

上海市教育委员会文科科研项目

ENGLISH WRITING & RHETORIC

英语写作修辞

多媒体手段 教师用书

毛立群 陈书鹏 陈海龙 主编

(核心通用版)

A MULTIMEDIA FOR TEACHERS



 复旦大学出版社

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主编:毛立群 陈书鹏 陈海龙

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英语写作修辞 教师用书
English Writing & Rhetoric
A Multimedia Approach for Teachers
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》》》 本书编创特色

- 精要 易懂 管用 博采众长
- 中文辅讲 循序渐进 启发诱导式教学法
- 讲练互动 轻松活泼 适合课堂教学
- 针对中国学生特殊英语写作问题
- 经典案例分析 自学入门容易
- 最新科研成果:多媒体刺激写作
- 掌握书面英语写作必备知识
- Multimedia 多媒体课堂辅助教学
- 因特网在线学习资源支持

“The function of education... is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but with no morals.”

—— Martin Luther King

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写在前面

I. 本书参与者阵容

他们来自名牌大学的教授、专家、名师、青年骨干教师队伍,知识结构完善,教学科研经验丰富,思想活跃,锐意进取,本套教材是他们智慧和心血的结晶。

II. 本书为什么管用?编写出发点是什么?

从几十年的教学实践、当代写作理论出发,选取英语语言精华,用简明易懂的文字讲解精通英语不能不知道的知识,编配随堂写作练习,在思考、动手、多感官学习中提高英语语言能力,朴实无华却打动人心,只要细心体会,认真练习,“在游泳中学会游泳”,精通英语,成为熟练的英语写作者,并非难事。

很多英语学习者视英语写作为畏途,很多教师也不情愿上写作课,本书的设计一定适合他们,教材光盘、互联网的资源,全方位立体式的生动呈现,一定能吸引每个学习者的眼球,这正是入门的关键:解决了兴趣问题。相信学习者会情不自禁地阅读、观赏下去,通过轻松系统有效的学习,成为英语高手,英语写作高手;而这样教师当然也轻松呀。

III. 使用本书额外的收获

我们为广大师生朋友教学活动提供教学光盘,并有互联网丰富的资源支持,购买本书你还可以登录 www.cn11.cn,从而获得更多最新网上资讯。

IV. 本书编写宗旨

精要、易懂、管用。

V. 体例说明

有限的时间实现英语知识能力的完善,取决于我们选取关键点的编辑能力。全书应包括教材(学生用书和教师用书)、光盘。阅读本书,在十二章内你将学习以下主要内容:

第一章 英语写作入门知识,英语语言基本功常识。

第二章 选词的基本常识以及中国学生写作实践中的问题。

第三章 句法的基本常识,中国学生句子写作中的常见问题。

第四章 段落机理与训练,写作的基本步骤,应试写作过程。

第五章 篇章常识和连篇成文的知识与训练。

第六章 英语思维训练,如何提高用英语思维的能力。

第七章 英语写作修辞知识与训练,达到英语写作更高的境界。

第八章 英语写作体裁理论知识学习以及案例分析。

第九章 跨文化交际与英语写作,实现书面语的跨文化成功沟通的关键。

第十章 英语写作常用应用文知识与实践训练,包括书信、简历、新闻、科研论文、报告等。

第十一章 英语应试写作问题的对策和训练题库。

第十二章 英语写作态度、风格常识,如何独具一格,达到炉火纯青、下笔如有神的境界不可不读

本章。

在讲解中,写作常识方面的内容(如写作的一般过程)使用中文,专业知识通常使用英文,穿插英语例句,并用斜体字加以区分,每章提供中文阅读摘要,以及难词、生词或重要句子的释义。为适用课堂讲授,教材内容分自然小节(即 Session),老师根据学生掌握情况和容量决定授课时间,另外提供少量相关练习和思考题,而我们准备制作的同步写作配套训练手册除提供要点回顾外,提供大量训练习题,用于课堂或课后训练思考。

