

# Quest

*Reading and Writing  
in the Academic World*



Pamela Hartmann

Laurie Blass

Book  
3

# Quest

*Reading and Writing  
in the Academic World,  
Book 3*

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**McGraw-Hill  
College**

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QUEST: READING AND WRITING IN THE ACADEMIC WORLD, BOOK 3

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# *preface*

## **Quest: The Series**

The *Quest* series addresses the need to prepare students for the demands of college-level academic coursework. *Quest* differs from other content-based ESOL series in that it incorporates material typically covered in general education courses, and contains a variety of academic areas including biology, business, history, psychology, art history, cultural anthropology, literature, and economics.

*Quest* has been designed to parallel and accelerate the process that native speakers of English go through when they study core required subjects in high school. By previewing typical college course material, *Quest* helps students get “up to speed” in terms of both academic content and language skills.

In addition, *Quest* prepares students for the daunting amount and level of reading, writing, listening, and speaking required for college success. The three *Reading and Writing* books combine high-interest material from newspapers and magazines with traditional academic source materials such as textbooks. Reading passages increase in length and difficulty across the three levels. The *Listening and Speaking* books in the *Quest* series contain listening strategies and practice activities based on authentic recordings from “person on the street” interviews, radio programs, and college lectures. Similar to the *Reading and Writing* books, the three *Listening and Speaking* books increase in difficulty with each level.

## **Quest: Reading and Writing in the Academic World, Book 3**

*Quest: Reading and Writing in the Academic World, Book 3* is designed for students at a low-advanced to advanced level of proficiency, and contains many unique features that were introduced in *Books 1 and 2*, including the use of a word journal and self- and peer editing checklists. Four distinct units each focus on a different area of college study—Anthropology, Introduction to Literature, Economics, and Ecology. Each content unit contains two chapters. The Anthropology unit contains chapters on both cultural and physical anthropology, and the Introduction to Literature unit includes a chapter on poetry and a chapter on the theme of heroes and survivors in poetry, fiction, and nonfiction. The third unit is on Economics and features chapters concentrating on developing nations and the global economy. The last unit, Ecology, contains a chapter on endangered animal species and a chapter on human ecology.

## Unique Chapter Structure

Each chapter of *Quest: Reading and Writing in the Academic World, Book 3* contains five parts that blend reading and writing skills within the context of a particular academic area of study. Readings and activities build upon one another and increase in difficulty as students work through the five sections of each chapter. Parts One and Two include reading selections that introduce the chapter topic and revolve around cutting-edge ideas, events, people in the news, and cross-cultural issues. These first two parts of each chapter prepare students for the academic material that appears in Part Three, where students read an authentic textbook passage and work on academic reading skills such as recognizing general and specific ideas, finding important details, and synthesizing ideas.

After students have gained exposure to the content area and have practiced reading skills and strategies in Parts One through Three, they move on to developing clear and effective writing skills. Part Four introduces basic writing mechanics and includes content-based grammar topics. In Part Five, students focus on writing process skills as they complete a culminating writing assignment that incorporates both the content area knowledge and the writing skills that they have practiced and developed earlier in the chapter. For a complete list of the reading and writing skills found in this book, consult the Reading and Writing Skills Chart on pages xi–xii.

## Instructor's Manual\*

The Instructor's Manual to accompany *Quest: Reading and Writing in the Academic World, Books 1–3* provides instructors with a general outline of the series, as well as detailed teaching suggestions for the sample chapter and important information regarding levels and placement, classroom management, and chapter organization. For each of the three books, there is a separate section with answer keys, optional editing exercises, and unit tests.

## Acknowledgments

Many, many thanks go to those who made this series possible: publisher for ESOL, Tim Stookesberry, who first said *yes*; editorial director Thalia Dorwick, who made it happen; editors Bill Preston and Pam Tiberia, who gave encouragement and support and helped shape the manuscript; photo researcher Toni Michaels, who truly understands the relationship between text and image (and who actually got us the opossums); project manager Sherry Padden, designer Michael Warrell, and the entire production team; and the following reviewers, whose opinions were invaluable: Betty Wheeler, Pamela McPartland-Fairman, Glenn Hawes, John Domicich, Christine Root, Thomas Adams, Bernadette Garcia, Gail Barta, Helen Huntley, Jackie Stenbridge, Robin Longshaw, and Colleen Revillini.

\* The supplement listed here accompanies *Quest: Reading and Writing in the Academic World, Books 1–3*. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability as some restrictions may apply.

