

博采英语

TAPESTRY

听说 2

Listening &
Speaking

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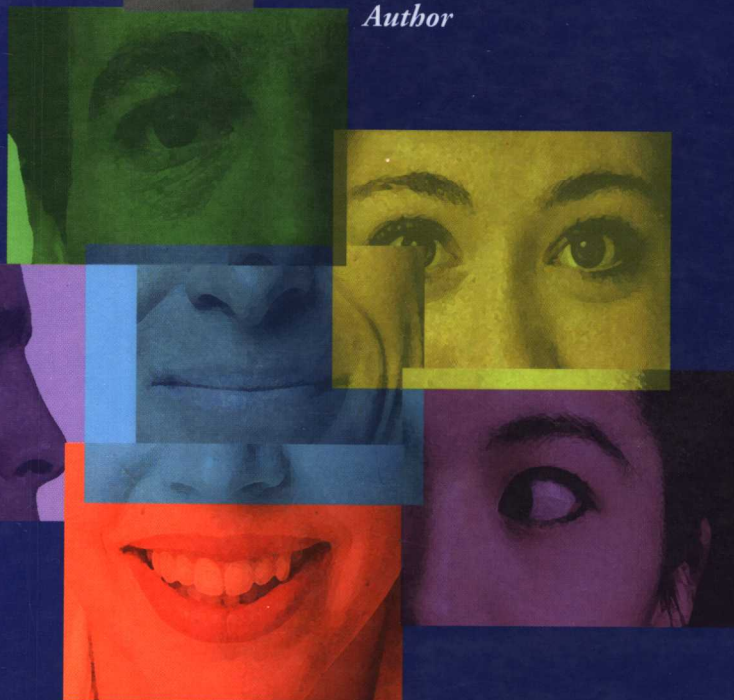
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内 容 提 要

本书是《博采英语》听说系列的第二册。全书围绕学习、交友、环保等贴近生活又富有时代感的话题逐步训练学习者与外界交流的能力和技巧,引导他们从语音、语调等多方位区别运用所学的句型。

本书适用于具有中级(intermediate)英语水平的读者。

全书配有三盘原版引进的录音带,丰富多彩的《博采英语》学习网站(www.tapestry.heinle.com)可以事半功倍地提高学习效果,原汁原味的 CNN 录像带是教学的最佳辅助素材。

TAPESTRY Listening & Speaking 2/Mary McVey Gill, Pamela Hartmann

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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1—4册、《教学参考书》(全一册)、CNN录像带两盘

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像带两盘

《写作》 学生用书1—4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

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

Seek out native speakers as conversation partners and make small talk with them.

“Singlish”
This CNN segment introduces a new dictionary of English words and idioms that are used specifically in Singapore—in other words, a dictionary of Singlish.

Understanding
intonation in tag
questions

Listening 1: a lecture given by a teacher about effective ways to learn English
Listening 2: four conversations between people making small talk
Listening 3: Four conversations between people in specific situations (introducing someone new, excusing yourself, apologizing, and expressing thanks)

Keep a journal.

“Moving Day”
An interview with an American family on a day when they are moving to another city; they talk about how they feel about the move, the changes in their lives, special difficulties for the children, and so on.

Understanding
reductions

Listening 1: a conversation between neighbors about how to find things in the neighborhood
Listening 2: two conversations between a passenger and two different bus drivers
Listening 3: a conversation between an apartment renter and her landlord
Listening 4: an immigrant to California gives her opinion about the American lifestyle and the mobility of Americans

Make realistic goals for yourself in order to start working towards your academic and professional dreams.

“Frank McCourt”
The best-selling author Frank McCourt survived a childhood of poverty and hunger, but he is able to find humor shining through the tragedy.

Understanding
intonation in
questions with *or*
Understanding
reductions

Listening 1: six people talk about their interests
Listening 2: a person talks about her job
Listening 3: four people talk about their goals and their plans to reach these goals

Work in groups to help improve your English.

“Healthy Aging”
This segment explores healthy aging from an international perspective. It describes things that you can do at any age (young or old) to be healthy in the future.

Listening for
stressed words—
can or *can't*?

Listening 1: two conversations that take place in a restaurant
Listening 2: five people talk about what they do to get exercise
Listening 3: four people talk about how stress affects their health habits
Listening 4: an interview with a health expert
Listening 5: a television show about older people

Avoid making stereotypes

“Britain’s Changing Society”
The British people are famous for their belief in a class system and for not showing emotion. However, this CNN segment suggests that things might be changing.

