

博采英语

TAPESTRY

阅读 3

Reading

REBECCA L. OXFORD

Series Editor

M. E. SOKOLIK

Reading Editor

LINDA ROBINSON FELLAG

Author



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LEARNING

美国汤姆森学习出版集团

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.

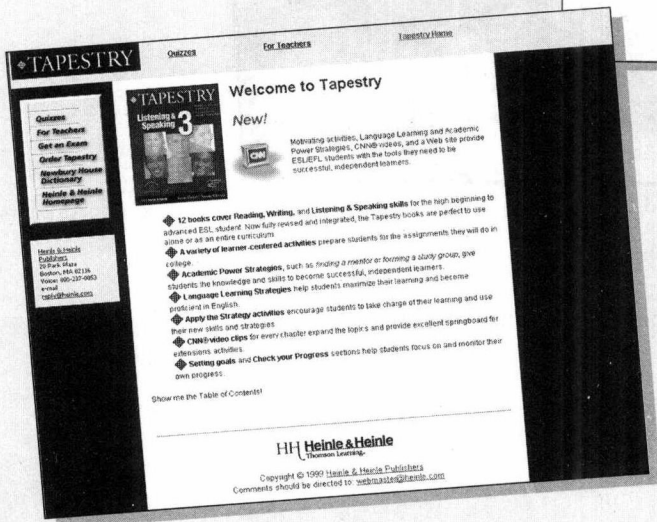
CHECK YOUR PROGRESS

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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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*)。

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

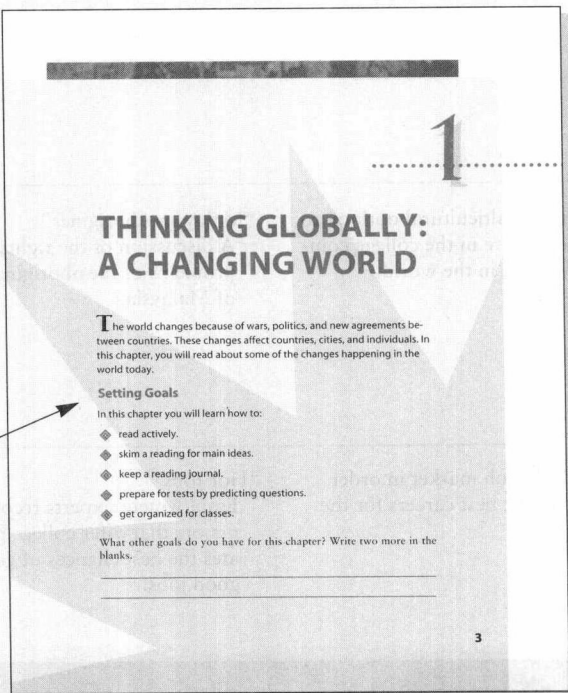
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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*

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?"
3. 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 22 million black people and 6 million whites, no black person had a voice.
4. 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

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 is 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.

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 his fight for **black equality**.
8. As white rule came to an end, many feared that blacks would repeat the cruelties of apartheid. But President Mandela's deal. People who had protected themselves from punishment for apartheid were given the right to 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:

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

Keept 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: _____

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 Rogoy

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.
—LUCRETIUS (95–55 B.C.E.)
DE RERUM NATURE

