

博采英语

TAPESTRY

写作

Writing

2

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博采英语

写作 2

(第二册)

RA006/01

Writing



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00168646



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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——写作》教材以培养和提高学生的写作能力为核心,设计了多种多样的活动,使学生在写作实践过程中,听、说、读等语言能力得到综合运用,并能锻炼与增强科研、社交等多方面的能力。本套教材共 4 册,第二册难度逐渐加强,写作题目开始时仍以学生身边的事物为主,逐步转向对一般事物的描述与评论。形式也从段落过渡到篇章。

TAPESTRY Writing 2/Meredith Pike-Baky Laurie Blass

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北京市版权局著作权合同登记号:图字:01-2001-1336

书 名:博采英语——写作(2)

作 者:Meredith Pike-Baky Laurie Blass

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:北京市广益印刷厂

发行者:新华书店总店北京发行所

开 本:787×960 1/16 印张:15.5 插页:1

版 次:2001 年 6 月第 1 版 2001 年 6 月第 1 次印刷

书 号:ISBN 7-302-04346-9/H·354

印 数:0001~6000

定 价:24.00 元

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

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◆ 配有与教学内容相关的CNN节目录像材料

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◆ 《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

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◆ 《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



Tapestry Writing 2: Contents

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WRITING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

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I'll Never Forget . . .
Page 2

Narrating an unforgettable event from your past
Using graphic organizers to generate and organize ideas
Learning to use a thesaurus

Use graphic organizers to help you generate and organize ideas.

Learn to use a thesaurus to expand your word choice.

2

Personal Heroes
Page 30

Describing a person you admire
Practicing learning vocabulary in "chunks"
Learning specific language for an assignment

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Learn specific language for an assignment to make your writing precise.

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My Name Is . . .
Page 54

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Use capital letters correctly when writing.

Read as much as you can to improve your writing.

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Learn stems and affixes to expand your vocabulary for writing.

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CHAPTER

WRITING SKILLS FOCUS



LANGUAGE LEARNING STRATEGIES

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When you read, look for words and expres-
sions that you can use in your writing.

Study how other writers organize ideas.

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Evaluating and summarizing movies
Studying noun suffixes to expand your writ-
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Taking notes to prepare for a writing
assignment
Reading an English-language newspaper or
magazine at least once a week to improve
your writing

Identify your learning goals before you begin
a new lesson.

Read an English-language newspaper or
magazine at least once a week to make
your writing more fluent.

9 Highlights of the Twentieth Century Page 190

Describing and evaluating an important per-
son or event
Filling in a chart as you brainstorm for ideas
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Using a variety of sources for supporting
information

Use a variety of sources when you need
facts, examples, details, or statistics to sup-
port your ideas in writing.

Fill in a chart as you brainstorm for ideas
for your writing.

10 Looking Forward Page 212

Predicting a technological product or service
of the future
Identifying main ideas for reading and writing
Creating an outline to organize your ideas be-
fore you begin writing

Identify the main idea of a reading passage.

Create an outline to organize your ideas be-
fore you begin writing.

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

Read essay questions carefully before beginning an essay test. As you think of ideas and examples you will want to include in your essay, jot these down on a piece of scrap paper or on the back of the test so that you can remember what you want to include in your essay. This will also help you to keep your mind clear of details and to focus on the larger ideas you want to communicate in your essay.

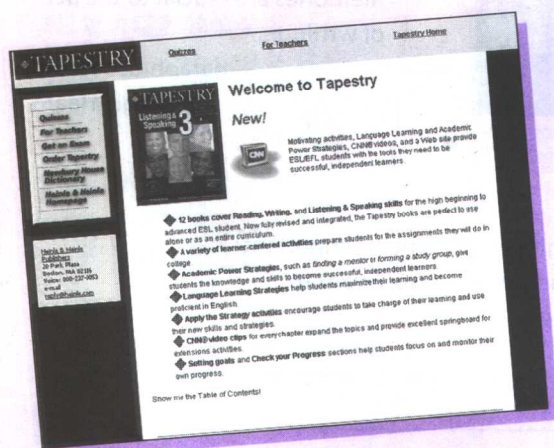
CHECK YOUR PROGRESS

On a scale of 1 to 5, rate how well you have mastered the goals set at the beginning of the chapter:

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | reflect on what you already know about a topic. |
| 1 | 2 | 3 | 4 | 5 | discover resources on campus and in your community to help you with research. |
| 1 | 2 | 3 | 4 | 5 | get and give feedback on writing. |
| 1 | 2 | 3 | 4 | 5 | avoid sentence fragments. |
| 1 | 2 | 3 | 4 | 5 | (your own goal) _____ |
| 1 | 2 | 3 | 4 | 5 | (your own goal) _____ |

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

- visit the *Tapestry* web site for additional practice.
- ask your instructor for extra help.
- review the sections of the chapter that you found difficult.
- work with a partner or study group to further your progress.

