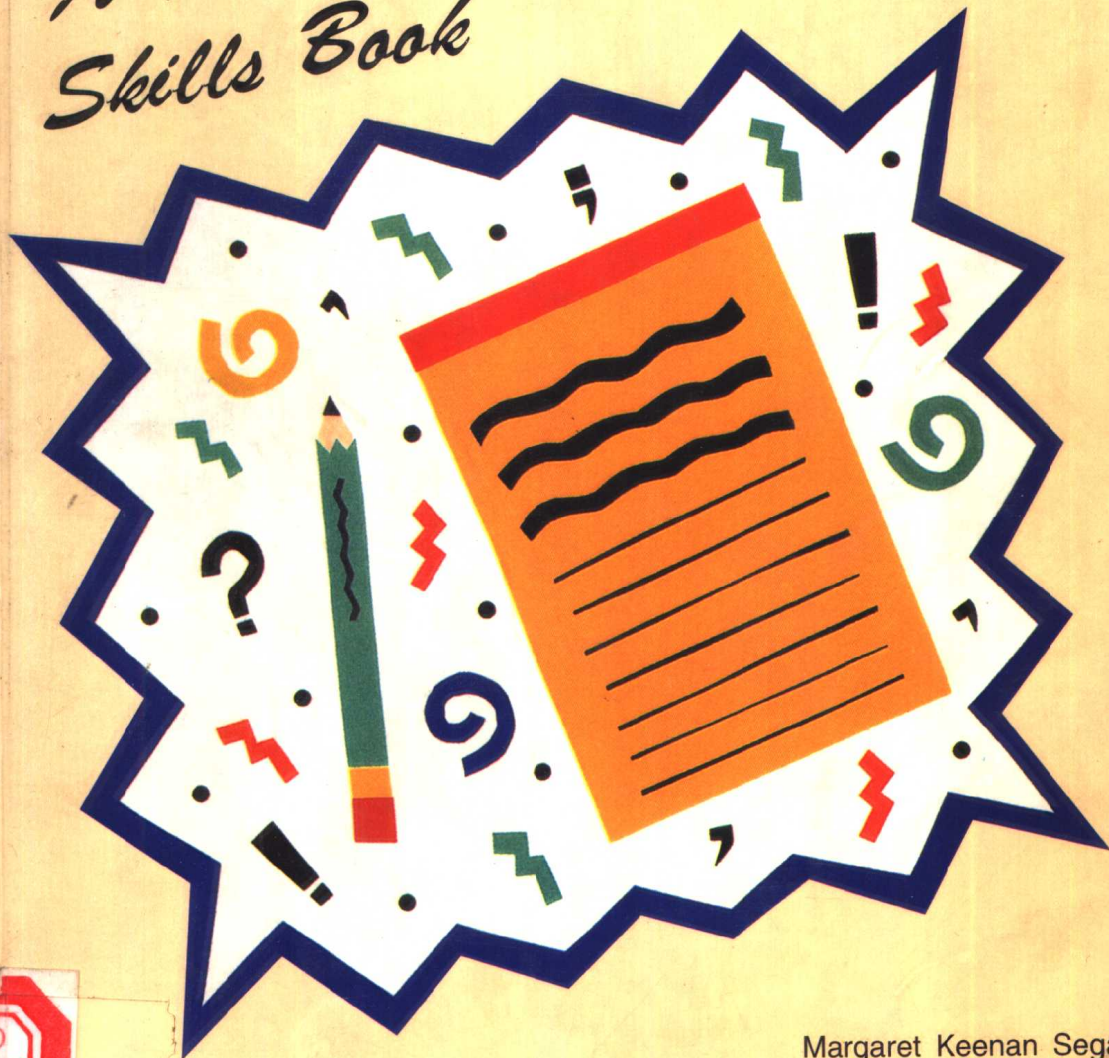


总编译：汪榕培

写作通

1

*A Writing
Skills Book*



美语路路通

系列教材

Mosaic

Margaret Keenan Segal
Cheryl Pavlik
宋志平 编译

辽宁教育出版社
美国麦克希尔出版公司

联合出版

学(北京)

