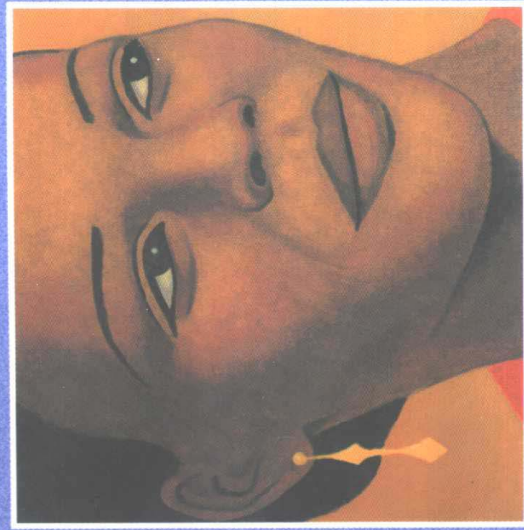


文化沟通

The Multicultural Workshop

A Reading and Writing Program (Sample Card)



(阅读卡)

英语综合阅读与写作教程

(美) Linda Lonon Blanton Linda Lee 著

华章英语系列教材


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A Reading and Writing Program
Sample Card

多文化沟通

——英语综合阅读与写作教程

阅读卡

(美)
Linda London Banton 著

 机械工业出版社
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序

《多文化沟通——英语综合阅读与写作教程》(The Multicultural Workshop: A Reading and Writing Program)是由华章公司从美国梅林出版社(Heinle & Heinle Publishers)引进出版的英语学习辅助文化读物。它与《文学之声》同为《联想英语》的配套扩展教材。

这套教材围绕认同、变化、选择、关系、冲突五个不同的主题,通过大量的诗歌散文、寓言故事、报刊文摘、学生习作等不同题材和体裁的读物,综合提高学生阅读、思维、写作的 ability。整套教材编写目的明确,思想内容健康,结构设计精巧,语言使用规范。

在世纪之交,全球面临知识经济挑战的今天,人们越来越认识到人文素质教育的重要性。知识、能力、素质三个方面的协调发展是下个世纪人才的培养方向。语言是思想和信息的载体,所以外语教学决不仅仅仅是单纯的语言教学,它与所附着的文化内涵、思想信息密不可分,在外语学习过程中,我们希望达到的境界是不断追求知识、不断完善自我、不断提高持续发展能力。《多文化沟通——英语综合阅读与写作教程》正是在这些方面进行了有益的探索和实践。它把生动的、不断发展的语言展现在具有实际交流意义的环境中,努力营造相互合作、共同提高的学习氛围;引导学生关注诸如人口与环境、战争与和平、婚姻与家庭、文明与进步等问题,并表达和交流意见。在这个过程中,语言真正起到了传达信息、沟通思想的作用。

全套教材体现了互动学习和合作学习的新的教学思想,课堂内外的大量活动充分激发了学生与书本、学生与教师、学生与学生的合作与互动。学生写作档案(students' writing folders)作为一种案卷评估(portfolio assessment)方式,弥补了传统考试评估方式的诸多不足,有利于调动学生的积极性。

《多文化沟通——英语综合阅读与写作教程》以及同系列配套教材《联想英语》和《文学之声》是值得向广大英语学习者推荐的优秀教材。

刘北利
首都师范大学英语系

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Living in Two Worlds

by A. S. Gintzler

▲▲▲ INTERVIEW

▲▲▲ LEVEL 1

▲▲▲ TOPIC: NATIVE AMERICAN TEENAGERS

▲▲▲ WORD COUNT: 465

1



Taos, New Mexico

▲▲▲ Before You Read

1. What are three important things that you know about Native Americans? What is one more thing you would like to learn?
2. Read the title of this article. What do you think it means?
3. As you read, guess the meaning of the **boldfaced** words from the surrounding words and sentences.

