



捷进

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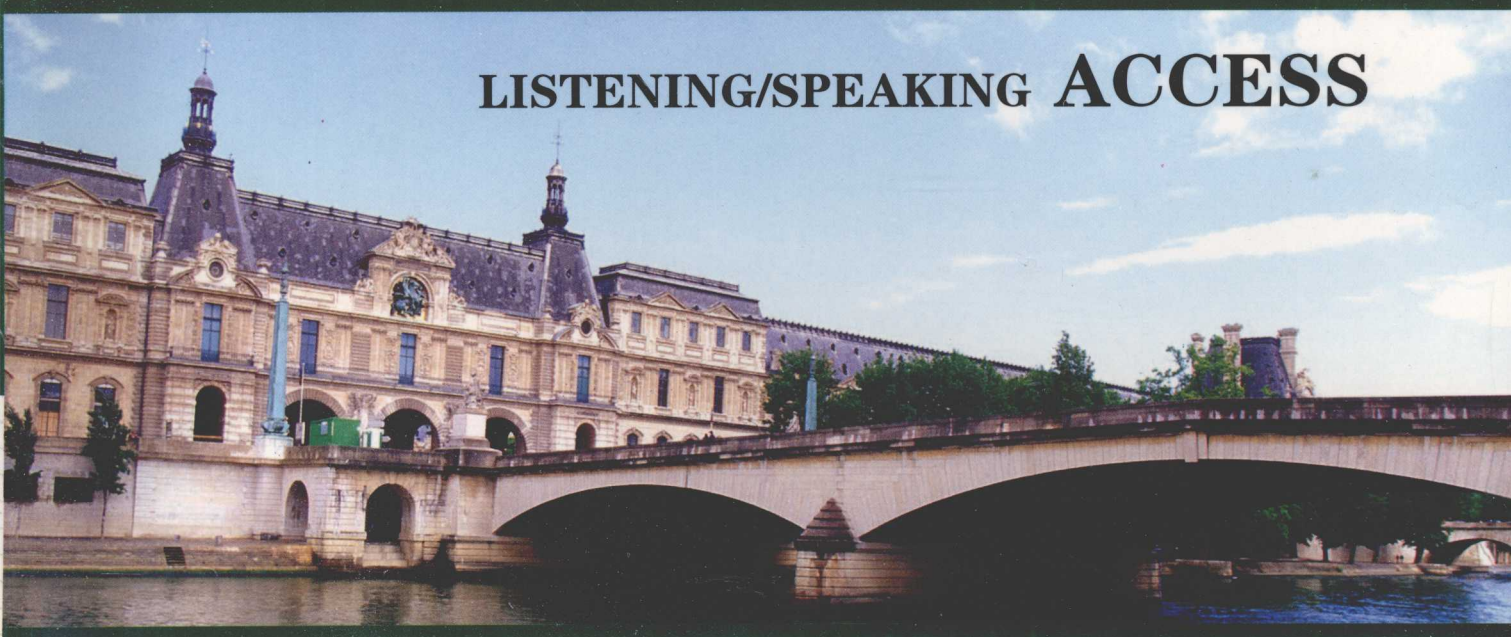
Interactions

美语路路通

最新美国英语专业教材 与新托福考试配套接轨
提供强大网上学习支持 丰富自主生成测试题库



LISTENING/SPEAKING ACCESS



Education



吉林出版集团有限责任公司 外语教育出版社

Foreign Language Teaching Books, Jilin Publishing Group

Interactions

美语路路通

LISTENING/SPEAKING **ACCESS**

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前言

《捷进美语路路通》最早是 1998 年在中国引进出版,在英语教育界有着广泛的影响,许多大学外语系和英语培训学校采用为主流教材。此版是美国权威英语教学专家、资深英语编辑和英语教育顾问根据最新的英语教育理论和世界 ELT 发展趋势,结合网络教学的特点和优势,在 2007 年全面编写升级完成的最流行最全面最权威的网络交互版。

