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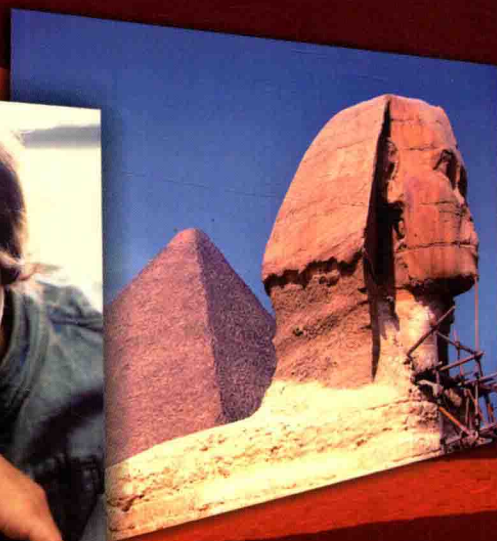
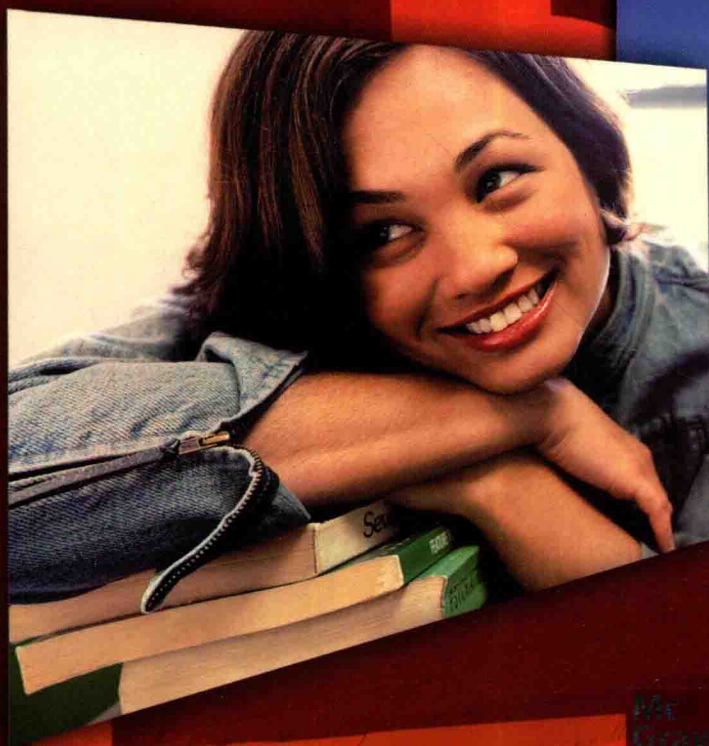
Second Edition

新视线国际英语 读写教程

Reading and Writing

Student Book
学生用书

4



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

外语大学出版社
FOREIGN 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、网络教育和层次较高的高职高专阶段）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《大学英语教学指南》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，使他们在今后的学习、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“基本目标”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,1~2册教材中出现的阅读、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”,帮助学生养成可终生受益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，针对话题的更深入的探讨；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	根据每一章的主题，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 • 学完本书可以参加“高等学校英语应用能力考试（B级）”
《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“高等学校英语应用能力考试（A级）”“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，在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、北卡罗来纳州和来自加拿大、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、网络教育（及高职高专）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。

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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 4

Quest Reading and Writing 4 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 seven (part 7 online) content-related parts.

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Chapter Structure

Each chapter of *Quest Reading and Writing 4* contains seven 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 seven 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.

Part 7: Practical Writing

- Online material – log on and download from www.blcup.com for self-study or classroom use
- Writing for different practical purposes
- With writing tasks and answers, PDF version

