

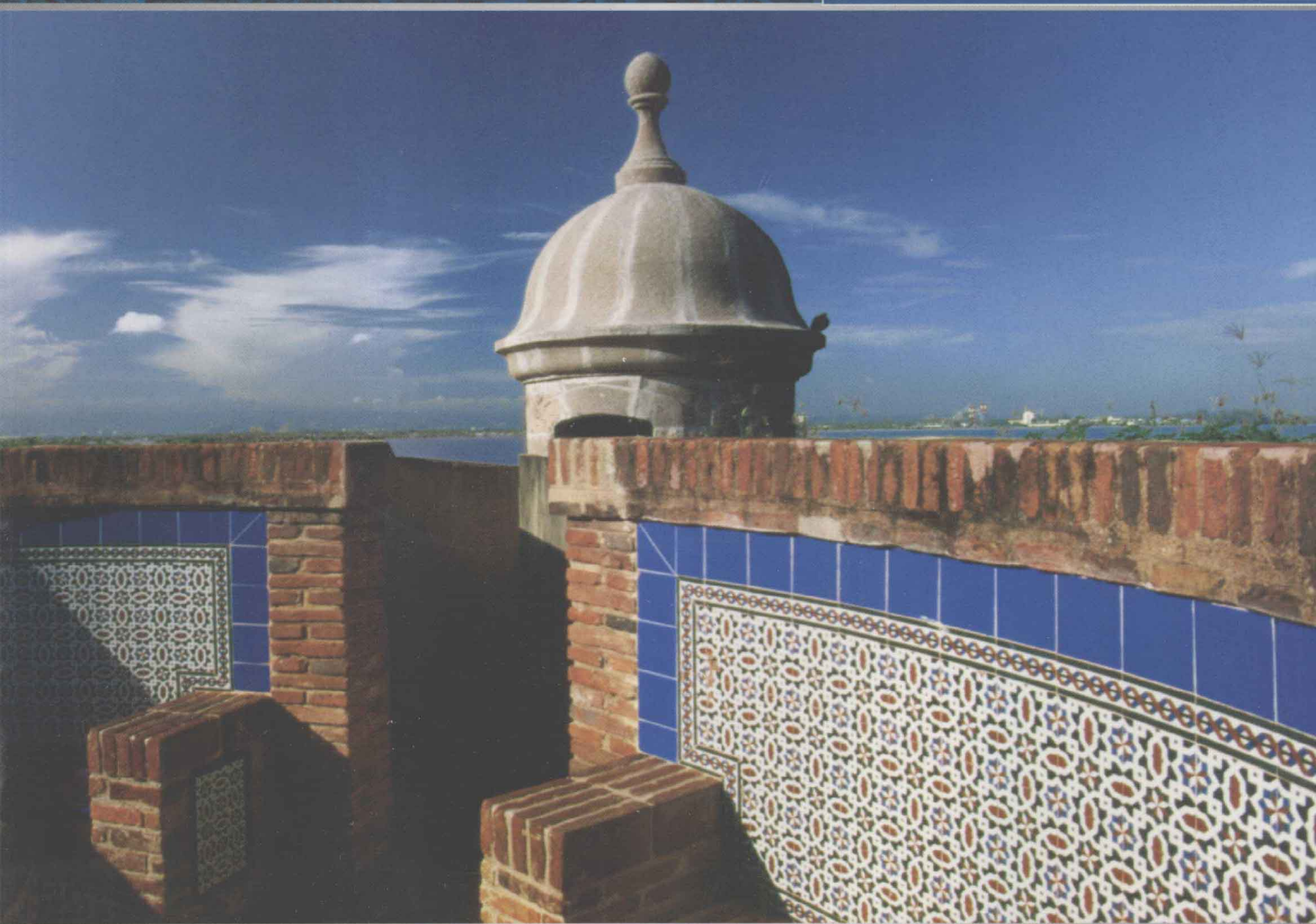


捷进大学英语国际化立体化网络化系列教材

# 大学英语阅读教程 2

## 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;在体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 (2) 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.



**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

# 10

## Ceremonies



### Connecting to the Topic

- 1 What do you think these people are celebrating? Why?
- 2 Name ten adjectives to describe this photo.
- 3 What are some of your favorite ceremonies or celebrations? Describe one of them.