# visual tour

## Highlights of This Book

Unit 1: Anthropology

### Part One Numbers, Luck, and Culture

#### Before Reading

Look at these pictures and answer the discussion questions on page 4.

The Acheulean handaxe with four beams of light.

The seven planets, with the Earth in the center.

Thirteen figures in Leonardo's 'The Last Supper'.

### Visually Captivating Photo and Art Program

Part One of each chapter in *Quest* typically begins with a discussion of images that introduce the chapter topic. On this page, students examine the symbolism of numbers in various cultures and religions. (page 4)

### High-Interest Readings

This reading on a lucky phone number in Hong Kong captures students' attention and motivates them to want to find out even more about the chapter topic. (page 5)

### Reading

In reading the following newspaper article, don't worry about words that are new to you. Instead, try to understand the main ideas. As you read, think about the answer to this question:

How is a belief in lucky (and unlucky) numbers affecting Hong Kong residents of two Californian cities?

#### Hong Kongers Lobby to Keep "Lucky" Area Code

LOS ANGELES—Hong Kong immigrants living in the American city known as the "Chinese Beverly Hills" are outraged because they face losing a lucky phone number—818, or prosperity followed by more prosperity.

Many people living in Monterey Park, the only U.S. city with a majority of Asian residents, attribute its growing affluence to the country's most favored three-digit area code.

But rapidly increasing demand for telephones means the 818 group is running out, and the phone company is proposing to split it in two, giving Monterey Park 626 instead.

Chinese residents are horrified because the new number adds up to 14—colloquially translating to certain death.

The city filed a formal complaint with California's Public Utilities Commission, arguing that many Chinese residents of the San Gabriel Valley had

moved there only because of the area code.

A spokesman said that there was also strong competition for real estate with lucky street numbers.

One resident of neighboring Alhambra, which also has a large Chinese population, is Hong Kong-born property developer Raymond Cheng, who admits that superstition in numbers runs deep. The number plates of his Rolls-Royce and two Mercedes-Benz cars are predominantly eights.

He also recalled having to complete a contract to remodel a Monterey Park bank in a rush because the owner insisted on the grand opening falling on August 8, the highly auspicious double eight.

"There was no other reason except that the date signified good fortune and prosperity," he was quoted as saying.

LOS ANGELES TIMES. "Hong Kongers lobby to keep 'lucky' area code," more. The Santa Ana Times, 5 Nov. 1982 (Janet W. Lee, 1982). Copyright © 1996. Reprinted with the permission of The Santa Ana Times.

## Part Two Symbolic Systems and Meanings

### Before Reading

**A. Thinking Ahead.** In small groups, discuss these questions.

1. What is the most popular sport in your culture? Are there any idioms or expressions in your language that come from this sport?
2. In your culture, is different food served on different occasions—for example, a family meal, a business dinner, or a party?
3. What can animals be symbolic of?
4. In a traditional house in your country, is there one room where most family members spend most of their time? Does each child have his or her own bedroom?
5. What are some symbols associated with a position of authority (such as a king or queen)?

### Emphasis on Reading Preparation

Before each reading passage, students do a great deal of pre-reading practice such as predicting, learning new vocabulary, and answering discussion questions. Activity A encourages students to think ahead about certain topics that will be mentioned in the reading in Part Two entitled "Symbolic Systems and Meanings." (pages 7, 10)

### Symbolic Systems and Meanings

Anthropologists doing fieldwork observe and record what people say and do. Their task then is to understand and interpret the meanings of these actions and words. Anthropologists do this in part by discussing the material with informants and examining these actions in a number of other cultural contexts. People's behavior is framed according to a set of cultural ideas.

study of symbolic systems. A metaphor is an idea that people use to stand for another set of ideas. In our society, games are often used as a metaphor for life. Games involve struggle and competition. Sometimes you win and sometimes you lose, but games must be played according to a set of rules. Games demand from the players intelligence, stamina, and courage. During Nixon's presidency, White House officials talked

### Reading Strategy Boxes

Reading Strategy boxes occur throughout each chapter and provide students with practical skills that they can use immediately as they begin each new reading passage. In this example, students are given tips for what to do when they see an unfamiliar word. (page 7)

### What to Do When You Find a New Word

It's important to guess the meaning of new words from the context—and not use a dictionary—whenever possible. This is easy if the context is clear. Here are some clues that will help you avoid using a dictionary.

