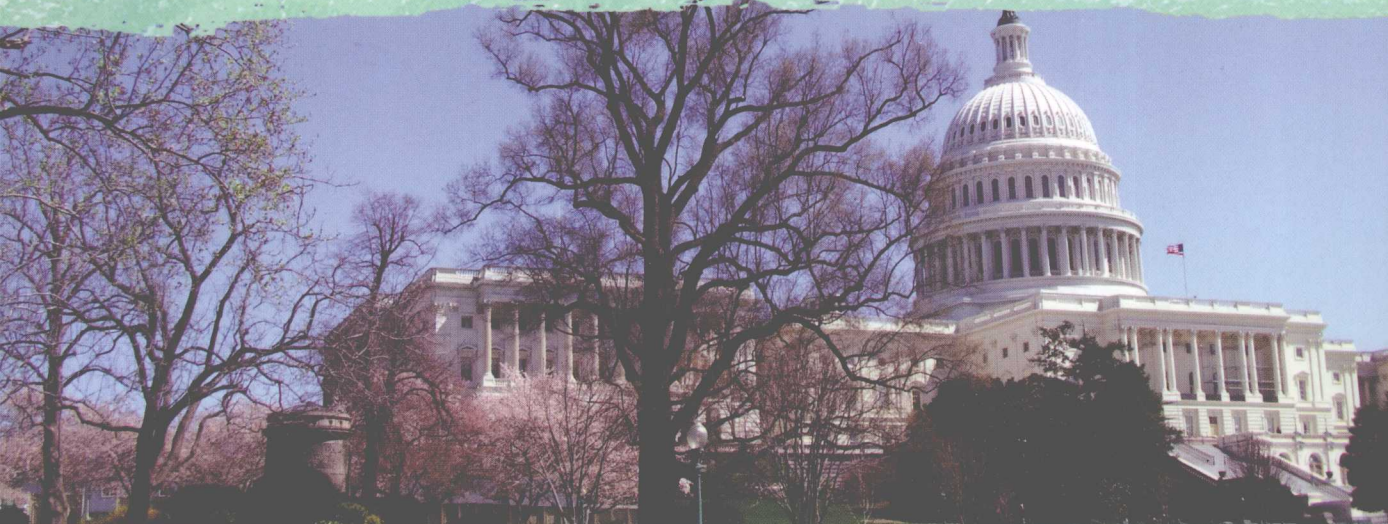




21世纪英语专业系列教材



*Introduction to the History
of the USA*



美国 历史文化

常俊跃 夏 洋 赵永青 主编



北京大学出版社
PEKING UNIVERSITY PRESS

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图书在版编目(CIP)数据

美国历史文化/常俊跃,夏洋,赵永青主编. —北京:北京大学出版社,2009.9

(21世纪英语专业系列教材)

ISBN 978-7-301-15713-8

I. 美… II. ①常…②夏…③赵… III. ①英语-阅读教学-高等学校-教材②文化史-美国 IV. H319.4:K

中国版本图书馆 CIP 数据核字(2009)第 159418 号

书 名: 美国历史文化

著作责任者: 常俊跃 夏 洋 赵永青 主编

责任编辑: 孙 莹

标准书号: ISBN 978-7-301-15713-8/K · 0616

出版发行: 北京大学出版社

地 址: 北京市海淀区成府路 205 号 100871

网 址: <http://www.pup.cn>

电 话: 邮购部 62752015 发行部 62750672 编辑部 62767347

出版部 62754962

电子邮箱: zpup@pup.pku.edu.cn

印 刷 者: 北京宏伟双华印刷有限公司

经 销 者: 新华书店

787 毫米×1092 毫米 16 开本 14.25 印张 336 千字

2009 年 9 月第 1 版 2009 年 9 月第 1 次印刷

定 价: 29.00 元

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前言

《美国历史文化》是在内容依托教学理念指导下,依托国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”推出的系列英语内容依托教材之一,是大连外国语学院和辽宁省两级教学成果一等奖并获得国家级教学成果二等奖。这套系列教材的推出具有重要的理论意义和重大的现实意义。

随着我国英语教育的快速发展,英语专业长期贯彻的“以技能为导向”的课程建设理念及教学理念已经难以满足社会的需要。专家教师们密切关注的现行英语专业教育大、中、小学英语教学脱节,语言、内容教学割裂,单纯语言技能训练过多,专业内容课程不足,学科内容课程系统性差,高低年级内容课程安排失衡及其导致的学生知识面偏窄、知识结构欠缺、思辨能力偏弱、综合素质发展不充分等问题日益凸显。

