普通高等教育"十五"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

总主编 戴炜栋

写作教程
SUCCESSFUL WRITING

主编 邹申

第四册
Book 4

教师用书
Teacher's Book

上海外语教育出版社
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写作教程

SUCCESSFUL WRITING

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Book 4

教师用书
Teacher's Book

"英美文学名著导读详注本"
——文学盛宴 含英咀华

　　阅读英语文学名著，是进入英语世界的一条通途。上海外语教育出版社自2000年起陆续推出的系列丛书"英美文学名著导读详注本"，将洋洋大观的英美文学名著汇编为一套导读详注丛书，奉献给广大热爱文学的大学生和研究生读者。
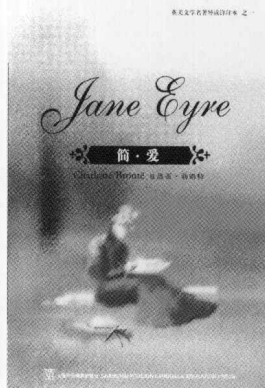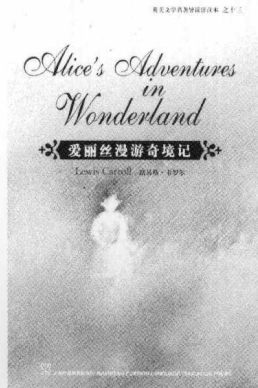
★　涵盖英美不同时期、不同风格、不同体裁的名家名作，丰富读者对于英美文学的认识，进而扩大对于世界文学艺术的视野；

★　能够帮助读者充分吸收文学语言的养分，同时提高文化素养和文学欣赏水平，使语言习得与素质培养二者水乳交融、相得益彰；

★　每部作品均由国内知名学者和有较高研究水平的青年教师精心撰写导读文章，并配有详备注释；

★　导读文章主要介绍作家生平及其代表作品、社会背景、作家的文坛交往、创作过程、作品结构、文字风格和社会意义；

★　注释兼顾语言难点、风格特色、修辞手段、文化背景和各类典故、外来语等，以求有效地帮助读者领略原文的风格和神韵。

"英美文学名著导读详注本" 书目

简·爱	金银岛	黑暗的心灵	莎士比亚故事集
红字	老人与海	认真的重要	爱丽丝漫游奇境记
觉醒	马丁·伊登	德伯家的苔丝	弗罗斯河上的磨坊
随笔	瓦尔登湖	红色英勇勋章	青年艺术家的肖像
自传	小镇畸人	汤姆·索耶历险记	论英雄和英雄崇拜
隐身人	呼啸山庄	常识；理性时代	查特莱夫人的情人
双城记	傲慢与偏见	了不起的盖茨比	
名利场	女人的肖像	汤姆叔叔的小屋	

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总　序

随着改革开放的日趋深入,社会各界对外语人才的需求持续增长,我国英语专业的招生规模逐年扩大,教学质量不断提高。英语专业本科生教育的改革、学科建设及教材的出版亦取得了巨大的成绩,先后出版了一系列在全国有影响的精品教材。21世纪的到来对英语人才的培养提出了更高的标准,同时也为学科建设和教材编写提出了新的要求。随着中国加入世界贸易组织,社会需要的不是仅仅懂英语的毕业生,而是思维科学、心理健康、知识面广博、综合能力强,并能熟练运用英语的高素质的专门人才。由于中学新的课程标准的颁布,中学生英语水平逐年提升,英语专业本科生入学时的基础和综合素质也相应提高。此外,大学英语(公外)教育的迅猛发展,学生英语能力的提高,也为英语专业学生的培养提出了严峻的挑战和更新更高的要求。这就规定了21世纪的英语教学不是单纯的英语培训,而是英语教育,是以英语为主体,全面培养高素质的复合型人才。教材的编写和出版也应顺随这种潮流。

