



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 3

Mosaic

READING



吉林出版集团有限责任公司

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大学英语阅读教程

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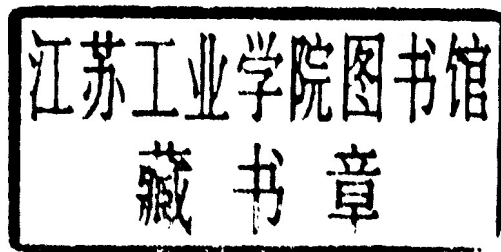
Mosaic

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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—

Mosaic (3) 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—Mosaic 3 Reading

New 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

Teamwork and Competition

In This Chapter

This chapter focuses on two important areas of world culture: sports and business. In sports and business, values that seem in some ways to be opposites—teamwork and competition—are in fact both crucial to success. In the first reading, the world-famous soccer player David Beckham describes the competition and teamwork that bring him success when he moves from England to join the Real Madrid soccer team in Spain. The second reading looks at how Kim Ssang Su, a talented Korean businessman, builds a globally competitive company by creating a sense of teamwork among his employees.

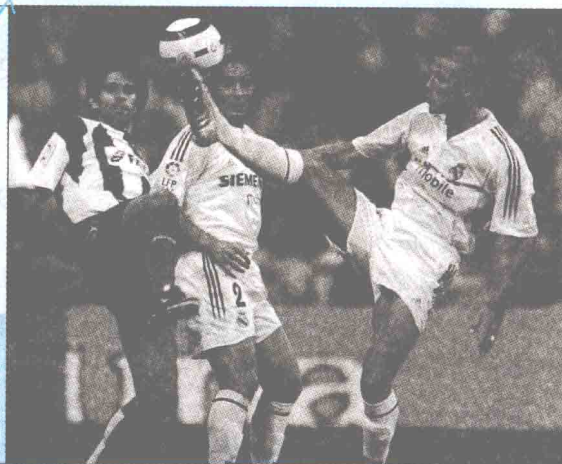
“Two heads are better than one.”

—English proverb



Connecting to the Topic

- 1 Look at the photo and read the title of this chapter. Why do you think it's important for these people to work together as a team? Explain.
- 2 The paragraph on the opposite page states that both teamwork and competition are crucial to success in sports and business. Do you agree or disagree? Explain.
- 3 In what other areas of life do you think teamwork and competition play important roles? Why?



Activating Prior Knowledge

Prereading strategies and activities place the reading in context and prompt 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

Eat Like a Peasant, Feel Like a King

Before You Read

Strategy

Using Headings to Preview

Picking out the headings in an article is one form of previewing. It improves comprehension by helping you see the organization and major ideas. Headings are usually of two kinds: they present or illustrate the main idea of a section, or they give a small detail to catch the reader's interest. The ones that tell the main idea are the most helpful.

1 Using Headings to Preview The article on pages 81–84 begins by introducing its subject. Answer the questions about headings.

1. After the introduction, there are two headings. List them below.

Introduction

2. In this story, which heading tells the main idea of the section?

3. Judging from the headings, what do you think you will read about in Sections 2 and 3?

2 Getting Meaning from Context Guess the meaning of words from their context by following these instructions.

1. The only uncommon word in the title is *peasant*. To infer its meaning, notice how it is in a parallel construction with the word *king*: "Eat Like a _____, Feel like a _____." A parallel construction is used either for comparison or for contrast. So *peasant* means either something very similar to *king* or something very different. With this clue in mind, read the sentence on lines 44 to 48, and tell what you think is meant by a *peasant diet*. How does this relate to the title?

with a Greek salad, sprinkled with olive oil, and a New Zealand kiwi fruit for dessert.



A healthy meal has lots of vegetables.

An **eclectic** menu, to be sure. But it could contain some of the world's healthiest dishes. Miso soup, according to recent Japanese research, may help **prevent cancer**, as may cabbage. Salmon, olive oil, and the garlic in pesto can all help fight **heart disease**. Even kiwi is rich in **fiber**, potassium, and vitamin C. In the last few years, nutritionists have been studying such international superfoods—dishes from around the globe that may hold the key to healthy eating. They're building on research that began in the '40s and '50s, when researchers first realized that a country's **diet** is intimately connected to the health of its people.

