

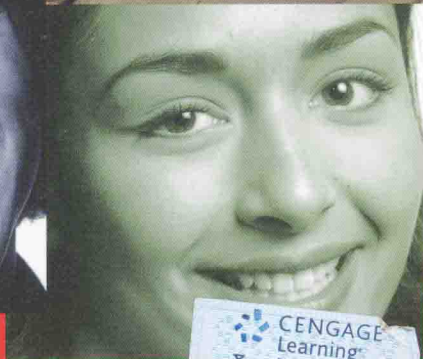
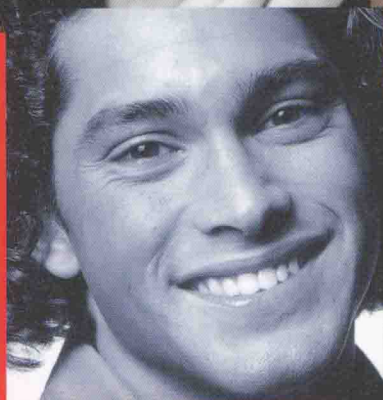
博采英语

TAPESTRY (第二版)

Reading
阅读

刘白玉 张一鸣 主编

4



教育部高等教育司推荐教材

博采英语

TAPESTRY (第二版)

Reading 阅读 4

刘白玉 张一鸣 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对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義的语言。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, 而且语言和情景都是真实的。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:

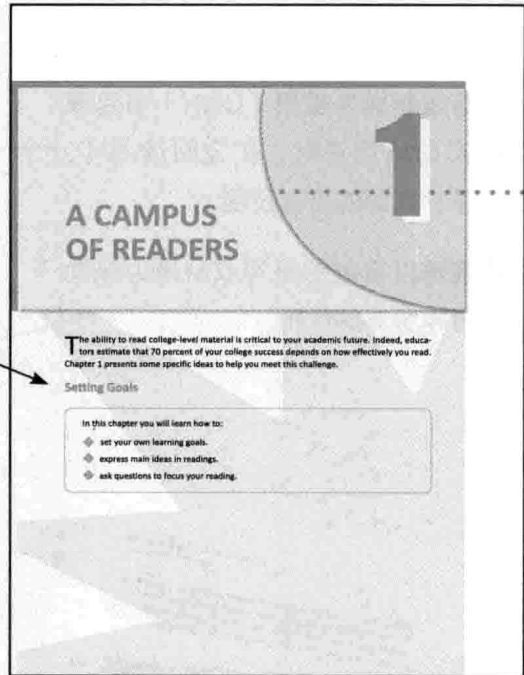
- ◆ 教材编写思路明确,编写人员水平出众

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。

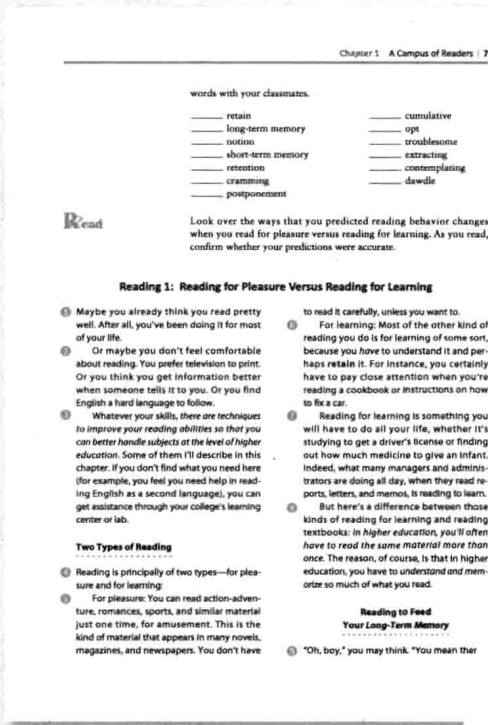
- ◆ 语言知识、学习策略、文化交流与应用能力培养交融贯通
素材时代感强、内容丰富、语言地道。使学生置身于真实、现代的语言环境当中。
- ◆ 课堂活动“花”而又实
以学生为中心,设计巧妙生动、有的放矢;注重培养学生良好的学习习惯,巧妙传播语言文化知识。
- ◆ 配有与教学内容相关的 CNN 节目录像材料

