

高等学校
英语专业教材



新思维

高效英语写作



Developing Composition Skills

ACADEMIC WRITING and GRAMMAR

THIRD EDITION

Mary K. Ruetten

 CENGAGE
Learning



大连理工大学出版社
DALIAN UNIVERSITY OF TECHNOLOGY PRESS

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Developing Composition Skills: Academic Writing and Grammar, Third Edition
Mary K. Ruetten with Cheryl Pavlik

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TO THE TEACHER

Developing Composition Skills is an intermediate-level writing text for academically-bound ESL and EFL students. The program provides paragraph-level writing development, introduction to and use of rhetorical strategies, grammar support, and a rich selection of readings that serve as springboards for writing.

Underlying Assumptions

Developing Composition Skills is based on the following assumptions:

- Reading, writing, and thinking are interrelated activities.
- To write well, writers must engage with ideas. They must find ideas that interest them and connect these ideas to their knowledge and experience. The more student writers are intrigued by ideas, the more time and effort they will spend in writing about them.
- Writers must be aware of the context in which they are writing. They must understand the expectations of academic audiences and the ways of thinking that typically fulfill those expectations. Since rhetorical strategies vary from culture to culture, students may not be familiar with the conventions of academic discourse in English. Therefore, these students can profit from explicit discussion and analysis of the methods of development and strategies that English-language writers use in academic discourse.
- Fluency in writing is not to be confused with grammatical accuracy; writers need to develop both. When creating a text, writers focus on rhetorical and organizational issues. Once the text has been drafted, they need to pay attention to grammatical accuracy.

Design of the Text

Developing Composition Skills addresses these underlying assumptions in the following ways:

- To engage students' interest, each chapter is organized around a theme. The themes are broad enough so all students can relate to them; at the same time, they are current and relevant to an academic setting. Student

writers explore the particular theme through journal writing, reading, and discussion. These activities pique students' interest, foster critical thinking, and provide a context for writing assignments.

- The students' own topics develop from the general theme of the chapter, which is focused enough to allow for unified class discussion but broad enough to generate individualized topics. Interaction with the theme allows students to build a knowledge base and to write about it with complexity.
- Each chapter focuses on a method of development typically used in academic writing: narration, description, or analysis. Because narration and description are less common in academic writing than analysis, the book focuses mainly on types of analysis: process, comparing and contrasting, classifying, and cause and effect.
- Each chapter contains samples of both professional and student writing. The professionally written selections serve both to engage students' interest and to exemplify a method of development. Because few writers rely on only one method of development to make their point, the passages reflect a blend of methods. Nevertheless, the primary mode of development is evident in each. The student writings also function as examples of a method of development. By looking at the choices other writers make, student writers can develop awareness of context and method. They learn what is appropriate in academic writing and what rhetorical strategies are available to them. This awareness is crucial for student writers to see their work as part of the academic community.
- Each chapter offers a variety of activities designed to familiarize students with the concepts of focusing on a main idea, supporting the main idea, and organizing a text.
- Each chapter introduces cohesion devices relevant to the method of development and suggests particular grammar points for further study. The grammar points are explained and practiced in Appendix 2: Developing Grammar Skills. While not intended to cover all of English grammar, this section is designed to help students use the most common sentence structures and major verb tenses.

Organization of the Text

Developing Composition Skills is organized into eight chapters. The first chapter familiarizes students with the basics of the paragraph: topic, topic sentence, support, unity, and coherence. This chapter also introduces the writing process, some prewriting techniques, and the uses of the journal. Chapters 2 through 7 focus on a specific theme and method of development. Chapter 8 introduces the essay.

Each chapter contains the following sections:

1. **Getting Started:** This section begins with Responding to Images, an activity that invites students to think about the theme and share ideas and experiences with classmates. This is followed by Journal Writing, an opportunity to explore ideas in writing and connect personally to the theme of the chapter.
2. **Reading and Vocabulary:** This section starts with a high-interest reading followed by comprehension and discussion questions. Following the reading is a Building Vocabulary section, which includes the presentation and practice of a vocabulary learning strategy and the presentation of word partners from the *Collins Cobuild Dictionary of American English*.
3. **Writing:** This section introduces the main rhetorical points of the chapter and focuses on developing a main point with adequate support and logical organization. Students work with authentic texts and student models as they analyze the different aspects of organizing and developing paragraphs. They also work through the relevant steps in the writing process and are walked through a complete Writing Assignment with peer review and self-editing.
4. **Composition Skills:** This section focuses on cohesion and grammar. Students are taught different devices for achieving cohesion, including how to use the appropriate connecting words for the kind of writing they are doing. A new Developing Grammar Skills section reviews grammar structures useful for the writing assignment, and a new Editing Exercise gives students an opportunity to practice their editing skills. An optional Connect to the Internet activity helps students develop digital skills while extending their understanding of the chapter's theme and reinforcing the rhetorical strategy in speaking and writing.
5. **More Reading and Writing:** This section contains another reading and more topics for writing and discussion. The reading—somewhat more challenging than the earlier one—relates to the chapter's theme and is followed by comprehension and discussion questions. It can be used at the beginning of the chapter in conjunction with the first reading to provide more background and discussion of the topic or it can be used as a follow-up activity. The topics for writing and discussion are good assignments for journal writing and group activities.
6. **Appendices:** There are five appendices that include useful information and practice in grammar and mechanics.

