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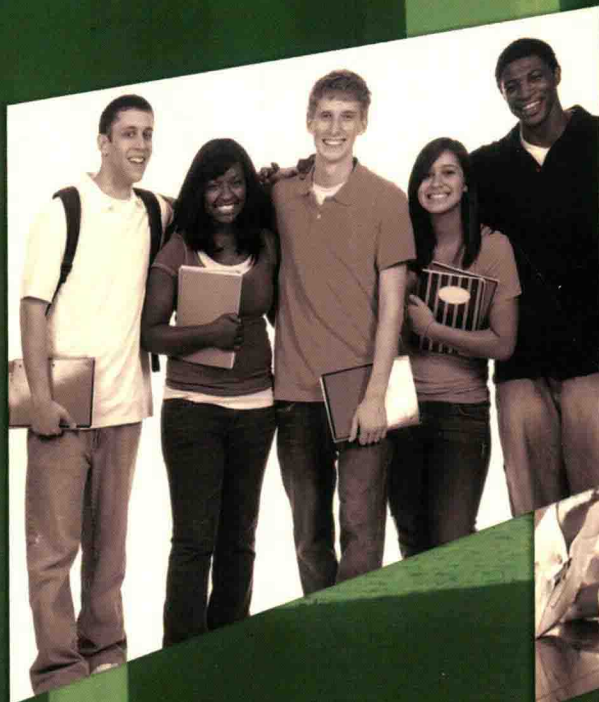
Second Edition

新视线国际英语 读写教程

Reading and Writing

Teacher's Book
教师用书

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

北京语言大学出版社
BEIJING LANGUAGE AND CULTURE
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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身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”，帮助学生养成可终身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》	<ul style="list-style-type: none">• 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》	<ul style="list-style-type: none">• 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》	<ul style="list-style-type: none">• 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》	<ul style="list-style-type: none">• 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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●●●●● WELCOME to the Teacher's Edition

The *Quest* Teacher's Edition provides support and flexibility to teachers using the *Quest* Student Book. Each chapter of the Teacher's Edition begins with a Chapter Overview that includes a brief summary of the Student Book chapter, a list of the vocabulary words found in the chapter, a list of the reading, critical thinking, and writing strategies highlighted throughout the chapter, as well as a list of the mechanics presented and practiced in that chapter. In addition, the Teacher's Edition provides step-by-step teaching procedures; notes on culture, grammar, vocabulary and pronunciation; expansion activities; photocopyable masters of select expansion activities; Internet research ideas; answer keys; and end-of-chapter tests.

Procedures

- Experienced teachers can use the step-by-step procedural notes as quick guides and refreshers before class, while newer, or substitute teachers can use the notes as a more extensive guide in the classroom. These notes also help teachers provide context for the activities and assess comprehension of the material covered.

Answer Keys

- Answer keys are provided for all activities that have definite answers. In cases where multiple answers could be correct, possible answers are included. Answer keys are also provided for the Vocabulary Workshop after each unit.

Notes

- Where appropriate, academic, culture, grammar, vocabulary and pronunciation notes provide background information, answers to questions students might raise, or points teachers might want to review or introduce. For example, in *Quest 1 Reading and Writing* Chapter 1, a reading refers to Ralph Lauren, so a cultural note provides some background information on this designer. These notes are provided at the logical point of use, but teachers can decide if and when to use the information in class.

TOEFL® iBT Tips

- In each chapter, six tips for the TOEFL® iBT are given with corresponding notes on how strategies and activities from the student book chapter can help students practice and prepare for the exam. Examples of TOEFL® iBT question format are also given in these tips.

Expansion Activities

- At least ten optional expansion activities are included in each chapter. These activities offer teachers creative ideas for reinforcing the chapter content while appealing to different learning styles. Activities include games, conversation practice, and working with manipulatives such as sentence strips, projects, and presentations. These expansion activities often allow students to practice all four language skills, not just the two skills that the student book focuses on.

Photocopiable Masters

- Up to three master worksheets that teachers can photocopy are included for each chapter. These worksheets are optional and are described in expansion activities located within the chapter. One chapter worksheet is often additional editing practice, while the others might be a graphic organizer, or a set of sentence strips.

