

博采英语

TAPESTRY

写作

Writing

4

REBECCA L. OXFORD

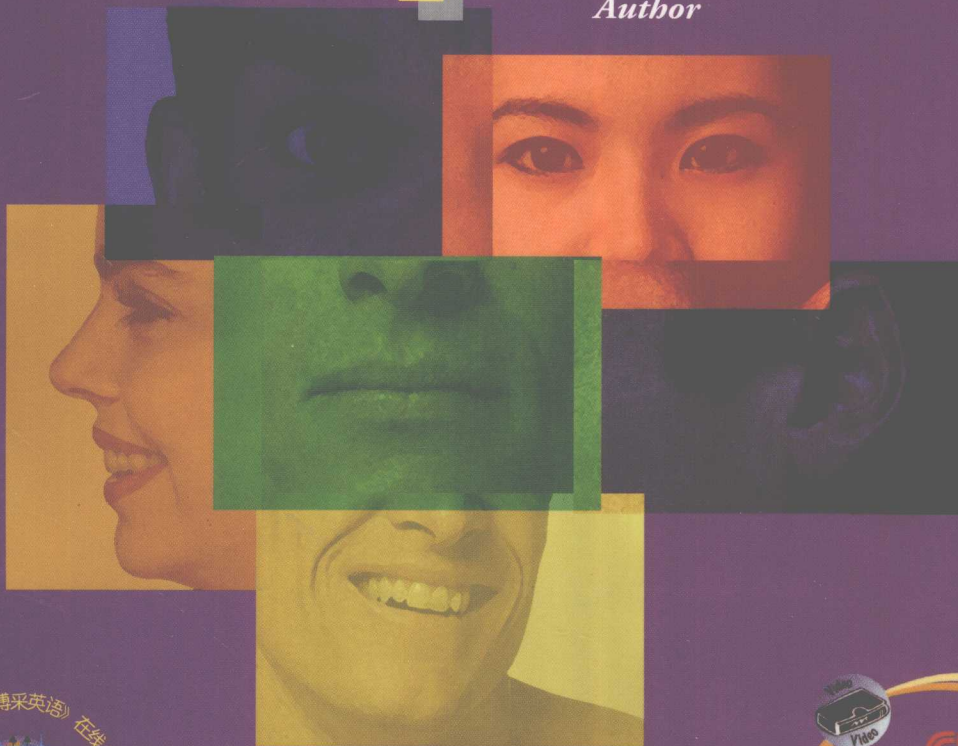
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内 容 提 要

《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,第四册在前三册的基础上,把写作的综合能力与实际应用结合起来,文体包括传记、学术论文、商业或学术提案等。

TAPESTRY Writing 4/M. E. Sokolik

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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.

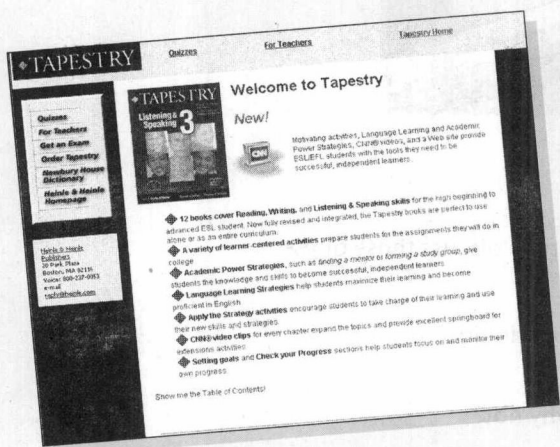
CHECK YOUR PROGRESS

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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www.tapestry.heinle.com

- 在线测验
- 教师手册
- 使用和拓展“学习能力培养”中的技巧与策略的机会
- 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)。

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》

利用《博采英语——写作》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——写作》使用指南

目标设定把学生的注意力集中在每章应掌握的知识与技能上。

1 GETTING READY TO WRITE: BEGIN AT THE BEGINNING

First impressions are very important. That's why getting started in writing can seem so difficult—you want to make a good first impression. However, when the first words aren't perfect, it's easy to become frustrated and give up too early.

