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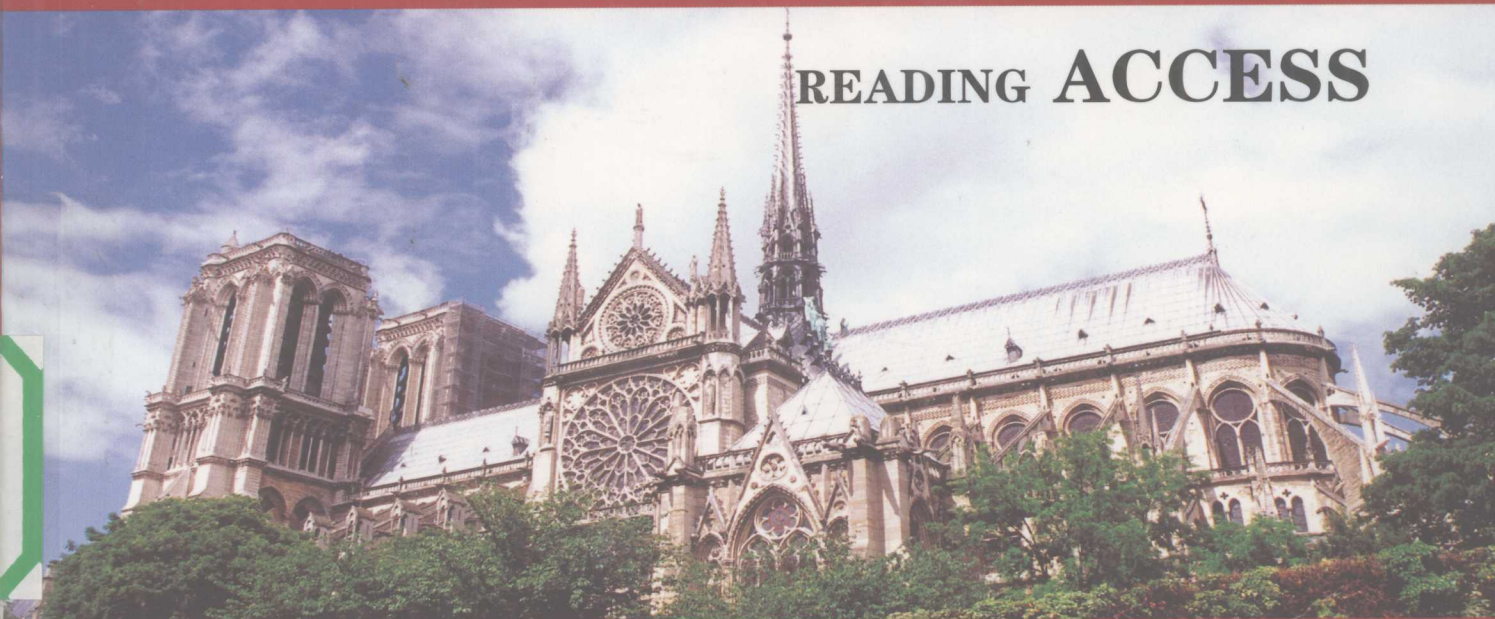
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Interactions 美语路路通

最新美国英语专业教材 与新托福考试配套接轨
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一本书一个世界

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捷进美语路路通精读

(入门级)

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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 Reading (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.

R eading 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.

L istening/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.

W riting 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.

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

2

Shopping and e-Commerce

In This Chapter

Where do you like to shop? In Part 1 of this chapter, you will read about shopping on the internet and the future of shopping. Which website was one of the first to sell products online? Read about that and the person who started it in Part 2. If you shop online, it's important to create safe passwords. In Part 3, you will learn about creating a safe password for websites. Then in Part 4, you will have a chance to work more with new vocabulary.

“The safe way to double your money is to fold it over once and put it in your pocket.”

—Frank McKluney Hubbard
American writer, humorist (1868–1930)



Connecting to the Topic

- 1 What are the people in the photo shopping for? What are they saying to each other?
- 2 What do you like to shop for?
- 3 Where do you usually shop?



