高等学校试用教材

大学英语

（文理科本科用）

精 读

INTENSIVE READING
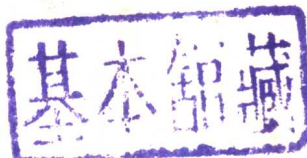
6

高等学校试用教材

大 学 英 语

（文理科本科用）

精　　读

第一册承程家瑞寸论

第 六 册

李荫华　主编

沪新登字203号

前　言

　　《大学英语(文理科本科用)》试用教材是根据国家教育委员会审定批准的《大学英语教学大纲(文理科本科用)》编写的一套系列教材,分精读、泛读、听力、快速阅读、语法与练习五种教程。

　　本教材重视英语语言基础教学,从各方面保证文、理科的通用性,适用于综合大学、师范院校和文科院校。

　　本教材的精读、泛读、快速阅读和听力教程各按分级教学的要求编写六册,每级一册;语法与练习编写四册,供1—4级使用。精读与听力教程均配有教师用书和录音磁带。

　　上述五种教程根据各自的课型特点自成体系,但又相互配合,形成整体,以贯彻大纲所提出的三个层次的要求:"培养学生具有较强的阅读能力、一定的听的能力、初步的写和说的能力"。全套教材由复旦大学、北京大学、华东师范大学和中国人民大学合作编写,复旦大学董亚芬教授审订,同时还聘请两名专职外籍专家参加编写和文字审定工作。

　　《大学英语(文理科本科用)》精读教程由复旦大学大学英语教学部负责编写,翟象俊、李荫华担任主编,程雨民、孙骊两位教授担任主审。

　　本书为精读教程第六册,由李荫华教授主编,王德明、夏国佐两位副教授参加编写,供大学英语六级学生使用。除主审外,还承英籍专家 Dr.Anthony Ward 审阅。

　　孙健同志承担了全书的打字任务,徐坚、范锦华、罗候旻、姜新荣等同志也参加了部分工作。

　　由于时间仓促,编者水平与经验有限,教材中不妥之处在所难免。希望广大读者批评指正。

<div style="text-align: right;">

编　者

一九八九年九月

</div>

使用说明

本书为《大学英语(文理科本科用)》精读教程第六册,供大学英语六级学生使用。

本册课文全部选用原文,个别地方作了少量的删改。选材时注意了文章的趣味性、知识性和可思性。

本册仍为十个单元,供一学期使用。每一单元的内容编排与前几册大致相同,但略有改动。总的原则是在前几册学习的基础上,加强了综合练习。

本书每课课文前有作者简介和和选文简介,为学生提供适当的背景材料。

课文中出现的生词一律采用脚注形式,以节省前后查阅的时间。

课文注释仍以介绍有关背景知识为主,对个别难理解的词句也作了解释,供学生预习时参考。

每课课文后配有理解问题(Comprehension Questions)和讨论要点(Discussion Points)。

本册的词汇练习(Vocabulary Work)包括两部分内容:一是操练课文中出现的活用词,一是操练短语动词。后者的做法与第五册相同,即每课选两个常用动词,对围绕这两个词所构成的短语动词分别归纳整理,择要介绍,并进行操练。

为了进一步培养学生综合运用语言的能力,除保存完形填空(Cloze)外,本册还新增了成段文章的改错(Error Correction)这一项练习。这些练习均有一定的难度,教师需加以适当的启发和引导。

本书的写作练习(Writing Assignment),侧重从写文章摘要、看图表作文、写日常书信等方面对学生进行训练。

编　者
一九八九年九月

CONTENTS

ABOUT THE SELECTION AND THE AUTHOR

Writing research reports for college or work is often found far more difficult than it needs to be. The author offers some excellent advice on how to make the task easier and the report more impressive and effective. He describes each of the steps to be followed in presenting the report: introducing the problem being investigated, reviewing the work of other writers on the subject, describing the way the study was carried out, reporting the information it uncovered and discussing the wider significance of what was discovered.

Wayne Losano was born in Manchester, New Hampshire, in 1940. Former chairman of the Department of Communications and General Studies at the Queensland Institute of Technology in Australia, he is the author of numerous articles on technical writing. This article was written in 1980. Our selection is taken from Readings for Today's Writers edited by Steven H. Gale.

