MP³

大学英语阅读教程 4
Mosaic

READING

Teacher's Book 教师用书

EXPRESSKEY

McGraw Hill

大学英语阅读教程

（教师用书）

（4）

Mosaic

Rob Manheimer

READING

主　编：王　瑞
副主编：王　革　张玉东
编　者：聂晶淼　边　薇　张严秋

本 书 教 学 网 址: www.mhhe.com/interactionsmosaic
100e　　　网　　址: www.100e.com/jjky/dxyd04.asp
麦克劳·希尔网址: www.esl-elt.mcgraw-hill.com
捷 进 可 一 网 址: www.expresskey.net

捷进大学英语国际化立体化网络化系列教材编委会

总顾问: 刘龙根

总主编: 严 明

编 委:(以下按姓氏笔划排序)

孔庆炎: 大连理工大学教授,原大学外语教学指导委员会委员、大学英语四、六考试委员会委员、高职高专英语教学指导委员会主任委员

王立非: 对外经济贸易大学英语学院院长、博士、教授、博士生导师

王晓群: 全国大学英语四、六级考试委员会委员,上海财经大学外语系主任、教授

邓联健: 教育部大学外语教学指导委员会委员,中南林业科技大学大学外语教学部主任,教授

白永权: 教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,西安交通大学外国语学院院长,教授

刘龙根: 教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,上海交通大学外国语学院院长、教授、博士、博士生导师

刘洊波: 教育部大学外语教学指导委员会委员,华南理工大学外国语学院院长、教授、博士

安晓灿: 广东韶关学院外语学院大学英语教学部主任。教育部高等学校高职高专英语类专业教学指导委员会副主任、教育部高等学校英语应用能力考试委员会委员

严 明: 教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,黑龙江大学大学外语教研部主任,教授

张 森: 教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,河北科技大学外国语学院院长、教授

杨 枫: 吉林出版集团外语教育出版公司总经理、总编辑、博士,捷进朗文英语教材总主编

陈仲利: 教育部大学外语教学指导委员会副主任,全国大学英语四、六级考试委员会委员,北京化工大学外语系主任,首席教授

战 菊: 吉林大学公共外语教育学院院长、教授、博士

徐 珺: 大连外国语学院教授、博士,《外语与外语教学》主编

郭海云: 教育部大学外语教学指导委员会委员,全国大学英语四、六级考试委员会委员,北京交通大学人文社会科学学院院长、教授

曹 军: 东北师范大学外国语学院大学外语系主任、教授、博士

龚亚夫: 中国教育学会外语教学专业委员会理事长,教授,国家《英语课程标准》研制组核心成员

程晓堂: 北京师范大学外国语学院院长、教授、博士、博士生导师,国家《英语课程标准》研制组核心成员

总　序

在知识经济、多元文化日趋全球化的信息社会中，英语作为认识世界、走向世界的交际工具日益重要。因此《大学英语课程教学要求》明确规定："大学英语的教学目标是培养学生英语综合应用能力，特别是听说能力，使他们在今后的工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国经济发展和国际交流的需要。"然而，我国的大学英语教学因学生入学水平参差不齐，地区教学环境和师资力量的不均衡性，导致缺乏目标语使用语境。所以不能囿于一种教学理论，一部教学大纲和一套教材。应当理性地认识大学英语教学现状，综合各种英语教学策略，总结和汲取我国二十多年来大学英语教学的理论和经验，从国际化、立体化和网络化的角度定位，走一条引进和原创兼容，主干课堂教材和自主学习教材相结合的大学英语教材的编写路子。基于此，吉林出版集团外语教育出版公司与世界著名英语教育出版机构策划、组织编写了这套捷进大学英语国际化、立体化和网络化系列教材。主干课堂教材包括:《捷进大学英语阅读教程》(预备级、1–4)。《捷进大学英语听说教程》(预备级、1–4)、《捷进大学英语写作教程》(1–4)，自主学习教材包括:《捷进大学英语泛听教程》(1–4)、《捷进大学英语快读教程》(1–4)、《捷进大学英语测试教程》(综合训练、写作训练、听力训练、710分新题型模拟训练)，充分满足我国大学英语教材建设和选择的个性化、实用性和灵活性。

一、编写宗旨

1. 贯彻和执行《大学英语课程教学要求》中"一般要求"的教学目标、模式和手段，1–4册以普通高校的本科生为教学对象，预备级兼顾二级学院、高职高专和音、体、美等特长学生。