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 The Ancient World: Egypt 第1章 古代世界：埃及 P1	<ul style="list-style-type: none"> • Introduction: The Rules of Egyptian Art • 入门阅读：埃及艺术中的法则 • General Interest: Finds Reveal Much of Life at Pyramids • 一般阅读：考古发现揭秘金字塔内的诸多生活 • Academic: Egyptian Civilization: A Brief History • 学术阅读：埃及文明：一部简史 	<ul style="list-style-type: none"> • Guessing the Meaning from Context: Using Opposites • 从语境中猜测词义：利用反义词 • Recognizing Style: Newspaper Feature Stories • 识别文风：报纸专题报道 • Guessing the Meaning from Context: <i>in other words, that is, i.e.</i> • 从语境中猜测词义：利用in other words、that is、i.e. • Finding Evidence • 寻找证据
Chapter 2 States of Consciousness 第2章 意识状态 P41	<ul style="list-style-type: none"> • Introduction: Lucid Dreaming • 入门阅读：清醒的梦 • General Interest: Dreaming Across Cultures • 一般阅读：梦在不同文化中的诠释 • Academic: The Function and Meaning of Dreaming • 学术阅读：梦的功能和意义 	<ul style="list-style-type: none"> • Understanding Ellipses (...) • 理解省略 • Having Questions in Mind • 心中有问题 • Finding the Topic Sentence • 寻找主题句 • Choosing the Correct Dictionary Definition • 选择正确的词典释义
Chapter 3 Abnormal Psychology 第3章 变态心理学 P77	<ul style="list-style-type: none"> • Introduction: Culture and Mental Illness • 入门阅读：文化与精神疾病 • General Interest: What Is Abnormal? • 一般阅读：何为不正常 • Academic: Approaches to Psychological Therapy • 学术阅读：心理治疗方法 	<ul style="list-style-type: none"> • Understanding Connotation • 理解隐含意义 • Finding an Implied Main Idea • 寻找暗示的主要意思
Chapter 4 Medicine and Drugs: Addictive Substances 第4章 药物和毒品：让人上瘾的物质 P115	<ul style="list-style-type: none"> • Introduction: Consequences of Addiction • 入门阅读：成瘾的后果 • General Interest: Drug Use and Abuse Worldwide • 一般阅读：世界范围内的药物使用和滥用 • Academic: Addiction: What Can Be Done About It? • 学术阅读：上瘾：我们该如何应对？ 	<ul style="list-style-type: none"> • Understanding Metaphors • 理解暗喻 • Noticing British English • 注意英式英语
Chapter 5 The Mind-Body Relationship 第5章 身心关系 P157	<ul style="list-style-type: none"> • Introduction: What Does New Research Tell Us? • 入门阅读：新的研究发现告诉我们什么？ • General Interest: The New Science of Mind and Body • 一般阅读：身体和心理关系的新科学 • Academic: A Skeptical Look: Placebo Effect • 学术阅读：从质疑的视角看待安慰剂效应 	<ul style="list-style-type: none"> • Scanning for Specific Information • 扫读寻找具体信息 • Guessing the Meaning from Context: Review of Dictionary Use • 从语境中猜测词义：复习词典的使用

