

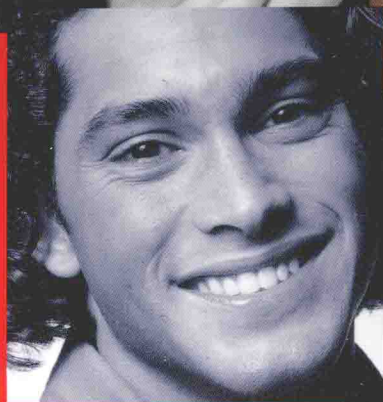
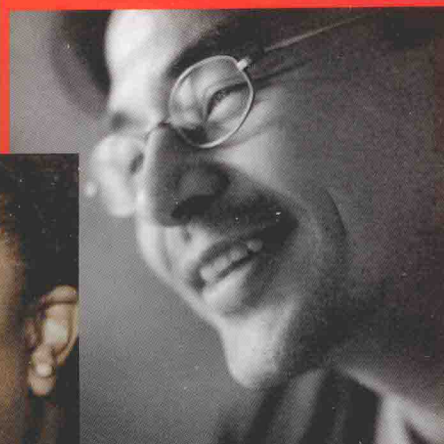
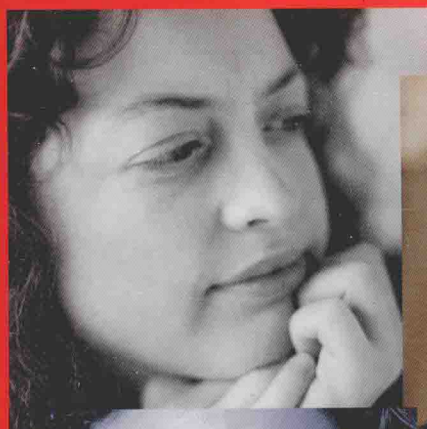
博采英语

TAPESTRY (第二版)

Reading
阅读

程爽 孔秋梅 主编

1



清华大学出版社

教育部高等教育司推荐教材

博采英语

TAPESTRY (第二版)

Reading 阅读 1

程爽 孔秋梅 主编

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Preface (序)

刘润清

2014年春天,清华大学出版社请我去作了个讲座。我讲的是外语教学科研的发展趋势,强调了以学习者为中心、以知识和文化带动外语教学,以及多媒体将给外语教学带来的巨大变化等。报告后,该社外语分社负责人反馈说,我讲的观点与他们10余年前引进、即将改版修订的一套英语教材中的教学观点十分接近,想让我给他们这套教材写个序。我说,如果教材的路子真的与我的讲座精神那样吻合,我一定竭力推荐。于是,他们给了我一大包教材,我抱回来认真地翻阅起来。

的确,这套书的编写宗旨与我讲到的发展趋势基本一致。所以,就有了这以下几段文字,作为丛书的序。

整套教材冠之以 The Tapestry Approach。Tapestry 本来是“壁毯”的意思,在这里是指结构复杂、绚丽多彩的东西,也就是词典上讲的 a situation or sequence of events that is considered to be colourful and complicated because it is made up of many different kinds of things or people (Collins Cobuild English Language Dictionary)。清华大学出版社把它翻译为“博采英语”也就比较恰当地传达了作者原来的意思。

丛书除了包括听、说、读、写等各个技能的教学课本之外,主编还专门写了《博采英语教师必读》(The Tapestry of Language Learning: The Individual in the Communicative Classroom)。此书不是中国意义上的教师用书,因为它不包括具体教案、练习答案、试题等等,而是全套教材的编写宗旨,或者说是指导思想,讲出编者对外语教学与学习中一系列重大问题的观点和看法。编者对最近30年的研究成果旁征博引,苦口婆心地阐述自己认为值得借鉴的观点,无非是希望使用这套教材的教师能够在这里隐含的教学路子加以认同,以便更好地体会教材的内容、编排顺序、练习重点等,保证收到最佳的教学效果。这本教师指南性的书我读了一遍,又反复读了一些重要章节。我基本上同意作者的观点,并且愿意推荐给中国的英语教师和英语学习者。我们国内有些作者编写英语教材时,不敢“亮明旗帜”,不讲清自己的教学理念,更多的是夸自己的书怎么好。那样是不合适的。作者的编写理念不深刻、不先进,说明他对外语教学和学习知之甚少,等于“以其昏昏,使人昭昭”。

