

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

第一册 Book 1



学生用书

Student's Book

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

普通高等教育"十五"国家级规划教材

H315 429 :1 2005

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 编者 白玉华 徐 永

Student's Book

图书在版编目(CIP)数据

写作教程(第1册)学生用书/邹申等编.

-上海:上海外语教育出版社,2005

(新世纪高等院校英语专业本科生系列教材)

ISBN 7-81095-732-5

I. 写… Ⅱ. 邹… Ⅲ. 英语-写作-高等院校-教材 Ⅳ. H315

中国版本图书馆 CIP 数据核字(2005)第 059232 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

知 址: http://www.sflep.com.cn http://www.sflep.com

责任编辑: 代 红

印 刷:常熟高专印刷有限公司

经 销:新华书店上海发行所

开 本: 787×1092 1/16 印张 12 字数 282 千字

版 次: 2005年8月第1版 2006年7月第2次印刷

印 数:5000册

书 号: ISBN 7-81095-732-5 / H • 282

定 价: 16.00 元

本版图书如有印装质量问题,可向本社调换

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,

II 总序

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校稿后商定,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

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。

第一册单元设计框架:

- 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. 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 FOCUS
 这部分主要从英语写作角度讲解句子成分与结构以及词汇用法。
 - PART III GRAMMAR
 这部分主要归纳与分析词与句层面上的一些常见问题。
 - PART IV WRITING
 这部分讲述通知、便条、概要及短文的写作要点。
 - PART V 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。

Contents

| Unit | Theme | Focus | Grammar | Writing | Page |
|---------------|--|---|--|---------------------------|------|
| Module One | Word | | | | • |
| 1 | The Correct Word The False Friends — Denotation & — Subject-Verb Agreement Agreement Agreement Agreement Agreement | | Notes (I) | 1 | |
| 2 | The Appropriate Word | StyleChinglish | Pronouns | Notes (II) | 15 |
| 3 | The Better Word | ConcisenessPrecisenessEffectiveness | - Modifiers | Notices (I) | 29 |
| Module Two | Sentence | | | | |
| 4 | Sentence Base | ence Base — Subject — Tense — No | | Notices (II) | 45 |
| 5 | Expanded Sentence Base (I) | AttributesRelative Clauses | IncompleteSentencesWord Order | Précis (I) | 59 |
| 6 | Expanded Sentence Base (II) | ParticiplesAbsolutes | Comma-SplitSentencesFused Sentences | Précis (II) | 79 |
| 7 | Joining Sentences Together (I) | — Coordination | - Coordination — Lack of Unity — Faulty Parallelism | | 99 |
| 8 | Joining Sentences Together (II) | — Subordination | MisplacedModifiersDanglingModifiers | Short Composition (I) | 117 |
| 9 | Sentence Variety | - Ways to Achieve Sentence Variety | InversionWord-for-WordTranslation | Short Composition (II) | 141 |

II CONTENTS

| Unit | Theme | Focus | Grammar | Writing | Page | | |
|-----------------|-------------|---------------------------------------|---------|---------|------|--|--|
| Module Three | Mechanics | /lechanics | | | | | |
| 10 | Punctuation | — Punctuation Short Composition (III) | | | | | |
| | Handbook 1 | | | | | | |
| Appendix | Handbook 2 | | | | | | |
| References | 3 | | | | 179 | | |

UNIT 1

THE CORRECT WORD

Unit Objectives

CCCC

At the end of the unit you will be able to

- recognize multiple meanings a word may have,
 i.e. denotative and connotative meanings,
 affective and collocative meanings;
- 2. identify false friends in English and learn to choose the correct word for an idea;
- 3. learn to avoid making errors in subject-verb agreement; and
- 4. write a simple note.

PART | WARM-UP ACTIVITIES

Form pairs and each write a short paragraph about AIDS and AIDS patients. Student A look at File 1 and student B at File 2 for specific information.

File 1: Do you think AIDS is a horrible disease? How horrible is it? Are you afraid of AIDS patients? What do you think of them? Write a short paragraph to express your views.

File 2: Suppose you are an AIDS patient, do you think there exists any difference between AIDS and other fatal diseases like cancer? Do you think you are a threat to public health? Write a short paragraph to express your views.

PART II FOCUS

Denotation and Connotation

Suppose you are going to write about a respectable teacher whose body size is above the average. Choose the one you would use from the sentences below, and then discuss the inappropriateness of the other two:

- a. He/She is plump.
- b. He/She is portly.
- c. He/She is fat.

Then if it is the doorkeeper of your dormitory, an amiable middle-aged woman, that you are to write about, which adjective would you use?

