

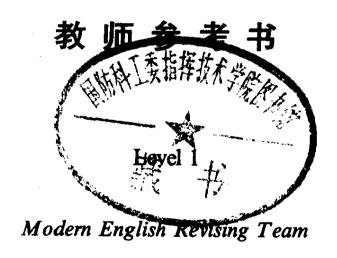
# MODERN ENGLISH

for University Students

现 代 英 语

(第2版)

Teacher's Guide





# 现代英语(第2版) 第1级 教师参考书

《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.

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, of fering 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 pronounciation, this pronounciation 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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## **EXTENSIVE READING**

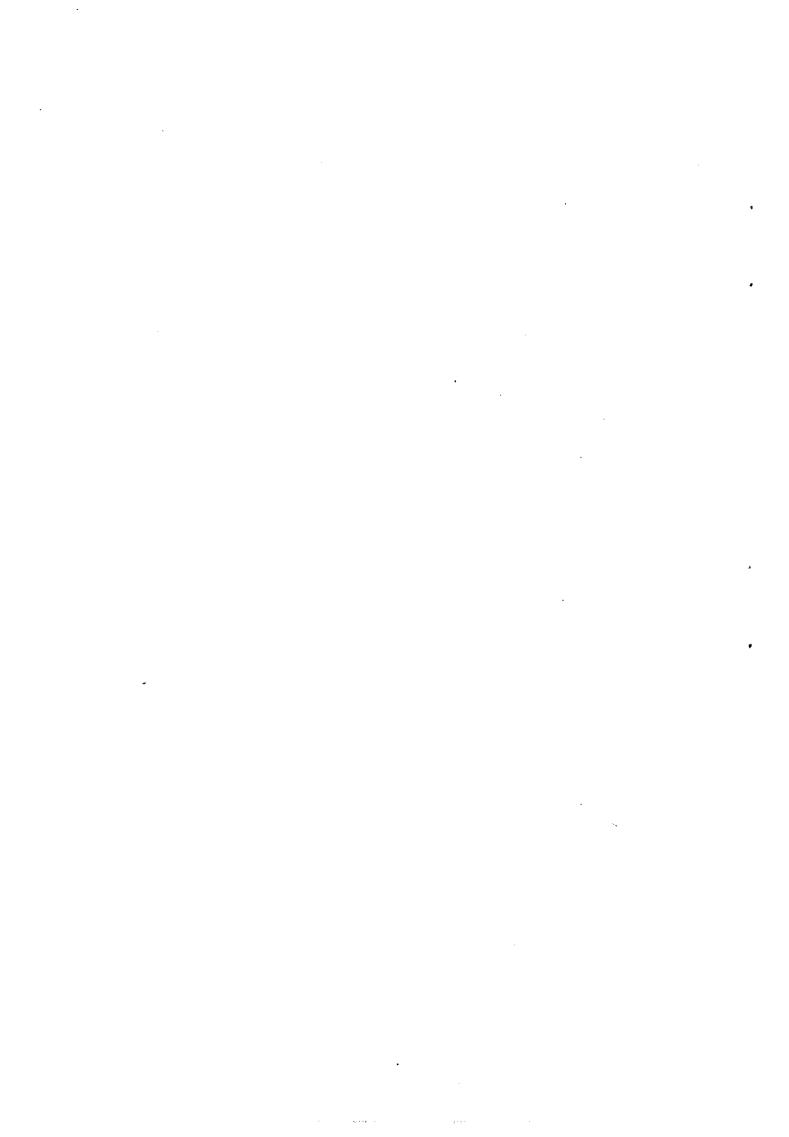
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# READING AND WRITING



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

(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.