



高等学校英语专业教材



# 英语写作

董俊◎ 编著 丰玉芳◎ 审校

English Writing



华东师范大学出版社



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# 前言

英语写作水平是英语学习者英语能力的综合体现,亦是反映其文化知识和交际能力的重要标志。本书以最新修订的《高等学校英语专业教学大纲》为指导原则,旨在较为全面地反映本学科先进的教学理念和改革思路,力求富有特色、富有新意、富有启发性,以激发学生的写作兴趣,拓宽学生的知识面,培养学生的学习能力、实践能力,提高他们独立思考及立意创新能力。

本书是基于英语专业写作教学讲稿编写而成。该讲义在英语专业高年级写作课程教学中使用已达六年之久,其间经过编者、教师及学生的反复推敲与修改,最终得以《英语写作》的教材形式面世。

本教材具有以下三个特点:

## 1. 以精练应用文为基础写作先导

应用文写作部分置于其他文体写作之前是本书的一大特色。主要基于如下思考:(1)日记、求职信、简历、推荐信、摘要等应用文写作是普通文体写作的基础。如日记写作,它源于学生的真实生活和内心独白,不仅易于上手、有感而发,而且对学生积累写作经验、提高语言表达能力、积累写作素材等十分有效。求职信、简历、推荐信等写作是学生参与社会活动的敲门砖,已成为他们学习写作规范的直接动因。摘要写作则是学生日后撰写评论性文章乃至学术论文时所必备的技能,也是提高他们分析问题、归纳总结及提炼作品精华等能力的有效方法。(2)随着时代的快速变迁,求职信、简历、推荐信等应用文在内容和格式上也有了明显改变,初级阶段写作课程所学知识已不能满足学生的实际需要,本教材中所涉及的多为与学生实际生活息息相关的实用文体,为日后完成众多交际情境下的写作提供了方便、快捷和规范的模板。

## 2. 以原创范文为实用写作基石

该书提供了大量体裁广泛的范文,其中大部分实例为编者和美国学生的原创作品,部分范文来自于中国学生作文经作者修改而成,这些真实、贴近生活的语料不仅传授了写作技巧,而且能让学生从原汁原味的英语中汲取遣词造句及语篇结构知识,同时亦是他们不可多得的阅读材料。这些风格各异的文章能使学生积累知识、开阔视野、启迪思路、领悟妙机、丰富文采。

## 3. 以“过程体裁法”为教学指导原则

不同交际目的决定了不同体裁文章的形态和结构,作文教学不仅要加强基础写作能力的培养,而且应重视写作的实际需要及文体写作能力的提高。因此,本书在介绍某种体裁的文章之前,先讲授该体裁文章的特点,如语言、风格、篇章结构等,继而引导学生对相关体裁



的范文进行分析以强化学生的体裁意识。在大部分范文之前均列有提纲以体现作者的运思、谋篇和语义构建过程,从而促进学生良好写作习惯的养成,加速提高学生的书面交际能力。书中借鉴了盛行于美国中学和大学一年级的“五段英文作文法”,使得各种体裁的写作无论从篇章结构、语言要求,还是从内容安排等方面都达到了较高要求。多年的教学实践证明,运用该模式能使学生在驾驭语篇结构、把握写作技巧和流畅书面表达等方面均有较大提升。

本书共设六个章节,可分成三个部分。第一部分为应用文写作(第1章),涉及到日记、求职信、简历、推荐信、书评、新闻报道、摘要等内容。第二部分为各类文体的写作,包括段落写作技巧、写作过程分析、写作练习等(第2—4章)。第三部分为学术性写作,包括作品评论与研究论文的写作过程、步骤、结构、语言特点、文体风格、格式等内容(第5、6章)。

本书除适用于高等院校英语专业学生外,也适用于高校非英语专业学生,以及需要运用英文交际的研究生、行业工作者和英语爱好者。此外,对参加英语专业四、六级、大学英语四、六级、雅思、托福、硕、博士研究生入学等考试,或准备到国外留学、希望尽快适应国外课程及英文论文写作的读者亦会有很大的帮助。

本教材在编写过程中,得到了扬州大学外国语学院的领导、同事,澳大利亚教育专家 Ms. Mary McClure,美籍华人学者 John Dong,以及外国语学院英语专业历届学生的关心和支持,借此机会向他们表示衷心的感谢。特别感谢 Ms. Mary McClure,她不辞辛劳,认真审阅了全稿,并提出了许多宝贵建议。特别感谢 Mr. John Dong,他为本书的编写无私地提供了许多有价值的写作书籍及资料。还要感谢华东师范大学出版社的朱建宝、储成连等老师为本书出版所付出的辛勤劳动,他们的出谋划策让我获益匪浅。

由于编者水平有限,教材中错误在所难免,恳请专家、同行和广大读者多提宝贵意见。

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董 俊

2009年7月于扬州大学

# Foreword

It was an honour to be asked to introduce this important guide for teachers and students of written English. The book was a project by Dong Jun, a working teacher who was painfully aware of the lack of good textbooks on English writing for Chinese learners.

