

教育部高等教育司推荐教材

博采英语

TAPESTRY

阅读
Reading

1

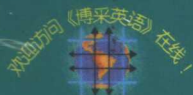
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<http://tapestry.heinle.com>



清华大学出版社

TAPESTRY

博采英语

阅读

(第一册)

1

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Reading

.....江苏工业学院图书馆

Virginia L. Guleff

M. E. Sokol

Carolyn Lowther

藏书章



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内 容 提 要

《博采英语——阅读》是国际知名英语教学专家为母语为非英语的人士编写的系列教材中的一个分支。全书编写思路与版式设计颇具特色:所选材料时代感强、内容丰富、语言地道,注重培养学生学习习惯与习得语言的能力,课堂活动以学生为中心、设计巧妙,注重传播语言文化知识,每课配有相关的 CNN 录像节目 VCD。此外,提供学习网站。

本册书适合广大具有英语初中级(high beginning)水平的学生及社会人士。

TAPESTRY Reading 1/Virginia L. Guleff, M. E. Sokolik, Carolyn Lowther
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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录像节目VCD。

◆ **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1—4册、《教学参考书》(全一册)、CNN录像节目VCD两张

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像节目VCD两张

《写作》 学生用书1—4册、《教学参考书》(全一册)、CNN录像节目VCD两张

◆ **《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

2000年12月



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Make a study plan to become a better student.

“ESL School”

A school in California has a program for children and their parents to study English together.

Reading 1: a story about a young man who achieves his academic dream, despite a difficult life

Reading 2: a newspaper article about the rules of a college classroom

Reading 3: a transcript from a radio report about the importance of education in the current job market

Keep a reading journal to think about your ideas and your learning.

“Water and Cancer”

A look at drinking water in the United States—where it comes from and how safe it is.

Reading 1: a chart that gives information about how much water different things need

Reading 2: an article about the safety of drinking water

Reading 3: an article about the uses of reclaimed water

Set realistic academic goals.

“Stress Depression”

An explanation of what causes job stress in women and how stress affects women’s and men’s health differently.

Reading 1: an article about an Olympic athlete who suffers from asthma

Reading 2: a magazine article about home remedies

Reading 3: a book excerpt about caffeine

Practice what you learn to connect your reading with your life.

“Garbage School”

A landfill provides heat to a nearby high school.

Reading 1: an article about the environmental dangers of overfishing

Reading 2: an article about the work of a fur trapper

Reading 3: an article about the concern over the extinction of many plants and animal species

Reading 4: an article about the largest garbage dump in the Middle East

Study in a group to better understand information from your classes.

“Subway Etiquette”

New Yorkers get training on how to be polite on public transportation.

Reading 1: an article about a free public bicycle program in San Francisco

Reading 2: an article about high-speed trains

Reading 3: an article about electric cars

Reading 4: an article about the Wright brothers, the inventors of the first airplane



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Avoid distractions when you study.

“Fast Food”

Finding healthier alternatives to fast food when you don’t have a lot of time to cook.

Reading 1: an article about fast food restaurants in Jamaica
Reading 2: an article about the first McDonald’s restaurant
Reading 3: an article about ordering takeout and delivery food over the Internet
Reading 4: an article about a new kind of fast food restaurant in Singapore

Organize your personal study space to improve your study sessions.

“Marriage & Family Therapists”

For some families, therapists can make life at home much better.

Reading 1: an article about a controversial African wedding tradition
Reading 2: an article about a modern dowry given to a bride in China
Reading 3: an article about a traditional Cretan style of love song
Reading 4: an article about the origins of some Jewish wedding traditions

Understand your school’s rules about plagiarism.

“Totem Poles”

An explanation of the role of totem poles in Native American traditions.

Reading 1: an article about myths and mythology
Reading 2: a Native American folktale about the creation of a particular kind of fish
Reading 3: a Japanese myth about a magic crane
Reading 4: a Nigerian myth about humility
Reading 5: a Greek myth about a man’s dangerous journey to the underworld

Plan enough time to complete your assignments.

“Internet Shopping”

A look at a new trend in shopping—Internet malls.

Reading 1: an article about a Vietnamese shopping mall in Texas
Reading 2: an article examining whether shopping malls should be considered public or private places
Reading 3: an article about the quality of customer service in the United States
Reading 4: an article about ordering groceries over the Internet

Find and use campus resources when you need help with your classes.

“The CIA and UFOs”

The CIA questions the Air Force’s explanations for unidentified flying objects.

