

高等学校英语专业规划教材

Academic Writing for English Majors

大学英语写作

Expressing an Idea

编者 赵文书 康文凯

Can You Recognize This Person?

What Do You Think?

A Place Linger in Our Memory

A Lesson from Experience

Working as a Reporter

Putting Our Creativity to Work

Talking about College Life

High School and University

Books on Our Shelves

Taking a Stand

A Minibook of Practical Writing



第 1 册



南京大学出版社

丛书总主编 丁言仁 赵文书

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前言

这套英语写作系列教材的编写遵循部颁高等学校英语专业英语教学大纲的精神,努力满足英语专业本科阶段不同年级写作教学的需要,旨在帮助学生在毕业时能够用英语写出高质量的毕业论文。我们希望,写作教学在训练学生的英语书面表达能力的同时,能够培养和提高学生独立从事科研工作所需要的分析和解决问题的能力,为国家经济建设和教育发展输送高质量、高水平的英语人才。

目前已经出版的英语写作教材不少,但大多是独立的一册教材或英语写作手册,缺少一套贯穿英语专业本科阶段的全程教学、相互衔接、适合课堂教学使用的系列教材。我们编写这套教材的目的之一就是要填补这一空缺,为英语专业的学生提供一套由浅及深、循序渐进的写作教材,做到老师用了顺手,学生用了有效。为了使这套教材真正对教学起到帮助作用,我们想说明下面几个问题。

书面表达能力是英语专业学生综合素质的一项重要指标,目前越来越受到重视。对于英语专业写作课的教学,大纲已作了规定和要求,但各个地方、各个学校在执行上因具体情况的差别而又各不相同。有的高校新生一入校就开写作课,有的则要到一年级下学期或者二年级才开写作课。在教学进度上各校也不一致,有的因课时不足,不能切实完成大纲所规定的教学任务,学生在撰写学术性的毕业论文时感到有很大困难。同时,大纲本身也有一个在实践中不断完善、不断适应学生毕业后工作需要和国家经济建设快速发展需要的问题。

这套教材大致上第一、二、三册分别供大学一、二、三年级使用,第四册则供四年级使用一个学期。对于一年级下学期才开设写作课的学校来说,第一册的一部分也可供二年级使用,第二、三册也可分别供三、四年级使用。当然也可以适当压缩内容,将第四册提前到三年级使用。为了帮助学生适应英语专业四级考试和八级考试对写作的要求,我们在第二、三册里又分别包括了相应的应试写作内容和相关练习。

一般说来,本科阶段英语写作的学习要上两个台阶、过四道关口。第一个台阶是写记叙文、说明文和一般的议论文,学生上这个台阶就是要用英语写出他们在中学的汉语写作中已经熟悉的各种文体。这里的两道关口,一道是克服畏惧心理,敢于用英语写作,能写得出;另一道是学会用规范的书面英语来写作,要写得好。第二个台阶是写大学本科阶段专业学习所必需的课程论文、科研报告和毕业论文。这里也同样存在着“写得出”和“写得好”这两道关口。

由于学生在这四道关口上所面临的困难不尽相同,写作课的教学也应有不同的侧重,这套教材教学内容的分配在一定程度上反映了这些不同的侧重点。总的说来,第一册重在帮助学生打消顾虑,敢用英语表达自己的思想,能用常用的文体表达自己的思想;第二册则在学生已经能写得出的基础上,帮助他们学会使用规范的英语书面表达,并进一步训练常用的语言修辞和篇章修辞技巧,更深入、更有效地表达自己的思想。第三册的重点是议论文写作,特别是学术性议论文的写作,旨在提供初步的学术论文写作训练,使学生敢于并能够写出学术性的文章,表达和论证自己的观点;第四

- 册侧重增强学生对研究过程的了解和对学术论文写作规范的把握，帮助学生把学术性
- 文章进一步写清楚，并且能写得深入、写得规范，最终能够顺利进入毕业论文写作阶
- 段。

