
College Core English

• Reading and Writing •

大学核心英语

读写教程

第六册 教师参考书

杨惠中 张彦斌 主编

Geoffrey Thompson 编写

吴信强 笪 骏



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内 容 提 要

《大学核心英语》系根据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》(第六册)按照书面语言特点,突出培养学生获取信息的能力,提高学生阅读长篇文章的技能和帮助学生掌握英语写作的技能。

本书为《读写教程》(第六册)的教师参考书,配合《读写教程》使用,内容有练习参考答案,参考译文及教学提示,方便实用。

本书由高等教育出版社和牛津大学出版社合作出版。

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INTRODUCTION

Many of the features of this book are the same as Book 5. The Teacher's Guide for Book 5 presented a full discussion of the rationale behind the book, together with suggestions on ways of using it in the classroom. In this Introduction, therefore, we shall assume that the teacher has read the Introduction to Book 5; and shall concentrate on those points which seem worth repeating or which refer to material in Book 6 which differs in some way from that in Book 5.

Aims

As with Book 5, the general aim of this book, in accordance with the objectives set out in the *College English Syllabus*, is to develop the students' ability in reading and, to a lesser extent, writing, to the point where they are able to acquire information in their fields of specialisation in English, and where they have a solid foundation for further development of their competence in English.

The materials in Book 6 are designed to give a wide range of practice in the communicative skills and strategies introduced in the earlier books, through texts which increasingly challenge and extend the students' ability to cope with complex information presented in English; to reinforce vocabulary

already learnt; and to introduce the remaining vocabulary prescribed in the *Syllabus*.

Contents

1. The texts in this book again deal primarily with scientific and technical topics. They are also taken from sources which are intended for non-specialist readers; and are thus inherently no more difficult to understand and deal with than any other fairly complex text on any topic. Teachers who have already used Book 5 will, we hope, have found that approaching a text of this kind simply needs confidence rather than specialised knowledge. As before, we have aimed to include texts which we ourselves have found interesting; and we hope that the users of this book will find them equally enjoyable to read.

The texts are longer than those in previous books. This is a deliberate choice, since the students need to be given practice in extracting information from what may, at first, seem discouragingly long texts. The longer texts are also designed to show the students that an understanding of overall text structure can help them to extract the necessary information more efficiently. They will find it difficult to identify and remember the location of information in a long text unless they can form some picture of the way the text as a whole is organised. Many of the exercises on the texts are intended to help them do exactly that.

2. The exercises in this book are generally similar to those in Book 5. They focus on vocabulary, the structural

organisation of text, the efficient extraction of relevant information, and the question of the writer's purpose and point of view. In addition, there is work on the way in which context affects grammar — looking at how a grammatically correct sentence may be inappropriate in a particular context.

One new type of exercise that is introduced is **SPEED READING PRACTICE**. In each unit, there is a text of 500 words, which contains no new vocabulary, and which is on a topic related to topics which the students have already read about. The text is followed by True-or-False questions which aim to allow the students to check their understanding of the main points (and also aim, as far as possible, to avoid being a mere test of memory). These texts are intended to be done outside the class normally, although they can be used in class if the teacher prefers when time is available.

Another type of exercise that is intended to be done outside the class is **WORK IT OUT**. These are puzzles, often calling for an exact understanding of the wording; they are generally fairly difficult, and should give useful practice in close reading to students who enjoy such tests of logic and calculation.

In accordance with the *Syllabus*, less emphasis is placed on the **WRITING** component than on reading comprehension. The exercises use the reading texts as a basis, and often as a model, to deal with all levels of text organisation, from the effect of context on sentence patterns to the structuring of short essays.

Organisation

The Book is divided into 8 units rather than 15 as in Book 5, leaving time when preparation and practice tests could be provided for the CET6 examination.

As in Book 5, every unit is divided into three sections, i.e., Text A, Text B and Text C, each centred on a text or group of texts. In some units, one long text has been split into three parts, so that it covers the whole unit; in others, one or more of the sections may have several shorter texts. The layout of each section is: Pre-reading, Text, Exercises. The Pre-reading is often quite extensive, and may contain up to four or five different kinds of short exercises.

In general, Text A of the Unit focuses on vocabulary, while Text B focuses more on the organisation of the text as a whole. Text C is again designed in such a way that it can be worked through by the students in their own time, if there is not enough time in class. The Writing exercises are grouped at the end of TEXT B and they are intended to be done following study of the texts.

The Teacher's Book falls into two parts. Part One contains the answers to the exercises of both Text A and Text B, and Part Two is formed by suggested Chinese translation for texts in each unit.

Where an exercise is "open-ended", no single correct answer can be given. In these cases, a suggested answer is given; but it should be appreciated that other answers are

possible. This is particularly true of the Writing exercises.

Teaching

The discussion in the Book 5 Introduction applies equally to this book. The only point that should be emphasised is that this book, like Book 5, sets out to allow the teacher flexibility by exploiting the texts more or less exhaustively. Whatever the teacher's preferred approach, it is hoped that he or she will find in the book exercises to support and complement it. Therefore, one of the teacher's main tasks in preparing a unit is to decide which of the exercises to deal with in class, which to assign for independent study by the students, and which to leave out.

