

Level 1

Modern English

TEACHER'S MANUAL

现代英语

第一级
教师教学用书
《现代英语》修订组

高等教育出版社
邹长征 主编

China
HEP

MODERN ENGLISH

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(第二版)

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高等教育出版社出版

新华书店总店科技发行所发行

国防工业出版社印刷厂印刷

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开本 850×1168 1/32 印张 9.625 字数 250 000

1993年6月第2版 1994年4月第2次印刷

印数 1 851—2858

ISBN 7—04—004179—0/H·457

定价:5.70元

前 言

《现代英语》(Modern English)系国家教委批准,由中国高等教育出版社与英国麦克米伦出版公司合作编写出版的英语教材。主要供我国高等院校非英语专业的各科学学生学习英语使用。这是我国首次与国外合作编与出版的大学教材,是英语国家语言优势与国内大学英语教学经验的结合。这一中外文化交流项目,为国内外语言界、教育界和新闻界所瞩目。

《现代英语》的编写,以现行的《大学英语教学大纲》为指导原则,从国内的英语教学情况出发,解放思想,在肯定和继承国内大学英语教学行之有效的经验的同时,积极借鉴和引进国外语言学 and 语言教学新思想、新理论和新方法,十分强调阅读的过程,注重学生运用语言能力的培养。在练习设计方面,更益于激发学生的兴趣,更益于学生阅读能力的培养。更益于学习从以教师为中心向以学生为中心转变。

考虑到国内大学英语教学的实际需要,我们特编写了这套《现代英语教师教学用书》。本书力求全面地反映教材编者先进的教学思想,使这一思想能较好地融入大学英语的课堂教学。本书还为教师提供必要的课堂指导、练习设计、语言难点和课文参考译文等,尽量为广大教师提供更多的方便。

尽管本书的编写尽了很大的努力,但由于时间仓促,加之编者水平有限,恐难免做到尽如人意。我们热诚希望广大教师在使用中不断提出宝贵意见。

、本书在编写过程中得到了各方面的支持和帮助。我们感谢李五全、王志纯、王保清、秦傲松、罗润田、徐承钟、周建平、乔梦铎、舒晓谷、包家珍等对本书提出许多宝贵审稿意见。我们还特别感谢罗信群同志详细审订了全稿。尤其要感谢曹根望同志在我们

编写全书的过程中给予我们的大力支持和许多有益的建议。

参加本册编写工作的有：陈复庚(1课)，孙迪民(3,4,10课)，郑玉琪(5,6课)。朱宏清(2,7,8课)，邹长征(9课)，马赞椿(11课)，李霄翔(12课)。

《读与写》课文译文由哈尔滨建筑工程学院外语部负责完成。

编者

1993.5

使用说明

《现代英语》是根据国家教育委员会颁布的《大学英语教学大纲》，中外合编的一套新型系列教材，为配合该教材的使用，方便广大教师备课和教学特编写《现代英语教师教学用书》。

本书按每课《读与写》和《泛读》顺序编写，各课基本上按两大部分编写。

I. 背景材料 (BACKGROUND INFORMATION) 为教师备课时提供必要的有关课文的背景材料。这些材料包括与课文有关的英美文化知识、社会风情、人物介绍、名词解释等。此部分内容可以结合在课文讲解或在阅读前处理，作开场白等。

II. 课堂程序 (CLASSROOM PROCEDURE) 主要为阅读教学起一些引导性作用。力求做到课堂程序符合阅读过程，以利于学生阅读能力培养。在安排上从阅读前活动开始，经过信息阅读、细读、阅读后活动，使学生完成一个由总体到细节，再从细节到总体的过程。阅读过程大致分为以下几个步骤：

1. 阅读前活动 (Before Reading) 为课堂阅读教学的第一步。其目的主要在于 (1) 激励学生的阅读动机；(2) 了解课文的背景；(3) 进行预测；(4) 设置阅读前活动；(5) 使学生了解新单词、关键词；(6) 调动学生的已有知识来进行阅读等。在这部分中，除了课本上设计的练习之外，有时还根据课堂实践，另外设计了一些阅读前活动的练习，供教师选择使用。