Appendix 1. Prewriting Strategies

Appendix 2. Developing Grammar Skills

Appendix 3. Mechanics (including Punctuation and Capitalization)

Appendix 4. Irregular Verb Forms

Appendix 5. Answers to Editing Exercises

Flexibility of the Text

Developing Composition Skills, Third Edition, is flexible. Throughout the text, the chapters focus on the paragraph; however, the materials in the chapters are easily adaptable to essay writing. Chapter 8 is a complete introduction to the essay, with readings and sample essays. This chapter can be inserted into the course of study at any time, allowing student writing to focus thereafter on multi-paragraph essays.

New to the Third Edition

1. **New and updated readings and topics**—including “Living on the World Wide Web” (Chapter 5), “A Reading Wasteland” and “What’s in a Name?” (Chapter 7), and “Tell-All Generation Learns to Keep Things Offline” and “Roombas Fill an Emotional Vacuum for Owners” (Chapter 8)—keep students engaged with relevant content.
 2. **Building Vocabulary** presents and practices a vocabulary-building strategy and introduces common collocations through Word Partnership boxes from the *Collins Cobuild Dictionary of American English*, thus highlighting the importance of vocabulary development for academic writing.
 3. **Developing Grammar Skills** encourages students to review key grammar points for the chapter’s writing assignment and to focus on accuracy.
 4. **An Editing exercise** helps students master the important skill of self-correcting.
 5. **A new full-color design** and open layout ease navigation for students and teachers.
-

Articulation with *Refining Composition Skills*

Developing Composition Skills is an intermediate-level companion to *Refining Composition Skills*. Focusing mostly on paragraph writing, *Developing Composition Skills* introduces students to the conventions of academic writing. Beginning with a review of the paragraph, *Refining Composition Skills* guides students to write with greater depth and complexity on academic topics in the context of the essay.

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写给老师的话

《新思维高效英语写作》（上）是一部专门为英语作为非母语或英语作为外语的学生编写的中级水平英语写作教材。本教材旨在提高学生段落写作水平，它包括介绍和使用写作修辞技巧，语法复习和应用及丰富多彩的阅读材料等内容，为学生写作水平的快速提高打下坚实基础。

本书的基本设想

《新思维高效英语写作》（上）一书基于以下设想：

1. 阅读、写作和思考是互相联系的活动。
2. 要想写出好文章，首先一定要有思想。找出让人感兴趣的东西，并且把它们与自己的知识和经历联系在一起。学生越感兴趣，他们在写作上就会越舍得花时间和精力。
3. 写作时对要写的东西的内容心中有数，而且一定要了解写作目的，并且知道如何达成这一目的。由于修辞技巧因文化而异，英语作为非母语或英语作为外语的学生不一定熟悉英语写作的习惯和技巧。因此，这些学生会直接受益于课堂的讨论和作者在本书中所做的对提高写作技巧的分析。
4. 写作的流畅并不等于语法的精确；学习写作应该两者兼顾。在写文章时，应把精力放在修辞及文章的组织方面。一旦动笔写，就需要注意语法的精确性了。

本书篇章的构想

《新思维高效英语写作》（上）一书采用以下方式处理基本设想：

1. 为了引起学生的兴趣，每一章都有一个主题。本书的题目广泛，同时具有时代气息，与学校的氛围息息相关。学生通过写日记、阅读和讨论来研究某一特定的主题。这些活动激发学生的兴趣，鼓励他们进行判断和思考，而且还提供写作的情景。
2. 学生自己的写作题目来自本章的普通主题，考虑到学生要进行统一讨论，该主题既具体，同时又来源广泛，以便为学生提供个性化的题目。通过这种主题写作实践，学生可构建自己的写作知识库，从而能够顺利进行更为高级和复杂的写作。
3. 每一章集中进行一种典型的学术写作练习，如，叙述、描写或分析。由于在学术写作练习中叙述和描写不如分析常见，因而本书主要集中于类型分析及过程、比较及对比、分类及因果关系等。
4. 每一章都有许多专业的人员或学生的写作范文。专业范文的选择既可激发学生的学习兴趣，又可以作为学生学习写作的范例。学习写作的不能完全依靠一种学习方法，因而这些范文的段落混合了各种方法。然而，学习写作的主要方法在每章中都是显而易见的。学生的写作范文也起到写作方法的示范作用。通过了解别人的选择从而建立写作