Critical Thinking Strategies and Test-Taking Strategies 批判性思维和应试策略	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"> Understanding Idioms 理解习语 Identifying Causes and Effects 识别因果关系 Applying Information 利用信息 	<ul style="list-style-type: none"> Restructuring 重组法 	<ul style="list-style-type: none"> Infinitives of Purpose 表示目的的不定式 Transitional Expressions of Cause and Effect: Subordinating Conjunctions 表示因果关系的过渡性表达: 从属连词 Transitional Expressions and Phrases 过渡性表达和短语 Conjunctions of Cause and Effect: Review 因果连词: 复习 	<ul style="list-style-type: none"> Focus: Writing a Paragraph of Cause and Effect 主题: 写一段因果关系的话
<ul style="list-style-type: none"> Determining Point of View 决定观点 Answering Questions about Details 回答与细节相关的问题 	<ul style="list-style-type: none"> Amplification in English-Chinese Translation 英汉翻译中的增词 	<ul style="list-style-type: none"> Using Transitional Words of Time 使用时间过渡词 Using Verbs in Narration 在叙述中使用动词 	<ul style="list-style-type: none"> Focus: Writing a Paragraph of Analysis 主题: 写一段分析性的话 Strategy: Writing about Symbols 策略: 写关于标志的话 Strategy: Gathering and Organizing Ideas 策略: 收集并组织想法 Strategy: Using Graphic Organizers: Idea Maps 策略: 使用图形组织想法: 想法图
<ul style="list-style-type: none"> Understanding Stems and Affixes 理解词干和词缀 Using a T-Chart to Analyze Advantages and Disadvantages 使用T形表来分析优点和缺点 	<ul style="list-style-type: none"> Translation of Subject Clause and Appositive Clause 主语从句和同位语从句的翻译 	<ul style="list-style-type: none"> Using the Passive Voice 使用被动语态 Writing Definitions with Adjective Clauses 用定语从句来写定义 Writing about Advantages and Disadvantages 写优点和缺点 Using Adverbial Conjunctions 使用副词连接词 	<ul style="list-style-type: none"> Focus: Writing a Summary Paragraph 主题: 写一段摘要 Strategy: Paraphrasing and Citing Your Sources 策略: 改述并引用你的来源
<ul style="list-style-type: none"> Finding Sentences with Similar Meaning 找到有相似意思的句子 Predicting Opposing Arguments 预测对立论点 	<ul style="list-style-type: none"> Translation of Participles as Adverbials 分词作状语的翻译 	<ul style="list-style-type: none"> Understanding Subordinating Conjunctions: Review/Extension 理解从属连词: 复习/扩展 Identifying and Repairing Fragments 识别并修复句子片段 The Present Unreal Conditional 现在时非真实条件句 	<ul style="list-style-type: none"> Focus: Writing a Persuasive Paragraph 主题: 写一段说服性的话 Strategy: Writing a Good Proposition 策略: 写一个好的议题
<ul style="list-style-type: none"> Determining Topic, Main Point, Purpose, and Tone 决定主题、要点、目的和语气 Seeing Two Sides of an Issue 看到事情的两个方面 	<ul style="list-style-type: none"> Translation of Long Sentences 长句的翻译 	<ul style="list-style-type: none"> Expressing Possibility 表达可能性 Review of Conjunctions 复习连词 Using Italics and Quotation Marks 使用斜体和引号 Using Quotation Marks 使用引号 	<ul style="list-style-type: none"> Focus: Writing a Persuasive Paragraph 主题: 写一段说服性的话 Strategy: Hedging 策略: 使用不明确的表达

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。

Finds Reveal Much of Life at Pyramids

Old clues: Cemetery dig gives new look at ancient Egypt workers.

GIZA PLATEAU, Egypt (AP)

Life wasn't all work and no play for the workers who built the pyramids, tombs and temples of Giza Plateau.

"History is life," said Egyptologist Zahi Hawass, in charge of an ancient cemetery yielding volumes of information about the life and times of the pyramid work force.

Archaeologists poking through garbage dumps, examining skeletons, probing texts, and studying remains of beer jars, wine vats and bakeries have discovered all kinds of information about the pyramid builders:

- Beer was dished out three times daily.
- There were five kinds of beer and four kinds of wine available.
- They could build strong bodies in 12 ways—with 12 varieties of bread.
- Neatly trimmed pencil moustaches were in vogue, and workers had nicknames still popular today, like Didi and Mimi.
- Their lives averaged 36 to 38 years, and industrial accidents took a toll. Six skeletons revealed deaths from injuries.
- Many others had bent spines from the weight of stone blocks they carried.
- Ordinary Egyptians were monogamous, but some played around. And they kept up with the Joneses.

Much of the new information comes from excavations over the past nine months in cemeteries found near the pyramids about three years ago.

Recently found texts show that the pyramid builders were not slaves, as was long believed, but were free Egyptians working for the gods. The pharaoh provided them with food, clothing, and shelter.

Source: "Finds Reveal Much of Life at Pyramids" from *The Star Free Press*

"Everything about this cemetery disputes the idea that these people were slaves," Hawass said last week.

It is not clear how many workers were involved in building them, but the three major pyramids at Giza and the queen's pyramids nearby were built over a 70-year period beginning about 2551 B.C.E., when Cheops ascended to the throne.

Skilled workers, probably sought-after artisans, were buried in 43 tombs lined up the top of the cliffside cemetery. They were the prime burial sites, affording views of the pyramids a few miles across the dunes.

Foremen were buried in smaller tombs just down the slope. At the bottom were workers, often buried only in deep shafts.

Archaeologists have found 600 tombs of foremen and workers. Job descriptions include "decorator of tombs," "the official in charge of one side of the pyramid," or "overseer of the stone movers."

The most important tomb found so far belonged to She-dou, a blue-collar worker identified as a servant of the goddess of war and hunting, Neit.

In a secret compartment to the rear, archaeologists found four painted statues of She-dou. The largest, measuring 29 inches, represents She-dou in a short white kilt, his neck ringed by a wide collar adorned with blue, white, and yellow stones.

