

现代英语

第四级
教师参考书

TEACHER'S GUIDE 4

Patrick Goldsmith

China
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Macmillan

MODERN ENGLISH

for University Students

Teacher's Guide

Grade 4
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Patrick Goldsmith and Donald Watson
藏书章



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现代英语

教师参考书

第4级

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Introduction

GENERAL APPROACH TO READING AND WRITING AND EXTENSIVE READING

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 sometimes 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.

General Approach to Listening and Speaking Passages

- 1 The listening passages contain one or more main texts which are linked thematically with the *Reading and Writing* and *Extensive Reading*. 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 and examples of short 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 tapescript for each Unit in this book.

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General approach

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UNIT 1

READING AND WRITING

BEFORE READING

- 1 Allow discussion to continue as long as it seems fruitful. Remember that this is a 'tuning in' exercise, and that the answers are less important than the discussion itself.

READING PASSAGE

Key new words and expressions:

- paragraph 1: sail about, granary, parachute
paragraph 2: tell fortunes, festival
paragraph 5: bamboo
paragraph 7: drunkard

WORD SCAN

- 2 Instead of using numbers, students may prefer to underline words in the same group, using crayons or coloured felt-tip pens. For example, all words in group 1 could be underlined in green, all words in group 2 in red, and so on.

This exercise can be done individually in class within a time limit to encourage fast scanning, or it can be done in groups, with different members of the group marking different groups of words, and within a shorter time than when students are working individually; or it can be done as homework.

SKIMMING

- 3 *Answers:*

- 1 paragraphs 3 and 4
- 2 paragraph 6
- 3 paragraph 7
- 4 paragraph 8
- 5 paragraph 5
- 6 paragraph 2
- 7 paragraph 1

COMPREHENSION SCAN

4

Answers:

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

VOCABULARY

5

Answers:

- (a) paragraph 1: leap; version; document; craftsman
 paragraph 2: amusement; telling fortunes; individual
 paragraph 3: disaster
 paragraph 4: collapsed; destroying
 paragraph 5: troops; build
 paragraph 7: puzzle; frame; drunkard
- (b) 1 document 6 destroyed 11 collapsed
 2 tell fortunes 7 puzzle 12 built
 3 troops 8 drunkard 13 individual
 4 disaster 9 version 14 craftsman
 5 leapt 10 frame 15 amusement

COHESION

6

Answers:

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

VARIETIES OF MEANING

7

Answers:

- (a) 1 A 2 F 3 D 4 B 5 E 6 C 7 G
 (b) The word appears in the passage with meaning E

WORD FAMILIES

8

Answers:

- (a) 1 relationship 2 relatively 3 relations 4 relative
5 relativity 6 relate

Notice that *a relative* may be the same as *a relation*; that *relation* has an abstract sense similar to that of *relationship*, and that *relate* may be a synonym of *recount* or *tell*. Apart from these, there are many other subtle distinctions of meaning that students should be encouraged to examine.

- (b) 1 original 2 originated 3 originally 4 origin

GRAMMAR SCAN

9

Answers:

- | | |
|---------------|---------------------------------------|
| 3 lines 4-5 | 'whose relatives tried to kill him' |
| line 25 | 'whose kites...' |
| line 26 | 'whose palace...' |
| 4 lines 11-12 | 'the higher...the higher' |
| 5 line 13 | 'so popular...' |
| line 19 | 'so worried...' |
| line 20 | 'so interested...' |
| 7 line 13 | 'had become...' |
| line 22 | 'had collapsed...' |
| line 30 | 'had run off...' |
| 8 line 2 | 'was blown...and (was) carried up...' |
| line 3 | 'was tied...' |
| line 9 | 'was destroyed...' |
| line 13 | 'were banned...' |
| line 15 | 'was involved...' |
| line 16 | 'was associated...' |
| line 19 | 'was so worried...' |
| line 20 | 'were so interested...' |
| line 24 | 'was adopted...' |
| lines 26-27 | 'was surrounded...' |
| line 29 | 'were sent up...' |
| lines 34-35 | 'were apparently flown...' |
| line 37 | 'is found...' |
| line 38 | 'was used...' |
| line 41 | 'is tied...' |
| line 42 | 'are all tied...' |

