● 专门用途英语课程系列

ESP

大学学术英语 读写教程 下册

总主编 杨惠中

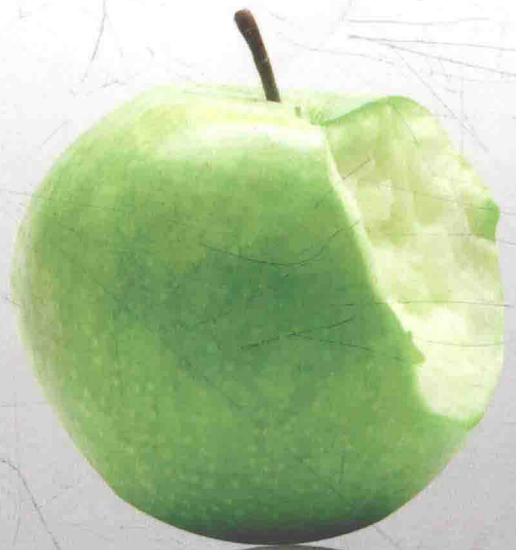
教师手册

Academic Encounters: Human Behavior

Reading and Writing

Teacher's Manual

Bernard Seal



外语教育出版社
FOREIGN LANGUAGE EDUCATION PRESS
http://www.sflep.com

● 专门用途英语课程系列

大学学术英语 总主编 杨惠中

读写教程 下册

教师手册

Academic Encounters: Human Behavior

Reading and Writing

Teacher's Manual

Bernard Seal
Series Editor: Bernard Seal

上海外语教育出版社
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS
www.sflep.com

CAMBRIDGE UNIVERSITY PRESS
www.cambridge.org

图书在版编目（CIP）数据

大学学术英语读写教程下册教师手册/伯纳德·希尔（Bernard Seal）编.
—上海：上海外语教育出版社，2017
（专门用途英语课程系列）
ISBN 978-7-5446-4584-3

I. ①大… II. ①伯… III. ①英语—阅读教学—高等学校—教学参考资料
②英语—写作—高等学校—教学参考资料 IV. ①H319.39

中国版本图书馆CIP数据核字（2016）第323913号

This is a reprint edition of the following title published by Cambridge University Press:

Academic Encounters 2nd Edition Level 4 Teacher's Manual Reading and Writing: Human Behavior
(ISBN: 9781107603004)
© Cambridge University Press 2012

This reprint edition for the People's Republic of China (excluding Hong Kong, Macau and Taiwan) is published by arrangement with the Press Syndicate of the University of Cambridge, Cambridge, United Kingdom.

© Cambridge University Press and Shanghai Foreign Language Education Press 2017

This reprint edition is authorized for sale in the People's Republic of China (excluding Hong Kong, Macau and Taiwan) only. Unauthorised export of this reprint edition is a violation of the Copyright Act. No part of this publication may be reproduced or distributed by any means, or stored in a database or retrieval system, without the prior written permission of Cambridge University Press and Shanghai Foreign Language Education Press.

本书由上海外语教育出版社和剑桥大学出版社合作出版。本书任何部分之文字及图片，未经出版者书面许可，不得用任何方式抄袭、节录或翻印。
此版本仅限中华人民共和国境内销售，不包括香港、澳门特别行政区及中国台湾。不得出口。

图字：09-2016-519

出版发行：上海外语教育出版社
（上海外国语大学内） 邮编：200083
电　　话：021-65425300（总机）
电子邮箱：bookinfo@sflep.com.cn
网　　址：http://www.sflep.com.cn http://www.sflep.com
责任编辑：杭　海

印　　刷：上海盛通时代印刷有限公司
开　　本：850×1168 1/16 印张 3 字数 91千字
版　　次：2017年4月第1版 2017年4月第1次印刷
印　　数：2 100册

