



商务部十二五规划教材



全国高职高专商务英语专业基础教材

教师用书

Teachers' Book

商务英语综合教程

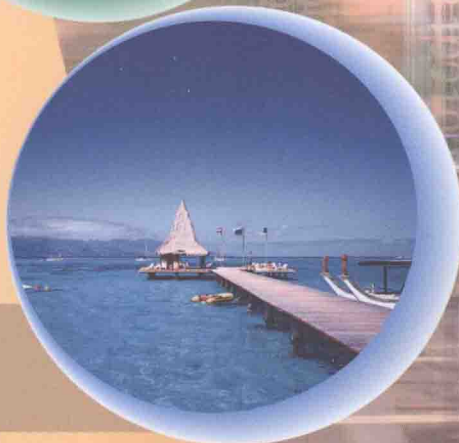
BUSINESS ENGLISH

AN INTENSIVE COURSE

2

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主 编：陈 璇



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全国高职高专商务英语专业基础教材

商务英语综合教程 2

BUSINESS ENGLISH

An Intensive Course

(教师用书)

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BUSINESS ENGLISH-AN INTENSIVE COURSE (TEACHERS' BOOK)

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前 言

工欲善其事，必先利其器。教材之于教师，犹如琴谱之于琴师。一本好的琴谱会让琴师充分展现其精湛的演奏技法，奏出余音绕梁的乐曲。同样，一部好的教材会让教师完美演绎其高超的教学方法，教出引人入胜的课程。编写一套教师和学生能用、好用和耐用的高职高专商务英语专业“综合英语”课程的《综合教程》是我们多年的梦想。自2006年举办“全国国际商务英语考试”以来，我们与众多兄弟院校交流频繁。一线专业教师和学生认为推出这样的教材非常必要和紧迫。经过多位专家和商务英语教学团队两年的策划和编写，并作为自编讲义在我院商务英语专业试用基础上，本套教材如今终于同师生们见面了。

《商务英语综合教程》作为高职高专英语专业语言基础教材，主要服务于商务英语专业师生，兼顾应用英语、旅游英语和英语教育专业教学。本套教材服务的课程为英语专业的“综合英语”，为商务交际、市场营销、国际贸易实务等课程奠定英语语言基础。正如教材名称所示，我们将“综合英语”和“商务英语”两个理念有机地融合到教程中，更能满足我国高职高专英语教育的现实需求。单纯强调语言能力操练的“综合英语”无法满足学生未来职业的需要；富有复杂商务知识和业务操作的“商务英语”又将学生拒之门外，因为他们还没有商务知识的铺垫。处理好“英语”和“商务”二者的平衡关系并力求有机地将“商务”和“英语”融合在教程中是本套教材的特点和探索。

本套教材的主要特色体现在“商务语境下的语言运用”，将语言基本功的培养融入商务的题材、体裁、任务和情景中。我们策划单元主题为商务话题，任务场景为商务情景，练习任务为商务模拟。在“Business Practice”部分，我们模拟商务环境，设计了信息判断和问题讨论等任务，引导学生用英语解决商务中的问题；在“Business Centre”部分，我们选用商务活动中使用的真实语言素材，如办公设备使用手册、商品广告、招聘启事、商务单证和商务函电等，通过实操性较强的练习任务培养学生商务语境下的语言应用能力。同时，教材坚持“精读”课程的理念，旨在培养语言基本功，提高学生英语交际能力。“综合英语”课程教材不应该是单项专业技能课程教材如听力教程、口语教程、阅读教程、翻译教程和写作教程等教材内容的简单复加，而应是围绕培养学生听、说、读、写和译五项能力的多个素材、多项练习任务的有机统一体。我们以单元话题为经，以练习任务为纬，用语言素材编织着教程这张网。单元话题覆盖着当代大学生生活的主要方面，并跟随着他们成长的轨迹而逐步加深提高；练习任务因学生能力培养需要而设，充分调动学生学习的主动性，循序渐进，螺旋上升；语言素材，无论主课文还是商务应用阅读材料，行文规范、难度适中，成为培养语言能力的载体。主课文强调丰富性、思想性和人文性，商务应用阅读材料关注通俗性、实用性和时代性。

语言是文化的载体，语言能力需要文化滋润，商务英语交际能力同样需要在丰厚的文化底蕴上培养，以提高大学生文化素质和营造大学文化的文化育人理念正大行其道。本套教材在话题选取、文章选材和任务设计等方面注重以文育人，用商务文化滋养学生的英语运用能力，期待能为有志于商务英语学习者带来全新的体验和提升。

编 者

2014年1月

Unit



College

- Lead-in
- Language Lab
- Business Centre
- Self-study Room



“Universities are where the wisdom we cannot afford to lose is preserved from generation to generation.”