《捷进美语路路通》是一套由《听说》(五册)、《精读》(五册)、《写作》(四册)和《语法》(四册)18 本书组成的极具整体性的英语学习教材。各个系列既相互联系、又相对独立,每个系列中的各个分册循序渐进。四个系列的每一单元的主题一致,融入四项语言技能,系统性地将内容、词汇和语法反复应用。因此,整个系列可以配合使用,学习英语技能的全部内容;每个系列也可以分别使用,适用于从入门阶段到中高级阶段各个层次的学生。

《捷进美语路路通》提供了全面促进英语教学的最佳训练模式与原则方法:

取材学术新颖,引人入胜

资料与练习以学术内容和学术活动为基础,有助于学生探讨现实世界的各种问题,围绕特定的学术主题和内容展开学习活动。同时,每单元围绕一个主题式语言功能,难易程度适中,语言要点反复循环出现,可以有效地激励学生的学习热情。

信息海量组织,学以致用

语言的学习目的在于信息的涉猎和沟通,本教材汇集大量信息和图片,供不同学习风格和思考方式的学生组织思想和交流。

教学手段先进,科学实用

脚手架有助于建筑施工的进行。同样,脚手架教学法通过灵活的、可预测性的练习辅助语言的学习。传授技能要点和学习策略,使听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练,可以显著地收到触类旁通的效果。同时配有由教师和学生进行的示范练习,信息量大,适合模仿。

激活潜在知识,增强学习信心

一旦学生与新的内容建立联系就可以更好地理解新的口语和书面内容。激

活潜在知识可以使学生利用和扩展已学的知识,并对新知识产生好奇心和兴趣。

促进交流能力,效果事半功倍

对话、小组讨论和全班参与的活动给学生提供用日常的语言进行真实交流的机会,可以提高其交际能力。掌握语言技能的关键在于反复实践,必须在轻松愉快的实践过程中自然而然地获得,单纯的机械性模仿达不到这个目的,这套教材的练习使学生自始至终处于交际活动中,可以收到事半功倍的效果。

培养思辨思维,提高学业成就

提供多种培养思辨思维的策略。学生通过学习可以提高思辨能力的技巧,为学业成就打下基础。

与托福考试内容和形式接轨

本教材采用了与新托福接轨的测试内容和形式,使学生在掌握英语的同时也熟悉托福考试,可谓一举两得。

提供网络学习支持和丰富生成试题库,方便高效

与每套每单元配套,本书提供强大实用有趣的网络教学支持,学生可以自由自主的在网上冲浪下载海量信息和 MP3,同时配合自主生成试题库,极大方便了学生检测和反馈自己的学习成绩。

本教材适合高校外语系和培训学校做主流教材和辅助教材,也适合学生自学。

捷进美语路路通教学团队

Interactions Listening / Speaking (Access)

Interactions/Mosaic Edition is a fully-integrated, 18-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.

Readng 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 Interactions

Listening/Speaking Access

Full-color design showcases compelling instructional photos to strengthen the educational experience.

Interacting with Others

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

Chapter 3

Friends and Family

Connecting to the Topic

- 1 How are Beth, Lee, and Ali staying in touch with their friends and families?
- 2 Which way to stay in touch is the most expensive? Least expensive?
- 3 How do you stay in touch with friends and family?

In This Chapter


Using Language: Starting and Ending Conversations

Listening: Listening to Voice Mail Messages
Listening to Descriptions of People

Speaking: Leaving Voice Mail Messages
Describing People

☞ The family is the country of the heart. ☞

—Giuseppe Mazzini,
Italian politician (1805–1872)



Lectures, academic discussions, and conversations among university students explore stimulating topics.


A student is discussing something with a parent (the student's mother or father). The student wants to pay a tutor to help him or her learn English faster. The parent wants the student to spend more time on other school subjects.

