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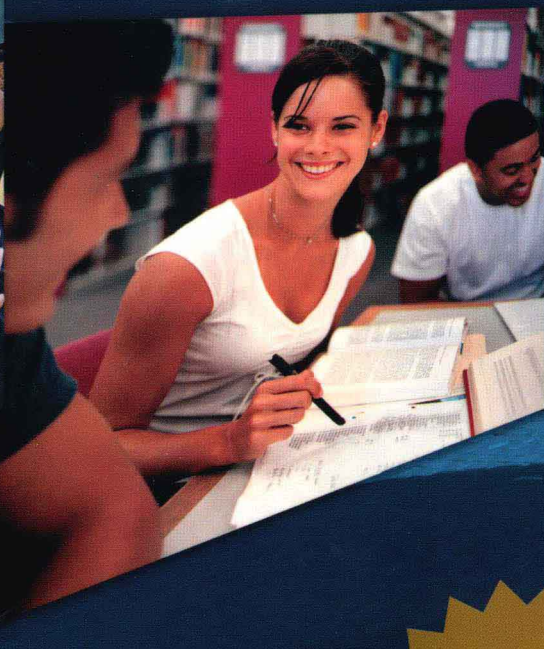
Second Edition

新视线国际英语 读写教程

Reading and Writing

Student Book
学生用书

1



美国经典教材
引进并改编，用于
大学公共英语课，
也适用于备考托福
读写的考生。

北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
UNIVERSITY PRESS

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前 言

《新视线国际英语教程》系列教材是从美国著名的“麦格劳-希尔教育集团”最新引进并改编的一套立体化、多媒体英语教材，分为“听说教程”和“读写教程”。其中“听说教程”分为三个级别，“读写教程”分为四个级别，供大学阶段（包括全日制本科、成人继续教育和网络教育）两个学年、四个学期的公共英语课使用。其中“听说教程”的1~2级别分别对应“读写教程”的1~2级别；“听说教程”的第3级别可以分为两个学期使用，对应“读写教程”的3~4级别。本系列教材的结构如下：

《新视线国际英语读写教程》		《新视线国际英语听说教程》		
学生用书1	教师用书1	学生用书1	教师用书1	测试用书1
学生用书2	教师用书2	学生用书2	教师用书2	测试用书2
学生用书3	教师用书3	学生用书3	教师用书3	测试用书3
学生用书4	教师用书4			

《新视线国际英语教程》系列教材是以教育部颁布的《大学英语课程教学要求》为指导，根据新时代大学生的特点，在学校、社会上做了广泛调研的基础上，为贯彻培养高素质实用型人才的精神而开发的一套崭新的系列教材。本教材在编写中注意衔接教育部颁布的基础义务教育阶段和高中阶段的《英语课程标准》，同时遵照大学英语教学目标的原则：培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习的能力，提高综合文化素养，以适应我国社会发展和国际交流的需要。本系列教材以全新的教学理念、合理的教学方法为指导，突出技能性和实用性，为我国大学英语教学改革开辟了一条新路。

以下为《新视线国际英语读写教程》系列教材的编写说明：

一、《新视线国际英语读写教程》教材特色

1. 选材内涵丰富，结合新一代大学生的思维特色与语言能力的提高。编者本着“以学生为主体”的原则，在选材上不仅关注新时代大学生的语言认知水平和思维方式，更突出对其语言技能的培养。学生在学习过程中不仅逐步提高读、写、译等技能，也同时提升职业素养，将语言应用于职业场景和实际生活中，从而提高综合竞争能力。课文的选材基于原版教材高品质的内容，又经过英语教学专家严格审核，一线教师合理改编，按照大学英语的“一般要求”把握

编写难度。

2. 语言鲜活生动，充分体现英语教学的新需求。本系列教材的开发突破了一般高校英语教材的编写模式，充分考虑非英语母语学习者的特点，关注他们的知识结构与思维特性，尊重语言学习的规律。教材选材上充分考虑生活中的日常英语、工作中使用的职场英语以及学习中接触的学术性英语，将三者有机结合；选用的课文语言地道时尚、鲜活生动，主题涵盖诸如商务、艺术、心理、健康、社会、历史、生物、政治等方面，都与学生的学习、工作和生活息息相关。这些主题既从多方位折射社会发展的需要，展示多元文化，又贴近实际，体现英语语言的时代特色与魅力；更重要的是培养学生的跨文化意识，开拓全球视野。