RESEARCH REPORTS FOR BUSINESS AND TECHNICAL WRITING

Wayne Losano

A surprising amount of one's time as a student and
professional is spent reporting the results of one's
research projects for presentation to teachers, managers,
and clients[1]. Indeed, without basic research skills and
5 the ability to present research results clearly and com-
pletely, an individual will encounter[2] many obstacles in
school and on the job. The need for some research-writing
ability is felt nearly equally by college students in all
fields, engineering and science as well as business and
10 the humanities. Graduate study often makes great demands
on the student's research-writing skills, and most profes-
sions continue the demand; education, advertising and
marketing[3], economics and accounting, science and engineering,
psychology, anthropology[4], the arts, and agriculture may all

----

1. client /klaiənt/ n. a person who receives professional
advice from a lawyer, accountant, etc.
2. encounter vt. meet with (sth. bad, esp. a danger
or a difficulty)
3. marketing n. (the study of) the processes by
which goods are sold
4. anthropology n. the scientific study of the nature of
man, including the development of his
body, mind, and society

RESEARCH TECHNIQUES

Complete coverage of research techniques would require   20
an entire book. In summary, the steps essential for
successful research might be:

. The assignment or formulation[6] of the research problem
  (including analysis of the problem, breaking the problem   25
  down into subproblems that can be more readily
  attacked, limiting the scope of the problem, etc.).
. The gathering of data (including the development of a
  working hypothesis[7], the design of the research effort,
  the literature[8] search to find out what has already been   30
  done on the topic under investigation, experimentation
  or interviews and surveys).
. The analysis, interpretation, and evaluation[9] of the
  data.
                                                              35

This is, of course, a shameless oversimplification.

----

5. data   n.   facts; information
6. formulation
                 n.   a definite expression or statement
7. hypothesis /hai'pɔθisis/
                 n.   a suggested explanation that has not
                      yet been proved to be true
8. literature
                 n.   all the books and articles on a
                      subject
9. evaluation   n.   the act or process of finding out
                      the value or the amount of sth.

To complete the research process, one must add several
40 reporting steps to those presented above. These steps would
include analyzing the audience and planning the best report
format[10] for the particular audience, preparing the
rough presentation (including the selection of any visual
aids such as tables, graphs, or charts which might be
45 useful), editing the report, preparing the final report, and
submitting the report to the intended audience. This
overall[11] research and reporting process would be useful
for such diverse[12] topics as investigating potential[13] res-
ponse to a new product, as in marketing research; investi-
50 gating the effect of eating fast food meals on the health of
teenagers, as might be reported in a medical journal; or
investigating the possible environmental effects of a new
cement manufacturing plant and reporting to the company and
the Environmental Protection Agency. In government,
55 business,and industry, as well as in medical and educational
institutions, crucial[14] decisions are often made on the
strength of[15] a research report. It thus becomes critical
for the researcher to approach the research process
logically, in a well-planned fashion, to maintain control of
60 the research project at all times, and to present the
results of the investigation efficiently and effectively.

_____

10. format   n.   the general plan or arrangement of sth.
11. overall   a.   including everything
12. diverse /daivə:s/
                   a.   different; various
13. potential   a.   possible as opposed to actual; capable
                        of coming into being or action
14. crucial   a.   of deciding importance, very important
15. on the strength of: relying on; because of

4

Once one has gathered, evaluated, and organized the data obtained from a research project, the writing process is actually less difficult than many think. There is, however, one practical technique in research that is often ignored by   65
even experienced researchers. This might be termed "prewriting." Before any actual research is done the researcher should try to get down on paper as much about the subject under investigation as possible. On any topic, no matter how obscure, one usually has some ideas, suggestions,   70
or questions that will be useful. If, for example, you are asked to investigate the causes for the recent increase in the mortality[16] rate of quail in your area, such thoughts as weather conditions, number of hunters, availability of food and cover, outbreaks of diseases affecting local poultry[17]   75
and other birds, and the like might well come to mind to provide some sort of handle, some point of attack, on the subject. At least you should be able to list major areas worthy of investigation, those important things you don't know about the subject.   80

This prewriting activity, fragmented as it may be, has two benefits. First, it obviously exercises some control over the actual research to be conducted by providing a project overview[18] and a sense of direction to the actual investigation. In business or industry a similar purpose   85
might be served by one or more meetings to discuss the research to be conducted before any lab or field work is actually done. The second benefit of prewriting is that it

----

16. mortality   n.   the number of deaths caused by a disease,
                      disaster, etc.; death rate
17. poultry / pɔultri/
                 n.   farmyard birds of any kind, such as hens,
                      ducks, etc.
18. overview   n.   a broad view; survey

may help the researcher overcome the "writer's block" that too often comes between the gathering of the data and the

90 writing of the research report. Since the researcher already has some material down on paper, there may be less reluctance to add additional material than there would be to begin a new writing activity.

95

ELEMENTS OF THE RESEARCH PAPER

The standard research report, regardless of the field or the intended reader, contains four major sections. These

100 sections may be broken down into a variety of subsections, and they may be arranged in a variety of ways, but they regularly make up the core of the report.

Problem Section. The first required section of a research

105 report is the statement of the problem with which the research project is concerned. This section requires a precise statement of the underlying[19] question which the researcher has set out to answer. In this same section there should be an explanation of the significance -- social,

110 economic, medical, psychological, educational, etc. -- of the question; in other words, why the investigation was worth conducting. Thus, if we set out, for example, to answer the question "What is the effect of regular consumption of fast foods on the health of the American

115 teenager?" we must explain that the question is thought to have significant relevance to the health of this segment[20] of the population and might lead to some sort of regulations

----

19. underlying   a. forming the basis or foundation of;
                      essential
20. segment   n. a part or section

6

on such foods.

