

# 博采英语

TAPESTRY (第二版)

Listening & Speaking

听说

3

王奕文 熊莺 主编



教育部高等教育司推荐教材

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清华大学出版社

北京

北京市版权局著作权合同登记号 图字：01-2001-1342

博采英语——听说3（第二版）

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#### 图书在版编目（CIP）数据

博采英语. 听说. 3 / 王奕文, 熊莺主编. —2版 —北京：清华大学出版社，2014  
ISBN 978-7-302-35771-1

I. ①博… II. ①王… ②熊… III. ①英语—听说教学—高等学校—教材 IV. ①H31

中国版本图书馆CIP数据核字（2014）第060861号

责任编辑：蔡心奕

封面设计：常雪影

责任校对：王凤芝

责任印制：宋 林

出版发行：清华大学出版社

网 址：<http://www.tup.com.cn>, <http://www.wqbook.com>

地 址：北京清华大学学研大厦 A 座 邮 编：100084

社 总 机：010-62770175 邮 购：010-62786544

投稿与读者服务：010-62776969, [c-service@tup.tsinghua.edu.cn](mailto:c-service@tup.tsinghua.edu.cn)

质 量 反 馈：010-62772015, [zhiliang@tup.tsinghua.edu.cn](mailto:zhiliang@tup.tsinghua.edu.cn)

课 件 下 载：<http://www.tup.com.cn>, 010-62794309

印 刷 者：清华大学印刷厂

装 订 者：三河市漂源装订厂

经 销：全国新华书店

开 本：210mm×285mm 印 张：16.5 插 页：1 字 数：493 千字

版 次：2001 年 4 月第 1 版 2014 年 5 月第 2 版 印 次：2014 年 5 月第 1 次印刷

印 数：1~4000

定 价：47.00 元

产品编号：058342-01





## 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感到,我讲的观点与他们引进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——听说》(第二版)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,对所学语言的重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学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

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,又适合国际办学和对外汉语专业英语教学,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,主要是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。

## SCHOOL DAZE

Being a student is often overwhelming. Many requirements, expectations, and procedures may be unfamiliar to you. This may be your first experience in this environment. You may be accustomed to doing things differently. You may feel frustration and confusion, and you may be unable to communicate effectively in academic situations. This situation can result in misunderstandings. There are ways that you can overcome these obstacles. In this chapter, you will focus on some of the listening and speaking skills you need to survive the beginning of school. You will learn how to prepare for the beginning of school and how to adapt to new experiences in the classroom and on campus. As you develop specific skills and strategies, you will be able to increase your chances for academic success.

### Setting Goals

In this chapter you will learn how to:

- ◆ overcome confusion and frustration at the beginning of school.
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- ◆ understand teachers' objectives and expectations.

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### 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



Apply the 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 are focusing on.
- 3 Observe nonverbal clues that show the feeling of the speakers.
- 4 Write down the nonverbal clues and the feelings they show.

In the scenario activity that follows, take notes as you observe the scenarios. Follow the steps given in the "Language Learning Strategy."

语言学习方法帮助学生  
最大程度地掌握所学的知识,  
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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。

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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。

### 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.

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## 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

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.

### Listen



#### Listen 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.

- ① \_\_\_\_\_ Worries give him the most stress.
- ② \_\_\_\_\_ He has a frantic schedule.
- ③ \_\_\_\_\_ Academic pressure makes him nervous.
- ④ \_\_\_\_\_ He worries about his kids.
- ⑤ \_\_\_\_\_ Sport helps him to deal with stress.
- ⑥ \_\_\_\_\_ 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: \_\_\_\_\_

### After You Listen

The Sound of It:  
"Filler" Sounds  
and Words

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: \_\_\_\_\_

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。

应用能力训练鼓励学生  
独立安排自己的学习，运用  
新学到的技巧与策略。

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的语言素材，进一步培养听  
说技能。

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。

### 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 feel comfortable living in a culture that is different from the culture of their families. You will see the video more than one time. As you watch the video, circle the correct answers to the questions below.