书　　号：ISBN 978-7-5446-4584-3 / H · 2090
定　　价：15.00元
本版图书如有印装质量问题，可向本社调换

大学学术英语
读写教程 下册

教师手册

教师可登录“新理念外语网络教学平台：备课中心”下载本书配套TOP课件。
（http://tc.newp.cn或http://tc.xinlinian.cn）

验证码：**55er6fsf**

NEW PERSPECTIVE 新理念

若有相关问题，欢迎与我们联系。
邮箱：service@sflep.com；技术支持电话：021-65319409

本书所配数字资源版权属上海外语教育出版社所有，未经上海外语教育出版社书面授权，任何其他个人或组织均不得以任何形式将数字资源转载、复制、编辑或发布使用于其他任何场合。

“专门用途英语课程系列”精选

学术英语课程群

综　合	大学学术英语系列教材：读写教程（上、下）
视听说	大学学术英语系列教材：视听说教程（上、下）
	新世纪大学英语：学术英语视听说（1、2）
	影视听说教程（上、下）
	学术英语讲座
	大学英语专题听力——故事
	大学英语专题听力——访谈
	大学英语专题听力——新闻
	大学英语专题听力——讲座
演　讲	大学英语演讲基础教程
	学术英语演讲
写　作	英语基础写作
	英语段落写作教程
	英语短文写作
	学术英语写作基础
	学术英语写作

职业英语课程群

商务经贸	商务英语口语教程
	商务英语写作
	实用商务函电写作
	跨文化商务沟通教程：阅读与案例
	市场营销英语
	国际经贸组织
	金融英语综合阅读
	牛津商务英语图示教程
	牛津经济学英语图示教程
	成功商务职场英语
人文社科	人文英语教程
	新世纪大学英语：文科英语写作
	新世纪文科英语教程（1、2）
	传媒英语
	成功人文职场英语
理　工	应用翻译教程
	工程英语
	计算机英语
	科技英语
	科技英语口译
	新世纪理工英语教程（共8种）
	牛津物理学英语图示教程
	牛津化学英语图示教程
	牛津地理学英语图示教程
	牛津心理学英语图示教程
	理工英语口语教程
	成功理工职场英语
医　学	中医英语水平考试大纲（试行）—— 附模拟题
	医学英语教程—社会医学
	医学英语教程—生物医学
	新世纪中医英语教程（上、下）
	牛津人体生物学英语图示教程
	牛津生物学英语图示教程
美　术	美术英语教程（上、下）
空　乘	空乘英语
管　理	人力资源英语
通用职场	求职英语
	成功职场英语
	新世纪大学英语：职业规划与拓展
	新世纪大学英语：职场英语写作

试读结束：需要全本请在线购买：www.ertongbook.com

Table of Contents

Scope and sequence	4
Introduction	8
Student's Book Answer Key	15
Content Quizzes	32
Content Quizzes Answer Key	40

序 言

改革开放以来，我国累计已有超过 4,000 万大学生达到了基础阶段的英语教学要求，具备相当程度的英语听说读写能力；他们的英语阅读速度已达到每分钟 70—100 英语词，在写毕业论文的时候通过阅读获取专业所需信息基本上没有问题；同时也具备了初步的用英语进行口头交际的能力。然而，有相当一部分大学生或为出国深造，或为从事学术研究，希望能听懂全英语专业课，能用英语进行学术交流。那么基础阶段教学要求的英语程度能不能满足这样的需求呢？我们认为还有一段距离，要实现这一目标，他们还需要学习学术英语（EAP）课程。

学习英语，基础阶段很重要，只有从一开始就打下良好的基础，学会正确学习英语的方法，才能为英语能力的长远发展创造条件。但是从掌握基础英语到在实际学术交流中准确地使用英语，还有一个能力迁移的问题。我们在研究中发现，不少科技人员用英语写的论文或论文摘要，基础语法错误已经不多，但是在篇章结构、句式、修辞结构等方面尚未达到在国际学术刊物上公开发表的语言要求；在学术领域使用英语进行口语交际，准确性、得体性等方面也需要进一步提高。开设学术英语课程，正是为了满足这部分学生进行学术交流的语言需求。