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 3: Contents

CHAPTER	READING SKILLS FOCUS	 LANGUAGE LEARNING STRATEGIES
1 A Campus of Readers Page 2 	Expressing main ideas in readings Asking questions to focus your reading	Express the main ideas in readings to others in order to determine whether you have understood the most important idea. Ask questions before you read in order to focus your reading.
2 The Road Ahead Page 22 	Carrying a small notebook to record vocabulary Identifying a writer's audience and purpose Paying attention to how an author uses figurative language	Identify a writer's audience and purpose so that you can better understand why a writer includes certain information and presents it in a certain way. Pay attention to how an author uses figurative language to express important ideas by creating a mental image in a reader's mind.
3 Tales of the Sea Page 40 	Building up your reading rate in order to handle a heavy academic reading load Synthesizing material from different sources	Build up your reading rate in order to handle a heavy academic reading load. Synthesize ideas from different sources in order to evaluate subjects and draw conclusions supported by different events and viewpoints.
4 Is Your Food Safe? Page 64 	Utilizing visual features in readings Reviewing the meanings of common word parts	Utilize visual features in a reading as they identify, repeat, or summarize important information. Review the meanings of common word parts such as prefixes, suffixes, and roots in order to increase your vocabulary.
5 The Gender-Role Revolution Page 92 	Identifying causes and effects in readings Recognizing and using bibliographic citations Creating graphic organizers to help you visualize ideas in a reading	Learn to identify causes and effects in readings to better understand the relationships between main ideas. Create a graphic organizer to help you visualize and remember important ideas and how they relate to each other in a reading.



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

READING OPPORTUNITIES

Set your own goals in order to break down what may seem like an impossible learning task into smaller, more manageable parts.

“Adult Illiteracy”
English learners depict the challenges and benefits of learning to read and write as adults.

Reading 1: a textbook excerpt about how reading for pleasure differs from reading for learning
Reading 2: a quiz about the reading process
Reading 3: a list of tips for reading college textbooks

Carry a small notebook to record vocabulary that you learn throughout the day, both inside and outside the class.

“Wireless Trends”
Experts demonstrate a range of new products that use wireless technology, from hand-held computers to eye recognition software.

Reading 1: an excerpt from a book by Bill Gates about the future of communication technology
Reading 2: an article about how the Internet works and tips for using it wisely
Reading 3: an essay about how cyber-games may distort the player’s sense of reality

Create a study schedule in order to handle a heavy academic load.

“Dog at Sea”
A dog endures the challenges of the sea after he is left alone aboard his owners’ motorboat.

Reading 1: a story of a young woman’s survival at sea after an airplane crash
Reading 2: an article describing the events leading up to the sinking of the Titanic
Reading 3: a continuation of the article, describing the desperate last hours of the Titanic

Use government online and print resources as an easy, free source of information for college research and personal use.

“Anatomy of a Breakout”
Members of a community suffer food poisoning after they eat tainted food at a church dinner.

Reading 1: an excerpt from a college textbook about food safety
Reading 2: a quiz to determine the food safety level of your kitchen
Reading 3: an article examining the safety of food sold from street vendors’ carts

Recognize and use bibliographic citations in order to find and cite information.

“Working Women”
A discussion of the differences in women’s working conditions across the globe.

Reading 1: an essay exploring traditional gender-based roles and behavior
Reading 2: an essay examining the changing roles of men and women in society and relationships
Reading 3: a chart comparing earnings of men and women of different ethnic groups
Reading 4: an excerpt from a textbook presenting facts about women attending colleges and universities

CHAPTER**READING SKILLS
FOCUS****LANGUAGE LEARNING
STRATEGIES**
6 Media and Culture
 Page 114

Deciding in advance how you want to participate in class discussions of readings
 Distinguishing fact from opinion in readings
 Grouping words into similar domains (fields) to remember new vocabulary

Group words into similar domains, or fields, in order to effectively remember new vocabulary.

Distinguish fact from opinion in readings and speech in order to make clearer judgments about the information you receive.


7 Affluenza
 Page 136

Drawing inferences from reading
 Evaluating different viewpoints on a common subject

Draw inferences, or conclusions, from your reading to fully understand a writer's meaning.

Evaluate different viewpoints and ideas on a common subject to become a critical reader.


8 Ancient Americans
 Page 158

Creating time lines to help you recall dates and events in readings
 Distinguishing main ideas from supporting ideas in readings

Create time lines to help you to recall important dates and events after you read a historical text.

