

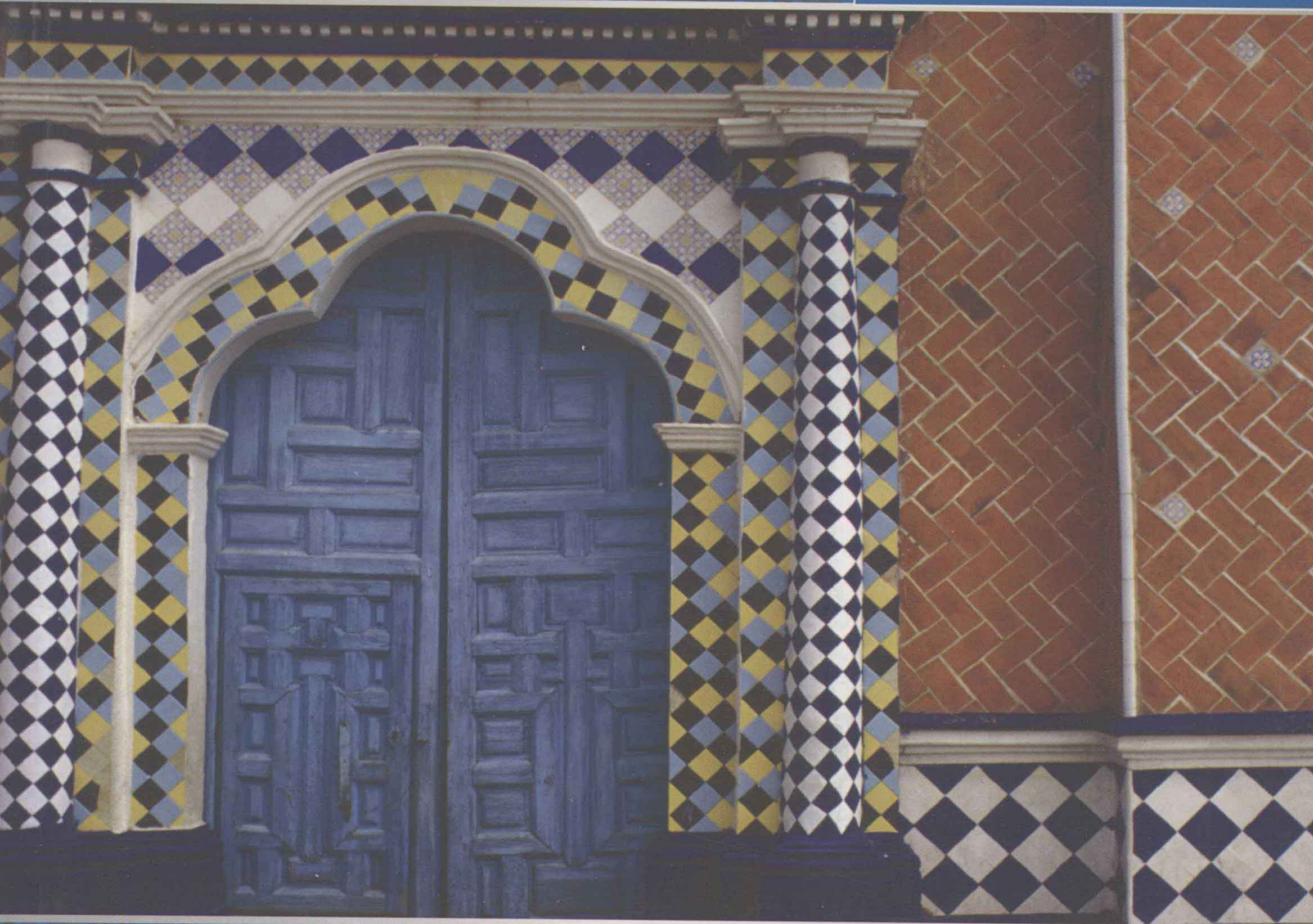


捷进大学英语国际化立体化网络化系列教材

大学英语阅读教程 4

Mosaic

READING



吉林出版集团有限责任公司

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总 序

在知识经济、多元文化日趋全球化的信息社会中,英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定:“大学英语的教学目标是培养学生英语综合能力,特别是听说能力,使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流,同时增强其自主学习能力,提高综合文化素养,以适应我国经济发展和国际交流的需要。”然而,我国的大学英语教学因学生入学水平参差不齐,地区教学环境和师资力量的不均衡性,导致缺乏目标语使用语境。所以不能囿于一种教学理论,一部教学大纲和一套教材。应当理性地认识大学英语教学现状,综合各种英语教学策略,总结和汲取我国二十多年来大学英语教学的理论和经验,从国际化、立体化和网络化的角度定位,走一条引进和原创兼容,主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此,吉林出版集团外语教育出版社与世界著名英语教育出版社机构策划、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 (4) 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 4 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

4

Beauty and Aesthetics

In This Chapter

Aesthetics is the philosophy of beauty. So, we begin this chapter with a look at what many consider the most beautiful building in the world: the great Taj Mahal of India with its Muslim influences, mixing the traditions of Persia, India, and central Asia. Then we turn to look at current ideas about human beauty, with an article on the popularity of plastic surgery in Korea and some other Asian countries.

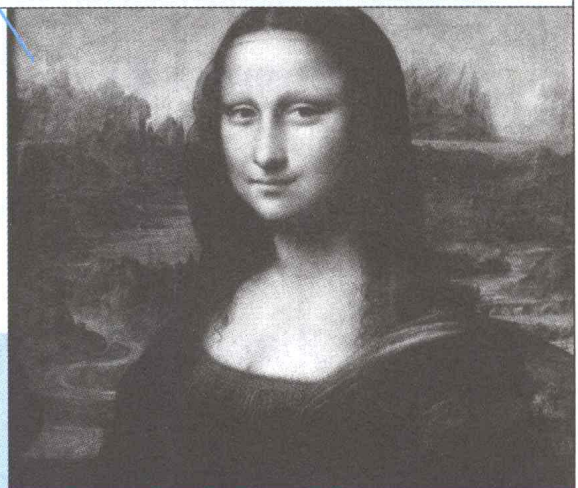
“Beauty is in the eye of the beholder.”

—English proverb



Connecting to the Topic

- 1 Look at the photo of Da Vinci's famous painting, *The Mona Lisa*. Can you see why many people consider it an example of ideal beauty?
- 2 What does it mean to say that beauty is in the eye of the one who beholds (sees) it? Do you agree with this English saying? Why or why not?
- 3 What is the most beautiful place or thing that you have ever seen?



Scaffolding Instruction

Instruction and practice build gradually to support students in the listening tasks.

Making Use of Academic Content