The author has succeeded in producing a book in clear, jargon-free English for an audience of teachers and intermediate to advanced students. It will be particularly useful for Chinese university students wishing to further their studies in English-speaking countries where they will be expected to produce written English of a high order. In addition, adult graduates in the professions, who find they are increasingly being required to communicate in English as the international language of commerce and technology, will welcome the examples in the book which they can use as models for their own written communications.

My friend Dong Jun, was educated then lived, worked and taught both in the United States and China, and his command of English is native-like. He is well-acquainted not only with the language, but also the conventions and protocols of written English as it is used in Anglophone countries. Having made a study of Chinese educational methods as part of my Masters, I can say confidently that it takes Chinese-educated teachers to fully comprehend the Chinese education tradition. They are therefore uniquely placed to write the ultimate written English textbook for Chinese learners.

The book gives both an overview of a range of writing genres and a thorough exposition of the skills and strategies used by good writers. Some teachers may choose to progress through the book, using it as a syllabus, while others might select individual topics to integrate into their own teaching plan.

Taking, for example, the section on journal writing, the book bows to the increasing popularity of student journals, a popularity that is well-earned. There are descriptions of several types of journals, such as narrative journals, followed by samples of the language appropriate to each domain. From my own perspective as an ESL teacher with a particular interest in self-directed learning, I feel that the value of reflective journal-keeping by language students lies in the meta-learning and autonomy it encourages. The book, at the end of the section on journal writing, offers students a variety of topics designed to foster reflective writing.

In conclusion, teachers of written English, faced with a lack of time and knowledge of the textbook market sometimes torn between falling back on the tired and true, or else taking a gamble on one or two likely ones. I recommend that they seriously consider this book as their first choice.

**Mary McClure, M. Ed**

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# CHAPTER ONE

## PRACTICAL WRITING

Practical writing covers a wide range of modes depending on the context of communication. Many of these modes were introduced in the preceding writing course. Therefore, this part focuses on some well-selected modes in more detail for students' future practical needs and their expertise in dealing with more challenging academic endeavor as well. All the practical modes are illustrated with sufficient professionally written samples with an emphasis on the practicality of contents.

### I. Keeping Journals

A journal is a continued series of writings made by a person in response to his life experiences and events; it also contains reflections on what took place and expresses emotions and understandings about them. A journal should be something instructive or memorable.

There are many benefits of keeping an English journal. To begin with, keeping an English journal regularly helps improve your writing skill by enlarging your stock of active vocabulary, and train your logical thinking as well. In your course study, you will encounter many new words and expressions. The most effective way for you to have them enter your long-term memory is to use them as frequently as possible and keeping journals on a regular basis can help you achieve this goal. Second, journal writing is a way to accumulate your life experiences, which can be readily utilized in writing argumentative essays as specific examples to support your point of view. Furthermore, journal keeping can improve your writing efficiency. As a Chinese proverb goes, "the more a knife is used, the sharper it becomes," so it is with our minds. The more we write, the faster our minds work. Last but not the least, journal keeping can offer us emotional perspective. If all the emotions are in harmony and you write about them, your journal will lend you greater insight, since you can analyze your feelings of dread against your feelings at a time of stability. Considering these benefits, you should keep a journal as often as possible, at least on a weekly basis.

#### 1. The Format of Journals

The format of English journals varies from person to person, but it has to be consistent once the format is chosen. The sample journals in this section cover various formats.

The items in a journal may include the date of writing, the title, and the weather conditions, but you do not have to have them all in your journal. The simplest format contains only the date of writing. Here are some common expressions of weather conditions:

Fine, Very fine, Rainy, Cloudy, Snowy, Windy, Warm, Pretty warm, Thundering,  
Dense fog, Heavy rain, Haily, A little rain, Hot, Very hot, Shower



## 2. The Language of Journals

Like a Chinese journal, an English journal can be long or short, and is usually written in informal style. Omissions, fragments or sentences without subjects appear here and there. The past tense is in dominant use, for it is a record of something that happened in the past; however, the simple present tense is also used to describe weather conditions, the scenery or to express one's opinion or reflections.