Distinguish main ideas from supporting ideas to recognize what's most important in what you read.


9 Ethnic Identity
 Page 180

Recognizing classification words
 Paying attention to how an author uses pronouns

Recognize the way that certain words help organize or classify important ideas, things, or people.

Pay attention to how an author uses pronouns—this can help you detect the author's purpose.


10 The Job Puzzle
 Page 202

Annotating, or marking, texts
 Recognizing generalizations and examples

Annotate, or mark, texts to highlight important ideas that will be useful for further study.

Recognize how generalizations and examples are used in readings, and use them in similar ways to enhance your own writing.


Appendix

Page 226

Skills Index

Page 231



**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**READING
OPPORTUNITIES**

Decide in advance how you want to participate in class discussions.

“Violent Teens”
American teenagers and adults explore the factors that cause teen violence.

Reading 1: an essay describing the conflict in the United States over mass media content and control
Reading 2: an excerpt from a textbook about how the media often portrays crime inaccurately
Reading 3: the ratings lists for movies and TV in the United States
Reading 4: a newspaper report about recent international films shown at the Cannes Film Festival

Communicate with your professors regularly in order to discuss your academic progress and obtain extra help.

“Consumer Credit”
A couple manages their debts with assistance from a consumer help organization.

Reading 1: an article about the growing anti-consumer movement in the United States
Reading 2: an article examining the effect of economic growth on personal happiness
Reading 3: an article about the myth of the American Dream

Practice peer testing to prepare yourself and a study partner for examinations.

“Thanksgiving”
Native Americans protest Thanksgiving celebrations in the United States.

Reading 1: an excerpt from a textbook exploring how the earliest migrants came to America
Reading 2: an excerpt from a textbook describing changes that took place in the way of life of ancient Americans
Reading 3: an excerpt from a textbook explaining how trading networks developed among ancient American cultures
Reading 4: an excerpt from a textbook describing the way several native American cultures buried their dead

Cultivate a multicultural outlook to help you thrive in the college community—and in the world.

“Malaysia Aborigines”
A discussion of the rights and problems of the aboriginal people of Malaysia.

Reading 1: an essay about the factors that bind ethnic groups and support ethnic identity
Reading 2: an essay about identifying ethnic groups
Reading 3: an excerpt from a textbook about the tensions that arise when sub-nationalities exist within nations
Reading 4: an article which describes the stages of developing a multicultural worldview

Research the job market in order to predict the best careers for the future.

“Hot Jobs”
Employment experts recommend majors that offer college graduates the best chances of getting good jobs.

Reading 1: an article about factors to consider when choosing a career
Reading 2: an article predicting the future job market
Reading 3: an article describing careers in the field of computers

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TAPESTRY

博采英语

阅读

(第三册)

3

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F243/00

Reading

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Linda Robinson Fellag



清华大学出版社

THOMSON
LEARNING

美国汤姆森学习出版集团



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

- How do you feel about reading in English?
- What makes you feel this way?
- Why is reading important?

A CAMPUS OF READERS

The ability to read college-level material is critical to your academic future. Indeed, educators estimate that 70 percent of your college success depends on how effectively you read. Chapter 1 presents some specific ideas to help you meet this challenge.

Setting Goals

In this chapter you will learn how to:

- ◆ set your own learning goals.
- ◆ express main ideas in readings.
- ◆ ask questions to focus your reading.

ACADEMIC POWER STRATEGY



Apply the Strategy

Set *your own* goals in order to break down what may seem like an impossible learning task into smaller, more manageable parts. College-level learning requires you to set goals at many points—as you embark on a particular major, as you start a new course, as you manage an assignment, and as you begin to build the skills to succeed in your learning. Goals can concern learning English, becoming a better learner, and dealing more effectively with academic situations. You should set goals as you begin this course.

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

Getting Started

The writers in this chapter focus on three topics related to college reading. Look at the titles of the readings and answer the questions that follow.