Magazine articles, textbook passages, essays, and website articles explore stimulating topics of interest to today's students.

2 Skimming for Main Ideas Take two minutes and skim the reading below. Then look at the list of themes below. Put a check in front of the themes related to ideas that are discussed in the reading.

- ☐ How English is taught in different countries
- ☐ Where English is taught
- ☐ The use of English among young people
- ☐ The use of English in literature and poetry
- ☐ The use of English in business, science, and diplomacy
- ☐ Comparisons of the use of English and the use of some other languages

Read

Introduction

Is English truly a universal language, or will it be at some time in the near future? The following selection from the book *Megatrends 2000* presents one opinion on this subject and supports the opinion with numerous details and statistics. Answer the questions below. Then read to see if you agree with the authors' opinion.

- Are you learning English because you think it is a universal language, or is there some other reason for you to learn it?
- What uses does learning English have for people from your culture?

English as a Universal Language

A English is becoming the world's first truly universal language. It is the native language of some 400 million people in 12 countries. That is a lot fewer than the 885 million people or so who speak Mandarin Chinese. But another 400 million speak English as a second language. And several hundred million more have some knowledge of English, which has official or semiofficial status in some 60 countries. Although there may be as many people speaking the various dialects of Chinese as there are English speakers, English is certainly more widespread geographically, more genuinely universal than Chinese. And its usage is growing at an extraordinary pace.

