

博采英语

TAPESTRY

阅读
Reading

2

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美国汤姆森学习出版集团

(京)新登字 158 号

内 容 提 要

《博采英语》是由 Rebecca L. Oxford 主编,众多在亚洲从事对外英语教学的外籍专家专门为亚洲地区编写的系列教材。分为《博采英语——阅读》、《博采英语——听说》和《博采英语——写作》。

《博采英语——阅读》分为四册。每册共有 10 个单元。本册主要涉及如下话题:the Cycle of Life, Jobs, the Spirit of Competition, Lawmakers & Lawbreakers, Beyond Science, War and Conflict, Language, Literacy & Education, on the Move, Cultural Perspectives 和 American Lives。重点从阅读角度培养学生的语言运用能力、传播语言文化知识。每课配有相关的 CNN 录像节目。此外,提供专门的学习网站(www.tapestry.heinle.com)。

本册书适合广大具有英语中级(intermediate)水平的学生及社会人士。

TAPESTRY Reading 2/Michael Ryall

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北京市版权局著作权合同登记号:图字:01-2001-1335

书 名:博采英语——阅读(2)

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出版者:清华大学出版社(北京清华大学学研大厦,邮编 100084)

<http://www.tup.tsinghua.edu.cn>

印刷者:北京市广益印刷有限公司

发行者:新华书店总店北京发行所

开 本:787×960 1/16 印张:13.5 插页:1

版 次:2001年6月第1版 2002年4月第2次印刷

书 号:ISBN 7-302-04344-2/H·352

印 数:6001~10000

定 价:23.00 元

A VERY SPECIAL THANK YOU

.....

The publisher and authors would like to thank the following coordinators and instructors who have offered many helpful insights and suggestions for change throughout the development of the new *Tapestry*.

- Alicia Aguirre, *Cañada College*
Fred Allen, *Mission College*
Maya Alvarez-Galvan, *University of Southern California*
Geraldine Arbach, *Collège de l'Outaouais, Canada*
Dolores Avila, *Pasadena City College*
Sarah Bain, *Eastern Washington University*
Kate Baldus, *San Francisco State University*
Fe Baran, *Chabot College*
Gail Barta, *West Valley College*
Karen Bauman, *Biola University*
Liza Becker, *Mt. San Antonio College*
Leslie Biaggi, *Miami-Dade Community College*
Andrzej Bojarczak, *Pasadena City College*
Nancy Boyer, *Golden West College*
Glenda Bro, *Mt. San Antonio College*
Brooke Brummitt, *Palomar College*
Linda Caputo, *California State University, Fresno*
Alyce Campbell, *Mt. San Antonio College*
Barbara Campbell, *State University of New York, Buffalo*
Robin Carlson, *Cañada College*
Ellen Clegg, *Chapman College*
Karin Cintron, *Aspect ILS*
Diane Colvin, *Orange Coast College*
Martha Compton, *University of California, Irvine*
Nora Dawkins, *Miami-Dade Community College*
Beth Erickson, *University of California, Davis*
Charles Estus, *Eastern Michigan University*
Gail Feinstein Forman, *San Diego City College*
Jeffra Flaitz, *University of South Florida*
Kathleen Flynn, *Glendale Community College*
Ann Fontanella, *City College of San Francisco*
Sally Gearhart, *Santa Rosa Junior College*
Alice Gosak, *San José City College*
Kristina Grey, *Northern Virginia Community College*
Tammy Guy, *University of Washington*
Gail Hamilton, *Hunter College*
Patty Heiser, *University of Washington*
Virginia Heringer, *Pasadena City College*
- Catherine Hirsch, *Mt. San Antonio College*
Helen Huntley, *West Virginia University*
Nina Ito, *California State University, Long Beach*
Patricia Jody, *University of South Florida*
Diana Jones, *Angloamericano, Mexico*
Loretta Joseph, *Irvine Valley College*
Christine Kawamura, *California State University, Long Beach*
Gregory Keech, *City College of San Francisco*
Kathleen Keesler, *Orange Coast College*
Daryl Kinney, *Los Angeles City College*
Maria Lerma, *Orange Coast College*
Mary March, *San José State University*
Heather McIntosh, *University of British Columbia, Canada*
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Blanca Moss, *El Paso Community College*
Karen O'Neill, *San José State University*
Bjarne Nielsen, *Central Piedmont Community College*
Katy Ordon, *Mission College*
Luis Quesada, *Miami-Dade Community College*
Gustavo Ramirez Toledo, *Colegio Cristóbol Colón, Mexico*
Nuha Salibi, *Orange Coast College*
Alice Savage, *North Harris College*
Dawn Schmid, *California State University, San Marcos*
Mary Kay Seales, *University of Washington*
Denise Selleck, *City College of San Francisco*
Gail Slater, *Brooklyn and Staten Island Superintendency*
Susanne Spangler, *East Los Angeles College*
Karen Stanley, *Central Piedmont Community College*
Sara Storm, *Orange Coast College*
Margaret Teske, *ELS Language Centers*
Maria Vargas-O'Neel, *Miami-Dade Community College*
James Wilson, *Mt. San Antonio College and Pasadena City College*
Karen Yoshihara, *Foothill College*

