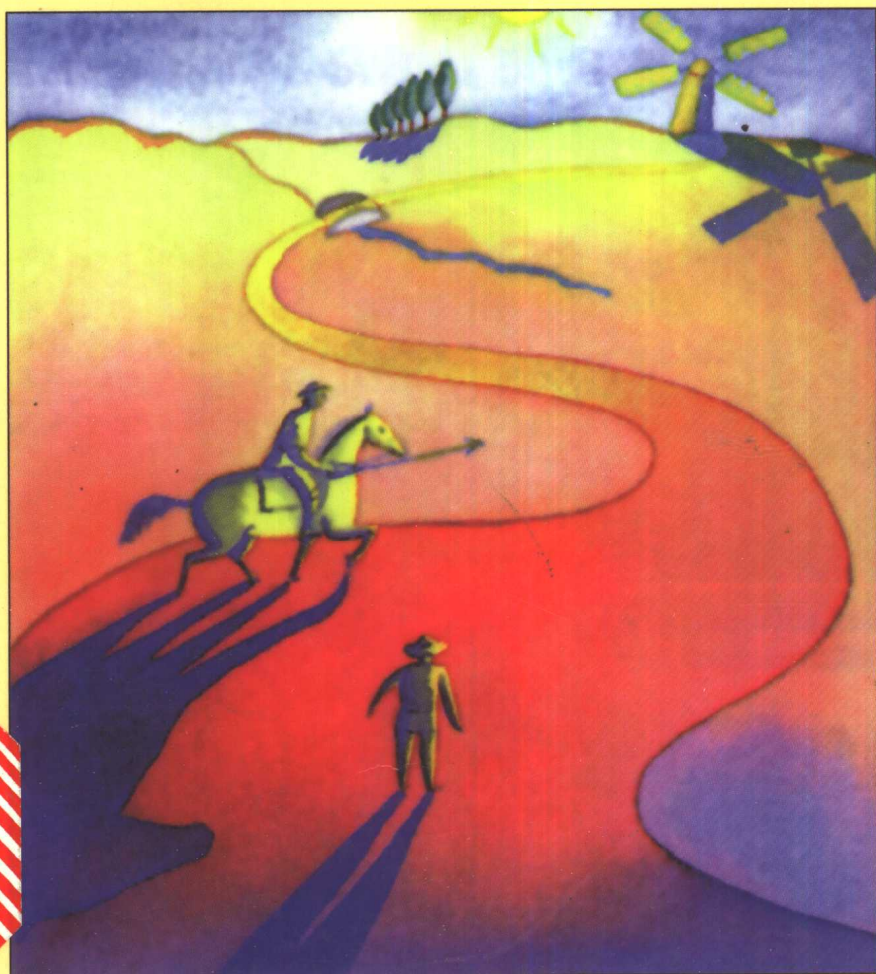


大学新英语读写教程

Quest

*Reading and Writing
in the Academic World*



Book

2

Pamela Hartmann



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.

人类学

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 2

Quest: Reading and Writing in the Academic World, Book 2 is designed for students at an intermediate to high-intermediate level of proficiency, and contains many unique features that were introduced in *Book 1*, 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—Global Business, Art, Psychology, and Health. Each content unit contains two chapters. The Global Business unit contains chapters on doing business internationally and international economy, and the Art unit includes chapters on themes and purposes and the ancient world (Egypt). The third unit is on Psychology and features chapters concentrating on states of consciousness and abnormal psychology. The last unit, Health, contains a chapter on medicine and drugs (addictive substances) and a chapter on the secrets of good health.

theme [θi:m] 主题

Unique Chapter Structure

Each chapter of *Quest: Reading and Writing in the Academic World, Book 2* 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 (鳴謝)

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.

* 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* typically begins with a discussion of a photo that introduces the chapter topic. In this example, students examine an Egyptian wall painting and answer questions that serve as a springboard for the first reading. (page 108)

出发点

108

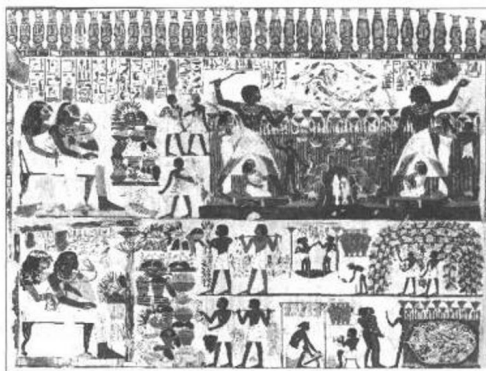
Unit 2 Art

Part One Rules of Egyptian Art

Before Reading

Discussion. Look at the following wall painting. In small groups, examine the details of the painting and answer these questions.

