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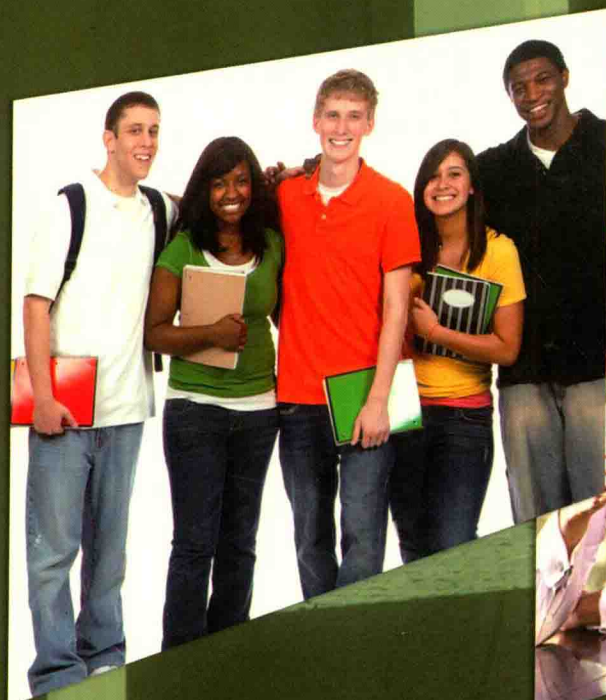
# 新视线国际英语 读写教程

Reading and Writing

Student Book

学生用书

3



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

语言大学出版社  
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"> <li>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</li> <li>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</li> </ul>		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、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
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- 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 3***

*Quest Reading and Writing 3* 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 3* 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 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.

## Part 7: Practical Writing

- Online material – log on and download from [www.blcup.com](http://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
<p><b>Chapter 1</b> <b>From Settlement to Independence: 1607–1776</b></p> <p>第1章 从殖民地到独立: 1607—1776</p> <p>P1</p>	<ul style="list-style-type: none"> <li>• Introduction: People in Colonial America</li> <li>• 入门阅读: 殖民地时代的美国人</li> <li>• General Interest: Famous Colonial Americans: Benjamin Franklin and Phillis Wheatley</li> <li>• 一般阅读: 殖民地时代的美国名人: 本杰明·富兰克林和菲莉斯·惠特利</li> <li>• Academic: The Road to Rebellion</li> <li>• 学术阅读: 反抗之路</li> </ul>	<ul style="list-style-type: none"> <li>• Guessing the Meanings of New Words: Using an Explanation in the Next Sentence</li> <li>• 猜测生词的意思: 利用下一句中的解释</li> <li>• Previewing: Scanning for Years</li> <li>• 预览: 扫读文中出现的年代</li> <li>• Previewing: Scanning for Events</li> <li>• 预览: 扫读文中出现的事件</li> <li>• Making a Timeline</li> <li>• 制作时间轴</li> </ul>
<p><b>Chapter 2</b> <b>A Changing Nation: 1850–1900</b></p> <p>第2章 一个变化中的国家: 1850—1900</p> <p>P39</p>	<ul style="list-style-type: none"> <li>• Introduction: Voices from the Past</li> <li>• 入门阅读: 来自过去的声音</li> <li>• General Interest: The End of the Frontier</li> <li>• 一般阅读: 边境的终结</li> <li>• Academic: Changing Patterns of Immigration</li> <li>• 学术阅读: 移民模式的变化</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting Graphs</li> <li>• 解读图表</li> <li>• Finding Specific Support</li> <li>• 寻找具体的论据</li> <li>• Understanding Cause and Effect</li> <li>• 理解因果关系</li> </ul>
<p><b>Chapter 3</b> <b>Doing Business Internationally</b></p> <p>第3章 做国际生意</p> <p>P75</p>	<ul style="list-style-type: none"> <li>• Introduction: International Marketing Mistakes</li> <li>• 入门阅读: 国际营销中的错误</li> <li>• General Interest: International Culture</li> <li>• 一般阅读: 国际文化</li> <li>• Academic: Improving CQ: Understanding Cultural Values</li> <li>• 学术阅读: 提高文化智商: 理解文化的价值</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding New Words</li> <li>• 理解生词</li> <li>• Dealing with New Words</li> <li>• 处理生词</li> <li>• Guessing the Meaning from Context: Punctuation</li> <li>• 从语境中猜测词义: 利用标点符号</li> <li>• Finding the Main Idea</li> <li>• 寻找中心思想</li> <li>• Finding Details</li> <li>• 寻找细节</li> <li>• Thinking Ahead</li> <li>• 提前思考</li> <li>• Guessing the Meaning from Context: Using Logic</li> <li>• 从语境中猜测词义: 利用逻辑</li> <li>• Using Graphic Organizers: Venn Diagrams and Charts</li> <li>• 利用图表: 维恩图和表格</li> </ul>
<p><b>Chapter 4</b> <b>The Global Economy</b></p> <p>第4章 全球经济</p> <p>P117</p>	<ul style="list-style-type: none"> <li>• Introduction: The Exchange of Material Goods</li> <li>• 入门阅读: 物质商品的交换</li> <li>• General Interest: Excerpt from Lawrence Durrell's <i>Bitter Lemons</i></li> <li>• 一般阅读: 劳伦斯·德雷尔的《苦柠檬》选段</li> <li>• Academic: Economic Systems</li> <li>• 学术阅读: 经济体制</li> </ul>	<ul style="list-style-type: none"> <li>• Previewing for Topics</li> <li>• 预览以寻找主题</li> <li>• Guessing the Meaning from Context: Accepting Incomplete Knowledge</li> <li>• 从语境中猜测词义: 接受不完整知识</li> <li>• Understanding Parts of Speech</li> <li>• 理解词性</li> <li>• Keeping a Word Journal</li> <li>• 记单词笔记</li> <li>• Guessing the Meaning from Context: Using the Next Sentence</li> <li>• 从语境中猜测词义: 利用下一句</li> <li>• Marking a Textbook</li> <li>• 在课本中做标记</li> <li>• Finding the Topic Sentence</li> <li>• 寻找主题句</li> <li>• Using Graphic Organizers: Charts</li> <li>• 利用图表: 表格</li> </ul>
<p><b>Chapter 5</b> <b>Themes and Purposes</b></p> <p>第5章 主题和目的</p> <p>P157</p>	<ul style="list-style-type: none"> <li>• Introduction: Looking at Art: What's the Story?</li> <li>• 入门阅读: 艺术欣赏: 寻找背后的故事</li> <li>• General Interest: The Sacred Realm of Art</li> <li>• 一般阅读: 神圣的艺术王国</li> <li>• Academic: Art as the Mirror of Everyday Life</li> <li>• 学术阅读: 艺术是日常生活的写照</li> </ul>	<ul style="list-style-type: none"> <li>• Determining Point of View</li> <li>• 判断观点</li> <li>• Guessing the Meaning from Context: Pictures and Captions</li> <li>• 从语境中猜测词义: 利用图片和说明性文字</li> <li>• Finding Main Ideas: Major Sub-Topics</li> <li>• 寻找中心思想: 主要的子主题句</li> <li>• Understanding Italics</li> <li>• 理解斜体词语</li> </ul>

