



普通高等教育“十五”国家级规划教材

# CONTEMPORARY COLLEGE ENGLISH

● 总主编：杨立民

Intermediate Writing

## 现代大学英语

● 主 编：徐克容

● 中级写作 **上**

● 编 者：李莉文

程静英

邱 瑾

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS



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北京市高等教育精品教材立项项目

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Contemporary College English

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主编：徐克容

Intermediate Writing (Book One)

中级写作 (上)

江苏工业学院图书馆

Patterns of Exposition

藏书章

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# 序 言

## 使用范围

本书是教育部普通高等教育“十五”国家级规划教材“现代大学英语”(Contemporary College English)系列教材中的写作系列,共6册,包括《基础写作(上)》(First-Year Writing, Book One),《基础写作(下)》(First-Year Writing, Book Two),《中级写作(上)》(Intermediate Writing, Book One),《中级写作(下)》(Intermediate Writing, Book Two),《高级写作》(Advanced Writing)和《学术写作》(Academic Writing)。《基础写作》上、下册为大学本科英语专业一年级学生编写,《中级写作》上、下册供二年级使用,《高级写作》供三年级使用,《学术写作》为四年级上学期即将撰写学士论文的毕业班学生准备。

## 指导思想

本书编写的指导思想是:语言是人类交流思想的工具,语言的交际功能通过听、说、写、读来实现。写作在这几种交际手段中具有特别重要的意义。它不仅以书面形式记录了思想的交流,从而超越了时空的限制,更重要的是,它特别强调思维逻辑的严密、思想感情表达的深度,以及语言运用的精妙。从某种意义上说,笔头表达的能力,而不是日常生活的口语,才是是否受过严格教育和训练的标志。我们教材的最终目的是帮助学生实现用英语表达思想这个目标。因此我们在教材的各个环节都把内容放在重要的地位,训练写作技巧时力求结合我国的具体实际,结合当代我国学生的生活、学习情况和他们的经历,针对及围绕不同学习阶段学生想表达,而且也能表达的话题。

## 本书特点

- 吸收国内外优秀写作教材的长处,结合我国的实际情况(我国的国情和学生的情况)选材,选择当代大学生熟悉、关心的话题。
- 与本系列的其他教材,如精读和口语在题材方面有机地结合或配合。这不仅有利于深化学生对某一话题的认识,也有利于使学生认识到讨论同一话题时英语口语与书面语风格的区别,如《基础写作(上)》,训练学生写概要,用的就是系列教材中同一阶段的精读课文(或课文的某一部分);《中级写作(下)》的教学内容是议论文,与同一阶段的口语教材中的“辩论”部分在讨论的话题方面相互配合。
- 写作所需要的不只是语言表达能力,一个人的写作能力还取决于他的生活阅历、观察和思维能力、知识面等多方面的综合素质。当然以上所列的方方面面不可能仅从写作课上获得,但写作教材和写作课必须力求做到有利于学生以上能力的培养。在编写这套教材时,我们努力按照

这个目标选材、编写练习和作业，鼓励学生独立思考，努力挖掘他们记忆中和生活中的闪光点，并引导他们观察现实生活，发现周围环境中的真、善、美和假、恶、丑，并对这些现象确立自己的观点和态度。

- 写作必须有一定量的阅读作后盾。本书选用了不少阅读篇章，这些选篇的作者均以英语为母语。选篇主要的任务是引起学生对某一话题的兴趣，通过课堂讨论甚至辩论，促使他们对这一话题进行深入的思考，并考虑自己对此话题的立场和态度；与此同时，这些文章从篇章结构和写作技巧来讲，也可起到示范作用。此外，本书也收录了同等水平学生的习作作为示范，它们选自使用本书学生的作业，这些习作虽然并不完美，但其语言水平、所涉及内容及其深度都更加贴近使用本书的其他学生，是他们完全能够，或是通过努力能够写出，甚至超过的习作。
- 理论从简，强调写作实践及其过程。有关写作技巧方面的“理论”本书不做长篇的论述，只做画龙点睛般的说明，学生主要在分析范文的过程中体会并学习如何根据不同文章的目的而采用恰当的篇章结构和写作技巧，从而使技巧和方法为内容——即表达思想——服务。
- 提高英语的写作能力，决非仅仅完成课堂布置的作业就能做得到，一定要把具有指导性的课堂上布置的作业和课下的自由写作结合起来，激发学生动笔的愿望和激情，鼓励他们多写、常写，写日记、写读书心得或报告，办班级的刊物，举行作文比赛等个人和集体活动为他们创造广阔的写作平台。

