大学英语阅读教程 预备级

Interactions

READING

Teacher's Book 教师用书

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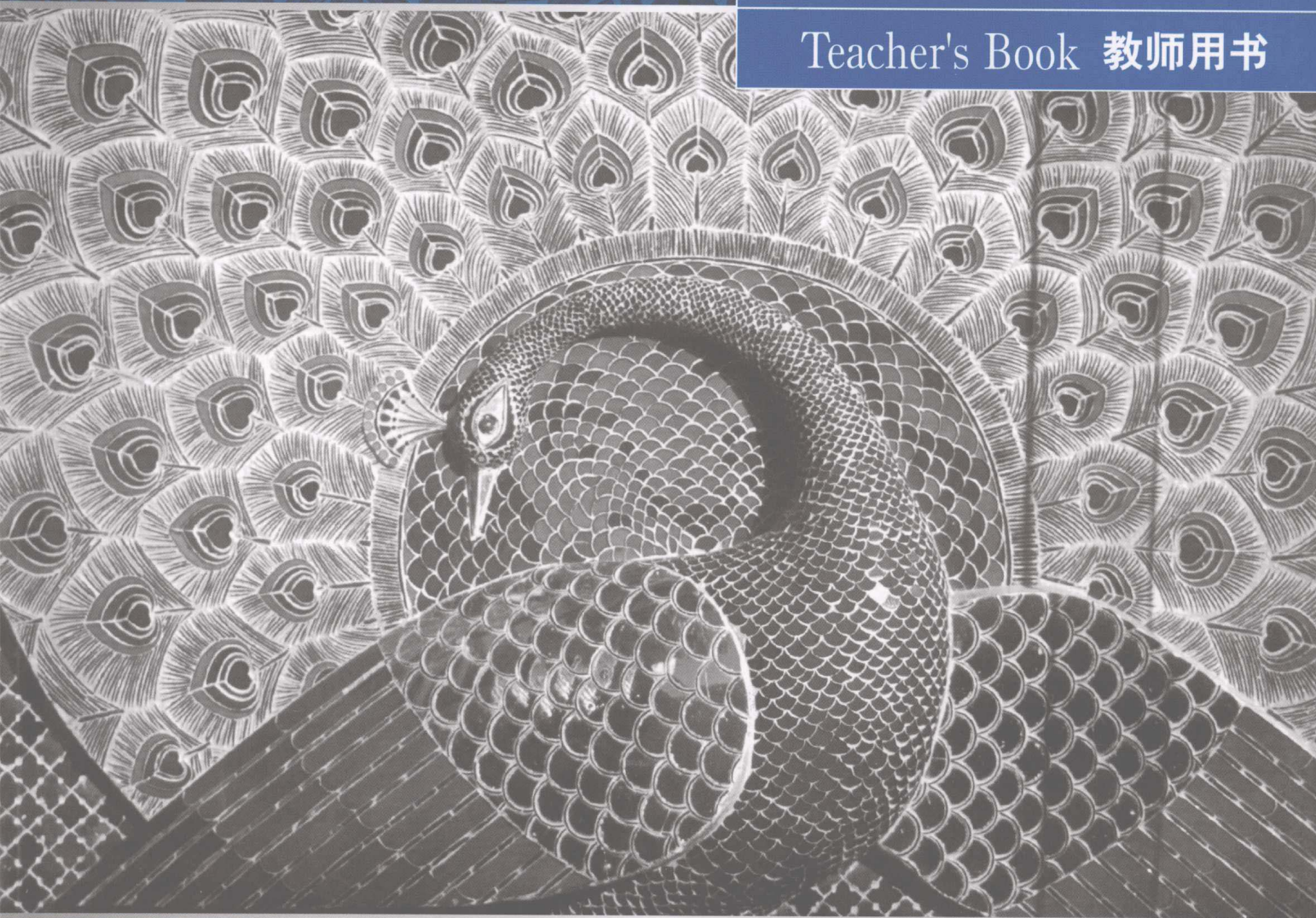
大学英语阅读教程 （教师用书） 预备级