Understanding
reductions

Listening 1: a lecture about culture shock
Listening 2: three people talk about their experience with culture shock
Listening 3: two people tell about experiences that they had when they first arrived in a country new to them



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

PRONUNCIATION: THE SOUND OF IT



LISTENING OPPORTUNITIES

Become aware of your stereotypes and *be open-minded* about changing them.

"Workplace Communication"
Some problems in the workplace are the result of the different communication styles of women and men. The CNN segment explores one possible solution.

Understanding reductions

Listening 1: a talk given by an expert on language and an expert on human culture
Listening 2: statements indicating the speakers' level of enthusiasm
Listening 3: three telephone conversations in response to notices on a college bulletin board

Share ideas and work together with your classmates.

"Romance Survey in Japan"
This segment gives the result of a survey about romance. It answers this question: What do Japanese men and women think about each other's ability to be romantic?

Listening for stressed words

Listening 1: a famous American storyteller, Garrison Keillor, tells about an experience on a New York street
Listening 2: four conversations in which one person invites the other person to do something
Listening 3: an author, Robert Rand, talks about affectionate nicknames that his parents used for each other and ones that he and his wife use for each other
Listening 4: an advertisement for a pasta company illustrating the importance of intonation

Find opportunities to practice English outside the classroom.

"Jeans for Everyone"
Commercials for relaxed-fit (larger) jeans are the topic here. A psychologist talks about image and how not all people look like the models in the commercials. There may be room for all of us (slim or not) in today's advertising.

Understanding incomplete sentences

Listening 1: radio advertisements
Listening 2: the message on the answering machine in a bicycle store
Listening 3: a conversation between a customer and a salesclerk in a computer store
Listening 4: an advertisement for a telecommunications company
Listening 5: an advertisement for a television network

Use today's technology to find out about the news and practice your English at the same time.

"Violence in the Media"
This segment examines a possible relationship between violence in real life (for instance, murders at high schools) and violence on television.

Understanding numbers

Listening 1: four short weather reports from the morning news
Listening 2: five news stories
Listening 3: an advertisement for a television news show

Be careful to choose the correct definition when you use a dictionary.

"Ecotourism in Brazil"
Ecotourism is becoming more popular in Brazil. This segment presents two benefits and one drawback of this trend.

Pronouncing the *t* in the middle of words

Listening 1: six people talk about what they do to help the environment
Listening 2: a radio report about plastic and its effects on the environment
Listening 3: a radio report about a city in Brazil that is solving environmental problems

欢迎使用《博采英语》

《博采英语——听说》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——听说》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。

1

SCHOOL DAZE

Being a student is often overwhelming. Many requirements, expectations, and procedures may be unfamiliar to you. This may be your first experience in this environment. You may be accustomed to doing things differently. You may feel frustration and confusion, and you may be unable to communicate effectively in academic situations. This situation can result in misunderstandings. There are ways that you can overcome these obstacles. In this chapter, you will focus on some of the listening and speaking skills you need to survive the beginning of school. You will learn how to prepare for the beginning of school and how to adapt to new experiences in the classroom and on campus. As you develop specific skills and strategies, you will be able to increase your chances for academic success.

Setting Goals

In this chapter you will learn how to:

- ◆ overcome confusion and frustration at the beginning of school.
- ◆ communicate about academic procedures and requirements.
- ◆ increase your listening comprehension by predicting the language you will hear in a specific situation.
- ◆ ask about alternatives and state preferences.
- ◆ learn to identify the parts of a lecture as you're listening.
- ◆ understand teachers' objectives and expectations.

3

PART 1: "What Did You Say? What Did I Say?"



You have seen how the impact of culture can influence the way you communicate with other people. You have learned that something may be understood in one culture but may not be understood at all in another. It can be difficult to realize this because you begin your cultural learning at a very early age, and by the time you are an adult you have already formed set ideas

about how to behave. Some psychologists and sociologists are taking this idea of cultural learning one step further. They believe that boys and girls learn different lessons about how to behave beginning when they are very young children. Then, when they become adults, they have communication problems just like two people who come from different cultures!