Lawrence H. Summers

Unit Objectives:

- Language: Listening for details in college tuition fees
Reading about the liberal arts
Talking about self-employment
Knowing about definitions of translation
Writing a topic sentence
- Business: Understanding small business ideas for college students
Knowing key traits of a student entrepreneur
Getting information from a college club ad

Lead-in

Task 1

Objective: Ss can identify major campus facilities.

Time: 5 min.

Steps: 1. Ask Ss to recognize the facilities in the pictures.
2. Check the key with Ss.

Key:

1. stadium 2. dormitory 3. library 4. computer lab 5. teaching building

Task 2

Objective: Ss can express opinions on college life.

Time: 15 min.

Steps: 1. Divide Ss into groups.
2. Ask Ss to read the statements about college life.
3. Ask Ss to share their own opinions about college life.
4. Ask Ss to report to the class.

Task 3

Objective: Ss can listen for details of college tuition.

Time: 5 min.

Steps: 1. Get Ss to listen to the recording and finish the task.
2. Ask Ss to give the key information.
3. Check the key with Ss.

Key:

Tuition Fees of Three Medical Colleges in California

College	Rank	Tuition (\$)
Stanford University	1) <u>11</u>	2) <u>14,732</u> per quarter
USC Keck School of Medicine	3) <u>34</u>	4) <u>39,198</u> per year
University of California—San Francisco	5) <u>4</u>	6) <u>34,215</u> per year

Script:

While doctors traditionally earn a lot of money once they begin practicing medicine, paying for medical school can be extremely expensive. Students attending private medical schools in California can expect to pay up to \$45,000 a semester in tuition alone. Knowing which medical schools in California are the most expensive can be helpful for students to make education decisions.

Stanford University is the 11th best medical school in the country, and the most expensive medical school in California. Tuition for Stanford is \$14,732 per quarter, with most students enrolling for three or four quarters a year. For a student enrolled for four quarters and living off campus, Stanford estimates that the total cost for all expenses, including tuition, supplies, room and board, will be \$94,820 a year.

Ranked number 34, the USC Keck School of Medicine is the only other private university in California to be ranked among the top 50 medical schools in the country. Tuition for the full year (two semesters) is \$39,198, and students must also pay more than \$1,000 in fees.

The University of California—San Francisco is a public school, so tuition is less than private universities in the state, but not by much. For a medical student enrolled for all 12 months, tuition was \$34,215. The total estimated living expenses were \$61,581. The medical school was ranked number four in 2010.

Language Lab

Text A

Translation

人文教育的反对者错了

- 1 在高等教育阶段，我们的政府应该提倡科技教育还是人文教育？这并不是非此即彼的命题，不过目前美国高等教育强调培养青年人能够胜任科学、技术、娱乐和数学（简称 STEM）相关领域工作，这种重视让人觉得似乎如此。
- 2 美国艺术与科学研究院 2013 年 6 月发布的一份报告承认技术培训至关重要，同时也毫不含糊地主张人文和社会科学学习必须在美国教育体系各级别中保持核心地位。这两个方面对于培养这样的公民都至关重要：他们能有效参与我们的民主社会生活，能成为富有创新精神的领导者，能享受丰富的精神生活，这种丰富的精神生活来自于对伦理、道德、美学和伟大思想的沉思冥想。
- 3 当今时代，经济局势动荡不安，随着国内和国际市场上技术进步和改变使某些职业工资降低、职位减少，在高等教育方面投入巨大的父母和学生们担心就业前景。在这种情况下，人们自然而然寻找貌似最“现实”的方法以摆脱困境。“选择为就业量身定制的专业”对于某些人来说似乎是显而易见的答案，但是他们却忽视了这样的事实。许多人文科学中的“软学科”，从长远的角度看，能够带来就业和成功。其实，根据调研，雇主偏爱受过通识教育的学生。通识教育能够培养学生善于写作，进行批判性思考和创新性研究，轻松地与人沟通。
- 4 而且，学生应该不仅仅为第一份工作做准备，还要为第四份和第五份工作做准备。因为，毫无疑问，现今进入职场的人们将要在他们的职场生涯中扮演不同角色。在新环境中做得最好的一定是那些因其教育而能变通的人。只有能从科学、艺术和技术领域中获得手段和洞察力，他们才能解决未来的问题，抓住机会，唯有如此，才能有利于自己，有利于美国。
- 5 1780 年 5 月，远在法国的约翰·亚当斯写信给他妻子，表达他对美国实验进展的希望：“我必须研习政治和战争，子辈才可以专攻数学和哲理。子辈须要学习数学、哲理、地理、自然史、造船、航海、商业和农业，孙辈才能够学习书画、诗词、礼乐、建筑、雕刻、纺织和陶瓷。”诚然，那时美国已经有了诗人和音乐家，但是亚当斯真正想表达的是：“一个国家必须拥有足够的财富、稳定和安全，才能有一大批公民从事超越战争和政治的活动，战争和政治（战争的替代品）就是为最基本的生存而战。这是真理。”尽管美国深处经济困境，但仍然富裕。美国有能力创造和维持这样一种教育体系，在科学、数学、历史、艺术和其他学科领域高水准培养年轻人。我们能够继续实现亚当斯为这个国家所设定的值得追求的愿景吗？