## 各册内容 / 安排

《基础写作(上)》: 概要与段落 (Summary & Paragraph)

《基础写作(下)》: 记叙与描述 (Narration & Description)

《中级写作(上)》: 说明文模式 (Patterns of Exposition)

《中级写作(下)》: 议论与说服 (Argumentation & Persuasion)

《高级写作》: 目标与选择 (Aims & Options: A Thematic Approach to Writing)

《学术写作》

多年来，尤其是改革开放以来，我国广大英语教师在英语写作教学方面进行了多种实践和改革，取得了不少经验，编写和引进了不少好的教材。这套教材借鉴了不少前者的经验，同时也有意识地对写作教学进行一些新的探索，我们尽力把它编成集读本 (Reader)、指南 (Guide) 和写作实践 (Writing Practice) 为一体的有实用价值的教材。

编者

2005年8月

# 本册使用说明

本书是“现代大学英语”(Contemporary College English)写作系列的第三册,适合大学本科英语专业二年级上学期使用。本书的任务是使学生在掌握了写记叙文和描述文的基础上学会写说明文。

## 说明文的重要性

- 说明文的目的是解说事物、阐明事理,是与生活极为密切、实用性极强的文体。说明文的用途很广,无论是当今社会的哪个热门话题,也不论是客观事物或主观意识,宇宙间的一切都可以用这一方式加以阐述说明。
- 从写作本身来说,说明文强调言之有序、详略得当,对提高学生思维的逻辑性和条理性有很大帮助。
- 说明文作为一种重要的文体也广泛运用于其他文体,如议论文中。文学作品中,如小说中的插话、剧本中的舞台提示、诗词前的小序等也都不时采用说明文的某种手段。

## 本书的目标

- 继续培养学生对英语写作的兴趣与良好习惯,着重培养学生下笔之前认真思考、理清思路后写出提纲的习惯。
- 帮助学生学习和掌握说明文的要领和技巧,能用自己的话就校园内外的某些热门话题写出约200至250个词的短文。
- 帮助学生学习和运用写好说明文的几大要素(中心思想、提纲、题目、开头、主体、结尾、段落间的过渡等)。
- 帮助学生养成用英语写日记的习惯。

## 本书的内容

- 说明文:

单元题材	写作模式	写作技巧
在成长中学习	事实为例	内容提纲
我做到了	过程分析	主题陈述
大学不是天堂	因果关系	开场引言
区别何在	比较对比	主体段落

世界真奇妙	分门别类	收场总结
这是什么意思?	界定含义	篇章标题
深刻见解	特殊比拟	内在连贯

● 应用文:

所见所闻, 心得体会, 个人日记

## 本书的编写原则

- 本书采用题材(话题)与技巧(说明文的不同模式)相结合的编写原则, 以题材为纲组织教学内容, 每个单元的标题体现该单元的话题, 每个单元同时又介绍一种说明文模式(如过程分析、比较及对比等)和一个说明文的要素(开头、主体、结尾和标题等)。
- 本书强调写作实践, 理论阐述从简, 系统、扼要地介绍了说明文的基本知识和写作要领。同时, 也系统介绍了如何写出有内容、有观点、结构完整、脉络分明的说明文。结合写作要领配有若干练习。
- 本书继承第一、二册以阅读开路的原则, 每单元的两个部分一般各提供两到三篇与本单元题材有关的阅读材料(总量不超过3,000个词), 以此启发学生进行思考, 同时也通过分析这些材料, 学习写说明文的要领和技巧。每篇阅读材料后附有语言和文化背景的注释及思考题。
- 每单元的两个部分各提供三到四篇学生作文。这些作文为本书试用过程中学生的习作, 他们体现了这些学生经过努力所达到的写作水平。我们希望并相信使用本书的学生经过努力也能达到, 甚至超过这一水平。
- 书后提供了绝大部分练习的答案, 以便学生在完成有关练习以后, 进行对照比较。

