



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

### 第二册

#### Book 2



### 教师用书

#### Teacher's Book

上海外语教育出版社

SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



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主编 邹 申

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张艳莉 周越美

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江苏工业学院图书馆  
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# 总序

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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 and 水平。

## II 总 序

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

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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

**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。

**单元教学内容:**

### ● PART I WARM-UP ACTIVITIES

这部分主要通过各种课前预备活动引起学生对本单元内容的兴趣,激活已有的经历或相关知识。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 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。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。

单元教学过程大致包括以下几个步骤:

- sample passages
- questions on the sample passages, or
- classroom activities to discover the relevant knowledge or features of the point(s) under discussion
- section summary

### ● PART III FOLLOW-UP EXERCISES

这部分提供各种形式的课堂或课后练习,练习均针对该单元的教学内容。练习之一是完成在 Warm-up Activities 阶段起始的段落或作文。该练习的目的是通过在学习过程中学生对习作的自改和互改,帮助他们提高和巩固该单元所讲授的内容。



# Contents

| Unit                | Theme                      | Teaching Focus           | Page |
|---------------------|----------------------------|--------------------------|------|
| <b>Module One</b>   | <b>Paragraph Writing</b>   |                          |      |
| 1                   | General (I)                | Paragraph                | 1    |
| 2                   | Events                     | Development by Time      | 11   |
| 3                   | Places                     | Development by Space     | 19   |
| 4                   | Customs                    | Process Analysis         | 27   |
| 5                   | Career                     | Exemplification          | 35   |
| 6                   | Nature and Thought         | Definition               | 43   |
| 7                   | Social Problems            | Cause and Effect         | 53   |
| 8                   | Education                  | Classification           | 61   |
| 9                   | Culture                    | Comparison and Contrast  | 69   |
| 10                  | Mass Media                 | Generalization           | 79   |
| 11                  | People                     | Combined Methods         | 87   |
| <b>Module Two</b>   | <b>Composition Writing</b> |                          |      |
| 12                  | General (II)               | Composition              | 95   |
| 13                  | Memories                   | Narration                | 107  |
| 14                  | Life                       | Description              | 115  |
| 15                  | Science                    | Exposition               | 125  |
| 16                  | Fitness and Health         | Argumentation            | 137  |
| <b>Module Three</b> | <b>Practical Writing</b>   |                          |      |
| 17                  | Practical Writing (I)      | Letters                  | 147  |
| 18                  | Practical Writing (II)     | Notes, Cards and Notices | 157  |
| <b>References</b>   |                            |                          | 169  |

# UNIT 1

## GENERAL (I)

### INTRODUCTION

As we all know, words make up sentences and sentences make up paragraphs. But what exactly is a paragraph? And what is a good paragraph? This is what we set out to deal with in this unit.

We can look at paragraphs from two perspectives. First, we can look at them from the outside by asking ourselves such questions as "How are my paragraphs going to look to my readers? How long should my paragraphs be?" These are important questions because one of the main functions of a paragraph is to divide a long unit of writing into smaller units so that readers can have short breaks and absorb more easily what they are reading.

We can also consider paragraphs from the inside by asking ourselves "What is a paragraph supposed to do? What should I keep in mind when I am writing one?" These are also important questions because another major function of a paragraph is to develop an idea.

Therefore, a good topic sentence is of utmost importance to an effective paragraph. The topic sentence tells the reader what the paragraph is about and what the writer's idea is on this topic. It is the most general and most important statement in the paragraph. It contains the controlling idea.

To illustrate our point, we need to have some supporting ideas. Therefore, another essential quality of a good paragraph is unity. A well-written paragraph has only one point to make and every sentence in the paragraph supports that point.

But how can we put those supporting ideas together? The development of a paragraph calls for coherence. To help readers move through a paragraph smoothly without losing their way, we have to use certain devices, some of which will be covered in this unit.

## PART I WARM-UP ACTIVITIES

**Purpose:** This part serves as unit orientation, the purpose of which is to help students generate ideas for the completion of a given paragraph.

### ***Suggestions for teaching***

Ask students to work in groups to talk about what they know about the topic and share each other's knowledge. Then on the basis of the group discussion, ask each of them to choose from the ideas they have written down and write a paragraph either on the advantages or on the disadvantages of having a mobile phone. Make sure that students keep the first draft, as more work will be done on redrafting in this unit. Warm-up Activities should take no more than 25 minutes.

### ***Suggested answers to the group discussion***

| Advantages  | Disadvantages  |
|---|--|
| <p>It is very convenient. You can make a call whenever and wherever you want to.</p> <p>It is especially helpful in an emergency.</p> <p>It saves time. You don't have to search for or await the turn for the public phone.</p> <p>You can always be reached when you are needed by others.</p> <p>In an information age, it can help you to get the information you want in the quickest way.</p> <p>It may help you to grasp any chance to succeed.</p> <p>You can play games and surf the net through the phone.</p> <p>...</p> | <p>It is quite expensive.</p> <p>Its radiation is harmful to health.</p> <p>Answering calls in public places such as on a bus is embarrassing.</p> <p>Making or answering calls while driving is dangerous.</p> <p>You can always be reached by your parents or your boss.</p> <p>It may ring at the moment when you least want it to.</p> <p>You may receive calls from strangers or advertising companies and have to pay for them.</p> <p>...</p> |

### ***Additional Work***

Display the picture and ask students to talk about it. This activity aims to supply some rel-

evant information where it is hard for the teacher to find information as such.

