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# Themes/ Insights for Today

Instructor's Manual

原著  
Lorraine C. Smith  
Nancy Nici Mare  
Nancy Hubley

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总主编 王健芳  
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周 杰

## 大学英语泛读教程教师参考书

### 预备级、1



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Lorraine C. Smith, Nancy Nici Mare, Nancy Hubley

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# TO THE TEACHER

*Reading for Today* series features a broad range of reading materials and resources to prepare students for academic success. The core of the series consists of reading passages of general and academic interest which provide a context for vocabulary development. The student books also contain a wealth of visual materials and nonlinear texts such as graphs, charts, maps and photographs. In addition, each unit is accompanied by a thematically related CNN® video clip and Internet activities that provide current, and authentic materials for expanding reading skills and strategies. Lastly, assessment materials are provided in two forms. Reproducible quizzes for each chapter appear in the *Instructor's Manuals*. The *ExamView® Pro* computerized Test Bank assists instructors in building tests and quizzes, which emphasize vocabulary and grammar in context using fresh materials related to the unit themes.

The Introduction to each student book presents strategies by the authors for using the sections for each chapter. In addition to providing suggestions for prereading activities, culture notes, and suggestions for follow-up activities, this *Instructor's Manual* focuses on ways to make the most of the video, Internet and assessment materials in

the *Reading for Today* series.

## Videos

Use the video clips *after* students have worked through unit chapters so that concepts and vocabulary in the text provide background scaffolding for viewing. “Reading videos”—actively watching videos for information—is different from passive watching for entertainment. Explain that students will employ many of the same skills they do in reading a text passage. They will engage in prereading by brainstorming what they already know about a subject, and they will predict what the video will show. During the video, students will identify the main ideas and supporting details. They will also look for contextual information and differentiate between fact and opinion. After viewing, students should be able to answer comprehension questions. Here are some specific suggestions for helping your students become active viewers:

- Prepare students by giving the title of the video. Have students predict what it will be about.
- The video clips are very short (averaging 2-3 minutes per clip) so students may benefit from viewing them several





times. First, “skim the video” for an overview of the topic and coverage. In other words, view for general comprehension. Then watch again for details. Students can “scan the video” for particular information, perhaps to answer comprehension questions in the book. Repeated viewings can be used to identify opinions or interpretations. These can be compared and contrasted with views from the text readings.

- The videos are authentic materials from the Cable News Network (CNN®) and therefore speech is at a natural speed. Moreover, speakers often use regional dialects. This presents a contrast to video materials made especially for English language learners where the content, pace and varieties of English are tightly controlled. Let students know that they are not expected to understand every word. Instead, have them focus on main points at first.
- Since the videos use authentic language, the speech often contains idioms and new vocabulary words. These are identified in the video script. You may choose to pre-teach some of these before showing the video to enhance comprehension.
- The video segments share a particular structure. Usually a reporter introduces the topic by interviewing

knowledgeable people. Sometimes several people are presented as supporting examples for the topic. At the end, the reporter concludes the segment, often with a summary or personal opinion. Check on comprehension of this structure by asking about the reporter, the setting, and the people who are interviewed. Where does this take place? Why were people chosen for this video? Are some of these people “authorities”? How do we know that?



## Internet Resources

Internet sites change often, so relatively few URLs or Internet addresses are given in the *Instructor's Manuals*. Instead, students are encouraged to develop search strategies using keywords and search engines such as Netscape, Google, or Yahoo. There are several ways in which exploring Internet sites fosters the development of good reading skills. First, students need to consider what words to use with the search engine. This leads naturally to a discussion of key terms and their relationships. If a term is too broad, the search results in too many sites. Conversely, a narrow keyword will produce a limited range of sites. Use graphic organizers to show specific and more general terms in a hierarchy.

Second, the Internet provides a full



range of texts from the simplest and most straightforward (often intended for young learners but equally accessible to beginning English language learners) to sites meant for technical specialists. For beginning learners using ***Themes for Today*** and ***Insights for Today***, it may be appropriate to preidentify sites that use comprehensible language or, following Krashen, language that stretches their comprehension skills slightly.

Third, Internet resources vary enormously in terms of accuracy and reliability. Early in the course find websites with very different perspectives on a topic to illustrate this point. Attune students to investigating the source of a site. For example, if the domain in the site address is .edu, the source is academic — from a college or university. With experience, students will learn to rely on dependable sites.

