

“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

学生用书

第2版

主 编 / 邹 申



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图书在版编目 (CIP) 数据

写作教程 2 学生用书 / 邹申主编. —2版.

—上海: 上海外语教育出版社, 2013

新世纪高等院校英语专业本科生系列教材. 修订版

ISBN 978-7-5446-3149-5

I. ①写… II. ①邹… III. ①英语—写作—高等学校—教材

IV. ①H315

中国版本图书馆CIP数据核字 (2013) 第049837号

出版发行: **上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 邬安安

印 刷: 昆山市亭林印刷有限责任公司

开 本: 787×1092 1/16 印张 13.75 字数 330千字

版 次: 2013年4月第2版 2013年4月第1次印刷

印 数: 20 000 册

书 号: ISBN 978-7-5446-3149-5 / H · 1576

定 价: 25.00 元

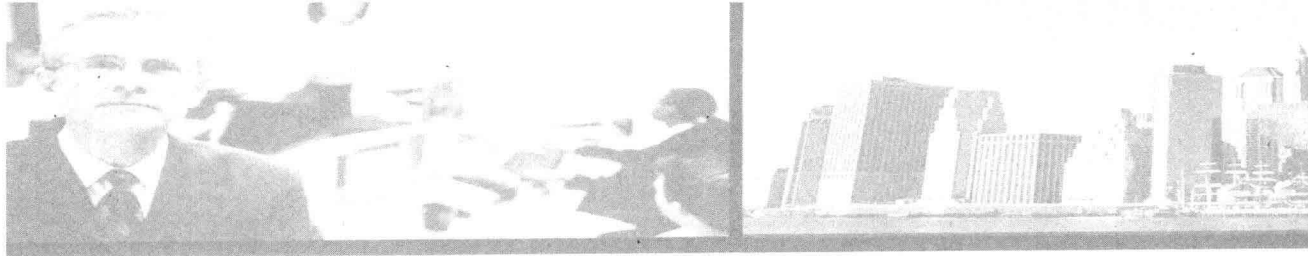
本版图书如有印装质量问题, 可向本社调换

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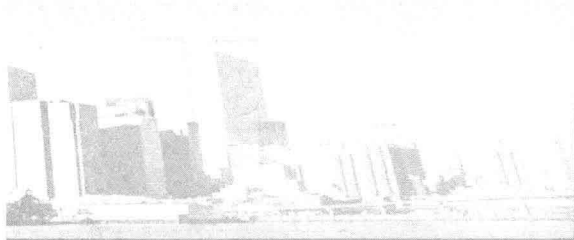
总 序

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、六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”、“十二五”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。

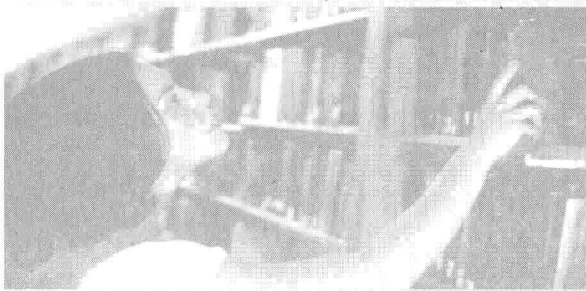
修订后的教材仍保持原有的专业技能、专业知识和相关专业三大板块,品种包括基础技能、语言学、文学、文化、人文科学、测试、教学法等,总数逾 200 种,几乎涵盖了当前我国高校英语专业所开设的全部课程,并充分考虑到我国英语教育的地区差异和不同院校英语专业的特点,提供更多的选择。教材编写深入浅出,内容反映了各个学科领域的最新研究成果;在编写宗旨上,除了帮助学生打下扎实的语言基本功外,着力培养学生分析问题、解决问题的能力,提高学生的思辨能力和人文、科学素养,培养健康向上的人生观,使学生真正成为我国新时代所需要的英语专门人才。

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”。其专业技能板块的 70 多种教材更于 2012 年首批被评为“‘十二五’普通高等教育本科国家级规划教材”。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。

第二册单元设计框架：

1. 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。

2. 在写作教学过程中融合文化知识或相关知识的传授,即每一单元的教学围绕一个主题(theme)展开,使学生在获取相关写作知识的同时,增进文化方面的积累。
3. 本册包括以下部分:

- **PART I WARM-UP ACTIVITIES**

这部分旨在引起学生对本单元内容的兴趣,激活已有的经历或已储存的相关知识。

- **PART II TEACHING FOCUS**

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。

- **PART III FOLLOW-UP EXERCISES**

这部分主要提供各种形式的课堂或课后练习,以巩固本单元所讲授的内容。



修订说明

写作教程(第二册)于2005年8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。

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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,对第二册进行部分修订。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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Unit Objectives

At the end of the unit you will

1. become familiar with the organizational structure of a paragraph;
2. know how to write a good topic sentence and select supporting ideas to achieve unity; and
3. be able to use various devices to achieve coherence.

PART I

Warm-up Activities

Group Work

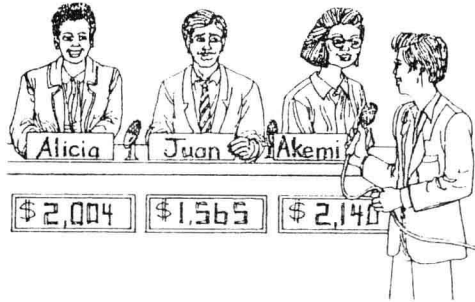
Discuss with each other the advantages and disadvantages of having a mobile phone. Put down the ideas you've got from the discussion in the following table.

Individual Work

Then pick out a few ideas, reorganize them and write one paragraph either on the advantages or on the disadvantages of having a mobile phone.

