

国际经典英语系列教材

PEARSON

NORTHSTAR



# 综合英语教程

Comprehensive English for  
Advanced Learners

中方主编 张琦 程娜

原 著 【美】 Judy L. Miller  
Robert F. Cohen



上海交通大学出版社  
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# PREFACE 前 言

我们从事研究生英语读写课程教学多年,一直想找一套适合理工科高校公外研究生使用的教材,也进行了很多的尝试,一直都没有很满意的结果。直到接触到了培生教育集团出版的 Northstar 系列教材,我们惊叹于该系列教材理论及实践经验丰富的编著团队阵容,折服于他们独具匠心、深入浅出的内容设计,更钦佩他们事无巨细、精益求精的工作态度。我们当即决定在 Northstar 系列读写教材中选出一本与公外研究生英语水平相当的教材进行改编,将这套在国际上应用多年的经典教材本土化、精简化,从而更能满足我们目前教授的大部分学生需求。

本套教材分为话题导入(Focus on the Topic)、阅读理解(Focus on Reading)和文章写作(Focus on Writing)三个板块。阅读理解板块所选阅读材料都是原版的报刊文章或媒体报道,内容紧随时代,涉及社会、人物、生活、军事、艺术等方方面面,非常符合年轻人的阅读需求。语言文字既没有晦涩难懂的术语,又都是地道的高频用词,轻松易懂,原汁原味。阅读这样的文章不会让学生产生厌烦感。练习部分既可以起到文章导入的作用,又能达到加深理解、巩固学习的效果,内容设计难易适中、系统性强,强调思辨性思维,注重实际应用,突出语言的交际性和灵活性。文章写作板块内容涵盖阅读理解中词汇的练习,帮助学生积累和巩固写作中需要使用的文字和表达。针对写作的训练,教材理论和实践相结合,既有文字解释介绍又有范文示例,并配有形式多样、各有侧重的练习,学生可以在做好充分准备后,再开始文章写作,起到事半功倍的作用。

在改编过程中,我们保持了原版教材的主旨思想和主体内容,鉴于我国高校的普遍学时安排和国情政策,将十个单元缩减为八个单

元。每个单元对中国学生普遍较强的语法部分和阅读理解等部分练习进行了删减。为了强调中国文化传播与英语教学结合的理念,我们还在练习中加入了与话题相关的中译英翻译练习,以期学生能够使用英语进行中国文化和国情的引介。另外,在附录部分,为了帮助学生更好地理解阅读文章,改编教材还增加了词汇表供学生参考和学习。

对原版经典教材的改编是面向不同学习者的一次量体裁衣的过程,符合目前广受教育界关注的因材施教理念,为理工科高校的公外研究生提供了一套针对性强、形式多样、问题反馈及时且注重思辨能力培养的教材。在改编的过程中,我们也在品读经典教材的用意和理念,与此同时反思自己的教学授课,体会在我们的教学实践中,学生给我们的反馈和真实需求。编写的过程虽然漫长和艰苦,但回顾以往经历,总还是觉得受益匪浅,感触良多。希望这本教材能够对学生的英语学习有所帮助,也期待同行们的指正和批评。

最后,我们要真诚感谢上海交通大学出版社对本套教材编写出版工作的大力支持和协助。

编者

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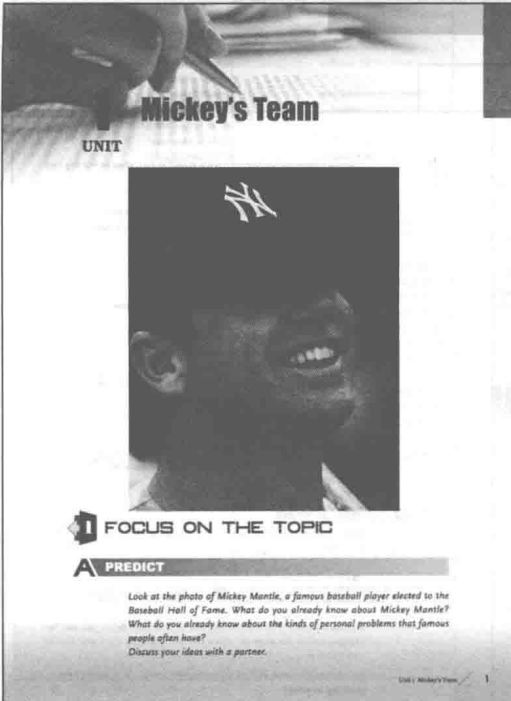
# UNIT STRUCTURE

