

高等学校学术英语 (EAP) 系列教材

ACADEMIC ENGLISH
for Social Sciences

学术英语 第二版

社科

主编

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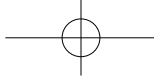
北京 BEIJING

Map of the book

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1 Economics: Decision-Making Behaviors in Economic Activities	Text A: How People Make Decisions Text B: What People Want from Work: Motivation
2 Economics: The Economist	Text A: Thinking like an Economist Text B: Games People Play
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VIEWING	SPEAKING	WRITING
Prediction	Analyzing your audience	Macro structure: Choosing a topic Micro skills: Searching for information
Finding major points	Having clear objectives	Macro structure: Introduction Micro skills: Asking the right question
Listening for details	Having a clear structure and a sense of timing	Macro structure: Literature review Micro skills: Summarizing
Note-taking forms	Introduction	Macro structure: Methodology Micro skills: Defining
Recognizing signal words	Body: Linking the points	Macro structure: Findings / results Micro skills: Describing and interpreting data
Dealing with unfamiliar words	Body: Making an argument	Macro structure: Discussion Micro skills: Quoting and paraphrasing (1)
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Recognizing digressions	Conclusion	Macro structure: References Micro skills: Hedging
Recognizing fillers	Visual aids	Macro structure: Abstract Micro skills: Coherence
Listening for contrasting ideas	Rehearsal and delivery	Macro structure: Proofreading Micro skills: A formal style (Dos & don'ts)



UNIT

6

Reading

Text A: The Pursuit of Happiness

Text B: Mind Games: Sometimes a White Coat Isn't
Just a White Coat

Viewing

Dealing with unfamiliar words

Speaking

Body: Making an argument

Writing

Macro structure: Discussion

Micro skills: Quoting and paraphrasing (1)

Psychology: Social Psychology

Ppsychology is the scientific study of the mind and behavior of people. This unit illustrates how social psychology — a branch of psychology, approaches the subject. Text A reports studies of a basic human motive: the pursuit of happiness; Text B presents studies that explore how our physical experiences affect our psychological processes.



READING

Text A

Lead-in

Task Read the following question with six choices. Circle the number from the 5-point scale (5-strongly agree, 4-agree, 3-undecided, 2-disagree, 1-strongly disagree) that indicates how much you agree with each item, and then share your ideas with your classmates.

Do you think happiness is connected with the following things?	5	4	3	2	1
Age	5	4	3	2	1
IQ	5	4	3	2	1
Educational level	5	4	3	2	1
Nationality	5	4	3	2	1
Money	5	4	3	2	1
Physical attractiveness	5	4	3	2	1

Now read Text A to compare your answers with what the social psychology studies have found.

The Pursuit of Happiness¹

Saul Kassin, et al.

1 Long before the emergence of social psychology, philosophers regarded happiness as the ultimate state of being. In the US Declaration of Independence², Thomas Jefferson³ thus cited life, liberty, and “the pursuit of happiness” as the most cherished of human rights. But what is happiness, and how is it achieved? Aristotle⁴ said it was the reward of an

active life. Freud⁵ linked it with both work and love. Others have variously suggested that happiness requires money and power, health and fitness, religion, beauty, the satisfaction of basic needs, and an ability to derive pleasure from the events of everyday life. In recent years, social psychologists have applied their theories and methods to the study of this most basic human motive:

1 The text is taken from *Social Psychology* (8th ed.) by Kassin, S., Fein, S., & Markus, H.R. 2011.

2 Declaration of Independence: (美国的)《独立宣言》

3 Thomas Jefferson: 托马斯·杰斐逊 (1743-1826, 美国第三任总统,《独立宣言》的主要起草人)

4 Aristotle: 亚里士多德 (384-322 BC, 古希腊哲学家、科学家)

5 Freud: 弗洛伊德 (1856-1939, 奥地利心理学家、精神病医师, 精神分析学派创始人)



the pursuit of happiness (Diener & Biswas-Diener, 2008; Gilbert, 2006; Haidt, 2006; Lyubomirsky, 2007)⁶.