## 3. The Type of Journals

English journals can be roughly classified into three categories: day-to-day account journals, narrative journals, and reflective journals.

### 3.1 Journals of day-to-day account

A journal which recounts all the happenings during a certain period of time with no personal feelings involved is called a journal of day-to-day account. It is the simplest journal, and the purpose of writing this type of journal is to improve one's word power by using the words and expressions one has just learned. Here is an example:

#### Sample 1

##### One of My Sundays

June 12, Sunday

Fine

Today is Sunday. I didn't get up as early as usual. In the morning after I finished my homework, I did some washing. Then I telephoned one of my classmates and invited him to see a film. But unfortunately, when we got to the cinema at 3:00 p. m., we found all the tickets had been sold out. Then we went back to school and played football. After this when we were about to go home, we saw our English teacher, Mr. Wang, coming into the school gate. He told us we had made great progress in English this term. He also suggested that we should read more and write more in English. We promised him that we would take his advice. In the evening I watched TV. But not long I felt tired, so I went to bed at half past nine.

(From 《英语写作新论》, p. 25)

This is simply an objective account of all the happenings from morning to evening without any particular point made on the writer's part.

### 3.2 Narrative journals

A narrative journal gives an account of one's own experiences or experiences of someone who the writer knows very well. The writer tries to illustrate a point by telling them. This type of journal is virtually an equivalent to a narrative essay except that the style may be more casual. Here are three narrative journals:

#### Sample 2

##### December 28, 1993

It was the most important day in my life today. On arrival in Shanghai yesterday evening, I put up in a small hotel close to the U. S. Consulate General. Lying in bed racking my brains for the possible questions the consular officer might ask and the best answers I could give, I felt all my

sleepiness was gone, and before I knew it, it was daybreak. The sleepless night did not seem to affect me. I got up at six o'clock. After finishing my routine job in the morning, I went to a small restaurant and gulped my breakfast, and then scurried to American Consulate. When I got there I found there was a big crowd of people in front of the gate. I quickly stood in line waiting for my turn to enter, with my eyes fixed upon the front door from time to time, expecting to see jubilant faces out of the office. About one hour later, I was called in. Handing in my papers at the designated window, I politely greeted the visa officer, who roughly looked through my papers and asked me three questions. Much to my excitement, they happened to be exactly what I had prepared! I answered these questions fluently and confidently. Apparently, the officer was very satisfied with my answers, and granted me with my dream visa. Seeing the blue seal of approval on the back of my passport, I jumped with excitement. The moment I walked out of the office, I could not help shouting "I made it!"

— Author

### Sample 3

**July 10, 1994**

This afternoon, I got off a little earlier than usual from work in a Chinese restaurant in a small town in Chicago. I shuffled along the road to my dorm. When I passed by a house, a white young man walked slowly towards me.

"Hey, guy, are you Chinese?" he asked.

"Yeah," I answered.

"You Chinese came to our country and grabbed our jobs," he growled.

"Oh, really?" I sneered.

"Where do you come from then?" I retorted.

"I'm as American as an apple pie," he replied with a grin.

"Where do your parents come from?" I asked.

"America!" he yelled.

"Take it easy, young man or you'll get sick," I said calmly. "Where did your grandparents come from?" I asked again.

The man was tongue-tied by the last question. I laughed and said, "my dear friend, America is an immigrant country. I know you came here earlier than I did, but I'm sure your parents or grandparents came here from somewhere else. Without you and me, America would not be as it is today." My words struck him dumb. "Bye-bye, my new friend, good luck to you in America!" I ambled away.

(ibid)

### Sample 4

**Mardi Gras, 1995**

Today my colleague, a girl from former Yugoslavia, and I drove to New Orleans to watch Mardi Gras parade. All the way to New Orleans, she was in the driving seat. After we got there, she parked my car in a parking compound and we hurried to the crowds along the main street through which the parade was going to pass. Several minutes later, the parade appeared, and there burst out a hilarious noise from the throngs. I got excited with the hilarious people and scrambled

for the gifts thrown to the crowds from the ornamented trucks. After a while, I suddenly found my colleague had disappeared. I began to look for her here and there, but could not find her. Night fell, the crowds melted away, and I was dragging my legs aimlessly on the street, trying to find the Greyhound station (a long-distance bus station). Before I knew it, it was midnight. The street was deserted. I kept walking. Suddenly a black stuff showed up just in front of me.