### In This Chapter

When did you last go to a wedding? What was it like? The first reading selection explores universal rituals called "rites of passage." Weddings are just one type of rite of passage. Funerals and graduations are other types. In Part 2, you will read about and discuss modern variations on traditional rituals. There are unique ways that cultures all around the world are celebrating and marking rites of passage. You will be able to discuss some of your favorite ceremonies. Part 3 includes activities to help you develop and build your vocabulary. The final part of this chapter focuses on comprehension of a reading selection that deals with a rite of passage that many teenagers anticipate—driving.

“When humans participate in ceremony, they enter a sacred space. Everything outside of that space shrivels in importance. Time takes on a different dimension.”

—Sun Bear  
Medicine Chief of the Bear Tribe Medicine Society (1929–1992)



## 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

#### Global Trade

##### Before You Read



1. **Previewing the Topic** In small groups, discuss these questions.

- Look at all of the things around the room. What countries are the products from? (Include the clothing that you're wearing.)
- What might be some reasons for the economic success of some cities (such as Dubai) and countries (such as Singapore)?
- What might be some reasons for economic failure in other countries?
- How can geography help or hurt a country's economy?



2. **Previewing Vocabulary** Read the words and phrases below. Listen to the pronunciation of each word. Put a check mark (✓) next to the words you know. For the words that you don't know, don't use a dictionary.

##### Nouns

- ☐ benefits
- ☐ consumers
- ☐ fuel
- ☐ gap
- ☐ goods
- ☐ harbor
- ☐ imports (information technology)
- ☐ infrastructure
- ☐ nutrients

##### Verbs

- ☐ obstacle
- ☐ priority
- ☐ protectionist policies (policy)
- ☐ sail
- ☐ standards
- ☐ subsidy
- ☐ tide

##### Idioms and Expressions

- ☐ contribute
- ☐ created
- ☐ reduce
- ☐ goes without saying
- ☐ in time

##### Adjectives

- ☐ economic
- ☐ global
- ☐ landlocked
- ☐ startling
- ☐ tropical



3. **Previewing** Look over the reading on pages 119–121. Discuss these questions.

- What is the topic of the whole reading? (Look at the title of the reading.)
- What are the free subtitles? (Look at the headings of each paragraph.)
- Which workers in the photos probably have the highest yearly income?

##### Read



4. **Reading the Article** As you read the following selection, think about the answer to this question: *What seems to be the key to a country's economic success?*

Read the selection. Do not use a dictionary. Then do the exercises that follow the reading.

#### Global Trade

A For the first time in history, almost the entire world is now sharing the same economic system. Communism began to fall in the late 1980s, and since then, capitalism has spread to most corners of the world. The basis of a "pure" capitalist economy is free trade, also called "open trade." There are **benefits** of open trade for both rich and poor countries. For developed countries such as Japan and England, free trade brings with it more competition, which **in turn** brings advantages such as lower prices and more choices of products for **consumers**. For developing countries, open trade means that people have access to essential **goods** such as food, clothing, and **fuel** (for transportation and heat). An open economic system can be a key to improving the lives of people in both poor and rich countries because it can **reduce** poverty and improve living conditions.



Boats and ships in Hong Kong harbor



Factory workers in India

#### "Leaking Boats"

B This is apparently very good news. Optimists often say that "the rising **tide** lifts all boats." What do they mean by this? Imagine a **harbor** filled with boats—some small ones, some medium-sized, and some huge ships. As the ocean tide comes in every twelve hours, the water rises and literally lifts all boats—both large and small. In economics, this expression means that in good economic times, poor countries benefit as much as rich countries do. However, pessimists point out that many of the "small boats" seem to be "leaking"—have holes in them—and so are going down instead of up. In other words, the **gap** between rich and poor—the economic difference between them—is wider than it was in the past. The contrast can be **startling**. A former U.S. president, Jimmy Carter, once put it this way: "Globalization, as defined by rich people, . . . is a very nice thing. . . . You are



## Scaffolding Instruction

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

## Cultivating Critical Thinking

Enhanced focus on critical thinking skills promotes academic achievement.

### After You Read

**7 Finding the Main Idea** Read the sentences below and select the one main idea of the whole reading selection.

- (A) Workaholicism can lead to serious problems, but it can also create a happy life.
- (B) Job hopping is a new trend that causes stress but can also lead people into good work experiences if they learn new job skills.
- (C) It is important for people to be flexible in this changing world of work and to continue their education because they may need to change jobs several times in their lifetime.
- (D) The world economy, globalization, and technology are causing many changes in the way people work today.
- (E) In the workplace today, new technology is making it possible for people to work in different locations, even from home.

