



《大学英语选修课系列教材》
COLLEGE ENGLISH ELECTIVE COURSE SERIES

语言技能类

总主编 石 坚
副总主编 敖 凡 邹晓玲

Advanced College English Writing

大学英语高级写作教程

主 编 徐重宁
汤声平



重庆大学出版社

<http://www.cqup.com.cn>



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Advanced College English Writing

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重庆大学 出版社

内 容 提 要

本教材以教育部颁发的《大学英语课程教学要求》为指导,以“实用、够用”为原则,在体例安排和内容选择上严格按照选修课的课时要求和学生水平的实际需要,力求精炼。全书共八个单元,包括记叙文、议论文、描写文和说明文等多种文体的写作技巧。每个单元分为学习目标、写作指导、写作练习、范文、作业五个部分。本教材适用于英语专业本、专科学生,非英语专业已达到大学四级的本科学生,以及相同程度的其他英语学习者和使用者。

图书在版编目(CIP)数据

大学英语高级写作教程/徐重宁主编. —重庆:重庆大学出版社,2008.8

(大学英语选修课系列教材)

ISBN 978-7-5624-4535-7

I. 大… II. 徐… III. 英语—写作—高等学校—教材
IV. H315

中国版本图书馆 CIP 数据核字(2008)第 124678 号

大学英语高级写作教程

主 编 徐重宁 汤声平

责任编辑:罗 亚 版式设计:高 翔

责任校对:贾 梅 责任印制:赵 晟

*

重庆大学出版社出版发行

出版人:张鸽盛

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邮箱:fxk@cqup.com.cn (市场营销部)

全国新华书店经销

重庆川渝彩色印务有限公司印刷

*

开本:787×960 1/16 印张:11.375 字数:194 千

2008 年 8 月第 1 版 2008 年 8 月第 1 次印刷

印数:1—3 000

ISBN 978-7-5624-4535-7 定价:19.00 元

本书如有印刷、装订等质量问题,本社负责调换

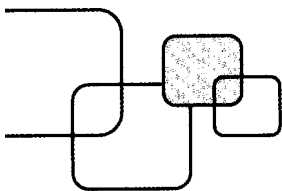
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**COLLEGE ENGLISH
ELECTIVE COURSE SERIES**



COLLEGE ENGLISH ELECTIVE COURSE SERIES

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总 序

我国的大学英语教学起步于 20 世纪 80 年代,经过 20 多年的发展,大学英语在教学水平、课程设置、教学方法、教学环境、师资队伍等各个方面都有了长足的进步和发展。但随着我国加入 WTO 和国民经济的快速发展,大学英语教学暴露出与时代要求不相称的一面。为适应现代社会对人才培养的实际需求,推动和指导大学英语教学改革,教育部于 2003 年颁布了《大学英语课程教学要求(试行)》(以下简称《要求》),并于 2007 年结合对人才能力培养的新要求再次做了修订和调整,作为全国各高校组织非英语专业本科生英语教学的主要依据。

《要求》将大学阶段的英语教学分为一般要求、较高要求和更高要求三个层次,强调要贯彻分类指导、因材施教的原则,使英语教学朝着个性化的方向发展,要“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合,形成一个完整的大学英语课程体系,以确保不同层次的学生在英语应用能力方面得到充分的训练和提高”。这样,大力发展大学英语选修课就成了大学英语教学改革的重要课题。

大学英语选修课的开设不仅是《大学英语课程教学要求(试行)》精神的体现,也是《教育部财政部关于实施高等学校本科教学质量与教学改革工程的意见》(以下简称《意见》)的内在要求,《意见》将“学生的实践能力和创新精神显著增强”作为教学改革的重要目标之一,而大学英语教学要在这方面有所作为的话,必须注重培养学生的跨文化交际能力、文化素养和在全球化、信息化的背景下获取知识的能力,这显然是传统的大学英语教学和课程设置所不能胜任的。