Language Points

Para. 1

- 1. promote:** to help sth to develop or increase 促进; 提升
e.g. *We don't have to sacrifice environmental protection to promote economic growth.*
The council could do more to promote recycling.
- 2. either-or:** presenting an unavoidable need to choose between two alternatives 非此即彼的
e.g. *She rejects the idea that happiness has to be an either-or proposition.*
A reader has the option of downloading a book as well—but it is an either-or choice: read online or download to a computer.

Para. 2

- 3. acknowledge:** to admit or accept that sth is true or that a situation exists 承认
e.g. *He refused to acknowledge defeat.*
They acknowledged themselves to be defeated.
He refused to acknowledge that he was defeated.
It is now generally acknowledged that he was innocent.
- 4. assert:** to state firmly that sth is true 坚称; 坚持
e.g. *He asserted his innocence.*
She asserted the charge to be incorrect.
He asserted that nuclear power was a safe and non-polluting energy source.

Para. 3

- 5. fret about:** to worry about sth, especially when there is no need 担心, 发愁
e.g. *I was working all hours and constantly fretting about everyone else's problems.*
Granny spent her days fretting about her grandsons.
- 6. ignore:** to deliberately pay no attention to sth that you have been told or that you know about 故意对……置之不理
e.g. *The school board has continually ignored the complaints of parents.*
ignore: to behave as if you had not heard or seen sb or sth 忽视; 不理睬
e.g. *The phone rang, but she ignored it.*

Para. 4

- 7. moreover:** in addition 此外; 而且
e.g. *The rent is reasonable and, moreover, the location is perfect.*
The source of the information is irrelevant. Moreover, the information need not be confidential.
- 8. stand in good stead:** to be very useful 对……很有利
e.g. *His years of training were standing him in good stead.*
Throughout her career, Morris' speaking abilities have stood her in good stead.

Para. 5

- 9. granted:** used when you admit that sth is true 的确
e.g. *Granted, he doesn't look too bad for his age, but I don't care for him.*
- 10. address:** to discuss, think about, or do sth about a particular problem or question, esp. with the aim of solving a problem 探讨
e.g. *The article addresses the problems of malnutrition in the state.*
Environmental problems relating to the factory have yet to be addressed.

Reading Comprehension

Task 1

Objective: Ss can scan the text for the main ideas.

Time: 10 min.

- Steps:**
1. Ss read the text and finish the task in pairs.
 2. Ss compare and discuss their answers.
 3. Provide and explain the suggested answers.

Suggested Answers:

1. remain central components
2. are critical to
3. in the long run
4. a broadly based education
5. play many different roles
6. wealth, stability and security
7. create and maintain an educational system
8. fulfill the worthy vision for the nation that Adams set forth

Task 2

Objective: Ss can read the text for detailed information.

Time: 10 min.

- Steps:**
1. Ss read the text and finish the task individually.
 2. Ss discuss their choices in class.
 3. Provide and explain the key.

Key:

1. D 2. C 3. C 4. C 5. D

Task 3

Objective: Ss can summarize the text with the hints provided.

Time: 10 min.

- Steps:**
1. Ss read the summary and locate the hints in Text A.
 2. Ss fill in the blanks and compare their answers.
 3. Provide the suggested answers.
 4. Ss read the summary aloud.

Suggested Answers:

1. an emphasis on
2. acknowledges the critical importance
3. of great economic uncertainty and insecurity
4. looking for
5. lead to employment and success
6. a broadly based education
7. over the course of
8. to be flexible
9. engage in pursuits broader than the basic struggle
10. the very highest level

Vocabulary and Structure

Task 1

Objective: Ss can explain the underlined words in English.

