

Level 1

Modern English

Teacher's Guide



现代英语

(第二版) 第一级

教师参考书

《现代英语》修订组

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MODERN ENGLISH

for University Students

现代英语

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(第2版)

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Modern English Revising Team



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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 .

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 familiarise 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 diphong` 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 .

Each of the listening passages 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 .

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READING AND WRITING

UNIT 1

INTRODUCTION

Being left-handed in a predominantly right-handed world can often lead to problems. Many tools and every-day implements are designed with only right-handed people in mind. In some countries, there still remains (though to a much lesser degree than forty or fifty years ago) a social stigma attached to left-handed people, it being associated with 'wrongness' or abnormality.

Today, in the United States and Britain, groups of left-handed people have formed groups and societies to create a sense of solidarity and to highlight the difficulties they face to a somewhat unconcerned majority.

The passage looks at the various implications of being left- or right-handed, and also includes small, easily-done tests to discover which you are and why you usually use the hand you do.

BEFORE READING

- 1 (a) Open to discussion within the class depending on the particular area and the culture of that area.
- (b)
 - 1 Sinister
 - 2 At about five or six years old.
 - 3 Two examples: the same hip sticks out when people

4 *Reading and Writing*

stand ; when people put their heads on one side , it is always the same side .

COMPREHENSION

- 2 (a) 1 False (1.1) : " about nine out of ten " is ninety per cent and they are right - handed .
2 True (1.9)
3 True (1.20)
4 True (1.27)
- (b) 1 C (1.13)
2 A (1.28)
3 A (1.21)
4 C (1.26)

- 3 Students should answer the questions from a personal point of view . The answer to question 6 should enable students to discover whether they are right-or left-handed . You could answer the questions first as an example or let the students ask you and let them tell you what you are !

VOCABULARY

- 4 (a) Para 1 : majority
strange
accepted
disadvantage
tools

implements

Para 2 : disconcert
proportion
opponent

Para 3 : legal
primitive
association

Para 5 : dominant
adult
shaking hands

Para 6 : obvious
wave

- (b)
- 1 adults
 - 2 strange
 - 3 hip
 - 4 implements
 - 5 disconcert
 - 6 shake
 - 7 opponents
 - 8 accepted
 - 9 tools
 - 10 majority
 - 11 dominant
 - 12 disadvantage
 - 13 obvious
 - 14 primitive
 - 15 association
 - 16 proportion
 - 17 legal
 - 18 wave

EXPRESSING PROPORTION

- 5 (a) Completed chart should look like this :

nine out of ten	ninety per cent	nine - tenths
seven point five out of ten	seventy - five per cent	three quarters
one out of two	fifty per cent	half
three out of eight	thirty seven point five per cent	three - eighths
five out of twenty - five	twenty per cent	one - fifth
one out of three	thirty - three point three per cent	one - third
two out of five one out of eight	forty per cent twelve point five per cent	two - fifths one - eighth

- (b) Students should write a few sentences about their class and family , then practice asking each other . Give a few personal examples to begin with .

PREFIXES

- 6 (b) Discuss possible definitions orally first , then check the student's dictionary definitions as a class exercise .
Opposites of words given are :

disagree disobedient displeasure disapprove

dissatisfied discomfort dislike disobey disprove

- (c)
- 1 disagree
 - 2 discomfort
 - 3 disobedient
 - 4 dissatisfied
 - 5 disproved
 - 6 dislike
 - 7 disapprove
 - 8 displeasure
 - 9 disobey

COMPOUND NOUNS

- 7 (b)
- tin opener
 - dog food
 - book case (usually linked : bookcase)
 - kitchen sink
 - road side (usually linked : roadside)
 - bird cage
 - clothes brush
 - tool box
 - science fiction film

THE PASSIVE

- 8 (a) The main reason why the passive voice is used is because it sets an objective , impersonal tone , a tone often desired in scientific publications where facts and analysis are important .