2. 树立和倡导英语教学的效率观念、高效思维和效率行动，从教材理念构建、策略优化、框建组成、材料选择、活动设计、测试评估等方面促进和保证大学生的英语学习的速效、高效和长效，充分体现捷进英语的教学思想。

3. 突出和提升大学生英语听说能力、自主学习能力、世界公民意识和优秀文化素养，适应国际化、网络化和交际化的需要。

二、编写理念

全套教材依据3P+3M+3S的先进英语教学理念进行构建，以主题任务型教学为先导;兼顾以教师为脚手架(Scaffolding Instruction)的呈现模式和以学生为中心的自主学习模式;以现代信息技术，特别是网络技术为支撑，鼓励和激发大学生自主学习的热情、兴趣，引导大学生全面融入和体验，切实达到大学英语教学目标。

1. 3P=Presentation+Practice+Production：Presentation 是指教材从听、读两方面的材料输入和呈现，保证语言在词汇、语法和语音三个语言基础层面上的真实、准确和地道；在主题和信息选择上具有经典性、现代性、趣味性；在题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 the Teacher's Edition

The Teacher's Edition of *Interactions/Mosaic* provides support and flexibility to teachers using the *Interactions/Mosaic* 14–book academic skills series. The Teacher's Edition provides step–by–step guidance for implementing each activity in the Student Book. The Teacher's Edition also provides expansion activities with photocopiable masters of select expansion activities, identification of activities that support a Best Practice, valuable notes on content, answer keys, audioscripts, end–of–chapter tests, and placement tests. Each chapter in the Teacher's Edition begins with an overview of the content, vocabulary, and teaching goals in that chapter. Each chapter in the Student Book begins with an engaging photo and related discussion questions that strengthen the educational experience and connect students to the topic.

■ Procedural Notes

The procedural notes are useful for both experienced and new teachers. Experienced teachers can use the bulleted, step–by–step procedural notes as a quick guide and refresher before class, while newer or substitute teachers can use the notes as a more extensive guide to assist them in the classroom. The procedural notes guide teachers through each strategy and activity; describe what materials teachers might need for an activity; and help teachers provide context for the activities.

■ Answer Keys

Answer keys are provided for all activities that have definite answers. For items that have multiple correct answers, various possible answers are provided. The answer key follows the procedural note for the relevant activity. Answer keys are also provided for the Chapter Tests and the Placement Tests.

■ Expansion Activities

A number of expansion activities with procedural notes are included in each chapter. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Activities include games, conversation practice, presentations, and projects. These expansion activities often allow students to practice integrated language skills, not just the skills that the student book focuses on. Some of the expansion activities include photocopiable black line masters included in the back of the book.

■ Content Notes

Where appropriate, content notes are included in the Teacher's Edition. These are notes that might illuminate or enhance a learning point in the activity and might help teachers answer student questions about the content. These notes are provided at the logical point of use, but teachers can decide if and when to use the information in class.

■ Chapter Tests

Each chapter includes a chapter test that was designed to test the vocabulary, reading, writing, grammar, and/or listening strategies taught in the chapter, depending on the language skill strand being used. Teachers can simply copy and distribute the tests, then use the answer keys found in the Teacher's Edition. The purpose of the chapter tests is not only to assess students' understanding of material covered in the chapter but also to give students an idea of how they are doing and what they need to work on. Each chapter test has four parts with items totaling 100 points. Item types include multiple choice, fill–in–the blank, and true/false. Audioscripts are provided when used.

■ Black Line Masters (Photocopiable Masters)

Each chapter includes a number of expansion activities with black line masters, or master worksheets, that teachers can copy and distribute. These activities and black line masters are optional. They can help reinforce and expand on chapter material in an engaging way. Activities include games; conversation practice; working with manipulatives such as sentence strips; projects; and presentations. Procedural notes and answer keys (when applicable) are provided in the Teacher's Edition.

■ Placement Tests

Each of the four language skill strands has a placement test designed to help assess in which level the student belongs. Each test has been constructed to be given in under an hour. Be sure to go over the directions and answer any questions before the test begins. Students are instructed not to ask questions once the test begins. Following each placement test, you'll find a scoring placement key that suggests the appropriate book to be used based on the number of items answered correctly. Teachers should use judgment in placing students and selecting texts.

Welcome to College English — The Interactions/Mosaic Edition Program

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

In each chapter of this Teacher's Edition, you'll find Best Practices boxes that highlight a particular activity and show how this activity is tied to a particular Best Practice. The Interactions/Mosaic Edition team of writers, editors, and teacher consultants has identified the following six interconnected Best Practices.