When Christopher Columbus arrived in America 500 years ago, he found people who had been living here for centuries. Among the Native Americans eventually affected by his “discovery” were the Pueblo Indians of New Mexico. Recently, we spoke with five Pueblo teens. Here’s what they had to say about their lives today:

What qualities do you think are special to Native Americans?

Robin Atencio, 15: Our people are proud and have a strong sense of community. We look out for one another. No one is homeless.

Katrina Humetewa, 16: We have many strong old beliefs and traditions. One is that nature is sacred.¹ The earth gives us food and life. We don’t dump a lot of poisons into the ground and rivers.

How do you learn about your history and culture?

Fabiola Lovato, 17: We learn from our elders.² They tell us about the natural world, medicines, and other things. Our traditions are passed down from generation to generation by word of mouth.³

Is your daily life like that of other teens?

Justin McHorse, 17: In many ways, yes. I listen to rap and rock ‘n’ roll. I dress in jeans, T-shirts, and sneakers. I go to a regular school. In my pueblo (village), I live in an adobe (house made of mud and plaster). We have electricity and plumbing.

Jonathan Teba, 15: I go to movies with my friends and just hang out and talk. I also love sports. I watch the Lakers and the Bulls on TV.

How is your life different?

Justin: I listen to traditional Native American music. At powwows, different tribes get together to perform their dances. I’ll hear round-dance songs, war-party songs, and stuff like that.

Jonathan: Mostly it’s a matter of religion. We have many traditional beliefs and ceremonies. But we can’t talk about them. They’re private.

What’s the biggest problem you face as a Native American living in today’s world?

Justin: There’s a lot of prejudice.⁴ Many people have stereotypes about Native Americans. They think we all live in tepees⁵ and hunt buffalo, like the Native Americans they see in TV westerns.

Fabiola: Some history books talk about us as if

1 sacred 神圣的

2 elders 老年人

3 word of mouth 口头流传、口语

4 prejudice 偏见、成见

5 tepees (印地安人的) 圆锥形帐篷



we were all savages⁶ and uncivilized. They're wrong. We're good, hard-working people who live in harmony with nature.

What other concerns do you have?

Robin: For me, seeing Columbus being celebrated for discovering America is difficult. Our people lost their lives, their culture, their land. We're wondering, "What about us?"

Jonathan: I worry about losing our traditions. I'm trying to learn my language—Tewa. But it seems many elders have forgotten a lot. Elders used to stay home and teach the children. Today, many have to work. There's less time for the old ways nowadays.

—This article appeared in *Action* magazine.

6 **savages** 原始人、野人

▲▲▲ After You Read

Look back over the reading to find the following information:

1. where these students live
2. the role of elders in a Pueblo community
3. an example of a stereotype about Native Americans
4. The purpose of this article is to
 - a. explain why stereotypes are harmful.
 - b. help people learn more about Native Americans.
 - c. give information about the history of Native Americans.
5. It can be inferred from this article that in Pueblo culture, the elders
 - a. are important people.
 - b. don't work very hard.
 - c. don't go to movies.
6. You can infer from the article that these teenagers
 - a. do not like traditional Native American music.
 - b. speak many languages.
 - c. are proud of their heritage.

▲▲▲ Making Connections

Choose one of the questions below to write about in your journal:

Change: In this article, Justin McHorse says that many people have stereotypes about Native Americans. What examples does he give? What do you think can be done to correct these stereotypes?

Identity: What interested you most about Pueblo culture? In what ways is Pueblo culture similar to and different from your culture?

Conflict: Think about the title of this article. How are these teenagers "living in two worlds"? What problems might this cause? Do you ever feel that you are living in two worlds? Why?

Relationships: According to Robin Atencio, the Pueblo people have a strong sense of community. She says, "We look out for one another." Is this also true in your culture? How do people in your culture help each other?

Choice: Jonathan Teba says, "I worry about losing our traditions." What happens when people lose their traditions? What do you think he can do to avoid losing his traditions?