## 1 FOCUS ON THE TOPIC

This section introduces students to the unifying theme of the reading selections.

**PREDICT** and **SHARE INFORMATION** foster interest in the unit topic and help students develop a personal connection to it.

**BACKGROUND** and **VOCABULARY** activities provide students with tools for understanding the first reading selection. Later in the unit, students review this vocabulary and learn related idioms, collocations, and word forms. This helps them explore content and expand their written and spoken language.



**UNIT**

### Mickey's Team

**1 FOCUS ON THE TOPIC**

**A PREDICT**

Look at the photo of Mickey Mantle, a famous baseball player elected to the Baseball Hall of Fame. What do you already know about Mickey Mantle? What do you already know about the kinds of personal problems that famous people often have? Discuss your ideas with a partner.

Unit | Mickey's Team | 1

**UNIT 1**

**3 SHARE INFORMATION**

Mickey Mantle credited his skill as a baseball player to the influence of one person. Think of all the people who have influenced your development. What did they contribute to your personality? Was their influence always positive? How old were you when their influence was felt?

Fill in the chart. Then share your answers with a small group.

WHO INFLUENCED YOU?	HOW DID THIS PERSON INFLUENCE YOU?	HOW OLD WERE YOU?
Family member		
Friend		
Teacher or religious leader		
National celebrity (athlete, politician, movie star, performer)		
Other		

**4 BACKGROUND AND VOCABULARY**

Choose the word(s) that correctly explain the meaning of the boldfaced word. There can be more than one correct answer. Compare your answers with a partner's.

- For a long time, he thought that he, too, would die from the hereditary disease that killed his father.
  - inherited
  - genetic
- Despite **tough** competition, Mantle rose from the lead mines of the West to the heights of fame.
  - demanding
  - strong

2 | 2013

# 2

## FOCUS ON READING

This section focuses on understanding two contrasting reading selections.

**READING ONE** is a literary selection, academic article, news piece, blog, or other genre that addresses the unit topic. All the readings are authentic.

**READ FOR MAIN IDEAS** and **READ FOR DETAILS** are comprehension activities that lead students to an understanding and appreciation of the first selection.


Following this comprehension section, the **MAKE INFERENCES** activity prompts students to “read between the lines,” move beyond the literal meaning, exercise critical thinking skills, and understand the text on a more academic level. Students follow up with pair or group work to discuss topics in the **EXPRESS OPINIONS** section.

**UNIT 1**

**FOCUS ON READING**

**READING ONE: My Time**

Before you read, discuss what effect can a parent's alcoholism have on a child's life.



**MY TIME**

**IF ALCOHOLISM IS HEREDITARY** in the genes, then I think mine came from my mother's side of the family. Her brother was an alcoholic. My mother, Lowell, and my dad, weren't big drinkers. Dad would be out of whiskey on Saturday night and just icebox. Then every night when he came from working eight hours in the land of Oklahoma, he'd head for the icebox and swing of whiskey.

My dad loved baseball, played wiffball on the weekends, and was a first

**FOOTNOTES:**  
<sup>1</sup> **swig:** a gulp of a liquid, usually alcohol  
<sup>2</sup> **Hopkin's disease:** a cancer of the blood and liver. It is hereditary. For a long time, of his sons had it and died around the same age as Mantle's father.