Activating Prior Knowledge

Prereading activities place the reading in context and allow the student to read actively.

Enhanced focus on vocabulary building promotes academic achievement.

Part 1 Reading Skills and Strategies

The Ocean in Trouble

Before You Read

1 Thinking About the Topic Look at the photos and answer the questions.



• Seafood for restaurants



• Fishers repairing their nets



• Commercial fishing trawler with its nets

1. Describe each photo. What do you see?
2. Which countries have a lot of coastline, lakes, and rivers? Do you think fishing is important in those places?
3. Do you eat a lot of seafood? Do you think people eat more seafood now than they ate in the past? If so, why?
4. Do you know of any problems for the fishing industry?



2 Previewing Vocabulary Read the words in the list. They are words from the next reading. Listen to their pronunciation. Do not look them up in a dictionary. Check (✓) the words that you know.

Nouns	Verbs	Adjectives	Preposition
<input type="checkbox"/> amount	<input type="checkbox"/> catch	<input type="checkbox"/> extinct	<input type="checkbox"/> but
<input type="checkbox"/> areas	<input type="checkbox"/> create	<input type="checkbox"/> fake	
<input type="checkbox"/> crabs	<input type="checkbox"/> destroy		
<input type="checkbox"/> damage	<input type="checkbox"/> drag		
<input type="checkbox"/> danger	<input type="checkbox"/> influence		
<input type="checkbox"/> dolphins	<input type="checkbox"/> police		
<input type="checkbox"/> environmentalists	<input type="checkbox"/> pressure		
<input type="checkbox"/> methods	<input type="checkbox"/> prove		
<input type="checkbox"/> nets	<input type="checkbox"/> reproduce		
<input type="checkbox"/> overfishing	<input type="checkbox"/> urged		
<input type="checkbox"/> trawlers	<input type="checkbox"/> warning		
<input type="checkbox"/> whales			
<input type="checkbox"/> zones			

3 Finding the Meaning of Words from Context Find the meanings of the underlined words. Look at the sentence or phrase before or after the word for help.

1. George loves to eat, and he likes all kinds of food. He'll eat anything but insects because he thinks they're disgusting.
 - (A) however
 - (B) except for
 - (C) and
2. The large boat dragged another small boat behind it through the water.
 - (A) pulled
 - (B) pushed
 - (C) repaired
3. Our great-grandparents sometimes saw that species, but now we can't because it's extinct, like the dinosaurs.
 - (A) hard to find
 - (B) completely dead
 - (C) only in zoos
4. After the people of the city pressured the government, the government built a new road.
 - (A) caused worry to
 - (B) caused stress to
 - (C) put a lot of stress on

Making Use of Academic Content

Magazine articles, textbook passages, essays, and website articles explore stimulating topics.

Enhanced focus on test taking skills promotes academic achievement.

New Foods, New Diets

Diet of the Past

On March 23, 1662, Samuel Pepys and four friends had lunch at his home in London, England. They ate beef, cheese, two kinds of fish, and six chickens. Today, we might wonder, "What? No fruits? No vegetables?" More than 300 years ago, people in Europe ate differently from today. They looked different, too. In famous paintings by Titian, Rubens, and other artists, people weren't thin; they were overweight. But people 300 years ago thought, "How attractive!"—not, "How ugly!"



A People in a 16th century painting

Today's Diet

Today, people are learning more about health. Many people are changing their ways of eating. They're eating a lot of fruits and vegetables. Many of the vegetables are raw. They aren't cooked because cooking takes away some vitamins, such as vitamins A, B, and C. People are eating less sugar. They're eating low-fat foods. They're not eating much red meat. They're drinking less cola and coffee.

Trying to Be Thin

People these days want to be slim, not fat. Sometimes people in North America go a little crazy to lose pounds. Thousands of them join gyms and diet groups, go to special diet doctors, or spend a lot of money at diet centers. Each year Americans spend more than \$46 billion on diets and diet products.