LANGUAGE LEARNING STRATEGY



Take notes as you observe and listen to a conversation, and you will increase your comprehension. Focus your attention on what you see and hear during the conversation by taking notes. Notice nonverbal clues such as facial expressions and gestures, which add to the meaning. This will help you to understand the communication more clearly. Follow these steps to take notes as you observe:

1. Focus on specific information in the conversation rather than trying to understand everything at once.
2. Write down the specific information that you observe.
3. Observe nonverbal clues that show the feelings of the people.
4. Write down the nonverbal clues and the feelings.

Apply the Strategy

In the scenario activity that follows, take notes on the scenarios. Follow the steps given in the "Language Learning Strategy" section.

相关的文化注释能提高学生对话言和文化更精确的理解，帮助学习者适应英语国家的生活。

语言学习方法帮助学生最大程度地掌握所学的知识，精益求精。

各种口语练习活动像角色扮演、短剧、辩论及课堂报告等为学生提供了运用词汇、语法及相关知识的机会。

阅读和写作也被包括到与各章话题有关的各种活动中来，以帮助学生提高英语的整体流利程度。

What Would You Say?

Choose two of the previous situations that caused you to feel threatened or angry. What would you say in each of these situations? What do you think would happen after you said that? With your group, discuss some of your ideas. In the grid below, write down two or three of your favorite choices. An example is provided for you in the first box.

Situation	What Would You Say?	Expected Result
Situation 2: The Coffee Shop	"Would you mind moving?" I need this space so that I can work."	The stranger would apologize and move.



The example in the chart uses a request form: "Would you mind moving?" However, the speaker is actually making a demand. Do people also phrase demands as requests in your native culture? Why would someone do this? People from the

United States consider it extremely rude to give someone a direct order to do something. Therefore, a request is often made when, in fact, the speaker is implying a demand. In the next part of the chapter, you will focus on this language.

Write About It.

Think about a time when you had a conflict with someone. What was the conflict? How did it feel to have that conflict? How did you resolve the conflict? Did you have a mediator? Do you think you could have resolved the conflict more successfully if you had known about some techniques of conflict resolution? Write about this on the lines below:

妙语连珠以有趣的事实或
语录为课堂的讨论起到抛砖引
玉的作用。

听力练习材料选自真实的
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语音点拨锤炼听、说和发
音技能，增强学生用英语交流
的信心。

学习能力培养教给学生做
一名成功、自主的学习者所需
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应用能力训练鼓励学生独
立安排自己的学习，运用新学
到的技巧与策略。

美国有线电视新闻网
(CNN)节目录像提供真实的语言
素材，进一步培养听说技能。

Chapter 10 All Stressed Out and No Place to Go 219

REAL PEOPLE/REAL VOICES

Getting Ready to Listen

The world is so fast that there are days when the person who says it can't be done is interrupted by the person who is doing it.
—ANONYMOUS

Listen

You are going to hear two people talking about the stress in their lives. Andrew is a student who has just finished his first semester at college. Henry is a working man with children. For each of them, make one prediction about what causes them stress. Write down your prediction on the line.

Andrew—college student
I think _____ causes Andrew stress.

Henry—working parent
I think _____ causes Henry stress.

Listening 1: Andrew's and Henry's Experiences

Write A if the statement is true about Andrew and H if the statement is true about Henry.

- _____ Worries give him the most stress.
- _____ He has a frantic schedule.
- _____ Academic pressure makes him nervous.
- _____ He worries about his kids.
- _____ Sport helps him to deal with stress.
- _____ Solving one problem at a time helps him to deal with stress.

For each of the two speakers you heard on the tape, give a suggestion for how he can deal with his stress.

Andrew: _____

Henry: _____

After You Listen

The Sound of It: "Filler" Sounds and Words

In spoken language, a *filler* is a sound or word that fills in the space and gives the speaker time to think before continuing. In spoken English, "um" is the most common filler. It's important to recognize this sound so that you don't confuse it with part of another word. Listen to the tape again, and count the number of times each speaker uses the filler "um."

Andrew: _____

Henry: _____

Chapter 2 Walking a Mile in Another Person's Moccasins 45

ACADEMIC POWER STRATEGY

Contribute your ideas in group activities. Actively participating in group activities helps you remember your ideas and gives your teacher a chance to see you working hard to succeed in class. There are some easy things you can do to practice speaking in group discussions:

1. Ask questions. Ask your teacher. Ask other students. Show that you are interested and want to learn.
2. Use your notes to help prepare ideas you can share.
3. Paraphrase—repeat in your own words an idea from a lecture, discussion, or activity.
4. If you have something to say but it's not a good time, make a note to yourself and save your good idea to share later in the discussion.