Computer

by Gwendolyn Brooks

▲▲▲ POEM

▲▲▲ LEVEL 1

▲▲▲ TOPIC: USING A COMPUTER

▲▲▲ WORD COUNT: 153

2



Gwendolyn Brooks

▲▲▲ Before You Read

1. Read the title of the poem. Does it surprise you that someone would write a poem about a computer? Why or why not?
2. Think of three words that describe one of your friends. Could you use these same words to describe a computer?
3. As you read, guess the meaning of the **boldfaced** words from the surrounding words and sentences.

Computer

A computer is a machine.
 A machine is interesting.
 A machine is useful.
 I can study a computer.
 I can use it.

Who made it?
 Human beings made it.

I am a human being.
 I am warm. I am wise.¹

I have empathies² for animals and people.

I **conduct** a computer.
 A computer does not conduct me.

Gwendolyn Brooks talks about writing poems:

In your poems, talk about what you know. Talk about what you think. Talk about what you feel. Talk about what you wonder.

COLLECT WORDS!

Buy your own dictionary. Read your dictionary every day. **CIRCLE** exciting words. The more words you know, the better you will be able to express yourself, your thoughts.

Be yourself. Do not imitate³ other poets. You are as important as they are. Do not be afraid to say something **NEW**.

In some of your poems, **BE A LITTLE MYSTERIOUS!** Surprise yourself and your reader!

—G. B.

1 wise 智慧的

2 empathies 同情心

3 imitate 模仿



▲▲▲ After You Read

Look back over the reading to find the following information:

1. a word in the poem that describes a computer
 2. a word in the poem that describes a human being
 3. what the poet suggests that you write about in a poem
- ▼▼▼
4. In this poem, Brooks tells
 - a. why computers are important.
 - b. how humans and computers are different.
 - c. why we need computers.
 5. According to the poet, it is important to
 - a. write with a computer.
 - b. know a lot of words.
 - c. imitate other poets.
 6. You can infer that the poet thinks
 - a. a computer is a kind of tool.
 - b. it is difficult to use a computer.
 - c. computers will become more useful in the future.

▲▲▲ Making Connections

Choose one of the questions below to write about in your journal:

Change: How do you think computer technology will change in the future? What effect might this have on the way people live?

Identity: Why do you think Brooks wrote a poem about computers? What do you learn about her from the poem?

Conflict: Do you think computers have made our lives easier or more difficult? How?

Relationships: What is your experience with computers? How did you feel the first time you used one? What would you like to be able to do with a computer?

Choice: Based on Brooks' advice, what topics would you write poems about?



Languages Spoken at Home

by Les Krantz

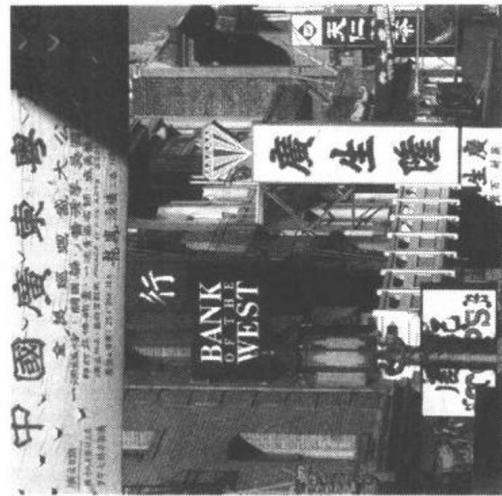
▲▲▲ BOOK EXCERPT

▲▲▲ LEVEL 1

▲▲▲ TOPIC: LANGUAGES IN THE U.S.

▲▲▲ WORD COUNT: 237

3



Not since World War II have so many Americans spoken a foreign language at home. Today, one in seven U.S. residents speaks a language other than English. Spanish is the leading tongue, spoken by 17 million Americans. All told,² 31.8 million American residents speak 329 foreign languages in their households. This represents an increase of 34% in foreign language usage since 1980.