“每一章”《教材》一般先呈现背景知识或相关基本常识,通过实际动手训练的方法,让学生在任务中学习,所以本书主体都是由 Action 主导,讲授与练习结合,旨在革除光讲不练或光练不讲的传统写作课弊病,有利于师生在共同活动和任务中提高教与学的效率。(Quick Check),为小节中提供的少量思考题,以考察基本常识为主,训练材料和学生观摩资源请在多媒体导学资源部分中寻找。在这里提供了范文,它们有正面的,也有反面的,都一一作了评点,十分具有实用参考价值,与目前很多教材不同的是,本书中大多数正面范文由本书主编执笔,有些反面例文是综合少数学生的习作常见问题编辑而成,这些学生的基础在班级里还算可以,学习者可以从中获得很多借鉴意义的知识。

“每一章”基本分为小节 Session,为方便索引小节下用比如 2.3.1,指第二小节第三部分的第一点。Learn Through Actions(行动学习)用比如 Action 12 > > > 表示,都在同一章中按顺序作了编号,方便教学。多媒体导学资源除了有课堂或课后习作作业外,提供了一定的多媒体资源视听材料,主要目的是为学习者提供素材的同时增强语言的视听感觉,实验表明这对提高作文质量有相当大的帮助。范文不管是好的 positive 还是不好的 negative,都详细评讲,另附上 reflection 反思,在每一章强调英语写作的一个或多个要点。本书中的 Action 作业在教学光盘中都有 Guide 指导,大多数还在学生用书中附有 Professor Pops In 教授讲解,主要是深化作业中所反映的写作理论知识的学习,用于师生共同研究。

VI. 如何使用本书?

十二章的内容,一口气读下去或讲下来当然可敬,而且效果通常会更好。不过,希望各位老师同学能理解,快速完善关键的英语知识,尽管可能但不容过分乐观,踏踏实实领会“每一章”才是应取之道。

建议本书在两学期(15周,4学时/周)学完,第一学期完成1-6章,第二学期完成7-12章。本书讲授稿一般都经过本书主编多次实践讲授,赢得学生好评,他们的学习兴趣因此大大提高,有时寓教于乐比板着脸孔讲僵化的理论教学效果要好。讲授知识点时最好结合学生作业实际,并可跳跃式讲授。

本套教材为上海市教育委员会文科科研立项项目成果,尽管编辑做了5遍以上审校,作为英语写作多媒体教材编写的尝试,其中不足甚至谬误处敬请师生朋友拨冗指正,以携手进一步提高教材质量。

附:本书部分表情语言解读

Point (1) Point (2) Smile Excellent Cooperative work Correction Do not write in this way! Surprise Funny Puzzle Timed work Poor work Quick Check Boring Point (3)/Attention! Problem FAQ

Forewords

About the course: this course aims to help you develop from the basic English writing skills to the most advanced writing proficiency. It will tell you the following matters that are closely related to your writing ability, they are: the common problems we face when we write, the general formalities of writing, the ways to write effective sentences, the methods of writing paragraphs, the techniques of choosing the effective words, the ways of writing complete essays, rhetoric in writing, tone and styles in writing, writing for a test, practical writing for business and life, etc. All in all, the course attempts to present you a bird's eye view over the entire knowledge and practice of English writing.

And, during the learning period, sometimes we can watch films, slides, cartoons and sometimes we can have discussions, make speeches, have forums, all of which you will enjoy as long as you put your heart into them. If you study hard and practice diligently as your teacher tells you to, you will find yourself a master of English writing, and you will find you have the world before you under your control, and you will gain great freedom in the world of business and life. All is because of your powerful writing.

编者的话

本书涉及书面英语写作的各个方面:文本格式、选词技巧、句子写作、段落发展、篇章构成、英语修辞、英语体裁、跨文化写作、应用文写作、语气与风格等,还专门讲述应试写作,为提高写作能力提供了极为有用的知识。

对于学习者,这本书吸引他们的地方有很多,比如,多媒体呈现方式,边学习知识边动手训练的任务式学习模式,关于英语语言本质特点的认识,关于英语思维方式的思考,关于跨文化交际对写作的影响,关于避免中国式英语的一系列知识,如语词选择、句子结构、段落篇章结构、思维逻辑、恰当修辞,等等,这里不一一列举,相信学习者在学习过程中会心领神会的。

对于使用本套教材的老师,这本书毫无疑问既能减轻写作教学的重压,又能真正提高写作教学的效果。事实证明,试用本书的班级在面对写作测试时表现不错。

听说领先的理论由来已久,不幸的是大家都批判中国的英语教育是“哑巴”外语教育,所以有必要全面发展语言能力。听得懂,还要说得让人懂;读得懂,还要写得让人懂,语言能力(包括跨文化沟通能力)缺一不可。