B Today there are about 1 billion English speakers in the world, and the number is growing. The world's most taught language, English is not replacing other languages; it is supplementing them:

- More than two hundred and fifty million Chinese study English.
- In eighty-nine countries, English is either a common second language or widely studied.
- In Hong Kong, nine of every ten secondary school students study English.
- In France, state-run secondary schools require students to study four years of English or German; most—at least 85 percent—choose English.
- In Japan, secondary students are required to take six years of English before graduation.



^A University students in Shanghai, China

Media and Transportation

C English prevails in transportation and the media. The travel and communication language of the international airwaves is English. Pilots and air traffic controllers speak English at all international airports. Maritime traffic uses flag and light signals, but "if vessels needed to communicate verbally, they would find a common language, which would probably be English," says the U.S. Coast Guard's Werner Siems.

D Five of the largest broadcasters—CBS, NBC, ABC, the BBC, and the CBC—reach a potential audience of about 300 million people through English broadcast. It is also the most popular language of satellite TV.

The Information Age

- E** The language of the information age is English.
- F** More than 80 percent of all the information stored in the more than 100 million computers around the world is in English.
- G** Eighty-five percent of international telephone conversations are conducted in English, as are three-fourths of the world's mail, telexes, and

^A In addition to the five broadcasters mentioned, CNN news reaches 186 million households and hotel rooms around the world.

Activating Prior Knowledge

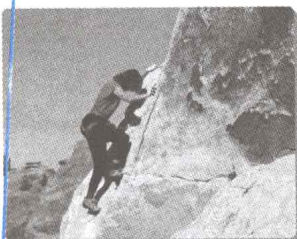
Prereading activities place the reading in context and allow the student to read actively.

Enhanced focus on vocabulary building promotes academic achievement.



4 Guided Academic Conversation Use the guide words *who*, *when*, *where*, *what*, *why* to discuss the following topics with a small group of classmates. Then look at the questions in parentheses for more ideas. Be prepared to describe to the class what your group talked about after you finish.

1. Mountain climbing the world over. (Is it done by men, by women, by all nationalities, or only by some? What is the most exciting, the most difficult, the most pleasant, the most famous mountain? What do you think of the climbers who pay \$65,000 to be brought to the top of Everest?)
2. Taking risks: physical, intellectual, social, financial. (Is danger a stimulant? Can it be an addiction? Does risky behavior bring about the ruin of some people? How?)
3. Extreme sports. (Which ones are the most dangerous: hang gliding, scuba diving, auto racing, rock climbing? Is boxing an extreme sport?)



Which sports do you think are dangerous?

Part 2 Reading Skills and Strategies

The World We Lost

Before You Read



1 Previewing the Reading Work with a partner to preview the next reading. To preview, answer the questions below.

1. Look at the photo and its caption on page 40. What do they tell you about the subject of the selection? What do you already know about these animals?

2. Look at the title. If its meaning is not obvious. Can you make a guess about how it connects with the photo? What "world" could the author be referring to?
3. Skim the first paragraph of the reading. To *skim* means to read quickly for general meaning without stopping to look up words you don't understand. What do you find out about the author and his work? Describe the way he feels at the beginning of the story.

2 Getting Meaning from Context Look at the following excerpts from the reading selection and choose the best definition for each italicized word. Use the context in the sentences and the hints in parentheses to help you.

1. In order to round out my study of wolf family life, I needed to know what the *den* was like inside—how deep it was, the diameter of the passage, the presence (if any) of a nest at the end of the *burrow*, and such related information. (**Hint:** Since the author wants to study the "family life" of wolves and states a need to know the "inside," you can infer the meaning of the first word.)

The *den* is the place where the wolves go to _____.

