



World Cultures History
Geography Economics

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学识拓展 · ACTIVE LEARNING

社会科学

Social Studies

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Social Studies

Joanne Suter (美) 著

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外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

(京)新登字 155 号

京权图字 01 - 2003 - 1628

图书在版编目(CIP)数据

学识拓展——社会科学/(美)苏托(Suter, J.)等著;曹敏改编. - 北京:外语教学与研究出版社, 2002

ISBN 7 - 5600 - 3169 - 2

I. 社… II. ①苏… ②曹… III. 英语课 - 中学 - 课外读物 IV. G634.413

中国版本图书馆 CIP 数据核字(2002)第 095309 号

China edition published by Pearson Education North Asia Ltd. and Foreign Language Teaching & Research Press, Copyright © 2003 by Pearson Education, Inc.

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中国版由培生教育出版北亚洲有限公司与外语教学与研究出版社联合出版。

本简体汉字版本只供在中华人民共和国内地销售(不包括香港特别行政区和澳门特别行政区)。

学识拓展——社会科学

Joanne Suter (美) 著

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责任编辑:张世钦

出版发行:外语教学与研究出版社

社 址:北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com>

印 刷:北京外国语大学印刷厂

开 本:787×1092 1/16

印 张:4.25

版 次:2003 年 4 月第 1 版 2003 年 4 月第 1 次印刷

书 号:ISBN 7 - 5600 - 3169 - 2/G·1513

定 价:5.90 元

* * *

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在新世纪，学好英语的重要性毋庸置疑，但在倡导素质教育的今天，如何提高学习英语的效率，如何能够学以致用，无疑仍是同学们所面临的一大难题。虽说条条大路通罗马，但最好不要走弯路，更不要误入歧途。

国家《英语课程标准》要求初三毕业达到国家五级水平，高三毕业应达到七级水平。在五级的总体目标中有这样的要求：能就日常生活的各种话题与他人交换信息并陈述自己的意见；七级标准的要求就更进了一步，即能就较广泛的话题交流信息，提出问题并陈述自己的意见和建议。

由此可见，学习英语的重要目的是交流，而交流的内容应该丰富多彩，并与我们的生活紧密相关，学习英语应该是一个艰苦而快乐的过程。基于这种想法，几经筛选，我在培生教育出版公司的出版物中发现了以下四个系列的图书，首先吸引我的是它们的系列书名：Active Learning, Life Skills, A Money Matters Guide 和 Everyday Health。通过仔细阅读，我惊喜地发现它们无论是语篇内容，还是涉及的知识领域以及语言难度，都非常适合广大中学生使用。

这套丛书很好地体现了学科融通的教育理念，语篇紧密结合实际生活，通过完成一个个活动，使同学们既丰富了相关的课外知识，又掌握了一定的实际技能，而当同样的场景在生活中再次呈现的时候，我们就会快速地从大脑中提取相应的信息来有效地应对。也就是说，通过学习这套丛书同学们可以达到学习语言和增强自身适应社会能力的双重目的。经过系统的学习，同学们的综合素质无疑会得到显著的提高，而这也正是我将本丛书命名为“素质英语”的初衷。

愿同学们能够从《素质英语——中学英语选修课丛书》中获取给养，增长学识、完善技能，逐步提高自身的综合素质，以充沛的勇气和信心面对21世纪的诸多挑战！

序 言

“学识拓展”系列丛书充分体现了国家《英语课程标准》的基本理念，即注重素质教育，以活动为中心，倡导体验参与。其特色在于各种知识和内容都是以活动的形式呈现，同学们通过参与各种活动，学习和体验有关交际艺术、社会科学、自然科学和数学等方面的知识和技能。大家在做中学，在学中做，借此把所学的知识与真实的现实生活有机地结合起来，达到学以致用、学习知识与培养能力相结合的目的。另外，书中一系列活动，还可以培养同学们的团队意识和合作精神，这些也是素质教育的重要组成部分。

本系列由四个分册组成：《交际艺术》、《社会科学》、《数学》和《科学》。《交际艺术》一书重点在于让同学们通过活动学习交际的艺术，比如交际生活艺术、阅读和文学艺术以及听说艺术。《社会科学》一书为同学们打开了一扇了解社会的窗口，让大家对世界文化、历史、地理以及经济学有所了解。《数学》则通过一些具体的活动，比如制定自己的预算，让大家应用基本的数学知识和技能来解决实际生活中的问题。《科学》的重点在于通过具体的活动让大家掌握有关生命科学、地球科学和物理科学等学科的相关知识和概念。