15

1



写作通 1

A Writing Skills Book 1

Margaret Keenan segal 编
Cheryl Pavlik
宋志平 编译

辽宁教育出版社 联合出版
美国麦克希尔出版公司

美语路路通系列教材 Mosaic

总编译：汪榕培

写作通分册主编译：张绍杰 林 伟

编译委员会：王文成 王尚胜 李思国 张绍杰

宋学侠 杨俊峰 赵忠德 徐伟儒

版权合同登记：图字 06 - 1998 - 225 号

图书在版编目 (CIP) 数据

写作通 1/宋志平编译. - 沈阳: 辽宁教育出版社, 1998.12

(美语路路通/汪榕培总编译)

ISBN 7 - 5382 - 5335 - 1

I. 写… II. 宋… III. 英语, 美国 - 写作 - 教材 IV. H315

中国版本图书馆 CIP 数据核字 (98) 第 33531 号

Copyright © 1998 by McGraw-Hill Companies, Inc. All rights reserved. Jointly published by Liaoning Education Press/McGraw-Hill. This edition may be sold in the People's Republic Of China only. This book cannot be re-exported and is not for sale outside the People's Republic Of China. ISBN: 0 - 07 - 055030 - 1

本书中文简体字版由美国麦克希尔出版公司授权辽宁教育出版社独家出版, 只供在中华人民共和国境内销售。

版权所有, 翻印必究

辽宁教育出版社出版

(沈阳市和平区北一马路 108 号 邮政编码 110001)

沈阳新华印刷厂印刷 辽宁省新华书店发行

开本: 787 × 1092 毫米 1/16 字数: 280 千字 印张: 14 ³/₄

印数: 1—5 000 册

1998 年 12 月第 1 版

1998 年 12 月第 1 次印刷

责任编辑: 柳青松 许苏葵 责任校对: 马 慧

定价: 19.90 元

总 序

《美语路路通》是最新从美国引进的一套美国英语系列教材。这套教材以非英语国家的学生为对象，帮助学生提高听、说、读、写的语言技能和整体提高语言水平。全套教材共 19 册，由《听说通》(五册)、《阅读通》(五册)、《写作通》(四册)和《交际通》(五册)四个系列组成。各个系列既相互联系、又相对独立，每个系列中的各个分册循序渐进、不断巩固已学的知识。因此，整个系列可以配合使用，学习英语技能的全部内容；每个系列也可以分别使用，适用于从入门阶段到中高级阶段各个层次的学生。

顾名思义，《听说通》是训练听说技能的课本；《阅读通》是训练阅读技能的课本；《写作通》是训练写作技能的课本；《交际通》是以语法为线索全面训练语言各项技能的课本。

全套教材具有下列显著的特点：

1. 课文取材新颖，每章围绕一个主题式语言功能。内容引人入胜，难易程度适中，语言要点反复循环出现，可以有效地激励学生的学习热情。

2. 传授技能要点和学习策略，使听、说、读、写的技能成为可以逐步掌握的内容。这个特点是《美语路路通》有别于其他同类教材的一个重要方面，技能的各个环节既可以分解为若干方面，又可以通过反复循环达到熟练掌握的程度。

3. 练习形式多种多样，练习内容紧密结合生活实际。掌握语言技能的关键在于反复实践，必须在轻松愉快的实践过程中自然而然地获得，单纯的机械性模仿达不到这个目的，这套教材的练习使学生自始至终处于交际活动中，可以收到事半功倍的效果。

4. 听、说、读、写的训练既有侧重又有联系。在不同的语境中围绕相似的主题或语言功能进行训练，可以明显地收到触类旁通的效果。

《美语路路通》具有上述显著特点，所以在使用的过程中受到普遍的欢迎。自 1985 年第 1 版问世以来，在美国成为外国移民提高英语水平的首选教材，在世界许多国家成为学习英语的热门教材。这套教材由于受到普遍的欢迎，在接受教学实践的反馈以后，先后于 1990 年出版了第 2 版，于 1996 年出版了第 3 版，两次做出重大修改，使教材更臻完善。