情景和方法的意识。他们就会明确什么是恰当的写作方法，可使用什么样的修辞策略的意识。这种意识对于学生学习写作是至关重要的。他们会把写作看成他们日常学习的一个重要部分。

5. 每一章都提供了丰富多彩的活动，这些活动旨在使学生熟悉如何强调主题思想、支撑主题思想及组织篇章。

6. 每章都介绍了提高文章连贯性的相关方法，并且提供了语法要点。语法要点在附录2语法复习中给予解释和练习。在这部分中，虽然并没有包括全部的英语语法，但却能够帮助学生学会使用最常用的句子结构和主要的动词时态。

本书结构

《新思维高效英语写作》（上）一书由八章组成。第一章可使学生熟悉段落形式的最基本的东西：主题句，辅助句，段落前后的统一性及一致性。这一章还介绍了写作的过程，一些写作前构思的技巧及日记的用途。第二章到第七章重点讲述了具体的主题和提高写作技能的方法。第八章由段落扩大到了篇章。

每一章节都包含了以下部分

1. 起始部分：这一部分从看图回答问题开始，此活动让学生思考主题，与同学们分享感受与经历。接下来是日记写作。旨在探索写作思想，让学生建立与本章主题相关联的思想体系。

2. 阅读和词汇：此部分从引人入胜的阅读材料开始，接下来是阅读理解题和讨论题。最后是扩大生词量部分，此部分包括词汇学习策略、练习以及《柯林斯美式英语字典》的相关词语搭配。

3. 写作：这一部分介绍了该章的主要修辞要点，通过充分的辅助手段及合理的组织集中练习某一个修辞要点。学生们接触的是地道的课文材料和学生范文，同时学生还要分析在组织和展开段落时需注意的各种事项。他们将学习写作过程的相关步骤，同时用同学评价和自我编辑来完成一个完整的写作任务。

4. 写作技能：这一部分的重点是文章的连贯性和语法。学生将学会如何使文章连贯的各种方法，如：怎样在不同的文体中恰当地使用连接词。新设的语法技能部分帮助学生复习对完成写作任务有用的语法结构。新设的编辑练习为学生操练编辑技能提供机会。选择性部分——利用网上资源——在加深学生对本章主题的理解、增强其写作和口语表达的修辞策略意识的同时还有助于提高学生的数字化技能。

5. 拓展阅读和拓展写作部分：这一部分包含一篇新的阅读文章及更多的写作和讨论话题。这部分的阅读文章比前一篇更富有挑战性，内容与文章的主题相关而且附有阅读理解

及供大家讨论的问题。这一部分可用在本章的开头与第一篇阅读文章一起为学习者提供更多的背景知识及讨论的话题，或者用作后续的阅读材料，写作和讨论题目还可用以日记写作和小组活动。

课文使用的灵活性

《新思维高效英语写作》（上）一书可以灵活使用。全书的章节都集中讲段落的写作，然而，这些章节的材料完全可以用在篇章写作。第八章是相对独立的一章，介绍篇章写作并附有阅读文章及篇章的范文。这一章在任何时候可插入某一章中让学生学习写一篇完整的文章，进而学习写由许多段落组成的文章。

第三版的新特色

1. 最新的阅读材料和话题：《万维网上的生活》（第五章），《阅读的荒原》和《名字的秘密》（第七章），《开放的网络，不开放的隐私》和《吸尘器机器人填补主人的情感真空》（第八章），这些新话题会让学生兴趣盎然。
2. 扩大生词量专栏讲述如何扩大生词量的策略方法，通过摘录《柯林斯美式英语字典》相关的词语搭配介绍常见的词组搭配，以此强调学术性写作中词汇的重要性。
3. 提高语法技能鼓励学生为完成本章的写作任务复习关键的语法点，注重语言的准确性。
4. 编辑练习帮助学生掌握自我纠错的重要技能。
5. 新版的全真彩色图片和开放式设计令读者使用起来得心应手。

与《新思维高效英语写作》（下）的关系

《新思维高效英语写作》（上）是《新思维高效英语写作》（下）的中级姊妹篇。《新思维高效英语写作》（上）向学生介绍学术性写作的规则和要求，重点在段落写作。《新思维高效英语写作》（下）以回顾段落开始，引导学生写出更有深度和更加复杂的学术性文章。

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