Setting Goals

This chapter will provide you with some strategies and techniques for starting to write. You will learn how to:

- ◆ brainstorm to get ideas for your writing.
- ◆ use invention techniques such as freewriting, quickwriting, and wordmapping to find and develop ideas for writing.
- ◆ keep a journal in order to develop your writing ideas.
- ◆ prepare for tests by predicting questions.
- ◆ learn to correct subject-verb agreement errors in your writing.

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

Getting Ready to Write

3. The narrator uses the word *colored* to refer to himself. How might the language of the poem change if it were written today?
4. Why do you think the writer responded as he did to the assignment?

Write

Look back over the readings in this chapter. You've read an essay, an interview, and a poem. From which did you learn the most? Why? Which did you enjoy the most? Why? Which format do you prefer for your own writing? Discuss these questions with a partner.

Write an essay in which you explain why and how you write. Review your notes and readings from this chapter. Your essay should explain the following:

- Why you need to write
- What your favorite writing practices are
- What your writing problems are
- How you hope to solve your problems

After you have completed your draft, you may want to have a partner read it and give you comments and ideas.

TUNING IN: "National Spelling Bee"

Watch the CNN video about the National Spelling Bee. Discuss these questions with your class:

- Who participates in a spelling bee?
- What is the job of the pronouncer?
- Why does the "pronouncer-in-training" feel he will be a good person for the job?

In your journal, respond to these questions.

The reporter said that the job of pronouncer is important to the general public. Why do you think this is? What person becomes a pronouncer for the National Spelling Bee? Do you like to train for the position?

After You Write

Edit

In the next chapter, you will learn about the editing process. You will not follow a formal revision process.

综合写作练习全面讲解修辞方法、修辞学知识，提高学术写作水平。

美国有线新闻电视网CNN节目录像为写作练习提供了一个有趣的跳板，同时融合了听力技能训练。

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方法与策略。

能力巩固练习鼓励学生

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。

系统的语法指导紧密结合

前面的写作和阅读练习，指导学生准确地写作和加工他们的作品。

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6. Mothers in television are generally depicted as homebodies who aren't very intelligent.
7. Even the best father makes a mediocre mother.
8. I love my father very much.

ACADEMIC POWER STRATEGY



Apply the Strategy

Manage a large amount of information by making a chart that summarizes the information. This will also keep the information handy for future reference.

With some of your classmates, create an organizational checklist that lists the important qualities of paragraph structure, thesis statements, introductions, and conclusions using the format below. Then use this chart in the future to help you evaluate your essays for yourself.

ORGANIZATIONAL CHECKLIST

Do this!

Don't do this!

Unity		
Topic Sentences		
Thesis Statements		
Introductions		
Conclusions		

Grammar You Can Use: "Perfect" Verbs and Time Frames

In Chapter 1 you learned that English writing shows a tendency to maintain time frames within paragraphs or portions of an essay. As you write your essay for this chapter, you will probably find it necessary to *briefly step out of a time frame*. That is, you may need to show differences in time while maintaining the overall time frame of a paragraph or portion of your essay. This is the main use for the "perfect verbs," which act as *bridges* between two times in English.

1. **Present perfect verbs** are present-tense verbs. They are often used to maintain a present time frame while referring to past events or to discuss events that began in the past but continue now.

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。

范文选读作为写作和语言用法的范例，帮助学生充分作好写作前、写作中和写作后修改过程中的各项活动。

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。

3. Summarize the process by which malaria is transmitted. Use chronological order (see Chapter 4 to review writing about processes).

About the Writing

1. Desowitz uses some vocabulary that might be difficult for the average reader. Why does he do so? How does he make the reading easier?
2. Who is the audience for this piece of writing?
3. Why do you think Desowitz wrote this?
4. How do the diagrams help you understand the reading?

Getting Ready to Read

Vocabulary Check

Scientists have linked malaria, dengue, and yellow fever to global warming.

The next reading focuses on the global impact of malaria—that is, the effect malaria has on nations. It seeks to inform the reader about the problem and the efforts to control the disease.

These words are in the reading. How many do you know? Check them. Discuss the words with a classmate, and explain any that you know that your partner does not. Then write a definition or an example sentence in your Vocabulary Log.