Two co-workers are discussing a problem at work. They need a new computer to help them do their work. One co-worker wants to complain to their supervisor. The other co-worker thinks the supervisor will be angry.

Part 3 Listening

Getting Meaning from Context

 Using Context Clues You will hear a lecture about sleep in five parts. Listen to each part and choose the best answer. Continue to listen to check each answer.

1. What are you listening to?
- ☐ A a conversation
 - ☐ B a telephone call
 - ☐ C a lecture in a classroom
2. What does sleep do for your brain?
- ☐ A It doesn't do anything.
 - ☐ B It keeps your brain healthy.
 - ☐ C It makes you forget things.
3. Why did Carlyle Smith teach the students a list of words and a difficult problem?
- ☐ A to see if they could do the problem
 - ☐ B to teach them English
 - ☐ C to test how much they remember
4. Why did Smith have the students sleep different amounts on the first, second, and third nights?
- ☐ A to see if sleeping after learning helps memory
 - ☐ B to see if the students became angry
 - ☐ C to make the students sick
5. How did the students who didn't sleep much on the first or third nights remember the difficult problem?
- ☐ A They remembered the same as the other students.
 - ☐ B They remembered better than the students who got enough sleep.
 - ☐ C They didn't remember the difficult problem well.
- 



Listening to a Lecture

Before You Listen



2 Preparing to Listen Before you listen, discuss these questions with a partner.

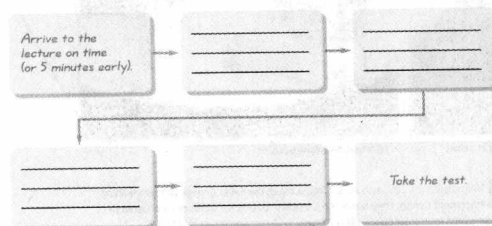
1. When you listen to a lecture, do you take notes? What information do you try to write down?
2. Do you review your notes before taking a test?
3. Do you try to sleep well before a test or do you stay up late studying?

Strategy

Using a Flow Chart

A graphic organizer called a *flow chart* can help you organize the steps in a process. Each step is a section of the flow chart. You will practice making a flow chart in Activity 3.

3 Thinking About Taking Notes and Passing Tests Fill in the flow chart below. What should a student do to get good grades? Start with "Arrive to the lecture on time (or 5 minutes early)" and end with "Take the test." When you finish, compare your charts with the rest of the class.



Organizing Information

Graphic organizers provide tools for organizing information and ideas.

Activating Prior Knowledge

Pre-listening activities place the lecture, academic discussion, or conversation in context and allow the student to listen actively.

Enhanced focus on vocabulary building promotes academic achievement.

Part 1 Conversation: Looking for a Summer Job

Before You Listen



1. Prelistening Questions Ask and answer these questions with a small group.

1. Look at the photos below. Describe each job.
2. Which of these jobs would you like to have? Why?
3. What job(s) would you like to do in the future? Why?



Financial analyst looking at a chart



Architects discussing a project



2. Vocabulary Preview Ali and Alicia are at the Faber College Career Planning and Placement Center. They are at the job board looking for summer jobs. Listen to these words from their conversation. Check (✓) the words that you know.

Nouns

- ☐ (one's) company
- ☐ experience
- ☐ journalism
- ☐ public health
- ☐ reporter

Verbs

- ☐ find out
- ☐ look for

Adjectives

- ☐ full-time
- ☐ part-time

Expression

- ☐ Don't mention it.

3. Guessing the Meanings of New Words from Context Guess the meanings of the underlined words. Write your guesses on the lines. Check your answers with a dictionary or with your teacher.

1. Lee worked last summer for a computer software company. He got a lot of good experience in programming and designing computer games.

My guess: _____

2. There are many ways to find out what jobs are available. You can read the paper, look on the Internet, call local companies, or ask people you know.