本书对中国学生英语写作的常见难题作了系统分析,提供了相应对策,据说编写教材是件吃力不讨好的事,但多编几本适合中国学生特点,解决中国学生外语学习难题的教材正是很多外语界老前辈的希望。本书既获得上海市教委科研立项资助,又承蒙名牌学府复旦大学出版社的鼎力支持,在目前同类教材缺乏的情况下,本套多媒体英语写作教材全心全意的原创打造必定会发挥良好的教育作用和社会效益。

总之,本书无论形式还是内容都兼具知识性和实用性,相信一定会成为广大师生和英语自学爱好者的良师益友。

致 谢

俗话说得好,“一个好汉三个帮”,当在2005年的冬至日完成本书初稿时,坐于冰冷的办公室,擦擦冰冷的手,看看窗外,想起许多温暖的事和人,现落笔简单记载,以表谢忱:

他们有南京大学教授陈新仁,扬州大学余洪亮教授及其他恩师,华东师范大学教授张春龙,扬州忘年交 China 语源学学者、新四军、志愿军老战士彭海先生,南通大学徐锡祥、吴兴东教授,对青年教师热心支持的上海海事大学毛立群院长,以及其他给予指导建议的教授有左飏、王菊泉、王大伟、张益明、吴慧、陈海龙、范苗福等,也要感谢新加坡南洋理工大学人文与社会科学学院以及该院谭慧敏教授的友情支持,更应感谢本书责任编辑复旦大学出版社唐敏老师为提高教材质量所付出的不懈的、艰辛的努力。最后我要感谢我的家人在我成长过程中的培育和关怀:家父家兄的教导,慈母和家姐的关怀。另外还有许多帮助过我的人,这里所有的谢意尽在不言之中!带着感恩的心情生活,留下记忆的温暖激励着。

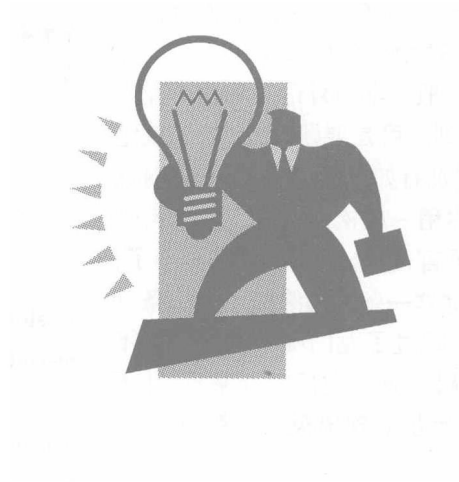
陈书鹏
2006年7月

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Chapter I

Get Ready for Writing



第一章 写作预备知识

Guide Words >>>

为什么要知道?

写作能力是语言综合能力的一面镜子,学习英语很多年的学习者却写不出像样的简历,甚至一个地址用英语怎么写也不清楚,那怎么能说得过去?了解一点英语学习、英语写作入门等的预备知识就显得十分必要。

>>> Chapter Objectives

1. To know if speaking and writing are the same thing;
2. To know how to take up writing;
3. To learn to write summary or abstract;
4. To know the right manuscript form, mainly including textual distribution, title, capitalization, and punctuation.

Success Story >>>

1. 国学大师:季羨林语录(节选)

学习外语,在漫长的学习过程中,到了一定的时期,一定的程度,眼前就有一条界线、一个关口、一条鸿沟、一个龙门。至于是哪一个时期,这就因语言而异、因人而异。语言的难易不同,而且差别很大;个人的勤奋不同,差别也很大。这两个条件决定了这一个龙门的远近,有的三四年,有的五六年,一般人学习外语走到这个龙门前面,并不难,只要泡上几年,总能走到。可是要跳过这龙门,就绝非易事。跳不跳过有什么差别呢?差别有如天渊。跳不过,你对这种语言就算是没有登堂入室。只要你稍一放松,就会前功尽弃,把以前学的全忘掉。你勉强使用这种语言,这个工具你也掌握不了,必然会出许多笑话,贻笑大方。总之你这一条鲤鱼终归还是一条鲤鱼,说不定还会退化,你绝变不成龙。跳过了龙门呢?则你已经不再是一条鲤鱼,而是一条龙。可是要跳过这个龙门又非常难,并不比鲤鱼跳龙门容易,必须付出极大的劳动,表现出极大的毅力,坚忍不拔,锲而不舍,才有跳过的希望。