_____ consensus	_____ imminent	_____ resurgence
_____ eradication	_____ infrastructure	_____ unprecedented
_____ feasibility	_____ lull (verb)	_____ watershed
_____ genocide	_____ pesticides	
_____ groundswell	_____ pharmaceutical	

Read

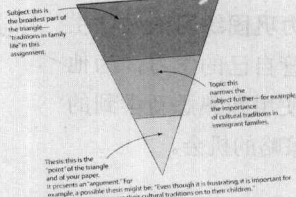
Reading 2: Time to Put Malaria Control on the Global Agenda

by Declan Butler

1. Growing international awareness of the impact of malaria, and in particular the prospect of an **imminent** catastrophe in Africa, is generating an **unprecedented groundswell** for a bold new effort in control.
2. Exactly 100 years after Ronald Ross discovered the role of the mosquito in the life cycle of the malaria parasite, efforts to control the disease stand at what could prove to be a historic **watershed**. Over the past year, a number of research organizations, led by the U.S. National Institutes of Health (NIH) and France's *Institut Pasteur*, have been meeting with malaria researchers, research

LANGUAGE LEARNING STRATEGY

Write a strong thesis statement to make your writing clear. The assignment on the previous page gives you the subject matter for the essay. You need to decide on how you will narrow that subject area to a workable topic, and then a thesis statement. A good way to visualize this distinction is by imagining a triangle:



For most types of college or expository writing, the success of your essay depends on a strong thesis statement. A thesis presents a specific argument or point you want to make.

Thesis statements are composed of two major elements: a **topic** and a **comment**. The topic is the part of the thesis that states generally what subject matter is discussed, and the comment specifies one important point relating to the topic. For example:


In the stories "Cricket" and "Grandma's Wake,"

 topic
 the theme of xxx plays an important role

 comment

(continued on next page)

Tapestry Writing 4: Contents

CHAPTER	WRITING SKILLS FOCUS	 LANGUAGE LEARNING STRATEGIES
1 Getting Ready to Write: Begin at the Beginning Page 2	Brainstorming to get ideas for your writing Using invention techniques such as freewriting, quickwriting, and wordmapping Keeping a journal to develop your writing ideas Correcting subject-verb agreement errors in your writing	Brainstorm, or generate lists of ideas, to help you discover what you want to write about. Use invention techniques such as freewriting, quickwriting, and wordmapping to find and develop ideas for writing.
2 Narration: A Story to Tell Page 20	Reflecting on what you know to begin your writing Discovering resources on campus and in your community to help you with research Getting and giving feedback on writing Avoiding sentence fragments	Reflect on what you already know, and find out what others know about your topic, to help you begin your writing. Get and give feedback on writing to improve your writing and the writing of your classmates.
3 Description: Building Images Page 42	Using pictures to help you visualize what you are going to write about Avoiding and fixing run-ons, comma splices, and misused conjunctions	Use pictures to help you visualize what you are going to write about. Learn the specialized vocabulary of a field or profession to write more accurately in that field.
4 Processes: Simple Magic Page 60	Making outlines for your reading and your writing Considering the audience for your writing Using articles accurately in your writing	Make outlines for both your reading and your writing to understand the organization. Consider the audience for your writing to help you to write more effectively.
5 Evaluation: Comparing Different Views Page 80	Using comparisons and contrasts in your writing Using quotations in your writing Writing parallel structures effectively	Use comparisons and contrasts to help you evaluate ideas in writing. Use quotations in your writing to help you communicate your ideas more strongly.



ACADEMIC POWER STRATEGIES



CNN VIDEO CLIPS

GRAMMAR YOU CAN USE

FROM READING TO WRITING

Keep a journal in order to develop your writing ideas.

"National Spelling Bee"
A reporter explains who participates in spelling bees and how they are organized.

Subject-verb agreement

Reading 1: an explanation of freewriting
Reading 2: an interview with a writer about journal writing
Reading 3: a poem about the motivation for writing

Writing Activity:

An essay explaining your motivation for writing and your writing techniques

Discover the resources on campus and in your community for research.

"Mother Teresa"
A look at the life and accomplishments of one individual who made a difference.