A People in a modern health club

More People Are Overweight

However, there is an irony—a surprising, opposite result—to all this dieting. While many people are becoming thin, other people are becoming overweight. More people are *overweight* than in the past! In many countries, there is a serious problem with obesity—in other words, a condition of being very overweight. There are two main reasons. First, these days, many people often go to fast-food restaurants. (They didn't in the past.) At these restaurants, many of the foods (such as *fried* potatoes and meat) are high in fat. Some of the dairy products (such as cheese) are high in fat, and others (such as ice cream) are high in fat *and* sugar. This seems similar to Samuel Pepys's party, doesn't it? Second, dieting doesn't often work. Sometimes people lose

weight fast, but they usually gain it back again. Almost 95 percent of all people gain back weight after a diet. One problem with obesity is easy to see: overweight people have more sicknesses, such as heart disease and diabetes.

Sometimes people go crazy over food. Sometimes they eat very little because they want to be slim. Other times, they eat lots of bad foods because these foods taste good. When will people learn? Too much food, too little food, and the wrong foods are all bad ideas.

Culture Note

Vegetarians

Are you a vegetarian? Do you eat meat? Some vegetarians don't eat any meat at all. Other vegetarians eat meat only on certain days. Some vegetarians eat meat only on certain days. Some vegetarians eat meat only on certain days. Some vegetarians eat meat only on certain days.

After You Read

6 Identifying the Topics Read the topics below. Which paragraph is about each topic? Write the letter of the paragraph next to its topic.

- spending a lot of time and money on diets
- how people in Europe ate in the past
- conclusion
- a serious problem with weight in some countries
- foods for good health

7 Working with New Words Write the vocabulary words for the meanings below. For help, look back at the boldfaced words in the reading.

Paragraph	Meaning	Vocabulary Word
A	two famous painters	
D	a surprising, opposite result	
D	at the same time	
D	a condition of being very overweight	
D	a word for products from milk	
D	a sickness	

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

alone. The number of single-parent families is going up, too. In Denmark, 60 percent of all first-born children have parents who are not married.

The world is changing, and families are changing, too. There are many new types of families, but most seem to be getting smaller.



A single-parent family

After You Read

6. Identifying the Main Ideas Complete the sentences. Choose the best answer.

- The main idea is that _____.
 (A) in North Africa, families are big, but in Europe, they're small
 (B) families around the world are changing
 (C) there is more divorce today than in the past
- The writer thinks that new families are _____.
 (A) good because they are small
 (B) different from families in the past
 (C) bad because people don't live together

UNDERSTANDING PRONOUNS

Pronouns are words such as *he*, *she*, *it*, *they*, *this*, *that*, *these*, or *those*. Pronouns take the place of nouns. Look before the pronoun to find the noun that it replaces. That will help you to understand the pronoun's meaning.

Example: My grandfather lived with us. **He** is there in the photo, on the right. (*He* refers to "My grandfather.")

7. Understanding Pronouns Find the meaning of each underlined pronoun. Highlight it. Then draw an arrow from the pronoun to its meaning.

- Fifty to a hundred people lived together in a group of houses. These were all family members.
- One generation ago, the average Mexican woman had seven children. Today, she has an average of only 2.5 children.
- Many men and women spend a lot of time at work. They don't spend much time together as a family.
- They don't spend much time together as a family. This can be very difficult.

- Many young women don't want this kind of marriage. They get a job and live with their parents.
- Many Europeans don't get a divorce, but they don't get married, either.

Strategy

Understanding Organization in an Article or Essay

An essay has a main topic and a main idea. (The topic of the first reading in this chapter is *families*. The main idea is that *families are getting smaller*.) Essays also have subtopics—smaller parts of the main topic. Each subtopic has a main idea, too. Many articles and essays are organized in this way:

Paragraph A: Introduction of the topic and the main idea of the article or essay

Paragraph B: Subtopic, main idea, and details

Paragraph C: Another subtopic, main idea, and details

Paragraph D: Another subtopic, main idea, and details

Paragraph E: Another subtopic, main idea, and details

Paragraph F: Conclusion (restates the main idea of the essay)

8. Understanding Organization in an Essay: Using a Graphic Organizer Fill in this graphic organizer with the topic and the main idea from each paragraph of the reading on pages 42–44. Use your words or copy from the reading.