- line 44 'is set...' 'it is carried up...'
9 lines 39-40 'it was relatively common for men to be lifted into the air...'
10 lines 17-18 'the farmer dreamed that a terrible disaster would strike his home'

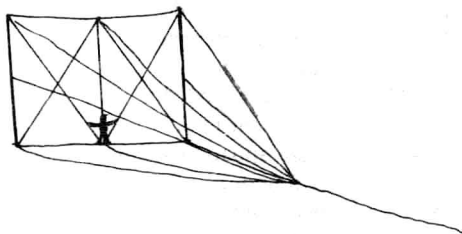
INFORMATION SEARCH

10

Answers:

- 1 The date mentioned in *Extensive Reading 4* is 1825, and in *Reading and Writing 4* two dates are mentioned. One corresponds to Marco Polo's stay in China, which would have been in the late thirteenth to early fourteenth centuries, a time lapse of almost 600 years, and the other date appears in the punctuation exercise in which there is an ambiguous sentence, '... indeed, Kungshu P'an is said to have flown one of his kites over the city of Sung during a siege ...'. Kungshu P'an lived in the fourth century BC, as it says on the first line of the same exercise. There are several problems here. In the first place, the question says '... the first *documented* flight ...', and '... is *said* to have flown ...' is a report of a tradition. In the second place, it is not clear from the way the sentence is expressed whether he was directing the kite, or on it. A further problem is the reliability of the source. The passage quoted is derived from a much longer and more scholarly work, *Science and Civilization in China* by Joseph Needham, published by Cambridge University Press. Needham says that a book called *Hung Shu*, the Book of the Wild Geese, '... repeats what was probably a tradition (though other statements of it have not come to hand) that Kungshu Phan flew wooden man-lifting kites over the city of Sung during a siege ...'. If this is taken as a valid date, then the time lapse could be as great as 2,100 or so years.
- 2 Bamboo and paper or cloth (possibly silk)

3



PUNCTUATION

11

Kites were certainly constructed in the fourth century BC by the philosophers Mo Ti and Kungshu P'an. The stories of their kite-making were famous in Chinese tradition. Kungshu P'an made kites shaped like birds which could fly for up to three days. He also made his kites turn over. Mo Ti is said to have spent three years building a special kite, and we may safely assume that his followers the Mohists were much concerned with kite design. The Mohists were interested in military technology, and consequently many of the earliest stories of kites in China concern military uses; indeed, Kungshu P'an is said to have flown one of his kites over the city of Sung during a siege, though how he utilised it is unclear. From the book *Things Uniquely Strange*, which dates from the seventh or eighth century AD, we have this interesting account of the military uses of kites: "Chien Wen decided to use many kites flying in the sky to communicate knowledge of an emergency to the army leaders at a distance. The officers of the enemy told their leader that Chien Wen was working magic, and he ordered bowmen to shoot at the kites. At first they all seemed to fall, but then they changed into birds, which flew away." (HW)

Note that minor variations are possible. For example, the quotation could appear in indented form, without inverted commas; single inverted commas could be used instead of double; the title of the book could be put between inverted commas instead of being underlined, and a comma before 'and' is not essential, although it is quite usual.

WRITING

12

This exercise tests the students' ability to paraphrase, or express the content of a passage in their own words. You should stress this point when you invite the class to decide which version was the best.

EXTENSIVE READING

BEFORE READING

- 1 (a) Notice that there has been a change in the BEFORE READING exercises throughout this book. Now, instead of looking up the meanings of the words in the list and making a note of them before they read the passage, students will only check through the list quickly to see which words they are familiar with and which they are not. It may well be that they will be familiar with a meaning of a word that is different from the way it is used in the text, in which case they will have to adjust their initial response to the list once they have read the text. By dealing with the list in this new way, students will practise the skill of deduction of meaning from context which is invaluable in reading longer texts, and it will also make them aware of how much the meaning of a word varies according to context. The teacher can help them to appreciate this by asking them what they think the meaning of each word is, and pointing out to them that there is a relationship between all the words in each list, since they all occur in the same text, dealing with the same subject, so that one meaning is more likely than another. For example, in the case of this first list, the word *lift* appears. *Lift* could mean any of the following: *elevator, ride, raise, steal, revoke*; and in idiomatic expressions it has still more meanings. However, in a context in which the words *float, glide, launch, silk* and *passenger* also occur, the most likely meaning is *raise*.