#### 1. Definition:

A **metaphor** is something that stands for another thing or idea.

#### 2. Definition or synonym after a comma or dash or in parentheses:

**Metaphor**, a kind of symbol, is an important analytical concept.

#### 3. Examples after *such as*, *for instance*, *for example*, or *e.g.*:

They buy **real estate** such as houses, office buildings, and land.

They bought **luxury items**—e.g., Rolls Royces and Rolex watches.

### Reading

Read through the textbook passage without using a dictionary. As you read, highlight main ideas and important details with a felt-tip pen. Highlight important vocabulary with a different color. Think about the answers to these questions as you read.

- How might religion have originated (begun)?
- What are four types of religion?

### Religion

Anthropologist Anthony F. C. Wallace has defined **religion** as "belief and ritual concerned with supernatural beings, powers, and forces." In studying religion cross-culturally, anthropologists pay attention to religious acts, actions, events, processes, settings, practitioners, specialists, and organizations.

The supernatural is the extraordinary realm outside (but believed to touch on) the observable world. It is mysterious and inexplicable in ordinary terms. **Supernatural beings**—gods and goddesses, ghosts, and

speculations are inconclusive, many of them have revealed important functions and effects of religious behavior. Several theories will be examined now.

**Animism.** The Englishman Sir Edward Burnett Tylor (1871–1958) was a founder of the anthropology of religion. Religion was born, Tylor thought, as people tried to comprehend conditions and events they could not explain by reference to daily experience. Tylor believed that our ancestors—and contemporary nonindustrial peoples—were particularly

### Reading Selections Build in Length and Complexity

The reading selections in each chapter of *Quest* increase in length and complexity and finish with an authentic textbook passage that appears in Part Three. Authentic readings are supported with practice in a variety of academic reading skills such as recognizing tone, identifying causes and effects, and making inferences. (page 21)

**After Reading**

**A. Main Ideas.** In small groups, answer these questions. Use your highlighted words and sentences.

- Which lines contain the main idea of the whole passage?
- Compare your markings (highlighted sections) with those of other students. Did you choose to highlight some of the same sentences?

**B. Guessing Meaning from Context.** Look back at the passage and use just the context to determine the meaning of the following words and terms. (Don't worry if you can't guess exactly. (The numbers in parentheses refer to lines in which you can find the words.)

- caste system (76–77)

- pollution (78)

**Abundance of Practice Material**

All three readings are followed by a wide variety of exercises that help to solidify students' comprehension of new material and vocabulary. Students gain practice in such skills as finding the main idea, guessing meaning from context, and logging new vocabulary in a Word Journal. Students are encouraged to use a Word Journal to keep track of new words and definitions that they learn throughout the course. (pages 14, 16)

**C. Word Journal.** Go back to the passage "Symbolic Systems and Meanings." Which new words are important for you to remember? Put them in your Word Journal.

**Vocabulary Expansion: Idioms in Politics That Come from Sports**

- |                          |                        |
|--------------------------|------------------------|
| * to play hardball       | * to run neck and neck |
| * to be off and running  | * to be on the ropes   |
| * to be down to the wire | * to score a knockout  |

## Part Four The Mechanics of Writing

In Part Five, you are going to write two paragraphs—one of definition and one of process. In the paragraph of definition, you will probably need to use adjective clauses. In both paragraphs, you'll need to combine clauses and make transitions from one idea to another. This section will help you to do that.

**Adjective Clauses**

Many definitions include an adjective clause (relative clause). An adjective clause comes immediately after the noun that it modifies and begins with a relative pronoun: *that*, *which*, *who*, *whom*, *whose*, *when*, or *where*. In a definition, there is no comma before the adjective clause because this clause gives essential information.

*Examples:* A metaphor is a kind of symbol that stands for something else.

A shaman is a person who fills the role of healer and psychologist in many societies.

With the relative pronoun *where*, do not use a preposition.

INCORRECT: A home is a place where people live in.

CORRECT: A home is a place where people live.

**A. Sentence Combining: Adjective Clauses.** Combine these pairs of sentences. Make the second sentence in each pair into an adjective clause and add it to the first. Use the relative pronoun indicated.

- The bear is a symbol.

The symbol is associated with Russia. (*that*)

- The Puritans were a group of people.

This group of people fought against the Cavaliers in seventeenth-century England. (*who*)

- The temple was the place.

