高等学校教材

'91国优教材

大学英语

精读

6

COLLEGE ENGLISH

INTENSIVE READING

大学英语

精 读

第六册

李荫华（主编）

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前　　言

　　《大学英语》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。本系列教材于 1986 年出版试用本,经反复修订,于 1992 年出版正式本。

　　本教材重视英语语言基础,从各方面保证文、理科的通用性,适用于大学英语基础阶段的教学。

　　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。对低于大纲规定入学要求的学生,另编预备级精读、泛读教程各两册。

　　上述五种教程根据各自的课程特点自成体系,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、中国人民大学、武汉大学和南京大学合作编写,董亚芬教授担任总主编。

　　大学外语教材编审委员会综合大学英语编审组的全体成员对这套教材的设计与编写自始至终给予关注,分工审阅了全套教材并提出宝贵意见。上海外语教育出版社的编辑同志在付梓前仔细编审,精心设计,给予我们很大的帮助和促进。

　　《大学英语》精读教程由复旦大学大学英语教学部负责编写,翟象俊、李荫华两位教授担任主编,程雨民、孙骊两位教授担任主审,本教程还承英国专家 Anthony J. Ward 和美国专家 Craig M. Helfand 参加审阅,谨此致谢。

　　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 Anthony Ward 审阅。

　　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。

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大学英语系列教材

责任编委暨编者

1992 年 6 月

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使 用 说 明

　　本书为《大学英语》系列教材精读教程第六册,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,加强综合练习。

　　每单元一开始先有一个根据上下文和构词成分理解生词的练习。这既可以复习、巩固在一、二级中学过的这一基本阅读技能,同时也可以为学习新课文扫除一部分词汇障碍。

　　本书每课课文前有作者简介和选文简介,为学生提供适当的背景材料。

　　课文中另外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)和讨论题(Topics for Discussion)。

　　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练习(Error Correction)。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。

　　阅读练习(Reading Practice)部分,每一单元配有一篇内容与课文相近的阅读材料,并附理解题若干。

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编　者

一九九三年四月

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Contents

Unit One

RESEARCH REPORTS FOR BUSINESS AND TECHNICAL WRITING

Understanding New Words From Context Or Word Part Clues

Directions: Read the following sentences carefully and then choose the one word or phrase below each sentence that has the same meaning as the italicized word or phrase. The italicized words and phrases are to appear in the text of this unit.

1. Obviously these are all factors affecting smooth operation, but the *underlying* problem is still to be identified.
   - a. operational
   - b. fundamental
   - c. operating
   - d. underneath

2. If you can convince the interviewer of your special qualifications, your chance of being accepted will be greatly *enhanced.*
   - a. appreciated
   - b. encouraged
   - c. frustrated
   - d. increased

3. *Initially* his book did not receive much attention, but two weeks after the critic's review appeared in the newspapers, it climbed to the best sellers' list.
   - a. At first
   - b. First of all
   - c. At first sight
   - d. From the first

4. Growing economic problems were *highlighted* by a slowdown in oil output.
   - a. accounted for
   - b. worked out
   - c. made prominent
   - d. taken for granted

5. Names, ages, and other *data* about the class are written in the teacher's note-book.
   - a. birthdays
   - b. facts
   - c. birthplaces
   - d. columns

6. The committee reported its *findings* after a thorough investigation.
   - a. things that are found
   - b. decisions
   - c. results of an enquiry
   - d. files

7. Shortly after she was given the injection, her complexion *took on* colour and her limbs became warm.
   - a. began to have
   - b. brought back

c. resulted in   d. added to

8. The critic's *assessment* of the book is that it is beautifully written.
   a. comprehension   b. recommendation
   c. admiration   d. judgment

9. The foreign minister would reveal nothing about his recent tour of the Middle East *beyond* what had already been announced at the press conference.
   a. as for   b. in addition to
   c. along with   d. in relation to

10. Mr. Dane went through his daughter's essay carefully, to *eliminate* slang words from it.
    a. reduce   b. exchange
    c. remove   d. exhibit

About The Author And The Selection

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, and abridged.

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.

TEXT

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 the ability to present research results clearly and completely, an individual will encounter[2] many obstacles in school and on the job. The need for some 5 research-writing ability is felt nearly equally by college students in all fields, engineering and science as well as business and the humanities. Graduate study often makes great demands on the student's research-writing skills, and most professions continue the demand; education, advertising and marketing[3], economics and accounting, science and engineering, psycholo- 10 gy, anthropology[4], the arts, and agriculture may all require regular reporting of research data.