Reading 1: an excerpt from a web site about the selection and training of astronauts in the United States
Reading 2: a magazine article about the discovery of a new planet
Reading 3: an article about the Hale-Bopp comet
Reading 4: an article about a scientific organization that searches for life on other planets

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

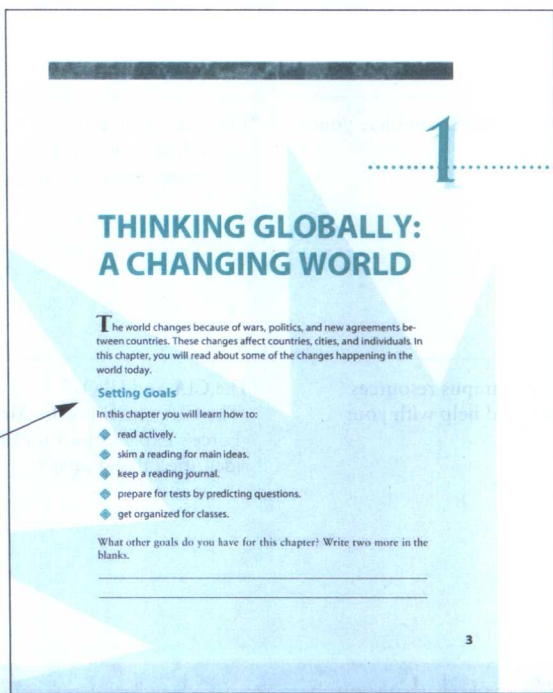
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些要素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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

《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

Read

Reading 2: The Search For Truth in South Africa

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

1 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."

2 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

3 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.

4 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.

5 From 1948 to 1994, the nation was ruled under a system known as **apartheid** (uh-pair-tide). 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.

6 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

7 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 **black equality**.

8 As white rule came to an end, many feared that blacks would be cruel to whites. But Mandela's deal. People who fought against apartheid got protection from punishment. In return, they told the truth.

After You Read

Skimming: Getting the Main Ideas

After skimming the article, answer these questions:

1. What is the main idea of this reading?
2. What is the relationship of the United States and Europe, according to Mr. Havel?
3. 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

Kee 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.

1. Paragraph number _____ New version: _____

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。

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。

66 Tapestry Reading 4

Getting Started

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

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 Dorich
- "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. _____

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



Apply the 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.

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 1: Contents

CHAPTER

READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1

**College Life:
Difficult Dreams**
Page 2

Using an English dictionary
Previewing your reading
Making a reading notebook
Keeping a Vocabulary Log

Preview your reading to understand it better.

Use an English dictionary to learn more
about English words

2

**Water: Our Most
Important Resource**
Page 24

Scanning for information
Understanding implied ideas
Keeping a reading journal

Scan to find information quickly.

Understand implied ideas in your reading.

3

Healthy Habits
Page 42

Finding examples in your reading
Skimming to get the main idea

Find examples to understand important
ideas in your reading.

Skim a reading to understand the main idea.

4

Only One Earth
Page 60

Using background knowledge
Finding topic sentences

Use your background knowledge to help you
understand a reading.

Find the topic sentences of paragraphs to
understand the main ideas.

5

**Trains, Planes, and
Automobiles**
Page 80

Using a graphic organizer
Making a time line

Use a graphic organizer to help you organize
information.

Make a time line to help you understand
events in your reading.

CHAPTER

READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

6 A World of Fast Food Page 100

Reading tables and graphs
Reading more quickly

Learn to read tables and graphs to increase your understanding of what you read.

Read more quickly to increase understanding of a reading.

7 Love and Marriage Page 120

Identifying arguments in your reading
Identifying the main idea of your readings

Identify arguments in your reading to help your understanding.

Identify the main idea of your readings.

8 Telling Stories Page 140

Taking notes on a reading
Making a character chart to improve reading comprehension

Take notes on a reading to help your understanding of the reading.

Make a character chart to help you understand and remember the different characters in a story.

9 Buyer Beware Page 158

Writing summaries to help you understand a reading
Understanding the difference between fact and opinion in readings

Write summaries to help you understand your reading.

Understand the difference between facts and opinions to better understand a reading.

10 Space Is the Place Page 176

Making outlines of readings
Understanding the comparative form in readings
Understanding and using acronyms

Learn how to understand and use acronyms to help you remember information.

Make an outline to find the most important information in a reading.

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) _____ |

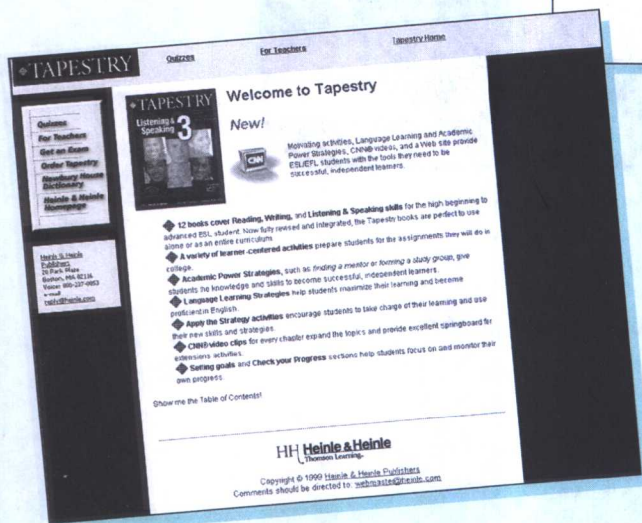
If you've given yourself a 3 or lower on any of these goals:

- 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.