My guess: _____

3. Thousands of people in my city became sick with the flu last year. This was a public health problem, so the government and the doctors worked together to solve the problem.

My guess: _____

4. Mina is unhappy with her current job. She will look for a job where she can work with children.

My guess: _____

5. After the plane crash, the reporter had to interview the families of the passengers and then write a story about them for the newspaper.

My guess: _____

6. Ali is still in school, so he doesn't have time for a full-time job. He wants a part-time job for about 20 hours a week.

My guess (full-time): _____

My guess (part-time): _____

7. Alicia is studying journalism. She wants to work for a newspaper or a TV news show.

My guess: _____

8. Ali and Alicia like to do things together. They enjoy each other's company.

My guess: _____

9. **Lee:** Thanks for helping me with my homework, Beth.

Beth: Don't mention it!

My guess: _____

Scaffolding Instruction

Instruction and practice build gradually to support students in the listening tasks.

Cultivating Critical Thinking

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

Listen

4 Listening for Main Ideas (Part 1) Listen to the first part of the conversation. Choose the best answer to each question.

1. What are Dan, Beth, and Ali enjoying?
 - (A) visiting San Francisco
 - (B) looking at the San Francisco skyline
 - (C) the tour of Alcatraz
2. What is the Transamerica Building?
 - (A) a San Francisco landmark and part of the San Francisco skyline
 - (B) a triangular tower
 - (C) both a and b
3. What is Alcatraz?
 - (A) a prison where dangerous criminals are put
 - (B) a former prison and an interesting place to tour
 - (C) a famous bridge

5 Listening for Main Ideas (Part 2) Now listen to the whole conversation. Choose the best answer to each question.

1. What does Dan say he wants to do tomorrow?
 - (A) visit Alcatraz
 - (B) see all of San Francisco's famous landmarks
 - (C) change the flat tire
2. Why does Dan pull the car over?
 - (A) because the car has a flat tire
 - (B) because they (Dan, Beth, and Ali) need to get to San Francisco
 - (C) because they want to visit Alcatraz
3. What does Ali say about the flat tire?
 - (A) it will take a long time to change it.
 - (B) it will take a short time to change it.
 - (C) Dan and Beth can change it.



Beth



Ali



Dan



6 Listening for Specific Information Listen again. Choose best answer to each question.

1. Ali says, "I can't wait to go to all those places". What does he mean?
 - (A) He's excited about visiting San Francisco's famous landmarks.
 - (B) He's going to visit San Francisco's famous landmarks today.
 - (C) He wants to visit just Alcatraz.
2. What does Dan want to do tomorrow?
 - (A) visit Alcatraz all day
 - (B) visit Alcatraz, perhaps in the morning or the afternoon
 - (C) visit all of San Francisco's landmarks
3. How long will it take to change the flat tire?
 - (A) A few minutes
 - (B) All afternoon
 - (C) A day

After You Listen

Strategy

Using a Graphic Organizer: T-charts

To compare two things, you can make a graphic organizer called a T-chart. For example, you can compare two places by using a T-chart. Label one column with one place and the other column with the other place. Write words describing each place below the labels. Group the negative words and the positive words. A T-chart can help you choose which place is better. The T-chart below compares two places: the beach and the mountains. You will practice making a T-chart to compare two places in Activity 7.

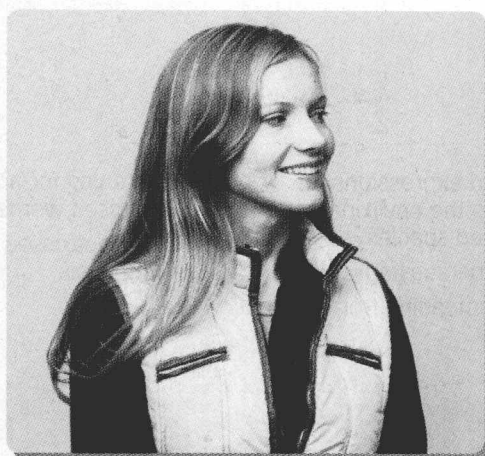
The Beach	The Mountains
warm	cold
sand	snow
water	ice
vacation place	vacation place
swimming	skiing
bathing suit	coat

Enhanced focus on test taking skills promotes academic achievement.

