

RONI LEBAUER

STEVEN BROWN SERIES EDITOR

JOURNEYS

READING

2

通达英语

阅读教程

第二册

学生用书

Student's Edition

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



JOURNEYS

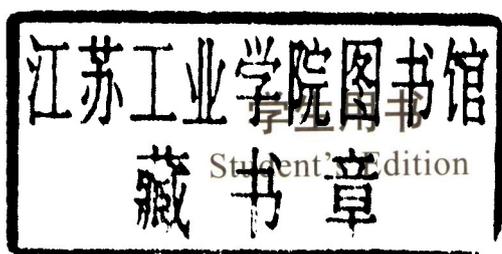
READING

2

通达英语

阅读教程

第二册



RONI LEBAUER

STEVEN BROWN SERIES EDITOR

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

JOURNEYS

READING

2

RONI LEBAUER

STEVEN BROWN SERIES EDITOR



图书在版编目 (CIP) 数据

通达英语阅读教程 (第2册) 学生用书 / 勒博尔 (Lebauer, Roni) 编.

—上海: 上海外语教育出版社, 2005

ISBN 7-81095-424-5

I. 通… II. 勒… III. 英语—阅读教学—教材

IV. H319.4

中国版本图书馆CIP数据核字 (2004) 第133995号

图字: 09-2004-236号

出版发行: 上海外语教育出版社

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@slep.com.cn

网 址: <http://www.slep.com.cn> <http://www.slep.com>

责任编辑: 刘 璟

印 刷: 上海江杨印刷厂

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 9.25 字数 311 千字

版 次: 2005年11月第1版 2005年11月第1次印刷

印 数: 10 000 册

书 号: ISBN 7-81095-424-5 / H · 129

定 价: 20.50 元

本版图书如有印装质量问题,可向本社调换

Publishing Director: Stephen Troth

English copyright © 2005 by PEARSON EDUCATION NORTH ASIA LIMITED and SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

Journeys, Reading 2 Student's Edition by Roni Lebauer, Copyright © 2005
All Rights Reserved

This edition is authorized for sale only in the People's Republic of China (excluding the Special Administrative Regions of Hong Kong and Macau, and the territory of Taiwan).

本书由培生教育出版集团授权上海外语教育出版社出版。

仅限在中华人民共和国境内销售。

Reprint Permissions and References

- Unit 1 "I'll Never Forget...What's-His-Name" from "Memory" by Kalia Doner, *American Health*, March 1994, pp. 58-60.
- Unit 2 "Martina Navratilova: On and Off the Tennis Court" from "Game, Set, Match" by *Time*, vol. 142, no. 15, October 11, 1992, p. 93; and from "The Lioness in Winter" in *Time*, vol. 140, no. 22, November 30, 1992, p. 62.
- Unit 3 "Take Two Bowls and Call Me in the Morning" from "Take Two Bowls and Call Me in the Morning" by Charles Perry in *LA Times*, April 2, 1993, p. H32.
- Unit 4 "Why We Keep Going to McDonald's" from "Why We Keep Going to McDonald's" by Penny Moser, *Fortune*, © 1988 Time Inc. All rights reserved.
- Unit 7 "Building Down Not Up" from "Notes from the Underground" by Fred Haggood in *The Atlantic Monthly*, August 1994, pp. 34-38 and "Super-rise Party" in *Utne Reader*, Jan/Feb 1994, pp. 24-25.
- Unit 9 "Don't Worry, Be Happy" lyrics by Bobby McFerrin, permission granted by Prob Noblem Music; permission granted for picture of Bobby McFerrin by Carol Friedman; "The Winter Blues" from "Shedding Dietary Light on Seasonal Affective Disorder" in *Tufts University Diet and Nutrition Letter*, vol. 12, no. 1, March 1994.
- Unit 10 "Bums in the Attic," "A House of My Own" from *The House on Mango Street* © by Sandra Cisneros 1984. Published by Vintage Books, a division of Random House, Inc., NY in 1991 and in hardcover by Alfred A. Knopf in 1994; "Allowance" by James Masao Mitsui courtesy of Bieler Press, Marina del Rey, California.
- Unit 11 Information from "The Baby Name Personality Survey" by Bruce Lansky and Barry Sinrod, NY: Meadowbrook Press, 1990; "Naming Names Around the World from Small World: A History of Baby Care from Stone Age to Spock Age" by Joan Bel Geddes, NY: Macmillan, 1964; Challenge questions adapted from "The Parent's Book of Facts: Child Development from Birth to Age Five" by Tom & Nancy Biracree, NY: Facts on File, Inc., 1989.
- Unit 12 "Just a Kid? Look Again" from "Child Genius Searches for Cure to Parkinson's Disease" by Toska Zomorodian in *New University* (University of California, Irvine, newspaper), May 30, 1994, pp. 5 & 7, and from "Laguna Hills Prodigy has Prodigious Plans" by J Michael Kennedy in *LA Times*, May 23, 1994, pp. B1-B2.
- Unit 13 "Help Her. Write Now," permission to reprint by Save the Children; "Hotel Housekeeper Makes Sparkling Discovery at Work" from "Hotel Housekeeper Makes Sparkling Discovery at Work." Reprinted by permission of The Orange County Register © 1994.
- Unit 14 "Memories of Charlie" from "Charles the Great" by Claire Bloom in *Vogue*, vol. 182, no. 12, December 1992, pp. 114 & 120.
- Unit 16 "My First Job" from "My First Job" in *Reader's Digest*, January 1993, pp. 161-168. Reprinted with permission from The Reader's Digest. © 1993 The Reader's Digest Assn., Inc.
- Unit 17 "Your 'I' Says a Lot" from "Success Through Handwriting Analysis" by Malcolm W. Ater, Brookline MA: Brandon Publishing Co., 1985, pp. 26-27.
- Unit 19 "Are You a Giraffe?" from The Giraffe Project, P. O. Box 759, Langley WA 98260.
- Unit 20 "Early Song" from "Night Perimeter, New & Selected Poems 1958-1990" in *Greenview Review Press*, 1991; also "Fog" from "Chicago Poems" by Carl Sandburg, © 1916 by Holt, Rinehart, and Winston, Inc. and renewed 1944 by Carl Sandburg. Reprinted by permission of Harcourt Brace and Company.