- 2 To study happiness or subjective well-being, as social psychologists like to call it — one must be able to measure it. How do researchers know whether someone is happy? Simple: They ask. Better yet, they use questionnaires such as the Satisfaction with Life Scale⁷, in which people respond to statements such as “If I could live my life over, I would change almost nothing” (Diener et al., 1984; Pavot & Diener, 1993). As Marcus Aurelius⁸ said, “No man is happy who does not think himself so.”
- 3 Using self-reports, surveys show that 75 percent of American adults describe themselves as happy and that in 86 percent of all nations sampled, the ratings are, on average, more often positive than neutral (Diener, 2000). In general, people who are happy also have cheerful moods, high self-esteem, physical health, a sense of personal control, more memories of positive as opposed to negative events, and optimism

about the future (Myers & Diener, 1995).

It’s no secret that our outlook on life becomes rosy right after we win a big game, fall in love, land a great job, or make money and that the world seems gloomy right after we lose, fall out of love, or suffer a personal tragedy or financial setback. Predictably, the events of everyday life trigger fluctuations in mood. For example, people are most happy on Fridays and Saturdays and least happy on Mondays and Tuesdays (Larsen & Kasimatis, 1990). Even during the day, happiness levels fluctuate like clockwork. For example, David Watson and others (1999) asked college students to rate their mood states once a day for 45 days, always at a different hour. They found, on average, that the students felt best during the middle of the day (noon to 6 p.m.) and worst in the early morning and late evening hours.

- 4 But what determines our long-term satisfaction, and why are some of us happier in general than others? Seeking the roots of happiness, Ed Diener and his colleagues



⁶ The reference list is omitted from the article due to limited space.

⁷ **Satisfaction with Life Scale:** (SWLS) a measure of the life satisfaction components of subjective well-being
生活满意度量表

⁸ **Marcus Aurelius:** 马可·奥勒利乌斯 (121-180, 新斯多葛派哲学的主要代表, 罗马帝国最伟大的皇帝之一, 有以希腊文写成的著作《沉思录》传世)



(1999) reviewed many years of research and found that subjective well-being is not meaningfully related to demographic factors such as age, sex, racial and ethnic background, IQ, education level, or physical attractiveness. Contrary to popular belief, people are not less happy during the so-called crisis years of midlife or in old age than during their youth and “peak” young-adult years. Men and women do not differ on this measure, and, in the United States, African and Hispanic Americans are as happy as white Americans.

5 Overall, there are three key predictors of happiness: social relationships (people with an active social life, close friends, and a happy marriage are more satisfied than those who lack these intimate connections), employment status (regardless of income, employed people are happier than those who are out of work), and physical and mental health (people who are healthy are happier than those who are not). Reflecting the impact of these factors, worldwide surveys of more than 100,000 respondents in 55 countries have shown that happiness levels vary from one culture to the next (Diener & Suh, 2000). Although rankings fluctuate a bit from one survey to the next, national happiness ratings are consistently high in Denmark, Sweden, Switzerland, and Australia. Canada ranks fifth in the world, and the United States ranks seventh (Veenhoven, 1993).

6 Perhaps the most interesting statistical relationship is between income and subjective well-being. We all know the saying that “money can’t buy happiness” — though some people (particularly those who are financially strapped) do not believe it. But is wealth truly a key to happiness? To some extent, yes, but the evidence is complex. Ed and Martin Seligman (2004) noted that multimillionaires from the *Forbes*⁹ list of the 400 richest Americans report high levels of life satisfaction (5.8 on a 7-point scale¹⁰), but so do the Masai, a herding people in East Africa with no electricity or running water who live in huts made with dung (5.7 on the same 7-point scale).

7 Cross-national studies reveal a strong positive association between a nation’s wealth and the subjective well-being of its people. There are some exceptions. But as a general rule, the more money a country has, the happier its citizens are, at least up to a point. Within any given country, however, the differences between wealthy and middle-income people are modest. In one survey, for example, a group of the wealthiest Americans said they were happy 77 percent of the time, which was only moderately higher than the 62 percent figure reported by those of average income. And when comparisons within a single culture are made over time, there is no relationship between affluence and

⁹ *Forbes*: 《福布斯》 (美国商业杂志, 以发布榜单而著名, 如福布斯富豪榜)

¹⁰ *7-point scale*: also called 7-point Likert scale 7级李克特量表 (一种心理反应量表, 常在问卷中使用。此量表由伦西斯·李克特于1932年建立)



happiness. Americans on average are two to three times richer now than 50 years ago — before we had computers, flat-screen TVs, BlackBerrys¹¹, iPhones, and digital cameras that fit into the palm of your hand. Yet the number of respondents who said they were “very happy” was 35 percent in 1957 and only 32 percent in 1998.