Readings:

“Reading for Pleasure Versus Reading for Learning”

“What Do You Know about the Reading Process?”

“Ten Tips for Reading College Textbooks”

1. How do you think reading for pleasure differs from reading for learning?

2. What do you already know about how a person reads?

3. What good rules do you follow when you read a college textbook?

'Tis the good reader that
makes the good book.

—RALPH WALDO EMERSON

4. Preview the photos and illustrations in this chapter. What do these tell you about the topics of the readings?

Getting Ready to Read

A. Describe what you generally read. On the left side of the following chart, check the types of reading you do. Then talk to a classmate about the kind of reading he or she does and fill out the right side.

I Read	My Classmate Reads
_____ cookbooks	_____ cookbooks
_____ newspapers	_____ newspapers
_____ magazines	_____ magazines
_____ action-adventure stories	_____ action-adventure stories
_____ sports articles	_____ sports articles
_____ romance novels	_____ romance novels
_____ business letters	_____ business letters
_____ textbooks	_____ textbooks
_____ instruction manuals	_____ instruction manuals
(other) _____	(other) _____
(other) _____	(other) _____

B. Review the types of reading listed in **Part A**. Mark each type of reading as P (pleasure) or L (learning). Compare your answers with a classmate.

C. Predicting Ideas: Reading 1 discusses the differences in the way you read for *pleasure* and for *learning*. Think about how your reading behavior *changes* when you read for *pleasure* or for *learning*. With a classmate, brainstorm some of the activities you do when you read for these two different purposes. One example of typical reading behavior when a person reads for pleasure is provided.

WHEN I READ FOR PLEASURE . . .

I sometimes skip parts of the reading.

WHEN I READ FOR LEARNING . . .

Vocabulary Check

The following words and phrases appear in the reading, "Reading for Pleasure Versus Reading for Learning." How many are familiar

to you? Check them. Look up new words in a dictionary. Discuss the words with your classmates.

- | | |
|-------------------------|---------------------|
| _____ retain | _____ cumulative |
| _____ long-term memory | _____ opt |
| _____ notion | _____ troublesome |
| _____ short-term memory | _____ extracting |
| _____ retention | _____ contemplating |
| _____ cramming | _____ dawdle |
| _____ postponement | |

Read

Look over the ways that you predicted reading behavior changes when you read for pleasure versus reading for learning. As you read, confirm whether your predictions were accurate.

Reading 1: Reading for Pleasure Versus Reading for Learning

- Maybe you already think you read pretty well. After all, you've been doing it for most of your life.
 - Or maybe you don't feel comfortable about reading. You prefer television to print. Or you think you get information better when someone tells it to you. Or you find English a hard language to follow.
 - Whatever your skills, *there are techniques to improve your reading abilities so that you can better handle subjects at the level of higher education.* Some of them I'll describe in this chapter. If you don't find what you need here (for example, you feel you need help in reading English as a second language), you can get assistance through your college's learning center or lab.
- Two Types of Reading**
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- Reading is principally of two types—for pleasure and for learning:
 - For pleasure: You can read action-adventure, romances, sports, and similar material just one time, for amusement. This is the kind of material that appears in many novels, magazines, and newspapers. You don't have to read it carefully, unless you want to.
 - For learning: Most of the other kind of reading you do is for learning of some sort, because you *have* to understand it and perhaps **retain** it. For instance, you certainly have to pay close attention when you're reading a cookbook or instructions on how to fix a car.
 - Reading for learning is something you will have to do all your life, **whether** it's studying to get a driver's license or finding out how much medicine to give an infant. Indeed, what many managers and administrators are doing all day, when they read reports, letters, and memos, is reading to learn.
 - But here's a difference between those kinds of reading for learning and reading textbooks: *In higher education, you'll often have to read the same material more than once.* The reason, of course, is that in higher education, you