Since then, an explosion of medical studies has produced a flood of information on diverse human diets—from the fuit of the Arctic to the Bushmen of Africa's Kalahari Desert. But the globe-trotting researchers have done more than discover the best features of each country's **cuisine**. They've also demonstrated broad nutritional principles that apply to people all over the world. And their clearest finding is a sobering one.

In many countries, they've found, the healthiest diet is simple, inexpensive, traditional fare—precisely the diet that people abandon as they move into **affluence**. Japanese immigrating from the high-carbohydrate Pacific to high-fat America have a greater risk of heart disease the more westernized their diet becomes. The same pattern holds for developing nations that emerge from poverty into **prosperity**. Poor people who can't get enough to eat are at risk, of course, whatever their diet. But as a country's food becomes richer, the scourges of poverty (infectious disease and malnutrition) are replaced by the "diseases of civilization" (arteriosclerosis, certain cancers, obesity).



A "fast food" meal is often unhealthy.

The simple, ideal diet—often called the "**peasant diet**"—is the traditional cuisine of the relatively poor, agrarian countries. It's usually based on a **grain** (rice, wheat, corn), fruits and vegetables, small amounts of meat, fish, eggs or dairy products, and a legume.

Target Vocabulary is highlighted in blue in the first reading selection of each chapter to aid vocabulary acquisition.

Enhanced focus on vocabulary building promotes academic achievement.

Organizing Information

Graphic organizers provide tools for organizing information and ideas.

Strategy

Recognizing Synonyms

Synonyms are words with similar meanings like fast and quick. You can enrich your vocabulary by learning and using synonyms. This will also add variety and interest to your speech and writing.

5. Recognizing Synonyms Match each vocabulary word from the reading to its synonym or definition in the right column. Can you use these words in a good English sentence?

Vocabulary Word

1. _____ affluent
2. _____ cuisine
3. _____ eclectic
4. _____ elite
5. _____ peasant (adjective)
6. _____ prosperity

Synonym

- a. combining different influences
- b. simple, from a farm
- c. rich
- d. wealth
- e. upper class
- f. style of cooking

Strategy

Organizing Information Using a Continuum

As you learned in Chapter 1, one way of organizing information is to rank it by showing the relationship of different items on a continuum.



4. Ranking Foods on a Continuum Work with a partner to rank the food items below from most healthy to least healthy. Write them on the continuum. Then compare your work with that of the rest of the class.

beans (legumes)	crackers	kim chee
beef	eggs	noodles
butter	fish	olive oil
cheese	fruit	pizza
chicken	guacamole	rice



Most healthy

Least healthy



2. Taking a Stand: Agree or Disagree Work in a small group. Read the following statements and choose two that you all agree upon (either for or against). With your group, write a list of reasons that support your stand on each of the two questions. Be prepared to defend your position to the class.

1. Tea is better for you than coffee.
2. Exercise is essential for mind and body, and the best exercise is running.
3. Fast food is junk food; no exceptions.
4. You can never be too thin.
5. It is more important to sleep well than to exercise.
6. Smoking four or five cigarettes a day does not harm your health.
7. It is always better to eat at home than at a restaurant.



3. Guided Academic Conversation Gain confidence and improve your speaking ability by doing one of the following tasks with one or more of your classmates.

1. **Become a Salesperson!** Choose a food mentioned in the article and make up a TV ad for it. First think of a *catchy phrase*—one that catches people's attention. For example, "Olive oil will make you live longer!" Then present it in a surprising or humorous way. For example, a group of people singing while they make a salad with olive oil. Finally, talk about the good qualities of your product. For example, "It's healthy, tasty, easy to use." Write out a script and perform your ad for the class or a small group.
2. **Create a Menu for a Healthy Restaurant.** Pretend that you have just opened a restaurant and want to attract health-conscious customers. Invent a catchy name for your restaurant and make up a menu of three courses (appetizers, main dishes, and desserts) and a list of beverages. Then show the menu to the class, tell them about each course, and explain why it is good for their health.

Cultivating Critical Thinking

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

Scaffolding Instruction

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

New strategies and activities for the TOEFL® iBT build invaluable test-taking skills.

