

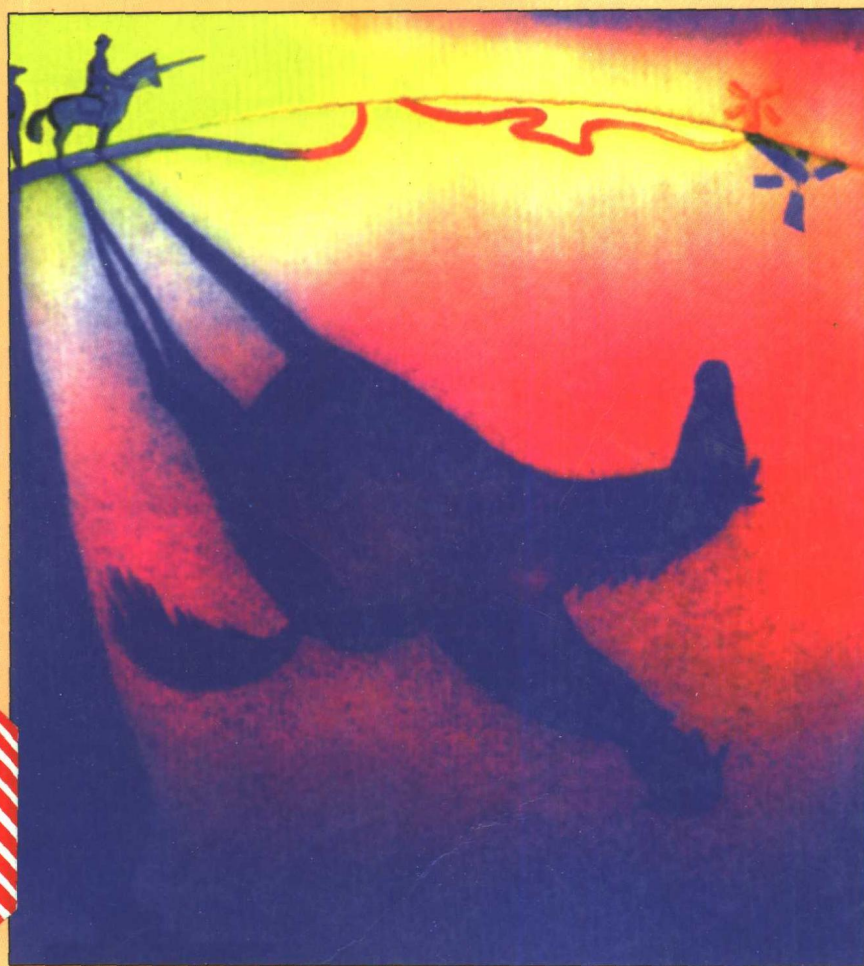
大学新英语读写教程

Quest

*Reading and Writing
in the Academic World*

Book

1



Pamela Hartmann

Laurie Blass



上海外语教育出版社

Shanghai Foreign Language Education Press



麦格劳-希尔国际公司

McGraw-Hill, Inc.

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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途径,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,由浅入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。

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, U.S. history, psychology, art history, cultural anthropology, American 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 1

Quest: Reading and Writing in the Academic World, Book 1 begins with an introductory chapter, Getting Started. This chapter introduces students to basic concepts of college reading and writing such as getting the most out of a textbook, guessing meaning from context, and narrowing a topic for writing. It also presents some of the unique features of the text including the use of a word journal and self- and peer editing checklists.

Following the introductory chapter are three distinct units, each focusing on a different area of college study—Business, Biology, and U.S. History. Each content unit contains two chapters. The Business unit contains chapters on career planning and the free enterprise system, and the Biology unit includes chapters on animal behavior and nutrition. The last unit is on U.S. History, with chapters concentrating on colonial America and the changing nation from 1850–1900.

Unique Chapter Structure

Each chapter of *Quest: Reading and Writing in the Academic World, Book 1* (with the exception of Getting Started) 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 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

Visually Captivating Photo and Art Program

Part One of each chapter in *Quest* usually begins with a discussion of photos that introduce the chapter topic. In this example, students progress from identifying the animals in the pictures, to describing their actions, and finally to discussing whether these actions are learned or instinctive. These activities serve as a springboard for the reading that follows. (page 68)

动物的



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Part One Animal Tales

Before Reading

Look at the pictures of various animals. Answer these questions with a partner.

1. What kinds of animals do you see? (Do you know what some of them are called?) Where might these animals live?
2. What is happening in each picture?
3. In your opinion, which of these actions were *learned*? Which of these actions can animals do *instinctively*—in other words, naturally, without learning?

a. b.


Chapter Three Animal Behavior 69

Reading

Read these paragraphs. Think about the answer to this question.

- What did these animals learn to do?