ELEMENTS OF THE RESEARCH PAPER

The standard research report, regardless of the field or the intended 15 reader, contains four major sections. These 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 report is the statement of the problem with which the research project is concerned. This 20 section requires a precise statement of the underlying question which the researcher has set out to answer. In this same section there should be an

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[1] client / ˈklaiənt / *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

explanation of the significance — social, economic, medical, psychological, educational, etc. — of the question; in other words, why the investigation
25 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 teenager?" we must explain that the question is thought to have significant relevance to the health of this segment①of the population and might lead to some sort of regulations on such foods.

30 A frequent subsection of this problem section is a review of past research on the topic being investigated. This would consist of summaries of the contributions of previous researchers to the question under consideration with some assessment of the value of these contributions. This subsection has rhetorical②usefulness in that it enhances the credibility of
35 the researcher by indicating 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 research report details, with as much data as possible, exactly how the study was carried
40 out. This section includes description of any necessary equipment, how the subjects③were selected if subjects were used, what statistical④technique was used to evaluate the significance of the findings, how many observations were made and when, etc. An investigation of the relative effectiveness of various swim-strokes⑤ would have to detail the number of swimmers
45 tested, the nature of the tests conducted, the experience of the swimmers, the weather conditions at the time of the tests, and any other factors that contributed to the overall⑥experiment. The goal of the procedures section is to allow the reader to duplicate⑦the experiment if such were desired to confirm, or refute, your findings.

50 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

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① segment *n.* a part or section

② rhetorical / ri'tɔrikəl / *a.* concerned primarily with style or effect

③ subject *n.* a person or thing chosen to experience sth. or to be studied in an experiment

④ statistical *a.* 统计的；统计学的

⑤ swim-stroke *n.* a style or method of swimming

⑥ overall *a.* including everything

⑦ duplicate *vt.* repeat exactly; make an exact copy of

research question initially asked. Although, of course, one's natural tendency might be to suppress any findings which do not in some way support one's hypothesis①, such dishonesty is antithetical②to good research re- 55 porting in any field. If the experiments undertaken③fail to prove anything, if the 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. ·

Discussion Section. The final required section of a research report is a 60 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 validity④of the results as the bases for company decisions: Will our planned construction project meet federal environmental guidelines and be approved for building? Will this new program attract 65 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 ques- 70 tions remain unanswered and perhaps suggest directions for further research.

STYLE OF RESEARCH REPORTS

Research reports are considered formal professional communication. 75 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, clarity⑤, 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 80 properly detailed. As an aid to the reader, headings⑥indicating at least the major sections of the report should be used, and all data should be

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① hypothesis / hai'pɔθisis / n. a suggested explanation that has not yet been proved to be true

② antithetical a. opposite to and unable to exist together with

③ undertake vt. set about; begin

④ validity n. truth or soundness

⑤ clarity n. clearness

⑥ 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

presented under the proper headings. In addition to their function of suggesting to the reader the contents of each section, headings enhance the
85 formal appearance and professional quality of the report, increase to some degree the writer's credibility by reflecting a logical and methodical①approach to the reporting process, and eliminate the need for wordy transitional devices between sections.

Research data should be presented in a way that places proper empha-
90 sis on major aspects of the project. For 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 the results section should be emphasized, probably
95 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 in writing up research projects for publication in professional journals or for presentation at professional conferences. For non-technical readers and federal agencies, the implica-
100 tions of the results might be the most important consideration, and emphasis should be placed on the discussion of the report for this readership.

For additional clarity and emphasis, major results should be presented in a visual format②— tables, charts, graphs, diagrams — as well as in a verbal one.

105 Beyond checking the report for clarity and accuracy in the presentation of technical data, the author of a research report should review for basic grammatical and mechanical accuracy. Short sentences are preferable to long in the presentation of complex information. Listings should be used to break up long passages of prose and to emphasize information. The re-
110 search writer should try to use the simplest possible language without sacrificing the professional quality of the report. Although specialized terms can be used, pretentious③jargon④should be avoided. A finished research report should be a readable and useful document prepared with the reader in mind.

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① methodical / mi'θɔdikəl / a. done according to a method; orderly; systematic

② format n. the general plan or arrangement of sth.

③ pretentious a. trying to appear to be important when it is not

④ jargon n. the technical words used by experts to discuss their subject

Although we struggle with research reports in high school, dread them in college, and are often burdened by them in our professional lives, learning to live comfortably with them is a relatively easy task. A positive attitude (i.e., one that sees the oral or written presentation of research results as of equal importance to the data-gathering process); an orderly approach 120 which includes prewriting (i.e., before any actual research is done, the researcher should try to get down on paper as much about the subject under investigation as possible) and a formal research report structure as the framework for the investigation; and a reasonable approach to the actual writing process including editing for accuracy and clarity, will help one to 125 produce effective research reports efficiently.

