

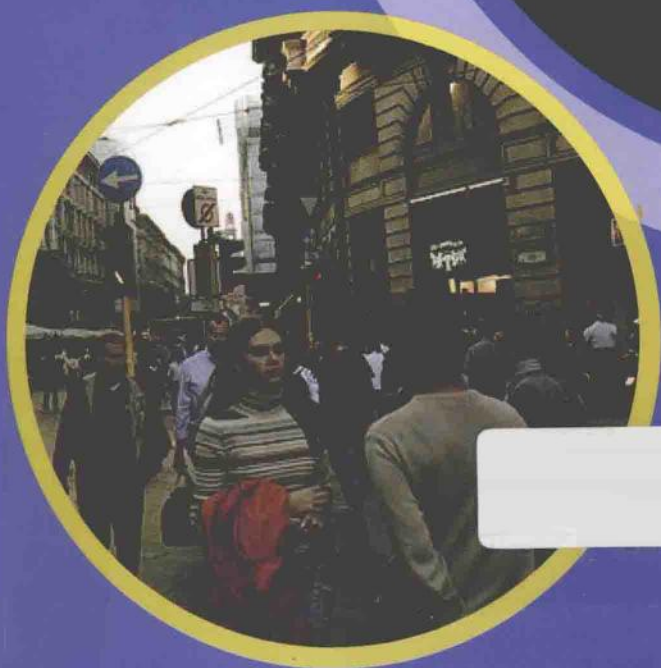
21世纪EAP学术英语系列丛书

丛书总主编 蔡基刚

21st Century EAP Series

社会学英语

本册主编 徐 欣



复旦大学出版社

21世纪EAP学术英语系列丛书

丛书总主编 蔡基刚

21st Century EAP Series

社会学英语

本册主编 徐 欣

编 者 徐 欣 贺灿文

 复旦大学出版社

图书在版编目(CIP)数据

社会学英语/徐欣本册主编. —上海:复旦大学出版社,2013.9
(21世纪EAP学术英语系列丛书/蔡基刚丛书总主编)
ISBN 978-7-309-09736-8

I. 社… II. 徐… III. 社会学-英语-高等学校-教材 IV. H31

中国版本图书馆CIP数据核字(2013)第110076号

社会学英语

徐欣 本册主编

责任编辑/郑梅侠

复旦大学出版社有限公司出版发行

上海市国权路579号 邮编:200433

网址:fupnet@fudanpress.com <http://www.fudanpress.com>

门市零售:86-21-65642857 团体订购:86-21-65118853

外埠邮购:86-21-65109143

大丰市科星印刷有限责任公司

开本 787×1092 1/16 印张 13 字数 292 千

2013年9月第1版第1次印刷

ISBN 978-7-309-09736-8/H·2099

定价:35.00元

如有印装质量问题,请向复旦大学出版社有限公司发行部调换。

版权所有 侵权必究

总 序

2010年10月,《国家中长期教育改革和发展规划纲要》正式颁布,向我国高校提出了“提高我国教育国际化水平”,“培养大批具有国际视野、通晓国际规则、能够参与国际事务和国际竞争的国际化人才”,并为达到此目的提出了一系列加快我国高等教育国际化的措施,包括“引进国外优秀教材”、“提高外籍教师的比例”、“吸引更多世界一流的专家学者来华从事教学和科研”等。在高等教育国际化背景下,大学生用英语进行专业学习的需求越来越普遍和迫切,具体表现在:选修全英语专业课程;听国外教授的专业讲座;用英语搜索专业文献;撰写实验报告、文献综述和小论文;参加专业领域内的国际研讨会;用英语宣读论文和进行讨论等。

我们调查发现,大学生在完成大学基础英语的学习后,要顺利过渡到以英语为工具进行上述内容的专业学习还存在不少困难。为此,我们组织编写了这套“21世纪EAP学术英语系列丛书”,旨在培养学生所需要的学术英语能力,以便他们能够熟练地运用英语进行专业学习和研究。本书编写的主要特色如下:

一、以内容为依托

本书的理论基础是以内容为依托的外语教学法(Content-Based Instruction),简称CBI。该理论核心是:如果语言教学能基于某个学科知识或学科主题来进行,将外语学习同学科内容有机地结合起来,教学效率往往会大大提高(Kasper, 2000)。这是因为:1)关注内容可以把语言的焦虑感降到最低程度;2)内容学习大大增加了可理解的输入量;3)和专业相关,能极大地调动学生学习的兴趣和积极性。这一理念已为世界各国的外语教学所广泛接受和实践。英国文化委员会早在20世纪末的一项对全世界大型英语调查中就得出结论:“将来的英语学习不再是单纯的英语学习,将来的英语教学是越来越多地与某一个方面的专业知识或某一个学科结合起来。”(刘润清, 1996)

