



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

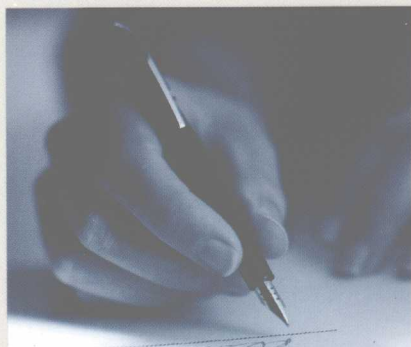
写作教程

SUCCESSFUL WRITING

主编 邹申

第一册

Book 1



教师用书

Teacher's Book

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



普通高等教育“十五”国家级规划教材

1705
004

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

编者 白玉华 徐 永

★ 第 一 册

Book 1

教师用书

Teacher's Book

江苏工业学院图书馆
藏书章

上海外语教育出版社



SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

图书在版编目(CIP)数据

写作教程(第1册)教师用书/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 7-81095-730-9

I. 写… II. 邹… III. 英语-写作-高等院校-
教材参考资料 IV. H315

中国版本图书馆 CIP 数据核字(2005)第 059233 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

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 代 红

印 刷: 江苏句容市排印厂
经 销: 新华书店上海发行所
开 本: 787×1092 1/16 印张 8.75 字数 204 千字
版 次: 2005 年 8 月第 1 版 2005 年 8 月第 1 次印刷
印 数: 3 100 册

书 号: ISBN 7-81095-730-9 / H · 281

定 价: 12.90 元

本版图书如有印装质量问题,可向本社调换

新世纪高等院校英语专业本科生系列教材编委会

主任:

戴炜栋

委员:(以姓氏笔划为序)

王守仁	南京大学	张维友	华中师范大学
王守元	山东大学	何兆熊	上海外国语大学
王 蔷	北京师范大学	杨信彰	厦门大学
申 丹	北京大学	宋渭澄	南京国际关系学院
石 坚	四川大学	杜瑞清	西安外国语学院
史志康	上海外国语大学	汪榕培	大连外国语学院
冯建文	兰州大学	姚乃强	解放军外国语学院
朱永生	复旦大学	胡文仲	北京外国语大学
刘世生	清华大学	顾大德	上海师范大学
刘海平	南京大学	秦秀白	华南理工大学
庄智象	上海外国语大学	徐青根	苏州大学
李 力	西南师范大学	陶 洁	北京大学
李绍山	解放军外国语学院	黄国文	中山大学
李悦娥	山西大学	黄源深	上海外贸学院
张少雄	中南大学	蒋洪新	湖南师范大学
张伯香	武汉大学	程爱民	南京师范大学
张绍杰	东北师范大学	廖七一	四川外语学院
张春柏	华东师范大学		

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

单元设计宗旨：

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。

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 FOCUS

这部分的重点是英语句子成分与结构以及词汇用法的正确理解与运用。教学内容分为三个层次：词汇用法、句子用法和标点符号使用。

● PART III GRAMMAR

这部分主要从语法角度归纳与分析在词与句层面上常见的一些写作问题。

● PART IV WRITING

这部分的教学内容包括通知、便条、概要及短文的写作。

FOCUS, GRAMMAR 与 WRITING 为单元的核心教学内容。这部分主要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。教师在教学中应运用启发式课堂教学法，让学生在教学过程中自己去发现、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 V FOLLOW-UP EXERCISES

这部分主要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。

Contents

Unit	Theme	Focus	Grammar	Writing	Page
Module One	Word				
1	The Correct Word	<ul style="list-style-type: none"> — Denotation & Connotation — Attitude — Collocation — False friends 	— Subject-Verb Agreement	Notes (I)	1
2	The Appropriate Word	<ul style="list-style-type: none"> — Style — Chinglish 	— Pronouns	Notes (II)	11
3	The Better Word	<ul style="list-style-type: none"> — Conciseness — Preciseness — Effectiveness 	— Modifiers	Notices (I)	23
Module Two	Sentence				
4	Sentence Base	<ul style="list-style-type: none"> — Subject — Voice 	<ul style="list-style-type: none"> — Tense — Mood 	Notices (II)	33
5	Expanded Sentence Base (I)	<ul style="list-style-type: none"> — Attributes — Relative Clauses 	<ul style="list-style-type: none"> — Incomplete Sentences — Word Order 	Précis (I)	43
6	Expanded Sentence Base (II)	<ul style="list-style-type: none"> — Participles — Absolutes 	<ul style="list-style-type: none"> — Comma-Split Sentences — Fused Sentences 	Précis (II)	59
7	Joining Sentences Together (I)	— Coordination	<ul style="list-style-type: none"> — Lack of Unity — Faulty Parallelism 	Précis (III)	73
8	Joining Sentences Together (II)	— Subordination	<ul style="list-style-type: none"> — Misplaced Modifiers — Dangling Modifiers 	Short Composition (I)	85
9	Sentence Variety	<ul style="list-style-type: none"> — Ways to Achieve Sentence Variety 	<ul style="list-style-type: none"> — Inversion — Word-for-Word Translation 	Short Composition (II)	103

