

教育部高等教育司推荐教材

# 博采英语

TAPESTRY

## 写作 3

Writing

REBECCA L. OXFORD

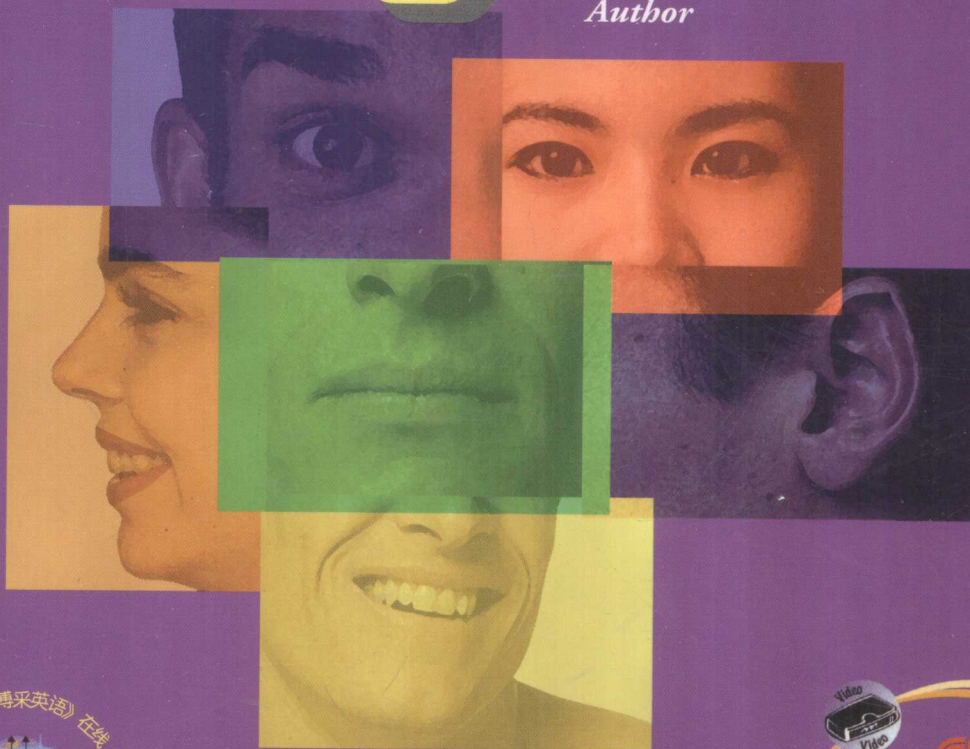
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MARIE HUTCHISON WEIDAUER

*Author*



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**TAPESTRY**

**博采英语**

**写作 3**  
(第三册)

**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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## 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

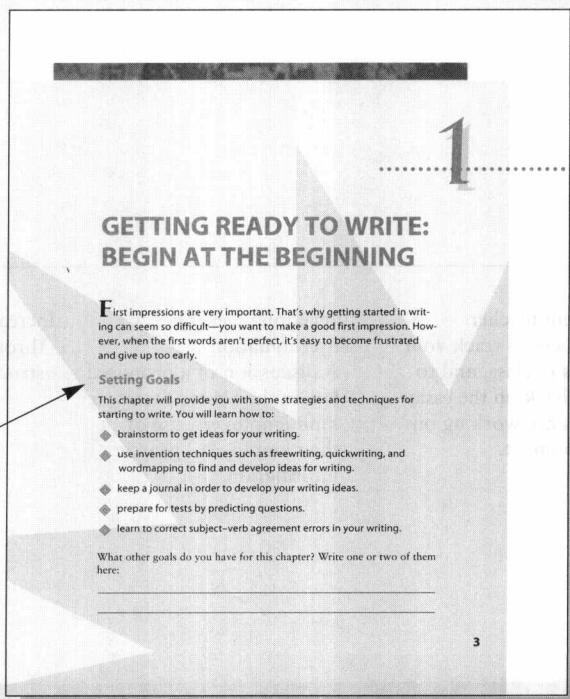
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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——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。



Getting Ready to Write

- The narrator uses the word *colored* to refer to himself. How might the language of the poem change if it were written today?
- 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 general public. Why do you think this job 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 editing. In this chapter, 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。

- Mothers in television are generally depicted as homebodies who aren't very intelligent.
- Even the best father makes a mediocre mother.
- 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.

