

大学核心英语

# College Core English

Reading and Writing

## 读 · 写 · 教 · 程

【新编】第六级

● 杨惠中 张彦斌 郑树棠 主编



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Higher Education Press

中国大学英语教学大纲  
通用词汇表  
第六级 编写

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(京)112号

## 内容提要

《大学核心英语》(修订版)是根据1985年国家教育委员会颁发的《大学英语教学大纲(理工科适用)》编写的系列教材。《读写教程》(新编版)第六级与一至四级修订版和第五级新编版配套,按照书面语言的特点培养学生的阅读技能,提高其阅读能力并帮助学生打下初步的写作基础。本书共有10个单元,每一单元都由三部分组成:第一部分为基本教学材料,包括A篇阅读材料、阅读理解练习、词语结构练习、写作练习、综合改错和英译汉练习;第二部分是B篇阅读材料;第三部分是C篇阅读材料。

本书材料均选自原文,题材广泛、语言规范、内容活泼,练习丰富,融科学性、知识性、实用性为一体。另附有本书出现的大学英语教学大纲通用词汇表六级词汇汇总表、词组总表。本书适用于大纲规定的第六级教学,也可供同等程度的英语学习者使用。

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# 前 言

《大学核心英语》(修订版)是一套供理工科大学使用的大学英语教材。本教材的编写以国家教育委员会颁发的《大学英语教学大纲(理工科适用)》为依据。大纲规定,大学英语的教学目的是“培养学生具有较强的阅读能力、一定的听和译的能力以及初步的写和说的能力,使学生能以英语为工具,获取专业所需要的信息,并为进一步提高英语水平打下较好的基础。”根据大纲的要求,大学英语教学分为基础阶段和专业阅读阶段。为了便于组织教学,基础阶段分为六级,在大学一、二年级中开设。

为了体现上述教学目标,在编写《大学核心英语》的过程中,我们采纳了现代外语教学理论中交际法的某些观点,即认为英语课应以培养学生使用英语的能力为根本目的,而不只是传授英语知识。教材要着重发展学生的英语交际能力。为此我们力求正确处理以下几点:在理解方面,主要培养学生通过英语获取信息的能力;在表达方面,则在大纲规定的范围内培养学生表达思想的能力;语法是手段而不是目的,重点应是发展运用语法结构的能力,流畅与准确并重。本教程力求正确处理好语言基础和语言应用的关系,以有利于发展学生独立学习英语的能力。

本书是读写教程第六级。在进一步体现大纲指导思想基础上,重新编写了第六级教材,与一至四级修订版和第五级新编版教材配套。新编本全书有10个单元,阅读总量为30 000词左右,出现大学英语教学大纲通用词汇表六级词汇456个。每个单元有三篇阅读材料和21~22项练习,分为三个部分。第一部分为“基本教学材料”,这一部分包括A篇阅读材料、阅读理解练习、词语结构练习、写作练习、综合改错及英译汉练习。其练习量和出现的六级词汇量占该单元的40%至60%左右。第二部分包括B篇阅读材料及7~8项练习,出现和操练的六级词汇占该单元的40%左右。第三部分包括C篇阅读材料及阅读理解方面的练习,这一部分出现的单词不要求掌握,也不列入词汇统计。这一设计无疑进一步增强了组织教学的灵活性。在练习内容安排上,每个单元有阅读理解性练习7项,词汇结构性练习约8项,写作练习1~2项,翻译练习1项。编者相信,这一安排合理地处理了发展语言技能和进一步奠定语言基础的关系。本书配有分课词汇表,书末附有本教程出现的六级词汇总表和词组总表,以方便学生自学和复习。

本书材料均选自原文,某些认识和提法仅代表原作者观点。

《大学核心英语》(修订版)系列教材主编为杨惠中、张彦斌、郑树棠。

《大学核心英语读写教程》(新编版)第六级的编者为:上海交通大学陈永捷、郑树棠、刘路喜、王申英;南京理工大学赵小沛同志编写了写作部分的练习;卫乃兴副教授参加了本教程的选材工作。

