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(附赠多媒体光盘和教师手册)

Writing for Success at College

# 大学生英语写作

■ 编著 庞继贤

审订 Pauline K. L. Lee



ZHEJIANG UNIVERSITY PRESS  
浙江大学出版社

( 附赠多媒体光盘和教师手册 )

# Writing for Success at College

## 大学生实用英语写作

■ 编著 庞继贤  
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# 前言

## 本书的构想与目的

从英语学习和运用的角度看，写作有重要的作用。在英语学习中，我们常讲听、说、读、写，这是教学上的分类；有效的学习在于技能的综合和运用，而写作又有特殊的功能：写促使我们理清思路，写训练我们语言运用的综合表达能力。语言之美，多体现在书面语上；一个人的英语好坏，很大程度上要看其书面英语的水平。

写作课的主要目的是培养学生在特定语境中准确、贴切表达自己的书面交流能力。在过去的近十年中，我一直面向本科生教授“实用英文写作”课程，受到热烈欢迎。这是因为首先写作本身就是提高英语综合运用水平的一项极好的训练；再者，在大学里，写作有很强的实利性：英语作为一种世界语，我们常用电子邮件与外界交流；用英语撰写各类文本，包括求学、求职的申请书；在英语水平考试中，总会有写作部分。作为一名当代的大学生，学会用英语写作，运用书面语这一媒介参与国际交流与竞争无疑是个人成才的一大优势。

《大学生实用英语写作》是我在此领域多年教学和研究的结晶。本书由六大部分组成。第一、二部分是预备性的：讲解优秀作文的特点和写作过程，进行写作基本功的训练。接下去的四个部分就是各类实用写作，涉及的文本类型和内容以学生的需求为出发点。附带光盘有学生自主学习内容，附录包含各类实用写作参考资料。

谈到写作，使人想到翻译。需要英语文本时，我们通常的做法是把中文翻译成英文。中文和英语文本的读者对象是不一样的，如果我们能用英文写作，何不直接用英文来写呢？用英文写作避免了由两种语言、文化以及读者对象等因素所带来的障碍，避免了生搬硬套、削足适履。本书的英文前言，就是用英文撰写的，因为在这里无翻译之必要。

## 本书的特点

《大学生实用英语写作》具有以下特点：

- **注重学生批判性思维能力的培养。**以应用语言学中的语类理论为指导，学习任务要求学生通过师生之间的交流来分析、批评文本样例，引导学生不但重视篇章的宏观结构，而且注意在特定的语境下语言形式选择及运用的理据。学生不但要懂怎么写，而且还要懂为什么这么写。

- **注重写作基本功的训练和学生自主学习能力的培养。**各类练习注重写作基本功训练。光盘上的练习为学生的自主学习创造了条件，学生完全可以按照自己的实际情况来组织学习。

- **注重教学的互动。**写作是一种思维活动，同时也是一种必须动手的“体力”活动。练习形式多样，强调学生之间、师生之间的互动，强调“做中学”。

- **注重在特定的语境下用语言表达意义的能力。**本书的讲解部分运用中文，使学生容易理解。注重“语块”的作用，书中的“语汇支持”有意识地强调与总结常用的词组与句型，以方便学生查阅，提高学生用语言表达意义的能力。

- **同时具备教程和手册的特点。**作为一本教程，有讲解、样例和练习；而书中的单元内容提要、要点中文讲解、语汇支持以及附录中的各类实用资料同时又可作手册使用。

## 本书的读者对象

《大学生实用英语写作》的读者对象主要是大学本科生及相当程度的英语学习者，词汇量在 3000 左右。

## 单元结构

除了第一、二部分外，后四大部分的单元结构如下：

- **单元引言** 用中文讲解相应单元的主题。
- **准备活动** 围绕单元主题激发学生的学习欲望和兴趣，为单元学习作好心理、语言上的准备。
- **样例阅读** 样例采用以英语为母语者撰写的真实交际语言材料\*。为了增

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\* 请注意：为力图展现语料的原汁原味，在保证正确性的基础上，编者不对其作格式上的硬性统一。如：“电子邮件”一词就有 e-mail, email, E-mail 几种形式；“上午”、“下午”分别有 a.m., am; p.m., pm 等形式。其目的是让读者有机会接触到多种形式的纯正英语表达。

强教程的关联性,少数样例为中国学生所写,但是这些样例都经过英语为母语的大学教授修改、定稿。针对这些阅读的练习以启发为主,促使学生思考、领悟真实交际情景下语言运用的特点以及作者选择相关语言形式的因由。