- 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。

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

**About the Writing**

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

**Read**

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	

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

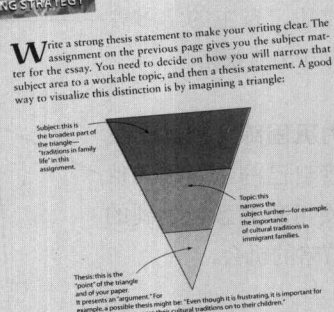
by Declan Butler

- 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.
- 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

Chapter 8 Analyzing All in the Family 153

**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 "Crickets" and "Grandma's Wake," \_\_\_\_\_  
 topic  
 the theme of xxx plays an important role. \_\_\_\_\_  
 comment

(continued on next page)

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.

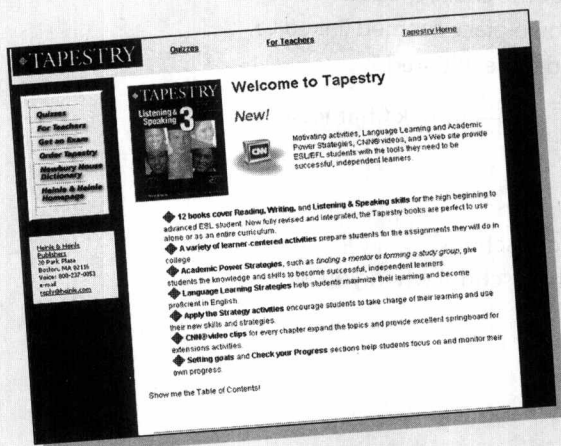
#### CHECK YOUR PROGRESS

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
- 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*)。





# Tapestry Writing 3: Contents

## CHAPTER

## WRITING SKILLS FOCUS



## LANGUAGE LEARNING STRATEGIES

### 1 Yearning to Learn Page 2



Telling stories in order, using conversation to emphasize important moments  
 Writing unified English paragraphs  
 Budgeting your time effectively when writing an essay  
 Predicting your audience's reaction to your writing

Use an ESL learner's dictionary.  
 Work to understand and predict your audience's reaction to your writing.

### 2 Not Just the "Three Rs" Page 22



Writing well developed paragraphs  
 Writing on computers carefully  
 Using topic sentence outlines to check the organization of your essay  
 Editing your writing one line at a time

Use topic sentences to check the direction of your essay, its organization, and its content.  
 Edit your writing one line at a time.

### 3 Do Parents Matter? Page 42



Using directed freewriting to help develop ideas for writing  
 Writing summaries of what you read to remember information  
 Writing effective thesis statements, introductions, and conclusions

Use directed freewriting to help you develop your ideas for your writing.  
 Write summaries of what you read to check your understanding of difficult material and to help you remember the information.

### 4 Making Room for Daddy Page 62



Writing comparisons  
 Making a list or diagram of your essay's organization to help you write  
 Finding problems in your writing by reading the writing aloud

Make a list or diagram of your essay's organization to help you write.  
 Find grammar and spelling errors in your writing by reading aloud and listening to how it sounds to you.

### 5 Empty Pockets Page 80



Writing about causes and effects  
 Finding ways to overcome writer's block  
 Revising by reading aloud  
 Editing your nemesis errors separately

Read your essay aloud to revise.  
 Edit your nemesis errors separately.



**ACADEMIC  
POWER  
STRATEGIES**



**CNN  
VIDEO CLIPS**

**GRAMMAR YOU  
CAN USE**

**FROM READING  
TO WRITING**

Budget your time efficiently when writing your essay.

“Minority Science Whizzes”  
Minority students receive an educational bonus during their summer vacations.

