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Second Edition

新视线国际英语 读写教程

Reading and Writing

Teacher's Book
教师用书

1



美国经典教材
引进并改编，用于
大学公共英语课，
也适用于备考托福
读写的考生。



北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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Unit 1



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前言

《新视线国际英语教程》系列教材是从美国著名的“麦格劳-希尔教育集团”最新引进并改编的一套立体化、多媒体英语教材，分为“听说教程”和“读写教程”。其中“听说教程”分为三个级别，“读写教程”分为四个级别，供大学阶段（包括全日制本科、成人继续教育和网络教育）两个学年、四个学期的公共英语课使用。其中“听说教程”的1~2级别分别对应“读写教程”的1~2级别；“听说教程”的第3级别可以分为两个学期使用，对应“读写教程”的3~4级别。本系列教材的结构如下：

《新视线国际英语读写教程》		《新视线国际英语听说教程》		
学生用书1	教师用书1	学生用书1	教师用书1	测试用书1
学生用书2	教师用书2	学生用书2	教师用书2	测试用书2
学生用书3	教师用书3	学生用书3	教师用书3	测试用书3
学生用书4	教师用书4			

《新视线国际英语教程》系列教材是以教育部颁布的《大学英语课程教学要求》为指导，根据新时代大学生的特点，在学校、社会上做了广泛调研的基础上，为贯彻培养高素质实用型人才的精神而开发的一套崭新的系列教材。本教材在编写中注意衔接教育部颁布的基础义务教育阶段和高中阶段的《英语课程标准》，同时遵照大学英语教学目标的原则：培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习的能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。本系列教材以全新的教学理念、合理的教学方法为指导，突出技能性和实用性，为我国大学英语教学改革开辟了一条新路。

以下为《新视线国际英语读写教程》系列教材的编写说明：

一、《新视线国际英语读写教程》教材特色

1. 选材内涵丰富，结合新一代大学生的思维特色与语言能力的提高。编者本着“以学生为主体”的原则，在选材上不仅关注新时代大学生的语言认知水平和思维方式，更突出对其语言技能的培养。学生在学习过程中不仅逐步提高读、写、译等技能，也同时提升职业素养，将语言应用于职业场景和实际生活中，从而提高综合竞争能力。课文的选材基于原版教材高品质的内容，又经过英语教学专家严格审核，一线教师合理改编，按照大学英语的“一般要求”把握

编写难度。

2. 语言鲜活生动，充分体现英语教学的新需求。本系列教材的开发突破了一般高校英语教材的编写模式，充分考虑非英语母语学习者的特点，关注他们的知识结构与思维特性，尊重语言学习的规律。教材选材上充分考虑生活中的日常英语、工作中使用的职场英语以及学习中接触的学术性英语，将三者有机结合；选用的课文语言地道时尚、鲜活生动，主题涵盖诸如商务、艺术、心理、健康、社会、历史、生物、政治等方面，都与学生的学习、工作和生活息息相关。这些主题既从多方位折射社会发展的需要，展示多元文化，又贴近实际，体现英语语言的时代特色与魅力；更重要的是培养学生的跨文化意识，开拓全球视野。

3. 结构编排科学合理，融合读、写、译等技能，适合自学。本系列教材经过我国高等教育英语教学专家和中外一线英语教师的反复调研和多次磋商讨论，充分汲取原版教材的编写精华，确定了与教材编写理念相符合的板块设计方案。每一章贯穿不同主题，各个板块环环相扣、从易到难，读、写、译三部分内容有机融合，配以大量词汇、结构、翻译和语法练习，既加大了对学生英语阅读能力的训练力度，同时也加强了对学生英语写作能力的培养，满足未来生活和工作中涉外交际的需要。同时，教材中出现的阅读、写作和翻译技巧及语法解释都是英汉对照，部分习题在改编中让学习者边学边练，练习和复习结合，既有助于全日制课堂教学，也方便成人学生利用碎片化时间进行自学。