## **PART II PARAGRAPH**

### ***Topic Sentence***

#### ***Suggestions for teaching***

In this section the teacher should guide students to find out what basic features a topic sentence has. Students should be encouraged to think, discover and then draw a conclusion. In order to achieve effectiveness in teaching, group or pair work is encouraged.

Ask students to work in groups or pairs to fill in the following table.

| Topic                            | Controlling Idea                             |
|----------------------------------|--|
| ...                              | ...  |
| Television programs for children | have become increasingly violent.            |
| Learning a foreign language      | is more and more important for young people. |
| Cathy                            | is the kindest neighbor I have ever known.   |
| The food we eat                  | has a profound effect on our health.         |

Now ask students to work in pairs or groups to comment on the following topic sentences and to make improvements where necessary.

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

Comment: too specific

Improvement: British English is different from American English in spelling.

- Different countries with different customs.

Comment: This is not a sentence, but a fragment.

Improvement: Different countries have different customs.

- The local food is terrible.

Comment: too general, too emotional

Improvement: The local food is tasteless and greasy.

Now, ask students to summarize the features of a good topic sentence.

### *Summary*

A good topic sentence should have at least the following features:

1. It is a complete sentence.
2. It contains both a topic and a controlling idea.
3. It is neither too general nor too specific.
4. It tells the reader what to expect in the paragraph.

## **Organizational Structure**

### ***Suggestions for teaching***

The approach adopted here is that of induction, that is, the teacher should guide students to find out from the sample paragraphs how a paragraph is organized. Students should be encouraged to think, discover and then draw a conclusion.

### **Sample 1**

#### ***Suggested answers to the questions***

1. Yes, it is at the beginning of the paragraph.
2. Three examples are given in the paragraph to support the topic sentence. One is of rats, another of dogs and the last one of people.
3. The last sentence serves as a concluding sentence. It draws an inference based on the information already given.

### **Sample 2**

#### ***Suggested answers to the questions***

1. It is at the end of the paragraph.
2. All the other sentences provide supporting details.
3. The paragraph structures are different. In Sample 1, the topic sentence is at the beginning of the paragraph, followed by supporting ideas. There is a concluding sentence at the end of the paragraph. However, Sample 2 begins with supporting details and ends with a topic sentence.

### **Sample 3**

#### ***Suggested answers to the questions***

1. The third sentence in the paragraph.

2. Objects of different colors and shapes that are on display are described to support the topic sentence, such as boxes, lemons, oranges, apples, lettuce and other vegetables, grapes, avocados, Indiana corn and squash.
3. Yes, it is the last sentence in the paragraph. It restates the main idea.
4. In this sample, the topic sentence is in the middle of the paragraph. This paragraph is set in a narrative context, so before the writer introduces a new topic for the descriptive paragraph, he must continue the narrative. The first two sentences tell us where he is and what he is doing and then he focuses on the topic of the paragraph—the produce displays—which he describes in the rest of the paragraph. The last sentence rounds off the paragraph by reiterating the topic.

Now, ask students to summarize the organizational structure of a paragraph on the basis of the exercises.

### *Summary*

The position of a topic sentence may vary according to the organizational structure used. For beginners, there are three basic positions to place the topic sentence: 1) at the beginning of a paragraph, 2) at the end, and 3) in the middle. If there is no topic sentence at the end of the paragraph, there should be a concluding sentence there. It either restates the controlling idea or draws an inference. A paragraph is not complete if it is not properly ended.

