

*Expresskey* 捷进

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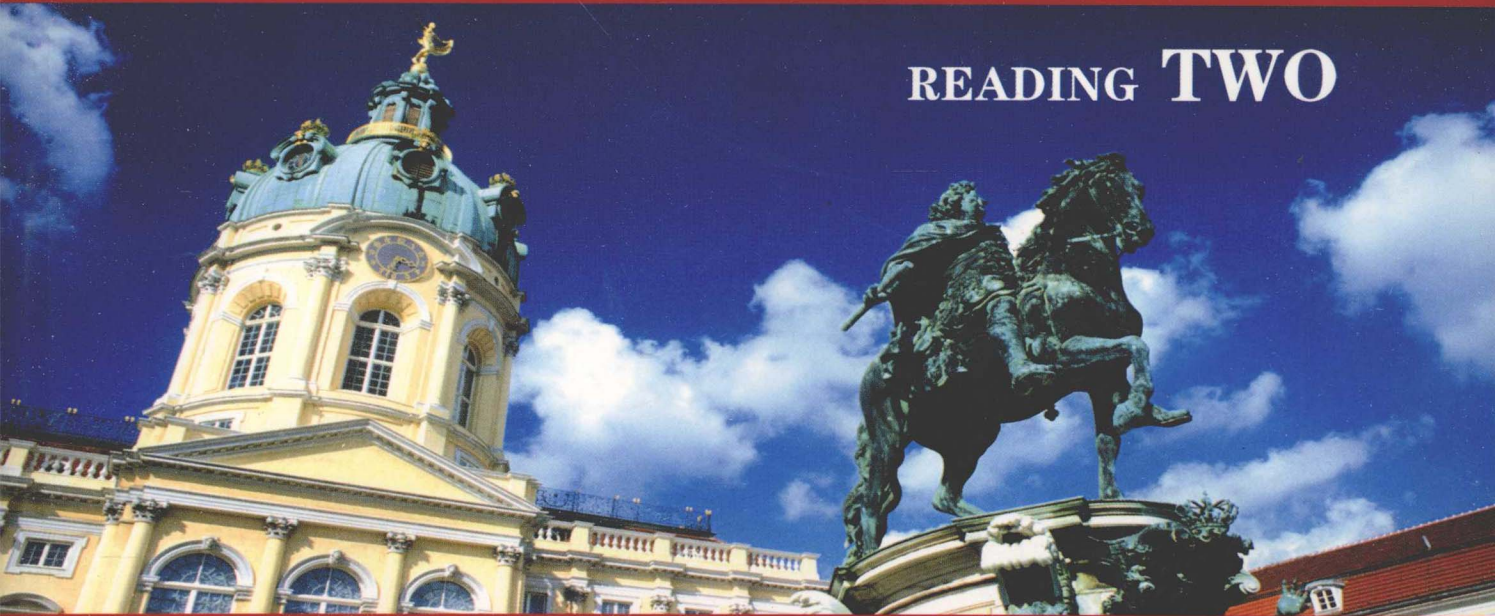
# Interactions

# 美语路路通

最新美国英语专业教材 与新托福考试配套接轨  
提供强大网上学习支持 丰富自主生成测试题库

精读

READING TWO



**Mc  
Graw  
Hill** Education

吉林出版集团有限责任公司 外语教育出版社  
Foreign Language Teaching Books, Jilin Publishing Group

# Interactions

# 美语路路通

READING TWO

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郝 萌

江苏工业学院图书馆  
藏书章

 **Education**

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# 前言

《捷进美语路路通》最早是 1998 年在中国引进出版,在英语教育界有着广泛的影响,许多大学外语系和英语培训学校采用为主流教材。此版是美国权威英语教学专家、资深英语编辑和英语教育顾问根据最新的英语教育理论和世界 ELT 发展趋势,结合网络教学的特点和优势,在 2007 年全面编写升级完成的最流行最全面最权威的网络交互版。

《捷进美语路路通》是一套由由《听说》(五册)、《精读》(五册)、《写作》(四册)和《语法》(四册)18 本书组成的极具整体性的英语学习教材。各个系列既相互联系、又相对独立,每个系列中的各个分册循序渐进。四个系列的每一单元的主题一致,融入四项语言技能,系统性地将内容、词汇和语法反复应用。因此,整个系列可以配合使用,学习英语技能的全部内容;每个系列也可以分别使用,适用于从入门阶段到中高级阶段各个层次的学生。