针对上述问题,国家哲学社会科学项目“英语专业基础阶段内容依托式教学改革研究”以内容依托教学(CBI)理论为指导,确定了如下改革思路:

(一)更新语言教学理念,改革英语专业教学的课程结构。在不改变专业总体培养目标和教学时限的前提下,对课程结构进行革命性的变革,改变传统单一的语言技能课程模式,实现内容课程——语言课程的融合,扩展学生的知识面,提高学生的语言技能。

(二)开发课程自身潜力,同步提高专业知识和语言技能。内容依托课程本身也同时关注内容和语言,把内容教学和语言教学有机结合。以英语为媒介,系统教授专业内容;以专业内容为依托,在使用语言过程中提高语言技能,扩展学生的知识面。

(三)改革教学方法手段,全面提高语言技能和综合素质。依靠内容依托教学在方法上的灵活性,通过问题驱动、输出驱动等方法调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,提高学生的语言技能,激发学生的兴趣,培养学生的自主性和创造性,提升思辨能力和综合素质。

本项改革突破了我国英语专业英语教学大纲规定的课程结构,改变了英语专业基础阶段通过开设单纯的听、说、读、写四种语言技能课提高学生语言技能的传统课程建设理念,对英语课程及教学方法进行了创新性的改革。首创了有英语专业基础阶段具有我国特色的内容——语言融合的课程体系;率先开发了适合英语专业基础阶段的内容依托课程;系统开发了英语国家史、地、社会文化、欧洲文化、中国文化、跨文化交际、《圣经》文化教材;以英语为媒介,系统教授专业内容;以内容为依托,全面发展学生的语言技能;扩展学生的知识面,提高学生的综合素质,以崭新的途径实现英语专业教育的总体培养目标。

经过七年的酝酿、准备、实验,内容依托教学改革取得了鼓舞人心结果。

(一)构建了英语专业基础阶段内容依托课程与语言课程融合的课程体系。新的课程体系改变了传统单一的听、说、读、写语言技能课程模式,实现了内容依托课程和语言技能课程两种模块的融合;语言技能课程包含综合英语、听力、语音、写作,内容课程包含了美国历史文化、美国自然人文地理、美国社会文化、英国历史文化、英国自然人文地理、英国社会文化、澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化;语言技能课程密切关注听、说、读、写技能的发展,内容依托课程不仅关注系统的学科内容,而

且也关注综合语言技能的培养。在课程外和课程内两个层面把内容教学和语言教学有机结合,通过内容教学培养学生综合语言运用能力,扩展学生的知识面,提高学生的综合素质和多元文化意识,从根本上改变英语专业学生知识面偏窄、综合素质偏低的问题。

(二)系统开发了相关国家的史、地、社会文化以及跨文化交际课程资源。在CBI教学理论的指导下,在实施内容依托教学的关键期——英语专业的第一学年,成功开出了美国和英国的历史、地理、社会文化等课程。第二学年开出澳新加社会文化、欧洲文化、中国文化、跨文化交际、《圣经》与文化等课程。内容依托教材改变了传统的组织模式,系统组织了教学内容,设计了新颖的栏目板块,设计的活动也丰富多样,实践教学中受到了学生的广泛欢迎。此外还开发了开设课程所需要的大量资源。在北京大学出版社的支持下,系列教材已经陆续出版。

(三)牵动了教学手段和教学方法的改革,取得了突出的教学效果。在内容依托教学理论的指导下,教师的教学理念、教学方法、教学手段得到更新。通过问题驱动、输出驱动等活动调动学生主动学习,把启发式、任务式、讨论式、结对子、小组活动、课堂展示、多媒体手段等行之有效的活动与学科内容教学有机结合,激发学生的兴趣,培养学生自主性和创造性,提高学生的语言技能,提升思辨能力和综合素质。曾有专家教师担心取消专门的英语泛读课以及缩减基础英语精读课会对阅读技能发展会产生消极影响。实验数据证明,内容依托教学不仅没有对学生的语言技能发展和语言知识的学习产生消极影响,而且还产生了多方面的积极影响;在取消专门英语阅读课的情况下,阅读能力发展迅速;内容依托教学对学科知识的学习产生了巨大的积极影响。

