

捷进大学英语国际化立体化网络化系列教材

大学英语写作教程 1

Interactions

WRITING



吉林出版集团有限责任公司

图书在版编目(CIP)数据

大学英语写作教程. 1 / 严明总主编. —长春: 吉林出版集团有限责任公司, 2007.5

(捷进英语)

ISBN 978-7-80720-527-2

I. 大... II. 严... III. 英语—写作—高等学校—教材 IV. H315

中国版本图书馆 CIP 数据核字(2007)第 049234 号

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the publisher.

This authorized adapted edition is jointly published by McGraw-Hill Education (Asia) Co. and Jilin Publishing Group. This edition is authorized for sale in the People's Republic of China only, excluding Hong Kong, Macao SAR and Taiwan.

本书由吉林出版集团和美国麦格劳·希尔教育(亚洲)出版公司出版。未经出版者预先书面许可,不得用任何方式复制或抄袭本书的任何内容。此版本仅限在中华人民共和国境内(不包括香港、澳门特别行政区及台湾)销售。

Copyright©2007 by McGraw-Hill Education and Jilin Publishing Group.

吉·版权合同登记图字 07-2007-1634

本书教学网址: www.mhhe.com/interactionsmosaic

麦克劳·希尔网址: www.esl-elt.mcgraw-hill.com

捷进可一网址: www.expresskey.net

捷进英语—大学英语写作教程(1)

总顾问: 刘龙根

总主编: 严明

责任编辑: 王冰

出版: 吉林出版集团有限责任公司

发行: 吉林出版集团捷进可一图书经营有限公司

开本: 850×1168 1/16

定价: 19.00 元

字数: 252 千字

印装: 长春市金源印刷有限公司

网址: www.expresskey.net

发行电话: 0431-85618714(FAX)

0431-85611692 85618723

项目策划: 杨枫

封面设计: 宋宇航

地址: 长春市人民大街 4646 号

印张: 12.5

版次: 2007 年 7 月第 1 版 2007 年 7 月第 1 次印刷

书号: ISBN 978-7-80720-527-2

ISBN 978-0-07-353385-8

如有印刷、装订质量问题捷进可一公司负责调换。

捷进大学英语国际化立体化网络化系列教材编委会

总顾问:刘龙根

总主编:严 明

编 委:(以下按姓氏笔划排序)

孔庆炎:大连理工大学教授,原大学外语教学指导委员会委员、大学英语四、六考试委员会委员、
高职高专英语教学指导委员会主任委员

王立非:对外经济贸易大学英语学院院长、博士、教授、博士生导师

王晓群:全国大学英语四、六级考试委员会委员,上海财经大学外语系主任、教授

邓联健:教育部大学外语教学指导委员会委员,中南林业科技大学大学外语教学部主任,教授

白永权:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,西安交
通大学外国语学院院长,教授

刘龙根:教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,上海
交通大学外国语学院院长、教授、博士、博士生导师

刘洊波:教育部大学外语教学指导委员会委员,华南理工大学外国语学院院长、教授、博士

安晓灿:广东韶关学院外语学院大学英语教学部主任。教育部高等学校高职高专英语类专业教
学指导委员会副主任、教育部高等学校英语应用能力考试委员会委员

严 明:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,黑龙江
大学大学外语教研部主任,教授

张 森:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,河北科
技大学外国语学院院长、教授

杨 枫:吉林出版集团外语教育出版公司总经理、总编辑、博士,捷进朗文英语教材总主编

陈仲利:教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,北京
化工大学外语系主任,首席教授

战 菊:吉林大学公共外语教育学院院长、教授、博士

徐 珺:大连外国语学院教授、博士、《外语与外语教学》主编

郭海云:教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,北京交
通大学人文社会科学学院院长、教授

曹 军:东北师范大学外国语学院大学外语系主任、教授、博士

龚亚夫:中国教育学会外语教学专业委员会理事长,教授,国家《英语课程标准》研制组核心成员

程晓堂:北京师范大学外国语学院院长、教授、博士、博士生导师,国家《英语课程标准》研制组核
心成员

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社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 College English—

Interactions (1) Writing

Interactions/Mosaic Edition is a fully-integrated, 14-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across 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

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning.

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.

Highlights of College English—Interactions 1

Writing

Interacting with Others

Questions and topical quotes stimulate interest, activate prior knowledge, and launch the topic of the unit.

Activating Prior Knowledge

Chapter opening questions and pre-writing discussions activate prior knowledge and create a foundation for the writing activity.

Chapter

10

Sports

Connecting to the Topic

- 1 What sport is this?
- 2 Have you done this sport? Would you ever do this sport? Why or why not?
- 3 What sports do you like? Why do you like them?