Critical Thinking 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"> <li>Using a Venn Diagram to Show Similarities and Differences 利用维恩图来展示相似之处和不同之处</li> <li>Paraphrasing 改写</li> </ul>	<ul style="list-style-type: none"> <li>Amplification in English-Chinese Translation 英汉翻译中的增词</li> </ul>	<ul style="list-style-type: none"> <li>Can and Could Can和Could</li> <li>Causatives: Force and Make 使役动词: Force 和 Make</li> <li>Summary Writing: Condensing 写摘要: 缩写</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Summary 主题: 摘要</li> <li>Strategy: Writing a Summary 策略: 写摘要</li> <li>Practical Writing (Writing emails 1: Introducing yourself) 实用写作 (写电子邮件1: 介绍你自己)</li> </ul>
<ul style="list-style-type: none"> <li>Using a T-chart 使用十字分类图</li> <li>Finding Unstated Details 寻找没有明确说明的细节</li> </ul>	<ul style="list-style-type: none"> <li>Translation of Restrictive Attributive Clauses 限制性定语从句的翻译</li> </ul>	<ul style="list-style-type: none"> <li>Transition Words of Contrast 表示对比的过渡词</li> <li>Using There + Be 使用 There + Be</li> <li>Using Quotations to Support General Statements 利用引用来支持一般论述</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Comparison 主题: 比较</li> <li>Strategy: Writing a Paragraph of Comparison 策略: 写一个比较性的段落</li> <li>Practical Writing (Writing emails 2: Leaving an out-of-office message) 实用写作 (写电子邮件2: 留在办公室的信息)</li> </ul>
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<ul style="list-style-type: none"> <li>Synthesizing and Applying Information 综合并利用信息</li> <li>Guessing the Meaning from Context 从语境中猜测词义</li> </ul>	<ul style="list-style-type: none"> <li>Translation of the Passive Voice 被动语态的翻译</li> </ul>	<ul style="list-style-type: none"> <li>The Passive Voice 被动语态</li> <li>Transitional Expressions: Adverbial Conjunctions 过渡性表达: 副词性连接词</li> <li>Recognizing and Repairing Run-Ons and Comma Splices 识别并修复流水句和逗号粘连句</li> </ul>	<ul style="list-style-type: none"> <li>Focus: Analysis 主题: 分析</li> <li>Strategy: Writing a Topic Sentence 策略: 写主题句</li> <li>Writing a Paragraph of Analysis 写一个分析性段落</li> <li>Practical Writing (Writing emails 4: Giving Directions) 实用写作 (写电子邮件4: 指引方向)</li> </ul>
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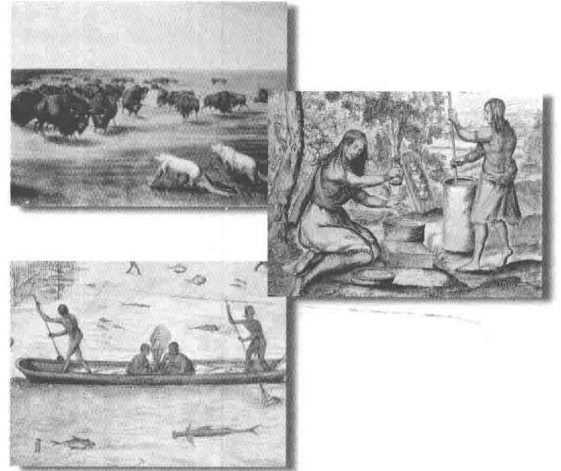
# Welcome