- **语言运用聚焦** 用中文讲解写作的基本技能和与单元主题有关的语言特点,并提供相关练习。

- **写作任务** 提供与中国学生学习、生活密切相关的,交际性强的写作任务。

- **语汇支持** 提供与单元主题相关的写作词汇和句型支持,供学生在写作过程中参考。

## 致谢

《大学生实用英语写作》一书是多人愉快而紧张合作的成果。我特别感谢香港中文大学李洁连博士,她既是作者之一又担任全书的审订。她的英文、中文功底都很好,她的审订保证了本书的质量。其他三位作者是:浙江理工大学王昌米老师、中华人民共和国台州海事局管静媛老师和浙江长征职业技术学院陶风云老师。宁波诺丁汉大学金燕老师为本书作了卡通画,浙江大学张岳老师设计、制作了光盘,他们出色的工作成果成为了本书的亮点之一。浙江大学研究生骆京景、程曼两位同学也在本书编写过程中提供了可贵的帮助。

我特别感谢外籍文教专家——英国的 Hilary Wilson 博士和澳大利亚的 John Norman 博士;也感谢美国的吕菽岚博士和香港的路月阳女士。他们慷慨地为本书提供或修改了相关样本。

浙江大学出版社资深编辑诸葛勤老师为本书的出版付出了大量的时间与精力。浙江大学教务处有关领导对我和我的同事开设的英文写作课给予了热情的鼓励。这部教程的编写和出版是浙江大学首批本科教育通识课程建设项目的成果之一,对此我深表谢意。最后,我对修读“实用英文写作”课程的浙江大学全体同学表示由衷的感谢,多年的教学促使我不断改进工作;在教学过程中,是他们给了我不少编写此书和开展学术研究的动力和灵感。

我热情期待读者朋友对本书提出改进的建议或意见,我的电子邮件信箱是:  
pjxwrite@yahoo.com.cn。

虎继贤

英文教授  
杭州 浙江大学  
2010 年元月

## **Preface**

### **Vision and purpose**

From the perspective of learning and using English, writing undoubtedly plays an important role. When we learn English, we learn to listen, speak, read and write. But in order to facilitate learning and realize the aim of using English for communication, we integrate these skills. It is only when we write that we begin to examine and organize what we have listened to, who we have spoken with, and what we have read. Through writing we improve our overall level of English.

The main objective of a writing course is to enable students to express themselves concisely and appropriately for an intended audience. For the past ten years, I have been teaching “Practical English Writing” to students at Zhejiang University. The course has been popular with students. This is mainly due to two reasons: First, writing can be *a rewarding experience*, that is, using words to compose your thoughts helps you think clearly and develop your understanding of a subject. At the same time, you can learn and improve your communication skills. Second, writing at the college level has clearly *a utilitarian purpose*. You write a wide variety of e-mail messages, academic essays or term papers using the computer; you write for examinations; you write when applying for jobs or further study. Indeed, with English as an international language, an ability to write effectively has become a prerequisite and an advantage for any successful college students in the current climate of globalization.

*Writing for Success at College* brings together my teaching experience and my research interest in writing. The book is composed of six parts. Part One, consisting of only one unit, aims to raise students’ awareness of the features of good writing and the writing process. In Part Two, a review of basic writing skills is provided,

centering on topics such as diction, sentence and paragraph writing. These two units serve as a stepping-stone, as it were, for later writing of various kinds of texts. The following four parts are concerned with writing for practical purposes. They deal with functional texts like letters, company profiles, applications and essays for examinations. Appendices include some useful materials for reference and students' autonomous learning. A CD-ROM comes with the book on which you will find PowerPoint lecture slides for classroom use, grammar and mechanics exercises for students' autonomous learning, and some useful web resources on writing.

*Writing for Success at College* serves readers in two ways: as a course book for students at college, and as a reference for practical writing for both students and professionals.

## Features

*Writing for Success at College* has the following features:

- **Guidance in critical thinking and rhetorical argument** With insights from genre theory in applied linguistics, tasks in the book are designed to support students through an interactive process of contextualization, discussion, and joint negotiation of texts for meaning. In doing so, students are guided to discuss sample texts critically, and are required not only to understand how a text is organized but why a text is written in a certain way.

- **Emphasis on basic writing skills and autonomous learning** Due emphasis is placed on helping students lay a solid foundation in basic writing skills. Apart from classroom instructions, students can improve their writing skills by doing exercises on the CD-ROM in their own time and at their own pace.

