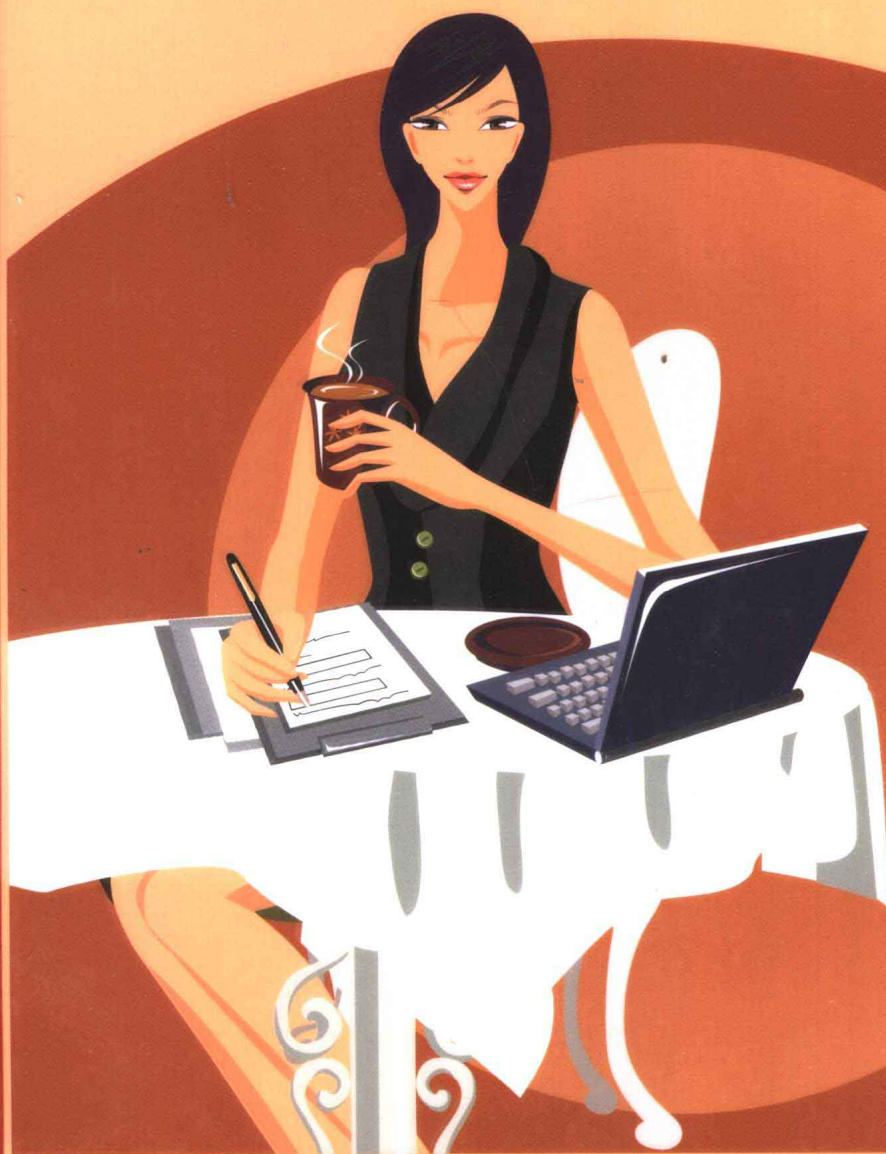


高级实用英语系列教材

# 高级实用英语写作

(引进版)

[美] Nancy Herzfeld-Pipkin 编著  
罗立胜 冯乃祥 审校



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〔美〕 Nancy Herzfeld-Pipkin 编著  
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# 前言

《高级实用英语写作》(引进版)是一本介绍和指导撰写英语学术文章的原版教材,由国际著名的汤姆森出版公司出版,使用对象是具有中等英语水平以上的学习者,包括本科生、研究生以及同等程度的英语学习者。全书共分六个单元,每个单元包含四部分:预习、阅读、句子写作和段落写作或文章写作。本书的重点是以学术话题为基础,突出段落和整篇文章的写作实践。考虑到学习者语言学习的互动需要,作者精心设计了相应的话题讨论和写作练习,使学生能够有更多的机会积极地参与到教学实践之中。为配合写作话题,作者还选择了一定数量的阅读文章作为写作实践的输入。这些原版文章具有很强的趣味性和可读性,是学习者进行写作实践的最好参照模仿坐标。

