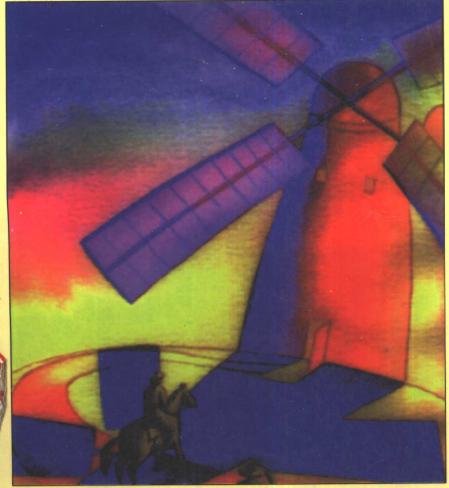
### 大学新英语读写教程

# ULCSt Reading and Writing in the Academic World



Pamela Hartmann

**Laurie Blass** 



上海外语教育出版社



麦格劳-希尔国际公司

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Book

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# Quest

Reading and Writing in the Academic World

Book 3

# 大学新英语

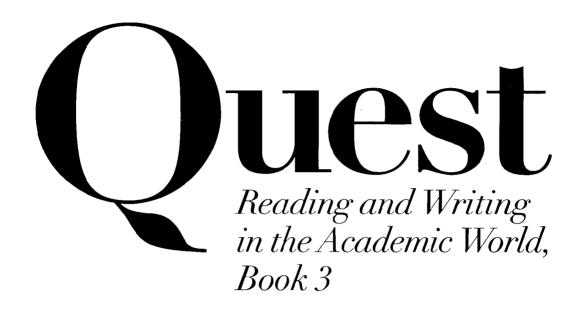
读写教程

第三册

Pamela Hartmann Laurie Blass







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#### 出版前言

随着改革开放的不断深化和国际交往的日益扩大,我国对大学生英语能力的要求也越来越高,越来越具体。最近国家教育部对《非英语专业英语教学大纲》进行了修订,各高校英语教师也纷纷对大学英语教学方法进行积极的探索。在教育部关于"一纲多本"开展教材建设的精神指导下,各家出版社相继推出了数套教材,以求对我国大学英语教学提供有力支持。

在这一背景下,为了给大学英语教学提供更多可以选择的教学材料,我社推出了这套《大学新英语系列教程》。本书原名 Quest,由美国著名的 McGraw-Hill 公司于 1999 年出版。全书课文以主题划分单元,基本涵盖了大学普通文化教育涉及到的所有学科,如生物、历史、心理、艺术、考古和经济等。由于本书语言水平与我国大学阶段英语教学的要求相符,因此它可以为我国的大学生提供一个既能接触到原汁原味的当代美国英语,又能熟悉各专业基础知识和语汇的方便涂径,是一套不可多得的好教材。

本教程包括一套读写教程和一套听说教程,每套教程各分为三册,由浅人深地传授有关语言技能。本书材料取自报刊、教科书、广播、访谈和课堂讲座等,语言源于生活且实用。更加难能可贵的是该书的读写听说技能训练与各单元主题结合紧密、富于趣味,体现了行之有效的教学经验和方法。

希望这套教材的引进出版能够进一步丰富我国大学英语教材的园地,使我国的大学英语 教学能更上一层楼。

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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\*

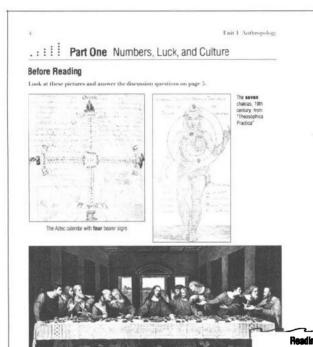
The Instructor's Manual to accompany Quest: Reading and Writing in the Academic World, Books 1-3 provides instructors with a general outline of the series, as well as detailed teaching suggestions and important information regarding levels and placement, classroom management, and chapter organization. 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 Dumicich, Christine Root, Thomas Adams, Bernadette Garcia, Gail Barta, Helen Huntley, Jackie Stembridge, Robin Longshaw, and Colleen Revillini.

<sup>\*</sup> 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



Thirteen figures in Leonardo da Vincia Lact Conne

#### 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)

#### 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

#### 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 out-raged because they face losing a lucky phone number-818, or prosperity fol-

phone number—31s, or prosperity fol-lowed by more prosperity.

Many people living in Monterey
Park, the only U.S. city with a majority
of Asian residents, attribute its growing 10 affluence to the country's most favored three-digit area code.

