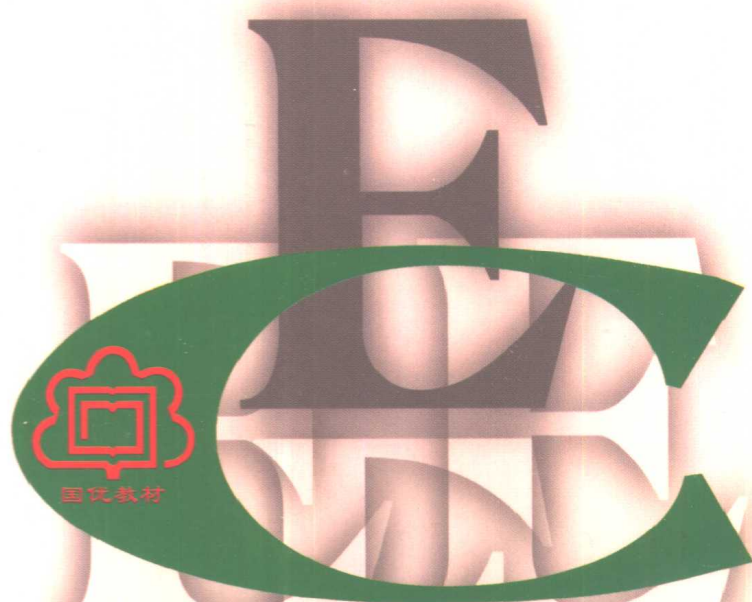


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College English

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高等学校教材

上海外语教育出版社



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大学英语

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Shanghai Foreign Language Education Press

总主编 董亚芬

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College English (修订本)

(Revised Edition)

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Intensive Reading

第六册

李荫华 (主编)

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修订本前言

《大学英语》是根据前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,于1986年出版试用本,1992年出版正式本。

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,供1-6级使用;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;泛读教程1-6级也配有教师用书。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。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分工编写,复旦大学董亚芬担任总主编。前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。

这次修订是在广泛听取全国各地使用本系列教材的教师们的意见并通过问卷形式对数以万计的师生征求意见的基础上进行的。大学外语教学指导委员会综合大学英语组对本教材的修订提供了多方面的指导与帮助。修订的宗旨是“面向21世纪,将大学英语教学推上一个新台阶”。修订本根据各教程的具体情况,对课文作适当调整,提高大纲词汇的覆盖率和常用词汇的重现率,进一步完善练习,突出重点词语的操练;同时加强各教程间的横向联系,做到既自成体系又相互补充、形成整体。修订本更加注意文、理、工、农、医等各科的通用性,力求给学生打好“宽、厚、牢”的语言基础。

精读教程的修订重点放在改善对词汇的处理和改进练习两个方面,在培养学生阅读能力的同时,更好地加强对学生的表达能力的训练。具体说来,有如下几点:

一、筛选出每课的重点词,加以反复操练。1. 将每课生词表中凡属《大学英语教学大纲通用词汇表》的词,一律用黑体标出。某些词虽不是大纲词,但确系较为常用的,亦用黑体标明;2. 从上述用黑体标出的词中,每课再精选出20-30个左右更具活力的常用词,连同词组一起作为该课练习的重点。为醒目起见,将这部分重点词另用“Words to Drill”一栏列出。

二、进一步提高大纲词汇的覆盖率和重现率。修订本尽可能在各种练习中补进课文没有覆盖的《大纲通用词汇表》中的词。凡在书中各种场合出现的1-4级大纲词汇,在该册附录的词汇表(Glossary)中,均用“*”号标明;5-6级大纲词,用“△”号标注。

三、修订本对练习部分作了较大的修订,以加强句子和语篇水平上的操练。1. 词语练习改为全部围绕各课列出的重点操练词和词组进行;2. 进一步增加主观题:除保留各单元阅读材料中的英译汉练习外,一至六册均设汉译英练习;一至四册每课增设一篇根据课文内容写成的完形填空题(Cloze);各册分别增设了简答题、改写句子等练习;改进写作练习,从第一册起就让学生开始写成段文章,使其在写作实践中学会写作。

四、一至四册增设复习题(Revision Exercises)。除对原有的两套自测题(Test Yourself)加以改进,分别置于各册的第五单元和第十单元后面外,每册再各增两套复习题,分别放在第三单元和第八单元之后。主要用于进一步操练并巩固所学过的有关各课

的重点词语和语言技能。五、六册各增设两套自测题。

五、新增科普文章阅读 (Supplementary Reading in Popular Science) 一栏。五、六册各增收三篇反映当前各种科普内容的文章,分插在第三、六、九单元后,并附若干简答题,供学生自测。

六、五、六册新增了汉译英练习(句子翻译和成段翻译);第五册增设了改错(Error Correction)练习,第六册保留了此项练习。

七、五、六册新增了诗歌朗读。

《大学英语》精读教程由复旦大学大学英语教学部负责编写。翟象俊主编第一、二、五册;李荫华主编第三、四、六册;程雨民、孙骊担任主审。参加编写第六册的还有王德明、夏国佐等。英国专家 Anthony J. Ward 协助编写和审阅。

本书为精读教程第六册的修订本,供大学英语六级学生使用,由李荫华、王德明、夏国佐修订,孙骊审阅。美国专家 Renée Florence 协助审阅。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,谨此一并致谢。

