



西安外国语大学编著

21[★]世纪英语专业

系列教材

基础英语写作

Basic English Writing

主编 黑玉琴

编者 李洋原 萍 郭雯 黑玉琴



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XI'AN JIAOTONG UNIVERSITY PRESS



西安外国语大学编著
西安外国语大学“十一五”规划教材

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内容简介

《基础英语写作》(*Basic English Writing*)以段落为主,每一章由四大部分构成:(1)写前阶段的段落阅读和分析;(2)写作中在范文基础上进行结构、语言的详细讲解;(3)学生习作的评价;(4)写作练习。同其他教材相比,这本教材的主要特点是在阅读分析的基础上,让学生先建立起一定的认识,然后再教授具体的写作技巧和方法。另外,学生范文的评价和分析也有助于发现和认识写作中存在的问题和不足之处。课后练习的形式尽量多样化。教材内容以一学期的教学进行编排。

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新世纪之初,随着英语教育的快速发展,高等学校英语专业学生的入学英语水平在不断提高,这对英语专业教材的时效性和适用性是一种挑战。随着新世纪的到来,中国在文化和经济等领域变化巨大,国际交往越来越多,网络应用不断普及,知识更新周期不断缩短。社会的种种变化也对英语专业的教学与教材建设提出了新的任务。为了顺应时代的进步,满足不断发展的社会对英语人才知识结构的新要求,高等学校英语专业应在继承优秀教材编写传统的前提下,不断创新,推出能够反映新的教学理念、体现新的教学改革成果、富有时代气息和丰富内容、符合英语专业教学实际需要的新教材。基于以上思路,西安外国语大学英文学院将“21世纪英语专业系列教材”列为“十一五”规划教材建设项目,统一策划并组织富有教学经验的教师参与编写。

“21世纪英语专业系列教材”包括英语语音、口语、听力、阅读、写作、翻译、英美文学、语言学、英语国家社会与文化等英语专业必修课程和选修课程使用的教材。本系列教材的编写以高等学校英语专业教学大纲为依据,在全面分析我国中西部地区英语专业学生实际水平和需要的前提下,对每门课程的教材内容进行精心筛选,有针对性地对教材的编排体例进行合理设计。专业基础课程的教材做到有利于学生英语基本功的训练和语言技能的全面发展;相关专业课程教材旨在拓宽学生的知识范围,提高他们的人文素养,培养分析问题、解决问题的能力。

“21世纪英语专业系列教材”在选材方面依据知识性、科学性、时代性的总原则,力图反映该教材涉及学科新的教学与研究成果。专业基础课程的教材选取语言知识丰富、内容生动活泼、能够反映现当代社会特征、启迪思想并能够调动学习自觉性的材料。此类教材在内容安排上体现循序渐进、由浅入深、有利于教学活动组织和学生参与讨论交流的原



则。相关专业知识课程的教材在侧重学科基础知识传授的同时力图体现反映学科发展的新内容,注意专业知识的系统性介绍并体现相近专业课程之间的相互关联。此类教材在编写方面力图做到表述语言简明、信息量大且相对集中,在选材和内容安排方面考虑到有利于现代教育技术的应用。

教材建设是英语专业建设的一项重要工作。编写能够通过教学有效传授系统的专业基础知识和相关专业知识、反映各门课程涉及学科的发展、体现和推广英语专业教学改革成果和成功经验的教材,是高等学校英语专业建设的一项长期任务。西安外国语大学英文学院在英语专业本科教育方面已有 50 年的积淀,在长期的专业建设和发展中形成了自身的英语教育特色,编写了一批反响良好的本科教材。此次推出的“21 世纪英语专业系列教材”有的是在过去出版使用的基础上修订再版的,有的是使用数年的校内教材经编者重新改编修订的,有的是依据教学大纲要求、结合编者的研究成果和教学经验新编的。所有教材编写人员均有多年的专业教学经验和相关研究成果。他们熟悉英语专业本科教学的原理与规律,了解学生的难点所在和实际需要,将各自的课程教学经验积累融入编写的教材之中并体现在教材内容科学合理的编排方面。

“21 世纪英语专业系列教材”的编写出版丰富了英语专业教材的种类,为本科教学提供了更多的教材选择,从而使教学更符合学生需要、更有明确的针对性。限于编写水平,本系列教材不足之处在所难免。我们真诚地希望专家、同行提出宝贵意见,以帮助我们改进教材编写工作。

编 委 会

2008 年 9 月

英语写作教材共分三册:《基础英语写作》、《中级英语写作》、《高级英语写作》,本书是第一册。

高等学校英语专业的学生在基础阶段必须狠抓写作基本功,为将来高级阶段各个专业方向的学术写作打下坚实的基础。《基础英语写作》就是为帮助学生打好坚实的写作基础而编写的。写作不仅仅是把词语写在纸上,而是通过使用词语进行交际的过程。在《基础英语写作》中,学生会一步一步经过整个过程,以自己的最终成果完成写作任务。整个教材也提供了大量练习和掌握写作技巧的机会。最为重要的是,所有写作都基于学生自己的知识、经历以及读后感。

