

大学核心英语

College Core English

Reading and Writing

读 · 写 · 教 · 程

【修订版】 第三级

● 杨惠中 张彦斌 郑树棠 主编



Higher Education Press

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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》(修订版)第四级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。本书共有十个单元,除第五、第十为复习单元外,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、词语结构练习和写作练习;第二部分是B篇阅读材料;第三部分是C篇和D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,图文并茂,融科学性、知识性、实用性、趣味性为一体。配有限时补充阅读材料和本书出现的四级词汇总表、词组表。本书适用于大纲规定的第四级教学,也可供同等程度的英语学习者使用。

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大学核心英语

读写教程

(修订版)

第四级

杨惠中 张彦斌 郑树棠 主编

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前 言

(修订版)

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《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:大学英语的教学目标是“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与说的能力,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,基础阶段共分六级,在大学一、二年级中开设。本教材就是供基础阶段英语教学使用的。

为了体现上述教学目标,在编写《大学核心英语》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,主要是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;流畅与准确两者并重,根据大纲要求,当前更应注重流畅,因此在阅读与听力训练中要有一定的量与速度的要求。本教程还力求有利于发展学生独立学习英语的能力。为了体现上述教学指导思想,编者未采用以语法为纲进行编写的传统做法,而是根据语言技能及语言功能来设计教材,安排教学内容。整套教材分为两条主线:一条为读写教程,一条为听力教程,分六级,每级一册。此外,还配有:《课堂活页练习》(修订版),供上课使用,检查学生预习情况及阅读理解能力;《词汇练习册》(修订版),可以在课内使用,也可供学生在课外自学。

本书是读写教程第三级。在进一步体现大纲指导思想及发扬原书特色的基础上,修订版对原书作了必要的修订。修订后全书有十二个单元及限时补充阅读材料,阅读总量为40,000词左右,出现四级词汇515个,完全达到大纲规定的相应指标。每个单元(除第六单元和第十二单元为复习单元外)有三篇阅读材料和二十二项左右的练习,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,阅读技能和写作实践,其练习量和出现的四级词汇量占该单元的60%至70%左右。第二部分包括B篇阅读材料及五项练习,出现的四级词汇量占该单元30%左右。第三部分包括C篇阅读材料及两项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练习十项左右,阅读写作技能练习三项,词汇与结构练习八项。编者相信,这一安排合理地处理了发展语言技能和进一步打好语言基础的关系。修订版还增设分课词汇表,书末附有本级教程出现的四级词汇汇总表,以方便学生自学、复习及参加考试。

《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》(修订版)第三级的编写人员有:上海交通大学郑树棠、杨惠中、陈永捷、笕骏;上海工业大学张锡九、解伯昌、郑玉书;上海科技专科学校黄允德。上海交通大学孙倩、王同顺、施益锟等参加了部分练习的编写工作。

《大学核心英语读写教程》(修订版)第三级承大学外语教材编审委员会主任清华大学陆慈教授、工科院校英语编审组副组长重庆大学韩其顺教授及编委程恩洪教授、钟小满教授审定。在本教材修订初期,于1989年6月间,曾邀请郭杰克、孔庆炎、张青彦、沈子文、卢思源、李宝琨等教授讨论全书的修改方向、结构安排等总体设计问题。英籍专家 Andrew Meecham 对全书进行了详尽的审

阅。对于上述各位教授和专家的宝贵意见和无私贡献,编者表示衷心的感谢。

本书编写过程中,曾得到卢国梁、陈庆昌、金晓晨等在计算机输入、词汇统计等方面的帮助,对此,编者致以诚挚的谢意。

编者相信,通过这次修订,《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,编者迫切希望使用本书的教师和学生提出宝贵的意见。

编 者
1991 年 10 月

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UNIT 1

- | |
|--|
| (A) Six Keys to Quick Learning(I)
R.S. Skimming
W.P. Exemplification
(B) Six Keys to Quick Learning(II)
(C) Memory |
|--|

