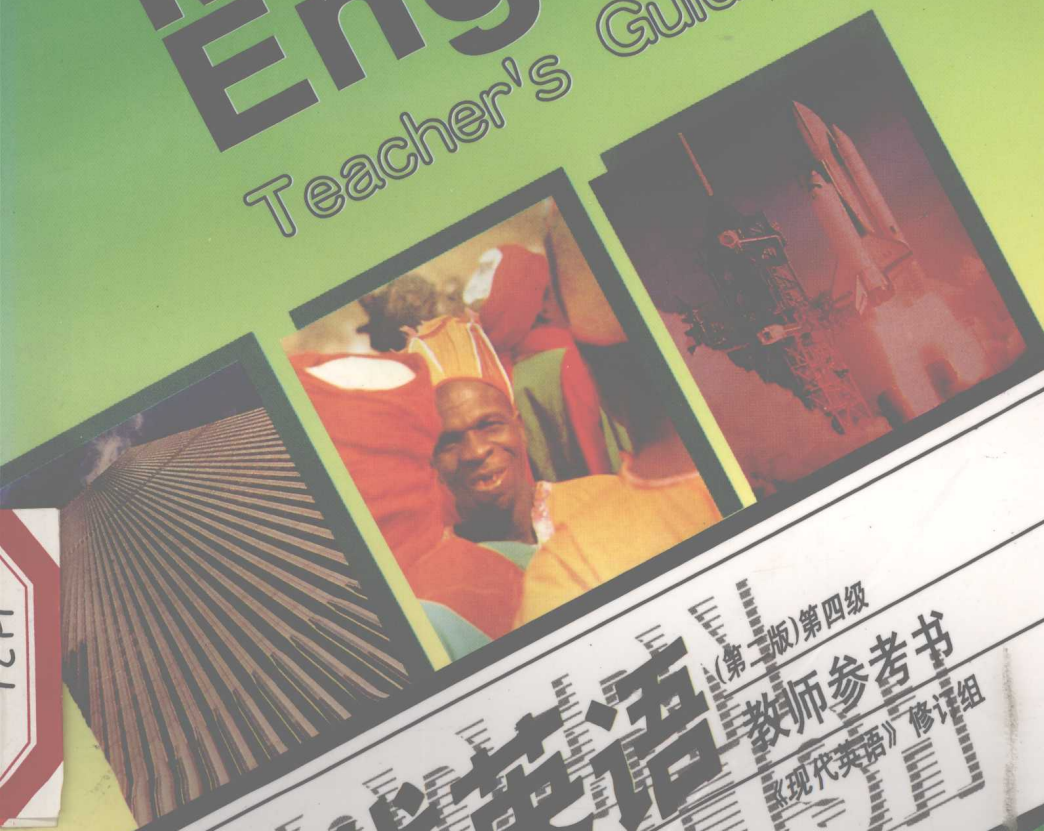


Level 4

# Modern English

Teacher's Guide



现代英语  
教师参考书  
(第二版)第四级  
《现代英语》修订组



Level 4

# Modern English



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H31  
538

H31  
97/4(5)-2

# MODERN ENGLISH



(京)112号

图书在版编目(CIP)数据

现代英语教师参考书:第四级/《现代英语》修订组编。2版  
-北京:高等教育出版社,1996  
ISBN 7-04-005717-4

I. 现… II. 现… III. 英语-高等学校-教学参考资料  
IV. H31

中国版本图书馆 CIP 数据核字(95)第 16946 号

\*

高等教育出版社出版  
北京沙滩后街 55 号  
邮政编码:100009 传真:64014048 电话:64054588  
新华书店总店北京发行所发行  
国防工业出版社印刷厂印刷

\*

开本 850×1168 1/32 印张 7.125 字数 180 000  
1988年6月第1版  
1996年7月第2版 1996年7月 第1次印刷  
印数 0001—1 091

定价 6.80 元

凡购买高等教育出版社的图书,如有缺页、倒页、脱页等质量问题者,请与当地图书销售部门联系调换。

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# INTRODUCTION

## READING AND WRITING

### GENERAL APPROACH

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.

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.

In class, read through the text, getting individual students to read after you.

Students should first attempt the *Comprehension* and *Vocabulary* questions on their own, either at home or in class. Although most students' first reaction is to reach for a dictionary every time they come across an unfamiliar word, encourage them to use it only as a final reference check after having tried to discover meanings from the context of the passage.

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 practice new structures etc orally before students write answers.

Go through these sections with the whole class as soon as possible after the students have completed them individually. These sections may be done in class or set as homework.

## **EXTENSIVE READING**

### **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**

Preceding the exercises in each unit are ideas of how to introduce the topic. It is important for the teacher to familiarize the students with the subject matter of the passage 'before' reading as this gives the students a reason for reading and creates a more receptive frame of mind.

