

博采英语

TAPESTRY

样课汇编

听说

Listening &
Speaking

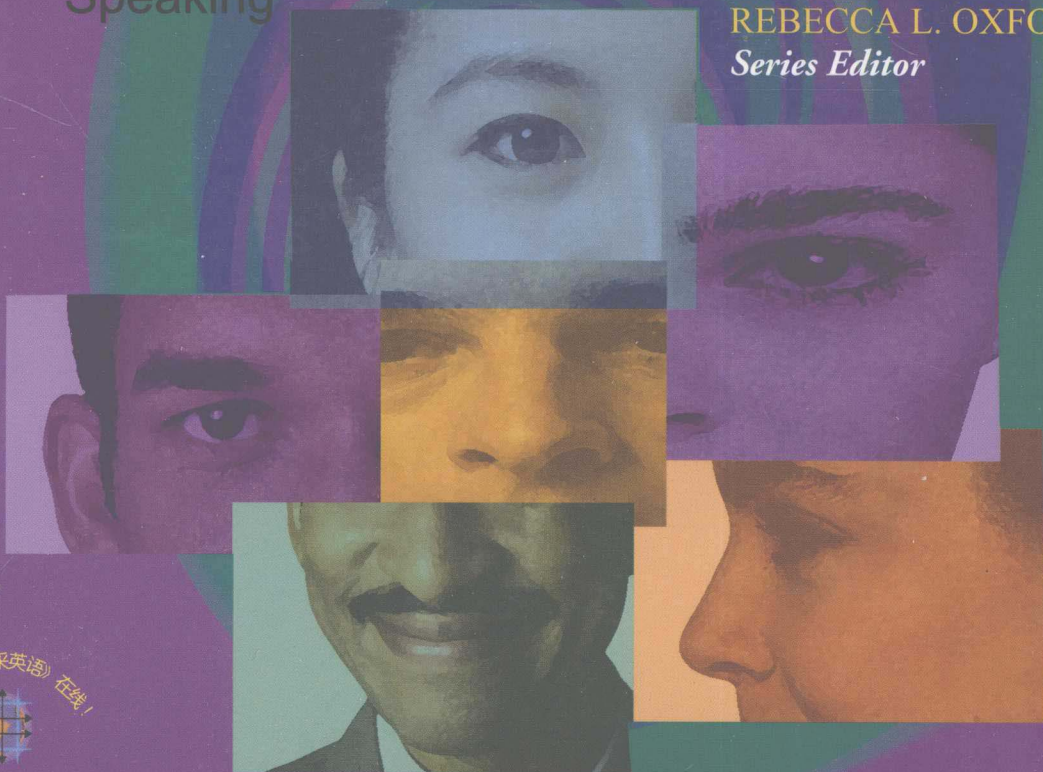
写作

Writing

阅读

Reading

REBECCA L. OXFORD
Series Editor



www.tapestry.heinle.com



清华大学出版社

<http://www.tup.tsinghua.edu.cn>

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TAPESTRY

博采英语

样课汇编

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本书编辑组 编



清华大学出版社

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内 容 提 要

为使各类学校英语教师更全面地了解 and 把握《博采英语》的总体结构和内容,本书编辑组特组织编写了《博采英语样课汇编》。内容包括:《听说》(1—4)各册中的某一单元,第4册相应内容的教参以及各册相应内容的录音带1盘;《写作》(1—4)各册中的某一单元及第4册相应内容的教参;《阅读》(1—4)各册中的某一单元及第4册相应内容教参。

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出版前言

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“学外语还是原汁原味的好”，这是学习外语的人士所共有的心声。在这里我们非常高兴地向大家推荐由世界著名英语教学专家Rebecca L. Oxford主编，由众多在亚洲从事多年对外英语教学(EFL)的外籍英语教学专家所共同编写的《博采英语》(Tapestry) (2000版) 阅读、听说、写作系列教材。这是一套既适合高等院校公共英语教学，又适合涉外专业中、高级英语培训的英语系列教材。