Paragraph	Topic	Main Idea
A	families	All over the world, families are getting smaller.
B		
C		Mexican families are getting smaller.
D		
E		
F	families	



9. Thinking Critically: Finding Reasons Discuss the following questions. Make a list of possible reasons for each. Then share your answers with the class.

- Why are families in some countries smaller than in the past?
- Why are there more single-parent families now?


Scaffolding Instruction

Instruction and practice with new language structures helps students increase their reading fluency.



Cultivating Critical Thinking

Enhanced focus on critical thinking skills promotes academic achievement.



Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
1 Neighborhoods, Cities, and Towns pg. 2 	<i>Monster Cities</i> <i>My Neighborhood</i>	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
2 Shopping and e-Commerce pg. 20 	<i>Internet Shopping</i> <i>Predicting the Future of Shopping</i>	Prereading: Thinking about the topic Previewing vocabulary Understanding new words: using punctuation clues Understanding quotation marks Identifying the topic and main idea of a paragraph Summarizing
3 Friends and Family pg. 38 	<i>Changing Families</i> <i>Our Family Reunion</i> <i>Adventures in a New Country (Internet blog)</i>	Prereading: Thinking about the topic Skimming Previewing vocabulary Recognizing organization in an essay Identifying main ideas and details Making predictions Reading an Internet blog
4 Health Care pg. 56 	<i>Health News for Body and Mind</i> <i>Are You Healthy? (Questionnaire)</i>	Prereading: Thinking about the topic Previewing vocabulary Understanding italics Understanding the main ideas Making predictions Reading and answering a questionnaire

Critical Thinking Skills	Vocabulary Building	Language Skills
<p>Synthesizing and discussing ideas from a reading</p> <p>Compare personal experiences</p>	<p>Previewing vocabulary</p> <p>Understanding new words with <i>is</i> or <i>are</i></p> <p>Categorizing new words</p> <p>Working with prepositions</p> <p>Identifying opposites</p>	<p>Understanding large numbers</p> <p>Working with prepositions</p>
<p>Analyzing predictions from the past and about the future</p> <p>Identifying a good summary</p> <p>Synthesizing and discussing ideas from a reading</p> <p>Safely using passwords on websites</p>	<p>Previewing vocabulary</p> <p>Understanding new words from examples</p> <p>Understanding new words: using punctuation clues</p>	<p>Reviewing verb tenses</p>
<p>Finding reasons</p> <p>Making predictions</p> <p>Synthesizing and discussing ideas from a reading</p> <p>Using a graphic organizer to organize ideas in an essay</p>	<p>Previewing vocabulary</p> <p>Understanding new words: using pictures</p> <p>Using a dictionary: alphabetical order</p> <p>Understanding pronouns</p> <p>Using <i>get</i> and <i>have</i></p>	<p>Interviewing other students</p> <p>Understanding pronouns</p>
<p>Analyzing and comparing answers</p> <p>Finding important details</p> <p>Synthesizing and discussing ideas from a reading</p>	<p>Previewing vocabulary</p> <p>Finding meaning after <i>which</i> or <i>who</i></p> <p>Identifying and matching vocabulary words and definitions</p> <p>Understanding pronouns</p> <p>Changing nouns to adjectives</p> <p>Identifying body parts</p> <p>Identifying opposites</p>	<p>Giving advice</p> <p>Understanding guide words in a dictionary</p> <p>Describing illnesses</p> <p>Understanding pronouns</p>