4. 趣味性和信息性结合，致力于帮助学生养成可终生受益的英语学习习惯。本系列教材选材实用时尚、语言轻松活泼，能够激发教师授课和学生学习的双向兴趣；版式设计充分吸取国内外最新出版的英语教材设计风格的优点，色彩明快和谐，插图丰富有趣，使教师授课和学生学习的过程赏心悦目、轻松愉快。教材不但追求内容与形式的美感和谐，同时也注重对学生学习能力的培养；内容的选取和搭建、习题的设计和引导，都在潜移默化中教授学习方法，训练学习思维，“授之以渔”，培养学生可受益终生的良好的语言学习习惯。

5. 配套网络课程、试题库、教学课件，满足个性化教学需求，搭建立体化教学资源平台。本系列教材每个级别除了有学生用书、教师用书之外，还配有服务于课堂教学的网络课程、服务于学生课后自测的丰富的拓展练习、服务于教师教学和测试的试题库，同时还在组织编写制作内容丰富的教学课件、网络拓展资源及满足学生个性化学习要求的多媒体光盘。为教师个性化教学和学生自主学习提供最好的资源平台，是本系列教材整体策划中的重要内容。

二、《新视线国际英语读写教程》章节结构

《新视线国际英语读写教程》包括四个级别，供两个学年、四个学期使用；每个级别分为五章，每章涉及一个与学习、生活或工作有关的主题，并围绕这个主题来设计学习任务和相关练

习。1~2册每章包括六部分：入门阅读（Introduction）、一般阅读（General Interest Reading）、学术阅读（Academic Reading）、语言练习（Language Workshop）、写作剖析（The Mechanics of Writing）、学术写作（Academic Writing）；3~4册增加第七部分“实用写作（Practical Writing）”，为网络资源，供学生下载相关资源或在网上进行练习。每一部分内容彼此联系，互为补充。每一章的教学时间建议安排12个学时。以下是每一章各个部分内容的基本功能表：

每一章组成部分	内容简介及功能		建议授课时间 (12个学时)
Introduction 入门阅读	Before Reading	若干与本章主题相关的图片和讨论问题	1~2册90分钟 3~4册45分钟
	Reading	主题导入文章，难度低，趣味性强；课文长度1~2册300个单词左右，3~4册400个单词左右	
	After Reading	检查学生的阅读理解能力，拓展思路，深入讨论	
General Interest Reading 一般阅读	Before Reading	阅读前的推测、思考和词汇练习	90分钟
	Reading	主题文章，注重语言学习，更多语言点的学习，针对话题更深入的探讨；课文长度1~2册500个单词左右，3~4册600个单词左右	
	After Reading	阅读理解、讨论、词汇活动	
Academic Reading 学术阅读	Before Reading	阅读前的推测、思考和词汇练习	135分钟
	Reading	学术性主题文章，注重语言深层次学习，更多的学术性词汇和语言点的学习，针对话题的学术性的探讨；课文长度1~2册500~600个单词，3~4册700~800个单词	
	After Reading	阅读技巧的练习（如快速阅读、掌握大意、使用词典、整合信息等），相关语言点练习	
Language Workshop 语言练习	本章出现的核心词汇、功能性词汇、学术词汇、构词法、常用短语、句子结构、翻译技巧等综合练习，题型多样		90分钟
The Mechanics of Writing 写作剖析	具体的英语基础写作技巧剖析和练习：基础语法讲解、用词、标点符号、句型练习、特殊的写作结构等		45分钟
Academic Writing 学术写作	<ul style="list-style-type: none"> 应用上一部分的写作技巧，分步骤引导学生进行学术性写作：整理思路、缩小话题、写主题句、列提纲、规划写作、最终写一段话 写作体裁多样：议论、叙述、描写、分析、例证、对比、说服和过程描述等 		90分钟
Practical Writing 实用写作	根据每一章主题，设计较为实用的写作任务，给出实例，让学生进行模仿写作 *注意：第3~4册含本部分，为网络资源。		3~4册45分钟

