

大学英语课外自学系列

VOICES AND VALUES

A Reader for Writers

心声与价值观

——大学英语读写训练

Janet M. Goldstein
Beth Johnson



上海外语教育出版社
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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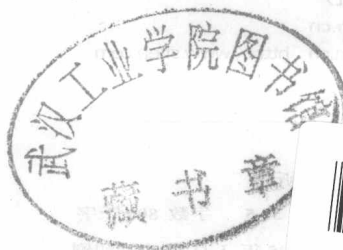
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A Reader
for Writers***

***Janet M. Goldstein
Beth Johnson***



TOWNSEND PRESS

出版前言

本书由我社从 Townsend Press 引进改编后出版,可供大学生和具有同等英语水平学习者作为阅读和写作训练的辅导材料使用。

本书包含 40 篇短文,描述的主人公都是普通人,而且大多属于弱势群体,如青少年、妇女、老人等。他们有的曾身处逆境,遭受恶少欺凌或不公正待遇,或遭受毒瘾、家庭暴力、疾病、官僚主义等等的侵害,但是通过努力及社会的救助逐步摆脱了困境,获得了生活的勇气;而有的则沉溺于不良习气,如酒后驾车等,因而导致悲剧;有的因错误观念,如贪图享受、不思节制,因而导致未婚先孕等后果而不能自拔。文章弘扬了人们积极向上的价值观,诸如勇敢、正义感、责任心、爱与同情等,并鞭挞了社会上的丑恶现象,如恃强凌弱、吸毒、不公正等。在阅读的过程中,你会有感而发,深切感受到人们不屈不挠、为命运抗争的顽强精神,而对那些沉沦于不幸的人则哀其不幸,怒其不争。

这些文章鞭策你通过抗争改变自己的命运,同时也提供丰富的语言素材,帮助你训练阅读、理解和写作技巧。这些技巧既能加深你对故事的理解,同时又能培养你成为一名英语写作能手。

每篇短文前面都有一段简介(Preview),并列出文章中出现的重点词汇及其释义;后面都配有基本理解问题、词汇检查、阅读理解、问题讨论和段落及短文写作等练习。这些练习把阅读和写作结合在一起,既教你从写作角度阅读、分析全文,又帮助你积极动手写作。书后的附录一为阅读提示部分的参考答案;附录二为写作提示部分的参考答案;附录三为练习参考答案,其中包含问题讨论部分的建议性答案,并为部分单元的短文写作部分提供指导、样稿及其修改稿,提示学生写作前如何构思、如何一步步完成写作的各个步骤;附录四、五、六分别为阅读成绩表、致谢词和索引。

你觉得英语阅读和写作难吗?不用担心,试试这本书吧,它将是提高阅读、写作水平的好帮手,给你带来乐趣,助你轻松过关。

Preface:

To the Instructor

How often have you, as a reading or writing teacher, asked yourself questions such as these:

- Why must I spend so much time looking for timely selections that students will *want* to read?
- Where can I find a book of essays that also helps me teach the reading and writing skills my students need to know?
- Is there a reader out there devoted to old-fashioned human values — ones that can inspire and motivate even today's students?

If you've asked any of the above questions, *Voices and Values* may be the book for you. Suitable for reading and/or writing classes, the book provides a series of forty lively and thought-provoking essays that will compel student attention. Each selection is accompanied by a set of activities to help students read, understand, and write about the essay. By providing instruction and practice in the skills necessary for close and thoughtful reading, the text will help all those teachers whose students say, "I read it, but I didn't understand it." And by providing a wide number and range of writing assignments, as well as help with getting started on these assignments, the text will help all those teachers whose students say, "I don't know what to write about."

Distinguishing Features of the Book

Readings that celebrate human values. The book contains forty essays chosen for their celebration of significant human values. For example, in the first selection, "Bird Girl," an author describes the guilt he feels for doing nothing when his high school classmates behaved cruelly toward a student who was different. The story becomes a plea for the importance of courage — speaking up in defense of another — and the need for kindness.

Other essays — in a style that never preaches — cover such values as gratitude, personal growth, fairness, responsibility, love and compassion, common sense, and moderation.