- 8 So what are we to conclude? At this point, it appears that having shelter, food, safety, and security is essential for subjective well-being. But once these basic needs are

met, particularly in an already prosperous society, additional increases in wealth do not appreciably raise levels of happiness. Why doesn't money contribute more to subjective well-being? One reason is that our perceptions of wealth are not absolute but, instead, are relative to certain personally set standards (Parducci, 1995). These standards are derived from two sources: other people and our own past.

(1050 words)

New words and expressions

variously /'veəriəsli/ *ad.* in different ways, by different people or at different times 不同地

fitness /'fɪtnɪs/ *n.* the state of being physically healthy and strong 健康

well-being /,wel 'bi:ɪŋ/ *n.* (*also* wellbeing) the state of feeling healthy and happy 安康; 幸福

predictably /prɪ'dɪktəbli/ *ad.* as expected 不出所料地

clockwork /'klɒk,wɜ:k/ *n.* 发条装置

like clockwork happening at the same time and in the same way every time 非常准时地; 极有规律地

meaningfully /'mi:nɪŋfli/ *ad.* in a way that has meaning 有意义地

demographic /,demə'græfɪk/ *a.* relating to the structure of populations 人口的

IQ *n.* (intelligence quotient) a number that

represents a person's intelligence, based on the results of a particular type of test 智商

attractiveness /ə'træktɪvɪnɪs/ *n.* the quality of being pleasing or appealing to the senses 吸引力

midlife /'mɪdlaɪf/ *n.* the central period of a person's life 中年

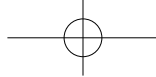
Hispanic /hɪ'spænɪk/ *a.* relating to Spain or to Spanish-speaking countries, especially those of Latin America 西班牙的; 西班牙语; 拉丁美洲的

predictor /prɪ'dɪktə/ *n.* sth. that is helpful or useful in making an accurate prediction 预报性的事物

ranking /'ræŋkɪŋ/ *n.* a position in a scale of achievement or status 排名

consistently /kən'sɪstəntli/ *ad.* in the same way and without changing in behavior, attitudes, or qualities 一致地

¹¹ **BlackBerry**: a line of smartphones, tablets, and services originally designed and marketed by Canadian company BlackBerry Limited 黑莓手机



financially /fai'nænʃli/ *ad.* in a way that relates to finance 经济上

multimillionaire /,mʌlti,mɪljə'neə/ *n.* a person with assets worth several million dollars, pounds, etc. 千万富翁

flat-screen /'flæt,skrɪ:n/ *a.* (about a television

or computer screen) not curved and usually in a thin case 平板荧幕的

prosperous /'prɒsp(ə)rəs/ *a.* successful and rich 繁荣的; 富裕的

appreciably /ə'pri:ʃəbli/ *ad.* to an appreciable extent; considerably 显著地

Critical reading and thinking

Task 1 / Overview

Analyze the structure of Text A by rearranging the order of the main ideas and decide which paragraph(s) go(es) with which idea.

Paragraph(s)	Main idea
	Studying happiness from the perspective of social psychologists
	Things related to happiness
	The relationship between wealth and subjective well-being
	Survey results of how happy Americans think they are
	Conclusions of these studies

Task 2 / Points for discussion

Work in pairs and discuss the following questions.

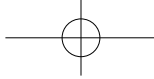
- 1 Is there anything that the researchers in this text have not mentioned but you think might influence the subjective well-being of people? Give examples to illustrate your point.
- 2 Are there any subjective well-being surveys with Chinese people? What are the results?

Language building-up

Task 1 / Specialized vocabulary

1 Read the following incomplete statements and choose from the box the right term to fill in the blanks. Change the form where necessary.

motive	mood	questionnaire	self-esteem
self-report	social psychology	social relationship	subjective well-being



- 1 _____ is the branch of psychology that studies individuals and their relationships with each other, with groups and with the society as a whole.
- 2 A _____ is any test, measure or survey that relies on individuals' own report of their symptoms, behaviors or attitudes.
- 3 A _____ is a series of questions, used to gather information from respondents.
- 4 _____ refers to how people experience the quality of their lives and includes both emotional reactions and cognitive judgments.
- 5 _____ are the key elements which drive humans to do what they do.
- 6 _____ are the sum of the social interactions between people over time.
- 7 A _____ is an emotional state that may last anywhere from a few minutes to several weeks.
- 8 In psychology, the term _____ is used to describe a person's overall sense of self-worth or personal value.