### Test-Taking Tip

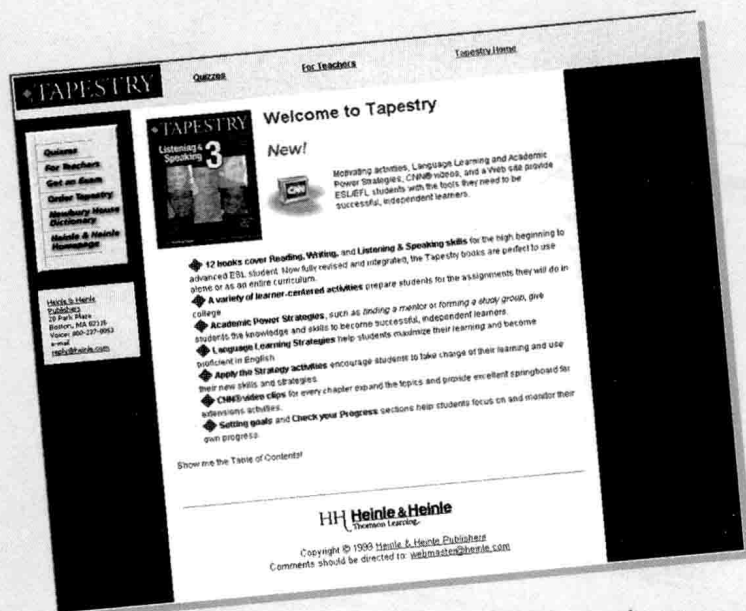
Pace yourself. Don't spend too much time on any single question. If you don't know the answer to a question, move on to the next question. Allow yourself some time near the end of the exam time to go back to the questions you skipped. Keep an eye on the time throughout the test.

### 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                       | use specific methods to communicate effectively with people from other cultures. |
| 1 2 3 4 5                       | use appropriate language to solve problems.                                      |
| 1 2 3 4 5                       | recognize and use direct speech.   |
| 1 2 3 4 5                       | recognize and use subtle speech.   |
| <input type="radio"/> 1 2 3 4 5 | contribute your ideas in group activities.                                       |

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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◆ 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。

◆ 如果您要要了解更多的《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* )。

出版者

2014 年 5 月





# Contents

## CHAPTER

## LISTENING & SPEAKING SKILLS FOCUS



## LANGUAGE LEARNING STRATEGIES

### 1 School Daze Page 2



Communicating about academic procedures and requirements  
Predicting the language you will hear  
Asking about alternatives and stating preferences  
Identifying the parts of a lecture  
Understanding teachers' objectives and expectations

Increase your listening comprehension by predicting the language you will hear in a specific situation.

Learn to identify the parts of a lecture as you're listening.

### 2 Cross-Cultural Communication Page 28



Using specific methods to communicate effectively with people from other cultures  
Using appropriate language to solve problems  
Recognizing and using direct speech  
Recognizing and using subtle speech  
Contributing ideas in group activities

Learn the difference between polite and rude speech.

Learn to communicate well with people from different cultures and backgrounds.

### 3 I Understand Exactly What I Think You Said! Page 50



Taking notes during conversations  
Noticing nonverbal clues such as facial expressions and gestures  
Asking for clarification  
Giving clarification of your point of view  
Paraphrasing what someone communicates to you  
Communicating more effectively with members of the opposite sex  
Expressing empathy for another person's feelings

Increase your comprehension by taking notes as you observe and listen to a conversation.

Paraphrase orally to help communicate meaning accurately and avoid translation into your native language.

### 4 Crossing the Line Page 74



Making direct requests  
Stating implicit demands  
Stating a refusal  
Offering a polite excuse  
Identifying a speaker's intent

Identify a speaker's intent in order to better understand what is being asked of you.

Use key words to improve your notetaking.

### 5 My Slice of the Pie Page 100



Expressing needs so you can ask for what is important to you  
Offering advice in order to help others get what they need  
Listening for emphasis  
Listening for language of advice and suggestion  
Practicing new language

Identify the most important words in a sentence by listening for emphasis.

Practice or repeat new language to make the language become a comfortable, natural part of the English you use every day.



## ACADEMIC POWER STRATEGIES



## CNN VIDEO CLIPS

## PRONUNCIATION: THE SOUND OF IT



## LISTENING OPPORTUNITIES

Survive the beginning of the school year by paying attention to details and asking for help.

