



捷进

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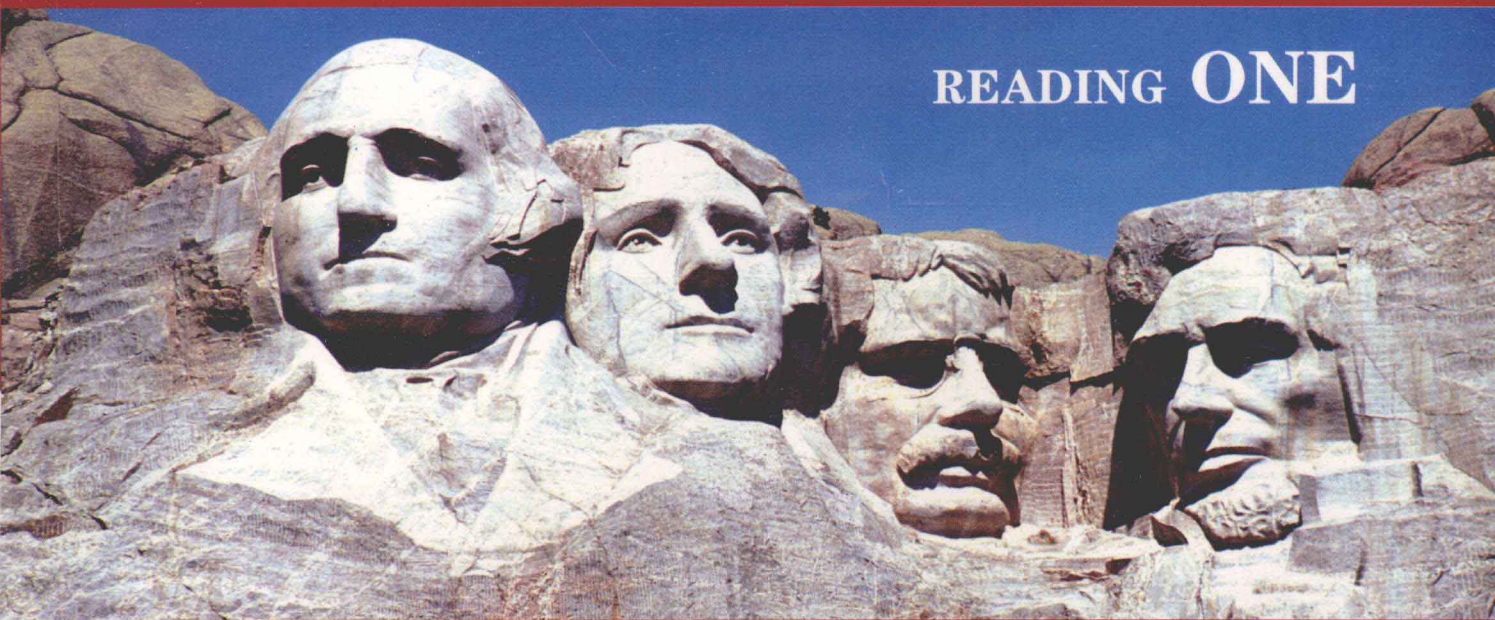
Interactions

# 英语路路通


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 ONE



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Foreign Language Teaching Books, Jilin Publishing Group

# Interactions

# 美语路路通

READING **ONE**

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江苏工业学院图书馆  
藏书章  
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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



活潜在知识可以使学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给学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,这套教材的练习使学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。学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,使学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,学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,极大方便了学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,也适合学生自学。

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 1

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



### 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?

### 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



## 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	Verbs	Adjectives
<input type="checkbox"/> addiction	<input type="checkbox"/> concentrate	<input type="checkbox"/> addicted
<input type="checkbox"/> behavior	<input type="checkbox"/> envy	<input type="checkbox"/> angry
<input type="checkbox"/> disadvantages	<input type="checkbox"/> focus	<input type="checkbox"/> average
<input type="checkbox"/> hospitals	<input type="checkbox"/> improve	<input type="checkbox"/> boring
<input type="checkbox"/> images	<input type="checkbox"/> practice	<input type="checkbox"/> dissatisfied
<input type="checkbox"/> personalities	<input type="checkbox"/> reduce	<input type="checkbox"/> elderly
<input type="checkbox"/> programming	<input type="checkbox"/> replace	<input type="checkbox"/> obvious
<input type="checkbox"/> reality	<input type="checkbox"/> scares	<input type="checkbox"/> exciting
<input type="checkbox"/> stars	<input type="checkbox"/> shout	<input type="checkbox"/> natural
<input type="checkbox"/> tension		<input type="checkbox"/> nursing
<input type="checkbox"/> viewers		<input type="checkbox"/> unlimited
<input type="checkbox"/> violence		
<input type="checkbox"/> visual media		

##### 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."

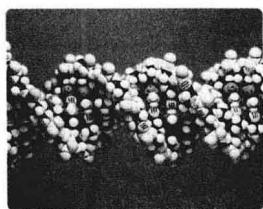
Which sentence best states the point of the facts and beliefs in Paragraph C?

- (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

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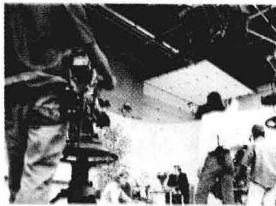
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# Scope and Sequence



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

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	TOEFL® iBT 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	TOEFL® iBT 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	TOEFL® iBT 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	TOEFL® iBT Focusing on comparison and contrast

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



Critical Thinking Skills	Vocabulary Building	Language Skills	Focus on Testing
Identifying pros and cons Interpreting proverbs	Understanding negative prefixes Figuring out vocabulary from prefixes and suffixes	Discussing and comparing proverbs Researching poems, quotes, and proverbs	<b>TOEFL® iBT</b> Understanding inferences and points of view in readings
Recognizing point of view Distinguishing opinion from fact Classifying supporting details Comparing and contrasting the ancient and modern Olympics	Understanding and working with prefixes, stems, and suffixes Identifying antonyms	Researching and supporting points of view on competitive sports Convincing others to understand a point of view	<b>TOEFL® iBT</b> Taking notes and recognizing contrasts in reading passages