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。

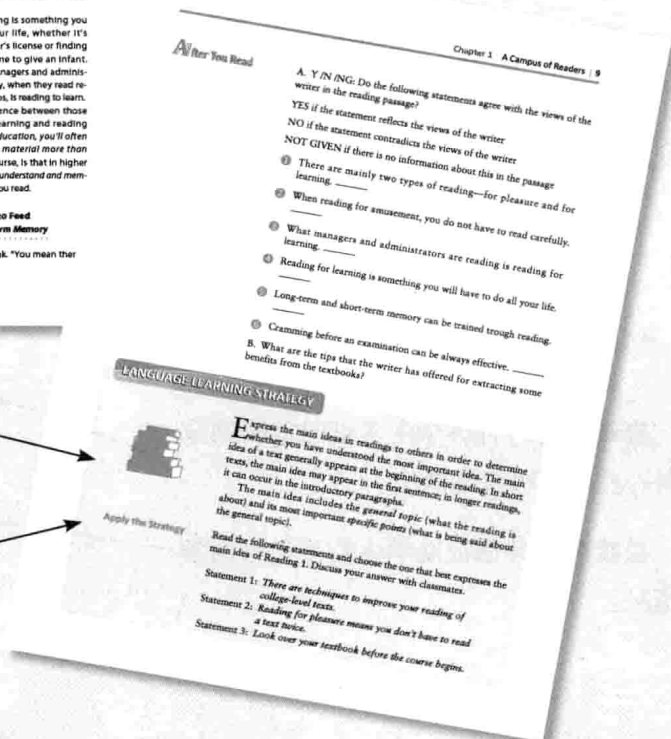


精彩阅读选段涉及各类体裁的阅读, 如
各类文章、小说、诗歌、采访、书摘等, 增
强学生的阅读理解能力, 使之能够胜任各种
进一步深造所需的阅读。



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 30 kilometers to receive the microwave, they will continue into space. On a certain height, some of them are sent back to 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。

Chapter 5 The Gender-Role Revolution 109

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.

③ 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.

③ In a world work force of 5.7 billion people, _____ % are women, and _____ % are men.

④ 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?

⑤ 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。

Chapter 3 Tales of the Sea 63

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 ideas 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:

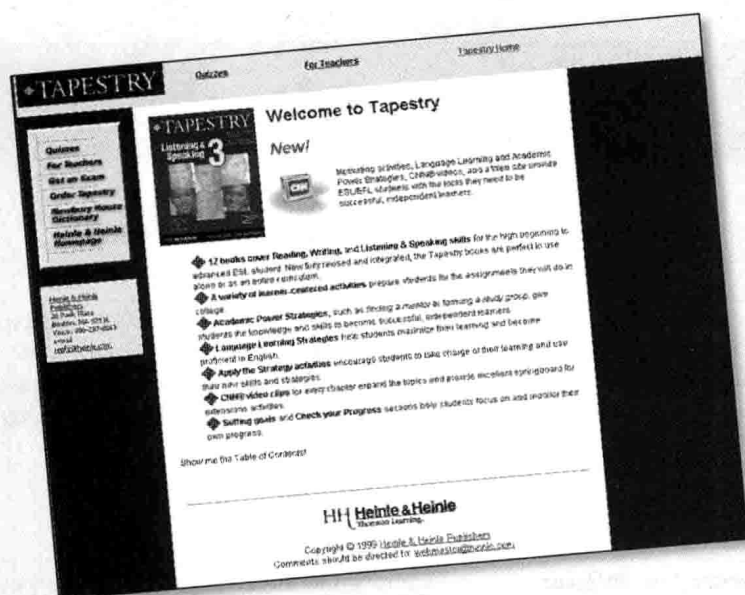
1 2 3 4 5 build up your reading rate in order to handle a heavy academic reading load.

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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- ◆ 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



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Get organized in order to do well in your studies.

“Hong Kong’s Return to China”
A discussion of the transfer of Hong Kong from British rule back to Chinese rule in 1997.

Reading 1: an essay about recent changes in Europe, the former Soviet Union, and the Czech Republic
Reading 2: a magazine article about post-apartheid South Africa
Reading 3: two essays representing different points of view about the return of Hong Kong to China

Organize a study group to learn more from your assignments.

“The Sierra Club Controversy”
A look at the controversial debate within the Sierra Club about immigration control.

Reading 1: statistics about the world’s population
Reading 2: a poem
Reading 3: a newspaper article about immigration and population growth
Reading 4: a fictional story about adjusting to a new culture and prejudices

Expand your reading experience to become a better reader.

“Ragin’ Cajuns”
The culture and language of the Cajuns are being maintained in Louisiana. This report examines how.

Reading 1: a newspaper article about the debate over making English the official language of the United States
Reading 2: a definition of the role of language
Reading 3: an article about how babies learn language
Reading 4: a newspaper article about language use in Canada

Manage your time to finish your assignments more efficiently.

“Istanbul Dining”
A look at the foods and dining style native to the Turkish culture.

Reading 1: a quiz to determine your typical eating patterns and food decisions
Reading 2: a research article about the diet in America
Reading 3: an article examining the eating habits in different cultures

Read newspapers and magazines to stay informed about current issues and arguments.

“Child Labor”
A discussion of the problem of child labor and the steps being taken to keep companies from hiring workers illegally.

Reading 1: an essay about child labor in India
Reading 2: an essay about child labor in the United States
Reading 3: a persuasive essay about a company’s labor problems



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Learn to contribute to class discussion with more confidence to feel more comfortable in all of your classes.

