

College Core English

大学核心英语

读写教程

(第三版)

Reading and Writing

第三级

杨惠中 张彦斌 郑树棠 主编

高等教育出版社

大学核心英语
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主 编

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写在《大学核心英语》(第三版)问世之前

从80年代中期开始,我国的大学英语教学经历了一个飞速发展的时代。在此期间,大学英语界教学、科研等学术活动非常活跃,在大纲设计、教材编写和语言测试等各个方面取得了令人瞩目的成绩。《大学核心英语》就是在这样的形势下应运而生的。《大学核心英语》题材广泛、内容丰富,涉及政治、经济、工业、农业、体育、医疗、文化教育、语言文字、社会问题、交通运输、公共设施、异国风俗和礼节以及妇女运动等等,融知识性、科学性、实用性、趣味性和可思性于一体。有些学校的老师和学生曾把《大学核心英语》誉为一部小百科全书。

人类历史即将进入21世纪,大学英语教学的改革和发展也将进入一个崭新的时期,我们把《大学核心英语》(第三版)奉献于一个新的世纪,一个深化改革和持续发展的新时期。

《大学核心英语》(第三版)将配套发行包括辅教、辅学和测试的多媒体光盘。21世纪是向传统教学模式挑战的时期,多媒体光盘的问世是教学方法、教学管理和教学思想的巨大变革,是对传统的粉笔加黑板教学模式的巨大冲击。《大学核心英语》多媒体光盘的问世将有利于教学思想的转变,有利于从以教师为中心、讲解为中心的教学,逐步向以学生为中心的教学转化,进一步激发学生的主动性,有利于学生个性化的发展。

《大学核心英语》(第三版)第三级的修订工作有的放矢,且针对性很强。它加强了对薄弱环节的训练,增加了翻译(英译中)。值得一提的是,第三版在原有的Reading Skills和Writing Practice基础上新增了From Reading Analysis to Guided Writing栏目。我们采取“就地取材”的办法,对A篇课文进行篇章结构分析,并要求学生模仿其篇章结构进行写作练习,题目有些取材于课文,有些取材于学生感兴趣的话题,可以自由选择。《大学核心英语》(第三版)第三级的重点为短文写作。按新修订的大纲要求,短文字数控制在120至150词左右。

新设的From Reading Analysis to Guided Writing与原有的Reading Skills和Writing Practice两个栏目相辅相成,大大加强了写作训练的内容。对于每个单元,学生可以写两篇小作文,当然教师也可以根据教学情况选择其中之一使用。

《大学核心英语》(第三版)有力地执行《大学英语教学大纲》的原则——坚持分类指导和因材施教。经过多年的教学实践《大学核心英语》已经找到了属于她的明确定位,即比较适宜于通过四个学期的学习达到大学英语四级要求。

参加《大学核心英语》(第三版)修订工作的教师,除了本书原来的编者之外,

上海交通大学俞理明博士和何晓凤副教授也做了大量的工作,美籍专家Linda Frost参加了审稿。

我们欢迎使用《大学核心英语》(第三版)的教师和同学多提宝贵意见。

编 者

1999年5月

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附：《大学核心英语》多媒体课件光盘简介

A. Six Keys to Quick Learning (I)

R. S. Skimming

W. P. Exemplification

B. Six Keys to Quick Learning (II)

C. Memory

Passage A

Ex. 1 Pre-reading

Think over the following statements before reading the passage. Do you agree with them? Give reasons why or why not.

1. The ability to learn is something you are born with.
2. Some people learn faster and better than others.
3. Slow reading is better than speed-reading for the purpose of learning.

Six Keys to Quick Learning (I)

Para 1 A friend of mine was at a dinner party where two men she knew were discussing *The Right Stuff*, a book about the Mercury space program. While Ted went on and on about the technical details he had picked up from the book, Dan **hesitantly** offered only a few comments. "Ted got so much more out of the reading than I did," Dan later said to my friend, "Is he much smarter than I am?"

