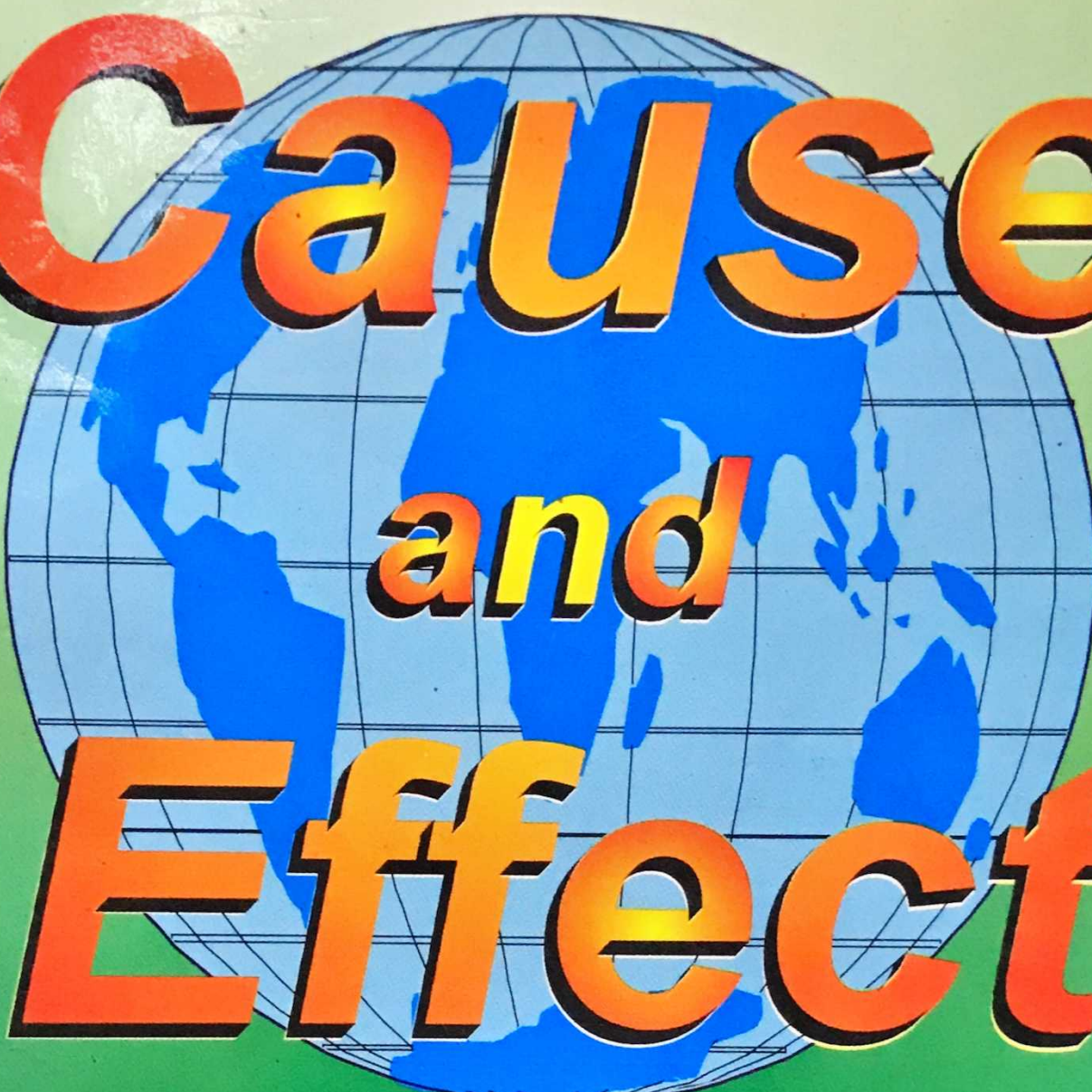


Cause and Effect



Intermediate Reading Practice
PATRICIA ACKERT



NHÀ XUẤT BẢN HẢI PHÒNG

CAUSE AND EFFECT

Intermediate Reading Practice

PATRICIA ACKERT

AMES Vietnam

Giới thiệu và chú giải MINH THU

TRƯỜNG ĐẠI HỌC CÔNG NGHIỆP HÀ NỘI

TRUNG TÂM THÔNG TIN THƯ VIỆN

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NHÀ XUẤT BẢN HẢI PHÒNG

LỜI GIỚI THIỆU

Tài liệu Cause and Effect của tác giả Patricia Ackert là một trong những giáo trình được sử dụng trong việc dạy và học kỹ năng đọc hiểu khá rộng rãi trên thế giới bởi nó có những ưu điểm sau:

- Các thông tin và thông số đưa ra có tính khoa học và độ tin cậy cao.
- Có bố cục hợp lý, logic, khoa học, rõ ràng, rành mạch.
- Chủ đề ở từng bài được thiết kế một cách cụ thể, thiết thực, lý thú và gắn liền với thực tế.
- Vốn từ vựng phong phú, đa dạng.
- Vốn kiến thức ngữ pháp xã hội phù hợp với trình độ chung.
- Nội dung khá phong phú và lý thú, tạo sự hấp dẫn đối với người học.