1. Which people are Nakhth and his wife? Why do you think so?
2. Who might the other people be?
3. What are the people doing? Describe as many activities as possible.
4. Do these figures look realistic? Why or why not? What seems strange about them?



Nakhth and His Wife. Copy of a wall painting from the tomb of Nakhth, c. 1425 B.C., Thebes, Egypt. The Metropolitan Museum of Art, New York.

Chapter Four The Ancient World: Egypt

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Reading

As you read the following passage, think about the answer to this question:

- Why did the style of Egyptian art stay almost the same for 3,000 years?

The Rules of Egyptian Art

Just for a few moments, imagine some famous paintings of one or two hundred years ago. Can you picture these in your mind? Now imagine the most modern abstract art of today. In only one to two hundred years, there have been huge changes in the form and content of art. In contrast, the characteristics of ancient Egyptian art remained nearly the same for almost three thousand years.

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Rules for Artists

1. The pharaoh (king) or most important person must be the largest. Servants, children, and unimportant wives must be smaller.
2. Men have dark or red skin. Women have light or yellow skin. (It doesn't matter what their real skin color is.)
3. People of high status—especially the pharaoh—must look stiff and serious. They should appear frozen and unmoving.
4. People of low status may be shown in more natural positions as they hunt, fish, plant or harvest crops, and do other work.
5. Depict animals as naturally as possible in correct biological details.



High-Interest Readings

This reading on the rules of Egyptian art captures students' attention and motivates them to find out even more about the chapter topic. (pages 109–110).

Emphasis on Reading Preparation

All readings are preceded by pre-reading activities such as prediction and vocabulary preparation. In activity B, students make guesses about words that they will encounter in the reading entitled "Finds Reveal Much of Life at Pyramids." (page 112)


112
Unit 2 Art

Part Two Finds Reveal Much of Life at Pyramids

Before Reading

A. Making Predictions. Most people know that the pyramids of ancient Egypt were tombs for the dead pharaohs. However, until recently, we didn't know much about the people who built the pyramids. With a partner, answer these questions.

1. In your opinion, who built the pyramids? What was the status of these builders?
2. What might their lives have been like? How were their lives different from the pharaohs' lives?



Egyptian pyramids at Giza—tombs of the pharaohs, built c. 2550 BC.

B. Vocabulary Preparation. The following newspaper article has some words that will be new to you. What can you guess about each underlined word that follows? Write your guess on each line and compare your answers with another student's.

1. The builders of the pyramids lived in a village not far from their worksite. When they died, their families buried them in tombs in a nearby crypt.

Chapter Four The Ancient World: Egypt
113

reading Strategy

Guessing Meaning from Context

Sometimes you can guess the meaning of a new word if its *opposite* is in the context.

Example: Houses down at the bottom of the cliff were undesirable and unwanted because of the bad location, but houses up at the top of the cliff were sought after.

Here we see that sought after means the opposite of "undesirable" or "unwanted." Therefore, sought after means "desirable" or "wanted."

Reading Strategy Boxes

Reading Strategy boxes occur throughout each chapter and provide students with practical skills 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 113)

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. (pages 119, 124)

Chapter Four The Ancient World: Egypt
119

Reading

As you read the textbook passage, think about the answer to this question:

- How was art a mirror for the three periods in ancient Egyptian history?

Egyptian Civilization: A Brief History

It is usual to divide the long history of Egypt into three periods: the Old Kingdom, the Middle Kingdom, and the New Kingdom. These are further divided into dynasties. A dynasty was a period when a single ruler or a line of rulers chosen by the gods ruled the country.

Often, however, thieves broke into the pyramids. They stole the gold and other treasures and destroyed the pharaoh's body. Consequently, sculptors began to create statues of the pharaoh, such as the portrait of

124
Unit 2 Art

G. Identifying Causes and Effects. Look back at the textbook passage to find answers to these questions. (Hint: Look for the expressions *therefore*, *for this reason*, *consequently*, and *because*.)