(四)提高了教师的科研意识和科研水平,取得了丰硕的教研成果。项目开展以来,团队对内容依托教学问题进行了系列研究,活跃了整个教学单位的科研气氛,科研意识和科研水平也得到很大提高。课题组已经撰写研究论文17篇,在国际、国内学术研讨会交流12篇,在国际学术期刊*World Englishes*、国内外语类核心期刊《外语与外语教学》、《中国外语》、《教育理论与实践》等发表研究论文8篇。

教学改革开展以来,每次成果发布都引起强烈反响。在2008年3月的第三届中国外语教学法国际研讨会上,与会的知名外语教育专家戴炜栋教授等对这项改革给予关注,博士生导师蔡基刚教授认为本项研究“具有导向性作用”。在2008年5月的“第二届全国英语专业院系主任高级论坛”上,研究成果得到知名专家博士生导师王守仁教授和与会专家教授的高度评价。在2008年7月的中国英语教学研究会东北地区年会上,改革的系列成果引起与会专家的强烈反响,研究论文获得3个优秀论文一等奖,3个二等奖,1个三等奖。在2008年11月的中国英语教学研究会年会上,成果再次引起与会专家的强烈反响,博士生导师石坚教授等给予了高度评价。在2008年10月和12月,本项改革成果分别获得大连外国语学院教学研究成果一等奖和辽宁省优秀教学成果奖一等奖,而且还被辽宁省特别推荐参评国家教学成果奖。在2009年5月的“第三届全国英语专业院系主任高级论坛”,本项改革成果再次赢得专家同行们的关注和赞誉。

目前,该项成果已经在全国英语专业教育领域引起广泛关注。它触及了英语专业的教学大纲,影响了课程建设的理念,引领了英语专业的教学改革,改善了教学实践,必将对未来英语专业教育的发展产生积极影响。本项改革开展过程中得到了全国各地专家的关注、支持和帮助。衷心感谢戴炜栋教授、王守仁教授、文秋芳教授、石坚教授、蔡基刚教授、杨忠教授等前辈们给予的关注、鼓励、支持和帮助,衷心感谢大连外国语学院校长孙玉华教授、赵忠德教授、杨俊峰教授及其他各位领导的大力支持,感谢大连外国语学院教务处刘宏处长、姜凤春副处长以及工作人员们在改革实验中给予的大力支持,感谢大连外国语学院科研处张雪处长和工作人员们给予的热情帮助,感谢大连外国语学院英语

学院的领导全力支持和同事们的无私的帮助以及团队成员的共同努力。同时也真诚感谢为我们内容依托教学改革提供丰富教学材料的国内外专家们。特别感谢的是北京大学出版社富有远见的张冰主任和刘强助理,没有他们对新教学理念的认同,没有他们对英语专业教育的关注和支持,这套教材不可能如此迅速地面世。《美国历史文化》教材针对的学生群体是具有中学英语基础的大学生。适用于英语专业一、二年级学生,也适用于具有中学英语基础的非英语专业学生和英语爱好者学习。总体来看,本教材具备以下主要特色:

(一) 遵循了全新的教学理念

本教材改变了“为学语言而学语言”的传统教材建设理念,在具有时代特色且被证明行之有效的内容依托教学理论指导下,改变了片面关注语言知识和语言技能忽视内容学习的做法。它依托学生密切关注的美国历史文化内容,结合历史文化内容组织学生进行语言交际活动,在语言交流中学习有意义的知识内容,既训练语言技能,也丰富相关知识,起到的是一箭双雕的作用。

(二) 涉及了系统的历史内容

《美国历史文化》教材共分 15 单元,每单元设置主课文一篇,补充阅读课文 2-4 篇,课文内容依照美国历史发展脉络编排。教材内容主要展示了美国从殖民时期到美国当代的主要历史发展脉络,涵盖了较为系统的美国历史基础知识,并对其中一些主要的历史事件有所侧重。常规美国历史课中的一般性主题和话题将贯穿教材始终,其中包括联邦政府的发展与成长、美国的领土扩张、对外政策的变化、多种文化融合的演进以及不断发展的美国经济等诸多方面。

