2017 年 12 月第 1 次印刷
书号 ISBN 978-7-5135-9252-9
定价 39.90 元

购书咨询: (010) 88819926 电子邮箱: club@fltrp.com
外研书店: <https://waiyants.tmall.com>
凡印刷、装订质量问题, 请联系我社印制部
联系电话: (010) 61207896 电子邮箱: zhijian@fltrp.com
凡侵权、盗版书籍线索, 请联系我社法律事务部
举报电话: (010) 88817519 电子邮箱: banquan@fltrp.com
法律顾问: 立方律师事务所 刘旭东律师
中咨律师事务所 殷斌律师
物料号: 292520001

前言

学术英语在当前的大学英语和研究生英语教学中得到了越来越多的重视。目前市场上冠以“学术英语”“学术英语读写”“学术英语阅读”等名称的学术英语教材不在少数。但主要问题有二：一是内容，除了极少数教材选用了英语学术期刊发表的论文片段之外，绝大多数选文都仅仅是具有学术内容的科普文章而已（区别于传统大学英语教材中常见的故事、小说、散文等）；二是结构，除了选文是学术类文章之外，其结构与传统的大学英语综合教程没有本质区别，即在课文之后设有一系列的词汇、语法、阅读、翻译等练习，或加入一些训练思辨能力等方面的内容。

我们认为，学术英语的教学目标是培养和训练学生各学科通用的阅读和撰写英语学术论文的能力，使学生掌握英语学术论文的写作特点和写作规范。基于这一目标，学术英语教材从内容选材方面，应该选用真实语料，即英语学术期刊论文，帮助学生尽早熟悉英语学术期刊论文的结构和语言特点；从教材编写内容方面来说，由于修读“学术英语”课程的学生至少要达到四级水平，其对英语的基本词汇与语法以及基本阅读技巧（诸如构词法、根据上下文猜测生词的词义、段落大意的理解等）都已经掌握，所以这些方面的训练不应出现在学术英语教材中。

鉴于此，我们在多年学术英语教学实践的基础上，编写了这本《学术英语读写教程》。全书共六个单元，每个单元分为三部分。第一部分分别介绍英语学术论文的各组成部分，即 Title/Heading、Abstract/Keywords、Introduction/Acknowledgements/References、Methods、Results、Discussion。第二部分是一篇已出版的完整的英语学术论文，论文正文长度一般在 3,000 词以内，内容涉及经济学、生物学、医学、社会学等领域，涉及的话题不太专门，没有专业背景的读者也能大致读懂。每个单元除一篇完整的英语学术论文之外，还有根据介绍的内

容和训练的项目安排的一些论文片段。全书通过六个单元覆盖英语学术论文的每个环节，系统训练英语学术论文的阅读和写作。另外，根据我们长期的教学实践和对学生英语学习常见错误分析，结合每个单元的具体内容，在每个单元的第三部分，分别介绍了英语学术论文的语言特点、词汇搭配、如何避免剽窃、时态的运用、连接词的运用以及英语学术论文各部分常用词汇，帮助学生写出正确、地道的学术英语。每个单元三部分中设计的练习，均弱化了传统大学英语教材中常见的词汇和语法练习，而更着眼于提高学生英语学术论文的阅读与写作能力。

需要特别指出的是，每单元第二部分完整的英语学术论文虽然涉及的话题不太专门，但毕竟是经济学、生物学、社会学等领域的专业学术论文（而不是科普文章），没有专业背景的读者只能了解大意、大体读懂，而不可能做到每句、每个表格都完全理解，这一点请使用本教材的教师和学生务必牢记。千万不要以对传统大学英语课文的理解标准来要求对本教材选文的阅读理解，否则必然会觉得本教材的选文过难，远远超出学生的阅读理解水平。我们之所以选择呈现完整的英语学术论文，目的是帮助读者熟悉英语学术期刊论文的结构和特点，为将来阅读本专业英语学术期刊论文打下坚实的基础。

美籍教师 Dr. Kevin R. Messenger 审阅了初稿，从语言和内容方面提出了诸多有益的修改意见。外语教学与研究出版社对本书的出版提供了大力支持。特此一并致谢。

编者

2017年11月于南京

CONTENTS

目录

Unit 1

-
- Part I Introduction to the component parts of academic articles** P2
- Section I A brief introduction to academic articles P2
- Section II The Title P3
- Section III The headings P11
- Part II Understanding a full-length article** P18
- The relationship of happiness, impulse buying and brand loyalty P18
- Part III The language in academic articles** P32

Unit 2

-
- Part I Introduction to the component parts of academic articles** P38
- Section I The Abstract P38
- Section II The Keywords P41
- Part II Understanding a full-length article** P58
- Psychological aspects of intellectual property protection P58
- Part III Collocations in academic English** P71

