

博采英语

TAPESTRY

阅读
Reading

4

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PESTRY

博采英语

阅读 4

(第四册)

Reading



M.E.Sokolik



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出版前言

.....

“学外语还是原汁原味的好”，这是学习外语的人士所共有的心声。在这里我们非常高兴地向大家推荐由世界著名英语教学专家Rebecca L. Oxford主编，由众多在亚洲从事多年对外英语教学(EFL)的外籍英语教学专家所共同编写的《博采英语》(Tapestry) (2000版) 阅读、听说、写作系列教材。这是一套既适合高等院校公共英语教学，又适合涉外专业中、高级英语培训的英语系列教材。

本套教材与国内自编教材相比，有如下特色：

◆ **教材编写思路明确，编写人员水平出众**

教材全部由外籍英语教学专家专为母语为非英语国家人士编写。注意并尊重外语学习过程中的普遍规律。

◆ **材料精挑细选**

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**

我们免费为批量使用本套教材的用户提供CNN录像带。

◆ **专门设置配套的学习网址(www.tapestry.heinle.com)**

为老师和学生提供一个虚拟课堂。学生可根据自身领会程度，到该网站加油充电；老师也可不断更新知识，丰富教学内容。

◆ **《博采英语》系列教材的《阅读》、《听说》、《写作》三种课本如同三股彩线完美交融，相互渗透。系列教材包括：**

《阅读》 学生用书(共四册)、《教学参考书》(全一册)、CNN录像带两盘

《听说》 学生用书(共四册)、录音带(共九盘)、《教学参考书》(全一册)、CNN录像带两盘

《写作》 学生用书(共四册)、《教学参考书》(全一册)、CNN录像带两盘

◆ **《博采英语教师必读》——教师们的好助手**

该书系统完整地介绍了《博采英语》丛书的编写理念，帮助教师更深入地理解课程内容，从而制定切实可行的教学方案。

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，为了满足我国教材市场多样化，教材朝着更新、更权威、更地道的方向发展的要求，清华大学出版社经美国Thomson Learning 出版集团授权，独家推出《博采英语》系列教材。此系列教材已在日本、韩国等多个国家和地区得到广泛使用。我们希望能中国的各类院校或涉外机构的英语教学与培训送去一缕清风，把国外最新最好的英语学习教材奉献给广大师生，使大家能从该套教材中得到最大的收获。

清华大学出版社外语编辑室

2001年4月



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Get organized in order to do well in your studies.

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

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

Organize a study group to learn more from your assignments.

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

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

Expand your reading experience to become a better reader.

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

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

Manage your time to finish your assignments more efficiently.

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

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

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

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

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



**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**READING
OPPORTUNITIES**

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

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

Reading 1: an essay by a person who was in the military and at Pearl Harbor during World War II
Reading 2: an essay by a person who was in the military and at Hiroshima during World War II
Reading 3: an article explaining an innovative approach to solving conflicts in the Middle East
Reading 4: a poem

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

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

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

Interview people in your community to expand your learning.

“Exotic Travel”
Exotic vacation destinations and the people visiting them.

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

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

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

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

Accept your mistakes as part of the learning process.

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

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

欢迎使用《博采英语》

《博采英语——阅读》教材带学生在广阔的英语天地里遨游

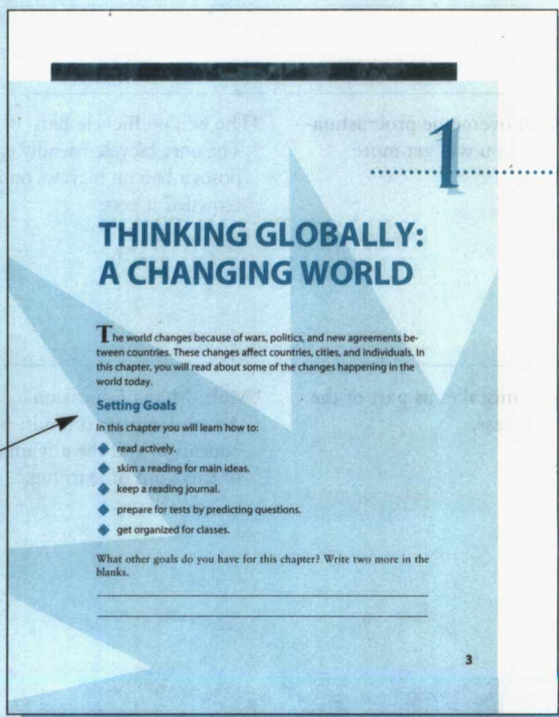
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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实际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

