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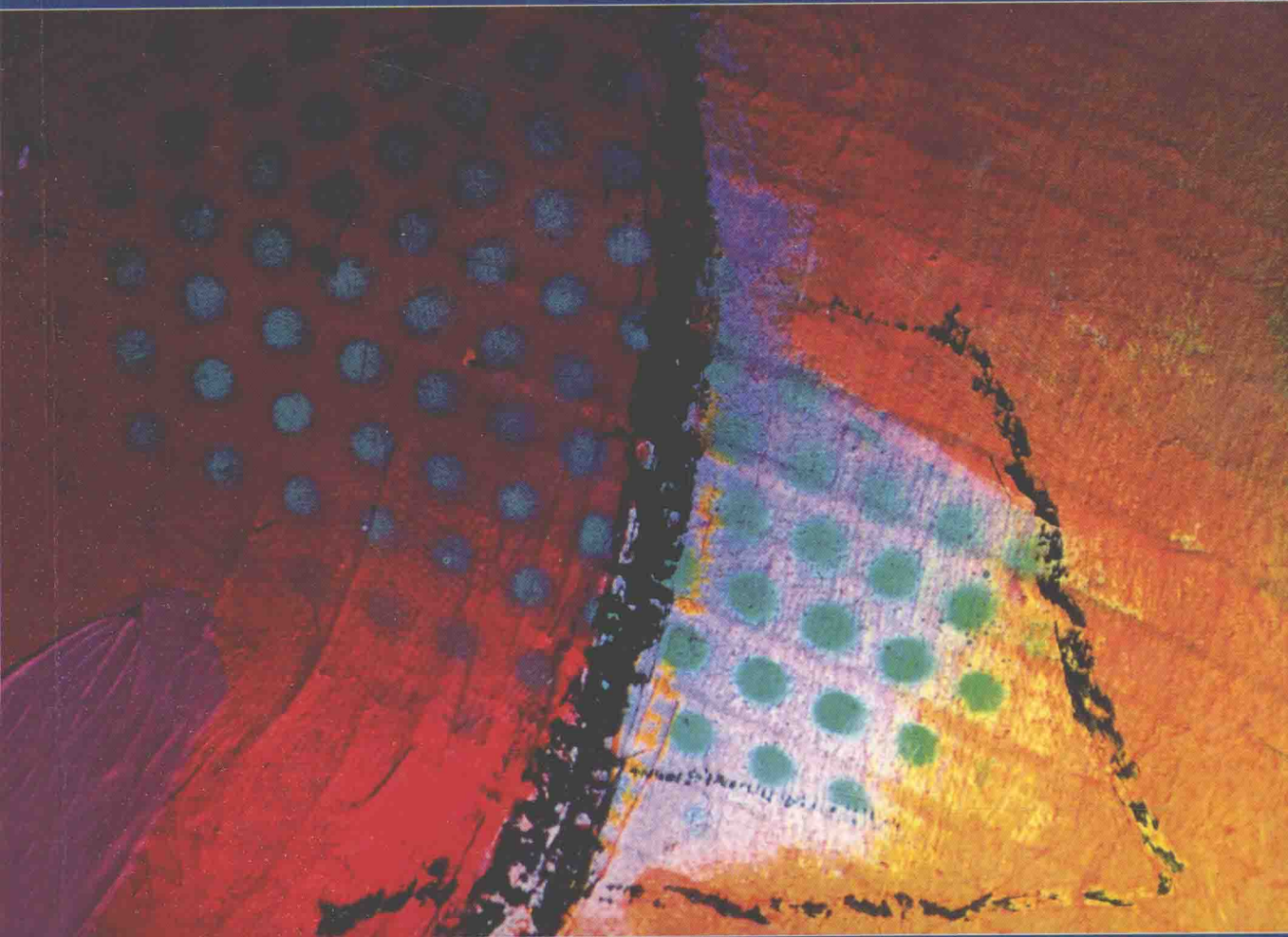
美语路路通