辽宁教育出版社引进《美语路路通》，出版中文版，在原书的基础上加入了中

文的学习指导，结合中国学生的学习难点配以详细的解释，对许多中国学生不熟悉的文化现象予以介绍，并对学习方法和建议开展的课堂活动增添大量的补充说明。中文的学习指导不仅为在中国的课堂里使用这套教材提供了方便，也为广大的英语自学者提供了帮助。

进行中文版改编的是辽宁和吉林两省五所高等学校(大连外国语学院、辽宁大学、东北大学、沈阳师范学院、东北师范大学)富有教学经验的教授和专家们，他们把教授中国学生学习英语的体会和经验融入学习指导中去，使这套在国际上行銷多年、享有盛誉的教材更加适合中国学生的需要，可以用做大专院校英语专业和非英语专业学生的学习教材、英语培训班的技能训练教材，也可以用做广大英语自学者的自学教材。

《美语路路通》中文版的问世是一个成功的尝试，不仅为中国广大的英语学习者又增加了一种新的选择，而且为改变传统的教学方法和教学观念提供了一个示范的样板。我相信，凡是使用这套教材的教师和学生都会喜欢这套教材，并从中受益。

汪榕培

1998年9月10日

本书序言

本书为《美语路路通》系列教材《写作通》第一册，是专门为有初步基础的非本民族语的学习者所设计，旨在通过系统的训练方法，使学习者有效地掌握英文写作技巧，从而培养他们的独立写作能力。

一、编写意图

本书的编写侧重写作过程，通过各种课上、课下的活动和练习，引导学习者逐步熟悉并完成每个写作过程，帮助他们掌握写作技巧和方法。

二、本书特点

1. 设计明快。本书设计新颖、易用。书中各种练习和各项活动均用序号标明，重要的内容用阴影和表格的形式提示。
2. 内容新颖。每章根据写作步骤的不同重点分成几个小节，介绍写作策略和技巧，并通过练习使学生掌握和运用。本书在侧重写作过程的同时，把传统的教学内容贯穿其中，如语法、段落形式等。每章还配有范文，并针对范文设计了练习。书后附有拼写常识，标点符号及大小写规则等内容，另外还有供教师使用的反馈单。
3. 联系实际。每章重点内容配有交际性练习，鼓励学生把书中的内容以自己的亲身经历、经验相结合。
4. 检测要点。每章设有检测要点，为学习者指点迷津，帮助他们备考各种标准化考试。
5. 技能表。本书正文前附有技能表，表内囊括全书十二章的主要内容，学生需要掌握的技能一目了然。
6. 学习指导。每章后配有学习指导，学习指导包括：目的要求、基本内容、具体教学建议、语言和文化方面的注释。

三、章节安排

全书共分十二章，每章包括下列七个写作过程：

1. 广开思路，收集材料。多数学生遇到的第一个问题是写什么。本节提供了有关策略，如讨论、采访、意念图、自由写作等。“积累词汇”一项给学生提供了可能

需要的词语，并鼓励他们从教师或同学那里得到更多的词语。

2. 组织材料，合理安排。本节讲述了组织材料的各种技巧，如怎样写好主题句，如何选取信息，如何组织不同的段落类型等。

3. 语句连贯，简明易懂。本节重点讲授语法和用语对于段落连贯性方面的作用。帮助学生学会如何自由运用各种用语和结构，包括时态的选择等。

4. 抓住重点，撰写初稿。多数学生尚未意识到，一篇优秀作文往往是三易其稿，反复修改的结晶。所以，本节重点强调了修改初稿的重要性。

5. 掌握原则，修改例文。学会修改作文也是重要的技能之一。本节给出的例文中含有常见错误，如格式、语法、衔接、结构组织等，涉及到修改的原则和方法。

6. 修订初稿，精益求精。完成上面一步后，可着手修改作文。教师应要求学生把注意力放在指定的几个方面，头绪过多会影响积极性。同学之间也可互相修改，共同提高。

7. 抄写誉清，呈师指正。初稿修改之后，要抄写誉清，交给教师审阅。

四、教学建议

1. 本书每章内容大约需4个学时，有些内容可留课后作业。

2. 学生基础可能不同，应鼓励基础较好的学生多做自由写作练习。

3. 书中的练习已标定为“小组活动”，“双人活动”，教师可根据实际情况做适当调整。小组活动和双人活动中，学生看到其他学生也有与他们相同或类似的困难时，能增强自己的信心。

