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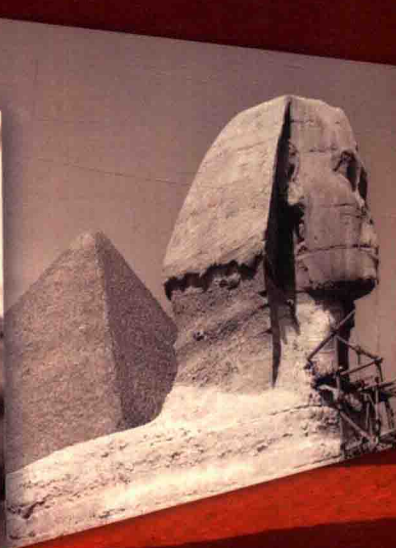
Second Edition

新视线国际英语 读写教程

Reading and Writing

Teacher's Book
教师用书

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

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

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前 言

《新视线国际英语教程》系列教材是从美国著名的“麦格劳-希尔教育集团”最新引进并改编的一套立体化、多媒体英语教材，分为“听说教程”和“读写教程”。其中“听说教程”分为三个级别，“读写教程”分为四个级别，供大学阶段（包括全日制本科、成人继续教育、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。

特别说明:本书的出版受到北京市支持中央在京高校共建项目资助。

●●●●● 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; photocopiable 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
<p>Chapter 1 The Ancient World: Egypt</p> <p>第1章 古代世界：埃及</p> <p>P1</p>	<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 <i>in other words, that is, i.e.</i> • Finding Evidence • 寻找证据
<p>Chapter 2 States of Consciousness</p> <p>第2章 意识状态</p> <p>P41</p>	<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
<p>Chapter 3 Abnormal Psychology</p> <p>第3章 变态心理学</p> <p>P77</p>	<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
<p>Chapter 4 Medicine and Drugs: Addictive Substances</p> <p>第4章 药物和毒品：让人上瘾的物质</p> <p>P115</p>	<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
<p>Chapter 5 The Mind-Body Relationship</p> <p>第5章 身心关系</p> <p>P157</p>	<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

THE STUDENT BOOK

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



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CHAPTER 1 THE ANCIENT WORLD: EGYPT

In Part 1 of this chapter, students will read about the rules that govern Egyptian art. In Part 2, they will read a newspaper article about the findings of an archaeological dig and what the findings can tell us about life in ancient Egypt. In Part 3, students will read a brief history of Egyptian civilization. In Part 4, students will review the language items they've learned through exercises. Part 5 focuses on the mechanics of writing, including infinitives of purpose, transitional expressions of cause and effect, and conjunctions and subordinating conjunctions. Finally, in Part 6, students will write a paragraph of cause and effect about a piece of Egyptian art.

READING STRATEGIES

Guessing the Meaning from Context: Using Opposites
Recognizing Style: Newspaper Feature Stories
Guessing the Meaning from Context: *in other words, that is, i.e.*
Finding Evidence

CRITICAL THINKING STRATEGIES

Thinking Ahead (Parts 1, 2, and 3)
Applying Information (Part 1)
Identifying Causes and Effects (Part 2)
Analysis (Part 5)
Note: The strategy in bold is highlighted in the student book.

MECHANICS

Infinitives of Purpose
Transitional Expressions of Cause and Effect:
Subordinating Conjunctions
Transitional Expressions and Phrases
Conjunctions of Cause and Effect: Review

WRITING STRATEGY

Writing a Paragraph of Cause and Effect

TEST-TAKING STRATEGIES

Understanding Idioms
Applying Information

Chapter 1 Opener, page 1

- Direct students' attention to the chapter title and photo on page 1. Read the questions aloud.
- Put students in pairs or small groups to discuss the questions.
- Call on students to share their ideas with the class.

Culture Note

- The Great Sphinx of Giza, believed to have been built 4,500 years ago, is a massive statue with the head of a human and the body of a lion. Sphinx, which means "strangler," was a term used by the Greeks to describe a mythological creature. Egyptologists believe that the Great Sphinx was built during the reign of Khafre, a prosperous pharaoh who also built the great pyramids in the surrounding area.