**8 Comprehension Check: Finding Important Details** Which statements are true about work today, according to the reading? Check ( ) them.

1. People probably need to be prepared to change jobs several times in their lifetimes.
2. Decreasing manufacturing jobs and increasing use of outsourcing are leading to less job security today than in the past.
3. Lack of job security is always a bad thing.
4. People who can change to fit a new situation are usually happier than people who can't.
5. Many people find a sense of self through their work.
6. People in some professions move from job to job more often than people in other professions.
7. Technology is making work life better for everyone.
8. Telecommuters don't need to drive to the office every day.
9. All workaholics have problems with stress.
10. The most successful people are workaholics.

**9 Checking Vocabulary** Find a word or expression in the reading for each definition below.

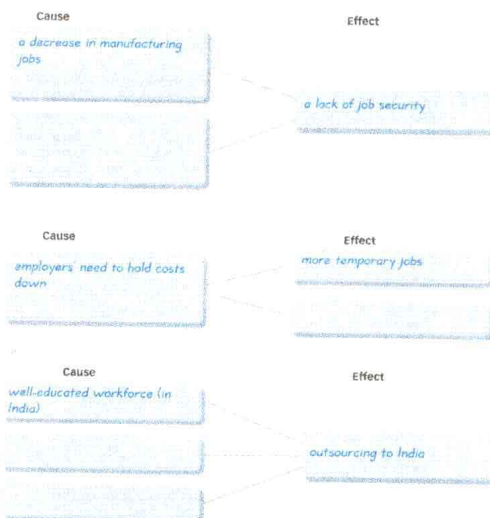
1. people who give advice about professions and careers = \_\_\_\_\_
2. the feeling that a worker will never lose his or her job = \_\_\_\_\_
3. the movement of jobs to places with lower salaries = \_\_\_\_\_
4. changing from one job to another = \_\_\_\_\_
5. disadvantage = \_\_\_\_\_

### Strategy

#### Critical Thinking: Recognizing Cause and Effect

In Chapters 1, 2, and 3 you saw three types of graphic organizers. Another use of a graphic organizer is to show causes (or reasons) and effects (or results). This graphic organizer shows the relationship between different actions such as why something happens or the result of an action.

**10 Critical Thinking: Recognizing Cause and Effect** Paragraph 6 presents several causes and effects. Look back at Paragraph 6 and find information to complete this graphic organizer.



## Organizing Information

Graphic organizers provide tools for organizing information and ideas.



Enhanced focus on vocabulary building promotes academic achievement.

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

### Part 3 Building Vocabulary and Study Skills

**1** *Focus on Vocabulary and Study Skills* Fill in the blanks with words from the Academic Word List in the box. When you finish, turn back to page 75, Paragraph 8, and check your answers.

areas	economy	jobs	traditionally
benefits	enormous	labor	varies
computer	job	secure	
creating	job security	temporary	

The situation varies from country to country, but in today's                     , there is generally less job security worldwide. Even in Japan, where people                      had a very                      job for life, there is now no promise of a lifetime                      with the same company. One reason for the lack of                      is the worldwide decrease in manufacturing                     . Another reason is employers' need to hold down costs. This has resulted in two                      changes for the workforce. First, employers are                      more and more                      jobs because they don't need to pay health insurance or other                      to employees in these positions, as they would to people in permanent posts. Second, more and more companies are outsourcing. In other words, they are closing offices and factories and sending work to other                      of the country or to other countries where                      is cheaper. This happens with factory work and                      programming. Also, the call center industry is on the move—mostly to India.



**2** *Searching the Internet* Search the Internet for one of the topics below. Explore one website and find something that interests you. Share this with a small group.

Choose from these topics:

- tours of the Silk Road
- the meaning of tattooing or scarification among tribal peoples
- mehndi designs in different cultures
- the latest fashions in "body art" these days

### Part 4 Focus on Testing

TOEFL® iBT

In the Focus on Testing section of Chapter 1, the three types of reading questions on the TOEFL® Internet-Based Test (iBT) are listed. One type is the *basic comprehension question*, which focuses on the understanding of facts, what facts mean, and how language ties one fact to others. You must understand not only words and phrases but entire groups of sentences. You must also be able to find main ideas and recognize how they are supported in the reading.