Passage A

Pre-reading

Ex. 1

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

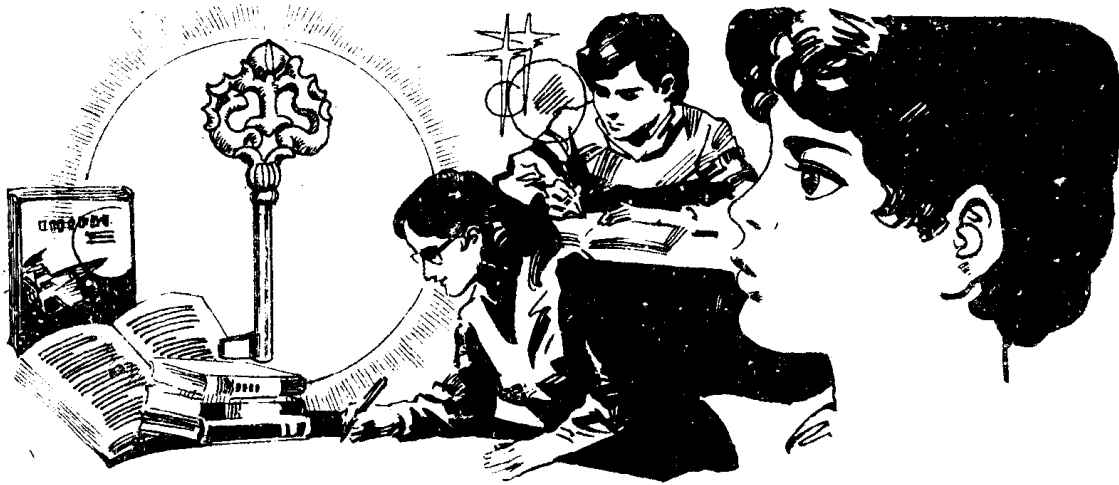
1. The ability to learn is something you are born with.
2. Some people learn faster and better than others.
3. Slow reading is better than speed-reading for the purpose of learning.

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,

5 "Is he much smarter than I am? "

Para 2 My friend, an educator, was curious. She knew the two men had similar educa-



tional 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.

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

20 **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 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

30 understand the material. Poor readers, by contrast, just keep going if they don't get it the first time.

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

35 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: "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.

40 Para 9 Mnemonics can also work with images. The trick is to invent visual clues that 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
50 Pittsburgh, "And it is something we can all have with practice."

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*
55 *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/ad.

in a way that shows uncertainty or slowness

background /'bækgraund/ <i>n.</i>	about deciding to act
intelligence /in'telidʒəns/ <i>n.</i>	a person's past experience, education, family, etc.
	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
*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 /'kæpʃən/ <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 (图片等的) 解说词, (电影、电视的) 字幕
summary /'sʌməri/ <i>n.</i>	a short account giving the main points
a.	brief; giving the main points only
paragraph /'pærəgrɑ:f/ <i>n.</i>	(文章的) 段, 节
glance /glɑ:ns/ <i>v. & n.</i>	(to give) a rapid look
preview /'pri:vju:/ <i>v.</i>	to see or view in advance
effective /i'fektiv/ <i>a.</i>	1. producing the desired result 2. actual; real
challenge /'tʃælindʒ/ <i>v.</i>	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
isolate /'aɪsəleɪt/ <i>v.</i>	to single out
*vocalize /'vəʊkəlaɪz/ <i>v.</i>	to say or sing (words, sound, etc.)
aloud /ə'laʊd/ <i>ad.</i>	1. in a voice that may be heard 2. in a big voice
reader /'ri:də/ <i>n.</i>	1. a person who reads 2. a book which helps a person to learn to read
*mnemonics /ni(:)'mɒnɪks/ (<i>pl.</i>) <i>n.</i>	1. (used as sing.) the technique of improving or developing the memory 2. a word, verse, etc. designed to help the memory
transform /træns'fɔ:m/ <i>v.</i>	to change completely in form, appearance, or nature