2 Complete the following sentences with the terms from the box in Exercise 1, Task 1.

Change the form where necessary.

- 1 The higher your _____ is, the better you get along with yourself, with others, and the more you'll accomplish.
- 2 Exercising releases chemicals in the brain that have a strong effect on your _____, helping reduce anxiety, stress and depression.
- 3 The enjoyment of getting feedback was mentioned as a "significant" _____ to participate in the research by many of the respondents.
- 4 Any student of _____ should know that the subjects of their experiment cannot be informed of the nature of the experiment without destroying its validity.
- 5 _____ studies rely on the respondents to be honest and self-aware of themselves to make them useful and reliable.
- 6 We are social beings. It's in our nature to form _____.
- 7 We used a slightly modified version of the _____ tested in the preceding pilot study.
- 8 Usually, what we see across countries is that, as GDP goes up, happiness goes up and _____ also tends to go up.



Task 2 / Academic vocabulary

Complete the following sentences with the words from the box. Change the form where necessary.

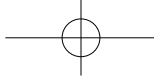
cite	contrary	derive	fluctuate	perception
positive	pursuit	statistical	trigger	ultimate

- The exact cause of the disease is not known but it is understood that stress can _____ an outbreak.
- His work _____ in the professional literature about 1300 times.
- The findings seem to be quite _____ to the general belief that smoking is on the rise.
- Since the two procedures _____ from the same conceptual foundations, they are essentially complementary.
- Moods and emotions are varied and _____ as people deal with adversaries (对手) and rally around friends.
- An advocate has a goal in mind and, in _____ of this goal, searches for legal arguments that might persuade a court.
- All data were tested to determine if they met the assumptions of _____ analysis.
- The company initiated a project of awareness raising, with the _____ aim of seeing cleaner manufacturing processes being implemented.
- He suggested people's _____ of the situation did not always match the reality.
- The experiment has shown _____ results, and presently, the infants are living normally.

Task 3 / Collocations

- Match the words in Column A with the words in Column B.

Column A	Column B
land	basic needs
suffer	a tragedy
meet	strapped
trigger	attractiveness
physical	fluctuations
financially	a job
consistently	standards
personally set	high



2 Translate the following expressions from Chinese into English with the formed collocations in Exercise 1, Task 3.

- 1 获得一份工作 _____
- 2 遭遇不幸 _____
- 3 引起波动 _____
- 4 拮据的 _____
- 5 个人设立的标准 _____
- 6 满足基本需求 _____
- 7 一直处于/保持高(位/水准/质量) _____
- 8 外表魅力 _____

Task 4 / Formal English

Replace the underlined words and expressions with the words from the box to make the sentences more formal. Change the form where necessary.

apply appreciably derive emergence moderately perception

- 1 Mr. Smith is one of those happy people who get pleasure from helping others.

- 2 A group of the wealthiest Americans said they were happy 77 percent of the time, which was only somewhat higher than the 62 percent figure reported by those of average income.

- 3 In an already prosperous society, additional increases in wealth do not seriously raise levels of happiness.

- 4 We need to challenge many popular ideas of old age.

- 5 Long before social psychology was born, philosophers regarded happiness as the ultimate state of being.

- 6 In recent years, social psychologists have used their theories and methods in the study of this basic human motive.



Text B

Despite the saying “Don’t judge a book by its cover,” psychological studies have found that people tend to do otherwise. But does clothing affect how we think about ourselves? Would we think differently when we wear clothing of different professions? Read Text B to see what psychologists have found.

Mind Games: Sometimes a White Coat Isn’t Just a White Coat¹

Sandra Blakeslee

- 1 If you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. But if you wear the same white coat believing it belongs to a painter, you will show no such improvement.
- 2 So scientists report after studying a phenomenon they call *enclothed cognition*: the effects of clothing on cognitive processes.
- 3 It is not enough to see a doctor’s coat hanging in your doorway, said Adam D. Galinsky, a professor at the Kellogg School of Management at Northwestern University, who led the study. The effect occurs only if you actually wear the coat and know its symbolic meaning — that physicians tend to be careful, rigorous and good at paying attention.
- 4 The findings, on the website of *The Journal of Experimental Social Psychology*, are a twist on a growing scientific field called *embodied cognition*². We think not just with our brains but with our bodies, Dr. Galinsky said, and our thought processes are based on physical experiences that set off associated abstract concepts. Now it appears that those experiences include the clothes we wear.
- 5 “I love the idea of trying to figure out why, when we put on certain clothes, we might more readily take on a role and how that might affect our basic abilities,” said Joshua I. Davis, an assistant professor of psychology at Barnard College and expert on embodied cognition who was not involved with the study. This study does not fully explain how this comes about, he said, but it does suggest that it will be worth exploring various ideas.
- 6 There is a huge body of work on embodied cognition, Dr. Galinsky said. The experience

1 The text was retrieved and adapted from <http://www.nytimes.com/2012/04/03/science/clothes-and-self-perception>, written by Sandra Blakeslee, 2012.