3. 结构编排科学合理，融合读、写、译等技能，适合自学。本系列教材经过我国高等教育英语教学专家和中外一线英语教师的反复调研和多次磋商讨论，充分汲取原版教材的编写精华，确定了与教材编写理念相符合的板块设计方案。每一章贯穿不同主题，各个板块环环相扣、从易到难，读、写、译三部分内容有机融合，配以大量词汇、结构、翻译和语法练习，既加大了对学生英语阅读能力的训练力度，同时也加强了对学生英语写作能力的培养，满足未来生活和工作中涉外交际的需要。同时，教材中出现的阅读、写作和翻译技巧及语法解释都是英汉对照，部分习题在改编中让学习者边学边练，练习和复习结合，既有助于全日制课堂教学，也方便成人学生利用碎片化时间进行自学。

4. 趣味性和信息性结合，致力于帮助学生养成可终生受益的英语学习习惯。本系列教材选材实用时尚、语言轻松活泼，能够激发教师授课和学生学习的双向兴趣；版式设计充分吸取国内外最新出版的英语教材设计风格的优点，色彩明快和谐，插图丰富有趣，使教师授课和学生学习的过程赏心悦目、轻松愉快。教材不但追求内容与形式的美感和谐，同时也注重对学生学习能力的培养；内容的选取和搭建、习题的设计和引导，都在潜移默化中教授学习方法，训练学习思维，“授之以渔”，培养学生可受益终生的良好的语言学习习惯。

5. 配套网络课程、试题库、教学课件，满足个性化教学需求，搭建立体化教学资源平台。本系列教材每个级别除了有学生用书、教师用书之外，还配有服务于课堂教学的网络课程、服务于学生课后自测的丰富的拓展练习、服务于教师教学和测试的试题库，同时还在组织编写制作内容丰富的教学课件、网络拓展资源及满足学生个性化学习要求的多媒体光盘。为教师个性化教学和学生自主学习提供最好的资源平台，是本系列教材整体策划中的重要内容。

二、《新视线国际英语读写教程》章节结构

《新视线国际英语读写教程》包括四个级别，供两个学年、四个学期使用；每个级别分为五章，每章涉及一个与学习、生活或工作有关的主题，并围绕这个主题来设计学习任务和相关练

习。1~2册每章包括六部分：入门阅读（Introduction）、一般阅读（General Interest Reading）、学术阅读（Academic Reading）、语言练习（Language Workshop）、写作剖析（The Mechanics of Writing）、学术写作（Academic Writing）；3~4册增加第七部分“实用写作（Practical Writing）”，为网络资源，供学生下载相关资源或在网上进行练习。每一部分内容彼此联系，互为补充。每一章的教学时间建议安排12个学时。以下是每一章各个部分内容的基本功能表：

每一章组成部分	内容简介及功能		建议授课时间 (12个学时)
Introduction 入门阅读	Before Reading	若干与本章主题相关的图片和讨论问题	1~2册90分钟 3~4册45分钟
	Reading	主题导入文章，难度低，趣味性强；课文长度1~2册300个单词左右，3~4册400个单词左右	
	After Reading	检查学生的阅读理解能力，拓展思路，深入讨论	
General Interest Reading 一般阅读	Before Reading	阅读前的推测、思考和词汇练习	90分钟
	Reading	主题文章，注重语言学习，更多语言点的学习，针对话题更深入的探讨；课文长度1~2册500个单词左右，3~4册600个单词左右	
	After Reading	阅读理解、讨论、词汇活动	
Academic Reading 学术阅读	Before Reading	阅读前的推测、思考和词汇练习	135分钟
	Reading	学术性主题文章，注重语言深层次学习，更多的学术性词汇和语言点的学习，针对话题的学术性的探讨；课文长度1~2册500~600个单词，3~4册700~800个单词	
	After Reading	阅读技巧的练习（如快速阅读、掌握大意、使用词典、整合信息等），相关语言点练习	
Language Workshop 语言练习	本章出现的核心词汇、功能性词汇、学术词汇、构词法、常用短语、句子结构、翻译技巧等综合练习，题型多样		90分钟
The Mechanics of Writing 写作剖析	具体的英语基础写作技巧剖析和练习：基础语法讲解、用词、标点符号、句型练习、特殊的写作结构等		45分钟
Academic Writing 学术写作	<ul style="list-style-type: none"> 应用上一部分的写作技巧，分步骤引导学生进行学术性写作：整理思路、缩小话题、写主题句、列提纲、规划写作、最终写一段话 写作体裁多样：议论、叙述、描写、分析、例证、对比、说服和过程描述等 		90分钟
Practical Writing 实用写作	根据每一章主题，设计较为实用的写作任务，给出实例，让学生进行模仿写作 *注意：第3~4册含本部分，为网络资源。		3~4册45分钟