从内容上来讲，本系列具有很强的趣味性、知识性和实用性。所有的知识和概念都以活动的形式呈现出来，比如通过写支票的活动学习数学知识，希望这种让大家亲自参与活动的做法能够极大地激发同学们的学习积极性。本系列所覆盖的知识面非常广，包括社会政治、日常生活、文化习俗、文学艺术和科学技术等，有利于完善同学们的知识结构。然而它又不仅仅停留在简单的知识呈现这一层面上，而且注重知识的实用性，让同学们学会并利用所学的知识解决生活中的实际问题。比如，在《交际艺术》一书中，“细心的消费者”这一课告知你们广告作者是怎样制作并利用广告来推销商品的，同学们学过之后自己就可以制作一个商业广告。在《科学》一书中，教会你们通过阅读气象图来计划一次旅行。

本系列侧重活动的内容而非语法知识，因此每课书的教学目标和练习

都以内容为主，语言为辅。为了帮助同学们更好地理解语篇，改编时增加了导读、学习目标、文化背景、语言难点等。另外，每册书后还有“自我评价”和“相互评价”表，在学习过每个单元后同学们可以进行自我检测。而附在其后的“综合活动”则为大家提供了真实运用语言的良好机会。

本系列可作为初二、初三学生泛读课、选修课以及双语课的教材，也可作为英语自学者的辅助读物。我们相信这套体现最新教学理念的丛书对我国中学英语素质教育能够起到推波助澜的作用。

导学

作为新世纪的中学生，仅仅局限于家庭和学校的小圈子是远远不够的，还要拓宽视野，努力去了解周围的社会、所在的国家以及世界其它各个地方的风土人情。本书为同学们开启了一扇了解社会、放眼世界的窗口。

全书由活动贯穿始终，目的是让学习者亲身体验学习社会科学的过程。它共分四个单元，涉及社会科学的四个领域，分别为：世界文化、历史、地理和经济学。第一单元让学习者探究世界文化、艺术与传统，并与自己的亲身经历进行比较。第二单元旨在培养学习者研究历史的技能，包括如何进行调查、分类，以及怎样整理、评价和应用信息等。第三单元介绍了自然地理和人文地理的概念，并引导学习者用基本的地理概念解决实际生活中的问题。第四单元阐述了经济学的基本概念，并设计了相关的活动，考察学习者对概念的掌握情况。

本书改编的体例与本系列相一致。浅显易懂的概念介绍和贴近生活的活动设计是本书的一大特色。学习者将在亲自操作中体味学习社会科学的乐趣。

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Activity 1

Murals: The Art of a People 壁画——民族的艺术

Lead-in 导读

壁画是古老的艺术形式之一。你知道壁画的起源吗？世界各地的艺术家们为什么要创作壁画呢？你将在文中找到答案。

Learning Objectives 学习目标

You will be able to:

- ▶ Learn why artists around the world make murals.
- ▶ Make your own mural showing part of your life.

Culture Notes 文化背景

大萧条 (The Great Depression) 指美国 1929 ~ 1933 年间由华尔街股市大崩溃引发的一场空前的经济危机，其后果触目惊心：无数企业破产倒闭，成千上万的工人失业，许多人无家可归，工农业生产锐减，生产停滞甚至倒退了十几年。

MAKE A PLAN 制定计划

Here is what you will need.

- large sheets of paper to cover a wall of bulletin board¹
- small sheets of drawing paper
- tape² or tacks³
- pencils, markers⁴, paints, and brushes

Review the activity. Estimate⁵ how long it will take.

I will work

_____ by myself _____ with a partner _____ in a group

Language Notes 语言难点

1. bulletin board 布告牌

2. tape /teɪp/ n. 胶布，透明胶纸

3. tack /tæk/ n. 大头钉；图钉

4. marker /'mɑ:kə(r)/ n. 作标记的笔

5. estimate /'estɪmeɪt/ v. 估计

Did You Know... → 你知道吗?

Long ago, people painted murals¹. The pictures in the murals told stories. Artists still tell stories with murals today.

Mural painting is one of the oldest forms of art. Prehistoric² murals were painted on cave walls. Many are simple pictures of animals. They were done in yellow, black, and red paints. The paints were made from different colors of clay³ mixed with water.

Doing Research → 进行研究

Egyptians painted murals on the walls of tombs. They often showed scenes⁴ of war. They also showed gods. Some showed scenes of daily life.

Some famous muralists⁵ have come from Mexico. The best known muralists are Diego Rivera, Jose Orozco, and David Siqueiros. They painted the story of the Mexican Revolution⁶. You can see these paintings on the walls of many buildings.

Murals became popular in the United States in the 1930s. During the Great Depression, the government put many artists to work painting murals in public buildings.

Now, get ready to make a mural!



