

现代英语

第二级

教师参考书

TEACHERS GUIDE 2

G.R. Evans
D. Watson

M Macmillan
China
HEP

MODERN ENGLISH

for University Students

Teacher's Guide

Grade 2

G. R. Evans and D. Watson



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06674/02

参加《现代英语》审稿的有上海交通大学杨惠中，重庆大学韩其顺，北京外国语学院周献桃和高等教育出版社曹根望

现代英语

教师参考书

第2级

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中国高等教育出版社 出版
英国麦克米伦出版公司

新华书店北京发行所发行

外文印刷厂印装

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开本850×1168 1/32 印张5.25 字数196,000

1986年12月第1版 1986年12月第1次印刷

印数00,001—43,300

书号9010-0296 定价1.25元

Introduction

READING AND WRITING GENERAL APPROACH

- 1 Always introduce the subject of the text orally in class before students read it. Use the *Before Reading* questions to get students thinking about the subject and to introduce some of the new vocabulary and concepts in the text.
- 2 After class introduction and discussion of the subject, students can read the text at home and look through the *Vocabulary* sections before the next class.
- 3 In class, read through the text, getting individual students to read after you. Discuss answers to the *Before Reading* questions as you get to the parts of the text which contain them.
- 4 Students should first attempt *Vocabulary* questions on their own, using dictionaries, either at home or in class. Then check answers with the whole class.
- 5 Introduce the remaining sections of the unit in class before students attempt to work on them individually. There are two reasons for this:
 - i) to make sure students understand explanations and instructions
 - ii) to give you an opportunity to practise new structures etc *orally* before students write answers or use dictionaries for language study.
- 6 Go through all these sections with the whole class as soon as possible after students have completed them individually. These sections may be done in class or set as homework.

EXTENSIVE READING TEXTS

GENERAL APPROACH

The extensive reading texts aim:

- not just to test understanding, but to help students read effectively
- to help students *think* about what they are reading
- to help students read different things in different ways
- to give students interesting subjects to read

THE PASSAGES

Exercises are designed to arouse interest *before*, sometimes *while* and *after* reading. The *Before Reading* stage is important; this gives students a reason for reading and a chance to think about the subject matter.

The *While Reading* exercises are designed to assist students' understanding of the text, by stopping and criticising, reflecting, etc, and often anticipating what is coming next.

The questions following the text test understanding both generally, and in some exercises more specifically.

Many of the exercises help students to cope with unfamiliar words and to deduce their meaning from the context, *before* using the dictionary. Some exercises encourage students to look up words before they read the text.

It should be pointed out here that we do not need to understand in detail everything we read. A good reader (in any language) either ignores or guesses unknown items, and reads on.

Answers are given for exercises, where appropriate.

GENERAL METHODS

All the extensive reading texts are meant to be read silently. Do not read them aloud, or ask the students to do so.

Many of the exercises can be done in pairs or small groups. During pair and group work the teacher should move unobtrusively from group to group, offering help when necessary or when asked. Avoid the temptation to give the 'correct' answer.

Students are often over-anxious about unfamiliar words. Encourage them to attach less importance to such words, and not to use dictionaries while they are actually reading the text. With classes of very mixed abilities, the teacher can set the learning of a few key words which come up in the next text, if the vocabulary load is heavy.

Most of the exercises in the book can be set as homework projects, including the reading texts themselves. However, it is important to point out to students the type of methods necessary (as outlined above) to ensure effective extensive reading.