People worshipped in the temple. (*where*)

**Solid Introduction to the Mechanics of Writing**

Part Four is devoted to providing students with chapter-specific writing mechanics that better equip them to express their ideas in the writing assignment that follows in Part Five. Only necessary techniques and skills that will be used in Part Five are included in the mechanics section. (page 35)

**Content-Driven Grammar Boxes**

Grammatical, lexical, and punctuation information is clearly presented in an easy-to-read boxed format. These boxes are followed by contextualized practice activities that prepare students for their independent writing assignment at the end of the chapter. In this example, students practice sentence combining with adjective clauses. (page 35)

**Chapter-Culminating Focus on Writing**

Each chapter culminates in a writing assignment found in Part Five. The assignment is based on the chapter readings and themes and incorporates the writing mechanics that students practiced in the previous section. In each chapter, students are led through the writing process, which at different times may include brainstorming, narrowing the topic, writing topic sentences, planning, and developing ideas into a paragraph or essay.



**A. Brainstorming.** In small groups, discuss the answers to these questions. Write brief notes as other students give their answers.

1. What is magic? (You can refer to the textbook passage in Part Three if necessary.) List as many examples of magic as you can, from either your own or another culture. Which examples are specific to a certain culture? Which examples are common to many cultures? Why do people perform rituals of magic? How is the anthropological definition of *magic* different from most people's idea of magic?

**B. Gathering Material.** For each term below, write at least four different definitions of different types, one of which should be an example (or examples). Note: For etymology, consult a dictionary. If you quote a definition from another source (such as a dictionary or the textbook passage in this chapter), use quotation marks and tell where you found the definition.

1. magic

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

2. rite of passage

a. \_\_\_\_\_  
b. \_\_\_\_\_  
c. \_\_\_\_\_  
d. \_\_\_\_\_

## Carefully Directed Writing Assignments

Writing assignments in *Quest, Book 3* focus on a variety of rhetorical styles. In this example, students complete activities that prepare them for writing a paragraph of definition. Assignments in other chapters include paragraphs of comparison, cause and effect, and analysis as well as complete essays in later chapters of the text. (pages 45, 46)

### Writing a Paragraph of Process

In a paragraph of process, you tell how something is done. To do this, you need to use chronological order—that is, order of time. Some common transition words in a paragraph of process are the subordinating conjunctions *after*, *as soon as*, *when*, and *while*\* and adverbial conjunctions *first*, *second*, *next*, *then*, and *afterwards*.

\*Note: See page 346 for punctuation of subordinating conjunctions.

**Example:** Among Sioux Indians of North America, a teenage boy goes through a rite of passage called a vision quest in order to make the transition to adulthood. First, he prepared by taking a ritual sweat bath with the village medicine men. This is to purify him. Then one elder (usually a relative) takes the boy to a pit—a small cave—far away from the village, on the side of a mountain. After the elder leaves, the boy remains alone in this dark pit for four days and nights. He has ritual objects with him—a blanket made by his grandmother, a rattle to shake, a peace pipe, and a bag of tobacco—but no food. He is afraid, cold, and alone. If all goes well, he will fall into a trance and see a vision in which he learns his adult name and receives guidance in life. When the elder comes to take him back, he has become a man.

## Writing Strategy Boxes

Writing Strategy boxes offer students various writing tips and suggestions. Here, students concentrate on transition words that are necessary in writing a paragraph of process. (page 47)

## Self- and Peer Editing

An editing checklist concludes each writing assignment and guides students toward the kinds of changes they will need to make in the second draft of their writing. (page 50)

### editing Checklist

Points to Check For	My Check	My Classmate's Check
<b>Paragraph of Definition</b>		
1. paragraph form (indentation, margins)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. at least three kinds of definitions	<input type="checkbox"/>	<input type="checkbox"/>
3. clear examples	<input type="checkbox"/>	<input type="checkbox"/>
4. correctly used adjective clauses (if any)	<input type="checkbox"/>	<input type="checkbox"/>
5. correct sentence structure (no fragments)	<input type="checkbox"/>	<input type="checkbox"/>
<b>Paragraph of Process</b>		
1. paragraph form (indentation, margins)	<input type="checkbox"/>	<input type="checkbox"/>
2. chronological order	<input type="checkbox"/>	<input type="checkbox"/>
3. correctly used transition words (if any)	<input type="checkbox"/>	<input type="checkbox"/>
4. correctly used adjective clauses (if any)	<input type="checkbox"/>	<input type="checkbox"/>
5. correct sentence structure (no fragments)	<input type="checkbox"/>	<input type="checkbox"/>