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 People in Colonial America

### BEFORE READING



**THINKING AHEAD** Look at the pictures. Discuss these questions with a partner.

1. What are the people doing?
2. Who are the people in the pictures? How did they live?
3. What was America like before the Europeans arrived?

2

### AFTER READING

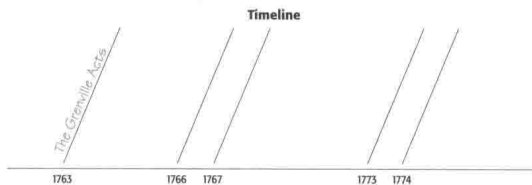
- A. MAIN IDEA** In small groups, discuss this question:
- What was the main reason that the American colonists wanted to be independent from Great Britain?

### Reading Strategy

#### Making a Timeline

Timelines are a type of graphic organizer. Timelines are one way to show chronological (time) order. When you read about history, making a timeline can help you identify and remember important events.

- B. MAKING A TIMELINE** Go back to the reading on pages 17–18 and the list of years and events you found before you read (page 16). Match the acts with the years. Write the acts on the correct lines in the timeline.



**C. UNDERSTANDING DETAILS** Without going back to the reading, match the acts with their descriptions. Write the correct letters on the lines.

- |                           |   |
|---------------------------|---|
| _____ 1. Quartering Act   | a. a tax on printed material  |
| _____ 2. Stamp Act        | b. a tax on tea   |
| _____ 3. Townshend Acts   | c. taxes on lead, paint, paper, glass, and tea                                |
| _____ 4. Tea Act          | d. closed Boston Harbor   |
| _____ 5. Intolerable Acts | e. colonists had to give British soldiers food, supplies, and a place to stay |

Now go back to the reading on pages 17–18 to check your answers.

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 reaing 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 the American West. As you read, don't use a dictionary. Try to guess the meaning of new words. Think about the question below. When you find the answer, highlight it.  
• How did the railroad change the western part of the United States?

### The End of the Frontier

#### The Coming of the Railroad

From the time of the first colonies, the new Americans were always moving west, toward the **frontier**—the wild area where there were no European-style towns or cities. Different people were looking for different things: land, freedom, gold, or adventure. The journey to the frontier was long, difficult, and dangerous.



Immigrants build the railroad.

However, something happened to change the journey in the second half of the 19th century. In 1862, two railroad companies raced to build a railroad line across North America. They worked very fast. They received money from the government for each mile of train track (the man-made path a train runs on) that they put down.

Immigrants from Ireland worked for the Union Pacific Company to build from Omaha, Nebraska, toward the west. Immigrants from China worked for the Central Pacific Company to build from Sacramento, California, toward the east. They did all of this work by hand—often in the terrible heat of the desert or in heavy snow high in the mountains. Sometimes they put down 10 miles of track in just one day. On May 10, 1869, the “wedding of the rails” took place in Promontory Point, Utah. It was then possible to travel across North America by train, and the whole country celebrated. Large numbers of people were suddenly able to move west.

Thousands of **miners** moved to Colorado, Nevada, Idaho, Montana, and California. These people went west to dig for gold or silver. In one place after another, the miners set up camp. Other settlers came, and small towns grew around the camps. These settlers started farms or small businesses to supply the miners with food, equipment, and other goods. However, when there was no more gold or silver, people usually moved away, and the empty towns became **ghost towns**.