如果允许我只用几条来概括本套教材的指导思想,我认为可以这样讲:

1. 以学习者为中心,教师扮演的角色是引导着、助学者、鼓励者、高质量输入的提供者、咨询者、学习者的好朋友、反馈的提供者。教师要非常关心学习者,同时又懂自己的专业,包括对学习者的特征了解得一清二楚。

2. 研究学习者个人之间的差异,例如他们的不同动机、态度、焦虑感程度(及其产生原因、消除方法)、自尊心、对歧义的容忍度、敢于冒险的程度、学习策略、学习方法、文化背景等。优秀的教师不仅了解每个学习者的特征,而且能够针对不同人的特征采取不同教授方式,并帮助学习者逐步调整自己的不利于外语学习的某些特征。

3. 外语教学要以内容为基础(content-based)。一切脱离内容的教学都是不可取的。内容可以是表达基本人际关系或最简单的语言功能到专业性很强的学术讨论(如生态学、生命科学)。一部分语言是内容要求必用的(如谈美国历史时用的 Boston Tea Party),一部分语言是与特定内容“兼容”的。以内容为基础的材料使用相关的、自然的、生动活泼的语言。学习者在吸收内容的同时不知不觉地学会了相关的语言。这样的语言才是真实的、地道的。这就是说,教学内容不要依靠语法练习为指导。

4. 听、说、读、写四种技能要一起培养,不可决然分开。任何只教一种技能的课型都是欠妥的。即

使分别教授,也不可排斥其他技能的联系和培养。四种技能通过“完成某项任务”(task-based)和“谈论某个主题”(theme-based)的各种活动可以有机地结合起来。这样才能保证练习技能的语言都是有意义的语言。这是强调在情景中教授语言,反对教孤立的句子。

5. 语言能力包括四个方面的能力:语法能力(包括发音、拼写、标点、词汇、句法等),社会语言学能力(如在完成某些言语行为时如何才算得体,对社会文化的预示和对言语行为的理解),语篇功能(如观察和使用衔接和照应手段等,也就是如何理解和产生符合规范的语篇)和策略能力(也就是交际策略,如在交际有困难时使用释义、造新词、迂回表达、直译、求助、使用手势、回避难题等等)。四种能力同等重要。后三种能力特别加以强调,因为它们在传统上是受到轻视的。

6. 语法是交际能力的基础。语法不是不要教,而是要在地道的、自然的语言中和“完成任务”的过程中去教授。不要只教语法而不教语言的运用。用句型操练教语法并不理想。学习语法本身不是目的,学会语法是为了更好地交际。

7. 评估和测试对教师和学习者都有用。不幸的是,许多测试的目的是引诱学习者表现出最差的学习行为。测试应该为学习者提供充分表现自己的机会,显示出最佳学习成绩。一次考试决定终身命运是不公平的。更合情合理的做法是对学习者进行多次、多种、任务不同的测试或让他们完成多种语言活动来全面评估一个学习者的表现。

8. 文化教学是外语教学的重要组成部分。学习语言而不学习其文化是徒劳之举。脱离文化的语言学习则会堕落成单纯研究形式和词汇。理解所学语言的文化对得体地使用语言和确切地理解语言都十分重要。学习者同时也要了解自己的文化和其他同学的文化(如果是多元文化学习班),提高文化意识。这里不仅是讲掌握文化知识,而是要从感情上容纳文化差异,在社会交往中减少文化差别造成的误解。