"King Hussein of Jordan"
Coverage of the funeral of this leader gives viewers a look at the king's life and accomplishments.

Reading 1: an essay about peace and conflict
Reading 2: an article explaining an innovative approach to solving conflicts in the Middle East
Reading 3: a poem

Find service learning opportunities in order to help your community while expanding your skills.

"Medicine Hunters"
The importance of rain forests as potential resources for new drugs and the forces that threaten their existence.

Reading 1: an article about the benefits tropical rain forests can offer and the threats they face
Reading 2: a magazine story about the damage humans are doing to the oceans
Reading 3: a report on global warming
Reading 4: a poem

Interview people in your community to expand your learning.

"Exotic Travel"
Exotic vacation destinations and the people visiting them.

Reading 1: an article about the effects of tourism in Jamaica
Reading 2: an excerpt from an essay on the positive side of travel and being a tourist
Reading 3: an excerpt from an essay on the negative side of travel and being a tourist
Reading 4: a chapter from an adventure travel book

Find ways to overcome procrastination so that you will get more work done.

"The Beijing Bicycle Ban"
The once bicycle-friendly city imposes a ban on bicycles on its crowded streets.

Reading 1: a newspaper article about the battle between bicycles and cars in Beijing
Reading 2: a radio report about a program to provide free bicycles for public use in San Francisco
Reading 3: an article about an alternative type of car
Reading 4: a magazine article about vehicles of the future

Accept your mistakes as part of the learning process.

"Multi-Media Education"
An explanation of multi-media education and the advantages of this kind of learning.

Reading 1: an article about the international effects of the Internet
Reading 2: an essay about media literacy, or an understanding of how television stories and programming can manipulate viewers
Reading 3: a newspaper article about National TV-Turnoff Week, when people turn off their televisions for one week
Reading 4: a report about the merging of the Internet and television



Look at the photo. Then discuss these questions with your classmates:

- What is the setting of this photo?
- Who are these people?
- Would you like to visit or work there?



Contents

CHAPTER	READING SKILLS FOCUS	LANGUAGE LEARNING STRATEGIES
1 Thinking Globally: A Changing World Page 2 	Reading actively Skimming a reading for main ideas Keeping a reading journal	Read actively to help you enjoy, understand, and better remember what you read. Keep a reading journal to help you to keep track of your ideas and your learning.
2 On the Move: Population and Immigration Page 24 	Identifying and understanding different purposes for reading Summarizing a reading's main points Recognizing and understanding compound words	Identify and understand different purposes for reading assignments in order to complete them more successfully. Summarize main points in order to under- stand complex readings.
3 All Talk: Language Page 46 	Scanning a reading for specific information Expanding your reading experience Drawing inferences from your reading Understanding connotations and denotations	Learn how to draw inferences in order to understand your reading better, and to be able to respond to it more accurately. Scan a reading for specific information to locate important facts quickly.
4 Food for Thought: Nutrition Page 68 	Using comparisons and contrasts in reading Increasing your reading speed	Use comparisons and contrasts to help you better comprehend your reading. Increase your reading speed to finish your work faster and understand it better.
5 Not Child's Play: Work Page 92 	Distinguishing between facts and opinions Reading newspapers and magazines to stay informed Learning about arguments to understand the intention of a reading	Learn to distinguish between facts and opin- ions to better understand your reading. Learn about arguments in order to under- stand the intention of a piece of writing.

CHAPTER

6 Let There Be Peace on Earth: Peace & Conflict Page 118



READING SKILLS FOCUS

Looking for a writer's point of view
Previewing readings



LANGUAGE LEARNING STRATEGIES

Look for a writer's point of view to make it easier to understand a text's meaning.
Preview your reading to prepare yourself to read about unfamiliar topics.

7 Saving the Planet: Ecology Page 140



Discriminating words quickly
Reviewing reading notes to increase comprehension

Learn to discriminate words quickly to improve your reading speed.
Review your reading notes to increase your understanding of what you read, and to make it easier to write and talk about the issues.

8 Flights of Fancy: Travel Page 164



Creating discussion questions to focus on main ideas in readings

Use mnemonic devices to help you remember facts more clearly.
Create discussion questions to work on with your classmates to focus on the main ideas of your reading.

9 Going Places: Alternative Transportation Page 184



Using mapping to review a text
Using context to decode unfamiliar terms
Using pictures to understand descriptions you read

Use mapping to help you review a text and understand it better.
Use pictures to help you understand descriptions you read.

10 That's Infotainment: Media Page 204



Listening effectively to help your reading

Learn to listen effectively in order to help your reading.
Reflect on what you have learned to help you get a feeling of success and to see the progress you have made.

Appendix
Photo Credits

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Page 229

教育部高等教育司推荐教材

博采英语

TAPESTRY (第二版)

Reading

阅读

4

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