系列教材

INTERACTIONS

第四版

Elaine Kirn / Pamela Hartmann



辽宁教育出版社

Readers' Choice

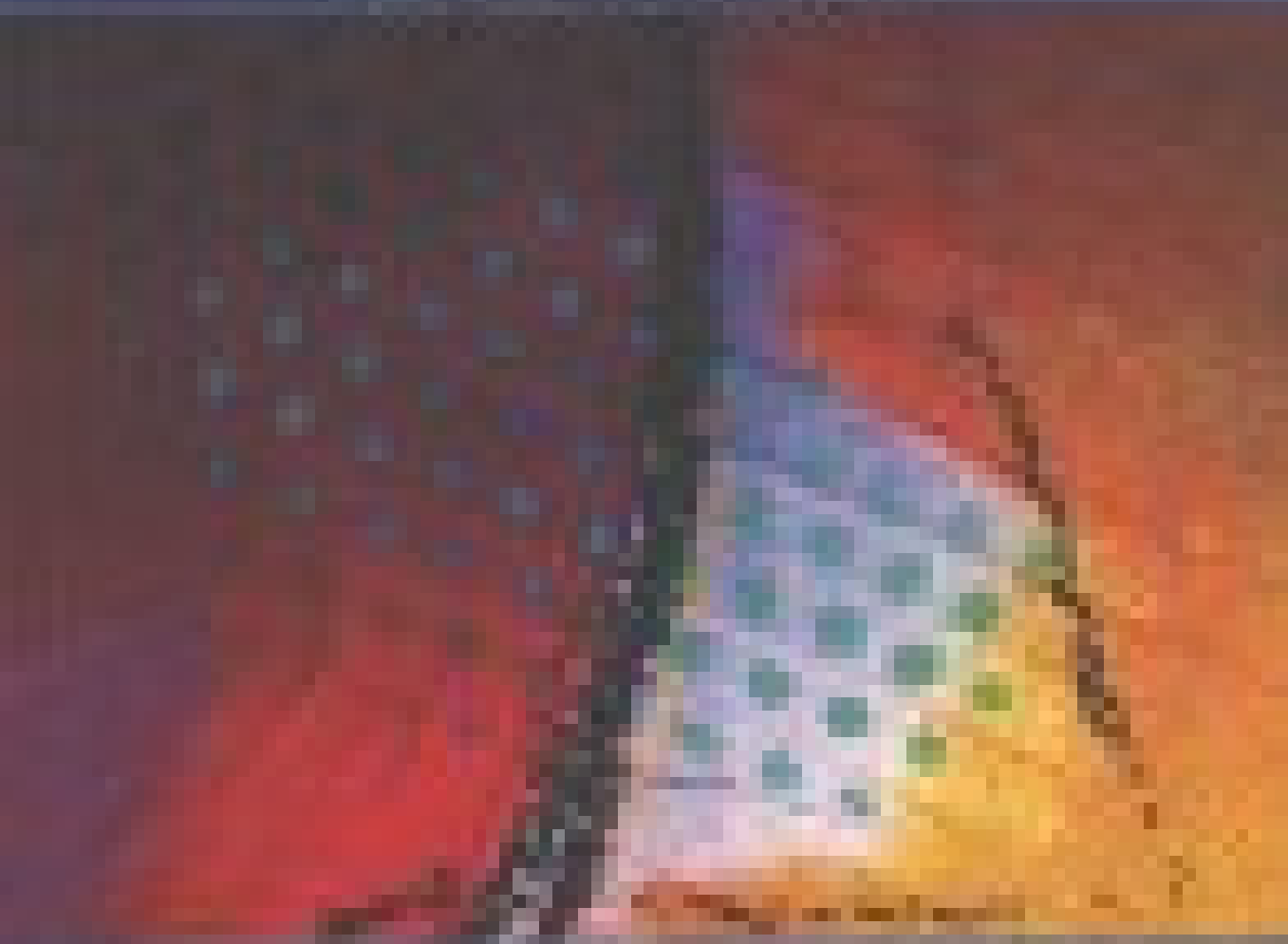
阅读通



2008 年度最佳图书

INTERACTIVE

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The McGraw-Hill Companies



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Interactions 2

Reading

Interactions 2 Reading

Boost your students' academic success!