三、《新视线国际英语读写教程》各个级别对应的词汇量和考试类型

级别	对应词汇量和考试类型
《新视线国际英语读写教程1》	· 1500个单词起点
《新视线国际英语读写教程2》	· 2500个单词起点 · 学完本书可以参加“大学英语B级（网络教育）”考试和“成人本科学士学位英语统一考试”
《新视线国际英语读写教程3》	· 3500个单词起点 · 学完本书可以参加“大学英语四级”考试
《新视线国际英语读写教程4》	· 4500个单词起点 · 学完本书可以参加“大学英语六级”或“英语专业四级”考试，也可以参加“托福”考试

四、《新视线国际英语读写教程》编写团队

一套优秀的教材是一个优秀编写团队所有编者智慧与汗水的结晶。《新视线国际英语读写教程》系列教材由美国知名的“英语作为第二语言”教学专家Pamela Hartmann女士和Laurie Blass女士原创，由来自美国德克萨斯州、佛罗里达州、加利福尼亚州、华盛顿州、纽约州、北卡罗莱纳州和来自加拿大、日本、泰国、阿联酋等总共20余所大学、社区学校和成人英语教育机构的同仁的大力协助下编写而成。本系列教材不仅在英语国家的英语教学机构获得极大的认可，同时也在非英语国家广泛使用，受到广大英语学习者的欢迎。在引进国内之后，我们在多所学校进行试用，根据师生的反馈结合国内学生的特点和学习习惯，在不改变教材主体的基础上进行了有益的补充；同时结合第二语言习得规律，将新的教学改革理念和新的教与学的手段融入到教材的编写中。

目前市场上有许多面向全日制本科、成人继续教育和网络教育的英语教材。这些教材诞生于我国高等教育改革的重要时期，是当前英语教学改革的必然产物，为我国英语教学注入了新的活力，引发了新的探索，建立了新的教学标准。本系列教材是应运而生的一套最新的高校公共英语教材，在历时三年的编写实践中，整个编写团队群策群力，反复修改，精雕细琢，力争为师生们呈现最新的教学理念和教学科研成果。一套优秀的教材来源于教学实践过程中的反复打磨。希望使用本系列教材的师生能够不断提供反馈意见和建议，帮助我们逐步完善教材和配套资源，使其整体质量更上一层楼，为我国的大学英语教育和改革做出更大的贡献。

编者

●●●●● WELCOME to the Teacher's Edition

The *Quest* Teacher's Edition provides support and flexibility to teachers using the *Quest* Student Book. Each chapter of the Teacher's Edition begins with a Chapter Overview that includes a brief summary of the Student Book chapter, a list of the vocabulary words found in the chapter, a list of the reading, critical thinking, and writing strategies highlighted throughout the chapter, as well as a list of the mechanics presented and practiced in that chapter. In addition, the Teacher's Edition provides step-by-step teaching procedures; notes on culture, grammar, vocabulary and pronunciation; expansion activities; text translation; photocopiable masters of select expansion activities; Internet research ideas; answer keys; and end-of-chapter tests.

Procedures

- Experienced teachers can use the step-by-step procedural notes as quick guides and refreshers before class, while newer, or substitute teachers can use the notes as a more extensive guide in the classroom. These notes also help teachers provide context for the activities and assess comprehension of the material covered.

Answer Keys

- Answer keys are provided for all activities that have definite answers. In cases where multiple answers could be correct, possible answers are included. Answer keys are also provided for the Language Workshop of each chapter.

Notes

- Where appropriate, academic, culture, grammar, vocabulary and pronunciation notes provide background information, answers to questions students might raise, or points teachers might want to review or introduce. For example, in *Quest 1 Reading and Writing* Chapter 1, a reading refers to Ralph Lauren, so a cultural note provides some background information on this designer. These notes are provided at the logical point of use, but teachers can decide if and when to use the information in class.

TOEFL® iBT Tips

- In each chapter, six tips for the TOEFL® iBT are given with corresponding notes on how strategies and activities from the student book chapter can help students practice and prepare for the exam. Examples of TOEFL® iBT question format are also given in these tips.

Expansion Activities

- At least ten optional expansion activities 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, and working with manipulatives such as sentence strips, projects, and presentations. These expansion activities often allow students to practice all four language skills, not just the two skills that the student book focuses on.

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Photocopiable Worksheets

- Up to three chapter worksheets that teachers can photocopy are included for each chapter. These worksheets are optional and are described in expansion activities located within the chapter. One chapter worksheet is often additional editing practice, while the others might be a graphic organizer, or a set of sentence strips.