以上8点概括有过于简化之嫌,但是基本精神是对的。我认为,这几条基本原则是正确的,体现了最近二三十年外语教学研究成果给人们的启示,也正在逐渐变成越来越多的外语教师、外语教材编写者、外语教育家等的共识和行为准则。本丛书的作者博采众长,具有不“褒一家贬一家”的宽宏气度,再加上他们既看到某些研究的优点又指出其内在的弱点的中肯、公正的学风,使他们最后建构的教学理念和框架没有一处失之于偏激或偏爱。

作者讲,在以上原则指导下,他们编写的教材具有以下功能:

1. “主题教学”和“任务教学”:教材给学习者提供使用真实的语言进行交流的机会。
2. 会照顾到学习者的个人差异,包括外语水平、学习风格、学习策略、文化背景、学习需要、兴趣、目标等方面的差异。
3. 教材把听、说、读、写技能有机地结合起来。
4. 教材使学习者大量接触真实的(非硬造的)语言,并为使用这种语言提供机会。
5. 教材为学习者提供各种各样的帮助,帮助他们理解和运用真实的语言。
6. 教材鼓励“学生为中心”的活动,尽量避免“教师为中心”的活动。
7. 教材鼓励学习者自己管理自己,提倡“自主学习”。
8. 教材助于提高学习者的能力。(不是只关注通过什么考试。)

应该讲,这几条原则都是好的,代表了目前和今后几年教材建设的大方向,能够达到这八条要求的教材并不多见。

下面,简单介绍本套丛书中的四项语言技能的教学原则:

一、听

1. 要把听力看作是独立的重要技能,而不是辅助技能。
2. 要使用真实的、自然的听力任务(task)。学生根据自己的兴趣参加选择听力材料;教师帮忙,加以指导。

3. 学生利用一切线索去猜测意义。

4. 教师教给学生如何决定一项听力任务的目的, 以及如何集中精力去达到目的。教师给学生提供各种文体的听力课文和任务。

5. 教师对有困难的学生给予帮助。

二、说

1. 鼓励学生在各种各样的场合下讲英语。

2. 学生要在课上课下用英语交往。

3. 既强调准确, 也强调流利。

4. 教师帮助学生学会一些有用的讲话策略。

5. 学会正确的重音和语调。

三、读

1. 阅读是一种愉快的经历。

2. 选择阅读材料时, 教师要注意学生的阅读能力、文化背景、兴趣、学习需要和学习目标。

3. 通过大量的阅读, 学生要学会进行交际性的阅读(不为考试), 而且读得越多越好。

4. 教授阅读技巧和策略有助于阅读能力的培养, 这种教授要贯穿阅读课的始终。

5. 有效的阅读教学是以内容为基础的阅读, 而且语言 and 情景都是真实的。阅读的重点是在于理解意义。(阅读不是为了回答四项选择的问题。)

四、写

1. 写作是一个有目的的过程(指学生之间的多次讨论)。写的东西应该是真实的, 要为完成一定功能而写。

2. 写作是一个社会过程, 分许多阶段, 包含许多活动, 所以学生要相互配合, 互相帮助。

3. 写作中, 阅读是个重要的组成部分。写作课中不少的时间要花在阅读上——通过阅读来收集材料、思想、内容、风格和有用的语言; 还要阅读自己写的东西和别人写的东西。

对以上四套教学原则, 我不一一加以评论。我只想指出两点: 第一, 该套教材强调的东西与传统的中国英语课堂上的活动不尽相同, 很有创新意识。第二, 该套教材强调语言的真实和地道, 强调语言运用的功能和内容, 强调以学生为中心, 强调在交往中学习语言。这几套教学原则是前面八大原则的具体体现, 而且都具体落实到了《博采英语——听说》、《博采英语——阅读》和《博采英语——写作》教材上去。我认为教材编排得相当成功, 编者真是用心良苦, 千方百计地为学习者和教师清扫一切障碍, 创造最好的学习条件和环境。