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各学校的教学情况有自己的特点，任课老师在教材内容的选用上应该有很大的灵活性，不必拘泥于教材的每一章、每一节、每一个练习，可以根据学生的具体兴趣和要求，对于书中的练习，有的可做深，有的可做浅，有的可多做、反复做，有的则可以不，一切从教学出发，从调动学生积极性出发。写作是一个不断挖掘深化、不断修改提高的过程；如果课本上每一个练习都要做，就难免会占用过多的时间，影响到一篇作文的深化和提高。

老师对学生帮助最有效的时机是在写作过程之中，而不是在这一过程结束之后来写评语、批分数。在写作过程中，老师可以指出问题，提出修改意见，启发学生，全程参与学生的写作过程，帮助他们写出更好的作文。因此，课堂的主要时间应该是用来评讲学生的作文，帮助他们修改第二稿、第三稿。

这套教材是原《大学英文写作》的修订本。原教材于1997年出版后，被国内多所高校采用，受到广大师生的欢迎，前后重印十多次。但原教材编写于1990年代初，其中有些写作话题和例文反映的是当时学生所关心的问题，与目前学生的兴趣不尽吻合。在修订过程中，我们对教材内容作了更新，换上了更贴近目前形势的写作话题和例文，以期激发学生写作的积极性，收到更好的学习效果。

这套教材的编写和出版得到了校、院、系各级领导的长期支持，藉此表示衷心感谢。这次教材的修订得到了南京大学出版社的大力支持，特别是出版社的杨金荣先生和董颖女士的关心，特此致谢。我们还要感谢所有给予这项工作各种支持的老师和同学，他们在使用教材过程中对教材提出的反馈意见使修订工作得以顺利进行。

丁言仁
2007年7月

Words for the Teacher

This English composition textbook is compiled for first-year university students with a major in English.

The emphasis of this book is on content rather than on form, that is, on the development of the students' own ideas. Each unit of the book contains many exercises that are designed to be readily usable in the classroom. Some of these exercises do help students improve the accuracy in their use of the English language. However, it is our belief that form is not an end in itself but a means to an end, a means to the expression of worthwhile content. To encourage original idea development and expression, each unit of this book provides a topic which is relevant to the students' life; students are also encouraged to choose their own topics and write about what interests them.

For good reasons, writing teachers often concentrate on the essays students turn in, i.e. the end product of a writing process. However, helping students communicate may be more effective when the students are still attempting to communicate. In this textbook, we try to illustrate the skills and strategies that students should develop and employ at various stages of the writing process. This approach is evidenced by the organization of each unit.

For the convenience of classroom instruction, a unit has a set format with the writing task and the process of doing this task at its center. Each unit begins with an introduction, which outlines the kind of writing task that is to come.

Following the introduction, PART ONE, "Getting Started," gives a writing topic and introduces some prewriting skills, skills that help students develop the topic and overcome the fear of writing as well as the "writer's block." At this stage, students learn to collect useful materials which will later be used in writing their first drafts.

PART TWO, "Learning How to Write," introduces skills needed at different levels and stages of the writing process, each unit dealing with those skills that might serve the immediate writing task. Exercises are provided to reinforce students' understanding of these skills.

PART THREE, "Drafting and Rewriting," provides students with an almost step-by-step guidance for applying the skills they have learned in the previous part to the process of writing, rewriting and producing a finished copy of the assignment.

PART FOUR encourages students to consolidate what they have learned by studying the teacher's feedback, sharing their written work with their classmates, reading more sample essays, carrying out extra-curricular writing activities, and writing unstructured journal entries.

The exercises can be easily used in the classroom or assigned as homework.

While using this book, teachers may consider the following specific suggestions.

First, since students should concentrate on the paragraphs and essays they are developing, we may choose not to give an entire unit as the reading assignment outside the class. Instead, we may explain the book's discussion on writing skills in class but, as an assignment, only ask

☐ students to read the examples and complete the selected exercises:

☐ Second, since the time in class is limited, it should not be spent mostly on going over the
☐ sample paragraphs and essays in the book. While we should encourage the students to read
more outside the writing class to become better writers, we are aware that a writing class, after
vi all, should not be a reading class. Instead, most of the time in class should be spent on dis-
cussing the student writing or their work on those writing exercises.