4. 初学者在写作中会有许多错误，教师给学生的反馈应以肯定为主。反馈应首先侧重写作内容，然后是语法和每章讲授的写作技巧。

《写作通》是一套深受读者喜爱的教材，它会把你引入英语写作之门，是通向英语写作的成功之路。

编译者

1998年9月

Summary of Writing Skills and Activities

Chapter	Rhetorical Focus	Organizing Skills	Grammar Focus
one	personal description	<ul style="list-style-type: none"> • interviewing • ordering information • writing topic sentences 	<ul style="list-style-type: none"> • simple present tense • connecting ideas with <i>and, but, so, and also</i>
two	description (art)	<ul style="list-style-type: none"> • ordering information from general to specific 	<ul style="list-style-type: none"> • present continuous tense • adding details using adjectives and prepositions • articles • pronouns
three	description (food)	<ul style="list-style-type: none"> • ordering information from general to specific • writing topic sentences 	<ul style="list-style-type: none"> • count/noncount nouns • examples with <i>such as</i> • appositives
four	informal letter	<ul style="list-style-type: none"> • paragraphs in a letter 	<ul style="list-style-type: none"> • modals <i>can, might, will</i> • imperatives • prepositions • <i>there</i> and <i>it</i> • the future: <i>be + going to</i>
five	autobiographical narration	<ul style="list-style-type: none"> • making a lifeline • limiting information • making paragraph notes • writing topic sentences 	<ul style="list-style-type: none"> • simple past tense • combining sentences with time words and <i>because</i>
six	narration (mystery story)	<ul style="list-style-type: none"> • analyzing character • time sequence • limiting information • writing titles 	<ul style="list-style-type: none"> • past continuous and simple past tenses • time clauses: <i>when, while, as</i> • <i>then</i> (transitional word) • <i>as soon as</i> • quotations

Editing Skills	Communicative Activities	Critical Thinking	Test Preparation Activities
<ul style="list-style-type: none"> • editing for content and form 	<ul style="list-style-type: none"> • class newsletter • class paragraph • reading to improve writing 	<ul style="list-style-type: none"> • fact vs. fiction 	
<ul style="list-style-type: none"> • using articles 	<ul style="list-style-type: none"> • describing a photo • writing a travel brochure 	<ul style="list-style-type: none"> • comparing and contrasting 	
<ul style="list-style-type: none"> • commas with appositives 	<ul style="list-style-type: none"> • self-evaluation • sharing recipes • describing celebrations 	<ul style="list-style-type: none"> • classifying and evaluating 	
<ul style="list-style-type: none"> • the form of an informal letter 	<ul style="list-style-type: none"> • replying to a letter • writing an invitation 	<ul style="list-style-type: none"> • evaluating 	
<ul style="list-style-type: none"> • punctuation with dependent clauses 	<ul style="list-style-type: none"> • writing about a relative or friend 	<ul style="list-style-type: none"> • generalizing 	
<ul style="list-style-type: none"> • editing symbols 	<ul style="list-style-type: none"> • writing a story with a partner • rewriting a story • writing an autobiographical story in the third person 	<ul style="list-style-type: none"> • justifying opinions 	