我没有亲自去教几课书, 试一试这几套课本在中国学习者身上的可行性。但自从本套教材首版十多年前被清华大学出版社引进我国以来, 我了解到已有近百所高校采用了这套课本, 并且这么多年来一直坚持在使用。教师们真正的教学实践证明: 这套教材理念的先进性和实践的可行性是非常经得起推敲的。质量过硬可靠的全球性优秀教材, 确实值得我们广大的教师一试。

谨供诸位教师和同学参考。

刘润清

于北京外国语大学中国外语教育研究中心

2014年5月1日



Foreword (前言)

《博采英语——阅读》(第二版) 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。

本教材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。教材各部分的设计坚持如下几条原则:

- ◆ 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

本教材是一套既适合高等院校英语专业及研究生英语教学,又适合国际办学,以及中、高级英语培训的系列教材,具有如下特色:

- ◆ 教材编写思路明确,编写人员水平出众

第二版教材在原版教材的基础上,由中方作者结合我国学生的特点改编而成,主要在原版教材的基础上作了如下微调:增补或替换了少量练习,以适应中国学生的应试需要;更换了少量陈旧、过时或不清晰的图片;改写或更换了少量中国师生难以操作或不好驾驭的任务场景。使得本套教材在保持了其先进的编写理念和原汁原味的特点的基础上,更加符合我国的教学需求。

- ◆ 语言知识、学习策略、文化交流与应用能力培养交融贯通

素材时代感强、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。

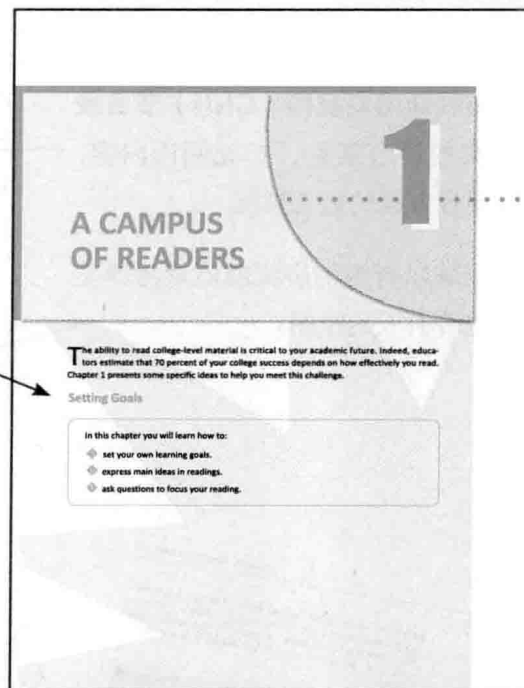
- ◆ 课堂活动“花”而又实

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。

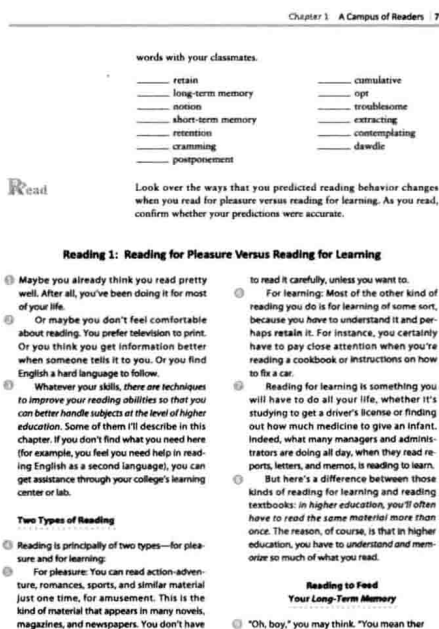
- ◆ 配有与教学内容相关的 CNN 节目录像材料

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,为了满足新的教学需求,加速教材本土化,使教材朝着更新、更权威、更地道的方向发展的要求,《博采英语》(第二版)系列教材适时面市。相信广大师生能从该套教材中得到最大的收获。