一套好的学术英语教材应着力提升学生两方面的能力：语言能力和审辩式思维能力。

语言方面，学术英语教材的任务既然是培养学生以英语为工具从事学术交流的能力，就要帮助学生提高用英语表达思想的流利程度、准确性、得体性和灵活性，进一步学习会话策略，学会准确得体地表达自己的观点和意见，能够参加讨论和辩论，准确得体地表示同意或反驳别人的意见，能够用正确的语体撰写学术论文等等。为了达到这些目标，学术英语课程应培养学生的学习技能（study skills），如记笔记，发言，查阅资料然后进行分析、归纳、整理等。

另外，学术英语教材还要重视发展和培养学生的审辩式思维（critical thinking）能力。所谓审辩式思维就是对所获取的信息进行分析和评估，决定是否值得接受。学生应当学会对读到、听到或看到的信息进行积极、深入的思考：如果赞成，为什么赞成，有什么根据；如果不赞成，又为什么不赞成，有什么理由。通过审辨，把事情彻底搞清楚，这样才能在信息化时代避免被信息欺骗和操控，养成独立思考的能力和习惯，应对国际化所带来的挑战。

“大学学术英语系列教材”是一套为已完成基础阶段英语学习的大学生编写的学术英语教材，其核心教程有读写和视听说两种，改编自原版教材 *Academic Encounters*。《读写教程》和《视听说教程》有两个级别，选材均为各专业学生共同感兴趣的话题，而且两种教程的单元主题相同，如上册均为 Life in Society 方面的主题。其选材原则是：选文要有趣味性、新颖性、知识性；内容上既要有深度，又要是师生可以理解的；阅读、音视频等素材应选自正式出版的专业教科书。通过学习这些真实文本，学生在提高语言能力的同时，可学得一定的专业知识。

其核心教程采用基于内容的教学法（content-based approach），可以较好实现同步提升学生的语言能力和审辩式思维能力的教学目标。

基于内容的教学法是指采用真实文本（authentic texts），运用真实语言（authentic language），进行真实的交际活动（authentic tasks）。

所谓真实语言，是指文本充分体现学术英语的特点，教学重点是学术词汇（academic word list, 简称 AWL）的意义和用法、语篇结构以及学术英语常用交际功能的语言表达法，目标是进一步提高使用语言的流利程度、准确性和得体性。

真实的交际活动（如 taking notes, writing papers, making presentations）是指在语言教学活动中模拟真实的专业学习过程。由于讲课内容是真实的，反映了大学教学环境里的师生互动，因此在学术英语课上用真实的学术讲座材料进行听说读写模拟训练，要求学生充分介入听课过程：听讲座要求充分理解，记笔记要求准确全面，参加小组讨论要求结合个性化资料表达个人观点。准备演讲的过程更是涉及所学内容和语言，既训练交流、沟通、协作的能力，又提高说的准确性和流利程度，从而建立说英语的自信心。实际上，学术英语课程的过程是模拟的，但与专业课学习相比，过程与内容是一样的；学生不仅学习 EAP 语言和技能，而且同时听了一门专业课，学习了相关专业的概念与语言，也就是说 EAP 课程的过程和内容都是专业学习所必需的。

除了上述读写和视听说两种核心教程外，“大学学术英语系列教材”还包含学术英语写作、演讲、讲座等教程。

“大学学术英语系列教材”由谁来上呢？当然是英语教师。英语教师可以驾驭这套教材的原因如下：首先，该教材虽然使用了专业内容，但选材时已经考虑到难易度，专业内容师生都可以理解。其次，学术英语课程主要涉及的是语言训练。例如，听前训练方面，包括通过激发知识图式（schema）预期（predict）讲座内容，预期能力是提高听力理解能力（也是提高阅读理解能力）的重要前提；听后训练方面，包括利用笔记确保充分且准确地理解讲课内容，并就讲课内容进行各种互动练习；口语交际训练方面，包括区分正式语体和非正式语体，学会准确得体地发表意见，参加讨论，介绍研究课题，在全班同学面前作讲演；词汇方面，重点是掌握常用学术词汇的用法，包括意义、搭配、语义趋向等等，尤其要重视培养对预构成语块的敏感性，逐步培养正确的英语语感。另外，记笔记是学术英语学习中需要掌握的重要能力，要掌握准确、科学地记录讲课内容的技巧和方法，正确运用合适的笔记结构（树形图、大纲方式、mapping 方式等等）；学会有效地记笔记可以在听课时跟上授课教师的思路，把理解提高到语篇层次，而且所记笔记还可以用于专业内容复习以及广泛的语言训练中。所有这些语言训练的教学，只有语言教师才能胜任。

