

教育部高等教育司推荐教材

博采英语

TAPESTRY

写作

Writing

2

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Series Editor

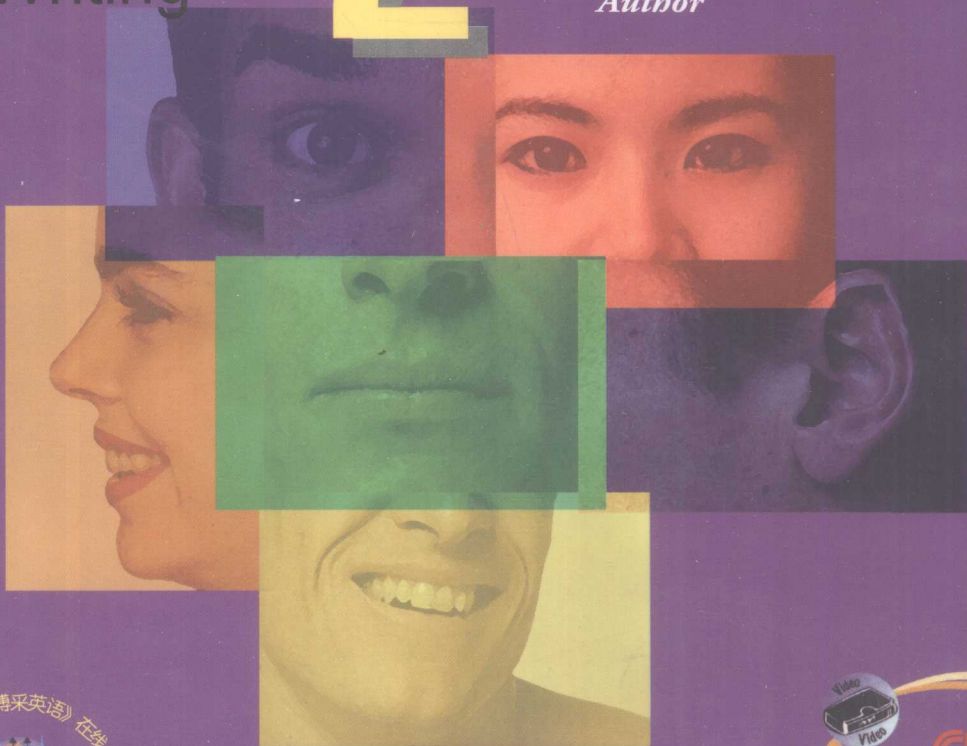
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内 容 提 要

《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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“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**

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◆ **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

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

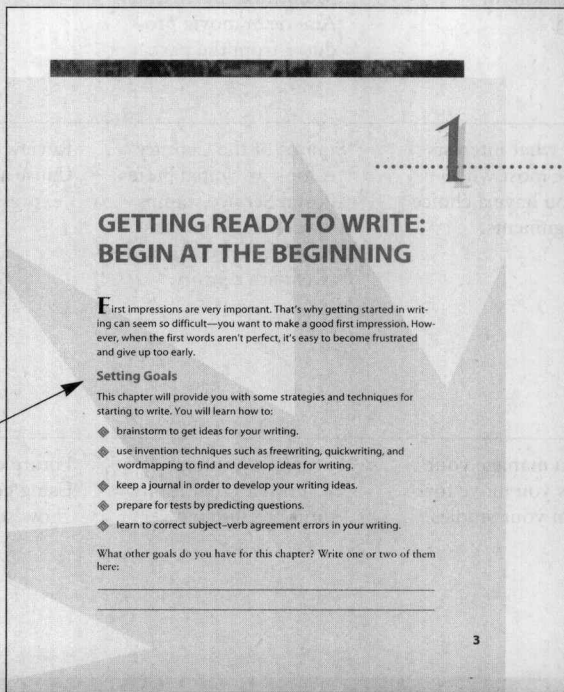
语言学习就像用许多五颜六色的线永不停息地编织一幅精美的壁毯。这幅壁毯的构成与诸多因素相关，如听说、阅读和写作等各项技能，教师的特点，学生的学习愿望，对所学语言的需要程度及他们各自的背景，以及第二语言习得的一般发展规律。当所有这些因素有机并高效地结合在一起时，学生的语言能力就会不断增长，从而编织出一幅令师生都引以为自豪的、图案精美的语言壁毯。

《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。



- 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?

Getting Ready to 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

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? How do you think a 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. 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 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.

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?

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 | |

Getting Ready to Read

Vocabulary Check

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

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

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。

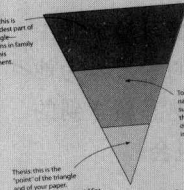
范文选读作为写作和语言用法的范例，帮助学生充分作好写作前、写作中和写作后修改过程中的各项活动。

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:

Subject this is the broadest part of the triangle—"Traditions in Family life" in this assignment.



Topic: this narrows the subject further—for example, the importance of cultural traditions in immigrant families.