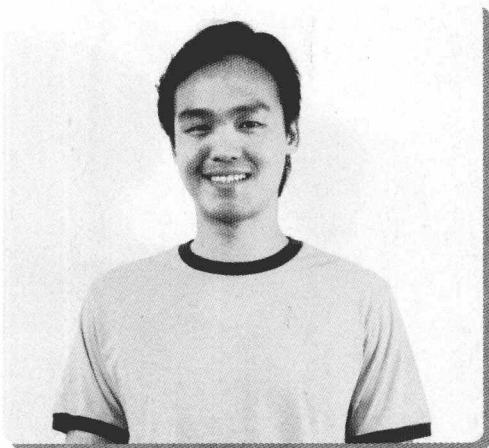
Introducing the Interactions Listening/Speaking Access Characters



Name: Ali
Nationality: American



Name: Beth
Nationality: American



Name: Lee
Nationality: Korean



Name: Alicia
Nationality: Mexican



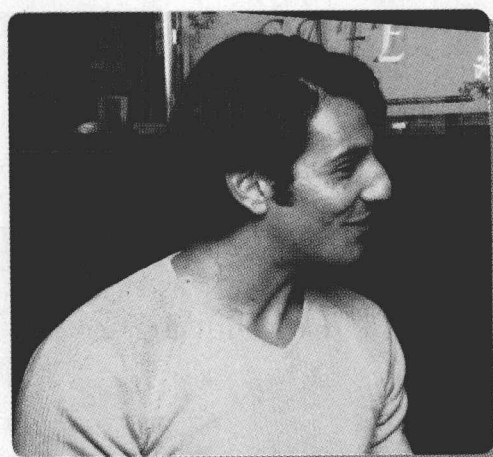
Name: Ming
Nationality: Chinese



Name: Dan
Nationality: American



Name: Peter
Nationality: Puerto Rican



Name: Michel
Nationality: French

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Scope and Sequence

Chapter	Listening	Speaking	Critical Thinking
1 Neighborhoods, Cities, and Towns page 2 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Using context clues 	<ul style="list-style-type: none"> ■ Asking for and giving personal information ■ Confirming information ■ Talking about days and dates ■ Talking about cities and transportation 	<ul style="list-style-type: none"> ■ Comparing and contrasting ■ Interpreting a photo ■ Using a Venn diagram to compare and contrast ■ Evaluating search engines and keywords
2 Shopping and E-Commerce page 26 	<ul style="list-style-type: none"> ■ Listening for prices ■ Listening to online shopping information ■ Listening for reasons ■ Listening for reductions 	<ul style="list-style-type: none"> ■ Comparing prices and stores ■ Describing clothes ■ Interviewing classmates about shopping habits ■ Role play: returning merchandise to a store ■ Giving reasons 	<ul style="list-style-type: none"> ■ Developing reasoning skills for argumentation ■ Interpreting information on shopping websites ■ Using charts to compare and contrast
3 Friends and Family page 50 	<ul style="list-style-type: none"> ■ Listening for conversation starters ■ Listening to voice mail messages ■ Listening to descriptions of people ■ Listening for reductions 	<ul style="list-style-type: none"> ■ Describing people ■ Leaving voice mail messages ■ Interviewing classmates about friends and ways to keep in touch ■ Role play: appropriate greetings based on situations 	<ul style="list-style-type: none"> ■ Analyzing appropriate and inappropriate topics of conversation ■ Problem-solving: leaving appropriate voice mail messages
4 Health Care page 70 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for advice ■ Listening to instructions ■ Listening to complaints ■ Using context clues 	<ul style="list-style-type: none"> ■ Discussing solutions to health problems ■ Giving advice ■ Discussing complaints ■ Discussing health advice and habits ■ Talking about body parts 	<ul style="list-style-type: none"> ■ Analyzing solutions to problems ■ Making comparisons ■ Interpreting photos ■ Using charts to organize information