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。

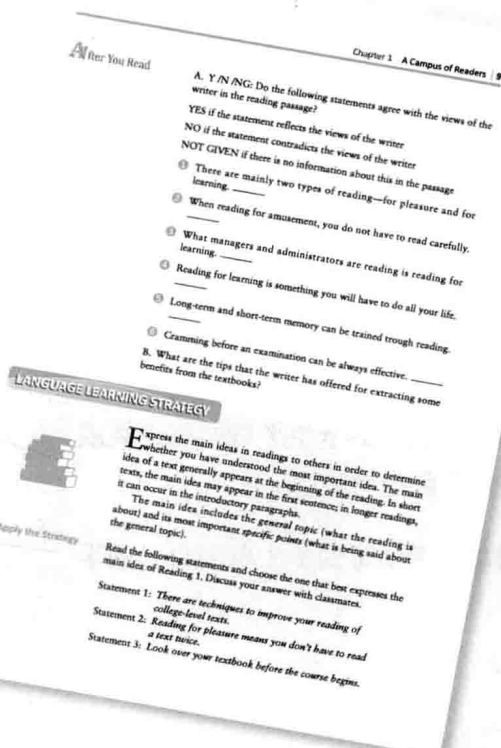


精彩阅读选段涉及各类体裁的阅读,如各类文章、小说、诗歌、采访、书摘等,增强学生的阅读理解能力,使之能够胜任各种进一步深造所需的阅读。



语言学习方法帮助学生最大程度地掌握所学知识,以求精通英语。

方法操练鼓励学生自己掌管自己的学习,为他们提供使用和熟悉新学到的方法与策略的机会。



美国有线新闻电视网 (CNN) 节目录像提供真实的语言素材, 扩充阅读内容, 进一步发展各方面的语言技能。

妙语连珠以有趣的事实或语录为课堂讨论起到抛砖引玉的作用。

Chapter 4 Is Your Food Safe? 87

surface. We can send them from one station to another, a relay station, that we amplify them and send them on to third station. If there is no relay station within 10 kilometers to receive the microwave, they will continue into space. On a certain height, some of them are sent back the earth.



ACADEMIC POWER STRATEGY



Use government online and print resources as an easy, free source of information for college research and personal use. The Canadian, U.S., United Kingdom, and other governments publish English-language information on almost every topic that you can imagine: food and nutrition, cars, children, education, employment, health, housing, money, small business, travel and hobbies, and government services. The publications can provide up-to-date information for a college research report or your personal use. You can access this material in several ways: in a library, by phone, by mail, through government bookstores, or on the Internet. Major Canadian, UK, and U.S. cities have government bookstores where brochures, booklets, articles, and books are offered free or sold at low prices. Look for the "government listings" section in the telephone directory. Government publications are also shelved in the reference section of most libraries.

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。

Reading Journal

Answer the following questions in your journal: Are certain jobs in your native country commonly held by women? What are they? Do women earn less money than men do?

TUNING IN: "WORKING WOMEN"



A. Pre-viewing: Discuss these questions with classmates before you view the CNN video clip "Working Women," about working women across the globe.

1 In which of these countries and regions do you think women and men have equality in salaries? Rate the countries from "1" to "5," where "1" indicates the place where men's and women's salaries for the same work are most equal, and "5" where they are most different.

Tanzania _____ Europe _____
South Korea _____ Japan _____
United States _____

B. Discussion: Read these questions before you view the video clip. Then, listen and write down the answers while you view. Discuss your answers with classmates after viewing.

2 In a world work force of 5.7 billion people, _____ % are women, and _____ % are men.

3 Check your predictions about the pay ratio (comparison between men's and women's salaries for the same work) in the five countries listed. Write the percentage that shows how much women are paid in comparison with men.

_____ % Tanzania _____ % Europe
_____ % South Korea _____ % Japan
_____ % United States

Were your predictions accurate?

4 The video clip says that working women of the 1990s want to "have it all." What does this mean?

学习能力培养教给学生做一名成功、自主的学习者所需要的知识与技巧。

Final Project

Conduct an Internet search on one of the following topics or another topic related to the chapter readings. Consult the guide, "Evaluating Web Sites" in Appendix B on page 227. Find one article. Read it and identify the main ideas.

