

1ST GRADE

# 现代英语

第一级

• 教师参考书

## TEACHERS GUIDE 1

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# MODERN ENGLISH

for University Students

Teacher's Guide

Grade 1

S. Lake and G.R. Evans





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现代英语

教师参考书

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# 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 *Comprehension* and *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 them.
- 4 Students should first attempt *Comprehension* and *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 passages 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 *during* 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 *During 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 *After Reading* questions 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 passages 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 passage. With classes of very mixed abilities, the teacher can set the learning of a few key words which come up in the next passage, if the vocabulary load is heavy.

Most of the exercises in the book can be set as homework projects, including the reading passages 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 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. where a receptionist gives directions to visitors to an office building. 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 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.

# Contents

## INTRODUCTION

### READING AND WRITING

General approach

### EXTENSIVE READING TEXTS

General approach

### LISTENING AND SPEAKING PASSAGES

General approach

UNIT	1	1
UNIT	2	16
UNIT	3	33
UNIT	4	46
UNIT	5	66
UNIT	6	83
UNIT	7	100
UNIT	8	117
UNIT	9	134
UNIT	10	149
UNIT	11	163
UNIT	12	176

Key to Tests

# Unit 1

## READING AND WRITING

### BEFORE READING

- 1 (a) 1 Answers could include any of the examples in lines 11-16 of the passage; *in a different light* (from another point of view); to show someone *in a good light* (favourably); *to come to light* (be discovered); *in the light of* ... (taking into account); to be the *light of* (someone's) *life* (the most important person) etc.
- 2 The Mediterranean and the areas between the Tropics of Cancer and Capricorn.
- 3 Artificial light has made it possible to extend the time available for leisure activity, instead of merely working during hours of daylight and sleeping when it gets dark.
- (b) 1 to light upon; to shed light upon; in the light of
- 2 a leading light; the Light of the World
- 3 Without sunlight, life on earth would cease to exist.

### LIGHT READING PASSAGE

New words:

paragraph 1: lodge, therewith, lest, resolution

paragraph 2: latitudes, consistent, topic, climate, associated (with), imagery, Mediterranean, topical, indifference

paragraph 3: synonymous, proximity, symbolise, context, metaphor

paragraph 4: emanate, emission, prehistoric, extinct, ingenuity, artificial, sophisticated, liberated, gloomy

paragraph 5: psychological, suicide, attributable to, disposition

- paragraph 6: figurative, equate, symbolic, ignorance,  
Renaissance, investigation, illuminate
- paragraph 7: phenomenon, deduced

## COMPREHENSION

**2**

*Answers:*

- (a) 1 True      2 False      3 True      4 True
- (b) 1 (iv)      2 (ii)      3 (iii)      4 (i)
- (c) 1 Because lack of natural light (long winters and short, only intermittently fine, summers) are a key feature of the English climate. In countries where the sun shines all the year round, light is taken for granted and their languages reflect this fact.
- 2 Most forms of activity which depend on sight would have to cease during the hours of darkness. It would be difficult and dangerous to go out of one's own home after nightfall. Life would be reduced to the basic essentials of work and sleep.

## VOCABULARY

**3**

*Answers:*

- (a) paragraph 2: imagery, latitudes  
paragraph 3: synonymous, proximity, metaphor  
paragraph 4: emanating, emissions, extinct, ingenuity, gloomy  
paragraph 5: attributable to, depressing, thronged, equated, disposition  
paragraph 7: deduced
- (b) 1 ingenuity      2 synonymous      3 extinct  
4 metaphor      5 disposition      6 proximity  
7 emanating      8 attributable      9 deduced  
10 depressing      11 imagery      12 equated  
13 gloomy      14 thronged      15 emissions  
16 latitudes

## COMPARING

- 4** (a) Use pictures, realia or blackboard drawings to introduce comparatives and superlatives orally. Give examples of long adjectives, which take *more/most* comparative forms, as well as short adjectives which take *-er/-est*.  
The other examples of each form in the text are: *greater, more important, easiest*.
- (b) The list under *more/most careful* includes: careless, comfortable, common (but see *Note* below), curious, different, difficult, expensive, famous, foolish, important. All other adjectives in the list take the *-er/-est* form.
- NB (i) It is possible to say '*commonest*' but never '*commoner*'.
- (ii) Ask students to spell the comparative and superlative forms *-ier/-iest* of adjectives ending in *-y* (e.g. dirty).

## AGENTS

- 5** (a) The three examples in the text are: *Maker* (line 7), *leader* (line 11) and *writer* (line 55). Other examples: starter (on car), builder, singer, worker, runner, writer, dancer, lecturer, farmer, driver
- NB (i) *Father* and *mother* are used as nouns and verbs.
- (ii) There are many other similar words ending in *-or*  
e.g. *actor sailor, doctor, author*.