三、《新视线国际英语读写教程》各个级别对应的词汇量和考试类型

级别	对应词汇量和考试类型
《新视线国际英语读写教程1》	· 1500个单词起点
《新视线国际英语读写教程2》	· 2500个单词起点 · 学完本书可以参加“大学英语B级（网络教育）”考试和“成人本科学士学位英语统一考试”
《新视线国际英语读写教程3》	· 3500个单词起点 · 学完本书可以参加“大学英语四级”考试
《新视线国际英语读写教程4》	· 4500个单词起点 · 学完本书可以参加“大学英语六级”或“英语专业四级”考试，也可以参加“托福”考试

四、《新视线国际英语读写教程》编写团队

一套优秀的教材是一个优秀编写团队所有编者智慧与汗水的结晶。《新视线国际英语读写教程》系列教材由美国知名的“英语作为第二语言”教学专家Pamela Hartmann女士和Laurie Blass女士原创，由来自美国德克萨斯州、佛罗里达州、加利福尼亚州、华盛顿州、纽约州、北卡罗莱纳州和来自加拿大、日本、泰国、阿联酋等总共20余所大学、社区学校和成人英语教育机构的同仁的大力协助下编写而成。本系列教材不仅在英语国家的英语教学机构获得极大的认可，同时也在非英语国家广泛使用，受到广大英语学习者的欢迎。在引进国内之后，我们在多所学校进行试用，根据师生的反馈结合国内学生的特点和学习习惯，在不改变教材主体的基础上进行了有益的补充；同时结合第二语言习得规律，将新的教学改革理念和新的教与学的手段融入到教材的编写中。

目前市场上有许多面向全日制本科、成人继续教育和网络教育的英语教材。这些教材诞生于我国高等教育改革的重要时期，是当前英语教学改革的必然产物，为我国英语教学注入了新的活力，引发了新的探索，建立了新的教学标准。本系列教材是应运而生的一套最新的高校公共英语教材，在历时三年的编写实践中，整个编写团队群策群力，反复修改，精雕细琢，力争为师生们呈现最新的教学理念和教学科研成果。一套优秀的教材来源于教学实践过程中的反复打磨。希望使用本系列教材的师生能够不断提供反馈意见和建议，帮助我们逐步完善教材和配套资源，使其整体质量更上一层楼，为我国的大学英语教育和改革做出更大的贡献。

编者

2013年1月

Quest: The Series

Quest, with four levels, prepares students for academic success. The integrated *Quest* program provides robust scaffolding to support and accelerate each student's journey from exploring general interest topics to mastering academic content.

Quest parallels and accelerates the process native-speaking students go through when they prepare for success in a variety of academic subjects. By previewing typical college course material, *Quest* helps students to get “up to speed” in terms of both academic content and language skills.

In addition, *Quest* prepares students for the daunting amount and type of reading, writing, and translating required for college success. The four *Reading and Writing* books combine high-interest material from newspapers and magazines with readings from academic textbooks. Reading passages increase in length and difficulty across the four levels.