Interactions

Laurie Blass

READING

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总　序

在知识经济、多元文化日趋全球化的信息社会中,英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定:"大学英语的教学目标是培养学生英语综合应用能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国经济发展和国际交流的需要。"然而,我国的大学英语教学因学生入学水平参差不齐,地区教学环境和师资力量的不均衡性,导致缺乏目标语使用语境。所以不能囿于一种教学理论,一部教学大纲和一套教材。应当理性地认识大学英语教学现状,综合各种英语教学策略,总结和汲取我国二十多年来大学英语教学的理论和经验,从国际化、立体化和网络化的角度定位,走一条引进和原创兼容,主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此,吉林出版集团外语教育出版公司与世界著名英语教育出版机构策划、组织编写了这套捷进大学英语国际化、立体化和网络化系列教材。主干课堂教材包括:《捷进大学英语阅读教程》(预备级、1–4)。《捷进大学英语听说教程》(预备级、1–4)、《捷进大学英语写作教程》(1–4),自主学习教材包括:《捷进大学英语泛听教程》(1–4)、《捷进大学英语快读教程》(1–4)、《捷进大学英语测试教程》(综合训练、写作训练、听力训练、710分新题型模拟训练),充分满足我国大学英语教材建设和选择的个性化、实用性和灵活性。

一、编写宗旨

1. 贯彻和执行《大学英语课程教学要求》中"一般要求"的教学目标、模式和手段,1–4册以普通高校的本科生为教学对象,预备级兼顾二级学院、高职高专和音、体、美等特长学生。

2. 树立和倡导英语教学的效率观念、高效思维和效率行动,从教材理念构建、策略优化、框建组成、材料选择、活动设计、测试评估等方面促进和保证大学生的英语学习的速效、高效和长效,充分体现捷进英语的教学思想。

3. 突出和提升大学生英语听说能力、自主学习能力、世界公民意识和优秀文化素养,适应国际化、网络化和交际化的需要。

二、编写理念

全套教材依据 3P+3M+3S 的先进英语教学理念进行构建,以主题任务型教学为先导;兼顾以教师为脚手架(Scaffolding Instruction)的呈现模式和以学生为中心的自主学习模式;以现代信息技术,特别是网络技术为支撑,鼓励和激发大学生自主学习的热情、兴趣,引导大学生全面融入和体验,切实达到大学英语教学目标。

1. 3P=Presentation+Practice+Production：Presentation 是指教材从听、读两方面的材料输入和呈现,保证语言在词汇、语法和语音三个语言基础层面上的真实、准确和地道;在主题和信息选择上具有经典性、现代性、趣味性;在题裁上不但有传统的议论文、叙述文、描写文和说明文,还有当今流行的报纸、杂志、电视、电影、广告和网络等形式。Practice 是指以学生为中心,以交际为目的,从多角度、多方面组织课堂活动、游戏和实践等训练方式,做到使学生既掌握了语言结构的内核又满足了真实表达和交际的需要;Production 是指从说和写两个方面在形式和主题上的输出活动和真实实践。本教材巧妙和完美地将输入和输出以各种实际及实用的训练方式联系起来,极其活泼和有趣。

2. 3M=Motivational+Meaningful+Memorable：Motivational 是指教材从形式构架、主题内容和训练方式上充分激发和调动学生主动学习英语的兴趣和意识,从根本上解决了英语教学的价值和效益。Meaningful 是指教材无论是从形式和主题输入,还是从活动和训练组织,直到表达和输出都能满足真实语境和意志的需求。Memorable 是指教材与教学的效率、效能和效益,学习最终的目的是语言的使用和交际的需求, 所以 Memorable 既保证了语言要素和结构的灵活掌握,又满足了语言的交际和使用。

3. 3S=Strategy+Skill+Style：Strategy 是指教材以最优秀的英语学习策略和教学策略为理论构架原则,吸收一切先进和实用的英语教学思想和手段来满足内容呈现、课堂训练和语言输出。Skill 是指语言听、说、读、写的微技能的组织和训练,是 Strategy 的贯彻和应用。Style 是指尊重和激活学生个体的学习风格和差异,整合各种积极有效的教学活动,充分挖掘学生的学习潜力,以适应大学生不同学习风格的要求。

三、教材特色

1. 教材国际化：全套教材与世界著名英语教育出版机构麦克劳·希尔和培生朗文合作,保证教材在选材上具有真实性和准确性,在编写理念上具有先进性和权威性。教材高屋建瓴地处理了国际托福考试和国内四六级考试的沿革和关系,既起到对大学英语教学的积极评估和反馈作用,又解决了大学生参加托福考试的需求。教材收录大量高频词汇、学术词汇,对《大学英语课程教学要求》参考词表做了有益补充,是一套与全球学生同步使用的国际化教材。