In This Chapter

Genre Focus: Compare/Contrast

Writing Product

A paragraph comparing two sports

Writing Process

- Categorize sports.
- Find bases of comparison.
- Use a Venn diagram.
- Use a comparison table.
- Write a topic sentence.
- Write a concluding sentence.
- Use comparative adjectives and adverbs.
- Use both to write about similarities.
- Use but and however to write about differences.

“Sports serve society by providing vivid examples of excellence.”

—George F. Will
American newspaper columnist (1941–)



New design showcases compelling instructional photos to strengthen the educational experience.

Making Use of Academic Content

Academic themes, activities, and writing topics prepare students for university life.

Enhanced focus on vocabulary

building promotes academic achievement.

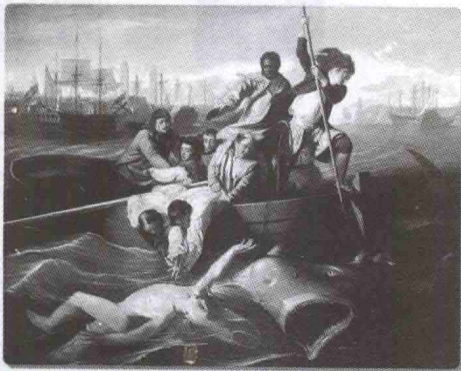
Part 1 Before You Write

Exploring Ideas



1 Analyzing a Painting In small groups, use the following questions to discuss the painting below:

1. What is the title of the painting?
2. What is a shark?
3. Which man is Watson? Why do you think he is naked?
4. How many people are in the picture?
5. What is happening in the picture?
6. How does the picture make you feel?
7. What can you see in the background? Where do you think this is happening?



^A *Watson and the Shark*, John Singleton Copley, U.S., 1738–1815. Oil on canvas; 72 × 90 1/4 in. (182 × 229.2 cm). Gift of Mrs. George von Lengerke Meyer. Courtesy, Museum of Fine Arts, Boston. Reproduced with permission. © 2000 Museum of Fine Arts, Boston. All Rights Reserved.

Building Vocabulary

2 Using a Vocabulary Chart In this chapter, you are going to write a descriptive paragraph about *Watson and the Shark*. Think about the vocabulary you will need to write your paragraph. What new vocabulary did you use in Activity 1? Add your words to the chart.

| Nouns | Adjectives | Verbs | Other |
|------------|-------------|--------|-------|
| background | afraid | attack | |
| harbor | dark | hold | |
| oar | dramatic | kill | |
| rope | frightening | reach | |
| rowboat | huge | rescue | |
| shark | naked | try | |
| ship | | | |
| spear | | | |
| teeth | | | |
| | | | |
| | | | |
| | | | |



3 Using New Vocabulary Join a group of three students and do the following with the words in the chart and the painting *Watson and the Shark*:

1. Point to an example of each noun in the painting.
2. Point to one person or thing in the painting that can be described with each adjective in the chart.
3. For each verb in the chart, point to one person or thing in the painting that could go with that verb. Example: (verb) *reach*, point to the man in the painting who is reaching.

4 Writing with New Vocabulary Write four sentences about the picture using as many of the vocabulary words in the chart as you can. Underline the words you used from the chart and count them. Which student in the class used the most words from his or her chart?

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

WORD FAMILIES

In the chart in Activity 3, some words are part of the same word family. Word families are groups of words that have similar meanings but may have different forms for different parts of speech. For example: win, winner, and winning.

My team will win the game. (verb)
We were the winners. (noun)
Marta scored the winning goal. (adjective)

4 Finding Word Families Find as many word families as you can in the vocabulary chart in Activity 3, and write them below.

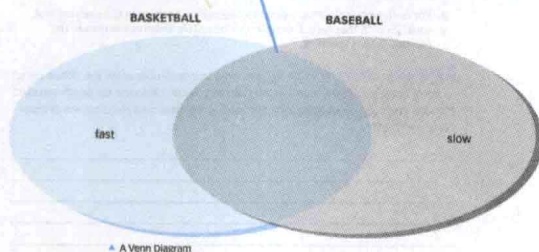
opponent, oppose, opposing

Organizing Ideas

Strategy

Using Venn Diagrams

A Venn diagram contains overlapping circles and shows the similarities and differences between two things. The parts of the circles that do not overlap contain differences. The parts that do overlap contain similarities.



166 Chapter 10

5 Using a Venn Diagram Look at the Venn diagram comparing basketball and baseball on page 166. Fill in the diagram with the phrases below. How are the sports the same? How are they different? Can you add any other characteristics?

| | | |
|---------------------------|--------------------|---------------------|
| play any time of year | played inside | team sport |
| play only in good weather | played outside | use ball and net |
| fast | played with a ball | use gloves and bats |
| slow | | |



A basketball game



A baseball game

6 Creating a Venn Diagram Create a Venn diagram. Write the names of the two sports you will write about in your comparison paragraph. Then fill the diagram with their similarities and differences.