II CONTENTS

Unit	Theme	Focus	Grammar	Writing	Page
Module Three	Mechanics				
10	Punctuation	Punctuation		Short Composition (III)	117
References					127

UNIT 1

THE CORRECT WORD

INTRODUCTION

Words are the building blocks of writing; therefore, a good command of them is crucial. Choice of words is a very important issue in writing, so this unit focuses on choosing the correct word to express an idea. When we talk about the correct word, we mean the meaning of the word fits the idea that is to be expressed. Words have many types of meanings, namely, denotation, connotation, affective meaning, collocative meaning, etc. The denotation of a word refers to its literal meaning, the meaning found in the dictionary, and to many foreign language learners, it seems to be the only meaning a word has. Actually this concept is wrong. Many words have connotative meanings, the implied or suggested meaning. And some words also have affective meanings which show the attitude of the writer — whether he /she thinks favorably or unfavorably of something. Words similar in denotative meanings can be diverse in connotative and affective meanings and students must be aware of that. The last type of meaning is collocative meaning, which refers to the meaning a word has in a set combination with other words. Collocation may pose a big problem to students, but it is impossible for us to discuss it at length here. What we intend to do in this unit is to enhance students' awareness of its importance and caution them against mistakes in this aspect.

In this unit, we also deal with a very important grammatical feature — subject-verb agreement. It is our purpose to point out some troublesome areas and help our students learn in practice.

In the last part of this unit, students will learn how to write a simple note.

PART I WARM-UP ACTIVITIES

Suggestions for teaching

The warm-up writing exercise mainly deals with connotation and words that indicate attitudes. Students may encounter various expressions revealing attitudes toward AIDS, many of which may have rich connotative meanings. This is not an entirely free writing exercise. Students must pay attention to the selection of words and the way the paragraph is developed, though organization is not the focal point here.

Students' works will be used later for consolidating their learning throughout this unit.

PART II FOCUS

Denotation and Connotation

Suggestions for teaching

Students are expected to learn that the meaning of a word is multi-faceted, and one facet is its connotation. This is the meaning a foreign language learner may find difficult to grasp; therefore, it deserves more attention.

Suggested answer to the question

If it is your teacher, most probably you will choose b, as the word *portly* has an implication of a more or less dignified and imposing appearance (e.g. *an elderly gentleman, large and portly*). However, if it is a doorkeeper, an amiable middle-aged woman, you may choose the word *plump* as it implies a pleasing fullness of figure (e.g. *the plump goddesses of Renaissance paintings*). From this exercise we can conclude that words that share the same denotative meanings can be diverse in their connotative meanings.

Reference for the Classroom Activities

1. *father*: the male parent. It connotes support and sternness; it also connotes protection but in a serious fashion.
wildflower: uncultivated plant; it connotes vitality and pleasantness.

2.

Word	Denotation	Connotation	Sentence
gold	<i>a precious yellow metal</i>	<i>wealth, value, preciousness, etc.</i>	<i>Silence is gold.</i>
moon	the natural body that moves around the earth once every 28 days	<i>tranquility, purity, something out of reach, etc.</i>	<i>There's no point hoping for peace in the country. It's like asking for the moon.</i>
ice	<i>water frozen so that it has become solid</i>	coldness, indifference, cruelty, death, etc.	<i>The ice in his voice was only to hide the pain.</i>
blood	<i>red liquid flowing through the bodies of humans and animals</i>	<i>family background, descent, race, temperament, etc.</i>	Blood is thicker than water.

3. a. In the West, every male person has the good qualities of males, such as bravery, spirit, and toughness.

b. Anyway, she has the characteristics of a woman, such as frailty and delicacy.

Note: These activities can be used for either individual or group work.

Attitude

Suggestions for teaching

The correct use of emotionally loaded words is another very important issue in word selection. The teacher should call students' attention to them. During the classroom activities, the teacher can ask students to make sentences with some of the words to consolidate what they have learned.

Reference for the Classroom Activities

1.

Favorable	Neutral	Unfavorable
<i>unique, quaint</i>	strange	<i>bizarre, abnormal</i>
<i>resolute, steadfast</i>	<i>stubborn, dogged</i>	pigheaded
compliment (v.)	<i>praise, commend, flatter</i>	<i>lick one's boots</i>
<i>senior citizen</i>	old person	<i>fossil</i>
bachelor girl	<i>single woman</i>	<i>spinster</i>

2. a. unique b. pigheaded c. flattered d. fossil e. spinster

3. Ask students to compare their writings in Warm-Up Activities, point out words or phrases that show attitudes or feelings and then check if they are used correctly.

Collocation

Suggestions for teaching

Collocation has long been a troublesome problem in foreign language learning. Students should be on the alert for it and build up their own bank of collocations. When teaching collocation, it may prove effective for the teacher to employ the method of contrastive analysis, i. e. to compare the target language with the mother tongue of the students, and enhance their awareness of the differences.