"Give me your money!" the black stuff shouted at me.

I was scared at the moment, but soon I recollected myself. "Anyway, since I got no cash in my pocket, there's nothing I could fear," I thought to myself.

"No money, sir," I answered calmly.

"No money? You're kidding," the guy growled.

"If you don't believe, you may search my pockets," I answered fearlessly.

The black guy was shocked at my words. Then he asked, "Are you Chinese?"

"Yes, buddy, you are so clever. You have an eye for who I am."

"Do you know Bruce Lee?" he asked curiously.

"Yeah, there're millions of Bruce Lees in China, and I'm one of them," I said with a grin.

"Do you know *kongfu*?" he asked in a friendly way.

"Sure," I began to demonstrate some of the actions of *taiji*.

"I will teach you Chinese *kongfu* next time when you go to Alabama. Just give me a call. I teach Chinese *kongfu* to international students in the University of South Alabama."

"OK, my new friend," he laughed.

"By the way, could you take me to the Greyhound station, please?" I asked.

"No problem, just follow me, buddy," he answered.

See, I turned a monster into a friend. When you come across something dangerous unexpectedly, remember, never panic. Calmness will land you to the safe place.

(ibid)

### 3.3 Reflective journals

A journal that gives an account of an event and at the same time expresses the writer's opinion or reflections on the event is called a reflective journal. In a reflective journal the writer is greatly involved in the experience emotionally.

A reflective journal answers such questions as "What happened? How did I feel about it? And what did I learn?" Here are two samples:

#### Sample 5

**March 11, 2003**

There was a certain part of the video that we watched yesterday in class that really struck me. It was when the interviewer asked the two Hispanic girls who had dropped out what they would want to be if they could be anything in ten years. I was so astonished that neither of them could come up with any answer! It made me feel so sad for those girls and for the many, many others that are the same way. They have no idea what they are going to do with their lives. They do not look ahead to see what they can become. Pretty much, they believe that they "have no future."

As a future educator, this deeply saddens me. Every child should be able to think of something that he/she would want to do in ten years or two years or tomorrow. It seems that many of the dropouts just try to live on a day-to-day basis, not thinking or planning for the future.

I want all my students to know that I believe that they will make a difference with their lives. They will succeed and I believe in them. I took this thought with me to my field placement at the junior high. I thought that though some of the students are in the middle and upper class financially, many of the students at the junior high school were not as well off. I thought that maybe the financial factor would play a role in whether or not students look to the future and see success. I wonder if many of the students felt the same way as the two girls from the video. I was worried that they might. So I asked the two students that I work with what they thought they would do in the future, what they wanted to be when they grew up. Jane said that she for sure wanted to be a surgeon. She has confidence that she will go to college and graduate, becoming something “great” in her eyes. When I asked the boy, he replied that he had three things he wanted to do. One was to be a professional athlete. The second was to run a motorcycle supply shop. He talked about the third plan for the future saying, “My dad says he wants to teach me how to be a plumber.” He said it is a good, steady job that pays well. Although he didn’t talk to me about future schooling, he has ideas for the future that seems to be very well planned and thought-out. He also seems to have some support from home to join the work force at some point in his life.

He also informed me today that he was passing all of his classes! This is the first time he’s been passing everything since the beginning of the year, I think. We were both really excited and proud of his hard work and achievement.

(From Sara Lockman’s Journals <iwu.edu/~slockman/journals.htm>)

In this journal the writer made a lot of reflections on the video she had watched. She expressed her misgivings about the future of the two Hispanic girls in the video. She also felt the same about many other students from poor families. The author pondered over the cause that leads to the sad situation of those who come from disadvantaged families. Saddened by the situation of the two Hispanic girls in the video, the writer showed great concern over similar students in her field placement at the junior high, and she felt greatly relieved when she heard that the students she interviewed said they had some plan for their future.

This journal is well organized. In the first paragraph the writer briefly introduces an episode she happened to experience and her feelings about it. The next three paragraphs are her in-depth reflections on the students who come from poor families. The language of this journal is informal. There are some contractions like *don’t*, *didn’t* and *he’s* and informal words like *pretty much*, *really*, *dad*, etc.