The exercises themselves are designed

- i) to assist students' understanding of the text by stopping and criticising, reflecting etc.
- ii) and to test understanding on both a global (ie. general) and specific level.

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. It is indicated where this might be appropriate, but 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**

### **GENERAL APPROACH**

Each listening unit consists of four parts. Part 1 involves minimal pair practice, where the students have to distinguish between word couplets with similar or often-confusing phonetic sounds.

Part 2 uses some of these words at sentence level, where students again have to distinguish between various vowel, consonant and diphthong sounds within the context of a sentence spoken at natural speed. This is more difficult because whereas isolated words have a distinct pronunciation, this pronunciation often becomes transformed when placed in a sentence, i.e. words run on and link up with other words, vowels change to weak forms and the 'schwa' becomes ever-present, as it is in usual spoken English.

Part 3 contains listening passage(s), each of which has ques-



tions for students to answer while, and after, they listen. It is a good idea for the teacher to introduce new vocabulary before the students listen, perhaps by introducing the words separately, giving students clues and inviting them to predict the passage's content and the meaning of the new words themselves. It is no bad thing if students have to listen many times before they are able to answer. One of the purposes of the listening passage is to expose students to authentic spoken English.

As such, many different types have been used, including radio-type narrative, discussions and interviews, dialogues between friends and family and excerpts from monologues.

Part 4 of each unit tests a wide variety of listening skills, from simple directions to information transfer exercises where students fill in forms with the relevant information. These are designed to expose students to real-life encounters in English.

# **Contents**

## **INTRODUCTION**

## **READING AND WRITING**

Unit 1	3
Unit 2	8
Unit 3	13
Unit 4	18
Unit 5	23
Unit 6	28
Unit 7	36
Unit 8	42
Unit 9	47
Unit 10	52
Unit 11	58
Unit 12	63