1. Why was the pharaoh not allowed to marry outside of the immediate family?

丰富

Abundance of Practice Material

Each of the readings is followed by a wide variety of exercises that help to solidify students' comprehension of new material and vocabulary. In activity E, students are asked to log 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. (page 123)

D. Vocabulary Expansion. Your vocabulary will grow faster if you learn different parts of speech when you learn a new word. Use the textbook passage and a dictionary to fill in these words.

Verb	Noun	
	succession	(situation)
	successor	(person)
		(situation)
	ruler	(person)
establish		
restore		

E. Word Journal. Go back to the passage "Which words are important for you to remember?" Put them in your Word Journal.

Part Four The Mechanics of Writing

In Part Five, you are going to write a paragraph about Egyptian art. In your paragraph, you'll need to explain the artist's reasons for the style of a painting. Part Four will help you to write about causes, effects, and purposes.

Infinitives of Purpose

An infinitive (*to* + the simple form of a verb) can answer the question "Why."

Example: Artists depicted the pharaoh as stiff and unmoving to show his high status.
(to show his high status = because they wanted to show his high status)

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 124)

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 using transitional expressions and phrases in a paragraph about pyramids. (page 127)

Transitional Expressions and Phrases

If the cause or reason is a noun or noun phrase (instead of a clause), use due to or because of.

Examples: Skilled artisans were buried in tombs of better quality because of their higher status.
(noun phrase)

Because of their higher status, skilled artisans were buried in tombs of better quality.
(noun phrase)

C. Practice. In the following paragraph, fill in the blanks with because, since, as, because of, or due to. Don't use the same expression more than once.

_____ 1 _____ ancient Egyptian religious beliefs, much of what we know today about the people comes from their tombs. Great care was taken to protect and preserve the body after death. _____ 2 _____ people believed that a person's *ka*, or soul, needed a body in which to live. It was especially necessary to preserve the body of the pharaoh _____ 3 _____ he was seen as both a king and a god. People believed that he would join the other gods when he died. _____ 4 _____



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 129)

Part Five Writing in the Academic World

Before Writing

A. Gathering Information. You're going to write a paragraph about one of these wall paintings. In the chart that follows, fill in as much information as possible about these two paintings. If you can't know a piece of information, put a question mark.

130 Unit 1 Art		
Elements	Melkor with his Daughter and a Son	Wall painting from the tomb of Nebamun
time, year and period (which kingdom?)		
use of space		
animals		

Carefully Directed Writing Assignments

Writing assignments focus on a variety of rhetorical styles. This chart helps students prepare to write a paragraph about causes, effects, and purposes. Assignments in other chapters include paragraphs of persuasion, definition, example, and analysis. (page 130)

Writing Strategy Boxes

Writing Strategy boxes offer students various writing tips and suggestions. In this example, students learn how to write a paragraph of cause and effect such as those typically necessary in essay tests. (page 131)

Writing

writing Strategy

Taking an Essay Exam

On an essay exam, you will need to answer one or more questions in complete paragraphs. The instructor wants to find out if you 1) have done the reading for the class, 2) understand it, and 3) can apply it to a new situation. Clearly, it is not enough simply to memorize information for an essay exam.

It's important to read the essay questions or directions carefully and stay on target in writing your paragraph. In other words, keep on the specific topic that the instructor has given. There are many possible directions on an essay exam. In this chapter we will examine essay questions that require a cause and effect paragraph. Notice in the following examples that often an essay "question" is not a question at all; instead, it is in the form of a command or directions.