《博采英语——阅读》使用指南

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。



- | | | |
|-----------------|----------------------|-------------------|
| _____ amnesty | _____ confession | _____ suffocation |
| _____ apartheid | _____ reconciliation | _____ testimony |
| _____ brink | _____ revenge | |



Reading 2: The Search For Truth in South Africa

"Only the truth can put the past to rest."
—South African President Nelson Mandela

- Jeffrey Benzien, a police captain in South Africa, stood before a crowd of his fellow citizens and motioned with his hands. He was demonstrating a method of torture that would take victims to the **brink of suffocation**. Benzien admitted that he used this torture on people arrested for opposing the government. According to **testimony** reported last summer by the South African Press Association, Benzien said he tortured people "to protect the government."
- Among the people who gathered to hear Benzien's confession last summer were several of his victims, including Tony Yengeni. It was Yengeni who had asked Benzien to demonstrate the torture method. "I wanted to see it with my own eyes—what he did to me," Yengeni said. "What kind of human being could do that?"

A History Of Injustice

- Benzien's tale is just one of thousands of stories of violence and abuse told during the past two years in South Africa. Judges, ministers, and lawyers listen to these stories and record them as part of their work for the country's Truth and Reconciliation Commission. Their goal: to learn the facts about South Africa's troubled past.
- Europeans first settled in what is now South Africa in the 1600s. These colonists set up a government and lived apart from native Africans. Even after South Africa became a self-ruling country in 1910, white people remained firmly in control.

- From 1948 to 1994, the nation was ruled under a system known as **apartheid** (uh-pair-tee). Apartheid kept blacks and whites apart: separate schools, separate neighborhoods, separate rights. No black person had the right to vote or take part in the government. In a nation of 32 million black people and 6 million whites, no black person had a voice.
- Black South Africans and others who tried to fight this system were silenced quickly and sometimes violently. Thousands were thrown in prison. Hundreds were tortured and murdered by the police. White South African leaders looked away, even though these acts were against the law. They wanted white people to stay in power.

An End To White Rule

- Apartheid could not last forever. After a long struggle, South Africa held its first open election in 1994. Once black citizens had a voice, they used it. They elected Nelson Mandela the country's first black president. He had spent 27 years in prison for fighting for black equality.
- As white rule came to an end, many feared that blacks would be cruel to whites. But Mandela showed that he was a man of peace. He called for an end to apartheid and protection from people who might harm others. He said: "The truth is the only way to set the truth free."

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

语言学习方法帮助学生最大程度地掌握所学知识，以求精通英语。

方法操练鼓励学生自己掌管自己的学习，为他们提供使用和熟悉新学到的方法与策略的机会。



Skimming: Getting the Main Ideas

After skimming the article, answer these questions:

- What is the main idea of this reading?
- What is the relationship of the United States and Europe, according to Mr. Havel?
- What will happen if Europe becomes one, according to the reading?

Now read the article more closely. Remember to use the *active reading* strategies described at the beginning of the chapter.

LANGUAGE LEARNING STRATEGY



Apply the Strategy

Keep a reading journal to help you keep track of your ideas and your learning. Keep your written responses to your readings together in a journal. This will help you to review your ideas, remember your reading, and more fully understand what you have read. You can keep your journal in a section of a notebook, a separate notebook, or on a computer disk. Use whatever is most convenient for you.