PART 1 INTRODUCTION THE RULES OF EGYPTIAN ART, PAGES 2-7

Before Reading

EXPANSION ACTIVITY: Lineup

- Explain the activity. Tell students that you will ask a series of questions. In answer to each question, students should line up to form a continuum with *a lot* on one side of the room, and *none at all* on the other. In order for students to place themselves in line, they will need to ask each other questions.
- Have students stand. Ask: *How much do you know about art in general?* Indicate one side of the room for *a lot*, or *expert knowledge*, and the

other for *no knowledge at all*. When students have formed their continuum, call on a couple of students to explain their position in the line.

- Ask several more questions and have students move. Create your own or use the ones below.
How much do you know about Egyptian art?
How much do you know about ancient history?
How much do you know about other human wonders of the world?
- Point out that students who know a lot about Egypt and Egyptian art can help their classmates in this chapter. Keep this information in mind when grouping students.

Thinking Ahead

- Have students look at the picture on page 2.
- Go over the directions and questions.
- Have students discuss the questions in small groups.
- Call on students to share their ideas with the class.

ANSWER KEY

Answers may vary.

1. Nakht and his wife are the large figures on the left. Important people are often the largest.
2. servants
3. fighting, hunting, harvesting, bringing food and gifts
4. The figures are stiff, stylized, and always seen from the side.

Reading

ANSWER KEY

1. A; 2. C; 3. B

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

Culture Notes

- Plato was a Greek philosopher and writer who lived from 427 to 347 B.C.E. He studied under Socrates, and is best known for his *Republic*.
- Horus refers to a number of Egyptian gods, the most famous of whom was the son of Isis and Osiris. Horus usually is associated with kingship, the sky, and victory, and is often depicted as a hawk or a hawk-man.
- Narmer is thought to have lived around 3150 B.C.E., and was the first king of the first dynasty. The palette is supposed to commemorate the victory of Narmer's southern kingdom over the north.
- Nefertiti was the queen when Akhenaten was pharaoh of Egypt during the 14th century B.C.E.

Language Focus

1. (Ls2-3) Now imagine the most modern **abstract** art of today.
 - **abstract** *a.* 抽象的; 抽象派的; 深奥的, 难解的 *n.* 摘要
 - Beauty itself is **abstract**.
美本身是抽象的。
 - **Abstract** painting did not appeal to him.
抽象派绘画引不起他的兴趣。
2. (Ls6-8) **In contrast**, the characteristics of ancient Egyptian art remained nearly the same for almost three thousand years.
 - **in contrast** 与此相反; 相比之下
 - **In contrast** with their system, ours seems very old-fashioned.
我们的制度与他们的相比显得过于陈旧了。
 - **In contrast**, households only spent \$140 on toys and games.
相反, 家庭仅花费140美元在玩具和游戏上面。
3. (Ls9-11) The **principal** message of Egyptian art is **continuity**—an unbroken **span** of time reaching back into history and forward into the future.
 - **principal** *a.* 主要的, 首要的 *n.* 校长
 - Our **principal** problem is lack of time.
我们的主要问题就是缺少时间。
 - **My principal** concern is my family's welfare.

我最为关心的是我们一家的幸福。

- **continuity** *n.* 连续性, 持续性; 衔接
 - There is no **continuity** between these two paragraphs.
这两段之间没有衔接。
 - You should ensure **continuity** of fuel supplies.
你们应该确保燃料供给的连续性。
 - **span** *n.* 持续时间; 范围; 跨度
 - Modern medicine has increased man's life **span**.
现代医学延长了人的寿命。
 - The arch has a **span** of 60 meters.
拱门的跨度为60米。
4. (Ls20-21) It **illustrates** many characteristics of Egyptian art.
 - **illustrate** *v.* 阐明, 说明; 加插图, 图解
 - To **illustrate** my point, let me tell you a little story.
为了说明我的观点, 让我来给你们讲个小故事。
 - Last year's sales figures are **illustrated** in Figure 2.
图2显示了去年的销售数字。
 5. (Ls29-30) He holds an enemy by the hair and is **about to** kill him.
 - **be about to do...** 即将做……, 刚要做……
 - I was just **about to** ask you the same thing.
我刚才正要问你同一件事。
 - He was **about to** leave when the phone rang.
他刚要离开电话就响了。
 6. (L37) Narmer's **pose** is **typical of** Egyptian art.
 - **pose** *n.* 姿势, 姿态
 - He rearranged himself in another **pose**.
他重新摆了个姿势。
 - He adopted a relaxed **pose** for the camera.
他摆了个悠闲的姿势拍照。
 - **typical of...** ……的典型特征
 - It was **typical of** her to forget.
她这人就是爱忘事。
 - It's so **typical of** you.
你老是这样。
 7. (Ls38-41) When depicting an important person, the Egyptian artist attempted to show each part of the body **to the best advantage**, so it could be "read" clearly by the viewer.
 - **to (good / the best) advantage** (十分 / 最) 有效地, 出色地
 - The photograph showed him **to advantage**.
他在这张照片中看起来非常不错。
 - But as with most tools, you need to know when

