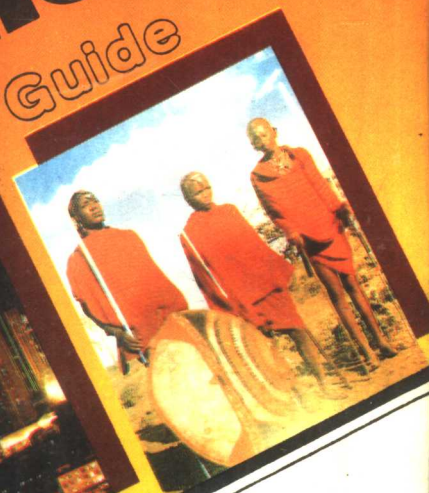


Level 3

Modern English

Teacher's Guide



现代英语

(第二版)第三级
教师参考书
《现代英语》修订组



MODERN ENGLISH

for University Students

现 代 英 语

(第 2 版)

Teacher's Guide

教师参考书

Modern English-Revising Team

(京) 112号

现代英语(第2版)

第3级

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《现代英语》修订组

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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.

Students should first attempt *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 and vocabulary 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

Preceding the exercises in each unit are ideas on 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 to assist students' understanding of the text by stopping and criticizing, reflecting etc; and to test understanding on both a global (i.e. 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.

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 only as a general guide for the teacher. 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

In general, all units are, where possible, thematically linked to the corresponding Reading and Writing unit; all units present realistic dialogue or monologue in a variety of settings, rather than something contrived for a grammatical purpose; new vocabulary has been kept to a minimum. Where possible vocabulary already encountered in the accompanying Reading and Writing unit has been used.

Each listening unit consists of four parts: the first three focus on

listening practice, and the last concentrates on listening and speaking practice.

Part 1 involves intensive listening practice of a certain notion, such as addresses, prices, location, time, numbers, mood, etc. Sometimes short dialogues are used, other times the information is presented in the form of a list.

Part 2 consists of two dialogues, namely A and B. Two activities follow each dialogue: the first involves a number of multiple-choice questions, and the second is a more detailed listening task, such as filling in a chart or a table. 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 3 exposes students to a wider range of registers and styles, and usually takes the form of a short, informative talk. Activities usually consist of information transfer exercises, where students complete charts and tables with the relevant information, or label diagrams appropriately. Other exercises take the form of true/false answers; the students are then being involved in the rejection and selection of possibilities.

Part 4 consists of two sections. The first concentrates on various aspects of intonation and stress, and employs example sentences from the listening passages. The exercises are designed to take students beyond

the stage of sound discrimination, towards whole word recognition within a sentence. In some instances there is an element of dictation, as students have to write down what they hear. In other instances they are given a script to examine and mark according to given instructions. At other times, they are asked to listen and repeat the sentences, paying strict attention to the correct intonation. Students then have an opportunity to practise the stress and intonation of whole sentences, with the tape, and by themselves. This can be rather difficult because whereas isolated words have a distinct pronunciation, this pronunciation often becomes transformed when placed in a sentence, that is, 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.

The second focuses on various functions of English, such as expressing likes and preferences or agreeing and disagreeing, and includes examples of the types of patterns normally used in such expressions. These are listed and can be practised grammatically or communicatively.

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READING AND WRITING

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UNIT 1

INTRODUCTION

Man's relationship with animals is often ambiguous : we take them for granted, but expect many things from them at the same time. But whatever each person's feelings towards animals, they play and will continue to play numerous roles in our everyday life : as domestic pets, business propositions (e. g. agriculturalists and farmers) or simply as sources of food.

BEFORE READING

1

Let students discuss the questions in pairs, then hold a brief class feedback on some of the more interesting points raised.

Relevant points :

- 1 Companionship, farming and agriculture, food source, psychological experiments, chemical and drug research.
- 2 Yes, some cultures place far greater emphasis on the keeping of domestic animals as pets; various religions regard various animals as sacred.
- 3 For companionship and comfort, mainly.
- 4 There would perhaps be less stray animals on the streets.