Vocabulary Building	Pronunciation	Language Skills
<ul style="list-style-type: none"> ■ Neighborhood terms ■ Time and distance terms ■ Expressions about fares ■ Guessing meaning from context ■ Practicing new words in a variety of contexts 	<ul style="list-style-type: none"> ■ Listening for and using stress 	<ul style="list-style-type: none"> ■ Understanding large numbers ■ Using prepositions with days and dates ■ Using contractions
<ul style="list-style-type: none"> ■ Shopping terms ■ Price expressions ■ Clothing types and colors ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Using reductions ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Describing clothing ■ Using monetary terms for prices
<ul style="list-style-type: none"> ■ Expressions for describing people ■ Expressions for starting and ending conversations ■ Guessing meaning from context 	<ul style="list-style-type: none"> ■ Listening for and using stressed words 	<ul style="list-style-type: none"> ■ Starting and ending conversations: formal vs. informal language ■ Topics of conversation
<ul style="list-style-type: none"> ■ Words and expressions for discussing health care ■ Words and expressions for making health care appointments ■ Guessing meaning from context ■ Body part terms 	<ul style="list-style-type: none"> ■ Listening for and using stressed words ■ Listening for reductions ■ Using online pronouncing dictionaries 	<ul style="list-style-type: none"> ■ Using modals to give advice

Chapter	Listening	Speaking	Critical Thinking
5 Men and Women page 90 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening for reductions ■ Listening to small talk ■ Using context clues ■ Listening to invitations 	<ul style="list-style-type: none"> ■ Making small talk ■ Discussing invitations and celebrations 	<ul style="list-style-type: none"> ■ Interpreting photos ■ Making inferences ■ Evaluating keywords and URLs ■ Using a sunray graphic organizer to generate related ideas
6 Sleep and Dreams page 110 	<ul style="list-style-type: none"> ■ Listening to numbers: teens and tens ■ Listening for main ideas ■ Listening to a lecture ■ Listening for specific information ■ Listening to a narrative 	<ul style="list-style-type: none"> ■ Interviewing classmates about sleep and dreams ■ Role play: agreeing and disagreeing ■ Discussing a lecture ■ Surveying classmates about sleep habits ■ Narration: describing a dream 	<ul style="list-style-type: none"> ■ Understanding and interpreting research studies ■ Evaluating important lecture points with note-taking ■ Understanding and using data to support a point
7 Work and Lifestyles page 132 	<ul style="list-style-type: none"> ■ Listening for the main idea ■ Listening for specific information ■ Listening to complaints ■ Using context clues ■ Listening to job interviews ■ Listening to future plans 	<ul style="list-style-type: none"> ■ Talking about jobs ■ Making complaints politely and professionally ■ Talking about job interviews ■ Talking about the future 	<ul style="list-style-type: none"> ■ Interpreting photos ■ Categorizing people and things ■ Interpreting survey results ■ Using a cluster chart graphic organizer to group related ideas ■ Evaluating career information on the Internet ■ Using a chart or pie graph to illustrate survey results
8 Food and Nutrition page 152 	<ul style="list-style-type: none"> ■ Listening for main ideas ■ Listening for specific information ■ Listening to instructions ■ Listening for reductions ■ Using context clues 	<ul style="list-style-type: none"> ■ Discussing food and health ■ Ordering in a restaurant ■ Giving opinions on food 	<ul style="list-style-type: none"> ■ Making comparison charts ■ Ordering steps in a sequence ■ Evaluating search information on the Internet