Asian languages account for³ 14% of foreign language speakers, reflecting the new wave of immigration. European languages have declined the most, as the descendants of the old immigrants **abandon** such languages as German, Yiddish, Polish, and Italian.

This list represents the 20 most common foreign languages in use in the home and the states with the highest percentage of speakers.

Spanish	7,339,172	New Mexico
French	1,702,176	Maine
German	1,547,099	North Dakota
Italian	1,308,648	New York
Chinese	1,249,213	Hawaii
Tagalog	843,251	Hawaii
Polish	723,483	Illinois

▲▲▲ Before You Read

1. How many languages do you speak? What languages would you like to learn?
2. What are the advantages of knowing more than one language?
3. As you read, guess the meaning of the **boldfaced** words from the surrounding words and sentences.

Korean	626,478	Hawaii
Vietnamese	507,069	California
Portuguese	429,860	Rhode Island
Japanese	427,657	Hawaii
Greek	388,260	Massachusetts
Arabic	355,150	Michigan
Hindi	331,484	New Jersey
Russian	241,798	New York
Yiddish	213,064	New York
Thai/Lao	206,266	California
Persian (Farsi)	201,865	California
Creole	187,658	Florida
Armenian	149,694	California

Other languages spoken by more than 100,000 American residents and the states in which they are chiefly used are: Navajo (New Mexico), Hungarian (New Jersey), Hebrew (New York), Dutch (Utah), Mon-Khmer (Rhode Island), and Gujarathi (New Jersey).

On the next page are the five states that have the most and the fewest foreign language speakers in the home.

- 1 **leading** 最常用的; 主要的
- 2 **all told** 一起
- 3 **account for** 占……的比重

Most Foreign Speakers

New Mexico	35.5%
California	31.5%
Texas	25.4%
Hawaii	24.8%
New York	23.3%

Fewest Foreign Speakers

Kentucky	2.5%
West Virginia	2.6%
Arkansas	2.8%
Alabama	2.9%
Tennessee	2.9%

—This passage was taken from *America by the Numbers*.

▲▲▲ After You Read

Look back over the reading to find the following information:

- how many Americans speak Spanish
 - the number of Americans who speak Chinese at home
 - the state with the most speakers of Arabic
- ▼▼▼
- This article is mainly about
 - speaking English.
 - the languages spoken in the United States.
 - why so many Americans speak foreign languages.
 - Which statement is true based on the information in the article?
 - In the United States, more people speak Spanish at home than French.
 - Spanish is the most common language in the United States.
 - Most people in New Mexico speak Spanish at home.
 - Which question is answered in the passage?
 - How many people in Hawaii speak Korean?
 - Which state has the most foreign language speakers in the home?
 - How many people in California speak English only?

▲▲▲ Making Connections

Choose one of the questions below to write about in your journal:

Change: According to this article, how is the population of the United States changing? What changes might you expect to see in the future?

Identity: What did you learn about the state of Hawaii from this article? Did this information surprise you? Why or why not?

Conflict: Do you think it is important for everyone in the United States to speak English? Why or why not?

Relationships: New Mexico has the most foreign language speakers in the home. Kentucky has the fewest. What reasons can you give to explain this?

Choice: Based on the information in this article, where in the United States would you choose to live? Why?



Everyday Expressions

by Alice Siegel and Margo McLoone Basta

▲▲▲ BOOK EXCERPT

▲▲▲ LEVEL 1

▲▲▲ TOPIC: PROVERBS AND IDIOMS

▲▲▲ WORD COUNT: 557

4

If you say, "The cat's out of the bag" instead of "The secret is given away," you're using an idiom. The meaning of an idiom is different from the actual meaning of the words used. "An apple a day keeps the doctor away" is a proverb. Proverbs are old but familiar sayings that usually give advice. Both idioms and proverbs are part of our daily speech. Many are very old and have interesting histories. See how many of these sayings you know.