## **EXTENSIVE READING**

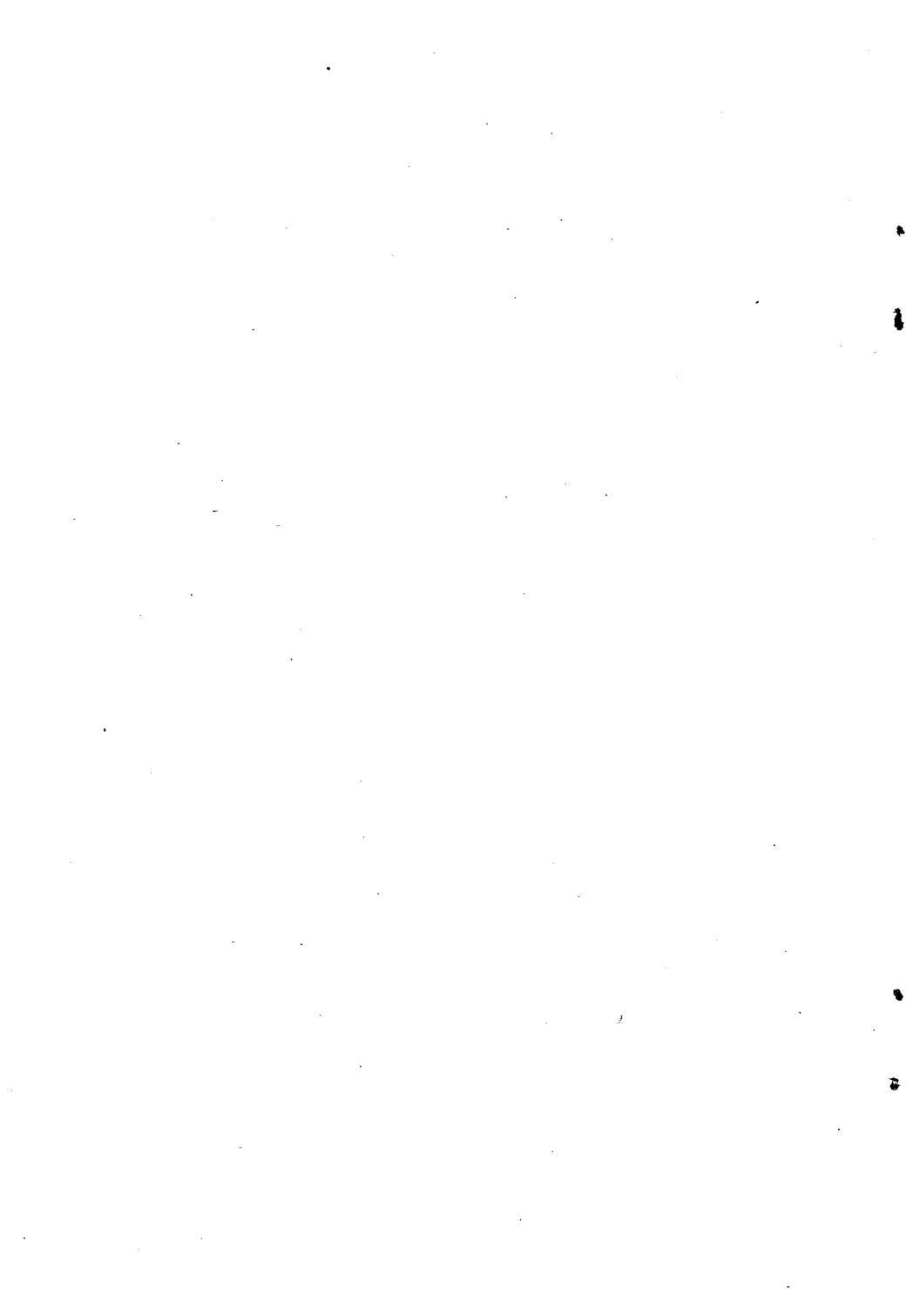
Unit 1	73
Unit 2	76
Unit 3	79

Unit 4	83
Unit 5	87
Unit 6	90
Unit 7	98
Unit 8	103
Unit 9	107
Unit 10	110
Unit 11	114
Unit 12	118

## **LISTENING AND SPEAKING**

Unit 1	127
Unit 2	136
Unit 3	145
Unit 4	155
Unit 5	164
Unit 6	173
Unit 7	182
Unit 8	192
Unit 9	201
Unit 10	209

# **READING AND WRITING**



# UNIT 1

## INTRODUCTION

Few misfortunes excite our compassion more readily than the loss of sight or hearing; for our senses are prized as one of our most precious possessions. But how many senses do we have? The Greek philosopher Aristotle counted five – hearing, sight, smell, taste and touch. It is only relatively recently that scientists studying the human nervous system have begun to discover a whole range of extra senses to add to the traditional five. By modern reckoning we have 14 or 15 senses of balance. What the scientists are also discovering is that we use our commonly recognised senses, particularly our sense of smell, in a far more complex way than previously realised.

## BEFORE READING

- 1 Allow discussion to continue for as long as seems fruitful.

## SKIMMING

- 2 1 C 2 D 3 A 4 G 5 B 6 E 7 F

## COMPREHENSION

- 3            1 B    2 A    3 B    4 C    5 A  
             6 D    7 A    8 B    9 B    10 D

## COMPREHENSION SCAN

- 4            1 F    2 F    3 T    4 F  
             5 F    6 T    7 T    8 F

## VOCABULARY

- 5 (a)    Para 1: extremes  
             clues  
             navigation  
             receptors  
          Para 2: luxury  
             background noise  
          Para 3: intended  
             universally  
             high-pitched  
          Para 4: defect  
             resist  
             intensely  
          Para 5: migration  
          Para 6: factor

- (b)       1 extremes    2 receptors    3 high-pitched  
          4 factor    5 clues       6 background noise

7 navigation	8 luxury	9 resist
10 migration	11 intended	12 intensely
13 universally	14 critical	15 defects

(c)	1 A	2 B	3 C	4 D	5 A
	6 B	7 A	8 C	9 D	10 A
	11 C	12 A	13 A	14 B	15 A

## VARIETIES OF MEANING

6 (a) 1 D 2 G 3 F 4 B 5 E 6 A 7 C

(b) The word appears in the text with meaning A  
( 'Organisms must also keep track of events... ' )

## WORD FAMILIES

7 (a) 1 useless 2 useful 3 use 4 usefully  
5 uselessness 6 uses 7 user 8 used

(b) 1 creation 2 create 3 creatures  
4 creatively 5 creative 6 creativity

## GRAMMAR SCAN

8 1 lines 1-2: 'living things have learned'  
3 line 5: 'such as sounds'  
line 29: 'such as certain birds'  
lines 39-40: 'such as toothed whales'  
4 line 18: 'as sensitive as possible'



## 6 Reading and Writing

5 line 5: 'as well as to touch'

6 line 10: 'that they themselves create'

8 line 26: 'rather like filters'

11 lines 39-40: 'toothed whales, which are thought to attack them'

( = 'It is thought/believed/said that...')

## DEDUCTION

9	1 and	2 distances	3 and
	4 reach	5 grounds	6 of
	7 on	8 it	9 with
	10 how	11 direction	12 navigation
	13 as	14 for	15 as
	16 not	17 that/which	18 to
	19 by	20 use	

## TIMED READING

10            1 F    2 F    3 T    4 F    5 T

## WRITING: COMPARISON AND CONTRAST

11 (a)    Examples from the passage:  
          as well as    while    like    by contrast    similar  
          but    therefore    for example    such as    also

(b)    Example sentence completions:  
          1 Canada and the United States are similar because