**UNIT 1**

**READING ONE: My Time**

rehab work to do, but I wouldn't do it. I'd be out drinking. Everything had always come naturally to me. I didn't work hard at it.

After I retired at 37, my drinking got really bad. I went through a deep depression. Billy Martin, Whitey Ford, Hank Bauer, Moose Skoville (Yankee teammates), I left all those guys. I think it left a hole in me... We were all brothers. I haven't met anyone else I'm close to.

I never thought about anything serious in life for a continuous period of days until I checked into the Betty Ford. I've always tried to avoid anything or anything controversial; anything serious did it through the use of alcohol. Alcohol protected me from reality.

You are supposed to say why you're at the Center. I said I had a bad liver and I was depressed. Whenever I tried to talk to my family, I got all choked up. One of the really sneaky up, besides baseball, was my father. I want a good family man. I was out, running around with my friends. Mickey Jr. could have been a wonderful he had had my dad, he could have been league baseball player. My kids never let me not bring there. They don't have to miss me.

During my time at the Betty Ford Center to write my father a letter and tell him about him. It only took me ten minutes to write the letter, and I cried the whole time. It

**FOOTNOTES:**  
<sup>1</sup> **rehab, rehabilitation:** training to restore someone to a normal state  
<sup>2</sup> **Betty Ford Center:** a live-in treatment center in California. It is named in honor of the first lady, Betty Ford, who is famous for her role in helping celebrities who have been helped there.

**READ FOR MAIN IDEAS**

Answer the questions in **answer one** or **answer two**.

1. What effect did Mickey's father have on Mickey's life?  
 • his ability to play baseball  
 • his relationship with his friends  
 • his friendships?

**READ FOR DETAILS**

Fill in the time line below with the events that Mickey Mantle experienced.

**THE LIFE OF MICKEY MANTLE**

October 20, 1931	Mickey Charles Mantle was born in Spessard, Oklahoma.
1951	
1952	He married Marilyn Louise Johnson, who worked in a bank.
1956	The first of Mickey's five sons was born.

**MAKE INFERENCES**

Working with a partner, refer to Reading One to answer the questions.

1. Mickey Mantle's father  
 a. caused Mickey's drink-  
 b. may have influenced  
 c. had nothing to do with Mickey's drinking problem.

2. How did Mickey Mantle feel about his father's drinking?  
 a. He was proud of his father's drinking.  
 b. He was disappointed in his father's drinking.  
 c. He was angry at his father's drinking.

**EXPRESS OPINIONS**

Do you think Mickey Mantle was a hero? In your opinion, what makes a person a hero?

**READING TWO: Addiction**

Below is a passage from a psychology text on addiction. Before you read the passage, answer the question. When you have finished, share your answer with a partner.

Why do people become addicted to playing video games, watching television, gambling, or eating?

**QUESTIONS:**

- Mantle's father pitched batting practice to Mickey even when he was dog tired because  
 a. he felt Mickey didn't practice enough on his own.  
 b. he was an experienced ball player and always wanted to play.  
 c. he wanted Mickey to become the player he himself hadn't been.
- The main reason for Mickey's shortened career was  
 a. the fact that he was an alcoholic.  
 b. the fact that he was injured so frequently.  
 c. the fact that Mickey did not work hard enough.
- Mickey probably sees himself as a cartoon character because  
 a. he was always drunk.  
 b. he didn't keep his Yankee teammates as friends.  
 c. he always tried to avoid anything serious.
- Mickey set up "Mickey's Team" because  
 a. he wanted to be a hero.  
 b. he wanted to be remembered.  
 c. he wanted to help others.
- Mickey Mantle wrote a letter to his father because  
 a. he hadn't expressed his feelings to his father.  
 b. his father hadn't seen his children.  
 c. he missed his father.

**READING TWO** offers another perspective on the topic and usually belongs to another genre. This second reading is followed by an activity that challenges students to question ideas they formed about the first reading, and to use appropriate language skills to analyze and explain their ideas.