Suggested answers to the exercise

- a. *do* somebody a favor
- b. *do* somebody good
- c. *make* a gesture
- d. *do* evil
- e. *do* harm
- f. *make* an effort

Reference for the Classroom Activities

1. 1) D 2) D 3) A 4) B 5) C 6) C 7) B
2. Now ask students to pay special attention to the collocations in their writings.

False Friends

Suggestions for teaching

"False friends" is a tricky and easily overlooked area in writing. The purpose of this section is to raise students' awareness of their existence in English and caution them against confusion.

Suggested answer to the question

The misunderstanding occurs due to the use of homonyms or false friends — *flour* and *flower*, *ground* (as the past participle of the verb *grind*) and *ground* (meaning the solid surface of the earth). In this excerpt, the use of false friends adds a humorous effect to the text.

Reference for the Classroom Activities

1. The false friends are *lie* meaning to keep one's body in a flat position, and *lie* meaning

to say something dishonest.

2. a. Your fever *rose* yesterday.
- b. That racket is bad enough to make Aunt Ella's eyebrows *raised*.
- c. Jack has been *lying* around all day.
- d. The soldiers *laid* aside their weapons.
- e. A heavy fog *lay* over the land.
- f. White *stationery* is always appropriate.
- g. Is that table *stationary*, or can it be moved to another corner of the room?
- h. It is easier to talk about a *principle* than to live by it.
- i. Our *principal* played on the faculty football team against the school all-stars.

3. Some other false friends:

fair vs. *fare*

It's not fair to put all the blame on him.

Bus fares are going up again.

passed vs. *past*

I passed the landlady on the stairs this morning.

Several boys went past us on mountain bikes.

intense vs. *intensive*

She suddenly felt an intense pain in her stomach.

He took an intensive course on English.

farther vs. *further*

The fog's so thick; I can't see farther than about five meters.

Every day she sinks further and further into depression.

PART III GRAMMAR

Subject-Verb Agreement

Subject-verb agreement is a very complicated issue and it is not our intention to cover all the ground in this unit. What we attempt to do here is to bring students' attention to some points particularly tricky and let them learn by practice. The method we use in the grammar section of this book is the discovery approach — to let students find out their own

answers. We hope this can raise students' interest in learning grammar and sharpen their inductive skills.

When the subject is compound

Reference for the Classroom Activities

Summary

1. A compound subject with *and* takes a plural verb in most cases, but when it expresses a singular meaning or when each of the singular subjects is considered individually, it takes a singular verb.
2. After a compound subject with *or, nor, either ... or, neither ... nor, not ... but*, the verb agrees in number and person with the nearer part of the subject.
3. Intervening phrases or clauses not introduced by coordinating conjunctions do not affect the number of a verb. Such phrases are normally introduced by prepositions or prepositional phrases such as *as well as, as much as, rather than, along with, in addition to, together with, with, plus, and including*.

When the subject expresses quantity

Reference for the Classroom Activities

All the sentences are correct.

Summary

1. Nominal phrases of time, money, weight and measurement normally take a singular verb.
2. Some words or phrases, such as *all, most, half, the last, the rest*, take a singular or plural verb, depending on the meaning of the noun or pronoun that follows.
3. Phrases like *lots of, heaps of, loads of* take singular or plural verbs depending on the form of the nouns that follow.
4. In sentences with *more than one* or *many a* modifying the subject noun, the verb should take a singular form though it is plural in meaning.

When the subject is a relative pronoun, a *what*-clause, or in the *there-be* structure

Reference for the Classroom Activities

- a. He was one of the candidates who were able to carry out their campaign pledges.
He was the only one of the candidates who was able to carry out his campaign pledges.
- b. What he wants is just a little love from his foster parents.
What one thinks and says are not always the same.
- c. There is a cherry tree and several orchid flowers in the garden.
There are hundreds of applicants on the waiting list for the job.

Summary

1. After a relative pronoun (*who*, *which*, *that*), the verb has the same person and number as the antecedent. (In the second sentence in Pair a, the antecedent is *the only one*, not *the candidates*.)
2. After a *what*-clause, the verb is usually singular. But if the *what*-clause is in a compound structure plural in meaning, the verb is in plural form.
3. In the *there-be* structure, the verb is singular or plural depending on the number of the subject. The singular *there is* may be used to introduce a compound subject when the first noun or nominal phrase is singular.

Others

Reference for the Classroom Activities

- a. Nobody in town *admits* seeing him.
- b. *Does* anyone want to go with me?
- c. *Are* any of you going to the exhibition?
- d. None *works/work* so hard as he does.
- e. Books *are* her chief source of enjoyment.
- f. The one thing you must be ready for *is* their attempts to break up the meeting.
- g. The jury *is* finally complete.
- h. The jury *were* divided in their opinions.
- i. *New York Times* *is* his bible.
- j. Semantics *is* the study of meanings.