

# College Core English

• Reading and Writing •

## 大学核心英语 读写教程

第六册

杨惠中 张彦斌 主编

Geoffrey Thompson 编写

吴信强 苴骏



高等教育出版社

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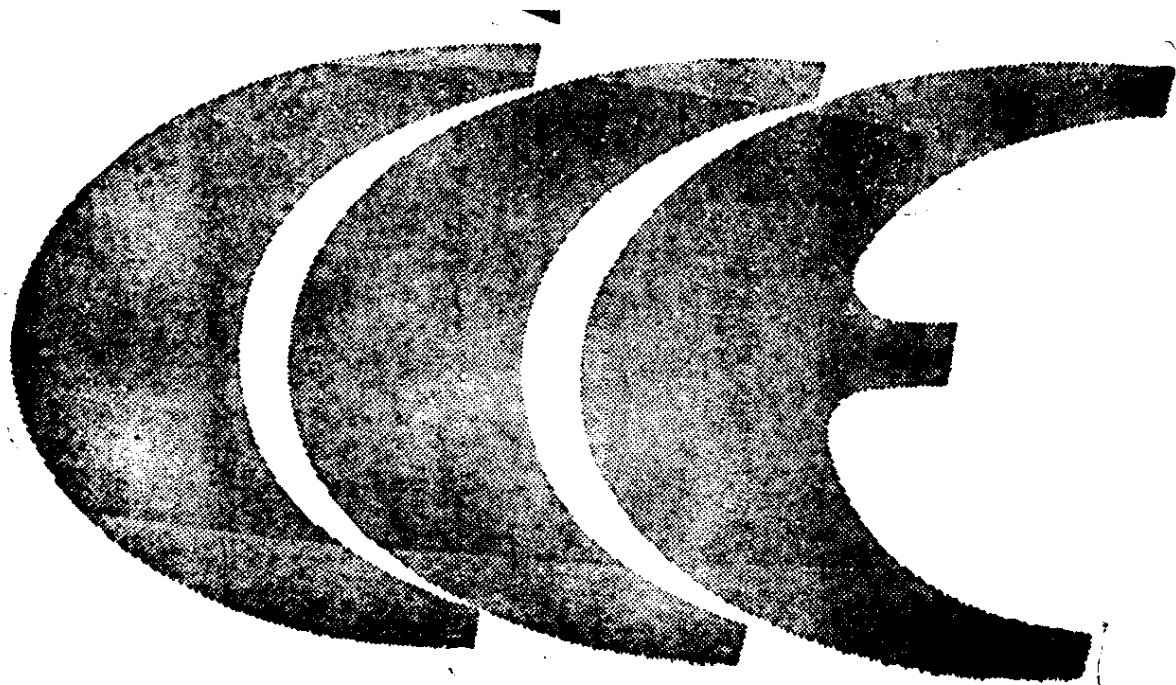
## 读写教程

第六册 教师参考书

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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。

本书与第五册相衔接，突出培养学生获取信息的能力；所选材料反映科技文体的特点，信息量大，有利于培养学生扩大词汇量，提高阅读长篇文章的能力，并为过渡到专业阅读阶段打下基础。本书还注意培养学生掌握英语写作的技能。本书练习设计新颖，形式多样。

本书共有 8 单元，每单元由 6 部分组成：TEXT A, TEXT B, WRITING, TEXT C, WORK IT OUT, 和 SPEED READING PRACTICE。书后附有词汇表、注释及 TEXT C 和 WORK IT OUT 的练习参考答案。适用于《大纲》规定的第六级英语教学，也可供同等程度的英语学习者使用，以提高阅读学术性文章的能力。

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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大学核心英语

**读 写 教 程**

第六册

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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 further 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 Book 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 vocabulary prescribed in the *Syllabus* for Bands 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. They 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 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.
- 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.
- 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.

- d) At this level, the vocabulary prescribed in the *Syllabus* is predominantly drawn from texts of 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.

Our crucial criterion in selecting a particular text from amongst several within a certain field was that of intrinsic interest. 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.

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 the text as a vehicle of information, and those dealing with the use of English in general and translation skills.

- a) 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 in 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 large context of

their relationships to other words. 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 such as *Text structure*, *Cohesion* and some of the *Comprehension exercises* are designed to 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 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 and use of the reader's own knowledge is also emphasised.
- d) There are also exercises attached to Texts A and B which render students general and integrated practice



in the use of English, comprising structure transformation, guided sentence-making, error corrections and cloze-type blank filling, and translation skills, both English-Chinese and Chinese-English.

Although in accordance with the *Syllabus*, less emphasis is laid on the writing component than on reading skills. Writing skills are still, as in Books 3–5, treated as an independent section of each unit in this book. Exercises deal with all levels of text organisation, from the effect of lexical choice on sentence patterns to the structuring of short essays.

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 Book 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.

### Organisation

The Student's Book is divided into 8 units, each of which represents slightly more than a week's work. Every 4th unit includes revision of some points taught and practised in the previous units.