**“Freshmen Fears”**  
A student discusses the issues he faces as he starts his freshman year at a large university in the United States.

Pronunciation of prepositions

A conversation between a student and an academic advisor  
A conversation between two students discussing the beginning of the college semester  
A lecture given by a college professor on the first day of class

Contribute your ideas in group activities.

**“The Bilingual Storyteller”**  
A teacher uses storytelling to help his students feel more comfortable living in a culture that is different from their native culture.

Reductions in conversation

A conversation between two people about going out to dinner  
Two people talk about studying in other countries

Plan in advance in order to get the most out of each class session.

**“Anti-Divorce Class”**  
To resolve marital problems, couples attend a workshop designed to prevent divorce.

Stressed syllables

Four dialogues, each with a different misunderstanding or breakdown in communication  
Three people discuss their communication problems with members of the opposite sex

Cooperate with classmates during group work.

**“The Ellis Island Decision”**  
A discussion of the United States Supreme Court decision about the political boundaries of the historical landmark, Ellis Island.

Distinguishing syllables and recognizing reductions

Five short conversations focusing on the speakers’ volume, tone, and intent  
A lecture about conflict resolution  
Two students discuss their views on boundaries

Increase your success as a student and a language learner by improving your ability to remember.

**“Cracking Down on the Homeless”**  
Residents and homeless people in the Berkeley area talk about the problem of homelessness.

Guessing meaning from intonation

An interview about financial planning  
A conversation between two students talking about the high cost of education

## CHAPTER

## LISTENING & SPEAKING SKILLS FOCUS



## LANGUAGE LEARNING STRATEGIES

### 6 I Said It My Way Page 124



Recognizing the difference between facts and opinions  
Prefacing facts and opinions  
Listening for specific language cues to better understand facts and opinions  
Preparing effectively for a debate or discussion

Listen for specific language cues to better understand conversations in which people express different ideas and opinions.

Prepare effectively for a debate or discussion.

### 7 It's Not Easy Being Good Page 148



Improving your pronunciation by listening carefully and imitating native speakers  
Talking about hypothetical situations  
Using new language as soon as you learn it to remember it better  
Responding non-judgmentally

Improve your pronunciation by listening carefully and imitating native speakers.

Use new words, phrases, and expressions as soon as you learn them.

### 8 Scientifically Speaking Page 166



Expressing both sides of an issue  
Recognizing different points of view  
Expressing compromise  
Analyzing the meaning of a new word by relating it to something familiar  
Understanding whole ideas rather than individual vocabulary words  
Talking about uncomfortable subjects with greater comfort and confidence

Relate the meaning of a new word or phrase to something that is familiar to you.

Try to understand whole ideas rather than individual vocabulary words.

### 9 The Nature of Things—Environmental Concerns Page 184



Identifying the purpose of a language task  
Expressing concern and dissatisfaction about specific problems  
Stating plans and intentions to solve a problem  
Identifying contrasting viewpoints in a debate

Identify the purpose of a language task.

Identify the contrasting viewpoints when you listen to a debate.

### 10 All Stressed Out and No Place To Go Page 204



Expressing concern  
Summarizing what you've heard  
Asking for clarification  
Expressing empathy  
Making suggestions

Write a one-to-two paragraph summary of something you have heard.

Use a chart to list problems and solutions.

Listening Transcripts  
Appendix

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## ACADEMIC POWER STRATEGIES



## CNN VIDEO CLIPS

## PRONUNCIATION: THE SOUND OF IT



## LISTENING OPPORTUNITIES

Make an effort to see how your learning relates to what is happening in the world around you.

**"Do We Really Need to Know?"**  
A debate about whether or not the press should reveal private information about politicians.

Conversational pauses

A debate about TV censorship vs. people's rights and freedoms  
A journalist gives his opinion about the public's right to know vs. public figures' right to privacy

Search for ideas that challenge your own.

**"Teaching Character"**  
An elementary school has begun a program to teach character to children.

Correct stress placement

A person talks about good behavior and what he was taught about ethics in school  
Two dialogues between people discussing solutions and alternatives

Learn to talk about uncomfortable subjects with greater comfort and confidence.