Quest Features

- Well-designed, large format with captivating photos
- Expanded focus on critical thinking and test-taking strategies
- Addition of research paper to *Reading and Writing* strand
- Various chapter *Language Workshops* and end-of-book word lists
- Expanded video program (VHS and DVD) with new lecture and updated social language footage
- EZ Test[®] CD-ROM-based test generator for all *Reading and Writing* titles
- Teacher's Editions with activity-by-activity procedural notes, expansion activities, and tests
- Test-taking strategy boxes that highlight skills needed for success on the new TOEFL[®] iBT test

Quest Reading and Writing 1

Quest Reading and Writing 1 includes five distinct chapters, each focusing on a different area of college study—sociology, biology, business, history, psychology, art history, anthropology, literature, or economics. Each chapter contains six content-related parts.

TOEFL is a registered trademark of Educational Testing Service (ETS). This publication is not endorsed or approved by ETS.

Chapter Structure

Each chapter of *Quest Reading and Writing 1* contains six parts that blend reading, writing and translation 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 six sections of each chapter.

Part 1: Introduction

- Before Reading – discussion activities on photos introduce the chapter topic
- Reading – a high-interest reading captures students' attention
- After Reading – activities check students' understanding and allow for further discussion

Part 2: General Interest Reading

- Before Reading – prediction and vocabulary activities prepare students for reading
- Reading – a high-interest reading at a slightly higher level than the reading in Part 1 allows students to explore the chapter topic in more depth
- After Reading – comprehension, discussion, and vocabulary activities check understanding

Part 3: Academic Reading

- Before Reading – prediction and vocabulary activities prepare students for reading
- Reading – a textbook selection prepares students for academic reading
- After Reading – strategies (such as skimming for main ideas, using a dictionary, and synthesizing) and activities give students the opportunity to use academic skills

Part 4: Language Workshop

- Language acquisition exercises reinforce key language points appearing in the readings of the chapter.
- Content-related vocabulary (key, academic and functional words), phrases and expressions, structures, academic word builder and translation exercises assist students in improving their writing, reading and translation skills and increasing their confidence in taking tests.

Part 5: The Mechanics of Writing

- Chapter-specific writing, grammar, lexical, and punctuation boxes equip students to express their ideas.
- Content-driven grammar boxes are followed by contextualized practice activities that prepare students for independent writing assignments.

Part 6: Academic Writing

- A step-by-step model leads students through the writing process which may include brainstorming, narrowing the topic, writing topic sentences, planning the writing, and developing ideas into a paragraph.
- Writing assignments focus on a variety of rhetorical styles: chronological, description, analysis, persuasive, and process.
- Writing assignments ask students to use the writing mechanics taught.

Teacher's Editions

The *Quest Teacher's Editions* provide instructors with activity-by-activity teaching suggestions, cultural and background notes, Internet links to more information on the unit themes, expansion black-line master activities, chapter tests, and a complete answer key.

The *Quest Teacher's Editions* also provide test-taking boxes that highlight skills found in *Quest* that are needed for success on the new TOEFL® iBT test.

Audio Program

Each reading selection on the audio CD or audiocassette program allows students to hear new vocabulary words, listen for intonation cues, and increase their reading speed. Each reading is recorded at an appropriate rate while remaining authentic.

Test Generator

For the *Quest Reading and Writing* books, an EZ Test® CD-ROM test generator allows teachers to create customized tests in a matter of minutes. EZ Test® is a flexible and easy-to-use desktop test generator. It allows teachers to create tests from unit-specific test banks or to write their own questions.

About the Language Used in the Series

The materials in the series is based on North American English spelling and pronunciation.