本书的主要特色如下:

第一,单元设计以主题为中心(Theme-based),注重内容的共核性。

本书每一单元的内容紧紧围绕一个主题展开:第一单元以人类的学习和思维习惯为中心,第二单元以历史上美国黑人争取平权的故事为中心,第三单元以人类的健康和生活方式为中心,第四单元以地球、资源和环境为中心,第五单元以土著美国人的生活方式为中心,第六单元以美国商业文化的变迁为中心。在以主题为中心的前提下,一切写作理论的阐述和实践,都是以主题为素材展开,这种设计可以使学习效果最大化。

第二,全书内容从人类的认知理论出发,特别强调学习过程中材料输入(Input)的重要性。

语言认知理论认为,只有高质量的输入(Input),才会有高质量的输出(Output)。基于此,本书选材精当,富有典型性、针对性、代表性,因而具有可读性、趣味性和教化借鉴性。不仅如此,本书预习部分通过讨论或者简短的语言活动引入本单元的主题,目的是让学生了解本单元的内容,以及教师了解学生是否知道这方面的知识。这部分的内容包括看图讨论、回答调查表、快速写作等。预习部分为学生顺利地进入写作状态做好了必要的铺垫,也为他们的写作活动做好相应的准备。在阅读和词汇部分,作者精选了包括与写作有关的主要阅读文章,揭示了单元主题以及相关的句式和词汇。阅读材料和词汇为主题写作而准备,这些材料反复出现在同一个单元;学习者通过不断地接触,并在实践中掌握这些语言表达方式,进而提高写作技能和水平。在句子写作、段落写作和文章写作中,作者特别精心设计了改错、挑选主题句、按照文章的逻辑结构重新排列顺序等,这样的Input,对于提高学习效果十分有效。

第三,将句子写作、段落写作和整体文章的写作有机结合进行论述讲解。

本书每个单元的第三部分是句子水平上的写作实践。这部分主要解决学生在句子写作中出现的语法问题,其中包括断句、不完整句等。每个单元在句子连接上有其重点,如:并列方式、互补方式、对应方式等。为了帮助学生更好地掌握句子的连接,在附件中还排列了句子衔接的不同形式,学生可以通过这方面的练习和归纳更好地掌握句子的起承转合。

在句子写作部分中,作者还安排了与主题有关的短文阅读材料;通过阅读和分析这些文章,学生可以进一步了解句子的连接,掌握这方面的写作技巧。每篇短文带有思考题、讨论题等,为学生进行讨论和写作实践提供了相应的素材。

本书第四部分的段落写作或文章写作主要涉及如何有效地组织段落和短文,同时介绍在大学期间学生将遇到和需要掌握的常用写作方式。这些方式包括:过程控制、观点把握、比较和对照等。在这部分中还安排了与主题有关的写作练习和作业,目的是进一步使学生能够巩固本单元所学的词汇、句型、衔接方式等。在这部分中还包括了讨论和写作练习。作者安排了讨论题,学生可以在讨论的基础上进行写作;作者特别强调写作过程中的互动作用,如:学生与学生、教师与学生的互动。写作题目主要围绕前面的主题,题材实用,与学术话题有一定的关联,有利于学生较早地接触到这方面的写作实践。

第四,本书整体内容强调了一致性和连贯性,包括细节都很好地做到了这一点,有利于学习者从整体上把握全书的内容 and 知识,很好地贯彻了国外十分重视的循环教学法的理念 (Recycling Approach)。如在本书的附录中,作者论述概述/摘要 (Summary Writing)、随笔 (Journal Writing) 和限时作文 (Timed Writing) 的写作要点时,特别要求学习者把前面所有章节中的有关篇章和段落,加以概括和总结,这就使学习者又把全书的内容进行了进一步的巩固和消化。

第五,本书内容没有就写作论写作,而是强调了在跨文化交流的背景下论述写作。从各单元的主题和选材,我们可以看到作者的立意高,选材精,富有文化色彩,富有实用价值,使学习者在文化的氛围中学习写作,在兴趣的氛围中学习写作,在轻松的氛围中学习写作,这是本书与其他同类书的本质区别之一。

总之,本书全面体现了英语写作的客观规律,强调了所选语言材料的规范性以及内容的共核性,理论和实践紧密结合。全书脉络清晰,图文并茂,选材广泛,内容新颖,深入浅出,难度适中,语言灵动,简洁易读,练习实用,很好地体现了英语学术写作的元素,是一本不可多得、具有实用意义、符合我国英语教学需求的写作教材。

# Preface

*Destinations: Writing for Academic Success* is designed to be used with high-intermediate level students of English. This text consists of six units, which have each been divided into four parts: preview, reading, sentence level writing, and paragraph or essay writing. The main focus of *Destinations* is writing of both paragraphs and essays through the writing process relating to specific academic themes. The text also covers vocabulary development, summary writing, some reading skills, and critical thinking through discussion and journal writing.

