

“十二五”普通高等教育本科国家级规划教材



新世纪高等院校英语专业本科生系列教材(修订版)

总主编 戴炜栋

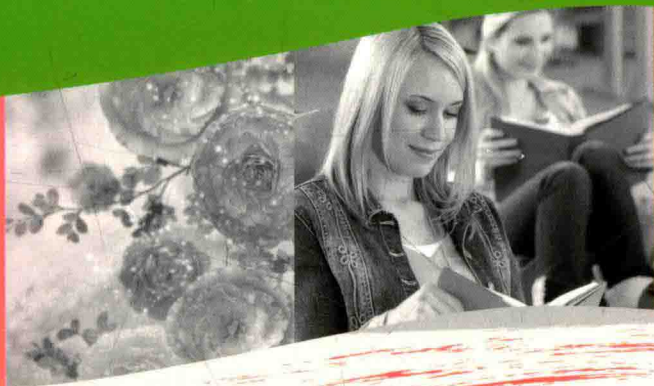
写作教程

Successful Writing

教师用书

第2版

主 编 / 邹 申



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上海外语教育出版社

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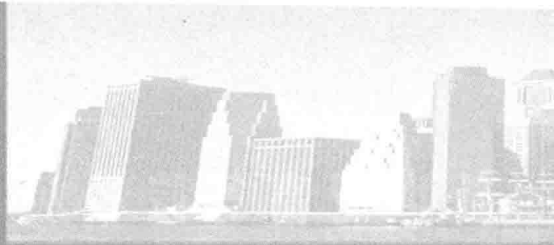
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总 序

我国英语专业本科教学与学科建设,伴随着我国改革开放的步伐,得到了长足的发展和提升。回顾这 30 多年英语专业教学改革和发展的历程,无论是英语专业教学大纲的制订、颁布、实施和修订,还是四、八级考试的开发与推行,以及多项英语教学改革项目的开拓,无不是围绕英语专业的学科建设和人才培养而进行的,正如《高等学校英语专业英语教学大纲》提出的英语专业的培养目标,即培养“具有扎实的英语语言基础和广博的文化知识并能熟练地运用英语在外事、教育、经贸、文化、科技、军事等部门从事翻译、教学、管理、研究等工作的复合型英语人才。”为促进英语专业本科建设的发展和教学质量的提高,外语专业教学指导委员会还实施了“新世纪教育质量改革工程”,包括推行“十五”、“十一五”国家级教材规划和外语专业国家精品课程评审,从各个教学环节加强对外语教学质量的宏观监控,从而确保为我国的经济建设输送大量的优秀人才。

跨入新世纪,英语专业的建设面临新的形势和任务:经济全球化、科技一体化、文化多元化、信息网络化的发展趋势加快,世界各国之间的竞争日趋激烈,这对我国英语专业本科教学理念和培养目标提出了新的挑战;大学英语教学改革如火如荼;数字化、网络化等多媒体教学辅助手段在外语教学中广泛应用和不断发展;英语专业本科教育的改革和学科建设也呈现出多样化的趋势,翻译专业、商务英语专业相继诞生——这些变化和发展无疑对英语专业的学科定位、人才培养以及教材建设提出了新的、更高的要求。

上海外语教育出版社(简称外教社)在新世纪之初约请了全国 30 余所著名高校百余位英语教育专家,对面向新世纪的英语专业本科生教材建设进行了深入、全面、广泛和具有前瞻性的研讨,成功地推出了理念新颖、特色明显、体系完备的“新世纪高等院校英语专业本科生系列教材”,并被列入“十五”国家级规划教材,以其前瞻性、先进性和创新性等特点受到全国众多使用院校的广泛好评。

面对快速发展的英语专业本科教育,如何保证专业的教学质量,培养具有国际视野和创新能力的英语专业人才,是国家、社会、高校教师共同关注的问题,也是教材编撰者和教材出版者关心和重视的问题。



作为教学改革的一个重要组成部分,优质教材的编写和出版对学科建设的推动和人才培养的作用是有目共睹的。外教社为满足教学和学科发展的需要,与教材编写者们一起,力图全方位、大幅度修订并扩充原有的“新世纪高等院校英语专业本科生系列教材”,以打造英语专业教材建设完整的学科体系。为此,外教社邀请了全国几十所知名高校 40 余位著名英语教育专家,根据英语专业学科发展的新趋势,围绕梳理现有课程、优化教材品种和结构、改进教学方法和手段、强化学生自主学习能力的培养、有效提高教学质量等问题开展了专题研究,并在教材编写与出版中予以体现。