Summary of Writing Skills and Activities

Chapter	Rhetorical Focus	Organizing Skills	Grammar Focus
seven	exposition	<ul style="list-style-type: none">• making an idea map• writing topic sentences	<ul style="list-style-type: none">• restrictive relative clauses• transitional words and phrases: <i>in addition, for example, however</i>• showing purpose/giving reasons: <i>because</i> and infinitives
eight	summary (movie plot)	<ul style="list-style-type: none">• categorizing• summarizing• writing a title	<ul style="list-style-type: none">• historical present tense• adjectives• appositives
nine	biographical narration	<ul style="list-style-type: none">• interviewing• writing topic sentences• writing concluding sentences	<ul style="list-style-type: none">• present perfect and present perfect continuous tenses with <i>for</i> and <i>since</i>• using <i>in fact</i>• stating results with <i>so. . . that</i>
ten	classification (holidays)	<ul style="list-style-type: none">• making an outline• ordering information according to importance	<ul style="list-style-type: none">• <i>in addition to, besides, another</i>• ordinals: <i>first, second, third</i>• pronouns• quantifiers• nonrestrictive relative clauses
eleven	persuasion	<ul style="list-style-type: none">• Internet etiquette• supporting opinions• writing newsgroup topic lines	<ul style="list-style-type: none">• pronouns and synonyms• giving polite opinions and suggestions: <i>should, need to</i>
twelve	formal letter (complaint)	<ul style="list-style-type: none">• identifying effective letters of complaint	<ul style="list-style-type: none">• using past participles as adjectives• formal language in a business letter

Editing Skills	Communicative Activities	Critical Thinking	Test Preparation Activities
<ul style="list-style-type: none"> • more editing symbols 	<ul style="list-style-type: none"> • class book of traditional treatments • describing an illness • comparing medical care in the United States and other countries 	<ul style="list-style-type: none"> • comparing and contrasting 	<ul style="list-style-type: none"> • recognizing correct usage of transitional phrases
<ul style="list-style-type: none"> • commas with adjectives and appositives 	<ul style="list-style-type: none"> • evaluating movie summaries • evaluating movie reviews 	<ul style="list-style-type: none"> • summarizing 	<ul style="list-style-type: none"> • summarizing
<ul style="list-style-type: none"> • long forms in formal writing • spelling past and present participles 	<ul style="list-style-type: none"> • class newsletter • guessing the subject of a biography • narration of past and future plans • group narration 	<ul style="list-style-type: none"> • evaluating 	<ul style="list-style-type: none"> • managing time for an essay test
<ul style="list-style-type: none"> • punctuating non-restrictive relative clauses 	<ul style="list-style-type: none"> • class book on holidays • additional holiday topics 	<ul style="list-style-type: none"> • examining meaning 	<ul style="list-style-type: none"> • organizing ideas
<ul style="list-style-type: none"> • spelling and grammar in computer messages 	<ul style="list-style-type: none"> • posting messages on computer or conventional bulletin boards • choosing newsgroup topics to write about 	<ul style="list-style-type: none"> • expressing opinions 	<ul style="list-style-type: none"> • making an outline of supporting examples and reasons
<ul style="list-style-type: none"> • following the format of a business letter 	<ul style="list-style-type: none"> • replying to a letter of complaint • writing a letter of complaint about a school problem • reading newspaper complaint columns 	<ul style="list-style-type: none"> • analyzing 	<ul style="list-style-type: none"> • evaluating supporting details