近年来,全国许多高校纷纷进行了开设大学英语选修课的尝试,并取得了可喜的成绩。但是由于指导思想不明晰、教师知识结构单一和配套改革滞后等原因,在大学英语选修课的开设中出现了“因人设庙”,开课随意性强,开课种类单一,各门课程难易不均,课程测试不规范,学生对各门课程的兴趣差异过大等问题。大学英语选修课的开设迫切需要某种程度的规范与引导,需要更为科学地设置选修课程,确实达到《要求》和《意见》中提出的目标。

针对以上问题,我们认为,一套由成熟理念指引的、体系科学的、建立在选修课开设的成功实践基础之上的系列教材能够起到这种规范和引导作用。因此,重庆大学出版社组织来自全国各地的、在选修课开设方面走在前列的高校的专家和教师,

在多次交流与反复论证的基础上,组织编写了这套《大学英语选修课系列教材》。该套教材具有以下明显的特点:

第一,教材体系科学、系统。系列教材以《大学英语课程教学要求(试行)》为指导,覆盖语言技能类、语言应用类、语言文化类和专业英语类等四个板块,既注重语言基础知识的积累,也充分考虑对学生文化素质的培养,确保不同层次的学生在英语应用能力方面得到充分的训练和提高。

第二,坚持“实用、够用”的原则。在体例安排和内容选择上严格按照选修课的课时要求和学生水平的实际需要,力求精练,避免长篇累牍,在语言难度上体现了与英语专业同类教材的差别。

第三,注重知识与技能相结合,语言与文化相结合。在深入浅出地讲授知识的同时,结合课程内容尽可能多地为学生提供说与写的练习,在雕琢学生语言的同时,尽可能培养学生的跨文化交际能力和批判性思维能力。

第四,强调学生综合能力的培养:考虑到学生在选修课阶段可能不再修综合英语类的课程,各教材在主要训练与课程相关能力的基础上,适当补充了其他能力的训练内容。

第五,吸纳并总结近年来相关高校选修课开设的经验和成果。该套教材的参编者来自全国多所高校,多数教材是由开设该门课程最成功的、最受学生欢迎的学校和教师撰写,教材既吸纳了相关讲义的优点,又根据专家意见,按照学科要求和普遍情况进行了改编,在保证教材科学性的前提下,最大程度地体现了大学英语学生的选修取向。

选修课的开设是大学英语教学改革的重要发展方向,但是在改革中诞生的事物也必然不断地在改革中被重新定义,因此我们这套大学英语选修课教材的体系也将是动态的和开放的,不断会有新的教材被纳入,以反映大学英语教学改革在这方面最新的成功尝试。相信随着教学改革不断走向深入,我们的教材体系也将日臻完善。

总主编
2008 年元月

前 言

随着大学英语教学改革的不断深入,很多高校在完成基础阶段英语教学的基础上,增加开设了大学英语后续课程或选修课程,由此而带来的是对相关教学材料的需求。本教材就是适应这种教学需求设计编写的。

本教材的设计遵循了语言教学应将听读说写相结合的原则,以口语活动做引导、评判阅读为基础、写作为手段、深层次思想内容交流为目的为指导思想,力求为学生提供比较系统、全面的写作教材。本教材每个单元有写作前练习(听、说、写结合)、范文(每个题材至少有两篇难易适当的范文)、写作指导、自查自纠、问题(包括讨论)、课外作业五个部分。根据重过程、重实践的教学理念,通过写作前、写作中、写作后的各种练习,帮助学习熟悉和掌握英语写作过程。范文以阅读欣赏、比较分析为主,“自上而下”理解篇章结构和主题,帮助学生了解英语文章的建构,并通过范文中修辞欣赏和分析,学习和掌握英语的修辞手法,掌握构文、用语、达意的技巧。学生对范文进行阅读欣赏、比较分析,提高学生的判断能力、鉴赏水平和批评能力。

本教材还注重培养学生自主学习能力。教材各篇自我评价与相互评价部分着重提高学生自查自纠、相互修改润色,逐步建立语言自我监控系统,提高英文写作能力。同时提高学生自主学习能力、思维能力、批判能力、创新能力。