为了迎接时代的挑战,作为我国最大的外语教材和图书出版基地之一的上海外语教育出版社(外教社)理应成为外语教材出版的领头羊。在充分调研的基础上,外教社及时抓住机遇,于新世纪之初约请了全国25所主要外语院校和教育部重点综合大学英语院系的50多位英语教育家,在上海召开了"全国高等院校英语专业本科生系列教材编写委员会会议"。代表们一致认同了编写面向新世纪教材的必要性、可行性和紧迫性,并对编写思想、教材构建、编写程序等提出了建议和要求。而后,外教社又多次召开全国和上海地区的专家、学者会议,撰写编写大纲、确定教材类别、选定教材项目、讨论审核样稿。经过一年多的努力,终于迎来了第一批书稿。

这套系列教材共分语言知识和语言技能、语言学与文学、语言与文化、人文科学、测试与教学法等几个板块,总数将超过150余种,可以说几乎涵盖了当前我国高校英语专业所开设的全部课程。编写内容深入浅出,反映了各个学科领域的最新研究成果;编写体例采用国家最新有关标准,力求科学、严谨,满足各门课程的具体要求;编写思想上,除了帮助学生打下扎实的语言基本功外,还着力培养学生分析问题、解决问题的能力,提高学生的人文、科学素养,培养健康向上的人生观,使学生真正成为我国21世纪所需要的外语专门人才。

本套教材编写委员会由我国英语界的知名人士组成,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。教材作者均由编写委员会的专家在仔细审阅样稿后商定,有的是从数名候选人中遴选,总体上代表了中国英语教育的发展方向和水平。

鉴于该套教材编写理念新颖、特色明显、体系宏大、作者权威,国家教育部已经将其列入了

"十五"重点教材规划项目。我们相信,继"高等院校英语语言文学专业研究生系列教材"之后,外教社该套教材的编写和出版,不仅会满足21世纪英语人才的培养需要,其前瞻性、先进性和创新性也将为外语乃至其他学科教材的编写开辟一条新的思路,拓展一片新的视野。

戴炜栋

上海外国语大学校长

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,本系列教程系列配备教师用书。

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:学生在学完第一册后,能正确理解和掌握英语句子成分与结构以及词汇用法,并能够按照不同的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。

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:学生在学完第二册后,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 个单元。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：学生在学完第三册后，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，并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 个单元。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：学生在学完第四册后，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 个单元。每周 2 节课，每两周上一个单元。

第四册单元设计框架

单元设计宗旨：

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的
能力。

2. 针对学术论文和毕业论文的要求和规范，结合中国英语专业大学生的学习特点及现状，重
点介绍论文写作过程中的重要环节及步骤；提供范例并作讲解或点评，帮助学生掌握学术
论文/毕业论文写作要领及技巧。

3. 课堂活动或练习的设计兼顾课堂教学规律和特点，采取循序渐进的方式和启发式教学方
法，以提高教与学的效果。

4. 教师用书提供教学要点、教学建议以及范例点评等。第九单元专门点评范文，共两篇。一
篇为实证性论文，一篇为理论性论文。

单元教学内容：

● PART I **INTRODUCTION**

这部分主要通过各种课前预备活动，激发学生对本单元内容的兴趣，激活已有的经历或相
关知识。课前活动采用多种形式：小组讨论、个人作业，既有课堂活动，也有课外任务。教
师可以根据各自具体情况，采用单元内所提供的教学提示或材料开展教学。

● PART II **EXPLANATION**

这部分主要是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。教学中
教师应运用启发式课堂教学法，让学生在教学过程自己去发现、归纳、获取相关的知识。课
堂教学形式亦可以多样化：教师讲解、个别练习、小组活动等。

● PART III **FOLLOW-UP ACTIVITIES**

课后练习均针对该单元的教学内容。练习形式多样：既有单元内容复习题，也有单元所授

知识运用题。

　　本册在编写过程中得到了上海外国语大学有关学院学生和英语学院朱磊老师的大力支持和无私帮助,作者在此一并表示谢意。

Contents

UNIT 1

UNDERSTANDING RESEARCH

As graduation thesis writing has a lot in common with research paper writing, we will start with a discussion on the concept of research and other related issues.

Students may think of research as something people do in either laboratories or libraries. But think for a minute. When someone looks for a job, he may study the want ads, check bulletin boards, and ask around among friends, etc. When someone is to write a book report on a certain book, he has to read the book carefully, analyzing such elements as the theme, the messages, and the techniques of the book under review. All in all, choosing a college or academic major, deciding on a career, settling on a place, studying how children learn to speak — all these activities, in fact, require research.