这套教材的编写也同我国英语专业教学的现实紧密相关。近几年外语院校录取学生的英语水平较以往有所提高;另外,随着外语写作教学研究在我国的不断深入,一些新的理论和方法也逐渐渗透到教学实践之中。在这样的趋势下,我们认识到应该编写一本更适合目前英语专业基础阶段教学使用的教材,并在其中融入一些新的写作教学研究成果。这套新写作教材的编写主要依据“自上而下”的原则。我们认为,写作的主要目的是构建意义,而不是首先要彻底消除错误,因为没有任何交际的练习是徒劳无效的,在真空中学习规则不会有任何结果。对学生而言,从组织混乱、扩展不充分的作文到词语使用的错误,许多写作问题都源于语篇本身。因此,写作过程中最重要的是构造完整的语篇,而这样的语篇又能为学生提供低层次的帮助。在这种理念的指导下,我们以语篇和情景的导入为中心,通过丰富的文本阅读和分析,了解语篇的结构和语言特征,建立写作的主题和相关内容,指导学生在此基础上进行写作活动。同以往我们使用的教材不同,基础写作从语篇层次,即段落写作开始,将句子写作技巧练习穿插其中或作为辅助练习,满足基础阶段一些学生低层次的语言需求。学完这本教材后,学生能较好地掌握英语写作的基本方法和技巧,为下一阶段的短文写作做好铺垫。

总之,《基础英语写作》考虑到我国英语写作教学的现状,兼顾了传统写作教学



的一些方法和当代英语写作教学中的新理念,注重学生基本语言能力和语篇能力及交际能力的培养,既突出学生在基础阶段的大量实践,又未忽视教师指导的作用,在关键之处,给学生以必要的帮助和引导。

本书的编写人员都是长期从事写作教学的教师,具有较丰富的英语专业写作教学经验。

具体编写分工如下:

李洋:第2~5章、7~9章、16章,郭雯:第6章、11~12章、17~18章,原萍:第10章、13~15章,黑玉琴:第1章并负责全书的编写体例、内容编排以及通稿和最后的修改工作。

由于编者水平有限,书中错误在所难免,敬请各位读者批评指正。

编者

2008年6月

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Chapter 1

Paragraph Unity



Pre-writing



Motivation is an important ingredient of writing. You can write best about those things about which you have knowledge, interest, strong feelings and opinions, or personal experience. While you are reading the following paragraphs, determine the topic and the ideas presented. Then try to discover more topics and ideas for your own writing.

In rock music there is a distinct and almost overwhelming beat. No single beat is characteristic of the music today. But each song has an easily recognized rhythm. As you listen to a song, your foot usually starts to pick up the beat. Before long, your entire body seems to be moving with it. Your head pounds with the beat, and there is no room for thought. Only the surge of the music is important. In its own way, rock music is as dominant as the Rock of Gibraltar. Its message is an overpowering emotional one.

Robert G. Bander, *From Sentence to Paragraph*,

Japanese women have changed since the war. They have become prettier, brighter, more decisive, more outspoken. The young people certainly are far more logical and far less sentimental than the prewar generations. Some regret this. They think women, in gaining their freedom, have lost their femininity—their modesty, their warmth, their shy grace. They accuse women of being drawn to superficial things. A modern Japanese woman, they say, instead of trying to enrich her inner self, is in a mad scramble to ape anything that is new and foreign—fashions,



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cosmetics, hairdos, rock-and-roll. And there are many Japanese who say that a caricature of an up-to-date wife is one who sits beside a washing machine in a house that has no hot running water.

Reiko Hatsumi, "Japanese Women," *The Mercurial Women*

Some researchers discovered that college women—but not men—adjusted their eating depending on their companions. Men and women in contemporary American society appear to differ in their responses to social signals regarding eating. Women ate less when their eating partners were men than when they were with other women. When the women were seated with attractive, unattached men, they ate especially lightly. The researchers hypothesized that the women may have eaten lightly as a way of demonstrating their femininity to desirable men.

Byer & Shainer, *Living Well*,

Paragraph Unity



What is unity?

Just as a sentence is a group of words conveying a complete thought, so a paragraph is a group of sentences advancing the thought somewhat further. Each paragraph should leave a reader more informed at the end than he was at the beginning. A paragraph is normally identified by having its first sentence indented a few spaces. This indentation tells a reader that the material in the paragraph represents a separate unit of thought.