Third, again, to give maximum time to developing ideas and revising student writings, we should concentrate on the content and structure of the samples, not on finding the exact meaning of every word. The students, after all, should learn fast reading skills such as guessing the meaning from the context and skipping over words that do not critically affect the comprehension of the overall text. This also tells us that success in teaching a writing course has much to do with success in teaching other courses. Language skills are inseparable. They develop together.

Finally, to help our students become better writers, we should help them become better critical readers of others' writings and their own writings. While the teacher's evaluation of the students' writings is important in assessing their progress, the importance of the students' evaluation of their own writings and those of their classmates should be duly recognized. After all, the students will have to write and rewrite independently, without a teacher, after their graduation. An evaluation sheet for the writing task of each unit could be found at the end of the book; hopefully, it could help the students learn how to do self-evaluation and peer evaluation for their own writings.

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I would like to thank my friend and colleague Mary Wang, who encouraged me to take up the teaching of writing when I first became a teacher. I am grateful to Barbara Penney and Janet Roberts, who respectively reviewed and edited the manuscripts for the first edition and the revised edition.

Zhao Wenshu

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Can You Recognize This Person?

Overview

Objective

- ✧ Describing a person

Writing Skills in Focus

- ✧ Gathering information: free writing
- ✧ Paragraph skill: space order
- ✧ Sentence skills: simple sentence; fragment; over-stuffed simple sentences
- ✧ Word skills: general and specific nouns; general and specific adjectives
- ✧ Rewriting: writing; rewriting; proofreading; preparing the manuscript; self evaluation and peer evaluation

Description is fundamental to expository writing. We need to describe people, places, feelings, or ideas when we talk about them. So, let's begin this writing course with a description. As is often the case, we need to describe people in our daily life. We describe ourselves in job applications, and we describe friends in personal letters. Sometimes, if a relative or friend is missing—this happens, occasionally, although we hope it will never happen—we may have to describe the missing person to the police in order to get help. In this unit, we are going to have a try at describing a person.

PART ONE GETTING STARTED

I. Gathering Information

Free Writing

An effective way to start is to do **free writing**. Free writing helps the writer discover ideas and gather materials. It also helps overcome “writer’s block,” a situation in which the writer sits for hours in front of a blank sheet of paper without being able to produce anything.

☐

Here is one way to do free writing:

☐

- Let's take out a piece of paper and a pen.

☐

- Relax for a moment. Close the eyes and breathe deeply.

2

- Now open the eyes and start writing. Write down anything that comes to mind, in any order. Keep the pen moving. We may search through our memory in the order of time: what we did, said, saw and heard yesterday morning, at lunchtime, or in the afternoon and evening. We may also consider the order of space: what we experienced at home, in the classroom, on the street, or in the dorm. If our minds go blank momentarily, write the word "yes," "well" or any other word or phrase. Repeat that word until the next idea comes.
- When we do free writing, we do not think about spelling, punctuation, or grammar. We do not stop to look up a word in the dictionary. In fact, it would be better not to stop to read what we have written down. There is no other rule in free writing. Our job is simple: write, write and write some more.
- Keep writing for ten minutes. If we are at home, we can use an alarm clock. If we are in class, the teacher will time our work.

Let us give it a try now.

Focused Free Writing

When we set out to write, we usually have a topic either assigned by the teacher or chosen by ourselves. In this case, we may try **focused free writing**, or free writing on a given topic. Focused free writing requires us to think about our topic as we relax and prepare. After that, all we need to do is to follow the free writing procedures.

Now, let us try focused free writing for ourselves.

- **Step One.** The topic for our focused free writing is "Our Writing Classroom." If any of us does not like the topic or has already written on this topic in our previous free writing, consider "English Composition," or any other topic one would enjoy. Choose a topic now.
- **Step Two.** Take out a piece of paper and a pen. Write down the topic at the top of the page. Do not change the topic, once it is written down.
- **Step Three.** Relax, and think about the topic.
- **Step Four.** Write for ten minutes without stopping.

