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现代英语

教师参考书

第3级

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Introduction

READING AND WRITING AND EXTENSIVE READING TEXTS

GENERAL APPROACH

Reading and Writing and *Extensive Reading* complement each other. *Reading and Writing* presents topics briefly, while *Extensive Reading* examines them in greater depth, or from a different angle; for example, Unit 7 in *Reading and Writing* 3 is about sonar in dolphins, while Unit 7 in *Extensive Reading* 3 is about sonar in bats. Every unit in *Reading and Writing* starts with a text of about 700 words, followed by twelve varied exercises arising directly from it in the fields of vocabulary, comprehension, cohesion, grammar and language functions, while every unit of *Extensive Reading* contains texts of about 3000 words with comprehension exercises designed to encourage students to develop the skills they need to read large amounts of material in English.

Reading in class

Since reading plays such an important part in this course, it seems worthwhile to us to look at the process of reading in class in some detail.

Teachers often read texts aloud or ask students to read them. This can be done in the following ways:

- 1 The teacher reads the text aloud, and the students sit with their books open, following what the teacher is reading.
- 2 The teacher reads the text aloud, and the students sit with their books shut, listening to what the teacher reads.
- 3 The students take turns to read the text aloud in class.

We will now look at these methods one by one.

In the case of number 1, the teacher must read slowly if he wants the students to be able to follow in their books. The students have to be able to do at least

three things at the same time: decipher words they hear, decipher words they see, and relate what they hear to what they see. Students often 'get lost', which means that their reading of the text is not proceeding as fast as the teacher's reading of it. The students are reading aloud 'in their heads', and if the teacher reads too fast, the result is general confusion.

In the case of number 2, this is essentially listening comprehension, not reading comprehension. Listening comprehension is different in its aims and in its methods from reading comprehension, which is why a special book in this course is devoted to it.

In the case of number 3, when the students read aloud in class, this is usually a slow and embarrassing exercise, which often shows only that students cannot read aloud with any degree of efficiency. This is frequently interpreted to mean that they cannot understand what they read when they are reading silently, but this is not usually true. It is probably true that they do not understand what they are reading aloud *as they read it*, because they are so worried by the pronunciation and intonation that the meaning becomes irrelevant, and they recall little or nothing of what they read aloud.

However, having said this, there may be times when reading aloud is justified. Highly motivated students some times like to show off to the rest of the class, which is good as long as they don't do it too often; and teachers sometimes read aloud to establish the fact that they can actually do so without making mistakes — rather like a piano teacher playing a piece to show what he is capable of. It can also be used to bring a class together.

The passages at the beginning of each unit of *Reading and Writing 3* are short enough to be used for occasional reading aloud in class. The passages in *Extensive Reading 3* are not short enough for this purpose, and were not intended to be read aloud, with the exception of a few dialogues and a poem. Many of the passages in *Extensive Reading 3* practise reading skills that have to be completed within a certain time limit, and they should therefore be read *silently in class*, unless it is clear that time is not an important factor, in which case they can be prepared at home. In the notes to each unit, exercises that can be done at home are marked (HW), homework.

The skills of *skimming* and *scanning* require reading methods that are quite distinct from the traditional type of reading. The two terms look rather similar and are sometimes confused, so it may be worth explaining briefly what they involve:

Skimming is rapid reading to get a general idea of the content of a text. Particular attention is paid to the first and last lines of paragraphs, to headings and subtitles.

Scanning is the type of reading we use to find a name in a telephone directory, or a word in a dictionary. It is hardly reading at all in the normal sense of the word, but a search for specific points of information.

Pair and group work

Throughout both *Reading and Writing 3* and *Extensive Reading 3* there are many exercises intended for pair or group work. The enormous advantages of pair and group work over the traditional approach, where students work on their own and speak only to the teacher when told to, can only be fully appreciated when they are put into effect. Students may not be accustomed to working together, but it is worthwhile making the effort to change their attitudes. We are not asking the cleverer students to tell the weaker ones the answers; what we are trying to encourage is a process of give-and-take, an exchange of ideas.

Different students are good at different things, and while one student may be very good at grammar exercises, he may not be good at all at answering comprehension questions, and even for an excellent student the process of explaining an answer can help to clarify an idea in his head, as well as helping the student he explains a problem to.