The fact that an English paragraph constitutes a separate unit of thought is its most important quality. In composing a paragraph, a writer discusses only one topic or one aspect of a topic. This characteristic of a paragraph is known as **unity**, or singleness of purpose. Because an English paragraph concentrates on a single idea, all the facts, examples, and reasons used to develop that idea must be relevant. A writer who introduces material that is not directly related to a paragraph's topic runs the risk of losing his reader.

Study the following short paragraph to help you better understand what unity is. The boldfaced words are transitions. Notice that every sentence expands

on the topic announced in the opening sentence; the beginnings of the sea. The writer even restates the subject in the fourth sentence to remind her reader that all of the details toward the end of the paragraph should explain how the earth got its ocean—and only that topic.

Beginnings are apt to be shadowy, and so it is with the beginnings of that great mother of life, the sea. Many people have debated how and when the earth got its **ocean**, and it is not surprising that their explanations do not always agree. **For** the plain and inescapable truth is that no one was there to see, and in the absence of eyewitness accounts there is bound to be a certain amount of disagreement. **So** if I tell here a story of how the young planet Earth acquired an ocean, it must be a **story** pieced together from many sources and contain in many whole chapters the details of which we can only imagine. The **story** is founded **on the testimony** of the earth's most ancient rocks, which were young when the earth was young; **on other evidence** written on the face of the earth's satellite, the moon; and **on hints** contained in the history of the sun and whole universe of star-filled space. **For** although no man was there to witness this cosmic birth, the stars and the moon and the rocks were there, and, **indeed**, had much to do with the fact that there is an ocean.

Rachel Carson, "Mother Sea; The Gray Beginnings," *The Sea Around Us*

So, to insure unity, you should:

- (1) present only one topic or one part of a topic;
- (2) state a single thought;
- (3) use examples, facts, and reasons to explain that single thought;
- (4) leave out the material that is not properly related to the rest of the paragraph.

How to Write a Unified Paragraph? >>>>

- (1) Indicate the topic clearly in one or a few words;
- (2) Make a point about it to form a controlling idea;



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- (3) Write a general sentence containing the topic and the controlling idea;
- (4) Think about and select some details closely related to the controlling idea;
- (5) Write more sentences containing the specific details;
- (6) Achieve unity by some devices, like repeating or referring to the key word or phrase frequently in some sentences.

For example

- (1) Topic: water
- (2) A point made: one of the most essential nutrients in the body.
- (3) Write one sentence like this: **Water** is one of the most essential nutrients in the body.
- (4) Details to support or develop the controlling idea:
 - a major component of all body fluids
 - a solvent that distributes nutrients and eliminates waste products
 - a role in regulating body temperature, maintaining the body's acid-base balance, taking part in every chemical reaction
- (5) Write the following sentences containing the above details:

Water is a major component of all body fluids, as well as a solvent that distributes nutrients throughout the body and eliminates waste products.

Water also plays a major role in regulating body temperature, maintaining the body's acid-base balance, and taking part in every chemical reaction that occurs in the body.
- (6) Combine the main idea sentence and the supporting sentences, using some devices as indicated by the words in bold type.

*Water is one of the most essential nutrients in the body. **It** is a major component of all **body** fluids, **as well as** a solvent that distributes nutrients throughout the body and eliminates waste products. **Water also** plays a major role in regulating **body** temperature, maintaining the **body's** acid-base balance, and **taking** part in every chemical reaction that occurs in the **body**.*

More Examples

The saying “One picture is worth 1,000 words” suggests the importance to a writer of thinking by examples. By putting the right examples in a paragraph or composition, a writer can tell his or her idea to a reader. But the art of using the right examples is not easy to learn. Choosing examples calls for imagination. Using examples well calls for both reasoning and control. Examples must make abstract ideas more concrete. At the same time, examples must not lead a reader away from a writer’s central purpose. Clear thinking is needed for good writing. Clear thinking alone helps a writer choose examples that will explain the idea of an essay. You must have a plan instead of a grocery list. You must write with your mind as well as your pen because a composition is an act of thought.

Robert G. Bander, *From Sentence to Paragraph*,

Note that the word “examples” is repeated to maintain unity in Sentences 2 through 7. The word “thinking” appears in Sentences 8 and 9; the related words “plan” and “mind” appear in sentences 10 and 11, respectively. So, the writer has insured unity of a paragraph by careful word repetition. Other devices used include a pronoun (*a writer—his/her; you—your*), a synonym, and a near-synonym (essay—composition; choose—use, etc.).

The following paragraph comes from a nutrition chapter in a health textbook. The topic is stated in just one word and repeated or referred to frequently throughout the paragraph.

Food is part of everyday life, whether we are socializing with friends over meals, gathering with family for the holidays, or discussing a business proposition over lunch. Certain foods may even trigger memories, good or bad, or of certain events from our childhood. You can