

新世纪高等院校英语专业本科生系列教材 总主编 戴炜栋

写作数程 SUCCESSFUL WRITING

主编 邹 申

第二册 Book 2



Student's Book

上海外语教育出版社 外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

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写信题程 SUCCESSFUL WRITING

主编 邹 申 偏伟勤 张艳莉 周越美

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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,外教社又多次召开了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。

本系列教程在编写上旨在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;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

II 前 言

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,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9-10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的能力。
- 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。

• 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教学内容。

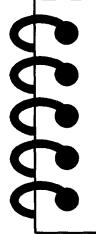
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UNIT 1

GENERAL (I)

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 chart.

Advantages	Disadvantages	

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, by Alexander, L.G., 1978. New York: Longman

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

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improvements where possible. The first one has been done for you as an example.

1.	Choosing a ma	ajor is difficult.
	Comment:	too general
	Improvement:	Choosing a major is both important and difficult for a senior high school stu-
		dent.
2.	The spelling of Comment:	the word centre in British English is different from that in American English
	Improvement:	
3.		tries with different customs.
	Improvement:	
4.	The local food	
	Comment:	
		nmarize the features of a good topic sentence?
8		sommary
Š		Jummary
Ş		
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Š		
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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.

* 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.

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?

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.

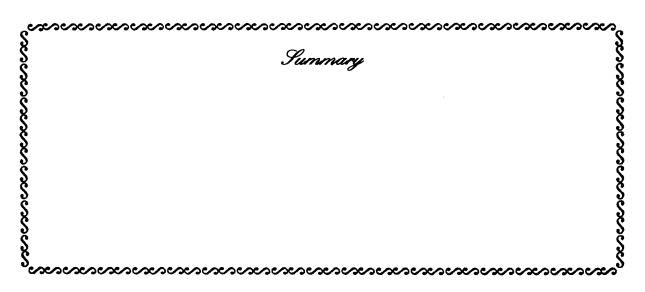
Warmed up a bit, I took a walk along the main aisle. I loved to look at each company's display. Always showing their biggest and best produce, they showed my eyes a kaleidoscope of colors and a beautiful array of shapes and sizes. Boxes were lined up, containing bright yellow lemons and oranges alternating 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?

- 6 UNIT 1
- 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?



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 always been told that college is not hard and that it's 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.

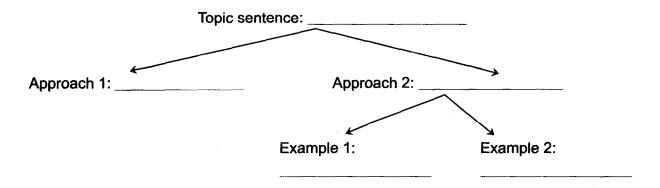
Paragraph B

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 this paragraph? Why are they appropriate?

Now, complete the following outline for paragraph B.



Coherence

A well-written paragraph achieves not only unity, but also coherence. While unity is concerned with ideas or content, coherence is concerned with the form of expression. The sentences of a good paragraph are so closely related to one another that the train of thoughts is orderly and never abrupt. There are no gaps or confusing leaps between ideas. In this section, we are going to learn four basic techniques that will help to achieve coherence.

Sample 1

Read the following paragraph and answer the questions.

Although most people know that the success of a television show is measured by its ratings, few know exactly how shows are rated. First, a rating company installs meters in a few thousand

8 UNIT 1

on, the *meter* records the day, time and the channel. The *meter* then electronically sends this information to the *rating company's* headquarters. A computer at the headquarters records all of the information from all the homes in the area. Finally, the computer prints a *rating* sheet that shows how many homes watched each *show* and which *shows* are the most popular.

Questions:

- 1. Which is the topic sentence of the paragraph?
- 2. What are the functions of the italicized words?

Sample 2

Now read another paragraph and answer the questions.

The attitudes I take toward Frisbee are dual. First, I consider each flight as an individual act, unrelated to how badly or well I threw the disc last time. Second, I try to achieve a balance between concentrating too much and not concentrating enough. If I lack the first attitude, I feel a little ashamed when the Frisbee fails to reach its intended target; this feeling can make me throw even worse the next time, specifically because of my fear that that will happen again, and so on in a vicious circle. On the other hand, if I congratulate myself too much on a good throw, I'm inclined to demand the same performance from myself each time. This is also self-defeating. Therefore, I try to isolate each flight as something to be experienced anew.

Questions:

- 1. Does this paragraph achieve coherence? How?
- 2. How many transitional signals have been used in this sample? Underline them.

Now, can you think of any other transitional signals commonly used in writing? Work in groups and add to the following table.

To link ideas together	second, next,
To indicate time	after, later,
To give examples	such as, for example,
To show similarity	likewise,
To show contrast	but, although,
To show causation	because,
To show consequence	therefore,
To emphasize or restate	above all,
To conclude a point	to sum up,