"An apple a day keeps the doctor away."
 This proverb comes from the ancient Romans, who believed the apple had magical powers to cure illness. In fact, apples are filled with vitamin C, pectin, pectin, natural sugars, copper, and iron. They do promote health.

"Saved by the bell."
 In 17th-century England, a guard at Windsor Castle was accused of falling asleep at his post. He claimed he was wrongly accused and could prove it; he had heard the church bell chime thirteen times at midnight. Townspeople supported his claim and he was not executed. Today we think of the bell that ends a round in boxing, often saving the boxer from injury, or the bell at the end of a class period, saving

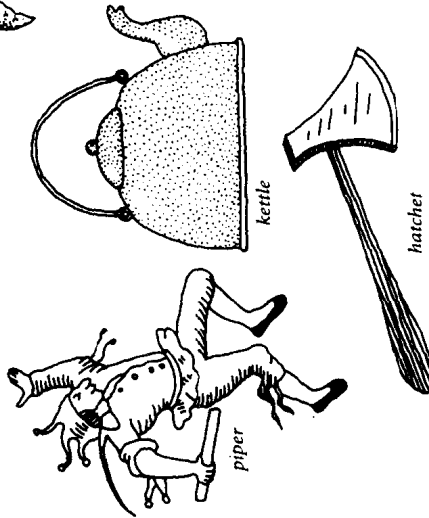
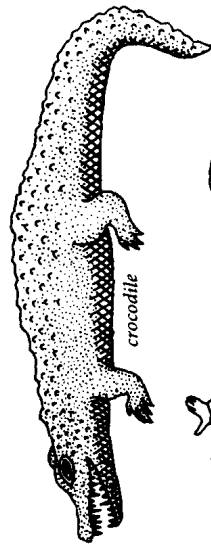
you from more work. Regardless, this idiom means rescue from a situation at the last possible moment.

"Bury the hatchet."
 Native Americans used to bury weapons to show that fighting had ended and enemies were now at peace. Today, the idiom means to make up with a friend after an argument or fight.

"A close shave."
 In the past, student barbers learned to shave on customers. If they shaved too close, their clients might be cut or even barely escape serious injury. Today, we use the idiom if a person narrowly escapes disaster.

"He who pays the piper calls the tune."
 In Medieval² times, people were entertained by strolling³ musicians. Whoever paid the price could choose the music. The proverb means that whoever pays is in charge.

"The pen is mightier than the sword."
 In 17th-century England, a free press was banned⁴ by the government. This meant that people who disagreed with the government and printed their



▲▲▲ Before You Read

1. Find the quoted expressions in the article. Have you ever heard these expressions? What do you think they mean?
2. As you read, guess the meaning of the boldfaced words from the surrounding words and sentences.

- 3 **strolling** 闲逛的; 闲游的;
- 4 **banned** 禁止的, 不允许的

- 1 **executed** 处死, 因犯罪而处死的
- 2 **Medieval** 中世纪的, 从大约公元476年至公元1450年

views were punished. In spite of this, people published their ideas and opinions in illegal pamphlets that were distributed to the public. The proverb means that the written expression of ideas cannot be stopped by physical force.

"The pot calling the kettle black."

In the 17th century, both pots and kettles turned black because they were used over open fires. Today, this idiom means criticizing someone else for a fault of one's own.

"Raining cats and dogs."

In Norse mythology the dog is associated with wind and the cat with storms. This expression means it's raining very heavily.

To "shed crocodile tears."

Crocodiles have a reflex that causes their eyes to tear when they open their mouths. That makes it look as though they are crying while devouring their prey. In fact, neither crocodiles nor people who shed "crocodile" tears feel sorry for their actions.

—This passage was taken from *The Information Please Kids' Almanac*.