2. 信息阅读 (Information Reading) 旨在使学生从阅读的初始就注重文章的意义，而不是拘泥于语言形式。信息阅读的主要目的是了解文章大意，查找有关信息，进行阅读能力的培养。

3. 细读 (Study Reading) 是在学生了解文章大意后，更细致地注重语言形式所表达出语言意义的阅读。在细读的过程中，为

了进一步理解课文，设计了一定的阅读练习 (reading tasks)，供教师在讲解课文的过程中选择使用。由于细读的练习设计旨在学生自己回答文章段落的意义和难点，因此使得课文讲解能有更多的学生参与。

4. 语言点 (Language Points) 包括课文难点注释、单词用法、句型练习以及例证等。语言点供教师在细读的过程中讲解课文时参考使用。在语言点选择上，尽量做到详细，使教师能根据学生不同的水平，有较大的选择余地。

5. 阅读后活动 (After Reading) 主要包括课文总结，听写和翻译，并适当配有一些对课文后练习的指导。

《泛读》的教案也是基于同样的思路，简化细读过程的语言点，因此也就更加突出了信息阅读，以体现出精、泛读教学的区别。

在具体安排教学环节时，教师可根据不同的教学情况删选使用上述内容。

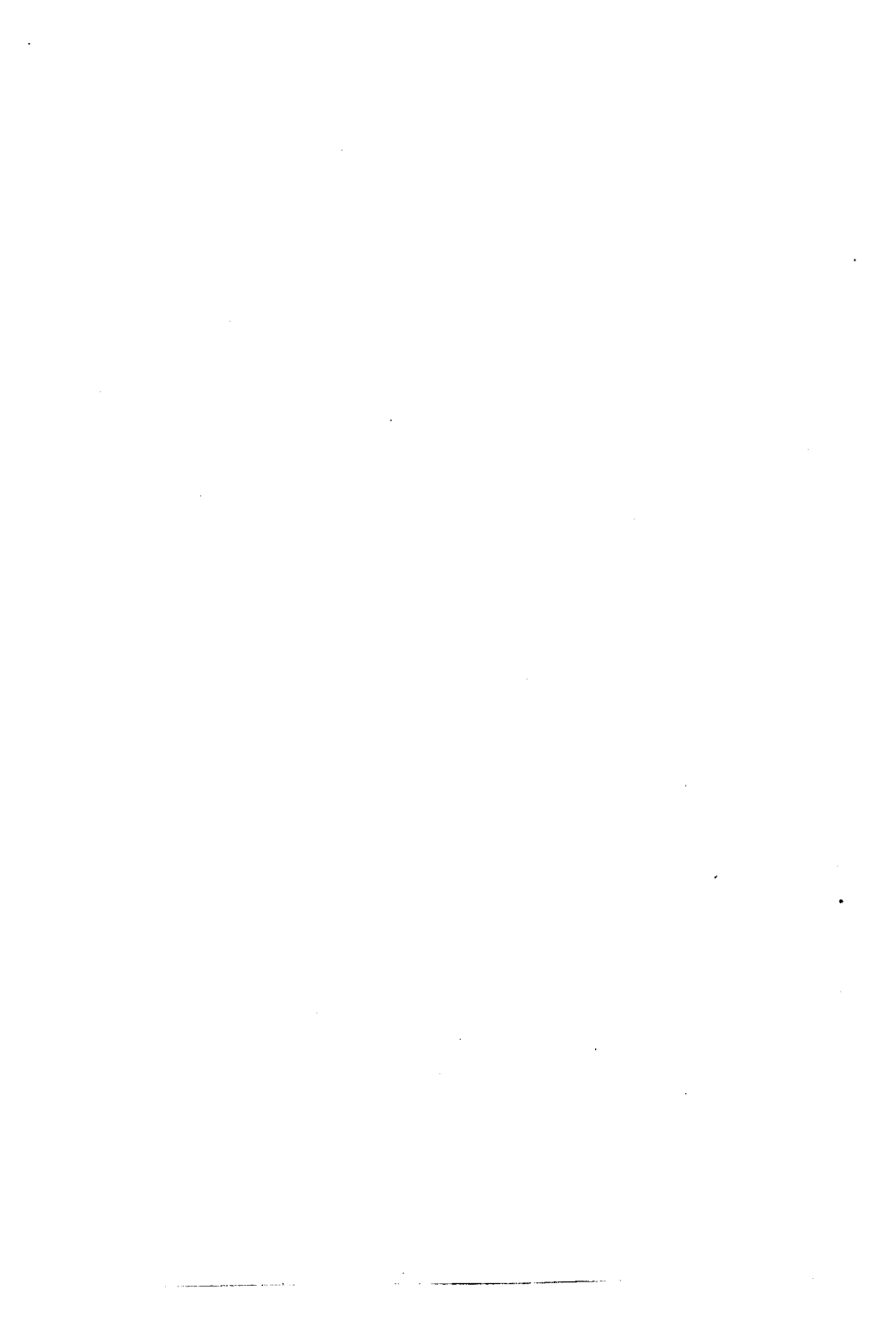
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READING AND WRITING