Time: 10 min.

- Steps:**
1. Ss go through the phrases in Column A and pay attention to the underlined words.
 2. Ss match the underlined words with the meanings in Column B.
 3. Check the key with Ss.

Key:

1. d 2. f 3. a 4. j 5. i 6. b 7. c 8. e 9. g 10. h

Task 2

Objective: Ss can use the words appropriately in the given context.

Time: 10 min.

- Steps:**
1. Ask Ss to read the words in the box.
 2. Brainstorm Ss with different words by using vocabulary building skills.
 3. Get Ss to finish the task.
 4. Check the key with Ss.

Key:

1. pursuit 2. flexible 3. promoted 4. stability 5. survival
6. characterized 7. uncertainty 8. liberty 9. preference 10. practical

Task 3

Objective: Ss can understand and use the expressions.

Time: 10 min.

- Steps:**
1. Go over the expressions with Ss.
 2. Ss finish the task.
 3. Check the answers with Ss.

Suggested Answers:

1. **Fretting about** it won't help.
发愁于事无补。
fret about: to worry about
2. **The Prime Minister set forth** the aims of his government in a television broadcast.
首相在一次电视讲话中阐明了政府的目标。
set forth: to make sth known, declare sth
3. **Prices are bound to rise in the long run.**
从长远看，物价肯定要涨。
in the long run: in the end, eventually
4. **My coat has stood me in good stead** this winter.
我这件大衣今年冬天可帮了大忙了。
stand sb in good stead: to be helpful or useful to sb when needed
5. **They took advantage of** the hotel's facilities.
他们充分利用了宾馆的设施。
take advantage of: to make good use of

Task 4

Objective: Ss can understand the sentence structures and reproduce them in translation tasks.

Time: 10 min.

- Steps:**
1. Explain the models to Ss.
 2. Get Ss to finish the task.
 3. Check the answers with Ss.

Suggested Answers:

1. **The question of** which job opportunity I should take bothered me a lot recently.
2. **In a time of** fierce competition, education is rather important.
3. **Under these circumstances,** it is not wise of me to make any comment.
4. **Granted,** this plan is not perfect, but it is practicable.
5. **Despite** our efforts to keep this school open, the government decided to close it.

Task 5

Objective: Ss can use the relative pronouns.

Time: 15 min.

- Steps:**
1. Explain the model to Ss.
 2. Ss finish the task.
 3. Check the answers with Ss.

Suggested Answers:

1. The boy and his dog **that** were believed to be lost in the wood were rescued this morning. (先行词为人和动物, 只能选用关系代词 that)
2. Can you remember the scientist and his theory **that** we have learned? (先行词为人和事物, 只能选用关系代词 that)
3. Mary was introduced to a young soldier and an old professor **who/that** sat next to her. (先行词为人, 关系代词在从句中做主语, 可选用 who 或者 that)
4. Who **that** has common sense will believe such nonsense? (当先行词为 who 或前面有 who, which 等疑问代词时, 只能选用关系代词 that)
5. She is no longer the sweet girl (**that**) she used to be. (关系代词在从句中做表语, 选用 that 或者省略)

More examples:

1. These walls are all **that** remain of the ancient city. (当先行词为 everything, anything, nothing, all, none, few, little 等词时, 或当先行词被 every, any, all, some, no, little, few, much 等词修饰时, 只能选用关系代词 that)
2. The first place **that** they visited in London was the Big Ben. (当先行词被序数词或形容词最高级修饰时, 只能选用关系代词 that)
3. Beauty is the only thing **that** Emily can be proud of. (当先行词被 the very, the only 修饰时, 只能选用关系代词 that)

Task 6

Objective: Ss can paraphrase the sentences.

Time: 15 min.

- Steps:**
1. Ss read the sentences.
 2. Ss finish the task.
 3. Check the answers with Ss.

Suggested Answers:

1. Our government cannot avoid making a choice between emphasizing liberal arts and focusing on technical skills in higher education.
2. The study of the humanities and social sciences must continue to be core elements in the whole educational system in America.
3. Actually, many areas of university and college study in the humanities considered as “not strong or impractical” often help students get their jobs and gain success eventually.
4. The students who will be most successful in new environments will be those whose educations have prepared them to change to suit any situation.
5. Will we continue to bring into reality the respectable imagination for the nation that Adams had hoped and proposed?