Avoiding sentence fragments

Reading 1: a biography about Albert Einstein
Reading 2: a biography about Mother Teresa
Reading 3: a biography about Jules Verne written by a student

Writing Activity:

A biographical essay about a person of your choice

Learn to use dictionaries effectively to help you in all areas of your studies.

"Ice Hotel"
A description of an unusual hotel located in the Arctic Circle.

Avoiding and fixing run-ons, comma splices, and misused conjunctions

Reading 1: a description of children's secret places
Reading 2: a description of the Bilbao Guggenheim museum

Writing Activity:

A descriptive essay about a building of your choice

Take notes effectively to learn more efficiently and to remember more of your learning.

"The Iditarod Race"
An explanation of the history of this race and what it takes to win it.

Articles

Reading 1: an explanation of the process involved with using chopsticks
Reading 2: an explanation of the process that led to the formation of the earth's moon

Writing Activity:

A paper explaining a process you know well

Find experts and sources in your community to help you locate information you need to succeed in your studies.

"The Triple Trailer Truck"
A discussion of the potential danger of these large vehicles contrasted with their advantages to businesses.

Parallel structures

Reading 1: an evaluation of the advantages of leasing business equipment versus buying it
Reading 2: an evaluation of the disadvantages of leasing equipment

Writing Activity:

An essay comparing and contrasting objects or services of your choice

CHAPTER**WRITING SKILLS
FOCUS****LANGUAGE LEARNING
STRATEGIES****6****Informing:
Diseases that
Affect Us**

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Focusing your writing by thinking about your writing purpose
Using library resources to make your essays stronger and more informative
Using prepositions correctly

Think about the purposes for writing to write in a more focused way.
Use library resources to make your essays stronger and more informative.

7**Researching: Getting
to the Source**

Page 120



Avoiding plagiarism in all of your writing
Writing effective conclusions
Developing a clear point of view in your research writing
Using quotations effectively and correctly

Develop a clear point of view in your research writing to make it more interesting.
Learn to write effective conclusions in order to make your writing more effective.

8**Analyzing:
All in the Family**

Page 138



Writing effective thesis statements for analytical writing
Using specialized vocabulary in your writing
Making paragraphs coherent and unified

Use specialized vocabulary to write about literature more precisely.
Write a strong thesis statement to make your writing clear.

9**Persuading:
Making a Case**

Page 162



Examining writing for important features you have learned
Understanding common problems and pitfalls in persuasive writing
Eliminating wordiness in your writing

Examine writing for important features you have learned.
Understand common problems and pitfalls in persuasive writing.

10**Proposing:
The Science of
Business, the
Business of Science**

Page 186



Understanding and using proper writing formats in workplace communication
Understanding the appropriate types of address required in business writing
Using spelling rules to avoid mistakes in spelling

Understand and use proper writing formats in workplace communication to succeed in your communication goal.
Understand the appropriate types of address required in business writing.



ACADEMIC POWER STRATEGIES

Familiarize yourself with what is in your library to do research more efficiently in all your classes.

Avoid plagiarism in all of your writing.

Prepare for quizzes to help you in your classes.

Learn to work effectively in a group to help with group work assigned in all your classes.

Consider your career options early to help you choose the right courses while you are in school.



CNN VIDEO CLIPS

"Panic Disorder"
An explanation of panic attacks, who is most likely to suffer them, and what can be done to treat them.

"Boston University Plagiarism"
A university dean is asked to resign after using someone else's words in a speech.

"The Bush Family"
A look at how this political family dealt with campaigning and made the adjustment to life in the spotlight.

"The Bilingual Education Controversy"
A look at both sides of the controversial debate over bilingual education in the United States.

"Summer Jobs"
Advice on how to get a summer job.