End-of-Chapter Tests

- The end-of-chapter tests assess students on reading comprehension, one or more of the reading or critical thinking strategies highlighted in the chapter, vocabulary, mechanics and editing. Item types include multiple choice, fill-in-the-blank and true/false, for a total of 35 items per test. Answer keys are provided.

Website Research

- At the end of Part 3 in each chapter of the Teacher's Edition, you will find a list of suggested website resources that can provide additional information on the topics presented in the chapter. Teachers may use this optional resource to gather more background or to direct your students to these sites to research the topics for an expansion activity. The title of each suggested website is given and can be searched if the listed website is unavailable.

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

THE STUDENT BOOK

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"> 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 Paraphrasing 改写 	<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"> <i>Can</i> and <i>Could</i> Can 和 Could Causatives: <i>Force</i> and <i>Make</i> 使役动词: <i>Force</i> 和 <i>Make</i> Summary Writing: Condensing 写摘要: 缩写 	<ul style="list-style-type: none"> Focus: Summary 主题: 摘要 Strategy: Writing a Summary 策略: 写摘要 Practical Writing (Writing emails 1: Introducing yourself) 实用写作 (写电子邮件 1: 介绍你自己)
<ul style="list-style-type: none"> Using a T-chart 使用十字分类图 Finding Unstated Details 寻找没有明确说明的细节 	<ul style="list-style-type: none"> Translation of Restrictive Attributive Clauses 限制性定语从句的翻译 	<ul style="list-style-type: none"> Transition Words of Contrast 表示对比的过渡词 Using <i>There + Be</i> 使用 <i>There + Be</i> Using Quotations to Support General Statements 利用引用来支持一般论述 	<ul style="list-style-type: none"> Focus: Comparison 主题: 比较 Strategy: Writing a Paragraph of Comparison 策略: 写一个比较性的段落 Practical Writing (Writing emails 2: Leaving an out-of-office message) 实用写作 (写电子邮件 2: 留不在办公室的信息)
<ul style="list-style-type: none"> Making Inferences 进行推断 Finding Errors 寻找差错 Editing a Test Essay 修改一篇考试作文 	<ul style="list-style-type: none"> Translation of English Idioms into Chinese 英语习语的中文翻译 	<ul style="list-style-type: none"> Simple Present and Simple Past 一般现在时和一般过去时 Modals of Advice 表示提议的情态动词 The Subject <i>You</i> 主语 <i>You</i> Adjective Clauses 形容词性从句 (定语从句) Transitional Expressions: Coordinating Conjunctions 过渡性表达: 并列连词 	<ul style="list-style-type: none"> Focus: Exposition 说明文 Strategy: Writing an Expository Paragraph 策略: 写一个说明性段落 Practical Writing (Writing emails 3: Sending and replying to an invitation) 实用写作 (写电子邮件 3: 发送和回复邀请)
<ul style="list-style-type: none"> Synthesizing and Applying Information 综合并利用信息 Guessing the Meaning from Context 从语境中猜测词义 	<ul style="list-style-type: none"> Translation of the Passive Voice 被动语态的翻译 	<ul style="list-style-type: none"> The Passive Voice 被动语态 Transitional Expressions: Adverbial Conjunctions 过渡性表达: 副词性连接词 Recognizing and Repairing Run-Ons and Comma Splices 识别并修复流水句和逗号粘连句 	<ul style="list-style-type: none"> Focus: Analysis 主题: 分析 Strategy: Writing a Topic Sentence 策略: 写主题句 Writing a Paragraph of Analysis 写一个分析性段落 Practical Writing (Writing emails 4: Giving Directions) 实用写作 (写电子邮件 4: 指引方向)
<ul style="list-style-type: none"> Understanding Pronouns 理解代词 Comparing and Contrasting Two Works of Art 比较和对比两件艺术作品 	<ul style="list-style-type: none"> Translation of Non-Restrictive Attributive Clauses 非限制性定语从句的翻译 	<ul style="list-style-type: none"> Appositives 同位语 Adjective Clauses 形容词性从句 (定语从句) Participial Phrases 分词短语 Prepositional Phrases 介词短语 Adjectives 形容词 Order of Adjectives 形容词的顺序 Transitional Expressions: Comparison-Contrast 过渡性表达: 比较一对比 	<ul style="list-style-type: none"> Focus: Comparison-Contrast 主题: 比较一对比 Strategy: Gathering Supporting Material 策略: 收集支撑材料 Writing a Paragraph of Comparison-Contrast 写一个比较一对比段落 Practical Writing (Writing emails 5: Saying what you need) 实用写作 (写电子邮件 5: 告诉对方你需要什么)