- **Use of classroom tasks for student-student and student-teacher interaction** Tasks of various types are designed to encourage students to think, discuss, write and rewrite.

- **Advice on using language to create meanings in context** In explaining writing conventions, Chinese is used to facilitate understanding. The use of language for practical writing is summarized in the "Language Support" section of each unit for easy reference.

- **Coverage of resources for classroom use and individual references** Rich materials for self-directed learning and reference are included in the Appendices.



## **Audience**

*Writing for Success at College* is designed for intermediate learners of English with a vocabulary of about 3000 words. Students are strongly advised to participate actively in all classroom activities and do autonomous learning exercises on the CD-ROM with reference to their English level.

## **Unit structure**

Except for the first two introductory parts, each unit in the remaining four parts is constructed in the following format.

- **Introduction:** Defines and discusses in Chinese the central theme of the unit.
- **Getting Started:** Prepares students by arousing their interest in learning the unit.
- **Readings:** Provides real-life sample writing for communicative purposes.
- **Looking at Language:** Describes and highlights the use of English on a given topic.
- **Writing Tasks:** Provides communicative tasks for writing practices.
- **Language Support:** Summarizes useful vocabulary and structures for writing a given type of text for students' reference and retrieval.

## **Acknowledgements**

A book project like this leaves me indebted to many more people than I can adequately thank. I would like to begin with all the members of our writing team. Dr Pauline K. L. Lee from the Chinese University of Hong Kong has worked both as a writer and proofreader. She is well-versed in both English and Chinese, and her meticulous work and expertise in English writing have definitely enhanced the quality of the book. The other three members—Mr Wang Changmi, Ms Guan Jingyuan and Ms Tao Fengyun—are young, energetic, and above all, persevere in a quest for learning. I am grateful to Ms Jin Yan from the University of Nottingham Ningbo, China, for providing the cartoons for units, and Mr Zhang Yue from Zhejiang University for his help in developing the CD-ROM for the book. Both cartoons and CD-ROM have helped to highlight the essential points of the book.

I owe a special debt of gratitude to those who have either generously provided writing samples or proofread them. They are: Dr Hilary Wilson from England, Dr John Norman from Australia, Dr Lu Shulan from Texas A & M University-Commerce, USA, and Ms Lu Yueyang from the University of Hong Kong. I am grateful to Mr Zhuge Qin from Zhejiang University Press, who has supported me with his warm professionalism throughout the publication process. I am also indebted to the Dean's Office at Zhejiang University for their warm encouragement and unflagging support to the writing course I have been teaching over the years. Last but not the least, I would like to thank the many hundreds of students I have taught and who have taught me through the years. From them, I have gained a deeper understanding of the writing process, and the motivation and inspiration needed to bring this book into fruition.

For suggestions and questions, please drop me a note at [pixwrite@cn.yahoo.com](mailto:pixwrite@cn.yahoo.com).  
Happy writing!



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School of International Studies  
Zhejiang University, Hangzhou  
P. R. China

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Features of Written  
Communication  
书面沟通特点

# Warming Up

## 准备活动

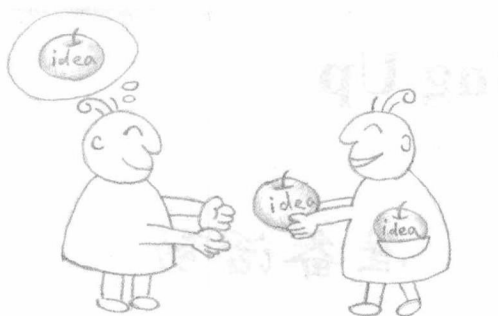
*Part*  
*One*



# Unit 1

## Features of Written Communication

### 书面沟通特点



If you have an apple and I have an apple and we exchange apples, then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.

*George Bernard Shaw, Irish dramatist and writer*

At the end of this unit, you should be able to:

- √ identify features of good writing.
- √ understand the writing process.
- √ show confidence in writing in English.

交流是创新的不竭动力，是通向外部世界的永恒桥梁。良好的语言沟通能力对于年轻人未来的发展至关重要。

书面语超越时空的限制，是人际交流的重要手段之一，这在当今文明社会特别如此。写作使人准确，所以写作还是训练一个人的思维，培养我们对世界万物的认知力、感受力和表达力的重要手段。在英语的各种技能中，通过写作来进行交流的能力常被认为最能体现一个人的英语水平和文化素养，但是写作的能力也