Interactions Mosaic, 4th edition is the newly revised five-level, four-skill comprehensive ESL/EFL series designed to prepare students for academic content. The themes are integrated across proficiency levels and the levels are articulated across skill strands. The series combines communicative activities with skill-building exercises to boost students' academic success.

Interactions Mosaic, 4th edition features

- updated content
- five videos of authentic news broadcasts
- expansion opportunities through the Website
- new audio programs for the listening/speaking and reading books
- an appealing fresh design
- user-friendly instructor's manuals with placement tests and chapter quizzes

Photos and illustrations

activate prior knowledge of the topic.


Vocabulary Preview allows students to anticipate unknown vocabulary.

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Interactions 2 Reading

PART 1

A City That's Doing Something Right

Before You Read



1 Discuss the photos in small groups.

1. Where do you think the photos were taken?
2. What adjectives can you think of to describe each photo?
3. What might be some problems in the city in the first photo?




Photo 1




Photo 2

2 Vocabulary Preview. Briefly look over this list of words from the reading that follows. Put a check (✓) next to the words that you don't already know, but don't use a dictionary for them. Instead, try to understand them from the reading. You'll work with some of these words in the next exercise.

Nouns	Verbs	Adjective	Adverbs	Phrases
priorities	predict	affluent	efficiently	developing countries
trash	worsen		actually	mass transit
produce (PROduce)	focus			pedestrian zone
gridlock	solve			recycling plant
tube	decrease			
	commute			

4. Under his leadership, city planners established priorities—in other words, a list of what was most important.
5. In neighborhoods that garbage trucks can't reach, people bring bags of trash to special centers.
6. They exchange the trash for fresh produce—such as potatoes or oranges—or for bus tickets.
7. At a recycling plant, workers separate bottles, plastic, and cans from other trash.
8. Curitiba needed a mass-transit system but couldn't afford an expensive subway. City planners began, instead, with an unusual system of buses.

Read



- 4 As you read the following selection, think about the answer to this question: what is Curitiba doing right?
Read the selection quickly. Do not use a dictionary. Then do the exercises that follow the reading.

A City That's Doing Something Right

[A] There's good news and bad news about life in modern cities—first, the bad. People who study population growth predict a nightmare by the year 2025: the global population will be more than 8 billion, and almost 4 billion of them will be living in cities in developing countries such as India and China. Population growth is already causing unbelievable overcrowding. Curitiba has basic services for 200,000 people but has a population of 5 million. The city is home to almost 25 million people. By the year 2025, population predicts, 860 million people will be living in cities in India. Due to overcrowding, these cities have problems with air pollution, disease, and crime. Hours in gridlock—that is, traffic so horrible that it simply doesn't move—they commute daily from their homes to their work and back. There's no water, transportation, or housing. Many people don't have access to services or jobs. Now the good news: in some cities, instead of overcrowding, urban life is actually getting much better.

A City and Its Mayor

[B] It might not be a surprise to find that life in affluent cities is improving. But what about cities that aren't rich? The city of Curitiba, Brazil, proves the

Prereading questions help students do *active* reading.

The first reading selection is in the style of a magazine article or essay.

6 **Understanding Italics.** Writers use *italics* (slanted letters) for several reasons, among them for emphasis. The italics indicate that the word is important. Find the words in italics in the reading selection "A City That's Doing Something Right." Read these sentences aloud. Place emphasis on the words in italics.

7 **Understanding Contrast.** Sometimes writers use contrast to express an idea. In other words, they begin with the opposite of the point that they want to make. The reading selection "A City That's Doing Something Right" can be divided into two parts. What is the first part? What is the second part? How do these parts show contrast?

8 **Making Inferences.** Writers usually state information clearly. However, they also often imply information. In other words, they just suggest an idea without actually stating it. It is important for students to be able to make inferences—that is, to "read between the lines" and understand information that is not clearly stated.

Here is information about Jaime Lerner. Which information is stated in the reading? Put S on those lines. Which information is implied but not clearly stated? Put I on those lines. Look back at Paragraphs B and E to decide.