The author and publishers are grateful for permissions to use copyright materials. It has not been possible to identify the sources of some of the materials used in this book and in such cases the publishers would welcome information from copyright owners.

Photo Credits

- AP/Wide World Photos (p. 14 Martina Navratilova)
British Tourist Authority, Singapore (p. 25 I go to a fancy restaurant; p. 35 Stonehenge)
India Tourist Office, Singapore (p. 35 Taj Mahal)
Lam Wai Ling (p. 35 Eiffel Tower)
Nick Lutz (p. 128 Arturo Velez)

From the Series Editor

Journeys is a twelve-book, three-level, skills-based series for EFL/ESL learners. The books can be used from beginning level through intermediate level. They parallel the first three levels of basal series, and can be used as supplements to series or as stand-alone skills texts. A unique feature of *Journeys* is that the books can be used to construct a curriculum in those cases where student skills are at different levels. That is, in those classes where reading ability is at a higher level than speaking ability, the teacher is free to choose texts at appropriate levels. Each book can be used separately.

Journeys can be used with high-school-aged students and up.

Journeys takes three notions very seriously:

1. Beginning level students have brains and hearts. They live in an interesting world that they are interested in.
2. Learning needs to be recycled. Rather than work on the same skill or topic across all four books during the same week, topics and language are recycled across the books to keep what students have learned active. Teachers who want to can teach the books out of order because the syllabus of each book progresses slowly.
3. It is possible for beginning level students to work with sophisticated content, yet complete simple tasks. In general, students can understand a much higher level of language than they can produce. By grading tasks, that is, keeping them simple at a beginning level, the linguistic demands made of the students are kept relatively low, but the content of the exercises remains interesting to adult learners.

Steven Brown

Youngstown State University

Acknowledgements

Interacting with people from other cultures and learning from those interactions have always been, for me, important parts of my "journeys." Often these interactions are "on the road," but as an English Language teacher, I am also fortunate that I can have these contacts on a daily basis — in my classroom, as I teach and learn from my students. My first acknowledgement goes to my students, the many hundreds of students, who have met me at different crossroads and added so much to my understanding of the world and appreciation of our human diversity and similarity. They have truly inspired me.