《捷进美语路路通》提供了全面促进英语教学的最佳训练模式与原则方法:

取材学术新颖,引人入胜

资料与练习以学术内容和学术活动为基础,有助于学生探讨现实世界的各种问题,围绕特定的学术主题和内容展开学习活动。同时,每单元围绕一个主题式语言功能,难易程度适中,语言要点反复循环出现,可以有效地激励学生的学习热情。

信息海量组织,学以致用

语言的学习目的在于信息的涉猎和沟通,本教材汇集大量信息和图片,供不同学习风格和思考方式的学生组织思想和交流。

教学手段先进,科学实用

脚手架有助于建筑施工的进行。同样,脚手架教学法通过灵活的、可预测性的练习辅助语言的学习。传授技能要点和学习策略,使听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练,可以显著地收到触类旁通的效果。同时配有由教师和学生进行的示范练习,信息量大,适合模仿。

激活潜在知识,增强学习信心

一旦学生与新的内容建立联系就可以更好地理解新的口语和书面内容。激



活潜在知识可以使學生利用和扩展已学的知识,并对新知识产生好奇心和兴趣。

促进交流能力,效果事半功倍

对话、小组讨论和全班参与的活动給學生提供用日常的语言进行真实交流的机会,可以提高其交际能力。掌握语言技能的关键在于反复实践,必须在轻松愉快的实践过程中自然而然地获得,单纯的机械性模仿达不到这个目的,这套教材的练习使學生自始至终处于交际活动中,可以收到事半功倍的效果。

培养思辨思维,提高学业成就

提供多种培养思辨思维的策略。學生通过学习可以提高思辨能力的技巧,为学业成就打下基础。

与托福考试内容和形式接轨

本教材采用了与新托福接轨的测试内容和形式,使學生在掌握英语的同时也熟悉托福考试,可谓一举两得。

提供网络学习支持和丰富生成试题库,方便高效

与每套每单元配套,本书提供强大实用有趣的网络教学支持,學生可以自由自主的在网上冲浪下载海量信息和 MP3,同时配合自主生成试题库,极大方便了學生检测和反馈自己的学习成绩。

本教材适合高校外语系和培训学校做主流教材和辅助教材,也适合學生自学。

捷进美语路路通教学团队

# Interactions Listening / Speaking (One)

Interactions/Mosaic Edition is a fully-integrated, 18-book academic skills series. Language proficiencies are articulated from the beginning through advanced levels within each of the the four language skill strands. Chapter themes articulate across the four skill strands to systematically recycle content, vocabulary, and grammar.

## **R** eading Strand

Reading skills and strategies are strategically presented and practiced through a variety of themes and reading genres in the five Reading books. Pre-reading, reading, and post-reading activities include strategies and activities that aid comprehension, build vocabulary, and prepare students for academic success. Each chapter includes at least two readings that center around the same theme, allowing students to deepen their understanding of a topic and command of vocabulary related to that topic. Readings include magazine articles, textbook passages, essays, letters, and website articles. They explore, and guide the student to explore, stimulating topics. Vocabulary is presented before each reading and is built on throughout the chapter. High-frequency words and words from the Academic Word List are focused on and pointed out with asterisks (\*) in each chapter's Self-Assessment Log.

## **L** istening/Speaking Strand

A variety of listening input, including lectures, academic discussions, and conversations help students explore stimulating topics in the five Listening/Speaking books. Activities associated with the listening input, such as pre-listening tasks, systematically guide students through strategies and critical thinking skills that help prepare them for academic achievement. In the Interactions books, the activities are coupled with instructional photos featuring a cast of engaging, multi-ethnic students participating in North American college life. Across the strand, lectures and dialogues are broken down into manageable parts giving students an opportunity to predict, identify main ideas, and effectively manage lengthy input. Questions, guided discussion activities, and structured pair and group work stimulate interest and interaction among students, often culminating in organizing their information and ideas in a graphic organizer, writing, and/or making a presentation to the class. Pronunciation is highlighted in every chapter, an aid to improving both listening comprehension and speaking fluency. Enhanced focus on vocabulary building is developed throughout and a list of target words for each chapter is provided so students can interact meaningfully with the material. Finally, Online Learning Center features MP3 files from the Student Book audio program for students to download onto portable digital audio players.