注: 有“△”符号的词汇属大纲规定的三、四级词汇; 有“*”符号的为超纲词汇; 无符号的为四级词汇。下同。

visual /'vizjuəl/ <i>a.</i>	having the function of producing mental images
clue /klu:/ <i>n.</i>	something that helps to find an answer to a question, difficulty, etc.
might /maɪt/ <i>v.</i>	to be likely to, in some small degree
link /lɪŋk/ <i>v.</i>	to join or connect
<i>n.</i>	something which connects two other parts
*waddle /'wædl/ <i>v.</i>	(鸭、鹅等)摇摇摆摆地走
remind /rɪ'maɪnd/ <i>v.</i>	(of) to tell or cause (someone) to remember
dismiss /dɪs'mɪs/ <i>v.</i>	1. to put aside from consideration 2. to allow to go
*gimmick /'gɪmɪk/ <i>n.</i>	骗人的把戏
*triple /'trɪpl/ <i>v.</i>	to (cause to) grow to 3 times the amount of number
retain /rɪ'teɪn/ <i>v.</i>	to keep in mind
operator /'ɒpəreɪtə/ <i>n.</i>	1. a person making connections of lines in telephone exchange 2. a person who works a machine, etc.
dial /'daɪəl/ <i>v.</i>	拨(电话号码)
author /'ɔ:θə/ <i>n.</i>	the writer of a book, etc.
△data /'deɪtə/ <i>n.</i>	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	想象(设想)... 在做(...)
plunge into	投入, 陷入
glance at	(粗略地)看一下, 扫视
keep in one's mind	记住
slow down	放慢速度

Proper Names

Mercury /'mɜ:kjuri/ <i>n.</i>	水星 [行星名]
Ted /ted/ <i>n.</i>	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: 'tʃeis/	威廉 G. 蔡斯 [人名]
Carnegie-Mellon University /kɑ: 'negi: 'melən/	卡内基梅隆大学
Pittsburgh /'pɪtsbɜ:g/ n.	匹兹堡 [美国城市]
Francis S. Bellezza /frɑ:nsɪs 'es bi'lezə/	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 italicized 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 differently

- 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 retain.
- a. the outlines of a test

- b. persons tested
 - c. subjects of test material
11. ... and how to recall that information *when needed*.
- a. when you needed the material
 - b. when you need that information
 - c. when you need to recall the information
12. Remember, the mind and memory are like muscles — the more you use them, *the stronger they get*.
- a. the stronger your muscles become
 - b. the stronger you become physically
 - c. the stronger your mind and memory become

Vocabulary and Structure

Ex. 6

Find the missing word to complete each sentence with the help of the first letter.

1. Photographs of the earth taken from thousands of miles away are printed in our newspapers and shown on our television screen as visible p _____ of man's newest achievement.
2. Fresh fruits, such as oranges and lemons, were considered an e _____ cure of the disease which most sailors suffered from during their long journeys on the sea in the 16th century.
3. During the press conference, the reporters c _____ some of the president's earlier statements.
4. Since the tribes were i _____ from the outside world in their island community, the languages used became more similar to each other and less like the languages outside.
5. You cannot expect that the plan will be t _____ into reality overnight.
6. When a man commits a crime, he tries to avoid leaving any c _____ to his identity.
7. Because of bad weather, we d _____ the whole idea of cycling to the West Lake.
8. The government has r _____ its people that they are to remain calm and stay off the streets since anything can happen in the present situation.
9. It has been proved that water r _____ heat much longer than air.
10. Most leading scientists in the world have considered their great success to be the result of their hard work rather than their i _____.
11. Not only can satellites obtain excellent v _____ and photographic recognition