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

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

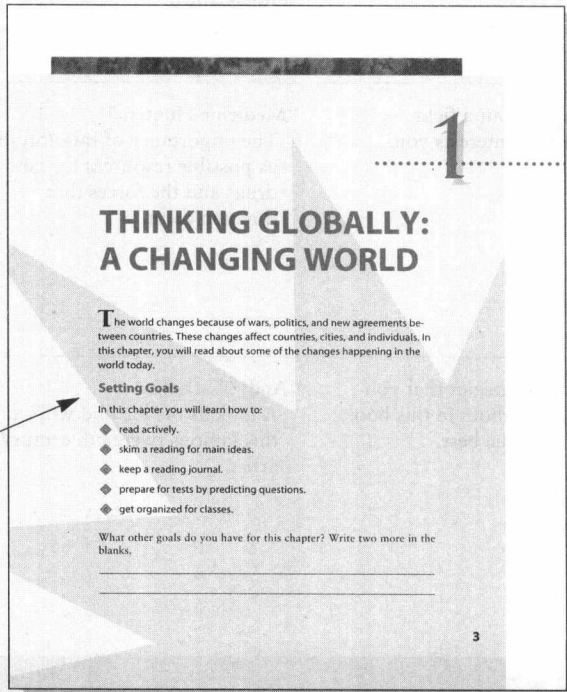
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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 | |

Read

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?"
- From 1948 to 1994, the nation was ruled under a system known as **apartheid** (uh-pair-tee-d). 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.

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.

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, some feared that blacks would forget the cruelties of apartheid and Mandela's deal. People who had fought against apartheid protection from punishment—tell the truth.

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。

After You Read

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

K 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。

66 Tapestry Reading 4

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 these 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? _____

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.

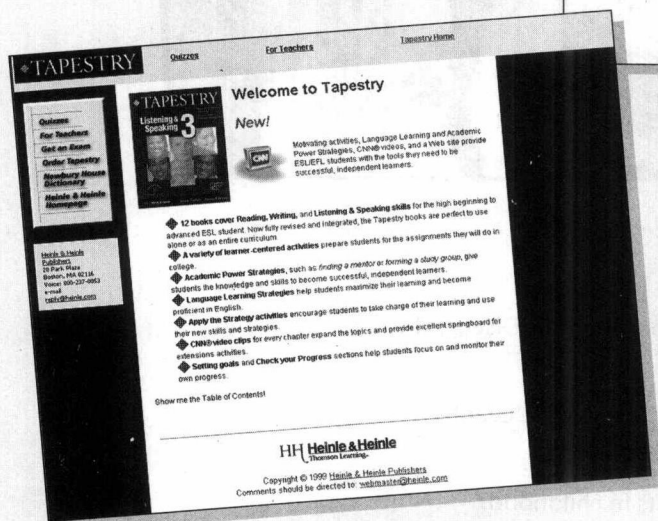
CHECK YOUR PROGRESS

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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- 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*)。