2. 教材立体化：3 套主干课堂教材"阅读""听说"和"写作",每册书 10 个单元在同一主题的统筹下,从输入呈现、训练活动到交际输出,不断刺激、循环、深化学术英语的主题意识、思想和表达,充分体现了语言输入、信息传递、知识接收和文化融合的立体化。并且,主题词汇和语言表达反复呈现,循环印证,强化英语学习的记忆和保持度,综合培养大学生听说读写的运用能力。3 套自主学习教材"快读"、"泛听"和"测试"与 3 套主干课堂教材相辅相承,有效有益地丰富了主干教材的资源,有助于学生个性化学习方法的形成和学生自主学习能力的发展。

3. 教材网络化：本套教材由麦克劳·希尔国际教育网站、100e 教育网站、捷进可一出版网

站提供教材的影音文件、辅助材料下载以及其他教学过程中的服务和支持,极尽简便。

四、教学资源

主干教材含学生用书、教师用书,阅读和听说教程配有 MP3 光盘、CD 或磁带,阅读教程配有 CD-ROM 测试题库,并可在网络学习中心下载 MP3 格式文件。自主教材"快读"含学生用书、教师用书;"泛听"含 MP3、CD 或磁带,"测试"亦含 MP3 及答案。

五、编写队伍

本套教材由教育部大学英语指导委员会副主任,大学英语四、六级考试委员会委员、上海交通大学外国语学院院长、教授刘龙根博士担任总顾问,教育部大学英语指导委员会委员、大学英语四、六级考试委员会委员、黑龙江大学大学外语部主任、教授严明博士担任总主编。同时,上海交通大学、吉林大学、黑龙江大学、西安交通大学、北京化工大学、对外经济贸易大学、中南林业科技大学、北京交通大学、河北科技大学、上海财经大学、重庆大学、北京师范大学、大连理工大学、东北师范大学、大连外国语学院、广东韶关学院、湖南大学、吉林大学珠海学院、哈尔滨工程大学、哈尔滨大学、哈尔滨理工大学、北华大学、长春大学、齐齐哈尔大学、吉林化工学院、白城师范学院、大庆石油学院、八一农垦大学、东北农业大学、长春税务学院、广州金融学院、吉林建筑工程学院、长春工业大学、吉林技术职业师范学院、吉林农业大学、长春理工大学、佳木斯大学、吉林师范大学等编委院校的专家、教授为全套教材的编写和出版付出了创造性的智慧和劳动,特此致谢。

希望各高校在使用本套教材中,多提批评性和建设性的宝贵意见,以臻完善。

捷进大学英语编写组

Welcome to the Teacher's Edition

The Teacher's Edition of *Interactions/Mosaic* provides support and flexibility to teachers using the *Interactions/Mosaic* 14−book academic skills series. The Teacher's Edition provides step−by−step guidance for implementing each activity in the Student Book. The Teacher's Edition also provides expansion activities with photocopiable masters of select expansion activities, identification of activities that support a Best Practice, valuable notes on content, answer keys, audioscripts, end−of−chapter tests, and placement tests. Each chapter in the Teacher's Edition begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with an engaging photo and related discussion questions that strengthen the educational experience and connect students to the topic.

■ Procedural Notes

The procedural notes are useful for both experienced and new teachers. Experienced teachers can use the bulleted, step−by−step procedural notes as a quick guide and refresher before class, while newer or substitute teachers can use the notes as a more extensive guide to assist them in the classroom. The procedural notes guide teachers through each strategy and activity; describe what materials teachers might need for an activity; and help teachers provide context for the activities.

■ Answer Keys

Answer keys are provided for all activities that have definite answers. For items that have multiple correct answers, various possible answers are provided. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for the Chapter Tests and the Placement Tests.

■ Expansion Activities

A number of expansion activities with procedural notes are included in each chapter. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Activities include games, conversation practice, presentations, and projects. These expansion activities often allow students to practice integrated language skills, not just the skills that the student book focuses on. Some of the expansion activities include photocopiable black line masters included in the back of the book.

■ Content Notes

Where appropriate, content notes are included in the Teacher's Edition. These are notes that might illuminate or enhance a learning point in the activity and might help teachers answer student questions about the content. These notes are provided at the logical point of use, but teachers can decide if and when to use the information in class.