My heartfelt thanks also go to the many people who have left their professional mark on this book — colleagues, artists, researchers. In particular, I'd like to express my gratitude to Suriani Osman, Lee Ming Ang, and Oliver Lam of the editorial and production staff at Prentice Hall Asia, to Betty Bravo and her art team, to Steven Brown (for his thoughtful, calm, and knowledgeable guidance as series editor), and to Nancy Baxer (for her unflagging dedication and enthusiasm on this "journey").

Finally, my thanks go to my family and friends for all that they add to my "journeys." In particular, I am grateful for Michelle Rene-Ryan, for all that she gives: encouragement, food for thought, advice, laughter, support, understanding.

Roni Lebauer

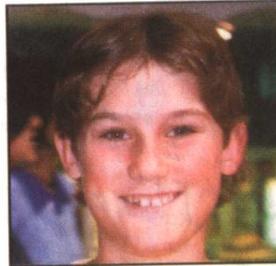
Contents

- Unit 1** *Who? Me?* appearances/describing people - **1**
- Unit 2** *Are We Having Fun?* sports and leisure - **9**
- Unit 3** *I Feel Terrible!* health, illness and remedies - **17**
- Unit 4** *Hold The Salt, Please* food and restaurants - **25**
- Unit 5** *Extended Reading 1* the mystery of the missing ring - **33**
- Unit 6** *Somewhere In The World* travel and the environment - **35**
- Unit 7** *Is Anybody Home?* homes and repairs - **43**
- Unit 8** *Don't Forget Our Plans!* celebrations and social plans - **51**
- Unit 9** *I Feel Blue!* moods and feelings - **59**
- Unit 10** *Extended Reading 2* short stories and poems about homes - **67**
- Unit 11** *From Generation To Generation* families/names - **69**
- Unit 12** *A+* school and education - **77**
- Unit 13** *How Much Did You Say????* money and material goods - **85**
- Unit 14** *Memories Of Other Times* childhood and entertainment - **93**
- Unit 15** *Extended Reading 3* the mystery of the spoken will - **101**
- Unit 16** *Congratulations! You're Hired!* jobs, duties and career choices - **103**
- Unit 17** *Keep In Touch* communication/correspondences - **111**
- Unit 18** *Be More Careful Next Time* safety/injury - **119**
- Unit 19** *Caring For Our World And Each Other* social responsibility - **127**
- Unit 20** *Extended Reading 4* poems about nature - **135**

UNIT 1 Who? Me?

How's your memory? Do you have a good memory for names? What about faces? Try this exercise and see. Look at the 9 pictures on page 137 for 1 minute. Try to remember the names and faces.

Now write the names under the correct pictures without looking at page 137. How many can you remember?



Talk to a classmate and ask these questions:

On a scale of 1 to 4, how is your memory for people's faces?

1 VERY BAD

4 VERY GOOD

On a scale of 1 to 4, how is your memory for people's names?

1 VERY BAD

4 VERY GOOD

Do you have ways to help yourself remember names? If so, how?



READING 1.1



Dear Reader,
 I'd like to introduce myself. My name is Roni Lebauer and I'm the author of your book. In addition to writing, I also teach at a college in Southern California.

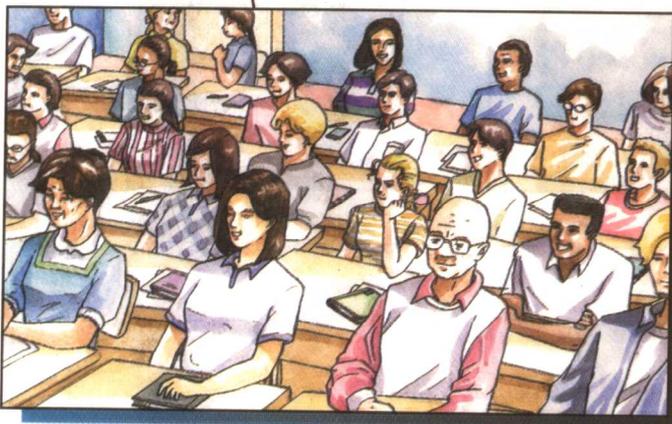
I don't know what your class is like but I'd like to tell you a little about my classes. As you can see by the drawing, my classes are pretty big — about 45 students. It's hard to talk about a typical student because my students come from practically everywhere. This semester, I have students from Iran, Syria, France, Mexico, Bolivia, Guatemala, Vietnam, China, Korea, Poland. Did I forget anyone? Perhaps.