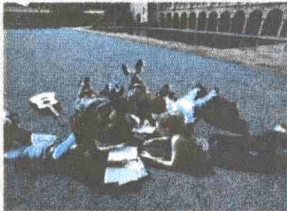



Vocabulary questions make up 20 to 25 percent of all TOEFL® iBT reading questions. These are considered *basic comprehension questions*. To answer them, you have to understand the context, not just the words themselves.

**1** *Read Again* Read again the Focus on Testing reading selection in Chapter 7, "As English Spreads, Speakers Morph It into World Tongue," on pages 164–165. Answer the basic-comprehension questions below. You may refer to the reading as often as you want. Try to answer all five questions in five minutes or less.

- Which pair names groups that, according to the article, both dislike the spread of "Englishes" around the world?
  - (A) purists and multiculturalists
  - (B) native speakers and nonnative speakers
  - (C) businesspersons and linguists
  - (D) linguists and multiculturalists
- According to the article, which of the following statements would Tim McArthur, editor of the *Oxford Companion to the English Language*, agree with?
  - (A) People invent too many new words.
  - (B) Hybrid Englishes are not really English.
  - (C) The spread of English is unstoppable.
  - (D) The British should stop the degradation of English.






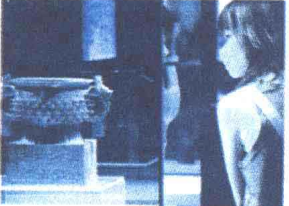
# Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
<b>1 Education and Student Life</b> pg. 2 	<i>Education: A Reflection of Society</i> <i>Campus Life is Changing</i>	Previewing the topic and vocabulary Identifying the topic and main idea Skimming for the topic and main idea Predicting content of a reading
<b>2 city Life</b> pg. 22 	<i>A City That's Doing Something Right</i> <i>Sick-Building Syndrome</i>	Previewing the topic and vocabulary Identifying the main idea Identifying supporting details Predicting content of a reading Skimming for the topic and the main ideas Scanning
<b>3 Business and Money</b> pg. 46 	<i>Banking on Poor Women</i> <i>Consumerism and the Human Brain</i>	Previewing the topic and vocabulary Identifying the main idea and details Understanding conclusions Skimming for the topic and the main ideas
<b>4 Jobs and Professions</b> pg. 70 	<i>Changing Career Trends</i> <i>Looking for Work in the 21<sup>st</sup> Century</i>	Previewing the topic and vocabulary Getting meaning from context Previewing a reading Identifying the main idea Identifying important details Skimming for the topic and the main ideas

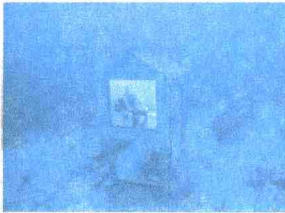



Critical Thinking Skills	Vocabulary Building	Language Skills	Focus on Testing
<p>Interpreting a photograph</p> <p>Relating a reading passage to a broader world view</p> <p>Summarizing a paragraph</p> <p>Organizing information using a T-chart</p>	<p>Getting meaning from context: punctuation, other sentences, logic</p> <p>Practicing new vocabulary</p> <p>Identifying words and phrases that work together</p> <p>Using prepositions</p> <p>Focusing on the Academic Word List</p>	<p>Understanding pronoun reference</p> <p>Discussing student life in different countries</p> <p>Writing a paragraph</p>	<p>Focusing on question types</p> <p><b>TOEFL® iBT</b></p>
<p>Organizing details using a graphic organizer</p> <p>Making inferences</p> <p>Summarizing a paragraph</p> <p>Understanding contrast</p>	<p>Getting meaning from context: examples, opposites, &amp; <i>in other words</i></p> <p>Understanding the meaning of italics in readings</p> <p>Focusing on the Academic Word List</p> <p>Understanding and looking up parts of speech in a dictionary</p>	<p>Understanding pronoun reference</p> <p>Interviewing students about city life</p> <p>Discussing some problems and solutions in big cities</p> <p>Writing a paragraph</p>	<p>Getting meaning from context</p>
<p>Identifying problems and solutions</p> <p>Organizing ideas using a graphic organizer</p> <p>Comparing and contrasting</p> <p>Making inferences</p> <p>Understanding irony</p> <p>Analyzing advertisements</p> <p>Summarizing a paragraph</p>	<p>Getting meaning from context (e.g. and <i>i.e.</i>)</p> <p>Using parts of speech to understand vocabulary</p> <p>Using suffixes to identify parts of speech</p> <p>Recognizing synonyms</p> <p>Focusing on the Academic Word List</p>	<p>Understanding pronoun reference</p> <p>Discussing social problems and solutions</p> <p>Analyzing advertisements</p> <p>Writing a paragraph</p>	<p>Focusing on implications and inferences</p> <p><b>TOEFL® iBT</b></p>
<p>Identifying cause and effect</p> <p>Organizing cause and effect using a graphic organizer</p> <p>Summarizing a paragraph</p> <p>Understanding proverbs and quotations</p>	<p>Using the prefix <i>over-</i></p> <p>Focusing on the Academic Word List</p> <p>Understanding adjective and noun phrases</p> <p>Understanding and creating compound words</p>	<p>Understanding pronoun reference</p> <p>Discussing proverbs and quotations</p> <p>Identifying challenges and changes within today's work world</p> <p>Writing a paragraph</p>	<p>Increasing reading speed</p>