Interactions/Mosaic Best Practices

Best Practices

Each chapter identifies at least six different activities that support six Best Practices, principles that contribute to excellent language teaching and learning. Identifying Best Practices helps teachers to see, and make explicit for students, how a particular activity will aid the learning process.

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.

Table of Contents

Student Book Teaching Notes and Answer Keys

1

Language and Learning

In this chapter, students will read two major passages dealing with the growth of English as a second and international language. The first article contains many facts and figures on numbers of speakers and where English is spoken. This article also discusses the spread of English and its use in the media, transportation, technology, international business, and diplomacy. It then describes English as a lingua franca, or common language, for two speakers whose first languages are different and describes its role in youth culture. The second article describes the role of English in developing countries. It particularly emphasizes Mongolia's decision to teach English to all schoolchildren. The Mongolians see English as important for economic development. The skills and strategies developed in this chapter are getting meaning from word structure and context, skimming for main ideas, scanning for specific information; analyzing, completing, and writing summary statements; understanding acronyms and abbreviations, reacting to an opinion, reading a map, and guessing the meaning of strong verbs.

Chapter Opener

❑ Direct students' attention to the photograph of air traffic controllers and have them discuss the three questions in their books.

❑ Ask a student to read the German proverb at the bottom of page 2 out loud and ask students what it means. Call on students to share their ideas with the class.

❑ The first sentence of the In This Chapter section asks: "Why learn English?" Ask your students the same question. Evidence suggests that students who examine their needs and set goals will be more effective learners.

❝ Whoever comes to learn, will always find a teacher. ❞

—German, anonymous

Chapter Overview

Reading Selections

English as a Universal Language

Mongolians Learn to Say "Progress" in English

Reading Skills and Strategies

Skimming for main ideas

Scanning for specific information: Statistics

Reading a map

Completing a summary

Critical Thinking Skills

Comparing ideas about a reading

Reacting to an opinion

Interviewing and answering interview questions

Synthesizing Internet content: Taking notes and
  presenting results

Writing Tip: Writing a summary statement

Vocabulary Building

Getting meaning from word structure and context

Understanding acronyms and abbreviations

Guessing the meaning of strong verbs from context

Focusing on words from the Academic Word List

Focus on Testing

Analyzing summary statements on standardized tests

Vocabulary

Nouns	Verbs	Adjectives	Idioms and Expressions
boom	catching up	bilingual	across the board
dialects	debating*	dominant*	easing the way
dude	designed*	ethnic*	has not been without its bumps
generation*	embarking	fueled	
goal*	embody	honed	
immersion	emerging*	imposed*	
joint venture	established*	intensive*	
laissez-faire stance	fine-tuned	maritime	
link*	jettison	primary*	
model	penetrating	razortooth	
outsourcing	prevails	resident*	
policy*	recited	stumped	
shortcut	replace	virtual*	
site*	shocked	widespread*	
status*	spins		
tongue	supplementing*		

*Words marked with an asterisk are from the Academic Word List.
For more information on this list, see www.vuw.ac.nz/lals/research/awl.

English as a Universal Language

Strategy

Getting Meaning from Word Structure and Context

Guessing the meaning of new words is a valuable skill for English language learners who often rely only on dictionaries. You can demonstrate this strategy by handing out a reading passage with some of the words deleted and encouraging students to guess at the missing words.

1 **Getting Meaning from Word Structure and Context**

- ❑ A major goal of this section is to have students realize that a great deal of vocabulary can be learned implicitly, or without instruction.

- ❑ Encourage students to try and make educated guesses at the meaning of new words based on the context as well as on the meaning of prefixes and suffixes.

- ❑ Read the directions with the students and complete the first one or two questions together. Check the answers together as a class.

ANSWER KEY

1. c 2. a 3. d 4. b 5. c 6. d 7. a 8. d

REPRODUCIBLE EXPANSION ACTIVITY

- ▪ The goal of this activity is to help students learn more about prefixes and suffixes in English.

- ▪ Copy and hand out **Black Line Master 1** "Affixes" on page BLM 1 of this Teacher's Edition.

- ▪ This activity is designed to help students recognize differences and similarities between their native languages and English.

Best Practice

Activating Prior Knowledge

Most students already know how to skim and scan in their native language. However, often students do not transfer their first language knowledge into their second language. Discuss the transfer of skills from first to second language with your students.