5 devouring 吃, 吞咽

▲▲▲ After You Read

Look back over the reading to find the following information:

1. the definition of a proverb
2. what the idiom "bury the hatchet" means
3. what it means when someone "sheds crocodile tears"
4. The purpose of this article is to
 - a. compare idioms and proverbs.
 - b. explain the meaning of some interesting everyday expressions.
 - c. show the importance of using proverbs and idioms in your writing.
5. It can be inferred from the article that
 - a. it is difficult to guess the meaning of idioms.
 - b. you shouldn't use idioms in your writing.
 - c. proverbs are more common than idioms.
6. Which of these statements is an example of "a close shave"?
 - a. My brother bought a new bicycle to ride to school.
 - b. A car nearly hit me on my way to school.
 - c. No one in my school has ever been to Canada.

▲▲▲ Making Connections

Choose one of the questions below to write about in your journal:

Change: The idiom "the pot calling the kettle black" is used today although people seldom use kettles or cook over an open fire. Why do you think expressions like this remain popular even though they no longer describe our daily lives?

Identity: Write a conversation between two people that illustrates the proverb "the pot calling the kettle black."

Conflict: Tell about a time when you and a friend had an argument. What did you disagree about? How long did it take you to bury the hatchet? How did you feel after you buried the hatchet?

Relationships: Think about the proverb "He who pays the piper calls the tune." What does this proverb say about the relationship between power and money? Do you think this is true? Give an example to support your answer.

Choice: Why do you think people use idioms and proverbs instead of just saying what they mean in plain language?



Speaking the Same Language

▲▲▲ MAGAZINE ARTICLE

▲▲▲ LEVEL 1

▲▲▲ TOPIC: LEARNING ENGLISH

▲▲▲ WORD COUNT: 378

5



▲▲▲ Before You Read

1. Do you think students in the United States should speak only English in school? Why or why not?
2. As you read, use context to guess the meaning of the **boldfaced** words.

There is an argument going on in many schools. It concerns what language or languages are spoken in the classroom.

Some people argue that because this is America, only English should be spoken in schools. Others argue that America is a melting pot.¹ And if students are able to speak more than one language, that should be accepted and celebrated in classrooms.

We asked students in New York City what they thought. Here's what they said.

Should English be the only language spoken in American classrooms?

YES

Pedro Rodriguez: Even though you may want to speak your native language, you should learn and speak only English in school. It's very important. It's the most popular language in the world. If you live here, you should speak it.

¹ **melting pot** 指在一个国家中，有着不同国籍、种族和文化的移民都被这个国家的主流文化同化或吸收

NO

Xiomarah Veras: I think people should learn English in school, but they shouldn't be required to speak only English. It should be up to students and teachers what they speak and learn. For people just learning English, it can be easier if they're allowed to speak their native language in class too.

Patricia Morel: People shouldn't be forced to speak a language that they don't want to speak. It is up to you to decide what is best for you in school or at home. Nobody should be forced to do anything she's not ready to do.

Gisell Mata: How can people expect to communicate in this country if they can't speak English? School is the best place to start. I think if you speak and write only English in school, you will learn it quicker and be able to speak it very well in a short time.

Chemway Corley: I think all kids should speak only English in school. If you are living in the U.S., you must know English. It is the main language of the country. I think students should have to learn the language even if they take ten periods a week learning it.

Yessenia Ortiz: I think if English is introduced to people slowly, they will want to speak it more. If they are in this country, they will want to learn English. But if you tell them it is the only language they can speak in school, it will make them angry and frustrated.

—This article appeared in *Action* magazine.

▲▲▲ After You Read

Look back over the reading to find the following information:

1. where these students go to school
2. a fact (not an opinion)
3. why Yessenia Ortiz thinks students shouldn't be forced to speak only English

▼▼

4. The purpose of this article is to
 - a. convince students to speak only English.
 - b. show two views on a topic.
 - c. show why students are angry and frustrated.