After You Read

2. Recalling Information Based on what you have read, match the food on the left to its description on the right.

Food

1. a grain, a legume, fruits, vegetables and a bit of meat, eggs or fish
2. garlic and salmon
3. olive oil
4. miso soup and cabbage
5. kiwi fruit

Description

- a. a monounsaturated fat that seems to prevent heart disease
- b. rich in fiber, potassium, and vitamin C
- c. may help prevent cancer
- d. the simple "peasant diet" that is good for you
- e. can help fight heart disease

Strategy

Paraphrasing Main Ideas

Learn to express the main ideas from readings in your own words, simply and clearly. This is sometimes called *paraphrasing*. You can use words or short phrases taken directly from the author but not long phrases or sentences.

4. Paraphrasing Main Ideas Read and respond to the items below. Use your own words.

1. The main idea of the article is given in simple terms in the title and the italicized sentence that follows it. In your own words, what is the main idea?

2. Another key idea is the relationship between affluence, diet, and health. The article illustrates this by referring to several different societies. Explain how affluence changes diet and health, and refer to at least two cultures that illustrate it.

Step 4: Scan the selection for the words and phrases that are in boldface and try to use them in your sentences.

Step 5: Check over what you have written to catch and correct any mistakes.

Step 6: Think of a clever, funny, or interesting title and write it at the top of the page.

Practice

Focus on Testing

General Testing Practice

Many standardized tests include multiple-choice questions. There are strategies you can use when taking a multiple-choice test.

1. Read the answers first.
2. Look for an answer that seems right and completes the question smoothly. If the question asks why something happened, then the answer must indicate a cause.
3. Try to eliminate any answers that are clearly wrong.
4. Notice the wording of questions. Look for qualifying phrases such as "which of the answers below is not true."
5. Statistically, the least likely correct answer on a multiple-choice question is the first choice.
6. When in doubt, pick the longer of two answers.
7. Always choose an answer, even if you're not sure which one is correct.

The following sample includes two sections from a test on reading comprehension. They are similar to sections on standardized exams given at many universities. You may find this test tricky. Most people can improve their scores on this kind of exam through practice.




After finishing, correct your work. Try to understand why you made the mistakes that you did.

Reading Section: Focus on Testing The questions in this part are based on two paragraphs about historical events. Choose the one best answer, and fill in the correct oval. Answer all questions according to what is stated directly or implied in the paragraph.

Paragraph 1:

An Augustinian monk named Gregor Mendel was the first person to make precise observations about the biological mechanism of inheritance. This happened a little over 100 years ago in an Austrian monastery, where Mendel spent his leisure hours performing experiments with pea plants of different types. He crossed them

Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
1 New Challenges page 2 	<i>First Impressions</i> by Alison Raymond Lanier and Charles William Gay <i>My Country (excerpts)</i> by Pierre Berton	Reading without knowing every word Recalling information Analyzing paragraphs for the main idea and its development Finding the implied main idea of a paragraph Checking reading comprehension by evaluating statements as true or false
2 Teamwork and Competition page 30 	<i>Beckham: An Autobiography</i> by David Beckham and Tom Watt <i>Outward Bound</i> by Michael Schuman	Reading without knowing every word Scanning for numbers Selecting the main idea of an article
3 Gender and Relationships page 56 	<i>Who's Taking Care of the Children?</i> by Miki Knezevic <i>70 Brides for 7 Foreigners</i> by S. Kuzina	Skimming for the general idea Recalling information Reading a chart for information Scanning for facts Distinguishing between general and specific statements Selecting the main idea

Critical Thinking Skills

Interpreting cultural differences
Ranking for social acceptance
(on a continuum)
Synthesizing group discussion
and reporting on it
Expressing an opinion
Synthesizing Internet content:
taking notes and presenting
results
Supporting your ideas with
details in writing

Vocabulary Building

Understanding the meaning of
words from context
Analyzing suffixes
Making new words by adding
suffixes
Understanding compound words
(with and without hyphens)
Getting the meaning of words
from context and structure
Analyzing the prefixes *non-*
and *anti-*
Focusing on words from the
Academic Word List