**READING CAN-DO CHECKLIST** presents a self-evaluation activity. Students are supposed to give a judgement about their performance and to tell if they have achieved the respective requirement set for different exercises after every reading passage.

**PSYCHOLOGY TODAY**

**ADDICTION**

1. Addiction is one of the toughest problems facing our culture today. Growing problems within the family as well as many international problems that grow do not become addicted just because. There are usually reasons why an addiction difficult to stop.

**Key Elements of Addiction**

2. Addiction has two elements that is drawn to addictive behavior or or her emotions. They enhance or reduced momentarily, and the person. Tolerance means that over time, more to produce the desired effect until if spending, or gambling, more and more. Eventually, even those fail. In the impaired, or an overdose may result job, or divorce.

3. The second element that is limit means that an individual has a very the substance or behavior is stop level of a chemical substance in the stimulation affects the emotional. Complete withdrawal can last two effects that are very difficult to end.

**Factors That Influence Addiction**

4. There is often a genetic inclination to say that heredity alone is sufficient of the addiction may well be inherited has alcoholic parents or grandparents response to alcohol.

10

**UNIT 1**

2. Mantle's father pitch because

a. he felt Mickey didn't  
b. he was an experienced  
c. he wanted Mickey

3. The main reason for

a. the fact that he was  
b. the fact that Mickey  
c. the fact that Mickey

4. Mickey probably sees

a. he was always drunk  
b. he didn't keep his  
c. he always tried to

5. Mickey set up "Mickey"

a. he wanted to be a  
b. he wanted to be re  
c. he wanted to help

6. Mickey Mantle wrote

a. he hadn't expressed  
b. his father hadn't a  
c. he missed his father

**EXPRESS OPINIONS**

Do you think Mickey Mantle is a hero?

**READING TWO: ADDICTION**

1. Below is a passage from a magazine. Answer the questions with a partner.

Why do people become addicted to gambling, or eating?

**UNIT 1**

**READING CAN-DO CHECKLIST**

Do you know how to make predictions of the meanings of new words?

Can you read for main ideas and details?

Can you infer information not explicit in the reading?

Can you comprehend a passage and search for necessary information within a limited time?

**FOCUS ON WRITING**

**VOCABULARY**

**REVIEW**

Imagine that the following letter was the one Mickey Mantle wrote at the Betty Ford Center to his long-dead father. Fill in each blank with one of the words from the box on the next page.

avoided	depressed	failed	sober
blame	devastated	instruction	tolerance
choked up	enhanced	recovered	tough

Dear Dad,

Your death really (1) devastated me. I don't think I have ever (2) \_\_\_\_\_ from the pain and the fact that I never managed to tell you how much I loved you. The hardest thing I ever had to do was to say good-bye to you.

How do I account for my success? I owe it all to your patient (3) \_\_\_\_\_ in baseball, your faith in me, and your love. If you had lived, you would have seen my four beautiful sons. You would have shared my fame, and your presence would have added to and (4) \_\_\_\_\_ my success. You would have seen me realize those dreams we had so long ago.

10

# 3 FOCUS ON WRITING

This section emphasizes development of productive skills for writing. It includes sections on vocabulary, and the writing process.

The **VOCABULARY** section leads students from reviewing the unit vocabulary, to practicing and then working with it—using it creatively in both this section and in the final writing task.

UNIT 1

**READING CAN-DO CHECKLIST**

- Do you know how to make predictions of the meanings of new words?
- Can you read for main ideas and detail?
- Can you infer information not explicit in the reading?
- Can you comprehend a passage and search for necessary information within a limited time?