学习外语,同学习一切东西一样,必须注重方法。但是我们决不能迷信方法,认为方法万能。我认为,最可靠的不是方法,而是个人的勤学苦练,发挥主观能动性。学什么东西都要勤学苦练。这个真理平凡到同说每个人只要活着就必须吃饭一样。你不说,人家也会知道。然而它毕竟还是真理。你能说每个人必须吃饭不是真理吗?问题是如何贯彻这个真理。我只希望有志于掌握外语的年轻人说到做到。每个人到了一定的阶段,都能跳过龙门去。我们祖国今天的建设事业要求尽量多的外语人才,而且要求水平尽量高的。希望我们大家共同努力,达到这个神圣的目标。

季羨林

(1911.8.6—)

北京大学教授、
中科院院士、中国语
言学家、文学翻译家,
梵文、巴利文专家。



>>> Chapter Overview

Session One	Writing and Speaking
Session Two	Where Shall We Start in Writing?
Session Three	Summary Writing
Session Four	Manuscript Form

Part 1 Instructions & Actions

知识 & 行动

Session One


Writing and Speaking

写与说

>>> 1 Writing and Speech: the differences and similarities (写和说的异同)

Action 1 >>>

由于写作和说话作为交际活动所具有的相似处和不同点,写作时混淆口语与书面语是初学写作者常犯的错误。有位同学这样写论文的开头,请分析一下为何不妥:

 *Hi, everyone. My tutor told me to choose this topic. So I have to write it. But I know little about this. So please excuse me for the mistakes. Now, I'm going to talk about the causes of the epidemics.*

Professor Pops in >>>

It would work all right should it be made in speech, but it definitely upsets the readers should it be used as the beginning of an essay.

Nevertheless, both speech and writing are communication activities sharing many common characteristics in content, structure, context, audience, feedback, etc. At the same time, it is evident that they differ from each other in point of feedback time, style of expressions, frequency of grammatical usages, communication means. In any case, the first and foremost thing we need to be conscious about is to avoid confusing the two matters if we want to learn to write skillfully.

Action 2 >>>


Fill in key words while reading. Suggested answers followed.

1. Similarities

Whether to tell a story or write down one, you need at least to consider these five elements: content, organization, context, audience, and feedback. Whether to speak well or to write well, you need to have good, _____ ideas and present them in the right _____. In addition, you need to be aware of the _____ and their interests and needs. For writing, you have something to say in a logical way for your target readers and make efforts to identify with them so as to involve their _____ likewise.

(well-organized, context, audience, identification)

2. Differences

 1. Audience's presence or a _____. Speaker can obtain f _____ to adjust his ideas. A writer has only an i _____ audience. H _____ is he affected by the r _____ of his reader,

which allows the writer to work on his own. So a writer expects the questions and interests of his readers in order to involve the readers in “communicating” with him.

(absence, feedback, imagined, Hardly, response)

❁ **2. Speaking is less formal than writing.** What colloquialisms do you often use such as “Oh” “You know”? To name more, _____, _____, _____, _____, etc. Contractions like “I’d” “I’ll”, repetitions, broken sentences, restarts, etc. are characteristic of speaking. Look at this talk: “Gonna swim, huh?” “I am so — sorry, I’m a — afraid I don’t — don’t be free today. Shall — eh — shall we make it some other time?” Tell the elements of speaking out. By contrast, writing is characterized by _____ grammar. Of course, the oral part, such as in story-telling, can have the oral way.
(formal, Ok., Really? Well, All right, strict)

Action 3 >>>

3. Do we talk this way in daily life?

E. g. In exchanging views with us, some of those Western human rights scholars once did raise the question that why is it that duties are listed in the same Chapter with rights, instead of providing for civil rights or human rights in a separate Chapter?

Professor Pops in >>>

It is not the daily talk way except that it may be a formal speech. In writing, we may use more often such grammatical elements as participle phrases, attributive clauses, appositives, parenthetical expressions, etc. So the use frequency of certain grammatical structures in both writing and speaking is largely different.