1. ☐ Jaime Lerner was the mayor of Curitiba.
2. ☐ Under his leadership, the city established a new mass-transit system.
3. ☐ Jaime Lerner was mayor for a long time.
4. ☐ Under his leadership, city planners established priorities.
5. ☐ Jaime Lerner was an architect.
6. ☐ He was practical.
7. ☐ He was a creative thinker.
8. ☐ He talked with owners of factories and stores about street children.
9. ☐ He was a persuasive person.
10. ☐ He was a good leader of the city.

9 **Summarizing.** A reading may express several important ideas, but there is one main idea that sums up (summarizes) all of the important ideas.

Circle the number of the main idea of the selection "A City That's Doing Something Right."

1. Population experts predict a nightmare by the year 2025, especially in urban areas in developing countries.
2. Curitiba has a creative method of garbage collection that not only gets trash off the streets but also provides food and jobs for poor people.
3. Curitiba's mass-transit system consists of buses, not a subway, but offers an efficient new way for people to get on and off.
4. Curitiba has laws to protect the environment and to make the city more beautiful.
5. Curitiba is an example of how careful planning and creative thinking can lead to solutions to urban problems.

Skill development prepares students for standardized tests through reading skills, print conventions, and critical-thinking activities.

Talk It Over

Genes for Crime? It is highly possible that there is a genetic link or contribution to violence or criminality. In other words, our genes may contribute to the possibility that we will become a thief, murderer, or other type of criminal.

Psychologist David Lykken believes that people who want to become parents should be tested and given a license. If both the man and the woman have genes for violence or criminality, they should not be allowed to have a baby. He says that this will reduce crime in society. What do you think?

Beyond the Text

New discoveries in genetics—many due to twin studies—appear very frequently these days. Search the Internet for the most recent discovery. Share the information with the class. Discuss the information and any new vocabulary.

PART 3**Building Vocabulary and Study Skills**

1 Words with Similar Meanings. The words in each of the following groups have similar meanings, but they are not exactly the same. Match the words with their definitions by writing the letters on the lines. If necessary, check your answers in a dictionary.

- | | |
|--------------------|--|
| 1. ____ brain | a. a way of thinking or feeling |
| 2. ____ mind | b. the ability to remember |
| 3. ____ memory | c. an organ of the body that controls thought and feeling |
| 4. ____ equipment | a. an instrument |
| 5. ____ machine | b. the things that are needed for an activity |
| 6. ____ device | c. a manufactured instrument that needs power in order to work |
| 7. ____ insight | a. a way of thinking with formal methods |
| 8. ____ knowledge | b. understanding that comes from experience |
| 9. ____ logic | c. the power of using one's mind (especially to understand something suddenly) |
| 10. ____ colleague | a. a person of equal status or age |
| 11. ____ peer | b. a person who works in the same place as another |
| 12. ____ co-worker | c. a person who works in the same profession |

Talk It Over and **Beyond the Text** encourage students to evaluate arguments and to do independent research related to the topic of the chapter.

Vocabulary and language-learning strategies for synonyms, antonyms, context clues, and word families give students comprehension and self-assessment tools.

PART 4**Reading in the Real World****Focus on Testing****Timed Tests**

On any test, some questions will seem easier to you than others. If you are taking a timed test, it will help you to answer the easy questions first and then to come back to the harder ones later. In this way, you will be able to finish more—or all—of the test without wasting time.

The following two articles are about an unusual punishment for a crime. Read the first article and answer the questions about it. Work as quickly as possible, as you would on a test. (Your teacher might decide to give you a time limit.) Remember to answer the easy questions first. If you finish before the time limit, don't begin the second article. Instead, check your answers. Your teacher will tell you when to begin reading the second article.

Tribal court may banish teens to Alaskan islands

• **Admitted robbery:** Indians making restitution to Washington victim.

KLAWOCK, Alaska (AP)—A panel of Tlingit elders began a hearing Thursday to decide whether two Indian teenagers should be banished to uninhabited islands for severely beating and robbing a pizza deliveryman in Washington state last year.

Cousins Adrian Guthrie and Simon Roberts, both 17, pleaded guilty to robbery in May for attacking Tim Whittlesey of Everett, Wash., with a baseball bat. Whittlesey's hearing and eyesight were permanently damaged.