修订后的教材仍保持原有的专业技能、专业知识、文化知识和相关专业知识四大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

系列教材修订版编写委员会仍由我国英语界的知名专家学者组成,其中多数是在各个领域颇有建树的专家,不少是高等学校外语专业教学指导委员会的委员,总体上代表了中国英语教育的发展方向和水平。

系列教材完整的学科体系、先进的编写理念、权威的编者队伍,再次得到教育部的认可,荣列“普通高等教育‘十一五’国家级规划教材”。我深信,这套教材一定会促进学生语言技能、专业知识、学科素养和创新能力的培养,填补现行教材某些空白,为培养高素质的英语专业人才奠定坚实的基础。

戴炜栋

教育部高校外语专业教学指导委员会主任委员
国务院学位委员会外语学科评议组组长



前 言

2000年出版的《高等学校英语专业英语教学大纲》指出,“在注意听、说、读、写、译各项技能全面发展的同时,更应该突出说、写、译能力的培养”。同时大纲又提出“注重培养跨文化交际能力”以及“加强学生思维能力和创新能力的培养”。

根据大纲的精神和要求,本系列教程旨在通过科学的教育方法,系统地教授写作知识,使学生在完成英语专业课程时掌握必要的写作知识及技巧,具备大纲所规定的写作能力。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在教学内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。除学生用书外,本系列教程还配备教师用书。

本系列教程包括以下四册:

第一册

使用阶段: 一年级第二学期

教学目标: 学生在学完该册后,能正确理解和掌握英语句子成分与结构以及词汇用法,并能够按照不同要求正确写出英语句子;能改写或缩写课文内容,并能正确写出150个单词左右的短文;能正确书写便条和通知等应用文;能正确运用标点符号。

教学安排: 本册共10个单元。每周2节课,每两周上一个单元。

第二册

使用阶段：二年级第一、二学期

教学目标：学生在学完该册后，能正确理解和掌握英语段落的写作知识与技巧，并能够按照要求写出不同体裁的段落；能根据作文题目、提纲或图表、数据等写出各种类型的短文（200单词左右）；能正确书写便条和通知等应用文。

教学安排：本册共 18 单元。每周 2 节课，每两周上一个单元。

第三册

使用阶段：三年级第一、二学期

教学目标：学生在学完该册后，能正确理解和掌握文章的写作知识与技巧，熟悉各种文体及其篇章结构，了解并能运用英语修辞知识，而且能够按照要求写出不同文体的文章（500 单词左右）；同时能够写故事梗概、读书报告、课程论文以及正式的书信等。

教学安排：本册共 18 单元。每周 2 节课，每两周上一个单元。

第四册

使用阶段：四年级第一学期

教学目标：学生在学完该册后，能正确理解和掌握学术（毕业）论文写作知识及相关技巧，并能够写出合乎要求的毕业论文。

教学安排：本册共 9 单元。每周 2 节课，每两周上一个单元。

第一册单元设计框架

单元设计宗旨：

融合国内外先进的写作教学模式，强调写作过程的教学，积极鼓

励学生参与课堂教学,培养学生获取知识的能力、运用知识的能力、分析问题的能力、独立提出见解的能力和创新能力。

单元教学内容:

• PART I WARM-UP ACTIVITIES

这部分主要通过各种课前预备活动引起学生对本单元内容的兴趣,激活已有的经历或相关知识。教师可以根据各自具体情况,采用单元内所提供的教学提示或材料开展教学。

• PART II FOCUS

这部分的重点是英语句子成分与结构以及词汇用法的正确理解与运用。教学内容分为三个层次:词汇用法、句子用法和标点符号使用。

• PART III GRAMMAR

这部分主要从语法角度归纳与分析词与句层面上常见的一些写作问题。

• PART IV WRITING

这部分的教学内容包括通知、便条、概要及短文的写作。

• PART V FOLLOW-UP EXERCISES

这部分主要提供各种形式的课堂或课后练习,练习均针对该单元的教学内容。

FOCUS, GRAMMAR 与 WRITING 为单元的核心教学内容。这部分主要通过教师课堂讲授和学生课堂活动,使学生掌握该单元的教学内容。教师在教学中应运用启发式课堂教学法,让学生在教学过程中自己去发现、归纳、获取相关的知识。课堂教学形式亦可以多样化:教师讲解、个别练习、小组活动等。