## 编者对教学安排和课堂教学的具体建议

- 学生从一年级写概要、段落、记叙文和描述文, 到二年级写说明文, 无疑是个飞跃, 教师应帮助学生顺利完成这个过渡。建议把第一单元的两周用作过渡或适应周(Orientation Week), 具体任务如下:
  - 告诉学生他们写作的重点要转向以解释说明为主要表达方式的文章, 帮助他们明确说明文的目的和特点, 使他们认识到说明文比记叙文和描述文更强调逻辑思维和周密的计划, 要求学生不仅要关心周围所发生的事情, 还要对这些事情进行认真思考, 提出自己的观点;
  - 要求学生多读一些内容丰富、观点明确、结构严谨、文字流畅的范文;
  - 第一个单元, 只要求学生写一篇作文, 第一周写初稿, 第二周上课评论初稿, 提出问题并指出如何修改, 帮助学生写好第一篇英语说明文。
- 建议整个学期的作业量为11至13篇。可以分别在前半学期和后半学期各安排一周不布置作业,

而用来由师生一起分析讨论一至两篇本班学生的作文，指出该文的优缺点，并提出修改建议。要求其他学生在课下按此办法修改自己的作业。

- 完成本书的教学内容需要 15 至 16 周：一至七单元的两个部分各需两周共四个学时完成，每周都有一篇笔头作业；第八单元的内容既可集中在一周完成（如在其他课程进行期中考试时完成），也可分散到其它几个单元分几周完成。
- 课堂活动除教师讲授及讲评作业之外，尽量多进行讨论（两人、小组和全班）。建议按照以下的步骤布置课内作业：1) 广开思路，挖掘题材；2) 选好题目，组织内容；3) 缩小范围，有的放矢；4) 撰写初稿，形成篇章；5) 修改初稿，尽善尽美；6) 编辑校对，消灭硬伤。前三个步骤在课堂内完成，后三个步骤在堂下由个人完成，其中第五和第六个步骤还须学生两人或三人相互提出修改意见，合作完成。
- 课内作业和课外自由写作结合，鼓励学生参照第八单元所提出的要求记日记，除此还要根据情况完成一定量的课外习作（包括泛读课所要求的读书报告）。
- 限定课内作业的长度，原因如下：1) 课内作业要求精，应对课下多而广的自由写作起示范和指导作用；2) 二年级上学期的学生写说明文还会有不少困难，容易走题，容易写不少废话，限定词数将迫使他们仔细斟酌，学会写出言简意赅的说明文；3) 有利于教师仔细批阅作业。编者认为低年级写作教师应该批阅每一篇笔头作业。当然，使用本书的学校可按各自学生的情况确定是否限定词数、以及具体如何限定。

## 成绩的评估

- 为鼓励学生认真写好每次作文，平时作业成绩应占较大的比例，建议平时成绩占总成绩的 60%，考试成绩占 30%；为鼓励学生积极参与课堂活动并养成按时交作业的习惯，建议将学生的课堂表现记入总成绩，占 10%。
- 鉴于写作课的特点，建议每学期只举行期末考试，建议考试时间为 1 至 2 个小时。
- 建议考试方式为课堂限时闭卷考试，考察学生以下方面：1) 有关说明文的写作要领和技巧，题型既可以是多项选择题，也可以是填空题，这部分占整个试卷的 10% 至 20%；2) 就命题写出有内容、有观点、语言通顺、结构完整、逻辑清楚、格式正确、200 至 250 字的说明文。

以上所述只是编者的建议，各学校还需根据实际情况作具体安排。

在本书编写及试用的过程中，我们始终得到了北京外国语大学英语学院的领导以及外语教学与研究出版社的关怀和大力支持。“现代大学英语”系列教材总主编杨立民教授参加了本书的策划。英国朋友 Pat Adler 女士审阅了全部试用稿以及最后定稿，北京外国语大学英语学院熊德倪教授审阅了第七和第八单元的定稿。在此我们谨向他们表示诚挚的感谢。



北京外国语大学英语学院2001—2003级的学生积极参与了课上和课下的写作活动，用他们的习作丰富了本书的内容。特别是英语学院2003级英语系和新闻系的学生，在试用本书的过程中对本书的编写做出了突出的贡献，在此我们向他们，特别是习作收入本书的作者，表示衷心的感谢，并祝愿他们在学习英语写作的过程中取得更大的成绩。

由于编者水平有限，本书的缺点和错误望各界人士指正。

编 者

2005年8月

# Acknowledgements

We are deeply grateful to the authors, publishers and copyright holders of all the stories and articles we use as readings for this textbook. We apologize for the insufficient information in some cases due to our lack of resources. We intend to show every respect for intellectual property rights, and hope our pleading for the permission to use the related stories and articles for teaching purposes will receive kind and generous consideration.