本套教材与国内自编教材相比，有如下特色：

◆ **教材编写思路明确，编写人员水平出众**

教材全部由外籍英语教学专家专为母语为非英语国家人士编写。注意并尊重外语学习过程中的普遍规律。

◆ **材料精挑细选**

时代感强、内容丰富、语言地道。使学生置身于真实、现代的语言环境当中。

◆ **课堂活动“花”而又实**

以学生为中心，设计巧妙生动、有的放矢；注重培养学生良好的学习习惯，巧妙传播语言文化知识。

◆ **配有与教学内容相关的CNN节目录像材料**

我们免费为批量使用本套教材的用户提供CNN录像带。

◆ **专门设置配套的学习网址(www.tapestry.heinle.com)**

为老师和学生提供一个虚拟课堂。学生可根据自身领会程度，到该网站加油充电；老师也可不断更新知识，丰富教学内容。

◆ **《博采英语》系列教材的《阅读》、《听说》、《写作》三种课本如同三股彩线完美交融，相互渗透系列教材包括：**

《阅读》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像带两盘

《写作》 学生用书1—4册、《教学参考书》(全一册)、CNN录像带两盘

◆ **《博采英语教师必读》——教师们的好助手**

该书系统地介绍了《博采英语》丛书的编写理念，帮助教师更深入地理解课程内容，从而制定切实可行的教学方案。

特别要指出的是，本教材的最终目的是帮助非英语国家的学生真正学好英语，并培养独立学习能力。我们认为这些对于21世纪的学生尤为重要。鉴于中国英语教学面临的重大改革，为了满足我国教材市场多样化，教材朝着更新、更权威、更地道的方向发展的要求，清华大学出版社经美国Thomson Learning 出版集团授权，独家推出《博采英语》系列教材。此系列教材已在日本、韩国等多个国家和地区得到广泛使用。我们希望能中国的各类院校或涉外机构的英语教学与培训送去一缕清风，把国外最新最好的英语学习教材奉献给广大师生，使大家能从该套教材中得到最大的收获。

清华大学出版社外语编辑室

2001年6月

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TAPESTRY

博采英语

Listening & Speaking

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听说部分

欢迎使用《博采英语》

《博采英语——听说》教材带学生在广阔的英语天地里遨游

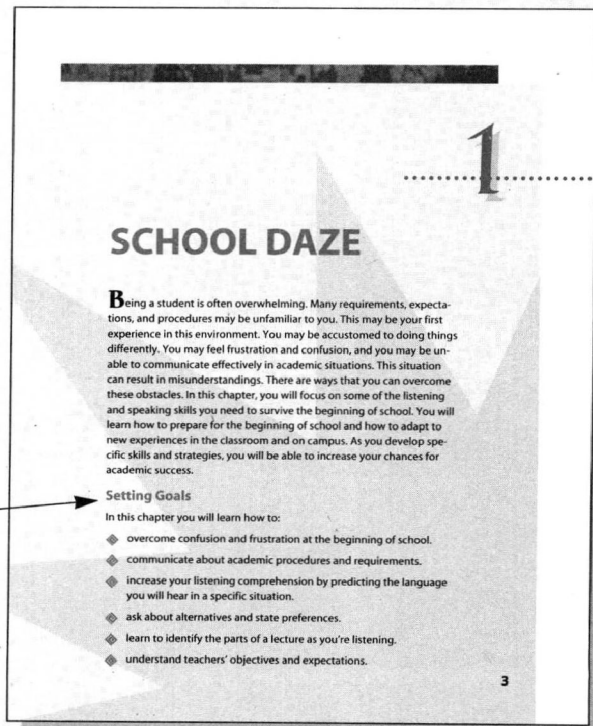
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《博采英语》的编写指导思想是不但要使学生精通英语，还要培养他们在今后的学术发展和社会实际工作中所需要的各项能力与综合素质。下面是《博采英语》教材在各部分各项训练的教學过程中坚持贯彻的几条原则：

- ◆ 激发学生学习的主动性
- ◆ 通过“语言学习方法”和“学习能力培养”促进学生课内外的学习
- ◆ 提供充分调动学生积极性、适应各种学习方式的练习与活动
- ◆ 利用真实、有意义的语言材料来丰富和加强语言的学习与交流
- ◆ 使学生学会理解和尊重不同的文化
- ◆ 将各个单项语言技能融会贯通起来，以提高交际能力
- ◆ 提出目标并进行不间断的自我测试，以便学生监测自己的学习进展情况

《博采英语——听说》使用指南

目标设定把学生的注意力集中在各章应掌握的知识与技能上。



PART 1: "What Did You Say? What Did I Say?"