Words are the building blocks of writing; therefore, we need to have a good command of them. When we put pen to paper, first and foremost we have to make sure that we choose the right word. If we are asked to describe a person who is fat, we have to decide whether the word fat is the right one. If the person is a respectable teacher, you may not use it, as it does not have a pleasant overtone. And if it is the doorkeeper, you may choose the word plump, as it not only means overweight, but has a pleasant overtone. What's more, it is

usually used to describe a woman. So the words fat, portly and plump do not just mean overweight; they also suggest whether it is pleasant or unpleasant. We call the suggested meaning of a word its connotation.

Denotation, on the other hand, refers to the literal and primary meaning of a word — the definition you find in a dictionary. Thus, we can say that the word *mother* denotes a woman who is a parent but connotes qualities such as protectiveness and affection; and that the word *weed* denotes an uncultivated plant but connotes destruction and uncontrolled growth. When we write, we have to watch out for the connotative meaning of a word; otherwise, we may make silly mistakes.

Classroom Activities

- 1. Discuss the denotations and connotations of *father* and *wildflower*, in contrast to *mother* and *weed* above.
- 2. Fill in the table below and study the denotations and connotations.

| Word | Denotation | Connotation | Sentence |
|-------|--|--|------------------------------|
| gold | | | |
| | the natural body that moves around the earth once every 28 days | | |
| | | coldness, indifference, cruelty, death, etc. | |
| blood | | | Blood is thicker than water. |

- 3. Explain the meaning of the following two sentences by looking closely at the denotative and connotative meanings of the italicized words.
 - a. In the West, every man was a man.
 - b. Anyway, she is a woman.

Attitude

In all kinds of writing, the words you choose may do more than inform. The selection of a word often reveals how you feel about your subject, whether you are pleased, angry, criti-

4 UNIT 1

cal or admiring. See if you can detect in the following sentences how the writer's attitude changes from sentence to sentence:

- a. What a slim girl she is!
- b. How thin the girl is!
- c. The girl is so skinny!

All the sentences above state the fact that the girl has a small size but are different in the writer's attitude. The word *slim* suggests the writer's approval of the girl's figure, while the word *skinny* is just the opposite. No girl will feel flattered if she is said to be skinny, as it is next to *a bag of bones*! So the three words, though similar in their denotative meanings, are diverse in affective meanings — that is, they reveal different attitudes of the writer. When we write in English, we have to be careful with such emotionally loaded words — i.e. words that can reveal the writer's attitude.

Classroom Activities

1. Complete the table with synonyms.

| Favorable | Neutral | Unfavorable |
|-----------------|------------|-------------|
| | strange | |
| | | pigheaded |
| compliment (v.) | | |
| | old person | |
| bachelor girl | | |

| 2. | Fill | I in the blanks with the words in the above table. |
|----|------|---|
| | a. | He has the most distinction of having written speeches which were ef- |
| | | fective when delivered. |
| | b. | Many of the managing posts are filled up by people only because they |
| | | happen to have the habit of ordering poor people about. |
| | c. | I was by your invitation to come to this party. |
| | d. | He thought his landlady was a mean |
| | e. | Hurray! End of my single life! Not an old and bad-tempered any more! |
| | | |

3. Work in pairs and compare your writings in the Warm-Up Activities. Pay special attention to words showing attitudes and those rich in connotative meanings. Correct any misuse.

Collocation

| Fill in the blanks with do or make. | | | | | | |
|-------------------------------------|------------------|---|---------------|--|--|--|
| a | somebody a favor | b | somebody good | | | |
| c | a gesture | d | evil | | | |
| e | harm | f | an effort | | | |

Certain words tend to occur together regularly. For example, when we describe coffee, we can say *strong coffee* or *weak coffee*, but when we describe soup, we cannot say the soup is strong or weak; instead we say the soup is *thick* or *thin*. From this we can see certain nouns are usually modified by certain adjectives and words of the same meaning are not interchangeable in this situation. We call this fixed combination of words *collocation*.

Collocation is a very important language feature and we must make note of that when we learn a language. There are several types of collocation — verb plus noun, adjective plus noun, verb plus adverb, preposition plus noun, verb plus preposition, to name just a few. Examples of these are, respectively: follow the fashion (v. + n.), a brilliant success (a. + n.), think alike (v. + ad.), (the answer) to a question (prep. + n.), and think of (an idea) (v. + prep.). Learning a word is not only learning its meaning; it also includes learning which word or words it usually goes with, that is, its collocations. Yet under certain circumstances, a deliberate violation of a collocation can bring out a novel effect, but it must be based on respect for the conventional use.