GRAMMAR YOU CAN USE

Prepositions

Quotations in research

Paragraph unity and coherence

Eliminating wordiness

Spelling rules

FROM READING TO WRITING

Reading 1: an informative essay on how malaria is transmitted
Reading 2: an informative piece on the social and political impact of malaria
Writing Activity:
An informative essay about a disease that interests you

Reading 1: a definition of a research paper
Reading 2: a sample research paper on the common cold
Writing Activity:
A research paper on the topic of your choice

Reading 1: a story about a conflict in philosophy between a father and his son
Reading 2: a story about family traditions and conflicts
Writing Activity:
An analytical essay on the role of traditions in family life

Reading 1: promotional material from a nonprofit organization asking for a donation
Reading 2: an argument urging North Americans to examine their habit of moving frequently
Writing Activity:
A persuasive essay on what you believe is an important problem in your community

Reading 1: a research proposal for studying earthquakes written by a student
Writing Activity:
A proposal for a business or research project you would like to complete

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TAPESTRY

博采英语

写作

(第四册)

4

Writing

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M.E.Sokolik



清华大学出版社

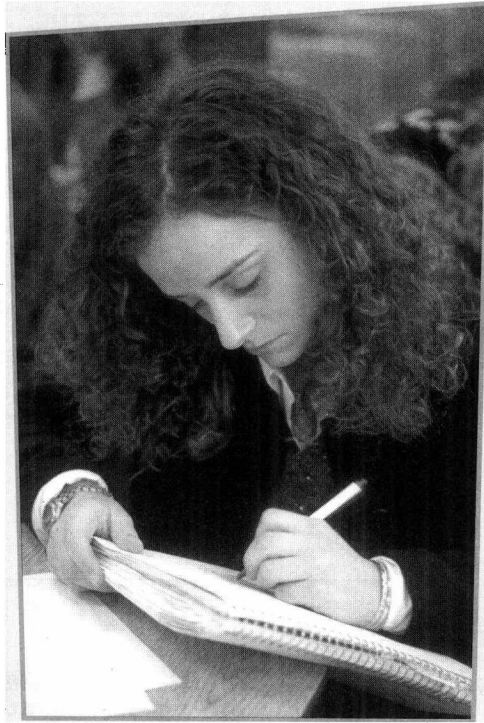
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Look closely at the photo, and then discuss these questions with your classmates:

- What types of writing do you enjoy doing?
- For whom do you like to write?
- Do you keep a journal? Why or why not?

GETTING READY TO WRITE: BEGIN AT THE BEGINNING

First impressions are very important. That's why getting started in writing can seem so difficult—you want to make a good first impression. However, when the first words aren't perfect, it's easy to become frustrated and give up too early.

Setting Goals

This chapter will provide you with some strategies and techniques for starting to write. You will learn how to:

- ◆ brainstorm to get ideas for your writing.
- ◆ use invention techniques such as freewriting, quickwriting, and wordmapping to find and develop ideas for writing.
- ◆ keep a journal in order to develop your writing ideas.
- ◆ prepare for tests by predicting questions.
- ◆ learn to correct subject-verb agreement errors in your writing.

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

Getting Started

Discuss these questions with a partner or with your classmates:

- What is the most difficult part of starting the writing process for you?
- What do you think you do well when you write?
- What writing problem would you like more help with?

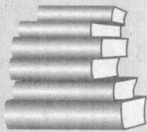
MEETING THE TOPIC

.....

What are your writing practices? Have you ever thought about *how* you write? Do you write in a journal or at the computer? Do you write slowly, thinking over each word, or do you write in a frenzy and edit afterwards? In this chapter, you will think and write about your own practices, and learn how to improve upon them. You will also write about how and why people write.

Getting Ready to Read

LANGUAGE LEARNING STRATEGY



Brainstorm, or generate lists of ideas, to help you discover what you want to write about. **Brainstorming** means coming up with as many ideas as you can think of without stopping to think about or judge them. Brainstorming is an easy and popular technique for getting started in writing. You can brainstorm alone, with a partner, or with a group of classmates. You can brainstorm aloud, on paper, or in your head.

Brainstorming is what it sounds like—creating a “storm” of ideas in your head. Storms aren’t slow, logical events that stop to think and correct themselves. They move quickly; you should, too.