Animal Tales

In a large space at the Delta Primate Center in Louisiana, there were some long wooden poles. These were toys for the chimpanzees to play with. One day, one of the chimps climbed a pole to get something from a high place. In other words, he used this toy as a *tool*. Soon all of the chimps knew how to use it. With this "ladder," the chimps could achieve their objective: they climbed over the wall and

High-Interest Readings

Earlier readings in each chapter are chosen for the humanistic perspectives that they shed on the chapter topic. These readings capture students' attention and motivate them to want to find out even more about the chapter topic. (page 69)

Emphasis on Reading Preparation

All readings, such as this one in Part Two, are preceded by pre-reading activities such as discussion and prediction. Here, students examine a variety of photos and share personal experiences about animals in advance of reading a passage on animal communication. (page 71)



Part Two Animal Communication

Before Reading



A. Discussion.

Look at the pictures below. In small groups, answer these questions.

1. What animals do you see?
2. What is happening in each picture?
3. How do animals communicate?
4. Do you have a pet, such as a dog or cat? If so, how does your pet communicate with you? Does your pet understand you?

Communication between a human and a dog Ants

reading Strategy

Guessing Meaning from Context

The Phrase That Is

Sometimes the meaning of a new word comes after the phrase *that is*. (*That is* means the same as *in other words*.)

Example: "We humans use language—that is, a system of symbols to represent ideas. (We see that language = a system of symbols to represent ideas.)"

1. What does each underlined word mean? Write the meaning on the line.

a. Children who can't hear learn American Sign Language—that is, a system of hand signals.

American Sign Language _____

b. Can animals understand syntax—that is, the grammar rules of word order?

syntax _____

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 guidance in how to guess meaning from context. (page 72)

Reading Strategies Reinforced Throughout the Book

Before reading "Animal Communication," students are reminded to try to guess the meanings of new words, as opposed to relying on a dictionary. This reminder is a subtle but important follow-up to the Reading Strategy box that appeared earlier. (page 73)

Reading

As you read this passage, don't use a dictionary. Try to guess the meaning of new words. Think about the answers to these questions.

- What are some ways that animals communicate?
- Can animals use language?

Animal Communication

Animals communicate with each other in different ways. Some insects such as ants use smell to tell other ants, "There's food over there." Bees (another type of insect) communicate by sight. They do a kind of dance to tell other bees the location of a supply of flowers. Many mammals such as elephants and whales exchange information by sound. A humpback whale can hear another whale 1,200 km away! We humans use language—that is, a system of symbols to represent ideas. Many people wonder, "Do animals use language, too? Can humans and animals communicate with each other?"



Humpback whale

How Do Animals Learn?

Behavior is the way that animals act. For example, how do they get food or take care of their young? How do they find a place to live or protect themselves from danger? Much behavior is innate; that is, animals are born with it. However, animals learn much other behavior. There are several kinds of learned behavior.

One simple type of learned behavior is habituation. This happens when an animal learns to feel comfortable in a new situation and doesn't pay attention to it anymore. For example, young horses are often afraid of noisy streets. But after a while, they learn to pay no attention to the normal sights and sounds of a city.

Another kind of learned behavior is imprinting. Some animals (such as ducks, geese, and other birds) do not innately know how to recognize other members of their own species (group). They learn this in the first day or two of life. For example, imagine a mother duck in a lake. Four or five small ducklings are swimming after her. They know to follow her. Ducklings quickly imprint on the first moving thing that they see. Usually this is their mother, but not always.

Trial-and-error learning, an animal tries to do something many times before it is successful. A jackdaw—a kind of bird—learns to build a nest in this way. At first, it uses almost anything in its nest: leaves, grass,

Unit 2 Biology

ciate the sound of the food. After some time, and a bell alone, with-

complex type of learn- light, an animal uses re a new problem. We or example, when we

Stocks Head, ID, LNU, Ivan Pavlov, a Russian biologist, studied conditioning in dogs. Dogs innately salivate (produce liquid in the mouth) when they smell food. Pavlov rang a bell every time he gave food to a dog. Soon

work on a new learn- problem. Learning is important for all animals in a new environment. It allows an animal to be adaptable—that is, able to change in a new situation

"How Do Animals Learn?" (author's title, originally titled "Learned Behavior") from Anton Bridge, Chris Kapickis, and Linda Lundgren: *Biology: The Dynamics of Life*, pp. 907-913. Copyright © 1995 by Glencoe/McGraw-Hill. Reprinted with the permission of the publishers.

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. This authentic reading is supported with practice in academic reading skills such as skimming for main ideas, using a dictionary, and synthesizing ideas. (pages 77–78)

After Reading

A. Comprehension Check. On page 77, you listed the five types of learned behavior, and you see these in the following list. Match each one to its definition. Write the letters on the lines.