(三) 引进了真实的教学材料

英语教材是英语学习者英语语言输入和相关知识输入的重要渠道。本教材大量使用真实、地道的语言材料,为学生提供了高质量的语言输入。此外,为了使课文内容更加充实生动,易于学生理解接受,编者在课文中穿插了大量的插图、表格、照片等真实的视觉材料,表现手段活泼、形式多种多样,效果生动直观。

(四) 设计了新颖的教材板块

本教材每一单元的主体内容均包括 Before You Read、Start to Read、After You Read 和 Read More 四大板块,不仅在结构上确立了学生的主体地位,而且系统的安排也方便教师借助教材有条不紊地开展教学活动。它改变了教师单纯灌输、学生被动接受的教学方式,促使学生积极思考、提问、探索、发现、批判,培养自主获得知识,发现问题和解决问题的能力。

(五) 提供了多样的训练活动

为了培养学生的语言技能和综合素质,本教材在保证历史知识体系完整的前提下,在关注英语语言知识训练和相关知识内容传授的基础上精心设计了生动多样的综合训练活动。教材在每一单元都精心设计了旨在对学生在语法、词汇、篇章结构、语言功能等方面进行全面严格的基本技能练习。同时,编者通过参阅大量国外资料,设计出与美国历史相关的、学生参与度极高的课堂和课外活动。多样化的活动打破了传统教材单调的训练程式,帮助教师设置真实的语言运用情境,组织富于挑战性的、具有意义的语言实践活动,培养学生语言综合运用能力。这些活动的设置成为本教材的亮点之一,它使得课堂教学得以延伸,也能激发学生的学习热情,这也是 CBI 教学理念在本教材中的最好体现。

(六) 推荐了经典的学习材料

教材的这一特色在于它对教学内容的延伸和拓展。在每个章节的最后部分,编者向学生推荐经典的书目、影视作品、名诗欣赏以及英文歌曲等学习资料,这不仅有益于学生开阔视野,也使教材具有了弹性和开放性,方便不同院校不同水平学生的使用。

作为一项探索,我们团队成员虽然为打造这套精品教材做出了巨大努力,但由于水平所限,教材中难免存在疏漏和不足,希望全国各地的同仁不吝赐教,希望亲自体验内容依托教学的同学积极提出改进意见和建议,以期不断完善教材,为提高英语专业教育的质量共同努力。

编者

2009年6月

于大连外国语学院

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Unit 1

The Age of Exploration

Those who cannot learn from history are doomed to repeat it.

—George Santayana

I have but one lamp by which my feet are guided, and that is the lamp of experience. I know no way of judging of the future but by the past.

—Edward Gibbon

Unit Goals



- To understand the motivations of the exploration of the New World.
- To learn about the history of early exploration.
- To know the Puritan beliefs and the origin of Thanksgiving.
- To learn the historical terms that describe the age of exploration of America.
- To learn the important basic words and expressions that describe the age of the exploration.
- To improve English language skills



Before You Read

1. Read the quotes at the beginning of the unit. Consider whether the quotes make sense in your study of the American history.
2. Suppose there is a piece of land little known to us on this globe. If you, captain of a ship made in the 15th century, were on a voyage crossing the Pacific or the Atlantic for the land, what problems were you likely to encounter?

Possible
Problems

3. Do you know why many Europeans left their homelands for the New World?

Possible
Reasons

4. Form groups of three or four students. Try to find, on the Internet or in the library, more information about the age of exploration which interests you. Prepare a 5-minute Classroom presentation.

Start to Read

Text A

Early Exploration and Settlements



The age of exploration beginning in the late 1400s was an important era in the discovery and development of land yet unknown to Europeans. During this period, Europeans sought new sea routes to Asia in pursuit of economic gain, glory, and opportunities to spread Christianity. Although these were motivations for explorers, the impact of the discoveries resulted in significant changes and achievements that created possibilities, and opened a new world for all of Europe.

The desire to explore the unknown has been a driving force in human history since the dawn of time. From the earliest documented accounts, ancient civilizations have explored the earth by sea. Early adventurers were motivated by religious beliefs, the desire for conquest, the need to establish trade routes, and hunger for gold. Modern history books begin the age of exploration with the fourteenth century, but there is evidence that exploration between Europe and Asia began much earlier. The Han Dynasty of China and the Roman Empire, likewise, had regular trade relations and even exchanged a few diplomats.

Early explorers did not sail into the unknown without some idea of their final destination. Although they were searching for a specific land or route, they oftentimes

were surprised at what they discovered. Sometimes the country they were seeking was only known in legend or rumor.