Look at your diagram. Are there more similarities or differences? If there are more similarities, you should focus your paragraph on the ways the two sports are similar. If there are more differences, you should focus on the differences.

What Do You Think?

Finding Interesting Bases of Comparison

When two things seem similar, it can be interesting to read and write about their differences. Similarly, it can be interesting to discover the similarities in two things that seem different.

Your paragraph will be more interesting if you think of unusual bases of comparison. Bases of comparison are ways in which things can be compared. For example, you could compare basketball and baseball using the following bases of comparison: origin of the game, number of players, and where the game is played.

Sports 167

Cultivating Critical Thinking

Critical thinking strategies and activities equip students with the skills they need for academic achievement.

Scaffolding Instruction

Instruction and practice with sentence and paragraph skills help the student move towards essay writing.

New strategies and activities for the TOEFL® iBT build invaluable test taking skills.

Part 2 Developing Writing Skills

Developing Cohesion and Clarity

Strategy

Using Adjectives

One way to make a movie review interesting is to add adjectives that describe setting, characters, and events. Try to choose adjectives that are as specific as possible, and don't use the same adjective more than once in your paragraph.

1. Completing Sentences with Adjectives Look at the list of adjectives that describe movies on page 130. Then add an adjective to each of the sentences below.

1. *Star Wars* is a/an _____ science-fiction movie.
2. *Dracula* is a _____ horror movie about a _____ vampire.
3. *Titanic* is a _____ love story about a couple on a sinking ship.
4. *Lord of the Rings* is a _____ fantasy about a _____ journey.

2. Using Adjectives in a Sentence Use adjectives to write a sentence about your favorite movie. Then underline the adjectives.



3. Writing Phrases with Adjectives Make a list of some of your favorite movie characters. Look back at the list of adjectives on page 130. In a group of three students, write phrases describing those characters.

Example

E. T.—a magical visitor from another planet
Howard Hughes—an eccentric genius

USING APPOSITIVES

You can combine sentences using appositives. In Chapter 3, you learned that an appositive is a word or phrase that modifies a noun or a noun phrase and follows it directly. Appositives are set off from the rest of the sentence with commas.

Example

Han Solo is one of the heroes of *Star Wars*. He is a brave but egotistical pilot.
Han Solo, a brave but egotistical pilot, is one of the heroes of *Star Wars*.



4. Peer Sharing Let a partner read your paragraph. Ask your partner to give two reasons he or she agrees or disagrees with your opinion.

5. Writing the Second Draft Rewrite your paragraph using your rubric evaluation. Then give your paragraph to your teacher for comments and corrections. When your teacher returns your paper, ask him or her about any comments or corrections you don't understand.

TOEFL® iBT

Focus on Testing

Describing Differences

In this chapter, you learned about using *but* and *however* to express differences. Independent writing prompts on the TOEFL® Internet-Based Test (iBT) often ask you to write about the differences between the ideas in a reading and those in a lecture.

Practice The table below illustrates differences between two sports: skiing and snowboarding. Write one sentence to express each difference. The first one is done for you as an example.

| Basis of Comparison | Skiing | Snowboarding |
|--------------------------------|----------------------------------------|--------------------------------------------------|
| Equipment | two narrow boards | one wide board |
| Age of Sport | hundreds of years old | began in the 1960s |
| Origin | no inventor is known | invented by Sherman Poppen of Muskegon, Michigan |
| Status in 1970s | allowed on hills at commercial resorts | not allowed on hills at commercial resorts |
| Dress of Participants in 1970s | expensive special clothing | ordinary, inexpensive clothes |
| Age of Participants Now | many over 30 | not many over 30 |


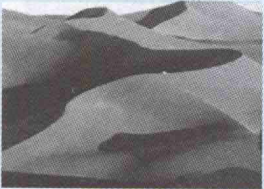

1. *A skier uses two narrow boards but a snowboarder uses only a single wide one.*

2. _____




3. _____

4. _____

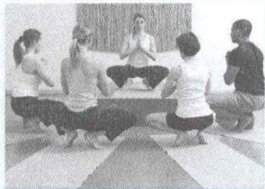



Scope and Sequence

| Chapter | Writing Product | Vocabulary Development | Idea Development/ Organizing Skills |
|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Academic Life Around the World  | A descriptive paragraph about a classmate | Using a vocabulary chart Developing vocabulary in a semantic field: daily activities | Interviewing a classmate Ordering information in a paragraph Using a graphic organizer Writing topic sentences |
| 2 Experiencing Nature  | A descriptive paragraph about a painting | Using an illustration to generate vocabulary Generating vocabulary through discussion | Discussing a painting Ordering information from general to specific Grouping details in spatial order |
| 3 Living to Eat or Eating to Live?  | A descriptive paragraph about holiday foods | Generating vocabulary through discussion Developing vocabulary in a semantic field: words to describe foods | Free writing Ordering information from general to specific Using a graphic organizer to determine levels of detail Writing topic sentences |