**3 FOCUS ON WRITING**

**A VOCABULARY**

**REVIEW**

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More than anything else in the world, I wanted you to be proud of me. When I lost you, I lost my guide, my anchor in life. You were such a responsible person, but I (5) \_\_\_\_\_ to follow your example. You had no (6) \_\_\_\_\_ for wrong behavior, but I became very (7) \_\_\_\_\_ after your death. Despite all the success, I lost my way for a long time, but I have beaten my addiction and now I am always (8) \_\_\_\_\_. Whatever happens, I am determined to use the rest of my life to make things up to my family.

Even though I was elected to the Baseball Hall of Fame, I was not the great father to my sons during their childhood that you were to me during mine. I can't deny that in their own ways, my kids bear the scars of my neglect. I get all (9) \_\_\_\_\_ when I think about all this because they don't (10) \_\_\_\_\_ me for my failures as a parent. I only wish that I had been there for my kids in the same way that you were always there for me. You were (11) \_\_\_\_\_ on me, but you always wanted the best. Perhaps I could have (12) \_\_\_\_\_ some of this suffering if, years ago, I had had the courage to tell you how much I loved you.

Your loving son,  
Mickey

**CREATE**

Read the beginning of a paragraph about why Mickey Mantle felt better about himself at the end of his life. Use at least seven more words from the list below to complete the paragraph. Be sure to use the correct form of each word as shown in the chart in Expand. Then read your writing to a partner.

avoid	depressed	fail	soberity
blame	devastate	instruct	tolerate
choked up	enhance	recover	tough

**How Mickey Mantle Changed**

At the end of his life, Mickey Mantle was more in touch with his feelings than he had ever been before. He had overcome his addiction to alcohol and was able to stay sober.

\_\_\_\_\_

\_\_\_\_\_

The **WRITING** section of each unit leads students through the writing process and presents a challenging and imaginative writing task that directs students to integrate the content and vocabulary from the unit.

- Students practice a short **pre-writing strategy**, such as free writing, clustering, brainstorming, interviewing, listing, making a chart or diagram, categorizing, or classifying.
- Then students organize their ideas and write, using a **specific structural or rhetorical pattern** that fits the subject at hand.

**WRITING**

In this unit, you read an excerpt from an autobiography about Mickey Mantle and a passage about the nature of addiction. You will write an autobiographical narrative about to deal with and how you tried to overcome it.\*

**PREPARE TO WRITE: Notetaking**

1. Jot down notes of the different times you have faced a challenge in your life. Your notes can be in words, numbers, or symbols that help you to respond most comfortably.
2. Think of what you tried to do to resolve the specific problem. Why or why not? Which situation was most difficult? As you write your notes, do not worry about grammar. Just express your ideas as they occur to you.
3. Share your notes with a partner. Compare insights and experiences. Which would be the best one to write about in an autobiography?

**WRITE: An Autobiographical Narrative**

1. Working with a partner, reread the paragraph from the autobiography and discuss the questions.

“Even though he was dog tired after long days still pushing batting practice to run in the backyard work, beginning from the time I was four years old, I called him to dinner, but the meal would wait until I had finished my work from the right and left sides of the man. If I’d done something wrong, he could just have to say anything—and I’d say, ‘I won’t do it my father, although I couldn’t tell him that, just it’”

1. Who is being described here?
2. Who is the narrator (the person who is telling the story)?
3. During which period in the narrator’s life does the story take place?
4. What verb tenses are used?
5. What statement refers to an issue that caused the narrator to write this autobiography?

\* For Alternative Writing Topics, see page 15. These topics can be used as alternatives to the final writing task, or as additional assignments. The alternative topics relate to the theme of the unit and the rhetorical structure taught in the unit.

**UNIT 1**

You can:

- a. describe your personality as it was during a special event in your life
- b. consider how that period or special event affected your system of values or changed or reinforced your values
- c. describe any individuals who had a great influence on you during that period
- d. share with the reader the issue that was most difficult for you
- e. discuss whether there was anything you should have done differently

Refer to the notes that you wrote at the beginning of the unit. Expand on one of the ideas that you mentioned.