Tapestry Reading 2: Contents

CHAPTER

READING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

1 The Cycle of Life Page 2

Using photos, illustrations, and other graphics to prepare to read
Identifying the topic sentence of a paragraph

Look at the photos, illustrations, and other graphics in a text before you read.
Identify the topic sentence in each paragraph of a text to improve your comprehension.

2 Jobs, Occupations, and Careers Page 22

Reading the definitions of footnoted terms as you encounter them in a text
Working with a classmate to study, learn, and test each other on new vocabulary
Skimming lengthy reading passages before you begin reading

Read the definitions of footnoted terms as you encounter them in a text.
Skim lengthy reading passages before you begin reading to get a general idea of what the selection is about.

3 The Spirit of Competition Page 42

Reading words in groups to increase your reading speed
Identifying and focusing on difficult or challenging parts of a text to improve comprehension

Read words in groups to increase your reading speed.
Identify and focus on difficult or challenging parts of a text.

4 Lawmakers and Lawbreakers Page 60

Taking notes while you read
Improving your vocabulary by reading English-language newspapers

Take notes while you read.
Read an English-language newspaper or magazine at least three times a week to improve your reading comprehension and vocabulary.

5 Beyond Science Page 74

Drawing a sketch to help you visualize what is being described in a reading
Thinking of synonyms for new words that you encounter while reading

Draw a sketch to help you visualize what is being described in a reading.
Think of synonyms for new words that you encounter while reading.





**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**READING
OPPORTUNITIES**

Make a binder for each of your classes to organize your materials effectively.

“Retirement”
Why seniors look for work when they retire, what kind of work they do, and why employers like to hire them.

Reading 1: a poem about youth and old age
Reading 2: an excerpt from a book about naming ceremonies
Reading 3: an article about a traditional Latino rite of passage
Reading 4: an excerpt from a memoir about first love and marriage
Reading 5: an article about an older woman who uses her free time to help others
Reading 6: an excerpt from a book about a young girl who is told of the death of her grandfather

Work with a classmate to study, learn, and test each other on new vocabulary.

“Computer Jobs”
The information technology field is growing, but American workers may not be prepared.

Reading 1: an article in which a police officer describes his job
Reading 2: an article in which a doctor describes her training and her work
Reading 3: a story about a young girl’s first job
Reading 4: an article in which a TV and radio executive describes his background and his responsibilities at work

Manage your time to become a more effective and successful student.

“Wilma Rudolph”
A look at the life of an athlete and what it takes to compete in the Olympics.

Reading 1: an article about the challenges overcome by Olympic gold medalist Wilma Rudolph
Reading 2: an article describing the rules and regulations of wheelchair basketball
Reading 3: an article about a twelve-year-old National Spelling Bee winner
Reading 4: an excerpt from a novel about how a young girl became a chess champion

Evaluate your attitudes towards learning English.

“Museum Theft”
An explanation of how art was stolen from a museum, what police do to recover stolen art, and what happens to most stolen art that isn’t recovered.

Reading 1: a police report describing the condition of a driver who was stopped for driving under the influence of alcohol
Reading 2: an article about the duties, working conditions, training, and qualifications of detectives and investigators
Reading 3: a newspaper article about a burglary at an art museum

Start or join a study group with other students from your class.

“UFOs, the U.S. Air Force and the CIA”
The CIA questions the Air Force’s explanations for unidentified flying objects seen by the public.

Reading 1: an article about a UFO sighting
Reading 2: a family’s account of their visit by aliens
Reading 3: a man’s account of his experience with time travel



6 War and Conflict

Page 92

Planning what kind of questions you want to ask in class to help your reading comprehension
Using context clues to help you understand new and unfamiliar terms

Use context clues to help you understand new and unfamiliar terms.