- (A) hunt
- (B) sleep
- (C) die

A *burrow* is _____. (**Hint:** The reference in the reading to a nest at the end of this gives a clue to the correct meaning.)

- (A) a pile of sticks and mud
- (B) a young wolf or dog
- (C) a hole dug by an animal

2. The *Norseman* came over at about 50 feet. As it roared past, the plane waggled its wings *gaudy* in salute, then lifted to skim the crest of the wolf *esker*, sending a blast of sand down the slope with its propeller wash. (**Hint:** The word *esker* is not well known even to English speakers, but the reader can use clues from the context: the word *crest*, your knowledge of where the man is going, what happens when the propeller gets near the *esker*.)

The *Norseman* is a type of _____.

- (A) animal
- (B) wind
- (C) plane

An *esker* is _____.

- (A) a ridge of sand
- (B) a small river
- (C) a kind of fruit tree

Cultivating Critical Thinking

Enhanced focus on critical thinking skills promotes academic achievement.

After You Read

Strategy

Using a Graphic Organizer to Determine the Order of Events

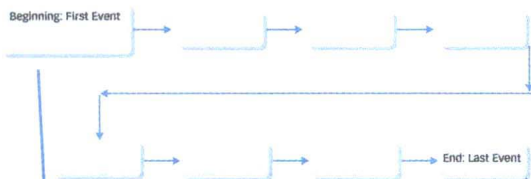
The order in which events are described in a reading selection is not always the order in which they actually occurred.

You can use a graphic organizer like the one in the next exercise to show the order of events. Using a graphic organizer of this type helps to organize and retain information.

3 Determining the Order of Events The following events are from the case study described in the article. Put them in the order in which they occurred in real life. Write one letter in each box.

1. Tara and Abe fell in love.
2. Tara began to cling to Abe.
3. Tara would become concerned and insist on talking about what was wrong.
4. Tara and Abe met at a party.
5. Abe would come home tired and annoyed.
6. Tara wanted more closeness with her father, and Abe more respect for his privacy from his mother.
7. Abe began to withdraw from Tara.
8. Tara and Abe got married.

Chain-of-Events Diagram



4 Identifying Causes The article points out common patterns in the behavior of people involved in intimate relationships. Complete each statement to show the cause for the behavior described.

1. According to Dr. Ayala Malach Pine, we often fall in love with someone because he or she reminds us of a significant person from our childhood, such as one of our parents.



4 Guided Academic Conversation Work with another student. Take turns asking and answering the following questions. After you finish, compare your answers with those of another pair of students.

1. Why do the authors feel that English is more universal than Chinese?
2. Where is English used as a common second language?
3. In your opinion, why do people in many parts of the world study English? Why are you studying English?
4. In what situations can you imagine that a knowledge of English could mean the difference between life and death?
5. How has technology helped to make English popular?
6. Can you explain the meaning of *lingua franca* in the selection? Is English a lingua franca or not? Why?
7. What English terms or phrases are common in your culture?

TOEFL® iBT

Focus on Testing

Analyzing Summary Statements

On reading comprehension tests, you may be given several statements and asked to select the one that best summarizes a selection. In order to do this, first read the statements and see if any of them does not match the information in the reading. If so, eliminate it. Next, look at the other statements and decide which one best expresses the main idea of the reading selection. This statement must be short (one sentence) but complete. It should not just state a secondary idea or summarize small details of the selection. If there are subheads in the selection, they can help to remind you of the important ideas that should be included in a summary statement.

Practice Choose the statement below that best summarizes the article *English as a Universal Language*. Then explain your answer.

- A English is replacing the dominant European languages of the past, and serves as a common means of communication in India and Africa and for scientists all over the world.
- B English is the most important language in the world for transportation, information, business, diplomacy, trade, and communication among the young.
- C English is the predominant language in the world because it is spoken by many more people than any other language and is used in most multinational companies.

