

博采英语

TAPESTRY

写作 3

Writing

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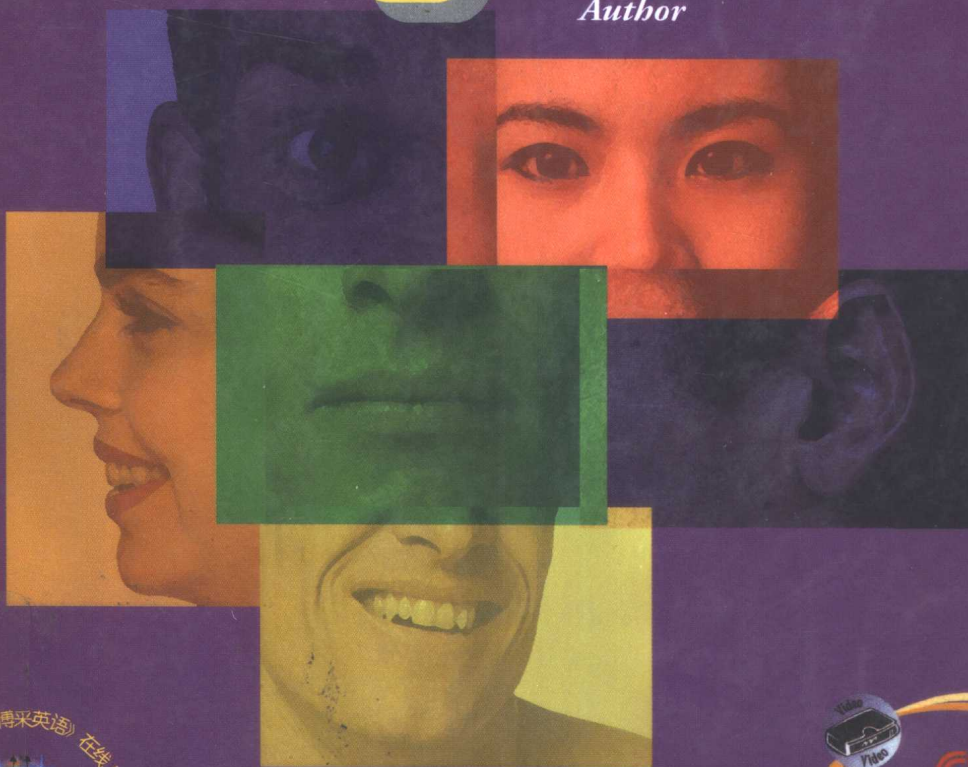
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TAPESTRY

博采英语

写作 3

(第三册)

RA066/02

Writing

Marie Hutchison Weidauer



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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,第三册注重训练文章段落发展的连贯性及增强文章说服力,体裁以论说文为主,记叙文为辅,增加了摘要写作。

TAPESTRY Writing 3/Marie Hutchison Weidauer

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出版前言

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“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**

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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：**

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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



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Avoiding wordiness in your writing

Try to avoid using more words in your writ-
ing than are necessary to convey your
meaning clearly.

Watch out for new errors that you create
while you are editing.

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.

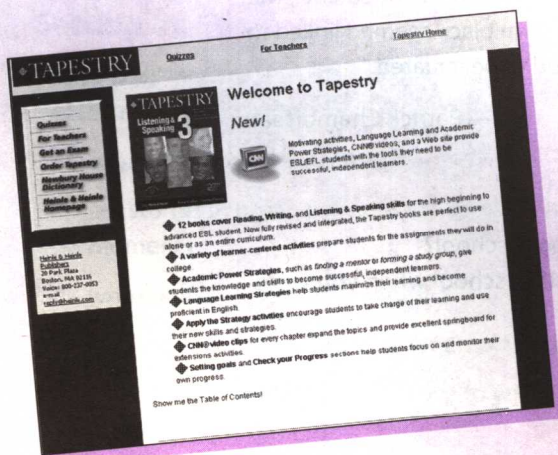
CHECK YOUR PROGRESS

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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- 在线测验
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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*)。



"This ability to capture pieces of the world seemed to come from school. No one had confirmed this, but the chalk, the satchel, the morning departure toward this unknown place seemed linked to a ritual of power into which he longed to be initiated."

—Patrick Chamoiseau

Have you ever felt this way about school?
Did you look forward to starting school when you were
a child? If so, why? If not, why not?