二、分科英语教学

前辈许国璋在1986年就指出:中学学普通英语,大学学分科英语,研究生学专业英语,这样,“中学6年,大学和研究生6年,12年培养出与麻省理工大学同行专家交流(听说读写)学术信息的专家”。如:“学化学的,拿起普通化学的书就看;学文学的,能拿起一本普通文学史就看;学国际法的,能拿起一本国际法引论就看。且看了觉得有收获,这是学好分科英语的一个标志。”为此,我们按学科内容为依托,编写了如环境学英语、法学英语、工程英语、旅游英语等教材。分科英语虽和专门用途英语(即专业英语)同一名称,但有很大的区别:分科英语的内容只是一种载体,目的

是培养学生学术英语的能力,因此选材是学科的科普内容,来自一般书刊,而非专业书籍。也就是说,无论学生和教师都不需要有专门的专业知识背景都能读懂。而专门用途英语的学科内容就比较专业。

三、学术英语能力

本系列教材的目的是通过与各学科内容相关的载体来提高学生在专业学习和研究中所需要的学术英语能力,具体而言,如听专业英语讲课和学术讲座的能力、搜索和阅读专业英语文献的能力、撰写专业文献综述和学术论文的能力、参加专业领域内国际学术研讨会进行论文宣讲和讨论的能力等。教材围绕着培养这些能力的目标而展开,每个单元都设置了 Search for Background Information, Listen to the Lecture, Read for Information, Write an Academic Essay, Make Your Presentation 等固定板块。在这些板块中,学生不仅可以围绕每单元的学科内容学到各种学术英语能力,还能学到一些必要的学术规范知识。

四、教材的真实性

作为训练学生学术英语能力的分科英语教材,本教材最大原则就是真实性(authenticity),以便培养学生顺利应对真实学术界的能力。长期以来,我国学生的英语学习是处在一种伪环境中,教材中选用的课文在语言和内容上都受到了严格的控制,以适应不同级别的英语考试。结果学生学了近10年的英语,仍然无法应对真实英语世界。本系列教材坚持三个基本:1)基本上不对选为课文的原文在生词和结构等方面进行语言上的控制,目的是保持原生态;2)基本上不对原文进行内容方面的调整。同一主题,尽可能选择观点相异或相反的文章,以便给学生提供思考、比较和评价不同学术观点的机会;3)基本上不对输入量进行控制,如不少课文长度超过了一般大学英语教材1200词的上限。除了同一主题有至少两篇材料外,还提供主题相关的学术讲座,不仅长度基本上不变,而且大多数用演讲者原视频或音频,保留了不同地方的口音。

五、项目研究模式

项目研究法(Project-Based Instruction, PBI)是以内容为依托的教学法中最为行之有效的一种模式。PBI教学理念就是让学生通过项目研究的方式来解决一个学科上的问题。在项目研究过程中,学生不仅能通过对相关学科内容的研究提高其学术英语能力,而且还能发展他们的自主学习能力、团队协作能力、分析和解决问题的能力以及批判性思维能力。本系列教材的安排就是要求学生根据课文单元的主题,并依据自己的学术兴趣选定研究课题,结成小组团队,开展学术性研究。要求学生们结合自己的项目,搜索和阅读一定数量的文献资料,记笔记,写出一定长度的文献综述,并进行课堂报告。我们还希望学生能够通过模仿,写出一篇1500词左右的小论文作为该项目的研究成果,并进行演示陈述作为口头成果。为此,每本教材还提供了一篇学术小论文作为样本。

本系列教材的对象是完成大学基础英语学习后的学生,为一个学期的学术英语课

程使用,每周2—4个学时不等。我们建议学生根据自己专业选择我们系列教材中的一种。已经出版和正在出版的有《法学英语》、《环境学英语》、《工程学英语》、《旅游学英语》、《新闻学英语》、《财经英语》、《商务英语》、《邮电英语》、《医学英语》、《航天英语》、《生物学英语》、《计算机英语》、《心理学英语》、《历史学英语》、《社会学英语》、《文学英语》等。这是一套开放型的教材(我们欢迎更多的教师加入到编写队伍中来)。