- 1 effects of extended time in ocean water
- 2 another sea survival story
- 3 Titanic disaster or another ship disaster
- 4 Titanic recovery or recovery of another sunken ship

If Internet access is unavailable, conduct the same research using print resources from a library. Use your library's databases to search for titles of books or magazine or newspaper articles. Many libraries provide entire magazine or newspaper articles on computer databases. Consult your instructor for information about using your college library. Find one article. Read it and find the main ideas.

Test-Taking Tip

Learn to analyze the main idea of a reading on reading comprehension tests. On these kinds of tests, you will often be presented with a number of statements and asked to choose the statement which best conveys the main idea of a reading. When answering this type of question, it is a good idea to first eliminate any statements which you know to be false. Next, eliminate any statements that relate only to a specific portion of the reading, or to supporting or secondary ideas in the reading. Look for the choice that best expresses the overall idea of the reading.

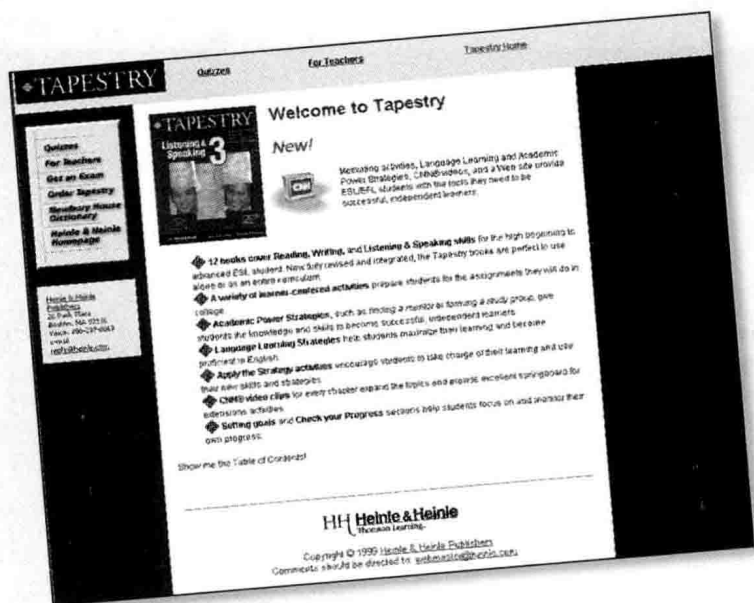
CHECK YOUR PROGRESS

- On a scale of 1 to 5, rate how well you have mastered the goals set at the beginning of the chapter:

1 2 3 4 5 build up your reading rate in order to handle a heavy academic reading load.
1 2 3 4 5 create a study schedule.
1 2 3 4 5 synthesize material from different sources.

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

- 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
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- 还有……

- ◆ 若要开设系统完整的英语课程, 请配合使用《博采英语——写作》系列和《博采英语——听说》系列。
- ◆ 如果想要了解更多的《博采英语》教学理念和各种 ELT 或 EFL 的教学方法, 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*)。

出版者

2014 年 5 月



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READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1 College Life: Difficult Dreams Page 2



Using an English dictionary
Previewing your reading
Making a reading notebook
Keeping a Vocabulary Log

Preview your reading to understand it better.

Use an English dictionary to learn more about English words.

2 Water: Our Most Important Resource Page 24



Scanning for information
Understanding implied ideas
Keeping a reading journal

Scan to find information quickly.

Understand implied ideas in your reading.

3 Healthy Habits Page 42



Finding examples in your reading
Skimming to get the main idea

Find examples to understand important ideas in your reading.

Skim a reading to understand the main idea.

4 Only One Earth Page 60



Using background knowledge
Finding topic sentences

Use your background knowledge to help you understand a reading.

Find the topic sentences of paragraphs to understand the main ideas.

5 Trains, Planes, and Automobiles Page 82



Using a graphic organizer
Making a time line

Use a graphic organizer to help you organize information.

Make a time line to help you understand events in your reading.