Examples: Explain why . . .
 Trace the causes of . . .
 Identify the major reasons for . . .
 Give three reasons for . . .

editing Checklist

Points To Check For	My Check	My Classmate's Check
1. Is the paragraph form correct (indentation, margins)?		
2. Is the piece of art mentioned in the topic sentence?		
3. Are clear reasons given?		
4. Is there correct use of transition words?		
5. Is there variety in the use of transitions?		
6. Other:		

Self- and Peer Editing

A self- and peer editing checklist concludes each writing assignment and guides student's toward the kinds of changes they will need to make in the second draft of their writing. (page 133)

summary of Reading and Writing Skills

Chapter	Reading Skills	Mechanics and Writing Skills
1	<ul style="list-style-type: none"> making inferences dealing with new words guessing meaning from context: 同义词 using definitions or synonyms after a comma, dash, or in parentheses skimming for main topics 括号 finding the main idea finding details understanding stems and affixes 	<ul style="list-style-type: none"> simple present and simple past tenses modals of advice (present, future, past) the subject <i>you</i> (meaning "everyone") adjective clauses (relative clauses) coordinating conjunctions introduction to brainstorming, choosing a topic, narrowing a topic, planning a paragraph <u>paragraph of example</u>
2	<ul style="list-style-type: none"> understanding new words: accepting uncertainty making inferences understanding parts of speech introduction to the use of a word journal understanding italics guessing meaning from context: information in the next sentence; the phrases <i>that is</i> and <i>in other words</i> marking a book 	<ul style="list-style-type: none"> the passive voice adverbial conjunctions avoiding and repairing run-ons and comma splices writing a topic sentence gathering information organizing supporting material <u>paragraph of analysis</u>
3	<ul style="list-style-type: none"> determining point of view thinking ahead understanding subject and object pronouns finding similarities and differences understanding italics 	<ul style="list-style-type: none"> appositives adjective clauses participial phrases prepositional phrases adjectives: basic rules order of adjectives transitional expressions of comparison-contrast identifying a good topic sentence gathering and organizing supporting material <u>paragraph of comparison-contrast</u>

Chapter	Reading Skills	Mechanics and Writing Skills
4	<ul style="list-style-type: none"> • making predictions • guessing meaning from context: using opposites • understanding idioms • recognizing tone • identifying causes and effects • making inferences • understanding stems and affixes 	<ul style="list-style-type: none"> • infinitives of purpose • subordinating conjunctions of cause and effect • transitional expressions and phrases • conjunctions of cause and effect: review • taking an essay exam • <u>paragraph of description/ cause and effect</u>
5	<ul style="list-style-type: none"> • determining point of view • identifying general and specific ideas • choosing the correct dictionary definition • synthesizing information 	<ul style="list-style-type: none"> • transition words of time (subordinating and adverbial conjunctions) • use of tenses in narration • writing about symbols • idea mapping • using variety in language • <u>paragraph of narration</u> • <u>paragraph of analysis</u>
6	<ul style="list-style-type: none"> • finding important details • making inferences • understanding stems and affixes 	<ul style="list-style-type: none"> • the passive voice • adjective clauses in definitions: review • writing about advantages and disadvantages • adverbial conjunctions of addition and contradiction • paraphrasing • summarizing • citing sources • <u>paragraph of summary</u> (including advantages and disadvantages)
7	<ul style="list-style-type: none"> • understanding metaphors • pronoun reference 	<ul style="list-style-type: none"> • subordinating conjunctions: review/extension • avoiding and repairing fragments • the present unreal conditional • writing a topic sentence for a persuasive paragraph • <u>paragraph of persuasion</u>
8	<ul style="list-style-type: none"> • making inferences • understanding possessive adjectives 	<ul style="list-style-type: none"> • using italics and quotation marks (summary) • review of conjunctions of contradiction and cause and effect • writing definitions • <u>paragraph of definition</u>

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unit

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CURRENCY CROSSRATES

	Dollar	Pound	SF	Peseta	DFL
Belgium	32.517	49.914	24.495	.24836	18.388
Canada	1.3695	2.1021	1.0316	.01046	.77440
ECU	.82645	1.2686	.62256	.00631	.46734
France	5.4030	8.2936	4.0701	.04127	3.0553
Germany	1.5755	2.4184	1.1868	.01263	.89092
Italy	1584.0	2431.4	1193.2	12.099	896.72
Japan	99.51	152.74	74.967	7400	54.240
Netherlands	1.7604	2.7945	1.3607	.01341	.9177
Spain	166.32	200.47	90.407	896.72	35.0
Switzerland	1.0278	1.4807	.6936	.00693	.46734
U.K.	1.0000	1.0000	1.0000	1.0000	1.0000
U.S.	1.0000	1.0000	1.0000	1.0000	1.0000

EUROCURRENCY RATES

Global Business

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