Every unit falls into six sections, i.e. TEXT A, TEXT B, WRITING, TEXT C, WORK IT OUT and SPEED READING PRACTICE. Each TEXT is centred on a text

or group of texts; but in some units, one long text has been split into three parts, so that it covers the whole 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**

#### **NEW PLANS FOR AEROSPACE**

**A2 Reader's knowledge**

**A3 Vocabulary use**

**A4 Comprehension (1)**

**A5 Comprehension (2)**

**A6 Word study**

**A7 Vocabulary development**

**A8 Word groups**

**A9 Use of English**

### **TEXT B**

**B1 Pre-reading**

#### **DESIGNING ROCKET PLANES**

**B2 Vocabulary use**

**B3 Comprehension**

**B4 Paragraph linking**

**B5 Vocabulary development**

**B6 Word study**

**B7 Translation practice**

## WRITING

Determiners

Reduced relative clauses

## TEXT C

C1 Pre-reading

## MAKING USE OF SPACE

C2 Vocabulary use

C3 Comprehension

C4 Vocabulary development

C5 Word groups

## WORK IT OUT (1)

## SPEED READING PRACTICE

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 section focuses on vocabulary, while TEXT B section focuses more on the organisation of the text as a whole. TEXT C section 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. Writing exercises are normally done after TEXT A and TEXT B have been taught.

At the end of the 8 units, three appendixes and a glossary are supplied. Appendix 1 includes notes on all the texts in this book, Appendix 2 gives the answers to the exercises in TEXT C and WORK IT OUT so that the students may work

on their own, while Appendix 3 is a Reading Speed Table for the students to check their reading speed by.

Since many of the exercises (such as guessing word meaning from context) depend on the students' not using a dictionary, again as in Book 5, the point in each reading section where dictionaries may be used is indicated by the symbol:

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

College Core English (Book 6) is the continuation of effective collaboration between Shanghai Jiao Tong University and Oxford University Press. Involved in the actual writing tasks are Geoffery 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). Meanwhile, thanks are owed to many who have helped to make the publication of this book possible.

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June, 1990

# BEFORE STARTING THIS BOOK

## READING PROCEDURE

When you read any text, whether in this book or in a book or journal relating to your main subject, there are a number of techniques which you can use to make the task of understanding it easier. You have already practised some of these, and you will be practising more in this book. For your convenience, however, ten basic steps are summarised here.

### Before reading

1. Decide at what level of intensity you want to read the text.  
You may be reading for your own pleasure; looking for a certain piece of information; reading for general background information; or reading carefully in order to extract as much information as possible from the text. The techniques outlined here are chiefly, though not only, applicable to the last kind of reading.
2. Read the title of the text (or of the part of the text that you intend to read). Try to predict (in general terms) what new information you may get from the text. Also predict at least five vocabulary items that you expect to find in the

text. If you do not know them in English, look them up in a dictionary before reading the text.

3. Skim the text, using any help you can get from headings, diagrams, layout, etc. Note down any words that seem to be repeated often. If you do not know the words, look them up in a dictionary. Write down, in one sentence, what the main topic of the text seems to be.
4. Pause, and decide (if you have the choice!) whether you want to spend time and energy on this text. From what you have worked out in the steps above, does it seem likely that the text will give you what you want, or would it be better to look for another text?

#### While reading

5. Note down any unknown words that seem necessary for efficient understanding. Write down what you think they may mean, using the context, similarities to known words, etc. to help you.
6. At the end of the paragraph (or, better, the page or section) decide which of the words you need to look up in a dictionary. If possible, fix a limit for yourself — a maximum of five words a page, for example.
7. Write down in one phrase or sentence the main idea of each paragraph. Look back at your summary of the previous paragraph and check how the two main ideas are connected.
8. Divide the text into sections. Decide what each of the

sections deals with. Is there an introduction and / or conclusion? As you decide the main topic of one section, look back to the previous section and check how the two main topics are connected.

9. Decide what the writer's main intention is: to give you information, to report and / or evaluate other people's work and ideas, to persuade you to agree with an idea? Does the writer show his / her own point of view clearly?
10. Estimate: a) your comprehension of the text in rough percentages; and b) the usefulness of the text to you on a scale of 1 (not useful) to 10 (extremely useful).

These steps may seem to slow you down at first; but try to make a habit of following them. Gradually, as you get used to doing them automatically, and as you adapt to suit your own style of learning, you should find that they increase both the amount of information you can extract from a text and the speed at which you extract it.



# CONTENTS

## INTRODUCTION

## BEFORE STARTING THIS BOOK

UNIT 1	TEXT A. New plans for aerospace.....	1
( 1 )	TEXT B. Designing rocket planes .....	16
	Writing: Determiners .....	31
	Reduced relative clauses.....	33
	TEXT C. Making use of space .....	35
	Work it out (1) .....	52
	Speed reading practice: The search for Swedish gas ...	53
UNIT 2	TEXT A. Fighting fraud .....	59
( 59 )	TEXT B. Integrity in the scientific literature ...	77
	Writing: Point of view .....	96
	TEXT C. The analysis of scientific fraud .....	98
	Work it out (2) .....	115
	Speed reading practice: Hotol.....	117
UNIT 3	TEXT A. Biological patents .....	121
( 121 )	TEXT B. Patents for life.....	137
	Writing: Discourse markers.....	155
	Essay-writing .....	156
	TEXT C. Photo finish .....	157
	Work it out (3) .....	172