YEARNING TO LEARN

As a college or university student, you will have many opportunities to learn about a wide variety of areas. In this chapter, you will reflect on one thing you “yearn to learn” and why.

Setting Goals

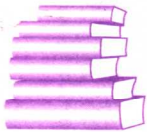
In this chapter, you will write about something that you yearn to learn. In order to accomplish this, you will learn how to:

- ◆ use an ESL learner’s dictionary.
- ◆ tell stories in order, using conversation to emphasize important moments.
- ◆ write unified English paragraphs.
- ◆ budget your time effectively when writing an essay.
- ◆ predict your audience’s reactions to your writing.

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

Getting Started

LANGUAGE LEARNING STRATEGY



Use an ESL learner's dictionary. The definitions in this kind of dictionary are simpler to understand, and grammatical information is generally given too. The words you look up are often used in sample sentences, so you can see how to use the words yourself.

Apply the Strategy

Use an ESL learner's dictionary recommended by your instructor. Make a habit of using it when you read and write.

With a couple of classmates, look up these two words in an ESL dictionary and write their definitions below:

yearn: _____

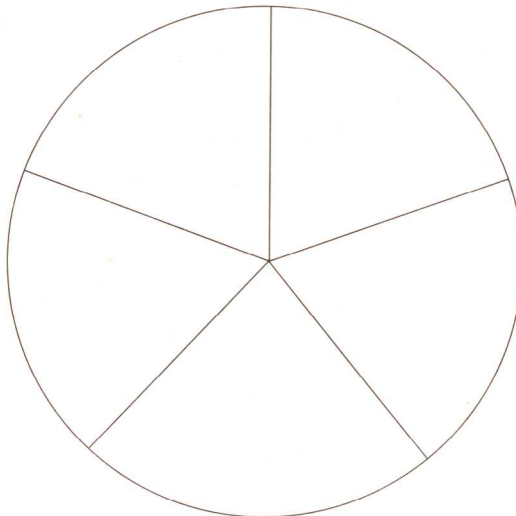
learn: _____

Giving and Getting Information

What is important
is to keep learning,
to enjoy challenge,
to tolerate ambiguity.
In the end, there are
no certain answers.

—MARTINA HORNER

Now brainstorm some things that you would really like to learn about in the next few years. Write each one on a slice of the pie below.



Freewrite



© CNN

Spend about 5 minutes writing about one thing you yearn to learn in college or at the university. Use this as an opportunity to think of ideas, not to worry about grammar.

TUNING IN: "Minority Science Whizzes"

You will view a video called "Minority Science Whizzes." It will show you examples of some young people who yearn to learn so much that they go to school on their summer vacations.

Vocabulary Look over the vocabulary and definitions below, then view the video once to get an idea of its organization and general contents.

prestigious (adj.): highly valued.

unique (adj.): one of a kind.

youths (n.): young people, usually teenagers.

minority (n., adj.): belonging to a group other than the largest.

expose (v.): show, make available.

Comprehension Now preview the questions below. Then view the video once or twice more, listening for answers to the questions.

1. Describe the group of students who take part in the program.
2. How long is the program?
3. What kind of school runs the program?
4. Name some of the subjects that the young people are studying.
5. Fill in the blank: There are very few minorities with Ph.D.s in _____, chemistry, or physics.
6. Based on Salim's examples, what does *perseverance* mean?

Short Writing The young people in this video are clearly excited to be learning. Write a paragraph explaining how we know this.

EXPAND YOUR LANGUAGE

Vocabulary Check

The following words may be useful in reading and writing about what you want to learn. Place a check mark next to the ones you

already know. Use a dictionary to find the meanings of the others, and add them to a Vocabulary Log. Use a small notebook to create a Vocabulary Log. In your log, write useful words, their definitions, and a sample sentence if you like. Keep adding to this log each time you complete vocabulary exercises in future chapters.

_____ expertise	_____ mocking
_____ gravity	_____ predicament
_____ appalled	_____ proliferate
_____ accustomed	_____ genocide
_____ diminished	_____ devoid
_____ painstakingly	_____ resplendent
_____ decipherable	_____ confirmed
_____ inspired	_____ linked
_____ intangible	_____ ritual
_____ decode	_____ initiated
_____ bewilderment	

Vocabulary Building

Look at the context in the reading for each word below, then match it with its definition.