Discussion

In both *Reading and Writing 3* and *Extensive Reading 3* there are questions to be discussed before the students start to read the texts. Such discussions can be carried out initially on a whole class basis and then in groups, depending on the response. The aim of the discussion is for the students themselves to bring up ideas that may appear in the passage, so that they are 'tuned in' when they start reading. The discussion will work better if students have been given time to do some research into the topic and can bring their own material, even if this is in their native language.

LISTENING AND SPEAKING PASSAGES

GENERAL APPROACH

- 1 The listening passages contain one or more 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 television and radio-type narrative, discussion and interviews, dialogues and bits of monologue, e.g. a flight commentary. 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 At least one exercise in most Units 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 'apscript for each Unit in this book.

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Key to Tests

UNIT 1

READING AND WRITING

BEFORE READING

1 (a) *Answers*

- 1 It should be relatively easy for students to answer this from their own experience by train, by boat, on horseback, etc Try to elicit the answers from the students
- 2 Do not spend too long on this question, as it is examined in greater depth in exercise 4 below
- 3 Do not provide the answer here yourself if the students do not know it — it is dealt with at length in the text

(b) *Answers*

1 T 2 T 3 F 4 F (*Industrial societies need efficient systems of transport*) 5 F (*The railway system and the roads in England replaced the canals*)

READING PASSAGE

Key new words:

- | | |
|--------------|--|
| paragraph 1 | engineering, canal, major, travel |
| paragraph 2 | crisscrossing, network |
| paragraph 3 | dusty, horse-drawn, inland, made-up, packhorses, unreliable |
| paragraph 4 | cheaply, coal, Industrial Revolution |
| paragraph 5 | creators, embankment, launched, loading operations, scale, surveyor, underground, vision |
| paragraph 6 | navigable, wagon |
| paragraph 7 | double, efficient, locks, single, vessel |
| paragraph 8 | culvert, feature, float, flood, forcing, paddles |
| paragraph 9 | decade, decline, narrow, |
| paragraph 10 | establish, follow, holidays, pleasure, queuing, restriction |

COMPREHENSION SCAN

- 2** (a) See 1 (b) above
(c) *Answers:*
1 transport
2 locks and how they work

SKIMMING

- 3** You may wish to ask the students to work in groups on this question. The members of each group propose different headings which they then discuss within the group, arriving at an agreement on a single set of headings. One member of each group then comes up to the board and writes the headings chosen by his group in a column on the board (if the class is very large it will not be possible to fit enough columns on the board, so the number of groups participating in this part of the exercise will have to be restricted). This activity can be done simultaneously by the group representatives, so that five or six people will be writing on the board all at the same time. Once all the headings are up on the board, members of the class can express their views as to the suitability of the headings.

Notice that there are no 'best' answers to this exercise, but for the purposes of comparison we have included a list of *suggested* headings:

- 1 Canals in the World
- 2 The English Network
- 3 Transport Problems
- 4 The Need for Change
- 5 The First Canal
- 6 The Idea Spreads
- 7 The Lock: Key to the Canal Systems
- 8 How a Lock Works
- 9 Decline of the Canals
- 10 Canals for Leisure

COMPREHENSION IN DEPTH

- 4** *Suggested answers:*

1 A 1790

Advantages

Disadvantages

year-round transport

relatively fast (see line 8)

cheap to run

narrow

large quantities could be
transported with little
effort

expensive and difficult to
build

good for transporting
fragile goods (pottery)

locks were necessary to travel up
and down hills

B 1990

Advantages

canal boats provide attractive
holiday homes

Disadvantages

locks slow down travel

canals pass through beautiful
scenery

quiet

towing paths are good for
walking and observing
wildlife

- 2 First, you must wait for the lock to fill with water. Next, you open the top gates and go through into the lock. Then you close the top gates and open the bottom paddles so that the level of the water in the lock falls until it is the same as the level of the water in the lower section of the canal. Finally, you can open the bottom gates and leave the lock, closing the lock gates behind you.

VOCABULARY

5 (a) Answers:

- paragraph 2: crisscrossing
paragraph 3: made-up; horse-drawn
paragraph 4: coal; cheaply
paragraph 5: launched; vision; embankment
paragraph 7: vessel
paragraph 8: culvert

(b) 1 embankment

6 vision

- | | |
|-----------|-----------------|
| 2 culvert | 7 launched |
| 3 cheaply | 8 Horse-drawn |
| 4 coal | 9 crisscrossing |
| 5 vessels | 10 made up |

REFERENCE

6

Answers:

1 C 2 B 3 C 4 C

VARIETIES OF MEANING

7

(a) *Answers:*

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

(b) The word appears in the text with meaning C (last paragraph).