Emphasis on clear thinking. A basic truth that is at the heart of both the reading and the writing process is that any thoughtful communication of ideas has two basic parts: (1) a point is made and (2) that point is supported. As they work their way through this book, students learn to apply this principle of point and support. They are encouraged when *reading* an essay to look for a central idea as well as for the reasons, examples, facts, and details that support that idea. They are reminded when *writing* to follow the same basic principle — to make a point and then provide support for that point. And they discover that clear *thinking* (which they also do when actively reading or writing) involves both recognizing ideas and deciding whether there is solid support for those ideas.

Frequent skills practice. Accompanying the high-interest selections is a series of high-quality activities that truly help students improve their reading, thinking, and writing. As we have already stated, the book assumes that reading and writing are interrelated skills. Work on reading can improve writing; work on writing can improve reading. Extensive practice in reading, thinking, and writing follows each of the forty selections. Here is the sequence of activities — prepared by two authors who have themselves been teachers — for each essay:

- **First Impressions** Following each reading is a freewriting activity titled “First Impressions” that encourages students to come to terms with what they have read. The activity consists of three questions that permit students to respond on different levels of feeling and opinion. For example, the first question is always “Did you enjoy reading this selection? Why or why not?” The two other questions focus on particular issues raised by the essay — issues about which every student should have something to say. Students can respond to one or all of these questions at the beginning of a class session, or, alternatively, students can record their responses in a “reading journal.”

The “First Impressions” activity provides at least two additional benefits. First, it lays the groundwork for oral participation; many more students can contribute intelligently to classroom discussion after they have collected their thoughts on paper in advance. Second, as an integral step in the writing process, freewriting or journal keeping can supply students with raw material for one or more of the paragraph and essay assignments that follow the selections.

- **Words to Watch and Vocabulary Check** Students need to strengthen their vocabu-

laries in order to succeed in school — and they know it. *Voices and Values* builds vocabulary in the most research-proven and interesting way, by providing hundreds of useful words in context. The most challenging words and phrases in each selection are defined in the “Words to Watch” section that precedes each reading, and four of these words are tested in the “Vocabulary Check” activity that follows each reading. Other words from the reading that may be unfamiliar to students also appear in the Vocabulary Check. Students thus have frequent opportunities to sharpen their skill at deriving meaning from context.

- **Reading Check** Practice in reading skills is provided through an activity titled “Reading Check,” a series of comprehension questions that follow the Vocabulary Check. The questions involve four key skills: finding the central point and main ideas, recognizing key supporting details, making inferences, and understanding the writer’s craft. The craft questions include such elements as introduction and conclusion strategies; types of support; patterns of organization and the transitions that indicate these patterns; tone; purpose; intended audience; and titles. As students sharpen these crucial reading skills, they will become better, more insightful readers — and they will be ready to use the same techniques in their own writing.

- **Discussion Questions** Four discussion questions follow the Reading Check. These questions provide a final chance for students to deepen their understanding of an essay and the issues and values that it contains. They also function as a helpful intermediate step between reading a selection and writing about it. If the teacher chooses, these discussion questions can serve as additional writing topics.

- **Paragraph Assignments and Essay Assignments** Four writing topics — two paragraph assignments and two essay assignments — conclude the activities for each selection. The assignments emphasize the basic principle of clear communication: that a student makes a point and supports that point. Numerous sample topic sentences and thesis statements, along with specific suggestions for supporting these points, help students to succeed on these assignments. Nineteen additional topics on pages 457 – 463 invite students to read pairs of essays and write papers inspired by both.

Versatility. Since it is “a reader for writers,” *Voices and Values* can be used in a number of teaching and learning situations:

- As a reader in a writing course covering paragraphs, essays, or both

- As an anthology in an English course studying the essay as a *genre*
- As the core text in a reading course employing a whole-language approach
- As a collection of inspiring motivational readings

Ease of use and helpful support. The book is designed to be simple for both teachers and students to use. The activities already listed are easy to present in class and convenient to correct. Answers to the activities appear in two places. First, an annotated *Instructor's Edition* of the book — chances are you are holding it in your hand — includes answers to the Vocabulary Checks and Reading Checks, making the book very easy for teachers to use. Second, an *Instructor's Manual* provides complete answers on letter-sized sheets for these activities. At the teacher's option, these sheets can easily be duplicated and distributed to students so they can check their own answers. The manual also contains teaching suggestions, suggested answers to the "Discussion Questions" that follow each reading, and ten additional guided writing assignments.