2 **embodied cognition**: a growing research field in cognitive science that claims that many features of human cognition are shaped by aspects of the body beyond the brain 具身认知



of washing your hands is associated with moral purity and ethical judgments. People rate others personally warmer if they hold a hot drink in their hand, and colder if they hold an iced drink. If you carry a heavy clipboard, you will feel more important.

- 7 It has long been known that “clothing affects how other people perceive us as well as how we think about ourselves,” Dr. Galinsky said. Other experiments have shown that women who dress in a masculine fashion during a job interview are more likely to be hired, and a teaching assistant who wears formal clothes is perceived as more intelligent than one who dresses more casually.
- 8 But the deeper question, the researchers said, is whether the clothing you wear



affects your psychological processes. Does your outfit alter how you approach and interact with the world? So Dr. Galinsky and his colleague Hajo Adam conducted three experiments in which the clothes did not vary but their symbolic meaning was manipulated.

- 9 In the first, 58 undergraduates were randomly assigned to wear a white lab coat or street clothes. Then they were given a test for selective attention³ based on their ability to notice incongruities, as when the word “red” appears in the color green. Those who wore the white lab coats made about half as many errors on incongruent trials⁴ as those who wore regular clothes.
- 10 In the second experiment, 74 students were randomly assigned to one of three options: wearing a doctor’s coat, wearing a painter’s coat or seeing a doctor’s coat. Then they were given a test for sustained attention⁵. They had to look at two very similar pictures side by side on a screen and spot four minor differences, writing them down as quickly as possible.
- 11 Those who wore the doctor’s coat, which was identical to the painter’s coat, found more differences. They had acquired heightened attention. Those who wore the painter’s coat or were primed with merely seeing the doctor’s coat found fewer differences between the images.

3 **selective attention**: the process of directing one’s awareness to relevant stimuli while ignoring irrelevant stimuli in the environment 选择性注意

4 **incongruent trials**: the tasks in which the stimuli are not in agreement with one another 不一致试次

5 **sustained attention**: a directed focus on a stimulus for the duration of a cognitive task 持续性注意



- 12 The third experiment explored this priming effect⁶ more thoroughly. Does simply seeing a physical item, like the coat, affect behavior? Students either wore a doctor's coat or a painter's coat, or were told to notice a doctor's lab coat displayed on the desk in front of them for a long period of time. All three groups wrote essays about their thoughts on the coats. Then they were tested for sustained attention.
- 13 Again, the group that wore the doctor's coat showed the greatest improvement in attention. You have to wear the coat, see it

on your body and feel it on your skin for it to influence your psychological processes. Clothes invade the body and brain, putting the wearer into a different psychological state, Dr. Galinsky said. But what happens, he mused, if you wear a priest's robes every day? Or a police officer's uniform every day? Do you become habituated so that cognitive changes do not occur? Do the effects wear off?

- 14 More studies are needed, he said.

(788 words)

New words and expressions

rigorous /'rɪɡərəs/ *a.* thorough and careful
严密的; 缜密的

embody /ɪm'bɒdi/ *vt.* include sth. 包括; 包含

set off cause sth. to happen 引起

ethical /'eθɪkl/ *a.* involving the principles used for deciding what is right and what is wrong 伦理的

clipboard /'klɪp,bɔɪd/ *n.* 写字夹板

masculine /'mæskjʊlɪn/ *a.* having qualities considered typical of men 男性的; 男子气概的

casually /'kæʒuəli/ *ad.* in a relaxed and informal way 随意地; 随便地

outfit /'aʊtfɪt/ *n.* a set of clothes worn together, typically for a particular occasion or purpose 着装

randomly /'rændəmli/ *ad.* chosen or happening without any particular method,

pattern or purpose 随机地

incongruity /,ɪnkən'gru:əti/ *n.* sth. which seems strange because of being very different to other things which happen or exist in the same situation 不协调的事物; 不相称的事物