Notes

1. the humanities (L. 7): subjects of study such as literature, philosophy and history concerned with the ideas and actions of humans
2. rhetorical usefulness (L. 34): Rhetoric is the art of choosing the way of saying something that will influence others most successfully. By " rhetorical usefulness" the author means that people will be more willing to believe the report writer once he has given them the idea that he knows his subject well.

Comprehension Questions

1. Why is it important to acquire some research-writing ability?
2. What are the four required sections of a research report?
3. What should the research writer focus on in the Problem Section?
4. What is the purpose in writing the Procedures Section?
5. Why does the author think the third section is the most important of all?
6. What should the researcher do with the evidence that does not support his ideas?
7. In what way are results different from conclusions?
8. Explain the role of headings in a research report.
9. What determines the order of sections or the emphasis placed on the sections?

Topics For Discussion

1. Explain briefly the function of the four major sections of a research report.
2. From the point of view of a student, do you think that the author's advice is useful or not? Give your reasons.

Vocabulary Work

I. Replace each of the italicized parts in the following sentences with a word or

phrase from the text:

1. Recently there have been a few noteworthy *results of research* in this field.
2. Contrary to expectation, they *met with* little resistance to the plan.
3. The collecting of *information* is usually for scientific and statistical purposes.
4. The *fundamental* cause of his success was his ability to work for long hours without feeling tired.
5. The growth of a city often *adds to* the value of land close to it.
6. This project will cost a lot of money *at the beginning* but will eventually make a great deal of profit.
7. There isn't much they can do for him, *besides* giving him their sympathy.
8. The biography *emphasized* the general's military years.
9. The neighborhood *has acquired* a fresh look since the new park was built.
10. The expedition has now returned, and its members are beginning to *weigh* and integrate the evidence gathered in the field and at the base.

II. Fill in the blanks with words or phrases given below. Change the form where necessary.

take on	hypothesis	findings
undertake	eliminate	duplicate
overall	make demands on	validity
break down		

11. Water _____ readily _____ into hydrogen and oxygen.
12. Archeological discoveries strengthened the _____ that Troy (古城特洛伊) once existed.
13. _____ industrial production was up by 49 per cent compared with 1980.
14. If the director keeps _____ them like that, some of them will leave.
15. One has to _____ detailed investigations and studies before being able to draw a definite conclusion.
16. Their _____ cast much light upon the burial customs of the Indian tribes of that area.
17. You don't know enough about the subject to question the _____ of my statements.
18. Miss Robin went through the typescript carefully, to _____ all errors from it.
19. Worded like that, the sentence _____ a rhetorical flavour.
20. Once is enough; don't _____ the mistake.

III. Study the meanings of the phrasal verbs listed below and then complete each of the following sentences with an appropriate phrasal verb in its proper form:

live by: make a living from (sth. or doing sth.)
live for: have as a reason for living; give most attention to
live on: have as one's only food; live at the cost of (sb. else)

live out:	live till the end of
live through:	remain alive in spite of or through the time of (sth.)
live up to:	act according to; do (what is expected or promised)
live with:	learn to accept (sth. unpleasant); put up with

21. We have a high regard for Mr. Powell because he always _____ his principles.
22. During the Long March the Red Army men often had to _____ tree bark and grass.
23. The old lady who spoke to us the other day _____ two wars and three revolutions.
24. Miss Johnson tried to _____ teaching English, but it did not bring a good enough income.
25. He seems to _____ only _____ his music, and does not care about his family's needs.
26. Do you think the old man _____ the month?
27. Fred _____ his brother for nearly a year; it hardly seems fair when he is able to work.
28. It's hard to _____ the knowledge that he is a failure.

get across:	(cause to) become understood or accepted
get along:	advance; form or have a friendly relationship (with sb.)
get around / round:	(of news) spread; move freely, travel
get around / round to:	find time for (sth. or doing sth.)
get at:	mean; reach and discover
get by:	pass; continue to live, often in spite of difficulties
get down:	record (sth.) in writing
get down to:	begin to give serious attention to
get over:	recover from; deal with; control
get through:	reach (sb.) by telephone; finish

29. Miss Green returned to work after she _____ her illness.
30. Here's a telephone message I _____ for you.
31. The news soon _____ that the firm was closing down.
32. He _____ his points _____ to the students with the help of gestures and illustrations.
33. How _____ Mr. Holmes _____ in his new job?
34. How can I _____ while you stand in the way?
35. I've been thinking of giving my room a thorough cleaning, but with so many