Testing Notes




The TOEFL® iBT Test Over 2,900 colleges and universities in the United States and Canada require students who do not speak English as their first language to take the TOEFL® (TEST OF ENGLISH AS A FOREIGN

Organizing Information


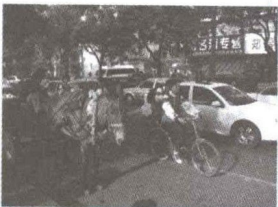
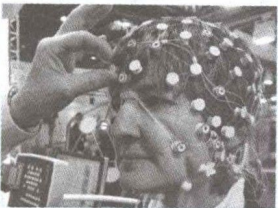
Graphic organizers provide tools for organizing information and ideas.


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





Scope and Sequence

Chapter	Reading Selections	Reading Skills and Strategies
1 Language and Learning page 2 	<i>English as a Universal Language</i> <i>Mongolians Learn to Say "Progress" in English</i>	Skimming for main ideas Scanning for specific information: Statistics Reading a map Completing a summary
2 Danger and Daring page 26 	<i>Into Thin Air</i> <i>The World We Lost</i> <i>The Psychology and Physiology of Taking Risks</i>	Previewing a reading Making inferences Identifying the theme
3 Gender and Relationships page 54 	<i>Finding Real Love</i> <i>Oh, When I Was in Love with You</i> <i>"Bare Branches" Might Snap in Asia</i> <i>Matchmaking</i>	Previewing a reading for its organization Scanning for details Reading a love poem for meaning Making inferences

Critical Thinking Skills	Vocabulary Building	Focus on Testing
<p>Comparing ideas about a reading</p> <p>Reacting to an opinion</p> <p>Interviewing and answering interview questions</p> <p>Synthesizing Internet content: Taking notes and presenting results</p> <p>Writing Tip: Writing a summary statement</p>	<p>Getting meaning from word structure and context</p> <p>Understanding acronyms and abbreviations</p> <p>Guessing the meaning of strong verbs from context</p> <p>Focusing on words from the Academic Word List</p>	<p>Analyzing summary statements on standardized tests</p> <p>TOEFL® IBT</p>
<p>Recapitulating the action of a narrative with a graphic organizer (storyboard)</p> <p>Analyzing discussion questions</p> <p>Using a graphic organizer (chain diagram) to sequence events and emotions</p> <p>Summarizing group opinions</p> <p>Synthesizing Internet content: Taking notes and presenting results</p> <p>Writing Tip: Structuring a letter</p>	<p>Identifying more exact or colorful synonyms</p> <p>Getting the meaning of everyday phrases from context</p> <p>Recalling vocabulary of fear and anger</p> <p>Focusing on words from the Academic Word List</p> <p>Inventing sentences on the spot for vocabulary words</p>	<p>Answering schematic-table questions</p> <p>TOEFL® IBT</p>
<p>Using a graphic organizer to determine the order of events</p> <p>Identifying causes</p> <p>Comparing opinions and interpretations</p> <p>Drawing conclusions from a chart</p> <p>Clarifying ideas and speculating on outcomes</p> <p>Taking a side in a debate</p> <p>Writing Tip: Using a cluster diagram to organize ideas</p> <p>Synthesizing Internet content: Taking notes and presenting results</p>	<p>Identifying more exact or colorful synonyms</p> <p>Getting meaning from word structure and context</p> <p>Focusing on words from the Academic Word List</p>	<p>Answering prose-summary questions</p> <p>TOEFL® IBT</p>

Chapter	Reading Selections	Reading Skills and Strategies
<p>4 Beauty and Aesthetics page 78</p> 	<p><i>Taj Mahal, India</i> <i>Korea's Makeover from Dull to Hip Changes the Face of Asia</i> <i>What Makes Sound Beautiful?</i></p>	<p>Previewing a reading for its organization Understanding the importance of a good opening Previewing a reading to identify the key people</p>
<p>5 Transitions page 106</p> 	<p><i>Conversations in Malaysia</i> <i>Grisha Has Arrived</i></p>	<p>Comparing genres of writing Finding support for main ideas Recognizing a flashback Predicting story events</p>
<p>6 The Mind page 134</p> 	<p><i>A Memory for All Seasonings</i> <i>The Tell-Tale Heart</i> <i>May's Boy</i></p>	<p>Previewing and predicting Recalling information Identifying elements in a story</p>