🐼 We may often **write** this way >>>

1. *The apple tree, swaying gently in the breeze, had a good crop of fruit.*
2. *Your letter dated March 10 (which was dated...) has been received.*
3. *They set up a state of their own, where they would be free to keep the blacks as slaves.*
4. *Immediately the Israeli armored units (以色列装甲部队) opened fire, killing four Lebanese military policemen and injuring the fifth who later died of his wounds.*
5. *The hope that we will sooner or later succeed never deserted us.*
6. *In other words, U.S. policies toward China, whether hostile or friendly, have been by-products of the development of U.S. -Soviet relations.*

❁ 4. Communication means.

Look at this picture. How does she succeed in conveying her meaning? What means does she use? What other means do we use when we talk face to face? Name some of them.

Daily communication means: non-verbal languages such as gestures, facial expression, dresses, etc.

But the writing is without the above oral communication means, so we need to make up for this.




Action 4 >>>


Generally speaking, a language has both spoken and written forms sometimes referred to as speech and prose. Study the following table about the distinctions between speech and prose.


	SPEECH	PROSE
WORDS	Midget words (小词) General words Vogue slang Clipped words Phrasal verbs Mouth-fillers	Learned words Specific words Frozen expressions Full spellings Bookish verbs Parentheses
SENTENCES	Short sentences Simple sentences Fragmental sentences Casual structures Single adv. modifiers Ungrammaticality	Long sentences Involved sentences Complete sentences Conscious logic Involved modifiers Grammaticality
LINGUISTIC FACTORS	Tones of voice emphatic accents	Verbalization Grammatical devices
NON-LINGUISTIC FACTORS	Facial expressions Body language	
OTHERS	Turn-taking Hesitations and pauses Slips of tongue Self-repairs Digressive	Consistent Coherent Subject-oriented

*Session Two**Where Shall We Start in Writing?**写作从哪里着手?***>>> 2.1 Fresh ideas about writing (写作新思路)**

本书编者经过对中国近二、三十年各类英语写作教材和相关学术论文的文献回顾研究,跟踪当代国内外语言教学和写作理论的发展,现向本书读者提供提高写作能力的新思路:


 No1. 英语写作能力建筑在一定语言基础之上。大家知道,不会读写的人叫做“文盲”,英语叫“illiterate”。能够用书面形式表达思想,具体地说,意味着一个人有一定的阅读量,有书写能力,有语法句型的构造能力,抽象地说,意味着一个人对语言有视觉理解,有还原思想为视觉形式的的能力,有对语言文化背景的理解。由此我们建议:勿望写作能力之速成。学好外语,大量听、说、阅读、交际和基本的笔头练习是高级熟练英语写作的基础。


 No2. 写作以生活为中心。写作来源于生活特殊交际形式的需要,为生活的交流提供方便,它一点也不枯燥。爱情、工作、生意、事业、利益大都离不了写作,离不了书面语。爱上写作吧,也许它能带来爱情的甜蜜、事业的兴旺,也许你可以倾诉衷肠,可以为你的思想插上自由飞翔的翅膀。今天,就写点你喜欢的吧!


 No3. 写作课堂渗透听说、阅读、交际训练。提高写作的过程必须是与语言听说、阅读、交际能力相


互作用的过程。让写作课堂有学生的声音,有诙谐的漫画,有动人的电影故事,那写作课堂多么充满朝气充满活力。本教程试图通过多媒体、信息技术先进手段,希望为老师和同学们增加语言的感性认知,能愉悦学习(enjoy learning it)。

>>> 2.2 Practical suggestions for learning to write(学习写作的几个实用建议)

 **No1. 勤于学习。**学习英语语言知识,提高听说读写语言能力,努力创造运用英语交际的机会,广泛涉猎社会各方面的知识,成为一个既能用母语又能用英语思考的“思想家 thinker”。要知道,欲在英语写作上有所造诣有所作为,首先得把自己培养成为一个成熟的思想家。大量阅读、乐于思考、应用英语交际,这是最实在的提高写作的途径之一。