Verb tenses and time frames

Reading: an excerpt from a book about a little boy’s yearning to go to school  
**Writing Activity:**  
An essay about what you yearn to learn in college and why

Write on computers carefully.

“Japan and Education”  
A Japanese mother and her daughter compare Japanese and U.S. educational methods.

Subject-verb agreement

Reading: an article comparing two different classroom models  
**Writing Activity:**  
An essay about the kind of school system you feel is right for you OR about the most significant aspect of your education so far

Manage a large amount of information by making a chart that summarizes the information

“Violent Teens”  
Teenagers discuss whether they learn to be violent from television or from their own parents.

“Perfect” verbs and time frames

Reading: an article examining how much of an affect parents have on their children  
**Writing Activity:**  
An essay about the way in which a parent or a friend has been an important influence on you

Participate in study groups to get different perspectives and to help you remember information better.

“Home Builder”  
An organization for fathers in Cleveland, Ohio, helps men learn to be better fathers.

Generalizing with singular and plural nouns and *the* or *a/an*

Reading: an article about a man who approaches fatherhood differently with his second family  
**Writing Activity:**  
An essay comparing your relationship with your father to your relationship with your mother OR comparing your father’s parenting style to that of the father described in the reading

Find way to overcome “writer’s block.”

“The Spark of Hope”  
Three men discuss why they used to be homeless and how they turned their lives around.

*the + adjective* = plural noun

Reading: an article about a runaway teenager  
**Writing Activity:**  
An essay about the causes of homelessness for a particular category of homeless people



## 6 Battling Stress at College

Page 96



Writing a precis or summary  
Highlighting information in a text to  
prepare for writing

Make new material personally meaningful in  
order to remember it better.

Highlight and underline information in a  
text that you are going to write about.

## 7 Career Pathways

Page 112



Writing an extended definition  
Using adjective clauses in definitions  
Creating a chart of information to  
plan your essay

Use mind pictures to remember new  
vocabulary.

Brainstorm the content for your essay by  
using the techniques you learn for writing  
that type of essay as a guide.

## 8 Who's in Charge Here?

Page 130



Identifying, predicting, and rebutting  
opposing opinions  
Expressing hypothetical meanings  
Writing to persuade  
Using a thesaurus to find synonyms  
Taking a break before you edit to edit  
more efficiently

Use a foreign language/English dictionary to  
translate words you can think of in your  
native language but don't know in English.

Take a break before you edit so that you  
won't be too tired to see or correct your  
mistakes.

## 9 Bouncing Back

Page 152



Increasing cohesion through sentence  
structure repetition  
Writing a pro/con essay  
Using student/teacher conferences to  
track your progress and to get writing  
feedback  
Watching out for new errors you create  
while editing  
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.



**ACADEMIC  
POWER  
STRATEGIES**



**CNN  
VIDEO CLIPS**

**GRAMMAR YOU  
CAN USE**

**FROM READING  
TO WRITING**

Alleviate your stress by figuring out what causes you stress.

“Indian Police Meditation”  
Policemen in India learn to control their stress with music.

*Either . . . or and  
both . . . and*

Reading: an article about dealing with stress  
**Writing Activity:**  
A precis of the chapter’s reading

Use the Internet to find information on careers and educational requirements.

“The Bottom Line”  
Though students prefer majors that lead to high-paying jobs, experts recommend a strong background in the humanities.

Adjective clauses in definitions

Reading: an article about the benefits of a liberal arts education  
**Writing Activity:**  
An essay defining and explaining a major that you might be interested in pursuing

Use a thesaurus to help you find synonyms.

“Miracle Musician”  
A young man struggles to make music in spite of his disability.

Expressing hypothetical meanings

Reading 1: an excerpt from an essay about freewill and determinism  
Reading 2: an article about a man with a disability who intends to take part in a marathon  
**Writing Activity:**  
An essay about someone who has overcome a great challenge  
OR a persuasive essay explaining whether or not we have control over our destinies

Use student/teacher conferences to track your progress in class, and to get feedback on the essay that you are working on at the moment.