Rather than sending the teens to prison, a Washington state judge agreed to send them north to face the Kuy'e-di Kuiu Kwaan Tribal Court.

The youths could still get prison time later. Rudy James, a tribal elder who proposed the alternative at the behest of the youths' parents, says the punishment probably will be banishment for up to two years to separate, isolated islands in Alaska's vast Alexander Archipelago. The hearing in this southeast Alaska fishing village may last through today.

The tribal elders held court in the Alaska Native Brotherhood-Alaska Native Sisterhood hall, a single-story building used for weddings, funerals, town meetings and bingo games. It was the first time the Klawock court was convened to determine a sentencing referred from a state court.

About 75 people attended Thursday's hearing, which lasted two and a half hours and was scheduled to resume this morning. No one was allowed into the hall until it had been ritually cleansed with branches of devil's club, a thorny plant native to the region.

(continued on page 275)

Focus on Testing prepares students for standardized tests by analyzing question types, practicing timed readings, making analogies, and understanding figurative language.

Real-life materials connect the classroom to real life through ads, dictionary entries, newspaper stories, and other realia.



Video Activities: An Online English Class

Before You Watch. Discuss the following questions with your class or in a small group.

1. Do you ever use the Internet? What kinds of sites do you visit?
2. Do you ever do research for a paper online?
3. Did you ever take an online course?
4. Do you know the expression "virtual reality"?

Watch. Check the following things students can do in Dr. Wesley's virtual English class.

1. ☐ get announcements
2. ☐ listen to a lecture
3. ☐ link to Websites for research
4. ☐ construct a personal web page
5. ☐ take tests
6. ☐ talk to classmates
7. ☐ send an e-mail to the teacher

Watch Again. Virtual courses have both advantages and disadvantages. Complete the chart below. Afterwards, share answers with your classmates.

	Advantage(s)	Disadvantage(s)
For students		
For parents		
For teachers		

After You Watch. A "compound" word is one word that is made up of two connected words. There are several compound words in the video clip. The first one is listed below. Watch the video and try to find the others.

- a. black + board = blackboard
- b. _____
- c. _____
- d. _____

Video news broadcasts

immerse students in authentic language, complete with scaffolding and follow-up activities to reinforce reading skills.

Don't forget to check out the new **Interactions Mosaic** Website at www.mhcontemporary.com/interactionsmosaic.

- Traditional practice and interactive activities
- Links to student and teacher resources
- Cultural activities
- Focus on Testing
- Activities from the Website are also provided on CD-ROM

Interactions 2 Reading

Chapter	Reading Type	Vocabulary Development	Reading Skills/Strategies
1 Education and Student Life Page 1	<ul style="list-style-type: none"> ■ Description (education) 	<ul style="list-style-type: none"> ■ Using context clues ■ Suffix -wide 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Identifying main ideas ■ Skimming for main ideas ■ Scanning for information
2 City Life Page 21	<ul style="list-style-type: none"> ■ Exposition (city planning) 	<ul style="list-style-type: none"> ■ Using context clues 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Making inferences ■ Skimming for main ideas ■ Scanning for information
3 Business and Money Page 43	<ul style="list-style-type: none"> ■ Exposition (finance) 	<ul style="list-style-type: none"> ■ Using context clues ■ Words with same or similar meaning ■ Noun and adjective suffixes 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Identifying main ideas ■ Understanding conclusions ■ Making inferences ■ Skimming for main ideas ■ Scanning for information
4 Jobs and Professions Page 63	<ul style="list-style-type: none"> ■ Exposition (career trends) ■ Proverbs and quotations 	<ul style="list-style-type: none"> ■ Using context clues ■ Adjective phrases and noun phrases ■ Compound words 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Identifying main ideas ■ Understanding details ■ Skimming for main ideas ■ Scanning for information
5 Lifestyles Around the World Page 83	<ul style="list-style-type: none"> ■ Exposition (popular culture) 	<ul style="list-style-type: none"> ■ Using context clues ■ Dictionary entries 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Identifying main ideas ■ Skimming
6 Global Connections Page 105	<ul style="list-style-type: none"> ■ Exposition (world trade) 	<ul style="list-style-type: none"> ■ Using context clues ■ Understanding idioms 	<ul style="list-style-type: none"> ■ <u>Previewing vocabulary</u> ■ Predicting reading content ■ Identifying main ideas ■ Understanding outlines ■ Skimming for main ideas ■ Making inferences ■ Scanning for information ■ Increasing reading speed