 **No2. 改善语感。**英语学习毕竟是外语学习,中国学生缺少足够的语言环境,而语言环境对学好语言却十分关键。如何为自己创造语言环境来改善语感呢?其实学习者本身的能动性起决定作用。除了通过大量的多感官的外语语言材料接触,争取与母语国人士交际以创造外在情境外,还可以创造内在情境。内在情境创设虽然看不见也捉摸不透,但确实存在于学习者中。它激活语言获得潜力,帮助学习者超越母语的干扰,直接达到外语语境。它运用心理学的暗示原理,具体做法是,首先,学习者暗示自己处于外语生活环境,依照外语的交际标准运用外语知识与能力;其次,在上一步基础上,学习者发现自己的知识缺口和自己知识能力的具体需要,为进一步学习提供了有的放矢的动力;由此学习者努力寻求各种渠道弥补缺口满足需要。

 **No3. 观摩美文。**观摩好的范文也是写作的必由之路。优秀的写作水平源自对美文的理解、欣赏、模仿、创造。一个致力于写出好文章的学习者,如果没有熟读精思几十篇乃至上百篇的优秀文章,很难想象他自己写作时能够信手拈来,如行云流水的。大概诗人说的“读书破万卷,下笔如有神”就是意指这个了。我们希望在这套写作教材里提供适量精要的美文供广大师生参考应用。

 **No4. 勤于动笔。**在上部分,编者说“爱上写作”,是啊,谁不说“兴趣是我们最好的老师”?写作不仅记录生活,方便工作,也是磨炼思想的途径,写作使人精确,尤其思想方面,在大脑中想的毕竟还是模糊的思想,用语言口头或书面表达出来,通常就需要我们运用思维,用明确规范的言语表达出来,这自然能锻炼思维能力。勤于动笔,在写的实践中学会写,变成很自然的事了。


 且看中国名家写作的心得体会吧!

1. 苏东坡《稼说》:“博观而约取,厚积而薄发。”(广泛阅读,加强语感)
2. 鲁迅《<出关>的“关”》:“静观默察,烂熟于心,然后凝神结想,一挥而就。”(精读深思)
3. 刘勰《文心雕龙》:“积学以储宝”。(积累)
4. 郭沫若《沸羹集》:“多读名人的著作,而且对于某几种作品还须熟读烂读,便能于无法之中求得法,有法之中求其他”。(熟读范文,功到自然成,观摩是创造的根基)

>>> 2.3 Practical steps for beginners(初学作者的几个实用训练步骤)


许多学习者有学好写作的强烈动机,他们对这个问题常常问个不休,“提高写作能力从哪里抓起?”本节针对学习者常问问题,总结出初学作者可以借鉴的几个训练步骤:

Q1: 我没东西可写怎么办?


 **No1. 写摘要。**阅读一篇文章,用精练的语言概括文章意义,首先解决了没有写作材料的问题,将

文章中的语言材料为我所用,其次有助于对文章更深更全面的认识把握,最后,最为关键的功能是,训练用自己的语言组织文字的能力。在下节将专门就摘要写作探讨。

Q2: 我不会阐述自己的观点怎么办?

 No2. 写读书报告或书评。这比摘要写作上了一个层次,主要训练表达个人观点的能力。阅读书籍报刊文章,会有思考,将这些个人观点或感受用英语表达出来,这有很多好处:培养了英语思维;强化了书面语表达能力;提高了思想认识;增强了记忆,等等。

Q3: 我什么时候可以轻轻松松写出长篇大论?(常见的学习急躁心理)

 No3. 先训练段落写作。英语段落通常是一个完整的语篇单位,领悟了段落写作并达到熟练基本已经完成写作技能学习的一半。这也是本书将段落写作放在首要训练位置的原因。

Session Three

Summary Writing

摘要写作法

>>> 3 Processes and principles for summary writing (摘要写作步骤与原则)

Study the following steps and write a summary for the article followed.

1. Read through the text quickly to gain an impression of the information, its content and its relevance to your work (on the assumption that summary writing is a useful method in workplace); underline/highlight the main points while reading;
2. Re-read the text, making a note of the main points;
3. Begin your summary writing, by restating the main idea at the beginning of your summary and indicating where your information is from at the same time;
4. Mention other major points; change the order of points if necessary;
5. Re-read your work to check if you have included all important points and expressed as economically as possible.

Action 5 >>>

Role play 1: You are a teacher telling students the main idea of the article.

Step I Notes made:

- # Dolphins show _____ a _____ when asked to do the same thing.
- # They are the _____ b _____ creatures in the sea.
- # They have a complex _____ c _____.
- # They have a language without _____ d _____.
- # Whales are as intelligent as dolphins. Unproved if the _____ e _____ intelligent apart from man.
- # Man will appear less superior when learning more about these _____ f _____ creatures.