End-of-Chapter Tests

- The end-of-chapter tests assess students on reading comprehension, one or more of the reading or critical thinking strategies highlighted in the chapter, vocabulary, mechanics and editing. Item types include multiple choice, fill-in-the-blank and true/false, for a total of 35 items per test. Answer keys are provided.

Website Research

- At the end of Part 3 in each chapter of the Teacher's Edition, you will find a list of suggested website resources that can provide additional information on the topics presented in the chapter. Teachers may use this optional resource to gather more background or to direct your students to these sites to research the topics for an expansion activity. The title of each suggested website is given and can be searched if the listed website is unavailable.



SCOPE AND SEQUENCE OF

Chapters and Themes 章与主题	Readings 阅读	Reading Strategies 阅读策略
Chapter 1 Identity and Learning 第1章 身份与学习	<ul style="list-style-type: none"> • Introduction: <i>Stories of Twins</i> • 入门阅读: 双胞胎的故事 • General Interest: <i>You Are the Star of Your Own Movie</i> • 一般阅读: 人生舞台, 你是主角 • Academic: <i>What Makes You the Person You Are?</i> • 学术阅读: 是什么成就了现在的你? 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Dashes • 猜测生词的意思: 通过破折号 • Finding the Main Idea • 找出主旨 • Understanding Parts of Speech • 理解词性 • Guessing the Meanings of New Words: Definitions • 猜测生词的意思: 通过定义
Chapter 2 Language Learning 第2章 语言学习	<ul style="list-style-type: none"> • Introduction: <i>Emailing a Professor</i> • 入门阅读: 给教授写邮件 • General Interest: <i>The Brain, Learning, and Memory</i> • 一般阅读: 大脑、学习与记忆 • Academic: <i>Methods of Learning a New Language</i> • 学术阅读: 学习新语言的方法 	<ul style="list-style-type: none"> • Understanding Tone • 理解语气 • Guessing the Meanings of New Words: Examples • 猜测生词的意思: 通过例子 • Using Graphic Organizers • 使用图表 • Guessing the Meanings of New Words: Parentheses • 猜测生词的意思: 通过括号
Chapter 3 Deciding on a Career 第3章 决定职业生涯	<ul style="list-style-type: none"> • Introduction: <i>Career Questionnaire</i> • 入门阅读: 职业调查问卷 • General Interest: <i>Where Am I, and Where Am I Going?</i> • 一般阅读: 我将何去何从? • Academic: <i>The Joy of Work?</i> • 学术阅读: 工作的乐趣? 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Commas • 猜测生词的意思: 通过逗号 • Guessing the Meanings of New Words: Finding Meaning in Another Part of the Sentence or in Another Sentence • 猜测生词的意思: 通过句子的其他部分或其他句子 • Understanding Pronoun References • 理解代词的指代对象 • Understanding Punctuation: Italics and Quotation Marks • 理解标点符号: 斜体和引号
Chapter 4 Marketing Across Time and Space 第4章 不同时间和地点的市场营销	<ul style="list-style-type: none"> • Introduction: <i>Same Movie, Different Name</i> • 入门阅读: 同样的电影, 不同的名字 • General Interest: <i>Advertising Through History</i> • 一般阅读: 广告的历史 • Academic: <i>Modern Advertising</i> • 学术阅读: 现代广告 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Adjective Clauses with <i>Who</i> and <i>That</i> • 猜测生词的意思: 通过以Who和That引导的形容词性从句 • Making Notes • 做笔记 • Guessing the Meanings of New Words: Colons • 猜测生词的意思: 通过冒号 • Finding Examples • 找例子 • Recognizing Word Forms • 识别词形
Chapter 5 Parenting, Gender, and Stereotypes 第5章 养育子女、性别与刻板印象	<ul style="list-style-type: none"> • Introduction: <i>Parenting in Chimpanzee Society</i> • 入门阅读: 黑猩猩的母爱 • General Interest: <i>Children, Gender, and Toys</i> • 一般阅读: 儿童、性别和玩具 • Academic: <i>Stereotypes and Their Effects</i> • 学术阅读: 刻板印象及其影响 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: <i>In Other Words</i> • 猜测生词的意思: 通过短语 “In Other Words” (换句话说) • Infinitives of Purpose • 表示目的的不定式 • Understanding the Word <i>So</i> • 理解单词So • Previewing a Reading • 阅读预览 • Guessing the Meanings of New Words: The Phrase <i>That Is</i> • 猜测生词的意思: 通过短语 “That Is” (即) • Finding the Main Idea: Using Topic Sentences • 找出主旨: 利用主题句