■ Chapter Tests

Each chapter includes a chapter test that was designed to test the vocabulary, reading, writing, grammar, and/or listening strategies taught in the chapter, depending on the language skill strand being used. Teachers can simply copy and distribute the tests, then use the answer keys found in the Teacher's Edition. The purpose of the chapter tests is not only to assess students' understanding of material covered in the chapter but also to give students an idea of how they are doing and what they need to work on. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill−in−the blank, and true/false. Audioscripts are provided when used.

■ **Black Line Masters (Photocopiable Masters)**

Each chapter includes a number of expansion activities with black line masters, or master worksheets, that teachers can copy and distribute. These activities and black line masters are optional. They can help reinforce and expand on chapter material in an engaging way. Activities include games; conversation practice; working with manipulatives such as sentence strips; projects; and presentations. Procedural notes and answer keys (when applicable) are provided in the Teacher's Edition.

■ **Placement Tests**

Each of the four language skill strands has a placement test designed to help assess in which level the student belongs. Each test has been constructed to be given in under an hour. Be sure to go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. Following each placement test, you'll find a scoring placement key that suggests the appropriate book to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

Welcome to College English — The Interactions/Mosaic Edition Program

Interactions/Mosaic Edition is a fully –integrated, 14 –book academic skills series. Language proficiencies are articulated from the beginning through advanced levels <u>within</u> each of the the four language skill strands. Chapter themes articulate <u>across</u> the four skill strands to systematically recycle content, vocabulary, and grammar.

■ **Reading Strand**

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre–reading, reading, and post–reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High–frequency words and words from the Academic Word List are focused on and pointed out with asterisks (*) in each chapter's Self–Assessment Log.

■ **Listening/Speaking Strand**

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre–listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi–ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for

students to download onto portable digital audio players.

■ Writing Strand

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre—writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self—evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

■ Focus on Testing for the TOEFL ® iBT

The all—new TOEFL ® iBT *Focus on Testing* sections prepare students for success on the TOEFL ® iBT by presenting and practicing specific strategies for each language skill area. The Focus on Testing sections are introduced in Interactions 1 and are included in all subsequent levels of the Reading, Listening/Speaking, and Writing strands. These strategies focus on what The Educational Testing Service (ETS) has identified as the target skills in each language skill area. For example, "reading for basic comprehension" (identifying the main idea, understanding pronoun reference) is a target reading skill and is presented and practiced in one or more *Focus on Testing* sections. In addition, this and other target skills are presented and practiced in chapter components outside the Focus on Testing sections and have special relevance to the TOEFL ® iBT. For example, note—taking is an important test—taking strategy, particularly in the listening section of the TOEFL ® iBT, and is included in activities within each of the Listening/Speaking books. All but two of the *Interactions/Mosaic* titles have a *Focus on Testing* section. Although *Interactions Access Reading* and *Interaction Access Listening/Speaking* don´t include these sections because of their level, they do present and develop skills that will prepare students for the TOEFL ® iBT.

■ Best Practices

In each chapter of this Teacher´s Edition, you´ll find Best Practices boxes that highlight a particular activity and show how this activity is tied to a particular Best Practice. The Interactions/Mosaic Edition team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices.

Interactions/Mosaic Best Practices

Best Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning. Identifying Best Practices helps teachers to see, and make explicit for students, how a particular activity will aid the learning process.

Making Use of Academic Content

Materials and tasks based on academic content and experiences give learning real purpose. Students explore real world issues, discuss academic topics, and study content–based and thematic materials.

Organizing Information

Students learn to organize thoughts and notes through a variety of graphic organizers that accommodate diverse learning and thinking styles.

Scaffolding Instruction

A scaffold is a physical structure that facilitates construction of a building. Similarly, scaffolding instruction is a tool used to facilitate language learning in the form of predictable and flexible tasks. Some examples include oral or written modeling by the teacher or students, placing information in a larger framework, and reinterpretation.

Activating Prior Knowledge

Students can better understand new spoken or written material when they connect to the content. Activating prior knowledge allows students to tap into what they already know, building on this knowledge, and stirring a curiosity for more knowledge.

Interacting with Others

Activities that promote human interaction in pair work, small group work, and whole class activities present opportunities for real world contact and real world use of language.

Cultivating Critical Thinking

Strategies for critical thinking are taught explicitly. Students learn tools that promote critical thinking skills crucial to success in the academic world.