You have seen how the impact of culture can influence the way you communicate with other people. You have learned that something may be understood in one culture but may not be understood at all in another. It can be difficult to realize this because you begin your cultural learning at a very early age, and by the time you are an adult you have already formed set ideas

about how to behave. Some psychologists and sociologists are taking this idea of cultural learning one step further. They believe that boys and girls learn different lessons about how to behave beginning when they are very young children. Then, when they become adults, they have communication problems just like two people who come from different cultures!

LANGUAGE LEARNING STRATEGY



Take notes as you observe and listen to a conversation, and you will increase your comprehension. Focus your attention on what you see and hear during the conversation by taking notes. Notice nonverbal clues such as facial expressions and gestures, which add to the meaning. This will help you to understand the communication more clearly. Follow these steps to take notes as you observe:

1. Focus on specific information in the conversation rather than trying to understand everything at once.
2. Write down the specific information that you observe.
3. Observe nonverbal clues that show the feelings of the people.
4. Write down the nonverbal clues and the feelings.

Apply the Strategy

In the scenario activity that follows, take notes on the scenarios. Follow the steps given in the "Language Learning Strategy" section.

各种口语练习活动像角色扮演、短剧、辩论及课堂报告等为学生提供了运用词汇、语法及相关知识的机会。

阅读和写作也被包括到与各章话题有关的各种活动中来,以帮助学生提高英语的整体流利程度。

相关的文化注释能提高学生的语言和文化更精确的理解,帮助学习者适应英语国家的生活。

语言学习方法帮助学生最大程度地掌握所学的知识,精益求精。

What Would You Say?

Choose two of the previous situations that caused you to feel threatened or angry. What would you say in each of these situations? What do you think would happen after you said that? With your group, discuss some of your ideas. In the grid below, write down two or three of your favorite choices. An example is provided for you in the first box.

Situation	What Would You Say?	Expected Result
Situation 2: The Coffee Shop	"Would you mind moving? I need this space so that I can work."	The stranger would apologize and move.



The example in the chart uses a request form: "Would you mind moving?" However, the speaker is actually making a demand. Do people also phrase demands as requests in your native culture? Why would someone do this? People from the

United States consider it extremely rude to give someone a direct order to do something. Therefore, a request is often made when, in fact, the speaker is implying a demand. In the next part of the chapter, you will focus on this language.

Write About It.

Think about a time when you had a conflict with someone. What was the conflict? How did it feel to have that conflict? How did you resolve the conflict? Did you have a mediator? Do you think you could have resolved the conflict more successfully if you had known about some techniques of conflict resolution? Write about this on the lines below.

妙语连珠以有趣的事实或
语录为课堂的讨论起到抛砖引
玉的作用。

听力练习材料选自真实的
新闻广播、采访录音、对话、
辩论及故事。

语音点拨锤炼听、说和发
音技能，增强学生用英语交流
的信心。

REAL PEOPLE/REAL VOICES

Getting Ready to Listen

The world is so fast that
there are days when the
person who says it can't
be done is interrupted by
the person who is doing it.

—ANONYMOUS

Listen

After You Listen

The Sound of It: "Filler" Sounds and Words

You are going to hear two people talking about the stress in their lives. Andrew is a student who has just finished his first semester at college. Henry is a working man with children. For each of them, make one prediction about what causes them stress. Write down your prediction on the line.

Andrew—college student

I think _____ causes Andrew stress.

Henry—working parent

I think _____ causes Henry stress.

Listening 1: Andrew's and Henry's Experiences

Write A if the statement is true about Andrew and H if the statement is true about Henry.

- _____ Worries give him the most stress.
- _____ He has a frantic schedule.
- _____ Academic pressure makes him nervous.
- _____ He worries about his kids.
- _____ Sport helps him to deal with stress.
- _____ Solving one problem at a time helps him to deal with stress.