THE STUDENT BOOK

Critical Thinking Strategies 批判性思维策略	Translation Strategies 翻译策略	The Mechanics of Writing 写作剖析	Writings and Writing Strategies 写作实训与写作策略
<ul style="list-style-type: none"> Applying Information 使用信息 Comparing and Contrasting 比较和对比 Classifying 分类 Estimating 估计 	<ul style="list-style-type: none"> Semantic Translation 语义翻译 	<ul style="list-style-type: none"> Simple Present Tense 一般现在时 Simple Past Tense 一般过去时 Punctuation with the Word <i>And</i> 单词<i>And</i>与标点符号 Words in Phrases: Prepositions 组成短语的词语: 介词 	<ul style="list-style-type: none"> Focus: Paragraph Describing a Childhood Influence 主题: 用一段话描写对你童年有重要影响的一个人 Strategy: Choosing a Topic 策略: 选择题目
<ul style="list-style-type: none"> Synthesizing 整合 Recognizing Relationships Between Ideas 认识不同观点之间的关系 Applying Knowledge 使用知识 Classifying 分类 	<ul style="list-style-type: none"> Semantic Translation 语义翻译 	<ul style="list-style-type: none"> Using the Word <i>Or</i> 使用单词<i>Or</i> Punctuation with <i>But</i> 单词<i>But</i>与标点符号 Words in Phrases: Words after Prepositions 组成短语的词语: 介词后面的词语 Using the Word <i>Because</i> 使用单词<i>Because</i> 	<ul style="list-style-type: none"> Focus: Paragraph Describing a Good Way to Learn a Language 主题: 用一段话描写学习语言的一种好方法 Strategy: Getting Ideas 策略: 获得想法
<ul style="list-style-type: none"> Thinking of Solutions 考虑解决办法 Interpreting Information 解读信息 Applying Information 使用信息 Synthesizing 整合 	<ul style="list-style-type: none"> Literal Translation 直译 	<ul style="list-style-type: none"> The Future Tense 将来时 Possibility: <i>May</i> and <i>Might</i> 表示可能性: <i>May</i>和<i>Might</i> Using the Word <i>Or</i> 使用单词<i>Or</i> Using <i>Enjoy</i> and <i>Involve</i> 使用<i>Enjoy</i>和<i>Involve</i> Adverbial Conjunctions 副词性连接词 Words in Phrases: Words for Work 组成短语的词语: 表示工作的词语 	<ul style="list-style-type: none"> Focus: Paragraph Describing the Perfect Career 主题: 用一段话描写一种理想的职业 Strategy: Writing Complete Sentences 策略: 写完整的句子
<ul style="list-style-type: none"> Applying Your Knowledge 使用自有知识 Evaluating 评估 Synthesizing 整合 	<ul style="list-style-type: none"> Liberal Translation 意译 	<ul style="list-style-type: none"> Present Continuous Tense 现在进行时 Review: The Simple Present Tense 复习: 一般现在时 Subject-Verb Agreement 主谓一致 Showing Order 表示顺序 Adjectives 形容词 Adverbs 副词 Words in Phrases: <i>It Is, There Is/Are</i> 组成短语的词语: <i>It Is, There Is/Are</i> 	<ul style="list-style-type: none"> Focus: Paragraph Describing an Advertisement 主题: 用一段话描写一个广告 Strategy: Writing a Paragraph 策略: 写一段话
<ul style="list-style-type: none"> Making Inferences 推断 Understanding Cause and Effect 理解起因与结果 Comparing and Contrasting 比较与对比 	<ul style="list-style-type: none"> Conversion of the Part of Speech 词性的转换 	<ul style="list-style-type: none"> Using the Word <i>When</i> 使用单词<i>When</i> Using the Word <i>So</i> 使用单词<i>So</i> Review: Conjunctions 复习: 连词 Using the Phrase <i>Used To</i> 使用短语<i>Used To</i> Finding Words in Phrases 找到组成短语的词语 	<ul style="list-style-type: none"> Focus: Paragraph Describing an Important Lesson Learned as a Child 主题: 用一段话描写儿时学习的重要一课 Strategy: Editing Your Paragraph 策略: 编辑你写的段落



