

# College Core English

• Reading and Writing •

大学核心英语

## 读写教程

第五册 教师参考书

杨惠中 张彦斌 主编

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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》（第五级）按照书面语言特点培养学生的阅读技能，提高阅读能力，和帮助学生掌握英语写作的技能。

本书为《读写教程》（第五级）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。

### 大 学 核 心 英 语

### 读 写 教 程

### 第 五 册

### 教 师 参 考 书

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## INTRODUCTION

### Aims

The general aim of this book, in accordance with the objectives set out in the *National 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 from written texts in English, and where they have a solid foundation for further development of their competence in English:

The materials in Books 5 and 6 build on the work done in Books 1—4. In particular, they are designed:

- a) to give the students a wide range of practice in the communicative skills and strategies introduced in the earlier books;
- b) to provide the students with an opportunity to apply those skills and strategies to texts which increasingly challenge and extend the students' ability to cope with complex information presented in English;
- c) to expose the students to vocabulary learnt in the earlier books in new contexts, in order to reinforce the students' understanding of the meaning and scope of the vocabulary;
- d) to give the students an introduction to the new voca-

bulary prescribed in the *Syllabus* for Books 5 and 6, as far as possible in the kind of context in which the students are likely to meet it in their own future studies.

## Contents

1. The texts in this book deal primarily with scientific and technical topics. At first sight, some of them may seem rather more difficult than 'general' texts for a teacher not trained in science. However, the texts are taken from sources — journals, newspapers, etc. — which are intended for non-specialist readers: members of the general public with the level of interest in science and technology which may be expected from any educated person today. Thus, any more detailed knowledge of the subject which is required is normally given in the texts themselves. The teacher will find a good dictionary of scientific and technical English useful in handling some of the specialised terminology; but otherwise the texts are not inherently more difficult than a fairly complex 'general' text.

The main reasons for focusing on texts with this type of content are as follows.

- a) The texts prepare the students for the kind of reading which, as the *Syllabus* recognises, they will need to do in their future careers. Although extracts from textbooks and academic papers have not been included, since they generally assume a high level of previous knowledge of the topic, the texts chosen do

accustom the students to dealing with relatively complex scientific and technical information in English. They thus have 'face validity', in that the students can immediately recognise the wider relevance of their English classes to their own needs.

- b) While showing many of the typical features of scientific prose, the texts also exemplify more generally the features of all formal academic writing in English, whether relating to science or the arts. They thus not only prepare the student to read serious texts in any field, but also provide a suitable model for the development of the student's own style if he or she should later wish to take part in the activities of the wider scientific and academic community.
- c) The texts make not only linguistic demands on the students, but also intellectual demands. The purpose of this is to accustom the students to approaching English as a medium for ideas, not just as a surface pattern of known and unknown words. It is more feasible to present texts which are intellectually stimulating, without being linguistically too difficult, if the topics are within the scope of the student's interests and knowledge in his or her own language.
- d) At this level, the vocabulary prescribed in the *Syllabus* is predominantly drawn from various fields of science and technology. In order to present the vocabulary

in convincing and relevant contexts, it is necessary to use texts relating to those fields.

One crucial criterion in selecting a particular text from amongst several within a certain field was that of intrinsic interest. Simply put, if we found ourselves reading a text to the end, and enjoying the experience, then it was a candidate for inclusion in this book. If a choice arose between a text which clearly exemplified certain features of language or discourse, but was boring to read, and a text which was stimulating to read, but exemplified the linguistic features less clearly, then the latter was unhesitatingly selected. If necessary, the text was subsequently altered to bring the linguistic features into sharper focus. Hopefully, the users of this book — students and teachers — will find the texts equally interesting.

Although alterations were made wherever necessary, the texts are basically authentic in an important way: they were written for native English readers who are on an intellectual par with the students for whom this book is intended. Texts have not generally been 'simplified' by rewriting; they have been shortened in some cases, and restructured in others. One goal in rewriting was that the resulting texts should still seem completely natural to ordinary readers of the journals from which they were originally taken.

2. The exercises in this book fall into four main categories: those dealing with vocabulary, those dealing with the text as a linguistic object, those dealing with text as a vehicle of information and those dealing with the use of English in general and

translation skills.