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

Chinese residents are horrified be

course the new number adds up to 14— colloquially translating to certain death. The cty filed a formal complaint with California's Public Utilities Commis-sion, arguing that many Chinese resi-dents of the San Gabriel Valley had

moved there only because of the area

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

One resident of neighboring Alham-30 bra, which also has a large Chinese population, is Hong Kong-born property developer Raymond Cheng, who admits developer Raymond Cheng, who samite that superstition in numbers runs deep. The number plates of his Rolls-Royce and two Mercedes-Benz cars are pre-dominantly eights.

He also recalled having to complete a to recalled naving 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

that the date signified good fortune and 45 prosperity," he was quoted as saying.

Source: "Hong Koagers lobby to Isaap "locky" assa code" from The Asian Threet, 5, no. 242 (August 16/22, 1996): 1. Copyright @ 1996 Reprinted with the permission of The Asian Three:

#### **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)

#### . : : : Part Two Symbolic Systems and Meanings

#### Before Reading

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

- What is the most popular sport in your culture? Are there any ideans or expressions in your language that come from this sport?
- In your culture, is different food served on different occasions—for example, a family meal, a business dunier, 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 que

#### **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 certair topics that will be mentioned in the reading in Part Two entitled "Symbolic Systems and Meanings." (pages 7, 10)

#### Symbolic Systems and Meanings

Anthropologists doling reliadors holserve and extracted what people along and do Their meanings of these actors and interper the mass men is to understand and interper the mass map of these actors along works. And thropologists on this in part by discussing the material with informatist and examining these actors in a number of offer obtained policy. See people's perawor is framed apporting to a set of cultural violes.

study of symbols systems. A metapric is an activated more properties of state that needle user it stand for another set at deast in our society games are often used as a metaphor for the Cames involve struggle and competition. Smettlers by winners concerning you loss, but games must be played according you loss, but games must be played according to a set of rules Games demandrion metaphores with fillingance, stammal and courage. During A knot presented with the following the control of the contr

#### 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)

#### <u>reading Strategy</u>

#### 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 would using a dictionary.

- 1 Definition
- A metaphor is something that stands for another thing or idea.
- Definition or symmyon after a comme or deals or in persents.
   Melaphor a kind of symbol, is an important analytical concept.
- Examples after such as for instance, for example, or a.g.:
   They buy real satate such as houses, office buildings, and land.
   They bought luxury items—e.g., Rolls Royces and Roley watches

Chapter One - Cultural Author slows

21

#### Reading

Read through the textbook passage without using a dictionary. As you read, highlight main ideas and important details with a fell-tip pen. Highlight important weabulary 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 seligion?

#### Religion

Anthropologist Authory F. C. Waltace has defined religion as "belief and ritual concerned with supernatural beings, powers, and forces," in studying religions, powers, and forces, "in studying religious acts, actions, events, processes, settings, practitioners, specialists, and organizations,

The supernatural is the extraordinary 10 realm outside (but believed to touch on) the observable world. It is mysterious and inexplcable in ordinary terms. Supernatural belong with and ondersess whosts and speculations are inconclusive, many of them have revealed important functions and effects of religious behavior. Several theories will be a examined gow.

Animism. The Englishman Sir Felward Burnett Typer (127 1988) was a founder of the anthropology of religion. Religion was born. Tylorthought, as people fired to compreshend conditions and events they could not explain by reterence to daily experience. Tylor believed that our ancestors—and contemporacy normalizarial peoples—weep 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)

Visual Tour ix

~	After Reading  A. Main Ideas. In small groups answer these questions. Use your highlighted work and sentences.	Abundance of Practice Material All three readings are followed by a wide variety of			
	Which lines contain the main idea of the whole passage?	exercises that help to solidify students' comprehension			
	<ol><li>Compare your makings (highlighted sections) with those of other students. Did you choose to highlight some of the same sentences?</li></ol>	of new material and vocabulary. Students gain practice in such skills as finding the main idea, guessing			
	8. Guessing Meaning from Context. ( took 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 paraetheless refer to lines in which you can find the winds.)	meaning from context, and logging new vocabulary in a Word Journal. Students are encouraged to use a Word			
	L. caste system (76-77)	Journal to keep track of new words and definitions that they learn throughout the course. (pages 14, 16)			
	2. pollution (78):				
		<ol> <li>Go back to the passage "Symbolic Systems and Meanings" Which new words to remember? Put them in your Word Journal.</li> </ol>			
		Vocabulary Expansion: Islams in Politics That Come from Sports			
	i i	to play hardball     to run neck and neck			