这套开放型的新教材和传统大学英语教材不同,和专门用途英语(即专业英语)也有所区别。在高等教育国际化背景下的大学英语转型时期,我们相信这套教材将起到重要的作用。

蔡基刚

2012年8月11日

使用说明

本书系“21世纪EAP学术英语系列丛书”社会学分册,专为学完大学基础英语的社会学专业学生以及对此专业感兴趣的学生编写,是一本为他们将来顺利过渡到专业课程学习而设计的衔接性教材。本教材编写的宗旨不在于系统介绍社会学的理论或者专门知识,而是通过日常生活中某些与社会问题相关的热点话题引导学生学习社会英语,从而提升学生自主学习能力。此外,学生通过学习社会英语方面的专业词汇,了解社会英语语言特点,了解相关政策,提高社会学读本的阅读能力和社会英语运用能力,为今后用英语学习社会学和从事实际工作奠定基础。

本教材共分6个单元,每个单元涉及一个热点社会问题,主要包含4方面内容:讲座、课文A、课文B和练习部分。具体说明如下:

讲座部分:包含三个练习,内容与单元主题相关,讲座长度在8—10分钟左右。作为学生学习课文的热身练习,学生在开始听材料之前,最好先熟悉书中提供的词汇和术语,预先学习背景材料中的相关知识,以帮助听力理解。

课文部分:课文A和课文B都与每个单元的主题相关,有利于学生围绕相关主题进行深入的思考和讨论。学生在阅读课文时,归纳段落大意,总结全文,分析两篇文章之间的关系,并结合我国实际社会问题,展开讨论。对于文中所涉背景知识,特别是一些个案,要充分利用互联网查找背景资料,阅读材料,书写摘要,进行相关讨论,以培养学生在社会学学科中应具备的思辨能力及口、笔头表达能力。

练习部分:包含词义、句法及语篇方面的练习,涉及口语、写作及翻译技能。书中所设练习,多为社会学词汇或术语,要求学生强记强背,多用文中学到的学术语言进行写作和辩论,增强语感。

本教材的突出特点是:

一、打破了以往社会学英语教材的编排体系,克服了这类教材知识性有余而趣味性不足的弱点。书中所涉内容均为当今热点话题,不需要师生有很强的专业知识准备,有利于提高学习者的学习积极性。

二、着重突出社会学学术语言,培养学生阅读社会学学术文章的能力。同时,对于书中所涉及的背景,本书提供了相应链接,有利于开展第二课堂,鼓励学生追根溯源,阅读相关资讯及文章,了解社会英语语言特点,培养语感,提高相应语言能力,使社会英语课效果最大化。

三、所设练习丰富多样,弥补了大多数现有社会英语教材练习少、形式单一和枯燥的不足。除沿用了传统的问题回答及翻译题外,还设计了写文章小结、分析段落、

词组搭配、句型转换练习等多种形式的练习，培养学生语义、句法、语篇等方面的相关知识技能。

此外，本书还提供了一篇学术小论文样本。该小论文格式规范并有一定研究性，包含摘要、研究问题和文献回顾，并附有参考文献，对学生英语能力的提高具有重要意义。在本书最后部分的词汇表中特地列出了使用频率很高的学术词汇，用★表示。这些词汇在学术类考试中极为常见，需要重点掌握。

本教材第一、二、三、四单元由徐欣编写，第五、六单元由贺灿文编写。蔡竹君负责技能部分的编写，时丽娜提供部分素材，徐欣负责全书的统稿工作。本书编写者均来自于复旦大学，具有多年英语教学研究或社会学教育背景，且长期从事一线教学。

书中如有失误或不妥之处，欢迎广大读者不吝指正。

编 者

2012年8月29日于上海



Unit 1 Urbanization 1

1. Search for Background Information 1
2. Discuss the Words' Meaning 3
3. Listen to the Lecture 7
4. Read for Information 8
 - Text A Urbanization of America, Growth of Cities 9
 - Text B In Defense of Urban Sprawl 14
5. Practice for Enhancement 20
6. Write an Academic Essay 26
7. Make Your Presentation 27

Unit 2 Old Population 28

1. Search for Background Information 28
2. Discuss the Words' Meaning 30
3. Listen to the Lecture 33
4. Read for Information 35
 - Text A Brave Old World — How the Elderly Are Seizing America 36
 - Text B Welcome to the Ageing Future 41
5. Practice for Enhancement 46
6. Write an Academic Essay 52
7. Make Your Presentation 53