## **W** riting Strand

Activities in each of the four Writing books are systematically structured to culminate in a *Writing Product* task. Activities build on key elements of writing from sentence development to writing single paragraphs, articles, narratives, and essays of multiple lengths and genres. Connections between writing and grammar tie the writing skill in focus with the grammar structures needed to develop each writing skill. Academic themes, activities, writing topics, vocabulary development, and critical thinking strategies prepare students for university life. Instructional photos are used to strengthen engagement and the educational experience. Explicit pre-writing questions and discussions activate prior knowledge, help organize ideas and information, and create a foundation for the writing product. Each chapter includes a self-evaluation rubric which supports the learner as he or she builds confidence and autonomy in academic writing. Finally, the Writing Articulation Chart helps teachers see the progression of writing strategies both in terms of mechanics and writing genres.

## **F**ocus 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.

## **B**est 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 Interactions

## Reading 2

**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

### 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)

### 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.





## 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.

1. Look at all of the things around the room. What countries are the products from? (Include the clothing that you're wearing.)
2. What might be some reasons for the economic success of some cities (such as Dubai) and countries (such as Singapore)?
3. What might be some reasons for economic failure in other countries?
4. 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
- ☐ infotech (information technology)
- ☐ infrastructure
- ☐ nutrients

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

##### Verbs

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

##### Idioms and Expressions

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



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

1. What is the topic of the whole reading? (Look at the title of the reading.)
2. What are the five subtopics? (Look at the headings of each paragraph.)
3. Which workers in the photos probably have the highest yearly income?

##### Read

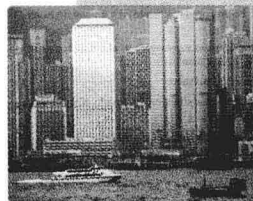


4. Reading the Article As you read the following selection, think about the answer to this question: What seems to be the key to a country's economic success?

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.

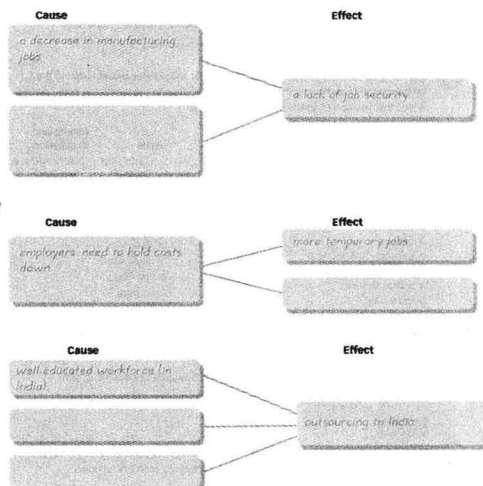
**9 Checking Vocabulary** Find a word or expression in the reading for each definition below.

- 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 8 presents several causes and effects. Look back at Paragraph 8 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.

### Part 3 Building Vocabulary and Study Skills

**1 Focusing on Words from the Academic Word List** 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 \_\_\_\_\_<sup>1</sup> from country to country, but in today's \_\_\_\_\_<sup>2</sup>, there is generally less job security worldwide. Even in Japan, where people \_\_\_\_\_<sup>3</sup> had a very \_\_\_\_\_<sup>4</sup> job for life, there is now no promise of a lifetime \_\_\_\_\_<sup>5</sup> with the same company. One reason for the lack of \_\_\_\_\_<sup>6</sup> is the worldwide decrease in manufacturing \_\_\_\_\_<sup>7</sup>. Another reason is employers' need to hold down costs. This has resulted in two \_\_\_\_\_<sup>8</sup> changes for the workforce. First, employers are \_\_\_\_\_<sup>9</sup> more and more \_\_\_\_\_<sup>10</sup> jobs because they don't need to pay health insurance or other \_\_\_\_\_<sup>11</sup> 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 \_\_\_\_\_<sup>12</sup> of the country or to other countries where \_\_\_\_\_<sup>13</sup> is cheaper. This happens with factory work and \_\_\_\_\_<sup>14</sup> programming. Also, the call center industry is on the move—mostly to India.

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



**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

#### QUESTIONS ABOUT BASIC COMPREHENSION

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 Practice** 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.

1. 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
2. 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.

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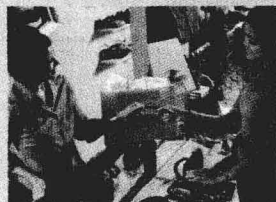

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# Scope and Sequence

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

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