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Make a study plan to become a better student.

“ESL School”

A school in California has a program for children and their parents to study English together.

Reading 1: a story about a young man who achieves his academic dream, despite a difficult life

Reading 2: a newspaper article about the rules of a college classroom

Reading 3: a transcript from a radio report about the importance of education in the current job market

Keep a reading journal to think about your ideas and your learning.

“Water and Cancer”

A look at drinking water in the United States—where it comes from and how safe it is.

Reading 1: a chart that gives information about how much water different things need

Reading 2: an article about the safety of drinking water

Reading 3: an article about the uses of reclaimed water

Set realistic academic goals.

“Stress Depression”

An explanation of what causes job stress in women and how stress affects women’s and men’s health differently.

Reading 1: an article about an Olympic athlete who suffers from asthma

Reading 2: a magazine article about home remedies

Reading 3: a book excerpt about caffeine

Practice what you learn to connect your reading with your life.

“Garbage School”

A landfill provides heat to a nearby high school.

Reading 1: an article about the environmental dangers of overfishing

Reading 2: an article about the work of a fur trapper

Reading 3: an article about the concern over the extinction of many plants and animal species

Reading 4: an article about the largest garbage dump in the Middle East

Study in a group to better understand information from your classes.

“Subway Etiquette”

New Yorkers get training on how to be polite on public transportation.

Reading 1: an article about a free public bicycle program in San Francisco

Reading 2: an article about high-speed trains

Reading 3: an article about electric cars

Reading 4: an article about the Wright brothers, the inventors of the first airplane

CHAPTER

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7 Love and Marriage Page 126



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9 Buyer Beware Page 164



10 Space Is the Place Page 184



READING SKILLS FOCUS

Reading tables and graphs
Reading more quickly

Identifying arguments in your reading
Identifying the main idea of your readings

Taking notes on a reading
Making a character chart to improve reading comprehension

Writing summaries to help you understand a reading
Understanding the difference between fact and opinion in readings

Making outlines of readings
Understanding the comparative form in readings
Understanding and using acronyms



LANGUAGE LEARNING STRATEGIES

Learn to read tables and graphs to increase your understanding of what you read.

Read more quickly to increase understanding of a reading.

Identify arguments in your reading to help your understanding.

Identify the main idea of your readings.

Take notes on a reading to help your understanding of the reading.

Make a character chart to help you understand and remember the different characters in a story.

Write summaries to help you understand your reading.

Understand the difference between facts and opinions to better understand a reading.

Learn how to understand and use acronyms to help you remember information.

Make an outline to find the most important information in a reading.



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Avoid distractions when you study.

“Fast Food”
Finding healthier alternatives to fast food when you don’t have a lot of time to cook.

Reading 1: an article about fast food restaurants in Jamaica
Reading 2: an article about the first McDonald’s restaurant
Reading 3: an article about ordering takeout and delivery food over the Internet
Reading 4: an article about a new kind of fast food restaurant in Singapore

Organize your personal study space to improve your study sessions.

“Marriage & Family Therapists”
For some families, therapists can make life at home much better.

Reading 1: an article about a controversial African wedding tradition
Reading 2: an article about a modern dowry given to a bride in China
Reading 3: an article about a traditional Cretan style of love song
Reading 4: an article about the origins of some Jewish wedding traditions

Understand your school’s rules about plagiarism.

“Totem Poles”
An explanation of the role of totem poles in Native American traditions.

Reading 1: an article about myths and mythology
Reading 2: a Native American folktale about the creation of a particular kind of fish
Reading 3: a Japanese myth about a magic crane
Reading 4: a Nigerian myth about humility
Reading 5: a Greek myth about a man’s dangerous journey to the underworld

Plan enough time to complete your assignments.