Unit 3

Part I Introduction to the component parts of academic articles P76

Section I The Introduction P76

Section II The References P81

Section III The Acknowledgements P90

Part II Understanding a full-length article P93

Active versus receptive group music therapy for major depressive disorder—A pilot study P93

Part III How to avoid plagiarism in academic articles P108

Unit 4

Part I Introduction to the component parts of academic articles P112

The Methods P112

Part II Understanding a full-length article P117

Subhealth: Definition, criteria for diagnosis and potential prevalence in the central region of China P117

Part III How to use tenses correctly in academic articles P137

Unit 5

-
- Part I Introduction to the component parts of academic articles** P142
The Results P142
- Part II Understanding a full-length article** P155
Media device ownership and media use: Associations with sedentary time, physical activity and fitness in English youth P155
- Part III Linking words in academic English** P175

Unit 6

-
- Part I Introduction to the component parts of academic articles** P178
The Discussion P178
- Part II Understanding a full-length article** P185
Parenting practices toward food and children's behavior: Eating away from home versus at home P185
- Part III Vocabulary for academic articles** P201

大学专门用途英语系列教材

Academic English:
Reading and Writing

学术英语读写教程

主 审 / 杨金才
总主编 / 肖 飞
主 编 / 鲍志坤
编 者 / 戴雪芳
 吴雪峰
 赵 莉

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

Unit 1

This unit will give you practice in:

1. having a general idea of the category and structure of academic articles;
2. having a general idea of the Title of academic articles;
3. trying to determine the main idea of an article through the Title;
4. trying to understand the main idea of a section through the headings;
5. writing an appropriate Title for academic articles;
6. familiarizing yourself with the general linguistic features of academic English.

Part
I

Introduction to the component parts of academic articles

Section I A brief introduction to academic articles

Categories of academic articles

Academic articles are professional works usually published in academic journals. They may contain original research results or review existing research results. An academic article typically belongs to a particular category such as research article and review article.

A research article analyzes a perspective or argues a point, and it presents the author's own interpretation, evaluation or argument backed up by others' ideas and information, more than the sum of sources, or a collection of different pieces of information about a topic. This type of article asks a research question or states a hypothesis, describes a specific research method, demonstrates and discusses the results, and may finally draw a conclusion. A review article analyzes or discusses researches previously published by others, rather than reports new experimental results. Review articles are sometimes called survey/overview articles, which mainly concern recent major advances and discoveries, significant gaps in the research, current debates, and possible future research.

Structure of academic articles

English research articles typically have a standard structure to follow, which is mostly composed of Title, Abstract, Keywords, Introduction, Methods, Results, Discussion, and References, although sometimes there are variations on this basic format. For example, you will not find Acknowledgements in the reading text of Unit 5, and there is a Conclusions section in the reading text of Unit 2.

In any case, it is helpful to understand the way a research article is organized before gaining information effectively from it.

Section II The Title

All articles begin with a Title, which is designed to stimulate readers' interest and inform them what the paper is about. Therefore it is sensible to study it carefully before proceeding to read the article.

Generally speaking, you may come across Titles in four different grammatical constructions:

1. Declarative-sentence construction (the Title is made up of a declarative sentence, for example "Learning induces a CDC2-related protein kinase")
2. Nominal group construction (the Title is made up of nominal phrases, for example "Acute liver failure caused by diffuse hepatic melanoma infiltration")
3. Compound construction (the Title is divided into two parts or halves, mainly by colons, for example "Romanian nominalizations: Case and aspectual structure")
4. Question (the Title is made up of an interrogative sentence, for example "Does the Flynn Effect affect IQ scores of students classified as learning-disabled?")

Constructing a good Title for an academic paper is not an easy job. As an important element of a paper that could initially leave readers with a first impression upon the paper, Titles should be carefully thought-out and well designed. The most prominent function of academic Titles is to inform readers as clearly as possible of the major issue under discussion in the paper and attract

their attention or interest as well. Therefore, Titles to be designed should be concise in form but concrete in content. Generally speaking, there are three major principles to be followed in designing article Titles.

a. Conciseness

The limit to the number of words in Titles is always 20. However, it is inappropriate to decrease purposefully the number of words in Titles, which may possibly lead to the failure of conveying or reflecting the major content of the papers. Titles that are too long or too short are inappropriate for academic papers, though there is a growing tendency that Titles in academic journals are becoming longer than before. Authors need to notice that in many cases, long Titles might contain “waste” words, which usually appear at the beginning of a Title. Typical examples are “Studies on...” and “Investigations into...”. Whenever there exists a collision between making a Title concise and making it concrete, it is advisable to give priority to the latter so that the content of the paper can be better reflected.

b. Markedness

Although a Title is what first comes into view by occupying the most prominent place in an article, it is not necessarily marked enough. Depending on the nature, topic or content of an article, authors could write Titles that are serious & formal or attractive & eye-catching or lively & interesting, varying in different aspects. An important principle is that Titles need to be as innovative as possible, but such innovation should be done in compliance with its full representativeness of the major content of the article. Without such representativeness, any Title, no matter how innovative it is, should be immediately abandoned.