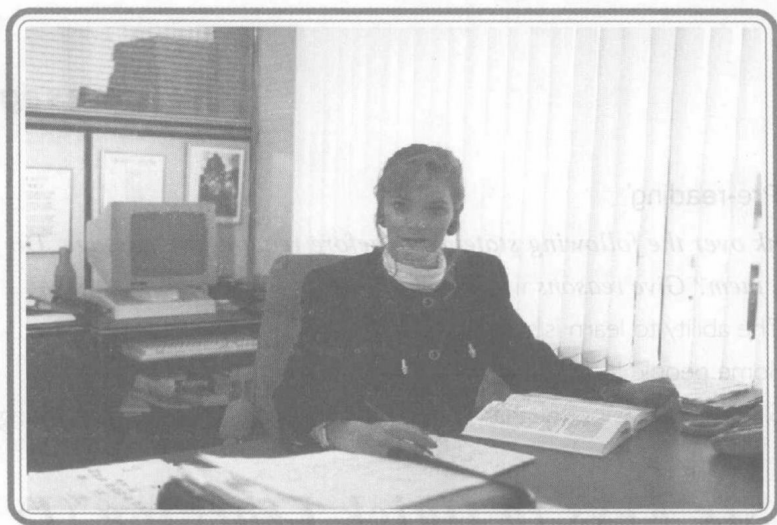
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Para 2 My friend, an educator, was curious. She knew the two men had similar educational **backgrounds** and **intelligence** levels. She talked with each and discovered the answer: Ted just knew how to learn better than Dan did. Ted had made his brain more **absorbent** by using a few simple skills.



10 **Para 3** For years, experts had believed that an individual's ability to learn was a fixed capacity. During the last two **decades**, however, leading psychologists and educators have come to think otherwise. There is increasing **proof** that human intelligence is expandable. With proper skills people can actually improve their learning ability.

Para 4 **Moreover**, these skills are basic enough so that almost anyone can master them
15 with practice. Here, gathered from the ideas of experts across the country, are some proven ways to increase your learning ability.



Para 5 1. Look at the whole picture first. When reading new, unfamiliar material, do not **plunge** directly into it. You can increase your **comprehension** and **retention** if you scan the material first. Skim subtitles, photo captions and any available **summaries**. With reports or articles, read the first sentence of each **paragraph**; with books, **glance** at the table of contents
20 and introduction. All this **previewing** will help keep in your mind what you then read.

Para 6 2. Slow down and talk to yourself. While speed-reading may be fine for easy material, slower reading can be much more **effective** for absorbing complex, **challenging** works. Arthur Whimbey and Jack Lockhead, co-authors of the high-school and college handbook
25 *Problem Solving and Comprehension*, have **isolated** three basic differences in how good and bad learners study:

— Good learners vocalize, or **voice** the material, either silently or aloud. They slow down, listening to each word as they read.

— Good learners, when they do not understand, automatically reread until they do understand the material. Poor **readers**, by contrast, just keep going if they don't get it the first 30 time.

— Good learners become “actively involved” with new information. They think about what they read, challenge it, make it their own.

Para 7 3. Practice memory-developing techniques. When I was eight and couldn't spell “**arithmetic**”, a teacher taught me a sentence that has remained locked in my mind for decades: 35 “**A rat** in Tom's house may eat Tom's ice cream.” The first letters of each word spell “arithmetic”.

Para 8 All such memory-developing techniques, called **mnemonics**, **transform** new information into more easily remembered words or phrases.

Para 9 Mnemonics can also work with images. The trick is to invent **visual clues** that 40 will make unfamiliar material mean something to you.

Para 10 In studying Spanish, for example, you might learn that the word for duck is pato. Pato sounds like the English word pot. To **link** the two, imagine a duck **waddling** about with a large pot over its head. You will have a clear image that **reminds** you that pot = pato = duck. 45

Para 11 Once **dismissed** by researchers as a mere **gimmick**, mnemonics are now considered an effective means of increasing memory — doubling or even **tripling** the amount of new material that test subjects can **retain**. “A good memory is the key to all learning processes,” according to William G. Chase, professor of psychology at Carnegie-Mellon University in Pittsburgh, “And it is something we can all have with practice.” 50

Para 12 Research shows that we have two kinds of memory: short-term and long-term. Short-term memory (STM) lasts for about 30 to 60 seconds. We call the **operator** for a phone number, **dial** the number and then forget it. Long-term memory (LTM), however, can last a

lifetime. The secret to developing a good memory, says Francis S. Bellezza, **author** of *Improve Your Memory Skills*, is learning how to transfer useful information from STM to LTM and how to recall that information when needed.

Para 13 Mnemonics can be the key that puts **data** into LTM and gets the information back out again. Remember, the mind and memory are like muscles — the more you use them, the stronger they get.