Chapter	Reading Selections	Reading Skills and Strategies
<p>5 Men and Women pg. 76</p> 	<p><i>Men's Talk and Women's Talk in the United States</i></p> <p><i>He Said/She Said: A U.S. Couple</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Understanding new words in a reading</p> <p>Reading faster: reading in phrases</p> <p>Identifying the main ideas and details</p> <p>Identifying a good summary</p> <p>Making predictions</p>
<p>6 Sleep and Dreams pg. 94</p> 	<p><i>The Purpose of Sleep and Dreams</i></p> <p><i>A Dream Narrative</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Finding the meaning of new words: meaning after or</p> <p>Identifying details</p> <p>Thinking about the topic</p> <p>Identifying the main idea</p>
<p>7 Work and Lifestyles pg. 112</p> 	<p><i>Volunteering</i></p> <p><i>My Special Year</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing vocabulary</p> <p>Finding the meaning of new words: looking at colons</p> <p>Understanding sentences with the word <i>that</i></p> <p>Finding the main ideas and important details</p> <p>Checking vocabulary</p>
<p>8 Food and Nutrition pg. 130</p> 	<p><i>New Foods, New Diets</i></p> <p><i>Eating Bugs</i></p>	<p>Prereading: Thinking about the topic</p> <p>Previewing a reading</p> <p>Previewing vocabulary</p> <p>Identifying the main ideas in a reading</p> <p>Using opposites to understand a new word</p> <p>Identifying the topic in a paragraph</p> <p>Finding details</p>

Critical Thinking Skills	Vocabulary Building	Language Skills
<p>Understanding humor</p> <p>Understanding mood</p> <p>Making predictions</p> <p>Analyzing different perspectives</p>	<p>Previewing vocabulary</p> <p>Checking vocabulary</p>	<p>Interviewing other students</p> <p>Discussing ideas from the reading</p> <p>Understanding language and sexism</p> <p>Using gender-neutral possessive adjectives</p>
<p>Understanding mood</p> <p>Finding the meaning of new words from context</p> <p>Searching for and analyzing information on the Internet</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts</p> <p>Finding the meaning of words: meaning after <i>or</i></p> <p>Previewing vocabulary</p> <p>Understanding pronouns</p>	<p>Interviewing students</p> <p>Discussing ideas from the reading</p> <p>Understanding pronouns</p>
<p>Organizing details using a T-chart</p> <p>Making inferences</p> <p>Reading and analyzing a chart</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts: suffixes</p>	<p>Understanding sentences with the word <i>that</i></p>
<p>Organizing details using a graphic organizer</p> <p>Reading and analyzing a chart</p> <p>Analyzing information</p>	<p>Previewing vocabulary</p> <p>Using opposites to understand a new word</p> <p>Figuring out words with more than one meaning</p>	<p>Interviewing other students</p>

Chapter	Reading Selections	Reading Skills and Strategies
<p>9 Great Destinations pg. 148</p> 	<p><i>Adventure Vacations</i> <i>Your Travel Personality (Questionnaire)</i> <i>Tours and Traveling</i></p>	<p>Prereading: Thinking about the topic Previewing the reading Previewing vocabulary Finding the main idea and details Making predictions Reading a website and analyzing information</p>
<p>10 Our Planet pg. 168</p> 	<p><i>The Ocean in Trouble</i> <i>Repairing the Environment</i></p>	<p>Prereading: Thinking about the topic Previewing vocabulary Finding the meaning of words from context Identifying the main idea and details Reading a paragraph that includes a chart</p>

Critical Thinking Skills	Vocabulary Building	Language Skills
<p>Reaching a conclusion: paying attention to evidence</p> <p>Synthesizing and discussing ideas from a reading</p> <p>Reading a website and analyzing information</p> <p>Identifying support for opinions</p>	<p>Previewing vocabulary</p> <p>Understanding words for directions</p> <p>Understanding words from their prefixes</p> <p>Using <i>go</i> + verb + <i>-ing</i> for activities</p>	<p>Understanding words for directions</p> <p>Stating and explaining opinions</p>
<p>Understanding relationships between ideas</p> <p>Using a graphic organizer show relationships</p> <p>Making inferences</p> <p>Discussing and synthesizing the reading</p> <p>Reading and analyzing a graph</p> <p>Reading and analyzing a pie chart</p> <p>Comparing facts and figures</p>	<p>Previewing vocabulary</p> <p>Understanding words from their parts: <i>over</i> in a word</p> <p>Understanding words that can be more than one part of speech</p>	<p>Interviewing other students</p> <p>Using facts and figures</p>

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