Critical Thinking Skills	Vocabulary Building	Focus on Testing
<p>Comparing opinions</p> <p>Illustrating ideas</p> <p>Using a graphic organizer (Venn diagram) to draw a comparison</p> <p>Analyzing facts</p> <p>Evaluating opinions</p> <p>Structuring an argument: Weakest to strongest point</p> <p>Synthesizing Internet content: Taking notes and presenting results</p> <p>Writing Tip: Supporting an argument</p>	<p>Getting meaning from context for specialized terms related to architecture</p> <p>Getting meaning from structure and context: Identifying synonyms for adjectives</p> <p>Understanding specialized terms relating to personal beauty</p> <p>Getting meaning from context by choosing synonyms or antonyms</p> <p>Focusing on words from the Academic Word List</p>	<p>Answering vocabulary questions</p> 
<p>Paraphrasing</p> <p>Comparing answers</p> <p>Interviewing and answering interview questions</p> <p>Summarizing a story</p> <p>Role playing</p> <p>Synthesizing Internet content: Taking notes and presenting results</p> <p>Writing Tip: Using a flashback</p>	<p>Identifying differences between standard English and global English</p> <p>Getting meaning from word structure and context</p> <p>Recognizing regional vocabulary differences</p> <p>Selecting adjectives to fit the context</p> <p>Identifying regional spelling differences</p> <p>Focusing on words from the Academic Word List</p>	<p>Avoiding traps in standardized vocabulary tests</p>
<p>Improving study skills: Underlining and marginal glossing</p> <p>Understanding mnemonic systems</p> <p>Supporting or challenging a hypothesis</p> <p>Summarizing from a different point of view</p> <p>Writing Tip: Illustrating with strong examples</p>	<p>Identifying synonyms</p> <p>Getting the meaning of words from context</p> <p>Focusing on words from the Academic Word List</p>	<p>Reading for speed and fluency on standardized tests: Skimming and scanning</p>

Chapter	Reading Selections	Reading Skills and Strategies
7 Working page 166 	<i>The San Francisco Sculptor Who Created Nicolas Cage's "Dreadful Dragon"</i> <i>A Lifetime of Learning to Manage Effectively</i> Readings on Women Moving to the Top <i>The Worst Recruiters Have Seen</i> <i>Before the Consultants Arrive</i>	Previewing a reading: Predicting Scanning for specific words Recalling information Finding the basis for inferences Reading for fluency and speed: Concentration
8 Breakthroughs page 196 	<i>Trees for Democracy</i> <i>A Revolution in Medicine</i> <i>Are Computers Alive?</i>	Previewing a speech Finding evidence to disprove false arguments Previewing: Reading diagrams Scanning a timeline Reading for speed and fluency: Viewing words in groups or clusters
9 Art and Entertainment page 224 	<i>To Paint Is to Live: Georgia O'Keeffe</i> <i>Chicano Poetry: The Voice of a Culture</i> Chicano Poems: <i>To People Who Pick Food</i> <i>Grandma's Primo</i> <i>The Life of Jackie Chan</i> <i>Ethnic Influences on Public Art</i>	Previewing and making inferences Recalling information Reading poetry Understanding poetry Reading for speed and fluency Previewing the questions and predicting
10 Conflict and Reconciliation page 254 	<i>Contrite Makes Right</i> <i>Dealing with the Past</i> <i>When One Person Reaches Out with Love</i> <i>The Toy Rifle</i> <i>Being Peace</i> <i>Peer Mediation on Campus</i>	Previewing a reading for its organization Previewing a poem Reading for fluency and speed: Not vocalizing while reading