Review your notes from the reading. What questions did you have? What ideas did you agree with or disagree with? Write a paragraph responding to the reading in your journal. In your response, you should discuss your own ideas and questions about the reading. Don't summarize it, but talk about your own reaction to it. You can also include questions about things you didn't understand.

Understanding and Communicating Ideas

A. Underline two passages in the reading that you found difficult to understand. Discuss those passages with a partner, and look up words you don't know. Then, rewrite those passages, putting them into your own words.

- Paragraph number _____ New version: _____

妙语连珠以有趣的事实或语录为课堂讨论起到抛砖引玉的作用。

美国有线新闻电视网(CNN)节目录像提供真实的语言素材,扩充阅读内容,进一步发展各方面的语言技能。

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。

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Getting Started

This chapter looks at food and dietary habits. Read these titles:

- "Do You Eat Smart?" a quiz from the *Los Angeles Times*
- "America Weighs In," a research article by Shannon Dortch
- "A Pyramid of Health," an article by Daniel Rogov

1. Based on these titles, predict the ideas this chapter will cover. List them here. _____

2. What do you already know about healthy eating? _____

3. What kind of diet does your home country have? _____

4. Look ahead at the pictures and charts in this chapter. What do these tell you about the topic of the chapter? _____


5. What do you want to learn from this chapter? Write down two questions you have about food and diet. _____

What is food to one man may be fierce poison to others.
—LUCRETIVS (95–55 B.C.E.)
DE RARUM NATURA

TUNING IN: "Istanbul Dining"

Watch the CNN video about Istanbul dining. Discuss these questions with your class:

- What kinds of food are served in Istanbul?
- Describe what mealtimes are like in Istanbul.
- How does the Turkish style of eating compare with the style of eating in your native culture?



Chapter 5 Not Child's Play: Work 97

ACADEMIC POWER STRATEGY

Read newspapers and magazines to stay informed about current issues and arguments. Many students find they don't have enough time to keep up with current events. They stop reading newspapers and magazines when they go to college because they have so much reading to do for their courses. However, reading about current events can help you in your course work.

- Many problems in courses such as history, sociology, or psychology, have direct connections to current events. Knowing what those events are will help you to put your course reading into context.
- Reading newspapers and magazines provides you with reading practice.
- Reading about current events helps you to understand how people assemble their arguments.

Apply the Strategy

Find a weekly news magazine and bring it to class. Read one of the main news articles in it. Complete the following information, and discuss the article with your class:

Title: _____

Magazine: _____

Brief Summary: _____

What controversies are there over this topic? _____

What groups of people are involved? _____

What connections do you see to any of your college courses? _____



Tapestry Reading 4: Contents

CHAPTER

READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1 Thinking Globally: A Changing World Page 2

Reading actively
Skimming a reading for main ideas
Keeping a reading journal

Read actively to help you enjoy, understand, and better remember what you read.
Keep a reading journal to help you to keep track of your ideas and your learning.



2 On the Move: Population and Immigration Page 22

Identifying and understanding different purposes for reading
Summarizing a reading's main points
Recognizing and understanding compound words

Identify and understand different purposes for reading assignments in order to complete them more successfully.
Summarize main points in order to understand complex readings.



3 All Talk: Language Page 44

Scanning a reading for specific information
Expanding your reading experience
Drawing inferences from your reading
Understanding connotations and denotations

Learn how to draw inferences in order to understand your reading better, and to be able to respond to it more accurately.
Scan a reading for specific information to locate important facts quickly.



4 Food for Thought: Nutrition Page 64

Using comparisons and contrasts in reading
Increasing your reading speed

Use comparisons and contrasts to help you better comprehend your reading.
Increase your reading speed to finish your work faster and understand it better.



5 Not Child's Play: Work Page 88

Distinguishing between facts and opinions
Reading newspapers and magazines to stay informed
Learning about arguments to understand the intention of a reading

Learn to distinguish between facts and opinions to better understand your reading.
Learn about arguments in order to understand the intention of a piece of writing.