| Grammar | Editing Skills | Critical Thinking | Focus on Testing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <p>Using connectors: <i>and</i>, <i>but</i>, and <i>so</i></p> <p>Using <i>also</i> to add information</p> | <p>Revising for content: topic sentence, focus, and grouping of related ideas</p> <p>Editing for form: paragraph format, third person singular, negative verb forms, and capitalization</p> | <p>Distinguishing fact and opinion</p> <p>Choosing relevant interview questions</p> | |
| <p>Using descriptive adjectives</p> <p>Using prepositional phrases</p> <p>Unifying a paragraph with pronouns</p> <p>Using the present continuous</p> <p>Using <i>a</i>, <i>an</i>, and <i>the</i></p> | <p>Revising for content: inclusion of important details, order of information, use of adjectives</p> <p>Editing for form: Use of articles, paragraph and sentence form</p> | <p>Analyzing artwork</p> <p>Distinguishing general and specific</p> <p>Determining spacial order</p> | |
| <p>Using count and noncount nouns</p> <p>Giving examples with <i>such as</i></p> <p>Using appositives</p> <p>Punctuating lists</p> <p>Spelling third-person singular verbs</p> | <p>Revising for content: adding appositives and <i>such as</i></p> <p>Editing for form: use of commas in lists, plural nouns, and third person singular</p> | <p>Classifying foods</p> <p>Analyzing a graphic organizer</p> <p>Distinguishing general and specific information</p> <p>Evaluating nouns: count or noncount</p> <p>Identifying your strengths and challenges</p> | |

| Chapter | Writing Product | Vocabulary Development | Idea Development/ Organizing Skills |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| 4 In the community  | An informative letter to a friend | Generating new vocabulary through free writing Developing vocabulary in a semantic field: activities in a place; direction words | Organizing paragraphs in a letter Using a graphic organizer to write directions |
| 5 Home  | A personal narrative | Generating new vocabulary through discussion Developing vocabulary in a semantic field: life events | Using a time line to organize information Choosing a topic Limiting information Writing topic sentences |
| 6 Cultures of the World  | The conclusion of a folktale narrative | Generating vocabulary from reading Generating vocabulary through discussion | Reading and discussing a folk tale Using a plot diagram Understanding the elements of a story |

| Grammar | Editing Skills | Critical Thinking | Focus on Testing |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <p>Using the present tense and <i>be going to</i> for future</p> <p>Using prepositions of location, direction, and distance</p> <p>Using <i>there, it, and they</i></p> | <p>Revising for content: paragraph division</p> <p>Editing for form: letter format</p> | <p>Selecting the correct verb tense</p> <p>Evaluating community services</p> <p>Relating directions to a map</p> | |
| <p>Using the past tense</p> <p>Combining sentences with <i>because</i></p> <p>Using <i>before, after, when, and as soon as</i></p> | <p>Revising for content: combining ideas with <i>but, so, and and</i></p> <p>Editing for Form: punctuating dependent clauses</p> | <p>Brainstorming ideas</p> <p>Evaluating a theory by applying it to life experience</p> | |
| <p>Using <i>when</i> and <i>while</i></p> <p>Varying time words: <i>when, while, before, after, then, and as soon as</i></p> | <p>Revising for content: clarity, relevance, and sequence</p> <p>Editing for form: using editing symbols</p> | <p>Ordering events</p> <p>Proposing an original ending to a folktale</p> <p>Interpreting the moral of a folktale</p> <p>Evaluating elements of a story</p> | <p>TOEFL® IBT</p> <p>Borrowing vocabulary from a reading</p> |

| Chapter | Writing Product | Vocabulary Development | Idea Development/ Organizing Skills |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| 7 Health  | An informational paragraph about health treatments | Developing vocabulary in a semantic field: health Using suffixes to generate new vocabulary | Using an idea map Writing topic sentences |
| 8 Entertainment and the Media  | A one-paragraph movie review and analysis | Developing vocabulary in a semantic field: movies and characters Identifying positive and negative adjectives | Using a story web Identifying the elements of a story |
| 9 Social Life  | A narrative paragraph about a classmate | Developing vocabulary in a semantic field: leisure-time activities Building vocabulary with suffixes | Interviewing a classmate Choosing a method of organizing information Writing topic and concluding sentences |
| 10 Sports  | A paragraph comparing two sports | Developing vocabulary in a semantic field: sports Generating new vocabulary with word families | Using a Venn diagram Using a comparison table Writing topic and concluding sentences |