At the beginning of the semester, I try to learn my students' names. It's not easy. (I usually have two other classes to learn as well.) I use a number of techniques to help myself remember during the first week. I often ask my students to introduce themselves. After they speak, I ask other students questions about what they heard. They try to remember and I do, too. I also repeat names often out loud and to myself.

Would you like to know a little about some of my students? Let's see. There's Ana Maria. She's the young woman sitting in the back row with the striped shirt — the one with the shoulder-length brown hair. She's from Mexico. She studied to be a nurse in Mexico and now she hopes to continue her studies in the U.S. And that older gentleman with the glasses in the front row. He's Abu Taleb. He's 73 years old and loves school. He's retired but in Iran, he was a pharmacist. And Linh? She's the middle-aged Vietnamese woman sitting next to Abu Taleb. She was a history teacher in Vietnam. She and her husband came to the U.S. with their five children. I know she would like to teach again but she thinks it is impossible. I don't think it is. She's really intelligent and her English is quite good.

Well, there are 42 other students that I could tell you about but that could take pages and pages. I'll just stop here. I hope you enjoy my book.

Sincerely,
 Roni Lebauer



VOCABULARY

- author n. writer
- typical adj. average; usual
- technique n. way of doing something
- semester n. a period of time dividing the school year (such as fall or spring semester)



READING 1.2

On the first day of class, Roni's students fill out forms and give information about themselves.



Name Claude Ansari Country of Origin France
 Native Language Arabic Time in U.S. 10 months Age: 25

Please tell me a little about yourself.

Family: I live with my wife and 2-year-old daughter.

Work: I was a medical school student in France but I quit. Now, I'm working as a cook.

Interests: I love to cook (and eat). I also like to go mountain climbing.



Name Suzhen Wang Country of Origin China
 Native Language Chinese Time in U.S. 4 yrs. Age: 45

Please tell me a little about yourself.

Family: I have 3 boys and 2 girls. They're all attending school here. My husband is a businessman & lives in China.

Work: I was a math teacher but now I'm a housewife.

Interests: I like indoor activities: reading, listening to music, sewing.



Name Norma Ruiz Country of Origin Guatemala
 Native Language Spanish Time in U.S. 2 yrs. Age: 32

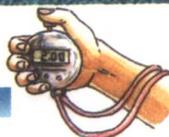
Please tell me a little about yourself.

Family: My family-- my mother and 4 brothers-- lives in Guatemala. I'm here by myself.

Work: I worked as a receptionist in my country. Here I'm a tailor.

Interests: I like to go to movies and rent videos. I love to study.

SCANNING



How many questions can you answer in 2 minutes? Write *T* if the sentence is true; write *F* if the sentence is false.

- ___ 1. Norma is from Mexico.
- ___ 2. Claude is married.
- ___ 3. Suzhen likes to play sports.
- ___ 4. Norma is 25 years old.
- ___ 5. Claude was a doctor in France.
- ___ 6. Norma's family is with her in the U.S.
- ___ 7. Suzhen has three children.
- ___ 8. Claude's native language is Arabic.
- ___ 9. Suzhen was a math teacher in China.
- ___ 10. Norma and Claude both like to go to movies.
- ___ 11. Claude arrived in the U.S. less than one year ago.
- ___ 12. Suzhen is a math teacher now.
- ___ 13. Suzhen's husband lives in the U.S.
- ___ 14. Norma was a teacher in Guatemala.
- ___ 15. Suzhen is in her 50s.



DO IT

Fill in the information form about yourself.

Name _____ Country of Origin _____

Native Language _____ Age: _____

Please tell me a little about yourself.

Family: _____

Work: _____

Interests: _____



Read five of your classmates' forms. How much can you remember 10 minutes later?



BEFORE READING 1.3

Look at the title and the picture. What do you think this article will be about? Check (✓) your answer.

- _____ a special person
- _____ how to remember names
- _____ why people forget things
- _____ how to choose a name for your child



READING 1.3

I'll Never Forget...What's-His-Name

Does this ever happen to you? Someone introduces you to a friend, you hear his or her name, and then two minutes later, you forget it. Or you go to the same restaurant every day and the owner always says "hello" to you but you can never remember her name. If this happens, you are typical. Most people have some problems remembering names.