# summary

## of Reading and Writing Skills

1

Chapter	Reading and Study Skills	Mechanics and Writing Skills
1	<ul style="list-style-type: none"> <li>guessing meaning from context: review of clue types</li> <li>skimming for main topics</li> <li>marking a book</li> <li>keeping a Word Journal (introduction)</li> <li>using a chart as a study tool</li> <li>previewing</li> <li>understanding stems and affixes</li> <li>understanding pronoun reference</li> <li>using the library: the computer catalog</li> </ul>	<ul style="list-style-type: none"> <li>adjective clauses</li> <li>adjective clauses with prepositions</li> <li>coordinating conjunctions</li> <li>adverbial conjunctions</li> <li>avoiding sentence fragments</li> <li>understanding questions on an essay exam</li> <li>introduction: brainstorming, gathering material, editing, and rewriting</li> <li><u>paragraph of definition</u></li> <li><u>paragraph of process</u></li> </ul>
2	<ul style="list-style-type: none"> <li>organizing information</li> <li>using subheads to preview</li> <li>guessing meaning from context: anthropology terms</li> <li>understanding pronoun reference</li> <li>using pictures and captions to preview</li> <li>engaging in the reading by answering questions</li> <li>understanding time abbreviations</li> <li>stems and affixes (review)</li> <li>using the library: reference books</li> </ul>	<ul style="list-style-type: none"> <li>adverbial conjunctions for similarities and differences</li> <li>subordinating conjunctions to show differences</li> <li>complex modals to express speculation about the past</li> <li>choosing a focus through brainstorming</li> <li>writing a topic sentence for a paragraph of comparison</li> <li>understanding the assignment</li> <li>organizing a paragraph of speculation</li> <li>writing a topic sentence for a paragraph of speculation</li> <li><u>paragraph of comparison</u></li> <li><u>paragraph of speculation</u></li> </ul>
3	<ul style="list-style-type: none"> <li>understanding imagery in poetry</li> <li>choosing the correct dictionary definition</li> <li>guessing meaning from context: descriptive vocabulary</li> <li>understanding pronoun reference</li> <li>analyzing poetry</li> <li>using the library: reference books (biography)</li> <li>understanding symbols</li> </ul>	<ul style="list-style-type: none"> <li>review of transition expressions of cause and effect: coordinating, subordinating, and adverbial conjunctions</li> <li>avoiding and repairing run-ons and comma splices</li> <li>writing about symbols</li> <li>using similes</li> <li>gathering information</li> <li>idea mapping</li> <li><u>paragraph of cause and effect (on a college application)</u></li> <li><u>paragraph of analysis (of a poem)</u></li> </ul>