## Sample 6

**October 18, 2003**

Sometimes I worry that I will not be able to discipline the correct way. I’m typically an easy-going person. Today the principal at the elementary school told the lunch supervisors that we weren’t doing well as far as discipline goes. He said that if a child throws rocks or sticks or hits another student he/she should be sat against the wall for five minutes. That was the first time I had heard of or seen that degree of discipline at the school. I wasn’t sure how they punished the students at recess, so usually I would just send them to the head supervisor and she would take care of it. The principal also said that at any time we could send a disruptive or rowdy student to him and he would deal with that child accordingly.

Generally I'm the kind of person that will give kids the benefit of the doubt. For example, if I see a boy throwing rocks, I will ask him why he would be doing that. Typically he would just shrug his shoulders and look down. I would then simply ask him not to do it again. I feel like if I treat them with respect, they will do the same for me. If I tell the boy not to throw rocks again, I trust that he won't. If two girls are fighting and blame the fight on the other, I will ask them to stop fighting, either say something nice to each other and get along or not play together if it's really a bad fight, and I assume that they will follow my requests.

I may seem lax for a couple of reasons. I do not think that belittling kids is the way to discipline them. I also think that kids are smarter than we think. We tend not to give them responsibility and credit enough for the things they do. I like to trust children because it gives them an independence and responsibility that is theirs. I think children respond better to that.

I'm still not sure if I have the discipline thing down, but hopefully as I work more in schools with children, I'll find the balance between trusting them and not letting them run wild!

(ibid)



## WRITING PRACTICE

Write one or more journals based on the following topics.

1. What is something you dislike about yourself?
2. What is a good roommate?
3. What is the meaning of "He laughs best who laughs last"?
4. What is your favorite song and why?
5. What is the best birthday present you have ever received?
6. What is something that makes you feel sad?
7. What is your favorite book and why?
8. What is something that really makes you angry?
9. What is the best advice you have ever received?
10. What is your favorite holiday? What makes this holiday special?
11. What is your favorite day of the week?
12. What is your favorite month? Why?
13. What would you do if you did very poorly on a test?
14. What would you do if a friend borrowed things from you but never returned them?
15. What would you do if you were the teacher and everyone forgot his homework?
16. What would you do if someone got in front of you when you were in line?
17. What would you do if you got a present you didn't like?
18. What would you do if someone said you did something wrong and you didn't?
19. If you could live anywhere in the world, where would it be?
20. If you could do whatever you wanted to right now, what would you do?
21. What do you think about people polluting the environment?
22. What do you think about having set rules for people to follow?
23. What do you think about people who are inconsiderate of others?
24. What do you think should be done to keep people who are under the influence of alcohol off the road?
25. What do you think the world will be like when you grow up?
26. What do you think makes a good friend?



27. What do you think makes a happy family?
28. What do you like most about yourself?
29. What do you like to do in your free time?
30. What kind of pet would you like to keep and why?
31. What does "The early bird gets the worm" mean to you?
32. What do we mean when we say "The grass is always greener on the other side of the fence"?
33. What does "Still waters run deep" mean to you?
34. What does "There are two sides to every coin" mean to you?
35. What are junk foods?
36. What are some nutritious foods that you like?
37. What is more important to you, appearance or personality?
38. What is most important to you in a friend — loyalty, generosity, honesty and why?
39. What effects does cigarette and alcohol advertising have on young people?
40. What kind of program do you enjoy most on TV?
41. What advice would you give a new student?
42. What three words would describe you?
43. What quality do you like about yourself — creativity, personality, appearance and why?
44. What parts of nature do you like best?
45. What do you do for exercise?
46. How do you feel when it's your birthday? Why?
47. How do you feel when you do something wrong?
48. How do you feel when you do something that is very good?
49. How do you feel when you play a trick on someone?
50. How do you feel when you want something very badly and you cannot have it?
51. How do you feel on the first day of school?
52. How do you think eating junk food affects you?
53. I wish I had a million . . . Then I would . . .
54. I wish I had one more chance to . . . Then I would . . .
55. Describe the best teacher you have ever had.
56. Once, when you were embarrassed, what happened?
57. Which quality best describes your life — exciting, organized, dull and why?
58. Which quality do you dislike most about yourself — laziness, selfishness, childishness and why?
59. Which is least important to you — money, power, fame and why?
60. Who or what has had a strong influence in your life?
61. Why is it important to be honest?
62. Why is it important to have good manners?
63. Why do you think adults smoke/drink?
64. Why is exercise important to you?
65. Why do you think some people take advantage of others?
66. Does it bother you to be around someone who has bad manners?
67. Should animals be used for medical research?
68. Should people be prohibited from smoking in certain places?
69. Would you like to be famous? Why or why not? What would you like to be famous for?