- a) Vocabulary, as emphasised in the *Syllabus*, is an area to be focused on at this point in the course. The exercises deal with virtually all the new prescribed vocabulary as it is introduced; and many of the items are recycled in the exercises, as well as the texts, of later units. Through the *Vocabulary development* exercises, the students are encouraged to see the vocabulary items not only in isolation but in the larger context of their relationships to other words. Various exercises focus on multiple meanings, related forms of the word, word parts (roots and affixes), words with similar or opposite meanings, word groups relating to different topics, and so on. In addition, there are regular *Vocabulary use* exercises giving practice in guessing words from their form and context; and *Dictionary using* exercises, training students in the use of both bilingual and monolingual dictionaries. There are also exercises on *Problem points* — areas of particular difficulty for Chinese learners of English.
- b) Any text has a structural organisation above the level of the individual sentences. The students are given practice in identifying this organisation and in seeing how it clarifies and is determined by the information or message that the writer wishes to convey. Exercises focus on the various methods of establishing cohesion within a text; on how paragraphs are structured and

how they themselves contribute to the structure of a whole text; on how links between the sections of a text are made clear; and so on.

- c) The writer's purpose in writing a text is to convey information and opinion; and the students are given practice in extracting information in the most efficient way, and in taking into account the point of view from which the information is given. The importance in comprehension of factors such as recognition of rhetorical functions, identification of implied information/comment and use of the reader's own knowledge is also emphasised.
- d) There are also exercises attached to Reading Texts A and B which render students general and integrated practice in the use of English, comprising structure transformation and cloze-type blank filling, and translation skills, both English-Chinese and Chinese-English.

The students are also given practice in handling all these aspects of text themselves, through their own writing. In accordance with the *Syllabus*, less emphasis is laid on the writing component than on reading comprehension; but, within the limits, exercises deal with all levels of text organisation, from the effect of lexical choice on sentence patterns to the structuring of short essays. There is also a special series of exercises dealing with letter writing.

In developing the exercises, it has been assumed, as stated

in the *Syllabus*, that the students are already familiar with the majority of the main grammatical and discourse features of English, and have been introduced to the main techniques and strategies for reading. The chief function of the Books 5 and 6 is to reinforce and extend the students' vocabulary and their ability to deal with English texts, rather than to introduce new elements of grammar or discourse, or new strategies. Thus, there is rather less overt teaching, and more practice material, than in the earlier books.

### Organisation

The Students' Book is divided into 15 units, each of which represents slightly more than a week's work. Every 5th unit includes revision of points taught and practised in the previous units.

Every unit is divided into four sections, i.e. TEXT A, TEXT B, WRITING and TEXT C. Each TEXT centres 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, so that 4 or more texts are read in the unit.

The layout of each TEXT section is: Pre-reading, Text, Exercises. For easy reference Pre-reading and Exercises are preceded by code numbers. The unit format can be exemplified by UNIT 1 as follows:

#### UNIT 1

## TEXT A

A1 Pre-reading

WHAT SCIENCE IS FOR

A2 Vocabulary use

A3 Comprehension

A4 Vocabulary development

A5 Word groups

A6 Problem point

A7 Use of English

## TEXT B

B1 Pre-reading

THE PUBLIC'S VIEW OF SCIENCE

B2 Vocabulary use

B3 Comprehension

B3—1

B3—2

B4 Vocabulary development

B5 Translation practice

## WRITING

Letter-writing

## TEXT C

## C1 Pre-reading

### WHY SCIENTISTS SHOULD BE ON TOP

## C2 Vocabulary use

## C3 Comprehension

## C4 Cohesion

## C5 Vocabulary development

## C6 Dictionary using

As will be seen, the *Pre-reading* is generally quite extensive, and may contain up to four or five different kinds of short exercises.

In general, TEXT A focuses on vocabulary, while TEXT B focuses more on the organisation of the text as a whole. TEXT C usually covers more or less the same areas of study as the first two, and is 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 section is normally done after TEXT A and TEXT B have been taught.

Since many of the exercises (such as guessing word meaning from context) depend on the students' not using a dictionary, the point in each section where dictionaries may be used is indicated by the symbol:

\*\*\* Dictionary \*\*\*

It is important to discourage the students actively from indiscriminate use of dictionaries, which may retard and hamper, more than help, comprehension; and it is hoped that the inclusion in the Students' Book of a specific indication of when to

use dictionaries will reinforce the teacher's discouragement.