Lastly, using the Internet effectively is a giant exercise in critical thinking. Encourage students to treat online material the same way they would evaluate print material — by determining what is reliable and what is questionable material. From the beginning, require students to identify their sources. Expect students to paraphrase information in their own words and you'll reinforce good summarizing and vocabulary skills.

## Assessment

The Instructor's Manuals contain sets of quizzes for each chapter in the ***Reading for***

***Today*** series. The first section emphasizes reading comprehension and recall. You may want to encourage students to do this from memory instead of referring to the text passages. The second section uses key vocabulary from each chapter in a cloze passage similar to the text. Each text chapter has grammatical exercises and extensive work on vocabulary in context. These sections should make the students aware of the function and relationship of words within sentences. When students do the cloze exercises, they should pay close attention to parts of speech as well as collocations. Two extra words are provided for each cloze passage to encourage students to think critically instead of making 1:1 matches. Each response is used only once.

Separate from the Instructor's Manual, the ExamView® Test Bank builds on all aspects of skill development presented in the ***Reading for Today*** series. Some sections focus on major reading skills such as skimming, scanning and finding the main idea. Vocabulary from the textbooks is recycled in new readings on the same topics to provide students with further opportunity to recognize the meaning of recently learned words in context. Reflecting the text, there are assessment sections on grammar in context since accurate comprehension rests on understanding structure. Visual material and graphics are presented for analysis and interpretation. Other questions focus on inference and drawing conclusions. Teachers



can quickly generate tests from material in the test bank or they can use the ExamView software to create their own custom assessments.

***Reading for Today*** provides an integrated package of resources that enables

every teacher to tailor the course to the needs of particular students. We hope you enjoy exploring all five levels of the ***Reading for Today*** series.

*To the Teacher*



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# Themes for Today

## TEACHER NOTES

### Unit 1

### Home and Family

#### Chapter 1 The McCaugheys: An Unusual Family

(pages 2–12)

*A family has septuplets, seven children born at the same time. It's hard work to care for so many children and now that they're older, their mother is teaching them at home.*

#### Suggestions for Prereading Activities

Before starting the chapter, ask the class how many children are in their families. Are there any twins or triplets? Do they know of any families with multiple births? What are the names for four, five, or more children born at the same time (quadruplets, quintuplets, sextuplets, septuplets, and octuplets)? How often does this happen?

Now have students look at the picture on page 2 and work in pairs to answer the questions. For the question “How old are they?”, students with babies in their families may have a better idea. Ask “When are babies able to sit up by themselves?” Babies usually start to do this at about six months, but there are lots of individual differences. When students seem to understand the concept of multiple births, have them read each of the passage segments and answer the accompanying questions. Ask them to discuss their answers with a partner.



## Culture Notes

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There are two main topics within the reading passage: multiple births and homeschooling. Multiple births have occurred with increasing frequency in recent years because of the use of fertility drugs. Doctors give these medications to women who have had difficulty in becoming pregnant. Unfortunately, it's difficult to judge exactly the right amount of medication to help a mother have just one baby. Often, couples using fertility drugs end up with multiple births, which can pose health problems for both the mother and the babies. Sometimes the multiple birth babies are born too early and don't survive. In other cases, the babies live but have many medical problems. Even if the babies are healthy, taking care of them is always a great deal of work. Providing for the needs of so many children at once is very expensive. The McCaugheys, the family in the story, are lucky to have financial support from a women's magazine which features the children on its cover every year. Other families with multiple births have not had as much support and have experienced financial problems.

According to the reading, the McCaugheys have chosen to teach their children at home. Homeschooling is done by parents for a number of reasons. In the past in places like Alaska, families lived a long distance from schools and didn't want to send their children away to boarding schools. These days, however, most parents decide on homeschooling because they want to give their children a traditional education that matches their religious beliefs or educational philosophy. For example, some parents like the ideas of John Holt, an educator who taught that children themselves should decide what they are interested in learning. Homeschooling is legal in North America, but parents often have to provide the government with a plan for what their children will learn and show that they are prepared to be good teachers. One of the criticisms of homeschooling is that children spend too much time with adults and don't have enough chance to interact with other children of their own ages. That won't be a problem for the McCaughey septuplets and their older sister. They'll have plenty of playmates of



exactly their own ages!

## **Suggestions for Follow-up Activities**

Try to personalize the topics from the first readings with your students. If any of them know twins or other multiples, they could describe them to the rest of the class. Other students might want to look on the Internet or in the *Guinness Book of World Records* to find other examples of multiple births. There are many Internet and print resources for homeschooling. Students might like to explore some of them (by using “homeschooling” as the key word in a search) and then discuss whether they’d rather learn at home or at school. Have any of your students been homeschooled? If so, perhaps they would share their experiences with the class.