The bulk of each unit is made up of exercises and activities that afford students as much active involvement as possible. Many of the readings are authentic or have been adapted from other print sources. Samples of student essays are available on the teacher's Web site. The themes of the units are academic in nature and are intended to introduce students to some of the ideas and content they will find in other (non-ESL) classes.

Finally, studying in a college or university environment can be a daunting task, especially for those students studying in the United States whose first language is not English. In addition to dealing with more obvious language problems, students from other cultures or countries may have difficulty succeeding in native speaker environments due to differences in both background and cultural information. This book is intended to fill some of those gaps in order to help prepare non-native speakers for the academic writing they will be expected to produce in courses throughout their college careers.

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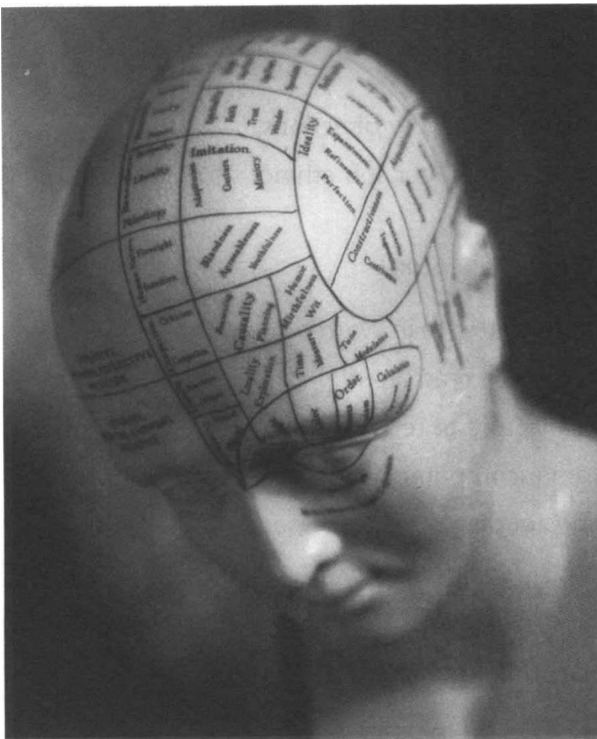
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# UNIT ONE

**Writing Focus:** Paragraphs (Topic Sentences, Supporting Sentences, and Concluding Sentences); The Writing Process





## **PART 1 UNIT PREVIEW**

### **Preview Activity: Learning Styles Checklists**

*A. In each list, put a check mark (✓) next to the items that describe you.*

#### LIST ONE

- \_\_\_ I talk fast and often use my hands to communicate.
- \_\_\_ I like to take things apart and put them together.
- \_\_\_ I prefer to stand while I am working.
- \_\_\_ I am good at sports.
- \_\_\_ I learn through movement, and I like to explore the environment around me.

#### LIST TWO

- \_\_\_ When someone gives me oral instructions, I often ask that person to repeat.
- \_\_\_ I usually watch a speaker's facial expressions and body language.
- \_\_\_ I like to take notes when I am learning, and then I review these notes later.
- \_\_\_ I can understand maps and follow directions.
- \_\_\_ I think the best way to remember something is to picture it in my head.

#### LIST THREE

- \_\_\_ I follow oral directions better than written ones.
- \_\_\_ I understand better when I read aloud.
- \_\_\_ I prefer listening to a lecture to reading the material in a textbook.
- \_\_\_ I dislike reading from a computer screen.
- \_\_\_ I require explanations of diagrams, charts, and maps.

*B. Share your lists with a partner and/or the class. In which list did you put the most checks? What do you think your responses might say about the way you learn?*

### **Quickwrite**

Each Unit Preview in this book includes a Quickwrite activity. This activity gives you a chance to put your ideas in writing without thinking about details such as organization, grammar, spelling, and punctuation.