Tác giả đã chia mỗi bài thành các phần cụ thể sau:

- Ở phần thứ nhất – “Vocabulary”, phần này nhằm giúp bạn nhớ lại nội dung chính của bài đọc đồng thời ghi nhớ số lượng từ mới xuất hiện trong bài thông qua kỹ năng đọc “scanning” hoặc “skimming”. Đồng thời, giúp bạn luyện tập khối lượng từ vựng đã được học nhưng thông qua hoàn cảnh cụ thể. Nhờ vậy mà bạn phát triển được khả năng suy luận ngôn ngữ của mình.
- Ở phần thứ hai – “True/False” hoặc “Multiple Choice”, phần này được thiết kế để giúp bạn lĩnh hội được những ý chính của bài dễ dàng hơn.
- Ở phần thứ ba – “Comprehension”, yêu cầu của phần này là trả lời các câu hỏi cho sẵn vì vậy các hoạt động cặp hoặc nhóm được phát huy nhằm giúp bạn hiểu bài sâu hơn, đặc biệt những câu hỏi có dấu (*), giúp bạn làm giàu vốn kiến thức xã hội của mình.
- Phần “Main Idea” giúp bạn củng cố và ôn lại những kiến thức đã được học đồng thời phát huy tính tích cực, sáng tạo, độc lập trong việc thực hành kỹ năng đọc “reading for main idea”.
- Phần “Word study” giúp bạn kiểm tra khối lượng từ vựng cũng như kiến thức của mình để khắc sâu những gì đã học thông qua nhiều dạng bài tập khác nhau.

Vì những lý do trên, chúng tôi giới thiệu cuốn sách này nhằm giúp bạn có được một giáo trình đọc thích hợp và bổ ích cho việc học tiếng Anh của mình.

Chúc các bạn thành công.

NGƯỜI GIỚI THIỆU

Minh Thu

TO THE INSTRUCTOR

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TO THE STUDENT

There are many advantages to learning English. One is that you can read information about thousands of subjects, because there is more information printed in English than in any other language. In this book you will read about some of the topics that are found in English language magazines, newspapers, and books. At the same time you will increase your knowledge of English.

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TO THE INSTRUCTOR

This book is for students who know the basic structures of English and have a vocabulary of about 2000 English words. The 25 lessons are in five units. The exercises provide practice with vocabulary, comprehension, inference, main idea, cause and effect, context clues, scanning, sequence, summarizing, word forms, articles, prepositions, two-word verbs, compound words, connecting words, and noun substitutes.

An *Instructor's Manual* provides answers to all the exercises plus tests. There are unit tests which include a new reading selection with comprehension and main idea questions, general questions on the reading selections in the unit, and questions on the exercise material in the book. There are also short quizzes on the first two lessons for instructors who want to test their students during the first week. This manual may be obtained by writing to Newbury House Publishers, 54 Church Street, Cambridge, Massachusetts 02138.

Teaching Suggestions

The lessons in this book should be done in order because vocabulary is introduced gradually, repeated several times in the lesson where it first appears, and repeated in later lessons. Also, some of the exercises build to become more difficult; for example, the summary exercises start with selecting the sentence that best summarizes a paragraph and end with the students writing a summary of the whole reading selection.

I suggest that the instructor assign the reading text and some of the exercises for each lesson. For most of the exercises, the students can write the answers in the book and the instructor can go over them with the students in class, explaining or elaborating as necessary. At first, probably just the text, the vocabulary exercises, and possibly the comprehension and main idea exercises will be enough for one assignment. By the middle of the book the students should be able to do a whole lesson, or a little less if written work is assigned.

It has been my experience that most students need a lot of practice in writing. Because of this, I suggest that the comprehension questions be given as written assignments, the students should answer in complete sentences and use their own words as much as possible. If they do the exercises orally in class, they should make notes in the book and then give a complete sentence from the notes rather than reading the answer directly from the text.

Other exercises can also provide writing practice. The first few main idea and summary exercises are multiple choice, but then the students have to write their own sentences. One method of going over these exercises is for several students to put their sentences on the board and the class can then discuss which are best. However, this would probably be too time-consuming for the last unit where students write a summary of the whole text. The cause/effect and statement/reason exercises can be written assignments too.

It has also been my experience that students need a lot of practice using the context to understand new words. I suggest that when assigning a new lesson, the instructor save some class time to select sentences that clearly give the meaning of vocabulary items and have students tell what the words mean. The context clue exercises in the first two lessons teach the students how to do this.

Many of the vocabulary items are illustrated, glossed, or can be determined from the context. (Words in the text that are underlined are glossed or illustrated). The context clue exercise also teaches vocabulary for the succeeding lesson. Most of the vocabulary is useful general vocabulary that the students should learn. The instructor should stress that the students must learn the vocabulary by the end of the lesson. The first lesson suggests that the students underline words they don't know and then test themselves when they finish the lesson.

I hope that the students will find the exercises useful in expanding their knowledge of the English language and that they will find the information as interesting as I did when I researched the book.

ACKNOWLEDGMENTS

I would like to thank several people for their help in writing this book. Chris Hasegawa, junior high school science teacher and CPR instructor for the American Heart Association, advised me on the science and CPR lessons. Dr. J.D.Garcia, physics professor at the University of Arizona, advised me on the photovoltaic lesson, and Dr. Leland Pederson, geography professor at the University of Arizona, helped me with the lesson on rain forests. Susan ward from the UN Center in Tucson supplied materials and assistance for the lesson on *Women and Change*. Ellen Shepherd, M. Ed, C.G.A. and Walter Lindley, Program Coordinator for the Environmental research Laboratory at the University of Arizona, were generous with their time and expertise for the two interview lessons. All of these people were most helpful in providing information and reviewing the lessons after I wrote them.

It has been a pleasure working with Jim Brown, editor at Newbury House, because he is a professional ESL teacher and writer as well as an editor. There should be more editors like him.

