



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 1

## Interactions

### READING



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# 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,使他们在以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均衡性,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 (1) 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.



# Highlights of College English—Interactions 1

## Reading

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

### Interacting with Others

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

Chapter

10

## Sports

### In This Chapter

The readings in this chapter offer information and opinions about competitive sports. The first reading compares and contrasts the ancient Greek Olympic Games with the modern worldwide Olympics. In opinion-letter form, the second reading offers opposing views on controversial issues in sports competition, such as the use of banned drugs, and the effects of commercialism on professional sports.

“The goal of the Olympic movement is to contribute to building a peaceful and better world by educating youth through sport practiced without discrimination of any kind.”

—The Olympic Charter, paraphrased by the Amateur Athletic Foundation of Los Angeles, California



### Connecting to the Topic

- 1 Look at the photo below. Where do you think this game is taking place?
- 2 What is your favorite Olympic event to watch? Why?
- 3 What do you think are some of the issues and problems with competitive sports?



## Activating Prior Knowledge

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

## Making Use of Academic Content

Magazine articles, textbook passages, essays, and website articles explore stimulating topics of interest to today's students.

### Part 1 Reading Skills and Strategies

#### How the Visual Media Affect People

##### Before You Read



**1 Previewing the Topic** Look at the photos and read the questions below. Discuss them in small groups.

1. What are the people doing?
2. How are the photos similar? How are they different?
3. Are any of the scenes similar to a scene in your home? Why or why not?



— A family watching TV



— A family reading



**2 Predicting** Discuss possible answers to these questions. If you don't know the answers, make predictions. You can look for the answers when you read "How the Visual Media Affect People."

1. What are some examples of visual media?
2. How might the amount of time spent in front of a TV or computer have a negative effect on family life? In what ways can watching television be helpful in people's lives?
3. What might low-quality programming do to the human brain? What might it do to people's lives?
4. What are some possible effects of violent movies or TV programs on people's personalities and behavior?
5. What are some signs of possible addiction to visual media like TV and computers?



**3 Previewing Vocabulary** Read the vocabulary items below from the first reading. Then listen to the words and phrases. Put a check mark (✓) next to the words you know. You can learn the other words now or come back to them after you read.

##### Nouns

- ☐ addiction
- ☐ behavior
- ☐ disadvantages
- ☐ hospitals
- ☐ images
- ☐ personalities
- ☐ programming
- ☐ reality
- ☐ stars
- ☐ tension
- ☐ viewers
- ☐ violence
- ☐ visual media

##### Verbs

- ☐ concentrate
- ☐ envy
- ☐ focus
- ☐ improve
- ☐ practice
- ☐ reduce
- ☐ replace
- ☐ scares
- ☐ shout

##### Adjectives

- ☐ addicted
- ☐ aural
- ☐ average
- ☐ boring
- ☐ dissatisfied
- ☐ elderly
- ☐ obvious
- ☐ exciting
- ☐ humorous
- ☐ nursing
- ☐ unlimited

##### Read



**4 Reading an Article** Read the following article. Then read the explanations and do the activities that follow.

#### How the Visual Media Affect People

##### Introduction: Benefits of the Visual Media

How do television and the other **visual media** affect the lives of individuals and families around the globe? The media can be very helpful to people (and their children) who carefully choose what they watch. With high-quality **programming** in various fields of study—science, medicine, nature, history, the arts, and so on—TV, videotapes, and DVDs increase the knowledge of the average and the well-educated person; they can also **improve** thinking ability. Moreover, television and other visual media benefit **elderly** people who can't go out often, as well as patients in **hospitals** and residents of **nursing** facilities. Additionally, it offers language learners the advantage of "real-life" audiovisual instruction and **aural** comprehension practice at any time of day or night. And of course, visual media can provide almost everyone with good entertainment—a pleasant way to relax and spend free time at home.



## Scaffolding Instruction

Instruction and practice with reading skills helps students increase their reading fluency.

aging body. It's a folk remedy, not a **proven** medical therapy. Nevertheless, science is beginning to figure out why sour cherry juice might work to improve the health of patients with arthritis. The secret is in the substance that gives the cherries their dark red color. It belongs to a classification of natural nutrients that color blueberries, strawberries, plums, and other fruits—and vegetables too. Moreover, these coloring substances may help to prevent serious health disorders like heart disease and cancer. In other words, vitamins and fiber are not the only reasons to eat fruits and vegetables. "To take advantage of natural whole foods," advise nutritionists and health researchers, "think variety and color."