**EDIT: Writing the Final Draft**

Write your final draft. Carefully edit it for grammar and mechanics. Make sure you used some of the vocabulary from the unit. Use the checklist to help you write the final draft of your narrative.

**FINAL DRAFT CHECKLIST**

- Does your narrative give a clear picture of the event?
- Are the three main elements of autobiography—character, technique, and theme—properly developed?
- Do you use correct punctuation for the event?
- Is the past unreal conditional used to describe the consequence of past actions on your life?
- Has vocabulary from the unit been used?

**ADDITIONAL EXERCISE: TRANSLATION**

Translate the following passage related to the topic of ADDICTION. You are allowed to use proper translation skills and strategies to adjust the version.

在西方国家的人们听说“自拍”这个词的时候，中国女孩就已经开始玩自拍了。甚至在还没有“自拍”（selfie）这个词的时候就已经开始了。之后，当世界开始“自拍革命”的时候——中国年轻女性又领先一步，用我们只能想象的方式，开始编辑她们的自拍照。这些极其成功的国产照片处理应用程序针对中国女性的两大明显的心理特征：一是可以随心所欲地自拍；二是希望自己的脸比实际更白更嫩。至少在中国，这种现象已经成为网络文化的一个必不可少的组成部分。

Write an essay on one of the topics. Use the vocabulary from the unit.

1. Imagine that you are a character from Mickey Mantle’s autobiography. Write a paragraph for Mickey Mantle about how you felt about your life. For example, you may want to describe how a day in your life was the same as every other day. Write a paragraph in this way: “Every day was the same. I did my free time with my brother.”
2. Write a letter to someone who has been very important to you in your life.

Unit 1 Student’s Book 15

In the final phase of the writing process, students **edit** their work with the help of a **checklist** that focuses on mechanics, completeness, enhancing style, and incorporating the vocabulary and grammar from the unit.

**ALTERNATIVE WRITING TOPICS** are provided at the end of the unit. They can be used as **alternatives** to the final writing task, or as **additional** assignments. **ADDITIONAL EXERCISE: TRANSLATION** tied to the theme of the unit are organized in a special section at the end of each unit.

# SCOPE AND SEQUENCE

	UNIT	CRITICAL THINKING	READING
UNIT 1	<p><b>Mickey's Team</b></p> <p><b>Theme:</b> Addiction</p> <p><b>Reading One:</b> <i>My Time in a Bottle</i> An autobiographical text</p> <p><b>Reading Two:</b> <i>Addiction</i> An excerpt from a psychology text</p>	<p>Infer characters' motivations</p> <p>Classify information</p> <p>Hypothesize unreal situations</p> <p>Evaluate personal experiences</p> <p>Support answers with evidence from the text</p> <p>Identify the logic of an argument</p> <p>Identify an author's biases</p>	<p>Make predictions</p> <p>Read for main ideas and details</p> <p>Infer information not explicit in the reading</p> <p>Order information according to a timeline</p> <p>Organize and synthesize information from two texts</p>
UNIT 2	<p><b>Lies and Truth</b></p> <p><b>Theme:</b> Lying</p> <p><b>Reading One:</b> <i>Looking for the Lie</i> A news article</p> <p><b>Reading Two:</b> <i>There Is Such a Thing as Truth</i> A personal essay</p>	<p>Interpret a cartoon</p> <p>Recognize personal attitudes and values</p> <p>Hypothesize another's point of view</p> <p>Relate the theme to personal experience</p> <p>Consider advantages and disadvantages</p> <p>Infer word meaning from context</p>	<p>Predict content of the reading</p> <p>Identify main ideas and details</p> <p>Contrast a common theme in two texts</p> <p>Organize and synthesize information from two texts</p>
UNIT 3	<p><b>The Road to Success</b></p> <p><b>Theme:</b> Personality</p> <p><b>Reading One:</b> <i>Gotta Dance</i> A short story</p> <p><b>Reading Two:</b> <i>Kids Learn Poise Through Dance</i> An article</p>	<p>Interpret a photograph</p> <p>Identify personality traits</p> <p>Analyze character and motivation in fiction</p> <p>Infer information not explicit in the text</p> <p>Categorize information</p> <p>Support answers with information from the text</p>	<p>Make predictions</p> <p>Summarize main ideas</p> <p>Read for details</p> <p>Locate information in the text</p> <p>Relate text to personal value</p> <p>Identify connecting themes between texts</p>
UNIT 4	<p><b>Silent Spring</b></p> <p><b>Theme:</b> Trends</p> <p><b>Reading One:</b> <i>A Fable for Tomorrow</i> An excerpt from a book</p> <p><b>Reading Two:</b> <i>The Story of Silent Spring</i> An essay</p>	<p>Identify and interpret trends</p> <p>Examine imagery in a text</p> <p>Analyze author's purpose</p> <p>Hypothesize another's point of view</p> <p>Relate text to broader historical context</p>	<p>Make predictions</p> <p>Identify the historic context of a book</p> <p>Summarize main ideas</p> <p>Scan for details</p> <p>Identify cause and effect</p> <p>Recognize the organization of a text</p> <p>Organize and synthesize information from two texts</p>