LISTENING AND SPEAKING PASSAGES

GENERAL APPROACH

- 1 The listening passages contain one (or sometimes two) main texts which are linked thematically with the *Reading and Writing* and *Extensive Reading* texts. Much of the new vocabulary is introduced in the reading texts, too; but since the students do not have the texts of the listening passages in their books, it is best for the teacher to introduce new vocabulary before students start to listen. This can be done by the teacher introducing the words separately, giving students clues and inviting them to predict the passages' content and the meaning of the new words; or students can look up the words in their books.
- 2 The passages are of many different types, including radio-type narrative, discussion and interviews, dialogues between friends and family and bits of monologue e. g a weather forecast. The students are thus exposed to a variety of styles of spoken English.
- 3 Each of the main passages has questions for students to answer while, or after, they listen. It is no bad thing if students have to listen many times before they can answer. One of the purposes of the listening passages is to expose students to authentic spoken English.
- 4 The main listening passage (s) are followed by listening-and-speaking drills. Students are usually given examples of the appropriate response in their books but, from first cue on, they must listen carefully in order to give the correct response. After they have responded, they have an opportunity to hear the correct response on the tape. and to repeat this if necessary.
- 5 The final exercise in each Unit is concerned with a specific aspect of pronunciation and spelling in English words (for example, the various ways in which each vowel can be pronounced, weak vowels in unstressed syllables, consonant doubling and so on). It is recommended that students be given ample time to repeat the individual words, by the teacher depressing the 'Pause' button on the tape recorder for as long as is necessary, until he/she can be sure that pronunciation and intonation are being reproduced correctly. The same exercise can then be replayed, again

with pauses as appropriate, to allow the students to write the words down in exercise books or on rough paper. Spellings can be checked against the tapescript for each Unit in this book.

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Unit 1

READING AND WRITING

BEFORE READING

1

- 1 According to the passage, *animal oil* is used for soap and generally "for human consumption". Certain animal oils (e.g. cod liver oil) are used as medicines and certain communities (e.g. Eskimo, of the North Pole) use *animal oil* (from whales, fish and seals) for light, food and as a skin barrier against cold. *Vegetable oil*, is used, according to the passage, for cooking, perfume and soap. *Mineral oil*, in addition to the mentioned use as light, fuel and lubrication, is now used for many products and materials, such as plastics and paints.
- 2 This is subjective: many people would say mineral oil, although this cannot be used as food.
- 3 The most important oil-producing areas are:
 - Arabian Peninsula and Arabia
 - North Africa (Libya, Algeria)
 - North America, Central America and Venezuela
 - Indonesia
 - West Africa (Nigeria)
 - North Sea (N. Europe) (See paragraph 6)
- 4 "from minute sea creatures subjected over time to pressure and heat" (See paragraph 6)
- 5 All these words appear.
See below for new word list.

AFTER READING

NEW WORDS IN PASSAGE

Syllabus vocabulary

aeroplane; Arctic; billion; case (in that); chief;
company; confident; confirm; consumption; creature;

distant; exploit; existence; friction; fuel; glance;
 layer; locomotive; machinery; method; mineral;
 minute; motorcar; origin; owe; petrol; politician;
 possibility; profit; quantity; refine; region; smoothly;
 soap; sources; statement; strip; superior (to);
 sufficiently; surface; undertake; worldwide; yield.

Non-syllabus vocabulary

blubber; countless; paraffin-oil; warship; whale.

- i. sea-names
- ii. place-names
- iii. continents

VOCABULARY

- 2** (a) paragraph 1: provide with; yield
 ('produce' sometimes means 'give')
- paragraph 2: home
- paragraph 3: politician; superior to; giving light; friction; reach
- paragraph 4: wells
- paragraph 5: countless; bed; pressed; aircraft (same form for singular and plural); confident, glance
- paragraph 6: exploited; undertake
- (b)
- | | | |
|----------------|------------------|-----------------|
| 1 friction | 2 bed | 3 provided with |
| 4 countless | 5 confident | 6 aircraft |
| 7 superior to | 8 politics | 9 yield |
| 10 undertake | 11 glance | 12 home |
| 13 unexploited | 14 (water) wells | 15 pressed |

SIGNPOSTS IN LANGUAGE

- 3** (b) The semantic markers occurring in the passage include:
- paragraph 1: To (protect) ... (purpose)
 When ...
- paragraph 2: For ... (cause *or* reason)
- paragraph 3: But when ...
 to give ... (example)
 Because ...
- paragraph 4: Because ...
 Because ...

- but if ...
- if it ...
- if it ...
- and if it ...
- paragraph 5: however ...
- led to ... (result)
- When ...
- paragraph 6: but ...
- by being (cause)
- for these creatures to become ...
- (cause result)
- paragraph 7: The first ... (a list will follow)
- Another ...
- and the third ...
- paragraph 8: The fourth ...
- Yet ...
- So high that ...
- In that case ... (condition)

If there's time, ask students to summarise the text *Oil* using as many of these semantic markers as they can. You could set similar assignments on future passages, too.