Language	Cross-Cultural Note	Focus on Testing	Video Activities
<ul style="list-style-type: none"> ■ Pronoun reference ■ Politically correct usage 	<ul style="list-style-type: none"> ■ Education in North America and Asia 	<ul style="list-style-type: none"> ■ Answering Questions (types of questions) 	<ul style="list-style-type: none"> ■ An Online English Class
<ul style="list-style-type: none"> ■ Italics for emphasis ■ Contrast ■ Summarizing ■ Pronoun reference ■ Understanding parts of speech 	<ul style="list-style-type: none"> ■ Language (false cognates) 	<ul style="list-style-type: none"> ■ Getting Meaning from Context 	<ul style="list-style-type: none"> ■ Garbage Car
<ul style="list-style-type: none"> ■ Summarizing ■ Pronoun reference ■ Noun and adjective suffixes 	<ul style="list-style-type: none"> ■ Fighting Consumerism 	<ul style="list-style-type: none"> ■ Paying Attention to Phrases 	<ul style="list-style-type: none"> ■ A Teenage Stockbroker
<ul style="list-style-type: none"> ■ Pronoun reference 	<ul style="list-style-type: none"> ■ The Pace of Life 	<ul style="list-style-type: none"> ■ Increasing Reading Speed—Left-to-Right Eye Movement 	<ul style="list-style-type: none"> ■ I Love My Job
<ul style="list-style-type: none"> ■ Summarizing ■ Suffixes and prefixes 	<ul style="list-style-type: none"> ■ Fads in Korea 	<ul style="list-style-type: none"> ■ Taking Multiple-Choice Tests 	<ul style="list-style-type: none"> ■ Telecommuting
<ul style="list-style-type: none"> ■ Summarizing ■ Participles as adjectives 		<ul style="list-style-type: none"> ■ Making Inferences 	<ul style="list-style-type: none"> ■ Teen Talk

(continued on next page)

Interactions 2 Reading

Chapter	Reading Type	Vocabulary Development	Reading Skills/Strategies
7 Language and Communication Page 131	<ul style="list-style-type: none"> ■ Exposition (language) 	<ul style="list-style-type: none"> ■ Using context clues ■ Vocabulary log 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Predicting reading content ■ Identifying main ideas ■ Understanding outlines ■ Skimming for main ideas ■ Making inferences ■ Distinguishing facts from theories ■ Scanning for information
8 Tastes and Preferences Page 161	<ul style="list-style-type: none"> ■ Exposition (art) 	<ul style="list-style-type: none"> ■ Using context clues ■ Words with similar meanings 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Predicting reading content ■ Identifying main ideas ■ Understanding outlines ■ Making inferences ■ Skimming for main ideas ■ Scanning for information ■ Increasing reading speed ■ Distinguishing facts from theories
9 New Frontiers Page 193	<ul style="list-style-type: none"> ■ Exposition (the brain) 	<ul style="list-style-type: none"> ■ Words with similar meanings ■ Recognizing meaning categories 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Surveying material ■ Predicting reading content ■ Identifying main ideas ■ Distinguishing facts from theories ■ Skimming for main ideas ■ Making inferences
10 Medicine, Myths, and Magic Page 215	<ul style="list-style-type: none"> ■ Exposition (medical technology) 	<ul style="list-style-type: none"> ■ Using context clues ■ Recognizing meaning categories 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Surveying material ■ Predicting reading content ■ Identifying main ideas ■ Making inferences ■ Distinguishing facts from theories ■ Predicting word endings ■ Scanning
11 The Media Page 239	<ul style="list-style-type: none"> ■ Exposition (newspapers) 	<ul style="list-style-type: none"> ■ Using context clues ■ Headline terms 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Predicting reading content ■ Identifying main ideas ■ Making inferences ■ Skimming for main ideas ■ Distinguishing facts from opinions ■ Scanning
12 With Liberty and Justice for All Page 259	<ul style="list-style-type: none"> ■ Exposition (crime and law) 	<ul style="list-style-type: none"> ■ Using context clues ■ Recognizing meaning categories 	<ul style="list-style-type: none"> ■ Previewing vocabulary ■ Predicting reading content ■ Identifying main ideas ■ Important details ■ Understanding outlines ■ Skimming for main ideas ■ Making inferences ■ Predicting missing words ■ Scanning for information