由于编者水平与经验有限,教材中难免还有不足之处,希望广大读者继续批评指正。

编者

1999年3月

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,但也有所改动。总的原则是在前几册学习的基础上,加强综合练习。

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语,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。

为了培养学生综合运用语言的能力,本册保留完形填空(Cloze)和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。

本册新增了句子和成段的汉译英练习。成段翻译难度较大,学生需在熟练掌握课文中的常用词和词组及常用句型的基础上做此练习。

阅读练习(Reading Activity)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。新增的科普阅读文章(Supplementary Reading in Popular Science),主要供学生自学,教师也可酌情选用。

本册的写作练习(Writing Practice),侧重从写文章摘要、看图表作文、写日常书信等方面对学生训练。

新增的两套自测题(Test Yourself)分别置于第五单元和第十单元之后,供学生巩固所学内容用。书末附有参考答案。

编者

1999年3月

突破传统教学模式,提高大英教学质量

《大学英语》(修订本)多媒体系列教学光盘正式出版

为了繁荣我国的大学外语教育事业,支持我国的大学外语教学改革,上海外语教育出版社开发了《大学英语》(修订本)多媒体系列教学光盘。该系列教学光盘与《大学英语》(修订本)系列教材同步。精读和听力的每册教材各配2张光盘。

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听力光盘: 听力素材增加一倍,英美外籍教师朗读

《大学英语》(修订本)多媒体系列教学光盘分精装和简装两种包装,精装每册2张,定价168元;简装每册2张,定价30元。

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UNIT 1

TEXT

Writing research reports for college or work is often found far more difficult than it needs to be. The following article offers some excellent advice on how to make the task easier and the report more impressive and effective. Whether you write a research report for a college professor or for a demanding boss in your profession, the author's advice will put you well on your way to becoming a skillful report writer.



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. Indeed, without basic research skills and the ability to present research results clearly and completely, an individual will encounter 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 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, economics and accounting, science and

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engineering, psychology, anthropology, the arts, and agriculture may all require regular reporting of research data.

ELEMENTS OF THE RESEARCH PAPER

15 The standard research report, regardless of the field or the intended 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.

20 Problem Section. The first required section of a research report is the statement of the problem with which the research project is concerned. This 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 explanation of the significance — social, 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
25 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 segment of the population and might lead to some sort of regulations on such
30 foods.

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 rhetorical usefulness in that it enhances the credibility of the
35 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.

40 Procedures Section. The second major section of the 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 were selected if subjects were used, what statistical technique 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-strokes 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 overall experiment. The goal of the procedures section is to allow the reader to duplicate the experiment if such
50 were desired to confirm, or refute, your findings.

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 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 hypothesis, such dishonesty is antithetical to good research reporting in any field. If the experiments undertaken fail 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 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 of 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 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, 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 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 logical and methodical approach 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

emphasis 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 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 implications 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 format — tables, charts, graphs, diagrams — as well as in a verbal one.

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 research writer should try to use the simplest possible language without sacrificing the professional quality of the report. Although specialized terms can be used, pretentious jargon should be avoided. A finished research report should be a readable and useful document prepared with the reader in mind.

CONCLUSION

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 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 produce effective research reports efficiently.

NEW WORDS

presentation /ˌprezən'teɪʃən/ <i>n.</i>	the act of presenting; a talk, usu. to a group of people 提出, 呈递; 介绍, 报告
client /'klaɪənt/ <i>n.</i>	a person who gets help or advice from a professional, e.g. a lawyer, an accountant, an architect, etc.; a person who buys goods or services 委托人, 当事人; 顾客
obstacle /'ɒbstəkl/ <i>n.</i>	sth. which prevents action, movement or success
marketing /'mɑ:kɪtɪŋ/ <i>n.</i>	the branch of business concerned with advertising, publicity, etc. 营销
economics /ˌi:kə'nɒmɪks/ <i>n.</i>	the science that deals with money, goods and services and how they are related to each other 经济学
accounting <i>n.</i>	the art, practice or system of keeping, analyzing and interpreting business accounts 会计学
anthropology /ˌænrə'pɒlədʒi/ <i>n.</i>	the scientific study of man, including his physical characteristics, the origin and development of races, and the cultures, customs and beliefs of mankind 人类学
data /'deɪtə/ <i>n.</i>	facts; information
element /'elɪmənt/ <i>n.</i>	a basic part of which sth. is made up
intend /ɪn'tend/ <i>vt.</i>	have in mind as a goal; plan
precise /prɪ'saɪs/ <i>a.</i>	clearly expressed; exact; accurate
significance /sɪg'nɪfɪkəns/ <i>n.</i>	importance; meaning
economic /ˌi:kə'nɒmɪk/ <i>a.</i>	connected with trade, industry and the management of money; of economics
consumption /kən'sʌmpʃən/ <i>n.</i>	the act of consuming or an amount consumed 消费(量)
teenager /'tiːnɛɪdʒə/ <i>n.</i>	a young person of between 13 and 19 years old
relevance /'relɪvəns/ <i>n.</i>	importance or significance to the matter at hand
relevant <i>a.</i>	
segment <i>n.</i>	a part into which a whole is or can be divided; section
regulation /ˌregjʊ'leɪʃən/ <i>n.</i>	a law or a set of rules by which sth. is regulated
investigate /ɪn'vestɪgeɪt/ <i>v.</i>	examine carefully in a search for facts, knowledge, or information
investigative <i>a.</i>	