**CNN**



Refer to page 5 in this manual for helpful information regarding the CNN video and for introductory Internet information.

## **Chapter 2** (pages 13–26)

### **A Musical Family**

*A family with four children moves from Chicago to a small town in Maine. The parents homeschool the children and give them music lessons. The family has different life than they did before.*

## **Suggestions for Prereading Activities**

Before opening the textbook, ask if anyone in the class plays a musical instrument. If so, how and when did they learn it? Have students brainstorm names of musical instruments and write them on the board. Do some of these instruments form groups? How or why? (You may want to do some background reading on musical instruments in an encyclopedia before you do this with your class. The major instrument groups are strings, winds, brass, and percussion.) Then open to page 13 and see if the class can identify the instruments in the picture. (They are all string instruments. The one on the left is a viola and it is



a bit larger and lower in sound than the violins in the front row. The boy in the back is holding a cello, which is larger and deeper in pitch. All of these instruments are used in string quartets and in symphony orchestras.)

The reading passage entails a move halfway across the United States. Bring in a map of the United States and have the class locate the city of Chicago and the state of Maine. What would it be like to live in these places? What kinds of things could you do there? What type of housing would you live in?

## **Culture Notes**

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This chapter also deals with homeschooling, a good reason to establish a basic understanding of the concept in Chapter 1. Having done that, discuss the differences between subjects you are required to study in public schools as contrasted to the kinds of things you could study in homeschooling. In Chicago, Nick, the oldest son in the reading, didn't do well in math. But he began to enjoy it when his mother taught him. Music is usually taught as **an elective** in public schools although math is a **required** subject. Mathematical skills are believed to be essential for success in life, but musical skills are seen as optional. In fact, some school systems no longer offer music because they have had to make budget cuts and some parents see music as an extra, a "frill." However, research has shown that students who learn to play a musical instrument have better overall academic success and better memories.

One reason some parents homeschool their children is that they want them to develop practical skills that will be valuable for the rest of their lives in the communities where they live. The Amish, a religious group living a very traditional agricultural lifestyle, is a good example of this. They teach their children household and farming skills that they need to know to function in Amish society. Have the class discuss the kinds of skills the Cabey-Gray family is teaching their children in Maine. Will they be able to use these skills later in life as adults? If the children went to public school in a small town in Maine, would they learn the same things?



## **Suggestions for Follow-up Activities**

Your students have probably gone through quite an admission process to get into college or university. Ask them how this would have been different if they had been homeschooled. Also, do they think it made a difference that they had extracurricular skills such as playing a musical instrument or sports abilities? Ask the students to make lists of the courses they took in high school. Have students compare their high school experiences. As a class, make posters that feature the benefits of participating in these activities.

## **Unit 1 Video Report**

This video clip entitled *Homeschooling* can be viewed after either Unit 1 chapter as the families in both stories chose to homeschool their children. Before watching the clip, ask the class to share what they learned as children from their own parents. Then ask the preview discussion questions from the student book. Next, watch the video on *Homeschooling* once. Return to the student book and have students read through the True/False questions. Watch the video a second time before having students discuss the questions as a class or with a partner. Finally, ask students to work in small groups to make a list of the advantages and disadvantages of homeschooling for children.



## **Unit 1 Internet Resources**

The Internet provides excellent resources for students studying a language. It provides many excellent opportunities for students to read “authentic” materials from actual sources. On the other hand, to the novice user, the Internet can be overwhelming and intimidating. Plan your students’ introduction to the Internet carefully, teaching such terms as “search engine,” “URL,” “keywords,” and other related terms. Show students how to identify helpful sources of information versus commercial sites. Most importantly, remind students never to share personal information on the Internet. Do some

preliminary searching to identify useful sites as “starter sites” for your students. Focus on helpful student-oriented ESL or ELT sites where they may work on self-study skills at the library or at home.

## Unit 2

## Language and Culture

### Chapter 3 (pages 28–42)

### Learning a Second Language

*You can make learning a language like English easier. To be a successful language learner, have a positive attitude, practice your new language, and keep a record of your achievements.*

### Suggestions for Prereading Activities

Ask the class about the basic language they might need or currently need to survive in an English-speaking environment. Offer suggestions such as words for asking directions, reading signs, using public transport, giving information about themselves, and shopping. What basic phrases would a person need to know to cover most of these situations? Ask students what’s happening in the picture on page 28.