UNIT 1

ARE YOU LEFT - HANDED

I. BACKGROUND INFORMATION

Left-handedness refers to the way people use their left hands more than the right ones. Left-handedness, like right-handedness, is considered as an inborn characteristic or quality, which one is born with. Babies and young children are often able to use right hand and left hand equally well, but by mid-childhood, that is, about five or six years old, they develop a preference or a liking for one hand. Estimates of the number of left-handers range from a low of 2% of the world's population to a high of 30%, but the most widely accepted estimate is about 8% to 10%.

Although the subject of handedness has been studied by Aristotle and Plato, it was not until 1648 that an English physician related handedness to the brain. It is now known that when the right side of a person's cerebrum (大脑) is dominant over the left, the person is left-handed. Similarly, when the left side dominates, the person is right-handed. Left-handed people have difficulty using devices designed for right-handers, such as many scissors, clothes irons, golf clubs, and fishing reels.

But nowadays some shops also sell such devices which are especially designed for left-handers.

II . CLASSROOM PROCEDURE

1 . Before Reading

Do BEFORE READING 1 on p 1. Other warming-up questions can also be asked:

- (1) Is there anyone in the class who is left-handed?
- (2) Is there anyone or any relative in your family who is left-handed?
- (3) Have you found something strange with the left-handed people?

2 . Information Reading

- (1) Do BEFORE READING 1 (B).
- (2) Read the text again and then do COMPREHENSION 2 (a) and (b).

3 . Study Reading

The text can be divided into five parts. Further reading tasks are as follows :

Read paras 1 and 2 and fill out the following charts:

Disadvantage of left-handedness	Advantage of left-handedness
(Most tools and implements , such as scissors , tin- openers , etc .are desinged for right-handed people)	(Throwing ,kicking , punching or batting from the left side may disconcert opponents who are more accustomed to dealing with right-handed players .)

Read paras 3 and 4 and complete the following sentences :

The word "left" _____ (is generally associated with bad meanings) _____, so that _____ (many left-handed children were forced to use their right hands).

Read para 5 and fill the blanks with the right information:

Age	Bandedness
Young babies before the age of 5	(use both hands .)
Children at the age of 5 or 6	(become right- or left-handed .)
Most adults	(are not a hundred percent right- or left-sided .)

Read para 6 and answer the following question:

(1) How can you tell whether a person is right- or left-handed ?

(Three type of actions : involving one hand, covering two hands, posture)

(2) Students may be asked to demonstrate these three types of actions mentioned in the passage.

Read para 7 and do Ex 3 .

4. Language Points

L1 The majority of people — about nine out of ten

The majority of people or things in a large group is a number of them that form more than half of the large group.