本教材力求材料的趣味性、创新性、实用性、时代性、针对性、启发性,通过选材拟题、材料选择、话题评说进行创新训练。贯穿始终的创新写作,充分体现教学理念的更新、教法的创新和学生学法的创新,强调学生的个性张扬,强化学生主体意识,提高学生的思辨能力,激发学生的创作的欲望和兴趣。

本教材可作为大学英语后续写作课程教材,亦可作为英语专业学生英语写作教材或研究生公共英语写作教材。

本教材的编写得到了各方面的帮助和支持:重庆工商大学学生提供了他们对写作课程教材使用和教学方法的反馈意见;重庆工商大学外语学院的教材为本书的编写提出了有益的建议;来自澳大利亚的 HEATHER ATTRILL 博士以极大的耐心和细致通读全部的书稿,提出建设性的意见;重庆大学出版社在本教材的计划、编写、出版过程中给予了最大的支持和帮助。在此,一一鸣谢。

编 者

2008 年 7 月

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Introduction

According to the College English Curriculum Requirements (for Trial Implementation), a non-English major university student is expected to be able to write freely on general topics and produce brief reports, papers, expository and argumentative essays on a given topic. The work should display good organization, substantial content, sound logic and a clear expression of ideas (parallel structure of noun phrases seem to be preferred). This book aims at keeping up with the new requirements and improving teaching quality. It caters for the need of the students who have completed the college English course, yet need further improvement in writing skills so as to enhance their competence in higher level communication.

I. For whom is the book intended?

This book serves as a step towards advanced writing. It is designed for those students who have finished the basic college English course and need further improvement in their writing skills. It is also suitable for English majors who want to improve their writing skills.

II. On what assumptions is the book based?

The intent of this book is to provide the students with essential information, practice and activities in writing English composition. The following assumptions underlie the designing of this text;

1. English learning, speaking, listening, reading and writing are integrated skills and should go hand in hand. Thus relevant tasks are designed in order that the students have sufficient input before and while they are putting down their ideas in white and black;
2. Writing is viewed as a three-stage process: prewriting, writing and rewriting. The teaching process involves teacher- and student-interaction in drafting, revising, and presenting a product;
3. Teaching writing should be student-directed and student-oriented. The teacher's role is to design the lessons, organize activities, stimulate ideas and provide guidance in writing to fulfill the objectives of the syllabus;

4. The teacher is responsible for establishing a classroom community which is warm, supportive and non-threatening. It should be one in which students, as members of that community, help each other and work together;
5. Feedback and evaluation of students' writing by teachers, partners and the students themselves, is an essential part of the writing class that helps the students at different levels to receive adequate training and to advance their ability to write in English.
6. Teaching writing can take place successfully when the students are provided with guided opportunities to practice writing tasks that are relevant to real life situations. Therefore, the book should be function-based. It should also be purposeful, thought provoking, interesting, practical, up-to-date, and authentic.
7. The most successful writing occurs in an atmosphere of mutual respect and trust in which teacher responsibility is balanced by student responsibility.
8. Writing is a complex process and the teaching of effective strategies and skills is an on-going, complicated, and recursive process. Furthermore, during the process the students need to be encouraged to invent, create and discover.
9. Writing is communication, therefore learning to write is learning to communicate. Language makes sense not in bits but in discourse.
10. A writing course aims not only at improving students' writing skills but also at broadening their horizons, and developing their critical thinking capacity. It also aims to enhance the students understanding of native English speakers' ways of thinking and their awareness of cross-cultural communication.

Based on the beliefs presented above, this book seeks to provide students with the opportunities to practice processes appropriate for writing, through identifying rhetorical contexts in a number of texts and exploring various strategies (writing from personal experience, expositing, summarizing, arguing from sources) appropriate to those contexts. In the course of writing and revising students are expected to refine their prewriting, drafting, and revising strategies to produce focused and detailed essays. Classroom activities are chiefly based on two principles—daily writing practice and collaborative work—to reinforce the concepts of writing as a process and of academic writing as a collaborative endeavor that requires actively engaging with the texts of others.