WRITING	VOCABULARY
<p>Develop the elements of character, technique, and theme in autobiographical writing</p> <p>Write a paragraph</p> <p>Combine sentences using past unreal conditionals</p> <p>Take notes to prepare for writing</p> <p>Use quotations</p>	<p>Find and use synonyms</p> <p>Use context clues to find meaning</p> <p>Recognize suffixes</p>
<p>Write a comparison and contrast paragraph</p> <p>Use double comparatives</p> <p>Write an opinion essay</p> <p>Develop thesis statements and introductory paragraphs</p> <p>Develop an introductory hook</p>	<p>Find and use synonyms</p> <p>Use context clues to find meaning</p> <p>Recognize positive and negative connotations</p>
<p>Write an opinion statement</p> <p>Write a dialogue</p> <p>Use adjective clauses</p> <p>Develop a paragraph with a topic sentence, illustrations, and a conclusion</p> <p>Write an essay with unified paragraphs</p>	<p>Find collocations</p> <p>Use hyphenated adjectives</p> <p>Use idiomatic expressions</p>
<p>Write an interview</p> <p>Write a paragraph analysis</p> <p>Use discourse connectors and adverb clauses</p> <p>Take notes to prepare for writing</p> <p>Develop a logical organizational pattern</p> <p>Write a cause-and-effect essay</p>	<p>Recognize prefixes and suffixes</p> <p>Use context clues to find meaning</p>