For each of the two speakers you heard on the tape, give a suggestion for how he can deal with his stress.

Andrew: _____

Henry: _____

In spoken language, a *filler* is a sound or word that fills in the space and gives the speaker time to think before continuing. In spoken English, "um" is the most common filler. It's important to recognize this sound so that you don't confuse it with part of another word. Listen to the tape again, and count the number of times each speaker uses the filler "um."

Andrew: _____

Henry: _____

ACADEMIC POWER STRATEGY



Contribute your ideas in group activities. Actively participating in group activities helps you remember your ideas and gives your teacher a chance to see you working hard to succeed in class. There are some easy things you can do to practice speaking in group discussions:

1. Ask questions. Ask your teacher. Ask other students. Show that you are interested and want to learn.
2. Use your notes to help prepare ideas you can share.
3. Paraphrase—repeat in your own words an idea from a lecture, discussion, or activity.
4. If you have something to say but it's not a good time, make a note to yourself and save your good idea to share later in the discussion.

In small groups, discuss your observation of each simulation based on your notes in the grid. Be sure that everyone in the group contributes ideas. Compare your responses to other members of your group. Do you agree or disagree on the problem, the reason, and the perception?

Apply the Strategy



TUNING IN: "The Bilingual Storyteller"

You will see a CNN video clip about a man who tries to help children be proud of their cultural identities. Before you watch the clip, talk with a partner and answer these questions.

Do you think it is easier for children or adults to adapt to a culture that is different from the culture of their families?

Why do you think this?

What are some of the things parents and other adults can do to help children become comfortable in a new culture?

Antonio is a teacher. He tells stories to children. He tells the stories in a mix of English and Spanish. The stories help the children



© CNN

应试小窍门告诉学生考试时能提高成绩的一些切实可行的做法。

自我总结评估帮助学生监测自己的学习情况。

Test-Taking Tip

Work with a partner to prepare for speaking-based tests. Practice speaking with your partner about subjects you think you may be asked about on the test. First, one of you can play the part of the "interviewer" while the other takes the role of the "interviewee;" then you can reverse roles. The interviewer should prepare questions to ask before the practice interview begins.

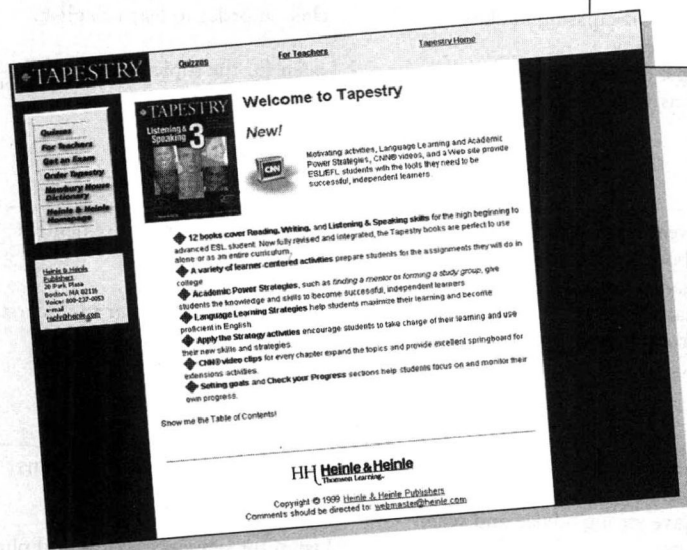
CHECK YOUR PROGRESS

On a scale of 1 to 5, where 1 means "not at all," 2 means "not very well," 3 means "moderately well," 4 means "well," and 5 means "very well," rate how well you have mastered the goals set at the beginning of the chapter:

- | | | | | | |
|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | overcome confusion and frustration at the beginning of school. |
| 1 | 2 | 3 | 4 | 5 | communicate about academic procedures and requirements. |
| 1 | 2 | 3 | 4 | 5 | increase listening comprehension by predicting the language in a specific situation. |
| 1 | 2 | 3 | 4 | 5 | ask about alternatives and state preferences. |
| 1 | 2 | 3 | 4 | 5 | learn to identify the parts of a lecture while listening. |
| 1 | 2 | 3 | 4 | 5 | understand teachers' objectives and expectations. |

If you've given yourself a 3 or lower on any of these goals:

- visit the Tapestry web site for additional practice.
- ask your instructor for extra help.
- review the sections of the chapter that you found difficult.
- work with a partner or study group to further your progress.



