

Level 2

Modern English

Teacher's Guide



现代英语

(第二版) 第二级

教师参考书

《现代英语》修订组



现代英语 (第2版)

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MODERN ENGLISH

for University Students

现代英语

(第2版)

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Teacher's Guide

教师参考书

Level 2



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 , ie . 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 questions 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 radiotype 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	1
---------------------------	----------

READING AND WRITING	1
Unit 1	3
Unit 2	14
Unit 3	20
Unit 4	30
Unit 5	39
Unit 6	46
Unit 7	52
Unit 8	60
Unit 9	67
Unit 10	76
Unit 11	82
Unit 12	91

EXTENSIVE READING	99
Unit 1	101
Unit 2	106
Unit 3	111
Unit 4	120
Unit 5	128

Unit 6	134
Unit 7	140
Unit 8	145
Unit 9	151
Unit 10	158
Unit 11	162
Unit 12	167

LISTENING AND SPEAKING	173
Unit 1	175
Unit 2	183
Unit 3	190
Unit 4	200
Unit 5	209
Unit 6	221
Unit 7	230
Unit 8	240
Unit 9	248
Unit 10	257
Unit 11	266
Unit 12	276

READING AND WRITING

UNIT 1

INTRODUCTION

Probably one of the most common dreams that people all over the world have is to be able to buy and do anything they like without worrying about the cost . But what would it really be like to have so much money that anything is possible M even easy?

To be rich , it is widely believed , is to be happy . Great personal wealth allows for much greater personal freedom . What is usually not considered , however , are the problems that being very wealthy can bring , for while money is able to solve many problems , it can also create new ones .

BEFORE READING

1

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

COMPREHENSION

2

1 A False

4 *Reading and Writing*

B False

C False

D False

E True

F False

2 A False

B True

C True

3 A False

B True

C True

4 A False

B True

C False

3

The Dorchester Hotel (London) — He liked it

The Beverley Hills Hotel (America) — He liked it

A hotel in Singapore — He liked the idea of always having a room available when he visited

International standard golf course — He liked playing golf

Olympic-sized swimming pool — He liked swimming

Made one of his houses smaller — He didn't like it

Sold a house he had bought — He couldn't find it

Huge palace — He needed a place to live

4 Example paragraph :

The Sultan is obviously a very rich man . But what does he do with all his wealth? The passage makes no mention of his using it to help others (the poor and the homeless, for example) or to construct buildings for public use (libraries or schools) , instead he indulges in spending money for the sake of spending money :he buys things or has things built for no other reason than because he wants to ; and , of course , he can afford to do it very easily . However , because he can do anything he wants , nothing is a problem for him . This takes away any desire to succeed at or achieve anything . Also , there must be very few people that he can truly call friend , as most people would appear to try to flatter him or obtain something from him . For all his wealth . I suspect that the Sultan is , at heart , a deeply unhappy man .

VOCABULARY**5**

(a)

Para 1: available

Para 2: standard

Para 4: flatter

hesitant

Para 5: casino

Para 7: challenge

purpose

(b)

1 casinos

- 2 purpose
- 3 standard
- 4 available
- 5 flatter
- 6 hesitant
- 7 challenge

TENSE REVIEW : PAST PERFECT

6

Para 1 : (he) had rather liked...

Para 2 : (he) had his own... built...

Para 3 : (he) had owned...

(he) had bought...

Para 6 : (who) had stayed...

Students should underline the following words in the Example 2 sentences :

- (i) Once the kettle had boiled I made some tea .
- (ii) I had already answered the phone by the time someone knocked at the door .
- (iii) I had switched the kettle on before I went to the bath-room to take a shower .
- (iv) I hadn't finished my shower when the kettle boiled .

The examples in the passage are all accompanied by clauses describing an action , i . e . events which happened after or at a later date .

Example sentences with time clauses :

- 1 They had both arrived at exactly the same time .
- 2 By the time the film was over , most people had already left .
- 3 I had finished all my work by 7 o'clock that evening .
- 4 By 10 o'clock , he had seen everyone .
- 5 He still hadn't finished his essay by the end of the evening .

Example sentences with clauses describing later events :

- 1 I had already finished eating by the time my friend arrived .
- 2 I left the house when I had turned off all the lights .
- 3 She had already decided what to do before she met him .
- 4 My parents telephoned a minute after I had got back .
- 5 The letter had already been opened when I received it .

PAST PERFECT PROGRESSIVE

7

(b)

- 1 She had been shouting at it for twenty minutes before the car finally started .
- 2 I had been waiting for nearly two hours before my friend finally appeared at 7 o'clock .
- 3 He had been studying for three years by the time he took the examination last month .
- 4 He had been working solidly for five hours by the time he went to bed at midnight .
- 5 He had already spent half an hour looking before he found