The captain of the ship needed funding and manpower and could not get underway without support from a rich benefactor. Most voyages during the fourteenth century were made in the name of the royal ruler of a particular government. The crewmen who signed on to these long and dangerous voyages were not the most experienced seamen, but large numbers of them were needed to help man the sails and to allow for attrition due to illness and death. The ships that the royal leaders provided were not always new, but the captain took what he was given.

The captain himself was not always an experienced seaman. Desires for wealth or political favor were often his only motivations for undertaking dangerous voyages. He could be a merchant, adventurer, soldier, or gentleman of the court. Under his command were the pilot or first mate (who was in charge of navigation), and the crew (who worked the sails and rigging and made repairs to the ship while in uncharted waters).

Little cooking was done at sea. Food stores often consisted of pickled or dried meat and ship's biscuits (made from flour with a little water to make them hard). By the end of the voyage, these biscuits would be full of black insects called weevils. Other foods included cheese, onions, dried beans, and salted fish or recently caught fresh fish. Without fresh fruit and vegetables which contain vitamin C, sailors suffered from a fatal condition called scurvy. Water supply was another serious problem. Fresh water did not always keep in barrels and wine turned sour. Fresh water was the first thing the crew looked for whenever the ship reached land.

The first English immigrants to what is now the United States crossed the Atlantic long after thriving Spanish colonies had been established in Mexico, the West Indies and South America. Like all early travelers to the New World, they came in small, overcrowded ships. During their 6 to 12 week voyages, they lived on meager rations. Many died of disease; ships were often battered by storms and some were lost at sea.

Most European emigrants left their homelands to escape political oppression, to seek the freedom to practice their religion or for adventure and opportunities denied to them at home. Between 1620 and 1635, economic difficulties swept England. Many people were jobless and could not survive. Even skilled artisans could earn little more than a bare living. Poor crop yields added to the distress. In addition, the Industrial Revolution had created a burgeoning textile industry, which demanded an ever-increasing supply of wool to keep the looms running. Landlords enclosed farmlands and evicted the peasants in favor of sheep cultivation. Colonial expansion became an outlet for this displaced peasant population.

Text B **Columbus's Discovery of America**

Five hundred years ago, Europeans did not have accurate maps. Many people thought they knew what the earth looked like, but they could only guess. Many ancient maps do not look anything like the true surface of the earth because they were based on incorrect

information.

One man who thought he knew what the earth's surface looked like was Christopher Columbus. Columbus was an Italian from Genoa, Italy, who had spent much of his life as a sailor.

Marco Polo was a merchant who had traveled east to China. After seeing the great wealth of China, Marco Polo returned to Europe and wrote about the wonders he had seen. Some Europeans did not believe Polo's amazing stories. Others, however, were eager to visit Asia and get some wealth for themselves.

Christopher Columbus read and believed Marco Polo's story and devised a plan to sail to Asia. He wanted to visit the lands of China. Columbus thought that if he sailed west from Europe he would eventually come to Asia. Columbus landed on the island of San Salvador on October 12, 1492. Because Columbus thought he had reached India, a part of Asia, he referred to the people on the island as Indians. Even though Columbus was thousands of miles away from India, the name he gave to the Native Americans remains to this day, and the islands he reached are now called the West Indies.

Columbus visited several islands in the West Indies as he continued his search for gold. On this first journey, Columbus never actually landed on the coast of North or South America. Columbus made three more journeys to America. On each one he showed his superior talents as a navigator.

Columbus was a great man because he showed others the way to do something that was supposedly impossible—sail across the unknown ocean. Soon after Columbus's early voyages, other men sailed west. Columbus led the way for the settlement of the New World, part of which was to become the United States of America.

After news of Columbus's discovery spread, other sea captains lost their fear of sailing across the Atlantic Ocean. They were eager to make their own discoveries. One such explorer, an Italian named Amerigo Vespucci, claimed that he had crossed the Atlantic Ocean four times between 1497 and 1500. He wrote a letter saying, "I have found a new world."

Although Columbus really found the New World before Vespucci, Vespucci was the first person to call it the "New World." In 1507, a German mapmaker did not know what name to give the New World. After reading Vespucci's letters, the mapmaker decided to name the New World "America" in honor of the man he thought had discovered it—Amerigo Vespucci.