Ask students what they can do to help themselves learn English on their own where they live now. Who speaks English there? Are signs, newspapers, and television programs available in English? Are movies shown in English? How can students add some “English time” to their everyday lives?





## **Culture Notes**

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Cultural models for education are quite different. Depending on where people live, these models set role expectations for teachers and students, and determine whether learning is supposed to occur mostly in class or independently outside class time. In North America, students are expected to be active learners and take responsibility for part of their own learning. Teachers facilitate or help the learning process along, often by guiding students to gather and access resources. Colleges and universities have independent learning centers with many resources that students are expected to use on their own. These may include print materials such as books, reference works (encyclopedias), and periodicals (magazines, academic journals, newspapers) as well as computer software and Internet access points. There is a wealth of English language learning material available through the computer.

In other parts of the world, a more traditional model of education exists. In some cultures, teachers are viewed as authority figures who transmit learning to students, whose role is to receive information and memorize it. Sometimes this is called the “jugs and mugs” model of learning. By analogy, teachers are “jugs” of information which they pour into “mugs” or the heads of their students. In this model, teachers are active, providing essential information, but students are much more passive and expected to memorize what their teachers present. In this traditional way of learning, printed materials such as textbooks are the primary materials a student would use.

## **Suggestions for Follow-up Activities**

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Today, thanks to the Internet, students anywhere can become more proactive in their language learning. The first unit suggested that students do an Internet Search for English as a Second Language (ESL). Now ask students to identify areas of English that are most problematic for them, based on notes in their journals. Have them return to the ESL websites and do a further search for these words.



Some examples might be *grammar, vocabulary, or idioms*.

For students without Internet access, suggest that they collect phrases from signs they see in English, look for English programs or movies on television, or try asking for information in English. It may be more fun and productive to do this activity in pairs and have students report back to the class.

## Chapter 4

(pages 43–58)

## Food and Culture

*People prefer food from their own culture because they are used to it. Different cultures have different foods according to what is available. When people move or travel to another culture, they can adjust to foods from that place.*

### Suggestions for Prereading Activities

Before opening the textbook, ask the class to describe their favorite foods. Are there some foods everyone knows and likes? Are there other foods that almost no one else in the class is familiar with? Then do the prereading activity.

After answering prereading questions 1-4, have students look at all of the photographs in the chapter. Perhaps they will get some other ideas of things to put on their list. Ask students what people use to eat with (knives and forks, chopsticks, their hands, etc.)? Who prepares food at home, men or women, both?

### Culture Notes

The concept of *culture* is key to this chapter. Anthropologists are social scientists (like sociologists, mentioned in the chapter) who specialize in studying culture. According to sociologists, *culture* consists of learned and shared patterns of behavior that are transmitted from one generation to another. Culture includes material things that we can see such as food, clothing, types of houses and celebrations, as well as things we can't see such as beliefs, values and language.



Humans are not born with culture; they have to acquire culture from their families, their teachers and all the people around them. Each social group has certain cultural features that they share that are different from other groups. Food is a very good example.

Culture does not stay the same over time. Changes occur because of new inventions or due to the spread of ideas from one culture to another. Ask about fast food in cultures represented in your class. Can they give some examples of traditional fast foods and some that have recently spread from the West? Do they think fast food is healthy? Who likes fast food and why? If you have students from a variety of different cultures, you might find it useful to tie this chapter to the first chapter about raising children. Ask about what babies and young children eat in different cultures. Do they eat the same kinds of foods as adults or special foods? Is there special food for holidays and celebrations?

### **Suggestions for Follow-up Activities**

A field trip to a supermarket can lead to good discussions of culture and food. Advance organization makes such a field trip more productive. Develop worksheets for students to fill out about different types of foods and where they come from. Have them work in small teams to conduct a treasure hunt.

If you can't get out into the community with your class, create a project on describing different kinds of restaurants including fast-food restaurants. Have students list restaurants by culture and describe the types of foods they serve. Telephone directories often list restaurants by ethnic groups (Chinese, Italian, Indian, etc.). Your class can produce a restaurant guide for other students.

Alternatively, have your class develop a cookbook with recipes that each student donates. Have everyone think of their favorite food and how it is prepared. They may want to consult with members of their family or other people in their culture about ingredients, amounts and cooking time. Develop recipe guidelines, such as instructions, sequences, and the types of discourse markers used with them (e.g., first, after that, next, finally). If you have the resources, students can