Think this is the "point" of the triangle and of your paper. For a general or "judgment" type it presents an "argument." For example, a possible thesis might be: "Even though it is frustrating it is important for immigrant parents to pass their cultural traditions on to their children."

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)

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。

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.

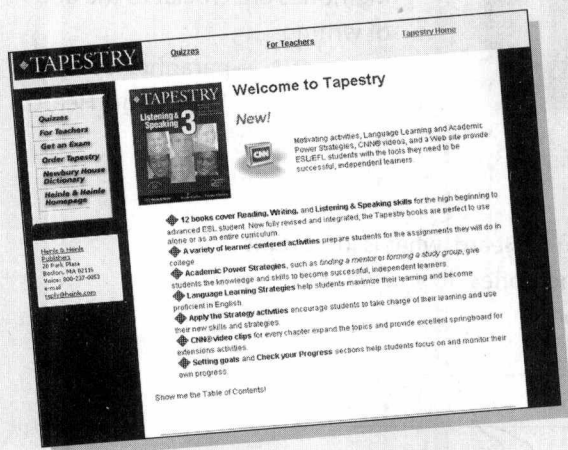
CHECK YOUR PROGRESS

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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- 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 2: Contents

CHAPTER	WRITING SKILLS FOCUS	 LANGUAGE LEARNING STRATEGIES
1 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	Learn new words in chunks to use them correctly right away. Learn specific language for an assignment to make your writing precise.
		
3 My Name Is . . . Page 54	Explaining the origin, meaning, or association of a name Using capital letters correctly when writing Reading to improve your writing	Use capital letters correctly when writing. Read as much as you can to improve your writing.
		
4 How Did You Learn That? Page 78	Explaining and justifying your learning style Learning stems and affixes to expand your vocabulary for writing	Be aware of your style of learning when learning something new. Learn stems and affixes to expand your vocabulary for writing.
		
5 A Place in the World Page 102	Describing a place and how it makes you feel Memorizing grammar structures Using a journal to connect your personal life to school assignments.	Guess the meanings of new words without using a dictionary. Memorize grammar structures.
		



**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**GRAMMAR YOU
CAN USE**

**FROM READING
TO WRITING**

Find the place where you do your best work.

“Hollywood Manicurist”
The story of a retired Hollywood manicurist who worked with the great movie stars.

Past and past habitual verb tenses

Reading 1: a story in which a woman recalls a time in her childhood when she did something naughty
Reading 2: a selection in which a man remembers his childhood impressions of his father’s most treasured possessions from China
Writing Activity:
A narrative of an unforgettable event from your past

Find a mentor to help you in and out of school.

“Coach, Teacher, Friend”
A profile of a coach and teacher admired by his community for the difference he has made in the lives of his students.

Past perfect tense

Reading 1: a selection in which the writer speaks of the aunt she admired in her childhood
Reading 2: a selection in which the writer reflects on the life her mother led before getting married and having children
Writing Activity:
A description of a person you admire

Learn the names of your classmates, teachers, and important people on campus and in your community.

“Married Names”
A look at choices made by women to keep or change their names after marriage.

Passive voice

Reading 1: an article about non-traditional naming options for children
Reading 2: two selections by people with unusual names
Writing Activity:
An explanation of the meaning, origin, associations, and advantages/disadvantages of your name

Explore learning resources on campus.

“Learning at Home”
A report on the advantages and disadvantages of home schooling.

Using *make* and *do* correctly

Reading 1: a book excerpt about the relationship between culture and learning styles
Reading 2: a textbook excerpt about the different kinds of learning styles
Writing Activity:
An essay explaining and justifying your learning style

Keep a journal to connect your personal life to school assignments.

“Hawaiian Petroglyphs”
A look at a place of special archeological interest in Hawaii.

Result clauses: *so* + adjective (*that*)

Reading 1: a book excerpt in which the author describes one of her favorite places
Reading 2: an excerpt from a magazine article about recent changes made to Grand Central Station in New York City
Writing Activity:
A descriptive essay about a place that creates a strong feeling in you



LANGUAGE LEARNING STRATEGIES

CHAPTER

WRITING SKILLS FOCUS

6 Musical Ambassadors Page 124

Informing about a world musician
Choosing and organizing information and adding your opinion

Listen to music to improve your English.
Group new words and ideas into categories.



7 Let's Party! Page 146

Describing a celebration
Looking for words and expressions in reading passages that you can use in your own writing
Studying how other writers organize ideas

When you read, look for words and expressions that you can use in your writing.
Study how other writers organize ideas.



8 Great Classic Movies Page 170

Evaluating and summarizing movies
Studying noun suffixes to expand your writing vocabulary
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 person or event
Filling in a chart as you brainstorm for ideas for your writing
Choosing a writing topic that interests you
Using a variety of sources for supporting information

Use a variety of sources when you need facts, examples, details, or statistics to support 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 before you begin writing

Identify the main idea of a reading passage.
Create an outline to organize your ideas before you begin writing.