美籍专家 Selena Cantor (康君娥) 女士参与了本教程的选材和练习编写工作,并对全书进行了详尽审阅。编者在此表示衷心的感谢。

编者相信,通过一至四级的修订和第五、六级的新编,《大学核心英语》的实用性、灵活性及教学上的科学性得到了进一步的提高。为了使《大学核心英语》不断完善,编者希望使用本书的教师和学生提出宝贵的意见。

编 者

1997年7月

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# UNIT 1

- A Scientific Observation
- B Take This Fish and Look at It
- C The Scientists' Responsibility

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## Passage A

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### Pre-reading

**Ex. 1** Answer the following questions before reading the passage.

1. How do you understand the word "observation" ?
2. In your opinion, what is the difference between scientific observation and ordinary observation?

## Scientific Observation

Para 1 We have seen how unreliable an observer's report of a complex situation often is. Indeed, it is very difficult to observe and describe accurately even simple phenomena. Scientific experiments isolate certain events which are observed by the aid of appropriate techniques and instruments which have been developed because they are relatively free from error and have been found to give reproducible results which are in accord with the general body of scientific knowledge. Claude Bernard distinguished two types of observation: (1) spontaneous or passive observations which are unexpected; and (2) induced or active observations which are deliberately sought, usually on account of a hypothesis. It is the former in which we are chiefly interested here.

Para 2 Effective spontaneous observation involves firstly noticing some object or event. The thing noticed will only become significant if the mind of the observer either consciously or unconsciously relates it to some relevant knowledge or past experience, or if in pondering on it subsequently he arrives



## 2 Unit One

at some hypothesis. In the last section attention was called to the fact that the mind is particularly sensitive to changes or differences. This is of use in scientific observation, but what is more important and more difficult is to observe ( in this instance mainly a mental process) resemblances or correlations between things that on the surface appeared quite unrelated. It required the genius of Benjamin Franklin to see the relationship between frictional electricity and lightning. Recently veterinarians have recognized a disease of dogs which is manifest by encephalitis and hardening of the foot pads. Many cases of the disease have probably been seen in the past without anyone having noticed the surprising association of the encephalitis with the hard pads.

20 **Para 3** One cannot observe everything closely, therefore one must discriminate and try to select the significant. When practicing a branch of science, the "trained" observer deliberately looks for specific things which his training has taught him are significant, but in research he often has to rely on his own discrimination, guided only by his general scientific knowledge, judgment and perhaps a hypothesis which he entertains. As Alan Gregg, the director of Medical Sciences for the Rockefeller Foundation has said:

25 *Most of the knowledge and much of the genius of the research worker lie behind his selection of what is worth observing. It is a crucial choice, often determining the success or failure of months of work, often differentiating the brilliant discoverer from the ...plodder.*

**Para 4** When Faraday was asked to watch an experiment, it is said that he would always ask what it was he had to look for but that he was still able to watch for other things. He was following the principle enunciated in the quotation from George in the preceding section, that preferably each detail should be looked for. However, this is of little help in making original observations. Claude Bernard considered that one should observe an experiment with an open mind for fear that if we look only for one feature expected in view of a preconceived idea, we will miss other things. This, he said, is one of the greatest stumbling blocks of the experimental method, because, by failing to note what has not been foreseen, a misleading observation may be made. "Put off your imagination," he said, "as you take off your overcoat when you enter the laboratory." Writing of Charles Darwin, his son tells us that.