Language	Cross-Cultural Note	Focus on Testing	Video Activities
<ul style="list-style-type: none"> ■ Italics and quotation marks ■ Summarizing ■ Categorizing ■ Prefixes and suffixes ■ Word roots 	<ul style="list-style-type: none"> ■ Animal Sounds 	<ul style="list-style-type: none"> ■ Comprehension ■ Questions on Reading Tests 	<ul style="list-style-type: none"> ■ Technology for the Disabled
<ul style="list-style-type: none"> ■ Summarizing 	<ul style="list-style-type: none"> ■ Beauty and the Past 	<ul style="list-style-type: none"> ■ Using Analogies 	<ul style="list-style-type: none"> ■ The Coffee Lover
<ul style="list-style-type: none"> ■ Word roots and affixes ■ Summarizing an article 		<ul style="list-style-type: none"> ■ Getting Meaning from Context 	<ul style="list-style-type: none"> ■ Mapping the Human Genome
<ul style="list-style-type: none"> ■ Summarizing ■ Word forms ■ Word roots and affixes 	<ul style="list-style-type: none"> ■ Life Expectancy 	<ul style="list-style-type: none"> ■ Understanding Analogies 	<ul style="list-style-type: none"> ■ A New Treatment
<ul style="list-style-type: none"> ■ Time words ■ Summarizing ■ Newspaper headlines ■ Hyphenated words 		<ul style="list-style-type: none"> ■ Figurative Language 	<ul style="list-style-type: none"> ■ Bye, Bye, Charlie Brown
<ul style="list-style-type: none"> ■ Summarizing 		<ul style="list-style-type: none"> ■ Timed Tests 	<ul style="list-style-type: none"> ■ Justice and Racism



Chapter 1

Education and Student Life

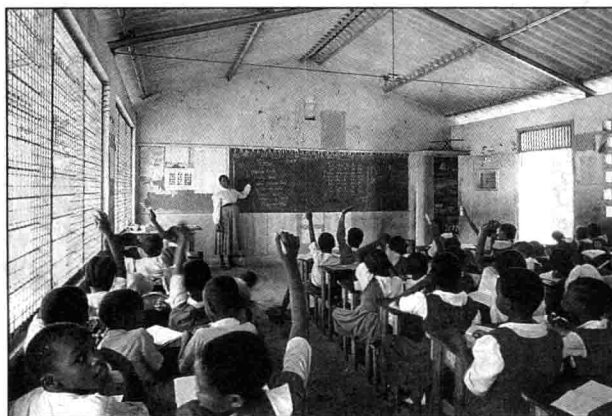
IN THIS CHAPTER

The first reading selection discusses the educational system in four countries. Next, you'll read about college life in the United States today and how it is different from college life in the past. Finally, you'll read a passage from a sociology textbook that explains similarities and differences among elementary school curricula in several countries.

PART 1**Education: A Reflection of Society****Before You Read**

1 Discuss the pictures in small groups.

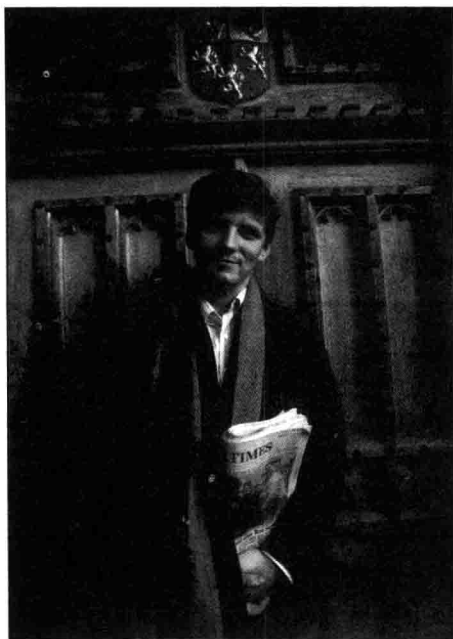
1. Where is each scene taking place? What is happening?
2. What might be similar about education in these countries? Make guesses.
3. What might be different about education in these countries? Make guesses.
4. In your opinion, what are important cultural values in each of these countries?