**ACADEMIC
POWER
STRATEGIES**



**CNN
VIDEO CLIPS**

**GRAMMAR YOU
CAN USE**

**FROM READING
TO WRITING**

Use the television as a learning tool.

“Angelique Kidjo”
An interview with Angelique Kidjo, a singer from West Africa.

Sentence combining with *not only . . . , but also*

Reading 1: a newspaper article about Yanni, a musician from Greece
Reading 2: an article from a web site about Angelique Kidjo, a musician from West Africa
Writing Activity:
An informative essay about one or two musicians you admire or want to learn more about

Study with a partner to help make you a better student and help you enjoy school more.

“Costumes at Carnival”
A look at the annual winter Carnival in Venice, Italy.

Phrasal verbs

Reading 1: an interview in which five people tell about their favorite celebrations
Reading 2: a newspaper article about a special New Year celebration
Writing Activity:
A descriptive essay about a celebration you are familiar with or one you would like to learn more about

Take good notes on information that you watch or read in preparation for writing.

“A Scene from a Different Kind of Classic Movie”
A profile of Oscar Micheaux, an African American movie producer from the past.

Time clauses with *while*

Reading 1: an interview in which four people speak about their favorite movies
Reading 2: a review of the movie, *The Wizard of Oz*
Writing Activity:
A summary and evaluation of a movie

Choose what interests you the most whenever you have a choice of assignments.

“Stamps of the Century”
A look at United States Postal Service stamps that reflect important people and events of the twentieth century.

**Review of past forms
Cause and result expressions**

Reading 1: an article about one of the most famous singers of the twentieth century, Elvis Presley
Reading 2: an article about one of the most important events of the twentieth century, the discovery of DNA
Writing Activity:
An essay about an important person or event of the twentieth century

Learn to manage your time as you move forward in your studies.

“Future Technology”
A futurist talks about future technology.

**Future expressions
Using gerunds to explain how something works**

Reading 1: a magazine article about an online virtual hospital
Reading 2: a magazine article about a new kind of Internet-linked, interactive television
Writing Activity:
An essay predicting a technological product or service of the future

TAPESTRY

博采英语

写作 2
(第二册)

Writing

.....

Meredith Pike-Baky

Laurie Blass



清华大学出版社



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.

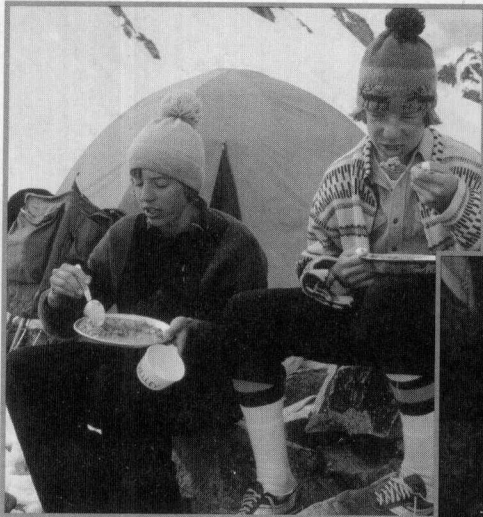
What additional goals do you have for this chapter? Write them here:

Getting Started

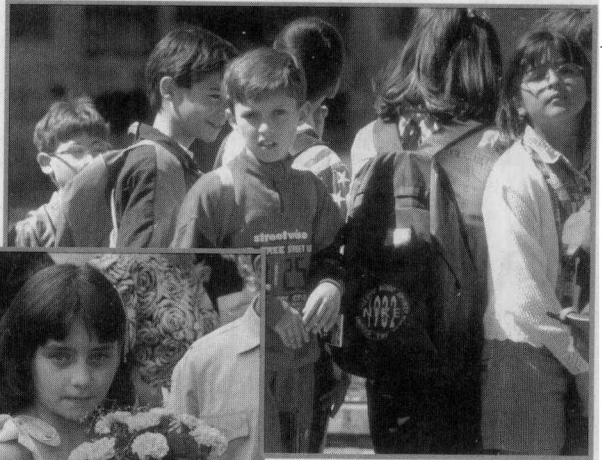
With a partner, talk about some unforgettable events from your past. What happened? Why do you remember these events?

MEETING THE TOPIC

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



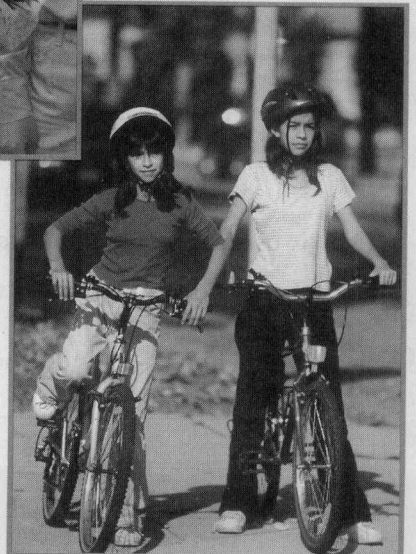
A.



B.



C.



E.