5. You can infer from this article that
 - a. people don't agree about speaking English in school.
 - b. most people want to speak only English in school.
 - c. most people in the United States speak only English.

6. You can infer from Yessenia Ortiz's comment that she
 - a. speaks several languages.
 - b. thinks the ability to choose is important.
 - c. thinks many people don't want to learn English.

▲▲▲ Making Connections

Choose one of the questions below to write about in your journal:

Change: What do you like about your English class? What do you dislike? If you could change one thing about it, what would you change? Why?

Identity: Which of these students do you agree with the most? Why?

Conflict: What are the advantages of speaking only English in school? What are the disadvantages? Do you think the advantages outweigh the disadvantages? Why or why not?

Relationships: Gisell Mata thinks that if you use only English in school, "you will learn it quicker and be able to speak it well in a short time." Do you agree with her? Do you think her statement is true for everyone? Why or why not?

Choice: Yessenia Ortiz thinks that people will get angry and frustrated if they are forced to speak only English. Do you agree with her? Why or why not? Were you ever forced to learn something? How did it make you feel?



Laurence Yep

6

▲▲▲ AUTOBIOGRAPHY

▲▲▲ LEVEL 1

▲▲▲ TOPIC: GROWING UP IN THE U.S.

▲▲▲ WORD COUNT: 467



Laurence Yep

▲▲▲ Before You Read

1. Read the first sentence in each paragraph. Based on this information, what do you know about Laurence Yep? What do you hope to find out about him in this article?
2. As you read, guess the meaning of the **boldfaced** words from the surrounding words and sentences.

I was born in 1948 in San Francisco, where I lived in a black ghetto¹ but commuted every day to a school in Chinatown. As a result, I was always something of an outsider. In my neighborhood, I could serve as the all-purpose Asian in war games—being cast either as the Japanese or the Korean Communist who got killed depending on what war we were fighting.

Even in Chinatown, I felt like an outsider. Since I went to a Catholic school, my Chinese-American friends would tell jokes in Chinese so that the nuns² would not understand. However, since I couldn't speak Chinese, neither did I.

When I was a child, there weren't any books about Chinese-American children; but when I went to the library, I could never get interested in books about Homer Price³ or other such children. Every child had a bicycle and no one seemed to worry about locking their front doors. As a result, these and other such details seemed like fantasy⁴ to me.

Ironically, what seemed "truer" to me were science fiction and fantasy because in those books children were taken to other lands and other

worlds where they had to learn strange customs and languages—and that was something I did every time I got on and off the bus.

Actually, I never intended to be a writer but a chemist. In high school, the chemistry teacher let me work on different sorts of explosives so that I was more inclined toward the sciences. But my English teacher told me that if I wanted an A in his course, I would have to get something accepted by a national magazine. He later retracted⁵ that threat, but I had gotten bitten by the submission bug⁶ so I kept on sending in stories.

When I was eighteen, I finally sold my first story to a science fiction magazine for a penny a word—which is the rate Dickens⁷ used to get (but pennies went further⁸ in his day).

From the very beginning, I think I was dealing with that childhood feeling of being an outsider. That first published story was about a nonhuman told from his viewpoint in the first person; and all the rest of my stories have dealt with being an outsider, from science fiction like "Sweetwater" and "Monster Makers," Inc. or my fantasy books, like

- 1 **ghetto** 指城市中山区、人种或种族聚集聚居住的区域
- 2 **nuns** 修女、罗马天主教堂中的女性宗教集团
- 3 **Homer Price** 一个美国儿童读物中虚构的男孩

- 4 **fantasy** 想象中的、非现实的事物
- 5 **retracted** 撤回
- 6 **gotten bitten by the submission bug** 开始答应为杂志写故事
- 7 **Dickens** 狄更斯，十九世纪英国的小作家
- 8 **went further** 具有更高的价值