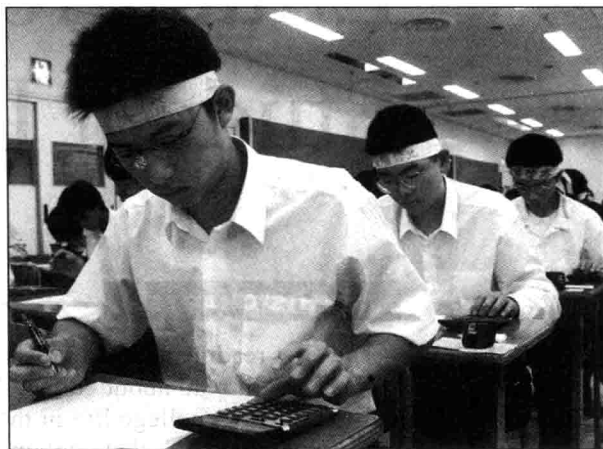
Primary school students in Kenya



Members of the Maasai tribe, Kenya



University student in England



High school in Japan

High school in the
United States



- 2 Vocabulary Preview.** Briefly look over this list of words from the reading that follows. Put a check (✓) next to the words that you *don't* already know, but don't use a dictionary for them. Instead, try to understand them from the reading. You'll work with some of these words in the next exercise.

Nouns

a primary school
tuition
discipline
relevance

agriculture
status
a vocational school
a statistic

Verbs

reflect
afford
determine
startled

Adjectives

identical
rural
egalitarian

- 3 Getting Meaning From Context.** When you read, you do not need to look up the meanings of all new words in a dictionary. You can often guess the meanings of many new words from the context—the other words in the sentence and the other sentences in the paragraph. Here are three types of clues that will help you guess new words.

- Sometimes a sentence gives a definition of a new vocabulary item or information about it. This information may be in parentheses (), after a dash (—), or after a comma (,).

Example

There is a drawback, a disadvantage.

What does drawback mean? It means "disadvantage."

- Sometimes a clue to the meaning of a new vocabulary item is in another sentence or sentence part.

Example

A school system in one country is not identical to the system in any other country. It cannot be exactly the same because each culture is different.

What does identical mean? You see the meaning in the second sentence—"exactly the same."

- Sometimes simple logic helps you to guess a new word.

Example

The educational system is a mirror that reflects the culture.

You probably know the word *mirror*, so you can guess that reflects means "shows."

This exercise will help you with vocabulary that you will find in the first reading selection. Figure out the meanings of the underlined words and write them on the lines.

1. The economy is based on agriculture (especially the sale of tea leaves and coffee beans).

2. Visitors from another country might be startled by one statistic about education in Kenya. They might be surprised to learn that about 90 percent (%) of all students who finish primary school (elementary school) don't continue on to secondary school.
startled = _____
statistic = _____
primary school = _____
3. Education in Kenya is free only through primary school; students must pay tuition in secondary schools, and many people can't afford this.
tuition = _____
afford = _____
4. Also, far from cities, in rural areas, children need to quit school to work on their families' farms.

5. They don't see school's relevance—its connection to real life.

6. Public schools are all both free and egalitarian; all students are considered equal and learn the same material.

7. Japanese students need great discipline; in order to make time for their studies, they need the self-control to give up hobbies, sports, and social life.

8. Results on these exams affect the entire family because there is high status, or social position, for a whole family in which children have high test scores.
entire = _____
status = _____
9. They attend one of three possible secondary schools: college-preparatory, vocational (for job training), or comprehensive.

10. Students themselves decide if they want college-preparatory or vocational classes in high school; no national exam determines this for them.