-,,,,,,	Apter One Caltural Anthropology
	: : : : Part Four The Mechanics of Writing
pa	Part Five, you are going to write two paragraphs—one of definition and one of process. In magraph of definition, you will probably need to use affective clauses. In both paragraphs, you'll combine clauses and make transitions from one idea to another. This section will help you to do
A	djective Clauses
a	fany definitions include an asjective clause (relative clause). An adjective clause comes imme tely after the noun that it modifies and begins with a relative pronounce that, which, who who whose when, or where In a definition, there is no commo before the adjective clause because t lause gives essential information.
Ŀ	xamples: A metaphor is a kind of symbol that stands for something else-
	A shamen is a person who fills the role of healer and psychologist in many society
v	With the relative pronoun where, do not use a preposition.
	INCORRECT: A home is a place where people tive in.
se.	CORRECT: A home is a place where people live.  Sentonce Combining: Adjactive Clauses. Combine these pairs of sentences. Make rood sentence in each pair like an adjective clause and add it to the first. Use the relative pro-
inc	Sentence Combining: Adjective Clauses. Combine these pairs of sentences. Make
ind	Sentence Combining: Adjactive Clauses. Combine these pairs of sentences. Making on sentence in each pair into an adjective clause and add it to the first. Use the relative providenced.
1.	Sentence Combining: Adjactive Clauses. Combine these pairs of sentences. Make cond sentence in each pair tale an adjective clause and add it to the first. Use the relative providested.  The bear is a symbol.
1.	Sentonce Combining: Adjactive Clauses. Combine these pairs of sentences. Make condiscence in each pair into an adjective clause and add it to the first. Use the relative producted.  The bear is a symbol.  The symbol is associated with Russia. (that)
1.	Sentonce Combining: Adjactive Clouses. Combine these pairs of sentences. Make cond sentence in each pair into an adjective clause and add it to the first. Use the relative prositioned.  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. (with)
1.	Sentence Combining: Adjactive Clauses. Combine these pairs of sentences. Make stood restrict in each pair into an adjective clause and add it to the first. Use the relative professed.  The bear is a symbol.  The ayarbol is associated with Russia. (that)  The Puritaas were a group of people.

#### 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 biref notes as

 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 differen people's idea of magic?

#### **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)

ou quote a defin	ich should be an i ation from anothe arks and tell whe	r source (such as	a dictionary or	r etymology, co	initions of differ usult a dictionary sage in this chapte	. If
magic						
٠						_
ь						
ć						
d						
rite of passa;	ğe.					
a						
ь						



#### writing Strategy

you tall how something is done. To do this, you need to use chro

Among Stoux Indians of North America, a teenage boy goes through a rite meange called a violon quest in order to make the transition to adulthood. First, he prepares by taking a ritual sweat bath with the village medione 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 elde of a ntain. After the elder leaves, the boy remains alone in this dark pit for four days and rights. He has ritual objects with him - a blanket made by his other, 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 learne his adult name and receives guidance in life. When the pider 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)

· /			Unit I. Anto v
editing Che	cklist		
Polate To Check For	My Check		My Classmale's Check
Paragraph of Definition			
paragraph form (indentation, margins)			*******
2. at least three kinds of delinitions			
3. clear example(s)			
4. correctly used adjective clauses (if any)			
5. correct sentence structure (no fragments)			
Paragraph of Process			
1. paragraph form (indentation, margins)	+6+1 ·	<u> </u>	
2. chronological order			
3. correctly used transition words of time			1,

# SUMMARY of Reading and Writing Skills

Chapter	Reading and Study Skills	Mechanics and Writing Skills
1	<ul> <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> <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>paragraph of definition</li> <li>paragraph of process</li> </ul>
2	<ul> <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> <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>paragraph of comparison</li> <li>paragraph of speculation</li> </ul>
3	understanding imagery in poetry choosing the correct dictionary definition guessing meaning from context: descriptive vocabulary understanding pronoun reference analyzing poetry using the library: reference books (biography) understanding symbols	<ul> <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>paragraph of cause and effect (on a college application)</li> <li>paragraph of analysis (of a poem)</li> </ul>

Chapter	Reading and Study Skills	Mechanics and Writing Skills
4	<ul> <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> <li>making a strong argument with should, ought to, and must</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>paragraph of argument</li> </ul>
5	<ul> <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 Readers' Guide to Periodical Literature</li> </ul>	parallelism     citing sources     quoting and paraphrasing     brainstorming     introduction to the organization of an essay: introduction, body paragraphs, conclusion     writing thesis statements and topic sentences     writing supporting material     5-paragraph essay
6	<ul> <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>	present unreal conditions conditions with without brainstorming using the thesis statement as a mini-outline gathering information writing detailed body paragraphs  5-paragraph essay
7	<ul> <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 Social Sciences Index</li> </ul>	<ul> <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>5-paragraph essay</li> </ul>
8	<ul> <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 The New York Times Index</li> <li>critical thinking: seeing both sides of an argument</li> </ul>	<ul> <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>5-paragraph essay</li> </ul>



# unit

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