In small groups, discuss your observation of each simulation based on your notes in the grid. Be sure that everyone in the group contributes ideas. Compare your responses to other members of your group. Do you agree or disagree on the problem, the reason, and the perception?

Apply the Strategy

TUNING IN: "The Bilingual Storyteller"

You will see a CNN video clip about a man who tries to help children be proud of their cultural identities. Before you watch the clip, talk with a partner and answer these questions.

Do you think it is easier for children or adults to adapt to a culture that is different from the culture of their families?

Why do you think this?

What are some of the things parents and other adults can do to help children become comfortable in a new culture?

Antonio is a teacher. He tells stories to children. He tells the stories in a mix of English and Spanish. The stories help the children

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的信心。

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。

应用能力训练鼓励学生独
立安排自己的学习，运用新学
到的技巧与策略。

美国有线新闻电视网
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Listening 1: Andrew's and Henry's Experiences

Write A if the statement is true about Andrew and H if the statement is true about Henry.

- _____ Worries give him the most stress.
- _____ He has a frantic schedule.
- _____ Academic pressure makes him nervous.
- _____ He worries about his kids.
- _____ Sport helps him to deal with stress.
- _____ Solving one problem at a time helps him to deal with stress.

For each of the two speakers you heard on the tape, give a suggestion for how he can deal with his stress.

Andrew: _____

Henry: _____

In spoken language, a *filler* is a sound or word that fills in the space and gives the speaker time to think before continuing. In spoken English, "um" is the most common filler. It's important to recognize this sound so that you don't confuse it with part of another word. Listen to the tape again, and count the number of times each speaker uses the filler "um."

Andrew: _____

Henry: _____

Chapter 2 Walking a Mile in Another Person's Moccasins 45

ACADEMIC POWER STRATEGY

Contribute your ideas in group activities. Actively participating in group activities helps you remember your ideas and gives your teacher a chance to see you working hard to succeed in class. There are some easy things you can do to practice speaking in group discussions:

1. Ask questions. Ask your teacher. Ask other students. Show that you are interested and want to learn.
2. Use your notes to help prepare ideas you can share.
3. Paraphrase—repeat in your own words an idea from a lecture, discussion, or activity.
4. If you have something to say but it's not a good time, make a note to yourself and save your good idea to share later in the discussion.

In small groups, discuss your observation of each simulation based on your notes in the grid. Be sure that everyone in the group contributes ideas. Compare your responses to other members of your group. Do you agree or disagree on the problem, the reason, and the perception?

Apply the Strategy

TUNING IN: "The Bilingual Storyteller"

You will see a CNN video clip about a man who tries to help children be proud of their cultural identities. Before you watch the clip, talk with a partner and answer these questions.

Do you think it is easier for children or adults to adapt to a culture that is different from the culture of their families?

Why do you think this?

What are some of the things parents and other adults can do to help children become comfortable in a new culture?

Antonio is a teacher. He tells stories to children. He tells the stories in a mix of English and Spanish. The stories help the children



Tapestry Listening & Speaking 2: Contents

CHAPTER

LISTENING & SPEAKING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1

The Whole World Is Your Classroom Page 2



Practicing English with native speakers
Beginning a conversation
Making small talk
Introducing someone
Apologizing
Expressing thanks
Ending a conversation

When you listen to a teacher's lecture, pay special attention whenever the teacher emphasizes or repeats points.

Pay attention to a speaker's intonation.

2

Change and Choice Page 22



Asking for, understanding, and giving directions
Communicating when using public transportation
Speaking to landlords about a problem

Get information by taking a poll.

Be aware of tone of voice.

3

This Is Who I Am Page 14



Understanding speech reductions
Asking questions when you don't understand something
Using gerunds
Expressing encouragement when someone is telling a story

Organize your ideas before telling a story.

Listen for stressed words when people speak.

4

Health: Getting the Most Out of Life Page 66



Ordering food in restaurants
Giving advice about health

Brainstorm to explore your ideas.

Be aware that not all accents in English are the same.

5

When Cultures Meet Page 90



Avoiding forming stereotypes
Using modals of suggestion

Take notes when you listen to a lecture.

Learn to distinguish between the main idea and supporting details when listening to a speaker.

CHAPTER

LISTENING & SPEAKING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

6 What Do You Mean? Thought and Communication Page 110



Recognizing differences between men's and women's communication styles

Making an appointment

Pay attention to people's intonation, not just their words.