Additional Work

Look at the picture and describe what the people are doing on TV.



Source: *Talk It Over*, L. G. Alexander, New York: Longman, 1978.

PART II

Paragraph

To create a piece of writing, we have to start with paragraphs. As we all know, paragraphs are smaller units of a longer piece of writing. It is a group of sentences separated by a space from the following and the preceding groups, and the first sentence of this group is usually indented. But where does a paragraph begin and where does it end? How do these sentences relate to each other? We have to get the answers to these questions before we start writing. Looked at from the inside, a good paragraph is a group of sentences that support and develop a single idea. In other words, a paragraph expands upon a core idea stated in its topic sentence. In this unit, we are going to study how to write well-organized paragraphs.

Topic Sentence

When you start writing a paragraph, you must have in your mind not only a topic but also a controlling idea that commits the paragraph to a specific aspect of the topic. A sentence that names the topic of the paragraph and contains a controlling idea is called the topic sentence of the paragraph. It is usually the most general and most important statement of the paragraph. Now let's study the following topic sentences in the table and then complete the rest according to the topic given.

Topic	Controlling idea
Riding a bicycle	gives me much pleasure.
I	had a terrible morning today.
College life	is quite different from middle school life.
The biggest problem in my college	is the lack of space in the reading room.
Jenny	is a quiet and shy girl.
Television programs for children	
Learning a foreign language	
Cathy	
The food we eat	

Now, do you know what a topic sentence is?

In addition, there are some qualities necessary for a good topic sentence. Look at the following examples of poor topic sentences and discuss in groups to comment on them. Make improvements where possible. The first one has been done for you as an example.

1. Choosing a major is difficult.

Comment:
too general

Improvement:
Choosing a major is both important and difficult for a senior high school student.

2. The spelling of the word *centre* in British English is different from that in American English.

Comment:

Improvement:

3. Different countries with different customs.

Comment:

Improvement:

4. The local food is terrible.

Comment:

Improvement:

Now, can you summarize the features of a good topic sentence?

Summary

Organizational Structure

Sample 1

Read the following paragraph and answer the questions.

Both animals and people respond positively to rewards. As experiments have shown, rats in a Skinner box* will systematically press a lever in order to obtain food. Dogs will perform tricks in response to verbal praise. People, like those who practice and practice in order to reach the Olympics, also work for rewards. English teachers should be aware of this motivational principle and incorporate it into their teaching methods.

Questions:

1. Is there a topic sentence in this paragraph? Where is it?
2. How many supporting ideas are given in the paragraph?
3. What is the function of the last sentence?

* A Skinner box is a device designed by B. F. Skinner, the foremost behavioral psychologist in the United States, which contains an opening, through which food may be presented, and a lever. The rat presses the lever a number of times to obtain food.

Sample 2

Read the following paragraph and answer the questions.

The sky is clear blue. Sparrows chirp in the early morning. The fruit trees in the backyard are beginning to bloom. The hills are turning green, and purple and yellow wildflowers are appearing in the fields. The snow on top of Camel Mountain has all melted. It must finally be spring.

Questions:

1. Where is the topic sentence of this paragraph?
2. Which sentences provide the supporting details?
3. What is the difference between Sample 1 and Sample 2 in terms of organization?

Sample 3

Read the following paragraph and answer the questions.

Warmed up a bit, I took a walk along the main aisle. I loved to look at each company's display. Always showing their biggest and best produce, they showed my eyes a kaleidoscope of colors and a beautiful array of shapes and sizes. Boxes were lined up, containing bright yellow lemons and oranges alternating between various shades of red and green apples. A row of lettuce and other salad vegetables along the top included every shade of green imaginable. Cases of smaller fruit — deep purple grapes, grass green avocados — made the large fruit look even larger. The display was framed by bunches of Indiana corn hanging all around and bordered at the bottom by earthen colored squash. Indeed the marketplace was a scene to awake the senses.

Questions:

1. Which sentence serves as the topic sentence in this paragraph?
2. What are the supporting ideas?
3. Is there a concluding sentence in the paragraph?
4. What is the difference between this sample and the previous two samples in terms of organization?

Now, can you summarize the organizational structure of a paragraph on the basis of the exercises?

Summary

Unity

In the previous section we have discussed how to write a good topic sentence. In this section we are going to learn how to select appropriate details to develop or support the topic sentence. The selection of right details will help you to achieve unity in writing. Unity is the essential quality of a good paragraph. A well-written paragraph has only one point to make, and every sentence in the paragraph develops or supports that idea. It does not include unnecessary details, nor does it turn off in unexpected directions.

Sample

Read the following two paragraphs and answer the questions.

- Paragraph A**
- New students should give careful consideration to the courses they want to take
 in their first semester at college. They should keep in mind that college is a different
 institution with new things to experience and new situations to adapt to. I had al-
 ways been told that college is not hard and that it is just a matter of keeping up in
 your classes. This is true, but I have found it to be very difficult and time-
 consuming. My advice to the freshman is that he be sure that the number and the
 kind of courses he takes are those he can handle. In college there are a vast number
 of courses one can take.

- Paragraph B**
- New students should give careful consideration to the courses they want to take
 in their first semester at college. For one thing, they should balance science and non-
 science courses so that they do not have too many time-consuming labs. They
 should also try to get a mixture between subjects they find fairly easy and those that
 are difficult for them. For instance, the student who does well in history but expects
 to have a terrible time with calculus might plan on taking both in the same semester
 to balance the workload. The student who does not plan carefully and takes five
 tough courses the first term may wind up on scholastic probation.

Questions:

1. Which paragraph do you think is better? Why?
2. What are the supporting details for the better paragraph? Why are they appropriate?

Now, complete the following outline for Paragraph B.