Table of Contents

Student Book Teaching Notes and Answer Keys

1

Neighborhoods, Cities, and Towns

In this chapter, students will read about cities and neighborhoods. They will learn about the problems of big cities and encounter the concept of the "megacity," a city with a very large population. They will read facts about very large cities in both article and chart formats, which will give them the opportunity to decode and practice using large numbers. They will also read about a fictitious, multicultural neighborhood with a variety of shops, ethnic restaurants, and other features. Students will discuss and draw a map of their own neighborhood. In addition, they will practice map reading and use compass points to express geographical relationships. They will also learn strategies for guessing the meaning of new words using *is* and *are*. These passages and non-prose texts will give students opportunities to describe cities and express their opinions about them, acquire words from the list of the 1,000 most-frequently used words in English, and expand their repertoire of place names, adjectives, prepositions of place, and opposites.

Chapter Opener

❏ Direct students' attention to the photo and ask questions: *What do you see in the photo? What kind of place is this? Where do you think it is?* (The photo is of Shanghai, China.)

❏ Read the quotation by Shakespeare and ask students what they think it means.

❏ Put this sentence on the board: *Big cities are _____.* Tell students to write down the sentence and put an adjective that describes "big cities" in the blank. If necessary, give an example (*Big cities are exciting.*).

❏ Put students in pairs to discuss their sentences.

❏ Call on students to share their sentences with the class. Expand the discussion by asking students to explain their adjective choices. For example, ask: *Why are big cities exciting?*

❝ What is the city but the people? ❞

—William Shakespeare
English playwright (1564–1616)

Chapter Overview

Reading Selections

Monster Cities

My Neighborhood

Reading Skills and Strategies

Prereading: Thinking about the topic

Scanning

Previewing vocabulary

Identifying the main idea

Identifying details in a reading

Following textbook directions

Guessing words from context

Reading a map

Critical Thinking Skills

Synthesizing and discussing ideas from a reading

Comparing personal experiences

Vocabulary Building

Previewing vocabulary

Understanding new words with *is* or *are*

Categorizing new words

Working with prepositions

Identifying opposites

Language Skills

Understanding large numbers

Working with prepositions

Vocabulary

Nouns	Verbs	Adjectives	Prepositions
address	growing	afraid	across
building	live	busy	from
cities (city)	move	crowded	in
countries	work	different	in front of
(country)		dirty	on
density		large	
megacity		small	
monster		terrible	
neighborhood		wonderful	
neighbors			
oak trees			
olive tree			
people			
population			
tree			
work			

Monster Cities

1 Thinking About the Topic

Best Practice

Activating Prior Knowledge

This activity uses the students' prior knowledge as a tool for preparing them to read. This type of activity will help students place what they already know about cities and towns into the larger framework of "monster cities." When students become aware of what they already know about the topic, they can better organize the new concepts about neighborhoods, cities, and towns presented in this chapter.

❏ Have students look at the picture. Ask: *What do you see in the picture?* Hold the book up and point to the image of the monster in the background. Ask: *What is this?*

❏ Have the students read the questions on page 4 and write brief answers.

❏ Put students in pairs to discuss the questions.

❏ Call on students to share their answers with the class.

Strategy

Scanning

■ Read the information about scanning as a class.

■ Write a paragraph on the board.

■ Tell students you are looking for a piece of information in that paragraph.

■ Move your hand along the lines to show students you are reading quickly to find the information.

2 Previewing Vocabulary

❏ Tell students to look at the list of words and repeat them after you, or have students listen and repeat them as you play the audio.

❏ Direct students to mark the stress on each word of more than one syllable as they say it: *dénsity, mónster, populátion,* and so on.

❏ Have them put a check mark (✓) next to the words they know.

❏ Tell them **not** to use a dictionary during this part of the lesson.

Best Practice

Scaffolding Instruction

Vocabulary strategies act as scaffolding to help students become independent readers. The next vocabulary strategy will help students understand new words in the passage "Monster Cities." In addition, over time, this and other vocabulary-guessing strategies will reduce students' reliance on dictionaries. This will make students more fluent and independent readers.

Strategy

Understanding New Words: Look for *Is* and *Are*

■ Read the strategy as students follow along. (Note: the idea that they don't have to look up every new word may be new to some students.)