Other people moved west to start **ranches**. There were millions of acres of good grassland for the beef cattle to live on, especially in Texas. Also, there was

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### Art as the Mirror of Everyday Life

When children start to draw and paint, they deal with the images that they know best: mother and father, sisters and brothers, the teacher, the house, the dog. Many artists never lose their interest in everyday things, so much of our finest art depicts subjects that are close to the artist's personal world.

Art that depicts the moments of everyday life and its surroundings is known as *genre*. Often, its purpose is a simple one—to record, to please the eye, to make us smile. Images like this occur in all periods of the history of art, in all cultures and parts of the world. A charming example from China is *Court Ladies Preparing Newly Woven Silk*. No grand political or social issues are presented here.

Instead, the artist has depicted a delightful scene of daily activity: Three women and a girl stretch and



Figure 1: *Court Ladies Preparing Newly Woven Silk*, from China, 12th century

iron a piece of silk, while a little girl peeks underneath to see what is going on. The women's pastel kimonos, their quiet gestures, and the atmosphere of pleasant shared work give us a gentle masterpiece of Chinese genre.

Equally charming genre pieces occur in an early French manuscript, one page of which we shall study here. During the Middle Ages (about 1100–1500 A.D.), wealthy people paid artists to illuminate (hand-paint) books, especially prayer books. In the early 15th century, the Limbourg Brothers illuminated one of the most famous books in the history of art, *Les Très Riches Heures* (“the very rich book of hours”). It contains a calendar, with each month's painting showing a seasonal activity.

The *February* page, shown here, depicts a small hut with three people around a fire. They have pulled their clothes back to get maximum



Figure 2: *February* page from *Les Très Riches Heures du Duc de Berry*. Illumination. Musée Condé, Chantilly

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.

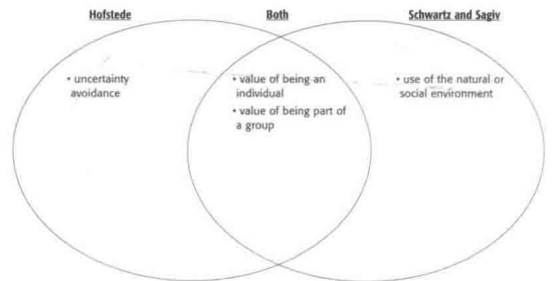
讨论、结对练习和分组练习等活动贯穿从一般阅读到学术阅读学习的全过程。

**C. USING GRAPHIC ORGANIZERS: VENN DIAGRAMS AND CHARTS** The graphic organizer below shows the cultural values in the two studies you read about on pages 92–95. In the chart, the left column shows the values from the Hofstede study; and the right column shows the values from the Schwartz and Sagiv study. With a partner, discuss these questions:

- Which values do both studies discuss? Are the values worded in the same way?
- Which values are discussed only in the Hofstede study?
- Which values are discussed only in the Schwartz and Sagiv study?

Hofstede	Schwartz and Sagiv
• individualism/collectivism	• ability to pursue independent ideas • being a member of a group
• power distance (high/low)	• hierarchy • how people see each other as equals
• uncertainty avoidance (high/low)	
• masculinity/femininity	
	• harmony with the environment
	• use of natural or social environment
	• ability to pursue positive experiences

Look at the Venn diagram below. Finish filling in the diagram with information from the chart above.



**D. MAKING CONNECTIONS** You read that not having knowledge of intercultural skills can be costly to people who are doing international business. With a partner, look back at Part 1, pages 77–78. In what way were these mistakes probably costly to these two companies: Traficante and Samarin? What did they lose?

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## 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. drought	a. unfriendly feelings or behaviors
_____ 2. famine	b. feel bitter or angry about sth. or sb.
_____ 3. railroad	c. long period with no rain
_____ 4. treaty	d. the process of coming to live permanently in another country
_____ 5. resent	e. train track
_____ 6. immigration	f. an unusual, exciting or dangerous experience
_____ 7. hostility	g. written agreements
_____ 8. adventure	h. situation when many people die because there isn't enough food

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

- A miner digs only gold from the ground.  T  F
- There are a lot of trees on the plains.  T  F
- The frontier is far from cities and most towns.  T  F
- People have enough to eat during the famine.  T  F
- Beef, chicken and lamb are examples of crops.  T  F

**C. WORDS IN PHRASES** Write the words from the box on the lines below to complete the phrases.

house	town	desert	drive	freedom	track	depression	law
1. a ghost _____	5. religious _____						
2. economic _____	6. pass a _____						
3. a log _____	7. the heat of the _____						
4. a cattle _____	8. put down a mile of train _____						

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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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