40 *He wished to learn as much as possible from an experiment so he did not confine himself to observing the single point to which the experiment was directed, and his power of seeing a number of things was wonderful... there was one quality of mind which seemed to be of special and extreme advantage in leading him to make discoveries. It was the power of never letting exceptions pass unnoticed.*

**Para 5** If, when we are experimenting, we confine our attention to only those things we expect to see, we shall probably miss the unexpected occurrences and these, even though they may at first be disturbing and troublesome, are the most likely to point the way to important unsuspected facts. It has been said that it is the exceptional phenomenon which is likely to lead to the explanation of the usual. When an irregularity is noticed, look for something with which it might be associated. In order to make original observations the best attitude is not to concentrate exclusively on the main point but to try and

keep a look-out for the unexpected, remembering that observation is not passively watching but is an active mental process.

50 Para 6 Scientific observation of objects calls for the closest possible scrutiny, if necessary with the aid of a lens. The making of detailed notes and drawings is a valuable means of prompting one to observe accurately. This is the main reason for making students do drawings in practical classes. Sir MacFarlane Burnet has autopsied tens of thousands of mice in the course of his researches on influenza, but he examines the lungs of every mouse with a lens and makes a careful drawing of the lesions. In 55 recording scientific observations one should always be as precise as possible.

Para 7 Powers of observation can be developed by cultivating the habit of watching things with an active, enquiring mind. It is no exaggeration to say that well-developed habits of observation are more important in research than large accumulations of academic learning. The faculty of observation soon atrophies in modern civilization, whereas with the savage hunter it may be strongly developed. The 60 scientist needs consciously to develop it, and practical work in the laboratory and the clinic should assist in this direction. For example, when observing an animal, one should look over it systematically and consciously note, for instance, breed, age, sex, color markings, points of conformation, eyes, natural orifices, whether the abdomen is full or empty, the mammary glands, condition of the coat, its demeanor and movements, any peculiarities and note its surroundings including any feces or traces of food. This is, 65 of course, apart from, or preliminary to, a clinical examination if the animal is ill.

Para 8 In carrying out any observation you look deliberately for each characteristic you know may be there, for any unusual feature, and especially for any suggestive associations or relationships among the things you see, or between them and what you know. By this last point I mean such things as noticing that on a plate culture some bacterial colonies inhibit or favor others in their vicinity, or in field 70 observations any association between disease and type of pasture, weather or system of management. Most of the relationships observed are due to chance and have no significance, but occasionally one will lead to a fruitful idea. It is as well to forget statistics when doing this and consider the possibility of some significance behind slender associations in the observed data, even though they would be dismissed at a glance if regarded on a mathematical basis. More discoveries have arisen from intense observation of very 75 limited material than from statistics applied to large groups. The value of the latter lies mainly in testing hypotheses arising from the former. While observing one should cultivate a speculative, contemplative attitude of mind and search for clues to be followed up.

Para 9 Training in observation follows the same principles as training in any activity. At first one must do things consciously and laboriously, but with practice the activities gradually become automatic 80 and unconscious and a habit is established. Effective scientific observation also requires a good background, for only by being familiar with the usual can we notice something as being unusual or unexplained.