c. Precision and appropriateness

Precision and appropriateness in the first place refer to grammatical considerations, which absolutely is the basic requirement. Besides, Titles need to be clearly written so as to avoid any ambiguity. To achieve this, authors should pay great attention to the wording of a Title. This process might take some time, but it is well worth doing as this will give readers a better idea of what the article is about. Moreover, Titles are expected to be written in a way that is convenient for retrieval. A good Title could help authors determine the Keywords of the article in that most Keywords might have been included in the Title itself. In addition, an appropriate Title is not supposed to contain abbreviations, proprietary names, jargon or terminology that are not commonly used. Appropriateness also lies in the format, or, to be specific, capitalization

of Titles. As is known, words could be divided into notional words and functional words. Most journals require that in Titles the initial letters of all the notional words are capitalized while all the other words are written in lower case except the first letter of the first word.

Here are two examples to illustrate what should be paid attention to when designing Titles for academic papers.

1. Parental style and academic achievement
2. Do differences in parental styles affect the academic achievement of undergraduate students?

The first Title includes two nominal phrases, and there is no denying that readers, upon reading it, are still not clear about what the paper intends to discuss. In contrast, the second Title, in the form of an interrogative sentence, puts forward directly the relationship between parental styles and students' academic achievement. What's more, the students here are confined to undergraduates, which makes the research topic narrow enough for an academic paper.

Many people tend to read only the Titles when searching for papers, and only a few people, if any, will read a whole paper. Taking this into account, we, as potential academic authors, should design Titles with great care, making sure the wording is appropriate.

Exercises

1▶

Read the following Titles, decide the grammatical constructions, translate them into Chinese, and then answer the questions that follow.

1 The relationship of happiness, impulse buying and brand loyalty

Grammatical construction: _____

Translation: _____

Questions:

1. When do people buy on impulse?

2. Are people often loyal to certain brands?

3. What are your assumptions concerning the relationship between happiness, impulse buying and brand loyalty?

2 Chocolate intake is associated with better cognitive function

Grammatical construction: _____

Translation: _____

Questions:

1. What positive effects do you think chocolate intake may have on people either physically or mentally?

2. What aspects of cognitive performance may be affected by chocolate intake?

3 Does the Flynn Effect affect IQ scores of students classified as learning-disabled?

Grammatical construction: _____

Translation: _____

Questions:

1. What learning disabilities do some students have?

2. What factors do you think could affect IQ scores of students with learning disability?

3. Try to find out what the Flynn Effect is on the Internet.

4 Subhealth: Definition, criteria for diagnosis and potential prevalence in the central region of China

Grammatical construction: _____

Translation: _____

Questions:

1. What do you know about subhealth?

2. What do you think may be the criteria for diagnosis of subhealth?

3. How serious is the problem of subhealth among the people you know?

5 Psychological aspects of intellectual protection

Grammatical construction: _____

Translation: _____

Questions:

1. What is intellectual protection?

2. What are the major factors stimulating people to use unlicensed products?

6 Active versus receptive group music therapy for major depressive disorder—A pilot study

Grammatical construction: _____

Translation: _____

Questions:

1. What do you know about music therapy?

2. What do you know about major depressive disorder?

7 How do tests and summary writing tasks enhance long-term retention of students with different levels of test anxiety?

Grammatical construction: _____

Translation: _____

Questions:

1. What effects do you think tests may have on students' learning outcomes?

2. What effects do you think summary writing tasks may have on students' learning outcomes?

3. Which do you think is more likely to trigger students' anxiety, tests or summary writing tasks?

8 Media device ownership and media use: Associations with sedentary time, physical activity and fitness in English youth

Grammatical construction: _____

Translation: _____

Questions:

1. What is the relationship between media device ownership and sedentary time?

2. What is the relationship between media device ownership and physical activity?

3. What is the relationship between media device ownership and fitness?

2

Read the following Abstract of an academic paper and choose the most appropriate Title for the paper through discussion with your partner.

○○○

This study examined the effect of celebrity smoking exemplars in health news on college students' perceptions of smoking-related health risks and smoking intentions. The data were collected using a Web-based survey of 219 undergraduate students at a large midwestern university in March 2011. Separate analyses of covariance were conducted. The influence of negative exemplars of celebrity smoking on perceptions of smoking-related health risks and smoking intentions varied according to smoking status. Ever-smokers who read smoking news with negative exemplars of celebrity smoking were more likely than ever-smokers who read the same news absent any exemplar to report higher levels of perceptions of smoking-related health risks and lower levels of smoking intentions. However, these patterns were not found in never-smokers. Exemplification theory enhanced by the celebrity element may be effectively applied as a strategy to change health behavior in college students.