At the end of the 15 units, two appendixes are supplied. *Appendix 1* includes notes on all the texts in this book while *Appendix 2* gives the answers to the exercises in TEXT C section so that the students may work on their own.

The Teacher's Book contains the answers to the exercises.

Some of the exercises are 'open-ended', in that no single correct answer can be given. This places a little more pressure on the teacher, since it is often difficult to evaluate rapidly whether an answer suggested by a student is acceptable or not. However, the open-endedness is a vital element in the greater intellectual effort expected of the students. At this level, it is no longer appropriate to present students only with simple yes-no choices - neither the language nor the content can be confined within such limits. In most cases, a possible answer is suggested in the Teacher's Book; but it should be appreciated that other answers are possible.

This is particularly true of the Writing and Translation exercises. Where possible, a 'model answer' is given, for the teacher's guidance. It must be stressed, however, that these are not 'correct' answers. Teachers may find it useful to copy these models to hand out to students after their own versions have been completed and corrected; but the students should look on the models as merely one native speaker's or acceptable response to the exercise.

New words appearing in a text are divided into three

kinds: vocabulary prescribed in the *Syllabus*, specialised technical terms and other 'general', vocabulary. The exercises naturally focus on the first group of items; but items from the other two groups are also used at times, particularly in exercises on guessing meaning and on word groups.

## Teaching

### 1. Selection and variation

All teachers have their own way of approaching a text, depending on their own training and preferences, on their evaluation of the students' needs and abilities, and on external factors such as time available, the pace of parallel classes, and so on.

One important feature of this book that should be taken into account when preparing to teach from it is that it sets out to allow the teacher flexibility by exploiting the texts more or less exhaustively. Certain aspects receive more emphasis than others, but the exercises in each section try to examine the majority of points of interest contained in or suggested by the texts. In this way, it is hoped that, whatever the teacher's approach, he or she will find in the book exercises to support and complement it.

Thus, one of the main tasks of the teacher 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. It is not expected or intended that any teacher would have sufficient time to work through everything in the book in one term. As mentioned earlier, the third section

of each unit is in any case designed for the students to work through on their own; but teachers may decide to use classroom time in a different way.

The various suggestions that follow are, therefore, only presented as possible ideas for teaching this book. As a general recommendation, it seems probable that to use different procedures in different units will stimulate the students' interest and lead to more successful learning.

## 2. The texts

The first question to decide is whether the students read the text for the first time in class or at home. Often, teachers are unwilling to allot the necessary class time to silent reading, because they feel that the time can be better used in discussion and explanation. While this is certainly a valid point, it does mean that the students are given the responsibility of developing reading strategies by themselves, without help from the teacher. It also means that the students are trained to believe that learning to read a text means solely learning to understand the vocabulary, since that is what the teacher concentrates on in class. Both of these consequences are unfortunate, and should be avoided if possible.

The answer perhaps lies in the general recommendation set out above: the adopting of a deliberate variety of procedures. Some of the texts can be assigned for careful home reading, others for rapid skimming / scanning at home followed by more careful reading in class, and others (particularly the first text in each unit, which is shorter) for initial reading in class followed,

if necessary, by detailed checking at home.

### 3. The exercises

The *Pre-Reading* exercises are designed to fit into any of the above procedures. If the text is to be read carefully at home, the *Pre-reading* can be done beforehand in class; if the *initial* reading is to be done in class, the *Pre-reading* can be done beforehand at home; and so on. In any case, it is recommended that the *Pre-reading* should not be omitted unless under extreme pressure of time, since it forms an important part of the students' training in the use of reading strategies, especially when they are dealing with the text on their own.

If the text is assigned for home reading, then the students should normally be asked to complete the following *Vocabulary use* exercise at the same time (emphasising that they should do it before going through the text with a dictionary); and the *Comprehension* exercise(s) should be worked through in class. If the text is read in class, it is possible to set all or part of the *Comprehension* as homework.

The choice of which *Vocabulary development* and similar exercises to do in class depends very much on the time available. It also depends on the other activities to be done in that lesson. If the students have been working on a complex *Comprehension* exercise, it may be a useful relief for them to do one of the more mechanical gap-filling or dictionary-using exercises. If they have already done several gap-filling or multiple-choice exercises, something more challenging may be needed to keep their motivation high.