In short, *Voices and Values* contains an appealing collection of readings and an exceptional series of activities that will give students extensive guided practice in reading and writing. We believe the book's value lies in the humanistic quality of the selections, the variety of activities that follow each essay, and the integrated approach to reading and writing that is maintained throughout.

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Janet M. Goldstein

Beth Johnson

Contents

Alternate Table of Contents	vii
Preface: To the Instructor	xiii
Becoming a Better Reader	1
Becoming a Better Writer	10
Unit One: Overcoming Obstacles	27
1 Bird Girl <i>Clark DeLeon</i>	29
2 The Scholarship Jacket <i>Marta Salinas</i>	42
3 Life Over Death <i>Bill Broderick</i>	53
4 A Small Victory <i>Steve Lopez</i>	62
5 Joe Davis: A Cool Man <i>Beth Johnson</i>	73
6 Migrant Child to College Woman <i>Maria Cardenas</i>	85
7 He Was First <i>John Kellmayer</i>	99
Unit Two: Understanding Ourselves	111
8 Night Watch <i>Roy Popkin</i>	113
9 Thank You <i>Alex Haley</i>	121
10 Winners, Losers, or Just Kids? <i>Dan Wightman</i>	132
11 Responsibility <i>M. Scott Peck</i>	141
12 Anxiety: Challenge by Another Name <i>James Lincoln Collier</i>	149
13 The Bystander Effect <i>Dorothy Barkin</i>	159
14 Don't Let Stereotypes Warp Your Judgments <i>Robert L. Heilbroner</i>	170
15 Dealing with Feelings <i>Rudolph F. Verderber</i>	180

Unit Three: Relating to Others	191
16 All the Good Things <i>Sister Helen Mroska</i>	193
17 The Yellow Ribbon <i>Pete Hamill</i>	202
18 What Do Children Owe Their Parents? <i>Ann Landers</i>	211
19 Shame <i>Dick Gregory</i>	223
20 Rowing the Bus <i>Paul Logan</i>	233
21 Bullies in School <i>Kathleen Berger</i>	243
22 Seven Ways to Keep the Peace at Home <i>Daniel Sugarman</i>	254
Unit Four: Educating Ourselves	269
23 Dare to Think Big <i>Dr. Ben Carson</i>	271
24 A Change of Attitude <i>Grant Berry</i>	280
25 From Nonreading to Reading <i>Stacy Kelly Abbott</i>	292
26 Reading to Survive <i>Paul Langan</i>	301
27 Flour Children <i>Lexine Alpert</i>	315
28 In Praise of the F Word <i>Mary Sherry</i>	324
29 The Professor Is a Dropout <i>Beth Johnson</i>	332
30 Learning Survival Skills <i>Jean Coleman</i>	346
Unit Five: Examining Social Issues	361
31 Tickets to Nowhere <i>Andy Rooney</i>	363
32 An Electronic Fog Has Settled Over America <i>Pete Hamill</i>	371
33 The Quiet Hour <i>Robert Mayer</i>	380
34 Rudeness at the Movies <i>Bill Wine</i>	389
35 My Daughter Smokes <i>Alice Walker</i>	398
36 Here's to Your Health <i>Joan Dunayer</i>	408
37 A Drunken Ride, A Tragic Aftermath <i>Theresa Conroy and Christine M. Johnson</i>	417
38 Living the Madison Avenue Lie <i>Joyce Garity</i>	432
39 Staying Power <i>Jennifer Lin</i>	442
Additional Writing Assignments	457

Alternate Table of Contents

Narration

Bird Girl	<i>Clark DeLeon</i>	29
The Scholarship Jacket	<i>Marta Salinas</i>	42
Life Over Death	<i>Bill Broderick</i>	53
A Small Victory	<i>Steve Lopez</i>	62
Joe Davis: A Cool Man	<i>Beth Johnson</i>	73
Migrant Child to College Woman	<i>Maria Cardenas</i>	85
He Was First	<i>John Kellmayer</i>	99
Night Watch	<i>Roy Popkin</i>	113
Thank You	<i>Alex Haley</i>	121
All the Good Things	<i>Sister Helen Mrosla</i>	193
The Yellow Ribbon	<i>Pete Hamill</i>	202
Shame	<i>Dick Gregory</i>	223
Rowing the Bus	<i>Paul Logan</i>	233
A Change of Attitude	<i>Grant Berry</i>	280
From Nonreading to Reading	<i>Stacy Kelly Abbott</i>	292
Reading to Survive	<i>Paul Langan</i>	301
Flour Children	<i>Lexine Alpert</i>	315
The Professor Is a Dropout	<i>Beth Johnson</i>	332
Tickets to Nowhere	<i>Andy Rooney</i>	363