Text B

Translation

适合大学生的小企业创想

- 1 大学生会认为到快餐店打工是赚钱的最佳选择。然而，创办一家小企业也不失为用时少又能赚外快的好主意。下面就来看看大学生在继续学业的同时又能赚钱的可选方案。
- 2 **家教服务。**对于只想赚到足够支付每个月开销的学生来讲，这是一个极佳的选择。在开始阶段，他们可以考虑教数学、科学和英语等科目。
- 3 **自由撰稿。**这包括为报纸写稿子、拍照片等。这个工作有创意，也不需要事先投资。然而，这里有很多不确定性。比如，如果雇主对自由撰稿人作品没有兴趣，他就拿不到报酬。
- 4 **洗衣服务。**洗衣服务也是大学生创办小企业的好主意之一。他可以通过口口相传推广他的生意。洗衣服非常枯燥乏味，没有多少人愿意做。他会发现这是一个很好的商机。置办一台品质好的，洗衣容量大的洗衣机很有用，可以减轻工作强度。而且，你可以省出一些时间来学习和参加课外活动。
- 5 **清洁服务。**与洗衣服务相似，你可以琢磨做清洁服务。大学生需要能够付得起的清洁服务。自己就是大学生，你会发现清洁服务容易宣传，容易做大。你还可以在清洁服务同时增加送外卖的业务。这不需要你另外开发市场。你这样还会学到做生意的新技巧。
- 6 **数据录入。**数据录入，除了需要速录技巧，并不需要很多的技能，所以门外汉也可以干这项工作。这是学生利用空闲时间赚钱的好来源。掌握计算机基本操作知识对于数据录入就足够了。数据录入被认为是最受大学生欢迎的在线业务。
- 7 **建立网站。**如果一个学生擅长把建立网站和使用电脑视为一个整体工作，他可以尝试建立网站。做这个生意可以赚到足够多的钱，远不止付清每月花销。但是建立网站需要较深的程序设计语言知识和计算机运行知识。总之，建立一个全功能的网站是电脑极客的工作。
- 8 **娱乐服务。**如果他爱玩乐器，比如钢琴、吉他等，他可以尝试在婚礼、派对或其他场合表演来赚钱。

Language Points

Para. 1

- option:** a choice you can make in a particular situation 选择, 选项
e.g. As I see it, we have two options—either we sell the house or we rent it out.
- available:** able to be used 可利用的
*e.g. The university is trying to make more accommodation available for students.
We've already used up all the available space.*

Para. 4

- publicity:** making sure that people know about a new product, film etc. or a famous person 宣传
*e.g. Who's going to do the show's publicity?
The concert was a good one, but because of bad publicity, very few people came.*
- ease off:** to reduce in degree, speed or intensity 减轻
e.g. We also offer parents education to ease off the stress in the parenting process.

Para. 5

- affordable:** believed to be within one's financial means 买得起的
e.g. The company makes wearable, beautifully cut clothes at affordable prices.
- prosper:** to be successful and become rich 兴旺, 繁荣
e.g. His company prospered through good management.

Para. 6

- source:** any thing or place from which sth comes, arises 来源, 根源
e.g. Have they found the source of the gas leak?

Reading Comprehension

Task 1

Objective: Ss can scan the text for the main ideas.

Time: 10 min.

- Steps:**
- Ss read the text and finish the task individually.
 - Ss discuss their choices in class.
 - Provide and explain the key.

Key:

1. F 2. T 3. T 4. F 5. T

Task 2

Objective: Ss can take notes and summarize the text.

Time: 10 min.

- Steps:**
- Play the recording.
 - Ss fill in the blanks and compare their answers.
 - Provide the key.
 - Ss read the summary aloud.

Key:

1. tutoring 2. Freelancing 3. uncertainties 4. in-depth 5. entry
6. layman 7. affordable 8. publicity 9. instruments 10. receptions

Business Practice

Task 1

Objective: Ss can understand the key traits of a student entrepreneur.

Time: 10 min.

- Steps:**
1. Go through the items with Ss.
 2. Ss finish the task.
 3. Check the key with Ss.

Key:

1. i 2. e 3. c 4. g 5. b 6. d 7. j 8. f 9. h 10. a

Task 2

Objective: Ss can discuss the relevant topics.

Time: 10 min.

- Steps:**
1. Ss think about the following questions before reading:
Do you know anyone who has started a business? Have you ever thought about starting a small business? If yes, what business do you have in mind?
 2. Ask 2 or 3 Ss to present their opinions orally within 5 sentences.
 3. Ss go through the opinions and discuss in pairs.
 4. Ask several Ss to present their opinions orally in class.