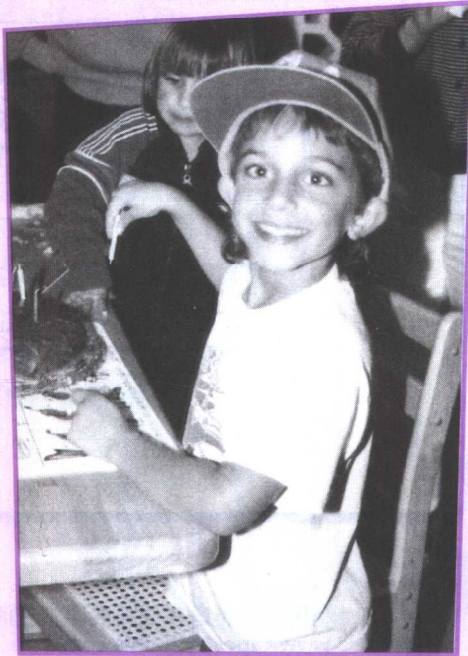


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- 还有……

◆ 若要开设系统完整的英语课程，请配合使用《博采英语——阅读》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*)。



Memories are crucial to the act
of writing.

—paraphrased from
Georgia Heard

Read the quotation. According to Heard, what is important
in writing? Which of your memories do you want to
write about? Write your answers here:

I'LL NEVER FORGET . . .

Writing about yourself and your experiences is a common starting point for writers. Some begin by writing about their everyday activities, their feelings, and their hopes and dreams. Other writers begin with their past and with the people and events they can't forget. In this chapter, you're going to write about an unforgettable memory.

Setting Goals

In this chapter, you will practice narrating an event. Specifically, you will write about an unforgettable event from your past. In order to do this, you will:

- ◆ find a place where you do your best work.
- ◆ use past tense verbs correctly.
- ◆ use graphic organizers to generate and organize ideas.
- ◆ learn to use a thesaurus to expand your word choice.

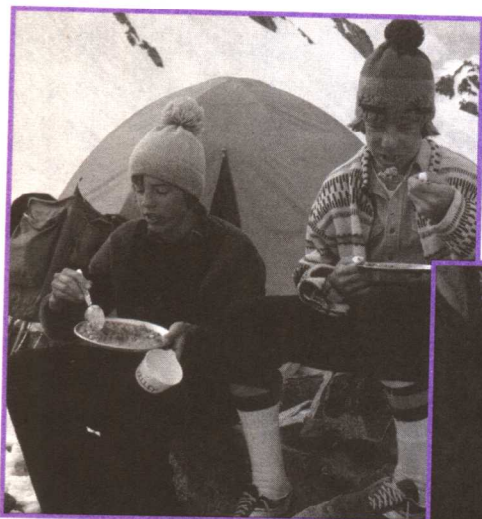
What additional goals do you have for this chapter? Write them here:

Getting Started

With a partner, talk about some unforgettable events from your past. What happened? Why do you remember these events?

MEETING THE TOPIC

Look at the photos of unforgettable events from the pasts of several student writers. Describe what you think is happening.



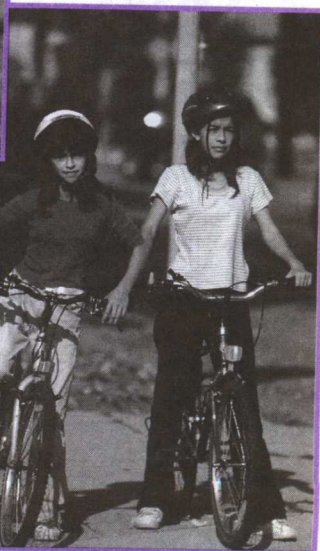
A.



B.



C.



E.



D.

Eleanor Roosevelt had an exceptionally good memory. She said her memory was good because she ate three cloves of garlic every day.

- A. _____

- B. _____

- C. _____

- D. _____

- E. _____

Give and get information about the photos. Work with a classmate to describe the events in these photos. You may be able to describe one photo several ways. Use the following chart and add more descriptions if you can.

| DESCRIPTION | PHOTO A | PHOTO B | PHOTO C | PHOTO D | PHOTO E |
|-------------------------|---------|-------------|---------|---------|---------|
| scary | _____ | _____✓_____ | _____ | _____ | _____ |
| funny | _____ | _____ | _____ | _____ | _____ |
| happy | _____ | _____ | _____ | _____ | _____ |
| first time | _____ | _____✓_____ | _____ | _____ | _____ |
| an event from childhood | _____ | _____✓_____ | _____ | _____ | _____ |
| an unusual incident | _____ | _____ | _____ | _____ | _____ |
| a common incident | _____ | _____✓_____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

Freewrite

You've had a chance to look, listen, and talk. Now put your ideas in writing. Write about one event from your past. Include everything you remember about the incident. Write notes or sentences, or make a list. Write as quickly as you can. Don't worry about grammar or spelling; just get your ideas on paper. You will expand this writing as you move through the activities in this chapter.



© CNN

The authors of *Live and Be Well* recommend writing about your past experiences to improve your memory.