If you wish, bring pictures to class to revise some common professions ending in *-er*.

## AS DARK AS THE GRAVE

- 6** (a) First revise the structure *as...as...*, using pictures, realia or blackboard drawings as in *Comparing*.
- (b) The words match to form idioms as follows:  
heavy/lead    big/mountain    deep/ocean    quick/flash  
slow/snail    strong/ox    quiet/mouse    high/sky
- 7** (a) Continue to check on students' comprehension of similar

words in following units, even if there are no exercises specified in the Student's Book.

- (b) The words refer to:  
the English; light; Mediterranean and tropical regions; men;  
ways of producing artificial light; stone oil lamps...to  
sophisticated gas and oil lamps; the symbolism of sunlight;  
higher latitudes; the English on a dull day

## OVER

- 8** (b) The prefix *over-* means the following when combined to form the words given:

to take too much (medicine)  
(of too much water) to flow over the edge  
(e.g. river, cup)  
(of plants) having grown too much  
to have more power than someone or something  
else (e.g. boxing)  
to rate something too highly, exaggerate the value of  
weighing too much; too fat  
to work too much

Ask students to make up sentences using these or any other *over-* words they can think of.

## VERB FORMATION

- 9** (a) Other, similar verbs: loosen, flatten, frighten, sharpen, soften, sweeten, thicken  
(b) 1 shorten      2 straighten      3 lengthen      4 widen  
5 harden      6 soften      7 strengthen

## INVERSION

- 10** (b) The sentences should continue:  
1 was the light bulb invented.

- 2 should you ring the bell.
- 3 did he wear the suit.
- 4 was street lighting introduced.
- 5 should you repair the TV when it is switched on.
- 6 invent the telephone, but he also perfected it.
- 7 can you repair it.

For extra practice of inversion (common in scientific discourse), ask students to make new sentences with the same negative phrases as the beginning.

## CONDITIONS

- 11** (b)
- 1
    - (i) Steady work produces good results.
    - (ii) To produce good results the work should be steady.
    - (iii) The work should be steady enough to produce good results.
  - 2
    - (i) A temperate climate produces good crops.
    - (ii) To produce good crops the climate should be temperate.
    - (iii) The climate should be temperate enough to produce good crops.
  - 3
    - (i) Fair management produces happy workers.
    - (ii) To produce happy workers the management should be fair.
    - (iii) The management should be fair enough to produce happy workers.
  - 4
    - (i) Regular exercise produces a healthy body.
    - (ii) To produce a healthy body the exercise should be regular.
    - (iii) The exercise should be regular enough to produce a healthy body.

## READING AND WRITING

- 12** (b) Students should produce sentences as follows (writing all sentences out in full):
- 1 In the long run, solar power stations will certainly supersede nuclear power stations.

- .....cars..... bicycles.  
 .....underground trains.....trains.
- 2 But the solar power stations must be economical.  
 .....cars.....cheap to operate.  
 .....underground trains.....efficient.
- 3 Nuclear power stations are dangerous.  
 Bicycles.....slow.  
 Trains.....delayed in traffic.
- 4 Solar power stations, on the other hand, are safe.  
 Cars.....quicker.  
 Underground trains.....very quick.
- 5 Furthermore, they are capable of producing more energy.  
 .....carrying more people.  
 .....carrying thousands of people.
- 6 This means that energy will be cheaper.  
 .....travelling will be easy.  
 .....travelling will be cheap.



# EXTENSIVE READING

## BEFORE READING

- 1 (a) Get students to look up the words in their dictionaries and to make a note of their meanings in their own language.
- (b) Students can work in pairs or on their own. They should think of as many characteristics of laser light as they can remember from the Intensive Reading text, or that they may already know, and write them down. Encourage as much English speaking as possible. (This will depend on the level of the class.) As they make their lists of characteristics, go round the class and check with two or three pairs of students, or with individuals, to see how they are getting on, and guide them if necessary.

Follow with a general class discussion regarding their notes. (Optional: list these on the blackboard.) Do not spend too much time on this activity, especially if class time is short. 5-10 minutes should be ample.

## READING TEXT ONE

(OPTIONAL) Get students to read the text through once, for *general* meaning. In order to encourage faster reading, ask them to start at the same time, using a pencil from left to right as they read. This will help prevent them from going back and stopping at unknown words and will help them read more quickly. To give a rough idea of timing, read the passage through yourself twice very quickly, then tell everyone to stop reading.

- (c) Ask students to read the passage again and underline the characteristics of laser beams which are mentioned in the passage that they did *not* make a note of. Make sure they understand what to do. Explain in English first, and in their own language only if necessary. Those students who finish reading the passage first can start learning the words they looked up at the pre-reading stage.