CHAPTER

READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

6 Let There Be Peace on Earth: Peace & Conflict Page 112

Looking for a writer's point of view
Previewing readings

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

7 Saving the Planet: Ecology Page 132

Discriminating words quickly
Reviewing reading notes to increase comprehension

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

8 Flights of Fancy: Travel Page 154

Creating discussion questions to focus on main ideas in readings

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

9 Going Places: Alternative Transportation Page 174

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

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

10 That's Infotainment: Media Page 194

Listening effectively to help your reading

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

Appendix

Page 216

Skills Index

Page 219

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。

Test-Taking Tip

Prepare for tests by predicting what will be on them. Try to predict what questions, topics, and material you will find on a test. For example, imagine your teacher says you will be tested on the contents of this chapter. To prepare for such a test, you could write questions you think might be on the test.

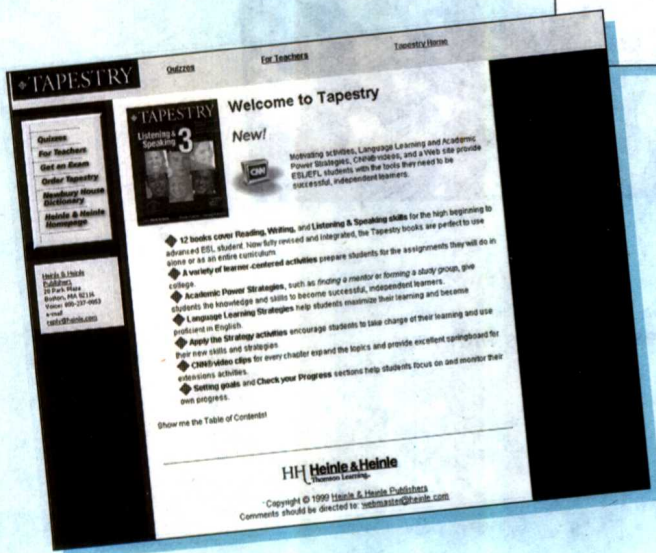
CHECK YOUR PROGRESS

On a scale of 1 to 5, where 1 means "not at all," 2 means "not very well," 3 means "moderately well," 4 means "well," and 5 means "very well," rate how well you have mastered the goals set at the beginning of the chapter:

- 1 2 3 4 5 read actively.
- 1 2 3 4 5 skim a reading for main ideas.
- 1 2 3 4 5 get organized for classes.
- 1 2 3 4 5 keep a reading journal.
- 1 2 3 4 5 prepare for tests by predicting questions.
- 1 2 3 4 5 get organized for classes.
- 1 2 3 4 5 (your own goal) _____
- 1 2 3 4 5 (your own goal) _____

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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- 还有……

◆ 若要开设系统完整的英语课程，请配合使用《博采英语——写作》系列和《博采英语——听说》系列，这两个系列已由清华大学出版社出版。

◆ 如果想要了解更多的《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*)。



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

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



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THINKING GLOBALLY: A CHANGING WORLD

The world changes because of wars, politics, and new agreements between countries. These changes affect countries, cities, and individuals. In this chapter, you will read about some of the changes happening in the world today.

Setting Goals

In this chapter you will learn how to:

- ◆ read actively.
- ◆ skim a reading for main ideas.
- ◆ keep a reading journal.
- ◆ prepare for tests by predicting questions.
- ◆ get organized for classes.

What other goals do you have for this chapter? Write two more in the blanks.

Getting Started

This chapter explores changes in three places: Europe, South Africa, and China. Look at these titles:

“The Chance that Will Not Return,” an essay by Vaclav Havel, former president of the Czech Republic

“The Search for Truth in South Africa,” a magazine article

“Hong Kong: Two Views,” essays by Queen Elizabeth of England and Brian Becker

1. Predict the ideas that this chapter will cover. List them here.

2. What do you already know about South Africa’s history?

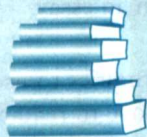
3. What do you already know about Hong Kong and China?