SKIMMING

2 Order and suggested titling of paragraphs 1, 2, 4 and 7:

- 1 E (Pet-owners' priorities)
- 2 F (Owners' spending on pets)
- 3 B
- 4 D (The irresponsibility of some pet-owners)
- 5 A
- 6 C
- 7 G (A nation of human being lovers)

COMPREHENSION

- 3 (a)
- 1 T
 - 2 F (it can sometimes happen, and the author usually gets annoyed when it does)
 - 3 F (he does not find it amusing)
 - 4 F (the parents of the children try to get rid of the animal)
 - 5 T
 - 6 F (he thinks we should stop being so sentimental)
 - 7 T

(b) 1 A 2 C 3 C 4 D (and B) 5 A, B and C

COMPREHENSION IN DEPTH

- 4
- 1 He thinks the money could be better used to help people suffering from starvation and poverty.
 - 2 People should not be surprised because the industry

(including beauty shops and cemeteries) that has grown up around pets can be seen throughout many parts of America and is testament to the 'concern' pet-owners show towards their pets.

- 3 He thinks it is immoral to care so much for pets instead of other human beings.
- 4 He finds it alarming because pets are responsible for creating many problems, such as making the streets messy, carrying diseases, attacking small children and destroying farm animals.
- 5 He suggests that stricter penalties be introduced for those owners whose pets attack farm animals and children, and that the cost of dog licences be raised.

COHESION

5 1 C 2 B 3 B 4 D 5 B

INFORMATION TRANSFER

6

REASONS

- 1 They make the streets messy
- 2 They carry diseases
- 3 They attack small children

CHANGES

- 1 People should think more carefully about what is important in life
- 2 People should think more carefully about being responsible pet-owners
- 3 Stricter penalties should be introduced for those owners whose pets attack animals and children

6 *Reading and Writing*

4 They kill many farm
animals

4 The cost of dog licences
should be increased

VOCABULARY

- 7 (a) Para 1 : survey; generous
Para 2 : nutritious; starvation
Para 3 : popularity; alarming
Para 4 : annoy; abandon

- (b) 1 starvation
2 survey
3 nutritious
4 alarming
5 abandoned
6 generous
7 popularity
8 annoyed

- (c) 1 B 2 C 3 A 4 D 5 B 6 B 7 D
8 C 9 B 10 B 11 D

WORD FAMILY

- 8 1 nutrition 2 considerate 3 starve 4 popular
5 complaint 6 experimental 7 introduction
8 destructive 9 allowance 10 softened

GIVING SUGGESTIONS

- 9 Example rewrites:

- (a)
- 1 I would only suggest that we ban cars in city centres.
 - 2 It is time to encourage people to use public transport.
 - 3 Surely the streets could be made into pedestrian areas.
 - 4 It is time that we banned cars from city centres.
 - 5 Wouldn't it be sensible to improve public transport?
 - 6 I would suggest that people stop driving to work.
 - 7 Surely the authorities could ban cars in city centres.
- (b)
- 1 The prison authorities should provide more psychiatric help for criminals.
 - 2 Surely the prisons could be made less comfortable.
 - 3 I would only suggest that the police should be armed.
 - 4 The government should bring back the death penalty.
- (c)
- 1 Surely it would be a good idea to introduce stricter penalties for first offenders.
 - 2 I would only suggest that we stop treating criminals like animals.
 - 3 Wouldn't it be much better if the police force were made larger?
 - 4 As far as I'm concerned, it's time more was done in schools.

LINKING WORDS AND PHRASES — REVISION

- | | | |
|----|-----------------|-------------------|
| 10 | 1 meanwhile | 6 For this reason |
| | 2 unfortunately | 7 Consequently |
| | 3 evidently | 8 This is why |
| | 4 Clearly | 9 So much so that |
| | 5 Alternatively | 10 undoubtedly |