This unit aims to help students gain a clear understanding of what research is by examining the fundamentals of research, the categories of research, and the general requirements of research.

PART I   INTRODUCTION

Purpose: This part serves as unit orientation, the purpose of which is to reactivate students' existing knowledge and experience in the related area so as to get them actively involved in the process of teaching, which emphasizes learning through discovery.

The Question-and-Answer activity designed for this unit aims at helping students identify some common features of research by providing them with familiar situations. It is suggested that at this stage teachers encourage students (1) to find out what activity or activities is (are) usually involved in each situation; (2) to summarize the common features of these activities. These features will be dealt with at length in EXPLANATION.

Reference to *Group Work*

The teacher may ask groups to present to the whole class what they have come up with in *Group Work*. The following is provided for reference only.

	What does it involve?
Situation One	Making enquiries, telephoning the admissions office, visiting the college, reading the college prospectus, etc.
Situation Two	Studying the want ads, checking bulletin boards, asking around among friends, classmates, etc.
Situation Three	Asking questions about the book: What is the topic? What is the main theme? What is the author's argument? What is the evidence he has produced? What is the conclusion? Do I like the book? Analyzing the book in order to find answers to the questions, summarizing the answers, reaching a conclusion, etc.
Situation Four	Reviewing and summarizing studies done previously by other people, observing how a child learns to speak at one particular stage, recording and summarizing the findings, comparing the findings to those made by others, drawing a conclusion, etc.

	Common features
1	Having an interest in some phenomenon that is unknown; making a hypothesis, etc.
2	Investigating by means of observing, searching, making enquiries, etc.
3	Reading books, articles, etc. in the library; searching on the Internet; collecting necessary materials, data
4	Using collected information productively
5	Analyzing by means of comparing, reviewing, summarizing, etc.; considering several possible explanations
6	Deciding on the explanation that is most probably the answer to your enquiry; concluding by gaining insight into some previously unknown phenomenon
7	(*The teacher can put students' ideas here.*)

Additional Work in this unit provides a further example (Seliger & Shohamy 6 – 7) to show what research is. The example contains the following scene:

> An infant is in a playpen, fenced in from the surrounding world, not yet in control of the language that will enable him to communicate with those around him. The child's parents are sitting in the same room and the child sees an object on the other side of the room. The child wants the object but cannot get out of the playpen. Nor is he able to say, "Mom, please hand me the ball." The child views the object and attempts to voice a sound he has come to associate with it. "Baa," he calls. No response. "Baa," he calls again. This time one of the parents notices the child. "What is he saying?" asks the parent. The mother suggests to the father that the child is hungry. "No, I don't think so," answers the father, "he has just eaten." "Maybe he needs to be changed," offers the mother. "Didn't you just change him after he ate?" asks the father.
>
> After many guesses (or *hypotheses*) about what the child is trying to express and the rejection of these possibilities for various reasons, the parents guess that the child wants something. The child's word "Baa" resembles something in the room, a brightly coloured ball. The mother develops a new hypothesis. Perhaps the child wants the ball. She crosses the room, picks up the ball, holds it out to the child, and says with rising intonation, "Ball?" The child indicates that this is what he has been trying to say by responding with a smile and a squeal of excitement.

What can we learn from this everyday experience about research?

The scene contains the following components of research:

1. There is some form of behaviour that is not clearly understood: the child said **something.**

2. The behaviour is observed and found to be special for some reason. Questions are raised regarding the reasons for the behaviour: why did the child, who had previously been quiet, begin to say something?

3. Several possible explanations for the unusual behaviour are sought and related in some way to previous knowledge or past events: the baby's unique behaviour is related to experiences that he has just had, such as eating or being changed.

4. One of the possible explanations is considered to be the one that most probably explains the behaviour. This becomes the parents' "hypothesis" about the behaviour, based on both observed facts and previous knowledge. The other hypotheses are rejected.

5. To test this hypothesis or answer the research question, more data need to be collected about the baby's behaviour in other instances of vocalization. In this case, the parents' experiment seems to indicate that the child was indeed saying the word *ball*.