## New Words

accord /ə'kɔ:d/ <i>n.</i>	(an) agreement 一致
spontaneous /spɒn'teinjəs/ <i>a.</i>	happening as a result of natural feelings or causes, without outside force or influence, or without being planned 自发的, 出自自然的
induce /in'dju:s/ <i>v.</i>	1. to cause or produce 引起, 导致 2. to lead (someone) to do something, often by persuading 引诱, 劝使
deliberate /di'libərit/ <i>a.</i>	intentional; done on purpose or as a result of careful planning 故意的, 蓄意的, 深思熟虑的
deliberately /di'libəritli/ <i>ad.</i>	故意地, 深思熟虑地
hypothesis /hai'pɒθisis/ <i>n.</i>	( <i>pl. -ses /si:z/</i> ) an idea which is suggested as a possible way of explaining facts, providing an argument, etc. 假设
ponder /pɒndə/ <i>v.</i>	( <b>on, over</b> ) to spend time in carefully considering (a fact, difficulty, etc.) 深思, 考虑
resemblance /ri'zembləns/ <i>n.</i>	( <b>between, to</b> ) (a) similarity, esp. in appearances; likeness 相似, 相似性
correlate /'kɔ:rileit/ <i>v.</i>	( <b>with</b> ) to (show to) have a close shared relationship or connection of cause and effect (使) 相互关联
correlation /,kɔ:ri'leɪʃən/ <i>n.</i>	( <b>between</b> ) a shared relationship or connection of cause and effect 相互关系, 关联 (作用)
* veterinarian /,vetəri'neəriən/ <i>n.</i>	( <b>AmE</b> ) a person trained in the medical care and treatment of sick animals 兽医
manifest /'mæni fest/ <i>a.</i>	very plain to see or clear to the mind 明白的, 明显的
<i>v.</i>	to show (something) plainly 显示, 表明
* encephalitis /en,sefə'laitis/ <i>n.</i>	脑炎
differentiate /,difə'renʃieit/ <i>v.</i>	( <b>from, between</b> ) to distinguish or discriminate 区分, 区别
* plodder /'plɒdə/ <i>n.</i>	做事慢条斯理、缺乏想象力但苦干不已的人
* enunciate /i'nʌnsieit/ <i>v.</i>	to make a clear and reasoned statement about 确切地说明, 阐明
precede /pri'si:d/ <i>v.</i>	to come, go or happen (just) before 先于..., 位于...之前
preceding /pri'si:diŋ/ <i>a.</i>	coming just before in time or place 在前的, 在先的
stumble /'stʌmbəl/ <i>v.</i>	to hit one's foot against something while moving along and start to fall 绊一下脚, 绊跌
foresee /fɔ:'si:/ <i>v.</i>	(-saw /'sɔ:/, -seen /'si:n/) to see or form an idea about (what is going to happen in the future) in advance; expect 预见, 预知
exceptional /ik'sepʃənəl/ <i>a.</i>	being an exception; unusual 例外的, 异常的
* irregularity /i,regju'lærɪti/ <i>n.</i>	1. something irregular 不规则的事物 2. the state of being irregular 不规则, 无规律

注: 凡有“\*”符号为超纲词汇, 不做任何符号的为六级词汇。下同。

scrutiny /'skru:tini/ <i>n.</i>	a close study or look; careful and thorough examination 详尽的研究, 细看, 仔细检查
* autopsy /'ɔ:təpsi/ <i>v.</i>	解剖, 剖检(尸体)
* influenza /'ɪnflu'enzə/ <i>n.</i>	流行性感冒
* lesion /'li:ʒən/ <i>n.</i>	1. (因伤、病而致的) 机能障碍, 器官损害 2. 损害, 损伤
* atrophy /'ætrəfi/ <i>v.</i>	(使) 萎缩
savage /'sævɪdʒ/ <i>a.</i>	1. primitive 原始的 2. fierce 凶猛的, 残酷的
* orifice /'ɔ:rɪfɪs/ <i>n.</i>	an opening; hole, esp. in the body 孔, 口
* abdomen /'æbdəmən/ <i>n.</i>	腹(部)
* mammary /'mæməri/ <i>a.</i>	乳房的
* gland /glænd/ <i>n.</i>	腺
* demeano(u)r /di'mi:nə/ <i>n.</i>	behaviour towards others; outward manner 行为, 举止
* feces /'fi:si:z/ <i>n.</i>	(AmE) 粪, 排泄物
inhibit /ɪn'hɪbɪt/ <i>v.</i>	to prevent or hold back; restrict 阻止, 抑制, 约束
vicinity /vi'sɪnɪti/ <i>n.</i>	the surroundings; area very near to or around the stated place; neighbourhood 附近(地区), 近邻
pasture /'pɑ:stʃə/ <i>n.</i>	(a piece of) grassy land where farm animals feed 牧场
* speculative /'spekjʊlətɪv/ <i>a.</i>	of or based on speculation 思索的, 推测的
* contemplative /kən'templətɪv/ <i>a.</i>	沉思的, 好沉思的
* laboriously /lə'bɔ:riʃli/ <i>ad.</i>	勤劳地