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### Unit 3

Activity 1 Exercise 3)

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“Live and Learn” by Kelly Taylor from *English Language Learning*, March 2003. Foreign Language Teaching & Research Press.

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“The Transaction: Two Writing Processes” by William Zinsser from *On Writing Well*, 6th edition. Copyright © 1998 by William Zinsser.

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“We Should Cherish Our Children’s Freedom to Think” by Kie Ho from *Los Angeles Times*.

“Two Ways of Looking at Life” by Martin E. P. Seligman.

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## Unit 6

### Activity 1

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## Unit 7

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## Unit 8

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# Correction/Editing Symbols

<i>ab</i>	spell out abbreviation
<i>adv</i>	use adverb form
<i>agr</i>	make verb agree with subject (or pronoun with antecedent)
<i>ap</i>	use apostrophe
<i>awk</i>	rewrite awkward sentence
<i>cap</i>	capitalize
<i>CE</i>	revise Chinese English
<i>col</i>	revise collocation
<i>con</i>	be concise
<i>coord</i>	improve coordination
<i>d</i>	improve diction
<i>div</i>	revise word division
<i>dm</i>	revise dangling modifier
<i>frag</i>	revise sentence fragment
<i>gr</i>	revise grammatical form or construction
<i>log</i>	improve logic
<i>p</i>	improve punctuation
<i>no ¶</i>	take out paragraph break
<i>run-on</i>	revise run-on sentence
<i>sp</i>	revise misspelled words
<i>st</i>	improve sentence structure
<i>sub</i>	improve subordination
<i>tense</i>	change wrong verb tense
<i>verb</i>	change incorrect verb form
<i>wordy</i>	cut out unnecessary words
<i>ww</i>	change wrong word
¶	begin new paragraph
¶ <i>coh</i>	improve paragraph coherence
¶ <i>dev</i>	improve paragraph development
¶ <i>un</i>	improve paragraph unity
∧	insert
[]	delete
◌	close up space
↵	transpose letters or words
<i>x</i>	obvious error

# Plan of the Book

Unit	Title/Topic	Writing Skills	Activities
<b>Unit 1</b>	<b>We Learn as We Grow</b>		
Task 1	Exemplification	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Kinds of examples</li> <li>• Sources of examples</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of exemplification</li> </ul>
Task 2	Elements of the Essay: Outlining	<ul style="list-style-type: none"> <li>• Topic outline</li> <li>• Sentence outline</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing outlining</li> </ul>
<b>Unit 2</b>	<b>I Made It</b>		
Task 1	Process Analysis	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Uses</li> <li>• Types</li> <li>• Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of process analysis</li> </ul>
Task 2	Elements of the Essay: The Thesis Statement	<ul style="list-style-type: none"> <li>• Thesis statement vs. topic sentence</li> <li>• How to write effective thesis statement</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the thesis statement</li> </ul>
<b>Unit 3</b>	<b>College Is Not a Paradise</b>		
Task 1	Cause-Effect Analysis	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Uses</li> <li>• Patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of cause-effect analysis</li> </ul>
Task 2	Parts of the Essay: The Introduction	<ul style="list-style-type: none"> <li>• What to include in the introduction</li> <li>• How to write effective introductions</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the introduction</li> </ul>
<b>Unit 4</b>	<b>What Makes the Difference</b>		
Task 1	Comparison/Contrast	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Uses</li> <li>• Patterns</li> <li>• Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of comparison/contrast</li> </ul>
Task 2	Parts of the Essay: The Body	<ul style="list-style-type: none"> <li>• What its structure looks like</li> <li>• What it includes</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the body of the essay</li> </ul>
<b>Unit 5</b>	<b>It Takes All Sorts to Make a World</b>		
Task 1	Classification	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Uses</li> <li>• Method</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of classification</li> </ul>
Task 2	Parts of the Essay: The Conclusion	<ul style="list-style-type: none"> <li>• Methods to use</li> <li>• Mistakes to avoid</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the conclusion</li> </ul>
<b>Unit 6</b>	<b>What Does It Mean</b>		
Task 1	Definition	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Criteria for a good definition</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of definition</li> </ul>
Task 2	Elements of the Essay: The Title	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Rules to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing writing the title</li> </ul>
<b>Unit 7</b>	<b>The Insight I Gained</b>		
Task 1	Analogy	<ul style="list-style-type: none"> <li>• Definition</li> <li>• Analogy vs. comparison</li> <li>• Rules to follow</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing the basics of analogy</li> </ul>
Task 2	Elements of the Essay: Transitions	<ul style="list-style-type: none"> <li>• Basics of transitions</li> <li>• Mixed methods of exposition</li> </ul>	<ul style="list-style-type: none"> <li>• Practicing using transitions</li> </ul>
<b>Unit 8</b>	<b>For Your Eyes Only</b>		
		<ul style="list-style-type: none"> <li>• Why keep a journal</li> <li>• What to gain</li> <li>• How to write journal entries</li> </ul>	<ul style="list-style-type: none"> <li>• Studying the examples</li> <li>• Writing</li> </ul>
<b>Answers</b>			