	UNIT	CRITICAL THINKING	READING
UNIT 5	<p><b>What Is Lost in Translation?</b></p> <p><b>Theme:</b> Cross-cultural insights</p> <p><b>Reading One:</b> <i>Lost in Translation</i> An excerpt from a memoir</p> <p><b>Reading Two:</b> <i>In One School, Many Sagas</i> An article</p>	<p>Recognize personal assumptions and biases</p> <p>Infer characters' attitudes and feelings</p> <p>Infer word meaning from context</p> <p>Compare and contrast cultural customs</p> <p>Hypothesize another's point of view</p> <p>Categorize information</p>	<p>Predict content</p> <p>Read for main ideas and details</p> <p>Identify an author's point of view</p> <p>Organize and synthesize information from three different texts</p> <p>Compare and contrast two readings</p> <p>Recognize the organization of a text</p>
UNIT 6	<p><b>When the Soldier Is a Woman ...</b></p> <p><b>Theme:</b> The Military</p> <p><b>Reading One:</b> <i>Women at War</i> A series of letters</p> <p><b>Reading Two:</b> <i>In Peace, Women Warriors Rank Low</i> A newspaper article</p>	<p>Recognize personal values</p> <p>Make generalizations</p> <p>Support opinions with information from the text</p> <p>Infer an author's attitude and feelings</p> <p>Compare and contrast experiences</p> <p>Evaluate characters' motivations</p> <p>Relate broad themes to specific situations</p>	<p>Predict content</p> <p>Identify main ideas</p> <p>Locate specific information in the text</p> <p>Identify connecting themes between texts</p> <p>Organize and synthesize information from two texts</p>
UNIT 7	<p><b>The Cellist of Sarajevo</b></p> <p><b>Theme:</b> The arts</p> <p><b>Reading One:</b> <i>The Cellist of Sarajevo</i> A magazine article</p> <p><b>Reading Two:</b> <i>The Soloist</i> An excerpt from a novel</p>	<p>Interpret a photograph</p> <p>Compare tastes and preferences</p> <p>Compare and contrast two artists' careers</p> <p>Theorize characters' motivations</p> <p>Analyze descriptive language</p> <p>Infer information not explicit in the text</p> <p>Recognize the organization of a text</p>	<p>Interpret a quotation</p> <p>Make predictions</p> <p>Identify main ideas</p> <p>Locate details in the text</p> <p>Identify similarities and differences between texts</p> <p>Organize and synthesize information from two texts</p>
UNIT 8	<p><b>The End of Poverty</b></p> <p><b>Theme:</b> Poverty</p> <p><b>Reading One:</b> <i>Can Extreme Poverty Be Eliminated?</i> An essay</p> <p><b>Reading Two:</b> <i>Making Ends Meet</i> A book review excerpt</p>	<p>Interpret photographs</p> <p>Analyze statistics</p> <p>Analyze an author's purpose</p> <p>Propose solutions to a problem</p> <p>Evaluate an author's arguments</p> <p>Develop a logical argument for and against an issue</p>	<p>Make predictions</p> <p>Read for main ideas</p> <p>Scan for supporting details</p> <p>Restate arguments in the text</p> <p>Organize and synthesize information from two texts</p>

WRITING	VOCABULARY
<p>Write a comparison and contrast essay</p> <p>Write statements of comparison and contrast</p> <p>Take notes in outline form</p> <p>Develop an outline</p> <p>Develop a logical organizational pattern</p> <p>Combine sentences for variety and polish</p>	<p>Use context clues to find meaning</p> <p>Recognize suffixes</p>
<p>Write a personal letter</p> <p>Write a summary</p> <p>Construct a dialogue</p> <p>Take notes to prepare for writing</p> <p>Write an essay response</p> <p>Write an introductory paragraph</p> <p>Embed quotations in a written work</p>	<p>Categorize vocabulary</p> <p>Recognize suffixes</p> <p>Use idiomatic expressions</p>
<p>Write a comparison and contrast essay</p> <p>Summarize the reading</p> <p>Evaluate passive voice usage</p> <p>Develop an outline</p> <p>Analyze descriptive language</p> <p>Use descriptive and figurative language</p>	<p>Use context clues to find meaning</p> <p>Categorize vocabulary</p> <p>Use participles as adjectives</p>
<p>Write compare and contrast paragraphs</p> <p>Construct a dialogue</p> <p>Write short argumentative statements</p> <p>Develop a logical organizational pattern</p> <p>Write an argumentative essay</p> <p>Refute opposing points of view</p> <p>Compose statements of concession</p>	<p>Find and use synonyms</p> <p>Use context clues to find meaning</p> <p>Use idiomatic expressions</p> <p>Recognize positive and negative connotations</p>

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# CONTENTS 目录

UNIT 1	Mickey's Team .....	1
UNIT 2	Lies and Truth .....	17
UNIT 3	The Road to Success .....	32
UNIT 4	Silent Spring .....	50
UNIT 5	What Is Lost in Translation?.....	66
UNIT 6	When the Soldier Is a Woman.....	91
UNIT 7	The Cellist of Sarajevo .....	109
UNIT 8	The End of Poverty .....	126
	Glossary .....	147