III. How is the book structured?

This text contains an introductory chapter and 8 units. These units focus on the following areas: Narration, Description, Exposition, Argumentation, Critical Writing, Creative Writing, Practical Writing and Summary Writing.

Unit 1 focuses on narration, dealing with story-telling based on real events or fiction. In order to write good narratives students need to learn that several elements are important: characters, setting, plot, a problem and a solution.

Unit 2 illustrates with examples how to construct a good description. The students are expected to practice writing descriptions of characters, places and objects, with emphasis placed on the characteristics of whatever is being described.

Unit 3 discusses the methods of expository writing. The purpose is to inform, explain, describe or define. It introduces the students to different types of expository writing, which include sequence, descriptive essay, classification, comparison and cause and effect.

Unit 4 presents the methods of argumentation; for example, how to reason and to argue pro and con on topic issues that the students find to be of interest.

Unit 5 covers the main aspects of critical writing. It is designed to help the students to distinguish between non-critical and critical approaches in essay writing. Thus, it will enable them to weigh the strengths and weaknesses of their own or other people's ideas, through the use of writing techniques that can facilitate the development of a critical perspective.

Unit 6 is designed to encourage the students to write creatively in the opening, developing and concluding parts of their essays. It will increase their confidence to create essays using not only their own ideas, but also those of other people. As well as this it will familiarize them with some important writing techniques that can facilitate the development of a creative perspective.

Unit 7 concentrates on the skills of practical writing. It deals with different kinds of practical writing that are relevant to real life situations. Thus, it aims to develop the students' ability to communicate appropriately with issues related to social or business activities, job applications or applications to study overseas.

Unit 8 focuses on summary writing and aims to improve the students' ability to give a brief outline of material they have read, to take notes and to write from their notes and to focus on main ideas, major subtopics and important details. Thus, this unit is designed to

enhance the students' analytical, note-taking and writing skills in regard to their comprehension and recording of any given passage.

The goal of each unit is clearly stated at the beginning of each chapter. Each of the units is outlined in 5 parts:

1. Lead-in Activities
2. Guidance for Writing
3. Practice
4. Sample Writing
5. Assignments

I. Lead-in Activities

In this section oral and listening tasks are provided with the intention that the students can be “warmed up” through stimulus. The oral, listening and reading activities also help the students to gain language input for their writing and prepare them to express and exchange ideas.

1. Oral Tasks

The activities for this section vary depending on the subject of each chapter. The teachers are encouraged to create different kinds of oral activities as “warm ups”.

2. Listening Tasks

1) CNN/VOA passage. The passage is generally short and simple and is aimed to be accessible to the average student. It is not intended for listening practice, but as a lead-in and stimulus.

2) Questions and answers based on the passage. Again, it is not a listening task for comprehension. Questions are designed based on the purpose of the chapter.

3) Students are requested to write down briefly what they have heard. Writing tasks are designed with a view to the main skills on which any given chapter is focused.

II. Guidance for Writing

This section gives the students brief and concise guidance in regard to reading different types of writing.

III. Practice

This section follows the process of writing: prewriting, writing and rewriting. Therefore, the tasks are designed to fulfil a step-by-step process, and, there is a checklist to help the students to evaluate their own writing and that of their partners.

Two passages are presented for the students to read when they are performing the writing tasks of, say, a summary or critical essay/narrative/description.

Tasks: (The tasks in “Summary Writing” as an example)

1. Read the passages and write one sentence/a topic sentence for each passage.
2. Carefully re-read one of the passages and make notes of the key words/key sentences/key idea in the passage.
3. Write an essay based on the key words in your notes.
4. Checklist.

The students evaluate their own writing by referring to the items in checklist.

IV. Sample Writing

This section presents two/three samples written by native English speakers. The samples are selected in accordance with the skills dealt with in each chapter respectively. The students are expected to learn, appreciate and criticize what they have read.

1. Sample Passages
2. Evaluation

Use the checklist to evaluate one of the two summaries in order to evaluate its strengths and weaknesses. (Through this exercise the students’ knowledge of how to write a summary/critical writing/description is strengthened and they also learn to be critical and can be positive learners themselves.)