Classroom Activities

| 1. | Ch | oose the best modif | iers | for the follo | wing nou | un phrases. | | |
|---------------------------|------------------------------------|---------------------|-----------|----------------|--|-------------|---------|-------------|
| | 1) He spoke English with a | | | French accent. | | | • | |
| | | A. thick | В. | powerful | C. | widespread | D. | pronounced |
| | 2) He gave us a account | | | | of all that you had achieved over there. | | | |
| | | A. ready | В. | bright | C. | colorful | D. | glowing |
| | 3) We need to find a new site with | | | | access to the European motorway network | | | |
| | | A. ready | В. | outright | C. | straight | D. | widespread |
| | 4) This will probably be the | | | he | achievement of her career. | | | ·. |
| | | A. glowing | В. | crowning | C. | fascinating | D. | shining |
| | 5) | I don't know him v | ery | well. He's j | ust a(n) | | acquain | tance. |
| | | A. uncanny | В. | strange | C. | casual | D. | indifferent |
| 6) We're fighting for the | | | abolition | n of the death | n penalt | y. | | |
| | | A. total | В. | entire | C. | outright | D. | complete |

6 UNIT 1

7) We need to take some _____ action before it is too late.

A. acute B. decisive C. strong D. intense

2. Look at your writings in the Warm-Up Activities again with your partner. Pay attention to collocation and correct the mistakes if there is any.

False Friends

Read the following conversation between Alice and the Red and White Queens in Lewis Carroll's *Through the Looking Glass and What Alice Found There*.

"Can you answer useful questions?" asked the Red Queen. "How is bread made?"

"I know that!" Alice cried eagerly. "You take some flour ..."

"Where do you pick the flower?" the White Queen asked. "In a garden or in the hedges?"

"Well, it isn't picked at all," Alice explained, "it's ground ..."

"How many acres of ground?" said the White Queen. "You mustn't leave out so many things."

Can you find out the cause of the misunderstanding?

Words like *flour* and *flower*, *ground* (pp.) and *ground* (n.) in this dialogue are trouble-some and their misuse can easily cause misunderstanding. We call pairs of words similar in appearance or pronunciation but different in meaning *false friends*. For instance,

advise vs. advice angel vs. angle
affect vs. effect capital vs. capital
complement vs. compliment conscious vs. conscience
continually vs. continuously credible vs. credulous

Many false friends have common roots but are used in different senses. Take *human* and *humane* for example. They come from the same origin, but their meanings are different, though closely related. A *human* action is not the same as a *humane* action. We cannot speak of *Humane* Rights. There is a weapon called a *humane* killer, but not a *human* killer. In English, there are many false friends and we must be on the alert for them. The best way to avoid making mistakes with false friends is, perhaps, to compare them when either appears.

Classroom Activities

1. Read the following epitaph of Pecos Bill, find out the false friends and explain them.

Here lies Pecos Bill He always lied And always will He once lied loud He now lies still

| 2. | Fill in the blanks | below with the right word in brackets, change the form where necessa- |
|----|--------------------|---|
| | ry. | |
| | a. Your fever | (rise, raise) yesterday. |
| | b. That racket | is bad enough to make Aunt Ella's eyebrows (raise, rise). |
| | c. Jack has bee | en (lie, lay) around all day. |
| | d. The soldiers | (lie, lay) aside their weapons. |
| | e. A heavy fog | g (lie, lay) over the land. |
| | f. White | (stationary, stationery) is always appropriate. |
| | g. Is that table | e (stationary, stationery), or can it be moved to another |
| | corner of th | e room? |
| | h. It is easier t | o talk about a (principle, principal) than to live by it. |
| | i. Our | (principle, principal) played on the faculty football team against |
| | the school a | ll-stars. |
| | | |

Can you think of any other false friends? Work in pairs and make a list of at least five pairs. Compare their meanings and write a sentence with each word to illustrate its meaning.

PART III GRAMMAR

Subject-Verb Agreement

The question of subject-verb agreement is very complicated. Generally speaking, there are three basic principles: grammatical agreement, notional agreement, and the principle of proximity. In this unit, we are going to approach this issue in four contexts: (1) when the subject is compound; (2) when the subject expresses quantity; (3) when the subject is a relative pronoun or a *what*-clause, and in the there-be structure; (4) others.

When the subject Is compound

Classroom Activities

Read the following groups of sentences and summarize the rules of subject-verb agreement illustrated by these sentences.

- a. Work and play are equally important.
 - Ham and eggs is my favorite breakfast.
 - Each boy and girl makes a separate report.
- b. Neither John nor May is willing to run the errand.
 - Not only the students but also the teacher was shocked at the news.
- c. The pilot along with all the passengers was rescued.
 - House-keeping, together with taking care of the baby, wears grandma out each day.



When the subject expresses quantity

Classroom Activities

Read the following snippets of conversation and decide whether the subject and the verb in each sentence are in agreement. If not, correct either of them. Then summarize the rules of subject-verb agreement.

- a. Give me ten dollars, Dad. I need to buy a new pair of earphones.
 - Is ten dollars enough?
- b. Oh, someone must have broken in. All of the money is gone.
 - And the last of the rolls are gone too.
- c. Tell me, why there're so many unmarried women in their thirties these days?
 - I guess there's heaps of work for them to do each day and they are just too preoccupied with their work.
- d. More than one woman has warned me against marriage.