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SCOPE AND SEQUENCE

Chapters and Themes 章与主题	Readings 阅读	Reading Strategies 阅读策略
Chapter 1 Identity and Learning 第1章 身份与学习 P1	<ul style="list-style-type: none"> • Introduction: <i>Stories of Twins</i> • 入门阅读: 双胞胎的故事 • General Interest: <i>You Are the Star of Your Own Movie</i> • 一般阅读: 人生舞台, 你是主角 • Academic: <i>What Makes You the Person You Are?</i> • 学术阅读: 是什么成就了现在的你? 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Dashes • 猜测生词的意思: 通过破折号 • Finding the Main Idea • 找出主旨 • Understanding Parts of Speech • 理解词性 • Guessing the Meanings of New Words: Definitions • 猜测生词的意思: 通过定义
Chapter 2 Language Learning 第2章 语言学习 P35	<ul style="list-style-type: none"> • Introduction: <i>Emailing a Professor</i> • 入门阅读: 给教授写邮件 • General Interest: <i>The Brain, Learning, and Memory</i> • 一般阅读: 大脑、学习与记忆 • Academic: <i>Methods of Learning a New Language</i> • 学术阅读: 学习新语言的方法 	<ul style="list-style-type: none"> • Understanding Tone • 理解语气 • Guessing the Meanings of New Words: Examples • 猜测生词的意思: 通过例子 • Using Graphic Organizers • 使用图表 • Guessing the Meanings of New Words: Parentheses • 猜测生词的意思: 通过括号
Chapter 3 Deciding on a Career 第3章 决定职业生涯 P67	<ul style="list-style-type: none"> • Introduction: <i>Career Questionnaire</i> • 入门阅读: 职业调查问卷 • General Interest: <i>Where Am I, and Where Am I Going?</i> • 一般阅读: 我将何去何从? • Academic: <i>The Joy of Work?</i> • 学术阅读: 工作的乐趣? 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Commas • 猜测生词的意思: 通过逗号 • Guessing the Meanings of New Words: Finding Meaning in Another Part of the Sentence or in Another Sentence • 猜测生词的意思: 通过句子的其他部分或其他句子 • Understanding Pronoun References • 理解代词的指代对象 • Understanding Punctuation: Italics and Quotation Marks • 理解标点符号: 斜体和引号
Chapter 4 Marketing Across Time and Space 第4章 不同时间和地点的市场营销 P101	<ul style="list-style-type: none"> • Introduction: <i>Same Movie, Different Name</i> • 入门阅读: 同样的电影, 不同的名字 • General Interest: <i>Advertising Through History</i> • 一般阅读: 广告的历史 • Academic: <i>Modern Advertising</i> • 学术阅读: 现代广告 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: Adjective Clauses with <i>Who</i> and <i>That</i> • 猜测生词的意思: 通过以Who和That引导的形容词性从句 • Making Notes • 做笔记 • Guessing the Meanings of New Words: Colons • 猜测生词的意思: 通过冒号 • Finding Examples • 找例子 • Recognizing Word Forms • 识别词形
Chapter 5 Parenting, Gender, and Stereotypes 第5章 养育子女、性别与刻板印象 P137	<ul style="list-style-type: none"> • Introduction: <i>Parenting in Chimp Society</i> • 入门阅读: 黑猩猩的母爱 • General Interest: <i>Children, Gender, and Toys</i> • 一般阅读: 儿童、性别和玩具 • Academic: <i>Stereotypes and Their Effects</i> • 学术阅读: 刻板印象及其影响 	<ul style="list-style-type: none"> • Guessing the Meanings of New Words: <i>In Other Words</i> • 猜测生词的意思: 通过短语 “In Other Words” (换句话说) • Infinitives of Purpose • 表示目的的不定式 • Understanding the Word <i>So</i> • 理解单词So • Previewing a Reading • 阅读预览 • Guessing the Meanings of New Words: The Phrase <i>That Is</i> • 猜测生词的意思: 通过短语 “That Is” (即) • Finding the Main Idea: Using Topic Sentences • 找出主旨: 利用主题句