Contents 目录

Summary of Writing Skills and Activities 技能表

CHAPTER one 第一章

School Life 学校生活 **1**

WRITING TASK Writing an article about a classmate for a class newsletter

学习指导 描写一位同学 I—1

CHAPTER two 第二章

Experiencing Nature 感受大自然 **15**

WRITING TASK Writing a description of a painting

学习指导 描述一幅画 II—1

CHAPTER three 第三章

Living to Eat or Eating to Live? 饮食文化 **31**

WRITING TASK Writing a description of holiday foods

学习指导 描写节日饮食 III—1

CHAPTER four 第四章

Getting Around the Community 浏览社区 **47**

WRITING TASK Writing an informal letter describing tourist activities

学习指导 写一封描述旅游活动的信函 IV—1

CHAPTER five 第五章

Home 家庭生活 **59**

WRITING TASK Writing about a part of your life

学习指导 记叙一段人生经历 V—1

CHAPTER six 第六章

Emergencies and Strange Experiences **71**

WRITING TASK Writing an end to a mystery story 紧急情况与奇异经历

学习指导 给一神秘故事写结尾 VI—1

CHAPTER seven 第七章

Health 医疗保健 85

WRITING TASK Writing about traditional treatments
学习指导 写一篇传统疗法的说明文

VII—1

CHAPTER eight 第八章

Entertainment and the Media 娱乐与传媒 99

WRITING TASK Writing a summary of a movie plot
学习指导 写一篇剧情概要

VIII—1

CHAPTER nine 第九章

Social Life 社交生活 113

WRITING TASK Writing about a classmate's life in the past year
学习指导 记叙某同学去年的经历

IX—1

CHAPTER ten 第十章

Customs, Celebrations, and Holidays 民俗、庆典与节假日 129

WRITING TASK Writing about holidays
学习指导 写一篇关于节日的文章

X—1

CHAPTER eleven 第十一章

Science and Technology 科学技术 145

WRITING TASK Writing a message to a computer newsgroup
学习指导 给计算机新闻部写一则消息

XI—1

CHAPTER twelve 第十二章

You, the Consumer 消费者天地 159

WRITING TASK Writing a formal business letter of complaint
学习指导 写一封商务投诉信

XII—1

Appendixes 附录 173

CHAPTER **One**

School Life

学校生活



You will interview a classmate and write an article about him or her for a class newsletter.

in this chapter

STEPS TO *writing*

1. Exploring Ideas

Interviewing Someone

A reporter for a school newspaper is writing an article about the new foreign students on campus. She is interviewing some of the students. Look at some of her questions.



1. What is your name?
2. Where are you from?
3. How do you usually spend your days here?
4. What do you like to do in your free time?
5. What is your occupation?
6. What do you like about the United States (or Canada)?

exercise

You are going to interview one of the students in your class for an article for a newsletter about your class. First write some questions. Use some of the questions above and write three other questions.

exercise 2

Your teacher will write some of your questions on the board. Discuss them. Are they good questions to ask? Now look at your questions. Are they good questions?

exercise 3

Choose the ten questions you like most. Then choose a partner and interview him or her. Write your partner's answers after the questions.

Building Vocabulary

exercise 4



How do you learn new vocabulary? One way to learn new words is to make vocabulary charts. For example, you can make a chart that lists new words by categories or topics. What new vocabulary did you and your partner use in your interview? Add your words to the following chart. Some words are there as examples.

WORK	FREE TIME ACTIVITIES	GOALS OR FIELDS	OTHER NEW VOCABULARY
<u>waiter</u>	<u>swim</u>	<u>engineering</u>	<u>very much</u>
<u> </u>	<u> </u>	<u>medical technology</u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>	<u> </u>

2. Organizing Ideas

Ordering Information in a Paragraph

There are different ways to organize or order information in a paragraph. For this kind of paragraph, write facts about the person you interview first. Then write the person's opinions.

exercise 1

The reporter interviewed Yoshi Hiramoto for her article. After writing her notes, she numbered them in the order she wanted to write the sentences in her paragraph. Look at the reporter's questions and notes. Write F for questions about facts about Yoshi, O for questions about Yoshi's opinions, as in the example.

1. F What is your name? Yoshi Hiramoto
2. Where are you from? Chiba – near Tokyo – seaport²
6. How old are you? 34 years old
7. What is your occupation? sales manager
3. Why are you in the United States? needs English for job
4. What do you like about the United States? likes class, likes Americans
5. What do you dislike about the United States? doesn't like cafeteria food
8. How do you like this school? very much, good English class
9. What do you like to do in your free time? visits sights, rides bicycle

exercise 2

Write F or O in front of your questions and notes. Then number your questions in the order you want to write the sentences in your paragraph.

exercise 3

Show your organization to the person you interviewed. Does she or he agree with it? Does she or he want to add any information?

Writing Topic Sentences³

The topic sentence tells the main idea of the paragraph. In your paragraph about the person you interviewed, the purpose of the topic sentence is to introduce your partner and tell something important about him or her. Don't begin paragraphs with "I am going to write about . . ." or "This paragraph is about . . ." Begin your paragraph with "(Name of student) is a member of (name of class) at (name of school)."

exercise 4

Write your topic sentence below.