Language Notes | 语言难点

1. mural /'mjuərəl/ *n.* 壁画; 壁饰
2. prehistoric /,pri:his'tɒrɪk/ *adj.* 史前的
3. clay /kleɪ/ *n.* 黏土; 泥土
4. scene /si:n/ *n.* 场面; 事件的

5. muralist /'mjuərəlɪst/ *n.* 壁画家
6. revolution /,revə'lu:ʃən/ *n.* 革命

Collecting Information → 收集信息

Make a mural for a classroom wall. First, study other murals.

Find a picture of a mural in a book. Then answer as many of these questions as you can.

1. In what country would you find the mural?

2. Describe¹ the mural.

3. Who is the artist?

4. Is the mural on a wall? Is it somewhere else?

5. Why do you think the artist painted it? Check one or more lines.

_____ as decoration²

_____ to make a point³

_____ to show life

_____ to advertise⁴ something

Find a mural near where you live. Answer as many of the questions below as you can.

6. Describe the mural.

7. Who is the artist?

8. Where is the mural?

9. Why do you think the artist painted it? Check one or more lines.

_____ as decoration

_____ to make a point

_____ to show life

_____ to advertise something

Analyzing Information → 分析信息

Follow these steps to plan your mural.

1. Decide what your mural will be about.

Language Notes | 语言难点

1. describe /dɪ'skraɪb/ *v.* 描绘, 描述

3. point /pɔɪnt/ *n.* 观点

4. advertise /'ædvətaɪz/ *v.* 为……做广告; 宣传

2. decoration /ˌdekə'reɪʃ.ən/ *n.* 装饰

Remember that some murals show scenes from history. Others show daily life. Your mural might say something about your own world. It could show a time and place you have studied.

2. When you have chosen the topic for your mural, describe it on these lines.

3. Now do a small sketch¹ of your mural on a separate piece of paper.



Showing What You Know → 做做看

1. Cover your wall or bulletin board with large sheets of paper.
2. Divide the mural into small sections². Each person can do a different section.
3. Get your tools ready. Get out your markers or paints.
4. First, sketch your mural in pencil. Then color³ it in.
5. It is hard to see a whole mural as you work. Stand back from time to time to see how it is coming.
6. After your mural is done, be ready to explain⁴ it to others.

Language Notes | 语言难点

1. sketch /sketʃ/ *n.* 草图, 略图
2. section /'sekʃən/ *n.* 部分

3. color /'kʌlə(r)/ *v.* 给……着色; 染;
改变……的颜色

4. explain /ɪk'spleɪn/ *v.* 解释; 讲解

Activity 2

A Cultural Calendar 文化日历

Lead-in 导读

每个民族都有自己特殊的节日。你所知道的国内外的节日有哪些?

Learning Objectives 学习目标

You will be able to:

- ▶ Find out more about special days of different cultures.
- ▶ Mark all the festivals you know on a calendar.
- ▶ Learn the words of festivals.

Culture Notes 文化背景

在冬季,许多民族都有一些喜庆的节日,如欧美盛行的圣诞节,而在中国、日本、朝鲜、韩国、越南等国则有过春节的风俗(如今日本将元旦和春节合并,取消了春节)。春节是我国民间最盛大、最热闹的一个古老传统节日,俗称“过年”。汉、壮、布依、侗、朝鲜等民族都过此节日。

MAKE A PLAN 制定计划

Here is what you will need.

- pencil — colored pens or pencils
- drawing paper — glue¹

Review the activity. Estimate how long it will take.

I will work

_____ by myself _____ with a partner _____ in a group

Did You Know... → 你知道吗?

Many cultures² have holidays in the winter. Which culture celebrates³ each winter festival⁴ below? Draw a line from the culture to the festival.

Language Notes 语言难点

1. glue /glu:/ n. 胶水

2. culture /'kʌltʃə(r)/ n. 文化

3. celebrate /'selɪbreɪt/ v. 庆祝

4. festival /'festɪvl/ n. 节日

Culture or Religion

African American

Muslim¹

Christian²

Jewish³

Vietnamese⁴

Festival

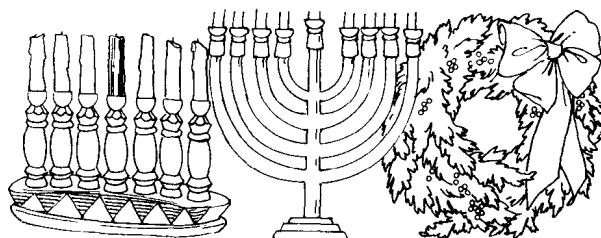
Ramadan⁵

Tet⁶

Hanukkah⁷

Kwanzaa⁸

Christmas



Doing Research → 进行研究

1. Choose one month of the year.

Month: _____

2. Find out the holidays that people in the United States observe⁹ during that month.

Most calendars¹⁰ can help you find that out¹¹.