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- 在线测验
- 教师手册
- 提供良好的机会, 使用和拓展“学习能力培养”栏目中学到的知识和技巧
- 还有……

◆ 若要开设系统完整的英语课程, 请配合使用《博采英语——阅读》系列和《博采英语——写作》系列, 这两个系列已由清华大学出版社出版。

◆ 如果您想要了解更多的《博采英语》教学理念, 请阅读由Rebecca L. Oxford 和 Robin C. Scarcella 编写的《博采英语教师必读》(The Tapestry of Language Learning)。



Tapestry Listening & Speaking 1: Contents

CHAPTER	LISTENING & SPEAKING SKILLS FOCUS	 LANGUAGE LEARNING STRATEGIES
1 Meetings and Greetings Page 2 	Introducing yourself and others in both formal and informal ways Practicing speaking English with classmates Using appropriate body language when meeting and greeting people Greeting people in both formal and informal ways	Practice speaking English with classmates as often as possible. Make connections between new things and familiar words and ideas.
2 Finding Your Way Page 26 	Understanding and giving directions Using prepositions of direction Asking for clarification when you don't understand someone Learning how to pronounce new words	Use movement to learn new expressions that you hear. Learn how new words are pronounced.
3 A Full Life Page 52 	Talking about your regular schedule Asking questions and participating in class Using adverbs of frequency Listening for the topic of conversations Starting conversations with new people	Ask questions and participate in class in order to learn English. Listen for the topic or subject of a conversation.
4 It's Raining Cats and Dogs Page 78 	Talking about the weather Asking questions about the weather Using a graphic organizer to understand and remember what you hear Participating in a group presentation	Use mental pictures to remember new words. Use a graphic organizer to understand and remember what you hear.
5 To Your Health Page 106 	Describing symptoms Understanding and giving advice Knowing when to give strong advice and when to make suggestions Making an appointment on the telephone	Practice telephone conversations before you call. Listen for sequence words and phrases to help you understand what you hear.



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

Learn how to address your teachers.

"Empty Nest"
Parents bring their children to college for their freshman year.

Reductions

Listening 1: five conversations between people who are meeting each other for the first time
Listening 2: four more conversations of people meeting, this time with problems in the formality level of their speech
Listening 3: six conversations of people greeting each other

Get to know campus resources.

"The Sparrow"
An introduction to a new type of transportation.

Syllable stress

Listening 1: a recording of directions to West Valley Community College in Saratoga, California
Listening 2: a conversation between two students in which one student gives campus directions to the other
Listening 3: three students give directions to places on campus

Join a club or group on campus.

"Going Back to School"
A mother with kids in school goes back to college.

Sentence stress

Listening 1: two students talk about their schedules
Listening 2: a conversation between a "morning person" and a "night owl"
Listening 3: an automated phone service which gives information about what films are currently playing in the area
Listening 4: four conversations involving small talk

Learn to work and study well with other students.

"Global Warming"
Politicians and scientists talk about the causes of global warming.

Pronouncing the
/mg/ sound

Listening 1: four conversations about the weather
Listening 2: a weather report

Find healthy ways to reduce stress in order to help you study more effectively.

"Snacking"
A look at the snacks Americans love to eat.

Pronouncing the
/th/ sound

Listening 1: six conversations in which people describe their symptoms
Listening 2: a student gets health advice from his friend, from his mother, and from his doctor
Listening 3: a woman makes a doctor's appointment over the telephone
Listening 4: a student visits a doctor, describes her symptoms, and gets advice on how to stay healthy
Listening 5: a lecture on the most frequent excuses people give for not exercising
Listening 6: a lecture about staying healthy



LANGUAGE LEARNING STRATEGIES

CHAPTER

LISTENING & SPEAKING SKILLS FOCUS

Invent a title to summarize what you hear or read.

Use word games to practice English.