Unit 3 Education 55

1. Search for Background Information 55
2. Discuss the Words' Meaning 57
3. Listen to the Lecture 61
4. Read for Information 63
 - Text A The American Education System: Rising to the Challenge — as Always 63
 - Text B In Ranking, U.S. Students Trail Global Leaders 67
5. Practice for Enhancement 74
6. Write an Academic Essay 81
7. Make Your Presentation 82

Unit 4 The Changing Family 84

1. Search for Background Information 84
2. Discuss the Words' Meaning 86
3. Listen to the Lecture 90
4. Read for Information 92
 - Text A Stabilizing Change in American Families 93
 - Text B After Long Wait, Same-Sex Couples Marry in New York 97
5. Practice for Enhancement 105
6. Write an Academic Essay 111
7. Make Your Presentation 111

Unit 5 Social Injustice 112

1. Search for Background Information 112
2. Discuss the Words' Meaning 114
3. Listen to the Lecture 117
4. Read for Information 119
 - Text A Growing Income Gap May Leave U.S. Vulnerable 120
 - Text B The "Glass Ceiling" in Modern Day Employment 126
5. Practice for Enhancement 132
6. Write an Academic Essay 138
7. Make Your Presentation 139

Unit 6 Values 140

1. Search for Background Information 140
2. Discuss the Words' Meaning 142
3. Listen to the Lecture 145
4. Read for Information 148
 - Text A The Values Americans Live By 149
 - Text B Values and Morals in American Society: The 1950s versus Today 154
5. Practice for Enhancement 161
6. Write an Academic Essay 167
7. Make Your Presentation 168

Appendix 1 Sample Academic Essay 169**Appendix 2 Glossary 176****Appendix 3 The 570 Words of the Academic Word List (AWL) 189**

Unit 1

Urbanization



1. Search for Background Information

1.1 Find the information on the Internet about the following terms from texts or about the subject.

A) The Industrial Revolution

B) NY city boroughs

C) The Progressive Movement

D) the New Deal

E) the War on Poverty

F) Settlement House Movement

G) The U.S. Department of Labor

H) the Prohibition period

I) urban sprawl

J) strip or ribbon development

K) detached homes

L) zoning laws

M) urban migration

Web Resources

<http://en.wikipedia.org/wiki/Urbanization>

http://en.wikipedia.org/wiki/Urban_sprawl

<http://www.britannica.com/EBchecked/topic/287086/Industrial-Revolution>

<http://www.plannersweb.com/sprawl/lemm.html>

<http://www.extension.org/pages/27862/strip-development>

http://www.ehow.com/how_2160667_avoid-ruralurban-migration.html

http://www.associatedcontent.com/article/2415632/causes_and_effects_of_rural_urban_migration.html?cat=7

http://simple.wikipedia.org/wiki/New_York_City

http://www.absoluteastronomy.com/topics/War_on_Poverty



1.2 Report the information you've found to the class in the form of an oral presentation with or without PowerPoint within 2 minutes.



2. Discuss the Words' Meaning

2.1 Read the sentences below and use the context to write the definitions of the underlined words. An example has been given.

e.g. **visualize**: form a picture of sth. in the mind

They tend to visualize themselves going through their routine in preparation for their actual performance.

1. **densely**: _____

Dr. Kinlen says children in densely populated urban areas are likely to have been exposed to the infectious agent and built up immunity to it.

2. **accommodate**: _____

How many county headquarters can accommodate a crowd of 10,000 or more?

3. **exclusive**: _____

We will send you a regular helpful magazine containing exclusive money-saving offers.

4. **characterize**: _____

One of the tasks facing a linguist who is describing a language is to characterize the internal structure of the words of that language.

5. **cluster**: _____

New large telescopes may clarify how galaxies form — at present a surprisingly difficult puzzle — and why they cluster.

6. **commercial**: _____

How do you solve the dilemma between professional responsibility and the commercial problems of running a practice?

7. **rear**: _____

To avoid any lobby congestion, access to the baggage lift was provided by auxiliary doors at the rear of the car.

8. **bustle**: _____

The room used for the interview should be quiet and away from the general office traffic and bustle.

9. **unsanitary**: _____

These old people are suffering from grave chronic disease and are living in unsanitary conditions.

10. **gravitate**: _____

Refugee children naturally gravitated towards people showing them kindness.

11. **inhabitant**: _____

It is a nature reserve, with not a single permanent human inhabitant.