_____ 1. expertise	a. routine
_____ 2. gravity	b. unable to be identified clearly
_____ 3. appalled	c. shocked, terribly surprised
_____ 4. diminished	d. connected
_____ 5. inspired	e. seriousness
_____ 6. intangible	f. increase greatly
_____ 7. decode	g. decreased
_____ 8. predicament	h. great knowledge or skill
_____ 9. proliferate	i. caused, motivated
_____ 10. to confirm	j. understand, translate
_____ 11. linked	k. introduced
_____ 12. ritual	l. to prove, to agree
_____ 13. initiated	m. difficulty

READING FOR WRITING

Getting Ready to Read

Probably all three- and four-year-old children “write” with pens, pencils, crayons, or chalk on paper, walls, or sidewalks. Where do they get the idea to do this? What are they trying to accomplish?

Learning is not attained
by chance; it must be
sought for with ardor
and attended to with
diligence.

—ABIGAIL ADAMS



Read

The following reading is from *School Days* by Patrick Chamoiseau, a writer who was born in 1953 in Martinique. This excerpt focuses on a little boy's interactions with his mother (Mam Ninotte) and his brothers and sisters. In it, Chamoiseau sometimes writes the dialogue as the English might be pronounced by Creole speakers in the French Caribbean. Can you guess what these words (underlined> are in standard English?

Reading: From *School Days*

by Patrick Chamoiseau

- 1 My brothers and sisters O! I have something to tell you: the little black boy made the mistake of begging for school. . . .
- 2 One day, he explained to Mam Ninotte that he wanted to go with the Big Kids.
- 3 “Scuse me?”
- 4 “To go.”
- 5 “Where to?” inquired Mam Ninotte uneasily.

6 "To go."

7 "To go in which direction, h'm? I'm too old for riddles,"¹ said Mam Ninotte impatiently. (Actually, she dreaded becoming entangled in one of those strings of questions he could reel off² with maddening **expertise**.)

8 "I want to go with the Big Kids to where they go . . ."

9 "Do you know where they go, h'm?"

10 "I want to go."

11 "Don't worry, no fear, you'll go . . ."

12 "Go where?" he asked quickly, hoping to find out at last.

13 Then, with the utmost **gravity**, and with a strict look in her eye (plus something like a gleam of hope), Mam Ninotte whispered in his ear, "To school." . . .

14 Mam Ninotte, her nerves at the snapping point, finally bought him his very own bag (or more precisely, as he would learn later on, a school satchel.) . . . By opening his satchel and fiddling with its contents, he made some discoveries. The chalk showed up nicely on the blackness of the slate.

15 He drew a line.

16 Then two.

17 Then a thousand circles.

18 Then a bunch of scribbles.³

19 When both sides were covered he learned how to erase them. With his hand. His elbow. His shoulders. . . . Jojo, **appalled** to find him erasing his slate with his hair, taught him the secret of the sponge. The age of petroglyphs⁴ dawned. Having accidentally discovered how beautifully the apartment walls lent themselves to the magic of chalk, he soon covered them with it. Mam Ninotte, **accustomed** though she was to devastations, flew right off the handle.⁵ She chased him around and around, wondering aloud what she could possibly have done to the Goodlord to deserve this.

20 The age of petroglyphs in no way **diminished** the little black boy's longing for school. On the contrary. The Big Kids sometimes snatched away his chalk and **painstakingly** inscribed somefin' on a wall out of the hall. And this somefin' seemed **decipherable**. It could be *said*. His own scribbblings **inspired** sounds, feelings, sensations that he expressed however he pleased but always differently:

¹ **riddles**: word plays

² **reel off**: list quickly by memory

³ **scribbles**: unreadable marks, pretend writing

⁴ **petroglyphs**: writings on rock

⁵ **flew right off the handle**: became suddenly very angry

their interpretation depended on his mood and the ambiance of the moment. The marks the Big Kids made, however, seemed to contain some **intangible** meaning, which any Big Kid could **decode** at any time, whereas they scrunched up their faces in **bewilderment** at their little brother's scrawls. This mystery of meaning deepened quickly and very nearly took a tragic turn. Here's how . . .