Which sentence best states the point of the facts and beliefs in Paragraph C?

- (A) Color makes people happy, so it improves their health and state of mind; therefore, families should wear colorful clothes at meals.
- (B) Like vitamins and fiber, the substances in foods that give them color may offer an important health advantage.
- (C) Dark red foods are the best for nutrition, but bright yellow and green vegetables are more effective for elderly people that have arthritis pain.

Which title best tells the topic of Paragraph D?

- (A) Claims of the Advantages of Genetic Research and Engineering
- (B) Defects in Gene Structure and Insect Damage to Foods
- (C) Characteristics of Folk Remedies vs. Beliefs of Geneticists

D What are **genes** and why are medical researchers always trying to find out more about them? Genes are part of the center (that is, the **nucleus**) of every living cell; in the form of DNA (deoxyribonucleic acid), this biological **genetic** material determines the characteristics (features) of every living thing—every plant, animal, and human being—on Earth.



▲ A DNA strand

Medical **geneticists** are scientists that study DNA and genes for many purposes: (1) to learn how living things such as parasites, viruses, and bacteria cause illness; (2) to find the gene or **combination** of genes that cause certain diseases to pass from parents to their children; (3) to prevent or **correct** (repair) birth defects; (4) to change gene structure to improve health and increase the length of human life (longevity); and (5) to change the biological characteristics of animals and humans in ways that are beneficial to society. Another use of genetic technology that some scientists support is

changing the genes of the food farmers grow. Genetic engineers claim that these differences in DNA structure will increase food production, prevent **damage** from insects, and improve world health; in contrast, others **oppose** the use of genetic **engineering** not only in plants but also in animals and humans.

Which sentence best states the point of the facts and beliefs in Paragraph D?

- (A) Deoxyribonucleic acid is not as beneficial as DNA—the biological material related to genetics—in research on the causes of birth defects.
- (B) Genetic engineers and other specialists claim that research into the gene structure of living things can improve human health in many ways.
- (C) Because there is a natural limit to the length of human life, only changes in gene structure can increase longevity in senior citizens that drink cherry juice.

## After You Read

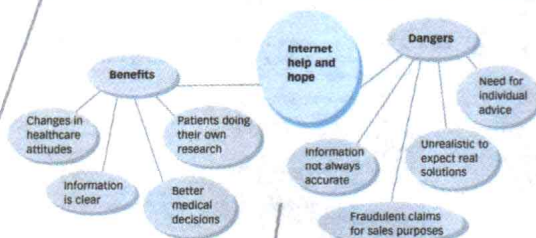
### Strategy

#### Summarizing Using a Mind Map

You learned how to summarize in previous chapters. Another way to summarize is to use a mind map.

- First, figure out the topic, the main ideas, and the supporting details. You can make a mind map showing the relationship of the points to one another.
- Then create a short summary from the items in the map.

Below is an example of a mind map of Paragraph A from the reading "Claims to Amazing Health." A summary based on the mind map follows.



## Cultivating Critical Thinking

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

## Organizing Information

Graphic organizers provide tools for organizing information and ideas.

Enhanced focus on vocabulary building promotes academic achievement.

Focus on Testing strategies and practice for TOEFL® iBT build invaluable test taking skills.

### Part 3 Vocabulary and Language-Learning Skills

#### Strategy

##### Getting Meaning from Context: Definitions and Italics

You can often find the meanings of words and phrases in the context. The context is the other words in the sentence or paragraph.

- **Look for a definition.** Definitions give the meaning of a word or phrase. A definition can be a short or long phrase. In a reading, a definition often comes in a sentence after the verbs *be* or *mean*.
- **Look for words in italics.** Defined words are sometimes in *italics*. The definitions or meaning explanations can be in quotation marks.

#### Example

The definition of a *university* is "an institution of higher education with one or more undergraduate colleges and graduate schools." The word *college* means "a school of higher education."

**1** Getting Meaning from Context. In the reading "International Students" on pages 5–6, find the words for the definitions below. Write the words on the lines. The letters in parentheses ( ) are the letters of the paragraphs.