12. **invisible:** _____

It would be tempting and comforting to say that the invisible hand of the market mechanism oversees such operations.

13. **outpace:** _____

There is always a risk that legislative reforms which outpace public opinion will be undermined by reaction.

14. **deteriorate:** _____

As Olivier's health deteriorated it was his wish to become the perfect family man, to have his family around him.

15. **rampant:** _____

Thousands of people protested in the city center demanding police do more to stop rampant crime and restore order.

16. **eliminate:** _____

The two reasons for using simulation methods in pilot training are to reduce costs and to eliminate hazards.

17. **corrupt:** _____

Ryzhkov angrily denied the allegation, adding: "The government may make mistakes, but it is not corrupt."

18. **mobility:** _____

From the previous year he had been so badly affected by osteoarthritis that his mobility had become very restricted.

19. **commonplace:** _____

The method of making payment by use of credit cards is now quite commonplace.

20. **flourish:** _____

Once you get a fertile soil, the bully boys tend to take over and only about half a dozen plants flourish.

21. **sensational:** _____

He was no longer interested in sensational revelations by anonymous informants.

22. **legitimate:** _____

They insisted that the money was to cover legitimate expenses, and not a bribe.

23. **reinforce:** _____

This helps to reinforce the meaning of the structures students are learning, and ensures that form is rarely looked at in isolation.

24. **congestion:** _____

Some campaigners believe that the government should place a limit on the number of cars allowed into cities, such as London, to ease congestion and pollution.

25. **vacant:** _____

There has been increasing concern expressed in recent years over the amount of unused,

vacant, dormant urban land.

26. linear: _____

What is sure is that learning is a complex business involving many aspects of brain activity, and not reducible to a single linear sequence of events.

27. overall: _____

Don't be afraid to mix different styles — as long as the overall themes co-ordinate, you'll end up with your own stylish look.

28. specialize: _____

Only a few people can keep up with the rapidly advancing frontier of knowledge, and they have to devote their whole time to it and specialize in a small area.

29. diversity: _____

Schools should protect diversity; they should reflect local variety and the features of widely differing neighbourhoods and subcultures.

30. equivalent: _____

It might also be permissible to reassign to a job at a lower grade if the employee cannot be accommodated in the present job and there are no equivalent vacant positions.

2.2 Find more words of each word family. The first one has been done for you.

Base Form	Other Related Forms in the Word Family
consist	e.g. consistency, consistent, consistently, inconsistency, inconsistent
mobile	
dense	
migrate	
sense	
reside	
character	
special	
habit	
pollute	

Base Form	Other Related Forms in the Word Family
globe	
origin	
urban	
depend	
expand	
create	

2.3 Explain the meaning of the following roots or combining forms. Add at least 5 similar derivatives with their Chinese equivalents. An example has been given.

	Roots	Meaning	More Derivatives with Chinese Translation
e.g.	-friendly	showing helpfulness	age-friendly 关爱老人的, user-friendly 使用者方便的, environment-friendly 环境友好的
1	sub-		
2	out-		
3	counter-		
4	-en		
5	de-		
6	trans-		
7	-ship		
8	techno-		



3. Listen to the Lecture

Difficult Words and Expressions

advent /'ædvənt/ <i>n.</i>	出现, 到来
filter /'fɪltə/ <i>v.</i>	过滤
expertise /,ekspə'ti:z/ <i>n.</i>	专门知识 (技能)
counterbalance /,kauntə'bæləns/ <i>v.</i>	对...起平衡作用
proximity /'prɒk'sɪməti/ <i>n.</i>	接近, 附近
tertiary /'tɜ:ʃəri/ <i>adj.</i>	第三的
aviation /,eɪvɪ'eɪʃən/ <i>n.</i>	航空
equivalent /'ɪkwɪvələnt/ <i>adj.</i>	相等的, 相当的

3.1 Listen to the first part of the lecture and answer the following questions.

1. What does the speaker think about urbanization?

2. What is the consequence of urbanization?

3. Why do immigrants migrate from rural to urban areas?

4. What benefits can highly skilled immigrants bring?

5. What are the problems associated with immigration?

3.2 Listen to the second part of the lecture and take notes according to the questions in the left column.

Questions	Notes
1. What advantages of cities can rural urban migrants take?	
2. Which industries suffer a labor shortage according to the speaker?	
3. Who are city users?	
4. Why is London's Heathrow Airport mentioned?	
5. What benefits does movement of people bring to cities?	