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C H A P T E R

1

From Settlement to Independence: 1607–1776

CHAPTER 1 FROM SETTLEMENT TO INDEPENDENCE: 1607–1776

In this chapter, students will learn about the early history of the United States. In the first passage, students will read about the early settlers who came from Europe, England, and Africa to settle in the colonies. Next, students will learn about two famous Colonial Americans: Benjamin Franklin, a man who would have a big role in the new country, and Phillis Wheatley, an African slave who became a poet. In the last passage, students will learn of the events that led up to the American Revolution. These readings will prepare students to write a summary paragraph about academic material from the chapter.

READING STRATEGIES

Guessing the Meanings of New Words: Using an Explanation in the Next Sentence
Previewing: Scanning for Years
Previewing: Scanning for Events
Making a Timeline

CRITICAL THINKING STRATEGIES

Thinking Ahead (Part 1)
Using a Venn Diagram to Show Similarities and Differences (Part 2)
Making Connections (Part 3)
Note: The strategy in bold is highlighted in the student book.

MECHANICS

Can and *Could*
Causatives: *Force* and *Make*
Summary Writing: Condensing

TEST-TAKING STRATEGY

Paraphrasing

WRITING STRATEGY

Writing a Summary

Chapter 1 Opener, page 1

- Direct students' attention to the photo. Ask them what is happening in the photo.
- Have students discuss the four questions. This can be done in pairs, in small groups, or as a class.
- Check students' predictions of the chapter topic.

PART 1 INTRODUCTION People in COLONIAL AMERICA, PAGES 2–6

Before Reading

CRITICAL THINKING STRATEGY: Thinking Ahead

- Thinking ahead is an important critical thinking skill. It allows students to anticipate the content of readings, which in turn promotes comprehension.

Thinking Ahead

- Have students look at the photos and read the questions.
- Put students in pairs to answer the questions.
- Call on students to share their ideas with the class.

ANSWER KEY

Answers will vary.

EXPANSION ACTIVITY: Impact Statements

- Tell students that you will say the beginning of a sentence, and each student must complete the sentence quickly in turn. For example, if you

say "One positive contribution immigrants have made to my culture is..." and point to a student, that student should complete the sentence (e.g., *great food*).

- Continue around the room with other sentences (e.g., *One impact immigrants have had on my culture is...*, *One effect of colonists has been...*, *Countries that were colonized by European countries are...*).
- In a variation, write the sentence starters on strips of paper. Call on a student to draw a strip and read it aloud. Have the student point to another student who will complete the sentence. Continue until everyone has had a chance to participate.

01 Reading

ANSWER KEY

1. A; 2. B

- Have students look at the reading. Go over the directions and the questions.
- Have students read the passage silently, or have students follow along silently as you play the audio program.

Culture Notes

- You may want to point out that the focus of this reading is on colonists, or people who came from somewhere else to settle in this country. Of course, many people—Native Americans—were living in the area already.
- Native American tribes in the area that would become the 13 colonies included the Huron, Algonquin, Iroquois, Seminole, Creek, Choctaw, Cherokee, and the Powhatan.

EXPANSION ACTIVITY: Native American Research

- Put students in small groups to prepare a presentation.
- Have students go online or to the library to research one of the Native American tribes living on the east coast of the United States in the 18th century (see culture note above for suggestions of tribes).
- You may want to use the following questions as prompts: *Where did they live? How many were there in the tribe? What did they eat? What was their culture like?*
- Have students present their research to the class.

Language Focus

1. (Ls 4-5) The colonists came for religious **freedom**—the freedom to **practice** religion in their own way.

- **freedom** *n.* 自由; 自主
 - People should enjoy the **freedom** of speech.
人们应当享有言论自由。
 - He finally won his **freedom** after 20 years in jail.
他蹲了20年监狱以后终于获得了自由。
- **practice** *v.* (=practise) 练习; 实践 *n.* 练习; 实践; 做法; 惯例
 - He wants to **practice** his English on me.
他想跟我练习英语。
 - Do you still **practice** your religion?
你还参加你的宗教活动吗?
 - It takes a lot of **practice** to play the violin well.
拉好小提琴需要多加练习。

2. (Ls 6-7) A few were **wealthy** and **worked as** doctors, lawyers, and religious leaders.