Chapter	Reading and Study Skills	Mechanics and Writing Skills
4	<ul style="list-style-type: none"> <li>poetic license: review</li> <li>matching synonyms</li> <li>understanding italics</li> <li>finding the theme of a story</li> <li>choosing the correct dictionary definition</li> <li>interpreting</li> <li>using the library: the thesaurus</li> </ul>	<ul style="list-style-type: none"> <li>making a strong argument with <i>should</i>, <i>ought to</i>, and <i>must</i></li> <li>paraphrasing</li> <li>choosing a topic</li> <li>writing a topic sentence</li> <li>providing evidence</li> <li>using sound reasoning</li> <li><u>paragraph of argument</u></li> </ul>
5	<ul style="list-style-type: none"> <li>making inferences</li> <li>using the dictionary: words with multiple definitions</li> <li>doing extensive reading</li> <li>using maps and graphs</li> <li>thinking critically</li> <li>conducting a survey</li> <li>using the library: the <i>Readers' Guide to Periodical Literature</i></li> </ul>	<ul style="list-style-type: none"> <li>parallelism</li> <li>citing sources</li> <li>quoting and paraphrasing</li> <li>brainstorming</li> <li>introduction to the organization of an essay: introduction, body paragraphs, conclusion</li> <li>writing thesis statements and topic sentences</li> <li>writing supporting material</li> <li><u>5-paragraph essay</u></li> </ul>
6	<ul style="list-style-type: none"> <li>organizing information</li> <li>journalistic slang and idioms</li> <li>dictionary use: words with multiple definitions</li> <li>knowing who said what</li> <li>skimming for sources</li> <li>previewing</li> <li>critical thinking: determining relevance</li> <li>point of view</li> <li>recognizing bias</li> <li>library research: doing an online periodicals search</li> </ul>	<ul style="list-style-type: none"> <li>present unreal conditions</li> <li>conditions with <i>without</i></li> <li>brainstorming</li> <li>using the thesis statement as a mini-outline</li> <li>gathering information</li> <li>writing detailed body paragraphs</li> <li><u>5-paragraph essay</u></li> </ul>
7	<ul style="list-style-type: none"> <li>knowing which words to focus on</li> <li>synthesizing information</li> <li>categorizing</li> <li>thinking critically</li> <li>understanding the passive voice</li> <li>note taking in graphic form</li> <li>outlining</li> <li>using the library: the <i>Social Sciences Index</i></li> </ul>	<ul style="list-style-type: none"> <li>choosing the right word</li> <li>connotation</li> <li>conducting a survey</li> <li>planning an essay by using a formal outline</li> <li><u>5-paragraph essay</u></li> </ul>
8	<ul style="list-style-type: none"> <li>critical thinking: expressing causes and effects</li> <li>vocabulary preparation: deciding which words to focus on</li> <li>vocabulary preparation: environmental news</li> <li>making inferences</li> <li>synthesizing information</li> <li>library research: using <i>The New York Times Index</i></li> <li>critical thinking: seeing both sides of an argument</li> </ul>	<ul style="list-style-type: none"> <li>reducing adjective clauses to participial phrases</li> <li>participial phrases at the end of a sentence</li> <li>participial phrases referring to the subject</li> <li>choosing a topic</li> <li>doing library research</li> <li>writing introductions</li> <li>writing conclusions</li> <li><u>5-paragraph essay</u></li> </ul>

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# *unit* **1**

## **Anthropology**

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From Primates to  
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# *chapter* **One**

## **Cultural Anthropology**



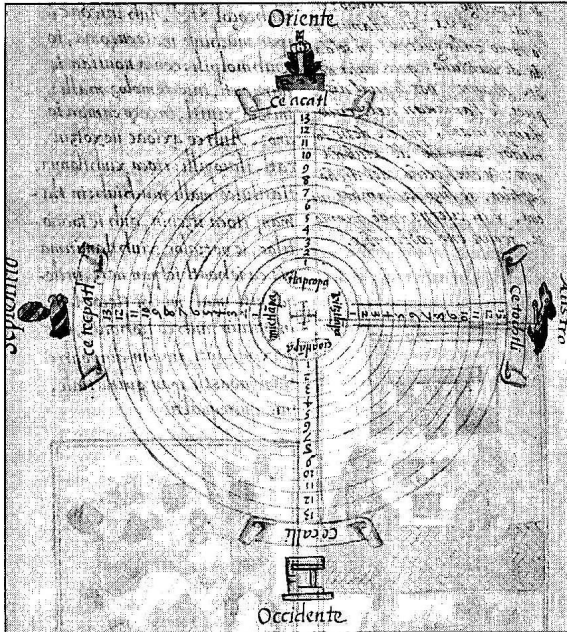
In this chapter, you will read about the anthropological view of culture, symbolism, magic, and religion. You will also write two paragraphs dealing with anthropology—one of process and one of definition.



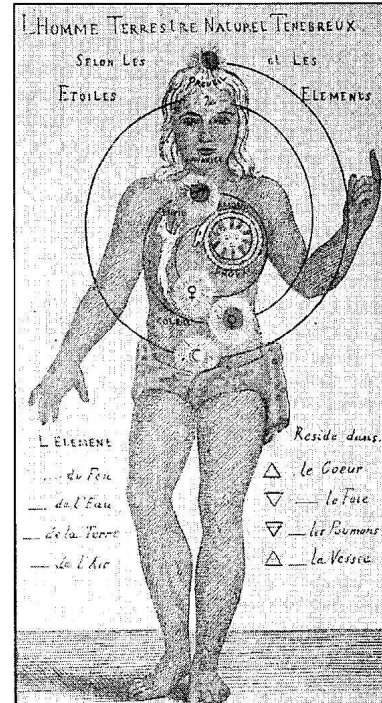
# Part One Numbers, Luck, and Culture

## Before Reading

Look at these pictures and answer the discussion questions on page 5.



The Aztec calendar with **four** bearer signs



The **seven** chakras, 19th century, from "Theosophica Practica"



**Thirteen** figures in Leonardo da Vinci's *Last Supper*