1. an international student = a postsecondary student from another country (A)
2. \_\_\_\_\_ = of a different country or culture (A)
3. \_\_\_\_\_ = in a foreign place (B)
4. \_\_\_\_\_ = the parties or people who run countries (C)
5. \_\_\_\_\_ = the cost or charge for instruction (D)

Now find definitions or meaning explanations for these words from the same reading. Write them on the lines.

6. international student = a college student from another country (A)
7. postsecondary = \_\_\_\_\_ (A)
8. developing nations = \_\_\_\_\_ (B)
9. private schools = \_\_\_\_\_ (D)
10. citizens and immigrants = \_\_\_\_\_ (D)

### Part 4 Focus on Testing

#### TOEFL® iBT

#### ANSWERING NEGATIVE FACT QUESTIONS ON TESTS

Similarity of meaning (see Part 3 of this chapter) is tested on many reading tests. Questions may ask you to choose the closest synonym or the most exact paraphrase for some part of the reading passage. Another type of question approaches the same skill in a different way. A negative fact question asks you to judge which of several choices is NOT similar to the rest. The TOEFL® iBT frequently asks negative fact questions. The structure of these questions uses such common expressions as *is not mentioned*, *except*, and *is not true*. Can you think of other phrases that are common in negative fact questions?

**Answering Negative Fact Questions** Read the following short passage and answer the questions that follow it. Then compare your answers with those of one or two other students.

#### Sharing the Water

- A Every community of humans faces a life-or-death question: How do we distribute water? Some water has to be held as a community resource if a town, city, or even nation is to survive. Many early human settlements were based on irrigation systems. These exist because earlier people agreed where the water should flow and to whom. Wells in desert lands are protected by cultural traditions that make them a shared resource among traveling peoples. Many large lakes, such as Lake Michigan in the United States, are mostly reserved for public use, not for the people who own houses on their shores.
- B Water-use laws can prevent a few powerful people from gaining control over all available water. But water laws do not make water freely available in equal amounts to everyone. Farmers need huge amounts of it. So do many industries. Families, however, do not need nearly that much. There is also the issue of pollution. Water laws must prevent careless (or intentional) pollution by some users before the water reaches all users.
- C Problems occur when government is not strong enough to make and enforce laws. Often, the water in dispute is an international (or interstate) resource. For example, the Mekong River in Southeast Asia starts in China and then winds through Laos, Cambodia, and Vietnam. The Vietnamese government, no matter how conscientious it is, has little control over how much of the Mekong water reaches Vietnam and what kind of condition it is in. The upstream nations, especially China, determine that. As upstream dams take more of the







# Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
<b>1 Academic Life Around the World</b> pg. 2 	<i>International Students</i> <i>University Life Around the World</i>	Recognizing reading structure in a textbook Recognizing main ideas Recognizing supporting details Recognizing topics Getting meaning from context
<b>2 Experiencing Nature</b> pg. 20 	<i>The Powerful Influence of Weather</i> <i>Global Climate Changes</i>	Identifying cause and effect Recognizing titles and paragraph topics Identifying main ideas Recognizing supporting details
<b>3 Living to Eat, or Eating to Live</b> pg. 40 	<i>Global Diet Choices</i> <i>Facts About Food</i>	Recognizing reading structure: main-idea questions for paragraph topics Recognizing one-or two-sentence statements of the main idea Matching paragraph titles with topics
<b>4 In the Community</b> pg. 60 	<i>How Can I Get to the Post Office?</i> <i>The Laws of Communities</i>	Identifying paragraph and whole reading topics Identifying main ideas by asking questions Using punctuation to recognize supporting details Skimming for topics and main ideas