Use a chart to help you take good notes when you listen.

Use music to help you learn English and improve your pronunciation.

Focus on content words to improve your understanding when you listen.

Use tongue twisters to practice difficult sounds.

Predict what you will hear before you listen.

Repeat new words and phrases several times.

Repeat or retell what you hear to someone else in order to make sure you understand what you have heard.

Use pictures and photos to help you guess the main idea before you listen.

6 A Human Rainbow Page 132



Describing people and things
Talking about similarities and differences in several different ways
Using word games to practice English
Using analogies to describe complex ideas

7 My Hero Page 158



Using a chart to take notes when you listen
Describing people's personalities
Using adjectives to describe
Elaborating on your answers
Using music to learn English and improve your pronunciation

8 Get a Job! Page 182



Focusing on content words to improve your understanding when you listen
Talking about habits and routines
Asking questions in English
Giving formal and informal answers to questions

9 All in the Family Page 212



Asking about and giving information about families
Predicting what you will hear
Using time expressions to tell a story
Talking about responsibilities
Repeating new words and phrases several times

10 The Future Is Now Page 232



Retelling what you hear to someone else
Making predictions about the future
Talking about plans for the future
Changing the tone of your voice when asking different kinds of questions

Listening Transcripts Page 252

Skills Index Page 269



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

Preview visuals in textbooks to help you prepare for classes.

"Immigrant Professionals"
Immigrants talk about adjusting to the demands of the American job market.

Pronouncing the /er/ sound

Listening 1: a listening about the similarities between two friends
Listening 2: a lecture about immigration in the United States

Find a mentor who can help you be successful in school.

"Super Barrio!"
He's not a typical super hero; Super Barrio helps the poor people of Mexico.

Pronouncing the long e sound

Listening 1: descriptions of seven famous people who many people consider to be "heroes"
Listening 2: a listening about the comic book hero Superman
Listening 3: three people discuss their personal heroes

Make a career plan to help you prepare for the future.

"Tech Worker Shortage"
A tech worker job fair shows that there are many jobs for people with education in technology.

Three different ways to pronounce s

Listening 1: a description of three people's jobs
Listening 2: a lecture about career planning

Make a schedule to use your time well.

"Looking for Love"
The ways people are looking for love in the '90s.

Pronouncing the simple past /-ed/ sound

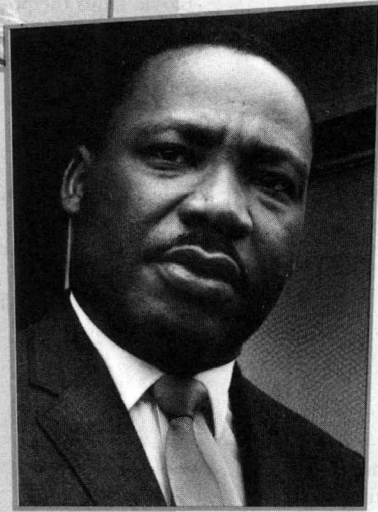
Listening 1: two people are interviewed about their families
Listening 2: two people are interviewed about their pets
Listening 3: a lecture about pet ownership in the United States and Canada
Listening 4: four people tell the stories of how they met their partners

Reward yourself for reaching your goals.

"Smart House"
A look at the house of the future, which has many advantages, but also has one big problem.

Question intonation

Listening: a listening about toys of the future



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Look at the photos. These people are all heroes. They have all won the Nobel Peace Prize. Who are they? What did they do? Discuss these questions with your classmates.

MY HERO

Heroes are people whom we admire. They are people who live well and do great things. Who is a person you admire? Do you know someone who lives well or does exceptional things? In this chapter, you will hear about some famous Canadian and American heroes. You will also learn about a fictional superhero. Finally, you will talk about your personal heroes. You will describe the people who have made a difference in your life.

Setting Goals

In this chapter you will learn how to:

- ◆ use a chart to help you take good notes when you listen.
- ◆ describe people's personalities.
- ◆ use adjectives to make descriptions.
- ◆ pronounce the long e sound correctly.
- ◆ elaborate on your answers.
- ◆ use music to help you learn English and improve your pronunciation.
- ◆ find a mentor.