虽然英语教师可以驾驭“大学学术英语系列教材”，但要用好该教材，英语教师不但需要扩大知识面，熟悉学术英语的特征，而且要进一步充实语言学与应用语言学方面的知识。无疑，上好学术英语课程是时代发展对高校英语教师提出的更高要求，是称职的高校英语教师必须面对的一项挑战。

杨惠中

2017 年 1 月

Table of Contents

Scope and sequence	4
Introduction	8
Student's Book Answer Key	15
Content Quizzes	32
Content Quizzes Answer Key	40

Scope and sequence

Unit 1: Mind, Body, and Health • 1

	Content	Reading Skills	Writing Skills
Chapter 1 The Influence of Mind over Body page 4	**Reading 1** What Is Stress? **Reading 2** Coping with Stress **Reading 3** Stress and Illness	Thinking about the topic Predicting Reading for main ideas Thinking about what you already know Scanning Thinking critically	Parallel sentence structure Hedging
Chapter 2 Lifestyle and Health page 29	**Reading 1** Heart Disease **Reading 2** Smoking **Reading 3** Healthful Behavior	Personalizing the topic Skimming Thinking about the topic Increasing reading speed Comprehension after speed reading Scanning Thinking critically Reading for main ideas	Comparing Understanding paragraph structure

Unit 2: Development Through Life • 55

	Content	Reading Skills	Writing Skills
Chapter 3 The Teen Years page 58	**Reading 1** Defining Adolescence **Reading 2** Physical Change in Adolescence **Reading 3** Cognitive and Social Development in Adolescence	Personalizing the topic Previewing art Reading for main ideas Previewing art and graphics Skimming Reading for details Thinking critically	Understanding paragraph structure Understanding text structure Hedging Gerunds as subjects
Chapter 4 Adulthood page 82	**Reading 1** Early Adulthood **Reading 2** Middle Adulthood **Reading 3** Late Adulthood	Personalizing the topic Previewing art and graphics Reading actively Thinking about the topic Applying what you have read Examining graphics Increasing reading speed Comprehension after speed reading	Using data from a graphic Journal writing Paragraph topics Paragraph main ideas Supporting main ideas Paraphrasing

Vocabulary Skills	Academic Success Skills	Learning Outcomes
Guessing meaning from context Dealing with unknown words The Academic Word List	Highlighting Preparing for a test Answering multiple-choice questions Taking notes using arrows	Write an essay on health risk factors
Describing change Scientific terms Describing experimental results	Answering true/false questions Preparing for a short-answer test Writing short answers to test questions	

Vocabulary Skills	Academic Success Skills	Learning Outcomes
Word families Synonyms	Definition answers on tests The SQ3R System (Part 1) Taking notes in the margins The SQ3R System (Part 2)	Write an essay comparing and contrasting two adjacent periods of life
Collocations Guessing meaning from context Describing change	Synthesizing Group projects	

试读结束：需要全本请在线购买： www.ertongbook.com

Unit 3: Nonverbal Messages • 109

	Content	Reading Skills	Writing Skills
Chapter 5 Body Language page 112	**Reading 1** Gestural Communication **Reading 2** Facial Communication **Reading 3** Eye Communication	Thinking about the topic Thinking of your own examples Thinking critically Skimming Personalizing the topic Increasing reading speed Comprehension after speed reading	Defining language Signaling examples Paraphrasing
Chapter 6 Touch, Space, and Culture page 137	**Reading 1** The Meanings of Touch **Reading 2** Spatial Messages **Reading 3** Nonverbal Communication and Culture	Thinking about the topic Skimming Reading for details Gathering data Predicting	The passive voice Summarizing Using adverbs Generalizations about groups of people Transitional expressions