TABLE OF CONTENTS

Welcome to the Teacher's Edition	vi
Scope and Sequence of the Student Book.	viii
Chapter 1: Identity and Learning.	1
Chapter 2: Language Learning.	18
Chapter 3: Deciding on a Career	38
Chapter 4: Marketing Across Time and Space	56
Chapter 5: Parenting, Gender, and Stereotypes	76
Chapter Worksheets	99
Chapter Tests.	107
Chapter Test Answer Keys	122

CHAPTER 1 Identity & Learning

In this chapter, students will read about different aspects of identity and personality—what makes individuals who they are. They will explore the effects of nature and nurture on personality. Nature is a person's genetic make-up. Nurture is the effect of environment and experience. Students will also think about how much they can influence what happens in their own lives. Students will read about ordinary people who are twins, and about famous people, such as the American clothing designer Ralph Lauren. The American actor John Wayne, famous for his roles in cowboy movies, is mentioned as well as the American movie *Out of Africa* (1985). These topics will prepare students to write about an influence on their own lives.

READING STRATEGIES

Guessing the Meanings of New Words: Dashes
Finding the Main Idea
Understanding Parts of Speech
Guessing the Meanings of New Words: Definitions

CRITICAL THINKING STRATEGIES

Comparing and Contrasting (Part 1)
Classifying (Part 2)

Applying Information (Part 2)

Estimating (Part 3)

Note: The strategy in bold is highlighted in the student book

TRANSLATION STRATEGY

Semantic Translation

WRITING MECHANICS

Simple Present Tense
Simple Past Tense
Punctuation with the Word *And*
Words in Phrases: Prepositions

WRITING STRATEGY

Choosing a Topic

Chapter 1 Opener, page 1

- Direct students' attention to the photo. Ask them what they see in the photo.
- Have students discuss the four questions. This can be done in pairs, in small groups, or as a class.
- Check students' predictions of the chapter topic.

two people who are identical? What does identical mean?

- Have students read the questions in the book.
- Put students in pairs to discuss and answer the questions.
- Call on students to share their answers with the class.

PART 1 INTRODUCTION

STORIES OF TWINS, PAGES 2-5

Before Reading

Thinking Ahead

- Have students look at the photos. Ask: *Who has a brother? Who has a sister? Are you and your sister or brother identical? Which picture shows*

ANSWER KEY

Answers will vary.

EXPANSION ACTIVITY: Find Someone Who

- Photocopy *Find Someone Who* on page 99 and distribute to students.
- Model the activity. Call on a student and ask:

Do you have two or more sisters? Continue asking until someone answers yes. Point out that when you find someone who answers yes, you can then write that person's name on the first line.

- Have students stand and walk around the room asking questions until they can write someone's name next to each item. Point out that they can only use a classmate's name once. Tell students there may be some questions no one answers yes to. For such questions students should write *no one* on the line.
- When students have completed the worksheet, call on students to tell the class something they learned (*Lee has more than two sisters.*). Ask if there were any questions no one answered yes to.

01 Reading

ANSWER KEY

1. A; 2. B; 3. C

- Have students look at the reading. Ask: *What is this story about? (twins)*. Go over the directions and the question.
- Have students read the passage silently, or have students follow along silently as you play the audio program.
- Ask students what they found surprising about the sets of twins.



EXPANSION ACTIVITY: Same and Different

- Put students in pairs. Have them work together to list things that are the same and things that are different about Mark and Gerald from the reading.
- Tell students that the characteristics must be things that cannot be seen (*height* should not be listed, but *likes Chinese food* can be listed).