- 21 Jojo the Math Whiz had picked up this same penchant⁶ for decorating the hallway. Chalk in hand, he'd join the scribbler out in the corridor. . . . Jojo carefully wrote out something-or-other right under his little brother's nose.
- 22 "Guess whazzat . . ."
- 23 "Whazzat?"
- 24 "That there is your first name . . . an' you're inside it!" he revealed, with a wizard's **mocking** grin.
- 25 *Wo yoyoy! . . .* Jojo the Math Whiz had just plunged the little boy into a fine **predicament**: he saw himself there, captured whole within a chalk mark. *Which meant he could be erased from the world! . . .* He began to copy out his first name a thousand times, in order to **proliferate** and avoid a **genocide**. Copying was hard. And slow. Frowning with concentration he had to keep his mind in the same spot. His hand found itself stumbling over those closed shapes that twisted in on themselves, **devoid** of dash or energy. The movements lacked all majesty. But, since they concerned him so closely, these forms—bit by little bit—began to swell with meaning, to seem more powerful than the lightning strokes he'd tossed off hitherto⁷. . .
- 26 Discovery: he held the chalk with his entire hand (either one), like a dagger.⁸ The one hand turned out to be more skillful than the other. Then, it became clear that holding the chalk with the tips of certain fingers was easiest of all. *Mama-Mama-Mama!*
- 27 So he took to trapping scraps of reality inside his chalk marks. He began begging to have people write out first names, then words he supplied, then noises he made. He wanted signs for dogs, cats, cars, noses, eyes, ears. You'd think he might have stopped there. But, always given to extremes,⁹ he demanded of whoever passed through the hallway that they mark down the whole universe in one go.¹⁰ The first person waylaid was Paul,

⁶**penchant**: tendency, habit

⁷**hitherto**: until now (archaic language)

⁸**dagger**: a large, knife used for killing

⁹**given to extremes**: often strongly emotional

¹⁰**in one go**: all at one time

who wasn't one to rack his brains. The second was Mam Ninotte, who asked him testily to get out from underfoot. The third, **re-splendent** in his mailman's uniform, was the Papa, who quickened his pace and seemed not to hear. . . .

28 This ability to capture pieces of the world seemed to come from school. No one had **confirmed** this, but the chalk, the satchel, the morning departure toward this unknown place seemed **linked** to a **ritual** of power into which he longed to be **initiated**. And so, each and every day, he clamored¹¹ to go to school. *Clamored* is a weak word. Let's say he plagued Mam Ninotte's existence, dogged her every footstep like her own personal misfortune, tripped up her broom, interrupted her laundry songs, transformed her ironing into a nightmare in slow motion. . . .

29 "Mama . . ."

30 "Huh! Good God Almighty!!"

31 "Mama . . ."

32 "Sweet Jesus, forgive us our trespasses . . ."

33 "Mama . . ."

34 "Blind, deaf, and dumb from birth, that's me. That's just how I am . . ."

35 "Mama . . ."

36 "Forget about me . . ."

37 "Mama . . ."

38 "Blessed are the persecuted, for theirs is the kingdom of heaven!"

39 "Mama . . ."

40 "Who's calling me, huh?"

41 "It's me . . ."

42 "You're not going to reduce me to a rackabones with this school business, are you? Do you understand me, huh!?"

43 "I din' say anyt'ing . . ."

44 "So much the better . . ."

45 "Mama . . ."

After You Read

Answer the following questions with your class or several of your classmates in a small group.

1. Name some of the reasons why the little boy wanted to go to school. By the end of the reading, what was his main reason?
2. How would you describe the little boy's family life? What kinds of relationships does he have with his mother, father, and brother Jojo?
3. How would you describe Chamoiseau's style of writing? What did you like about it? What didn't you like?

¹¹ **clamored**: begged very noisily

FROM READING TO WRITING

Chamoiseau tells the story of a boy who starts out only wanting to do what the big kids do and ends up wanting to learn how to write. With some of your classmates, make a list of the events that led to this change. Write them in the order they appear in the story.

The boy wants to do what the big kids do.

Try to learn something about everything and everything about something.

—T. H. HUXLEY

The boy wants to learn how to write.

Getting Ready to Write

Writing to Tell a Story

In this chapter, you will be asked to write a story about how you decided to continue your education. When you are telling your story, you must determine which events are the most important ones to include in your story and explain these events in the order in which they occurred. You must also be careful to include all the necessary events in the story. Otherwise, the reader can become confused. Look back at the previous exercise. Were the events described in the story in the order in which they occurred in real life?

Storytelling also often involves re-creating conversations. Writers include conversations when they tell stories in order to make the stories more memorable and to guide the reader's attention to the most important or most emotional aspects of the story. When you include conversations in your stories, read them out loud to make sure they sound natural. Did the conversations in Chamoiseau's story get your attention and make the story more memorable for you?