New Words

hesitantly / 'hezitəntli / <i>ad.</i>	in a way that shows uncertainty or slowness about deciding to act
background / 'bækgraund / <i>n.</i>	a person's past experience, education, family, etc.
intelligence / in 'telidʒəns / <i>n.</i>	1. (good) ability to learn and understand 2. news; information
absorbent / əb'sɔ:bənt / <i>a.</i>	capable of taking in (liquids, knowledge, ideas, etc.)
decade / 'dekeid / <i>n.</i>	a period of ten years
proof / pru:f / <i>n.</i>	1. that which shows something is true 2. a test
moreover / mɔ:'rəʊvə / <i>ad.</i>	in addition; besides
plunge / plʌndʒ / <i>v.</i>	(into) to throw oneself into; put (something), or go suddenly and with force into
comprehension / ,kɒmpri'hensjən / <i>n.</i>	(power of) understanding
retention / ri'tenʃən / <i>n.</i>	1. memory 2. continuing to have or hold
scan / skæn / <i>v.</i>	to look at quickly without careful reading
skim / skim / <i>v.</i>	to read quickly, paying attention only to the chief points, or to get the main ideas
caption / 'kæpfən / <i>n.</i>	words printed with a picture, drawing, etc., or shown on cinema or television screen, to explain the subject or give further information (图片等

注：词汇表中凡蓝色词汇属大綱词汇；凡黑色则为超綱词汇。下同。

summary / 'sʌməri / *n.*

a.

paragraph / 'pærəgrɑ:f / *n.*

glance / glɑ:ns / *v. & n.*

preview / 'pri:vju: / *v.*

effective / i'fektiv / *a.*

challenge / 'tʃælindʒ / *v.*

isolate / 'aisəleit / *v.*

vocalize / 'vəukəlaiz / *v.*

reader / 'ri:də / *n.*

arithmetic / ə'riθmətik / *n.*

rat / ræt / *n.*

mnemonics / ni(:) 'mɒniks / (*pl.*) *n.*

transform / træns'fɔ:m / *v.*

visual / 'vizjuəl / *a.*

clue / klu: / *n.*

link / lɪŋk / *v.*

n.

waddle / 'wædl / *v.*

remind / ri'maɪnd / *v.*

dismiss / dis'mis / *v.*

gimmick / 'gimik / *n.*

triple / 'tripl / *v.*

的) 解说词, (电影、电视的) 字幕

a short account giving the main points

brief; giving the main points only

(文章的) 段, 节

(to give) a rapid look

to see or view in advance

1. producing the desired result

2. actual; real

1. to call (a person or thing) to competitive action or effort; test the ability of

2. to question the truth, rightness or validity of (something); dispute

to single out

to say or sing (words, sound, etc.)

1. a person who reads

2. a book which helps a person to learn to read
算术

老鼠, 耗子

1. (used as sing.) the technique of improving or developing the memory

2. a word, verse, etc. designed to help the memory to change completely in form, appearance, or nature having the function of producing mental images something that helps to find an answer to a question, difficulty, etc.

to join or connect

something which connects two other parts

(鸭、鹅等) 摇摇摆摆地走

(of) to tell or cause (someone) to remember

1. to put aside from consideration

2. to allow to go

骗人的把戏

to (cause to) grow to 3 times the amount of number

retain / ri'tein / v.

to keep in mind

operator / 'ɒpəreɪtə / n.

1. a person making connections of lines in telephone exchange

2. a person who works a machine, etc.

dial / 'daɪəl / v.

拨 (电话号码)

author / 'ɔ:θə / n.

the writer of a book, etc.

data / 'deɪtə / n.

facts; information

Phrases and Expressions

on and on

继续不断地

pick up

(偶然地, 无意地) 获得, 学会 (语言)

gather from

从...中搜集, 从...中采集

by contrast

对比之下

get it

懂得

imagine someone or something doing something

想象 (设想) ...在做...

plunge into

投入, 陷入

glance at

(粗略地) 看一下, 扫一眼

keep in one's mind

记住

slow down

放慢速度

Proper Names

Mercury / 'mæ:kjuri / n.

水星 [行星名]

Ted / ted / n.

特德 [人名]

Dan / dæn / n.

丹 [人名]

Arthur Whimbey / 'ɑ:θə 'wɪmbi /

阿瑟·惠贝 [人名]

Jack Lockhead / 'dʒæk 'lɒkhed /

杰克·洛克哈特 [人名]

Spanish / 'spæniʃ / n. & a.