WORD FAMILIES

8

Answers:

1 independent 2 depend 3 dependence
4 independently 5 dependent

IMPERSONAL CONSTRUCTIONS

9

(a) *Answers:*

- 1 It is believed to have been the Duke of Bridgewater who built the first canal in England.
- 2 It is thought to have been Pythagoras who discovered (that) the world was round.
- 3 It is known to have been Eratosthenes who measured the circumference of the earth.
- 4 It is said to have been the Chinese who travelled first to America.
- 5 It is believed to have been the Chaldeans who originated our method of calculating time.
- 6 It is said to have been Homer who wrote *The Iliad*.
- 7 It is known to have been the Chinese who invented printing.
- 8 It is thought to have been Walter Raleigh who introduced tobacco into Europe.
- 9 It is thought to have been Copernicus who proposed (that) the

earth goes (went) round the sun.

10 It is believed to have been Leonardo da Vinci who invented the first flying machine.

(b) *Answers:*

1 It is (not) worth visiting Venice because...

2 It is (not) worth learning to play the piano because...

3 It is (not) worth studying English because...

4 It is (not) worth taking time to discover how a calculator works because...

5 It is (not) worth travelling to Australia because...

6 It is (not) worth exploring the moon because...

DURING / FOR

10 (b) The most logical combinations are as follows (although others are, of course, possible):

She often played tennis during the summer.

He lived in Mexico for 13 years.

She visited Paris during her holiday.

She woke up three times during the night.

He went away for the weekend.

She came to stay for a week.

SUMMARY WRITING

11 (b) Draw students' attention to the signalling word *like* followed by examples in paragraph 1, and the semi-colon (;) used in paragraph 5 to introduce two examples of the engineering problems. Point out also that in paragraph 6 the examples are not introduced overtly – the connection is implicit. You could insert the words *for example* between the first two sentences of paragraph 6.

EXTENSIVE READING

BEFORE READING

- 1 (a) Get students to look up the words in their dictionaries and to make a note of their meanings. (HW)
- (b) Notice that the instruction says *scan*, not *read* the text. Scanning is a technique we use to locate information in, for example, dictionaries, directories, newspapers, encyclopaedias and other reference books. To scan, you run your eyes quickly over the text looking for specific information. You can make this exercise into a competition by asking students to raise their hands as soon as they have finished. You may wish to point out to the students that you will not expect them to be able to answer any questions about the passage except the ones that have been asked in 1 to 5; scanning is a highly selective way of obtaining information. When we find a word in a dictionary, this does not mean that we also acquire information about the other words on the page.

Answers:

- 1 1794 Work started on Gloucester & Sharpness Canal
- 2 1827 Work on the canal was completed
- 3 1772 Staffordshire & Worcestershire Canal was built
- 4 1825 (i) Thomas Telford studied a link between Trent & Mersey and Peak Forest
(ii) Stephenson worked on Liverpool & Manchester Railway
- 5 1831 Macclesfield Canal opened

READING TEXT ONE

After completing exercise 1, the students should now have some idea of what the passage is about (it is a comparison of three English canals). Before they go on to read the text in detail, try to get them interested in the subject by asking them to volunteer information they may have about any canal systems they are familiar with, and ask them to predict what sort of information they would expect to find in this passage (you can draw their attention to the title, the headings at the top of each column, and the map).

COMPREHENSION

2

Allow slight variations in the answers, as long as students can justify them. Remember that comprehension questions are a means to an end, not an end in themselves (except in tests). They provide a purpose for careful reading. (HW)

	G & S	S & W	Macclesfield
Narrow	×	✓	—
Straight	✓	×	✓
Many locks	×	✓	×
Passing through many towns	×	×	✓
Passing through country	✓	✓	×
Good towpath for walking	—	—	✓

COMPARISON AND CONTRAST

3

(a) Answer: 2

(b)

	G & S	S & W	Macclesfield
Introduction containing positive point	✓	✓	✓
Date of construction	✓	✓	✓
Engineer responsible	×	✓	✓
Type of canal	✓	✓	✓
Points of interest on the canal	✓	✓	✓
Information about starting and finishing points of canal	✓	✓	✓

(HW)

REFERENCE

4

Answers:

1 impersonal

2 refers to *G & S*

3 refers to *G & S*

4 refers to *G & S*

5 refers to *G & S*

6 impersonal

7 refers to *lock*

8 impersonal

9 refers to *approach*

10 refers to *approach*

(HW)

GROUP WORK

5

The students can be put into groups of three or four and told to agree unanimously on one canal. This will involve a process of discussion during which students will need to refer constantly to the text to support their arguments. Give them a time limit for this part of the exercise (five to ten minutes), and then instruct them to choose one member of the group to present their choice to the rest of the class. They should then be allowed a few more minutes to agree on the details of what this member of the group will say. Do not allow discussion to continue once the group spokesmen have started to report back to the class as a whole. If the class is very large, choose four or five of the spokesmen who seem most willing to speak.