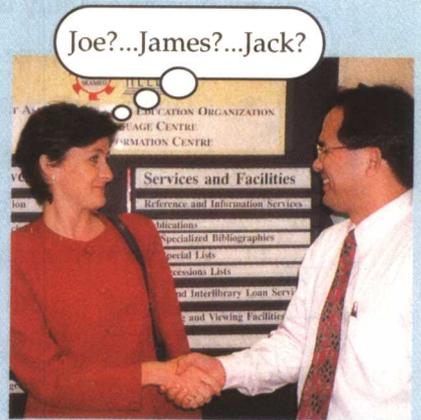
There are some techniques that can help people remember names. Here are a few of them.

- Repeat the person's name out loud at least three times while you talk together. For example, instead of saying, "Nice to meet you," say "Nice to meet you, Jack, (or Sue or whatever the person's name is). Instead of saying, "Where do you live?" you can say "Where do you live, Jack?"
- Introduce the person by name to someone else right away.
- Write the name down (with a little information about the person) as soon as possible.

There are other techniques which may seem a little odd. However, try them. They may work for you.

- Think of a story using the person's name. For example, think to yourself, "Jack has a nice jacket." Imagine Jack in a nice jacket.
- Think of a rhyme for the person's name. For example, think to yourself, "Jack would look nice in black." Imagine Jack wearing black clothes.

All these techniques have one thing in common. You must pay attention to the people you meet. You can't just meet someone, nod your head, say hello, and walk away. Remembering names takes work and practice.



VOCABULARY

instead of
odd
rhyme

to imagine
to have something in common
to pay attention to
to nod

prep. in place of
adj. unusual
n. a word that ends with the same sound as another word (example: house/mouse)
v. to create a picture in the mind
v. to be the same in certain ways
v. to listen and watch carefully
v. to move one's head up and down

AFTER READING 1.3

1. Look back at your guess on page 6. Were you correct?
2. This article has an introduction, a body, and a conclusion. The introduction here tries to get you interested in the article. The body tells about the main ideas of the article. The conclusion tries to bring everything to a final note.
Paragraph 1 is the
_____ a. introduction. _____ b. body. _____ c. conclusion.
3. The last paragraph is the _____ a. introduction. _____ b. body. _____ c. conclusion.
4. The body of this article gives a list of 5 different
_____ a. reasons for forgetting names. _____ c. examples of people forgetting names.
_____ b. ways to remember names.
5. Your new friend's name is Sue. Write a story or rhyme that could help you remember her name.

6. If you want to remember names better, what must you do?

- _____ a. Nod your head when you meet people. _____ c. Pay attention to people you meet.
_____ b. Make sure to say "hello" when you meet people. _____ d. Find a rhyme for everyone's name.

LOOKING AT LANGUAGE

1. Look at the words that are circled. What are their references? Draw arrows to the word or words.

Example: Where does your father work? He works downtown.

- a. You go to the same restaurant every day and the owner always says "hello" to you, but you can never remember her name.
- b. You go to the same restaurant every day and the owner always says "hello" to you, but you can never remember her name. If this happens, you are typical.
- c. There are some techniques that can help people remember names. Here are a few of them.
- d. There are other techniques which may seem a little odd. However, try them. They may work for you.

2. Finish these sentences with your own ideas.

- a. My best friend and I have many things in common. We both _____.
- b. Instead of eating at home today, let's _____.
- c. When I am in class, I pay attention to _____.



CHALLENGE

The Adams family has 5 children between the ages of 4 and 13. (One is 4; another is 13.) Each child is a different age. Can you figure out the names of the children, their ages, their hair colors and types, and their eye colors using the information below?

1. The oldest child, Joe, has the same hair color as his sister, Karen. However, one has curly hair; the other has straight hair.
2. The oldest two children are boys — Joe and Jim; the others are girls.
3. Everyone except the 4-year-old has brown eyes.
4. The 11-year-old girl, Lena, has the same hair color and type as the 4-year-old.
5. Karen is half (1/2) the age of Jim.
6. Susie, the child with green eyes, has wavy, blonde hair.
7. One of the girls has curly, light brown hair.
8. One of the boys has curly, red hair.

If you think you know the answers, fill in the blanks below.

Name	Age	Hair Type (straight, wavy, curly)	Hair Color	Eye Color
1.				
2.				
3.				
4.				
5.				

QUOTES AND SAYINGS ABOUT APPEARANCES

- *Appearances are deceiving.*
- *Don't judge a book by its cover.*