**"Two Sides to Cloning"**  
Three people give their viewpoints on the pros and cons of human cloning.

Using intonation to emphasize different points of view

A radio talk show in which two doctors debate the moral issues concerning technology and medical experimentation  
A pregnant woman talks about the pros and cons of medical advances in pre-natal testing

Develop realistic plans and prioritize them.

**"An Ecovillage"**  
The story of a village created to decrease the amount of harm to the environment.

Understanding reductions

A discussion on talk radio between an environmentalist and a caller about the impact of technology on the environment  
A conversation between two students with contrasting viewpoints about what makes a good study environment

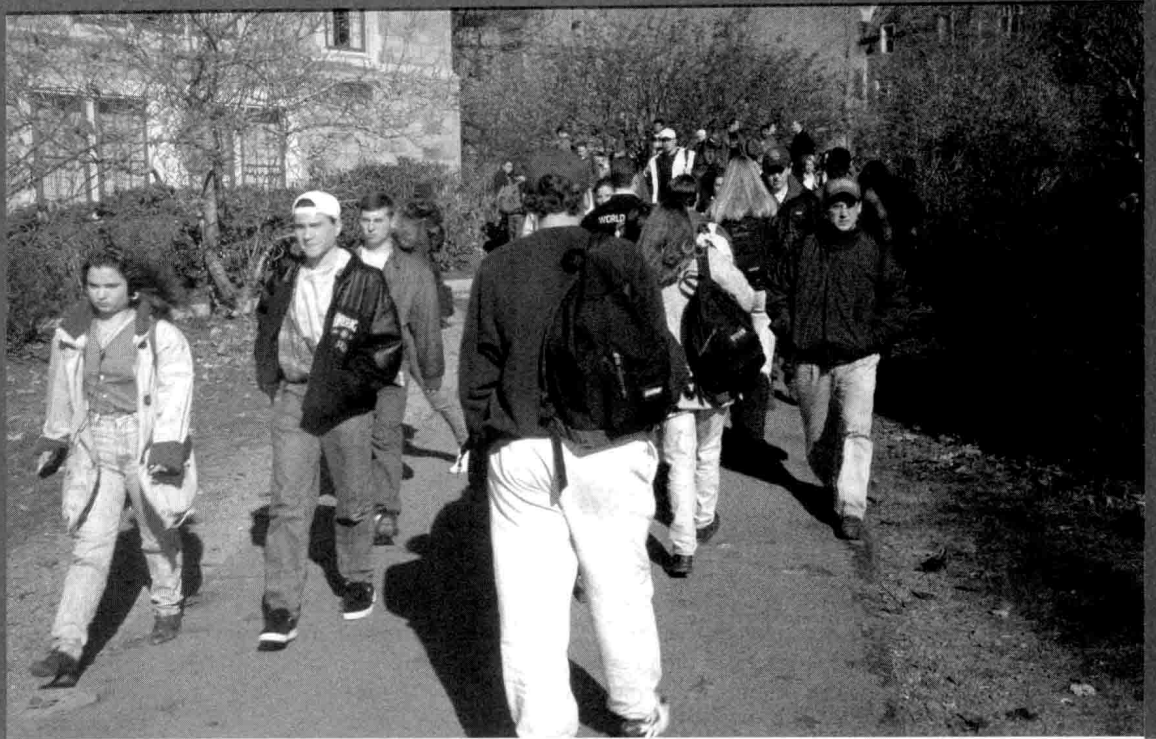
Manage the stress of academic deadlines, tests, and schedules.

**"Student Stress"**  
A comparison of the stress level for students in the United States, Japan, and China.

Prepositions with two-word verbs

Recognizing "filler" sounds and words

A discussion on talk radio about stress management  
A student and a full-time working person talk about the stress in their lives



This photo shows students at a university on the first day of school. Usually, the first week of school is very busy and stressful. Students have to be sure that they get the classes they want. They need to buy books and materials that are required for their classes. During the first week, they also find out what is required for each course and how demanding the classes will be. Students may decide to drop a class and add a different class in its place. Look at the photo and think about the difficulties these students face at the beginning of school. What are some of these difficulties, and what can be done about them? Discuss these questions with your classmates.

# 1

## SCHOOL DAZE

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