BEFORE READING

6

- (a) Impose a similar time limit on this exercise, too. If students do not respond immediately, invite them to look at the illustrations accompanying the text. Before going on to do section (b), you can do a spot check around the class, asking a few students to express their opinions to the whole class.
- (b) Students will probably find both *inclined* and *plane* in their dictionaries, but not the combination, *inclined plane*. Tell them not to worry, but to wait until they have read the text and done the exercises, after which they will be able to understand the term.

READING TEXT TWO

COMPREHENSION

7

- (a) *Skimming* is a different activity from both *scanning* and *reading in detail*. To skim a text means to read it quickly without paying

special attention to difficult words or sentences, concentrating on the main ideas. It is advisable to impose a time limit for this exercise (five minutes, say) and not to allow students to use their dictionaries while they are reading. Students who have never done this before will find it difficult, and you should stress that the *only* thing they have to do is to identify the topic of each paragraph.

Answers:

- paragraph 1: Water supply
- paragraph 2: Alternatives to locks
- paragraph 3: Tunnels (in general)
- paragraph 4: Towing paths in tunnels
- paragraph 5: Narrow boats

- (b)
 - 1 A (vertical lift)
 - 2 C (staircase locks)
 - 3 B (inclined plane)
- (c)
 - 1 Direct feed, and feed by reservoirs; the disadvantages of direct feed were silting and the fact that the canals depended on the level of water in the river, while the disadvantages of feed by reservoirs were inadequate summit levels and the need to use pumping engines.
 - 2 The shortages were solved by using steam pumping engines, side ponds and stop locks. (The inclined plane and vertical lift were also used to save water).
 - 3 Stop locks are locks to stop the water from one canal system escaping into another.
- (d) To 'leg' a boat through a tunnel is to push it through by pressing with the leg against the side of the tunnel. Once students have answered this in pairs, one or two students can be asked to mime the action.
- (e) Both this exercise and the following one can be done individually in the class.

Answers:

- 1 Brindley's original narrow canal specification.
- 2 Specimen answer:

They became homes for whole families (who decorated them like gipsy caravans) because the men did not earn enough to maintain their families at home (as a result of competition from the railways).

Students should mention at least the points not included in brackets.

- (f) *Answers:*
 - 1 the amount of water used by a boat passing through a lock on the Grand Union Canal
 - 2 the water supply for the Birmingham Canal Navigations

- 3 date of construction of the first inclined plane at Kelley
- 4 period of operation of the inclined plane at Foxton
- 5 construction of the Anderton lift
- 6 length of Standedge tunnel on the Huddersfield Canal
- 7 length of the longest tunnel still in use (Blisworth)
- 8 length of the first Harecastle tunnel
- 9 length of the second Harecastle tunnel
- 10 construction of the Netherton tunnel on the Birmingham Canal Navigation

BEFORE READING

- 8 (a) Ensure that students do not use a dictionary while reading this text. The questions that follow it can be answered without understanding the totality of the text.

READING TEXT THREE

COMPREHENSION

- 9 Here, as elsewhere, it is fruitful for the students to work in pairs so that the stronger students can help the weaker ones.

Answers:

The text describes the section of canal on the map, and the photograph is of the aqueduct described in the text and marked on the map. The different kinds and sizes of type (typefaces) mark divisions in the text. Ask students to underline similar typefaces, using different colours to distinguish one typeface from another. Then ask them to look at the map and see if they can find the same typefaces. You will see that the typefaces are not used in the same way on the map as they are in the text (look at *Pontcysyllte aqueduct* as it appears on the map and *Pontcysyllte Aqueduct* as it appears in the text).

You may wish to extend this analysis of the functions of different typefaces by using magazines or newspapers, in which there is always a great variety of typefaces.

10

- 1 The two tunnels mentioned are near the bottom of the map.
- 2 Chirk castle and Chirk aqueduct are also near the bottom of the map.
- 3 The railway is the line marked alternately black and white.