Chapter	Reading Selections	Reading Skills and Strategies
<b>5 Lifestyles Around the World</b> pg. 92 	<i>Trendspotting</i> <i>Fads and Trends in the 21st Century</i>	Previewing the topic and vocabulary Previewing the reading Identifying the main idea Getting meaning from context Identifying details Marking text when you read
<b>6 Global Connections</b> pg. 116 	<i>Global Trade</i> <i>Global Travel . . . and Beyond</i>	Previewing the topic and vocabulary Identifying the main ideas Skimming for main ideas
<b>7 Language and Communication</b> pg. 140 	<i>If We Could Talk with Animals . . .</i> <i>"Parentese"</i>	Previewing the topic and vocabulary Previewing the reading Identifying the main ideas Identifying details Getting meaning from context Understanding italics and quotation marks Skimming for main ideas
<b>8 Tastes and Preferences</b> pg. 168 	<i>The Silk Road: Art and Archaeology</i> <i>Fashion: The Art of the Body</i>	Previewing the topic and vocabulary Previewing the reading Getting meaning from context Recognizing summaries in a reading Skimming for main ideas

Critical Thinking Skills	Vocabulary Building	Language Skills	Focus on Testing
Organizing details using a graphic organizer Expressing and supporting an opinion Studying for exams: organizing information Summarizing a paragraph	Focusing on the Academic Word List Analyzing suffixes and prefixes Understanding dictionary entries: words with single and multiple meanings	Expressing opinions Discussing fads and trends Writing a paragraph	Focusing on vocabulary questions <b>TOEFL® iBT</b>
Understanding the literal and figurative meanings of words Organizing information using an outline Summarizing in writing Identifying inferences	Focusing on the Academic Word List Understanding idioms Focusing on expressions and idioms Using participles as adjectives	Stating and explaining opinions Writing a paragraph	Identifying inferences
Categorizing Interpreting a photograph Identifying details and analyzing material using graphic organizers Identifying inferences Distinguishing facts from assumptions Summarizing a paragraph	Understanding homophones Focusing on the Academic Word List Working with prefixes and suffixes Understanding words in phrases Learning new vocabulary: making a vocabulary log	Discussing the nature/nurture question Writing a paragraph	Focusing on comprehension questions about details
Organizing information using an outline Identifying and making inferences Summarizing a paragraph	Recognizing words with similar meanings Understanding general and specific words Understanding connotations Focusing on the Academic Word List	Discussing ideas on art and beauty Writing a paragraph	Focusing on basic comprehension questions <b>TOEFL® iBT</b>

Chapter	Reading Selections	Reading Skills and Strategies
<b>9 New Frontiers</b> pg. 196 	<i>The Human Brain—New Discoveries</i> <i>Personality: Nature or Nurture?</i>	Previewing the topic and vocabulary Previewing the reading Predicting content of a reading Identifying the main ideas Skimming for main ideas
<b>10 ceremonies</b> pg. 218 	<i>Rites of Passage</i> <i>New Days, New Ways: Changing Rites of Passage</i>	Previewing the reading Previewing the topic and vocabulary Identifying the main ideas and writing summaries of each paragraph in a reading Understanding chronology: scanning for time words Understanding symbols