- **wealthy** *a.* 富裕的; 富有的
 - The couple are said to be fabulously **wealthy**.
据说这对夫妇家财万贯。
 - They live in a **wealthy** suburb of Chicago.
他们住在芝加哥郊区的一处富人区。
- **work as...** 担任……; 以……身份工作
 - My son is **working as** a teacher.
我儿子是当老师的。
 - She **works as** a secretary in a big company.
她在一家大公司担任秘书。

3. (Ls 8-9) The rest of the **settlers** (people who came to live **permanently**) in America came mainly from Scotland, Germany, Holland, France, Sweden and Finland.

- **settler** *n.* 移民; 殖民者

- The chief and his tribe helped the **settlers** build shelters for the winter.

酋长和他的部落帮助移民建造屋舍过冬。

- Life for the **settlers** in the New World was hard at the beginning.

最初, 殖民者在新大陆的生活是艰苦的。

- **permanently** *a.* 永久地; 持久地
 - Real love is a **permanently** self-enlarging experience.
真爱是一种持久的自我放大的体验。
 - Will you settle down **permanently** in America?
你打算在美国永久定居吗?

4. (L11) Many came to **escape** war, hunger, or bad treatment.

- **escape** (~ from) *v. & n.* 逃避, 摆脱; 逃走, 逃离
 - She managed to **escape** from the burning car.
她设法从燃烧的汽车里逃了出来。
 - There was no hope of **escape** from her disastrous marriage.
她无望从不幸的婚姻中解脱出来。

5. (Ls 15-19) **By the end of** 1600s, slave traders **kidnapped—captured** and took **by force**—thousands more and brought them to the colonies.

- **by the end of...** 到……时为止; 到……结束时
 - She hopes to go abroad to study **by the end of** this year.
她希望今年年底前能出国留学。
 - **By the end of** last semester, he had caught up with other students in math.
到上个学期末, 他的数学已经赶上了其他同学。
- **kidnap** *v.* 绑架; 诱拐
 - Two businessmen have been **kidnapped** by terrorists.
两名商人被恐怖分子绑架了。
 - The police caught the man who was charged with **kidnapping** children.
警方抓住了那个被控绑架儿童的人。
- **capture** *v.* 捕捉; 俘虏; 占领
 - The animals are **captured** in nets and sold to local zoos.
那些动物被人们用网捕获后卖到当地的动物园。
 - The city was **captured** in 1941.
这座城市于1941年被攻占。
- **by force** 靠武力; 强迫
 - The rioters were taken away **by force**.
聚众闹事者被强行带走了。
 - He took the money from me **by force**.
他强行拿走了我的钱。

6. (Ls 23-28) For those who **survived**, all their freedom was **taken away from** them, and they **were forced to** work

without pay, usually on large farms called plantations.

○ **survive** v. 幸存; 生还; 继续存在

• Of the six people injured in the crash, only two **survived**.
因这次撞车事故受伤的六人中, 只有两人活了下来。

• Some strange customs have **survived** from earlier times.

有些奇怪的风俗是从早年留存下来的。

○ **take... away (from...)** (从……) 拿走; 夺走; 带走; 消除

• Can these tablets **take away** the pain?

这些药片能止痛吗?

• These books must not be **taken away from** the library.
不准把这些书带出图书馆。

○ **force sb. to do sth.** 强迫某人做某事

• The president **was forced to** resign.

总统被迫辞职。

• She **forced herself to** be polite to them.

她强迫自己对他们客气些。

非洲人

1619年的时候殖民地只有20个非洲人。到了17世纪末, 奴隶贩子通过诱拐——抓捕和武力俘获——的手段把数千名非洲人带到了殖民地。这些非洲人乘坐拥挤的奴隶船来到美洲。船上几乎没有吃的, 很多人都死了。那些幸存者被剥夺了所有的自由。他们通常被迫在被称为种植园的大农场工作, 没有任何报酬。

After Reading

A. Checking Your Understanding

- Go over the directions.
- Have students complete the chart.
- Have students discuss their answers with a partner.
- Go over the answers with the class.