Keep a diary or journal.

7 Language, Literacy, and Education

Page 112

Distinguishing between facts and opinions when reading
Using encyclopedias to expand your knowledge of new words and concepts

Distinguish between facts and opinions when reading.

Use encyclopedias and other reference sources to expand your knowledge of new words and concepts in English.

8 On the Move

Page 130

Previewing comprehension questions to create a purpose for reading
Visualizing objects, people, places, and situations described in a text

Preview comprehension questions before you begin reading a text.

Visualize objects, people, places, and situations described in a text as you read.

9 Cultural Perspectives

Page 152

Reading aloud to improve your pronunciation and rhythm
Summarizing a text and paraphrasing quotations

Read aloud to improve your pronunciation and rhythm.

Verbally summarize reading passages and paraphrase quotations to check your comprehension.

10 American Lives

Page 170

Creating a timeline when reading to help you understand the order of events
Scanning a text for specific information

Create a timeline when reading to help you understand the order of events in the reading.

Scan a text to find specific information.

Appendix

Page 192

Skills Index

Page 199



**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**READING
OPPORTUNITIES**

Plan what kinds of questions you want to ask in class.

"Zlata Filipovic"
A young girl tells about her experiences of living with war in Yugoslavia.

Reading 1: an interview that took place at a Japanese prison camp in North Dakota during World War II
Reading 2: a description of life in the United States during World War II, through the eyes of a young African-American girl
Reading 3: excerpts from the diary of a young girl living in Sarajevo at the time of the Serbian invasion

Help your community and expand your skills through "service learning."

"Bilingual Education in California"
Arguments for and against a proposition that encourages the elimination of bilingual education.

Reading 1: a short story about a young Spanish-speaking boy's first day of school in the United States
Reading 2: an article about different kinds of bilingual programs in the United States
Reading 3: a newspaper article about a man who learns to read at the age of 98

Identify and use different resources and technologies available to you for researching new topics.

"Migrants and Refugees"
A look at the lives of migrants and refugees and what causes them to move from their homelands.

Reading 1: an excerpt from a book about the migration of African-Americans to the North during World War I
Reading 2: a story about a Puerto Rican immigrant remembering her homeland
Reading 3: a short story about a family of migrant workers

Learn more about a field of study that interests you.

"Medicine Hunters"
The importance of rain forests as possible resources for new drugs and the forces that threaten them.

Reading 1: an excerpt from a book by an anthropologist who studied native people in New Guinea
Reading 2: an excerpt from a book by an anthropologist who researched shamans in northern Mexico
Reading 3: an excerpt from a book by an ethnographer about the difficulty of gathering information from people with different beliefs and values
Reading 4: an interview between an urban anthropologist and an African man living in New York City

Identify the strategies that you have learned about in this book that you like the best.

"Andy Warhol"
A look at the life and work of this famous twentieth century artist.

Reading 1: an article about Sacagawea, the Indian interpreter and guide who participated in Lewis and Clark's expedition of the American Northwest
Reading 2: an article about Bruce Lee, the legendary Chinese-American martial artist
Reading 3: an article about the early years of painter Andy Warhol
Reading 4: an article about César Chávez, the labor leader who devoted his life to improving working conditions for farm laborers

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TAPESTRY

博采英语

阅 读

(第二册)

2

Reading

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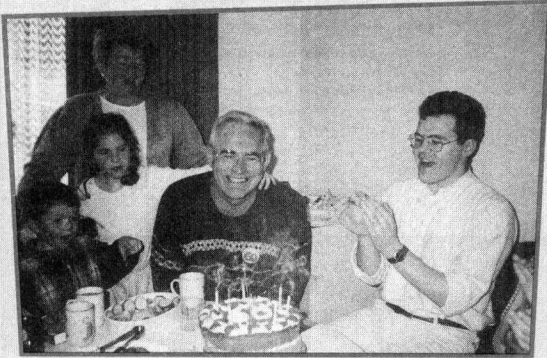
Michael Ryall



清华大学出版社

THOMSON
★
LEARNING

美国汤姆森学习出版集团



These photos show scenes from a person's life. Discuss the photos with your classmates.