Strategy

Skimming for Main Ideas

- ▪ Discuss the importance of skimming. Read the box at the bottom of page 5 with students.

- ▪ Demonstrate how to skim by holding your book so that students can see it and running your finger quickly across the page as you skim.

2 **Skimming for Main Ideas**

- ❑ Give students two minutes to skim the selection and have them put a check in front of themes related to ideas discussed in the reading.

- ❑ Ask students what information they used to make their predictions. Their answers should include title, headings, introduction and conclusion, and photos and illustrations.

ANSWER KEY

1. yes 2. yes 3. yes 4. no 5. yes 6. yes

Read

INTRODUCTION

- Have students discuss the two questions in the Introduction box. You may wish to have them write their responses before they read.

- Ask students why they are taking the class. What do they hope to accomplish by studying English?

- The first reading passage contains many acronyms and abbreviations. In most academic writing, it is expected that the writer will write out the full name and then give the acronym in parentheses the first time it is written in the text. Thereafter, the acronym or abbreviation can be used in the text. In this passage, the shorter versions only are given to help students learn to guess at the meanings of acronyms and abbreviations.

Content Notes

- In the United States there is an "English-only" movement, which seeks to make English the one and only official language of the U.S. Supporters of this movement believe that drivers' license exams and election ballots should not be translated into other languages such as Spanish. They also oppose bilingual education in which students are educated in their native language and also in English.

English as a Universal Language 🎧

- Have students read the passage silently within a time limit or follow along silently as they listen to the audio.

- Tell them to underline any words or phrases that are new or that they don't understand. Remind them not to use a dictionary during this part of the lesson.

- Tell students to do Activity 3, Scanning for Specific Information, when they finish the passage.

After You Read

Strategy

Scanning for Specific Information

The purpose of scanning is to read quickly to get specific information. Point out to students that when they scan, they already know what information they are looking for.

3 **Scanning for Specific Information: Statistics**

- The goal of this activity is to practice scanning.

- Discuss scanning and the marking of texts by highlighting or underlining. When reading longer academic texts, highlighting the important parts can later help with review.

- Read the directions and call on one student to read the first statement. Ask the class to scan the reading for the answer.

- Continue with the rest of the statements. Correct as necessary.

ANSWER KEY

1. two possible answers: either approximately 1 billion (paragraph 2) or 400 million native speakers and 400 million second language speakers and students (paragraph 1) 2. more than 250 million 3. more than 100 million 4. over 80 percent 5. nearly 200 6. 20

4 **Guided Academic Conversation** 🎧

- Divide students into pairs for this activity. Read the directions together.

- Tell students to work together at answering the questions and to write down their answers.

❑ Circulate among the groups and help students or check the answers.

ANSWER KEY

1. English has more second language speakers, has more students, is more widespread geographically and is more widely used in business, technology, and science and as a lingua franca.

2. India and 20 African nations. Students may have additional answers.

3. Answers will vary.

4. Answers will vary. The text suggests international air travel.

5. Computers are generally designed and supported in English. Eighty percent of computer-driven information is in English, and many support manuals are printed only in English. The article does not state the percentage of the information on the Internet that is in English, but students can infer that it is very high.

6. A lingua franca is a language that is used as a common language for two nonnative speakers of that language. So, for example if a Dutch cheese vendor is negotiating cheese exports to Japan in English, English is being used as a lingua franca. English is frequently used as a lingua franca in business, politics, and science.

7. Answers will vary.

Focus on Testing TOEFL® iBT

Analyzing Summary Statements

■ This activity will help students with test taking strategies on reading comprehension tests such as the TOEFL® iBT.

■ Read the instructions to the class. Give them a few minutes to decide on the answer.

■ Have students volunteer their answer and give reasons for their choice.

ANSWER KEY
b

Strategy

Understanding Acronyms and Abbreviations

Explain to students that some words now in common use such as *radar* and *scuba* were originally acronyms (*radar*: radio detecting and ranging; *scuba*: self-contained underwater breathing apparatus).

5 **Understanding Acronyms and Abbreviations**

❑ The goal of this activity is to have students become more aware of acronyms and abbreviations and to find ways of figuring out their meanings.

❑ Give a few examples of common acronyms and then ask students to give examples of acronyms either in English or in their first language.

❑ Give students ways of finding out the meaning of acronyms and abbreviations without the help of a native speaker. Some acronyms can be found in English dictionaries and some in bilingual dictionaries. A useful website is www. acronymfinder.com.