修订说明

写作教程(第一册)于2005年5月出版。本教材的编写人员均为一线教师,具有博士学位,以及多年相关教学与科研经验。

本系列教程旨在编写上突出教学方法的科学性、教学内容的系统性、连贯性、时代性及趣味性,并做到三个相结合:写作知识的教授与写作能力的培养相结合,写作能力的培养与跨文化交际能力的培养相结合,写作能力的培养与学生思维能力和创新能力的培养相结合。

本系列教程在教学内容安排和教学活动设计上采用循序渐进、循环往复的方式,强调各分册之间的延续性和系统性,即各分册既有相对的教学重点和独立性,又与其他分册构成一个完整的写作教学体系。

教材出版后立即受到使用单位欢迎。教师们认为该教材的编写从教师教学和学生学习的角度出发,兼顾课堂教学特点,使用起来得心应手,使用效果良好。

为了进一步提高本系列教材的时代性、科学性和可教性,根据出版社“十一五”教材编写规划,我们在保留原书框架的基础上,对第一册进行部分修订。修订内容如下:

- 1) 校对学生用书和教师用书,纠正原有印刷错误或两书间不吻合之处;
- 2) 替换不太符合当今社会或科技发展的内容;
- 3) 调整个别教学活动形式;
- 4) 修改个别用词或句子。

主编 邹 申



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The Correct Word

INTRODUCTION

Words are the building blocks of writing; therefore, a good command of them is crucial. Choice of words is a very important issue in writing, so this unit focuses on choosing the correct word to express an idea. When we talk about the correct word, we mean the meaning of the word fits the idea that is to be expressed. Words have many types of meanings, namely, denotation, connotation, affective meaning, collocative meaning, etc. The denotation of a word refers to its literal meaning, the meaning found in the dictionary, and to many foreign language learners, it seems to be the only meaning a word has. Actually this concept is wrong. Many words have connotative meanings, the implied or suggested meaning. And some words also have affective meanings which show the attitude of the writer — whether he/she thinks favorably or unfa-

vorably of something. Words similar in denotative meanings can be diverse in connotative and affective meanings and students must be aware of that. The last type of meaning is collocative meaning, which refers to the meaning a word has in a set combination with other words. Collocation may pose a big problem to students, but it is impossible for us to discuss it at length here. What we intend to do in this unit is to enhance students' awareness of its importance and caution them against mistakes in this aspect.

In this unit, we also deal with a very important grammatical feature — subject-verb agreement. It is our purpose to point out some troublesome areas and help our students learn in practice.

In the last part of this unit, students will learn how to write a simple note.

Suggestions for teaching

The warm-up writing exercise mainly deals with connotation and words that indicate attitudes. Students may encounter various expressions revealing attitudes toward AIDS, many of which may have rich connotative meanings. This is not an entirely free writing exercise. Students must pay attention to the selection of words and the way the paragraph is developed, though organization is not the focal point here.

Students' works will be used later for consolidating their learning throughout this unit.

*Denotation and Connotation***Suggestions for teaching**

Students are expected to learn that the meaning of a word is multi-faceted, and one facet is its connotation. This is the meaning a foreign language learner may find difficult to grasp; therefore, it deserves more attention.

Suggested answers to the questions

If it is your teacher, most probably you will choose b, as the word *portly* has an implication of a more or less dignified and imposing appearance (e.g. *an elderly gentleman, large and portly*). However, if it is a doorkeeper, an amiable middle-aged woman, you may choose the word *plump* as it implies a pleasing fullness of figure (e.g. *the plump goddesses of Renaissance paintings*). From this exercise we can conclude that words that share the same denotative meanings can be diverse in their connotative meanings.

Reference for the Classroom Activities

These activities can be used for either individual or group work.

- father*: the male parent. It connotes support and sternness; it also connotes protection but in a serious fashion.

wildflower: uncultivated plant; it connotes vitality and pleasantness.

Word	Denotation	Connotation	Sentence
gold	<i>a precious yellow metal</i>	<i>wealth, value, preciousness, etc.</i>	<i>Silence is gold.</i>

(to be continued)

Word	Denotation	Connotation	Sentence
moon	the natural body that moves around the earth once every 28 days	tranquility, purity, something out of reach, etc.	There's no point hoping for peace in the country. It's like asking for the moon.
ice	water frozen so that it has become solid	coldness, indifference, cruelty, death, etc.	The ice in his voice was only to hide the pain.
blood	red liquid flowing through the bodies of humans and animals	family background, descent, race, temperament, etc.	Blood is thicker than water.