PART II **EXPLANATION**

Suggestions for teaching

Questions are designed for PART II EXPLANATION to reactivate students' existing knowledge so as to better prepare them for the following part. The activities can be done either in groups or individually.

The main purpose of this unit is to help students gain some general understanding of what constitutes research, what is required for graduation thesis writing, and prepare them for the following units. The teaching content in this unit is divided into three sections: *Fundamentals of Research*, which defines what research is; *Types of Research*, which introduces categories of research; and *Requirements of Research*, which lists the necessary conditions for carrying out research including graduation thesis writing.

Types of Research

1. Research intention

Two examples are provided for further explanation in class.

An example of *theoretical* research:

Researcher A holds the theoretical position that different languages share universal features. He is interested in understanding what the languages of the world have in common in terms of

the position of *head* (mainly verbs) and *modifiers* (mainly objects). He examines many different languages and concludes that all language structures have one *head*, and *modifiers* can be placed either before or after the *head*.

An example of *applied* research:

Researcher B is interested in the theory put forward by Researcher A, and he would like to see if the description provided by Researcher A has any validity in predicting the order in which the rules for the position of *head* or *modifiers* in English are acquired by a speaker of another language, say Japanese or Turkish, in which *heads* are placed after *modifiers*. Do the rules that are described conform to what people actually do when they learn a language? Do the rules predict an order of acquisition or the difficulty experienced by learners from different first languages?

2. Source of information

Two examples are provided for further explanation in class.

An example of *primary* research:

In order to answer the question "Are animals in principle incapable of learning language?" A researcher called Pepperberg (1981, 1983, 1987) embarked on an elaborate formal programme of training an African grey parrot called Alex. Pepperberg's findings were as follows: after 13 years Alex

- had a vocabulary about 80 words;
- could even produce and understand short sequences of words;
- could classify 40 objects according to their colour and what they were made of;
- could understand the concepts of *same* and *different*, and count up to six;
- knew few verbs and showed little evidence of being able to relate objects to verbs;
- knew few function words.

Conclusion: Alex's linguistic abilities were extremely limited.

In this study, Pepperberg mainly relied on firsthand information — that is, information obtained through training Alex and observing his linguistic behaviour.

An example of *secondary* research:

The course instructor has given students the following essay topic:

"Test usefulness and the appropriate balance among the different qualities cannot be prescribed in general, but must be determined for each specific testing situation" (Bachman and Palmer, 1995: 18). How far do you agree?

In order to write the essay, students have to read books or articles related to this topic. Then they have to identify, analyze, and review the opinions of other researchers before they formulate and develop their own argument. During the whole process, students depend mainly on library sources.

Requirements of Research

1. Learning to ask questions

In this part, the teacher may start by asking students to recall their experiences of reading books, writing book reports, or other term assignments. The teacher may ask some questions, such as "Do you usually ask questions on what you read before you set about doing your assignment?" or "What kind of questions do you usually raise to yourself?"

Then the teacher may compare the questions in the Student's Book with those suggested by the students in order to bring their attention to the importance of asking questions.

2. Knowing how to focus on a topic

This part can serve as an introduction to Unit Two, which deals with topic selection. The following are a few examples that the teacher may use in class.

Subject	Topic
English language teaching	Teacher attitude toward achievement may affect student self-perception.
English language learning	Extroverts tend to be more fluent in oral proficiency at the early stage of language learning.

3. Knowing the format of a research paper

The teacher may start by asking students what they know about the standard format of a research paper, so as to reactivate their existing knowledge and encourage them to recall and reflect on their own experience.

4. Knowing the approaches to research

The main features of the two approaches to research have been described in the table in this section, so students should have some preliminary understanding of these two approaches. Examples are provided below:

Examples of quantitative research: comparing scores of different groups of students, examining the effect of gender on a performance-based test, analyzing student pronunciation errors on a reading-aloud test, etc.

Examples of qualitative research: case studies, classroom observation, interviews, opinion polls, etc.

5. Knowing different styles of referencing

This section only touches upon a topic that will be covered at some length in Unit 7. Documentation is an important feature of standard research papers, including graduation theses. Students should be made aware of the importance of citing and listing sources in their writ-