TIME

- 4 (a) This section practises
 - 1 the present perfect tense
 - 2 the use of *for*, *since* and other time expressions
- (b) The following phrases follow *for*:
centuries, many generations, millenia, decades.
The following phrases follow *since*:
time immemorial, 1066 AD, the Stone Age,
prehistory, the formation of the seas,
the discovery of fire.

TOO THICK OR TOO THIN?

- 5 (b) Students should complete the sentences as follows:
 - 2 ... approach too fast/quickly ...
 - 3 ... approach too slowly ...
 - 4 ... too fast/quickly to stop in time.
 - 5 ... too slowly to reach the runway.

EXTENSIVE READING

Generally students should use dictionaries only when instructed to do so. The first **BEFORE READING** section is best done by the class together; other exercises can be done by students working alone. There are sometimes discussion points at the end of the unit for class work.

The first unit contains three reading texts on the subject of fuel; the second passage is a continuation of the first. The unit ends with a chart representing the world's fuel consumption, from which students have to extract information.

BEFORE READING

- 1 (a) *Power and energy* are used synonymously; *fuel* is a *source* of power.
- (b) *Answers & Notes:* Oil or petroleum, (petrol, paraffin, etc.) gas, coal, wood, peat, nuclear power. (Electricity may be included in the list, but strictly speaking, it is not a *source* of energy: energy from other sources is often converted into electrical power.)
- (c) Fossil fuels are coal, oil, and natural gas. They are not found in all parts of the world: some countries do not have any.
- (d) Nearly all the energy we use comes from sources which are limited: the oil and coal will run out one day.
- (e) The sun radiates energy constantly. We can “trap” this “solar power” by converting it into electricity and storing it in batteries. If we could do this efficiently we would never need oil and coal for fuel. The advantage of solar power is that it will not run out as coal and oil will: it is a renewable source of energy.

TEXT ONE COMPREHENSION

- 2 (a) D-B-A-C
- (b) True: 1 3 4 5 7
- (c) It is different in kind — it is industrial; and it is different in size — it is much bigger.

- (d) 1 They often do not have their own supplies of fossil fuels. 2 They cannot afford to import oil from other countries.

VOCABULARY PRACTICE

- 3 (a) scale; generate; equivalent; associated; harness; nuclear reactor; radiate; reserves; constantly; non-renewable; yield.
- (b) *Answers & Notes: development; consumption; contribution.* These nouns are abstract. (Also reaction, contribution.) *reactor; collector.* These are agent nouns; here they signify actual objects. (Agent nouns can also signify people: developer; consumer; contributor.)
- (c) The *consumption* of oil is still rising, but the *reserves* will not last forever. The sun *radiates* energy constantly. People are working on the *development* of solar *collectors* which can *harness* power from the sun. This energy could be used on a much larger *scale* than it is at present. If we used more solar energy we would not need to use so much power from *non-renewable* sources.

TEXT TWO COMPREHENSION

- 5 (a) All true except: 1, 5, 8
- (b) Hydro-electric power (generated by harnessing the power of water) and nuclear power (generated in nuclear reactors).
- (c) We can increase energy-efficiency by using fuel in a way which does not waste so much energy. If we insulate our homes better, we do not use so much fuel to heat them.
- (d) B

VOCABULARY PRACTICE

- 6 (a) biological; considerable; geographical; renewable; potential; total; global; leading; commercial; natural; environmental. Notice how many of these adjectives end in *-al*. Check that the root nouns are known.