Exercise 1 Now, you are going to **write about one of your classmates**. Do not mention his or her name. Instead, describe his or her physical appearance in a way that would enable your other classmates and your teacher to figure out who this person is when they read your description.

Before you begin, choose a classmate and observe him or her for a minute. Then do a focused free writing for ten minutes on this classmate.

Exercise 2 A personal description should tell the reader what a person looks like. To be specific, it should answer some of the following questions:

1. What clothing is the person wearing?
2. How old is he or she?
3. How tall is the person?
4. What is his or her figure like, big or small, slim or stocky?
5. What is his or her complexion?
6. What are his or her facial features, such as his or her hair, eyes, nose, lips, or teeth?
7. What makes this person different from others?
8. Does this person have any features that stand out, such as a scar on the nose?

Now, think up three other questions, the answers to which might help describe the person you have chosen. Read what you have written down during the focused free writing. What questions does your free writing answer? Are these questions included in the eight questions listed above and in the three you think up?

Exercise 3 The teacher will write on the blackboard some of the questions your classmates have thought up in Exercise 2. Discuss them with your partner. Are they good questions? Are they critically important? Why or why not? Look at your own questions and your partner's. Are they helpful questions? Why or why not?

Exercise 4 Choose the ten questions that you consider most important. Then read your focused free writing about your classmate. Does it adequately answer these questions? If it fails to answer any of the questions or fails to answer them well, use the questions as new topics, and do more focused free writing.

II. Building up Vocabulary

Exercise 5 Put the following adjectives into three groups: HAIR, EYES, and MOUTH. Notice that some of these words may go into two or even all three groups. Make sure you know the meaning of the words and try to visualize them. Discuss them with your partner.

yellowish	black	bloodshot	red	pale	dancing
curly	lank	frizzy	bright	dark	thin-lipped
rosy	bobbed	shiny	small	dyed	almond-shaped

HAIR: _____

EYES: _____

MOUTH: _____

Exercise 6 Glance through your focused free writing. Have you used any vocabulary items that are not included in Exercise 5? Put them in appropriate groups in Exercise 5. You may even set up new groups. Find out what your partner has added to his or her list.

□

□

□

3

- ☐
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☐
4

Exercise 7 Put the following words into two categories: WOMEN'S CLOTHING & ORNAMENTS, and MEN'S CLOTHING & ORNAMENTS. Some words may belong in both groups.

suit	coat	jacket	T-shirt	blouse	scarf
trousers	tights	cords	jeans	sweater	skirt
glasses	belt	necklace	socks	bracelet	tie
blazer	uniform	overalls	gloves	stockings	shirt

WOMEN'S CLOTHING & ORNAMENTS: _____

MEN'S CLOTHING & ORNAMENTS: _____

Exercise 8 Add more items to the lists in Exercise 7.

PART TWO LEARNING HOW TO WRITE

I. Developing Paragraph Skills

Space Order

In a descriptive paragraph, the information is generally arranged according to **space order**, i.e. the order of location and distance.

When we describe a person, we can do it in the same way as we actually see this person. For example, when the person is walking towards us from some distance, we first see a human figure, then the clothing, and the way he or she walks. We can see his or her facial features and complexion as the person comes nearer. Finally, we may notice some special features of that person.

If a person is standing in front of us, we may follow a different order. We may look at the face first, and then gradually move downward to the feet. This is another order we often follow when we describe a person.

Sometimes, however, something extraordinary about the person may change these usual patterns. For instance, if a person is wearing an unusually colorful scarf, our description might begin with this scarf.

To summarize, the space order may come in these ways:

- Distant → Close
- Head → Feet
- Extraordinary Thing → Ordinary Things

Exercise 9 Read the following paragraph, and determine the order in which the details are organized. Discuss with your partner why the order is effective for the paragraph.