and how to use it **to the best advantage**.

但像使用大多数工具一样，你需要知道何时以及如何用它获得最大利益。

8. (Ls41-43) Thus, Narmer's lower body is seen **in profile**, his torso full front, his head **in profile**, but his eye front again.

○ **in profile** (人的面部) 从侧面看

- **In profile** she is very much like her mother.
由侧面看她很像她母亲。
- She sat observing his face **in profile**.
她坐着从侧面观察他的脸。

9. (Ls43-44) This same pose **recurs** throughout most two-dimensional art in Egypt.

○ **recur** *v.* 再发生；反复出现

- This theme **recurs** several times throughout the book.
这一主题在整部书里出现了好几次。
- If the pain should **recur**, please take this medicine immediately.
如果再次出现疼痛，请立即服用这种药品。

10. (Ls44-46) It is believed that the priests (religious leaders), who had much control over the art, established this figure type and **decreed** that it be maintained **for the sake** of continuity.

○ **decree** *v.* 颁布；裁定；命令 *n.* 法令；政令 (接 **that** 从句时，从句中一般用虚拟语气 “**should + do**” 的形式，**should** 可以省略)

- The government **decreed** a state of emergency.
政府下令进入紧急状态。
- The government **decreed** that a new tax (should) be imposed.
政府下令征收一项新税。

○ **for the sake of...** 为了……，因……的缘故

- They stayed together **for the sake of** the children.
为了孩子，他们还待在一起。
- Never do wrong **for the sake of** money.
绝不要为金钱而做坏事。

11. (Ls47-48) Order and **stability** were its main characteristics, as they were the goals of Egyptian society.

○ **stability** *n.* 稳定(性)；稳固

- The government has taken measures to maintain the **stability** of prices.
政府已经采取措施来确保物价稳定。
- Peace and **stability** in the world need the active involvement of China.
世界和平与稳定需要有中国的积极参与。

12. (Ls49-50) It wasn't **due to a lack of** ability.

○ **due to...** 由于……，因为……

- His success was largely **due to** luck.
他的成功主要靠运气。
- The failure of the plan was **due to** bad management.
计划的失败是由于管理不善。

○ **(a) lack of...** 缺乏……，缺少……

- Her decision seems to show **a lack of** political judgment.
她的决定似乎显示出缺乏政治判断力。
- The plant died for **lack of** water.
该植物因缺水而枯死了。

13. (Ls53-54) **Nevertheless**, the flat artistic style remained the same in most Egyptian art because the artists were following **a strict set of** rules written by powerful priests.

○ **nevertheless** *ad.* 然而；尽管如此

- There is little chance that we will succeed in changing the law. **Nevertheless**, it is important that we try.
我们几乎不可能改变法律。不过，重要的是我们努力争取。
- Our defeat was expected; **nevertheless**, it was disappointing.
我们的失败是意料中的事，尽管如此，还是令人失望。

○ **a set of...** 一套……，一组……

- I received **a set of** gardening tools on my birthday.
生日那天，我收到一套园艺工具。
- I have **a complete set of** her novels.
我有一整套她写的小说。

14. (Ls61-62) People of high status—especially the pharaoh—must look **stiff** and serious.

○ **stiff** *a.* 硬的；僵硬的；生硬的

- I've got a **stiff** neck.
我的脖子发僵。
- She cleaned the sink with a **stiff** brush.
她用硬毛刷清洗了水槽。

15. (Ls79-80) They will be with him and take care of him for all **eternity**—forever.