## Phrases and Expressions

in accord with	与……一致, 与……相符合
on account of	因为, 由于
ponder on	对……思考, 对……仔细考虑
arrive at	达到, 得出
on the surface	在表面上, 在外表上
for fear that	唯恐, 生怕
in view of	由于, 鉴于, 看得见
put off	抛弃, 丢掉, 推迟
confine to	限制于, 限于
call for	需要, 要求
follow up	仔细调查, 把……追查到底

## Proper Names

Claude Bernard /klaʊd 'bɜ:nəd/

克劳德·贝尔纳(1813—1878, 法国生理学家)

6 Unit One

Benjamin Franklin

/ˌbendʒəmin 'fræŋklin/

Alan Gregg /ælən 'greg/

Faraday /'færədeɪ/

MacFarlane Burnet

/mækˌfɑːlɪn 'bɜːnɪt/

本杰明·富兰克林 (1706—1790, 美国政治家和科学家)

艾伦·格雷格 (人名)

法拉第 (1791—1867, 英国物理学家和化学家)

麦克法兰·伯内特 (人名)

## Comprehension

**Ex. 2** Write down the main idea for each paragraph of the passage. Some of them have already been done and you are required to finish the rest of them.

Para. 1. There are two types of observation: spontaneous or passive observation and induced or active observation. (The author wishes to focus on spontaneous observations.)

Para. 2. \_\_\_\_\_

Para. 3. \_\_\_\_\_

Para. 4. \_\_\_\_\_

Para. 5. One should concentrate on the main point and look out for the unexpected point.

Para. 6. \_\_\_\_\_

Para. 7. \_\_\_\_\_

Para. 8. \_\_\_\_\_

Para. 9. Training in observation follows the same principles as training in any activity.

**Ex. 3** Decide whether the following statements are True (T) or False (F) according to the passage.

1. Nobody had observed the relationship between frictional electricity and lightning until Benjamin Franklin detected it. ( )
2. According to Alan Gregg, selection of what is worth observing can determine whether one will succeed or fail. ( )
3. A misleading observation is one of the greatest obstacles in scientific experiments. ( )
4. It's quite likely that the exceptional phenomenon can help to explain the usual phenomenon. ( )
5. One can develop one's powers of observation by watching objects patiently and actively. ( )
6. A systematic and conscious observation of animals is quite different from a clinical examination of a sick animal. ( )
7. Intense observation of very limited material can lead to more discoveries than calculating statistics from huge amounts of data. ( )
8. The last paragraph tells us that we can improve our ability of observation if we establish a good habit. ( )

**Ex. 4** Try to explain the meaning of the underlined part in each of the following sentences from the passage.

1. ... or if in pondering on it subsequently he arrives at some hypothesis. (Para. 2)
2. ... guided only by his general scientific knowledge, judgement and perhaps a hypothesis which he entertains. (Para. 3)
3. It is a crucial choice often determining the success or failure of months of work... (Para. 3)
4. He was following the principle enunciated in the quotation from George... (Para. 4)
5. This, he said, is one of the greatest stumbling blocks of the experimental method... (Para. 4)
6. Scientific observation of objects calls for the closest possible scrutiny... (Para. 6)
7. The making of detailed notes and drawings is a valuable means of prompting one to observe accurately. (Para. 6)
8. The faculty of observation soon atrophies in modern civilization... (Para. 7)
9. ... and consider the possibility of some significance behind slender associations in the observed data... (Para. 8)
10. At first one must do things consciously and laboriously... (Para. 9)

**Ex. 5** Topics for group discussion.

1. This passage is mainly concerned to determine how scientists make original observations, in other words, not how they confirm theories or repeat others' experiments. Do you feel that science education should give students opportunities to do original, creative work? Or do students need training, following the established methods, before they do their own work?
2. The author suggests that scientists should "try and keep a look-out for the unexpected". What does that mean to you? Do you think it is important for scientists to do so? And other people?