Types of Learned Behavior

- _____ habituation
- _____ imprinting
- _____ trial-and-error
- _____ conditioning
- _____ insight

Definitions

- a. learning by putting together different ideas
- b. learning, in time, to feel comfortable in a new situation
- c. learning from past experiences
- d. learning by trying something many times and finally succeeding
- e. learning to recognize one's own species

B. Vocabulary Check. Find a word in the reading passage for each definition below. The numbers in parentheses refer to lines in the reading.

1. an adjective for behavior that animals are born with (1, 5): _____
2. a group of animals (20, 25): _____
3. a bird's home (30, 35): _____
4. something similar to water (40, 45): _____
5. people _____

Chapter Three Animal Behavior

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C. Word Journal. Go back to the passage. Are there some other new words? Can you guess the meaning from the context? Write the words and your guesses in your Word Journal.

Abundance of Practice Material

All three readings are followed with a wide variety of exercises that help to solidify students' comprehension of new material and vocabulary. Students gain practice in such skills as identifying topic sentences, finding general and specific ideas, and logging new vocabulary in a word journal. Students are also encouraged to use a word journal to keep track of new words and definitions that they learn throughout the course. (pages 78–79)

Solid Introduction to the Mechanics of Writing

Part Four is devoted to providing students with chapter-specific writing mechanics which 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 81)

The Simple Past Tense

The simple past tense expresses something that happened, started and ended, in the past. There are two forms of the simple past: regular and irregular.

Most verbs are regular. Just add *-ed* to the simple form of the verb.*

Examples: She noticed a seagull. (noticed) → **ed** → noticed.

The bird seemed to have a broken wing. (seem) → **ed** → seemed.

Irregular verbs do not follow this pattern. (There is a list of irregular verbs on page 177.)

Examples: She gave it some bread. (give) → **gave**.

The bird flew away. (fly) → **flew**.

To form the negative of both regular and irregular verbs, use *did + not* (or usually the contraction *didn't*) + the simple form of the verb.

Example: The bird **didn't fly** a broken wing.

* Note: Spelling rules for words with *ie* are on page 176.

A. Practice. Fill in each blank with the simple past tense of the verb in parentheses. Verbs in **bold** are irregular. (Check the list on page 177 if necessary.) All other verbs are regular.

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 writing sentences using direct and indirect object pronouns. (page 84)

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Unit 2 Biology

Using Direct and Indirect Objects

There is a *direct object* immediately after some verbs. A direct object is a noun or noun phrase.

Examples: The dolphin watched *the man*.

X direct object

The woman followed *the bird with the broken wing*.

X direct object

If the verb is transitive, it *must* have an object. Some transitive verbs are *enjoy, like, give, take, bring, and find*. (Your dictionary shows that a verb is transitive with the letters *tr*.)

Examples: The dolphin found. (incorrect)

The dolphin found *the ball*. (correct)

Some verbs also have an *indirect object*. When you use an indirect object, you express *to whom* you give, take, bring (etc.) something. There are two possible positions for an indirect object.

Examples: The dolphin took *the ball* to *her*.

X I.O. D.O.

The dolphin took *her* the ball.*

X I.O. D.O.

* Note: Do not use *to*. The indirect object comes immediately after the verb.

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Part Five Writing in the Academic World

Before Writing

A. Brainstorming

1. In small groups, make a list of behaviors that *humans* learn in these four different ways:

Habituation	Trial-and-Error	Conditioning	Insight

Chapter-Culminating Focus on Writing

Each chapter culminates in a writing assignment found in Part Five. This 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 the writing, and developing ideas into a paragraph. (page 86)

Carefully Directed Writing Assignments

Writing assignments in *Quest, Book 1* focus on a variety of rhetorical styles. In this example, students are preparing to write a chronological paragraph. Assignments in other chapters include paragraphs of comparison, description, analysis, and process. (page 87)

Chapter Three: Animal Behavior 87

B. Choosing a Topic.

You're going to write a paragraph in chronological order (order of time) about something you have learned through habituation, trial-and-error, conditioning, or insight. (Choose just one way of learning.)

C. Planning.

You need to plan your paragraph before you write it. On a piece of paper, write your learned action on the top line. This is your topic. If your topic has a word that your readers may not understand, define this word. Then write each step in chronological order. For new words, use a dictionary or ask someone—another student or your teacher.

Example:

Learned action	_____
Definition of new words	_____
Step 1 of the process	_____
Step 2 of the process	_____
Step 3 of the process	_____
Step 4 of the process	_____

writing Strategy

Organizing a Paragraph of Process

In a paragraph of *process*, you write about each step in a series of actions. It's important to write these in order of time. (What happens first? What happens next?) For this assignment, begin with the topic (your learned action) in the first sentence. After this, write each step from your plan in a complete sentence.