Critical Thinking Strategies 批判性思维策略	Translation Strategies 翻译策略	The Mechanics of Writing 写作剖析	Writings and Writing Strategies 写作实训与写作策略
<ul style="list-style-type: none"> Applying Information 使用信息 Comparing and Contrasting 比较和对比 Classifying 分类 Estimating 估计 	<ul style="list-style-type: none"> Semantic Translation 语义翻译 	<ul style="list-style-type: none"> Simple Present Tense 一般现在时 Simple Past Tense 一般过去时 Punctuation with the Word <i>And</i> 单词And与标点符号 Words in Phrases: Prepositions 组成短语的词语: 介词 	<ul style="list-style-type: none"> Focus: Paragraph Describing a Childhood Influence 主题: 用一段话描写对你童年有重要影响的一个人 Strategy: Choosing a Topic 策略: 选择题目
<ul style="list-style-type: none"> Synthesizing 整合 Recognizing Relationships Between Ideas 认识不同观点之间的关系 Applying Knowledge 使用知识 Classifying 分类 	<ul style="list-style-type: none"> Semantic Translation 语义翻译 	<ul style="list-style-type: none"> Using the Word <i>Or</i> 使用单词Or Punctuation with <i>But</i> 单词But与标点符号 Words in Phrases: Words after Prepositions 组成短语的词语: 介词后面的词语 Using the Word <i>Because</i> 使用单词Because 	<ul style="list-style-type: none"> Focus: Paragraph Describing a Good Way to Learn a Language 主题: 用一段话描写学习语言的一种好方法 Strategy: Getting Ideas 策略: 获得想法
<ul style="list-style-type: none"> Thinking of Solutions 考虑解决办法 Interpreting Information 解读信息 Applying Information 使用信息 Synthesizing 整合 	<ul style="list-style-type: none"> Literal Translation 直译 	<ul style="list-style-type: none"> The Future Tense 将来时 Possibility: <i>May</i> and <i>Might</i> 表示可能性: May和Might Using the Word <i>Or</i> 使用单词Or Using <i>Enjoy</i> and <i>Involve</i> 使用Enjoy和Involve Adverbial Conjunctions 副词性连接词 Words in Phrases: Words for Work 组成短语的词语: 表示工作的词语 	<ul style="list-style-type: none"> Focus: Paragraph Describing the Perfect Career 主题: 用一段话描写一种理想的职业 Strategy: Writing Complete Sentences 策略: 写完整的句子
<ul style="list-style-type: none"> Applying Your Knowledge 使用自有知识 Evaluating 评估 Synthesizing 整合 	<ul style="list-style-type: none"> Liberal Translation 意译 	<ul style="list-style-type: none"> Present Continuous Tense 现在进行时 Review: The Simple Present Tense 复习: 一般现在时 Subject-Verb Agreement 主谓一致 Showing Order 表示顺序 Adjectives 形容词 Adverbs 副词 Words in Phrases: <i>It Is, There Is/Are</i> 组成短语的词语: It Is, There Is/Are 	<ul style="list-style-type: none"> Focus: Paragraph Describing an Advertisement 主题: 用一段话描写一个广告 Strategy: Writing a Paragraph 策略: 写一段话
<ul style="list-style-type: none"> Making Inferences 推断 Understanding Cause and Effect 理解起因与结果 Comparing and Contrasting 比较与对比 	<ul style="list-style-type: none"> Conversion of the Part of Speech 词性的转换 	<ul style="list-style-type: none"> Using the Word <i>When</i> 使用单词When Using the Word <i>So</i> 使用单词So Review: Conjunctions 复习: 连词 Using the Phrases: <i>Used To</i> 使用短语Used To Finding Words in Phrases 找到组成短语的词语 	<ul style="list-style-type: none"> Focus: Paragraph Describing an Important Lesson Learned as a Child 主题: 用一段话描写儿时学习的重要一课 Strategy: Editing Your Paragraph 策略: 编辑你写的段落

Welcome

Captivating photos and graphics capture students' attention while introducing each topic.

每一章开始的图片吸引学生的注意力，同时介绍主题。

PART 1 INTRODUCTION Stories of Twins

BEFORE READING



Brothers and sister



Non-identical twin brothers



Identical twin sisters

THINKING AHEAD Look at the pictures. Then answer the questions with a partner.

1. Do you have brothers or sisters?
2. If you have a brother or sister, what are his/her favorite subjects in school? Foods? Movies?
3. Do you know any identical twins? Do you know any non-identical twins? Describe them.

2

AFTER READING

Reading Strategy

Finding the Main Idea 找出主旨

The main idea is the "big" idea of a reading. It includes all other "small" ideas. Sometimes you can find the main idea at the beginning of a reading. Sometimes it is at the end. 主旨指的是一篇文章的“主要”的意思。它包含其他所有“次要”的意思。有时候你能够在文章的开始找到主旨，有时候在结尾。

A. MAIN IDEA What is the main idea of the reading? (Hint: in this reading, it is near the end.) Fill in the correct bubble.