After You Read



Knowledge Focus

1. Pair Work: Discuss the following questions with your partner.

- (1) What were the motivations of the early explorers? Why did an explorer want to go on a long and dangerous voyage to an unknown place?
- (2) What is the significance of the early exploration?

- (3) What kind of relationship did the early explorers and the indigenous Indians maintain?
- (4) How do you account for the emigration of Europeans to the New World?

2. Solo Work: Tell whether the following are true or false according to the knowledge you have learned. Consider why.

- (1) In the late 1400s, Europeans sought new land routes to Asia in pursuit of economic gain, glory, and opportunities to spread Christianity. ()
- (2) The discovery of the New World resulted in significant changes and achievements that created possibilities. ()
- (3) The first English immigrants to what is now the United States crossed the Atlantic long after thriving Spanish colonies had been established in Mexico, the West Indies and North America. ()
- (4) Most European emigrants left their homelands to escape political oppression, to seek the freedom to practice their religion or for adventure and opportunities denied to them at home. ()
- (5) The Industrial Revolution had created a burgeoning textile industry, which demanded an ever-increasing supply of wool to keep the looms running. Colonial expansion became an outlet for the displaced peasant population. ()
- (6) Christopher Columbus was an Spanish sailor, who had spent much of his life as a sailor. ()
- (7) Marco Polo was a merchant who had traveled east to China. ()
- (8) Columbus landed on the island of San Salvador on October 12, 1495. ()
- (9) Columbus was a great man because he showed others the way to do something that was supposedly impossible—sail across the unknown ocean. Soon after Columbus's early voyages, other men sailed west. Columbus led the way for the settlement of the New World, part of which was to become the United States of America. ()
- (10) Although Columbus really found the New World before Vespucci, Vespucci was the first person to call it the "New World." In 1507, a German mapmaker named the New World "America" in honor of the man he thought had discovered it—Amerigo Vespucci. ()

Language Focus

1. Fill in the blanks with the following words from the texts.

motivation	benefactor	undertake	fatal	thrive
yield	burgeoning	abundant	batter	considerable

- (1) The experiments we conducted with the aid of our teaching assistant _____ new insights.
- (2) The huge wave _____ the wrecked ship to pieces.
- (3) This crash course serves to prevent stumbling blocks in learning and boost the study _____ of the students.

- (4) A business cannot _____ without investment.
- (5) They did _____ work to acquaint the masses of the United States with the problems of Latin America.
- (6) The \$37 billion business that mainstream journalists and Hollywood can no longer afford to ignore the _____ video game industry.
- (7) A _____ is someone who gives help, usually through financial means, to another; the person who receives the benefits or help is called a beneficiary.
- (8) Father who lost three children in a(n) _____ accident calls for tough penalty against drunk drivers.
- (9) Hydrogen is the most _____ element in the known Universe.
- (10) She _____ the organization of the whole scheme.

2. Find the appropriate prepositions or adverbs that collocate with the neighboring words.

- (1) Europeans sought new sea routes _____ Asia in pursuit of economic gain, glory, and opportunities to spread Christianity.
- (2) Early adventurers were motivated by religious beliefs, the desire _____ conquest, the need to establish trade routes, and hunger _____ gold.
- (3) Although they were searching _____ a specific land or route, they oftentimes were surprised _____ what they discovered.
- (4) _____ his command were the pilot or first mate, and the crew.
- (5) New York City consists _____ five boroughs.
- (6) During their 6 to 12 week voyages, the voyagers lived _____ meager rations.
- (7) _____ addition, the Industrial Revolution had created a burgeoning textile industry. Landlords enclosed farmlands and evicted the peasants _____ favor _____ sheep cultivation.
- (8) Colonial expansion became an outlet _____ this displaced peasant population.
- (9) Many ancient maps do not look anything like the true surface of the earth because they were based _____ incorrect information.
- (10) Columbus thought he had reached India, so he referred _____ the people on the island as Indians.
- (11) Columbus continued his search _____ gold. _____ this first journey, he never actually landed _____ the coast of North or South America.
- (12) Columbus made three more journeys _____ America, but a mapmaker named the New World "America" _____ honor _____ the man he thought had discovered it instead of Columbus.

Comprehensive Work

Pair Work

Read the following quotes and discuss with your partner why we learn about American history.

"History is a guide to navigation in perilous times. History is who we are and why we are the way we are."

—David C. McCullough