Translation

Definitions of Translation

Objective: Ss know what translation is from different perspectives.

Time: 30 min.

- Steps:**
1. Explain the definitions of translation.
 2. Ask Ss to think about the meanings of the examples.
 3. Ss finish the task individually.
 4. Provide the suggested answers.
 5. Explain how to translate the underlined parts.

翻译可以简单定义为用一种语言将另一种语言所表达的意思再现出来的过程。作为一项复杂的人类活动，我们很难描写出翻译的整个画面。国内外不同背景的学者试图从不同的角度对翻译进行定义。

1. Translating consists in reproducing in the target language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style.
翻译就是从语义到风格在译语中用最为贴切、最为自然的**对等语**再现原语信息的活动。（这是美国著名翻译理论家 Eugene Nida 从语言学角度对翻译的诠释）。
2. Translation is a process which occurs between cultures rather than simply between languages.
翻译是一个不单单发生在语言之间的过程，还是一个发生在**文化**之间的过程。（由此可见，翻译不仅涉及语言问题，也涉及文化问题。译者不仅要了解外国的文化，还要深入了解自己民族的文化。）
3. Translation is rendering the meaning of a text into another language in the way that the author intended the text.
翻译是以作者渲染原文**意思**的方式将作者的意图转换成另一种语言的活动。（这是英国著名翻译理论家 Peter Newmark 从语义学角度对翻译的诠释）。

Suggested Answers:

1. 琳达**能歌善舞，擅长演戏，又很会开玩笑**。（译者在这里运用改变词性的方法将原文的名词转换成了动词，该译文显然要比直译成“琳达是一位好歌手、好舞蹈家、一位伟大的演员和伟大的玩笑家”要简洁明了，表达也更生动。）
2. 凭着我的决心，我的运气，还有许多善良人们的帮助，我终于**获得新生**。（“rise from the ashes”的原意是“从灰烬中起来”，译者将其处理成“获得新生”更符合中国读者的文化习惯，容易被理解和接受。）
3. 跟这么多穿着体面而又有教养的人待在一起，这位乡下姑娘感到**很不自在**。（“a fish out of water”的原意是“像一条离开水的鱼”，译者将其处理成“很不自在”少了比喻的成分，但是更能传达作者的真正意图。）
4. 每当你在社交场合遇见某人时，**专注地看他**四分钟。（译者在这里将原文的“形容词+名词”结构处理成了“副词+动词”搭配，更加符合目的语的表达习惯，易被目的语读者理解。）
5. 我们的新助理史斯密斯刚刚大学毕业，在工作上还是个**生手**。（颜色词在不同的文化中有不同延伸含义，如果不根据上下文也不考虑文化差异就进行翻译，有可能会引起读者的误解。该译文很好地处理了原文的“green”。）

Writing

Writing a Topic Sentence

Task

Objective: Ss can write a good topic sentence for the paragraph they want to develop.

Time: 20 min.

- Steps:**
1. Provide a topic sentence.
 2. Ask Ss to identify the topic and its controlling idea.
 3. Introduce the function and placement of the topic sentence.
 4. Ss finish the task.
 5. Check the answers with Ss.

Suggested Answers:

1. Topic: people can avoid burglaries
Controlling ideas: by taking certain precautions
2. Topic: growing up in a small town
Controlling ideas: there are several advantages
3. Topic: fixing a flat tire on a bicycle is easy
Controlling ideas: if you follow these steps
4. Topic: effective leadership
Controlling ideas: (it) requires specific qualities that anyone can develop
5. Topic: dress in a professional manner
Controlling ideas: (it) helps gain respect from your coworkers and boss

Notes:

A good topic sentence helps the reader to understand the point of a paragraph and makes it easy to write the rest of a paragraph. As a result, if this sentence states a fact, it should not be overly obvious because the writer may find he has not much to say about it. Here is a bad example: “Barbara is a tall woman.” How can you write one hundred words about being tall? On the other hand, the topic sentence that states a fact should express an attitude or position about it and do so in fairly specific words. If you say “Barbara is a wonderful woman”, this topic sentence is okay, but the problem is that it is so general that the reader has no idea what the paragraph is about. Barbara could be wonderful because she is a great mother, because she is a good business woman, or because she is very intelligent... Instead if you say that “Barbara is a hardworking freshman”, you just made a good topic sentence that is tightly focused and stated precisely.