- Call on students to share their ideas with the class.
- Set a time limit of one minute.

ANSWER KEY

Same: like John Wayne movies, like wrestling, work as firefighters

Different: grew up in different families, in different towns, went to different schools, had different friends

Language Focus

1. (Ls1-2) Mark and Gerald are **identical** twin brothers.
 - **identical** *a.* (~ to, with) 完全相同的; 同一的
 - This picture is **identical** to the one my mother has. 这张照片和我母亲的那张一模一样。
 - This is the **identical** room we stayed in last year. 这是我们去年住过的同一间房间。
2. (Ls3-4) They met **for the first time** as adults.
 - **for the first time** 第一次
 - Just this week, we announced that policy **for the first time**. 就在本周, 我们首次宣布了那一政策。
 - Naturally, you were nervous when you went on the stage **for the first time**. 你第一次登台感到紧张是很自然的。
3. (Ls4-7) They **didn't** meet each other **until** the age of 32 because they were **separated at birth**.
 - **not...until** 直到……才
 - He **didn't** come home **until** eleven o'clock. 他到十一点才回家。
 - I **didn't** wake up **until** I heard the alarm clock. 直到听到闹钟的铃声我才醒来。
 - **separate** *v.* (使事物或人与人) 分离, 分开
 - The war **separated** many families. 战争使许多家庭妻离子散。
 - The land has been **separated** (up) into small plots. 这块地已经分成小块了。
 - **at birth** 在出生时
 - Man's nature **at birth** is good. 人之初, 性本善。
 - The baby weighed three kilos **at birth**. 婴儿出生时体重为三公斤。

4. (Ls9-11) When they looked at **each other**, it was like looking in a mirror.

○ **each other** 相互

- Tom and Susan really loved **each other**. 汤姆和苏珊确实相亲相爱。
- We can wear **each other's** clothes. 我们可以相互换衣服穿。

5. (L16) So the brothers were very **different from** each other, right?

○ **different from...** 与……不同

- American English is **different from** British English. 美式英语与英式英语有差异。
- His character is very **different from** his wife's. 他和他妻子的性格迥然不同。

6. (Ls22-24) Of course, their **appearance** was the same: the same height, the same weight, the same hair color and eye color.

○ **appearance** *n.* 外貌, 外观

- Don't judge by **appearances**. 不要以貌取人。
- The building was like a prison in **appearance**. 这座建筑的外观像监狱。

7. (L24) But they **noticed** more.

○ **notice** *v.* 注意到

- Sorry, I didn't **notice** you. 对不起, 我没看见你。
- I **noticed** (that) he left early. 我注意到他走得很早。

8. (L28) Scientists can **learn** a lot **from** the study of twins.

○ **learn from...** 向……学习, 从……中吸取教训

- I **learned** a lot **from** my identical twin sister. 我从我的双胞胎姐姐(妹妹)那里学到了许多东西。
- As world travel increases, nations have to **learn from** each other. 由于世界旅行的增长, 国家间必须互相学习。

9. (Ls28-29) Our **identity**—our appearance and **personality**—seems to come mostly from our parents.

○ **identity** *n.* 身份; 特性

- The police are trying to discover the **identity** of the killer. 警方正努力调查杀人凶手的身份。
- The leaders are planning to strengthen the corporate **identity** of the company. 领导们计划加强公司的企业形象。

○ **personality** *n.* 人格; 个性

- He persuaded them to join him by force of **personality**. 他凭人格力量说服他们和他一起干。
- She has a very strong **personality**. 她个性很强。

Text Translation

双胞胎的故事

马克和杰拉尔德

马克和杰拉尔德是一对同卵双胞胎兄弟。它们成年后才第一次见面。由于出生时就被分开了, 直到32岁他们才相见。他们长得完全一样——简直是一个模子里刻出来的。他们对视时就好像在照镜子。但他们在不同的家庭中长大, 在不同城镇的不同学校读书, 各自有不同的朋友。因此这对兄弟相差甚远? 错! 这对兄弟开始相互了解对方。他们都喜欢约翰·韦恩主演的电影, 都喜欢相同的体育项目——摔跤, 甚至从事的工作也一样: 消防员!