Critical Thinking Skills	Vocabulary Building	Language Skills	Focus on Testing
<p>Synthesizing and discussing ideas from a reading</p> <p>Summarizing a reading</p> <p>Predicting the content of a reading</p> <p>Drawing conclusions</p> <p>Analyzing Internet information on higher education</p>	<p>Getting meaning from context: definitions and italics</p> <p>Identifying words with similar meanings</p> <p>Guessing words from context</p> <p>Focusing on high frequency words</p>	<p>Stating preferences and identifying reasons for preferences</p>	<p><b>TOEFL® iBT</b></p> <p>Summarizing</p>
<p>Distinguishing between beliefs and scientific facts</p> <p>Summarizing information in paragraph</p> <p>Synthesizing and discussing ideas from the reading</p>	<p>Getting meaning from context from parentheses and words with similar meanings</p> <p>Recognizing words with the same or similar meanings</p> <p>Matching vocabulary items with examples</p>	<p>Understanding weather reports; comparing weather conditions</p> <p>Stating and explaining opinions</p>	<p><b>TOEFL® iBT</b></p> <p>Finding main ideas and vocabulary clusters</p>
<p>Evaluating and comparing advice and opinions about food</p> <p>Summarizing paragraphs</p>	<p>Getting meaning from context: italics and punctuation</p> <p>Recognizing vocabulary categories</p>	<p>Making diet choices based on personal preferences and culture</p> <p>Finding and following recipes</p>	<p><b>TOEFL® iBT</b></p> <p>Understanding schematic tables</p>
<p>Understanding and giving directions</p> <p>Paraphrasing information</p>	<p>Getting the meaning from context: finding illustrations of words</p> <p>Recognizing words with similar meanings and meaning categories</p> <p>Recognizing nouns and verbs</p> <p>Finding definitions of vocabulary items</p>	<p>Comparing, contrasting, and evaluating different laws</p>	<p><b>TOEFL® iBT</b></p> <p>Answering negative fact questions</p>





Chapter	Reading Selections	Reading Skills and Strategies
<b>5 Home</b> pg. 84 	<i>A Short History of the Changing Family</i> <i>Time with the Family—Past and Present</i>	Recognizing topics in reading about history Using a timeline to take notes on time and time order Skimming to find time and place in history
<b>6 Cultures of the World</b> pg. 106 	<i>Cross-Cultural Conversation</i> <i>Clues to World Cultures</i>	Reading structure: conversation in paragraph form Recognizing supporting detail: opinions Understanding anecdotes
<b>7 Health</b> pg. 130 	<i>The Secrets of a Very Long Life</i> <i>Claims to Amazing Health</i>	Recognizing reading structure using a mind map Understanding the main idea Understanding facts and opinions Recognizing details after punctuation, numbers, and connecting words
<b>8 Entertainment and the Media</b> pg. 158 	<i>How the Visual Media Affect People</i> <i>Media Stories</i>	Recognizing reading structure: using an outline Understanding the point and recognizing supporting details Putting events in order



Critical Thinking Skills	Vocabulary Building	Language Skills	Focus on Testing
Evaluating and predicting family structures and social trends	Recognizing topics in readings about history Getting meaning from context: punctuation and phrase clues Recognizing nouns and adjectives	Researching and discussing family structures in different cultures	<b>TOEFL® iBT</b> Understanding definitions and explanations
Interpreting and discussing anecdotes Summarizing a short story	Understanding new vocabulary in context Recognizing nouns, verbs, and adjectives Understanding adverbs of manner	Recognizing and discussing cultural attitudes and customs Researching and reporting on unfamiliar cultures	<b>TOEFL® iBT</b> Practicing vocabulary questions
Choosing information to complete a mind map Summarizing using a mind map	Figuring out new or difficult vocabulary Identifying synonyms Identifying part of speech from suffixes	Giving advice about health Evaluating and agreeing or disagreeing with health tips	<b>TOEFL® iBT</b> Practicing for timed readings
Completing an outline with reading material Classifying different types of stories Evaluating the advantages and disadvantages of the media Summarizing a story	Understanding suffixes (nouns, adverbs, adjectives) Understanding word families	Retelling a story plot Discussing and justifying media choices Persuading others to watch a particular show	<b>TOEFL® iBT</b> Focusing on comparison and contrast



Chapter	Reading Selections	Reading Skills and Strategies
<b>9 Social Life</b> pg. 184 	<i>Meeting the Perfect Mate:</i> <b>Part 1</b> <i>Meeting the Perfect Mate:</i> <b>Part 2</b>	Recognizing the structure of written conversations Understanding left-out words and references Reading for literal meaning and inferences
<b>10 sports</b> pg. 208 	<i>The Ancient vs. the Modern Olympics</i> <i>Issues in Competitive Sports in the World Today</i>	Recognizing reading structure: similarities and differences Organizing supporting details using a Venn diagram