

大学英语

分级写作教程

College English

WRITING

Guan Pengfei

武汉大学出版社

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Preface

This book, as the name suggested, is designed to be a text book of writing for College English students. The aim of this book is to provide the teachers and students with suitable materials for a step-by-step work in writing class. The whole book is so arranged that both teachers and students will be able to work systematically and chronologically according to the College English Syllabus.

Following this course, the teachers and students are able to work systematically to meet the requirement of the Syllabus. According to the Syllabus, the students are presupposed to have covered fundamental grammar, acquired a stock of 1600 words, and had an elementary training in listening, speaking, reading and writing.

Based on this presupposition, Grade One would start from the most basic writing skills: words and phrases. The students should not only learn the words and phrases themselves, but learn their usages, their related idioms, their synonyms and antonyms, their connotations and denotations, and so on. If we compare the whole essay writing to a large building of several stories, each story or floor should have many rooms, each room must be built of bricks with cement, then words and phrases are bricks, conjunctions, prepositions and other transitions might be cement. Only word-phrase bricks are necessarily connected with transitional cement, appropriately arranged in systematic pattern; can rooms be nice, floors be nice and the whole essay-building be nice.

In Grade Two, phrases and sentences are the main focus. Different from a reading course, this book requires students to learn not how to read, but how to write, not how to understand, but how to produce sentences. The students should not only be able to write sentences correctly, but also be able to write them with

variety. In the whole essay-building, sentences are like rooms in different floors. Just as comfortable rooms make building nice, well-organized sentences would make the whole essay interesting to the readers.

Grade Three mainly discusses sentences and paragraphs. To organize a good paragraph, students should learn to write, first of all, good topic sentences with controlling ideas, supporting details to the topic sentences, should know how to develop paragraphs, should know how to arrange sentences in some pattern or order. In a well-framed essay-building, paragraphs are well-designed floors.

Since the College English Test (CET—4) is to be held at the end of the Grade Four, students must be trained to cope with the Guided Writing (Part V) of the examination. In this case, they must be able to write a whole mini-essay by developing the given topic sentences into paragraphs, or to write on given situations, pictures, tables and graphs, etc. In Grade Four, on the whole, an essay-building is accomplished.

Grade Five and Grade Six also discuss writing of whole essays. But this time, their approach is different. Students are required not merely to write a whole essay, but to write it gracefully. Grade Five talks about titles, theses, outlines, introductions and conclusions, and whole essays' development.

Grade Six requires students to choose styles and tones, to write essays with different modes, that is, narration, description, exposition, argumentation and persuasion, and letter-writing. Though Grade Four, Five and Six are all about the whole essay building, Grade Four sets up a building structure, while Grade Five and Six will revise the building design, polish it and paint it, choose the most appropriate mode to construct it, making it more attractive.

Following this course, the teachers and students are able to work chronologically to meet the requirement of the Syllabus. Each of the six grades can be applied to each of the six terms in College English education. Generally speaking, 10 to 20 periods of classes are needed to finish the course in each term; or in another words, to suit the different occasions, the writing class might be given for

one or two periods fortnight, or one period each week.

"Rome was not built in a day." For non-native speakers, writing a well-organized essay in English is really a difficult task. No short cut for anyone who wants to write well but to follow a step-by-step training course like this. "Where there is will there is way." If the readers try hard to follow this book, they are sure to succeed in College English Test (CET—4) and (CET—6).

Guan Peng-fei

Wuhan, P.R. China

April, 1989

内 容 简 介

《大学英语分级写作教程》是根据《大学英语教学大纲》编写成的。本书分六个级别，各级的教学目的和内容安排与大纲完全一致。各级的标题分别是：

第一级：选词和组词

第二级：组词和造句

第三级：句子和段落

第四级：段落和短文

第五级：短文和文章

第六级：文章和书信

本教材对象是文、理、工、医、农等非英语专业大学生。他们在中学阶段“已掌握基本语音和语法知识及 1600 英语单词，并在读、听、写、说等方面受过初步训练。”（大纲语）本书从写作基础——词和句子入手，逐步培养学生的短文写作能力。这种能力在第四级结束时应表现为可以独立完成有提示的写作，即半小时内写出 100 - 120 词的短文；在第六级结束时应表现为可以顺利完成：1) 短文改错；2) 在半小时内写出 120 词短文。

本书是一本系统化的分级写作教程，可与统编教材配套使用，作为大学生、硕士生通过四、六级考试的教材。参加新托福考试，EPT, VST 考试及国内各种英语考试的考生也可将此书作为系统化写作训练的参考书。

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