Example:

I learned to like kimchee by habituation. Kimchee is a pickled vegetable (usually cabbage), and it has a very strong taste. I first experienced this dish when I went to live in Korea for a few years. At first, I hated it because it smelled of garlic. But the smell was everywhere—in every restaurant and home. People ate it at almost every meal. I couldn't avoid having it on the table in front of me. After a while, the smell didn't seem so strange. Then one day I took a small bite. I didn't like it much, but it wasn't terrible. Every day, I ate a little more. Finally, I was able to eat a lot of it, and I learned to enjoy it.

Notice the following in the example:

- the use of transition words
- the use of the simple past tense

Writing Strategy Boxes

Writing Strategy boxes offer students tips and suggestions on various steps in the writing process. In this example, students work on organizing a paragraph of process, and are given a relevant example that corresponds to the chapter theme of learned behavior. (page 88)

Self- and Peer Editing

A self- and peer 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 89)

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Editing Checklist

Points To Check For	My Check	My Classmate's Check
1. Is the paragraph form correct (indentation, margins)?	_____	_____
2. Is the learned action in the first sentence?	_____	_____
3. Are the steps in the correct order (that is, the order of time)?	_____	_____
4. Is the use of the simple past tense correct?	_____	_____
5. Are the articles correct?	_____	_____
6. Is the use of transition words correct?	_____	_____

Second Draft: Use the answers on the checklist to help you rewrite your paragraph. Then give your paragraph to your teacher.

summary of Reading and Writing Skills

Chapter	Reading Skills	Mechanics and Writing Skills
<i>Getting Started</i>	<ul style="list-style-type: none"> • introduction to guessing meaning from context • deciding when a dictionary is necessary • introduction to the use of a word journal • determining parts of speech • using a dictionary: alphabetizing • recognizing general and specific ideas • recognizing phrases and clauses • recognizing topics and main ideas 	<ul style="list-style-type: none"> • introduction to the writing process • understanding the assignment • brainstorming • narrowing the topic • writing a first draft • self- and peer editing
1	<ul style="list-style-type: none"> • guessing meaning from context: definitions after <i>be</i> or <i>means</i> • finding important details • recognizing parts of speech • reading small (sub-) heads 	<ul style="list-style-type: none"> • simple present tense • present perfect tense • time expressions with the present perfect tense • simple past tense • gerunds and infinitives • having a main idea • <u>chronological paragraph</u>
2	<ul style="list-style-type: none"> • making inferences • guessing meaning from context: using pictures, commas, dashes, and parentheses • critical thinking • highlighting the topic sentence 	<ul style="list-style-type: none"> • prepositions of place • present continuous tense • stative verbs • using adjectives • <u>paragraph of description</u>

Chapter	Reading Skills	Mechanics and Writing Skills
3	<ul style="list-style-type: none"> • understanding quotation marks • guessing meaning from context: using the phrases <i>that is</i>, <i>such as</i>, and <i>for example</i> • classifying • skimming for main points • understanding pronouns 	<ul style="list-style-type: none"> • simple past tense • transition words: <i>and</i>, <i>when</i>, <i>because</i>, <i>first</i>, <i>at first</i>, <i>then</i>, <i>later on</i>, <i>after a while</i>, <i>finally</i> • direct and indirect objects • using articles • <u>paragraph of process</u>
4	<ul style="list-style-type: none"> • making inferences • guessing meaning from context: using dashes and parentheses; using examples • choosing the correct dictionary definition • understanding reading cues: italics • critical thinking: classification • using pictures and tables • scanning 	<ul style="list-style-type: none"> • count and noncount food nouns • quantity expressions: <i>too much</i>, <i>too many</i>, <i>a lot of</i>, <i>not enough</i> • cause and effect statements with <i>if (not)</i> . . . <i>will</i> • forming an opinion • supporting an opinion • <u>paragraph of analysis</u>
5	<ul style="list-style-type: none"> • guessing meaning from context: using an explanation in the next sentence • understanding pronouns • scan for dates • scan for events • understanding chronological order 	<ul style="list-style-type: none"> • <i>can</i> and <i>could</i> • causatives: <i>force</i> and <i>make</i> • summary writing: paraphrasing and condensing • <u>summary paragraph</u>
6	<ul style="list-style-type: none"> • making inferences • understanding graphs • general and specific ideas • guessing meaning from context: finding meaning in the next sentence • pronoun reference • finding reasons after <i>due to</i>, <i>because</i>, <i>because of</i>, <i>so</i>, <i>therefore</i> 	<ul style="list-style-type: none"> • transition words of contrast: <i>but</i>, <i>however</i>, <i>in contrast</i> • using quotations for support • the use of <i>There</i> (in subject position) • <u>paragraph of comparison</u>

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introduction

Getting Started

This chapter will get you started with the material in this book. It will introduce you to college reading and writing.