prime /praɪm/ *vt.* (*usually passive*) prepare sb. for a situation, so that they know what to do 使(某人)准备好(应对某种情况)

thoroughly /'θʌrəli/ *ad.* very carefully, so that nothing is missed 彻底地; 详尽地

muse /mju:z/ *vt.* say to oneself in a thoughtful manner 若有所思地说

robes /rəʊbz/ *n.* (尤指正式典礼时穿的)长袍, 礼服

habituate /hə'bitʃu,eɪt/ *vt.* make or become accustomed or used to sth. 使习惯

wear off gradually disappear 逐渐消失

⁶ **priming effect**: the implicit memory effect in which exposure to a stimulus influences response to a later stimulus 启动效应

Critical reading and thinking

Task / Overview

Read the text and complete the following table.

Research topic	Enclothed cognition		
The objective	To study the effects of 1) _____ on cognitive processes		
Research questions	Does the clothing people wear affect their 2) _____? Does the outfit people wear alter how they 3) _____ with the world?		
Literature review	Previous experiments have found that clothing affects how people perceive each other as well as how they think about themselves, but few have studied how putting on certain clothes might 4) _____.		
Research methods	Three experiments	the subjects	5) _____
		instruments	white lab coats, street clothes, 6) _____
		procedures	tests for selective attention and 7) _____ attention
Findings	8) _____		
Recommendations for future research	To study the long-term effects of wearing certain clothing on cognition		

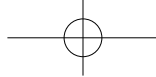
Language building-up

Task 1 / Academic vocabulary

Complete the following sentences with the words from the box. Change the form where necessary.

display	ethical	identical	intelligent	option
perceive	randomly	selective	sustained	symbolic

- 1 These scientists maintain that their search results _____ in order of relevance.
- 2 The sample was _____ picked from the unemployment register for 16-30 year olds.
- 3 _____ attention is a cognitive process in which a person attends to one or a few sensory inputs while ignoring the other ones.



- 4 _____ guidelines or codes are used by groups and organizations to define what actions are morally right and wrong.
- 5 It appears that after months of debate, none of the four _____ was chosen.
- 6 Although the two cases seemed to be _____, one lawyer showed that there were some slight differences between them.
- 7 _____ attention is the ability to focus on one specific task for a continuous amount of time without being distracted.
- 8 Ineffective management _____ to be the main obstacle for both groups.
- 9 It is reported that scientists are searching for _____ life forms in other solar systems.
- 10 The massive garbage dumps seem to be _____ of the throwaway consumer society today.

Task 2 / Collocations

Expressions describing the quantity of academic work

several studies	a large number of studies
a number of studies	a great deal of research
various studies	much research
numerous studies	a large body of work
many studies	

Translate the following sentences into English with the expressions from the box. More than one option is possible.

- 1 到目前为止，有几项研究已经调查过这个问题。

- 2 相当多以前的研究重点关注我们社会生活的这个方面。

- 3 不少研究试图解释这个现象。

- 4 一些研究开始探索这个现象。

- 5 大量已发表的研究表明着装影响人们相互之间的看法。

- 6 对这个问题已有一定的研究。

Researching

Task Form groups of 4-5. Each group chooses a department of your college to carry out a survey of the satisfaction level of the students in this department. Your survey can be based on the Satisfaction with Life Scale test developed by Ed Diener and his colleagues.

Below are five statements that you may agree or disagree with. Using the 7-point scale below, indicate how much you agree with each statement by writing the appropriate number on the line. Please be open and honest in your responding.

1	2	3	4	5	6	7
Strongly disagree	Disagree	Slightly disagree	Neither agree nor disagree	Slightly agree	Agree	Strongly agree

- ___ 1 In most ways my life is close to my ideal.
- ___ 2 The conditions of my life are excellent.
- ___ 3 I am satisfied with my life.
- ___ 4 So far I have gotten the important things I want in life.
- ___ 5 If I could live my life over, I would change almost nothing.

Scoring description

- ▲ 31-35 Extremely satisfied
- ▲ 26-30 Satisfied
- ▲ 21-25 Slightly satisfied
- ▲ 20 Neutral
- ▲ 15-19 Slightly dissatisfied
- ▲ 10-14 Dissatisfied
- ▲ 5-9 Extremely dissatisfied

Each group then reports the findings to the class. The whole class discuss the similarities and differences between the findings.