Reading on the Subject

Reading What Your Peers Have Written

Writing Assignments/Topics

<p>Not Always Bad Trial and Error</p> <p>Remember, We're Raising Children, Not Flowers! Double Vision</p>	<p>Mistakes—Learning Opportunities Learning Beyond the University Classroom Getting Independent—A Lesson I Learned at University</p> <p>Money Management—A Lesson I Learned at College Journey into Maturing Rediscovering Myself</p>	<p>Write an example paper on any of the given topics.</p> <p>Write an essay on one of the given topics, using either a single extended example or two or three short ones to develop your thesis statement.</p>
<p>No Mistake How I Learned Public Speaking A Family Legacy</p> <p>How to Quit Smoking Building a House How Dictionaries Are Made</p>	<p>Fighting for True Love The Joy of Doing My Fellow Students a Good Turn Compiling a Collection of My Compositions A "Low-Calorie" Program</p> <p>How to Apply for a New ID Card What Procedures Air Passengers Go Through Before Boarding How to Paint in Watercolor</p>	<p>Write an informative process paper describing how you succeeded in doing something.</p> <p>Write a directive process paper telling first-year students how to adjust to life at college.</p>
<p>Fall from University Grace Why They Excel</p> <p>I Became Her Target College Pressures Live and Learn</p>	<p>Why College Students Need a PC of Their Own Why I Am Fond of Illustrations Why I Love the Guitar</p> <p>Grades Create Anxiety for Students Being a Doctor's Daughter Being a Member of the Students Union</p>	<p>Write an essay on any of the given topics analyzing causes.</p> <p>Write, from your own experience, an essay analyzing the effects of anything listed below.</p>
<p>The Transaction: Two Writing Processes Remembering the Good Times</p> <p>We Should Cherish Our Children's Freedom to Think Two Ways of Looking at Life</p>	<p>Shopping at a Market vs. Shopping in a Supermarket High School and College Conventional and Electronic Dictionaries</p> <p>Two Ways of Bringing up Children The Two Simons Freda and Ring</p>	<p>Write a subject-by-subject essay of comparison/contrast on any of the given topics.</p> <p>Write a point-to-point essay of comparison/contrast essay on any of the given topics.</p>
<p>How Do We Find the Student in a World of Academic Gymnasts and Worker Ants? The Plot Against People</p> <p>What I Have Lived For What Kind of Writer Are You? Why People Write</p>	<p>The Boys in Room 505 Sports "Starts" at BFSU The People in My Life Shopping My Wardrobe</p> <p>Classification of My Meal Enjoy Coffee the Way You Like It Four Types of Football Fans</p>	<p>Write an essay dividing into categories any objects or groups of people you find interesting or significant to classify.</p> <p>Write an essay classifying attitudes, ways of doing things, relationships, etc.</p>
<p>The Meaning of Life What Courage Looks Like A Simple Act of Love</p> <p>Ethics and Integrity: Personal and Professional Self-Esteem vs. Self-Respect</p>	<p>My Idea of a Good Roommate What Dormitory Means to Me A Gift The Love of a Mother</p> <p>What Is Character? Success Failure</p>	<p>Write an extended definition on any of the given topics.</p> <p>Write an essay defining an idea or a concept, or write on any of the given topics.</p>
<p>A Sense of a Goose Climbing the Mountain of Success How to Grow Old I Have a Dream</p> <p>A Lesson in Cloud Recognition Wranglers and Stranglers</p>	<p>Inspiration from My Pony The Sense of the Oyster</p> <p>An Insight I Gained in the Winter Vacation A Learning Experience</p>	<p>Write an extended analogy on the given topics.</p> <p>Write an essay using two or three methods of development on any of the given topics.</p>
<p>Seven journal entries</p>		<p>Write three brief journal entries about the same topic based on any of the given situations.</p>



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