4. What do you already know about recent changes in Europe?

5. Look ahead at the pictures and charts in this chapter. What do these tell you about the topic of the chapter?

-
-
6. What do you want to learn from this chapter? Write down two questions you have about the changing world.
-
-
-

LANGUAGE LEARNING STRATEGY



Read actively to help you enjoy, understand, and better remember what you read. Active reading means reading critically, or questioning, what you read. When you read actively, you have a “conversation” with the author of the text, asking questions and arguing with ideas you don’t agree with. This process not only helps you understand the reading better, but also makes reading a more enjoyable activity.

Active reading involves these five steps:

1. *Preparing to Read:* When you prepare to read, look over the entire reading passage. Look at the photos, illustrations, titles, headings, and anything else that can give you an idea of what the reading is about. Then think about what you *already* know about the subject. Note any vocabulary that looks unfamiliar, and look it up in your dictionary.
2. *Reading/Thinking:* Read the text actively. Connect the ideas you read about to things you already know. Consider any new ideas, and think about how to combine them with ideas you already have.
3. *Marking and Questioning:* Use a pencil to mark your book.¹ Here are some guidelines:
 - Underline important sentences, such as definitions or main ideas.
 - Mark important vocabulary items.

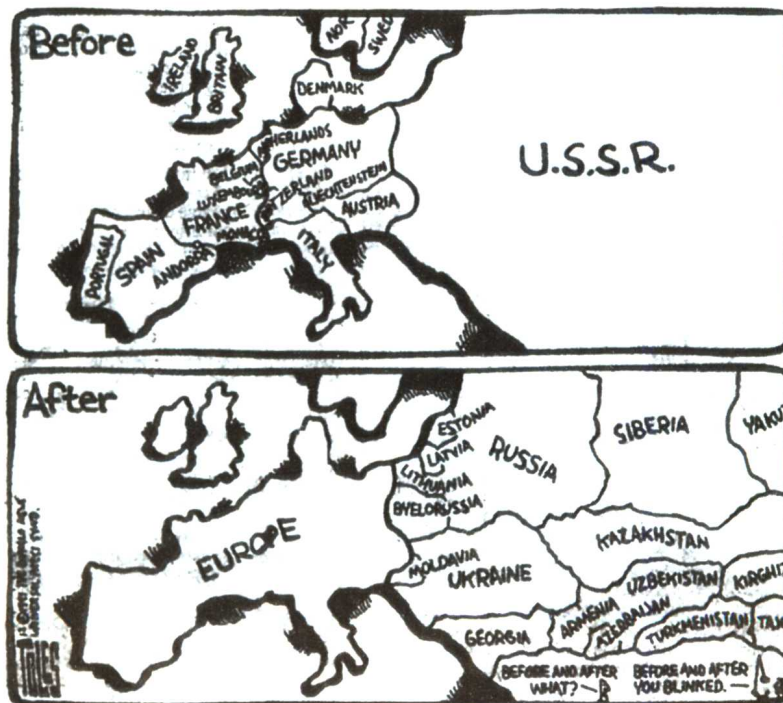
(continued on next page)

¹If you aren’t allowed to write in your book, use “sticky notes.” You can write your notes on these pieces of paper, then stick them temporarily to the pages of your book.

- Summarize the topic of the paragraph in the margin.
 - Write questions in the margin when you don't understand something.
 - Make notes to remind yourself of questions or comments to bring to class.
 - Indicate ideas with which you disagree.
4. *Reviewing*: After you have carefully read and marked your text, review the notes you have made. Reread any passages that you had difficulty understanding.
 5. *Responding*: Write about or discuss the reading. This will help you remember your reading better, and be able to discuss it with confidence, whether informally, on a test, or in an essay.

Apply the Strategy

As you use this book, you will find many opportunities to use these techniques in your reading. Use the five steps above to read and respond to the first reading.



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