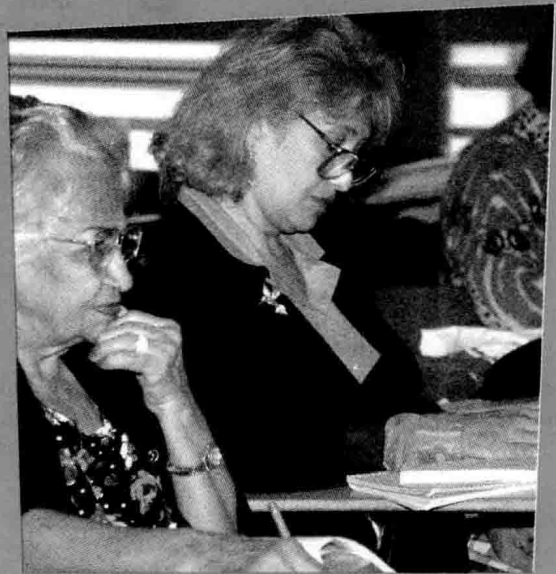
“Internet Shopping”
A look at a new trend in shopping—Internet malls.

Reading 1: an article about a Vietnamese shopping mall in Texas
Reading 2: an article examining whether shopping malls should be considered public or private places
Reading 3: an article about the quality of customer service in the United States
Reading 4: an article about ordering groceries over the Internet

Find and use campus resources when you need help with your classes.

“The CIA and UFOs”
The CIA questions the Air Force’s explanations for unidentified flying objects.

Reading 1: an excerpt from a web site about the selection and training of astronauts in the United States
Reading 2: a magazine article about the discovery of a new planet
Reading 3: an article about the Hale-Bopp comet
Reading 4: an article about a scientific organization that searches for life on other planets



Look at the photos. Then talk about these questions with your class:

- What are these people doing?
- Why do many adults go to school?
- Why do you go to school?
- What is your dream for the future?

1

COLLEGE LIFE: DIFFICULT DREAMS

College is a dream for many students. However, it is not an easy dream. In this chapter, you will read about college dreams and about education and jobs. You will also learn how to be a better student by learning about college classrooms.

Setting Goals

In this chapter, you will learn how to:

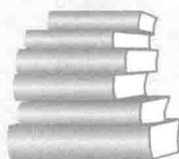
- ◆ use an English dictionary.
- ◆ preview your reading.
- ◆ make a study plan.
- ◆ make a reading notebook.
- ◆ keep a Vocabulary Log.
- ◆ preview test questions.

Which goal is most important to you? _____

Why? _____

Talk about your answers with your class.

LANGUAGE LEARNING STRATEGY



Apply the Strategy

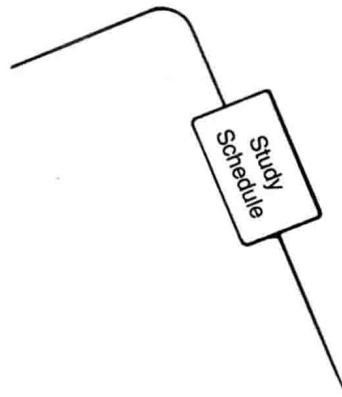
Preview your reading to understand it better. To *preview* means to look at something before you study it. Previewing will help you think about your reading. It will help you understand the reading better, because you think about the ideas before you read.

Preview this chapter. Talk with your class about these questions:

1. What is this chapter about?
2. How many readings are there?
3. What sections are in this chapter?
4. What is a strategy?
5. What are the two Language Learning Strategies?
6. What is the Academic Power Strategy?
7. What is the CNN video?

**Learning is a treasure
that will follow its
owner everywhere.**

—Chinese Proverb



Getting Started

Before you start this chapter, make a Reading Notebook for your notes and assignments. Make five sections, and use a divider for each section:

- a. *Study plan* You will learn more about how to make a study plan in this chapter. Keep a plan for each week in this section.
- b. *Vocabulary Log* Write all of the new words you learn in this part of your notebook. You will learn more about Vocabulary Logs in this chapter.
- c. *Language Learning Strategies* Each chapter in this book will have two Language Learning Strategies. Each Language Learning Strategy has two parts: first, the explanation of the strategy; second,