## **Unity**

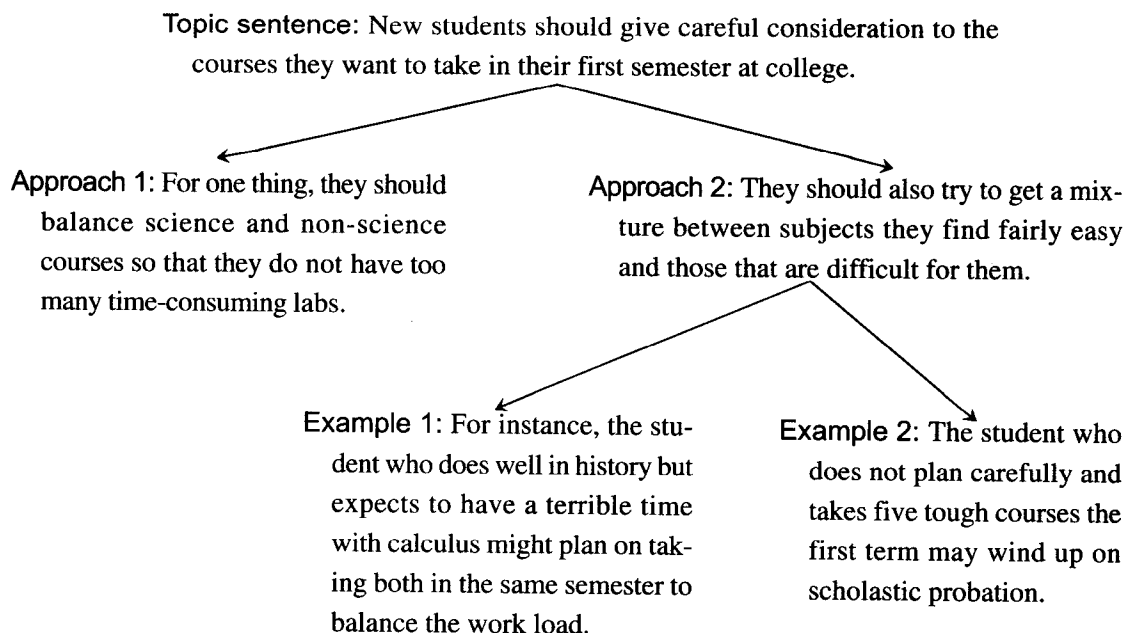
### **Sample**

#### ***Suggested answers to the questions***

1. Paragraph B, because it has achieved unity, while the sentences in Paragraph A are assembled at random and are difficult to follow because they do not provide details to develop the controlling idea of the paragraph.
2. Two approaches are given as supporting details in Paragraph B to develop the controlling idea expressed in the topic sentence. One is about the balance between science and non-science courses and the other is about a mixture of easy and difficult subjects. The second approach is further developed by adding two more supporting examples. All the four sentences serve to support the topic sentence of the paragraph. Therefore, they are appropriate details and the paragraph has achieved unity.



Here is the complete outline for Paragraph B.



## Coherence

### Sample 1

#### ***Suggested answers to the questions***

1. The first sentence of the paragraph is the topic sentence.
2. These are the key words of the paragraph. They are closely related to the main idea. The repetition of these key words and phrases holds the sentences together and helps to remind readers of the focus.

### Sample 2

#### ***Suggested answers to the questions***

1. Yes. Many transitional signals have been used to help link the sentences together and to permit easy passage from one idea to another.
2. At least eight transitional signals are used.

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, 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.

Now, ask students to work in groups and try to think of some other transitional signals commonly used in writing and add them to the following table.

|                         |   |
|-------------------------|---|
| To link ideas together  | second, next, third, besides, finally, moreover, furthermore, in addition, and  |
| To indicate time        | after, later, first, next, then, afterward, from then on, meanwhile, now, until, while  |
| To give examples        | such as, for example, for instance, to illustrate   |
| To show similarity      | likewise, also, in the same way, similarly, too, in the same manner   |
| To show contrast        | but, although, however, in contrast, on the contrary, on the other hand, unlike, whereas, while, yet                            |
| To show causation       | because, as, since, due to, for, for this reason, now that, owing to  |
| To show consequence     | therefore, as a result, consequently, thus, accordingly   |
| To emphasize or restate | above all, after all, in fact, particularly, that is, namely, in other words, especially, indeed, as a matter of fact, no doubt |
| To conclude a point     | to sum up, to summarize, to conclude, in a word, in conclusion, in brief, in short, in summary                                  |

### Sample 3

#### ***Suggested answer to the question***

The italicized words are pronouns. They stand for nouns that appear earlier in the sentence or in previous sentences, in this case, *a sprained ankle*. Proper use of pronouns helps to link the sentences together and prevents monotony as well.

### Sample 4

#### ***Suggested answer to the question***

In this paragraph, the words *I want a wife who* are repeated several times, which produces a dramatic unifying effect. Deliberate repetition of sentence elements can draw people's attention and help achieve coherence. The effectiveness of this technique depends on the ringing of those identical elements.

Now, ask students to summarize the four basic techniques to achieve coherence.

### *Summary*

Several devices can be used to help achieve coherence in a paragraph:

1. Repetition of key words and phrases
2. Transitional signals
3. Use of pronouns
4. Repetition of sentence patterns

### **Unit Summary**

Ask students to summarize what they have learned in this unit, i.e. the features of a topic sentence, the organizational structure of a paragraph, unity and the basic techniques to achieve coherence.

## **PART III FOLLOW-UP EXERCISES**

1. This exercise can be done as homework after the first session.
2. Ask students to look at each other's homework in pairs, and encourage them to comment on each other's writing, using what they have learned in this unit. If time permits, a few pairs can be selected to present their comments to the whole class as a way for them to share with each other their ideas and opinions. Students should keep the comments for further revision at the end of the unit.
3.
  - 1) A person can look for a job in several ways.
  - 2) Penguins resemble human beings in many respects.
  - 3) One's personality plays an important role in foreign language learning.
  - 4) Living in a place where the weather is always warm has many advantages.
4. **Paragraph 1** All inventions are either basic inventions or improvements on earlier inventions.  
**Paragraph 2** There was a serious accident in the chemistry lab yesterday.  
**Paragraph 3** Nutritional deficiency is a major problem of the elderly.