

高等学校英语专业教材

新概念

高级英语

写作教程

Writing Through Reading
An Advanced English Writing Course

朱源 褚连云 编著

Dr. Robert Keller 审校
Dr. Dorothy Keller

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前 言

本教材编写原则基于以下一个简单的事实：好的写作者总是好的读者。好的读者意味着爱读与善读，这样的读者再通过循序渐进、有感而发、言之有物、主题明确的实际写作练习，将成为好的写作者。语言环境对外语学习至关重要，英语写作水平的提高也必须有较理想的笔语环境。这一笔语环境应该是以英语原文为基础，按照其文体特点、难易程度、文章内容、以及与其相对应的练习方法等诸多因素，精心设计安排的。这对于缺乏较理想外语语言环境的中国学生提高英语笔语能力至关重要。目前国内的英语写作教材大多侧重对文体特点的解释，而缺乏将阅读与写作有机结合的实际练习方法。本教材旨在提供一个最大限度地接触英语原文，和与其相配套的一系列阅读与写作练习的语言环境，以获得提高英语写作水平的高效率。

本教材的体例与内容包括以下三大部分：一、序言；二、英语写作文体种类概述、范文及阅读与写作练习；三、英语写作简明手册。第一大部分包括：1、阅读过程：简述阅读与写作的关系以及阅读对于提高写作水平所起的重要作用；2、写作过程：概述写作全过程的几个必要步骤，特别阐释了英语写作的预写、开头，以及结尾的特点与写作方法。第二大部分共有十章，包括英语写作的九种基本文体种类和作家论写作，是本书的核心部分。每一章的文体种类部分包括三方面内容：1、此文体特点及写作方法概述；2、范文：共4篇，前两篇为学生习作，后两篇为作家名篇；3、阅读与写作练习：其中包括四组问题：1) 阅读理解问题；2) 理解与分析作品的语言结构和写作特点问题；3) 针对范文内容的思考问题；4) 写作练习的题目。

第三大部分包括学生在英语写作中常见的语言错误辨析。在教学与练习过程中,本体例的先后顺序及侧重点可按照学生的不同特点和问题灵活掌握,以取得最大的成效。本教材适用于高年级英语写作课的学生,以及程度相当的英语学习者。

本书的全部稿件承蒙美国印地安纳州曼彻斯特学院教授罗伯特·凯勒博士和多萝西·凯勒博士夫妇(Dr. Robert Keller and Dr. Dorothy Keller)审校,我们在此深表谢意。

编著者

1999年7月

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Introduction

Reading and Writing Processes

Reading Process

Writers begin as readers. They are fond of reading and they are good at reading. Reading provides them with an ideal context in which they learn to appreciate the meaning of writing, to enhance their own thinking and to encourage their own writing. Generally writers learn their craft by imitating the examples of syntax, appropriateness, and style encountered while reading. When we say some people have a good command of a language, we usually mean they can write well in that language. When students at various levels learn how to write well in their native language, they start by reading good writings and then practicing writing themselves. Obviously, for non-native students who are learning English as a foreign language, reading model essays are absolutely essential when they learn how to write well in English. Every writing task or practice in this book is closely related to reading.

In addition to the various expectations in reading, the essays in this textbook have been chosen as models for specific writing lessons and as starting places for your essays. Every time you read an essay in this book, you will also be preparing to write your own essay concentrating on the same rhetorical pattern. For this reason, as you read you should pay careful attention to

both the content (subject) and the form (language, sentence structure, organization, and development of ideas) of each essay. You will also see how effectively experienced writers use particular rhetorical modes (or patterns of thought) to organize and communicate their ideas. Each essay in this collection features one dominant pattern that is generally supported by several others. In fact, the more aware you are of each author's writing techniques, the more rapidly your own writing process will mature and improve.

The questions after each essay teach you a way of reading that can help you discover the relationship of a writer's ideas to one another as well as to your own ideas. These questions can also help clarify for you the connection between the writer's topic, his or her style or manner of expression, and your own composing process. They are designed to help you understand and generate ideas, then discover various choices the writers make in composing their essays, and finally realize the freedom you have to make related choices in your own writing.

The following three guidelines will help you develop your own system for reading and responding to what you have read:

1. Read the essay to get an overall sense of it.
2. Summarize the essay.
3. Read the questions and assignments that follow the essay.

Reading for Comprehension

Reading for comprehension is a complex activity, more than just decoding marks on the page. Each time you read, you bring to that reading your own knowledge and experience, and your own purpose. To make meaning of the marks you see, you relate

them to what you already know. To gain the most from your reading, you need to read actively and critically, searching for information you want, getting involved in what the writer is saying, but not allowing yourself to be swayed by faulty appeals to your emotions. When reading, active readers ask themselves the following questions:

1. *What is the writer's purpose in writing?*
2. *What is the writer's main point?*
3. *Does the writer imply more than he or she is saying?*
4. *Is the information accurate?*
5. *Are the explanations clear?*
6. *Is the writer biased?*
7. *Does the writer suppress or overlook some important information?*
8. *Does the writer attempt to pass off opinions as facts?*
9. *What is the writer's attitude toward the subject?*
10. *Is the writer an expert on the subject—or just pretending to be one?*

Reading for Thinking

A great deal of writing is nothing less than thinking transcribed on paper, and an enormous amount of reading requires us to think as we read. Writing has the advantage of separating ideas from the emotional slush that often accompanies thought in a conversation or other media. You have before you the ideas of the writer undistracted by facial expressions or multi media. You can grapple with thought expressed in nearly its purest manner. You can even engage your author in debate with marginal comment and rebuttal.