A Drunken Ride, A Tragic Aftermath	<i>Theresa Conroy and Christine M. Johnson</i>	417
------------------------------------	--	-----

Description

Reading to Survive	<i>Paul Langan</i>	301
Flour Children	<i>Lexine Alpert</i>	315
Rudeness at the Movies	<i>Bill Wine</i>	389
My Daughter Smokes	<i>Alice Walker</i>	398
A Drunken Ride, A Tragic Aftermath	<i>Theresa Conroy and Christine M. Johnson</i>	417
Living the Madison Avenue Lie	<i>Joyce Garity</i>	432
Staying Power	<i>Jennifer Lin</i>	442

Examples

He Was First	<i>John Kellmayer</i>	99
Thank You	<i>Alex Haley</i>	121
Winners, Losers, or Just Kids?	<i>Dan Wightman</i>	132
Responsibility	<i>M. Scott Peck</i>	141
Anxiety: Challenge by Another Name	<i>James Lincoln Collier</i>	149
The Bystander Effect	<i>Dorothy Barkin</i>	159
Don't Let Stereotypes Warp Your Judgments	<i>Robert L. Heibroner</i>	170
Dealing with Feelings	<i>Rudolph F. Verderber</i>	180
All the Good Things	<i>Sister Helen Mroska</i>	193
What Do Children Owe Their Parents?	<i>Ann Landers</i>	211
Rowing the Bus	<i>Paul Logan</i>	233
Bullies in School	<i>Kathleen Berger</i>	243
Seven Ways to Keep the Peace at Home	<i>Daniel Sugarman</i>	254
Dare to Think Big	<i>Dr. Ben Carson</i>	271
From Nonreading to Reading	<i>Stacy Kelly Abbott</i>	292
Reading to Survive	<i>Paul Langan</i>	301
In Praise of the F Word	<i>Mary Sherry</i>	324
The Professor Is a Dropout	<i>Beth Johnson</i>	332
Learning Survival Skills	<i>Jean Coleman</i>	346

An Electronic Fog Has Settled Over America	<i>Pete Hamill</i>	371
The Quiet Hour	<i>Robert Mayer</i>	380
Rudeness at the Movies	<i>Bill Wine</i>	389
My Daughter Smokes	<i>Alice Walker</i>	398
Here's to Your Health	<i>Joan Dunayer</i>	408
A Drunken Ride, A Tragic Aftermath	<i>Theresa Conroy and Christine M. Johnson</i>	417
Living the Madison Avenue Lie	<i>Joyce Garity</i>	432
Staying Power	<i>Jennifer Lin</i>	442

Process

Anxiety: Challenge by Another Name	<i>James Lincoln Collier</i>	149
Dealing with Feelings	<i>Rudolph F. Verderber</i>	180
Bullies in School	<i>Kathleen Berger</i>	243
Seven Ways to Keep the Peace at Home	<i>Daniel Sugarman</i>	254
From Nonreading to Reading	<i>Stacy Kelly Abbott</i>	292
Flour Children	<i>Lexine Alpert</i>	315
Learning Survival Skills	<i>Jean Coleman</i>	346
Staying Power	<i>Jennifer Lin</i>	442

Definition

Thank You	<i>Alex Haley</i>	121
Winners, Losers, or Just Kids?	<i>Dan Wightman</i>	132
Responsibility	<i>M. Scott Peck</i>	141
Anxiety: Challenge by Another Name	<i>James Lincoln Collier</i>	149
The Bystander Effect	<i>Dorothy Barkin</i>	159
Dealing with Feelings	<i>Rudolph F. Verderber</i>	180
Shame	<i>Dick Gregory</i>	223
Dare to Think Big	<i>Dr. Ben Carson</i>	271

Division and Classification

Dealing with Feelings	<i>Rudolph F. Verderber</i>	180
What Do Children Owe Their Parents?	<i>Ann Landers</i>	211