At the beginning of the Students' Book is set out a Reading procedure. This is intended as a guide for students in reading any text in a foreign language (several of the points are in fact relevant to reading in one's native language as well). All the points are practised at various places in the book; but it will reinforce the message if the teacher reminds the students of the procedure from time to time and encourages them to use it — not slavishly, but in a way adapted to fit in with their own study methods.

Conclusion

The approach underlying this book rests on the belief that students at universities and colleges will learn a language (or any other subject) more efficiently if their whole mind is

engaged in the activity. Analysis of language points can only go so far with students whose specialised subject is not linguistics; in order to motivate them to tackle a text wholeheartedly, the text must present information which is interesting and intellectually challenging in its own right.

The teacher's role in stimulating and involving the students is, of course, crucial. It is therefore important for the teacher to approach this book as simultaneously a source of linguistic material and a source of new information. In preparing lessons, the teacher will naturally focus on the linguistic aspects; but in teaching those lessons, he or she should try to achieve a balance between language and content. If the students' intellects can be engaged through the content, it will be far easier, and more enjoyable, for them to learn the language.

* * *

COLLEGE CORE ENGLISH (Book 6) is the continuation of effective collaboration between Shanghai Jiao Tong University and Oxford University Press. This Teacher's Book is written by Geoffrey Thompson, Wu Xinqiang (吴信强) and Da Jun (笪骏) under the general editorship of Yang Huizhong (杨惠中) and Zhang Yanbin (张彦斌). The writers wish to thank all who helped to bring it to the present ready-for-use form. We particularly wish to express our gratitude to Professor Lu Ci (陆慈) (Qing Hua University), Professor Han Qishun (韩其顺) (Chong Qing University), Professor Cheng Enhong (程恩洪) (Central China University of Engineering

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June 1990

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KEY TO EXERCISES

UNIT 1

TEXT A: NEW PLANS FOR AEROSPACE

A 1 Pre-reading

1. The students may know the answers to some, or all, of these questions. Do not confirm or deny their answers until they have checked them in the text.
 - a. A rocket moves because hot gases are expelled through the nozzle, and this causes an equal reaction in the other direction.
 - b. Because it is becoming lighter as the fuel is used.
 - c. Gunpowder — a solid fuel. It gives up all its energy in one burst.
 - d. Liquid fuels: kerosine, liquid oxygen, hydrazine, liquid hydrogen.
 - e. The rockets carry their own supply of oxidiser.
2. b. 1 = payload (or cargo); 2 = fuel tank;
3 = oxidiser tank; 4 = oxidiser pump;
5 = combustion chamber; 6 = nozzle
3. a. The name of a planned rocket plane to be built for testing.

- b. The name of a future application of the X30, a plane flying between New York and Tokyo.
- c. The name of a previous test rocket plane.
- d. The name of a type of bomber plane.
- e. A way of expressing speed through air = 25 times the speed of sound.
- f. Trans-atmospheric vehicle (another name for a rocket plane when it does not travel outside the Earth's atmosphere).
- g. The Defense Advanced Research Project Agency.

A 2 Reader's knowledge

- 1. The offices in Washington that are the central offices (headquarters) of the US Department of Defense — the building is in the shape of a pentagon (a five-sided shape); hence the name.
- 2. The elected body of politicians which governs the US (consisting of two chambers: the House of Representatives and the Senate).
- 3. The first man to land on the Moon.
- 4. The National Aeronautics and Space Administration — the US government organisation concerned with space exploration.
- 5. The American reusable space vehicle.
- 6. The shuttle which in 1986 exploded just after take-off, killing all the crew members.

A 3 Vocabulary use

- | | |
|--------------------|-----------------------|
| 1. designated | 6. conviction |
| 2. operational | 7. tragedy |
| 3. executives | 8. acknowledge |
| 4. Notwithstanding | 9. confront |
| 5. terminated | 10. have a bearing on |

A 4 Comprehension (I)

1. a. They are different names for the same thing — the Orient Express is a project which will be one application of the X30.
2. a. The Orient Express.
b. No: the commercial uses will, he says, be much less important at first.
3. a. That they could put the shuttle into operation without first testing the idea by experiment.
b. They should have built an experimental plane first.
4. a. There is the unstated idea that the shuttles have *not* helped scientists (because the shuttle crashed); but then the writer points out that in some ways they *have* helped scientists.
b. That the shuttle is a winged vehicle, and that it travels at Mach 25.
5. a. Yes, the project showed that TAVs could work successfully.
b. New materials and methods of propulsion for the rocket

planes.

A 5 Comprehension (2)

1. 4: the X30, the X15, the shuttles and the DARPA programme.
2. X30: Paras. 1-2, and the second part of Para. 6
X15: Paras. 3-4
Shuttles: Para. 5, and the first part of Para. 6
DARPA: Para. 7
3.

<u>Similarities</u>	<u>Differences</u>
both are experimental rocket planes;	X15 launched from another plane, X30 takes off as ordinary plane;
both travel at extremely high speeds.	X15 flights lasted only a few minutes, X30 flights last longer.
4. X15: protecting the plane from high temperatures;
Shuttles: experimental step needed before full operation;
problems of travelling at Mach 25 through the atmosphere;
DARPA: technologies of new materials and propulsion are available and affordable.

A 6 Word study

1. Aviation is concerned with aeroplanes flying in the atmosphere; aerospace is concerned with travel outside the atmosphere (and with very fast travel in the atmosphere).