### Vocabulary and Structure

**Ex. 6** Fill in the blanks with words from the list given below. Change the form if necessary.

spontaneous	induce	deliberate	hypothesis	esemblance
correlate	manifest	differentiate	precede	stumble
inhibit	scrutiny	vicinity		

8 Unit One

1. Though attractive, the idea cannot not stand up to careful \_\_\_\_\_.
2. The people who were hurt in the accident were taken to the only hospital in the immediate \_\_\_\_\_.
3. When people saw pictures of the atrocities (暴行) on TV, there was a \_\_\_\_\_ demonstration against the war.
4. These prices bear no \_\_\_\_\_ to the ones I saw printed in the newspaper.
5. If you take this drug, it may \_\_\_\_\_ drowsiness.
6. It's wrong to \_\_\_\_\_ between people according to their family background.
7. Witnesses say the firing of gunshots was \_\_\_\_\_ and sustained.
8. There was \_\_\_\_\_ relief among the workers yesterday at the decision not to close the factory.
9. Dr. Elwood said the belief that milk could be harmful was based on the \_\_\_\_\_ that fat causes heart disease.
10. The results of this experiment do not \_\_\_\_\_ closely with those of earlier ones.
11. The introduction of a common currency must be \_\_\_\_\_ by effective political union among the member states.
12. Lack of willingness to compromise on both sides is the main \_\_\_\_\_ block to reaching a settlement.
13. Failure to set up a good transport network \_\_\_\_\_ the expansion of trade.

**Ex. 7**

Fill in the blanks with appropriate expressions from those given below. Change the form if necessary.

in accord with	on account of	ponder on	follow up
on the surface	for fear that	in view of	confine to

1. \_\_\_\_\_ Sutton's recent conduct the club has decided to suspend him until further notice.
2. They wouldn't let their cat run around outside \_\_\_\_\_ it would get run over by a car.
3. \_\_\_\_\_, this seems like a difficult problem, but in fact there's an easy solution to it.
4. The police officer took the names of all witnesses, but did not \_\_\_\_\_ to contact them.
5. The results of their research are \_\_\_\_\_ our earlier research; that is, they also found the level of crime in an area is almost always in direct proportion to the number of unemployed.
6. Doctors should \_\_\_\_\_ a while \_\_\_\_\_ the wisdom of separating babies from their mothers.
7. You are asked to \_\_\_\_\_ your use of the telephone here \_\_\_\_\_ business calls alone.
8. We delayed our departure \_\_\_\_\_ the bad weather.

**Ex. 8**

Choose the right word to complete each of the following sentences.

1. There were a hundred or so hotels in the \_\_\_\_\_ of the railway station, so there was no problem for him to find a place to stay.  
A) locality                      B) district                      C) vicinity                      D) neighbourhood
2. I'm sure he says these things \_\_\_\_\_ to annoy me.  
A) virtually                      B) deliberately                      C) literally                      D) appropriately
3. Among these people there were strong \_\_\_\_\_ of state ownership of the railways.  
A) advocates                      B) sponsors                      C) contributors                      D) performers
4. They \_\_\_\_\_ her to take the job by promising editorial freedom.  
A) manifested                      B) induced                      C) affirmed                      D) alleged
5. The crowd gave a \_\_\_\_\_ cheer when the result was announced.  
A) public                      B) chronic                      C) spontaneous                      D) militant
6. The young man felt shy and \_\_\_\_\_ in the roomful of women.  
A) inhibited                      B) disabled                      C) stumbled                      D) confronted
7. It would be helpful if the report were \_\_\_\_\_ by an introduction.  
A) associated                      B) edited                      C) prolonged                      D) preceded
8. It has been proved that in some societies a poor diet often \_\_\_\_\_ with poverty.  
A) differentiates                      B) discriminates                      C) detaches                      D) correlates
9. He has so far failed to make the \_\_\_\_\_ from school to work.  
A) exchange                      B) measurement                      C) adjustment                      D) replacement
10. Close \_\_\_\_\_ of the document showed it to be a forgery.  
A) scrutiny                      B) publication                      C) publicity                      D) provision