3. 1) In the West, every male person has the good qualities of males, such as bravery, spirit, and toughness.
 2) Anyway, she has the characteristics of a woman, such as frailty and delicacy.

Attitude

Suggestions for teaching

The correct use of emotionally loaded words is another very important issue in word selection. The teacher should call students' attention to them. During the classroom activities, the teacher can ask students to make sentences with some of the words to consolidate what they have learned.

Reference for the Classroom Activities

	Favorable	Neutral	Unfavorable
1.	<i>unique, quaint</i>	strange	<i>bizarre, abnormal</i>
	<i>resolute, steadfast</i>	<i>stubborn, dogged</i>	pigheaded
	compliment (v.)	<i>praise, commend, flatter</i>	<i>lick one's boots</i>
	<i>senior citizen</i>	old person	<i>fossil</i>
	bachelor girl	<i>single woman</i>	<i>spinster</i>

2. 1) unique 2) pigheaded 3) flattered 4) fossil 5) spinster
 3. Ask students to compare their writings in the Warm-up Activities, point out words or phrases that show attitudes or feelings and then check if they are used correctly.

Collocation

Suggestions for teaching

Collocation has long been a troublesome problem in foreign language learning. Students should

be on the alert for it and build up their own bank of collocations. When teaching collocation, it may prove effective for the teacher to employ the method of contrastive analysis, i.e. to compare the target language with the mother tongue of the students, and enhance their awareness of the differences.

Suggested answers to the exercises

- | | |
|-------------------------------|----------------------------|
| a. <i>do</i> somebody a favor | b. <i>do</i> somebody good |
| c. <i>make</i> a gesture | d. <i>do</i> evil |
| e. <i>do</i> harm | f. <i>make</i> an effort |

Reference for the Classroom Activities

- 1) D 2) D 3) A 4) B 5) C 6) C 7) B
2. Now ask students to pay special attention to the collocations in their writings.

False Friends

Suggestions for teaching

“False friends” is a tricky and easily overlooked area in writing. The purpose of this section is to raise students’ awareness of their existence in English and caution them against confusion.

Suggested answers to the questions

The misunderstanding occurs due to the use of homonyms or false friends — *flour* and *flower*, *ground* (as the past participle of the verb *grind*) and *ground* (meaning the solid surface of the earth). In this excerpt, the use of false friends adds a humorous effect to the text.

Reference for the Classroom Activities

1. The false friends are *lie* meaning to keep one’s body in a flat position, and *lie* meaning to say something dishonest.
2. 1) Your fever *rose* yesterday.
2) That racket is bad enough to make Aunt Ella’s eyebrows *raised*.
3) Jack has been *lying* around all day.
4) The soldiers *laid* aside their weapons.
5) A heavy fog *lay* over the land.
6) White *stationery* is always appropriate.
7) Is that table *stationary*, or can it be moved to another corner of the room?
8) It is easier to talk about a *principle* than to live by it.
9) Our *principal* played on the faculty football team against the school all-stars.
3. Some other false friends:
fair vs. *fare*

It's not fair to put all the blame on him.

Bus fares are going up again.

passed vs. past

I passed the landlady on the stairs this morning.

Several boys went past us on mountain bikes.

intense vs. intensive

She suddenly felt an intense pain in her stomach.

He took an intensive course on English.

farther vs. further

The fog's so thick; I can't see farther than about five meters.

Every day she sinks further and further into depression.

PART III

Grammar

Subject-Verb Agreement

Subject-verb agreement is a very complicated issue and it is not our intention to cover all the ground in this unit. What we attempt to do here is to bring students' attention to some points particularly tricky and let them learn by practice. The method used in the grammar section of this book is the discovery approach — to let students find out their own answers. Hopefully this can raise students' interest in learning grammar and sharpen their inductive skills.

When the subject is compound

Suggested answers to the exercises



1. A compound subject with *and* takes a plural verb in most cases, but when it expresses a singular meaning or when each of the singular subjects is considered individually, it takes a singular verb.
2. After a compound subject with *or*, *nor*, *either ... or ...*, *neither ... nor ...*, *not ... but ...*, the verb agrees in number and person with the nearer part of the subject.
3. Intervening phrases or clauses not introduced by coordinating conjunctions do not affect the number of a verb. Such phrases are normally introduced by prepositions or prepositional phrases such as *as well as*, *as much as*, *rather than*, *along with*, *in addition to*, *together with*, *with*, *plus*, and *including*.