利用博采英语在线拓展课堂空间

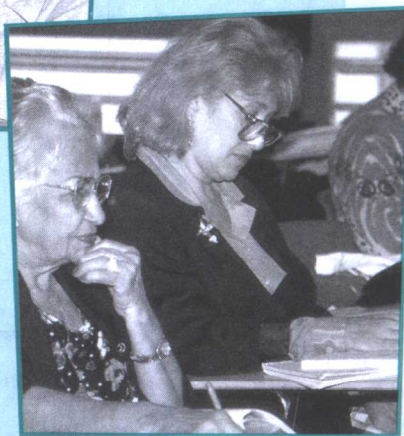
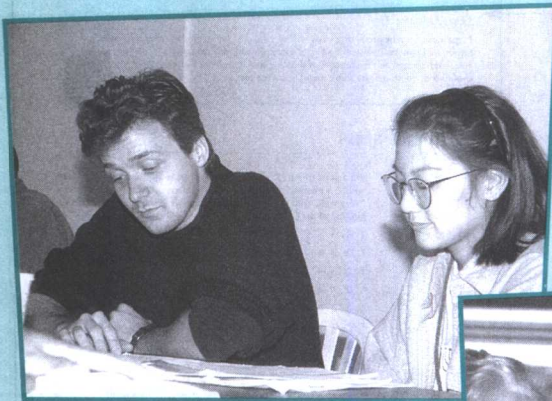
www.tapestry.heinle.com

- 在线测验
- 教师手册
- 提供良好的机会, 使用和拓展“学习能力培养”栏目中学到的知识和技巧
- 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。

◆ 如果您想要了解更多的《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*) (第二版)。



Look at the photos. Then talk about these questions with your class:

- What are these people doing?
- Why do many adults go to school?
- Why do you go to school?
- What is your dream for the future?

COLLEGE LIFE: DIFFICULT DREAMS

College is a dream for many students. However, it is not an easy dream. In this chapter, you will read about college dreams and about education and jobs. You will also learn how to be a better student by learning about college classrooms.

Setting Goals

In this chapter, you will learn how to:

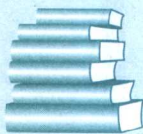
- ◆ use an English dictionary.
- ◆ preview your reading.
- ◆ make a study plan.
- ◆ make a reading notebook.
- ◆ keep a Vocabulary Log.
- ◆ preview test questions.

Which goal is most important to you? _____

Why? _____

Talk about your answers with your class.

LANGUAGE LEARNING STRATEGY



Apply the Strategy

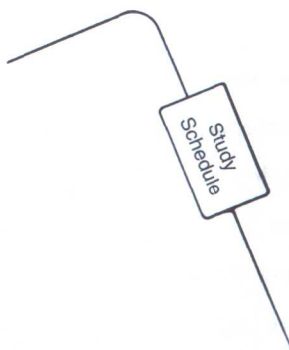
Preview your reading to understand it better. To *preview* means to look at something before you study it. Previewing will help you think about your reading. It will help you understand the reading better, because you think about the ideas before you read.

Preview this chapter. Talk with your class about these questions:

1. What is this chapter about?
2. How many readings are there?
3. What sections are in this chapter?
4. What is a strategy?
5. What are the two Language Learning Strategies?
6. What is the Academic Power Strategy?
7. What is the CNN video?

Learning is a treasure
that will follow its
owner everywhere.

—CHINESE PROVERB



Getting Started

Before you start this chapter, make a Reading Notebook for your notes and assignments. Make five sections, and use a divider for each section:

- a. *Study plan* You will learn more about how to make a study plan in this chapter. Keep a plan for each week in this section.
- b. *Vocabulary Log* Write all of the new words you learn in this part of your notebook. You will learn more about Vocabulary Logs in this chapter.

- c. *Language Learning Strategies* Each chapter in this book will have two Language Learning Strategies. Each Language Learning Strategy has two parts: first, the explanation of the strategy; second, an activity to help you learn the strategy better. Keep notes on the activities from the Language Learning Strategies here.
- d. *Academic Power Strategies* Each chapter in this book will have one Academic Power Strategy. Like the Language Learning Strategies, the Academic Power Strategies have two parts. Keep notes on the activities from the Academic Power Strategies here.
- e. *Journal* You will learn more about keeping a journal in Chapter 2. Keep all of your journal writing in this part.

Getting Ready to Read

For many people, college is a dream. They know they will get a better job and be happier in their lives if they finish college. Ask three students these questions. Write their answers in the chart.

| | Student 1 | Student 2 | Student 3 |
|--|-----------|-----------|-----------|
| 1. Why are you in school? | | | |
| 2. Is college important to you? Why? | | | |
| 3. What job do you want after college? | | | |

Discuss the answers with your class.

Vocabulary Check

Look at the words and phrases below. Put a check mark next to the words that you know. Talk with your teacher and classmates about the words and phrases you don't know. Write the new words you learn in your Vocabulary Log.

| | | |
|-----------------------|------------------|--------------------|
| _____ achieved | _____ envelope | _____ organization |
| _____ application | _____ fields | _____ picking |
| _____ backpack | _____ honor roll | _____ pilot |
| _____ congratulations | _____ hopeless | _____ praised |
| _____ encouraged | _____ mirror | _____ scars |