VIEWING

Lecture

Dealing with unfamiliar words

Do you feel anxious or even frustrated when you hear some unfamiliar words in a lecture? How do you deal with those words? Here are some tips for you.

- If the words don't hinder your understanding of the major points, just skip them over.
- Use contextual information, common sense and background information to guess the meaning of the word. Sometimes, the speaker might use paraphrase or definition to explain the new word.
- If you fail to figure out the meaning of an important word, just move on and listen attentively to the speaker. Never let any new word distract your attention from the lecture.

Word bank

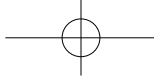
equivalent /ɪ'kwɪvələnt/ *a.* 等同于……的 hedonistic /,hɪdə'nɪstɪk/ *a.* 享乐主义的
 affective /ə'fektɪv/ *a.* 表达情感的 thereof /,ðeər'ɒv/ *ad.* 在其中



Task 1 Read the following terms. Watch a video clip and pay attention to how you deal with these terms when you hear them: *Human Development Index, hedonistic evaluation, Experience Sampling method, cognitive conception.*

Task 2 Watch the video clip again and complete the following sentences.

- 1 The Human Development Index is certain factors which were presumed to be equivalent to _____. In its simplest form, it suggests that societies with greater economic development, higher levels of education, and higher life expectancy _____.
- 2 Hedonistic evaluations of well-being emphasize the feeling of _____. In this approach, a person's well-being is _____ of all momentary feelings of good or bad affect.
- 3 The Experience Sampling method samples _____ and taking instantaneous measures of a person's level of affect in those moments, to _____.
- 4 Cognitive conceptions of well-being tend to ask people directly how _____ with their life overall or with particular domain thereof. They emphasize not the _____ but the person's _____ of their situation.



Body: Making an argument

Making an argument is an essential part of academic speaking. An argument consists of two parts: 1) thesis statement or claim; 2) evidence that supports the statement or claim. The thesis statement or claim should be clear and concise, while the evidence should be convincing and reliable.

Language patterns

Making an argument	As far as I'm able to judge, ... My belief / interpretation is ... From what I understand, ... As I understand it, ... A good case in point is ... Consider the case of ... An example can be seen ... As evidenced in ...
Paraphrasing and clarifying	Simply put, ... In other words, ... So what I'm saying is ... To put it more simply, ... To put it another way, ...

Task Work in groups and do the following activity.

Step 1: Answer the following question.

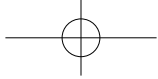
Can money buy happiness?

e.g. *Money can never buy you love because ...*

Psychologists have found that wealth increases human happiness when it lifts people out of poverty ...

Step 2: Form two teams according to the answers. One team takes the pro position and the other one the con position. Each team come up with evidence to support their argument.

Step 3: Read the arguments of the other team and brainstorm counterarguments to get ready for a debate.



Macro structure: Discussion

The discussion section of a research paper seems to be the most difficult part to write because you need to interpret the results, not just summarize them. The discussion is much more than a summary of results. In this part of a paper, you need to connect the findings of your research with those of existing research. Ultimately, you should argue how your findings can, and cannot, illustrate the issue in focus.

A general structure of the discussion may look like the following. Please note that this is a rough sketch. You do not have to include all of them and you may present them in a different order.

- Recap the purpose or focus of the study
- Summarize the findings of your research
- Analyze the findings
- Discuss the issues arising from the findings, relating to literature

Micro skills: Quoting and paraphrasing (1)

Reliable sources of evidence that are normally used in academic papers include: journal articles, books, databases, government documents, reports and statistics by authoritative institutions. In your writing, you need to cite them by acknowledging the author(s) and sources.

There are two methods of making citations:

1 Quotation: Directly use the original words from the source in your own text. The quoted content is put between quotation marks.

For example:

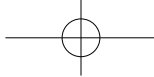
Andersen (2010) claimed that “from the point of view of a US-based food company the EU rules may appear to be trade protectionism rather than reasonable consumer protection” (p. 141). [APA style]

2 Paraphrase: Use your own words to represent the meaning of the source materials.

For example:

Source text: Shankar and Bolton (2004) note that “what is most striking, however, is that the competitor factors are the most dominant determinants of retailer pricing in a broad framework that included several other factors” (p. 43). [APA style]

Paraphrase: Shankar and Bolton (2004) highlight the dominant role of competitor factors in retailer pricing among other factors. [APA style]



Language patterns

As Carnoy (2004) states: "...” (p. 215).