TUNING IN: "Hollywood Manicurist"

Beatrice Kaye is retired now, but fifty years ago she polished the nails of movie stars for MGM Studios in Hollywood. In the video, she describes this unforgettable period of her life. Read the questions and keep them in mind when you watch the video. Then go back and answer the questions. You may want to watch the video several times.

1. What was Beatrice Kaye's job?
 - a. She was a movie star costume designer.
 - b. She was a movie star hairdresser.
 - c. She was a barbershop manicurist.
2. What does the report say that Beatrice did?
 - a. "Shop and shape."
 - b. "Shape, shine, and keep a secret."
 - c. "Shine and sell."
3. Which movie star is **not** mentioned in the video?
 - a. Clark Gable
 - b. Lana Turner
 - c. Katherine Hepburn
 - d. Nicole Kidman
 - e. Madonna
 - f. Spencer Tracy
4. Beatrice says she learned a lot about people by looking at their hands. What did she **not** say she learned about?
 - a. jobs
 - b. marriages
 - c. children
5. Why will Beatrice never forget this period of her life?
 - a. She earned lots of money.
 - b. She worked with movie stars she admired.
 - c. She decided to study acting.

ACADEMIC POWER STRATEGY



Find the place where you do your best work. If you know where you do your best work, you can save time and learn more effectively. Some students study best in quiet places like libraries or their rooms. Other students find it easier to concentrate in noisy places like coffee shops or student lounges. Think about the place where you do your best work.

Apply the Strategy

What do you need in order to study well? First check whether the features in Column 1 are important or unimportant. Then circle your preference in Column 2. Mark the descriptions that are right for you. Add information if you like. Discuss your answers with a partner.

WHERE DO YOU DO YOUR BEST WORK?

| | COLUMN 1 | | COLUMN 2 | |
|------------------------|-----------|---------------|---------------------------|------------------|
| | IMPORTANT | NOT IMPORTANT | THE SPACE SHOULD BE/HAVE: | |
| 1. Noise Level | _____ | _____ | loud | quiet |
| 2. Table Space | _____ | _____ | big tables | individual desks |
| 3. View | _____ | _____ | lots of windows | no windows |
| 4. Access to Resources | _____ | _____ | books, computers | both neither |
| 5. Location | _____ | _____ | near my home | far from my home |
| 6. Food/Drink | _____ | _____ | food, drink | both neither |
| 7. Other: _____ | _____ | _____ | | |

I do my best work in this place: _____

EXPANDING YOUR LANGUAGE

.....

Vocabulary Check

In each chapter of this book you will learn vocabulary to help you complete each writing assignment. Keep a separate notebook for vocabulary and expressions you want to remember and review regularly. This is your Vocabulary Log. Study these words and expressions people use when writing about memories. These terms come from the readings in this chapter. You will find them useful when you get ready to write. Check the words you already know. Find definitions for words that are new. Add new words to your Vocabulary Log.

| | |
|---------------------|---------------------|
| _____ autobiography | _____ to magnify |
| _____ event | _____ to recall |
| _____ incident | _____ to remember |
| _____ memoir | _____ unforgettable |
| _____ memorable | _____ used to be |
| _____ past | |

Vocabulary Tip

Synonyms

Synonyms are different words that have the same (or a similar) meaning. Using synonyms helps you vary the words in your writing to make it more interesting. The following words are useful when writing about memories. Match the words on the left with their synonyms on the right.

| | |
|-----------|---------------|
| common | remember |
| collect | unforgettable |
| imagine | enlarge |
| favorite | pretend |
| memorable | reveal |
| recall | best-loved |
| magnify | usual |
| incident | event |
| show | gather |



Vocabulary Building

Answer the following questions by writing about your experiences.

1. Many children play **imaginary** games. What did you **pretend** to do or be when you were young?

2. What was your **favorite** food when you were a child?

3. Think about an **event** from your past when you learned something very important. What did the lesson from this incident **reveal** about life or the world?

4. A **common** way to **remember** past events is to review old photos. Describe a **memorable** photo from your past.

5. Describe your **best-loved** teacher.

Grammar You Can Use: Past and Past Habitual Verb Tenses

When writing about events that have already occurred, the verbs are usually in the simple past tense (*play* → *played*) or past habitual (*play* → *used to play*). Use the simple past tense for a completed action or actions:

I **played** on a soccer team in 1998.

Use the past habitual for a past action that occurred over a long time:

I **used to play** volleyball after school every day.

For regular verbs, form the past tense by adding *-ed* (*play* → *played*), adding *-d* (*receive* → *received*), or changing the *y* to *i* and adding *-ed* (*study* → *studied*).

For irregular verbs, memorize the past tense forms. Begin by reviewing the common irregular verbs in the following list. Put an asterisk (*) by the verbs you still need to memorize.

| COMMON IRREGULAR PAST TENSE VERB FORMS | |
|--|-----------------------|
| be/was | run/ran |
| become/became | say/said |
| fall/fell | see/saw |
| feel/felt | speak/spoke |
| get/got | stand/stood |
| go/went | take/took |
| have/had | tell/told |
| hear/heard | think/thought |
| know/knew | understand/understood |
| read/read | write/wrote |