“Preventing Genetic Discrimination”  
A discussion of a proposed law in the United States to limit employers’ use of their employees’ genetic information.

Increasing cohesion through sentence structure repetition

Reading 1: an article examining the qualities that help people to be resilient  
Reading 2: an article exploring how genetics and environment determine personality  
**Writing Activity:**  
A revision of the chapter 8 essay, incorporating the subject of resilience OR a pro/con essay analyzing the good and bad points of genetic testing for personality traits



## 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录像节目VCD。

### ◆ 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录像节目VCD两张

《听说》 学生用书1—4册、录音带九盘、《教学参考书》(全一册)、CNN录像节目VCD两张

《写作》 学生用书1—4册、《教学参考书》(全一册)、CNN录像节目VCD两张

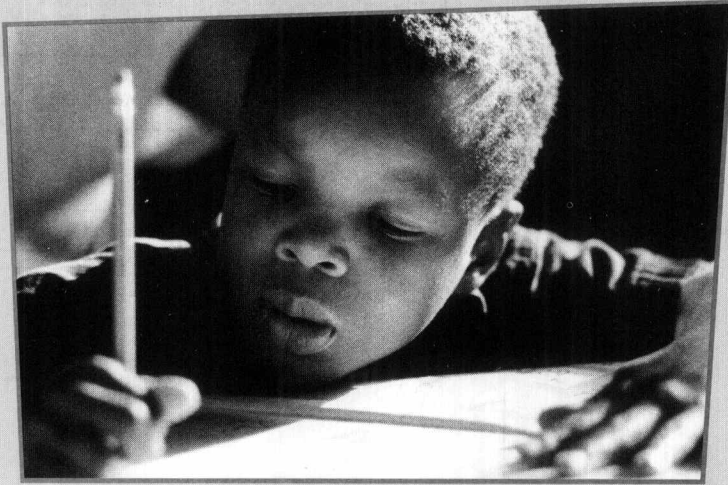
### ◆ 《博采英语教师必读》——教师们的好助手

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



“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

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**H**ave 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

**A**s 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.

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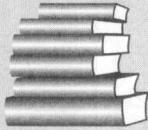
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## Getting Started

### LANGUAGE LEARNING STRATEGY



#### Apply the 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.

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: \_\_\_\_\_

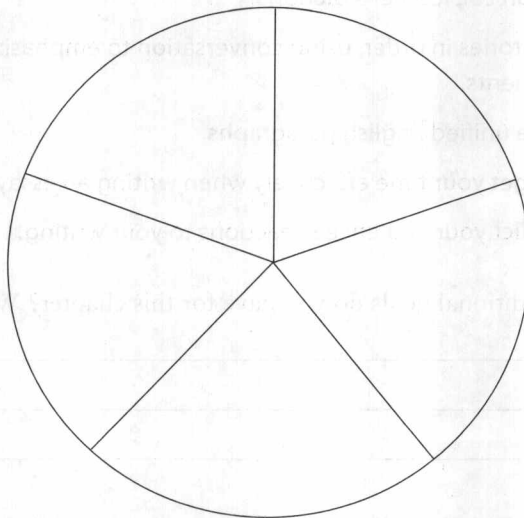
learn: \_\_\_\_\_

## Giving and Getting Information

What is important 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

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.

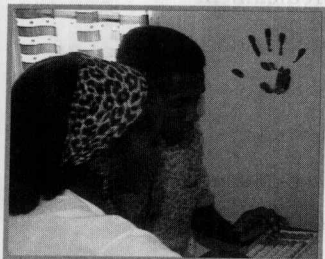
1. Describe the group of students who take part in the program.
2. How long is the program?
3. What kind of school runs the program?
4. Name some of the subjects that the young people are studying.
5. Fill in the blank: There are very few minorities with Ph.D.s in \_\_\_\_\_, chemistry, or physics.
6. 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



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