As Smith (2000) argues: "...” (p. 150).

Yin (1992) concludes: "...” (p. 129).

Harmer (2001) states that ...

Yang (2015) pointed out that ...

Lee (2015) claimed that ...

Smith (2013) discusses / mentions / defines ...

Numerous studies have attempted to explain ... (for example, Smith, 1995; Romi, 1998; Johnson, 2002).

Surveys such as the one conducted by Smith (1988) have shown that ...

The findings / results suggest / show / reveal that ...

A number of studies have found that ... (Smith, 2003; Jones, 2004).

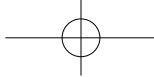
It has been demonstrated that ... (Smith, 1995).

Sample

4 Discussion

The aim of the current study was to explore Iranian students' perspective toward their EFL teachers' classroom discipline strategy use. The results suggest that Iranian EFL teachers use recognition and rewarding most often when dealing with misbehavior to maintain discipline in their classes. They use punishment and aggression less frequently. Harmer (2001) states that discipline does not mean a series of punishments applied to misbehaving students but refers to a contract which binds a teacher and a group of students together so that learning can be more effective. In doing so, an effective style of classroom discipline minimizes problems and disruptions in the classroom (Daloğlu, 2002). There are a number of researchers who recommend that teachers should recognize students' appropriate behavior (Buisson, Murdock, Reynolds, & Cronin, 1995; Cavalier, Ferretti, & Hodges, 1997). In other words, the most useful techniques for generating positive reactions are recognition and reward for responsible behavior, and discussions with students where a negotiated outcome is achieved (Lewis, Romi, Quic, & Katz, 2005).

This finding shows that in Iranian context, teachers are less authoritarian (punitive and aggressive) and they appear to be more supportive of students and as they have less legitimate power, they may try to use more reward power (Tauber, 1999). This strategy and minimizing the usage of aggressive discipline strategies while increasing the frequency with which teachers recognize students' responsible behavior can foster quality relationship (Lewis, Romi, Quic, & Katz, 2005). While most research findings have criticized EFL programs in Iran due to problems with regard to methodology and teaching materials



(Rahimi & Nabilou, 2009), it seems that this finding is a promising result and shows that at least with regard to class management and discipline Iranian EFL teachers do not face many problems.

Also, the study revealed that male and female teachers were different with regard to the amount of the punishment, discussion and aggression strategy application. Female teachers use these strategies more than their male counterparts. This finding is in agreement with what has been found in other Asian countries (Dong, 2001) and can be related to greater stress levels experienced by female teachers (Zhou & Zhao, 1998).

Moreover, public school teachers use aggression strategy more than teachers in private schools. This is a proof for the fact that the aspects and climate of a school affects classroom and classroom management (Brown, 2001). It has been found that teaching effectiveness in private education can be attributed to the “way of funding (and the incentives which result from it), its difference in scale, its pupil characteristics (due to the non-random selection of pupils) and its potentially more efficient educational system (thanks to ideological background and better teacher selection)” (Cherchye, Witte, Ooghe, & Nicaise, 2010, p. 564). Moreover, it is also believed that in public schools disciplinary problems, including talking, leaving seats without permission, passing notes, poking and hitting other students, making sarcastic and hostile remarks and so forth are still annoying problems (Elam & Rose, 1995). Respectively the mentioned issue may be the result of larger average class size in public schools (Chen, 2007) that causes more disciplinary problems there.

Source: Rahimi, M. & Hosseini, F. (2012). EFL teachers’ classroom discipline strategies: The students’ perspective. *Social and Behavioral Sciences*, 31, 309-314.

Task Outline the discussion section of your paper.

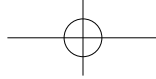
The purpose / focus of your study: _____

The results: _____

Issues: _____

Main arguments: _____

Now you can go on writing up the discussion section, paying attention to how to quote and paraphrase sources.



Key terms for further study

demographic factor	人口因素
embodied cognition	具身认知
incongruent trials	不一致试次
mood	心境
motive	动机
priming effect	启动效应
questionnaire	调查问卷
Satisfaction with Life Scale	生活满意度量表
selective attention	选择性注意
self-esteem	自尊
self-report	自我报告法
social psychology	社会心理学
social relationship	社会关系
sustained attention	持续性注意
subjective well-being	主观幸福感