两位吉姆

吉姆·斯普林格和吉姆·刘易斯也是一对同卵双胞胎兄弟。就像马克和杰拉尔德一样, 他们也不是从小一起长大。他们在不同的家庭中长大, 直到出生39年后, 他们才见了第一面。当然, 他们外表看上去一样: 同样的身高, 同样的体重, 头发和眼睛的颜色也一样。但他们还注意到了另外一些相同之处: 他们走路和动作的方式相同, 好恶相同, 开着同一款汽车, 上学时都喜欢数学但都不喜欢拼写, 都喜欢在佛罗里达的同一片海滩度假, 并且都不喜欢打棒球。

双胞胎研究

通过对双胞胎的研究, 科学家能了解很多知识。我们的身份——外表和性格——似乎很大一部分都来自父母。即便是从小就分开的双胞胎也十分相像。

After Reading

A. Checking Your Understanding

- Go over the directions.
- Have students fill in *T* or *F* next to each sentence.
- Have students check their answers with a partner.
- Go over the answers with the class. For additional practice, have students correct the false statements.

ANSWER KEY

1. T; 2. F; 3. T; 4. T; 5. F; 6. F; 7. T

Corrected False Statements:

- They did not grow up in the same home. OR They grew up in different homes.
- As children, Jim Springer and Jim Lewis didn't live together.
- They liked the same things.

B. Talking About It

- Go over the directions and the examples.
- Model the activity with a student. Ask: *Is your appearance the same as your brother's or sister's?* Point out where you would put a check mark in the chart.
- Put students in pairs to ask and answer the questions to complete the chart.
- Call on students to tell the class something about their partners' answers (*Maria's likes and dislikes are different from her sister's.*). Remind students to use the expressions *the same as*, *similar to*, and *different from* in their answers.

ANSWER KEY

Answers will vary.

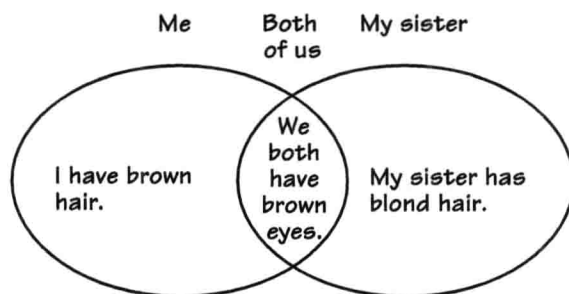
CRITICAL THINKING STRATEGY:

Comparing and Contrasting

- Explain to students that comparing and contrasting are ways to analyze what we know about a topic, and can help us understand a topic better.
- Point out that Activity B and the following Venn diagram expansion activity allow students to compare and contrast themselves with another person.

EXPANSION ACTIVITY: Venn Diagrams

- Photocopy *Family Characteristics* on page 100 and distribute to students.
- Draw a Venn diagram like the one below on the board. Write *me* above the circle on the left and *my sister* (or *brother* / *other relative*) above the circle on the right.
- Model the activity. Tell something about yourself that is different from your brother or sister and write it on the diagram in the appropriate place. Tell something that is the same as your brother or sister and write it in the overlapping section of the diagram.



- Have your students complete the Venn diagrams to illustrate things that are the same for them and a brother or sister or other relative, and things that are different for them.
- Put students in pairs to explain their Venn diagrams to each other.
- Ask for volunteers to share their Venn diagram with the class.

PART 2 GENERAL INTEREST READING

YOU ARE THE STAR OF YOUR OWN MOVIE, PAGES 6-13

Before Reading

A. Making Predictions

- Direct students' attention to the photos on page 6. Ask students what it means to make predictions (*make a guess about future actions*). Point out that we can use visuals such as photos, graphs, and cartoons to make predictions about content.
- Have students think about what the reading will be about and discuss ideas with a partner.

B. Vocabulary Preparation

- Go over the directions. Have students look at the definitions. Explain unfamiliar terms if necessary.
- If your students need more help with pronunciation, read the definitions aloud and have students repeat, then read the sentences aloud and have students repeat.