■ Write the following examples on the board. Underline *city* and *"monster cities."*

   A *city* is a place where a large number of people live together. *"Monster cities"* are very large cities.

■ Ask: *What's a city?*

■ Circle the part of the sentence that gives the answer. (It's a place where a large number of people live together.)

- Ask: *How do you know?* Draw two lines under *is*.

- Rewrite the sentence using the equal sign (city = a place where a large number of people live together) and say: *In other words, "city" equals "a place where a large number of people live together."*

- Repeat this with the second example. Ask: *What are "monster cities"?*

- Circle the part of the sentence that gives the answer. (They are very large cities.)

- Ask: *How do you know?* Draw two lines under *are*.

- Rewrite the sentence using the equal sign ("monster cities" = very large cities) and say: *In other words, "monster cities" equal "very large cities."*

3 Understanding New Words with *Is*

- ❑ Go over the directions.

- ❑ Tell students to look at the three words and repeat them after you.

- ❑ Remind students to circle the meaning of each word in the reading, as you did when presenting the boxed strategy.

Content Note

The American writer and urbanologist (an expert on cities) **William H. (Holly) Whyte** (1917–1999) was interested in the development of urban spaces and in human behavior in public places. He worked with the New York City Planning Commission and wrote many books on urban life, including *The Social Life of Small Urban Spaces* (1980) and *City* (1989).

4 Reading an Article 🎧

- ❑ Before students read, have them look at the map on page 6. Ask students to describe what they see.

- ❑ Play the audio and have students follow along in their books.

- ❑ Remind students **not** to use a dictionary during this part of the lesson. Tell them to underline any words or phrases that are new or that they don't understand.

- ❑ Tell students to do **Activity 5 Identifying the Main Ideas** when they finish the passage.

After You Read

5 Identifying the Main Ideas

- ❑ Some students may have done this activity, and others may not have had time.

- ❑ Read the directions and call on one student to read the first item. Ask the class for the answer.

- ❑ Continue with the next item. Make corrections when necessary.

ANSWER KEY

1. c 2. b

6 Checking Vocabulary

- ❑ Read the directions.

- ❑ Have students write their answers on the lines. Tell students to look back at the passage to find the answers.

- ❑ Circulate among students and give help if necessary. If students are having trouble, remind them of the strategy of using *is* and *are* to guess the meaning of new words.

- ❑ Review answers with the class. If students missed any of the items, help them identify the paragraphs in which the answers can be found.

7 Making Good Guesses

> **Best Practice**
>
> **Cultivating Critical Thinking**
> The following activity requires students to make an inference. Making inferences is an important critical thinking skill. When students make inferences, they are considering information that isn't directly stated, which improves their overall comprehension.

- ❑ Read the directions.
- ❑ Have students select an answer.
- ❑ Review the correct answer with the class.
- ❑ Ask volunteers who got the right answer to explain why they chose their answer. If students had trouble with this, review the meaning of "monster" (a very large/big, bad/terrible thing).
- ❑ Then have them look in the passage for information about cities that relates to size and negative ideas about cities (8,200,000 people in Tokyo; 18,400,000 in London and the surrounding towns and cities; problems; no jobs; dirty; etc.).

8 Discussing Ideas From the Reading

- ❑ Read the directions and have students get into pairs.
- ❑ Have students take turns asking and answering the questions. Circulate and offer help if necessary.

- ❑ Ask volunteers to share their answers to Question 6.

UNDERSTANDING LARGE NUMBERS

- ■ Read the directions.
- ■ Tell students to look at the list of number phrases and repeat them after you. Point out that certain words receive more stress than others in number phrases. Ask students to mark the stressed words in each number phrase (one hundred FIFTY; twenty-three MILLION five hundred seventy THOUSAND six HUNDRED, etc.) as they say them.
- ■ Then have students get into pairs and read the words with their partner. Circulate and offer help if needed. Don't dwell too much on pronunciation, except in cases where meaning is obscured.

> **Content Note**
> Many of the large numbers in the Instruction box contain the word *thousand*. The voiceless *th* in *thousand* can be troublesome for many non-native English speakers. It can sound like *t* to some students and like *s* to others. If your students have trouble with the voiceless *th* sound, you might want to have some minimal pair practice (*path, pass, pat*) to make sure they can distinguish *th* from *t* and *s* before moving on to production. When students are saying the large numbers with *thousand*, discreetly check for tongue placement: It should be between the teeth but not visible.