- A. Ralph Lauren changed his life because of movies.
- B. Everyone has different roles in life.
- C. Your life is similar to a movie, and you can change it.

B. VOCABULARY CHECK Fill in the blanks with words from the box.

costumes	middle-class	role	shy
identity	plot	scene	

1. Jenny was _____ *shy* _____ and a little afraid of people.
2. Peter comes from a _____ family in a small town. His family is not rich or poor.
3. John Wayne often played the _____ of a cowboy in old movies.
4. Movies give us ideas about who we are. Neal Gabler thinks part of our _____ comes from movies.
5. The _____ in the movie were very beautiful long dresses and fine suits.
6. In the _____ of the movie, a young man goes to Miami and tries to become a firefighter.
7. Paris is the _____ of many romance (爱情) movies.

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Strategy-based approach develops reading, writing, critical thinking, and test-taking skills needed for academic success.

基于学习策略的教学法开发学生在学习上取得成功所需的阅读、写作、批判性思维和应试技巧。

Three high-interest reading selections in each chapter introduce students to the course content most frequently required by universities.

三篇精选的趣味性很强的阅读文章让学生了解大学期间通常要求必修的科目内容。

READING

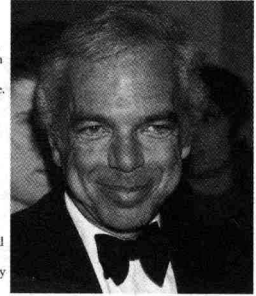
Read about designer Ralph Lauren and movies. As you read, think about this question:
• How is Ralph Lauren's life like a movie?

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You Are the Star of Your Own Movie

Ralph Lifshitz was born in 1939. He grew up in the Bronx, New York, in a middle-class family—not poor, but not rich. After high school, he studied business at City College in New York. Then he worked in a department store. It was a normal life.

But Ralph Lifshitz didn't want a normal life. As a child, he loved movies. As an adult, he still loved movies. He wanted to be like the actors. He learned something important in movie theaters: it's possible to "be whatever you want to be." At age 17, he changed his name to Ralph Lauren because *Lauren* is easier to pronounce and spell than Lifshitz. He began to design clothes: jeans and boots from cowboy movies and fine English suits from British movies about rich, upper-class people. He created his own company and became famous and successful. He became the hero of his own "movie"—his life.



Ralph Lauren, American fashion designer

Movies are big business. They are entertainment. But they are more than that. In his book *Life: the Movie*, Neal Gabler says movies change us in both small and big ways. Part of our identity—our idea of who we are—comes from movies. Movies teach us how to do things, how to *be*.

The actor Elizabeth Taylor describes actors as "shy"—a little nervous and afraid of people. But they learn to hide in their movie roles. They become different, not shy. In a similar way, Gabler says, all of us play roles in everyday life. We have many roles—as student, child, parent, friend, customer, worker.

It's an interesting idea. Your own life is a movie, and you are the star. You don't only play the hero of your movie. You create the whole movie. You choose the costumes—the clothes. You choose the scenes—places to live, go to school, or take a vacation. You choose the other actors—your friends, for example. Maybe most important is the plot—the story. You are also the writer of your movie, and you can choose to change the plot!

8

READING

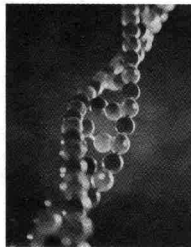
Read about identity. As you read, think about this question:
• Which is more important, nature or nurture?

093

What Makes You the Person You Are?

You have your mother's eyes and your father's ears. Your sister has your mother's hair color and your father's nose. You both have your father's mouth.

We all inherit these characteristics from our parents. But what about personality? What if one child is shy and another is energetic? What if one is good at music and the other is good at sports? Where do these characteristics come from?



Genes in a DNA molecule

Nature or Nurture?

It's an old question: What makes us the people we are? Which is more important, nature or nurture? Nature is genes or DNA—biology. We receive these genes from our parents at birth. Genes determine hair color, eye color, height, and much more. Nurture means life experience and environment. Education, family, friends, books, movies, and culture are all part of nurture.

