



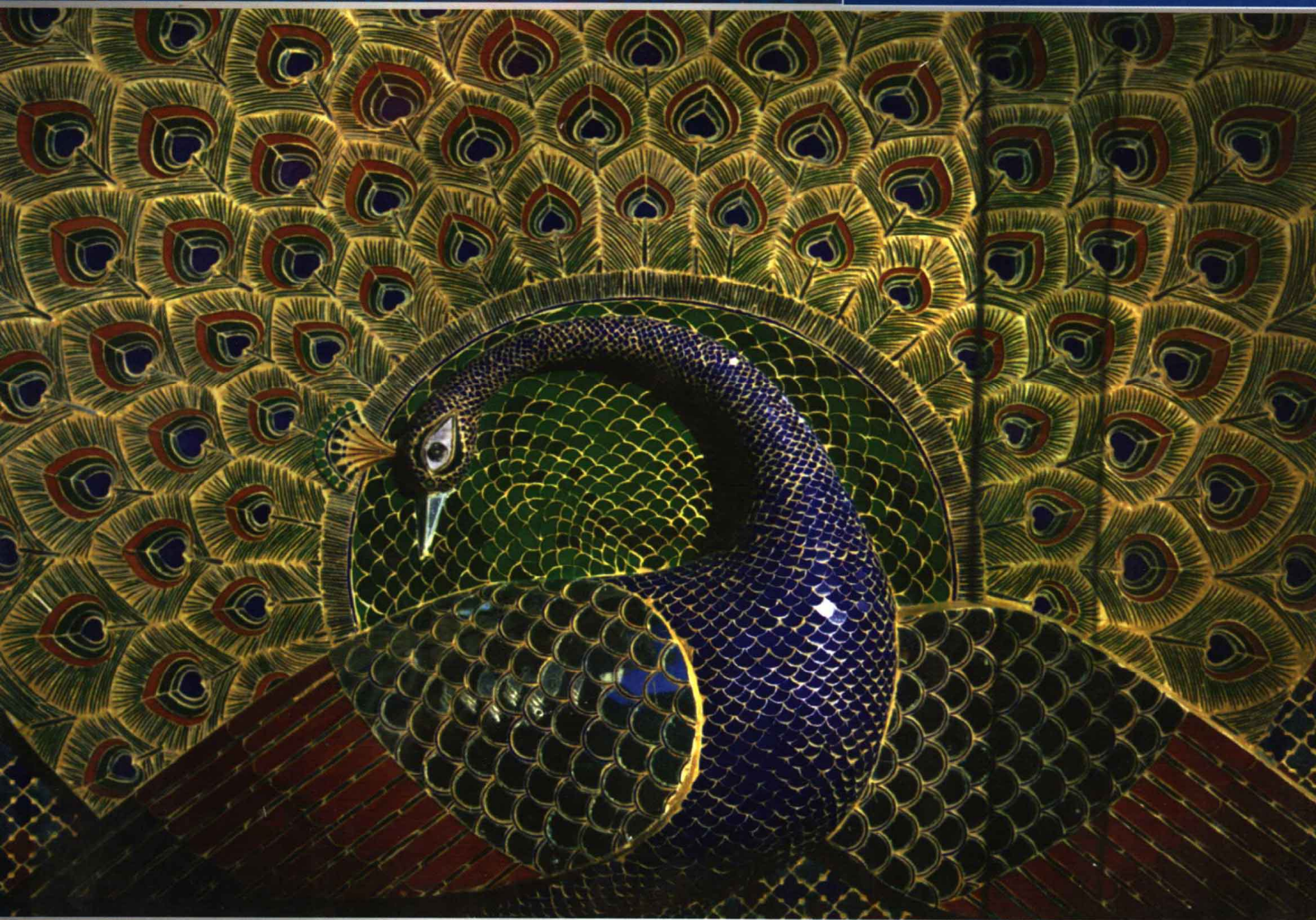
捷进大学英语国际化立体化网络化系列教材

大学英语阅读教程

预备级

Interactions

READING



吉林出版集团有限责任公司

图书在版编目(CIP)数据

大学英语阅读教程. 预备级 / 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 978-7-80720-648-4

I. 大... II. 严... III. 英语—阅读教学—高等学校—教材 IV. H319.4

中国版本图书馆 CIP 数据核字(2007)第 049240 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 07-2007-1642

本书教学网址: www.mhhe.com/interactionsmosaic
100e 网 址: www.100e.com/jjky/dxyd00.asp
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—大学英语阅读教程(预备级)

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: 25.00 元(含 MP3 1 张)

字 数: 265 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: 13.125

版 次: 2007 年 7 月第 1 版 2007 年 7 月第 1 次印刷

书 号: ISBN 978-7-80720-648-4

ISBN 978-0-07-332878-2

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

刘洵波: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平衡性,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 (Access) Reading

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.

Reading

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 McKinney 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

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

- ☐ amount
- ☐ areas
- ☐ crabs
- ☐ damage
- ☐ danger
- ☐ dolphins
- ☐ environmentalists
- ☐ methods
- ☐ nets
- ☐ overfishing
- ☐ trawlers
- ☐ whales
- ☐ zones

Verbs

- ☐ catch
- ☐ create
- ☐ destroy
- ☐ drag
- ☐ influence
- ☐ police
- ☐ pressure
- ☐ prove
- ☐ reproduce
- ☐ urged
- ☐ warning

Adjectives

- ☐ extinct
- ☐ fake

Preposition

- ☐ but

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.

- 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
- The large boat drugged another small boat behind it through the water.
 - (A) pulled
 - (B) pushed
 - (C) repaired
- 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
- 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

A On March 26, 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!"



• 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

C 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.



• People in a modern health club

More People Are Overweight

D 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**.

E 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.

Vegetarians

Vegetarians are people who don't eat meat. Some vegetarians don't eat dairy products either. In what countries in Europe is it easy to be a vegetarian? In what countries is it difficult to be one? If you were a vegetarian, what food would you eat? What would you not eat? Would you remember to eat enough?

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

4 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.")

5 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)

6 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	



7 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>