Focus on Testing

TOEFL® IBT

Analyzing points of contrast
on tests

Using a graphic organizer (chain
of events diagram) to identify
the sequence of events
Recognizing implied feelings
Taking a stand for or against a
proposal
Synthesizing Internet content:
taking notes and presenting
results
Choosing adjectives to describe
people in writing

Figuring out idiomatic
expressions and specialized
terms
Learning sports-related
vocabulary
Inferring the meaning of words
from context
Understanding metaphors
Using compound adjectives
Inferring meaning of words as
synonyms or antonyms
Focusing on words from the
Academic Word List

TOEFL® IBT


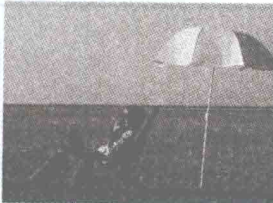

Using strategies to correctly
answer multiple choice
questions

Presenting ideas effectively in
a group
Summarizing a group opinion
Comparing past and present
generations
Synthesizing Internet content:
taking notes and presenting
results
Summarizing by listing key
points in writing

Matching words to their
definitions
Identifying antonyms
Focusing on words from the
Academic Word List
Reviewing vocabulary through
pantomime

TOEFL® IBT

Answering vocabulary
questions

Chapter	Reading Selections	Reading Skills and Strategies
4 Health and Leisure page 78 	<i>Eat Like a Peasant, Feel Like a King</i> by Andrew Revkin <i>Here Come the Tourists!</i> by Deborah McLaren	Using headings to preview a reading passage Recalling information Paraphrasing main ideas Understanding and analyzing points of view Distinguishing between fact and opinion Reading charts for specific information
5 High Tech, Low Tech page 102 	<i>How Hybrid Cars Work</i> by Karim Nice <i>Leapfrogging the Technology Gap</i> by Alexandra Samuel	Skimming for the general idea Scanning for definitions of key terms Identifying the pattern of organization in a reading Outlining the specific details from a reading passage Analyzing the main point (thesis) of the article
6 Money Matters page 128 	<i>Executive Takes Chance on Pizza, Transforms Spain</i> by Stephen Wade <i>The Luncheon</i> by William Somerset Maugham	Scanning for specific information Checking comprehension with multiple choice questions Identifying the setting, characters, and conflict in a narrative Predicting events in a narrative Using a timeline to recall the series of events in a plot

Critical Thinking Skills	Vocabulary Building	Focus on Testing
<p>Using a graphic organizer (a continuum) to rank items</p> <p>Taking a stand by agreeing or disagreeing</p> <p>Analyzing points of view</p> <p>Using a Venn diagram to compare answers from an interview</p> <p>Reaching a group consensus and writing an opinion statement</p> <p>Synthesizing Internet content: taking notes and presenting results</p> <p>Structuring an argument to support an opinion in writing</p>	<p>Getting meaning from context</p> <p>Recognizing synonyms</p> <p>Scanning for vocabulary</p> <p>Focusing on words from the Academic Word List</p>	<p>Analyzing compound words on vocabulary tests</p>
<p>Filling out a chart for comparison</p> <p>Comparing opinions</p> <p>Choosing a favorite theme-related item and researching it</p> <p>Creating a study outline</p> <p>Interviewing and using a graphic organizer (Venn diagram) to compare answers</p> <p>Synthesizing Internet content: taking notes and presenting results</p> <p>Selecting strong examples to support a point of view in writing</p>	<p>Inferring the meaning of expressions from context and vocabulary</p> <p>Inferring the meaning of specialized terms</p> <p>Understanding compound words</p> <p>Analyzing compound adjectives with hyphens</p> <p>Focusing on words from the Academic Word List</p>	<p>TOEFL® iBT</p> <p>Using a computer effectively on tests</p>
<p>Comparing opinions</p> <p>Synthesizing Internet content: taking notes and presenting results</p> <p>Analyzing the actions and outcomes of a situation and presenting an alternative solution through a skit</p> <p>Solving problems related to the theme</p> <p>Using a cluster diagram to help organize ideas for a writing task</p>	<p>Recognizing word families</p> <p>Getting the meaning of words from context</p> <p>Focusing on words from the Academic Word List</p>	<p>Reading between the lines on reading comprehension tests</p>