ANSWER KEY

Who were they? Where did they come from?	Why did they come to the colonies?	What did they do in the colonies?
The English; England	They came for religious freedom.	They were farmers, blacksmiths, stonemasons, carpenters, doctors, lawyers, and religious leaders.
Other Europeans; Scotland, Germany, Holland, France, Sweden, Finland	They wanted a better, safer, and more peaceful life.	They were farmers, weavers, potters, and artists.
Africans; Africa	They were kidnapped and forced to work.	They were slaves.

B. Making Inferences

- Go over the directions.
- Put students in pairs to discuss and answer the questions.
- Go over the answers with the class.

Text Translation

殖民地时代的美国人

英国人

在殖民地时代的美国, 生活在此的欧洲人中有大约60%是英国人(不列颠人)。第一批英国人于1607年抵达詹姆斯敦(位于现在的弗吉尼亚州)。到18世纪30年代, 英国人在大西洋沿岸建立起13块殖民地。他们中的大部分人是新教徒——一个宗教团体。这些殖民地居民为寻求宗教自由来到这里, 希望能以他们自己的方式来从事宗教活动。他们中的大部分人来自中产阶级家庭。很多殖民地居民都是农民、铁匠、石匠或者木匠。只有少数人是富人, 他们从事医生、律师和宗教领袖的工作。

其他欧洲人

其他定居(永久在此居住的人)美国的人主要来自苏格兰、德国、荷兰、法国、瑞典和芬兰。大多数人在18世纪初来到这里。他们来殖民地寻求更好、更安全、更安宁的生活。很多人是为了躲避战争、饥饿或者虐待而来。还有一些人, 比如法国的新教徒, 来此寻求宗教自由。像英国人一样, 他们很多人都是农民; 还有一些是纺织工、陶艺工和艺术家。

一些常见的英文名字

很多常见的英文人名来自于人们所从事的工作。					
名字	史密斯	波特	韦弗	库珀	斯通
工作	铁匠	陶艺工	纺织工	制桶工人*	石匠
* 制桶工制作大木桶。					

ANSWER KEY

Answers will vary, but may include these ideas:

- Life was probably difficult for some people in Europe, especially the poor or people who belonged to certain religious groups. Most people didn't own a lot of things, and they worked hard.
- Life was probably extremely difficult for Africans in the English colonies because almost all were slaves. They were forced to work very hard. They were not treated very nicely.

TOEFL® iBT Tip

TOEFL iBT Tip 1: The TOEFL iBT tests the ability to make inferences or draw conclusions based on what is implied in a passage.

- Point out that the *Making Inferences* activity requires students to draw conclusions and form generalizations based on information presented in the reading.
- By using key words and phrases from the text, students will be able to make assumptions and apply this skill to the reading section of the TOEFL iBT.

On the TOEFL iBT this question may appear in the format such as:

Which of the following can be inferred from paragraph ___ about _____?

C. Applying Information

- Go over the directions.
- Put students in small groups to answer the questions.
- Call on students to share their ideas with the class.

ANSWER KEY

Answers will vary.

EXPANSION ACTIVITY: Name Game

- Photocopy and distribute *The Name Game* on page 113.
- Explain that many English last names come from a profession or another characteristic. Point out that sometimes the origin of the name isn't clear and they may have to make a guess. Point out it might be helpful to sound out the name.
- Have students match the last name with its origin and then compare answers with a partner. Encourage students to try to figure out the unfamiliar words.
- Go over the answers with the class.
- For an additional challenge, assign each student a name from the list to research. Ask students to see if they can find someone famous with that name.
- *Note:*
 - A cooper made barrels and wooden tubs, which were called cupes.
 - Chandler comes from the French word "chandelier," a lighting fixture that held candles in earlier times.
 - A mill is a building where grain is ground into flour.
 - A tailor is someone who makes clothes.

ANSWER KEY

1. t; 2. p; 3. f; 4. o; 5. s; 6. n; 7. r; 8. l; 9. a; 10. d;
11. q; 12. j; 13. k; 14. g; 15. m; 16. h; 17. b; 18. e;
19. c; 20. i

PART 2 GENERAL INTEREST READING**FAMOUS COLONIAL AMERICANS: BENJAMIN FRANKLIN and PHILLIS WHEATLY, PAGES 7–14****Before Reading****A. Thinking Ahead**

- Go over the directions.