V. Assignments

Two passages for the students to write an essay with skills learned in each unit respectively.

1. Read the following two passages quickly and decide what is the main idea of each passage.
2. Choose one of the two passages to write a summary/critical essay/argumentation.

3. Read an article/story or whatever you may find and like, and then write a summary/critical writing/argumentation.

4. Bring your homework to class and share what you have read and written.

5. Ask your deskmate/classmate/partner to evaluate your homework with reference to the checklist and give suggestions on how the work could be improved.

(The students are required to evaluate their own writing first and then to ask their partner to evaluate the work to see whether there is any difference between the two evaluations.)

For each section, the activities are arranged and numbered with Arabic numerals in the recommended order, but the teacher may change the order when he/she sees it as fit. The teacher may also delegate some tasks as “homework” or “optional”, use a task marked as “assignment” for homework or as an in-class activity.

The materials (especially samples and passages for practice) given for each unit are not necessarily to be tackled all at once or used within a planned period of time. Teachers are free to make a sensitive selection of some parts and to skip the remainder, rather than dealing with everything in such detail that students may become bored and overwhelmed.

Unit 1 Narrative Writing

Learning Aims and Objectives

Students who have engaged successfully with the learning activities proposed in this unit should be able to;

- Write a narrative essay;
- Distinguish between a narrative-as-essay and a narrative-as-story;
- Organize ideas in chronological order;
- Give an account of an event or series of events;
- Choose details and carefully design the plot of the story;
- Manipulate supporting sentences to convey an attitude;
- Increase coherence through the use of adverbial clauses of time and sequence.

I. Lead-in Activities

Activity 1: Choose one of the following two questions, and talk about it with your partners.

1. What is the most impressive event you have experienced? Was it exciting? Solemn? Shocking? Humorous? Tragic? What happened? Use first person and then third person to give an account of the event. Then discuss the differences between the two.
2. Who had a decisive influence on you while you were growing-up? Your father? Your teacher? Your friend? How did she/he influence you? How have you grown or been changed in some way as a result of this influence? Looking back on your experiences, what are your reflections on those times?

Activity 2: Listen to the following passage.

VOA News Broadcasting¹

1. What is the name of the singer?
2. Why is she so popular?
3. Have you ever heard any of the songs sung by her before?

¹ <http://www.tingroom.com/voastandard/2006/6/33527.html>.

4. What impresses you most in the passage?
5. Now retell the story you have heard.

II. Guidance for Narrative Writing

1. What Is Narrative Writing?

Narrative writing is a recounting of a succession of events and, on a personal level, can give a writer a chance to think and write about themselves¹. The account can be either fictitious, as in literary creations such as anecdotes, tales and fables, romances, short stories novels; or a factual account of events such as history, biography, travel, news reports and journals. In narration, the ideas/events are usually organized in chronological order. As a mode of expository writing the narrative approach, more than any other, offers writers a chance to reflect on and write about their own experiences or those of other people.

2. Guidance for Reading a Narrative

People narrate for two different purposes: to recreate or retell an experience and to make a point. Thus, we have two types of narrative: **narrative-as-story** and **narrative-as-essay**, each of which has defining characteristics.

A narrative-as-story is an exact account of what happened with the purpose of recreating or retelling a particular experience. It requires facts be stated correctly and in good chronological order. Such writing is also referred to as factual narrative.

By contrast, a narrative-as-essay is a story that is told to make a particular point. This mode of writing is also known as a personal essay, a personal narrative or a narrative essay. The purpose is to deal with a personal experience or to express a personal attitude towards the chosen subject. But the focus is on explaining the effect of the related event or some emotional response to a particular incident. It lays emphasis on the generalization which the story supports, rather than to re-create or retell something strictly step by step in time.

Therefore, when reading a narrative, it is important to pay attention to the following points:

¹ *News Reports for Listening Comprehension*, Vol. 3, Li Longjiang (ed.), Beijing: Beijing Huizhitanxia Scientific Development Co. Ltd., 2006.