Unit 4: Interpersonal Relationships • 163

	Content	Reading Skills	Writing Skills
Chapter 7 Friendship page 166	**Reading 1** What is Friendship? **Reading 2** The First Encounter **Reading 3** The Internet and Relationships	Thinking about the topic Predicting Personalizing the topic Previewing art Skimming Reading for details Increasing reading speed Comprehension after speed reading	Efficient sentence structure Understanding paragraph structure Journal writing Summarizing Paraphrasing
Chapter 8 Love page 190	**Reading 1** Attraction Theory **Reading 2** Types of Love **Reading 3** Gender Differences in Loving	Personalizing the topic Reading for main ideas Reading for details Thinking about the topic Predicting Thinking critically	Journal writing Using quotations The passive voice

Vocabulary Skills	Academic Success Skills	Learning Outcomes
Words related to the topic Guessing meaning from context Ways of looking	Outlining practice Highlighting Taking notes Exploring key concepts Writing short answers to test questions	Produce a handbook that will help someone who is not a member of your culture understand how your culture uses body language
Word families Collocations	Making a chart Answering a short-answer test question Exploring key concepts Synthesizing	

Vocabulary Skills	Academic Success Skills	Learning Outcomes
Using new words in context Words related to the topic Collocations	Outlining practice Exploring key concepts	Write an essay in which you analyze one or two of your personal relationships
Prepositions Words related to the topic *Similar* and *different*	Mnemonics Preparing for a test Taking notes	

Introduction

The *Academic Encounters* Series

Academic Encounters is a sustained content-based series for English language learners preparing to study college-level subject matter in English. The goal of the series is to expose students to the types of texts and tasks that they will encounter in their academic course work and provide them with the skills to be successful when that encounter occurs.

At each level in the series, there are two thematically paired books. One is an academic reading and writing skills book, in which students encounter readings that are based on authentic academic texts. In this book, students are given the skills to understand texts and respond to them in writing. The reading and writing book is paired with an academic listening and speaking skills book, in which students encounter discussion and lecture material specially prepared by experts in their field. In this book, students learn how to take notes from a lecture, participate in discussions, and prepare short presentations.

The books at each level may be used as stand-alone reading and writing books or watching, listening and speaking books. Or they may be used together to create a complete four-skills course. This is made possible because the content of each book at each level is very closely related. Each unit and chapter, for example, has the same title and deals with similar content, so that teachers can easily focus on different skills, but the same content, as they toggle from one book to the other. Additionally, if the books are taught together, when students are presented with the culminating unit writing or speaking assignment, they will have a rich and varied supply of reading and lecture material to draw on.

A sustained content-based approach

The *Academic Encounters* series adopts a sustained content-based approach, which means that at each level in the series students study subject matter from one or two related academic content areas. There are two major advantages gained by students who study with materials that adopt this approach.

- Because all the subject matter in each book is related to a particular academic discipline, concepts and language tend to recur. This has a major facilitating effect. As students progress through the course, what at first seemed challenging feels more and more accessible. Students thus gain confidence and begin to feel that academic study in English is not as overwhelming a task as they might at first have thought.
- The second major advantage in studying in a sustained content-based approach is that students actually gain some in-depth knowledge of a particular subject area. In other content-based series, in which units go from one academic discipline to another, students' knowledge of any one subject area is inevitably superficial. However, after studying a level of *Academic Encounters* students may feel that they have sufficiently good grounding in the subject area that they may decide to move on to study the academic subject area in a mainstream class, perhaps fulfilling one of their general education requirements.