○ **eternity** *n.* 永远，永恒

- There will be rich and poor for all **eternity**.
贫富将永远存在。
- But for those who love, time is **eternity**.
但对于爱着的人而言，时间是永恒的。

Text Translation

埃及艺术中的法则

抽出一会儿时间，想一想一两百年前的一些名画。你能在心里勾勒出它们的模样吗？现在，想一想今天最现代的抽象艺术。仅仅一两百年的时间，艺术的形式和内容就已经发生了巨变。与此相反，古埃及艺术的特点在近三千年的时间里几乎没有任何变化。

埃及艺术的首要特征是连续性——从未间断的时间跨度，往前可回溯历史，往后可展望未来。古希腊哲学家柏拉图曾写道，埃及艺术上万年不曾变化。这种说法未免有点夸张，但埃及艺术中确实有很多历久不变的特征。

《纳尔迈国王的调色板》(艺术史学家给起的名字)是一件著名的埃及艺术品，创作于埃及古王国时期(公元前2686年—公元前2181年)。它通过图片展示了埃及艺术的许多特点。这件作品被称为调色板，是因为它看起来像是埃及人用来调制化妆品的石头。它刻画了纳尔迈国王领导的上(南)埃及军队战胜下(北)埃及军队的场景。纳尔迈是画中最大的人物，接近调色板的中心，显示其地位之高。他揪住一名敌人的头发，准备杀死他。他的仆人站在他的左边，手里拿着他的凉鞋，这表明纳尔迈很可能站在一座寺庙里，或者一块圣地上。在调色板的最底端还有两个战败的敌人。调色板的右上方是一只猎鹰，代表着荷鲁斯——上埃及人的神灵。

纳尔迈的姿势在埃及艺术中是很典型的。当刻画一个重要人物时，埃及艺术家努力使其身体的每个部位都以最佳角度呈现，这样观众就能清楚地欣赏人物了。因此，纳尔迈的下半身和头部是从侧面展示的，而躯干和眼睛都朝前方。同样的姿势在大多数二维的埃及画作中反复出现。据说，埃及艺术受祭司(宗教领袖)控制，正是他们开创了这种人物风格，并且下令艺术家遵循这种风格以保持艺术的延续性。它不是一个表示动态的姿势，但是“动”在埃及艺术中并不重要。秩序和稳定才是它的主要特征，因为二者是埃及社会追求的目标。

为什么这种扁平的风格能够延续数千年？并不是因为埃及艺术家没有能力，他们当然可以创造出丰满、自然的作品。他们很多壁画中的动物看起来可爱而逼真，由此便能看出他们的能力。当然，还有著名的奈费尔提蒂王后的肖像，看上去栩栩如生，仿佛能活过来跟我们讲话一样。然而，由于位高权重的祭司制定了一套严格的规则，所以大多数埃及艺术品中都保持着这种扁平的艺术风格。如果这些规则当时被记录下来，也许会有以下几条。

艺术家需遵守的规则

1. 法老(国王)或者最重要的人物必须是最大的。仆人、儿童和不重要的妻妾必须要小一些。
2. 男人的皮肤是褐色或红色的，女人的肤色则是浅色或黄色的。(他们真实的肤色是什么样的并不重要。)
3. 地位高的人——尤其是法老——看上去必须严肃而且一本正经。他们要看起来岿然不动。
4. 地位低的人可以摆出略为自然的姿势，如当他们打猎、捕鱼、种植或收割庄稼，或者干其他活时。
5. 动物的描绘必须尽可能自然，要准确表现它们的体貌细节特征。
6. 不要留下任何空白区域。用人物、动物、植物或者文字填满所有空间。
7. 当创作人像时(尤其是重要的人物)，确保从最熟悉的角度展示身体的各个部位：
 - 头部、双臂和双脚必须从侧面看。
 - 双肩和双眼必须从正面看。
 图像必须是完整而清晰的。比如，如果一只胳膊被身体挡住了，那么这个人的灵魂将永远缺一胳膊。
8. 法老或重要人物的坟墓中，要画上他的妻子、仆人和奴隶们。他们会永世追随他、照顾他。

After Reading

A. Checking Your Understanding

- Go over the directions.
- Have students highlight the sentences in the reading that answer the questions.
- Go over the answers with the class.

ANSWER KEY

Line 49: *It wasn't due to a lack of ability. Egyptian artists were certainly able to create full, natural images.*

Line 53: *Nevertheless, the flat artistic style remained the same in most Egyptian art because the artists were following a strict set of rules written by powerful priests.*