- What is happening in these photos? Describe the events shown in the person's childhood and adulthood.
- What are some other important events in childhood?
- What are some other important events in adulthood?

THE CYCLE OF LIFE

A human life can be described in four basic “stages.” Childhood is the period of time from birth to the age of twelve. During childhood, other people take care of us as we grow physically and mentally. During our “teen years,” or adolescence, we begin to make decisions for ourselves, often with the help of adults, and take on new responsibilities. We are said to enter adulthood when we are able to take care of ourselves and others. In the later years of life, many people retire, or stop working. Senior citizens enjoy their free time to rest, remember events from the past, and do things they never had time to do before. In this chapter, you will read and discuss all these “stages of life.”

Setting Goals

In this chapter you will learn how to:

- ◆ make a binder to organize class materials.
- ◆ use photos, illustrations, and other graphics to prepare to read.
- ◆ identify the topic sentence of a paragraph.

What other goals do you have for this chapter? Write one or two of them here.

Getting Started

Below is a list of words and phrases. Group the words and phrases by writing them under the appropriate headings. Some words and phrases may go under more than one heading. Discuss your groupings with a partner.

college	grandchildren	marriage
first day of school	having children	retirement
first job	learning to walk	secondary school
first love	losing first tooth	sixtieth birthday

Childhood

Adolescence

Adulthood

Old Age

Getting Ready to Read

The following poem is by Walt Whitman, one of the most well known poets of the United States. In this poem, Whitman writes about youth and old age. Many people, including Whitman, see youth as a time of physical action and energy, but Whitman's thoughts on old age may be surprising to you. Before you read, brainstorm your own list of words and ideas that describe youth and old age.

Youth

Old Age

Vocabulary Check

Read the following list of words. Put a check mark by the words you know. Discuss the words you don't know with a partner. You can find a complete list of all the vocabulary items in this book in Appendix A. Keep track of new vocabulary words in a Vocabulary Log. You can keep your log in a section of your binder, or in a separate notebook and add to it as you learn new words.

_____ ambition _____ full-blown _____ restore
 _____ equal _____ grace _____ splendid
 _____ fascination _____ immense
 _____ force _____ lusty

Read

Reading 1: Youth, Day, Old Age and Night

Youth, large, **lusty**, loving—youth full of **grace**, **force**, **fascination**,
 Do you know that Old Age may come after you with **equal grace**,
force, **fascination**?
 Day **full-blown** and **splendid**—day of the **immense** sun, **action**,
ambition, **laughter**,
 The Night follows close with millions of suns, and **sleep** and
restoring darkness.

—from *Leaves of Grass*, by Walt Whitman

After You Read

At 20 years of age the
 will reigns; at 30 the
 wit; at 40 the judgment.

—BENJAMIN FRANKLIN

1. What are some of the words Whitman uses to describe youth?
2. Why do you think Whitman compares youth to the day, and old age to night?
3. According to Whitman, how are youth and old age different? How might they be similar?
4. Do you like this poem? Why or why not?
5. In your opinion, what are the advantages—or good things—of youth? What are the advantages of old age?

ACADEMIC POWER STRATEGY



Make a binder for each of your classes to organize your materials effectively. In each of your classes, you will receive a variety of printed materials: syllabuses, course descriptions and schedules, bibliographies, worksheets, copies of reading materials, and other kinds of handouts given to you by your instructor. In addition, you will probably be taking notes in class. If you keep your notes and handouts in different places, it will be easy to lose them or to forget them before coming to class. By keeping them all together in a binder, all you have to remember is to bring the binder to class. If you keep all of your materials in one binder, you will be more organized.

(continued on next page)