Step II Begin the work:

How do you start by mentioning the source of information? (Find at least two ways)

- # _____ g _____
- # _____ h _____

Step III Mention the most important points:

- # Dolphins and whales show great intelligence in emotion, _____ i _____, community organization.
 # Man will not feel so superior to them when learning more about these remarkable creatures.

Guide

- a. boredom/emotion b. friendliest c. society/community/organization d. words e. most
 f. remarkable g. In this article it mainly tells about... h. Some reports made by scientists show that...

Action 6 >>>

Role play 2: You are an editor giving the main idea of the article at the beginning.

Although the work is the same, the requirements are most probably different for the summary of a teacher and an editor. What do you think are the possible differences?

1. Who is more likely to use more words?
2. Who is more likely to speak in more general term?

Sometimes They Seem Almost Human

Dolphins have become a popular attraction at zoos in recent years. They are more interesting than lions and tigers because they are livelier and perform tricks, like circus animals. But although they are more willing to cooperate with the trainer than other mammals in captivity, they get bored if they are asked to do the same trick twice. This is one reason for believing that they are very intelligent.

Dolphins are regarded as the friendliest creatures in the sea and stories of them helping drowning sailors have been common since Roman times. We now have more reliable evidence of their usefulness than sailors' tales. In South Africa, two dolphins have been trained to help swimmers in difficulties and drive sharks away from the beach.

The more we learn about dolphins, the more we realize that they are better organized and their society is more complex than people previously imagined. They look after other dolphins when they are ill, care for pregnant mothers and protect the weakest in the community, as we do.

Some scientists have suggested that dolphins have a language but it is much more probable that they communicate with each other without needing "words". They have an echo-location system which is similar to a bat's and much more sensitive than our hearing, so the most important task of a dolphin's brain is to transmit and receive sound.

Whales, especially the smaller types, like the killer whale, are probably as intelligent as dolphins and some scientists claim that they are the most intelligent species in the world, apart from man. The great whales have the same brain power as the smaller ones but it is not so easy to study them because they cannot be kept in captivity for long and they live in the deeper, less accessible parts of the ocean. Nevertheless, the only great whale kept in a zoo for a year learned as fast as a dolphin.

Could any of these mammals be more intelligent than man? The question cannot be answered because our aims and interests are different from dolphins' and whales'. They are better adapted to their environment than we are and find food more easily. As a result, they are much more attracted by pleasure for its own sake than men and are not nearly so interested in dominating other species. Certainly the most common argument in favor of man's superiority over them — we can kill them more easily than they can kill us — is the least satisfactory. On the contrary, the more we discover about these remarkable creatures, the less we appear superior when we destroy them.

Guide

A teacher is more likely to use more words than an editor since students may need more details about the article to understand better. But an editor is more likely to speak in more general term because the summary aims to present a very general idea to the readers.

Professor Pops in >>>

A summary is a brief restatement of the essential thought of a longer article. It reproduces the theme of the original with as few words as possible, generally speaking. Summary writing, an important method for writing beginners as mentioned in the previous session, helps improve better understanding and trains one to express one's thinking clearly, concisely and effectively.

Tips:

Do's and don'ts: The art of summary writing can be summarized as:

1. Always concentrate on the main points;
2. Always report the original meaning of the text correctly;
3. Do not include your own opinions or extra information not covered by the text;
4. Do not include details of secondary importance;
5. Give examples unless they are fundamental to understanding;
6. Use your own words in presenting.

Session Four*Manuscript Form*

文稿格式

文稿形式作为写作的基础或“外衣”，同学们或不加重视或缺乏相应知识，强烈的责任感激励我们，在本书开头阐述英语文稿基本形式规范，而特殊文体如写作信件则在应用文写作章节里详细讲述，有助于练习写作者一开始就养成良好的写作习惯。（建议教学课时：1 课时）

内容概览：

4.1 文稿布局 4.2 英文标题 4.3 大小写 4.4 标点

>>> 4.1 Textual distribution(文稿布局)**Action 7 >>>**

Suppose it's a blank sheet of paper in the crossing part made by four blackened sides. Check the following drafts made by some careless learners and point out the errors in textual distribution.