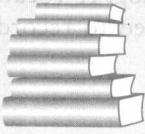
Apply the Strategy

Brainstorm a list of all the reasons that you think learning to write well is important. If you are working alone, list all your ideas. If you’re working in a group, keep talking and asking questions, writing them down as you discuss them. Here are two ideas to get you started:

- to do well on class papers
- to get a better job

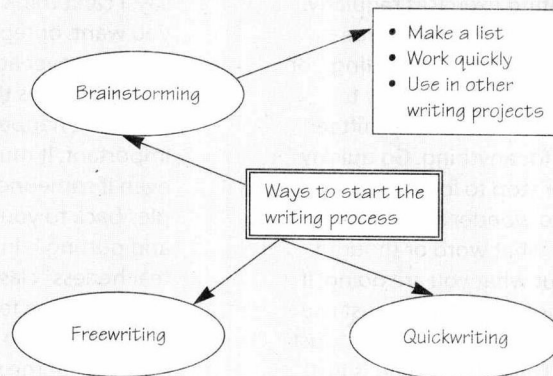
Continue the list. Think of as many ideas as you can in five minutes. (If you are making one list as a group, be sure to make a copy of your list for everyone.)

LANGUAGE LEARNING STRATEGY



Use invention techniques such as freewriting, quickwriting, and word mapping to find and develop ideas for writing. Freewriting, quickwriting, and word mapping are all techniques that writers use to discover ideas to write about. **Freewriting** means writing whatever comes to your mind, without being concerned with grammar or spelling. **Quickwriting** is similar to freewriting, but begins with a suggested, specific topic. All the other guidelines are the same as in freewriting: keep writing, and don't worry about spelling, punctuation, or grammar. Just continue to write and generate ideas. You can edit and revise later, if you want.

Word mapping is a way to link ideas together in a visual presentation. Take a piece of blank paper and write your topic in the center, then draw a circle or box around it. Next, write the main ideas of the topic in different places around it, and circle or box each of these. Draw arrows from your topic to each of those main ideas. Then work from each main idea and write some further ideas associated with those, continuing outward. An example is given for you in the following illustration:



Apply the Strategy

Use the ideas you thought of in the brainstorming activity. Make a word map for the topic of why it's important to learn to write well.

In the following pages, you will read about these techniques and practice using them. The first technique you will read about is freewriting, a way to free the mind to find ideas without being limited by editing. This technique was developed by Peter Elbow, who explains this method in the following short essay.

Vocabulary Check

Read, read, read.
Read everything—
trash, classics, good
and bad, and see
how they do it.

—WILLIAM FAULKNER

The words and phrases in this list are taken from the following reading. How many of them do you know? Check them off. Look up the ones you don't, or discuss them with a classmate. Then write a definition or an example sentence in a Vocabulary Log. A Vocabulary Log is a notebook or section of a notebook used to record new words and phrases.

_____ babbling	_____ interpose
_____ catch-as-catch-can	_____ jabbering
_____ coherent	_____ magenta
_____ compulsive	_____ pertaining
_____ garbled	_____ squiggle
_____ ingrained	_____ tactic

Read

Reading 1: Freewriting

Peter Elbow

1 The most effective way I know to improve your writing is to do freewriting exercises regularly. At least three times a week. They are sometimes called "automatic writing," "**babbling**," or "**jabbering**" exercises. The idea is simply to write for ten minutes (later on, perhaps fifteen or twenty). Don't stop for anything. Go quickly without rushing. Never stop to look back, to cross something out, to wonder how to spell something, to wonder what word or thought to use, or to think about what you are doing. If you can't think of a word or a spelling, just use a **squiggle** or else write, "I can't think of it." Just put down something. The easiest thing is just to put down whatever is in your mind. If you

get stuck it's fine to write "I can't think what to say, I can't think what to say" as many times as you want, or repeat the last word you wrote over and over again; or anything else. The only requirement is that you *never* stop.

2 What happens to a freewriting exercise is important. It must be a piece of writing which, even if someone reads it, doesn't send any ripples back to you. It is like writing something and putting it in a bottle in the sea. The teacherless¹ class helps your writing by providing maximum feedback. Freewritings help you by providing no feedback at all. When I assign one, I invite the writer to let me read it. But I also tell him to keep it if he prefers. I read it

¹Peter Elbow wrote a book called *Writing Without Teachers*, a popular book about learning to write.