The two levels in the series

The *Academic Encounters* series consists of two pairs of books designed for two levels of student proficiency. Each pair of books focuses on one or more related academic subject areas commonly taught in college-level courses.

- *Academic Encounters*: Life in Society
  The level in the series focuses on sociological topics. The books are designed for students at the high-intermediate level.

- *Academic Encounters*: Human Behavior
  The level in the series focuses on psychology and human communication. The books are designed for students at the low-advanced to advanced level.

New in the Second Edition

The second edition of the *Academic Encounters* series retains the major hallmark of the series: the sustained content approach with closely related pairs of books at each level. However, lessons learned over the years in which *Academic Encounters* has been on the market have been heeded in the publication of this brand new edition. As a result, the second edition marks many notable improvements that will make the series even more attractive to the teacher who wants to fully prepare his or her students to undertake academic studies in English.

New in the series

Four units, eight chapters per level. The number of units and chapters in each level has been reduced from five units / ten chapters in the first edition to four units / eight chapters in the second edition. This reduction in source material will enable instructors to more easily cover the material in each book.

Increased scaffolding. While the amount of reading and listening material that students have to engage with has been reduced, there has been an increase in the number of tasks that help students access the source material, including a greater number of tasks that focus on the linguistic features of the source material.

Academic Vocabulary. In both the reading and writing and the watching, listening and speaking books, there are tasks that now draw students' attention to the academic vocabulary that is embedded in the readings and lectures, including a focus on the Academic Word List (AWL). All the AWL words encountered during the readings and lectures are also listed in an appendix at the back of each book.

Full color new design. A number of features have been added to the design, not only to make the series more attractive, but more importantly to make the material easier to navigate. Each task is coded so that teachers and students can see at a glance what skill is being developed. In addition, the end-of-unit writing skill and speaking skill sections are set off in colored pages that make them easy to find.

New in the reading and writing books

More writing skill development. In the first edition of *Academic Encounters*, the reading and writing books focused primarily on reading skills. In the second edition, the two skills are much more evenly weighted, making these books truly reading and writing books.

End-of-chapter and unit writing assignments. At the end of each chapter and unit, students are taught about aspects of academic writing and given writing assignments. Step-by-step scaffolding is provided in these sections to ensure that students draw on the content, skills, and language they studied in the unit; and can successfully complete the assignments.

New and updated readings. Because many of the readings in the series are drawn from actual discipline-specific academic textbooks, recent editions of those textbooks have been used to update and replace readings.

New in the watching, listening and speaking books

More speaking skill development. In the first edition of *Academic Encounters*, the watching, listening and speaking books focused primarily on listening skills. In the second edition, the two skills in each of the books are more evenly weighted.

End-of-unit assignments. Each unit concludes with a review of the academic vocabulary introduced in the unit, a topic review designed to elicit the new vocabulary, and an oral presentation related to the unit topics, which includes step-by-step guidelines in researching, preparing, and giving different types of oral presentations.

New and updated lectures and interviews. Because the material presented in the interviews and lectures often deals with current issues, some material has been updated or replaced to keep it interesting and relevant for today's students.

Video of the lectures. In addition to MP3 files that contain all the listening material in the watching, listening and speaking books, the series now contains video material showing the lectures being delivered.

The *Academic Encounters* Reading and Writing Books

Skills

There are two main goals of the *Academic Encounters* reading and writing books. The first is to give students the skills and confidence to approach an academic text, read it efficiently and critically, and take notes that extract the main ideas and key details. The second is to enable students to display the knowledge that has been gained from the reading either in a writing assignment or in a test-taking situation.

To this end, tasks in the *Academic Encounters* reading and writing books are color-coded and labeled as R (R) *Reading Skill* tasks, V (V) *Vocabulary Skill* tasks, W (W) *Writing Skill* tasks, and A (A) *Academic Success* tasks. At the beginning of each unit, all the skills taught in the unit are listed in a chart for easy reference.