A neighboring tomb gave excavators another surprise. It was already known that, unlike the pharaohs, ordinary Egyptians were monogamous. But the man buried in this tomb lay between his wife and another woman.

"Texts show she had to be a girlfriend," said Hawass. "It's surprising the wife put up with it."

The upper classes avoided such scandal because they were in the public eye.

READING

Read about ancient Egypt. As you read, think about 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 family provided a succession of rulers. When one pharaoh died, a successor was chosen from the same family. It was important to keep the blood of the royal family pure; therefore, the pharaoh was not allowed to marry outside the immediate family.

The Old Kingdom

The earliest dynastic period began around 3100 B.C.E. when Upper and Lower Egypt were united by a powerful pharaoh named Menes [perhaps another name for



The Ka statue of Khafre, c. 2600 B.C.E., Egyptian Museum, Cairo, Egypt

Narmer]. Menes established his capital at Memphis and founded the first of the thirty-one Egyptian dynasties.

It was during the Old Kingdom that the pyramids were built. These massive tombs were an attempt to keep the body of the pharaoh safe. The Egyptians believed that the soul, or *ka*, remained with the body until death. At death, the *ka* left the body for a time, but it later returned and united with the body again for the journey to the next world. If the body was destroyed, the *ka* had to travel aimlessly for all eternity.

For this reason, the Egyptians went to great lengths to protect the body—especially the body of the pharaoh, for he was both a king and, in the eyes of the people, a god.

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 Khafre on his throne. They put these statues inside the tomb so that the *ka* could enter this stone statue for the journey to the next world.

The Middle Kingdom

The Middle Kingdom was a time of law and order in Egypt until foreign armies attacked Egypt for the first time, around 1800 B.C.E. The Hyksos from western Asia had horses and chariots. They easily won battles because the Egyptians were fighting on foot. The Hyksos remained in Egypt for two hundred years. When the Egyptians finally learned how to use horses and chariots, they forced the Hyksos to leave their country.

During the Middle Kingdom, Egyptians stopped building pyramids and began to build pharaohs' tombs in rock cliffs instead.

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。

C. FINDING THE TOPIC SENTENCE In the reading on pages 48–50, the topic sentence was the first sentence in only two of the paragraphs. Which ones? In the other paragraphs, where were the topic sentences? Highlight them.

U In small groups, compare your highlighted sentences. Did everyone highlight the same sentences?

D. IDENTIFYING GENERAL AND SPECIFIC IDEAS Look back at the topic sentences you highlighted in the reading on pages 48–50. In the chart below, write how the groups of people use or understand dreams. Then write examples or details from the reading that support your answers.

Group of People	How They Use or Understand Dreams (general ideas)	Examples or Details (specific ideas)
Artists		
Egyptians		
Greeks / Medieval Christians		
Senoi		
Native Americans		

U Compare your answers with a partner's answers.

E. VOCABULARY CHECK Look back at the reading on pages 48–50 to find the words for these definitions. Line numbers are in parentheses. Write the correct words on the lines.

- magic words (40–45) _____
- experiencing (a dream) (55–60) _____
- fear, anger, or hatred toward another person (80–85) _____

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PART 4 LANGUAGE WORKSHOP

Review the language items you learned in Chapter 1.

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

Words	Definitions
_____ 1. monogamous	a. a person who comes after somebody else and takes their place
_____ 2. dynasty	b. firm and difficult to bend
_____ 3. recur	c. a period when a single family rules a country
_____ 4. successor	d. not having a physical reality
_____ 5. scandal	e. having one husband or wife
_____ 6. stiff	f. decide or order something officially
_____ 7. abstract	g. behavior or an event that people think is morally or legally wrong
_____ 8. decree	h. happen again and again

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

- Blue-collar workers probably work in an office. **T** **F**
- People who are trying to keep up with the Joneses probably don't care what other people think about them. **T** **F**
- If something is sought-after, many people want it. **T** **F**
- If you go to great lengths to do something, you try hard. **T** **F**
- If something is in vogue, most people would like to have it. **T** **F**

CHAPTER 1 The Ancient World: Egypt 25

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:

- 本书使用的发音和拼写以美式英语为主;
- 单词表中前面带“*”的单词为超纲词汇,只需了解即可;
- 书中带“🎧”的部分表示有录音;
- 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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