Examples:

- The great majority of incomes consist of wages and salaries.
- The majority of students recognize the importance of dictionaries when studying English.

L1 nine out of ten: ninety percent; nine tenths; mostly or mainly

LL1 – 3 Until recently, people who ...to use their right hands:

Left-handed people used to be considered strange for a long time and left-handed children were given much encouragement or even urged not to use their left hands but right ones instead.

L3 Today left-handedness is generally accepted: Today left-handedness is generally agreed to be acceptable or reasonable.

L3 accept vt.

If you accept something that you have been offered, you say yes to it or agree to take it.

Examples:

- He readily accepted our invitation.
- I thanked him and accepted his gift.
- Her article has already been accepted for publication.

L3 encourage vt.

If you encourage someone, you tell them that what they are doing is good and give them confidence to do something.

Examples:

- He seemed to like me and encouraged me.
- The teacher encourages the children to paint pictures.
- Her husband encouraged her to get a car.
- His success encouraged me to try the same thing.

L3 advantage n.

(1) An advantage is something that puts you in a better position than other people.

Examples:

- Our university has many advantages.
- Having a computer can be a big advantage.

(2) Advantage is also used in the following expressions: have

the advantage over (of) ... 'or 'give someone the advantage over (of) ...' means someone is in a better position than others are.

Examples:

- His strength gives him the advantage over us.
- You have that advantage of me.

(3) If you take advantage of someone or something you treat them unfairly or make good use of it.

Examples:

- The man took advantage of the poor woman's ignorance and bought the picture for five shillings.
- The son took advantage of his sick father and got all the money away.
- We took advantage of the dry weather to paint the house.

L4 disadvantage n.

A disadvantage is a factor in someone's character or in a situation which causes difficulties or problems.

Examples:

- The disadvantage of this plan was that it needed more people.
- His bad health is a great disadvantage to him.

L5 design vt.

When you design something, you plan and create a picture of it in your mind and you make a detailed drawing of it from which it can be built or made.

Examples:

- The house was designed by young builders.
- Who designed this new dress?
- This dictionary is designed for foreign students.

L6 by contrast (in contrast)

The phrase is used when you want to indicate how different one thing or person is from another thing or person that you mentioned earlier.

Examples:

- By contrast, our use of oil has increased greatly.
- Karl, in contrast to other boys, is very clever with his hands.

L7 disconcert vt.

If something disconcerts you, it makes you feel uneasy or embarrassed.

Example:

- His cold stare disconcerted me.

LL8-9 This is why, in ... as a whole.

This is (the reason) why the proportion of left-handed players to right-handed ones in most ball games is, generally speaking, higher than that in the whole population.

L8 deal with

If you deal with something that needs attention, for example a situation or a problem, you do what is necessary to achieve the result you want.

Examples:

- They learned to deal with any sort of emergency.
- There are too many difficulties for us to deal with.

L8 accustomed adj. (be accustomed to)

If you are accustomed to something or to something happening, you are used to it or are familiar with it.

Examples:

- I am not accustomed to eating nothing but fruit and

vegetable.

- My eyes became accustomed to the strong lighting.

L9 proportion n.

A proportion of a whole thing or group is a part of it; used when you are thinking about the relative sizes of the part and the whole.

Examples:

- What proportion of your wages do you spend on rent (房租)?
- There is always a proportion of the crowd that wants to make trouble.
- Mix water and sand in the proportion of three to one.

Other useful expressions: in proportion, out of proportion.

L10 as a whole (in general) 就整体而论

If you refer to something as a whole, you are referring to it generally and as a single unit.

Examples:

- We must consider these matters as a whole.
- Is this true just in India, or in the world as a whole?
- We must view the situation as a whole.

L11 whereas conj. (while)

You use 'whereas' at the beginning of a clause in which you mention something that contrasts with what you mention in the other part of the sentence, especially when the two things are similar in some way; a fairly formal word.

Examples:

- Humans are capable of error whereas the computer is not.
- Radar employs radio waves whereas sonar (声纳) uses