1C 2C 3A 4D 5B

BEFORE READING

7 Wood

TEXT THREE COMPREHENSION

8 (a) 1 E 2 A 3 D 4 B 5 F 6 C

(c) B-E C-D F-A

(d) 1 Yes 2 No 3 No 4 Yes

5 A gadget is a small device or machine, sometimes mechanical, sometimes electrical.

6 No 7 Yes 8 Yes 9 Yes

10 It can be used as a fertilizer.

11 It increase grain production.

VOCABULARY PRACTICE

9 (a) 1 I 2 K 3 H 4 E 5 D 6 F 7 C 8 A

9 B 10 J 11 G

(b) 1 B 2 A 3 C 4 D

(c) short supply; wide area; basic needs; severe shortage; growing numbers; effective solution; matter of life and death; means of support; energy crisis; health problems; cash income; face shortages; burn fuel; consume electricity; solve problems; find solutions.

FURTHER PRACTICE

10 (b) 1 Yes. 2 No. 3 Yes. 4 About half (50%). 5

More than half. Nearly two thirds. About 60%. 6 About a fifth (20%). 7 More than a quarter. About 30%. 8 No. Nuclear power will more than double.

LISTENING AND SPEAKING

The listening passage is a colloquial conversation in four sections. Two people are in a car and they ask some people in the street for directions.

- 1** 1 petrol (US: gas); 2 at a petrol station; 3 in the tank; 4 in the boot (US: trunk).

- 2** Make sure students hear all four sections of the conversation initially. Individual sections can then be repeated to help them to answer the comprehension questions.

Answers

1 B, 2 C, 3 B, 4 D, 5 C, 6 A, 7 B, 8 She's indignant that the man should suggest that *she* should get out and push the car.

- 3** Point out to students that the expressions in the conversation are in the same order as the phrases in the student's book.

Answers:

A What's the matter? B We've nearly run out of petrol; We're nearly out of petrol; C in reserve; D You're right; E Yes; All right; F If that; G I didn't (quite) catch, (what they said); H Oh dear; I Thank goodness (for that).

- 5** This exercise can be extended as pairwork, with students providing their own statements on other subjects and agreeing with each other
Answers. in tapescript.

- 6** Point out the elisions of /t/ in *next* and *nearest*, of /d/ in *second* and *round*, and of /l/ in *All*. Note assimilations of /t/ to /tʃ/ and of /d/ to /dʒ/ before *you*, and assimilations of /t/ to /k/ before /k/, of /d/ to /b/ before /b/ (*we'd better* and *would be*), of /t/ to /p/ in *night-place* of /nt/ to /mp/ in *won't be* - /wəʊmpbi/, and of /tʃ/ to /pm/ (with elision of *and* to /m/) in *out and push* - /aupmpu ʃ/.

- 7** Make sure that students use the correct vowel sounds in these words before leaving this exercise.

/ʌ/ abundance, consumption, cut, cutting, destructive, industrial, just, much, sun, supper, uncooked

/ju:/ consume, continue, contribution, human, nuclear, produce, use, using

/u:/ issue

/ju/ insulated, particular, population
/u/ full, output
schwa sufficient, support, supply, sustain
/tʃ/ century, nature, natural, picture
/dʒ/ gradually
exceptional: build (The letter 'u' is not pronounced.)

The letter *u* also always follows the letter *q* in English words. Other pronunciation patterns apply to the letter *u* before *r* and in the combination *ou*.

TAPESCRIPT

Red slash indicates elision.
Red letters between slashes indicate assimilations.
Voices: 2 men & 2 women.
Introductory FX: car engine running steadily.

1

- F1: What's that red light for?
M1: Oh no!
F1: What's the matter?
M1: We're nearly out of petrol.
F1: (*not understanding*) What?
M1: It means we've nearly run out of petrol.
F1: Oh dear. Haven't we got some in a can in the boot?
M1: With all that luggage of yours?
F1: Well, I thought /tʃ/ you might /k/ keep some there in reserve.
M1: Keep your eyes open for a petrol station.
F1: All right. Will they be open at this time of night?
M1: Well if they're all closed we'll just have to spend the night in the car.
F1: Oh dear. I hope not.
(*Slight pause*)
F1: Why didn't /tʃ/ you fill the tank when we stopped for dinner?
M1: It was too expensive. I thought we'd find a cheaper place in one of the towns. It's much dearer here than at home.
F1: Mm. How much further is it to the next town?
M1: About twenty miles. It won't /mp/ be long before we're there now.
F1: You look terribly tired.