3. Make a list of¹² the U.S. holidays during that month. Write the name and date of each holiday on the lines below.



Collecting Information → 收集信息

Find out the holidays that several different cultures celebrate during that month.

Language Notes | 语言难点

1. Muslim /'muzlɪm/ *adj.* 穆斯林的, 伊斯兰教的
2. Christian /'krɪstʃən/ *adj.* 基督教的
3. Jewish /'dʒuːɪʃ/ *adj.* 犹太教的
4. Vietnamese /ˌvjetnə'miːz/ *adj.* 越南的

5. Ramadan /ˌræmə'dɑːn/ *n.* 斋月(伊斯兰教历的第九月)
6. Tet /tet/ *n.* (越南的)春节
7. Hanukkah /'hɑːnəkə/ *n.* (犹太教的)光明节

8. Kwanzaa /'kwɑːnzə/ *n.* (美国黑人的)宽扎节
9. observe /əb'zɜːv/ *v.* 庆祝(节日等)
10. calendar /'kælɪndə(r)/ *n.* 日历
11. find (sth) out 获知(某事物)
12. make a list of 列出……的清单

1. Ask what holidays your friends know about.
2. Talk to people who are from different cultures. Ask neighbors and store clerks¹.
3. Look in an encyclopedia². Look in books about holidays around the world.
4. Look at calendars from other cultures.
5. Write the names of the holidays and their dates here.

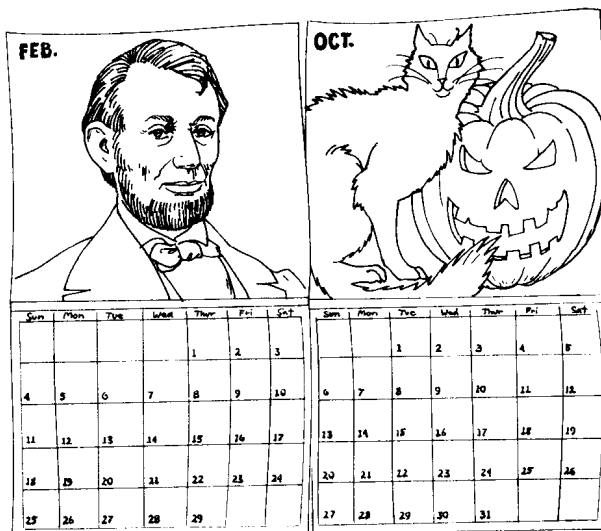
Analyzing Information → 分析信息

Read the rest of this page. Then fill in the calendar on the next page. Follow these steps³.

1. Look at a calendar for this year. Is Monday the first day of the month you have chosen? Or is the first on another day? Number⁴ the days of the month on your calendar.
2. Write the names of the holidays you have found in the squares⁵.

Showing What You Know → 做做看

Find or make a picture for your calendar. The picture should be of a holiday during that month. You can draw the picture. You can copy⁶ the picture. You can cut it out of a magazine. You can also use part of the mural that you made in Activity 1. Here are some ideas.



Language Notes | 语言难点

1. clerk / klɑ:k/ *n.* 店员, 职员
2. encyclopedia / ɪn,saɪklə'pi:dʒə/ *n.* 百科全书
3. step /step/ *n.* (某过程中的)一步
4. number /'nʌmbə(r)/ *v.* 给……编号
5. square /skweə(r)/ *n.* 正方形
6. copy /'kɒpi/ *v.* 抄写; 复制, 复印

The Year: _____ The Month: _____

[illegible]

Activity 3

Celebrate! 庆祝!

Lead-in 导读

每个民族都有自己独特的庆祝传统节日的方式。本课将告诉你为了全面了解某个传统节日, 你需要知道的一些细节, 如人们的服饰、如何装扮节日等。

Learning Objectives 学习目标

You will be able to:

- Find out how people of certain cultures celebrate their traditional festivals.

MAKE A PLAN → 制定计划

Here is what you will need.

- | | |
|-------------------------|-------------------|
| — decorations | — games |
| — music | — food |
| — costumes ¹ | — plates and cups |

Review the activity. Estimate how long it will take.

I will work

_____ by myself _____ with a partner _____ in a group

Did You Know... → 你知道吗?

What happens at cultural² celebrations?

At a Mexican birthday party, children break open a piñata³. The piñata is filled with candy⁴ and small toys.

Language Notes | 语言难点

1. costume /'kɒstjʊ:m/ *n.* 服装, 装束

2. cultural /'kʌltʃərəl/ *adj.* 文化的; 与文化有关的

3. piñata /pi:n'jɑ:tə/ *n.* 彩罐

4. candy /'kændi/ *n.* 糖果, 巧克力