Twin Studies and Nature

Scientists study both identical and non-identical twins. Identical twins have the same genes. Non-identical twins share only 50 percent of their genes. When twins grow up together (as they usually do) in the same home, their environment is similar. But sometimes they are separated. They grow up in different homes and have different environments (nurture).

Genes determine characteristics such as eye color. We already know this. But scientists now know that genes—nature—also influence personality. Identity is not simple. There isn't just one gene for every personality characteristic. For example, there isn't one gene for shyness, one for intelligence, one for happiness. Many genes together form a characteristic like being happy.

How Many Genes?

Each person has only 30,000 genes. That doesn't seem like many! But think of this: The alphabet has only 26 letters (A-Z). These 26 letters can form a simple sentence ("Remember to call John.") or a work by Shakespeare, the

Gradual curve in each chapter from general interest to academic content supports students as they engage in increasingly more difficult material.

文章内容从一般阅读逐渐过渡到学术阅读，帮助学生掌握难度逐步增加的学习内容。

Welcome

Discussion, pair-work, and group-work activities scaffold the learning process as students move from general interest to academic content.

讨论、结对练习和分组练习等活动贯穿从一般阅读到学术阅读学习的全过程。



B. TALKING ABOUT IT Look back at the reading on pages 37–38. Answer these questions with a partner.

1. Which email on pages 37–38 is the most formal? Why did the writer use a formal style?
2. Which email is the most informal? Why did the writer use this style?
3. Study the informal email. How do you know it is informal? How many characteristics of informal style can you find?

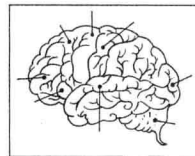
PART 2 GENERAL INTEREST READING

The Brain, Learning, and Memory

BEFORE READING

A. THINKING AHEAD How does the brain learn and remember? Work in small groups to answer these questions.

1. In your opinion, what determines intelligence—genes or education?
2. Can the adult brain change and become better?
3. What things are easy for you to remember?
4. What things are difficult for you to remember?



The human brain

B. VOCABULARY PREPARATION Read the sentences below. The words in blue are from the next reading. Circle the meanings of the words in the sentences.

1. For a few years, one educational method is popular. Then a new approach—method—appears, and everything changes.
2. In the right environment, neurons—brain cells—grow new connections.
3. Brain cells need stimulation—something new to experience.
4. The stimulation needs to be challenging—difficult, but not too difficult.
5. Is it important to find a solution—an answer to the problem?
6. A mnemonic is a technique to help the memory.

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E. JOURNAL WRITING Choose one of these topics:

- something I learned about the brain
- something I learned about a good way to learn a language
- my favorite learning technique in my English class

Write about this topic for five minutes. Don't worry about grammar. Don't use a dictionary.

PART 4 LANGUAGE WORKSHOP

Review the language items you learned in Chapter 2.

A. MATCHING Match the definitions with the words. Write the correct letters on the lines.

Words	Definitions
_____ 1. strategy	a. an order
_____ 2. command	b. a particular skill of doing something
_____ 3. discovery	c. ways or methods to do something well
_____ 4. mnemonic	d. a way of solving a problem
_____ 5. technique	e. a thing, fact or person that is found for the first time
_____ 6. chunk	f. a word, sentence, poem, etc. that helps you to remember something
_____ 7. respond	g. a fairly large amount of something
_____ 8. solution	h. answer or react

B. TRUE OR FALSE? Read the sentences below. Fill in for True or for False.

1. On a multiple-choice exam, you write a paragraph. T F
2. A mnemonic is a strategy to help you to remember something. T F
3. A Chinese-English dictionary is a bilingual dictionary. T F
4. If you translate English into Chinese, Chinese is the target language. T F
5. An approach is a particular method of doing something. T F

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Language Workshop exercises reinforce key language points that appear in the readings of the chapter.

语言练习巩固每章阅读文章中出现的关键词语言点。

注意：

1. 本书使用的发音和拼写以美式英语为主；
2. 单词表中前面带“*”的单词为超纲词汇，只需了解即可；
3. 书中带“🎧”的部分表示有录音；
4. 练习前带“👤”的为结对练习，带“👥”的为小组练习，带“🔍”的部分表示需要到课文中寻找答案。



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