- **Reading Skills** (R). The reading skill tasks are designed to help students develop strategies before reading, while reading, and after reading. The pre-reading tasks, such as Skimming for Main Ideas, teach students strategies they can employ to facilitate their first reading of a text. Post-reading tasks, such as Identifying Main Ideas and Reading Critically give students the tools to gain the deepest understanding possible of the text.
- **Vocabulary Skills** (V). Vocabulary learning is an essential part of improving one's ability to read an academic text. Many tasks throughout the books focus on particular sets of vocabulary that are important for reading in a particular subject area as well as the sub-technical vocabulary that is important for reading in any academic discipline. At the end of each chapter, some of the AWL words that appeared in the readings of the chapter are listed and an exercise is given that checks students' knowledge of those words.
- **Writing Skills** (W). There are two types of writing skills throughout the books. One type might more accurately be described as reading-for-writing skills in that students are asked to notice features of the texts that they have been reading in order to gain insight into how writers construct text. The other type is writing development skills, and these appear in the mid-unit and end-of-unit writing sections and overtly instruct students how to write academic texts, in which main ideas are supported with examples and in which plagiarism is avoided.
- **Academic Success** (A). Besides learning how to read, write, and build their language proficiency, students also have to learn other skills that are particularly important in academic settings. These include such skills as learning how to prepare for a content test, answer certain types of test questions, take notes, and work in study groups. *Academic Encounters* makes sure that this important dimension of being a student in which English is the medium of instruction is not ignored.

Readings

There are three readings in each chapter of the *Academic Encounters* reading and writing books. Readings vary in length and difficulty depending on the level of the book. The readings contain texts

that in many cases are unchanged from the college textbooks from which they were taken.

Tasks

Before and after each reading, students are given tasks that activate one or more of the target skills in the book. The first time a task is introduced in the book, it is accompanied by a colored commentary box that explains which skill is being practiced and why it is important. When the task type occurs again later in the book, it is sometimes accompanied by another commentary box, as a reminder or to present new information about the skill. At the back of the book, there is an alphabetized index of all the skills covered in the tasks.

Order of units

In each book, a rationale exists for the order of the unit topics. Teachers may choose a different order if they wish; however, because reading skills and writing skills are developed sequentially throughout the books, teaching the units in the order that they occur is optimal. If teachers do choose to teach the units out of order, they can refer to the Skills Index at the back of the book to see what types of tasks have been presented in earlier units and build information from those tasks into their lessons.

Course length

The course can be made shorter or longer. To shorten the course, teachers might choose not to do every task in the book and to assign some tasks and texts as homework, rather than do them in class. To lengthen the course, teachers might choose to supplement the book with content-related material from their own files, to assign Internet research, and to spend more time on the writing assignments.

Unit Content Quizzes

The *Academic Encounters* series adopts a sustained content-based approach in which students experience what it is like to study an academic discipline in an English-medium instruction environment. In such classes, students are held accountable for learning the content of the course by the administering of tests.

In the *Academic Encounters* series, we also believe that students should go back and study the content of the book and prepare for a test. This review of the material in the books simulates the college learning experience, and makes students review the language and content that they have studied.

At the back of this *Teacher's Manual* are four reproducible content quizzes, one for each unit in the book. Each quiz contains a mixture of true/false questions, multiple choice, and short-answer questions, plus one question that requires a longer one- or two-paragraph answer. Students should be given time to prepare for the test, but should take it as soon as possible after completing the unit.

General Teaching Guidelines

In this section, we give some very general instructions for teaching the following elements that occur in each unit of the *Academic Encounters* reading and writing books:

- The unit opener, which contains a preview of the unit content, skills, and learning outcomes
- The *Preparing to Read* sections, which occur before each reading
- The *Readings*, which are sometimes accompanied by short boxed readings
- The *After You Read* sections, which follow each reading
- The *Academic Vocabulary Review* sections, which are at the end of each chapter
- The *Developing Writing Skills* sections, which are at the end of the first chapter of each unit
- The *Practicing Academic Writing* sections, which occur at the end of the second chapter of each unit

试读结束：需要全本请在线购买： www.ertongbook.com