Learn how to respond to a negative question—or more specifically, a negative statement with intonation that goes up at the end.

7 Making Friends and Finding Love Page 134



Making invitations and suggestions
Recognizing the difference between general and specific invitations
Accepting and declining invitations
Sharing ideas and working together with your classmates
Asking personal questions in a polite way
Understanding meaning from intonation
Organizing and giving a short report

Pay attention to a speaker's choice of words when the person is making an invitation.

Make inferences in English, as in your first language, by paying attention to the entire context.

8 Tell Me What I Want: Advertising . . . and Shopping Page 152



Understanding messages on message machines
Finding opportunities to practice English outside the classroom
Making a purchase
Returning something to a store
Expressing agreement and disagreement

Think ahead and predict what people will say.

Learn to understand incomplete sentences.

9 What's in the News? Page 176



Understanding weather reports
Describing the weather
Understanding news headlines and stories
Expressing agreement and disagreement

Summarize what you hear or read.

Improve your language skills by watching the news on television on an English channel.

10 Planethood Page 196



Using ecology-related vocabulary
Working with other students to think of solutions to environmental problems

Use new words as soon—and as often—as possible.

Notice and understand parts of words as a way to determine meaning.

Listening Transcripts Page 214

Skills Index Page 241

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

Work with a partner to prepare for speaking-based tests. Practice speaking with your partner about subjects you think you may be asked about on the test. First, one of you can play the part of the "interviewer" while the other takes the role of the "interviewee;" then you can reverse roles. The interviewer should prepare questions to ask before the practice interview begins.

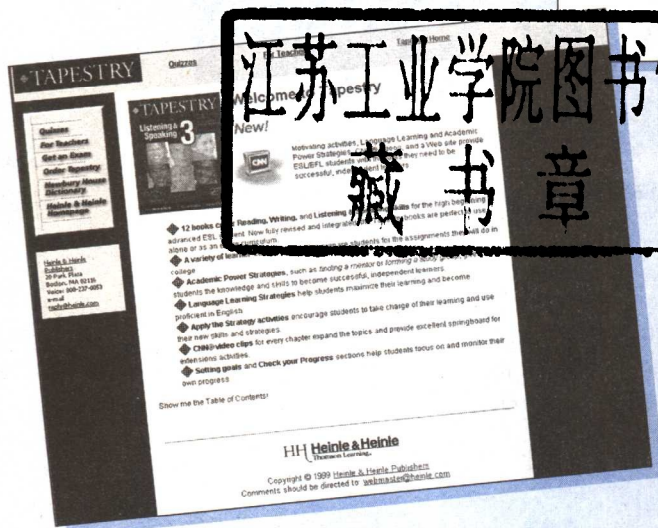
CHECK YOUR PROGRESS

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 | overcome confusion and frustration at the beginning of school. |
| 1 | 2 | 3 | 4 | 5 | communicate about academic procedures and requirements. |
| 1 | 2 | 3 | 4 | 5 | increase listening comprehension by predicting the language in a specific situation. |
| 1 | 2 | 3 | 4 | 5 | ask about alternatives and state preferences. |
| 1 | 2 | 3 | 4 | 5 | learn to identify the parts of a lecture while listening. |
| 1 | 2 | 3 | 4 | 5 | understand teachers' objectives and expectations. |

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.



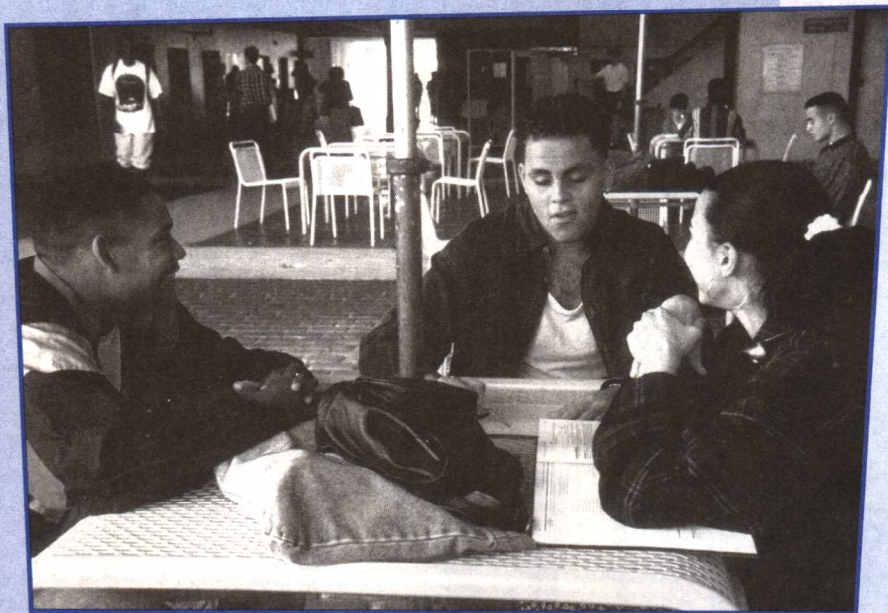
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- 还有……