This exercise should reinforce the lesson of the VARIETIES OF MEANING exercises in Reading and Writing, which also teaches students to expect meanings to vary greatly according to context, and it should teach them to depend a little less on their dictionaries. Dictionary skills are of the utmost importance, and it is essential for students to be able to look up words quickly and efficiently, but it is also important not to *overuse* the dictionary. Many students feel that if they have not checked every word they are doubtful about in a dictionary, they have not read a text properly. What they must remember, however, is that they themselves already have an enormous store of information about English which will very often be of greater use to them in deciphering the meaning of a phrase than the dictionary will. Even the best dictionaries are fallible; no dictionary can anticipate all the possible uses of a word, and most

dictionaries are very limited indeed (and often very out-of-date). Students have to learn to read fast, and one pre-requisite for reading fast is learning to rely on one's own ability. Students at University level have to read through enormous quantities of material, and need to adapt their reading styles accordingly. A good rule of thumb is as follows: an important word will usually occur at least three times in a text. If the reader has not been able to deduce the meaning from the context by the third time, *then* he may decide to look the word up.

- (b) Students may not think of hang-gliders as kites when answering question 3. The teacher may wish to point out that there is little difference between the two.

COMPREHENSION

- 2** (a) This exercise can either be done within a strict time limit (ten to fifteen minutes), or as a competition to see who finishes first.

Answers:

1804: Sir George Cayley built the first glider. 1825: Pocock flew kites carrying passengers. 1848: Otto Lilienthal was born. 1849: Cayley succeeded in flying a ten-year-old boy. 1857: LeBris designed a bird-shaped kite launched from a carriage. 1891: Lilienthal began his experiments with gliders. 1896: Lilienthal was killed. 1902: Wright brothers were granted a patent for improvements to kites. 1903: Wright brothers invented the aeroplane. 1905: Dr Bell launched the Frost King. 1907: Bell launched the Cygnet. 1908: Bell produced a plane that could fly.

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

INFERENCE

3

Answers:

1,2,3,6,7 and 8 can be inferred from the text. The teacher can ask students to explain their answers.

BEFORE READING

4

See notes for 1 (a).

INFORMATION TRANSFER

5

Answers:

A3 B2 C1 D4 E6 F5

COMPREHENSION

6

(a) Answers:

1F 2T 3F 4F 5F 6T

(b) Answers:

A1 B3 C2

SCANNING

7

Answers:

The completed chart should look like this:

100 BC Chinese tops

Renaissance Leonardo da Vinci designs helicopter

1784 Launoy and Bienvenu fly large 'Chinese top'

1828 Vittorio Sarti and R. Mayer build large machines

1842 W.H. Phillips flies steam-driven model

1860s Vertical-rising rotorcraft become a craze

1870-1872 Name *helicopter* comes into use

1900 Karl Zenker completes *Bremen I*

1911 Gyropter finally fails

1904 Charles Renard describes new ways of connecting rotor blades to central rod

1906 G.A. Crocco patents cyclic pitch control

Sept 1907 Louis and Jacques Breguet's machine

Nov 1907 Paul Cornu's machine flew

1908 J. Robertson Porter patents 'turbine machine'

1910 Sikorsky helicopter rises off the ground

1921 Marques de Pescara flies his second machine

1923 Marques de Pescara achieves flights of up to ten minutes with No.3 machine

May 1924 Oehmichen flies one kilometre

COMPREHENSION

8

Answers:

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

COHESION

9

Answers:

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

INFORMATION SEARCH

10

Answers:

China	Italy	US	UK
Unknown inventor	Leonardo da Vinci Vittorio Sarti G.A.Crocco	Wilbur R Kimball	R Mayer W H Phillips G.Davidson J.Robertson Porter
Germany	USSR	Spain	France
Karl Zenker	Igor Sikorsky	Marques de Pescara	Launoy and Bienvenu Alphonse Penaud Charles Renard Louis and Jacques Breguet (Prof. Charles Richet) Paul Cornu Etienne Oehmichen