## II. Writing Summaries

A summary is a brief restatement of the main point, and supporting details of an article, a chapter, or a book in your own words to offer as accurately as possible the full sense of the original. There are many different kinds of summaries, depending on the degree to which you interpret or analyze the source. Some are pages long, others just one or two sentences. However, for all types of summary, the writer is responsible for generally stating, in his or her own words, the main information or argument of another writer.

Before you write a summary, consider why your audience wants to read it. Summaries benefit the reader because they offer a concise, general version of the original information. For a busy reader, summaries provide a quick overview of the original. Summaries also show readers that you have understood the general point of a text, and in this way, teachers can test your knowledge. The process of summarizing someone else's material enables you to better understand that material. Finally, summaries allow you to introduce knowledge or offer comments or findings of other researchers within your research context. You can also summarize others' argument in order to analyze or comment on it.

### 1. Points to Remember in Writing a Summary

#### 1.1 Style and tone

Students often mistakenly assume that the style of a summary is not important. They think that if the summary covers the main points, then the summary is adequate. In fact, style and tone count heavily in summary. Readers who look at a summary for the sole purpose of getting a quick glimpse of the article do not want to read extra words and phrases that do not further the meaning. So brevity counts! Moreover, readers want to be able to count on the summary for an accurate representation of the original piece. If the writer allows personal opinion to color word choice, then the tone of the summary can mislead readers.

The purpose of the summary can affect the way it is written. Also, the reader's needs and interests must be considered when writing a summary. A key skill in summary writing is the ability to paraphrase.

#### 1.2 Concise statement of the main idea

Authors sometimes state their main idea in a thesis that will jump out at readers, but not always. And even those authors who seem to state a main point early in an article may refine that main idea by the end of the article. Sometimes, authors make several points in one text, and they expect readers to understand how the points relate to each other. So deciding on the main point of an essay can be difficult, especially when the author doesn't make the thesis stand out clearly.

#### 1.3 Citing the author and title

A summary should clearly note that the information being conveyed is not your own. To be clear about who originally wrote the material, always begin your summary with the author's name and the title of the piece (i. e., book, article, Web page, etc.). You can introduce the author and title in several ways:

According to Thomas Jefferson, the third president of the United States, in "the Declaration of Independence," ... (go on to the main point).

Thomas Jefferson, the third President of the United States, in “the Declaration of Independence,” expressed . . . (go on to the main point).

Even if you do not know the author, be sure to refer to the title at the beginning of your summary.

#### 1.4 Details and quotations

Once you have figured out the main point and presented it to your reader, you need to note the major supporting points if the author includes those. If not, look instead at the supporting detail that demonstrates to your reader how the original author makes his or her point. You do not need to summarize all the information an author provides; just show the key examples or details or outline the kinds of evidence the author uses. In other words, give your reader enough details to illustrate the types of proof the author uses in the original article.

#### 1.5 Using author tags

Even after you refer to the author and title at the beginning of your summary, readers can sometimes lose track of how much of your paper summarizes an article. When this happens, readers do not see the end of your summary and the beginning of your reaction or opinion. The best way to avoid this problem in an extended summary is to repeat the author’s name or use appropriate pronouns.

## 2. Types of Summaries

Classified from the way a text is summarized, there are three types of summaries, and each of them serves a specific purpose for the writer.

### 2.1 Main point summary

A main point summary reads much like an abstract of an article, giving the most important information of the text. It should identify the title, author, and main point or argument. When relevant, it can also include the text’s source (book, essay, periodical, journal, etc.). This type of summary might also use a quote from the text, but the quote should be representative of the text’s main idea or point. A main point summary is often used when writing academic papers as a way to introduce the reader to a source and to place the main point of that source into the context of an argument or discussion of an issue. Here is a main point summary (The original article is provided at the end of Section 2.3):

In his essay “Dropping the SAT?”, George Will considers the proposal by some that schools stop using the SAT scores when choosing which students to admit. Mr. Will explains that at most prominent schools in America, the SAT is a key factor in determining college admissions. Mr. Will argues that the SAT is an important tool in predicting the ability of prospective students to perform in college and therefore, should continue to be a factor in college admissions.

— Author

### 2.2 Key point summary

This type of summary has all the same features as a main point summary, and also includes the key points the author uses to support his main idea. This type of summary also cites direct quotes, phrases, or sentences from the text. This summary is used when it is necessary for the writer to fully explain an author’s idea to the reader. The key point summary involves a full accounting and complete representation of the author’s entire set of ideas. One reason to use this