◆ 若要开设系统完整的英语课程, 请配合使用《博采英语——阅读》系列和《博采英语——写作》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*)。



.....

What language do these students probably use in most of their classes? What language(s) might they speak with their friends and family? What are some ways in which they can learn another language?

1

THE WHOLE WORLD IS YOUR CLASSROOM

Many students need years to learn a new language. They might spend several hours a day in the classroom and more time, after class, on homework. But most people find that they can learn a lot even when they aren't in a language class. In this chapter, you'll find out how to improve your English outside the classroom, and you'll practice starting conversations, making small talk, and ending conversations. You'll also see a CNN segment about the use of language in Singapore.

Setting Goals

In this chapter you will learn:

- ◆ some good things to do to learn a language.
- ◆ to pay attention to emphasis and repetition in lectures.
- ◆ how to practice English with native speakers.
- ◆ how to begin a conversation.
- ◆ how to make small talk.
- ◆ how to understand intonation in tag questions.
- ◆ to pay attention to a speaker's intonation.
- ◆ how to introduce someone.
- ◆ how to apologize.
- ◆ how to express thanks.
- ◆ how to end a conversation.

Getting Started

Here are some quotations about language. What does each one mean? Discuss them in a small group.

Language is a steed [horse] that carries one into a far country.
—Arab proverb

The strength of one is the tongue, and speech is mightier
[more powerful] than all fighting.
—Ptahhotep (Egypt, 3400 B.C.)

A person who speaks two languages is worth two people.
—Spanish proverb

Just as birds have wings, man has language.
—George Henry Lewes

Getting Ready to Read

Making Predictions Look at the picture on page 5 and answer these questions:

1. What time of day is it?
2. Who are the people in the picture?
3. What might be their nationality?
4. What are they talking about?
5. What might be important to these people?

Vocabulary Building

The following words are taken from the reading on pages 5–6. Match the definition with the word on the left. If necessary, use a dictionary or ask your teacher for help.

- | | |
|-----------------------|---|
| 1. _____ dirt-poor | a. breathe in |
| 2. _____ recall | b. without any money at all |
| 3. _____ clattering | c. a book of maps |
| 4. _____ dialect | d. noisy |
| 5. _____ inhale | e. variety of a language |
| 6. _____ atlas | f. remember |
| 7. _____ conducted | g. a book or set of books with information on many subjects |
| 8. _____ encyclopedia | h. led |

Read

Read this excerpt from a book by psychologist/author Leo Buscaglia. When you finish reading, put any words that are important to you in a Vocabulary Log. A vocabulary log is a thin notebook or a section of your binder. In this, each day, you will put new words that you want to remember. For each new word, include the following information:

- the word and its part of speech (Is it a noun? Verb? Adjective?)
- a sentence with the word in it (find a sentence in the reading or in a dictionary)
- the meaning of the word

Our Dinner Table University

- 1 When Papa was growing up at the turn of the century in a village in northern Italy, education was for the rich. Papa was the son of a **dirt-poor** farmer. He used to tell us that he couldn't **recall** a single day when he wasn't working. He was taken from school in the fifth grade and went to work in a factory.
- 2 The world became his school. He was interested in everything. He read all the books, magazines, and newspapers he could lay his hands on. He loved to listen to the town elders and learn about the world beyond this tiny region that was home to generations of Buscaglias before him.
- 3 Papa insisted that we learn at least one new thing each day. And dinner seemed the perfect time for sharing what we had learned that day. Naturally, as children, we thought this was crazy.
- 4 When my brother and sisters and I got together in the bathroom to clean up for dinner, the question was: "What did you learn today?" If the answer was "Nothing," we did not dare sit at the table without first finding a fact in our much-used **encyclopedia**. "The population of Nepal is . . ."