A frequent subsection of this problem section is a review of past research on the topic being investigated. 120 This would consist of summaries of the contributions of previous researchers to the question under consideration with some assessment[21] of the value of these contributions. This subsection has rhetorical[22] usefulness in that it enhances[23] the credibility of the researcher by indicating 125 that the data presented is based on a thorough knowledge of what has been done in the field and, possibly, grows out of some investigative tradition.

Procedures Section. The second major section of the 130 research report details, with as much data as possible, exactly how the study was carried out. This section includes description of any necessary equipment, how the subjects[24] were selected if subjects were used, what statistical[25] technique was used to evaluate the significance of the 135 findings,[26] how many observations were made and when, etc. An investigation of the relative effectiveness of various swim-strokes[27] would have to detail the number of swimmers tested, the nature of the tests conducted, the experience of

----

21. assessment   n.   a judgment or opinion
22. rhetorical /ri'tɔrikəl/
                 a.   concerned primarily with style or
                      effect
23. enhance   vt. increase (good things such as value,
                      power, or beauty)
24. subject   n.   a person or thing chosen to experience
                      sth. or to be studied in an experiment
25. statistical a.
26. findings   n.   the results of any research or inquiry
27. swim-stroke n.   a style or method of swimming

140 the swimmers,the weather conditions at the time of the tests, and any other factors that contributed to the overall experiment. The goal of the procedures section is to allow the reader to duplicate[28] the experiment if such were desired to confirm, or refute, your findings.

145

Results Section. The third, and perhaps most important, section of the research report is the presentation of the results obtained from the investigation. The basic rule in this section is to give all data relevant to the research
150 question initially[29] asked. Although, of course, one's natural tendency might be to suppress any findings which do not in some way support one's hypothesis, such dishonesty is antithetical[30] to good research reporting in any field. If the experiments undertaken[31] fail to prove anything, if the
155 data was inadequate or contrary to expectations, the report should be honestly written and as complete as possible, just as it would be if the hypothesis were totally proven by the research.

160 Discussion Section. The final required section of a research report is a discussion of the results obtained and a statement of any conclusions which may be drawn from those results. Of primary interest in business and technical research reports is the validity[32] of the results as the
165 bases for company decisions: Will our planned construction project meet federal environmental guidelines and be

————————————————

28. duplicate   vt.   repeat exactly; make an exact copy of
29. initially   ad.   at the beginning; at first
30. antithetical a.   opposite to and unable to exist together
                       with
31. undertake   vt.   take in hand, set about; begin
32. validity   n.   truth or soundness

approved for building? Will this new program attract skilled personnel to our company? Will this new oil recovery technique be financially feasible? Thus, the discussion section of the research report must evaluate the research results fully; were they validly obtained, are they complete or limited, are they applicable over a wide range of circumstances? The discussion section should also point out what questions remain unanswered and perhaps suggest directions for further research.

STYLE OF RESEARCH REPORTS

Research reports are considered formal professional communication. As such, there is little emphasis on a lively style, although, of course, there is no objection to writing that is pleasing and interesting. The primary goals of professional communication are accuracy, clarity,[33] and completeness. The rough draft of any research report should be edited to ensure that all data is correctly presented, that all equipment is listed, that all results are properly detailed. As an aid to the reader, headings[34] indicating at least the major sections of the report should be used, and all data should be presented under the proper headings. In addition to their function of suggesting to the reader the contents of each section, headings enhance the formal appearance and professional quality of the report, increase to some degree the writer's credibility by reflecting a

----

33. clarity   n.   clearness
34. heading   n.   the words written as a title at the top of
                     a piece of writing, or at the top of
                     each part of it

9

195 logical and methodical[35] approach to the reporting process, and eliminate[36] the need for wordy transitional devices between sections.

　　Research data should be presented in a way that places proper emphasis on major aspects of the project. For
200 different readers different aspects will take on different degrees of importance, and some consideration should be given to structuring research reports differently for different audiences. Management, for example, will be most concerned with the results of a research project, and thus
205 the results section should be emphasized, probably by presenting it immediately after the problem section and before the procedures section. Other researchers would be most interested in the procedures section, and this should be highlighted[37] in writing up research projects for
210 publication in professional journals or for presentation at professional conferences. For non-technical readers and federal agencies, the implications of the results might be the most important consideration, and emphasis should be placed on the discussion of the report for this readership.
215 　　For additional clarity and emphasis, major results should be presented in a visual format -- tables, charts, graphs, diagrams -- as well as in a verbal one.

　　Beyond[38] checking the report for clarity and accuracy in the presentation of technical data, the author of a research
220 report should review for basic grammatical and mechanical accuracy. Short sentences are preferable to long in the

――――――――――――――――――――

35. methodical /miˈθɔdikəl/
　　　　　　　　a. done according to a method; orderly; systematic
36. eliminate　vt. remove; get rid of
37. highlight　vt. make prominent; focus on
38. beyond　　prep. in addition to

10