西班牙语 (的); 西班牙人 (的)

William G. Chase / 'wɪljəm 'dʒi: 'tʃeɪs /

威廉·G·蔡斯 [人名]

Carnegie-Mellon University / kɑ:'neɡi: 'melən /

卡内基梅隆大学

Pittsburgh / 'pitsbɜ:g / n.

匹兹堡 [美国城市]

Francis S. Bellezza / 'frɑ:nsis 'es bi'leza / 弗朗西丝·S·贝勒泽 [人名]

Comprehension

Ex. 2 Find the information while reading the passage and fill in the blanks according to the instructions.

1. Write down the sentence that best summarizes the first two paragraphs.

Paras.1&2: _____

2. Write down the topic sentences for the following paragraphs.

Para.5 _____

Para.6 _____

Para.7 _____

3. From Paragraphs 8 through 11, choose 3 sentences that give you the most information about mnemonics.

a. _____

b. _____

c. _____

Ex. 3 Find the link words or the contrasting views according to the instructions given.

1. In para. 3, what are the two contrasting views connected by “however”?

_____ and _____

2. In para. 6, the word _____ is used to compare speed-reading with _____.

3. In para. 6, the phrase _____ is used to compare _____ with poor learners.

4. In para. 12, what are the two things to be contrasted by “however”?

_____ and _____

Ex. 4 Say whether the following statements are the SAME (S) as or DIFFERENT (D) from the statements in the passage. Use the given line reference to

locate the relevant statements.

- () 1. Ted had learned far more from the same book than Dan so he could talk freely on the technical details. (L.2 — 4)
- () 2. My friend was interested in the reasons for the difference and as an educator wanted to find them out. (L.6)
- () 3. Ted is brighter and more skillful than Dan. (L.8 — 9)
- () 4. Experts used to think that the ability to learn was something a man was born with and could not be improved on. (L.10 — 11)
- () 5. With unfamiliar material one must first look at the pictures rather than read the text itself. (L.17 — 19)
- () 6. For difficult material speed-reading is more challenging but less effective than slower reading. (L.22 — 23)
- () 7. Good learners read aloud or silently so that they can listen to each word of what they read for better comprehension. (L.27 — 28)
- () 8. Good learners actively process the information from what they read. (L.32 — 33)
- () 9. Mnemonics are used for the study of memorization of words and phrases. (L.38 — 39)
- () 10. By attaching meaningful visual clues to unfamiliar material mnemonics can also help with memorizing images. (L.40 — 41)

EX. 5 Interpretation of Words and Phrases: Look at the way the coloured words and phrases are used in the text. Try to decide on the best interpretation from the choices given.

- 1. While Ted **went on and on about** the technical details he had picked up from the book, ...
 - a) covered a long distance about
 - b) talked at length about
 - c) made a thorough study about
- 2. During the last two decades, however, **leading** psychologists and educators have come to think **otherwise**.
 - a) change their viewpoints
 - b) think more wisely

- c) realize their own faults
- 3. Here, ... are some **proven ways** to increase your learning ability.
 - a) ways that will prove
 - b) ways that supply sufficient proof
 - c) ways that have been proved useful
- 4. When reading new, unfamiliar material, do not **plunge directly into it**.
 - a) move suddenly towards it
 - b) start reading the whole material immediately
 - c) look at the whole picture
- 5. With reports or articles, read the first sentence of each paragraph; with books, glance at **the table of contents** and introduction.
 - a) the contents at your table
 - b) the first sentences of the books you read
 - c) an orderly list of contents
- 6. While ..., slower reading can be much more effective for absorbing complex, **challenging works**.
 - a) competitive works
 - b) difficult works
 - c) works about fighting
- 7. Arthur Whimbey and Jack Lockhead ... have **isolated** three basic differences in how good and bad learners study.
 - a) singled out
 - b) put aside
 - c) separated from
- 8. Good learners become "**actively involved**" with new information.
 - a) get themselves to do with the new information
 - b) become associated with the new information
 - c) think about and challenge the new information
- 9. Once **dismissed** by researchers as a mere gimmick, mnemonics are now ...
 - a) unfavorably considered and put away
 - b) got unemployed
 - c) got scattered
- 10. ... doubling or even tripling the amount of new material that **test subjects** can