My missing friend should be easy to recognize. When I last saw Roger, he was wearing dark-blue jeans, a pair of dark-brown hunting boots with red laces, and a light-blue sweater with a turtleneck¹; he was carrying a red school-bag with black trim, filled with books. He stands about six feet four inches, slouching² shoulders, and carries roughly 190 pounds on a medium frame³. He walks in excessively long strides, like a cowboy. His hair is sandy blond, cut just below his ears and feathered back on the sides. He has deep purple eyes framed by dark-brown eyelashes and brows set into a clear tanned complexion. The bridge of his nose carries a half-inch scar in the shape of a crescent⁴. His right front tooth has a small chip in the left corner.⁵

Order: _____ → _____

Exercise 10 Here you have a jumbled paragraph. Reorganize the sentences so that they follow definite space order.

1) As usual, Betha was overdressed. 2) Her hair stuck out from her head in a graying frizz⁶, and black horn-rimmed glasses encircled her eyes. 3) Her white blouse was ruffled⁷ at the elbows, and her red skirt was embroidered⁸ with black and white flowers. 4) Every inch of her seemed to scream for attention. 5) From her ears hung red earrings which moved up and down as she talked, and about her thick neck was a matching strand of red baubles⁹. 6) On her feet were black patent high-heeled sandals.¹⁰

Sentence Order: _____

Exercise 11 Arrange your free writing about your classmate according to one of the space orders:

- Head → Feet
- Extraordinary thing → Ordinary things
- Distant → Close

Exercise 12 Show your organization to your partner and tell him or her why you want to arrange it this way. Does he/she agree with you?

1 turtleneck: tight-fitting collar on a sweater, reaching high up the neck and then folded down

2 slouching: showing that one is tired

3 medium frame: shape of a body that is neither large nor small

4 crescent: the shape of a half moon

5 This passage is adapted from *The Writing Process* (2nd edition) by John Lannon (Boston: Little, Brown and Company, 1986).

6 frizz: a hair style with tight, short curls

7 ruffled: no longer smooth

8 embroider (with): decorate by using needle work

9 bauble: a cheap jewel

10 This passage is adapted from *Twelve Steps to Better Exposition* (2nd edition) by Barbara Williams (Columbus: Charles E. Merrill Publishing Company, 1978).

II. Developing Sentence Skills

Types of Sentences

A **sentence** is a group of words that expresses a complete and independent unit of thought. A sentence is made up of at least one clause. A **clause**, in turn, consists of at least two parts: a subject (noun or pronoun) and a predicate (verb).

There are two kinds of clauses: independent and dependent. An **independent clause** can stand alone as a sentence. In the following examples, the independent clauses are underlined.

☞ Tom is a student.

☞ Write down your answer now, although you may change it later.

☞ Because the cost of education has been rising rapidly, many students are having financial problems.

If a clause is introduced with a subordinating conjunction such as when, who, while, if or because, it is a **dependent clause**. (We have just read a sentence with a dependent clause and an independent clause. Which is the independent clause? Which is the dependent?) A dependent clause cannot stand alone because it only expresses part of a complete thought. It must be attached to an independent clause to make the thought complete. The following are dependent clauses.

☞ When the semester was over...

☞ Because I had a job interview...

Clauses can be combined in different ways to make up different types of sentences. There are four types of sentences: simple, compound, complex, and compound-complex.

A **simple sentence** is an independent clause standing by itself. It has only one clause. Look at the following examples. They are both independent clauses and simple sentences.

☞ I enjoy playing football with my friends every weekend.

☞ I enjoy playing football and look forward to it every weekend.

A **compound sentence** is two or more independent clauses joined together by a conjunction or a connective. The following sentences are compound sentences.

☞ I enjoy playing football, but I hate playing volleyball.

☞ I enjoy playing football; however, I hate playing volleyball.

☞ I enjoy playing football; I hate playing volleyball.

A **complex sentence** consists of an independent clause and one or more dependent clauses.

☞ Although I enjoy playing football, I hate playing volleyball.

☞ I hate playing volleyball although I enjoy playing football.

A **compound-complex sentence** contains two or more independent clauses and one or more dependent clauses.

☞ I hate playing volleyball, but I enjoy playing football, although I am not very good.