## Writing Practice

### Interpreting Tables/Charts/Diagrams

Tables, charts and diagrams can show classification, comparison and relationships of numerical or verbal data. Tables usually present information in columns and rows. Charts use bars (either vertical or horizontal), circles, etc. Diagrams can be drawings, maps or photographs.

When you interpret a table, a chart, or a diagram, you should first examine it carefully, trying to figure out what it is designed to show. You may look at the numbers or percentage points to see what information they supply. As you start to analyse it, you may summarize the information given by the picture and point out the essential relationship you want your readers to understand. Do not simply list the numbers or figures one by one. Focus on the analysis of that information which can reflect the main point the writer wants to express, such as changes of employment in a certain area, an increase of a company's record of dividend since 19xx, or a mean percentile of test scores. Many times, you have to suggest reasons for the variations, or make recommendations



for improvement.

The following example is an interpretation of a line graph. In the discussion, the author first makes a general point, then gives a specific example. So in the paragraph discussing Part B of the graph, the second sentence points out that "costs are lowered," and the third sentence points out an exact detail to notice — that costs are \$30 lower. The \$30 is the difference between N (Elec) at \$ 120 in Part A and N (Elec) at \$90 in Part B.

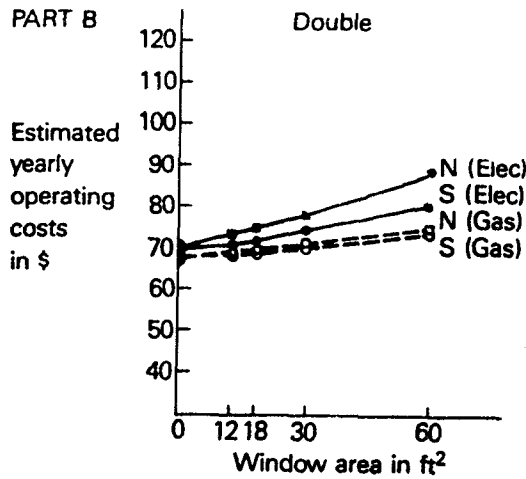
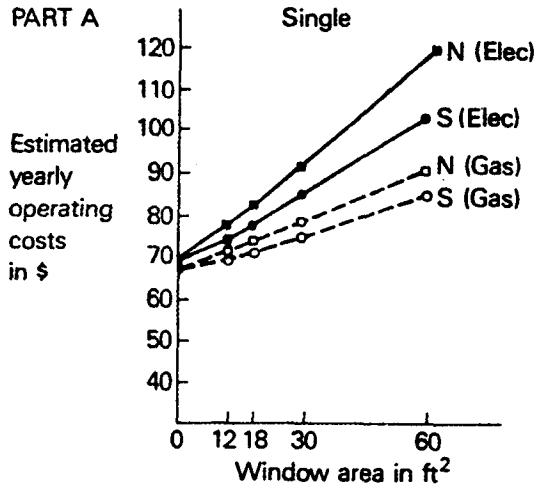


FIGURE 1 Estimated Yearly Energy Costs in rooms with North (N) or South (S) Facing Windows and with Gas or Electric (Elec) heating.

Figure 1 shows the estimated yearly energy costs for the room as a function of the window. Note that on the vertical axis, or zero window area, energy costs are given for a windowless room. To determine the operating costs attributable to just the window, the yearly operating