Seven Ways to Keep the Peace at Home	<i>Daniel Sugarman</i>	254
Comparison and Contrast		
Winners, Losers, or Just Kids?	<i>Dan Wightman</i>	132
Responsibility	<i>M. Scott Peck</i>	141
Rowing the Bus	<i>Paul Logan</i>	233
Dare to Think Big	<i>Dr. Ben Carson</i>	243
A Change of Attitude	<i>Grant Berry</i>	280
Living the Madison Avenue Lie	<i>Joyce Garity</i>	432
Staying Power	<i>Jennifer Lin</i>	442
Cause and Effect		
Life Over Death	<i>Bill Broderick</i>	53
A Small Victory	<i>Steve Lopez</i>	62
He Was First	<i>John Kellmayer</i>	99
Thank You	<i>Alex Haley</i>	121
The Bystander Effect	<i>Dorothy Barkin</i>	159
Don't Let Stereotypes Warp Your Judgments	<i>Robert L. Heilbroner</i>	170
All the Good Things	<i>Sister Helen Mrosla</i>	193
Shame	<i>Dick Gregory</i>	223
Rowing the Bus	<i>Paul Logan</i>	233
Bullies in School	<i>Kathleen Berger</i>	243
Seven Ways to Keep the Peace at Home	<i>Daniel Sugarman</i>	254
A Change of Attitude	<i>Grant Berry</i>	280
From Nonreading to Reading	<i>Stacy Kelly Abbott</i>	292
Reading to Survive	<i>Paul Langan</i>	301
Flour Children	<i>Lexine Alpert</i>	315
In Praise of the F Word	<i>Mary Sherry</i>	324
The Professor Is a Dropout	<i>Beth Johnson</i>	332
Tickets to Nowhere	<i>Andy Rooney</i>	363
An Electronic Fog Has Settled Over America	<i>Pete Hamill</i>	371
The Quiet Hour	<i>Robert Mayer</i>	380

Rudeness at the Movies	<i>Bill Wine</i>	389
Here's to Your Health	<i>Joan Dunayer</i>	408
A Drunken Ride, A Tragic Aftermath	<i>Theresa Conroy and Christine M. Johnson</i>	417
Living the Madison Avenue Lie	<i>Joyce Garity</i>	432
Staying Power	<i>Jennifer Lin</i>	442

Argumentation and Persuasion

Bird Girl	<i>Clark DeLeon</i>	29
Life Over Death	<i>Bill Broderick</i>	53
Thank You	<i>Alex Haley</i>	121
Responsibility	<i>M. Scott Peck</i>	141
Anxiety: Challenge by Another Name	<i>James Lincoln Collier</i>	149
The Bystander Effect	<i>Dorothy Barkin</i>	159
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Flour Children	<i>Lexine Alpert</i>	315
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Learning Survival Skills	<i>Jean Coleman</i>	346
An Electronic Fog Has Settled Over America	<i>Pete Hamill</i>	371
The Quiet Hour	<i>Robert Mayer</i>	380
Rudeness at the Movies	<i>Bill Wine</i>	389
My Daughter Smokes	<i>Alice Walker</i>	398
Here's to Your Health	<i>Joan Dunayer</i>	408
A Drunken Ride, A Tragic Aftermath	<i>Theresa Conroy and Christine M. Johnson</i>	417
Living the Madison Avenue Lie	<i>Joyce Garity</i>	432

Becoming a Better Reader

Voices and Values consists of this introductory chapter, a brief chapter on writing, and forty high-interest essays. This introduction will describe the format of the forty essays. It will then explain how understanding the concept of *point and support* can make you a better reader and writer. Finally, it will offer specific strategies for effective reading of the essays. The chapter that follows, "Becoming a Better Writer," will then present in a nutshell what you need to know to write effectively.

FORMAT OF THE FORTY READING SELECTIONS

Each of the forty essays begins with a *Preview* that presents helpful background information and arouses your interest in the piece. What information, for example, do you learn about the first essay, "Bird Girl," by reading the preview (page 29)?

Following the preview is a list of *Words to Watch*, which gives the definitions of difficult words taken from the reading. In parentheses next to each word is the number of the paragraph in which it appears. Also, each word is marked in the reading itself with a small circle (°).

• How many "Words to Watch" are provided for "Bird Girl" (page 29)? _____

Following every essay is a series of activities. The initial activity, *First Impressions*, asks you to write for ten minutes about the piece you have just finished reading.

- Turn to "First Impressions" (page 33) and note how many writing choices you are given: _____

Next there is a series of questions titled *Vocabulary Check*. Half of these questions will help you learn words in a research-proven way: by seeing how they are actually used